

**SYLLABUS
FOR**

**POST GRADUATE PROGRAM IN
PSYCHOLOGY**

**Choice Based Credit System
NEP-2020**

(With effect from Session 2022-23)



Department of Psychology
Faculty of Social Sciences
Mahatma Gandhi Kashi Vidyapith
Varanasi-221005

Department of Psychology

Mahatma Gandhi Kashi Vidyapith, Varanasi

Vision of the Department

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

Mission

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

Programme Specific Outcomes (POS) of various Courses in Psychology

After the completion of course students would-

- PSO1.** Develop the understanding of psychological science with special focus on conceptual and empirical approaches as well as Communicate, articulate and explain key concepts.
- PSO2.** Understand research methods, design and techniques of data collection.
- PSO3.** Critically evaluate information, issues and assumptions from different perspectives and apply scientific knowledge to solve problems
- PSO4.** Understand and apply appropriate quantitative and/or qualitative data analysis techniques and use statistical software also.
- PSO5.** Inculcate indigenous Indian psychological knowledge through scriptures.
- PSO6.** Apply psychology to diverse fields i.e.; organization behavior, health, counseling psychology, and clinical psychology etc.
- PSO7.** Understand and execute assessment tools related to psychological processes and attributes like personality, intelligence, aptitude etc.
- PSO8.** Identify, adhere and apply ethical principles to resolve ethical dilemmas.
- PSO9.** Practically impart psychological knowledge to intervene for mitigating psychological problems and promote positive behavior and well-being at individual, group, and social level.
- PSO10.** To cultivate and nurture sensibility and sensitivity various cross cutting issues like gender equity, environmental concerns, sustainable development goals, human values, innovative and entrepreneurship as well as employability skills among students.

Syllabus
Post-Graduation in Psychology
National Education Policy-2020

Choice Based Credit System (CBCS)

Definitions

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

Programme Objectives of Post Graduate in Psychology

Our programme envisions –

- To build a robust research-oriented theoretical basis in psychology that is in step with recent achievements in the field.
- To allow students to approach the curriculum in a creative, empirical, and ethical manner by combining conceptual repertoire and research methodologies from both quantitative and qualitative traditions.
- To provide students the chance to apply what they've learned in the classroom to real-world situations in order to foster a healthy relationship between academics and society.
- To develop a thorough understanding of diverse areas of psychology and to instil an ethical approach to research.
- To cultivate and nurture sensibility and sensitivity various cross cutting issues has also been included across the syllabi gender equity, environmental concerns, sustainable development goals, human values, innovative and entrepreneurship as well as employability skills among students.

Approach in Teaching- Learning Activities

- Interactive Lectures, Discussion, Tutorials, Reading assignments, Team teaching.
- Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical
- Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects.



Handwritten signatures of faculty members, including names like 'S. K. Singh' and 'Ranjit'.

Semester-wise Programme Structure in P.G. in Psychology

Major Course Code	Paper/Course	Paper Title	Internal + External= Total Marks	Load Allocation (L,T,P)	Credits
Year 1					
Semester-I					
MGKPSYPG101	Core	Perception, Attention and Memory	25+75=100	L-3,T-2,P-0	4
MGKPSYPG 102	Core	Research Design and Methodology	25+75=100	L-3,T-2,P-0	4
MGKPSYPG 103	Core	Classical Perspectives in Personality Theories	25+75=100	L-3,T-2,P-0	4
MGKPSYPG 104	Core	Basis of Neuropsychology	25+75=100	L-3,T-2,P-0	4
MGKPSYPG 105	Practical	Lab. Work	25+75=100	L-0,T-0,P-8	4
MGKPSYPG 106	Research Project	Research Proposal	-	L-0,T-4,P-4	4
Semester-II					
MGKPSYPG 201	Core	Learning, Language and Thinking	25+75=100	L-3,T-2,P-0	4
MGKPSYPG 202	Core	Motivational and Affective Processes	25+75=100	L-3,T-2,P-0	4
MGKPSYPG 203	Core	Modern Perspectives in Personality Theories	25+75=100	L-3,T-2,P-0	4
MGKPSYPG204A	Elective #	Advanced Statistics	25+75=100	L-3,T-2,P-0	4
MGKPSYPG204B		Advanced Neuropsychology		L-3,T-2,P-0	
MGKPSYPG205	Practical	Lab. Work	25+75=100	L-0,T-0,P-8	4
MGKPSYPG206	Research Project	Survey Report	25+75=100	L-0,T-4,P-4	4
MGKPSYPG 207	Open Elective * (Minor)	Foundations of Human Behaviour	25+75=100	L-3,T-2,P-0	4
Total Credit- Year 1					52
Year 2					
Semester III					
MGKPSYPG301	Core	Advanced Social Psychology	25+75=100	L-3,T-2,P-0	4
MGKPSYPG302	Core	Mental Disorders with Associated Criteria – I	25+75=100	L-3,T-2,P-0	4
MGKPSYPG303	Core	Fundamentals of Psychological Assessment	25+75=100	L-3,T-2,P-0	4
MGKPSYPG304A	Elective#	Psycho-diagnostic Techniques	25+75=100	L-3,T-2,P-0	4
MGKPSYPG304B		Organizational Behaviour		L-3,T-2,P-0	
MGKPSYPG305	Practical	Lab. Work	25+75=100	L-0,T-0,P-8	4
MGKPSYPG306	Research Project	Research Analysis and Report Writing	-	L-0,T-4,P-4	4
Semester IV					
MGKPSYPG401	Core	Mental Disorders with Associated Criteria – II	25+75=100	L-3,T-2,P-0	4
MGKPSYPG402	Core	Applied Social Psychology	25+75=100	L-3,T-2,P-0	4
MGKPSYPG403A	Elective#	Psycho-Therapeutic Techniques	25+75=100	L-3,T-2,P-0	4
MGKPSYPG403B		Indian Psychology		L-3,T-2,P-0	
MGKPSYPG404A	Elective#	Organizational Behaviour	25+75=100	L-3,T-2,P-0	4
MGKPSYPG404B		Rehabilitation Psychology		L-3,T-2,P-0	
MGKPSYPG405	Practical	Lab. work	25+75=100	L-0,T-0,P-8	4
MGKPSYPG406	Research Project	Dissertation	25+75=100	L-0,T-4,P-4	4
Total Credit (Year -2)					48
Grand Total for all 4 semesters					100

NOTE- * Open /Interdepartmental Elective (Minor) = For P.G. students of other faculty of the University
Students will opt any one of the subject electives (optional) based on area of specialization
L- Lecture, T- Tutorial, P- Practical
MAPPING of each course objective at the end of course
Internal assessment to be done by department level out of 25 marks (including Mid semester exam, assignment and attendance)

The image shows several handwritten signatures and names in blue ink. From left to right, there is a small signature, the name 'Sonal Kumari', a signature that appears to be 'A', the name 'Dypti', the name 'S.K. Singh', and the name 'Randeep'.

Guidelines for the evaluation of Dissertation

Internal Assessment					
Departmental Presentation	Communication and Presentation		Response to queries	Maximum Marks	Evaluated by
	5		5	10	Committee Member: 1. Head 2. Supervisor 3. One of Faculty Member
Dissertation	Plagiarism	Subject Matter Usage of Language	Publication/Presentation in Conference		
	5	5	5	15	
				25	
External Assessment					
External Examiner	Subject Matter			25	Committee Member: 1. Head 2. External Expert 3. Supervisor 4. VC Nominee
	25				
Viva Voce	Communication & Presentation		Response to queries		
	25		25	75	
Total				100	

S.K. Singh
 Anjali Jumanar
 Jumanar

Signature and Seal
Dr. Rashmi Singh
Head
 Department of Psychology
 M. G. Kashi Vidyapith
 VARANASI - 221002

M.A. Psychology Semester – I

Paper-I: Perception, Attention and Memory

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG101	Core	Perception, Attention and Memory	75+25=100	4

The course aims to provide creative spaces to the students to extend their knowledge to the world of practice.

Course Objectives

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

Unit –I

Origin and Current Status of Cognitive Psychology; Attention: Concept, Types, Selective Attention, Determinants, Models of Selective attention: Bottle neck Model, Sustained Attention –Determinants and Theories.

Unit –II

Perceptual Processes – Approaches to the Study of Perception – Gestalt, Behaviouristic and Physiological Approaches, Information Processing, approach, Perceptual Constancy – Size, Shape, Brightness, Depth Perception, Subliminal Perception, Perceptual Style, Role of Motivation and Learning in Perception, Figural After Effect.

Unit –III

Verbal Learning – Materials and Methods; Organizational Processes and Determinants.

