

SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

LEARNING OUTCOME - BASED CURRICULUM

POST GRADUATE PROGRAMME

IN PSYCHOLOGY

(Two-Year Programme)

(With effect from Academic Session 2023-24)



DEPARTMENT OF PSYCHOLOGY

SIKKIM UNIVERSITY

6TH MILE, TADONG - 737102

GANGTOK, SIKKIM, INDIA

VICE-CHANCELLOR'S MESSAGE

Sikkim University stands at the forefront of embracing the transformative National Education Policy (NEP) 2020. In alignment with NEP 2020's vision and the guidelines of the Learning Outcomes-based Curriculum Framework (LOCF) mandated by the UGC, we have undertaken a comprehensive revision of our curriculum across all departments. This initiative ensures a holistic educational experience that transcends traditional knowledge delivery, emphasizing the practical application of knowledge in real-world scenarios. The shift towards LOCF marks a pivotal change from teacher-centric to learner-centric education, fostering a more active and participatory approach to learning. Our updated curriculum clearly defines Graduate Attributes, Programme Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs), setting clear objectives for our students to achieve. This revision is designed to enable a teaching-learning environment that supports the attainment of these outcomes, with integrated assessment methods to monitor and encourage student progress comprehensively.

A key innovation in our curriculum is the mandatory integration of Massive Open Online Courses (MOOCs) through the SWAYAM platform, enhancing accessibility and the breadth of learning opportunities for students. Our approach encourages multidisciplinary studies through the curriculum while allowing for specialization. The curriculum embodies the policy's core principle of flexibility by enabling mobility for students, thereby allowing the exit and entry of students in the program.

I extend my heartfelt gratitude to our faculty, the Head of the Department, the Curriculum Development Committee members, the NEP coordinators, and the dedicated NEP Committee of Sikkim University for their relentless dedication to updating our curriculum. I appreciate Prof. Yodida Bhutia, the Chairperson, and all dedicated NEP Committee members for their thorough review and integration of LOCF and NEP components into our curriculum.

To our students, I convey my best wishes as we embark on this journey with our updated and inclusive curriculum, aiming not only to enrich their academic knowledge but also to nurture their personal growth, critical thinking, and ability to adapt and innovate in an ever-changing world.

Best wishes,



Prof. Avinash Khare
Vice Chancellor
Sikkim University

Preamble

The two-year postgraduate programme (MA/MSc) in psychology has been envisaged as a programme of liberal, academic study of psychology. It aims at providing the learners a wider and more comprehensive understanding of psychology as a field of knowledge.

Post-Graduate Attributes

Graduate attribute includes disciplinary knowledge and understanding in psychology and generic skills that students should acquire and demonstrate. Some of the characteristics the graduate of Psychology should demonstrate are as follows:

PGA1: Demonstrate knowledge of the major concepts, theoretical viewpoints, empirical findings, and historical trends in the basic areas of Psychology.

PGA2: Understand, use, and assess research procedures in psychology, including research design, data analysis and interpretation, and technology utilization.

PGA3: Apply critical and creative thinking, skeptical inquiry, and the scientific method to solve problems involving behavioural and mental processes.

PGA4: Value empirical evidence, tolerate ambiguity in the pursuit of greater understanding of behaviour and knowledge structures, act ethically and professionally, comprehend the complexities of socio-cultural and international diversity, and reflect other values that underpin psychology as a discipline.

PGA 5: Be able to communicate effectively in various circumstances.

PGA 6: Be able to comprehend and apply psychological principles to personal, societal, and organizational concerns.

Programme Learning Outcomes

A two-year master's degree program in Psychology is aimed at imparting application aspects of psychological concepts across various aspects of work and life. Through this program:

PLO1: Students will develop and understand how psychological theories are applied to real world situations.

PLO2: The course will focus on applying psychological concepts, theories, and processes to the fields of health, business, society, spirituality, and education.

PLO3: Techniques to evaluate contemporary local and global issues and topics using an applied psychological perspective will be integrated in the teaching pedagogy.

PLO4: The course will also focus on making the students more jobs ready in various areas at Individual, team and societal level.

PLO5: Societal development will be one of the significant focus areas of this program which can be aligned easily with mission and vision of Sikkim University.

PLO6: MA/M.Sc. in psychology will also facilitate the scope for the centers of excellence in specializations of psychology relating to specific sectors such as health, youth, disability and social justice, entrepreneurship and leadership; and for developing standardized psychological assessment procedures.

PLO7: This holistic approach to learning facilitates students in understanding the various theories and also to apply learnt concepts in the real-world situations.

