



Master of Science Psychology

Syllabus 2018 – 2020

Department of Psychology
Mount Carmel College Autonomous
Bangalore, India



Program Objectives

- To facilitate an in-depth understanding of the key concepts, methodologies and applications of the field.
- To emphasize the strengthening of foundations towards a research-based approach to Psychology.
- To catalyze a climate of social responsibility by incorporating endeavours aimed at the development of the community.
- To ensure a multi-dimensional approach to academic learning and assessment through presentations, projects, seminars, internships and case conferences.
- To enhance and maximize the employability and research caliber of the students.



Program Matrix

Paper Code	Paper Title	Credits
Semester II		
MPSY1PTCC-01	Personality Theories	5
MPSY1RMPCC-02	Research Methods in Psychology	5
MPSY1BPICC-03	Biopsychology-I	5
MPSY1BCPCC-04	Basic Cognitive Processes	5
MPSY1BCSAC-01	Basic Counselling Skills	1
MPSY1SEPAC-02	Sports & Exercise Psychology	1
Semester II		
MPSY2ASPCC-05	Applied Social Psychology	5
MPSY2SMPCC-06	Statistical Methods in Psychology	5
MPSY2BPIICC-07	Biopsychology-II	5
MPSY2HCPCC-08	Higher Cognitive Processes	5
MPSY2HMAC-03	Health Management	1
MPSY2SPAC-04	School Psychology	1
MPSY2CDP	Community Development Project	1
Semester III		
MPSY3CPEC-01	Community Psychology	5
MPSY3PPEC-02	Positive Psychology	5
Elective (any one) MPSY3CPIAGPEC-03 MPSY3IPIOBIEC-03	Clinical Psychology I (<i>Adult & Geriatric Psychopathology</i>) Industrial Psychology I (<i>Organizational Behaviour I</i>)	5
Elective (any one) MPSY3CPIATEC-04 MPSY3IPIHRMIEC-04	Clinical Psychology II (<i>Assessment and Therapy</i>) Industrial Psychology II (<i>Human Resource Management I</i>)	5
MPSY3FPAC-05	Forensic Psychology	1
MSC3EDPSC-02	Entrepreneurship Development	1
MPSY3EPHIMC-01	Interdisciplinary Course – Enhancing Psychological Health	1
MPSY3IR-01	Internship	1
Semester IV		
MPSY4CALSEC-05	Counselling Across Life Span	5
Elective (any one) MPSY4CPIIIDDEC-06 MPSY4IPIIIOBIEC-06	Clinical Psychology III (<i>Developmental Disorders</i>) Industrial Psychology III (<i>Organizational Behaviour II</i>)	5
Elective (any one) MPSY4CPIVAIEC-07 MPSY4IPIVHRMIEC-07	Clinical Psychology IV (<i>Assessment and Intervention</i>) Industrial Psychology IV (<i>Human Resource Management II</i>)	4
MPSY4PR-01	Dissertation	6



Course Matrix for I Semester M.Sc. Psychology

Paper Title	L: T: P	Marks				Credits	
		CIA		ESE			Total
		Theory	Practical	Theory	Practical		
Personality Theories	4:0:2	30	15	70	35	150	5
Research Methods in Psychology	4:2:0	30	15	70	35	150	5
Biopsychology-I	4:0:2	30	15	70	35	150	5
Basic Cognitive Processes	3:0:4	30	15	70	35	150	5
Basic Counselling Skills	2:0:0	15	-	35	-	50	1
Sports & Exercise Psychology	2:0:0	15	-	35	-	50	1
Soft Skills – Business Communication	2:0:0	15	-	35	-	50	1
Internship / CDP				Evaluated in II Semester			
Total	31	225		525		750	23

L – Lecture
T – Tutorial
P – Practical

CIA – Continuous Internal Assessment
ESE – End Semester Examination



Course Matrix for II Semester M.Sc. Psychology

Paper Title	L: T: P	Marks				Credits	
		CIA		ESE			Total
		Theory	Practical	Theory	Practical		
Applied Social Psychology	4:0:2	30	15	70	35	150	5
Statistical Methods in Psychology	4:2:0	30	15	70	35	150	5
Biopsychology-II	4:0:2	30	15	70	35	150	5
Higher Cognitive Processes	3:0:4	30	15	70	35	150	5
Health Management	2:0:0	15	-	35	-	50	1
School Psychology	2:0:0	15	-	35	-	50	1
Soft Skills – Data Analytics	2:0:0	15	-	35	-	50	1
Community Development Project				50	-	50	2
Total	31	225		525		800	25

L – Lecture
T – Tutorial
P – Practical

CIA – Continuous Internal Assessment
ESE – End Semester Examination



Course Matrix for III Semester M.Sc. Psychology (Specialization)

Paper Title	L: T: P	Marks				Credits	
		CIA		ESE			Total
		Theory	Practical	Theory	Practical		
Community Psychology	4:0:2	30	15	70	35	150	5
Positive Psychology	4:2:0	30	15	70	35	150	5
Elective I – Clinical/Industrial I*	4:0:2	30	15	70	35	150	5
Elective II – Clinical/Industrial II*	3:0:4	30	15	70	35	150	5
Forensic Psychology	2:0:0	15	-	35	-	50	1
Interdisciplinary Course							
Enhancing Psychological Health <i>(Offered for non-psychology students)</i>	2:0:0	15	-	35	-	50	1
Soft Skills – Entrepreneurship	2:0:0	15	-	35	-	50	1
Internship				50	-	50	2
Total	31	225		525		800	25

**Electives of Specialization*

Clinical

Paper I – Adult and Geriatric Psychology

Paper II – Assessment and Therapy

Industrial

Paper I – Organizational Behaviour I

Paper II – Human Resource Management I



Course Matrix for IV Semester M.Sc. Psychology (Specialization)

Paper Title	L: T: P	Marks				Credits	
		CIA		ESE			Total
		Theory	Practical	Theory	Practical		
Counselling across Life Span	4:2:0	30	15	70	35	150	5
Elective I – Clinical/Industrial I*	3:0:4	30	15	70	35	150	5
Elective II – Clinical/Industrial II*	4:0:0	30	15	70	35	150	4
Dissertation						200	4
Total	17	210		490		650	18

**Electives of Specialization*

Clinical

Paper I – Developmental Disorders

Paper II – Assessment and Intervention

Industrial

Paper I – Organizational Behaviour II

Paper II – Human Resource Management II



Semester I – Core Paper I – Personality Theories (52 Hours)

Objectives of the Course

- To understand the definitions, assessment, dynamics of personality.
- To Introduce students about Psychoanalytic theorists and their concepts.
- To familiarize students with behaviouristic theorists and their theories.
- To Discover and analyse Humanistic theories by humanistic theorists.
- To analyze dispositional and biological concepts on personality.
- To give an Insight on Indian view of personality.

Unit I – Introduction to Personality Psychology

12 Hours

Definition, Concept of personality and personality theories; Assessment of Personality
Psychoanalytic theories. Sigmund Freud – classical psychoanalytic theory, Carl Jung – Analytic theory, Alfred Adler – Individual psychology
Theories of Karen Horney, Erich Fromm, Harry Sullivan and Erik Erikson

Unit II – Behaviouristic Theories

10 Hours

Theories of James Watson
Dollard and Miller (Stimulus response theory)
Theories of B F Skinner, Albert Bandura, J B Rotter and Walter Mischel

Unit III – Humanistic and Phenomenological Theories

10 Hours

Roger's person-centered theory
Rollo May's Existential theory,
Kelly's theory of personal constructs
Maslow's and Herzberg's motivational theories



Unit IV – Dispositional and Biological

10 Hours

Theories of Gordon Allport, Henry Murray, Raymond Cattell and Hans Eysenck

The Big Five theory of personality

Unit V – Indian View of Personality

10 Hours

Basic concepts explained in the ancient Indian texts. Jiva-four stages and five sheaths;

Svabhava, Prakriti, Atman and Purusha

Yoga-pathway to self realisation.

Guna theory of personality

Aurvedic view of personality – Doshas

Reference

Hall and Lindzey, Theories of personality. Wiley Eastern

Friedman H. S. and Schustack, M. W.(2004) Personality,2nd edition. Pearson education. India.

Mayer, J D (2007). Personality: a systems approach. Boston. M A: Allyn and Bacon.

Schultz D P and Schultz S E (2009) Theories of personality. 9th edition. Belmont.C A Wadsworth/
Cengage learning.

Pervin L.A. Personality: Theory and Research. Wiley Eastern.

Bischoff, L J. (1970) Interpreting personality theories. New York. Harper and Roe.

Paranjpe,A.C.(1998) Self and Identity in modern psychology and Indian thought.

Paranjpe A.C. (1998). Style over substance: The loss of personhood in theories of personality.

Research team VYASA(2002). Research contributions of VYASYA. Vivekananda Yoga Research
Foundation. Bangalore. Swami Vivekananda Yoga Prakashana.

Dr. R.N. Sharma-Indian Philosophy(problems and theories)



Semester I – Core Paper II – Research Methods in Psychology (52 Hours)

Objectives of the Course

To familiarize the students with the fundamental concepts and different types of research.

