



**MANAV RACHNA INTERNATIONAL INSTITUTE OF
RESEARCH AND STUDIES**

(Deemed to be University under section 3 of the UGC Act, 1956)

**FACULTY OF BEHAVIORAL AND SOCIAL
SCIENCES**

**DEPARTMENT OF APPLIED
PSYCHOLOGY**

**CURRICULUM
AND
SCHEME OF EXAMINATION**

(M.A. APPLIED PSYCHOLOGY)

BATCH: 2022-2024

FOREWORD

This is to certify that this booklet contains the entire Curriculum and Scheme of Examination of Masters of Applied Psychology being offered at Faculty of Behavioral and Social Sciences of this University. This has been duly vetted and finally approved by the Academic Council of the University vide its 41st meeting held on 13th September 2022 and changes, if any deemed appropriate, shall be duly incorporated after the necessary approval by the Academic Council.

This Curriculum and Scheme of Examination of Master's Degree in Applied Psychology shall be implemented w.e.f. AY 2022-23.

Date:

**Prof. (Dr.) Naresh Grover
Dean-Academics, MRIIRS**

Preamble

The Department of Applied Psychology aims to encourage scholarship, research and innovation in a wide area of applied and fundamental aspects of Applied Psychology. The Programme Education Objectives(PEOs) of M.A. Applied Psychology are consistent with the Vision and Mission of the Department as well as the University. The program of MA Applied Psychology caters to the need of national and global requirements.It also aims to enable the students to undertake careers involving psychological therapy and treatment, assessment and planning intervention, and conducting innovative and sensitive research to connect the knowledge of core and applied domains for effective resolution of longstanding issues using suitable techniques and theoretical perspectives, and to undertake progressive careers in advanced research fields. The courses designed will also prepare students to identify issues at a regional level and identify the solutions with respect to their specific issues. These skills will in turn prepare the students to move from tackling problems at a regional level to national and global level. The POs and PSOs address the PEOs and aim to produce psychologists with high professional and social ethics.

The curriculum includes courses focusing on employability, entrepreneurship and skill development which map strongly with the POs defining demonstration of technical knowledge and engagement in independent and life-long learning.

The curriculum has been created in order to ensure for the students of Applied Psychology a holistic approach towards Society, Environment and one's own Self. The aim of the Department is to develop the students into a responsible member of society with inherent ethical and moral values, who can contribute to the prevalence of Applied Psychology at regional, national and global level.

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About the Department

Department of Applied Psychology was started in 2012 at Faculty of Management studies. at the outset it had incepted the post graduate course in applied psychology and gradually in order to spread its wings further the department also introduced undergraduate program in applied psychology in 2015 and later in 2017 it was transferred to newly founded Faculty of Behavioral and social sciences, where it had also started the doctoral program in Psychology. The Department of Applied Psychology functions with a firm belief that every individual is unique and have something to offer in creating a better world and education is the mean to facilitate that specific uniqueness of the individual.

Vision Statement

To become the preeminent intellectual and creative school for effective engagement in a life that requires individuals to grapple with complex problems, pursue more fluid and flexible career pathways and collaboratively create change contributing to a better ethical and just world

Mission

- To deliver a world class curriculum enabling students to empower and support people with Psychological Issues.
- To shape intellectuals through experimentation exposure and experiences.
- To develop excellent citizens who can contribute in emerging global economy by being harbingers of change.
- To create future leaders by providing cutting edge fundamental and applied knowledge that can positively impact global communities.

Program Education Objectives (PEO's)

PEO-1: To be able to demonstrate knowledge of theoretical and empirical bases of psychological principles and assessment techniques and apply them in different settings.
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PEO-2: Demonstrate skills required to carry out research projects and discuss issues and ideas related to different areas of psychology.

PEO-3: To be able to think independently and be able to identify and formulate cases, issues, solutions related to different areas of psychology

PEO-4: Prepare students to successfully meet the professional demands and challenges and to continuously update themselves with respect to the recent trends in various areas of psychology.

Program Objectives (PO's)

Program Objectives are brief, clear statements that describe the desired learning outcomes of instruction; i.e., the **specific** skills, values, and attitudes students should exhibit that reflect the broader **goals**. ... tasks on which students can be expected to demonstrate varying degrees of progress. During the and by the end of the program the students will be able to-

PO-1 To achieve comprehension in the field of academic enquiry through various techniques including research, observation and experience in various areas of Psychology
--

SEMESTER AND CHOICE BASED CREDIT SYSTEM

Each course has a certain number of credits assigned to it depending upon its duration in periods for lecture, tutorial and laboratory/clinical practice in a week. A few courses/activities are without credit (s) and are referred to as Audit Pass Courses (APC) but are mandatory to pass as a partial fulfillment of award of degree.

(b)Earning of credits

At the end of every course, a letter "Grade" shall be awarded in each course for which a student has registered. On obtaining a minimum Pass Grade, student shall accumulate the course credits as Earned Credits. A student's performance shall be measured by the number of credits that he/she has earned and by the weighted grade point average. Grades obtained in the audit courses shall not be counted for computation of grade point average, however shall be mandatory to pass as a partial fulfillment of award of degree.

For Award of Degree of a programme M.A. Applied Psychology, he/she has to earn minimum 82 credits during the 2-year duration of the programme in 6 semesters.

The total credits required to be earned have been further classified under two baskets of courses: "Compulsory Courses Basket", and "Elective Courses Basket". The total 74 credits required to be earned under "Compulsory Courses Basket" and 8 credits under "Elective Courses Basket".

All courses under "Compulsory Courses Basket", are required to be qualified and cleared/pass by each and every student enrolled under the programme and are semester-wise listed in the study scheme along with credits assigned to each course.

Under Elective Courses Basket, there will be three types of courses:

- Semester-wise courses offered by the department itself
- Open/Inter-disciplinary courses offered at the Institute/University level notified from the office of Dean-Academics.
- Massive Open Online Courses (MOOCs) available on SWAYAM Platform or any other platform as recommended by UGC/AICTE and notified from the office of Dean-Academics.

Each course shall have credits assigned to it. Student shall be required to register courses every semester for as many courses/credits specified under "Elective Courses Basket" depending upon his/her interest, capability/pace of learning and availability of time slot (without any clash in time table) so as to earn all required total credits under the "Elective Courses Basket" during the entire programme duration.

However, for registration of courses [including courses under "Compulsory Courses Basket", "Elective Courses Basket" and Previous Semester Courses (wherein he/she was declared in-eligible on the basis of attendance or he/she could not clear the course within permissible given chances)], if any, the maximum limit in a semester shall be 30 credits.

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DEPARTMENT OF APPLIED PSYCHOLOGY															
Study Scheme MA in Applied Psychology (Batch 2022-2024)															
SEMESTER- I															
Course Type	Code	Title of Course	Pre-requisite Course, if		Periods per Week				Marks					Duration of Exam	Credits
									Internal		External		Total		
			Title	Code	L	T	P	Total	Theory	Practical	Theory	Practical			
Core	MPS Y-DS-106	Psychology of Everyday Life			2	1	0	3	100	0	100	0	200	3 hours	3
	MPS Y-DS-101 A	Human Cognition			2	1	0	3	100	0	100	0	200	3 hours	3
	MPS Y-DS-109	Fundamentals of Psychological Research: Tools And Techniques			2	1	0	3	100	0	100	0	200	3 hours	3
	MPS Y-DS-104 A	Biological Basis of Behaviour			2	1	0	3	100	0	100	0	200	3 hours	3
	MPS Y-DS-108	Psychological Investigation			0	0	8	8	0	100	0	100	200	viva	4
Total Credit of Core Course					8	4	8	20	400	100	400	100	1000		16
Elective Courses*															
Generic Elective (to pick any one)**	MPS Y-GE-27	Supervised Independent Learning* * Term Paper			0	0	6	6	NA	100	NA	100	200	viva	3
	PSY-GE-014 A	School of Thoughts in Psychology			2	0	0	2	100	NA	100	NA	200	3 hours	2

* Under Elective Courses, beside the mentioned subject specific generic elective and supervised independent learning, other Inter-disciplinary, Generic, on-line Courses (MOOCs etc) and other approved courses shall be offered, which shall be notified well before start of the semester. The student shall be required and allowed to opt the courses out of offered courses as per maximum limit for maximum credits and for the category of Elective Courses under University Rules.

SEMESTER - II															
Course Type	Code	Title of Course	Pre-requisite Course, if		Periods per Week				Marks					Duration of Exam	Credits
					L	T	P	Total	Internal		External		Total		
			Title	Code					Theory	Practical	Theory	Practical			
Core	MPSY-DS-206	Advance Social Psychology			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY-DS-203	Applied Developmental Psychology			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY-DS-208	Fundamentals of Psychological Research: Qualitative Tools and Techniques			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY-DS-209	Positive Approach to Counselling Psychology			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY-DS-210	Psychological Investigation II			0	0	4	2	0	100	0	100	200	viva	2
Total Credit of Core Course					12	4	4	18	400	100	400	100	1000		18
Elective Courses*															
Generic Elective (to pick any one) ***	MPSY-GE-28	Supervised Independent Learning II** Case Study			0	0	2	2	NA	100	NA	100	200	viva	2
					2	0	0	2	100	NA	100	NA	200	3 hours	2

* Under Elective Courses, beside the mentioned subject specific generic elective and supervised independent learning, other Inter-disciplinary, Generic, on-line Courses (MOOCs etc) and other approved courses shall be offered, which shall be notified well before start of the semester. The student shall be required and allowed to opt the courses out of offered courses as per maximum limit for maximum credits and for the category of Elective Courses under University Rules.

			Titl e	Cod e	L	T	P	Tota l	Theo ry	Practi cal	Th eo ry	Practi cal			
Core	MPSY- CO-301	Theoretical Models in Counselling Psychology			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY- CO-302	Intervention & Strategies in Counselling			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY- CO-303	Counselling Across Specific Population			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY- DS-305	Personality Theories & Assesment			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY- DS-306	Psychological Investigation III			0	0	6	6	0	100	0	100	200	viva	3
Total Credit of Core Course					12	4	6	22	400	100	400	100	1000		19
Elective Courses*															
Gene ric Electi ve (to pick any one) ***	MPSY- GE-29	Supervised Independent Learning III** Internship			0	0	6	6	NA	100	NA	100	200	viva	3

SEMESTER- III -Clinical Psychology															
Cou rse Typ e	Code	Title of Course	Pre- requisite Course, if		Periods per Week				Marks					Durat ion of Exam	Cred its
									Internal		External		Tota l		
									The ory	Practi cal	The ory	Practi cal			
Core	MPSY- CL-301	Psychopat hology			3	1	0	4	100	0	100	0	200	3 hours	4

	MPSY-CL-302	Psychological Disorders and Diagnosis			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY-DS-305	Personality Theories & Assessment			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY-CL-303	Clinical Psychology I			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY-DS-306	Psychological Investigation III			0	0	6	6	0	100	0	100	200	viva	3
Total Credit of Core Course					8	4	6	20	400	100	400	100	1000		19
Elective Courses*															
Generic Elective (to pick any one) ***	MPSY-GE-29	Supervised Independent Learning III** Internship			0	0	6	6	NA	100	NA	100	200	viva	3

* Under Elective Courses, beside the mentioned subject specific generic elective and supervised independent learning, other Inter-disciplinary, Generic, on-line Courses (MOOCs etc) and other approved courses shall be offered, which shall be notified well before start of the semester. The student shall be required and allowed to opt the courses out of offered courses as per maximum limit for maximum credits and for the category of Elective Courses under University Rules.

SEMESTER- III -Sports Psychology															
Course Type	Code	Title of Course	Pre-requisite Course, if		Periods per Week				Marks					Duration of Exam	Credits
					L	T	P	Total	Internal		External		Total		
									Theory	Practical	Theory	Practical			
Title	Code														
Core	MPSY-SP-301	Psychology of Athletes, Coaching and Officiating			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY-DS-301	Personality Theories & Assessment			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY-SP-303	Intervention Strategies in Sports			3	1	0	4	100	0	100	0	200	3 hours	4

		Psychology													
	MPSY-SP-304	Sports Injuries and Rehabilitation			3	1	0	4	100	0	100	0	200	3 hours	4
	MPSY-DS-351	Psychological Investigation III			0	0	6	6	0	100	0	100	200	viva	3
Total Credit of Core Course					12	4	6	22	400	100	400	100	1000		19
Elective Courses*															
Generic Elective (to pick any one)***	MPSY-GE-29	Supervised Independent Learning III** Internship			0	0	6	6	NA	100	NA	100	200	viva	3

* Under Elective Courses, beside the mentioned subject specific generic elective and supervised independent learning, other Inter-disciplinary, Generic, on-line Courses (MOOCs etc) and other approved courses shall be offered, which shall be notified well before start of the semester. The student shall be required and allowed to opt the courses out of offered courses as per maximum limit for maximum credits and for the category of Elective Courses under University Rules.

SEMESTER- IV - Organisational Psychology															
Course Type	Code	Title of Course	Pre-requisite Course, if		Periods per Week				Marks					Duration of Exam	Credits
					L	T	P	Total	Internal		External		Total		
									Theory	Practical	Theory	Practical			
Title	Code														
Core	MPSY-IO-401	Training & Development			2	1	0	3	100	0	100	0	200	3 hours	3
	MPSY-IO-402	Competency Modeling and Evaluation			2	1	0	3	100	0	100	0	200	3 hours	3
	MPSY-IO-403	Corporate Social Responsibility			2	1	0	3	100	0	100	0	200	3 hours	3
	MPSY-IO-404	Performance Appraisals &			2	1	0	3	100	0	100	0	200	3 hours	3

		Managem														
	MPSY-DS-452	Psychological Investigation IV			0	0	6	6	0	100	0	100	200	viva	3	
	MPSY-DS-451	Dissertation			0	0	12	12	0	100	0	100	200	viva	6	
Total Credit of Core Course					8	4	18	30	400	200	400	200	1200		18+3=21	
Elective Courses*																
Generic Elective (to pick any one)**																

* Under Elective Courses, beside the mentioned subject specific generic elective and supervised independent learning, other Inter-disciplinary, Generic, on-line Courses (MOOCs etc) and other approved courses shall be offered, which shall be notified well before start of the semester. The student shall be required and allowed to opt the courses out of offered courses as per maximum limit for maximum credits and for the category of Elective Courses under University Rules.

SEMESTER- IV - Counseling Psychology																
Course Type	Code	Title of Course	Pre-requisite Course, if		Periods per Week				Marks					Duration of Exam	Credits	
					L	T	P	Total	Internal		External		Total			
									Theory	Practical	Theory	Practical				
Title	Code															
Core	MPSY-CO-304	Crisis & Trauma Counselling			2	1	0	3	100	0	100	0	200	3 hours	3	
	MPSY-CO-402	Counselling Children & Adolescents			2	1	0	3	100	0	100	0	200	3 hours	3	
	MPSY-CO-403	Counselling Across the Lifespan			2	1	0	3	100	0	100	0	200	3 hours	3	
	MPSY-CO-404	Counselling in Education			2	1	0	3	100	0	100	0	200	3 hours	3	

		nal Settings													
	MPSY-DS-452	Psychological Investigation IV			0	0	6	6	0	100	0	100	200	viva	3
	MPSY-DS-451	Dissertation			0	0	12	6	0	100	0	100	200	viva	6
Total Credit of Core Course					8	4	20	24	400	200	400	200	1200		21
Elective Courses*															
Generic Elective (to pick any one) ***															

* Under Elective Courses, beside the mentioned subject specific generic elective and supervised independent learning, other Inter-disciplinary, Generic, on-line Courses (MOOCs etc) and other approved courses shall be offered, which shall be notified well before start of the semester. The student shall be required and allowed to opt the courses out of offered courses as per maximum limit for maximum credits and for the category of Elective Courses under University Rules.

SEMESTER- IV -Clinical Psychology															
Course Type	Code	Title of Course	Pre-requisite Course, if		Periods per Week				Marks					Duration of Exam	Credits
									Internal		External		Total		
									Theory	Practical	Theory	Practical			
Title	Code	L	T	P	Total	Theory	Practical	Theory	Practical	Total					
Core	MPSY-CL-401	Clinical Psychology II			2	1	0	3	100	0	100	0	200	3 hours	3
	MPSY-CL-402	Psychotherapy: Techniques and Treatment			2	1	0	3	100	0	100	0	200	3 hours	3
(Pick any one)	MPSY-CL-405	Neuropsychology			2	1	0	3	100	0	100	0	200	3 hours	3
	MPSY-CL-403	Geriatric clinical psychology			2	1	0	3	100	0	100	0	200	3 hours	3

	MPSY-CL-404	Childhood Psychopathology			2	1	0	3	100	0	100	0	200	3 hours	3
	MPSY-DS-452	Psychological Investigation IV			0	0	6	6	0	100	0	100	200	viva	3
	MPSY-DS-451	Dissertation			0	0	12	6	0	100	0	100	200	viva	6
Total Credit of Core Course					8	4	20	24	400	200	400	200	1200		21
Elective Courses*															
Generic Elective (to pick any one) ***															

* Under Elective Courses, beside the mentioned subject specific generic elective and supervised independent learning, other Inter-disciplinary, Generic, on-line Courses (MOOCs etc) and other approved courses shall be offered, which shall be notified well before start of the semester. The student shall be required and allowed to opt the courses out of offered courses as per maximum limit for maximum credits and for the category of Elective Courses under University Rules.

