UGC
MODEL CURRICULUM

PSYCHOLOGY

UNIVERSITY GRANTS COMMISSION
NEW DELHI
2001
FOREWORD

Renewing and updating of the Curriculum is the essential ingredient of any vibrant university academic system. There ought to be a dynamic Curriculum with necessary additions and changes introduced in it from time to time by the respective university with a prime objective to maintain updated Curriculum and also providing therein inputs to take care of fast paced development in the knowledge of the subject concerned. Revising the Curriculum should be a continuous process to provide an updated education to the students at large.

Leaving a few, there have been many universities where this exercise has not been done for years together and it is not uncommon to find universities maintaining, practicing and teaching still on the Curriculum as old as few years or even more than a decade. Not going through the reasons for this inertia, the University Grants Commission, realising the need in this context and in relevance to its mandate of coordinating and maintaining standard of higher education, decided to adopt a pro-active role to facilitate this change and to ensure that the university Curriculum are soon updated to provide a standard education all over the country.

Curriculum Development Committee for each subject was constituted with the respective Convenor as its nodal person. The Committee besides having five subject experts drawn from the university system, was given a wider representation of various sub subject experts attending meetings of the Committee as the esteemed co-opted members which kept on changing from time to time as the need arose. The Committees, therefore, had representations from a large number of experts and had many meetings before final updated Model Curricula were presented to UGC.

The University Grants Commission and I as its Chairman are grateful to the nodal persons, a large number of permanent and co-opted members in different subjects and their sub disciplines for having worked seriously with committed devotion to have produced a UGC Model Curriculum in 32 subjects within a record period of 18 months.

The exercise would not have been possible without the support of our entire academic community. We can only hope that the results will fulfil their expectations and also those of university community and Indian society.

The UGC Model Curriculum has been produced to take care of the lacuna, defects/shortcomings in the existing Curricula in certain universities, to develop a new Model Curriculum aiming to produce the one which is compatible in tune with recent development in the subject, to introduce innovative concepts, to provide a multi disciplinary profile and to allow a flexible cafeteria like approach including initiating new papers to cater to frontier development in the concerned subject.

The recommendations have been compiled by panels of experts drawn from across the country. They have attempted to combine the practical requirements of teaching in the Indian academic context with the need to observe high standards to provide knowledge in the frontier areas of their disciplines. It has also been aimed to combine the goals and parameters of global knowledge with pride in the Indian heritage and Indian contribution in this context.
Today all knowledge is interdisciplinary. This has been duly considered. Flexible and interactive models have been presented for the universities to extend them further as they would like. Each institution may have to work out certain uniform structures for courses at the same level, so that effective interaction between subjects and faculties is possible. The tendency across the country is now to move from the annual to the semester system, and from award of marks to award of credits. There is perceptible growing interest in modular framing as well.

The recommendations while taking all these features into account, have also made provisions for institutions who may not be in a position to undertake radical structural reform immediately. In any country, especially one as large and varied as India, academic institutions must be allowed enough autonomy and freedom of action to frame courses according to specific needs. The recommendations of the Curriculum Development Committees are meant to reinforce this. The purpose of our exercise has been to provide a broad common framework for exchange, mobility and free dialogue across the entire Indian academic community. These recommendations are made in a spirit of openness and continuous improvement.

To meet the need and requirement of the society and in order to enhance the quality and standards of education, updating and restructuring of the curriculum must continue as a perpetual process. Accordingly, the University Grants Commission constituted the Curriculum Development Committees. If you need to seek any clarification, you may contact Dr. (Mrs.) Renu Batra, UGC Deputy Secretary and Coordinator of CDC who shall accordingly respond to you after due consultation with the respective nodal person of the concerned subject.

The University Grants Commission feels immense pleasure in forwarding this Model Curriculum to the Hon'ble Registrars of all Universities with a request to get its copies made to be forwarded also to the concerned Deans and Heads of Departments requesting them to initiate an early action to get their Curriculum updated. The University Grants Commission Model Curricula is being presented to the Registrar of the university with options either to adopt it in toto or adopt it after making necessary amendments or to adopt it after necessary deletion/ addition or to adopt it after making any change whatsoever which the university may consider right. This UGC Model Curriculum has been provided to the universities only to serve as a base and to facilitate the whole exercise of updating the Curriculum soon.

May I request Hon'ble Vice Chancellor and the Hon'ble Registrar including the esteemed Deans, Heads of Departments, Members of the Faculty, Board of Studies and Academic Council of the Universities to kindly update their Curriculum in each of the 32 subjects in consultation with Model Curriculum provided here. This has to be done and must be done soon. May I request the Academic administration of the universities to kindly process it immediately so that an updated Curriculum is adopted by the university latest by July, 2002.

The University Grants Commission requests the Hon'ble Registrars to confirm that this time bound exercise has been done and send a copy of the university’s updated Curriculum in each subject to UGC by July 31, 2002. It is a must. It has to be done timely, failing which, the UGC may be forced to take an appropriate unpleasant action against the concerned university.

The UGC looks forward for your active participation in this joint venture to improve the standards to achieve excellence in higher education.

December 2001

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The CDC is grateful to the following for their assistance in developing various courses included in this document. The structure of B.Psy. and M.Psy. courses was decided in the meetings of the subject panel in Psychology (1997-2000). (Names in Alphabetical Order)

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INTRODUCTION

Psychology as a discipline has grown significantly since the last exercise for the curriculum development was undertaken in the early eighties. In developing a new set of courses the committee envisions that the training imparted by University and College departments will enable students in:

- generation of psychological knowledge through inter-disciplinary focus; and
- developing skills for rendering psychological services to the society for human and social development.

The committee suggests that Psychology in India needs to break out of its present mould, both in terms of its focus, and positivist approach in order to become more meaningful. Considering that India has a long tradition of studying the self and psychological processes it should be our attempt to integrate this tradition with modern scientific studies of such processes being undertaken by Neurobiology, Cognitive Sciences, Evolutionary Biology, Physics, besides social and cultural sciences. This integration will enable us to create a unique approach in Psychology. All courses should be designed keeping this in mind. Furthermore, the components of psychological services should also be made an integral part of all training at the UG and PG levels. They will, of course, be an essential part of professional courses.

The CDC in Psychology has developed a basket of courses for the following levels:

- **The UG level:** It was realised that throughout India there is no uniformity. The degrees offered are Pass, Special and Honours. The courses suggested will need to be appropriately modified based on the pattern prevalent in a University.

- **UG Professional Course (B.Psy.):** It is suggested that Departments may consider offering terminal professional courses at the UG level also. This is distinguished from a regular academic course. Such courses will prepare students to provide tertiary services and also assist full-fledged psychology professionals.

- **The PG Level:** Some of the courses suggested here are for the semester system, others for the annual system

- **PG Professional Course (M.Psy.):** Several professional courses have been suggested under the M.Psy. degree. The focus here will be more on skills required for rendering psychological services.

- **Doctoral Level Course:** Individual departments may develop courses to be offered to their doctoral students. An outline of the framework for these courses is included in this document.
A. Undergraduate Courses
(B.A./B.Sc.)
UNDERGRADUATE (B.A./B.SC.) COURSES

The committee noted that at present different Universities in India have adopted different patterns of UG education. Some Universities which offer a B.A./B.Sc. (Pass) degree require students to study three subjects each year during the three years. Other Universities offering a B.A. (Special)/B.Sc. (Special) allow students to drop one subject in the last year of the UG degree. There are, of course, Universities which offer an Honours programme in which a student takes more courses in the subject in which s/he specializes. The committee suggested that depending upon the structure of courses approved at the Specific University the core and optional papers may be selected out of the following recommended courses.

The core courses for Pass/Special/Honours Courses will consist of the following papers:

- Basic Psychological Processes
- Statistics
- Social psychology
- Human Development/Psychopathology/Biological Psychology

Depending on the nature of the programme, the Department may decide to offer additional courses in the $3^{rd}$ or $2^{nd}$ year from the courses given below.

Practical or Lab. work in all the three years shall constitute at least 30% of the total credit.

**Elective Courses**

- Psychology in educational settings
- Psychology and social issues
- Psychological assessment
- Psychology of health
- Psychology in organisational settings
- Psychological Research and Measurement
- Environmental Psychology
BASIC PSYCHOLOGICAL PROCESSES

Objectives

The course will familiarize students with the basic psychological processes and the studies relating to the factors which influence them. It will also focus on some important application areas of psychology.

1. Introduction

Definition and goals of psychology; Approaches: Biological, psychodynamic, behaviourist, cognitive, humanistic and evolutionary; Cross-cultural perspective; Methods: Experiment, observation, interview, questionnaire and case study.

2. Biological Bases of Behaviour

Human evolution; Genes and behaviour; Hormones and glands; The Nervous System; The Neuron, The Central Nervous System and the Peripheral Nervous System; The Cerebral hemispheres; Monitoring neural activity; Biofeedback.

3. States of Mind

Nature of consciousness; Changes in consciousness: Day dreaming, sleep and dreaming; Extended states of consciousness: Hypnosis, meditation, and hallucinations; Psychoactive drugs.

4. Sensory – Perceptual Processes

Visual, auditory and other senses: Structure and functions; Attentional processes: Selective and sustained attention; Mechanisms: Resource allocation and automaticity; Perceptual organisation; Determinants of perception; Form, space and depth perception.

5. Learning

Classical and Operant Conditioning; Basic processes: Extinction, Spontaneous recovery, Generalisation and Discrimination; Transfer of training; Reinforcement schedules; Verbal learning; Cognition in learning; Motivational and cognitive influences on learning; Observational learning.
6. Memories and Forgetting

Encoding, storage and retrieval processes; Sensory, short-term and long-term memories; Mnemonics; Constructive memory; Forgetting: Decay, interference, retrieval failure, motivated forgetting and amnesia; State-dependent forgetting.

7. Motivations and Emotion

Indicators of motivation; Biogenic and sociogenic motives; Intrinsic-Extrinsic framework; Conflict and frustration; The need hierarchy model; Techniques of assessment of motivation; Emotions: development, expression and control; Theories of emotion; Culture and emotions; Physiological correlates; Polygraphic technique.

8. Intelligence

Psychometric theories and cognitive science approach; Genetic and environmental influences; Intelligence tests; Interpretation of test scores; Cross-cultural issues in testing.

9. Personality

Trait and type approaches; Biological and socio-cultural determinants; Techniques of assessment: Psychometric and projective.

10. Thinking and Reasoning

Thinking process; Concepts, categories and prototypes; Schemas and scripts; Imagery and cognitive maps; Inductive and deductive reasoning; Problem solving approaches; Solution strategies and mental sets.

Readings

PSYCHOLOGICAL STATISTICS

Objectives

1. To develop an understanding of various statistical techniques in terms of their assumptions, applications and limitations.
2. To acquire competencies to organize data for computer analysis.
3. To acquire elementary competencies in using computer packages of statistical analyses.

1. Nature of Psychological Data and Psychological Measurement

Levels of measurement; Categorical and Continuous Variables; Applications of Statistics in Psychology.

2. Frequency Distribution

Drawing of frequency distribution, Bivariate frequency distribution, Graphical representation of grouped data.

3. Measurement of Central Tendency

Purpose and types of measures; characteristics of mean, median and mode; Computation of Mean, Median and Mode.

4. Measures of Variability

Concept of variability; Range and Semi Inter Quartile Range; Standard Deviation and Variance; Co-efficient of variation.

5. Normal Distribution

Concept of probability; Laws of probability, Characteristics of Normal Probability Curve, Deviation from NPC – Skewness and Kurtosis; Normalisation of Skewed distributions; Applications of NPC; Binomial distributions.

6. Correlation

The concept of correlation – linear and non-linear correlation; Pearson’s product moment correlation, Spearman’s rank order correlation; Familiarity with other correlation methods, biserial and point biserial r, Tetrachoric r, and Lambda; Prediction using correlation.
7. **Hypothesis Testing and Making Inferences**

Population and sample; Random sampling; Sampling distribution, Standard errors of mean, SD and r; df; Nature and assumption of t-distribution; Computation of t values for independent and dependent samples; Interpretation of t values – level of significance; Type I and Type II errors in inference making.

8. **ANOVA**

Purpose and assumptions of ANOVA; One way and two-way Analysis of Variance.

9. **Non-Parametric Test**

Nature and assumptions, Distribution-free statistics; Chi-square, Contingency co-efficient; Median and Sign test; Friedman Test.

10. **Preparation of Data for Computer Analysis**

Familiarisation with software packages of statistics and their application.

**Readings**


PSYCHOPATHOLOGY

Objectives

1. To impart knowledge about the normality and abnormality.
2. To make students understand the nature and course of various abnormal conditions.
3. To impart knowledge and skills needed for psychological assessment of different abnormal conditions.

1. *Introduction to Psychopathology*: The concept of normality and abnormality.
2. *Signs and Symptoms of Mental Illness*: Delusions; Hallucinations, Obsessions, Compulsions etc.
4. *Psychological Assessment of Psychopathology*: Diagnostic tests, Rating scales, History taking interview; Orientation to projective tests.
5. *Anxiety Disorders*: Panic disorder and Agoraphobia, Specific Phobias, Social Phobia; Obsessive Compulsive disorder, Generalised Anxiety disorder.
11. *Stress disorders*: Stress due to normal calamities like earthquake, storm etc., and life events.

Readings

HUMAN DEVELOPMENT

Objectives

This course aims at providing conceptual foundation of human development. It focuses on development in the life span in different domains with an emphasis on the cultural context.

1. **Introduction**: Concept of Human Development; Theories of Human Development; Methods of studying Human Development.
2. **Foundation of Human Development**: Biological factors in Human Development; Cultural and Social factors in human development; The nature – nurture debate in human development.
3. **Context for Human Development**: Socialisation – measuring and factors; Role of family, peers and school; Media and Socialisation; Ecological factors in Human Development.
5. **Self and Identity**: Emergence of self; Development of personal identity; Physical and sexual maturation.
6. **Moral and Social Development**: Emotional Development; Development of morality and self control; Development of gender differences and gender roles.
7. **Development Concerns During Adulthood**: Marriage, Family and Work.
8. **Problems of Aging**
9. **Developmental Disabilities**

Readings

SOCIAL PSYCHOLOGY

Objectives

1. To enable students to appreciate how individual behaviour is influenced by social and cultural contexts.
2. To enable students to develop an understanding of functioning of dyads, groups and organisation.
3. To understand the unique features of the Indian socio-cultural context.
4. To understand how social problems can be analysed in terms of various social psychological theories.

1. Introduction

Nature, goal and scope of social psychology; Social psychology and other social sciences; Methods of social psychology: Experimental and non-experimental methods, Correlational approach and Cross-cultural research.

2. Social Perception and Cognition

Perceiving others: Forming impressions; Role of non-verbal cues, group stereotypes, and central traits; Models of information integration; Primacy and recency effects; Attribution of causality: Theories and biases.

3. Attitudes

Nature and function of attitudes; Attitude and behaviour: Theories of reasoned and planned behaviour; Formation, change and measurement of attitudes.

4. Prejudice and Discrimination

Nature and components of prejudice; Acquisition of prejudice; Reduction of prejudice.

5. Groups and Leadership

Group structure and function; Task performance: Social facilitation; Social loafing; De-individuation; Conformity; Obedience and Social modelling; Group cohesiveness, Norms and decision making; Leadership: Definition and functions; Trait, situational, interactional and contingency approaches to leadership; Leadership effectiveness; The charismatic leadership.
6. Communication

Communication models; Verbal and non-verbal communication; Language and social interaction; Barriers in communication; Interpersonal attraction and its determinants.

7. Pro-social Behaviour

Co-operation and helping; Personal, situational and socio-cultural determinants; Bystander effect; Theoretical explanations of pro-social behaviour.

8. Aggression

Theoretical perspectives; Trait, situational and social learning approaches; Social and personal determinants of aggression; Prevention and control of aggression.

9. Population and Health

Psychological factors in population; Factors in birth control.
*Health behaviours*: illness prevention, treatment and health promotion, meeting the challenges to the health of women and children.

10. Environmental Issues

Noise, pollution and atmospheric conditions; Design, personal space and territoriality; Density and crowding; Behaviour in response to environmental problems; Intervention for environmental management.

Readings


BIOLOGICAL BASES OF BEHAVIOUR

Objectives

Teaching a student the basics of biological bases of behaviour including psychophysiology and behaviour genetics.

1. Basic reasoning in biology of behaviour; Historical background of behavioural biology; Vegetative/animative processes; Types of cells; Neuron; Nerve impulse transmission (graded potentials; spike potentials; EPSP; IPSP; chemical mediators; hydrolysis); Research methods (Neuroanatomical; Neurophysiological; Neurochemical; Neuroelectrical).

2. Peripheral Nervous System (Somatic; Autonomic); Central Nervous System (Spinal chord; medulla; cerebellum; mesencephalon; diencephalon; rhinencephalon; Basal ganglia, cerebral cortex); Evolution of nervous system.

3. Neurophysiology of arousal, attention, consciousness and sleep; Psychophysiology of emotions; Physiological and chemical correlates of learning and memory; neurological basis of aphasia.

4. Science of genetics; Chemical and physical structure of nucleic acids; Protein synthesis; Mitosis and meiosis; Mendel's laws; Linkage and crossover; Extra-nuclear inheritance; Introduction to theory of evolution.

5. Human behaviour genetic analysis (Family and Twin methods); Animal behaviour genetics (Selective breeding; inbred strains, induced mutations; diallel crosses; foster rearing); Inheritance of learn ability and sociability in animals; Inheritance of intelligence, mental retardation and psychopathology in humans.

Readings


ORGANIZATIONAL BEHAVIOUR

Objectives

1. This course designed for the students of human behaviour aims at understanding the behaviour of individuals along with other organisational assets.
2. Students are expected to learn not only the theoretical aspects of the course but also to familiarize themselves with the skills, techniques and their implications.
3. The course would create an enabling experience in the students to understand the organisational processes and its linkages with the societal contexts.

1. Historical Context of Organisational Behaviour

Contributions of Taylor, Weber, Fayoll Definitions of OB; challenges, scope and opportunities for OB.

2. Perspectives for Understanding OB

Open Systems approach, Human Relations perspective, Socio-technical approach; Developing an OB model responsive to Indian realities.

3. Person in the Organisation

Biographical characteristics, Personality: Definitions and Measurement, Concept of skill, Self-awareness; Major personality attributes affecting OB; Matching personality and job. Personality and culture.

4. The Individual and Organisation

Values, attitudes and job satisfaction. Importance of values, sources of values and its indoctrination. Attitudes: Sources, types and measurement of attitudes; Skills involved in changing attitudes.

5. The Individual in the Organisation

Motivation, concept and early theories of motivation: Need hierarchy theory; Theory X and Y and Two-factor theory, Skills involved in motivating workers; MBO, Behaviour modification, Employee involvement programs.
6. The Group and Organisation


7. Communication in Organisations

Communication model. Barriers and sources of distortions; Direction and network of communication, Communication and decision-making, Cross-cultural communication. Skills involved in communicating and listening.

8. Leadership in Organisations


9. Conflict Negotiation and Stress in Organisations


10. Organisational Change and Development

Nature, forces and approaches to change management. Organisational development, OD intervention techniques. Cultural issues in change and development. Skills in managing change at individual level.

Readings


COUNSELLING PSYCHOLOGY

Objectives

This course familiarizes the students with the nature and process of counselling, its major theories and techniques and exposes them to the different fields of application of counselling.

1. Counselling: The Art and Science of Helping
   a. Meaning, Purpose and goals of counselling with special reference to India.
   b. Professional issues, ethics, education and training of the counsellor.

2. Counselling Process
   a. Counselling relationship.
   b. Counselling interview.

3. Theories and Techniques of Counselling
   b. Humanistic Approach: Existential, Client centered.
   e. Indian Contribution – Yoga & Meditation

4. Counselling Applications

Child Counselling, Family Counselling, Counselling in Schools, Career Counselling, Alcohol and Drug Abuse, Group Counselling, Crisis Intervention Counselling

Readings

PSYCHOLOGY AND HEALTH

Objectives
1. Introduction to the concept and models of health in the socio-cultural contexts and the scope of health psychology.
2. Introduction to the Health-damaging and health-promoting life styles/behaviours.
3. Introducing stress phenomenon with health-related consequence and its management.
4. To sensitise regarding health concerns of children, women and the elderly.

1. Meaning of Health in socio-cultural contexts

Nature, scope and development of Health Psychology. The role of Health Psychologist.

2. Models of Health

Bio-psycho-social and cultural models: Health Belief models.

3. Health damaging and Health promoting life styles/behaviours

Type A Behaviour Pattern and Cardio Vascular diseases and role of CVD illness.

4. Stress and Health


5. Health Issues relating to Children, Women and Elderly

Readings


PSYCHOLOGICAL ASSESSMENT

Objectives
1. To train students in various psychological assessment techniques
2. To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.

1. *Nature and Scope of Human Assessment*

2. *Parameters of Assessment, Psychological Scaling; Methods of Scaling*

3. *Principles of Psychological Test Construction*
   Item analysis; Reliability, Validity and Development of Norms.

4. *Types of Psychological tests*
   Group, Performance, Verbal

5. *Assessment of General Abilities*

6. *Assessment of Special Abilities*
   Aptitude, Multiple Aptitudes

7. *Assessment of Personality*
   Interest, Interpersonal inter-action, dynamic factors, use of self-report inventories, Interview and projective and non-projective tests.

8. *Assessment in Educational Set-up*

9. *Occupational Tests and Assessment in Occupational Set-up.*

*Socio-cultural Factors in Psychological Assessment*

Readings
ENVIRONMENTAL PSYCHOLOGY

Objectives

1. To highlight the simultaneous mutual interaction of environment and behaviour.
2. To delineate psychological approaches to the study of environment.
3. To discuss the impact of ecological degradation and the need for enhanced awareness programmes.

1. Environment and Behaviour

Environmental wisdom: Evolving environmental ethics from values about Nature in the ancient Indian systems. Earth as a living System: The Gaia Hypothesis; Deep ecology.
Effects of behaviour on environment: Perception, preferences and awareness of environment.
Effects of environment on behaviour: Noise pollution, chemical pollution, crowding and personal space.

2. Ecology and Development


3. Psychological Approaches to Environment


4. Environmental Assessment


Readings


PSYCHOLOGICAL RESEARCH AND MEASUREMENT

Objectives

1. To provide an overview of scientific approaches to psychological research in terms of sampling techniques, scientific method/experimental designs.
2. To acquaint the students with respect to psychometric, projectives techniques and non-testing approaches like interviews and questionnaires.

1. Science and Psychological Research
   Assumptions of science, Characteristics of the scientific method, Theory and fact, Nature of psychological research: Correlational and experimental.

2. Sampling
   Sampling frames; Probability and non-probability samples, Sample size, Sampling error.

3. Psychological Scaling
   Purpose of scaling and types of psychological data. Psychological scaling methods: Rank order, Paired comparison; Familiarity with Thurstone, Likert and Guttman Scales.

4. Construction of Test
   Theory and procedures – theory of measurement error (in brief), Operationalizing a concept, Generating items, Items analysis. Item Response Theory.

5. Introduction to Experimental Designs
   Pretest – Post-Test Design; Factorial Designs, Randomised Block Design.

6. Standardization of Test
   Reliability and validity of tests, Development of norms and interpreting test scores, Cross-validation.

7. Assessment of Personality
   Psychometric and projective techniques, Familiarity with MMPI, EPI, IGPF, TAT, PF, Rorschach and some Indian tests.

8. Interviewing
   Principles and procedure of interviewing – gaining co-operation, motivating respondents, acting as standardized interviewer, training of interviewers, ethics of interviewing.
9. **Questionnaire Design**

   Principles of questionnaire designing, types of questions, framing questions, pre-testing, errors and biases in questionnaire data.

10. **Analysis of Data and Report Writing**

   Coding, Data cleaning; Index construction, Univariate and Bivariate analysis, Report writing.

**Readings**


PSYCHOLOGY AND SOCIAL ISSUES

Objective

The course will provide social psychological analysis of some salient contemporary social issues.

1. Nature of social issues

2. Social Psychological Understanding of Social Systems
   Indian Family System; social stratification, caste, class, power; social identifies – Religious ethics.

3. Social inequality, poverty and deprivation
   Social psychological analysis of deprivation; Consequences of Deprivation; Poverty-Theories of Poverty; Concomitants of Poverty, Inequality, Sources of Deprivation, Inequality and Political Mobilization, Social justification.

4. Environmental issues
   Environment, culture and behaviour; Explanations of crowding; Experience and consequences of crowding; Energy conservation; Stress Air, noise, water-pollution and behaviour.

