



SIDHO-KANHO-BIRSHA UNIVERSITY

Purulia, West Bengal, India

CURRICULUM

Under Choice Based Credit System (w.e.f. session 2021-2022)

MASTER OF SCIENCE (MSC.) IN PSYCHOLOGY

(With effect from 2021-2022)

PROGRAM OUTCOMES (POS) – MSC. PSYCHOLOGY

PO 1: To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.

PO 2: To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.

PO 3: To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

PO 4: To develop Competency in application of psychological principles and theories to understand, describe and predict human behavior.

PO 5: To develop and understanding and skills to design, conduct, analyze and interpret data related to empirical psychological studies.

PO 6: To provide Competency based learning approach to professionally communicate with much clearly in a written or oral format.

PROGRAM SPECIFIC OUTCOME (PSOS):

PSO 1. Developed a comprehensive base of knowledge in a variety of psychology-related fields to help Post-Graduate students get familiar with numerous aspects of human behaviour.

PSO 2: Enhanced knowledge of various research methods to examine alternative explanations of human thoughts and behaviors in variety of problem domains, both in applied and fundamental field.

PSO 3: Applied psychological principles and techniques to deal with daily hassles and maintain psychological wellbeing and quality of life.

PSO 4: Developed professional skills (e.g. guidance, counselling, and psychotherapy) in the sphere of Organization, Clinic, Hospital, Mental Health Sector, School/College/University etc, to make students fit for the present job market.

PSO 5: To develop the Competency in understanding implication aspect and enhancing implication of all researches done.

Syllabus layout for Semester-I, II, III & IV

Semester-I

Semester	Course Code	Title of Course	Credit	Marks
I	MPSYCCT101	Cognitive Psychology	4	50
	MPSYCCT102	Advanced Research Methodology (Experimental)-I	4	50
	MPSYCCT103	Application of Statistics (Parametric) in Behavioural Science -I	4	50
	MPSYCCT104	Theories of Personality	4	50
	MPSYCCP105	Experimentation in Psychology	4	50
	MPSYCCP106	Psychological Testing	4	50
Total			24	300

Semester-II

Semester	Course Code	Title of Course	Credit	Marks
II	MPSYCCT201	Major Psychopathologies	4	50
	MPSYCCT202	Advance Research Mehodology (Non-Experimental) -II	4	50
	MPSYCCT203	Application of Statistics in Behavioural Science (Non-Parametric)-II	4	50
	MPSYCCT204	Advanced Social Psychology	4	50
	MPSYCCT205	Computer Application in Psychology	4	50
	MPSYCCP206	Practicum- Based on Psychopathology and Social Psychology	4	50
Total			24	300

Semester III

Specialization	Course Code	Course Type	Title of Course	Credit	Marks
Core Course	MPSYCCT301	Core Course	Problems of Development and	4	50

		(CC)	pathologies across life span		
Group-A: Clinical Psychology	MPSYMET302	Elective	1. Perspectives in clinical Psychology	4	50
	MPSYMET303		2. Neuro-developmental and Neuro-cognitive disorders and Treatments	4	50
Group-B: Organizational Behavior	MPSYMET302	Elective	1. Organizational Behaviour	4	50
	MPSYMET303		2. Human Resource Management	4	50
	MPSYCCP304	Practicum	For Group-A: Psychological Assessment and Therapy/ For Group-B: Practical related to OB	4	50
Open Elective (for All)	MPSYOET305		Stress and Stress Management	4	50
Outreach Program	MPSYOPT306		Internship in Mental Hospital/Industry	4	50
Total				24	300

Semester IV

Specialization	Course Code	Course Type	Title of Course	Credit	Marks
	MPSYCCT401	Core Course (CC)	Indian Psychology & its application	4	50
	MPSYCCT402	Core Course (CC)	Neuropsychology	4	50
Group-A: Clinical Psychology	MPSYMET403	Elective	1. Psychotherapeutic Approaches	4	50
	MPSYMET404		2. Community and Health Psychology	4	50

Group-B: Organizational Behaviour	MPSYMET403		1. Training, development and change in organization	4	50
	MPSYMET404		2. Workplace Counseling	4	50
	MPSYCCP405	Core Course (CC)	Project/Dissertation	4	50
Add-on Course	MPSYAOC406		Personality development/ Gender : Psychosocial perspectives and issues/ Psychological first aid	4	50
Total				24	300

Detailed Syllabus

SEMESTER-I

CC-1: COGNITIVE PSYCHOLOGY

COURSE CODE: MPSYCCT101

Course Objectives: To provide theoretical as well as applied knowledge of cognitive aspects in Psychology.

Course Outcomes: After completing the course the students will

1. Know about the functions of cognition.
2. Have an in-depth understanding of the process and types of memory
3. Be competent in Understanding Cognitive Psychology and its relation to the phenomenon of learning.
4. Be able to understand and analyze thinking, problem-solving, and decision-making process.

Course Contents:

Unit 1: Introduction

Concept of Cognition, Origin and historical connection of Cognitive psychology with other schools of Thought; Emergence of Modern Cognitive Psychology, Current Status, assumptions and methods of studying cognitive psychology, Indian approach to cognition

Unit 2: Consciousness, Attention and Perception

- I. Function and structure of Consciousness, Modern theories of consciousness, Indian views of consciousness.
- II. Information Processing approach: Attention and Perception, Theories of selective and Sustained attention, Perception: Perceptual organization, Top Down and Bottom up approaches, Subliminal perception, Pattern recognition in perception, Signal detection and Vigilance.

Unit: 3: Learning and Memory

- I. General Phenomenon of learning: Learning vs. maturation, native response Tendencies & Temporary states of the organism (e.g. Fatigue, adaptation and drugs); Classical Theories of learning: Pavlov, Skinner, & Bandura; Neuro-physiology of learning, Learning and motivation
- II. Memory Processes; Models of Memory: Atkinson-Shifrin, Craik and Lockhart and Baddley Hitch, Types of memory - working memory, semantic, episodic, procedural, eye-witness and flashbulb memory, traumatic and false memory, everyday memory; Approaches to memory- information processing & connectionist approach, Forgetting: Concept and Theories, Biochemical basis of memory

Unit 4: Decision Making and Problem-solving

Models & theories; Complex and uncertain decision making; Human problem-solving strategies- heuristics and algorithmic; expert and novice problem solvers; Artificial Intelligence.

Unit 5: Emotion

Emotion: Cognitive basis of emotion, Cognitive approaches in emotion: Lazarus, Arnold; Relation of emotion with attention, perception, memory, thinking; Application of cognitive approaches to intelligence and emotion in different fields, Emotional Intelligence

Recommended Books:

1. Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press.
2. Edward E. Smith, Stephen M. Kosslyn : Cognitive Psychology, Printice Hall of India, New Delhi
3. Robert L. Solso : Cognitive Psychology, 6th edition, Person Education, Low price edition
4. Smith, E.E. &Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
5. Tripathi, A.N. &Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.
6. Ronald T. Kellogg : Fundamentals of Cognitive Psychology.
7. Margaret W. Matlin, SunyGeneseo : Cognitive Psychology, 8th edition, International Student Version, Wiley.
8. Eysenck, M.W. (2012). Fundamentals of Cognition (2nd ed.). Psychology Press
9. Goleman, D. (1984). Emotional Intelligence. Bantam.
10. Minda, P.J. (1988). The Psychology of Thinking: Reasoning, Decision Making and Problem-Solving. Sage.
11. Parkin, A. J. (2013). Essential Cognitive Psychology. T & F India.
12. Levinthal C.F.: introduction to physiological psychology (3rd ed) New Delhi, prentice- hill of India private limited, 1990 new York Mc Graw Hill book company
13. Carlson N. R.: foundation of physiological psychology, Boston, Allyn and Bacon inc. 1988
14. Strongman, K. T. (1987). The Psychology of Emotion. Wiley

CC-2: ADVANCED RESEARCH METHODOLOGY-I **COURSE CODE: MPSYCCT102**

Course Objectives: To educate students methods and designs of research used in Psychology and to equip them to take up psychological researches independently.

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

1. Understand the basic features of various types of research undertaken in psychology.
2. Develop skills for conducting experimental studies.
3. To report scientific research properly.
4. Understand the ethical principles of conducting an experiment.

5. Conduct a study with objectivity in a well-planned manner using appropriate research designs.

Course contents:

Unit1: Introduction

The fundamental concept of Psychological Research: Nature and purpose of Research; Types of research- Descriptive, exploratory, causal and applied research; Quantitative and Qualitative research methods

Unit: 2: Essentials of Psychological Research

- I. Psychological research process: Formulation of research problem and hypothesis; Choosing research design; Identifying variables; Control of extraneous variables; Sampling techniques and data collection; Data analysis and interpretation; Ethics and norms of scientific research
- II. Research tools for data acquisition: Observation, interview, Questionnaires, survey method, and Psychological testing

Unit: 3: Essentials of psychological testing

Construction of psychological test: Steps of test construction, Guideline for item writing, item analysis, Reliability: types, computation, factors affecting the reliability, Validity: types, computation, factors affecting the validity, Norms: types of norms: percentile rank, standard score norms

Unit: 4: Research Design

Experimental research designs - Basic principles, Randomized groups, matched groups. Factorial designs, Between and within group designs; a-priori and post-hoc comparisons

Unit 5:

Steps of writing research proposals, Reporting research for journal articles and theses (APA style- American Psychological Association, 2010).

