



SYLLABUS

POST GRADUATE PROGRAM

PSYCHOLOGY

**Under Choice Based Credit System/NEP Draft
(Effective from Academic Session 2024-2025)**

MISSION

The Psychology Master's Program seeks to equip students with a thorough understanding of psychology as a multifaceted field with scientific and humanistic dimensions. The curriculum aims to improve students' critical thinking skills as well as their knowledge of specific course subjects. The curriculum also aims to enable students to (1) connect their psychology knowledge with other allied domains and (2) use psychological knowledge to solve human problems. The psychology program seeks to provide hands-on laboratory experience in experimental design and execution. Experiential classes are designed to expose students to real-life human interactions. The curriculum encourages students to question the social, political, and cultural roots of psychological knowledge. The program seeks to integrate classroom learning with basic and applied, clinical and research experience. The faculty fosters ethical scholarship, research, and intellectual exchange. A pleasant learning and personal development environment is created for both teachers and students. Professors aspire to be positive role models. The department also works to establish and maintain good relationships with the college administration to obtain adequate administrative support for the mission. Students in various sectors, such as nursing and other health professions, administration, organization, and education, are encouraged to take service courses. Relevance is sought in both major and service offerings of theoretical concepts, scientific research, and scholarly activity. The curriculum aims to enhance lifelong learning by emphasizing critical thinking and research methodologies. The goal of the curriculum is to teach students how to use psychological knowledge to make people's lives better. This is done by helping them understand the human side of many social, industrial, and professional situations.

PROGRAM SPECIFIC OUTCOMES

The master's program's objective is to advance students' knowledge and abilities in psychology and to prepare them for professional careers or doctoral study. The post-graduate program in psychology provides a variety of courses and specializations that are aimed at helping students acquire strong analytical abilities and a firm grounding in the field of psychology. More precisely, the following are the quantifiable outcomes for the program. After the completion of the course the student shall be able-

1. To develop a thorough understanding of diverse areas of psychology and to instill an ethical approach to research.
2. To show that the student has mastered the field by defining, applying, and critically analyzing the leading theories, techniques, and practices in the field.
3. To develop communication abilities to apply them in the chosen careers
4. To demonstrate proficiency in research methods and a thorough understanding of the literature relevant to academics and in applied fields
5. To demonstrate creativity in knowledge application, as well as a practical understanding of how research and inquiry are used to generate and interpret knowledge in the field.
6. To demonstrate the ability to evaluate current research as well as research approaches and methodologies,
7. To define, use, and combine important theoretical terms, ideas, and points of view in the field of psychology in own work, as well as to find and analyze them in the work of others.
8. To conduct high-quality research in the chosen field of psychology and offer new information.
9. Acquire expertise in developing areas of the field of competence and an interdisciplinary foundation in the discipline of psychology's key areas of research and application.
10. To explore and achieve career in a variety of disciplines and sectors, i.e., education, law enforcement, mental health, hospitals, government and non-profit organizations, juvenile justice, sales and marketing, management, human resources, child development, schools, rehabilitation, sports, mass media, hospitality services and in armed forces, to name a few.

Program Structure

PG PROGRAM SEMESTER I				
Course Code	Course	Course Title	Credit	Mid Term-End Term (75 Marks) Internal Assessment (25 Marks)
MPSYC501N	Core	Cognitive Psychology	4+0	Theory
MPSYC502N	Core	Quantitative Research Methods	4+0	Theory
MPSYC503N	Core	Advanced Social Psychology	4+0	Theory
MPSYC504N	Core	Motivational and Affective Processes	4+0	Theory
MPSYC505N	Core	Lab Experiment	0+4	Practical
MPSYC506N				
MPSYOE507 N	Minor (Open for any	Stress Management Skills	4+0	Theory

	bonafide P.G. students other than psychology)			
Total Credits			24	
PG PROGRAM SEMESTER II				
Course Code	Course	Course Title	Credit	Mid Term-End Term (75 Marks) Internal Assessment (25 Marks)
MPSYC508N	Core	Advanced Developmental Psychology	4+0	Theory
MPSYC509N	Core	Qualitative Research Methods	4+0	Theory
MPSYC510N	Core	Personality Theories	4+0	Theory
MPSYC511N	Core	Neuro-Physiological Bases of Psychological Processes	4+0	Theory
MPSYC512N	Core	Lab Work (Psychological	0+4	Practical

		Assessment & Testing)		
MPSYC513N				
Total Credits			20	
TOTAL CREDITS OF PG PROGRAM SEMESTER I+ II			24+20= 44	
PG PROGRAM SEMESTER III (Choose any Four of the following courses)				
Course Code	Course	Course Title	Credit	Mid Term-End Term (75 Marks) Internal Assessment (25 Marks)
MPSYE514N	Elective	Clinical Psychology	4+0	Theory
MPSYE515N	Elective	Advanced Health Psychology	4+0	Theory
MPSYE516N	Elective	Organizational Behavior	4+0	Theory
MPSYE517N	Elective	Human Resource Management	4+0	Theory
MPSYE518N	Elective	Psychological Counseling	4+0	Theory

MPSYE519N	Elective	Environmental Psychology	4+0	Theory
MPSYE520N	Elective	Indian Psychology	4+0	Theory
MPSYE521N	Elective	Advanced Positive Psychology	4+0	Theory
MPSYC522N	Core	Discipline specific experiment/assessment/ testing	0+4	Practical
MPSYC523N	Core	Dissertation	0+4	Practical
Total Credits			24	
PG PROGRAM SEMESTER IV (Choose any Four of the following courses)				
	Course	Course Title	Credit	Mid Term-End Term (75 Marks) Internal Assessment (25 Marks)
MPSYE524N	Elective	Media Psychology	4+0	Theory
MPSYE525N	Elective	Career Counseling and Development	4+0	Theory
MPSYE526N	Elective	Developmental Disorders across age groups	4+0	Theory
MPSYE527N	Elective	Consumer Behavior	4+0	Theory

MPSYE528N	Elective	Stress Management	4+0	Theory
MPSYE529N	Elective	Skills and Interventions for Social Issues	4+0	Theory
MPSYE530N	Elective	School Psychology	4+0	Theory
MPSYE531N	Elective	Rehabilitation Psychology	4+0	Theory
MPSYC532N	Core	Discipline specific assessment and testing	0+4	Practical
MPSYC533N	Core	Dissertation	0+4	Practical
Total Credits			24	
TOTAL CREDITS OF PG PROGRAM SEMESTER III+IV			24+24= 48	

PG PROGRAM SEMESTER I

Course Code MPSYC501N

Course Title: Cognitive Psychology

Credit = 4+0

Course Objectives: A major focus of this course is that humans are not computers and that our everyday mental processes contain severe defects. This course will teach how researchers investigate cognition and introduce the most influential studies in the discipline and create a learning base for understanding the psychology and science behind how people think.

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

1. Understand from a cognitive point of view, advanced theoretical, empirical, and applied knowledge of how basic mental processes work.
2. Comprehend the various fundamental cognitive processes like attention, perceptual and memory processes
3. Identify common mistakes in thinking that make it hard to draw correct conclusions and make accurate predictions.
4. Develop a scientific mindset that includes the ability to think and reason logically and think critically.

Unit 1: Cognitive Psychology (8 Hours)

- Emergence
- Current areas of research (Educational application, marketing and advertisement)

Unit 2: Attention, Consciousness and Perceptual Processes (12 Hours)

- Theories and models of attention.
- Consciousness – history, function, consciousness of mental process, modern theories of consciousness.
- Pattern recognition theories and information processing theories

Unit 3: Memory & Forgetting (15 Hours)

- Declarative, Implicit and Explicit memory
- Models of memory (The Atkinson-Shiffrin Model, The Level of Processing Model, Tulving's Model of memory, Parallel Distributed Processing)
- Working Memory Model, Theories of Semantic memory
- Theories of Forgetting (Interference, Cue-dependent and Two factor theory)

Unit 4: Psycholinguistics, Reasoning and Thinking (15 Hours)

- Language Comprehension, Speech Perception, Transformational Grammar, Theories of

- Word Recognition; Metacognition.
- Language Production; Speech Error; Bilingualism
- Logical Reasoning: Conditional and Syllogism; Decision Making: Heuristics.
- Problem Solving Approaches and Factors Influencing Problem Solving.

Recommended Books

1. Galotti, K.M. (1999). *Cognitive Psychology: In and Outside Laboratory*. Mumbai: Thomson Asia.
2. Matlin, M.W. (1995). *Cognition* (III ed.). Bangalore: Prism Books Pvt. Ltd.
3. Snodgrass, J.G. et. al.(1985). *Human Experimental Psychology*. New York: Oxford University Press.
4. Misra, G. (Eds.) (2009). *ICSSR Survey of advances in Research: Psychology in India (Volume 1): Basic Psychological Processes and Human Development*. New Delhi: Pearson Education in South Asia.

Course Code MPSYC502N

Course Title: Quantitative Research Methods & Designs Credit = 4+0

Course Objectives: This course will impart a comprehensive understanding of quantitative research methods to pupils. This will assist them in comprehending how various quantitative procedures might be utilized in various types of research situations. Understanding quantitative methods, the nature and logic of statistical tests, and the accompanying statistical tools will be emphasized. This will also help students think critically about the appropriate methods for designing a research project, collecting and analyzing data, and determining the use of basic statistics for analyzing empirical data.

