

**Maa Vindhyavasini University, Mirzapur
(U.P.)**



Master of Arts (Psychology)
Department of Psychology
Faculty of Social Science

Vision of the Department

Department of Psychology aims to be a leading institution of Psychology in India with strong and vibrant programs that develops exemplary psychologists, be at the cutting edge of scientific research, development, and teaching in psychology and engage in responsive interventions that lead to personal and social transformation.

Mission

- To nurture students to become intellectually competent through scientific studies of human behavior, emotion, and thought.
- To contribute to public understanding of psychology and its applications in education and beyond.
- To promote human development, learning, health, and well-being through high-quality education, research, and services.
- To cultivate in students the professional ethics, a sense of social responsibility, cultural sensitivity, and good citizenship in a globalized world.
- To engage in high quality and high impact research both within and across disciplines.

Title: Post Graduate Program in Psychology (M.A. Psychology).



About the Programme:

The programme is designed under the Choice Based Credit System (CBCS) NEP-2020. It provides students the chance to apply what they've learned in the classroom to real-world situations in order to foster a healthy relationship between academics and society.

Objectives of the Programme:

- To build a robust research-oriented theoretical basis in psychology that is in step with recent achievements in the field.
- To allow students to approach the curriculum in a creative, empirical, and ethical manner by combining conceptual repertoire and research methodologies from both quantitative and qualitative traditions.
- To provide students the chance to apply what they've learned in the classroom to real-world situations.
- To develop a thorough understanding of diverse areas of psychology and to instil an ethical approach to research.
- To cultivate and nurture sensibility and sensitivity towards cross-cutting issues like gender equity, environmental concerns, sustainable development goals, and human values.

Programme Specific Outcomes (PSOs):

After the completion of courses students would:

- **PSO 1:** Develop the understanding of psychological science with special focus on conceptual and empirical approaches as well as Communicate, articulate and explain key concepts.
- **PSO 2:** Understand research methods, design and techniques of data collection.
- **PSO 3:** Critically evaluate information, issues and assumptions from different perspectives and apply scientific knowledge to solve problems.



- **PSO 4:** Understand and apply appropriate quantitative and/or qualitative data analysis techniques and use statistical software also.
- **PSO 5:** Inculcate indigenous Indian psychological knowledge through scriptures.
- **PSO 6:** Apply psychology to diverse fields i.e.; organization behavior, health, counseling psychology, and clinical psychology etc.
- **PSO 7:** Understand and execute assessment tools related to psychological processes and attributes like personality, intelligence, aptitude etc.
- **PSO 8:** Identify, adhere and apply ethical principles to resolve ethical dilemmas.
- **PSO 9:** Practically impart psychological knowledge to intervene for mitigating psychological problems and promote positive behavior and well-being at individual, group, and social level.
- **PSO 10:** To cultivate and nurture sensibility and sensitivity various cross cutting issues like gender equity, environmental concerns; sustainable development goals, human values, innovative and entrepreneurship as well as employability skills among students.

Duration: The total duration of the programme shall be of 2 years, spread over in 4 semesters.

Seats: *(As per university norms)*

Eligibility Criteria: *(As per university norms)*

Admission Procedure: Admission procedure will take place as per the Mahatma Gandhi Kashi Vidyapith, Varanasi admission guidelines in this regard.

 

Semester Wise Paper Structure of Programme (M.A. Psychology)

Year	Semester	Course Code	Title of the paper	Theory/ Project	Credits	Total Marks
1	I	MPC101	Perception, Attention and Memory	Theory (Core)	4	100
		MPC102	Research Design and Methodology	Theory (Core)	4	100
		MPC103	Classical Perspectives in Personality Theories	Theory (Core)	4	100
		MPC104	Basics of Neuropsychology	Theory (Core)	4	100
		MPC105	Lab. Work	Practical	4	100
	Total				20	500
	II	MPC201	Learning, Language and Thinking	Theory (Core)	4	100
		MPC202	Motivational and Affective Processes	Theory (Core)	4	100
		MPC203	Modern Perspectives in Personality Theories	Theory (Core)	4	100
		MPC204A	Advance Statistics	Theory (Elective)	4	100
		MPC204B	Advance Neuropsychology	Theory (Elective)	4	100
		MPC205	Lab. Work	Practical	4	100
	Total				20	500
Total of First Year	(1st and 2nd Semester)				40	1000

Year	Semester	Course Code	Title of the paper	Theory/ Project	Credits	Total Marks
2	III	MPC301	Advanced Social Psychology	Theory (Core)	4	100
		MPC302	Mental Disorders with Associated Criteria-I	Theory (Core)	4	100
		MPC303A	Fundamentals of Psychological Assessment	Theory (Elective)	4	100
		MPC303B	Psychodiagnostic Techniques	Theory (Elective)	4	100
		MPC303C	Organizational Behaviour	Theory (Elective)	4	100
		MPC304	Lab. Work	Practical	4	100
		MPC305	Research Analysis and Report Writing	Project	4	100
	Total				20	500
	IV	MPC401	Applied Social Psychology	Theory (Core)	4	100
		MPC402	Mental Disorders with Associated Criteria-II	Theory (Core)	4	100
		MPC403A	Psycho-Therapeutic Tech.	Theory (Elective)	4	100
		MPC403B	Indian Psychology	Theory (Elective)	4	100
		MPC403C	Organizational Development	Theory (Elective)	4	100
		MPC403D	Rehabilitation Psychology	Theory (Elective)	4	100
		MPC404	Lab. work	Practical	4	100
		MPC405	Dissertation	Project	4	100
	Total				20	500
Total of Second Year	(3rd and 4th Semester)				40	1000

(Note: Grand Total for all 4 semesters: 80 Credits)

 

1st Semester

Programme Name: M.A. (Psychology)

Level: PG

Semester: I

Course Name: Perception, Attention and Memory

Course Code: MPC101

Course Type: Major / Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. To provide simple exposition of various psychological principles underlying attention, perception, verbal learning and memory.
2. To familiarize students with some of the major approaches and perspectives in cognitive psychology.
3. To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications.
4. To facilitate the learning of traditional and emergent fields of cognitive psychology.
5. To understand brain-behaviour relationship in day-to-day life.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Origin and Current Status of Cognitive Psychology; Attention: Concept, Types, Selective Attention, Determinants, Models of	10	Interactive Lectures, Discussion, Tutorials

	Selective attention: Bottle neck Model, Sustained Attention-Determinants and Theories.		
2	Perceptual Processes Approaches to the Study of Perception Gestalt, Behaviouristic and Physiological Approaches, Information Processing, approach, Perceptual Constancy - Size, Shape, Brightness, Depth Perception, Subliminal Perception, Perceptual Style, Role of Motivation and Learning in Perception, Figural After Effect.	10	Interactive Lectures, Discussion, Tutorials
3	Verbal Learning - Materials and Methods; Organizational Processes and Determinants.	10	Interactive Lectures, Discussion, Tutorials
4	Memory - Encoding, Storage, Retrieval, Sensory Memory, Short-term Memory, (STM), Long-term Memory (LTM); Episodic and Semantic Memory. Developmental Processes: Memory Development, Rehearsal, Organization and Meta-memory.	10	Interactive Lectures, Discussion, Tutorials

Course Outcomes:

- **CO1:** To help learners understand the importance of these cognitive processes in everyday life and prepare competent psychologists who would excel in knowledge, orientation, and practice of cognitive psychology with high ethical standards and social relevance.
- **CO2:** To familiarize students with some of the major approaches and perspectives in cognitive psychology.
- **CO3:** To help learners understand the developmental aspects of perceptual processes.
- **CO4:** To explore the practical implications of cognitive processes in human performance.




Mapping

Course Outcomes (Number)	1	2	3	4
Mapping of Course Content with Course Outcomes	Unit I-IV	Unit I-II	Unit II	Unit II-IV

Recommended Books:

- Gokhale, S.D. (1984). Rehabilitation programmes and policies. Somaiya publication Pvt. Ltd.
- आर.एन. ह एर्वि शु ए . भाराज (2022)-मलू मनोवैज्ञानिक याएि
- Introduction to Psychology Psychology, 2nd edition (published 2020, updated 2023)
- Marko Marulic (2023) Psychology of the nature of the human soul
- Psychology (2023) Rosie M. Spielman
- Tori Kearns, Deborah Lee (2022) General Psychology: An Introduction
- Sandie Taylor, Lance Workman (2021) Cognitive Psychology London Imprint Routledge
- Narasimhan, M.C. and Mukerjee, A.K. (1976). Disability: A Continuing challenges Wiley Easter Ltd.
- Clarke, A.D.B. and Clarke, A.N. (1974). Mental Deficiency Changing Outlook, London, Methuen Co.
- Bathshaw, M.L. and Parret, Y.M. (1986). Children with handicaps: A Medical Primer Paul Brooks, London.
- Gardner, W.I. (1985). Behaviour modification in mental retardation, London University Press Ltd.
- Northern, J.L. and Downs, M.P. (1976). Hearing in Children Bartimore.
- Brown, R. and Hughson, A. (1994). Behavioural and Social Rehabilitation and



Training, Madras. Chapman and Hall.

