

## Program Project Report (PPR)



# University of Patanjali

## M.A. in Psychology


### Open and Distance Learning Program

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# University of Patanjali

## M.A. Psychology with specialisation in Clinical Psychology

### Open and Distance Learning Program

(w.e.f. Academic Session 2025-2026)

### Programme Project Report

#### University of Patanjali

University of Patanjali (UOP), located near the serene Himalayan foothills in the city of Haridwar, Uttarakhand is named after the great Indian sage Maharshi Patanjali (c. 900 BC), who first compiled numerous writings on Yoga in the form of aphorisms. The University was established through Act No. 4/2006 of Uttarakhand State Legislature published in the State Gazette on 05.04.2006 and is sponsored by Patanjali Yogpeeth Trust (PYP). It is a member of the Association of Indian Universities. University's commitment to excellence extends to its research arm, the Patanjali Research Foundation, renowned for its pioneering research in Ayurveda and Yoga. Collaborations with national and international institutions offer students unparalleled opportunities for engagement in sponsored projects and internships, paving the way for successful placements in esteemed organizations and entrepreneurial ventures including the Patanjali family institutions. University of Patanjali is a prestigious university accredited with an NAAC A+ grade, recognized for its excellence in academics, research, and student support, ensuring high-quality education and global standards. The University has drawn up a plan to explore the potential of self-learning materials defined within the broad framework of the blended mode of education.

#### Aims and Objectives of the University

The university aims to establish and explore a comprehensive scientific foundation for the wisdom imparted by ancient Indian sages while conducting systematic research based on scientific principles to reinforce its relevance in the modern world. It is dedicated to providing education that fosters employment opportunities and a self-sustaining lifestyle, ensuring holistic growth for students. Additionally, the institution actively engages in studies related to Yoga, Ayurveda, and similar disciplines, contributing to the revival and global recognition of Indian culture.

## **1. Vision of the University**

- To decipher amenable solutions to the global challenges by integrating ancient vedic wisdom and contemporary scientific research with the spirit of global integration.
- Ancient Indian culture embodies eternal, universal human values, therefore the goal is to create healthy, moral and competent citizen with the aim of restoring the Indian cultural heritage and tradition of knowledge to make India a global leader, yet again.

## **2. Mission of the University**

The university is committed to establishing Yoga, Ayurveda, and Sanskrit as the core of education while integrating ancient Vedic knowledge with contemporary science. It strives to promote a harmonious lifestyle by blending scientific advancements with spiritual wisdom, ensuring a balanced and holistic approach to learning. Additionally, the institution is dedicated to the preservation and promotion of ancient knowledge and culture, fostering a deep appreciation for India's rich heritage.

## **Overview of the M.A. Psychology with specialisation in Clinical Psychology**

The M.A. Psychology with Specialization in Clinical Psychology is a postgraduate programme designed to provide in-depth knowledge of psychological theories, assessment techniques, and therapeutic interventions for mental health conditions. This programme equips students with advanced skills in psychological evaluation, counselling, and psychotherapy, preparing them to work in hospitals, mental health clinics, rehabilitation centers, and private practice. It integrates scientific research with practical training, focusing on areas such as psychopathology, cognitive-behavioral therapy (CBT), psychotherapy, and neuropsychology. Graduates can pursue careers as clinical psychologists, counsellors, researchers, or academicians, contributing to the field of mental health and well-being.

### **Scope and Career Opportunities of the Programme**

The M.A. Psychology with Specialization in Clinical Psychology offers vast career opportunities in the growing field of mental health. Graduates can work as clinical psychologists, counselling psychologists, psychotherapists, neuropsychologists, and mental

health counsellors in hospitals, rehabilitation centers, private clinics, corporate wellness programmes, and educational institutions. The programme also provides a strong foundation for research, teaching, and advanced studies in psychology and psychotherapy. With increasing awareness of mental health, professionals in this field are in high demand, making it a rewarding career choice with opportunities in both public and private sectors.

### **Programme Educational Objectives**

- Provide students with a deep understanding of clinical psychology and therapeutic interventions.
- Train students in psychological assessments, diagnostic techniques, and treatment plans.
- Instil ethical principles, cultural sensitivity, and professional integrity in clinical settings.
- Bridge psychological theories with real-world applications in counselling, therapy, and mental health interventions.
- Bridge philosophy and practice by applying ancient yogic and philosophical principles to modern-day challenges in personal and social life.
- Encourage scientific inquiry and research in clinical psychology, contributing to advancements in mental health care.
- Equip graduates with the skills to work effectively in hospitals, counseling centers, and private practice.
- Develop professionals capable of addressing diverse psychological issues in different cultural and social contexts.
- Train students to contribute to mental health awareness, advocacy, and community well-being initiatives.

### **Programme Outcomes**

The students will be able to:

**PO1:** Develop a comprehensive understanding of clinical psychology, including theories, assessment techniques, and therapeutic intervention.

**PO2:** Apply psychological principles to assess, diagnose, and treat mental health disorders using evidence-based practices.

**PO3:** Demonstrate proficiency in conducting psychological evaluations, administering tests, and interpreting results for effective treatment planning.

**PO4:** Utilize psychotherapy techniques, including Cognitive Behavioral Therapy (CBT), psychoanalysis, and humanistic approaches, to address psychological distress.

**PO5:** Uphold ethical standards and demonstrate cultural sensitivity while working with diverse individuals and communities

**PO6:** Conduct independent research in clinical psychology, contributing to the scientific understanding of mental health and therapeutic techniques.

**PO7:** Integrate psychological, biological, and social perspectives to provide holistic mental health care.

**PO8:** Work effectively in multidisciplinary teams in hospitals, mental health clinics, rehabilitation centers, and corporate wellness programmes.

**PO9:** Engage in lifelong learning and professional development to stay updated with advancements in clinical psychology and psychotherapy.

**PO10:** Promote mental health awareness and advocate for psychological well-being at individual, community, and societal levels.

## **Relevance of the Programme with HEI's mission and Goals**

The relevance of M.A. Psychology with Specialization in Clinical Psychology programme at University of Patanjali, Haridwar (Uttarakhand) mentioned below:

- Building great human being by theoretically and practically introducing them to spirituality humanity, socialism and nationality through the optimal intellect of ancient sages and scientifically universe philosophical vision combined with many western and modern philosophers.

- Creating authentic scholars in ancient and modern knowledge so that they by their genuine destination and work could determine the direction and condition of their personal life as well as the society and ultimately the country.
- Creating physically, mentally, intellectually and spiritually elevated characters and personalities.
- “*sā vidyā yā vimuktaye*” vindicating this statement creating such citizens who getting fulfilled with their ultimate strength and qualities could purge diseases, misery, impoverishment, hunger, fear and all sorts of ignorance and scarcities from their lives as well as from the nation.
- Extricating themselves from all sorts of belligerence, negativities and corruption, the student could align themselves with all the divinities necessary for the formation of divine nation as well as divine world.
- Creating a sense of the enormity of *brahmacarya*, *grhastha*, *vānaprastha* and *sanyāsa* among the students so that the feeling of harmony, co-existence and brotherhood achieves prestige and spread across the globe.

## Target Learners

M.A. Psychology with Specialization in Clinical Psychology under open and distance is designed for:

- ✓ Working Professionals
- ✓ Career Advancers
- ✓ Teaching and Non-teaching staff working in different academic and non-academic institutions
- ✓ Students who pursue any other regular programmes
- ✓ Non-traditional students
- ✓ Lifelong learners
- ✓ International Students
- ✓ House wives

## Skill Development & Competency Acquisition

After completing the programme through Open and Distance Learning (ODL) mode, the students will be able to acquiring specific skills and competencies. This ODL programme can effectively cater to the needs of learners seeking to develop these skills:

- **Self-directed learning** – Cultivate independent research and analytical skills essential for understanding psychological theories, case studies, and clinical applications.
- **Psychological assessment and diagnosis** – Develop proficiency in administering, scoring, and interpreting psychological tests for diagnosing mental health disorders.
- **Time management and flexibility** – The ODL mode allows students to manage their academic pursuits alongside personal and professional commitments effectively.
- **Enhanced communication skills** – Gain expertise in active listening, empathy, and therapeutic communication for effective counselling and psychotherapy.
- **Global accessibility** – The programme provides an opportunity for students worldwide to access specialized knowledge in clinical psychology, laying the way for further studies or professional certifications.

## Instructional Design

**Curriculum Design:** The learning resources for the M.A. Psychology with Specialization in Clinical Psychology are developed by faculty members with extensive expertise in their respective domains. They have a deep understanding of clinical psychology, psychotherapy, and mental health sciences, combined with knowledge of neuroscience, behavioral therapy, and evidence-based psychological interventions. This ensures a well-rounded and integrative approach to psychology education, integrating classical psychological theories with contemporary research and clinical practices to prepare students for real-world mental health challenges.

**Mode of Instruction:** The programme employs a blended learning approach, incorporating, virtual classes, video lectures, power point presentations, personal contact programmes and Self-Learning Materials (SLMs) in both digital and printed formats, ensuring easy accessibility for students. Additionally, learners receive academic support from the institute's experienced faculty through dedicated email communication, chat groups, regular online interactions, etc.

**Learning Resources:** The programme provides comprehensive printed and digital study materials, ensuring students have access to well-structured content for effective learning. Practical demonstration videos and interactive learning modules further enhance understanding by offering visual and hands-on experiences. Additionally, guest lectures and live training sessions conducted by experts provide deeper insights into the subject. Personal Contact Programmes (PCP) facilitate in-depth practical training and mentorship, allowing students to refine their techniques under expert guidance. Furthermore, research-based assignments and

case studies encourage analytical thinking and the application of theoretical knowledge in real-world scenarios.

**Practical Training:** The M.A. Psychology with specialization in Clinical Psychology programmes incorporate hands-on training to ensure students develop practical expertise in psychological assessment, counselling, and therapeutic interventions. Supervised practicum sessions focus on psychological testing, case history analysis, counselling techniques, and psychotherapy approaches, enabling students to apply theoretical knowledge in real-world scenarios. Additionally, clinical internships and field visits to hospitals, mental health clinics, and rehabilitation centers provide direct exposure to professional settings, allowing students to observe and engage in mental health diagnosis, therapeutic sessions, and client interactions under expert supervision.

**Medium:** The learning material for M.A. Psychology with specialization in Clinical Psychology programme will be in Hindi and English both languages. Learners have the option to choose study material in either English or Hindi and can use their preferred language to answer questions in the examination.

## **Programme Structure & Curriculum**

The programme follows a semester-based format, ensuring a structured and progressive learning experience. Each semester includes core courses, practical training, and electives, offering a balanced approach to theoretical knowledge and hands-on application. The programme follows a credit-based system, requiring a minimum of 80 credits for completion. Credits are distributed among theoretical subjects, practical sessions, and research projects to ensure a comprehensive learning experience. Practical training is an integral part of the curriculum, providing students with hands-on exposure to psychological assessment and therapeutic techniques. The structured approach integrates scientific research, psychological assessment, and holistic health perspectives, preparing students for advanced studies and professional careers in psychology.



## SEMESTER-WISE SYLLABUS

FIRST YEAR						
	Course Code	Subject	Evaluation Scheme			Subject Total
			Credit	CA	SEE	
<b>SEM I</b>	MPs-CT-101	Clinical Psychology	4	30	70	100
	MPs-CT-102	Yoga Psychology	4	30	70	100
	MPs-CT-103	Cognition & Emotion	4	30	70	100
	MPs-CT-104	Personality: Assessment and Development	4	30	70	100
	MPs-CT-105	Practicum I	4	30	70	100
	Elective (Choose anyone) MPs- GE-106/ MPs- GE-107/ MPs- GE-108	Hygiene, diet and nutrition / Introduction of Ayurveda/ Introduction to Physical Education	4	30	70	100
	MPs-AECC- 101	Communicative English	2*	20	30	50*
<b>TOTAL</b>			<b>24 + 2*</b>	<b>200</b>	<b>450</b>	<b>600 + 50*</b>

	Course Code	Subject	Evaluation Scheme			Subject Total
			Credit	CA	SEE	
<b>SEM II</b>	MPs-CT-201	Counseling Psychology	4	30	70	100
	MPs-CT-202	Psychopathology	4	30	70	100
	MPs-CT-203	Psychometry	4	30	70	100
	MPs-CT-204	Health Psychology	4	30	70	100
	MPs-CT-205	Practicum II	4	30	70	100
	Elective (Choose anyone) MPs- GE-206/MPs- GE-207/ MPs- GE-208	Yoga health and tourism/ Principles of Vocal Music/Aspects of Ancient Indian Culture	4	30	70	100
	MPs-SECC- 101	Computer Applications	2*	20	30	50*
	<b>TOTAL</b>			<b>24 + 2*</b>	<b>200</b>	<b>450</b>

SECOND YEAR						
SEM III	Course Code	Subject	Evaluation Scheme			Subject Total
			Credit	CA	SEE	

	MPs-CT-301	Research Methods in Clinical Psychology	4	30	70	100
	MPs-CT-302	Neuro-Biological Psychology	4	30	70	100
<b>Selection of any Two DSE paper</b>						
	MPs-DSE-303	Social Psychology	4	30	70	100
	MPs-DSE-304	Human Resource Management	4	30	70	100
	MPs-DSE-305	Positive Psychology	4	30	70	100
	MPs-DSE-306	Yoga Ayurveda and mental health	4	30	70	100
	MPs-CP-307	Case Study	4	30	70	100
	MPs-AECC-102	Environmental Science	2*	20	30	50*
<b>TOTAL</b>			<b>20 + 2*</b>	<b>140</b>	<b>380</b>	<b>500 + 50*</b>

SEM IV	Course Code	Subject	Evaluation Scheme			Subject Total
			Credit	CA	SEE	
	MPs-CT-401	Statistical Techniques and Experimental Designs	4	30	70	100
	MPs-CT-402	Psychotherapy	4	30	70	100
<b>Selection of any Two DSE paper</b>						
	MPs-DSE-403	Indigenous Techniques in Psychotherapy	4	30	70	100
	MPs-DSE-404	Therapeutic Techniques	4	30	70	100
	MPs-DSE-405	Telepsychology and Digital Mental Health	4	30	70	100
	MPs-DSE-406	Stress management	4	30	70	100
	MPs-CP-407	Dissertation/Project Work/Field Training	4	30	70	100
	MPs-SECC-102	Basic Sanskrit	2*	20	30	50*
<b>TOTAL</b>			<b>20 + 2*</b>	<b>170</b>	<b>380</b>	<b>500 + 50*</b>

**Note:** \*These credits and numbers are virtual as the papers are of qualifying nature

**CA** - Continuous Assessment; **SEE** - Semester End Examination

**CT:** Core theory      **CP:** Core Practical      **DSE:** Discipline Specific Elective

**GE:** Generic Elective      **AECC:** Ability Enhancement Compulsory Course

**SECC:** Skill Enhancement Compulsory Course

**Detailed Syllabus: It is available as Annexure-I**

## Assessment Methods

**Examinations:** The M.A. Psychology with Specialization in Clinical Psychology programme employs a structured examination system to assess students' theoretical and practical knowledge. The **Semester-End Examination (SEE)** is a comprehensive written test conducted at the end of each semester. It evaluates students' conceptual clarity and theoretical understanding of core subjects, practical applications, and research methodology. This examination contributes 70% to the overall course evaluation. In addition to the SEE, **Continuous Assessment (CA)** is conducted periodically through mid-term tests, quizzes, and short written assessments to track students' progress. These internal assessments account for 30% of the total evaluation.

