Learning Outcome-based Curriculum Framework
(LOCF)

Masters of Arts/Science Programme in Psychology

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 in 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, three Assistant Professors and 4 Guest Faculties. The intake of students for the first batch was 40 which later increased to 45 seats for the second batch.

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 enhance 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. 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 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 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 attain 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 we 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 3rd semester and continues till 4th semester. There will be 4 credit 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	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

I Semester

Paper Code	Title of the paper	Credit/ Mark	Total Hours
PSY 411	Systems & Theories of Psychology	4/100	60 hours
PSY 412	Foundation of Social 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 (Psychological Testing and assessment)	4/100	60 hours
	Total	24/100	360 hours

II Semester

Paper Code	Title of the paper	Credit/ Mark	Total Hours
PSY 421	Peace Psychology	4/100	60 hours
PSY 422	Applied Social Psychology	4/100	60 hours
PSY 423	Psychological testing and measurement (Psychometrics)	4/100	60 hours
PSY 424	Cognitive Psychology	4/100	60 hours
PSY 425	Research Methodology	4/100	60 hours
PSY 426	Field Work (Theoretical discussion, data collection, drafting of dissertation)	4/100	60 hours

	Total	24/100	360 hours

III Semester

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	Fundamentals of Clinical Psychology	4/100	60 hours
PSY 534 A	Mental Disorder	4/100	60 hours
PSY 535 AP	Practical (Psychological Testing and assessment)	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 AP	Practical (Psychological Testing and assessment)	4/ 100	60 hours
	Total	**12/300**	**180 hours**
Credit Based Optional Paper (Psychology students will opt one paper from other Departments)			
PSY 536	Sports Psychology (for other students than Psychology)	4/100	60 hours
	Grand total of the Semester	**24/600**	**360 hours**

IV Semester

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
	Total	**8/200**	**120 Hours**
Specialization Papers			
PSY 543 A	Psychotherapeutic Technique	4/100	60 hours
PSY 544 A	Clinical and Forensic Psychology	4/100	60 hours
PSY 545 AF	Field Work (Theoretical discussion, data collection, drafting of dissertation)	4/ 100	60 hours
	Total	**12/300**	**180 hours**
OR			
PSY 543 B	Psychology of Adolescents	4/100	60 hours
PSY 544 B	Applied Developmental Psychology	4/100	60 hours
PSY 545 BF	Practical (Psychological Testing and Assessment)	4/ 100	60 hours
	Total	**12/300**	**180 hours**
Credit Based Optional Paper (Psychology students will opt one paper from other Departments)			
PSY 546	Career Guidance and Counselling (for other students from Psychology	4/100	60 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 1
Core Courses

PSY 411: Systems & Theories of Psychology

Unit – I : **Evolution of scientific method in psychology:** Nature of science, Psychology in the hierarchy of science, Special problems related to the subject Matter of Psychology. Systems and Theories: characteristics, functions and criteria of systems, Nature and Criteria of Psychological theory.

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: Foundation of Social Psychology

Unit – I : **The science of social psychology**: History of Social Psychology- insights, challenges and contributions to theory & applications; Social psychological Methods.
Social cognitive approaches to self & identity; functions of the self; social cognition & attributions. Introduction to social cognition models- social identity theory, social representations theory, an introduction to discursive psychology.

Schemas; Heuristics &Automatic processing; potential sources of errors in social cognition; affect & cognition.

Unit – II : **Social Perception**: Attribution; impression formation & impression management, Attitude formation; theories of attitude change; the attitude-behaviour link, Persuasive communication, stereotypes, prejudice & discrimination.

Unit – III : **Social Emotions**: Helping Behavior: defining altruism and pro-social behavior, theoretical perspectives, giving and receiving help. Aggression-definition, source.Media violence managing and reducing aggression.

Unit – IV : **Social Influence**: Norms conformity, compliance and obedience, Psychology of power, authority and influences.