5. Health and well-being
   Role of behaviour in major health problems; Shortcomings of the biomedical model; Behavioural sciences in disease prevention and control in developing countries, India’s health Scenario.

6. Political Behaviour
   Development of ideology; Use of social groups in politics.

7. Anti-Social Behaviour
   Corruption, bribery and other forms of Anti-Social behaviours.

8. Impact of IT and Communication Technology on Social Behaviour
9. **Violence**

Nature and Categories of Violence – Violence in families and marriage; Rape; Collective violence for social change.

10. **Social Justice Issues**

The concept of Social Justice and injustice; Reactions to injustice; social interventions to remove injustice.

11. **Issues of Human and Social Development and Quality of life and development.**

**Readings**

PSYCHOLOGY PRACTICALS AT UNDERGRADUATE LEVEL

Objectives
1. To create interest and excitement towards psychological phenomena.
2. To develop an awareness of psychological tools and techniques.
3. To provide basic training in planning and conducting experiments.
4. To nurture the skills of observation.
5. To facilitate understanding of (theoretical) psychological constructs and their application to problem solving.
6. To facilitate processes of self-understanding.

Contents

Training in psychology practicals should be linked with the theory papers taught in the three years of undergraduate study. The weightage of various activities may be decided by the department depending on their relevance to different courses taught. Depending on the emphasis on course content, the following components need to be incorporated in graded fashion. Some of the activities may be retained in all the three years while others may be introduced at the appropriate level in the course spread over the span of three years. The activities are interactive and participative. The evaluation for these activities shall be on a continuous basis. A tentative distribution of the activities across the three years of undergraduate course is outlined below. Departments may choose the activities, they want to focus on based on the courses offered.

FIRST YEAR

Experimental Demonstrations/ Replications of Various Psychological Phenomena

The instructor is required to share with the entire class a set of selected phenomena and demonstrate them. The engagement and participation of entire class needs to be encouraged. After the demonstrations, the students should be asked to replicate the phenomena/observations. The following is an illustrative list of such phenomena:

Visual illusions.
   a. Learning curve.
   b. Curve of forgetting.
   c. Chunking.
   d. Serial position curve.
f. Individual differences in aspiration.

This will allow the students to formulate questions and translate them into a form which can be undertaken for investigation in experimental paradigm. The idea of ‘control’, ‘variables’ and ‘design’ should be given.

Development of Observational Skills

This will include training for developing sensitivity in attending to the details in our environment by providing psychological insights. An illustrative list of such activities is as follows:

1. Observing TV programmes for certain themes (e.g., the image of child, representation of women).
2. Observing behaviour of people in different settings (e.g., family relationships, religious beliefs, coping with stressors like death, accidents etc.).
3. Using Piagetian, Eriksonian and Winnicottian methods childrens’ play and spontaneous behaviour may be observed.

NOTE: May continue in Second and Third Years.

Facilitating Understanding of Self and Others

The students should be asked to maintain diaries, describe their personal experiences, and use some psychological tools to learn about themselves. Yogic exercises and meditation and others may also be introduced. Stress management techniques are also relevant and may be incorporated in the course structure. All this will contribute to personal growth.

NOTE: May continue in Second and Third Years.

Familiarization with and use of Psychological Instruments

Psychological work requires one to master the use of psychological instruments such as tests, inventories, scales etc. It will be useful if the theoretical understanding of testing is supplemented by acquainting students with some good tests and their manuals. Students should be exposed to a wide range of tests (e.g., psychometric, projective, verbal, performance) and be asked to develop mastery in the administration and interpretation of a few tests.

Workshops on Communication Skills

Communication skills are crucial for success in any profession. With a view to enhancing competence in this sphere, concerted effort should be made to improve oral and written communication, presentation, and listening. Use of audio visual aids etc. should be emphasized in these workshops. Feedback should also be given to students so that they may consolidate their learning experiences.

NOTE: Shall continue in Second and Third Years.
SECOND YEAR

Planning and Conducting Experiments

The goal should be to enhance the understanding of the logic of experimentation and translating them into action. Students should be encouraged to introduce different variables (e.g., tasks, instructions, experimental conditions) rather than sticking to one. For instance an experiment on verbal learning may be introduced and several options for choosing the independent and dependent variables may be given.

Test Construction

Students will select a suitable area to develop a test of at least 30 items.

a. Item selection.
b. Selection of a population and by using a suitable sampling technique to administer the test (Sample size to be minimum of 50).
c. Carrying out item analysis and finalizing the test format.
d. Determining the reliability and validity of the test.
e. Writing a report on the test constructed.

Critical Analysis of Published Research and Planning a Study

Students will be asked to select an article from a journal and review it with emphasis on methodology used. Students shall also propose plan of a research by taking into consideration the variables to be studied, the sampling procedures, the instruments to be used or constructed, and the statistical analysis to be conducted.

Analysis of Psychologically Relevant Literary Texts

Students may also be asked to read some literary work/creative writing like novel/story book/poems and try to find psychological substance in it. Moods, emotions, anxieties, conflicts, stress etc. may be identified in these texts and analysed. Teachers can also ask the students to write their own views about films also. Newspapers may be analysed for specific themes. This may allow to come closer to our social reality, help students to express their ideas. Such assignments shall provide opportunity for variety and creativity.

NOTE: May continue in Third Year.

Field Visits to Psychologically Relevant Settings

The departments may encourage visits to hospitals, schools, old age homes, clinics, NGOs, industries as a part of practical training. If organized well, these visits will help the students to have a real feel of settings as well as the constructs with which psychologists work in field
settings. It will be necessary for students to take down notes and submit a report based on field visits.

**Preparing a Trend Report**

The students may be encouraged to go through published articles/books pertaining to a theme of his/her choice and prepare a brief trend report based on which assignments may be submitted.

**Developing Case Accounts**

Students may be required to choose at least three cases with different problems, study them and write a comprehensive report of the same. Activities will comprise of collecting personal information, conducting interviews, obtaining information regarding background factors leading to the present problem, making relevant observations regarding speech, non-verbal communication etc., drawing valid inferences based on the verbal reports and behavioural manifestations. All this may be integrated and help towards the development of case accounts.

**NOTE:** May continue in Third Year.

**THIRD YEAR**

**Short Projects**

With a view to facilitating creativity, rewarding curiosity, and promoting skills in planning and conducting psychological studies, students may be required to take up a small project on an issue of interest to them under the supervision of teachers. It is expected that engagement in such an endeavour will help to clarify methodological issues and promote responsibility, accountability and ownership. Students may be given freedom to undertake projects individually or jointly following a methodological approach (e.g., experimental, survey, observation, use of secondary data) of their choice.
Bachelor in Psychology
(B.Psy.)
BACHELOR IN PSYCHOLOGY (B.PSY.)

Bachelor of Psychology (B.Psy.) programme is proposed as a professional programme for students who have completed 10 + 2 level education. It will prepare students who aspire to become full-fledged professionals to provide various kinds of psychological services. The programme will provide an exit point to students who will assist professionals already working in diverse settings in which psychological services are needed in order to acquire valuable experience before some of them go on to complete their M.Psy. The B.Psy. programme will prepare students to help in providing psychological services at the para-professional levels as well as support and maintenance services. It is realized that students in traditional programmes are not trained skills which are needed in such supportive roles. The new programme is designed to nurture theoretical understanding as well as professional skills through experiential learning, fieldwork, etc. For courses included here the practical work prescribed is expected to vary according to the needs of students and resources available. The pedagogy emphasises learning by doing rather than learning in the classroom.
B.PSY IN SCHOOL COUNSELLING

1st year of B.Psy (Total Marks 500)

This is common to both optionals

1. General Psychology 100
2. Developmental Psychology 100
3. Abnormal Psychology 100
4. Experimental Psychology 100
5. Educational Psychology 100

Practicals and demonstrations in counselling under simulated conditions.

IInd Year of B.Psy (500 Marks)

For Optional (A) School Counselling

1. Theories of Counselling 100
2. Techniques and skills of Counselling 100
3. Childhood behavior problems I 100
4. Field training 200

Placement in School for 2 days a week. Report writing, Testing, Scoring

One-to-one supervision in which the student would attend individual conferences with the supervisor and discuss the cases thread-bare and see how the progress is in each case handled by the student trainee; Case conferences at the place of work or at the college and review of the cases along with other students placed in similar settings.

Practicals in simulated conditions and demonstration of counselling.

IIIrd Year (Marks 600)

1. Behaviour modification 100
2. Play techniques and programme organisation 100
3. Childhood behavior problems II 100
4. Field Training 200
5. Report on worked cases 100
B. PSY. IN EDUCATIONAL PSYCHOLOGY

Objectives

1. To provide the students adequate knowledge about the overall development of school age children.
2. To sensitise the students to the demands and pressures of the educational setup and their consequence for children.
3. To train the students to administer and interpret results of psychological tests such as aptitude, intelligence and personality tests for school age children.
4. To enable the students to establish a career and counselling programme for school students and their parents. To facilitate outside referral wherever necessary.
5. To enable the student to prepare case reports/l.Ps for children with difficulties, in consultation with the regular class teacher/school authorities.
6. To train the student to provide remedial measures to children identified as having learning/behavioural problems and to facilitate outside referral wherever necessary.

COURSE CONTENT

Rationale: In order to achieve the objectives listed above and truly equip the B.Psy. Graduates to offer professional services, the course will place equal emphasis on theory and practical experience. Secondly, while the overall pattern of core and cognate subjects will be maintained as in regular undergraduate programs, the cognate courses will be those that are complimentary to this particular aspect of psychology – viz., educational psychology which will remain the core subject.

The weightage between the different components of the course will be as follows:

- **Core Subjects** - 50%
- **Cognate subjects** - 17%
- **Practicum** - 33%
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<thead>
<tr>
<th>B.Psy. I</th>
<th>Core</th>
<th>Cognate</th>
<th>Practicum</th>
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<tbody>
<tr>
<td></td>
<td>General Psychology</td>
<td>1. Education</td>
<td>1. Observations</td>
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<tr>
<td></td>
<td>Developmental Psychology</td>
<td>2. Language</td>
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<td>Educational Psychology</td>
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<td>Abnormal psychology</td>
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<tr>
<th>B.Psy. II</th>
<th>Core</th>
<th>Cognate</th>
<th>Practicum</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Counselling Theories &amp; Techniques</td>
<td>1. Education - philosophical &amp; sociological foundations of education.</td>
<td>1. Work under supervision</td>
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<td></td>
<td>2. Psychology Assessment</td>
<td>2. Introduction to psycholinguistics</td>
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<td>3. Learning Disabilities</td>
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<td>4. Play Techniques &amp; Programme Organisation</td>
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<td>Total 800 Marks</td>
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<tr>
<th>B.Psy. III</th>
<th>Core</th>
<th>Cognate</th>
<th>Practicum</th>
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<tbody>
<tr>
<td></td>
<td>1. Family/Parental Counselling</td>
<td>1. Education -philosophical &amp; sociological foundations of education</td>
<td>1. Increasingly independent work with clinical supervision</td>
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<tr>
<td></td>
<td>2. Behaviour problems &amp; Behaviour Modification</td>
<td>2. Introduction to Psycholinguistics</td>
<td>2. Independent Project</td>
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<td>3. Vocational Guidance</td>
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<td>4. Children with special needs</td>
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<tr>
<td>Marks</td>
<td>400</td>
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<td>400 (inclusive of 200 for project)</td>
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<td>Total 800 Marks</td>
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GRAND TOTAL (I+ II+ III) = 2300 MARKS
INTERNSHIP

2 months supervised internship in the concerned agency. The degree will be given after getting a certificate from the concerned school of successful completion of the training programme.

PRACTICUM EXAMINATION

| Marks for the Practical notes and work Internal Supervisor/Agency Supervisor | 25 |
| Evaluation of students by the College Supervisor & Agency Supervisor          | 50 |
| Viva on the Practicum                                                         | 25 |
| Total                                                                         | 100 |
B.PSY IN EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

Objectives

The purpose of this course is to equip students to work with and teach children who have disabilities as well as those who experience difficulties of various other types. The trained students would be able to take up educational intervention with children in the community and in school settings.

In the first paper 'The child with Special Needs', the students are introduced to the nature of childhood disability and its effect on children at different stages in development. The second paper is 'Principles and Methods in the Education of Children with Special Needs'. It provides insights into important issues and processes with regard to intervention and education of children who have disability and disorder, and therefore have educational needs different from those of non-disabled children. The third paper of this course has been titled 'Organisation and Management of Educational Programme for Children with Special Needs'. As the title suggests, in this paper the students will be taught the skills of being incharge of programmes for children with exceptional needs including both special and integrated programmes.

While transacting the curriculum it must be remembered that at the undergraduate level the concepts must be simply explained and the terminology should be followed with explanation using suitable illustrations. Although this course integrates input from the fields of special education and clinical psychology, an attempt must be made to focus on the child’s development through education, giving only the essential emphasis to diagnosis and classification.

PAPER I: THE CHILD WITH SPECIAL NEEDS

Objectives

To enable the students to:

1. Appreciate the special needs of children with different disabilities and disorders;
2. Gain insights into the causes of disability and disorder in children, and into their prevention and treatment;
3. Be sensitised to the similarities and differences between disabled and non-disabled children; and
4. Perceive the importance of the family and the community in the development of the child with special needs.
Introduction

a. Introducing the world of differences
b. Definition and terminology, relationship of delayed development and disability.
c. Incidence and prevalence in India
d. The child at risk: poverty and gender issues.
e. Rights of the disabled child
f. Issues in classification and labelling.
g. Genetic and environmental factors in disability.
h. Prevention of disability.
i. Early detection, screening, identification and assessment in the community and at centre-based programmes.
j. Need for intervention: Prevention, education and rehabilitation.
k. (Normalization) and mainstreaming.
l. Understanding the family with a special child.

The Child with Mental Retardation

a. Discuss roles of differences characteristics from “more time to grant, enact scene.
b. Definition of intelligence, adaptive behaviour and mental retardation.
c. Mental illness as different from retardation. Approaches to measurement.
d. Current classification and terms: mild, moderate, severe and profound retardation.
e. Genetic and environmental causes; prevention.
f. Characteristics of children with mental retardation (from infancy to adolescence) – physical, motor, cognitive, language, personal, social and emotional effect on the family.
g. Associated conditions ADHD, sensory problems and behavioural problems.
h. Family & Community: mutual support, role in development, attitudes, acceptance & integration of child.
i. Principles in intervention; Intervention, self-help, educational, vocational and pre-vocational.

The Child with Sensory Deficits

1. Auditory Impairment

c. Activity, spend a day or two at home with ear plugs and discuss – feelings, reactions of self and others.
d. Genetic, prenatal and perinatal causes of deafness. Approaches to measurement – simple and clinical methods, (i.e. identification in regular section).
e. Cognitive, language, social and emotional development of children with hearing loss. Importance of the age of onset of loss for language development.


g. Prevention, early treatment and stimulation.

h. Family – its role in detection and child’s language development. Support and counselling for family.

i. Community – effect of attitudes, services for rehabilitation, integration of child and family.

j. Intervention – by child care workers.

2. **Visual Impairment**


b. Genetic and environmental causes – with special reference to nutrition.

c. Identification at early stages.

d. Prevention and treatment of impairment.


g. Community – role in prevention & awareness, Services for rehabilitation, Integration of child & family.

h. Activity – At home spend 23 hours blind folded try through activities and discuss facilities and researchers of self and others

**The Child with Learning Difficulties & Disability**


c. Associated problems activity: (i) try reading mirror images of a lent for a day (ii) try writing with the left hand (if right handed) or with the left handed.

**PAPER II: PRINCIPLES AND METHODS IN THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

**Objectives**

This course enables the students to understand and practice the important principles of education of children with special needs.
Introduction

a. Need for special education of children with special needs. Integrated education – its meaning and significance for child development.
b. Convergence of services of specialists.
c. Education policy, schemes and services for special & integrated education.
d. Legislation and implementation.

General Principles & Methods

a. Identification of children for special education services.
b. Individualised education programme approach.
c. Preparation of non-disabled children and adults for mainstream.
d. Role of technology in special education.
e. Methods in home, centre and community based intervention.
f. Gender equity in education.
g. Adaptation in teaching and facilities.

Early Childhood Intervention and Education

a. Significance of early childhood intervention (birth to 8 years).
b. Methods of early stimulation – at home, at the centre and in the community.
c. Classification to facilitate appropriate intervention.
d. Assessment procedures for diagnosis – familiarity with observations, checklists and standardized scales. Involving and empowering family in care, stimulation and education.
e. Experience in normalization-role of community.
f. Counselling and therapy for the child and the family.
g. Referral Services

Children with Mental Retardation, Sensory Deficits, Learning Disability, Cerebral Palsy, Orthopaedic Disability & Communication Disorders

a. Objectives of education of children with different degrees of disability.
b. Use of IEP to impart instruction.
c. Methods of education at primary and secondary levels-special & integrated education.
d. Institution based and community-based education.
e. Identification of training for pre-vocational spells.
f. Vocational avenues and preparation for vocations.
g. Guiding and strengthening family resources.
h. Methods of evaluating children in educational settings.

Children with Behaviour Difficulties and Disorders

b. Behaviour modification techniques.
c. Educational provisions for children with ADHD, Autism, and other severe disorders.
d. Management techniques for children with high anxiety and maladjusted behaviours.
e. Counselling & therapy for the child and the family.
f. Methods of evaluating children’s progress.
g. Referral services.

PAPER III: ORGANISATION AND MANAGEMENT OF EDUCATIONAL PROGRAMME FOR CHILDREN WITH SPECIAL NEEDS

Objectives

To enable the students to

1. Become familiar with the significance of programming for children with special needs.
2. Have the skills to design and supervise small-scale centre-based and community-based programmes.
3. Develop skills to generate, mobilize and manage resources for conducting the programmes.
4. Acquire skills to provide integrated education for disabled children.
5. Have knowledge of methods of involving families and the community in the rehabilitation of disabled children.

Introduction

a. Significance of programming for disabled children in ‘least restrictive environment’. Historical review of services for disabled in India.
c. Large Vs. Small programmes.
d. Integrated and segregated programmes.

Resources in Programming

a. Determining objectives and criteria for selecting nature and severity of disability. Concept of mixed education of children with different disabilities.
b. Centre-based programming, community-based programming.
c. Special considerations in providing infrastructure and resources.

Physical Arrangements

Suitability of building – design, layout of indoor and outdoor spaces, design of rooms, toilets & playground.
Material Resources

Equipment, furniture, teaching-learning materials, prosthetic equipment, materials for creative expression e.g. sand, clay, paints, printing blocks.

Human Resources

a. Special educators, administrators, assistants and support staff.
b. Parents as resources.
c. Roles, skills and qualities of special educators.
d. Other team members speech therapist, physiotherapist, clinical psychologist, paediatrician and social worker.
e. Sensitisation and refresher training of staff. Developing positive attitudes and accountability. Supporting, sustaining and strengthening staff.

Budget & Funds

a. Generating funds through government and non-government grants and donations.
b. Preparing a budget.
c. Managing the fund-income & expenditure.
d. Management of time in programming.

Record and Reports

Maintaining stock registers, attendance records of staff and children.

Models of Integrated Programme

a. Special class in regular school.
b. Part-time placement in regular class.
c. Regular class placement with special facilities.
d. Regular class placement with no special facility.

Resource Room

a. Its significance in education.
b. Special equipments, materials for play, creative expression and drama, indoor games, miniature museum for learning, VCR & Video films for education and recreation.
c. Involving parents and volunteers in educational programmes.
d. Advocacy for community awareness and public support.
MONITORING & EVALUATION OF PROGRAMMES

Definition & Objectives

1. **Monitoring** — Weekly, monthly, term and annual records of programme elements. Staff meetings, meetings with parents & community, use of observation notes, checklists and rating scales for monitoring children’s progress.

2. **Evaluation** — by the educator, of the educator, self-assessment, IFP records. Parents’ assessment and community perceptions of programme efficacy.

3. **External evaluation**

4. **Case Studies** -
   1. Of an institute of the government.
   2. Of NGO running a community based programme.

PRACTICAL TRAINING

**Title: Placement in Institutions for Children with Special Needs**

The students should be placed, if feasible, both in special programmes and in integrated programmes of care and education.

1. The students are expected to learn the use of the following methods for **understanding** special children:
   a. Observation at the programme and at home.
   b. Interview of parents and other family members.
   c. Checklists for describing children.

2. **Familiarity** with tools of assessment of children’s behaviour and development through the use of:
   a. Screening inventories.
   b. Developmental assessment scales.
   c. Standardized psychological tests (adapted and Indian).

3. **Visits** to institutions and integrated programmes providing services to children with:
   a. Mental retardation.
   b. Auditory impairment.
   c. Visual impairment.
   d. Cerebral palsy and orthopaedic disabilities.
   e. Learning disabilities.
   f. Mixed disabilities.

4. **Preparation** of play and learning materials, toys and teaching aids to work with children. Emphasis also on listening to people with special needs, preliminary identification,
activities suggested on outline may be helpful for ..........to identity with persons with special needs.

5. **Developing** communication materials for awareness, education and advocacy about disabilities and disorders (posters, pamphlets, leaflets). Using creative approaches for communication such as theatre, puppetry and music.

6. **Meeting Parents to**
   a. Use listening skills and hear their point of view about the child's disability.
   b. Discuss child's development and education.
   c. Educate them about relevant issues.
   d. Provide moral and emotional support.

**Important Note**

In order to meet the above requirements the students must be placed for at least 40 days, spread over two blocks in a year, in one or more institutions. They should understudy different special educators / teachers to understand similarities and differences in approaches to work. A record file should be maintained to document the assignments completed.
PRACTICAL TRAINING

CONDUCTING EDUCATION OF CHILDREN WITH SPECIAL NEEDS IN INSTITUTIONS AND THE COMMUNITY

Objectives

1. Use of survey methods to detect and screen for disability in childhood.
   a. Language & speech development
   b. Sensory – motor activities
   c. Social interaction
3. Implementing educational practices in an institution (a special school/an integrated programme / a regular school)
   a. Working with children who may have:
      i. Mental retardation.
      ii. Learning disability.
      iii. Auditory impairment.
      v. Behaviour disorders.
      vi. Communication disorders.
   b. Practicing methods to enhance sensory-motor development, cognitive abilities, language skills, mathematical concepts and interpersonal competence at different levels in the programme.
   c. In an integrated programme, observing and participating in processes in inclusion of children with disability, peer and teacher child interactions, administrative arrangements.
   d. Meeting families to:
      a. Plan intervention programme.
      b. Discuss child’s progress and problems.
      c. Involve parents and siblings in socialization and education.
      d. Provide basic counselling and referrals to other allied services.
   e. Case study of a child with special needs.
4. **Implementing intervention and education in the community**

   Placement in a community – based initiative or programme to:

   a. **Practice methods** in home-based initiative for stimulation, education and counselling.

   b. **Provide education** to disabled children using one-to-one teaching, child-to-child approach and existing schemes in education such as Education For All, ICDS, Universal Primary Education, Non-formal Education.

   c. **Interact with families** to give support, seek support and provide guidance.

   d. Observe the functioning of a programme or an institution to study its:

      i. Objectives & philosophy.

      ii. Infrastructure.

      iii. Material & human resources.

      iv. Budget & funding.

      v. Management strategies.

      vi. Acceptance by community.

      vii. Effectiveness in meeting goals.

5. **Case-study of the institution**

**Important Note**

In order to meet the above requirements the students must be placed for at least 60 days, spread over two blocks in year – 30 days in an institution and 30 days in the community. A practical file to record the assignments conducted should be maintained.
Post Graduate Courses
(M.A./M.Sc.)
POST GRADUATE (M.A./M.SC.) COURSES

Master's programme in psychology is an advanced course aimed at competence building among the students from a wholistic and interdisciplinary perspective. Following a scientist-practitioner model, the P.G. training has to gear itself towards both knowledge generation as well as application in different domains of the discipline. However, depending on the local strengths and constraints, psychology departments may opt for specialization in various branches of the discipline.

In order to promote quality and excellence in the standards of teaching, special attention needs to be given to the contents, pedagogy as well as modes of evaluation adopted.

Being a relatively new and fast growing discipline psychology has a rich and varied range of courses to offer which cater to the needs of different sectors. While offering the courses, special attention needs to be given to the use of Indian source material since most of them are Euro-American products.

Laboratory work, practical training and practice in scientific writing and reporting also needs to be emphasized. The pedagogy should be viewed as an effort at developing professional skills and competence building.

