



**RASHTRASANT TUKADOJI
MAHARAJ NAGPUR UNIVERSITY
NAGPUR**



MASTER OF ARTS

**Psychology
(Autonomous)**

W.e.f. the Year 2022-2023

PROGRAMME BROCHURE

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I. About the Department:

Department of Psychology

The Post Graduate Department of Psychology came into existence in 1963 and celebrated its golden -fiftieth year in 2014. It has an independent building in Mahatma Jyotiba Phuley Educational Campus of Rashtrasant Tukadoji Maharaj, Nagpur University, Nagpur, surrounded by beautiful greenery with built up area: 571.74sq.m. Main thrust, since its inception, was applied - knowledge and principles of psychology applied to real world society. The curriculum attempts to connect what students learn in the courses with actual/real issues. It has maintained its tradition of equal emphasis on experimentation as well as on applied areas.

The Department has a total strength of 8 teaching faculties, out of which currently there are 2 Assistant Professors. The teaching and research programme is supported by the technical staff at different levels. Apart from the Student Laboratory, meant for the practicum work for the students at the Master's level, we have a few research labs, equipped with necessary amenities. The Seminar Room is equipped with the State-of-the-Art facilities. Presently the best and latest technology gadgets have been procured and set up to enhance the teaching and research activities. One of the strength of the teaching programme is to establish interface with Industries and Organizations working in varied domains as hospitals, NGOs, Corporate Sectors etc. knowledge and skills through theoretical understanding and its practical implications.

The Departmental teaching, research and field training are centered around contemporary issues as stress and health, ageing, drug abuse, community mental health. From time to time, the Department organizes Conferences, Seminars, Workshops, etc. for the benefit of faculty and students.

2. PREAMBLE

In order to bridge the gap between the demand and supply of skills, the curriculum aims at understanding the dynamics of human behaviour in different areas and fields at the individual and social level as well as helping the students to equip themselves with skills necessary to face the umpteen challenges they have to face in day-to-day life as well as in their professional spheres. It also aims at facilitating the development of right attitudes, values and a sense of empowerment among students along with acquisition of sound knowledge base and its application especially in the field of Psychology.

The Department has the provision for inclusion of new courses and modification of present ones during a given academic year. While preparing the courses, element of interdisciplinary is also taken into account and embedded in the courses. For this, students are exposed to a variety of perspectives, pedagogy and their implications. The courses would allow students to nurture their academic interests in specialized domains of psychology, along with quest for personal growth and citizenship.

3. VISION

- Developing students awareness about their own strengths for their better well being
- Enabling the students with theoretical and practical knowledge of human behavior and mental processes so that they can use this knowledge efficiently to create positive environment.
- Helping students to learn and implement psychological principles in day to day life which will help them personally as well as professionally
- Helping students to have a positive and open mindset about the individual differences and mental health and illness, so that they can work efficiently as professionals in the areas such as schools, hospitals, organizations/ institutions, industries, NGO's etc.

MISSION

- To facilitate students growth to become eligible candidate for pursuing higher studies/ courses such as M.Phil, PhD in this institute or other institutes of repute in India or abroad.
- To help students compete for NET, SLET, to go for RCI or professional registration/ license.
- To help students become competent professional worker / psychologist in chosen vocation of her / his choice.
- To work for student's holistic development by engaging them in academics in classroom and laboratory; presenting seminars, case work, in addition co or extra – curricular activities such as psychological assessment of school children, clinical assessment of patients/ clients in the hospitals, in M.R. schools or institutes; visits to related institutes, assessment and or counseling workshops for various groups of people.
- To create, evolve and demonstrate the knowledge systems in the discipline of psychology that would promote, facilitate subjective strengths and individual specific potentials, as well as egalitarian concerns for maintaining collective existence. Courses should ensure cultural relevance and address other contemporary societal concerns in the program.

4. Structure of the Course

To achieve these objectives, the proposed curriculum would have the following structure:

- A. Core (Foundational) Courses
- B. Electives (Specialization)
- C. Open Electives (skill based papers)
- D. Skill Based Multidisciplinary Courses

1. Core courses of the curriculum are designed to promote common educational edifice without which a particular discipline cannot be taught. They are necessary as they enable the students to take up more specialized course of their choice later on.
2. Elective courses would cater to specialization in particular domains. They must highlight the conceptual foundations, pedagogical considerations and specific set of skills required within semester frame. They would strive to bring in a process orientation. These courses would be taught through workshop/experiential/reflective mode, and assessment would be done by process driven activities.
3. Open Elective courses were designed and developed keeping in view the market demands and core competencies available within the discipline of psychology, which would be taught with the blend of pedagogies relevant for psychology as a subject.
4. Skill Based Multidisciplinary Courses are designed for students to stand out to employers in the rich view of the world that they develop, the wide range of perspectives they will have encountered during their studies, and the combination of subject areas they have studied that could offer more flexible career choices.

5. Principles kept in mind while drafting the Course

1. These courses were designed and developed by smaller groups of faculty members. At least two faculty members were assigned the task of designing the Core and Elective papers. They were given the choice of co-opting experts in that domain.
2. The courses were designed to be commensurate with the credit system, which requires a minimum of 70-72 hours of active engagement over a semester.
3. The faculty decided in the beginning, through a number of deliberations, regarding number of elective papers. It is important to note here that India is a diverse country and expertise in all the optional papers may not be available in all the colleges and Universities across India. It was advised to create adequate options to provide a comprehensive coverage of the discipline and also to the institutions where it would/could be taught.

6. Eligibility for Admissions:

The eligibility for admissions shall be decided by the competent authority and shall be reflected in the Admission Brochure.

7. Introduction to Choice Based Credit System (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables the potential employers in assessing the performance of the candidates. Definitions:

- (i) 'Academic Programme' means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than one such Department/ Centre
- (ii) (ii) 'Course' means a segment of a subject that is part of an Academic Programme
- (iii) (iii) 'Programme Structure' means a list of courses (Core, Elective, Open Elective) that makes up an Academic Programme, specifying the syllabus, Credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc. prepared in conformity to University Rules, eligibility criteria for admission.
- (iv) (iv) 'Core Course' means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course
- (v) (v) 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre
- (vi) (vi) 'Open Elective' means an elective course which is available for students of all programs, including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.
- (vii) (vii) 'Credit' means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course, each credit will be evaluated for 25 marks.

- (viii) (viii) 'SGPA' means Semester Grade Point Average calculated for individual semester.
- (ix) (ix) 'CGPA' is Cumulative Grade Points Average calculated for all courses completed by the students at any point of time. CGPA is calculated each year for both the semesters clubbed together.
- (x) (x) 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is being given in Transcript form. To benefit the student a formula for conversion of Grand CGPA into %age marks is given in the Transcript

8. PROGRAMME OBJECTIVES

Our programme envisions-

- The students will be able to understand basic psychological concepts and have basic knowledge of psychological disorders and complex statistical concepts.
- The students will be able to identify different problems and plan intervention according to individual, group or community, keeping in mind the requirements and available resources.
- The students will be able to express their ideas in oral as well as written communication in an effective manner using appropriate channels. They will also develop the ability to listen to others and understand the other person's perspective and lead the communication towards the required way
- The students will be able to develop good social skills, the ability to work towards a common goal by contributing their best to the group. They will be able to understand group dynamics and group behavior and will adjust themselves accordingly.
- The students will be able to reflect on their own lived experiences as well as on social events. They will be able to have more sense of self awareness about their own qualities and contributions.
- The student will be able to use digital resources for presentations, using or accessing various quality information through digital libraries, research purposes, like drawing various graphs or using statistical tools, etc.
- The student will be able to work independently to access and identify appropriate resources required for a project and use them skillfully and manage a project
- The student will possess knowledge of various cultures, behaviors, values and beliefs of other people, and will be able to see these from a wider perspective and hence understand and deal with people in a healthy manner.

- The student will be able to develop sensitivity and understanding towards moral and ethical issues related to person or group and will consider these values while dealing with delicate issues throughout one's life.
- The student will be able to understand the psychology of group behaviour and group dynamics and will also have learned various strategies of group management and thus will be able to lead a group in such a way that s/he will be able to handle group issues and motivate groups to get the desired outcome/result.
- The student will be able to develop the attitude of learning new skills which are useful for personal, social, economic or cultural development and use the learning in their life with a sense of adaptability

9. PROGRAMME OFFERED AND CODES:

PGTD of Psychology shall offer the program as follows:

Program	Department code	Program code	Department	Faculty
MA	PY	PG	PGTD of Psychology	Humanities

SEMESTER SYSTEM:

The M. A. Psychology Programme is divided into Four Parts as under. Each Part will consist of two Semesters to be known as Semester-1 and Semester-2 in First Year, Semester-3 and Semester- 4 in Second Year respectively.

		Semester	Semester
Part I	First Year	Semester-1	Semester-2
Part II	Second Year	Semester-3	Semester-4

DURATION OF THE PROGRAMME

- The minimum duration for completion of a four semester PG Programme is **two years**. The maximum period for completion is 4 years.
- The duration of each semester shall be 90 working days, inclusive of examinations, summer and winter vacations spread over six months.
- Odd semesters shall be held from July to Dec and even semesters from January to June, subject to the academic calendar of the autonomous departments of the University.

**Faculty of Humanities Post Graduate
Courses Under Choice Based Credit System
(CBCS)
Semester-wise Course Structure of M. A. Psychology (w.e.f. 2022-23)**

Course Credit Scheme

The proposed semester wise distribution of courses/papers and credits are given in the following Table:

Se me ste r	Core Courses			Elective Courses			Open Electives			Skill Based Courses		Total Credits
	No. Papers	Credit	Total	No. Papers	Credit	Total	No. Papers	Credit	Total	No. Papers	Credit	
I	2+1 (Practical)	8+6	14	2	4+4	8	--	--	--	1	2	24
II	2+1 (Practical)	8+6	14	2	4+4	8	--	--	--	1	2	24
III	2+1 (Practical+ Internship)	8+4+2	14	1	4	4	1	4	4	1	2	24
IV	2+1 (Practical+ Dissertation)	8+4+2	14	1	4	4	1	4	4	1	2	24
												Total=96

Distribution of Credits

Subject Type	Core	Elective+ Open elective	Skill Based value added course	Practical + Internship+ Dissertation)	Audit	Total Credits
Credits	32	24+8=32 =32	8	24	00	96

Tabular Presentation of Course Credit Scheme

SEMESTERS →	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	Credit	Contact Hours per SEM/per week	Max Marks/per SEM
COURSES ↓							
Core Theory (2T)	8(C)	8(C)	8(C)	8(C)	32	8	100×2=200
Electives (1T)	4(C)	4(C)	4(C)	4(C)	16	4	100
Electives/Open Electives (1T)	Elective 4(C)	Elective 4(C)	4(C)	4(C)	16	4	100
Core Practicum (1L)	6(C)	6(C)	6(C)	6(C)	24	12	150
Skill based Credited Course (Compulsory) (1T of 2 Units)	Value added (Theory) 2(C) Self- Development & Self- Regulation Skills	Value added (Theory) 2(C) Time Management	Value added (Theory) 2(C) Computer Skills (Hands-on- Training)	Value added (Theory) 2(C) Effective Presentation Skills	8	2	50
Audit Course Compulsory (Non-Credited) Online/ MOOCs	Ability Enhancement (Theory)	Ability Enhancement (Theory)	Ability Enhancement (Theory)	Ability Enhancement (Theory)	--	--	SF
Total Credits per SEM	SEM1-24	SEM2-24	SEM3-24	SEM4-24	Total credits	Total Contact Hours	Total Max. Marks
Total Marks Per SEM	600	600	600	600			
Grand Total Max Marks: 2400					96	30	600

- For each Core and Elective Course (worth 4 Credits each), there will be 4 hours of theory teaching per week. For Lab (worth 1 Credit), there will be 2 hours of Lab work per week. Therefore, for 6 Credits Lab, there will be 12 hours of Lab work every week.
- Internship and Dissertation will be of 2+2=4 Credits.
- Electives and open elective will be of 4 Credits respectively. Open electives are multidisciplinary in nature. Students of other disciplines can also opt open electives.
- A Credited Value Added Skill Based Course (worth 2 Credits) are offered in all the Semesters, there will be 2 hours of theory teaching per week.
- Non-Credited Value Added Audit Courses are mandatory in all the Semesters through MOOCs. Students will have to earn satisfactory Grade (SF) in the audit course to become eligible for the award of the Degree as per R.4.6 of Direction No. 14 of 2022.

M.A. Psychology Semester I

Semester I											
Course Code	Course Type	Course Title	Teaching Scheme (Hrs/Week)			Credit	Examination Scheme		Total	Minimum Passing Marks 50%	
			Theory	Practical	Total		External Marks	Internal Assessment		Theory	Internal Assessment
MPY1T01	Core I	Cognitive Psychology	4	--	4	4	60	40	100	30	20
MPY1T02	Core II	Research Methods Statistics & Psychological Testing	4	--	4	4	60	40	100	30	20
MPY1E03 (A)	Elective I-a or Elective I-b	Personality Theories	4	--	4	4	60	40	100	30	20
MPY1E03 (B)		Developmental Psychology									
MPY1E04 (A)	Elective II-a or Elective II-b	Advanced Social Psychology	4	--	4	4	60	40	100	30	20
MPY1E04 (B)		Physiological Foundations of Psychological Processes									
MPY1P05	Practicum Core		--	12	12	6	90	60	150	45	30
MPY1S06	Skill Based (Compulsory)	Self-Development & Self-Regulation Skills	2	--	2	2	30	20	50	15	10
AC-101	Audit Course	MOOCs/ SWAYAM /Offline	--	--	--	--	--	--	--	Satisfactory Grade (SF)	
Total			18	12	30	24	360	240	600	180	120

Note:

1. Minimum passing marks in each head (Theory [External + Internal], Practical [External + Internal]) will be 50 % of the maximum marks prescribed.
2. Students can opt any one paper from both Elective I and Elective II.
3. Students will have to earn satisfactory Grade (SF) in the audit course to become eligible for the award of the Degree as per R.4.6 of Direction No. 14 of 2022.

M.A. Psychology Semester II

Semester II											
Course Code	Course Type	Course Title	Teaching Scheme (Hrs/Week)			Credit	Examination Scheme		Total	Minimum Passing Marks 50%	
			Theory	Practical	Total		External Marks	Internal Assessment		Theory	Internal Assessment
MPY2T01	Core I	Advanced General Psychology	4	--	4	4	60	40	100	30	20
MPY2T02	Core II	Research Designs	4	--	4	4	60	40	100	30	20
MPY2E03 (A)	Elective I-a or Elective I-b	Applied Personality Psychology	4	--	4	4	60	40	100	30	20
MPY2E03 (B)		Health and wellbeing									
MPY2E04 (A)	Elective II-a or Elective II-b	Issues in Social Behaviour	4	--	4	4	60	40	100	30	20
MPY2E04 (B)		Current Trends in Psychology									
MPY2P05	Practicum Core		--	12	12	6	90	60	150	45	30
MPY2S06	Skill Based (Compulsory)	Time Management	2	--	2	2	30	20	50	15	10
AC-201	Audit Course	MOOCs/ SWAYAM/Of fline	--	--	--	--	--	--	--	Satisfactory Grade (SF)	
Total			18	12	30	24	360	240	600	180	120

Note:

1. Minimum passing marks in each head (Theory [External + Internal], Practical [External + Internal]) will be 50 % of the maximum marks prescribed.
2. Students can opt any one paper from both Elective I and Elective II.
3. Students will have to earn satisfactory Grade (SF) in the audit course to become eligible for the award of the Degree as per R.4.6 of Direction No. 14 of 2022.

SEMESTER III
Stream-A (Clinical Psychology)
Optional Specialization

Semester III											
Course Code	Course Type	Course Title	Teaching Scheme (Hrs/Week)			Credit	Examination Scheme		Total	Minimum Passing Marks 50%	
			Theory	Practical	Total		External Marks	Internal Ass		Theory	Internal Ass\\
MPY3AT01	Core I	Abnormal Psychology	4	--	4	4	60	40	100	30	20
MPY3AT02	Core II	Psycho-diagnosis and Psychotherapy	4	--	4	4	60	40	100	30	20
MPY3AE03(A)	(Group A) Elective I -a	Health Psychology	4	--	4	4	60	40	100	30	20
MPY3AE03(B)	(Group A) Elective I -b	Psychological Testing in clinical Psychology -I									
MPY3AO04(A)	(Group B) Open Elective II- a	Introduction to SPSS	4	--	4	4	60	40	100	30	20
MPY3AO04(B)	(Group B) Open Elective II- b	Positive Psychology I									
MPY3AP05	Practicum Core + Internship		--	12	12	4+2=6	90	60	150	45	30
MPY3AS06	Skill Based(compulsory)	Computer Skills (Hands-On-Training)	2	--	2	2	30	20	50	15	10
AC-301	Audit Course	MOOCs/Offline	--	--	--	--	--	--	--	Satisfactory Grade (SF)	
Total			18	12	30	24	360	240	600	180	120

Note:

1. Minimum passing marks in each head (Theory [External + Internal], Practical [External + Internal]) will be 50 % of the maximum marks prescribed.
2. Group A is only for Psychology students. Students can opt any one paper from group A.
3. Group B is open elective for psychology students and other discipline students. Students can opt any one paper from group B.
4. Students shall have to do an internship of two weeks for 2 credits as per teacher's directions. Assessment of Internship (field training) shall be based on the Field training report provided by the student based upon the 2 weeks internship undertaken during summer vacation after SEM 2.

SEMESTER III
Stream-B (Counselling Psychology)
Optional Specialization

Semester III											
Course Code	Course Type	Course Title	Teaching Scheme (Hrs/Week)			Credit	Examination Scheme		Total	Minimum Passing Marks 50%	
			Theory	Practical	Total		External Marks	Internal Ass		Theory	Internal Assessment
MPY3BT01	Core I	Guidance and Counselling Psychology	4	--	4	4	60	40	100	30	20
MPY3BT02	Core II	Basic Counselling Skills	4	--	4	4	60	40	100	30	20
MPY3BE03 (A)	Group A Elective I-a	Educational and Career Guidance	4	--	4	4	60	40	100	30	20
MPY3BE03 (B)	Group A Elective I-b	Psychological Testing in Counselling I									
MPY3BO04 (A)	(Group B) Open Elective II-a	Introduction to SPSS	4	--	4	4	60	40	100	30	20
MPY3BO04 (B)	(Group B) Open Elective II-b	Positive Psychology I									
MPY3BP05	Practicum Core + Internship		--	12	12	4+2=6	90	60	150	45	30
MPY3BS06	Skill Based(compulsory)	Computer Skills (Hands-On-Training)	2	--	2	2	30	20	50	15	10
AC-301	Audit Course	MOOCs/Offline	--	--	--	--	--	--	--	Satisfactory Grade (SF)	
Total			18	12	30	24	360	240	600	180	120

Note:

1. Minimum passing marks in each head (Theory [External + Internal], Practical [External + Internal]) will be 50 % of the maximum marks prescribed.
2. Group A is only for Psychology students. Students can opt any one paper from group A.
3. Group B is open elective for psychology students and other discipline students. Students can opt any one paper from group B.
4. Students shall have to do an internship of two weeks for 2 credits as per teacher's directions. Assessment of Internship (field training) shall be based on the Field training report provided by the student based upon the 2 weeks internship undertaken during summer vacation after SEM 2.

SEMESTER III
Stream-C (Organizational Psychology and Human Resource Management)
Optional Specialization

Semester III											
Course Code	Course Type	Course Title	Teaching Scheme (Hrs/Week)			Credit	Examination Scheme		Total	Minimum Passing Marks 50%	
			Theory	Practical	Total		External Marks	Internal Ass		Theory	Internal Assessment
MPY3CT01	Core I	Human Resource Management	4	--	4	4	60	40	100	30	20
MPY3CT02	Core II	Organizational Behaviour	4	--	4	4	60	40	100	30	20
MPY3CE03(A)	Group A Elective I-a	Industrial Psychology	4	--	4	4	60	40	100	30	20
MPY3CE03(B)	Group A Elective I-b	Consumer Behaviour									
MPY3CO04(A)	(Group B) Open Elective II-a	Introduction to SPSS	4	--	4	4	60	40	100	30	20
MPY3CO04(B)	(Group B) Open Elective II-b	Positive Psychology I									
MPY3CP05	Practicum Core + Internship		--	12	12	4+2=6	90	60	150	45	30
MPY3CS06	Skill Based (compulsory)	Computer Skills (Hands-On-Training)	2	--	2	2	30	20	50	15	10
AC- 301	Audit Course	MOOCs/Offline	--	--	--	--	--	--	--	Satisfactory Grade (SF)	
Total			18	12	30	24	360	240	600	180	120

Note:

1. Minimum passing marks in each head (Theory [External + Internal], Practical [External + Internal]) will be 50 % of the maximum marks prescribed.
2. Group A is only for Psychology students. Students can opt any one paper from group A.
3. Group B is open elective for psychology students and other discipline students. Students can opt any one paper from group B.
4. Students shall have to do an internship of two weeks for 2 credits as per teacher's directions. Assessment of Internship (field training) shall be based on the Field training report provided by the student based upon the 2 weeks internship undertaken during summer vacation after SEM 2.