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

1. Provide knowledge of the principles and procedures of research design and the ability to construct research designs applicable to a number of psychological research themes.
2. Provide knowledge of the primary quantitative approaches used in doing primary research and the ability to apply them to actual data.
3. Understand methods of research and compatible statistical analysis with interpretation.
4. Execute the various types of sampling techniques
5. Apply the overall process of designing a research study from its inception to multivariate statistics for data analysis
6. Perform and interpret simple and multiple linear regressions
7. Perform factor analysis for test development and validation

Unit 1: Research designs (13 Hours)

- Experimental Designs: True Experimental (Between group, within groups, mixed)

- Quasi-experimental Designs
- Non-experimental (Observational, survey, correlational)
- Other ways of classifying Research Designs: Designs based on the purpose of the study Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Designs classified by their intended use- Interventions designs, Evaluation designs, Action research designs; Designs indicating the effects of time- Cross sectional research designs, Longitudinal research designs

Unit 2: Variables, Hypothesis, Sampling and Ethical issues (12 Hours)

- Variables: IV, DV, control and extraneous variables.
- Hypothesis- definition, characteristics, types; Hypothesis testing
- Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size
- Ethical issues for research

Unit 3: Bivariate Analysis (12 Hours)

- Foundation of Analysis of Variance (ANOVA)
- Foundation of Regression Analysis;
- Partial Correlation;

Unit 4: Multivariate Analysis (13 Hours)

- Multivariate Analysis of Variance (MANOVA) Assumptions, Applications and Limitations

- Multivariate Regression: Assumption and Interpretation.
- Factor Analysis: Types, Methods of Factor Extraction; Methods of Rotation; Factor Loading and Interpretation.

Recommended Books

1. Guilford, J.P. (4th Edition). *Fundamental statistics in Psychology and Education*. New York: Tata McGraw Hill.
2. Ferguson, G.A. (5th edition). *Statistical Analysis in Psychology and Education*. New York: Tata McGraw Hill.
3. Garrett, H.E. (6th Edition). *Statistics in Psychology and Education*. Bombay: Vakils Fetter and Simons Publications.
4. Broota, K.D.(1992). *Experimental Designs and Behavioral Research*. New Delhi: Wiley Eastern Ltd.
5. Tabachnick, B.G. & Fidells, L.S. (1996). *Using Multivariate Statistics*. New Delhi: Harper Collins College Publishers.

Course Code MPSYC503N

Course Title: Advanced Social Psychology

Credit = 4+0

Course Objectives: This course will address both traditional and contemporary themes in social psychology, including attitude and attitude change, social cognition, interpersonal relationships and intergroup interactions, and social exclusion. It will investigate new viewpoints, cutting-edge research, and debates in the field. Across these themes, the students will also analyze their societal ramifications, using real-world examples to illustrate how these areas of inquiry influence human behavior and share discoveries from social psychology research that are applicable to societal issues.

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

1. Acquire the ability to evaluate social psychology experiments critically.
2. Analyze real-world issues in light of social psychology theories
3. Gain knowledge about the expanding fields of social psychology.

4. Communicate the basic knowledge, theories, and concepts related to psychological processes in social circumstances
5. Recognize the cultural and historical influences that impact present social behavior
6. Appreciate the values and ethics associated with the various psychological views

Unit 1: New Frontiers in Social Psychological Research (11 Hours)

- The Evolutionary approach
- Social Neuroscience
- Culture and Social Psychology and Cross-cultural Researches
- Emerging Ethical issues

Unit 2: Social Cognition, Attitude and Attitude Change (13 Hours)

- Schema, Priming, Automatic and controlled processing, Reasoning by Metaphors
- Explicit vs. Implicit attitudes
- Behavior prediction and Planned behavior
- Cognitive dissonance and attitude change
- Persuasive communication,
- Emotion and attitude change, Attitude Inoculation and Reactance theory

Unit 3: Interpersonal and Intimate Relationship (13 Hours)

- Evolution and mate selection
- Making connection in the age of technology
- Mate preference and online dating
- Investment model of commitment
- Social exchange and equity theory
- Liking, Love and other close relationships

Unit 4: Intergroup Relations (13 Hours)

- Stereotypes (Nature, types, automatic activation and Stereotype threat)
- Prejudice (Origin and social categorization, social identity and realistic conflict theory)

- Consequence of Discrimination based on race, religion, gender and caste

Recommended Books

1. Branscombe, N.R., & Baron, R.A. (2017) (14th edition). *Social Psychology*. New Delhi: Pearson India.
2. Baron, R.A., Branscombe, N.R. & Bharadwaj, G. (2010) (12th edition). *Social Psychology*. New Delhi: Pearson India.
3. Aronson, E., Wilson, T.D. & Akert, R.M. (2017) (9th edition). *Social Psychology*. New Delhi: Pearson India.
4. Taylor, S.E., Peplau, I.A., & Sears, D.O. (2009). *Social Psychology* (12th ed.). Pearson India.
5. Tripathi, L.B. and Others (2001). *Adhunik Samajik Manovigyan*. Agra: Har Prasad Bhargava.

Course Code MPSYC504N

Course Title: Motivational and Affective Processes

Credit = 4+0

Course Objectives: This course provides an overview of motivation and emotion theory and research. It will look at how emotional states influence the manifestation of motivated goal-directed activities and vice versa, with an emphasis on empirical evidence. It will look at these processes from a number of different psychological angles (e.g., biological, cognitive, developmental, social). This course will teach the students how to comprehend and control motivation and emotion, both intra-personally and interpersonally.

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

1. Examine motivation and emotion from an empirical, scholarly perspective, rather than from an intuitive or speculative standpoint based purely on personal experience and observations.
2. Acquaint with ancient and contemporary theoretical frameworks and approaches used to explore motivation and emotion.
3. Recognize the various ways in which motivational and emotional processes occur in daily life,
4. Assess circumstances involving motivation and emotion, and develop behavioral predictions.

5. Conduct empirical research on motivation and emotion in order to tackle real-world challenges.

Unit 1: Basic Motivational concepts and Motives (11 Hours)

- Instincts, Needs and Drives
- Biological Motives: Hunger, Thirst & Sex
- Social Motives: Achievement, Aggression, Approval
- Extrinsic and Intrinsic Motivation

Unit 2: Approaches to the study of Motivation (13 Hours)

- Psychoanalytic
- Ethological
- Behaviorist
- Humanistic
- Attribution and Expectancy Value theory
- Indigenous Indian Approaches

Unit 3: Concept and Theories (13 Hours)

- Origin of Human Emotions & Basic Emotions
- Ambitious Theories (Tomkins, Mandler, Izard, Frijda)
- Cognitive Theories (Arnold, Schachter)
- Rasa Theory

Unit 4: Cognition, Emotion & Culture (13 Hours)

- Prototype Perspective
- Effects of Moods and Emotions on Cognitive Functioning
- Emotional Intelligence (Concept, Models, Applications)
- Emotion and Culture

Recommended Books

1. Beck, R. C. (2003). *Motivation: Theories and Principles (5th Ed.)* (5th ed.). Boston, MA: Pearson Education.
2. Cofer, C.N. & Apply, M.H. (1980). *Motivation: theory and Research*. New Delhi: Wiley Eastern Limited.
3. Ewards, D.C. (1999). *Human Motivation and Emotion*. New Delhi: Sage
4. Franken, R. E. (2006). *Human Motivation* (6th ed.). Belmont, CA: Wadsworth/Cengage Learning.
5. Manstead, A.S.R. (Eds.) (2008). *Psychology of Emotions (Vol. I, II, III, IV)*. New Delhi: Sage Publications.
6. Reeve, J.M. (2001). *Understanding Human Motivation and Emotion*. New York: John Wiley & Sons.
7. Strongman, K.T. (2003). *The Psychology of Emotion (5th ed.)*. New York: John Wiley & Sons.
8. Weiner, B. (1992). *Human Motivation: Metaphors, Theories and Research*. Newbury Park, CA: Sage.

Course Code MPSYC505N

Course Title: Lab Work

Credit= 0+4

Course Objectives: This course examines the principles of psychology research, including the logic of experimentation and the empirical method, experimental design, and data analysis, with laboratory application.

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

1. Understanding of specific scientific facts and concepts, as well as how these facts and concepts are organized within scientific domains.
2. Develop scientific arguments
3. Determine the issues and concepts that guide scientific investigation, since laboratory activities will aid in the development of students' capacity.
4. Laboratory experiences provide knowledge of scientific tools and conventions.

5. Synthesize the findings and demonstrate written and spoken communication skills, especially when it comes to the implications of study findings for relevant audiences. There will be four practical based on each of the four theory papers taught during semester I. The student has to conduct lab experiment, analyze the data, and interpret the findings and report.

