

SYLLABUS FOR M.A./M.SC. IN PSYCHOLOGY

Under Choice Based Credit System (CBCS)

Effective from 2021-2022



The University of Burdwan

Burdwan-713104

West Bengal

Preamble

The M.A./M.Sc. in Psychology is a two-year, four-semester programme under Choice Based Credit System (CBCS). Total 96 credits are equally distributed in four semesters (24 credits in each semester). 74, 16, 4, 2 and 2 credits are given for 18 core courses, 4 discipline-centric Elective courses, project, 1 Generic elective course and Community Engagement Activities respectively. The programme contains theoretical, applied and along with computational skills of Psychology. Discipline-centric Elective courses can be chosen from the baskets which contain a variety of courses. The courses in 1st to 4th semesters are designed by considering the syllabi of various eligibility tests at the national level. Project or Term Paper is suggested based on theoretical or applied Psychology using real data. Community Engagement Activities are inspired based on patient counselling/survey sampling and real data collection and developing reports based on the collected data set.

Objectives

- Impart teaching so that the students could develop critical thinking ability about the fundamental aspects of Psychology along with measuring/solving any psychological or social science psychological problems based on real data sets.
- Make the students capable of pursuing research work in various emerging fields of Psychology and its related problems in different fields of Social sciences.
- Train the students with Psychological knowledge and computational techniques so that they can deal with the problems faced in the real fields / societies and industries.
- Make the students aware of their responsibility to meet the societal needs.

Pre-requisite

The students should possess the knowledge on the courses taught in the B.A./B.Sc. with Psychology Honours.

Programme Outcomes

- Development of critical thinking for carrying out psychological investigations.
- Skills to analyze problems, formulate a hypothesis, evaluate and validate results, and draw reasonable conclusions thereof.
- Ability to pursue research or build careers as Clinical Psychologist, or Psychology Practitioner, or Psychology adviser in Hospital, Industry, Academic Institution, Society and allied fields.
- Development of the effective Psychological and Practical communications in both oral and written forms.
- Awareness for becoming a responsible citizen with commitment to deliver one's responsibilities within the scope of bestowed rights and privileges.

Programme Specific Outcomes

- Understanding about the fundamental axioms in Psychology and capability of developing ideas based on them.
- Development of Psychological reasoning and an understanding of the underlying unifying structures of Psychology (i.e., hypotheses, testing, estimation, probabilistic models, cause-and-effect analyses, establishing functional relations, logical structure etc.) and the relationships among them.
- Motivation for research studies in Psychology and related fields with real life applications.
- Knowledge in a wide range of Psychological techniques and applications in different social, health science and industrial domains.
- Advanced knowledge in Psychological sciences.
- Nurturing problem solving skills, thinking, creativity through assignments, project work.
- Preparing for competitive examinations, like UGC/NET & SET etc.

PROFILE

Semester I

Course				Lect. Hr /week	Dur. of Exam (in H)	Marks			Credit
Course code	Type	T/P	Name			I.A.	E.T	Total	
MSPS101	Core	T	Human Cognition: Theory & Research	4	2	10	40	50	4
MSPS102	Core	T	Theory Construction & Research	4	2	10	40	50	4
MSPS103	Core	T	Psychometry and statistics: Part I	4	2	10	40	50	4
MSPS104	Core	T	Qualitative Research Methodology	4	2	10	40	50	4
MSPS105	Core	P	Practical Based on MSPS 101 & 102	4	4	10	40	50	4
MSPS106	Core	P	Practical Based on MSPS 103 & 104	4	4	10	40	50	4
					Total credit				24

Abbreviation used: T/P → Theory/Practical; I.A. → Internal Assessment; E.T. → Term-end examination

Semester II

Course				Lect. Hr /week	Dur. of Exam (in H)	Marks			Credit
Course code	Type	T/P	Name			I.A.	E.T	Total	
MSPS2 01	Core	T	Biology and Behaviour	4	2	10	40	50	4
MSPS 202	Core	T	Personality Theories	4	2	10	40	50	4
MSPS203	Core	T	Theories and Challenges of Developmental Psychology	4	2	10	40	50	4
MSPS 204	Core	T	Psychometry and statistics: Part II	4	2	10	40	50	4
MSPS 205	Core	P	Practical Based on MSPS 201, 202, 203	4	4	10	40	50	4
MSPS206	Core	P	Practical Based on MSPS 201 to 204.	8	4	10	40	50	4
					Total credit				24

Semester III

Course				Lect. Hr / week	Dur. of Exam (in H)	Marks			Credit
Course code	Type	T/P	Name			I.A.	E.T	Total	
MSPS 301	Core	T	Positive Psychology	4	2	10	40	50	4
MSPS 302	Core	T	Social Psychology	4	2	10	40	50	4
MSPS 303	Core	T	Clinical Psychology	4	2	10	40	50	4
MSPS 304	GE	T	Vide Appendix 1	2	1	5	20	25	2
MSPS 305	DE	T	Vide Appendix 2	4	2	10	40	50	4
MSPS 306	DE	P	Vide Appendix 3	4	4	10	40	50	4
MSPS 307	Core	P	Community Engagement Activities	N.A.	N.A.	5	20	25	2
Total credit									24

Abbreviation used: CE → Community Engagement Activities;
DE → Discipline-centric Elective; GE → Generic elective

APPENDIX 1:

One Generic elective course (Theory) may be opted from MSPS 304-1, MSPS 304-2, MSPS 304-3, MSPS 304-4 SWAYAM.

MSPS 304-1: Elementary Qualitative Research Methodology

MSPS 304-2: Elementary Human Cognition

MSPS 304-3: Basic Psychometry and Statistics

MSPS 304-4 Course opted from SWAYAM

APPENDIX 2:

A Special Paper (or Discipline-centric Elective course) (Theory) in Semester III may be opted from MSPS 305-1, MSPS 305-2, MSPS 305-3, MSPS 305-4 SWAYAM

MSPS 305-1: **Advanced Clinical Psychology**

MSPS 305-2: **Industrial/ Organizational Psychology**

MSPS 305-3: **Advanced Qualitative Research Methodology**

MSPS 305-4: **Course opted from SWAYAM**

APPENDIX 3:

Another Special paper (or Discipline-centric Elective course) (Practical) in Semester III may be opted from MSPS 306-1, MSPS 306-2, MSPS 306-3(SWAYAM).

MSPS 306-1: Based on MSPS 305-1 and along with three Core Courses i.e., MSPS 301, MSPS 302 & MSPS 303.

MSPS 306-2: Based on MSPS 305-2 and along with three Core Courses i.e., MSPS 301, MSPS 302 & MSPS 303.

MSPS 306-3: Course opted from SWAYAM and along with three Core Courses i.e., MSPS 301, MSPS 302 & MSPS 303.

Semester IV

Course				Lect. Hr /week	Dur. of Exam (in H)	Marks			Credit	
Course code	Type	T/P	Name			I.A.	E.T	Total		
MSPS 401	Core	T	Health Psychology and Stress Management	4	2	10	40	50	4	
MSPS 402	Core	T	Late Adulthood Psychology	4	2	10	40	50	4	
MSPS 403	DE	T	Vide Appendix 4	4	2	10	40	50	4	
MSPS 404	DE	T	Vide Appendix 5	4	2	10	40	50	4	
MSPS 405	Core	P	Internship, Based on MSPS 401, MSPS 402 and two opted DE papers.	4	4	10	40	50	4	
MSPS 406	Core	P	Project/Term Paper	4	---	10	40	50	4	
					Total credit					24

Appendix 4

A Special Paper (or Discipline-centric Elective course) (Theory) in Semester IV may be opted from MSPS 404-1, MSPS 404-2, MSPS 404-3 SWAYAM

MSPS 404-1: Psychotherapy

MSPS 404-2: Organizational and Human Resource Development

MSPS 404-3: Course opted from SWAYAM

Appendix 5

A Special Paper (or Discipline-centric Elective course) (Theory) in Semester IV may be opted from MSPS 405-1, MSPS 405-2, MSPS 405-3 SWAYAM

MSPS 405-1: Vocational guidance and Counselling

MSPS 405-2: Industrial Relations

MSPS 405-3: Course opted from SWAYAM

DETAILED SYLLABUS of MASTER OF PSYCHOLOGY

SEMESTER- I

Course: MSPS 101: Human Cognition: Theory and Research (Core Course)

(Marks - 50)

Total lectures Hours: 50H

Objectives:

To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications. To help learners understand the importance and the relevance of higher cognitive processes for understanding people's behavior in selected areas such as risk assessment, environmental behavior, clinical dysfunction or therapeutic intervention. Also it helps to apply research in cognitive psychology to everyday events and challenges.

