

**SYLLABUS**  
*FOR*  
*POST GRADUATE PROGRAM IN*  
**PSYCHOLOGY**  
*Choice Based Credit System*



**Siddharth University, Kapilvastu**  
**Siddharth nagar, Uttar Pradesh, India-272202**

*D. J.*  
*Hareendras*  
*Amber*  
*Anam*  
*M. Mishra*  
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## PROGRAM SPECIFIC OUTCOMES-

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

1. To develop a thorough understanding of diverse areas of psychology and to instill an ethical approach to research.
2. To demonstrate mastery of the discipline by defining, instantiating, and critically analyzing the field's leading critical theories, techniques, and practices.
3. To develop students' communication abilities in order for them to apply them in their careers.
4. To show a skill of research methods and an in-depth knowledge of the literature pertinent to their educational sector
5. To show innovation in knowledge application, as well as a practicum awareness of how research and inquiry are utilized to generate and interpret knowledge in their field;
6. To demonstrate the ability to evaluate current research, as well as research approaches and methodologies;
7. To define, apply, and integrate theoretical terminology, concepts, and viewpoints fundamental to the field of psychology in their own work, as well as to identify and analyze them in the work of others.
8. To conduct high-quality research in their chosen field of psychology and offer new information.
9. Acquire expertise in developing areas of their field of competence and interdisciplinary foundation in the discipline of psychology's key areas of research and application.
10. To explore career options in a variety of disciplines, including education, law enforcement, mental health, government and non-profit organizations, juvenile justice, sales and marketing, management, human resources, and hospitality services.

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**Program Structure-**

**SEMESTER I**

Course Code	Paper/ Course	Course Name	Credit	Theory	Internal Assessment	Total
MPSC-401	Core	Cognitive Processes-1	4	75	25	100
MPSC-402	Core	Quantitative Research Methods	4	75	25	100
MPSC-403	Core	Theories of Personality and Modern Perspectives	4	75	25	100
MPSC-404	Core	Motivational and Affective Processes	4	75	25	100
MPSC-405	Core	Lab work	4	75	25	100
MPSP-406	Core	Research project	4	-	-	-

**SEMESTER II**

Course Code	Paper/ Course	Course Name	Credit	Theory	Internal Assessment	Total
MPSC-411	Core	Advanced Social Psychology	4	75	25	100
MPSC-412	Core	Qualitative Research Methods	4	75	25	100
MPSC-413	Core	Environmental Psychology	4	75	25	100
MPSC-414	Core	Neuro-Physiological Bases of Psychological Process	4	75	25	100
MPSC-415	Core	Lab Work	4	75	25	100
MPSP-416	Core	Research project	4+4=8	-	-	100

**SEMESTER III**

Course Code	Paper/ Course	Course Name	Credit	Theory	Internal Assessment	Total
MPSC-501	Core	Cognitive Processes-2	4	75	25	100
MPSC-502	Core	Psychological Assessment	4	75	25	100
MPSE-503	Elective 1	(a) Psychopathology and Psycho-diagnostics (b) Organizational Behavior (c) Advanced Health Psychology	4	75	25	100
MPSE-504	Elective 2	(a) Counseling Psychology (b) Human Resource Management (c) Positive Psychology	4	75	25	100
MPSC-505	Core	Lab Work	4	75	25	100
MPSP-506	Core	Research project	4	-	-	-

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SEMESTER IV						
Course Code	Paper/Course	Course Name	Credit	Theory	Internal Assessment	Total
MPSG-511	Core	Applied Social Psychology	4	75	25	100
MPSG-512	Core	Advanced Developmental Psychology	4	75	25	100
MPE-513	Elective 1	(a) Psychotherapeutics (b) Consumer Behavior (c) Indian Psychology	4	75	25	100
MPE-514	Elective 2	(a) Rehabilitation Psychology (b) School Psychology (c) Community Mental Health	4	75	25	100
MPSL-515	Core	Lab Work	4	75	25	100
MPS-516	Core	Research project	4+4=8	-	-	100

Remark: M = M-A, PS = Psychology, C = Core, E = Elective,  
L = Lab, P = Project

### Semester I

#### Paper I

Course Code	Course Title	Credit
MPS-401	Cognitive Processes-1	4

### OBJECTIVES

1. To understand the cognitive basis of human behavior.
2. To understand the basic concepts and developments in the areas of attention, perception, memory.

Units.	Contents.	Credit.	N. of L
1.	Cognitive approach: Historical Background, Origin, Emergence and Status of Cognitive Psychology.	1	15

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2.	Attentional Processes: Divided Attention, Selective Attention and its Theories and Biological Basis.	1	15
3.	Perceptual Processes: pattern recognition: theories and top-down processing.	1	15
4.	Memory: Models of memory: structural and levels of processing, Episodic, semantic and procedural models; Working memory, Long term memory: context and encoding specificity; autobiographical memory: flash bulb memory, Eye witness testimony.	1	15

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

- 1 To understand the historical background of comparative cognitive psychology in general.
2. To comprehend the various fundamental cognitive processes like attentional, perceptual processes.
3. To evaluate the basic and current trends of studies on memory processes.
- 4 To apply the memory models in day-to-day functioning.

### Recommended Books

- 1 Baron, R.A. (2007). *Psychology* (Fifth edition) New Delhi: Pearson
2. Galotti, K.M. (1999). *Cognitive Psychology: In and Outside Laboratory*. Mumbai. Thomson Asia.
3. Matlin, M.W. (1995). *Cognition* (III ed.). Bangalore: Prism Books Pvt. Ltd.
4. Snodgrass, J.G. et. al.(1985). *Human Experimental Psychology*. New York: Oxford University Press.
5. Misra, G. (Eds.) (2009). *ICSSR Survey of advances in Research: Psychology in India (Volume 1): Basic Psychological Processes and Human Development*. New Delhi: Pearson Education in South Asia.

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**Paper II**

Course Code	Course Title	Credits
MPSC-402	Quantitative Research Methods	4

**OBJECTIVES**

1. To make students able to understand the basics of Quantitative psychological research.
2. Have in depth knowledge of research, design and sampling.
3. To get knowledge of basic statistics.

Units.	Contents.	Credit.	N. of L
1.	Introduction to Psychological Statistics: Descriptive and Inferential Statistics; Parametric and Non-parametric Statistics; Significance of Statistics.	1	15
2.	Classification of Variables; Hypothesis: Criteria and types; Sampling Techniques. Research designs: Purpose and Criteria: Types of Research Design.	1	15
3.	Foundation of Analysis of Variance (ANOVA); Multivariate Analysis of Variance (MANOVA) Assumptions, Applications and Limitations.	1	15
4.	Foundation of Regression Analysis; Bivariate, Partial Correlation; Multivariate Regression: Assumption and Interpretation.	1	15

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

1. To understand methods of research and compatible statistical analysis with interpretation.
2. To execute the various types of sampling techniques
3. To apply the overall process of designing a research study from its inception to multivariate statistics for data analysis
4. To perform and interpret simple and multiple linear regressions
5. To perform factor analysis for test development and validation

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### Recommended Books

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

### Paper III

Course Code	Course Title	Credits
MPSC-403	Theories of Personality and Modern Perspectives	4

### OBJECTIVES

1. To understand structure and construction of human personality.
2. Have sound knowledge of different theoretical aspects of personality.

Units.	Contents.	Credit.	N. of L
1.	The Nature of Personality Theory: Components and Criteria for Evaluating Personality Theories; Basic Assumptions Concerning Human Nature.	1	15
2.	Psychodynamic Perspective: Freud; Carl Jung; Adler.	1	15
3.	Humanistic and Cognitive Perspective: Abraham Maslow, Carl Rogers; George Kelly.	1	15
4.	Social Learning and Eastern Perspective: Albert Bandura; Triguna; Buddhism.	1	15

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

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1. To understand the basic classical theories of personality
2. To understand the key concepts, principles, and different theories of personality.
3. Think critically about and apply theoretical and empirical reasons for human behavior in order to successfully navigate the daily obstacles of life.
4. Apply the key personality domains and theories to gain a better understanding of one's own and others' behavior.

#### Recommended Books

1. Boeree, G.C. (2006). *Personality Theories*. Original E-Text-Site: <http://www.ship.edu/%7Ecgboree/perscontents.html>
2. Carver, C. S., & Scheier, M. F. (2017). *Perspectives on Personality* (8th ed.). New York: Pearson Education.
3. Friedman, H. S., & Schustack, M. W. (2015). *Personality: Classic Theories and Modern Research* (6th ed.). Boston, MA: Pearson Education.
4. Hall, C.S., Lindzey, G. & Campbell, J.B. (1998). *Theories of Personality*. Wiley & Sons.
5. Schultz, D. P., & Schultz, S. E. (2017). *Theories of Personality* (11th ed.). Boston, MA: Cengage Learning.

#### Paper IV

Course Code	Course Title	Credits
M PSC - 404	Motivational and Affective Processes	4

#### OBJECTIVES

1. To understand the basic concepts and developments in the areas of motivation.
2. To understand the basic concepts of emotion and its theories.

Units.	Contents.	Credit.	N. of L
1.	Needs and Drives; Ethological Perspective; Psychoanalytical Perspective; Motivation in Learning Theories.	1	15
2.	Attribution Theories and Motivation (Herold Kelly, George Kelly and Weiner); Achievement Motivation (McClland and Atkinson); Extrinsic and Intrinsic Motivation.	1	15
3.	Origin of Human Emotions; Basic Emotions; Approaches to Understand Emotions: Emotional	1	15

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	Intelligence. Early Theories; Ambitious Theories (Tomkins, Izard,); Cognitive Theories (Arnold, Scachter); Rasa Theory.		
4.	Cognition and Emotion; Prototype Perspective; Appraisal and Emotion; Effects of Moods and Emotions on Cognitive Functioning.	1	15

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

1. To examine motivation and emotion from an empirical, scholarly perspective, rather than from an intuitive or speculative standpoint based purely on personal experience and observations.
2. To acquaint with ancient and contemporary theoretical frameworks and approaches used to explore motivation and emotion.
3. To recognize the various ways in which motivational and emotional processes occur in daily life,
4. To assess circumstances involving motivation and emotion, and develop behavioral predictions.
5. To conduct empirical research on motivation and emotion in order to tackle real-world challenges.

#### Recommended Books

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

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Paper V

Course Code	Course Title	Credits
MPSL-405	Lab work / <i>practical</i>	4

**OBJECTIVES**

1. To get knowledge of administrating experiments and tests.
2. To be able to analyze and interpret data.

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

- 1 To get a better knowledge of specific scientific facts and concepts, as well as the organization of these facts and concepts within scientific fields.
2. To construct scientific arguments.
3. To identify the questions and concepts that guide scientific inquiry as the laboratory activities will help students develop their capacity
- 4 To gain knowledge about scientific instruments and conventions through laboratory experiences.

There will be four practicum based on each of the four theory papers taught during semester I. The student has to conduct lab experiment, analyze the data, and interpret the findings and report.

Units.	Contents.	Credit.	N. of L
1.	Any one practicum based on cognitive Processes	1	30
2.	Any one practicum based on quantitative research methods.	1	30
3.	Any one practicum based on personality	1	30
4.	Any one practicum based on motivation/emotion	1	30

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## Semester.2

### Paper I

Course Code	Course Title	Credits
MPSC-411	Advanced Social Psychology	4

#### OBJECTIVES -

1. Students would be able to understand about the culture, theory and research methods in social psychology.
2. They should also learn about personal & self-perception, impression management and attribution.
3. They would learn about group processes and social exchange.
4. Further comprehensive information about social cognition, attitude, personal relationship, aggression and helping behavior.

Units.	Contents.	Credit.	N. of L
1.	Social Psychology; Nature, Recent Theoretical Perspectives and Research Methods in Social Psychology, Research Ethics.	1	15
2.	Person Perception and Attribution: Person Perception; Impression Formation, Non-verbal Behavior, self-perception; Impression Management; Attribution; Theories and Biases.	1	15
3.	Social Cognition and Cognition and Attitude: Social Cognition; Social Inference, Schema and Schematic Processing, Attitude; Features and Theories of Attitude Change; Persuasive Communication and Cognitive Dissonance Theory, Attitude - Behavior Relationship.	1	15
4.	Personal Relationship, Aggression and Helping Behavior Personal Relationship; Interdependence Theory; Balance of Power, Satisfaction and Commitment; Aggressive Behavior; Intimate Violence; Helping Behavior; Bystander Intervention, Theoretical Perspective.	1	15

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

1. To recognize the core concepts of social psychology
2. To improve one's ability to evaluate social psychology investigations critically
3. To analyze real-world issues via the lens of social psychology theories
4. To get a working knowledge of developing fields of social psychology
5. To apply social psychology principles and research to own life and to society concerns
6. To construct a fresh research project that contributes to scientific knowledge by utilizing social psychology research, theory, and technique.

### Recommended Books

1. Baron, R.A., Branscombe, N.R. & Bharadwaj, G. (2010). *Social Psychology*. New Delhi: Pearson India.
2. Baumeister, R.F. Finkel, E. J., (Edited) (2010). *Advanced Social Psychology: The State of The Science*. Oxford University Press.
3. Taylor, S.E., Peplau, I.A., & Sears, D.O. (2009). *Social Psychology* (12<sup>th</sup> ed.). Pearson India.
4. Tripathi, L.B. and Others (2001). *Adhunik Samjik Manovigyan*. Agra: Har Prasad Bhargava.

### Paper II

Course Code	Course Title	Credits
M.P.S.C-4/2	Qualitative Research Methods	4

### OBJECTIVES

1. To make students able to understand the basics of Qualitative psychological research.
2. Have in depth knowledge of research, design and sampling.
3. To get knowledge of basic statistics.

Units.	Contents.	Credit.	N. of L
1.	Qualitative Research: Historical considerations: Themes of Qualitative Inquiry: Theoretical orientations.	1	15
2.	Qualitative Research Design: General principle: research question: choosing the right method: Qualitative interviewing: Triangulation	1	15

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3.	Methods of Qualitative Research: Interpretative phenomenological analysis and Grounded Theory: Concept, Assumptions and process.	1	15
4.	Ethics and Qualitative Psychological Research; Principle Issues, Guidelines and questions; Reporting Qualitative Research	1	15

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

1 To develop a research strategy that addresses a study objective appropriately and ethically within a consistent conceptual framework, encompassing a coherent and acceptable set of methodologies for design, data collection, and data analysis.

2 To recognize the relationship between question design and the creation of survey, focus group, and interview questions; design and evaluate semi-structured interview and focus group questions; and then conduct (and record / transcribe) interviews and focus groups in a professional and ethical manner.

3. To select and use appropriate approaches, procedures, and tools for managing rich and complicated research data and information; analyze rich complex, qualitative data using a variety of methodologies and order of analysis; and evaluate the results realistically.

