

NEP AND Learning Outcome-based Curriculum Framework (LOCF)

For

Post Graduate Program

Master of Science

(To be effective from the Academic Session 2022-23)



Department of Psychology

Gurugram University, Gurugram

(A State University established by Govt. of Haryana Act No. 17 of 2017)

GURUGRAM UNIVERSITY, GURUGRAM

(A State University established by Govt. of Haryana Act No. 17 of 2017)

Study & Evaluation Scheme of M.Sc. Psychology

Summary

| | |
|---|-----------------------------------|
| Programme: | M.Sc. Psychology |
| Duration: | Two year full time (FourSemester) |
| Medium: | English/Hindi |
| Minimum Requirement of Attendance: | 75% |
| Total Credits: | 104 |

Assessment of Student's Performance and Scheme of Examination:

1. English and Hindi shall be the medium of instruction and examination.
2. Examination shall be conducted at the end of each Semester as per the Academic Calendar notified by the Gurugram University.

3. The system of Evaluation shall be as follows:

Assessment of students' performance shall be based on the 70: 30 criteria. 70 marks shall be for the end point examination and 30 marks shall be for internal assessment. For Skill Enhancement, Ability Enhancement and Value Addition Courses (50 marks paper) the examination will be for 35 marks and Internal Assessment for 15 marks.

For Practical Examination 70 marks will be based on practical report and 30 marks will be based on viva-voce.

There will be an Internship Training of one month at VIMHANS in the III Semester. The purpose will be to foster skills through hands on training required for delivering of various services of psychological nature in various societal settings. Students will be exposed to the academic and clinical aspect of internship training in the OPD and IPD OF VIMHANS hospital. Students will submit a detailed report about the Internship Training done in the third semester. The report will carry a weightage of 100 Marks, out of which 70 Marks will be for report and 30 Marks will be for viva-voce which will be conducted by an external expert at the end of the semester.

Semester IV shall consist of 2 core courses and 1 compulsory Practicum paper. Besides that students need to select two courses from either of the two specialisation areas incorporated in the fourth semester.

Under the Ability Enhancement Course students will have to submit a dissertation at the end of the fourth semester. It will carry a weightage of 6 credits and 150 marks. Assessment of the Dissertation in the fourth semester shall be done on the basis of the

report of Dissertation (100marks) and viva-voce (50 Marks) held by the University appointed External Examiner and Internal Examiner.

Assessment Evaluation

| Internal Marks | Major Test (End Semester Exam) Marks | Total Marks |
|-----------------------|---|--------------------|
| 30 | 70 | 100 |

Internal Evaluation

| Minor Test | Attendance | Assignment/ Presentation | Total Marks |
|-------------------|-------------------|---------------------------------|--------------------|
| 10 | 10 | 10 | 30 |

Duration of Examination

| Major Test(End Semester Exam) | Internal (Minor Test) |
|--------------------------------------|------------------------------|
| 3 hrs. | 1½ hrs. |

Question Paper Structure

There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks. For Psychometrics and Research Methodology papers there shall be one numerical question in each unit and use of non-programmable calculator shall be allowed.

Programme Outcomes M.Sc. Psychology

- PO 1: Students will obtain an excellent education in the broad field of psychology and learn the communication and critical thinking abilities needed of someone with a graduate-level scientific background.
- PO 2: Students are exposed to advanced, active learning opportunities in psychology that combine research and clinical application.
- PO 3: Post-Graduates are prepared to enter clinical psychology occupations and/or pursue doctoral studies in psychology or allied professions/academic areas.
- PO 4: Encourage students to enhance their in-depth knowledge of various domains of psychology and inculcate an ethical approach to research.
- PO 5: To provide field exposure to the students to enhance their ground understanding of the subject.

Programme Specific Outcomes M.Sc. Psychology

- PSO 1: To establish a theoretical framework for study in psychology that is in step with current developments in the field.
- PSO 2: To empower students with Professional training in field of Clinical Psychology.
- PSO 3: To empower students to approach problems creatively, empirically, and ethically programme that integrates the conceptual toolkit and research methodologies from the quantitative and qualitative traditions.
- PSO 4: To give students the chance to apply what they have learned in the classroom to real-world situations in order to foster a positive dialogue between academia and society.
- PSO 5: To facilitate the development of a skilled manpower with the necessary skills to provide services in primary healthcare settings, corporations, and other settings, such as schools.
- PSO 6: Through the Social Outreach Program, psychology students can learn to be more understanding, sympathetic, and empathic towards others, to work in a team and to build leadership skills, to embrace and appreciate individual differences and to work with responsibility and commitment.

GURUGRAM UNIVERSITY, GURUGRAM
(A State University established by Govt. of Haryana Act No. 17 of 2017)

Study & Evaluation Scheme of M.Sc. Psychology

SEMESTER -1

| Course Code | Course Title | Course ID | Credit | | | Total | Examination Scheme | | | Total |
|--------------------------------------|--|-----------|--------|---|---|-----------|--------------------|----------|-----------|------------|
| | | | L | T | P | | Theory | Internal | Practical | |
| Core Course(S) | | | | | | | | | | |
| CC101 | Foundations of Psychology | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| CC102 | Research Methodology -I | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| CC103 | Biopsychology | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| CC104 | Practical | | 0 | 0 | 4 | 4 | - | - | 100 | 100 |
| General Elective Course(S) | | | | | | | | | | |
| GEC105 (One from Pool of Courses) | Emotions in Everyday Life/ One from list provided by the University (offered by the departments) | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| Ability Enhancement Course(S) | | | | | | | | | | |
| AEC106 (One from Pool of Courses) | Communication Skills | | 2 | 0 | 0 | 2 | 35 | 15 | - | 50 |
| Skill Enhancement Course(S) | | | | | | | | | | |
| SEC107 (One from Pool of Courses) | 107(A) Innovative Thinking & Positivity 107(B) Positive Psychology | | 2 | 0 | 0 | 2 | 35 | 15 | - | 50 |
| Total Credits | | | | | | 24 | | | | 600 |

SEMESTER -2

| Course Code | Course Title | Course ID | Credit | | | Total | Examination Scheme | | | Total |
|--------------------------------------|--|-----------|--------|---|---|-----------|--------------------|----------|-----------|------------|
| | | | L | T | P | | Theory | Internal | Practical | |
| Core Course(S) | | | | | | | | | | |
| CC201 | Cognitive Psychology | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| CC202 | Research Methodology-II | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| CC203 | Social Psychology | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| CC204 | Practical | | 0 | 0 | 4 | 4 | - | - | 100 | 100 |
| Discipline Specific Course(S) | | | | | | | | | | |
| GE205 | Stress, Health & Coping | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| Ability Enhancement Course(S) | | | | | | | | | | |
| AEC206 (One from Pool of Courses) | Environmental Awareness | | 2 | 0 | 0 | 2 | 35 | 15 | - | 50 |
| Skill Enhancement Course(S) | | | | | | | | | | |
| SEC207 (One from Pool of Courses) | Information Technology (IT) | | 2 | 0 | 0 | 2 | 35 | 15 | - | 50 |
| Value Addition Course(S) | | | | | | | | | | |
| VAC208 (One from Pool of Courses) | Library Review/One from the University List/MOOC | | 2 | 0 | 0 | 2 | 35 | 15 | - | 50 |
| Total Credits | | | | | | 26 | | | | 650 |

SEMESTER -3

| Course Code | Course Title | Course ID | Credit | | | Total | Examination Scheme | | | Total |
|---|---|-----------|--------|---|---|-----------|--------------------|----------|-----------|------------|
| | | | L | T | P | | Theory | Internal | Practical | |
| Core Course(S) | | | | | | | | | | |
| CC301 | Advanced Cognitive Processes | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| CC302 | Psychometrics | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| CC303 | Psychopathology & Psycho Diagnostics | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| CC304 | Practical | | 0 | 0 | 4 | 4 | - | - | 100 | 100 |
| Discipline Specific Course(S) | | | | | | | | | | |
| DSC 305 (One from Pool of Courses) | Vulnerabilities of Contemporary Indian Society | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| General Elective Course (S) | | | | | | | | | | |
| GE 306 | Self, Globalization and Society /One from the University List (offered by other department) | | 0 | 0 | 2 | 2 | 35 | 15 | - | 50 |
| Skill Enhancement Course(S)/Internship/Apprenticeship/Project/Community Outreach | | | | | | | | | | |
| SEC307 | One Month Internship Training at VIMHANS | | 0 | 0 | 4 | 4 | - | - | 100 | 100 |
| Value Addition Course(S) | | | | | | | | | | |
| VAC 308 (One from Pool of Courses) | Climate Change/ One from the University List/MOOC | | 0 | 0 | 2 | 2 | 35 | 15 | - | 50 |
| Total Credits | | | | | | 28 | | | | 700 |

SEMESTER -4

| Course Code | Course Title | Course ID | Credit | | | Total | Examination Scheme | | | Total |
|--|---|-----------|--------|---|---|-----------|--------------------|----------|-----------|------------|
| | | | L | T | P | | Theory | Internal | Practical | |
| Core Course(S) | | | | | | | | | | |
| CC401 | Neuro Psychology | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| CC 402 | Developmental Psychology | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| CC403 | Practical | | 4 | 0 | 0 | 4 | - | - | 100 | 100 |
| Discipline Specific Course(S) | | | | | | | | | | |
| DSE Choose any two from the pool of each specialisation courses | (A) Specialization: Clinical | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| | 404 Clinical Psychology | | | | | | | | | |
| | 405 Forensic Psychology & Criminal Psychology | | | | | | | | | |
| | 406 Psycho Diagnostics | | | | | | | | | |
| | 407 Basics of Guidance & Counselling | | 4 | 0 | 0 | 4 | 70 | 30 | - | 100 |
| | 408 Techniques of Guidance and Counselling | | | | | | | | | |
| | (B) Specialization : Industrial | | | | | | | | | |
| | 409 Organization change and Development | | | | | | | | | |
| | 410 Human Resource Management | | | | | | | | | |
| | 411 Coaching and Mentoring at workplace | | | | | | | | | |
| 412 Training and Consulting in Organisation | | | | | | | | | | |
| 413 Institutions and entrepreneurship | | | | | | | | | | |
| Ability Enhancement Course(S)/Dissertation/Internship/Academic project/Entrepreneurship | | | | | | | | | | |
| AEC 413 | Dissertation | | - | - | 6 | 6 | - | - | 150 | 150 |
| Total Credits | | | | | | 26 | | | | 650 |

DETAILS OF COURSES

| | After 2 Years | | |
|--------------|---------------|--------------------------|---------------------|
| | No of Courses | No of credits per course | Total no of credits |
| Core Courses | 11 | 4 | 44 |
| Practical | 4 | 4 | 16 |
| DSEC | 1+1+2=4 | 4+4+8 | 16 |
| GEC | 1+1=2 | 4+2 | 6 |
| AEC | 1+1+1=3 | 2+2+6 | 2+2+6=10 |
| SEC | 1+1+2=4 | 2+2+4 | 2+2+4=8 |
| VAC | 1+1=2 | 2+2 | 4 |
| Total | 30 | 36 | 104 |

M.Sc. Psychology
Semester - I

CC101 Foundations of Psychology
Credits: 4 (Hrs./week:4)

Maximum
Marks: 100
Theory Examination: 70
Internal Assessment: 30
Time: 3 hrs.