COURSE STRUCTURE OF POSTGRADUATE PROGRAMME IN PSYCHOLOGY

Course Type	Course Code	Course Title	Credit Division	Total Credits	Contact Hours	Total Marks
SEMESTER I						
V	PSY-V-501	Indian Contribution to Psychology	3L + 1P	4	75	100
C	PSY-C-502	Biopsychology	3L + 1P	4	75	100
C	PSY-C-503	Learning, Motivation, and Emotion	3L + 1P	4	75	100
C	PSY-C-504	Research Methods and Statistics	3L + 1P	4	75	100
O	PSY-O-505*	Psychology of Individual Differences	3L + 1P	4	75	100
V	PSY-V-506	Cyber Security	2L	2	30	50
Total Courses: 06				22	405	550
SEMESTER II						
C	PSY-C-551	Health Psychology	3L + 1T	4	60	100
C	PSY-C-552	Social Psychology	3L + 1P	4	75	100
C	PSY-C-553	Cognitive Psychology	3L + 1P	4	75	100
C	PSY-C-554	Inferential Statistics	3L + 1P	4	75	100
I	PSY-I-555	Internship	2 I	2	120	50
O	PSY-O-556*	Positive Psychology	3L + 1P	4	75	100
Total Courses: 06				22	480	550
SEMESTER III						
O	PSY-O-601*	Qualitative Research Methods	3L + 1T	4	60	100
C	PSY-C-602	Higher Cognitive Processes	3L + 1P	4	75	100
Elective I (Choose any One Course from PSY-E-603 to PSY-E-607)						
E	PSY-E-603	Advanced Clinical Psychology	3L + 1T	4	60	100
	PSY-E-604	Social Cognition and Behaviour	3L + 1T			
	PSY-E-605	Organizational Psychology	3L + 1T			
	PSY-E-606	Advanced Educational Psychology	3L + 1T			
	PSY-E-607	Advanced Counselling Psychology	3L + 1T			
Elective Practicum I (Choose any One Practicum from PSY-P-608 to PSY-P-612)						
P	PSY-P-608	Clinical Psychology Practicum I	4 P	4	120	100
	PSY-P-609	Social Psychology Practicum I	4 P			
	PSY-P-610	Organizational Psychology Practicum I	4 P			
	PSY-P-611	Educational Psychology Practicum I	4 P			
	PSY-P-612	Counselling Psychology Practicum I	4 P			
S	PSY-S-613	Advanced Quantitative Methods	3L + 1P	4	75	100
Total Courses: 05				20	390	500

SEMESTER IV

Elective II (Choose any One Course from PSY-E-651 to PSY-E-655)

E	PSY-E-651	Psychotherapeutic Interventions	3L + 1T	4	60	100
	PSY-E-652	Applied Social Psychology	3L + 1T			
	PSY-E-653	Human Resource Management	3L + 1T			
	PSY-E-654	Diversity and Exceptional Children in Education	3L + 1T			
	PSY-E-655	Assessment in Counselling and Guidance	3L + 1T			

Elective III (Choose any One Course from PSY-E-656 to PSY-E-660)

E	PSY-E-656	Community Mental Health	3L + 1T	4	60	100
	PSY-E-657	Group and Intergroup Processes	3L + 1T			
	PSY-E-658	Organizational Development	3L + 1T			
	PSY-E-659	Education of Disadvantaged Groups	3L + 1T			
	PSY-E-660	Interventions in Counselling Psychology	3L + 1T			

Elective Practicum II (Choose any One Practicum from PSY-P-661 to PSY-P-665)

P	PSY-P-661	Clinical Psychology Practicum II	4 P	4	120	100
	PSY-P-662	Social Psychology Practicum II	4 P			
	PSY-P-663	Organizational Psychology Practicum II	4 P			
	PSY-P-664	Educational Psychology Practicum II	4 P			
	PSY-P-665	Counselling Psychology Practicum II	4 P			
C	PSY-C-666	Psychometrics	3L + 1P	4	75	100
R	PSY-R-667	Dissertation	6 R	6	360	150

Total Courses: 05

22

675

550

Grand Total Courses: 22**86****1950****2150****C:** Core; **E:** Elective; **O:** Open; **V:** Value Added; **P:** Practicum; **S:** Skill Enhancement; **I:** Internship; **R:** Research**Notes:**

- The *Marked Courses from First Semester, Second, and Third Semester respectively are offered as Open Courses which can be opted by students from any of the departments/disciplines from the University.
- SWAYAM:** Students can earn up to 40 percent of the total credits of the programme from SWAYAM with the help of department SWAYAM Coordinator. The selection of the course(s) from SWAYAM is subject to the availability and the 75 percent content similarity with the existing courses in the department. The credits and the grade earned by the students in the particular course will be transferred and added in their mark statement.