SEMESTER- IV -Sports Psychology															
Course Type	Code	Title of Course	Pre-requisite Course, if		Periods per Week				Marks					Duration of Exam	Credits
									Internal		External		Total		
									Theory	Practical	Theory	Practical			
Title	Code	L	T	P	Total	Theory	Practical	Theory	Practical	Total					
Core	MPSY-SP-401	Professional Practices in Sports Psychology			2	1	0	3	100	0	100	0	200	3 hours	3
	MPSY-SP-402	Psychology of Special Population			2	1	0	3	100	0	100	0	200	3 hours	3
	MPSY-SP-403	Sports Biomechanics and Performance Analysis			2	1	0	3	100	0	100	0	200	3 hours	3
	MPSY-SP-404	Emotion and Motivation in Sports			2	1	0	3	100	0	100	0	200	3 hours	3
	MPSY-DS-452	Psychological			0	0	6	6	0	100	0	100		viva	3

		Investigation IV													
	MPSY-DS-451	Dissertation			0	0	12	6	0	100	0	100	200	viva	6
Total Credit of Core Course					8	4	20	24	400	200	400	200	1200		21
Elective Courses*															
Generic Elective (to pick any one)* **															

*** Under Elective Courses, beside the mentioned subject specific generic elective and supervised independent learning, other Inter-disciplinary, Generic, on-line Courses (MOOCs etc) and other approved courses shall be offered, which shall be notified well before start of the semester. The student shall be required and allowed to opt the courses out of offered courses as per maximum limit for maximum credits and for the category of Elective Courses under University Rules.**

SEMESTER-I

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MPSY-DS-106 Psychology of Everyday Life

Periods/week	Credits	Max. Marks :
200		
L: 2 T: 1 P: 0 3		Internal/Continuous Assessment :
100		
Duration of Examination: 3 Hrs		End Semester Exam :
100		

Course Type: Foundation (Core)

MPSY-DS-106.1 Demonstrate understanding of the basic terminology used in psychology.

MPSY-DS-106.2 Explain psychological processes involved in sensation, perception, learning, memory, motivation, and emotion

MPSY-DS-106.3 Apply psychological concepts and principles to situations to everyday life.

MPSY-DS-106.4 Demonstrate understanding of the different theoretical approaches to psychology and be able to articulate the different assumptions behind them.

MPSY-DS-106.5 This will facilitate the student's skills in the field of general psychology

PART A

Unit 1

- 1.1 Introducing Psychology: Definition & Goal of Psychology
- 1.2 Role of a Psychologist in Society,
- 1.3 Approaches to study the human behavior

Unit 2

- 2.1 Definition, Nature, & Characteristics of sensation & perception
- 2.2 Relationship between sensation and perception
- 2.3 Sensory and Perceptual processes
- 2.4 Basic sensory process & Attention
- 2.5 Theories of attention and their implications
- 2.6 Extrasensory perception

Unit 3

- 3.1 Learning – Definitions; Classical conditioning – experiments, extinction, spontaneous recovery, generalization, discrimination, higher order conditioning;
- 3.2 Operant conditioning – Thorndike's law of effect, basics of operant conditioning, Reinforcement and Punishment, Schedules of reinforcement;
- 3.3 Cognitive learning: Latent learning, Observational learning and Insight learning.

PART B

Unit 4

- 4.1 Personality: nature, characteristics and types
- 4.2 Theories of personality
- 4.3 Different views on personality
- 4.4 Biology & personality
- 4.5 Tools for measuring the personality

Unit 5

5.1 Motivation: Meaning, Approaches: instinct, drive reduction, arousal, incentive, cognitive, humanistic; Types of motivation –

5.2 physiological Motivation (Hunger, Thirst, Sex) and psychological motivation (Achievement, Affiliation and Power)

5.3 Emotion: Meaning, Physiological basis of emotions;

5.4 Theories – James-Lange Theory, Cannon-Bard theory, facial feedback hypothesis, facial-affect programme

Required Reading;

- Morgan & King, 7th Ed, Introduction to Psychology.
- Robert A. Baron, 5th Ed, Psychology
- Atkinson & Hilgard, Introduction to Psychology
- N.K.Chadha, & S. Seth. 2014. The Psychological Realm: An Introduction

Software required/Weblinks: SPSS, MS EXCEL

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

CO statement MPSY-DS-106	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-DS-106.1	3	3	2	2	2	3	3	3	2
MPSY-DS-106.2	2	3	3	3	3	3	3	1	3
MPSY-DS-106.3	2	2	3	3	3	3	2	3	3
MPSY-DS-106.4	2	2	1	3	3	3	2	3	2
MPSY-DS-106.5	2	3	3	3	3	2	3	3	3

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

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MPSY-DS-101A: Human Cognition

Periods/week Credits
L: 2 T: 1 P: 0 3
Duration of Examination: 3 Hrs

Max. Marks : 200
Internal Assessment : 100
End Semester Exam:100

Course Type: Foundation (Core)

- MPSY-DS-101A.1 Trace and discuss the emergence of modern cognitive psychology
MPSY-DS-101A.2 Demonstrate an understanding of cognitive neuroscience techniques and their application
MPSY-DS-101A.3 Discuss the concepts and principles of attention, perception, concept formation and problem solving
MPSY-DS-101A.4 Demonstrate an understanding of the concepts and theories of memory and language
MPSY-DS-101A.5 Apply the knowledge and understanding of cognitive psychology to enhance life.

PART A

Unit-1 Introduction to Cognitive Psychology

1. Emergence of Modern Cognitive Psychology
2. Cognitive Neuroscience Techniques

Unit-2 Attention and Perception

- 2.1 Kinds of Attention Processes: Selective and Divided Attention,
- 2.2 Theories of Attention, Overt and Covert Attention,
- 2.3 Automaticity and Practice Effects. Gestalt,
- 2.4 Top Down and Bottom-Up Approaches to Perception

PART B

Unit-3 Concept Formation and Problem Solving

- 3.1 Nature of Concepts, Concept formation.
- 3.2 Approaches to Problem Solving, 3.3 Problem Solving Strategies,
- 3.4 Factor that influence Problem Solving. Creativity

Unit-4 Memory

- 4.1 Encoding, Storage and Retrieval in Long and Short-Term Memory,
- 4.2 The Working Memory Approach

Unit 5 Language

- 5.1 What is Language, Perception of Words,
- 5.2 Phonemes and Language,
- 5.3 Nature of Language, Basic Reading Processes,
- 5.4 Understanding Discourse. Recent trends and development

Suggested Practicals (Any two out of the following)

- Span of Attention
- Divided Attention
- Memory Span
- Problem solving
- Practicum on inhibition (memory)

Required Reading:

- M Matlin. 2004. Cognition (6th Ed.), John Wiley & Sons
- E. Goldstein. 2016. Cognitive Psychology: Connecting Mind, Research and Everyday Experience(3rd Ed.), Wadsworth: Cengage Learning

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MPSY-DS-109: Fundamentals of Psychological Research: Tools And Techniques

Periods/week	Credits	Max. Marks: 200
L: 3 T: 1 P: 0 4		Internal/Continuous Assessment: 100
Duration of Examination: 3 Hrs.		End Semester Exam: 100

Pre-requisites:

Course Type: Core

Course Objectives:

- MPSY-DS-109.1 Understanding the philosophy of quantitative research
- MPSY-DS-109.2 Delving into issues surrounding quantitative research, like hypothesis variable, research design, etc.
- MPSY-DS-109.3 Exploring the various quantitative tools of data collection in psychological research
- MPSY-DS-109.4 Evaluate the process of analysis in quantitative research.

PART A

UNIT-1: Introduction

1. Meaning and nature of scientific research
2. Meaning, nature, and types of variables
3. Meaning, characteristics, and types of hypotheses; Type I and Type II error
4. Scales of measurement

UNIT-2: Research Design and Sampling

1. Meaning and types of research design
2. Meaning, types, and techniques of sampling

UNIT-3: Research Strategies and Tools of Data Collection

1. Lab and Field experiments
2. Field study and Ex-post facto research
3. Psychological tests, survey, questionnaires as tools of data collection

PART B

UNIT-4: Frequency Distribution and Graphic Presentations; Measures of Central tendency and Variability

1. Descriptive and inferential statistics
2. Parametric and non-parametric statistics
3. Histogram and frequency polygon
4. Measures of central tendency
5. Measures of variability

UNIT 5: Inferential Statistics

1. Hypothesis testing process (One Tailed and Two Tailed Process)
2. Normal distribution and normal distribution curve
3. Calculation of t-test
4. One-way and two-way ANOVA (theory)

UNIT 6: Correlation and Regression:

MPSY-DS-109.3	3	2	3	3	3	3	3	3	3
MPSY-DS-109.4	2	2	3	3	3	3	2	3	2

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-DS-104A: Biological Basis of Behavior

Periods/week	Credits	Max. Marks :
200		
L: 3 T: 1 P: 0 4		Internal/Continuous Assessment :
100		
Duration of Examination: 3 Hrs		End Semester Exam :
100		

Course Type: Foundation (Core)

MPSY-DS-104A.1	Identify basic brain structures and functional neural systems.
MPSY-DS-104A.2	Describe the process of signaling between nerve cells including chemical neurotransmitters. Compare and contrast the role of neurotransmitters.
MPSY-DS-104A.3	Describe the process of neural development and the role of plasticity in development and recovery of function.
MPSY-DS-104A.4	Describe and evaluate behavioral and neurobiological mechanism involved in associative learning and memory formation, and emotional behavior.
MPSY-DS-104A.5	List and describe major neurological disorders, i.e., diseases and injury.

PART A

Unit 1

- 1.1 Introduction to physiology:
- 1.2 structure and functions of neurons,
- 1.3 Neural conduction and synaptic transmission

Unit 2

- 2.1 Introduction to Brain: Anatomical structure; Division, structure and functions of brain;
- 2.2 lobes of brain and its function

Unit 3

- 3.1 Neurobiological basis of psychological functions:
- 3.2 biological basis of memory and learning; emotion; motivation, hunger, thirst

PART B

Unit 4

- 4.1 Structure and functions of Neuroendocrine system
- 4.2 Abnormalities of major glands

Unit 5

- 5.1 Brain Trauma: brain trauma and damage;
- 5.2 brain plasticity

Suggested Practicals (Any two out of the following)

- 1. Video analysis of non-invasive methods of brain imaging techniques
- 2. Chart presentation on the structure of brain
- 3. Chart presentation on the Biopsychological basis of emotion
- 4. Understanding biofeedback technique

5. Case Study of Brain trauma
6. Case Study of Brain damage

Required Reading;

- Carlson, N. R. (2008). *Foundations of Physiological Psychology*. Singapore: Pearson
- Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI
- Pinel, J. P. J. (2011) *Biopsychology*, 8th Edition. Pearson Education, New Delhi

Software required/Weblinks: SPSS, MS EXCEL

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

CO statement MPSY-DS-104A	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-DS-104A.1	3	3	2	2	3	3	3	3	2
MPSY-DS-104A.2	2	3	3	3	3	3	3	1	3
MPSY-DS-104A.3	2	2	3	3	3	3	2	3	3
MPSY-DS-104A.4	2	2	1	3	3	3	2	3	2
MPSY-DS-104A.5	2	3	3	3	3	3	3	3	3

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-DS-108: Psychological Investigation

Periods/week	Credits	Max. Marks : 200
L: 0 T: 0 P: 8	8	Internal/Continuous Assessment : 100
Examination: Viva		End Semester Exam : 100

Pre-requisites:

Course Type: Core

MPSY-DS-108.1	Equip students with using and interpreting different psychological assessment tools
MPSY-DS-108.2	Understand qualitative methods of data collection and analysis
MPSY-DS-108.3	Gain practical and transferable psychological skills
MPSY-DS-108.4	Enhance skills of conducting & documenting qualitative research/ experiments/ practical in various fields of psychology.

Suggested Practical:

- Cognitive Style Inventory
- Norms 16 PF - PT
- Social Intelligence
- Mental Fatigue (MFT-B)
- Cultural Determination Scale
- Rosenberg Picture Frustration Scale
- Type ABSC Personality Pattern Inventory
- PG I (Apparatus based)
- Qualitative Interviewing
- Observational Methods
- Textual Analysis (movies, books)
- Grounded Theory
- Thematic Analysis
- Narrative Analysis
- Phenomenological Analysis

- Zeigarnik Effect

- Muller Lyre test

*Faculty may add more as per the theory syllabus

References

- Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research.
- Lawrence Neuman, W. (2014). Social Research Methods: qualitative and quantitative approaches.
- Urbina, S. (2014). *Essentials of psychological testing*. John Wiley & Sons.

Course Articulation Matrix.

CO statement MPSY- DS-108	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-DS-108.1	3	2	3	1	1	2	1	3	2
MPSY-DS-108.2	3	1	2	3	3	3	3	2	2
MPSY-DS-108.3	3	3	3	1	2	2	3	3	2
MPSY-DS-108.4	3	2	3	2	3	3	3	3	2

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-GE-27: Supervised Independent Learning** - Term Paper

Periods/week	Credits	Max. Marks : 200
P:6	3	Continuous Evaluation : 100
Duration of Examination: 3 Hrs		End Semester Exam : 100

Pre-requisites: Nil

Course Type: Program Generic Elective

Course Outcome: The students will be able to-

MPSY-GE-27.1 Develop the research skills for scientific approach

MPSY-GE-27.2 Conduct review of literature on specific area of interest

MPSY-GE-27.3 Develop the ability to deduce specific outcomes from large pool of research studies

In I semester of the program learners are required to conduct a secondary research project under the supervision of an assigned faculty member. The learners are required to select a relevant topic and identify the past researches related to the topic. Based on these reviews, students are required to draw conclusion and key learnings. It is mandatory to submit a research report as it is graded and will contribute to their CGPA.

Students will be evaluated on the following parameters:

S.No	Name Of Component	Percentage Marks
1	CRITICAL INSIGHT	10
2	REPORT	20
3	VIVA VOCE	20
4	REVIEW OF RELATED LITERATURE	10
5	CONTENT & LAYOUT OF THE REPORT	10
6	IMPLICATIONS & CONCLUSIONS	10
7	FINDINGS OF THE STUDY	20

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-GE-014 School of Thoughts in Psychology

Periods/week Credits 2
L: 2 T: P:
Duration of Examination: 3
Hours

Max. Marks: 200
Continuous
Evaluation : 100
End Semester
Exam : 100

Pre-requisites:

Course Type: General Elective Course

Course Outcome: The students will be able to-

- MPSY-GE-014.1 Describe the major thoughts of psychology
MPSY-GE-014.2 Development of the concept of Structuralism, Functionalism, Gestalt, Behaviorism
MPSY-GE-014.3 Identify the basic concept of Cognitive school, Psychodynamic perspective, Existential and humanistic perspective.
MPSY-GE-014.4 Application of these perspectives.

