

**DETAILED SYLLABI**  
**MA Programme in PSYCHOLOGY**  
**(Programme Code PSY-1)**  
**(Revised 2021-22)**

<b>1<sup>st</sup> Semester (Autumn)</b>	<b>Code</b>	<b>Marks</b>	<b>Credit</b>	<b>3<sup>rd</sup> Semester(Autumn)</b>	<b>Code</b>	<b>Marks</b>	<b>Credit</b>
Paper I: Advanced General Psychology –I	PSY-1-C-1	100	4	Paper XI: Special Paper-I (Counselling/HRD)	PSY-1-CE-A-1/PSY-1-CE-B-1	100	4
Paper II: Advanced General Psychology –II	PSY-1-C-2	100	4	Paper XII: Special Paper-II(Counselling/HRM)	PSY-1-CE-A-2/PSY-1-CE-B-2	100	4
Paper III: Life Span Developmental Psychology	PSY-1-C-3	100	4	Paper XIII: (Elective I) Applied Psychology: I	PSY-1-AE-1	100	4
Paper IV: Social Psychology	PSY-1-C-4	100	4	Paper XIV(Elective II): Applied Psychology II <b>OR</b> SWYAM Online Courses	PSY-1-AE-2	100	4
Paper V:Statistics, SPSS & Computer application	PSY-1-C-5	50+50	6	Paper XV: Psychological (Personality)Testing and Field visit	PSY-1-C-11	50+50	6
<b>Total</b>		<b>500</b>	<b>22</b>	<b>Total</b>		<b>500</b>	<b>22</b>
<b>2<sup>nd</sup> Semester (Spring)</b>	<b>Code</b>	<b>Marks</b>	<b>Credit</b>	<b>4<sup>th</sup> Semester (Spring)</b>	<b>Code</b>	<b>Marks</b>	<b>Credit</b>
Paper VI: Research Methodology	PSY-1-C-6	100	4	Paper XVI: Internship	PSY-1-C-12	100	8
Paper VII: Educational Psychology	PSY-1-C-7	100	4	Paper XVII& XVIII: Thesis/Term Paper	PSY-1-C-13	200	16
Paper VIII: Clinical Psychology	PSY-1-C-8	100	4	Paper XIX: Film Appreciation	PSY-1-FE-1	100	4
Paper IX: Organisational Psychology	PSY-1-C-9	100	4	Paper XX: Observation & Seminar Presentation	PSY-1-C-14	50+50	6
Paper X: Psychological (Ability)Testing and Seminar Presentation	PSY-1-C-10	50+50	6				
<b>Total</b>		<b>500</b>	<b>22</b>	<b>Total</b>		<b>500</b>	<b>34</b>
<b>GRAND TOTAL MARKS: 2000</b>				<b>TOTAL CREDIT : 100</b>			

## **Master's Degree Programme in Psychology (PG in Psychology)**

### **Programme Objectives:**

- To cultivate in students a scientific perspective in understanding of the complexities of human behaviour and experiences at individual and group levels.
- To create an up-to-date knowledge base in students about basic psychological concepts, methods, and tools prevalent in the discipline.
- To promote the acquisition of skills that is basic to understanding and applying the knowledge of Psychology in real life.
- To make the students aware of how they think, and become self-reliant to think while reflecting on the subject matter.
- To empower the students to become responsible researchers and professionals in future.

### **Programme Learning Outcomes**

The learning outcomes that a student will be able to demonstrate on completion of the Programme include

#### **Academic, Behavioural and Social competencies:**

##### **Academic:**

- Disciplinary knowledge of methods, theories and approaches and appreciation of different perspectives
- Ability to use skills in specific areas related to chosen specialization
- Basic professional skills such as data analysis, computer literacy, psychological testing, observation, technological application to conceptual growth etc
- Fluency in articulation of ideas; scientific writing and authentic reporting; effective presentation skills.

##### **Behavioural:**

- Spirit of scientific enquiry; Original thinking & curiosity; Self-development and self-regulation
- Developing positive attributes such as empathy, compassion, social participation, and accountability.
- Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.
- Communication and effective interaction with others, listening, speaking etc

##### **Social:**

- Developing cultural and historical sensibility- particularly indigenous traditions, socio-cultural context and diversity.
- Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
- Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern.
- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

## Semester-I

### Paper-I Advanced General Psychology –I

#### Course Objectives:

- To help the students to understand the psychological processes; to begin with attention, sensation and perception up to how it results in thoughts and communication.
- To help the students gather knowledge about the structural and functional dynamics of each of the mental processes and their interconnectedness.

#### Learning Outcomes: Students will be able to

- Understand the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
- Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes, the process of thinking and role of intelligence.
- Apply psychological principles to everyday life in positive ways
- Draw logical and objective conclusions about behaviour and mental processes from empirical evidence.
- Evaluate misconceptions or erroneous behavioural claims based on evidence from psychological science.

#### Unit-1: Attention and Perception:

Attention: Nature and meaning of attention; Focused auditory attention; Focused visual attention; Divided attention; Automatic processing; Action slips; Perception: Approaches to Perception: Gestalt and Physiological and Information Processing Approach; Perceptual Organisation; Movement Perception; Perceptual constancy: shape, Space and depth perception; Role of motivation and learning in perception; Signal Detection theory, Subliminal perception Extra sensory perception, Errors in perception

#### Unit 2: Learning: Classical Conditioning, Operant Conditioning, Cognitive Learning Theories: Hull, Tolman, Seligman; Verbal learning

#### Unit 3: Memory: Process of memory: Encoding, Storage and Retrieval; Stages of Memory: Sensory Memory, Short term Memory/Working Memory, Long Term Memory; Models of Memory: Information Processing Model, Level Processing Model, Parallel Distributed Processing Model; Everyday Memory; Forgetting: Theories of Forgetting; Techniques of Improving Memory; Memory and Brain; Amnesia; Alzheimer's Disease

#### Unit 4: Thinking: Theories of thought processes: Associationism, Gestalt, Information Processing; Nature of Thought Process, Mental Images, Concepts and Process of

Conceptual development, Problem solving, Reasoning, Judgment, Making decisions creative thinking, language and thought.

