

Break up and spread of all credits and marks (**Total 96 credits**), course names, codes, division of lectures, tutorials and practical in all four semesters is as under:

MA Psychology Semester I

| Courses (Freezed) | | Lecture (L) | Tutorial (T) | Practical (P) | Credit | Internal marks | External marks |
|------------------------------------|-------------------------------------------------------------|-------------|--------------|---------------|--------|----------------|----------------|
| PSYCC - 101 | Cognitive Psychology | 3 | 2 | 0 | 04 | 30 | 70 |
| PSY CC- 102 | Motivation and Emotion: Nature, Classification & Management | 3 | 2 | 0 | 04 | 30 | 70 |
| PSY CC- 103 | Personality Growth: Approaches and Assessment | 3 | 2 | 0 | 04 | 30 | 70 |
| PSY CC- 104 | Principles of Research | 3 | 0 | 2 | 04 | 30 | 70 |
| PSY CC- 105 | Practical | 0 | 0 | 8 | 04 | 20 | 80 |
| Value Added Credited Course | | | | | | | |
| PSY VC- 101 | Performance Anxiety Management | 03 | 02 | 0 | 04 | 30 | 70 |
| Semester Total | | | | | | | 24 |

MA Psychology Semester II

| Courses | | Lecture (L) | Tutorial (T) | Practical (P) | Credit | Internal marks | External Marks |
|------------------------------------------|----------------------------------------------------------|-------------|--------------|---------------|--------|-----------------------|----------------|
| PSYC C 201 | Personality Growth in Indian Perspective | 3 | 2 | 0 | 04 | 30 | 70 |
| PSYC C 202 | Research Design: Quantitative and Qualitative | 3 | 2 | 0 | 04 | 30 | 70 |
| PSYC C 203 | Clinical psychology: Diagnosis and Assessment | 3 | 2 | 0 | 04 | 30 | 70 |
| PSYC C 204 | Organizational Psychology: Theory, Structure & Behaviour | 3 | 0 | 2 | 04 | 30 | 70 |
| PSYC C-205 | Practical | 0 | 0 | 08 | 04 | 20 | 80 |
| PSYCC-206 | Broadening Positive Emotions | 03 | 02 | 0 | 04 | 30 | 70 |
| Value Added Course(Non Credited) | | | | | | | |
| PSY VNC-201 | Social Inclusion of LGBT Community | 03 | 02 | 0 | 04 | 30 | 70 |
| | | | | | | Semester Total | 24 |

M.A. Psychology Semester III

| Core Courses (CC) | | Lecture (L) | Tutorial (T) | Practical (P) | Credit | Internal Marks | External Marks |
|---------------------------|--------------------------------------------------------|-------------|--------------|---------------|--------|----------------|----------------|
| PSY CC-301 | Positive Psychology: Human Strengths & Virtues | 3 | 0 | 2 | 04 | 30 | 70 |
| PSY CC-302 | Practical | 0 | 0 | 8 | 04 | 20 | 80 |
| Elective (Any one) | | | | | | | |
| PSY EL-301A | Clinical Psychology: Therapies | 3 | 2 | 0 | 04 | 30 | 70 |
| PSYEL-301B | Work Psychology | 3 | 2 | 0 | 04 | 30 | 70 |
| PSYEL-302A | Forensic Psychology | 3 | 2 | 0 | 04 | 30 | 70 |
| PSYEL-302 B | Enhancing Life Skills | 3 | 2 | 0 | 04 | 30 | 70 |
| PSY IN-301 | Internship | 2 | 0 | 0 | 04 | 30 | 70 |
| PSYIER 301 | Self Enhancement for Personality Growth and Well Being | 3 | 2 | 0 | 04 | 30 | 70 |
| Semester Total | | | | | | 24 | |

MA Psychology Semester IV

| Courses | | Lecture (L) | Tutorial (T) | Practical (P) | Credit | Internal Marks | External Marks |
|------------------------------------------------------------------------|--------------------------------------------------------------------|-------------|--------------|---------------|--------|--------------------------|----------------|
| PSY CC 401 | Practical | 0 | 0 | 08 | 04 | 20 | 80 |
| PSY EL 401 A | Building Positive Environment through Counseling and Psychotherapy | 3 | 2 | 0 | 04 | 30 | 70 |
| PSY EL-401B | Successful Aging | 03 | 02 | 0 | 04 | 30 | 70 |
| PSYE L-402A | Mental Health: Rehabilitation and Intervention | 03 | 02 | 0 | 04 | 30 | 70 |
| PSYEL-402B | Neuropsychology | 03 | 02 | 0 | 04 | 30 | 70 |
| PSYMT-401 | Dissertation | | | | 08 | 20 | 80 |
| PSYIR A-401 | Happiness for Positive Living | 03 | 02 | 0 | 04 | 30 | 70 |
| Total Credits= Semester I, II, III and IV 24+24+24+24=96 | | | | | | Semester Total 24 | |

M.A. Semester I

Core Course (PSYCC-101)

**Course Title: Cognitive Psychology
(Paper 1)**

CreditUnits:04

| L | T | P | TOTAL CREDIT |
|---|---|---|-----------------|
| 3 | 2 | 0 | 04 |

Course Objectives: The objective of this course is to study the concept of cognition and its application in cognitive psychology. To provide knowledge to the learner about core psychological constructs, i.e. sensation, perception, motivation, memory, forgetting.

Course outcome: This will facilitate the students develop the cognitive skills within themselves and others promoting their understanding about attention span, memory, problem- solving and decision making ability .

UNIT- I Cognitive Psychology: Emergence and Perception

- Cognitive Psychology: Emergence of Cognitive Psychology, Current Status of Cognitive Psychology
- Perceptual Organization (Gestalt, Figure and Ground, Law of Organization), Depth perception and constancy
- Perception Approaches: Bottom up (Feature analysis, template matching and prototypes) and Top down approach.

UNIT- II Attention

- Attention: Definition and Characteristics, Selective Attention and Divided Attention
- Signal Detection Theory
- Theories of Attention: Filter and Capacity theory, Feature Integration theory, Automaticity theory

UNIT- III Memory and Forgetting

- Memory: Structure of Memory, Types of memory (Sensory Memory, Short term memory, Long term memory, Working Memory)

- Models of Memory: Atkinson and Shiffrin Model, Levels of Processing Approach, Tulving Model, PDP
- Forgetting: Concept and definition, Theories of Forgetting: Trace Decay theory, Repression Theory, Interference Theory

UNIT- IV Problem Solving and Decision Making

- Problem Solving: Structure of Problems (well defined and ill defined problems)
- Problem Solving Approaches (Gestalt, Newell Simon Information Processing theory)
- Decision Making: Types of decisions (Representative and Probability heuristic), Factors operating in decision making

UNIT- V Consciousness

- Consciousness: Concept and Levels
- Modern Theories of Consciousness: DICE, Global Workplace
- Indian thought on Consciousness: Buddhist

Books Recommended:

- Anderson, J.R. (1985). Cognitive Psychology and Its Implications. New York, Freeman.
- Best, J.B. (1995). Cognitive Psychology (Fourth Edition). West Publishing Company.
- Eysenck, M. and Keane, M. (1990) Cognitive Psychology: A student's Handbook. Psychology Press.
- Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory (Fifth Edition). Sage Publication.
- Matlin, M. W. (1995). Cognition (Third Edition). A Prism India Edition.
- Payne, D.C. and Wegner, M.J. (1998). Cognitive Psychology. Houghton Mifflin Co.

M.A. Semester I

Core Course (PSYCC 102)
**Course Title: Motivation and Emotion:
Nature, Classification and Management
(Paper 2)**

| L | T | P | TOTAL CREDIT UNITS |
|----------|----------|----------|-------------------------------|
| 3 | 2 | 0 | 04 |

CreditUnits:04

Course Objectives: To provide knowledge to the students about nature, functions and types of biological and social motives and their emotional concomitants. To enable the students to understand positive and negative emotions, their functional value and management.