1. Methods of studying Cognitive Psychology – Historical background. Perspectives on Cognition - Embodied Cognition, Metacognition

2. Theories of Attention and Executive Processes- Current Paradigms; The Frontal Lobe and Executive Processing; Switching Attention; Attention Control, Selective & Divided Attention, Signal Detection & Vigilance, Automatic Processing

3. Memory Processes and relevant theories - Current Models and Directions; Organization of Long-Term Memory; Episodic Memory: The Frontal and Temporal Lobe; Flashbulb Memory; Eyewitness Memory; Traumatic Memory; Everyday Memory; False Memories; Mood and Memory; Aging and Memory; Enhancing Memory

4. Decision Making and Problem Solving- Decision Making: Models and Theories; Complex, Uncertain Decision Making; Human Problem Solving: Strategies and Heuristics; Expert and Novice Problem Solvers; Artificial Intelligence

Suggested Readings:

- Allport, F. H. (1955). *Theories of perception and the concept of structure*. Wiley.
- Anderson, J.R. (2000). *Cognitive Psychology and its implication*. 5th edition. Worth Publishers.
- Baddley, A. (1997). *Human memory: Theory and practice*. New York: Psychology Press. Harley,
- Bjork, E. L. & Bjork, R. A. (Eds.) (1996). *Handbook of perception and cognition*. Academic Press.
- Cohen, G., Kiss, G. and Le Voi, M (1993). *Memory. Current issues*. Open Univ.
- Dember, W. N. & Warm, J. S (1975). *Psychology of Perception*. Holt.
- Helson, H. and Bevan, W. (1969). *Contemporary approaches to psychology*. D. Van Nostrand.
- Kellogg, R. T. (2002). *Cognitive psychology*. Sage.
- Maier, C. (1970) *Problem Solving and Creativity*. Brooks Cole.
- Matlin, M.W. (1995). *Cognition*. Prism.
- Minda, P.J. (1988). *The Psychology of Thinking: Reasoning, Decision-Making and Problem-Solving*. Sage.
- Parkin, A. J. (2013). *Essential Cognitive Psychology*. T & F India.
- Smith, E. E. & Kosslyn, S. M. (2007). *Cognitive psychology: Mind and Brain*. Pearson.
- Solso, R. L. (1998). *Cognitive Psychology*. Allyn and Bacon.
- Sternberg, R. J. (Ed.) (1994). *Thinking and Problem Solving*. Academic Press.
- Tripathi, A.N. & Babu, Nandita (2008). *Cognitive processes*. In Misra, G. (Ed.). *Psychology in India: Advances in Research*, Vol. 1. New Delhi: Pearson Education
- Tulving, E. and Craik, F.I.M. (2000). *The Oxford Handbook of Memory*. Oxford Univ. Press.

Course: MSPS 102: Theory Construction & Research (Core Course)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

To provide knowledge about theory construction which will be benefitted for their project work, dissertation and research work. To create understanding of measurement issues and techniques. Enable students to develop skills and competencies in test construction and standardization and learn the application and contextual interpretation of data from psychological measurement.

1. Theory construction in psychology: Phenomena, Data, and Theories - Relations between theories, data, and phenomena. sequential steps for theory construction: Steps in test development: Reliability, Validity, Item Analysis, Relation of score reliability and validity to item statistics.; Threats to Experiment -internal validity and external validity,

2. Research Design: Basic principles, characteristics and purposes of research in Psychology. Types of Research- Laboratory experiment, Field Experiment , Non-experimental research, Field studies and survey studies

3. Problem and hypothesis: Fundamental concepts of underlying research problem, selection and formulation of the problem. Types, nature, criteria and use of hypotheses in research. Type-1 and Type-2 Error, Homogeneity and heterogeneity of tests Statistical power of the test.

4. Variables and Sampling techniques: Variables: concepts, constructs types and operational definition of variables. Principles of controlling variables. Types, purposes and techniques of sampling

Suggested Readings:

Anastasi. A. (1976). *Psychological testing*. Macmillan.

Dilkinson, T.S. & Bhandekar, P.L. (1984). *Methodology and techniques of social research*. Himalaya Publishers, Mumbai.

Fischer. G.H. & Molenaar, I.W. (eds) (1995). *Rosch Models Foundation. Recent development and application*. Springer Verlag. NY.

Foreman, N. & Gillen, R. (1997). *Handbook of special research paradigms and methodologies, Vol – I*. Psychology Press.

Gavin, H. (2008). *Understanding research methods and statistics in psychology*. Sage.

Gregory, R.J. (2017). *Psychological Testing: History, Principles and Applications*. 7th Edition. Noida. Pearson

Guilford, J.P. (1975). *Psychometric methods*. Tata McGraw Hill.

Kothari, C.R. (1995). *Research methodology: Methods and Techniques*. Wishwa Prakasan, New Delhi.

McBride, D. M. (2016). *The process of research in psychology*. Sage.

Martens, D.M. (1998). *Research Methods in education and psychology*. Sage.

McGuigan, F.J. (1978). *Experimental psychology: Methods of Research*. 7th ed. Pearson.

Singh, A.K. (1997). *Tests, measurements and research methods in behavioral science*. N. D. Bharati Bhawan.

Course: MSPS 103: Psychometry and Statistics: Part I(Core Course)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

To develop a foundation in statistical theory as the basis for growth over a professional career, to create in-depth understanding of quantitative designs and techniques, and to develop the ability to help in research as well as to employ the appropriate quantitative methods in a wide variety of contexts.

1. **Basic Statistics:** The nature of Statistics. Statistics and other disciplines. Collection of data, their scrutiny, presentations—Tabular and Graphical.
2. **Frequency Distributions:** Data summarization, Attribute and variable, Discrete and continuous variables frequency distributions, Graphical presentations of frequency distributions.
3. **Measures of Central Tendency:** Descriptive measures of statistics, Central Tendency, Measures of central tendency such as mean, median, mode and other measures, comparison.
4. **Measures of Dispersion:** Meaning of dispersion, Measures of dispersions such as range, mean deviation, standard deviation, Relative measure of dispersions.
5. **Correlation and Regression:** Bivariate data, Scatter diagram, Correlation (Pearson correlation), Bi serial, point-bi-serial, partial, canonical and multiple correlation.

Introduction to Regression: Simple linear regression, multiple linear regression, Nonlinear regression and logistic regression.

Suggested Readings:

Goon, A.M. , Gupta, M.K., and Dasgupta, B. (2002). Fundamental of Statistics, Volume 1 & Volume 2.

Broota, K.D. (1992). *Experimental Design in Behavioural Research*. ND: New Age International Pub.

Das,D. & Das,A. (2010) Statistics in Biology and Psychology, Academic Publishers

Ferguson, G. A. (1959). Statistical analysis in psychology and education.

Grimm, L. G. & Yarnold, P. R. (1995). Reading and understanding multivariate statistics. APA.

Hair, Joseph F., et al. Multivariate Data Analysis: A Global Perspective. 7th ed. Upper Saddle River: Prentice Hall, 2009.

Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings* . Oxford University Press.

Keller, G. (2014). *Statistics for management and economics*. Nelson Education.

Liebrand, W.B.G. (1998). *Computer modeling in social process*. Sage.

Nunnally, J.C. (1978). *Psychometric theory*. McGraw Hill.

Rust, J., & Golombok, S. (2009). Modern psychometrics: The science of psychological assessment. London and New York: Routledge.

Seltman, H. J. (2014). Experimental design and analysis. Retrieved January, 15, 2015.

Siegel, S. (1986). *Non parametric statistics*. NY: McGraw Hill.

Winer, B. J. (1971). *Statistical principles in experimental design*. NY: McGraw Hill.5.

Course: MSPS 104: Qualitative Research Methodology(Core Course)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

This course is an introduction to qualitative research methods—conceptualization, design and data collection procedures. Through this course, students are expected to learn about the nature and application of qualitative research in Psychology. Qualitative research

focuses on an in-depth exploration of a social phenomenon. It can create awareness about the critical aspects of psychological research, bringing out participants' perspectives and meaning making into research, analysis of researcher's own position in the research process, and importance of context in understanding social and psychological phenomena. The course will provide an understanding of the theoretical basis of qualitative research, to equip the students with knowledge and skill of using qualitative data collection methods and to familiarize them with analysis of qualitative data.

1. Issues in Qualitative Research— Nature of Reality and Researcher's self in qualitative research, subject-object relationship in qualitative research, Characteristics of qualitative research; Sampling; Trustworthiness and Credibility Issues and ethics in qualitative research. Analyzing, Interpreting and representing qualitative data

2. Field based Methods: Grounded Theory, Ethnography, Interview and Observation method, Focus Group Discussion & Action Research,

3. Text & Document based Methods & analysis Thematic Analysis, Narrative Analysis, Conversation/Discourse Analysis.
Methods—Life history, Case Study, Psycho-Biographies, Psycho-historical Method.

4. Emerging Methodologies in Qualitative Research:
Phenomenological methods- Existential phenomenology; feminist methodology; Postmodernism.

Suggested Readings:

Creswell, J.W (1998). *Qualitative enquiry and research design*. N.D. Sage.

Denzin and Lincoln Handbook of Qualitative Research Method.

Lichtman, M. (2014). *Qualitative research for the social sciences*. Sage

Lifton, R. J. (1967). *Death in Life: Survivors of Hiroshima*. New York: Random House

Mason, J. (2000). *Qualitative researching*. Sage.

Richards, L. & Morse, J. M. (2013). *Qualitative methods*. Sage.

Wolcott, H.F. (1994). *Transforming qualitative data*. Sage.

Silence as Resistance to Analysis: Or, On Not Opening One's Mouth Properly; Maggie

Maclure, Rachael Holmes, Liz Jones and Christina Mac Rae; *Qualitative Inquiry* (2010), 16:492. Qualitative Inquiry, Sage publication.

On Becoming a Qualitative Researcher: The Value of Reflexivity, Daine Watt.

Qualitative Report, Vol.12 Number 1,2007.

Reading Between The Lines: Interpreting Silences in Qualitative Research. Blake Poland and Ann Paderson. Qualitative Inquiry, 1998 4:293

Strauss, A., & Corbin, J. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park, CA: Sage.

Denzin, N. & Lincoln, Y. () Handbook of qualitative research. Thousand Oaks, CA: Sage.

Strauss, A. (1987). Qualitative analysis for social scientists. Cambridge, UK: Cambridge University Press.

Charmaz, K. (1995a). Between positivism and postmodernism: Implications for methods. Studies in Symbolic Interaction, 17, 43-72.

Silverman, D (2018), Doing Qualitative Research (5th Ed) Sage Publications

Course: MSPS 105: Practical based on Courses 101 & 102 (Core Course)

Marks: 50

Total lectures Hours: 50H

Course objectives

To think critically and designing laboratory based experimental work on human cognition by studying attention, memory and their implications in human behavior.

- 1. Related to Cognition:** Executive function, Metacognition, Problem solving strategies
- 2. Concept of Test construction:** Item Analysis, Reliability, validity and Norm.