4. To present qualitative research findings in a professional academic manner.

**Recommended Books -**

1. Lyons, E. & Coyle, A. (Eds.) (2007). Analysing qualitative data in psychology. Sage Publications Ltd.
2. Patton, M. Q. (1998). Qualitative evaluation and research methods. (2<sup>nd</sup> ed.).SAGE Publications, inc.
3. Seale, C., Gobo, G., Gubrium, J. F., & Silverman, D. (Eds.). (2003). Qualitative research practice. Sage.
4. Smith, J.A. (2008). Qualitative Psychology: A Practicum Guide to Research Methods (3rd edition): Sage.
5. Willig, C. (2001). Introducing Qualitative Research in Psychology. Open University Press.
6. Willig, C. & Station-Rogers, W. (2010). The Sage Handbook of Qualitative Research in Psychology. Sage.

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### Recommended Books

7. Lyons, E. & Coyle, A. (Eds.) (2007). Analysing qualitative data in psychology. Sage Publications Ltd.
8. Patton, M. Q. (1998). Qualitative evaluation and research methods. (2<sup>nd</sup> ed.).SAGE Publications, inc.
9. Seale, C., Gobo, G., Gubrium, J. F., & Silverman, D. (Eds.). (2003). Qualitative researchpractice. Sage.
10. Smith, J.A. (2008). Qualitative Psychology: A Practicum Guide to Research Methods (3rd edition): Sage.
11. Willig, C. (2001). Introducing Qualitative Research in Psychology. Open University Press.
12. Willig, C. & Station-Rogers, W. (2010). The Sage Handbook of Qualitative Research in Psychology. Sage.

### Paper III

Course Code	Course Title	Credits
MPSC-413	Environmental Psychology	4

### OBJECTIVES

1. To understand the basic concepts and developments in the areas of environmental psychology.
2. To understand the basic concepts of Environmental Cognition and stress and its theories.

Units.	Contents.	Credit.	N. of L
1.	Environmental Psychology: Nature and salient features, Historical Development, Environment-Behavior Theories.	1	15
2.	Research Methodologies: Experimental, Correlation and Descriptive Data Collection Techniques; Ethical considerations. Adequacy of environmental research.	1	15

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3.	Environmental Cognition: Theories of Environmental Cognition, Substantive areas of Environmental Cognition, Cognitive Mapping	1	15
4.	Environmental Stress: Nature and characteristics, Natural Disasters, Technological Catastrophe, Noise and Air Pollution: Impact on Health, Performance and social behavior.	1	15

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

- 1 To understands fundamental ideas in environmental psychology and the major ideas governing human-environment connections.
2. To understand and apply the research methods used to investigate human-environment interactions.
- 3 To be able to think on and assess research questions in this subject area.
- 4 Capable of reflecting on and evaluating research ideas and methodologies in this field of study.
- 5 To examine environmental concerns using relevant psychological concepts and theories.
- 6 To be able to take part in conversations about human-environment relationships.
- 7 Capable of communicating environmental psychology research.

**Recommended Books**

- 1 Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2003). *Environmental Psychology*. UK: Thomson & Wedsworth.
- 2 Steg, L. (Editor) (2012). *Environmental Psychology: An Introduction*. Wiley-Blackwell.
- 3 Gifford, R. (2014). *Research Methods for Environmental Psychology*. Wiley-Blackwell.
- 4 Stockols, D. & Altman, I. (1987). *Handbook of Environmental Psychology* (Vol. I & II). New York: John Wiley & Sons

**Paper IV**

Course Code	Course Title	Credits
MPSC-4A	Neuro-Physiological Bases of Psychological	4

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## OBJECTIVES

1. To gain primary knowledge of structure of human brain.
2. To learn the relationship between human brain and behavior.
3. To get knowledge of neuropsychological basis of cognitive processes.

Units.	Contents.	Credit.	N. of L
1.	Basic Functional unit and methods; Neuron, Nerve Impulse transmission and synapse.	1	15
2.	Organization of Nervous system: Peripheral and Central Nervous System, Hemisphericity	1	15
3.	Neurophysiology of Learning, Emotion and Sleep.	1	15
4.	Neurophysiological Basis of Attention, Memory and spatial behavior.	1	15

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

- 1 To understand the basics of the structure and function of nervous system, the organization of brain
2. To acquaint with methods and techniques to study brain functioning and the brain behavior relationship.
- 3 To characterize the location and signs of abnormalities of the higher mental functions.
4. To synthesize scientific information regarding neuropsychology cognitions, neuropsychological syndromes, and the localization of higher mental functions
- 5 To connect neuropsychological syndromes and their associated symptoms to the appropriate brain localization.

### Recommended Books -

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

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## Paper V

Course Code	Course Title	Credits
M PSL-415	Lab work /practical	4

### OBJECTIVES

1. To get knowledge of administrating experiments and tests.
2. To be able to analyze and interpret data.

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

1. To get a better knowledge of specific scientific facts and concepts, as well as the organization of these facts and concepts within scientific fields.
2. To construct scientific arguments.
3. To identify the questions and concepts that guide scientific inquiry as the laboratory activities will help students develop their capacity
4. To gain knowledge about scientific instruments and conventions through laboratory experiences.

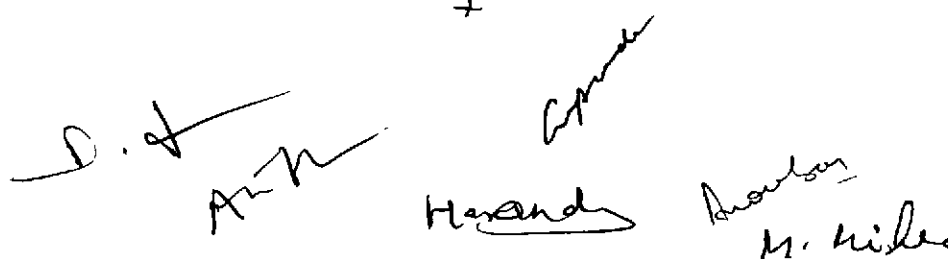
There will be four practicum based on each of the four theory papers taught during semester II. The student has to conduct lab experiment, analyze the data, and interpret the findings and report.

Unit	Topics	Credit	No. of Lectures
I	Any one practicum based on social psychology	1	30
II	Any one practicum based on qualitative research methods	1	30
III	Any one practicum based on environmental psychology	1	30
IV	Any one practicum based on neurophysiological basis of psychological process	1	30

## Paper VI

Course Code	Course Title	Credits
MPS P-416	Research project	4+4=8

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## OBJECTIVES

1. To provide students with the opportunity to engage in depth with literature around a specific topic and demonstrate a high level of critical analysis
2. To give students experience in utilizing the research skills and knowledge developed during the programme.
3. To give students experience of generating a research question and/or formulating a hypothesis based on existing literature that is appropriate to their programme of study.
4. To give students experience in choosing and employing appropriate methods of investigation with which to address the question and demonstrate consideration of ethical issues when designing their study.
5. To give students the opportunity to demonstrate their skills in academic writing, critical analysis and research design through a written report of their work.

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

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

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

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## Semester III

### Paper I

Course Code	Course Title	Credits
MPSC-501	Cognitive Processes-2	4

#### OBJECTIVES

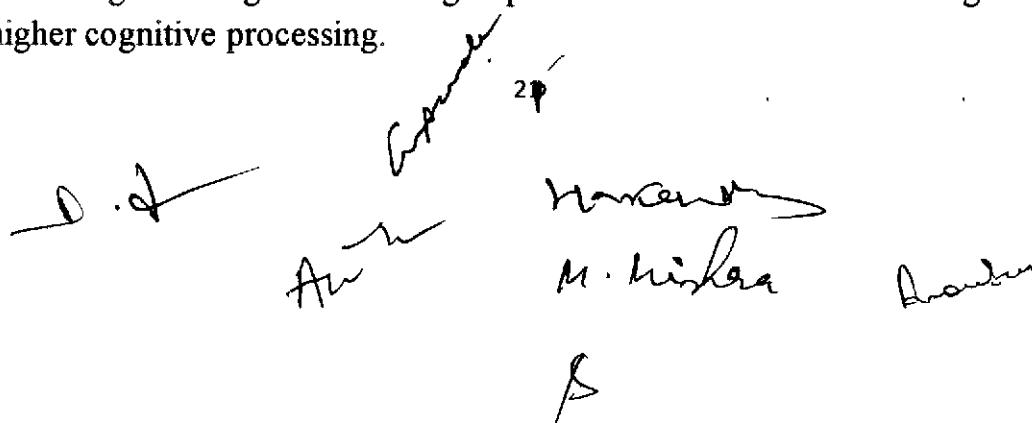
1. To understand the cognitive basis of language.
2. To understand the basic concepts of creativity and problem solving.

Units.	Contents.	Credit.	N. of L
1.	Language Comprehension, Spoken Language: Speech Perception, Factors affecting Comprehension; Reading: Perceptual Processes and Theories of Word Recognition; Metacognition.	1	15
2.	Language Production; Speaking in Context; Speech Error; Gestures and Context; Writing: Comparison between Speaking and Writing; Cognitive Tasks involved in Writing;	1	15
3.	Problem Solving: Understanding Problem Solving Approaches and Factors Influencing Problem Solving. Logical Reasoning, Decision Making: Representativeness and Availability Heuristics, Anchoring and Adjustment	1	15
4.	Creativity: Nature and Measurement; Factors affecting Creativity.	1	15

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

1. To develop awareness and understanding about the higher cognitive processes such as language comprehension, speech perception, reading and transformational grammar.
2. To understand the mechanism of language production, problem solving, creativity and logical reasoning.
3. To evaluate the cognitive functions of persons and will apply this knowledge to diagnose various groups about their normal functioning of higher cognitive processing.

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### Recommended Books

1. Galotti, K.M. (1999). Cognitive Psychology in and out laboratory, Mumbai: Thomson Asia.
2. Matlin M.W. (1995). Cognition (IIIed.) Prism Books Pvt. Ltd., Bull Temple Road, Bsasvasigudi, Bangalore.
3. Reed, Stephen K. (1988). Cognition theory and Application (IIIed.) Pacific Grove, California Brooks/ Cole Publishing Company.
4. Hewes, Mary B. (1990). The Psychology of Human Cognition, New York. Pergamon Press.
5. Snodgrass, Jone. Gray et al. (1985). Human experimental psychology, New York: Oxford University Press.

### Paper II

Course Code	Course Title	Credits
MPSC-502	Psychological Assessment	4

### OBJECTIVES –

1. To get knowledge of psychological tests and their use in diagnosis.
2. To make students able to assess personality with the help of projective and other tests.
3. To get understanding of different diagnostic systems.

Units.	Contents.	Credit.	N. of L
1.	Psychological Assessment: Nature and Scope, Psychological measurement and Tests: Nature and Types.	1	15
2.	Psychological Assessment of General and Specific Abilities	1	15
3.	Assessment of Personality: Psychometric Tests and Self Report Inventories, Projective Techniques: Concepts and Types, Rorschach and TAT.	1	15

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4.	Neuropsychological Tests: Assessment of Attention, Learning and Memory functions, Neuropsychological Batteries.	1	15
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**Course Outcome:** After the completion of the course, the student shall be able-

1. To develop a understanding about assessment and measurement processes in Psychology.
2. To get training to learn how to administer, score and interpret various test available in psychology to measure different abilities and psychological characteristics.
3. To utilize this training to assess and diagnose various population and refer them to appropriate expertise/ agency.
4. To apply this knowledge in various clinical, organizational, health and counseling settings.

**Recommended Books**

- 1 Robert J. Gregory (2004). Psychological Testing: History, Principles and Applications, (NewDelhi): Pearson Education.
- 2 Kevin, R. Murphy, Charles O. Davidshofer, (1988), Psychological Testing, Principles and Applications. New Jersey: Prentice Hall.
- 3 Theresa J.B. Kline (2005). Essentials of Psychological Testing: A Practicum Approach to Designs and Evaluation, London: Sage Publication.
4. Lee, J. Cronback (1990) . Essentials of Psychological Testing (Vth Edition). New York:Harper Collins

**Paper III (a)**

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Course Code	Course Title	Credits
MPSE-503a	Psychopathology and Psycho-diagnostics	4

### OBJECTIVES

1. To get knowledge of psychopathological disorders.
2. To make students able to assess personality with the help of projective and other tests.
3. To get understanding of different diagnostic systems.

Units.	Contents.	Credit.	N. of L
1.	Nature, etiology, and symptoms of Autism Spectrum Disorders; ADHD, Eating Disorders, Stress disorder.	1	15
2.	Mental Deficiency: Meaning Nature, Types, Etiology Treatment and prevention of mental deficiency. Deference between Mental deficiency and Mental disorder	1	15
3.	Assessment of Personality: Psychometric Tests and Self Report Inventories, Projective Techniques: Concepts and Types, Rorschach and TAT.	1	15
4.	Neuropsychological Tests: Assessment of Attention, Learning and Memory functions, Neuropsychological Batteries.	1	15

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

1. To know about Nature, etiology and Clinical features of abnormal behaviors.
2. To develop and understanding about the tools by which diagnosis can be made.
3. To apply this knowledge to evaluate the mental status of individuals and will refer to further agencies/ experts to maintain their well- being.

### Recommended Books

1. Korchin, J. (1979). Modern Clinical Psychology, New York: Harper Collins.
2. Diagnostic and Statistical Manual of Mental Disorders. 4th edition and TR(2004).

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Washington: APA publication.

3. Dowson, J. H., & Grounds, A.T. (1995). Personality Disorders: Recognition & Clinical Management. Cambridge University Press.
4. Goldenberg (1983). Contemporary Clinical Psychology. California: Brooks/Cole Pub.co.
5. Kaplan, H. J., & Saddock, B. J. (2004). Synopsis and Comprehensive Textbook of Psychiatry. 9th Edition. Baltimore : William & Wilkins Woleman, B.B. (1984). Handbook of Clinical Psychology, New York: Wiley & Sons.
6. Semenoff, B. (1976). Projective Techniques, London: Wiley & Sons.

**Paper III (b)**

Course Code	Course Title	Credits
MPSE-503b	Organizational Behavior	4

**OBJECTIVES**

1. To have understanding of organizational behavior.
2. To understand what are different organizations.
3. To get knowledge of problems related to organizations.

Units.	Contents.	Credit.	N. of L
1.	Organizational Behavior: Nature and Scope of Organizational Behavior, Historical Background; Foundation of Organizational Behavior, Modern Organizational Theories, and Research Methods..	1	15
2.	Motivation and Emotion: Concept, McClelland's Need Theory, Two Factor Theory of Motivation, Job Satisfaction; Emotion; Concept, Emotional Intelligence and Emotional Labor.	1	15
3.	Communication and Decision Making: Communication Process, Direction, Barriers in Communication Effectiveness	1	15
4.	Organizational Conflict, Change and Stress Management: Conflict Process, Managing Conflict; Organizational Change and its Management, Managing Work Stress.	1	15

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

- 1 To enable students to investigate important organizational behavior topics and to assist them in developing an OB framework.
- 2 To encourage children to think critically about OB principles and how they apply to Indian situations.
3. Case analysis, group exercises, and thinker writings will be used to guide them through the experiential routes of knowing and appreciating OB.
- 4 To get a better understanding of how behavioral science theory and models can be used to organizational transformation and growth.
- 5 To prepare the use of a variety of intervention tactics for the success and development of both static and dynamic organizations.