SEMESTER IV
Stream-A (Clinical Psychology)
Optional Specialization

Semester IV											
Course Code	Course Type	Course Title	Teaching Scheme (Hrs/Week)			Credit	Examination Scheme		Total	Minimum Passing Marks 50%	
			Theory	Practical	Total		External Marks	Internal Ass		Theory	Internal Assessment
MPY4AT01	Core I	Psychopathology	4	--	4	4	60	40	100	30	20
MPY4AT02	Core II	Therapeutic Intervention Strategies	4	--	4	4	60	40	100	30	20
MPY4AE03(A)	Group A Elective I-a	Community Mental Health and Medical Psychology	4	--	4	4	60	40	100	30	20
MPY4AE03(B)	Group A Elective I-b	Psychological Testing in clinical Psychology II									
MPY4AO04(A)	(Group B) Open Elective II-a	Analysis with SPSS	4	--	4	4	60	40	100	30	20
MPY4AO04(B)	(Group B) Open Elective II-b	Positive Psychology II									
MPY4AP05	Practicum Core + Dissertation)		--	12	12	4+2=6	90	60	150	45	30
MPY4AS06	Skill Based(compulsory)	Effective Presentation Skills	2	--	2	2	30	20	50	15	10
AC-401	Audit Course	MOOCs/Offline	--	--	--	--	--	--	--	Satisfactory Grade (SF)	
Total			18	12	30	24	360	240	600	180	120

Note:

1. Minimum passing marks in each head (Theory [External + Internal], Practical [External + Internal] will be 50 % of the maximum marks prescribed.
2. Group A is only for Psychology students. Students can opt any one paper from group A.
3. Group B is open elective for psychology students and other discipline students. Students can opt any one paper from group B.
4. Course of SPSS is designed to be compatible with demo version of SPSS.
5. Students shall carry out a Dissertation on 40 or above sample individually which carries 2 credits. They will finalize the topic in consultation with Head of the Department. The Dissertation may be started from Semester III. Assessment of the Dissertation shall be done on the basis of the report of Dissertation and viva-voce held by External and Internal Examiner.

SEMESTER IV
Stream-B (Counselling Psychology)
Optional Specialization

Semester IV											
Course Code	Course Type	Course Title	Teaching Scheme (Hrs/Week)			Credit	Examination Scheme		Total	Minimum Passing Marks 50%	
			Theory	Practical	Total		External Marks	Internal Ass		Theory	Internal Assessment
MPY4BT01	Core I	Psychological Disorders	4	--	4	4	60	40	100	30	20
MPY4BT02	Core II	Intervention Strategies in Counselling	4	--	4	4	60	40	100	30	20
MPY4BE03 (A)	Group A Elective I-a	Special Areas of Counselling	4	--	4	4	60	40	100	30	20
MPY4BE03 (B)	Group A Elective I-b	Psychological Testing in Counselling II									
MPY4BO04 (A)	(Group B) Open Elective II-a	Analysis with SPSS	4	--	4	4	60	40	100	30	20
MPY4BO04 (B)	(Group B) Open Elective II-b	Positive Psychology II									
MPY4BP05	Practicum Core+ Dissertation)		--	12	12	4+2=6	90	60	150	45	30
MPY4BS06	Skill Based(compulsory)	Effective Presentation Skills	2	--	2	2	30	20	50	15	10
AC-401	Audit Course	MOOCs/Offline	--	--	--	--	--	--	--	Satisfactory Grade (SF)	
Total			18	12	30	24	360	240	600	180	120

Note:

1. Minimum passing marks in each head (Theory [External + Internal], Practical [External + Internal]) will be 50 % of the maximum marks prescribed.
2. Group A is only for Psychology students. Students can opt any one paper from group A.
3. Group B is open elective for psychology students and other discipline students. Students can opt any one paper from group B.
4. Course of SPSS is designed to be compatible with demo version of SPSS.
5. Students shall carry out a Dissertation on 40 or above sample individually which carries 2 credits. They will finalize the topic in consultation with Head of the Department. The Dissertation may be started from Semester III. Assessment of the Dissertation shall be done on the basis of the report of Dissertation and viva-voce held by External and Internal Examiner.

SEMESTER IV
Stream-C (Organizational Psychology and Human Resource Management)
Optional Specialization

Semester IV											
Course Code	Course Type	Course Title	Teaching Scheme (Hrs/Week)			Credit	Examination Scheme		Total	Minimum Passing Marks 50%	
			Theory	Practical	Total		External Marks	Internal Ass		Theory	Internal Assessment
MPY4CT01	Core I	Organization Development	4	--	4	4	60	40	100	30	20
MPY4CT02	Core II	Employee Counselling	4	--	4	4	60	40	100	30	20
MPY4CE03(A)	Group A Elective I-a	Leadership and Communication in Organizations	4	--	4	4	60	40	100	30	20
MPY4CE03(B)	Group A Elective I-b	Organizational culture, organizational learning and organizational change									
MPY4CO04(A)	(Group B) Open Elective II-a	Analysis with SPSS	4	--	4	4	60	40	100	30	20
MPY4CO04(B)	(Group B) Open Elective II-b	Positive Psychology II									
MPY4CP05	Practicum Core+ Dissertation)		--	12	12	4+2=6	90	60	150	45	30
MPY4CS06	Skill Based(compulsory)	Effective Presentation Skills	2	--	2	2	30	20	50	15	10
AC-401	Audit Course	MOOCs/Offline	--	--	--	--	--	--	--	Satisfactory Grade (SF)	
Total			18	12	30	24	360	240	600	180	120

Note:

1. Minimum passing marks in each head (Theory [External + Internal], Practical [External + Internal]) will be 50 % of the maximum marks prescribed.
2. Group A is only for Psychology students. Students can opt any one paper from group A.
3. Group B is open elective for psychology students and other discipline students. Students can opt any one paper from group B.
4. Course of SPSS is designed to be compatible with demo version of SPSS.
5. Students shall carry out a Dissertation on 40 or above sample individually which carries 2 credits. They will finalize the topic in consultation with Head of the Department. The Dissertation may be started from Semester III. Assessment of the Dissertation shall be done on the basis of the report of Dissertation and viva-voce held by External and Internal Examiner.

Program at a Glance

Name of the program (Degree)	: M. A. (Psychology)
Faculty	: Humanities
Duration of the Program	: Two years (four semesters)
Medium of Instruction and Examination	: English
Exam Pattern	: 60: 40 (60 Theory and 40 marks
Continuous Internal Assessment)	
Passing standards	:50% in each Course (Internal + Theory Together)
Evaluation mode	: CGPA

About Course:

The syllabus framed for M.A. (Psychology) is in accordance with the instruction given in CBCS pattern. The syllabus is in three tier structure, core courses, skill based/elective courses and audit courses. Core Courses fulfill the requirement of syllabus for specialization in Psychology. Skill based and open elective courses from the syllabus cater the need of skill development in the students. Audit courses contribute to the overall development of student's personality. This syllabus is applicable from the Academic Session 2022-23 to Semester I, and will be applicable to succeeding semesters progressively.

In this world of globalization, the nature of job has become hybrid. Therefore, students are required such education which will help them in getting jobs in various sectors apart from teaching.

PROGRAM OUTCOMES

Name of Program: M.A. Psychology

No. Of Courses: 56

Targeted Graduate Attributes: Disciplinary Knowledge, Critical Thinking, Problem Solving, Analytical Reasoning, Research-related skills, Communication Skills, Cooperation/Teamwork, Scientific reasoning, Reflective thinking, Information/Digital literacy, Self-directed Learning, Multicultural Competence, Moral and Ethical Awareness, Leadership readiness/Qualities, Lifelong Learning.

	Graduate Attributes	Program Specific Outcomes
PSO1	Disciplinary Knowledge	The student will be able to understand basic psychological concepts and have basic knowledge of psychological disorders and complex statistical concepts.
PSO2	Critical Thinking	The student will be able to think critically about a body of knowledge, and will be able to critically evaluate theories, research articles, programs, etc.
PSO3	Problem Solving	The student will be able to identify different problems and plan intervention according to individual, group or community, keeping in mind the requirements and available resources.
PSO4	Analytical Reasoning	The students will be able to develop the ability to understand the reliability of any information be it qualitative or quantitative and also they will develop skills which will enable them to understand the client more appropriately.
PSO5	Research Related Skills	The student will be able to identify and define problems, formulate and test hypotheses, analyze, interpret and draw conclusions from data, predict cause and effect relationship and report the results of an experiment or research.
PSO6	Communication Skills	The student will be able to express their ideas in oral as well as written communication in an effective manner using appropriate channels. They will also develop the ability to listen to others and understand the other person's perspective and lead the communication towards the required way.
PSO7	Cooperation/Team Work	The student will be able to develop good social skills, the ability to work towards a common goal by contributing their best to the group. They will be able to understand group dynamics and group behavior and will adjust themselves accordingly.
PSO8	Scientific Reasoning	The student will be able to interpret, draw conclusions from qualitative or quantitative data and analyze and them from a scientific and reasoned perspective. They will also be able to critically evaluate such information or ideas and draw logical inferences.

PSO9	Reflective Thinking	The students will be able to reflect on their own lived experiences as well as on social events. They will be able to have more sense of self awareness about their own qualities and contributions.
PSO10	Information/Digital Literacy	The student will be able to use digital resources for presentations, using or accessing various quality information through digital libraries, research purposes, like drawing various graphs or using statistical tools, etc.
PSO11	Self-Directed Learning	The student will be able to work independently to access and identify appropriate resources required for a project and use them skillfully and manage a project through to completion.
PSO12	Multicultural Competence	The student will possess knowledge of various cultures, behaviors, values and beliefs of other people, and will be able to see these from a wider perspective and hence understand and deal with people in a healthy manner.
PSO13	Moral And Ethical Awareness/Reasoning	The student will be able to develop sensitivity and understanding towards moral and ethical issues related to person or group and will consider these values while dealing with delicate issues throughout one's life.
PSO14	Leadership Readiness/Qualities	The student will be able to understand the psychology of group behavior and group dynamics and will also have learned various strategies of group management and thus will be able to lead a group in such a way that s/he will be able to handle group issues and motivate groups to get the desired outcome/result.
PSO15	Lifelong Learning	The student will be able to develop the attitude of learning new skills which are useful for personal, social, economic or cultural development and use the learning in their life with a sense of adaptability.

M.A. Psychology Semester I –Core Paper I

Cognitive Psychology

Course Code: MPY1T01

Credit: 4

Objectives:

This course is designed to provide a comprehensive overview of topics related to the Cognitive psychology, information-processing mechanisms of the mind, functioning of brain, understanding about metacognition and metamemory. This course also focuses on, thinking, Problem solving and decision making. As cognitive processes serve as basics for all human behaviour so the main objective of the course is to give an overview on the theoretical frames of cognitive psychology, with its basic concepts.

Outcomes:

- Students will gain a basic understanding of cognitive psychology and some of the underlying concepts regarding Cognition and cognitive neuroscience. Students will be able to explain how human brain actively process the information gained from the environment.
- Students will be able to understand and describe the basic concepts and phenomena of metacognition and metamemory.
- Students will be able to identify and describe the basic skills and strategies of problem solving involved in creative thinking and they will be able to discussion about decision making.
- Students will be able to think critically and scientifically about everyday cognitive problems so that they can try to generate effective solutions for themselves.

UNIT 1

- a) Cognitive psychology: Introduction and its historical antecedents – Philosophical: Rationalism and Empiricism, Psychological, Cognitive Revolution.
- b) Characteristics of human information processing: feature analysis, hierarchical organization, parallel processing.

UNIT 2

- a) Perception: Principals of perceptual organization, Error in perception, Factors affecting perception.
- b) Thinking and Problem Solving process, Decision Making.

UNIT3

- a) Metacognition: Definition of metacognition: knowledge, monitoring and control.
- b) Meta-memory: judgment of learning, feeling of knowing. (Illusion of knowledge)
- c) Tip of the tongue phenomenon, Meta comprehension, Application of metacognition

UNIT4

- a) Cognitive neuroscience: brain lesion, brain imaging
- b) Biological Basis of Behavior: Structure, parts & functions of Nervous System & Glands.

Books Recommended:

- Matlin, M. W. (2009). *Cognition*. New Jersey, USA: John Wiley & sons.
- Groome, D. & Eysenck, M. W. (2016). *An Introduction to Applied Cognitive Psychology*. London; Routledge, Taylor & Francis.
- Solso, R.L. (2004). *Cognitive Psychology* (6th ed). Delhi: Pearson Education.
- Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). *Psychology* (8th Ed.). N.Y.: Houghton Mifflin
- Smith, E. E. &Kosslyn, S. M. (2014). *Cognitive Psychology: Mind and Brain*. Pearson Educating Limited, Edinburg Gate Harlow.
- Baron, R. (2004). *Psychology*. New Delhi: Prentice – Hall of India.
- Galloti, K. M. (2006). *Cognitive psychology In and Out of the Laboratory*. USA: Wadsworth/ Thomson Learning.
- Glass, Lewis, A, Hylock, James,K. (1986). *Cognition*. McGraw Hill book company
- Myers, D. G. (2013). *Psychology*. (10 Ed); International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013
- Borude, R.R (2005). *Bodhanik Manasashastra*. Chhaya Prakashan (Marathi).

M.A. Psychology Semester I -Core Paper – II
Research Methods, Statistics & Psychological Testing

Course Code- MPY1T02

Credit: 4

Objectives:

Basic knowledge, research related skills, critical thinking, self-directed learning for lifelong acquisition and learning through Scientific thinking & common-sense thinking. Critical thinking, analytical reasoning, research related skills, scientific reasoning enabling students to start experimentation, introduction of testing tools aiding students for critical thinking, analytical reasoning, scientific reasoning, research related skills, self-directed learning through the genesis, and procedure & process introduction of tests, introduction of statistical tools to equip students for problem solving, scientific reasoning & self-directed learning.

Outcomes:

- Adopts scientific approach to the subject of research in Psychology
- Is able to apply appropriate research methods to different research problems
- Is able to use basic experimental designs
- Is acquainted with qualitative methodology to be used in research

UNIT 1

- a) Scientific thinking and common sense thinking,
- b) Problem: concept, criteria and sources;
- c) Hypothesis: concept, criteria, types, sources and information; significance of problem and hypothesis in psychological research.

UNIT 2

- a) Experimentation in Psychology
- b) Psychological Research Process: Purpose, Nature of variables; Techniques of experimental manipulation, Impact and control in experiment. Sources of bias, Ethical issues in Psychological research.

UNIT 3

- a) Psychological Testing: Function and origins of psychological testing; Nature and the use of Psychological test; Social and ethical implications of testing.
- b) Standardized Test: Its meaning, its psychometric properties; item analysis, validity and reliability; basic concept of measurement and interpretation; norms and interpretation of test scores.

UNIT 4

- a) Parametric and Non parametric Methods
- b) Significance of difference between two independent means. i) When mean is independent & N is small ii) when N is large significance of difference between means correlated
- c) Correlation: i) Product moment, ii) Rank difference, iii) Biserial, iv) Phi
- d) Sample: Meaning, Sample Method, Types of Sample, Effect size, Sample size.
- e) Standard score: Meaning, Types, percentile.

Books Recommended:

- Kerlinger, F.N. (1973). *Foundation of Behavioural Research* (2nd Ed.). N.Y.: Holt Rinehart & Wilson
- Borude, R.R (2005). *Bodhanik Manasashastra*. Chhaya Prakashan (Marathi).
- Desai, B. and Abhyankar, S. C. (2010). *Prayogik Manasashastra ani Sanshodhan Paddhati*. Pune: Narendra Prakashan. (Marathi)
- Kothari, C. R. (1985). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.
- Anastasi, A., Urbina, S. (2004). *Psychological Testing* (7th Ed.). India: Pearson Education Pvt. Ltd. (Indian Branch
- Guilford, J.P. & Fruchter, B. (1978). *Fundamental Statistics in Psychology and Education* (6th Ed.). N.Y.: McGraw Hill
- Mangal, S. K. (2007). *Statistics in Psychology and Education* (2nd Ed.). New Delhi: Prentice Hall of India.
- King, B. M. & Minium, E.M. (2003). *Statistical Reasoning in Psychology and Education* (4th Ed.). U.S.A.: John Wiley & Sons
- Aron, A., Aron, E.N. (1994). *Statistics for Psychology*. U.K.: Prentice Hall
- Scott, W. A. & Wertheimer, M. (1962). *Introduction to Psychological Research*. N.Y.: John Wiley & Sons

M.A. Psychology Semester I - Paper – III, Elective I-a

Personality Theories

Course Code- MPY1E03 (A)

Credit: 4

Objectives:

Introduction to the disciplinary knowledge of a personality, for the students to enable themselves for reflective thinking and thus preparing themselves for lifelong learning of critical thinking, analytical reasoning and problem solving. A Psychodynamic approach (one of the ways to theorize and understand development of a personality) devised. An Ego-Psychology approach (one of the ways to theorize and understand development of a personality) devised. Trait & Type approach (one of the ways to theorize and understand development of a personality) devised.

Outcomes:

- To give a brief of psychological construct of a personality.
- To introduce various school of thoughts and theories in order to create a fundamental of foundations of the subject, on which the foundation of the subject have been construed.
- To help student gain clearer insight in understanding human behavior in multiple determinants of personality.
- To provide solid foundation for further study and evaluation of human behavior.

UNIT 1

- a) Personality Psychology: Introduction to the discipline. The concept of personality (meaning, definition).
- b) Theories of personality, Components of personality theory/ies. Criteria for evaluating personality theories. Different orientations in personality theories.

UNIT 2

- a) The psychodynamic approach to personality: Sigmund Freud, Carl Jung, Alfred Adler

UNIT 3

- a) Ego psychology: Hartman, A. Freud, Erikson, Mahler

UNIT 4

- a) Trait and Type Approach: Cattell's trait approach, Eysenck's Trait – Type approach
- b) The Five Robust Factors – Super traits

Books Recommended:

- Ewen R. B. (1988) An introduction to theories of personality. 6rdedn. Lawrence Erlbaum Associates Inc. Mahwah New Jersey, London
- Hjelle, L. A. and Ziegler, D. J. (1992) Personality Theories. Basic assumptions, research and Applications, 3rded. McGraw-Hill Inc. International Edition.
- Pervin, L. a Personality: Theory and Research, (1991) 6thedn, John Wiley & Sons, Inc. U.S.A.
- Pervin, L (2003). The Science of Personality. 2nded. Oxford University Press. New York
- Hall, C. s. & Linzey, G. (1991) Theories of Personality, 3rded. John Wiley & Sons, Inc. U.S.A

M.A. Psychology Semester I - Paper – III, Elective I-b

Developmental psychology

Course Code- MPY1E03 (B)

Credit: 4

Objectives:

The course has been designed with an objective to provide a good knowledge base in the area of developmental psychology. It aims to cover the conceptual issues, theories, current and changing perspectives on human development. Further, the focus is on certain selected themes which have drawn the attention of development psychologist's world over and on their research contribution which have enriched the understanding of human development.

Outcomes:

- Students will be able explain the basic concepts of developmental psychology, research methods and developmental theories.
- Students will be able to describe the importance of the prenatal development.
- Students will be able to explain the suitable physical, cognitive and explain socio-emotional features in infancy and early childhood
- They will be able to view different approaches to a personality and its growth and development.

UNIT 1

- Concepts, trends and issues in human development
Life span development psychology; modern approaches to life span development; life span development and culture
- Stages of human development and salient characteristics
Prenatal to adolescence
Adulthood to aging

UNIT 2

- Cognitive Development
Theories of Werner, and Piaget
Information processing approaches
Vygotsky's social-historical development
Cultural factors in cognitive development

UNIT 3

- Moral Development
Piagetian contribution
Kohlberg's theory of moral reasoning
Turiel's constructivist /interaction theory
Shweder's social communication theory

UNIT 4

- Socialization and the institutions of society
Concepts of socialization
Psychological approach to socialization
Enculturation, socialization and acculturation
Eco-cultural perspectives
Parenting styles, Socialization in the Indian context

Books Recommended:

1. Berk, L.E. (1999). Child Development, 3rd.Ed. New Delhi: Prentice Hall.
2. Berk, L.E. (2004). Development through the Life Span, Pearson Education. Inc.
3. Berry, J.W., Poortinga, Y.H., ;Segall, M.H., & Dasen, P.R. (2002). Cross-Cultural Psychology: Cambridge University Press.
4. Kakar, S. (1979). Indian Childhood: Cultural Ideals and Social Reality. Delhi: Oxford University Press.
5. Saraswati, T.S. (Ed.) (2003). Cross-Cultural Perspectives in Human Development: Theory Research and Applications. Sage: New Delhi.
6. William, Crain. (2005). Theories of Development: Concepts and Applications. Pearson Education: New Jersey.

