

**Ordinance Governing**  
**M.Sc. Course (CBCS) - Allied Health Sciences**  
**In**

**Psychology**

**Syllabus/Curriculum**

**2020-21**

## M. Sc. in Psychology

Subjects	Paper	Instruction hrs/week	Duration of Exam (Hrs)	Marks			Credits
				IA	Exam	Total	
<b>a) I Semester of the Postgraduate Program</b>							
Hard Core Subjects	101 - Historical Perspectives of Psychology 102 - Cognitive Psychology 103 – Biopsychology	3x4	3x3	3x20	3x80	3x100	3x4
	104 – Experimental Psychology (Practical -1) 105 – Experimental Psychology(Practical II)	2x8	2x6	2x20	2x80	2x100	2x4
Soft Core	106 – Research Methods Or Psychometry	1x4	1x3	1x20	1x80	1x100	1x4
Bridge course	107- Introduction to Psychology	1x4	1x3	1x20	1x80	1x100	1x4
Semester Total Credits							<b>28</b>

<b>b) II Semester of the Postgraduate Program</b>							
Hard Core Subjects	201 – Psychological Statistics 202 - Counselling and Guidance 203 – Child Psychopathology	3x4	3x3	3x20	3x80	3x100	3x4
	204 – Child Assessment and Intervention. (Practical-1) 205 – Computer Applications (Practical -II)	2x8	2x6	2x20	2x80	2x100	2x4
Soft Core	206 – Personality Psychology Or School Psychology	1x4	1x3	1x20	1x80	1x100	1x4
Semester Total Credits							<b>24</b>

<b>c) III Semester of the Postgraduate Program</b>							
Hard Core Subjects	301 – Organizational Behaviour 302 – Psychopathology 303 – Psychological Therapies	3x4	3x3	3x20	3x80	3x100	3x4
	304 – Clinical Assessment and Intervention (Practical -1) 305 – Alternative Healing Techniques (Practical -2)	2x8	2x6	2x20	2x80	2x100	2x4
Soft Core	306 – Positive Psychology Or Theories of Learning	1x4	1x3	1x20	1x80	1x100	1x4
Semester Total Credits							<b>24</b>

<b>d) IV Semester of the Postgraduate Program</b>							
Hard Core Subjects	401 – Health Psychology 402 – Social and Community Psychology 403 – Rehabilitation Psychology	3x4	3x4	3x20	3x80	3x100	3x4
	404 – Internship			Report Evaluation -60 Viva-40		1x100	6
	405 – Dissertation			Dissertation-60 Viva-40		1x100	8
Semester Total Credits							<b>26</b>
<b>Program Grand Total of Credits</b>							<b>102</b>

**\*Bridge course paper is compulsory for the students who have not studied psychology at undergraduate level.**

## **Preamble**

Psychology is the science or scientific study of the human mind and behaviour and as such plays a number of important roles in modern society. It emerged in Western countries and traveled to India approximately 70 years back. Psychology is an upcoming field and is becoming one of the most popular courses. Master's Degree in psychology has been of great demand in the recent years, the need for psychological assistance and guidance has been recognized by all the sections of the society and there is a dearth of professionals in the field. Keeping this in mind the present curriculum has been framed to provide theoretical as well as practical training in a wide range of specialization in the field of Psychology. As both an academic discipline and a professional practice, psychology is employed in many industries.

## **Vision:**

To be an outstanding department in the pursuit of quality and excellence at National and International level in Postgraduate education in the field of psychology, where post graduate students and faculty establish close collaboration to learn the scientific principle of behavior and mental processes, to make significant contributions to the research and practice of psychology; and also to produce professionals who serve the local, national and global communities.

## **Mission:**

To provide and promote quality education and innovations by providing the necessary infrastructure and learning resources.

To encourage and enhance the knowledge through continuing education programmes and significant research involving students, staff and community.

To provide wellness focused services that promote psycho emotional development and prevent and address the development of mental health challenges; and continue to strive for excellence in supporting mental health for the children, youths and families in the community.

## **Department values:**

- Maintain high academic standards for post graduate students.
- Expect faculty to be dedicated to exceptional teaching and mentoring.
- Serve as scholarly role models who makes significant contributions to psychology.
- Encourage a balance between the theoretical and practical aspects of psychology.

## **Scope:**

The Post-graduation in M. Sc. Psychology would help the students to be eligible to be employed in the field of Education, Clinical / Hospital setup, Law, Defense, Sports, Social Services as well as in Corporate Sector/ Organizations in the capacity of Counselor, Psychologist, Therapist, Teaching faculty, Psychometrician, Trainer and as a Facilitator. Students would also be equipped to prepare and fare well in research, competitive exams conducted by UGC / ICSSR / State and Central Civil Services Boards, KSET etc.

## **Eligibility:**

Candidates who have passed Three Years BA (with Psychology) / B.Sc. or Graduates of Life Health Sciences from any University recognized by UGC.

**Evaluation Pattern:** CGPA

**Proposed Intake of Students:** 20

**Duration of the Program:**

The program of study for M.Sc. Degree in Psychology shall normally extend over a period of two consecutive academic years, each academic year comprising two semesters and each semester comprising 16 weeks of class work.

**Teaching Course:**

Each theory paper shall be taught for 4 hours per week, practicals shall be conducted 8 hours per week during the period of 16 weeks or minimum 90 working days in a given semester. However, the actual number of classes may not be 64 hours as per the above calculation. It may vary from paper to paper depending on the activities of the department, general holidays and the calendar of events prescribed by the University from time to time.