**Practical Assessments:** Since Psychology and Clinical Psychology are application-based disciplines, hands-on evaluation is a crucial part of student assessment. The Practicum and Clinical Training components assess students on their ability to apply psychological theories, conduct assessments, and implement therapeutic interventions. Faculty and external examiners evaluate students based on their proficiency in psychological testing, case history taking, mental health diagnosis, counselling techniques, and psychotherapy approaches. These assessments include role-playing exercises, supervised case studies, psychological assessments, therapy demonstrations, mentor feedback, and fieldwork exposure to ensure that students develop the necessary competencies for professional practice in general psychology and clinical settings.

**Research & Project Work:** As part of the curriculum, students must undertake research to enhance their analytical and academic skills. The Dissertation/Thesis is a compulsory research project in the final semester, requiring students to conduct original studies on topics related to yoga therapy, philosophy, or applied yoga sciences. The dissertation is evaluated based on research methodology, data analysis, findings, and presentation, with a viva-voce examination conducted by internal and external examiners. Additionally, Assignments & Case Studies form an integral part of continuous assessment, where students submit essays, research papers, and case analyses to demonstrate critical thinking and application-based learning.

## Faculty & Infrastructure

**Faculty Resources:** The M.A. Psychology with Specialization in Clinical Psychology programme is supported by a team of highly experienced faculty members specializing in

clinical psychology, psychotherapy, neuropsychology, and mental health sciences. These experts possess extensive theoretical knowledge and practical experience, ensuring a comprehensive education that integrates classical psychological theories with modern scientific research and evidence-based therapeutic approaches. Additionally, dedicated mentors provide personalized guidance during practicum, case studies, research projects, and clinical training, ensuring students receive hands-on experience in psychological assessments, counselling techniques, and mental health interventions. This structured faculty support system equips students with both theoretical proficiency and practical expertise, preparing them for successful careers in mental health counselling, clinical practice, research, and academia.

**Infrastructure Support:** The University of Patanjali offers a robust infrastructure designed to support Open and Distance Learning (ODL) programmes, ensuring accessibility and high-quality education for students beyond traditional classroom settings. The institution provides a comprehensive digital learning platform, equipped with video lectures, e-books, and interactive study materials, allowing students to engage in self-paced learning. A well-structured Learning Management System (LMS) enables smooth course delivery, online assessments, and real-time interaction with faculty members. To enhance practical training, the university organizes virtual workshops, live case discussions, and simulation-based demonstrations, where students can develop counselling, assessment, and therapy skills under expert supervision. The digital library grants access to a vast repository of research papers, journals, and multimedia resources, facilitating academic research and continuous learning.

## Admission Process

### Eligibility Criteria

Candidates who have completed a bachelor's degree in a relevant subject with at least 40% marks from a recognized university are eligible to apply.

### Application Process

- Interested candidates can obtain the application form from the university's official website or admission office.
- The form must be filled out with accurate details and submitted along with the required documents, such as academic certificates, identity proof, and passport-sized photographs.
- An application fee, as prescribed by the university, must be paid during submission.

## **Fees**

The fee for the programme is **Rs 50,000/-**

## **Requirement of the laboratory support and Library Resources:**

Laboratory is not required as part of this curriculum and the digital library provides access to a vast repository of academic research and continuous learning.

## **Cost estimate of the programme and the provisions**

For the design, development delivery and maintenance of the programme the fund will be as per the budget allocated by the University in Annual Budget session.

## **Quality assurance mechanism**

The University of Patanjali ensures quality in its M.A. Psychology with specialisation in Clinical Psychology (ODL) programme through a structured curriculum aligned with UGC-DEB guidelines, integrating theory, practice, and research. A Learning Management System (LMS) supports digital learning, while Personal Contact Programmes (PCPs), virtual workshops, and mentorship sessions enhance practical training. The curriculum is regularly revised to meet learner needs, with faculty members contributing expertise. Industry-experienced mentors and facilitators provide practical insights, and regular orientation programmes keep faculty updated on the latest tools and techniques. A continuous evaluation system, including internal assessments, exams, and structured feedback from students and facilitators, ensures academic rigor. Faculty analyse feedback to improve Self-Learning Materials (SLMs), counselling sessions, and administration, maintaining a high-quality, learner-centric education experience.

## Syllabus of ODL COURSE

### M.A. PSYCHOLOGY

(with specialization in Clinical Psychology)

#### SEMESTER I

#### COURSE DETAILS – 1

SUBJECT NAME – CLINICAL PSYCHOLOGY

SUBJECT CODE – MPs-CT-101

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### Course Objectives:

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
- To orient students to major theoretical models which guide clinical psychological practice and research
- To orient about clinical assessment process and its application in various domains.

#### Course Outcomes (COs):

After completion of the course, the students will be able to

- COs 1-Describe Holistic approach of clinical Psychology.
- COs 2- Adept with Professional setup of clinical psychology in India.
- COs 3- Provide assistance in clinical practices.

<b>Block-1:</b>	<b>Introduction to Clinical Psychology:</b>
<b>Unit 1:</b>	<b>History of Clinical Psychology:</b> Tracing the origins and evolution of clinical psychology as a field, from early psychological practices to modern approaches.
<b>Unit 2:</b>	<b>Role of World Wars in Shaping Clinical Psychology:</b> How the two World Wars impacted the development of clinical psychology, including advances in mental health treatment and the rise of psychotherapy.

<b>Unit 3:</b>	<b>The Task and Work Settings of a Clinical Psychologist:</b> The various duties and responsibilities of clinical psychologists in different environments like hospitals, clinics, private practice, etc.
<b>Unit 4:</b>	<b>Related Professional Psychology Sub-fields:</b> An exploration of the various branches of psychology related to clinical psychology, such as counseling psychology, forensic psychology, and neuropsychology.

<b>Block-2:</b>	<b>Theories and Models in Clinical Psychology</b>
<b>Unit 1:</b>	<b>Psychoanalytic Approach:</b> Introduction to Freud's theory and its influence on clinical psychology, focusing on the unconscious mind and defense mechanisms.
<b>Unit 2:</b>	<b>Behavioral Approach:</b> A focus on observable behavior, learning principles (e.g., classical and operant conditioning), and techniques used to modify behavior.
<b>Unit 3:</b>	<b>Humanistic Approach:</b> An exploration of humanistic psychology, emphasizing personal growth, self-actualization, and the importance of empathy and unconditional positive regard.
<b>Unit 4:</b>	<b>Attempt at Integration: Bio-Psycho-Social Model:</b> Understanding mental health through the lens of biological, psychological, and social factors, integrating multiple perspectives for comprehensive treatment.

<b>Block-3:</b>	<b>Assessment and Evaluation</b>
<b>Unit 1:</b>	<b>Clinical Interview:</b> Techniques for gathering information from clients through structured or unstructured interviews to assess mental health.
<b>Unit 2:</b>	<b>Mental Status Examination:</b> A systematic assessment of a client's cognitive, emotional, and psychological functioning.
<b>Unit 3:</b>	<b>Case History:</b> Collecting detailed information about the client's life, family, history, and previous mental health treatments.
<b>Unit 4:</b>	<b>Diagnostic Impression:</b> Forming an initial clinical judgment based on assessment data to identify potential psychological conditions.
<b>Unit 5:</b>	<b>Psychological Testing:</b> Introduction to standardized tests and tools used to evaluate cognitive abilities, personality traits, and mental health disorders.

<b>Block-4:</b>	<b>Clinical Interventions and Treatments</b>
<b>Unit 1:</b>	<p><b>Psychotherapy Types:</b> An overview of various therapy approaches, including:</p> <ul style="list-style-type: none"> <li>○ <b>Cognitive Behavioral Therapy (CBT):</b> Techniques for challenging and changing negative thought patterns.</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Psychodynamic Therapy:</b> Exploration of unconscious processes and past experiences to understand current behavior.</li> <li>○ Other therapy models like <b>Humanistic Therapy, Interpersonal Therapy</b>, etc.</li> </ul>
<b>Unit 2:</b>	<b>Ethical Considerations in Clinical Practice:</b> Understanding the ethical issues faced by clinical psychologists, including confidentiality, informed consent, and boundaries.
<b>Unit 3:</b>	<b>Short-Term and Intermittent Long-Term Therapy Models:</b> Brief interventions aimed at resolving specific issues. Therapy that is provided intermittently but over a long period to address chronic or complex issues.
<b>Unit 4:</b>	Cognitive behaviour and social skills training model, the therapeutic contracting Programme (Heinseen, levendusky and Hunter, 1995)

<b>Block-5:</b>	<b>Clinical Settings</b>
<b>Unit 1:</b>	<b>Hospitals, Clinics, and Private Practices:</b> The various settings in which clinical psychologists work, each with its own demands and challenges.
<b>Unit 2:</b>	<b>Collaborations with Other Healthcare Professionals:</b> The importance of teamwork and interdisciplinary approaches in providing comprehensive care to clients.
<b>Unit 3:</b>	<p><b>The Profession of Clinical Psychology in India:</b></p> <p><b>4.1 Rehabilitation Council of India (RCI):</b> Overview of regulatory bodies that oversee the practice of clinical psychology in India.</p> <p><b>4.2 RINPAS (Ranchi Institute of Neuro-Psychiatry &amp; Allied Sciences), NIMHANS (National Institute of Mental Health and Neurosciences), IBHAS (Institute of Behavioral Health &amp; Allied Sciences), NIEPID (National Institute for the Empowerment of Persons with Intellectual Disabilities):</b> Key institutions that provide training, research, and services related to clinical psychology in India.</p>

#### REFERENCE BOOKS

1. Llewelyn, S., Murphy, D. (Eds.) (2014). What is clinical psychology? Oxford UK: Oxford University Press.
2. Bellack, A. S., & Hersen, M. (1980). Introduction to clinical psychology. New York: Oxford University Press.
3. Korchin, S. J. (1986). Modern clinical psychology. Delhi: CRR Publishers and Distributors.
4. Ray, S. D. (1996). The practice of psychotherapy. New Delhi: New Age International.

#### TEXT BOOK

1. Veeraraghavan, V., & Singh, S. (2014). A textbook of Abnormal and Clinical Psychology. Mcgraw Hill Education (India) Private Limited.



**COURSE DETAILS – 2**  
**SUBJECT NAME – YOGA PSYCHOLOGY**  
**SUBJECT CODE – MPs-CT-102**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To initiate the understanding of psychological knowledge within yoga and meditation linking with the idea of mental health and well-being.
- To deepen the practice of yoga and meditation systems and linking to applications in various contexts.

**Course Outcomes (COs):**

**After completion of the course, the students will be able:**

- CO 1- To achieve spiritual and mental wellbeing.
- CO 2- To promote ancient Indian Knowledge.
- CO 3 -To understand human behaviour as per Yogic Perspectives.

<b>Block-1:</b>	<b>Introduction to Yoga Psychology</b>
<b>Unit 1:</b>	<b>Overview of Yoga and Yoga Psychology:</b> Historical Development of Yoga over the ages including a brief philosophical overview (Patanjali yoga), principles, and the relationship between body and mind.
<b>Unit 2:</b>	<b>Yoga and Mental Health:</b> The benefits of yoga for emotional balance, stress relief, and cognitive clarity.
<b>Unit 3:</b>	<b>Mind-Body Connection:</b> Understanding how yoga influences both psychological and physical well-being.

<b>Block-2:</b>	<b>Core Principles of Yoga Psychology</b>
<b>Unit 1:</b>	Vivekananda framework of Raja Yoga, Karma Yoga, Swami Ramdev and his ideas.
<b>Unit 2:</b>	<b>The Yoga Sutras and the Mind:</b> Key concepts such as <b>Yamas, Niyamas</b> , and the 8 Limbs of Yoga (Ashtanga Yoga).
<b>Unit 3:</b>	<b>Understanding the Mind:</b> Exploration of different aspects of the mind (Manas, Buddhi, Ahamkara, Chitta).
<b>Unit 4:</b>	<b>Fundamental text of Yoga Psychology :</b> Samadhi Paada- Concepts Svaroop, Samsskara, Vasana, Viveka, Vairagya and Ishwar.

<b>Block-3:</b>	<b>Practicum Applications of Yoga Psychology</b>
<b>Unit 1:</b>	<b>Breath work and Meditation:</b> Techniques like <b>Pranayama</b> (breathing exercises) and meditation for relaxation and mental focus.
<b>Unit 2:</b>	<b>Yoga for Motivation and Self-Discipline:</b> How yoga psychology fosters self-motivation, discipline, and a positive mindset.
<b>Unit 3:</b>	<b>Mindfulness Practices:</b> Using mindfulness to enhance awareness, concentration, and emotional regulation.

<b>Block-4:</b>	<b>Personal Growth and Transformation Through Yoga Psychology</b>
<b>Unit 1:</b>	<b>Self-Realization and Transformation:</b> Yoga as a tool for personal development and spiritual growth
<b>Unit 2:</b>	<b>Overcoming Limiting Beliefs:</b> Using yoga to break through mental barriers and negative thought patterns.
<b>Unit 3:</b>	<b>Building a Holistic Approach to Life:</b> Incorporating yoga psychology into everyday life for mental, emotional, and physical well-being.