Unit 5: Intelligence: Theories of Intelligence: Spearman, Thurstone, Guilford, Gardener, Sternberg, Das; Nature and Nurture controversy; Mental Retardation; Giftedness; Emotional Intelligence; Artificial Intelligence

#### **TEXT BOOKS**

- **Fundamentals of Psychology- Michael W. Eysenck, 2009 Psychology Press**
- **Psychology- Saundra K. Ciccarelli, & Glenn E. Meyer, 2006, Pearson Higher Education**

#### **REFERENCE BOOKS**

- **Psychology- Robert A. Baron, 2001, Pearson India**
- **Psychology: A Journey- Dennis Coon & John O. Mitterer, 2009, WADSWORTH, Cengage Learning**

### **Paper-II Advanced General Psychology-II**

#### **Course Objectives:**

- To help the students to understand the structure and function of brain and different sense organ and biological processes behind human behaviour.
- To help the students gather knowledge about motivation, emotion, personality
- To help the students know about states of consciousness, biological rhythms, hypnosis, sleep

#### **Learning Outcomes: Students will be able to**

- Understand the structure and function of nervous system, sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
- Gain knowledge of the importance of motivation and emotion in human life and how to control negative emotions and keep oneself motivated
- Identify different personality types of people around them
- Draw appropriate, logical, and objective conclusions about behavior and mental processes from empirical evidence.
- Evaluate misconceptions or erroneous behavioral claims based on evidence from psychological science.

Unit 1. Biological Basis of Behaviour: Evolutionary perspectives and Genetics; Nervous System: Neurons, Central nervous system, Autonomic nervous system; Neural transmission; Methods of studying brain; Endocrine system; Sense organs: Eye, Ear

Unit 2. Motivation: Basic concepts: Instinct, Need, Drive, incentive, Motivational cycle; Theories: Psychoanalytic, Cognitive, Humanistic- Maslow, Alderfer; Types of

Motivation: Biological- Hunger and eating behaviour, Sex and sexual behaviour, Sleep; Social- Achievement, Affiliation, Approval, Exploratory behaviour, Curiosity, Cross-cultural perspective of Motivation: Aggression, Achievement, Power, Intrinsic motivation;

Unit 3. Emotion: Theories of Emotion: James-Lange, Arousal-interpretation theory, Cognitive theories- Zajonc, Lazarus, Parkinson; Physiological systems in emotion; External expression of emotion; Stress and Coping

Unit 4. Personality: Theories of Personality: Psychoanalytic-Freudian, Neo-Freudian, Social learning, Humanistic, **Existential**, Trait; Assessment of Personality: Interviews, Personality Inventory, Behavioural Assessment, Projective tests;

Unit 5. States of Consciousness: Rhythms and Cycles affecting the body: Biological rhythms- Circadian, Infradian, Ultradian, Sleep-wake cycle, Circannual cycles; Sleep: Stages of sleep, Regulation of sleep, Sleep deprivation, Theories of sleep; Sleep disorders; Dream: Theories of dream; Hypnosis: Hypnotic state, Theories of Hypnosis: Altered state theory, Non-state theory; Application of hypnosis; Consciousness-altering Drugs

#### **TEXT BOOKS**

- **Fundamentals of Psychology- Michael W. Eysenck, 2009 Psychology Press**
- **Psychology- Sandra K. Ciccarelli, & Glenn E. Meyer, 2006, Pearson Higher Education**

#### **REFERENCE BOOKS**

- **Psychology- Robert A. Baron, 2001, Pearson India**
- **Psychology: A Journey- Dennis Coon & John O. Mitterer, 2009, WADSWORTH, Cengage Learning**

### **PAPER III**

#### **Life Span Developmental Psychology**

##### **Course Objectives:**

- To help students gain some key ideas about human development and the perspectives to understand and explain such developments.
- To help the students to understand the significance of different stages of human development starting from childhood to old age
- To make them aware of different developmental issues and ways to deal with them

##### **Learning Outcomes: Students will be able to**

- Understand the nature, types, and principle of development.

- Identify the major issues, tasks and milestones of human development, such as physical, cognitive, social and emotional development throughout the lifespan
- Identify major theorists that contribute to the field of developmental psychology
- Apply developmental concepts to everyday life.
- Understand about the different aspects of preparation for future life.

Unit 1: Human development: Principles and Theoretical Perspectives of human development; Role of Heredity and Environment; Research designs in study of development. Factors affecting Pre-natal Development and Developmental milestones in Infancy

Unit 2: Childhood: Physical Development; Cognitive Development: Piagetian Theory & Vygotsky's Socio-Cultural Perspective; Language Development and language disorders of childhood; Moral development: Kohlberg's Theory; Psycho-Social Development: Erickson's theory, developing sense of self and Gender roles, development of attachment and temperament

Unit 3: Adolescence: Physical development; Cognitive Development: Piagetian Theory and Vygotsky Socio-Cultural Perspective; Language Development; Moral Development: Kohlberg's Theory; Psycho-Social Development: Search for identity , Gender Roles and Sexuality; Problems during adolescence.

Unit 4: Adulthood: Physical Development; Cognitive Development: Schaie's model, Sternberg's perspective; Moral Development; Psycho-Social Development: Personality Development, Gender roles and Sexuality, Social and Intimate Relationship, Midlife Issues.