Course outcome: As the paper inculcates the concept of applied relevance of the topics covered. Wide coverage of applied issues make the paper very important for not only conceptual clarity but also to look beyond the theoretical boundaries. Some research related issues that have been picked up in this paper makes student develop more of critical thinking and have an analytical perspective

This paper gives a robust foundation with excellence in specific areas of Psychology. Basic aim is to enable the student to gain insights on the applications of concepts of Motivation and Emotion

UNIT-I Motivation: Nature, Functions and Types of Biological Motives

- Nature, The Developmental Interactionist Model, MacLean's conceptualization of Limbic System
- Peripheral Nervous System, Kluver-Bucy Syndrome
- Hunger, Thirst, Sex and Sleep: Biological Mechanism

UNIT-II Social Theories and Motives

- Hull's Drive theory : Concept of Machine Metaphor
- Attribution theory: Causal Antecedents
- Competence & Achievement – Nature, Correlates, Hull and McClelland Perspectives

UNIT-III Emotional Concomitant with Extreme Motivational States

- Anxiety and Fear: Anxiety- phenomenon and theories, Fear- phenomenon and triggers of fear.
- Pain: Biological mechanism, experience, description and management of pain, theories of pain
- Stress: Concept, Physiological mechanisms and relation with immune system, control and coping with stress

UNIT-IV Emotions and their Management

- Pessimism and depression, Physiology and management: Learning the art of Positive Thinking
- Guilt and shame: Physiology and management, managing excessive guilt and shame, Health consequences.
- Happiness: Physiology and management, Motivation for thrill seeking.

UNIT- V Motivation, Growth and Self Regulation

- Self regulation, Self determined choices and goals, Need for challenging goals.
- Managing emotions, mood swings, self doubts, Developing good thinking habits.
- Self Regulation and Self Esteem, Self knowledge, Self regulatory functions, Becoming a process oriented person.

Books Recommended:

- Beck, R.C. (2005). Motivation: Theories and principles, Fourth Edition. Pearson
- Buck, R. (1988). Human Motivation and Emotion. John Wiley and sons
- Coffer, C.N. and Appley, M.H. (1963). Motivation Theory and Research. John Wiley and sons
- Franken, R.E. (2002). Human Motivation, Fifth Edition. Wadsworth: Thomson Learning
- Houston, J.P. (1985). Motivation. Macmillan Publishers.
- Wagner, H. (1999). The Human Psychobiology of Human Motivation, First Edition. Routledge.
- Young, P.T. (1961). Motivation and Emotion. John Wiley and Sons.

M.A. Semester I

Core Course (PSYCC 103)
**Course Title: Personality Growth:
Approaches and Assessment (Paper 3)**
CreditUnits:04

| L | T | P | TOTAL CREDIT UNITS |
|---|---|---|-----------------------|
| 3 | 2 | 0 | 04 |

Course Objectives: To provide knowledge to the learner about core psychological constructs of assessment of personality. An understanding about different perspectives of personality growth will be developed.

Course outcome: The paper proves to be a trend setter in the study of Personality Growth. It proves to shed down the overriding importance of western dominance in the study of Personality Growth. The student will gain insights into the eastern concepts related to Personality Growth thus enriching and improving ones theoretical and practical knowledge.

UNIT-I Personality: Concept and Approaches

- Personality: Concept, theatre, self-presentation and religion
- Nomothetic: Ideographic approach, Inductive- Deductive approach
- Measuring Personality: Bias, internal consistency, response set

UNIT-II Personality Measurement

- Personality Measurement: Biological/ Neuro–Science, measurement of individual differences.
- Self-report tests: Q-sort, Behavioural Observation, Interview, Biographics
- Projective tests: Expressive behaviors, DAP

UNIT-III Growth models of Personality

- Rogers Fully Functioning Person: Concept and Characteristics
- Frankl's Man in Search of meaning: Concept and Characteristics
- Wilber: Transpersonal self, concept and characteristics

UNIT-IV Personality: Eastern Perspective

- Concepts of Satva, Rajas, Tamas: TrigunaView
- Swabhaava: Concept andCharacteristics
- Prakriti : Concept andCharacteristics

UNIT-V Personality Assessment

- Assessment of SRT: Satva, Rajas,Tamas
- Assessment of Asakti andAnasakti
- TAT

Books Recommended

- Arkoff, A.A. (1985). Psychology and Personal Growth (4th Ed.). Allyn & Bacon Inc.
- Burger, J.M. (1986). Personality: Theories and Research. Wordsworth Pub.Co
- Fadima, J. &Fager, R. (1976). Personality and Personal Growth. New York: Harger and Row Publishers
- Friedman, H.S. and Schustack, M.W. (2006). Personality: Classical Theories and Modern Research.Pearson.
- Hjelle, L.A. and Ziegler, D.J. (1976). Personality Theories. McGraw Hill andCo.
- Kundu, C. (1977). Personality Development: A critique of Indian Studies. Vishal Publications
- Paranjpe, A. (1989). Theoretical Psychology. SpringerPublications
- Swami Gambharin. (2014). Bhagwad Gita: with the commentaryof Shankracharya. Yoga PublicationsTrust.
- Sri Shankaracarya (2009). Vivekacudamani. Translated by Swami Madhavananda. Published by Swami BodhasaranandaAdhyaksha, AdvaitaAshrama

M.A. Semester I

Core Courses (PSYCC -104)

Course Title: Principles of Research

(Paper 4)

| L | T | P | TOTAL CREDIT UNITS |
|---|---|---|-----------------------|
| 3 | 0 | 2 | 04 |

CreditUnits:04

Course Objectives: The course aims to enable the students learn the concepts of Research techniques and its applicability in the various minor and major researches. Fundamentals of research with specific reference to quantitative research methods would facilitate the students towards exploring the area of their interest.

Course outcome: The paper focusses on the theoretical aspect of sampling methods, types of scientific methods and their usage in researches. It also enhances the students' knowledge about the stages of conductive research methods.

UNIT-I Research: An Introduction

- Types of Scientific Methods: Hypothetico Deductive and Inductive research
- Types of Research: Basic vs. applied, quantitative vs. qualitative research
- Principles of a good Research

UNIT-II The Research Process

- Stages of conducting a research
- Problem and Hypothesis: Definition, Types
- Variables: Types, Operational definition

UNIT-III Behavioural Research I

- Control of Extraneous Variables
- Laboratory experiments, Field Experiments
- Field study, Survey

UNIT-IV Behavioural Research II

- Research: Causality and Its criteria,
- Threats to Internal and External Validity
- Non-Experimental Research: Correlational research, Survey research, Archival research

UNIT-V Sampling and Ethical Issues

- Sampling Issues: Representativeness and adequacy
- Sampling Strategies: Probability and non-probability sampling, Sampling Errors
- Demand Characteristics and ethical issues in research

Books Recommended:

- Aronson, E. and Ellsworth D.C., Carlsmith, J.M., Gonzales, M.I. (1990). Methods of research in Social Psychology. McGraw Hill International Edition
- Breakwell, G.M., Hammond, S. and Schow, C.F. (Edited) (1995). Research Methods in Psychology. Sage Publications
- Ebbesen, D.G., Kantowitz, B.M., Roediger, H.L. (1989). Research Methods in Psychology. West Publishing Company
- Greenberg, J. and Folger, R. (1988). Controversial Issues in Social Research Method. New York. Springer-Verlag
- Katz, D. and Festinger, L. (1953). Research Methods in Behavioral Sciences. Holt, Rinehart and Winston, Inc
- Kerlinger, F.N. (1964). Foundations of Behavioral Research. Holt, Rinehart and Winston, Inc
- Mohsin, S.M. (1984). Research Methods in Behavioral Sciences. Orient Longman Ltd
- Schaughency, J.J., Zechmeister, B. (1990). Research Methods in Psychology. McGraw Hill Publishing Company, New Delhi
- Sommer and Sommer, R. (1997). A Practical Guide to Behavioral Research. Oxford University Press
- Weiner, B.J., Brown, D.R., Michels, K.M. (1991). Statistical Principles in Experimental Design. McGraw Hill, Inc, New York, Toronto.

PSYCC 105 Practical (Paper 5)

Course Objectives: Conduction of practical related to the fundamental concepts will be mandatory. The focus of these courses will be to develop in depth and interdisciplinary understanding of the concepts studied in all core courses. To impart students the practical knowledge based on the syllabus of PSYCC-101, PSYCC-102, PSYCC-103 and PSYCC-104

Course outcome: Conducting practical on quantitative research methods would develop a scientific understanding of the discipline. Foundation will be laid for developing experimental and correlation research design and conducting studies based on them.

M.A. Semester I

Value Added Credited Course
(PSYVC-101) Course Title:
Performance Anxiety Management
(Paper -6)

| L | T | P | TOTAL CREDIT UNITS |
|----------|----------|----------|-------------------------------|
| 3 | 2 | 0 | 04 |

CreditUnits:04

Course Objectives: To enable students to understand the concept, types, conditions and causes of anxiety while performing to prove their efficacy, the relationship between stress and performance.

Course outcome: Practice of different stress management skills like breathing exercises, mindfulness, time management, assertiveness training would bring balance in the personality of students and enhance their performance in different spheres of life.

