

Learning Outcome-based Curriculum Framework (LOCF)

Masters of Arts/Science Programme in Psychology
(Updated in April 2024)



Department of Psychology
School of Human and Environmental Sciences
Manipur University, Canchipur, Imphal

Affiliation

The master level programme of Psychology was introduced for the first time under the School of Human and Environmental Sciences at Manipur University on July, 2019 under the headship of Administrator Shri Jarnail Singh and Professor MC Arunkumar.

The department has a total strength on one Professor, four Assistant Professors and four Guest Faculties. The intake of students for the first batch was 40 which later increased to 45 seats for the second batch. At present the total intake capacity of the department is 70 seats.

Outcome of MA/MSc Psychology Programme

- Students will be benefited to have strong theoretical base on psychology and its practical rigor on various perspectives to explore human behaviour, mind and cognitive processes.
- Vivid and varied practical experience as well as field exposure will enhance student's skills for handling cases of utmost requirements of psychological help/interventions.
- Course will ensure enhanced learning to create ample opportunities on varied avenues for career options like Psychologist in Schools, NGOs, Government Offices, Family Welfare Offices, Corporates houses, Legal Aid Organizations, Community Psychologist, Mental Health Worker and Practicing Psychologist for career counselling and Guidance.
- After completion of the course, students will demonstrate the abilities to use knowledge particularly on contextualized problems and attempts to resolve through advanced methodological rigor gain from psychology course.
- Students will have opening opportunities to adopt career choices and further prune their skills in the fields of Clinical Psychology, Developmental Psychology, Mental Health Promotion Activist, Counsellor for Stress and related Mental Health Problems, learned academician, Scientists and researcher in the field of Psychology.

Programme Structure

The master level programme of Psychology will be having four semesters. First semester will consist of 5 theoretical papers and one practical. Second semester will consist of 5 theoretical papers and field work. Out of which one paper is from other department as a part of choice based credit system. Third semester will consist of two core papers, one

specialization which consist of two papers and one paper from other department as a part of choice based credit system. The total number of theoretical papers for 3rd semester is 5 and one practical. Fourth semester will also consist of three core papers, one specialization which consist of two papers. The total number of theoretical papers for 4th semester is 5 and one field work/dissertation. The course is designed for 2 years' programme.

Credit Requirements

The overall credit requirement of this programme is 96 including two sets of credit from other departments as a part of Choice-based credit system. Each paper shall carry 4 credits. The total credits per semester shall be 24.

Each paper will carry 100 marks out of which 30 marks shall be reserved for internal assessment, attendance, class-room participation and assignments. Any students who is not able to attend class for less than 75 percent, who is not participating in the class room assignment and failed to give in the internal assessment examination will be refrained from giving the main examination. The remaining 70 marks in each paper shall be awarded based on a written exam given at the end of each semester. There is no internal assessment for practical and field work/dissertation. The assessment will be given out of the total 100 marks based on the practical notes, practical examination and dissertation.

The pass percentage shall be 40% of both Internal Assessment test and End semester examinations.

Credit-based Choice system (CBCS)

The introduction of CBCS provides an opportunity for widening the knowledge of the students besides the enrolled course and for them to choose their area of interest from interdisciplinary courses. It allows them to explore others areas and hone their skills and broaden their perspectives. The CBCS programme starts from 2nd semester and continues till 3rd semester. There will be 4 credits per semester totaling up to 8 credits

Course Structure

A. Credit Distribution for MA/MSc Programme in Psychology

Sl. No.	Name of Papers	Total No. of Papers	Credits of each Paper	Total Credit
1	Core Course	14	4	56
2	Elective Course (Specialization)	4	4	16
3	CBCS	2	4	8
4	Practical/ Field Work	4	4	16
	Total			96

B. Semester-wise Course/Paper and Credit Distribution

Semester-I

Paper Code	Title of the paper	Credit/Mark	Total Hours
PSY 411	Systems & Theories of Psychology	4/100	60 Hours
PSY 412	Experimental Psychology	4/100	60 Hours
PSY 413	Theories of Personality	4/100	60 Hours
PSY 414	Biological Foundation of Behavior	4/100	60 Hours
PSY 415	Psychological Statistics	4/100	60 Hours
PSY 416	Practical	4/100	60 Hours
	Total of the Semester	24/600	360 Hours

Semester-II

Paper Code	Title of the paper	Credit/Mark	Total Hours
PSY 421	Social Psychology	4/100	60 Hours
PSY 422	Psychological Testing and Measurement (Psychometrics)	4/100	60 Hours
PSY 423	Cognitive Psychology	4/100	60 Hours
PSY 424	Research Methodology	4/100	60 Hours
PSY 425	Field Work (Theoretical discussion, data collection, drafting of dissertation)	4/100	60 Hours
Choice-Based Credit System: Elective Papers (Psychology students will opt one paper from other Departments)			
PSY 426	Psychology in Everyday Life	4/100	60 Hours
	Total of the Semester	24/600	360 Hours

Semester-III

Paper Code	Title of the paper	Credit/Mark	Total Hours
PSY 531	Psychology: Indian Perspectives	4/100	60 Hours
PSY 532	Health Psychology	4/100	60 Hours
	Total	8/200	120 Hours
Specialization Papers			
PSY 533 A	Fundamental of Clinical Psychology	4/100	60 Hours
PSY 534 A	Mental Disorder	4/100	60 Hours
PSY 535 AP	Practical	4/100	60 Hours
	Total	12/300	180 Hours
OR			
PSY 533 B	Theories of Developmental Psychology	4/100	60 Hours
PSY 534 B	Life stages of Psychological Development	4/100	60 Hours
PSY 535 BP	Practical	4/100	60 Hours
	Total	12/300	180 Hours
Choice Based Credit System: Elective Papers (Psychology students will opt one paper from other Departments)			
PSY 536	Stress and Health	4/100	60 Hours
	Grand Total of the Semester	24/600	360 Hours

Semester-IV

Paper Code	Title of the paper	Credit/Mark	Total Hours
PSY 541	Organizational behavior	4/100	60 Hours
PSY 542	Positive Psychology	4/100	60 Hours
PSY543	Peace Psychology	4/100	60 Hours
	Total	12/300	180 Hours
Specialization Papers			
PSY 544 A	Psychotherapeutic Technique	4/100	60 Hours
PSY 545 A	Clinical and Forensic Psychology	4/100	60 Hours
PSY 546 AF	Field work/Dissertation	4/100	60 Hours
	Total	12/300	180 Hours
OR			
PSY 544 B	Psychology of adolescents	4/100	60 Hours
PSY 545 B	Applied developmental psychology	4/100	60 Hours
PSY 546 BF	Fieldwork/Dissertation	4/100	60 Hours
	Total	12/300	180 Hours
	Grand Total of the Semester	24/600	360 Hours

**No. of total papers: 24 papers including 2 Practical Papers and 2 Field-based Dissertations
Total Marks: 600 X 4=2400, (Theory 2000, Practical Papers 200 and Field-based dissertations 200)**

Total credits: 24 X 4=96, (Theory 80, Practical 8, Field-based dissertation 8)

C: Course Contents of Semester-wise Papers of MA/MSc Course in Psychology

Semester-I

Core Courses

PSY 411: Systems & Theories of Psychology

Unit – I: System and Theories: Systems in Psychology, Methods of Psychology, Functions of Psychological Systems and theories, Evaluating systems of Psychology, Basic Issues in Psychology.

Unit – II: Associationism and functionalism: Historical antecedents, Chief contributors, System, Criticism, Current status

Unit – III : Behaviourism and structuralism: Historical antecedents, Chief contributors, System, Criticism, Current status

Unit – IV: Gestalt Psychology, Psychoanalysis and Indian System: Historical antecedents, Chief contributors, System, Criticism, Current status

Course Outcome:

- The paper aims to teach the origin and history of how various ideas and theories evolved in the field of psychology.
- It also explores different schools of psychology and their major contributions and perspectives
- Students will understand the different key concepts, principles of different psychological theories.
- They will use scientific reasons to interpret and analyse certain theoretical concepts
- It helps to understand the evolution of psychology as a modern scientific discipline.

References:

Herrenstein R. J. & Boring E. G. (1965) : A Source In the History of Psychology. Harvard, University

Boring E. G. (1950) : A History of Experimental Psychology. Appleton Century croft

Koch. S. (Ed.) : Psychology : A Study of Science. McGraw Hill Book Co., Vol. – 3

Marx M. & Hillix W. (1987) : Systems An Theories in Psychology. McGraw-Hill, Inc.