**Medium of Instruction and examination shall be English****Scheme of Papers and Credits/Classes and Marks**

A) There shall be two categories of papers viz., Hard Core(Compulsory) papers, Soft core papers (There is a choice or an option for the candidate to choose a course from a pool of courses from the main discipline/ subject of study).

B) The Credits for each of the Hard core paper and Soft Core paper are **4**.

**Field Visits :** UHC / PHC, Day Care centers, Industries, Rehabilitation centers, Educational institutions, Hospitals and other institutions / organizations related to mental health.

**Attendance:**

- The student shall be considered to have satisfied the requirement of attendance if he/she has attended not less-than 75% of total number of classes held till the end of the semester inclusive of practical. Each student will have to sign his/her attendance for every hour of teaching in each paper.
- However, if a student represents the Department/ University/ State/ Nation in sports, NCC, NSS or Cultural or any other officially sponsored activities he/she shall be eligible to claim the Attendance for the actual number of days utilized in such activities (including travel days) subject to the production of certificate from the relevant authority within two/three weeks after the event.
- A student who does not satisfy the requirement of attendance of 75% in each paper shall not be permitted to appear the semester end examination.

**Internship:**

A candidate shall undergo field training for a period of two months at a Hospital /organization (Registered) in fourth semester for field experience.

Candidate should submit 2 copies of Internship / Training report duly certified by the Authorities of Hospital / Organization in which he / she has completed Internship duly accepted and certified by the Head of the Department.

**Records:**

Record and marks obtained in internal assessment, seminars, field and other related activities shall be maintained by the head of the department and shall be made available to the university.

**Dissertation:**

- **Synopsis:** Every candidate shall submit a synopsis of the intended dissertation work under the supervision of guide to the Director, Allied Health Sciences, KAHER through the HOD and Head of the Institution, not later than six months from the date of commencement of classes of first semester. The date will be notified by KAHER.
- Such synopsis will be reviewed and the Dissertation topic will be registered by KAHER. No change in the dissertation topic or guide shall be made without prior approval of KAHER.
- The guide shall be a full time post graduate teacher of a constituent colleges of KAHER and recognized by KAHER as a guide for supervision of dissertation work.
- Candidate pursuing M.Sc. Psychology course is required to carry out a research project under the guidance of recognized guide. The results of such work shall be submitted in the form of a Dissertation.
- The Dissertation is aiming to train the candidate in Research Methodology, which includes identification of the problem, formulation of hypothesis (if any), objectives of the study, review of literature, getting acquainted with recent advances, research design, collection of data, statistical analysis, comparison and discussion of results and drawing conclusions.
- Dissertation shall require approval of the Institutional Ethics Committee (IEC) prior to initiation of any dissertation work. Candidate shall work under the supervisor to attain IEC approval. Student shall maintain regular contact with the guide during his/her dissertation work.
- The written text of Dissertation should be neatly typed and bound properly. Spiral binding is not permitted. The Dissertation shall be Certified by the guide and Co guide (if any), Head of the Department and Head of the Institution.
- The dissertation shall be evaluated by the Examiners appointed by the university.
- Submission of Dissertation: Three copies of the dissertation duly certified by the guide, Head of Department of Psychology shall be submitted to the controller of Examination, KAHER through the Head of the department on or before the date notified by KAHER (at least 3 months before university examination of semester IV).

**Monitoring Progress of Dissertation and Internship Work:**

Every candidate shall maintain a log dairy and Internship dairy related to his / her dissertation and Internship programme. These dairies shall be scrutinized and certified by the Head of the Department and shall be presented in university examination of semester IV (dissertation and internship report evaluation and viva voce examination).

## Exams & Evaluation:

Evaluation of the papers will have two components-

### I) Internal Assessment

### II) Semester End examination

I) Two internal assessments will be made during each semester -

Written Tests of 20 marks each / Seminars

The average of total marks obtained in IA 1 & IA 2 will be taken into account for compilation of grades. The average marks statement of IA 1 & IA 2 will be submitted to the Controller of Examination at least 15 days prior to the commencement of semester end exam.

II) There shall be 4 University examinations for the entire course namely I, II, III, IV semester examination. The examination will be conducted at the end of each semester -of 3 hours duration for every theory paper & 6 hours duration for practical for **80** marks. The practical exams shall be conducted by two examiners, one external and one internal from the panel of examiners prepared by B.O.S. and approved by the university.

The examination shall be conducted as per the rules, regulations, notifications, orders, instructions, procedures, formats and circulars issued by KAHER from time to time.

### Scheme of Examination for Theory

Question	Number of Questions	Marks	Maximum Marks	Total Marks
Long Essay Questions	4	15	60	80
Short Essay Questions	4	05	20	

### Scheme of Examination for Practicals

Writing Practicals	Administering practical	Viva - Voce	Total Marks
30	20	30	80

### Dissertation & Internship Evaluation:

The examiners appointed by KAHER shall evaluate the dissertation. Approval of dissertation work is an essential prerequisite for a candidate to appear in the Semester IV University examination.

A Dissertation and Internship report shall be evaluated by two examiners, one external and one internal from the panel of examiners prepared by B.O.S and approved by KAHER along with this Viva - Voce shall be conducted.