Unit –IV

Memory – Encoding, Storage, Retrieval, Sensory Memory, Short-term Memory, (STM), Long-term Memory (LTM); Episodic and Semantic Memory. Developmental Processes: Memory Development, Rehearsal, Organization and Meta-memory.

Course Learning Outcomes

On completion of the course students will be able to-

1. To help learners understand the importance of these cognitive processes in everyday life and prepare competent psychologists who would excel in knowledge, orientation, and practice of cognitive psychology with high ethical standards and social relevance.
2. To familiarize students with some of the major approaches and perspectives in cognitive psychology,
3. To help learners understand the developmental aspects of perceptual processes.

- To explore the practical implications of cognitive processes in human performance.

Mapping

M.A. Psychology (Core: MGKPSYPG101)				
Course Outcomes	1	2	3	4
Mapping of course contents with course outcomes	Unit I-IV	Unit I-II	Unit II	Unit II-IV
Category	General			

Recommended Books:

- D'amato, M.R. (1972): Experimental Psychology: Methodology, Psychophysics and Learning. McGraw-Hill, New York.
- Hulse, S.H., Egeth, H. & Deese, J. (1980). The Psychology of Learning. (5th Ed.) McGraw Hill, Kogakusha.
- Matlin, M.W. (1983) Cognition, Holt, Rinehart & Winston Inc.
- Snodgrass, J.G. Levy, B.G. & Haydon, M. (1985). Human Experimental Psychology, Oxford University Press, New York.
- Bourne, L.E., Dominowski, R.L. & Loflus, E.F. (1979) Cognitive Processes, Prentice Hall, N.Y.
- Galotti, K.M. (1999). Cognitive Psychology in the Outside Laboratory. Thomson Asia, Mumbai.
- Matlin, M.W. (1985). Cognition (3rd Edition), Prism Book Pvt. Ltd., Bangalore.
- Snodgrass, J.G. et al., (1985). Human Experimental Psychology, Oxford University Press, New York.
- Katleen, M.G. (2009). Cognitive Psychology: Perception attention and Memory. CENGAGE Learning, Delhi.
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M.A. Psychology Semester– I

Paper –II: Research Design and Methodology

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG102	Core	Research Design and Methodology	75+25= 100	4

This course makes acquainted students with ‘research methodology and research design’ and focuses its application in psychological research

Course Objectives

By the end of this syllabus, students will be able to –

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

Unit – I

Nature of Research, Fact and Theory, Research Problem, Hypotheses, Types of Research, Preparation of Research Report, Sampling: Population and Sampling, Simple Random Sampling, Stratified Random Sampling, Cluster Sampling, Non-probability Sampling, Incidental/ Quota and Purposive Sampling.

Unit – II

Psychology Experiment: Conduction of Experiment, Variables and Control of Relevant Variables, Minimization of Error Variance, Merits and Demerits of Experiment Method: Laboratory and Field Experiments.

Unit – III

Methods of Observation and Data Collection: Interview and Interview Schedule, Objectivity and Objective Methods of Observations, Types of Objective Measures, Types of Objective Scales and Items, Choice and Construction of Objective Measures, Evaluation of Objective Tests and Scales.

Unit – IV

Research Designs: Meaning and Purpose, Within and Between- Group Designs- Single Group and Single Subject Designs, Randomized Groups Designs, Matched Groups Designs, Latin Square Designs, Factorial Designs, Repeated Design, Non and Quasi – Experimental Designs: One Group Design; Non-equivalent and Control Group Designs; Interrupted Time – Series Designs; Multiple Time- Series designs.

Course Learning Outcomes:

Students have –

1. learnt the conceptual framework and overall process of research and designing psychological research established the understanding to plan a research study in the field of psychology

Mapping

M.A. Psychology (Core: MGKPSYPG102)	
Course Outcomes	1
Mapping of course contents with course outcomes	Unit I-IV
Category	Applied/Skill

Books Recommended

1. Kerlinger F.N.(1983). Foundations of Behavioural Research, Surjeet Publication, Delhi.
2. McGuigan, F.J.(1968). Experimental Psychology – A Methodological Approach, Prentice Hall, N.J.
3. Brown C.W. & Ghiselli, E.E.(1965). Scientific Methods in Psychology, McGraw-Hill, N.Y.
4. Black, T.R. (1988). Quantitative Research Design for Social Science. Thousand Oaks: Sage.
5. Edwards, A.L.(1976). Experimental Design in Psychology Research, Amerind Publication, New Delhi.
6. Newman, W.L.(1991). Social Research Methods: Qualitative and Quantitative Methods, Boston: Allyn & Bacon.
7. Tripathi, L.B. (1985). Psychology Research Methods, Har Prasad Bhargav, Agra
8. Broota, K.D.(1992). Experimental Design in Behavioural Research, Wiley Eastern, New Delhi.
9. Heman, G.W. (1995). Research Methods in Psychology, Houghton Mifflin Company, Boston, Illinois, New Jersey.
10. Winer, B.J.(1961). Experimental Design in Psychology Research, McGraw Hill.

Paper – III: Classical Perspectives in Personality Theories

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 103	Core	Classical Perspectives in Personality Theories	75+25=100	4

Course Objectives

By the end of this course, students will learn –

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

Unit - I

Personality: Nature and Scope, Various Theoretical Approaches to Personality, Determinants of Personality: Biological and Physiological; Psychological, Environmental (Social, Educational, Family and Cultural).

Unit - II

Psychoanalytic Theory: Freud's Psychoanalytic Theory. Jung's Analytic Theory, Adler's Individual Theory.

Unit - III

Neo- Freudian and Post – Freudian Approaches: Horney, Erich Fromm, Erikson and Sullivan.

Unit - IV

Eastern Personality Theory: Personality in Upanishads, Yoga Theory of Personality, Abhidhamm Theory of Personality, Transpersonal Psychology.

Course Outcome

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

Mapping

M.A. Psychology (Core: MGKPSYPG103)		
Course Outcomes	1	2
Mapping of course contents with course outcomes	Unit I-IV	Unit I-IV
Category	Applied/Skill	

Books Recommended:

1. Liebert, R.M. & Spiegler, M.D. (1994). Personality: Strategies and Issues. Pacific Grove. California: Brooks/Cole Publishing Company.
2. Biscoff, L.J. (1970). Interpreting personality theories. New York: Harper & Roe.
3. Hall, C.S. & Lindzey, G. (1978). Theories of personality, 3rd Ed. New York: J. Wiley & Sons.

4. H;elle, L.A., & Zeigler, D.J. (1991). Personality theories: Basic assumptions, research & applications, 2nd Ed. International Student Edition. McGraw Hill, International Book Co.
5. Pervin, L.A. (1975). Personality: Theory, assessment and research, 2nd Ed. New York, Wiley International ed.
6. Sahakian, W.S. (1965). Psychology of Personality: Readings in theory. Chicago: Rad Mc-Nally College Publication Co.
7. Magnusson, D., Endler, N.S. (1977). Personality at Crossroads. New Jersey, Hillsdale: Lawrence Erlbaum Associates.
8. Calvin S. Hall Gardner Lindzey John B. Campbell (2007). Theories Of Personality 4th Edition, Publisher: Wiley India Pvt Ltd.
9. Barbara Engler (2008). Personality Theories / Edition 8.
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Paper – IV: Basics of Neuropsychology

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 104	Core	Basis of Neuropsychology	75+25=100	4

This course familiarizes the students with the basic neurological functioning and with methods of neuropsychology.

Course Objectives

By the end of this syllabus, students will be learning about –

1. the functioning of sensory systems,
2. neural processes,
3. nature of various mental functioning and structure of nervous system, and
4. the methods of neuropsychology.

Unit I

Sensory systems: General and specific sensations, receptors and processes. Vision-- Structure and Function of Eye, Theories of Colour Vision; Audition -- Structure and Function of Ear, Theories of Pitch Perception.

Unit II

Neurons: Structure, functions, types, neural impulse (Resting Membrane Potential, Action Potential, Generation and Conduction of Neural Impulse through Axon); synaptic transmission: Excitatory Post-Synaptic Potential (EPSP) and Inhibitory Post-Synaptic Potential (IPSP). Neurotransmitters.

Unit III

The Central and Peripheral Nervous Systems – Structure and functions. Neuroplasticity. Lateralization of Brain Functions.

Unit IV

Methods of neuropsychology: Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. Non-invasive methods – EEG, Scanning methods.

Students' Learning Outcomes

Students have learnt –

1. the functioning of sensory systems, neural processes, nature of various mental functioning and structure of nervous system, and
2. the methods of neuropsychology.