UNIT-I: Anxiety, Types and Problems

- Anxiety: Concept and Types of Anxiety
- Mechanism of Anxiety, Panic Attacks
- Conditions for Anxiety

UNIT-II: Causes of Anxiety

- Biological Factors
- Psychoanalytic Factors
- Cognitive and Behavioral Factors

UNIT-III: Understanding Performance Anxiety

- Stress Performance Relationship
- Shyness, Social Anxiety and Relationship of Anxiety and Fear, Phobia
- Identification of Performance Anxiety Symptoms

UNIT-IV: Performance Anxiety Management Strategies

- Breathing and Relaxation Techniques
- Techniques of Time Management
- Mindfulness

UNIT-V: Cognitive and Behavioral Skills

- Cognitive Skills for Social Anxiety
- Graded Exposure Training
- Assertiveness Training

Books Recommended:

- Antony, M.M., Swinson, R.P. (2008). Shyness and Social Anxiety Workbook (2nd Edition), New Harbinger Publications.
- Rector, N.A., Bourdeau, D., Kitchen, K. and Linda Josheph-Massiah R.N. (2008). Anxiety Disorder: An Information Guide. Center for Addiction and Mental Health.
- Andrew G, Crino R., Hunt C., Lampe, L. and Page, A. (1994). Treatment of Anxiety Disorder (Manual). New York: Cambridge University Press.

M.A. Semester II

Core Course (PSYCC 201)

Course Title: Personality Growth in Indian Perspective (Paper -7)

| L | T | P | TOTAL CREDIT UNITS |
|---|---|---|--------------------|
| 3 | 2 | 0 | 04 |

CreditUnits:04

Course Objective: The paper aims to enhance the understanding of concepts related to Personality Growth especially the Indian perspectives, which presently have captured the global platform. The paper embraces roots of rich Indian Vedic scriptures, Bhagwat Geeta, Buddhism and Ayurveda. Furthermore cross cultural approaches of Sufism and Transpersonal Psychology are also the highlights of this paper

Course Outcome: The study of Personality Growth would dignite the knowledge base of students in terms of Indian approaches to Personality, a rich source of our cultural and scriptural heritage.

Unit I: Personality in Hindu Tradition

- Bhagwat Geeta: Sthitpragya- concept and characteristics
- Karma Yogi: Concept and Characteristics
- Panchkosh Envolving of self-Person gross to subtle

Unit II: Personality in Buddhism

- History, Three characteristics of existence, Four noble truths Arhat and Bodhisatva,
- Dynamics, Psychological growth, obstacles of growth
- Structure: Body, relationship, will, emotion, intellect, teacher

Unit III: Personality in Sufism and Islamic tradition

- Islam: Four stages of Sufi Practice, paths of sufism, The self (nafs) Annihilation and return
- Dynamics: Psychological growth stages of personal development obstacles to growth
- Structures: Body, Social Relationship, will, emotion intellect, self, teacher

Unit IV: The Healthy way of Being

- Energy and chakras – relationship of Chakras and Gunas
- Balancing out the Vata, Pitta and Kapha
- Dharmas at different stages of life: Ashram Vyavastha

Unit V: Personality: Recent Developments

- Cultural context of Personality- comparative, indigenous and combined approaches
- Benefits of Yogic lifestyle
- Self realization through meditation

Books Recommended

- Arkoff, A.A. (1985). Psychology and Personal Growth. Allyn & Bacon Publications
- Burger, J.M. (1986). Personality: Theories and Research. Wordsworth Pub. Co.
- Frager, R. And Fadiman, J (2007). Personality and Personal Growth. Pearson.
- Hjelle, L.A. and Ziegler, D.J. (1976). Personality Theories. McGraw Hill and Co.
- Kundu, C. (1977). Personality Development: A critique of Indian Studies. Vishal Publications.
- Swami Gambharin, (2014). Bhagwad Gita: with the commentary of Shankracharya. Yoga Publication Trust.
- Swami Saraswati, N. (2009). Prana and Pranayama. Yoga Publications Trust.
- Swami Vivekananda (1980). Meditation and its Methods. Edited by Swami Chetanananda, Published by Swami Bodhasarananda Adhyaksha, Advaita Ashrama.
- Vivekananda, R. (2005). Practical Yoga Psychology. Yoga Publications Trust.

M.A. Semester II

Core Course (PSYCC -202)
Course Title: Research Designs:
Quantitative and Qualitative
(Paper -8), Credit Units: 04

| L | T | P | TOTAL CREDIT UNITS |
|----------|----------|----------|-------------------------------|
| 3 | 0 | 2 | 04 |

Course Objectives: To enhance the understanding of students about experimental, quasi-experimental, single subject designs and the appropriate statistics to be used. In addition, to enable them to know the viability of different types of qualitative research methods.

Course outcome: The students will be able to learn the quantification of data and interpret them easily with the help of various methods and research designs. In addition, they would also be able to understand the utility and application of qualitative research methods.

UNIT I: Research Designs I

- Research Design: Concepts and criteria of a good Research Design
- Experimental designs: Factor, level, Treatment, Main and Interaction effect;
- Difference in between and within group design

UNIT II: Research Designs II

- Quasi Experimental Designs: Non equivalent control group design, Time series design
- Single Case Design: ABA design, Interaction design, Multiple baseline design
- Correlational Design

UNIT III: Analysis of Variance

- Assumptions of Analysis of Variance
- Randomized group design and analysis
- Two way Analysis of Variance

UNIT IV: Post Hoc Tests

- Multiple Comparison Tests: Difference Between A priori and Post Hoc Tests
- Duncan Test, Newman Keul's Test, Chi Square
- Correlation: Bi-serial, Point Bi-serial, Phi coefficient, Tetrachoric

UNIT V: Qualitative Research

- General Principals of Qualitative Research
- Types of Qualitative Research: Focus Group, Thematic Analysis, Diary Analysis, Phenomenological Analysis
- Grounded Theory (Theory led Analysis)

Books Recommended:

- Breakwell, G.M., Hammond, S. & Fife-Shaw, E. (Eds.) (1995). Research Methods in Psychology. Sage Publication Ltd.
- Broota, K.D. (2003). Experimental Designs in Behavioural Research. New Age International.
- Edwards, A.L. (1953). Experimental Designs in Psychological Research. Rinehart and Co. Inc., New York.
- Garret, Henry. E. and Woodworth, R.S. Statistics in Psychology and Education. Vakils, Feffer & Simons Ltd.
- Giles, David C. (2002) Advanced Research Methods in Psychology. Routledge Publication.
- Haslam, S. Alexander & Mc Garty, C. (2003) Research Methods and Statistics in Psychology. Sage Publication.
- Kerlinger, F.N. (1973). Foundations of Behavioural Research (2nd edition). Holt, Rinehart and Winston.
- Schaugneasey, J.T. & Zechmeister, B. (1990). Research Methods in Psychology. McGraw Hill Publishing Company, New Delhi.
- Sommer, B. & Sommer, R. (1997). A Practical Guide to Behavioural Research. Oxford University Press.
- Willig, C. (1964). Introducing Qualitative Research in Psychology: Adventures in theory and methods. Open University Press.

M.A. Semester II

Core Course (PSYCC -203)

**Course Title: Clinical Psychology:
Diagnosis & Assessment, (Paper -
9) Credit Units: 04**

| L | T | P | TOTAL CREDIT UNITS |
|---|---|---|-----------------------|
| 3 | 2 | 0 | 04 |

Course Objectives: The diagnosis and assessment from clinical perspective; will help students to understand the varieties of clinical assessment methods of intelligence, brain laterality, personality and neurological assessments.

Course outcome: The focus of teaching will be towards building the solid theoretical foundation of enhancing the skills and potential of students to move on choosing Psychology as a career and thereby enhance opportunities for their placement.