Detail Curriculum for Post Graduate Programme (M.A./ M.Sc.) in
Psychology
(2-Year Degree Course)

FIRST YEAR:

(I Semester)

1. Indian Contribution to Psychology
2. Biopsychology
3. Learning, Motivation, and Emotion
4. Research Methods and Statistics
5. Psychology of Individual Differences
6. Cyber Security

(II Semester)

1. Health Psychology
2. Social Psychology
3. Cognitive Psychology
4. Inferential Statistics
5. Internship
6. Positive Psychology

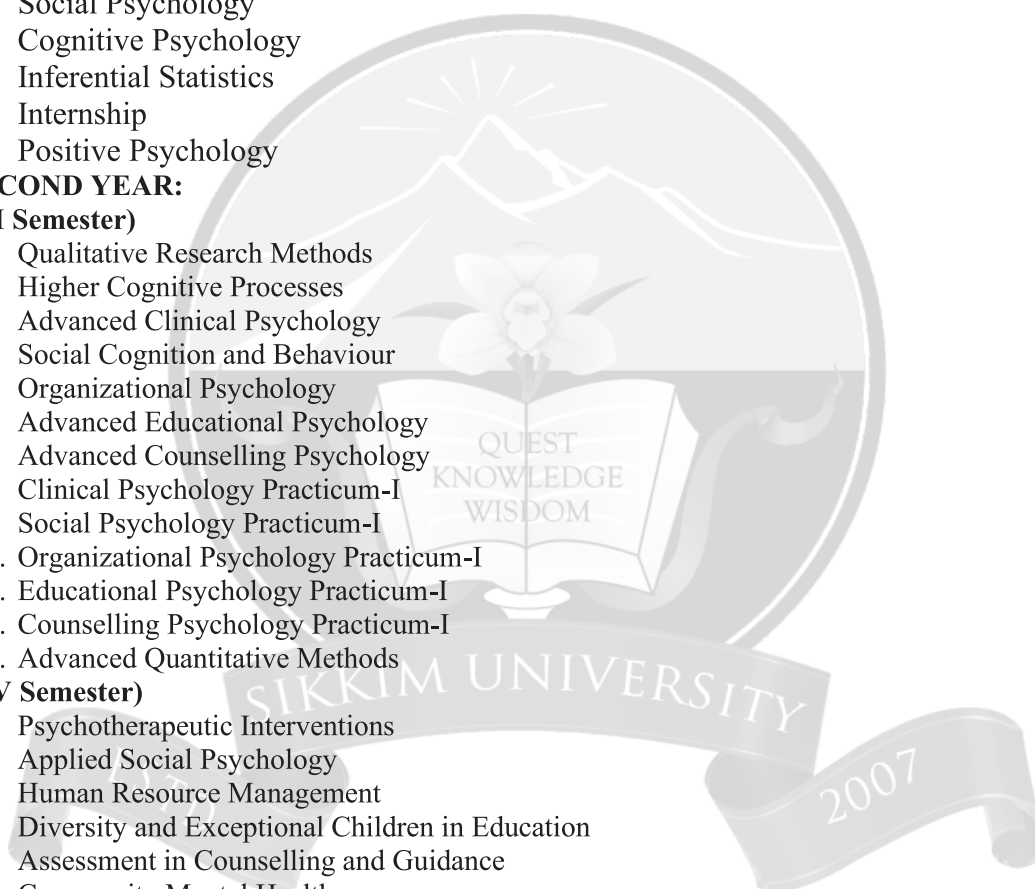
SECOND YEAR:

(III Semester)

1. Qualitative Research Methods
2. Higher Cognitive Processes
3. Advanced Clinical Psychology
4. Social Cognition and Behaviour
5. Organizational Psychology
6. Advanced Educational Psychology
7. Advanced Counselling Psychology
8. Clinical Psychology Practicum-I
9. Social Psychology Practicum-I
10. Organizational Psychology Practicum-I
11. Educational Psychology Practicum-I
12. Counselling Psychology Practicum-I
13. Advanced Quantitative Methods

(IV Semester)

1. Psychotherapeutic Interventions
2. Applied Social Psychology
3. Human Resource Management
4. Diversity and Exceptional Children in Education
5. Assessment in Counselling and Guidance
6. Community Mental Health
7. Group and Inter-group Processes
8. Organizational Development
9. Education of Disadvantaged Groups
10. Interventions in Counselling Psychology
11. Clinical Psychology Practicum-II
12. Social Psychology Practicum-II
13. Organizational Psychology Practicum-II
14. Educational Psychology Practicum-II
15. Counselling Psychology Practicum-II
16. Psychometrics
17. Dissertation