#### BOOKS RECOMMENDED

1. Taimni, I. K. (1961). The science of yoga. Adyar, India: The Theosophical Society of India.
2. Feuerstein, G. (2002). The yoga tradition: Its history, literature, philosophy and practice. Delhi, India Bhavana Books and Prints.
3. Jacobsen, K. A., Larson, G. J. (2005). Theory and practice of yoga: Essays in honour of Gerald James Larson. Leiden, Holland: Brill.
4. Vivekananda, S. (1982). Raja yoga or conquering the internal nature. Calcutta, India: Advaita Ashram.

### COURSE DETAILS – 3

#### SUBJECT NAME – COGNITION & EMOTION

#### SUBJECT CODE – MPs-CT-103

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### Course Objectives:

The course will

- Introduce the basic Psychological processes through scientific experiments.

- Explain various mental processes: attention and consciousness, memory processes, reasoning and decision making.

**Course Outcomes (COs):**

**After completion of the course, the students will be able to**

- COs 1- Explain perceptual and emotional processes.
- COs 2- Apply holistic approach of Emotion along with decision making power.
- COs 3- Describe Meta- cognitive knowledge and Meta cognitive regulations

<b>Block-1:</b>	<b>Attention and Perceptual Processes</b>
<b>Unit 1:</b>	Introduction to Attention, Perceptual Processes, Attention Models
<b>Unit 2:</b>	Perceptual organization: Gestalt Principles: Proximity, Similarity, Continuity, Closure, and Connectedness. Role of attention in perceptual organization.
<b>Unit 3:</b>	Attentional Control and Cognitive Load, Attentional Disorders, Factors Affecting Attention
<b>Unit 4:</b>	Applications of Attention and Perception: Real-world examples: driving, sports, design, human-computer interaction. Implications for improving attentional control and perceptual accuracy.

<b>Block-2:</b>	<b>Memory and Forgetting</b>
<b>Unit 1:</b>	Memory processes: encoding, storage, retrieval, Types of memory (Sensory, STM and LTM), determinants of memory, and methods for enhancement of memory
<b>Unit 2:</b>	Forgetting: Concepts, Causes, and Theories

<b>Block-3:</b>	<b>Emotion and Emotional Regulation</b>
<b>Unit 1:</b>	Physiology of emotion,
<b>Unit 2:</b>	Types of emotion as per psychological and yogic perspective,
<b>Unit 3:</b>	Emotional intelligence, emotional regulation and controlling strategies of emotion

<b>Block-4:</b>	<b>Thinking and Problem solving</b>
<b>Unit 1:</b>	Thinking – Meaning and Types, Language and thinking
<b>Unit 2:</b>	Problem solving: types, strategies and obstacles.
<b>Unit 3:</b>	Meta-cognition: meta-cognitive knowledge and meta-cognitive regulations

<b>Block-5:</b>	<b>Decision Making</b>
<b>Unit 1:</b>	Nature, types and models
<b>Unit 2:</b>	Factors affecting decision making ability

### REFERENCE BOOKS

1. M.R. D'Amato (1979). Experimental Psychology: Methodology, Psychophysics and learning. New Delhi: Tata McGraw Hill.
2. B.E. Goldstein (2002). Sanstation and Perception. USA: Wadsworth.
3. J.W. Kling and L.A. Riggs (1984). Woodworth and Schlosberg's Experimental Psychology. New Delhi: Khosla Publishing House.
4. R.L. Solso (2001). Cognitive Psychology, Singapore: Pearson Education.
5. A. Baddley (1997). Human Memory: Theory and Practice. New Yark: Psychology Press.

### TEXT BOOKS

1. Suleiman, M. (2009). Ucchatar Samaj Manovigyan. New Delhi: Motilal Banarasi Das.
2. Singh, R.N. (2001). Modern Social Psychology. Agra: Vinod Pustak Mandir

### COURSE DETAILS – 4

**SUBJECT NAME – PERSONALITY: ASSESSMENT AND DEVELOPMENT**

**SUBJECT CODE – MP<sub>s</sub>-CT-104**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- To develop an understanding of the concept of individual difference.
- To develop an appreciation of the biological and social impact on personality.

### Course Outcomes (COs):

**After completion of the course, the students will be able to**

- COs 1- Describe holistic approach about personality along with its various dimensions.
- COs 2- Explain about various important theories related to the personalities.
- COs 3- Utilize social learning and cognitive concepts of personality in their lives.

<b>Block-1:</b>	<b>Concept and Definition of Personality</b>
<b>Unit 1:</b>	Meaning and definition of Personality
<b>Unit 2:</b>	Views on self and Personality: Upanishad, Bhagavad Geeta and Gautam Buddhaji

<b>Block-2:</b>	<b>Trait and type of Approaches</b>
<b>Unit 1:</b>	Allport: structure, dynamic and growth of personality research and assessment, evaluation of Allport's theory,
<b>Unit 2:</b>	R. B. Cattell: structure, dynamic and development of personality, measurement of personality and research methods, evaluation of Cattell's theory. Five dimensional model of personality.

<b>Block-3:</b>	<b>Social Learning and Cognitive theories</b>
<b>Unit 1:</b>	Bandura's Theory: concept of reciprocal Determinism, self-system, motivation, modelling: learning by observation, measurement of research, Evaluation of Bandura's theory
<b>Unit 2:</b>	George Kelley: structure, dynamics and development, research and measurement of personality.

<b>Block-4:</b>	<b>Personality Assessment Techniques with Clinical Practice</b>
<b>Unit 1:</b>	Personality disorders: Diagnosis and treatment
<b>Unit 2:</b>	Projective tests (e.g., Rorschach, TAT)
<b>Unit 3:</b>	Structured interviews, Self-report inventories (e.g., MMPI, NEO-PI)
<b>Unit 4:</b>	Ethical considerations in personality assessment

#### REFERENCE BOOKS

1. .G.C. Hall, G. Lindzey and J.C. Campbell (1998). Theories of Personality. New York: John Wiley and Sons.
2. W. Mischel (1976). Introduction to Personality. New York: Holt Reinhart and Winston.
3. R.M. Rchman (2000). Theories of Personality. USA: Thomson Wadsworth.
4. R. Frager and J. Fadiman (1998). Personality and Personal Growth, New York : Longman.

#### TEXT BOOKS

1. R.B. Tripathi and R.N. Singh (2001). Psychology of Personality Varansi :Gangasran and Grand Sons.
2. Singh, A.K. and Singh, A. K (2010). The Psychology of personality. New Delhi: Motilal Banarasi Das.

#### COURSE DETAILS – 5

## SUBJECT NAME – PRACTICUM I

### SUBJECT CODE – MPs-CT-105

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### Course Objectives:

- The course aims to deliver Practicum and in-depth experience in accordance to the principles learnt in the theory courses covering the areas of verbal learning, memory, forgetting etc.
- To provide the students with the Practicum knowledge of conducting various experiments and Psychological Tests.

#### Course Outcomes (COs):

After completion of the course, students will be able to:

- COs1- Conduct test administration and interpretation of tests.
- COs2- Explain psychological characteristics of human beings

#### List of Practicums:

Any five of the following:→

1. Marital Adjustment Inventory
2. Emotional Competency
3. Depth Perception
4. Eysenck Personality Inventory
5. Sixteen Personality Factors
6. Retroactive Interference
7. Reaction time
8. Division of attention
9. Mirror Drawing Apparatus
10. Effect of noise of attention

## COURSE DETAILS – 6

### SUBJECT NAME – HYGIENE, DIET AND NUTRITION

**SUBJECT CODE – MPs-GE-106 (Elective)**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- Understand the concept of diet and the medical value of nutrition.
- Advise appropriate diet to different age groups.

Course Outcomes (COs):

**After the completion of this course the student will be able to**

- COs 1- Explain the basic concepts and components of food and nutrition.
- COs 2- Gain expertise in the field of Hygiene, diet & Nutrition and its role in life.
- COs 3- Keep themselves healthy in all aspects

<b>Block-1:</b>	<b>Basic concepts and components of food and nutrition</b>
<b>Unit 1:</b>	Definition of Nutrition, Basic Terminology, Human Nutritional Requirements
<b>Unit 2:</b>	Concept of Food and Its Functions- What is Food, Acceptance of Food, Functions of Food
<b>Unit 3:</b>	Components of Food and Their Classification-Macro Nutrients, Micro Nutrients, Water
<b>Unit 4:</b>	Nutrients and Their Sources, Functions, and Effects on the Body-Macronutrients, Micronutrients, Minerals, Water

<b>Block-2:</b>	<b>Food Groups</b>
<b>Unit 1:</b>	Cereals & Millets
<b>Unit 2:</b>	Pulses, Nuts, and Oilseeds
<b>Unit 3:</b>	Milk and Milk Products
<b>Unit 4:</b>	Vegetables and Fruits
<b>Unit 5:</b>	Fats, Oils, Sugar, and Jiggery

<b>Block-3:</b>	<b>Food and Metabolism</b>
<b>Unit 1:</b>	Energy: Basic Concepts, Energy Imbalance, Concept of Metabolism, Metabolism of Carbohydrates, Lipids, and Proteins
<b>Unit 2:</b>	Anabolism and Catabolism, Caloric Requirement

<b>Unit 3:</b>	<b>Factors Affecting Energy Requirement and Expenditure, Factors Affecting BMR (Basal Metabolic Rate)</b>
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<b>Block-4:</b>	<b>Yogic Concept of Diet &amp; Nutrition</b>
<b>Unit 1:</b>	Concept of Ahara (Diet) and Mitahara (Moderation)
<b>Unit 2:</b>	Classification of Yogic Diet According to Traditional Texts
<b>Unit 3:</b>	Pathya and Apathya in Yogic Diet
<b>Unit 4:</b>	Diet According to Prakriti (Body Constitution) - Vata, Pitta, and Kapha

<b>Block-5:</b>	<b>Swasthavritta</b>
<b>Unit 1:</b>	Meaning, Definition, Aims, and Aspects of Swasthavritta
<b>Unit 2:</b>	Three Pillars of Swasthavritta
<b>Unit 3:</b>	Dincharya (Daily Regimen) & Ratricharya (Night Regimen)
<b>Unit 4:</b>	Ritucharya (Seasonal Regimen)

#### TEXT BOOKS

1. Balkrishna, A.(2013) .Ayurveda Sidhant Rahasya. ,Divya Prakashan.
2. Balkrishna, A . (2016).Ayurveda Jadi-Buti Rahasya. Divya Prakashana .
3. Gaur, S.K.(2019). Ayurvediya Shareer Kriya Vigyan. Nath Pustak Bhandar.

#### REFERENCE BOOKS

1. Stanley Davidson & others: Human Nutrition & Dietetics, The English Language Book Society & Churchill Livings, Revised Edition
2. Dennis Thompson: The Ayurvedic Diet, New age books, New Delhi, 2001.

### COURSE DETAILS – 7

#### SUBJECT NAME – INTRODUCTION TO AYURVEDA

#### SUBJECT CODE – MPs-GE-107 (Elective)

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### Course Objectives:

- Understand the basic principles of Ayurveda.
- Have knowledge of different techniques used in Ayurveda to cure general ailments.



- Have basic knowledge of Panchkarma and useful domestic herbal remedies.

### Course Outcomes (COs):

After the completion of this course the student will be able to

- COs 1- Describe holistic approach of Ayurveda.
- COs 2- Apply and spread scientific use of ayurveda treatment.
- COs 3- Utilize basic knowledge of Panchkarma for keeping good health

<b>Block-1:</b>	<b>Introduction to Ayurveda in General</b>
<b>Unit 1:</b>	General introduction to Ayurveda; Definition, aim, origin, history and propagation
<b>Unit 2:</b>	An overview of the primary Ayurvedic literature, such as the Sushruta Samhita and Charaka Samhita
<b>Unit 3:</b>	Ayurvedic conception of health and its use in prevention and promotion of health.
<b>Unit 4:</b>	Ayurvedic fundamentals: Prakruti & Manas, Pancha Mahabhuta, Trimala, Tridosha, and Saptadhatu

<b>Block-2:</b>	<b>Fundamentals of Ayurveda</b>
<b>Unit 1:</b>	Agni, Srotas, and Ama's concept The Ayurvedic concept of Dharniya and Adharniya Vega
<b>Unit 2:</b>	Dravya, Guna, Karma, Virya, Vipaka, and Prabhava are introduced. Health and Disease Factors
<b>Unit 3:</b>	Ayurvedic method of diagnosis and examination. Disease Types, Four Treatment Pillars, and Body-Mind Treatment Principles.
<b>Unit 4:</b>	Characteristics of Vaidya and Shishya.

<b>Block-3:</b>	<b>Ahara and Panchkarma</b>
<b>Unit 1:</b>	Concept of Upasthambha; Concept of Ahara, Aharapachana, Pathya&Apathya in Ayurveda
<b>Unit 2:</b>	Concept of Ojas in Ayurveda; Role of Ayurvedic diet in health and prevention
<b>Unit 3:</b>	Introduction to Panchkarma as ShodhanChikitsa with its three domain Poorvakarma (Snehan&Svedan), Pradhan karma ( Vaman, Virechan, Vasti, Nasya, Raktamokshan) and Paschat karma (Pachan, Rasayan and Vazikaran).

## TEXT BOOKS

1. Balkrishna, A.(2013) .Ayurveda Sidhant Rahasya. ,Divya Prakashan.
2. Balkrishna, A . (2016).Ayurveda Jadi-Buti Rahasya. Divya Prakashana .
3. Gaur, S.K.(2019). Ayurvediya Shareer Kriya Vigyan. Nath Pustak Bhandar.

## REFERENCE BOOKS

1. Stanley Davidson & others: Human Nutrition & Dietetics, The English Language Book Society & Churchill Livings, Revised Edition
2. Dennis Thompson: The Ayurvedic Diet, New age books, New Delhi, 2001.