- Dodds, A.G. (1988). Mobility Training and Visually Handicapped people: A person centred approach. Madras Chapman and Hall.
- Dodds, A.G. (1993). Rehabilitating Blind and Visually impaired people: A Psychological Approach. Madras Chapman and Hall.
- Goodwill, C.J. and Chamberlain, M.A. (Eds.) (1988). Rehabilitation of the Physically Disabled; Madras Chapman and Hall.
- Bertson, S.E., Brown, R.I. (1992). Rehabilitation Counseling Madras, Chapman and Hall.

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Programme Name: M.A. (Psychology)

Level: PG

Semester: I

Course Name: Research Design and Methodology

Course Code: MPC102

Course Type: Major / Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. Understand the conceptual understanding of research and research design.
2. Distinguish a purpose of research question, hypothesis, and research objectives.
3. Identify the overall process of designing psychological research.
4. Know the conventions with good APA style for scholarly writing.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Nature of Research, Fact and Theory, Research Problem, Hypotheses, Types of Research, Preparation of Research Report, Sampling: Population and Sampling, Simple Random Sampling, Stratified Random Sampling, Cluster Sampling, Non-probability Sampling, Incidental/ Quota and Purposive Sampling.	10	Interactive Lectures, Discussion, Assignments



2	Psychology Experiment: Conduction of Experiment, Variables and Control of Relevant Variables, Minimization of Error Variance, Merits and Demerits of Experiment Method: Laboratory and Field Experiments.	10	Interactive Lectures, Discussion, Assignments
3	Research Designs: Meaning and Purpose, Within and Between- Group Designs- Single Group and Single Subject Designs, Randomized Groups Designs, Matched Groups Designs, Latin Square Designs, Factorial Designs, Repeated Design, Non and Quasi- Experimental Designs: One Group Design; Non-equivalent and Control Group Designs; Interrupted Time Series Designs; Multiple Time- Series designs.	10	Interactive Lectures, Discussion, Assignments
4	Central tendency measures; measures of dispersion; parametric & non-parametric; Correlations; Chi-Square Test; simple regression, T-test; F-test; Z- test.	10	Interactive Lectures, Discussion, Assignments

Course Outcomes:

- **CO1:** Learnt the conceptual framework and overall process of research and designing psychological research established the understanding to plan a research study in the field of psychology.

Mapping

Course Outcomes (Number)	1
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Mapping of Course Content with Course Outcomes	Unit I-IV
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Recommended Books:

- Abbey, J. D., & Meloy, M. G. (2017). Attention by design: Using attention checks to detect inattentive respondents and improve data quality. *Journal of Operations Management*, 53-56, 63-70.
- John W. Creswell (2022) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* Sage Pubns; 6th edition.
- Dr. Shanti Bhushan Mishra (2022) *A hand Book of Research Methods*, Publisher: Educreation
- Preston D (2022) *Research Methodology And Quantitative Techniques*
- Abbey, J.D., Kleber, R., Souza, G.C., & Voigt, G. (2019). Remanufacturing and consumers' risky choices: Behavioral modeling and the role of ambiguity aversion. *Journal of Operations Management*, 65, 4-21.
- Kerlinger F.N. (1983). *Foundations of Behavioural Research*, Surjeet Publication, Delhi.
- McGuigan, F.J. (1968). *Experimental Psychology-A Methodological Approach*, Prentice Hall, N.J.
- Brown C.W. & Ghiselli, E.E. (1965). *Scientific Methods in Psychology*, McGraw-Hill, N.Y.
- Black, T.R. (1988). *Quantitative Research Design for Social Science*. Thousand Oaks: Sage.
- Edwards, A.L. (1976). *Experimental Design in Psychology Research*, Amerind Publication, New Delhi.
- Newman, W.L. (1991). *Social Research Methods: Qualitative and Quantitative Methods*, Boston: Allyn & Bacon.
- Tripathi, L.B. (1985). *Psychology Research Methods*, Har Prasad Bhargav, Agra
- Broota, K.D. (1992). *Experimental Design in Behavioural Research*, Wiley Eastern, New Delhi.
- Heman, G.W. (1995). *Research Methods in Psychology*, Houghton Mifflin Company, Boston, Illinois, New Jersey.
- Winer, B.J. (1961). *Experimental Design in Psychology Research*, McGraw Hill.



Programme Name: M.A. (Psychology)

Level: PG

Semester: I

Course Name: Classical Perspectives in Personality Theories

Course Code: MPC103

Course Type: Major / Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. The nature, scope, determinants and various theoretical approaches to personality.
2. The psychoanalytic, analytic and individual theories of psychology.
3. The neo-Freudian and post-Freudian approaches to personality.
4. The eastern personality theories of personality.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Personality: Nature and Scope, Various Theoretical Approaches to Personality, Determinants of Personality: Biological and Physiological; Psychological, Environmental (Social, Educational, Family and Cultural).	10	Interactive Lectures, Discussion

 

2	Psychoanalytic Theory: Freud's Psychoanalytic Theory. Jung's Analytic Theory, Adler's Individual Theory.	10	Interactive Lectures, Discussion
3	Neo-Freudian and Post-Freudian Approaches: Horney, Erich Fromm, Erikson and Sullivan.	10	Interactive Lectures, Discussion
4	Eastern Personality Theory: Personality in Upanishads, Yoga Theory of Personality, Abhidhamm Theory of Personality, Transpersonal Psychology.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Students become oriented to the following areas of psychology - abnormal psychology or clinical psychology.
- **CO2:** Students will be able to answer what our personalities are, how they work, and what they can mean to our own and others' futures.

Mapping

Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I-IV	Unit I-IV

 

Recommended Books:

- The Book of Personality Tests (2021) by Haulwen Nicholas
- Foundations of Personality (2023) by a. Myerson (Author) Cosmo Publications
- Liebert, R.M. & Spiegler, M.D. (1994). Personality: Strategies and Issues. Pacific Grove. California: Brooks/Cole Publishing Company.
- Biscoff, L.J. (1970). Interpreting personality theories. New York: Harper & Roe.
- Hall, C.S. & Lindzey, G. (1978). Theories of personality, 3rd Ed. New York: J. Wiley & Sons.
- Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
- Stephen P. Robbins and Timothy A. Judge (2014), Organizational Behavior 16th Edition
- Hjelle, L.A., & Zeigler, D.J. (1991). Personality theories: Basic assumptions, research & applications, 2nd Ed. International Student Edition. McGraw Hill, International Book Co.
- Pervin, L.A. (1975). Personality: Theory, assessment and research, 2nd Ed. New York, Wiley International ed.
- Sahakian, W.S. (1965). Psychology of Personality: Readings in theory. Chicago: Rad Mc-Nally College Publication Co.
- Magnusson, D., Endler, N.S. (1977). Personality at Crossroads. New Jersey, Hillsdale: Lawrence Erlbaum Associates.
- Calvin S. Hall Gardner Lindzey John B. Campbell (2007). Theories Of Personality 4th Edition, Publisher: Wiley India Pvt Ltd.
- Barbara Engler (2008). Personality Theories/Edition 8.eH

 

Programme Name: M.A. (Psychology)

Level: PG

Semester: I

Course Name: Basics of Neuropsychology

Course Code: MPC104

Course Type: Major / Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. The functioning of sensory systems.
2. Neural processes.
3. Nature of various mental functioning and structure of nervous system.
4. The methods of neuropsychology.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	The development of Neuropsychology - the brain hypothesis, experimental approaches to the brain function, the neuron hypothesis; Branches of Neuropsychology.	10	Interactive Lectures, Discussion



2	Methods of neuropsychology: Invasive methods Anatomical methods, degeneration techniques, lesion techniques, chemical methods, Microelectrode studies. Non-invasive methods - EEG, Scanning Methods.	10	Interactive Lectures, Discussion
3	The Central and Peripheral Nervous Systems - Structure and functions. Somatosensation and Neuroplasticity Lateralization of Brain Functions.	10	Interactive Lectures, Discussion
4	Neurons: Structure, Functions, Types, Neural impulse (Resting Membrane Potential, Action Potential, Generation and Conduction of Neural Impulse Through Axon); synaptic transmission: Excitatory Post- synaptic of Potential (EPSP) and Inhibitory Post-Synaptic Potential (IPSP). Neurotransmitters.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Learnt the functioning of sensory systems, neural processes, nature of various mental functioning and structure of nervous system.
- **CO2:** Learnt the methods of neuropsychology.

Mapping

Course Outcomes (Number)	1	2
Mapping of Course Content	Unit I-III	Unit IV

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with Course Outcomes		
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Recommended Books:

- Jessica Fish (Editor), Shai Betteridge (Editor), Barbara A. Wilson (2023) Rare Conditions, Diagnostic Challenges, and Controversies in Clinical Neuropsychology
- Kalat, J.W. (2021) Biopsychology. Cengage Learning India Pvt. Ltd.
- Levinthal, C.F. (2021) Introduction to Physiological Psychology. 3rd Edition, Prentice-Hall.
- Carlson, N.R. (2005) Foundations of Physiological Psychology. 6th Edition, Pearson Education.
- Pinel, J.P. (2006) Biopsychology. 6th Edition, Pearson Education.
- Leukal, F. (1976) Introduction to Physiological Psychology. C.V. Mosby Co.
- Morgan, C.T. (1985) Introduction to Physiological Psychology. McGraw-Hill
- Levitt, P.C. (1980) Physiological Psychology.




Programme Name: M.A. (Psychology)

Level: PG

Semester: I

Course Name: Lab. Work (Practical)

Course Code: MPC105

Course Type: Practical

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. Students will conduct total four experiments/testing based on four core papers being taught in the semester.
2. They will learn how to establish the cause-and-effect relationship between variables and how to measure a psychological construct.