MINOR (Open Elective)

(Open to any bona fide PG student other than Psychology)

Course Code MPSYOE507N

Course Title: Stress Management Skills

Credit= 4+0

Course Objectives: Students will learn how to recognize stressors and signs of stress in their own lives, understand the cognitive aspects of stress, particularly the effects of automatic thoughts and internal dialogue on stressor appraisal, reduce muscle tension brought on by stress, and learn various relaxation and cognitive strategies.

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

- Understand stressors and how to handle them.
- Learn to respond to tough occurrences in a proactive manner.
- Gain knowledge of how to manage stress through sleep, nutrition, and other aspects of daily life.
- Acquire a variety of relaxation techniques to ease stress-related muscle tension.
- Acquire knowledge about cognitive techniques to enhance your capacity to identify stressors.
- Learn specific behavioral strategies for reducing stress and distress.
- Create a long-term plan for minimizing and controlling stress.

Unit 1: Understanding Stress (13 Hours)

- Sources of Stress
- Signs and Symptoms of Stress (Physical & Psychological)
- Responses to Stress: Selye's Model; Lazarus Appraisal theory

Unit 2: Life Style and Stress Resistance (12 Hours)

- Nutrition
- Physical Activity
- Working on Mental Health

Unit 3: Changing Perception of Stress and Stress Response (15 Hours)

- Cognitive Restructuring
- Challenging Irrational Beliefs
- Improving Self Esteem
- Becoming Optimistic

Unit 4: Stress Management Skills

- Relaxation Techniques (Progressive Relaxation; Deep Breathing)

- Positive Talk
- Thought Stopping
- Mindfulness
- Meditation and Yogic Practices
- Visual Imagery
- Physical Exercises

Recommended Books

1. Brehm, B.A. (1998). Stress Management: Increasing Your stress Resistance. New York: Longman.
2. McIntosh, D., Horowitz, J. & Kaye, M. (2017). Stress: The Psychology of Managing Pressure. DK Publishing (Online Available)
3. Selhub, E. (2019). The Stress Management Handbook. New York: Skyhorse Publishing (Online Available)

(Note: Number of seats for this minor open elective course would be not more than the number of seats allocated for PG Psychology)

PG PROGRAM SEMESTER II

Course Code MPSYC508N

Course Title: Advanced Developmental Psychology

Credit = 4+0

Course Objectives: Students enrolled in this course must have prior academic exposure to the field of Developmental Psychology (e.g., an undergraduate course) and be interested in a more in-depth examination of a range of themes in human development. The objective is to have a deeper understanding of the biological, historical, environmental, and cultural influences on development from life span and life course perspectives. In addition, students will examine the

theoretical approaches that define, explain, and predict changes in human development over the course of a lifetime.

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

1. Understand diverse theoretical, empirical, and methodological approaches within the advanced subject of developmental psychology.
2. Reflect critically on advanced developmental psychology studies
3. Exhibit an understanding of the historical and conceptual concerns in developmental psychology studies.
4. Show a comprehensive understanding of the major subjects and viewpoints (e.g., social, developmental, cognitive, and biological) in psychology and how they apply to modern society.

Unit 1: The study of Human Development (12 Hours)

- Recurring issues and basic forces in human development
- The biopsychosocial framework
- Ecological and system approach
- Life span perspective
- Life course perspective

Unit 2: The Emergence of Thought (12 Hours)

- Piaget's account: Basic principle and evaluation of Piaget's theory
- Mind and Culture: Vygotsky's theory
- Origins of Self Concept: Theory of Mind

Unit 3: Expanding Social Horizons (13 Hours)

- Family as a system
- Parent-child relationship
- Peers
- Identity and Self Esteem

- The dark side of social world: Life styles in adulthood
- Romantic relationship and sexuality

Unit 4: Midlife and Late Adulthood (13 Hours)

- Physical challenges and health
- Cognitive processes and mental health
- Later life: Theories of Psychosocial ageing
- Personality and Spirituality
- Social issues and ageing

Recommended Books

1. Berk, L.E. (2007). *Development through the Life Span* (3rdEdition) New Delhi: Pearson Publication Co.
2. Feldmen, R.S. (2015). *Development Across The Life Span* (7th Edition), New Delhi: Pearson Pvt. Ltd.
3. Tripathi, L.B. & Pandey, Sushma (2009). *Manav Vikas Ka Manovigyan*. New Delhi: Concept Publishing Company.

Course Code MPSYC509N

Course Title: Qualitative Research Methods

Credit = 4+0

Course Objectives: This course teaches students the basic steps they need to know if they want to do qualitative research. It also teaches them about the larger qualitative approaches and methodologies in which these methods can be used. Students learn about how qualitative research is done and are encouraged to try out the most important methods for collecting, analyzing, and reporting qualitative data.

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

1. Come up with a research strategy that meets a study's goal in an appropriate and ethical way within a consistent conceptual framework.

2. Understand how question design affects the creation of survey, focus group, and interview questions; to design and evaluate semi-structured interview and focus group questions; and to conduct (and record/transcribe) interviews and focus groups in a professional and ethical way.
3. Analyze rich, complex, qualitative data using a variety of methods and orders of analysis; and evaluate the results in a realistic way.
4. Report the results of qualitative research in a professional and academic way.

Unit 1: Qualitative Research (12 Hours)

- Conceptual Foundations
- Themes of Qualitative Inquiry
- Theoretical orientations
- Ethical issues

Unit 2: Qualitative Research Design (13 Hours)

- General principle
- Choosing the right method
- Methods of Data collection (Qualitative interviewing, Focus Group, Observation, Text)
- Triangulation
- Validity in Qualitative research

Unit 3: Methods of Qualitative Research (Theoretical background, research questions, data collection, data analysis and report writing of each of the following) **(12 Hours)**

- Interpretative phenomenological analysis
- Grounded Theory

Unit 4: Methods of Qualitative Research (Theoretical background, research questions, data collection, data analysis and report writing of each of the following)

- Discourse Analysis
- Narrative Analysis

- Thematic Analysis

Recommended Books

1. Patton, M. Q. (1998). *Qualitative evaluation and research methods*. (2nd ed.). SAGE Publications, inc.
2. Seale, C., Gobo, G., Gubrium, J. F., & Silverman, D. (Eds.). (2003). *Qualitative research practice*. Sage.
3. Smith, J.A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods* (3rd edition): Sage.
4. Willig, C. (2001). *Introducing Qualitative Research in Psychology*. Open University Press.
5. Willig, C. & Station-Rogers, W. (2010). *The Sage Handbook of Qualitative Research in Psychology*. Sage.

Course Code MPSYC510N

Course Title: Personality Theories

Credit = 4+0

Course Objectives: The course will provide an introduction to the most influential personality theories to date. There is no obvious and comprehensive theory that dominates the field, as evidenced by the prevalence of numerous perspectives. Nevertheless, each of these hypotheses can be examined using standard scientific criteria, as they all claim to be scientific in character. In addition to providing students with an understanding of how theorists have viewed human personality, the primary purpose of the course is to equip students with the ability to evaluate these theories and determine which ones have value and merit further scientific inquiry.

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

1. Understand the basic classical theories of personality
2. Understand the key concepts, principles, and different theories of personality.
3. Explain the personality-related processes that underpin individual behavioral variances.
4. Think critically about and apply theoretical and empirical reasons for human behavior in order to successfully navigate the daily obstacles of life.
5. Apply the key personality domains and theories to gain a better understanding of one's own and others' behavior.

Unit 1: Psychodynamic Perspective (12 Hours)

- Sigmund Freud
- Carl Jung
- Alfred Adler

Unit 2: Dispositional Perspective (14 Hours)

- Gordon Allport
- Raymond B. Cattell
- Hans Eysenck
- Costa & McCrae

Unit 3: Humanistic Perspective (12 Hours)

- Abraham Maslow
- Carl Rogers
- George Kelly

Unit 4: Social Learning and Eastern Perspective (12 Hours)

- Albert Bandura
- Triguna and other Indian Perspectives
- Personality from Buddhist Perspective

Recommended Books

1. Boeree, G.C. (2006). *Personality Theories*. Original E-Text-Site: <http://www.ship.edu/%7Ecgboeree/perscontents.html>
2. Carver, C. S., & Scheier, M. F. (2017). *Perspectives on Personality* (8th ed.). New York: Pearson Education.
3. Friedman, H. S., & Schustack, M. W. (2015). *Personality: Classic Theories and Modern Research* (6th ed.). Boston, MA: Pearson Education.
4. Hall, C.S., Lindzey, G. & Campbell, J.B. (1998). *Theories of Personality*. Wiley & Sons.

5. Schultz, D. P., & Schultz, S. E. (2017). *Theories of Personality* (11th ed.). Boston, MA: Cengage Learning.

Course Code MPSYC511N

Course Title: Neurophysiological Bases of Psychological Processes

Credit = 4+0

Course Objectives: This course presents a scientific overview of the structure and function of the brain. It lays the groundwork for comprehending sensory and motor systems, as well as brain rhythms and plasticity. The role of Central Nervous System (CNS) in development, rhythms, internal regulation, language, sexual behavior, psychological disorders, cognitive processes, sensory processes, and emotion. As a result, students will gain a better understanding of how neurons communicate and function within the CNS. The processes that interrupt this translation (e.g. drugs, brain damage, CNS disorders) as well as how this communication translates to behavior will be discussed in depth.