## COURSE DETAILS – 8

**SUBJECT NAME – INTRODUCTION TO PHYSICAL EDUCATION (Elective)**

**SUBJECT CODE – MPs-GE -108 (Elective)**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- The module is prescribed in the course to inform the students about the role of Physical education on holistic health & development
- Provide knowledge of emerging trends in physical education.

### Course Outcomes (COs):

After the completion of this course the student will be able to

- COs 1- Describe and understand the basic concepts of Physical Education.
- COs 2- Apply the knowledge of physical education for their physical development.
- COs 3- Explain emerging trends of physical education in current scenario

<b>Block-1:</b>	<b>Introduction to Physical Education</b>
<b>Unit 1:</b>	Definition of Physical Education, Aim, and Objectives
<b>Unit 2:</b>	Principles of Physical Education
<b>Unit 3:</b>	Relationship of Physical Education with General Education
<b>Unit 4:</b>	Misconceptions Regarding Physical Education and Personality Development

<b>Block-2:</b>	<b>Philosophical aspect of Physical Education</b>
<b>Unit 1:</b>	Meaning of Philosophy, Role of Philosophy in Physical Education
<b>Unit 2:</b>	Different Philosophies Applied to Physical Education- Idealism, Pragmatis, Realism, Naturalism, Existentialism
<b>Unit 3:</b>	Need and Importance of Different Philosophies in Modern Physical Education Program.

<b>Block-3:</b>	<b>Biological Concept of Physical Education</b>
<b>Unit 1:</b>	Definition and Importance of Biological Principles, Growth and Development
<b>Unit 2:</b>	Heredity and environment, Somato types, Sex differences
<b>Unit 3:</b>	Use, Disuse and Over use, Chronological, physiological and anatomical ages

<b>Block-4:</b>	<b>Emerging Trends in Physical Education</b>
<b>Unit 1:</b>	Career opportunities in Physical Education and Sports:As a Physical Education teacher, Coach / trainee ,Gym instructor, Physiotherapist.Psychologist., Dietitian.,Sports administrator/manager, Rehabilitator Adventure Sports Water Sports
<b>Unit 2:</b>	Worldwide therapeutic acceptance of Yoga, Fast growing professional in sports.

#### REFERENCE BOOKS

1. Kamlesh M.L., "Physical Education, Facts and foundations", Faridabad P.B. Publications.
2. Barrow Harold M., "Man and movements principles of Physical Education", 1978.
3. Ravaness R.S., "Foundation of Physical Education", Houghton Millin Co. Boston USA (1978)

### COURSE DETAILS – 9

#### SUBJECT NAME – COMMUNICATIVE ENGLISH

#### SUBJECT CODE – MPs-AECC-101

<b>CREDIT: 2</b>	<b>CA: 20</b>	<b>SEE: 30</b>	<b>MM: 50</b>
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#### Course Objectives:

#### The course will

- Introduce the basic concepts of effective communication skills.

- Improve English communication of the students.

### Course Outcomes:

After the completion of this course the students will be able to

- COs 1- Read and Write the English texts.
- COs 2 - Establish efficient social relations with different cultures.

<b>Block-1:</b>	<b>Concept of Communication</b>
<b>Unit 1:</b>	Communication definition and concept
<b>Unit 2:</b>	Process, Elements and steps/phase of Communication
<b>Unit 3:</b>	Means, Methods, Mode of Communication
<b>Unit 4:</b>	Verbal-oral-written Communication. Non-verbal-sign language, Body Language.

<b>Block-2:</b>	<b>Flow and Barriers of Communication</b>
<b>Unit 1:</b>	Flow of Communication: Formal/Informal.
<b>Unit 2:</b>	Barriers of Communication- Intrapersonal, interpersonal & organizational
<b>Unit 3:</b>	Recapitulation- Linguistic Communication, Patter of Communication, Group Discussion
<b>Unit 4:</b>	History of English Communication and print Media in India.

<b>Block-3:</b>	<b>Grammar and Usage</b>
<b>Unit 1:</b>	Noun, Pronoun, Verb
<b>Unit 2:</b>	Adjective, Preposition, Conjunction
<b>Unit 3:</b>	Rules (Translation, Punctuation, Capitalization and Abbreviation Rules)
<b>Unit 4:</b>	Subject-Verb Agreement Rules, Sentence Correction Rules

<b>Block-4:</b>	<b>Literature</b>
<b>Unit 1:</b>	Active and Passive Voice
<b>Unit 2:</b>	Direct and Indirect Speech, Suffixes and Prefixes
<b>Unit 3:</b>	Antonyms and synonyms, Homophones and Homonyms & Letter writing
<b>Unit 4:</b>	Literature Summary: Key Aspects of Ramanujan's Life and Work

## REFERENCE BOOKS

1. Power of Communication: Skills to Build Trust, Inspire Loyalty, and Lead effectively, by Helio Fred Garcia, 2012
2. People Communicate, Few Connect: What the Most Effective People Do Differently. Maxwell, 2010
3. Interviewing: A Programmed Approach to Effective Communication, by David Dans, Margaret T. Hearn, Max R. Uhlemann and Allen E. Ivey, 2010
4. Art and Science of Communication: Tools for Effective Communication in the place, by P. S. Perkins and Les Brown, 2008
5. Listening Effective Groups: The Art of Small Group Communication, by Randy Fujishin,

**SEMESTER II**  
**COURSE DETAILS – 1**  
**SUBJECT NAME – COUNSELING PSYCHOLOGY**  
**SUBJECT CODE – MPs-CT-201**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To gain the knowledge about guidance and counseling
- To know about importance of counseling in real life.

**Course Outcomes (COs):**

**After completion of the course, the students will be able to**

- COs 1- Adept in understanding about Counselling along with Practicum importance & experience.
- COs 2- Describe and explain the moral values of behaviour very well.
- COs 3- Apply counselling skills education, research, health, business, career and social areas of life.

<b>Block-1:</b>	<b>Counselling Psychology</b>
<b>Unit 1:</b>	Nature of Counselling Psychology
<b>Unit 2:</b>	<b>The Counsellor as a Role Model</b>
<b>Unit 3:</b>	The Counsellor's Needs, Emotional Involvement, and Counsellor Limits in Practice
<b>Unit 4:</b>	Difference Between Counseling and Psychotherapy

<b>Block-2:</b>	<b>Expectations and Goals of Counseling</b>
<b>Unit 1:</b>	Goals and Expectations of Counseling
<b>Unit 2:</b>	The Process of Counseling
<b>Unit 3:</b>	Basic Counseling Skills
<b>Unit 4:</b>	Role and Functions of the Counselor

<b>Block-3:</b>	<b>The Counselling Interview</b>
<b>Unit 1:</b>	History Taking

<b>Unit 2:</b>	Interviewing (Characteristics, Types, Techniques)
<b>Unit 3:</b>	Developing Case Histories
<b>Unit 4:</b>	Working with Other Professionals

<b>Block-4:</b>	<b>Areas of Counseling</b>
<b>Unit 1:</b>	Educational Counseling
<b>Unit 2:</b>	Career Counseling
<b>Unit 3:</b>	Family and Marital Counseling
<b>Unit 4:</b>	Counseling in Community Centers

<b>Block-5:</b>	<b>Ethics in Counseling</b>
<b>Unit 1:</b>	Need for Ethical Standards
<b>Unit 2:</b>	Ethical Codes and Guidelines
<b>Unit 3:</b>	Rights of Clients
<b>Unit 4:</b>	Dimensions of Confidentiality

#### REFERENCE BOOKS

1. C.J. Gelso and B.R. Fretz (1995). Counseling Psychology. Bangalore: Prism Books Pvt. Ltd.
2. A. David (2004). Guidance and Counseling. New Delhi: Common Wealth Publishers.
3. S. Gladding (2009), Counseling: A Comprehensive Profession, New Delhi: Pearson Education.
4. T.S. Sodi and S.P. Suri (2006). Guidance and Counseling. New Delhi: Tata McGraw Hill.
5. S.N. Rao (2002). Counseling and Guidance, New Delhi : McGraw Hill
6. Amarnath Rai and Madhu Asthana (2006). Guidance and Counselling. Varanasi: Motilal Banarasidas.

### COURSE DETAILS – 2

#### SUBJECT NAME – PSYCHOPATHOLOGY

#### SUBJECT CODE – MPs-CT-202

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### Course Objectives:

- To develop understanding of the various manifestations of psychopathology.
- To familiarize with DSM IV and ICD II to classificatory systems in the context of diagnosis of various psychiatric/psychological disorders.

## Course Outcomes (COs):

After completion of the course, the students will be able to

- COs 1-Describe the basic concepts of mental health.
- COs 2-Spread awareness about mental health issues.
- COs 3-Identify the symptoms, causes and treatment of mental disorders.

<b>Block-1:</b>	<b>Models of Mental Illness</b>
<b>Unit 1:</b>	Overview of DSM-5 (Diagnostic and Statistical Manual of Mental Disorders) and ICD-10 (International Classification of Diseases)
<b>Unit 2:</b>	Historical Views of Abnormal Behavior
<b>Unit 3:</b>	Defining Normality and Abnormality
<b>Unit 4:</b>	Factors Influencing Mental Illness and Theories

<b>Block-2:</b>	<b>Brain &amp; Behaviour</b>
<b>Unit 1:</b>	Concept of Brain & Behaviour
<b>Unit 2:</b>	Nervous System - Brain: Structure & Functions
<b>Unit 3:</b>	Spinal Cord & Other Parts of the Brain
<b>Unit 4:</b>	Peripheral Nervous System (SNS & ANS)

<b>Block-3:</b>	<b>Anxiety Disorders</b>
<b>Unit 1:</b>	<b>The Nature of Anxiety and Autonomic Arousal</b>
<b>Unit 2:</b>	Generalized Anxiety Disorder (GAD)
<b>Unit 3:</b>	Panic Disorder, Phobia
<b>Unit 4:</b>	Obsessive-Compulsive Disorder (OCD)

<b>Block-4:</b>	<b>Mood Disorders</b>
<b>Unit 1:</b>	Introduction to Mood Disorders
<b>Unit 2:</b>	Depressive Disorders
<b>Unit 3:</b>	Bipolar Disorder
<b>Unit 4:</b>	Treatment and Management of Mood Disorders



<b>Block-5:</b>	<b>Psychotic and Cognitive Disorders</b>
<b>Unit 1:</b>	Schizophrenia
<b>Unit 2:</b>	Cognitive Disorders

#### REFERENCE BOOKS

1. Buss, A.H. (1999). Psychopathology. New York: John Wiley and Sons.
2. Lamm, A. (1997). Introduction to Psychopathology. New York : Sage Publications
3. Davison, G.C., & Neals, J.M. (1996). Abnormal Psychology. New York: John Wiley and Sons.
4. Mohanty, G.B. (1998). Text Book of abnormal Psychology. New Delhi: Kalyani Publishers.

#### TEXT BOOKS

1. Singh, A.K. (2004). Modern Abnormal Psychology. Varanasi: Motilal and Banarashidas.
2. Veeraraghavan, V., & Singh, S. (2014). A textbook of Abnormal and Clinical Psychology. Mcgraw Hill Education (India) Private Limited.

### COURSE DETAILS – 3

#### SUBJECT NAME – PSYCHOMETRY

#### SUBJECT CODE – MPs-CT-203

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### Course Objectives:

- To gain familiarity with Psychometry and psychological measurement.
- To make students know about criteria of psychological test and the steps used in test construction.

#### Course Outcomes:

#### After completion of the course, students will be able to:

- COs 1- Describe the various aspects of Psychometry along with its applications.
- COs 2- Apply obtained knowledge in various settings like counseling and guidance.
- COs 3- Construct psychological tools.

<b>Block-1:</b>	<b>Foundations of Psychometric</b>
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<b>Unit 1:</b>	Basics of Measurement Theory
<b>Unit 2:</b>	Speed vs. Power Test
<b>Unit 3:</b>	History of Psychological Testing

<b>Block-2:</b>	<b>Test Construction</b>
<b>Unit 1:</b>	Item Writing and Method of Scoring
<b>Unit 2:</b>	Steps in Test Construction
<b>Unit 3:</b>	Item Analysis – Meaning and Purpose, Item Difficulty, Difficulty Value, and Index of Discrimination

<b>Block-3:</b>	<b>Standardization of tests</b>
<b>Unit 1:</b>	Types of norms,
<b>Unit 2:</b>	Specificity of norms

<b>Block-4:</b>	<b>Reliability and Validity</b>
<b>Unit 1:</b>	Reliability: Meaning and Methods, Factors Influencing Reliability
<b>Unit 2:</b>	Validity: Meaning and Types, Factors Influencing Validity of the Test

<b>Block-5:</b>	<b>Application of Tests</b>
<b>Unit 1:</b>	Applications of Psychological Testing in Education
<b>Unit 2:</b>	Applications of Psychological Testing in Counseling and Guidance
<b>Unit 3:</b>	Applications of Psychological Testing in Other Settings
<b>Unit 4:</b>	Ethical Issues in Psychological Testing

#### REFERENCE BOOKS

1. Guilford, J. P. (1989). Psychometric Methods, New Jersey: John Wiley and Sons.
2. C. Jackson (2003). Understanding Psychological Testing, Mumbai: Jaico Publishings House.
3. Nunnally, J. C. (1978). Psychometric Theory. New York: McGraw Hill.
4. Chandha, N. K. (1996). Theory and Practice of Psychometry. New Delhi: New Age international Publishers.

#### TEXT BOOKS

5. Chadha, N. K. (2009). Applied Psychometry. New Delhi: Sage Publications.
6. Singh, A.K. (1997). Tests, Measurement, Research Methods in Behavioural Sciences Patna: Bharati Bhawan.

## COURSE DETAILS – 4

### SUBJECT NAME – HEALTH PSYCHOLOGY

### SUBJECT CODE – MPs-CT-204

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### Course Objectives:

- To familiarize students with the concept of health psychology to live healthy life.
- To orient the students about management of stress.

#### Course Outcomes (COs):

**After completion of the course, the students will be able to**

- COs 1- Adept in the knowledge of psycho-somatic & somato -psychic approach of psychology and its relation with health.
- COs 2- Manage stress effectively.
- COs 3- Provide help in health sectors.