Course Outcome:
➢ Students will be able to appreciate how individual behaviour is influenced by social and cultural context.
➢ They would be able to understand how social problems can be analysed in terms of various social and cultural theories

References
James T. Tedeschi. (2007). The Social Influence Processes
Peter GuyNorthouse. (2010).Leadership: Theory & Practice.5th Ed. Sage Publications Inc.
Martha Augoustinos, IainWalkar&NgaireDonaghue. (2006). Social Cognition: An Integrated Introduction. 2nd Ed. Sage Publications Inc.
Robert A. Baron, Donn Byrne. (2002). Social Psychology. 10th Ed. Prentice Hall of I.ndiaPvt.Ltd.:New Delhi.
David . Myers. (1999). Social Psychology.10th Ed. McGraw Hill Companies Inc.
Shelley E. Taylor, Letitia Anne Peplau, David O. Sears. (2006). Social Psychology.12th Ed. Pearson Education, Inc. New Delhi.
Kuppusamy .B An Introduction to Social psychology – Bombay – Asia Publishing House – 1965.
Lindgren, Introduction to Social Psychology.

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 (13thed.). 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 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.

Reference
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. 6thed . Pearson.

David.M.Buss (2005) The Handbook of Evolutiovary psychology, John Wiley and Sons.

Handbook of Biological Psychology – Sage publications.

PSY 415: Statistics

Unit – I   : Concept of descriptive and inferential statistics, Graphical representation of frequency distribution: The histogram, the frequency polygon and the bar diagram and pie chart; Measures of central tendency: Mean: concept and computation, Median: concept and computation and Mode: concept and computation; Measures of dispersion: Range, quartile deviation, mean deviation and standard deviation.Skewness and Kurtosis.

Unit – II : Concept of probability, Normal probability distribution: application of normal probability curve, divergence from normality, Binomial probability distribution.

Unit – III : Correlation and Regression,Hypothesis testing; Z test; T test; ANOVA (One Way and Two Way).

Unit – IV : Nonparametric Statistics: Chi-square test, Sign test, Mann Whitney test, Wilcoxon rank sum test).

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
  Statistics for Psychology – Arthur Aron, Elaine Aron, Elliot J. Coups. 4t h Edition – NewDelhi: PearsonEducation, 2007.
  Daniel, W.W. (2005). Biostatistics: A Foundation for Analysis in Health Sciences (8th ed.). New York: John Wiley and Sons.
  Hassart, T.H. (1991). Understanding Biostatistics. ST. Louis: Mosby Year Book. Kerlinger, F.N. (1995). Foundations of Behavioral Research. New York: Holt, Rinehart & Winston.
  Kothari, C. R. (2003). Research Methodology. New Delhi: WishwaPrakshan. Siegal, S. & Castellan, N.J. (1988).Non-parametric Statistics For the Behavioral Sciences. McGraw Hill: New Delhi

PSY 416 P: General Psychology 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

22. Discrimination learning

References
>Psychological Testing – Anastasi ,A .& Urbina, S, 7th Edition
>Experimental Psychology: An Introduction by Leo Postman & James P.Egan.(1949):
>New York.

SEMESTERII
PSY 421: 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 MalalaYousafzai. Nonviolence through the Indian perspective: Gandhi, Ambedkar.
Unit – II	:Psychological understanding of peace and conflict: Psychoanalytical – Freud and VamikVolkan; 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 Cold war.
- 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 422: Applied Social Psychology

Unit – I	: Nature of applied psychology; social influences on behaviour, Interpersonal Attraction: nature, determinants and theoretical approaches.

Unit – II   : Self and Communication: a) The self in a social world: self-concept, self-esteem, perceived self-control, self-serving bias and self-presentation, and b) Communication: types of communication, barriers in communication.

Unit – III   : Social Problems: a) Gender Discrimination and violence against women, b) Human rights of children, women and disabled, c) Mass media - effect on social behaviour, d) Casteism, race and racism, Communalism, Terrorism- causes and consequences and e) Revolution and psychology of war and peace.

Unit – IV   : Environmental issues: a) Stress and health hazards in relation to crowding, density, territoriality, privacy and personal space and b) Causes and psychosocial consequences of urbanization, problems of urban development and intervention strategies and c) Environmental protection.

Course Outcome:
➢ The course will help to develop insight into social psychology of gender and sexuality, terrorism and media.
➢ They can also apply the social psychological principles on the domain of cultural diversity.
➢ The course will help the students in making sense of everyday human behaviour and can provide tools to change behaviour in preferred direction.

