



**Ordinances  
For  
M.Sc. Psychology**

**Syllabus and Scheme**

**(Under Choice Based Credit System)**

**Session 2019-2020**



# **DESH BHAGAT UNIVERSITY, MANDI GOBINDGARH**

## **Faculty of Social Sciences and Languages**

### **Department of Social Sciences**

#### **Ordinances for the Master of Science in Psychology**

**1. Duration of Course:**

The duration of course shall be two academic years consisting of four (4) semesters i.e. two semesters in each year. The duration of each semester will be 18-20 weeks with ninety (90) teaching days.

**2. Maximum period for passing M.Sc. Psychology.**

The candidate must pass all the subjects of all the semesters of M.Sc. Psychology in four (4) years. If the candidate fails to pass all the subjects of the course within stipulated period, his/her registration will be cancelled.

**3. Eligibility for admission**

Graduation from any recognized University with 45% marks in aggregate and 50% in the relevant subject. 5% relaxation in marks shall be given to Schedule Caste/ Schedule Tribe or any rural and under privileged candidates.

**4. Medium of Instructions**

The medium of instruction during the course and examinations shall be Punjabi/Hindi/English.

**5. Examination Schedule, examination fee and examination forms:**

- 5.1 The examination of Odd Semesters shall ordinarily be held in the month of December and that of Even Semesters in the month of May, or on such other dates as may be fixed by the competent authority.
- 5.2 The candidates will be required to pay examination fees as prescribed by the University from time to time.
- 5.3 The Examination Form must reach in the office of the Controller of Examinations as per the schedule notified, from time to time.
- 5.4 The Examination Forms must be countersigned by the Director/Head of the Department along with the following certificate :-

- (i) that he/she has been on the rolls of the University Teaching Department during the academic term preceding the end semester examination;
- (ii) that he/she has attended not less than 75% lectures delivered to that class in each paper; and
- (iii) that he/she has a good moral character.

5.5 The shortage in the attendance of lectures of the candidate may be condoned by the Vice-Chancellor, on the recommendations of Head of the Department, as per rules.

**6. Re-admission**

In case name of a student is struck off from the rolls due to non-payment of fee or continued absence from classes in any subject for one month and he/she will be re-admitted after payment of re-admission fee as prescribed by the University from time to time. However, the student will be allowed to appear in the end semester examination of that paper (s) only after attending the required lectures/practicals delivered to that paper(s). However, if a student falls short of attendance in all courses offered in a semester he/she shall be required to repeat the semester, along with the next batch of students.

**7. Scheme of Examinations**

The examination in each semester shall be conducted according to the syllabus prescribed for the semester. The end semester examination for each paper shall be of three hours duration. .

**8. Minimum pass marks**

The minimum number of marks required to pass in each semester shall be 40% marks in Theory and in Internal Assessment, separately.

**9. Grading of performances**

**9.1 Letter grades and grade points allocations:**

Based on the performances, each student shall be awarded a final letter grade at the end of the semester for each course. The letter grades and their corresponding grade points are given hereunder:-

Percentage of marks obtained	Letter Grade	Grade Point	Performance
90.00 – 100	O	10	Outstanding
80.00 – 89.99	A+	9	Excellent

70.00 – 79.99	A	8	Very Good
60.00 – 69.99	B+	7	Good
50.00 – 59.99	B	6	Average
40.00 – 49.99	C	5	Pass
Less than 40.00	F	0	Fail
Absent	AB	0	Fail

9.2 Grades from 'O' to 'C' are pass grades.

9.3 A student who fails in any end semester shall be assigned a letter grade 'F' and a corresponding grade point of zero. He/she should reappear for the said evaluation/examination in due course.

9.4 A student who remains absent for any end semester examination shall be assigned a letter grade of 'AB' and a corresponding grade point of zero.

$$\text{Semester Grade Point Average (SGPA)} = (\sum C_i G_i) / (\sum C_i)$$

Where  $C_i$  = No. of credits assigned to  $i$ th semester

$G_i$  = No. of Grade equivalent point assigned to  $i$ th semester.

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{\sum (\text{SGPA}_j \times C_j)}{\sum C_j}$$

Where  $\text{SGPA}_j$  = SGPA score of  $j$ th semester

$C_j$  = Total no. of credits in the  $j$ th Semester

9.5 Percentage can be calculated as  $\text{CGPA} \times 10$

## 10. Declaration of class and Division

The class shall be awarded on the basis of CGPA as follows:

CGPA: $\geq 7.5$ provided that the candidate must have passed all the Semester Examinations in the first available attempt.	First Division with Distinction
CGPA: 6.0 to 7.49	First Division
CGPA: 5.0 to 5.99	Second Division
CGPA: 4.0 to 4.99	Third Division

## 11. Internal Assessment of failed candidate

The internal assessment award of a candidate who fails in the external examination shall be carried forward to the next Examination, if passed in Internal Assessment.

12. **Grace Marks**

12.1 The grace marks of 1% of total marks of the semester shall be given to a candidate to his best advantage so as to enable him to pass in one or more written papers, to make up aggregate to pass the examination/paper or for changing the result from FAIL to COMPARTMENT/PASS. If a fraction works out to be half or more, it shall be counted as one mark and fraction less than half shall be ignored

12.2 If a candidate appears in an examination to clear re-appear/compartments paper, the grace marks of 1% will be given only on the total marks of that particular paper.

13. **Re-evaluation**

A candidate who is not satisfied with his result may apply to the Examination Branch for re-evaluation in a subject/paper within 15 days of declaration of result along with a fee as prescribed by the university from time to time.

14. **Re-checking**

A candidate who is not satisfied with his result may apply to the Examination Branch for re-evaluation in a subject/paper within 15 days of declaration of result along with a fee as prescribed by the university from time to time.

15. **Special examination**

A Special Examination will be conducted for those students who are passing out but having re-appear(s) in the last semester and/or in the lower semesters. The special examination will be conducted within one month of the declaration of final semester result. The student shall have to pay prescribed fee for Special Examination.

16. **Re-appear/Supplementary examination**

In case of re-appear examination, the University will adopt even/odd semester examination or open semester system. The student will be eligible to appear in the re-appear papers of odd semester along with the odd semester regular examinations of subsequent batches and re-appear of even semester's paper of the even semester regular examinations in the case of even/odd semester examination. The student will be eligible to appear in the re-appear papers of all semesters (even/odd) along with regular examinations of open semester examinations. Controller of Examination will implement any of the above examination system with the approval of the Vice-Chancellor.

17. **Mercy Chance**

The candidate will be given maximum two chances to appear in the supplementary examinations. After that, mercy chance may be given by the Vice-Chancellor on the recommendations of the Director of the concerned school on payment of a special fee.

18. **Syllabus for re-appear candidates**

A student who obtains re-appear(s) in a subject will be examined from the same syllabus which he/she studied as a regular student.

19. **Promotion Criteria**

19.1 A candidate who joins First Semester of M.Sc. Psychology may on completing attendance requirements appear in 1<sup>st</sup> semester examination. He/she shall be allowed to continue his/her studies in the 2<sup>nd</sup> Semester even if he/she does not clear any paper of the 1<sup>st</sup> semester and on completing attendance requirements may appear in the 2<sup>nd</sup> Semester examination.