FIRST YEAR M.A./M.SC. PSYCHOLOGY

SEMESTER I

Value Added Course		Semester I			Course Level: 500	
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Indian Contribution to Psychology	PSY-V-501	4	3	0	1	75
Course Learning Outcomes		<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Understand myriad ideas relevant to Psychology in Indian thought and philosophy. • Appreciate the similarities and differences between eastern and western Psychology. • Analyze various religious schools of thought like Buddhism, Jainism and Sufism. • Apply the indigenous concepts of Psychology in various areas of life. 				
Unit	Unit Title & Teaching Hours	Contents				
I	Indian Psychology and its applications (15 Hrs.)	Nature of Indian Psychology; Fundamental assumptions of Indian Psychology; Comparing Eastern and Western Approaches. Applications: Counselling and therapy: Vipassana, Mindfulness, Hathayaoga based therapies, The Gita as guide; Education: Gandhi's NaiTalim, Satyagraha-psycho-spiritual tool for conflict resolution: Tagore's system of education; Sri Aurobindo's integral education; Organizational behavior and community work: Gita-based approaches to Organizational behaviour; Life skills: The Thirukkural approach				
II	Psychology in Ancient Indian Philosophy (15 Hrs.)	Upanishads: states of consciousness, factors of personality, mental functions, higher mental powers and Yoga; Nyaya: concept of personality, psychology of perception, states of consciousness, Vaisheshika: theory of consciousness, factors of personality, theory of perception; Mimamsa – factors of personality, psychophysical system, cognition, perception; Advaita Vedantam: Human personality, psychophysical apparatus, states of consciousness, functions of mind; Vishishta Advaita: Nature of consciousness, factors of personality, functions of mind.				
III	Psychology in Buddhism, Jainism and Sufism	Buddhism – Factors of personality, levels of consciousness, functioning of mind; Jainism – Nature of consciousness: cognition, sense organs, non-verbal comprehension, verbal comprehension, extra sensory perception, affection, conation, mental activity; Sufism – Historical background; Basic concepts: spirit, Views of the self and soul, Sufism and the				

	(15 Hrs.)	integration of man; Metaphysical concepts: attributes of God, freedom of will, beliefs and action, reason and revelation.
IV	Practical (30 Hrs.)	At least One practical related to the course required to be written in APA Style and format

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit Report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will definitely be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Ciccarelli, S. K., White, N.J., & Misra, G. (2017). Psychology (5th ed., South Asian Edition). Pearson Education.
2. Cornelissen, M., Misra, G., & Varma, S. (2013). *Foundations and Applications of Indian Psychology, 2e*. Pearson Education India.
3. Mishra, G. (Edited) (2019). Personality in Indigenous Tradition. In ICSSR Research Surveys & explorations Psychology (Vol.2): Individual and the Social Processes and Issues. Oxford University Press.
4. Rao, K.R. & Paranjpe, A.C. (2016). Psychology in the Indian tradition. Springer.
5. Sinha, D. (2015). Psychology for India. Sage.

Note: Learners are advised to use the latest edition of readings.

SEMESTER I

Semester I			Course Level: 500			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Biopsychology	PSY-C-502	4	3	0	1	75
Course Learning Outcomes		<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Understand the nature, methods, and ethical issues, of research in biopsychology 				

		<ul style="list-style-type: none"> Understand the structure and functioning of the nervous system, particularly the brain and the spinal cord Analyze the extent and limits of the relationship between biological systems and behavior
Unit	Unit Title & Teaching Hours	Contents
I	Introduction to Biopsychology (15 Hrs.)	Nature and scope of biopsychology, Biological and behavioral methods of study, Controversies and recent advances, Ethical issues in research in biopsychology
II	The Nervous System (15 Hrs.)	Neurons and Supporting Cells; Neural Conduction and Synaptic Transmission; Classifications of the nervous system; Brain - Structure and functions; Spinal Cord - Structure and functions; Evolution and development of the brain; Damage to the brain and its effects on behavior
III	Mechanisms of Perception (15 Hrs.)	Structure, functioning, and theories regarding the visual system, the auditory system, the somatosensory system, and the chemical senses (smell and taste); Principles of sensory-motor function; Effectors: Muscles and Glands
IV	Practical (30 Hrs.)	At least One practical related to the course required to be written in APA Style and format

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit Report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

- Gazzaniga, M. & Grison, S. (2018). Psychology in your life. (3rd edition). USA: W.W. Norton.
- Goldstein, E.B. & Brockmole, J.R. (2016). Sensation and Perception (10th edition). USA: Cengage.
- Kalat, J.W. (2018). Biological Psychology (13th edition). USA: Cengage Learning
- Pinel, J.P.J. & Barnes, S. (2017). Biopsychology (11th edition). USA: Pearson.
- Whiteley, C. (2021). Biological Psychology. 3rd Edition. CGD Publishing.