To understand the various phases involved in psychological research.

To apply the appropriate designs of research for conducting psychological research.

To understand the techniques involved in psychological test construction.

To introduce the students to standardized procedure concerned with academic research.

Unit I – Introduction

12 Hours

Meaning of research

Objectives of research

Types of research. Quantitative and Qualitative research (Anecdotal method, Narrative analysis, Focussed group discussion) Descriptive, Experimental, Analytical, Applied, Fundamental, Conceptual, Empirical and others

Criteria for good research//

Ethical standards of psychological research. planning, conduction and reporting research; plagiarism

Unit II – Research Process

10 Hours

Research problem. Identifying, defining and characteristics of a research problem

Review of literature. Purpose and source of literature

The research process. An eight step model

Sampling. Concept, sampling techniques, errors in sampling

Hypotheses. Definition, characteristics and types of hypotheses

Variables. Definition and types of variables



Unit III – Research Design

10 Hours

Meaning and features of a good design

Types of research designs. Experimental and Non- experimental; Single subject design, Within group and Between group designs; Case study; Ex post facto studies; Survey; Factorial designs, Action research, Feminist research, the cross-over comparative experimental design, the replicated cross-sectional design, trend studies, cohort studies, panel studies, Blind studies, Double-blind studies, Multi method or Triangulation

Unit IV – Measurement and Test Construction

10 Hours

Data collection techniques. Observation, Interview, Questionnaire, Meta-analysis, Life history, Simulation and games; Primary and secondary data

Scaling methods. Types of Scales attitudinal scales; the relationship between attitudinal scales and measurement scales

Test construction. Item writing, item analysis, item validity; norms development

Psychometric properties. Reliability; validity- types and methods; Item response theory

Unit V – Data Analysis and Report Writing

10 Hours

Writing Research Report. Steps of Writing Report (American Psychological Association/APA Format) 6th Edition

Research Proposal / Synopsis. Importance, Steps of Writing Synopsis, Preparing Major and Minor Research Projects

Budgeting. Time and Man Power Planning

Intellectual property Rights (IPR). Significance and protection of intellectual property rights; Brief summary of patents, copyrights, trademarks, Geographical Index (GI)



References

- Anastasi, A. (1998). Psychological Testing. (6th Ed.).New York: McMillan Company.
- Bordens and Abbott. (2013).Research Designs and Methods :Tata Mc.Graw Hill publication.
- Black, T.R. (1999). Quantitative research designs for Social science. Thousand Oak: Sage Publications.
- Broota.K.D . (1989). Experimental Design in Behavioural Research: New Age International.
- Edwards, A.K. (1976). Experimental Designs in Behavioural research. Prentice Hall Publications.
- Kothari, C.R. (2008). Research Methodology: Methods and Techniques (2nd Ed).New Age International.
- Kaplan, R.M &Dennis, P. (2005). Psychological testing. (6th Ed.).Indian edition
- Kerlinger.N. (1996).Foundations of behavioural research. Prentice Hall of India.
- Singh, A.K. (2010). Test measurement and research methods in Behavioural science. Bharathi Bhavan Publishers.
- Subbarau N.R.- Handbook on Intellectual property Law and Practice-S Viswanathar Printers and publishing PVT LTD(1998)



Semester I – Core Paper III – Biopsychology I (52 Hours)

Objectives of the Course

To familiarize the history and divisions of Biopsychology and the goals of research.

To understand the genetic mechanisms, their interaction with environmental factors and knowledge of current development in the area of genetics.

To understand the structure and functions of the nervous system.

To understand the influence of endocrinological factors on behaviour.

To familiarize the causes and treatment of various neurological disorders through the understanding of neuroplasticity.

Unit I – Introduction to Biopsychology

10 Hours

Definition and nature of Biopsychology

Divisions of biopsychology. Physiological Psychology, Psychopharmacology,

Neuropsychology, Psychophysiology, Cognitive Neuroscience, Comparative Psychology

Biological roots of Physiological psychology

Goals of research

Sociobiology and Evolutionary psychology

Methods of studying the brain. Recording human psychophysiological activity, Invasive physiological research methods

Unit II – Behaviour Genetics

10 Hours

Mendelian genetics. Chromosomes, Reproduction, and linkage, Sex chromosomes and sex-linked traits; chromosome structure and replication; the genetic code and gene expression; Mitochondrial DNA.



Behavioural development. Interaction of genetic factors and experience, influence of heredity and environment on behaviour

Human genome project; Genetic engineering

Unit III – Nervous System and Behaviour

12 Hours

General layout of the nervous system. Cells of the nervous system, spinal cord, five major divisions of the brain

Neural conduction and synaptic transmission; Neurotransmitters; pharmacology of synaptic transmission

The Sensor motor System. Three principles of sensor motor function, Sensor motor association cortex; secondary motor cortex, primary motor cortex, cerebellum and basal ganglia

Lateralization of the brain and split brain

Unit IV – The Endocrine System

10 Hours

Hormones and behavior. General principles of how hormones work,

Hormones for cellular functioning. Pituitary gland, Thyroid gland and Pancreas.

Hormones of stress. Adrenal glands, Stress and cardiovascular function; stress and depression

Hormones for growth, sexual behaviour, and reproduction. Sexual orientation, Neural control of sexual behavior in males and females

Unit V – Brain Damage and Neuroplasticity

10 Hours

Causes of brain damage. Brain injuries, Brain tumours, Cerebrovascular disorders,

Infections of the brain, Neurotoxins, Genetic factors, Programmed cell death



Neuropsychological diseases. Epilepsy, Parkinson's disease, Huntington's disease,
Multiple Sclerosis, Alzheimer's disease

Neural degeneration, Regeneration, reorganization, recovery of function, Neuroplasticity
and the treatment of nervous system damage

References

John P. J. Pinel , Biopsychology, sixth edition. Pearson education.

Neil R Carlson, Foundations of Physiological Psychology.Sixth edition, Pearson education.

Levinthal (1999). Introduction to Physiological psychology. Prentice Hall of India.

Fransis Leukel. Introduction to Physiological Psychology. Indian edition.

Bridgeman,(1994). The biology of the Behaviour and Mind, New York, Prentice Hall.

Biological Psychology-Psychology express. Emma Preece.

Kalat. James W(2015)-Biological Psychology.



Semester I – Core Paper IV – Basic Cognitive Processes (45 Hours)

Objectives of the Course

Discover the domains of artificial intelligence and using the computer metaphor in understanding cognition.

Rekindle the concepts and mechanisms of attention and psychophysical methods.

Scrutinize the models and types of memory.

Understanding perceptual processes and levels of consciousness.

Discovering the structure of language and its influence as a medium of communication.

Unit I – Introduction to Cognition

10 Hours

Emergence of Contemporary Cognitive psychology

Approaches and key issues

Information processing. A computer metaphor for cognition

Connectionism. A brain metaphor for cognition

Research methods in cognition. The cognitive psychology experiment.

Alternative approaches to intelligence. Artificial intelligence; Computer simulation, improving intelligence

Unit II – Attention: Concepts and Mechanisms

10 Hours

Selection and division of attention

Theories of attention. Bottleneck theories, capacity model and automaticity (Schneider and Shiffrin), Feature integration theory (Treisman)

Psychophysics. History, Classical Psychophysics – Weber's law and Fechner's law;

Psychophysical methods. Method of limits, Method of constant stimuli, method of average error; Signal detection theory



Unit III – Memory

10 Hours

Models. The Atkinson-Shiffrin model, the levels of processing approach, Tulving's model, The parallel distributed processing approach; Current status of each of the approaches

Types of memory. Sensory memory and Short term memory, Baddeley's working memory, Long term memory and its types; Mnemonics
Metamemory, Metacognition

Unit IV – Perception

07 Hours

Sensation and perception

Theories. Gestalt, Top-Down processing, Bottom-up processing, Information processing
The basic tasks of Visual perception (Perceptual Organizational process)

Multisensory interaction and integration. Synesthesia, comparing the senses; perception and action

Consciousness. Varieties of consciousness, Subliminal Perception

Perceptual Processing and attention. Visual attention, auditory attention

Unit V – Language Comprehension: Listening and Reading

08 Hours

Understanding spoken language. Speech perception, constituent structure, Chomsky's Theory of transformational grammar, factors affecting comprehension

Reading. Perceptual processes, theories of word recognition, discovering meaning of an unfamiliar word reading and working memory, reading comprehension, Inferences in reading, meta comprehension, artificial intelligence and reading



References

Bridget Robinson- Riegler, Greg L Robinson. Cognitive psychology-applying the science of the mind. Pearson education.

Solso R. L. (2001) Cognitive psychology. 6th edition Singapore: Pearson education.

Best, J. B (1999). Cognitive psychology, 5th edition, Belmont, C A: Brook/Cole.

Howarda D.B. (1983). Cognitive Psychology. N Y. Mc Millan

Mattlin M. W. (1995) Cognition . 12th edition.

Wolman B. H. Handbook of Psychology. N J Prentice Hall.