Chapters from books:

7. Baltes, P.B., & Brim, O.G. Jr. (1979). Life Span Development & Behavior, Vol. II. New York; Academic Press.
 - a. Life-Span Developmental Psychology: Some Converging Observations on History and Theory. Paul B Baltes, Pp.256-274.
8. Pawlik, K. & Rozenzweig, M. R. (2000). The International Handbook of Psychology, pp.235-260. London: Sage.
 - a. Developmental Psychology I: Prenatal To Adolescence: Heidi Keller
 - b. Developmental Psychology II: Adult hood And Aging: Lea Pulkkinen

M.A. Psychology Semester I - Paper – IV, Elective –II a

Advanced Social Psychology

Course Code: MPY1E04 (A)

Credit: 4

Objectives:

Introduction to the disciplinary knowledge of what social psychology is and what does it deal with enabling student to understand different perspectives that involve reflective thinking, multicultural competence, moral & ethical awareness/reasoning & lifelong learning. Study of drivers of a person through introduction of its tools through communication skills, analytical reasoning, reflective thinking, moral & ethical awareness/reasoning and leadership qualities/readiness. Understanding the nature of real-world problems, both current and the one's which are to be the future threats to stimulate students' thinking to critically think about them, analyses the causes, do scientific due diligence through scientific reasoning keeping in mind moral & ethical awareness/reasoning and looking for probable solutions through team work/cooperative problem solving.

Outcomes:

- To study various social perspectives, aspects of behavior and their underlying constructs from group to global purview.
- Collaboration, cooperation and realizing the power of groups and community.
- Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
- Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.

UNIT 1

- a) Scope & Goals of Application of Social Psychology.
- b) Social psychology: definition, nature, scope and goals of social psychology.
- c) Social psychology in the new millennium: cognitive perspective, multicultural perspective, biological and evolutionary perspective.

UNIT 2

- a) Social Cognition: Schema, Schematic Processing,
- b) Attitude and behaviour.
- c) Attributing Casualty, Fundamental Attribution.
- d) Formation of attitudes Behaviour. Reduction of error in social cognition
- e) How attitude influences behaviour, attitude change

UNIT 3

- a) Social psychology and sustainable future
- b) Global crisis: sustainable life styles, creating incentives to conserve.
- c) Psychology of materialism and wealth.
- d) Creating sustainable future: adjusting adaptations and comparisons.

UNIT 4

Aggression: theoretical perspectives, determinants of aggression and its causes.

- a) The prevention and control of human aggression: punishment, catharsis, cognitive intervention and other techniques.

Books recommended:

- Myers, D.G. (2005). *Social psychology*. New Delhi; Tata McGraw- Hill.
- Baron, R.A., Byrne, D. (2003). *Social Psychology*. New Delhi: Prentice – Hall of India.
- Schneider, W.F., Gruman, J.A., Coutts, L.M. (2005). *Applied Social Psychology; Understanding and Addressing Practical Problems*. Sage Pub. @ www.sagepublications.com
- Tripathi, R.C. (1988). *Applied Social Psychology*. In J. Pandey. (Ed.) *Psychology in India: The state-of-the art*. (pp. 95 -157). New Delhi: Sage Pub.
- Dalal & Misra, G. (Ed.) (1990). *Applied social psychology in India*. New Delhi: Sage.
- A.K. Singh. (2015). *Social Psychology*. India: PHI Learning pub.

M.A. Psychology Semester I - Paper – IV, Elective –II b

Physiological Foundations of Psychological Processes

Course Code: MPY1E04 (B)

Credit: 4

Course objectives:

The main objective of this course is to familiarize students with the basic structure, functions and anatomy of the physiological systems involved in different psychological processes, such as learning, memory and emotions. The course will provide basic understanding of neural functioning and the role of different brain areas in cognitive and affective processes. The role of biological factors in psychopathology will also be addressed.

Outcomes:

- To discover the physiology of the nervous system, including an understanding of the neuron, the nerve impulse, and the synapse.
- To determine the divisions of the nervous system from the spinal cord to the different parts of the brain as well as nervous system development.
- To introduce the different physiological systems involved in behaviour (e.g., vision, hearing, language, etc.)
- To integrate the behavioural consequences of damage to the physiological system.

UNIT 1

- Nature of Physiological Psychology
- Biological roots
- Methods
- Structure and Functions of the cells of the Nervous System
- Cells of the Nervous System
- Communication within a neuron
- Communication between neurons

UNIT 2: Structure of the Nervous System

- Cerebral cortex: anatomical and functional subdivisions
- Limbic system, basal ganglia, hippocampus, hypothalamus, and diencephalon
- Brain stem
- Cerebellum
- Spinal cord
- Autonomic nervous system

UNIT 3: Neurophysiological structures underlying learning, memory and emotional behaviour

- Learning and synaptic plasticity: Long-term potentiation, NMDA receptors, mechanisms of synaptic plasticity
- Relational learning: Anterograde amnesia, anatomy of anterograde amnesia
- Emotions as response patterns: The role of the amygdala in fear, anger, and aggression

UNIT 4: Understanding Psychiatric Disorders

- Psychotic disorders
- Mood disorders
- Anxiety disorders

References

1. Beaty, J. (2001). *The Human Brain: Essentials of Behavioural Neuroscience*. Thousand Oaks: Sage Publications.
2. Carlson, N.R. (1999). *Foundations of Physiological Psychology*. Boston: Allyn& Bacon.
3. Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2002). *Cognitive Neuroscience: The biology of the mind*. New York: W.W. Norton & Company.

M.A. Psychology Semester I - Paper – V

Psychology Practicum

Course Code -MPY1P05

Credit: 6

Objectives:

Teaching the students to observe and identify the current situation that might be transformed in a healthier and/or curative and corrective way through a mini-field study. Learn to prepare questionnaires and collect primary data. Synthesize the collected data into information to be used for scientific reasoning with the help of statistical tools. Infer the outcome and opine on befitting solutions, next steps; curative and corrective based on the learning acquired through the semester.

Outcomes:

- Students will be able to learn about conducting experiments
- Students will learn about the nature and types of variables.
- Students will get to know about preparing questionnaires, data collection and data analysis.

1) Skill Based Program-

Each student shall conduct five laboratory experiments and submit their reports. (*Experiments to be conducted will be decided by concerned teachers' committee.*)

2) Activity Based Program-

Each student shall do one Mini field study related to attitudes/current psychological issues and submit their reports. (*Topics/areas for field study will be decided by the student(s) in consultation with concerned teachers' committee.*)

Distribution of marks:

External Marks Distribution (90)					Internal Marks Distribution (60)		
Conduct of Experiment	Report	Viva-Voce	Field Study Report	Total	Record Book	Attendance	Total
20	20	20	30	90	30	30	60
Total= 150							

M.A. Psychology Semester I - Paper – VI
Skill Based
Self-Development & Self-Regulation

Course Code: MPY1S06

Credits: 2

Objectives:

The course contents will help the students to monitor and control their cognition, motivation and behaviour in order to achieve certain goals.

Outcomes:

- The course will help students appreciate the ‘Self’ so that he can improve himself in today’s competitive world for a better living.
- Students can learn to regulate or manage their behaviour that can be helpful in associating with good health outcomes and improving relationship in day to day life.

Unit I: Self-Development

- a. Self-awareness,
- b. Self-Control
- c. Self-discipline
- d. Self-empowerment.

Unit II: Emotional and Behavioural Self-Regulation

- a. Emotional Intelligence
- b. Cognitive Emotion Regulation

Books Recommended –

- Goleman D (2006) Social intelligence: the new science of social relationships. Bantam Books
- Serrat, O. (2017). Understanding and Developing Emotional Intelligence. In: Knowledge Solutions. Springer, Singapore.
- Panadero, E., and Alonso-Tapia, J. (2014). How do students self-regulate? Review of Zimmerman’s cyclical model of self-regulated learning. Anal. Psicol. 30, 450–462.

M.A. Psychology Semester II: Core Paper I

Advanced General Psychology

Course Code: MPY2T01

Credits: 4

Objectives:

This course will introduce core issues, theories, and experimental findings in General psychology. Topics to be covered include intelligence, memory, emotions, motivations, consciousness, and human development. The goal of the course is to develop a deep understanding of psychological theories, concepts, and their applications.

Outcomes:

- Students will be able to understand the concept of Intelligence, theories of Intelligence, types of intelligence and creativity
- Students will be able to understand and describe the basic concepts and phenomena of memory research and theory
- Students will be able to identify and describe the basic elements of emotion and motivation
- Students will be able to comprehend Human Development throughout the Life span.

UNIT 1

- a) Biological bases of intelligence: nature & nurture
- b) Theories of intelligence, diversity of mental abilities.
- c) Contextual intelligence, Perceived intelligence, Artificial intelligence
- d) Creativity: meaning, components and process, Creativity and intelligence relationship, Brain storming

UNIT-2

- a) Memory: Biological bases of memory, models of memory, information processing approach to memory, Memory improvement techniques
- b) Forgetting: causes and Theories of forgetting: Psychoanalytical, Trace, Decay, Interference.
- c) Emotion: physiological bases of emotion, Theories of emotion: evolutionary, neo-jamesian, and cognitive.
- d) Motivation: process of motivation, theories of motivation.

UNIT-3

- a) Altered States of consciousness: sleep, hypnosis, drug induced alteration, meditation
- b) Forensic Psychology: Meaning, Nature, scope, applications, Lie detection, eye witness testimony, Psychological autopsy.

UNIT-4

Human development

- a) Adolescence: physical, cognitive, social and emotional development, anxiety and problems faced by Adolescence.
- b) Adulthood and aging: theories of aging, Death and bereavement.

Books Recommended

- Matlin, M. W. (2009) *Cognition*, John Wiley & Sons, Inc. U.S.A.
- Baron, R. (2004). *Psychology*. New Delhi: Prentice – Hall of India.
- Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). *Psychology* (8th Ed.). N.Y.: Houghton Mifflin
- Snyder, C. R., Lopez, S. J. (2007). *Positive Psychology; The Scientific and Practical Explorations of Human Strengths*, Sage publications
- Kassir, S. (1998.) *Psychology*, (2Ed), Prentice Hall Inc, New Jersey.
- Coon, D. (2000). *Essentials of Psychology: Exploration and Application*, (8Ed), Wadsworth, USA.
- Santrock, J.W. (2011). *Life-Span Development*. New Delhi: Tata McGraw Hill
- Cooper, J.R., Bloom, F. E. & Roth, R.H. (2002). *The Biochemical basis of Neuropharmacology*. London: Oxford University Press.
- McKim, W.A. (1986). *Drugs and behavior: An introduction to behavioral pharmacology*. Englewood Cliffs, N.J.: Prentice –Hall.
- Otto, R.K., Weiner, I.B (2013). *The Handbook of Forensic Psychology* (4th Ed). John Wiley & Sons, Inc., Hoboken, New Jersey

M.A. Psychology Semester II – Core Paper – II

Research Designs

Course Code: MPY2T02

Credits: 4

Objectives:

To familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research. Psychological Research & Statistics; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales. Organizing Qualitative Data; Constructing a grouped frequency distribution, a relative frequency distribution and a cumulative frequency distribution; Computation of Percentiles and Percentile Ranks. The Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding areas when the score is known; The Standard Normal Curve: Finding scores when the area is known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis). Random Sampling; Using a Table of Random Numbers; The Random Sampling Distribution of the Mean: An Introduction; Characteristics of the Random Sampling Distribution of the Mean; Using the Sampling Distribution of Sample Means to Determine the Probability for Different Ranges of Values of Sample Mean; Random Sampling With and Without Replacement.

Outcomes:

- In order for the students to deal with the subjectivity of the subject and dynamism of its nature, the students learn scientific reasoning models of research, its types and the types of designs used therein in the field of Psychology.
- For the framework of the data synthesis, a variety of the designs are introduced to them which they can employ based on the nature of the problem construct, the variables, the desired dimension of outcome & formulation of hypothesis.
- Evaluation methods corresponding to the frameworks devised in the forms of research designs are thus studied for appropriate research process.
- The last & the most crucial stage of the research being the analyses of the above-mentioned research processes play a key role and thus are demonstrated to the students completing the research; enabling them to give it a concise shape in the form of a report. The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Variance only; Comparison of t and F.

UNIT 1

- a) Nature of research and its process
- b) Experimental research and field experiment
Between and within group designs (single factor)
- c) Significance of difference between means

UNIT 2

- a) Randomized block design, Nested design, Factorial design [fixed model], Latin square design, ANCOVA.
- b) Quasi Experimental Designs, Non Equivalent control group designs; Time series designs, Pre-Posttest design, Case study, Longitudinal, Cross-sectional, Panel design, correlational research, survey research

UNIT 3

- a) Qualitative research method: Program evaluation, Grounded theory, Discourse (content) analysis, Narrative method

UNIT 4

- a) Analysis: meta- analysis, trend analysis, analysis of qualitative data, Interpretation, meaning, description vs. discussion, narrow vs. broad.
- b) Research report writing: principles and structure

Books Recommended:

- Banister, P., Burman, E., Parker, I., Taylor, M., & Tindall, C. (1994). *Qualitative Methods in Psychology: A Research Guide*. Philadelphia: Open University Press.
- Broota, K.D. (1992). *Experimental Designs in Behavioural Research*. New Delhi: Wiley Eastern.
- Camic, P.M., Rhodes, J.E., Yardley, S. (Eds.) (2003). *Qualitative Researches in Psychology*. Washington D.C.: APA
- Glaser, B. G. & Strauss, A. L. (1973). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine Pub.
- Goodwin, C. J. (1995). *Research in Psychology Methods and Design*. New York: John Wiley & Sons.
- Helode R.D. (2012) *Basic of research in behavioural science*. Psycoscan ,58, Laxminagar, wardha.
- Kaplil., H. K. (2007). *Research Methods (In Behavioural Science)* (13th Ed). Agra: H.P. Bhargava Book House
- Shaughnessy, J.J. & Zechmeister E. B. (1997). *Research Methods in Psychology* (4th Ed.). N.Y.: McGraw Hill
- Winer, B.J. (1971). *Statistical Principles in Experimental Design*. N.Y.: McGraw Hill

M.A. Psychology Semester II - Paper III, elective I –a

Applied Personality Psychology

Course Code: MPY2E03 (A)

Credits: 4

Objectives:

To provides insights about personality psychology as a meeting point amid various fields of psychology.

Outcomes:

- Appreciating conceptualizations of personality in the Western as well as Eastern traditions. Understanding self and personality through Eastern perspectives such as Mimamsa, Vedanta, Samkhya, Yoga, Buddhist and Sufi traditions.
- Developing a critical understanding of personality through various Western approaches including type and trait, psychoanalytic, socio-cognitive and humanistic.
- Understanding biological and environmental influences on personality development. Fostering an applied perspective by engaging students in a discussion about the everyday applications of various personality theories.
- Will be able to understand anti-social and deviant personality behaviour.

UNIT 1

- a) Behavioural Approach, The behavioural view of the person: B. F. Skinner- radical Behaviourism-Albert Bandura, Julian Rotter
- b) A Cognitive theory of personality: George Kelly. The psychology of personal constructs

UNIT 2

- a) Humanistic approach: C. R. Rogers, Abraham Maslow
- b) Existential Approach: Rollo May, Vicktor Frankle

UNIT 3

The Indian Perspective of Psychology:

- i) Sri Aurobindo 's Integral yoga,
- ii) Mediation, Spirituality, Abhidhamma: Gautam Buddha
- iii) Self and Personality in Indian context, Guna theory

UNIT 4

- a) The psychology of women, A relational approach – Miller
- b) The ideals of personality; the Mature person [Allport], Fully Functioning person [Rogers], Self-actualizer [Maslow],
- c) Personality and deviant behavior) Crime and Personality; ii) Personality Modification in the criminal justice system.

Books Recommended

- Ewen R. B. (2003) An Introduction to theories of personality. 3rded. Lawrence Erlbaum Associates Inc. Hillsdale, New Jersey, London
- Hall, C. s. & Linzey, G. (1991) Theories of Personality, 3rded. John Wiley & Sons, Inc. U.S.A.
- Pervin, L. (1991). Personality: Theory and Research. 6thed, John Wiley & Sons, Inc. U.S.A.
- Tilak B. G. (1986) GeetaRahasya or Karma Yoga Rahasya, B. s. Sukhtankar (Eng. Tra.) 6th ed Geeta printers, Pune, India
- Sri Aurobindo, The synthesis of Yoga (1970 - 73) Sri Aurobindo Birth Centenary Library, Sri Aurobindo Ashram Press, Pondicherry, India
- Pandey, J. (ed.) (2001) Personality and Health Psychology in Psychology in India Revisited. Developments in the discipline, sage Publication India Pvt ltd. New Delhi. India.
- Nithiyanandan, V. (2008) Buddhist and western psychology comparative study. Global vision publishing house
- Pervin, L (2003). The Science of Personality. 2ndedn. Oxford University Press. New York
- Larsen, R. J., & Buss, D. M. (2013). Personality Psychology: Domains of knowledge about human nature (5th ed.). New York: McGraw Hill.

M.A. Psychology Semester II - Paper III, elective I –b

HEALTH AND WELLBEING

Course Code: MPY2E03 (B)

Credit: 4

Objective – To understand the spectrum of health and illness for better health management.

Outcomes:

- To ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.
- It promotes confidence, independent thinking and positive attitudes and dispositions.
- It experiences personal achievement and build resilience and confidence
- To understand and develop physical, mental and spiritual wellbeing and social skills

UNIT 1 – Illness, Health and Well being

Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and wellbeing.

UNIT 2 – Stress and Coping

Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

UNIT 3 – Health Management

Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management

Unit 4 – Human strengths and life enhancement

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

References –

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
- DiMatteo, M.R. & Martin, L.R. (2002). Health psychology. New Delhi: Pearson.
- Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton
- Hick, J.W. (2005). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press.
- Misra, G. (1999). Stress and Health. New Delhi: Concept.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.). NY: Wiley.
- Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

M.A. Psychology Semester II - Paper IV, Elective II-a

Issues in Social Behaviour

Course Code: MPY2E04 (A)

Credit: 4

Objectives:

To develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society. Introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations. The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology; Areas of application: Health, Law, Workplace. Social psychology and sustainable future. Self-concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change. Social interaction and Influence: Interpersonal attraction, Pro-Social Behaviour, Aggression, Social influence. Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations- prejudice, inter-group conflict, Intervention techniques.

Outcomes:

- Understanding the basic social psychological concepts and familiarize with relevant methods. Understanding the applications of social psychology to social issues like gender, environment, health, intergroup conflicts, etc.
- To study various issues prevalent in the society, introduction of group dynamics and effects of behaviour on people under different circumstances originating from subjective circumstantial cognition.
- In a societal setting, a lot of problems are bound to happen as there is a possibility of prejudice in such dimension; thus, the concept of prejudice is studied through its conception to the mechanisms to the techniques countering & combating prejudice. Group dynamics' knowledge helps the students to understand the nuances of the society in terms of their behavioral and thinking patterns. This part of the program dwells into the positive behavioral aspects and the ways and their etiologies including the concepts of gratitude and forgiveness.

UNIT 1

- a) Poverty, gender issues, unemployment and its psychosocial consequences, population issues, media culture, effects of tele-viewing, AIDS.
- b) Conflict: Meaning, causes and types
- c) Conflict: social dilemma, competition, perceived injustice, misperception.
- d) Conflict management and resolution of inter-group conflict.

UNIT 2

- a) Prejudice and discrimination. Development of prejudice: social, motivational and cognitive sources of prejudice.
- b) Social learning, social categorisation, mechanism of prejudice: collective and individual
- c) Consequences of prejudice. Combating prejudice: techniques for countering its effects.

UNIT3

- a) Group: meaning, stages of group development, types of group
- b) Group dynamics: Group polarization, group think, decision making in group, minority influence on group decision.

UNIT 4

- a) Pro-social behaviour: altruism and bystander effect
- b) Altruism: definition, egotism motive, motivated altruism, cultivating altruism and its measurement
- c) Empathy: definition, empathy- altruism hypothesis, genetic and neural foundations of empathy.
- d) Gratitude and forgiveness: defining, cultivating, measuring and neurobiological bases. societal implications of altruism.

Books recommended:

- Myers, D.G(2005). Social psychology. New Delhi; Tata McGraw- Hill.
- Baron, R.A.,Byrne, D (2003) social psychology. New Delhi : Prentice – Hall of India.
- Schneider, W.F., Gruman, J.A., Coutts, L.M. (2005). *Applied Social Psychology; Understanding and Addressing Practical Problems*. Sage Pub. @www.sagepublications.com
- Snyder, C. R., Lopez, S. J. (2006). *Positive Psychology; The Scientific and Practical Exploration of Human Strengths*. Sage Pub. @ www.sagepublications.com
- Bunk, A.P., Van Vugt, M. (2007). *Applying Social Psychology; From Problems to Solutions*. Sage Pub. @ www.sagepublications.com

M.A. Psychology Semester II - Paper IV, Elective II-b

Current Trends in Psychology

Course Code: MPY2E04 (B)

Credit: 4

Objectives:

It is the study of the mind and behavior use the field to understand the ways in which online life affects their patients.

To Understand Critical Perspectives in Psychology

Outcomes:

- Analyse and evaluate research articles in the different fields of psychology
- Analyse and evaluate the effect of current trends and social transition on psychological processes.
- Demonstrate an ability to apply knowledge from psychology to a contemporary topic in multicultural societies

UNIT 1: PSYCHOLOGY APPLIED IN SOCIETY

- **Cyber Psychology** - An Introduction to Human-Computer Interaction; Cyberspace & psychological space, Virtual reality and Human. Goals, practice and research.
- **Media and Consumer Psychology**- Media influence of Consumer behaviour; Advertising and promotion; buying decision making, recent researches.
- **Psychology of Sexual Orientation and Gender Diversity**-Scope, understanding research, or practice in the psychology of sexual orientation and gender diversity, critically looking at the psychological practices within existing corpus in psychological knowledge.
- **Addiction Psychology**- Theories of addiction: Causes and maintenance of addiction, Addiction Counselling and scope.