**Recommended Books -**

1. Hunt, J.G., Osborn, R.N. & Blen, M.U. (2010). *Organizational Behavior*, John Wiley & Sons, Inc. (11<sup>th</sup> edition).
2. Luthans, F. (1998). *Organizational Behavior*. New York; McGraw- Hill.
3. McShane, Steven L. & Glinow, Mary Ann Von, (2010). *Organizational Behaviour: McGraw-Hill* (5<sup>th</sup> edition)
4. Robbins, S.P. Judge, T.A. & Saughi, S. (2013). *Organizational Behavior*, New Delhi: Pearson, Education (15<sup>th</sup> edition).
5. Schultz, D. & Shultz, S.E. (2004). *Psychology and Work Today* (8<sup>th</sup> edition) Delhi: Pearson Education.

**Paper III (c)**

Course Code	Course Title	Credits
MPSE-503C	Advanced Health Psychology	4

**OBJECTIVES**

1. To have understanding of psychological concepts, models, classical theories, varied perspectives of Health Psychology
2. To analyze and synthesize studies on the elements that cause, maintain, contribute to, prevent, and treat a certain health problem.

Units.	Contents.	Credit.	N. of L
1.	Development of Health Psychology: Models of Health, Approaches to Health; Psychology, Role of Health Psychologists	1	15
2.	Pain & discomfort: Pain –classifications, Gate-control	1	15

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	theory of pain, Biopsychosocial aspect of pain, Behavioural & cognitive methods of pain management, operant approach, relaxation & biofeedback, cognitive tech.		
3.	Chronic and Terminal Illnesses: Risk factors, Effect and treatment of Obesity, Substance abuse, AIDS. Psychosocial interventions for psychological issues for people with chronic illnesses.	1	15
4.	Health care intervention: Health related behavior - Life styles to prevent illness, Improving nutrition, Eastern approaches- Meditation, Relaxation, Prayer, Spirituality	1	15

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

1. To identify and discuss the interplay of psychological, biological, behavioral, and social factors (Biopsychosocial Model) in the study of health issues, including mechanisms and pathways in disease processes such as disease initiation, promotion, and management
2. To evaluate and debate the fundamental and more recent contributions to the science in order to summarize the theory and research in the field of Health Psychology
3. To analyze and synthesize studies on the elements that cause, maintain, contribute to, prevent, and treat a certain health problem
4. Ability to explain the course content & management of pain
5. To analyze one's own health history and describe and practice a good, proactive attitude toward one's own healthy life;

#### **Recommended Books**

1. Taylor, S.E. (2013). *Health Psychology*. New Delhi: Tata McGraw- Hill.
2. Sutton, S., Baum, A. & Johnson, M. (2004). *Handbook of Health Psychology*. New Delhi, Sage Publications.
3. Straub, R.O. (2007). *Health Psychology*. New York: Worth Publications.
4. Strafing, E. P. & Smith, T.W. (2011). *Health Psychology: Biopsychosocial Interactions* (7<sup>th</sup> edition). While Publications.

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**Paper IV (a)**

Course Code	Course Title	Credits
MPSE-SBA	Counseling Psychology	4

**OBJECTIVES –**

1. Have in-depth theoretical knowledge of counseling.
2. To get practical knowledge of counseling.

Units.	Contents.	Credit.	N. of L
1.	Counselling: The Art and Science of Helping; Difference between counselling and psychotherapy; Goals of counselling; Characteristics of counsellor and counselee; Professional issues.	1	15
2.	Process of Counselling: Rapport building, Reflection of feeling, Acceptance, Silence, Reassurance, Listening, and Empathy. Special Relationship problems: Transference, Counter transference, Resistance; Stages of Counselling.	1	15
3.	Approaches to Counselling: Phenomenal; Existential; Cognitive-Behavioral; Eclectic; Individual vs. Group Methods of Counselling.	1	15
4.	Counselling Application: Marital Counselling; School counselling.	1	15

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

1. To understand the nature of counseling and will be able to differentiate between counseling and psychotherapy and be aware with the goals and professional issues of counseling.
2. To establish counseling relationship and acquire basic knowledge of micro skills.
3. To manifest a capacity to provide counseling help to specific groups such as children, women and elderly.
4. To apply this knowledge in marital, school counseling and to work with various special groups.

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### Recommended Books -

1. Feltham, C. & Horton, I. (Eds. 2006). The Sage Handbook of Counselling and Psychotherapy. New Delhi: Sage Publications.
2. Nelson-Jones, R. (2005). Practicum counselling and helping skills (5<sup>th</sup> Ed.). New Delhi: Sage Publications.
3. Woolfe, R. & Dryden, W. (1996). Handbook of Counselling Psychology. New Delhi: SAGE Publications.
4. Locke, D. C., Myers, J. E. & Herr, E.L. (Eds.) (2001). Handbook of Counselling. New York: Sage Publications.
5. Rao, S. N. & Sahajpal, P. (2013) (third Edition). Counselling and Guidance. New Delhi: Tata McGraw-Hill.
6. Neukrug, E. (2011). Counselling Theory and Practice. Cengage Learning.

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**Paper IV (b)**

Course Code	Course Title	Credits
MPE-504b	Human Resource Management	4

**OBJECTIVE –**

The main objectives of this course are to make student to be able to understand

1. The functions, systems, policies and applications of Human Resource Management in organizations.
2. An overview of theoretical foundations of key areas associated with HR development in the organizations,
3. HR skills and their ability to assess the constraints and opportunities associated with managing employees in different socio-economic and political context.

Units.	Contents.	Credit.	N. of L
1.	Human Resource Management: Nature, Scope and Implications of HRM, Trends Shaping HRM, Strategic Management Process, HRM in Changing Environment.	1	15
2.	Acquisition of Human Resources: Planning, Assessment, Job Analysis, Recruiting, Selection Process.	1	15
3.	Training and Management Development: Goals, Establishing Training Needs, Methods and Approaches used in Training, Management Development.	1	15
4.	Performance Management and Appraisal: Performance Management System, Process and Techniques for Appraising Performance, Creating Effective Personnel Management System. Ethics, Justice and Fair Treatment in HRM.	1	15

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

1. To get a complete grasp of HR processes in order to recognize and appreciate the connections between individuals, organizations, and communities in greater society.
2. To raise awareness of the psychological processes that are at the heart of most HR procedures.
3. To aid in the comprehension of the uses of various strategies for selection.

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- 4 To comprehend the job description and specifications in order to place the appropriate people in the appropriate positions.
5. To forecast the organization's future requirements with the arrival of multinational corporations.
- 6 To comprehend the significance of training as a tool for achieving organizational objectives

**Recommended Books**

1. Dessler, G. & Varkkey (E. 2011) Human Resource Management. Pearson (12<sup>th</sup> edition).
2. De. Cenzo, D.A. & Robbins, S.P. (1996). Human Resource Management, New York: John Willey & Sons.
- 3 Hersey, P., Blanchard, K.H. & Johnson, D.E. (1996). Management of Organizational Behaviour: Utilizing Human Resources, (Latest Edition), New Delhi: Prentice Hall of India, Pvt. Ltd.
4. Schultz, D. & Shultz, S.E. (2004). Psychology and Work Today (8<sup>th</sup> edition), Delhi: Pearson Education.

**Paper IV (c)**

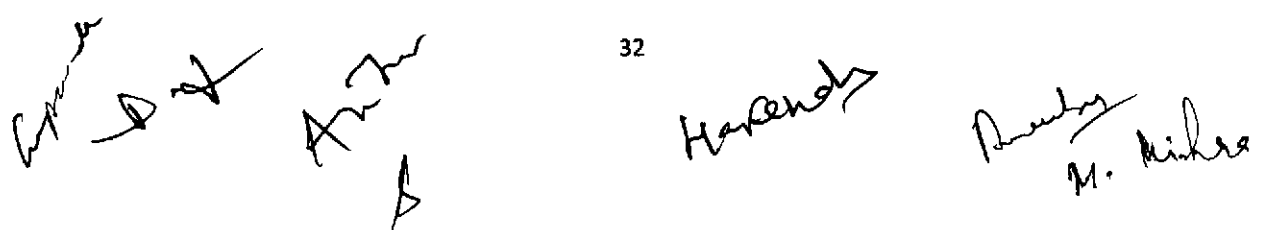
Course Code	Course Title	Credits
MPSE-504C	Positive Psychology	4

**OBJECTIVES**

1. To have understanding of psychological concepts, models, classical theories, varied perspectives of Positive Psychology.
2. To determine the many methods for defining and measuring happiness, as well as variables that are connected to or unrelated to happiness and well-being.
3. To demonstrate knowledge of Positive Psychology research and contemporary theories.

Units.	Contents.	Credit.	N. of L
1.	Positive psychology: Historical roots, assumptions and goals, Eastern and western perspectives on positive psychology.	1	15
2.	Happiness: Facts of life, culture and personal goals, Principles of pleasure.	1	15
3.	Positive cognitive states and processes: Self-Regulation and self-control, Resilience, Self-efficacy, Optimism, and Hope.	1	15

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**Paper V**

Course Code	Course Title	Credits
MPSL-505	Lab work /Practical	4

**OBJECTIVES:**

1. To get knowledge of administrating experiments and tests.
2. To be able to analyze and interpret data.

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

1. To get a better knowledge of specific scientific facts and concepts, as well as the organization of these facts and concepts within scientific fields.
2. To construct scientific arguments.
3. To identify the questions and concepts that guide scientific inquiry as the laboratory activities will help students develop their capacity
4. To gain knowledge about scientific instruments and conventions through laboratory experiences.

There will be four practicum based on each of the four theory papers taught during semester III. The student has to conduct lab experiment, analyze the data, and interpret the findings and report.

Units.	Contents.	Credit.	N. of L
1.	Any one practicum based on cognitive Processes	1	30
2.	Any one practicum based on psychological assessment	1	30
3.	Any one practicum based on psychopathology /psycho-diagnostics/OB/Advanced Health Psychology	1	30
4.	Any one practicum based on Counseling psychology/HRM/Positive psychology	1	30

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Semester - IV

Paper I

Course Code	Course Title	Credits
<u>MPSC-511</u>	Applied Social Psychology	4

OBJECTIVES -

1. To get good knowledge of Applied Social Psychology.
2. Acquire in depth theoretical knowledge of Applied Social Psychology.

Units.	Contents.	Credit.	N. of L
1.	Applied Social psychology: Historical context, Features of Applied Social Psychology, Basic versus Applied Social Psychology; Role of Applied Social Psychologists.	1	15
2.	Research Designs, Intervention and Evaluation: True Experiment; Correlational research; Quasi experiment; Survey research; Action research; Designs of intervention; Evaluation of interventions.	1	15
3.	Applying Social Psychology to Education: Intrapersonal processes: Increasing success, Reducing failure. Interpersonal processes: Teacher expectations and student performance; Student-Student interactions; Cognitive errors; Student-Teacher relations; Self perceptions and Academic consequences.	1	15
4.	Applying Social Psychology to Community: Cultural diversity; Personal diversity; Diversity versus Prejudice and Stigmatization; Media and Stigmatization; Bringing about Social Change; Social action and Activism; Changing Structural and Social barriers.	1	15

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

1. To understand how to use social psychology theory in practice, as well as how to work to eliminate health risks, bias, discrimination, and social exclusion.

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2. To describe how basic social psychological results can be applied to achieve desired outcomes.
3. To identify the contributions of social psychological processes such as intergroup conflict, cognitive biases, social emotions, and norms to a practical problem.
4. To look up scientific material about a topic and assess the quality of the arguments and evidence presented.
5. To use social psychological knowledge to examine real-life social circumstances and difficulties that a psychologist might encounter in society.

#### Recommended books

1. Schneider, F.W., Grumman, J.A. & Coutts, L.M. (2012). *Applied Social Psychology* (2<sup>nd</sup> Edition). Sage Publications, New Delhi.
2. Steg, L., Buunk, A.P. & Rothengatter (2008). *Applied Social Psychology*. Cambridge University Press.
3. Oskamp, S. (1984). *Applied Social Psychology*. New Jersey, Englewood Cliffs, Prentice Hall Inc.
4. Dalal, A. & Misra, G. (2002). *New Directions in Indian Psychology* (Vol. 1). Social Psychology. New Delhi, Sage Publications.
5. Misra, G. (2011). *Oxford Handbook of Psychology*. New Delhi: Oxford Press.

#### Paper II

Course Code	Course Title	Credits
MPSC-512	Advanced Developmental Psychology	4

#### OBJECTIVES

1. To get good knowledge of human development at different stages.
2. Students will be able to assess normal human development.
3. Acquire in depth theoretical knowledge of development psychology.

Units.	Contents.	Credit.	N. of L
1.	Human Development: Life Span Perspective, Foundation of Development; Nature- Nurture.	1	15
2.	Conception to End of Infancy: Prenatal Development, Child Birth and The Neonates. Infancy: Physical, Cognitive, Emotional, Social and Personality Development. Cognitive Development, Emotional, Social and Personality Development in Early and Late Childhood; Moral Development.	1	15

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3.	Adolescence: Physical, Cognitive, Emotional and Social Development; Personality Development; Formation of Identity; Change or Crisis. consequences.	1	15
4.	Adulthood to End of Life: Cognitive, Social and personality Development in Early and Middle Adulthood. Aging: Physical and Cognitive Changes, Social and Personality Changes; Death.	1	15

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

- 1 To demonstrate an understanding of developmental theories and the influence of biological, psychological, social, and cultural dynamics on developmental processes.
- 2 To become aware of how social categories such as gender, colour, ethnic origin, class, age, ability, sexual orientation, and religion – and their intersections – relate to a range of experiences throughout the lifetime.
- 3 To analyze and resolve developmental difficulties from infancy to death through critical thinking.
- 4 To assess and improve human potential by applying understanding of prenatal and infant development, cognitive underpinnings of intelligence, and emotional development across the lifetime.
5. To apply the knowledge of commonly used research methods in human development scholarship, as well as how to design, conduct, and present an original research project.

**Recommended Books -**

- 1 Berk, L.E. (2007). Development through the Life Span (3<sup>rd</sup>Edition) New Delhi: Pearson Publication Co.
- 2 Craig, G.J. (1979). Child Development, N. Jersey Prentice Hall. Feldmen, R.S. (2015).
- 3 Development Across The Life Span (7<sup>th</sup> Edition), New Delhi: Pearson Pvt. Ltd.
- 4 Tripathi, L.B. & Pandey, Sushma (2009). Manav Vikas Ka Manovigyan. New Delhi: Concept Publishing Company.

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**Paper III (a)**

Course Code	Course Title	Credits
MPS E-53a	Psychotherapeutics	4

**OBJECTIVES**

1. Have in-depth theoretical knowledge of psychotherapy.
2. To get practicum knowledge of psychotherapy.
3. To be able to implement different therapeutic programmes.