Recommended Books:

3. Singh A.K. (2006). 5th ed. Tests, Measurement and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
4. Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). Research methods in Psychology (4th ed.). Sage.
5. Bridget, S. & Cathy, L. (Eds.) (2008). Research methods in the social sciences. New Delhi: Vistaar Publication.
6. Broota, K.D. (1992). Experimental Design in Behavioural Research. ND: New Age International Pub.
7. Cohen, L., Manion, L., & Morrison, K. (2000). Research methods in education (5th ed.). London: RoutledgeFalmer
8. Kothari, C.R. (1990). Research Methodology: Methods and Techniques. WishwaPrakashan Calcutta, Second edition.

9. Nestor, P.G. &Schutt, R.K. (2011). Research methods in psychology: Investigating humanbehavior. Sage
10. Mohsin, S.M: Research methods in Behavioural Sciences. Hyderabad: Orient Longman,1984.
11. Kerlinger, F.N.: Foundation of behavioural research New York. Holt. Rineheart andWinston 1974.
12. Gravetter F.J. &Forzano L.B.: Research Methods for the Behavioural Sciences.
13. McGuigan.F.J. (1997). Experimental Psychology: Methods of Research (7th Ed.). Uppersaddle River N.J.: Prentice Hall
14. American Psychological Association [APA] (2020). Publication Manual of the AmericanPsychological Association, 7th Edn. Washington, DC: American Psychological Association.

CC-3: APPLICATION OF STATISTICS (PARAMETRIC) IN BEHAVIORAL SCIENCES -I **COURSE CODE: MPSYCCT103**

Course Objectives: To impart the theoretical knowledge of statistical methods and theirapplication in psychological research.

Course Outcomes: After completion of the course, the student shall be able to understandto:

1. Articulate basic principles and utility of various statistical methods.
2. Identify the importance of parametric assumptions and consequences of estimating statistical parameters.
3. Apply parametric statistical methods for testing research hypotheses.

Course Contents:

Unit: 1

Introduction: Inferential statistics - Parametric and nonparametric.; univariate, bivariate and multivariate statistics; Data screening and perpetration for statistical analysis

Unit: 2

Normal Probability Curve and Deviation (Skewness and Kuetosis), Statistical hypothesis testing, Type of errors in hypothesis testing, Level of significance.

Unit: 3

Inferential statistics: t, test- concept, assumptions, calculation; Analysis of variance- concept, assumptions, calculation and uses of one-way and two ways ANOVA. Post-hoc comparisons; Multivariate Analysis of Variance;

Unit : 4

Correlation statistics- Product Moment, Rank order, Biserial ,point-biserial, partial and multiple Correlation.

Unit: 5

Exploring relationship: Multiple regression analyses -Simultaneous, hierarchical and Statistical strategies; Interpretation and tabular presentation of results.

Recommended Books:

1. Seigal, S.: Non-Parametric Statistics for Behavioural Science. New York: McGraw Hill. 1956.
2. Garrett, H.E.: Statistics in Psychology and Education. New York Longman, 1950.
3. Broota, K.D.: Experimental Design in Correlational Research. New Delhi: Wiley Eastern 1989.
4. Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI Learning Pvt. Ltd.
5. Walker, H.M.: Statistical Inference. New York: Hdt. Rinehart and Winstone, 1953.
6. Thorndike, M.: Correlational Procedures for Research. New York : Gardner Press. 1978.
7. Chadha, N. K. (1998). Statistical methods in behavioural and Social Sciences. ND: Relaince Pub. House.
8. Meyers, L. S., Gamst, G. & Guarino, A.J. (2008). Applied multivariate Research: Design and Interpretation.
9. Das, D. & Das, A. (2008). Statistics in Biology and Psychology. Academic Publishers, Calcutta, (Latest edition)

CC-4: THEORIES OF PERSONALITY**COURSE CODE: MPSYCCT103**

Course Objectives: To gain knowledge of concepts constituting the major theories of personality and how they explain human behavior.

Course Outcomes: After completion of the course, the student shall be able to understand to:

1. Compare and contrast personality theories on the basis of scientific criteria.
2. Critically appraise research findings in personality psychology
3. Make connections across various theoretical perspectives to see how they each can contribute to a more complete understanding of human behavior.
4. Apply course concepts to their understanding and interpretation of real-life situations.

Course Contents:**Unit 1: Introduction**

Personality: Concept and nature; Basic issues related to the study of personality. Eastern and Western perspectives, Determinants of Personality, Nomothetic and Idiographic Perspective

Unit 2: Psychodynamic approaches

Freud, Adler, Jung and Erikson

Unit 3: Behaviouristic and social learning approaches, Feminist theory

Skinner, Bandura, Mischel, and Horney

Unit 4: Humanistic and Cognitive approaches

Rogers, Maslow and Kelly.

Unit 5: Trait and type approach

Allport, Cattell, Eysenck, Friedman and Rosenman, Big-five and HEXACO Model of personality, Application of personality theories in different fields.

Recommended Books:

15. Cervone, D. & Lawrence, P.A. (2013). Personality Psychology (ed.12).New York: Wiley.
16. Cloninger S.C. (2012).Theories of Personality: Understanding Persons (6th Edition).Pearson Education
17. Feist, J. &Fiest, G. J. (2009). Theories of personality. New York: McGraw Hill.

18. Friedman, H. S. &Schustack, M. W. (2003). Personality: Classic theory and modern research (2nded.). Singapore: Pearson Education.
19. Hall, G. C., Lindzey, G., & Campbell, J. C. (1998). Theories of personality (4thed.). New York: Wiley. 6. Larsen, R. J., & Buss, D. M. (2013). Personality Psychology: Domains of knowledge about human nature (5thed.). New York: McGraw Hill.
20. Mishra G, & Mohanty A. K.(2002).Perspectives on Indigenous psychology(edited). New Delhi: Concept Publishing Company.
21. Larry A. Hjelie and Daniel J. Ziegler (1992).Personality Theories: Basic Assumptions, Research and Applications. McGraw-Hill.
22. Schultz, D. P. & Schultz, S. E. (2013). Theories of Personality. Cengage.

23. Wiggins, J. S. (Ed.). (1996). The Five-Factor Model of Personality: Theoretical Perspectives. New York: Guilford Publications.

CC-5: EXPERIMENTATION IN PSYCHOLOGY
COURSE CODE: MPSYCCP105

Practicum:

1. Retroactive and Proactive Inhibition
2. Habit Interference
3. Bilateral transfer of training
4. Effect of Knowledge of result on performance
5. Zeigarnik Effect
6. Problem solving

Recommended books:

1. D' Amato, M. R.: Experimental Psychology: Methodology, (1970): Pscho-Physic & Learning, New York: McGraw Hill.

2. Woodworth, Robert S. & Schlosberg, Harold (1971); Experimental Psychology,.Culcutta: Oxford &IBH Publishing Co.
3. Mohsin, S.M. (1974). Experiments in Psychology. New Delhi: Oxford publications.
4. McGuigan, F.J.(1990). Experimental Psychology: A Methodological Approach, Prentice Hall.
5. Kling, J. W.; Riggs, Lorrin A. (1972). Experimental Psychology. Published by Holt, Rinehart and Winston, Inc.
6. Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). Laboratory experiments in general psychology. Oxford Univ. Press.
7. Debold, R.C. (1968). Manual of contemporary experiments in psychology. Prentice-Hall
8. Collins, M. &Drever, J. (1930). Experimental Psychology. London: Methuen & Co. Ltd
9. Jalota, S. (1962). Experiments in psychology. Asia Publishing House

CC-6: PSYCHOLOGICAL TESTING
COURSE CODE: MPSYCCP106

Practicum:

1. Personality assessment using any projective test: TAT, RIBT
2. NEO PI-R (FFI) test
3. Cattell's 16 P.F.
4. Personality assessment from Indian perspective (triguna, anashakti etc.)
5. Intelligence test- WAIS & WISC / Malin's Intelligence Scale for Indian Children

Recommended books:

1. Anastasi, A. & Urbina S.(1996). Psychological Testing, Pearson, First Edition.
2. Singh,A.K.(1988). Tests, Measurements and Research Methods InBehavioural Sciences. Tata McGraw Hill, New Delhi.
3. Kaplan, R.M. &Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
4. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
5. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
6. Cronbach, L. J. 5th ed. (1990). Essentials of psychological testing. New York: Harper Collins Publishers:
7. Kline, P. (1983). Personality measurement and theory. Hutchinson.
8. Test manuals of respective tests.