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

1. Understand the basics of the structure and function of nervous system, the organization of brain
2. Acquaint with methods and techniques to study brain functioning and the brain behavior relationship.
3. Characterize the location and signs of abnormalities of the higher mental functions.
4. Synthesize scientific information regarding neuropsychology cognitions, neuropsychological syndromes, and the localization of higher mental functions
5. Connect neuropsychological syndromes and their associated symptoms to the appropriate brain localization.

Unit 1: Basic Functional unit and methods (12 Hours)

- Neuron
- Nerve Impulse transmission and synapse
- Methods and techniques of research

Unit 2: Organization of Nervous system (12 Hours)

- Peripheral Nervous System
- Central Nervous System
- Hemisphericity

Unit 3: Neurophysiology of- (13 Hours)

- Emotions
- Sleep
- Sex
- Attention
- Memory

Unit 4: Neurophysiology of- (13 Hours)

- Cognitive Impairment
- Dementia
- Amnesia
- Aphasia,
- Stroke
- Focal brain Damage

Recommended Books

1. Gazzaniga, M., Ivry, R.B. & Mangun, G.R. (2012). Cognitive Neuroscience – The Biology of the Mind. W.W. Norton & Company.
2. Kalat, J.W. (2007). *Biological Psychology*. (9th ed.).UK: Thompson & Wadsworth.
3. Kolb, B. & Whishaw, Z. Q. (2003). *Fundamentals of Human Neuropsychology* (6th Edition). New York: Worth Publishers.

Course Code MPSYC512N

Course Title: Lab Work (Psychological Assessment & Testing) Credit= 0+4

Course Objectives: This course will expose students to the practice of psychological evaluation with a small number of commonly used norm-referenced tests of intellectual capacity, personality, attitudes, and values, as well as how these tests are utilized separately and in combination as part of psychological assessment. Students will get acquainted with the strengths, limitations, interpretation, and presentations of data from a variety of assessment instruments, as well as acquire assessment planning and report writing abilities. Students will learn what the moral and social effects of assessment are in a variety of situations, especially when it comes to groups with different backgrounds and languages.

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

1. Develop a foundational understanding of how to apply assessment concepts to the selection and use of assessment tools.
2. Apply knowledge and abilities in the practice of culturally responsive psychological assessment in a variety of assessment tasks in different.
3. Demonstrate knowledge of how to choose, administer, and score assessment measures.
4. Using a hypothesis generation and hypothesis testing approach, demonstrate proficiency in drawing conclusions from data.
5. Prove ability to write a professional-level report.

There will be four psychological assessments/testing based on each of the four theory papers taught during semester II. Each student has to administer standardized psychological measuring tools, analyze the data as per manual norms, and interpret the findings and report.

PG PROGRAM SEMESTER III

(Choose any Four of the following courses)

Course Code MPSYE514N

Course Title: Clinical Psychology

Credit= 4+0

Course Objectives: This course will introduce each student to fundamental aspects of clinical psychology. The students would be able to comprehend the nature and breadth of the domain and acquire the skills necessary to pursue clinical practice as a career. Knowledge of diverse mental problems would also allow them to apply theory to practice and comprehend the numerous issues associated with each disorder.

Course Outcomes: At the end of this course the student will be able to:

1. Know about assessment and diagnosis of abnormal behaviors.
2. Develop and understanding about the tools by which diagnosis can be made.
3. Develop understanding about the various models and approaches of therapeutic intervention and will able to work in group and family setup.
4. Apply this knowledge to evaluate the mental status of individuals and will refer to further agencies/ experts to maintain their well- being.

Unit 1: Assessment (13 Hours)

- Nature of Diagnosis and Assessment Process

Methods of Assessment: Psychometric Tests as a Clinical Tools

- Projective Tests.
- Assessment Interview
- Behavioral Assessment
- Self-Report Inventories.

Unit 2: Freudian Psycho- analysis (11 Hours)

- Theoretical Background
- Therapeutic Techniques

Unit 3: Phenomenological, Existential; Group and Family Therapy (13 Hours)

- Theoretical Background
- Therapeutic Techniques

Unit 4: Behavior Therapy and Cognitive Behavior Therapy (13 Hours)

- Theoretical Background
- Therapeutic Techniques

Recommended Books

1. Cooper, M. (2007). *Existential Therapies*, New York. Sage.
2. Garfield & Bergin (1978). *Handbook of Psycho-therapy and Behaviour Change*, New York: Wiley & Sons.
3. Korchin, J. (1979). *Modern Clinical Psychology*, New York: Harper Collins.
4. McMullin, R.E. (2000). *The New Handbook of Cognitive Therapy Techniques*, New Norton & Company.
5. Semenoff, B. (1976). *Projective Techniques*, London: Wiley & Sons.
6. Woleman, B.B. (1984). *Handbook of Clinical Psychology*, New York: Wiley & Sons

Course Code MPSYE515N

Course Title: Advanced Health Psychology

Credit=4+0

Course Objectives: To examine the relationships of social, biological, behavioural and cognitive variables to health. It covers those aspects of the social environment that influence health and

illness outcomes including interactions among family members and between healthcare consumers and healthcare providers.

Course Outcomes: At the end of this course the student will be able to:

- Understand health psychology and the relationship between mind and body.
- Identify the characteristics of healthy behaviors and promoting them.
- Understand a variety of health enhancing behaviors and the importance of exercise, nutrition, safety and management of pain and stress.
- Develop an understanding of pursuing research in health psychology domains and developing interventions.

Unit 1: Introduction to Health Psychology (10 Hours)

- Bio-psycho-social models of health
- Quantitative and Qualitative Research methods and measurement in health psychology
- Status of Health Psychology in India

Unit 2: Prevalent Chronic Illnesses (14 Hours)

- Cardiovascular Diseases –Risk factors, Prevention and Management
- Diabetes- Types, Health implications, Problems in Self-management and Intervention with diabetics
- Cancer- Prevalence and Types, Psychosocial factors and cancer; Adjusting to cancer; Psycho diagnostic intervention
- HIV/AIDS – Risk factors, Psychological Effects, ART, Counseling and educational intervention.

Unit 3: Living with Chronic Illness (14 Hours)

- Chronic illness and related physical, social, vocational, financial, personal issues
- Quality of Life
- Chronic pain management (Significance of pain, pain control techniques, pain management programs)

conflict, and different management styles, ways to motivate people, and coordination in the workplace.

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

1. Discuss the evolution of the field of organizational behavior and describe the micro and macro methods.
2. Compare and contrast the many models used to describe how individuals behave in response to their motivation and rewards.
3. Determine the methods utilized to foster dialogue and resolve issues.
4. Describe how groups function and demonstrate the abilities required to perform in groups (team building)
5. Understand the various leadership styles and the role of leaders in decision-making.
6. Explain organizational culture and characterize its components, as well as to examine the various organizational structures.
7. Discuss the implementation of organizational change.

Unit 1: Organizational Behavior (OB): Introduction (12 Hours)

- Nature, challenges and opportunities
- Diversity in Organizations: Ability, Biographical characteristics and discrimination
- Organizational Justice: Nature and Strategies
- Ethical Behavior in Organizations and the Corporate Social Responsibility

Unit 2: Personality, Perception and Individual Decision making (13 Hours)

- Personality Frameworks and other personality attributes: The Myers-Briggs type indicators, Big Five personality model, The Dark Triad, Core self-evaluations, Self-monitoring and proactive Personality
- Person Perception: Common Shortcuts in Judging others
- The Link between perception and individual Decision Making: Decision Making in Organizations (The Rationale Model, Bounded Rationality and Institution)
- Influences on Decision Making: Individual differences and organizational Constraints

Unit 3: Attitudes and Motivation (13 Hours)

- Job Attitudes: Job Satisfaction, Job Involvement & Organizational Commitment
- Outcomes of Job Satisfaction: Job Performance, Organizational Citizenship Behavior
- Herzberg's Two factor theory; McClelland's Theory of Needs; Self Determination Theory, Self-Efficacy Theory, Expectancy Theory
- Job Characteristic Model and Job Redesign (Job Rotation and Job Enrichment)

Unit 4: Organizational Structure, Change and Culture (12 Hours)

- Organizational Structure: Nature and frameworks
- Approaches to managing Organizational Change (Lewin's Three step Model; Kotter's Eight step Plan)
- Resistance to Change and creating a culture for change
- Organizational Culture: Nature and functions

Recommended Books

1. Hunt, J.G., Osborn, R.N. & Blen, M.U. (2010). *Organizational Behavior*, John Wiley & Sons, Inc. (11thedition).
2. McShane, Steven L. & Glinow, Mary Ann Von, (2010). *Organizational Behaviour*: McGraw-Hill (5thedition)
3. Robbins, S.P. Judge, T.A. & Saughi, S. (2013). *Organizational Behavior*, New Delhi: Pearson Education (15thedition).
4. Robbins, S.P. Judge, T.A. & Vohra, N. (2019). *Organizational Behavior*, New Delhi: Pearson Education (18thedition).