Course Content: *(Practical application of the four core subjects covering Perception, Attention, Memory, Research Design, Personality Theories, and Neuropsychology).*

Course Outcomes:

- **CO1:** By conducting practical on quantitative research methods students have developed the scientific understanding of the discipline. A foundation has been laid for developing experimental and correlation research design and conducting studies based on them.

 

2nd Semester

Programme Name: M.A. (Psychology)

Level: PG

Semester: II

Course Name: Language, Learning and Thinking

Course Code: MPC201

Course Type: Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

- Understand normal mental processes and their relationship to brain, mind and behavior.
- Understand fundamental concepts related to language.
- Explore meaning and theories of learning.
- Learn basic conceptual understanding of thinking and concept formation.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Language Comprehension and Structure; Constituent Structure Transformational Grammar Speech Perception, Characteristics of Language Production, Social context, Speech Errors.	10	Interactive Lectures, Discussion



2	Learning: Introduction, Nature of Learning Theories, Laws of learning, Problems and issues, determinants of learning, applications of learning research. Learning theories: Pavlov classical conditioning, Skinner instrumental conditioning, Bandura observational learning; Drive Reduction Theories: Hull, Spence, Miller; Current status of research and applications; Cognitive Theories: Tolman, Gestalt theories- Kohler, Koffka, Current status of research and applications; Lewin's Field Theory	10	Interactive Lectures, Discussion
3	Concept Formation- Nature, Characteristics, Types, Conceptual and Strategies, Conceptual Rules and their Learning, Lewine's Hypothesis Testing Theory.	10	Interactive Lectures, Discussion
4	Thinking: Nature, Types, Role of Language, Set and Images in Thinking, Theories of Thinking: Central and Peripheral, Piaget's Theory.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** At the end of this course students are able to recognize and describe the language comprehension and speech production.
- **CO2:** Students are able to understand the concepts and importance of learning theories, nature of concept formation and nature and types of thinking.

Mapping:

 

Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I-II	Unit III-IV

Recommended Books:

- Matlin, M. (2016). Cognition. Holt, Rinehart & Winston. N.Y.
- Sarah Mercer & Stephen Ryan (2023) Psychology of Language Learning and Teaching
- Best, J.B. (1999) Cognitive Psychology, Wadsworth, N.Y.
- Domjan Michael (2021) The Principles of Learning and Behavior (7th Ed.) Wadsworth, Cengage Learning.
- Reisenberg, D. (2021). Cognitive Psychology: Exploring the science of the mind. Northon & Company. New York, London.
- Bourne, L.E. Dominowski, R.I. Elizabeth F.L. (1999), Cognitive Processes, Prentice Hall Inc., N.J.
- Stenberg, R.J. (2011). Cognitive Psychology. Thompson Walsworth, Australia Spain, United States.
- Olson H. Mathew and Hergenhahn BR (2010) An introduction to the theories of learning (8th Ed.). PHI Learning Private Limited, New Delhi.
- Dave Meier, Accelerated learning handbook. McGraw Hill, 2013
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
- Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw

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Programme Name: M.A. (Psychology)

Level: PG

Semester: II

Course Name: Motivation and Affective Processes

Course Code: MPC202

Course Type: Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

- Understand normal motivational concepts and some important theories of motivation.
- Understand fundamental concepts and theories of emotion.
- Learn meaning of emotion regulation and concept of emotional intelligence.
- Learn basic conceptual understanding of meta cognition.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Motivation– Concept of Motivation, Theories of Motivation – Maslow Theory of Hierarchy of needs, Alderfer's ERG Theory, McLelland's achievement Motivation Theory, Herzberg's two factor theory, Importance of Motivation in Psychology.	10	Interactive Lectures, Discussion
2	Emotion– Concept, Structure and Theories of Emotion, Evolutionary Theory, James - Lange Theory, Cannon – Bard Theory, Schachter –	10	Interactive Lectures, Discussion

 

	Singer Theory, Cognitive – Appraisal Theory, Types of Emotion, Influence of Emotion on Learning and Memory		
3	Emotional Regulation - Concept and Definition, Types, Skill of Emotional Regulation, Emotional Intelligence Concept and Models.	10	Interactive Lectures, Discussion
4	Meta Cognition - concept, S-REF Model, Component of Meta Cognition, Social Meta Cognition, Strategies of Meta Cognition.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Students are able to recognize and describe various concepts of motivation and emotion.
- **CO2:** Students are able to understand the concepts and importance emotion regulation, nature concept and strategies of meta cognition.

Mapping:

Course Outcomes (Number)	1	2 (Listed as 3 in source)
Mapping of Course Content with Course Outcomes	Unit I-II	Unit III-IV

Recommended Books:

- Michael W. Eysenck David Groome (2023) Cognitive Psychology Revisiting the Classic Studies
- Beek, R.C. (1983) Motivation: Theories and Principles. Prentice Hal

 

- Dawn M. McBride, J. Cooper Cutting, Corinne L. Zimmerman (2022) Cognitive Psychology Theory Process, and Methodolog
- Weiner, B (1996) Human Motivation: Metaphors, Theories and Research.
- Misra, G. (Eds.) (2009) ICSSR Survey of Advance in Research Psychology in India.
- Petri, H., & Govern, J. (2013). Motivation: Theory, research and application (6th ed.). Belmont, CA: Cengage
- Lear Barre, E. (2016, July 11). How much should we assign? Estimating out of class workload [Blog post]
- Bernstein D. A. (2018). Does active learning work? A good question, but not the right one. Scholarship of Teaching and Learning in Psychology, 4, 290-307.



Programme Name: M.A. (Psychology)

Level: PG

Semester: II

Course Name: Modern Perspectives in Personality Theories

Course Code: MPC203

Course Type: Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

- Learn the trait approaches to personality.
- Learn the humanistic approaches to personality.
- Learn the phenomenological and cognitive theories to personality.
- Learn the behavioural approaches to personality.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	The Dispositional Approach: Allport's Trait Approach, Cattle's Trait Approach, Eysenck's Type Approach, Big Five-Factor Model of Personality.	10	Interactive Lectures, Discussion
2	Humanistic Approaches: Murray's Need Theory, Need for Achievement-McClelland- Atkinson Approach, Maslow's Hierarchical Theory of Human Motivation.	10	Interactive Lectures, Discussion



3	Phenomenological Theory and Cognitive Theory: Kelly's Personal Construct Theory, Roger's Self Theory, Lewin's Field Theory, Seligman's Explanatory Styles, Mischel's Cognitive- Behavioural Theory.	10	Interactive Lectures, Discussion
4	Radical Behaviorism of Skinner; Social Learning Theories -Miller and Dollard Theory, Rotter's Theory, Bandura's Theory. Kohlberg's theory of Moral development.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Students have learnt the various theoretical approaches of personality and developed the ability to apply their assumptions.

Mapping:

Course Outcomes (Number)	1	2	3	4
Mapping of Course Content with Course Outcomes	Unit 1-4	Unit I-II	Unit II	Unit II-IV

Recommended Books:

- Liebert, R.M. & Spiegler, M.D. (2022) Personality: Strategies and Issues. Pacific

Grove. California: Brooks/Cole Publishing Company.

- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2021). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.
- Biscoff, L.J. (1970). Interpreting personality theories. New York: Harper & Roe.
- Hall, C.S. & Lindzey, G. (1978). Theories of personality, 3rd Ed. New York: J. Wiley & Sons.
- Hjelle, L.A., & Zeigler, D.J. (1991). Personality Theories: Basic Assumptions, Research and Applications, 2nd Ed. International Student Edition. McGraw Hill, International Book Co.
- Pervin, L.A. (1975). Personality: Theory, assessment and research, 2nd Ed. New York, Wiley International ed.
- Sahakian, W.S. (1965). Psychology of personality: Readings in theory. Chicago: Rad Mc-Nally College Publication Co.
- Magnusson, D., Endler, N.S. (1977). Personality at crossroads. New. Jersey, Hillsdale: Lawrence Erlbaum Associates.
- Calvin S. Hall Gardner Lindzey John B. Campbell (2007). Theories Of Personality 4th Edition, Publisher: Wiley India Pvt Ltd.
- Barbara Engler (2008). Personality Theories/Edition 8.
- Berk, L.E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.

 

Programme Name: M.A. (Psychology)

Level: PG

Semester: II

Course Name: Advanced Statistics

Course Code: MPC204A

Course Type: Elective

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

- Know the basic terminology and notation used for statistics.
- Know the norms that can be used to select an appropriate statistical test to answer a research question.
- Know the uses of applications of statistics in psychological research.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Inferential Statistics Parametric and nonparametric; univariate, bivariate and multivariate statistics; Data Screening and perpetration for statistical analysis.	10	Interactive Lectures, Tutorials
2	Statistical Methods in Experiment Design: Hypothesis testing: Chi-Square test, 't – test (Correlated and Uncorrelated Means), One – way and two- way Analysis of Variance, Post-hoc Mean Comparisons (Duncan's Range Test, Newman-Keuls Test, Tukey and Scheffe	10	Interactive Lectures, Tutorials



	Tests).		
3	Advanced Correlation Methods: Measures of Association, Point-Bi Serial Correlation, Biserial Coefficient of Correlation, phi-coefficient. Non-parametric Statistical Methods: Kruskal- Wallis one way ANOVA, U-TEST, U-test, Wilcoxon's Matched pair Sign Rank Test.	10	Interactive Lectures, Tutorials
4	Introduction to Factor Analysis (Exploratory and Confirmatory Factor Analysis). Principal Component, Rotation: Orthogonal and Oblique. Multiple Regression (Linear, step-wise and Logistic).	10	Interactive Lectures, Tutorials

Course Outcomes:

- CO1: Learnt the assumptions and applications of statistics in psychological research.
- CO2: Learnt to use to select an appropriate statistical test to answer a research question.