This section presents a basket of model courses for the PG level. The CDC has avoided to suggest a fixed course structure as different departments may like to go on for specialization in different fields. We would, however, like to emphasize that in no case the total load which would make a student to eligible for the M.A. /M.Sc. degree in Psychology should be less than 80 credit hours. That is, within a semester system a student will be expected to complete courses worth 20 credit hours (where one credit hour means one contact hour per week.) Some of the courses included here are worth 4 credit hours and others worth 8 credit hours (in other words, they can be offered as an annual course). It is expected that an appropriate mix of theoretical courses and practical in doing laboratory work, field work, etc. will be decided by the departments based on the specializations they want to offer. Our recommendation is that the theoretical courses should carry a weight of between 70-80% and practical courses between 20-30%.
COGNITIVE PROCESSES - I

Objectives

This course introduces the basic concepts and theoretical developments in the areas of attention, perception and memory.

CONTENTS

1. **Cognitive Approach**
   
   Origin and Current Status of Cognitive Psychology.

2. **Attentional Processes**
   
   Selective Attention and its theories; Divided attention and resource allocation; Biological basis.

3. **Perceptual Processes**
   
   Bottom-up and Top-Down Approaches; Pattern recognition; Picture perception.

4. **Memory**
   
   Models of memory: Structural and levels of processing models, Tulving’s Episodic, Autobiographical and Procedural models; McClelland’s PDP approach; Sensory Memory: Iconic and Echoic memories – Measures and empirical features; Short-term Memory: Methodology, Size, Codes and Locking memory; Long-term memory: Determinants of Accuracy – Interference, Context and Encoding Specificity, Mood and Memory; Autobiographical Memory: Flash back memories, Memory for action, Eye-witness Testimony. Memory Improvement.

5. **General Knowledge**
   
6. Imagery and Cognitive Maps

Characteristics of Images; Relation, Size, Shape, Part-whole relationship and Ambiguous Figures; Neuro-physiological evidences and Controversy; Cognitive maps: Distance, Shape and Relative positions.

Readings

COGNITIVE PROCESSES - II

Objectives

This course aims at developing understanding of the processes of language use, problem solving, creativity and reasoning and their various applications.

CONTENTS

1. Language Comprehension

   Spoken language: Speech perception, Constituent structure, Transformational grammar, Factors affecting comprehension; Reading: Perceptual processes and theories of word recognition. Discovering meaning, Inference in Reading; Metacomprehension.

2. Language Production

   Speaking: Selecting the context; Errors in speaking; Gestures and context; Writing: Comparison between speaking and writing; cognitive tasks involved in writing; Bilingualism: Advantages and disadvantages; Code switching and second language proficiency.

3. Problem Solving

   Classification of problems; Newell and Simon's theory; Problem-solving approaches; Means-end heuristics - and the analogy approach and other strategies; Class-room problem solving.

4. Creativity

   Nature and measurement; Factors affecting creativity.

5. Logical Reasoning

   Types and errors in reasoning processes: deductive & inductive hypotheses testing and conditional reasoning; Theories of thought processes.

6. Decision Making

   Algorithms, and heuristics-representativeness, availability anchoring and adjustment; The Framing effect and overconfidence in decisions.
Readings


EXPERIMENTAL METHODS

Objectives

This course aims at familiarizing students with various designs of experiments along with statistical procedures.

CONTENTS

1. Experimentation in Psychology

   Purpose; Nature of variables; Techniques of experimental manipulation; Impact and control in experiment. Sources of bias. Ethical issues in psychological research.

2. Between-Group Designs

   Single factor designing; Randomized Block Design; Factorial Design; Nested Designs. Multiple comparison among Mean, DMRT, Newman Keuls, Tuckey, Protected ‘t’; Non-parametric tests of ANOVA; Sign test; U Test.

3. Within-Group Designs

   Single and two factors repeated measures designs; Trend analysis (Linear, Quadratic & Cubic).

4. Mixed Designs

   Two or three factors mixed designs with repeated measures on one factor.

5. Latin-Square Design

   Greco-Latin Square design; Crossover design; ANCOVA.

Readings

RESEARCH METHODOLOGY – II

NON-EXPERIMENTAL DESIGN AND CORRELATIONAL METHODS

Objectives

This course deals with research methods that are employed in field settings. Correlational analysis techniques with numerical examples will be discussed. Also, familiarity with multivariate techniques is expected.

CONTENTS

1. Non and Quasi-Experimental Designs
   One group designs; Non-equivalent control group designs; Interrupted time-series designs; Multiple time-series design.

2. Correlational Designs
   Cross-sectional and longitudinal designs; Panel design.

3. Newer Social Methods
   Life history; Meta-analysis; Simulation and games; Evaluation research.

4. Advanced Correlation Methods
   Measures of association; Multiple regression (Linear; Stepwise; Logistic and probit); Factor Analysis Techniques and implication.

5. Discriminant Function Analysis
   Techniques - Orthogonal, Canonical; Interpretation of results and application.

Readings


QUALITATIVE METHODS

Objectives

This course enables the students to appreciate the relevance of qualitative methods in psychological research and familiarizes them with different traditions of qualitative research.

Contents

1. Why Qualitative Research?
   The subjectivity of the researcher; recreating a relationship between the participant and the researcher.

2. What is Real in Psychological Data?
   The question of construction of reality.

3. Power and Subjecthood
   Subjectivities yet to reach identity; Subjects on the margin; Generating political awareness.

4. Links with the Cultural Past
   Recovering processes of cultural significance in myths, folklore and symbols.

5. Dynamic Research
   Relating, intuition and empathy; Disciplined subjectivity and the role of interpretation; The clinical tradition; Case study method.

6. Social Constructionist Tradition
   The notion of a positioned researcher; Research enterprise as embedded within local truths; Becoming aware of power hierarchies in the field of enquiry; Subjectivity of the researcher mediating the generation of knowledge; Grounded theoretical approach; Discourse analysis.
7. Feminist Inquiry

Victims and voices on the margins; Engaging with the notion of power; Sharing towards sisterhood: Communicating and observing in groups; Conversational analysis and narrative analysis.

8. Ethnographic Tradition

Special visit to the field; The stay and the living in; Encounter with folklore and myths; Interpretations and reflections; A relationship between the self, the tradition and the other; The ethnographic method; Special reference to the popular culture and modernity.

9. Cooperative Inquiry

Empowering and intervening; Research method and participation; Initiating an inquiry group; Radical memory and inquiry skills; Validity procedures; Validity and beyond.

10. The Process and Documentation of Qualitative Research

Overview and integration.

Readings


PERSONALITY THEORIES

Objective

This course helps the students to understand the diverse psychological strategies to analyse personality.

CONTENTS

1. Introduction

The scope of the study of personality. The concept of personality, personality theories, personality assessment. The credibility of Bogus Personality Assessments, Personality Change.

2. The Psychoanalytic Strategy


3. The Dispositional Strategy


4. The Phenomenological Strategy

Phenomenology and phenomenological strategy: Maslow’s hierarchical theory of Human Motivation. Kelly’s theory of personal constructs – Liabilities of phenomenological strategy.
5. The Behavioural and Cognitive Strategies


Readings


SELF AND PERSONAL GROWTH

Objectives

This course seeks to help the students in understanding the emergence of self from developmental, experiential, humanistic and Indian perspectives, with the goal to enhance their personal growth/well-being and that of others in their contact.

CONTENTS

A. Psychology of Self

1. Introduction

Perspectives on the notion of Personality, Self and Personal growth in psychology; Self as an object and as a process. Bases of Self knowledge: Proximal and Distal.

2. Self from a Developmental Perspective

Introduction to ideas of William James, M. Lewis (concepts of ‘I’ and ‘me’: Categorical Self); G.H. Mead, Cooley (symbolic interactionism); Robert Kegan (A constructivist-developmental approach); Carl Rogers’ Phenomenology.

3. Self in the “Experiential” Tradition

The fantasy of being found: Reactions; Playing and search for Self; Unintegrating as against disintegration; Discovery of self – A moment of paradox; Cultural experience and Self. Notions of ‘maturity’ and ‘creativity’ re-examined.

4. Existential Perspectives on Self

Concerns from philosophy, literature and psychology (Laing).

5. Self in the Indian Thought

Traditional and contemporary approaches.

B. Self Management and Personal Growth: Experiential Approach

2. Stress in the Context of Self; Self-efficacy and other coping strategies.
Readings


NEUROPSYCHOLOGY

Objectives

The major objective of this course is to cater to knowledge in the area of brain and behaviour. The emphasis of this course lies on the study of patients with neurological disorders for assessment, diagnosis, intervention and rehabilitation.

CONTENTS

1. Foundations of Brain Behaviour Relationship

   Topography of the brain: The cerebral cortex & its lobular organisation; The cerebral hemispheres & their internal structure; Neurochemical and vascular systems in the brain; Elements of behavioural neurology; Neurophysiology of perception, learning & memory; Neurophysiology of emotion and motivation; Neural mechanisms of wakefulness, sleep and dream, ARAS and arousal; Methods of investigation: Neurological, radiological & electrical investigations; Neuropsychological assessment (Halstead-Reitan, Luria-Nebraska Neuropsychological Batteries); Case study; Common disorders: Cerebral trauma; Intracranial tumours; Cerebrovascular disorders; Degenerative disorders.

2. Lobular Syndromes

   Frontal lobe syndrome; Disturbance of attentional & memory processes; Disturbance of emotional behaviour; Disturbance of psychomotor functions; Temporal lobe syndrome; Disturbance of hearing & vestibular functions; Disturbance of speech; Disturbance of emotion & consciousness; Parietal & occipital lobe syndrome: Disturbance of visual perception & memory; Disturbance of reading and writing.

3. Hemispheric Asymmetry of Functions

   Structural asymmetry of cerebral hemispheres; Functional asymmetry of cerebral hemispheres; Unilateral lesion studies: Sensory & cognitive disorder; Disorders of perception, expression and experience of emotion; Movement disorder; Studies on hemispherectomy & commisureotomy.
4. **Neuropsychological Assessment**

   Assessment of cognitive functions, assessment of personality and diagnosis, therapy and rehabilitation; Assessment of head trauma patients; Preinjury factors; Cognitive & emotional factors; Impairment after closed head trauma.

5. **Therapeutic Interventions**

   Relaxation techniques, supportive psychotherapies, etc.

**Readings**


**Journals**

a. Neuropsychologia

b. Archives of Clinical Neuropsychology

c. International Journal of Neuroscience

d. Neuropsychology

e. Cortex

f. Laterality

g. Behavioural Neurology

h. Brain & Cognition
EMOTION

Objective

The course aims at understanding the basic issues and state-of-the-art knowledge in the field of emotion. Apart from understanding various facets of emotion, the course intends to help students gain insight into the emotional behaviour of self and others.

CONTENTS

1. **Basic Issues in the Study of Emotions**
   Components and Categories of emotion; Approaches to emotion – Arousal, Activation, Cognitive and Differential Theories of emotion.

2. **Physiological Bases of Emotion**
   Neurophysiological bases of emotion: The cortical/limbic structures; the subcortical regions; the autonomic nervous system; Neurochemical bases of emotion.

3. **Bodily Changes in Emotion**
   The cardiovascular, the respiratory, the gastrointestinal, the thermoregulatory, and the neuromuscular systems; Measurement of emotion.

4. **Theories of Emotion**
   Darwinian-evolutionary theories; Body reaction theories; Neo-Jamesian theories; Cognitive theories; Neurophysiological theories.

5. **Nonverbal Communication and Emotion**
   Facial expression, Paralanguage, Proxemics, Gestures and Interpersonal regulation of emotion.

6. **Laterality and Emotion**
   Research approaches: Experimental and Clinical approaches.

7. **Culture and Emotion**
   Cultural psychology perspective; Universality thesis; Indian perspective on emotions – “Rasa” theory.
8. **Emotional Intelligence**

Models of emotional intelligence; Emotional intelligence at work; Assessment of emotional intelligence.

9. **Emotional Disorders**

Stress and other causes of emotional disorders; Neurotic and Psychotic disorders.

**Readings**


**Journals**

a. Cognition and Emotion

b. Emotion

c. Motivation and Emotion

d. Journal of Nonverbal communication

e. Journal of Personality and Social Psychology

f. Journal of Emotional and Behavioural Disorders
SOCIAL PSYCHOLOGY

Objectives

This course aims at enabling students to
1. Appreciate how individual behaviour is influenced by social and cultural context.
2. Understand how social behaviour can be analysed in terms of social-psychological theories.
3. Realise how social-psychological knowledge can be used in solving social problems.

CONTENTS

1. Historical Background

Growth of social psychology as a modern discipline; Traditions of social psychology: psychological, sociological, societal and applied; Culture and social psychology; Relationship with other social sciences.

2. Theoretical Perspectives

Cognitive dissonance, social comparison, reactance, attribution, social identity; Field; Psycho-dynamic; Symbolic interactionism; Social constructionism; Social representation; Sociobiology.

3. Understanding Relationship and Group Processes

Human relationship; Social motivation; Pro-social behaviours; Aggression; Social emotions; Group dynamics: Meaning of group, group formation, decision making and problem solving; Insights from small group research; Group level behaviours:

4. Social Cognition and Influence Processes

Person perception and social cognition; Social power and political processes; Mass media, communication and attitude change in Indian context; Persuasion, propaganda and brain washing; Leadership styles and effectiveness.

5. Applied Social Psychology

Inter-group relations; Poverty; Gender issues; Social Institutions; Problems of social change; Population issues; Social movements.
Readings


CULTURAL PSYCHOLOGY

Objectives

1. To make the students aware of the various perspectives on linking culture with psychology.
2. To sensitize the students to the cultural processes which constitute psychological functions.
3. To familiarize them with the methodological issues involved in pursuing cultural psychology.

CONTENTS

1. Philosophical Antecedents
   Platonism, positivism, and historicism; Debates leading to the new discipline; Cultural psychology - What is it?

2. Cultural Cognition
   Notions of justice and morality; Thinking styles; Cultural values and categorization.

3. Social Behaviour
   Attribution; Notions of individuality and relatedness; Intergroup behaviour.

4. Cultural Learning
   Cultural ideals; Enculturation and socialization; Child rearing, parenting and family; Play, use of symbols, and communication.

5. Emotion
   A Perspective from Cultural Psychology; Emotion: knowing and understanding people.

6. Cultural Narratives
   Prospects of fusion between culture and psychology: Insights from creative writings.

7. Methodological Issues
   Research paradigms in cultural research; Approaches to culture; Sampling and equivalence issues; Issues in analysis and interpretation of data.
Readings


PHILOSOPHY OF PSYCHOLOGY

Objectives
1. To familiarize students with the paradigmatic issues involved in the development of psychology as a discipline.
2. To help students to develop a critical appreciation of basic issues and scientific enterprises.
3. To introduce the alternative voices in the discipline of psychology.

CONTENTS

1. Historical Origins of Psychology as a Science
   Four paths of scientific psychology: Physiological psychology, Psychology of adaptation, Psychoanalysis, Human science tradition.

2. Meaning of Science
   Different views on science; Values and science; The dominant view of science in mainstream psychology - logical positivism; Models of psychological enquiry.

3. Philosophical Issues in Psychology
   Mind -body problem; Causality and explanations; Mechanism and reductionism; Individualism; Reflexivity; Realism vs. pragmatism.

4. Limitations of Psychology as a “Natural Science” and Search for Alternatives
   Crisis in psychology; Difference between subject matter of natural science and socio-behavioural sciences; Social constructionism; Hermeneutics; Discursive psychology; Complex systems theory; Feminist perspective; Deconstructionist psychology.

5. Indigenous Psychologies
   Vedanta; Buddhism; The move from a modern to a post - modern psychology.

Readings


PSYCHODIAGNOSTICS

Objectives
1. To train students for psychodiagnosis and psychological assessment.
2. To impart knowledge and skills required for psychological assessment and diagnostic testing.

CONTENTS

1. Nature of Psychological Assessment
   Clinical interview and observation, history taking; Contributions and limitations of traditional versus contemporary methods including behavioural methods of assessment; Problems of validation of projective and other clinical tests; Rationale for each psychological test to be administered and reasons for selecting a given test for a given patient/subject; Clinical implications of psychological test results. Ethics of psychological testing.

2. Assessment of Developmental Progress
   Cognitive Assessment.

3. Assessment of Personality and Adjustment

4. Neuropsychological Assessment
   Psychophysiological assessment: Assessment of psychophysiological indices of arousal/anxiety (e.g., GSR, Heart Rate etc.) and to correlate with those of subjective reports of the same.

5. Writing Psychological Reports
   Synthesizing and integrating different test results; Research methods and experimental approaches to psychodiagnostics; Recent advances in psychodiagnostics.

Books for Study


**Books for Reference**


FOUNDATIONS OF APPLIED SOCIAL PSYCHOLOGY

Objectives
1. To provide an understanding of the interface between society and psychology
2. To develop understanding of social policies, social programmes and their evaluation
3. To develop skills in the use of methods for research on applied social problems.

CONTENTS

1. Conceptual Bedrock
   Concepts of social structure, social stratification and power; Ideology and social psychological enterprise. Locating the individual in society; psychosocial interface: Depth, social constructionist, Marxist, Frankfurt School and Gandhian perspectives; Practical theory; Notions of social anomalies and social problems.

2. Framework for Action (I) - Development and Policy
   Paradigms and indicators of social development; Inequalities: Social, political and economic, their relationships and psycho-social consequences; Social policy: Definition and scope; Analysis of social policy in India; Planning as an instrument of socio-economic transformation in India.

3. Framework for Action (II) - Encountering the Field
   Understanding the social situation; Characteristics of settings (e.g., Govt. agencies, NGOs, fourth estate, hospitals, educational institutions and community) as psycho-social action points; Areas and entry points for psycho-social practice; Psychologists in the field: Roles, obligations, rights and skills.

4. Methodological Foundations (I) - Action Research and Programme Evaluation
   Characteristics of research in applied social psychology; Action research in professional and public life: Principles of community based- action research; Setting the stage; Building the picture; Interpreting and explaining; Resolving the problems; Purpose of programme evaluation: Approaches to evaluation, assessing the needs for programme, assessing a programme’s evaluability, assessing a programme’s processes as services, assessing programmes.
4. **Methodological Foundations (II) - Survey and Interview**

Characteristics of survey; Survey mode, wording, format, and contexts; Sample selection procedures, survey implementation, estimating survey accuracy, ethical issues in the use of surveys; Interviews: Processes and techniques.

**Readings**


INTERVENTION: STRATEGIES, SKILLS AND APPLICATIONS

Objective

This course attempts to prepare the students to learn salient strategies and skills pertinent to social psychological interventions.

CONTENTS

1. Intervention Strategies

Models of intervention: Collective and individual orientations; Community psychology as a model for collective intervention in social problems; Psychologists as professionals and activists: Dilemmas and choices; Consultancy work; Counselling: Models and processes; Therapy: Family and group therapy; Processes of therapy and the skills of therapists.

2. Intervention Skills

Skills and personal qualities of psychologists in intervention; Communicating effectively and efficiently in various contexts; Persuading the policy makers, administrators and community leaders; Mobilising people for social action; Working in small groups; Leadership skills; Group dynamics: Conflict, conflict management and resolution.

3. Applications in Organisational Setting

Social psychological perspectives on contemporary problems of organisations; Team building and entrepreneurship development; The challenge of institution building; Industry as a socio-economic system; Social responsibility and problems of alienation in industry; Industrial democracy and social justice at work place.

4. Applications Across Life Span

Child abuse (sexual or otherwise); Issues and scope for intervention; Children from broken and single parent families; Juvenile delinquency; Motivating adults for education; Health and rehabilitation of the aged; Youth estrangement: Health and sexuality; Drug addiction and alcoholism: problems and remedial measures; Unemployment and its psycho-social consequences; Unrest and violence - causes, consequences and scope for intervention; Youth and social movements.

5. Applications to Legal Arena

Relation between law and psychology; Interviewing eyewitnesses; Suggestibility: Process
of suggestion; Evaluating eyewitness statements: Testimony, false memories and false confessions.

Readings


THE CHALLENGE OF SOCIETAL DEVELOPMENT

Objective

This course provides understanding of the major challenges faced by the Indian society pertaining to different sectors and offers insights into the dynamics underlying them.

CONTENTS

1. Population Growth and Poverty
   Concepts of death and birth rates; Demographic distribution of India; Consequences of population growth; Population policy in India; Family planning programmes: Accomplishments and failures; Psycho-social resistance to birth control and scope for intervention; Concept and indicators of poverty: Causes and psycho-social consequences; Psycho-cultural basis of economic development; Psycho-social intervention in the poverty alleviation programme; Problem of rural development.

2. Society and Human Welfare
   Human-environment relations; The ecological perspective and Indian outlook; Concept of affluent society – Attitudes, human relations, dilemmas and paradoxes of affluent society; Psycho-social causes (e.g., consumerism) and consequences of environmental degradation; Psycho-social intervention for the preservation of environment; Perspectives on human rights; Education and health; Concepts of illness, health, mental health, community health, and community intervention; Psycho-social aspects of chronic diseases (e.g. HIV); Migration and urbanization: Causes and psycho-social consequences (e.g., alienation, heightened sense of self, uprootedness, crime etc.); Coping and intervention strategies in the context of cities and slums; Problems of immigrants.

3. Marginalized Groups
   Gender issues: Changing aspects of family and marriage as institutions (especially in the context of nuclearization of family, man-woman and parent-child dynamics); Dowry and divorce; Reproductive and other health issues; Violence against women: Causes, psycho-social consequences and scope for intervention; Empowerment of women: Resistance and challenges from psycho-social perspectives; Feminist movement: Consequences and challenges before men; Disadvantaged groups: Socially relevant issues and interventions for the mentally and physically disabled; Scheduled castes and scheduled tribes;
Commercial sex workers and their families/children - health, education other issues/problems and scope for intervention.

4. **Groups and Politics**

Ethnicity, casteism, and communalism; Inter-group relations in India; Naxalite, secessionist and other regional movements; National identity and integration; Political behaviour: Voting, political attitudes and affiliation; Psycho-social challenges of nation building; Grass root democracy and participation.

5. **Media and Social Consciousness**

Information age and information society: Nature and implications for human relationships; Role of print and electronic media in shaping human/social consciousness and social change; Impact and consequences of western, consumerist and individualistic contents of T.V./film programmes and items and print media on Indian psyche/society; Scope for intervention; Media and violence: Consequences and scope for intervention.

**Readings**


CONTEMPORARY PERSPECTIVES ON COGNITIVE PSYCHOLOGY

Objective

The course introduces the students to recent developments in cognitive science and psychology. It aims at developing critical and analytical skills in understanding complex mental processes.

CONTENTS

1. Foundations and Approaches
   What is cognitive science? Multidisciplinary endeavours; Place of cognitive psychology in cognitive science; Models of cognition and mind; The architecture of cognition; Connectionist and neo-connectionist models; Constructivist approaches; Mental representation; ‘Mindless’ theory of cognition; AI and holographic models.

2. Thinking and Reasoning
   Conditional reasoning; Rules vs. models; Distinctive reasoning; Relational inferences; Syllogistic reasoning; Beyond syllogism; Rationality in reasoning; Reasoning as decision making; Theories of propositional reasoning; Rationality, non-rationality, and everyday reasoning; Biases in human reasoning; Selective processing, confirmation bias, effects of content and context; Self knowledge; Thinking as parallel processing; Models of creativity; Intelligence vs. wisdom.

3. Memory
   Role of memory in cognition; Symbolic, pictorial, and lexical; Memory as constructed and inferential activity; Real world and everyday memories; Memory for intention, action and plan, places, events, people, personal experiences, knowledge and metaknowledge, expertise, discussion, thought and dreams; Social influence on memory; Implicit memory and recollection; Understanding amnesia.

4. Attention and Perception
   Intentional, divided and selective attention; Conscious and unconscious processing; From attention to attentional behaviour; Attention: Neurophysiology of attention; Computational models of attention; Acquisition of knowledge structure; Pattern recognition; Expert knowledge; Implicit knowledge and learning.
5. **Metacognition**

From social cognition to metacognition; Illusions of knowing-knowledge and metaknowledge; The feeling of knowing as a judgment; Progress in metacognitive social psychology; Connectionism and metacognition.

**Readings**


COGNITIVE SKILLS AND PERFORMANCE

Objective
This course seeks to promote an understanding of the applications of human cognitive processes in specific skill and performance areas. Students taking this course can develop skills in application; and evaluation of the role of complex mental processes in various areas of performance.

CONTENTS

1. Design for Action
   Control - display relationship; Compatibility and population stereotypes; ‘O’ stereotypes; Direction-of-motion stereotypes; Spatial compatibility, compatibility, choice and theoretical considerations.

2. Mental Workload
   Mental workload - nature and measures; Strategies, objectives, and workload; Concurrent performance and time sharing; Experience and strategies in time sharing; Time sharing and attention switching; Concurrent performance - limitations and theoretical considerations.