<b>Block-1:</b>	<b>Introduction to Health Psychology</b>
<b>Unit 1:</b>	Definition of Health Psychology, Early Research Literature in Health Psychology
<b>Unit 2:</b>	Current Research Literature in Health Psychology
<b>Unit 3:</b>	Health Psychology in India

<b>Block-2:</b>	<b>Being a Health Psychologist and the Mind-Body Connection,</b>
<b>Unit 1:</b>	The Role of a Health Psychologist in India, Traditional View of the Mind-Body Connection
<b>Unit 2:</b>	Psychosomatic Medicine, <b>Behavioral Medicine</b>

<b>Block-3:</b>	<b>Stress and Illness</b>
<b>Unit 1:</b>	<b>Meaning and Sources of Stress</b>
<b>Unit 2:</b>	Psychoneuroimmunology: Stress, Mood, and Immune Functioning
<b>Unit 3:</b>	Social Support and Immune Functioning
<b>Unit 4:</b>	Stress and Cardiovascular Disorders: Hypertension and Coronary Heart Disease (CHD)

<b>Block-4:</b>	<b>Coping with Stress</b>
<b>Unit 1:</b>	Coping Process
<b>Unit 2:</b>	Problem Solving and Emotional Regulation
<b>Unit 3:</b>	Cognition and Coping
<b>Unit 4:</b>	Causal Attributions, Explanatory Styles, and Eastern Approaches

<b>Block-5:</b>	<b>The Future of Health Psychology</b>
<b>Unit 1:</b>	Key Focus Areas in Health Psychology
<b>Unit 2:</b>	Emerging Challenges and Solutions in Health Psychology

#### REFERENCE BOOKS

1. Dimatteo, M.R. & Martin, L.R. (2010). Health Psychology. New Delhi: Dorling Kindersley Pvt. Ltd
2. Baum, A., R.J. Gatchel, R. J. & Krantz, D.S (1997). An Introduction to Health Psychology. New York: McGraw Hill.
3. Baum, A., Revenson, T.A & Singer, J.E. (2001). Handbook of Health Psychology. New Jersey: Lawrence Erlbaum.
4. Taylor, S.E. (1994). Health Psychology. New York: Random House.

#### TEXT BOOKS

5. Khokhar, C.P. (2007). A Text Book of Stress Coping and Health Meerut: Shalab Publication.

### COURSE DETAILS – 5

**SUBJECT NAME – PRACTICUM II**

**SUBJECT CODE – MPs-CT-205**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To give an understanding of psychological tests with clinical practice applications.
- Introduction to the general principles of psychology through experimentation and testing.

**Course Outcomes (COs):**

**After completion of the course, students will be able to:**

- COS 1-Detect different mental illnesses using psychological tests.
- COs 2- Present scientific report of psychological qualities.
- COs 3- Carry out psychological testing across all aspects of life.

**List of Practicum:**

➤ **Any five of the following:—**

1. Defense Mechanism
2. Emotional Maturity Scale
3. Attribution Style
4. Adjustment Inventory
5. Mental Health Scale/Inventory
6. Muller Lyer
7. Two Hand Coordination
8. Maze learning
9. Aggression Scale
10. Judging Emotions by Photographs

**COURSE DETAILS – 6**

**SUBJECT NAME – YOGA, HEALTH AND TOURISM (Elective)**

**SUBJECT CODE – MPs-GE-206**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To upgrade the knowledge of the latest trends in tourism particularly the health tourism in the country.
- Enable the students to define the trends, issues and challenges in the field of health tourism in India.

**Course Outcomes (COs):**

**After completion of the course, the students will be able to:**

- COs 1- Explain about the aspects and importance of health tourism.
- COs 2- Aware of various government policies related to medical tourism.
- COs3- Explain the basic concepts of health and medical tourism.

<b>Block-1:</b>	<b>Introduction of Ancient Indian Culture</b>
<b>Unit 1:</b>	The main characteristics of Ancient Indian Culture: Vishwa- Bandhutva, Sarva Dharm-Sambhav, The wonderful amalgamation of materiality and spirituality
<b>Unit 2:</b>	Geographical and ethnic profile
<b>Unit 3:</b>	Vedic Literature: Vedas, Brahman Granth, Aranyak, Upanishad, Vedang and Sutra Sahitya

<b>Block-2:</b>	<b>Political Ideas and Institutions</b>
<b>Unit 1:</b>	Origin, nature and functions of State
<b>Unit 2:</b>	Theories of kingship
<b>Unit 3:</b>	Republics, Monarchy and its feudal transformations

<b>Block-3:</b>	<b>Social Institutions</b>
<b>Unit 1:</b>	Origin and development of Varna system, Ashram System- Antiquity of the Ashram and its importance
<b>Unit 2:</b>	Position of women- their abilities and limitations, proprietary rights and right to education

<b>Block-4:</b>	<b>Educational Institutions</b>
<b>Unit 1:</b>	Education and educational Institutions: Concept and Aims, Relation between Master and disciple, centre of learning- Taxilla, Nalanda and Vikramshila
<b>Unit 2:</b>	Sanskar: Spiritual and material life education
<b>Unit 3:</b>	Purusharth: Teaching of Karma

<b>Block-5:</b>	<b>Religious System</b>
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<b>Unit 1:</b>	Vedic Religion: Rigvedic Religion: Worship system and its scientific interpretation, Religion of Later Vedic Period: Worship system, Spiritual development, invaluable treasure of spiritual thought
<b>Unit 2:</b>	Life and teaching of Jain
<b>Unit 3:</b>	Life and teaching of Buddha, Shavishm, Vaishnavism and other Religious system

## TEXTBOOKS

1. P.V. Kane: History of Dharmashatra Vol. I & II
2. P.H. Prabhu: Hindu Social Organization
3. Jai Shankar Mishra: Prachin Bharat Ka Samajik Itihas
4. R.B. Pandey: Hindu Sanskar

## COURSE DETAILS – 7

### SUBJECT NAME – PRINCIPLES OF VOCAL MUSIC

### SUBJECT CODE – MPs-GE-207 (Elective)

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- The course intends to upgrade the knowledge of vocal music..
- Enable the students to understand the basic concepts of vocal music.

### Course Outcomes (COs):

#### After completion of the course, the students will be able to:

- COs 1- Describe the basic concepts of Vocal Music along with its applications.
- COs 2- Explain the general principle of vocal music.
- COs3- Lead their life meaningful and happy.

<b>Block-1:</b>	<b>Basic Definitions in Indian Classical Music</b>
<b>Unit 1:</b>	Sangeet, Dhvani , Nada , Swara , Saptak , Alankar, Laya , Sama, Taal , Vadi, Samvadi , Vivadi , Anuvadi, Aroh , Avroh , Pakad, Khayal , Sthai , Antra, Thaata & its Names , Raag, Alaap, Jaati , Bhajan, Lokgeet, Lakshan Geet , Thumri
<b>Unit 2:</b>	Parichay of Raag Bhairav

<b>Block-2:</b>	<b>The Origins of Sangeet and Sound</b>
<b>Unit 1:</b>	Alankars and Swarlipi Paddhati of Vishnu Narayan Bhatkhande & Vishnu Digambar Palushkar
<b>Unit 2:</b>	Relation Between Life and Music
<b>Unit 3:</b>	Swastivachan Mantras, Patriotic Songs, Arya Samaj Bhajans, and Tansen

<b>Block-3:</b>	<b>Twelve Swaras in Saptak</b>
<b>Unit 1:</b>	Practice of "Om" in Khadaj Swar
<b>Unit 2:</b>	Twenty Alankars According to Kramik Pustak Malika-I
<b>Unit 3:</b>	Practice of Chota Khyal in Raag Bhairav and Two Taan

<b>Block-4:</b>	<b>Koolgeet and Yagya Prarthna</b>
<b>Unit 1:</b>	Practice of Koolgeet and Yagya Prarthna
<b>Unit 2:</b>	Practice of Five Swastivachan Mantras, Practice of Patriotic Songs
<b>Unit 3:</b>	Practice of Arya Samaj Bhajans and Hori Song

#### REFERENCE BOOK

1. Hamady, J. The Art Of Singing. Hal Leonard Corporation.

#### COURSE DETAILS – 8

**SUBJECT NAME – ASPECTS OF ANCIENT INDIAN CULTURE**

**SUBJECT CODE – MPs-GE-208 (Elective)**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### Course Objectives:

- To connect students with Indian culture, Institutions and religion.



- Create a sense of national unity among the students.

**Course Outcomes (COs):**

**After completion of the course, the students will be able to:**

- COs 1- Adept in aspects of ancient Indian Culture.
- COs 2- Create a healthy environment by knowing the religious systems.
- COs3- Respect and spread awareness about Indian culture and religion.

<b>Block-1:</b>	<b>Introduction of Ancient Indian Culture</b>
<b>Unit 1:</b>	The main characteristics of Ancient Indian Culture: Vishwa- Bandhutva, Sarva Dharm-Sambhav, The wonderful amalgamation of materiality and spirituality
<b>Unit 2:</b>	Geographical and ethnic profile
<b>Unit 3:</b>	Vedic Literature: Vedas, Brahman Granth, Aranyak, Upanishad, Vedang and Sutra Sahitya

<b>Block-2:</b>	<b>Political Ideas and Institutions</b>
<b>Unit 1:</b>	Origin, nature and functions of State
<b>Unit 2:</b>	Theories of kingship
<b>Unit 3:</b>	Republics, Monarchy and its feudal transformations

<b>Block-3:</b>	<b>Social Institutions</b>
<b>Unit 1:</b>	Origin and development of Varna system, Ashram System- Antiquity of the Ashram and its importance
<b>Unit 2:</b>	Position of women- their abilities and limitations, proprietary rights and right to education

<b>Block-4:</b>	<b>Educational Institutions</b>
<b>Unit 1:</b>	Education and educational Institutions: Concept and Aims, Relation between Master and disciple, centre of learning- Taxilla, Nalanda and Vikramshila
<b>Unit 2:</b>	Sanskar: Spiritual and material life education
<b>Unit 3:</b>	Purusharth: Teaching of Karma

<b>Block-5:</b>	<b>Religious system</b>
<b>Unit 1:</b>	Vedic Religion: Rigvedic Religion: Worship system and its scientific interpretation, Religion of Later Vedic Period: Worship system, Spiritual development, invaluable treasure of spiritual thought
<b>Unit 2:</b>	Life and teaching of Jain
<b>Unit 3:</b>	Life and teaching of Buddha, Shavishm, Vaishnavism and other Religious system

### Books Recommended:

1. P.V. Kane: History of Dharmashatra Vol. I & II
2. P.H. Prabhu: Hindu Social Organization
3. Jai Shankar Mishra: Prachin Bharat Ka Samajik Itihas
4. R.B. Pandey: Hindu Sanskar

### COURSE DETAILS – 9

#### SUBJECT NAME – COMPUTER APPLICATIONS

#### SUBJECT CODE – MPs-SECC-101

<b>CREDIT: 2</b>	<b>CA: 20</b>	<b>SEE: 30</b>	<b>MM: 50</b>
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### Course Objectives:

- The module is prescribed in the course to inform the students about the role of Computer Information systems in travel and trade.
- The prescribed units enhance the skills of students especially when they will be attached for practical.

### Course Outcomes (COs):

#### After completion of the course, the students will be able to:

- COs 1- Describe the basic concepts of computer knowledge.
- COs 2- Apply computer knowledge in various organization sectors.
- COs 3- Improve their technical skills.

<b>Block-1:</b>	<b>Computer System</b>
<b>Unit 1:</b>	<b>Introduction to Computers</b> , Characteristics of Computers
<b>Unit 2:</b>	Applications of Computers
<b>Unit 3:</b>	Different Units of a Computer: Central Processing, Memory, Storage

<b>Block-2:</b>	<b>Windows &amp; MS Office</b>
<b>Unit 1:</b>	Windows Operating System
<b>Unit 2:</b>	MS Office: MS Word, MS Excel & MS PowerPoint

<b>Block-3:</b>	<b>Network and Communication</b>
<b>Unit 1:</b>	Networking: Concept and Types
<b>Unit 2:</b>	Devices Used in Networking
<b>Unit 3:</b>	Basic Communication Components, Types of Transmission

<b>Block-4:</b>	<b>Internet and Hotel &amp; Travel Software</b>
<b>Unit 1:</b>	Internet: Concept and Uses, Email: Opening an Account
<b>Unit 2:</b>	Information and Communication Technology (ICT)
<b>Unit 3:</b>	Computer Reservation System (CRS): Different Packages Used in Travel & Tourism Industry

#### REFERENCE BOOKS:

1. Leon Alexis and Mathews Leon: Introduction to Computers, Vikas Publishing House Pvt Ltd. New Delhi
2. Bhatnagar S C and Ramani K V: Computers and information management. A Primer for Practicing Managers, New Delhi, Prentice Hall of India Pvt. Ltd.
3. Bansundara, S: Computer Today.
4. Goel Ritender and D N Kakkar: Computer Application in Management, New Age International Publishers, New Delhi.

**SEMESTER III**  
**COURSE DETAILS – 1**

**SUBJECT NAME – RESEARCH METHODS IN CLINICAL PSYCHOLOGY**

**SUBJECT CODE – – MPs-CT-301**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To gain the knowledge about guidance and counseling
- To know about importance of counseling in real life.

**Course Outcomes (COs):**

**After completion of the course, the students will be able to**

- COs 1- Adept in understanding about Counselling along with Practicum importance & experience.
- COs 2- Describe and explain the moral values of behaviour very well.
- COs 3- Apply counseling skills education, research, health, business, career and social areas of life.