Mapping

M.A. Psychology (Core: MGKPSYPG104)		
Course Outcomes	1	2
Mapping of course contents with course outcomes	Unit I- III	Unit IV
Category	Applied/Skill	

Reading materials

1. Carlson, N. R. (2005) Foundations of Physiological Psychology. 6th Edition, Pearson Education.
2. Pinel, J.P. (2006) Biopsychology. 6th Edition, Pearson Education.
3. Leukal, F. (1976) Introduction to Physiological Psychology. C.V. Mosby Co.
4. Levinthal, C.F. (1990) Introduction to Physiological Psychology. 3rd Edition, Prentice-Hall.
5. Morgan, C.T. (1985) Introduction to Physiological Psychology. McGraw-Hill
6. Levitt, P.C. (1980) Physiological Psychology.
7. Kalat, J. W. (2010) Biopsychology. Cengage Learning India Pvt. Ltd.
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Paper V –Practical

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 105	Practical	Lab. work	75+25=100	4

Course Objectives

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

Course Outcome

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

Research Project

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 206	Research Project	Research Proposal	75+25=100	4

Course Objective

1. To develop a research proposal and defend both the theoretical and methodological choices, including sampling and measurement.
2. To recognize the value of research ethics and incorporate it into the research process.
3. To evaluate and criticize a journal article that employs one of the field's primary research methods.
4. To create an effective questionnaire that incorporates a variety of different types of survey questions.
5. To create a good research proposal that will act as the springboard for the next semester study he/she will perform.

Course Outcome

Students have learnt writing a scientific research proposal. Each student has to learn to identify a research problem, outline the objective and hypothesis, select the sampling method and sample, do the related review of literature, figure out the data collection tools under the supervision of the guide/proposal supervisor faculty of the department and submit the proposal at the end of the semester for evaluation. Students will learn writing the research proposal for conducting the study.

M.A. Psychology Semester– II
Paper-I: Language, Learning and Thinking

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 201	Core	Language, Learning and Thinking	75+25=100	4

Course Course Objectives

The objective of this course is to provide an in-depth exploration of human cognition and understanding these processes will therefore give the students a holistic view of some important concepts of cognitive psychology and help students understand cognitive psychology better.

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

1. understand normal mental processes and their relationship to brain, mind and behavior.
2. understand fundamental concepts related to language
3. explore meaning and theories of learning
4. learn basic conceptual understanding of thinking and concept formation

Unit –I

Language – Comprehension and Structure, Constituent Structure Transformational Grammar Speech Perception, Characteristics of Language Production, Social context, Speech Errors.

Unit –II

Learning: Introduction, Nature of Learning Theories, Laws of learning, Problems and issues, determinants of learning, applications of learning research. Learning theories: Pavlov classical conditioning, Skinner instrumental conditioning, Bandura observational learning; Drive Reduction Theories: Hull, Spence, Miller; Current status of research and applications; Cognitive Theories: Tolman, Gestalt theories- Kohler, Koffka, Current status of research and applications; Lewin's Field Theory

Unit –III

Concept Formation – Nature, Characteristics, Types, Conceptual and Strategies, Conceptual Rules and their Learning, Lewine's Hypothesis Testing Theory.

Unit –IV

Thinking: Nature, Types, Role of Language, Set and Images in Thinking, Theories of Thinking: Central and Peripheral, Piaget's Theory.

Course Outcome:

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

Mapping

M.A. Psychology (Core: MGKPSYPG201)		
Course Outcomes	1	2
Mapping of course contents with course outcomes	Unit I-II	Unit III-IV
Category	Applied/Skill	

Books Recommended –

1. Matlin, M. (2016). Cognition. Holt, Rinehart & Winston. N.Y.
2. Best, J.B. (1999) Cognitive Psychology, Wadsworth, N.Y.
3. Bourne, L.E. Dominowski, R.I. Elizabeth F.L. (1999), Cognitive Processes, Prentice Hall Inc., N.J.
4. Stenberg, R. J. (2011). Cognitive Psychology. Thompson Walsworth, Australia Spain, United States.
5. Reisenberg, D. (2006). Cognitive Psychology: Exploring the science of the mind. W.W. Northon & Company. New York, London.
6. Olson H. Mathew and Hergenbahn B R (2010) An introduction to the theories of learning (8th Ed.). PHI Learning Private Limited, New Delhi.
7. Dave Meier, Accelerated learning handbook. McGrawHill, 2013
8. Domjan Michael (2010) The Principles of Learning and Behavior (7thEd.) Wadsworth, Cengage Learning.
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M.A.II Semester

Paper-2:Motivation and Affective Processes

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 202	Core	Motivation and Affective Processes	75+25=100	4

Course Objectives

The objective of this course is to provide an in-depth exploration of motivation and emotion and Meta cognition. Understanding these processes will therefore give the students a holistic view of some important concepts of motivation, emotion and help students know and understand the emerging concept of meta cognition.

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

1. understand normal motivational concepts and some important theories of motivation
2. understand fundamental concepts and theories of emotion
3. learn meaning of emotion regulation and concept of emotional intelligence
4. learn basic conceptual understanding of meta cognition

Unit – I

Motivation– Concept of Motivation, Theories of Motivation – Maslow Theory of Hierarchy of needs, Alderfer's ERG Theory, McLelland's achievement Motivation Theory, Herzberg's two factor theory, Importance of Motivation in Psychology.

Unit – II

Emotion– Concept, Structure and Theories of Emotion, Evolutionary Theory, James - Lange Theory, Cannon – Bard Theory, Schachter – Singer Theory, Cognitive – Appraisal Theory, Types of Emotion, Influence of Emotion on Learning and Memory.

Unit – III

Emotional Regulation – Concept and Definition of Emotional Regulation, Types of Emotional Regulation, Skill of Emotional Regulation, Emotional Intelligence – Concept and Models of Emotional Intelligence.

Unit – IV

Meta Cognition – concept of Meta Cognition, S-REF Model of Meta Cognition, Component of Meta Cognition, Social Meta Cognition, Strategies of Meta Cognition.

Course Outcome

1. At the end of this course students are able to recognize and describe various concepts of motivation and emotion
2. Students are able to understand the concepts and importance emotion regulation, nature concept and strategies of meta cognition

Mapping

M.A. Psychology (Core: MGKPSYPG202)		
Course Outcomes	1	3
Mapping of course contents with course outcomes	Unit I-II	Unit III-IV
Category	Applied/	

Recommended Books

1. Beek, R.C, (1983) Motivation: Theories and Principles. Prentice Hall
2. Weiner, B (1996) Human Motivation: Metaphors, Theories and Research.
3. Misra, G. (Eds.)(2009) ICSSR Survey of Advance in Research Psychology in India.
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Paper – III: Modern Perspectives in Personality Theories

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG203	Core	Motivation and Affective Processes	75+25=100	4

Course Objectives

By the end of this course, students will be able to learn –

1. the trait approaches to personality,
2. the humanistic approaches to personality,
3. the phenomenological and cognitive theories to personality,
4. the behavioural approaches to personality.

Unit – I

The Dispositional Approach: Allport's Trait Approach, Cattell's Trait Approach, Eysenck's Type Approach, Big Five-Factor Model of Personality.

Unit – II

Humanistic Approaches: Murray's Need Theory, Need for Achievement- McClelland - Atkinson Approach, Maslow's Hierarchical Theory of Human Motivation.

Unit – III

Phenomenological Theory and Cognitive Theory: Kelly's Personal Construct Theory, Roger's Self Theory, Lewin's Field Theory, Seligman's Explanatory Styles, Mischel's Cognitive-Behavioural Theory.

Unit-IV

Radical Behaviorism of Skinner; Social Learning Theories - Miller and Dollard Theory, Rotter's Theory, Bandura's Theory. Kohlberg's theory of Moral development.

Course Outcome

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

Mapping

M.A. Psychology (Core: MGKPSYPG203)				
Course Outcomes	1	2	3	4
Mapping of course contents with course outcomes	Unit 1-4	Unit I-II	Unit II	Unit II-IV
Category	GENERAL			

Books Recommended:

1. Liebert, R.M. & Spiegler, M.D. Personality: Strategies and Issues. Pacific Grove. California: Brooks/Cole Publishing Company.
2. Biscoff, L.J. (1970). Interpreting personality theories. New York: Harper & Roe.