Units.	Contents.	Credit.	N. of L
1.	Basic introduction to psychotherapy, Psychoanalytic Therapy: Meaning and historical perspective, goals of psychoanalytic therapy, Freudian psychoanalytic therapy.	1	15
2.	Behaviour Therapy: Meaning and nature of behaviour therapy, Techniques: Systematic desensitization, Aversive therapy, Flooding, Assertiveness training, Contingency management	1	15
3.	Cognitive Behaviour Therapy: Meaning and nature, Types of cognitive behaviour therapy- Rational emotive therapy, Beck's Cognitive therapy, Stress inoculation therapy.	1	15
4.	Humanistic-Existential Therapy: Nature and goals of humanistic-existential therapy, Client-centered therapy, Gestalt therapy, Logo therapy, Existential therapy,	1	15

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

1. To develop understanding about the various models and approaches of therapeutic intervention and will be able to work in group and family setup.
2. To apply this knowledge to maintain individual's mental health well-being.

**Recommended Books –**

1. McMullin, R.E. (2000). The New Handbook of Cognitive Therapy Techniques, New Norton & Company.

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2. Cooper, M. (2007). Existential Therapies, New York. Sage.
3. Korchin, J. (1979). Modern Clinical Psychology, New York: Harper Collins.
4. Garfield & Bergin (1978). Handbook of Psycho-therapy and Behaviour Change, New York: Wiley & Sons.
5. Woleman, B.B. (1984). Handbook of Clinical Psychology, New York: Wiley & Sons.

**Paper III (b)**

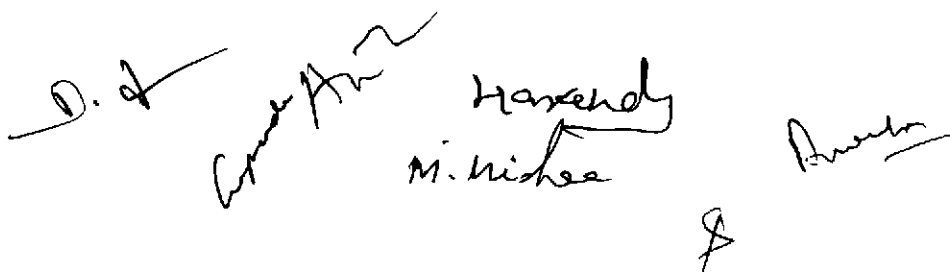
Course Code	Course Title	Credits
MPSE-513b	Consumer Behavior	4

**OBJECTIVES**

To develop an understanding of underlying concepts and issues in Consumer behavior in marketing.

Units.	Contents.	Credit.	N. of L
1.	<b>Introduction to Consumer Behaviour-</b> Definition, Nature, Scope, Consumer Behaviour's Applications in Marketing, Consumer research process –Defining Research Objectives, Collecting & Evaluating Secondary Data.	1	15
2.	<b>Factors affecting Consumer Behaviour-</b> External Influences – Culture, Sub Culture, Social Class, Reference Groups, Family. Internal Influences– Needs & Motivations, Perception, Personality, Lifestyle, Values, Learning, Memory, Beliefs & Attitudes.	1	15
3.	<b>Consumer Decision Making Process-</b> Types of consumer decisions, Consumer Decision Making Process - Problem Recognition - Information Search - Alternative Evaluation – Purchase Selection – Post purchase Evaluation, Buying pattern in the new digital era.	1	15
4.	<b>Consumer Motivation &amp; Personality-</b> Consumer Motivation– Needs, Goals, Motive arousal, Maslow's Hierarchy of Needs, Freud's Theory of Motivation , Consumer Personality – Self-concept theory, Psychoanalytic Theory, Neo-Freudian Theory, Trait Theory	1	15

**Course Outcomes:** On successful completion of this course, the students will be able:


  
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- 1: To explain the concept of Consumer Behaviour & describe Consumer research process in detail.
- 2: To evaluate the factors affecting consumer behaviour in detail.
- 3: To analyze the consumer decision process.
- 4: To assess the impact of consumer's motivation, personality on the buying behaviour.
- 5: To impart the basic knowledge of consumer protection rights.

**Reference Books:**

1. John A Howard, Consumer Behaviour in Marketing Strategy, Prentice Hall New Delhi
2. Schiffman L G and Kanuk L L Consumer Behaviour, Prentice Hall New Delhi
3. Anita Ghatak, Consumer Behaviour in India, D K Agencies (P) Ltd New Delhi
4. Sarkar A Problems of Consumer Behaviour in India, Discovery Publishing House New Delhi.

**Paper III (c)**

Course Code	Course Title	Credits
MPSE 53C	Indian psychology	4

**OBJECTIVES**

1. To have understanding of psychological concepts, models, classical theories, varied perspectives of Indian psychology as Vedas, Geeta, Yoga etc.
2. To apply this knowledge to plan and conduct studies in the area of Indian psychology.

Units.	Contents.	Credit.	N. of L
1.	Introduction to Indian Psychology: Assumptive base of Indian Psychology. Scope and substance of Indian Psychology, Methods of study, Psychological thought in Ancient India.	1	15
2.	Indian thought and tradition: Indian Psyche, Indian psychology a myth or reality, content of Vedas, systems and schools of Indian Psychology, asu, prana, and manas, Atman and Jiva, models in Indian thought.	1	15
3.	Yoga psychology: Theory and applications, Patanjali yoga sutras – Basic concepts, Transpersonal Psychology in Bhagavat Gita. Identity and existence, self-knowledge, conflict and wisdom, work, three	1	15

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	definitions of yoga (i sthitha prajna and freedom, ii. Work and freedom, iii. Yoga and happiness).		
4.	Jain Psychology: Jain Conscious reality, concept of self, cognition, concept of mind, body mind interaction. Buddhist Psychology: Thought (citta), mind (mano), consciousness (vinnana), varieties of knowing – sensory knowing (sanna), extraordinary knowing (abhinna), holistic knowing (parinna), and Insight knowing (panna).	1	15

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

1. To acquaint them with the area of Indian Psychology.
2. To understand the Indian concept for mind and behavior from rich Ancient Indian literature.
3. To develop an understanding about the methods of Indian Psychology.
4. To apply this knowledge to plan and conduct studies in the area of Indian Psychology.

**REFERENCE BOOKS -**

1. Sinha J. (1985). *Indian Psychology Vol. 1 Cognition,; Vol.2 Emotion; and Will; Vol.3 Epistemology of Perception.* New Delhi: Motilal Banarasidas.
2. Dalal, A.S. (2001). *A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo,* Pondicherry: Sri Aurobindo Ashram Publication Department.
3. Misra G. & Mohanty, A.K.(2001). *Perspective on indigenous psychology.* New Delhi: Sage.
4. Kim U. & Berry, I.W.(1993). *Indigenous psychologies: Research and experience in cultural context.* New Delhi, India: Sage.
5. Cortright, B. (2000). *Psychotherapy and Spirit: Theory and practice intranspersonal psychotherapy.* Albany, NY: State University of New York Press.
6. Paranjpe A.C.(1998). *Self and Identity in modern psychology and Indian thought.* New York: Plenum Press.
7. Rama, S. Ballentine, R., Ajaya, S. (1976). *Yoga and psychotherapy.* Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.

**Paper IV (a)**

Course	Course Title	Credits
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Code		
MPSE-514a	Rehabilitation psychology	4

### OBJECTIVES

- 1 To understand the nature of mental retardation.
2. Have theoretical knowledge of hearing and visual impairment.
3. To get knowledge of understanding physical disability.
4. To know what is rehabilitation.
5. Have knowledge of rehabilitation programme in India.

Units.	Contents.	Credit.	N. of L
1.	Rehabilitation Psychology: Nature and Scope; Concept of rehabilitation for disabled people, Exceptionality and labeling people with disabilities; Concept of impairment, disability and handicap;	1	15
2.	Mental Retardation: Definition and classification; causes and prevention of mental retardation; Characteristics, Screening and assessment, intervention strategies-skill training, socialization, behavior modification and parent counselling.	1	15
3.	Hearing Impairment and Visual Impairment: Definition and classification; causes and prevention; Characteristics.	1	15
4.	Family in Rehabilitation: Family crisis-the impact of disabilities on the family: husband-wife, parent child relationships; Family intervention strategies. Rehabilitation Programmes in India.	1	15

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

1. To understand the nature of mental retardation.
2. Have theoretical knowledge of hearing and visual impairment.
3. To get knowledge of understanding physical disability.
4. To know what is rehabilitation.
5. Have knowledge of rehabilitation programme in India.

### Recommended Books:

1. Gokhale, S.D. (1984). Rehabilitation programmes and policies. Somaiya publication Pvt. Ltd.

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2. Narasimhan, M.C. and Mukerjee, A.K. (1976). Disability: A Continuing challenges Wiley Easter Ltd.
3. Clarke, A.D.B. and Clarke, A.N. (1974). Mental Deficiency Changing Outlook, London, Methuen Co.
4. Bathshaw, M.L. and Parret, Y.M. (1986). Children with handicaps: A Medical Primer Paul Brooks, London.
5. Gardner, W.I. (1985). Behaviour modification in mental retardation, London University Press Ltd.
6. Northern, J.L. and Downs, M.P. (1976). Hearing in Children Bartimore.
7. Brown, R. and Hughson, A. (1994). Behavioural and Social Rehabilitation and Training, Madras. Chapman and Hall

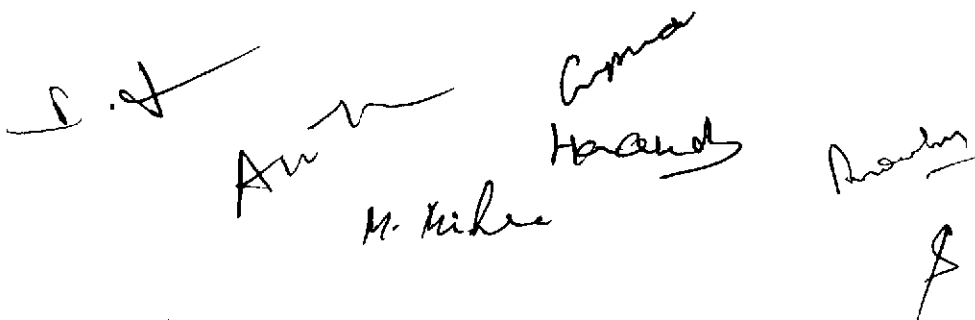
**Paper IV (b)**

Course Code	Course Title	Credits
MPSE-514b	School Psychology	4

**OBJECTIVES -**

1. To understand the nature of school psychology.
2. Have theoretical knowledge of major domains of school psychology;
3. Have knowledge of Challenges before School Psychology in India.

Units.	Contents.	Credit.	N. of L
1.	Introduction to School Psychology: Concept and history of School Psychology, Goals of School Psychology, Traits required of a School Psychologist, Role of School Psychologists.	1	15
2.	Learning Disability: Nature and concept; Characteristics and behavioural manifestation; Types: reading, writing and arithmetic disabilities; Causes of learning disability: biological, Behavioural and sociological.	1	15
3.	Psychological Assessment and Interventions with School Children: Academic assessment, Social, behavioral and emotional assessment, Cognitive assessment; Techniques of consultation and Counseling.	1	15
4.	Challenges before School Psychology in India, Awareness, Incorporation of School Psychology as a Subject, Shortage of Trained School Psychologists, School Psychology for Teachers.	1	15


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

1. Describe the characteristic features of school psychology; • Elucidate the major domains of school psychology;
2. To understand the nature of mental retardation.
3. Explain the roles and functions of school psychology; •
4. Describe the characteristic traits required of a school psychologist; and •
5. Analyses the importance of a school psychologist in a school setting.

**Recommended reading**

1. Merrell, K., Ervin, R., & Gimpel, G. (2006). School Psychology for the 21st Century, Foundation and Practice. New York: The Guilford Press.
2. Reynolds, C.R. and Gutkin, T.B. (1998). The Handbook of School Psychology (3rd ed.). New York: John Wiley & Sons, Inc.
3. Boucher, R. (1999). Students in Discord. Greenwood Press, Connecticut Rathvon, N. (1999).
4. Effective School Interventions, The Guilford Press. New York
5. Bear, G.G., & Manning, M. A. (2014). Positive psychology and school discipline. In R. Gilman, E.S. Huebner, & M. Furlong (Eds.), Handbook of Positive Psychology, 2nd Edition. New York: Routledge/Taylor & Francis.

**Paper IV (c)**

Course Code	Course Title	Credits
MPSE-514C	Community Mental Health	4

**OBJECTIVES -**

1. To get theoretical knowledge of community mental health.
2. To know how to organize community mental health programme.

Units.	Contents.	Credit.	N. of L
1.	Community mental health: Development of community orientation. Historical trend in mental health ideology.	1	15
2.	Basic concepts: Population and prevention; Mental health. Principles and methods of community intervention: Crisis intervention, consultation, mental health education.	1	15

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3.	Theory and research in community psychology: Ecology, Epidemiology of mental health and general system theory.	1	15
4.	Strategies of organizing a community mental health programme.	1	15

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

1. To get theoretical knowledge of community mental health.
2. To know how to organize community mental health programme.

**Recommended Books**

1. Heller, K. and Monahan, J. (Eds.) (1977). Psychology and Community Psychology and Community Change. The Dorsey Press, Homewood, Illinois, USA.
2. Iscoe, I. and Spielberger, C.E. (Eds.) (1970). Community Psychology: Perspectives in Training and Research, New York, Appleton century craft.
3. Korchin, S.J. (1986). (Indian Edition) Modern clinical psychology: Principles of Intervention in the clinic and community C.B.S. Publisher and distributions, Delhi, India.

**Paper V**

Course Code	Course Title	Credits
MPS2-515	Lab work / Practical	4

**OBJECTIVES**

1. To get knowledge of administrating experiments and tests.
2. To be able to analyze and interpret data.

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

1. To get a better knowledge of specific scientific facts and concepts, as well as the organization of these facts and concepts within scientific fields.
2. To construct scientific arguments.
3. To identify the questions and concepts that guide scientific inquiry as the laboratory activities will help students develop their capacity
4. To gain knowledge about scientific instruments and conventions through

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laboratory experiences.

There will be four practicum based on each of the four theory papers taught during semester IV. The student has to conduct lab experiment, analyze the data, and interpret the findings and report.

Units.	Contents.	Credit.	N. of L
5.	Any one practicum based on Applied Social Psychology	1	30
6.	Any one practicum based on Advanced Developmental Psychology	1	30
7.	Any one practicum based on Psychotherapeutics/Consumer Behavior/Indian Psychology	1	30
8.	Any one practicum based on Rehabilitation Psychology /School Psychology/Community Mental Health	1	30

### Paper VI

Course Code	Course Title	Credits
MPS-516	Research project	4+4=8

### OBJECTIVE

- 1 To provide students with the opportunity to engage in depth with literature around a specific topic and demonstrate a high level of critical analysis
- 2 To give students experience in utilizing the research skills and knowledge developed during the programme.
- 3 To give students experience of generating a research question and/or formulating a hypothesis based on existing literature that is appropriate to their programme of study
- 4 To give students experience in choosing and employing appropriate methods of investigation with which to address the question and demonstrate consideration of ethical issues when designing their study
- 5 To give students the opportunity to demonstrate their skills in academic writing, critical analysis and research design through a written report of their work.

