

**M.Phil Programme in PSYCHOLOGY**  
**(Programme Code: PSY-2; Revised 2017)**  
**DETAILED SYLLABI**

**(With Programme & Course Objectives and Outcomes)**

| <b>1<sup>st</sup> Semester</b>   | <b>Code</b>                               | <b>Marks</b>                  | <b>Credit</b> | <b>2<sup>nd</sup> Semester</b>                             | <b>Code</b>   | <b>Marks</b> | <b>Credit</b> |  |
|--|---|-------------------------------|---------------|--|---------------|--------------|---------------|--|
| Paper-I<br>Research<br>Methodology &<br>Statistics                         | PSY-<br>2-C-1                             | 100                           | 4             | Paper-IV<br>Seminar Presentation<br>&<br>Practice Teaching | PSY-<br>2-C-3 | 50+50        | 4             |  |
| Paper-II<br>Health<br>Psychology   | PSY-<br>2-C-2                             | 100                           | 4             | Paper V<br>Term Paper (2 Nos)                              | PSY-<br>2-C-4 | 50+50        | 4             |  |
| Paper-III<br>Counseling<br>Psychology /<br>Human<br>Resource<br>Psychology | PSY-<br>2-CE-<br>A/<br>PSY-<br>2-CE-<br>B | 100                           | 4             | Paper VI<br>Thesis/Dissertation                            | PSY-<br>2-C-5 | 100          | 4             |  |
| <b>Total</b>   |   | <b>300</b>                    | <b>12</b>     | <b>Total</b>   |               | <b>300</b>   | <b>12</b>     |  |
|  |   | <b>GRAND TOTAL MARKS: 600</b> |               |  |               |              | <b>TOTAL</b>  |  |
|  |   | <b>CREDIT : 24</b>            |               |  |               |              |               |  |

## **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 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).

## **DETAILED SYLLABI**

### **M.Phil Programme (PSYCHOLOGY) (2017)**

#### **Semester-I**

#### **Paper-I Research Methodology & Statistics**

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

- Make students familiar with various research designs.
- Enable students to understand the purposes of research
- To make students become familiar with ethical issues in research, including those issues that arise in using quantitative and qualitative research.
- To empower students to carry out high quality empirical research.

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

- Learn good practices in conducting different stages of research including collection and interpretation of data
- Use APA style for scholarly writing.

Unit1: Theories, models, hypothesis, empirical reality, experimentation, Quasi Experimentation, Ethical issues in Research

Unit 2: Test Development.

Unit 3: Repeated measures designs, MANOVA and MANCOVA.

Unit 4: Discriminate Function Analysis and Cluster Analysis.

Unit 5: Factor Analysis.

#### **SPSS**

Using the SPSS package to analyze the data covers the Statistics course.

##### **TEXT BOOKS:**

- **Research methods in social sciences-Lee Ellies, Brown & Brachmarh**

- **Psychological testing-Anne Anastax-Preture Hall.**

#### **REFERENCE BOOKS**

- **Applied Multivariate statistical Analysis Statistical Analysis Johnson & Wichern-Prentice Hall of India.**
- **Personalities-P.K.Rath Concept Publishing Company**

### **Paper-II Health Psychology**

#### **Course Objectives:**

- To develop in students the capacity to critically evaluate research in health psychology and use this knowledge to develop evidence-informed interventions and client resources.
- To develop an understanding of the principles of inter-professional learning and practice.

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

- Demonstrate understanding of the biological, behavioural, cognitive and social determinants of health, and risk factors for health-compromising behaviours and strategies for their modification, across the lifespan.
- Demonstrate advanced knowledge of individual, group and community-based approaches to the prevention and management of major identifiable health conditions (acute and chronic).