3. Hall, C.S. & Lindzey, G. (1978). Theories of personality, 3rd Ed. New York: J. Wiley & Sons.
4. Hjelle, L.A., & Zeigler, D.J. (1991). Personality Theories: Basic Assumptions, Research and Applications, 2nd Ed. International Student Edition. McGraw Hill, International Book Co.
5. Pervin, L.A. (1975). Personality: Theory, assessment and research, 2nd Ed. New York, Wiley International ed.
6. Sahakian, W.S. (1965). Psychology of personality: Readings in theory. Chicago: Rad Mc-Nally College Publication Co.
7. Magnusson, D., Endler, N.S. (1977). Personality at crossroads. New Jersey, Hillsdale: Lawrence Erlbaum Associates.
8. Calvin S. Hall Gardner Lindzey John B. Campbell (2007). Theories Of Personality 4th Edition, Publisher: Wiley India Pvt Ltd.
9. Barbara Engler (2008). Personality Theories / Edition 8.
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Paper IV(A): Elective - Advanced Statistics

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 204A	Elective	Motivation and Affective Processes	75+25=100	4

This course makes acquainted students with ‘statistics’ and focuses its application of statistics in psychological research

Course Objectives

By the end of this syllabus, students will be able to –

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

Unit – I

Inferential Statistics – Parametric and nonparametric; univariate, bivariate and multivariate statistics; Data Screening and perpetration for statistical analysis.

Unit – II

Statistical Methods in Experiment Design: Hypothesis testing: Chi-Square test, 't – test (Correlated and Uncorrelated Means), One – way and two- way Analysis of Variance, Post-hoc Mean Comparisons (Duncan's Range Test, Newman-Keuls Test, Tukey and Scheffe Tests).

Unit – III

Advanced Correlation Methods: Measures of Association, Point-Bi Serial Correlation, Biserial Coefficient of Correlation, phi-coefficient. Non-parametric Statistical Methods: Kruskal- Wallis one way ANOVA, U-TEST, U-test, Wilcoxon's Matched pair Sign Rank Test.

Unit – IV

Introduction to Factor Analysis (Exploratory and Confirmatory Factor Analysis). Principal Component, Rotation: Orthogonal and Oblique. Multiple Regression (Linear, step-wise and Logistic).

Students' Learning Outcomes

Students have –

1. learnt the assumptions and applications of statistics in psychological research
2. learnt to use to select an appropriate statistical test to answer a research question

Mapping

M.A. Psychology (Core: MGKPSYPG204A)		
Course Outcomes	1	3
Mapping of course contents with course outcomes	Unit I-IV	Unit I-IV
Category	Applied/Skill	

Books Recommended:

1. Kerlinger F.N.(1983). Foundations of Behavioural Research, Surjeet Publication, Delhi.
2. McGuigan, F.J.(1968). Experimental Psychology – A Methodological Approach, Prentice Hall, N.J.
3. Brown C.W. & Ghiselli, E.E. (1965). Scientific Methods in Psychology, McGraw-Hill, N.Y.
4. Black, T.R. (1988). Quantitative Research Designs for Social Science. Thousand Oaks:Sage.
5. Edwards, A.L. (1976). Experimental Design in Psychological Research, Amerind Publication, New Delhi.
6. Newman, W.L. (1991). Social Research Methods: Quantitative and Qualitative Methods,Boston: Allyn & Bacon.
7. Tripathi, L.B. (1985). Psychological Research Methods, Har Prasad Bhargav, Agra.
8. Broota, K.D. (1992). Experimental Design in Behavioural Research, Wiley Eastern, NewDelhi.
9. Heman, G.W. (1995). Research Methods in Psychology, Houghton Mifflin Company, Boston, Illinois, New Jersey.
10. Winer, B.J. (1961). Experimental Design in Psychological Research, McGraw Hill

Paper- IV (B)- Elective: Advanced Neuropsychology

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 204B	Elective	Advanced Neuropsychology	75+25=100	4

This course familiarizes the students with the muscular and glandular systems, biological basis of motivation and emotion, and behavioural genetics.

Course Objectives

By the end of this syllabus, students will be learning about –

1. types and functions of muscular and glandular systems,
2. biological bases of motivation and emotion, and
3. basics of behavioural genetics.

Unit I

Muscular and Glandular system: Types and functions. Pituitary, Pineal, Thyroid, Thymus, Adrenal Glands, Pancreas and Gonads (Ovaries and Testis)

Unit II

Biological basis of Motivation: Hunger, Thirst, and Sex. Eating Disorders: Anorexia nervosa, Bulimia nervosa, Binge Eating Disorder.

Unit III

Biological basis of emotion: The Limbic system, Hormonal regulation of behavior. Memory: Anatomy of Human Memory, Retrograde Amnesia and Consolidation Hypothesis, Neurophysiological Basis of Memory. Sleep. Sleep Disorders: REM Sleep Disorder, Insomnia, Hypersomnia and Parasomnias

Unit IV

Genetics and behavior: Chromosomal anomalies; Sex-linked and Sex-limited Genes; Nature-Nurture controversy [Twin studies and adoption studies]

Course Outcome

Students have –

1. learnt the types and functions of muscular and glandular systems,
2. biological bases of motivation and emotion, and basics of behavioural genetics.
3. developed the ability to understand the applications of neuropsychology.

Mapping

M.A. Psychology (Core: MGKPSYPG204B)			
Course Outcomes	1	2	3
Mapping of course contents with course outcomes	Unit I	Unit II, III, IV	Unit I-IV
Category	Applied/Skill		

Reading Materials

1. Carlson, N. R. (2005) Foundations of Physiological Psychology. 6th Edition, Pearson Education.
2. Pinel, J.P. (2006) Biopsychology. 6th Edition, Pearson Education.
3. Leukal, F. (1976) Introduction to Physiological Psychology. C.V. Mosby Co.
4. Levinthal, C.F. (1990) Introduction to Physiological Psychology. 3rd Edition, Prentice-Hall.
5. Morgan, C.T. (1985) Introduction to Physiological Psychology. McGraw-Hill.
6. Levitt, P.C. (1980) Physiological Psychology.
7. Kalat, J. W. (2010) Biopsychology. Cengage Learning India Pvt. Ltd.
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Practical

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 205	Practical	Lab. work	75+25=100	4

Course Objectives

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

Course Outcome

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

Research Project

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 206	Research Project	Survey Report	75+25=100	4

Course Objectives

Students will collect the empirical data of the study being proposed by them and submit a report/dissertation for evaluation..

Outcome

Students have learnt the techniques for data collection, learn report writing and could learn how to handle issues.

M.A. III Semester

Paper-1: Advanced Social Psychology

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 301	Core	Advanced Social Psychology	75+25=100	4

Course Objectives

This course will enable the students to –

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

Unit-I

Introduction: Basic and Applied Social Psychology. Theoretical Approaches – Biological, Social Learning, Cognitive and Psychoanalytic; Methods of Studying Social behaviour: Experimental Method, Correlation Study, Survey and Field Studies.

Unit – II

Social Perception and Cognition: (a) Person Perception, Impression Formation, (b) Self Perception and Impression Management, (c) Attribution: Internal and External Factors. Theories of Causal Attribution (Kelly), Correspondence Inference Theory, Attribution of Success and Failure. Attributional Biases, Recent trends.

Unit – III

Interpersonal Attraction and Aggression: Nature, Measures, Antecedent and Conditions; Determinants – Physical Attractiveness, Similarity, Reciprocity. Ability Theories – Reinforcement, Similarity and Exchange; Aggression and Violence: Conceptual issues and theoretical explanations; Determinants; Interpersonal and intergroup forms of aggression; Strategies for reducing aggression and violence.

Unit – IV

Social Attitudes: Definitions, Components, Formation and maintenance of attitudes. Measurement of attitudes, Theories of attitude changes, Changing other's behaviour, Group Dynamics, Effect of Group on Behaviour - Social Facilitation, Social Loafing, Risky Shift, Deindividuation and Crowd Behaviour. Leadership – Emergence, Style and Theories.

Students' Learning Outcomes

Students have learnt –

1. How social psychology is used in applied settings to understand and ameliorate social problems and situations in everyday life such as interpersonal and group relations.
2. To describe and assess the basic psychological theories, principles, and concepts explaining social cognition, attitude formation, decision making, group processes, pro-social behavior, aggression
3. To explain how human behavior is influenced by such social factors as groups, authority figures, in-group bias, gender roles, cognitive dissonance, etc.
4. To predict the outcomes of various social situations through application of social psychology principles (for example, attributions, cognitive dissonance, in-group/out-group behavior, etc.).