PART A

Unit 1: Introduction to the school of Psychology

- 1.1 History of the psychological school
- 1.2 Concept of Structuralism and Functionalism

Unit 2: Introduction to Gestalt school and Behavioral School

- 2.1 Basic perspective of Gestalt Psychologists – Wertheimer, Koffka, & Kohler
- 2.2 Basic Principle of Behaviorism

PART B

Unit 3: Psychodynamic school and Cognitive School

- 3.1 Overview of Psychodynamic perspectives: Freud, Erikson, and Neo-Freudian psychologists
- 3.2 Overview of Cognitive and cognitive Behavioural perspectives

Unit 4: Humanistic and Existential Perspective

- 4.1 Humanistic Perspective: Theories of Maslow and Carl Rogers
- 4.2 Existential Perspective: Theories of Rollo May, Viktor Frankl, David Yalom

Suggested Readings:

- R. A. Baron. 2006. *Psychology* (5th Ed.). New Delhi: Pearson Education
- C. Morgan, R. King, J. Weisz, & J. Schopler, J. *Introduction to Psychology* (7th Ed.). New Delhi: McGraw Hill Education
- Schultz & Schultz (1999). *A History of Modern Psychology*. Harcourt College Publishers/Latest edition
- available.
- Wolman, B.B. (1979). *Contemporary theories & systems in psychology*. London: Freeman Book Co

Distribution of Continuous Evaluation

Sessional I	30%
Sessional II	30%

Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

• **Assessment Tools:**

- Assignment
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering the entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each Unit student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-GE-014	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-GE-014.1	2	3	3	3	2	3	3	3	3
MPSY-GE-014.2	3	3	3	3	3	3	2	3	3
MPSY-GE-014.2	2	3	2	3	2	3	3	3	3
MPSY-GE-014.2	3	3	3	3	2	3	3	2	2

SEMESTER-II

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-DS-206: **Advance Social Psychology**

Periods/week Credits
L: 3 T: 1 P: 0 4
Duration of Examination: 3 Hrs

Max. Marks: 200
Internal/Continuous Assessment : 100
End Semester Exam: 100

Course Type: Core

MPSY-DS-206.1:	To develop an understanding of the distinctions of the social world as well as different perspectives on relations between individual and society
MPSY-DS-206.2:	To introduce students to the realm of social influence and behavior as to how individuals think, feel and behave in social situations.
MPSY-DS-206.3:	To make students identify the forces that create group differences in patterns of social behavior and group dynamics
MPSY-DS-206.4:	To discuss the importance of acceptance of the behavior of other people, particularly that of members of the diverse array of groups and social categories to which they do not belong.
MPSY-DS-206.5:	To suggest relevant intervention techniques to resolve the inter-group conflict in a given social situation

PART A

Module 1: Introduction and Development of Social Psychology:

1. Introduction: Nature and Scope of Social Psychology Relation with other disciplines
2. Overview of the history of social psychology; Social psychology in India
3. Symbolic interactionism and social representation
4. Methods: Experimental and Sociometry

Module 2: Social Perception: Understanding the social world

1. Self and its processes: Self-concept and its type, Self-esteem, and self-presentation
2. Social identity and its functions.
3. Attribution: Concept and Theories (Jones, Davis and Kelly)

Module 3: Social Thinking and Cognition

1. Social Cognition and Social perception
2. Attitudes: Concept and Attitude Formation
3. Attitude-Behavior Link and Change of Attitude.

PART B

Module 4: Social Influence

1. Social Influence: Conformity, Obedience and Compliance.
2. Pro-social Behavior: Helping, Altruism
3. Social Facilitation and Social Loafing
- 4.4 Aggression: Determinants-Personal and Social Perspectives.

Module 5 Interpersonal Communication:

1. Group Dynamics: Structure & Functions, Cooperation & Conflict, Group Decision Making.

2. Social Biases: Understanding and dealing with Stereotypes and Prejudices.
3. Leadership: Concept, Functions & Types.

Required Reading;

- Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi:Pearson.
- Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi
- Deaux.K & Wrightsman, L. (2001).Social Psychology. California: Cole Publishing
- Kassin,S., Fein, S., & Markus,H.R. (2008). Social psychology. New York: HoughtonMifflin.
- Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.
- Myers, D.G. (2008). Social psychology New Delhi: Tata McGraw-Hill.
- Taylor,S.E., Peplau,L.A. &Sears,D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson.

Software required/Weblinks: SPSS, MS EXCEL

Assessment Tools

- Assignment/Tutorials
- Sessional tests
- Term end examination

CO statement MPSY-DS-206	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-DS-206.1	3	3	2	2	2	3	3	2	2
MPSY-DS-206.2	3	3	3	3	3	3	2	3	3
MPSY-DS-206.3	2	2	3	3	3	3	2	3	3
MPSY-DS-206.4	2	3	3	3	2	3	3	3	3
MPSY-DS-206.5	2	3	3	3	3	3	3	3	3

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-DS-203: Applied Developmental Psychology

Periods/week Credits
L: 3 T: 1 P: 4
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester Exam
: 100

Course Type: Foundation (Core)

Course Coordinator/Co-Coordinator

MPSY-DS-203.1 Trace and discuss the contributions of the major theorists in the field of applied developmental psychology.

MPSY-DS-203.2 Show a broad working knowledge of the application of developmental psychology

MPSY-DS-203.3 Demonstrate an understanding of various stages of development – physical, emotional and cognitive

MPSY-DS-203.4 To apply the concepts learnt to one's own life

PART A

Unit-1 Life Span Development: History, Theories and Applications

1.1 Issues of development, Theoretical Foundations of Development,

1.2 Application of Developmental

1.3 Psychology in Social Policy.

Unit-2 Physical Development

2.1 The Course of Physical Growth,

2.2 Development of Brain,

2.3 Puberty and Its Psychological Impact,

2.4 Puberty and Adolescent Health.

PART B

Unit-3 Cognitive Development

3.1 Piaget's Cognitive development theory, Core Knowledge Perspective,

3.2 Vygotsky's Socio

3.3 Cultural Perspective.

Unit-4 Emotional and Moral Development

4.1 Development and Functions of Emotions, Understanding and Responding To Emotions Of Others.

4.2 Temperament. Development of Attachment.

4.3 Moral Development: Kohlberg's Theory, Social Learning Theories, Spiritual Intelligence

Unit 5 Adolescent And Youth Problems and Concerns

5.1 Developmental Concerns during Adulthood: Marriage, Family and Work: Roles and Relationships, Mid Life Crisis.

5.2 Aging and Old Age: Problems of Physical Health, Cognitive Deterioration: Dementia, Alzheimer Disease. Problems Related to Retirement, Bereavement and Loneliness.

Suggested Practical (Any two from the following)

- Practicum in Applied Developmental Psychology I
- Practicum in Applied Developmental Psychology II
- Practicum in Applied Developmental Psychology III
- Practicum in Applied Developmental Psychology IV

Required Reading:

- L.E. Berk. 2013. Child Development. Pearson: New Jersey.

- R.S. Feldman & N. Babu. 2011. Discovering The Life-Span. Pearson: New-Delhi
- D.R. Shaffer & K. Kipp. 2013. Developmental Psychology: Childhood And Adolescence. Cengage: Boston.
- R.V. Kale & J.C. Kavanaugh. 2008. Human Development: A Life Span View. Wadsworth: USA

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting:

Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-DS-203	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-DS-203.1	2	3	2	2	3	3	3	2	2
MPSY-DS-203.2	2	3	2	3	3	3	3	2	3
MPSY-DS-203.3	3	3	3	2	2	3	2	3	3
MPSY-DS-203.4	3	3	2	2	3	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-DS-208: Fundamentals of Psychological Research: Qualitative Tools And Techniques

Periods/week	Credits	Max. Marks : 200
L: 3 T: 1 P: 0 4		Internal/Continuous Assessment : 100
Duration of Examination: 3 Hrs		End Semester Exam : 100

Pre-requisites:

Course Type: Core

Course Objectives:

- MPSY-DS-208.1 Understanding the philosophy of qualitative research
- MPSY-DS-208.2 Delving into issues surrounding qualitative research, like philosophical frameworks, subjectivity, reflexivity, etc.
- MPSY-DS-208.3 Exploring the various qualitative tools of data collection in psychological research
- MPSY-DS-208.4 Evaluate the process of analysis in qualitative research.

Unit 1: The Research Process

- 1.1 What is Research?
- 1.2 Nature and Process of Research.
- 1.3 Introduction to qualitative and quantitative research.

Unit 2: Issues in qualitative research

- 2.1 Nature of qualitative research: ontology, epistemology, methodology.
- 2.2 Subjectivity and Reflexivity.
- 2.3 Silences and Voices.
- 2.4 Triangulation and Ethics in Qualitative research

Unit 3: Field based Method

- 3.1 Interview and Cooperative inquiry
- 3.2 Observation method
- 3.3 Focused Group Discussion
- 3.4 Ethnography
- 3.5 Action Aid Research
- 3.6 Life history, Case Study, Psycho Biographies, Psycho-historical Method, Auto-Ethnographies and Autobiographies

Unit 4: Methods of Analysis

- 4.1 Thematic Analysis
- 4.2 Grounded Theory
- 4.3 Narrative Analysis
- 4.4 Conversational Analysis
- 4.5 Phenomenological Analysis

References

Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research.

Lawrence Neuman, W. (2014). Social Research Methods: qualitative and quantitative approaches.

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Course Articulation Matrix

CO statement MPSY-DS-208	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-DS-208.1	1	2	1	2	2	3	2	3	1
MPSY-DS-208.2	2	2	1	3	3	3	3	3	3
MPSY-DS-208.3	3	1	2	1	1	2	3	2	3
MPSY-DS-208.4	3	1	2	3	3	3	3	3	1

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-DS-209: Positive Approach to Counselling Psychology

Periods/week Credits

L: 3 T: 1 P: 0 4

Duration of Examination: 3

Hrs

Max. Marks: 200

Continuous

Evaluation: 100

End Semester

Exam: 100

Pre-requisites:

Course Type: Foundation (Core)

MPSY-DS-209.1 Develop knowledge of the core concepts and basic techniques of counselling

MPSY-DS-209.2 Demonstrate an understanding of the skills and techniques in positive approach counselling psychology.

MPSY-DS-209.3 Develop one's skills and identity as a counsellor utilizing positive approaches.

MPSY-DS-209.4 Evaluate and apply the theoretical and therapeutic approaches to practice

Unit 1: Introduction

1.1 Meaning and nature of Counselling

1.2 Exploring positive psychology

1.3 Meaning and nature of Positive Psychological Intervention

1.4 Meaning and nature of Positive Psychotherapy (PPT)

Unit 2: Types of Positive Psychology Interventions (PPIs) in counselling

2.1 Savoring PPIs

2.2 Gratitude Interventions

2.3 Empathy PPIs

2.4 Optimistic Interventions

2.5 Strength-Building Measures

2.6 Meaning Oriented PPIs

Unit 3: Positive Psychology Intervention techniques

3.1 The Imagined Self Technique

3.2 Forgiveness Exercise

3.3 Positive Affirmations

3.4 Flow in counselling

Unit 4: Positive counselling at various settings

4.1 Using Interventions at workplace

4.2 Using Interventions at school

4.3 Using Interventions for psychological treatment

Recommended Readings:

1. WHO. Promoting mental health: Concepts, emerging evidence, practice (summary report) Geneva: World Health Organization; 2004.
2. Keyes CLM. Promoting and protecting mental health as flourishing: a complementary strategy for improving National Mental Health. *Am Psychol.* 2007;62:95–108.
3. Wood AM, Joseph S. The absence of positive psychological (eudemonic) well-being as a risk factor for depression: a ten year cohort study. *J Affect Disord.* 2010;122:213–217. doi: 10.1016/j.jad.2009.06.032.
4. Seligman MEP, Csikszentmihalyi M. Positive psychology: an introduction. *Am Psychol.* 2000;55:5–14.
5. Mitchell J, Vella-Brodick D, Klein B. Positive psychology and the internet: a mental health opportunity. *Electronic J Appl Psychol.* 2010;6:30–41.
6. Meyer MC, Van Woerkom M, Bakker AB. The added value of the positive: a literature review of positive psychology interventions in organizations. *Eur J Work Organ Psychol.* 2012. In press.

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-DS-209	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-DS-209.1	3	3	3	2	2	3	3	3	3
MPSY-DS-209.2	3	3	3	3	3	3	3	1	3
MPSY-DS-209.3	3	2	3	3	3	3	3	3	3
MPSY-DS-209.4	2	2	3	3	3	3	2	3	2

**MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(Deemed to be University under section 3 of the UGC Act 1956)**

MPSY-GE-28: Supervised Independent Learning II: Case Study

Periods/week Credits
L: 0 T: 0 P: 4 2

Max. Marks: 200
Continuous Assessment:100
End Semester Exam: 100

Duration of End Term Examination: Viva

Pre-requisites: NA

Course Type: Generic Elective

Course Outcome: The students will be able to-

- MPSY-GE-28.1 To understand the basics of how case details are to be collected.
- MPSY-GE-28.2 To enrich the understanding of how case descriptions can help in understanding human behavior
- MPSY-GE-28.3 To get introduced interpretation of the findings of case report and suggest interventions.

In II semester of the program, learners are required to make a case study. The learners are required to write a case study on either a real case or a book/movie character. Based on the data, students are required to design a treatment plan for the case. It is mandatory to submit a research report as it is graded and will contribute to their CGPA.

Assessment Parameter:

S.No	Name of Component	% Contribution
1	Concept And Layout of the Report	50
2	Critical Insight	10
3	Viva Voce	30
4	Feedback by Assigned guide/supervisor	10

Course Articulation matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
MPSY-GE-28.1	3	2	2	1	1	1	3	3	3	1
MPSY-GE-28.2	3	1	1	1	1	1	3	3	3	2
MPSY-GE-28.3	3	2	3	2	1	2	2	3	3	2

SEMESTER- III

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-DS-301: Personality: Theories and Assessment

Periods/week Credits

L: 3 T: 1 P: 0 4

Duration of Examination: 3

Hrs

Max. Marks : 200

Continuous

Evaluation : 100

End Semester Exam

: 100

Course Type: Discipline Centric (Core)

Course Outcomes:

MPSY-DS-301.1: To get a basic insight from different perspectives of personality theorists' in one's surface self-identifications, self-concept and all that might be below, behind and beyond.

MPSY-DS-301.2: To make students identify the concept of healthy personality according to different theories of personality.

MPSY-DS-301.3: To develop a basic understanding and critical appraisal of a few major classifications of emotions, modes of being, and personality types found in the Indian tradition.

MPSY-DS-301.4: To understand the historical account of the compilation of the basic teachings of the Buddha in the three baskets, viz. the tipitaka.

PART A

Unit I: Theories of Personality I

1. Personality: Definition and concept of personality
2. Psychodynamic approach and Neo-analytic perspective
3. Behavioural Approach

Unit II: Theories of Personality II

- 2.1 Humanistic Approach: Maslow's Hierarchy of Needs, Carl Rogers Theory,
- 2.2 Existential Approach: Victor Frankl, Rollo May
- 2.3 Socio-Cognitive Approaches: Kelly's personal construct theory, Albert Bandura's Theory

Unit III: Trait and Type Approaches

- 3.1 Trait Theories of Personality: Allport's theory, Cattell's Theory, Eysenck's Personality dimensions, Five factor model of personality; limitations
- 3.2 Type Theories of Personality: Indian viewpoint, Sheldons theory, Jung's theory

Unit 1V: Eastern Perspective

- 4.1 Triguna Perspective of Personality
- 4.2 Personality in perspective of Sufism and Yoga
- 4.3 Buddhist approach to personality

Unit V: Assessment in Personality

- 5.1 Introduction to assessment
- 5.2 Approaches to personality assessment: Self-report measures and projective techniques

Suggested Readings:

- Schultz, D. P., & Schultz, S. E. (2016). *Theories of personality*. Cengage Learning.
- Ciccarelli, S. K., White, J. N., Fritsley, V. H., & Harrigan, T. (2010). *Psychology: an exploration* (p. 672). Upper Saddle River, NJ, USA: Pearson Prentice Hall.
- Passer, M. W., & Smith, R. E. (2004). *Psychology: The science of mind and behavior*. McGraw-Hill.
- Psychology applied to modern life by Wayne Weiten and others

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting:

Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-DS-301	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-DS-301.1	3	3	2	2	3	3	2	3	2
MPSY-DS-301.2	3	3	2	3	3	3	3	2	3
MPSY-DS-301.3	3	2	2	3	2	2	2	3	3
MPSY-DS-301.4	2	2	3	3	3	3	2	3	2

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-DS-306: Psychological Investigation III

Periods/week Credits
P: 6 3
Duration of Examination: 1
Hr

Max. Marks : 200
Continuous
Evaluation : 100
End Semester Exam
: 100

Pre-requisites: Psychological Investigation III

Course Type: Discipline Centric (Core)

MPSY-DS-306.1 Ability to administer, analyse and interpret results from various psychological tools.

MPSY-DS-306.2 Expanded knowledge of various assessment procedures

MPSY-DS-306.3 Learning regarding conduction of experiments

MPSY-DS-306.4 Knowledge of the ways to interpret the scores obtained through experiments and learn to discover the difference in between experimental and non- experimental set-up

Suggested Practicals

1. Rorschach Inkblot Test
2. WAIS-IV (Wechsler Adult Intelligence Scale 4th Edition)
3. Beck Depression Inventory
4. State –Trait Anxiety Test (STAT)
5. Motivation Test through digit cancellation
6. Career Attitudes & Strategies Inventory
7. Davis Battery of Differential Aptitude(DBDA)
8. Mental Fatigue(MFT-B)
9. Social Intelligence Scale
10. Conflict Style Inventory
11. Leadership Effectiveness Scale(Dhar & Pete)
12. Team Effectiveness Scale
13. Job Satisfaction Scale
14. Achievement Orientation Test

Recommended Readings:

1. Anastasi, A. & Urbina, S. (1977). Psychological testing. N.J. Practice Hall.
2. Gegory, J.R. (2004). Psychological testing; history, principles and applications, Allyn & Bacon.
3. Kaplan, R.M. & Saccuzzo, D.P. (2005). Psychological testing: Principles, applications and issues (6th edition), US: Thomson-Wadsworth, Cenage Leading India Pvt. Ltd.
4. Kline, T.J.B. (2005). Psychological testing: A practical approach to design and evaluation. Sage Publication Inc.
5. Silva, F. (2005). Psychometric foundation and behavioural assessment. Sage Publications Inc.