Marx M. (Ed.) (1963) : Theories in Contemporary Psychology. Macmillon

Schultz D. A. (1981) : History of Modern Psycholgy. Academic Press

Wann T. A. (1964) : Behaviourism and Phenomenology Contrasting Bases for Modern Psychology. The University of Chicago Press

PSY 412: Experimental Psychology

Unit-I : Classical Conditioning: Basic Principles, temporal relations, Major theories and Research (Rescorla Wagner Model, Opponent Process theories, etc.)

Operant Conditioning: Basic Principles, Reinforcement schedules and its analysis.

Unit –II : Avoidance and Punishment: Basic Principles and theories (One-factor, two factor, Learned Helplessness, etc)

Benefits and Problems of Reinforcement: Role of reinforce, Stop action principle, Prediction and Control of Reinforcement

Unit – III : Biological Constraints on Learning: Contiguity Principle, Equipotentiality, General Principle to Learning

Unit –IV : Stimulus Control and Concept Learning: Generalization gradient, concept formation, errorless Discrimination Learning.

Learning Outcome:

- It will result in understanding the paradigm behind the important concepts of learning
- The phenomenon behind the concepts of classical and operant conditioning, as well as avoidance and learning will be cleared.
- The numerous experiments done in the field will help in understanding the conclusion on the concept of learning.
- The applications of the principles will also help in practice.

References:

D'Amato, M. R. (1970). *Experimental Psychology: Methodology, Psychophysics and Learning*, New Delhi: Tata McGrawhill.

Hilgard, E. H., & Bower, G. H. (1975). *Theories of Learning*. Englewood Cliffs: PrenticeHall.

Kling, J. W., & Riggs, L. A. (1971). *Experimental Psychology*. New York: Holt, Rinehart and Winston.

Mazur, J. E. (1986). *Learning and Behaviour*. Englewood Cliffs: PrenticeHall.

PSY 413: Theories of Personalities

Unit – I: Ways of Defining and Thinking About Personality,

Psychoanalytic and Neo Freudian Approaches and Their application – a) Freud, b) Adler, c) Jung and d) Horney

Unit – II : Interpersonal, Developmental and Humanistic Approaches to Personality and their Application: a) Erikson, b) Maslow and c) Rogers

Unit – III: Behavioral and Social Learning Approaches and Their application – a) Skinner and b) Bandura

Unit – IV: Trait Theories and Their application – a) Allport, b) Cattell c) Costa and Mc Crae and d) Eysenck

Course Outcome:

- The paper will help to understand the various approaches and theories on personality and its application
- It defines how personality evolves with each stage of human development
- The importance of traits and environment in shaping personality.

References:

- Allport, G.W. (1962). *Personality: A Psychological Interpretation*. Constable & Co. Allport, G.W. (1968). *The Person in Psychology: Selected Essays*. Beacon Press.
- Carver, C. S., & Scheier, M. F. (2012). *Perspectives on Personality* (7th ed.). Pearson Academic. Cattell, R.B. (Ed.) (1970). *Handbook of Modern Personality Theory*. Aldine.
- Cervone, D., & Pervin, L. A. (2016). *Personality: Theory and Research* (13th ed.). John Wiley & Sons.
- Eysenck, E. (1966). *Dimensions of Personality*. Routledge.
- Feist, J., & Feist, G. J. (2012). *Theories of Personality* (8th ed.). New York: McGraw-Hill. Freidman, H.S. and Schustack, M. W. (2004). *Personality*. New Delhi: Pearson.
- Geiwitz, P.J. (1969). *Non-Freudian Personality Theories*. Hutchinson.
- Hall, C.S., Lindzey, G. & Campbell, J. B. (2007). *Theories of Personality* (4th edition). Wiley.
- McCrae, R. R., & Costa, Jr., P. T. (2005). *Personality in Adulthood: A Five- Factor Theory Perspective* (2nd ed.). New York: Guilford Publications.
- Pervin, L. A. & John, O. P. (1997). *Personality: Theory and Research*. John Wiley & sons: New York.
- Ryckman, R.M. (1999). *Theories of Personality* (7th edition). Wadsworth
- Schultz, D. P. & Schultz, S. E. (2013). *Theories of Personality*. Cengage.
- Wiggins, J. S. (Ed.). (1996). *The Five-Factor Model of Personality: Theoretical Perspectives*. New York: Guilford Publications.

PSY 414: Biological Foundation of Behaviour

Unit – I : Diversity of life; Structure of genes; Protein synthesis; Cell division. Components of nervous system, transmission of nerves impulse, synaptic transmission.

Unit – II : Evolution: Principles of Evolution – human behaviour - Reflexes, Instincts, Environmental influences on behaviour – human and non-human species. Current researches in evolutionary biopsychology
Controversial issues in evolutionary bio-psychology

Unit – III : Behaviour genetics: Nature and scope, Methods of study and research techniques, Chromosomal functions, Hereditary determinants of behaviour. Eugenics, genetic engineering.

Unit – IV : Central nervous system and peripheral nervous system, Neuro-endocrine system, structure, functions and abnormality: thyroid, adrenal, gonad, pituitary, pancreas and pineal.

Course Outcome:

- The paper will help in explaining the basic biological processes and the importance of the immune systems of the body.
- They would be able to describe the basics of genetics and its relevance for behaviour.
- The explanation of mind-body relationship will also be elaborated.
- The course will make them understand the importance of evolution in psychology.

References:

- Genetics – Monroe W. Strickberger, New Delhi: Prentice Hall India, 2004. 3rd Edition
- H. Wagner & K Silber – *Physiological psychology*, BIOS Scientific Publishers, London & New York, 2004
- Neil . R. Carlson (2005) *Foundations of Physiological Psychology*. 6th ed . Pearson.
- David.M.Buss (2005) *The Handbook of Evolutionary psychology*, John Wiley and Sons. *Handbook of Biological Psychology* – Sage publications.

PSY 415: Psychological Statistics

Unit – I: Definition and purpose of psychological statistics, Frequency Distribution: Organization of Data. The Measures of central tendency: Mean, Median and Mode: concept and computation; Percentile and Percentile Ranks.

Measures of Variability: Range, Quartile Deviation, Mean deviation and standard deviation.

Unit – II: Concept of Probability. Normal Probability Curve: Properties and Characteristics

Application of Normal Probability Curve. Assumptions of Normality.

Divergence from Normality: Skewness and Kurtosis.

Correlation: product-moment, point-biserial, phi, biserial, tetrachoric, spearman's correlation coefficients

Unit – III: Introduction of Inferential Statistics. Hypothesis testing: Basic Concepts.

Standard Error of Mean. Significance of Mean Difference (t-test of Independent and Dependent Sample)

Analysis of Variance, (ANOVA, One Way and Two Way)

Unit – IV: Nonparametric Statistics: Assumptive Basis, Chi-square test, Median Test,

Mann Whitney test, Wilcoxon rank sum test, U test

Kendall's tau; Spearman's rho;

Course Outcome:

- The paper aims to teach the basics of statistics and its measurement.
- It also teaches the different aspects of psychological research.
- It also helps in understanding the analysis of qualitative and quantitative data and its usefulness and application of different statistical methods.

References:

- Brooto, K.D. (1989). *Experimental Design in Behavioural Research*. Wiley Eastern. New Delhi.
- Coolican, H. (2004). *Research Methods and Statistics in Psychology*. Hoddes Arnold. London.
- Edwards, A.L. (1985). *Experimental designs in psychological research*. Harper & Row. New York.
- Garrett, H. E (2005). *Statistics in Psychology and Education*. Paragon International Publishers. New Delhi.
- Guilford, J.P. (1956): *Fundamental Statistics in Psychology and Education*. McGraw Hill.
- Howell D.C. (1997). *Statistical Methods for Psychology* (4th Ed). Duxbury. Pacific Grove, CA.
- Kerlinger, N. (1996). *Foundations of behavioural research*. Prentice Hall. New Delhi.
- McGuigan, F.J. (1997): *Experimental Psychology: Methods of Research*. Pearson.
- Seigel, S. (1956): *Non-Parametric Statistics for the Behavioural Sciences*. McGraw Hill.
- Shaghnassy, J.J. & Zechmeister, E.B. (1997). *Research Methods in Psychology*. New York: Mc Graw Hill.
- Singh A.K. (2006). (5th Ed.). *Tests, Measurement and Research Methods in Behavioural Sciences*. Bharati Bhavan. Patna
- Singh R., Shyam R & Gupta, L. (2015) *Fundamental Statistics for Social Sciences*. Intellectual Foundation. Happy Book Dept., Delhi Road, Model Town, Rohtak.