References
Baron, R. A., Byrne, D. and Branscombe, N.R. (2007).Social Psychology, 11th Edition. Pearson. Practice Hall.
Baumeister, R. F. and Bushman, B.J. (2017).Social Psychology and Human Nature.3rd Edition.Cengage Learning India.
Crisp, R.J. and Turner, R.N. (2017).Essential Social Psychology.3rd Edition. Sage Publications India Pvt. Ltd.
Giles, D. (2010). Psychology of The Media.Palgrane, Macmillan.
Myers, D. G. (2005).Social Psychology, 8th edition.McGraw Hill.
Myers, D. G., Sahajpal, P.D. and Behera, P. (2012).Social Psychology.10th edition (Special Indian Edition).McGraw Hill education (India) Private Limited. New Delhi.
Oskamp, S. & Schultz, P.W. (1998).Applied Social Psychology.Prentice.
Strasburger, V. C. and Wilson, B.J. (2002).Children, Adolescents and the Media.Sage Publications. New Delhi.
Thiara, R.K. and Gill, A.K. (Eds). (2010). Violence Against Women in South Asian Communities: Issues for Policy and Practice. Jessica KingsleyPublishers. London.
Withey, S. B. and Abeles, R.P. (2013). (Eds). Television and Social Behaviour: Beyond Violence and Children. A Rapist of the Committee onTelevision and Social Behaviour.Social Science Research Council.Rontledge Library Editions: Television. Routledge.

PSY 423: Psychological testing and measurement (Psychometrics)

Unit – I   : **Measurement and Testing Basics:** a) Measurement: meaning, differences between psychological and physical,properties of scales and measures, Levels of measurement, Likert scale; Uses of scales and b) Testing: Nature, meaning and use of psychological tests, Characteristics of a good Psychological test, Ethical issues in use of tests.

Unit – II   : **Test Construction**: a)Item response theories, Item writing, item difficulty, item discrimination, item validity,item analysis, b) Development of norms, interpreting test scores and c) Reliability and validity of tests – types and methods.

Unit – III   : **Assessment techniques**: a) Tests, b) Inventories and Questionnaires, c) Rating scale, and d) Interview schedule

Unit – IV   : **Application of Tests**: a)Types of tests. Individual tests, tests for special populations, group testing; self-report,projective testing and behavioral measures; speed and power tests, verbal, nonverbaland performance tests; culture fair and culture free testsand b)Using 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 also introduces various types of test and assessment used in the field of psychology.

References

AnastasiA&Urbina S (2005).Psychological Testing. (7th ed)

Cohen. R. J., Swerdlik. M. E., Phillips. S. M. (1996) Psychological Testing and Assessment: An Introduction to Tests and Measurements (3rd ed)

Cozby. P. C. (1997) Methods in Behavioural Research (6th ed)

Cronbach. L. J. (1990) Essentials of Psychological Testing (5th ed)

Gregory, R.J. (2017). Psychological Testing: History, Principles and Applications. 7th Edition.Noida. Pearson.

Heiman. G. W. (1999) Research Methods in Psychology 2nd ed

Kaplan. R. M. &Saccuzzo. D. P. (2005) Psychological Testing: Principles, Applications, and Issues (6th ed).

PSY 424: 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 NewJersey.

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 (8[th]ed).Cengage Learning.

Solso. R. L., Maclin. H. O., Maclin. M. K. (2008). Cognitive Psychology.(8[th]ed) Pearson.

Goleman, D. (1984). Emotional Intelligence.Bantam.

Galotti. K. M. (2008) Cognitive Psychology In and Out of the Laboratory. (8[th]ed).

Rabort J. Stenberg Cognitive Psychology 6th edition Words Worth Cenga

PSY 425: Research Methodology

Unit – I : Meaning of research, 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: formulation of research problem, review of

related literature, variables and, formulation of hypothesis, collection of data, analysis of data, reporting research.

Unit – II : Sampling and Data Collection: a) Population and sample b) Sampling design: Meaning, probability and non-probability sampling methods anddeterminants of sample size, c) Data collection methods: Observation: naturalistic, laboratory, participant and nonparticipant,structured and unstructured; interview: structured and unstructured,questionnaires: close-ended and open-ended, scales.

Unit – III : Research designs: Meaning of research design, Basic principles of research design: Replication, Randomization and Local Control; Types of experimental design based on subjects and factors: Between group design, Randomized group design, match group design, factorial design; within group design: Complete and incomplete; Types of experimental design based on Campbell and Stanley: Quasi experimental design, Ex-post facto design

Unit – IV : Academic writing report: Preparation of a research proposal: Introduction/significance/rationale, Research questions, Objectives of study, hypothesis formulation, tools and techniques to be used, analysis of findings, limitation and delimitation of study, Avoidingplagiarism, Report writing in APA format, references in APAformat.