<b>Block-1:</b>	<b>Research Process</b>
<b>Unit 1:</b>	Nature of Scientific Research, Research Problem
<b>Unit 2:</b>	Hypothesis
<b>Unit 3:</b>	Variables and Controlling Methods

<b>Block-2:</b>	<b>Types of Research</b>
<b>Unit 1:</b>	Descriptive Research
<b>Unit 2:</b>	Experimental Research
<b>Unit 3:</b>	Qualitative Research
<b>Unit 4:</b>	Ex-Post Facto Research

<b>Block-3:</b>	<b>Sample and Sampling</b>
<b>Unit 1:</b>	Meaning and Purpose of Sampling
<b>Unit 2:</b>	Types of Sampling

<b>Unit 3:</b>	Sampling Error, Factors Affecting Sampling Error
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<b>Block-4:</b>	<b>Methods of Data Collection</b>
<b>Unit 1:</b>	Observation Method, Interview Method, Questionnaire Method
<b>Unit 2:</b>	Content Analysis, Case Study Method
<b>Unit 3:</b>	Grounded Theory

<b>Block-5:</b>	<b>Report Writing</b>
<b>Unit 1:</b>	Research proposal and Report Writing based on APA Style
<b>Unit 2:</b>	Ethical issues in Psychological research

**Reference Books:**

1. F.N. Kerlinger (1973). Foundation of Behavioural Research, Delhi: Surjeet Publications.
2. L.H. Kidder (1981). Research Methods in Social Science. Tokyo: Holt Saunders.
3. Mohsin: Research Methods in behavioural Sciences, New Delhi; Longman.

**Text Books**

4. K.D. Broota (1992). Experimental Design in Behavioural Research, New Delhi: Willey Eastern.
5. A.K. Gupta and R. Singh (2009). Research Methodology, New Delhi: Vayu Education of India.

**COURSE DETAILS – 2**

**SUBJECT NAME – NEURO-BIOLOGICAL PSYCHOLOGY**

**SUBJECT CODE – MPs-CT-302**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To learn about biological foundations of behavior.
- To understand about physiology and importance of brain functions.

**Course Outcomes (COs):**

After completion of the course, the students will be able to

- COs 1-Describe the Neuro- biological Perspective of Psychology.
- COs 2- Explain how human behavior is affected through neurology.
- COs 3- Apply neuro-psychological mechanism human life.

<b>Block-1:</b>	<b>Nature of Biopsychology</b>
<b>Unit 1:</b>	Meaning and Approaches of Biopsychology, Major Divisions of Biopsychology
<b>Unit 2:</b>	Methods of Study and Research in Biopsychology
<b>Unit 3:</b>	Sensory Systems, Neurons
<b>Unit 4:</b>	Synaptic Transmission, Neurotransmitters

<b>Block-2:</b>	<b>Nervous System</b>
<b>Unit 1:</b>	Central Nervous System
<b>Unit 2:</b>	Peripheral Nervous System
<b>Unit 3:</b>	Autonomic Nervous System
<b>Unit 4:</b>	Neuroplasticity

<b>Block-3:</b>	<b>Biological Basis of Affectors and Effectors, Biological Basis of Behaviour</b>
<b>Unit 1:</b>	Sensory Systems, Motor System and Effectors
<b>Unit 2:</b>	Endocrine System and Chromosomal Anomalies
<b>Unit 3:</b>	Ingestive Behavior: Hunger and Thirst, Biological Basis of Sleep

<b>Block-4:</b>	<b>Recent Advances in Neurophysiology</b>
<b>Unit 1:</b>	Hemispheric Specialization and Localization
<b>Unit 2:</b>	Invasive Methods in Neurophysiology
<b>Unit 3:</b>	Non-Invasive Methods in Neurophysiology

**Reference Books:**

1. F. Leukel. (1985). Introduction to Physiological Psychology. New Delhi: CBS Publishers and Distributors.
2. Morgan, C.T. (1965). Physiological Psychology. New York: McGraw Hill.
3. Kalat, J.W. (1995). Biological Psychology. (7th Ed.) Wadworth, Thomson Learning, Belmont, CA, USA.
4. Carlson, N.R. (1994). Physiological Psychology. (5th Ed), Boston: Allyn Baco

**Text Books**

5. Tiwari, G & Pal, R. (1985). Experimental Psychology: A Dynamic Approach. Agra: Vinod Pustak Mandir.
6. Tiwari, B.D. (2001). Modern Physiological Psychology. Varanasi: Motilal Banarasidas.

### COURSE DETAILS – 3

#### SUBJECT NAME – SOCIAL PSYCHOLOGY

#### SUBJECT CODE – MPs-DSE-303

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### Course Objectives:

- To understand the use of social psychological perspectives to explore human experiences and behaviour within social situations.
- To develop insight about the basic assumptions and scope of social psychological perspectives.
- To explore the use of social psychological perspectives in addressing the issues and problems of the real world.

#### Course Outcomes (COs):

After completion of the course, the students will be able to

- COs 1-Describe various aspects of social psychology in different scenario.
- COs 2- Explain and analyse social structure of India in scientific way.
- COs 3- Resolve various social issues of the society.

<b>Block-1:</b>	<b>Introduction to Social Psychology</b>
<b>Unit 1:</b>	Scientific Nature of Social Psychology, History and Scope of Social Psychology
<b>Unit 2:</b>	Advances at the Boundaries
<b>Unit 3:</b>	Social Relationships and Well-Being

<b>Block-2:</b>	<b>Methods of Social Psychology</b>
<b>Unit 1:</b>	Systematic Observation
<b>Unit 2:</b>	Correlation: The Search for Relationships
<b>Unit 3:</b>	The Experimental Method
<b>Unit 4:</b>	Mediating Variables and Causality, Meta-Analysis

<b>Block-3:</b>	<b>Aggression</b>
<b>Unit 1:</b>	Theories of Aggression, Causes of Human Aggression
<b>Unit 2:</b>	Aggression in Different Settings
<b>Unit 3:</b>	Reduction of Bullying

<b>Block-4:</b>	<b>Group and Social Influence</b>
<b>Unit 1:</b>	Social Facilitation and Social Loafing
<b>Unit 2:</b>	Conformity: Influence of Groups and Norms, Emergence of Social Norms
<b>Unit 3:</b>	Compliance: Principles and Tactics

<b>Block-5:</b>	<b>Social Issues in India</b>
<b>Unit 1:</b>	Domestic Violence, Poverty
<b>Unit 2:</b>	Alcoholism, Migration, Practical Exposure

**Reference Books:**

1. Baron, R.A. & Byrne, D. (2000). Social Psychology: fourteenth edition, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Myers, D. (2007.) Social Psychology. New Delhi: Cengage Learning.

**Text Books**

3. Singh, A.K. (2009). An outline of Social Psychology. New Delhi: Motilal Banarasi Das.
4. S. Mohamad (2009). Advanced Social Psychology. New Delhi: Motilal Banarasi Das.

**COURSE DETAILS – 4**

**SUBJECT NAME – HUMAN RESOURCE MANAGEMENT**

**SUBJECT CODE – MPs-DSE-304**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To understand the use of social psychological perspectives to explore human experiences and behaviour within social situations.



- To develop insight about the basic assumptions and scope of social psychological perspectives.
- To explore the use of social psychological perspectives in addressing the issues and problems of the real world.

### Course Outcomes (COs):

After completion of the course, the students will be able to

- COs 1-Describe various aspects of social psychology in different scenario.
- COs 2- Explain and analyse social structure of India in scientific way.
- COs 3- Resolve various social issues of the society.

<b>Block-1:</b>	<b>Fundamentals of Human Resource Management</b>
<b>Unit 1:</b>	Meaning, Scope, and Importance of HRM
<b>Unit 2:</b>	Assumptions and Characteristics of HRM
<b>Unit 3:</b>	Difference Between Personnel Management and HRM

<b>Block-2:</b>	<b>Acquisition of Human Resources</b>
<b>Unit 1:</b>	Human Resource Planning
<b>Unit 2:</b>	Job Analysis and Assessment
<b>Unit 3:</b>	Recruitment and Selection

<b>Block-3:</b>	<b>Industrial Relations</b>
<b>Unit 1:</b>	Nature and Objectives of Industrial Relations
<b>Unit 2:</b>	Importance and Approaches in Industrial Relations
<b>Unit 3:</b>	Strategy and Role of HRM in Industrial Relations

<b>Block-4:</b>	<b>Performance Appraisal</b>
<b>Unit 1:</b>	Performance Management System, Performance Appraisal Process
<b>Unit 2:</b>	Methods of Performance Appraisal
<b>Unit 3:</b>	Creating an Effective Personnel Management System

<b>Block-5:</b>	<b>Job Satisfaction and Well-Being in Organizations</b>
<b>Unit 1:</b>	Meaning, Nature, and Factors of Job Satisfaction
<b>Unit 2:</b>	Theories of Job Satisfaction, Importance of Job Satisfaction

**Reference Books:**

1. De Cenzo, D.A. & Robbins, S.P. (1999). Human Resource Management. New York, NY: John Wiley and Sons.
2. Varkkey, B. (2008) Human Resource Management. New Delhi, ND: Pearson Education.
3. Hersy, P. & Blanchard, K.H. (1995). Management of Organizational Behaviour: Utilizing Human Resources. New Delhi, ND: Prentice Hall of India Pvt. Ltd.
4. Dessler, G. (1998). Human Resource Management. New Delhi, ND: Prentice Hall of India Pvt. Ltd.

**Text Books:**

5. Sudha, G.S. (2008). Human Resource Management. Jaipur, Ramesh Book Depot.
6. Kaila, H.L. (2006). Industrial Organizational Psychology. New Delhi, ND: Kalpaz Publication.

**COURSE DETAILS – 5**

**SUBJECT NAME – POSITIVE PSYCHOLOGY**

**SUBJECT CODE – MPs-DSE-305**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To recognize what contributes/does not contribute to happiness.
- To understand the right kind of vocation relationship and values in life that enhances one's well-being
- To recognize the role of positive emotions and traits in enhancing happiness.

**Course Outcomes (COs):**

**After completion of the course, the students will be able to**

- COs 1- Gain expertise in the field of role of positivity for psychological well-being.
- COs 2- Adept in the interconnectivity between thoughts, emotion and mental health and physical health.
- COs 3- Apply positive health perspectives of life

<b>Block-1:</b>	<b>Introduction to Positive Psychology</b>
<b>Unit 1:</b>	Concept of Positive Psychology
<b>Unit 2:</b>	Historical and Philosophical Traditions: Western Influence, Eastern Influences

<b>Block-2:</b>	<b>Resilience</b>
<b>Unit 1:</b>	Meaning and Definition of Resilience, Roots of Resilience Research
<b>Unit 2:</b>	Resilience Resources, Positive Youth Development
<b>Unit 3:</b>	Successful Aging and Resilience
<b>Unit 4:</b>	Strategies for Promoting Resilience in Children and Youth

<b>Block-3:</b>	<b>Emotional Intelligence (EI)</b>
<b>Unit 1:</b>	Salovey & Mayer's Ability Model of Emotional Intelligence
<b>Unit 2:</b>	Emotion-Focused Coping and Adaptive Potential of Emotional Approaches
<b>Unit 3:</b>	Life Enhancement Strategies through EI

<b>Block-4:</b>	<b>Self-Efficacy</b>
<b>Unit 1:</b>	Definition of Self-Efficacy
<b>Unit 2:</b>	Childhood Antecedents of Self-Efficacy,
<b>Unit 3:</b>	The Neurobiology of Self-Efficacy
<b>Unit 4:</b>	Self-Efficacy's Influence in Life Areas

<b>Block-5:</b>	<b>Optimism</b>
<b>Unit 1:</b>	Definition of Optimism, Childhood Antecedents of Learned Optimism
<b>Unit 2:</b>	The Neurobiology of Optimism and Pessimism, What Learned Optimism Predicts

#### Reference Books:

1. Snyder, C.R., & Lopez, S.J. (2002). Handbook of positive Psychology. New York: Oxford University.
2. David, S, A., Boniwell, I & Ayers, A.C. (2013). The oxford handbook of happiness. Oxford: Oxford University.

## Text Books

3. Kumar, V., Archana, & Prakash, V. (2015). Positive Psychology-Application in work, health and well-being. Delhi& Chennai, India:Pearson.

## COURSE DETAILS – 6

**SUBJECT NAME – YOGA AYURVEDA AND MENTAL HEALTH**

**SUBJECT CODE – MPs-DSE-306**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objectives:

- Understand the basic principles of yoga and Ayurveda.
- Have knowledge of different techniques used in yoga and Ayurveda for mental illness treatment and management.
- Have basic knowledge of herbal remedies.

### Course Outcomes (COs):

**After completion of the course, the students will be able to**

- COs 1-Apply the knowledge of yoga and Ayurveda, to overcome the problems of daily life.
- COs 2- Provide solution for mental diseases from the root
- COs 3- Spread awareness about herbal medicine and its utility.

<b>Block-1:</b>	<b>Concept of Mental Health and Illness</b>
<b>Unit 1:</b>	Health According to WHO, Yoga and Ayurveda Perspectives on Health
<b>Unit 2:</b>	Concept of Mental Health, Classifications of Mental Illness
<b>Unit 3:</b>	Diagnostic Manuals for Mental Disorders

<b>Block-2:</b>	<b>General Introduction to Yoga</b>
<b>Unit 1:</b>	Meaning and Definition of Yoga
<b>Unit 2:</b>	Yoga Practices for a Healthy Life
<b>Unit 3:</b>	Importance of Yoga in Therapy and Research
<b>Unit 4:</b>	Main Streams of Yoga and Their Effects

<b>Block-3:</b>	<b>Concept of Mind and Mental Health with Reference to Patanjali Yog Darshan</b>
<b>Unit 1:</b>	Concept of Chitta (Mind) and Its States, Chitta Bhoomi: Levels of Consciousness
<b>Unit 2:</b>	Chitta Vrittis and Their Types, Chitta Vritti Nirodhopaya (Abhyasa-Vairagya), Chitta Vikshep (Mental Obstacles), Chitta Prasadana (Purification of Mind), Om Chanting and Its Effects on Mental Health
<b>Unit 3:</b>	Importance of Ashtanga Yoga for Mental Health, Kleshas: Yogic Causes of Mental Illness, Measures for Klesha Elimination

<b>Block-4:</b>	<b>General Introduction to Ayurveda</b>
<b>Unit 1:</b>	Ayurveda: Meaning, Definition, and Purpose, Principles of Diagnosis and Testing in Ayurveda
<b>Unit 2:</b>	Concept, Types, and Functions of: Doshas (Vata, Pitta, Kapha), Dhatus (Tissues) Mala (Excretory Products, Indriyas (Senses), Agni (Digestive Fire), Prana (Life Force)
<b>Unit 3:</b>	Prakriti (Constitutional Types) and Related Mental Disorders
<b>Unit 4:</b>	Ayurvedic Panchakarma Therapy

<b>Block-5:</b>	<b>Yoga and Ayurveda for Managing Mental Illness</b>
<b>Unit 1:</b>	Concept of Yogic Counseling, Skills of Counseling in Yoga and Ayurveda
<b>Unit 2:</b>	Yoga and Ayurveda for Managing Mental Disorders, Overview and Therapeutic Benefits of Major Herbs

#### Reference Books:

1. Frawley, D. (1997). Ayurveda and the Mind: The Healing of Consciousness. Delhi, India: Motilal Banarsidass.

#### Text Books:

2. Ramdev, S. (2004). Yog Saadhna Evam Yog Chikitsa Rahasya. Haridwar, India: Divya Prakashan.
3. Ramdev, S. (2007). Pranayam Rahasya. Haridwar, India: Divya Prakashan.
- Balkrishna, A. (2017). A practical approach to the science of Ayurveda : A Comprehensive Guide for Healthy Living. Haridwar, India: Divya Prakashan..