19.2 A candidate shall not be eligible to join 3<sup>rd</sup> Semester of M.Sc. Psychology if he/she has yet to clear more than 50% papers of First and Second Semesters taken together. A candidate who has cleared 50% or more papers of M.Sc. Psychology 1<sup>st</sup> and 2<sup>nd</sup> Semesters taken together may join 3<sup>rd</sup> Semester and on completing attendance requirements may take 3<sup>rd</sup> Semester Examination. He/she shall be allowed to continue his/her studies in the 4<sup>th</sup> Semester even if he/she does not clear any paper of the 3<sup>rd</sup> Semester and on completing attendance requirements may appear in 4<sup>th</sup> Semester examination.

19. **Division Improvement**

A candidate who has passed M.Sc. Psychology examination from this University may re-appear for improvement of division in one or more subjects in the succeeding semesters with regular candidates in order to increase the percentage for obtaining higher division. However, final year candidates who have passed an examination of the University may re-appear for improvement of performance under special examination as per rules of the university.

20. **Migration to this University**

20.1 Migration to this University will be allowed only after completion of the 1<sup>st</sup> year and is applicable only to those students who are eligible to register for 3<sup>rd</sup> semester.

- 20.2 Migration shall be allowed after completion of the second semester but before start of the 3<sup>rd</sup> semester.
- 20.3 The candidates shall not be allowed to change his/ her discipline of study in the process of migration.
- 20.4 Migration to an affiliated College /Institute of the University from other recognized universities will be allowed 15 days prior to of the start of the 3<sup>rd</sup> semester. The following conditions shall be apply:-
- i) The candidate should have passed all the courses of the first year of the University from where he/she wants to migrate.
  - ii) The courses studied by the candidate in first year must be equivalent to the courses offered in this University. Deficiency, if any, should not be of more than two subjects. The candidate would be required to furnish an undertaking that he/she will attend classes and pass these courses (found deficient). The institute and the University where the student is studying and the Institute, to which migration is sought, have no objection to the migration.
  - iii) There is a vacant seat available in the discipline in the college in which migration is sought.
- 20.5 **Power of Relaxation:** Notwithstanding the existing Migration Rules, the Vice-Chancellor, after obtaining an undertaking/affidavit from the candidate, to his satisfaction, to be recorded in writing, shall be authorized to consider the migration for the cases that are not otherwise covered under the above Migration Rules, with the approval of the Chancellor.

## 21. **Migration to any other University**

- 21.1 Migration to any other University will be allowed 15 days prior to of the start of the 3<sup>rd</sup> semester.
- 21.2 The candidate seeking migration from this University shall be apply for the approval of his migration to the University within 15 working days after passing the 2<sup>nd</sup> Semester/First Year Examination.
- 21.3 The Director/Head of the department concerned of the University will issue "No Objection Certificate" after the candidate has paid all the fees due for the remaining period of the full session as well as the annual dues as per rules. In addition to the above, Migration fee as prescribed by the University shall be charged from such candidates.

21.4 If a candidate, on completion of any course, applies for Migration Certificate, the same shall be issued on receipt of fee prescribed for Migration Certificate and on completion of other formalities etc.

**22. Award of Detail Marks Card**

Each candidate of First Year M.Sc. Psychology (i.e. Semester-I & Semester-II), Second Year (i.e. Semester-III & Semester-IV) and Third Year (i.e. Semester-V & Semester- VI), on successfully completion of course and passing all the papers of each semester, shall be supplied Detail of Marks Cards indicating CGPA score and Division obtained by him/her in the examination.

**23. Award of Degree**

The degree of Master of Science in Psychology stating the CGPA score and Division, will be awarded to the candidate who has successfully completed the course and passed all the papers of all the semesters. The degree will be awarded at the University Convocation. However, a degree in absentia can be issued before the convocation, on completion of required formalities and payment of prescribed fee.





# DESH BHAGAT UNIVERSITY, MANDI GOBINDGARH

## Faculty of Social Sciences and Languages

### Department of Social Sciences

#### M. Sc. (Psychology)

##### Program Educational Objectives

- To produce competent teachers for undertaking higher studies & research problems in educational institutions.
- To produce competent politicians to serve the country well.
- To make aware students of their political culture, environment.
- To make students rational beings for making better political society.

##### PROGRAMME OUTCOMES:

**PO1. Psychology Knowledge:** Apply the knowledge of psychology, psychological testing, counselling and various psychological issues, eligibility to become good psychologists/counsellors.

**PO2. Problem analysis:** Identify, formulate, research literature, and analyze Psychological problems such as stress, anxiety, tensions etc to arrive at substantiated conclusions using techniques of research, ideas, MSE.

**PO3. Development of solutions:** Solutions are developed for complex psychological issues or problems so that psychological testings can be designed in a way that can benefit public, and should be directed towards health, mental status , Education.

**PO4. Conduct investigations of complex problems:** Use research-based knowledge including Research problems, Field survey, analysis and interpretation of data such as questionnaires, Mental Status Examinations, case studies, and synthesis of the information to provide valid conclusions.

**PO5. Modern tool usage:** Create, select, and apply appropriate research techniques and resources to discover new research and give solutions to psychological problems with an understanding of the limitations.

**PO6. The counselors and society:** Apply rationality informed by the contextual and practical knowledge through surroundings and counselors to deal society, for better health, security, Education. To become a good counselor/ psychologists to serve the country.

**PO7. Environment and sustainability:** Understand the governance or administration in context of societal and environment to bring solutions and demonstrate the knowledge to develop psychologists that lead to sustainable development.

**PO8. Ethics:** As psychology deals with humans and society so it helps to apply ethical principles and commit to professional ethics and responsibilities and norms of Good Governance.

**PO9. Individual and team work:** Function effectively as an individual, and as a member or leader in teams, and in multidisciplinary settings.

**PO10. Communication:** Communicate effectively with the clients and with society at large. Be able to comprehend, analyse and write effective research documents. Make effective presentations, become good orator, deals directly with clients as a care taker/counsellor

**PO11. Project management and finance:** Demonstrate knowledge and understanding of psychology and management principles and apply these to one's own work, as a member and leader of a society or psychologists. Manage projects in various psychological platforms.

**PO12. Life-long learning:** It provides solid and life-long learning for psychologists and counselors of a society so that one can adapt with new psychological changes and can bring some positive attitude.

**Program Specific Outcomes:**

**PSO1:** To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.

**PSO 2:** To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.

**PSO 3:** To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.



**DESH BHAGAT UNIVERSITY, MANDI GOBINDGARH**  
**Faculty of Social Sciences and Languages**  
**Department of Social Sciences**

**M. Sc. (Psychology)**  
**SCHEME OF SEMESTER – I**

Subject Code	Subject	Subject Type	Internal	External	Total	L	T	P	C
MSCP-101	Theories and Systems of Psychology	Core Course	20	80	100	4	0	0	4
MSCP-102	Social Psychology	Core Course	20	80	100	4	0	0	4
MSCP-103	Counseling Psychology	Core Course	20	80	100	4	0	0	4
MSCP-104	Physiological Psychology	Core Course	20	80	100	4	0	0	4
MSCP-105	Practical	Core Course	20	80	100	0	0	4	2
VE*100	Value Education	VAC	40	60	100	2	0	0	2
Total			140	460	600	18	0	4	20

**SCHEME OF SEMESTER – II**

<b>Subject Code</b>	<b>Subject</b>	<b>Subject Type</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
MSCP-201	Cognitive Processes	Core Course	20	80	100	4	0	0	4
MSCP-202	Applied Social Psychology	Core Course	20	80	100	4	0	0	4
MSCP-203	Applied Counseling Psychology	Core Course	20	80	100	4	0	0	4
MSCP-204	Developmental Psychology	Core Course	20	80	100	4	0	0	4
MSCP-205	Practical	Core Course	20	80	100	0	0	4	2
GE-210C*	General English	FC	40	60	100	2	0	0	2
Total			140	460	600	18	0	4	20