Course: MSPS 106: Practical based on Courses 103 & 104 (Core Course)

Marks: 50

Total lectures Hours: 50H

Course objectives

To learn computation of different statistical techniques and use of quantitative data analysis software. To introduce the students to qualitative inquiry through field work using interviewing, and focus group discussion, and learn basic approach to qualitative data analysis manually and through qualitative data analysis software. This course will involve fieldwork for qualitative data generation.

- 1. Computation** : Correlation, Regression, Boxplots & scatterplot – graphical representation of data.
- 2. Writing in Qualitative Research** – Practice of interpretation, evaluation and Representation

SEMESTER- II

Course: MSPS 201: Biology and Behaviour (Core Course)

Marks: 50

Total lectures Hours: 50H

Course Objective:

To understand the core premises of biological psychology and the early thinkers. To evaluate critically empirical support for various biological psychology theories. To explain how nature, nurture, and epigenetics influence personality and behavior. To understand the relationship between psychological stress, emotions and the physical response of the body. To explore applications and implications of key concepts from this perspective.

1. BASIC FEATURES OF THE NERVOUS SYSTEM: Evolution of the nervous system, Structure and Functions including connections and networks - Neural conduction, Neurotransmitters, Ventricular system, Cerebrospinal fluid, brain barrier

2. BIOPSYCHOLOGY OF COGNITIVE FUNCTIONS

Neurological basis of Learning, Memory, Language.. Synaptic plasticity; Brain damage and dysfunctions of memory, learning, disorder of readings and writing.

3. BIOPSYCHOLOGY OF AROUSAL

Physiological correlations of Arousal: consciousness and sleep, Factors affecting consciousness. Stages of sleep, brain mechanisms of sleep and dreaming, physiological mechanisms of sleep and waking, disorders of sleep.

4. BIOPSYCHOLOGY OF EMOTION and Stress

Physiological correlates of emotions, anxiety and aggressive behaviour. Physiology of Stress and related physiological diseases and psychological disorders.

Suggested Readings

Angell, James Rowland. (1906). "Character and the Will", Chapter 22 in *Psychology: An Introductory Study of the Structure and Function of Human Consciousness*, Third edition, revised. New York: Henry Holt and Company, p. 376-381.

Gage, F. H. (2003, September). Brain, repair yourself. *Scientific American*, 46–53.

Kolb, B., Gibb, K., & Robinson, T. E. (2003). Brain plasticity and behavior. *Current Directions in Psychological Science*, 12, 1–5.

Schmitz, T.W., Cheng, F.H. & De Rosa, E. (2010). Failing to ignore: paradoxical neural effects of perceptual load on early attentional selection in normal aging. *Journal of Neuroscience*, 30(44), 14750–14758.

Totsika, V., & Wulf, G. (2003). The influence of external and internal foci of attention on transfer to novel situations and skills. *Research Quarterly Exercise and Sport*, 74, 220–225.

Wulf, G., Höß, M., & Prinz, W. (1998). Instructions for motor learning: Differential effects of internal versus external focus of attention. *Journal of Motor Behavior*, 30, 169–179.

Course: MSPS 202: Personality Theories (Core Course)

Marks: 50

Total lectures Hours: 50H

Course objectives

To examine, in depth, specific theories under each of the major psychological models of personality. To become familiar with the major models and traditions related to the study of personality and personal growth. To examine each theories concepts and principles, their explanation of personality development, their assessment techniques, and their application to treatment of psychopathology. To become familiar with a specific set of criteria which can be used to evaluate any theory of personality. To develop the skills necessary to be able to draw on these theories to describe and explain an individual's personality or behavior.

1. INTRODUCTION TO PERSONALITY THEORIES- Concept of personality; Personality Research: Nomothetic and Idiographic approach; Temperament and Character.

2. PSYCHODYNAMIC THEORIES- Classical psychoanalytic theories; Freud Neo-Freudian: Erikson, Girindrasekhar Bose, Object Relations

3. BEHAVIORAL THEORIES

- i) Radical Behaviorism: Radical Behaviourism – Skinner, Social Learning, Dollard, Millar, Bandura
- ii) Trait Theories – Allport, Cattell, Rotter

4. HUMANISTIC AND EXISTENTIAL THEORY-

Maslow, Rogers, Kelly, Frankl, and Rollo May.

Suggested Readings:

Allport, G.W. (1962). *Personality: A Psychological Interpretation*. Constable & Co.

Carver, C. S., & Scheier, M. F. (2012). *Perspectives on Personality* (7th ed.). Pearson Academic.

Cattell, R.B. (Ed.) (1970). *Handbook of Modern Personality Theory*. Aldine.

Cervone, D., & Pervin, L. A. (2016). *Personality: Theory and Research* (13th ed.). John Wiley & Sons.

Eysenck, E. (1966). *Dimensions of Personality*. Routledge.

Feist, J., & Feist, G. J. (2012). *Theories of Personality* (8th ed.). New York: McGraw-Hill.

Freidman, H.S. and Schustack, M. W. (2004). *Personality*. New Delhi: Pearson.

Geiwitz, P.J. (1969). *Non-Freudian Personality Theories*. Hutchinson.

Hall, C.S., Lindzey, G. & Campbell, J. B. (2007). *Theories of Personality* (4th edition). Wiley.

McCrae, R. R., & Costa, Jr., P. T. (2005). *Personality in Adulthood: A Five-Factor Theory Perspective* (2nd ed.). New York: Guilford Publications.

Ryckman, R.M. (1999). *Theories of Personality* (7th edition). Wadsworth

Schultz, D. P. & Schultz, S. E. (2013). *Theories of Personality*. Cengage.

Wiggins, J. S. (Ed.). (1996). *The Five-Factor Model of Personality: Theoretical Perspectives*. New York: Guilford Publications.

Collected Writings of Sigmund Freud.

The archetypes and the Collective Unconscious. Collected works of C.G. Jung, Part I of Vol.9 published by Princeton University.

Course: MSPS 203: Theories & Challenges of Developmental Psychology (Core Course)

Marks: 50

Total lectures Hours: 50H

Course objectives

To build strong research oriented theoretical foundation in congruence with recent advances in the field of developmental science. To provide an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan. To explain the major paradigms that have been used to understand and represent disability. To identify and analyze major paradigms for understanding disability

- 1. Development of psychological** competencies across life span: infancy, childhood, adolescence, adulthood, elderly.
- 2. Introduction to developmental problems and pathologies:** Origin of pathologies; heredity, environment, neuropsychological factors
- 3. Identification of developmental delays** Neurodevelopmental Disorders
- 4. a) Adolescence: Identity crisis, b) Socially disadvantaged children- attachment and others, c) Problems related to anger and violence, d) Problems of adulthood e) Problems associated with aging:**

Suggested Readings:

Agochiya, D. (2010). *Life Competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents*. Sage. New Delhi.

Ahuja, R. (2014). *Social Problems in India*. 3rd Edition. Rawat Publication.
Bornstein, M. H., & Lamb, M. E. (Eds.). (2010). *Developmental science: An advanced textbook*. Psychology Press..

Brown, R.T. & Reynolds, C.R. (1986). *Psychological Perspectives on Childhood Exceptionality: A Handbook*. Wiley Interscience Publication: New York.

Burman, E. (2016). *Deconstructing developmental psychology*. Taylor & Francis

Cassidy, J. and Philip, R.S. (Eds.) (2008). *Handbook of Attachment, 2nd Edition: Theory, Research and Clinical Applications*. Guilford Press. New York.

Khalakdina, M. (2011). *Human Development in the Indian Context, Volume II: A Socio-Cultural Focus* (Vol. 2). SAGE Publications India.

Levine, L.E. and Mansch, J. (2014). *Child Development: An Active Learning Approach*. 2nd Edition. Sage. New Delhi.

Moshman, D., Glover, J.A. & Bruning, R.H. (1987). *Developmental Psychology*. Little, Brown & Co.

Ornoy A, Wolf A, Ratzon N, Greenbaum C, Dulitzky M (July 1999). "Neurodevelopmental outcome at early school age of children born to mothers with gestational diabetes". Archives of Disease in Childhood. Fetal and Neonatal Edition. **81** (1):

Richard, M.D. and Furman, F. (2018). *Defeating Dementia: What You Can Do to Prevent Alzheimer's and Other Forms of Dementia*. Revell.

Thakur, M.E., Blazer, D.G. and Steffens, D.C. (Eds) (2014). *Clinical Manual of Geriatric Psychiatry*. American Psychiatric Publishing. Inc.

Valsiner, J. (2000). *Culture and Human Development*. Sage.

Course: MSPS 204: Psychometry and Statistics : Part II (Core Course)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

To collect data, analysis, interpretations, some statistical tools are required for professional career, study and research. Some of these are included in the course.

1. Some other Types of Correlation: Rank correlation, Spearman's, Kendall's, Grade and Inter-class correlation.

2. Designs of Sample Survey: Concepts of sample survey, Techniques in random sampling, Preparation of Questionnaire, Simple random sampling, Stratified random sampling.

3. Statistical Methods for Psychology and Education: Some scaling procedures, scaling individual test items in terms of difficulty, scaling of test scores in several tests, Likert's Scale, Product's Scale, Reliability, Validity, Intelligence tests and IQ.

4. Inferential Statistics: Parametric and nonparametric statistics. Single case designs, Group Design-Randomized Group design (between group design) and repeated measures design (within group design), single factor multiple group design, two factor designs, factorial designs.

5. Non-parametric statistics. Types and use in experimental and non-experimental research. U test, Wilcoxon Signed rank test, Kruskal Wallis test, Friedman two way ANOVA, Chi square—assumptions and uses,

6. a) Multivariate data analysis: Principal component analysis, cluster analysis, Factor Analysis

b) Concept about SPSS AND R Software of statistical environment

Suggested Readings:

Goon, A.M. , Gupta, M.K., and Dasgupta, B. (2002). Fundamental of Statistics, Volume 1 & Volume 2.