Course Objectives:

- To familiarize the students with historical developments in Psychology
- To impart a fundamental knowledge of classical theories and approaches in psychology
- To acquaint the students with theoretical viewpoints of learning, motivation and emotion
- To provide knowledge of theoretical perspectives of Intelligence

Course outcomes:

- Students would gain theoretical knowledge of historical developments as well as working knowledge of different perspectives in psychology
- Students would attain theoretical knowledge of basis of learning
- Students would achieve theoretical knowledge of basics of motivation and emotions
- Students would gain the knowledge of application of various intelligence theories

Unit-I

Psychology as a Science: Field and Scope of Contemporary Psychology

Pre-Scientific Psychology: Emergence of Psychology as Science of Behavior (Contemporary Psychology)

Schools of Psychology: Structuralism, Behaviorism, Gestalt Psychology

Unit-II

Psychoanalysis: Freudian (Freud, Jung, Adler)

Neo-Freudian (Erik Erikson, Harry S. Sullivan, Karen Horney and Erich Fromm),

Humanistic-Existential Psychology (Carl Rogers, Abraham Maslow, Victor Frankl, Rollo May)

Unit-III

Learning: concept, classical theories of learning: Hull, Miller-Dollard, Tolman

Motivation: Meaning, Nature and Basic Concepts, Theories: Drive-Reduction Theory, Intrinsic Theory, Hertzberg's Two Factor Theory, McClelland Theory of Needs.

Emotion: Meaning and Theories of Emotions, James-Lange, Canon-Bard, Schachter-Singer, Cognitive Appraisal Theory,

Unit- IV

Intelligence: concept, factorial theories of intelligence: Spearman, Thurston, Guilford and Cattell, Multiple Intelligence (Gardner), Triarchic Theory of intelligence (Sternberg), Biological and Environmental basis of intelligence, emotional intelligence, Das-PASS, Jensen level 1 and 2 abilities

Suggested Reading:

1. Leahey, T.H. (1987) A History of Psychology, U.S.A.: Prentice Hall International.
2. Chaplin, J.P. and Krawiec, T.S. (1968). Systems and theories of psychology. New York: Holt, Rinehart and Winston.
3. Singh, A.k. (2013). The comprehensive History of Psychology (6th ed) .New Delhi: MLBD.
4. Wolman, B.B. (1960). Contemporary theories and systems in psychology, New Delhi: Freeman Book Company
5. Brenman, J. F. (2004). History and Systems of Psychology (6th Ed). Delhi. Pearson Pub.
6. Cornelissen, M; Mishra, G &Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pearson Education.
7. Dalal, A.K. &Mishra, G (Ed). New Direction in Indian Psychology, vol-1, New Delhi: SAGE Publication.
8. Goleman, D. (1996) Emotional Intelligence, New York. Bantan Books.
9. Hall, C &Lindzey, G. (1978). Theories of Personality, New York: John Willey & Sons.
10. HillGard, E.R. & Bower, G.H. (1975). Theories of Learning. New Jersey; Prentice Hall
11. Leahey, T.H. (1987) A History of Psychology, U.S.A.: Prentice Hall International.
12. Schultz, D. and Schultz, S. (2000). A History of Modern Psychology. U.S.A.: Harcourt Brace & Co.
13. Shiraev, E. (2015). A History of Psychology- A Global Perspective. New Delhi. SAGE Publication Ltd.
14. Morgan, C.T., King, R.A., Weisz, J.R. &Schopler, J. (2004). Introduction to Psychology (7th ed), Mcgraw Hill.
15. Robert, A. Baron and Misra G (2017). Psychology Indian Subcontinent Edition. . Pearsons India Education services Pvt. Ltd.
16. Atkinson &Hilgard's. Introduction to Psychology (16th ed). Cengage Learning EMEA.
17. Burger, J. M. (2004). Personality (6th Ed.). USA : Thomson Wadsworth.
18. Carver, C. S.,&Scheier M.F. (1996). Perspectives on Personality. Boston :Allyn and Bacon.
19. Ciccarelli, S.K and White, N. Adopted Misra, G.(2019). Psychology. Pearsons India Education services Pvt. Ltd

M.Sc. - Psychology
Semester- I

CC 102 Research Methology-1
Credits: 4 (Hrs./week: 4)

Maximum
Marks: 100
Theory Examination: 70
Internal Assessment: 30
Max. Time: 3 hrs.

Course Objectives:

- Students should be able to understand the nature, type and methodology of research in Psychology.
- To impart the knowledge of sampling techniques and Parametric and non-parametric tests.
- Acquaint the students with nature and application of Normal Probability Curve (NPC) sampling procedures.
- Teaching computation techniques of Correlation analysis.

Course Outcomes:

- Students would be acquainted with basics of research in Psychology.
- Students would gain the potential knowledge of sampling techniques and Parametric and non-parametric tests.
- Students would be able to apply their knowledge of applications of NPC and sampling procedures.
- Students would demonstrate knowledge of computation of correlation and would gain an understanding regarding specific techniques utilized in analyzing various information with the help of statistical methods.

Unit-I

Research: Nature and Approach, Univariate v/s Multivariate Approach, Problem: Characteristics, formulation, Sources of research problem. Hypothesis: Nature and Characteristics of Hypothesis, Types, Errors and formulation of Hypothesis. Variables: Types and Control of extraneous variables.

Measures of Central Tendency (Mean, Median, Mode), Normal Probability Curve (NPC): Characteristics and Applications of NPC, Skewness and Kurtosis. Quartiles and Percentiles.

Unit-II

Measures of variability (Range, Quartile deviation, Average Deviation, Standard Deviation). Sampling: meaning, principles, purpose, types

Methods of probability and non-probability sampling. Ethical issues in data collection.

Unit-III

Types of Research: Experimental, Quasi experimental design: Types and analysis, Expost-Facto, Field studies, Survey research, Case study.

Unit-IV

Reliability: Basic concept, Types, Methods of estimate, Factors affecting reliability.

Validity: Meaning, Types, Purpose.

Validation procedure: Types and purpose. Special problems of reliability and validity.

Suggested Readings:

1. Aggarwal, Y.P. Statistical Methods Concepts, Applications and Computation. New Delhi: Sterling Publications Pvt. Ltd.
2. Aron, A., Aron, E.N. and Coups, E.J. (2007) Statistics for Psychology. Delhi: Pearson Education.
3. Broota, K.D. (1992) Experimental Designs in Behavioral Research. New Delhi: Willey Eastern.
4. Evans, A. N. & Rooney, B. J. (2011). Methods in psychological research, 2nd edition. New Delhi, Sage publications. Garrett, H.E. (2005-12th Indian Reprint)
5. Statistics in Psychology and Education. Delhi: Paragon International Publishers.
6. Gavin, H. (2008). Understanding research h methods and statistics in psychology. New Delhi, Sage publications.
7. Gliner, J. A., Morgan, G. A. & Leech, N. L. (2009). Research methods in applied settings: An integrated approach to design and analysis, 2nd edition. New York, USA, Routledge.
8. Guthrie, G. (2010). Basic research methods: An entry to social science research. New Delhi, Sage publications.
9. Helode, R. D. (2012). Basics of research in behavioral sciences. Wardha, Psychoscan.
10. Howitt, D and Cramer, D (2000) An Introduction to statistics in Psychology. London: Pearson Education.
11. Husain, A. (2012). Psychological testing. New Delhi, Pearson publications.
12. Kerlinger, N. (1996). Foundation of Behavioral Research. India. Prentice Hall.
13. Kothari, C.R. Research Methodology. New Delhi. Willy Eastern Ltd.
14. Kumar, R. (2006). Research Methodology. New Delhi: Dorling Kingsley.
15. McGuigan, F.J. (1990). Experimental Psychology. A Methodological Approach. New York: Printice Hall.
16. Minium, E.W, King, B.M. and Bears, G. (1993) Statistical Reasoning in Psychology and Education. New York: John-Wiley & Sons Inc.
17. Mitchell, M. L. & Jalley J. M. (2010). Research design – Explained, 7th edition. Belmont, USA, Wodsworth, Wodsworthcengage learning.
18. Sharma, R. A. (2015). Essential of Scientific Behavior Research. VinayRakheja c/o Lall Book Depot, Begum Bridge Road, Meerut.
19. Weathington, B. L., Cunningham, C. J. L. & Pittenger, D. J. (2010). Research methods for behavioral and social sciences. Hoboken, New Jersey, Wiley publications.
20. Garrett, H.E. (1967). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.

**M.Sc. – Psychology
Semester- I**

**CC 103 Biopsychology
Credits: 4 (Hrs/week:4)**

**Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Max. Time: 3 hrs.**

Course Objectives:

- Familiarization with the basic divisions of Biopsychology.
- Students should be able to understand the types of Neurons and Neurotransmitters.
- Acquaint the students with the structure and functions of Nervous System.
- Students should be able to understand the knowledge of physiological mechanisms of Sensory Systems: Vision and Audition.

Course Outcomes:

- Students would gain knowledge of basic divisions of Biopsychology.
- Students would gain knowledge of types of Neurons and Neurotransmitters.
- Students would understand the structure and functions of Nervous System.
- Students would attain the knowledge of physiological mechanisms of Vision and Audition.

Unit-I

Biopsychology: Nature, Divisions, Scope of Biopsychology.

Neuron: Structure, Types and Functions.

Nerve Impulse, Transmission of Nerve Impulse, Synaptic Conduction

Unit-II

Neurochemistry: Neurotransmitters and Neural Networks

Endocrine System: Glands and Hormones

Sensory System: Taste and Touch

Unit-III

Sensory Systems:

Auditory Processes: Auditory Structure and Stimulus, Auditory Theories: Volley Principle and Place theory of Bekesy.

Brain asymmetry in hearing; Auditory space perception; Noise induced hearing loss.

Visual Processes: Visual Structure and Stimulus; Theories of Visual Perception: Duplicity Theory, Young-Helmholtz Theory and Retinex.

Unit-IV

Organization of Nervous System:

Division of Nervous System; Neuropsychological Localization of Brain Dysfunction.

Hemispheres of Neocortex; Lateralization of Functions.

Handedness and Cerebral Dominance; Split Brain Studies of Sperry and Gazzaniga.