Course Outcome:
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References:
Best,J.W.& Kahn, J.V (2005). Research in Education. Prentice-Hall of India.(9th ed,EEE).
Bordens,K.S.&Abbot,B.B. (2002) Research designs and methods: A process approach.McGraw-Hill(5th ed).
Cozby,P.C. (1997) Methods in Behavioral Research. Mayfield Publishing company.(6[th]ed).
Creswell, J.W. (2007) Qualitative Inquiry & Research Design. Sage Publications (2nd ed)
Compilation of Articles for Qualitative Research.
Heppner,P.P, Wampold,B.E. &Kivilighan,D.M. (2008). Counselingresearch.Brooks-Cole.
Kothari,C.R. (2003) Research Methodology: Methods and Techniques.WishwaPrakashan(2nd ed).
McBurney, D.H. (2001) Research Methods. Thomson Wadsworth (5th ed).
Publication Manual of the American Psychological Association (6thed).

PSY 426F :General Psychology Field Work

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.

SEMESTER III
PSY 531: Psychology: Indian Perspectives

Unit – I : **Introduction**: a) Indigenous perspectives in Psychology and their contemporary relevance b) Origin and development of Indian Psychology - Historical and Contemporary trends c) Philosophical basis and fundamental assumptions of Indian Psychology

Unit – II : **Concepts and perspectives on Human Nature**: a) Self, identity, and personality b) Consciousness and mental functions c) Dynamics of human action

Unit – III : **Complexity of Human Nature**: a) Potentials for transcendence and transformation b) Higher states of consciousness and c) Characteristics of evolved human beings

Unit – IV : **Applications of Indian perspectives**: a) For promotion of health and well-being, b) For educational attainments and c) For better governance and living

Course Outcome:
- ➢ Students will gain thorough understanding and knowledge of Indian perspectives which are valued for explaining psychological processes altogether different than what western thinkers 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. This is going to inculcate aptitude for theoretical research.
- ➢ Students will be having experiential contextualization of 'self' and its divine connection with nature and supreme consciousness
- ➢ This course certainly would enhance the spiritual quotient of students and provide insights for verifications of psychological perspectives emanating from within ('The Self')

References
Coster, G. (1998).Yoga and Western Psychology.Delhi: MotilalBanarsiDassPublishersPvt. Ltd.
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Sen, I. (1998). Integral Psychology: The Psychological System of Sri Aurobindo.Pondicherry: Sri Aurobindo International Centre for Education.

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

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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. WaveslyPvt. Ltd, New Delhi

Diagnostic & Statistical Manual of Mental Disorders.-IV AmericanPsychiartric 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, Neuro-Cognitive Disorders, Substance Related and Addictive Disorders: Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis.
Unit – II	: Schizophrenia Spectrum and other Psychotic Disorders, Bipolar and Related Disorders and Depressive Disorders: Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis.
Unit – III	: Anxiety Disorders, Obsessive Compulsive Disorder, Post-Traumatic Stress Disorder, Dissociative Disorder, Somatic Symptom and Related Disorders: Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis.
Unit – IV	: Sexual Dysfunctions and Gender Dysphoria, Disruptive, Impulse-control and Conduct Disorders, Personality Disorders: Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis.

Course Outcome:
- Students will have thorough diagnosis expertise of mental disorders ranging from low severity (Anxiety Disorders) to acute severity (Schizophrenia)
- This course will train students to have technical expertise on epidemiology, aetiology, and symptoms of various mental disorders.
- The field work is targeted to provide students; first hand learning on case handling, case summary, case history and diagnosis plan for assisting the person suffering from mental disorders. This in turn will equip students for handling people with psychological problems
- This course ensures to provide students opportunity to re-examine and review the existing therapeutic models by adopting refined research methodologies.
- Made students to design workable (functional models) for mental disorder treatments and management

References:

Andrade, C. (2000). Advances in Psychiatry.OxfordUniv Press.

Barnhill, J.W. (2013). DSM-5 (@) Clinical Cases, 1st Edition, AmericanPsychiatric Association Publishing.

Berman, P. S. (1997). Case conceptualization and treatment planning.Sage.

Black, D. W. and Andreasen, N.C. (2017).Introductory Textbook ofPsychiatry, DSM-5 Edition, CBS Publishers & Distributors.

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Matson, J. L. &Mulick, J. A. (eds). (1991). Handbook of Mental Retardation.Pergamon Press.