Note: Learners are advised to use the latest edition of readings.

SEMESTER I

Semester I			Course Level: 500			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Learning, Motivation, and Emotion	PSY-C-503	4	3	0	1	75
Course Learning Outcomes		On successful completion of the course, the students will be able to: <ul style="list-style-type: none">Analyze and synthesize the various theories and researches in the areas of learning, motivation, and emotionCreatively apply the principles learnt to resolve real life problemsManage their own and others’ processes of learning, motivation, and emotions.				
Unit	Unit Title & Teaching Hours	Contents				
I	Learning (15 Hrs.)	Nature of learning; Classical conditioning; Operant conditioning; Avoidance learning; Observational learning; Cognitive theories of learning; Probability learning; Biological limits to learning				
II	Motivation (15 Hrs.)	Nature of motivation; Psychoanalytical views regarding motivation; Motivational and emotional brain; Types of motives; Physiological and psychosocial aspects of different types of motives; Physiological needs and their regulation; Extrinsic motivation and internalization; Psychological motives – autonomy, competence, relatedness; Implicit motives – achievement, affiliation, power; Cognition and motivation – goal setting, personal control beliefs, mind-sets, dissonance, the self and its strivings				
III	Emotions (15 Hrs.)	Nature of emotions; Links with motivation; Types of emotions – Basic emotions, self-conscious emotions, cognitively complex emotions; Expression of emotions; Measurement of emotions; Biological aspects of emotions; Cognitive aspects of emotions; Control and management of emotions				
IV	Practical (30 Hrs.)	At least One practical related to the course required to be written in APA Style and format				
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.						

Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit Report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End- Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.		
Suggested Readings: 1. Deckers, L. (2016). Motivation, Biological, Psychological and Environmental. Routledge. 2. Evans, P. (2016). Motivation and Emotion. Psychology Press. 3. Gazzaniga, M. & Grison, S. (2019). Psychology in your life. (3 rd edition). USA: W.W. Norton. 4. Lefrancois, G. R. (2019). <i>Theories of human learning</i> . Cambridge University Press. 5. Myers, D.G. & DeWall, C. N. (2017). Psychology (12 th edition). USA: Worth. 6. Olson, M.H. & Hergenhahn, B.R. (2017). An introduction to the theories of learning (9 th Edition). Pearson 7. Reeve, J. (2017). Understanding Motivation and Emotion. (7 th edition). Wiley. Note: Learners are advised to use the latest edition of readings.				

SEMESTER I

Semester I				Course Level: 500		
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Research Methods and Statistics	PSY-C-504	4	3	0	1	75
Course Learning Outcomes		<i>On successful completion of the course, the students will be able:</i> <ol style="list-style-type: none"> 1.To appreciate and understand the nature of Psychology as a science 2.To understand the essential concepts and techniques of statistics, which enable the collection and analysis of data 3.To apply these concepts and techniques to data sets in Psychology 4. To understand and use the APA Style of writing 				
Unit	Unit Title &	Contents				

	Teaching Hours	
I	Measuring, summarizing, and representing data (15 hours)	Aims, assumptions, and method of science shared by Psychology; Problems of Psychology as a Science; Descriptive, Correlational, and Experimental methods of research; Concept of measurement and scales of measurement; Meaning of statistics, Descriptive vs. inferential statistics; Sources of data and sampling techniques; Tabulation of data, Frequency distributions; Measures of Central Tendency (Mean, Median, Mode); Measures of Variability (Range, Average deviation, Quartile deviation, Standard deviation, Probable error); Graphical presentation (Pie charts, Bar diagrams, Histograms, Frequency polygons, Line graphs, Box plots)
II	Normal probability distribution (15 Hrs.)	Properties of Normal Probability Curve; Calculation and interpretation of the z score and other related measures; Divergence from normality and its assessment through various techniques; Applications and importance of the normal probability distribution; Sampling distribution and Confidence intervals; Levels of Significance and Hypothesis testing; Errors in statistical decision making; Effect Size; Statistical power calculations
III	Correlations and t test (15 hours)	Correlations: Covariance; Types of correlation; Product moment correlation; Rank difference; Biserial; Point biserial; Tetrachoric correlation; Phi coefficient; Eta coefficient Significance of difference between two means – correlated and uncorrelated
IV	Practical (30 Hrs.)	At least One practical related to the course requiring collection of group data to be written in APA Style and format
Suggested Teaching Learning Strategies: Lectures, Demonstrations, Presentations, Problem solving, Assignments, Practical, Group discussion		
Skill Development Activities: <i>(These Activities are only Indicative. The Faculty Member Can Innovate)</i>		
<ul style="list-style-type: none"> Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate. Class activities/ assignments, Field visits., Internship, etc. 		