Suggested Readings:

1. Bolles, F., & Grafman, J. (1988). Handbook of Neuropsychology. New York: Elsevier.
2. Carlson, Neil R. (2005) Foundations of Physiological Psychology, 6th ed. Pearson Education and Dorling Kindersley (India): New Delhi.
3. Dimond, S.J. (1980). Neuropsychology: A textbook of systems and psychological
4. Filskov, S.B., & Boll, T.J., (1981). Handbook of Clinical Neuropsychology. New York: John Wiley.
5. Freeman, W.H. - Walsh, K. (1994). Neuropsychology: A Clinical Approach. New functions of the human brain. Butterworths: London- Boston.
6. Gazzaniga, M.S. Levy, R.B. and Mangun, G.R. (2002) Cognitive Neuroscience : The Biology of the mind 2nd Edition. New York : W.W. Norton & Company, Inc.
7. Goldstein, G., & Hersen, M. (1984). Handbook of Psychological Assessment. New York: Pergamon.
8. Graham, R.B. (1990) Physiological Psychology. California: Wadsworth.
9. Hersen, M., Kazdin, A.E., & Bellack A.S. (1991). The Clinical Psychology Handbook . New York: Pergamon.
10. Jarvis, P.E., & Jeffery, T. Barth (1994). Halstead- Reitan Neuropsychological Test Battery: A Guide to Interpretation and Clinical Application. Florida: Psychology Assessment Resources Inc.
11. Kalat, J.N. (2001) Biological Psychology. California: Wadsworth.
12. Kolb, B., & Whisaw, I.Q. (1990). Fundamentals of Human Neuropsychology. New York:
13. Levinthal, C.R. (1991) Introduction to Physiological Psychology. New Jersey: Prentice Hall.
14. Rosenzweig, M.R., Lieman, A.L. and Breedlove, S.M. (1999) Biological Psychology: An Introduction to Behavioural, Cognitive and Clinical Neuro Science. 2nd edition Massachusetts: Sinauer.
15. Singh, I.B. (1982) A Text Book of Human Neuroanatomy. Delhi: Vikas.
16. Zillmer, E.A., Spiers M. V., & Culbertson, W.C. (2008). Principles of Neuropsychology. Stanford: Wadsworth Thomson.
17. Pinel, P.J. (2009). *Biopsychology*. (International edition). New Delhi: Pearson Education
18. Kalat, J.N. (2016). *Biological Psychology*. Boston, USA: Cengage Learning.

**M.Sc. Psychology
Semester- I**

CC 104 Practical: (i) Psychological Tests
Credits: 4 (Hrs/week:4)

Maximum Marks: 100
Examination Time: 3 hrs

Course Objectives:

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with graphical representation and descriptive, inferential and correlational analysis by using statistical software.

Course Outcomes:

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would gain proficiency in data analysis using statistical software.
3. Students would gain specialised applied knowledge in specific areas of psychology.

Note: Each student would perform fifteen practicals, six from each of the areas mentioned below along with three practicals from computer applications. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file duly signed by the respective teachers. Evaluation would be based on performance in conduct, written and viva.

Any six Tests from the following areas:

1. Intelligence
2. Personality
3. Cognitive Ability
4. Family Relationship Inventory
5. Binet Simon Scale
6. Emotional Intelligence
7. Stress
8. Emotion
9. PGI Battery of Brain Dysfunction
10. Old Age Adjustment

Any six Experiments from the following areas:

1. Perception
2. Psychophysics - Weber's Law
3. Muller- Lyer Illusion
4. Conditioning- Verbal

5. Attention
6. Memory
7. Visual Activity Test
8. Short term Memory
9. Biofeedback
10. Galvanic Skin Response
11. Ergograph
12. Biofeedback

Computer Applications in Research

At list three from given list to be reported (use Excel or SPSS)

1. Graphical Representation
2. Central tendencies & variability
3. Mean Comparison
4. Correlation
5. Data Entry in SPSS

Distribution of Marks

| Practical Record Book | Conduct & Report | Viva-Voce | Total |
|------------------------------|-----------------------------|------------------|--------------|
| 20 | 40 | 40 | 100 |

**M.Sc. - Psychology
Semester- I**

GEC 105 Emotions in Everyday Life

Credits: 4 (Hrs/week: 4)

**Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Max. Time: 3 hrs.**

Course Objectives:

1. To help students understand the processes of emotion and relating them to diverse contexts.
2. To prepare students learn organizing their personal lives better by gaining insights into their own emotional strengths. Course Contents:

Unit-I

Emotion, Behaviour and Conscious Experience: Biological, Cognitive, Constructionist, Psychodynamic, Evolutionary and Cultural Perspectives

Unit-II

Self Conscious Emotions: Shame, Guilt, Embarrassment, and Pride; Social Self Consciousness

Unit-III

Emotions and Social Processes: Empathy, Forgiveness, Gratitude, and Envy

Unit-IV

Positive Emotional States and Processes: Positive affect, Optimism, Hope, and Flow, Emotional Creativity, Emotions at work place

Suggested readings:

1. Averill, J.A., Chon, K.K., & Hahn, D.W. (2001). Emotions and creativity: East and West. *Asian journal of social psychology*, 4, 165-183.
2. Barret, L. F., Niedenthal, P.M., & Winkielman (2005). *Emotion and consciousness*. New York: The Guilford Press.
3. Carr, A. (2008). *Positive Psychology: The science of happiness and human strengths*. New Delhi: Routledge
4. Ekman, P. (2003) *Emotions revealed*. London: Weidenfield& Nicolson.
5. Kitayama, S. & Markus, H.R. (1994). *Emotion and culture empirical studies of mutual influence*. Washington, DC: American Psychological Association.

M.Sc. - Psychology
Semester- I

SEC 107(B) Positive Psychology

Credits: 2 (Hrs/week: 2)

Maximum Marks: 50
Theory Examination: 35
Internal Assessment: 15
Max. Time: 2 hrs.

Course Objectives:

- To orient the students to the nature and eastern perspectives on Positive Psychology.
- Students should be able to understand the conceptual and theoretical basis of human virtues and positive emotional states.
- To impart conceptual knowledge about positive cognitive states and Resilience.
- To acquaint the students with the importance of Close relationships and pro-social behaviour.

Course Outcomes:

- Students would gain knowledge about the nature of Positive Psychology.
- Theoretical knowledge about human virtues and positive emotional states would enable the students to understand its relationship with wellbeing and undertake research in this area.
- Knowledge about the latent role played by positive cognitive states in boosting well-being would prove an asset to the students in their profession.
- Students would understand the relevance of close relationships and benefits of pro social behaviour.

Unit I

Introduction to Positive Psychology: Origin, Assumptions and Goals of Positive Psychology, Eastern Perspective on Positive Psychology.

Virtues and Strengths of Character: Classification of Human Virtues and measuring Strengths of Character.

Unit II

Positive Emotional States and Well-being. Positive Emotions and Health Resources- Physical, Psychological and Social. Emotional Intelligence

Happiness: Different viewpoints of Happiness, Factors affecting Happiness and strategies to enhance Happiness. Close relationships: Characteristics of close relationships.

Unit III

Cognitive States and Processes: Wisdom, Self-efficacy, Hope and Optimism.

Mindfulness and Well-being. Resilience: Meaning and Resilience Building.

Pro- Social Behaviour: Gratitude and Forgiveness.

Suggested Readings:

1. Baumgardner, S.T., & Crothers, M, K. (2009). Positive Psychology. New Delhi: Pearson.
2. Carr, A. (2005). Positive Psychology: The Science of Happiness and Human Strengths. New York: Routledge.
3. Snyder, C.R., & Lopez, S.J. (2008). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage.

M.Sc. Psychology
Semester-II

CC 201 Cognitive Psychology
Credits:4 (Hrs./Week: 4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Max. Time: 3 Hrs.

Course Objectives:

- Students should be able to understand the relevance of multidisciplinary factors to the emergence of cognitive psychology and the theoretical bases of attention.
- Familiarizing with nature, theoretical and applied aspects of memory and forgetting.
- To impart theoretical and experimental knowledge of perceptual processes.
- To acquaint students about the concept of conditioning.

Course Outcomes:

- Students would be able to understand the nature and historical background of Cognitive Psychology.
- Students would be able to apply the conceptual and experimental knowledge of memory in research and everyday situation.
- Students would be able to understand depth perception, movement perception and illusions.
- Students would be sensitized to the importance of perception along with its applicability in everyday situation.
- Students would be able to understand how learning takes place through conditioning and reinforcement.

Unit-I

Cognitive Psychology: Emergence and Current Status of Cognitive Psychology.

Attention: Selective Attention and Divided Attention

Theories: Bottleneck Theories, Capacity Theories, Automaticity.

Arousal, Vigilance, Signal Detection Theory.

Unit-II

Memory: Nature and Processes of Memory, Models of Memory: Modal Model, Level of Processing, Working memory and Monohierarchical model. Measures of Short Term and Long Term Memory.

Retrieval and Forgetting: Nature and Meaning, Factors affecting retrieval, Factors affecting Forgetting. Incidental and Motivated forgetting.

Applied Aspects of Memory: Everyday memories, Autobiographical Memory, Flashbulb Memory, Improving Memory and Prospective Memory.

Unit-III

Perception: Information Processing Approach. Perception of Depth, Time and Movement.

Perceptual Constancy: Size, Shape, and Brightness. Motivational influences on perception (mental set and instruction and perceptual defense); Illusions: Types, causes, theories.

Bottom up Processes: Template Matching, Feature Analysis, Prototype matching.

Top-down processes: Perceptual Learning, Change Blindness, The Word Superiority Effect.

Applied Aspects of Perception: Driving and Traffic Accidents, Perception and Attention in Aviation,

Face identification (Eyewitness identification).

Unit-IV

Conditioning: Classical & Instrumental Conditioning.

Variables affecting Classical and Instrumental Conditioning. Schedules of Reinforcement.

Applications: Taste Aversion; Conditioned Emotional Response; Superstitious Behavior;

Chaining; Token economy.

Suggested Readings:

1. Dodd, D.H. and White, R.H. (1980) *Cognition: Mental Structures and Processes*. Boston: Allyn and Bacon.
2. Eysenck, W.M. and Keane, M.T. (1990). *Cognitive Psychology A Students Handbook*. London: Lawrence Erlbaum.
3. Goldstein, E.B. (2002) *Sensation and Perception*, California: Wadsworth.
4. Jahnke, J.C. and Nowaczyk, R.H. (1998). *Cognition*. New Jersey: Prentice Hall.
5. John, A.S. & Proctor, R. (2004) *Attention Theory and Practice*. New Delhi. SAGE Publication.
6. Matlin, M.W. (1995) *Cognition*. Bangalore: Prism Book.
7. Median, D.L., Ross, B.H. and Markman, A.B. (2005) *Cognitive Psychology*. USA, John Wiley.
8. Reed, S.K. (2004) *Cognition; Theory and Applications*. California: Wadsworth.
9. Riegler, B.R., & Riegler, G.L.R. (2008). *Cognitive Psychology*. New Delhi: Pearson
10. Solso, R.L. (2004) *Cognitive Psychology*. Delhi: Pearson
11. Woodworth, R.S. & Scholberg (1981) *Experimental Psychology*. New Delhi. Tata Mcgraw Hill co. ltd.
12. Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. New Delhi: Sage.
13. D'Amato, M.R. (1972). *Experimental Psychology: Methodology Psychophysics and Learning*. New Delhi. Tata Mcgraw Hill co. ltd.

M.Sc. – Psychology
Semester- II

CC 202 Research Methodology-II
Credits: 4 (Hrs./week: 4)

Maximum Marks: 100
Theory Examination:70
Internal Assessment: 30
Max. Time: 3 Hrs.

Course Objectives:

- Impart knowledge about quantification, research design, between subject design, Within Groups Design and Mixed Designs and their analyses in psychology.
- Impart knowledge of Quasi Experimental Designs, Analysis of Variance and Non-Parametric Statistics.
- Students should be able to get the knowledge of nonparametric statistics and its applications.
- Students should be able to understand Qualitative Analysis.

Course Outcomes:

- Students would develop in-depth knowledge about quantification and research design, between subject design, Within Groups Design and Mixed Designs and their analyses in psychology.
- Students would be able to use Quasi Experimental Designs and apply Non-Parametric Statistics.
- Students would be able to get the knowledge of nonparametric statistics and its applications.
- Students would be able to design and analyze Qualitative Analysis and mixed researches and their applications in research.