SEMESTER II

CC-7: MAJOR PSYCHOPATHOLOGIES

COURSE CODE: MPSYCCT201

Course Objectives: To provide an understanding of the symptoms and etiology of major neurotic, psychotic, and substance related disorders to the learners.

Course Outcome:

1. Comprehensive understanding of clinical picture, etiology and prognosis of different Mental and Behavioural Disorders
2. Understanding and application of DSM-5 for the classification and diagnosis of mental disorders
3. Critically evaluate different theoretical approaches to etiology and treatment of psychopathology.

Course Contents:

Unit I: Introduction to Psychopathology

Different models of psychopathology: Psychoanalytic, Behavioural, Cognitive, Biological Models. Diagnostic Classification of mental and behavioural disorders. Stigma and mental disorders.

Unit 2: Schizophrenia:

Diagnostic criteria and symptoms, Etiology and treatment of Schizophrenia. Other psychotic Disorders: Schizoaffective and Delusional disorder.

Unit 3- Obsessive Compulsive and related disorders

Symptoms, Etiology, Theoretical perspectives of Obsessive compulsive disorder, Body dysmorphic disorder, Pathological gambling, Hypochondriasis, Tic disorders, Trichotillomania and Treatment.

Unit 4: Mood disorder

Symptoms, Etiology, Characteristics of affective syndromes Dysthymia, Cyclothymia, Major depression, Bipolar disorder

Unit: 5 Substance related disorder

Diagnosis, Types -Substance abuse & Substance dependence, Etiology of Substance related disorders: Psychological and Socio-cultural factors, Treatment.

Recommended Books:

1. American Psychiatric Association (2013): Diagnostic and statistical manual of mental disorder: DSM-5. American Psychiatric Pub.

2. King, A.M., Jhonson, S.L., Davison, G.C. & Neale J.M (2014) : Abnormal Psychology: An Experimental Clinical Approach. New York: John Wilay & Sons, Inc.
3. Butcher, J.N., Mineka, S., & Hooley, J.M. (2015) : Abnormal Psychology & Modern Life (15th Ed.) New Delhi: Pearson
4. Carson, R.C. & Butcher, J.N. (1992) : Abnormal Psychology & Modern Life New York: (9th Edition) Haper & Collins New York.
5. Sarason, I.G. & Sarason, B.R. (2014) : Abnormal Psychology: The problem of Maladaptive Behaviour (10th Ed.) New Delhi: Pearson Education
6. Barlow, D.H. & Durand, V.M. (2004) : Abnormal psychology: An integrative approach (4th Ed.) Pacific Grove: Brooks/Cole.
7. Davison, G.C. & Neale, J.M. Rosen, J.F.Gregory (1990) Abnormal Psychology New York: John Wilay & Sons.

CC-8: ADVANCED RESEARCH METHODOLOGY-II
COURSE CODE: MPSYCCT202

Course Objective: To train students in non-experimental research methods and designs.

Course Outcomes: After completion of the course, the student shall be able to understand:

1. The nature of qualitative inquiry
2. The basic knowledge of how to carry out qualitative research with an emphasis on survey research, correlational and mixed method research.
3. How to carry out qualitative data analysis.
4. To interpret the qualitative data.
5. The important components of documentation of qualitative research report

Course Contents:

Unit:1

Application and relevance of Qualitative research designs, Merits and demerits. Distinctive features of Qualitative Data Analysis and documentation of qualitative research, Issues related to interpretation of qualitative data in writing research report.

Unit: 2

Qualitative research characteristics and methods:- Ethnographic method, Case study, Phenomenological, and Narrative Approach, Grounded theory

Unit: 3

Non-experimental research designs:- Correlational, Quasi experimental (types of Quasi-experimental Designs: Non-equivalent control group design, Interrupted time series design and multiple time series design) and ex-post-facto designs, Single subject design, longitudinal and cross-sectional designs.

Unit: 4

Meaning and characteristics of Mixed Methods Design, Need and importance of Mixed-Designs in Education & Psychological Research, Type of Mixed Methods Designs: Parallel and Sequential.

Unit: 5

Multivariate Research Designs :- Factor analysis- Basic terms, overview of extraction methods, Overview of rotation methods, higher order factor analysis, Confirmatory factor analysis, Other multivariate techniques- Multiple regression, multivariate analysis of variance, discriminate functions analysis, canonical correlations, and path analysis and structural equation.

Recommended Books:

1. Kerlinger F.N. (1983). : Foundations of Behavioral research. Surjeet Publications: Delhi.
2. David Dooley (1995). : Social Research methods. Prentice-Hall: New Delhi.
3. Mertens, D.M. (2005) : Research and evaluation in education and Psychology. Integration diversity with quantitative, qualitative and mixed methods, New Delhi; Sage.
4. Gravetter F.J. & Forzano L.B.: Research Methods for the Behavioural Sciences.
5. Breakwell, G.M. Hammond, S. & Fife-Schaw C. (1995) (Eds.) : Research Methods in Psychology, New Delhi: sage.
6. Edwards, A.L. (1985). Experimental designs in psychological research. Harper & Row.
7. Hair, J.F., Anderson, R. E., Tatham, R.L., & Black, W.C. (2003). Multivariate data analysis (5th ed). ND: Pearson Education, Inc.
8. Kothari, C. R. (1985). Research methodology: Methods and techniques. New Delhi: Wiley Eastern Ltd.

**CC-9: APPLICATION OF STATISTICS (NON- PARAMETRIC) IN
BEHAVIOUAL SCIENCES-II**
COURSE CODE: MPSYCCT203

Course Objectives: To impart the theoretical and applied knowledge of non-parametric statistical methods in psychology.

Course Outcomes: After completion of the course, the student shall be able to:

1. Understand basic principles of non-parametric statistical methods.
2. Differentiate between non-parametric and parametric statistical methods.
3. Develop working knowledge of calculating statistics and interpretation of results.
4. Apply non-parametric statistical methods for testing research hypothesis.
5. Choose an appropriate non-parametric statistical method based on nature of data.

Course Contents:

Unit: 1

Distinctive features of Parametric and Non-parametric statistical tests, Choosing an appropriate Statistical Test: Model, efficiency and measurement.

Unit: 2

Non-parametric statistics, uses and computation: Chi-Square, Median test, Wilcoxon test, Mann-Whitney U-test, Kolmogorov-Smirnov one- and two-sample tests

Unit: 3

Kruskal-Wallis H test, Friedman two way analysis of variance, Kendall's coefficient of concordance.

Unit: 4

Phi-coefficient: Uses and computation, Tetrachoric correlation: Uses and computation, Contingency coefficient: Uses and computation, Comparison of Phi-coefficient and Tetrachoric correlations.

Books Recommended:

- 1 N. M. Dowine : Basic Statistical methods, Harper and Publishes New York.
- 2 Mc Nemar Q. : Psychological Statistics, 3rd Ed. New York, John Wiley 1962.
3. Seigel, S. Non-Parametric Statistics for Behavioural Science. New York: McGraw Hill. 1956.
4. Garrett, H.E. : Statistics in Psychology and Education. New York:Longman, 1950.
5. Edward, A.E. : Experimental Design in Psychological Research (3rd ed.) New Delhi: American Publishing Co. 1971.
6. Broota, K.D. : Experimental Design in Correlational Research. New Delhi: Wiley Eastern 1989.
7. Thorndike, M.: Correlational Procedures for Research. New York: Gardner Press. 1978.
8. Gupta S.P. : Statistical Methods, Sultan Chand and Sons, New Delhi

CC-10: ADVANCED SOCIAL PSYCHOLOGY **COURSE CODE: MPSYCCT204**

Course Objectives: To help students understand the application of social psychology in real life setting.

Course Outcome: After completion of the course, the student shall be able to.

1. Understand the evolution of applied field of social psychology.
2. Apply different theories to understand the formation of attitude.
3. Understand the process of attitude change.

4. Understand the pro- social behaviour.
5. Identify and discuss issues related to inter group relations.

Course Contents:

Unit: 1

Social psychology: meaning and nature. 2. Brief history of Social Psychology, Social Psychology in the New Millennium

Unit:2

Research methods and application of social psychology: Naturalistic observation – Non participant and participant observation, Archival research, Experimental method, Correlational method.

Unit:3

Social Cognition: Meaning and Approaches – attribution approach, schema approach.

Unit: 4

Attitude: Meaning and Formation of attitude, Attitude – Behaviour link; Influence of attitude on behaviour; factors responsible for such influence, Attitude change: Approach to attitude change. Persuasion approach – cognitive approach to persuasion, systematic processing, heuristic processing and elaboration likelihood model, Attitude change overtime- Spontaneous attitude change, Persistence of attitude change, Attitude Resistance to change

Unit : 5

Concept of Pro-social behaviour, Latency Darley's five steps model; situational factors: Attraction, Attributions and Pro-social models, Theories of pro-social behaviour: Empathy - Altruism theory; egoistic theory; genetic selfishness.