PSY 416 P: Practical

1. Kinaesthetic Figural After Effect
2. Effect of Interpolated Learning on Retention
3. Serial Position Curve
4. EPQ
5. 16-PF
6. NEO-PI
7. Type A and Type B Behaviour
8. Locus of Control
9. Semantic differential technique
10. Short-term Memory
11. Concept Learning
12. Syllogistic Reasoning
13. Retinal Colour Zones
14. Emmert's law
15. Perceptual constancy
16. Phi-phenomenon
17. Perception of time
18. Experiment of classical conditioning.
19. Depth perception
20. Weber's law
21. Muller Lyre illusion

Semester-II

PSY 421: Social Psychology

Unit I: Social Psychology background

Scientific nature of Social Psychology; Social Psychological Methods; Social Cognitive Approaches to Self & Identity; Introduction to Social Cognition Models - Social Identity Theory, Social Representations Theory, Introduction to Discursive Psychology; Potential Sources of Errors in Social Cognition; Applications of Social Psychology.

Unit II: Social Perception

Attribution; Impression Formation & Impression Management; Schemas; Heuristics; Attitude Formation; Theories of Attitude Change; Attitude-Behaviour link; Persuasive Communication, Stereotypes, Prejudice & Discrimination.

Unit III: Social Emotions

Helping Behaviour; Defining Altruism and Pro-Social Behaviour; Theoretical Perspectives; Giving and Receiving Help; Definition of Aggression, Media Violence; Managing and Reducing Aggression.

Unit IV: Social Influence

Conformity; Factors Affecting Conformity; Compliance and the Underlying Principles; Compliance Techniques; Individual Differences in Social Influence; Obedience; Cultural Differences in Obedience; Psychology of Power, Authority and Influences.

Course Outcome:

Social Psychology course offers students a valuable toolkit for navigating social interactions, understanding human behaviour, and thriving in diverse personal and professional contexts. After the completion of the course, students would -

- Appreciate the factors that influence individual behaviour within social contexts such as conformity, obedience, attitudes and gain a deeper understanding of why people act the way they do in various situations.
- Think critically about social phenomena and learn to evaluate the validity of theories and research methodologies, enhancing their analytical skills and ability to draw evidence-based conclusions.
- Develop a greater appreciation for diversity and learn to recognize how cultural norms shape social interactions and perceptions leading to personal growth and a greater understanding of themselves and others.

References:

- Aronson, E., Wilson, T. D., & Akert, R. M. (2018). *Social Psychology* (9th ed.). Pearson.
- Baron, R. A., Branscombe, N. R., & Byrne, D. (2016). *Social Psychology* (14th ed.). Pearson.
- Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2018). *Social Psychology* (5th ed.). W. W. Norton & Company.
- Hewstone, M., Stroebe, W., & Jonas, K. (2012). *An Introduction to Social Psychology* (6th ed.). Wiley-Blackwell.
- Kassin, S., Fein, S., & Markus, H. R. (2016). *Social Psychology* (10th ed.). Cengage Learning.
- Kuppusamy B (1965). *An Introduction to Social psychology*. Bombay - Asia Publishing House.
- Myers, D. G., & Twenge, J. M. (2018). *Social Psychology* (13th ed.). McGraw-Hill Education.
- Smith, E. R., & Mackie, D. M. (2015). *Social Psychology* (4th ed.). Psychology Press.

PSY 422: Psychological testing and measurement (Psychometrics)

Unit – I: Measurement: Meaning and basic differences between psychological and physical measurement. The History of Psychological Measurement and Mental Testing. Types of Psychological Tests.

Levels of measurement: Nominal, Ordinal, Interval and Ratio. General Problems and Sources of Measurement. Differences among Assessment, Testing and Measurement.

Unit – II: Test Construction: Item writing: Meaning and Types. General Guidelines for Item Writing. General Method of Scoring Objective-Test Items.

Item Analysis: Meaning and Purpose. Item Difficulty Analysis (Method of Judgement and Empirical Method). Item discrimination: Index of Discrimination analysis. Distractor Analysis. Problems of Item Analysis. The Item Characteristic Curve (ICC) and Item Response Theory.

Unit – III: Reliability: Meaning and Theory of Reliability. Methods of Reliability: Test-Retest, Internal Consistency, Alternate form Reliability and Scorer reliability. Factors Influencing Reliability.

Validity: Meaning and Purpose. Aspects of Validity: Content or Curricular Validity, Criterion-related Validity, Construct Validity. Analysis of Validity. Convergent and Discriminant Validation. Norms: Meaning and Types of Norms.

Unit-IV: Intelligence Measurement: Definition and Knowledge of Binet Scales, Weschler's Scale, Raven's Progressive Matrices. Aptitude, Achievement and Interest Measurement: Meaning and scales-Differential Aptitude Test, The Strong Interest Inventory. Personality Assessment: Meaning and Tools- 16 PF, MMPI and EPQR. Projective Techniques- TAT and Rorschach.

Usage of Psychological tests: In Educational, Occupational and Clinical-Counselling Settings.

Course Outcome:

- The paper will help in understanding of the basic principles of psychological testing and assessment.
- It also helps to develop the various steps involved in constructing a test and its standardization.
- It will introduce the conduction and administration of various intelligence, personality and achievement tests

References:

- Anastasi, A & Urbina S. (1997) Psychological Testing. New Jersey: Prentice Hall International.
- D. Amato, M.R. (1979) Experimental Psychology, Methodology, Psychophysics and Learning. New Delhi: Tata Mc Graw-Hill.
- Freeman, F.B. (1971) Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Publishing Company.
- Guilford J.P. (1954). Psychometric methods. New Delhi: Tata Mc Graw-Hill Publishing Company Ltd.
- Kaplan, R.M & Saccuzzo, D.P (2007). Psychological Testing. Delhi: Cengage Learning India.
- Kerlinger, H (1978) Foundations of Behavioural Research New Delhi: Subject Publications.
- Nunnally, J. (1967) Psychological Measurement. New York: Mc Graw Hill.
- Singh A.K. (2004) Tests measurements and Research Methods in Behavioural science Patna: Bharati Bhavan Publishers and Distributors.

PSY 423: Cognitive Psychology

Unit – I : Fundamentals & Current areas of research in cognitive psychology: a) Definition, Emergence of cognitive psychology, nature of cognitive psychology b) Research methods in cognitive psychology- goals of research. Distinctive research method c) Attention and consciousness. Theories models of attention and d) Consciousness – history, function, consciousness of mental process, modern theories of consciousness. Memory- types, determinates models of memory.

Unit – II: Higher Cognitive processes – Reasoning, Creativity: a) Reasoning definition, types, influencing factors, moral reasoning and b) creativity- definition, steps involved in creative process, obstacles involved in creativity, enhancing techniques of creativity.

Unit – III : Psycholinguistics: a) Language origin, Definition, theories – Chomsky and b) Semantics, pragmatics, syntax, characteristics of language.

Unit – IV: Intelligence and emotion: a) Intelligence: i) Cognitive Approaches to intelligence and ii) Anatomical and neural substratum on intelligence; b) Emotion: i) Basic emotions, ii) Cognitive approaches in emotion, iii) Relation of emotion with attention , perception , memory , thinking; c) Application of cognitive approaches to intelligence and emotion in different fields; d) Emotional Intelligence.

Course Outcome:

- The student will have an understanding of how human cognition works from sensation, perception, attention, language, memory, problem solving, learning and thinking
- They will also gain insight on the important concepts, themes, problem and empirical research in modern cognitive theory as it is concerned with how we receive, interpret, edit, use and save information.

References

- Kathy Pazdek, Applied Psychology, Lawrence Erlbaum associates publishers, 2006 New Jersey.
Matlin. M. W. (2012). Cognitive Psychology.(8thed). Wiley John and Sons.
Carroll. D. W. (2007). Psychology of Language.(5thed). Brooks
Cole. Jay T (2003) The Psychology of Language Prentice Hall.
Kellogg, R. T. (2002). Cognitive Psychology. Sage.
Goldstein E. (2009). Sensation and Perception (8thed). Cengage Learning.
Solso. R. L., Maclin. H. O., Maclin. M. K. (2008). Cognitive Psychology.(8thed) Pearson.
Goleman, D. (1984). Emotional Intelligence. Bantam.
Galotti. K. M. (2008) Cognitive Psychology In and Out of the Laboratory. (8thed).
Rabort J. Stenberg Cognitive Psychology 6th edition Words Worth Cenga

PSY 424: Research Methodology

Unit – I : Meaning of research: Purpose and Dimensions. Importance of research in psychology. Types of scientific research: Descriptive vs Analytical, Pure vs Applied, Quantitative vs Qualitative, Conceptual vs Empirical.