3. Visual and Cognitive Aspects of Reading
   Reading and eye movement, perceptual span in reading; Acquisition of visual information in reading; Psycholinguistic signposts; Cognitive guidance of eye movement: Global vs. local control; Reading as a guessing game; Context and reading; Errors in oral reading; New reading technology.

4. Skill and Performance
   Foundations of skill research; Learning memory of knowledge and skills; Skill acquisition and human performance; Perceptual, motor skills; Performance of multiple tasks; Thinking skills; Training; Individual differences; Situational influences on skill performances; Modelling the characteristics of skills; Fostering creativity.

5. Applied Instructional Psychology
   Behaviourism: Instructional implications, issues and criticisms; Cognitive information processing: Implications for instruction; Schema theory and mental models: Applications of
schema theory (comprehension of text materials, text book designs, arithmetic problem solving etc.); Mental models and instruction: Situated learning and question of transfer; Cognitive - developmental theories: Implications of Piaget-inspired instruction; Constructivism: Instructional implications; Gagne’s theory and its instructional implications; Literacy related issues in Indian context; Relationship between teaching, studying and learning. A model of school didactic; School didactic and pedagogical implications of learning theory; Cognition and the theory of learning.

Readings


PSYCHOLOGY OF LANGUAGE

Objective

The course seeks to develop an understanding of the processes of language use and the social cultural aspects of human language. It gives a broad overview of the developments in psycholinguistic and related disciplines.

CONTENTS

1. What is Language?
   The structural features of language; Phonology; Grammar; Semantics; Pragmatics.

2. Linguistic Theories
   Empiricist - behaviourist; Biological - nativist, and interactionist view.

3. Precursors of Language
   Sign language and non-verbal communication.

4. Language Acquisition
   Stages of language development; the ‘critical period’ controversy.

5. Speech Perception and Comprehension
   Theories and models of speech perception; Perceptual strategies; Pragmatics and comprehension; Role of schemas and mental models in understanding and comprehension.

6. Speech Production
   Encoding and performance measures; Speech error and its implications.

7. Language and Thought

8. Bilingualism and Multilingualism
   Types of bilingualism; Code mixing and code switching; Pidgins and Creoles; Language maintenance and language shift. Social psychological consequences of multilingualism: Educational implications.
9. **Language, Culture and Society**

Language as verbal and social semiotic; Linguistic relativity; Sociology of language and secular linguistics.

10. **Changes in Language over Time**

Language change and rule change; Change in grammatical structure; Linguistic reconstruction; Conflict and convergence.

**Readings**


CROSS-CULTURAL PSYCHOLOGY

Objective

This course intends to provide an insight into the role of cultural context in shaping diverse aspects of social behaviour and its relevance to solving social problems.

CONTENTS

1. Culture and Behaviour
   Nature of culture, Cultural relativity and universality of human behaviour, Mechanisms of cultural transmission.

2. Methodology of Cross-cultural Psychology
   Comparability and equivalence. Universals, Emics and etics; Sampling and measurement issues, Back translation, decentering and subsystem validation.

3. Culture and Cognition
   Theoretical positions; Contemporary issues, Cultural influences on perception; Cognition: Learning, Memory, Problem solving, Reasoning and Creativity, Everyday cognition.

4. Culture and Emotion
   Basic emotions, Dimensional and componential models, Subjective experiences, Appraisal, Physiological reactions, and Emotional expressions.

5. Culture and Organizations
   Work value, Commitment, Communication and interpersonal dynamics, Managerial techniques, Organisation development and change, Conflict negotiations.

6. Culture and Health
   Psychopathology across cultures, Culture-bound syndromes and therapeutic models, Cultural factors in health interventions.

7. Culture and Social Behaviours
   Conformity, values, individualism-collectivism, gender roles and socialization processes.
8. **Culture Change and Adaptations**

Processes of acculturation, Acculturation in plural societies, Acculturation strategies, Acculturation and adaptation of tribal/native peoples and refugees; Behavioural shifts and acculturative stress, Causal and moderating factors.

9. **Cross-cultural Communication**

Verbal and non-verbal interactions, Communication incongruence, deceptions, cultural display rules, formulating and managing intercultural interactions.

**Readings**


POLITICAL PSYCHOLOGY

Objective

The objective of the present course is to provide social-psychological perspectives on political events and institutions. This course will also enable students to understand the social-psychological bases of people’s political behaviour. Specifically, it will allow to grapple with these events, institutions and behaviours in the realm of politics in the Indian sub-continent.

CONTENTS

1. Introduction

Meaning and scope of political psychology, Domains of political behaviour.

2. Political Foundation of Knowledge

Ideology and social sciences, Knowledge and power, Knowledge as a tool for maintaining and critiquing status quo, Psychology and its liberal ideological underpinnings.

3. Methods of Political Psychology

Experimental method, Survey, Developing questionnaire, Difference between questionnaire and schedule, Construction of attitude scale, Interview, Policy research, Program development and evaluation.

4. Ideology and Human Nature

Conservative, liberal, and radical ideologies and their assumptions of human nature and their implications for law (specifically rights and duties of the citizens), and political institutions specifically democratic and authoritarian regimes and institutions.

5. Theories of Political Institutions and the Socio-historical Roots

Origin and nature of state, Origin and nature of nation (primordial and modernist perspectives) and nature of nationalism (nature and socio-historical roots, especially in the context of Indian sub-continent); Notion of nation-state and state-nation, Challenges to the nation-state in “multicultural societies” (specifically, the case of Indian sub-continent). Nature and development of “ethnic” and “national” identities and their relation; Politics of secularism.
6. Electoral Politics and Voting Behaviour

Political attitudes and affiliations (specifically formation, sustenance, changes and their relation with electoral politics), Determinants of voting behaviour (specifically issues around attitude-behaviour controversy, and factors influencing voting behaviour), Gender and electoral politics specifically issues and factors involved in encouraging or inhibiting participation of women in electoral politics, including their voting behaviour.

7. Political Knowledge

Nature of political knowledge, Cognitive and social factors involved in political knowledge, Political knowledge and political behaviour; Nature of political propaganda and propaganda warfare; diplomacy.

8. Ethno-political Conflict

The nature of and factors behind the rise of ethnicity (specifically the theories), Nature of revivalism, fundamentalism and communalism, Theories of ethno-political conflict, Nature and theories of autonomy and secessionist movements, Theories and nature of international conflict, Conflict management and resolution (in the national and international contexts), Nature of terrorism and psycho-social perspectives on terrorism; disarmament.

9. Politics of Social Movements

Nature, perspective, and socio-political roots of social movements pertaining to Environment, Literacy, Public health; Physically and Mentally challenged population, and weaker sections. NGOs and its role in social change.

10. Politics and Leadership

Nature and types of political leadership, personality and politics.

Readings


Billig, M. Ideology & social psychology.


INDIGENOUS PSYCHOLOGY

Objective

The purpose of this course is to develop a culturally sensitive perspective on psychological processes. Considering culture as a process and viewing psychological phenomena as reciprocally related to it, the course intends to initiate students into the emerging field of Indian indigenous psychology.

CONTENTS

1. Introduction
   Diverse perspectives on the discipline of psychology: Biological, Social, Cultural; The debate on ‘scientific paradigm’ and its implications for indigenous psychology.

2. Relationship Between Culture and Psychology
   Changing perspectives, Emergence of Cultural, Cross-cultural and indigenous psychologies. The non-western perspectives on psychology.

3. World Views and Perspectives on Reality
   Methods of knowing in Indian tradition with reference to Sankhya, Vedant, Yoga and Buddhism.

4. The Notions of Self
   The problems of self and understanding. The notions of mind, consciousness and spirituality.

5. Health and Well-being
   Yoga and Meditation: Pranayama, Mudra, Bandhas, Pratyahar, Dharma, Dhyan, Compassionate Action.

6. Values, Morality and Justice
   Indian perspectives.

7. Conceptualizing Man-Environment Relationship
   Social behaviour: The challenges of individuality and relatedness.
8. **Insights into Organizational Dynamics**

Leadership, values and motivation.

9. **Human Development**

The idea of child; Organisation of adult life; Process of ageing.

10. **Motivation**

Intrinsic motivation, Ideas of Anasakti, Work Happiness.

11. **Cognitive functions**

**Readings**


Swami Satyananda Saraswati. *A systematic course in the ancient techniques of yoga, tantra and kriya*. Munger: Bihar School of Yoga.


HEALTH PSYCHOLOGY

Objectives
1. To acquaint the students with the nature and significance of the emerging area of health psychology within a life-span perspective.
2. To highlight the importance of social and psychological processes in the experience of health and illness.
3. To focus on the behavioural risk factors vis-à-vis disease prevention and health promotion.

CONTENTS

1. Health Psychology
   Nature, scope and its interdisciplinary and socio-cultural contexts. The relationship of health psychology with clinical psychology, Behavioural medicine, Health sociology and Medical anthropology, Gender and health.

2. Models of Health
   Personality – Allport, Roger, Maslow, Biopsychosocial perspectives. Eastern approaches: Zen Buddhism, Concept of Sthita Prajna (Bhagvd Gita), Behavioural Referents of the concept of Anasakti. Health-related beliefs.

3. Health Promotion and Disease Prevention
   Behavioural Risk Factors (e.g., drug and alcohol use; unsafe sexual behaviour; smoking, diet, and sedentary life style), Development of health habits and/or reduction of unhealthy behaviour.

4. Stress, Personality and Social Support as Psycho-Social Linkages of Ill-health
   Cardio-vascular Disorders; AIDS/HIV; Diabetes Mellitus; Pain; Cancer

5. Conditions/Resources Promoting and Maintaining Health
   Biological, Socio-Cultural, Psychological, Economic and, Spiritually-Oriented Interventions.

Readings


**Books for Reference**


STRESS, EMOTIONS, COPING AND HEALTH

Objectives

1. To impart an introduction to the concept, forms/types and sources of stress phenomenon within a life-span perspective;

2. To discuss in brief the nature, consequences, and management of emotional vital signs of health/well-being;

3. To provide evidence about the correlates/consequences of stress; and evaluate the role of moderating variables in stress-health/well-being linkage;

4. To identify and evaluate the relative efficacy of various cognitive and behavioural interventions for coping with stress in its various forms and manifestations.

CONTENTS

1. The Nature of Stress and Health
   Lazarus and Folkman’s Transactional Model; Eastern/Oriental Conceptualization of Stress; Sources/Types of Stress; Life Events Stress; Worksite/Organizational/Executive Stress; Examination Stress; Gender and Stress.

2. Stress and Health-Related consequences

3. Socio-Demographic
   (e.g., socio-economic status, gender), Personality (e.g., Type A Behaviour Pattern) and Coping Strategies (Problem-focused and emotion-focused), as Moderators of the Relationship of Stress and Health/Well-being.

4. Social Resources
   Social/Family/Peer/Supervisory Support and their appraisals as moderators of the relationship of stress and health/well-being.

5. Managing/Coping with Stress
   Self-Management via increasing Self-Awareness. Yogic Meditation; Buddhist Vipassana; Bio-feedback; Assertiveness Training; Time Management. Coping with Organizational
Role Stress. Coping with Mergers and Acquisitions Dealing with dual-Career Relationships.

Readings


PSYCHOLOGY AND SPORTS

Objectives

1. To trace the development of sports psychology as an independent discipline with its multidimensional perspectives;
2. To identify the relationship of personality and situational factors with performance on individual and team events; and
3. To discuss the role of psychological interventions

CONTENTS

1. Nature and historical and recent perspectives on sports psychology
2. The role of stress, arousal, anxiety and attention in the performance of individual and team sports.
3. Motivation, skills and performance. Personality profiles of successful sports persons
4. Cognitive and social psychological dimensions of individual and team sports.
5. Training/Coaching techniques. Cognitive and behavioural interventions. The role of sports psychologists

Readings

PSYCHOLOGY OF CRIMINAL BEHAVIOUR

Objectives
1. To provide an overview of the concept, causation and current developments with respect to criminal behaviour.
2. To emphasis on the understanding of special offender groups and offences
3. To provide focus on the related intervention, rehabilitation and prevention aspects.

CONTENTS

1. Introduction

2. Analysis of Crime
   Biological, sociological, and psychological perspectives.

3. Special Offender Groups
   Types, causes and interventions with respect to the following: Juvenile delinquency; Substance abuse; Terrorism.

4. Special Offences
   Types, causes and interventions with respect to the following: Crime against women; Suicide; Homicide.

5. Rehabilitation in Family and Society.


Readings
EDUCATIONAL PSYCHOLOGY

Objective

The course is designed to promote an understanding of the application of psychological principles in the process of education. It is envisaged that students will develop skills of analysis and synthesis of theoretical approaches to education and will be able to critically evaluate various applications of psychology in educational settings.

CONTENTS

1. Conceptual and Theoretical Perspectives in Educational Psychology
   
   Behaviouristic Theories, Social Learning Theories (Modeling and Observational learning, Self-efficacy, Classroom implications); Piaget and Neo-Piagetian Theories and their applications in teaching; Bruner, Vygotsky’s Cognitive Psychology and Information Processing Models. Metacognition, Cognitive Styles and Learning Strategies; Language Acquisition and Reading Development; Humanistic Approaches to Education; Constructivism.

2. Human Diversity and Education
   
   a. Cultural Differences in Learning Styles, Readiness and Classroom Achievement; Multiculturalism and Education; Social class differences, Poverty, Disadvantaged and Education.
   
   b. Individual and Group Differences in Intelligence, Theories of Intelligence, Multiple Intelligences, Issues in Intelligence Testing, Schooling and Cognition. Gender Differences/Issues in the classroom. Multilingualism and Minority Language Issues in Education - Mother Tongue Education, Bilingual or Multilingual Education.

3. Effective Teaching and Classroom Management
   
b. Teaching Small Groups: The Discussion Method and Cooperative Learning, Computer Assisted Instruction.

4. Exceptionality and Special Education
   a. Categories of Exceptionality; Labelling and educational relevance. Physically Challenged Students. Students with Cognitive Disabilities or brain dysfunction and communication disorders.
   b. Students with Emotional and Behaviour Disorders: Attentional Deficit Disorder (ADD), Attentional Deficit Hyperactivity Disorder (ADHD), Gifted and Talented Students.
   c. Specific Learning and Reading Disability.
   d. Intervention and Special Education for various forms of exceptionality; mainstreaming.

5. Educational Assessment
   b. Standardized Test - Meaning, Types and Interpretation; Reliability and Validity; Classroom Assessment and Grading.
   c. Diversity/Cultural Differences and Assessment.
PEACE, CONFLICT AND INTERNATIONAL RELATIONS

Objective

The course seeks to develop an understanding of the processes of peace and conflict in international relations and to promote skills in application of the principles in conflict resolution in the global context.

CONTENTS

1. Concept of Peace
   a. Positive and negative peace; Peace through coercive power; Peace through nonviolence; Peace through world order; Peace through personal and community transformation; Peace at inter, intra, global levels; Factors influencing peace / obstacles to peace
   b. Concept of Nonviolence – Principled Vs Pragmatic; Factors influencing nonviolence; Factors influencing aggression; Nonviolence and Attributions; Nonviolence and Belief system; Role of Prejudice and Discrimination in Nonviolence; Nonviolent direct action.

2. Conflict Resolution
   a. Theories of Conflict resolution; Types of conflict resolution; Issues & dimensions in conflict; family, community, arms. gender, ethnic, religion, ideology, socioeconomic issues.
   b. Conflict management (prevention of out break of conflicts); Conflict Resolution (communication, negotiation, arbitration); Conflict Transformation (personal & societal factors); Skills for Management, Resolution, Transformation and Evaluation of conflict; Processes & Skills in healing stress & trauma in post conflict society.
   c. Culture general and culture specific peace and conflict resolution; Intervention - Negotiation workshop, Mediation workshop, Communication dynamics, Group decision-making, Third party intervention.

3. International Relations
   International negotiations; Role of culture and cross cultural communication in International negotiation; Skill development in international negotiation; Ethical concerns, Cultural diversity & heterogeneity.
Readings


COGNITIVE DEVELOPMENT

Objective

This course aims at providing understanding of theoretical and methodological issues in the study of cognitive development using various approaches to cognitive development and the role of cultural factors in cognitive development.

CONTENTS

1. Introduction
   Historical perspectives on human development research; Conceptualization of development: Major theoretical shifts; Developmental and non-developmental theories.

2. Methodological Perspectives on Developmental Research

3. Developmental Psychology in India
   An overview

4. The Psycho-biological Approach to Developmental Issues

5. Piagetian Approaches to Cognitive Development
   Jean Piaget-assumptions, methodology; Mechanisms of development, stages, applications and critique; Neo-Piagetian Approaches

6. Vygotskian Approaches to Cognitive Development
   Foundations of Vygotsky's theory; Methodology; Key ideas; Applications of theory to testing and education; Critique; Later developments.

7. Information Processing Approaches to Cognitive Development
   Classical theories and concepts of information processing; Developmental perspectives and implications; Methodologies; Critique.
8. Culture and Cognitive Development

9. Cognitive Development in Later Years

10. Language Development

Major theoretical approaches: learning, biological (Chomsky) social interaction and cognitive theories; Development of prelinguistic skills, phonology, semantics, grammar, and communication; Language development in socio-cultural context; Major issues in language development.

11. Developmental Cognitive Neuroscience

Readings


DEVELOPMENTAL SOCIAL PSYCHOLOGY

Objective

The course focuses on human development as it obtains in diverse social context and how it is influenced by it.

CONTENTS

1. Contexts of Development
   b. (i) Child in Family: Nature of Family: Family Types; Parenting styles; Models of socialization Processes; Child in disturbed families.
      (ii) Peer Relationships: Nature and function; Relationship difficulties; Peer Cooperation; Interface of peers and family relationships.
   c. (i) The Child in School/Non - parental Care: The nature of the setting, Developmental effects.
      (ii) Media Influences on the Child.
   d. Changing Contexts in Later Years.

2. Developmental Processes
   a. Socio-emotional Development of Attachment: Theories of Attachment, Attachment beyond infancy; Intergenerational transmission of attachment styles, Applications of attachment theory to alternative care and psychopathology, Attachment across cultural contexts.
   b. Socio-emotional Development: (a) Temperament: Definition, Theoretical perspectives, Research issues in the study of temperament. (b) Emotional Development: Defining emotions; Developmental theories of emotions; Methods of socializing emotions; Socialization of emotions across cultural contexts; Emotional competence.
   c. Gender Role Development: Theories of gender role development; Social context of gender role development.
   d. Moral Development: Theoretical approaches (Piaget, Kohlberg, Gilligan, Turiel et al. etc.); Moral development across cultural context; Moral emotions; Moral development in later years.
e. (i) **Play:** Types of play, Theoretical perspectives (Piaget, Vygotsky, G.H, Mead, Psychoanalytical theories), Play and development of social understanding.

(ii) **Imitation:** Theoretical approaches (cognitive; social learning, identification, reinforcement; competence; two factor theory).

f. **Social Cognition:** The development of person perception, perspective taking, friendships, authority, theory of mind, social comparisons, social representations, attributions, and prejudice.

Readings


DEVELOPMENTAL DISABILITY AND PSYCHOPATHOLOGY

Objective

The course is to impart information on various types of disabilities and disorders in the context of an individual's development.

CONTENTS

1. Developmental Disability
   a. **Introduction**: Definition of disability, impairment, handicap; Disability across cultural contexts; Disability in the Indian setting (including Disability Act '96).
   b. **Sensory Disabilities**: Visual Impairment: Degrees of blindness; Cognitive development; Perception and representation, laterization and hand ability; space without vision; Social factors and blindness; Educational and Vocational implications.
   c. **Sensory Disabilities**: Hearing Impairment: History and development of deafness; Degrees of deafness; Language and thinking in deaf; Working memory and inner speech: Lateralization and related effects; Social factors and deafness; Educational and vocational implications.
   d. **Mental Retardation and Slow Learners**: Definition and categorization of MR; Paradigms in conceptualizing MR and their research and intervention implications; Causes of MR; Educational and vocational training; Slow learners.
   e. **Learning Disorders**: Reading disorders; writing disorders; arithmetic disorders.

2. Developmental Psychopathology
   a. **Introduction**: Developmental Psychopathology in India.
   b. **Internalizing Disorders**: Anxiety Disorders; Childhood depression; Conversion reaction; Obsessive compulsive behaviour.
   c. **Externalizing Disorders**: Conduct disorders; Attention deficit hyperactivity disorders.
   d. **Pervasive Developmental Disorders**: Autism.
   e. **Intervention related issues**: Emergent needs and skills.
Readings


CLINICAL AND COMMUNITY INTERVENTIONS

Objectives
1. This paper focuses on the contribution of different theoretical approaches to psychopathology to the area of clinical and community interventions and aims:
2. To train students in different approaches to counselling and psychotherapy.
3. To help develop a balanced view of the various therapies and the practical techniques employed.
4. To help students familiarize themselves, gain knowledge and work towards developing an integrative perspective.

CONTENTS

1. Therapeutic Interventions


2. Therapeutic Relationship

The helping process. The Counsellor as a person and as a professional. Counsellor characteristics, and values. Issues faced by therapists, dealing with anxiety, disclosing one self, understanding silence, dealing with demanding and committed clients, accepting slow results. Learning our limits, transference and counter transference, establishing realistic goals.

3. Skills of a Therapist

Listening, leading, summarizing, confronting, interpreting and informing. Crisis Intervention: Competence building: Primary, secondary and tertiary prevention, Ethical issues in Psychotherapy: Therapist responsibility, Client therapist relationship, ethical issues; Special reference to marital and family therapy, group work and cross cultural perspective.

4. Types of Therapy

Supportive therapies: Millieu therapy, Inspirational group therapy, Creative art therapies
and structural integration; Reeducative therapies: Behaviour therapy (Operant, Wolpian and Modeling procedures); Cognitive approach: Ellis, Goldfried, Meichenbaum, Goodman and Beck; Client-centred Psychotherapy and stages of therapy; Reeducative group therapies: Mechanisms of group psychotherapy with a focus on group processes, types-including psychodrama, group therapy and family therapy (including marital therapy); Reconstructive therapies; Psychoanalysis: Psychoanalytically oriented psychotherapy - Process and techniques with a focus on transferences, resistance, working through and the interpretive processes; Existential analysis: Gestalt therapy; Transactional analysis; Holistic approaches to therapy: Yoga, meditation, bio-feedback and others; Extratherapeutic healing aids: Spontaneous cure; placebo effect; Indian Traditions of Healing; The place of mental illness in Indian cosmology.

5. Counselling

Basic features; counselling relationship and counselling process; Training in social skills; Programmes for social problems; Life Skills Training, Social Skills Training and Anger Control. Heterosocial Skills Training including sexual skills and competence; Programmes for special populations; Juvenile offenders: In an institutional setting, Parents as mediators in the social skills training of children. Social Skills for Women and Elderly; Programs for the Severely Impaired; Social Skills Training with Psychiatric Patients and Mentally Retarded.

Readings


Frank (1977) Interpretation of card IV as ‘Father’ card & card VII as ‘Mother’ card, 45, 991-998.

Frank (1978) Relationship between shading and anxiety, 46, S, 531-538.


Frank (1978) CODA, 48, 1287-1290.


PSYCHOPATHOLOGY

Objectives
1. To acquaint students with various manifestations of psychopathology.
2. To impart knowledge and skills required for diagnosis of psychopathological conditions.
3. To introduce students to the different perspectives and models regarding the causation of mental illness and dysfunctional behaviour and to highlight the contribution of these approaches to the pathogenesis of a wide range of mental and behavioural disorders.

CONTENTS

1. Classification Systems in Psychopathology
   W.H.O. classification (ICD-10) and multiaxial systems (DSM-IV-R): Theoretical background/approaches to psychopathology (i) Psychodynamic; (ii) Behavioural; (iii) Cognitive; (iv) Phenomenological; (v) Biological, and (vi) Sociocultural; Diagnosis – Purposes of diagnosis, reducing undesirable variability: multiaxial model, evaluation of diagnostic system; Models for the description of abnormal behaviour: Medical psychodynamics and learning models; Recent advances and research methods in psychopathology.

2. Theories and Models of Anxiety Disorder
   Panic, Phobic, OCD, Post-traumatic, GAB, (b) Somatoform disorders, (c) dissociative disorders, Schizophrenia and other psychotic disorders, Schizophreniform, Schizoaffective, delusional, brief psychotic disorders; Mood disorders; Depressive – unipolar and bipolar disorders.

3. Psychophysiological Disorders
   Theories: Personality disposition, CHD, Asthma, Allergy, Eczema, Itching, Rheumatoid Arthritis, Peptic Ulcer, Diabetes, and Menstrual disorders.