Broota, K.D. (1992). *Experimental Design in Behavioural Research*. ND: New Age International Pub.

Das, D. & Das, A. (2010) *Statistics in Biology and Psychology*, Academic Publishers

Ferguson, G. A. (1959). *Statistical analysis in psychology and education*.

Grimm, L. G. & Yarnold, P. R. (1995). *Reading and understanding multivariate statistics*. APA.

Hair, Joseph F., et al. *Multivariate Data Analysis: A Global Perspective*. 7th ed. Upper Saddle River: Prentice Hall, 2009.

Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings* . Oxford University Press.

Keller, G. (2014). *Statistics for management and economics*. Nelson Education.

Liebrand, W.B.G. (1998). *Computer modeling in social process*. Sage.

Nunnally, J.C. (1978). *Psychometric theory*. McGraw Hill.

Rust, J., & Golombok, S. (2009). *Modern psychometrics: The science of psychological assessment*. London and New York: Routledge.

Seltman, H. J. (2014). *Experimental design and analysis*. Retrieved January, 15, 2015.

Siegel, S. (1986). *Non parametric statistics*. NY: McGraw Hill.

Winer, B. J. (1971). *Statistical principles in experimental design*. NY: McGraw Hill.5.

Course: MSPS 205: Practical based on Courses 201 & 202 & 203(Core Course)

Marks: 50

Total lectures Hours: 50H

Course objectives

Analyze the determinants of personality characteristics and assess neurodevelopmental disabilities through psychometric tests.

- 1. Measurement of Personality:** Neo FFI, MBTI, RIBT, TAT. BGT
- 2. Identification and assessment** of Neurodevelopmental disorders – BKT, ISAA, CARS -2, NIMHANS SLD Battery

Course: MSPS 206: Practical based on Courses 201 & 202, 203 & 204(Core Course)
Marks: 50

Total lectures Hours: 50H

Course objectives

To learn computation of parametric and nonparametric statistical techniques and use of quantitative data analysis using software. Exposure to a research work.

- 1. Computation :** Rank correlation, Sample Survey, Computing different scores, Scaling, ANOVA – Parametric & Non-parametric, Cluster Analysis, Factor Analysis using SPSS,
- 2. Survey study and forming report type study work** on any of the topic from Course no. MSPS 201 to MSPS 204.

SEMESTER- III

Course: MSPS 301: Positive Psychology (Core Course)

Marks: 50

Total lectures Hours: 50H

Course Objective: To understand the core premises of positive psychology and major theories, concepts, perspectives and empirical findings in positive psychology.

- 1. Introduction to positive Psychology:** Concept and History
 - a. Nature and Dimension of Positive Psychology
 - b. Scope of Positive psychology

2. Positive Emotional States and Processes:

- a. Positive Emotions and well-being: Hope, Optimism and Resilience
- b. Forgiveness and Gratitude
- c. Significance of silence and authenticity
- d. Spiritualistic Orientation – Meditation, Yoga, & Other Methods.

3. Happiness:

- a. Introduction to Psychology of happiness
- b. Well-being and happiness
- c. Types of happiness- Eudaimonic and Hedonic History of Happiness, Theories
- d. Traits associated with Happiness, Setting Goals for Life and Happiness

4. Psychological well-being and growth:

- a. Mindfulness
- b. Role of psychotherapy in positive wellbeing

Recommended readings:

1. Tugade et al. (Eds.) (2014). Handbook of Positive Emotions, Guilford Publications.
2. Emmons, R.A., and McCullough, M.E. (Eds.). The Psychology of Gratitude, Oxford University Press.
3. Freidman, H.L., and Hartelius, G. (Eds.). The Wiley-Blackwell Handbook of Transpersonal Psychology, John Wiley & Sons.
4. Wallace, B. Alan. (2009). Mind in the Balance: Meditation in Science, Buddhism, and Christianity, Columbia University Press.
5. Erricker, C. and Erricker, J. (Eds.) (2001). Meditation in Schools : Calmer Classrooms, Bloomsbury Publishing Plc.
6. Kenny, Colum. (2011). The Power of Silence: Silent Communication in Daily Life, Taylor & Francis Group.
7. Wicks, Robert J., and Wicks. (2007). The Resilient Clinician : Secondary Stress, Mindfulness, Positive Psychology, and Enhancing the Self-Care Protocol of the Psychotherapist, Counselor, and Social Worker, Oxford Univ.
8. Sanyal, N. (2021). Pebbles of Positivism, Positive Psychology and Spirituality: Contents and approaches, 2nd edition. Ramakrishna Mission Institute of Culture, Golpark, Kolkata
9. Sim, Stuart (2007). Manifesto for Silence : Confronting the Politics and Culture of Noise, Edinburgh University Press.

10. Kurzon, Dennis. (1998). Discourse of Silence, John Benjamins Publishing Company

Course: MSPS 302: Social Psychology (Core Course)

Marks: 50

Total lectures Hours: 50H

Course Objective: To understand the core premises of social psychology and major theories, concepts, perspectives and empirical findings in social psychology in terms of interpersonal interaction. Understanding psychological theory and empirical research, which are used to explain human behavior in individuals and group settings.

1. Historical background:

Emergence of social psychology as a modern discipline, traditions of social psychology, social psychology and its relationship with culture

2. Theoretical perspectives:

Social attribution, social identity, symbolic interactionism, social constructionism

3. Understanding Self & interpersonal Processes

Concept of Self; Interpersonal attraction; Social motivation; Pro-social behaviour; Aggression; Communication

4. Applications of Social Psychology:

Poverty; Gender Issues; Problems of Population and Globalization; Casteism, Communalism and terrorism; Stigma; Indian context.

Recommended readings:

1. Ahuja, R. (1992). Social problems in India. Nice.
2. Ahuja, R. (2014). Social Problems in India. 3 rd Edition. Rawat Publication.
3. Baron, R. A., Byrne, D. and Branscombe, N.R. (2007). Social Psychology, 11th Edition. Pearson. Practice Hall.
4. Baumeister, R. F. and Bushman, B.J. (2017). Social Psychology and Human Nature. 3rd Edition. Cengage Learning India.
5. Chadha, N. K. (2012). Social Psychology. Macmillan Publishes India Limited. Delhi.
6. Fawcett, B. et.al. (1996). Violence and Gender relations. Sage.
7. Misra, G. (2010) Psychology in India (4 volumes). ICSSR.

8. Misra, G. and Baron, R. A. (2014). Psychology; Indian Subcontinent, 5 th Edition. Pearson.
9. Myers, D. G. (2005). Social Psychology, 8th edition. McGraw Hill.
10. Myers, D. G., Sahajpal, P.D. and Behera, P. (2012). Social Psychology. 10th edition (Special Indian Edition). McGraw Hill education (India) Private Limited. New Delhi.
11. Oskamp, S. & Schultz, P.W. (1998). Applied Social Psychology. Prentice.
12. Wood, J. V., Tesser, A. D Holmes, J. G. (2008). (Eds). The Self and Social Relationships. Psychology Press; Taylor and Francis Grony. New York and Hove.
13. York, M. R. (2011). Gender Attitudes and Violence against women. LFB Scholarly Publishing LLC

Course: MSPS 303: Clinical Psychology (Core Course)

Marks: 50

Total lectures Hours: 50H

Course Objective: Basic knowledge of psychological intervention strategies supported by the empirical literature. Understanding the theories and empirical knowledge for supporting of psychopathology. Imparting the knowledge of most common psychiatric illnesses and the basis of psychopathology formation. A basic understanding of parameters of psychotherapy and introduction to major schools of thought.

1. Introduction to Clinical Psychology:

- a) Nature, Scope and Method of Clinical Psychology
- b) Classificatory systems in psychopathology : ICD & DSM

2. Disorder of Childhood – etiology & treatment

Internalizing and Externalizing disorders.

3. Clinical features, etiology and management:

- a) Anxiety, disorder – Generalized Anxiety Disorder, Phobia, Social Anxiety, Panic.
- b) Obsessive Compulsive Disorder
- c) Somatoform Disorder
- d) Culture Specific Mental Disorder

4. Disorders & Management:

- a) Schizophrenia Spectrum Disorder
- b) Bipolar Disorder – I & II

c) Major Depressive Disorder

d) Personality Disorders.

Recommended readings:

Andrade, C. (2000). *Advances in Psychiatry*. Oxford Univ Press.

Barnhill, J.W. (2013). *DSM-5 (@) Clinical Cases*, 1st Edition, American Psychiatric Association Publishing.

Berman, P. S. (1997). *Case conceptualization and treatment planning*. Sage.

Black, D. W. and Andreasen, N.C. (2017). *Introductory Textbook of Psychiatry, DSM-5 Edition*, CBS Publishers & Distributors.

Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2014). *Abnormal Psychology*, 16th Edition, Pearson.

Cohen, D. J. & Volkman, F. R. (1997). *Handbook of autism and Pervasive developmental disorder*. Wiley.

Comer, R. J. (1998). *Abnormal Psychology*. WH Freeman and Company.

Dagnostic and Statistical Manual (Fifth Edition), DSM-5 tm, (2013). American Psychiatric Association.

Gelder, M., Gath, D., Mayou, R. & Cowen, P (1996). *Oxford Textbook of Psychiatry*. Oxford Univ Press.

Goldberger, L., & Brezenitz, S. (1982). *Handbook of Stress. Theoretical and Clinical Aspect*. The Free Press. New York.

Hamilton, M. (1976). *Fish's Clinical Psychopathology*. Year Book Medical Publishers, Incorporated.

International Statistical Classification of Diseases and Related Health Problems 10th Revision, ICD-10. (1992). World Health Organization.

Kaplan, H. & Sadock, B. (1997). *Comprehensive Textbook of Psychiatry*. Williams & Wilkins.

Kendall, P.C., & Butcher, J. N. (Eds). (1982). *Handbook of research methods in clinical psychology*. Wiley. New York.