Unit: 6

Concept and meaning of interpersonal attraction: Factors affecting interpersonal attraction: Proximity, familiarity and similarity. Theories of interpersonal attraction: Reinforcement theory, complementary theory and exchange theory. Theories of inter group relations: Social identity theory, Realistic conflict theory, Equity theory.

Recommended Books:

1. Baron, R.A. & Byrne, Donn : Social Psychology – Understanding Human Interaction. Fifth Edition Prentice Hall of India, Private Ltd. New Delhi. 1988.
2. Baron, R.A. & Byrne, Donn : Social Psychology – Tenth Edition, Prentice Hall of India, Private Ltd. New Delhi. 2003.
3. Berkowitz, Leonard : A survey of Social Psychology. Third Edition. CBS, Publishing Japan Ltd. 1986.
4. Jones, E.E. & Gerard, H.B. : Social Psychology: John Wiley Sons. 1967.

5. Feldman, R.S. : Social Psychology. Second Edition. Prentice Hall, Upper Saddle River, New Delhi. 1988.

CC-11: COMPUTER APPLICATION IN PSYCHOLOGY

COURSE CODE: MPSYCCT205

Course Objective: To impart the theoretical and practical knowledge of statistical methods and computation of statistical test through computer and how to use software like Excel and SPSS for data analysis.

Course Outcomes: After completion of the course, the student shall be able to:

1. Understand basic principles of computer application in psychology.
2. Use data analysis software: Excel and SPSS.
3. Enter, Read, Screen, and transform the data.
4. Apply SPSS to analyze data.
5. Interpret data output.

Course Contents:

1. MS Office (MS Word, Power Point, MS Excel).
2. Overview of IBM Statistical Package for Social Science (SPSS).
3. Data entry, screening, transformation and computation of new variable, Output management.
4. Estimation of Frequency and Descriptive Statistics, Preparation of Charts/Graphs.
5. Compare Means: t-test (Independent and Correlated).
6. One way Analysis of Variance (ANOVA) with Multiple Comparison Test.
7. Correlational techniques (Pearson 'r' and Spearman 'rho').
8. Exploratory Factor Analysis: Concept, Uses and Computation.
9. Simple and Multiple regression analysis: Concept, Uses and Computation.
10. Item analysis: Meaning and purpose, difficulty and discrimination indices.
11. Reliability types, computation and factors affecting the reliability.
12. Validity types, computation and factors affecting validity.
13. Norms: Definition and nature, percentile ranks, Z, T, Stanine scores.
14. Test Manual: Preparation and publication

Recommended Books:

1. Bayard, P. & Grayson, A. (1976). Introducing psychological research. London: MacMillan.
2. Singh, A.K. (2002). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharti Bhawan

3. IBM SPSS brief guide (online)
4. Sabine, L. & Brian S. E. (2004). A Hand Book of Statistical Analyses using SPSS. Chapman & Hall/CRC Press LLC
5. Arthur Griffith (2010). SPSS for Dummies. Wiley Publishing, Inc.

**CC-12: PRACTICUM –BASED ON PSYCHOPATHOLOGY AND SOCIAL
PSYCHOLOGY**

COURSE CODE: MPSYCCP206

Practicum:

1. Diagnosis of psychological issue by MMPI-2 , Rorschach Test
2. Semi-structured interview for diagnosing psychological disorder
3. Assessment of psychiatric/ mental health problems in elderly
4. Assessment of ADHD in children
5. Measurement of attribution bias
6. Assessment of aggression
7. Measurement of Self efficacy
8. Interpersonal sensitivity

SEMESTER-III

CC-13: PROBLEMS OF DEVELOPMENT AND PATHOLOGIES ACROSS LIFE SPAN

COURSE CODE: MPSYCCT301

Course Objective: The *course objective* is to help students to explore the main concepts of Life Span Developmental and various pathologies which develop *across lifespan*

Course Outcomes:

After completing the course, the students will know

1. Concepts of life span development
2. Approaches of development
3. Various pathologies developed during different stages of life
4. Pathologies and associated causes and Intervention

Course Contents:

Unit 1

Introduction to developmental problems and pathologies: a) Approaches to study of development: Psychoanalytical, Behavioral and Cognitive b) Factors in genesis of problems and pathologies: Heredity and neuropsychological factors, Role of family, teachers and peers, Role of demographic factors. c) Application of knowledge of developmental problems in various fields

Unit 2

Infancy, childhood, and adolescence: a) Identification of developmental pathologies in Infancy and Childhood: Developmental delays and mental retardation. Autism Spectrum disorders, Attention Deficit Hyperactivity disorders, Specific learning disorders: Causes, Intervention, and training b) Adolescence: Identity crisis and its resolution, Concern with career and job choice, Conduct disorders, Identification of early signs of Personality disorders and Intervention strategies. d) Socially disadvantaged children: Psychological characteristics and rehabilitation programs.

Unit 3

Problems related to anger and violence: a) Problems of anger management in childhood and adolescence b) Violence: i) Types and causes of violence against children and adolescents. ii) Impact of violence on children. iii) Child protection and rehabilitation.

Unit 4

Problems of adulthood: a) Work stress b) Interpersonal Communication-Marital discord c) Parenting of special children d) Single parenting

Unit 5

Problems associated with aging: a) Changes and problems associated with aging b) Identification and management of Dementia c) Death and dying. Problems of attaining meaning of life. Euthanasia. d) Role of spirituality and holistic approach to wellness

Recommended Readings:

1. Agochiya, D. (2010). Life Competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. Sage. New Delhi.
2. Ahuja, R. (1992). Social problems in India. Nice.
3. Ahuja, R. (2014). Social Problems in India. 3 rd Edition. Rawat Publication. Syllabus- Applied Psychology, C.U., 2018 16
4. Brown, R.T. & Reynolds, C.R. (1986). Psychological Perspectives on Childhood Exceptionality: A Handbook. Wiley Interscience Publication: New York.
5. Cassidy, J. and Philip, R.S. (Eds.) (2008). Handbook of Attachment, 2nd Edition: Theory, Research and Clinical Applications. Guilford Press. New York.
6. Cornish, J. (2017). The Dementia Handbook: How to Provide Dementia Care at Home. Create Space Independent Publishing Platform.
7. Das. S.B. (2017). Death, Time and Other: Ethics at the Limit of Metaphysics. Aakar Books. Delhi.
8. Kulkarni, S.K. (2016). The Art of Ageing: Planning for a Comfortable Old Age. Indus Source Books. Delhi.
9. Levine, L.E. and Mansch, J. (2014). Child Development: An Active Learning Approach. 2nd Edition. Sage. New Delhi.
10. Messer, D. & Millar, S. (1999). Exploring Developmental Psychology. Hodder
11. Mills, R. & Duck, S. (1999). The Developmental Psychology of Personal Relationships. Wiley.
12. Moshman, D., Glover, J.A. & Bruning, R.H. (1987). Developmental Psychology. Little, Brown & Co.
13. Muir, D. & Slater, A. (2000). Infant Development: The Essential Readings. Blackwell.
14. Richard, M.D. and Furman, F. (2018). Defeating Dementia: What You Can Do to Prevent Alzheimer's and Other Forms of Dementia. Revell.
15. Rudolph, H. & Schoffer,. (2006). Key Concepts in Developmental Psychology. Sage Publication: London.
16. Smith, P.K., Cowie, H. and Blades, M. (2011). Understanding Children's Development. 5th Edition. Wiley.
17. Thakur, M.E., Blazer, D.G. and Steffens, D.C. (Eds) (2014). Clinical Manual of Geriatric Psychiatry. American Psychiatric Publishing. Inc.
18. Valsiner, J. (2000). Culture and Human Development. Sage. 19. Van Hasselt, V.B., Strain, P.S. & Hersen, M. (1988). Handbook of Developmental and Physical Disabilities. Pergamon General Psychology Press: Oxford.

MAJOR ELECTIVE: GROUP A**PERSPECTIVES IN CLINICAL PSYCHOLOGY****COURSE CODE: MPSYMET302****Course Objectives:**

To impart the theoretical and applied knowledge of Clinical Psychology.

Course Outcomes:

After completing the course, the students will

1. Demonstrate knowledge of Clinical Psychology and its sub-specialties
2. Understand historical background of psychotherapies.
3. Understand major theoretical approaches and psychotherapies based on these approaches.
4. Get an idea of the processes involved in different psychotherapies.
5. Get acquainted with various issues, challenges, and future directions in clinical Psychology.

Course Contents:

Unit 1

Clinical Psychology: Definitions; Characteristics of Clinical Psychology, A Brief Historical Review, And Distinction between Clinical and Abnormal Psychology Subspecialties of Clinical Psychology: Clinical Health Psychology, Forensic Psychology, Geropsychology, Clinical Neuropsychology, and Child Clinical Psychology. Contemporary Issues and Future directions in Clinical Psychology.