4. Disorders of Personality
   Adjustment disorder, (b) Impulse control disorders; (c) substance related disorders, (d) Eating disorders and Sleep disorders; Sexual and gender identity disorders.
5. **Organic Mental Disorders**

Changing views of brain function and dysfunction. Neuropathological considerations; Common syndromes.

**Readings**


BEHAVIOUR MODIFICATION

Objectives

1. To impart knowledge and develop skills needed for applying behaviour modification techniques.
2. To impart knowledge and develop skills towards self-development.

CONTENTS

1. **Introduction**
   What is behaviour modification – Learning theory foundations of behaviour modification – Merits and limitations of behavioural approach.

2. **Behavioural Analysis**
   Enhancing client's involvement – Behavioural Counselling.

3. **Relaxation Techniques**
   Jacobson's Progressive Muscular Relaxation – Autogenic training – yoga, meditation etc.

4. **Systematic Desensitisation**

5. **Assertiveness Training**
   Components of assertive behaviour; method of assertiveness training – implementing assertive procedures.

6. **Operant Conditioning Techniques**

7. **Cognitive Behaviour Modification**
8. **Clinical Applications of Behaviour Therapy**

In anxiety disorders, Psychoactive substance use disorders – Sexual disorders – Psychotic disorders – Personality disorders – Childhood disorders – Biofeedback principles and clinical applications.

9. **Educational Guidance**

Programmed learning – guidance in elementary school and secondary school-guidance towards life goals.

**Readings**


CLINICAL WORK IN PSYCHOANALYTIC TRADITION AND THOUGHT

Objective

The course will familiarize students with the theoretical issues as well as practice related to psychoanalytic tradition.

CONTENTS

1. The Case of Patienthood Borne Within

   Distinctions emphasized in long look at patienthood: The psychoanalyst and, the patient and the analyst as parts of clinician’s identity; An ironic view on suffering.

2. Origins of Psychoanalysis

   The personal and the ‘conceptual’ juxtaposed; Freud’s efforts and achievements at theorizing the notions of resistance, unconscious and transference; Some selections from ‘The Interpretation of Dreams’; Introducing relevant concepts to early psychoanalytic thoughts from Judaeo-Christian traditions.

3. The Classic Cases of Children

   Direct observations of children deployed to facilitate the understanding of the psychoanalytic stages of development [Little Hans, The Piggle: Analysis of a 4 yr. old girl; Erikson’s cases]; Developmental stages and their correspondence with symptom-patterns of psychotic confusion; Obsessions and hysteria; Relevance of diagnostic formulations in psychoanalytic work; Contemporary clinical work with children; Modification in technique as well as emergent ‘new’ ways of thinking; Relational model in psychoanalysis.

4. Basic Aspects of Psychoanalytic Technique

   The psychoanalytic situation; Free association; Resistance; Transference; Interpretation; Working alliance.

5. Developments in Psychoanalytic Work

   Important Departure from Classical Formulations; Winnicott’s work on ‘false’ self; Kohut’s work on narcissistic disorders; Klein’s work with children; The newer focus on pre-oedipal phase; Relationship with femininity; Kernberg’s work on borderline conditions.
6. **Psychoanalytic Commentary on Indian Traditions of Healing**

The place of mental illness in Indian cosmology; Varying images of healers from the Shamanic, Sufi, Buddhist, Tantrik traditions; Phenomenology of the healing process; Some Indian case-illustrations; Comparisons and conclusions.

7. **Perspectives on Therapy, Mental Health, Culture and Individual Freedom**

**Readings**


CLINICAL PSYCHOLOGY PRACTICUMS

Objective

To develop skills of psychological evaluation and management in clinical psychology.

Note: In this paper 30% of marks are allotted for internal assessment of year's work, which will include project file case and seminar presentation.

Examination Requirements: The candidate is required to submit reports of at least 5 cases for which clinical psychological evaluation, diagnosis and management strategies are outlined. Three cases may be followed by intervention as outlined in Section II.

In addition to this, each candidate is expected to submit an original and independent research project based on a problem of his or her choice, in any area of clinical psychology.

Section – I

Relevant tests to be administered to patients, scored, interpreted and reported from the areas of:

1. Intelligence development
2. Memory
3. Personality
4. Neuropsychology

Reports to be prepared of the above cases, including:

1. Clinical observation & MSE
2. Detailed case history
3. Test administration and interpretation
4. Diagnostic formulation, differential & final diagnosis
5. Prognosis
6. Recommendations and implications for intervention and/or rehabilitation.

Also, the simulated cases provided are to be evaluated as per the above guidelines.

Section – II

At least three sessions of psychotherapy should follow at least three of the ten cases. A report of therapeutic intervention must include:

1. Reason(s) for psychotherapy
2. Reason(s) for choice of a particular therapeutic technique.
3. Goals of psychotherapy
4. Session summary, analysis and implications for subsequent sessions.
5. Modification of goals and procedures during therapy.
6. Evaluation of change(s)
7. Prognosis
8. Recommendation for future client management.

In addition, the candidate has to evaluate the simulated cases provided as per the above guidelines.

**N.B.:** Each candidate opting for clinical psychology is required to complete the practicum file and project and submit the same for the practical examination.

**Readings**

**Section-I**


*Manuals of psychological tests covered.*

**Section-II**


COGNITIVE PSYCHOLOGY AND ARTIFICIAL INTELLIGENCE

Objective

This course intends to provide an understanding of the interface between two new and fast growing disciplines - that of Artificial Intelligence (AI) and Cognitive Psychology. The focus would be on the emerging areas where current researches in AI, both Hard and Soft AI, are interacting with concerns dealt within information processing approach to Cognitive Psychology. Moreover, there is scope for trying to investigate the socio-psychological consequences of the AI and virtual reality researches and advises. This paper intends to cover both the theoretical and applied research along with speculative thinking about the socio-psychological consequences of findings in these areas.

CONTENTS

1. History of Cognitive Psychology and AI
   Recent history and the long past of Cognitive Psychology; Current Concerns and Approaches in Cognitive Psychology and other Cognitive Sciences; Methods of investigation and levels of analysis - neural, mental and cognitive; Information processing and Connectionist Approaches.

2. Foundations of computation and expert systems
   History of Computation and its Mechanism; Information as Computable and Computed entity; Growth of electronic computer and its ramifications; Building Understanding into computers/programmes; Tests and proofs of Computer understanding; Behaviour like Human behaviour; beginning and growth of Parallel Processing models and computers; Meaning and growth of Expert Systems.

3. Cognitive processes of Attention and Recognition and its’ simulations
   Attention and its history; Selective attention; Filters and Alternatives; Neuropsychological studies; Automatic and Practice; Divided Attention; Attention and Recognition; How computer simulates these processes; First Building blocks of AI.

4. Cognitive processes of Memory and its simulations
   Long-Short Term memory; Semantic and episodic memory, semantic Codes; Mechanics of Forgetting; computer forgetting; Storage retrieval; Neural level and its computer
simulations (PET & MRI evidences); Semantic reconstruction and computer retrieval similarities and paradoxes; Building and computer with faulty and changing memory. Second building block of AI.

5. **Organisation of Knowledge and Expert Systems**

   Internal Lexicon and Symbolic network of Knowledge, Making a teachable language comprehender; ACT-R knowledge navigation; Connectionist approach: Distribution of representation, actual and idealized neurons, Computational networks of perception and pattern recognition; Neural Networks, Computer networks and semantic network-do they work?

6. **Language Acquisition and Symbolic Learning Systems (General Systems)**

   Structure of language Linguistics and grammar; simulations of human language; Speech act, Transformational grammar and reading as expert systems; Learning to learn; Teaching humans to learn and making of learning to learn computer programmes.

7. **Thinking and Problem Solving and Simulations of Thought Processes**

   Reasoning, Logic and Deciding, Expert systems functions; Categorization; Rules of thinking and its simulations; Judging and evaluation that computers do (we do); Problem solving and computer programmes; Planning and logistics.

8. **Human Consciousness, Its metaphors and Simulations**

   Current debates on nature and state of human consciousness, brain, mind and computer simulations. The governing metaphors and their constrains in understanding or discussing consciousness.

**Readings**


PSYCHONEURO-IMMUNOLOGY

Objective

To provide an understanding of how various psychological processes interact with the nervous, neuro-endocrine and immune systems in promoting health and preventing disease.

CONTENTS

1. Foundations of Immunology
   Anatomy of Immune system; Basic principles of Endocrinology; Relationship between psychological factors and immune system; Endocrine System and behaviour; Psychological immunity – cognitive manipulations; defence mechanisms; spirituality and positive emotions.

2. Psychneuro-immunological Methods
   Psychological methods; Endocrinological methods; Immunological methods.

3. Relationships Between Systems
   Interaction between Nervous and Immune functions; The Immune Neuroendocrine Network.

4. Behaviour and Immune Relationships
   Models of immunological changes in stress; Immuno Suppression in Humans; Neuro-immune response to Infectious diseases.

5. Approaches of Intervention
   Psychological interventions and Immune system; Behavioural conditioning and Immunity; Exercise and Immune system; Psychoneuro-immunology in Oncology HIV/AIDS and Auto Immune Diseases; Yoga, meditation, social connectedness and cardio vascular diseases.

Readings
ANIMAL BEHAVIOUR

The following courses are designed for Master's Degree programs after considering the options given below:
1. If a Department is equipped with facilities to offer a full specialization program in Animal behaviour, 3 theory papers and practicals are listed below for such a program.
2. If a Department prefers to offer Animal Behaviour along with physiological orientation (call it Biopsychology or whatever), model contents are provided with 2 theory papers and guidelines for practicals.
3. Any combinations of papers could also be extracted depending on the facilities and expertise available.

ANIMAL BEHAVIOR: ONE SEMESTER SPECIALIZATION PROGRAM

Course Name: Animal Behaviour Specialization
Course Duration: One Full Semester: 3 courses + Practicals
Course objectives: Advanced knowledge in the field of animal behaviour; Training in research methodology in animal behaviour; Training to develop expertise for behavioural implications of psychology/animal behaviour in management of zoo and wild animals. Basic research in animal behaviour.

Pedagogy: Each of the three theory courses to be taught for 4 hours per week. Practicals should be for 8 hours per week. 50 hours of teaching per course per Semester (5 hours per unit) and total 100 hours of practicals.
ANIMAL BEHAVIOUR RESEARCH METHODOLOGY

Objectives

To train the students in animal behaviour research methodology.

1. Introduction
   What is ethology? What to study? Scientific methods; Ethological Approach; Observation vs Experimentation; Species-oriented research, Concept-oriented research.

2. Reconnaissance Observation
   How to observe? How to describe behaviour; secondary sources; conceptualising the problem.

3. Design of Research
   Naturalistic observation vs. experimental manipulation; Variables; Behaviour units; Varying the variables; Examples of experimental manipulation; Field to laboratory.

4. Sampling
   Random vs haphazard samples; Ad libitum sampling; Sociometric matrix.

5. Sampling
   Focal animal sampling; All occurrences sampling; Sequence sampling.

6. Sampling
   One-zero sampling; Instantaneous and scan sampling; Reliability, Identification and naming of individual.

7. Data Collection Equipment
   Data forms; clocks, counters and event recorders; Data logger; Audio recording; Sound spectrograph; Still and motion pictures; Memory timers; Clinometers; Compass; Maps.

8. Radio Telemetry
   Equipment; Monitoring; Remote sensing; Use of GPS.

9. Vegetation Sawling Methods
   Design of vegetation surveys; Methods of estimating productivity; Density, Cover, Frequency and other variables.
Population Estimation

Introduction; Line transects; Changing frequency; Catch efforts; Mark-recapture; Camera trapping; pug marks.

Readings


ETHOLOGY AND COMPARATIVE PSYCHOLOGY

Objective
To enable the students to understand the proximate mechanisms and controls in behaviour.

CONTENTS

1. Introduction
   Nature and scope; Approaches and methods; Comparative psychology; Design features in animal behaviour.

2. Instincts and Innate Behaviour
   Fixed action patterns; Deprivation experiments; Physiological characteristics of maps.

3. Innate Releasing Mechanisms and Releasers
   Nature of IIRM; Key stimuli and releasers.

4. Phylogeny and Behavioural Development
   Concepts of homology; Analogies.

5. Ontogeny and Behavioural Development
   Embryology; Nature vs. nurture controversy. Epigenesis; Imprinting; Early experience.

6. Primate Learning in Comparative Perspective

7. Biological Clocks
   Biorhythms; General circadian rhythms; Control, mechanism and significance of circadian rhythms.

8. Hormones and Behaviour
   Vertebrate Endocrine System; Activatilenal and organizational effects; Endocrine environment - behaviour interactions.

9. Orientation
   Emitted energy; Spatial Orientation.
10. Navigation and Homing

Celestial cues; Star orientation in birds; Experience in navigation; Goal recognition.

Readings


SOCIAL EVOLUTION

Objective

To provide an understanding of ultimate (evolutionary) causes of behaviour.

CONTENTS

1. Relevant Principles of Population Biology
   Inbreeding and kinship; Population growth- Density dependence; Life tables; Reproductive values; r and K selection.

2. Group Selection and Altruism
   Interdemic selection; kin selection; Reciprocal altruism.

3. Communication
   Nature of signals; Increase of information; Measurement of information; Sensory channels.

4. Social Spacing
   Individual distance; Forms of territory; Territorial evolution; Territories and population regulation.

5. Sex and Society
   Evolution of sex ratios; Parental investment and sexual selection; Parental care; Parent-Offspring conflict.

6. Social Symbiosis
   Commensalisms; mutualism; Trophic parasitism; Brood parasitism.

7. Social Insects and Birds
   Organisation of insect societies; Prime movers of insect social evolution: Features of bird behaviour.

8. Mamalian Social Systems
   Ungulate societies; Elephants; Carnivores.
9. **Non-human Primates**

Social traits of primates; Ecology of primate society; Tests of nepotism; Reciprocal altruism; Parental investment and sexual selection.

10. **Human Sociobiology**

Introduction; Early and later social evolution; Tests of nepotism; Reciprocal altruism; Parental investment and sexual selection; Cultural goals and reproductive success; RS and marriage patterns; Reproductive strategies.

**Readings**


LABORATORY EXPERIMENTS ON ANIMAL BEHAVIOUR

1. (a) Experimental production of anxiety and its effects on the rate of response.
   (b) Reduction in experimental anxiety with tranquilizers.
2. Soil identification in ants.
3. To study the transmission of learned behaviour between rats.
4. To study the threshold of transmarginal inhibition in rat: intraperitonial injections.
5. To study the effect of CNS stimulant on aversive conditioning with relation to emotionality (intravenous injections).
6. To study the effect of sedatives on retention (subcutaneous injections).
7. To study the strength of sex drive with administration of chemical agents.
8. To study the place learning and response learning in rats.
9. To study social behaviour in monkeys in relation to age-sex classes - One-zero sampling.
10. To study dominance systems in primates - Sociometric method.
11. To study time-activity budget in primates - Scan sampling.
12. To study visitor effect on animal behaviour in zoos - Ad libitum sampling.
13. To study species abundance and richness in birds.
14. To study community structure in birds.
16. To sample an area for canopy cover and vegetation abundance.

Examination Pattern

Theory Examination: Ten questions shall be asked with an OR option from each Unit. And all ten questions to be answered.

Practical Examination: A student shall conduct and report one experiment from Practical-1: (Laboratory experiments). From Field observations, only Method and procedure for one study to be reported and probable results to be discussed.
FIELD OBSERVATIONS

SPECIALISATION IN BIOPSYCHOLOGY

This Specialisation may consist of Two Courses:

i. Advanced Physiological Psychology

ii. Animal Behaviour

Course Name: Biopsychology Specialisation

Course Duration: Two course to be offered either one each during two semesters or together in one semester, + practicals (2 sets).

Course Objectives: Advanced knowledge in the field of psychophysiology and animal behaviour. The trained student should be able to carry out research in laboratory or in the field. The student should also be practically trained in neuropsychological testing.

Pedagogy: Each of the two theory courses to be taught for 4 hours per week. Practicals should be for 8 hours per week. 60 hours of teaching per course per semester and 120 hours of practicals.
ADVANCED PHYSIOLOGICAL PSYCHOLOGY

Objective

To provide an understanding of physiological accounts of behavioural, cognitive and affective functions.

CONTENTS

1. Human Evolution
   Mammalian radiations; Primate radiation; Australopithcines; Homo; Evolution of the human brain.

2. Human Brain Damage and Animal Models
   Causes of brain damage; Neuropsychological diseases; Animal models of human neuropsychological diseases.

3. The Visual System
   Retina and translation of light into neural signals; From retina to primary visual cortex; Seeing edges; Seeing colour.

4. Perception, Consciousness and Attention
   Principles of sensory system organisation; Cortical mechanism of vision; Audition; Touch and pain; Smell and Taste; Selective attention.

5. Sensorimotor System
   Principles of sensorimotor system. Sensorimotor association cortex; Primary and secondary motor cortex; Sensorimotor pathways, circuits and programs.

6. Eating and Drinking
   Digestion and energy flow; Theories of hunger and eating; Physiological research on hunger and satiety, Thirst, drinking and body fluid regulation; Disorders of consumption.

7. Hormones and Sex
   The neuroendocrine system; Hormones and sexual development; Effects of gonadal hormones; Hypothalamus and sexual behavior; Sexual orientation, hormones and the brain.
8. Drug Addiction and Reward Circuits
Principles of drug addiction; Commonly abused drugs; Biopsychological theories of addiction; Reward circuits in the brain; Neural mechanisms of addiction.

9. Neuroplasticity
Phases of neural development; Experience and learning; Neural degeneration; Therapeutic implications of neuroplasticity.

10. Biopsychology of Stress and Illness
Biopsychology of emotion; Fear, defense and aggression; Stress and psychosomatic disorders; Schizophrenia; Depression and mania; Anxiety.

Readings
ANIMAL BEHAVIOUR

Objective

To impart information of phylogenetic and ecological determinants of animal behaviour.

CONTENTS

1. Theory of Evolution
   Gene frequency and gene pool; Hardy-Weinberg equilibrium; Natural selection; Gene flow; Random Genetic drift; Mutations; Reproductive isolation and origin of species.

2. Sampling Techniques
   Ad libitum sampling; Sociometric matrix; Focal animal sampling; All occurrences sampling; Sequence sampling; One-zero sampling; Instantaneous and scan sampling

3. Phylogeny and Ontogeny
   Concepts of homology; Analogies; Embryology; Nature vs. nurture controversy; Epigenesis; Imprinting; Early Experience.

4. Principles of Population Biology
   Inbreeding and kinship; Population growth- Density dependence; Life tables; Reproductive values; r and K selection.

5. Group Selection and Altruism
   Altruistic behaviour; Interdemic selection; kin selection; Reciprocal altruism.

6. Sexual Selection and Parental Care
   Parental investment and sexual selection; Ecology of parental care; Parent-offspring conflict.

7. Social Symbiosis
   Commensalisms; Mutualism; Trophic parasitism; Brood Parasitism.

8. Social Insects
   Organisation of insect societies; Prime movers of social evolution in insects; Societies of ants, bees and wasps.
9. **Non-human Primates**

   Social traits of primates; Ecology of primate society; Tests of nepotism; Reciprocal altruism; Parental investment and sexual selection.

10. **Human Sociobiology**

   Introduction; Early and later social evolution; Tests of nepotism; Reciprocal altruism; Parental investment and sexual selection; Cultural goals and reproductive success; RS and marriage patterns; Reproductive Strategies.

**Readings**


**PRACTICUM IN PHYSIOLOGICAL PSYCHOLOGY AND ANIMAL BEHAVIOUR**

Practicum in Physiological Psychology and Animal behaviour in laboratory and field to be designed on the basis of available equipment and expertise. The general outlines (areas only) for designing practical curriculum are:

1. Electrical stimulation of various regions of the rat brain and their effects on behaviour.
2. Lobectomy in selected brain regions and its behavioural effects in rats.
3. Psychopharmacological experiments: Administration of various types of drugs (CNS stimulants; Depressants; Ayurvedic drugs) and their effects on learning, memory and autonomic reactivity.
4. Neuropsychological tests, especially those designed to assess brain damage.
5. Behavioural observations on zoo animals.
6. Behavioural observations on free ranging animal species birds, monkeys etc.
Post Graduate Professional Courses
POST GRADUATE PROFESSIONAL COURSES (M. PSY.)

Objectives

1. To prepare students in specific areas in which professional psychological services can be rendered.
2. To train them into skills and competencies which are required for practice as a psychologist.
3. To sensitise them to the ethics of the profession.
4. To meet the standards set up by various bodies/societies of accreditation.
5. To develop research acumen and thereby contribute to knowledge in the professional area.
6. To develop self-reflective skills.

Guidelines

1. The M. Psy. course will be a 2 year course for B.A./B.Sc./B.Psy. Graduates in Psychology or from related disciplines.
2. The courses will have a mixture of theory and practice components with greater emphasis on "practice oriented courses".
3. Courses would be modular preferably in accordance with a semester system.
4. The credit-based system of evaluation would be adopted.
5. A minimum of 80 credit hours of teaching will be involved, where one contact hour will mean one credit hour.
6. The ratio of theory to practice will be 60:40
7. The last semester would have project/internship/training/experience.
M. PSY. COURSE IN SPORTS PSYCHOLOGY

Objectives
1. To prepare students in professional applications of psychological services in sports (individual and team events) and
2. To develop research acumen and thereby contribute to knowledge in the area of sports psychology

General Outline

This course of 2 years duration can be divided into four semesters with two theory papers (6 credits each) in each of the first three semesters. There will also be a compulsory practicum equivalent to 8 credits in each of the first three semesters. The semester IV will compose of internship (10 credits) and a project research (10 credits).

THEORETICAL COURSES ON SPORTS PSYCHOLOGY

Paper I. Sports Psychology: An Introduction
a. Philosophy of sport psychology – the mind-body issue.
b. Concept and development of the field; scope of sports psychology.
c. Application of psychological principles in sports.
d. Methods of sports psychology – observation, interview, tests and experiments, field studies, field surveys.
e. Equipment/instruments commonly used in sport psychology.

Paper II. Growth and Development of Sports Persons
a. Concept of growth and development; critical periods in growth and development.
b. Stages of psychomotor development of the athlete with special reference to childhood, preadolescence, and adulthood.
c. Interplay of heredity and environment in sports.
d. Individual differences – types and causes of individual differences and their implications for sports.
e. Understanding psychological problems of young sports persons – training implications.

Paper III. Psychology of Motor Learning
a. Concept and principles of motor learning.
b. Nature and types of psychomotor skills.
c. Phases in the acquisition of psychomotor skills/competencies.
d. Theories of learning – conditioning, trial and error, insight learning.
e. Laws of learning – law of readiness, law of exercise, law of effect.
f. Factors affecting psychomotor learning.
g. Transfer of training – types of transfer, conditions affecting transfer of training.
h. Relevance of transfer of training in sports.
i. Measurement of learning and learning curves.
j. Plateau in learning – concept, causes and remedies.

**Paper IV. Cognitive and Motivational Processes in Sports**

a. Cognitive factors in sports: role of sensation, perception, attention (selective, focused), thinking, anticipation, decision-making; motor memory.
b. Intelligence: general intelligence vs. sports intelligence; concept of emotional intelligence and its application in sports.

**Paper V. Personality and Sports**

a. Concept of athletic personality – personality traits of outstanding sports persons.
b. Sports participation and character development.
c. Humanistic, transpersonal approach to personality development and achievement of sporting excellence.

**Paper VI. Emotions and Sports Performance**

b. Drive theory, Inverted – U hypothesis, Oxwendine’s Scale, Zones of Optimal Functioning theory, Catastrophe theory, Reversal theory.
c. Psychological manifestations of pre-start states.
d. Stress and Anxiety and sports performance, Selye’s Model of Stress Arousal and anxiety, State versus trait anxiety, cognitive versus somatic anxiety.
e. Aggression in sports – types of aggressions, dynamics and effect on sports performance.

**Paper VII. Motivation in Sports**

a. Theories of motivation – psychological bases of motivation in sports.
b. Intrinsic versus extrinsic motivation, task versus ego goal-orientation.
c. Reinforcement as basis of motivation – types and conditions of reinforcement.
d. Controlling and informational aspects of rewards with reference to cognitive evaluation.
e. Enhancing intrinsic motivation – feedback, reinforcement and goal-setting.
g. Achievement motivation and competitiveness – definition and theoretical positions, win–orientation versus mastery – orientation; Western and Eastern perspectives; factors affecting achievement motivation.