Assessment Framework**Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)**

Formative Assessment (In-Semester)	Sessional	<i>Assignment I</i>	<i>Assignment II</i>	<i>Assignment III*</i>
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.		

Suggested Readings:

1. Agresti, A. (2017). Statistical methods for the Social Sciences (5th edition). Pearson.
2. Field, A. (2019). *Discovering statistics using IBM SPSS statistics (Fifth edition)*. Sage.
3. Field, A., Miles, J., & Field, Z. (2012). *Discovering statistics using R* (Vol. 3). Sage.
4. Howell, D.C. (2017). Fundamental statistics for the behavioural sciences (9th edition). Cengage.
5. Siegel, S. & Castellan, J.N. (1988). Nonparametric statistics for the behavioural sciences. (2nd edition). McGraw Hill.
6. Utts, J.M. (2015). Seeing through statistics (4th edition). USA: Cengage.
7. Veeraraghavan, V. & Shetgovekar, S. (2016). Textbook of parametric and nonparametric statistics. Sage.

Note: Learners are advised to use the latest edition of readings.

SEMESTER I

Semester I		Course Level: 500				
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Psychology of Individual Differences	PSY-O-505	4	3	0	1	75
Course Learning Outcomes	<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> Analyze and synthesize the different approaches and methods in the study of cognition Understand the theories and research in the basic cognitive processes – attention, perception, and memory Apply the principles in the areas of attention, perception, and memory in real life scenarios. 					

Unit	Title & Teaching Hours	Contents
I	The Study of Individual Differences (15 Hrs.)	A brief history of the study of individual differences; Nature and sources of individual differences; Approaches and methods in the study of individual differences; reliability and validity of measures of individual differences; Causes of Individual differences: Genetic vs. Environmental; Group differences: Race, Gender, Class, Caste; Implications of Individual Differences for Education, Health, and Work
II	Personality (15 Hrs.)	Personality and its measurement, Traits and their classifications; The concept of self in different traditions; Psychoanalytic views of personality; Developmental change and stability of personality; Biological bases of Personality; Sociocultural differences in personality
III	Intellectual differences (15 Hrs.)	Intelligence and different ways of thinking about it; Development of Intellect: Piaget, Vygotsky, and Bruner; Theories of Intelligence: Spearman, Thurstone, Vernon, Guilford, Cattell, Gardner, Das; History of Intelligence Testing, Current concepts and measures of intelligence; Issues and controversies in intelligence testing
IV	Practical (30 Hrs.)	At least One practical related to the course required to be written in APA Style and format

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	<i>Assignment I</i>	<i>Assignment II</i>	<i>Assignment III*</i>
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit Report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Ashton, M.C. (2017). Individual Differences and Personality (3rd Edition). Academic Press.
2. Feist, J., Feist, G.J., & Robert, T.A. (2017). Theories of Personality (B & B Psychology). McGraw Hill.
3. Friedman, H. S. & Schustack, M. W. (2016). Personality: Classic Theory and Modern Research (6th Ed.). Pearson Education.
4. Gazzaniga, M & Grison, S. (2018). Psychology in your life. (3rd edition). W.W. Norton.

5. Myers, D.G. & DeWall, C. N. (2017). Psychology (12th edition). Worth.
6. Schultz, D.P. & Schultz, S.E. (2016). Theories of Personality. (11th edition). Cengage Learning.
7. Shiraev, E. (2016). Personality Theories: A Global View. Sage.

Note: Learners are advised to use the latest edition of readings.