Unit 2

Diagnosis: Functions of Diagnosis, Clinical Assessment methods: Clinical Interview, mental status examination and case history; Behavioural Assessment methods: observational method and self report method, Overview of Uses of Psychological Tests for Clinical Purposes, ICD-10 and DSM-5 Classification systems

Unit 3

Clinical problems:

- a) **Anxiety disorders:** Separation Anxiety disorder, specific phobia, panic disorder, generalized anxiety disorder - Symptoms, causes and treatments
- b) **Trauma and stress related disorders:** PTSD, Dissociative disorders: dissociative identity disorders, derealization disorders - Symptoms, causes and treatments
- c) **Sexual Dysfunctions and Gender Dysphoria; Personality Disorders**(Psychopathic Problems and Criminal Behaviour)– Symptoms, causes and treatments,

Unit 4

Role of Clinical Psychologists in different field: Mental Hospital, Child Guidance Clinics, schools and industry, Professional issues in Clinical Psychology

Recommended Readings:

1. Pomerantz, A.M: Clinical Psychology-Science, Practice and Culture.DSM-5 Update, SAGE Publication, 2014
2. Plante. T.G: Contemporary Clinical Psychology. New York: John Wiley & Sons, Inc.2011
3. Hecker J.E, Thorpe G.L: Introduction to clinical psychology. Pearson Publication, 2005
4. Korchin, S.J.: Modern Clinical Psychology: Principles of Intervention in the clinic and community. New York: Basic Books.
5. Barnhill, J.W. (2013). DSM-5 (@) Clinical Cases, 1st Edition, American Psychiatric Association Publishing.
6. Berman, P. S. (1997). Case conceptualization and treatment planning. Sage.

7. Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2014). Abnormal Psychology, 16th Edition, Pearson.
8. Comer, R. J. (1998). Abnormal Psychology. WH Freeman and Company. Syllabus- Applied Psychology, C.U., 2018 20
9. Dagnostic and Statistical Manual (Fifth Edition), DSM-5 tm, (2013). American Psychiatric Association.
10. Gelder, M., Gath, D., Mayou, R. & Cowen, P (1996). Oxford Textbook of Psychiatry. Oxford Univ Press. 10. Goldberger, L., & Brezenitz, S. (1982). Handbook of Stress. Theoretical and Clinical Aspect. The Free Press. New York.
11. Kendall, P.C., & Butcher, J. N. (Eds). (1982). Handbook of research methods in clinical psychology. Wiley. New York.
12. Lazarus, R. S. & Folkman, S. (1984). Stress, Appraisal and Coping. Springer.
13. Newton, T., Finman, S. & Handy, J. (1995). Managing Stress. Sage.
14. Pestonjee, D. M. (1992). Stress and Coping. An Indian Experience. Sage.
15. Pomerantz, A.M. (2017). Clinical Psychology: Science, Practice and Culture: DSM-5 Update, 4th Edition, Sage Publications.
16. Sidis, B. (2017). The Foundation of Normal and Abnormal Psychology, Forgotten Books Publishing. Watson, R.I. (1983). The clinical methods in Psychology. John Wiley & Sons, New York.
17. Wolman, B.B. (1965). Handbook of Clinical Psychology. McGraw Hill.

MAJOR ELECTIVE: GROUP A

NEURO-DEVELOPMENT AND NEURO-COGNITIVE DISORDERS

COURSE CODE: MPSYMET303

Course Objective: To provide an understanding of the symptoms, etiology and treatment of Neuro-developmental and Neuro-cognitive disorders to the learners.

Course Outcomes:

After completing the course, the students will be able to

1. Understand concept of Neuro-developmental Disorders & Neuro-Cognitive Disorders
2. Recognize symptoms and risk factors associated with above mentioned disorders.
3. Understand the methods of screening and clinical assessments of various neurological disorder
4. be acquainted with diagnostic criteria for identifying mild and major neurocognitive disorders according to DSM-5

Course Contents:

Unit -1

Introduction: Neuro-developmental Disorders, Neuro-Cognitive Disorders: Concept, Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis

Unit -2

Neuro-developmental Disorders: i) Intellectual Disabilities ii) Communication Disorders iii) autism spectrum disorders iv) Attention Deficit/ Hyperactivity Disorder v) Specific Learning Disorder, vi) Motor Disorders, Tic Disorders and other Neurodevelopmental Disorders: Concept, Symptoms, Epidemiology, Etiology and Treatment

Unit -3

Neuro-Cognitive Disorders: i) Delirium - Concept, Symptoms, Epidemiology, Etiology and Treatment ii) Major Neuro-Cognitive Disorders–due to Alzheimer’s disease, Traumatic Brain Injury, Vascular Disorders, Fronto-temporal lobe degeneration, Lewy Body Dementia, Parkinson’s disease, and Huntington’s Disease: Concept, Symptoms, Epidemiology, Etiology and Treatment iii) Mild Neuro-Cognitive Disorders: Concept, Symptoms, Epidemiology, Etiology and Treatment iv) Diagnostic criteria for identifying mild and major neurocognitive disorders according to DSM-5

Unit -4

Screening and Clinical Assessments: Delirium, Mild and Major Neurocognitive disorders: Brain Scan: MRI, EEG, CT and PET scan; MMSE, MOCA, Mini-Cog, Glasgow Coma Scale, Bender Gestalt Test (BGT), PGI- Battery of Brain Dysfunction (PGI-BBD), Dementia Rating Scale

Recommended Readings:

1. King, A.M., Johnson, S.L., Davison, G.C. & Neale J.M (2014): Abnormal Psychology: An Experimental Clinical Approach. New York: John Wiley & Sons, Inc.
2. Butcher, J.N., Mineka, S., & Hooley, J.M. (2015): Abnormal Psychology & Modern Life (15thEd.) New Delhi: Pearson
3. Carson, R.C. & Butcher, J.N. (1992): Abnormal Psychology & Modern Life New York: (9thEdition) Haper & Collins New York.
4. Sarason, I.G. & Sarason, B.R. (2014): Abnormal Psychology: The problem of Maladaptive Behaviour (10th Ed.) New Delhi: Pearson Education
5. Barlow, D.H. & Durand, V.M. (2004): Abnormal psychology: An integrative approach (4th Ed.) Pacific Grove: Brooks/Cole.
6. Butcher, J.N. (2014): Abnormal Psychology. New Delhi: Pearson Education
7. Kaplan, H.J., & Sadock, B.J. (2004): Synopsis of comprehensive textbook of psychiatry (10th Ed.). Baltimore: Williams & Wilkins.
8. Sarason. I.G. & Sarason, B.R. (2006): Abnormal psychology. (11th Ed.). Delhi: Prentice

MAJOR ELECTIVE: GROUP B

ORGANIZATIONAL BEHAVIOUR

COURSE CODE: MPSYMET302

Course Objective:

To help students understand the human behaviour in organizational settings.

Course Outcomes:

After completing the course, the students will

1. Develop basic knowledge of Organizational Behaviour.
2. Be aware about historical perspective of Organizational Behaviour.
3. Be able to analyze the role and limitations of Organizational Behaviour.
4. Be competent enough to understand aspects of emerging organization and its impact.
5. Understand the principles of motivation in organizational set up.
6. Be competent in motivation application through job design.

Course Contents:

Unit-1

Introduction: Meaning and History of Organizational Behaviour, the organizational system; structural characteristics of organizations; organizational designs; Challenges and Opportunities of OB, Approaches to Organization Behaviour: Classical and Neo-classical Approaches; Ethical issues in Organization Behaviour.

Unit-2

Communication, Conflict, and Decision making: Definition and Types of communication, Barriers to communication, Intra-individual, interpersonal, and inter-group conflicts, Conflict-resolution techniques, causes and consequences, Decision making, Johari Window, Transactional Analysis

Unit-3

Leadership: Meaning of Leadership, Leadership Styles, Theories of Leadership, Role of Leadership in organizational development

Unit-4

Organizational Culture and Organizational Development: Nature of Organizational Culture, Creating, Sustaining and Changing Culture, Organizational Socialization, Multiculturalism and Diversity Management, Entrepreneurship development, Innovation, promoting ethics in organizational culture.

Unit-5

Motivation in Workplace: Meaning, process & characteristic. Theories of Motivation: Content theories Maslow's Hierarchy of Needs, Herzberg's Motivation- Hygiene theories of

motivation, Alderfer's ERG mode, Process Theories: Vroom's Expectancy model, Adam's Equity theory of work motivation. Motivation application through job design: Job rotation, Job enlargement and Job enrichment, Job characteristics approach to task design: Hackman-Oldham Job characteristics model of work motivation.

Unit-6

Aspects of emerging organizations and their impact on organization development, The role of information Technology: The flattening and downsizing of organizations, Paperless revolution, Mimicking brains.