1. Definition. The mind body relationship. Field of Health Psychology. Biopsychosocial model in health psychology. 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.
2. Health Behaviour and Primary interventions: Health behaviours, Changing Health Habits; Specific Health-Related Behaviours; Health Compromising Behaviours: Alcoholism and Smoking
3. Stress and Coping: Theoretical Contributions to the study of Stress; Sources of Stress; Moderators of Stress experience: Coping with stress, Coping and external resources; Coping outcomes, Coping interventions
4. Patient in the Treatment setting: Using Health services, Adherence to Treatment Regimens; Improving Adherence to treatment; the management of Pain and Discomfort; Clinical issues in pain management, Pain control techniques, Management of chronic pain.
5. Management of Chronic and Terminal illness: Personal issues in chronic disease; coping with chronic illness, Psychological interventions, Psychological issues in Advancing and

Terminal illness; Heart disease, Hypertension, Stroke and Diabetes;  
Psychoneuroimmunology, AIDS, Cancer and Arthritis

### **TEXT BOOKS**

- **Health psychology-Shelly. E. Taylor**
- **Introduction to Health Psychology-Linda Brannon, & Jess Feist**

### **REFERENCE BOOKS**

- **Health Psychology: Theory, Research and Practice;** David F. Marks, Michael Murray and Emeé Vida Estacio
- **Health Psychology: Biopsychosocial Interactions;** Edward P. Sarafino and Timothy W. Smith

### **Specialization: Counselling Psychology**

## **Paper-III COUNSELING PSYCHOLOGY**

### **Course Objectives:**

- To enhance the understanding and application of various research inquiry skills of professional psychology.
- To enable students to gain knowledge of and competence in diverse inquiry strategies and the ability to critically review and evaluate research literature related to Counseling Psychology.

### **Learning Outcomes:**

- Students will gain knowledge of and competence in the core areas of the practice of Counseling Psychology.
- Students demonstrate knowledge of and competence in the areas of clinical assessment, diagnosis, treatment and intervention.
- Students demonstrate knowledge of and competence in the area of supervision and consultation.

Unit-I      **Nature & Concepts of Counseling : definition and scope of counseling;**  
Counseling Process, Building Counseling relationship, Ethics, assessment,

Counseling interview, termination of counseling, Distinctions among Counseling; Guidance and psychotherapy; Major Characteristics of an effective counselor.

- Unit-II **Theoretical Approaches to Counseling:** Psychoanalytic, Affective, Cognitive and Behavioral. Gestalt Therapy, Person – centered, Rational Emotive Therapy, Cognitive- Behavioral Therapy, Reality Therapy, Transactional Analysis.
- Unit-III **Group Counseling and Cultural Perspectives in Counseling:** The place of Groups in counseling, Types of Groups; theoretical Approaches to Counseling in Groups; Issue in Group Counseling Qualities of effective Group Leaders. Counseling the Aged; Counseling Women and Men and Transgender
- Unit-IV **Family and Marriage Counseling:** Systems Approach to Family Counseling, Structural Family Therapy, Strategic family Therapy, Communication Approach, Virginia Satir's Conjoint Family Therapy Theories of Marriage Counseling. Issues of Adult sexuality, Socio Cultural Issues.
- Unit-V **Current trends in Counseling:** School and College Counseling, Career counseling, Substance Abuse Counseling, Counseling people with HIV/AIDS; Wellness and Lifestyle Management, gerontological Counseling, Counseling disaster affected people.

#### **TEXT BOOKS**

- Gladding,S.T(1992),**Counseling: A Comprehensive profession (2<sup>nd</sup> Ed.)**, Macmillan
- (ForUnit-1 (pp.5-7,21-26), Ch.-2(pp.33-47),Ch.3(pp.55-79),Ch.4 (pp.87-107), Ch.-5(pp.112-135)&Ch.6(pp.141-168);Unit 11 Ch.12 (pp.297-315) & Ch.-18 (pp.455-465); Unit 11;Ch.-16(pp.386-406) Unit IV: Ch.19 (pp.475-492) and Unit V. Chap-22 (pp.50-563).

#### **REFERENCE BOOKS:**

- Peterson, J.V., & Nisenholz, B. (1995). **Orientation to counseling (3<sup>rd</sup> Ed.)** Allyn & Bacon USA.
- Thompson, C.L., & Rudolph, L.B. (2000), **Counseling Children (6<sup>th</sup> Edition)**, Brooks & Core.