Course Code MPSYE517N

Course Title: Human Resource Management

Credit= 4+0

Course Objectives: Students will be able to comprehend the HR Management and system at various levels in general and in certain industries or organizations, as well as analyze the issues and methods required to recruit and develop human resource personnel. In addition, it will build the key skills required for HR-related challenges.

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

1. Acquire a thorough understanding of HR processes in order to recognize and value the relationships between individuals, organizations, and communities within the context of the larger society.
2. Have awareness of the psychological processes at the core of the majority of HR processes.
3. Aid in the comprehension of the applications of various selection procedures.
4. Comprehend the job description and requirements in order to fill the suitable vacancies with qualified candidates.
5. Anticipate the organization's future needs in light of the emergence of global corporations.
6. Understand the importance of training as a tool for accomplishing organizational goals.

Unit 1: Introduction to Human Resource Management (HRM) (12 Hours)

- Nature: What and why; Human Resource Manager duties; Trends Shaping HRM
- Challenges: Environmental and Organizational
- Strategic Management Process: The management planning process, Strategic Planning, Types of Strategies, Strategic HRM

Unit 2: Acquisition of Human Resources (13 Hours)

- Job Analysis: Basics and Methods for collecting Job Analysis Information; Job Description and Specifications
- Personnel Planning and Recruiting
- Employee Selection Process.

Unit 3: Training and Management Development (12 Hours)

- Goals
- Establishing Training Needs, Methods and Approaches used in Training,
- Management Development

Unit 4: Performance Management and Appraisal (13 Hours)

- Performance Management System, Process and Techniques for Appraising Performance
- Creating Effective Personnel Management System.

Recommended Books

1. Dessler, G. & Varkkey, B. (2016). *Human Resource Management*. Pearson (14th edition), New Delhi: Pearson Education.
2. De. Cenzo, D, A. & Robbins, S.P. (1996). *Human Resource Management*, New York: John Willey & Sons.
3. Gomzez-Mejia, L.R., Balkin, D.B. & Cardy, R.L. (2016). *Managing Human Resources* (8th Edition), New Delhi: Pearson Education.

Course Code MPSYE518N

Course Title: Psychological Counseling

Credit= 4+0

Course Objectives: This course is for those who want to take the first step toward becoming a qualified counselor and expand their functional role at work and in their personal lives. It also aims to provide students with a firm foundation in the application of counseling skills. This course will allow each student to develop and demonstrate counseling skill approaches that are supported by a substantial body of theory. Students will be encouraged to develop a theoretical foundation for their counseling approach.

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

1. Understand the nature of counseling and will be able to differentiate between counseling and psychotherapy and be aware with the goals and professional issues of counseling.
2. Establish counseling relationship and acquire basic knowledge of micro skills.
3. Manifest a capacity to provide counseling help to specific groups such as children, women and elderly.
4. Develop applied counseling abilities technique and application in areas of practice.
5. Examine counseling theories and how they are applied in the real world.
6. Develop an ability to create a variety of therapy plans.

7. Identify the approaches to use in the treatment session and how to apply them to a variety of disorders and psychological concerns.

Unit 1: Counseling (12 Hours)

- The Art and Science of Helping
- Difference between counseling and psychotherapy
- History and Present status of counseling in India
- Characteristics of counselor and counselee
- Professional issues

Unit 2: Process of Counseling (12 Hours)

- Counseling Relationship techniques: Rapport building, Acceptance
- Counseling Micro Skills: Reflection of feeling, Silence, Reassurance, Listening, Paraphrasing, Empathy, Confrontation
- Special Relationship problems: Transference, Counter transference, Resistance
- Stages of Counseling

Unit 3: Approaches to Counseling (13 Hours)

- Psychodynamic
- Phenomenological-Existential
- Cognitive-Behavioral

Unit 4: Special Counseling Issues (13 Hours)

- Counseling children with learning and behavior problems
- Counseling adolescents with behavior and adjustment problems
- Psychosomatic issues
- Marital issues
- Sexual, Substance abuse and addiction
- Counseling patients with chronic medial illness (HIV & Cancer)
- Counseling for caregivers of chronically ill patients

Recommended Books

1. Asthana, M. & Rai, A.N. (2005). पपपपपपपप पपपपपपपपपपप | Varanasi: Motilal BanarasiDas.
2. Feltham, C. & Horton, I. (Eds. 2006). *The Sage Handbook of Counselling and Psychotherapy*. New Delhi: Sage Publications.
3. Nelson-Jones, R. (2005). *Practical Counselling and helping skills* (5th Ed.). New Delhi: Sage Publications.
4. Locke, D. C., Myers, J. E. & Herr, E.L. (Eds.) (2001). *Handbook of Counselling*. New York: Sage Publications.
5. Neukrug, E. (2011). *Counselling Theory and Practice*. Cengage Learning.

Course Code MPSYE519N

Course Title: Environmental Psychology

Credit= 4+0

Course Objectives: This course is meant to give students an understanding of environmental psychology theory, methodologies, current academic research, and practical applications. Environmental psychology investigates how humans interact with their natural and built (urban) environments. It is an interdisciplinary scientific subject that aims to investigate, understand, and improve the dynamic link between people and places.

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

1. Understands fundamental ideas in environmental psychology and the major ideas governing human-environment connections.
2. Understand and apply the research methods used to investigate human-environment interactions.
3. Capable of reflecting on and evaluating research ideas and methodologies in this field of study.
4. Examine environmental concerns using relevant psychological concepts and theories.
5. Able to take part in conversations about human-environment relationships.
6. Capable of utilizing psychological research methods to enhance the functioning of physical environments.

Unit 1: Environmental Psychology

- Nature and salient features
- Environment- Behavior Theories (Arousal, Environmental load, Adaptation Level and Behavior Constraint)
- Research Methods in Environmental Psychology: Observations, Behavior mapping, Surveys, Interviews and diaries, mixed methods research, Lab experiments and natural experiments, Simulation

Unit 2: Behavioral Process

- Privacy, Nature and Function; Privacy and Culture
- Personal Space: Nature and Functions; Determinants of Personal Space, Personal space invasion and its consequences
- Territoriality: Nature and Functions, Methods, Territory as a Security Blanket, Design Implications

Unit 3: Environmental Cognition, Attitude & Stress

- Theories of Environmental Cognition,
- Cognitive Mapping
- Environmental Attitude indices of environmental qualities
- Nature and characteristics of environmental stress
- Natural Disasters & Technological Catastrophe
- Noise and Air Pollution (Impact on Health, Performance and social behavior)

Unit 4: Changing Behavior to Save the Environment

- Environmental Protection
- Limited recourses and its management (factors affecting recourse management)
- Environmental Education
- Prompt and Reinforcement
- Specific Environmental Problems and psychological interventions

Recommended Books

1. Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A.S. (2005). Environmental Psychology (5th. Ed). Erlbaum.
2. Bonnes, M. & Secchiaroli, G. (1995). Environmental Psychology. New Delhi: Sage.
3. Stokols, D. & Altman, I. (1987). Handbook of Environmental Psychology (Vol. I & II). New York: Wiley & Sons.
4. Shukla, A., Singh, S. & Verma, P. (2005). पपपपपपपपपपप पपपपपपपपपपप I NewDelhi: Concept Publishing Company.
5. Tiwari, P.S.N. (2001). पपपपपपपपपपप पपपपपपपपपपप I Varanasi: MotilalBanarasi Das.

Course Code MPSYE520N

Course Title: Indian Psychology

Credit= 4+0

Course Objectives: Indian Psychology (IP) is a school of psychology that focuses on the various ways Indians thoughts. It can provide a full view of human consciousness from the vantage point of an active participant. As a theory and operational tool, IP is both concrete and abstract. IP looks at existential problems from a first-person point of view, but it takes a broad view and doesn't ignore problems of everyday life and social welfare.

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

1. Provide the knowledge of the role of Indian knowledge systems in the development of a comprehensive psychological system that is both modern and global in scope.
2. Analyze the evolutionary process in Indian psychology - a growth of awareness over time.
3. Synthesize the Indian thought's inherent holism – the idea of the individual as a bio-psycho-social-spiritual entity.
4. Highlight the explicit application-oriented nature of Indian psychological systems
5. Demonstrate that the global spirit (zeitgeist) is moving towards Indian psychology and spirituality

Unit 1: The Indian paradigm on psychological knowledge (12 hours)

- Science and spirituality (vidya and avidya) as two distinct forms of knowing in Indian Psychology
- The Psychology of the Vedas and The Upanishads
- Samkhya and the Yoga Systems
- Psychology and the Puranas
- The Psychology of the Tantra
- The Gita
- Vaishnavism, Bhakti, and Sufism

Unit 2: Consciousness in Indian Psychology (13 Hours)

- Advaita Metaphysics on Consciousness
- Buddhist Phenomenology of Consciousness
 - Elements of Consciousness
 - Four Planes of Consciousness
 - Forms of Consciousness
- Psychology of Consciousness in Samkhya-Yoga

Unit 3: Indian Concept of Self, Person and Personality (13 Hours)

- Physical, Social, and Metaphysical Self
- Theories of the “SELF” in Indian Thought
- Atman as Self in the Bhagavad Gita and Nyāya–Vaiśeṣika
- The Affirmation of the Self in Vedānta
- Concept of Self in the UpaniSads
- Sāṃkhya-Yoga Conception of the Self
- Some Western Parallels of the Concept of Jīva
- Svabhāva, Prakṛti, and Personality
- Three Types of Personality in the Bhagavad Gītā
- Constitution (Prakṛti) and Personality according to Āyurveda
- A Buddhist Perspective on Personality Types
- Psychometric Studies of Guṇa and Doṣa Typologies
- Implications for Global Psychology

Unit 4: Applied Indian Psychology (12 Hours)

- Indian Model of Applied Psychology
- Implications for Human Development
- Pedagogic Implications
- Therapeutic Implications: Mental Health and Hygiene: Prevention of Illness
- Implications for Work: Yajna, karma, and Work, Nishkam karma or Work Without Desire, Working with Devotion

Recommended Books

1. Bhawuk, D.P.D. (2011). *Spirituality and Indian Psychology: Lessons from Bhagwad Gita*. New York: Springer.
2. Rao, K. Ramkrishna & Paranjpe, A.C. (2016). *Psychology in Indian Tradition*. New York: Springer.