Unit-I

Research Designs: Nature, Purpose, Principles, Between Subjects (single and multi-factorial), Within Subjects (Single and Factorial). Mixed designs-Repeated Measure Design Significance of Mean differences: Independent and correlated Means.

Factorial Design: Randomized, Fixed, Mixed.

Unit-II

Parametric and Non-parametric Statistics: Nature, Assumption, Differences. Student's t test, z test. Wilcoxon Sign Rank Test, Median test, Mann Whitney -U test, Parametric and non-parametric tests: definition, assumptions, and differences. Chi -square

Unit-III

Analysis of Variance: Assumptions and applications. One – way ANOVA (Independent groups and repeated measures). Two-way ANOVA for independent groups

Unit-IV

Kruskal Wallis One Way Analysis of Variance; Qualitative analysis: Content analysis, Thematic representation, Categories, Interpretative phenomenological Analysis (IPA) and Grounded theory.

Suggested Readings:

1. Arthur, A., Elaine. W.A. and Elliot, J.C. (2006), Statistics for Psychology, New Delhi: Pearson Education.
2. Belhekar, V.M (2016). Statistics for Psychology Using R. SAGE Publications India Pvt.Ltd.
3. Broota, K.D. (1990). Experimental Designs in Behaviour Research. N.D.: Wiley Eastern.
4. Campbell, D.T. and Standlay, J.G. (1996). Experimental and Quasi Experimental Design for Research. Chicago: Rand McNally.
5. Edwards, A.L. (1972). Experimental Designs in Psychological Research. New York: Holt Rinehart and Winston.
6. Ferguson, G.A. Statistical Analysis in Psychology and Education. New York: Tata McGraw-Hill Publishing Company Limited New Delhi.
7. Garrett, H.E. (1967). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.
8. Guilford, J.P. and Benjamin, F (1973), Fundamental Statistics in Psychology and Education. New York: Tata McGraw-Hill Publishing Company Limited New Delhi.
9. Lindqvist, E.F. (1953). Design and Analysis of Experiments in Psychology. Boston Houghton Mifflin.
10. Mangal, S.K and Mangal, S. (2015). Research Methodology in Behavior Sciences. PHI learning private limited, Delhi-11092.
11. McGuigan, F.J. (1990). Experimental Psychology. A Methodological Approach. New York: Printice Hall.
12. Mohanty, B., and Misra, S. (2016). Statistics for Behaviour and Social Sciences. SAGE Publications India Pvt. Ltd.
13. Silverman, D. (2001). Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction. New Delhi: Sage Publications.
14. Singh, A.K. (1986). Tests, Measurements and Research Methods. N.D.: Tata McGraw Hill.
15. Winer, B.J. (1971). Statistical Principles in Experimental Design. New York: McGraw Hill

M.Sc. Psychology
Semester - II

CC 203 Social Psychology
Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Max. Time: 3 Hrs.

Course Objectives:

- To impart knowledge about nature of social psychology along with theoretical knowledge of Socialisation.
- Familiarization with the concepts of Group Dynamics and Leadership.
- Students should be able to demonstrate knowledge of the conceptual and applied aspects of Attribution process, Altruism and Pro-social behaviour.
- Students should be able to demonstrate knowledge of concepts of Conflict & Aggression and their management.

Course Outcomes:

- Students would have an understanding of nature of social psychology along with theoretical knowledge of Socialisation.
- Students would be acquainted with the concepts of Group Dynamics and Leadership.
- Students would demonstrate knowledge of the conceptual and applied aspects of attribution process, Altruism and Pro- social behaviour.
- Students would demonstrate knowledge of concepts of Conflict & Aggression and their management.

Unit-I

Social Psychology: Nature and theoretical foundations; The Self: Development, Social self, Self Esteem, Self Efficacy, Self and Culture.

Socialization: Nature, Process and Agencies of Socialization; Theories of Socialization.

Unit-II

Group Dynamics: Structure, Function and Types of Groups; Group Norms: formation, status, role, and role conflict.

Social Conformity and Social Facilitation; Leadership: Determinants of Leadership, Leadership Styles and Theories.

Compliance, Obedience and Attitude formation.

Unit-III

Attribution Process: Theories of Causal Attribution: Heider's theory, Jones and Davis theory, Kelley's co-variation theory, Weiner's model; Attributional Biases, Altruism and pro-social Behavior: Concept, Theoretical perspective; Role of personality traits in altruism; Socializing altruism.

Unit-IV

Aggression: Nature and theories of aggression; Factors influencing aggression, Violence and Peace. Conflict: Nature and theories of conflict, conflict management and resolution- Socio-demographic and Cultural Diversity (Gender, ethnic, cultural, caste and class in Indian context).

Suggested Readings:

1. Baron, R.A., & Byrne, D. (2005). *Social Psychology*. New Delhi: Pearson Education.
Crisp, R. J., & Turner, R. N. (2010). *Essential Social Psychology*. London :Sage.
2. Baron, R.A., & Byrne, D., (2005). *Social Psychology (9th Ed.)*. Hindi Translation. New Delhi : Pearson Education.
3. Baron, R.A., Byrne, D., & Johnson, B.T (1998). *Exploring Social Psychology*. Boston Allyn & Bacon.
4. Nyla R. Branscombe & Robert A. Baron adapted by Preeti Kapur. *Social Psychology 14th ed.* New Delhi : Pearson Education
5. Sanderson, C.A. (2010). *Social Psychology*. USA: John Wiley and Sons.
6. Schneider, F.W, Gruma, J.A. & Coutts, L.A. (2012). *Social Cognition*. New Delhi. SAGE Publication.
7. Sharma, R.K. & Sharma, R. (2013) *Samaj Manovigyan*. New Delhi. Atlantic Publication Pvt.Ltd.
8. Singh, A.K (2015). *Social Psychology*. PHI learning private limited, Delhi-11092.
9. Singh, A.K. (2010). *An Outline of Social Psychology*. Delhi : Moti Lal Banarsidas.
10. Worchel, S.W., Cooper, J. Goethals, G.R., & Olson, J.M. (2000). *Social Psychology*. London: Wadsworth

M.Sc. - Psychology
Semester- II

CC 204 Practicum: Psychological Tests
Credits: 4 (Hrs. /week: 4)

Maximum Marks: 100
Examination Time: 3 hrs

Course Objectives:

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with graphical representation and descriptive, inferential and Correlation analysis by using statistical software.

Course Outcomes:

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would gain proficiency in data analysis using statistical software.
3. Students would gain specialized applied knowledge in specific areas of psychology.

Note: Each student would perform twelve tests from the areas mentioned below along with three from computer applications. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file duly signed by the respective teachers. Evaluation would be based on performance in conduct, written and viva.

Any five test from the following:

1. Cognitive Style Inventory
2. Motivation
3. Language
4. Semantic Memory
5. Self Concept
6. Leadership Style
7. Social Maturity Scale
8. Self Esteem
9. Self-Efficacy
10. STAI
11. Attention
12. Altruism

13. Happiness

Any five experiments from the following areas:

1. Normal probability curve
2. Muller Lyer Illusion
3. Retroactive Inhibition
4. Zeigernik Effect
5. Psychophysics
6. Memory
7. Attention
8. Recognition
9. Depth Perception

Computer Applications in Research

At list two from given list

1. Non Parametric Test
2. ANOVA
3. Multiple Regressions
4. t-test

Distribution of Marks

| Practical Record Book | Conduct & Report | Viva-Voce | Total |
|------------------------------|-----------------------------|------------------|--------------|
| 20 | 40 | 40 | 100 |

**M.Sc. - Psychology
Semester- II**

DSC 205 Stress, Health & Coping
Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Max. Time: 3 Hrs.

Course Objectives:

- To orient the students with the nature and theories of stress
- To impart knowledge about the sources of stress and its impact
- To acquaint the students with how to cope with stress
- To familiarize the students with different illness and mental health issues as a result of stress

Course Outcomes:

- Students would gain knowledge about the nature of stress
- Students would be able to understand what are the different types of stressors
- Students would gain knowledge about how to cope with stress
- Students would be able to gain awareness about different illnesses and mental health issues that may arise from stress

Unit-I

Stress: Concept, Meaning, Definition and Models, Stimulus, Response, Transaction

Theory of Stress: Physiological theories of stress: Fight or Flight, Selye's GAS, Psychological Appraisal of stress

Unit-II

Sources of Stress: Internal, External, Interpersonal.

Systemic Impact of Stress: Physical, Emotional, Cognitive, Behavioral, Stress & Eustress

Unit-III

Coping with Stress: Complexity of Coping; Coping-concept, Process of coping, Coping and adaptation, Coping strategy and style, types of coping styles: Proactive and Explanatory, Factors affecting coping.

Unit-IV

Illness- Cardiovascular, Digestive, Musculoskeletal, Immune system, Asthma, PTSD, Hardiness.

Stress and Mental Health; Anxiety, Anger and Depression, Stress and Cancer

Suggested Reading:

1. Hariharan, M. & Rath, R. (2009). Coping with Life Stress: An Indian Experience. Sage, Delhi
2. Sarafino, E. P. (2005). Health Psychology: Biopsychosocial interactions (5th Ed). New York: Wiley
3. Benjamin H. G. (Editor) (1997). Coping with Chronic Stress, Hard cover
4. Geldard K. (2009). Practical Interventions for Young People at Risk.
5. Gwen K. P. (2000) Coping With Stress, Hardcover Hamilton I.
6. McCubbin (Editor) (1994) Sense of Coherence & Resiliency: Stress, Coping & Health, Paperback
7. Hussain A. & Ilyas Khan, M. (2006). Recent Trends in Human Stress Management., Global Vision Publishing House
8. Johnson S. L., Field Tiffany M., & Schneiderman (2000). Stress, Coping & Depression., Lawrence Erlbaum Associates Pub.
9. Leenaars A. A., (2004). Psychotherapy with Suicidal People, John Wiley & Sons, Ltd. Pub
10. Mimi W. (Editor), & Gordon S. Gates (Editor) (2003). Toward Wellness: Prevention, Coping, and Stress, Paperback
11. Pestonjee, D. M. (1999) Stress and Coping: The Indian Experience, Hardcover. Sage Pub
12. Sharon J. P. (Editor), & Patrick C. McKenry (1994). Families and Change: Coping With Stressful Events, Paperback

**M.Sc. Psychology
Semester-III**

**CC 301 Advanced Cognitive Processes
Credits:4 (Hrs./Week: 4)**

**Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Max. Time: 3 Hrs.**

Course Objectives:

- Students should be able to understand the cognitive learning and biological bases of Learning.
- Students should be able to understand the theoretical perspective of language processes.
- Acquainting the students about Decision Making and Problem Solving.
- Students should be able to understand Creativity, Innovative Thinking.

Course Outcomes:

- Students would gain knowledge about cognitive learning and biological bases of Learning.
- Students would understand the theoretical perspective of language processes.
- Students would gain knowledge about Decision Making and Problem Solving.
- Students would be able to understand Creativity and Innovative Thinking.

Unit-I

Cognitive approach in Learning; Latent learning, Observational learning, Verbal learning, Discrimination learning and its theories. Biological bases of learning.

Unit-II

Language processes: Structure of language.

Theories of language acquisition: Chomsky, Skinner, Vygotsky.

Brain and language. Models of reading and language comprehension.

Processes of language production, Language, Thought and Bilingualism.