Mapping

M.A. Psychology (Core: MGKPSYPG301)				
Course Outcomes	1	2	3	4
Mapping of course contents with course outcomes	Unit I	Unit II	Unit III	Unit IV
Category	Applied/Skill			

Books recommended –

1. Baron, R.A. & Byrne, D.P. (1987). Social Psychology, Fifth Edition, Prentice Hall (India): New Delhi.
2. Feldman, R.S. (1985). Social Psychology: Theory, Research and Applications, McGraw Hill: New Delhi.
3. Donerstein, M.B. & Donerstein, E. 1. (1984) Social Psychology.
3. Roy, F. Baumeister and Brad Bushman (2009). Fundamentals of social psychology. CENGAGE Learning, Delhi. 19
4. John D. Delamater and Daniel J. Myers (2009): Text book of social psychology. CENGAGE Learning, Delhi.

Paper- II: Mental Disorders with Associated Criteria – I

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 302	Core	Mental Disorders with Associated Criteria – I	75+25=100	4

Understanding the nature and causes of various mental diseases is the focus of this paper. The topic and problems within the field of psychopathology surround us every day. The issues of psychopathology capture our interest, demand our attention, trigger our concern and compel us to raise certain questions about distinct human behavior. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

Course Objectives

By the end of this syllabus, students will be able to –

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

Unit – I

Introduction: Meaning and Definition of Abnormal Behaviour; Approaches of Study in Psychopathology: Biological Approach – Brain and Behaviour, Biological Factors (Neurotransmitters, Hormones, Genetic, Constitutional, Brain Dysfunction, Physical Deprivation); Psychosocial Approaches - Psychodynamic, Behavioural, Cognitive, and Humanistic Perspective.

Unit – II

Current Psychiatric Classifications- DSM-V & ICD-11. Schizophrenia Spectrum and Other Psychotic Disorders: Clinical picture, Differential diagnosis, epidemiology, Aetiology- Delusional Disorder. Brief Psychotic Disorder. Schizophreniform Disorder. Schizophrenia. Schizoaffective Disorder. Catatonic Disorder.

Unit – III

Depressive Disorders: Clinical picture, Differential diagnosis, epidemiology, Aetiology - Disruptive Mood Dysregulation Disorder. Major Depressive Disorder. Persistent Depressive Disorder (Dysthymia). Premenstrual Dysphoric Disorder. Bipolar and Related Disorders: Bipolar I Disorder. Bipolar II Disorder. Cyclothymic.

Unit – IV

Anxiety Disorders: Clinical picture, Differential diagnosis, epidemiology, Aetiology - Separation Anxiety Disorder. Selective Mutism. Panic Disorder. Generalized Anxiety Disorder. Specific Phobia. Social Anxiety Disorder (Social Phobia). Agoraphobia. Obsessive-Compulsive and Related Disorder: Obsessive-Compulsive Disorder. Body Dysmorphic Disorder. Hoarding Disorder. Trichotillomania (Hair-Pulling Disorder). Excoriation (Skin-Picking) Disorder meaning, and Diagnostic Criteria.

Students' Learning Outcomes

Students have –

1. Classification, diagnosis and an integrative approach to Psychopathology,
2. Anxiety Disorders; Trauma and Stressor-Related and Obsessive-Compulsive and Related Disorders,
3. Mood disorders and suicide
4. Developed the understanding to plan a research study in the field of Psychopathology.

Mapping

M.A. Psychology (Core: MGKPSYPG302)				
Course Outcomes	1	2	3	4
Mapping of course contents with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4
Category	Applied/Skill			

Reading material:

1. Carr, A. (2001). Abnormal Psychology. Psychology Press.
2. Davison, G.C., & Neale, J.M. (1986). Abnormal psychology: An experimental clinical approach. New York: John Wiley & Sons.
3. David H. Barlow, V. Mark Durand (2015). Abnormal Psychology: An Integrative Approach. Cengage Learning
4. Eysenck, H.J. (2005). Handbook of Abnormal Psychology. Pitman Medical Publishing Co. Ltd., London.
5. Griez, Eric J. L., Faravelli, Carlo, Nutt David & Zohar Joseph (2002) – Anxiety Disorders – An Introduction to Clinical Management and Research, John Willey & Sons Inc, USA.
6. Diagnostic and statistical manual of mental disorders: DSM-5. — 5th ed (2013). American Psychiatric Association, Washington, DC London, England.
7. Dignostic and Statitital Manual of Mental Disorders – IV- Text Revision (DSM-IV-TR) (2000). American Psychiatric Association. Tapee Brothers Medical Publishers (P) Ltd.
8. Carson, R.C., Butcher, J.W., Mineka, S., Hooley, J.M. 9th Edition (2012). Abnormal Psychology, Pearson Education Inc.
9. Sadock, B.J. and Sadock, V.A. (2003). Synopsis of Psychiatry, Lippincott Williams & Wilkins.
10. Barlow, D.H. and Durand, V.M. (2005). Abnormal Psychology: an Integrated Approach, Wadsworth.
11. Sarason, I.G. and Srason, B.R. (2002). Abnormal Psychology, Pearson Education Asia.
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Paper III - Fundamentals of Psychological Assessment

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 303	Core	Fundamentals of Psychological Assessment	75+25=100	4

This course makes acquainted students with ‘statistics’ and focuses its application of statistics in psychological research

Course Objectives

By the end of this syllabus, students will be able to –

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

Unit - I

Psychology Testing: Nature, Present uses, Test Administration, Rapport, Test Anxiety, Construction of test: Selection of items, Items analysis- Item difficulty, discrimination power.

Unit - II:

Reliability: Concept, Stability and Consistency of Measures, Types-Test-retest, Split-half and Parallel Form. Affecting Reliability. Validity: Concept, Content validity, Criterion Related Validity, Estimation of Validity, Factors Affecting Validity. Norms: Concept, Types – Development of Norms, Age Norms, Grad Norms, Intergroup Norms, Reliability of Norms.

Unit - III:

Intelligence Testing: Nature, Theories of Intelligence – (Spearman, Thurston, Guilford, Cattell). Information Processing Approach and pass Model, Speed and Power Tests, Individual and Group Tests, Verbal and Performance Tests and – cultural tests. Personality Testing: Concept of personality tests (Inventory, questionnaire), Projective Techniques – Problems of Reliability and Validity of Projective Tests.

Unit - IV:

Tests of Special Abilities: Aptitude testing, Occupational testing, Clinical testing, Educational testing, Ethical aspects: User's Qualification, Confidentiality, Communication of Results, Invasion of Privacy, Civil Rights of Minority, Evaluation of Tests.

Course Outcome

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

Mapping

M.A. Psychology (Core: MGKPSYPG303)	
Course Outcomes	1
Mapping of course contents with course outcomes	Unit I-IV
Category	Applied/Skill

Books Recommended:

1. Guilford, J.P. (1954). Psychometric Methods, Tata McGraw Hill, India.
2. Freeman, F.S. (1962). Theory and Practice of Psychological Testing. Oxford and IBH Pub. Co., New Delhi.

3. Payne, D.A. & McMorries, R.F. (1972). Educational and Psychological measurement. Oxford and IBH Pub. Co. New Delhi.
4. Anastasi, A. (1983), Psychological Testing (5th Ed.) N.Y. McMillan.
5. Nunally, J.C. (1979). Psychometric Theory (2nd Ed.) Tata McGraw Hill, India.
6. Ciminaro, A.R. (1984). Handbook of behavioural assessment, New York: John Wiley.
7. Miller, D.C. (1991). Handbook of research design and social measurement, London: Sage.
8. leung, F.T.L. & Austin, J.T. (1996). The psychology research handbook, London: Sage.
9. Nunnally, J.C. (1978). Psychometric Theory. Tata McGraw Hill Pub. Co. Ltd. New Delhi.
10. Kaplan, R.M. and Saccuzzo, D.D. (2007): Psychological Testing. Thompson- Wordsworth. Australia, Spain. United States.
11. Eysenck, M.W. (2004): Psychology: An Introductory Psychology. Press: Taylor & Francis Group. Hove and New York.
12. Test Measurement & Research Method in Behavioural Sciences: Bharti Bhawan, Patna.

PAPER - IV (A) Psychodiagnostics Techniques

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 304A	Elective	Psychodiagnostic Techniques	75+25=100	4

Course Objectives

1. To understand the concept nature and scope of Clinical Psychology.
2. To gain the knowledge about Training and Education of Clinical Psychology.
3. To gain the knowledge of Clinical Assessment and Psychometric Testing.
4. To get the knowledge of Community Psychology.
5. To get the knowledge regarding role of clinical Psychologist in Mental Hospitals, Educational Institutions, Child guidance Clinic, Vocational guidance Center, Jail & Reformatories and Industries.