**SCHEME OF SEMESTER III**

<b>Subject Code</b>	<b>Subject</b>	<b>Subject Type</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
MSCP-301	Personality Theories	Core Course	20	80	100	4	0	0	4
MSCP-302	Research Methods and Statistics in Psychology –I	Core Course	20	80	100	4	0	0	4
MSCP-303	Health Psychology	Core Course	20	80	100	4	0	0	4
MSCP-304	Practical	Core Course	20	80	100	0	0	4	2
Choose any one :-									
MSCP-305	Industrial Psychology	Elective Course	20	80	100	4	0	0	4
MSCP-306	Organizational Psychology								
MSCP-307	Experimental Designs								
MSCP-308	Clinical Psychology								
<b>Total</b>			<b>100</b>	<b>400</b>	<b>500</b>	<b>16</b>	<b>0</b>	<b>4</b>	<b>18</b>

**SCHEME OF SEMESTER IV**

<b>Subject Code</b>	<b>Subject</b>	<b>Subject Type</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
MSCP-401	Positive Psychology	Core Course	20	80	100	4	0	0	4
MSCP-402	Research Methods and Statistics in Psychology-II	Core Course	20	80	100	4	0	0	4
MSCP-403	Child Psychopathology	Core Course	20	80	100	4	0	0	4
MSCP-404	Practical	Core Course	20	80	100		0	4	2
Choose any one :-									
MSCP-405	Psychology of Sports	Elective Course	20	80	100	4	0	0	4
MSCP-406	Environmental Psychology								
MSCP-407	Psychometry								
MSCP-408	Psychology of Criminal Behavior								
<b>Total</b>			<b>100</b>	<b>400</b>	<b>500</b>	<b>16</b>	<b>0</b>	<b>4</b>	<b>18</b>

## PAPER-1 Theories and Systems of Psychology

Time : 3 Hours  
Pass Marks : 35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### Course Outcomes of MSCP- 101

**CO-1:** The student will be able to learn about the historical perspectives and status of psychology in order to learn the psychology from historical view.

**CO-2:** the student will be able to learn the evolution of psychology and the major pioneers in the field. Identify the various approaches, fields, and subfields of psychology along with their major concepts and important figures

**CO-3:** The purpose of this study was to understand diverse approaches (schools) to the study of psychology throughout its history. How this objective is evaluated: Exams. Evaluate and talk knowledgeably about the history of psychology, having read original work in and historical studies about the history of psychology. Know about diverse aspects of psychology and its history.

**CO-4:** On the completion of the student will able to the Integrate ideas in reading material. Understand and apply diverse psychological principles that have been developed during the history of psychology and apply them to their own experiences. Weigh evidence and tolerate ambiguity.

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Nature , History and Status of Psychology as a Science.	6
Unit-2	2. Structuralism & Functionalism: Basic postulates & their contributions to psychology.	10
Unit-3	3. Behaviorism& Gestalt Psychology: Basic Postulates & their contributions to Psychology. Associationism, Behaviourism & Gestalt Psychology. 4. Psychoanalysis: Postulates and Contribution (Freudian, Adler and Jung)	8
Unit-4	5. HumanisticPsychology:Postulates& Contributions.	10

Total- 34

### Suggested Readings:

1. Brennan, J.F. (2004). History and Systems of Psychology. Singapore: Pearson Education.
2. Chaplin, J.P., &Kraweic, T.S. (1979). Systems and Theories of Psychology. New York: Holt, Rienhart& Winston.

3. Heidbreder, E. (1988). Seven Psychologies. New Delhi: Kalyani Publishers.
4. Marx, M.H., & Hillix, W.C. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
5. Woodworth, R.S., & Shehan, M.R. (1976). Contemporary Schools of Psychology. London: Mathew and Co.
6. Rao, K.R., Parajpe, A.C., & Dalal, A.K. (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press (Foundation Books Imprint)

**E-BOOKS:**

- Leahey, T.H. (2005). A History of Psychology. Pearson Education (Singapore). New Delhi.
- Vatsyayan, D. History and Schools of Psychology. Meerut: Prakash Printing Press.



## PAPER-2 Social Psychology

Time: 3 Hours  
Pass Marks: 35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### COURSE OUTCOME OF MSCP-102

**CO-1:** Compare and contrast the major theories, concepts, empirical findings, methods and techniques used in social psychology (assessed by in-class exercises, assignments, quizzes, and exams). Critique the major theories, concepts, perspectives, and empirical findings in social psychology.

**CO-2:** Describe and assess the basic psychological theories, principles, and concepts explaining social cognition, attitude formation, decision making, group processes, pro-social behavior, aggression, conformity/obedience and stereotyping/prejudice, also relate knowledge of theory as well as current and past research in social psychology to situations in everyday life such as interpersonal and group relations.

**CO-3:** Implement major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior. Integrate different perspectives discussed in class to explain human behavior in everyday life.

**CO-4:** Predict the outcomes of various social situations through application of social psychology principles. Relate major concepts and methods of the field to understand interpersonal and group relationships. Assess and critically analyze theories, research methods and findings, and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Nature of Social Psychology, Cognitive processes: Attitudes and Beliefs, Prejudice and public opinion	6
Unit-2	2. Theories of Social Psychology: Cognitive Dissonance Theory, Attribution Theory, Balance Theory, Social Exchange Theory.	10
Unit-3	3. Social Influence Processes: Altruism: Nature & Theoretical Perspectives. 4. Leadership: Concept, Qualities, Types and approaches. 5. Decision Making : Concept, Process, types, Steps of decision making. Individual differences and decision making	8
Unit-4	6. Interpersonal Attraction: Concept & Theoretical Perspectives. 7. Aggression: Nature & Theoretical Perspectives. 8. Verbal and Non-Verbal Communication: Its Nature and Types.	10

Total- 34

**Suggested Readings:**

1. Baron, R.A., & Byrne, D. (2000). *Social Psychology* (9th Ed.). New Delhi: Prentice Hall of India Pvt, Ltd.
2. Dalal, A.K., & Misra, G.(2002). *New Directions in Indian Psychology, Vol. I. Social Psychology*. New Delhi: SAGE.
3. Feldman, R.S. (1995). *Social Psychology*. New Jersey: Prentice Hall.
4. Hewitt, J.P. (1997). *Self and Society: A Symbolic Interactionist Social Psychology*. Boston: Allyn& Bacon.
5. Hogg, M.A., & Cooper, J. (2003). *Sage Handbook of Social Psychology*. Los Angeles: SAGE.

**E-Books:**

- Misra, G. (1990). *Applied Social Psychology in India*. New Delhi: SAGE.
- Myers, D.G. (2005). *Social Psychology*. Boston: Mc Graw Hill.