Woodworth R, Schlosberge. Experimental psychology N Y. Holt and Rinehart



Semester I – Allied Paper I – Basic Counselling Skills (30 Hours)

Objectives of the Course

To evaluate the scope and theories of counselling.

To familiarize students with the different schools and types of counselling.

To provide training in the process and skills of counselling.

To discuss the ethical issues and understand counselling diverse groups.

Unit I – Introduction to Counselling

06 Hours

Meaning, Nature, Definition and Scope of Counseling

Counselling goals, a helping relationship – Carkhuff and Eagan

Theories of counseling – Ivey and Ivey

Unit II – Approaches to Counselling

08 Hours

Four main schools of counseling. Psychodynamic – Freudian and Neo-Freudian (Erik Erikson), Humanistic (Gestalt and Rogerian), Cognitive Behavioural, Eclectic and Integrated Model.

Types of Counselling. Individual, groups; along the lifespan, rehabilitation, workplace, trauma, health, addiction, mental-health, other modalities

Unit III – Counselling Processes

08 Hours

Pre-counselling issues-interview

Assessment [standardized and non-standardised measures]

Setting goals, contracting, informed consent

Formulation, conceptualization, referral, issues of confidentiality

Verbatim recording and analysis, interpretation, termination, reporting



Attending behaviour, observational skills, skills of active listening, reflective skills, integrative skills, influencing skills, capacity forming skills, eliciting and reflecting skills.

Unit IV – Ethics in Counselling

08 Hours

Training of counsellors, supervision, personal and professional characteristics

Ethical issues and legal issues

Consultation, professional development, competence, peer relations,

Licensing and legislation

Counselling in diverse groups

References

Bond, Tim (1997). *Standards and Ethics for Counsellors in Action*. New Delhi: Sage Corey, G

(2000). (Ed.) *Theory and Practice of Counselling and Psychotherapy* 6th ed Dulton-

Douglas, M. A. & Walker, L. E. (Ed.).

Cormier, W., H., & Cormier, L., S. (1991). *Interviewing Strategies for helpers: Fundamental skills and cognitive behaviour*. Pacific Grove CA: Brooks/ Cole.

Ivey, A. E., & Ivey, M. B. (1999). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. Pacific Grove: Brooks/Cole Pub.



Semester I – Allied Paper II – Sports and Exercise Psychology (30 Hours)

Objectives of the Course

To trace the history and evaluate the scope of sports psychology.

To understand the impact of goal setting and motivation in sports.

To understand the role of anxiety and stress in sports performance.

To train the students in various techniques of relaxation concerned with sports.

Unit I – Introduction to Sports Psychology

08 Hours

Meaning and definition of Sports Psychology

History & Scope of Sports Psychology

Role of Sports and Exercise Psychologists

Current issues in sports psychology

Sports Psychology in India

Unit II – Motivation in Sports and Exercise

08 Hours

Types of Motivation

Causal attribution model. Causal attributions in competitive situations and attribution training

Team Cohesion and Leadership in sports

Unit III – Role of Anxiety, Arousal and Stress in Sports Performance

08 Hours

Anxiety, Arousal and Stress- meaning

Multi-Dimensional Nature of Anxiety

Relationship between Arousal and Athletic performance. Inverted U theory, Individual Zone of Optimal Functioning, Catastrophe Theory



Interventions in Sports performance.

Somatic Techniques. Breathing and Relaxation – Progressive Muscle Relaxation

Cognitive Techniques. Self Talk, Imagery, Autogenic Training, Meditation and Biofeedback Training

Unit IV – Goal Setting in Sports

06 Hours

Achievement goal orientation. Development nature of goal orientation, Goal involvement and Motivational climate; Task and Ego Goal orientations and its characteristics

Types of goals and reasons goal setting leads to improved performance

References

Cox, R. (2012). Sports Psychology: Concepts and Application (7th Ed). New York: McGraw-Hill.

Williams, J. (2010). Applied Sport Psychology: Personal Growth to Peak Performance. Sixth edition Boston: McGraw-Hill.

Roberts, G., & Treasure, D. (2012). Advances in Motivation in Sport and Exercise (3rd Ed). Champaign, IL, Human Kinetics.

Tenenbaum, G., & Eklund, R.C. (2007). Handbook of Sport Psychology (3rd Ed). New York: John Wiley and Sons.

Weinberg, R.S., & Gould, D. (2011). Foundations of Sports and Exercise Psychology. Champaign, IL, Human Kinetics.

Dosil, J. (2006). The Sport Psychologist's Handbook . A Guide for Sport-Specific Performance Enhancement. New York: John Wiley and Sons.



Semester II – Core Paper I – Applied Social Psychology – (52 Hours)

Objectives of the Course

- To explore different approaches and research methods in social psychology
- To evaluate social perception including attribution and social cognition
- To examine different social problems and concerns general and specific to India
- To discover social influences includes positive and negative social influences
- To inculcate and apply principles of social psychology in clinic, workplace and in court.

Unit I – Introduction and Scope of Social Psychology

10 Hours

Definition of Social Psychology

Approaches to the study of social behavior

Research methods in Social Psychology. Systematic Observation, Correlation,

Experimental methods and Survey research; Ethical issues in social psychological research

UNIT II – SOCIAL PERCEPTION

10 Hours

Non verbal communication

Attribution. Theories of attribution, Kelly’s model of Impression formation & management

Social cognition. Social information; Heuristics & Automated Processing, Sources of error

Influence of Mass media on social behaviour

Unit III – Social Problems and Concerns

10 Hours

Effects of Poverty and deprivation; effects of unemployment; social psychological

dimension of rural development

Population and gender issues. Economic and psychosocial models of population;

dynamics and consequences; control strategies



Gender discrimination and empowerment of women

Disparity in education

Socio-political problems. Corruption, reservation, child labour, social upheaval, terrorism

Unit IV – Social Influences

12 Hours

Conformity, compliance, obedience, Milgram's experiment

Positive social influences. Prosocial behavior; Interpersonal attraction – internal and external determinants; Affiliation and Intimate relationships

Negative social influences. Stereotypes, Prejudice and Discrimination (LGBT), Origin and methods to reduce it;

Aggression and violence. Conceptual issues and theoretical explanations; determinants, Interpersonal and intergroup forms of aggression; Strategies for reducing aggression and violence

Unit V – Application of Principles of Social Psychology

10 Hours

Social psychology in the clinic. Influencing factors in the accuracy of clinical judgement; Socio- psychological approaches to treatment; Social relationships as a means of support to health and well being.

Social psychology in workplace. Social psychology and economic development, enabling sustainable living; social psychology of Materialism and wealth; introduction to Behavioural economics; Socio-moral responsibility, Living responsibly in the modern world

Social psychology in court. Reliability of eyewitness testimony, factors influencing Juror judgments



References

Baron and Byrne. Social Psychology, Tata McGraw Hill, 1998.

David G Myers,. Social Psychology, Mc Graw Hill Book Company. ND.

Michener H. A. and Delamater J. D. (2004). Social psychology, 5th edition. Harcourt Brace.

P. Van Lang A Kruglanski, and E. T. Higgins . 2011. Handbook of theories of Social psychology.
Thousand Oaks. CA: Sage.



Semester II – Core Paper II – Statistical Methods in Psychology (52 Hours)

Objectives of the Course

To familiarize students with basic statistical concepts and graphical representation of data.

To understand the appropriate use of descriptive statistics along with computation.

To gain a comprehensive knowledge of the basic concepts of inferential statistics.

To understand the assumptions and computation of parametric and non-parametric tests.

To introduce statistical software for qualitative and quantitative data analysis.

Unit I – Distribution of Scores

10 Hours

Statistics. Definition and purpose

Levels of measurement in psychology. Nominal, Ordinal, Interval, and Ratio

Descriptive statistics. Central tendency and variability

Graphic representation of data. Frequency polygon, histogram, cumulative frequency curve, ogive, polygon of smoothed frequencies

Percents, percentile ranks, scores and standard scores – T, Z Sten and Stanine

Probability of score distribution. Concept, definition, principle and Characteristics of normal distribution curve

Unit II – Descriptive Statistics

10 Hours

Measures of central tendency. Mean, Median and Mode for group data

Measures of variability. Mean deviation, Quartile deviation, Standard deviation

Unit III – Parametric Methods

12 Hours

Standard error of mean and other statistics



Concept of levels of significance. Estimating Confidence Limits of Mean (large samples and small samples)

Significances of differences between the Means for Independent and Dependent Samples (small and large samples) using 't' and 'Z' tests

Analysis of Variance and 'F' test. Concept, Assumptions and Computation of One-Way Analysis of Variance; Independent, Concept of Repeated measures – Two-way ANOVA and interaction effects; Analysis of Covariance

Correlation. Pearson's 'r', Simple linear or Non-linear regression

Unit IV – Non Parametric Statistics

10 Hours

Difference between Parametric and Non parametric tests

Computation of chi- square test for hypothesis testing. Testing Deviation of the observed frequencies from the expected frequencies against a) Equal Probability Hypothesis b)

Normal Distribution Hypothesis c) 2 x 2 contingency table

The Mann- Whitney U test, Median test, Sign test and Kruskal-Wallis test

Correlation. Spearman Correlation, Biserial correlation, Point Biserial correlation, Non parametric regression, Contingency coefficient

Unit V – Statistical Software

10 Hours

Introduction to statistical software. Microsoft Excel, R, Atlas.ti, Nvivo

Statistical Package for Social Sciences. Introduction to SPSS 22nd Version; Data analysis and interpretation of SPSS output



References

- Aron, A., Aron, E.N. & Coups, E.J. (2009). Statistics for Psychology. (5th edition). Pearson Education, New Delhi.
- Howell D.C. (2006). Statistical Methods for Psychology (6th Ed) Thomson Wadsworth
- Garrett, H.E. (1966). Statistics in Psychology and Education. New York: David McKay Co.
- Thompson, B. (2006). Foundation of Behavioral Statistics: An Insight based approach. The Guilford Publication Inc. New York.
- Verma, L.K. and Sharma, N.K. (2000). Advanced Statistics in Education and Psychology. Jalandhar: Narendra Publishing House.
- Mangal, S. K. (2006). Statistics in psychology and education. N.D.: Prentice-Hall.