### Scheme of Examination for Internship and Dissertation

	Report & Dissertation Evaluation	Viva - Voce
Internship	60	40
Dissertation	60	40

### Completion of the Course:

- A candidate is expected to successfully complete the Degree program within two years from the date of admission.
- Whenever the syllabus is revised, the candidate reappearing will have to write the examination as per the syllabi prevailing to their academic year. (Syllabus that they studied during their academic year).
- The CBCS scheme is a fully **carry-over** system. However, the four-semester (two years course) should be completed by the student. At any given point of time a candidate shall have subjects pending to clear of only previous semester in addition to the subjects of the current semester that he/she is appearing for.
- If the candidate has not cleared semester I, he/she can appear for semester II and pending subjects of semester I simultaneously.
- For appearing for semester III he/she should have cleared semester I and can appear for papers pending from semester II along with semester III subjects.
- For appearing for semester IV he/she should have cleared semester II completely and can appear pending papers of semester III simultaneously.

### Declaration of Results:

Minimum for a pass in each paper shall be 50% of the total 100 marks. However, a candidate should obtain at-least 50% marks in the Semester-End examination. There is no minimum for the Internal Assessment marks. However, after adding the IA marks and the semester end examination marks, the candidates should score a minimum of 50% of the maximum marks per paper.

Candidate shall secure a minimum of 50 % in aggregate in all papers of a program in each semester to successfully complete the program.

### Marks and Grade Points:

The grading of successful candidate/s at the examination shall be as follows:

Percentage of Marks Obtained	Grade point	Grade	Performance
90.00 -100	9 - 10	O	Outstanding
80.00 -89.99	8 - < 9	A+	Excellent
70.00 -79.99	7 - < 8	A	Very Good
60.00 -69.99	6 - < 7	B+	Good
50.00 -59.99	5 - < 6	B	Average
Less than 50	0	C	Fail
Ab(Absent)	0	AB	Fail

### Conversion of Grades into GPA:

**GPA or SGPA**=Credits X Grade Points/Total Credits

**CGPA (Cumulative Grade Point Average)**

Total NO.GPA/ Credits of All Semesters

**Class shall be declared on the basis of the aggregate marks scored in each semester i.e semester I, II, III and IV as follows:**

- |                                    |   |              |
|------------------------------------|---|--------------|
| 1. 75% and Above                   | = | Distinction  |
| 2. 60% and Above but less than 75% | = | First Class  |
| 3. 50% and Above but less than 60% | = | Second Class |

**The candidate shall not take more than double the number of semesters prescribed for the course (i.e. 8 semesters) for passing, failing of which the candidate shall seek readmission.**



# I SEMESTER

## 101: HISTORICAL PERSPECTIVES OF PSYCHOLOGY

**Learning objective:** Students would get a historical perspective about the development of psychology as an independent body of knowledge. The emphasis is on understanding human behaviour from each school's perspective in respect of human motivation, development and functioning of human personality and the application of principles of each school to the development of mankind as well as its therapeutic value.

### **Unit 1- Psychoanalytical perspective:**

History, Sigmund Freud's approach, Carl Jung, Adler, and other Neo-freudian approach to motivation, personality, therapy and applications.

### **Unit 2 - Behaviouristic perspective:**

- Learning- Classical Conditioning (Pavlov) and Operant Conditioning (Skinner);
- Motivation – Drive and incentive theories (Hull), (Miller and Dollard, Rotter);
- Personality – Mowrer; therapeutic techniques and applications.

### **Unit 3 - Humanistic & Existential perspectives:**

- Motivation : Hierarchy of motives (Maslow), ERG Theory (Alderfer), Theory of needs (McClelland);
- Personality : Personal construct ( Kelly), Self-theory of personality (Rogers); Existential approaches; therapies and application.

### **Unit 4 - Cognitive and Social Perspectives:**

- Motivation: Cognitive balance and dissonance theory (Hieder, Festinger);
- Personality: Dissonance theory ( Brehm), Social learning theory (Bandura); therapy and application.

### **Unit 5 -Indigenous Perspectives:**

- Motivation: Advaita, Buddhist and Jaina perspectives;
- Personality: Advaita, Upanishads, Buddhist and Jaina perspectives;
- Therapy (healing techniques), Applications.

## **102: COGNITIVE PSYCHOLOGY**

**Learning Objective:** Cognitive Psychology is one of the fields of psychology that addresses many of the specialised functions of human beings. Development in the field of science especially in computer science and neurology has brought in a paradigm shift in understanding human behaviour. Students would get an orientation in this direction.

### **Unit 1- Fundamentals & Current areas of research in cognitive psychology:**

- Definition, Emergence of cognitive psychology, nature of cognitive psychology, Current areas of research in cognitive psychology,
- Research methods in cognitive psychology- goals of research. Distinctive research method

### **Unit 2- Attention:**

- Theories & models of attention.
- The cognitive neuroscience of attention – Attention and Human Brain, Attention and PET

### **Unit 3 - Consciousness :**

- Consciousness – history, function, consciousness of mental process, modern theories of consciousness. Memory- types, determinates models of memory.

### **Unit 4 – Psycholinguistics:**

- Language origin, Definition, theories - Chomsky.
- Semantics, pragmatics, syntax, characteristics of language.

### **Unit 5 -Meta cognition:**

- Problem solving, steps in problem solving, types, methods, obstacles and aids of problem solving, Meta-cognitive strategies.
- Artificial Intelligence, Robotics, Models on Information processing.

## **103: BIOPSYCHOLOGY**

**Learning objective:** Students would get an orientation towards the dynamics of brain behaviour complexity. Each unit would deliberate on psycho physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.