Course Articulation Matrix

CO statement	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-DS-306.1	3	3	3	3	3	2	3	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-GE-29: Supervised Independent Learning III** - Internship

Periods/week	Credits	Max. Marks : 200
L: 0 T:0 P:0	3	Continuous Evaluation : 100
Duration of Examination: Viva		End Semester Exam : 100

Field Training Program

During Internship Program, the students will undergo an internship or summer training with an organization/clinic/hospital/NGO/SHG. The internship usually spans over Four to ten-week period. This is a compulsory component of the curriculum for the completion of the academic program. It is designed to provide exposure to professional working, to develop an understanding of theory to real life scenarios. The duration of field training varies depending on the nature of training/internship. The intense regular engagement of four weeks is sufficient and the partial engagement of ten weeks is required to complete the course.

Upon completion of field training learners will be required to submit a training or internship report in the prescribed institutional format and the viva will be conducted on the basis of the same.

Evaluation Parameter:

Sr. No.	Evaluation Parameter	% Contribution
1	Internship/ Training Report	50
2	Feedback by Training Supervisor (External)	10
3	Feedback by Assigned Mentor	10
4	Viva	30

SEMESTER-III
Organizational
Psychology

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-IO-301- Introduction to Organizational Psychology

Periods/week Credits

Max. Marks :

200

L: 3 T: 1 P:0 4

Duration of Examination: 3 Hrs.

Continuous Evaluation: 100

End Semester Exam : 100

Pre-requisites:

Course Type: Compulsory Core Course

Course Outcome: The students will be able to-

MPSY-IO-301.1 To acquaint the students with the basics of Organizational Psychology

MPSY-IO-301.2 To help the students understand the individual processes and behavior in context to organization.

MPSY-IO-301.3 To provide an understanding of group processes and team behavior

MPSY-IO-301.4 To understand the complexities involved in organizational (OB) and effectiveness of positive organization behavior

MPSY-IO-301.5. to understand the implication and the dynamics of the organization behavior.

Unit-1: Introduction: Concept, nature and principles of Organizational Psychology

1.1 Scope and importance of organizational behavior, organizational processes,

1.2 Disciplines that contribute to organizational behavior field, challenges and opportunities for organizational behavior.

1.3 Factors affecting the behavior in organizations (individual, group and organization system levels)

1.4 Introduction to management, Importance and functions of management.

Unit 2: Individual Processes and Behavior

2.1 Attitudes and Job Satisfaction,

2.2 Emotions and Moods in organization

2.3 Personality and Values

2.4 Motivation: Concepts and Applications.

Unit-3: Group Process in organization behavior

- 3.1 Foundations of Group Behavior and Understanding Work Teams, Communication
- 3.2 Leadership power and politics, Leadership approaches: Grid, Contingency and trait theory
- 3.3. Charismatic and Transformational Leadership, Authentic Leadership, Finding and creating effective leaders
- 3.4 Conflict and Negotiations

Unit-4: Positive Organizational Behavior

- 4.1 Positive organizational behavior scholarship
- 4.2 Optimism and hope in the workplace
- 4.3 Resiliency in the workplace
- 4.4 Mindfulness and gratitude at workplace

Unit-5: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR

- 5.1 Organizational culture and climate – Factors affecting organizational climate – Importance.
- 5.2 Organizational change – Importance – Stability Vs Change – Proactive Vs Reaction change – the change process – Resistance to change – Managing change.
- 5.3 Stress, work stressors and prevention and management of stress, Quality of work life

Suggested Reading

- N.K. Chadha. 2007. Organizational Behavior. Galgotia Publishers: New Delhi
- N.K. Chadha. 2005. Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers
- S. Robbins, T.A. Judge, and S. Sanghi. 2009. Organizational behavior (15thEd.). New Delhi: Pearson Education
- Organizational Behavior: An Evidence-Based Approach Fourteenth Edition By Fred Luthans, Brett C. Luthans, Kyle W. Luthans

Distribution of Continuous Evaluation

Sessional I	30%
Sessional II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement									
MPSY-IO-301	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-IO-301.1	3	3	3	3	3	3	3	2	3
MPSY-IO-301.2	3	3	3	3	3	3	2	3	3
MPSY-IO-301.3	3	2	3	3	2	3	2	3	3
MPSY-IO-301.4	3	3	3	3	2	3	3	3	2
MPSY-IO-301.5	3	3	2	2	3	2	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-IO-302- Personnel Management

Periods/week Credits

Max. Marks : 200

L: 3 T: 1 P:0 4

Continuous Evaluation: 100

Duration of Examination: 3 Hrs.

End Semester Exam : 100

Pre-requisites:

Course Type: Compulsory Core Course

Course Outcome: The students will be able to-

MPSY -IO-302.1 To acquaint the students with the basics of personnel management and its needs

MPSY -IO-302.2 To understand the relation between employment and development of personnel

MPSY -IO-302.3 To acquaint the students with the concepts of Human Resource environment and the role of globalization

MPSY-IO-302.4 To gain an understanding into wages, trade unions and related concepts

MPSY-IO-302.5. To understand the process of selection and recruitment

Unit 1: Personnel Management: An Introduction And Functions

- 1.1 Definition, concept and objectives of personnel management
- 1.2 Tools, techniques and methods needed to achieve the objectives
- 1.3 Functions of personnel management
- 1.4 Personnel management in India

Unit 2: Employment Functions Manpower Planning,

- 2.1 Meaning & definition, Objectives of Manpower Plan,
- 2.2 Need for Human Resource planning, Manpower planning process,
- 2.3 job analysis, job description, job specifications, performance standards.

Unit 3: Employment and Development of Personnel

- 3.1 Human resource planning – need, benefits, process and responsibility for human resource planning
- 3.2 Recruitment and selection process
- 3.3 Promotions, transfers, separation, absenteeism and turnover

Unit 4: Wage and Salary Administration

- 4.1 Wage and salary administration
- 4.2 Rewards and incentives

- 4.3 Employee benefits and employee services
- 4.4 Method of job evaluation and job satisfaction,

Unit 5: Employee Safety and Industrial Health and Labour Management Relations

- 5.1 Employee safety and health
- 5.2 Industrial disputes
- 5.3 Industrial relations
- 5.4 Trade unions

Suggested Reading

- N.K. Chadha. 2005. Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers
- VSP. Rao. 2010. Human Resource Management. 3rd edition.
- Northcott Personnel Management Principles & Practices.
- Sen-Gupta & others Personnel Management & Industrial relations

Distribution of Continuous Evaluation

Sessional I	30%
Sessional II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement									
MPSY-IO-302	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3

MPSY-IO-302.1	3	3	3	3	3	3	3	2	3
MPSY-IO-302.2	3	3	3	3	3	3	2	3	3
MPSY-IO-302.3	3	2	3	3	2	3	2	3	3
MPSY-IO-302.4	3	3	3	3	2	3	3	3	2
MPSY-IO-302.5	3	3	2	2	3	2	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-IO-304- Organizational Climate and Culture

Periods/week Credits

Max. Marks :

L: 3 T: 1 P:0 4

200

Duration of Examination: 3 Hrs.

Continuous Evaluation: 100

End Semester Exam : 100

Pre-requisites:

Course Type: Compulsory Core Course

Course Outcome: The students will be able to-

MPSY-IO-304.1 To acquaint the students with the basics of Organizational Climate and culture

MPSY-IO-304.2 To help the students understand the relationship and contrasts of Organizational Culture and climate

MPSY-IO-304.3 To understand process of creating and sustaining organizational culture

MPSY-IO-304.4 To acquaint the students with the concept of spirituality and organizational culture

Unit-1: Introduction: Organizational Climate and culture

- 1.1 Historical foundation and definition of organizational climate
- 1.2 Historical foundation and definition of organizational change
- 1.3 Integrated model of culture and climate
- 1.4 Antecedent and outcomes of Organizational Climate and change

Unit 2: Relationship and overlapping in between Organizational Culture and Climate

- 2.1 Integrated model of culture and climate
- 2.2 Organizational Practices: The Linking Mechanism Between Culture and Climate
- 2.3 Overlap and Confusion Between Culture and Climate

Unit-3: Creating and Sustaining Cultures

- 3.1. How a culture begins, keeping a culture alive, culture creates climate
- 3.2 Strong versus Weak Cultures, Culture versus Formalization
- 3.3. How employees learn culture
- 3.4 The Ethical dimension of culture

Unit 4: Influencing on Organizational Culture

- 4.1. Developing an ethical culture

4.2. Developing a positive culture

4.3. A spiritual culture (workplace spirituality, characteristics , achieving workplace spirituality and its criticism)

Suggested Reading

- N.K. Chadha. 2007. Organizational Behavior. Galgotia Publishers: New Delhi
- S. Robbins, T.A. Judge, and S. Sanghi. 2009. Organizational behavior (15thEd.). New Delhi: Pearson Education
- Organizational Behavior: An Evidence-Based Approach Fourteenth Edition By Fred Luthans, Brett C. Luthans, Kyle W. Luthans
- Luthans Fred., "Organizational Behaviour", McGraw Hill, 1998.
- Robbins (4th ed.), "Essentials of organizational behaviour", Prentice Hall of India Pvt. Ltd., New Delhi, 1995.
- Hersey and Blanchard (6th ed.), "Management of organizational behaviour: utilising human resources", Prentice Hall of India Pvt. Ltd., New Delhi, 1996.
- Dwivedi, R. S., "Human relations and organizational behaviour: a global perspective", Macmillan India Ltd., Delhi, 1995.
- Arnold, John, Robertson, Ivan t. and Cooper, Cary, I., "Work psychology: understanding human behaviour in the workplace", Macmillan India Ltd., Delhi, 1996

Distribution of Continuous Evaluation

Sessional I	30%
Sessional II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement									
MPSY-IO-304	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-IO-304.1	3	3	3	3	3	3	3	2	3
MPSY-IO-304.2	3	3	3	3	3	3	2	3	3
MPSY-IO-304.3	3	2	3	3	2	3	2	3	3
MPSY-IO-304.4	3	3	3	3	2	3	3	3	2

SEMESTER-III

Counseling

Psychology

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES
(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CO-301: Theoretical Models in Counselling Psychology

Periods/week	Credits	Max. Marks : 200
L: 3 T: 1	3+1	Continuous
Duration of Examination: 3 Hrs		Evaluation : 100
		End Semester Exam : 100

Pre-requisites:

Course Type: Foundation (Core)

Upon completion of this course, the student will be able to

- MPSY-CO-301.1 Describe the models of counselling psychology.
- MPSY-CO-301.2 Demonstrate an understanding of the various models of psychological practice and therapy.
- MPSY-CO-301.3 Understand the application of psychological models.
- MPSY-CO-301.4 Practically collaborate research and practise techniques of counselling.

PART A

Unit 1 Introductions Counselling Theories

- 1.1 Meaning, Purpose and Goals of a counselling with special reference to India
- 1.2 Characteristics of a good counsellor
- 1.3 Professional issues, ethics and education of the counselor

Unit 2 Understanding therapy

- 2.1 Process of Therapy: Counseling Relationship, Interview and Termination
- 2.2 Psychodynamic Approaches: Psychoanalytic, Adlerian,
- 2.2 Humanistic Approaches: Person-centered counseling, Existential Counseling, Gestalt Therapy

PART B

Unit 3 Understanding Behaviour Therapy.

- 3.1 Cognitive Behaviour Therapy (Goals and Techniques)
- 3.2 Rational Emotive Behaviour Therapy (Goals and Techniques)

Unit 4 Post modern approaches in therapy

- 4.1 Narrative Therapy
- 4.2 Expressive art therapy
- 4.3 Dance and Music therapy

Core Reading:

- Corey, G. (2013). Theory and practice of counselling and psychotherapy (9th ed). Belmont, CA: Brooks/Cole, Cengage Learning.
- Introduction to Counselling, Gary S. Belkin

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks: SPSS, MS Excel, NVivo

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-DS-301	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CO-301.1	3	3	3	3	3	3	3	2	2
MPSY-CO-301.2	3	3	3	3	3	3	3	2	3
MPSY-CO-301.3	3	3	3	3	3	3	2	3	2
MPSY-CO-301.4	3	3	2	2	2	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

**MPSY-CO-302:
Intervention & Strategies in Counselling**

Periods/week Credits
L: 3 T: 1 4
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester Exam
: 100

Pre-requisites:

Course Type: Foundation (Core)

Upon completion of this course, the student will be able to

- MPSY-CO-302.1 Describe the models of counselling psychology.
- MPSY-CO-302.2 Demonstrate an understanding of the various models of psychological practice and therapy.
- MPSY-CO-302.3 Understand the application of psychological models.
- MPSY-CO-302.4 Practically collaborate research and practise techniques of counselling.

PART A

Unit 1: Intervention and Assessment Models

- 1.1: Psychological intervention;
- 1.2 Stages of psychological interventions
- 1.3: Culturally Effective Helping;

Unit 2: Constructivist Theories and Creative Approaches:

2.1: Solution-Focused

2.2: Creative Approaches in Counselling and Psychotherapy: Relaxation procedures; systematic desensitization, aversive therapy, contingency management, modeling assertive training. Yoga and meditation.

Unit 3: Theories of Counselling and Psychotherapy:

3.1 Family Therapy and group therapy: Goals, objectives, Applications

3.2 Biofeedback: Electromyography; Finger temperature; GSR; Areas of application.

3.3 Crisis interventions: suicide, grief, sexual abuse, violence

Unit 4: Diversity and Social Justice Issues in Counselling

4.1 Counseling Vulnerable population: Terminal Illness, LGBTQ+, Marginalized population, Special Population

4.2 Issues and problems in Counseling in Indian context

Core Readings:

- Counselling and psychotherapy theories and interventions; edited by David Capuzzi and Mark D. Stauffer
- Intervention & Strategies in Counseling and Psychotherapy by *Richard E. Watts, Jon Carlson*

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks: SPSS, MS Excel, NVivo

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-CO-302	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CO-302.1	3	3	3	3	3	3	3	2	2
MPSY-CO-302.2	3	3	3	3	3	3	3	2	3
MPSY-CO-302.3	3	3	3	3	3	3	2	3	2

MPSY-CO-302.4	3	3	2	2	2	3	2	3	3
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MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CO-304 Counselling Across Specific Population

Periods/week Credits

L: 3 T: 1 4

Duration of Examination: 3 Hrs
100

Max. Marks : 200

Internal/Continuous Assessment : 100

End Semester Exam:

Pre-requisites:

MPSY-CO-304.1	Understanding Counselling in Health and Illness
MPSY-CO-304.2	Comprehending Counselling needs of Family, Couple and Relationship and children with special needs
MPSY-CO-304.3	Appreciating the concept of career and bereavement counselling
MPSY-CO-304.4	Understanding the counselling requirements of specific population groups
MPSY-CO-304.5	Understanding the practice and concerns of e-counseling

Section A

Module I: Health Counselling

- Counselling in Health and illness: Counselling individuals for lifestyle and positive health behavior, Counselling for health issues
- Counselling individuals with addiction and drug abuse
- Rehabilitation Counselling: Helping individuals with disability

Module II: Family Counselling & Special Children

- Family Counselling techniques
- Couple and relationship Counselling
- Counselling of children with special needs

Section B

Module III: Counselling in different context

- Career Counselling: Theory, skills and Process Involved
- Grief Counselling: Helping the Bereaved

Module IV: Counselling with Specific Population Groups

- Counselling with LGBTQ Community
- Counselling for Workplace employees
- Counselling for Athletes and sports person

Module V: e-Counselling: Practice and concerns

Text Books/ Reference Books:

Belkin, G. S., Introduction to Counselling, Wm. C. Brown Publisher: Iowa

Gladding, S. T., & Batra, P. Counseling: A comprehensive Profession, Pearson India Education Services Pvt. Ltd.

Woolfe, R. & Dryden, W. (Ed.). Handbook of Counseling Psychology, Sage Publication: London

Woolfe, R., Douglas, S. B., & Dryden. W. (Ed.). Handbook of Counseling Psychology, Sage Publication

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-DS-302	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CO-304.1	3	3	3	3	3	3	3	2	2
MPSY-CO-304.2	3	3	3	3	3	3	3	2	2
MPSY-CO-304.3	3	3	3	3	3	3	2	3	2
MPSY-CO-304.4	3	3	2	3	2	3	2	3	3
MPSY-CO-304.5	3	3	2	3	2	3	2	3	3

SEMESTER-III

Clinical

Psychology

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CL-301: Psychopathology

Periods/week Credits
L: 3 T: 1 P: 0 4
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester
Exam : 100

Course Type: Discipline Centric (Core)

Course Outcomes:

MPSY-CL-301.1: To acquaint the students with different Models about abnormal behaviour.

MPSY-CL-301.2: To make them understand the Clinical picture/symptoms of psychopathologies and insights into mental illnesses.

MPSY-CL-301.3: To familiarize them with the aetiology of clinical psycho-social pathologies.