Sidis, B. (2017). *The Foundation of Normal and Abnormal Psychology*, Forgotten Books Publishing.

Watson, R.I. (1983). *The clinical methods in Psychology*. John Wiley & Sons, New York.

Wolman, B.B. (1965). *Handbook of Clinical Psychology*. McGraw Hill.

Course: MSPS 304-1: Elementary Qualitative Research Methodology (*Generic elective Course*)

Marks: 25

Total lectures Hours: 25H

Course Objective: This course is an introduction to qualitative research methods—conceptualization, design and data collection procedures. Through this course, students are expected to learn about the nature and application of qualitative research in Psychology. Qualitative research focuses on an in-depth exploration of a social phenomenon. It can create awareness about the critical aspects of psychological research, bringing out participants’ perspectives and meaning making into research, analysis of researcher’s own position in the research process, and importance of context in understanding social and psychological phenomena. The course will provide an understanding of the theoretical basis of qualitative research, to equip the students with knowledge and skill of using qualitative data collection methods and to familiarize them with analysis of qualitative data.

1. Concept of Qualitative Research

Meaning and Characteristics of Qualitative Research; Sampling; Trustworthiness and ethics in qualitative research

2. Field Based Methods

Grounded Theory, Phenomenology, Interview and Observation method, Focus Group Discussion

3. Text & Document Based Methods

Thematic Analysis, Narrative Analysis, Discourse Analysis, Case Study

4. Analyzing, Interpreting and Representing qualitative data

5. Writing Synopsis and Report in Qualitative Research

Suggested Readings:

Creswell, J.W (1998). *Qualitative enquiry and research design*. N.D. Sage.

Denzin and Lincoln Handbook of Qualitative Research Method.

Lichtman, M. (2014). *Qualitative research for the social sciences*. Sage

Lifton, R. J. (1967). *Death in Life: Survivors of Hiroshima*. New York: Random House

Mason, J. (2000). *Qualitative researching*. Sage.

Richards, L. & Morse, J. M. (2013). *Qualitative methods*. Sage.

Wolcott, H.F. (1994). *Transforming qualitative data*. Sage.

Silence as Resistance to Analysis: Or, On Not Opening One’s Mouth Properly; Maggie

Maclure, Rachael Holmes, Liz Jones and Christina Mac Rae; *Qualitative Inquiry* (2010), 16:492. Qualitative Inquiry, Sage publication.

On Becoming a Qualitative Researcher: The Value of Reflexivity, Daine Watt.
Qualitative Report, Vol.12 Number 1,2007.

Reading Between The Lines: Interpreting Silences in Qualitative Research. Blake Poland and Ann Paderson. Qualitative Inquiry, 1998 4:293

Strauss, A., & Corbin, J. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park, CA: Sage.

Denzin, N. & Lincoln, Y. () Handbook of qualitative research. Thousand Oaks, CA: Sage.

Strauss, A. (1987). Qualitative analysis for social scientists. Cambridge, UK: Cambridge University Press.

Charmaz, K. (1995a). Between positivism and postmodernism: Implications for methods. Studies in Symbolic Interaction, 17, 43-72.

Silverman, D (2018), Doing Qualitative Research (5th Ed) Sage Publications

Course: MSPS 304-2: Elementary Human Cognition (*Generic elective Course*)

Marks: 25

Total lectures Hours: 25H

Course Objective: To provide an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications. To help learners understand the importance. and the relevance of higher cognitive processes for understanding people's behavior in selected areas such as risk assessment, environmental behavior, clinical dysfunction or therapeutic intervention. Also it helps to apply research in cognitive psychology to everyday events and challenges.

1. Introduction to Cognitive Psychology: Historical background, Basic concepts of cognitive psychology, Different Cognitive processes.

2. Attention and Executive Processes: Concepts on executive attention in psychology, Attention and executive functions, Different stages of executive functioning,

3. Memory Processes: Basic concepts of memory process in psychology, Different processes of memory, Different stages of memory, Current Models and Directions,

4. Decision Making and Problem Solving: Importance of decision making and problem solving in the workplace, Different steps for problem solving and decision making, Some decision making models. Artificial Intelligence

Suggested Readings:

Allport, F. H. (1955). Theories of perception and the concept of structure. Wiley.

Anderson, J.R. (2000). *Cognitive Psychology and its implication*. 5th edition. Worth Publishers.

Baddley, A. (1997). *Human memory: Theory and practice*. New York: Psychology Press. Harley,

Bjork, E. L. & Bjork, R. A. (Eds.) (1996). *Handbook of perception and cognition*. Academic Press.

Cohen, G., Kiss, G. and Le Voi, M (1993). *Memory. Current issues*. Open Univ.

Dember, W. N. & Warm, J. S (1975). *Psychology of Perception*. Holt.

Helson, H. and Bevan, W. (1969). *Contemporary approaches to psychology*. D. Van Nostrand.

Kellogg, R. T. (2002). *Cognitive psychology*. Sage.

Maier, C. (1970) *Problem Solving and Creativity*. Brooks Cole.

Matlin, M.W. (1995). *Cognition*. Prism.

Minda, P.J. (1988). *The Psychology of Thinking: Reasoning, Decision-Making and Problem-Solving*. Sage.

Parkin, A. J. (2013). *Essential Cognitive Psychology*. T & F India.

Smith, E. E. & Kosslyn, S. M. (2007). *Cognitive psychology: Mind and Brain*. Pearson.

Solso, R. L. (1998). *Cognitive Psychology*. Allyn and Bacon.

Sternberg, R. J. (Ed.) (1994). *Thinking and Problem Solving*. Academic Press.

Tripathi, A.N. & Babu, Nandita (2008). *Cognitive processes*. In Misra, G. (Ed.). *Psychology in India: Advances in Research*, Vol. 1. New Delhi: Pearson Education

Tulving, E. and Craik, F.I.M. (2000). *The Oxford Handbook of Memory*. Oxford Univ. Press.

Course: MSPS 304-3: Basic Psychometry and Statistics (Generic elective Course)

Marks: 25

Total lectures Hours: 25H

Course Objective:

To collect data, analysis, interpretations, some statistical tools are required for professional career, study and research. Some of these are included in the course.

1.Basic Statistics: The nature of Statistics, Statistics and other disciplines, Collection of data, their scrutiny, presentations—Tabular and Graphical.

2. Frequency Distributions: Data summarization, Attribute and variable, Discrete and continuous variables frequency distributions, Graphical presentations of frequency distributions.

3.Some measures of Central Tendency and Dispersion: Mean, median, mode, range, mean deviation, standard deviation, Relative measure of dispersions.

4.Statistical Methods for Psychology and Education: Some scaling procedures, scaling individual test items in terms of difficulty, scaling of test scores in several tests, Concepts of reliability, validity, Intelligence tests and IQ.

Suggested Readings:

Goon, A.M. , Gupta, M.K., and Dasgupta, B. (2002). Fundamental of Statistics, Volume 1 & Volume 2.

Broota, K.D. (1992). *Experimental Design in Behavioural Research*. ND: New Age International Pub.

Das, D. & Das, A. (2010) *Statistics in Biology and Psychology*, Academic Publishers

Ferguson, G. A. (1959). *Statistical analysis in psychology and education*.

Grimm, L. G. & Yarnold, P. R. (1995). *Reading and understanding multivariate statistics*. APA.

Hair, Joseph F., et al. *Multivariate Data Analysis: A Global Perspective*. 7th ed. Upper Saddle River: Prentice Hall, 2009.

Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings* . Oxford University Press.

Keller, G. (2014). *Statistics for management and economics*. Nelson Education.

Liebrand, W.B.G. (1998). *Computer modeling in social process*. Sage.

Nunnally, J.C. (1978). *Psychometric theory*. McGraw Hill.

Rust, J., & Golombok, S. (2009). *Modern psychometrics: The science of psychological assessment*. London and New York: Routledge.

Seltman, H. J. (2014). *Experimental design and analysis*. Retrieved January, 15, 2015.

Siegel, S. (1986). *Non parametric statistics*. NY: McGraw Hill.

Winer, B. J. (1971). *Statistical principles in experimental design*. NY: McGraw Hill.5.

MSPS 304-4 Course opted from SWAYAM (Generic elective Course)

Marks: 25

Total lectures Hours: 25H

Course: MSPS 305-1: Advanced Clinical Psychology (Discipline-centric Elective)

Marks: 50

Total lectures Hours: 50H

Course Objective: Advanced knowledge of psychological intervention strategies supported by the empirical literature. Understanding the theories and empirical knowledge for supporting of psychopathology. Imparting the knowledge of most common psychiatric illnesses and the basis of psychopathology formation. A basic understanding of parameters of psychotherapy and introduction to major schools of thought.

1. Clinical Diagnostic Process: Case History taking, Mental Status Examination, Differential Diagnosis, Provisional Diagnosis, Formulation of Final Diagnosis.

2. Clinical Assessment: Application of tests in clinical settings, Neuropsychological Assessment, Psychophysiological Assessment, Rating scales and Inventories, Projective Techniques.

3. Psychopathology Models: Different Psychopathology Concepts: Biological model, Psychodynamic model, Behavioural model, Cognitive model, Humanistic-existential model, Socio-cultural model, Bio-Psycho-Social Model.

4. Community Mental Health & Rehabilitation: Concepts of Community Mental Health, Primary care, Secondary care, Tertiary care, Concepts of rehabilitation, Psychiatric and Psychological.

5. Legal & Ethical Issues in Clinical Psychology: Ethics in Clinical Psychology, Confidentiality, Report Writing, Licensing Procedure; Mental Health Act of India (1987), Medico- Legal Issues.