Semester II – Core Paper III – Biopsychology II (52 Hours)

Objectives of the Course

To understand the Physiological basis of learning and memory.

To understand the theories of hunger and thirst and sex and study the neural correlates.

To evaluate the theories of sleep and sleep disorders.

To discuss the perspectives of consciousness and alternate states of consciousness.

To evaluate the theories of emotions and explore the neural correlates of emotion.

Unit I – Physiological Basis of Learning and Memory

10 Hours

Four basic forms of learning. Perceptual learning; Stimulus –response learning (Classical conditioning, operant conditioning); Motor learning and Relational learning

Learning and Synaptic plasticity. Role of the brain areas in Classical and instrumental conditioning, Role of hippocampus in memory, relational learning;

Amnesia. Definition, different forms of amnesias

Unit II – Bio Psychology of Hunger and Thirst

10 Hours

Three phases of energy metabolism

Theories of hunger and eating. Set-point assumption, Glucostatic and Lipostatic Set-point theories; and the Positive-incentive perspective

Physiological research on hunger and satiety

Body weight regulation

Role of Brain stem and Hypothalamus

Eating disorders. Obesity, Anorexia Nervosa and Bulimia Nervosa

Thirst. Fluid balance, types of thirst, Neural mechanisms of Thirst



Unit III – Sleep and Biological Rhythms

10 Hours

The physiological and behavioural events of sleep

Theories of sleep. Physiological mechanisms of sleep and waking; Four areas of brain involved in sleep; Circadian rhythms

Disorders of sleep. Insomnia, Narcolepsy, REM Sleep Behaviour Disorder, Problem associated with slow-wave Sleep

Effects of sleep deprivation and Effects of long term sleep reduction

Unit IV – Physiological Basis of Consciousness and Altered States of Consciousness 12 Hours

Consciousness. Nature,

The four perspectives of consciousness. primary awareness, paradoxical awareness, pathological awareness, paranormal awareness

Neural correlates of consciousness

Altered states of consciousness. Intentional causes, Drug induced altered states of consciousness; Meditation induced states, Hypnotic induced altered states

Extra Sensory Perception. Nature, Psi, physical explanations of Psi

Unit V – Biopsychology of Emotion, Stress and Health

10 Hours

Darwin's view of emotions.

Early theories of emotions. James Lange, Cannon-Bard theories; Cognitive theory of emotion and facial feedback hypothesis

Emotions and the autonomic nervous system. Fear, defense and aggression, Stress and health, Fear conditioning. Brain mechanisms of human emotion.



References

John P. J. Pinel , Biopsychology, sixth edition. Pearson education.

Neil R Carlson, Foundations of Physiological Psychology.Sixth edition, Pearson education.

Levinthal (1999). Introduction to Physiological psychology. Prentice Hall of India.

Fransis Leukel. Introduction to Physiological Psychology. Indian edition.

Bridgeman,(1994). The biology of the Behaviour and Mind, New York, Prentice Hall.

Consciousness, Experience and Ways of Knowing. Sangeetha Menon. National Institute of
Advanced Studies.

Biological Psychology-Psychology express. Emma Preece.

Kalat James W(2015) Biological Psychology



Semester II – Core Paper IV – Higher Cognitive Processes (45 Hours)

Objectives of the Course

Conceptualize categories and concepts in mental representation.

Influence of problem solving and creativity in understanding cognition.

Anchoring reasoning and judgment in the decision making process.

Language proficiency and its growing need in bilingual predominant society.

Examining the sins of memory and its distortions.

Unit I – Mental Representations

10 Hours

Representations

Imagery. Definition and characteristics

Cognitive maps

Concepts. Concepts and Categories; Types of categories; Functions of concepts,

Approaches to Concept representation

Unit II – Problem Solving and Creativity

10 Hours

Problem-solving. Understanding the Problem, Problem-solving approaches, Factors influencing problem solving, (problem representation, problem solutions)

Creativity

Unit III – Reasoning, Judgement and Decision Making

10 Hours

Deductive reasoning, Inductive reasoning.

Judgement. The availability Heuristic, Representativeness Heuristic and Anchoring and Adjustment Heuristic; The Framing Effect

Decision making. Normative approach and Descriptive approach



Unit IV – Language Production: Speaking, Writing and Bilingualism

08 Hours

Speaking. Selecting the content of speech, Speech errors, gestures, the social context of speech

Writing. Comparing speaking and writing, cognitive tasks involved in writing

Bilingualism. Advantages and Disadvantages, code switching, second language proficiency as a function of age of acquisition)

Unit V – Memory Distortions

07 Hours

Sins of memory

Eyewitness memory. Encoding and storage factors, retrieval factors, witness factors

Illusory memories. Simple events, complex events, constructive memory framework, social influences, constructive remembering

Autobiographical memory. Basic issues and methodology, memory retention and function, factors affecting retrieval, emotion and autobiographical memory

References

Bridget Robinson- Riegler, Greg L Robinson. Cognitive psychology-applying the science of the mind. Pearson education.

Solso R. L. (2001) Cognitive psychology. 6th edition Singapore: Pearson education.

Best, J. B (1999). Cognitive psychology, 5th edition, Belmont, C A: Brook/Cole.

Howarda D.B. (1983). Cognitive Psychology. N Y. Mc Millan

Matlin M. W. (1995) Cognition . 12th edition.

Wolman B. H. Handbook of Psychology. N J Prentice Hall.

Woodworth R, Schlosberge. Experimental psychology N Y. Holt and Rinehart.



Semester II – Allied Paper I – Health Management (30 Hours)

Objectives of the Course

To introduce the students to a holistic approach towards health and healing.

To familiarize students with the various lifestyle diseases and their management.

To train them in various exercises and stress management techniques.

To discuss the alternate methods of health management.

Unit I – Introduction to Healing

08 Hours

Holistic approach to Health and Healing

Harmony and balance in medicine

Body and mind and universal wholeness; Mind as a healer

Groups at risk

Unit II – Lifestyle Disease and its Management

08 Hours

Lifestyle/Hypo-kinetic Diseases and Management. Diabetes; Hypertension; Obesity;

Osteoporosis; CHD and Psycho Oncology

Health related Physical Fitness and Assessment. Body mass Index, Skin fold

Measurement, BMR, Pulse Rate, Blood Pressure and Health Related Physical Fitness Test

Unit III – Aerobic/Anaerobic Exercises and Stress Management

08 Hours

Exercise. Types of aerobic & anaerobic exercises; physical & psychological Benefits

Stress Management. Relaxation Techniques; Bio Feedback and Neuro Feedback

Unit IV – Alternate Methods

06 Hours

Applications of yoga, Reiki, Pranic healing

Meditation. Mindful meditation; Psychophysiological effects



Ayurveda and naturopathy. Remedies for common ailments and other healing methods in the field of psychology

References

Felicity Allen , Health Psychology and Behaviour.,Tata McGraw Hill .

Payne.Hahn,Understanding your Health.,Tata McGraw Hill.

Gary E. Fraser, David J. Shavlik. Ten Years of Life: Is It a Matter of Choice? Arch

Steyn K; Fourie J; Bradshaw D. The impact of chronic diseases of lifestyle and their major risk factors on mortality in South Africa.

Baginski.B.J and Sharaman.S (1997),Reiki,Universal Life energy,New Delhi,B Jain Publisher.

Sharma.R.N.Indian Philosophy.,Surjeet Publications



Semester II – Allied Paper I – School Psychology (30 Hours)

Objectives of the Course

To trace the history of School Psychology.

To train the students in various functions of a school psychologist.

To train the students in various assessment and intervention procedures in school-related issues.

To provide an insight in to the laws of education and disabilities in the indian context.