### PAPER-3 Counseling Psychology

Time: 3 Hours  
Pass Marks: 35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

#### COURSE OUTCOME OF MSCP-103

**CO-1:** the students will be able to develop awareness, knowledge and skills in the discipline of Counseling Psychology. The programme aims to train the students to acquire the requisite competencies in the areas assessment skills, personal development, research skills, Counseling/therapy skill and development of ethical behavior in counseling settings

**CO-2:** This course provides an overview of the Counseling profession in India, including its historical and theoretical development and its current status. It provides students with an understanding of the counselor's roles within evolving practice environments and across the spectrum of the field of counseling Psychology

**CO-3:** on the completion of the course the student will be able to understand the differences between guidance and counseling. Critically analyze issues and debates in counseling psychology related to the concepts of counseling processes and it also reflect on their role in different fields of counseling

**CO-4:** the student will be able to understand the interpersonal attraction and also able to develop to facilitating behaviour change. Improving the client's ability to establish and maintain relationships. Enhancing the client's effectiveness and ability to cope. Promoting the different approaches to counseling in order to learn the counseling perspectives more effectively

#### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Nature, Characteristics and Principles of Counselling. Ethical Issues in Counselling	6
Unit-2	2. Counselling Skills : Pre-counselling skills, listening and attending; skills for building trust and empathy –paraphrasing, reflecting, pacing; skills for conveying genuineness and positive regard;– congruence, confrontation, concreteness, self-disclosure, immediacy ,changing perception.	10
Unit-3	3. Counselling Process: Effective Counselling Relationship, Stages, Role of counselor.	8
Unit-4	4. Approaches to Counselling : Client centered, Gestalt, transactional analysis, Behaviour modification. Rational Emotional Behaviour Therapy (REBT).	10

Total- 34

#### Suggested Readings:

- George, R.L. and Christiani, T.S. (1990). Counselling - Theory and Practice Englewood Cliffs. N.J. : Prentice Hall.
- Gladding, S.T. (1996). Counselling, Comprehensive Approach. Englewood Cliffs, N.J. : Prentice Hall.

- Patterson, L.E. &Welfel, L.E.R. (2000). The Counselling Process. C.A. : Brooks/Cole.
- Corey, G. (1996). Theory and Practice of Counselling and Psychotherapy CA : Brooks/Cole .
- Nelson-Jones, R. (1995). The Theory and Practice of Counselling. London : Cassel.
- Shertzer, B. & Stone, S.C. (1974). Fundamentals of Counselling. Palo Alto : Houghton Mifflin Company.

### **E-BOOKS**

Essential interviewing and counseling skills an integrated approach to practice: Tracy A. Prout  
author. Melanie J. Wadkins

Counseling Skills a practical guide for counselor and helping professionals: John McLeod 1951- Julia  
McLeod

## PAPER-4 Physiological Psychology

Time : 3 Hours  
Pass Marks :35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### OUTCOMES OF MSCP 104

**CO-1:** the students will be able to identify the structures and functions of neurons, describe the processes involved in the generation and propagation of a neural impulse, recognise the major anatomical divisions of the human brain, apply knowledge of the physiological bases of behaviour to real-world issues, explain the physiological processes underpinning various psychological phenomena.

**CO-2:** Describe the main neurological factors which lie behind motor control, sleep, the energy management of the body, emotions, communication, and the main neurological and mental disorders. Explain the biological processes which will be discussed in the course, such as motor control and emotional control. Make use of and transfer knowledge of basic physiological elements, from the course Biology and behavior, to understand and clarify the more complex biological processes which will be discussed in the course

**CO-3:** Use basic knowledge of biological processes to explain behavior, select the processes which best describe specific behavior, and provide reasoning for their selection. Present an explanation of specific behavior with reference to biological processes in a clear and informative manner.

**CO-4:** the learner will be able to examines the neural bases of motor control, consciousness, learning and memory, drugs and behavior, and behavior disorders (e.g., schizophrenia. The course will examine current research and theory in neuro-anatomy and physiology, endocrinology, and evolutionary theory.

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Physiological Psychology: Nature ,Scope 2. Research Methods: Anatomic, Electrical and Chemical	6
Unit-2	3. Neuron: Types & Functions. 4. Nervous System: Types, Structure & Functions. 5. Brain, Spinal Cord: Structure & Functions	10
Unit-3	6. Endocrine Glands:Characteristics, Types and Functions	8
Unit-4	7. Physiological Basis: Senses, sleep and biological rhythm and maintaining homeostasis.	10

Total- 34

### Suggested Readings:

1. Beatty. J. (1975). Introduction to Physiological Psychology. California: Brooks/Cole Publishing Company.
2. Bennett, T.L. (1977). Brain and Behaviour. California: Brooks/Cole.

3. Carlson, N.R. (1995). Foundations of Physiological Psychology. U.S.A.: Allyn& Bacon.
4. Leukel, F. (1985). Introduction to Physiological Psychology. Delhi: B.S. Publishers and Distributers.
5. Levinthal, C.F. (1996). Introduction to Physiological Psychology (3rd Ed.). New Delhi: Prentice Hall.
6. Pinel, J.P.J. (2007). Biopsychology (6<sup>th</sup> Edition). New Delhi: Pearson Education, Inc.
7. Young, J.Z. (1978). Programs of the Brain. London: Oxford University Press.

E-Journals:

#### **JOURNALS**

- Applying the self determination theory continuum to unhealthy eating: Consequences on well being and behavioral frequency: Nada Kadhim ,Catherine E. Amiot ,Winnifred R.Louis
- Declines in non digital social interaction among Americans,2003–2017:Jean M. Twenge, Brian H. Spitzberg

## PAPER-1 COGNITIVE PROCESSES

Time : 3 Hours  
Pass Marks :35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### OUTCOMES OF MSCP 201

**CO -1:** Students will be able to design and conduct thinking patterns, and will be able to manage the problem solving ability to address questions related to the discipline.

**CO-2:** Students will be able to perceive and attend the new perspectives in a much better way.

**CO-3:** The learners demonstrate a critical awareness of individual and cultural differences that impact on learning and memory. Critically evaluate the key processes involved in memory. Identify the ways in which learning interacts with memory to produce psychological difficulties.

**CO-4:** the learner will be able to develop **concept formation** process by which a person learns to sort specific experiences into general rules or [classes](#). Reasoning in syllogisms and if-then conditionals, with a specific focus on the debate between mental rules and mental models approaches to these topics; dual process models of reasoning dealing with content effects; causal reasoning/covariance models;

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Cognition: Nature and Models. 2. Thinking: Meaning, Types, tools; Problem Solving: Types and Strategies of Problem Solving	6
Unit-2	3. Attention: Characteristics, Models 4. Perception:Nature, Determinants, Perceptual Organization, Perceptual Constancy-Size, Shape and Colour.	10
Unit-3	5. Memory- Types-Sensory, STM, LTM, Semantic Memory and The Atkinson-Shiffrin model, The levels of processing approach, Tulving's model (episodic, semantic, and procedural memory). Classical & Instrumental Conditioning.	8
Unit-4	6. Concept Formation: Nature, Types, Factors & Strategies in Concept formation. 7. Reasoning: Types, Errors in the Reasoning Process	10

Total- 34

### Suggested Readings:

1. Dodd, D.H., & White, D.N. (1980). *Cognition*. Boston: Allyn and Bacon
2. Ellis, H.C., & Hunt, R.R. (1993). *Fundamentals of Cognitive Psychology*. Oxford: Brown and Benchmark.
3. Kellogg, R.T. (1995). *Cognitive Psychology*. Thousand Oaks: Sage

4. Matlin, M. (1983). *Cognition*. Holt Saunders, Japan: Holt, Rinehart and Winston.
5. Solso, R.L. (1992). *Cognitive Psychology* (3rd Ed). Boston: Allyn and Bacon Inc.

**E-Books:**

1. Medin, D.L., Ross, B.H., & Markman, A.B. (2002). *Cognitive Psychology*. New York. John Wiley & sons, Inc.
2. Robinson-Reigler, G., & Robinson-Reigler, B. (2004). *Cognitive Psychology: Applying the Science of Mind*. Boston, MA: Pearson/Allyn& Bacon.