## COURSE DETAILS – 7

**SUBJECT NAME – CASE STUDY**

**SUBJECT CODE – MPs-CP-307**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course Objective:

- Skills development in problem solving. Analytical tools, quantitative and/or qualitative depending on the case.
- For engaging students in research and reflective discussion.
- The students will work towards identifying their own theoretical frameworks
- The students will learn how to make treatment recommendations, formulate a treatment plan and establish a treatment contract.

### Course Outcomes (COs):

**After completion of the course, the students will be able to**

- COs 1 - Gain expertise in taking the case history, MSE, along with Follow up & other required elements with skilful approach.
- COs 2- Provide scientific treatment recommendations of various physical and mental problems.
- COs 3- Assist clinical psychologists and health care expert.

### Guidelines:

Students have to prepare two case studies in clinical setting and will actually do counseling under supervision. They will present

- Their own particular difficulties with the client, as well as their own issues of transference and other personal issues that get triggered off in relation to client's issues.
- Administration of tests as per requirement.

## COURSE DETAILS – 8

**SUBJECT NAME – ENVIRONMENTAL SCIENCE**

**SUBJECT CODE – MPs-AECC-102**

<b>CREDIT: 2</b>	<b>CA: 20</b>	<b>SEE: 30</b>	<b>MM: 50</b>
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**Course Objectives:**

- To upgrade the knowledge of the latest trends in Environment.
- Familiarize the students with various environmental issues & bring awareness regarding conservation of Natural resources and importance of an Eco-friendly lifestyle.

**Course Outcomes (COs):**

**After completion of the course, the students will be able to:**

- COs 1- Gain expertise in the holistic approach of Environmental Science.
- COs 2- Aware of various environmental policies.
- COs 3- Provide help in the formation of eco-friendly atmosphere.

<b>Block-1:</b>	<b>Introduction to Environmental Studies and Ecosystem</b>
<b>Unit 1:</b>	Multidisciplinary Nature of Environmental Studies, Scope and Importance
<b>Unit 2:</b>	Ecosystem, Energy Flow in an Ecosystem
<b>Unit 3:</b>	Case Studies of Ecosystems

<b>Block-2:</b>	<b>Natural Resources: Renewable &amp; Non-renewable Resources</b>
<b>Unit 1:</b>	Land Resources and Land Use Change, Land Degradation, Soil Erosion, and Desertification
<b>Unit 2:</b>	Deforestation: Causes and Impacts
<b>Unit 3:</b>	Water Resources, Energy Resources

<b>Block-3:</b>	<b>Biodiversity &amp; Conservation</b>
<b>Unit 1:</b>	Levels of Biological Diversity, Bio geographic Zones of India
<b>Unit 2:</b>	Biodiversity Patterns and Global Hotspots, India as a Mega-Biodiversity Nation
<b>Unit 3:</b>	Endangered and Endemic Species of India, Threats to Biodiversity, Conservation of Biodiversity

<b>Block-4:</b>	<b>Environmental Pollution, Policies &amp; Practices</b>
<b>Unit 1:</b>	Environmental Pollution, Air, Water, Soil, and Noise Pollution

<b>Unit 2:</b>	Nuclear Hazards and Human Health Risk, Solid Waste Management
<b>Unit 3:</b>	Environmental Policies & Practices, Human-Wildlife Conflicts and Tribal Rights

**Text Books:**

1. Bharucha, E. 2003, Textbook for Environmental Studies, University Grants Commission, New Delhi and Bharati Vidyapeeth Institute of Environmental Education and Research, Pune. 361.
2. Carson, Rachel. 1962. Silent Spring (Boston: Houghton Mifflin, 1962), Mariner Books, 2002.
3. Economy, Elizabeth. 2010. The River Runs Black: The Environmental Challenge to China's Future.

**REFERENCE BOOKS:**

4. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge
5. Heywood V.H. & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge University Press.

**SEMESTER IV**

**COURSE DETAILS – 1**

**SUBJECT NAME – STATISTICAL TECHNIQUES AND EXPERIMENTAL DESIGNS**

**SUBJECT CODE – MPs-CT-401**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To develop an understanding of various statistical techniques in terms of their Applications
- To create understanding about different types of Design employed in Psychological Research

**Course Outcomes (COs):**

**After completion of the course, the students will be able to**

- COs 1-Gain expertise in the application and usage of various useful statistical techniques.
- COs 2-Familiar with the use of current software used in this field.



- COs 3-Utilize statistical knowledge in the field of research, health and business.

<b>Block-1:</b>	<b>Measures of Central Tendency and Variability</b>
<b>Unit 1:</b>	Introduction to Measures of Central Tendency
<b>Unit 2:</b>	Measures of Variability
<b>Unit 3:</b>	Coefficient of Variation and Percentiles
<b>Unit 4:</b>	Frequency Distributions and Applications

<b>Block-2:</b>	<b>Test of Statistical Significance</b>
<b>Unit 1:</b>	Introduction to Statistical Significance
<b>Unit 2:</b>	Parametric vs. Non-Parametric Tests
<b>Unit 3:</b>	Parametric Test: t-test
<b>Unit 4:</b>	Non-Parametric Tests

<b>Block-3:</b>	<b>Correlation</b>
<b>Unit 1:</b>	Introduction to Correlation
<b>Unit 2:</b>	Product Moment Correlation (Ungrouped Data)
<b>Unit 3:</b>	Rank Difference Correlation (Spearman's Rank Correlation)
<b>Unit 4:</b>	Special Correlations – Biserial and Point Biserial

<b>Block-4:</b>	<b>Normal Distribution and Factor Analysis</b>
<b>Unit 1:</b>	Normal Distribution and the Normal Probability Curve (NPC)
<b>Unit 2:</b>	Factor Analysis – Introduction and Assumptions
<b>Unit 3:</b>	Methods of Factor Analysis
<b>Unit 4:</b>	Rotation and Interpretation in Factor Analysis

<b>Block-5:</b>	<b>SPSS and Experimental Design</b>
<b>Unit 1:</b>	Introduction to SPSS and Related Tools for Research
<b>Unit 2:</b>	Introduction to Experimental Design
<b>Unit 3:</b>	Analysis of Variance (ANOVA)
<b>Unit 4:</b>	Performing ANOVA in SPSS

**Note:**

1. Students can use simple calculator (Without Programming/Nonscientific) during the Examination.
2. Statistical Tables will be provided during the Examination.

**Reference Books:**

1. Haslam, S.A., & Mcarty, C. (2003). Research Methods and Statistics in Psychology. London: Sage Publication.
2. Siegal, S. (1994). Non-Parametric Statistics for Behavioural Sciences. New York: McGraw Hill.
3. Guilford, P. (1975). Fundamental Statistics in Psychology and Education. New York: McGraw Hill

**Text Books:**

4. Gareett, H.E. (2005). Statistics in Psychology and Education. New Delhi. Paragon International Publishers.

**COURSE DETAILS – 2**

**SUBJECT NAME – PSYCHOTHERAPY**

**SUBJECT CODE – MPs-CT-402**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To provide knowledge about different therapies
- To create understanding and awareness about the use of therapies in professional life.

**Course Outcomes (COs):**

**After completion of the course, the students will be able to**

- COs 1- Explain and analyze the basic concepts & application of various psycho therapies techniques.
- COs 2- Able to solve practical problems appropriately.
- COs 3- Utilize psychotherapeutic skills in health sectors.

<b>Block-1:</b>	<b>Psychotherapies</b>
<b>Unit 1:</b>	Concept of Psychotherapy
<b>Unit 2:</b>	Roles and Responsibilities of the Therapist
<b>Unit 3:</b>	The Client and Therapist Relationship
<b>Unit 4:</b>	Ethical Issues in Psychotherapy

<b>Block-2:</b>	<b>Psychodynamic Therapy</b>
<b>Unit 1:</b>	Freudian Psychoanalysis
<b>Unit 2:</b>	Alfred Adler
<b>Unit 3:</b>	Erik Erikson

<b>Block-3:</b>	<b>Behaviour Therapy</b>
<b>Unit 1:</b>	Guided Exposure, Systematic Desensitization
<b>Unit 2:</b>	Aversion Therapy, Assertion Training
<b>Unit 3:</b>	Modelling, Biofeedback

<b>Block-4:</b>	<b>Cognitive Behaviour Therapy</b>
<b>Unit 1:</b>	Beck's Cognitive Therapy
<b>Unit 2:</b>	Rational Emotive Behavior Therapy (REBT)
<b>Unit 3:</b>	Michenbaum's Cognitive Behavioral Therapy

<b>Block-5:</b>	<b>Humanistic Therapies</b>
<b>Unit 1:</b>	Person-Centered Therapy (Carl Rogers)
<b>Unit 2:</b>	Existential Therapy
<b>Unit 3:</b>	Transactional Analysis (TA)
<b>Unit 4:</b>	Interpersonal Relationship Therapy, Marital and Family Therapy

**Reference Books:**

1. G. Corey (2001). Theory and Practice of Counselling and Psychotherapy. Belmont CA: Brooks Cole.
2. S. Culari (1998). Foundations of Clinical Psychology. New York: Allyn and Bacon.

3. T. Plante (2005). Contemporary Clinical Psychology, New York: John Wiley and Sons.
4. R. Erskine (1988) Integrative Psychotherapy in Action, New York: Sage Publications
5. A Bandura (1969). Principle of Behaviour Modification. New York: Holt Rinehard and Winston.
6. G.D. Rastogi (1991). Psychopathology and Treatment. New Delhi: Wiley Eastern Ltd.
7. M.B. Ghorpade and V.B. Kumar (1988). Introduction to Modern Psychotherapy. New Delhi: Himalaya Publishing House.

### **COURSE DETAILS – 3**

**SUBJECT NAME – INDIGENOUS TECHNIQUES IN PSYCHOTHERAPY**

**SUBJECT CODE – MPs-DSE-403**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### **Course Objectives:**

- To provide knowledge about different Indian therapies
- To create understanding and awareness about the use of therapies in professional life.

#### **Course Outcomes (COs):**

**After completion of the course, the students will be able to**

- COs 1- Gain expertise in the Indigenous approach of psychotherapy along with its various applications.
- COs 2- Make their life successful by accepting the truth of Indian knowledge
- COs 3- Spread and create psycho-yogic changes in the field of health.

<b>Block-1:</b>	<b>Eastern Assumptions of Mental Disorder</b>
<b>Unit 1:</b>	Introduction - Eastern Assumptions of Mental Disorder
<b>Unit 2:</b>	Historical Background of Mental Disorders in India
<b>Unit 3:</b>	Significance & Importance of Indian Mental Disorders in the Present Scenario

<b>Block-2:</b>	<b>Mental Disorder &amp; Concept of Diagnosis</b>
<b>Unit 1:</b>	Yogic Assumption of Mind and Mental Disorder
<b>Unit 2:</b>	Causes of Mental Disorder in Yoga Shastra
<b>Unit 3:</b>	Taap-Traya (Three Causes of Suffering), Types of Mental Disorders in Yoga Shastra

<b>Block-3:</b>	<b>Psychotherapy in Yogasastra</b>
<b>Unit 1:</b>	Characteristics of Yoga Psychotherapist, Techniques of Psychotherapy in Athurveda, Athervani, Angirasi, Daiveya Manusyai
<b>Unit 2:</b>	Psychotherapy in Ram Charitra Manas & Bhagavad Gita
<b>Unit 3:</b>	Psychotherapy in Yoga Darshan

<b>Block-4:</b>	<b>Yoga Psychotherapy in Psychological Context</b>
<b>Unit 1:</b>	Yoga Psychotherapy - Classification Based on Psychological Approaches:
<b>Unit 2:</b>	Psychodynamic Approaches in Yoga Psychotherapy:
<b>Unit 3:</b>	Homa Therapy: Concept & Applications

<b>Block-5:</b>	<b>Management of Mental Disorder Through Music Therapy</b>
<b>Unit 1:</b>	Meaning & Application of Music Therapy
<b>Unit 2:</b>	Healing of Tridosha Through Music Therapy
<b>Unit 3:</b>	Effect of Om Chanting & Gayatri Mantra

#### Reference Books:

1. Taimni, I. K. (1961). The science of yoga. Adyar, India: The Theosophical Society of India.
2. Feuerstein, G. (2002). The yoga tradition: Its history, literature, philosophy and practice. Delhi, India: Bhavana Books and Prints.

#### Text Books:

3. Sinha, J.N. (1969) Indian epistemology of perception. Sinha Publishing House.
4. Dalal, A.S. (2004) A greater psychology, Pondicherry: Sri Aurbindo ashram Press.

### COURSE DETAILS – 3

**SUBJECT NAME – THERAPEUTIC TECHNIQUES**

**SUBJECT CODE – MPs-DSE-404**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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#### Course Objectives:

- To gain knowledge about different therapies
- To create understanding and awareness about the use of therapies in professional life..

**Course Outcomes (COs):**

**After completion of the course, the students will be able to**

- COs 1- Describe different approaches of therapeutic techniques.
- COs 2- Utilize western knowledge of psychotherapies
- COs 3- Apply psychotherapeutic knowledge in the betterment of life.

<b>Block-1:</b>	<b>Psychotherapies:</b>
<b>Unit 1:</b>	Concept, Roles and responsibilities,
<b>Unit 2:</b>	The Client and therapist Relationship,
<b>Unit 3:</b>	Ethical issues.