Unit-III

Decision making and problem solving:

Decision making models and theories; Complex and uncertain decision making.

Human problem solving: Stages and strategies of Problem Solving; Impediments to Problem solving; Expert and Novice Problem Solvers.

Artificial Intelligence.

Unit-IV

Creativity and Innovative Thinking: Meaning and process.

Characteristics of creative people. Neuroscience and creativity. Creativity and Intelligence.

Suggested Readings:

1. Eysenck, W. M., & Keane, M.T. (1990). *Cognitive Psychology: A Students Handbook*. London: Lawrence Erlbaum.
2. Galotti, K.M (2014). *Cognitive Psychology. In and Out of the Laboratory*. SAGE Publications India Pvt.Ltd.
3. Riegler, B.R., & Riegler, G.L.R. (2008). *Cognitive Psychology: Applying the Science of the Mind*. India: Pearson Education.
4. Grahm, R.B., (1990). *Physiological Psychology*. California: Wadsworth.
5. Hersen, M., Kazdin, A.E., & Bellack A.S. (1991). *The Clinical Psychology Handbook*. New York: Pergamon.
6. Jahnke, J.C., & Nowaczyk, R.H. (1998). *Cognitive Psychology*. New Jersey: Prentice Hall. Matlin, M. W. (1995). *Cognition*. Bangalore: Prism Book.
7. Reed, K.S. (2000). *Cognition: Theory and Applications*. California: Wadsworth.

M.Sc. - Psychology
Semester- III

CC 302 Psychometrics
Credits: 4 (Hrs./week: 4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Time: 3 hrs.

Course Objectives:

- Students should be able to understand the Psychological Measurement and Psychological scaling.
- To provide a fundamental knowledge of test construction
- Acquaint the students with the concept of reliability and validity.
- Students should be able to understand Factor Analysis and Rotation of Factors.

Course Outcomes:

- Students would gain knowledge about the Psychological Measurement and Psychological scaling.
- Students would be able to construct and standardize a psychological test.
- Students would be able to understand the importance of reliability and validity.
- Students would be able to understand Factor Analysis and Rotation of Factors.

UNIT- I

Psychological Measurement: Meaning, Theoretical issues, Types of psychological testing, Levels and Problems. Sources of Biasness, Ethics of testing. Psychological scaling: Methods- Paired comparison, Rank order, Equal appearing intervals and Fractionation, Scales of Measurement: Nominal, Ordinal, Interval, Ratio.

UNIT-2

Test construction: Steps in test construction; Item Analysis,

Standardization. Item response theory, Deterministic and Probability models.

UNIT-3

Qualitative Research-I: Characteristics of qualitative research, Qualitative/Quantitative distinction, Ethics. Research designs: Case studies & Multisite studies. Analytic induction and constant comparative method; Proposal writing, Interview schedules and Observer guides.

Qualitative Research-II: Field work; Participant/Observer continuum; Interviewing; Photography. Types or sources of qualitative data; Data analysis and report writing.

UNIT-4

Correlation: Properties, Methods: Pearson's Product Moment, Partial Correlation and Multiple Correlation, three variable situation, Spearman's Rank difference: Biserial, Point Biserial, Phi coefficient and Tetrachoric. Multiple Regressions: Methods of Multiple Regression and prediction, Regression Equations – for three variables. Factors analysis: Assumptions, Methods – Centroid and Principal components. Rotation of factors: Orthogonal and Oblique- Objective techniques.

Suggested Readings:

1. Aiken, L.R., & Groth-Marnat, G. (2009). Psychological Testing and Assessment. New Delhi: Pearson Education.
2. Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th Ed.). New Delhi: Pearson Education.
3. Garrett, H.E. (1967). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.
4. Gregory, R.J., (2004). Psychological Testing: History, Principles and Applications (4th Ed.). New Delhi: Pearson Education.
5. Guilford, J.P. and Benjamin, F. (1973) Fundamental Statistics in Psychology and Education. New York: Tata McGraw-Hill Publishing Company Limited New Delhi.
6. Kline, P. (1993). The Handbook of Psychological Testing. London: Routledge.
7. Miller, A.M, Lovler, R and McIntire, S.A (2013). Psychological Testing A Practical Approach. SAGE Publications India Pvt. Ltd.
8. Murphy, K.R and Davidshofer C.O (2019). Psychological Testing Principles and Applications. Pearson's India Education services Pvt. Ltd.
9. Murphy, K.R., & Davidshofer, C.O. (1988). Psychological Testing: Principles and Application. New Jersey: Prentice Hall.
10. Nunnally, J.C. (1967). Psychometric Theory. New York: McGraw Hill.
11. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.
12. Srivastava, A.B.L and Sharma, K.K, 1st May 1969, Elementary Statistics in Psychology and Education: New Delhi: Sterling Publishers Pvt.Ltd.
13. Guilford, J.P (1956). Psychometric method. Tata McGraw-Hill Publishing Company Limited New Delhi.

**M.Sc. Psychology
Semester- III**

**CC 303 Psychopathology
Credits: 4 (Hrs./week:4)**

**Maximum Marks:100
Theory Examination: 70
Internal Assessment:30
Time: 3 hrs.**

Course Objectives:

- Students should be able to understand the nature of psychopathology and its perspectives.
- Students should be able to understand the knowledge of Anxiety Disorder, Obsessive Disorder and Dissociative Disorder.
- To impart knowledge of clinical picture of Somatoform disorder and Bipolar Disorder.
- Students should be able to understand the clinical picture of Schizophrenia, Delusional Disorder and Substance use Disorder.

Course Outcomes:

- Students would be able to understand the knowledge of Anxiety Disorder, Obsessive Disorder and Dissociative Disorder.
- Students would be able to understand the clinical picture of Somatoform disorder and Bipolar Disorder.
- Students would be able to understand the clinical picture of Schizophrenia, Delusional Disorder and Substance use Disorder.

UNIT-I

Psychopathology: Nature, Historical background

Perspectives- Biological and Psychological.

Anxiety and Obsessive Disorders: GAD, Panic, Specific Phobias, OCD.

UNIT-II

Bipolar and related disorders: Bipolar I disorder, Bipolar II disorder, Cyclothymic disorder.

Substance related disorder, Sleep disorder, Somatoform disorder, Eating disorders and Dissociative disorder.

UNIT-III

Schizophrenia and Delusional Disorders: Clinical picture, Etiology and Treatment approaches. Personality disorders.

UNIT-IV

Neurodevelopmental Disorder: Epidemiology, Assessment & Diagnosis, Etiology,

Intervention & Prognosis of:

- Specific Learning Disorders like Dyslexia, Dysgraphia, Dyscalculia
- ADHD
- Autism Spectrum Disorder
- Conduct Disorder
- Neurocognitive Disorders
-

Suggested Readings:

1. Bennett, P. (2003). *Abnormal and Clinical Psychology*. UK: Open University Press
2. Adams, H.E.; & Sutker, P.B. (1984). *Comprehensive Handbook of Psychopathology*. New York: Plenum Press.
3. Bellack, A.S.; & Hersen, M. (1984). *Research Methods in Clinical Psychology*. New York: Pergamon Press.
4. Carr, A. (2012). *Clinical Psychology: An Introduction*. New York: Routledge.
5. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13th Ed.). New Delhi: Pearson
6. Comer, R. J. (2003). *Abnormal Psychology*. New York: Freeman.
7. Coleman, J.C. (1998). *Abnormal Psychology and Modern Life*. Bombay: Taraporevala Sons & Company.
8. Davison, G.C.; & Neale, J.M. (1982). *Abnormal Psychology: An experimental Clinical Approach*. New York: John Wiley.
9. Diagnostic and Statistical Manual of Mental Disorders DSM-5TM (5TH Ed.) (2013). Washington: CBS Publishers & Distributors.
10. Dowson, B.J.; & Grounds, A.T. (1995). *Personality Disorders Recognition and Clinical Management*. London: Cambridge University Press.
11. Kaplan, B.J.; & Sadock, B.J. (Eds.). *Synopsis of Psychiatry (7th ed.)*. USA: Williams & Wilkins.
12. Kazdin, A.E. (1992). *Research Design in Clinical Psychology*. Boston: Allyn & Bacon.
13. Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). *Introduction to Clinical Psychology* (4th Ed). New Jersey: Prentice Hall.
14. Zuckerman, E.L. (1995). *Clinician's Thesaurus (4th ed.)*. New York: Guilford Press.

M.Sc. - Psychology
Semester- III

CC 304 Practicum: Psychological Tests
Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Examination Time: 3 hrs

Course Objectives:

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with graphical representation and descriptive, inferential and correlational analysis by using statistical software.

Course Outcomes:

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would gain proficiency in data analysis using statistical software.
3. Students would gain specialized applied knowledge in specific areas of psychology.

Note: Each student would perform ten practicals from the areas mentioned below along with two from computer applications. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file duly signed by the respective teachers. Evaluation would be based on performance in conduct, written and viva.

Any five test from the following:

1. Learning Disability
2. Mental Health Inventory
3. Rorschach Inkblot Test
4. TAT
5. Reasoning
6. Creativity
7. Test Construction/ Translation
8. Reliability of a Test

9. Validity of a Test
10. Developing Norms
11. Item Difficulty

Any five experiments from the following areas:

1. Problem Solving
2. Recognition Memory Test
3. Verbal Learning
4. Observational Learning
5. Cognitive Dissonance
6. Experiment on Recall a Recognition
7. Experiment on Constancy
8. Experiment on memory span using metronome

Computer Applications in Research

At list two from given list to be reported (use Excel or SPSS)

1. Reliability of a Test Graphical Representation
2. Validity of a Test
3. Developing Norms
4. Item Difficulty
5. Test Construction/Translation

Distribution of Marks

| Practical Record Book | Conduct & Report | Viva-Voce | Total |
|------------------------------|-----------------------------|------------------|--------------|
| 20 | 40 | 40 | 100 |

M.Sc. - Psychology
Semester- III

DSC 305 Vulnerabilities of Contemporary Indian Society

Credits: 4 (Hrs./week:4)

Maximum Marks:100
Theory Examination: 70
Internal Assessment:30
Time: 3 hrs.

Course Objectives

1. To enable students to inculcate critical human sensitivity and appreciate alternate human experiences of marginal populations.
2. To examine the relationship between political processes, cultural and social realities and psychological processes realities those underlie societal vulnerabilities and relevant interventions.

Course Contents

Unit-I

Introduction to Social Vulnerabilities : issues and challenges of developing societies: modernization, urbanization , industrialization and change in societies, displacement and migration etc.

Unit-II

Poverty and Deprivation : Discourses of Poverty; Causes and impact of poverty: social , political, economic and societal factors; concomitants of poverty and disadvantage, social exclusion and mental health, challenges and interventions for poverty alleviation.

Unit-III

Corruption and Other Societal Challenges: Theories and Perspectives on corruption, Issues of Power, Ethics, Social Norms; The social and psychological perspectives on Unemployment.

Unit-IV

Community Mental Health: introduction to community psychology, social contexts and community health, Resilience building, community development, ethics of community interventions.

Suggested Readings:

1. Misra,G. and Tripathi,R.C.(1995). Deprivation: Its Social Roots and Psychological consequences. Concept Publishing.
2. Mohanty,A.K. and Misra,G.(2000). Psychology of Poverty and Disadvantage. Concept Publishing.
3. Zaloznaya,M. (2014). The Social Psychology of Corruption.Sociology Compass,8,2,187-202.
4. Kubbe,I.; and Engelbert,A. (2018). Corruption and Norms. Palgrave Mc Millian.
5. Fryer,D. and Ullah,P. (1987). Unemployed People. Open University Press.