## PAPER-2 APPLIED SOCIAL PSYCHOLOGY

Time : 3 Hours  
Pass Marks :35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### OUTCOMES OF MSCP 202

**CO-1:** The learner learns about the scope and action research in social psychology in context of learning the psychological issues of society.

**CO-2:** The learner learns come to know about the relationships of social psychology with different fields of society.

**CO-3:** The students know about the societal issues such as gender discrimination, poverty, deprivation, also they become able to develop their self identities.

**CO-4:** The students become aware about the current issues of societies and also about the reasons and control patterns behind them.

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Applied Social Psychology-Nature ,Scope 2. Action Research and its Significance	6
Unit-2	3. Social Psychology and Health Care. 4. Social Psychology and the Law. 5. Social Psychology and Organisations.	10
Unit-3	6. Aspects of social identity :Self and Gender 7. Gender Discrimination, Poverty and Deprivation: Causes and Consequences.	8
Unit-4	8. Violence: Concept and Types. 9. Aggression : Nature, causes and control. 10. Pro social behaviour: helping others	10

Total- 34

### Suggested Readings:

1. Bickmen, L., & Rog, D.L. (1997). *Handbook of Applied Social Research*. Thousand Oaks: Sage
2. Dutta, A. (1985). *Social Psychology and Revolutionary Practice*. New Delhi: K.P. Baghchi and Co.
3. Fisher, R.J. (1982). *Social Psychology-An Applied Approach*. New York: St. Martin's Press.
4. Koonbaum, W., & Julian, J. (1989). *Social Problems*. New Jersey: Prentice Hall.
5. Misra, G. (1990). *Applied Social Psychology in India*. New Delhi: Sage Publications.
6. Pandey, J. (2000). *Psychology in India Revisited, Development in the Discipline, Vol. III*. New Delhi: Sage.

### E-Books:

Vasudeva, P. (1976). *Social Change: An Analysis of Attitudes and Personality*. New Delhi: Sterling Publishers.

## PAPER-3 APPLIED COUNSELLING PSYCHOLOGY

Time : 3 Hours  
Pass Marks :35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### OUTCOMES OF MSCP 203

**CO-1:** Students will be able to discuss and demonstrate techniques of cross-cultural counseling and advocate on behalf of multicultural populations. Students will be able to explain theories of career development and implement career interventions.

**CO-2:** the learner will be able to understand the rationale for careers education and guidance (CEG) and young people's need for it. Understand your school's statutory responsibilities for CEG and its links with Connexions. Also, understand the basic knowledge and skills needed to help students access careers information and guidance;

**CO-3:** the learner will be able how to work with children and teenagers. What is 'child bullying' and 'child abuse', Grief and bereavement. What language to use in counselling children and teenagers. Conflicts and stress in children and adolescents

**CO-4:** The programme will enable students to study specific topics of interest within Marriage and Family Therapy. This may involve working directly with the couple or family or indirectly with an individual whose primary issues are couple or family related, working with couples and families is very different from working with individuals. Dynamics of the relationships are complex and require a systems approach to understanding and intervening.

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. School Counselling : Role and functions of school counsellors at Different Grade Levels and Settings;Counselling of Under Achievers and Drop Outs	6
Unit-2	2. Career Counselling : Theoretical Foundations of Career Development and Career Decision Making, Process of Career Counselling – Assessment, Occupational Information, Vocational Placement, Vocational Adjustment. Career Counselling for Women.	10
Unit-3	3. Child and Adolescent Counselling : Special problems of Children and Adolescents – Child Abuse and Neglect, Depression, Antisocial Behaviour, Drug Abuse, Sexual Deviance, Delinquency, Special Counselling Approaches—Play Therapy and Conflict Resolution.	8
Unit-4		10

	4. Marriage and Family Counselling : Theoretical Foundations System theory, Family Life Cycle, Marriage Problems and Related Counselling Programmes, Family Problems, Individual and Group Techniques for Family Counselling, Crisis Intervention.	
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Total- 34

**Suggested Readings:**

1. Bell, B.R. (1975), Marriage and Family Interaction, London : Dorsey Press.
2. Gelanty, E. and Harrie, B.B. (1982), Marriage and Family Life, Boston : Houghton Mifflin Co.
3. Gilliland, B., James, R.K. and Bowman, J.J. (1989), Counselling, New York : McGraw Hill.
4. Jones, A.J. (1951), Principles of Guidance and Pupil Personnel Work, New York : McGraw Hill.
5. Nystul, M.S. (2001), Introduction to Counselling, New Mexico State University :Allyn and Bacon.

**E-Books:**

- Rao, S.N. (2001), Counselling Psychology, New Delhi : Tata McGraw Hill.
- Selye, H. (1974), Stress without Distress, Lippin Colt.
- Shertzer, B. and Stone, S.C. (1971), Fundamental of Counselling, Second Edition, Boston : Houghton Mifflin.

## PAPER-4 DEVELOPMENTAL PSYCHOLOGY

Time : 3 Hours  
Pass Marks :35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### OUTCOMES OF MSCP 204

**CO-1:** the course describe development through the lifespan in prospective to social, psychological, and biological factors. Identify the stages of development through the lifespan and the role of nature and nurture.

**CO-2:** Describe the abilities that newborn infants possess and how they actively interact with their environments. List the stages in Piaget's model of cognitive development and explain the concepts that are mastered in each stage. Critique Piaget's theory of cognitive development and describe other theories that complement and expand on it. Summarize the important processes of social development that occur in infancy and childhood.

**CO-3:** By the end of the course learners will be able to: Define puberty correctly. Identify at least five physical changes that occur during puberty. Explain terms used in puberty. Also become able to demonstrate understanding of theoretical perspectives of child and adolescent development. Apply research to the understanding of social learning and behavioral challenges of children and adolescents.

**CO-4:** In this course, students will examine theory and research on age-related changes in adult physiology, sensory and perceptual abilities, cognition, memory, social relationships, social cognition, personality, and mental and physical health. Current changing age-related demographics and their implications will be presented. The course will explore methods and findings within the psychology of aging.

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Life Span Development : Concept, Principles of development. 2. Theoretical Perspective :Piaget,Kohlberg, Havinghurst	6
Unit-2	3. Pre-natal Development : Stages, Factors and Hazards. 4. Infancy and Childhood :Physical,Social,Emotional,intellectual Characteristics.	10
Unit-3	5. Puberty :Physical,Social,EmotionalintellectualCharacteristics. 6. Adolescence :Physical,Social,Emotional Intellectual Characteristics.	8
Unit-4	7. Adulthood :Physical,Social,Emotional ,Intellectual Characteristics. 8. Problems of Aging : Physical, Social,Emotional ,Intellectual Characteristics.	10

Total- 34

**Suggested Readings:**

- Brodinsky, D.M., Garmly, A.V. & Aniborn, S.R. (1986). Life Span Human Development. New Delhi : B.S. Publisher.
- Hurlock, E.B. (1968). Developmental Psychology. NY : McGraw Hill Book Company.
- Mussen, P.H., Cogner, J.J., Kagan, J & Houston, A.C. (1979). Child Development and Personality. NY : Harper and Row Publications.
- Moshman, D., Glover, J.A. & Nruning, R.H. (1987). Developmental Psychology. Little Brown & Company.
- Craig, G.J. (1996). Human Development NJ : Prentice Hall Upper Saddle River.