SEMESTER I

Semester I: Value Added Course				Course Level: 500		
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Cyber Security	PSY-V-506	2	2	0	0	30
Course Outcomes	Learning	<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> Understand the concept of cyber security to distinguish various cybercrimes that are commonly occurring in Indian and global context. explain various privacy and security concerns related to social media explain basic concepts related to e-commerce and digital payments identify various digital payment modes and related cyber security aspects explain the legal framework that exist in India for cybercrimes and penalties and punishments for such crimes. analyze the different aspects related to personal data privacy and security discuss the main components of cyber security plan and management discuss RBI guidelines and preventive measures against digital payment frauds. 				
Unit	Unit Title & Teaching Hours	Contents				
I	Basics of Cyber Security (15 Hrs.)	<ul style="list-style-type: none"> Cyber Security: Concept and importance; Basic Cyber security terminologies. Cyber Crimes: Concept and Types (Cybercrimes targeting Computer systems and Mobiles, Social Media Scams & Frauds and Social engineering attacks). Social Media Overview and Security: Concept and Types of social media, Security issues related to social media. E-Commerce: Concept, components; Elements of E-Commerce security, E-Commerce threats; Concept, components and modes of digital payments. 				

II	Cyber Security Laws and Management (15 Hrs.)	<ul style="list-style-type: none"> • Cyber Security Regulations in India: The Information Technology (IT) Act, 2000, and the Data Protection Bill, 2019, Cyber Laws and Legal and ethical aspects related to new technologies. • Data Privacy and Data Security: Concept of data and data privacy; Data protection, Data privacy and data security • Cyber security Management: cyber security policy, cyber crises Management plan, National cyber security policy and strategy. • RBI guidelines on digital payments and customer protection in unauthorized banking transactions. Relevant provisions of Payment Settlement Act, 2007.
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Suggested Teaching Learning Strategies: Lecture, Problem solving, PPT, Group discussion, Seminar, etc.

Assessment Framework

Assessment Method (2 Credits: 50 Marks)

Formative Assessment (In-Semester)	Sessional Marks	Assignment I	Assignment II	Assignment III*
		10	10	15
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best one from Assignment I and II are counted for computation of SGPA. However, in case of **Assignment III***, the marks secured by the candidate (including practical marks, if applicable) will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional Marks	End Semester Examination
		25
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Belapure, S & Godbole, N. (2011). Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives. Wiley India
2. Brothby, W. K. (2007). *Information security governance: Guidance for information security managers*. ISACA.
3. Johnson, R., Weiss, M., & Solomon, M. G. (2022). *Auditing IT Infrastructures for Compliance*. Jones & Bartlett Learning.
4. Kernighan, B. W. (2021). *Understanding the digital world: What you need to know about computers, the internet, privacy, and security*. Princeton University Press.
5. Venkataramanan, N., & Shriram, A. (2016). *Data privacy: principles and practice*. CRC Press.

Note: Learners are advised to use the latest edition of readings.

SEMESTER II

SEMESTER II			Course Level: 500			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Health Psychology	PSY-C-551	4	3	1	0	60
Course Learning Outcomes		<ul style="list-style-type: none">• Evaluate the concept of mental health and well-being,• Outline the importance of well-being through various models, and relate well-being in terms of gender.• Identify various techniques to measure the health and well-being of an individual.• Develop case studies on well-being and health.				
Unit	Unit Title & Teaching Hours	Contents				
I	Introduction to Health and Well-being (15 Hrs.)	Definition and meaning of well-being, Models: Medical and bio-psycho-social models of health; Cross-cultural perspectives on health; Social environment and health; Global health trends; Health care systems and models; lifespan disparity of health; Gender and health.				
II	Perspectives and Measurement on Health Psychology (15 Hrs.)	General and chronic health problems; Causal explanations and oral discourse; Western and Eastern perspectives on health, Tools, and techniques to measure health and well-being.				
III	Stress (15 Hrs.)	Stress: Stress as stimulus and response; Interaction model of stress; Stress born health problems; Burnout: nature, determinants and management. Healthy practices: Managing Food, alcohol and drug consumption; Smoking and sexual behaviours;				
IV	Health management (15 Hrs.)	Management of health problems: Preventive, promotive and curative aspects of health management; Choice of medicinal systems and patient-doctor relationship, outcomes of patient- doctor relationship. Community health programs and interventions				
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.						
Assessment Framework						
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)						
Formative Assessment	Sessional	Assignment I	Assignment II	Assignment III*		
	Weightage	25	25	25		

(In-Semester)	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.		
Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Anisman, H., Matheson, K. (2022). An Introduction to Stress and Health. United Kingdom: SAGE Publications.
2. Bolton, D., Gillett, G. (2019). The Biopsychosocial Model of Health and Disease: New Philosophical and Scientific Developments. Germany: Springer International Publishing.
3. Misra, G. (2018). Introduction: Perspectives on Interventions for Health and Well-Being. *Psychosocial Interventions for Health and Well-Being*, 1-11.
4. Siddiqui, S., Lacroix, K., & Dhar, A. (2014). Faith healing in India: The cultural quotient of the critical. *Disability and the Global South*, 1(2), 285-301.
5. Taukeni, S. G. (Ed.). (2019). *Psychology of health: Biopsychosocial approach*. BoD–Books on Demand.