### **Unit 1 - Brain Behaviour Dynamics:**

Bio psychology- Nature and Scope. Methods of studying the brain – Ablation, Recording and Stimulation methods, Neurochemical methods. Nervous systems – Structure and functions. Divisions - Central and Peripheral NS. Brain and cognitive functions – intelligence, memory, learning, Endocrine system – functions and effects of endocrine glands.

### **Unit 2 – Neuro Psychology:**

Neurons - Structure, types and functions of neuron. Neuronal conduction –communication between neurons, synaptic conduction, Neurotransmitters – categories and functions.

Neurological disorders- Tumors, Seizures, Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis.

### **Unit 3 - Behaviour Genetics:**

Behaviour genetics: Nature and scope, Methods of study and research techniques, Chromosomal functions, Hereditary determinants of behaviour. Eugenics, genetic engineering.

### **Unit 4 - Evolutionary Perspectives:**

Principles of Evolution – human behaviour - Reflexes, Instincts, Environmental influences on behaviour – human and non-human species.

Current researches in evolutionary biopsychology

Controversial issues in evolutionary bio-psychology

### **Unit 5 - Psycho Pharmacology:**

Basic principles of psychopharmacology

Classification of Psychotropic Medications - Antipsychotics, Antidepressants, Anxiolytics and sedatives, Mood stabilizers, Stimulants, Sedatives / Hypnotics, Miscellaneous drugs.

Adverse Effects of Psychotropic Medications - Drug-drug interactions, Side effects, Orthostatic Hypotension, Sexual dysfunction and hyperprolactinemia, Liver/Kidney dysfunction. Ethical issues in Psycho-pharmacology.

## **PRACTICALS**

### **104 : EXPERIMENTAL PSYCHOLOGY-1**

8-12 experiments on sensation, perception, attention and learning.

### **105 : EXPERIMENTAL PSYCHOLOGY-2**

8-12 experiments on memory and higher cognitive functions.

### **106: RESEARCH METHODS**

**Learning objectives:** psychology being a science subject measurement and quantification is of great importance. Undertaking an empirical study, Testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests. Students would get acquainted with the types of research, designs and the ways and means of analyzing the data.

#### **Unit 1 - Research Process:**

Definitions of research, science and scientific methods, limitations of scientific research.

Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, collecting data, Data analysis, Report writing/ thesis writing).

Research problem-source, selection criteria, defining, statement, delimitation. Ethical issues for research.

#### **Unit 2- Variables, Probability and Hypothesis testing:**

Variables: IV, DV, control and extraneous variables.

Hypothesis- definition, characteristics, types; Hypothesis testing, Concept of Probability, Normal Probability Curve, Characteristics of the Curve, probabilistic estimation and limitations (Type I & type II errors).

Concept of Statistics: parametric and non-parametric, descriptive, inferential, correlational, tests of significance, effect size, power of tests, tests for homogeneity of SS variance, regression and data reduction.

#### **Unit 3 - Sampling and Data Collection:**

Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.

Data collection methods: Observation: naturalistic, laboratory, participant and non-participant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, Schedules, scales.

#### **Unit 4 - Research designs:**

Part A: Experimental Designs: True Experimental (Between group, within groups, factorial),

Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes)

Part C: Non-experimental (Observational, survey, correlational), Other ways of classifying Research Designs: Designs based on the purpose of the study- Exploratory research designs, Descriptive designs, Explanatory designs, Designs classified by their intended use- Interventions

designs, Evaluation designs, Action research designs; Designs indicating the effects of time-  
Cross sectional research designs, Longitudinal research designs

### **Unit 5- Report Writing**

- OR -

## **106 - PSYCHOMETRY**

**Learning objective:** To orient the students to the concept of measurement and test construction, to enable students to create tests that are reliable and valid and develop norms, to enable students to use appropriate tests in various situations.

### **Unit 1 – Measurement and Testing Basics:**

Part A: Measurement: meaning, differences between psychological and physical, properties of scales and measures, Levels of measurement, Likert scale; Uses of scales  
Part B: Testing: Nature, meaning and use of psychological tests. Characteristics of a good Psychological test. Ethical issues in use of tests.

### **Unit 2 – Test Construction:**

Item response theories, Item writing, item difficulty, item discrimination, item validity, item analysis. Development of norms, interpreting test scores.

### **Unit 3 – Reliability:**

Definition, Types & Methods for estimating reliability. The reliability coefficient, Correlation coefficient, the interpretation of the reliability coefficient, the standard error of the mean and the standard error of measurement, the value of reliability.

### **Unit 4 – Validity:**

Definition, Types of validity. The validity and reliability of psychological and educational measurement instruments.

### **Unit 5 – Application of Tests:**

Types of tests. Individual tests, tests for special populations, group testing; self-report, projective testing and behavioural measures; speed and power tests, verbal, nonverbal and performance tests; culture fair and culture free tests. Using tests in educational, occupational and clinical-counselling settings

## **107:INTRODUCTION TO PSYCHOLOGY (BRIDGE COURSE) – FOR THE STUDENTS FROM NON PSYCHOLOGY BACKGROUND**

### **Unit 1 – Introduction:**

What is Psychology, Introduction, Definitions, Scope of psychology, Branches of Psychology, Value of psychology

### **Unit 2- The Human Nervous System:**

The human nervous system- The peripheral nervous system, the central nervous system- localization of brain function, Autonomic nervous system. Endocrine Glands.