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

1. To plan and conduct an independent and sustained critical examination and evaluation of a chosen research topic that is pertinent to the environment and society.
2. To discover pertinent theories and concepts in a methodical manner, relate them to acceptable procedures and evidence, employ appropriate techniques, and reach appropriate conclusions.

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3. To conduct systematic research and critical examination of acceptable and pertinent information sources
4. To apply qualitative and/or quantitative evaluation techniques to original data in a suitable manner.
5. To comprehend and apply ethical principles when collecting and evaluating data and other resources.
6. To accurately and effectively express research themes and contexts, both in writing and orally.

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

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SYLLABUS  
FOR  
POST GRADUATE PROGRAM IN  
PSYCHOLOGY  
*Choice Based Credit System*



Siddharth University, Kapilvastu  
Siddharth nagar, Uttar Pradesh, India-272202

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M. Mishra

**PROGRAM SPECIFIC OUTCOMES-**

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

1. To develop a thorough understanding of diverse areas of psychology and to instill an ethical approach to research.
2. To demonstrate mastery of the discipline by defining, instantiating, and critically analyzing the field's leading critical theories, techniques, and practices.
3. To develop students' communication abilities in order for them to apply them in their careers.
4. To show a skill of research methods and an in-depth knowledge of the literature pertinent to their educational sector
5. To show innovation in knowledge application, as well as a practicum awareness of how research and inquiry are utilized to generate and interpret knowledge in their field;
6. To demonstrate the ability to evaluate current research, as well as research approaches and methodologies;
7. To define, apply, and integrate theoretical terminology, concepts, and viewpoints fundamental to the field of psychology in their own work, as well as to identify and analyze them in the work of others.
8. To conduct high-quality research in their chosen field of psychology and offer new information.
9. Acquire expertise in developing areas of their field of competence and interdisciplinary foundation in the discipline of psychology's key areas of research and application.
10. To explore career options in a variety of disciplines, including education, law enforcement, mental health, government and non-profit organizations, juvenile justice, sales and marketing, management, human resources, and hospitality services.

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Program Structure-

SEMESTER I						
Course Code	Paper/Course	Course Name	Credit	Theory	Internal Assessment	Total
MPSC-401	Core	Cognitive Processes-I	4	75	25	100
MPSC-402	Core	Quantitative Research Methods	4	75	25	100
MPSC-403	Core	Theories of Personality and Modern Perspectives	4	75	25	100
MPSC-404	Core	Motivational and Affective Processes	4	75	25	100
MPSL-405	Core	Lab work	4	75	25	100
MPSP-406	Core	Research project	4	-	-	-

SEMESTER II						
Course Code	Paper/Course	Course Name	Credit	Theory	Internal Assessment	Total
MPSC-411	Core	Advanced Social Psychology	4	75	25	100
MPSC-412	Core	Qualitative Research Methods	4	75	25	100
MPSC-413	Core	Environmental Psychology	4	75	25	100
MPSC-414	Core	Neuro-Physiological Bases of Psychological Process	4	75	25	100
MPSL-415	Core	Lab Work	4	75	25	100
MPSP-416	Core	Research project	4+4=8	-	-	100

SEMESTER III						
Course Code	Paper/Course	Course Name	Credit	Theory	Internal Assessment	Total
MPSC-501	Core	Cognitive Processes-2	4	75	25	100
MPSC-502	Core Elective 1	Psychological Assessment	4	75	25	100
MPSE-503		(a) Psychopathology and Psycho-diagnostics (b) Organizational Behavior (c) Advanced Health Psychology	4	75	25	100
MPSE-504	Elective 2	(a) Counseling Psychology (b) Human Resource Management (c) Positive Psychology	4	75	25	100
MPSL-505	Core	Lab Work	4	75	25	100
MPSP-506	Core	Research project	4	-	-	-

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SEMESTER IV

Course Code	Paper/Course	Course Name	Credit	Theory	Internal Assessment	Total
MPSG-511	Core	Applied Social Psychology	4	75	25	100
MPSL-512	Core	Advanced Developmental Psychology	4	75	25	100
MPE-513	Elective 1	(a) Psychotherapeutics (b) Consumer Behavior (c) Indian Psychology	4	75	25	100
MPE-514	Elective 2	(a) Rehabilitation Psychology (b) School Psychology (c) Community Mental Health	4	75	25	100
MPSL-515	Core	Lab Work	4	75	25	100
MPS-516	Core	Research project	4+4=8	-	-	100

Remarks: M = M-A, PS = Psychology, C = Core, E = Elective, L = Lab, P = Project

Semester I

Paper I

Course Code	Course Title	Credit
MPS-401	Cognitive Processes-1	4

OBJECTIVES

1. To understand the cognitive basis of human behavior.
2. To understand the basic concepts and developments in the areas of attention, perception, memory.

Units.	Contents.	Credit.	N. of L
1.	Cognitive approach: Historical Background, Origin, Emergence and Status of Cognitive Psychology.	1	15

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2.	Attentional Processes: Divided Attention, Selective Attention and its Theories and Biological Basis.	1	15
3.	Perceptual Processes: pattern recognition: theories and top-down processing.	1	15
4.	Memory: Models of memory: structural and levels of processing, Episodic, semantic and procedural models; Working memory, Long term memory: context and encoding specificity; autobiographical memory: flash bulb memory, Eye witness testimony.	1	15

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

1. To understand the historical background of comparative cognitive psychology in general.
2. To comprehend the various fundamental cognitive processes like attentional, perceptual processes.
3. To evaluate the basic and current trends of studies on memory processes.
4. To apply the memory models in day-to-day functioning.

### Recommended Books

1. Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson
2. Galotti, K.M. (1999). *Cognitive Psychology: In and Outside Laboratory*. Mumbai: Thomson Asia.
3. Matlin, M.W. (1995). *Cognition* (III ed.). Bangalore: Prism Books Pvt. Ltd.
4. Snodgrass, J.G. et. al. (1985). *Human Experimental Psychology*. New York: Oxford University Press.
5. Misra, G. (Eds.) (2009). *ICSSR Survey of advances in Research: Psychology in India (Volume 1): Basic Psychological Processes and Human Development*. New Delhi: Pearson Education in South Asia.

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Paper II

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Course Code	Course Title	Credits
MPSC-402	Quantitative Research Methods	4

**OBJECTIVES**

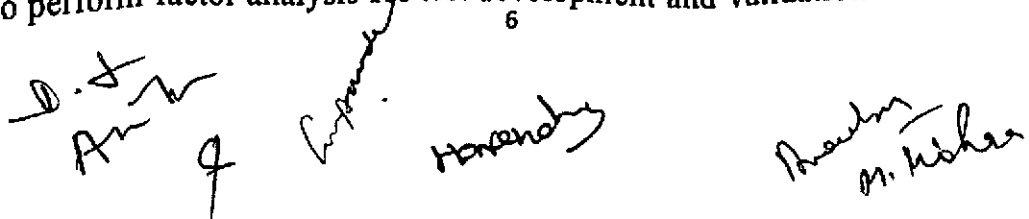
1. To make students able to understand the basics of Quantitative psychological research.
2. Have in depth knowledge of research, design and sampling.
3. To get knowledge of basic statistics.

Units.	Contents.	Credit.	N. of L
1.	Introduction to Psychological Statistics: Descriptive and Inferential Statistics; Parametric and Non-parametric Statistics; Significance of Statistics.	1	15
2.	Classification of Variables; Hypothesis: Criteria and types; Sampling Techniques. Research designs: Purpose and Criteria: Types of Research Design.	1	15
3.	Foundation of Analysis of Variance (ANOVA); Multivariate Analysis of Variance (MANOVA) Assumptions, Applications and Limitations.	1	15
4.	Foundation of Regression Analysis; Bivariate, Partial Correlation; Multivariate Regression: Assumption and Interpretation.	1	15

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

1. To understand methods of research and compatible statistical analysis with interpretation.
2. To execute the various types of sampling techniques
3. To apply the overall process of designing a research study from its inception to multivariate statistics for data analysis
4. To perform and interpret simple and multiple linear regressions
5. To perform factor analysis for test development and validation

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### Recommended Books

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

### Paper III

Course Code	Course Title	Credits
MPSC-403	Theories of Personality and Modern Perspectives	4

### OBJECTIVES

1. To understand structure and construction of human personality.
2. Have sound knowledge of different theoretical aspects of personality.

Units.	Contents.	Credit.	N. of L <sup>ts</sup>
1.	The Nature of Personality Theory: Components and Criteria for Evaluating Personality Theories; Basic Assumptions Concerning Human Nature.	1	15
2.	Psychodynamic Perspective: Freud; Carl Jung; Adler.	1	15
3.	Humanistic and Cognitive Perspective: Abraham Maslow, Carl Rogers; George Kelly.	1	15
4.	Social Learning and Eastern Perspective: Albert Bandura; Triguna; Buddhism.	1	15

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

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1. To understand the basic classical theories of personality
2. To understand the key concepts, principles, and different theories of personality
3. Think critically about and apply theoretical and empirical reasons for human behavior in order to successfully navigate the daily obstacles of life.
4. Apply the key personality domains and theories to gain a better understanding of one's own and others' behavior.

#### Recommended Books

1. Boeree, G.C. (2006). *Personality Theories*. Original E-Text- Site: <http://www.ship.edu/%7Ecgboree/perscontents.html>
2. Carver, C. S., & Scheier, M. F. (2017). *Perspectives on Personality* (8th ed.). New York: Pearson Education.
3. Friedman, H. S., & Schustack, M. W. (2015). *Personality: Classic Theories and Modern Research* (6th ed.). Boston, MA: Pearson Education.
4. Hall, C.S., Lindzey, G. & Campbell, J.B. (1998). *Theories of Personality*. Wiley & Sons.
5. Schultz, D. P., & Schultz, S. E. (2017). *Theories of Personality* (11th ed.). Boston, MA: Cengage Learning.

#### Paper IV

Course Code	Course Title	Credits
M PSC - 404	Motivational and Affective Processes	4

#### OBJECTIVES

1. To understand the basic concepts and developments in the areas of motivation.
2. To understand the basic concepts of emotion and its theories.

Units.	Contents.	Credit.	N. of L
1.	Needs and Drives; Ethological Perspective; Psychoanalytical Perspective; Motivation in Learning Theories.	1	15
2.	Attribution Theories and Motivation (Herold Kelly, George Kelly and Weiner); Achievement Motivation (McClland and Atkinson); Extrinsic and Intrinsic Motivation.	1	15
3.	Origin of Human Emotions; Basic Emotions; Approaches to Understand Emotions: Emotional	1	15

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	intelligence. Early Theories; Ambitious Theories (Tomkins, Izard,); Cognitive Theories (Arnold, Scachter); Rasa Theory.		
4.	Cognition and Emotion; Prototype Perspective; Appraisal and Emotion; Effects of Moods and Emotions on Cognitive Functioning.	1	15

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

1. To examine motivation and emotion from an empirical, scholarly perspective, rather than from an intuitive or speculative standpoint based purely on personal experience and observations.
2. To acquaint with ancient and contemporary theoretical frameworks and approaches used to explore motivation and emotion.
3. To recognize the various ways in which motivational and emotional processes occur in daily life,
4. To assess circumstances involving motivation and emotion, and develop behavioral predictions.
5. To conduct empirical research on motivation and emotion in order to tackle real-world challenges.

#### Recommended Books

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

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Course Code	Course Title	Credits
MPSL-405	Lab work / Practical	4

**OBJECTIVES**

1. To get knowledge of administrating experiments and tests.
2. To be able to analyze and interpret data.

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

1. To get a better knowledge of specific scientific facts and concepts, as well as the organization of these facts and concepts within scientific fields.
2. To construct scientific arguments.
3. To identify the questions and concepts that guide scientific inquiry as the laboratory activities will help students develop their capacity
4. To gain knowledge about scientific instruments and conventions through laboratory experiences.

There will be four practicum based on each of the four theory papers taught during semester I. The student has to conduct lab experiment, analyze the data, and interpret the findings and report.

Units.	Contents.	Credit.	N. of L
1.	Any one practicum based on cognitive Processes	1	30
2.	Any one practicum based on quantitative research methods.	1	30
3.	Any one practicum based on personality	1	30
4.	Any one practicum based on motivation/emotion	1	30

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Semester.2

Paper I

Course Code	Course Title	Credits
MPSC-411	Advanced Social Psychology	4

**OBJECTIVES -**

1. Students would be able to understand about the culture, theory and research methods in social psychology.
2. They should also learn about personal & self-perception, impression management and attribution.
3. They would learn about group processes and social exchange.
4. Further comprehensive information about social cognition, attitude, personal relationship, aggression and helping behavior.

Units.	Contents.	Credit.	N. of L
1.	Social Psychology; Nature, Recent Theoretical Perspectives and Research Methods in Social Psychology, Research Ethics.	1	15
2.	Person Perception and Attribution: Person Perception; Impression Formation, Non-verbal Behavior, self-perception; Impression Management; Attribution; Theories and Biases.	1	15
3.	Social Cognition and Cognition and Attitude: Social Cognition; Social Inference, Schema and Schematic Processing, Attitude; Features and Theories of Attitude Change; Persuasive Communication and Cognitive Dissonance Theory, Attitude - Behavior Relationship.	1	15
4.	Personal Relationship, Aggression and Helping Behavior: Personal Relationship; Interdependence Theory; Balance of Power, Satisfaction and Commitment; Aggressive Behavior; Intimate Violence; Helping Behavior; Bystander Intervention, Theoretical Perspective.	1	15

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

1. To recognize the core concepts of social psychology
2. To improve one's ability to evaluate social psychology investigations critically
3. To analyze real-world issues via the lens of social psychology theories
4. To get a working knowledge of developing fields of social psychology
5. To apply social psychology principles and research to own life and to society concerns
6. To construct a fresh research project that contributes to scientific knowledge by utilizing social psychology research, theory, and technique.

### Recommended Books

1. Baron, R.A., Branscombe, N.R. & Bharadwaj, G. (2010). *Social Psychology*. New Delhi: Pearson India.
2. Baumeister, R.F. Finkel, E. J., (Edited) (2010). *Advanced Social Psychology: The State of The Science*. Oxford University Press.
3. Taylor, S.E., Peplau, I.A., & Sears, D.O. (2009). *Social Psychology* (12<sup>th</sup> ed.). Pearson India.
4. Tripathi, L.B. and Others (2001). *Adhunik Samjik Manovigyan*. Agra: Har Prasad Bhargava.

### Paper II

Course Code	Course Title	Credits
MPSC-4/2	Qualitative Research Methods	4

### OBJECTIVES

1. To make students able to understand the basics of Qualitative psychological research.
2. Have in depth knowledge of research, design and sampling.
3. To get knowledge of basic statistics.