<b>Block-2:</b>	<b>Psychodynamic Therapy</b>
<b>Unit 1:</b>	Freudian Psychoanalysis
<b>Unit 2:</b>	Alfred Adler and Erik Erikson

<b>Block-3:</b>	<b>Behavior Therapy</b>
<b>Unit 1:</b>	Guided Exposure, Systematic desensitization,
<b>Unit 2:</b>	Aversion Therapy, Assertion training
<b>Unit 3:</b>	Modeling, Biofeedback

<b>Block-4:</b>	<b>Cognitive Behaviour Therapy</b>
<b>Unit 1:</b>	Beck's Cognitive Therapy
<b>Unit 2:</b>	Rational emotive behavior Therapy
<b>Unit 3:</b>	Michenbaum's cognitive behaviour therapy

<b>Block-5:</b>	<b>Humanistic Therapies</b>
<b>Unit 1:</b>	Person centered therapy- Gestalt Therapy, existential therapy.
<b>Unit 2:</b>	Transactional therapy, Interpersonal Relationship Therapy- Marital and Family Systems Therapy

## Reference Books:

1. G. Corey (2001). Theory and Practice of Counselling and Psychotherapy. Belmont CA: Brooks Cole.
2. S. Culari (1998). Foundations of Clinical Psychology. New York: Allyn and Bacon.
3. T. Plante (2005). Contemporary Clinical Psychology, New York: John Wiley and Sons.
4. R. Erskine (1988) Integrative Psychotherapy in Action, New York: Sage Publications
5. M.B. Ghorpade and V.B. Kumar (1988). Introduction to Modern Psychotherapy. New Delhi: Himalaya Publishing House.
6. A Bandura (1969). Principle of Behaviour Modification. New York: Holt Rinehard and Winston.

## Text Books:

7. G.D. Rastogi (1991). Psychopathology and Treatment. New Delhi: Wiley Eastern Ltd.

## COURSE DETAILS – 4

**SUBJECT NAME – TELEPSYCHOLOGY AND DIGITAL MENTAL HEALTH**

**SUBJECT CODE – MPs-DSE-405**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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## Course Objectives:

- To understand the foundational concepts of telepsychology and digital mental health.
- To develop practical skills in implementing telepsychological interventions.

## Course Outcomes (COs):

**After completion of the course, the students will be able to**

- COs 1- Apply the key concepts of telepsychology and digital mental health.
- COs 2- Evaluate the ethical, legal, and practical considerations of telepsychology.
- COs 3- Implement digital tools and platforms for remote mental health assessments and interventions.

<b>Block-1:</b>	<b>Introduction to Telepsychology and Digital Mental Health</b>
<b>Unit 1:</b>	Overview of Telepsychology, Digital Mental Health Tools
<b>Unit 2:</b>	Technology in Mental Health Assessment
<b>Unit 3:</b>	Telepsychology for Different Populations

<b>Block-2:</b>	<b>Applications of Telepsychology in Clinical Practice</b>
<b>Unit 1:</b>	Remote Therapy and Counseling
<b>Unit 2:</b>	Telepsychology for Crisis Intervention
<b>Unit 3:</b>	Group Therapy in a Digital Space, Telepsychology in Family and Couples Therapy

<b>Block-3:</b>	<b>Ethical, Legal, and Practical Considerations</b>
<b>Unit 1:</b>	Ethical Guidelines in Telepsychology
<b>Unit 2:</b>	Legal Framework for Telepsychology
<b>Unit 3:</b>	Practical Issues in Implementing Telepsychology
<b>Unit 4:</b>	Telepsychology in Specialized Areas of Therapy

<b>Block-4:</b>	<b>Future Directions and Challenges in Telepsychology</b>
<b>Unit 1:</b>	The Future of Telepsychology, Challenges to Telepsychology
<b>Unit 2:</b>	Integrating Telepsychology with Public Health Initiatives
<b>Unit 3:</b>	Long-Term Impact and Sustainability of Telepsychology

**Reference Books:**

1. Wampold, B., & Kazdin, A. E. (Eds.). (2021). *Telepsychology and telehealth: A guide to best practices*. American Psychological Association.
2. Luxton, D. D. (2015). *Digital mental health: A guide for practice*. Springer.
3. Street, R. L., Jr., Milne, D. W., & Cappella, M. S. (Eds.). (2019). *Handbook of eHealth evaluation: An evidence-based approach*. University of California Press.

**Textbooks:**

4. Darkins, A. W., & Cary, M. E. E. (2015). *Telemedicine and telehealth: Principles, policies, and practice*. Springer.
5. Hofmann, S. G., & Persons, J. B. (2020). *Digital mental health: Cognitive behavioral therapy and beyond*. Springer.

**COURSE DETAILS – 5**

**SUBJECT NAME – STRESS MANAGEMENT**

**SUBJECT CODE – MPs-DSE-406**



<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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**Course Objectives:**

- To gain knowledge about Stress Management.
- To create understanding and awareness about the therapeutic approaches to Stress Management.

**Course Outcomes (COs):**

**After completion of the course, the students will be able to**

- COs 1- Gain expertise in the understanding of stress and its management..
- COs 2- Organize stress management workshops in various government and public institutions.
- COs 3- Apply stress management skills in various areas of life.

<b>Block-1:</b>	<b>Organizational Stress</b>
<b>Unit 1:</b>	Meaning of Stress, Individual Factors Influencing Job Stress, Different Perspectives of Stress
<b>Unit 2:</b>	Symptoms of Stress, Conflict - Concept and Types of Conflict
<b>Unit 3:</b>	Stages and Sources of Conflict, Approaches to Conflict Resolution

<b>Block-2:</b>	<b>Causes of Job Stress</b>
<b>Unit 1:</b>	Personal Characteristics, Organizational Structure and Change
<b>Unit 2:</b>	Properties of Work and Work Setting, Job Role, Machine Pacing, and Shift Work
<b>Unit 3:</b>	Coping with Stress – Types of Coping Strategies

<b>Block-3:</b>	<b>Consequences of Job Stress</b>
<b>Unit 1:</b>	Job Behavior, Job Satisfaction
<b>Unit 2:</b>	Performance, Absenteeism
<b>Unit 3:</b>	Health Strains – Physical and Psychological Symptoms

<b>Block-4:</b>	<b>Stress Management Interventions</b>
<b>Unit 1:</b>	Individual-Centered Approaches
<b>Unit 2:</b>	Organization-Centered Approaches

<b>Block-5:</b>	<b>Therapeutic Approaches to Stress Management</b>
<b>Unit 1:</b>	Counseling, Hypno-Suggestive Therapy, Hypnosis
<b>Unit 2:</b>	Self-Talk, Music Therapy

### Reference Books:

1. Pestonjee, D.M. (1992). Stress and Coping. New Delhi, ND: Sage Publications.
2. Davis, K. (1981). Human Behaviour at Work: Organizational Behaviour. New Delhi, ND: Tata McGraw Hill.
3. Pestonjee, D.M. (1991). Motivation and Job Satisfaction. New Delhi, ND: Macmillan India Ltd.

### Text Books:

4. Gosh, P.K., & Ghorpade, M.B (1991). Industrial and Organizational Psychology. New Delhi, ND: Himalaya Publishing House.
5. Srivastava, A.K. (1999). Management of Occupational Stress: Theory and Practice. New Delhi, ND: Gyan Publishing House.

## COURSE DETAILS – 6

### SUBJECT NAME – DISSERTATION/PROJECT WORK/FIELD TRAINING

**SUBJECT CODE – MPs-CP-407**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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### Course objectives:

- Assess the student's mastery level of the factual information and the theoretical concepts, and the methodological approaches.

### Course Outcomes (COs):

After the completion of this course students will be able to:

- COs 1- Conduct original research including: Literature review and generation of hypothesis
- COs 2- Apply an appropriate techniques of research methodology.
- COs 3 – Analyze Statistical data with report writing skill.

The students securing a minimum of 70% marks in total in I, II and III Semester examination (Subject to clearing all the theory and practical papers) will have an opportunity to select a Dissertation Work (100 Marks) in lieu of only 4th paper of IV semester. The student opting for Dissertation will select a topic related to his/her group of specialization (Clinical Psychology) with the help of supervisor (one of the faculty member) and later on submit an

application along with relevant information through the supervisor to the Head of the Department within 30 days from the declaration of the result of III semester. The students securing less than 60% marks in total I, II, and III will have prepare project report. The dissertation in typed form (two copies) following APA manual between seventy-five to hundred pages shall be submitted on or before 30th April to the Head of the Department along with Supervisor certificate.

### Division of Marks:

Report Writing : 70 Marks  
Viva Voce : 30 Marks  
Total : 100 Marks

### COURSE DETAILS – 7

SUBJECT NAME – BASIC SANSKRIT

SUBJECT CODE – MPs-SECC-102

<b>CREDIT: 2</b>	<b>CA: 20</b>	<b>SEE: 30</b>	<b>MM: 50</b>
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#### Course Objectives:

- Read and understand the colloquial words of Sanskrit.
- Communicate and comprehend Sanskrit to the best of their ability.
- Write in Sanskrit and have some idea about grammar.

#### Course Outcomes (COs):

After completion of the course, the students will be able to

- COs 1- Describe the basic understanding and aspects of Sanskrit language along with grammatical aspects.
- COs 2 – Communicate in Sanskrit language.
- COs 3 - Promote Sanskrit language in current scenario.

<b>Block-1:</b>	<b>संस्कृत भाषापरिचय</b>
<b>Unit 1:</b>	संस्कृत भाषा परिचय, योगशास्त्र के अध्ययन में संस्कृत का महत्त्व और योग एवं संस्कृत का अन्तःसम्बन्ध।
<b>Unit 2:</b>	माहेश्वरसूत्र। संस्कृतवर्णमाला, स्वर, व्यंजन वर्णज्ञान सहितरोमन लिपि में लेखन एवं पठन।

<b>Unit 3:</b>	वर्णों के उच्चारणस्थान और प्रयत्न ज्ञान। प्रत्याहार निर्माण विधि एवं प्रत्याहार ज्ञान।
<b>Unit 4:</b>	वाक्याङ्ग, कारक, विभक्ति (सुप् और तिङ्), लिङ्ग, वचन, पुरुष, लकार। अव्यय परिचय और संस्कृत संख्याएं (एक से सौ तक) □

<b>Block-2:</b>	<b>शब्दरूपपरिचय</b>
<b>Unit 1:</b>	अजन्तः- शब्दरूप- राम, हरि, गुरु, रमा, पुस्तक, शब्दों के रूप अर्थज्ञान व वाक्य प्रयोग सहित
<b>Unit 2:</b>	हलन्त – :जगत्, भगवत्, राजन् शब्दों के रूप अर्थज्ञान व वाक्य प्रयोग सहित
<b>Unit 3:</b>	सर्वनाम शब्दरूप -अस्मद्, युष्मद्, तत् (स्त्रीलिंग, पुल्लिंग, नपुंसकलिंग में), एतद् (स्त्रीलिंग, पुल्लिंग, नपुंसकलिंग में), यद् (स्त्रीलिंग, पुल्लिंग, नपुंसकलिंग में), किम् (स्त्रीलिंग, पुल्लिंग, नपुंसकलिंग में) शब् (

<b>Block-3:</b>	<b>वाक्य निर्माण संधि व क्रियापदपरिचय (वाक्यरचना अनुवादश्च)</b>
<b>Unit 1:</b>	सन्धि कि परिभाषा व प्रकार सन्धियों का ज्ञान एवं सन्धि विच्छेद का (एवं विसर्ग, हल्, अच्) अभ्यास ।
<b>Unit 2:</b>	हल् श्रुत्व ष्टुत्व (व्यञ्जन), चर्, जश्, अनुस्वार, परसवर्ण, अनुनासिक, षत्व, णत्व एवं ( सत्व) विसर्ग, रत्व, उत्त्व (ओत्व) लोपसन्धियों का ज्ञान एवं सन्धि विच्छेद का अभ्यास ।
<b>Unit 3:</b>	भू, पठ्, लिख्, गम्, कृ, ( लट्, लृट्, लोट्, लङ्, विधिलिङ्गात्रम्)

<b>Block-4:</b>	<b>पातञ्जलयोगसूत्रम् ( २५सूत्राणि-१) समाधिपादः –</b>
<b>Unit 1:</b>	योग सूत्रस्मरण) मूलपाठ (
<b>Unit 2:</b>	योग सूत्र व्याख्या
<b>Unit 3:</b>	योग सूत्र निबंधात्मक प्रश्न

### निर्धारित ग्रंथ

1. व्याकरणचन्द्रोदय – (१) डा० आचर्यासाध्वीदेवप्रिया, दिव्य प्रकाशन, हरिद्वारम्
2. योगदर्शन स्वामिरामदेव –, दिव्य प्रकाशन, हरिद्वारम्

### संदर्भ ग्रंथाः

3. सरलकुलकर्णी .तिरुमल पि .प्रो -कठिनसंस्कृतम्-
4. Perry E D : A Sanskrit Primer, MLBD, New Delhi, 2004

5. Kala MR : A Higher Sanskrit Grammar for college students, MLBD, New Delhi, 2011
6. DEVAVANIPRAVESIKA- : Robert p. Goldman: MLBD-NEWDELHI.

### **COURSE DETAILS – 7**

#### **SUBJECT NAME – DISSERTATION/PROJECT WORK/FIELD**

#### **TRAINING**

#### **SUBJECT CODE – MPs-CP-407**

<b>CREDIT: 4</b>	<b>CA: 30</b>	<b>SEE: 70</b>	<b>MM: 100</b>
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The students securing a minimum of 70% marks in total in I, II and III Semester examination (Subject to clearing all the theory and practical papers) will have an opportunity to select a Dissertation Work (100 Marks) in lieu of only 4th paper of IV semester. The student opting for Dissertation will select a topic related to his/her group of specialization (Clinical Psychology) with the help of supervisor (one of the faculty member) and later on submit an application along with relevant information through the supervisor to the Head of the Department within 30 days from the declaration of the result of III semester. The students securing less than 60% marks in total I, II, and III will have prepare project report. The dissertation in typed form (two copies) following APA manual between seventy-five to hundred pages shall be submitted on or before 30th April to the Head of the Department along with Supervisor certificate.