Course Code MPSYE521N

Course Title: Applied Positive Psychology

Credit= 4+0

Course Objectives: The objective of the course is to comprehend, evaluate, uncover, and encourage the variables that enable individuals and communities to grow and prosper. Students will be introduced to the fundamentals of positive psychology, positive personality traits, and positive institutions. This course focuses on the application of positive psychology concepts such as happiness, well-being, flow, mindfulness etc. to mental health, school, family and work place.

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

1. Identify the fundamental tenets of Positive Psychology and examine the field's critics
2. Assess and comprehend the characteristics of subjective well-being, as well as its relevance to own lives
3. Learn techniques to improve happiness and overall quality of life by gaining insight into their own strengths and virtues.
4. Demonstrate research skills that support positive psychology's beliefs, tactics, and skills

5. Skilled with a set of tools for putting scientific theories and conclusions into practice

Unit 1: Overview of Positive Psychology (10 Hours)

- Historical Background
- Positive Emotions, Strengths of Character
- Positive Psychology and Cultural Contexts
- Positive Psychology Applications

Unit 2: Positive Psychology Perspectives for Human Behavior (13 Hours)

- Towards a Science of mental Health
- Positive Ethics
- Deconstruction of DSM
- Beyond the Illness Ideology and DSM
- Positive Psychology Techniques in Counseling and Psychotherapy

Unit 3: Positive Psychology Approaches (13 Hours)

- Cognitive: Personal Control; Mindfulness; Optimism; Self efficacy
- Emotional: Subjective Wellbeing; Flow
- Interpersonal: Compassion; Forgiveness; Gratitude; Love

Unit 4: Positive Institution and Better Lives (14 Hours)

- Family Centered Positive Psychology
- Positive schooling –meaning, components
- Positive workplace – gainful employment: meaning and characteristics; Having or being a good boss; The strengths-based approach to work; Capital at work; hope as a primary psychological capital
- Building better communications – Moving from ME to WE to US; Individualism: the psychology of ME; Collectivism: the psychology of WE; ME/WE balance: the positive psychology of US
- Sustainable Happiness

Recommended Books

1. Snyder, C.R. & Lopez, S.J. (2007). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publications.

2. Carr, A. (2004). *Positive Psychology: The science of happiness and human strengths*. Brunner-Routledge, New York.
3. Hefferon, K. & Boniwell, I. (2011). *Positive Psychology: Theory, Research and Applications*. Mc Graw Hill, Open University Press, New York.
4. Lopez, S.J. & Snyder, C.R. (Eds.) (2011). *The Oxford Handbook of Positive Psychology*. Oxford University Press.
5. Baumgardener, S.R. & Crothers, M.K. (2009). *Positive Psychology*. Pearson Education.

Course Code MPSYC522N

Course Title: Discipline specific experiment/assessment/ testing

Credit= 0+4

Course Objectives: Students will get familiar with the numerous evaluation processes and instruments used in various areas of psychology and will learn how to select, administer, score, and interpret various psychological instruments.

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

5. Administer psychological assessment tools and measures
6. Select, score and interpret various types of psychological tests
7. Comprehend assessment process, techniques and issues pertaining to different areas of relevance
8. Apply this knowledge to evaluate the mental status of individuals and will refer to further agencies/ experts to maintain their well- being.

The students have to administer, score, interpret and report any of the *FOUR* psychological measures from the list given below-

1. Child cognitive assessment: WISC all editions/Binet/Bhatia battery/Ravens' progressive matrices/ assessment for learning disabilities
2. Assessment of personality: NEOPI-R/Rorschach inkblot/Thematic Apperception Test
3. Clinical rating scales: BDI/DASS/SCL-90-/Indian Scale for Assessment of Autism and other rating scales

4. Neuropsychological batteries: NIMHANS battery/ AIIMS battery/PGI battery/Bender Gestalt Test/ testing for specific neuropsychological conditions
5. Assessment in Organizational Settings: **Myers Briggs/ Occupational Interest Inventory/ Disc Behavior Inventory/ Situation Judgment Tests/ Job Satisfaction/Job Analysis**

Course Code MPSYC523N

Course Title: Dissertation

Credit= 0+4

Course Objectives: The purpose of the dissertation or thesis is to write an original research paper on a well-defined topic. The study entails a lot of reading and taking notes, and the process helps the student discover where his field of interest lies and boosts his desire to learn more about the topic. A well-structured and genuine piece of writing that creates a logical argument on the chosen study topic. This large and difficult piece of work broadens subject knowledge as well as rational and reasoning abilities. While each portion of the dissertation has its own purpose, demonstrating the capacity to describe research findings and analyze the parallels between facts and current theories of other specialists is an important reason for the dissertation requirement.

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

1. Plan and conduct an independent and sustained critical examination and evaluation of a chosen research topic that is pertinent to the environment and society.
2. Discover pertinent theories and concepts in a methodical manner, relate them to acceptable procedures and evidence, employ appropriate techniques, and reach appropriate conclusions
3. Conduct systematic research and critical examination of acceptable and pertinent information sources
4. Apply qualitative and/or quantitative evaluation techniques to original data in a suitable manner

5. Comprehend and apply ethical principles when collecting and evaluating data and other resources
6. Accurately and effectively express research themes and contexts, both in writing and orally

The dissertation is a substantial piece of guided independent research on a topic agreed upon by the student and supervisor. All students are required to do the literature review, identify, research questions, select methodology, frame objectives and hypothesis, collect data, analyze data, interpret findings and write and submit the report, which is focused on a topic of choice, which was chosen in the previous semester. The students are evaluated on the basis of their report and the viva voce.

(The student will be evaluated for DISSERTATION at the end of Semester IV, hence the total credits of the course would be 4+4=8 (4 credits for semester III and 4 credits for semester IV).

PG PROGRAM SEMESTER IV

(Choose any Four of the following courses)

Course Code MPSYE524N

Course Title: Media Psychology

Credits: 4+0

Course objectives: This course is about the connections between media and psychology from both an academic and a professional point of view. The course lets you look at how media affects people and society as a whole.

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

1. Gain in-depth understanding of the fields of Media Psychology
2. Gain new knowledge on developing media, such as how social media and the Internet are changing society.
3. Investigate the link between media and psychology.
4. Comprehend numerous media-related theories.

5. Assess the psychological and social effects of the media on individuals and groups.

Unit 1: Introduction to Media Psychology (12 Hours)

- Media Psychology as a distinct field
- Historical Background
- Defining Territory & Mass Media
- Theoretical issues in Media Research

Unit 2: Research Method of studying Media Psychology (12 Hours)

- Experimental Research,
- Survey,
- Qualitative Analysis: Interview, Focus Group Research, Ethnographic Study; Analysis of Media Texts: Content and Discourse Analysis.

Unit 3: Media related Theories (13 Hours)

- Early Theories: Excitation Transfer Theory, Uses and Gratification theory;
- Four tradition in history of ideas: Rhetoric, Hermeneutics, Phenomenology and Semiotics
- Contemporary theories: Linguistic and Communicative theories, Humanistic Research Tradition, Theory of Linguistics, Sociolinguistic Perspective, Films theory, Post-Modernist Theory
- Indian Perspective of Media Psychology

Unit 4: Media in everyday life (13 Hours)

- Media literacy
- Children and Adolescents Media use
- Media Violence, Desensitization, and Psychological Engagement
- Media based Persuasion
- Social Influence in Virtual Environments
- Media Psychophysiology: The Brain and Beyond
- Media and Advertising

- Media and Politics
- Prosocial Behavior and Media
- Pornography and Erotica

Recommended Books

1. Brewer, G, (2011). *Media Psychology*. Basingstoke: Palgrave Macmillan.
2. Dill, K.E. (2013). *The Oxford handbook of Media Psychology*. Oxford University Press.
3. Giles, D, (2010). *Psychology of the Media*. Basingstoke: Palgrave Macmillan.
4. Kumar, N. (2020). *Media psychology: Exploration and Application*. Routledge India.