MPSY-CL-301.4: To enable students in engage with the dialogue on abnormalities of human kind and 'how and what', for doing better treatment, intervention and care.

PART- A

Unit I: Introduction to Psychopathology

- 1.1 Concept and Definition
- 1.2 History of Psychopathology
- 1.3 Classification of Psychiatric Disorder

Unit II: Psychopathology of Thought, Perception and Speech

- 2.1 Disorders of Perception
- 2.2 Disorders of Thought
- 2.3 Disorders of Speech

PART B

Unit III: Psychopathology of Memory and Emotion

- 3.1 Disorders of Memory
- 3.2 Disorders of Emotion

Unit IV: Psychopathology of Self and Consciousness

- 4.1 Disorders of Self
- 4.2 Disorders of Consciousness

Unit V: Psychopathology of Motor Abilities and Personality

- 5.1 Motor Disorders
- 5.2 Disorders of Personality

Suggested Readings:

- Fish's Clinical Psychopathology, Fish, F, & Hamilton, M (1979). John Wright & Sons: Bristol.
- Psychopathology, Buss A.H. (1966). John Wiley and sons: NY Models of Psychopathology: Generational Processes and Relational Rules. Hooper L.M.,L'Abate L., Sweeny L.G.,Gianesini, G., Jankowski, P.J. Springer publication.

- Abnormal Psychology, 13th ed, Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Dorling Kindersley Pvt Ltd: India
- Bennett,P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting:

Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-CL-301	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CL-301.1	3	3	2	2	3	3	2	3	2
MPSY-CL-301.2	3	3	2	3	3	3	3	2	3
MPSY-CL-301.3	3	2	2	3	2	2	2	3	3
MPSY-CL-301.4	2	2	3	3	3	3	2	3	2

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CL-302-: Psychological Disorders and Diagnosis

Periods/week

Credits

Max. Marks : 200

L: 3 T: 1 P: 0 4

Continuous

Duration of Examination: 3
Hrs

Evaluation : 100

End Semester Exam
: 100

Course Type: Discipline Centric (Core)

Pre-requisites:

Course Type: Foundation (Core)

MPSY- CL-302.1 To demonstrate knowledge of the key concepts, assumptions, and principles associated with the concept of psychological disorder

MPSY- CL-302.2 To understand different types of psychological disorders

MPSY- CL-302.3 To identify the symptoms of psychological disorders and to develop the ability to differentiate them

MPSY- CL-302.4 To understand the biological causal factors of psychological disorders

MPSY- CL-302.5 To understand the cognitive and sociocultural factors of psychological disorders

Unit 1: Understanding the concept of Psychological Disorder:

1.1 Concept of Psychological Disorder

1.2 Classificatory Systems: DSM and ICD

1.3 History and Modern trends in psychological disorders

4. Perspectives of Psychological disorder

Unit 2: Phobia, Anxiety, obsession, and related disorders

2.1 Specific phobia, social phobia, Agoraphobia, Panic disorder

2. Social anxiety disorder, Generalized Anxiety Disorder

3. Obsessive-compulsive and related disorders, Hoarding disorder,

4. Trichotillomania, Body dysmorphic disorder (BDD)

Unit 3: Mood disorder and Sexual Disorders

1. Concept of mood disorder, types

3.2 Unipolar mood disorder: Major depressive disorder, Persistent depressive disorder, other forms of depression, causal factors

3.3 Bipolar and related disorders: Cyclothymic disorder, Bipolar I disorder, Bipolar II disorder, causes of bipolar disorder

3.4 Sexual Disorders: Clinical Description, Types, Causes of Sexual Disorders.

Unit 4: Schizophrenia and other Psychotic Disorders

4.1 Schizophrenia: the origin of the construct, clinical pictures, types

4.2 Other psychotic disorders: schizoaffective disorder, Schizophreniform disorder, delusional disorder, brief psychotic disorder

3. Causal factors

Unit 5: Somatic Symptoms and Dissociative Disorders and Substance-related disorders

5.1 Somatic symptom disorder, illness anxiety disorder, conversion disorder, factitious disorder: symptoms and causes

5.2 Depersonalization/ Derealization Disorders, Dissociative Amnesia, Dissociative Identity Disorders

5.3 Substance-related disorders: Alcohol-related disorders, Drug- abuse, and Dependence

Unit 6: Personality Disorders and Eating Disorders

1. Personality Disorders: Clinical overview

6.2 Cluster A Personality Disorders: Paranoid personality disorder, Schizoid personality disorder, Schizotypal personality disorder

6.3 Cluster B Personality Disorders: Histrionic personality disorder, narcissistic personality disorder, antisocial personality disorder (ASPD), borderline personality disorder

6.4 Cluster C personality disorders: Avoidant personality disorder, Dependent personality disorder, obsessive-compulsive personality disorder

6.5 Eating Disorders: Anorexia nervosa, Bulimia nervosa, Binge-eating disorder

Recommended Readings:

- Hooley, Butcher, Nock, Mineka. (2017). Abnormal Psychology Seventeenth Edition Global Edition. Pearson
- American Psychiatric Association. Diagnostic and statistical manual of mental disorders, fifth edition DSM-5
- Comer, R.J., Comer, J.S. (2017) Abnormal Psychology 10th edition: Worth Publishers
- Gorenstein, E. (2015). Case Studies in Abnormal Psychology 2nd edition: Worth Publishers

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%

Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-CL-302	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY - CL-302.1	3	3	3	2	2	3	3	3	3
MPSY - CL-302.2	3	3	3	3	3	3	3	2	3
MPSY - CL-302.3	3	2	3	3	3	3	3	3	3
MPSY - CL-302.4	2	2	3	3	3	3	2	3	2
MPSY - CL-302.5	2	2	3	3	3	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CL-303-: Clinical Psychology I

Periods/week Credits
L: 3 T: 1 P: 0 4
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester Exam
: 100

Course Type: Discipline Centric (Core)

Course Outcomes:

- MPSY-CL-303.1: To develop an understanding of the Clinical Psychology and its emergence
MPSY-CL-303.2: To make students identify the code of conduct and ethical guidelines of clinical-
psychology
MPSY-CL-303.3: Differentiate between the Theoretical Models of Clinical Psychology
MPSY-CL-303.4: Explain the role of assessment, its process and clinical interviewing that are used to
assess and evaluate psychological disorders.

PART A

Unit I: Introduction- Definition and training

1. Nature of the discipline Clinical Psychology,
2. History: ancient views and recent developments.
3. History of Clinical Psychology in India
4. Development of standards of Clinical Psychology in India.

Unit II: Training and professional development

- 2.1 Code of conduct and Ethics guidelines in Clinical Psychology
- 2.2 Development of standards of Clinical Psychology in India.
- 2.3 The regulation of practise of Clinical Psychology in India.
- 2.4 Methods of research in Clinical Psychology

PART B

Unit III: Theoretical Models in Clinical Psychology

- 3.1 Biological Models, Psychoanalytic Model,
- 3.2 Interpersonal Model, Humanistic Model,
- 3.3 Behavioural Model and Cognitive Model

Unit 1V: Assessment in Clinical Psychology

- 4.1 Role of assessments in Clinical Psychology; Origins of Clinical Assessment;
- 4.3 Process of Assessment: planning, data-collection, interpretation, communication of findings.
- 4.2 Clinical Interviewing: Purpose- Gathering Information for Assessment and Treatment,
- 4.3 Establishing Rapport for Assessment and Treatment; Skills of the interviewer.

Suggested Practical (Any two from the following)

- Practical on Models of Clinical Psychology
- Practical on Clinical Interviewing

Suggested Readings:

- **Syllabus Books:**
- Hacker, J., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practices and ethics*. Delhi: Pearson Education

- Pomerantz, & Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage publications
- Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
- **Reference Books:**
- Brewer, K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers
- Kramer, G. P., Bernstein, D. A., & Phares, V. (2014). *Introduction to clinical psychology*. Upper Saddle River, NJ: Prentice-Hall.
- Plante, T.G. (2004). *Contemporary Clinical Psychology, 4th Ed*. Wiley publishers. New York:US.

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting:

Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-CL-303	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CL-303.1	3	3	2	2	3	3	2	3	2
MPSY-CL-303.2	3	3	2	3	3	3	3	2	3
MPSY-CL-303.3	3	2	2	3	2	2	2	3	3
MPSY-CL-303.4	2	2	3	3	3	3	2	3	2

SEMESTER-III

Sports

Psychology

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(Deemed to be University under section 3 of the UGC Act 1956)
MPSY-SP-301: Psychology of Athletes, Coaching and Officiating

Periods/week	Credits	Max. Marks: 200
L: 2 T: 1	3	Internal/Continuous Assessment: 100
Duration of Examination: 3 Hrs		End Semester Exam : 100

Pre-requisites:

Course Type: Core

Course Outcome

MPSY-SP-301.1: The students will be able to understand the various types of athletes, coaching approaches and styles

MPSY-SP-301.2: The students will be able to understand different types of coaching approaches and styles

MPSY-SP-301.3: The students will be able to Understand Psyche of sport officials, psychological coaches and officials

MPSY-SP-301.4: The students will be able to understand the role of effectiveness of preparation for athlete's performance.

UNIT 1: Classification and levels of Athletes and Coaching

1.1 Classification of athletes and coaching approach

1.2 Classification of coaches and officials

1.3 Levels of athletes

1.4 Levels of coaches and officials

UNIT 2: Understanding Coaching and Coaching Styles

2.1 Coaching Philosophy

2.2 The role of coaches

2.3 Understanding the coaching process

2.4 Coaching as an Interpersonal relationship

2.5 Social context of Coaching.

UNIT 3: Understanding Officials and Officiating

3.1 Principles of Officiating and Officiating Style (setting and achieving professional goals, communicating effectively with other officials, coaches, and athletes, developing decision-making skills, and managing conflict effectively)

3.2 Psychological skills of Sport Officials (Psychological qualities of good Officials)

3.3 Developing strength and character in Officials

3.4 Psychological preparation for Officiating (Pre, During, Post Competition).

UNIT 4: Psychological Preparation

4.1 Psychological preparation of athletes (short term and long term)

4.2 Psychological preparation of coaches and officials.

4.3 Psychological skill training and Personnel development skills (communication skills, time management, conflict resolution).

4.4 Psyching up and psyching down strategies for athletes, coaches and officials.

Suggested Readings

1. Berger, B.G., Pargman, D., & Weinberg, R.S. (2006) Foundations of Exercise Psychology, 2nd Ed. Morgantown, WV: Fitness Information Technology.
2. Gill, Diana L (2008) Psychological Dynamics of Sport & Exercise, 3rded. Human Kinetics Publishers, Inc Champaign IL.
3. Horn, Thelma (2008) Advances in Sport Psychology Human Kinetics Publishers, Inc Champaign IL.
4. Martens, Rainer (2014) Coaching Guide to Sport Psychology, 10thEd. Human Kinetics Publishers, Inc Champaign IL.
5. Murphy, Shane M (2005) Sport Psychology Interventions Human Kinetics Publishers, Inc Champaign IL.
6. Electronic Resources: Journals Sport Psych
Unpublished <http://www.geocities.com/CollegePark/5686/j>
7. <https://www.cambridgescholars.com/resources/pdfs/978-1-5275-3528-2-sample.pdf>

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-SP-301	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-SP-301.1	3	3	2	2	3	3	3	2	2
MPSY-SP-301.2	1	3	3	3	3	3	3	2	3
MPSY-SP-301.3	3	3	3	3	3	3	2	3	2
MPSY-SP-301.4	3	3	2	3	3	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(Deemed to be University under section 3 of the UGC Act 1956)
MPSY-SP-303: Intervention Strategies in Sports Psychology

Periods/week	Credits	Max. Marks: 200
L: 2 T: 1	3	Internal/Continuous Assessment: 100
Duration of Examination: 3 Hrs		End Semester Exams : 100

Pre-requisites:
Course Type: Core

Course Outcome

MPSY-SP-302.1: The students will be able to understand the foundations and methods of intervention strategies

MPSY-SP-302.2: The students will be able to understand the relaxation and activation processes in enhancing sporting performances

MPSY-SP-302.3: The students will be able to understand theoretical foundations of overtraining and energy, management and its effect on performance

MPSY-SP-302.4: The students will be able to understand the application of positive psychology in sports

UNIT-I: Introduction to Intervention strategies:

- 1.1 Introduction, mental skill training in sports, Sports Psychology: A clinician's perspective,
- 1.2 Action theory approach to applied sports psychology,
- 1.3 Eating disorders in sport: from theory to research to intervention.
- 1.4 Psychosocial antecedents of sport injury and intervention for risk reduction.

UNIT 2: Intervention strategies in Sports

- 1.1 Relaxation Procedures – Progressive Relaxation – Autogenic Training, Transcendental Meditation.
- 1.2 Biofeedback
- 1.3 Cognitive Strategies: Imagery, Thought Stopping and Centering, Self-Talk,
- 1.4 Psycho Regulation and Impact Interventions

UNIT 3: Psychological Aspect of Overtraining

- 3.1 Performance focus, Psychological Well-being,
- 3.2 Educating Coaches and Athletes about Overtraining,
- 3.3 Physical Health, Increasing Coach-Athlete Communication,
- 3.4 Developing Athlete Resources.

UNIT 4: Energy Management among Athletes

- 3.1 Understanding Energy Management – Arousal affecting Performance, Effects of Under arousal and Over arousal in Performance
- 3.2 Developing Athlete Energy Management Skills
- 3.3 Phases in energy management – Education Phase, Acquisition Phase and Implementation Phase
- 3.4 Athletes choking under pressure, preparatory routines in self-paced events (Beginner to skilled athletes)

Suggested Readings

1. Gurbakhsh S. Sandhu (2002), Psychology in Sports – A Contemporary Approach, Friends publications, New Delhi.
2. Murphy, S.M. (1995), Sport Psychology Interventions, Human Kinetics, Auckland.
3. Weinberg, R.S, Gould D (2003), Foundation of Sport & exercise Psychology, 3rd Edition, Human Kinetics, South Australia.
4. Athanasios G. Papaioannou (Editor), Dieter Hackfort (Editor) (2014) Routledge Companion to Sport and Exercise Psychology: Global Perspectives and Fundamental Concepts (International Perspectives on Key Issues in Sport and Exercise Psychology)

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-SP-303	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-SP-303.1	3	3	2	2	3	3	3	2	2
MPSY-SP-303.2	1	3	3	3	3	3	3	2	3
MPSY-SP-303.3	3	3	3	3	3	3	2	3	2
MPSY-SP-303.4	3	3	2	3	3	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-SP-304: Sports Injuries and Rehabilitation

Periods/week	Credits	Max. Marks : 200
L: 2 T: 1	3	Internal/Continuous Assessment : 100
Duration of Examination: 3 Hrs		End Semester Exam : 100

Pre-requisites:

Course Type: Core

Course Outcome

MPSY-SP-304.1: Students will be able to understand injuries and rehabilitation in sports

MPSY-SP-304.2: Students will be able to understand healing in sports

MPSY-SP-304.3: Students will be able to Understand Concept of first aid, hydrotherapy, and thermotherapy.

MPSY-SP-304.3: Students will be able to Understand different electrotherapeutic modalities

UNIT 1: Introduction to Sports Injuries

1.1 Basic concept of abrasion, Contusions, Wounds & Fractures

1.2 Common Sports injuries like Muscle Cramps, Myositis, Ossificans, and Sprains & Strains.

1.3 Athletic care Rehabilitation

UNIT 2: Injury & Tissue Response

2.1 Macro trauma- Pain, Swelling, Redness & Warmth.

2.2 Components of Micro trauma.

2.3 Introduction to Micro Healing

2.4 Overuse problems in sports and their management.

UNIT 3: First Aid, Hydrotherapy & Thermotherapy

3.1 Definition and Meaning of First Aid, Hydrotherapy & Thermotherapy

3.2 Detailed Explanation of PRICE

3.3 Hydrotherapy – Contrast Bath Cold & Hot Packs and Whirlpool

3.4 Thermotherapy

UNIT 4: Electrotherapeutic Modalities

4.1 Concept and Brief Explanation of Shortwave Diathermy. Long wave , Diathermy & Microwave Diathermy and Ultraviolet Rays

4.2 Concept & Use of Electrical Muscle Stimulation

4.3 Ultrasound and their combined Utility

Suggested Readings

1. Carolyn Kisner& Lynn Allen Colby,(2004) Therapeutic Exercise: Foundation & Techniques , New Delhi .

2. Dr. P.K. Pandey, (2003) Sports Medicine Curious Queries KhelSahitya Kendra New Delhi.

3. Freddie H. Fu, David A. Stone,(2001) Sports Injuries: Mechanism, Prevention, Treatment, Lippincott Williams & Wilkins.
4. Jayant Joshi, PrakashKotwal; B.I. Churchill Livingstone (2008) Essential of orthopedics & Applied Physiotherapy, New Delhi.
5. Peggy A. Houglum(2001)Therapeutic Exercise of Athletic Injuries, , Athletic Training Education Series.
6. Stevan Roy and Richard Irvin (2001) Sports Medicine: Prevention, Evaluation, Management & Rehabilitation; New Jersey .