UNIT 2: EMERGING AREAS IN APPLIED PSYCHOLOGY

- Human Factors and Ergonomics
- Psychology Applied to Terrorism: Psychological Treatment for Victims of Terrorist Attacks
- A Century of Psychology and Law: Successes, Challenges, and Future Opportunities.
- Psychometrics and assessment of cognition, intelligence, personality and their application.
- Psychology and Societal Development.

UNIT 3 - CRITICAL PSYCHOLOGY – AN INTRODUCTION

- Mainstream psychology and critical concerns.
- Issues of colonization, globalization, gender, class and culture.
- The psychology of colonialism: The Indian experience.

UNIT 4: CRITICAL PERSPECTIVES IN PSYCHOLOGY

- Critical analysis on personality, intelligence, research methods and ethical principles
- Critical perspectives on abnormal and clinical psychology – concept of normality and abnormality – critique on classification systems like DSM
- Critical perspectives on industrial/organizational psychology

Books recommended:

- Fox, D., Prilleltensky, I., & Austin, S. (1997). *Critical psychology: An Introduction*
- Nandy, Ashis (2009) *The Intimate Enemy*. New Delhi: Oxford University Press
- O' Donohue, W. & Kitchener, R. F (Ed. 1996) *The Philosophy of Psychology*. London: Sage Publication.
- Rawen, B and Harton (2003) *Applied Psychology: Current Issues and New Directions*. Boston: Sage Publishers
- Davey, G. (2011) *Applied Psychology*. UK: BPS Blackwell
- Rawen, B and Harton (2003) *Applied Psychology: Current Issues and New Directions*. Boston: Sage Publishers
- Gonsiorek, J. C. (2013). Introducing Psychology of Sexual Orientation and Gender Diversity. *Psychology of Sexual Orientation and Gender Diversity*, 1(S), 1-2.
<http://dx.doi.org/10.1037/h0095935>

M.A. Psychology Semester II- Paper V

Psychology Practicum

Course Code -MPY2P05

Credit: 6

Objectives:

To enable students with the knowledge of psychological testing and interpreting the results.

Outcomes:

- The students will be able to learn about the characteristic of a test
- The students will learn about how to administer, interpret and report the test results.

1) Skill based program-

Students shall have to administer five psychological tests and prepare a report for the same. (Psychological tests to be administered will be decided by the teachers committee)

2) Activity based program-

Students shall have to evaluate one psychological test on the basis of its nature, characteristics and uses and prepare a report for the same. Students also need to give presentation of the report in front of the teachers committee.
(*Psychological tests to be evaluated will be decided by the teachers committee*)

External Marks Distribution (90)					Internal Marks Distribution (60)		
Psychological Testing	Report	Viva-Voce	Test Evaluation	Total	Record Book	Attendance	Total
20	20	20	30	90	30	30	60
Total= 150							

M.A. Psychology Semester II- Paper – VI
Skill Based
Time Management

Course Code:-MPY2S06

Credits: 2

Objectives:

Managing time effectively is fundamental to success. It also factors into achieving balance in our lives and carrying out the work consistently with the available resources.

Outcomes:

- This course is a practical "how to" that will guide the students through the maze of conflicting priorities, self-doubts, disorganization, over-commitments, and limitations.
- It offers a step-by-step format for achieving balance between personal and professional lives.

Unit-I

Time Management: Concept, Understanding Distractions, Time Wasters and Time Savers; Challenges of Time Management, Benefits of Time Management

Unit-II

Effective Methods and Approaches to Manage Time; Creating an effective environment; Setting priorities and Goals; Elimination of non-priorities, Models of Time Management

Books recommended:

- Davidson, J., (2002). The complete idiot's guide to managing your time. Indianapolis, IN: Alpha Books.
- Levin, P., (2007). Skillful time management. Maidenhead, England: Open University Press.

M.A Semester – III (Stream-A Clinical Psychology)
Core Paper – I

Abnormal Psychology

Course Code: MPY3AT01

Credit: 4

Objectives:

- To provide an in-depth understanding of abnormal psychology.
- To provide background knowledge regarding psychopathology, etiology and symptomatology of various psychological disorders.

Outcomes:

- Students will be able to define normal and abnormal behavior
- Students will be able to learn causes and theoretical perspectives about abnormal behavior
- Students will be able to learn diagnostic criteria for various personality disorders
- Students will be able to learn about different childhood disorders

UNIT 1

- i) Abnormal behavior: Its meaning and historical background, Meaning of prevalence, incidence and risk factors. Causes of abnormal behavior; biological, psycho-social, socio-cultural & neuro-psychological factors
- ii) Theoretical Perspective On Maladaptive Behaviour: Biological perspective, Psychodynamic perspective, Behavioral perspective, Cognitive perspective, Humanistic-Existential perspective, Community-Cultural perspective, Integrative approach.

UNIT 2

- i) Stress, Coping and Maladaptive Behavior: Stressful life situations and transitions, Clinical reaction to stress and its management; adjustment disorder, post-traumatic stress disorder, dissociative disorder

UNIT 3

- i) Personality disorders:
 - a. Cluster A - paranoid, schizoid, Schizotypal
 - b. Cluster B - histrionic, antisocial, narcissistic, borderline,
 - c. Cluster C - obsessive-compulsive type dependent, avoidant
- ii) Disorders usually first diagnosed in infancy, childhood or adolescence
 - a. Intellectual Developmental Disorder, its causes, types, problems, helping the child and family
 - b. ADHD, Autism Spectrum Disorder, Specific Learning disorders, Motor Disorders, Tics disorders

UNIT 4

Other Conditions of Clinical Attention

- i) Parent – child relationship problems, Physical abuse of child, Physical abuse of adult,
- ii) Non-compliance with treatment, eating disorders (anorexia, bulimia nervosa), elimination disorders (Enuresis, Encopresis), oppositional defiant disorder

Books Recommended

- Sarason, I.G. & Sarason, B. R. (1993). *Abnormal Psychology; The Problem of Maladaptive Behaviour*. New Jersey: Prentice Hall
- Coleman, J.C. (1986). *Abnormal Psychology and modern Life*. Bombay: Taraporevala Sons & Co. Pvt. Ltd.
- Carson, R.C., Butcher, J. N. & Mineka, S. (1996).). *Abnormal Psychology and modern Life* (10th Ed.). N.Y.: HarperColins
- Plante, T.G. (2005). *Contemporary Clinical Psychology* (2nd Ed.) New Jersey: John Wiley & Sons
- Ottmanns, T. F., Emery R. E. (1995). *Abnormal Psychology*. U. S. A.: Prentice Hall
- Holmes, D.S. (1997). *Abnormal Psychology* (3rd Ed.). N.Y.: Addison –Wesley Education. Pvt. Ltd
- Nevid, J.S., Rathus, S. A., Greene, B. (1997). *Abnormal Psychology in Changing World* (3rd Ed.). U.K.: Prentice Hall
- Hales, R.E., Yudofsky, S.G. (2003). *Text Book of Clinical Psychiatry*. Washington D C: American Psychiatric Publishing, inc.
- Sarason, I.G. & Sarason, B. R. (2017). *Abnormal Psychology; The Problem of Maladaptive Behaviour*.(11th Ed) New Jersey: Prentice Hall

M.A Semester – III (Stream-A Clinical Psychology)
Core Paper – II

Psycho-diagnosis and Psychotherapy

Course Code: MPY3AT02

Credit: 4

Objectives:

- To provide the students a chance to study various therapeutic approaches.
- To help in developing a balanced view of the various therapies and practical techniques employed.

Outcomes:

- Students will be able to learn about diagnosing mental disorders as they will be studying DSM V and ICD XI classifications
- Students will learn the functions and characteristics of therapist as well as the ethical code of conduct
- Students will be able to learn directive and non-directive approaches to counseling and psychotherapy
- Students will be able to learn different psychotherapies

UNIT1

- a) Concept of diagnosis, objectives of psycho diagnosis, International classifications DSM V and ICD XI revisions.
- b) Ethical issues: client -therapist relationship, confidentiality, legal liability, malpractice.
- c) Historical trends, personal characteristics of therapist, personal counselling for therapist, problems faced by beginning therapist.

UNIT2

- a) Approaches to Counselling and Therapy: Directive, Non-directive approaches.
- b) The psychoanalytic psychotherapy, Roger's client centered therapy – basic concepts-techniques – evaluation

UNIT3

- a) Logo therapy, Brief psychotherapy, Reality therapy, Gestalt therapy
- b) Supportive Psychotherapies: Milieu, relaxation, etc

UNIT4

- a) Play therapy.
- b) Couple Counselling, Transactional analysis
- c) Workplace Counselling

Books Recommended:

- Corey, G. (1991). *Theory and Practice of Counselling and Psychotherapy* (4th Ed.). California: Brooks.
- Corey, G. (2006). *The Art of Integrative Counseling*. California: Brooks
- Flanagan, J.S., Flanagan, R.S. (2004). *Counselling and Psychotherapy, Theories in Context and Practice*. New Jersey: John Wiley & Sons.
- Korchin, S. J. (1976). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New York: Basic Books
- Plante, T.G. (2005). *Contemporary Clinical Psychology* (2nd Ed.) New Jersey: John Wiley & Sons
- Bellack, A. S., Hersen, M., Johnston, D. W., & Johnston, M. (Eds.). (1998). *Comprehensive Clinical Psychology* (Vol. 8). New York: Pergamon
- Stricker, G., Widiger, T.A. (Eds.) (2003). *Handbook of Psychology; Vol .8 Clinical Psychology*. New Jersey: John Wiley & Sons
- Feltham C, Horton I (Ed), (2006): *The Sage Handbook of Counselling and Psychotherapy*, 2nd Ed. Sage Publication; New Ddelhi.
- Gilliland B, Richard, J. Bowman, J: *Theories and Strategies in Counselling and Psychotherapy*, 2nd Ed. Allyn and Bacon Publishers
- Flangan, J.S., Flagman,R,S.(2004) *Counselling and Psychotherapy,Theories in context and Practice*.New Jersey:. John Wiley and sons

M.A Semester – III (Stream-A Clinical Psychology)
(Paper III, Group A Elective I-a)
Health Psychology

Course Code: MPY3AE03(A)

Credit: 4

Objectives:

- To acquaint the students with various aspect of health psychology and mental health

Outcomes:

- Students will be able to understand the concept of health and relationship between mental and physical health.
- Students will be able to know about all the systems in body and their functions, disorders and how they influence mental and physical health.
- Students will be able to gain knowledge about the health beliefs and how they act as barriers in practicing healthy behaviours, in addition to this they will get to know how social engineering works
- Students will be able to identify stressors and will be well equipped with different traditional as well as modern stress management techniques.

UNIT1

- a) Health psychology: definition, history, mind-body relation, bio-psycho-social model in health psychology, research.
- b) The systems of body: Nervous system, endocrine system, cardiovascular system, respiratory system, digestive system, renal system, reproductive system, immune system.

UNIT2

- a) Health compromising behavior: alcoholism, smoking, indiscipline and rash driving, indiscriminate use of mobile phone
- b) Health enhancing behavior: proper diet, exercise, regular medical check-up for senior citizens, weight control

UNIT3

- a) Health behaviour and Primary prevention: What is health behaviour? Barriers to effective health promotion. Factors influencing the practice of health behaviour.
- b) Modification of health behaviour, changing health behaviours by changing health beliefs. Changing health behaviours through social engineering.

UNIT 4

- a) Stress management: Basic techniques of stress management - identifying the stressors, self-monitoring, recognizing negative self-talk, handling negative emotions, relaxation
- b) Spiritual methods: avoiding negative thinking, meditation, fear, use of will, faith and prayer, establishing peace

Books Recommended

- Taylor, S.E. (1991). *Health Psychology*. N.Y. McGraw Hill
- Pitts, M., Phillis, K. (2003). *The psychology of Health; An introduction*. E-library: Taylor & Francis

- Khubalkar, R. (2008). *Know Your Stress Manage Your Stress*. New Delhi: NeelKamal Publication Pvt. Ltd.
- Drifte, C. (2008). *Encouraging Positive Behavior in the Early Years*. Sage Pub. @ www.sagepublications.com
- Hamilton-West, K. (2010). *Psychobiological Processes in Health and Illness*. Sage Pub. @ www.sagepublications.com
- Marks, D. F. (2010). *Health Psychology: Theory, Research and Practice (3rd Ed.)*. Sage Pub. @ www.sagepublications.com
- Mitra, B.K. (2011). *Personality Development & Soft Skills*. U.K.: Oxford
- Compilation from writings of mothers and Sri Arbindoo (2006). *Towards Perfect Health*. Pondichery: Sri Arbindoo Ashram Publication Department
- Compilation from works of mothers and Sri Arbindoo (2004). *Integral Healing*. Pondicherry: Sri Arbindoo Ashram Publication Department

**M.A Semester – III (Stream-A Clinical Psychology)
(Paper III Group A Elective I -b)**

Psychological Testing in Clinical psychology –I

Course Code: MPY3AE03(B)

Credit: 4

Objective: To train students for clinical diagnosis and assessment.
To acquaint them with various psychological tests for assessment and diagnostic purposes

Outcomes:

- Students will get to learn about various types of clinical assessment techniques, mental status examination and case history taking.
- Students will learn about interpreting assessment findings and writing report for the same. They will also be able to understand ethical guidelines for clinical judgment. Students will learn about different intelligence and development tests

UNIT1:

- a) Informal assessment: person perception, clinical sensitivity, empathy, sources of error, communication strategies, importance of rapport, clinical relationship.
- b) Informal assessment: clinical interview, method of behavioral assessment, case history, mental status examination,

UNIT2:

- a) Interpreting and synthesizing assessment findings, impressionistic and psychometric approach, and statistical method in decision making.
- b) Process of interpretation, sources of error in interpretation.
- c) Writing psychological report, ethical issues, research on the process of clinical judgment

UNIT3:

- a) Psychological Assessment of Development: i) Vineland Social Maturity Scale, ii) Developmental Screening Test, iii) Goddard's Seguin Form Board, iv) Diagnostic Test of Learning Disability, v) Gilliam Autism Rating Scale.

UNIT4:

- i) Intelligence Testing: i) Stanford Binet Scales and its Indian Adaptation, ii) Wechsler's Intelligence Scale: Adults and Children, iii) Cross Cultural Test-Culture Fair Intelligence Tests (CFIT), iv) Progressive Matrices v) Draw a Man test, vi) Bhatia Battery

Books Recommended:

- Aiken R. L, Marnat. G (2009): Psychological Testing and Assessment, Dorling Kindersley, India Pvt. Ltd
- Plante, T.G. (2005): Contemporary Clinical Psychology (2nd Ed) New Jersey: John Wiley & sons
- Hecker, J.E & Thorpe G.L (2007). Introduction to Clinical Psychology, Science and Ethics. India: Dorling Kindersley (India) Pvt. Ltd
- Weiner, B. (1983): Clinical Methods in Psychology, N.Y. John - Wiley and sons
- Neizal, M.T., Bernstein (1995): Introduction to clinical Psychology, 2nd edi.

M.A. Semester – III (Stream A Clinical Psychology)
Paper – IV, Group B Elective- II-a)
Introduction to SPSS

Course Code: MPY3AO04 (A)

Credit: 4

Objectives: To acquaint the students with SPSS and to enable them with the knowledge to use it practically in research.

Outcomes:

- By the end of this course, students will be able to:
- Understand the main features of SPSS
- Prepare and manipulate datasets for analysis in SPSS.
- Execute the SPSS Graphic User Interface effectively
- Perform descriptive analyses with SPSS

UNIT 1: Introduction to SPSS: Research and SPSS, some basic statistical concept: Data, variable and cases, level of measurement, Types of statistical analysis: Descriptive Statistics, Inferential statistics, choosing the correct statistical procedures.

UNIT 2: Working with SPSS, Starting SPSS, Open, save, and close SPSS data and output files, Exit from SPSS, some useful option settings in SPSS, data editor, output viewer, syntax editor – Data view window – SPSS Syntax

UNIT 3: Data creation –SPSS Main Menus, opening a data file, importing data –Transpose, Data Screening, Variable types in SPSS and Defining variables – Creating a Codebook in SPSS, Rules for data entry

UNIT 4: Working with Data, an introduction to data handling, data entry in SPSS, Data Manipulation: Sorting cases, merging files, Grouping or Splitting Data, Selecting cases, Recoding Values, Computing Variables

Books Recommended:

- Brian C. Cronk (2018). HOW TO USE SPSS ® A Step-By-Step Guide to Analysis and Interpretation, (10thEd.) Routledge.
- Leech, Nancy L.et al. (2005). SPSS for Intermediate Statistics: Use and Interpretation, 2nd Ed. Publishers: Lawrence Erlbaum Associates, Inc.
- William E. Wagner (2015): Using IBM SPSS statistics for research methods and social science statistics(5thed). SAGE Publications, Inc
- Field, A. (2013). Discovering statistics using IBM SPSS statistics (4th ed.). SAGE Publications.

M.A Semester – III (Stream A Clinical Psychology)
Paper – IV, Group B Elective- II-b)

Positive Psychology –I

Course Code: MPY3AO04(B)

Credit: 4

Objectives: To introduce the students with the new approach to look at mental health and illness and at the life altogether and developing positive emotional and cognitive states and to induce and enhance mental wellbeing in daily lives.

Outcomes:

- Students will be able to understand the concept of positive psychology which is different from traditional clinical psychology, and the multicultural perspectives about positive mental states.
- Students will get the insight into their positive emotional and cognitive states which will help them enhance their wellbeing.
- Students will understand the importance of empathy, love and pro-social behavior which will help them become a better human being as well as a better psychologist.

Unit 1

- a) Positive psychology and its historical perspective: Understanding positive psychology, Eastern and western perspective

Unit 2

- a) Positive emotional states: Understanding positive affect, Positive emotions, wellbeing, happiness, Emotional hardiness

Unit 3

- a) Positive cognitive states: Optimism, hope, wisdom, courage, self-efficacy, resilience Mindfulness, spirituality

Unit 4

- a) Prosocial behaviour and Altruism
- b) Empathy, gratitude, forgiveness and love

Books Recommended:

- Snyder, C. R., & Lopez, S. J. (2007). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: Sage Publications.
- Snyder, C. R., & Lopez, S. J., (Eds.), (2004). Positive Psychological Assessment: A Handbook of Models and Measures. Washington DC: APA, DOI 10.1037/10612.000
- Linley, P. A., Joseph, S. (Eds.), (2004). Positive psychology in Practice. USA: John Wiley & Sons

M.A Psychology Semester – III, (Stream A Clinical Psychology)

Paper – V

Clinical Psychology Practicum

Course Code: MPY3AP05

Credit: 6

Objectives-

To enable students with psychological testing used for diagnostic purpose. To help them understand how to write articles according to APA format. To enable them with skills to take case history and MSE as well as to get practical experience working in areas related to mental health through internship.

Outcomes-

- Students will learn skills to administer interpret and report test result.
- Students will learn to take case history and MSE,
- Students will learn how to write articles according to APA format.
- Students will learn different skills about working of mental health institution and how to deal with psychological issues as they will get hands on experience through internship.

1) Skill based program-

- a) Student/s shall critically evaluate one recent research article and present the same in clinical / journal club meeting orally using audio- visual aids.
- b) Relevant tests to be administered interpreted and reported any **two** from among the following areas-
 - Giftedness
 - Mental Retardation
 - Diagnostic – anxiety, depression, brain function, memory, perception etc
 - Neuropsychological
 - Personality
 - Mood
 - Adjustment
 - Interest
 - Aptitude

2) Activity based program-

- a) Practice sessions / exercise(s) – history taking, MSE and writing report of the same and submit for perusal
- b) Writing references from book, book chapters, journal articles, online magazine, etc as per APA format.
- c) Writing abstract as per APA FORMAT

- 3) **Internship program -.** Students shall have to do an internship of two weeks for 2 credits as per teacher's directions. Assessment of Internship (field training) shall be based on the Field training report provided by the student based upon the 2 weeks internship undertaken during summer vacation after SEM 2.

Distribution of marks:

Practical External (90)					Practical Internal (60)		
Psychological testing	Report	Viva-Voce	Structured Exercises	Total	Record Book	Attendance/ professional competence	Total
20	15	15	20	70	15	15	30
Internship report	10	10	--	20	15	15	30
Total=				90	Total=		60
TOTAL MARKS=150							

M.A. Psychology Semester III (Stream A Clinical Psychology)

Paper – VI

Skill Based

Computer Skills (Hands-On-Training)

Course Code:-MPY3AS06

Credit: 2

Objectives: The course is designed to aim at imparting a basic level appreciation programme for the students. This allows students to be digitally literate and to maintain their small account using the computers and enjoy in the world of Information Technology.

Outcomes:

Upon successful completion of this course, students will be able to:

- Identify basic terms, concepts, and functions of computer system components.
- Identify basic concepts and procedures for creating, viewing, and managing files, folders and soft wares.