Recommended Readings:

1. R. M Bass, J. D. Dearth: Organization Behaviour, Sage Pub, New York, 1987
2. L.M. Prasad: Organisational Behaviour
3. Schien, Adger: Organisational Behaviour
4. Paul Hersey: Management of Organisational Behaviour (Sixth Edition) Prentice Hall of India Pvt. New Delhi.
5. Robbins, S.P.: Organizational Behaviour Concepts, Controversies, and Applications, Prentice Hall of India Pvt. Ltd.
6. Luthans, F.: Organizational Behaviour, Seventh Edition, McGraw- Hill. International Edition. George, J. M. & Jones, G. R. (2005). Understanding and managing organizational behavior (4th Ed.). Upper Saddle River, NJ: Prentice Hall.
7. Hellriegel, D., & Slown, J. W. (2004). Organizational behavior. South Western: Thompson
- Riggio, R. E. (2003). Introduction to industrial/organizational psychology (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.

MAJOR ELECTIVE: GROUP B

HUMAN RESOURCE MANAGEMENT

COURSE CODE: MPSYMET303

Course Objective:

To make the learners familiarize with the concept of Human Resources Management and its application in the overall organizational effectiveness.

Course Outcomes:

After completing the course, the students will

1. The concept of human resource Management.
2. The challenges involved in application of human resource Management.
3. The necessity of human resource planning.
4. To deal with issues involved in human resource planning.
5. The application of performance management and the issues involved.

Course Contents:

Unit -1

Human resource management: Meaning, Function, important Principles and policies of HRM, Personnel Management vs. HRM, HRD vs. HRM, Strategic Role, International human resource management.

Unit-2

Models of HRM: Fomburn, Tichy & Devana Model, Harvard Model, Guest Model, and Warwick Model.

Unit-3

Human Resource Planning: Importance, process, Forecasting Demand, Estimating Supply, Effective HRP, Human resource accounting. Job Analysis: Uses, Process, Methods, job description & job specifications.

Unit-4

Recruitment: Objectives & Constraints, Sources, Methods, Selection: Process, Tests for Selection (Cognitive Ability, Motor & Physical Ability, Personality, Achievement), Interview as selection Device.

Unit -5

Job Evaluation: Uses, Methods, job evaluation and Establishing pay structure. Performance Appraisal: Comparing with Performance Management, Methods, Challenges, Legal implications

Unit-6

- a. Employee compensation: Incentive Plans: Individual Employee, Team/Group, organization wide. Employee Benefits: Pay for time not worked, Insurance benefits, Retirement benefit, Personal & Family friendly benefits.
- b. Health & Safety: Legal Provisions, Measures, Accidents, Safety Management. Grievance & Discipline: Features & Forms, Model Grievance Procedure, Approaches to Discipline, Disciplinary Action, Essentials for a Good Disciplinary System.

Recommended Books

1. Bermardin, H.J. (2007). Human resource management. New Delhi: Tata McGraw Hill.
2. Decenzo, D.A. & Robbins, S.P., & Verhulst, S.L. (2015). Personnel and human resource management. Wiley India (11 th Edition) New Delhi
3. Rao V.S.P. (2010). Human resources management: Text and cases. New Delhi: Excel Books.
4. Dessler, G., Varrkey, B. (2017). Human resource management. New Delhi: Pearson
5. R.M. Bass, J.D. Drenth: Organisational Behaviour, Sage Pub. New York (1987).
6. N.K. Chadda: Human Recourse Management issues, case studies and experimental exercises.
4. Biswajeet- Patnayak. : Human Recourse Management
7. Kaswathappa: Human Resources and Personnel Management
8. C.B. Gupta: Human Recourse Management. Sultan Chand & Sons Publishers.
9. T.N. Chhabra: Human Recourse Management, concepts, and issues

GROUP A- FOR CLINICAL SPECIALIZATION
CC14: PRACTICUM-PSYCHOLOGICAL ASSESSMENT AND THERAPY
COURSE CODE: MPSYCCP304

Practicum:

1. Introduction to interview, clinical examination and psychological testing and its utility in clinical psychology, Recording of case History, mental status examination: Observation and Interview techniques, Diagnosis, differential diagnosis and case formulation of
 - i. 2 cases of major Psychiatric/Personality Disorders
 - ii. 2 case of Mental retardation/developmental disability
 - iii. 1 case of neurological disorder/substance dependence
2. Applying self-report, psychological and neuropsychological test or projective techniques as required for assessment and clinical report writing of
 - i. 2 cases of major Psychiatric/Personality Disorders
 - ii. 2 case of Mental retardation/developmental disability
 - iii. 1 case of neurological disorder/substance dependence
3. Final diagnosis and application of Psychotherapy and intervention techniques: Behaviour therapy, Cognitive Behaviour Therapy, Biofeedback and relaxation techniques (training) : Any 1 case of major Psychiatric disorder (Child/Adult)

GROUP B- FOR O.B. SPECIALIZATION
PRACTICUM-RELATED TO ORGANIZATIONAL BEHAVIOUR
COURSE CODE: MPSYCCP304

Practicum:

1. Measurement of Organizational Climate / Culture.
2. Measurement of Performance Appraisal
3. Measurement of Leadership Styles
4. Measurement of Job Involvement.
5. Studying Work Commitment on Motivation/Job Satisfaction
6. Study of Employees Job Burnout, Occupation Stress/Job Anxiety and application of intervention strategies of stress management.
7. Study of well being/Mental and Physical Health of various levels of employees.
8. Study the safety programme of an industry and identify the probable aspects of inadequacies

OPEN ELECTIVE: FOR ALL
STRESS AND STRESS MANAGEMENT
COURSE CODE: MPSYOET305

Course Objective: To provide theoretical knowledge regarding stress and its effects as well as the various techniques to manage stress in daily life

Course Outcomes:

After completing the course, the students will

1. Comprehend the the nature of stress and psychological and physiological effects of stress
2. Grasp the concepts related to individual differences in stress reactions across lifespan
3. Assess individual risk factors as related to stress (behavioral, emotional, physical & spiritual)
4. Understand and learn how to use various techniques and determine the most appropriate method to aid in managing your reaction to stress
5. Develop the ability to tap personal strengths for preventing stress and achieving meaningful goals; and
6. Accept the responsibility of taking charge of your own levels of stress

Course Contents:**Unit- 1**

Scientific Foundations of Stress: Definition, Indian and Western Concept of Stress, Theoretical models of Stress

Unit- 2

Stress: Physiological Arousal and Behaviour Change, Sources of stress (neuro-endocrinology, personality, environment, intrapersonal and interpersonal sources of stress), Types of Stress, Consequences of stress, Stressful Behaviour and Health Status- somatic and anxiety problems

Unit- 3

Life Situations and Perception of Stress, Stress among children and adolescence, Stress among the elderly, Stress among trauma victims, Family and work stressors and interventions

Unit- 4

Stress and Coping: Concepts and theoretical perspectives of coping, Personal coping resources, Coping styles and strategies, Challenging stressful thinking, time management, psychological and spiritual relaxation method

Unit- 5

Assessment of Stress, Management and Counselling Techniques, Stress and coping, Behavioural techniques of management, Health promoting and health damaging lifestyles, Cognitive Behavioural techniques of management, Social Skills Training, Indigenous techniques

Unit- 6

Stress reduction technique: Mindfulness, Autogenic training, Biofeedback, Relaxation, Yoga and Meditation

Recommended Readings:

1. Chen, D. D. (2017). Stress Management and Prevention: Applications to Daily Life, Taylor and Francis, 3rd Edition.
2. Conrad, C.D. (2011). The Handbook of Stress: Neuropsychological Effects on the Brain. Wiley-Blackwell.

3. Goldberger, L. & Brezenitz, S. (1982). Handbook of stress: Theoretical and Clinical Approaches. NY Free Press.
4. Greenberg J. S., (2009). Comprehensive Stress Management, 10th Ed. Tata McGraw-Hill Publications.
5. Horn, S. & Munajo, M. (1997). Theory Research and Intervention. Open Univ Press.
6. Kar, C. (2013). Exceptional Children: Their Psychology and Education. Sterling Publishes Pvt. Ltd.
7. Kurtz, L. F (1997). Self Help and Support Groups. Sage.
8. Lazarus, R. S. and Folkman, S. (1984). Stress Appraisal and Coping. Springer. N Y.
9. Lines, D. (2006). Brief Counselling in Schools: Working with Young People from 11 to 18. (2nd Edition). Sage Publication. New Delhi.
10. Lovallo, W.R. (2004). Stress and Health: Biological and Psychological Interactions (Behavioral Medicine and Health Psychology), 2nd Edition. Sage Publications.
11. Mishra, G. (1999). Psychological Perspective of Stress and Health. Concept.
12. Palmer, S. and Dryden, W. (2010). Counselling for Stress Problems. Sage. New Delhi.
13. Pestonjee, D. M. (1992). Stress and Coping. Sage.
14. Scott, M., Stradling, S.G. & Dryden, W. (1995). Developing cognitive behavioural counselling. Sage.

SEMESTER-IV

CC15-: INDIAN PSYCHOLOGY & ITS APPLICATION COURSE CODE: MPSYCCT401

Course Objectives:

To enable an in-depth engagement of students with the core psychological concepts available in the Indian traditions and to creatively evolve the applications of Indian psychological concepts.