### **Unit 3 -Sensation and Attention:**

Sensation: Nature of sensation, steps involved, Characteristics. Differences between sensation and perception, visual sensation, audition, static, kinaesthesia, gustation, olfaction, organic sensitivity, cutaneous sensation

Attention: what is attention, Factors determining attention, kinds of attention, measurement of attention

Perception: Nature of perception ,characteristics of perception, factors determining perception, errors in perception-kinds of illusions.

### **Unit 4- Learning :**

What is learning? Laws of learning ,Theories of learning- Trial and error learning laws, insightful learning, classical conditioning, learning by imitation, transfer of training.

### **Unit 5 - Remembering and forgetting:**

Factors involved in memorizing. Stages of memory, Retention-factors influencing retention- Recall, Recognition, Relearning, Reconstruction. Types of memory.

Forgetting-Causes of forgetting, Theories of forgetting.

### **Unit 6 - Intelligence:**

The nature of intelligence, Measurement of intelligence, Mental age-Intelligence quotient or IQ, Types of Intelligence tests-Verbal individual and group tests of intelligence, Performance tests- Wechsler-Bellevue Scale. The influence of heredity and environment on intelligence.

### **Unit 7 - Personality :**

The nature of personality, Characteristics of personality. Types of personality. Methods of measuring personality- case history, interview, questionnaire, rating scales, projective techniques.

## II SEMESTER

### 201: PSYCHOLOGICAL STATISTICS

#### **Unit 1- Introduction:**

The definitions and purpose of statistics, Collection and Tabulation of data. Frequency distribution, preparation of frequency tables, Graphical representation.

#### **Unit 2- Measures of Central Tendency and Variability:**

The mean, mode and median; when to use various measures of central tendency; Measures of variability: Range, Quartile deviation, Mean Deviation, Standard deviation, variance.

#### **Unit 3 -Tests of significance:**

Significance of mean and SD; difference between means and standard Error of Mean, 't' test; Analysis of variance (ANOVA); one – way and two - way.

#### **Unit 4 -Correlation and regression:**

Product moment correlation and Rank order correlation; Simple and multiple regression.

#### **Unit 5 -Non-Parametric Statistics:**

Chi-square and its various applications; Brief information on different non-parametric tests; Test for normality.

Factor analysis: Factor loading, Factor extraction and Factor rotation; Computer applications; use of statistical package in data analysis.

## **202: COUNSELLING AND GUIDANCE**

**Unit 1-** Basic concepts, types and scope, principles of guidance and counselling

**Unit 2-** Theories of guidance: Theory of Work-Adjustment, Holland's Theory of Vocational Personalities in Work Environment, The Self-concept Theory of Career Development formulated by Super, Gottfredson's Theory of Circumscription and Compromise and Social Cognitive Career Theory.

Theories of counselling : Rogers, Erikson, Adler, Skinner

**Unit 3 -** Qualities of a counsellor: personal and professional, ethical considerations.

**Unit 4 -** Counselling process: steps and procedures of counselling.

**Unit 5 -** Areas of counselling : educational, vocational, avocational, social, health, personal and moral.



## 203: CHILD PSYCHOPATHOLOGY

### Unit 1 - Introduction to Developmental Psychopathology:

- Models of child psychopathology; Development and Expression of psychopathology
- DSM criteria of child psychopathology
- Assessment, Diagnosis and Treatment strategies
- Research on child Psychopathology
- An overview of child psychopathology in India

### Unit 2 -Developmental disorders diagnosed first in infancy, childhood and adolescence:

- Mental retardation; Learning disorders
- Motor skills disorder: Developmental Coordination disorder
- Communication disorders: Expressive language disorder; Mixed Receptive Expressive language Disorder; Phonological disorder; Stuttering

### Unit 3-

- **Pervasive Developmental Disorders:** Autistic disorder; Rett's disorder; Childhood Disintegrative disorder, Asperger's disorder; Pervasive Developmental Disorder Not Otherwise Specified.
- **Attention-Deficit and Disruptive Behaviour Disorders:** Attention-Deficit/Hyperactivity Disorder; Conduct disorder; Oppositional Deviant Disorder; Attention-Deficit/Hyperactivity Disorder Not Otherwise Specified; Disruptive Behaviour Disorder Not Otherwise Specified
- **Feeding and Eating Disorders of Infancy or Early Childhood:** Pica; Rumination Disorder; Feeding Disorder of Infancy or Early Childhood.

### Unit 4-

- **Tic Disorders:** Tourette's disorder; Chronic Motor or Vocal Tic Disorder, Transient Tic Disorder.
- **Elimination disorders:** Encopresis, Enuresis,
- **Other disorders of Infancy, childhood and adolescence:** Separation Anxiety disorder, Selective mutism, Reactive Attachment Disorder of Infancy or Early childhood; Stereotypic Movement Disorder

### Unit 5-

- Mood disorders and Suicide; Schizophrenia; Anxiety disorders
- Special Areas: pathological aspects of Day care, Foster care and adoption; Physical abuse, Sexual abuse and Neglect of the child; Identity problem and Borderline disorders in adolescence

## **PRACTICALS**

### **204 - CHILD ASSESSMENT AND INTERVENTION**

- Assessment of cognitive abilities
- Assessment of personality
- Screening and diagnostic tool

### **205 - COMPUTER APPLICATION**

- Using MS Word to create and edit documents:

Opening MS Word, Font, centering, justification, right and left alignment, cut, copy, paste, bold, italics, underline, all caps, small caps, strike through, upper case, lower case, sentence case, title case, subscript, superscript, headings and levels, running head and header, page numbers and footer, inserting pictures, smart art and shapes, margins, new page, new section, inserting symbols, inserting tables, inserting charts, views (print view, outline view), importing and exporting to MS Excel, printing documents; renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

- Using MS Excel to create and edit spread sheets

Rows and columns, entering data, copying and auto fill of data, formulae, creating charts, formatting cells, creating tables, views (print view) importing and exporting to MS Word and SPSS, printing spread sheets, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

- Using MS Power point to create and edit presentations

New slides, title slide, body slide, two column slides etc, creating backgrounds, inserting pictures, charts, drawing objects, and smart art; inserting simple animations, inserting slide transitions, outline view and slide sorter view, merging two presentations, creating handouts, creating .rtf files to export to MS Word, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

- Using any one statistical package SPSS

Data entry and coding, Importing data to SPSS from MS Excel, Calculating Mean, Median and Mode and Standard Deviation, Scatter-plot, Pearson's Product Moment Method, Spearman's Rank order Method, t-test (independent & paired), ANOVA, MANOVA, Chi-square, Mann Whitney U test, Median test, Wilcoxon test, Sign test, Kruskal-Wallis test, Friedman test, Interpreting the output generated by SPSS, Exporting to MS Word, MS power point, and creating PDF and html formats.

- Interpretation of output drawn from the statistical package

## **206: PERSONALITY PSYCHOLOGY**

### **Unit 1 – Nature, Dimensions and measurement of personality:**

- Definition and Approaches to study personality, The trait approach to personality,
- Methods of personality assessment,
- Structural models of personality,
- The Five-Factor Model of personality traits.

### **Unit 2 – Personality in the social and cultural context:**

- The storied construction of personality,
- Personality and social support processes, Social pain and hurt feelings
- Personality in cross-cultural perspective, Culture and personality
- Personality and politics

### **Unit 3 – Personality in the educational context:**

- Personality development of students,
- Factors influencing personality development

### **Unit 4 – Personality in the work context:**

- Personality and personnel selection,
- Personality correlates of job performance,

### **Unit 5 – Personality and Criminal psychology:**

Crime and Personality, Personality Modification in the criminal justice system.

**-- OR --**

## **206: SCHOOL PSYCHOLOGY**

**Learning objectives:** To acquaint the students with a young, dynamic and exciting field of psychology that has incredible and still unrealized potential for positively affecting education, psychology and lives of children, adolescents and their families by introducing them to its history, scope and services it offers.

### **Unit 1- Introduction to the field of school psychology:**

Introduction, Definition of school psychology, Characteristics of school psychologists, The role and function of school psychologists. How does one become a school psychologist.

## **Unit 2- The historical context of school psychology:**

Philosophical, Intellectual and sociocultural foundations, Development and professionalization of the field, Beginnings of school psychology, Recent history of school psychology.

## **Unit 3 -The role of school psychologist in assessment:**

Assessment standards and psychometric properties, Intellectual assessment, Assessment of academic skills, Assessment of social-emotional and behavioural functioning, Diagnosis and classification in the schools, assessment as a problem solving process.

## **Unit 4- Reading and Learning Problems:**

Learning disabilities- Introduction, Definitions, Characteristics and Prevalence. Reading and Reading Disabilities- Defining Reading, Stages of Reading Development, Defining reading disability, Classification and causes of reading disability, Remedy to reading disabilities.

## **Unit 5- Counselling in School Psychology:**

Introduction, Psychological issues supporting counselling in school psychology, School counselors at various levels- Elementary school counselling and Guidance, Middle school counseling and guidance, Secondary school counselling and guidance; Twenty first-century school counseling.

# **III SEMESTER**

## **301: ORGANISATIONAL BEHAVIOUR**

**Learning objective:** Organisational behaviour is one of the branches of psychology with an objective of understanding people at work place. The factors related to individual differences like perception, learning, personality, motivation, etc., would contribute to satisfaction and effectiveness at both individual and organisational level. The dynamics of these factors are introduced to the students through this paper.

### **Unit 1- Introduction to Organizational behavior:**

- Nature of organizational behaviour, importance and fundamental assumptions. Historical background, OB to Globalization and Diversity. OB to Technology. OB to people's Changing Expectations.
- Organizational Justice: Nature and Strategies. Ethical Behaviour in Organizations: Nature, Meaning. Individual Differences in Cognitive Moral Development, Situational Determinants of Unethical Behaviour, corporate ethics programmes. Beyond Ethics: corporate Social Responsibility.

### **Unit 2- Individual Differences: Personality, Skills & Abilities, Stress:**

- PERSONALITY: Nature and Measurement. Big Five dimension. Work related aspects of Personality-Achievement motivation.
- ABILITIES AND SKILLS: Intelligence, physical abilities, social skills.
- STRESS: Nature, Stressors in organizations, Cognitive appraisal, Bodily responses. Causes and Effects of stress. Reducing Stress.

### **Unit 3- Decision Making:**

- Meaning and Model of Decision-making process, Organizational decisions, factors affecting Decisions in organizations.
- Individual decisions – imperfect nature of individual decisions.
- Group decisions: techniques for improving effectiveness of decisions.

### **Unit 4 – Leadership:**

- Nature and characteristics. Trait approach, Leadership behaviour.
- Contingency theories- LPC theory, situational and path-goal theory.
- Leadership development.

### **Unit 5 - Organizational culture:**

- Nature and characteristics. Creating, Transmitting and changing organizational culture.