Unit 5: Old age: Physical changes; Theories of Aging: Programmed Theory & Damage Theory; Cognitive Functioning: Intelligence and Processing Abilities & Memory; Psycho-Social Issues : Mental and Behavioral Problems ,Personal Relationship; Dealing with death and bereavement: Kubler Ross Theory of Dying, Bowlby theory of bereavement.

### **TEXT BOOK**

- **Human Development by D.E.Papalia, S.W. Olds & R.D Feldman**

### **REFERENCE BOOKS**

- **Human Development (Hardcover)by Grace J. Craig**
- **Life Span Human Development by C.K. Sigelman**

## **Paper IV**

### **SOCIAL PSYCHOLOGY**

#### **Course Objectives:**

- To explain the psychological aspects of various social phenomena
- To provide sufficient knowledge and information about the nature and history of social psychology
- To help them understand human behaviour in social settings
- To explain dynamics of social relations, conflict, prejudice and cooperation
- To help students understand how Health Psychology as a specialty within psychology addresses the role of behavioral factors in health and illness, its basic theories, models and applications

#### **Learning Outcomes: Students will be able to**

- Describe and assess the basic psychological theories, principles, and concepts explaining Attitudes, behaviour and Persuasion; Liking and loving social cognition, social influence, decision making, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice.
- Relate knowledge of theory as well as current and past research in social psychology to situations in everyday life such as interpersonal and group relations.
- Explain how human behavior is influenced by such social factors as groups, authority figures, in-group bias etc

Unit 1: Historical perspectives and Current trends in Social Psychology; Attitudes, behaviour and Persuasion; Liking and loving – Types of love, Factors affecting attraction, Theories of attraction, Theories in Cultural Context

Unit II: Social cognition: Understanding the social world; Schemas: Mental Framework for Organizing and Using Social Information; The Impact of Schemas on Social Cognition: Attention, Encoding, and Retrieval; Priming, Heuristics: Reducing Efforts in Social Cognition: Automatic and Controlled Processing: Two Basic Models of Social Thought: Potential Sources of Errors in Social Cognition; Social Perception: Attribution; Attribution, theories of attribution and attribution bias

Unit III: Understanding the social influence phenomenon; factors affecting conformity; Compliance ; Obedience behaviour ; Prosocial behaviour: Cultural view of pro-social behaviour; Helping and Altruism – The many faces of altruism, explaining altruism: A pessimistic bias

Unit IV: Groups: Role, status, Norms, Cohesiveness; Social facilitation and social loafing; Cooperation and conflict within groups; Decision making in Groups; Aggression: Theories of Aggression; Determinants of aggression; Prevention and control of aggression

Unit V: Current trends in Social Psychology: Psychology and Health; Body-mind Relationship, Biopsychosocial Model of Health, Conducting Health research. Placebo in treatment and research. Research methods in Health psychology. Research methods in Epidemiology: Observation, Randomized, Controlled Trials, Natural Experiments, Determining causation. Research tools.

## **TEXT BOOKS:**

- **Social Psychology (1995), Magadham**

## **REFERENCE BOOKS**

- **Social Psychology, Baron & Byrne**
- **The Person and the Situation: Perspectives of Social Psychology (Paperback), by Lee Ross**

## **Paper V Statistics, SPSS & Computer application**

### **Course Objectives:**

- To help students develop knowledge and understanding of the application of statistics within Psychology.
- To help students develop Critical Thinking for application of appropriate statistical analysis in psychological research.
- To introduce participants to the basic practice of statistics by using SPSS

### **Learning Outcomes: Students will be able to**

- Understand the nature Psychological variables and how to measure them with appropriate scale.
- Explain the processes of describing and reporting statistical data.
- Know the methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.
- Define a variety of statistical variables, understand how to start SPSS, enter basic data into SPSS, carry out a statistical analysis that can test hypotheses

### **(A) Statistics (50 MARKS)**

Unit 1. Levels of measurement, Probability, Normal probability curve, statistical inferencing, Score transformations.

Unit 2. Dealing with Nominal scale: cross-tabs, chi-square and phi correlation; Ordinal scale: Wilcoxon signed rank test, Wilcoxon rank sum test, Mann-Whitney U test, Kruskal Wallis H, Friedman Two way analysis of variance. Rank-order correlation

Unit 3. Interval scale, t test, anova and multiple comparisons.

Unit 4. Multi-factor Anova, Ancova and Repeated Measures designs.

Unit 5. Prediction, bi-variate and multiple regression.

### **(B) Statistical Packages for Social Sciences (SPSS): (30 MARKS)**

The students will be expected to understand the data entry process and must have all the statistical analysis covered under the statistics course.

**(C) Computer application (20 MARKS)** will cover the basics such as MS Word, PowerPoint & Excel

## **TEXT BOOKS:**

- **Statistics in Psychology, Elliot J. Coups, Elaine N. Aron & Arthur Aron Edition: 6, 2019**

## **REFERENCE BOOKS**

- **Siegel, S., & Castellan, N.J., Jr. (1988). Nonparametric statistics for the behavioral sciences. McGraw-Hill: New York. FYI**
- **Lattin, J., Carroll, J. D., & Green, P. E. (2003). Analyzing multivariate data Pacific Grove, CA: Thomson: Brooks/Cole. REQ**
- **Carroll, J. D., Green, P. E., & Chaturvedi, A. (1997). Mathematical tools for applied multivariate analysis. San Diego : Academic Press. REQ**

## **Semester – II**

### **Paper VI RESEARCH METHODOLOGY**

#### **Course Objectives:**

- To understand the tools and techniques used in collecting, analyzing and interpreting data.
- To enhance the understanding of various research designs.
- To develop their logical thinking required in carrying out scientific research.