UNIT I: Clinical Psychology as a Mental Health Profession

- Clinical Psychology: History and emergence, characteristics and scope
- Models of Clinical Psychology: Biological, Psychoanalytic
- Behavioural, Cognitive, Humanistic and Interpersonal Models of Clinical Psychology

UNIT II: Psychological Assessment

- Diagnostic classification: DSM, ICD, Differential diagnosis, MSE, MMSE, HMSE
- Diagnosis and Assessment: Goals, Process and Ethical Issues
- Work up and Interview: Rapport building, Skills of asking Questions, Case history, Interviewing the children

Unit III: Intellectual Assessment

- Vineland Social Maturity Scale
- Binet-Kamat Test
- Stanford Binet scale, Wechsler scales, Tests scores and their interpretation

Unit IV: Cognitive- Neuropsychological Assessment

- Need for Cognitive- Neuropsychological Assessment
- Brain laterality, Brain function analysis
- Understanding and interpreting the tests- Bender Visual motor Gestalt Test, Luria Nebraska, Halstead Reitan Battery

Unit V: Personality Assessment

- Projective methods – Rorschach Ink Blot Test, Draw A Person Test
- Objective methods- MMPI, NEO-FIVE personality test , Assessment of Dysfunctional cognitions
- Predicting antisocial behavior , Behavioural Assessment

Books Recommended

- Bohart , A.C. & Todd , J. (1988). Foundations of clinical and Counselling Psychology. Harper Collins Publisher
- Garfield, S.L. & Bergin, A.E. (1986). Handbook of Psychotherapy and Behavior Change. John Wiley & Sons, United States of America.
- Hecker, J.E. & Thorpe G.L. (2005). Introduction to Clinical Psychology. Pearson Education Inc.
- Horton, I. & Feltham, C. (2006). The Sage Handbook of Counselling and Psychotherapy (2nd ed.). Sage Publications Ltd. 64.
- Newmark , C.S. (1985). Major Psychological Assessment Instruments. Allyn & Bacon.
- Patterson, C.H. (1986). Theories of Counselling and Psychotherapy; (Fourth edition). Library of Congress Cataloguing.
- Shaffer, G.W. (1952). Fundamental concepts in clinical Psychology. McGraw Hill Company, Inc. New York.

M.A. Semester II

Core Course (PSYCC 204)

Course Title: Organizational Psychology: Theory, Structure and Behavior (Paper -10)

Credit Units: 04

| L | T | P | TOTAL CREDIT UNITS |
|---|---|---|--------------------|
| 3 | 2 | 0 | 04 |

COURSE OBJECTIVE: This course aims to familiarize the students with basic theoretical approaches of organizational Behaviour, Culture, Influence, climate and commitment.

COURSE OUTCOME: On the completion of the course, the students will have an understanding of the nature of organization's structure, culture, work Groups, power and politics. In addition to this they will have knowledge about job Motivation, Job Satisfaction and organizational Commitment.

Unit I: Introduction

- Nature of organization; perspectives-closed and open system
- Organizational Structure-Differentiation mechanisms-simple and complex structure, functional, divisional, matrix and strategic business unit.
- In group Coordination; Mutual adjustment, Direct supervision and Standardization and its Correlates; Contingency factor size, Technology and Environment

Unit II: Organizational Culture and Work Group

- Organizational goals: Types and purpose
- Organizational culture: Concept, content, sources and Types of culture
- Work group: Types, stages of group development, characteristics of group, regulation of behaviour of workgroup

Unit III: Organizational Influence and Job satisfaction

- Organizational power and politics: Types of power, organizational and personal basis of power, power in action, acquiring and maintaining organizational based and personal based influences
- Job Motivation: Concept, theories (Content and Process), Applications of motivation theory
- Job Satisfaction: Determinants and measurement in job satisfaction, affect of job satisfaction on employee performance

Unit IV: Work Motivation and Organizational Commitment

- Theories of work motivation: Need theories (Maslow and Herzberg), contemporary theories, Expectancy theory: Vroom, Equity theory: Adam's, Procedural Justice Theory, Integrated perspectives on theories
- Organizational Commitment: Concept and types; affective continuance and normative, determinants and consequences of commitment
- Organizational Behaviour in Global context

Unit V: Organizational Climate and Effectiveness

- Concept of Organizational Climate, Factors in Organizational Climate, Impact of Organizational Climate.
- Developing Sound Organizational Climate, Participation and Organizational Climate, Participation in Indian Organization.
- Organizational Effectiveness: Concept, Goal Approach, Functional Approach, System Resource Approach. Maximization versus Optimization of Effectiveness.

Books Recommended:

- Daniels, T.D., Spiker, B. K. and Papa, M. J. (1997). Perspectives on. Organizational Communication (4th edition). Dubuque, USA: Brown and Benchmark Publishers
- Jewell, L.N. (1998). Contemporary Industrial/ Organizational Psychology (3rd edition). Wallingford, United Kingdom: Cole Publishing Company.
- Lawson, R.B. and Shen, Z. (1998). Organizational Psychology: Foundations and Applications. New York: Oxford University Press.
- Luthans, F. (1998). Organizational Behaviour, (8th edition). New Delhi: McGraw International.

- Newstorm, J.W. and Davis, K. (1998). Organizational Behaviour: Human Behaviour at Work (10th edition). New Delhi: Mc Graw International.
- Northcraft,G.B.andNeale,M.A.(1990).OrganizationalBehaviour:A Management Challenge. Chicago: The DrydenPress.
- Robbins, S. P. (2002). Organizational Behaviour (9th edition). Noida: Pearson Education.
- L.M.Prasad(1984)OrganizationalBehaviour.SultanChandandSons, NewDelhi.

M.A. Semester II

Core Course - PSYCC 205

Practical, **(Paper -11)**

Course Objectives: Conduction of practical related to the fundamental concepts will be mandatory. The focus of these courses will be to develop in depth and interdisciplinary understanding of the concepts studied in all core courses. To impart students the practical knowledge based on the syllabus of PSYCC-201, PSYCC-202, PSYCC-203, PSYCC-204 and PSYCC - 206

Course outcome: Conducting practicals on qualitative research methods would develop an understanding of applying different qualitative research methods.

Foundation will be laid for developing qualitative research design based on grounded theory and conducting studies based on it. Tests and experiments based on cognitive psychology, motivation, emotion and personality growth would deepen their understanding of different concepts.

M.A. Semester II

**Core Course (PSYCC- 206),
Course Title: Broadening Positive
Emotions , (Paper -12), CreditUnits:04**

| L | T | P | TOTAL CREDIT UNITS |
|----------|----------|----------|-------------------------------|
| 3 | 2 | 0 | 4 |

Course Objectives: To empower students for developing adequate vocabulary for expression of emotions and thereby develop their emotional intelligence and wisdom.

Course outcome: Self acceptance of emotions of self will be developed, thereby their emotional well-being and adaptation to negative emotions will be enhanced

UNIT I: Know your Emotions

- Understanding of self
- Types of Emotions
- Vocabulary of Emotions

UNIT II: Positive Emotions and Affects

- Positive and negative affectivity: The circumplex model of Emotions
- Creativity and Productivity: Broaden and build theory
- Happiness: Concept, Correlates and Culture

UNIT III: Building Emotional Intelligence and Emotional Wisdom

- Identification and Acceptance of emotions
- Empathy Building
- Maintaining balance between experience and expression of Emotions

UNIT IV: Arena of Emotions

- Emotions and Self
- Emotions and Relationships
- Emotions and Environment

UNIT V: Enhancing Emotional Regulation

- Emotional well-being: Concept and nature
- Asymmetry between Positive and negative affects, Overcoming the Hedonic treadmill
- Adaptation to negative events, Slowing down adaptation to positive events.

Books Recommended:

- Cass, A. (2004). Positive Psychology: The Science of Happiness and Strengths. Routledge
- Goleman. D. Emotional Intelligence.
- Cowie, H., Boardman, C., Dawkins., J., Jennifer., D., (2004), Emotional Health and Well-Being: A Practical Guide for Schools , SAGE publication
- Eid. M., Larsen R.J., (2008)., The Science of Subjective Well- Being ., Guilford Press

**Value Added Non Credited Course
(PSYVNC- 201)**

**Course Title: Social Inclusion of LGBT
Community (Paper -13)**

Course Objective: The paper attempts to orient background of Gender and Sexuality, which has been a major misconception on recent years. It instills the idea of Psychological, Social and Community issues pertaining to LGBT community, transgender issues and the policies, rights and legal issues pertaining to it.

Course Outcome: The paper will empower the students to be gender sensitive, develop empathy towards the marginalized people and be a catalyst in shunning away the stigma and discrimination to handhold them to come into streamline.