Research Process: Steps in Psychological Research. Research problems, Variables and Operational Definitions, and Hypotheses.

Unit – II: Sampling: Meaning, Probability and Non-probability Sampling Methods. Determination of sample size.

Methods of Data Collection: Observation: Participant and Non-participant, Survey, Interview: Structured and Unstructured, Questionnaires and Schedule, Field Studies, Focus groups Discussion, Case studies, Ethnography, Content Analysis.

Unit – III: Research designs: Meaning and Basic Principles. Types of experimental designs: Between-group designs (Randomised group design, Match group design, Factorial design) and Within-group design (Complete and incomplete).

Campbell and Stanley (Pre-Experimental and True Experimental Designs). Quasi-experimental design. Ex-post facto designs

Unit – IV: Qualitative Research: Meaning and Essential Features. Theoretical Perspective: Grounded Theory, Research Design Strategies and Sampling Techniques. Data Analysis and Interpretation: Interpretive phenomenological analysis; discourse analysis, Narrative Analysis and Conversation Analysis.

Writings a Research Report: Purpose and Structure. Avoiding plagiarism. Report writing in APA format: references in APA format.

Course Outcome:

- The learning about the steps of research in psychology will be ensured
- The students will know different methods of research and various tools to conduct research.
- The knowledge of quantitative and qualitative paradigm will be confirmed
- Students will be adept to use appropriate research methodology to a research problem taken for investigation.

References:

- Elmes, D. G. (2011). *Research Methods in Psychology* (9th ed.). Wadsworth Publishing.
- Forrester, M. A. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. Sage.
- Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6th ed.). Wiley.
- Kerlinger, N. (1996). *Foundations of behavioural research*. Prentice Hall. New Delhi.
- McBurney, D. H. (2009). *Research methods*. (8th Ed.). Wadsworth Publishing.
- Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). *Research methods in psychology*. (9th ed.). NY: McGraw Hill.
- Singh A.K. (2006). (5th Ed.). *Tests, Measurement and Research Methods in Behavioural Sciences*. Bharati Bhavan. Patna
- Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. Sage.
- Strauss A L and Glaser, B. G. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine Transaction.
- Wiling, C. (2008). *Introducing Qualitative Research in Psychology* (2nd ed.). Open University Press. American

PSY 425 : Field Work (General Psychology)

The students are required to submit a field report based on at least 10-day field work in a site selected by the Department from time to time. It will consist of general introduction to the site and problem(s) assigned to them by the concerned supervisor(s). Report shall carry a Certificate of the Supervisor authenticating the originality of the work. Two copies of the Report should be submitted to the Head of Department before the commencement of End Semester Examination. Report shall be of 4 credits and the assessment shall be in the ratio of 60 marks for text and 40 marks for viva voce.

CBCS Paper

PSY 426 : Psychology in Everyday Life

Unit-I : Psychology: Nature, Scope and Applications

Know Thy Self: I & Me, Real-Self, Self-Concept, Self-Esteem; and Self-Efficacy

Unit-II : Personality: Nature, Scope and its Development (Theoretical Perspectives)

Intelligence: Basic theories and modern conception, Measurement

Unit-III : Attitude: Formation, Functions and Factors Contributing on Change of Attitude

Social Influence: Conformity, Compliance and Obedience

Unit-IV: Learning: Definition, Classical Conditioning, Operant Conditioning, Cognitive and Observational learning

Memory: Sensory Memory, Short Term Memory, Long Term Memory, Forgetting.

Course Outcome:

- The learner will have in-depth knowledge of psychology as a subject
- The acquaintance with applied concepts like personality, attitude, social influence will be done for the better understanding of these issues in their life.
- Cognitive processes such memory, forgetting, learning and dimensions of intelligence will be understood thoroughly.

References:

Baron, R.A., & Byrne, D. (2004). Social Psychology. Singapore: Pearson Education

Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Ed. Pearson Education. New Delhi, India.

Clifford T. Morgan, Richard King, John R. Weis and John Schopler (1993). Introduction to Psychology (7th Edition). Tata McGraw Hill Book Co. New Delhi.

Gazzaniga, M. Heatherton, T. Halpern, D. & Heine Steve (2012): Psychological Science. WW Norton & Company. Inc. New York.

Larsen, R.J. & Buss, D.M. (2011). Personality Psychology: Domains of Knowledge about Human Nature. New Delhi: Tata McGraw-Hill.

Semester-III

PSY 531: Psychology: Indian Perspectives

Unit-I: Introduction to Indian Psychology: Assumptive base of Indian Psychology. Scope and substance of Indian Psychology, Methods of Study, Psychological Thought in Ancient India.

Indian thought and Tradition: Indian Psyche, Indian psychology a myth or reality, origins of sruti and smriti, the content of Vedas, systems and schools of Indian Psychology, asu, prana, and manas, Atman and Jiva, models in Indian thought.

Unit-II: Yoga psychology: Theory and applications. Patanjali yoga sutras and siddhis – Basic concepts Psychology in the Advaita Vedanta: concept of manas, ahankara, buddhi and citta, person and personality, self-realization and Samkhya Metaphysics: Triguna Theory

Unit-III: Transpersonal Psychology in Bhagavat Gita: Identity and existence, self-knowledge, Karma Theory, Three Types of Personality in Bhagavat Gita. Three definitions of Yoga (i. sthitha prajna and freedom, ii. Work and freedom, iii. Yoga and happiness).

Consciousness in Indian Psychology. Mind- Body Complex: Mind in Indian Psychology, Model of Mind-Body Complex. Concept of Self and Personality in Indian Psychology, The Panchkosh Theory.

Unit-IV: Indian Model of Applied Psychology: Implication for Human Development, Pedagogic and Therapeutic Implications. Mental Health and Hygiene. Indian Psychology and Positive Psychology. Meditation: Yogic and Buddhism, Neurophysiological Aspects of Meditation. Spiritual, Cognitive, Conative and Emotional Effect of Meditation.

Course Outcome:

- Students will gain a thorough understanding and knowledge of Indian perspectives which are valued for explaining psychological processes altogether different than what western thinker thought of.
- Students will gain expertise to differentiate between the concepts of psychology based on empirical laden understanding of West and from perspectives of spiritual laden rigorous methodology of eastern philosophies.
- By learning Indian Psychology, students will be equipped for having insightful solutions to the problems often lies outside from the purview of western psychological thoughts.

References:

- Ajaya, S. (1983). Psychotherapy east and west: A unifying paradigm. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.
- Kuppuswamy, B. (1985). Elements of Ancient Indian Psychology, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road. (Paperback edition available)
- Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press India Pvt. Ltd.
- Tart C. T. (1992). Transpersonal psychologies. (2nd Ed.). New York ; Harper Collins.
- Vrinte, J. (1996). The quest for the inner man – Transpersonal psychotherapy and integral sadhana. Pondicherry, India: Sri Mira Trust.
- Vyas R. N. (1984). From Consciousness to Super Consciousness: Fundamentals of Indian Philosophical Psychology, New Delhi-110 002: Cosmo Publications, 24-B, Ansari Road, Daryaganj. (Paper back edition available)

PSY 532: Health Psychology

- Unit – I:** Introduction to health psychology: The mind-body relationship: A Historical Overview, The development of Health Psychology, The changing nature of Health & Illness, Being a health Psychologist, Basic issues in Medical Care, Medicine Today: The Meaning and Impact of Managed Care, Psychological factors in illness and disease, Behavioral genetics.
- Unit – II:** Psychological processes, stress and illness: Psycho-physiological disorders, The concept of stress, the meaning of stress, Role of cognitive appraisal, Issues in conceptualizing stress, Chronic stress, Hassles of everyday life, major life events, Mechanisms for the Effects of Stress on Health, Physiological reactions and Stress, The general Adaptation Syndrome, Psychoneuroimmunology, Stress and Cardiovascular Disorders, Psychophysiological disorders and stress, Post-traumatic Stress Disorder, The difficulties in assuming causation
- Unit – III:** Coping with stress: the role of psychological processes in staying healthy: Coping processes, Problem Solving and emotional regulation, Cognitions and coping, Cognitive coping styles, Causal Attributions, Sense of Control, Learned Helplessness, Hardiness, Worldview and a sense of coherence, Social resources and social support, Emotional disclosure, Helping people cope : Interventions that work, Learning to Cope: Effective stress management.
- Unit – IV:** Future and challenges of Health Psychology: Morbidity vs. mortality, Children and Women's health, Healthy aging, Genetics and health, Challenges for healthier people: increasing the span of healthy life, reducing health disparities, Outlook for health psychology: progress in health psychology, future challenges for health care, Community Level Health Intervention.