#### **Learning Outcomes:**

- Demonstrate the ability to choose methods appropriate to research aims and objectives.
- Understand the limitations of particular research methods.
- Develop skills in qualitative and quantitative data analysis
- Develop advanced critical thinking skills.

Unit 1. Correlation and causal relationship; decision making and sampling techniques.

Unit 2. Methods and tools of research

Unit 3. Experimental, quasi-experimental and single-subject designs

Unit 4. Qualitative research (Ethnography, Phenomenology, Grounded Theory); Methods of Qualitative research (Narratives, Participant Observation, Interview)

Unit 5. Report writing: Major components of Research Report; Plagiarism check, publishing in peer-reviewed journals, UGC –CARE list of Journals, impact factor, citation analysis

## **TEXT BOOKS:**

- **Research Methods in Psychology (1995), Elmer's, D.G. Et al: West**

## REFERENCE BOOKS

- **Research in Education (2007), Best & Kahn**
- **Research Methods in Psychology - 4th American Edition, by Carrie Cuttler, Rajiv S. Jhangiani, Dana C. Leight**

## Paper -VII EDUCATIONAL PSYCHOLOGY

### Course Objectives:

- To understand human behaviour in educational context
- To understand factors underlying teaching-learning process

### Learning outcomes: Students will be able to

- Explain the meaning, scope and functions of concepts of education and psychology.
- Describe the developmental issues faced by school age children.
- Explain the importance and necessity of educational psychology.
- Explain the role of motivation on learning and classroom behavior.
- Understand classroom management techniques.
- Apply psychological concepts to optimize learning and performance

### Unit-1: Teaching-Learning process and Sociocultural Diversity

Teaching-Learning process; Culture, socioeconomic status, Ethnicity, Language issues, Multi-cultural education, culturally relevant teaching, Gender, Views on Gender Development, Gender Stereotyping, Gender-role classification, eliminating gender bias.

### Unit- 2: Motivation, Teaching and Learning

Exploring motivation; Nature of motivation; Perspectives on motivation; Motivation to achieve; Motivation, Relationships and Socio-cultural contexts; How to reach low achieving students.

### Unit-3: Effective Teaching and Managing the Classroom

Teacher Effectiveness defining teaching quality time analysis, Essential teaching skills, Direct instruction, Helping students construct knowledge. Need for management; Designing the physical environment of the classroom; Creating positive environment for learning; Being a good communicator; Dealing with problem behavior.

### Unit-4: Learners who are Exceptional

Children with disabilities; Educational issues; Involving children with disabilities; children who are gifted and their education, National Education Policy 2020 and Disability issues.

### Unit-5: Classroom Assessment

Classroom as an assessment context, Traditional tests, Alternative assessments, Grading and reporting performance, Computers in the assessment system, standardized tests, nature of standardized tests, Aptitude and achievement test, Issues in assessment, Students diversity and assessment.

#### **TEXT BOOKS:**

- **Educational Psychology :Paul Eggen & Don Kauchak**

#### **REFERENCE BOOKS**

- **Educational Psychology-by John W. Santrock**
- **Educational Psychology-by N. L. Gage and David C. Berliner**

### **Paper VIII CLINICAL PSYCHOLOGY**

#### **Course Objectives:**

- To develop knowledge and practice skills in the domain of Clinical Psychology
- To understand of psychopathology and diagnostic / intervention considerations.
- To understand mental health issues across the lifespan based on a solid understanding of psychopathology.

#### **Learning outcomes:** Students will be able to

- Students will be academically prepared to work within health service psychology,
- Develop the necessary knowledge base to competently, ethically, and effectively function as a clinical psychologist in a wide variety of settings with diverse populations.

Unit-1	Current paradigms in Psychopathology: Biological, psychoanalytic, humanistic and existential, learning and cognitive. Classification and diagnosis: DSM (Changes in the current classification) and ICD. Issues in the classification of abnormal behavior.
Unit-2	Stress- Clinical reaction to stress, adjustment disorder: Acute stress disorder; Dissociative Disorder; Conversion disorder; treating stress-related problems.
Unit-3	Anxiety Disorders: generalized Anxiety disorders: Phobias, Obsessive-Compulsive disorder, Trauma, Interpreting and treating Anxiety disorders.
Unit 4	Schizophrenia: Clinical features; subtypes; causes; Treatment; Mood Disorder: Unipolar and Bipolar- Clinical features; causes; Treatment
Unit-5	Personality disorders: Paranoid, Schizoid and Schizotypal Personality Disorder, Histrionic and narcissistic Disorder, Border- line Personality Disorder, Anti-social behavior, Treatment of Personality Disorder

## **TEXT BOOKS:**

- **Abnormal Psychology: Davison & Neale: Wiley**

## **REFERENCE BOOKS**

- **Introduction to Health Psychology: Branon, & Feist (2007) Thomson & Wadsworth**
- **Abnormal Psychology: Sarason & Sarason ;Pearson**

## **Paper IX Organisational Psychology**

### **Course Objectives:**

- To understand the base of knowledge about the principles of psychology as they are applied in industrial and organizational settings.
- To make students understand the theories of work motivation and related issues of power and politics in the organizational set up.
- To help students demonstrate professional skills in the evaluation, management, and development of human resources in the organizations.