Mapping:

Course Outcomes (Number)	1	2 (Listed as 3 in source)
Mapping of Course Content with Course Outcomes	Unit I-IV	Unit I-IV

Recommended Books:

- Kerlinger F.N. (1983). Foundations of Behavioural Research, Surjeet Publication,

 

Delhi.

- Aron, Elliot J. Coups, Elaine N. Aron (2020) Statistics for Psychology by Pearson - 6th Edition
- Larry J. Stephens Schaums (2020) Outline Of Statistics In Psychology / 1st Edition by MC GRAW HILL INDIA
- McGuigan, F.J. (1968). Experimental Psychology-A Methodological Approach, Prentice Hall, N.J.
- Brown C.W. & Ghiselli, E.E. (1965). Scientific Methods in Psychology, McGraw-Hill, N.Y.
- Black, T.R. (1988). Quantitative Research Designs for Social Science. Thousand Oaks: Sage.
- Edwards, A.L. (1976). Experimental Design in Psychological Research, Amerind Publication, New Delhi.
- Newman, W.L. (1991). Social Research Methods: Quantitative and Qualitative Methods, Boston: Allyn & Bacon.
- Tripathi, L.B. (1985). Psychological Research Methods, Har Prasad Bhargav, Agra.
- Broota, K.D. (1992). Experimental Design in Behavioural Research, Wiley Eastern, New Delhi.
- Heman, G.W. (1995). Research Methods in Psychology, Houghton Mifflin Company, Boston, Illinois, New Jersey.
- Winer, B.J. (1961). Experimental Design in Psychological Research, McGraw Hill

 

Programme Name: M.A. (Psychology)

Level: PG

Semester: II

Course Name: Advanced Neuropsychology

Course Code: MPC204B

Course Type: Elective

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

- Types and functions of muscular and glandular systems.
- Biological bases of motivation and emotion.
- Basics of behavioural genetics.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Muscular and Glandular system: Types and functions. Pituitary, Pineal, Thyroid, Thymus, Adrenal Glands, Pancreas and Gonads.	10	Interactive Lectures
2	Biological basis of Motivation: Hunger, Thirst, and Sex. Eating Disorders: Anorexia nervosa, Bulimia nervosa, Binge Eating Disorder.	10	Interactive Lectures
3	Biological basis of emotion: The Limbic system, Hormonal regulation of behavior. Memory: Anatomy of Human Memory, Retrograde Amnesia and Consolidation	10	Interactive Lectures

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	Hypothesis, Neurophysiological Basis of Memory. Sleep. Sleep Disorders: REM Sleep Disorder, Insomnia, Hypersomnia and Parasomnias		
4	Genetics and behavior: Chromosomal anomalies; Sex-linked and Sex-limited Genes; Nature- Nurture controversy [Twin studies and adoption studies].	10	Interactive Lectures

Course Outcomes:

5. CO1: Learnt the types and functions of muscular and glandular systems.
6. CO2: Biological bases of motivation and emotion, and basics of behavioural genetics.
7. CO3: Developed the ability to understand the applications of neuropsychology.

Mapping:

Course Outcomes (Number)	1	2	3
Mapping of Course Content with Course Outcomes	Unit I	Unit II, III, IV	Unit I-IV

Recommended Books:

- Abad-Santos, F., A. Carcas, P. Guerra... (2023). Evaluation of sex differences in the pharmacokinetics of ranitidine in humans. Journal of Clinical Pharmacology 36:748-751.
- Abaitua Borda, I., R.M. Philen, M. Posada de la Paz... (2022). Toxic oil syndrome mortality: the first 13 years. International Journal of Epidemiology 27:1057-1063.

- Abdel-Malek, V. (2021). Regulation of human pigmentation by ultraviolet light and by endocrine, paracrine, and autocrine hormones. In: *The Pigmentary System: Physiology and Pathophysiology*.
- Achermann, J.C., M. Ito, P.C. Hindmarsh, and J.L. Jameson. 1999. A mutation in the gene encoding steroidogenic factor-1 causes XY sex reversal and adrenal failure in humans. *Nature Genetics* 22:125-126.
- Affleck, G., H. Tennen, F.J. Keefe.... 1999. Everyday life with osteoarthritis or rheumatoid arthritis: independent effects of disease and gender on daily pain, mood, and coping. *Pain* 83:601-609.
- Ahmed, S.A., and N. Talal. 1999. Effects of sex hormones on immune responses and autoimmune diseases: an update, pp.333-338. In: *The Decade of Autoimmunity*.
- Ahwal, W.N., P.J. Mills, D.A. Kalshan, and R.A. Nelesen. 1997. Effects of race and sex on blood pressure and hemodynamic stress response as a function of menstrual cycle. *Blood Pressure Monitoring* 2:161-167.
- Albarracin-Veizaga, H., M.E. Carvalho, and E.M. Nascimento. 1999. Chagas disease in an area of recent occupation in Cochabamba, Bolivia. *Revista de Saude Publica* 33:230-236.
- Alkayed, N.J., I. Harukuni, A.S. Kimes, E.D. London, R.J. Traystman, and P.D. Hurn. 1998. Gender-linked brain injury in experimental stroke. *Stroke* 29:159-165.
- Alkayed, N.J., S.J. Murphy, R.J. Traystman, P.D. Hurn, and V.M. Miller. 2000. Neuro-protective effects of female gonadal steroids in reproductively senescent female rats. *Stroke* 31:161-168.
- Aloisi, A.A. 2000. Sensory effects of gonadal hormones, pp.7-24. In: *Sex, Gender, and Pain*. R.B. Fillingim, ed. Seattle: IASP Press.
- American Journal of Medicine. 1993. Consensus Development Conference: diagnosis, prophylaxis, and treatment of osteoporosis. *American Journal of Medicine* 94:646-650.
- Amir, R.E., I.B. Van den Veyver, M. Wan. ... 1999. Rett syndrome is caused by mutations in X-linked MECP2, encoding methyl-CpG-binding protein 2. *Nature Genetics* 23:185-188.

 

Programme Name: M.A. (Psychology)

Level: PG

Semester: II

Course Name: Lab. work

Course Code: MPC205

Course Type: Practical

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

- Students will conduct total four experiments/testing based on four core papers being taught in the semester.
- They will learn how to establish the cause-and-effect relationship between variables and how to measure a psychological construct.

Course Outcomes:

- **CO1:** By conducting practical on quantitative research methods students have developed the scientific understanding of the discipline. A foundation has been laid for developing experimental and correlation research design and conducting studies based on them.

 

3rd Semester

Programme Name: M.A. (Psychology)

Level: PG

Semester: III

Course Name: Advanced Social Psychology

Course Code: MPC301

Course Type: Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. Understand social problems and gain knowledge about intervention strategies.
2. Describe, discuss and analyze major issues and concepts in the field of Social Psychology.
3. Compare and contrast the research methodologies used in the scientific study of human Social Behavior.
4. Relate major concepts and methods of the field to understand interpersonal and group relationships.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Introduction: Basic and Applied Social Psychology. Theoretical Approaches - Biological, Social Learning, Cognitive and Psychoanalytic; Methods of Studying Social behaviour: Experimental	10	Interactive Lectures, Discussion



	Method, Correlation Study, Survey and Field Studies.		
2	Social Perception and Cognition: (a) Person Perception, Impression Formation, (b) Self Perception and Impression Management, (c) Attribution: Internal and External Factors. Theories of Causal Attribution (Kelly), Correspondence Inference Theory, Attribution of Success and Failure. Attributional Biases, Recent trends.	10	Interactive Lectures, Discussion
3	Interpersonal Attraction and Aggression: Nature, Measures, Antecedent and Conditions; Determinants – Physical Attractiveness, Similarity, Reciprocity. Ability Theories – Reinforcement, Similarity and Exchange; Aggression and Violence: Conceptual issues and theoretical explanations; Determinants; Interpersonal and intergroup forms of aggression; Strategies for reducing aggression and violence.	10	Interactive Lectures, Discussion
4	Social Attitudes: Definitions, Components, Formation and maintenance of attitudes. Measurement of attitudes, Theories of attitude changes, Changing other's behaviour,	10	Interactive Lectures, Discussion

	Group Dynamics, Effect of Group on Behaviour - Social Facilitation, Social Loafing, Risky Shift, Deindividuation and Crowd Behaviour. Leadership—Emergence, Style and Theories.		
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Course Outcomes:

- **CO1:** How social psychology is used in applied settings to understand and ameliorate social problems.
- **CO2:** To describe and assess the basic psychological theories, principles, and concepts.
- **CO3:** To explain how human behavior is influenced by such social factors as groups, authority figures.
- **CO4:** To predict the outcomes of various social situations.