Unit – I

Clinical Psychology – Definitions; Nature and Scope, Role of Clinical Psychologists in Mental Hospitals, Educational Institutions, Child guidance Clinic, Vocational guidance Center, Jail & Reformatories and Industries, Training and Education of Clinical Psychology, Development of Clinical Psychology in India, Mental Health: Concept, Components, Intervention Models – Clinical Model, Community Model and Social Action Modal.

Unit-II

Clinical Assessment – Nature and Purpose of Clinical Assessment, Techniques of Clinical Assessment; Case Study, Mental status Examination. Clinical interview – Purpose, Types, Stages and Clinical Utility and limitations, Mental Deficit, Deterioration Index, Scatter Analysis, Wechsler Adult Intelligence Test, Raven's Colored, Standard and Advance Progressive Matrices.

Unit-III

Clinical Assessment of Personality – MMPI-II and Big Five, Projective Techniques: Characteristics, Classification of Projective Techniques, Rorschach Test – Material, Interpretation, Reliability, Validity, Clinical Utility, Limitations. TAT- Interpretation of the Stories, Evaluation, Reliability, Validity, Clinical Utility and Theoretical Basis.

Unit-IV

Community Psychology: Meaning & Historical Development of Community Psychology, Principal of community Psychology, Importance Concept of Community Psychology: Concept of community Mental Health & Concept of Prevention, Methods of Community Intervention: Crisis intervention, Consultation Mental Health Education, Utilization of the Services of Non-Professionals, Community Mental Health Program in India.

Course Outcome

1. Through this paper student will be better understand the concept of clinical Psychology
2. will gain the knowledge regarding training and education of clinical Psychologist.
3. Students will be also gaining the training & skill in Psychometric testing.
4. Students will be able to do the clinical assessment and generate clinical profile of the patient.

Mapping

M.A. Psychology (Core: MGKPSYPG304A)				
Course Outcomes	1	2	3	
Mapping of course contents with course outcomes	Unit I-IV	Unit I-IV	Unit I-IV	Unit I-III
Category	Applied/Skill			

Recommended Books

1. Korchin, S.J. (1976). Modern Clinical Psychology. CBS Publication, Delhi.
2. Weiner, I.B. (1974), Clinical Methods in Psychology.
3. Goldenbern. H. (1983). Contemporary Clinical Psychology (2nd Ed.) New York.
4. Wolman, B.B. (1978). Clinical Diagnosis of Mental Disorders: A Handbook. N.Y. Plenum.
5. Nietzel, M.T. Bernstein, D.A. & Misich, R (1998). Introduction of Clinical Psychology (5th Ed.). New Jersey: Prentice Hall.
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Paper IV(B)- Organizational Behaviour

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 304B	Elective	Organisational Behaviour	75+25=100	4

Course Objectives

By the end of this course, students will be able to learn –

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

Unit I

Introduction of Organizational Behaviour, Historical background of Organizational Behaviour: The Hawthorne studies Definition of Organizational Behaviour, frame work of Organizational Behaviour: Cognitive Frame work, Behaviourtic framework and Social cognitive framework; Management and Organizational Behaviour: Management roles, management skills, effective versus successful; Field of Organizational Behaviour: Psychology, Sociology, Anthropology and Economics; Challenges and Opportunities in modern era: Economic pressure, Continuing Globalization Workfare and Demographics.

Unit II

Personality: Meaning of Personality; Personality frame work: The Myers-Briggs Type Indicator (MBTI), the Big five personality model, Person situation Interaction; Job satisfaction: Meaning of job satisfaction and influences on job satisfaction; Outcome of job satisfaction: job performance, Organization citizenship behaviour, customer satisfaction and life satisfaction; Role of Personality.

Unit III

Motivation: Definition, Basic Motivation process: Primary motives, Secondary Motives and Intrinsic versus extrinsic Motives; Theories of Motivation: need Hierarchy theory, two factor theory of Herzberg, McClelland's Need Theory, Expectancy theory, Equity Theory of work Motivation, Motivational Application Through Job Design: Job rotation, Job Enlargement and Job enrichment. Power and Politics in organization: Power in Organization, Types of power, lower-level employee power.

Unit IV

Positive Organizational Behaviour, Positive Psychology self-efficacy or confidence: Meaning and Background of Efficacy, self-efficacy power and impact, Implementation of self -efficacy in the workplace; Role and dimension of optimism in Organizational Behaviour, Positive Constructs in Organizational Behaviour: Subjective will Being and its background, Emotional Intelligence and Role of Intelligence.

Course Outcome

Students have learnt –

1. the brief overview of organizational behaviour,
2. the meaning and framework of personality and the concept of job satisfaction,
3. the role of motives at workplace, and
4. how to practice positive organizational behaviour at workplace.

Mapping

M.A. Psychology (Core: MGKPSYPG304B)				
Course Outcomes	1	2	3	4
Mapping of course contents with course outcomes	Unit I	Unit II	Unit III	Unit IV
Category	Applied/Skill			

Recommended Books:

1. Luthans, F. (2002). Organisational Behaviour. (9th ed). NY: McGraw- Hill International edition.
2. Robbins, S.P. (2013). Organisational Behaviour. (15th ed). New Delhi: Prentice Hall of India Private Ltd.

Paper V – Practical

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 305	Practical	Lab Work	75+25=100	4

Course Objectives

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

Course Outcome

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

Research Project

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 306	Research Project	Result Analysis and Report Writing	75+25=100	4

Course Objective

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

Course Outcome

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

Semester-IV

Paper - I: Applied Social Psychology

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 401	Core	Applied Social Psychology	75+25=100	4

Course

Objectives

This course will enable the students –

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

Unit I

Traditional and recent trends in social psychology: Approaches to the study of social behaviour. General framework of applied social psychology. Social disadvantage and deprivation: Disadvantaged and deprived groups, indicators and measurement, psychological consequences, remedial and intervention programmes.

Unit II

Environmental issues: Noise, pollution and atmospheric conditions; Density and crowding; Response to environmental challenges; Intervention for environmental management. Psychological problem of social integration: The concept of social integration. The problem of caste, class, religion and language conflicts and prejudice. Nature and manifestation of prejudice between the ingroup and outgroup, Handling the conflicts and prejudices, Psychological Measures to achieve social integration.

Unit III

Population and gender issues: psycho-social models of population; Population growth; Dynamics and consequences; Control strategies. Problems of women, perceptions and discriminations, Glass ceiling effect, women empowerment strategies.

Unit IV

Social Values and Interests: Definitions, Components Formation and Measurement of values and interests; strategies for fostering human values in Contemporary Cultural, and global context.

Course Learning Outcomes:

On completion of the course students will be able to-

- examine the relationship between political processes, cultural and social realities and psychological processes realities those underlie societal vulnerabilities and relevant interventions.
- Explain the relationship between culture, social behavior, and social thinking that can directly and indirectly result in different behaviors and attributions about behavior
- comprehend of how various key social psychology themes, theories, and concepts apply to everyday living and current world problems deep rooted in Indian context having psychological genesis.

Mapping

S. No.	M.A. Psychology (Core: MGKPSYPG401)			
1	Course Outcomes	1	2	3
2	Mapping of course contents with course outcomes	Unit 1-4	Unit I-IV	Unit I-IV
3	Category	Applied/Skill/global		

Books Recommended

1. Alcock, J.E., et al. (1998). A textbook of social psychology. Scarborough, Canada: Prentice Hall. Baron, R.A. & Byrne, D. (2000). Social psychology. New Delhi: Prentice Hall.
2. Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.
3. Mohanty, A. K., Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept. Oskamp, S. (1984). Applied social psychology. Englewood Cliffs, N.J. Prentice Hall.
4. Semin, G., & Fiedler, K. (1996). Applied social psychology. London: Sage.

Paper- II Mental Disorders with Associated Criteria – II

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 402	Core	Mental Disorders with Associated Criteria – II	75+25=100	4

This paper is in the continuation of Disorders of Psycho-somatic Dysfunction. In this paper students will learn more about psychological disorders. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

Course Objectives

By the end of this syllabus, students will be able to –

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

Unit – I

Trauma- and Stressor-Related Disorders: Clinical picture, Differential diagnosis, epidemiology, aetiology-Reactive Attachment Disorder. Disinhibited Social Engagement Disorder. Disinhibited Social Engagement Disorder. Acute Stress Disorder. Adjustment Disorders. Sleep-Wake Disorders: Insomnia Disorder. Hypersoninolence Disorder. Narcolepsy. Parasomnias-Non-Rapid Eye Movement Sleep Arousal Disorders. Nightmare Disorder. Rapid Eye Movement Sleep Behavior Disorder. Restless Legs Syndrome.