Course Outcome:

- While going through the Health Psychology course, students will have intense learning on the physiological problems (physical health problems) having basis of psychological reasons. This will provide the spectrum for reviewing Mind-Body connections
- This course will equip students to identify the symptoms of stress, its sources, physiological problems and psychological interventions/ strategies for resolving those problems
- Students will gain advanced knowledge to connect structural problems, social injustice, social systems and health systems through psychological perspectives to improve health (physical and mental health)

References

- DiMatteo, M.R. & Martin, L.R. (2007). Health Psychology. Pearson Education and Dorling Kindersley, New Delhi.
- Brannon, L. & Feist, J. (2010). Health Psychology: An Introduction to Behavior and Health. Wadsworth, Cengage Learning, USA
- Baum, A., Gatchel, R.J., & Krantz, D.S. (1997, third edition). An Introduction to Health Psychology, McGraw Hill: New York

PSY 533 A: Fundamental of Clinical Psychology

Unit – I: Definition and training: a) Characteristics of Clinical Psychology, b) Activities and work setting of clinical psychologist, c) development of Clinical Psychology.

Unit – II: Theoretical foundations of Clinical Psychology: Concepts of Abnormality, Nomenclature and Classification (DSM & ICD), Classification of mental disorder, Outline for cultural formulation and glossary for culture-bound syndromes, Decision tree for differential diagnosis

Unit – III: Psychological assessment: a) Clinical interview, b) Assessment of intellectual functioning, and c) Behavioural assessment

Unit – IV: Personality assessment: a) Projective method – Rorschach test, Thematic apperception test, Projective drawings; b) Objective methods – MMPI 1-2, Neo-personality inventory, Million's scale (MCPI –III)

Course Outcome:

- Course prepares students to become expert in detecting psychological disorders, their epidemiology, the aetiology and recommendations for medical solutions
- After completion of this course students will demonstrate diagnostic expertise by apt application of DSM-V and ICD-11 for Mental Disorders
- Students will have sound abilities for administrations of advanced clinical assessment tools and correct diagnosis for medically relevant issues ready for recommendation of medical interventions
- Students will also be trained for diagnosis of intelligence, personality and other clinical assessments requires psychological inputs/ interpretations for medical support /interventions
- Students will be trained in medical skills for psychological disorder management, diagnosis and treatment.

References:

- Kaplan H. I. & Saddock B. I. (VIIth Ed.) 1998: Synopsis of Psychiatry. B. I. Wavesly Pvt. Ltd, New Delhi
- Diagnostic & Statistical Manual of Mental Disorders (2013).-IV American Psychiatric Association
- Wolman B. B. Ed. (1963) : Handbook of Clinical Psychology. McGraw Hill
- Ludwig A. (1986): Principles of Clinical Psychiatry. The Free Press, New York
- Jeffrey E.H and Geoffrey L.T, (2005) : Introduction to Clinical Psychology; Kindersley (India) pvt.Ltd. New Delhi.

PSY 534 A: Mental Disorders

Unit – I: Neuro-developmental Disorders (Intellectual Developmental Disorders, Communication disorders, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Specific Learning Disorder), **Schizophrenia Spectrum and other Psychotic Disorders** (Schizotypal Personality Disorder, Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder), **Bipolar and Related Disorders** (Bipolar I Disorders, Bipolar II Disorder, Cyclothymic Disorder); Clinical Characteristics, Epidemiology, Etiology, Diagnosis, Differential diagnosis and Prognosis.

Unit – II: Depressive Disorders (Disruptive Mood Dysregulation Disorder, Major Depressive Disorder, Persistent Depressive Disorders, Premenstrual Dysphoric Disorder), **Anxiety Disorders** (Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder, Panic Disorder, Agoraphobia, Generalised Anxiety Disorder), **Obsessive Compulsive and Related Disorders** (Obsessive Compulsive Disorder, Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania, Excoriation Disorder); **Trauma-and-Stressor-Related Disorders** (Posttraumatic Stress Disorder, Acute Stress Disorder, Adjustment Disorders, Prolonged Grief Disorder); Clinical Characteristics, Epidemiology, Etiology, Diagnosis, Differential diagnosis and Prognosis.

Unit – III: Dissociative Disorders (Dissociative Identity Disorders, Dissociative Amnesia, Depersonalization/Derealization Disorder); , **Somatic Symptom and Related Disorders** (Somatic Symptom Disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder Imposed on Self/Another), **Feeding and Eating Disorders** (Pica, Rumination Disorder, Avoidant/Restrictive Food Intake Disorder, Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorder), **Gender Dysphoria** (Gender Dysphoria in Children, Adolescents and Adults); Clinical Characteristics, Epidemiology, Etiology, Diagnosis, Differential diagnosis and Prognosis.

Unit – IV: Disruptive, Impulse-control and Conduct Disorders (Oppositional Defiant Disorder, Intermittent Explosive Disorder, Conduct Disorder, Antisocial Personality Disorder, Pyromania, Kleptomania), **Substance Related and Addictive Disorders** (Substance-Related Disorders, Hallucinogen Related Disorders, Sedative, Hypnotic, or Anxiolytic Related Disorders, Stimulant Related Disorders, Gambling Disorder), **Neuro-Cognitive Disorders** (Delirium, Major and Mild Neurocognitive Disorders, Major or Mild Vascular Neurocognitive Disorder, Major or Mild Neurocognitive Disorder Due to Traumatic Brain Injury), **Personality Disorders** (Cluster A Personality Disorders, Cluster B Personality Disorders, Cluster C Personality Disorders) Internet Gaming Disorder: Clinical Characteristics, Epidemiology, Etiology, Diagnosis, Differential diagnosis and Prognosis

Learning Outcomes: At the end of the course, it will enable the students to

- Become familiar with different types of Mental Disorders
- Explain how different biological, psychological and social factors may combine to precipitate mental disorders
- Provide a differential diagnosis with evidence for and against each diagnosis.

References:

- Andrade, C. (2000). *Advances in Psychiatry*. Oxford Univ Press.
- Barnhill, J.W. (2013). *DSM-5 (@) Clinical Cases*, 1st Edition, American Psychiatric Association Publishing.
- Berman, P. S. (1997). *Case conceptualization and treatment planning*. Sage.
- Black, D. W. and Andreasen, N.C. (2017). *Introductory Textbook of Psychiatry, DSM-5 Edition*, CBS Publishers & Distributors.
- Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2014). *Abnormal Psychology*, 16th Edition, Pearson.

- Comer, R. J. (1998). *Abnormal Psychology*. WH Freeman and Company.
- Dagnostic and Statistical Manual (Fifth Edition), DSM-5tm, (2013). American Psychiatric Association. 11
- Goldberger, L., & Brezenitz, S. (1982). *Handbook of Stress. Theoretical and Clinical Aspect*. The Free Press. New York.
- International Statistical Classification of Diseases and Related Health Problems 10th Revision, ICD-10. (1992). World Health Organization.
- Kaplan, H. & Sadock, B. (1997). *Comprehensive Textbook of Psychiatry*. Williams & Wilkins.
- Matson, J. L. & Mulick, J. A. (eds). (1991). *Handbook of Mental Retardation*. Pergamon Press.
- Newton, T., Finman, S. & Handy, J. (1995). *Managing Stress*. Sage.
- Pestonjee, D. M. (1992). *Stress and Coping. An Indian Experience*. Sage.
- Pomerantz, A.M. (2017). *Clinical Psychology: Science, Practice and Culture: DSM-5 Update, 4th Edition*, Sage Publications.
- Quinn, P. O. (1997). *Attention of Deficit Disorder*. Brunner/ Mazel.
- 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.
- Wolman, B.B. (1965). *Handbook of Clinical Psychology*. McGraw Hill.