Unit-I:

- a) Familiarity with Computer
- b) Basic Functions of Computer

Unit-II:

- a) Working with Word
- b) Working with Excel
- c) Preparing Power Point Presentation
- d) Google Classroom, Google Meet, Google Form

Books Recommended –

1. V. Rajaraman, 6th Edition Fundamentals of Computers, Neeharika Adabala.

M.A Semester-III, (Stream B Counselling Psychology)

Core Paper- I

Guidance and Counselling Psychology

Course Code: MPY3BT01

Credit: 4

Objectives: to acquaint students with area and principles of counselling psychology as well as to teach them factors affecting counselling process and Indian scenario. to enable students with the knowledge of therapeutic approaches along with ethical issues in counselling.

Outcomes:

- Students will learn about different types of counseling approaches and principles.
- Students will be able to understand the ethical guidelines regarding dealing with the clients.
- Students will be able to inculcate the qualities of the good therapist as they will be learning about it.

UNIT 1

- a) Counseling psychology: definition, nature and scope, counselling psychology's roots in vocational guidance, historical development and current status. Principles of counselling psychology.
- b) What is guidance, Basic principles of guidance., Guidance movement in India.
- c) The counselor and the therapist: Introduction, personal characteristics, personal counselling for the counselor, values, philosophy, multicultural skilled counsellor, problems and issues faced by the beginning counsellor.

UNIT 2

- a) Therapist: his competence, education & training, Foundation of ethical practice.
- b) Ethical issues in the client/therapist relationship, informed consent, confidentiality, legal liability and malpractice.

UNIT 3

- a) Counselling process, Counselling relationship, Counselling interview
- b) Types of Counselling: Counsellor –oriented counselling; Counselee – oriented counselling; Eclectic – Counselling equally oriented to both the counsellor and counselee.

UNIT 4

- a) Creative approaches to counselling: Art, imagery, guided imagery, hypnotherapy, music, writing: structured writing, poetry, play games.
- b) Crisis intervention

Books Recommended:

- Kinra, A. K. (2008). Guidance and counselling. Dorling Kindersley (India) pvt. Ltd. Pearson Longman
- Nugent, Frank A. (1995): An Introduction to the profession of counselling, Maxwell Macmillan Canada, Inc. Toronto.
- Gibson, R.L. and Marianne, H.M. (2008): Introduction to counselling and Guidance, 7th edition, Prentice Hall of India, New Delhi.
- Narayan Rao S.:(1991) A counselling psychology: Tata McGraw Hill Book company, New Delhi.
- Forrest, C. (2011). Therapy Skills for Health Care; An introduction to brief psychological techniques. UK: M & C Publishing
- Korchin, S. J. (1976). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. N. Y.: Basic Books.

M.A Semester-III, (Stream B Counselling Psychology)

Core PAPER- II
Basic Counselling Skills

Course Code: MPY3BT02

Credit: 4

Objectives:

This course provides an introduction to counselling skills. In this course, students develop an understanding of basic skills and concepts of the counselling profession and an applied understanding of counselling skills. The topics covered include the helping relationship, stress and coping, the helping process and the communication skills required in the therapeutic dialogue. The counselling relationship is an important means of facilitating change and growth. Students are expected to self-disclose and engage in self-exploration, as the bulk of the course will focus on using counselling skills with fellow classmates through role plays. This course is recommended for students who are interested in human service professions. The objective of this course is to provide an opportunity for the development of counselling skills and improved interpersonal relationships through the exchange of ideas, feelings and attitudes.

Outcomes:

On completion of this course students will be able to:

- discuss the importance for counsellors of self-awareness about beliefs, values and biases and identify how these may influence counselling relationships
- establish a triad counselling practice group and conduct an initial counselling session, assessment of the client, and collaboratively establish goals for the session
- develop, apply and analyses the counselling skills of reflective listening, holding, use of silence, empathy, summarizing and challenging in counselling sessions
- identify and apply the use of open-ended and closed questions in practice sessions and role plays

UNIT 1

- a) Basic skills and concepts: i) Attending: eye contact, attentive body language, distance, vocal tone, verbal tracking, ii) Basic listening skills: active listening, client observation, verbal behaviour, encouraging, paraphrasing, summarizing, reflection of feelings, use of open end and closed questions.

UNIT2

- a) Self-attending skills: self-awareness, humor, non-judgmental attitude towards self and others, genuineness.
- b) Advanced skills and concepts: self-disclosure, empathy confrontation, immediacy, action skills, and termination skills.

UNIT3

- a) Stress and coping: i) stress management: ii) coping skills, iii) social support, iv) stressful situations and life transition.
- b) Treating stress related problems: i) Supportive therapy ii) Relaxation training, Systematic desensitization iii) Cognitive modification iv) Catharsis

UNIT4

- a) Assertiveness training, Self-monitoring, prioritizing goals, Thought stopping, communication skills.
- b) Spiritual methods: avoiding negative thinking, overcoming fear, use of will, faith and prayer, establishing peace.

Books recommended:

- Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th ed.) New Delhi. Pearson.
- Sarason, I.G. & Sarason, B. R. (2014). *Abnormal Psychology; The Problem of Maladaptive Behaviour* (11th Ed). PHI Learning Private Limited New Delhi.
- Nelson-Jones, R. (2008). Basic counselling skills: a helper's manual. Los Angeles, CA, Sage Publications. MLA (7th ed.).
- Drifte, C. (2008). Encouraging Positive Behavior in the Early Years. Sage Pub.
- Flanagan, J.S., Flanagan, R.S. (2004). Counselling and Psychotherapy, Theories in Context and Practice. New Jersey: John Wiley & Sons.
- Davis, M., Eshelman, E.R., McKay, M. (1996). The Relaxation & Stress Reduction Workbook. Mumbai: Jaico Publishing House
- Compilation from writings of Mother & Sri Aurobindo (2006). Towards Perfect Health. Pondicherry: Sri Aurobindo Ashram Publication Dept.
- Compilation from works of Sri Aurobindo & Mother (2004). Integral Healing. Pondicherry: Sri Aurobindo Ashram Publication Dept.
- Khubalkar, R. (2008). Know Your Stress Manage Your Stress. New Delhi: Neel Kamal Publication Pvt. Ltd
- Snyder, C. R., Lopez, S. J. (2006). Positive Psychology; The Scientific and Practical Exploration of Human Strengths. Sage Pub.

M.A Semester-III, (Stream B Counselling Psychology)

Paper III: Group A Elective I-a

Educational & Career Guidance

Course Code: MPY3BE03 (A)

Credit: 4

Objectives:

To enable students with the roles and importance of the educational counseling in different stages.

To acquaint students with different strategies of educational and career counseling according to target groups.

Outcomes:

- Students will learn about educational and career guidance techniques for various age groups

UNIT 1

- a) Educational Guidance: What is education? Relationship between Education and Guidance.
- b) Importance of Guidance at various stages of Education
- c) Career Masters

UNIT 2

- a) Perspectives on career guidance and counselling: vocational guidance, comprehensive career guidance,
- b) Perspectives on counselor's role in career guidance,
- c) Preschool career guidance, career guidance techniques in the preschool age.

UNIT 3

- a) Career guidance in the elementary school, organization of guidance program in the elementary school, objectives, functions of elementary career guidance,
- b) Career counselor and his role
- c) Career guidance techniques.

UNIT 4

- a) Career guidance in senior high school: organization of guidance program, objectives, functions and career guidance techniques.
- b) Information in career guidance and counselling: types of delivery system.
- c) Career development and choice behaviour, influencing factors: theories of career development and choice.

Books recommended:

- Kinra, A. K. (2008). Guidance and counselling. Dorling Kindersley (India) pvt. Ltd. Pearson Longman
- Narayan Rao S.: (1991) A counselling psychology: Tata McGraw Hill Book company, New Delhi.
- Greenhaus, J.H., Callanan, G.A., Godshaik, V. M. (2010). *Career Management* (4th Ed.). Sage Pub. @ www.sagepublications.com
- Herr, E.L. & Cramer, S.H. (1987). *Career Guidance and Counselling through the life span, Systematic approach* (3rd Ed.). London: Scoot, Oresman & Co.
- Drummond, R.J. & Ryan, C.W. (1995). *Career Counselling; A developmental approach*. New Delhi: Prentice Hall India
- Noonam, E. (1983). *Counselling Your People*. N.Y.: Methuen Inc.
- Betz, N.E., Fit Gerald, L.E. (1987). *The Career Psychology of Women*. N.Y.: Academic Press
- Subesh, D. (2010). *Managing people at work; Employment relations in Globalizing India*. Sage Pub. @
- Arulmani, G. Arulmani, S.N. (2004). *Career Counselling; A Handbook*. New Delhi: Tata McGraw Hill

- Crow & Crow. (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House
- McLean & Holan. (1955). *Counselling Psychology*. London: Tata McGraw Hil

M.A Semester-III, (Stream B Counselling Psychology)
Paper III: Group A Elective I-b
Psychological Testing in Counseling Psychology-I

Course Code: MPY3BE03 (B)

Credits: 4

Objectives: to enable students with the knowledge of assessment and diagnosis. to acquaint the students with intelligence and development tests.as well as report writing skills.

Outcomes:

- Students will learn about intelligence and development assessment. students will learn about ethics in assessment
- Students will be able to administer, interpret and report a test result.

UNIT 1

- a) The history and meaning of assessment: introduction, the use of tests, the psychometric and impressionistic approach, diagnosis and assessment, measurement and assessment, tests and assessment.
- b) Empathy, person perception, errors in person perception, good judge of personality.

UNIT 2

- a) Ethical issues in psychological assessment: informed consent, right to results, confidentiality, test security, divided loyalties, invasion of privacy, labelling, dehumanization.
- b) Writing case study report and preparing profile. Report writing.

UNIT3

- a) The assessment of development: Thevinel and social maturity scale, Beley Scale for Infant Development, Developmental screening test.

UNIT 4

- a) The assessment of intelligence:i) Binet -Kamat-verbal test of intelligence, ii) Wechsler intelligence scale for children (WISC- IV), iii) Wechsler adult intelligence scale iv) Culture fair intelligence test, v) Progressive matrices, vi) CPM vii) Segune form board, viii) Draw a man test. ix) Bhatia's performance test of intelligence.

Books recommended:

- Aiken, L.R. (2000): *Psychological Testing and Assessment* (10th ed.). Allyn and Bacon, inc.
- Walsh, W.B. and Betx, N.E. (1997): *Tests and Assessment*,3rd edition, Prentice-Hall, Inc., Englewood Chifts, New jersey.
- Anastasi, A& Urbania, S (1997): *Psychological Testing*, 7th edition, Prentice Hall, Inc., Englewood chiffs, New jersey.
- Graham, J. R., Naglieri, J.A. (Eds.), (2003). *Handbook of Psychology; vol.10 Assessment Psychology*. New Jersey: John Wiley
- Freeman (1960). *Theory and Practice of Psychological Testing*
- Korchin, S. J. (1976). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New York: Basic Books.
- Manuals of the Psychological Tests mentioned in curriculum

M.A SEMESTER-III, (Stream B Counselling Psychology)
Paper – IV, Group B Open Elective- II-a
Introduction to SPSS

Course Code: MPY3BE04 (A)

Credit: 4

Objectives: To acquaint the students with SPSS and to enable them with the knowledge to use it practically in research.

Outcomes:

- By the end of this course, students will be able to:
- Understand the main features of SPSS
- Prepare and manipulate datasets for analysis in SPSS.
- Execute the SPSS Graphic User Interface effectively
- Perform descriptive analyses with SPSS

UNIT 1: Introduction to SPSS: Research and SPSS, some basic statistical concept: Data, variable and cases, level of measurement, Types of statistical analysis: Descriptive Statistics, Inferential statistics, choosing the correct statistical procedures.

UNIT 2: Working with SPSS, Starting SPSS, Open, save, and close SPSS data and output files, Exit from SPSS, some useful option settings in SPSS, data editor, output viewer, syntax editor – Data view window – SPSS Syntax

UNIT 3: Data creation –SPSS Main Menus, opening a data file, importing data –Transpose, Data Screening, Variable types in SPSS and Defining variables – Creating a Codebook in SPSS, Rules for data entry.

UNIT 4: Working with Data, an introduction to data handling, data entry in SPSS, Data Manipulation: Sorting cases, merging files, Grouping or Splitting Data, Selecting cases, Recoding Values, Computing Variables.

Books Recommended:

1. Brian C. Cronk (2018). HOW TO USE SPSS ® A Step-By-Step Guide to Analysis and Interpretation, (10th ed.) Routledge.
2. Leech, Nancy L. et al. (2005). SPSS for Intermediate Statistics: Use and Interpretation, 2nd Ed. Publishers: Lawrence Erlbaum Associates, Inc.
3. William E. Wagner (2015): Using IBM SPSS statistics for research methods and social science statistics (5th ed). SAGE Publications, Inc
4. Field, A. (2013). Discovering statistics using IBM SPSS statistics (4th ed.). SAGE Publications.

M.A. SEMESTER-III, (Stream B Counselling Psychology)
Paper IV, Group B Open Elective II-b
Positive Psychology –I

Course Code: MPY3BO04 (B)

Credit: 4

Objectives: To introduce the students with the new approach to look at mental health and illness and at the life altogether and developing positive emotional and cognitive states and to induce and enhance mental wellbeing in daily lives.

Outcomes:

- Students will be able to understand the concept of positive psychology which is different from traditional clinical psychology, and the multicultural perspectives about positive mental states.
- Students will get the insight into their positive emotional and cognitive states which will help them enhance their wellbeing.
- Students will understand the importance of empathy, love and pro-social behavior which will help them become a better human being as well as a better psychologist.

UNIT 1

- a) Positive psychology and its historical perspective: i) Understanding positive psychology, ii) Eastern and western perspective

UNIT 2

- a) Positive emotional states: Understanding positive affect, Positive emotions, wellbeing, happiness, Emotional hardiness

UNIT 3

- a) Positive cognitive states: i) Optimism, hope, ii) wisdom, iii) courage, iv) self-efficacy, v) resilience vi) Mindfulness, vii) spirituality

UNIT 4

- a) Prosocial behaviour and Altruism
b) Empathy, gratitude, forgiveness and love

Books Recommended:

- Snyder, C. R., & Lopez, S. J. (2007). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: Sage Publications.
- Snyder, C. R., & Lopez, S. J., (Eds.), (2004). Positive Psychological Assessment: A Handbook of Models and Measures. Washington DC: APA, DOI 10.1037/10612.000
- Linley, P. A., Joseph, S. (Eds.), (2004). Positive psychology in Practice. USA: John Wiley & Sons

M.A. Semester – III (Stream B Counselling Psychology)

Paper – V

Counseling Psychology Practicum

Course Code: MPY3BP05

Credit: 6

Objectives-

To enable students with psychological testing used for diagnostic purpose. To help them understand how to write articles according to APA format. To enable them with skills to take case history and MSE as well as to get practical experience working in areas related to mental health through internship

Outcomes-

- Students will learn skills to administer interpret and report test result.
- Students will learn to take case history and MSE,
- Students will learn how to write articles according to APA format.
- Students will learn different skills about working of mental health institution and how to deal with psychological issues as they will get hands on experience through internship.

1) Skill based program–

- a) Student/s shall critically evaluate one recent research article and present the same in counseling - journal club meeting orally using audio- visual aids.
- b) Relevant tests' to be administered interpreted and reported any Three from among the following areas:

Testing areas:

- Aptitude
- Adjustment
- Attitude
- Intelligence
- Personality
- Interest
- Values

2) Activity based program –

- a) Practice exercises – history taking and MSE writing report of the same and submit for perusal.
- b) Outreach program: Guidance and or counseling workshop for specified groups e.g., students, teachers, parents, old people or any other as decided by the concerned teachers' committee.
- b) Writing references from book, book chapters, journal articles, online magazine, etc as per APA format.
- c) Writing abstract as per APA FORMAT

- 3) Internship program -.** Students shall have to do an internship of two weeks for 2 credits as per teacher's directions. Assessment of Internship (field training) shall be based on the Field training report provided by the student based upon the 2 weeks internship undertaken during summer vacation after SEM 2.

Distribution of Marks:

Practical External (90)					Practical Internal (60)		
Psych ologic al testing	Report	Viva- Voce	Structured Exercises	Total	Record Book	Attendance/ professional competence	Total
20	15	15	20	70	15	15	30
Intern ship report	10	10	--	20	15	15	30
Total=				90	Total=		60
TOTAL MARKS=150							

M.A. Psychology Semester III (Stream B Counselling Psychology)
Paper – VI
Skill Based
Computer Skills (Hands-On-Training)

Course Code:-MPY3BS06

Credit: 2

Objectives: The course is designed to aim at imparting a basic level appreciation programme for the students. This allows students to be digitally literate and to maintain their small account using the computers and enjoy in the world of Information Technology.

Outcomes:

Upon successful completion of this course, students will be able to:

- Identify basic terms, concepts, and functions of computer system components.
- Identify basic concepts and procedures for creating, viewing, and managing files, folders and soft wares.

Unit-I:

- c) Familiarity with Computer
- d) Basic Functions of Computer

Unit-II:

- e) Working with Word
- f) Working with Excel
- g) Preparing Power Point Presentation
- h) Google Classroom, Google Meet, Google Form

Books Recommended –

1. V. Rajaraman, 6th Edition Fundamentals of Computers, Neeharika Adabala.

M.A Semester III (Stream- C)
(Organizational Psychology and Human Resource Management)
Core Paper – I
Human Resource Management

Course Code: MPY3CT01

Credit: 4

Objectives:

To familiarize with the constitution, hierarchy and structure along with working frame and functional aspects like recruitment and selection, training and development and performance appraisal system.

Outcomes:

- Students will be able to find the rationale behind studying PHRM, understanding emerging trends and learn planning system.
- They will learn to recruit candidates and follow the protocol guidelines for selection.
- They will get an insight of training & development where they will be able to employ these at various hierarchies.
- They will be able to use tools of Performance measurement through the learning of performance processes, appraisal and related issues.

UNIT 1

- a) HRM: Introduction, functions, scope, policies and roles of HRM.
- b) Recent trends in HRM.
- c) Human resource planning system: Purpose and importance of human resource planning; Human resource planning and other personnel activities; Human resource planning process-gathering analyzing and forecasting supply and demand data, establishing human resource objectives and policies, human resource programmes; control and evaluation of human resource planning; Human resource accounting, audit and information system.

UNIT 2

- a) Recruitment and Selection: -Purpose and importance of recruitment and selection; Recruitment strategies in diverse workforce; Recruiting methods, External recruiting; Internal recruiting; Effectiveness of various recruiting methods.
- b) Internal staffing process-recruitment-selection for promotions, transfer and placement.
 - i) The total selection process.
 - ii) Fundamentals of personnel measurement; Personnel measurement as psychological measurement; Measurement of individual differences; Predictors; Criteria and their relationship; Validation of predictors; Reliability of predictors; Interpreting scores on selection measures.
 - iii) Validity generalization, concept, importance and methodology
- c) Selection method: Application blanks; Measurement of cognitive abilities; Personality assessment; other simulation techniques, In-basket, Behavioral Event Interviewing (BEI), Psychometric properties of various methods.

UNIT 3

- a) Training and Development:-What is training and development; Purpose and importance of training and development; Types of training-substantive knowledge and skill training, human process, attitudinal and sensitivity (T group) training.
- b) Training process: Evaluation of training, Kirkpatrick and CIRO models. Human process Training-Intervention theory; Action research; stages of OD change.

- c) Coaching and mentoring
- d) Career Planning-Occupational choice and occupational adjustment, Career stages of development and adjustment; Career anchors.
- e) Management Development – What is management development, Managerial competencies – various competency models, planning and administering the management development program. Development through work experience.

UNIT 4

- a) Performance Appraisal System:-Define performance, its determinants and consequences Purpose, importance and uses of appraisal
- b) Performance appraisal process and procedures – identifying performance dimensions; establishing performance standards; choice of factors.
- c) Methods of performance appraisal – norm referenced methods, Behavioral methods; MBO; output methods, 360-degree performance appraisal, self-appraisal- advantages, disadvantages.
- d) Issues related to performance appraisal; Assessing the effectiveness of appraisal system.
- e) Feedback in appraisal; Performance appraisal interview, Performance counselling.

Books Recommended:

- Ashwathappa, K. (2008) Human Resource Management: Text and Cases (5th Ed.) Tata McGraw Hill, New Delhi.
- Dessler, G. (2006) Human Resource Management (10th Ed.) Pearson Education.
- DeCENZO, D.A., & Robbins, S.P. (2001) Personnel/Human Resource Management (3rd Ed.) Prentice Hall India, New Delhi.
- Dwivedi, R.S. (2006) Managing Human Resources: Personnel Management in Indian Enterprises (2nd Ed.) Galgotia Publishing Company, New Delhi.
- Ghanekar, A. (2000) Human Resource Management: Managing Personnel the HRD Way (4th Ed.) Everest Publishing House.
- Kandula, R.S. (2003) Human Resource Management in Practice with 300 Models, Techniques and Tools. Prentice Hall of India, New Delhi.
- Mondy, W. R. & Noe R.M., (2006) Human Resource Management (9th Ed.) Pearson Education.
- Mamoria, C.B. & Gankar, S.V. (2006) Personnel Management: Text & Cases Himalaya Publishing House, Mumbai.

M.A Semester III (Stream- C)
(Organizational Psychology and Human Resource Management)
Core Paper – II
Organizational Behavior

Course Code: MPY3CT02

Credit: 4

Objectives:

To understand foundation, dynamics and motivation from organizational perspective along with the nuances of applied motivation practices.