Course Outcome:

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

1. Outline the fundamental concept of Indian Psychology in comparison with Western Psychology concepts
2. Examine various concepts of Indian Psychology on Personality and states of consciousness through Upanishads, Nyaya, Advaita Vedanta etc
3. Illustrate the ideas of Yoga and apply the knowledge for self-development
4. Analyzing various religious school of thought in explaining the concept of Mind
5. Apply the concept of Indian psychology in various fields like counselling, education, organizational behavior etc

Course Content

Unit – I Introduction to Indian Psychology

Nature of Indian Psychology, Fundamental assumptions of Indian Psychology, Mind-body complex, Psychology: Eastern and Western Approach

Unit – II Centrality of Consciousness

Consciousness in Indian Psychology, Advaita-mata-physics of consciousness, Buddhist phenomenology of consciousness- elements of consciousness, four planes of consciousness & forms of consciousness

Unit – III Yoga Psychology

Concept, paths of yoga, Higher mental powers and Yoga, Integral yoga – gunas of prakriti, self-ego and individuality, Manifest being, surface being, inner being, the outer being.

Unit – IV Psychology of Buddhism, Jainism And Sufi (Shabna madam)

Buddhism – factors of personality, levels of consciousness, functioning of mind.

Jainism – nature of consciousness – cognition, sense organs, non-verbal comprehension, verbal comprehension, extra sensory perception, affection, conation, mental activity.

Sufi – Historical background and aim, basic concepts: spirit, views of the self and soul, sufism and the integration of man, Metaphysical concepts: attributes of God, freedom of will, beliefs and action, reason and revelation

Unit – V Applying Indian Psychology

Counselling and therapy – vipassana and mindfulness, Hathayaoga based therapies: The Gita as guide. Education – Gandhi's NaiTalim, Satyagraha- psychospiritual tool for conflict resolution: Tagore's system of education; Sri Aurobindo's integral education.

Recommended Books:

1. Safaya, R. (1975). Indian Psychology. New Delhi: MunshiramManoharlal Publishers
2. Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc.
3. Rao, K.R. &Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
4. Kuppuswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.
5. Kireet Joshi & Matthijs Cornelissen (2012). Consciousness, Indian Psychology and Yoga, Centre for Studies in Civilizations
6. Swami Ram (2009). Yoga and Psychotherapy: The Evolution of Consciousness, Himalayan Institute Press
7. Mathijs, Cornelissen, R.M., Misra,G.&Verma, Suneet (2011). Foundation of Indian Psychology, Vol 1, Theories and Concepts. New Delhi: Pearson

Web Resources 1. Soul Beliefs: Causes and Consequences – www.coursera.org

2. Psychology 101: Why we think, Feel & Act the way we do – Udemy.com

CC16-: NEUROPSYCHOLOGY **COURSE CODE: MPSYCCT402**

Course Objectives: To provide in depth understanding of Neuropsychological substrate of various psychological processes

Course Outcomes:

- To develop the knowledge on the basic principles of **neuropsychology** and its future perspectives;
- To understand the relationships between the brain, on the one hand, and the 'mind' and behavioral control, on the other.

Course Content

Unit-1. Introduction to Neuropsychology

History, important terms & concepts.

Unit 2. Neuropsychological deficits in stroke, Head injury, tumors, epilepsy, Brain Reorganization and Plasticity; Spontaneous Recovery

Unit-3. Lobe functions and disfunction-I:

- a) **Frontal Lobes:** Specific functions; Premotor and prefrontal cortex; Neuropsychological assessment of frontal lobe functions and dysfunctions
- b) **Temporal Lobes:** Specific functions and dysfunctions; Temporal lobe and the limbic system; Neuropsychological tests for temporal lobes

Unit-4. Lobe functions and disfunction-II

- a). **Parietal Lobes:** Somatosensory perception; Tactile perception and body sense; Spatial orientation and spatial neglect; symbolic synthesis; Neuropsychological examination of functions and dysfunctions of parietal lobes.
- b). **Occipital Lobes:** Anatomical division; Basic visual functions; Visual perceptual functions Visual prostheses; Neuropsychological testing of functions & dysfunctions of occipital lobes.

Unit -5.Neurophysiology of sleep and cognition: Neurological aspects of learning, memory, motivation. Neural substrates regulating state of sleep and wakefulness.

Recommended Books:

1. Carlson, N. R.(2013) Physiology of Behaviour, 11th ed. New Delhi: Pearson Education.
2. Graham, R. B. (1990) Physiological Psychology. California: Wadsworth.
3. Kalat, J. N. (2001) Biological Psychology. California: Wadsworth.
4. Levinthal, C.R. (1991) Introduction to Physiological Psychology. New Jersey: Prentice Hall.
5. Pinel, J. (2011) Biopsychology.(8th ed).New Delhi: Pearson Education. 11
6. Rosenzweig, M.R., Liemen, A.L. and Breed Love, S.M. (1999) Biological Psychology: An Introduction to Behavioural, Cognitive and Clinical Neurosceince. 2nd Edition Massachusetts: Sinauer
7. Kolb, B. & Wishaw, I.Q. (1996). Fundamentals of human neuropsychology. New York.
8. Zaidel, D.W. (1994) Neuropsychology, New York, Academic Press.
9. Gazzaniga, M.S. (2002). Cognitive neuroscience: The biology of mind (2nd Ed.). New York: W.W. Norton and Company.

MAJOR ELECTIVE: GROUP A
PSYCHOTHERAPEUTIC APPROACHES
COURSE CODE: MPSYMET403

Course Objectives: To enable in-depth understanding of detail for concepts and theories in terms of learning psychology in relation to psychopathology and treatment.

Course Outcomes:

- Orientation to different schools of psychotherapy and therapeutic techniques

- Understanding implication of various therapeutic techniques in different symptomatology
- Learn contemporary advancements in psychotherapy

Course Content

Unit I: Introduction to Psychotherapy

Objectives and Principles of Psychotherapy, Types of Psychotherapies, Ethical and cultural issues in Psychotherapy, record keeping; Stress, Burnout and personal growth of the therapist

Unit II Psychodynamic Therapies

Psychoanalysis and other psychodynamic approaches (including brief dynamic therapy)

Unit III: Behavioral & Cognitive-Behavioral Therapies

Behavioral therapy, Cognitive therapy (Beck), Rational Emotive Behavior Therapy (Ellis).

Unit IV: Humanistic Therapies

Client-Centered, Existential and Gestalt therapies.

Unit V: Couples Therapy, Family Therapy and Group Therapy Theoretical frameworks, Issues and therapeutic approaches. Evidence based practices, Treatment planning

Unit VI: New Generation Psychotherapies

Acceptance and Commitment Therapy, Dialectical Behaviour Therapy, Mindfulness Based Cognitive Therapy; Interpersonal psychotherapy; Cognitive remediation and neuropsychological based intervention.

Recommended Book:

1. Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.
2. Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning
3. Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.
4. Corey, G. (1996). Theory and practice of counseling and psychotherapy (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole. 38
5. Dryden, W. (2007). Dryden's handbook of individual therapy. (5th ed). Sage Publications: New Delhi.
6. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education
7. Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multicultural perspective (4th ed.). Boston: Allyn & Bacon.
8. Koocher, G.P., Norcross, J.C., & Hill III, S.S. (eds.). (1998). Psychologists' desk reference. Oxford: Oxford University Press.
9. Miltenberger, R.G. (2001). Behavior modification: Principles and procedures (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.

10. Palmer, S. (ed.). (1999). Introduction to counseling and psychotherapy: The essential guide. New Delhi: Sage.
11. Prochaska, J.O., & Norcross, J.C. (2003). Systems of psychotherapy: A transtheoretical analyses (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.

MAJOR ELECTIVE: GROUP A
COMMUNITY AND HEALTH PSYCHOLOGY
COURSE CODE: MPSYMET404

Course Objectives: To develop advanced understanding of relevant concepts, issues and work methods in community and health psychology

Course Outcomes:

- Experience with community psychology approaches and relevant theoretical perspectives and empirical evidence can be applied to analyse, understand and solve mental health difficulties.
- Developing insight to health psychology and various psycho-social models of health
- To know the causes, consequences and the psycho-social impact of chronic illnesses

Course Content

- 1. Community Psychology:** a) Definition and concepts b) Perspectives c) Core values d) Current trends and social implications
- 2. Community Research and Epidemiological Studies:** a) Aims of Community research b) Methods of Community Psychology research: Quantitative and qualitative. c) Community health and epidemiological studies
- 3. Health Psychology:** a) Concepts and models of health b) Health seeking behaviour c) Adhering to medical advice: Factors and theories d) Improving adherence
- 4. Community mental health:** Prevention and promotion -a) Key concepts b) History & Development of Community mental health c) Current and future applications d) National Health policies and programmes
- 5. Sources and management of health problems** a) Chronic illness b) Obesity c) Smoking and alcohol use d) Communicable diseases

Recommended Books:

1. Abraham, C., Conner, M. & Jones, F. & O'Connor, D. (2016). Health Psychology. 2nd edition. Routledge.
2. Athreya, V.B. (2000). Literacy and empowerment. Sage.
3. Bhattacharyya, S.K. (2000). Juvenile justice. An Indian scenario. Regency Pub. ND.
4. Caltabiano, M.L. & Ricciardelli, L.A. (2013). (Eds.). Applied Topics in Health Psychology. Wiley-Blackwell.
5. Chatterjee, M. (1998). Environment and Health in developing countries. APH Publication.
6. Dalton, J.H., Elias, M. J. et al. (2007). Community Psychology, Linking Individuals & Communities Wadsworth, Thomson Learning US.
7. Davar, B. (2001). Mental health from a gender perspective. Sage.