M.Sc. Psychology
Semester- IV

GE 306 Self, Globalization and Society
Credits: 2 (Hrs./week:2)

Maximum Marks:50
Theory Examination: 35
Internal Assessment:15
Time: 2 hrs.

Course Objectives

- To understand the impact of globalisation and transnational processes on self and identity
- To develop an understanding, appreciating the plurality and diversity of society

Course Contents

Unit- 1

Globalisation and Society: Economic, political and socio-cultural aspects, psychological effects of globalisation.

Unit-II

Issues of Plural Societies : Global migration and issues of a diverse society, changing dynamics of labour, Acculturation, Immigration and Diaspora : Theoretical perspectives, Citizenship concerns etc.

Unit-III

Multiculturalism and Diversity : Appreciating diversity and inter-cultural training, issues of self, identity and global citizen, human , social and cultural capital.

Unit-IV

The information age and Globalisation : Self as a psycho-social dynamic processing system, Technology and self: virtual reality and identity, self –presentation etc.

Suggested Readings:

1. Hermans,H.J. and Dimaggio,G. (2007).Self, Identity and Globalisation in Times of Uncertainty: A Dialogical Analysis. Review of General Psychology,11,1, 31-61.
2. Castells,M.(2010). The Rise of the Network Society Wiley Blackell:UK.

**M.Sc. - Psychology
Semester- III**

SEC 307 One Month Internship Training

Maximum Marks: 100

Duration: 4 Hrs

Internship Training intends to foster skills through hands on training required for delivering of various services of psychological nature in various societal settings. Students will be required to select topic of their interest area in which they will carry out actual work in any relevant social /individual situation under the guidance of a faculty member as well supervisor from the concerned institute NGO/Juvenile home/ psychiatric centre/ drug addiction centre/ family counselling centre / rehabilitation centre/ prison who will maintain log sheet.

Submission: Two typed copies of Supervised Field Training report are to be submitted by the students.

Evaluation: Supervised Field Training report will be evaluated by external examiner.

Distribution of Marks

| Record Book | Viva-Voce | Total |
|--------------------|------------------|--------------|
| 70 | 30 | 100 |

M.Sc. Psychology
Semester- IV

CC 401 Neuro-Psychology
Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination:70
Internal Assessment:30
Time: 3hrs.

Course Objectives:

- To familiarize the students with the nature and scope of Neuropsychology as well as methods of studying brain.
- To impart the knowledge about various types of injuries and blood circulation in the brain.
- To impart the knowledge about various types of tumors and age related neurological disorders.
- To familiarize the students with various kinds of Neuropsychological assessment and rehabilitation.

Course Outcomes:

- Students would be able to understand the nature and scope of Neuropsychology as well as methods of studying brain.
- Students would be able to understand various types of injuries and blood circulation in the brain.
- Students would be able to understand various types of tumors and age related neurological disorders.
- Students would be able to demonstrate various kinds of Neuropsychological assessment and rehabilitation.

Unit-I

Neuropsychology: History, Nature, Approaches, scope.

Methods of studying brain activities: Invasive and non-invasive techniques.

Unit-II

Blood circulation in the brain, Cerebrovascular Accidents (CVAS), Transient Ischemic Attack (TIA). Thrombosis and Hemorrhage- symptoms and management.

Traumatic Brain Injury (TBI), Closed Head injuries, Open head injuries, Concussion: causes, symptoms and management

Unit-III

Intracranial tumors- Types, diagnosis, symptoms and management.

Degenerative Disorders: Dementia, Alzheimer's and Parkinson's: Causes, symptoms and management

Unit-IV

Neuropsychological assessment batteries: PGI battery of brain dysfunction, AIIMS

Neuropsychological battery.

Neuropsychological rehabilitation

Suggested Readings:

1. Bolles, F., & Grafman, J. (1988). Handbook of Neuropsychology. New York: Elsevier.
2. Carlson, Neil R. (2005). Foundations of Physiological Psychology. (6th Ed. LPE), New Delhi: Pearsons – Education.
3. Dimond, S.J. (1980). Neuropsychology: A textbook of systems and psychological functions of the human brain. Butterworths: London-Boston.
4. Filskov, S.B., & Boll, T.J., (1981). Handbook of Clinical Neuropsychology. New York: John Wiley.
5. Goldstein, G., & Hersen, M. (1984). Handbook of Psychological Assessment. New York: Pergamon.
6. Graham, R.B., (1990). Physiological Psychology. California: Wadsworth.
7. Hersen, M., Kazdin, A.E., & Bellack A.S. (1991). The Clinical Psychology Handbook. New York: Pergamon.
8. Jarvis, P.E., & Jeffery, T. Barth (1994). Halstead- Reitan Neuropsychological Test Battery: A Guide to Interpretation and Clinical Application. Florida: Psychology Assessment Resources Inc.
9. Kolb, B., & Whisaw, I.Q. (1990). Fundamentals of Human Neuropsychology. New York: Freeman, W.H.
10. Walsh, K. (1994). Neuropsychology: A Clinical Approach. New Delhi: Churchill Livingstone.
11. Zillmer, E.A., Spiers M. V., & Culbertson, W.C. (2008). Principles of Neuropsychology. Stanford: Wadsworth Thomson.

M.Sc. Psychology
Semester- IV

CC 402 Developmental Psychology
Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination:70
Internal Assessment:30
Time: 3hrs.

Course Objectives:

- Familiarization with the basic divisions of Developmental Psychology.
- Students should be able to understand the factors effecting development.
- Acquaint the students with the stages of development.
- Students should be able to understand various theories on development.

Course Outcomes:

- Students would gain knowledge of basic divisions of Developmental Psychology.
- Students would gain knowledge of factors responsible for development.
- Students would understand the stages of development.
- Students would attain the knowledge of different approaches on development.

Unit-I

Human Development- Concept and Principles. Factors affecting development: biological, social and cultural.

Theories and approaches of Development- Freud, Erikson, Piaget (Cognitive), Bronfenbrenner (Ecological System), Kohlberg (Moral Development).

Unit-II

Prenatal Development-Development from Conception to Birth, Factors and Risks

Neonate- Characteristics, Reflex and capacities of a neonate.

Infancy- Sensory-motor development, Cognitive-development and Psychosocial development.

Unit-III

Childhood- Emotional, Cognitive and Language & Psychosocial development: Role of Family, Sibling, Peers and School.

Adolescence- Physical changes, Relationships with peers and family. Identity formation.

Problems during adolescence. Genetics and Development.

Unit-IV

Adulthood- Intimate relationship, Vocational adjustment, Parenthood.

Aging- Physical conditions, Personal relationships, Financial and Emotional problems. Healthy Aging, Death Anxiety, Bereavement.

Suggested Readings:

1. Bee, H. and Boyd, D. (2002). Life Span Development. Boston, M.A: Allyn and Bacon.
2. Berk, L.E. (2003). Child Development. New Delhi: Pearson Education.
3. Bukatko, D. and Daehler, M.W. (2001). Child Development: A Thematic Approach. New York: Houghton Mifflin Company.
4. Crain, W. (1980). Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
5. Cunningham, W.R. and Brookbank, J.W. (1988). Gerontology: The Psychology, Biology and Sociology of Aging. London: Harper and Row, Publishers.
6. Hetherington, M.E. and Parke, R.D. (1993). Child Psychology: A Contemporary Viewpoint. New York: McGraw Hill.
7. Morgan, L. and Kunkel, S. (1998). Aging: The Social Context. London: Pine Forge Press.
8. Newman, B.M. and Newman, P.R. (1999). Development Through Life: A Psychosocial Approach. New York: Wadsworth Publishing Company.
9. Papalia, D.E, Olds, S.W and Feldman (2007). Human Development. Tata McGraw-Hill Publishing Company Limited New Delhi.
10. Santrock, J.W. (2006). A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.
11. Birren, J.E. and Schai, K.W. (1990). Handbook of the Psychology of Aging. New York: Academic Press.
12. Hurlock, E. (1997). Child Development. New Delhi: Tata McGraw-Hill.

M.Sc. - Psychology
Semester- IV

CC 403 Practicum: Psychological Tests
Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Examination Time: 3 hrs

Course Objectives:

1. To impart training regarding designing, execution and reporting of Laboratory experiments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. To familiarize the students with graphical representation and descriptive, inferential and correlational analysis by using statistical software.

Course Outcomes:

1. Students would acquire the ability to administer, interpret and report psychological tests.
2. Students would gain proficiency in data analysis using statistical software.
3. Students would gain specialized applied knowledge in specific areas of psychology.

Note: Each student would perform seven tests from the areas from either of the two specialisation areas selected by the student mentioned below along with computer applications. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file duly signed by the respective teachers. Evaluation would be based on performance in conduct, written and viva.

Neuro Psychology & Clinical Psychology

Any five experiments/tests from either of the two following areas:

(A) Clinical Psychology

1. AIIMS Neurological Battery
2. Aggression/Anger
3. Adjustment
4. Rorschach Inkblot Test
5. Thematic Apperception Test

6. PGI Battery of Brain dys Functioning
7. General Health Questionnaire
8. Body Image
9. Case History
10. CBT
11. Meditation

(B) Organizational Psychology

1. Vocational Interest Record
2. Job Satisfaction Scale
3. Leadership Preference Scale
4. Motivation Scale
5. Organizational Behavioural Scale
6. Work Motivation
7. Team effectiveness
8. Organizational Commitment Scale
9. Learned Optimism Scale

M.Sc. Psychology
Semester- IV

DSC 404 Clinical Psychology
Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination:70
Internal Assessment:30
Time: 3hrs.

Course Objectives:

- Students should be able to understand about role and responsibilities of Clinical psychologist along with related issues.
- To impart knowledge of various methods used to study the behavioral patterns of individuals with clinical diagnosis.
- Students should be able to understand the nature of Psychotherapies and Biologically based Therapies.
- Students should be able to understand various therapies and interventions in Clinical Psychology.

Course Outcomes:

- Students would gain knowledge about role and responsibilities of Clinical psychologist along with related issues.
- Students would be able to apply the knowledge about various methods used to study the behavioral patterns of individuals with clinical diagnosis.
- Students would gain knowledge about nature of Psychotherapies and Biologically based Therapies.
- Students would gain knowledge of various therapies and interventions in Clinical Psychology.

UNIT-I

Clinical Psychology: Nature, Historical overview, Clinical psychology as a profession, Roles and responsibilities of clinical psychologists.

Issues in Clinical Psychology: Professional training, Professional regulation, Professional ethics.

UNIT-II

Methods of Clinical Psychology: Epidemiological, Correlational and Experimental. Clinical Assessment Techniques: Need, Elements, Case study, Clinical interview, Observation, Psychological tests.

UNIT-III

Psychotherapy: Meaning, Nature, General Principles and Types.

Biologically Based Therapies: Early attempts in biological therapies, ECT, Pharmacological therapy.

UNIT-IV

Psychologically Based Therapies I: Psychoanalytic, Behaviouristic- Brief

graduated exposure and prolonged intense exposure therapies, Client- centered, Existential.