Outcomes:

- Understanding of foundations of individual behaviour to elaborate and understand group dynamics.
- Students will understand a Diaspora of work motivation and its objective, along with applied motivation practices and resultant rewards.

UNIT 1

- a) Foundations of Individual Behavior: Personal Factors; Environmental Factors; Organizational Systems and Resources
- b) Models of Individual Behavior

UNIT 2

- a) Dynamics of Group Behavior –
 - i) Defining and classifying groups; stages of group development; group structure; group decision making;
 - ii) Types of teams: problem solving teams, self-managed work teams, cross functional teams, virtual teams.
 - iii) Creating effective teams: Context, Composition, Work Design, and Process.
 - iv) Teams and Quality Management.

UNIT 3

- a) Work Motivation: Concept of Work Motivation, Early theories of Motivation, Contemporary theories of Motivation, Integrating Contemporary Theories of Motivation
- b) Management by Objectives. Employee Recognition Programs, Employee Involvement Program
- c) Job Redesign and Scheduling Programs

UNIT 4

- a) Applied Motivation Practices
 - i) Rewards: Membership and Seniority Based Rewards, Job Status-Based Rewards, Contemporary-Based Rewards, Performance Based Rewards
 - ii) Job Design: Factors affecting Job Design, Job Design Approaches; Some Cautions About Environment
 - iii) Behavioral Modification – Identifying Behavior Problem, OB Models in Practice; Empowerment; Goal Setting Theory; Participative Management
 - iv) Problem Employees; Quality of Work Life.

Books Recommended:

- Luthans F., Organization behaviour (10th Ed.) McGraw Hill International
- Matthewman L. Work Psychology Oxford University Press
- Newstorm J. & Davis K. Organization behaviour at work (11th Ed.) Tata McGraw Hill
- Robbins, S.P. (2005) Organization Behaviour (11th Ed.)Prentice Hall India, New Delhi
- Rose A., & Hetherington A., Introduction to human behaviour at workplace
- Schermerhorn J.R., Hunt J.G. & Osborn R. N. (2006) Organization Behaviour (9th Ed.) Wiley Student Edition
- Sekaran, U. (2004) Organization Behaviour: Text & Cases (2nd Ed.) Tata McGraw Hill, New Delhi

M.A Semester III (Stream C)
(Organizational Psychology and Human Resource Management)
(PAPER – III Group A Elective I-a)
Industrial Psychology

Course Code: MPY3CE03(A)

Credit: 4

Objectives:

- To explain the application of Psychology in industrial setting.
- To enable students about the human interaction with machinery through Human factor engineering.
- To impart knowledge and skills required for creating healthy work environment.

Outcomes:

- Students will learn the application of Psychology in industrial setting.
- They will gain knowledge and skills required for creating healthy work environment.

UNIT 1

- a) Introduction to Industrial Psychology: Definition, objectives and scope of Industrial Psychology; role of psychologist in industry, challenges for industrial psychology
- b) Work Environment: Physical working conditions, work schedule, psychological and social issues

UNIT 2

- a) Ethical issues in Industrial Setting: Ethics: Nature, sources of business ethics, importance, ethical dilemmas, ethical misconduct in personnel function, managing ethics

UNIT 4

- a) Safety and Health in the workplace: Purposes and importance occupational safety and health, causes and preventions of accidents; workplace health hazards: problems and remedies
- b) Health & well-being programmes- Alcoholism, Drug abuse, Smoking

UNIT 4

- a) Human factor engineering: Concept of human factor engineering and nature of man machine system, workspace design, control devices

Books Recommended:

- Ashwathappa K. (2008) Human Resource Management text and cases (5th Ed.) Tata McGraw Hill, New Delhi
- Millward, L. (2006) Understanding Occupational & Organizational Psychology, Sage publications
- Schultz D. & Schultz S. E. (2004) Psychology and work today (8th Ed.) Pearson education
- Tiffin J. and McCormick, E.J. (1971) Industrial Psychology, Prentice Hall of India. New Delhi
- Muchinsky, P.M. (2000) Psychology applied to work (6th Ed.) Wadsworth

M.A III Semester (Stream C)
(Organizational Psychology and Human Resource Management)
(Paper III Group A Elective I -b)
Consumer Behaviour

Course Code: MPY3CE03(B)

Credit: 4

Objectives:

To develop attitudinal temperament to think from consumer's point of view with the help of market, perception, study of consumer from personality point of view and step by step study of consumer's attitude and decision making.

Outcomes:

- The students will get a comprehensive understanding about consumer behaviour and brand loyalty.
- They will understand consumers' need and choices based on personality.
- They will get to know various models decision making and an important underlying factor in form of consumers' attitude.

UNIT 1

- a) Consumer behaviour: Concept, Importance
- b) Bases for segmenting consumer market
- c) Consumer Perception
- d) Learning and Brand Loyalty

UNIT 2

- a) Consumer needs and motivation
- b) Personality and Consumer Behavior: Personality Concept and Nature,
- c) Personality and Product/Brand Usage
- d) Personality and Store Choice.
- e) Consumer Innovators

UNIT 3

- a) Consumer Attitudes: Consumer's Attitude Formation, Structural Models of Attitude;
- b) Attitude Measurement; Attitude Change.

UNIT 4

- a) Consumer Decision Making: Different views on consumer decision making
- b) Models of consumer decision making: Nicosia Model. Howard-Sheth Model. Engel-Kollat Blackwell Model. Sheth Family Decision Making Model.

Books Recommended –

- Stanon, William J., Fundamentals of Marketing, 7th Ed., McGraw-Hill Book Company, 1984.
- Rogers, E. W. and Shoemaker, F. F., Communication of Innovations, 2nd Edition. The Free Press, New York, 1971.
- Kassarian H. H. and Robertson, T. H., Perspectives in Consumer Behavior. Scott, Foreman and Company, Glenview III, 1973.
- Farley, J. U., Howard, J. A. and Ring, L. W., Consumer Behavior: Theory and Application, Allyn and Bacon, Inc, Inc., Boston, 1974.

M.A Semester – III Stream C
(Organizational Psychology and Human Resource Management)
Paper – IV, Group B Open Elective- II-a
Introduction to SPSS

Course Code: MPY3CO04(A)

Credits: 4

Objectives: To acquaint the students with SPSS and to enable them with the knowledge to use it practically in research.

Outcomes: By the end of this course, students will be able to:

- Understand the main features of SPSS
- Prepare and manipulate datasets for analysis in SPSS.
- Execute the SPSS Graphic User Interface effectively
- Perform descriptive analyses with SPSS

UNIT 1: Introduction to SPSS: Research and SPSS, some basic statistical concept: Data, variable and cases, level of measurement, Types of statistical analysis: Descriptive Statistics, Inferential statistics, choosing the correct statistical procedures.

UNIT 2: Working with SPSS, Starting SPSS, Open, save, and close SPSS data and output files, Exit from SPSS, some useful option settings in SPSS, data editor, output viewer, syntax editor – Data view window – SPSS Syntax

UNIT 3: Data creation –SPSS Main Menus, opening a data file, importing data –Transpose, Data Screening, Variable types in SPSS and Defining variables – Creating a Codebook in SPSS, Rules for data entry

UNIT 4: Working with Data, an introduction to data handling, data entry in SPSS, Data Manipulation: Sorting cases, merging files, Grouping or Splitting Data, Selecting cases, Recoding Values, Computing Variables

Books Recommended:

- Brian C. Cronk (2018). HOW TO USE SPSS ® A Step-By-Step Guide to Analysis and Interpretation, (10thEd.) Routledge.
- Leech, Nancy L. et al. (2005). SPSS for Intermediate Statistics: Use and Interpretation, 2nd Ed. Publishers: Lawrence Erlbaum Associates, Inc.
- William E. Wagner (2015): Using IBM SPSS statistics for research methods and social science statistics(5th ed).SAGE Publications, Inc
- Field, A. (2013). Discovering statistics using IBM SPSS statistics (4th ed.). SAGE Publications.

M.A Semester III (Stream C)
(Organizational Psychology and Human Resource Management)
PAPER -IV Group B Open Elective II-b
Positive Psychology –I

Course Code: MPY3CO04(B)

Credit: 4

Objectives:

To introduce the students with the new approach to look at mental health and illness and at the life altogether and developing positive emotional and cognitive states and to induce and enhance mental wellbeing in daily lives.

Outcomes:

- Students will be able to understand the concept of positive psychology which is different from traditional clinical psychology, and the multicultural perspectives about positive mental states.
- Students will get the insight into their positive emotional and cognitive states which will help them enhance their wellbeing.
- Students will understand the importance of empathy, love and pro-social behavior which will help them become a better human being as well as a better psychologist.

UNIT 1

- a) Positive psychology and its historical perspective: Understanding positive psychology, Eastern and western perspective

UNIT 2

- a) Positive emotional states: Understanding positive affect, Positive emotions, wellbeing, happiness, Emotional hardiness

UNIT 3

- a) Positive cognitive states: Optimism, hope, wisdom, courage, self-efficacy, resilience
Mindfulness, spirituality

UNIT 4

- a) Prosocial behaviour and Altruism
- b) Empathy, gratitude, forgiveness and love

Books Recommended:

- Snyder, C. R., & Lopez, S. J. (2007). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: Sage Publications.
- Snyder, C. R., & Lopez, S. J., (Eds.), (2004). Positive Psychological Assessment: A Handbook of Models and Measures. Washington DC: APA, DOI 10.1037/10612.000
- Linley, P. A., Joseph, S. (Eds.), (2004). Positive psychology in Practice. USA: John Wiley & Sons

M.A Psychology Semester – III (Stream C)
(Organizational Psychology and Human Resource Management)
Paper – V
Psychology Practicum

Course Code: MPY3CP05

Credit: 6

Objectives:

To give the students' knowledge of practical skills of real life environments, in the laboratory setup the students will be able to identify, understand, predict & modify human behavior. To enable students with psychological testing used for diagnostic purpose. To help them understand how to write articles according to APA format. To enable them with skills to take case history and MSE as well as to get practical experience working in areas related to mental health through internship.

Outcomes:

- The students will learn, understand and be able to employ the knowledge in real life environments by learning the subjects' implications in the respective streams.
- Students will learn skills to administer interpret and report test result.
- Students will learn to take case history and MSE,
- Students will learn how to write articles according to APA format.
- Students will learn different skills about working of mental health institution and how to deal with psychological issues as they will get hands on experience through internship

1) Skill based program -

- a) Student/s shall critically evaluate one recent research article and present the same in journal club meeting orally using audio- visual aids.
- b) Relevant tests to be administered interpreted and reported: any Five from among the following areas:

Testing areas:

- Job analysis
- Job Design
- Job attitudes
- Job stress
- Job attitudes
- Communication
- Organizational climate
- Organizational commitment
- Organizational culture
- Leadership
- Motivation
- Self-perception

2) Activity based program –

- a) Practice exercises – history taking and MSE writing report of the same and submit for perusal.
- b) Writing references from book, book chapters, journal articles, online magazine, etc as per APA format.

c) Writing abstract as per APA format

3) Internship program -. Students shall have to do an internship of two weeks for 2 credits as per teacher's directions. Assessment of Internship (field training) shall be based on the Field training report provided by the student based upon the 2 weeks internship undertaken during summer vacation after SEM 2

DISTRIBUTION OF MARKS-

Practical External (90)					Practical Internal (60)		
Psych ologic al testing	Report	Viva- Voce	Struc tured Exerc ises	Total	Record Book	Attendance/ professional competence	Total
20	15	15	20	70	15	15	30
Intern ship report	10	10	--	20	15	15	30
Total=				90	Total=		60
TOTAL MARKS =150							

M.A. Psychology Semester III (Stream C)
(Organizational Psychology and Human Resource Management)
Paper – VI
Skill Based
Computer Skills (Hands-On-Training)

Course Code: MPY3CS06

Credit: 2

Objectives: The course is designed to aim at imparting a basic level appreciation programme for the students. This allows students to be digitally literate and to maintain their small account using the computers and enjoy in the world of Information Technology.

Outcomes:

Upon successful completion of this course, students will be able to:

- Identify basic terms, concepts, and functions of computer system components.
- Identify basic concepts and procedures for creating, viewing, and managing files, folders and soft wares.

Unit-I:

- e) Familiarity with Computer
- f) Basic Functions of Computer

Unit-II:

- i) Working with Word
- j) Working with Excel
- k) Preparing Power Point Presentation
- l) Google Classroom, Google Meet, Google Form

Books Recommended –

1. V. Rajaraman, 6th Edition Fundamentals of Computers, Neeharika Adabala.

M.A Semester IV (Stream A Clinical psychology)
(Core Paper – I)
Psychopathology

Course Code: MPY4AT01

Credits: 4

Objectives:

To acquaint students with signs and symptoms of mental disorders and enabling them in diagnosing the mental condition as well to differentiate between them.

Outcomes:

- Students will be able to gain knowledge about the diagnostic criteria of different anxiety disorders and their management strategies
- Students will be able to learn about and differentiate between different mood disorders
- Students will be able to learn diagnostic criteria of various schizophrenic disorders as well as organic mental disorders
- Students will be able to understand different somatoform disorders as well as sexual disorders and victimization

UNIT 1

- i) Anxiety disorders and their management: generalized anxiety disorder, panic disorder, panic attack, specific phobia, separation anxiety disorder
- ii) Obsessive-compulsive disorder, Impulse control disorders: hoarding disorder, trichotillomania, kleptomania, pyromania

UNIT 2

- i) Depression; major depressive disorder, Dysthymic disorder, Premenstrual dysphoric disorder
- ii) Bipolar disorder I and II, Cyclothymic disorder
- iii) Suicide: causes, indications, and prevention

UNIT 3

- i) Schizophrenic spectrum disorders, psychotic disorders:
Delusional disorder, schizophrenia, schizoaffective disorder
- ii) Catatonia: due to other mental disorder, other medical condition,
- iii) Sleep -wake Disorders: Parasomnias. Insomnia, sleep apnea
- iv) Neuro-cognitive disorders:
Alzheimer's disease, Parkinson's disease, due to HIV infection, Delirium

UNIT 4

- i) Somatic symptoms and related disorders: somatic symptom disorder, conversion disorder, illness anxiety disorder, psychological factors affecting other medical conditions
- ii) Dissociative disorders: Dissociative amnesia. Dissociative identity disorder
- iii) Sexual disorders: sexual dysfunction, gender dysphoria, paraphilias
- iv) Sexual victimization: rape, pedophilia.

Books Recommended

- Sarason, I.G. & Sarason, B. R. (1993). *Abnormal Psychology; The Problem of Maladaptive Behaviour*. New Jersey: Prentice Hall
- ICD 11. Geneva: W.H.O. Publication
- DSM V (TR), Diagnostic Statistical Manual of Mental Disorder DSM-V TR, American Psychological Association; Jaypee publication
- Davidson, G.C. & Neal, J.M. (1990). *Abnormal Psychology*. N.Y.: John Wiley
- Kaplan, H.I., Sadock, B.J. (Eds.), (2000). *Comprehensive Text book of Psychiatry* (7th Ed.). London: Williams & Wilkins
- Maddux, J.E., Winstead, B.A. (Eds.) (2005). *Psychopathology; Foundations for Contemporary Understanding*. New Jersey: Lawrence, Earlbaum Associates
- Barlow D, and Durand M. (2nd Ed.) (1998): *Abnormal Psychology: An Integrative Approach*, India, Bangalore; Eastern Press
- Walker, C.E, (Ed) (1983): *The Handbook of Clinical Psychology*, Illinois, Dow Jones-Irwin
- Carson, R.C, Butcher, J.N. & Mineka, S. (1996). *Abnormal Psychology and modern Life* (10th Ed): N.Y.: HarperColins
- Ottmanns, T.F., Emery R.E. (1995). *Abnormal Psychology*. U.S.A: Prentice Hall
- Nevid, J.S., Rathus, S.A., Greene, B. (1997): *Abnormal Psychology in Changing World* (3rd Ed). U.K.: Prentice Hall
- Hales, R.E., Yudofsky, S.G. (2003): *Textbook of Clinical Psychiatry*. Washington D.C: American Psychiatry Publishing,inc.
- Colman, J.C (1986): *abnormal psychology and Modern Life*. D.B.Taraporevala Sons & Co. Pvt. Ltd; Mumbai, India

M.A Semester IV (Stream A Clinical psychology)
(Core Paper – II)
Therapeutic Intervention Strategies

Course Code: MPY4AT02

Credit: 4

Objectives:

- To provide the students a chance to study various therapeutic approaches.
- To help in developing a balanced view of the various therapies and practical techniques employed.

Outcomes:

- Students will be able to learn about different biological approaches to treat mental disorders
- Students will be able to learn about different behavioral techniques to treat mental disorders
- Students will learn about family therapy, group therapy, play therapy and various supportive therapies
- Students will be able to understand the nature and procedure of different traditional as well as recent types of psychotherapies

UNIT 1

- a) Biological approaches: Chemotherapy, E.C.T., Brain wave therapy, Bio-feedback, Narcoanalysis
- b) Neuro- Linguistic Programming

UNIT 2

- a) Behavioural techniques: Systematic desensitization, Contingency contracting, Shaping, Aversive conditioning, Modelling
- b) REBT, CBT.

UNIT 3

- a) Group therapy, Family therapy, Psycho-drama, Play therapy
- b) Supportive Psychotherapy: Milieu therapy, Progressive relaxation, Flooding, Hypnosis, Crisis intervention, Hospitalization

UNIT 4

- a. Traditional approaches: Yoga, Shavasan, Meditation, Mindfulness meditation, Vipashyana
- b. Recent methods: Cyber therapy, tele-counseling

Books Recommended

- Agras, W.S., Kazadin, A.E., Wilson, G.T. (1979). Behaviour Therapy. San Fransisco: Freeman &Co.
- Lanyon, R.I., Layon, B.P. (1978). Behaviour Therapy: A Clinical Introduction. Philippines: Addison-
- Wesley. Korchin, S. J. (1976). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New York: Basic Books
- Plante, T.G. (2005). Contemporary Clinical Psychology (2nd Ed.) New Jersey: John Wiley & Sons
- Bellack, A. S., Hersen, M., Johnston, D. W., & Johnston, M. (Eds.). (1998). Comprehensive Clinical Psychology (Vol. 8). New York: Pergamon

- Wolberg, L.S., Aronson, M.L. (1991). Group and Family Therapy. N.Y.: Brunner /Mazal
- Davis, M., Eshelman, E.R., McKay, M. (1996). The Relaxation & Stress Reduction Workbook. Mumbai: Jaico Publishing House
- Pandit, M.P. (1990). Dhyana. Pondicherry: Dipti Publication
- Corey, G. (1991): Theory and Preactice Of Counselling and Psychotherpay, 4th Ed., California: Brooks
- Feltham C, Horton I (Ed), (2006): The Sage Handbook of Counselling and Psychotherapy, 2nd Ed. Sage Publication; New Ddelhi.
- Nelson. J, R: (2001): Therory and Practice of Counselling and Therapy 3rd Ed. Sage Publication, New Delhi
- Agras, W.S., Kazadin, A.E., Wilson,G.T.(1979).Behavioral Therapy. San Fransisco: Freeman &Co
- Lanyon, R.I., Layon, B.P. (1979). Behavioral Therapy: A Clinical Introduction.Philippines: Addison-

M.A Semester IV (Stream A Clinical Psychology)
(Paper – III Group A Elective I-a)

COMMUNITY MENTAL HEALTH AND MEDICAL PSYCHOLOGY

Code: MPY4AE03(A)

Credit: 4

Objective:

- To acquaint the students with various aspect of community psychology and Medical Psychology

Outcomes:

- Students will be able to learn about the effect of environment on human behavior
- Students will learn about various intervention strategies for suicide prevention and to help people with long term physical and mental disorders as well as people with amputation
- Students will learn about various community intervention methods
- Students will be able to understand medical psychology and behavioural medicine and the functions of psychologists in hospital
- Students will get the knowledge of different serious health conditions and disease and their prevention and modification strategies

UNIT 1

- a) Community psychology: evolution and orientation. Research in Community psychology, evaluation research
- b) Ecology, effect of crowding,

UNIT 2

- a) Helping people with long-standing illness, psychiatric patients, physical disability or amputation,
- b) Suicide prevention
- c) Methods of community intervention: day care centre, consultation, non-professional in community psychology, mental health education

UNIT 3

- a) medical psychology and behavioral medicine, definition, role, history,
- b) Area of work of psychologists in hospital set-up and problems encountered by them

UNIT 4

- a) psychological assessment of: Cancer, chronically ill geriatric patients, Arthritis; Type A behavior and CHD and Hypertension
- b) Modification and prevention of risk factors in cardio-vascular disorders
- c) Psychological preparation for stressful medical procedures
- d) Rehabilitation of patients with CNS dysfunction, intervention with cancer patients
- e) Behavioral treatment of alcoholism, smoking

Books Recommended

- Korchin, S. J. (1976). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New York: Basic Books
- Kapoor, M. (1995). Mental Health of Indian Children. India: Sage Pub.
- Prokop, C.K.&Bardley, L.A. (1981). Medical Psychology; Contribution to Behavioral Medicine. N.Y.: Academic Press.
- Kimble, D.P. (1998). Biological Psychology. N.Y.: Holt Rinehart
- Ayers, S., De Visser, R (2010). Psychology for Medicine. Sage Pub. @ www.sagepublications.com
- Plante, T.G. (2005). Contemporary Clinical Psychology (2nd Ed.) New Jersey: John Wiley & Sons
- Ader,R.: (1981) Psychoneuro Immunology, San Diego Acad, Press.
- Taylor, S.E.: (1991) Health Psychology, New York, McGraw Hill.