**Paper VIII. Psychosocial Dimensions of Sports**

a. Sports as a social experience.
b. Group processes in sports – co-operation, co-action and competition.
c. Concept of team cohesiveness – factors effecting cohesiveness.
d. Leadership and communication in sports teams.
e. Team dynamics and sociometry. The process and applications in team building.
f. Audience effect in sports.
g. Sports socialization and culture. Political and economic process in development of sports.

Modular courses in the following skills/competencies areas may be developed for three semesters out of the following:

1. Psychological Skills Training (PST) for sports persons – the essentials of Psychological Skills Training (PST) – Designing and implementing PST programmes.
2. Relaxation for psychophysical recovery – “muscle to mind” and “mind to muscle” techniques – progressive muscle relaxation and autogenic training.
3. Role of imagery in sports – types of imagery, imagery for relaxation, imagery for performance enhancement, essentials of Visuo-Motor Behaviour Rehearsal (VMBR).
4. Motivating athletes for peak level performance – principles of goal-setting, reinforcement and feedback.
5. Regulating arousal level of the athlete – psychotonic and ideomotoric training.
7. Techniques for building self-confidence, will-power, concentration and attention skills.
8. Building team cohesiveness and team effectiveness.
   a. Psychophysiology of sports.
   b. Biofeedback procedures – GSR, EMG, EEG, Respiration, Temperature and Pulse biofeedback.
   c. Yoga – concept and benefits of yoga in sports.
   d. Transcendental Meditation (TM) and its importance in sports.
   e. Music as an aid in psychoregulation.
10. Counselling and guidance of sports persons for general well-being and performance enhancement.
11. Psychological preparation for sports competitions.
12. Crisis interventions and dealing with success and failure.
14. Interventions for leadership and team building.

SEMESTER IV

1. **Internship in Sports Psychology – (10 credits):** At least 90 working days of placement/field training in a Sports training/coaching institute providing the student with the opportunity to acquire proficiency in applications of the principles of sports psychology. Internship supervision in the work setting. Grading on a pass/fail basis.

2. **Specialist Project Research – (10 credits):** Students, under faculty supervision, will propose, design and carry out an applied project within the field of sports psychology and prepare a report with specific mention of implications for sports psychology applications.
M. PSY. IN SOCIETAL MANAGEMENT

Objectives

1. To provide skills and competencies to design and conduct studies on social problems including collection and collation of data and report writing.
2. To provide skills of communication and establishment of relationships among groups and communities.
3. To provide skills of understanding the structure of communities and social groups, and building up of new communities.
4. To provide intervention skills at the individual, interpersonal and community levels so as to bring about advancement of human and social development.
5. To sensitise students to social and human values.
6. To train students for developing strategies for “social defence” so as to maintain society’s integrative functioning.

Course Structure

Three types of courses will be offered. These are: (1) Core courses, (2) Cognate courses and (3) Modular courses.

Core Courses (24 Credit Hours)

Note to the Instructors: No course outlines have been suggested. For the core courses, the following course outlines may be looked at:

a. Perspectives on social problems.
b. Psychology of social behaviour.
c. Psychology of groups.
d. Social psychology of organizations and communities.
e. Approaches to Human and social development.
f. Indian social structure and institutions.
g. Social programme implementation and evaluation.
h. Social techniques.
i. Quantitative methods of social research.
j. Qualitative methods of social research.
k. Social statistics.
l. Multivariate techniques.
It is suggested that instructors may decide on the focus of their programme and accordingly develop course outlines.

These courses will cover the core content of social and psychological aspects of societal management. In these courses theoretical inputs will be prominent. The following core courses will be offered. A student will be required to complete 6 core courses. Each course will be of 4 credit hours.

**Cognate Courses (24 Credit Hours)**

These courses will cover several essential areas that need to be thoroughly understood to develop insight into issues related to societal management. The following cognate courses are suggested; a student is required to complete 12 (two credit hours) or 8 (3 credit hours) courses out of the following:

a. Cultural psychology.
b. Social policy and advocacy.
c. Political economy of Development.
d. Development of Indian Economy.
e. Rural Communities and Development.
f. Problems of Urban Communities.
g. Disadvantaged groups and social justice.
h. Health beliefs and Management.
i. Environment and Behaviour.
j. Education and Development.
k. Psycho-social Issues in Population Control.
l. Family and Gender Issues.
m. Psychology of Social Movements.
n. Disaster Management.
o. Violence and Social Disharmony.
p. Law and Society.

Instructors are advised to develop courses on the basis of emphasis they want to accord to a course.

**Modular Courses (32 Hours)**

These courses will focus on acquiring skills necessary to understand and deal with problems related to societal management. The following modular courses are suggested:

a. Questionnaires (2 Hours)
b. Interview schedules (2 Hours)
c. Focused groups interviewing (2 Hours)
d. Psychological assessment (2 Hours)
e. Report writing (2 Hours)
f. Negotiation skills (2 Hours)
g. Empowerment strategies (2 Hours)
h. Training for interpersonal relations (2 Hours)
i. Social value – analysis (2 Hours)
j. Presentation skills (1 Hour)
k. Communication strategies (2 Hours)
I. Team building (2 Hours)
m. Crisis intervention (2 Hours)

n. Environmental sensitivity (1 Hour)
o. Conflict management (2 Hours)
p. Counselling skills (4 Hours)
q. Disaster management (2 Hours)
r. Designing of social surveys (4 Hours)
s. Developing effective leadership (2 Hours)
t. Ethics of social interventions and research (2 Hours)
u. Lab on community participation (4 Hours)
v. Field project/s (8 Hours).

It will be compulsory to carry out a Field Project Additional modular courses may be added to this list.

The ratio of theory and practical papers in the course will be 60:40.
M.PSY. IN PSYCHOGERIATRICS

Preamble

A significant challenge of the new millennium is to meet the demands of the fast growing elderly population of India, most of whom are frail and with varying degrees of disability. In the next few decades, one in every five of us (about 200 million) will be in this segment. While a myriad of services are available for the elderly in the west, there are hardly any available to the elderly in India. The family which was the traditional caring institution for the elderly is now fast losing this capability. Therefore, there is a dire need for trained manpower to handle the basic and supplemental care services for the elderly who are either in the family or out of it. The recently enunciated national policy for older people (NPOP) has recognized this need and has requisitioned the services of various ministries including that of the Human Resource Development (HRD), to take appropriate steps to meet the situation. In consonance with these developments, the University Grants Commission, as part of its curriculum development program has suggested the framing of a curriculum in Gerontology - A multi disciplinary subject. The master's course in Psychogeriatrics is the outcome of this effort.

The objectives of the curriculum are:

i. To create knowledge and awareness of the general processes of ageing and in particular its psychosocial manifestations;

ii. To inculcate necessary skills that would enable the student to handle a variety of service and welfare needs of the elderly; and

iii. To foster a capability to pursue courses in research and advanced training in psychosocial gerontology.

The course is of 2 years (4 semesters) duration. There would be 4 theory papers and 2 practicum in each semester. The 4th semester is set apart for project work/hands on experience preferably in an institution for the elderly. For those coming under yearly examination schemes, the first and second semester papers could be collapsed to constitute 4 theory papers and 2 practicum (2 cognate theory papers will be combined into part a and part b of 1 paper). The second year would have the 3rd and 4th semesters collapsed with project work in the second half of the year.

Presently, as part of the M.Sc. course in psychology, ageing and disability is being offered as a specialization (M.Sc. Psychology-Ageing and Disability) in S.V. University since 1990. Yet, this is the first time that a comprehensive M.Psy. in Psychogeriatrics course is being proposed that would provide a broad grounding in Gerontology and specialized training in psychogeriatrics
and other care services for the elderly. The idea is to provide a base for professionalisation, keeping in view the job requirements of various care needs and services for elderly (existing and prospective).

The comprehensive curriculum is being proposed for the first time. Reckoning the possibility that it would be sometime before the course catches up and the employment opportunities expand, it is suggested that the intake of students for the course be kept small in the beginning, i.e. 10 or less. The working of the course and its viability may be reviewed after 2 or 3 years. Students may be admitted on the basis of a suitable entrance test.

The course is expected to cater to the job requirements of all positions related to elderly care, management and welfare. More specifically, it is meant to meet the needs of positions that deal with individual, group or family counselling of elderly; home care and respite care services for the elderly; caring and management of the elderly in old age homes, day care centers, nursing homes and hospice homes; psychological and related services in geriatric wards in hospitals; staff positions in government departments, non-governmental organisations and other institutions dealing with the elderly.

Potential employing agencies/institutions may be made aware of this course, its content and how it meets the various job requirements. They may be encouraged to employ only persons who have undergone this training. The ministry of social justice and empowerment and other related ministries may be informed of the potential of this course. They could be requested to make the training in gerontology courses a requirement for various staff positions in institutions dealing with the elderly. It is expected that job positions that require this training will increase in due course and graduates of this course will get absorbed.

The credibility of the course would depend not only upon the curriculum and quality of students but also upon the capability, commitment and efficiency of the faculty handling the course. Therefore, appropriate faculty training needs to be arranged since the subject is new and faculty expertise in this area may not be available except in few institutions. The UGC may soon entrust this work to academic staff training colleges to organize short-term training/refresher courses for faculty belonging to cognate disciplines so that the faculty may be ready by the time the course gets underway. Also, the international institute of ageing (INIA) under UN auspices located at Malta may be requested to organize 'in situ' short term training programs in India. The INIA have already run a couple of such courses, one in collaboration with the Center for Research on Ageing, Department of psychology, S V University, Tirupathi and another at University of Pune.
CURRICULUM DETAILS

Semester I

1. Principles of Psychology
2. Principles of Sociology and Social Psychology
3. Principles of Psychopathology
4. Psychological measurement and scaling
5. Practicum (including elementary statistics)
   Theory 4x4 = 16 Hrs. week
   Practicum 4x2 = 8 Hrs. week

Semester II

1. Life span Development Psychology
2. Physiological and Neuro Psychology
3. Counselling - Theory and Practice
4. Research Methodology
   Theory 4x4 = 16 Hrs. week
   Practicum 4x2 = 8 hrs. week

Semester III

1. Basic concepts in Gerontology
2. Elements of Psychogeriatrics
3. Concepts in care, welfare and policy issues of the elderly
4. Management of Psychological and other services for the elderly.
5. Practicum
   Theory 4x4 = 16 Hrs. week
   Practicum 4x2 = 8 hrs. week

Semester IV

Project: (Hands on Experience)

Project work preferably in a service institution for the elderly.
SEMESTER-I

Course 1. Principles of Psychology (40 hrs)

a. Scope, Methods, Historical Development of Psychology.
b. Nervous System, Sensory Functions - Attending, Perceiving.
c. Needs, Motivation and Affective States.
d. Cognitive Functions, Learning, Memory, Intelligence, Aptitude.
e. Thinking, Concept Formation, Reasoning.
f. Conflict, Stress and Coping.
g. Interests, aspirations.
h. Personality and Self –concept.

Readings


Course 2. Principles of Sociology and Social Psychology (40 hrs)

a. Scope and Methods.
b. Social Stratification, Structuring and Organisation.
c. Culture, Family and the Individual - Inter Relationships.
f. The Formation of Prejudice and Discrimination.
g. Interpersonal Attraction; Sociometry; Group Dynamics.

h. Sociological perspectives in the Indian scenario - Some relevant Theoretical Approaches - Role Theory, Stratification Theory, Exchange Theory, Modernisation Theory.

Readings


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Course 3. Principles of Psychopathology (40 hrs)


b. Causation of Abnormality - Some Theoretical Orientations - Psycho Analytic, Behaviouristic, Cognitive and Humanistic Orientations.

c. Role of Genetic and Environmental Factors in the Causation of Behavioural Pathologies.

d. The Classification of Psychological Disorders - DSM IV, ICD criteria- Psychoneurotic, Psychotic, Affective, Psycho Somatic Disorders.

e. Major Therapeutic Approaches - Psychoanalytic, Behaviouristic, Cognitive and Humanistic Therapies.

f. Concept of Mental Health and its ingredients.

g. Stress and Coping.
Readings


Course 4. Psychological Measurement and Scaling (40 hrs)

a. The Concept of Measurement - scales of measurement in psychology.
b. Psychophysical and Psychological Scaling - the scaling of attitudes, types and uses of rating scales.
c. The Concept of Psychological Test - Psychometric properties of a good Psychological Test - Objectivity - Reliability, Validity.
d. Steps in constructing Psychological Test.
e. Ethics in the use of Psychological Tests.
f. Some representative Psychological Tests - Intelligence, Interests, Personality adjustment, stress and coping.

5. Practicals (40 hrs = 4Hrs. a week X 10 weeks)

a. Practical I. Consists of Social Statistics
   Elements of Descriptive and Inferential Statistics.

b. Practical II. Consists of Experiments and Tests.
   i. Experiments on Perception, Attention, Learning and Memory.
   ii. Intelligence Tests ; Attitude Scales; Personality Tests.
   iii. Some diagnostic and screening tests in use in assessing Psychopathology.

Readings

SEMESTER - II

Course 1. Life span Development Psychology (40 hrs)

a. Scope and Methods, Principles of Development, Factors influencing development (Heredity, Environment, Motivation, Learning etc.)
b. Methods of studying development-cross-sectional, longitudinal and other sequential techniques (Observation, Field study, Interviews, testing and other methods).
d. Development during childhood (birth to 2 yrs) – physical, motor, language, cognitive, social and emotional and factors influencing development– Role of rearing practices – gender typing.
e. Personality – Structure of personality – Development of Personality – Determinants of personality (biological, psychological and social factors)- Assessment of personality – Psychometric and Behavioural tests – Theoretical approaches to personality.
f. Development during puberty and adolescence (10-21 yrs) – physical, psychological changes and their impact, the development of identity.
g. Development during early adulthood (21-40 yrs)– choosing a vocation, choosing a life partner, starting a family.
h. The middle years of life (40-60 yrs) – coping with challenges in vocation and family; relationships with children – the empty nest phenomenon- preparing for old age.
i. Old age – characteristics, developmental tasks, adjustment to physical changes, retirement, family, singleness, psychological changes, hazards of old age, the self and personality.

Readings


Course 2. Physiological Psychology and Neuropsychology (40 hrs)

I. **Physiological Psychology**

a. An Introduction to Physiological Psychology - Basic neuroanatomy; nervous system structure and functions; divisions, neural conduction and synaptic transmission, endocrine system.

b. Research Methods and methods of study - studying the workings of a living human brain; invasive research methods, pharmacological methods.


d. The Sensory Systems: vision, hearing, taste, touch, and smell.

e. The Motor System – motor control.

f. Rhythms of Behaviour, circadian rhythms and sleep.

g. Hunger and regulation of eating, thirst and water regulation, role of the nervous system on reproductive behaviour.

h. Learning, Memory, and Language – Role of the nervous system on learning and memory, lateralization, language, and the split brain. Memory function and dysfunction.

i. Emotion and stress-related disorders – Emotion – peripheral and central mechanisms; biopsychology of stress and illness – substrates for emotion in the brain; fear, defense, and aggression; stress; psychosomatic disorders; schizophrenia; depression and mania; anxiety disorders.

j. Neurological Disorders and Psychopathology, recovery from brain damage; psychopharmacology and impact of drugs.

II. **Neuropsychology**

a. Introduction to Neuropsychology; Overview of brain-behaviour relationships.

b. The Neuropsychological Examination, neuropsychological assessment batteries – L'oria Nebraska, Halstead Reitan, NIMHANS Neuropsychological Battery.
c. Functional assessment and treatment; rehabilitation considerations.

Readings


Course 3. Counselling with Elderly - Theory and Practice (40 hrs)


c. Counselling Process - the Counselling Set Up - Influence of External Conditions Verbal and Non-Verbal Techniques.

d. Phases of Counselling - Structuring the Counselling Relationship

e. Handling Transference, Counter Transference and Resistance.
f. Theoretical Approaches - Psychoanalytical, Behaviouristic, Cognitive and Humanistic.
g. Needs and Concerns of Counselees across the life span
h. Special aspects of Counselling in Later Life.
i. Types of Counselling - Essentials of Individual, Family, Group Counselling
j. Evaluation in Counselling.
k. Legal and Ethical Considerations in Counselling.

Readings


Course 4. Research Methodology (40hrs)

a. Psychology As A Science - Merits and Demerits.
b. Dependent, Independent and Mediating Variables and their Control.
c. Types of Research - Qualitative and Quantitative Research, the Experiment, Interview, Survey Research, Field Study, Action Research.
d. Types and Techniques of Sampling - Simple Quota and Stratified Random Sample, Purposive Sampling.
e. Steps in Conducting Research - Reviewing the Literature, Computer Aided Search, Delimiting the Problem, Objectives, Formulation of Hypothesis, Types of Hypotheses Testing - Type I and Type II Errors.
g. Analysis - Analysis of Variance, Interaction Effects, Multiple Regression Analysis, Canonical, Discriminant Function and Path Analysis, Cluster Analysis, Factor Analysis.

h. Report Generation.

Readings


5. **Practicals (40 hrs = 4Hrs. a week x 10 weeks)**

**Practicals - I**

Acquisition and Practice of counselling skills- case histories - interviewing techniques etc. Use of psychological tests in counselling

**Practicals - II**

The Practical will cover relevant exercises related to life span development, physiology and Neuropsychology and Research methodology.

**SEMESTER - III**

**Course 1. Basic Concepts in Gerontology (40 hrs)**

1. Historical Developments in the Field of Gerontology- International and National developments.
2. Demographics- Birth and Death Rates, Sex Ratio, Dependency Ratio, Life Expectancy, Demographic Transition, Changes in Age Structure, Health Transition- Disability and Morbidity Patterns.

3. Population Ageing in the developed and developing world, its impact on the individual, society and on the Nation's economy and development.


6. The Elderly in the family and community.


8. Role of exercise and diet in modulating ageing.


12. The elderly as a resource - appropriate identification and utilisation of grey skills, organisation of grey skills consortiums.

13. Active ageing, promotion of health in the elderly, health behaviour.

Readings


Course 2. Elements of Psychogeriatrics (40 hrs)

a. Evolution; Life and longevity.

b. Human Ageing - Physiological functions- digestion, circulation, excretion, respiration, cell functions, hormones, neurotransmitters, body Metabolism.


d. Biological theories of ageing - Genetic and Non - Genetic Approaches.

e. Field of Geropsychology and gerontological psychology – Nature and Scope.

f. Ageing - Psychological functions - Changes in Attention, Perception, RT, Psychomotor Functions.

g. Changes in Learning and Memory, General Ability, Creativity, Reasoning, Problem solving.

h. Changes in Personality, self-concept, values, meaning in Life.


j. Coping with ageing changes- Personal and social adjustment in old age.

k. Coping with physical changes, changes in psychological functions, changed roles and interests, retirement, reduced income, loneliness and leisure - pre and post retirement counselling.

l. Coping with widowhood and bereavement, impending death, death anxiety.

m. Social aspects of ageing - Aged in the family, family dynamics, intergenerational differences, and generation gap.

n. Age as a determinant of status, power and class- Public perceptions of the aged, attitude towards ageing - Ageism- Aged as a minority group.

o. Social Theories of Ageing - Role Theory, Activity Theory, Disengagement Theory. Indian theory of Ashrama Dharmas.

p. Trends of Indian research on ageing.


Readings


Course 3. Concepts in Care, Welfare and Policy Issues of the Elderly (40 hrs)

a. Concept of elder care; Role of family, Community and State.
b. Impact of changing face of contemporary Indian culture on elder care.
c. Care needs of the elderly - physical care and health care needs; Psychological, social and economic needs.
d. Types of care - formal and informal - self care, family care, community and institutional care, long term care - resource and funding problems.
e. Caregiving as a dyadic human interaction; factors influencing caregiver-care receiver inter perceptions - the caregiving process, structure and dynamics; nuances of caregiver - care receiver interactions.
f. Familial management of elder care, family interactional dynamics and its impact on familial caregiving; disability and frailty in the elderly as a factor in caregiving.
g. Caregiver's stress and its management - Role of interventions in its management.
h. Community and social support - the social support net works - concept of social support, organisation of social support networks for the elderly, instrumental and non-instrumental social supports for the elderly.

i. Elder abuse in the care set up and family - interventions.

j. Concept of welfare of the aged, welfare needs of the elderly- role of state in welfare.

k. Welfare programmes for the aged - execution, management and evaluation.

l. Need, purpose and objectives of a social policy - National Policy for Older Persons (NPOP) and its action plan, integration, co-ordination and evaluation; politics, the bureaucracy, resources and national priorities as mediating variables in effective policy implementation.

Readings


Kumar, V. (1996). Aging: Indian Perspective and Global Scenario. New Delhi: Vinodh Kumar, AIIMS.


Course 4. Management of Psychological and Other Services for the Elderly (40 hrs)

a. Services for the elderly - objectives and scope- service needs of the elderly.

b. Financial services for the elderly - provident fund, gratuity, pension, insurance schemes, interest from securities, subsidising essential goods for the elderly - services for those in the unorganised sectors - policy provisions.

c. Psychological services for the elderly - counselling services, counselling needs of the elderly, some typical problems, personal, emotional familial, intergenerational issues, bereavement, death anxiety, acceptance of personal ageing, loneliness, alienation, depression, managing stress.
d. Institutional services - the structure, functioning and management of institutions for the elderly - (a) Old age homes (b) Day care services, (c) Nursing homes, (d) Rehabilitation services (Half way homes), (e) Hospice care, (f) Acute and infirmary care.

e. Alternate - supplementary care services - Respite care, Home help care, Home health care, Meals on Wheels, Helpline-services, Non Governmental Organisations.

f. Health Services - Geriatric hospitals, Health clubs, Day care hospitals- Mobile medical services, Health insurance, Medicare, Medicaid - skilled Nursing care facilities - Multi level health care.

g. Other services - housing and transportation - meeting housing services of the elderly - designing the internal and external architecture, making the house user - friendly for the elderly through adopting appropriate technologies.

h. Meeting the transportation services of the elderly - modifications in vehicular design, special transportation provisions.

i. Meeting social and recreational services of the elderly - organisation of senior citizen clubs, volunteer help groups, recreational clubs.

j. Planning and execution of training needs to meet manpower requirement in offering services for the elderly - short term and long-term training including in-service.

k. Providing legal services for the elderly - creating awareness of legal provisions in support of elderly, constitutional and legal provisions for the protection of elderly.

l. The professionalisation of care and other services for the elderly, care values vs. market economy.

m. Certification and accreditation of training, ethical considerations in care of the elderly.

Readings


Kumar, V. (1996). Aging: Indian Perspective and Global Scenario. New Delhi: Vinodh Kumar, AllMS.


5. **Practicum (40 hrs = 4Hrs. a week × 10 weeks)**

   a. Conducting field exercises to familiarise the student with the structure, organisation and functioning of variety of services relevant to the course papers.

   b. Acquiring skills of test administration and interpretation with the elderly.

   c. Training in the acquisition of counselling skills with the elderly.

**SEMESTER IV**

*Project Work: Hands on experience* - Through Project work preferably in a Service institution for the elderly. The project shall be based on the counselling and rehabilitation skills the student has acquired during the previous semester. The elderly, family and the society should be benefiting from such a project. The focus of the project should be on enhancing the quality of life and better utilization of the human resource (elderly).
M. PSY.IN_CLINICAL PSYCHOLOGY

Introduction

Psychosocial problems associated with a variety of mental/physical illness and disability ranging from mild to severe is continuously on the rise. Owing to several reasons there is acute shortage of manpower to cater to the needs of people suffering from a variety of psychological ailments. Clinical and counselling psychology are emerging as important disciplines in the area of prevention and promotion of health care. Trained counsellors apply knowledge and methods derived from all substantive fields of bio-psycho-social sciences to the promotion and maintenance of mental and physical health of the individuals. Thus, they are considered as indispensable agents of optimising health care delivery in our country. However, only very few centers in our country methodically train individuals to function effectively assuming a responsible identity in this area. The commission hopes the guidelines and syllabus provided here help the university departments to strengthen their resources and provide a comprehensive program for manpower development.

Aim

The aim of this course is to prepare the student to function as a professional clinical counsellor in the areas of mental health by offering assessment, counselling and rehabilitation services.