Newton, T., Finman, S. & Handy, J. (1995).ManagingStress.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: Clinical Psychology Practical

Bhatia battery performance intelligence test

BinetKamat test

Wechsler Adult Intelligent Scale

Wechsler Intelligent Scale for Children

Malin's Intelligent Scale

Rorschach Ink-Blot Test

Rozenweig's Picture Frustration Test

Thematic Apperception Test

Draw a Man Test

Draw a Person Test

Millon's Scale (MCMI – III)

Ward Association Test

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, UrieBronfenbrenner's ecological system, cognitive constructivism and Lawrence Kohlberg's stages of moral development.

Unit – IV : Lev Vygotsky's Zone of proximal development, DarwinianEvolutionary 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

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Vygotsky, L.S. (1978). Mind in Society. Cambridge, MA: Harvard University Press.

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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: Development Psychology Practical

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.

PSY 536: Sports Psychology

Unit – I   : Introduction to Sport Psychology: Meaning and scope, Importance, relationship with other sport sciences, development of sport psychology in India, Methods of Sports psychology.

Unit – II   : Concept and meaning of motor learning, motor skill, motor control, motor performance, Stages of learning, assessment of learning and factors affecting of motor learning.

Unit – III   : Personality in Sport: Concept and definition, Dynamics of personality in sport;Anxiety in Sport: Concept, definition and types, Anxiety and arousal, role of anxiety on physical performance; Motivation in Sport: Techniques and types of motivation, Perceived competence achievement motivation.

Unit – IV   : Psychological Preparation and Competition: Phenomenon of competitive sport, long term Psychological preparation for competition (arousal regulation, imagery, self-confidence, goal setting, concentration, grit and resilience.), short term psychological preparation (upcoming competition) Mind to muscle and muscle to mind relaxation techniques.

Course Outcome:

> Students will be able to comprehend about focus, motor skills and right motivation behind any sport activities.
> They will be trained to manage performance anxiety, mental alertness, goal settings and stress management.
> They will have knowledge and strategies for improving self-efficacy, self-image, management of failure and technique to tune mind-body completely for better sport performance.
> Theoretical preparedness will also help them in conducting researches on Sports Psychology.

Rererences:

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Kamlesh ML (1998). Psychology in Physical Education and Sport. Metropolitan Book Co. New Delhi

KamleshML.(2012) Psychology in Physical Education & Sports.

Liukkonen JED (2007). Psychology for Physical Educators.Human Kinetics. U.S.A.

Mortin GL (2003). Sports Psychology, Sports Science. Press.USA.

Sahni SP (2005). Psychology and Its Application in Sports. D.V.S. Delhi.

Shaw D and Other (2005).Sport& Exercise Psychology.Bios. U.K.

Singh MK (2008). Comprehensive Badminton Psychological Preparation.Friends Publication. Delhi.

Verma V (1999). Sport Psychology & All Round Development. Sport Pub. New Delhi.

Wann DL (1997). Sport Psychology. Prentice Hall.NewJerey.

Weinberg RS and Gould D (2003).Foundations of Sport and Exercise Psychology.Human Kinetics. USA.

SEMESTER IV
PSY 541: Organizational behaviour

Unit – I : Introduction to Organizational Behaviour

Unit – II : Motivational needs and processes: Theories

Unit – III: Dynamics of Organizational Behaviour: Communication, Decision Making, Stress and conflict management.

Unit – IV: Managing & Leading High performance: Leader, Leadership and teams.

Course Outcome:

> The paper will have students to have sound theoretical knowledge about the human behaviour at work place and insights on influences of environment, technologies, social structure, communication on shaping the behaviour on individuals.
> It will help in gaining understanding about how job designs, organisational structure, autonomy, employee-employment relationship and pay packages which determines human motivation.
> They will have experience on detailed knowledge about application of motivational theories while intending to improve the production in an organisation.

- ➢ They will prepare students to think creatively to resolve the problem that arises due to technology, constant socio-political changes and global impact of other potential factors so that organisation keep sustaining. They will have orientation to this line of enquiries for research purpose.

References

FredLuthans (2010): Organizational behavior. McGraw-Hill, New York.
Stephens P Robbins (2010): Organizational Behavior, 12th Ed. Prentice Hall, India.
UdaiPareek (2008): Understanding Organizational Behavior, 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.NewYork: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.
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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 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 ofTransference and Resistance, Interpretation. Countertransference, Course – Openingphase, regression, development of transference, working through, resolution oftransference, termination and b) BriefPsychodynamic 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)GestaltPsychotherapy: 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.