Unit – II

Dissociative Disorders: Dissociative Identity Disorder. Dissociative Amnesia. Depersonalization/Derealization Disorder. Somatic Symptom and Related Disorders: Somatic Symptom Disorder. Illness Anxiety Disorder. Conversion Disorder (Functional Neurological Symptom Disorder). Feeding and Eating Disorders: Pica. Rumination Disorder. Avoidant/Restrictive Food Intake Disorder. Anorexia Nervosa. Bulimia Nervosa. Elimination Disorders: Enuresis. Encopresis.

Unit – III

Substance-Related and Addictive Disorders: Alcohol-Related Disorders. Caffeine-Related Disorders. Cannabis-Related Disorders. Hallucinogen-Related Disorders. Inhalant-Related Disorders. Opioid-Related Disorders. Sedative, Hypnotic, or Anxiolytic-Related Disorders. Stimulant-Related Disorders. Tobacco-Related Disorders. Neurocognitive Disorders: Delirium. Major and Mild Neurocognitive Disorders. Major or Mild Neurocognitive Disorder Due to Alzheimer's Disease.

Unit – IV

Neurocognitive Disorders: Delirium. Major and Mild Neurocognitive Disorders. Major or Mild Neurocognitive Disorder Due to Alzheimer's Disease. Personality Disorders: Cluster A Personality Disorders- Paranoid Personality Disorder. Schizoid Personality Disorder.

Schizotypal Personality Disorder. Cluster B Personality Disorders- antisocial personality disorder. Borderline Personality Disorder. Histrionic Personality Disorder. Narcissistic Personality Disorder. Cluster C Personality Disorders- Avoidant Personality Disorder. Dependent Personality Disorder. Obsessive-Compulsive Personality Disorder.

Students' Learning Outcomes

Students have –

1. learnt the Trauma- and Stressor-Related Disorders, Dissociative Disorders, Somatic Symptom and Related Disorders, Substance-Related and Addictive Disorders, and Neurocognitive and Personality Disorders
2. Developed the understanding to plan a research study in the field of Psychopathology.

Mapping

M.A. Psychology (Core: MGKPSYPG402)		
Course Outcomes	1	2
Mapping of course contents with course outcomes	Unit I-IV	Unit I-IV
Category	Applied/Skill	

Reading materials:

1. Carr, A. (2001). Abnormal Psychology. Psychology Press.
2. Davison, G.C., & Neale, J.M. (1986). Abnormal psychology: An experimental clinical approach. New York: John Wiley & Sons.
3. David H. Barlow, V. Mark Durand (2015). Abnormal Psychology: An Integrative Approach. Cengage Learning
4. Eysenck, H.J. (2005). Handbook of Abnormal Psychology. Pitman Medical Publishing Co. Ltd., London.
5. Griez, Eric J. L., Faravelli, Carlo, Nutt David & Zohar Joseph (2002) – Anxiety Disorders – An Introduction to Clinical Management and Research, John Willey & Sons Inc, USA.
6. Diagnostic and statistical manual of mental disorders: DSM-5. — 5th ed (2013). American Psychiatric Association, Washington, DC London, England.
7. Diagnostic and Statistical Manual of Mental Disorders – IV- Text Revision (DSM-IV-TR) (2000). American Psychiatric Association. Tapee Brothers Medical Publishers (P) Ltd.
8. Carson, R.C., Butcher, J.W., Mineka, S., Hooley, J.M. 9th Edition (2012). Abnormal Psychology, Pearson Education Inc.
9. Sadock, B.J. and Sadock, V.A. (2003). Synopsis of Psychiatry, Lippincott Williams & Wilkins.
10. Barlow, D.H. and Durand, V.M. (2005). Abnormal Psychology: An Integrated Approach, Wadsworth.
11. Sarason, I.G. and Sarason, B.R. (2002). Abnormal Psychology, Pearson Education Asia.
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Paper III (A): Psychotherapeutic Techniques

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 403A	Elective	Psychotherapeutic Techniques	75+25=100	4

Course Objectives

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

Unit-I

Psychotherapy – Definition, Goals and Ethical Issues. Types of Psychotherapy: Freudian Psychoanalytic Therapy- Objectives, Steps, Merits, Limitations. Roger’s Client Centered Therapy – Objectives, Techniques, Evaluation and Limitations, Transactional Analysis, Existential Therapy: Goals and Evaluation, Play Therapy, Positive Therapy and Art Therapy.

Unit-II

Drug therapy- Objective, Types, Anti-psychotic Drugs, Anti-depressant Drugs, Anti-Anxiety Drugs, Mood Stabilizers, Stimulants, Cognition Enhancers, Evaluation of Drug Therapy. Electric Shock Therapy- Objectives, Procedure, Clinical Utility and Limitation, Biofeedback: Goals Technique and Clinical Utility.

Unit-III

Behavior Therapy – Definition, Theoretical Basis: Operant and Respondent Behaviour. Difference Between Psychoanalytic Therapy and Behaviour Therapy, Evaluation of Behaviour Therapy. Aversion therapy- Objectives, Techniques, Utility, Limitations. Systematic Desensitization – Characteristics, Construction of Anxiety Hierarchy, Progressive Muscle Relaxation Technique, Clinical Utility and Limitations, Implosive and Flooding, Contingency Management: Shaping, Time – Out, Contingency Contracting, Response cost, Token economies, Premack Principle.

Unit-IV

Modeling Therapy- Characteristics, Sub-processes, Types, Clinical Utility, Limitations, Cognitive Behavior Therapy- Nature, Characteristics and Assumptions, Rational–Emotive therapy- Objectives, Steps and Clinical Utility, Beck’s Cognitive Therapy, Stress Inoculation Therapy: Objectives, Steps and Clinical, Utility. Evaluation of Cognitive Behavior Therapy, Family Therapy: Goals, Types and Evaluation.

Course Outcome

Through this paper student will be better understand the techniques of Psychological therapeutic interventions and also enhance the training skill regarding Psychotherapeutic techniques.

1. Learnt the concept nature, goals and ethical issues of psychotherapy.
2. Been trained on various psychotherapeutic techniques.

3. Learnt how to practice of drug therapy.
4. learnt the application of Behavior and Cognitive Therapy

Mapping

M.A. Psychology (Core: MGKPSYPG403A)					
S. No.	Course Outcomes	1	2	3	4
2	Mapping of course contents with course outcomes	Unit I	Unit II	Unit III	Unit IV
3	Category	Applied/Skill			

Reading Materials:

1. Korchin, S.J. (1976). Modern Clinical Psychology. CBS Publication, Delhi.
2. Weiner, I.B. (1974), Clinical Methods in Psychology.
3. Goldenbern. H. (1983). Contemporary Clinical Psychology (2nd Ed.) New York.
4. Wolman, B.B. (1978). Clinical Diagnosis of Mental Disorders: A Handbook. N.Y. Plenum.
5. Nietzel, M.T. Bernstein, D.A. & Misich, R (1998). Introduction of Clinical Psychology (5th Ed.). New Jersey: Prentice Hall.
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Paper-III(B): Indian Psychology

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 403B	Elective	Indian Psychology	75+25=100	4

This course familiarizes students with the psychology of Indian origin. It focuses on contemporary understanding and application of concepts and theories from classical Indian texts.

Course Objectives

By the end of this syllabus, students will be able to –

1. understand of historical developments of academic psychology in India,
2. develop the conceptual understanding of Indian psychology,
3. learn about Indian paradigms on psychological knowledge, and
4. learn the Indian perspectives on psychological concepts.

Unit I

Academic psychology in India: Pre-independence era; post-independence era; 1970s: The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, disciplinary identity crisis; 2000s: Emergence of Indian psychology in academia. What is Indian psychology; relevance and scope; distinction from western psychology.

Unit II

Significant Indian paradigms on psychological knowledge: Yoga, Bhagavad Gita, Buddhism, Sufism, and Yoga. Science and spirituality (*avidya* and *vidya*). Indian Perspectives on Cognition: Nature of reality; manas and higher mental states; types of knowing; methods of knowing; yoga as research method.

Unit III

Self and Consciousness: What is self? self as consciousness; states of consciousness; self as knower, as enjoyer, as doer; ego-identity and soul identity; self and society. *Triguna* theory of Personality, Ancient Model of Personality by Upanishads: Indian Perspective

Unit IV

Human Emotions: Bases of emotions, desires and detachment; types of emotions and their manifestations, theories of *rasa* and *bhāva*; positive states of mind; controlling anger and violence in society. Health, Happiness and Well-being: Concepts; mental health — concept, symptoms and treatment; suffering and healing; theories of happiness and well-being; self-growth and liberation

Students' Learning Outcomes

Students have –

2. learnt the historical developments of academic psychology in India, the conceptual understanding of Indian psychology, the Indian paradigms on psychological knowledge, and the Indian perspectives on psychological concepts.
3. Developed the understanding to plan a research study in the field of Indian psychology.