Unit I – Introduction to School Psychology

08 Hours

Definition

Historical context

Differentiating from related professions

How does one become a school psychologist

UNIT II – Functions of school psychologist

08 Hours

Forms of Assessment

Academic assessment. Norm referenced achievement tests; Curriculum based assessments and Functional assessment

Socio-emotional Assessment. FBA and Observation

Intervention. IEP; Evidence based interventions (academic, socio-emotional) and Progress monitoring

Consultation. Teacher consultation; Parent consultation

Unit III – Problem Solving Approach

08 Hours

Overview and rationale

Assessment as a problem solving process



Prevention and intervention as a part of problem solving process

Response to Intervention and Positive Behaviour Support

Unit IV – School Psychology and Inclusion in India

06 Hours

Indian laws on education and disabilities

Systems level change. Phases of systems change; Role of school psychologist in systems change

References

Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). *School psychology for the 21st century: Foundations and practices*. New York: Guilford.

Korchin, S.J. (1976). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. Basic Books, New York.

Gresham, F.M. (2007). Evolution of response-to-intervention concept: Empirical foundations and recent developments. In S.R. Jimmerson, M.K. Burns, & A.M. VanDerHeyden (Eds.), *Handbook of response to intervention The science and practice and assessment and intervention* (pp 10-24). New York: Springer.

Sugai, G. & Horner, R.H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. *Exceptionality, 17*, 223-237.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009

Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995



Semester III – Core Paper I – Positive Psychology (52 Hours)

Objectives of the Course

To familiarize the students with eastern & western perspectives & theories of positive psychology.

To understand the applications of positive psychology concepts at every Stage of human development.

To discuss the impact of positive emotional & cognitive states on the well-being of the individual.

To assess the prosocial character strengths in interpersonal relationships.

To apply positive psychology concepts to personal growth & development.

Unit I – Positive Perspective of Psychology

12 Hours

Meaning of Positive psychology,

Importance; Eastern & Western Perspectives;

Classifications and measures of strengths. Gallup's Clifton Strengths Finder, The VIA Classification of Strengths, The search Institute's 40 Developmental Assets; Distinguishing among the measures of Psychological strength; Identifying personal strengths

Unit II – Living Well at Every Stage of Life and Positive Environment

10 Hours

Resilience in Childhood

Positive Youth Development

Life tasks of adulthood,

Successful aging

Positive schooling and Positive work environment

Unit III – Positive Emotional States and Cognitive States

10 Hours

Happiness and subjective wellbeing



Emotion- Focused Coping; Emotional intelligence

Positive cognitive states. Self efficacy; Optimism and Hope; Post-traumatic Growth;

Wisdom and courage; Mindfulness, Flow and Spirituality

Unit IV – Prosocial Behaviour

10 Hours

Altruism, Gratitude and Forgiveness

Attachment, Love and Flourishing Relationships

Positive response to loss

Assessing relationships

Unit V – Application of Positive Psychology: Positive Change

10 Hours

Positive psychology and meaningful life; Purpose of Life

Positive Change. Stages of change, Change processes

Informal helping relationships; Psychotherapeutic relationships' Effectiveness of

Psychological Therapies; Prevention of psychological problems

References

Synder C. R., Lopez S. J.(2002). Positive Psycholgy. The scientific and practical explorations of human strengths. Sage publications, Second edition. New Delhi.

Alan Carr(2008) Positive psychology. The science of happiness and human strengths.



Semester III – Core Paper II – Community Psychology (52 Hours)

Objectives of the Course

To familiarize students with theories and principles of Community Psychology.

To understand the concepts of prevention, crisis intervention and consultation in community settings.

To apply the theoretical perspectives in the prevention and management of social problems.

To apply community psychology models to mental health care and rehabilitation programs.

To develop interventions for community mental health enhancement.

Unit – I Theoretical Overview of Community Psychology

12 Hours

Definition and Principles of Community Psychology

Origins of Community Psychology. Forces behind emergence of Community Psychology

Community Mental Health model vs. medical model;

Development, operation and evaluation of the CMH model;

Emergence of community psychology from the community mental health model.

Unit II – Major Concepts in Community Psychology

10 Hours

Prevention. Primary, secondary and tertiary prevention measures

Crisis Intervention. Concept of a crisis, features, principles and application of crisis intervention

Consultation. Process of Consultation;

Use of Non-professionals in providing community mental health care

Mental Health Education and Epidemiology of Mental Health



Unit III – Applied Community Psychology

10 Hours

Violence and aggression. Theories of aggression, management of aggression;

Developing a community-centered approach to prevention of aggression and violence

Juvenile delinquency. Concept and features, approach to management of juvenile delinquents; concept of justice in crimes involving juveniles;

Role of community psychology in rehabilitation of juveniles.

Natural disasters. Impact of natural disasters – physical, psychosocial, economic consequences of natural disasters;

Role of community psychologists in facilitating adaptation to natural disasters.

Unit IV – Community Psychology Applied to Mental Health Care

10 Hours

Alcohol and substance abuse. Use and abuse of substances; Problems associated with alcohol and drug abuse; Management and rehabilitation of alcohol and drug abuse from a family and community-oriented approach

Care of elderly. A socio-demographic profile of the elderly, problems linked to health and well-being; Conception and development of geriatric care; extension of geriatric care through a community psychology model

Unit V – Community-Based Health Promotion

10 Hours

Development of community-based health promotion; an interdisciplinary approach to community psychology

Current issues in community psychology and ethics of community intervention

Community mental health movement in India: current status and applications



References

Korchin, S.J. (1976). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. Basic Books, New York.

Levine, M., Perkins, D.D., & Perkins, D.V. (2004). *Principles of Community Psychology: Perspectives and Applications*. Oxford University Press



Semester III – Clinical Psychology Specialization

Core Paper III – Adult and Geriatric Psychopathology (45 Hours)

Objectives of the Course

To trace the historical and training aspects concerned with the field of Clinical Psychology.

To give insights into ethical issues in clinical practice.

To provide a deeper understanding of various perspectives in psychology applied to mental disorders.

To familiarize the prevalence and etiology of various psychological disorders.

To enable students to understand the clinical picture & symptomatology of psychological disorders.

Unit I – An Integrative Approach to Psychopathology

10 Hours

Definition and history of clinical psychology

Models. Unidimensional or multidimensional; Value of models, the Psychodynamic model, Behavioural model, Phenomenological model, Biological model, interpersonal model

Professional issues in clinical psychology. Professional training, Professional regulation, Professional ethics, Professional independence; Mental health professionals and the law, Patients rights and clinical practice guidelines, Ethical issues

Unit II – Anxiety Disorders

10 Hours

Anxiety disorders. The Biopsychological model of Anxiety, Panic disorder, Specific phobias, Social phobias, Generalised Anxiety Disorder, Somatoform disorders, Dissociative disorders

Obsessive-Compulsive and related disorders. OCD, Body dysmorphic disorder, Hoarding disorder, Trichotillomania, Excoriation disorder



Somatic Symptom and related disorder. Somatic symptom disorder, Illness Anxiety Disorder, Conversion Disorder, Factitious Disorder

Unit III – Schizophrenia and Other Psychotic Disorders **10 Hours**

Schizophrenia, Delusional disorder, Brief Psychotic Disorder
Schizophreniform disorder and Schizoaffective disorder

Unit IV – Affective Disorders **08 Hours**

Bipolar and Related disorders. Bipolar I Disorder, Bipolar II disorder, Cyclothymic Disorder, Substance-induced Bipolar disorder.

Depressive disorders. Disruptive Mood Dysregulation Disorder, Major Depressive Disorder, Persistent depressive Disorder(Dysthymia), Premenstrual Dysphoric Disorder, Substance/medication-induced depressive disorder

Unit V – Personality Disorder **08 Hours**

Cluster A. Paranoid, Schizoid, Schizotypal Personality Disorder

Cluster B. Antisocial, Borderline, Histrionic, Narcissistic Personality Disorder

Cluster C. Avoidant, Dependent, Obsessive Compulsive Personality Disorder

Other Personality issues; Violence Rape, Suicide and suicide prevention; Abuse

Partner abuse. Psychological, Physical and Emotional

Unit VI – Substance Related Disorders **07 Hours**

Alcohol abuse and Dependence;

Drug abuse

Causes. Socio cultural factors, Learning based factors, Psychopathological and Personality factors, Biopsychosocial model



References

- Nietzel, M.T., Bernstein, D.A., Milich, R. Introduction to Clinical Psychology(4th Edition) Prentice Hall.
- Barlow, D.H. & Durand, V.M. (1999). Abnormal psychology (2nd ed.). Pacific Grove: Books/Cole.
- Davison, G.C., Neal, J.M. & Kring, A.M. (2004). Abnormal psychology. (9th ed.). New York: Wiley.
5. Nolen- Hoeksema, S. (2004). Abnormal Psychology 3rd Edn. McGraw Hill: New York, USA.
- Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal Psychology: current perspectives. 9th Edn. Tata McGraw-Hill: New Delhi, India.
- Wolman, B.B. (ed.) (1975). Handbook of clinical psychology. New York: McGraw-Hill.
- Sundberg, N.D., Winebarger, A.A.& Taplin, J.R. (2002). Clinical psychology: Evolving theory, practice and research. Upper Saddle River, N.J.: Prentice-Hall.
- Bootzin,R.R., Acocella, J. R.,Alloy,L.B.,Abormal Psychology, Current perspectives.VI edition.
- DSM V manual



Semester III – Clinical Psychology Specialization

Core Paper IV – Assessment and Therapy (52 Hours)

Objectives of the Course

To give insights into basic concepts in assessment in Clinical Psychology.