Mapping:

Course Outcomes (Number)	1	2	3	4
Mapping of Course Content with Course Outcomes	Unit I	Unit II	Unit III	Unit IV

Recommended Books:

- Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1-5 (Kapadia, S. (2021). Socialization and Parenting: Mapping the Indian Landscape.
- Deb, S. (2021). Child Safety, Welfare and Well-being: Issues and Challenges, New Delhi, Springer.

- Deb, S.; Gireesan, A. & Prabhavalkar, P. (2022). Social Psychology in Everyday Life. New Delhi: Sage
- Baron, R.A. & Byrne, D.P. (1987). Social Psychology, Fifth Edition, Prentice Hall (India): New Delhi.
- Feldman, R.S. (1985). Social Psychology: Theory, Research and Applications, McGraw Hill: New Delhi.
- Donerstein, M.B. & Donerstein, E.1. (1984) Social Psychology.
- Roy, F. Baumeister and Brad Bushman (2009). Fundamentals of social psychology. CENGAGE Learning, Delhi. 19
- John D. Delamater and Daniel J. Myers (2009): Textbook of social psychology. CENGAGE Learning, Delhi.
- Baron, R.A., Branscombe.N.R, Byrne.D. and Kapur, P. (2017). Social Psychology (14th Edition). Pearson Publications.
- Tripathi, R.C. (2019). Unity of the Individual and the Collective. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1-5 (Vol. 3). London: Oxford University Press.
- Singh, P., & Siddiqui, R.N. (2019). Identity Discourse: From Negotiations to Harmony in Plural Societies. Mapping the Indian Landscape. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1-5 (Vol. 3). London: Oxford University Press.

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Programme Name: M.A. (Psychology)

Level: PG

Semester: III

Course Name: Mental Disorders with Associated Criteria-I

Course Code: MPC302

Course Type: Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. Meaning and approaches of Psychopathology.
2. Learn classification of psychological disorders.
3. Learn about Schizophrenia Spectrum and Other Psychotic Disorders.
4. Learn about Depressive disorder.
5. Learn about anxiety and related disorder.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Introduction: Meaning and Definition of Abnormal Behaviour; Approaches of Study in Psychopathology: Biological Approach – Brain and Behaviour, Biological Factors (Neurotransmitters, Hormones, Genetic, Constitutional, Brain Dysfunction, Physical	10	Interactive Lectures, Discussion



	Deprivation); Psychosocial Approaches - Psychodynamic, Behavioural, Cognitive, and Humanistic Perspective.		
2	Current Psychiatric Classifications- DSM-V, & ICD-11. Schizophrenia Spectrum and Other Psychotic Disorders: Clinical picture, Differential diagnosis, epidemiology, Aetiology- Delusional Disorder. Brief Psychotic Disorder. Schizophreniform Disorder. Schizophrenia. Schizoaffective Disorder. Catatonic Disorder.	10	Interactive Lectures, Discussion
3	Depressive Disorders: Clinical picture, Differential diagnosis, epidemiology, Aetiology - Disruptive Mood Dysregulation Disorder. Major Depressive Disorder. Persistent Depressive Disorder (Dysthymia). Premenstrual Dysphoric Disorder. Bipolar and Related Disorders: Bipolar I Disorder. Bipolar II Disorder. Cyclothymic.	10	Interactive Lectures, Discussion
4	Anxiety Disorders: Clinical picture, Differential diagnosis, epidemiology, Aetiology - Separation Anxiety Disorder. Selective Mutism. Panic Disorder. Generalized Anxiety Disorder. Specific Phobia. Social Anxiety Disorder	10	Interactive Lectures, Discussion

 

	(Social Phobia). Agoraphobia. Obsessive-Compulsive and Related Disorder: Obsessive-Compulsive Disorder. Body Dysmorphic Disorder. Hoarding Disorder. Trichotillomania (Hair-Pulling Disorder). Excoriation (Skin-Picking) Disorder meaning, and Diagnostic Criteria.		
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Course Outcomes:

- **CO1:** Classification, diagnosis and an integrative approach to Psychopathology.
- **CO2:** Anxiety Disorders; Trauma and Stressor-Related and Obsessive-Compulsive.
- **CO3:** Mood disorders and suicide.
- **CO4:** Developed the understanding to plan a research study in the field of Psychopathology.

Mapping:

Course Outcomes (Number)	1 & 2	3	4
Mapping of Course Content with Course Outcomes	Unit 1 & 2	Unit 3	Unit 4

Recommended Books:

- Carr, A. (2001). Abnormal Psychology. Psychology Press.
- Jill M. Hooley, James N. Butcher, Matthew K. Nock, Susan Mineka (2021) Abnormal Psychology | By Pearson

 

- आर.एन. ह एर्वि शु ए . भाराज (2016) आधुस नक अ ामा: यमसनोवान
- आर.एन. ह एर्वि शु ए . भाराज (2023) अ ामा: यमसनोवान-अवधारणाय एर्वि उपागम
- Barlow, D.H. and Durand, V.M. (2022). Abnormal Psychology: an Integrated Approach, Wadsworth.
- Carson, R.C., Butcher, J. W., Mineka, S., Hooley, J.M. 9th Edition (2022). Abnormal Psychology, Pearson Education Inc.
- Davison, G.C., & Neale, J.M. (1986). Abnormal psychology: An experimental clinical approach. New York: John Wiley & Sons.
- David H. Barlow, V. Mark Durand (2015). Abnormal Psychology: An Integrative Approach. Cengage Learning
- Eysenck, H.J. (2005). Handbook of Abnormal Psychology. Pitman Medical Publishing Co. Ltd., London.
- Griez, Eric J.L., Faravelli, Carlo, Nutt David & Zohar Joseph (2002)- Anxiety Disorders- An Introduction to Clinical Management and Research, John Wiley & Sons Inc, USA.
- Diagnostic and statistical manual of mental disorders: DSM-5. 5th ed (2013). American Psychiatric Association, Washington, DC London, England.
- Dignostics and Statitital Manual of Mental Disorders-IV-Text Revision(DSM-IV-TR) (2000). American Psychiatric Association. Tapee Brothers Medical Publishers (P) Ltd.
- Sadock, B.J. and Sadock, V.A. (2003). Synopsis of Psychiatry, Lippincott Williams & Wilkins.
- Sarason, I.G. and Srason, B.R. (2002). Abnormal Psychology, Pearson Education Asia.

 

Programme Name: M.A. (Psychology)

Level: PG

Semester: III

Course Name: Fundamentals of Psychological Assessment

Course Code: MPC303A

Course Type: Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. Understand the functioning of various psychological tests.
2. Understand the steps of test construction.
3. Know the current uses of the terms reliability and validity in psychological research.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Psychology Testing: Nature, Present uses, Test Administration, Rapport, Test Anxiety, Construction of test: Selection of items, Items analysis - Item difficulty, discrimination power.	10	Interactive Lectures, Lab Demo
2	Reliability: Concept, Stability and Consistency of Measures, Types-Test-retest, Split-half and	10	Interactive Lectures, Lab Demo

 

	Parallel From. Affecting Reliability. Validity: Concept, Content validity, Criterion Related Validity, Estimation of Validity, Factors Affecting Validity. Norms: Concept, Types – Development of Norms, Age Norms, Grad Norms, Intergroup Norms, Reliability of Norms.		
3	Intelligence Testing: Nature, Theories of Intelligence – (Spearman, Thurston, Guilford, Cattell). Information Processing Approach and pass Model, Speed and Power Tests, Individual and Group Tests, Verbal and Performance Tests and cultural tests. Personality Testing: Concept of personality tests (Inventory, questionnaire), Projective Techniques – Problems of Reliability and Validity of Projective Tests.	10	Interactive Lectures, Lab Demo
4	Tests of Special Abilities: Aptitude testing, Occupational testing, Clinical testing, Educational testing, Ethical aspects: User's Qualification, Confidentiality, Communication of Results, Invasion of Privacy, Civil Rights of Minority, Evaluation of Tests.	10	Interactive Lectures, Lab Demo




Course Outcomes:

- **CO1:** Students have learnt how to construct a test and make it standardized for its execution.

Mapping:

Course Outcomes (Number)	1
Mapping of Course Content with Course Outcomes	Unit I-IV

Recommended Books:

- Test Measurement & Research Method in Behavioural Sciences: (2021) Bharti Bhawan, Patna.
- Kaplan, R.M. and Saccuzzo, D.D. (2021): Psychological Testing. Thompson-Wordsworth. Australia, Spain. United States
- leung, F.T.L. & Austin, J.T. (2023). The psychology research handbook, London: Sage.
- Guilford, J.P. (1954). Psychometric Methods, Tata McGraw Hill, India.
- Freeman, F.S. (1962). Theory and Practice of Psychological Testing. Oxford and IBH Pub.
- Payne, D.A. & McMorries, R.F. (1972). Educational and Psychological measurement. Oxford and IBH Pub. Co. New Delhi.
- Anastasi, A. (1983), Psychological Testing (5th Ed.) N.Y. McMillan.
- Nunally, J.C. (1979). Psychometric Theory (2nd Ed.) Tata McGraw Hill, India.
- Ciminaro, A.R. (1984). Handbook of behavioural assessment, New York: John Wiley.
- Miller, D.C. (1991). Handbook of research design and social measurement, London: Sage.
- Nunnally, J.C. (1978). Psychometric Theory. Tata McGraw Hill Pub. Co. Ltd. New Delhi.
- Eysenck, M. W. (2004): Psychology: An Introductory Psychology. Press: Taylor & Francis Group. Hove and New York