Objectives

The course is organized as a two-year program with extensive theoretical inputs and supervised clinical experience. On completion of the course the student is expected to:

a. Maintain a feeling of responsibility for the client and sensitivity to the counselor-client relationship.

b. Work with the psychosocial dimensions of mental and physical diseases and formulate/undertake well-targeted psychosocial counselling.

c. Integrate the course contents with the clinical viewpoint in a service setting.

d. Introduce the interdisciplinary approach to clinical problems and learn to cooperate with colleagues of other disciplines.

e. Communicate by writing case reports for clinical use.

f. Teach about the nature and meaning of clinical services

g. Apply professional ethics.
Requirements to Start the Course

1. There shall be an independent department of psychology in the university.
2. There shall be at least two permanent qualified clinical psychology faculty in the department, out of which one should have at least seven years of experience (post-qualification) in clinical teaching/research.
3. An effective liaison should exist between the university department and the department of clinical psychology or the department of psychiatry, located in a mental hospital or teaching general hospital.
4. Facilities to place students for supervised clinical training should be existing.
5. Adequate infrastructure should be available to carry out psychodiagnostic work ups, counselling and rehabilitation services at the department where the students are placed for clinical exposure.
6. Adequate library facilities with textbooks, reference books, prime national and international journals, access to internet should be available in the parent department.

Regulations of the Course

Intake

Since this is a supervised clinical training course, the number of students taken in an academic year depends on the qualified clinical psychologists working in the parent department on permanent status, and access to clinical facilities. In order to make the training effective, therefore, the intake of students in an academic year shall not exceed the following ratio and is limited to 10 in any case.

Clinical Psychology Faculty (permanent): Student ratio 1:5

Entry Requirement

Minimum educational requirement for admission to this course shall be full time, regular B.A./B.Sc./B.Psy degree with psychology as one of the optional subjects. A minimum of 50% marks in aggregate is required to apply for the course.

Admission

A selection committee that includes a clinical psychology faculty shall make admissions on the basis of an entrance examination, consisting of a written test and an interview.

Duration

This is a full time course with extensive clinical training and apprenticeship experiences for 2 academic years, divided into four semesters.
Attendance

Course of study must, unless special exemption is obtained, continuously be pursued. Any interruption in a student’s attendance during the course of the study, due to illness or other extraordinary circumstances, must be notified to the concerned university authority and permission should be obtained.

A minimum attendance of 80% (in the academic term) shall be necessary for taking the respective examination.

CONTENT OF THE COURSE

Each of the theory paper shall be taught for 4 hrs per week. The practicum experience shall be for 16 hrs per week under the supervision of a clinical psychology faculty. See section 5.0 for subject wise syllabus.

Semester – I

Paper II : Psychology of Normal Adaptation.
Paper III : Psychology.
Submission : Submission of 5 clinical case histories based on interviews. (Out of five one shall be child case history).
Practical : Interviewing skills, Mental Status Examination, Assessing Primary Mental Functions clinically.

Semester – II

Paper I : Community problems & Intervention.
Paper II : Psychological Assessment.
Paper III : Disability and Rehabilitation.
Submission : Submission of 5 detailed work up including diagnostic formulation. (Out of five one shall be child case history).
Practical : Detailed case workup (formulating the clinical problem, and diagnosis) including Viva-voce.

Semester – III

Paper I : Clinical Counselling
Paper II : Psychotherapy
Paper III : Behaviour Modification
Submission: Submission of 5 full-length psychodiagnostic records. (Out of five one shall be child psychodiagnostic workup).

Practical: Psychodiagnostic including viva voce.

**Semester – IV**

Submission: Submission of 5 fully worked out counselling records, demonstrating a wide range of counselling techniques being employed in problem solving. (Out of five one each on child counselling and rehabilitation).

Project: A quasi research reports on any relevant clinical issue.

Practical: Case work up (formulating the clinical problem and targeted psychosocial interventions) including viva voce.

Clinical work: Assessment of the quality of overall clinical work (includes clinical interviews, detailed work ups, psychodiagnostics and counselling) done during internship.

**Minimum Prescribed Clinical Work**

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<tr>
<th></th>
<th>1st Sem</th>
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<th>IIInd Sem</th>
<th>IIIrd Sem</th>
<th>IVth Sem</th>
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<tbody>
<tr>
<td>1) Clinical Interviews</td>
<td>5</td>
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<td>6</td>
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<tr>
<td>2) Detailed case histories</td>
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<tr>
<td>3) Psychological testing</td>
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<td>10</td>
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<tr>
<td>4) Counselling</td>
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</table>

Different diagnostic categories of clients shall be taken for counselling.

**Credits**

<table>
<thead>
<tr>
<th></th>
<th>Theory (hrs.)</th>
<th>Practicum</th>
<th>Total (credit)</th>
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</thead>
<tbody>
<tr>
<td>Semester I</td>
<td>12</td>
<td>16</td>
<td>20</td>
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<tr>
<td>Semester II</td>
<td>12</td>
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<tr>
<td>Semester III</td>
<td>12</td>
<td>16</td>
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<tr>
<td>Semester IV</td>
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<td>40</td>
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<tr>
<td></td>
<td>36 hrs.</td>
<td>88 hrs.</td>
<td>80 credit</td>
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</table>

(Theory: 1 hr. = 1 credit, Practical: 2 hrs. = 1 credit).
Submission

Two-weeks prior to the semester examination every candidate should submit the clinical assignments (typed and bound) as prescribed in the syllabus, in triplicate.

Internal Assessment

In each subject (theory, submission, practical and project), except “clinical work” done in the IV semester, 20% marks shall be allotted for internal assessment. In case of “clinical work”, the allocated marks will be determined internally, based on the competence and responsibility the candidate has shown in fulfilling the clinical requirement. The detailed guidelines for allotting the internal marks may be prepared by the institution concerned.

Examination

The theory and practical examinations will be held at the end of each semester.

A candidate who has not appeared or failed in one semester exam may be allowed to continue the course for the next semester and be allowed to take the examination when the university conducts that semester examination. However, this carry over system should not be allowed for more than one semester. Further, the student will not be allowed to begin his/her internship (i.e. semester IV) without his/her passing all the three semester exams.

Tuition/Examination Fee

The prescribed tuition/examination fee as laid down from time to time by the concerned university shall be paid by the students.
# SCHEME OF EXAMINATION

## I Semester

<table>
<thead>
<tr>
<th>Papers</th>
<th>Title</th>
<th>Duration</th>
<th>Examination (Maximum)</th>
<th>Marks Internal Assessment (Maximum)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper I</td>
<td>Perspectives on Human Behaviour</td>
<td>3 hrs.</td>
<td>80</td>
<td>20</td>
<td>100</td>
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<tr>
<td>Paper II</td>
<td>Psychology of Normal Adaptation</td>
<td>3 hrs.</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Paper III</td>
<td>Psychopathology</td>
<td>3 hrs.</td>
<td>80</td>
<td>20</td>
<td>100</td>
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<tr>
<td>Submission</td>
<td></td>
<td></td>
<td></td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Practical and Viva Voce</td>
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<td></td>
<td></td>
<td>80</td>
<td>20</td>
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## II Semester

<table>
<thead>
<tr>
<th>Papers</th>
<th>Title</th>
<th>Duration</th>
<th>Final Examination (Maximum)</th>
<th>Marks Internal Assessment (Maximum)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper I</td>
<td>Community Problems Intervention</td>
<td>3 hrs.</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Paper II</td>
<td>Psychological Assessment</td>
<td>3 hrs.</td>
<td>80</td>
<td>20</td>
<td>100</td>
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<tr>
<td>Paper III</td>
<td>Disability and Rehabilitation</td>
<td>3 hrs.</td>
<td>80</td>
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<td>100</td>
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<tr>
<td>Submission</td>
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<td></td>
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<td>100</td>
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<tr>
<td>Practical and Viva Voce</td>
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### III Semester

<table>
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<tr>
<th>Papers</th>
<th>Title</th>
<th>Duration</th>
<th>Final Examination (Maximum)</th>
<th>Marks Internal Assessment (Maximum)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper I</td>
<td>Clinical Counselling</td>
<td>3 hrs.</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Paper II</td>
<td>Psychotherapy</td>
<td>3 hrs.</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Paper III</td>
<td>Behaviour Modification</td>
<td>3 hrs.</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Submission</td>
<td></td>
<td></td>
<td>80</td>
<td>20</td>
<td>100</td>
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<tr>
<td>Practical and Viva Voce</td>
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<td>100</td>
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<td><strong>Total</strong></td>
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</table>

### IV Semester

<table>
<thead>
<tr>
<th>Papers</th>
<th>Final Examination (Maximum)</th>
<th>Marks Internal Assessment (Maximum)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of 5 fully worked out Counselling records</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>A research project report</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Practical including viva voce</td>
<td>140</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Clinical Work</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

### Examinations

The Chairman of the board of examiners shall be a clinical psychologist. Two examiners, one internal and one external clinical psychology faculty shall conduct clinical and viva voce examinations, and evaluate each of the submissions. Other examiners appointed for this purpose shall evaluate the theory papers.

### Minimum Marks for Passing

1. No candidate shall be declared to have passed in any of the semester exams unless
he/she obtains not less than 50% of the marks in:

i. Each of the theory papers
ii. Each of the clinical and viva-voce examinations
iii. Each of the submissions
iv. The project work (in case of IV Semester)

2. No candidate shall be permitted to appear for any of the semester exams more than three times, and he/she should complete the degree within a period of 4 years from the year of admission to the course.

3.

SEMESTER - I

Paper – I. Perspectives on Human Behaviour

Unit I. Introduction: Understanding Psychology; Goals and areas of psychology; Psychology in our day-to-day life.

Unit II. Perspectives on Behaviour: Structuralism and Functionalism; Psychoanalytic; Gestalt; Behaviouristic; Humanistic; Cognitive; Psychobiology; Cultural and Evolutionary view points.

Unit III. Developmental Aspects: Physical, language, social-emotional, cognitive, moral and personality development; Influences of the family and early experiences; Gender and cultural diversity; Adjustment in old age; Attitudes toward death and dying, death anxiety.

Unit IV. Ancient Indian Concepts: Indian concept of cognition, emotion, personality, motivation and their disorders, social identity and stratification (including Varnashram Vyawastha)

Unit V. Scientific Approach to Behaviour: Advantages of scientific approach, steps in scientific investigation, experimental research (variables, hypothesis testing, research designs), limitations of experimental research, descriptive/ correlational research (naturalistic observation, case study method, surveys) limitations of the descriptive methods, evaluation research.

Readings

Introduction to Psychology – Exploration and Application (8th Edn.) by Dennis Coon, Brooks/Cole, Albany
Indian Psychology by Jadunath Sinha, Delhi.
Readings in the history and systems of psychology by James F. Brennan.
Theories of developmental psychology by Patricia H. Miller.
Developmental Psychology: An advanced textbook by Marc H. Bornstein et al.
Theories of development: Concepts and applications by William Crain.
Child and adolescent development by Kelvin L. Seifert et al., 1997.

Paper – II. Psychology of Normal Adaptation

Unit I. Normality: Concept of normality; Medical, Statistical, Utopian, Subjective, Social, Ideal and Process perspectives; How one adapts normally-Cultural differences in normal adaptation; features of normal adaptation; Normal adjustment changes with age.

Unit II. Stress and Adaptation to Stress: Nature of stress; Types of Stress; Sources of stress; Effects of stress on psychological functioning; Effects of stress on physical health; Responding to Stress; Measurement of Stress; Theories of stress emotion; Types of adaptive responses (Self-protective, Direct Control, Direct Action responses to stress); Factors moderating the impact of stress; Examples of overload (stressful) condition; features of overload condition; helping others and ourselves in this state; practical approaches to overcome stress.

Unit III. Normal Personality Styles: What is personality style?; Classifying personality; Measurement of personality; Description of historical and contemporary personality styles.

Unit IV. Life Cycle: Stages of the life cycle; Models of life cycle development; periods of stability and instability; differences in the life cycle of men and women.

Unit V. Improving Adaptation: Balance of work, love and play; maintaining resources; managing stress; other guidelines for maintaining effectiveness through life cycle.

Readings

Understanding Human Adjustment by Douglas M. Powell, Little Brown, Boston, 1983.
Life span development by Robert J. Hoffnung et al.
The creation of health: the emotional, psychological and spiritual responses that promote health and healing by Caroline Myss et al, 1998.
Introduction to personality by Walter Mischel.

Paper – III. Psychological Disorders

Unit I. Abnormal Behaviour: Myths, realities and controversies; Models applied to abnormal behaviour (Medical, Psychological, Social and Cultural); Classification of mental disorders; Prevalence.

Unit II. Neurotic, Stress-related and Somatoform Disorders: Clinical characteristics; Etiology and management of anxiety disorders, phobic anxiety disorders, obsessive-compulsive
disorder, dissociative (conversion) disorders, somatiform disorders, reaction to stress and adjustment disorders.

Unit III. Disorders of Adult Personality and Behaviour: Clinical characteristics; Etiology and management of specific personality disorders, habit impulse disorders, and disorders of sexual preference.

Unit IV. Schizophrenia and Mood (Affective) Disorders: Clinical characteristics; Etiology and management of Schizophrenia, schizotypal disorder, persistent delusional disorders and other acute and transient disorders; Clinical characteristics, etiology and management of bipolar affective disorder, recurrent depressive disorder and persistent mood disorders.

Unit V. Behavioural and Emotional Disorders of Childhood and Adolescence: Clinical characteristics; Etiology and management of hyperkinetic disorders, conduct disorders, mixed disorders of conduct and emotions, and tic disorders and other specific developmental disorders of speech and language, specific developmental disorders of scholastic skills, motor functions, and pervasive developmental disorders; Mental retardation.

Readings


Practicum

The students should put in at least 16 hrs. of clinical work in a week. In addition to introducing the students to Structure, Authorities, Functions and Service activities of the hospital set up initially, the other aims are to help them acquire the necessary skills required for establishing rapport with the clients and to carry out problems oriented interviews. At the end of I semester they should be in a position to conduct problem oriented interviews, mental status examination and should be able to assess the primary mental functions, such as orientation, memory, judgement, intelligence etc. clinically.

SEMMESTER - II

Paper I. Psychopathology

Unit I. Introduction to Psychopathology: Etiology of mental disorders – Psychosocial models.
Unit II. Psychopathology of Neurotic, Stress-related and Somatoform Disorders: Anxiety disorders; Dissociative (conversion) disorders; Obsessive and compulsive disorder; Phobic anxiety disorders; Somatoform disorders, adjustment disorders and behavioral syndromes associated with psychophysiological disturbances.

Unit III. Psychopathology of Psychotic Disorders: Schizophrenia; delusional disorders; mood (affective) disorders, and other psychotic disorders.

Unit IV. Psychopathology of Personality and Behavior Disorders: Specific personality disorders; Habit and impulse disorders; Mental and behavioral disorders due to psychoactive substance use; Sexual dysfunction and disorders; Psychoactive substance use disorders.

Unit V. Psychopathology of Childhood and Adolescence Disorders: Psychopathology of emotional, behavioural and developmental disorders of childhood and adolescence.

Readings
Introduction to psychopathology by Alessandra Lamm, Sage, Delhi, 1997.

Paper – II. Psychological Assessment

Unit I. Nature of Psychological Tests: Nature and definition; Historical perspective; Settings and purpose of tests; Characteristics of examinee; Effects of examiner, Standardization; Reliability; Validity; Types of tests; Administering; Types of scoring.

Unit II. Tests for Intelligence and Cognition: Individual and group tests; verbal and non-verbal tests; specific intelligence tests; Attention/concentration tests; Memory tests.

Unit III. Personality Assessment: History and development; Materials, administration and scoring; Interpretation, evaluation of frequently used personality inventories/ questionnaires, and projective tests such as Inkblot tests (Rorschach and Holtzman), TAT and CAT, Draw-a-person test, Sentence completion test etc.

Unit IV. Personal Orientation Tests and Rating Scales: Type A behaviour; Locus of control; Attitude scales, STAI etc., and other clinical rating scales like HADS, HARS, BPRS, SANS, SAPS etc.

Unit V. Tests for Special Populations: Tests for infants, motor and speech handicaps, learning disabilities, mental subnormality, visual and hearing handicapped.

Readings
Family Measurement in India by Shalini Bharat, Sage, New Delhi, 1996.
Interviews by Steinar Kvale, Sage, New Delhi, 1996.
Psychological testing by John R.Graham, Prentice-Hall, New Jersey.

**Paper – III. Disability and Rehabilitation**

**Unit I. Introduction:** Definition, nature, types, characteristics, incidence, prevalence, causes (biological bases and social correlates) of various disabilities (Mental retardation, learning disabilities, visual disability, hearing disability, speech disabilities, autism, chronic mental illness, orthopedic and neuromuscular disability and multiple disabilities), concepts of impairment, disability, handicap habilitation, rehabilitation, integration.

**Unit II. Assessment:** Basic principles of assessment and evaluation; types (norm based, criterion based, function based), the role of psychological testing, the use of psychological tests in screening, diagnosis, and assessment of behavioural characteristics of people with disabilities; ethical issues in psychological assessments, limitations of psychological tests.

**Unit III. Intervention:** Definitions, basic principles of interventions, types of intervention, counselling – individual, group, family counselling, vocational training, behaviour modifications, the role of family and community in rehabilitation.

**Unit IV. Perspectives of the Services:** Settings and agencies involved in the area of rehabilitation; nature and models of services available.

**Unit V. Schemes and Policies:** Government schemes and policies, the role of NGOs, legislation and legal aspects, policies and acts, ethical issues related to working with people with disabilities.

**Readings**

Disable village children by David Werner, New Delhi, 1994.

**Practicum**

The student should put in at least 16 hr. of clinical work in a week. The aims are, to help students conduct a fairly professional inquiry and work up cases in detail. They must learn important indicators of psychopathology and must develop the ability to elicit the needed information unobtrusively and effectively. They should become comfortable asking questions.
about delicate or personal areas when they are warranted. At the end of II semester they should be able to work up a case, formulate the clinical problem and discuss likely management.

**SEMESTER – III**

**Paper - I. Clinical Counselling**

**Unit I. Introduction:** Definition, nature, goals and types of counselling; group vs. individual counselling; types of clients; nature of analysis; methods of securing client information; confidentiality; ethics and professional issues in counselling; counsellor and client characteristics.

**Unit II. Concepts and Process:** Causal and regulatory processes, therapeutic ingredients of counselling, behaviour change through counselling, process and procedures for counselling – behavioural, cognitive and humanistic approaches.

**Unit III. Critical Issues:** With reference to elderly, patients with chronic medical illness, terminally ill, patients with HIV/AIDS, school drop-outs, children with learning disabilities, children with behavioural and emotional/conduct problems, mentally subnormal group, individuals with motor/sensory disabilities, people with chronic mental disorders, people having marital discord, sexual dysfunction and disorders, problems of adolescence, people with alcohol/substance abuse disorders.

**Unit IV. Application:** Problem identification; definition and analysis of the problem; specification of change goals; relationship establishment; implementing techniques/procedures for change; recording, termination, evaluation of counselling outcomes, counsellor responses that help exploration, understanding, and problem solving.

**Unit V. Research:** Issues related to process and outcome.

**Readings**

Handbook of counselling psychology by Woolfe and Dryden, Sage, New Delhi, 1996.


Improving treatment compliance: counselling and systems strategies for substance abuse and dual disorders, by Dennis C.Daley.


Theory and practice of group counselling by Gerald Corey.

Student manual for theory and practice of counselling and psychotherapy by Gerald Corey.


Paper – II Psychotherapy

Unit I. Introduction: Definitions, objective, training; professional and ethical issues; planning and recording of therapy.

Unit II. Humanistic-Existential Therapies: Historical context and philosophical basis; principles and types of therapy, current status.

Unit III. Cognitive Therapies: Basic principles and assumptions; therapy techniques; application issues.

Unit IV. Supportive Psychotherapy: Goal, indications, techniques, and application issues.

Unit V. Therapy with Special Conditions: Such as therapies with children, family therapy, marital therapy and sex therapy.

Readings

Handbook of clinical psychology in medical setting by Jerry J. Sweet et al, Plenum Press, NY.
The adolescent psychotherapy treatment planner (2nd Edn.) by Arthur, E. et al.
The older adult psychotherapy treatment planner by Arthur, E. et al.
Psychological intervention and cultural diversity by Joseph F. Aponte et al.

Paper – III. Behaviour Modification

Unit I. Introduction: Learning, biological and cognitive foundations, behavioural assessment, analysis and formulations.

Unit II. Techniques: Operant procedures, counter-conditioning procedures, aversive conditioning procedures, self-control procedures and cognitive procedures.

Unit III. Biofeedback: EMG, EEG, GSR, EKG and Thermal feedback.

Unit IV. Application: Clinical applications in the management of stress-related disorders, anxiety disorders, speech and psychomotor disorders, sexual dysfunction and deviations, childhood disorders and psychotic disorders.

Unit V. Research: Issues related to process and outcome.

References

Clinical biofeedback by Kenneth, R.G. Williams and Williams, Baltimore.

Practicum

The student should put in at least 16 hrs. of clinical work in a week. The practicum of this semester stresses on administering, scoring, and interpreting commonly used intelligence, personality, cognitive, and diagnostic psychological tests. At the end of III semester, the student should be able to administer and accurately score any of the commonly used psychological tests without constantly referring to the test manual. The student must also have gained some experience in interpreting results and writing testing reports, even if the reports still lack the maturity and sophistication.

SEMESTER – IV

Practicum (Internship)

This semester is full time practicum course for extensive clinical experience. Among its aims are, experientially oriented sessions designed to increase self-knowledge and interpersonal sensitivity. Its skill-oriented sessions take the form of apprenticeship roles in:
a. Formulating case workups,
b. Generating reasonable management plans for a client after an evaluation,
c. Applying well-targeted counselling methods/techniques to solve the problems.

At the end of the semester the trainee must have developed an understanding of appropriate treatment goals and what interventions lead to these goals. The student should put in at least 40 hrs. of supervised clinical work in a week and gain hands-on experience in the above areas.
M. PSY.IN HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

M.Psy. is a professional degree, which prepares students for applications of psychological knowledge in various areas of society and life. Its focus is multi-disciplinary.

M.Psy. Program in Human Resources Development and Management (M.Psy. HRDM) is offered to those students who want to gain professional expertise in the management of human and social sides of work organizations. Since all organizations are essentially human, managing the human side is seen as the most critical element in organizational success. The program in HRDM attempts to equip students with wide ranging behavioural and social skills required in organizational settings and also provide in-depth training in various personnel functions. The course focuses both on HRD as well as HRM. The graduates of this program have joined as managers in Personnel, HRD/HRM and Training departments, Consulting Agencies and Academic Institutions.

Objectives

1. To provide an understanding of social psychological and sociological principles that influence behaviour of individuals in organized settings.
2. To provide an understanding of the human and social interfaces of technology and management of organizational change.
3. To train students in methods of manpower planning, personnel selection, salary and reward structure, negotiations, installation of HRD systems, designing of jobs, management of quality, assessment of individual and organizational performance, and OD techniques.
4. To develop an appreciation of cultural factors in management, especially those related to Indian cultural system.
5. To develop an appreciation for the linkage between organisation and its macro environment.
6. To equip students in various research methods, including Action Research to enable them to generate data for diagnostic use.

Eligibility

A student to be eligible for admission to M.Psy. in Human Resource Development and Management Program must have passed a Bachelor’s degree examination (10+2+3) or its equivalent in any discipline from an accredited institute in India or abroad. Candidates in their final year of graduation may also apply. They will be required to produce the proof of their
having passed the graduation examination within one month of the written test, failing which their candidature will stand cancelled.

**Curriculum and Course structure**

Three types of courses are offered. These are: (1) Core Courses, (2) Cognate Courses and (3) Modular Courses. The content of each course is developed by the instructor concerned and approved by the Board of M.Psy. HRDM Program. Before the start of a Semester, a list of courses offered in that semester is made available to students.

**Core Courses**

A Core course needs about 40 lectures and is spread over 12 weeks of teaching. Each course is worth 4 credits. These courses cover the core content of Psychological HRD. In these courses the theoretical inputs are predominant. The pedagogy involves learning through experiential exercises, games, role-plays, case studies, etc. A student is required to complete EIGHT core courses.

**Cognate Courses**

A Cognate Course content needs about 20-lectures spread over six weeks of teaching. Each course is worth 2 credits. These courses cover essential areas of HRD and HRM, which need more focused treatment. They are either predominantly theory based and/or a mix of theory and skills. Skills imply experience based learning in which one experiences by doing and trying out some techniques.

**Modular Courses**

A Modular course needs about 10 contact hours. Each course is worth 1 credit. These courses essentially focus on acquiring specific skills in emerging areas of HR concerns. They are so designed that others from industry etc. could also attend. Hence, they are tailor made to the requirements of Industries as well as the inclinations of the students.
SEMESTER ONE

Core Courses (3)
1. Organizational Behaviour & Management.

Cognate Course (1)
1. Indian Economic and Business Environment.

Modular Courses (2)
1. Lab. in HRD Training for Individual Growth.

SEMESTER TWO

Core Courses (2)
1. Research Methods for HRD.