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-SP-304	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-SP-304.1	3	3	2	2	3	3	3	2	2
MPSY-SP-304.2	1	3	3	3	3	3	3	2	3
MPSY-SP-304.3	3	3	3	3	3	3	2	3	2
MPSY-SP-304.4	3	3	2	3	3	3	2	3	3

SEMESTER-IV

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-DS-451: Dissertation

Periods/week

Credits

200

Max. Marks:

L: 0 T: 0 P:0 6

Internal Marks : 100
External Marks : 100

Duration of Examination:
Viva

In last semester of the program learners are required to conduct an independent research project under the supervision of an assigned faculty member. The learners are being motivated to do the research in throughout their program, but in last semester it is mandatory to submit a research report as it is graded and will contribute to their CGPA.

Assessment Parameter:

Sr. No.	Assessment Parameter	% Contribution
1	Research Report	50
2	Idea of research	10
3	Feedback by Assigned Mentor/supervisor	10
4	Viva	30

SEMESTER-IV
Organizational
Psychology

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-IO-401-: Training & Development

Periods/week Credits
L: 3 T: 0 3
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester Exam
: 100

Course Type: Foundation (Core)

Course Coordinator/Co-Coordinator

- MPSY-IO-401.1 To understand the concepts and nature of training & development
- MPSY-IO-401.2 To introduce the new applied behavioral science principles and practices into the ongoing organization towards the goal of improving organizational effectiveness (employees welfare & production output).
- MPSY-IO-401.3 To develop an understanding of organizational development evolution and interventions to become an Organizational Behavior Practitioner
- MPSY-IO-401.4 To grasp an understanding of the basic training & evaluation system.

PART A

Module I: Introduction to Training

- 1.1 Introduction Meaning and definition of training,
- 1.2 Culture and Context,
- 1.3 Introduction to training Strategy.

Module II: Process of Training Establishing objectives,

- 2.1 Training needs assessment,
- 2.2 Designing the programs,
- 2.3 Training methods: Trainers and training styles,
- 2.4 Introduction to Management Development program.

PART-B

Module III: Evaluation of Training & Development

- 3.1 Need for evaluation,
- 3.2 Measuring Training Effectiveness,
- 3.3 Models of Training Evaluation.

Module IV: Training Systems

- 4.1 Action Research steps involved in training program
- 4.2 Recent trends in training and employee's development
- 4.3 Career development, Succession planning, Diversity training, Orientation training.

Module V: Executive Development

- 5.1 significance & nature,
- 5.2 Identifying development needs and setting objectives.
- 5.3 Techniques of development and advantages,
- 5.4 Role of HRD in the 21st Century.

Suggested Practical (Any two from the following)

- Practicum in Organizational Psychology I
- Practicum in Organizational Psychology II
- Practicum in Organizational Psychology III
- Practicum in Organizational Psychology IV

Required Reading:

1. Raymond A. Noe and Amitabh Deo Kodwani (Author) McGraw Hill
2. French Wendell, Bell Cecil and VohraVeena: Organisation Development, Behavioral Science Interventions for Organisation Improvement, Prentice Hall.
3. Lynton Rolf & Pareek Udai: Training & Development, Prentice Hall.
4. Bhatia S.K.: Training & Development, Deep & Deep Publishers.

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting:

Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-IO-401	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-IO-401.1	2	3	2	2	3	3	3	2	2
MPSY-IO-401.2	2	3	2	3	3	3	3	2	3
MPSY-IO-401.3	3	3	3	2	2	3	2	3	3
MPSY-IO-401.4	3	3	2	2	3	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-IO-402-: Competency Modelling & Evaluation

Periods/week	Credits	Max. Marks : 200
L: 2 T: 1	3	Continuous
Duration of Examination: 3 Hrs		Evaluation : 100
		End Semester Exam : 100

Course Type: Foundation (Core)

Course Coordinator/Co-Coordinator

- MPSY-IO-402.1 To understand the process of competency mapping and profiling.
- MPSY-IO-402.2 To introduce the new applied behavioral science principles and concepts like talent 7 knowledge management into the ongoing organization towards the goal of improving organizational effectiveness.
- MPSY-IO-402.3 To learn the art of customization and institutionalization of competency modeling
- MPSY-IO-402.4 To grasp an understanding of the basic stages, management and modelling.

PART A

Module I: Talent Quality Mangement

1. Talent quality management: Meaning and importance,
2. Creating talent management system,
3. Strategies of talent management.

Module II: Introduction to Competency

- 2.1 Introduction: Concept and definition of Role and competency,
- 2.2 Characteristics of competency,
- 2.3 Core Competency Competency versus competence, Performance versus competency; skills versus competency,

PART-B

Module III: Knowledge Management

- 3.1 Elements of knowledge management,
- 3.2 Advantages of knowledge management,
- 3.3 Types of Knowledge: Tacit and Explicit
- 3.4 Managing knowledge workers.

Module IV: Mapping Jobs via Competency Model

- 4.1 Identification of Role competencies, elemental competencies,
- 4.2 assessment center, what do the assessment centers assess? Design of assessment center,
- 4.3 Use of psychometric testing in assessment center, 360 degree feedback, potential appraisal through assessment center,

Module V: Competency Modelling & Management

- 5.1 Competency framework - development of personal competency framework,
- 5.2 Lancaster Model of managerial competencies,
- 5.3 competency model - Understanding job positions, Data collection instruments for job descriptions,
- 5.4 Stages in design and implementation of competency model

Suggested Practical (Any two from the following)

- Practicum in Organizational Psychology I
- Practicum in Organizational Psychology II

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-IO-403-: CORPORATE SOCIAL RESPONSIBILITY

Periods/week Credits
L: 2 T: 1 3
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester Exam
: 100

Course Type: Foundation (Core)

Course Coordinator/Co-Coordinator

- MPSY-IO-403.1 Understand CSR theoretical framework and its ethical foundation.
- MPSY-IO-403.2 Identify and build stakeholders mapping and engagement strategy
- MPSY-IO-403.3 Identify and manage social, environmental, and economic risks through business activities.
- MPSY-IO-403.4 Build CSR plans integrated into business strategy and adapted to the local culture and environment.

PART A

Unit-1 FUNDAMENTAL CONCEPTS & ETHICS OF CORPORATE SOCIAL RESPONSIBILITY.

- 1.1 The social responsibility of organizations: Historical Background.
- 1.2 Definition and Characteristics of social responsibility
- 1.3 Principles of Social Responsibility
- 1.4 Ethical behavior, Code of Conduct
- 1.5 Corporate moral development

Unit-2 STAKEHOLDERS MANAGEMENT AND ENGAGEMENT

- 2.1 Identification of stakeholders.
- 2.2 Stakeholder model.
- 2.3 The Stakeholder Salience Theory

PART B

Unit-3 Good Corporate Governance and Internal Social Responsibility (ISR)

- 3.1 Organizational governance and social responsibility
- 3.2 Decision-making processes and structures
- 3.3 Related actions and expectations.
- 3.4 Internal social responsibility(ISR): Employment and employment relationships, Conditions of work and social protection, Health and safety at work, Human development and training in the workplace, & Policies in favor to hire disability persons
- 3.5 Social responsibility toward customers
- 3.6 Social responsibility toward environment

Unit-4 Fair operating practices, Community involvement and development

- 4.1 Fair operating practices:Anti-corruption
- 4.2 Responsible political involvement, Fair competition
- 4.3 Promoting social responsibility in the value chain
- 4.4 Community involvement and development: Community involvement, Education and culture
- 4.5 Employment creation and skills.

Unit 5 CSR MANAGEMENT: IMPLEMENTING AND COMMUNICATING

- 5.1 Identify points of intersection between a company and society.
- 5.2 Select social issues to address.
- 5.3 Mount a small number of initiatives that generate large and distinctive benefits for the company and society
- 5.4 CSR and innovation

Suggested Practical (Any two from the following)

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-IO-404-: Performance Appraisals & Management

Periods/week	Credits	Max. Marks : 200
L: 2 T: 1	3	Continuous
Duration of Examination: 3 Hrs		Evaluation : 100
		End Semester Exam : 100

Course Type: Foundation (Core)

Course Coordinator/Co-Coordinator

- MPSY-IO-404.1 To understand the concepts and nature of performance appraisal & development
- MPSY-IO-404.2 To introduce the new job evaluation policies and process of performance appraisal and practices into the ongoing organization towards the goal of improving organizational effectiveness (employees welfare & production output).
- MPSY-IO-404.3 To develop an understanding of organizational development evolution and reward system to increase the organization effectiveness
- MPSY-IO-404.4 To grasp an understanding of the basic ethics & implications of the system.

PART A

Module I: Overview of Performance Management

1. Employee Motivation & Needs (Vroom's & Adam's Theory of Motivation),
2. Performance Appraisal: The past & the future,
3. Planning Performance and Role clarity

Module II: Process of Performance Appraisal

- 2.1 Measuring Performance – Objectives & Indicators, Methods of Appraisal – Contemporary & Modern methods,
- 2.2 Performance feedback & counselling, Coaching & Mentoring
- 2.3 Performance management and reward systems.

PART-B

Module III: Introduction to Job Evaluation Methods

- 3.1 360 degree Feedback - Definition, methodology, advantages/disadvantages of Feedback
- 3.2 Internal and external job evaluation methods: factor comparison, job ranking, job classification and market pricing.
- 3.3 Company Wage Policy: Establishing pay structure, Rewarding Individual Employees through Variable-Pay Programs.

Module IV: Reward Systems

- 4.1 Incentives plans for production employees and for other professionals.
- 4.2 Developing effective incentive plans, pay for performance,. Supplementary pay benefits, insurance benefits, retirement benefits, employee services benefits.
- 4.3 Benefits & Incentive practices in indian industry.

Module V: Emerging Concerns & Performance Management

- 5.1 Ethics in Performance Management.
- 5.2 Appraisal for future – going beyond tangible performance,
- 5.3 Implications of Performance appraisal & management

Suggested Practical (Any two from the following)

- Practicum in Organizational Psychology I
- Practicum in Organizational Psychology II

- Practicum in Organizational Psychology III
- Practicum in Organizational Psychology IV

Required Reading:

- T.V. Rao; Performance Management and Appraisal; Jaico Publication
- Dinesh K. Srivastava, “Strategies for Performance Management”, New Delhi, 2005, Excel Books,
- K Aswathappa; Human Resource and Personnel Management; McGraw- Hill Companies
- Desimone; Human Resource Development Thomson Learning.

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting:

Seven questions are to be set in total. First question will be conceptual covering the entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Students need to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-IO-404	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-IO-404.1	2	3	2	2	3	3	3	3	2
MPSY-IO-404.2	3	3	2	3	3	3	3	2	3
MPSY-IO-404.3	3	3	3	3	2	3	3	3	3
MPSY-IO-404.4	3	3	2	2	3	3	2	3	3

SEMESTER-IV

Counseling

Psychology

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES
(Deemed to be University under section 3 of the UGC Act 1956)

**MPSY-CO-401:
Crisis & Trauma Counselling**

Periods/week Credits
L: 3 T: 1 3+1
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester Exam
: 100

Pre-requisites:

Course Type: Foundation (Core)

Upon completion of this course, the student will be able to

MPSY-CO-401.1 Describe the basics of trauma counselling

MPSY-CO-401.2 Demonstrate an understanding of the various types of psychological practices involved in trauma counselling.

MPSY-CO-401.3 Understand the application of counselling procedures.

MPSY-CO-401.4 Practically collaborate research and practise techniques of trauma counselling.

Unit 1: Introduction to trauma counselling

1. Introduction and overview
2. Trauma counselling and grief counselling
3. Adverse childhood experiences and catharsis
4. Self- Care

Unit 2: Approaching Crisis Intervention and Trauma Care

- 2.1 Self care and resiliency
- 2.2 Culturally effective helping trauma clients
- 2.3 Ethical implications of trauma

Unit 3: Post-traumatic Stress Disorder

- 3.1 Understanding PTSD
- 3.2 Treatment for PTSD
- 3.3 Interventions for PTSD

Unit 4: Online Counselling

- 4.1 Telephone and Online Crisis Counseling
- 4.2 Resolving crisis
- 4.3 Bringing about a change
- 4.4 Personal Goals and self care

Core Readings:

- Crisis and Trauma Counselling, Eric Owens and Richard Parsons.
- Trauma Counseling Theories and Interventions 2012 Edition by Lisa Lopez Levers , Springer

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%

Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks: SPSS, MS Excel, NVivo

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-CO-401	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CO-401.1	3	3	3	3	3	3	3	2	2
MPSY-CO-401.2	3	3	3	3	3	3	3	2	2
MPSY-CO-401.3	3	3	3	3	3	3	2	3	2
MPSY-CO-401.4	3	3	2	2	2	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES
(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CO-402:
Counselling Children & Adolescents

Periods/week Credits
L: 3 T: 1 3+1
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester Exam
: 100

Pre-requisites:

Course Type: Foundation (Core)

Upon completion of this course, the student will be able to

MPSY-CO-402.1 Describe the basics of the counselling children and adolescents.

MPSY-CO-402.2 Demonstrate an understanding of the various types of psychological practices involved in counselling.

MPSY-CO-402.3 Understand the application of counselling procedures in the respective age group.

MPSY-CO-402.4 Practically collaborate research and practise techniques of psychoanalytical and humanistic counselling.

Unit 1: Introduction to child and adolescent counselling

1.1 Theoretical approaches to counselling children and adolescents with special needs.

1.2 Counselling skills and techniques relevant to counselling children and adolescents with special needs

1.3 Social and cultural issues relevant to counselling children and adolescents with special needs

Unit 2: Counselling children and adolescents with special needs

2.1 Theoretical approaches to counselling children and adolescents with special needs

2.2 Counselling skills and techniques relevant to counselling children and adolescents with special needs.

2.3 Social and cultural issues relevant to counselling children and adolescents with special needs

Unit 3: Issues in child and adolescent counselling

2.1 Family issues in counselling and adolescent care

2.2 Counselling children and adolescents in school

2.3 Parenting issues in child and adolescent counselling

2.4 Ethical issues in child and adolescent counselling

Unit 4: Research and development in area of Child and Adolescent Counselling

4.1 Bringing about a change

4.2 Personal Goals and self-growth in children.

4.3 Latest research finding and its implications in this area

Core Readings:

- An Introduction to Counselling and Psychotherapy; Andrew Revees
- Counselling and Guidance; S Rao

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks: SPSS, MS Excel, NVivo

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-CO-402	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CO-402.1	3	3	3	3	3	3	3	2	2
MPSY-CO-402.2	3	3	3	3	3	3	3	2	2
MPSY-CO-402.3	3	3	3	3	3	3	2	3	2
MPSY-CO-402.4	3	3	2	2	2	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES
(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CO-403:
Counselling Across the Lifespan

Periods/week Credits
L: 3 3
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester Exam
: 100

Pre-requisites:

Course Type: Foundation (Core)

Upon completion of this course, the student will be able to

MPSY-CO-403.1 Describe the basics of the counselling children and adolescents.

MPSY-CO-403.2 Demonstrate an understanding of the various types of psychological practices involved in counselling.

MPSY-CO-403.3 Understand the application of counselling procedures in the respective age group.

MPSY-CO-403.4 Practically collaborate research and practise techniques of psychoanalytical and humanistic counselling.

Unit 1: Introduction to lifespan counselling

1. Theories of individual and family development across the lifespan
2. theories of learning
3. theories of normal and abnormal personality development
4. : biological, neurological, and physiological factors that affect human development, functioning, and behavior

Unit 2: Factors affecting lifespan counselling

- 2.1 Systemic and environmental factors that affect human development, functioning, and behaviour
- 2.2 effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- 2.3 A general framework for understanding differing abilities and strategies for differentiated interventions
- 2.4 Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Unit 3: Introduction to Gerontology and Geriatrics

- 3.1 Basic Concepts in Gerontology
- 3.2 Problems in elderly
- 3.3 Basic Geriatric care among Elderly
- 3.4 Mental Health Issues and Care strategies

Unit 4: Family Systems Viewpoints and Counselling the Elderly

- 4.1 Counselling the elderly
- 4.2 Life review and interpersonal psychotherapy
- 4.3 Ageing theories and personality

4.4 Group Guidance for Geriatric care

Core Readings:

- An Introduction to Counselling and Psychotherapy; Andrew Revees
- Counselling and Guidance; S Rao

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks: SPSS, MS Excel, NVivo

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-CO-403	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CO-403.1	3	3	3	3	3	3	3	2	2
MPSY-CO-403.2	3	3	3	3	3	3	3	2	2
MPSY-CO-403.3	3	3	3	3	3	3	2	3	2
MPSY-CO-403.4	3	3	2	2	2	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CO-404:

Counselling in Educational Settings

Periods/week Credits
L: 3 3
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester Exam
: 100

Pre-requisites:

Course Type: Foundation (Core)

Upon completion of this course, the student will be able to

MPSY-CO-404.1 Describe the basics of the counselling children in school setting.