Unit I: Background of Gender and Sexuality

- History of Gender and Sexuality, Gender and Sexuality from 19th century to present
- Gender and sexuality in literature, religious text and arts
- Change in perspective towards Gender and Sexuality in 21st century

Unit II: Conceptual Understanding

- Introduction to Sex and Gender
- Understanding Gender diversity, Difference between Gender and Sexual orientation (LGBT)
- Psychological issues among LGBT community

Unit III: Challenges and Right for LGBT

- Challenges Faced by LGBT at workplace and society
- Rights of LGBT community

- Policies and its Implication

Unit IV: Transgender Issues

- Global Transgender Identities
- Transgender issues in the workplace
- Legal rights of Transgender

Unit V: Critical Attitudes towards LGBT Community

- Litigation and legislation for LGBT Rights
- Non-Discrimination and Equal Opportunity in society
- Equal Employment Opportunity

Books Recommended:

- Shakuntala Devi (1978). The World of Homosexuals, Vikas Publishing House, New Delhi.
- Stephen O. Murray, Worlds of Desire the Chicago Series on Sexuality, Gender, and Culture - Homosexualities - University of Chicago Press (2000)
- Richard J. Wolitski, Ron Stall, Ronald O. Valdiserri, Unequal Opportunity: Health Disparities Affecting Gay and Bisexual Men in United States, Oxford Press, 2008
- Martha C. Nussbaum, Sex and Social Justice, Oxford University Press, 2000
- Ruth Vanita, Same-Sex Love in Penguin UK, 2008

**Core Course/MOOCs
(PSYCC-301)**

**Course Title: Positive Psychology:
Human Strengths and Virtues
(Paper -14)
Credit Units: 04**

| L | T | P | TOTAL CREDIT UNITS |
|----------|----------|----------|-------------------------------|
| 3 | 2 | 0 | 04 |

Course objectives: The course aims to understand, test, discover and promote the factors that allow individuals and communities to thrive and flourish. The course will introduce the learners to the fundamental aspects of positive psychology, positive individual traits and positive institutions.

Course outcome: The course will facilitate the understanding of positive aspects of human behavior specifically in indigenous context. The wisdom ingrained in Indian scriptures would enrich the understanding of students and empower their understanding to suit more to the culture of India.

UNIT- I Overview of Positive Psychology

- Positive Psychology: Its emergence, Assumptions and Goals.
- Strength and Cultural Context: Culturally Free and Culturally embedded Positive Psychology
- Classification and Measures of Human Strengths: VIA classification and virtues.

UNIT- II Prosocial Behaviour

- Forgiveness (*Kshama*): Definition, Cultivation exercises, measurement, benefits, Buddhist view on forgiveness.
- Empathy and Compassion (*Paranubhutiawam Sahridayata*): Definition, empathy – egotism hypothesis
- Gratitude (*Kritagyata*): Concept, Cultivation exercises in Positive Psychology

UNIT- III Positive Cognitive States

- Self Efficacy (*Atmprabhavotpadakta*): Concept, measurement, Hope and Resilience (*UmmedawamSmmothansheelta*): Concept, Childhood antecedents, measurements.
- Wisdom and Courage (*Pragya awamSahas*): Difference between intelligence and wisdom, Theories of wisdom and courage, measurement
- Positive Thinking (*Sakaratomak Chintan*): Learned Optimism, measurement and Health related outcomes of Positive Cognitive States

UNIT- IV Positive Emotional State

- The Broaden and Build Theory of Positive Emotions
- Wellbeing and Happiness: Eudemonics and Hedonistic View, Psychological and Subjective Wellbeing, Technique of Savoring.
- Flow: Flow State, Autotelic Personality. Concept and Mindfulness in Buddhism.

UNIT- V Indian View on Positive Psychology

- Indian Approaches to Strengths and Virtues: Vedic views, Buddhism and *Kabir*
- Indian concepts of self-efficacy (Vivekanand), Wisdom (Buddhism, Geeta, *Kabir*) and Well being (Geeta and *Ramcharitmanas*)
- Spirituality and Wellbeing: Indian Perspectives

Books Recommended:

- Baumgardener, S.R. and Crothers, M.K. (2009). Positive Psychology. Pearson.
- Peterson, C. (2006). A Premier in Positive Psychology. Oxford New York
- Deurzen, E.V. (2009). Psychotherapy and Quest for Happiness. Sage.
- Snyder, C.R. Lopez, S.J. (2007). Positive Psychology. Sage Publications.
- Yadava, Hooda and Sharma (2012). Biopsychosocial Issues in Positive Health. Global Vision.
- Lynn, S.J., O'Donohue, W.T., and Lilienfeld, S.C. (2015). Health, Happiness and Well Being. Sage.

Core Course
PSYCC-302 Practical
(Paper -15)

Course objectives: To facilitate students to move towards inventive learning through exposure to practical simulated situations created in laboratories. Practicals will be based on the courses of PSYEL 301A/B, PSYEL302 A/B

Course outcome: Plethora of job opportunities would open before students to become a clinical psychologist, educator, counselor or rehabilitation psychologist to provide services to different sections of society like schools, college, higher education institutes, hospitals, special schools and other organizations.

M.A. Semester III

Elective Course (PSYEL -301A)

**Course Title: Clinical Psychology:
Therapies (Paper -16A)**

| L | T | P | TOTAL CREDIT UNITS |
|---|---|---|-----------------------|
| 3 | 2 | 0 | 04 |

CreditUnits:04

Course objectives: To provide students opportunities of employability and learn various approaches of psychotherapies from western as well as Indian perspectives. To facilitate the holistic development of students by studying Yoga psychology and Ayurveda principles.

Course outcome: After completion of course, the students would find themselves more skilled in understanding and managing the mental health issues of people of all ages. Their competencies to become a clinical psychologist, counsellor and rehabilitation psychologist will be enhanced.

UNIT I: Intervention: The Efficacy of Psychotherapy

- The Scope, Types and General principles of Psychotherapy
- The selective use of Supportive, Reeducative, Reconstructive Therapies
- Psychodynamic therapy: Freudian approach, assumptions, Conceptualizing of psychological disturbance, goals of therapy and techniques.

UNIT II: Cognitive – Behavioural Cognitive Approaches to Therapy

- Behavioural Psychotherapy, Assumptions, Conceptualization of Psychological disturbance, Goals of therapy and techniques
- Cognitive- Beck's Cognitive Therapy
- Ellis Rational Emotive Behavior Therapy

Unit III: Humanistic Approach to Therapy

- Humanistic Psychotherapies:-Carl Roger's Person Centered Therapy, Assumptions, Psychopathology and Techniques
- Existential Psychotherapies: Assumptions, Psychopathology and Techniques

- Group therapies and adjunctive aids in Psychotherapy viz Self Help Relaxation methods , Biofeedback.

Unit IV: Eclectic Integrative Approaches

- Multimodal therapy: Assumptions, Psychopathology, skills and strategies
- Neurolinguistic Programming: Assumptions, Psychopathology, skills and strategies
- Solution focused therapy: Identifying assets, problem resource talk ratio, strategies

Unit V: Psychotherapy in Indian Scenario

- Psychotherapy and Indian thought, Therapy of BhagvadGita
- Psychotherapy and Yoga Psychology
- The Impact of healing in Ayurveda

Books Recommended

- Bohart , A.C. & Todd , J. (1988). Foundations of Clinical and Counselling Psychology. Harper Collins Publishers
- Garfield, S.L. & Bergin, A.E. (1986). Handbook of Psychotherapy and Behavior Change. John Wiley & Sons, United States of America.
- Hecker, J.E. & Thorpe G.L. (2005). Introduction to Clinical Psychology. Pearson Education Inc.
- Horton, I. & Feltham, C. (2006). The Sage Handbook of Counselling and Psychotherapy (Second Edition.). Sage Publications Ltd. 64.
- Newmark , C.S. (1985). Major Psychological Assessment Instruments. Allyn & Bacon.
- Patterson, C.H. (1986). Theories of Counselling and Psychotherapy; (Fourth edition). Library of Congress Cataloguing.
- Shaffer, G.W. (1952). Fundamental Concepts in Clinical Psychology. McGraw Hill Company, Inc. New York.

M.A. Semester IV

Elective Course (PSY EL-301B)
Course Title: Work Psychology
Credit Units: 04
Paper 16 B

| L | T | P | TOTAL CREDIT UNITS |
|----------|----------|----------|-------------------------------|
| 3 | 2 | 0 | 04 |

Course objectives: This course aims at providing a basic knowledge of Work psychology and various aspects related to it

Course outcome: On the completion of the course the student will be familiar with an overview of work psychology ,safety behavior atwork , human engineering, basics of personnel selection, placement and training as well as job analysis . They will also have an understanding of training methods for personnel and basics of work motivation, Job satisfaction and career choice and decisionmaking at work.