To train students in conducting clinical interview and assessment of behavioural issues in clinical population.

To familiarize students with neuropsychological and personality profiling of clinical population.

To train students to conduct diagnostics procedures in Clinical Psychology.

To enable students to understand the first, second and third-wave psychotherapies.

Unit I – Diagnosis Clinical Assessment

10 Hours

Concepts in Assessment

The Diagnostic and statistical manual of mental disorders (DSM-IV, DSM V)

Psychological Assessment. Clinical Interview, Behavioural Assessment, Direct Observation methods and Self report methods.

Presenting assessment data. Report writing; A Psychodynamic report, A Behavioural report, A Phenomenological report

Unit II – Neuropsychological Assessment and Personality Assessment

12 Hours

Nature of neuropsychological assessment

Neuropsychological tests. Bender Visual Motor Gestalt Test, Luria Nebraska

Neuropsychological Battery, Halstead-Reitan Neuropsychological Battery

Personality assessment. Questionnaire and self report methods

Projective techniques. Rorschach Ink-Blot Test, Murray's Thematic Apperception Test



Unit III – Individual Psychotherapy I – First & Second Wave Psychotherapy

10 Hours

Psychoanalysis and Psychodynamic therapies

Interpersonal Psychotherapy

Humanistic and Existential Psychotherapies

Behavioural therapies

Cognitive therapies

Unit IV – Individual Psychotherapy II – Third Wave Psychotherapy

10 Hours

Acceptance and Commitment Therapy

Dialectical Behaviour Therapy

Mindfulness-based Cognitive Training

Unit V – Multimodal Therapies

10 Hours

Marital therapy, Family therapy, Group therapy and Community therapy

Medications. Anti anxiety drugs, Antidepressants, Psychostimulants

Electroconvulsive therapy and Psychosurgery

Multimodal therapies. Lazarus Multimodal Therapy

Eastern therapies. Yoga and meditation

Book for Reference

Wolman, B.B. (ed.) (1975). Handbook of clinical psychology. New York: McGraw-Hill.

Sundberg, N.D., Winebarger, A.A. & Taplin, J.R. (2002). Clinical psychology: Evolving theory, practice and research. Upper Saddle River, N.J.: Prentice-Hall.

Lezak, M.D. (1995). Neuropsychological assessment. New York: Oxford University Press.



American Psychiatric Association: “Diagnostic and Statistical Manual of Mental Disorders”, DSM-5 (5th Edi)

Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India. 9. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA

Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.

Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.

.Beck, A.T. (1976). Cognitive therapy and behavior disorders.

Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.

Watts, A. W. (1973). Psychotherapy: East and West. London: Penguin books.

Rama,S. &Ballentine, R. &Ajaya, S.(1976). Yoga and psychotherapy. Hinsdale, PA: Himalayan International Inst.

Ajay, S.(1989). Psychotherapy: East and West. Hinsdale, Penn.: Himalayan International Inst.



Semester III – Industrial Psychology Specialization

Core Paper III – Organizational Behaviour I (45 Hours)

Objectives of the Course

To familiarise students with historical milestones & theoretical framework influencing the field of organizational behaviour.

To understand the individual difference variables relevant to the work place.

To discuss the organizational dynamics of leadership & power.

To apply the different strategies to cope with personal & organizational stressors.

To review the effectiveness of various performance appraisal techniques in an organization.

Unit I – Introduction

10 Hours

Definitions of Organizational Behaviour

History. Hawthorne studies

Fundamentals of organizational behaviour

Dynamics of people and organization

Theoretical frameworks. Models and Approaches of organizational behaviour

Unit II – Individual Behaviour

10 Hours

Foundations of Individual Behaviour

Perception. Selectivity and Organization

Personality. Meaning and determinants of Personality and its influence on organization

Learning. Principles; Reinforcement Schedules and Punishment

Motivation. Types of Motives; theories of Motivation; Content and Process

Organizational Commitment. Varieties; Affective commitment



Job Satisfaction and Dissatisfaction. Determinants and Effects

Unit III – Leadership, Power and Politics

10 Hours

Meaning and Importance

Leadership. Styles of leadership; Theories of leadership; Leaders Vs Managers; Leadership behaviour, emerging approaches to leadership

Power and Control issues in Organizations, the concept of Organizational politics

Unit IV – Coping with Organizational Life

07 Hours

Emotions. Understanding emotions & moods types of emotions, nature of mood, role of emotions & moods, managing emotions; Emotional Intelligence

Stress. Nature of stress; causes of stress at workplace; adverse effects-reducing stress

Unit V – Performance Appraisal

08 Hours

Meaning and Definition

Objectives, Purpose and Principles of Performance Appraisal

Importance and Benefits of a well planned appraisal

Performance Appraisal and performance Management

Approach to performance appraisal

Process and content of performance appraisals

Different types of employee appraisal systems; 360 degree appraisal

New trends in performance appraisal



References

- Stephen P. Robins, Organisational Behavior, PHI Learning/Pearson Education, 11th edition, 2008.
- Fred Luthans, Organisational Behavior, McGraw Hill, 11th Edition, 2001.
- Berry, Lilly M (1998). Psychology at work :An introduction to organizational and Industrial Psychology. Mc Graw Hill International.
- Fisher, M. (1995), Performance Appraisals, Kogan Page, London.
- Maddux B R., ((2004), Effective Performance Appraisal, 4th Ed, Crisp Publications, CA.
- Pattnayak B, (2006) Human resource management 3rd edition, prentice hall, New Delhi.
- Jerald Greenberg, Behaviour in Organizations, PHI learning, 10th edition, New Delhi
- Belch George, Belch Michael, Purani Keyoor (2013), Advertising & Promotion, 9th edition, Mcgraw Hill publications
- O'Guinn, Allen & Semenik, 5th edition (2007), Advertising & Integrated brand promotion, 4th edition, Thomson South Western Publications
- Jethwaney Jaishri & Jain Shruti (2015), Advertising Management, 2nd edition, Oxford publications



Semester III – Industrial Psychology Specialization

Core Paper IV – Human Resource Management I (52 Hours)

Objectives of the Course

To familiarize students with the nature & models of human resource management

To understand the HR functions of recruitment & selection

To understand the HR functions of planning, job analysis & job evaluation

To review the training & development process & techniques in the organization

To provide insight into compensation management

Unit I – Human Resource Management

10 Hours

Nature and Scope

Competitive Advantage, Need for HRM

HRM functions and objectives

Personnel policies and principles

Skills for HR professionals, line managers

HRM models, Evolution of HRM, Strategic Challenges

Jobs and careers in HRM

Unit II – Human Resource Planning and Job Evaluation

10 Hours

Nature and Importance of Human Resource Planning

Factors affecting Human Resource Planning

Process of Human Resource Planning; Requisites and Barriers

Job analysis. job specification; nature and use of job analysis, methods and process of job analysis. Competency based job analysis, Job design, approaches in job design,

Job evaluation. Process and Methods



Unit III – Acquisition of Human Resource

10 Hours

Recruitment. definition , process and methods, policies and procedures, limitations, external Vs internal recruitment

Selection and placement. Aims and objectives, Selection tests and interviews, assessment centers, issues of equal job opportunity and diversity management in selection process

Unit IV – Training and Development

12 Hours

Orientation; Nature of training and development

Requisites and evaluation of an effective program; Competitive advantage,

Training process, Techniques, Impediments to effective training

Managerial development and training

Career Development

Talent Management

Unit V – Compensation Management

10 Hours

Compensation philosophy and its Components

Theories, Importance and Factors of compensation

Plans and business strategy

Challenges, Compensating top brass

Pay determination, Extent of pay, Justification

Incentive plan and Employee benefits

Fringe Benefits. Nature, Need, Types, Principles and Future



References

Bermadin,H.J,(2007) Human Resource Management,New Delhi: Tata Mc Graw Hill.

C.B.Memoria, “Personnel Management” Himalayan publishing house, 1999.

David A. De Cenzo – “Personnel / Human Resource Management”, 3rd Ed. Prentice – Hall of India Private Limited, New Delhi – 11000/1998.

K. Aswathappa - Human Resource and Personnel Management, 3rd Edition, Tata McGraw Hill, New Delhi.

Gary Dessler - Human Resource Management, 9th Edition – Pearson Education 2003.

Mathis and Jackson. Human Resource Management..12th edition. Thomson South Western.

Michael Armstrong- A handbook of Human Resource Management and Practice,10th edition- Kogan and Page,2008



Semester III – Allied Paper – Forensic and Criminal Psychology (30 Hours)

Objectives of the Course

To familiarize the students with theories, principles & legal aspects of forensic psychology

To understand the psychological explanations of specific crime types, using the theories of crime

To assess the effectiveness of specific techniques for criminal profiling & rehabilitation programs for offenders

To identify & understand the interpretation of appropriate psychological tests for evaluation of offenders.