### **Learning Outcomes:** Students will be able to

- Understand the importance of organizational psychology (OP)
- Explain human behavior and human differences influencing work behaviour

Unit 1 Defining Organisational Psychology, Meaning of organisational behaviour (OB); Foundations of OB, Importance of OB; OB Models; Traditional and modern organisations; Challenges and Opportunities for Managers, Organisation as an open system; Concept of Psychological capital; Building a learning organisation

Unit 2 Organizational Structure and Design; Organizational Culture, Creativity, and Innovation: Meaning and Definition; How is culture created? Creativity in organisations; Characteristics of creative individuals, methods of enhancing creativity; Innovation in organisations

Unit 3 Work-Related Attitudes: Job Satisfaction: Theories, Job satisfaction and employee performance; Employee Motivation: Theories of work motivation: Need/Content, Process, Reinforcement and Cognitive approaches; Personality attributes and work performance, personality-job fit

Unit 4 Leadership: Difference between management and leadership, Theories and current approaches in Leadership, Managerial grid, Effective Team building, Organisational Communication: Types and functions; overcoming barriers in organisational communication

Unit 5 International organizational Behaviour: Trends in international business; Behaviour across countries; Hofstede's cultural dimensions; leadership across cultures; Technology and international business environment; Achieving corporate excellence.

**TEXT BOOKS:**

- **Essentials of Organizational Behavior by Stephen Robbins and Timothy Judge**

**REFERENCE BOOKS**

- **Organizational Behaviour, 2009 by K.Aswathappa, Himalya Publishing House**
- **Behaviour in organizations, 2003 by J. Greenberg & R.A. Baron.**

**Paper X**

**PSYCHOLOGICAL (ABILITY) TESTING AND SEMINAR PRESENTATION**

**Ability testing: (50 MARKS)**

**Learning Objectives:**

- To train students in various psychological assessment techniques.
- To enable them to understand the psychometric tools for assessing human abilities.

**Learning outcomes:** Students will be able to

- Learn the assessment of human abilities.
- Understand the integration of data in evaluating, scoring and interpretation of behaviour.

**Syllabus:**

The students are required to understand the processes of testing, use of manual to administer, answer questions and interpret the result of any three of the following tests:

1. Cognitive Assessment Test
2. Test of Creativity
3. Differential Aptitude Test
4. Emotional Intelligence Test
5. WISC/WAIS

**Seminar presentation: (50 MARKS)**

**Course Objectives:**

- To gain a better insight into a specific topic in Psychology.
- To acquire the art of presenting, questioning and responding in situations that involve a speaker and an audience

**Learning Outcomes:**

Students will be able to develop

- Presentation Skills. , Discussion Skills, Listening Skills.
- Critical Thinking and questioning

The students will choose any topic of their specialization for presentation in a students' seminar where students will ask questions regarding the topic and the performance will be evaluated by two teachers. The average of the two will be the marks scored by the student. The student will learn to make power point presentation, use of laptops and pointers to highlight the points.

**Semester III**

**SPECIALIZATION (A): COUNSELLING PSYCHOLOGY**

**Paper -XI**

**BASIC COUNSELLING PROCESSES**

**Course Objectives:** This course is designed to give students an insight about the basic processes involved in counselling.

- It will help the students in knowing about the development of counselling as a profession and recent advances in the field of professional counselling.
- The students will learn about the theoretical foundations, processes and techniques underlying different counselling approaches.
- It will help the students in understanding the different phases of counselling relationship.

**Learning Outcomes:** By the end of the course the students will be able to:

- Describe the historical development and recent trends in counselling psychology.
- Understand the basics of counselling process by applying the different counselling approaches.

Unit 1. Definition and nature of counseling: Counseling, Guidance, Psychotherapy, current trends in counselling, Counselling during disaster / crisis.

Unit 2. Theoretical approaches to counseling: Psychoanalytic, affective, cognitive, and behavioral.

Unit 3. Building counseling relationships, Factors influencing counseling processes. Client qualities, characteristics of an effective counselor, counseling interviews: online and offline

Unit 4. Stages of counselling: Exploration & identification of goals, Working on counselling relationship, Termination of a counselling relationship; Phases of online counselling

Unit 5. Ethical and legal issues of counselling (online and offline)

**TEXT BOOKS:**

- **Counseling: A comprehensive profession, (2009) Gladding, S.T. Pearson**

## **REFERENCE BOOKS**

- **Encyclopedia of Counseling by Frederick T. L. Leong, 2008**
- **Working with Ethnicity, Race and Culture in Mental Health by Hári Sewell**

## **Paper XII**

### **COUNSELLING ACROSS LIFE-SPAN**

**Course Objectives:** This course is designed to give students an insight about the basic processes involved in counselling individuals belonging to different phases of life span.

- It will provide students the knowledge of counselling techniques and skills to work with children and adolescents.
- The students will understand the principles and skills needed for counselling adults; specifically in the field of marital and family counselling.
- It will help the students to identify the special needs of old age and provide counselling to them.

**Learning Outcomes:** By the end of the course the students will be able to:

- Identify the various issues faced by children, adolescents, adults and older adults for which they may require counselling.
- Understand and practically apply the principles and skills needed for counselling children and adolescents
- Gain knowledge and application of counselling skills to deal with the marital and family issues faced by adults.
- Understand the mental health concerns of older adults and develop appropriate intervention strategies.

Unit 1. Counseling children with special concerns: Child abuse, children of divorced parents, children in alcoholic families, latch-key children, homeless children, suicidal behavior.

Unit 2. Counseling in schools: Poor self-concept, cheating, truancy, under-achievement, day-dreaming, shyness and withdrawal, excessive tension and anxiety, distractibility, immaturity and dependent behaviour, school phobia.

Unit 3. Counseling the adolescents: relationship difficulties, self-esteem, depression, anxiety, eating disorder, substance abuse, AIDS Counseling, sexual abuse and harassment, gender identity, career counseling.