Units.	Contents.	Credit.	N. of L
1.	Qualitative Research: Historical considerations: Themes of Qualitative Inquiry: Theoretical orientations.	1	15
2.	Qualitative Research Design: General principle: research question: choosing the right method: Qualitative interviewing: Triangulation	1	15

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3.	Methods of Qualitative Research: Interpretative phenomenological analysis and Grounded Theory: Concept, Assumptions and process.	1	15
4.	Ethics and Qualitative Psychological Research; Principle Issues, Guidelines and questions; Reporting Qualitative Research	1	15

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

1. To develop a research strategy that addresses a study objective appropriately and ethically within a consistent conceptual framework, encompassing a coherent and acceptable set of methodologies for design, data collection, and data analysis.
2. To recognize the relationship between question design and the creation of survey, focus group, and interview questions; design and evaluate semi-structured interview and focus group questions; and then conduct (and record / transcribe) interviews and focus groups in a professional and ethical manner.
3. To select and use appropriate approaches, procedures, and tools for managing rich and complicated research data and information; analyze rich-complex, qualitative data using a variety of methodologies and order of analysis; and evaluate the results realistically.
4. To present qualitative research findings in a professional academic manner.

**Recommended Books -**

1. Lyons, E. & Coyle, A. (Eds.) (2007). Analysing qualitative data in psychology. Sage Publications Ltd.
2. Patton, M. Q. (1998). Qualitative evaluation and research methods. (2<sup>nd</sup> ed.). SAGE Publications, inc.
3. Seale, C., Gobo, G., Gubrium, J. F., & Silverman, D. (Eds.). (2003). Qualitative research practice. Sage.
4. Smith, J.A. (2008). Qualitative Psychology: A Practicum Guide to Research Methods (3<sup>rd</sup> edition): Sage.
5. Willig, C. (2001). Introducing Qualitative Research in Psychology. Open University Press.
6. Willig, C. & Station-Rogers, W. (2010). The Sage Handbook of Qualitative Research in Psychology. Sage.

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### Recommended Books

7. Lyons, E. & Coyle, A. (Eds.) (2007). *Analysing qualitative data in psychology*. Sage Publications Ltd.
8. Patton, M. Q. (1998). *Qualitative evaluation and research methods*. (2<sup>nd</sup> ed.). SAGE Publications, inc.
9. Seale, C., Gobo, G., Gubrium, J. F., & Silverman, D. (Eds.). (2003). *Qualitative research practice*. Sage.
10. Smith, J.A. (2008). *Qualitative Psychology: A Practicum Guide to Research Methods* (3rd edition): Sage.
11. Willig, C. (2001). *Introducing Qualitative Research in Psychology*. Open University Press.
12. Willig, C. & Station-Rogers, W. (2010). *The Sage Handbook of Qualitative Research in Psychology*. Sage.

### Paper III

Course Code	Course Title	Credits
MPSC-413	Environmental Psychology	4

### OBJECTIVES

1. To understand the basic concepts and developments in the areas of environmental psychology.
2. To understand the basic concepts of Environmental Cognition and stress and its theories.

Units.	Contents.	Credit.	N. of L
1.	Environmental Psychology: Nature and salient features, Historical Development, Environment-Behavior Theories.	1	15
2.	Research Methodologies: Experimental, Correlation and Descriptive Data Collection Techniques; Ethical considerations. Adequacy of environmental research.	1	15

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	Environmental Cognition Theories of Environmental Cognition, Substantive areas of Environmental Cognition, Cognitive Mapping	1	15
4.	Environmental Stress: Nature and characteristics, Natural Disasters, Technological Catastrophe, Noise and Air Pollution: Impact on Health, Performance and social behavior.	1	15

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

1. To understand fundamental ideas in environmental psychology and the major ideas governing human-environment connections.
2. To understand and apply the research methods used to investigate human-environment interactions.
3. To be able to think on and assess research questions in this subject area.
4. Capable of reflecting on and evaluating research ideas and methodologies in this field of study.
5. To examine environmental concerns using relevant psychological concepts and theories.
6. To be able to take part in conversations about human-environment relationships.
7. Capable of communicating environmental psychology research.

#### Recommended Books

1. Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2003). *Environmental Psychology*. UK: Thomson & Wedsworth.
2. Steg, L. (Editor) (2012). *Environmental Psychology: An Introduction*. Wiley-Blackwell.
3. Gifford, R. (2014). *Research Methods for Environmental Psychology*. Wiley-Blackwell.
4. Stockols, D. & Altman, I. (1987). *Handbook of Environmental Psychology* (Vol. I & II). New York: John Wiley & Sons.

#### Paper IV

Course Code	Course Title	Credits
MPSC-4A	Neuro-Physiological Bases of Psychological	4

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### OBJECTIVES

1. To gain primary knowledge of structure of human brain.
2. To learn the relationship between human brain and behavior.
3. To get knowledge of neuropsychological basis of cognitive processes.

Units.	Contents.	Credit.	N. of L
1.	Basic Functional unit and methods; Neuron, Nerve Impulse transmission and synapse.	1	15
2.	Organization of Nervous system: Peripheral and Central Nervous System, Hemisphericity	1	15
3.	Neurophysiology of Learning, Emotion and Sleep.	1	15
4.	Neurophysiological Basis of Attention, Memory and spatial behavior.	1	15

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

1. To understand the basics of the structure and function of nervous system, the organization of brain
2. To acquaint with methods and techniques to study brain functioning and the brain behavior relationship.
3. To characterize the location and signs of abnormalities of the higher mental functions.
4. To synthesize scientific information regarding neuropsychology cognitions, neuropsychological syndromes, and the localization of higher mental functions
5. To connect neuropsychological syndromes and their associated symptoms to the appropriate brain localization.

#### Recommended Books -

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

*D. J. Singh*

*Harvats*

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M. Mishra*



Course Code	Course Title	Credits
MPSL-415	Lab work / practical	4

### OBJECTIVES

1. To get knowledge of administrating experiments and tests.
2. To be able to analyze and interpret data.

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

1. To get a better knowledge of specific scientific facts and concepts, as well as the organization of these facts and concepts within scientific fields.
2. To construct scientific arguments.
3. To identify the questions and concepts that guide scientific inquiry as the laboratory activities will help students develop their capacity
4. To gain knowledge about scientific instruments and conventions through laboratory experiences.

There will be four practicum based on each of the four theory papers taught during semester II. The student has to conduct lab experiment, analyze the data, and interpret the findings and report.

Unit	Topics	credit	No. of Lectures
I	Any one practicum based on social psychology	1	30
II	Any one practicum based on qualitative research methods	1	30
III	Any one practicum based on environmental psychology	1	30
IV	Any one practicum based on neurophysiological basis of psychological process	1	30

### Paper VI

Course Code	Course Title	Credits
MPS P-416	Research project	4+1+8

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## OBJECTIVES

1. To provide students with the opportunity to engage in depth with literature around a specific topic and demonstrate a high level of critical analysis
2. To give students experience in utilizing the research skills and knowledge developed during the programme.
3. To give students experience of generating a research question and/or formulating a hypothesis based on existing literature that is appropriate to their programme of study.
4. To give students experience in choosing and employing appropriate methods of investigation with which to address the question and demonstrate consideration of ethical issues when designing their study.
5. To give students the opportunity to demonstrate their skills in academic writing, critical analysis and research design through a written report of their work.

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

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

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

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Semester III

Paper I

Course Code	Course Title	Credits
M PSC-501	Cognitive Processes-2	4

**OBJECTIVES**

1. To understand the cognitive basis of language.
2. To understand the basic concepts of creativity and problem solving.

Units.	Contents.	Credit.	N. of L
1.	Language Comprehension, Spoken Language: Speech Perception, Factors affecting Comprehension; Reading: Perceptual Processes and Theories of Word Recognition; Metacognition.	1	15
2.	Language Production; Speaking in Context; Speech Error; Gestures and Context; Writing: Comparison between Speaking and Writing; Cognitive Tasks involved in Writing;	1	15
3.	Problem Solving: Understanding Problem Solving Approaches and Factors Influencing Problem Solving. Logical Reasoning, Decision Making: Representativeness and Availability Heuristics, Anchoring and Adjustment	1	15
4.	Creativity: Nature and Measurement; Factors affecting Creativity.	1	15

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

1. To develop awareness and understanding about the higher cognitive processes such as language comprehension, speech perception, reading and transformational grammar.
2. To understand the mechanism of language production, problem solving, creativity and logical reasoning.
3. To evaluate the cognitive functions of persons and will apply this knowledge to diagnose various groups about their normal functioning of higher cognitive processing.

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## Recommended Books

1. Galotti, K.M. (1999). Cognitive Psychology in and out laboratory, Mumbai: Thomson Asia.
2. Matlin M.W. (1995). Cognition (IIIed.) Prism Books Pvt. Ltd., Bull Temple Road, Bsasvasigudi, Bangalore.
3. Reed, Stephen K. (1988). Cognition theory and Application (IIIed.) Pacific Grove, California Brooks/ Cole Publishing Company.
4. Hewes, Mary B. (1990). The Psychology of Human Cognition, New York: Pergamon Press.
5. Snodgrass, Jone. Gray et al. (1985). Human experimental psychology, New York: Oxford University Press.

## Paper II

Course Code	Course Title	Credits
MPS-C-502	Psychological Assessment	4

## OBJECTIVES –

1. To get knowledge of psychological tests and their use in diagnosis.
2. To make students able to assess personality with the help of projective and other tests.
3. To get understanding of different diagnostic systems.

Units.	Contents.	Credit.	N. of L
1.	Psychological Assessment: Nature and Scope, Psychological measurement and Tests: Nature and Types.	1	15
2.	Psychological Assessment of General and Specific Abilities	1	15
3.	Assessment of Personality: Psychometric Tests and Self Report Inventories, Projective Techniques: Concepts and Types, Rorschach and TAT.	1	15

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Neuropsychological Tests: Assessment of Attention, Learning and Memory functions, Neuropsychological Batteries.	1	15
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**Course Outcome:** After the completion of the course, the student shall be able-

1. To develop a understanding about assessment and measurement processes in Psychology.
2. To get training to learn how to administer, score and interpret various test available in psychology to measure different abilities and psychological characteristics.
3. To utilize this training to assess and diagnose various population and refer them to appropriate expertise/ agency.
4. To apply this knowledge in various clinical, organizational, health and counseling settings.

#### Recommended Books

1. Robert J. Gregory (2004). Psychological Testing: History, Principles and Applications, (New Delhi): Pearson Education.
2. Kevin, R. Murphy, Charles O. Davidshofer, (1988), Psychological Testing, Principles and Applications. New Jersey: Prentice Hall.
3. Theresa J.B. Kline (2005). Essentials of Psychological Testing: A Practicum Approach to Designs and Evaluation, London: Sage Publication.
4. Lee, J. Cronback (1990) . Essentials of Psychological Testing (Vth Edition). New York: Harper Collins

#### Paper III (a)

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Course Code	Course Title	Credits
MPSE-503a	Psychopathology and Psycho-diagnostics	4

### OBJECTIVES

1. To get knowledge of psychopathological disorders.
2. To make students able to assess personality with the help of projective and other tests.
3. To get understanding of different diagnostic systems.

Units.	Contents.	Credit.	N. of L
1.	Nature, etiology, and symptoms of Autism Spectrum Disorders; ADHD, Eating Disorders, Stress disorder.	1	15
2.	Mental Deficiency: Meaning Nature, Types, Etiology Treatment and prevention of mental deficiency. Deference between Mental deficiency and Mental disorder	1	15
3.	Assessment of Personality: Psychometric Tests and Self Report Inventories, Projective Techniques: Concepts and Types, Rorschach and TAT.	1	15
4.	Neuropsychological Tests: Assessment of Attention, Learning and Memory functions, Neuropsychological Batteries.	1	15

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

1. To know about Nature, etiology and Clinical features of abnormal behaviors.
2. To develop and understanding about the tools by which diagnosis can be made.
3. To apply this knowledge to evaluate the mental status of individuals and will refer to further agencies/ experts to maintain their well- being.

### Recommended Books

1. Korchin, J. (1979). Modern Clinical Psychology, New York: Harper Collins.
2. Diagnostic and Statistical Manual of Mental Disorders. 4th edition and TR(2004).

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Washington: APA publication.

3. Dowson, J. H., & Grounds, A.T. (1995). Personality Disorders: Recognition & Clinical Management. Cambridge University Press.
4. Goldenberg (1983). Contemporary Clinical Psychology. California: Brooks/Cole Pub.co.
5. Kaplan, H. J., & Saddock, B. J. (2004). Synopsis and Comprehensive Textbook of Psychiatry, 9th Edition. Baltimore : William & Wilkins Woleman, B.B. (1984). Handbook of Clinical Psychology, New York: Wiley & Sons.
6. Semenoff, B. (1976). Projective Techniques, London: Wiley & Sons.

**Paper III (b)**

Course Code	Course Title	Credits
MPSE-503b	Organizational Behavior	4

**OBJECTIVES**

1. To have understanding of organizational behavior.
2. To understand what are different organizations.
3. To get knowledge of problems related to organizations.

Units.	Contents.	Credit.	N. of L
1.	Organizational Behavior: Nature and Scope of Organizational Behavior, Historical Background; Foundation of Organizational Behavior, Modern Organizational Theories, and Research Methods..	1	15
2.	Motivation and Emotion: Concept, McClelland's Need Theory, Two Factor Theory of Motivation, Job Satisfaction; Emotion; Concept, Emotional Intelligence and Emotional Labor.	1	15
3.	Communication and Decision Making: Communication Process, Direction, Barriers in Communication Effectiveness	1	15
4.	Organizational Conflict, Change and Stress Management: Conflict Process, Managing Conflict; Organizational Change and its Management, Managing Work Stress.	1	15

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*Arjun*  
*Harsh*  
*Amrinder*  
*M. Kishore*

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

1. To enable students to investigate important organizational behavior topics and to assist them in developing an OB framework.
2. To encourage children to think critically about OB principles and how they apply to Indian situations.
3. Case analysis, group exercises, and thinker writings will be used to guide them through the experiential routes of knowing and appreciating OB.
4. To get a better understanding of how behavioral science theory and models can be used to organizational transformation and growth.
5. To prepare the use of a variety of intervention tactics for the success and development of both static and dynamic organizations.

**Recommended Books -**

1. Hunt, J.G., Osborn, R.N. & Blen, M.U. (2010). *Organizational Behavior*, John Wiley & Sons, Inc. (11<sup>th</sup> edition).
2. Luthans, F. (1998). *Organizational Behavior*. New York; McGraw- Hill.
3. McShane, Steven L. & Glinow, Mary Ann Von, (2010). *Organizational Behaviour: McGraw-Hill* (5<sup>th</sup> edition)
4. Robbins, S.P. Judge, T.A. & Saughi, S. (2013). *Organizational Behavior*, New Delhi: Pearson, Education (15<sup>th</sup> edition).
5. Schultz, D. & Shultz, S.E. (2004). *Psychology and Work Today* (8<sup>th</sup> edition): Delhi: Pearson Education.