PSY 535 AP: Practical (Clinical Psychology)

1. Bhatia battery performance intelligence test
2. BinetKamat test
3. Wechsler Adult Intelligent Scale
4. Wechsler Intelligent Scale for Children
5. Malin's Intelligent Scale
6. Rorschach Ink-Blot Test
7. Rozenweig's Picture Frustration
8. Test Thematic Apperception Test
9. Draw a Man Test
10. Draw a Person Test
11. Millon's Scale (MCMI – III)
12. Ward Association Test
13. Sentence Completion Test

Course Outcome:

- Expertise on handling assessments tools with fine interpretation specially for the diagnosis
- Training to interpretation of results for clinical recommendations and relevance
- Students will gain expertise on scoring, interpretation of projective test scores.

PSY 533 B: Theories of Developmental Psychology

Unit – I: The study of human development: Human development involvement, human development today, influence of hereditary and environment, major contextual influences, Nature and nurture, continuity and discontinuity.

Unit – II: Sigmund Freud's psychosexual development, Piaget's theory of cognitive development and Erik Erikson's Stages of psychosocial development

Unit – III: Michael Common's Stages based on the model of hierarchical complexity, Urie Bronfenbrenner's ecological system, cognitive constructivism and Lawrence Kohlberg's stages of moral development.

Unit – IV: Lev Vygotsky's Zone of proximal development, Darwinian Evolutionary Developmental Psychology and John Bowlby's Attachment theory.

Course Outcome:

- Strong foundation of developmental psychology and theoretical bases for understanding behavioural, emotional, social, moral and cognitive changes of various stages of life.
- It helps to establish the role of biology, sociology, psychology and environment (nature) on development of human being.
- It will be demonstrating skills to interpret and analyse issues in development through the spectrum of established theoretical knowledge and preparing strategies to mend them timely to ensure holistic development.

References:

- Cloninger, Susan C. Theories of Personality: Understanding Persons (6th ed.). Boston: Pearson Education.
- Erikson and Erikson, E and J. M. (1998). The Life-Cycle Completed (Extended version ed.). Norton and Company.
- Myers, D. (2008). Exploring Psychology. Worth Publishers.
- Schacter, D. L., D. T. Gilbert, and D. M. Wegner. Psychology. (2011). New York, NY: Worth Publishers.
- Smith, P.K.; Cowie, H.; Blades, M. Understanding Children's Development. Basic psychology (4 ed.). Oxford, England: Blackwell.
- Snowden, Ruth (2006). Teach Yourself Freud. McGraw-Hill.
- Steinberg, Laurence (2008). Adolescence (8th ed.). Boston: McGraw-Hill Higher Education.
- Vygotsky, L.S. (1978). Mind in Society. Cambridge, MA: Harvard University Press.
- West-Eberhard, Mary Jane (2003). Developmental Plasticity and Evolution. Oxford University Press.
- Wood, S.E.; Wood, C.E.; Boyd D. (2006). Mastering the World of Psychology (2 ed.). Allyn & Bacon.

PSY 534 B: Life stages of Psychological Development

Unit – I: **Prenatal development and Infancy:** a) Forming a new life, mechanism of hereditary, stages of prenatal development; and b) Stages of infancy, physical development, psychosocial development, cognitive development, and hazards.

Unit – II: **Childhood and Adolescence:** Physical development, Psychosocial development, Cognitive development, and hazards.

Unit – III: **Early and Middle adulthood:** Physical development, Psychosocial development, Cognitive

development, and hazards.

Unit – IV: **Old age:** Dealing with death and bereavement, facing death and loss: psychological issues, Geriatric issues.

Course Outcome:

- It will help in gaining knowledge of genetical as well as nature influences on physical and psychological differences of human beings.
- It will have insight on psychological changes from childhood to old age and their appropriate theoretical understanding.
- Strong foundation for quality research on underlying psychological changes because of environment, social situation, person perception or systematic world review on practical person, determining personality, intelligence, behaviour, disorders, interest, motivation, aptitude and social adjustment.

References:

- Diane EP, Sally WO, Ruth DF (2004): Human Development (9th edition), Tata McGraw-Hill publishing company limited, New Delhi.
- Elizabeth B Hurlock (1980): Developmental Psychology a Life approach (5th Edition), McGraw-Hill, New Delhi.
- Steinberg, Laurence (2008). Adolescence (8th ed.). Boston: McGraw-Hill Higher Education.

PSY 535 BP: Practical (Development Psychology)

- 1) **Intelligent test:** Seguin form board, Bhatia battery performance intelligent test, Binet Kamath test, Wechsler adult intelligent scale, Wechsler intelligent scale for children , Wechsler Preschool and Primary Scale of Intelligence, Emotional intelligent test.
- 2) **Developmental screening tools:** Belays developmental schedule, Developmental assessment scales for Indian infants, Developmental screening test, Vinland social maturity scale, Bayley Infant Neurodevelopmental Screen (BINS), Gessel developmental schedules, Child Development Inventory (CDI), Child Development Review-Parent Questionnaire (CDR-PQ), Denver-II Developmental Screening Test, Infant Development Inventory, Motor screening tools Early Motor Pattern Profile (EMPP)
- 3) **Adjustment and problem inventory:** Adolescent adjustment inventory, Family environment scale, Internet addiction test
- 4) **Personality:** Rorschach ink-blot test, Children apperception test, Sentence completion test, Rosenzweig picture frustration test Eysenck personality inventory, High school personality questionnaire
- 5) **Neuropsychological battery:** Luria-Nabraska Neuropsychological battery, NIMHANS neuropsychological battery, Bender Gestalt test, Raven's standard progressive matrices, Raven's children progressive matrices
- 6) **Other test:** Venderbilt ADHD diagnostic rating scale, Internet addiction test, Brief psychiatric rating scale, Yale Brown Obsessive compulsive disorder, Beck anxiety inventory, Young mania rating scale, Beck Depression Inventory, Learning disability checklist, Autism screening tools Checklist for Autism in Toddlers (CHAT), Screening tools for eating disorders, Screening adults for learning disabilities, Drug abuse screening test, Drug abuse screening test for adolescents, etc.

Course Outcome:

- Demonstrate advance skills for administering test, inventories and specialized test for special abilities.
- They will be able to construct designated tools for the assessment of developmental attributes.
- They will get training to explain the result having theoretical and practical relevance with high degree of scientific excellence.
- They will have practical knowledge of intelligence assessment batteries, personality assessment tools, interest and attitude inventories and hands on practice to neuropsychological batteries for assessing neurocognitive functioning during life stages development.

CBCS Paper
PSY 536: Stress and Health

UNIT-I : Stress- Its Meaning, Impact and Sources. Stress Cycle. Appraisal of Stress. Coping Styles
Model of stress- GAS Model, Transaction Model, The Fight or Flight Response (Stress and Physiology)

UNIT-II : Stressors- Physical, Social, Biological, Familial and Psychological (Biopsychosocial Aspects).
Life Events and Daily Hassles. Habits and Stress. PTSD. Hardiness.

UNIT-III : Illness- Cardiovascular, Digestive, Musculoskeletal and Immune system.
Stress and Mental Health. Stress and Cancer

UNIT-IV : Assertiveness Training, Communication Skills and Time Management
Meditation and Visualization, Vipasana, Relaxation Techniques and Yoga.

Course Outcome:

- It will result in understanding stress, coping and mental health
- The biological causes as well as the psychological causes behind stress, coping and mental health will also be understood.
- The possible outcome of mental health issues that can result from stress and poor coping style will also be made ware of.
- Different techniques and intervention style will also be introduced.

References:

- Brehm, A. Barbara (1998): Stress Management: Increasing Your Stress Resistance. Pearson, New Delhi.
Sarafino, E.P. & Smith, T.W. (2012): Health Psychology: Biopsychosocial Interactions. Wiley, New Delhi.
Komoroff, A. L. (2008): Stress Management: Approaches for Preventing and Reducing Stress. Boston, Harvard University, Harvard Health Publication.
Loyallo, W.R. (2016) 3rd Edit: Stress & Health: Biological and Psychological Interactions. Sage Publication, Oklahoma, USA.

Semester-IV

PSY 541: Organizational Behaviour (OB)

Unit I: Introduction to Organizational Behaviour

Definitions and historical background of Organizational Behaviour (OB); Management and Organizational Behaviour; Disciplines contributing to the field of OB; Challenges and Opportunities for OB; Organizational Behaviour in the Indian Context.