Programme Name: M.A. (Psychology)

Level: PG

Semester: III

Course Name: Psychodiagnostic Techniques

Course Code: MPC303B

Course Type: Elective

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. To understand the concept nature and scope of Clinical Psychology.
2. To gain the knowledge about Training and Education of Clinical Psychology.
3. To gain the knowledge of Clinical Assessment and Psychometric Testing.
4. To get the knowledge of Community Psychology.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Clinical Psychology – Definitions; Nature and Scope, Role of Clinical Psychologists in Mental Hospitals, Educational Institutions, Child guidance Clinic, Vocational guidance Center, Jail & Reformatories and Industries, Training and Education of Clinical Psychology, Development of Clinical Psychology in India, Mental Health: Concept, Components, Intervention Models Clinical Model, Community Model and Social	10	Interactive Lectures, Case Studies

	Action Modal; Provisions of Mental Disorders in Mental Health Act 2017.		
2	Clinical Assessment – Nature and Purpose of Clinical Assessment, Techniques of Clinical Assessment; Case Study, Mental status Examination. Clinical interview – Purpose, Types, Stages and Clinical Utility and limitations, Mental Deficit, Deterioration Index, Scatter Analysis, Wechsler Adult Intelligence Test, Raven's Colored, Standard and Advance Progressive Matrices.	10	Interactive Lectures, Case Studies
3	Clinical Assessment of Personality – MMPI-II and Big Five, Projective Techniques: Characteristics, Classification of Projective Techniques, Rorschach Test – Material, Interpretation, Reliability, Validity, Clinical Utility, Limitations. TAT- Interpretation of the Stories, Evaluation, Reliability, Validity, Clinical Utility and Theoretical Basis.	10	Interactive Lectures, Case Studies
4	Community Psychology: Meaning & Historical Development of Community Psychology, Principal of community Psychology, Importance Concept of Community Psychology: Concept of community Mental Health & Concept of Prevention, Methods of Community Intervention: Crisis intervention, Consultation Mental Health Education, Utilization of the Services of Non-Professionals, Community Mental Health Program in India.	10	Interactive Lectures, Case Studies

Course Outcomes:

- CO1: Student will be better understand the concept of clinical Psychology.
- CO2: Will gain the knowledge regarding training and education of clinical Psychologist.
- CO3: Students will be also gaining the training & skill in Psychometric testing.
- CO4: Students will be able to do the clinical assessment and generate clinical profile of the patient.

Mapping:

Course Outcomes (Number)	1	2	3	4
Mapping of Course Content with Course Outcomes	Unit I-IV	Unit I-IV	Unit I-IV	Unit I-III

Recommended Books:

- आर.एन. ह एर्वि शु ए . भाराज (2016) आधुस नक अ ामा: यमसनोव ा न
- आर.एन. ह एर्वि शु ए . भाराज (2023) अ ामा: यमसनोवान-अवधारणाय एर्वि उपागम
- David H. Barlow (2022) Abnormal Psychology, An Integrated Approach, Cengage India Private Limited
- Jill M. Hooley (2018) Abnormal Psychology Pearson Education India
- G. Sarason Irwin & R. Sarason Barbara (2017) Abnormal Psychology, Pearson Education
- Korchin, S.J. (1976). Modern Clinical Psychology. CBS Publication, Delhi.
- Robert C. Carson (2021) Fundamental of Abnormal Psychology and Modern Life, Pearson Education
- Weiner, L.B. (1974), Clinical Methods in Psychology.

 

- Goldenbern.H. (1983). Contemporary Clinical Psychology (2nd Ed.) New York.
- Wolman, B.B. (1978). Clinical Diagnosis of Mental Disorders: A Handbook. N.Y. Plenum.
- Nietzel, M.T. Bernstein, D.A. & Misich, R (1998). Introduction of Clinical Psychology (5th Ed.). New Jersey: Prentice Hall.



Programme Name: M.A. (Psychology)

Level: PG

Semester: III

Course Name: Organizational Behaviour

Course Code: MPC303C

Course Type: Elective

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. The brief overview of organizational behaviour.
2. The meaning and framework of personality and the concept of job satisfaction.
3. The role of motives at workplace.
4. The key roles of positive organizational behaviour.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Introduction of Organizational Behaviour, Historical background of Organizational Behaviour: Definition of Organizational Behaviour; Management and Organizational Behaviour: Management roles, management skills, effective versus successful; Challenges and Opportunities in modern era: Economic pressure, Continuing Globalization Workfare and Demographics.	10	Interactive Lectures, Discussion



2	Personality: Meaning of Personality; Personality frame work: The Myers-Briggs Type Indicator (MBTI), the Big five personality model, Person situation Interaction; Job satisfaction: Meaning of job satisfaction and influences on job satisfaction; Outcome of job satisfaction: job performance, Organization citizenship behaviour, customer satisfaction and life satisfaction ; Role of Personality.	10	Interactive Lectures, Discussion
3	McClelland's Need Theory, Expectancy theory, Equity Theory of Work Motivation, Motivational Application Through Job Design: Job Rotation, Job Enlargement And Job Enrichment. Power and Politics in organization: Power in Organization ,Types of Power, Lower-level employee power.	10	Interactive Lectures, Discussion
4	Positive Organizational Behaviour, Positive Psychology self-efficacy or confidence: Meaning and Background of Efficacy, self-efficacy power and impact, Implementation of self-efficacy in the workplace; Role and dimension of optimism in Organizational Behaviour, Positive Constructs in Organizational Behaviour: Subjective well-being and its background, Emotional Intelligence and Role of Intelligence.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Learnt the brief overview of organizational behaviour.
- **CO2:** Learnt the meaning and framework of personality and the concept of job satisfaction.
- **CO3:** Learnt the role of motives at workplace.



- **CO4:** Learnt how to practice positive organizational behaviour at workplace.

Mapping:

Course Outcomes (Number)	1	2	3	4
Mapping of Course Content with Course Outcomes	Unit I	Unit II	Unit III	Unit IV

Recommended Books:

- Michael E. Porter and Jan V. Rivkin, (2020) The Looming Challenge to U.S. Competitiveness, Harvard
- World Economic Outlook Database, International Monetary Fund. Retrieved 2018-07-15.
- Luthans, F. (2002). Organisational Behaviour. (9th ed). NY: McGraw-Hill International edition.
- Robbins, S.P. (2013). Organisational Behaviour. (15th ed) New Delhi: Prentice Hall Private Ltd.
- R. A. Ellis and M. S. Taylor, "Role of Self-Esteem within the Job Search Process," Journal of Applied Psychology, 1983, 68, pp. 632-640.




Programme Name: M.A. (Psychology)

Level: PG

Semester: III

Course Name: Lab Work

Course Code: MPC304

Course Type: Practical

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. Students will conduct total four experiments/testing based on four core papers being taught in the semester.
2. They will learn how to establish the cause-and-effect relationship between variables and how to measure a psychological construct.

Course Outcomes:

- **CO1:** By conducting practical on quantitative research methods students have developed the scientific understanding of the discipline. A foundation has been laid for developing experimental and correlation research design and conducting studies based on them.



Programme Name: M.A. (Psychology)

Level: PG

Semester: III

Course Name: Result Analysis and Report Writing

Course Code: MPC305

Course Type: Research Project

Credits: Qualifying

Total Marks- Qualifying

Course Objectives:

1. Students will analyze the empirical data collected in their study and they will write the report.

Course Outcomes:

- **CO1:** Students have learnt methods to analyze the qualitative/quantitative dataset and various style of reporting the results, APA guidelines for reporting an referencing as well.

 

4th Semester

Programme Name: M.A. (Psychology)

Level: PG

Semester: IV

Course Name: Applied Social Psychology

Course Code: MPC401

Course Type: Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. To help student understand social problems and gain knowledge about intervention strategies.
2. To learn how social psychology is used in applied settings to understand and ameliorate social problems.
3. To familiarize students with some of the major theoretical perspectives in social psychology.
4. To appreciate interpersonal and group level psychological processes in the contemporary cultural and global context.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Traditional and recent trends in social psychology: Approaches to the study of social behaviour. General framework of applied social psychology. Social disadvantage and deprivation: Disadvantaged and deprived groups,	10	Interactive Lectures, Discussion



	indicators and measurement, psychological consequences, remedial and intervention programmes.		
2	Environmental issues: Noise, pollution and atmospheric conditions; Density and crowding; Response to environmental challenges; Intervention for environmental management. Psychological problem of social integration: The concept of social integration. The problem of caste, class, religion and language conflicts and prejudice. Nature and manifestation of prejudice between the ingroup and outgroup, Handling the conflicts and prejudices, Psychological Measures to achieve social integration.	10	Interactive Lectures, Discussion
3	Population and gender issues: psychosocial models of population; Population growth; Dynamics and consequences; Control strategies. Problems of women, perceptions and discriminations, Glass ceiling effect, women empowerment strategies.	10	Interactive Lectures, Discussion
4	Social Values and Interests: Definitions, Components Formation and Measurement of values and interest; strategies for fostering human values in Contemporary Cultural, and global context.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Examine the relationship between political processes, cultural and social realities and psychological processes realities.

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- **CO2:** Explain the relationship between culture, social behavior, and social thinking.
- **CO3:** Comprehend of how various key social psychology themes, theories, and concepts apply to everyday living.