Psychologically Based Therapies II: Cognitive- behaviour therapy, Rational- emotive therapy, Gestalt therapy, Mindfulness based stress reduction therapy.

Suggested Readings:

1. Bellack, A. S. & Hersen, M. (1980). Introduction to Clinical Psychology. New York: Oxford University Press. Nietzel, M. T., Bernstein, D. A.
2. Millich, R. (1994). Introduction to Clinical Psychology. New Jersey:
3. Prentice Hall. Trull, T. J. & Phares, E. J. (2001). Clinical Psychology: Concepts, Methods and Problems. US: Wadsworth.
4. Nevid, J.S., Rathus, S.A. & Greene, B. (2014). Abnormal Psychology in a Changing World. New York: Pearson. Hecker, J.E. & Thorpe, G.L. (2005). Introduction to Clinical Psychology: Science, Practice and Ethics. Delhi:
5. Pearson. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). Abnormal Psychology. New Delhi: Pearson.
6. Pomerantz, A. M. (2011). Clinical Psychology: Science, Practice & Culture. New Delhi: Sage .
7. Singh, A. K. (2005). Advanced Clinical Psychology. Delhi: Moti Lal Banarsi Das.
8. Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). The Clinical Psychology Handbook. New York: Pergamon. Carr, A. (2012). Clinical Psychology: An Introduction. New York: Routledge.

M.Sc. Psychology
Semester- IV

DSC 405 Forensic and Criminal Psychology
Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination:70
Internal Assessment:30
Time: 3hrs.

Course Objectives:

- To orient the students with the nature of Criminal Psychology along with understanding crime from biological and psychosocial perspective as well as crime trends in India.
- Students should be able to understand various types of crime, domestic and international terrorism.
- To impart conceptual knowledge about nature and field of Forensic Psychology along with understanding of assessment of Forensic Psychology.
- To acquaint the students with the psychological intervention and correction along with understanding of risk assessment and dangerous issues.

Course Outcomes:

- Students would gain knowledge about the nature of Criminal Psychology along with understanding crime from biological and psychosocial perspective as well as crime trends in India.
- Students would gain knowledge about the various types of crime, domestic and international terrorism.
- Students would be able to understand about nature and field of Forensic Psychology along with understanding of assessment of Forensic Psychology.
- Students would be able to understand about the psychological intervention and correction along with understanding of risk assessment and dangerous issues.

Unit-1

Criminal psychology: Nature and historical perspective. Approaches of criminal behaviour, Crime trends in India. National Bureau of Crimes.
Biological, psychological and social. Method of study. Approaches to classification of crime.

Unit-2

Type of crime I : Juvenile Delinquency, Antisocial personality, crime against children, women and aged, white collar crime, cyber crime and cyber terrorism.
Type of crime II: Homicide, Suicide, Serial Killers, Rampage killer, Sex offenders, Mentally ill offenders, Terrorism- domestic and international.

Unit-3

Forensic Psychology: Introduction and overview, Historical Perspective, Fields of Forensic Psychology, Education and training.
Assessment of forensic psychology: Investigative Interview, Verbal detection, Statement assessment,
Hypnosis, Voice analysis, Polygraph, Thermal imaging, Narcoanalysis, Brain electrical oscillation, Signature profiling.

Unit-4

Psychological intervention and correction: Punishing for crime, Behaviour modification, Social interventions, Rehabilitation in family and community, Psychological reforms in jails. Risk assessment and dangerousness issues: Political context, Clinical approaches in Risk and dangerous assessment.

Suggested Readings:

1. Abrahamson, D. (1960). Psychology of crime. New York : Columbia University Press.
2. Chokalingan, K. (1991). Readings in Victimology Madras : Rair Raj Publications.
3. Feldman, M.P. (1977). Criminal Behaviour : A psychological analysis. London : Wiley.
4. Goyal, R.K (1992). Reforms in Jails, Chandigarh : India.
5. Kushner, W.W. (1988). The future of terrorism. Delhi: Sage.
6. Reid, S.T. (1979). Crime and Criminology. New York : Holt Rinehart and Winston.
7. Sirohi, J.P.S, (1983). Criminology and Criminal Administration. Allahabad : Law Agency.
8. Trojanowicz, C. (1978). Juvenile delinquency : concepts and controls. Englewood cliffs, Prentice Hall.
9. Howitt, D.(2002). *Forensic and criminal psychology*. England: Pearson education ltd.
10. Paranjape, N.V(2018). Criminology Penology Victimology. Central Law Publication, 107, Darbhanga Castile, Alahabad-2.
11. Petherick, W.A, Turvey, B.E. and Ferguson, C.E.(2010). Forensic Criminology. Elsevier Academic Press
12. Shipeay, S. and Arrigo, B.(2012). *Introduction to forensic Psychology*. USA: Academic press.
13. Walters G.D. (1994). Drug and crime in life style perspective. New Delhi : Sage.

**M.Sc. Psychology
Semester- III**

**DSC 406 Psycho-diagnostics
Credits: 4 (Hrs./week:4)**

**Maximum Marks: 100
Theory Examination:70
Internal Assessment:30
Time: 3hrs.**

Course Objectives:

- Students should be able to understand the nature purpose of psycho diagnosis and its classification system in psychopathology.
- Students should be able to understand the Cognitive and Personality Assessment Techniques.
- To impart knowledge of Neuropsychological Assessment Methods.
- Students should be able to understand how to integrate different test results in terms of reporting.

Course Outcomes:

- Students would demonstrate understanding about the use of the classification system for psychodiagnosis
- Students would be able to understand how different Cognitive and Personality Assessment methods are used.
- Students would be able to understand the concept of different methods of assessing Neuropsychological domains.
- Students would be able to understand the method of integrating and reporting the results of different tests.

Unit-I

Nature of Psychological Assessment: Case Study, History taking, Interview, Observation and Mental Status Examination. Ethics of Psychological Testing.

Diagnosis and Classification System: DSM, ICD.

Unit-II

Cognitive and Personality Assessment:

Cognitive Assessment:

- Wechsler Intelligence Scale: WAIS, WISC-IV, WPPSI-R
 - Non-Verbal Group Ability Test: Kaufmann Brief Intelligence Test (K-BIT) and Goodenough-Harris Drawing Test
 - Multidimensional Aptitude Battery (MAB), Differential Aptitude Test (DAT)
 - OASIS (Occupational Aptitude Survey and Internet Schedule).
 - Bhatia Battery
- Personality Assessment:
- Questionnaire and Projective Tests: Rorschach and TAT, Sentence Completion test, Word Association Test
 - MMPI, 16PF, EPI

Unit-III

Neuropsychological Reports: Assessment of psycho physiological indices of arousal and anxiety (e.g. GSR, ECG, EEG).

Neurological Examination: MRI, fMRI, CT, PET

Unit-IV

Reporting: Integrating different test results. Recent advances in psychodiagnostics.

Suggested Readings:

1. Beck, S.J. (1978). *Rorschach's Test*. New York :Grune& Stratton.
2. Bellack, L. (1954). *The Thematic Apperception Test and Children's Apperception Test in Clinical Use*. New York: Grune& Stratton.
3. Campbell, J.P.; et al. (1973). The development and evaluation of behaviourally based scales. *Journal of Applied Psychology*, 54: 15-22.
4. Chapman, L.J.; & Chapman, L.P. (1968). Illusory correlation as an obstacle to the use of valid psychodiagnostics signs. *Journal of Abnormal Psychology*, 74: 271-280.
5. Choce, P.; &Shanley (1986). Factor analysis of MCMI. *American Psychologist*, 54 (2): 53-256.
6. Ciminero, A.R.; et al. (Eds.)(1986). *Handbook of Behavioural Assessment*. New York: John Wiley.
7. Harsen, M.; &Bellack, A.S. (Eds.) (1981). *BehaviouralAssessment : A practical handbook*.

New York: Pargamon Press.

8. Golden, C.G.; Moses, J.A.; Coffman, J.A.; Miller, W.R.; & Strider, F.D. (1983). *Clinical Neuropsychology: Interface with neurological and psychiatric disorders*. U.K.: Grune and Stratton.
9. Greene, R. L. (1991). *MMPI: An interpretive manual*. Massachusetts: Allyn& Bacon.
10. Sarason, I.G. (Ed.) (1980). *Test Anxiety: Theory, Research and Applications*. Hillsdale, N.J.: Lawrence Erlbaum.
11. Spielberger, C.D.; & Vagg, P.R. (Eds.) (1995). *Test Anxiety: Theory, Assessment and Treatment*. USA: Taylor and Francis.
12. Winer, B. (1983). *Clinical Methods in Psychology*. New York : John Wiley.

M.Sc. Psychology
Semester- IV

DSC 407 Basics of Guidance and Counselling

Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination:70
Internal Assessment:30
Time: 3hrs.

Course Objectives:

- Students should be able to understand the nature, principles and models of Guidance.
- To impart knowledge of Educational and Career Guidance.
- Students should be able to understand the nature, emergence and growth of Counselling Psychology.
- Students should be able to understand Methodological and Contemporary Issues in counselling.

Course Outcomes:

- Students would be able to explain and execute guidance programs.
- Students would be able to deliver Educational and Career Guidance.
- Students would be become sensitive to need and ethical issues of Counselling.
- Students would gain awareness of counselling needs of special groups and undertake research in counselling.

UNIT- I

Foundation of Guidance: Need, Meaning and Scope of Guidance; Basic Principles of Guidance. Models of Guidance: Early, later and contemporary models. Organizing a Guidance Programme.

UNIT-II

Educational Guidance: Need, Objectives, Educational Problems and Functions. Guidance in Elementary Schools: Nature, Role of teacher and Counsellor. Guidance in Secondary Schools: Nature, Needs related to Education and Personal Development.

Career development facilitation: Theories of career development and decision making, Facilitating career exploration, Collecting and disseminating career information.

UNIT-III

Foundation of Counselling: Meaning, Goals, Stages, Need and Types.

Emergence and Growth of Counselling Psychology; Counselling and related fields; Ethical Training, Standards and Dilemmas in counselling.

UNIT-IV

Research in counselling: Need for evaluation, Applied-Action Research, Problems of counselling research, Process and Outcome research, Descriptive research in counselling, Experimental research.

Contemporary Issues in counselling: Working with children and their parents, older adults, differently abled and Religious clients.

Suggested Readings:

1. Capuzzi, D and Gross D.R. (2008). Counseling and Psychotherapy Theories and Interventions. Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.
2. Gelso, C., & Fretz, B. (2001). Counselling Psychology. USA: Harcourt College.
3. Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counselling and Guidance. Delhi: PHI Learning.
4. Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). Guidance: An Introduction. Chicago: RanelMcNally College.
5. Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.). Singapore: Brooks/Cole.
6. Sharma, R. A. (2007). Fundamentals of Guidance and Counselling. Meerut: R. Lall Book.
7. Srivastava, K. K. (2003). Principles of Guidance and Counselling. New Delhi: Kanishka.
8. Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning
9. Woolfe & Dryden (1996) – Hand book of Counselling Psychology, Sage Publications, London, Thousand Oaks, New Delhi.

M.Sc. Psychology
Semester- IV

DSC 408 Techniques of Guidance and Counselling

Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination:70
Internal Assessment:30
Time: 3hrs.

Course Objectives:

- To familiarize the students with the basic strategies of Counselling.
- To orient the students with the theoretical aspects and processes of Psychoanalytical and Affective therapies.
- To orient the students with the theoretical aspects and processes of Cognitive and Behavioural therapies.
- To impart the knowledge about Family systems and Promotional approaches.