Wolman, B.B. (1965). Handbook of Clinical Psychology N.Y. McGraw Hill INC.

Bongar, B., &Beutler, E. L. (1995).Comprehensive Textbook of Psychotherapy Theory andPractice Oxford University Press.

Brammer, M. L., &Shostrom, L. E. (1960).Therapeutic psychology Fundamentals ofCounselling and Psychotherapy.Prentice Hall.

Wolman, B. B. (1976). The Therapists' Handbook Treatment Methods of Mental disorders. VanNostrand Reinhold Company.

Russ, W. S., &Ollendick, H. T. (1999).Handbook of Psychotherapies with children andFamilies.Kluwer Academic/ Plenum Publishers.

Coombs, R. (2005). Family Therapy Review.Lawrence Erlbaum Associates Publishers NewJersey.

Nystul, S. M. (1993). The Art and Science of Counselling and Psychotherapy.MerrillPrenticeHall.

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 Psycholgy: Science, Practice and Culture, New Delhi:Sage Publications

L.R. Woolberg, (1998). The Techniques of Psychotherapy.Grune and Stration, Hargour Brace.

PSY 544 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.

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Gudjonsson, G. H. &Haward, L.R.C. (1998).Forensic Psychology: A guide to practice. Routledge , London.

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Saferstein, R. (1998). Criminalistics: An Introduction to Forensic Science. 6th Edition, Prentice Hall

Soothill, K., Rogers, P. & Dolan, M (Eds.) (2008).Handbook of Forensic Mental Health. William Publishing, USA.

PSY 545 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 ration 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 human sufferings.

PSY 543 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(14th Ed.) NY: McGraw-Hill Higher Education.

Shaffer, D. R. (1996).Developmental Psychology and Adolescence. California: Brooks & Cole

PSY 544 B: Applied Developmental Psychology

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

Unit – II : Developmental psychologists in the field: roles, obligations, rights and skills; Ethicalconsiderations 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).PsychologicalPerspectives 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.

Lamb & Bornstein (Eds.) (Year). Developmental Science: An advanced textbook. (Place): Psychology Press

Saraswathi,T. S. (Ed.) (2003). Cross cultural perspectives in human development: Theory, research and applications. New Delhi: Sage.

PSY 545 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 ration 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

PSY 546: Career Guidance and Counselling

Unit–I	: Counselling and misconceptions, Principles and stages in career counselling, Goalsof Counselling; The Counselling Process; Relationship establishment; Problem Identification and exploration, Skills necessary to be an effective career counsellor.
Unit – II	: Counsellors in educational settings: role and functionas career guidance and counsellor; training programmes for counsellor and relationships with other helping professions; patterns of Counselling ProgrammmeOrganization in educational settings.
Unit – III	: Theories of Career Development and Decision Making; Overview of Career Development Models: Donald's Super, Bandura's Social Cognitive Theory, Nancy Schlosberg Career Shift Theory,Holland's Self Directed Search, Career Counselling and the Development of Human Potential; Career Planning and decision making in schools; Career Counselling in non-school settings.
Unit - IV	: (i) Assessment in Career Counselling: Guiding the students to prepare for career entry by designing good bio-data/resume, facing interviews and group discussion and excelling in the career path.(ii) Types of standardized tests: Intelligence testing, Aptitude tests, Special aptitude tests, Vocation; Aptitude batteries, Scholastic Aptitude Tests, Academic Achievement tests, Interest inventories, Observation instruments; self-reporting; group assessment techniques, Personality and understanding personality tests. (iii) Ethical issues; The Counsellor and the Law; Legal concerns of Counsellors (iv) Computerized Career Assistance Systems.

Course Outcome:
- ➢ To prepare students for Guidance and Counselling with embedded qualities of high ethics and professionalism.
- ➢ Students will gain expertise on counselling to different areas like education, career and vocational counselling.
- ➢ Theoretical base will strengthen research aptitude.

References
Gibson & Mitchell (2003) Introduction to Counseling and Guidance. 6thedition PearsonEducation
Narayana Rao (2003) Counselling and Guidance.2ndedition. New Delhi.Tata Mc Graw Hill.
Nystul (1999).Introduction to CounsellingasArt and Science Perspective. Allyn & Bacon