8. Devi, L. (1998). Health, nutrition and early childhood education. Anmol Pub.
9. Friedman, H. S. (1998). Encyclopedia of mental health. Academic Press.
10. Friedman, H.S. (2011). The Oxford Handbook of Health Psychology. Oxford University Press.
11. Kapur, M. (1995). Mental health of Indian Children. Sage
12. Moritsugu, J., Vera, E., Wong, F.Y. & Duffy, K.G. (2014). Community Psychology. Routledge.
13. Nelson, G., Kloos, B. & Ornelas, J. (2014). Community Psychology and Community Mental Health: Toward Transformative Change. Oxford University Press.
14. Ragin, D.F. (2013). Health Psychology: An Interdisciplinary Approach to Health. Routledge.
15. Rappaport, J. & Seidman, E. (2000). (Eds.) Handbook of Community Psychology. Springer-Science + Business Media, LLC.
16. Robin, D.M. & Martin, L.R. (2007). Health Psychology. Pearson.
17. Sanderson, C.A. (2012). Health Psychology. Wiley.
18. Scott, V. C. & Wolfe, S. M. (2015). Community Psychology: Foundations for Practice. Sage Publication.
19. Taylor, S.E. (1999) Health Psychology. McGraw Hill.

MAJOR ELECTIVE: GROUP B
TRAINING, DEVELOPMENT AND CHANGE IN ORGANIZATION
COURSE CODE: MPSYMET403

Course Objectives: To develop an understanding of training, development and change in organization.

Course Outcomes:

After completing the course, the students will

1. Understand Organizational Development in wider context.
2. Develop awareness about historical perspective of Organizational Development.
3. Understand and evaluate the models of Organizational Development.
4. Develop understanding of basic knowledge of Organizational Change.
5. Be competent in identifying the forces for change and resistant to change

Course Contents

Unit-1

Training and Assessment of Needs: Definition -Importance of training in organizations, Training as a profession, skills for trainers, Training Needs Analysis, Training design

Unit-2

- a. Training Methods: Non-experiential Training Techniques: Lecture method, Audio Visual assisted method, Programmed Instruction and Computer Assisted Instruction method: Suitability, advantages and limitations.
- b. Experiential Training Techniques: Experiential Learning approaches; Simulation, Inbasket Technique, Case- study, Role- Playing, T- Groups, group Discussion, business games- suitability, advantages and limitations.
- c. Technical Training Systems: On- the- job and off- the- job technical training Training approaches to improve productivity and quality: TQM and TPM, 5-s concept, six sigma, Quality circles and KAIZEN.

Unit-3

Organizational Development: Meaning and Definitions, History of Organizational Development, Values, Assumptions and Belief in Organizational Development, Second Generation OD: Organizational Transformation, Organizational Culture, Learning Organization, Intensified Teams, TQM, and Visioning and Future Search

Unit-4

Managing the OD Process: Diagnosis and Intervention. OD Interventions: Team Intervention, Intergroup and Third-Party Peacemaking Intervention, comprehensive Intervention and Structural Intervention.

Unit-5

Organizational Change: Concept and meaning of organizational change (O.C); Targets of change, Models of planned change: Kurt Lewin model, and Burke - Litwin model of organizational change, Kotter's 8 step model. Forces for Organizational Change, Resistance to Organizational Change, OD Techniques to deal with resistance to change and to promote change.

Unit-6

System theory: Nature of systems, Input factors and congruence among system elements, Socio technical systems.

Recommended Readings:

1. French, W.L. & Jr. Bell, C.H. (1995): Organizational Development: Behavioural Science Interventions for Organization Improvement. 6th Edition. Pearson Education. Ins.
2. Jones, G.R.: Organizational Theory, Design and Change. Pearson Education. Inc.
3. Thomas, G. Cummings/ Christopher, G. Worley: Theory of Organization Development & Change
4. Reidar Dale: Organisations and Development. SAGE Publications
5. Donald R. Brown/ Don Harvey: An Experiential Approach to Organization Development.
6. Aswathappa (2013). Organizational Behavior. Text, cases, games. (11th Edition) Mumbai. Himalaya Publishing House.
7. Camp, Blanchard & Huszycz (1986). Toward a more Organizationally Effective Training Strategy & Practice. New Jersey. Prentice Hall.
8. Goldstein (2002). Training in Organizations. 4th edition. Thomson & Wadsworth.

9. Goetsch, D. L., & Davis, S. B. (2014). Quality management for organizational excellence. Pearson
10. Landale (2006). Advanced Techniques for Training and Development. Infinity Books.
11. Muchinsky (2006). Psychology Applied to Work. 8th edition. Thomson Wadsworth.
12. Tripathi (2010). Organizational Development & Human Resource Development. New Delhi. Sultan Chand & Sons.

MAJOR ELECTIVE: GROUP B
WORKPLACE ISSUES AND IT'S INTERVENTION
COURSECODE: MPSYMET404

Course Objectives:

To acquaint the students with relevance and models of workplace counseling

Course Outcomes:

After completing the course, the students will

1. Be familiarize with models of workplace counseling
2. Understand the relevance of EAP programs
3. Comprehend the concept of workplace conflict and strategies to manage workplace conflict

Course Contents:

Unit-1

Understanding Workplace Counseling: Current Trends in Workplace Counseling, Models of Workplace Counseling, Workplace Counseling: Target Clients, Readiness for Employee Counseling, Counseling & Employees Growth, Ethical Issues in Workplace Counseling, Stress and Workplace Counseling, Work-Life Balance.

Unit-2

Impact of Organizations on Workplace Counseling: Setting up counseling at workplace, Systemic approaches to organizations, Organizational culture and counseling, Employee assistance programs (EAP), Promotion counseling, Preretirement counseling. Counseling for displaced employees, lay offs

Unit -3

Sexual Harassment at Workplace: Dynamics of sexual harassment: why it occurs? Types of sexual harassment, Impact of sexual harassment: emotional, physical and economic impact, Preventing sexual harassment. Workplace stress for the marginalized group

Unit -4

Conflict at Workplace: Nature of conflict, Causes of workplace conflict: intrapersonal and interpersonal c. Violence at workplace d. Strategies to manage workplace conflict

Recommended Books

1. Arnol J., & Robertson, I .T.,&Coopen, C. L. (1995). Work Psychology- Understanding human behaviour in workplace. London: Mcmillan.

2. Carrol,M&Walton,M.(1997). Handbook of counseling in organizations. New York: Sage Publications.
3. Carroll, M. (2002).Work Place Counseling. New Delhi: Sage Publications.
4. Cartwright,S&Cooper,C.L.(1997).Managing Workplace Stress. New Delhi: Sage Publications.
5. Coles, A. (2003). Counselling in the workplace. Berkshire, England: Open University Press, McGraw Hill Education. Boland M. (2005). Sexual Harassment in the workplace (1st ed.). Naperville, IL: Sphinx Publishing, Inc..
6. Boland M.L. (2002). Sexual Harassment: your guide to Legal Action: What you should know and what you can do. Naperville, IL: Sphinx Publishing, Inc.
7. Collins, S.D.(2009).Managing conflict and workplace relationship(2nded.). Mason, OH: South Western Cengage Learning.
8. Edelmann, R. (2000). Interpersonal conflicts at work. Hyderabad: Universities Press (India) Limited.
9. Kao,H.S.R; Sinha,D&Wilpert,B (2007).Management and Cultural Values. New Delhi: Sage Publications.
10. Landy, F. J. & Conte, J.M. (2010).Work in the 21st century: an introduction to Industrial and Organizational Psychology (3rd ed.). Blackwell publishers.
11. Sonnentag, S. (2002). Psychological Management of Individual Performance. John Wiley & Sons Ltd.

CC-17: PROJECT/DISSERTATION
COURSE CODE: MPSYCCP405

The dissertation work will be carried out by the students in the 4th semester on syllabus related issues, and this would include submission of dissertation and viva-voce examination.

ADD-ON COURSE: PERSONALITY DEVELOPMENT/ GENDER:
PSYCHOSOCIAL PERSPECTIVES AND ISSUES
COURSE CODE: MPSYAOC406