MPSY-CO-404.2 Demonstrate an understanding of the various types of psychological practices involved in counselling in school setups.

MPSY-CO-404.3 Understand the application of counselling procedures in the respective age group.

MPSY-CO-404.4 Practically collaborate research and practise techniques of educational counselling.

Unit 1: Role of a counsellor in educational setting

1. Discuss developmental, environmental, and cultural influences on the needs of children, adolescents, and parents and other family members.
2. Define and discuss the role and function of the counselor as consultant and collaborator with children, adolescents, and their parents and other family members.
3. Outline theoretical approaches and their use with children, adolescents, and their parents and other family members.
4. Apply counseling techniques that will effectively enhance the role as a counselor with children, adolescents, and their parents and other family members.

Unit 2: School counselling

- 2.1 School counsellor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- 2.2 Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- 2.3 Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

Unit 3: Role of a school counsellor

- 2.1 The School Counsellor's Role in Research & Assessment
- 2.2 The School Counsellor as a Group Leader and Facilitator
- 2.3 The School Counsellor and Academic Achievement relationship

Unit 4: Research and development in area of School Counselling

- 4.1 Bringing about a change
- 4.2 Personal Goals and self-growth of counsellors
- 4.3 Latest research finding and its implications in this area
- 4.4 Ethics of a school counselor.

Core Readings:

- An Introduction to Counselling and Psychotherapy; Andrew Revees
- Counselling and Guidance; S Rao

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks: SPSS, MS Excel, NVivo

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-CO-404	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CO-404.1	3	3	3	3	3	3	3	2	2
MPSY-CO-404.2	3	3	3	3	3	3	3	2	2
MPSY-CO-404.3	3	3	3	3	3	3	2	3	2
MPSY-CO-404.4	3	3	2	2	2	3	2	3	3

SEMESTER-IV

Clinical

Psychology

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES
(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CL-401: Clinical Psychology II

Periods/week Credits
L: 3 T: 1 P: 4
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous Evaluation :
100
End Semester Exam :
100

Pre-requisites: Clinical Psychology I (MPSY-CL-303)

Course Type: Discipline Centric (Core)

MPSY-CL-401.1 Understand the Intellectual and Educational models and methods of assessment in clinical psychology

MPSY-CL-401.2 Understand the Personality and Behavioural models and methods of assessment in clinical psychology

MPSY-CL-401.3 Analyze the psychological disorders from different schools of thought.

MPSY-CL-401.4 Understand various intervention in clinical psychology to apply in practical setting.

MPSY-CL-401.5 To develop an understanding of other specialization in clinical psychology

PART A

Unit 1: Models and methods of assessment-Intellectual and Educational

1. Intelligence: Definition, Theories, Measurement
2. Interpretation of Individually administered test of Intelligence; Screening measure; Issues and Controversies
- 1.3 Educational assessment: Test of Achievement and tests for special abilities;

Unit 2: Models and methods of assessment- Personality (Objective) and Behavioural

- 2.1 Norm referenced objective personality measures;
- 2.2 Behavioural Assessment: Traditional Approaches to assessment, Defining features
- 2.3 Behavioural Assessment: Functional Analysis, Behavioural Assessment Method
- 2.4 Critical Evaluation of Standardized Psychological Tests

PART B

Unit 3: Interventions in Clinical Psychology-I

- 3.1 Introduction to psychotherapy: Basic concepts, Goals and Therapeutic relationship
- 3.2 Psychodynamic Psychotherapy
- 3.3 Humanistic and Existential Psychotherapy: Existential, Gestalt, and Client-centered therapy.
- 3.4 Eclectic Treatment

Unit 4: Interventions in Clinical Psychology-II

- 4.1 Family Therapy
- 4.2 Group Therapy
- 4.3 Cognitive-Behaviour Interventions: Behaviour therapy techniques, Cognitive modification procedures
- 4.4 Cognitive-Behaviour Therapy: Holistic Approaches

Unit 5: Specializations in Clinical Psychology

- 5.1 Clinical Health Psychology:
- 5.2: Forensic Psychology

Suggested Practical (Any two from the following)

- Structuring Clinical Interview
- Educational Assessment
- Practical on Unit 3 and 4

Required Readings:

1. Hacker, J., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practices and ethics*. Delhi: Pearson Education
2. Pomerantz, & Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage publications
1. Bennett,P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.

Reference Books:

1. Brewer, K. (2001). *Clinical Psychology*. Oxford : Heinemann Educational Publishers
2. Kramer, G. P., Bernstein, D. A., & Phares, V. (2014). *Introduction to clinical psychology*. Upper Saddle River, NJ: Prentice-Hall.
3. Plante, T.G. (2004). *Contemporary Clinical Psychology, 4th Ed.* Wiley publishers. New York:US.

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks: DSM ICD-10

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-CL-401	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CL-401.1	2	3	3	2	3	3	3	2	2
MPSY-CL-401.2	3	3	3	3	3	3	3	2	3
MPSY-CL-401.3	3	3	3	3	3	3	2	3	1
MPSY-CL-401.4	3	3	2	1	1	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CL-402 Psychotherapy Techniques and Treatments

Periods/week Credits
L: 2 T:1 P:0 3
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester
Exam : 100

Pre-requisites:

Course Type: Compulsory Core Course

Course Outcome: The students will be able to-

MAP-CL-402.1. To develop the basic concept of psychotherapeutic methods and techniques.

MAP-CL-402.2. To develop the knowledge of different therapeutic techniques

MAP-CL-402.3 To understand the applications of different psychotherapeutic approaches

MAP-CL-402.4 To understand the recent trends in psychotherapy

PART A

Unit-1 Introduction to Psychotherapy

- 1.1 Concept of psychotherapy, Objectives
- 1.2 Effectiveness of Psychotherapy
- 1.3 Ethical issues in psychotherapy
- 1.4 Therapeutic relationship: Nature, dimensions, and stages
- 1.3 Recent trends in psychotherapy

Unit-2 Psychoanalytic Approach

- 2.1 Key concept
- 2.3 Techniques of psychoanalytic approach
- 2.3 Application

Unit-3 Behaviouristic Approach and Cognitive Behavioural Approach

- 3.1 Basic principles
- 3.2 Different methods of behavior therapy (ABA, Exposure therapy, REBT, Flooding, systematic desensitization)
- 3.3 Cognitive Behavioural Therapy: concept, techniques
- 3.4 Application of the therapeutic approaches

Unit-4 Humanistic and Existential therapies

- 4.1 Person centred therapy, Gestalt therapy
- 4.2 Existential Therapies (Rollo May, Viktor Frankl, I.D. Yalom)

Unit-5 Other Therapeutic Approaches:

- 5.1 Reality therapy
- 5.2 Family system therapy
- 5.3 Transactional analysis

Required Reading:

- . Capuzzi, D. and Gross, D.R. (20047). Counselling and Psychotherapy: Theories and interventions. New Delhi: Pearson Education.
- Corey, G. (2001). Theory and practice of counseling and psychotherapy. New York: Brooks/Cole
- Hersen, M. & Sledge, W. (2002) (Eds.). Encyclopedia of psychotherapy (Vols 1& 2). New York: Academic Press.
- Kaslow, H. W. (Ed.). (2002). Comprehensive handbook of psychotherapy (Vols. I toIV). New York : John Wiley and Sons.
- Mozdierz, G.J., Peluso, P.R. & Lisiecki, J. (2009). Priniciples of Counselling and Psychotherapy. New York: Routledge
- Prochaska, J.O. & Norcross.J.C. (2010) Systems of Psychotherapy. Cengage

Distribution of Continuous Evaluation

Sessional I	30%
Sessional II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term-endnd examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement BPSY-DS-106	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MAP-CL-402.1	3	3	3	3	2	3	3	3	3
MAP-CL-402.2	3	2	2	3	3	3	2	2	3
MAP-CL-402.3	3	2	3	3	2	3	3	3	3
MAP-CL-402.4	3	3	3	3	2	3	3	3	2

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CL-405 Neuropsychology

Periods/week Credits
L: 2 T:1 P:0 3
Duration of Examination: 3
Hrs

Max. Marks : 200
Continuous
Evaluation : 100
End Semester
Exam : 100

Pre-requisites:

Course Type: Compulsory Core Course

Course Outcome: The students will be able to-

MPSY-CL-405.1. To develop the basic concept of neuropsychology.

MPSY-CL-405.2. To develop the concept of the networks of the brain

MPSY-CL-405.3 To be able to administer neuropsychological tests.

MPSY-CL-405.4 To be able to understand the application of neuropsychological process in rehabilitation and training

PART A

Unit-1 Introduction to Neuropsychology

- 1.1 Introduction
- 1.2 History of neuropsychology
- 1.3 Basic principles and terms of neuropsychology
- 1.3 Recent development in the field of neuropsychology

Unit-2 Networks of Brain

- 2.1 Right hemisphere dominant spatial orientation network
- 2.2 Left hemisphere dominant language network
- 2.3 Memory-emotion network
- 2.4 Executive functioning network
- 2.5 Face object identification number

Unit-3 Neuropsychological Assessment

- 3.1 Methods of assessment
- 3.2 Tools of assessment
- 3.3 Ethical issues in assessment

Unit-4 Application of neuropsychological process

- 4.1 Cognitive training
- 4.2 Cognitive Rehabilitation

Required Reading:

- Bryan Kolb, Ian Q. Whishaw. Fundamentals of Human Neuropsychology (7th edition) 2015. Worth Publishers. ISBN 10:1429282959

- Muriel Deutsch Lezak. Neuropsychological Assessment (5th edition) 2012. Oxford University Press. ISBN 0195395522
- Efrat Ginot, Allan N. Schore. The Neuropsychology of the Unconscious: Integrating Brain and Mind in Psychotherapy. 2015. W. W. Norton & Company
- J. Graham Beaumont. Introduction to neuropsychology. 2008. Guilford Press

Distribution of Continuous Evaluation

Sessional I	30%
Sessional II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-CL-405	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CL-405.1	3	3	3	3	2	3	3	3	3
MPSY-CL-405.2	3	2	2	3	3	3	2	2	3
MPSY-CL-405.3	3	2	3	3	2	3	3	3	3
MPSY-CL-405.4	3	3	3	3	2	3	3	3	2

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CL-403-: Geriatric Clinical Psychology

Periods/week Credits

L: 2 T: 1 P: 0 3

Duration of Examination: 3

Hrs

Max. Marks : 200

Continuous

Evaluation : 100

End Semester Exam

: 100

Course Type: Discipline Centric (Core)

Course Outcomes:

MPSY-CL-403.1: To develop an understanding of the concept of ageing and gerontology.

MPSY-CL-403.2: To develop an understanding of the Theories and processes of ageing and gerontology.

MPSY-CL-403.2: To develop an understanding of the Health Needs & Care for Older Adults.

MPSY-CL-403.3: To enable students to deal with the issues and problems related to old age.

MPSY-CL-403.4: To enable students to make an understanding of individual and social issues of elderly population

PART A

Unit I: Introduction- Definition

1. Gerontology- Meaning, Nature & Scope,
2. Historical perspective of Ageing
3. Global Picture- Researches & Studies in Indian and Western Context Morbidity & Mortality
4. Ageing- Myths & Facts Major Needs of Older Adults

Unit II: The Process of Ageing

- 2.1 Developmental Aspects of Ageing
- 2.2 Biological & Physiological Aspects of Ageing Psychological Aspects of Ageing
- 2.3 Social Aspects of Ageing

PART B

Unit III: Health Needs & Care for Older Adults

- 3.1 Assessment, Diagnosis & Planning
- 3.2 Major Illnesses- Physical & Psychological Care giving- Mild & Chronic Illnesses Mental Health
- 3.3 Palliative Care

Unit 1V: Individual & Social Issues

- 4.1 Adaptation to Old Age: Physical, Motor & Mental Abilities
- 4.2 Attitudes towards Old People
- 4.3 Adjustment to Changes: Family Patterns
- 4.4 Loss of Spouse and Living Alone
- 4.5 Remarriage in Old Age

Suggested Practical (Any two from the following)

- Practical on Processes of Ageing
- Practical on Unit 4

Suggested Readings:

- Kenneth F. Ferraro: Gerontology: perspectives and issues, Published by Springer Pub. Co., 1990
Nicholas Coni, William Davison, Stephen Webster: Ageing: the facts
- Ian Stuart-Hamilton: The Psychology of Ageing: An Introduction, 4th

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting:

Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-CL-403	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CL-403.1	3	3	2	2	3	3	2	3	2
MPSY-CL-403.2	3	3	2	3	3	3	3	2	3
MPSY-CL-403.3	3	2	2	3	2	2	2	3	3
MPSY-CL-403.4	2	2	3	3	3	3	2	3	2

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-CL-404 - Clinical Child Psychopathology

Periods/week Credits

Max. Marks: 200

L: 2 T: 1 P: 0 3

Internal/Continuous Assessment: 100

Duration of Examination: 3 Hrs

End Semester Exam: 100

MPSY-CL-404.1	To demonstrate knowledge of the key concepts, assumptions, and principles associated with the child psychopathology perspective
MPSY-CL-404.2	To employ a broad range of criteria for differentiating between normal and abnormal development in children
MPSY-CL-404.3	To identify multiple factors and processes associated with the onset and course of a range of problems and apply current knowledge base for classification, epidemiology, etiology, and developmental trajectory;
MPSY-CL-404.4	To demonstrate knowledge of evidence-based intervention and prevention techniques in treatment of childhood psychological disorders
MPSY-CL-404.5	To display an understanding of childhood and adolescent psychological disorders regarding ethical, professional, and cultural diversity issues

Part – A

Unit1: Understanding Child Psychopathology

- 1.1 Abnormal Child Psychology: Meaning and Concept
- 1.2 Models of Child Psychopathology
- 1.3 Assessment, Examination, and Psychological Testing

Unit 2: Neurodevelopmental Disorder

- 2.1 Intellectual Disability
- 2.2 ADHD
- 2.3 Autism spectrum disorder
- 2.4 Specific Learning Disability: Dyslexia, Dysgraphia, Dyscalculia
- 2.4 Tic disorder

Unit 3: Other Psychiatric Disorders

- 3.1 Conduct Disorder
- 3.2 Oppositional Deviant Disorder
- 3.3 Reactive Attachment Disorder of Infancy or Early Childhood
- 3.4 Mood Disorders: Depression, Mania
- 3.5 Anxiety Disorders: Phobia, Panic disorder, Obsessive-compulsive disorder

Part - B

Unit 4: Schizophrenia and Other Psychiatric Problems

- 4.1 Early onset of schizophrenia
- 4.2 Other Psychiatric Problems: Eating Disorders, Personality Disorders in Children,
- 4.3 Health- Related and Somatic Symptom Disorders

Unit 5: Psychological and Psychiatric Treatment

- 5.1 Pharmacological Treatment: Medicine, rTMS.
- 5.2 Psychological treatment: Individual Psychotherapy, Group Psychotherapy, Residential,
- 5.3 Day, and Hospital Treatment

5.4 Special Areas of Interest: Forensic Issues, Adoption and Foster Care, Child Maltreatment and Abuse

Required Reading:

- Abnormal Child Psychology, Eric J. Mash and David A. Wolfe Wadsworth, 4th Edition
- Child Psychopathology Third Edition Edited by Eric J. Mash and Russell A. Barkley
- Achenbach, T. M. (1985). Assessment and taxonomy of child and adolescent psychopathology. Beverly Hills, CA: Sage
- Belsky, J., Friedman, S. L., & Hsieh, K. H. (2001). Testing a core emotion-regulation prediction: Does early attentional persistence moderate the effect of infant negative emotionality on later development? *Child Development*, 72, 123–133.
- Kamphuis, J. H., & Noordhof, A. (2009). On categorical diagnoses in DSM-V: Cutting dimensions at useful points? *Psychological Assessment*, 21, 294–301.

Assessment Tools

- Assignment/Tutorials
- Sessional tests
- Term end examination

CO statement MPSY-CL-404	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-CL-404.1	3	3	2	2	2	3	3	2	2
MPSY-CL-404.2	3	3	3	3	3	3	2	3	3
MPSY-CL-404.3	2	2	3	3	3	3	2	3	3
MPSY-CL-404.4	2	3	3	3	2	3	3	3	3
MPSY-CL-404.5	2	3	3	3	3	3	3	3	3

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

SEMESTER-IV

Sports

Psychology

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(Deemed to be University under section 3 of the UGC Act 1956)
MPSY-SP-401: Professional Practices in Sports Psychology

Periods/week	Credits	Max. Marks: 200
L: 2 T: 1	3	Internal/Continuous Assessment: 100
Duration of Examination: 3 Hrs		End Semester Exam : 100

Pre-requisites:
Course Type: Core

Course Outcomes:

MPSY-SP-401.1: Students will be able to understand various problems and issues among Athletes.