Unit 4. Counseling the adults: Marriage counselling, family counselling.

Unit 5. Counselling for the aged: Retirement, illness, disability, bereavement.

## **TEXT BOOKS:**

- **Counselling: A comprehensive profession, (2009) Gladding, S.T.: Pearson**
- **Counselling children, (1992) Thomson, C.L., Rudolph, L.B. Brooks/Cole**

## **REFERENCE BOOKS**

- **Counselling older clients (2003) Orbach, A. Sage**
- **Counselling and psychotherapy with older people (2008) Terry, P. , Palgrave**

## **Semester III**

### **SPECIALIZATION (B): HUMAN RESOURCE PSYCHOLOGY**

#### **Paper XI**

#### **HUMAN RESOURCE DEVELOPMENT**

**Course Objectives:** This course is designed to give students an insight about the basics of human resource development (HRD), organizational development and entrepreneurship.

- It will provide students the knowledge of roles, functions and challenges of human resource development professionals.
- The students will understand the process of designing a HRD programs.
- It will help the students to get a detailed understanding of the concept of entrepreneurship.
- The students will appreciate the role of employee wellness and importance of counselling in organizations.

**Learning Outcomes:** By the end of the course the students will be able to:

- Identify the various roles and responsibilities of HRD professionals.
- Understand and practically apply the principles to design an effective HRD program for the organization.
- Gain knowledge about the importance of psychology in understanding the concept of entrepreneurship.
- Know whether they want to pro-actively pursue a future in entrepreneurship.
- Understand the employee assistance programs offered by organizations.

Unit I-Introduction to Human Resource Development (HRD): Concept; Relationship between human resource management and human resource development; HRD functions, Roles and competencies of HRD professionals; Challenges in HRD, Current trends, Framework of HRD process.

Unit 2. Designing effective HRD Programs; Defining the Objectives of Intervention, selecting the Trainer, Preparing a lesson plan, selecting training methods and media, Preparing training materials, Scheduling the HRD Program, Issues concerning Training program implementation, the purpose of HRD evaluation, Current trends.

Unit 3. Organisation Development (OD): Theories and Concepts; Models of planned change, designing an intervention strategy, Types of intervention: Human process based, Techno structural, Sociotechnical systems, Organizational Transformation, Current trends.

Unit 4. Psychology & Entrepreneurship: Definition of entrepreneurship, Entrepreneurial motivation, personal motivational traits, personality variables, competencies, personal initiative, environmental support, orientations, Writing a Business model, Criteria of entrepreneurial success, Knowing whether you want to pro-actively pursue a future in entrepreneurship. Current trends.

Unit 5: Employee counselling and wellness programs, An overview, Employee assistance programs, Stress management interventions, Employee wellness and Health Promotion Programs, Issues in employee counselling, Current trends.

#### **TEXT BOOKS:**

- **Werner J. M., & DeSimone, R.L., Human resource development: Foundation, framework and application: Cengage Learning (India edition)**
- **Entrepreneurship: Strategies and Resources: Dollinger, M.J: Pearson, 3<sup>rd</sup> Edition**

#### **REFERENCE BOOKS**

- **Teaching Psychology of Entrepreneurship: Juan Antonio Moriano León, Marjan Gorgievski and Martin Lukes (ed)**

### **Paper XII**

### **HUMAN RESOURCE MANAGEMENT**

**Course Objectives:** This course is designed to give students an insight about the basics of human resource management (HRM).

- It will provide students the knowledge about meaning and importance of human resource management.
- The students will understand the process of recruiting and selecting a candidate in an organization.
- It will help the students to get a detailed understanding of appraising an employee performance and reward systems available in the organization.

**Learning Outcomes:** By the end of the course the students will be able to:

- Understand the different aspects of HRM; its new roles and current trends also.
- Identify and practically apply various methods to recruit and select an appropriate candidate for the organization.
- Gain knowledge about the different methods of employee performance appraisal.

Unit 1. Meaning and importance of Human Resource Management (HRM); Line and Staff aspects of HRM; the changing environment of HRM; Strategic role of HRM; Measuring HR's contributions; Metrics and HR Scorecard, High performance work system; Ethics and HR; HR and Technology; New roles of HRM: Knowledge management; Talent Management; Corporate Social Responsibility, Current trends.

Unit 2. Employee Selection and Recruitment: Job design; Job analysis: job characteristics model, job description and specification, competency based job analysis; Personnel planning, and recruiting; Employee testing and selection: Personality-job fit, Types of tests, Work samples and simulations; interviewing candidates, Current trends.

Unit 3. Employee Orientation and Training: Orienting employees; Training & Developing employees; Training process and methods; Inducing Organizational change, improving productivity: Employee career development, Management development; Evaluation of training efforts, Current trends.

Unit 4. Employee performance appraisal: Basic concepts of performance appraisal and performance management; Methods and current trends in performance appraisal; Appraising performance, The appraisal interview; Creating the total performance management process, Current trends.

Unit 5. Reward System and employee compensation programs: Establishing strategic pay plans, Competency based pay and other compensation trends; Pay for performance and Financial incentives: Money and motivation, Individual and organization-wide pay plans; Benefits and Services: Types and plans, Current trends.

**TEXT BOOKS:**

- **Human Resource Management, 2005 by Gary Desster, Prentice-Hall of India**
- **Effective Human Resource Training and Development Strategy, 2007 by B.R. Reddy, Himalaya publishing House.**

**REFERENCE BOOKS**

**Organisation change and Development, 2005 by Kavita Singh**

## Allied Electives

### Paper XIII Applied Psychology – I Psychology: Issues and Applications

**Course Objectives:** The present course is designed to help students get information about how psychology goes to work by venturing into new areas of human behaviour and relationships.