Recommended Readings:

1. Andrade, C. (2000). *Advances in Psychiatry*. Oxford Univ Press.
2. Barnhill, J.W. (2013). *DSM-5 (@) Clinical Cases*, 1st Edition, American Psychiatric Association Publishing.
3. Berman, P. S. (1997). *Case conceptualization and treatment planning*. Sage.
4. Black, D. W. and Andreasen, N.C. (2017). *Introductory Textbook of Psychiatry*, DSM-5 Edition, CBS Publishers & Distributors.
5. Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2014). *Abnormal Psychology*, 16th Edition, Pearson.
6. Cohen, D. J. & Volkman, F. R. (1997). *Handbook of autism and Pervasive developmental disorder*. Wiley.
7. Comer, R. J. (1998). *Abnormal Psychology*. WH Freeman and Company.
8. Diagnostic and Statistical Manual (Fifth Edition), DSM-5tm, (2013). American Psychiatric Association.

9. Gelder, M., Gath, D., Mayou, R. & Cowen, P (1996). *Oxford Textbook of Psychiatry*. Oxford Univ Press.
10. Goldberger, L., & Brezenitz, S. (1982). *Handbook of Stress. Theoretical and Clinical Aspect*. The Free Press. New York.
11. Hamilton, M. (1976). *Fish's Clinical Psychopathology*. Year Book Medical Publishers, Incorporated.
12. International Statistical Classification of Diseases and Related Health Problems 10th Revision, ICD-10. (1992). World Health Organization.
13. Kaplan, H. & Sadock, B. (1997). *Comprehensive Textbook of Psychiatry*. Williams & Wilkins.
14. Kendall, P.C., & Butcher, J. N. (Eds). (1982). *Handbook of research methods in clinical psychology*. Wiley. New York.
15. Lazarus, R. S. & Folkman, S. (1984). *Stress, Appraisal and Coping*. Springer.
16. Makenna, P. J. (1997). *Schizophrenia & related syndromes*. Psychology Press.
17. Matson, J. L. & Mulick, J. A. (eds). (1991). *Handbook of Mental Retardation*. Pergamon Press.
18. Mondal, J. (2009). *Mental Health, Mental Disorders and Psychotherapy*. Sova Book agency.
19. Newton, T., Finman, S. & Handy, J. (1995). *Managing Stress*. Sage.
20. Pestonjee, D. M. (1992). *Stress and Coping. An Indian Experience*. Sage.
21. Pomerantz, A.M. (2017). *Clinical Psychology: Science, Practice and Culture: DSM-5 Update, 4th Edition*, Sage Publications.
22. Quinn, P. O. (1997). *Attention of Deficit Disorder*. Brunner/ Mazel.
23. Sidis, B. (2017). *The Foundation of Normal and Abnormal Psychology*, Forgotten Books Publishing.
24. Watson, R.I. (1983). *The clinical methods in Psychology*. John Wiley & Sons, New York.
25. Wolman, B.B. (1965). *Handbook of Clinical Psychology*. McGraw Hill.

Course: MSPS 305-2: Industrial/ Organizational Psychology (Discipline-centric Elective)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

1. Selection and Recruitment:

- a. Job Analysis
- b. Assessment and Selection techniques
- c. Productive and Counterproductive work behaviour
- d. Job involvement and Organizational commitment

2. Training and Performance Appraisal:

- e. Approaches to training
- f. Phases of training
- g. Performance appraisal programme
- h. Counselling, Evaluation and Follow-up

3. Human Engineering , Safety, Health & Organizational Culture:

- i. Concept of Human Engineering, Cognitive Ergonomics
- j. Work-Space Design, Accident and Safety measures, Harassment
- k. Nature of Organizational Culture; Creating, Sustaining and Changing Culture
- l. Organizational Socialization, Multiculturalism and Diversity Management, Stress Management
- m. Entrepreneurship development

4. Consumer Behaviour and Marketing Strategy:

- a. Analysis of Consumer Behaviour
- b. Impact of advertisement on consumer behaviour
- c. Brand image, Brand loyalty and Brand personality
- d. Models of Consumer Behaviour

Recommended readings:

Anderson, L.D. (2013). *Organizational Development*. 2nd Edition. Sage.

Bowditch, J.L. and Buono, A.F. (1994). *A primer on organizational behavior*. New York. Wiley.

Bruke, W.W. (1992). *Organizational Development*. Boston, Little Brown.

Conyne, K. R. (2014). *Group Work Leadership*. Sage.

Francis, H., Holbeche, L. & Reddington, M. (2012). *People and Organizational Development: A new agenda for Organization*. 1st Edition. CIPD - Kogan Page.

Gupta, C.S. (2009). *Advanced Human Resource Management*. Ane Books Pvt. Ltd

Agarwal, R.D. (1994). *Organization and management*. New Delhi. Tata McGraw Hill.

Ancona, D.G. (2004). *Managing for the Future: Organizational Behaviour and Processes*. Cengage Learning.

Anderson, L. D. (2013). *Organizational Development*. 2nd edition. Sage.

Andrews, P.H. & Herschel, R.T. (1997). *Organizational communication*.

Byrne, Z. (2014). *Understanding Employee Engagement: Theory, Research and Practice*. Routledge.

Chmiel, N. (2008). *An Introduction to Work and Organizational Psychology: A European Perspective*. John Wiley & Sons.

Conyne, K. R. (2014). *Group Work Leadership*. Sage. 8. Cooper, C.L., Dewe, P. & O'driscoli, MP. (2001). *Organizational Stress*. Sage.

Dahiya, D.S. (1997). *Communication process in organization*. Rawat Publication.

Duck, S. (1998). *Human Relationships*. 3rd edition. Sage

Jaklin, F. & Linda, L.P. (2000). *The New Handbook of Organizational Communication*. Sage.

Kumar, A. (2000). *Organizational behaviour*. Anmol Publication.

Landy, J. F. & Conte, M. J. (2010). *Work In The 21st Century: An Introduction to the Industrial and Organizational Psychology*. 2nd edition. Black Well Publishing Ltd. U.K.

Lencioni, P. (2012). *The Advantage: Why Organizational Health Trumps Everything Else in Business*. Jossey-Bass.

Leonard, S. H., Lewis, R., Freedman, M. & Passmore, J. (2013). *The WileyBlackwell Handbook of the Psychology of Leadership, Change, and Organizational Development*. Wiley-Blackwell.

Levy, P. (2016). *Industrial/Organizational Psychology*. Worth Publisher

MSPS 305-3: Advanced Qualitative Research Methodology (*Discipline-centric Elective*)

Marks: 50

Total lectures Hours: 50H

Course Objective: This course is an introduction to qualitative research methods—conceptualization, design and data collection procedures. Through this course, students are expected to learn about the nature and application of qualitative research in Psychology. Qualitative research focuses on an in-depth exploration of a social phenomenon. It can create awareness about the critical aspects of psychological research, bringing out participants' perspectives and meaning making into research, analysis of researcher's own position in the research process, and importance of context in understanding social and psychological phenomena. The course will provide an understanding of the theoretical basis of qualitative research, to equip the students with knowledge and skill of using qualitative data collection methods and to familiarize them with analysis of qualitative data.

1. Individual based methods with data generation: Semi-structured, open ended interview, Narrative interview

2. Group based methods with data generation: Focus group discussion, ethnography

3. Analysis qualitative data: Grounded theory, thematic analysis, Narrative analysis

4. Writing in Qualitative Research

Suggested Readings:

Creswell, J.W (1998). *Qualitative enquiry and research design*. N.D. Sage.

Denzin and Lincoln Handbook of Qualitative Research Method.

Lichtman, M. (2014). *Qualitative research for the social sciences*. Sage

Lifton, R. J. (1967). *Death in Life: Survivors of Hiroshima*. New York: Random House

Mason, J. (2000). *Qualitative researching*. Sage.

Richards, L. & Morse, J. M. (2013). *Qualitative methods*. Sage.

Wolcott, H.F. (1994). *Transforming qualitative data*. Sage.

Silence as Resistance to Analysis: Or, On Not Opening One's Mouth Properly; Maggie

Maclure, Rachael Holmes, Liz Jones and Christina Mac Rae; *Qualitative Inquiry* (2010), 16:492. Qualitative Inquiry, Sage publication.

On Becoming a Qualitative Researcher: The Value of Reflexivity, Daine Watt. *Qualitative Report*, Vol.12 Number 1, 2007.

Reading Between The Lines: Interpreting Silences in Qualitative Research. Blake Poland and Ann Paderson. *Qualitative Inquiry*, 1998 4:293

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.

Denzin, N. & Lincoln, Y. () *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Strauss, A. (1987). *Qualitative analysis for social scientists*. Cambridge, UK: Cambridge University Press.

Charmaz, K. (1995a). Between positivism and postmodernism: Implications for methods. *Studies in Symbolic Interaction*, 17, 43-72.