Unit II: Cognitive Processes of Organizational Behaviour

Motivation concepts and Theories of Motivation; Motivation across Cultures; The nature and Dimensions of Attitudes; Job satisfaction; Organizational Commitment.

Unit III: Organizational Dynamics

Communication Process; Communication Effectiveness; Direction and Modes of Communication; Feedback Mechanisms; Cultural factors in Communication; Stress and Conflict in Organizations.

Unit IV: Managing and Leading for High Performance

Job Design; Quality of Work life; Goal Setting; Behavioral Performance Management; Effective Leadership Processes - Leadership theories; Great leaders: styles, activities and skills.

Course Outcome:

After the completion of the syllabus, students would be able to:

- Understand and explore how individual, groups and structure have impacts on the behaviour within the organizations and help in organizational effectiveness.
- Understand various psychological concepts with respect to organizational behavior and make themselves grounded and aware of the changing nature of contemporary organizations and to adapt according to the dynamical change.
- Familiarize and explain the various applications of Organizational Behaviour and how the study of human mind and behaviour can make positive change in organizations.

References:

- Adrian Furnham (2005). *The Psychology of Behaviour at Work*. Psychology Press Ltd. London
- Aswathappa K (2010). *Organizational Behaviour*. Himalaya Publishing House, Hyderabad, India
- Fred Luthans (2010): *Organizational Behavior*. McGraw-Hill, New York.
- Julie May (2009). *Working it out at work. Understanding attitudes and building relationships*. Sherwood Publishing, UK
- L.M Prasad (2014). *Organizational Behaviour*. Sultan Chand & Sons Pvt. Ltd., New Delhi
- Moorhead, G., Griffin, R.W (2009). *Organizational Behaviour- Managing People and Organizations*. Houghton Mifflin Company- New York
- Pattanayak Biswajeet (2008). *Human Resource Management*. Prentice Hall of India Private Limited, New Delhi
- Stephens P Robbins (2022): *Organizational Behavior*, 18th Ed. Pearson Education, India
- Udai Pareek (2018). *Understanding Organizational Behaviour, 4th Ed*. Oxford University Press, India

PSY 542: Positive Psychology

Unit – I : Introduction: Definition and objectives, historical development, theoretical perspectives on positive psychology, Western and Eastern views on Positive psychology and its application; Positive Psychology in India.

Unit – II: Subjective well-being: Concept and indicators, life satisfaction, happiness and flourishing, determinants of happiness, happiness across culture, theoretical frameworks (PERMA).

Unit – III: Positive relationships and well-being: Meaningful relationships; Love and belongingness; Love and kindness; gratitude, forgiveness and altruism.

Unit – IV: Religion, Spirituality and Well-being: Role of religion and spirituality to maintain subjective well-being; A special focus to Indian spirituality and well-being.

Character strengths and virtues: Classification of strength; Positive psychology approaches to virtues; Virtues and work. Virtues in the Indian culture

Course Outcome:

- They will gain confidence by learning psychological concepts and to use them for promotion of health and well-being.
- Orientation of the paper will be direct to expose students to focus on the positive aspects of personalities and positive aspect which infuse positivity in mind.
- Holistic understanding on mind-body-soul and their synchronization which result into various psychological states that will pave the path for understanding researches which certainly going to be innovative and path breaking.
- They will be able to dissect and discriminate the elements of religious practices on shaping, orthodoxy as well as liberating behaviour of person while following the accorded path of spirituality of that particular religion.

References:

- Carr, A. (2004). Positive Psychology. London: Routledge.
- Compton, W.C. (2005). Introduction to Positive Psychology. Belmont: Wadsworth.
- Linley, P.A; & Joseph, S.(2004). Positive Psychology in Practice. New York :Wiley.
- Peterson, C; & Seligman, M.E.P. (2004). Character strengths and virtues. New York: Oxford University Press.
- Snyder, C.R. & Lopez, S. J. (2002) Handbook of Positive Psychology. Oxford: Oxford University Press.
- Myers, D. G. (1992). The pursuit of happiness: Discovering the pathway to fulfilment, wellbeing, and enduring personal joy. New York: Avon.
- Handbook of Positive Psychology, 2002 Snyder & Lopez (Eds.): Oxford
- Argyle, M., & Martin, M. (1990). The Psychological causes of Happiness. In F. Strack, M. Argyle & N. Schwarz (Eds.), Subjective Well-being: An Interdisciplinary Perspective (pp. 77-100). Oxford: Pergamon Press.
- Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener & N. Schwarz (Eds.), Well-Being: The foundations of Hedonic Psychology (pp. 3-25). New York: Russell Sage Foundation.

PSY 543: Peace Psychology

Unit – I : Introduction: Peace Psychology: nature, scope and relevance; Key concept: peace-making, peace keeping, peace building, conflict resolution, conflict prevention and conflict transformation. The great peace makers: Martin Luther King Jr, Nelson Mandela and Malala Yousafzai. Nonviolence through the Indian perspective: Gandhi, Ambedkar.

Unit – II: Psychological understanding of peace and conflict: Psychoanalytical – Freud and Vamik Volkan; Social Psychology – Herbert C. Kelman and Vollhardt & Bilali; Psychocultural Interpretations – Marc Howard Ross.

Unit – III: Understanding Violence: Causes of violence and its consequences (Case study of 1984 Sikh riots, Gujarat riots, caste discrimination); Direct violence: Violence against Minorities, Genocide, Terrorism; Structural violence: Women and children, Human rights violation; Conflict history and cycle: WW – I, WW – II, The Cold War.

Unit – IV: Peace building and peace making interventions: Structure, process, integrated framework for peace building; Specific conflict resolution approaches: Negotiation, Mediation, Conciliation, Arbitration and Adjudication; Reconciliation and Issues of forgiveness; War, Ethics and Geneva Convention.

Course outcome:

- The paper will help in understanding violence and its consequences and also, different modes of violence.
- It emphasizes on human rights violation, conflict history in relation to World war I, World war II and Coldwar.
- It provides insight on peace building and peace making through various conflict resolution approaches.

References

- Blumberg, H.H., Hare, A.P., & Costin, A: (2006). Peace Psychology: A comprehensive Introduction, Cambridge, University Press
- Cheistie, D.J. Wagner, R.V. & Winter, D.D. (2001) Peace Conflict and Violence: Peace Psychology for the 21st Century, Saddle River, N.J.: Prentice Hall
- Christie, D.J., Wagner, R.V., & Winter, D. (2008). Introduction to Peace Psychology. A books; Reprint Edition.
- Herbert, H., Hare P.A., & Costin (2009). A Peace Psychology: A Comprehensive Introduction, Cambridge.

PSY 544 A: Psychotherapeutic Technique

Unit – I : Introduction: Definitions, Varieties of Psychotherapy: Supportive therapy, Re-educative Therapy, Reconstructive Therapy, Stages and Outline of Psychotherapy, Basic Ingredients, Psychotherapist and Psychotherapy client.

Unit – II: Psychoanalytic Psychotherapy: a) Views about human nature, Goals, Therapeutic relationship, Psychoanalytic situation, Major Techniques - Free- association, Dream analysis, Freudian Slips, Analysis of Transference and Resistance, Interpretation. Countertransference, Course – Opening phase, regression, development of transference, working through, resolution of transference, termination and b) Brief Psychodynamic therapies – historical roots, indication and techniques.

Unit – III: Techniques based on Cognitive Behavioral Approaches: Beck, Ellis

Unit – IV: Humanistic existential and Gestalt Therapies: a) Client-centred Therapy: Views about human nature, Goals, Therapeutic Relationship, Techniques – Empathy, Unconditional positive regard, Genuineness, Concreteness, Active listening, Reflection of feelings, Non-directedness, b) Gestalt Psychotherapy: Views about human nature, Key concepts, Goals, Therapeutic relationship, Techniques used - Focussing on the here and now, Dream work, Role play, Empty chair, Rules and Games and c) Existential Psychotherapy: Overview of the Existential Viewpoint, Goals of Existential Psychotherapy, Logotherapy, Techniques - Paradoxical Intention, De- reflection, Case Study.

Course Outcome:

- The paper will help the students to learn therapeutic skills and to impart therapeutic help to people with psychological distress.
- Exposure to various therapies will enable students to utilize them for specific requirements while dealing with patients of mental disorders, keeping professional ethics and humane attitude for service to society.
- Students will have gain thorough and comprehensive understanding to therapies of Psychoanalysis, Humanistic approaches, Existential and Gestalt with latest approaches of CBT, etc, for their holistic development as Clinical psychologist.
- The theoretical basis from different approaches of therapies will train students to have researches on multitude and complexities of mental disorders.