- It will help the students understand the role of psychologists in community services including helping the disadvantaged and otherwise-challenged groups.
- It will help the students appreciate the importance of psychology in fields of information technology and mass media.

**Learning Outcomes:** By the end of the course the students will be able to:

- Perform their role as applied psychologists in community services as well as in fields like helping disadvantaged groups and rehabilitation activities.
- Understand the intricacies of relationships between human behaviour and information technology.

1. **Community Psychology:** Definition and concept of community psychology; Role of Community psychologist in social change, Use of small groups in social action; Arousing community consciousness and action for handling social problems; Group decision making and leadership for social change; Effective strategies for social change.

2. **Rehabilitation Psychology:** Primary, secondary and tertiary prevention programs - role of psychologists ; Organizing of services for rehabilitation of physically, mentally and socially challenged persons including old persons, Rehabilitation of persons suffering from substance abuse, juvenile delinquency.

3. **Application of Psychology to disadvantaged groups:** The concepts of disadvantaged, deprivation; Social, physical, cultural and economic consequences of disadvantaged and deprived groups; Educating and motivating the disadvantaged towards development; Relative and prolonged deprivation.

4. **Psychological problems of social integration:** The concept of social integration; The problem of caste, class, religion and language conflicts and prejudice; Nature and manifestation of prejudice between the in-group and out-group; Causal factors of social conflicts and prejudices; Psychological strategies for handling the conflicts and prejudices; Measures to achieve social integration.

5. **Application of Psychology in Information Technology and Mass Media:** The present scenario of information technology and the mass media boom and the role of psychologists; Learning through IT and mass media; Multilevel marketing; Impact of TV and fostering value through IT and mass media; Psychological consequences of recent developments in Information Technology.

**TEXT BOOK :**

**Applied Psychology by Smarak Swain, New Vishal Publications, New Delhi.**

**REFERENCE BOOKS**

- **Applied Psychology: Research, Training and Practice SECOND EDITION , by Rowan Bayne & Gordon Jinks, SAGE**
- **Applied Psychology, by Graham C. Davey , John Wiley & Sons**

**Paper XIV**  
**Applied Psychology – II**  
**Psychology: Issues and Applications**

**Course Objectives:** The present course is designed to acquaint the students with various areas of applied psychology.

- To help the students appreciate the importance of psychology in the area of economic development.
- It will make the students aware about the role of human behaviour in environmental pollution and its conservation.
- To help students understand about how psychology is useful in the field of defence.
- It will help the students appreciate the importance of psychology in fields of sports psychology, politics and terrorism.

**Learning Outcomes:** By the end of the course the students will be able to:

- Perceive the intricacies of relationships between human behaviour and economic development.
- Develop positive behaviours towards conservation of environment.
- Know the role of military psychologists and aspects of defence where psychology plays a role.
- Understand the role of psychologists in fields of sports, politics and dealing with terrorism.

1. Psychology and Economic development: Achievement motivation and economic development; Characteristics of entrepreneurial behavior; Motivating and training people for entrepreneurship and economic development; Consumer rights and consumer awareness, Promotion of entrepreneurship among youth including women entrepreneurs.

2. Application of psychology to environment and related fields: Environmental psychology-effects of noise, pollution and crowding; Population psychology: psychological consequences of population explosion and high population density; Motivating for small family norm; Impact of rapid scientific and technological growth on degradation of environment.

3. Application of Psychology in the field of Defence: The concept of Military psychology, Aviation psychology and Psychological warfare. Role of Military psychologists in the defence, Selection, recruitment and training of personnel. Facilitating the process of adjustment of personnel to military life-Role of Counseling. Psychological disorders due to war. Human engineering in Defence

4. Psychology of Gender: Issues of discrimination, Management of diversity; Glass ceiling effect, Self fulfilling prophesy, Women and Indian society.

5. Other applications of psychology: Sports psychology-improving performance of sports personnel, Psychology and understanding of political behavior. Voting behaviors, Psychology of corruption, Psychology of terrorism and strategies to deal with it.

**TEXT BOOK :**

**Applied Psychology by Smarak Swain, New Vishal Publications, New Delhi.**

**REFERENCE BOOKS**

- **Applied Psychology: Research, Training and Practice SECOND EDITION , by Rowan Bayne & Gordon Jinks, SAGE**
- **Applied Psychology, by Graham C. Davey , John Wiley & Sons**

**OR**

**Paper XIV**

**SWAYAM Online courses**

**Course Objectives:** SWAYAM is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

This is done through a platform that facilitates hosting of all the courses, taught in classrooms from Class 9 till post-graduation to be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to any learner. The courses hosted on SWAYAM are in 4 quadrants – (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts.

A student can opt to complete **any one** of the following courses:

**Early Childhood Care and Education (ECCE):** Early childhood care and education is a multidisciplinary field that relies on insights from several fields like human development, psychology, sociology, and medicine, particularly neuroscience. The course provides a platform for the learner to explore and reflect the above said aspects by using multiple pedagogical techniques such as assignments, discussions, designing portfolio and first- hand experience as an intern, thereby encouraging you to be an effective ECCE provider.

Course Duration: 15 weeks

For details a student can go to the link [https://onlinecourses.swayam2.ac.in/cec21\\_ed11/preview](https://onlinecourses.swayam2.ac.in/cec21_ed11/preview)

**Academic Writing:** This course aims to provide the fundamental knowledge required for effective and result oriented academic writing. It is a foundation course and the application of this knowledge completely depends on an individual learner and his or her area of research.

Course Duration: 15 weeks.