Silverman, D (2018), *Doing Qualitative Research* (5th Ed) Sage Publications

MSPS 305-4: Course opted from SWAYAM (*Discipline-centric Elective*)

Marks: 50

Total lectures Hours: 50H

MSPS 306-1: Practical Based on MSPS 305-1 and along with three Core Courses i.e., MSPS 301, MSPS 302 & MSPS 303 (*Discipline-centric Elective*)

Marks: 50

1. Finding out the extent of subjective well-being of an individual
 2. Mindfulness-based practice(s)
 3. Yoga
 4. Gratitude
 5. Gender stereotype/ Gender discrimination
 6. Aggression
- } any one
- }

- 7. Communication any one
- 8. Personal space

Practical based on MSPS 305-1: Case Study, Testing and Report Writing

1. Case History and Mental Status Examination
2. Assessment of cognitive and neuropsychological functions:
 - a) Developmental Screening Test (DST),
 - b) Vineland Social Maturity Scale (VSMS)
 - c) Raven’s Progressive Matrices (RPM); Standard Progressive Matrices (SPM) and Advanced Progressive Matrices (APM)
 - d) BinetKamat Test of Intelligence (BKT),
 - e) Wechsler Adult Intelligence Scale (WAIS), Wechsler Intelligence Scale for Children (WISC)
 - f) Bender Gestalt Test (BGT),
 - g) PGI- Battery of Brain Dysfunction (PGI-BBD)
3. Assessment of personality and diagnostic indicators of different psychiatric disorders:
 - a) Childhood Autism Rating Scale (CARS), Indian Scale for Assessment of Autism (ISAA),
 - b) Development Psychopathology Checklist (DPCL)
 - c) Eysenck Personality Questionnaire (EPQ); Neo-Five Factor Inventory (NFFI);
 - d) Draw a Person Test (DAP)
 - e) Rorschach Test; Thematic Apperception Test (TAT); Children Apperception Test (CAT)
 - f) Assessment of Depression, Anxiety and Aggression
4. Report Writing: Child & Adult

MSPS 306-2: Practical Based on MSPS 305-2and along with three Core Courses i.e., MSPS 301, MSPS 302 & MSPS 303 (*Discipline-centric Elective*)

Marks: 50

1. Finding out the extent of subjective well-being of an individual
 2. Mindfulness-based practice(s)
 3. Yoga
 4. Gratitude
 5. Gender stereotype/ Gender discrimination
- } any one
- }

6. Aggression
7. Communication any one
8. Personal space

Practical based on MSPS 305-2: Quality of Work Life and Performance

Learn the testing and conduct practical on any 4 (four) of the following:

1. Assessment of Leadership Style (actual or perceived)
2. Work Motivation of the employees of an organization
3. Work Life Balance
4. Time Management
5. Organizational Stress or Job Stress or Occupational Stress
6. Quality of Work Life (QWL)
7. Quality of Life (QOL)
8. Test battery for personnel selection

Recommended readings:

Books to be selected from the References as mentioned in 305-1 and 305-2.

MSPS 306-3: Practical Based on Course opted from SWAYAM and along with three Core Courses i.e., MSPS 301, MSPS 302 & MSPS 303 (*Discipline-centric Elective*)

Marks: 50

MSPS 307: Practical Based (*Community Engagement Activities*)

Marks: 25

Community Engagement Activities Based on MSPS 303:

1. Case History and Mental Status Examination
2. Assessment of cognitive and neuropsychological functions:
 - h) Developmental Screening Test (DST),
 - i) Vineland Social Maturity Scale (VSMS)
 - j) Raven's Progressive Matrices (RPM); Standard Progressive Matrices (SPM) and Advanced Progressive Matrices (APM)
 - k) BinetKamat Test of Intelligence (BKT),

- l) Wechsler Adult Intelligence Scale (WAIS), Wechsler Intelligence Scale for Children (WISC)
- m) Bender Gestalt Test (BGT),
- n) PGI- Battery of Brain Dysfunction (PGI-BBD)

3. Assessment of personality and diagnostic indicators of different psychiatric disorders:

- a) Childhood Autism Rating Scale (CARS), Indian Scale for Assessment of Autism (ISAA),
- b) Development Psychopathology Checklist (DPCL)
- c) Eysenck Personality Questionnaire (EPQ); Neo-Five Factor Inventory (NFFI);
- d) Draw a Person Test (DAP)
- e) Rorschach Test; Thematic Apperception Test (TAT); Children Apperception Test (CAT)
- f) Assessment of Depression, Anxiety and Aggression

4. Report Writing: Child & Adult

SEMESTER- IV

Course: MSPS 401: Health Psychology and Stress Management (Core Course)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

- 1. Foundations of health psychology:** definition, biopsychosocial model, cross-cultural perspectives
- 2. Theoretical perspectives of health psychology:** social-psychological, biomedical, social-ecological, others
- 3. Stress and coping:** Concept of diathesis; Stress as stimulus and response; Interaction model of stress; Stress-born health problems, Coping – problem-focused & emotion-focused
- 4. Management of disorders and chronic illnesses associated with stress**

Recommended readings:

Rice, P.L. (1998). Health Psychology. Pacific Groove, Books/ Cole Publication Co.

Taylor, S.E. (1999). Health Psychology, Boston, McGraw Hill.

- Broome, A.K. (1989). *Health Psychology: Process and Applications*, London, Chap & Hall.
- Baum, A. Gatchel, R.J., & Krantz, D.S. (1997). *An introduction to health psychology*. New York: McGraw Hill.
- Baum, A. Revenson, T.A., & Singer, J.E. (2001). *Handbook of health psychology*. Mahwah, N.J.: Lawrence Erlbaum.
- Dimatteo, M.R., & Martin, L.R. (2002). *Health psychology*. Boston: Allyn & Bacon.
- Chen, D. D. (2017). *Stress Management and Prevention: Applications to Daily Life*, Taylor and Francis, 3rd Edition.
- Greenberg J. S., (2009). *Comprehensive Stress Management*, 10th Ed. Tata McGraw-Hill Publications
- Conrad, C.D. (2011). *The Handbook of Stress: Neuropsychological Effects on the Brain*. Wiley-Blackwell.

Course: MSPS 402: Late Adulthood Psychology (Core Course)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

- 1. Adult development and Aging:** Concept, Stages - characteristic features and developmental tasks, Physical and Biological changes.
- 2. Theoretical approaches:** Biological theories, Erikson's Stage theory, Exchange theory, Continuity theory, Socio-environmental theory.
- 3. Cognition:** Memory - changes in short-term, long-term & working memories, forgetting in adulthood; Intelligence - Beyond Piagetian formal operational stage; Wisdom and creativity in later life.
- 4. Personality and Self:** Continuity vs. discontinuity issue, changes in self-structure, maintenance of self-esteem; Aging and mental health; Factors in positive ageing.
- 5. Social Concerns of late adulthood:** Retirement, living arrangement, grand-parenting, coping with bereavement, widowhood, and loneliness.

Recommended Books:

1. Cavanaugh, J.C. & Blanchard-Fields, F. (2015). *Adult Development and Aging* (8th Ed.) Boston: Cengage.
2. Whitbourne, S.K. & Sliwinski, M. J. (Eds.) (2016). *The Wiley-Blackwell Handbook of Adulthood and Aging*. West Sussex.: John Wiley & Sons Ltd.
3. Whitbourne, S.K. (2016). *The Encyclopedia of Adulthood and Aging*. N.J.: John Wiley Inc.
4. Schaie, K. W. & Willis, S. (2015). *Handbook of the Psychology Of Aging* (6th Ed). London: Academic Press.
5. Erber, J. T. (2013). *Aging and Older Adulthood* (3rd Ed). East Sussex.: John Wiley & Sons.
6. Stuart-Hamilton, I. (2012). *The Psychology of Ageing: An Introduction* (5th Ed). London: Jessica Kingsley Publishers.

Course: MSPS 403-1: Psychotherapy (*Discipline-centric Elective*)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

1. Psychotherapeutic intervention: Supportive, re-educative and re-constructive methods

Supportive therapies: Millieu therapy, Inspirational group therapy, Creative art therapies and structural integration;

Re-educative therapies: Behaviour therapy (Operant, Wolpian and Modeling procedures); Cognitive approach: Ellis, Goldfried, Meichenbaum, Goodman and Beck; Client-centred Psychotherapy and stages of therapy;

Re-educative group therapies: Mechanisms of group psychotherapy with a focus on group processes, types-including psychodrama, group therapy and family therapy (including marital therapy);

Re-constructive therapies; Psychoanalysis: Psychoanalytically oriented psychotherapy -Process and techniques with a focus on transferences, resistance, working through and the interpretive processes; Holistic approaches to therapy: Yoga, meditation, bio-feedback and others.

2. Methods of psychotherapy: Psychodynamic, Behavioural, Cognitive, Phenomenological, Existential approaches

3. Factors contributing to response in psychotherapy: Therapeutic relationship, skills of therapist, ethical issues in psychotherapy

4. Psychotherapy research: Outcome research, Process research

Recommended readings:

Wolberg, L.R. (1998). *The techniques of psychotherapy*. Barcour Brace: Grune& Stratton.

Wolpe, R. & Dryden, W. (Eds.) (1996). *Handbook of counselling psychology*. New Delhi: Sage.

Corey, G. (1986). *Theory & practices of counselling and psychotherapy*. Monterey, California: Brooks/Cole Publishing Company.

Ajaya, S. (1989). *Psychotherapy: East and West*. Pennsylvania: Himalyan International Institute for Yoga Scientific and Philosophy.

Course: MSPS 403-2: Organizational and Human Resource Development (Discipline-centric Elective)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

1. Organizational Development

- a) Concept and historical background
- b) Necessity of organizational development.
- c) Globalization
- d) Techniques of organizational development

2. Organizational Culture

- a) Definition and functions of culture
- b) Creating, sustaining and changing culture
- c) Organizational Socialization and Diversity Management
- d) Entrepreneurship Development

3. Communication and Interpersonal Conflicts

- a) Definition, types and barriers of communication
- b) Remedy of organizational communication problems
- c) Conflict- Definition, causes and types
- d) Techniques of conflict management

4. Groups in organizations and Leadership

- a) Team-building
- b) Quality-management
- c) Theories and styles of leadership
- d) Role of leadership of organizational development

Recommended readings:

Anderson, L.D. (2013). Organizational Development. 2nd Edition. Sage

Conyne, K. R. (2014). Group Work Leadership. Sage.

Francis, H., Holbeche, L. & Reddington, M. (2012). People and Organizational Development: A new agenda for Organization. 1 st Edition. CIPD - Kogan Page.

Gupta, C.S. (2009). Advanced Human Resource Management. Ane Books Pvt. Ltd.

Landy, J.F. & Conte, M.J. (2010). Work in the 21st Century: An Introduction to the Industrial and Organizational Psychology. 2nd Edition. Blackwell Publishing Ltd. U.K.

Luthans, F. (2010). Organizational Behaviour, 12th edition. McGraw-Hill Education.

Judge, M.C., Holbeche, L. & Becker, W. (2012). Organizational Development: A Practitioner's Guide for OD and HR. Wiley Publisher.