M.A Semester IV (Stream: A Clinical psychology)
Paper III, Group A Elective I b

PSYCHOLOGICAL TESTING IN CLINICAL PSYCHOLOGY-II

Course CODE: MPY4AE03 (B)

Credit: 4

Objective:

To acquaint students with various psychological tests for assessment and diagnostic purposes

Outcome:

- Students will learn about the nature of psychological tests
- Students will learn about aptitude, adjustment, Interest, attitude and health inventories
- Students will learn about objective and projective testing
- Students will learn about psychopathological and neuropsychological testing
- Students will learn about psychological tests for learning disabilities and handicaps

UNIT 1

- a) Testing: Concept, Purposes, Types
- b) Interest inventories
- c) Aptitude Testing, Purposes, Techniques of measuring, Aptitude Scales
- d) Adjustment and Health Inventories
- e) Attitude and value tests

UNIT 2

- a) Objective Tests of Personality: 16PF, EPQ,
- b) Projective techniques; Rorschach, TAT, CAT, SCT, Rosenzweig Picture Frustration Study.

UNIT 3

- a) Hamilton Clinical Scale for anxiety, Beck's depression and psychopathology- MCMI, MMPI
- b) Loneliness scale, Assertiveness assessment

UNIT 4

- a) Psychological testing for Brain Damage: LNNPB, Halstead Reitan, Benton Retention Test, Neuropsychological batteries of AIMMS, NIMHANS, PGI.
- b) Psychological testing for handicaps
- c) Psychological testing for learning disability.

Books Recommended

- Groth-Marnat, G. (2003). *Handbook Of Psychological Assessment* (4th ed.). New Jersey: John Wiley & Sons
- Anastasi, A., Urbina, S. (2004). *Psychological Testing* (7th Ed.). India: Pearson Education Pvt. Ltd. (Indian Branch)
- Graham, J. R., Naglieri, J.A. (Eds.), (2003). *Handbook of Psychology; vol.10 Assessment Psychology*. New Jersey: John Wiley
- Urbania, S. (2004). *Essentials of Psychological Testing*. New Jersey: John Wiley & Sons
- Freeman. *Theory and Practice of Psychological Testing*
- Korchin, S. J. (1976). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New York: Basic Books.
- Weiner, B. (1983) : *Clinical Methods in Psychology*, N.Y. John - Wiley and sons
- Lezak, M.D. (1995) : *Neuropsychological Assessment* N. Y. Oxford University, Press.
- Manuals of the Psychological Tests mentioned in curriculum

M.A Semester – IV (Stream A Clinical psychology)

Paper – IV, Group B Open Elective- II-a

ANALYSIS WITH SPSS

CODE: MPY4AO04(A)

Credits: 4

Objective:

To acquaint the students with SPSS and to enable them with the knowledge to use it practically in research. To deal effectively and keep themselves with the upcoming technologies.

Outcomes:

- By the end of this course, students will be able to:
- Perform common parametric and non-parametric tests
- Perform ANOVA, Correlation and Regression Analysis
- Prepare a report with a summary of analyses conducted in SPSS
- Complete Project work/ dissertation showing a culmination of learned techniques

UNIT 1

Exploring Data: The Explore procedure - Describing your data: Frequencies and Descriptive Procedure, frequency distribution

UNIT 2

Creating graphs: Bar graph, Pie chart, Graph through frequencies, Histogram, Testing for normality, crosstab and chi square, non-parametric tests

UNIT 3

Analyzing Data, Test of Independence – Inferential Statistics for Comparing Means: One Sample t test, Paired Samples t- test, Independent Samples t-test.

UNIT 4

Test of Correlation: an introduction to tests of correlation, Pearson's r: parametric test of correlation, Spearman's rs: nonparametric test of correlation, Analysis of variance (ANOVA), Regression

Books Recommended:

1. Brian C. Cronk (2018). HOW TO USE SPSS ® A Step-By-Step Guide to Analysis and Interpretation, (10thEd.) Routledge.
2. Leech, Nancy L. et al. (2005). SPSS for Intermediate Statistics: Use and Interpretation, 2nd Ed. Publishers: Lawrence Erlbaum Associates, Inc.
3. William E. Wagner (2015): Using IBM SPSS statistics for research methods and social science statistics(5th ed). SAGE Publications, Inc
4. Field, A. (2013). Discovering statistics using IBM SPSS statistics (4th ed.). SAGE Publications.

M.A Semester IV (Stream A Clinical Psychology)
Paper – IV Group B Open Elective II-B

POSITIVE PSYCHOLOGY – II

Code: MPY4AO04(B)

Credit: 4

Objectives:

To introduce the students with the new approach to look at mental health and illness and at the life altogether and developing the historical perspective, emotional states, cognitive states and its functions of psychology in the dimension of positivity to induce and enhance mental wellbeing in daily lives

Outcome:

- Students will be able to understand the importance of prevention of negative and enhancement of positive which is an integral part of health as a whole.
- Students will be able to understand the importance of positive environments in education and at workplace and they will get to know about the practical application of positive psychology principles in these fields.
- Students will become aware of their strengths as they will be learning to assess the positive behaviours.
- Students will learn the role of physical activities and exercise in improving wellbeing.
- Students will understand the role of positive psychology in rehabilitating people with disabilities, trauma victims, and people suffering from physical and mental disorders

Unit 1

a) Changing human behaviour towards positive: Preventing the bad and enhancing the good

Unit 2

Positive environments: Positive schooling, psychology of gainful employment

Unit 3

Assessment of positive behaviour:

- a) Assessment of problem-solving behaviour
- b) Locus of control
- c) Creativity,
- d) Self-esteem,
- e) Emotional intelligence,
- f) Sense of humor

Unit 4

- a) Community orientation towards positivity: Focusing on resources, focus on sports; physical activities, empowerment, person centered rehabilitation
- b) Ageing well
- c) Positive psychology in cultural context

Books recommended

- Snyder, C. R., & Lopez, S. J. (2007). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: Sage Publications.
- Snyder, C. R., & Lopez, S. J., (Eds.), (2004). Positive Psychological Assessment: A Handbook of Models and Measures. Washington DC: APA, DOI 10.1037/10612.000
- Linley, P. A., Joseph, S. (Eds.), (2004). Positive psychology in Practice. USA: John Wiley& Sons

M.A. Semester – IV (Stream A Clinical Psychology)
Paper –V
Clinical Psychology Practicum

Code: MPY4AP05

Credit: 6

Objectives-

To enable students with the knowledge of case history and MSE taking and diagnosis of disorders. To teach different structured exercises to students as a supportive therapy. To teach students use of computer for data analysis.

Outcomes-

- Students will learn to take case history and to diagnose psychological disorders
- Students will learn some counseling supportive exercises
- Students will learn data analysis

1) Skill based program -

a) Each student shall evaluate **5 cases** in this semester period and subsequently submit reports for perusal. The report of evaluated cases will include

- Clinical observation
- Case history
- Diagnostic impression
- Treatment strategies

2) Activity based program-

a) Practice sessions / exercise(s) to be – conducted interpreted and reported -
Any two from the following –

- i) Preparing hierarchy for anxiety / phobia case
 - ii) Relaxation / progressive muscle relaxation / Shavasan
 - iii) Abdominal breathing / pranayam
 - iv) Preparing strategic plan for behaviour modification for a simulated
 - v) Soft skill development
- b) Preparing charts (2 variable data) with computer.
c) Calculating “t”, ANOVA with computer.

3) Dissertation-

Students shall carry out a Dissertation on 40 or above sample individually which carries 2 credits. They will finalize the topic in consultation with Head of the Department. The Dissertation may be started from Semester III. Assessment of the Dissertation shall be done on the basis of the report of Dissertation and viva-voce held by External and Internal Examiner.

Distribution of marks:

Practical External (90)					Practical Internal (60)		
Case analysis	Report	Viva-Voce	Struct ured Exercis es	Total	Record Book	Attendance	Total
20	15	15	20	70	15	15	30
Disserta tion	10	10		20	5	15	30
Total=				90	Total=		60
TOTAL MARKS =150							

M.A. Psychology Semester IV (Stream A Clinical Psychology)
Paper – VI
Skill Based
Effective Presentation Skills

Course Code:-MPY4AS06

Credit: 2

Objectives:

Effective speaking and presence can help get a message across and influence an audience in memorable ways. During a presentation, effectively communicating in a way that's truly electric, allowing people to see the most intelligent, trustworthy, and irresistible parts of person's character.

Outcomes: By the end of this course, students will be able to:

- Structure a presentation, explain how to deliver it convincingly
- Identify ways of building rapport with the audience and explain how to check that message has been understood.

Unit I: Introduction, Objectives, Definitions, Preparation, Structure, Timing, Delivery, Tips for Power Point presentations

Unit II: Verbal (voice, intonation, appropriate language), Non-verbal (eye-contact, body language, hand gestures), Handling nerves, Rehearsal, Feedback

Books Recommended –

- Bradbury, A., (2010) Successful presentation skills (4th ed.), Kogan Page.
- Cottrell, S. (2008) The study skills handbook (3rd ed.), Palgrave Macmillan.
- Van Emden, J., Becker, L., (2010) Presentation skills for students (2nd ed), Palgrave Macmillan.

M.A Semester IV (Stream B COUNSELLING PSYCHOLOGY)

Core Paper - I PSYCHOLOGICAL DISORDERS

Course Code: MPY4BT01

Credit: 4

Objective: to enable student with knowledge of mental disorders and their classification

Outcomes:

- Students will be able to learn about signs and symptoms of various anxiety and psychotic disorders
- Students will learn to use DSM to diagnose the disorders

Unit 1

a) What is Abnormality?

Definition. Different ways to define abnormal behaviour. Statistical Definition, Social norm deviance, Subjective discomfort.

b) Models of Abnormality: The Biological Model, The Psychological Model,

c)DSM – V – TR, ICD-11

Unit 2

a) Disorders usually first diagnosed in infancy, childhood or adolescence: mental retardation, learning disability, motor skills disorders.

Autism, attention deficit hyperactivity disorders, disruptive behaviour conduct disorder.

b) Communication disorder: stuttering

c)Pica, Bulimia

d)Elimination disorders: Encopresis and enuresis
Selective mutism,

Unit 3

a) Generalised Anxiety Disorder, Phobic disorders: Social Phobias, Specific Phobias – Agoraphobia, Acrophobia, Claustrophobia, Obsessive - Compulsive Disorder; Panic disorder;

b) Somatoform Disorders: Hypochondriasis, Somatization disorder, Conversion disorder.

c)Adjustment disorders

d)Dissociative Disorders: Dissociative amnesia; Dissociative fugue; dissociative identity disorder.

e) Mood Disorders: Major depression, bipolar disorders

Unit – 4

a) Schizophrenia: Main Symptoms, Categories of Schizophrenia: Disorganized, Catatonic, Paranoid, Undifferentiated, Residual.; Important causes of Schizophrenia.

b) Personality Disorders: Antisocial personality disorder; Borderline personality disorder, Paranoid personality disorder.

Books recommended:

- APA American Psychiatric Association. (2000). DSM – IV – TR: Diagnostic and statistical manual of mental disorders (4th ed., Text Revision). Washington D.C.
- The ICD – 10. Classification of mental and behavioural disorders. Clinical descriptions and diagnostic guidelines. W.H.O., Geneva. A.I.T.B.S. Publishers & Distributors (regd.) Delhi-51. India
- Sarason , I.G. & Sarason, B. R. (1993). *Abnormal Psychology; The Problem of Maladaptive Behaviour*. New Jersey: Prentice Hall
- Holmes, D.S. (1997). *Abnormal Psychology* (3rd Ed.). N.Y.: Addison –Wesley Education. Pvt. Ltd
- Nevid, J.S., Rathus, S. A., Greene, B. (1997). *Abnormal Psychology in Changing World* (3rd Ed.). U.K.: Prentice Hall
- Coleman, J.C. (1986). *Abnormal Psychology and modern Life*. Bombay: Taraporevala Sons & Co. Pvt. Ltd.

M.A Semester IV (Stream B Counselling Psychology)
Core Paper – II
Intervention Strategies in Counselling

Course Code: MPY4BT02

Credit: 4

Objectives:

The process of intervention strategies in counselling is introduced in this Course. Understanding of intervention strategies in counselling provides a framework for practicing new skills. Students will learn how they can assist clients to achieve positive outcomes and increase their self-understanding by using some clinical interventions strategies. The objective of this course is making students skilled through interaction and experiential learning activities, students will develop a working knowledge of counselling and intervention skills, and procedures.

Outcomes:

On completion of this course students will be able to:

- develop a working knowledge of different types of Intervention strategies
- understand the applications of Intervention strategies
- utilize counselling skills and advanced counselling interventions.
- describe the role of human growth and development in counselling interventions and modify these interventions as appropriate.

UNIT-I

- a) Biological approaches:
Drug therapy, ECT, Biofeedback.
- b) Psychoanalytic approaches/intervention strategies:
Freudian: free association, resistance, transference, insight, working through.
Neo Freudian: Jung, Adler, Victor Frankl

UNIT- 2

- a) Behavioral approaches: token economy, systematic desensitization, aversion technique, reinforcement, operant conditioning, shaping, modelling.
- b) Cognitive Behaviour approaches: CBT & R.E.B.T.

UNIT-3

- a) Humanistic-existential approaches: Roger's person centered approach
- b) Transactional analysis.
- c) Yoga therapy, Mindfulness, Meditation, Progressive Muscles Relaxation.
- d) Family therapy, Group therapy.

UNIT-4

- a) Recent methods in psychotherapies: cyber therapy, tele-Counselling
- b) Brief psychotherapy & crisis intervention
- c) De-addiction & milieu therapy

Books Recommended

- Corey, G: (1991) Theory and practice of counselling and psychotherapy, 4th edition, California: Brooks.
- American psychological Association: (1981) ethical principles of psychologist Washington, D.C.: Author.
- Pandit, M.P.: (1990) Dhyana, Dipti Pub. Sri Aurobindo Ashram, Pondicherry, India.
- Plante, T.G. (2005). *Contemporary Clinical Psychology* (2nd Ed.) New Jersey: John Wiley & Sons
- Agrad, W.S., Kazadin, A.E., Wilson, G.T. (1979). *Behaviour Therapy*. San Fransisco: Freeman & Co
- Wolberg, L.S., Aronson, M.L. (1991). *Group and Family Therapy*. N.Y.: Brunner /Mazal
- Davis, M., Eshelman, E.R., McKay, M. (1996). *The Relaxation & Stress Reduction Workbook*. Mumbai: Jaico Publishing H
- Kelly, K. & Lees-Oakes, R. (2021) Online and Telephone Counselling: A Practitioner's Guide. Warrington: Counselling Tutor Ltd.

M.A Semester IV (Stream B Counselling Psychology)

Paper – III Group A Elective I-a

SPECIAL AREAS OF COUNSELLING

Course Code: MPY4BE03 (A)

Credit: 4

Objectives: to acquaint students with different areas of counselling.

Outcomes:

- Students will learn various techniques of counseling for people with different needs and different problems and age groups

UNIT 1

- a) Counselling children and adolescent: emotionally disturbed, under achievers, slow learners, socially disadvantaged.

UNIT 2

- a) Counselling marital, sexual and role related problems: premarital, marital counselling, identification of sex related problems, role conflict and counselling.

UNIT 3

- a) Counselling for drug addicts, alcoholic and attempted suicides: identification of psychological problems and counselling.

UNIT 4

- a) Counselling the physically and mentally handicapped: psychological and vocational evaluation and rehabilitation.
- b) Counselling for terminal diseases and chronic illness: cancer, HIV, AIDS etc; evaluation and counselling.
- c) Counselling the aged: identification of psychological problems and counselling.

Books recommended:

- Nugent, Frank A. (1995): *An Introduction to the profession of counselling*, Maxwell Macmillan Canada, Inc. Toronto.
- Gibson, R.L. and Marianne, H.M. (2008): *Introduction to counselling and Guidance*, 7th edition, Prentice Hall of India, New Delhi.
- Narayan Rao S.: (1991) *A counselling psychology*: Tata McGraw Hill Book company, New Delhi.
- Arulmani, G. Arulmani, S.N. (2004). *Career Counselling; A Handbook*. New Delhi: Tata McGraw Hill
- Crow & Crow. (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House
- McLean & Holan. (1955). *Counselling Psychology*. London: Tata McGraw Hill
- Brian, B. (1982). *Vocational Adjustment of Disabled Persons*. Paper Text Ed. Pro. Ed.
- Crites, J.O. (1981). *Career counselling – Models Methods and Materials*. N.Y.: McGraw Hill
- De Board, R. (1981). *Career development for college students* (5th Ed.). Carrell Press
- Loughary, J.W. & Ripley, T.M. *Career and Life Planning Guide* (Revised Ed.). Cambridge: B.K.

Paper – III Group A Elective I-b
PSYCHOLOGICAL TESTING IN COUNSELLING PSYCHOLOGY-II

Course Code: MPY4BE03 (B)

Credit: 4

Objectives: To enable students with the knowledge of different assessment techniques

Outcomes:

- Students will learn about personality assessments, projective techniques and behavioural assessment.
- Students will be able to administer, interpret and report the results of the tests.

UNIT 1

The assessment of personality:

- a) Children personality questionnaire, High school personality questionnaire,
- b) 16 PF, Eysenck personality inventory (EPQ-R); NEO – PI

UNIT 2

a) Projective techniques and tests:

Sentence Completion Test (SCT), Children apperception test-CAT
Rosenzweig Picture Frustration Test (children and adult), House Tree Personality (HTP)

b) Behavioural techniques and tests:

Behavioural questionnaires, Problem checklist, Self monitoring, Observation in natural environment

UNIT 3

a) Bell's adjustment inventory

b) Edwards personal preference schedule

c) The assessment of aptitude and interest : Differential Aptitude Tests (DAT), Scientific Aptitude Test (SAT), Strong's Interest Inventory (SII), Vocational Interest Record

UNIT 4

a) Stanford – Binet Intelligence scale (SB-IV), Differential ability scales (DAS)
Wechsler scales

Peabody picture vocabulary test (PPVT_III), Kaufman's intelligence tests (K-ABC)

b) Death anxiety, PGI-AMEE, Adjustment inventory (for adult)

Books recommended

- Aiken, L.R. (2000): psychological testing and assessment, 10th edition, Allyn and Bacon, inc.
- Walsh, W.B. and Betx, N.E. (1997): tests and assessment, 3rd edition, Prentice-Hall, Inc., Englewood Cliffs, New jersey.
- Anastasi, A & Urbana, S (1997): psychological testing, 7th edition, Prentice Hall, Inc., Englewood cliffs, New jersey.
- Graham, J. R., Naglieri, J.A. (Eds.), (2003). *Handbook of Psychology; vol.10 Assessment Psychology*. New Jersey: John Wiley
- Freeman (1960). *Theory and Practice of Psychological Testing*
- Korchin, S. J. (1976). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New York: Basic Books.
- Manuals of the Psychological Tests mentioned in curriculum

M.A Semester IV (Stream B Counselling Psychology)
Paper – IV Group B Open Elective I-a

ANALYSIS WITH SPSS

Course Code: MPY4BO04 (A)

Credit: 4

Objective: To acquaint the students with SPSS and to enable them with the knowledge to use it practically in research. To deal effectively and keep themselves with the upcoming technologies.

Outcomes:

- By the end of this course, students will be able to:
- Perform common parametric and non-parametric tests
- Perform ANOVA, Correlation and Regression Analysis
- Prepare a report with a summary of analyses conducted in SPSS
- Complete Project work/ dissertation showing a culmination of learned techniques

UNIT 1: Exploring Data: The Explore procedure - Describing your data: Frequencies and Descriptive Procedure, frequency distribution

UNIT 2: Creating graphs: Bar graph, Pie chart, Graph through frequencies, Histogram, Testing for normality, crosstab and chi square, non-parametric tests

UNIT 3: Analysing Data, Test of Independence – Inferential Statistics for Comparing Means: One Sample t test, Paired Samples t- test, Independent Samples t-test.

UNIT 4: Test of Correlation: an introduction to tests of correlation, Pearson's r: parametric test of correlation, Spearman's rs: nonparametric test of correlation, Analysis of variance (ANOVA), Regression.

Books Recommended:

1. Brian C. Cronk (2018). HOW TO USE SPSS ® A Step-By-Step Guide to Analysis and Interpretation, (10th Ed.) Routledge.
2. Leech, Nancy L. et al. (2005). SPSS for Intermediate Statistics: Use and Interpretation, 2nd Ed. Publishers: Lawrence Erlbaum Associates, Inc.
3. William E. Wagner (2015): Using IBM SPSS statistics for research methods and social science statistics(5th ed). SAGE Publications, Inc
4. Field, A. (2013). Discovering statistics using IBM SPSS statistics (4th ed.). SAGE Publications.