References:

- Wolberg, R. L. (1967). *The Technique of Psychotherapy*. Grune & Stratton, INC.
- Bongar, B., & Beutler, E. L. (1995). *Comprehensive Textbook of Psychotherapy Theory and Practice* Oxford University Press.
- Brammer, M. L., & Shostrom, L. E. (1960). *Therapeutic psychology Fundamentals of Counselling and Psychotherapy*. Prentice Hall.
- Russ, W. S., & Ollendick, H. T. (1999). *Handbook of Psychotherapies with children and Families*. Kluwer Academic/ Plenum Publishers.
- Coombs, R. (2005). *Family Therapy Review*. Lawrence Erlbaum Associates Publishers New Jersey.
- Nystul, S. M. (1993). *The Art and Science of Counselling and Psychotherapy*. Merrill Prentice Hall.
- Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics*, 4th ed., India: Dorling Kindsley.
- Pomerants, A. M. (2008). *Clinical Psychology: Science, Practice and Culture*, New Delhi: Sage Publications
- L.R. Woolberg, (1998). *The Techniques of Psychotherapy*. Grune and Stratton, Hargour Brace.

PSY 545 A: Clinical and Forensic Psychology

Unit – I: Introduction to Forensic Psychology: a) The Forensic Psychology: an overview and ethical issues, b) Correctional Psychology and c) Role of Forensic and Correctional Psychologists.

Unit – II: Crime and Criminal Victimization: a) Concept and definition of crime, b) Factors associated with crime, patterns of crime, cybercrime, Suicide, c) Major theories of crime and criminality and d) Psychological effects of criminal victimizations.

Unit – III: Psychology and Law: a) Relevant Policies and Acts (JJ Act & POCSO Act), b) Legal issues in evidence- Consent, expert opinion, eye witness recall and c) Legal rights of offenders and victims

Unit – IV: Forensic Mental Health and Assessment: a) Assessing CR and Plea of Insanity, b) Forensic Mental Status Examination and assessment and c) Lie Detection and Imaging techniques.

Course Outcome:

- The content of this course will provide opportunity to students to use their psychological skills in rehabilitation of victims of crime, violence, domestic violence, addictions, with extensions of legal and counselling for mental health.
- This learning will also open various avenues for students to serve and help apartheid people by becoming the bridge between laws (justice system) and people's need (Human right protection).
- It will impart skills to help forensic investigation by providing psychological inputs to crime and criminal psychological.
- The theoretical and field work will expose students to sociology of crime and criminal activities, nexus of crime and will provide opportunities to expose the reasons behind criminal activities through the perspective of psychological understanding.

References:

- Arrigo B. A. (2000). Introduction to Forensic Psychology- Issues and Controversies in Crime and Justice. Academic Press, San Diego.
- Bartol, C.R. & Bartol, A.M. (2015) (Eds). Introduction to Forensic Psychology: Research and Applications. 4th ed. Sage Publications, Washington DC.
- Bartol, C.R. & Bartol, A.M. (2012). Current Perspectives in Forensic Psychology and Criminal Behaviour. 3rd ed. Sage Publications, Washington DC.
- Bose, S. (2000). Victimology. Indian Journal of Criminology and Criminalistics. Jan- March, 1-21.
- Daniel, G. (1992). Handbook of Criminology. Rand Mc. Nally College Publishing Co. Chicago. Davis, R.C. et al. (1997). Victims of Crime. Sage Publication.
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- Soothill, K., Rogers, P. & Dolan, M (Eds.) (2008). Handbook of Forensic Mental Health. William Publishing, USA.

PSY 546 AF: Clinical Psychology Field Work Dissertation

Students are required to submit two copies of dissertation based on 15 day field work on the topic, assigned by them to suit the area of their specializations. It should be certified by the supervisor concerned authenticating that the work has been done by the candidate and it should be submitted to the Head of the Department before the commencement of End Semester Examination. Dissertation shall be of 4 credits; the assessment shall be in the ratio of 60 (text): 40 (viva voce).

Course Outcome:

- Practical knowledge of therapies
- Academic writings of contextualized research problem
- Prudence to refine skills need for a clinical psychologist
- It will create motivation to learn varied therapeutic skills resolve humansufferings.

PSY 544 B: Psychology of Adolescents

Unit – I : Puberty and adolescence: a) Concept and characteristic features; developmental tasks; myths about adolescents and b)Physical changes: perception and reaction to physical changes.

Unit – II: Social development: Achieving independence from parents; parenting; parent-peer relationship; morality: Kohlberg and Loevinger’s models.

Unit – III: Personality development: Identity and self-esteem; search for identity, ethnic identity and self-esteem.

Unit – IV: Psychosocial problems of adolescence: Major stressors; depression, suicidal behaviour, drug abuse, adolescent sexual behaviour.

Course Outcome:

- Students will have holistic knowledge about the psychology of adolescent and inputs on counselling provided to those who display delinquent behaviours.
- They will complete knowledge of adolescent psychology which will equip students to become trained psychologist and help adolescent by counselling them about their right career choices, right guidance for relationship consequences and right direction and knowledge their physiological changes and underlying psychological changes.
- Theoretical bases will spark inquisitiveness for taking interdisciplinary researches so that better strategies can be invented for resolving the crisis of identity, self-esteem and sel-efficacy.

References:

- Berk, L. E. (2013).Development Through the Lifespan.India: Pearson Education.
- Kail, R.V. & Cavanaugh, J.C. (2007).Human development: A Life Span View. Wadsworth: Cengage
- Lerner, R. M. & Steinberg, L. (2009).Handbook of adolescent psychology, Vols I & II. NY: John Wiley & Sons.
- Santrock, J. (2011). Adolescence(14 th Ed.) NY: McGraw-Hill Higher Education.
- Shaffer, D. R. (1996).Developmental Psychology and Adolescence. California: Brooks & Cole

PSY 545 B: Applied Developmental Psychology

Unit – I : Applied developmental issues and public policy: Integrating basic and applied developmental research, analysis of public policy and program planning in India.

Unit – II: Developmental psychologists in the field: roles, obligations, rights and skills; Ethical considerations and vulnerability in research; Action research and program evaluation.

Unit – III: Early intervention for at risk children (Developmental delays, speech problems, autism, ADHD, specific learning disorder): Approaches, assessment and program planning.

Unit – IV: Current issues of concern: a) Fostering positive growth in children and adolescents; positive parenting and positive development in children b) Impact of the context on development: growing up in a media world, developmental implications of poverty and affluence, child abuse and neglect, homeless child and c) Impact of disaster and violence on children.

Course Outcome:

- Comprehensive learning of development issues and existing government policies for the welfare of child and family development.
- Theoretical glimpses will give glimpses to look into existing developmental disorders and prepare students for dealing these developmental disorders.
- Holistic view of developmental psychology will be learnt with emphasis on the influences of family, schools, society and effect of parenting.
- Bio-psycho-social model will direct students to have multi-layer methodologies to capture the relevant issues of development and provide scientific base for building intervention plans for developmental disorders.

References:

- Agarwal, A. & Saxena, A. K. (Eds.) (2003). Psychological Perspectives in Environmental and Developmental Issues. New Delhi: Concept.
- Burman, E. (2008). Deconstructing Developmental Psychology. New York: Taylor & Francis.
- Gauvain, M. (2002). The Social Context of Human development. New York: Guilford Press.
- Lerner, R.M., Jacobs, F., & Wertlieb, D. (2005). Applied Developmental Science: An Advanced Textbook. Thousand Oaks: Sage publication.
- Saraswathi, T. S. (Ed.) (2003). Cross cultural perspectives in human development: Theory, research and applications. New Delhi: Sage.

PSY 546 BF: Development Psychology (Field Work /Dissertation)

Students are required to submit two copies of dissertation based on 15 day field work on the topic, assigned by them to suit the area of their specializations. It should be certified by the supervisor concerned authenticating that the work has been done by the candidate and it should be submitted to the Head of the Department before the commencement of End Semester Examination. Dissertation shall be of 4 credits; the assessment shall be in the ratio of 60 (text): 40 (viva voce).

Course Outcome:

- Practical knowledge on developmental related issues
- Form academic report writing
- Conceptual clarity for skills and advanced researches.