## **302: PSYCHOPATHOLOGY**

**Learning objective:** This paper aims to give a broad idea of the field of clinical psychology and to familiarize the student with the psychopathological aspects of human behavior.

**Unit 1-** Introduction. Definition, historical review. Changing attitudes and concepts of mental health and illness. Current views. Models for understanding psychopathology. Psychoanalytical, behavioral, interpersonal and humanistic. Need for and types of classification of mental disorders. DSM and ICD systems of classification, Indian classification.

**Unit 2 -** Anxiety and stress related disorders: Causes, types and clinical features of anxiety disorders. GAD, panic, phobic disorders. Obsessive compulsive disorders. Stress related disorders. Causes, types and clinical features of acute and PTSD.

**Unit 3 -**Mood and schizophrenic disorders. Causes, types and clinical features of mood disorders (manic, depressive, bipolar mood disorders). Causes, types and clinical features of schizophrenia, Delusional disorders.

**Unit 4 -**Somatoform and dissociative disorders. Causes, types and clinical features of somatization disorder, hypochondriac disorders.

Personality disorders, Causes, types and clinical features of paranoid, schizoid personality, antisocial.

**Unit 5** - Substance abuse - Causes, types and clinical features of alcohol and substance abuse. Brain impairment. Dementia, Amnesic syndromes. Pervasive developmental disorders. Causes, types and clinical features of mental retardation and Autism.

### **303: PSYCHOLOGICAL THERAPIES**

**Learning objective:** This paper aims at providing adequate information regarding the psycho therapeutic techniques for enhancing the psychological well-being of individuals.

**Unit 1-** A. Introduction to interventions. Definition of psychotherapy. Goals of intervention. Professional issues- training, ethical issues, personal characteristics of therapists, future of therapy.

B: Psychotherapy in India. Development and current status. Yoga and Buddhist traditions in therapy.

**Unit 2** - A. Psychoanalytical therapies, Brief dynamic therapies, Indications and evaluation.

B: Neo Freudian approach, Ego analytical therapies. Current status and evaluation.

**Unit 3** - A. Humanistic approaches- Rogerian and Gestalt Therapy B: Group approaches. Nature of group therapy. Utility evaluation. Family therapy, general types, need and application.

**Unit 4** -Behavior therapy. A: Techniques based on Classical, operant and modeling theories.

B: Cognitive behavior therapy. Therapy based on work of Ellis, Beck and Meichenbaum.

**Unit 5** - A. Community based intervention. Difference between therapeutic and community health models. Concepts of Prevention, Crisis Intervention and Rehabilitation.

B: Special issues- Intervention in Mental retardation, Learning disability, Autism, school problems of children.

## **PRACTICALS**

### **304: CLINICAL ASSESSMENT AND ASSESSMENT IN ORGANIZATIONS**

- Assessment of Cognitive Abilities
- Assessment of Personality
- Assessment of Cognitive Ability in Organizations.
- Assessment of Personality in Organizations.
- Stress - Anxiety, Job Involvement, Organizational Culture, Job Satisfaction and Leadership.

### **305: ALTERNATIVE HEALING TECHNIQUES**

- Meditation (SAVPY)
- Acupressure
- Physiotherapy for stress (3 Techniques).
- Indigenous relaxation Techniques (2 – Pranayama, 4 – Aasanas for mental health)

### **306: POSITIVE PSYCHOLOGY**

#### **Unit 1- Positive Psychology -An Introduction:**

- The role of positive emotions in Positive psychology: The Broaden and Build Theory of Positive Emotions; Basic areas of Positive psychology;
- Western and Eastern views on Positive psychology and its application; Positive Psychology in India; Research approaches to study positive psychology

#### **Unit 2 - Happiness and well-being:**

- Defining happiness; Determinants of happiness; Gender difference in happiness; Love and happiness; Antecedents and Consequences of Happiness. Measuring happiness.
- Happiness across Cultures; Happiness and well-being in Indian culture.

#### **Unit 3 -Positive relationships and well-being:**

Meaningful relationships; Love and belongingness; Love and kindness; gratitude, forgiveness and altruism.

#### **Unit 4-**

- Religion, Spirituality and Well-being: Role of religion and spirituality to maintain subjective well-being; A special focus to Indian spirituality and well-being.
- Character strengths and virtues: Classification of strength; Positive psychology approaches to virtues; Virtues and work. Virtues in the Indian culture

#### **Unit 5-**

- Resilience, Trauma and Subjective well-being:
- Resiliency applications; Resiliency skills; Resiliency factors; Positive parenting and resiliency factors. Resilience in Indian culture.
- Future trends in Positive psychology.

**Or**

## **306: THEORIES OF LEARNING**

**Learning objective:** Learning is essential for adjustment to one's life. Knowledge of principles and theories of learning for a psychologist is essential in bringing about desirable changes in his/her clients. Hence, this paper throws light on application of learning theories in the human context.

**Unit 1** – Nature of Learning Theories, Need for a theory, Variables, Laws of learning, Problems and issues, determinants of learning, applications of learning research.

**Unit 2** – S-R Theories: Pavlov, Guthrie, Thorndike, Harlow, Skinner, Current status of research and applications.

**Unit 3** – Drive Reduction Theories: Hull, Mowrer, Spence, Miller. Current status of research and applications.

**Unit 4** –Cognitive Theories: Tolman, Gestalt theories- Kohler, Koffka, Current status of research and applications.

**Unit 5**– Learning in the educational context- learning styles, academic achievement, determinants of academic performance

## **IV SEMESTER**

### **401: HEALTH PSYCHOLOGY**

**Learning Objectives:** To acquaint the students with the application of behavioural and psychological factors in understanding different illnesses and enable them to understand different psychological factors in the treatments of illness and disorders.