**Paper III (c)**

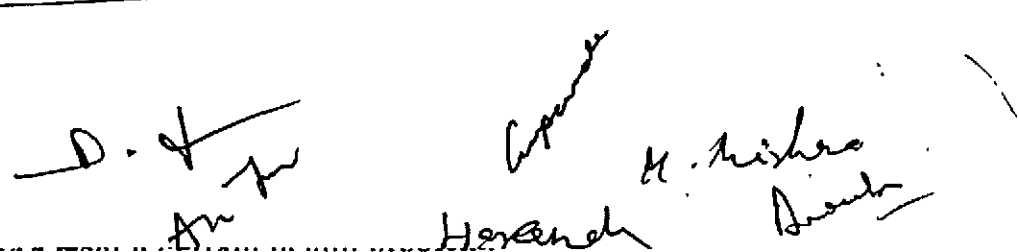
Course Code	Course Title	Credits
MPSE-503C	Advanced Health Psychology	4

**OBJECTIVES**

1. To have understanding of psychological concepts, models, classical theories, varied perspectives of Health Psychology
2. To analyze and synthesize studies on the elements that cause, maintain, contribute to, prevent, and treat a certain health problem.

Units.	Contents.	Credit.	N. of L
1.	Development of Health Psychology: Models of Health, Approaches to Health; Psychology, Role of Health Psychologists	1	15
2.	Pain & discomfort: Pain –classifications, Gate-control	1	15

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	theory of pain, Biopsychosocial aspect of pain, Behavioural & cognitive methods of pain management, operant approach, relaxation & biofeedback, cognitive tech.		
3.	Chronic and Terminal Illnesses: Risk factors, Effect and treatment of Obesity, Substance abuse, AIDS. Psychosocial interventions for psychological issues for people with chronic illnesses.	1	1
4.	Health care intervention: Health related behavior - Life styles to prevent illness, Improving nutrition, Eastern approaches- Meditation, Relaxation, Prayer, Spirituality	1	15

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

1. To identify and discuss the interplay of psychological, biological, behavioral, and social factors (Biopsychosocial Model) in the study of health issues, including mechanisms and pathways in disease processes such as disease initiation, promotion, and management
2. To evaluate and debate the fundamental and more recent contributions to the science in order to summarize the theory and research in the field of Health Psychology
3. To analyze and synthesize studies on the elements that cause, maintain, contribute to, prevent, and treat a certain health problem
4. Ability to explain the course content & management of pain
5. To analyze one's own health history and describe and practice a good, proactive attitude toward one's own healthy life;

**Recommended Books**

1. Taylor, S.E. (2013). *Health Psychology*. New Delhi: Tata McGraw- Hill.
2. Sutton, S., Baum, A. & Johnson, M. (2004). *Handbook of Health Psychology*. New Delhi, Sage Publications.
3. Straub, R.O. (2007). *Health Psychology*. New York: Worth Publications.
4. Strafin, E. P. & Smith, T.W. (2011). *Health Psychology: Biopsychosocial Interactions* (7<sup>th</sup> edition). While Publications.

Paper IV (a)

Course Code	Course Title	Credits
MPSE-507A	Counseling Psychology	4

**OBJECTIVES -**

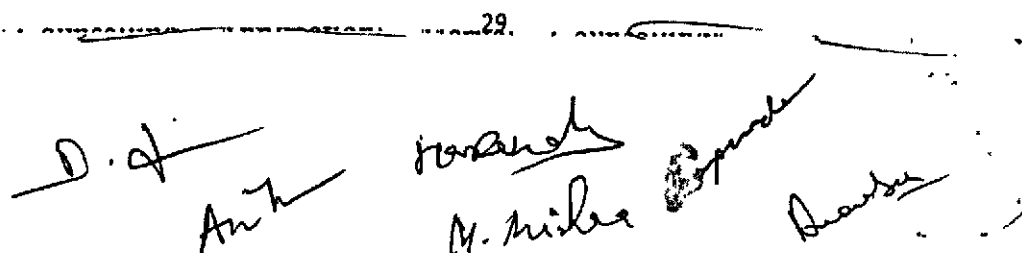
1. Have in-depth theoretical knowledge of counseling.
2. To get practical knowledge of counseling.

Units.	Contents.	Credit.	N. of L
1.	Counselling: The Art and Science of Helping; Difference between counselling and psychotherapy; Goals of counselling; Characteristics of counsellor and counselee; Professional issues.	1	15
2.	Process of Counselling: Rapport building, Reflection of feeling, Acceptance, Silence, Reassurance, Listening, and Empathy. Special Relationship problems: Transference, Counter transference, Resistance; Stages of Counselling.	1	15
3.	Approaches to Counselling: Phenomenal; Existential; Cognitive-Behavioral; Eclectic; Individual vs. Group Methods of Counselling.	1	15
4.	Counselling Application: Marital Counselling; School counselling.	1	15

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

1. To understand the nature of counseling and will be able to differentiate between counseling and psychotherapy and be aware with the goals and professional issues of counseling.
2. To establish counseling relationship and acquire basic knowledge of micro skills.
3. To manifest a capacity to provide counseling help to specific groups such as children, women and elderly.
4. To apply this knowledge in marital, school counseling and to work with various special groups.

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### Recommended Books -

1. Feltham, C. & Horton, I. (Eds. 2006). The Sage Handbook of Counselling Psychotherapy. New Delhi: Sage Publications.
2. Nelson-Jones, R. (2005). Practicum counselling and helping skills (5<sup>th</sup> Ed.). New Delhi: Sage Publications.
3. Woolfe, R. & Dryden, W. (1996). Handbook of Counselling Psychology. New Delhi: SAGE Publications.
4. Locke, D. C., Myers, J. E. & Herr, E.L. (Eds.) (2001). Handbook of Counselling. New York: Sage Publications.
5. Rao, S. N. & Sahajpal, P. (2013) (third Edition). Counselling and Guidance. New Delhi: Tata McGraw-Hill.
6. Neukrug, E. (2011). Counselling Theory and Practice. Cengage Learning.

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Paper IV (b)

Course Code	Course Title	Credits
MPSE-5046	Human Resource Management	4

**OBJECTIVE -**

The main objectives of this course are to make student to be able to understand

1. The functions, systems, policies and applications of Human Resource Management in organizations.
2. An overview of theoretical foundations of key areas associated with HR development in the organizations,
3. HR skills and their ability to assess the constraints and opportunities associated with managing employees in different socio-economic and political context.

Units.	Contents.	Credit.	N. of L
1.	Human Resource Management: Nature, Scope and Implications of HRM, Trends Shaping HRM, Strategic Management Process, HRM in Changing Environment.	1	15
2.	Acquisition of Human Resources: Planning, Assessment, Job Analysis, Recruiting, Selection Process.	1	15
3.	Training and Management Development: Goals, Establishing Training Needs, Methods and Approaches used in Training, Management Development.	1	15
4.	Performance Management and Appraisal: Performance Management System, Process and Techniques for Appraising Performance, Creating Effective Personnel Management System. Ethics, Justice and Fair Treatment in HRM.	1	15

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

1. To get a complete grasp of HR processes in order to recognize and appreciate the connections between individuals, organizations, and communities in greater society.
2. To raise awareness of the psychological processes that are at the heart of most HR procedures.
3. To aid in the comprehension of the uses of various strategies for selection.

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*Shantanu*

4. To comprehend the job description and specifications in order to place the appropriate people in the appropriate positions.
5. To forecast the organization's future requirements with the arrival of multinational corporations.
6. To comprehend the significance of training as a tool for achieving organizational objectives

### Recommended Books

1. Dessler, G. & Varkkey (E. 2011) Human Resource Management. Pearson (12<sup>th</sup> edition)
2. De. Cenzo, D.A. & Robbins, S.P. (1996). Human Resource Management, New York: John Willey & Sons.
3. Hersey, P., Blanchard, K.H. & Johnson, D.E. (1996). Management of Organizational Behaviour: Utilizing Human Resources, (Latest Edition), New Delhi: Prentice Hall of India, Pvt. Ltd.
4. Schultz, D. & Shultz, S.E. (2004). Psychology and Work Today (8<sup>th</sup> edition), Delhi: Pearson Education.

### Paper IV (c)

Course Code	Course Title	Credits
MPSE-504C	Positive Psychology	4

### OBJECTIVES

1. To have understanding of psychological concepts, models, classical theories, varied perspectives of Positive Psychology.
2. To determine the many methods for defining and measuring happiness, as well as variables that are connected to or unrelated to happiness and well-being.
3. To demonstrate knowledge of Positive Psychology research and contemporary theories.

Units.	Contents.	Credit.	N. of L
1.	Positive psychology: Historical roots, assumptions and goals, Eastern and western perspectives on positive psychology.	1	15
2.	Happiness: Facts of life, culture and personal goals, Principles of pleasure.	1	15
3.	Positive cognitive states and processes: Self-Regulation and self-control, Resilience, Self-efficacy, Optimism, and Hope.	1	15

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4. Virtues and Strengths of character: Mindfulness, Flow, Spirituality, Altruism, Gratitude, And Forgiveness. Psychology of Well-being: Concept, Promoting well-being among people.	1	15
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**Course Outcome:** After the completion of the course, the student shall be able-

1. To identify the fundamental tenets of Positive Psychology and examine the field's critics.
2. To determine the many methods for defining and measuring happiness, as well as variables that are connected to or unrelated to happiness and well-being.
3. To explain the origins of Positive Psychology and how it differs from traditional psychology.
4. To recognize the distinction between ideals and character traits and make innovative uses of signature strengths.
5. To demonstrate knowledge of Positive Psychology research and contemporary theories.
6. To use Positive Psychology methods to improve your personal happiness.

**Recommended Books -**

1. Snyder, C.R. & Lopez, S.J.(2007). Positive Psychology: The Scientific and Practicum Explorations of Human Strengths. Sage Publications.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strengths. Brunner- Routledge, New York.
3. Hefferon, K. & Boniwell, I. (2011). Positive Psychology: Theory, Research and Applications. Mc Graw Hill, Open University Press, New York.
4. Snyder, C.R. & Lopez, S.J. (2001). Handbook of Positive Psychology. Oxford University Press
5. Baumgardener, S.R. & Crothers, M.K. (2009). Positive Psychology. Pearson Education.

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Paper V

Course Code	Course Title	Credits
MPSL-505	Lab work /Practical	4

**OBJECTIVES:**

1. To get knowledge of administrating experiments and tests.
2. To be able to analyze and interpret data.

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

1. To get a better knowledge of specific scientific facts and concepts, as well as the organization of these facts and concepts within scientific fields.
2. To construct scientific arguments.
3. To identify the questions and concepts that guide scientific inquiry as the laboratory activities will help students develop their capacity
4. To gain knowledge about scientific instruments and conventions through laboratory experiences.

There will be four practicum based on each of the four theory papers taught during semester III. The student has to conduct lab experiment, analyze the data, and interpret the findings and report.

Units.	Contents.	Credit.	N. of L
1.	Any one practicum based on cognitive Processes	1	30
2.	Any one practicum based on psychological assessment	1	30
3.	Any one practicum based on psychopathology /psycho-diagnostics/OB/Advanced Health Psychology	1	30
4.	Any one practicum based on Counseling psychology/HRM/Positive psychology	1	30

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Semester -IV

Paper I

Course Code	Course Title	Credits
MPSC-511	Applied Social Psychology	4

**OBJECTIVES -**

1. To get good knowledge of Applied Social Psychology.
2. Acquire in depth theoretical knowledge of Applied Social Psychology.

Units.	Contents.	Credit.	N. of L
1.	Applied Social psychology: Historical context, Features of Applied Social Psychology, Basic versus Applied Social Psychology; Role of Applied Social Psychologists.	1	15
2.	Research Designs, Intervention and Evaluation: True Experiment; Correlational research; Quasi experiment; Survey research; Action research; Designs of intervention; Evaluation of interventions.	1	15
3.	Applying Social Psychology to Education: Intrapersonal processes: Increasing success, Reducing failure. Interpersonal processes: Teacher expectations and student performance; Student-Student interactions; Cognitive errors; Student-Teacher relations; Self perceptions and Academic consequences.	1	15
4.	Applying Social Psychology to Community: Cultural diversity; Personal diversity; Diversity versus Prejudice and Stigmatization; Media and Stigmatization; Bringing about Social Change; Social action and Activism; Changing Structural and Social barriers.	1	15

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

1. To understand how to use social psychology theory in practice, as well as how to work to eliminate health risks, bias, discrimination, and social exclusion.

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2. To describe how basic social psychological results can be applied to achieve desired outcomes.
3. To identify the contributions of social psychological processes such as intergroup conflict, cognitive biases, social emotions, and norms to a practical problem.
4. To look up scientific material about a topic and assess the quality of the arguments and evidence presented.
5. To use social psychological knowledge to examine real-life social circumstances and difficulties that a psychologist might encounter in society.

**Recommended books**

1. Schneider, F.W., Grumman, J.A. & Coutts, L.M. (2012). *Applied Social Psychology* (2<sup>nd</sup> Edition). Sage Publications, New Delhi.
2. Steg, L., Buunk, A.P. & Rothengatter (2008). *Applied Social Psychology*. Cambridge University Press.
3. Oskamp, S. (1984). *Applied Social Psychology*. New Jersey, Englewood Cliffs, Prentice Hall Inc.
4. Dalal, A. & Misra, G. (2002). *New Directions in Indian Psychology* (Vol. 1). Social Psychology. New Delhi, Sage Publications.
5. Misra, G. (2011). *Oxford Handbook of Psychology*. New Delhi: Oxford Press.

**Paper II**

Course Code	Course Title	Credits
MPSC-512	Advanced Developmental Psychology	4

**OBJECTIVES**

1. To get good knowledge of human development at different stages.
2. Students will be able to assess normal human development.
3. Acquire in depth theoretical knowledge of development psychology.

Units.	Contents.	Credit.	N. of L
1.	Human Development: Life Span Perspective, Foundation of Development; Nature- Nurture.	1	15
2.	Conception to End of Infancy: Prenatal Development, Child Birth and The Neonates. Infancy: Physical, Cognitive, Emotional, Social and Personality Development. Cognitive Development, Emotional, Social and Personality Development in Early and Late Childhood; Moral Development.	1	15

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	Adolescence: Physical, Cognitive, Emotional and Social Development; Personality Development; Formation of Identity; Change or Crisis. consequences.	1	15
4.	Adulthood to End of Life: Cognitive, Social and personality Development in Early and Middle Adulthood. Aging: Physical and Cognitive Changes, Social and Personality Changes; Death.	1	15

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

1. To demonstrate an understanding of developmental theories and the influence of biological, psychological, social, and cultural dynamics on developmental processes.
2. To become aware of how social categories such as gender, colour, ethnic origin, class, age, ability, sexual orientation, and religion – and their intersections – relate to a range of experiences throughout the lifetime.
3. To analyze and resolve developmental difficulties from infancy to death through critical thinking.
4. To assess and improve human potential by applying understanding of prenatal and infant development, cognitive underpinnings of intelligence, and emotional development across the lifetime.
5. To apply the knowledge of commonly used research methods in human development scholarship, as well as how to design, conduct, and present an original research project.

**Recommended Books -**

1. Berk, L.E. (2007). Development through the Life Span (3<sup>rd</sup> Edition) New Delhi: Pearson Publication Co.
2. Craig, G.J. (1979). Child Development, N. Jersey Prentice Hall. Feldmen, R.S. (2015).
3. Development Across The Life Span (7<sup>th</sup> Edition), New Delhi: Pearson Pvt. Ltd.
4. Tripathi, L.B. & Pandey, Sushma (2009). Manav Vikas Ka Manovigyan. New Delhi: Concept Publishing Company.