Course Outcomes:

- Students would be able to familiarize with the basic steps, types and approaches of counselling.
- Students would demonstrate understanding of Psychoanalytical and Affective therapies.
- Students would demonstrate understanding of Cognitive and Behavioural therapies.
- Students would gain knowledge about Family systems and Promotional approaches.

UNIT-I

Strategies of Counselling: Directive, Non-Directive Approach to Counselling; Elements of Effective Therapeutic Position, Goals Directed Nature of Counselling & Psychotherapy, Need for Pragmatic Therapeutic Position. Counselling vs. Psychotherapy.

Psychoanalytic Approach: View of Human Nature, Development of Personality, Defence Mechanisms, Major methods & techniques.

UNIT-II

Affectively Oriented Approaches: Existential therapy; Person-centred therapy; Gestalt therapy; Theoretical analysis of affective approaches.

Cognitively Oriented Approaches: Rational Emotive Therapy; Beck's Model; Transactional Analysis. Theoretical analysis of cognitive approaches.

UNIT-III

Behaviourally Oriented Approaches: Behaviour Therapy: Meaning & Goals, Behavioural Connections; Systematic Desensitization, Relaxation, Flooding Therapies; Behavioural Contingencies: Reinforcement, Punishment, Shaping; Modelling Techniques; Self Instructional Training, Self Inoculation. Theoretical analysis of behavioural approaches.

UNIT-IV

Family Systems Approach: Bowen's Intergenerational Approach, Structural Family Therapy, Strategic Therapy and Current Trends in Family Systems Therapy.

Suggested Readings:

1. Baruth, L.G., & Huber, C.H. (1998). *Counselling and Psychotherapy*. NJ.: Prentice Hall.
2. Capuzzi, D and Gross D.R. (2008). *Counselling and Psychotherapy Theories and Interventions*. Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.
3. Gladding, S.T and Batra, P (2018). *Counseling A Comprehensive Profession*. Pearson India Education services Pvt. Ltd.
4. Ivey, A. E., D'Andrea, M. J., & Ivey, M. B. (2012). *Theories of Counselling and Psychotherapy: A Multicultural Perspective*. Thousand Oaks: Sage.
5. Nelson-Jones, R. (2015). *Theory and Practice of Counselling and Psychotherapy*. London: Sage
6. Parrott, L. (2003). *Counselling and Psychotherapy*. United States: Thomson.
7. Sharf, R. S. (2000). *Theories of Psychotherapy and Counselling: Cases and Concept*. Belmont, CA: Wadsworth/Thomson Learning

**M.Sc. Psychology
Semester- IV**

DSC 409 Organizational Change and Development

Credits: 4 (Hrs./week:4)

**Maximum Marks: 100
Theory Examination:70
Internal Assessment:30
Time: 3hrs.**

Course Objectives:

- To understand the application of behavioural sciences theory and models for planning change and development in organizations.
- To equip the students in diagnosing issues and planning different types of intervention strategies and also enhance personal capabilities in handling as well as navigating change in one's life situations.

Course Contents:

Unit I

Introduction to Organizational Change and Development: types of Change in organizations, and Change Models, Resistance to Change; Change Management and Nature of Planned Change; Organizational Development: History of the Field, Nature and Process of OD.

Unit II

Designing Interventions: An overview of interventions, Interpersonal, Team and Intergroup and System interventions

Unit III

Methods of OD: Survey Feedback, Grid Organizational Development, Process Consultation, Gestalt, and Comprehensive Interventions.

Unit IV

Future Issues and Applications: Building Learning Organizations and Planning Mergers and Acquisitions etc; Organizational Development in Global Settings and Non-Industrial Settings, Power, Politics and OD, Future Directions in OD.

Suggested Readings:

- French, W.L. and Bell, C.H. (2006). Behavioural Science Interventions for Organizational Improvement (8th Ed.) Pearson India: New Delhi.
- Cummings, T.G. and Worley, C.G. (2009). Organizational Development and Change (9th Ed.) South-Western Cengage Learning: Mason OH.
- Seijts, G.H. (2006). Cases in Organizational Behaviour. Sage: New Delhi

M.Sc. Psychology
Semester- IV

DSC 410 Human Resource Management

Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination:70
Internal Assessment:30
Time: 3hrs.

Course Objectives:

- To understand the human resource issues in organizations and build a foundation for assisting organizations in resolving human resource problems.
- To develop broader understanding of the core HR functions ranging from Human Resource Acquisition to Separation and gain insight into current HR issues and elements of the human resource systems

Course Contents:

Unit -1

Introduction to Human Resource Management, Strategic and traditional HRM, changing role and changing environment of HRM, Challenges of HR management: Individual and Competitiveness, balancing organizational demands and employees' concerns.

Unit-2

Strategy and Human resource planning; Vision, Mission and Values Environmental analysis-internal analysis, issues of HR in cultural transition.

Unit-3

Meeting HR requirements: Job Analysis, Recruitment and Selection, Diversity and empowering employees, Performance Management, Career management and Talent Management and developing diverse talent pool, Competency assessment

Unit-4

International HRM; Forms of IHRM/ Types of cross-national organizations (Domestic, International, Multinational, Global, Transnational), communication and team work and training issues in international work force.

Suggested Readings:

1. Banfield, P., & Kay, R. (2011). Introduction to human resource management (2nd Ed.). New Delhi, India: Oxford University Press.

2. Bhatnagar, J., & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
3. Cascio W.F. & Aguinis H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
4. DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of human resource management (8th Ed.). NY: Wiley.
5. DeNisi, A. S., & Griffin, R. W. (2011). Managing human resources (4th Ed.). Boston: Cengage Press.
6. Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.
7. Harzing, Anne-Wil, & Pennington, A. (2011). International human resource management. New Delhi, India: Sage publications.
8. Khandelwal, K. A. (2009). In search of Indianness: Cultures of multinationals. New Delhi, India: Kanishka Publishers.
9. Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). Human resource management: A South Asian perspective. Delhi, India: Cengage Learning India Pvt. Ltd.
10. Pande, S., & Basak, S. (2012). Human resource management. New Delhi, India: Pearson Education.

M.Sc. Psychology
Semester- IV

DSC 411 Coaching and Mentoring at Workplace

Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination:70
Internal Assessment:30
Time: 3hrs.

Course Objectives:

To develop an appreciation of developmental relationship. To develop effective interpersonal skills for coaching and mentoring. To identify coaching and mentoring options for employees.

Course Contents:

Unit-1

- Overview of developmental relationships: An introduction to developmental relationships: Counseling, coaching and mentoring, Personality and developmental relationships: Altruism; extension motivation; nishkam karma. Issues in developmental relationships in Indian context: Managing Trishanku complex; dependency proneness, diversity; mind set towards Indian cultural diversity.

Unit-2

- Overview of coaching, counseling and mentoring: Process of counseling, coaching and mentoring, Mentor competencies: The nurturing superior, Indian perspective on coaching, counseling and mentoring: Sneha-shraddha.

Unit-3

- Developing dyadic relationships: Guru Shishya Parampara, Samkhya, Feedback process: Interpersonal and performance.

Unit-4

- Organizational systems: Coaching and mentoring process at work place, Work- centric nurturant culture, Views of Arthashastra (Kautilya), Cosmic collectivism.

Suggested Readings

1. Garvey, B., Stokes, P., & Megginson, D. (2009). Coaching and mentoring: Theory and practice. London: Sage.
2. Gupta, R. K., & Awasthy, R. (Eds.) (2015). Qualitative research in management: Methods and experiences. New Delhi, India: Sage Publications.
3. Guptan, S. U. (2006). Mentoring: A practical guide to touching lives. New Delhi, India: Response Books.

4. Kakar, S. (1991). The guru as healer. In S. Kakar, *The analyst and the mystic: Psychoanalytic reflections on religion and mysticism* (pp. 35–54). Chicago, IL: The University of Chicago Press.
5. Pareek, U. (2007). *Understanding organizational behaviour* (2nd ed.). Delhi, India: Oxford University Press.
6. Ragins, B. R., & Kram, K. E. (Eds.) (2007). *The handbook of mentoring at work: Theory, research and practice*. Los Angeles: Sage Publications.
7. Rock, A. D., & Garavan, T. N. (2006). Reconceptualizing developmental relationships. *Human Resource Development Review*, 5(3), 330-354.
8. Santhosh, B. (2012). *Coaching: The art of developing leaders*. New Delhi: Wiley-India.
9. Shrowty, A. W. (1996). Knowledge transfer and the guru-shishya model. *Journal of Human Values*, 2(2), 127-135.
10. Sinha, J. B. P. (2009). *Culture and organizational behaviour*. New Delhi: Sage Publication.

**M.Sc. Psychology
Semester- IV**

DIE 413 Dissertation
Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Time: 3hrs.

At the beginning of the fourth Semester each student will be required to select a topic of his / her interest area in consultation with the teacher supervisor to conduct research based project. Students will be required to collect data from subjects. After the analysis of results, students will submit two typed copies of Supervised Project Report of the work completed to the concerned supervisor.

Submission: Two signed typed copies of Supervised Project will be submitted by the students.

Evaluation: Supervised Project will be evaluated by the external examiner.

Distribution of Marks

| Report | Viva-Voce | Total |
|---------------|------------------|--------------|
| 100 | 50 | 150 |

M.Sc. Psychology
Semester- IV

DSC 413 Institutions and Entrepreneurship

Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Time: 3hrs.

Course Objectives- To sensitize students regarding the importance of different types of Entrepreneurship and equip them in developing personality characteristics and orientation for taking up entrepreneurial roles.

Course Contents

Unit I

Conception of Entrepreneurship : Importance and relevance of Entrepreneurship, Entrepreneurial Orientation, Personality , Cognitive Social and Motivational antecedents; Entrepreneurship, Innovation and Creativity.

Unit II

Entrepreneurship in Varied Settings: Entrepreneurship, Social Entrepreneurship and Female Entrepreneurship : Social context of Entrepreneurship, Issues and Challenges.

Suggested Readings

1. Drucker,P. (1985) . Innovation and Entrepreneurship: Principles and Practices. Harper and Row Publishers:New York.
2. Bornstien,D. (2004). How to change the world: Social Entrepreneurs and the power of new ideas. Oxford University Press.
3. Frese,M. and Gielnik,M.M.(2014).The Psychology of Entrepreneurship. Annual Review of Psychology, 1, 413-438.

**M.Sc. Psychology
Semester- IV**

DSC 414 Training and Consulting in Organizations
Credits: 4 (Hrs./week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Time: 3hrs.

Course Objectives:

- Understand the relevance of training as a development intervention and learn designing, implementing and evaluating the training program.
- Learn the nature and value of organizational consultancy for organization's decision making and problem solving.

Course Contents:

Unit I

Nature and value of Organizational consultancy, Creating a culture of consulting and coaching, Responsibilities and skills of organizational consultants and trainers, Ethical issues in consulting.

Unit II

Training: Its relevance, learning and motivational principles, The Training Process: Need Assessment, design, delivery and Developing Training Modules and Training evaluation.

Suggested Readings:

- Aamodt, M. G., & Aamodt, M. G. (2010). *Industrial/organizational psychology: An applied approach*. 6th Edition, Belmont, CA: Wadsworth.