For details a student can go to the link [https://onlinecourses.swayam2.ac.in/cec21\\_ge18/preview](https://onlinecourses.swayam2.ac.in/cec21_ge18/preview)

## **Paper XV**

### **PSYCHOLOGICAL (PERSONALITY) TESTING AND FIELD VISIT**

**Course Objectives:** This is a practical course designed to expose students with psychological (personality) tests and field visits.

- To help students demonstrate competence in administering, scoring and interpreting personality tests.
- To get detailed information about an organization of importance to the field of psychology.

**Learning Outcomes:** Students will be able to:

- Understand the basic facts about psychological assessment.
- Understand and demonstrate the assessment of different types of personality tests.
- Write a detailed report about an organization after the field visit.

**Psychological (Personality) Testing (of 50 Marks)** will cover the following (any three):

1. Rorschach Inkblot Test
2. NEO-FFI
3. TAT
- 4 EPPS
- 5.16PF

**Field Visit (of 50 Marks)** will involve a Report writing based on the visit / online site visit to an organisation of importance to the discipline of Psychology.

## **SEMESTER IV**

### **Paper XVI Internship/ Work experience**

#### **Course Objectives:**

- To provide the practical / hands-on experience to students for application of psychological concepts.
- To provide students the opportunities for work experience in organisations dealing with Psychological concepts and issues.

#### **Learning Outcomes:** On course completion, the students will be able to

- Explore career alternatives prior to graduation.
- Integrate theory and practice.
- Assess interests and abilities in their field of study.
- Learn to appreciate work and its function in the economy.
- Develop work habits and attitudes necessary for job success.

Students will earn work experience in an organisation for at least three months either in offline or online mode. After completion of training / internship, the student will submit to the Department a report on the work done. The certificate from the host organisation regarding successful completion of internship will be produced by the student in the Department.

A student will choose to work in an organisation that provides an opportunity for practice / training of skills required to become a professional in the field of Psychology. Hospitals, Clinics, Special Schools, Pre-Schools, Old age homes, Destitute homes/ Short stay homes, De-addiction centers, Orphanages, Counseling centers , Observation homes , Industrial /Research/ Service organisations and so on are such workplaces which the students may opt to do their internship with. Virtual training options such as online tutorials can be chosen too.

The internship work report has to be presented for about 10 minutes and the work is to be evaluated by external/internal examiners in the presence of the other faculty members in the Department.

### **Paper XVII & XVIII Thesis / Two Term Papers**

**Course Objectives:**

- To engage students in systematic and critical review of appropriate and relevant information sources.
- To enable students to apply qualitative and/or quantitative evaluation processes to original data.
- To make students understand and apply ethical standards of conduct in the collection and interpretation of data.
- To enable students to report in a scientific manner the research exercise thus undertaken.

**Learning Outcomes:** A student, on completion of the course will be able to have the following:

- Mastery in basic principles, methods and tools of the discipline.
- Skill in application of the basic concepts and methods in real life.
- Independent thinking and a sense of critical appreciation of the subject matter.
- A responsible approach and intention to apply knowledge towards collective well-being.

The Thesis will involve a student working towards a publishable research work. Term paper will require a student to review the earlier research done on a topic and summarise suitably like a publishable review paper.

**Paper X1X**  
**Film Appreciation**  
**(Free Elective)**

**Course Objectives:**

- To experience how fundamental issues in psychology are portrayed in Cinema
- To develop insight into psychological perspectives through personal engagement with films using analytical tools and techniques.
- To understand the way the content, form, and contexts in film relate to psychological concepts they have studied..
- To consider a film's position vis-à-vis the discipline of psychology and critically analyze their relevance.

**Learning outcomes:** On course completion, the student will develop insights into the following:

- Images and symbolism used in movies to portray personality styles and interpersonal relationships.
- Learning the goal of applying psychological knowledge to the real world issues.
- Understanding how movies influence our understanding of human nature.
- Making a distinction between psychological constructs and their portrayal in media such as Movies.

Films based on psychosocial themes like Positive Psychology, Parenting, Child Development, Adolescents' Development and risks, Mid-life crises, Old age problems, Mental illness, Behavioral Disorders, Therapeutic Measures, Counseling, Rehabilitation, Social Support, etc.

will be shown to the students and they will have to go for a critical appreciation/ evaluation of the films. Students will have to submit a written report to this effect and will present it before the examiners.

## **Paper XX**

### **OBSERVATION AND SEMINAR PRESENTATION**

#### **Course Objectives:**

- To equip students with the knowledge and skills required to engage in a natural setting for collection of relevant data.
- To train students to listen, ask questions and supplement observation when one is a participant observer.
- To train the students in analysis of data collected from natural settings.
- To enable students to communicate clearly and precisely.
- Build confidence while presenting ideas in a group setting.
- To get rid of nervousness that comes from evaluation apprehension.
- To become a good audience while others are presenting

**Learning Outcomes:** On course completion, the students would be able to develop the following skills:

- Participant and Non-participant Observation
- Systematic reporting of observed data
- Presentation Skills & Discussion Skills.
- Listening Skills, Argumentative Skills and Critical Thinking. ...
- Questioning & Interdisciplinary Inquiry
- Engaging with Big Questions and Studying Major Works.

#### **Observation (50 MARKS)**

The students are required to understand the processes of observation and the tools that can be used for undertaking an observational study. Students need to observe the cases under consideration and prepare a report on that basis. The viva-voce examination requires them to explain the process and results of observation undertaken.

#### **Seminar presentation: (50 MARKS)**

The students will choose a topic of interest to Psychology for presentation in a students' seminar where students will ask questions regarding the topic and the performance will be evaluated by two teachers. The average of the two will be the marks scored by the student. The student will learn to make power point presentation, use of laptops and pointers to highlight the points.

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