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Course Code	Course Title	Credits
MPS E-513a	Psychotherapeutics	4

**OBJECTIVES**

1. Have in-depth theoretical knowledge of psychotherapy.
2. To get practicum knowledge of psychotherapy.
3. To be able to implement different therapeutic programmes.

Units.	Contents.	Credit.	N. of L
1.	Basic introduction to psychotherapy, Psychoanalytic Therapy: Meaning and historical perspective, goals of psychoanalytic therapy, Freudian psychoanalytic therapy.	1	15
2.	Behaviour Therapy: Meaning and nature of behaviour therapy, Techniques: Systematic desensitization, Aversive therapy, Flooding, Assertiveness training, Contingency management	1	15
3.	Cognitive Behaviour Therapy: Meaning and nature, Types of cognitive behaviour therapy- Rational emotive therapy, Beck's Cognitive therapy, Stress inoculation therapy.	1	15
4.	Humanistic-Existential Therapy: Nature and goals of humanistic-existential therapy, Client-centered therapy, Gestalt therapy, Logo therapy, Existential therapy,	1	15

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

1. To develop understanding about the various models and approaches of therapeutic intervention and will be able to work in group and family setup.
2. To apply this knowledge to maintain individual's mental health well-being.

**Recommended Books -**

1. McMullin, R.E. (2000). The New Handbook of Cognitive Therapy Techniques, New Norton & Company

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3. Korchin, J. (1979). Modern Clinical Psychology, New York: Harper Collins.
4. Garfield & Bergin (1978). Handbook of Psycho-therapy and Behaviour Change, New York:Wiley & Sons.
5. Woleman, B.B. (1984). Handbook of Clinical Psychology, New York: Wiley & Sons.

**Paper III (b)**

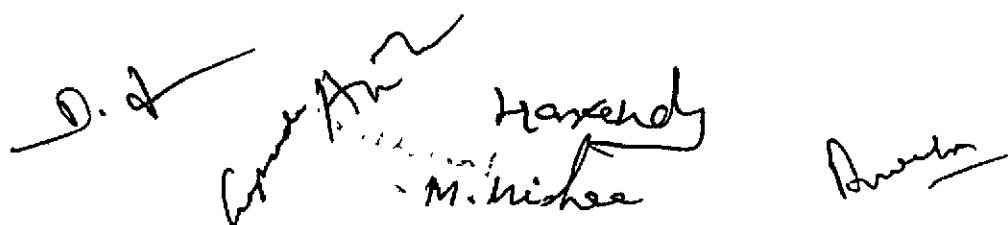
Course Code	Course Title	Credits
MPSE-513.b	Consumer Behavior	4

**OBJECTIVES**

To develop an understanding of underlying concepts and issues in Consumer behavior in marketing.

Units.	Contents.	Credit.	N. of L
1.	<b>Introduction to Consumer Behaviour-</b> Definition, Nature, Scope, Consumer Behaviour's Applications in Marketing, Consumer research process –Defining Research Objectives, Collecting & Evaluating Secondary Data.	1	15
2.	<b>Factors affecting Consumer Behaviour-</b> External Influences – Culture, Sub Culture, Social Class, Reference Groups, Family. Internal Influences– Needs & Motivations, Perception, Personality, Lifestyle, Values, Learning, Memory, Beliefs & Attitudes.	1	15
3.	<b>Consumer Decision Making Process-</b> Types of consumer decisions, Consumer Decision Making Process - Problem Recognition - Information Search - Alternative Evaluation – Purchase Selection – Post purchase Evaluation, Buying pattern in the new digital era.	1	15
4.	<b>Consumer Motivation &amp; Personality-</b> Consumer Motivation– Needs, Goals, Motive arousal, Maslow's Hierarchy of Needs, Freud's Theory of Motivation , Consumer Personality – Self-concept theory, Psychoanalytic Theory, Neo-Freudian Theory, Trait Theory	1	15

**Course Outcomes:** On successful completion of this course, the students will be able:


  
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- 1: To explain the concept of Consumer Behaviour & describe Consumer research process in detail.
- 2: To evaluate the factors affecting consumer behaviour in detail.
- 3: To analyze the consumer decision process.
- 4: To assess the impact of consumer's motivation, personality on the buying behaviour.
- 5: To impart the basic knowledge of consumer protection rights.

**Reference Books:**

1. John A Howard, Consumer Behaviour in Marketing Strategy, Prentice Hall New Delhi
2. Schiffman L G and Kanuk L L Consumer Behaviour, Prentice Hall New Delhi
3. Anita Ghatak, Consumer Behaviour in India, D K Agencies (P) Ltd New Delhi
4. Sarkar A Problems of Consumer Behaviour in India, Discovery Publishing House New Delhi.

**Paper III (c)**

Course Code	Course Title	Credits
MPSE 53C	Indian psychology	4

**OBJECTIVES**

1. To have understanding of psychological concepts, models, classical theories, varied perspectives of Indian psychology as Vedas, Geeta, Yoga etc.
2. To apply this knowledge to plan and conduct studies in the area of Indian psychology.

Units.	Contents.	Credit.	N. of L
1.	Introduction to Indian Psychology: Assumptive base of Indian Psychology. Scope and substance of Indian Psychology, Methods of study, Psychological thought in Ancient India.	1	15
2.	Indian thought and tradition: Indian Psyche, Indian psychology a myth or reality, content of Vedas, systems and schools of Indian Psychology, asu, prana, and manas, Atman and Jiva, models in Indian thought.	1	15
3.	Yoga psychology: Theory and applications, Patanjali yoga sutras – Basic concepts, Transpersonal Psychology in Bhagavat Gita. Identity and existence, self-knowledge, conflict and wisdom, work, three	1	15

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	definitions of yoga (i. sthitha prajna and freedom, ii. Work and freedom, iii. Yoga and happiness).		
4.	Jain Psychology: Jain Conscious reality, concept of self, cognition, concept of mind, body mind interaction. Buddhist Psychology: Thought (citta), mind (mano), consciousness (vinnana), varieties of knowing – sensory knowing (sanna), extraordinary knowing (abhinna), holistic knowing (parinna), and Insight knowing (panna).	1	15

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

1. To acquaint them with the area of Indian Psychology.
2. To understand the Indian concept for mind and behavior from rich Ancient Indian literature.
3. To develop an understanding about the methods of Indian Psychology.
4. To apply this knowledge to plan and conduct studies in the area of Indian Psychology.

**REFERENCE BOOKS -**

1. Sinha J. (1985). *Indian Psychology Vol. 1 Cognition,; Vol.2 Emotion; and Will; Vol.3 Epistemology of Perception*. New Delhi: Motilal Banarasidas.
2. Dalal, A.S. (2001). *A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo*, Pondicherry: Sri Aurobindo Ashram Publication Department.
3. Misra G. & Mohanty, A.K.(2001). *Perspective on indigenous psychology*. New Delhi: Sage.
4. Kim U. & Berry, I.W.(1993). *Indigenous psychologies: Research and experience in cultural context*. New Delhi, India: Sage.
5. Cortright, B. (2000). *Psychotherapy and Spirit: Theory and practice intranspersonal psychotherapy*. Albany, NY: State University of New York Press.
6. Paranjpe A.C.(1998). *Self and Identity in modern psychology and Indian thought*. New York: Plenum Press.
7. Rama, S. Ballentine, R., Ajaya, S. (1976). *Yoga and psychotherapy*. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.

**Paper IV (a)**

Course	Course Title	Credits
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Code		
MPSE-S/19	Rehabilitation psychology	4

### OBJECTIVES

1. To understand the nature of mental retardation.
2. Have theoretical knowledge of hearing and visual impairment.
3. To get knowledge of understanding physical disability.
4. To know what is rehabilitation.
5. Have knowledge of rehabilitation programme in India.

Units.	Contents.	Credit.	N. of L
1.	Rehabilitation Psychology: Nature and Scope; Concept of rehabilitation for disabled people, Exceptionality and labeling people with disabilities; Concept of impairment, disability and handicap;	1	15
2.	Mental Retardation: Definition and classification; causes and prevention of mental retardation; Characteristics, Screening and assessment. intervention strategies-skill training. socialization, behavior modification and parent counselling.	1	15
3.	Hearing Impairment and Visual Impairment: Definition and classification; causes and prevention; Characteristics.	1	15
4.	Family in Rehabilitation: Family crisis-the impact of disabilities on the family: husband-wife, parent child relationships; Family intervention strategies. Rehabilitation Programmes in India.	1	15

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

1. To understand the nature of mental retardation.
2. Have theoretical knowledge of hearing and visual impairment.
3. To get knowledge of understanding physical disability.
4. To know what is rehabilitation.
5. Have knowledge of rehabilitation programme in India.

### Recommended Books:

1. Gokhale, S.D. (1984). Rehabilitation programmes and policies. Somaiya publication Pvt Ltd.

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2. Narasimhan, M.C. and Mukerjee, A.K. (1976). Disability: A Continuing challenges Wiley Easter Ltd.
3. Clarke. A D.B. and Clarke, A.N. (1974). Mental Deficiency Changing Outlook. London. Methuen Co.
4. Bathshaw, M.L. and Parret, Y.M. (1986). Children with handicaps: A Medical Primer Paul Brooks. London.
5. Gardner, W.I (1985). Behaviour modification in mental retardation, London University Press Ltd.
6. Northern, J.L. and Downs, M.P. (1976). Hearing in Children Bartimore.
7. Brown. R. and Hughson, A. (1994). Behavioural and Social Rehabilitation and Training. Madras Chapman and Hall.

Paper IV (b)

Course Code	Course Title	Credits
MPSE-514b	School Psychology	4

**OBJECTIVES -**

1. To understand the nature of school psychology.
2. Have theoretical knowledge of major domains of school psychology;
3. Have knowledge of Challenges before School Psychology in India.

Units.	Contents.	Credit.	N. of L
1.	Introduction to School Psychology: Concept and history of School Psychology, Goals of School Psychology, Traits required of a School Psychologist, Role of School Psychologists.	1	15
2.	Learning Disability: Nature and concept; Characteristics and behavioural manifestation; Types: reading, writing and arithmetic disabilities; Causes of learning disability: biological, Behavioural and sociological.	1	15
3.	Psychological Assessment and Interventions with School Children: Academic assessment, Social, behavioral and emotional assessment, Cognitive assessment; Techniques of consultation and Counseling.	1	15
4.	Challenges before School Psychology in India, Awareness, Incorporation of School Psychology as a Subject, Shortage of Trained School Psychologists, School Psychology for Teachers.	1	15

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

1. Describe the characteristic features of school psychology; • Elucidate the major domains of school psychology;
2. To understand the nature of mental retardation.
3. Explain the roles and functions of school psychology; •
4. Describe the characteristic traits required of a school psychologist; and •
5. Analyses the importance of a school psychologist in a school setting.

**Recommended reading**

1. Merrell, K., Ervin, R., & Gimpel, G. (2006). School Psychology for the 21st Century, Foundation and Practice. New York: The Guilford Press.
2. Reynolds, C.R. and Gutkin, T.B. (1998). The Handbook of School Psychology (3rd ed.). New York: John Wiley & Sons, Inc.
3. Boucher, R. (1999). Students in Discord. Greenwood Press, Connecticut Rathvon, N. (1999).
4. Effective School Interventions, The Guilford Press. New York
5. Bear, G.G., & Manning, M. A. (2014). Positive psychology and school discipline. In R. Gilman, E.S. Huebner, & M. Furlong (Eds.), Handbook of Positive Psychology, 2nd Edition. New York: Routledge/Taylor & Francis.

**Paper IV (c)**

Course Code	Course Title	Credits
MPSE-512	Community Mental Health	4

**OBJECTIVES -**

1. To get theoretical knowledge of community mental health.
2. To know how to organize community mental health programme.

Units.	Contents.	Credit.	N. of L
1.	Community mental health: Development of community orientation. Historical trend in mental health ideology.	1	15
2.	Basic concepts: Population and prevention; Mental health. Principles and methods of community intervention: Crisis intervention, consultation, mental health education.	1	15

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3.	Theory and research in community psychology Ecology, Epidemiology of mental health and general system theory.	1	15
	Strategies of organizing a community mental health programme.	1	15

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

1. To get theoretical knowledge of community mental health
2. To know how to organize community mental health programme.

**Recommended Books**

1. Heller, K. and Monahan, J. (Eds.) (1977). Psychology and Community Psychology and Community Change. The Dorsey Press, Homewood, Illinois, USA.
2. Iscoe, I. and Spielberger, C.E. (Eds.) (1970). Community Psychology: Perspectives in Training and Research, New York, Appleton century craft.
3. Korchin, S.J. (1986). (Indian Edition) Modern clinical psychology: Principles of Intervention in the clinic and community C.B.S. Publisher and distributions, Delhi, India.

Paper V

Course Code	Course Title	Credits
MPSL-515	Lab work / Practical	4

**OBJECTIVES**

1. To get knowledge of administrating experiments and tests.
2. To be able to analyze and interpret data.

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

1. To get a better knowledge of specific scientific facts and concepts, as well as the organization of these facts and concepts within scientific fields.
2. To construct scientific arguments.
3. To identify the questions and concepts that guide scientific inquiry as the laboratory activities will help students develop their capacity
4. To gain knowledge about scientific instruments and conventions through

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laboratory experiences.

There will be four practicum based on each of the four theory papers taught during semester IV. The student has to conduct lab experiment, analyze the data, and interpret the findings and report.

Units.	Contents.	Credit.	N. of L
5.	Any one practicum based on Applied Social Psychology	1	30
6.	Any one practicum based on Advanced Developmental Psychology	1	30
7.	Any one practicum based on Psychotherapeutics/Consumer Behavior/Indian Psychology	1	30
8.	Any one practicum based on Rehabilitation Psychology /School Psychology/Community Mental Health	1	30

#### Paper VI

Course Code	Course Title	Credits
MPS-516	Research project	4+4=8

#### OBJECTIVE

1. To provide students with the opportunity to engage in depth with literature around a specific topic and demonstrate a high level of critical analysis
2. To give students experience in utilizing the research skills and knowledge developed during the programme.
3. To give students experience of generating a research question and/or formulating a hypothesis based on existing literature that is appropriate to their programme of study
4. To give students experience in choosing and employing appropriate methods of investigation with which to address the question and demonstrate consideration of ethical issues when designing their study
5. To give students the opportunity to demonstrate their skills in academic writing, critical analysis and research design through a written report of their work.

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

1. To plan and conduct an independent and sustained critical examination and evaluation of a chosen research topic that is pertinent to the environment and society.
2. To discover pertinent theories and concepts in a methodical manner, relate them to acceptable procedures and evidence, employ appropriate techniques, and reach appropriate conclusions.

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3. To conduct systematic research and critical examination of acceptable and pertinent information sources
4. To apply qualitative and/or quantitative evaluation techniques to original data in a suitable manner.
5. To comprehend and apply ethical principles when collecting and evaluating data and other resources.
6. To accurately and effectively express research themes and contexts, both in writing and orally.

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

*R. J.*  
*Harshad*  
*Anur M. Mishra*  
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*Anur*