Unit I: Overview of Work Psychology and Work Efforts

- Nature, Scope, Contribution of Taylor and Mayo
- Efficiency, Measurement and Determinants
- Fatigue and Monotony: Causes and Mitigation, Production Curve: Morning Curve and Afternoon Curve

Unit II: Safety Behavior and Work Environment

- Accident and Safety: Causes and Prevention, Accident Proneness: Concept and Approaches
- Work Environment: Illumination, Atmospheric Conditions: Temperature, Humidity, Ventilation, Music and Noise
- Human Engineering: Approaches, Problems and Man Machine System, Development of System Research

Unit III: Personnel Selection, Placement and Training

- Job Analysis: Techniques of Job Analysis, Selection Methods: Interview, Biographical Data, Application Blank, Reference Report
- Uses of Psychological Tests in Personnel Selection, Basic Selection Model and Multiple Predictor Model in Selection
- Training: Types and Methods for Workers and Higher Personnel, Job Evaluation: Scope and Methods, Performance Appraisal Methods: Rating and Behavioral Checklist

Unit IV: Work Motivation, Supervision, Conflict, Occupational Stress and Health

- Work Motivation: Theories of Work Motivation: Maslow, Alderfer, Herzberg, Vroom and Adams, Financial and Non-Financial Incentives
- Job Satisfaction and Employee Morale: Personal and Organizational Determinants of Job Satisfaction, Determinants and Techniques of Enhancing Employee Morale

- Supervision: Production Oriented vs. Employee Oriented, Industrial Conflict: Causes and Control, Occupational Stress: Sources and Coping Strategies, Effects of Occupational Stress on Health

UNIT V: Career Choice and Decision Making at Work

- Career Choice: Foundation of Career Theory, Factors making Career Decisions
- Career Development: Career and Life Stages, Socialization and Innovation Career Types.
- Managing Career Development in Organizations, Decision Making at Work: Decision Making by Individuals, Group Decision Making. the Wider Organizational Context

Books Recommended:

- Arnold, J. Robertson, I.T and Cooper, C.L. (1996). Work Psychology: Understanding Human Behaviour in the Work Place. Mac Millan India Ltd.
- Blum. M.L and Naylor, J.C (1984- Revised Edition). Industrial Psychology: Its Theoretical and Social Foundation. New York: Harper & Row
- Cooper, C.L and Locke, E.A. (2000). Industrial and Organizational Psychology: Linking Theories with Practice. UK Blackwell Publishers Inc.
- Daniels, T.D., Spiker, B. K. and Papa, M. J. (1997). Perspectives on Organizational Communication (4th edition). Dubuque, USA: Brow and Benchmark Publishers.
- Dunnette, M.D and Hough, L.M (1998). Handbook of Industrial and Organizational Psychology. (Vol. I and II). Delhi: Jaico Publishing House
- Hersey, P. and Blanchard, K. (1986). Management of Organizational Behaviours: Utilizing Human Resources. Prentice Hall of India.
- Jewell, L.N. (1998). Contemporary Industrial/Organizational Psychology (3rd edition). Wallingford, United Kingdom: Cole Publishing Company.
- Landey, F.J. and Trumbo, B.A. (1976). Psychology of Work Behaviours. The Dorsey Press, Homewood Illinois.
- Lawson, R.B. and Shen, Z. (1998). Organizational Psychology: Foundations and Applications. New York: Oxford University Press.
- Luthans, F. (1998). Organizational Behaviour, (8th edition). New Delhi: McGraw International.
- Maier, N.R.F (1965). Psychology in Industry. Oxford and IBH Publishing Co.
- McCormick, E.J. and Ilgen, D.R. (1984). Industrial Psychology. Prentice Hall of India Pvt. Ltd. New Delhi
- Newstrom, J.W. and Davis, K. (1998). Organizational Behaviour: Human Behaviour at Work (10th edition). New Delhi: McGraw International.
- Northcraft, G.B. and Neale, M.A. (1990). Organizational Behaviour: A Management Challenge. Chicago: The Dryden Press.
- Robbins S.P. Judge T.A. and Vohra Niharika (2017) Organizational Behaviour 16E Pearson India Education Private Ltd Noida UP
- Robbins, S. P. (2002). Organizational Behaviour (9th edition). Noida: Pearson Education.
- Vroom, V.H. (1964). Work Motivation. New York John Wiley Sons, Inc.

M.A. Semester III

Elective Course (PSYEL -302A)

Course Title: Forensic Psychology

Credit Units: 04(Paper 17A)

| L | T | P | TOTAL CREDIT UNITS |
|---|---|---|-----------------------|
| 3 | 2 | 0 | 04 |

Course objectives: This course aims to familiarize the students with basics of Forensic Psychology a branch of applied Psychology dealing with the interaction of the practice or study of psychology and the law, the roles which Forensic psychologists can play at almost every step of the system, from analyzing crime scenes to administering treatment to incarcerated offenders. Students will learn the assessment and rehabilitation of offenders in their lives.

Course outcome: On completion of the course, the students will be familiar with psychology of crime and victims and develop basic understanding of psychological Investigation of criminal behaviour. Such an understanding would enhance their employability in different institutes of India.

UNIT I: Introduction to Forensic Psychology

- Nature, Definition, Scope, and History of Forensic Psychology.
- Functions of Forensic Psychologists
- Forensic Psychology in India, Ethical & legal issues in Forensic practice

Unit II: Psychology of Crime and Victim

- Psychobiological bases of crime
- Victim Psychology and Victimization
- Eyewitness Testimony and Expert Testimony.

UNIT III: Psychology of Violent behavior

- Types of Offender: Juvenile Offender: Criminogenic factors in Child and Adult antisocial behavior. Cycles of Abuse.
- Violent Offenders: Media influences and Research Statistics,

- Theories of Homicide: Psychological disposition, Socio-Biological theory and Multi-Factorial Approach.

Unit IV: Psychological Investigation of Criminal behavior

- Scientific Lie Detection: Polygraph, Verbal & Non Verbal Cues. Hypnosis and Narcoanalysis, Behavioral Analysis; Facet – metatheory.
- Understanding the criminal personality- antisocial personality, psychopath & sociopath
- Personality Profiling

Unit V: Scope of Correctional Psychology:

- Recognizing the suffering: Rape Trauma Syndrome and Post traumatic Stress Disorder,
- Coping with criminal victimization,
- Rehabilitation of victim and offender

Books Recommended:

- Bachhav, Aun M. (2012). Criminal Psychology. Chandralok Prakashan, Kanpur-208021
- Bharati, A. (2012). Studies on Criminological Psychology. G.S. Rawat for Ceber Tech Publications. New Delhi- 110002
- Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th ed.). Delhi: Tata McGraw-Hill.
- Gregory, R.J. (2005). Psychological Testing (4th ed.). Delhi: Pearson education Pte.Ltd.
- Suryanarayana, N.V.S, Himabindu Goteti, Neelima V. (2011). Cyber Psychology. Sonali Publications, New Delhi- 110002
- Thou Teisi (2011). Forensic Psychology. ABD Publishers, Jaipur-302018
- Bartol, C. R. & Bartol, A. M. (2004). Introduction to Forensic Psychology. Thousand Oaks, CA: Sage Publications.
- Brown, J. M., & Campbell, E. A. (Eds.) (2010). The Cambridge handbook of forensic psychology. Cambridge, England.
- Costanzo, M. & Krauss, D. (2010). Legal and forensic psychology. New York: Worth Publishers.

- G., Hollin, C., & Bull, R. (Eds.) (2008). Forensic psychology. Chichester, England: John Wiley & Sons, Ltd.
- Huss Matthew T. (2009). Forensic psychology: Research, clinical practice, and applications. West Sussex, UK: Wiley-Blackwell.
- Joanna R. Adler, Jacqueline M Gray (Eds) (2010) Forensic psychology, N.Y.: William Publishing,
- Towl, Graham J., & Crighton, David A. (Eds) (2010) Forensic psychology, West Sussex: N.J. John Wiley & Sons Ltd.
- Weiner, Irving B. & Hess, Allen K. (Eds) (2006) Handbook of Forensic Psychology, N.J. John Wiley & Sons Ltd. 44

M.A. Semester III

Elective Course (PSYEL- 302B)

Course Title: Enhancing Life Skills

Credit Units: 04, (Paper 17B)

| L | T | P | TOTAL CREDIT UNITS |
|---|---|---|-----------------------|
| 3 | 2 | 0 | 04 |

Course objectives

Paper is designed with a realistic vision with practical implications for different techniques to enhance self-awareness, stress management, for improving decision-making along with strategies related to self-regulation, improving problem-solving and critical thinking.

Course Outcome

The development of life skills would help students to find new ways of thinking and problem solving, recognize the impact of their actions and teach them to take responsibility for what they do rather than blame others.