M.A Semester IV (Stream B Counselling Psychology)
Paper – IV Group B Open Elective I-b

POSITIVE PSYCHOLOGY – II

Course Code: MPY4BO04 (B)

Credit: 4

Objectives:

To introduce the students with the new approach to look at mental health and illness and at the life altogether and developing the historical perspective, emotional states, cognitive states and its functions of psychology in the dimension of positivity to induce and enhance mental wellbeing in daily lives

OUTCOMES:

- Students will be able to understand the importance of prevention of negative and enhancement of positive which is an integral part of health as a whole.
- Students will be able to understand the importance of positive environments in education and at workplace and they will get to know about the practical application of positive psychology principles in these fields.
- Students will become aware of their strengths as they will be learning to assess the positive behaviours.
- Students will learn the role of physical activities and exercise in improving wellbeing.
- Students will understand the role of positive psychology in rehabilitating people with disabilities, trauma victims, and people suffering from physical and mental disorders

UNIT 1

- a) Changing human behaviour towards positive: Preventing the bad and enhancing the good

UNIT 2

Positive environments: Positive schooling, psychology of gainful employment

UNIT 3

Assessment of positive behaviour:

- a) Assessment of problem-solving behaviour
- b) Locus of control
- c) Creativity,
- d) Self-esteem,
- e) Emotional intelligence,
- f) Sense of humor

UNIT 4

- a) Community orientation towards positivity: Focusing on resources, focus on sports; physical activities, empowerment, person centered rehabilitation
- b) Ageing well
- c) Positive psychology in cultural context

Books recommended

- Snyder, C. R., & Lopez, S. J. (2007). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: Sage Publications.
- Snyder, C. R., & Lopez, S. J., (Eds.), (2004). Positive Psychological Assessment: A Handbook of Models and Measures. Washington DC: APA, DOI 10.1037/10612.000
- Linley, P. A., Joseph, S. (Eds.), (2004). Positive psychology in Practice. USA: John Wiley & Sons

M.A Psychology Semester IV (Stream B Counselling Psychology)

Paper – V

Counseling Psychology Practicum (SEM IV)

Course Code: MPY4BP05

Credit: 6

Objectives:

To enable students with the knowledge of case history and MSE taking and writing a report for the same. To enable students with the structured exercises as supportive therapies. To teach students use of computer for data analysis

Outcomes:

- Students will be able to take case history, MSE, and diagnose the psychological problems.
- Students will be able to learn about exercises as a part of supportive therapies.
- Students will learn data analysis

1) Skill based program

a) Each student shall evaluate 3 problem cases (scholastic, adjustment or emotional problems) in this semester period and subsequently submit reports for perusal. The report of evaluated cases will include

1. Case problem observation
2. case history
3. identification of problem: forming impression
4. suggested and employed intervention strategies

2) Activity based program -

a) In addition each candidate will prepare and conduct one Structured exercise* on any one of the counseling skills and subsequently submit the report for perusal.

(*Counselling skills / Listening skills / Communication skills / Decision making skills / stress inoculation / Swot analysis. Topic(s) / area will be decided by the concerned teachers committee)

b) Preparing charts (2 variable data) with computer.

c) Calculating “t”, ANOVA with computer

3) Dissertation-

Students shall carry out a Dissertation on 40 or above sample individually which carries 2 credits. They will finalize the topic in consultation with Head of the Department. The Dissertation may be started from Semester III. Assessment of the Dissertation shall be done on the basis of the report of Dissertation and viva-voce held by External and Internal Examiner.

Distribution of marks:

Practical External (90)					Practical Internal (60)		
Case analysis	Report	Viva-Voce	Struct ured Exercises	Total	Record Book	Attendance	Total
20	15	15	20	70	15	15	30
Disserta tion	10	10		20	5	15	30
Total=				90	Total=		60
TOTAL MARKS =150							

**M.A. Psychology Semester IV (Stream A Counselling Psychology)
Paper – VI**

Skill Based

Effective Presentation Skills

Course Code:-MPY4BS06

Credit: 2

Objectives:

Effective speaking and presence can help get a message across and influence an audience in memorable ways. During a presentation, effectively communicating in a way that's truly electric, allowing people to see the most intelligent, trustworthy, and irresistible parts of person's character.

Outcomes: By the end of this course, students will be able to:

- Structure a presentation, explain how to deliver it convincingly
- Identify ways of building rapport with the audience and explain how to check that message has been understood.

Unit I: Introduction, Objectives, Definitions, Preparation, Structure, Timing, Delivery, Tips for Power Point presentations

Unit II: Verbal (voice, intonation, appropriate language), Non-verbal (eye-contact, body language, hand gestures), Handling nerves, Rehearsal, Feedback

Books Recommended –

- Bradbury, A., (2010) Successful presentation skills (4th ed.), Kogan Page.
- Cottrell, S. (2008) The study skills handbook (3rd ed.), Palgrave Macmillan.
- Van Emden, J., Becker, L., (2010) Presentation skills for students (2nd ed), Palgrave Macmillan.

(Organizational Psychology and Human Resource Management)

Core PAPER - I

ORGANIZATION DEVELOPMENT

Code: MPY4CT01

Credit: 4

Objectives:

- To develop an understanding of the theory and practice relating to the processes of organization development. To develop insight and competence in diagnostic and intervention processes and skills for initiating and facilitating change in organizations.
- To develop an understanding of the theory and practice relating to the processes of organization development.
- To develop insight and competence in diagnostic and intervention processes and skills for initiating and facilitating change in organizations

Outcomes:

- Students will develop an understanding of the theory and practice relating to the processes of organization development.
- They will develop insight and competence in diagnostic and intervention processes and skills for initiating and facilitating change in organizations.

Unit I:

A) Introduction to Organization development:

- Definition, History of organization development; Values, Assumptions and beliefs; OD consultant

b) Foundations of Organization development:

- Models and theories of planned change: Kurt Lewin, Burke-Litwin Model, Porras and Robertson model
- Systems theory, Participation empowerment, Teams and teamwork, Parallel learning structures, A normative re-educative strategy of changing, Applied behavioural science

Unit 2:

a) Managing the OD process:

- Diagnosis, the action component, program management component

c) Action research and OD: Process and approach, history and varieties, examples of action research

Unit 3:

a) Nature of Organization Development interventions:

- Classification of OD interventions
- Team interventions, inter-group and third party peacemaking interventions, comprehensive OD interventions, Structural intervention

Unit 4:

a) Challenges and future of OD

- Training experiences: T-groups, behavioural modelling, life and career planning
- Issues in consultant- client relationship
- Future of Organization Development

Books Recommended

- French, W.L.; & Bell, C.H. Jr. (2004) Organizational Development (4th Ed.) Prentice Hall of India, New Delhi.
- French, W.L., Bell, C.H. Jr. & Zawacki C. (2006) Organization Development and Transformation: Managing effective change (6th Ed.) Tata McGraw Hill, New Delhi
- French, W.L., Bell, C.H. & Vohra V. (2006) Organization Development: Behavioural science interventions for organization improvement (6th Ed.) Pearson Education
- Cummings T.G. & Worley C.G. (2007) Organization Development and Change (8th Ed.) Thomson-South Western

**M.A Semester IV Stream C:
(Organizational Psychology and Human Resource Management)
Core PAPER - II
Employee Counselling**

Code: MPY4CT02

Credit: 4

Objectives:

Contextual understanding of Employee counseling, workplace counseling, Stress its management, techniques and enhancement of work life.

Outcomes:

- Students will be able to understand the employee and her/his environment along with the challenges.
- They will learn techniques of employee counselling for enhancement in their work life quality.

Unit 1:

- a) Nature, Scope and Need for employee Counselling, Counseling process. Employee Counseling: Types, Employee counseling skills.
- b) Workplace Counseling: Models of Workplace Counseling, Performance counselling, Career Planning and counseling.

Unit-2.

- a) Stress and related concepts: Nature, Types, Sources, Effects/Consequences. Burn out.
- b) Stress Management: Personal -Self Management. Increasing Self-awareness through; Yoga, Meditation, Vipashana.

Unit 3.

- a) Biofeedback, Assertiveness training, Time management.
- b) Enhancing coping with role stress, mergers, acquisitions and change.

Unit 4

- a) Enhancing Quality of Work Life. Concept of subjective well-being.
- b) Management by consciousness, A Spirituo-technical Approach

Books Recommended:-

- Kamaraju P., N; Reddy, P.N.; and Ramana, W.D.V.(2008)Performance Appraisal and counseling. IstEdition.Himalaya Publishing House Pvt.Ltd.Mumbai, India.
- Ashwathappa, K. (2008):OrganizationalBehavior. 8th Revised EditionHimalaya Publishing House Pvt.Ltd.Mumbai, India.
- Shekaran,U. (2004) Organization Behaviour. Text and cases 2ndedn. Tata MxGraw Hill, New Delhi. India.
- Argyris,C (1957) Personality in Organization. New York. Harper Collins.
- Hackman, R.J. and Shuttle, J.L.(eds).Improving life at Work: Behavioral Approach to Organizational Change. Santa Monica; Goodyear.
- Snyder, C. R. & Shane, J. L.(2007) Positive Psychology. The scientific and practical explorations of human strengths, Sage South Asia edition, Sage publication India pvt. Ltd. New Delhi. India
- Gupta, G.P.:(2009) Management by consciousness, A Spirituo-technical Approach. SriAurbindo Institute of research in Social –Sciences, Pondicherry, India.

M.A Semester IV Stream C
(Organizational Psychology and Human Resource Management)
PAPER -III Group A Elective I- a
Leadership and Communication in Organizations

Course Code: MPY4CE03(A)

Credit: 4

Objectives:

Understanding of personality, Leadership, its theories along with assessment tools in accordance to the former, issues and challenges in leadership. Thorough study of functions, methods and choice of communication channels.

Outcomes:

- Students will understand dynamics of leaders and assess leaders.
- They will learn contemporary issues in Leadership.
- The students will learn processes, functions and methods of communications along with its various techniques.

UNIT 1

- a) Personality: Concept and Nature. Determinants of Personality.
- b) Personality Theories: Type, Trait and Psycho-analytic.

UNIT 2

- a) Leadership: Basic Approaches to Leadership.
What is Leadership? Trait theory, Behavioral theory, Contingency Theory. Implications for managers.
- b) Assessment tools.
MBTI, FIRO-B, Leadership Style, Leadership Effectiveness

UNIT 3

- a) Contemporary issues in Leadership: Trust- The foundation of leadership.
Framing: Using words to shape meaning and inspire Others.
- b) Online leadership, challenges to the leadership concept.
- c) Finding and creating effective leaders.

UNIT 4

- a) Communication: Functions, Process and direction of communication.
- b) Methods of communication. Organizational communication: formal small group network, the grapevine and computer aided communication.
- c) Choice of communication channels. Barriers to effective communication. Current issues in communication.

Books recommended:

- Robbins's. (2005) Organizational Behavior, 11thedi. New Delhi PHI Pvt. Ltd.
- Luthans, F.(1998) Organization Behavior, 8th edn. Boston Irwin McGraw Hill.
- Ashwathappa,K. (2008):Organizational Behavior. 8th Revised Edition Himalaya Publishing House Pvt.Ltd.Mumbai, India.

M.A Semester IV Stream C
(Organizational Psychology and Human Resource Management)
PAPER -III Group A Elective I- b

Course Code: MPY4CE03(B)

Credit: 4

**Organizational Culture, Organizational Learning and
Organizational Change.**

Objectives:

Overview of Organizational culture, its learning; change between learning organizations and organizational learning. Overview of Organizational climate and changes in it.

Outcomes:

Students will learn the importance of organization dynamics, Innovation process, Organizational climate.

UNIT 1:

- a) Organizational Culture: Meaning and Definition, Effects of culture, Creation of culture
- b) Innovation in organization, Innovation process, Studies in culture & innovation.

UNIT 2:

- a) Organizational Learning: How organizations learn? Developing a learning strategy Perspectives of Learning Organization. Advantages of Learning organization.
- b) Learning organization: Difference between learning organizations and organizational learning. Five disciplines of learning organization.

UNIT 3

- a) Organizational Climate:
Meaning, Importance of Organizational Climate, Factors affecting Organizational Climate, Creating conducive Organizational Climate.
- b) Organization Structure and Design: Concept. Importance. Types of Organizational designs. Organizational designs and employee behavior.

UNIT 4:

- a) Organizational Change - Nature, levels and dilemmas of change, Pressures for change,
- b) The Domino effect, Responses to change, Force field analysis, Change process, Resistance to change, Dynamics of change.

Books Recommended:

- Dassler, G. (2002) Human Resource Management>New Delhi. Pearson Education Pvt.Ltd.
- Arnold, H. J. and Fieldman, D.E. (1988): Organizational Behavior. New York. McGraw Hill Book Company.

**M.A Semester IV Stream C
(Organizational Psychology and Human Resource Management)
PAPER -IV Group B Open Elective I- a**

ANALYSIS WITH SPSS

Course Code: MPY4CO04 (A)

Credit: 4

Objective: To acquaint the students with SPSS and to enable them with the knowledge to use it practically in research. To deal effectively and keep themselves with the upcoming technologies.

Outcomes:

- By the end of this course, students will be able to:
- Perform common parametric and non-parametric tests
- Perform ANOVA, Correlation and Regression Analysis
- Prepare a report with a summary of analyses conducted in SPSS
- Complete Project work/ dissertation showing a culmination of learned techniques

Unit 1: Exploring Data: The Explore procedure - Describing your data: Frequencies and Descriptive Procedure, frequency distribution

Unit 2: Creating graphs: Bar graph, Pie chart, Graph through frequencies, Histogram, Testing for normality, crosstab and chi square, non-parametric tests

Unit 3: Analyzing Data, Test of Independence – Inferential Statistics for Comparing Means: One Sample t test, Paired Samples t- test, Independent Samples t-test, ANOVA.

Unit 4: Test of Correlation: an introduction to tests of correlation, Pearson's r: parametric test of correlation, Spearman's rs: nonparametric test of correlation, Analysis of variance (ANOVA), Regression

Books Recommended:

- Brian C. Cronk (2018). HOW TO USE SPSS ® A Step-By-Step Guide to Analysis and Interpretation, (10thEd.)Routledge.
- Leech, Nancy L. et al. (2005). SPSS for Intermediate Statistics: Use and Interpretation, 2nd Ed. Publishers: Lawrence Erlbaum Associates, Inc.
- William E. Wagner (2015): Using IBM SPSS statistics for research methods and social science statistics(5th ed.).SAGE Publications, Inc
- . Field, A. (2013). Discovering statistics using IBM SPSS statistics (4th ed.). SAGE Publications.

M.A Semester IV Stream C
(Organizational Psychology and Human Resource Management)
PAPER -IV Group B Open Elective I- b
POSITIVE PSYCHOLOGY – II

Course Code: MPY4CO04(B)

Credit: 4

Objectives:

To introduce the students with the new approach to look at mental health and illness and at the life altogether and Developing the historical perspective, emotional states, cognitive states and its functions of psychology in the dimension of positivity to induce and enhance mental wellbeing in daily lives

Outcome:

- Students will be able to understand the importance of prevention of negative and enhancement of positive which is an integral part of health as a whole.
- Students will be able to understand the importance of positive environments in education and at workplace and they will get to know about the practical application of positive psychology principles in these fields.
- Students will become aware of their strengths as they will be learning to assess the positive behaviours.
- Students will learn the role of physical activities and exercise in improving well-being.

UNIT 1

a) Changing human behaviour towards positive: Preventing the bad and enhancing the good

UNIT 2

Positive environments: Positive schooling, psychology of gainful employment

UNIT 3

Assessment of positive behaviour:

- a) Assessment of problem solving behaviour
- b) Locus of control
- c) Creativity,
- d) Self-esteem,
- e) Emotional intelligence,
- f) Sense of humor

UNIT 4

- a) Community orientation towards positivity: Focusing on resources, focus on sports; physical activities, empowerment, person centered rehabilitation
- b) Ageing well
- c) Positive psychology in cultural context

Books recommended

- Snyder, C. R., & Lopez, S. J. (2007). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. New Delhi: Sage Publications.
- Snyder, C. R., & Lopez, S. J., (Eds.), (2004). Positive Psychological Assessment: A Handbook of Models and Measures. Washington DC: APA, DOI 10.1037/10612.000
- Linley, P. A., Joseph, S. (Eds.), (2004). Positive psychology in Practice. USA: John Wiley& Sons

M.A Psychology Semester – IV (Stream C)
Paper V

Organizational Psychology Practicum

Course Code: MPY4CP05

Credit: 6

Objectives:

To give the students knowledge of practical skills of real life environments. To enable students with the knowledge of case history and MSE taking and writing a report for the same .To enable students with the structured exercises as supportive therapies. To teach students use of computer for data analysis

Outcomes:

- Students will be able to take case history, MSE, and diagnose the psychological problems.
- Students will be able to learn about exercises as a part of supportive therapies.
- Students will learn data analysis

1) Skill based program-

a) 3 Cases related to organizational problems the report of evaluated cases will include

1. Case problem observation
2. Case history
3. Identification of problem: forming impression
4. Suggested and employed intervention strategies

2) Activity based program-

a) Each student shall conduct Structured Exercises to be conducted, interpreted and reported and subsequently submit reports for perusal.

**Generic Skills: Stress management, Conflict resolution techniques for effective management, Assertiveness Training, Importance of verbal and nonverbal communication, Significance of body language in communication, Key communication skills: Active listening & feedback; Presentation Skills; Emotional intelligence and leadership effectiveness; Time management: tips and strategies*

b) Preparing charts (2 variable data) with computer.

c) Calculating “t”, ANOVA with computer

3) Dissertation-

Students shall carry out a Dissertation on 40 or above sample individually which carries 2 credits. They will finalize the topic in consultation with Head of the Department. The Dissertation may be started from Semester III. Assessment of the Dissertation shall be done on the basis of the report of Dissertation and viva-voce held by External and Internal Examiner.

Distribution of marks:

Practical External (90)					Practical Internal (60)		
Case analysis	Report	Viva-Voce	Struct ured Exercises	Total	Record Book	Attendance	Total
20	15	15	20	70	15	15	30
Disserta tion	10	10		20	5	15	30
Total=				90	Total=		60
TOTAL MARKS =150							

M.A. Psychology Semester IV (Stream C)
(Organizational Psychology and Human Resource Management)
Paper – VI
Skill Based
Effective Presentation Skills

Course Code:-MPY4CS06

Credit: 2

Objectives:

Effective speaking and presence can help get a message across and influence an audience in memorable ways. During a presentation, effectively communicating in a way that's truly electric, allowing people to see the most intelligent, trustworthy, and irresistible parts of person's character.

Outcomes: By the end of this course, students will be able to:

- Structure a presentation, explain how to deliver it convincingly
- Identify ways of building rapport with the audience and explain how to check that message has been understood.

Unit I: Introduction, Objectives, Definitions, Preparation, Structure, Timing, Delivery, Tips for Power Point presentations

Unit II: Verbal (voice, intonation, appropriate language), Non-verbal (eye-contact, body language, hand gestures), Handling nerves, Rehearsal, Feedback

Books Recommended –

- Bradbury, A., (2010) Successful presentation skills (4th ed.), Kogan Page.
- Cottrell, S. (2008) The study skills handbook (3rd ed.), Palgrave Macmillan.
- Van Emden, J., Becker, L., (2010) Presentation skills for students (2nd ed), Palgrave Macmillan.

Evaluation Scheme

Semester I and II									
Theory 60					Internal 40				
Question 1 to 4 long answers carrying 12 marks each from all the 4 units (4×12=48) Question 5 short answer carrying 3 marks each from all the 4 units (4×3=12) 48+12=60					Syllabus Based Viva	Seminar Presentation	Assignment	Continuous assessment	Total
					10	10	10	10	40
Total=100									
Practical External 90					Practical Internal 60				
Conduct of Experiment	Report (Answer book)	Viva-Voce	Field Study/Test Evaluation Report	Total	Record Book		Attendance		Total
20	20	20	30	90	30		30		60
Total=150									

Semester III									
Theory 60					Internal 40				
Question 1 to 4 long answers carrying 12 marks each from all the 4 units (4×12=48) Question 5 short answer carrying 3 marks each from all the 4 units (4×3=12) 48+12=60					Syllabus Based Viva	Seminar Presentation	Assignment	Performance during academic session	Total
					10	10	10	10	40
Total=100									
Practical External 90					Practical Internal 60				
Conduct of Tests	Report (Answer book)	Viva-Voce	SE	Total	Record Book	Attendance/ professional competence		Total	
20	15	15	20	70	15	15		30	
Internship	10	10	--	20	15	15		30	
Total=				90	Total=			60	
Total=150									

Semester IV

Theory 60	Internal 40				
Question 1 to 4 long answers carrying 12 marks each from all the 4 units (4×12=48)	Syllabus Based Viva	Seminar Presentation	Assignment	Performance during academic session	Total
Question 5 short answer carrying 3 marks each from all the 4 units (4×3=12) 48+12=60					
	10	10	10	10	40
Total=100					

Practical External (90)					Practical Internal (60)		
Case analysis	Report	Viva-Voce	Struct ured Exercises	Total	Record Book	Attendance	Total
20	15	15	20	70	15	15	30
Disserta tion	10	10		20	5	15	30
Total=				90	Total=		60
TOTAL MARKS =150							

Note: Combine passing 50% in all the semesters.