#### **E-Books**

- Hertherington, E. & Mavis (1997). Child Psychology : A Contemporary Viewpoint (5th E.) McGraw Hill Companies Inc.
- William, C. Crain. Theories of Development : Concept Applications, 2nd, Prentice Hall International Edition.

## PAPER-1 Personality Theories

Time : 3 Hours  
Pass Marks : 35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### Course Outcomes of MSCP- 301

**CO-1:** the students will be able to describe and identify concepts and facts for each major theoretical perspective and for the theories that constitute each perspective and the historical and cultural context of each personality theory, the contributions of heredity and environment to personality development and the bases for behavior posited by theories from each major perspective: psychoanalytic, neo-analytic, trait, cognitive, humanistic and existential, and behavioral and learning.

**CO-2:** Describe and identify the basic research and evaluation methods used in the study of personality, including the strengths and weaknesses of each method. Describe the role of the case study, correlational methods and experimental methods in theory development in personality psychology. Compare and contrast the strengths and weaknesses of these basic research methods in personality psychology. Assess the strengths and weaknesses of developmental research methods in personality psychology, that is, cross-sectional, longitudinal, and sequential research designs.

**CO-3:** Describe and evaluate the degree to which the theory addresses and accounts for a wide range and diversity of human experience. Describe and evaluate the degree to which constructs in each theory are clearly defined, clearly inter-related, and are capable of being empirically tested. Describe and evaluate the extent to which research has supported or failed to support hypotheses developed from constructs of each theory.

**CO-4:** Students will gain an understanding of the role of personality theory in psychology and ways in which personality is assessed. Students will gain knowledge of concepts constituting the major theories of personality and how they explain human behavior. Students will be able to critically appraise research findings in personality psychology. Students will be able to compare and contrast personality theories on the basis of scientific criteria.

### SYLLABUS

	Course Outlines	Lectures
Unit-1	<ol style="list-style-type: none"><li>1. Personality : Concept, Assumptions, Nature of Personality</li><li>2. Personality and Self : Concept, Developmental Views of Self (Erikson, Sullivan, and Rogers).</li></ol>	6
Unit-2	<ol style="list-style-type: none"><li>3. Psychoanalytic Theory: Freud, Jung, Adler,</li><li>4. Psychosocial theory :Erikson.</li><li>5. Theories of Intelligence :Guilford, Cattell, Jensen, Sternberg; Emotional Intelligence(Meyer and Saloway and Goleman)..</li></ol>	10
Unit-3	<ol style="list-style-type: none"><li>6. Trait Theories : Allport, Cattell, Eysenck, Big Five Model</li><li>7. Theories of Learning :Guthrie, Hull, Tolman,Pavlov ,Skinner</li></ol>	8

Unit-4	8. Social Learning Theory : Bandura 9. Cognitive Theory :Kelley’s Personal – Construct Theory 10. Humanistic Phenomenological Perspective : Rogers, Maslow ,Rollo May	10
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Total- 34

**Suggested Readings:**

- Corsini, R.J. and Morselia, R.J. : Personality Theories, Research and Assessment. Illinois : Peacock.
- Hall, C.S., Lindzey, J.C. and Manosevitz, M. (1985) : Introduction to Theories of Personality. New York : John Wiley & Sons.
- Kline, P. (1983). Personality, Measurement and Theory. New York : St. Martin's Press.
- Robert, E.B. (1993). Theories of Personality. London : Lawrence Erlbaum Associates.

E-Books:

- Pervin L.A. (1984). Personality Theories, Assessment and Research New York : John Wiley & Sons.
- Hjelle and Ziegler (1992). Personality Theories. Singapore : McGraw Hill.

## PAPER-2 Research Methods and Statistics in

Psychology –I

Time: 3 Hours  
Pass Marks: 35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### COURSE OUTCOME OF MSCP-302

**CO-1:** the students will be able to use statistical packages required for quantitative analysis (e.g., R, SPSS and Excel). Apply advanced knowledge in statistics to experimental and applied research. Apply different forms of qualitative analysis, including the analysis of themes and discourse analysis

**CO-2:** the students will be able to critically evaluate methodological designs and select appropriate analytical strategies for research projects. Understand the interpretation and appropriate reporting requirements for statistical and qualitative data. Understand the concepts of validity and reliability as they apply to psychometric testing and be able to critically evaluate widely used psychometric tests. .

**CO-3:** on the course completion students will be introduced to a range of data reduction methods including cluster analysis, principal components analysis and factor analysis. We will discuss the use of these methods, factor analysis in particular, for scale development and discuss related issues of reliability and validity.

**CO-4:** the students are taught via a mix of large group lectures, smaller group labs, problem sets and homework. Students will be encouraged to participate in group discussions in all aspects of the course, but are especially encouraged to make use of office hours. The regular homework exercises will provide a means of tracking student development and be a source of regular formative feedback

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Methods of Research: Lab experiments, field experiments, field studies, observation, case study, Ex post-facto research. Sampling Techniques, Survey.	6
Unit-2	2. Hypothesis Testing and Statistical Inference-Hypothesis, Levels of Significance, Degrees of freedom, Type-1 and Type-11 errors, Parametric versus non-parametric tests, NPC - Characteristics and its applications.	10
Unit-3	3. Standard error of Mean, SD, Percentage and Correlation coefficient. Standard error of difference between means, SDs, percentages and Correlation coefficients.	8
Unit-4	4. Non-Parametric Statistics: Chi-square, Median Test, Mann-Whitney U Test. Partial, Rank Order Correlation Coefficient.	10

Total- 34



**Suggested Readings:**

1. Garrett, H.E. (1981). *Statistics in Psychology and Education*. Bombay: Vakils, Feffore and Simons.
2. Kerlinger, F.N., & Lee, H.B., (2000). *Foundations of Behavioural Research*. Orlando: Harcourt.
3. Minium, E.W., King, B.M., & Bear.G. (1993). *Statistical Reasoning in Psychology and Education*. (3rd Ed). New York: John Wiley and Sons.
4. Schweigert, W.A. (1998). *Research Methods in Psychology*. CA: Brooks Cole Publishing.
5. Singh, A.K. (1986). *Tests Measurements and Research Methods in Behavioural Sciences*. New Delhi; Tata McGraw Hill.

**E-books:**

- Aron, A., Aron, E.N., & Coups, E.J.(2006). *Statistics for Psychology*. (4<sup>th</sup> Edition). Delhi: Pearson Education.
- Blalock, H.M. (1984). *Social Statistics* (2<sup>nd</sup> Ed.). Washington: McGraw-Hill.

### PAPER-3 Health Psychology

Time: 3 Hours

Pass Marks: 35

COURSE OUTCOME OF MSCP-303

Maximum Marks : 100

(Theory 80 and Internal Assessment 20)

**CO-1:** Upon successful completion, students will have the knowledge and skills to describe the biopsychosocial model of health and other specific but related psychological theories, develop an understanding of basic human biology such as the functioning of the endocrine, immune and nervous systems. Appreciate how a person's health can be affected by their behaviour, given certain social factors, environments, and biological factors

**CO-2:** This course provides an overview to understand the effects of stress on a person's health and the role played by stress-buffering factors. understanding how stress, affective distress (e.g. anxiety, depression), and other psychological and physical symptoms are assessed, and the potential problems with this measurement, understand the effects of health status and changes in health on a person's emotions, thinking, and behaviour

**CO-3:** on the completion of the course the student will be able to Recognise the factors that underpin positive and negative changes in health-related behaviour, and the promotion of healthy behavior. Identify and describe the content, principles, and methods of past and current health psychology research. Identify the research methods used to conduct health psychology studies, and the ethical issues that pertain to this research

**CO-4:** the student will be able to access online psychological information resources that include the resources provided via Medline, Psych-Info, and the library catalogues, participate in the collection of research data, analyse data obtained from a study, and write a research report describing the results, in the format of a scientific journal article.

#### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Health Psychology :Nature, History, Models of Health : Biopsychosocial Model, Health Belief Model.	6
Unit-2	2. Stress & Disease :Nature of Stress and its Health Related Consequences : Behavioural, physical and psychological symptoms. 3. Stress &Disease :Coronary Heart Disease and Hypertension.	10
Unit-3	4. Obesity, Smoking, Alcoholism :Causes, Prevention and treatment.	8
Unit-4	5. Life Style and Health Longevity : Changing Health Beliefs and Attitudes, Nutrition, Exercise/Yoga.	10

Total- 34

**Suggested Readings:**

- Taylor, S.E. (1991). Health Psychology. U.S.A. : McGraw Hill.
- Kaptein, A. (2004). Health Psychology. London : Blackwell Scientific Publications.
- Michie, S. (2004). Health Psychology in Practice. London : Blackwell Scientific Publications.
- Bloom, B.L. (1988). Health Psychology : A Psychological Perspective. Englewood Cliffs. N.J : Prentice Hall.

## PAPER-4 Clinical Psychology

Time : 3 Hours  
Pass Marks :35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### OUTCOMES OF MSCP 308

**CO-1:** the students will be able to demonstrate foundational knowledge of the theories as well as the empirical evidence supporting the theories of personality, social psychology, cognitive aspects of behavior, human development, biological aspects of behavior, and psychopathology, understand the history of psychology as it pertains to the development of these theories and their scientific foundations;

**CO-2:** develop effective professional relationships with the persons they serve as well as with professional colleagues and supervisors;conduct a diagnostic assessment;implement psychological interventions supported by the empirical literature;

**CO-3:** identify how individual differences and diversity impact psychological diagnosis and treatment;understand the APA code of ethics and how it is applied to clinical situations, and be able to critically evaluate ethical dilemmas in professional psychology;employ theories of clinical supervision in practice scenarios;identify how they use supervision when conducting diagnostic assessments and interventions as student clinicians;

**CO-4:** the learner will be able to describe the value of professional consultation in general and as it is applied to specific clinical cases; understand the logic of statistical analysis, be able to conduct a variety of univariate and multivariate statistical techniques, understand research methods, be able to develop and implement a research study, know how to select appropriate statistical analyses for a particular research question, be aware of ethical considerations for conducting research

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Clinical Psychology : Nature 2. Psychodiagnostics: History taking and Mental State Examination. Clinical Application of Neuropsychological Assessment and Differential Diagnosis. Report Writing	6
Unit-2	3. Schizophrenia & Mood Disorders : Symptoms and Types	10
Unit-3	4. Anxiety Based Disorders, Personality Disorders and Sexual Disorders : Symptoms & Types.	8
Unit-4	5. Psychotherapies: Psychoanalytic, Behavioural, Cognitive. 6. Brief Introduction to : ECT, Drug Therapy, Family Psycho-education.	10

Total- 34

**Suggested Readings:**

- Sarason, I.G. and Sarason, B.R. (2003). Abnormal Psychology. The Problem of Maladaptive Behaviour (8th Ed.). New Delhi. Prentice Hall of India Private Limited.
- Carson, R.C. and Butcher, J.N. and Mineka, S. (2004). Abnormal Psychology & Modern Life (10th Ed.) NY : Longman.
- Davison, G.C. and Neale, J.M. (1996). Abnormal Psychology. New York: John Wiley & Sons Inc.
- Adams, H.E. and Sutkar, P.B. (1984). Comprehensive Handbook of Psychopathology. NY : Plenum Press.
- Korchin, S.J. (1975). Modern Clinical Psychology. NY

**E-BOOKS**

- The Cure For Mental Illness?: How To Naturally Heal Yourself Of Depression, Anxiety, And Other Mental Disorders: [Emily Josephine](#)
- Consciousness Beyond the Body: Evidence and Reflections: [Alexander De Foe](#)

## PAPER-1 POSITIVE PSYCHOLOGY

**Time : 3 Hours**  
**Pass Marks :35**

**Maximum Marks : 100**  
**(Theory 80 and Internal Assessment 20)**

### Outcomes of MSCP- 401

**CO-1:** The student will be able to learn about the different perspectives of psychology in order to learn the psychology in Indo-western perspectives.

**CO-2:** explain how the experience of mental health problems affect, and are affected by, employment, understand how the recovery model can be used to support people with mental problems to return to work, explain what can be done to reduce the barriers to employment for people with mental health problems

**CO-3:** The purpose of this study was to investigate the implications of the use of flipped teaching strategy on preservice teachers' learning outcomes, self-efficacy and perception. Successful graduates of the accounting major will be able to classify, categorize, and develop financial statements that are relevant to a reporting entity and also faithfully represent what really existed or happened in order to facilitate decision making

**CO-4:** Create emotionally supportive learning environments (e.g., establish positive relationships and promote positive interactions); create caring classroom communities (e.g., authoritative discipline and effective communication practices); teach and reinforce positive social skills, and use collaborative and cooperative learning activities.

### SYLLABUS

	Course Outlines	Lectures
Unit-1	<ol style="list-style-type: none"><li>1. Western and Eastern Perspectives on Positive Psychology.</li><li>2. Classification and measures of Human strengths and Positive outcomes.</li></ol>	6
Unit-2	<ol style="list-style-type: none"><li>3. Positive emotional states and processes.</li><li>4. Positive Emotions, Happiness and Well Being</li><li>5. Mental Health: Emotional, Social and Psychological well being.</li></ol>	10
Unit-3	<ol style="list-style-type: none"><li>6. Positive Cognitive states and processes.</li><li>7. Self Efficacy , Optimism &amp; Hope</li><li>8. Wisdom and Courage.</li><li>9. Mindfulness, Flow and Spirituality.</li></ol>	8
Unit-4	<ol style="list-style-type: none"><li>10. Prosocial Behaviour</li></ol>	10

	11. Altruism, Gratitude and Forgiveness. 12. Attachment, Love and Flourishing relationships	
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Total- 34

**Suggested Readings:**

1. Rajbir Singh (2007) Psychology of Well Being, Global Vision Publishing House, New Delhi.
2. Snyder, C. R. & Lopez, S. J. (2008) Positive Psychology, Sage Publications India Pvt.Ltd. New Delhi.

**E-BOOKS**

- Handbook of Positive Psychology: *C. R. Snyder Shane J. Lopez,*
- Positive Psychology; A Handbook: *Sandeep Kulshrestha*

## PAPER-2 RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY

Time : 3 Hours  
Pass Marks :35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### Outcomes of MSCP-402

**CO-1:** Students understand that the correlation coefficient is a number that measures strength of a linear association between two numerical variables; It is used for LINEAR TRENDS between two NUMERICAL VARIABLES; They understand that it does NOT tell us whether an association is linear, but gives the strength of an association known to be linear.

**CO-2:** The students become able to demonstrate the ability to use skills in Statistics and its related areas of technology for formulating and tackling Statistical related problems and identifying and applying appropriate principles and methodologies to solve a wide range of problems associated with Statistics.

**CO-3:** The student will learn how to derive multiple linear regression models, how to use software to implement them, and what assumptions underlie the models. You will also learn how to test whether your data meets those assumptions, what can be done when those assumptions are not met, and strategies to build and understand useful models.