UNIT- I Introduction to Life-skills

- Historical Perspective of Life-skills
- Need and Significance of Life-skilled education
- Life-skills: Nature vs. Nurture Debate

UNIT-II Personal Competence

- Self-awareness: Johari Window, SWOT Analysis, Techniques to enhance self-awareness
- Self-regulation: Concept and strategies related to self-regulation
- Stress management: Concept and types of Stress, sources of stress and techniques of stress management

UNIT- III Social Competence

- Problem-solving: Concept, Stages of Problem-solving, Strategies for improving problem-solving
- Decision Making: Concept and stages of Decision-making, Techniques for improving decision-making
- Creativethinking: Concept and Stages of Creativethinking, Features of Creative thinker, Creative thinker, Critical thinking: concept and strategies to improve Critical thinking

UNIT- IV Cognitive Competence

- Interpersonal Relationship Skills: Definition of Interpersonal relationship, Factors influencing Interpersonal Relationship
- Interpersonal Communication Skills: Concept of Interpersonal Communication
- Assertiveness, Effective listening, Body language, Negotiation techniques, Presentation skills

UNIT- V Measurement and Application of Life - Skills

- Vranda's Life-skill Assessment Scale, WHO Life-skill Assessment Scale
- Importance of Life-skills in International Scenario and National Scenario

- Personality Development and Life-skills, Psychological Explanation of the importance of life-skills

Books Recommended:

- Agochia, D.(2010). Life competencies for Adolescents Training Manual for Facilitators, Teachers and Parents, New Delhi
- Hurlock, E.B.(1976). Developmental Psychology.(4th Edition), Tata McGraw Hill, New Delhi
- Josselson, R. (1996). 'The Space between Us: Exploring the Dimension of Human Relationships.' Sage Publication
- Morgan and King (1993). An Introduction to Psychology. (7th Edition), Tata McGraw Hill Publication, New Delhi.

**PSYIN- 301, Summer Internship
(Paper 18)**

Course objectives: To supplement the theoretical knowledge imparted to students in classrooms with practical applications of studied concepts and theories. The skill of writing the report of project undertaken in previous semesters will be practiced.

Course outcome: The practical experience of students in different organizations / NGOs/hospitals/ schools will improve their chances of being employed after completing their PG program. The report of comprehensive viva of the internship, carried out by the student between second and third semester will also be reviewed which would fill the gaps, if any in the practical knowledge level of students.

yyyyM.A. SemesterIII

Interdepartmental Course (PSYIER-301)

**Course Title: Self Enhancement for
Personality Growth and Well Being
Paper-19**

CreditUnits:04,

| L | T | P | TOTAL CREDIT UNITS |
|----------|----------|----------|-------------------------------|
| 03 | 02 | 0 | 04 |

Course objectives: The course aims at enhancing the understanding of students about their own self, developing self awareness and develop true identity of self.

Course outcome: Techniques of self awareness would empower students to develop their strengths, be calm and composed and develop positive attitude towards self, others and life.

UNIT- I Exploring the Self

- Self Concept: Formation andComponents
- Body and SoulConsciousness
- Inculcating innate qualities ofSelf

UNIT- II Self Esteem

- Self Esteem: Meaning, Components and Sources
- Characteristics of high and low selfesteem
- Steps to enhance selfesteem

UNIT- III Self Confidence

- Meaning and nature of self confidence
- Characteristics of persons with high and low self-confidence
- Steps to improve selfconfidence

UNIT- IV Techniques of Self Awareness

- Exploration through JohariWindow
- Meditation
- ReflectiveQuestions

UNIT- V Positive Attitude

- Understanding Attitude
- Types of Attitude
- Building Positive Attitude

Books Recommended:

- Towers, Marc(1997). Self Esteem, AmericanMedia
- Pedler Mike, Burgoyne John, Boydell Tom. A Manager's Guide to Self-Development, McGraw-Hill Bookcompany.
- Covey, R. Stephen(1992) .Seven habits of Highly Effective People, , Simon & SchusterLtd.,
- KheraShiv(1999).You Can Win,Macmillan.

M.A. Semester IV

Core Course

PSYCC- 401 Practical, (Paper 20)

Practical based on Positive Psychology, Clinical and Counseling Psychology and elective courses will be mandatory.

Course objectives: These courses would enhance the communication skills which are essential for becoming an effective counsellor like negotiation skills, listening skills and empathy skills. The focus of these courses will be the capacity building of students to enhance the chances of their employability in different fields like teaching, health, schools and organizations

Course outcome Moreover, studying about strengths and positivity would facilitate the holistic development of students and facilitate to achieve excellence in different life arenas. Their competencies to become an efficient counsellor will be enhanced which will open the plethora of job opportunities in future for them.

M.A. SemesterIV

Elective Course (PSYEL-401A)

Course Title: Building Positive Environment through Counselling and Psychotherapy, (Paper-21A)

Credit Units: 04

| L | T | P | TOTAL CREDIT UNITS |
|---|---|---|--------------------|
| 3 | 2 | 0 | 04 |

Course objectives: The objective of the course is to enable students to understand the process and skills of counselling, different approaches of counselling and become a successful mental health professional in future.

Course outcome: The course will help students in understanding the applied part of positive psychology, counselling and psychotherapies for building positive environment in home, schools and organizations. The skills of using therapies and counseling techniques will facilitate the learner in bringing about positive change in human behavior at individual and group level.

UNIT- I Process and Skills of Counselling

- Counselling: Goals of Counselling, Stages of the Counselling Process, Core conditions of helping relationship (Empathy, Unconditional Positive Regard and Congruence)
- Counselling and Psychotherapy: Differences, Role and Characteristics of Effective Counsellors
- Skills: Generic Skills, Macro and Micro Skills, Outside-Inside Skills, Mind Skills

Unit II: Approaches: Gestalt, Transactional Analysis and Existential approach

- Gestalt approach to therapy & counselling, origin and maintenance of problems assumptions, goals of therapy, process and technique
- Transactional Analysis: Philosophical assumptions, ego state analysis structural and functional, Ego state pathology, Transaction types, the making of the script, Injunctions, Strokes, games and their analysis, Exploring Blind areas
- Existential Approach: Basic assumptions, origin and nature of the problem, Modes of being- Umwelt, Mitwelt, Eigenwelt, Rollo May, Frankl's logo therapy

Unit III: Family Interventions

- Major theoretical approaches to family therapy: Experiential, Family Systems, Strategic, Structural, Cognitive, Behavioural
- Key assumptions and concepts of system theory- Wholeness, Circular Causality, Equifinality, Homeostasis and Change, Subsystems and

Triangulation, Boundaries

- Characteristics of dysfunctional families, Techniques and interventions

Unit IV: Application of Positive Psychology in Counselling and Psychotherapy

- Model of Mental Health: Flourishing, Languishing, Floundering and Struggling
- Culturally sensitive positive Psychological Assessment
- Strength Based Counselling: Positive Psychotherapy Process and its usefulness

Unit V:

- Play Therapy: History, Process, Stages, Application
- Art Therapy: Definition, History, Characteristics, Functions, Applications
- Mindfulness Based Cognitive Therapy: Implementation, Principles, Applications

Books Recommended:

- Feltham, Colin & Horton, Ian (Eds.). The Sage Handbook of Counselling and Psychotherapy (2nd ed.). Sage Publications.
- Gelso, C.J. and Pretz, B.R. (1995). Counselling Psychology. Bangalore, India: Prism Books Pvt. Ltd.
- George, Ricky L. & Christiani, Therese S. (1986). Counselling: Theory and Practice (2nd ed.). New Jersey: Prentice-Hall Inc.
- Malchiodi, C.A. (2003). Handbook of Art Therapy. New York: Guilford Press.
- McMahan, L. (1992). Handbook of Play Therapy. New York: Routledge.
- Patterson, C.H. (1986). Theories of Counselling and Psychotherapy (4th ed.). New York: Harper & Row, Publishers, Inc.

**Elective Course
(PSYEL-401B)**

**Course Title: Successful Aging
(Paper-21B)
CreditUnits:04**

| L | T | P | TOTAL CREDIT UNITS |
|----------|----------|----------|-------------------------------|
| 3 | 2 | 0 | 04 |

Course objectives: The course aims at understanding the concept of successful aging, factors affecting it, coping with challenges of aging and being able to differentiate it with usual aging.

Course Outcome: After completion of this course, students will become more sensitivetowardstheagedpeopleanddevelopempathyandestablishrapportwith them. They will be in a position to counsel them in better ways and encourage them to agegracefully.

UNIT- I Successful Aging

- Successful ageing: concept, components of SuccessfulAging
- Psychological perspective on successfulaging
- Successful Aging: perspectives from BehaviouralSciences.