Course: MSPS 403-3: Course opted from SWAYAM (*Discipline-centric Elective*)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

Course: MSPS 404-1: Vocational guidance and Counselling (*Discipline-centric Elective*)

Marks: 50

Total lectures Hours: 50H

Course Objectives: Students can utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities. Students can apply career development theories as they relate to individuals with a disability with disabilities. Students can effectively use employment supports to enhance successful employment. Students can assist individuals with a disability with developing skills and strategies on the job.

1. Importance of vocational guidance and counselling in disability rehabilitation Vocational

assessment: Traditional vs. contemporary approaches Job survey Job analysis and definition.

2. Vocational training Strategies: Job training in simulated and community settings, Training aids and devices, Work behaviour

3. Job placement and employment model: Open competitive employment, Supported employment, Sheltered employment, Self employment Empowerment of persons with disabilities by economic independence.

4. Concept of Counselling: Concept and definition, Aims and objectives of counselling, Characteristics of a good counsellor, Counselling skills.

5. Models of counselling: Egan's model Adaptive model Social skills training

6. Types of counselling: Individual counselling & Group counselling, Parental counselling, Marital counselling, Family counselling, Critical issues in rehabilitation counselling.

Recommended readings:

1. Andrade, C. (2000). *Advances in Psychiatry*. Oxford Univ Press.
2. Barnhill, J.W. (2013). *DSM-5 (@) Clinical Cases*, 1st Edition, American Psychiatric Association Publishing.
3. Berman, P. S. (1997). *Case conceptualization and treatment planning*. Sage.
4. Black, D. W. and Andreasen, N.C. (2017). *Introductory Textbook of Psychiatry*, DSM-5 Edition, CBS Publishers & Distributors.
5. Butcher, J.N., Hooley, J.M., Mineka, S. and Dwivedi, C.B. (2014). *Abnormal Psychology*, 16th Edition, Pearson.
6. Cohen, D. J. & Volkman, F. R. (1997). *Handbook of autism and Pervasive developmental disorder*. Wiley.
7. Comer, R. J. (1998). *Abnormal Psychology*. WH Freeman and Company.
8. Dagnostic and Statistical Manual (Fifth Edition), DSM-5tm, (2013). American Psychiatric Association.
9. Gelder, M., Gath, D., Mayou, R. & Cowen, P (1996). *Oxford Textbook of Psychiatry*. Oxford Univ Press.
10. Goldberger, L., & Brezenitz, S. (1982). *Handbook of Stress. Theoretical and Clinical Aspect*. The Free Press. New York.
11. Hamilton, M. (1976). *Fish's Clinical Psychopathology*. Year Book Medical Publishers, Incorporated.
12. International Statistical Classification of Diseases and Related Health Problems 10th Revision, ICD-10. (1992). World Health Organization.
13. Kaplan, H. & Sadock, B. (1997). *Comprehensive Textbook of Psychiatry*. Williams & Wilkins.

14. Kendall, P.C., & Butcher, J. N. (Eds). (1982). *Handbook of research methods in clinical psychology*. Wiley. New York.
15. Lazarus, R. S. & Folkman, S. (1984). *Stress, Appraisal and Coping*. Springer.
16. Makenna, P. J. (1997). *Schizophrenia & related syndromes*. Psychology Press.
17. Matson, J. L. & Mulick, J. A. (eds). (1991). *Handbook of Mental Retardation*. Pergamon Press.
18. Mondal, J. (2009). *Mental Health, Mental Disorders and Psychotherapy*. Sova Book agency.
19. Newton, T., Finman, S. & Handy, J. (1995). *Managing Stress*. Sage.
20. Pestonjee, D. M. (1992). *Stress and Coping. An Indian Experience*. Sage.
21. Pomerantz, A.M. (2017). *Clinical Psychology: Science, Practice and Culture: DSM-5 Update, 4th Edition*, Sage Publications.
22. Quinn, P. O. (1997). *Attention of Deficit Disorder*. Brunner/ Mazel.
23. Sidis, B. (2017). *The Foundation of Normal and Abnormal Psychology*, Forgotten Books Publishing.
24. Watson, R.I. (1983). *The clinical methods in Psychology*. John Wiley & Sons, New York.
25. Wolman, B.B. (1965). *Handbook of Clinical Psychology*. McGraw Hill.

Course: MSPS 404-2: Industrial Relations (*Discipline-centric Elective*)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

- 1. Introduction to industrial relations:** Concept, Scope and components of industrial relations system, approaches, development of industrial relations in India. Technological change and industrial relations.
- 2. Grievances and discipline:** Meaning nature and causes of grievances; grievances and presentation, procedure for redressal; meaning of discipline, causes of indiscipline in industry; discipline enforcement methods in India.
- 3. Industrial conflicts and trade unions:** causes forms and resolution; mediation, conciliation, arbitration, adjudication (with reference to Industrial Dispute Act, 1947 in India). Trade unionism in India; structure and functions of trade unions; leadership issues; problems of multiple unions; employer's organization in India.
- 4. Collective bargaining:** Principles and features; forms and process of collective bargaining; implementation of collective bargaining agreements; collective bargaining in India.
- 5. Workers' participation:** Concept, objectives; forms and levels of participation; schemes for workers' participation in India.

Recommended Books:

1. Bray (2004). *Industrial relations: a contemporary approach*. Australia: McGraw Hills.

2. Manoria , Manoria & Ganlear. (2003). Dynamics of industrial relations. New Delhi: Himalaya Publishing House.
3. Monappa, A (2000). Industrial relations. New Delhi: Tata McGraw Hill.
4. Sen (2003). Industrial relations in India: Shifting paradignms. New Delhi: Macmillan

Course: MSPS 404-3: Course opted from SWAYAM (*Discipline-centric Elective*)

Marks: 50

Total lectures Hours: 50H

Course: MSPS 405: Internship and Practical Based on MSPS 403, 404 and along with two Core Courses i.e., MSPS 401 & MSPS 402 (*Core Course*)

Marks: 50

Total lectures Hours: 50H

Course Objectives: The students will develop expertise in conducting various forms of therapy through practical exposure; Development of practical skills required for conducting parental counselling; Development for practical skills required for conducting family therapy; Development of practical skills required for conducting group counselling; Development of techniques for reducing undesirable behaviours; Development of techniques for increasing desirable behaviours.

1. Case work up and Management Regular work & performance at Internship will be evaluated by internship guide. Minimum 3 psychological interventions have to be carried out by the candidate, with at least 1 child case, 2 out of which have to be recorded in lab note books with details of the case work-up and the counselling procedure undertaken by the candidate.

2. Management Plan Candidates will be required to chart out a detailed therapeutic plan for the case-history provided to them, at the end of the semester.

Course: MSPS 406: Term Paper/ Project (*Core Course*)

Marks: 50

Total lectures Hours: 50H

Course Objectives:

1. The student knows the theoretical bases for statistical analyses of results from empirical studies: the logical and philosophical bases of empirical research; probability; operationalization of psychological variables.

2. Knows basic statistical methods used to describe variables, describe relationships between variables, and to verify research hypotheses through inferential statistics.

3. Understands the scientific method in the context of empirical sciences, its advantages and limitations.

4. Is acquainted with specific scientific psychological terminology, distinguishes theoretical from operational concepts.
5. Knows the methods of measurement of mental properties of humans, including various social situations, and of identification of principles governing mental processes.
6. Knows the basic concepts of intellectual property and uses them in academic life.
7. The student is able to find, analyse, evaluate, select and integrate information using various sources.
8. Can formulate research questions and hypotheses, and operationalize them. Can create a research plan adequate to the research question.
9. Presents research questions with statistical concepts and translates them to hypotheses, which is then verified using appropriate methods of statistical inference.
10. Has advanced research skills encompassing construction of research tools and conducting experiments, which allow for solving complex problems in various fields of psychological research.
11. Has advanced oral presentation skills, in English language and can prepare a presentation in the form of a research report or conference poster.
12. Uses computer programs: statistical packages, calculation spreadsheets, text editors, to perform calculations and describe results from empirical studies.
13. Can determine the ethical value of own research and scientific pursuits.
14. Can conduct substantive argument, utilizing personal views that are based on critical analysis of works from various fields of knowledge, and can create synthetic summaries on their basis.
15. Can refer to appropriate psychological theory to explain a specific psychological issue.
16. Can critically analyse popular psychological publications and separate views based on common sense from scientific data.
17. The student is prepared and has the foundations to conduct independent empirical research. Presents and evaluates their results responsibly, critically and objectively.
18. Understands ethical standards for scientific research, uses them, following principles of scientific integrity. Is aware of and follow the basic principles of behaviour in an academic community.
19. Has a sense of responsibility for using acquired psychological knowledge in professional settings.
20. Follows the psychologist's code of ethics in relation to his chosen specialization. Theoretical Formulation of the selected research topic.

Mode of Evaluation: The students will be evaluated based on their dissertation report, presentation and viva-voce. Dissertation Presentation & Viva - 50 marks (Evaluation by External Examiner) Dissertation Report - 50 marks (Evaluation by Dissertation Supervisor).

Instruments Required for Practical work

1. Computer with SPSS software & NVivo software

2. Personality Tests –

- i) Neo 5 factor Inventory
- ii) Minnesota Multiphasic Personality Inventory (MMPI),
- iii) Rorschach Inkblot Test
- iv) Thematic Apperception Test
- v) Bender Gestalt Test
- vi) Locus of Control Scale of Rotter

3. Tests for assessing Neurodevelopmental Disability –

- i) BKT – Binet-Kamath Intelligence Test
- ii) Culture Fair Intelligence Test by Cattle
- iii) Malin’s Intelligence Scale for Indian Children
- iv) ISAA- Indian Scale for Assessment of Autism (can be downloaded directly without cost)
- v) CARS -2, - Childhood Autism Rating Scale – 2nd Edition
- vi) NIMHANS SLD Battery
- vii) Vineland Adaptive Behaviour Scale
- viii) Developmental Screening Test (DST)