Cognate Courses (3)
1. Lab. in Computers in Management.
2. Labour law.
3. Accounting and Finance.

Modular Courses (2)
1. Lab. in Designing HRD Instruments II: Interview Schedules.
2. Lab. in Designing HRD Instruments III: Questionnaires.

Project in M.Psy. HRDM (1)

At the end of Second semester, a student will be required to undertake a summer project in HRDM in some organisation. The student would have to submit a report of the project before the beginning of third semester and face a viva voce at the end of third semester.
SEMESTER THREE

Core Courses  (2)
2. Industrial Relations.

Cognate Courses  (2)
2. TQM & Productivity Management.

Modular Courses  (4)
1. Lab. in HRD Training for Group Effectiveness.
2. Lab. in HRD Training for Interpersonal Relations.
3. Lab. in Negotiation Skills.
4. Management Information System for HRD.

Viva Voce  (1)

SEMESTER FOUR

Core Course  (1)
1. Organizational Effectiveness and Management of Change.

Cognate Courses  (3)
1. Organizational Stress & Health.
2. Lab. in Counselling Skills for Managers.

Modular Courses  (6)
1. Organizational Assessment and Diagnosis.
2. Lab. in Consultancy Skills.
3. Lab. in Designing HRD Instruments I: Games & Simulations.
4. Lab. in Selection Devices.
5. Lab. in Report Writing and Presentation Skills.
ORGANIZATIONAL BEHAVIOUR AND MANAGEMENT

General Orientation and Focus

The Course will focus upon understanding micro and macro level behavioural processes in organizations. We assume that Organizational functioning can be understood better in terms of the interplay of human, social and technical systems. Psychological processes and the manner in which they come to be constrained by social and technical systems need to be brought centre-stage in the way we approach understanding of Organizations. The raison'd'etre particularly of industrial work organizations is considered only profit and efficiency. Human and social values and the important role that they can play in social development, are often downplayed. This course will attempt to raise and address questions related to organizing for efficient functioning and also consider how organizations can be better aligned with the dominant socio-cultural ethos of the country.

It is expected that the course will train students to analyse and understand the behaviour of individual members in organizations, jobs and organizational design. The students would also learn how they could be effective members of an organisation.

A mix of pedagogical methods would be used. Team-teaching of the course would be done and it would be expected from members of the class to participate actively in class-discussions. For this purpose, prior reading of the assignments will be necessary. Besides class discussions, experiential exercises including role-plays, games and case studies will be used. We would also like to explore organizational reality through co-operative inquiry in which narratives of real organizational participants (who are either invited to the class or meet at Organizational sites) may be used.

Evaluation will take into consideration the quality of participation, contribution to classroom learning climate, behavioural skills displayed, etc. There will be an examination at the end of the semester.

The instructors would be open to suggestions from students with respect to topics to be covered, pedagogy to be used and readings to be done.

Readings

MODULE I

Individuals in Organizations
1. Why organisations?
2. Approaches to organizing work.
3. The context of organizing.
4. Features of individual behaviour in organizations.

Readings
N.K. Singh; Dialogues with Yeti.
N.K. Singh; Organizational Design.
P. Khandwalla; Organizational Design for Excellence.

MODULE II

Old and Emerging Forms of Organizations
1. Rule bound organizations.
2. Learning organizations.
3. Technology and organizations.
4. Culture and organizational forms.
5. Environment appropriate organizations.

Readings
Udai Pareek: Organizational Learning.

MODULE III

Breaking in/Reining in
1. Taking on new roles.
2. Learning the ropes; Organizational rituals.
3. Personnel Vs. organizational freedom - value dilemmas.
MODULE IV

Psychological Processes in Organizations
1. Personality - people are different.
2. Learning principles; what we remember?
3. Perceptions - person; social perceptions.;
4. Motivations - why people work?.

MODULE V

Organizational Processes
1. Influence and power in organizations bases; upwards & downward influence processes.
2. Leadership; nature; theories; Indian realities.
3. Communication; blocks; effectiveness.
4. Decision -making; nature of rationality; process of decision-making; creativity in decision making; group decision-making; techniques of good decision-making.

MODULE VI

Assessment of Organizational Performance
2. Indicators of organizational performance.
3. Enhancing organizational performance.
4. TQM; Benchmarking; Re-engineering.
5. Changing organizational Culture.

MODULE VII

Concerns in Designing Future Organizations
1. Profit maximisation Vs. Quality of Work Life.
2. Globalization Vs. Localisation.
3. Diversification Vs. Focussedness;
4. Workers democracy Vs. Authoritative Control.

Readings
HUMAN RESOURCE MANAGEMENT

Objective
Processes and Techniques of Manpower Development for Change.

MODULE I

Managerial Functions, Roles and Processes
a. Overview of the Functions of the manager; manager’s job; elements of management functions; management as profession and universal process; management legacy and social connotations in India; managerial challenges.
b. Evolution of Theories of Management
c. Managerial Effectiveness
d. Management for the future

Points to Ponder
- Management and Administration
- Management science and/or art
- Making of management as a profession in India
- Can Role of manager be defined or indicated
- History of managerial thought and practice in India

Readings
Modern Business Administration by R.C. Appleby.

MODULE II

Introduction: Human Resource Management
a. Some assumptions about Human Resource Management; Value and Philosophical bases; Practical and pragmatic bases.
Psychology

b. Search for defining characteristics; Who is an HR manager and what does he do; What is HR Management?; Personnel and HRM functions in organisation.
d. Structure and Role of HRM.
e. The Indian context of Human Resource Management; Immediate and echoes from distance context; Governmental Regulations and Environmental influences; Labour market in practice- The real world of Indian labour market, Labour market theories and analysis of Human Resource Management, Flexibility of HRM and labour market.
f. Models of HRM; Pareek’s Model; Model(s) in family run business; Model for Line managers.

Points to Ponder

- Basic values and world-view of HRM and Indian social values
- Implanting and Importing values along with Technologies
- HRM possible if focused by environment?
- Reservation and merit can we and should we right past wrongs
- Caste and other social consideration in employment in Private and Public sectors

MODULE III

Towards Human Resource Planning

a. Definition of manpower planning; Need for manpower planning - Organisational and Individual; Assessing the Current Human Resources; Assessing the Present state of Organisation and where it is going; Assessing the Future Demand and supply of manpower; Who does manpower planning?.
b. Making of a manpower plan; Dynamics of manpower planning and management of change; Matching Demand and supply of manpower; Steps and stages in manpower planning.
c. Future of manpower planning and HRD in India.

MODULE IV

Job Analysis

a. Taylorism.
b. Human relations at work.
c. Job Analysis & Job Description; What is Job analysis?; Method of Job Analysis and its purpose.
d. Job characteristics; Social information and job designing.
e. The change process-humanisation programme; the post-Ford worker and HRM.
f. Multi-skilled worker and other developments.

MODULE V

Recruitment & Selection
a. Selection process; What is selection about?; Cost of selection; Comprehensive view of selection; Assessing selection procedures and effectiveness.
b. The Social Justice Perspective; Equal opportunity and recruitment -- Reservation and Human Resource Management; Gender issues in selection
c. Selection methods; Application; Tests; Interviews; Apprenticeship and job preview
d. Barriers to effective selection; Popularity selection method; Selection decision and feedback; Contextual factors in selection.
e. Induction of New Employees

MODULE VI

Performance Appraisal
a. Appraisal perspectives and systems.
b. Defining performance.
d. Purpose and objectives of appraisal; assumptions underlying Appraisal process - Techniques and methods.
e. Who does the appraisal?.
f. How are appraisals done?; Individual evaluations; Comparative evaluations; Multi-rater evaluations.
g. Factors distorting appraisals and how to improve appraisal.
h. Giving and receiving appraisal feedback.
i. Evolving an appraisal system; Types of appraisal systems; Linkages with others systems in the organisation.
j. Prevailing appraisal systems in India; Indian experiences of performance Appraisal systems.
k. Remuneration and Reward
l. The theoretical foundations of remuneration strategies; Compensation Administration; Factors in determining the pay; Salary and wages.
m. Payment system.
n. Employee Incentives, benefits and services; Incentive - payment by time & by results; Collective Bonus: An Indian experience; Something for everyone.
o. Linking collectivism and individualism; Rewarding productive Employees; Rewarding individuals in a team.

**MODULE VII**

**Norm Violation and Discipline**

a. Turn over and absenteeism.
b. Norm violation and discipline.
c. Disciplining employees; Legal and social issues; Disciplinary Action; Consequences of disciplinary actions.
d. Other Indian ways of playing outside the rules.

**Module VIII**

b. Strategic & managerial implications of new technology.
c. Status of manpower management in India.
d. Changing Trends in work environment.
e. Future as reflected in recent trends.
f. Making and maintaining of psychological contract.
g. Professional Bodies: National Institute of Personnel Management (NIPM).

**Readings**

Managing Human Resources by A. Monaappa.
Modern Business Administration. R.C.Appleby.
Handbook of Training & Development. S.Truelove.
ORGANIZATIONAL EFFECTIVENESS AND MANAGEMENT OF CHANGE

MODULE I

Effectiveness of Organizations
b. Value base of effectiveness and social constraints.
c. ‘Now and Then’ of effectiveness within Indian environment.

MODULE II

Management of Organizational Design and Change
b. Models of change; Organizational design for change.
c. Systemic Organizational Change: Socio-technical systems approach.
d. Experiments with Organizational change: Organizational Change & Intervention.
e. Successful Change Attempts: Searching for excellence.

MODULE III

Methods of Organizational Development
a. Survey Feedback.
b. Process Consultation.
c. Concept, Meaning and Action Research Model.
d. Person-focused & Role focused change
e. Value audit and effectiveness
f. Creativity; and Innovation and Lateral Thinking.

MODULE IV

Strategic management
a. Environmental Uncertainty
b. Strategic Analysis

c. Strategy formulation and Implementations.

MODULE V

Issues

a. Building learning Organizations.
c. Downsizing.
d. Mergers & Acquisitions.
e. Effectiveness in Public and Private sector organizations.
f. Behavioural aspects of managing across culture.
g. Turn around of sick organizations.

THEORY AND RESEARCH IN HUMAN RESOURCE DEVELOPMENT

Objective

This course will familiarise students with the theoretical and experiential bases of Human Resource Development. It will review the various relevant HRD systems and HRD practises in Indian organizations and cover various issues related to training.

MODULE I

Conceptual Issues in HRD

a. Meaning of HRD.
b. History of HRD in India and other countries.
c. Value assumptions in HRD.
d. Dilemmatics (Empowerment, control, freedom, effectiveness).
e. Economic and socio-cultural context of HRD.
f. HRD and Institution Building.
MODULE II

Functions and Systems
a. HRD department and role of HRD personnel.
b. Critical HRD functions; HRD practices in Indian organizations.
c. HRD Systems in Industry: work, role, career, organisation and cultural systems.
d. HRD in non-industrial sectors: health, education and environment.

MODULE III

Learning in Organizations
a. Learning processes and learning styles.
b. Factors influencing adult learning.
c. Individual, Group, Team and Organizational learning.

MODULE IV

Training and Development
a. Training needs and assessment techniques.
b. Processes and dynamics of training.
c. Training techniques.

MODULE V

Management and Evaluation of Training Systems
a. Client and consultant relationship.
b. Evaluation of training systems.

MODULE V

HRD in the Next Millennium
a. Future organizations.
b. New Trends in HRD.
LAB. IN ORGANIZATIONAL COMMUNICATION

1. Understanding communication and communication processes
   a. Sender, receiver, encoding, decoding, noise & feedback
   b. Components of a communication system, channel and network
   c. Open and closed communications

2. Barriers in Communication

3. Verbal and Non-verbal Communication
   Written and oral communication in organizations

4. Listening skills, Active Listening

LAB. IN COUNSELLING SKILLS FOR MANAGERS

1. Models of workplace counselling: basic counselling skills; an integrative model of counselling
2. Performance counselling: appraisal counselling and feedback
3. Career counselling and planning

Readings

ORGANIZATIONAL STRESS & HEALTH

MODULE I: CONCEPT OF STRESS

Definitions
a. Defining Stress: The term - Stress, Stressor, Stress response, Anxiety.
b. Defining Stress: The Facts; What is stressful?.
c. Types of stressors: Environmental stressors; illumination; atmospheric conditions - thermal stress; noise; man in motion -- acceleration & vibration; Life stress events – hassles, personality and appraisal stress.
d. What is a stress response; fight or flight – Cannon; general adaptation syndrome - Hans Selye.
e. Defining Stress: The Process; Additional considerations about the stress concept; Recent trends/development

MODULE II: STRESS AND ORGANISATION

Defining Work Stress

b. Sources of work stress: Job-specific stress; Role stress- conflict, ambiguity; Interpersonal stress; Career development; Organizational structure and development; Home-work interface.

MODULE III: MANAGEMENT OF STRESS

Coping Styles or Strategies

a. Moderators of Stress: Humour; Sensation seeking; Extroversion- introversion; Type A, Type B, and Type C; Interpersonal Trust; Sense of Responsibility; Detachment; Social support.
b. Practice of Stress Management: Psychological Approaches; Relaxation techniques; Meditative or Preventive Approaches; Yoga; Transcendental Meditation; Curative Techniques; Progressive Relaxation Training; Biofeedback.
c. Physiological Approaches to Managing Stress: Life-style management; Health life style; Exercise and stress; Fitness Response to stress; Implementing exercise programme; Eating habits; Nutrition and stress; Eating under stress; Obesity.
COGNITION AND DECISION MAKING

1. Information Processing: Types, Evaluation; Information Sources and Integration.
2. Decision Making: Steps; Rules; Reasoning; thinking; Biases and Problem solving.
3. Cognitive Styles: Cognitive differentiation & complexity; PASS; Creativity.
4. Role of Social Cognition & Constructions in Decision Making: Attribution; Person Perception; Stereotyping; Rigidity.
5. Recognition and Appreciation of Human Potential: Decision making and evaluations/appraisals.

PERSONALITY & ORGANISATION

1. Concept of Personality
2. Methods of Assessing Personality: Case study; Experimental method; Correlational & Cross-cultural method.
3. Approaches to Personality
   a. Western Approaches - Psycho-analytic: Freud, Jung, Adler.
   b. Dispositional Approach – Allport, Cattel, Eysenk, Kretchmer, Sheldon, McCara & Decosta.
   c. Behaviourist Approach - Pavlo; Skinner; Bandura, Rotter.
   d. Humanistic Approach – Maslow, Rogers.
   e. Recent Perspectives - Needs, motives, values.
   f. Indian View of personality.

Administration & Report Writing of the following:

Who am I?: MPI; Value Test; Locus of control; Non-Verbal Test; Four Needs CPI; Incomplete Sentences Blanks.

Familiarity with the following:

Rorschach; TAT; EFT; Indo EFT; Progressive matrices.

JOB ANALYSIS & PERFORMANCE APPRAISAL SYSTEMS

Performance Appraisal

a. Appraisal perspectives and systems; Defining Performance; Appraisal process: Techniques and methods; Factors distorting appraisals and how to improve appraisal; Giving and receiving; Appraisal feedback; Prevailing appraisal systems in India.
b. Performance and its measures: main components of performance; Purpose and objectives of appraisal: underlying assumptions; Who does the appraisal?; How are appraisals done: individual evaluations, comparative evaluations, multi-rater evaluations; Evolving an appraisal system: types of appraisal systems, linkages with other systems in the organisation; Indian experiences of performance appraisal systems.

**Job Analysis**

Job analysis; Job description; Job specification; characteristics; Role analysis.
M. PSY IN HEALTH BEHAVIOUR AND MANAGEMENT

Health and well-being have become one of the major concerns of mankind all over the world. In recent times there is a growing realization that social sciences have much to contribute to improve health status of people. Both governmental and non-governmental organizations engage health professionals trained in social sciences to deal with cultural, psychological and organizational aspects of health behaviour. In the areas of prevention, promotion and rehabilitation, health professionals are needed to work with medical personnel. Furthermore, in the management of many chronic diseases health professionals play an important role to help the patients resume their normal life. These health professionals are required to administer social and psychological medicines in the pursuit of creating a disease-free society.

M.Psy. in Health Behaviour and Management is a two-year professional programme for full time students. Those who are in job can enroll as part-time students and for them it will be a three-year programme. It will be an interdisciplinary programme with inputs from psychology, sociology, cultural anthropology, management and medical sciences.

Objectives

The programme will try to accomplish the following objectives:

1. To impart basic knowledge and skills in managing health organizations, both in government and non-government sectors.
2. To train for leadership role to improve health status of the society by social campaigns and awareness programmes.
3. To improve qualification for joining national health programmes.
4. To prepare participants to work with agencies promoting traditional health systems and practices.
5. To train manpower for rehabilitation services.

Requirements to Start the Programme

a. There should be a full-fledged psychology department with a minimum of 10 faculty.
b. There should be at least two senior teachers, one of them at the Professor level.
c. The Department should have effective liaison with NGOs, hospitals or/and health departments. This liaison should be there for at least 5 year, prior to the approval of this course and it should be formal and documented.
d. The Department should have a record of publication in the area of health.
e. The Department should have adequate infrastructural, library facilities and course material.
Eligibility

**Essential**

a. Bachelor’s degree in health sciences, social sciences and/or management, with minimum of 55% marks.
b. Should be proficient in Hindi, English and one of the regional languages.
c. Should possess sound physical health.

**Desirable**

Experience of working with hospitals, health centres and/or NGOs in health sector.

**Admission**

a. Number of seats preferably not more than 30, with a 1.4 teacher: taught ratio.
b. One third of the seats can be reserved for in-job and sponsored candidates.

**Admission Procedure:** The candidates should be selected on the basis of an all India test, followed by an interview.

**Courses**

**A. Compulsory**

i. Psychology of Health
ii. Theories of Health Psychology
iii. Physiological Psychology
iv. Research Methods and Statistics
v. Basics of Psychological Testing
vi. Social Communication and Mass Media
vii. Health Care in India
viii. Psychological Interventions
ix. Stress, Coping and Health

**B. Optional**

i. Hospital Management
ii. Health, Culture and Society
iii. Disability Rehabilitation
iv. Programme Evaluation
v. Epidemiology Applications in Health Services
vi. Social and Alternative Medicine
vii. Epidemic Management
viii. Social Organizations and Health
ix. Community Health
x. Technology and Health Care
xi. Behavioural Medicine
xii. Psychoneuro-immunology
xiii. Family Planning & Population

**Project Work**

Each candidate will be required to take up a research project that will be equivalent to two courses.

**Work Experience**

Each candidate will be required to work with a recognized health NGO hospital for at least three weeks/months to be eligible for the degree. For part-time candidates this requirement can be waived in some cases.
Doctoral Programme in Psychology
DOCTORAL PROGRAM IN PSYCHOLOGY

The CDC in psychology is of the view that the existing quality of doctoral research in the country. There is a very strong need to supplement the dissertation work with course work through advanced level courses in the area of specialization of a student.

The CDC recommends that the course work for the Ph.D. should consist of the following:
I. Two courses which are method and methodology centered.
II. At least two advanced level courses (pro seminars) in the area of specialization.
III. One or more course based on self study.
IV. An extensive literature review/treatise / project.
V. Periodic seminar presentations.
VI. Workshop in scientific writing.

These courses will be designed and developed by the individual departments and will be geared to the specific needs of individual research scholars. The departments will ensure continuous assessment of research scholars at multiple points through the Doctoral Advisory Committees. The CDC is of the view that Departments may encourage research scholars to communicate their research papers which may also form part of their dissertation. Some University Departments are offering Doctoral Programme with course work (M.Phil/Ph.D). Some of these are University of Allahabad, University of Delhi, various I.I.Ts and University of Mysore.

The CDC suggests that the M.Phil programme should be integrated with the Doctoral programme in Psychology. All students should be admitted to the Doctoral programmes. Candidates who fulfil the above mentioned course requirements and have also carried out a Research project would be considered eligible for the award of M.Phil degree.
APPLIED SOCIAL PSYCHOLOGY

In the last quarter of the 20th Century, applied social psychology expanded widely covering a range of areas such as socio-economic development and change to individual and collective (community) perception and coping with changing environmental conditions. It is no longer possible to plan coverage of all topics in one applied social course and therefore, it has become imperative to select topics according to academic need, interest and current developments. This course includes certain areas and developments with the interface of several social science disciplines. In addition, it also includes cultural perspectives to emphasize contextual nature of applied social psychology.

2. Overview of theoretical approaches of social behaviour.
5. Poverty (economic disparity and deprivation), unemployment, migration: rural-urban, and regional.
6. Coping with environmental stressors.
7. Inter-group relations and conflicts, casteism and communalism.
9. Human and social development.
10. Society and technology.

Readings


Annual Review of Psychology.


*Human Development Reports*: International - UNDP; Country Level - Planning Comm.; State Level - Various State Governments.

**Selected Journal Articles from**

Journal of Applied Social Psychology


Journal of Basic and Applied Social Psychology

Environment and Behaviour.

Asian Journal of Social Psychology

European Journal of Social Psychology.

Psychology and Developing Societies

Indian Psychological Abstracts & Reviews.

The Indian Journal of Social Work.
PERSONALITY: CROSS CULTURAL THEORY AND RESEARCH METHODS

OUTLINE AND SCHEDULE

a. Meeting : Orientation and Overview
b. Meeting : Introduction to Cross –Cultural Psychology
c. Meetings 3 : Cross –Cultural Research Strategies and Methods
d. Meeting 4 : Self and Personality Viewed Cross-Culturally
   Introduction to ACL Method.
e. Meeting 5 : Further uses of ACL method and General Critique
f. Meeting 6 : Five Factor Theory of Personality & Psychological importance
g. Meeting 7 : Importance and Favourability of Psychological Traits
h. Meeting 8 : Concepts of Traitedness and Super traitedness
i. Meeting 9 : Health / Mental Health
j. Meeting 10 : Emotions
k. Meeting 11 : Non-Verbal Communication
l. Meeting 12 : Acculturation / Culture Shock
m. Meeting 13 : The Experimental Methods
n. Meeting 14 : Critique of Experimental Studies
o. Meeting 15 : The Quasi-Experimental Method
p. Meeting 17 : The Correlational Method
q. Meeting 18 : Critique of Correlational Studies
r. Meeting 19 : The Actuarial Method
s. Meeting 20 : Critique of Actuarial Studies
t. Meeting 21 : Other Personality Research Methods
u. Meeting 22 : Student Reports and Discussion (N = 3)
v. Meeting 23 : Student Reports and Discussion (N=3)
w. Meeting 24 : Student Reports and Discussion (N=3)

Introduction

a. Previous research and theory in the area of interest.
b. Statement of the problem, hypotheses, etc.
Method

a. Subjects
b. Materials
c. Procedure

Planned Analysis of the Data generated

Discussion of Probable Outcomes

In addition to the written paper, each student will make an oral presentation to the class during meetings 22-25. This will be the form of a thesis dissertation proposal meeting with suggested improvements made by the other students and the staff members.
EXPERIMENTAL METHODS AND SURVEY TECHNIQUES

This course is divided into three units:

**Unit 1** deals with the basic statistical principles in experimental and survey research. The main emphasis will be on understanding and applications of various statistical techniques. Wherever possible, actual research data will be analysed and interpreted.

i. Re-orientation: Exclusion from sample to population mean and SD; error in estimation; level of confidence; Tests of significance: One sample mean (Z-test), two sample means (t-test).

ii. Concept of treatment effect, boundary conditions and computation of F-test. Methods of mean comparisons: Ranked data.

iii. Factorial designs: Meaning of interaction; computation of 2-way ANOVA

iv. Higher order interactions, procedure for 3-way ANOVA.

v. Within – subject designs; Analysis of covariance

vi. Problems of unequal cell frequencies, incomplete designs, missing data


viii. Linear regression: Purpose, assumptions, computation and interpretation.

ix. Correlation Vs. Causation, partial and multiple correlations.

x. Multiple regression: Case of two predictor variables, interpretation of regression weights; Step-wise regression; order effects; Categorical and dummy variables.

xi. More on regression analysis: Blinking at computer printouts; some class-room exercises; Applications; Scale construction; moderator variables; cross-cultural research.

xii. Canonical Correlation: Multiple discriminant function analysis; Introduction to Factor Analysis; Causal modelling: schematic

xiii. Presentation, graphical analysis; Goodness of fit – $X^2$ techniques

xiv. Computer analysis: Preparing data and analysis plan. Talking to the idiot box; packaged programs: MStat and SPSS.

**Unit 2** would include a workshop on questionnaire construction. The participants would be familiarised with problems which arise at different stages of test construction. The workshop would include both lectures and practice sessions.

**Unit 3**: Students will be required to make presentations in the class from the course pack.

**Examination and Review Session**