Mapping:

Course Outcomes (Number)	1	2	3
Mapping of Course Content with Course Outcomes	Unit 1-4	Unit I-IV	Unit I-IV

Recommended Books:

- Baron Branscomb (2020) Social Psychology, Pearson India; 18th edition
- Semin, G., & Fiedler, K. (2023). Applied social psychology. London: Sage.
- Saul Kassin, Steven Fein, Hazel Rose Markus (2020) Social Psychology, Cengage Learning;
- Alcock, J.E., et al. (1998). A textbook of social psychology Scarborough, Canada: Prentice Hall.
- Baron, R.A. & Byrne, D. (2000). Social psychology. New Delhi: Prentice Hall.
- Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.
- Mohanty, A. K., Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept.
- Oskamp, S. (1984). Applied social psychology. Englewood Cliffs, N.J. Prentice Hall.



Programme Name: M.A. (Psychology)

Level: PG

Semester: IV

Course Name: Mental Disorders with Associated Criteria - II

Course Code: MPC402

Course Type: Core

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. Learn about Trauma-and Stressor-Related Disorders.
2. Learn about Dissociative Disorders, Somatic Symptom and Related Disorders.
3. Learn about Substance-Related and Addictive Disorders.
4. Neurocognitive and Personality Disorders.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Trauma- and Stressor-Related Disorders: Clinical picture, Differential diagnosis, epidemiology, aetiology-Reactive Attachment Disorder. Disinhibited Social Engagement Disorder. Disinhibited Social Engagement Disorder. Acute Stress Disorder. Adjustment Disorders. Sleep- Wake Disorders: Insomnia Disorder. Hypersoninolence Disorder. Narcolepsy. Parasomnias- Non-Rapid Eye Movement Sleep Arousal Disorders. Nightmare Disorder. Rapid Eye Movement Sleep	10	Interactive Lectures, Discussion

 

	Behavior Disorder. Restless Legs Syndrome.		
2	Dissociative Disorders: Dissociative Identity Disorder. Dissociative Amnesia. Depersonalization/Derealization Disorder. Somatic Symptom and Related Disorders: Somatic Symptom Disorder. Illness Anxiety Disorder. Conversion Disorder (Functional Neurological Symptom Disorder). Feeding and Eating Disorders: Pica. Rumination Disorder. Avoidant/Restrictive Food Intake Disorder. Anorexia Nervosa. Bulimia Nervosa. Elimination Disorders: Enuresis. Encopresis.	10	Interactive Lectures, Discussion
3	Substance-Related and Addictive Disorders: Alcohol-Related Disorders. Caffeine-Related Disorders. Cannabis-Related Disorders. Hallucinogen-Related Disorders. Inhalant-Related Disorders. Opioid-Related Disorders. Sedative, Hypnotic, or Anxiolytic-Related Disorders. Stimulant-Related Disorders. Tobacco-Related Disorders. Neurocognitive Disorders: Delirium. Major and Mild Neurocognitive Disorders. Major or Mild Neurocognitive Disorder Due to Alzheimer's Disease	10	Interactive Lectures, Discussion
4	Neurocognitive Disorders: Delirium. Major and Mild Neurocognitive Disorders. Major or Mild Neurocognitive Disorder Due to Alzheimer's Disease. Personality Disorders: Cluster A Personality Disorders-Paranoid Personality Disorder. Schizoid Personality Disorder. Schizotypal Personality Disorder. Cluster B Personality Disorders- antisocial personality disorder. Borderline Personality Disorder. Histrionic Personality Disorder. Narcissistic	10	Interactive Lectures, Discussion



	Personality Disorder. Cluster C Personality Disorders- Avoidant Personality Disorder. Dependent Personality Disorder. Obsessive-Compulsive Personality Disorder		
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Course Outcomes:

- **CO1:** Learnt the Trauma- and Stressor-Related Disorders, Dissociative Disorders, Somatic Symptom and Related Disorders, Substance-Related and Addictive Disorders, and Neurocognitive and Personality Disorders.
- **CO2:** Developed the understanding to plan a research study in the field of Psychopathology.

Mapping:

Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I-IV	Unit I-IV

Recommended Books:

- Korchin, S.J. (1976). Modern Clinical Psychology. CBS Publication, Delhi.
- Susan Llewelyn Katie Aafjes-van Doorn (2022) Clinical Psychology: A Very Short Introduction
- Sigmund Freud (2021) Psychopathology of Everyday Life by Sigmund Freud A Masterpiece on Parapraxes | Psychoanalysis | Unconscious Mind | Symbolic Behavior | Neurosis | Freud's Theories Psychological
- Weiner, I.B. (1974), Clinical Methods in Psychology.
- Goldenbern.H. (1983). Contemporary Clinical Psychology (2nd Ed.) New York.
- Wolman, B.B. (1978). Clinical Diagnosis of Mental Disorders: A Handbook. N.Y. Plenum.

Programme Name: M.A. (Psychology)

Level: PG

Semester: IV

Course Name: Psychotherapeutic Techniques

Course Code: MPC403A

Course Type: Elective

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. To understand the concept nature, Goals and Ethical Issues of Psychotherapy.
2. To gain the knowledge about Training of various Psychotherapeutic Techniques.
3. To gain the knowledge of Drug therapy.
4. To get the knowledge of Behavior and Cognitive Therapy.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Psychotherapy – Definition, Goals and Ethical Issues. Types of Psychotherapy: Freudian Psychoanalytic Therapy- Objectives, Steps, Merits, Limitations. Roger's Client Centered Therapy – Objectives, Techniques, Evaluation and Limitations, Transactional Analysis, Existential Therapy: Goals and Evaluation, Play	10	Interactive Lectures, Case Studies



	Therapy, Positive Therapy and Art Therapy		
2	Drug therapy- Objective, Types, Anti-psychotic Drugs, Anti-depressant Drugs, Anti-Anxiety Drugs, Mood Stabilizers, Stimulants, Cognition Enhancers, Evaluation of Drug Therapy. Electric Shock Therapy- Objectives, Procedure, Clinical Utility and Limitation, Biofeedback: Goals Technique and Clinical Utility.	10	Interactive Lectures, Case Studies
3	Behavior Therapy – Definition, Theoretical Basis: Operant and Respondent Behaviour. Difference Between Psychoanalytic Therapy and Behaviour Therapy, Evaluation of Behaviour Therapy. Aversion therapy- Objectives, Techniques, Utility, Limitations. Systematic Desensitization – Characteristics, Construction of Anxiety Hierarchy, Progressive Muscle Relaxation Technique, Clinical Utility and Limitations, Implosive and Flooding, Contingency Management: Shaping, Time- Out, Contingency Contracting, Response cost, Token economies, Premack Principle.	10	Interactive Lectures, Case Studies

 

4	Modeling Therapy- Characteristics, Sub-processes, Types, Clinical Utility, Limitations, Cognitive Behavior Therapy- Nature, Characteristics and Assumptions, Rational-Emotive therapy- Objectives, Steps and Clinical Utility, Beck's Cognitive Therapy, Stress Inoculation Therapy: Objectives, Steps and Clinical, Utility. Evaluation of Cognitive Behavior Therapy, Family Therapy: Goals, Types and Evaluation.	10	Interactive Lectures, Case Studies
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Course Outcomes:

- **CO1:** Learnt the concept nature, goals and ethical issues of psychotherapy.
- **CO2:** Been trained on various psychotherapeutic techniques.
- **CO3:** Learnt how to practice of drug therapy.
- **CO4:** Learnt the application of Behavior and Cognitive Therapy.

Mapping:

Course Outcomes (Number)	1	2	3	4
Mapping of Course Content with Course Outcomes	Unit I	Unit II	Unit III	Unit IV

 

Programme Name: M.A. (Psychology)

Level: PG

Semester: IV

Course Name: Indian Psychology

Course Code: MPC403B

Course Type: Elective

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. Understand of historical developments of academic psychology in India.
2. Develop the conceptual understanding of Indian psychology.
3. Learn about Indian paradigms on psychological knowledge.
4. Learn the Indian perspectives on psychological concepts.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Academic psychology in India: Pre-independence era; post-independence era; 1970s: The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, disciplinary Identity crisis; 2000s: Emergence of Indian psychology in academia. What is Indian psychology; relevance and scope; distinction from western psychology.	10	Interactive Lectures, Discussion

 

2	Significant Indian paradigms on psychological knowledge: Yoga, Bhagavad Gita, Buddhism, Sufism, and Yoga. Science and spirituality (<i>avidya</i> and <i>vidya</i>). Indian Perspectives on Cognition: Nature of reality; manas and higher mental states; types of knowing; methods of knowing; yoga as research method.	10	Interactive Lectures, Discussion
3	Self and Consciousness: What is self? self as consciousness; states of consciousness; self as knower, as enjoyer, as doer; ego-identity and soul identity; self and society. <i>Triguna</i> theory of Personality, Ancient Model of Personality by Upanishads: Indian Perspective	10	Interactive Lectures, Discussion
4	Human Emotions: Bases of emotions, desires and detachment; types of emotions and their manifestations, theories of rasa and <i>bhāva</i> ; positive states of mind; controlling anger and violence in society. Health, Happiness and Well-being: Concepts; mental health -concept, symptoms and treatment; suffering and healing; theories of happiness and well-being; self- growth and liberation	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Learnt the historical developments of academic psychology in India, the conceptual understanding of Indian psychology, the Indian paradigms on psychological knowledge, and the Indian perspectives on psychological concepts.
- **CO2:** Developed the understanding to plan a research study in the field of Indian




psychology.