#### **Unit 1 – Health Psychology:**

Nature & Scope; Mind – Body Dualism: Changing patterns of illness. Models of Health; Biomedical; Psychosomatic and Biopsychosocial models. Health Psychology challenges for the future. Health promotions; Trends in health and Health psychology; Becoming a health psychologist.

#### **Unit 2 – Health Behaviour:**

Meaning, Factors predicting health behaviours; Theories of health behavior; Changing health habits; Modifying Health Behaviour; Cognitive – Behavioural approach; Trans – theoretical model; Social – engineering, interdisciplinary perspectives on prevention.



### **Unit 3 – Role of Psychological Factors:**

A. Etiology; outcome and management of coronary heart disease; HIV / AIDS; Diabetes mellitus; Cancer. B. Health compromising behaviours; Health enhancing behaviours; Diet, Exercise, Weight control; sleep, Rest, Renewal, Savoring.

### **Unit 4– Stress and Illnesses:**

Theoretical Contributions to stress study. Causal factors of stress; Stress and Health related consequences; Behavioural and physical symptoms; Stress and Immunology. Moderator Variables of Stress; SES and Gender; Social support; Personality; Coping Strategies, Management of Stress.

### **Unit 5 – The management of Pain and Discomfort:**

The significance of Pain; The elusive nature of pain; Clinical issues in pain management; Pain control techniques; Management of chronic pain. Pain management programmes

## **402: SOCIAL AND COMMUNITY PSYCHOLOGY**

**Learning Objective:** This course enables students to understand the concepts and theories of social behavior and think more about social phenomenon. The students learn about social systems and individual well-being in the community contexts. This also helps the students to learn more about Indian community behavior.

### **Unit 1-**

- a) **Social Psychology:** Introduction to social psychology; Process of socialization; Group influence; Group dynamics; Social perception; Attitudes
- b) **Community Psychology:** Introduction to community psychology; factors underlying emergence of Community psychology, Principles of Community psychology. Concept of prevention. Theory and research in Community psychology - ecology, epidemiology, general systems theory, evaluation research.
- c) **Social behavior in communities:** Socialization processes, Internalization of social norms and values, Role of institutions (ascriptive institutions such as Family, Caste, Class and Religion; role based institutions such as School, political parties and market mechanisms) in reinforcing societal values.

### **Unit 2-**

- a) **Aggression:** Theories of aggression; Types of aggression; Consequences of aggression; Controlling aggression
- b) **Violence:** Theoretical models for understanding violence; Categories of violence; self-directed violence (Suicide); domestic violence, sexual violence, collective violence
- c) **Aggression and violence in India:** Extent, Variation across social groups and communities.
- d) **Psychological interventions** for aggression and violence.

### **Unit 3-**

- a) **Crime:** Theories of criminal behavior; Prevention of crime, rehabilitation of criminals, role of psychologists; Juvenile delinquents
- b) **Alcoholism:** Problem of alcoholism, Definition, types, theories of alcoholism, effects, methods of treatment, prevention and rehabilitation.
- c) **Gender:** Difference between sex and gender, gendered patterns of institutions
- d) **Emerging challenges:** Trans-gender issues, prostitution, same-sex marriage

### **Unit 4 -**

- a) **Unemployment:** Problem of unemployment; defining unemployment, causes and types, effects of unemployment, role of psychologists in solving the problem
- b) **Poverty and deprivation:** Definition, types, causes; Measuring poverty: Absolute and relative poverty, human development index; psychological studies of effects of poverty, Social exclusion, Culture of poverty; poverty alleviation programmes

### **Unit 5 -**

- a) **Social Change:** Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behavior in response to social problems
- b) **Law and Psychology:** Socio-psychological origins of law; Access to justice through psychological interventions; Human rights

## **403: REHABILITATION PSYCHOLOGY**

**Learning objective:** Disability sector is one of the areas that has been especially overlooked by social scientists. Professional issues regarding understanding the disabled, its causes, concerns, management and intervention need a scientific approach. The present paper aims at providing the same.

### **Unit 1- Nature and Scope of Rehabilitation psychology:**

- Definition, historical perspective, scope and methods, Functions of Rehabilitation Psychology: General functions and special functions, History and Philosophy of Disability Rehabilitation
- Goals and objectives of rehabilitation, Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects.

### **Unit 2–Disabilities:**

- Disability - Concept and definitions, Classification of various disabilities, Incidence and prevalence
- Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism, Mental illness Learning disabilities, Multiple handicaps
- Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors
- Prevention of disabilities

### **Unit 3 - Personality Development of Disabled Persons and Intervention:**

- Factors influencing personality development of disabled individuals, Life span development of people with disabilities, Assessment of personality of disabled individuals, Screening and early

identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology.

- Early intervention: definition, assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India.
- Special education: aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled.

#### **Unit 4 - Psychological Intervention:**

- Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies. Therapeutic services and Restorative techniques.
- Guidelines of Training Programmes for Health Professionals.

#### **Unit 5 – Non Government Organization (NGO) & Management:**

- Evolution of Non-Government Organizations, Background, Characteristics of Organization, Capacity Building of Non-Government Organizations

**404 – INTERNSHIP**

**405 – DISSERTATION**