**CO-4:** Students will be able to Conduct their own factor analysis in SPSS, Be aware of key issues including factor rotation and the number of factors; Understand the limitations of this approach and the use of a variety of diagnostic tools; Be aware of how to communicate the results of such models to social sciences audiences.

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Correlation-Nature, Methods: Product Moment, Rank Order, Special Correlation Methods: Biserial, Point Biserial, Tetrachonic and Phi-coefficient	6
Unit-2	2. Partial & Multiple Correlation: Assumptions and Computation.	10
Unit-3	3. Regression and Prediction- Simple and Multiple Regression Analysis.	8
Unit-4	4. Factor Analysis: Assumptions, Brief introduction to Centroid and Principal Axis Methods, Graphic Rotation	10

Total- 34



### **Suggested Readings:**

1. Fruchter, B. (1954). *Introduction to Factor Analysis*. New Jersey: D. Van Nostrand.
2. Garrett, H.E. (1981). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons.
3. Guilford, J.P., & Fruchter, B. (1978). *Fundamental Statistics in Psychology and Education*. New York: Mc Graw Hill.
4. Seigel, S.J., & Castellan, N.J. (1988). *Non-Parametric Statistics for the Behavioural Sciences*. New York: Mc Graw Hill.
5. Nunnally, J.C. (1978). *Psychometric Theory*. New York. McGraw Hill.

### **E-BOOKS**

- **Research Methods and Statistics in Psychology:** [Hugh Coolican](#)
- **Research Methods and Statistics in Psychology:** [S Alexander Haslam](#), [Craig McGarty](#)

## PAPER-3 CHILD PSYCHOPATHOLOGY

Time : 3 Hours  
Pass Marks :35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### Outcomes of MSCP-403

**CO-1:** The students will be able understand the discipline of child psychology as an area of study, understand how theories try to explain children's development, discuss important questions that are central to child psychology, understand how child psychologists work in different applied settings.

**CO-2:** The student will be able to define specific learning disabilities in the content areas, discriminate characteristics of the learning disabled, draw conclusions about the common misconceptions about the learning disabled and instructional methods, draw conclusions about motivational factors and the affective domain of learning disabled students, select and implement best practices associated with the learning disabled.

**CO-3:** the learner will be able to describe how stressful life events may be linked to emotional disorders such as depression and anxiety, describe the main features of the physiological stress response, evaluate the role of genetic and environmental factors in emotional disorders, describe the different kinds of biological abnormalities that have been linked to emotional disorders.

**CO-4:** the learner will be able to describe common characteristics of children with ADHD, explain how the symptoms of ADHD differ between boys and girls, explain different perspectives on ADHD-type behaviors, recognize the conditions that most commonly co-exist with ADHD, describe several treatment options available for ADHD.

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Child Psychopathology : Nature and Principles, Developmental Delays 2. Causes of Child Psychopathology : Biological, Psychological, family and social influences.	6
Unit-2	3. Mental Retardation: Types, causes and management 4. Learning Disorders : Causes and Management	10
Unit-3	5. Anxiety, Depression, Autism : Causes and Management 6. Mental Retardation:Types ,causes and Management 7. Childhood Schizophrenia: Symptoms, Types and Management	8
Unit-4	8. ADHD and Conduct Disorder : Causes and management	10

Total- 34

### **Suggested Readings:**

- Carson, R.C. & Butcher, J.N. (1992). *Abnormal Psychology. A Modern Life*. NY : Harper Collins Publishers.
- 1. Erikson, M.T. (1982). *Childhood Psychopathology*. NJ : Prentice Hall Inc.
- 2. Garfinker, B.O., Carlson, G.A. & Weller, E.B. (1990). *Psychiatric Disorders in Children and Adolescents*. London : W.B. Saunders & Company.
- Lewis. M. (1991) *Child and Adolescent Psychiatry*. London : Williams and Wilkins.

### **E-BOOKS**

- *Child Psychopathology: From Infancy to Adolescence*: [Barry H. Schneider](#)
- *Handbook of Child Psychopathology*: *Ollendick, Thomas H. (Ed.)*

## PAPER-4 PSYCHOLOGY OF CRIMINAL BEHAVIOUR

Time : 3 Hours  
Pass Marks :35

Maximum Marks : 100  
(Theory 80 and Internal Assessment 20)

### Outcomes of MSCP 408

**CO-1:** The students will be able understand the meaning of justice and the role of the criminal justice system. Differentiate the goals of criminal justice processes and restorative justice. Understand the concept of restorative justice and its underlying values and principles. Describe the various practice models of restorative justice and their defining features. Explain how restorative justice is applied in the context of criminal justice. Apply knowledge of restorative justice to various situations of conflict or crime.

**CO-2:** The students will be able understand the meaning of juvenile delinquency from a legal and sociological perspective and create and document a history of delinquency .Generalize juvenile crime trends and measure rates of delinquency. Differentiate between the various theories of delinquency and discuss how culture, diversity, social stratification, families, schools, neighborhoods and peers may play a role in delinquent behavior.Discuss classical and contemporary research on the etiology of juvenile delinquency, with reference to original sources.

**CO-3:** the learner will be able to recognize that suicide is complex, Identify protective factors, risk factors and warning signs; and describe how they would respond to a friend in crisis.

**CO-4:** the learner will be able to define criminology as the scientific study of the processes of the making of laws, breaking of laws and the reactions towards the breaking of laws. The scope of Criminology includes etiology of crime, prevention of crime, treatment of offenders, victimology and related areas such as juvenile justice, victim justice, cyber forensics etc.

### SYLLABUS

	Course Outlines	Lectures
Unit-1	1. Criminal Behaviour : Nature & Methods. Classification of Crime. 2. Causal Analysis of Crime : Biological, Psychological and Sociological Approaches	6
Unit-2	3. Special Offender Categories : Juvenile Delinquency. Crime against children and women. White Collar Crime, Cyber Crime	10
Unit-3	4. Homicide and Suicide. 5. Theories of Punishment : Retribution, Deterrence; Reformation of Criminal Behaviour	8

Unit-4	6. Psychological Measures in Correction of Crime :Behaviour Modification, Transactional Analysis, Rehabilitation in Family and Community, Psychological Reforms in Jail.	10
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Total- 34

### Suggested Readings:

- Fieldman, M.P. (1977). Criminal Behaviour : Psychological Analysis. London : Wiley.
- Reid, S.T. (1979). Crime and Criminology. NY : Holt, Rinehart and Winston.
- Trojanowicz, C. (1978). Juvenile Delinquency : Concepts and Controls. Englewood Cliffs : Prentice Hall.
- Abrahamsen, D. (1960). Psychology of Crime. NY : Columbia Univ. Press.
- Joshi, A.C. & Bhatia, V.B. (1981). Reading in Social Defence. Delhi : Wheeler Publishing.

### JOURNALS

- Operational Stress Levels and Adjustment-Neuroticism Among Police Personnel in Goa: [Hemangi Narayan Narvekar](#) & [Tina D'Cunha](#)
- A Psychometric Investigation into the Structure of Deception Strategy Use: [Iain Hamlin](#), [Paul J. Taylor](#), [Liam Cross](#), [Katharina MacInnes](#) & [Sophie Van der Zee](#)

### E-BOOKS

- **The Psychology of Criminal and Antisocial Behavior;**Victim and Offender Perspectives: *Wayne Petherick Grant Sinnamon*
- The Psychology of Crime, Policing and Courts : [Andreas Kapardis](#) (Editor), [David P.Farrington](#)