Unit I – Introduction

08 Hours

Nature, history and scope of Forensic Psychology

Professional training and education in Forensic Psychology

Police psychology

Forensic Psychology in India and its sub-fields

Ethical and legal issues in forensic practice. Psychologist as Expert Witnesses

Unit II – Crime and the Victim

07 Hours

Crime. Causes, impact of crime on victim, victimization, factors affecting victimization

Bystander Effect

Forensic mental health

Psychological explanations of specific crime types. Arson, terrorism, Homicides, Sexual

Offences, Burglary, robbery, theft, white collar crimes

Unit III – Psychology in Investigation, Court Room and Corrections

08 Hours

Criminal Profiling



Eye Witness Testimony

Competence to stand trial

Roles of correctional psychologist

Treatment & rehabilitation in correctional facilities

Risk Assessment

Treatment of special population. Violent offenders, Women Prisoners, Juvenile Justice.

Unit IV – Assessment and Evaluation in Forensic Psychology

07 Hours

Psychological tests used in forensic psychology

Diagnostic psychological tests as tools for forensic assessments (16 PF, MMPI, Projective Tests, FIRO-B and NEO-PI etc.)

Forensic methods in detection of crime, Polygraph, Plethysmograph and BEOS

References

Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology, New Delhi: Sage.

O'Donohue, W. & Levensky, E.R. (2004). Handbook of Forensic Psychology. Resources for Mental health and Legal Professionals. Elsevier Academic Press, London.

Nagle, Y.K., Srivastava, K. & Gupta, A. (2014). Handbook of Forensic Psychology. Author House, USA.

Harari, L. (1981) Forensic psychology. London: Batsford Academic.

Blackburn, R., (1993). The psychology of criminal conduct: Theory research and practice. Chichester: Wiley & Sons.

Gavin Helen (2014), Criminological & Forensic Psychology, Sage publications.



Semester III – Multidisciplinary Course Paper (Offered for non-psychology students)

Enhancing Psychological Health (30 Hours)

Objectives of the Course

To introduce the non psychology students to the concepts of Psychology

To enable them to apply the psychological principles in their lives.

To understand group specific behaviours.

To familiarize students with physiological and psychological effects of stress and its management.

To introduce students to psychological concepts related to intimate and sexual relationships.

To discuss about promoting psychological well-being.

Unit I – Behaviour in Groups

08 Hours

Kinds of groups and Communication patterns

Social influence; Social loafing and group polarization

Types of leaders; gender and leadership.

Discussion of Journal articles

Unit II – Stress and Stress Management

07 Hours

Stress. Physiological and Psychological effects of stress; Management of stress and improving Quality of life.

Discussion of Journal articles

Unit III – Sexuality and Intimate Relationships

08 Hours

Changing views, Sexual communication, sexual responsiveness, sexual dysfunctions, contraception, STDs



Adjusting to intimate relationships, Sharing responsibilities, communication and conflict

Divorce and its consequences; Remarriage

Discussion of Journal articles

Unit IV – Psychological Health

07 Hours

Overview of common psychological disorders,

Promoting psychological wellbeing. Exercise, nutrition, meditation, mindfulness

Discussion of Journal articles

References

Duffy,K.G Psychology For Living 8th Edition, Pearson Education (2005)

Plotnik .R Intriduction to Psychology ,6th Edition, Wadsworth ,Thomson learning



Semester IV – Core Paper V – Counselling Across Lifespan (52 Hours)

Objective of this Course

To evaluate the counselling strategies used for children with behavioural issues.

To familiarize students with various techniques used in career guidance.

To introduce students to pre-marital, marital, workplace and geriatric counselling.

To provide understanding of issues related to sexuality, addiction and self-harm behaviour.

To discuss rehabilitation for delinquents, destitute and disabled.

Unit I – Counselling Children, Adolescents and Parents

10 Hours

Children with Learning Disability, ADHD; Slow learners, underachievers and talented or gifted children

Children with emotional or behavioural issues

Socially disadvantaged children

Children showing internet addiction

Parents of children with MR and other disabilities

Unit II – Career Counselling

10 Hours

Holland's and Super's Career development theories

Career counseling. Elementary, Middle and High school

Aptitude testing and report writing

Unit III – Counselling Adults and the Elderly

12 Hours

Premarital and marital counseling. Role conflicts, Relationship enrichment skills, Sex, sexual orientation and sexuality issues; Gender Identity issues

Work place counselling. Gender conflicts in the workplace



Elderly individuals. Pre-retirement and retirement counseling; Coping with bereavement; age related health problems

Unit IV – Counselling Special Groups – I

10 Hours

Drug addicts and alcoholics
trauma and sexual abuse counseling
Suicide prevention and management

Unit V – Counselling Special Groups – II

10 Hours

Counselling juvenile delinquents; destitute women, and people in old age homes
Rehabilitation Counselling for persons with physical, sensory and intellectual disabilities;
Vocational and psychosocial aspects

References

- Alexander, R. (2000). *Counseling, Treatment, and Intervention Methods with juvenile and Adult Offenders*. Wadsworth / Thomson Learning.
- Bor, R, Jo Bbner- Landy, Gilli, Brace- Counselling in schools. Sage publications.
- Clough P Pardeck J Yuen F (2005) Handbook of emotional and behavioural difficulties. New Delhi.
- Gerard, k , and Gerard, D (2004) Counselling Adolescents. Sage Publications.
- Gurman A.S. 4th edition(2008). Clinical handbook of couple therapy. Gothard B Mignot (2001) Career guidance in context. Sage publication
- Niles S. and Harris- Bowsbey J (2013)- Career development and interventions in the 21st century(4th edition) NJ Pearson Education.
- O’ Leary, C J (1999) Counselling couples and family. Sage publications. New Delhi.



Sherry J (2004) *Counselling children, adolescents and families*. Sage publications. New Delhi.

Gothard, B., Mignot, P., Offer, M. & Ruff, M. (2001). *Career Guidance in Context*. India: Sage Publications Ltd.

Kapur, M. (2011). *Counselling children with psychological problem*. New Delhi: Pearson Education

Liebig, P. & Rajan, S. I. (2003). *An Aging India: Perspectives, Prospects, and Policies*. USA: The Haworth Press, Inc.

Mangal, S. K. (2007). *Educating Exceptional Children: An Introduction to Special Education*. Delhi: PHI Learning Private Limited.

Marsh, A., Dale, A. & Willis, L. (2007). *A Counsellor's guide to working with Alcohol and Drug Users*. (2nd ed.), Western Australia: Drug and Alcohol Office.

Myers, P. L. & Salt, N. R. (2013). *Becoming an Addictions Counselor: A Comprehensive Text*, 3rd ed., USA: Jones & Bartlett Learning.

Rao, S. N. & Sahajpal, P. (2013). *Counselling and Guidance*, 3rd ed., New Delhi: Tata McGraw Hill Education Private Limited.

Sanderson, C. (2013). *Counselling Skills for Working with Trauma: Healing from Child Sexual Abuse, Sexual Violence and Domestic Abuse*. London: Jessica Kingsley Publishers.

Wilson, S. (2003). *Disability, Counselling and Psychotherapy: Challenges and Opportunities*. New York: Palgrave Macmillan.



Semester IV – Clinical Psychology Specialization

Core Paper VI – Developmental Disorders (45 Hours)

Objectives of the Course

To introduce the students to various models of child development and theories of child psychopathology.

To facilitate an understanding of the clinical picture of various developmental disorders.

To understand the causal factors that contribute to the different kinds of childhood mental disorders.

To train students in different strategies to manage disorders of childhood.

To understand the impact of child psychological abuse and neglect.

Unit I – Childhood Disorders

10 Hours

Models of Child Development. Gesell's Maturation model, Psychodynamic models (Freud and Erickson) Piaget's cognitive model, Learning –based models (Sears and Bandura) The application of Developmental models to special children
Theories of child psychopathology
Family dynamics and Psychopathology

Unit II – Neurodevelopmental Disorders – I

08 Hours

Disorders of cognition and learning

Intellectual disability. Classification; Causes; Global Developmental Delay; Management of Intellectual disability; Current issues and future trends

Specific learning disorders. Learning Difficulties; Characteristics of Learning Disabled children, Causes of LD, Management, Educational approaches



Unit III – Neurodevelopmental Disorders – II

07 Hours

Autism and Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder

Motor disorders. Developmental Coordination Disorder, Stereotypic Movement Disorder,

Tic disorders. Tourette’s Disorder, Persistent(chronic) motor or vocal Tic Disorder

Unit IV – Disruptive and Conduct Disorder

10 Hours

Externalizing disorders. Oppositional Defiant Disorder, Intermittent Explosive Disorder
and Conduct disorders

Pyromania and Kleptomania

Unit V – Anxiety and Impulse Control Disorder

10 Hours

Separation Anxiety Disorder, Selective mutism, School phobia, Social communication
disorder, Enuresis, Depression, Childhood psychosis

Child psychological abuse, child neglect

References

Heward/Orlansky.Exceptional children, Fourth Edition.