Mapping

S. No.	M.A. Psychology (Core: MGKPSYPG403B)		
1	Course Outcomes	1	2
2	Mapping of course contents with course outcomes	Unit I-IV	Unit I-IV
3	Category	Applied/Skill	

Reading material

1. Consciousness, Indian Psychology and Yoga by Kireet Joshi & Matthijs Cornelissen
2. Handbook of Indian Psychology by K. Ramakrishna Rao, Anand Paranjpe & Ajit K. Dalal
3. Spiritual Psychology by K. Ramakrishna Rao & Sonali Marwaha
4. Theoretical Psychology by Anand Paranjpe
5. Self and Identity in Modern Psychology and Indian thought by Anand Paranjpe
6. Greater Psychology by A.S. Dalal
7. Indigenous Psychology by Girishwar Misra & Ajit.K. Mohanty
8. Yoga and Psychotherapy by Swami Ram
9. Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). HB of Indian Psychology. Delhi: Foundation Sons.

Paper IV – Elective – Organizational Development

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 404A	Elective	Organizational Development	75+25=100	4

Course Objectives

By the end of this course, students will be able to learn –

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

Unit I

Group Dynamics: Importance of groups in Organization, Group and Teams – types of teams, Group Roles: Role Perception, Role expectation, Role conflict, and Role Play Group Names: Role of Emotion and Conformity in group norms. Leadership – meaning and types of leadership. Theories of leadership Contingency Theories: The fielder Model, Situational leadership theory, Path Goal theory other theories of leadership – Charismatic leadership, leader Member Exchange Theory, Trait Theory of Leadership.

Unit II

Communication: Meaning and Functions of Communication, Direction of Communication, Channels of Communication – Formal and informal Characteristics of formal Communication, Types of Formal Communication: Upward Communication, Down ward Communication, Lateral Communication. Characteristics of Non-Formal Communication. The Grape vine Network of Non formal Communication Decision making in Organization. Brain stemming and Delphi technique. Common Biases and Errors in Decision Making. Ethical issues in decision making – Three Ethical Decision Criteria and Lying.

Unit III

Organization structure: Work Specialization, Departmentalization, Chain of Command, Span of control, Centralization and Decentralization, Formalization. Organization Frame work: Simple Structure, The Bureaucracy and The Matrix framework structure: Organizational, Strategies, Organizational size, technology and Environment. Conflict: Definition and Types of conflict, Conflict Power: Potential opposition, Cognition and Personalization, Intentions, Behaviors and Outcome. Role of Negotiation in Conflict

Unit IV

Organizational Culture: Definition of Organizational Culture, Function of Organizational Culture, The Ethical Dimension of Culture, culture and Sustainability, Culture and Innovation, Sustainability, Culture and Innovation, Learning culture in organization: stories, Rituals and Symbol. Organizational Change – Forces for changes and planned change. Approaches to

manage organizational change: Learning Three step model of the change process, Kotter's eight step plant, action research and organizational development. Stress: Meaning and Definition of stress the causes of stress: Extra organizational stressors, organizational stressors, group stressors, Coping strategies for stress.

Course Outcome

Students have -

1. learnt the concept of group dynamics and leadership,
2. understood the concept of communication and its role in decision making,
3. understood the structure and functioning of an organization,
4. become aware of the culture and ways to deal with stressors of an organization.

Mapping

S. No.	M.A. Psychology (Core: MGKPSYPG404A)				
1	Course Outcomes	1	2	3	4
2	Mapping of course contents with course outcomes	Unit I	Unit II	Unit III	Unit IV
3	Category	Applied/Skill			

Recommended Books

1. Luthans, F. (2002). Organisational Behaviour. (9th ed). NY: McGraw- Hill International edition.
2. Robbins, S.P. (2013). Organisational Behaviour. (15th ed). New Delhi: Prentice Hall of India Private Ltd.

Paper-IV (B)- Rehabilitation Psychology

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 404B	Elective	Rehabilitation Psychology	75+25=100	4

Course Objectives

1. To Understand the concept and nature of Rehabilitation, Impairment, Disability and Handicap.
2. To gain the theoretical knowledge of Intellectual Disability, Learning disability & Autism and Spectrum Disorder.
3. To gain the knowledge of the PWD act 2005.
4. To get knowledge of Hearing and Visual impairment and Physical disability.
5. Have knowledge of rehabilitation program me in India.

Unit – I

Rehabilitation Psychology: Nature and Scope; Concept of rehabilitation for disabled people, Concept of impairment, disability and handicap; Person with disability act. (2005)

Unit – II

Intellectual Disability: Definition, characteristics, classification; causes and prevention, Screening and assessment, intervention, strategies behavior modification, Learning Disability: Definition and classification; causes and Prevention, Autism and Spectrum Disorder Definition, Concept, Symptoms, Causes and Prevention.

Unit – III

Hearing Impairment: Definition and classification; causes and prevention of hearing impairment; characteristics; Visual Impairment: Definition and Classification; causes and prevention of visual impairment; characteristics. Physical disability: Definition and classification; causes and prevention.

Unit – IV

Family in Rehabilitation: Family crisis-the impact of disabilities on the family: husband-wife, parent child relationships; Family intervention strategies. Rehabilitation Programmers in India: Role of Govt. and NGOs; Child guidance centre, Special schools and vocational rehabilitation centres, organizing rehabilitation programmes for the disabled people.

Outcome

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

Mapping

S. No.	M.A. Psychology (Core: MGKPSYPG404B)	
1	Course Outcomes	1
2	Mapping of course contents with course outcomes	Unit I-IV
3	Category	Applied/Skill

Recommended Books

1. Gokhale, S.D. (1984). Rehabilitation programmes and policies. Somaiya publication Pvt. Ltd.
2. Narasimhan, M.C. and Mukerjee, A.K. (1976). Disability: A Continuing challenges Wiley Easter Ltd.
3. Clarke, A.D.B. and Clarke, A.N. (1974). Mental Deficiency Changing Outlook, London, Methuen Co.
4. Bathshaw, M.L. and Parret, Y.M. (1986). Children with handicaps: A Medical Primer Paul Brooks,London.
5. Gardner, W.I. (1985). Behaviour modification in mental retardation, London University Press Ltd.
6. Northern, J.L. and Downs, M.P. (1976). Hearing in Children Bartimore.
7. Brown, R. and Hughson, A. (1994). Behavioural and Social Rehabilitation and Training, Madras. Chapmanand Hall.
8. Dodds, A.G. (1988). Mobility Training and Visually Handicapped people: A person centred approach.Madras Chapman and Hall.
9. Dodds, A.G. (1993). Rehabilitating Blind and Visually impaired people: A
10. Psychological Approach.Madras Chapman and Hall.
11. Goodwill, C.J. and Chamberlain, M.A. (Eds.) (1988). Rehabilitation of the
12. Physically Disabled; MadrasChapman and Hall.
13. Bertson, S.E., Brown, R.I. (1992). Rehabilitation Counseling Madras, Chapman and Hall.

Paper -V Practical

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG405	Practical	Lab Work	75+25=100	4

Course Objectives

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

Course Outcome

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

Paper- VI Research Project

Course Code	Course	Title of Course	Total Marks	Credits
MGKPSYPG 406	Research Project	Dissertation	75+25=100	4

Course Objectives

1. To plan and conduct an independent and sustained critical examination and evaluation of a chosen research topic that is pertinent to the environment and society.
 2. To discover pertinent theories and concepts in a methodical manner, relate them to acceptable procedures and evidence, employ appropriate techniques, and reach appropriate conclusions
- Students will submit a comprehensive report in the form of Dissertation of their study conducted on the topic they proposed.

Course Outcome

After the completion of the course, the student shall be able

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

GUIDELINES FOR THE EVALUATION OF DISSERTATION

Internal Assessment					
Departmental Presentation	Communication and Presentation		Response to queries	Maximum Marks	Evaluated by
	5		5		
Dissertation	Plagiarism	Subject Matter Usage of Language	Publication/Presentation in Conference		Committee Member: 4. Head 5. Supervisor 6. One of Faculty Member
	5	5	5	15	
				25	
External Assessment					
External Examiner	Subject Matter			25	Committee Member: 5. Head 6. External Expert 7. Supervisor 8. VC Nominee
	25				
Viva Voce	Communication & Presentation		Response to queries		
	25		25	75	
Total				100	




S.K. Singh
Angekh Jumanar
Jumanar



Signature and Seal
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*****End of the syllabus*****