UNIT-II Factors of Successful Aging

- Physical factors
- Psychological factors
- Social factors

UNIT-III Theories and Strategies of SuccessfulAging

- Psychological theories of SuccessfulAging
- Strategies of SuccessfulAging
- Quality of life outcomes of SuccessfulAging

UNIT- IV Successful Aging Outcomes

- Coping with Age related Challenges
- Better health while Aging
- Successful Aging and Mental Health

UNIT- V Criteria of Successful Aging

- Meaning of usual aging
- Phases of Successful Aging
- Rowe and Kahn's criteria for Successful Aging

Books Recommended:

- Fergus, C.M.I. et.al. (2008). "The Handbook of Ageing and Cognition" Psychology Press, New York.
- George, L.K., Feraro, K. F. (2016). "Handbook of Ageing and Social Sciences" Academic Press, London
- Weil, A.(2005). "Healthy Ageing" Random House, inc, New York

M.A. Semester IV

Elective Course (PSYEL- 402A)

**Course Title: Mental Health:
Rehabilitation and Intervention
(Paper-22A) Credit Units: 04**

| L | T | P | TOTAL CREDIT UNITS |
|---|---|---|-----------------------|
| 3 | 2 | 0 | 04 |

Course objectives: To provide the basic knowledge about the concept of rehabilitation and intervention, the basic information about the need of psychological assessment in the area of rehabilitation, the management approaches, guiding principles of preventions and rehabilitations

Course outcome: Learning of assessment of psychological and neurological disorder would enrich the students regarding the practical basic clinical information required in professional field. Understanding of treatment approaches while working in the community will equip the students to gain knowledge about the concerning specific mental health issues, enhancing their employability.

UNIT- I - Mental Health: Basic Issues

- Concept of Normality And Pathology, Johoda's Concept of Mental Health
- Principals of Healthy Mental Life, Mental Health Act
- Role of Paraprofessionals, NGO's And Self Help Groups and Mental Health

UNIT-II - Rehabilitation and Psychological assessment

- Understanding Rehabilitation, Rehabilitation Medicine,
- Rehabilitation Psychology, Psychological Models in Rehabilitation Psychology
- Standardized psychological assessment during rehabilitation, Goals of Neuropsychological assessment

UNIT-III- Prevention of Mental Health Issues

- Community based Rehabilitation, Crisis Interventions
- Ethical issues: Patient and Mental Health Professionals
- Community Interventions: Psychological approaches

UNIT- IV- Interventions for Successful Rehabilitation: Psychiatric Conditions

- Mental Retardation – Assessment, Psychological Interventions,
- Caregiver burden: Concept & Challenges and interventions, Psycho-education,
- Psychological approaches in Delusion, Hallucination, and Behavioural Skills Training

UNIT- V- Rehabilitation and intervention in neurological problems

- Epilepsy: Symptoms, Assessment, Psychological Management
- Autism, :Symptoms, Assessment, Behavioral Approaches
- Brain Hemorrhage: Symptoms, Assessment, Self management approaches

Books Recommended:

- Delisha's (2010). *Physical Medicine and Rehabilitation (Vol- I) (Principles and Practice)*(5th Edi) Editor in chief- Walter R. editor Emirities Joel A; Delisha. Published by – Wlater's Klumen/ LippinCott Williams and Wilkins Health.
- Joseph F. Rath Timoty; R.Ellist (2015). *Psychological Models in Rehabilitation (Oxford Handbook of Rehabilitation Psychology)* edited by Paul Kennely Oxford University Press.
- Smith L; Nathan P; Juniper U; Kingsep P and Lim. L.(2003.) *Cognitive Behaviour Therapy for Psychotic Symptoms (A Therapist Mannual)* Published by: Centre for Clinical Interventions: Psychotherapy, Research and Training.
- World Report on Disability(2011).

M.A. SemesterIV

Elective (PSYEL- 402B)
Course Title: Neuropsychology
CreditUnits:04 (Paper 22B)

| L | T | P | TOTAL CREDIT UNITS |
|----------|----------|----------|-------------------------------|
| 3 | 2 | 0 | 04 |

Course objectives: By studying Neuropsychology, students will be able to understand the relationship between brain and behavior, the pathologies related with different lobes of the brain and the process and skills of rehabilitation of patients with brain impairment.

Course outcome: Students would be able to understand the human behaviour in the perspective of neuropsychology. This course would support both the knowledge and practice competencies required for advanced professional training in adult clinical neuropsychology in near future for budding psychologist.

UNIT- I: Introduction

- Introduction to Neuropsychology, Recent history of Neuropsychology
- Paradigm shift in Neuropsychology
- Brain Development: Infant, Teenager, Adult and Old

Unit II: Brain: Structure and Lobes

- Neuron: Structure, Types, Function, Synapse, Synaptic activity.
- Neuro Anatomy: CNS, Blood Supply, Spinal Cord
- Lobe: Frontal Lobe Temporal & Parietal Lobe, Occipital Lobe

Unit III: Neuro-Psychological Disorders

- Frontal Lobe Disorder
- Temporal Lobe Disorder
- Parietal Lobe
- Occipital Lobe Disorder

Unit IV: Neuro Psychological Assessment

- Neurological Assessment
- Psychological and Psychiatric Examination in brain Dysfunction
- Brain mapping: Neuro Imaging, MRI, fMRI, PET Scan, EEG, CAT

Unit V: Adults and Geriatric Neurological Problems & Management

- Dementia and Alzheimer's
- Parkinson's Disorder
- Brain Strokes and Hemorrhage

Books Recommended:

- Elias, L., Saucier, D. (2018). Neuropsychology (clinical and experimental foundation). Pearson publications
- Rajeswaran, J. (2013) Neuropsychological Rehabilitation ; Principles & Application .Publication : Elsevier, ISBN -9780124160460
- Beaumont, J.G. (2008). Introduction to NeuroPsychologist. Second edition Publication. Guilford Press, ISBN-9781593850685
- Kolb, B., Wishaw I. Q. (2009) Fundamental of Human Neuropsychology .Worsh Publisher, ISBN -0716795868

M.A. SemesterIV

PSYMT- 401, Master Thesis, Dissertation, Paper-23

Course objective: Submission of Dissertation in prescribed format will be compulsory for every student. The objective is to enhance their potential to become a researcher and explore the area of their interest in different areas of Psychology.

Course outcome: This course will enhance a sense of fulfillment within the student of being able to conduct a research work and own it adding value to their resume. They will develop an in depth understanding of developing a research plan, develop suitable methodology, collect data following the ethical guidelines, analyse it and prepare a report.

M.A. SemesterIV

**Intradepartmental Course –
PSYIRA- 401 (Paper-24)**

**Course Title: Happiness for
Positive Living
Credit Units: 04 ,**

| L | T | P | Total credits |
|----------|----------|----------|--------------------------|
| 3 | 2 | 0 | 04 |

Course objectives: The objective of this course is to enhance the level of psycho spiritual maturation level of students and help them to attain scientific knowledge and skills of achieving happiness in life.

Course outcome: Students will learn the skill of managing their negative thoughts, emotions and nurturing meaningful relationships with self and others. They will also value the spiritual heritage of India apart from gaining knowledge about western thoughts and researches about happiness and positive living.

Unit-I: Construal of Happiness

- Positive Psychology perspective of happiness: Positive emotions, Broaden and build theory.
- Triad of happiness: Momentary, deeper and sustainable happiness.
- Hedonism and eudemonia: Happiness index.

Unit-II: Causes and Assessment of happiness

- Causes of happiness: Heritability, Environment, Physical state and work.
- Relationships and happiness: Marriage, Kinship, Friendship, Acquaintances.
- Assessment: Quantitative and Qualitative.

Unit-III: Theoretical Perspectives of happiness

- Personality theories: Trait approaches.
- Need and goal satisfaction theories.
- Process or Activity theories.

Unit-IV: Obstacles to happiness and enhancement

- Happy mind in action: Selection, attention, categorization, proving, implicit self-esteem, conflict.
- Self-Regulation: habituation, social comparison, inequitable reactions to losses and gains, adaptive emotions, Conflicts.
- Happiness Enhancement.

Unit-V: Indian Perspectives on Happiness

- Buddhism on happiness: Self responsibility.
- Bhagavad-Gita on happiness: Stith Pragma, Karm yoga.
- Jainism and Sikhism on happiness.

References

1. Nagraj, A. (2015). Philosophy of Human Behavior, Jeevan Vidya, Prakashan, AmarKantak.
2. Eid, M. and Larsen, R. J. (2007). Science of Subjective Well-being, Guildford Press New York.
3. Lynn, J. S., O'Donohue, W. T. and Lilienfeld, S. C. (2015). Health, Happiness and Well-being Better Living through Psychological Science, Sage.
4. Carr Alan (2004). Positive Psychology, Routledge.
5. Peterson, C. (2006). A Premier in Positive Psychology, Oxford, New York.
6. S. C. E. R. T. (2019). Happiness Curriculum Educational Stores, Ghaziabad.
7. Cornelissen, R. M., Misra, G. & Varma, S. Foundations and Applications of Indian Psychology, Pearson.