Suran,G .B and Rizzo, J V. Special children : An integrative approach.

Barlow, D.H. & Durand, V.M. (1999). Abnormal psychology (2nd ed.). Pacific Grove: Books/Cole.

Davison, G.C., Neal, J.M. & Kring, A.M. (2004). Abnormal psychology. (9th ed.). New York:

Wiley. 5. Nolen- Hoeksema, S. (2004). Abnormal Psychology 3rd Edn. McGraw Hill: New
York, USA.



Semester IV – Clinical Psychology Specialization

Core Paper VII – Assessment and Intervention (52 Hours)

Objectives of the Course

To provide knowledge about diagnostic criteria and report writing.

To train students to conduct clinical interviews and behavioural assessment with children.

To familiarize students with neurological and cognitive assessments in Child Psychiatry.

To give insights into diagnosis of childhood disorders.

To enable students to understand the intervention approaches and behaviour modification methods.

Unit I – Assessment of Children

10 Hours

History, Planning the Screening procedure

Comprehensive Developmental Assessment

Concerns regarding assessment of young children

Diagnosis as a process and product

Classification and labeling

Transition and assessment

Unit II – Behavioral Assessment

10 Hours

Self report methods assessing their personality and achievement/interest

Projective tests (CAT and DAPT)

Tests to measure Depression and psychopathology

Unit III – Neurological and Cognitive Assessment

12 Hours

Assessment of Visuo-Motor ability and Visual Perception

Diagnostic Test for Special Populations



Infant Development Measures. Bayley Scales of Infant and Toddler Development, Gesell Developmental Schedules

Intellectual Disability Assessment Techniques. Wechsler's Preschool and Primary Scale of Intelligence, WISC, MISC, Raven's Colored Progressive Matrices Test, Seguin Form Board, Vineland's Social Maturity Scale
Assessment of LD and ADHD

Unit IV – Behaviour Modification and Cognitive Therapy

10 Hours

Behaviour therapy for Retarded and Autistic children
Reward, punishment and Token economies
Meichenbaum's Self Instructional training
Cognitive and self control strategies

Unit V – Multimodal Therapy

10 Hours

Pharmacological therapy
Family therapy
Play therapy
Social skills training

References

Cohen, G.L., Spenciner, L.J., Assessment of Children and Youth with special needs. III edition.

Pearson Education.

Kapur, M. (1995). Mental health of Indian children. New Delhi: Sage.

Quay and Werry. Psychopathological disorders of Childhood.

Jerome M. Sattler. Assessment of Children's intelligence and special abilities. II edition.



Semester IV – Industrial Psychology Specialization

Core Paper VI – Organizational Behaviour II (45 Hours)

Objectives of the Course

To familiarize the students with the concepts & models of organizational development.

To understand the dynamics of group formation & team building in organizations.

To review the influence of communication process on interpersonal behaviour in organizations.

To evaluate organizational culture & climate on organizational structural designs.

To manage the impact of change in the organization on the quality of work life of the employee.

Unit I – Introduction

10 Hours

Organizational Development (OD). Definition, Characteristics of OD, Evolution and Assumptions of OD, Models of OD

Action Research. Action Research as a Process and Features of Action Research

Organizational development Interventions. Objectives; Organizational effectiveness
Corporate Social Responsibility.

Unit II – Group Dynamics

07 Hours

Organization structure. Formation, Groups in organizations

Influence. Group dynamics; Emergence of informal leaders and working norms; Group decision making techniques

Team building and Team Effectiveness model

Unit III – Inter Personal Behaviour

08 Hours

Foundations of Interpersonal Behaviour; Conflict, Negotiation, Trust, Deviance,

Organizational Citizenship Behaviour



Communication. Meaning, Types – Upward, Downward, and Interactive; process

Unit IV – Organizational Processes

10 Hours

Organizational Structure. Six types; Designs

Organizational Culture. Characteristics, forms of culture, Socialization; Creating & transmitting culture

Organizational Climate. Factors affecting climate

Unit V – Organizational Change

10 Hours

Organizational change. Importance; Nature of change process; Stability Vs Change;

Proactive Vs Reactive change; the change process; Resistance to change; Managing change

Quality of Work Life

Employee Assistance Programs

References

Stephen P. Robbins and Timothy A. Judge, (2007) Organizational Behaviour, 12th edition, Prentice-Hall of India Pvt Ltd. New Delhi. 21

Eugene McKenna, (2009) Business Psychology and Organizational Behaviour, 4th edition (Special Indian Edition) Psychology Press, Distributed by I K International Pvt. Ltd, New Delhi.

Fred Luthans, Organisational Behavior, McGraw Hill, 11th Edition, 2001.

Schermerhorn, Hunt and Osborn, Organisational behavior, John Wiley, 9th Edition, 2008.

Udai Pareek, Understanding Organisational Behaviour, 2nd Edition, Oxford Higher Education, 2004.

Mc Shane & Von Glinov, Organisational Behaviour, 4th Edition, Tata McGraw Hill, 2007.

Hellrigal, Slocum and Woodman, Organisational Behavior, Cengage Learning, 11th Edition 2007.

Jerald Greenberg, Behaviour in Organizations, PHI learning, 10th edition, New Delhi



Semester IV – Industrial Psychology Specialization

Core Paper VII – Human Resource Management II (52 Hours)

Objectives of the Course

To familiarize students with the emerging concepts of employee engagement and welfare practices.

To understand the importance of industrial relations, health and safety measures in organization.

To apply the principles of TQM to enhance organizational effectiveness.

To familiarize students with labour legislation acts, trade union movement and collective bargaining process.

To understand functions of International HRM and E-HRM.

Unit I – Employee Engagement and Welfare

10 Hours

Nature, Types, Benefits, Measurement and Empowerment

Welfare. Nature of welfare, merits and demerits, Types of Welfare activities;

Approaches to Labour Welfare and Administration of Welfare facilities;

Important labour legislations

Grievances. Nature; Model grievance redress procedure; grievance management.

Unit II – Industrial Relations and Healthy Environment

10 Hours

International Relations. Nature, Importance of peaceful IR, approaches, parties & strategy

Employee health and safety. Need; importance, risk assessment, health and safety policies, accident prevention, health and safety training, Safety Program, ISO safety standards.

Unit III – Total Quality Management

12 Hours

Definition, Quality Concepts, Quality Gurus, Principles and Common Barriers to TQM,

Six Sigma, Quality Improvement Tools, Kaizen, Benchmarking; HR audit & balance

Scorecard



Unit IV – Labour Laws, Trade Unions, Resolving Disputes

10 Hours

Labour laws. Nature of Labour laws, Need, Principles, Union Legislation, Acts

Trade union. Nature of trade union, Strategic choice, Union tactics, Trade union movement, Trends, Managing Union; Nature of disputes, Causes and Settlement

Unit V – International HRM and E-HRM

10 Hours

Domestic and IHRM, Growth, Management of IHR activities, Expatriate Problem;

HR and Internationalization of Business, Improving international business;

Introduction to E-HRM, aspects of E-HRM- recruitment, selection, Performance

Management, Learning and Compensation; Human resource in mergers and acquisitions;

Business process outsourcing; HRM in high performing organizations

References

Human Resource Management - Dr. C.B. Gupta - Sultan and Sons.

Gary Dessler - Human Resource Management, 9th Edition – Pearson Education 2003.

Mathis and Jackson. Human Resource Management..12th edition. Thomson South Western.

Personnel & Human Resource Management - P. SubbaRao - Himalaya Publishing House.

Human Resource and Personnel Management - K.Aswathappa - Tata McGraw Hill Publishing

Personnel Management & Human Resources - C.S. Venkata Rathnam& B.K. Srivastava. TMPL.

Dynamics of Industrial Relations - Dr. C.B. Memoria, Dr.SatishMemoria&S.V. Gankar - Himalaya Publishing House.

Human Resource Management: Pattanayak pH 1.2002

A handbook of Human Resources Management Practice- Michael Armstrong,10th edition, Kogan

Page -2008

Total Quality Management – Charantimath Poornima – 2nd edition – Pearson



Semester II – Community Development Program

By the end of Semester I, Students, as a part of the course, are expected to implement a community-oriented psychological initiative in groups by incorporating the application of theories and practicum prescribed in the curriculum.

Semester III – Internship

By the end of Semester II, Students are expected to complete a full-time one month internship at an established Clinic or Industry based on their choice of specialization, to gain first-hand experience of the duties and tasks of a psychologist in the respective settings.

Semester IV – Dissertation

In the final, Students, as a partial requirement for the curriculum, propose an original and relevant research work under the guidance of teachers and execute the same in an extensive and large-scale manner thereby, gaining experiential knowledge of the steps involved in carrying out psychological research, the process, statistical procedures involved and the application of the same.

Miscellaneous Components

Students are also encouraged to carry out independent research under appropriate guidance, present papers and case conceptualizations, take part in workshops (internal and external), and conduct journal club discussions as well, to promote balanced learning.