Course Code MPSYE525N

Course Title: Career Counseling and Development

Credit=4+0

Course Objectives: This course is intended to provide students with an overview of career development and the career counselor's function. The course will examine theories of career development and decision-making, as well as sources of occupational information and career counseling, assessment, and program planning techniques. In addition to learning about their own professional development, students will be exposed to a variety of career coaching methodologies, the application of career counseling models to diverse demographics in school and community settings, along with ethical and legal concerns.

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

1. Understand role of theory in career development and assessment in counseling set ups.
2. Know how career development relates to human development over the lifespan.
3. Appraise students for skills of interventions in career guidance and counseling.

Unit 1: Overview of Career Counseling (12 Hours)

- Definition of terms: career, career development, career development & maturity, career counseling, career education, career guidance

- History of Career Guidance & Counseling Movement
- The ethical standards of the NCDA
- Broadening the narrow conception of career counseling and developing career counseling solutions for the 21st century

Unit 2: Understanding and Applying Theories (14 Hours)

- Super's life span: life span theory, life space theory, self-concepts: applying and evaluating super's theory
- John Hollands's theory of types and person-environment interactions: applying and evaluating Holland's theory
- Lent, Brown and Hackett's social cognitive career theory: applying and evaluating SCCT.
- Trait & Factor theory

Unit 3: Career Development Interventions (12 Hours)

- Career development interventions in elementary schools and parental participation.
- Career development in high schools; objectives and interventions for career development in high schools.
- Higher education: the career needs of college students, the growth of career development interventions in higher education, career development competencies in adulthood, self-awareness, education and vocational exploration, and career planning.

Unit 4: Career Development and Counseling of Diverse Groups and Technology & Strategies in Career Guidance and Counseling (12 Hours)

- Gender Issues, Discrimination, Oppression, Social Justice in Career Development & Counseling
- Computer assisted career guidance systems: The internet as the deliverer of computer-assisted systems, Types of Computer assisted systems, Career Information and Planning system

- Individual and Group Assessment in Career Guidance and Counseling
- Occupational information sources: New and emerging occupational fields

Recommended Books

1. Brown, S.D. & Lent, R.W. (2013) (2nd Edition). Career Development and Counseling Putting Theory and Research to Work. John Wiley & Sons,
2. Niles, S. & Harris-Bowlsbey, J. (2016). Career development interventions in the 21st century (4th ed.). Upper Saddle River, NJ: Pearson Education.

Course Code MPSYE526N

Course Title: Developmental Disorders across Groups

Credit= 4+0

Course Objectives: This course examines cognitive and social development in children and young people (and in some cases adults) with intellectual/developmental difficulties such as autism spectrum disorder, learning disabilities, and neuro cognitive disorders from a psychological standpoint.

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

1. Identify between developmental problems
2. Recognize the symptoms, etiology and clinical picture of disorders
3. Define the various processes that lead to each disorder
4. Understand viable preventative and treatment options
5. Cite research in the field.

Unit 1: Neuro-developmental Disorder (12 Hours)

- Intellectual Disability or Intellectual Development Disorder
- Types and Diagnostic Criteria
- Clinical Features and Etiology
- Communication Disorder: Types, Clinical Picture and Etiology.

Unit 2: Autism Spectrum and Attention Deficit Hyper-Activity Disorder (ADHD) (12 Hours)

- Autism: Diagnosis and Clinical Features
- ADHD: Etiology and Clinical Features.

Unit 3: Specific Learning Disorders (13 Hours)

- Impairment in Reading and Written Expression: Clinical Features and Etiology
- Impairment in Mathematics: Clinical Features and Etiology
- Developmental Coordination Disorders
- Stereotypic Movement
- Tourette's Disorder
- Chronic Motor and Vocal Tic Disorder.

Unit 4: Neuro-cognitive Disorders (13 Hours)

- Mild and Major Neurocognitive Disorder
- Alzheimer's Diseases
- Dementia and its Types
- FTLD and Lewy Body Disease
- Parkinson's, Huntington and Korsakoff's Syndrome.

Recommended Books

1. Sadock, B.J., Sadock, V.A., & Ruiz, P. (2015). *Synopsis of Psychiatry* (11th Edition), Wolters Kluner.
2. Butcher, J.N., Hooley, J.M., Mineka, S. & Kapur, P. (2019). *Abnormal Psychology* (17e), Pearson.

Course Code MPSYE527N

Course Title: Consumer Behavior

Credit= 4+0

Course Objectives: The purpose of this class is to teach students about consumers, how markets work, and how these things affect marketing strategy. The main things that affect customers as people and as decision-makers are talked about, and how they affect the buying process is shown. Understanding what customers want and how they act is important for coming up with and implementing successful marketing strategies. The consumer decision-making procedure and internal and external influences on consumer behaviour are examined in depth.

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

1. Identify the dynamics of human behaviour and the basic components that influence the decision-making process of consumers.
2. Examine the impact of psychological elements on consumer behaviour, such as perception, motivation, and attitudes.
3. Demonstrate the ability to apply principles to marketing strategy
4. Apply critical thinking, analytic and interpretative abilities when studying the course material.

Unit 1: Consumer Behaviour: Meaning (13 Hours)

- The Marketing Concept; Consumer Value, Satisfaction, Trust and Retention
- Impact of New Technologies on Marketing Strategies
- The Consumer Research Process
- Collecting Secondary Data
- Designing and Conducting Research
- Market Segmentation.

Unit 2: Consumer as an Individual (12 Hours)

- Motivation
- Personality
- Consumer Perception.

Unit 3: Consumer in their Social and Cultural Setting (13 Hours)

- Family Life Cycle
- Lifestyle Profiles of Social Classes

- Cultural aspects of Emerging Markets.

Unit 4: Consumer's Decision Making Process (12 Hours)

- Levels of Consumer Decision Making
- Models of Consumers Diffusion and Adaption of Innovations
- Relationship Marketing and Challenges of Consumer Satisfaction.

Recommended Books

1. Schiffman, L.G., Kannk L.L., & Kumar, S.R. (2011). *Consumer Behaviour* (10th Edition), Pearson.

Course Code MPSYE528N

Course Title: Stress Management

Credit= 4+0

Course Objectives: This stress management course is designed to help students understand the nature of stress and its effects on health and behaviour, recognise stressors and signs of stress in their own lives, and understand the cognitive aspects of stress, particularly the effects of automatic thoughts and internal dialogue on stressor appraisal and lessen muscle tension caused by stress, learn various relaxation and cognitive strategies.

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

- Recognize the fundamentals of stress management.
- Recognize stressors and how to deal with them.
- Learn to respond to difficult events in a proactive manner.
- Learn how to control stress through nutrition, sleep, and other elements in your daily life.
- Learn several relaxation techniques to relieve muscle tension caused by stress.
- Learn cognitive approaches to improve own ability to accurately assess stressors.
- Discover precise behavioural approaches for lowering stress and distress.
- Plan a long-term strategy for reducing and managing stress.

Unit 1: Understanding Stress (12 Hours)

- Sources of Stress
- Signs and Symptoms of Stress (Physical & Psychological)

- Responses to Stress: Selye's Model; Lazarus Appraisal theory

Unit 2: Stress and Health (12 hours)

- Chronic Muscle Tension
- Cardiovascular Problems
- Compromising Immune System
- Impact on Mental Health

Unit 3: Life Style and Stress Resistance (10 Hours)

- Nutrition
- Physical Activity
- Working on Mental Health

Unit 4: Changing Perception of Stress and Stress Response and Application of Relaxation Techniques (16 Hours)

- Cognitive Restructuring
- Thought Stopping
- Challenging Irrational Beliefs
- Improving Self Esteem
- Becoming Optimistic
- Positive Talk
- Relaxation Techniques (Progressive Relaxation; Deep Breathing; Mindfulness; Meditation and Yogic Practices; Visual Imagery; Physical Exercises)

Recommended Books

1. Brehm, B.A. (1998). Stress Management: Increasing Your stress Resistance. New York: Longman.
2. McIntosh, D., Horowitz, J. & Kaye, M. (2017). Stress: The Psychology of Managing Pressure. DK Publishing (Online Available)
3. Selhub, E. (2019). The Stress Management Handbook. New York: Skyhorse Publishing (Online Available)

Course Code MPSYE529N

Course Title: Skills and Interventions for Social Issues

Credit= 4+0

Course Objectives: Social problems are complicated, interdependent occurrences. An adequate understanding of a social problem as a social phenomenon must include the perception of its genesis – that is, the causal links to social activities that "create" the problem, the nature of the perceived threat, and the applied methods of intervention with the help of social psychology models and theories. The major objective of this course is to introduce students to a wide range of critical and descriptive social problem concerns. This course introduces students specifically to the idea of social problem and its relationship to social occurrences.