## **Specialization: Human Resource Psychology**

### **Paper III HUMAN RESOURCE PSYCHOLOGY**

#### **Course Objectives**

- To enable the students to understand the HR Management and system at various levels in general and in certain specific industries or organizations.
- To help the students focus on and analyse the issues and strategies required to select and develop manpower resources
- To develop relevant skills necessary for application in HR related issues

#### **Learning Outcomes**

On completion of this course, the students will be able

- To develop the understanding of the concept of human resource management and to understand its relevance in organizations.
- To develop necessary skill set for application of various HR issues.
- To analyze the strategic issues and strategies required to select and develop manpower resources.
- To integrate the knowledge of HR concepts to take correct business decisions.

Unit I: Environmental Context of Organisational Behaviour: Globalization ; Diversity in the Workplace ; Ethics and Ethical Behavior in Organizations; Organizational Context : Systems and Design; Systems Concepts of Organisations ; The Organizational Theory Foundation; Historical Roots; Modern Theoretical Foundation ;Organizational Behavior in the Learning Organization; Modern Organization Designs

Unit II: The Organizational Context: Culture and Reward Systems: Uniformity of Culture Creating and Maintaining and Changing a Culture; Pay: The Dominant Organizational Reward; Recognition as an Organizational Reward; Recognition versus Money

Unit III: Positive Organizational Behavior: Efficacy, Optimism, Happiness, Hope, Resiliency, Subjective Well-Being, Emotional Intelligence; Other Positive Constructs; Psychological Capital ; Contemporary Environment Demands ; Stress and Conflict ; Burnout, The Causes of Stress; Types of Conflict; The Effects of Stress and Intra-individual Conflict; Coping Strategies for Stress and Conflict

Unit IV: Managing And Leading for High Performance: Managing performance through Job design and Goal setting; Behavioral Performance Management; Critique of Reinforcement Theory; Reinforcement as Used in Behavioral Management; Application of Behavioral Management; Manufacturing versus Service Applications

Unit V: Effective Leadership Processes ; Modern Theoretical Processes of Leadership ; Leadership across Cultures ; Leadership Studies ; Leadership in the New Environment ;

Leadership Styles ;Leadership Styles in Perspective ; The Roles and Activities of Leadership ; Leadership Skills ; Contemporary Leadership Development

**TEXT BOOKS:**

- **Organisational Behaviour: Fred Luthans (Tenth edition) , Mcgraw-Hill**
- **Organisational Behaviour : Essential Theories of Process and Structure, John B.Miner , Prentice Hall (for Systems Concepts of Organisations in Unit 1)**

**REFERENCE BOOKS**

- **Organisational Behaviour: Stephen P. Robbins & Timothy A. Judge ;Pearson**
- **Work Psychology: Understanding Human Behaviour in the Workplace; John Arnold and Ray Randall with Fiona Patterson and others**

**Semester-II**

**Paper-IV**

**Seminar Presentation & Practice Teaching**

The students will choose any topic of their of 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. Practice Teaching will involve demonstration of actual classroom teaching which will be evaluated.

**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
- To learn and gain experience in classroom teaching effectiveness.

**Learning Outcomes:**

Students will be able to develop

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



**Paper V**  
**Term Paper**  
**(2 Nos)**

Students will submit **two** Term Papers which involve reviewing the literature on two specific topics in Psychology and report them in proper format. The aim is to learn the writing of Meta-analytic research papers which can be published. Term paper will require a student to review the earlier research done on a topic and summarise suitably like a publishable review paper.

**Course Objectives:**

- To make students develop insight into the method of systematic literature review on a specific topic and report it in proper format.
- To enable students to publish papers based on systematic literature review.

**Learning Outcomes:**

- Students will demonstrate the ability to critically evaluate and review current literature, and to identify gaps and directions for future research.
- Students will acquire the skills of writing and publishing meta-analytic research papers.

**Paper VI**  
**Thesis / Dissertation**

Students will complete a thesis / dissertation under the faculty supervision. The thesis will involve a student working towards a publishable research work.

**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