Mapping:

Course Outcomes (Number)	1	2
Mapping of Course Content with Course Outcomes	Unit I-IV	Unit I-IV

Recommended Books:

- Consciousness, Indian Psychology and Yoga by Kireet. Joshi & Matthijs Cornelissen (2022)
- Jadunath Sinha (2023) Indian Psychology (3 Vols.): V. I Cognition; Vol. II Emotion And Will; Vol. III Epistemology Of Perception
- Handbook of Indian Psychology by K. Ramakrishna Rao, Anand Paranjpe & Ajit K. Dalal (2020)
- Spiritual Psychology by K. Ramakrishna Rao & Sonali Marwaha (2021)
- Theoretical Psychology by Anand Paranjpe
- Self and Identity in Modern Psychology and Indian thought by Anand Paranjpe
- Greater Psychology by A.S. Dalal
- Indigenous Psychology by Girishwar Misra & Ajit. K. Mohanty
- Yoga and Psychotherapy by Swami Ram
- Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). HB of Indian Psychology. Delhi: Foundation Sons.



Programme Name: M.A. (Psychology)

Level: PG

Semester: IV

Course Name: Organizational Development

Course Code: MPC403C

Course Type: Elective

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. The concept of group dynamics and leadership.
2. The concept of communication and its role in decision making.
3. Structure and functioning of an organization.
4. The culture and stressors of an organization.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Group Dynamics: Importance of groups in Organization, Group and Teams – types of teams, Group Roles: Role Perception, Role expectation, Role conflict, and Role Play Group Names: Role of Emotion and Conformity in group norms. Leadership-meaning and types of leadership. Theories of leadership Contingency Theories: The fielder Model, Situational leadership theory, Path Goal theory.	10	Interactive Lectures, Discussion

 

2	Communication: Meaning and Functions of Communication, Direction of Communication, Channels of Communication – Formal and informal Characteristics of formal Communication, Types of Formal Communication: Upward Communication, Down ward Communication, Lateral Communication.	10	Interactive Lectures, Discussion
3	Organization structure: Work Specialization, Departmentalization, Chain of Command, Span of control, Centralization and Decentralization, Formalization. Organization Frame work: Simple Structure, Conflict: Definition and Types of conflict, Conflict Power.	10	Interactive Lectures, Discussion
4	Organizational Culture: Definition of Organizational Culture, Function of Organizational Culture, The Ethical Dimension of Culture, culture and Sustainability, Culture and Innovation, Organizational Change – Forces for changes and planned change. Approaches to manage organizational change.	10	Interactive Lectures, Discussion

Course Outcomes:

- CO1: Learnt the concept of group dynamics and leadership.
- CO2: Understood the concept of communication and its role in decision making.
- CO3: Understood the structure and functioning of an organization.
- CO4: Become aware of the culture and ways to deal with stressors of an organization.

Mapping:

Course Outcomes (Number)	1	2	3	4
Mapping of Course Content with Course Outcomes	Unit I	Unit II	Unit III	Unit IV

Recommended Books:

- Group Dynamics: A Re-View (2021) W.R. Bion
- Organizational Behavior, Luthans, Fred MGH (2020)
- Organizational Behavior Robbins, S.P / Judge, T.A / Sanghi, S. Pearson (2022)
- Organizational Behavior: Human Behavior At Work Newstrom, J.W. TM (2023)
- Organizational Behaviour Chandan, J.S. Vikas (2021)
- Organizational Behaviour Ghanekar, Anjali by (2020) Everest
- Organizational Behaviour & Principles & Practice Of Management by Pardeshi, P.C. Nirali (2018)
- Organizational Behaviour: Concepts & Cases by Ghanekar, Anjali Everest
- Cases & Problems In Organizational Behaviour & Human Relations by Kaptan, (2018)
- Human Relations & Organisational Behaviour: Global Perspective by Dwivedi, R.S. Macmilla (2019)
- Organisational Behaviour by Pardeshi, P.C. Everest Publication (2015)
- Organisational Behaviour by Prasad, L.M. Sultan S. Chand & Co (2029)
- Organisational Behaviour by Saiyadain, M.S. TMH
- Organisational Behaviour: Text & Cases Sekaran, Uma TMH
- Organisational Behaviour: Text, Cases, Games Aswathappa, K. Himalaya
- Luthans, F. (2002). Organisational Behaviour. (9th ed) NY: McGraw-Hill International edition.
- Robbins, S.P. (2013). Organisational Behaviour. (15th ed). New Delhi: Prentice Hall of India Private Ltd.



Programme Name: M.A. (Psychology)

Level: PG

Semester: IV

Course Name: Rehabilitation Psychology

Course Code: MPC403D

Course Type: Elective

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. To understand the concept and nature of Rehabilitation, Impairment, Disability and Handicap.
2. To gain the theoretical knowledge of Intellectual Disability, Learning disability & Autism and Spectrum Disorder.
3. To gain the knowledge of the Rights of Persons with Disabilities Act. 2016.
4. To get knowledge of Hearing and Visual impairment and Physical disability.
5. Have knowledge of rehabilitation programme in India.

Course Content:

Unit	Content	Teaching Hours	Mode of Teaching
1	Rehabilitation Psychology: Nature and Scope; Concept of rehabilitation for disabled people, Concept of impairment, disability and handicap; The Rights of Persons with Disabilities Act. 2016.	10	Interactive Lectures, Discussion



2	Intellectual Disability: Definition, characteristics, classification; causes and prevention, Screening and assessment, intervention, strategies, Behaviour modification, Learning Disability: Definition and classification; causes and Prevention, Autism and Spectrum Disorder Definition, Concept, Symptoms, Causes and Prevention.	10	Interactive Lectures, Discussion
3	Hearing Impairment: Definition and classification; causes and prevention of hearing impairment; characteristics; Visual Impairment: Definition and Classification; causes and prevention of visual impairment; characteristics. Physical disability: Definition and classification; causes and prevention.	10	Interactive Lectures, Discussion
4	Family in Rehabilitation: Family crisis-the impact of disabilities on the family: husband-wife, parent child relationships; Family intervention strategies. Rehabilitation Programmers in India: Role of Govt. and NGOs; Child guidance centre, Special schools and vocational rehabilitation centres, organizing rehabilitation programmes for the disabled people.	10	Interactive Lectures, Discussion

Course Outcomes:

- **CO1:** Through this paper student will be better understand the concept of Rehabilitation impairment, Disability and Handicap and enhance the training skills of the student regarding disabled persons.

Mapping:



Course Outcomes (Number)	1
Mapping of Course Content with Course Outcomes	Unit I-IV

Recommended Books:

- Psychological Approach. (2021) Madras Chapman and Hall.
- Gokhale, S.D. (2022). Rehabilitation programmes and policies. Somaiya publication Pvt. Ltd.
- Physically Disabled; (2022) Madras Chapman and Hall
- Narasimhan, M.C. and Mukerjee, A.K. (1976). Disability: A Continuing challenges Wiley Easter Ltd.
- Clarke, A.D.B. and Clarke, A.N. (1974). Mental Deficiency Changing Outlook, London, Methuen Co.
- Bathshaw, M.L. and Parret, Y.M. (1986). Children with handicaps: A Medical Primer Paul Brooks, London.
- Gardner, W.I. (1985). Behaviour modification in mental retardation, London University Press Ltd.
- Northern, J.L. and Downs, M.P. (1976). Hearing in Children Bartimore.
- Brown, R. and Hughson, A. (1994). Behavioural and Social Rehabilitation and Training, Madras. Chapman and Hall.
- Dodds, A.G. (1988). Mobility Training and Visually Handicapped people: A person centred approach. Madras Chapman and Hall.
- Dodds, A.G. (1993). Rehabilitating Blind and Visually impaired people: A Psychological Approach. Madras Chapman and Hall.
- Goodwill, C.J. and Chamberlain, M.A. (Eds.) (1988). Rehabilitation of the Physically Disabled
- Bertson, S.E., Brown, R.I. (1992). Rehabilitation Counseling Madras, Chapman and Hall.

 

Programme Name: M.A. (Psychology)

Level: PG

Semester: IV

Course Name: Lab Work

Course Code: MPC404

Course Type: Practical

Credits: 04

Total Marks: 25+75=100

Min. Marks: 10+25=35

Course Objectives:

1. Students will conduct total four experiments/testing based on four core papers being taught in the semester.
2. They will learn how to establish the cause-and-effect relationship between variables and how to measure a psychological construct.

Course Outcomes:

- **CO1:** By conducting practical on quantitative research methods students have developed the scientific understanding of the discipline. A foundation has been laid for developing experimental and correlation research design and conducting studies based on them.

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Programme Name: M.A. (Psychology)

Level: PG

Semester: IV

Course Name: Dissertation / Survey / Industrial Training

Course Code: MPC405

Course Type: Research Project

Credits: 04

Total Marks- 100

Course Objectives:

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

Course Outcomes:

- **CO1:** To conduct systematic research and critical examination of acceptable and pertinent information sources.
- **CO2:** To apply qualitative and/or quantitative evaluation techniques to original data in a suitable manner.
- **CO3:** To comprehend and apply ethical principles when collecting and evaluating data and other resources.
- **CO4:** To accurately and effectively express research themes and contexts, both in writing and orally.

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