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

1. Identify and understand nature and scope of varied social problems existing in India and elsewhere
2. Develop an understanding of appropriate skills and interventions needed to address various psycho-social problems

Unit 1: Assessment of social problems and action planning

- Problem identification and definition
- Theory-based explanations for issues
- Developing and testing the process model
- Developing the interventions

Unit 2: Nature of behavioural skills and interventions

- Behaviour-analysis approach to skills and interventions
- Impact of behaviour-focused skills and interventions
- Behaviour intervention strategies-antecedent and consequence
- Enhancing skills/interventions through social influence

Unit 3: Applying social psychology to diversity and special populations

- Issues related to caste, tribes, minorities, gender and welfare measures
- Immigrants and host-societies-challenges and interventions

- Orphans and street children-psychosocial problems and interventions
- Disability-understanding the concept and rehabilitation

Unit 4: Applying Social Psychology to Societal Issues

- Violence: Theoretical models for understanding violence; Categories of violence; self-directed violence (Suicide); domestic violence, sexual violence, collective violence
- Psychological interventions for aggression and violence
- Problem of alcoholism: Definition, types, effects, methods of treatment, prevention and rehabilitation
- Emerging challenges: Trans-gender issues, prostitution, same-sex marriage
- Unemployment: effects of unemployment, role of psychologists in solving the problem
- Poverty and deprivation: Absolute and relative poverty, human development index; psychological studies of effects of poverty, Social exclusion

Recommended Books

1. Dalal, A. & Misra, G. (2002). *New Directions in Indian Psychology* (Vol. 1). Social Psychology. New Delhi, Sage Publications.
2. Misra, G. (2011). *Oxford Handbook of Psychology*. New Delhi: Oxford Press.
3. Schneider, F.W., Grumman, J.A. & Coutts, L.M. (2012). *Applied Social Psychology* (2nd Edition). Sage Publications, New Delhi.
4. Steg, L., Buunk, A.P. & Rothengatter (2008). *Applied Social Psychology*. Cambridge University Press.

Course Code MPSYE530N

Course Title: School Psychology

Credit= 4+0

Course Objectives: The main goals of this course are to introduce school psychology as a specialized field, with school psychology defined as a scientific study of cognitive functions, development issues, and behaviour of students in an educational setting, as well as to deal with students' social, emotional, and development issues and implement effective interventions, and to promote and facilitate healthy cognitive, behavioural, and socio-emotional growth of children and families.

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

- Acquire and apply knowledge in school psychology and ensuring healthy growth and development of children in educational setup.
- Demonstrate impeccable knowledge and understanding in problem solving, counseling, decision making, diagnosis, etc.
- Develop critical thinking and reasoning skills.
- Demonstrate statistical, information gathering, synthesis skills to facilitate research

Unit 1: Introduction to School Psychology (12 Hours)

- History of School Psychology – Contribution of Lightner Witmer, Stanley Hall, Stanford Binet
- Role and function of school psychologist, Domains of school psychology (National Association of School Psychology) and their details description,
- Curricula Frameworks: Bloom’s Taxonomy

Unit 2: Childhood Development (12 Hours)

- Stages of Development (including physical, cognitive, social and emotional)
- Theories of Development (Jean Piaget, Lev Vygotsky, Erik Erikson, Lawrence Kohlberg)

Unit 3: Assessment in School Settings (13 Hours)

- Student Observation – formal and informal procedures
- Functional Behavior Assessment – Indirect and Direct, criterion – referenced testing
- Curriculum – based Assessment, Formative and Summative Assessment
- Individualized Educational Plan – purpose and Components
- Ethical Consideration in the practice of School Psychology

Unit 4: Counseling and Intervention (13 Hours)

- Major Counseling Approaches, Delivering of school psychology services (Direct Service, Indirect Service, Whole School Service and System Service)

- Intervention Models – Problem Solving Model and Standard Treatment Protocol Model, Other Models – Behavioral, Cognitive and Emotional, Behavior Modification

Recommended Books

1. Bray, M. A., & Kehle, T. J. (2011). *The Oxford Handbook of School Psychology*. Oxford University Press.
2. Peacock, G.G., Erwin R.A., Daly III, E.J., & Merrell, K.W. (2010). *Practical Handbook of School Psychology – Effective Practices for the 21st Century*. The Guilford Press. (Online Available)
3. Santrock, J. W. (2009). *Life-span development*. Boston, MA: McGraw-Hill.

Course Code MPSYE531N

Course Title: Rehabilitation Psychology

Credit= 4+0

Course Objectives: The course is intended to present the significance of rehabilitation, recovery, and rehabilitation psychology, as well as to investigate the notion and models of disability. Furthermore, the students will comprehend the various challenges and applications of rehabilitation psychology, as well as several techniques to rehabilitation counseling.

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

1. Build a foundation in the history and philosophy that underpins human service activity.
2. Know relevant legislation impacting rehabilitation counseling, including the goals and policies of current legislation

Unit 1: Introduction to Rehabilitation Psychology (12 Hours)

- Definition, historical perspective and scope
- Concepts of ability and disability
- Recovery and rehabilitation
- Medical, neuropsychological, social and biopsychosocial model of disability
- Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects

Unit 2: Rehabilitation of Persons with Disability (12 Hours)

- Rehabilitation of persons with physical disabilities: physical, psycho- social and vocational rehabilitation
- Assessment of persons with disabilities
- Assistive technology for enhancing functional capacities of persons with disabilities
- Legal issues in rehabilitation for persons with disabilities: overview of PWD act, RCI act, national trust act, United Nations convention on the rights of persons with disabilities.

Unit 3: Neuropsychological and cognitive rehabilitation (13 Hours)

- Theoretical approaches
- Principles of compensation, recovery and plasticity in neurocognitive rehabilitation
- Rehabilitation of persons with deficits of memory, attention and executive functions
- Rehabilitation in traumatic brain injury and stroke

Unit 4: Application of Rehabilitation Psychology and Psychological approaches to rehabilitation counseling (13 Hours)

- Rehabilitation of addictions: drug and alcohol
- Rehabilitation after abuse and violence
- Palliative care, pain management and symptom control
- Sports Injury and Rehabilitation
- Person-centered therapy in rehabilitation counseling
- Behavioral therapy in rehabilitation counseling
- Cognitive- behavioral therapy in rehabilitation counseling

Recommended Books

1. Barrett, N. M., Gill, K. J., Pratt, C. W., & Roberts, M. M. (2013). *Psychiatric rehabilitation*. Academic Press.
2. Gawali, G. (2012). *Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives* (Ed.). Mumbai: Himalaya Publications.
3. Golden, C. J. (1984). *Current topics in rehabilitation psychology*: Grune & Straton, London.

4. Noggle, C.A., Dean, R.S., & Barisa, M.T. (Eds.) (2013). *Neuropsychological rehabilitation*. New York: Springer Publishing Co.
5. Rath, J. F., & Elliott, T. R. (2012). *Psychological models in rehabilitation psychology*. In P. Kennedy (Ed.), *Oxford library of psychology. The Oxford handbook of rehabilitation psychology* (p. 32–46). Oxford University Press.
6. Taylor, J. & Taylor S. (1997). *Psychological approaches to sports injury rehabilitation*. Maryland: Aspen Publishers

Course Code MPSYC532N

Course Title: Discipline specific Assessment and Testing

Credit=0+4

Course Objectives: Students will get familiar with the numerous evaluation processes and instruments used in various areas of psychology and will learn how to select, administer, score, and interpret various psychological instruments.

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

1. Administer psychological assessment tools and measures
2. Select, score and interpret various types of psychological tests
3. Comprehend assessment process, techniques and issues pertaining to different areas of relevance
4. Apply this knowledge to evaluate the mental status of individuals and will refer to further agencies/ experts to maintain their well- being.

Students are required to administer, score, interpret, and report any of the FOUR psychological measures from the Semester IV Elective Courses.

Course Code MPSYE533N

Course Title: Dissertation

Credit= 0+4

Course Objectives: The purpose of the dissertation or thesis is to write an original research paper on a well-defined topic. The study entails a lot of reading and taking notes, and the process

helps the student discover where his field of interest lies and boosts his desire to learn more about the topic. A well-structured and genuine piece of writing that creates a logical argument on the chosen study topic. This large and difficult piece of work broadens subject knowledge as well as rational and reasoning abilities. While each portion of the dissertation has its own purpose, demonstrating the capacity to describe research findings and analyse the parallels between facts and current theories of other specialists is an important reason for the dissertation requirement.

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

1. Plan and conduct an independent and sustained critical examination and evaluation of a chosen research topic that is pertinent to the environment and society.
2. Discover pertinent theories and concepts in a methodical manner, relate them to acceptable procedures and evidence, employ appropriate techniques, and reach appropriate conclusions
3. Conduct systematic research and critical examination of acceptable and pertinent information sources
4. Apply qualitative and/or quantitative evaluation techniques to original data in a suitable manner
5. Comprehend and apply ethical principles when collecting and evaluating data and other resources
6. Accurately and effectively express research themes and contexts, both in writing and orally

The dissertation is a substantial piece of guided independent research on a topic agreed upon by the student and supervisor. All students are required to do the literature review, identify, research questions, select methodology, frame objectives and hypothesis, collect data, analyze data, interpret findings and write and submit the report, which is focused on a topic of choice, which was chosen in the previous semester. The students are evaluated on the basis of their report and the viva voce.

(The student will be evaluated for DISSERTATION at the end of Semester IV, hence the total credits of the course would be 4+4=8 (4 credits for semester III and 4 credits for semester IV).