MPSY-SP-401.2: Students will be able to Understand Athletes and their Psychological Rehabilitation.

MPSY-SP-402.3: Students will be able to Understand Understanding Coach-Athlete relationship, Coaching Dynamics.

MPSY-SP-402.3: Students will be able to Understand Developing Life Skills in Athletes.

UNIT 1: Athletic Problems and Recovering Strategies

- 1.1 Problems and issues working with Individual and Team Sports
- 1.2 Athletes' Burn-out and Drop-out Problems and issues
- 1.3 Psychological Rehabilitation of Injured Athletes
- 1.4 Drug Abuse and Rehabilitation

UNIT 2: Coach and Coaching Dynamics

- 2.1 Coach-Athlete -Psychologist Relationship
- 2.2 Career Transition in Athletes and Retirement Issues
- 2.3 Developing Life Skills in Athletes

UNIT 3: Mental Training and Sport

- 3.1 Mental Training in Sport for Athletes
- 3.2 Relaxation Techniques (PMR, Autogenic Training, Deep Breathing, Guide Imagery)
- 3.3 Activation Techniques (Imagery, VMBR, HYPNOTHERAPY)
- 3.4 Concentration Training, Self-confidence and self-efficacy in sports

UNIT 4: Psychological and Counseling Skills

- 4.1 Meaning and Definition Psychological Skill Training (PST methods: (Goal setting, self-talk, mental imagery and mental rehearsal, and relaxation)
- 4.2 Monitoring PST in Performance Routine
- 4.3 Behavior modification: basics of counseling skills, CCT, Gestalt, Assertive Training, Cognitive Interventions

Suggested Readings:

1. Gill, Diana L (2008) Psychological Dynamics of Sport & Exercise, 3rd ed. Human Kinetics Publishers, Inc Champaign IL.
2. Horn, Thelma (2008) Advances in Sport Psychology Human Kinetics Publishers, Inc Champaign IL.
3. Martens, Rainer (2014) Coaching Guide to Sport Psychology, 10th Ed. Human Kinetics Publishers, Inc Champaign IL.
4. Murphy, Shane M (2005) Sport Psychology Interventions Human Kinetics Publishers, Inc Champaign IL.

Electronic Resources: Generic Journals

1. Anxiety, Stress and Coping
<http://www.tandf.co.uk/journals/titles/10615806.html>
2. Journal of Personality and Social Psychology
<http://www.apa.org/journals/psp.html>
3. Memory & Cognition
<http://www.psychonomic.org/MC/>

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-SP-401	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-SP-401.1	3	3	2	2	3	3	3	2	2
MPSY-SP-401.2	1	3	3	3	3	3	3	2	3
MPSY-SP-401.3	3	3	3	3	3	3	2	3	2
MPSY-SP-401.4	3	3	2	3	3	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(Deemed to be University under section 3 of the UGC Act 1956)
MPSY-SP-402: Psychology of Special Populations

Periods/week	Credits	200	Max. Marks:
L: 2 T: 1	3		Internal/Continuous Assessment: 100
Duration of Examination: 3 Hrs			End Semester Exam : 100

Pre-requisites:
Course Type: Core

Course Outcomes

MPSY-SP-402.1. Students will be able to understand Gender Role in sports.
MPSY-SP-402.2. Students will be able to understand issues of female athletes
MPSY-SP-402.3. Students will be able to Understand different categories of Athletic population

Unit 1: Introduction

- 1.1 What is special population?
- 1.2 Socialization in sports
- 1.3 Gender-Inequity and Gender Expectation in Sport.
- 1.4 Historical evolution of Adapted Sports.

UNIT 2: Female Athletes and Sport

- 2.1 Female Athletes Triad: Problems caused by extreme exercise
- 2.2 Problems by high performance female athletes (Societal, Dietary, Menstrual, Emotional, Osteoporosis)
- 2.3 Psycho physiological Issues
- 2.4 Barriers faced by women in sports

UNIT 3: Coaching Children and disability

- 3.1 Inclusive coaching
- 3.2 coaching disability
- 3.3 Physically Challenged and Injured Athletes
- 3.4 Psychological Perspective on Athletes with Physical Disabilities

UNIT 4: Sport and Special Populations

- 4.1 Minority & High risk Athletes
- 4.2 Elite Athlete
- 4.3 Coaching disaffected youth
- 4.4 Athlete centered coaching

Suggested Readings

1. Nideffer, Robert M. (1987) Athlete's Guide to Mental Training, 2nd ed. Human Kinetics Publishers, Inc Champaign IL.
2. Papaioannou, A.G and Hackfort, Dieter (2014) Routledge Companion to Sport and Exercise Psychology. Routledge , Taylor & Francis Group, London and New york.
3. Vealey ,Robin.S (2005) Coaching for the Inner Edge Morgantown, WV: Fitness Information Technology.
4. Williams, Jean M.(2014) Vikki Krane Applied Sport Psychology, Personal Growth in Peak Performance, 7th Ed. WM.C.Brown Publishers.
5. Weinberg, R.S & Gould, Daniel (2015) Foundations of Sport and Exercise Psychology, 6th Ed. Human Kinetics Publishers, Inc Champaign IL.
6. Coalter, F. (2007). A wider social role for sport: who's keeping the score? London: Routledge.

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-SP-402	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-SP-402.1	3	3	2	2	3	3	3	2	2
MPSY-SP-402.2	1	3	3	3	3	3	3	2	3
MPSY-SP-402.3	3	3	3	3	3	3	2	3	2
MPSY-SP-402.4	3	3	2	3	3	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)
MPSY-SP-403 : Sports Biomechanics and Performance Analysis

Periods/week	Credits	Max. Marks: 200
L: 2 T: 1	3	Internal/Continuous Assessment:
	100	
Duration of Examination: 3 Hrs		End Semester Exam : 100

Pre-requisites:
Course Type: Core

Course Outcomes:

MPSY-SP-403.1: Students will be able to understand concepts of Linear and Angular Kinematics of Human Movement, Projectile motion and Fluid Mechanics.

MPSY-SP-403.2: Students will be able to understand Conceptual basis of Linear and Angular Kinetics of Human Movements

MPSY-SP-403.3: : Students will be able to understand analysis of various sports Skills.

UNIT 1: Introduction to Biomechanics

- 1.1. Meaning and definition of Sports biomechanics.
- 1.2 Importance of biomechanics in the field of Sports and Physical education.
- 1.3 Axis and Plane, Dynamics, Kinetics, Center of gravity, Line of Gravity, Vector and Scalars
- 1.4 Linear kinematics-Distance, displacement, speed and velocity, acceleration

UNIT 2: Principles of Biomechanics

- 2.1 Meaning and definition of motion, Newton's law of motion, Types of Motion: Linear motion, angular motion, circular motion, uniform motion.
- 2.2 Principles related to law of Inertia, Law of acceleration and law of counter force.
- 2.3 Meaning and definition of Force, Sources of force and force components,
- 2.4 Force applied at an angle –pressure-friction- Buoyancy. Spin, Centripetal and centrifugal force.

UNIT 3: Biomechanics and Energetic

- 3.1 Meaning of work, power and energy. Kinetic energy and Potential energy,
- 3.2 Leverage- classes of lever and its practical application in sports. Equilibrium.
- 3.3 Factors influencing equilibrium. Guiding principle of Stability, Static and Dynamic stability.
- 3.4 Water resistance, Air resistance, Aerodynamics

UNIT 4: Biomechanical and Performance Analysis

- 4.1 Biomechanical analysis of various fundamental movements of Human body: Walking, jogging, Running, Pushing, Pulling jumping, Throwing.
- 4.2 Methods of analysis – Qualitative, Quantitative and predictive
- 4.3 Complex movement analysis in sports
- 4.4 Performance Analysis (Software)

Suggested Readings

1. Hay, J.(1978) The Biomechanics of Sports Techniques (2nded.) (Englewood Cliffs: Prentice- hall.
2. Hay, James G. and Reid J. Gavin (1988) Mechanics and Human motion, second Edition (Englewood Cliffs, New Jersey: Prentice hall.
3. Nordin, M. & Frankel, V. (199

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-SP-403	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-SP-403.1	3	3	2	2	3	3	3	2	2
MPSY-SP-403.2	1	3	3	3	3	3	3	2	3
MPSY-SP-403.3	3	3	3	3	3	3	2	3	2
MPSY-SP-403.4	3	3	2	3	3	3	2	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

MPSY-SP-404: Emotion and Motivation in Sports

Periods/week	Credits	200	Max. Marks:
L: 2 T: 1	3		Internal/Continuous Assessment: 100
Duration of Examination: 3 Hrs			End Semester Exam : 100

Pre-requisites:

Course Type: Core

Course Outcomes

MPSY-SP-404.1. Students will be able to understand basic concept of emotions in sports

MPSY-SP-404.2. Students will be able to understand concept of motivation in sports

MPSY-SP-404.3. Students will be able to understand relationship between emotion, motivation and sports performance

Unit I: Emotion and Performance

4.1 Meaning and Definition of Emotion

4.2 Characteristics of emotion.

4.3 Meaning of controlling and training of emotions and its importance.

4.4 Contribution of sports to emotional health.

4.5 Emotion Performance Relationship

4.6 Meaning, Definition and Nature of Arousal and Stress, Theories [Drive theory, Inverted – U theory & IZOF]

Unit II: Motivation and Performance

4.1 Motivation & Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types])

4.2 Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self-Determination model

4.3 Techniques for Developing Motivation, Goal Setting –Locke GST

Unit III: Emotional Intelligence (EI) and Sport

a. Introduction to Emotional Intelligence (EI)- (What is EI, EQ & IQ) Power of Emotions

b. Building Blocks of Emotional Intelligence: Ability Based Model (Mayer & Salovey)

Mixed Model (Daniel Goleman) Personal Competence (Self Awareness, Self-Management & Motivation) Social Competence (Empathy & Social Skills)

c. Measuring Emotional Intelligence & Behavioral EQ Initial Self-Assessment on EI

Elements (Internal) ; 360 degree Assessment Map; EI Behavioral Test (External) in sport

d. Techniques for developing EI among athletes and Importance of EI in Sports

Unit IV: Motivational Climate

- 1) Coach–Created Motivational Climate
- 2) Conceptual Issues and Measurement Challenges
- 3) Parent–Created and Peer Created Motivational Climate
- 4) Achievement Goal Theory and Motivational Climate

Unit V: Motivational orientation in sports

- a. Athlete’s needs of motivation
- b. Motivational inhibitors
- c. Motivational techniques

Suggested Readings:

Smith, E.E. &Kosslyn , S.M. (2011) Cognitive Psychology: Mind and Brain , PHI learning.
 Advances in Motivation in Sport & Exercise by Glyn Roberts, Human Kinetics.
 Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Mind and Behaviour.McGraw-Hill Education.UK

Distribution of Continuous Evaluation

Component of Assessment	% of Distribution
Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:

- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix

CO statement MPSY-SP-404	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
MPSY-SP-404.1	3	3	2	2	3	3	3	2	2
MPSY-SP-404.2	1	3	3	3	3	3	3	2	3
MPSY-SP-404.3	3	3	3	3	3	3	2	3	2
MPSY-SP-404.4	3	3	2	3	3	3	2	3	3

Appendix-A : List of courses having relevance to the Local/Regional, National and Global Development needs.

Course Code	Course Name	Regional	National	Global
MPSY-DS-101A	Human Cognition			√
MPSY-DS-109	Fundamentals of Psychological Research: Tools And Techniques			√
MPSY-DS-104A	Biological Basis of Behavior			√
MPSY-DS-108	Psychological Investigation			√
MPSY-GE-27	Supervised Independent Learning** Term Paper			√
MPSY-DS-206	Applied Developmental Psychology		√	
MPSY-DS-208	Fundamentals of Psychological Research: Qualitative Tools And Techniques			√
MPSY-DS-209	Positive Approach to Counselling Psychology			√
MPSY-DS-210	Psychological Investigation II			√
MPSY-GE-28	Supervised Independent Learning II** Case Study			√
MPSY-IO-302	Personnel Management		√	
MPSY -DS-301	Personality Theories & Assesment			√
MPSY-IO-304	ORGANIZATIONAL CLIMATE & CULTURE		√	
MPSY-DS-306	Psychological Investigation III			√
MPSY-GE-29	Supervised Independent Learning III** Internship	√		
MPSY-IO-401	Training & Development		√	
MPSY-IO-402	Competency Modeling and Evaluation		√	
MPSY-IO-403	Corporate Social Responsibility			√
MPSY-IO-404	Performance Appraisals & Management		√	
MPSY-DS-452	Psychological Investigation IV			√
MPSY-DS-451	Dissertation	√		
MPSY-DS-405	Dissertation/Thesis	√		
MPSY-CO-302	Intervention & Strategies in Counselling		√	
MPSY-CO-304	Counselling Across Specific Population			√
MPSY-CO-401	Crisis & Trauma Counselling			√
MPSY-CO-402	Counselling Children & Adolescents			√
MPSY-CO-403	Counselling Across the Lifespan			√
MPSY-CO-404	Counselling in Educational Settings		√	

MPSY-CL-301	Psychopathology			√
MPSY-CL-302	Psychological Disorders and Diagnosis			√
MPSY-CL-402	Psychotherapy: Techniques and Treatment		√	
MPSY-CL-405	Neuropsychology			√
MPSY-CL-403	Geriatric clinical psychology		√	
MPSY-CL-404	Childhood Psychopathology		√	
MPSY-SP-303	Intervention Strategies in Sports Psychology			√
MPSY-SP-304	Sports Injuries and Rehabilitation			√
MPSY-SP-401	Professional Practices in Sports Psychology			√
MPSY-SP-402	Psychology of Special Population		√	
MPSY-SP-403	Sports Biomechanics and Performance Analysis			√
MPSY-SP-404	Emotion and Motivation in Sports			√

Appendix B: List of courses having focus on Employability, Entrepreneurship and Skill Development

Human Cognition	MPSY-DS-101A	√		√
Fundamentals of Psychological Research: Tools and Techniques	MPSY-DS-109	√		√
Psychological Investigation	MPSY-DS-108	√	√	
Supervised Independent Learning** Term Paper	MPSY-GE-27	√		
Fundamentals of Psychological Research: Qualitative Tools and Techniques	MPSY-DS-208	√		
Positive Approach to Counselling Psychology	MPSY-DS-209	√	√	
Psychological Investigation II	MPSY-DS-210	√		√
Supervised Independent Learning II** Case Study	MPSY-GE-28	√		√
Personnel Management	MPSY-IO-302	√	√	
Psychological Investigation III	MPSY-DS-306	√		√
Supervised Independent Learning III** Internship	MPSY-GE-29	√		√
Training & Development	MPSY-IO-401	√		
Corporate Social Responsibility	MPSY-IO-403	√		√
Psychological Investigation IV	MPSY-DS-452	√		√
Dissertation	MPSY-DS-451	√		√
Intervention & Strategies in Counselling	MPSY-CO-302	√	√	
Counselling Across Specific Population	MPSY-CO-304	√		√
Crisis & Trauma Counselling	MPSY-CO-401	√		√

Counselling in Educational Settings	MPSY-CO-404	√		√
Psychological Disorders and Diagnosis	MPSY-CL-302	√		√
Geriatric clinical psychology	MPSY-CL-403	√	√	
Childhood Psychopathology	MPSY-CL-404	√	√	
Intervention Strategies in Sports Psychology	MPSY-SP-303	√		√
Sports Injuries and Rehabilitation	MPSY-SP-304	√		√
Psychology of Special Population	MPSY-SP-402	√	√	
Sports Biomechanics and Performance Analysis	MPSY-SP-403	√	√	
Emotion and Motivation in Sports	MPSY-SP-404	√		√

Appendix C: List of courses and proposed activities relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability

Course Code	Course	Environment and Sustainability	Professional Ethics	Human Values	Gender Equality
MPSY-DS-109	Fundamentals of Psychological Research: Tools and Techniques		√		
MPSY-DS-208	Fundamentals of Psychological Research: Qualitative Tools and Techniques		√		
MPSY-IO-302	Personnel Management		√		
MPSY-IO-403	Corporate Social Responsibility			√	
MPSY-CO-302	Intervention & Strategies in Counselling			√	
MPSY-CO-304	Counselling Across Specific Population			√	
MPSY-CO-401	Crisis & Trauma Counselling			√	
MPSY-CO-403	Counselling Across the Lifespan			√	
MPSY-CL-303	Clinical Psychology I		√		
MPSY-CL-403	Geriatric clinical psychology			√	
MPSY-CL-404	Childhood Psychopathology			√	
MPSY-SP-303	Intervention Strategies in Sports Psychology			√	
MPSY-SP-304	Sports Injuries and Rehabilitation			√	
MPSY-SP-402	Psychology of Special Population			√	