Note: Learners are advised to use the latest edition of readings.

SEMESTER II

Semester II			Course Level: 500			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Social Psychology	PSY-C-552	4	3	0	1	75
Course Outcomes	Learning	<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the scope and applications of social psychology. • Critically analyze and synthesize various researches and theories of social psychology. • Utilize the knowledge of social psychological phenomena/theories in understating day-to-day social settings. • Integrate various socio-cognitive processes to explain human behavior in a social context. • Understand various interpersonal and intergroup processes in the Indian context. 				
Unit	Unit Title &	Contents				

	Teaching Hours	
I	Introduction to Social Psychology (15 Hrs.)	Growth of social psychology as a scientific discipline; Social psychology in India; Traditions of social psychology: Psychological, sociological, and applied; Culture and social psychology; Applications of social psychology; Research methods and Ethics in Social Psychology.
II	Attitudes (15 Hrs.)	Characteristics and Formation of Attitudes; Measurement of Attitudes; Attitude and behavior, Determinants and Theories of attitude change; Persuasion; Propaganda, and brainwashing; Stereotypes; prejudice, and discrimination.
III	Interpersonal and intergroup processes (15 Hrs.)	Human relationship; Social comparison; Pro-social and anti-social behaviour; Social motivation and emotion. Group formation, functions, and group dynamics; Group identity and intergroup relationship; Ethnicity; Intergroup conflict and conflict resolution
IV	Practical (30 Hrs.)	At least One practical related to the course required to be written in APA Style and format

Suggested Teaching Learning Strategies: Classroom lectures, Discussions and seminars, Talks and Documentaries, Field observations, Experiential and experimental learning.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Classroom participation, Assignment, Presentation, Book/movie reviews, Viva-voce, Experiential/observation reports, etc.		
The department will have three Sessional Tests out of which the best two are counted for the computation of SGPA. However, in the case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	The assessment scheme and mode shall be prescribed by the Examination Department, Sikkim University, from time to time.		

Suggested Readings:

1. Branscombe, N.R., & Baron, R.A. (2017). Social Psychology (14th edition). Pearson.
2. Dalal, A.K. & Misra, G. (2001). (Eds.). Social Psychology. (Series: New Directions in Indian Psychology, Vol.1). Sage.
3. Finkel, E.J., & Baumeister, R. F. (2019). Advanced social psychology: The state of the science (2nd ed). Oxford University Press.
4. Hogg, M.A., & Vaughan, G.M. (2018). Social Psychology (8th ed.). Pearson Education.
5. Kassin, S., Fein, S., & Markus, H.R. (2016). Social Psychology (10th edition). Cengage.
6. Singh, A.K. (2015). Social Psychology. Prentice Hall of India.

Note: Learners are advised to use the latest edition of readings.

SEMESTER II

Semester II			Course Level: 500				
Course Title		Code	Credits	Credit Distribution of the Course			Total Teaching Hours
				Lecture	Tutorial	Practical	
Cognitive Psychology		PSY-C-553	4	3	0	1	75
Course Learning Outcomes		On successful completion of the course, the students will be able to: <ul style="list-style-type: none">Analyze and synthesize the different approaches and methods in the study of cognitionUnderstand the theories and research in the basic cognitive processes – attention, perception, and memoryApply the principles in the areas of attention, perception, and memory in real life scenarios.					
Unit	Title & Teaching Hours	Contents					
I	The Study of Cognition (15 Hrs.)	Psychology as a science of mind; History: Abandoning ‘mind’ and resurgence of the study of mind; Philosophical, psychological, biological, computational, and evolutionary approaches to cognition; The methods of cognitive psychology					
II	Attention and Perception (15 Hrs.)	Attention, awareness, and consciousness; Attention as a bottleneck and filter in information processing; Directing attention; Dividing attention; When we do not attend; Attentional networks Approaches to study perception; Perception of form, depth, movement, real world objects, faces, scenes; Pattern recognition; Perception-action interface					
III	Memory (15 Hrs.)	Stages of memory: Encoding, Storage, Retrieval; Models: The modal model, Working memory, Levels of Processing; Long term memory: Episodic memory, Semantic memory, and Procedural Memory; Reconstruction; Forgetting: Theories and causes					
IV	Practical (30 Hrs.)	At least One practical related to the course requiring collection of group data to be written in APA Style and format					
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.							
Assessment framework							
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)							
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*			
	Weightage	25	25	25			
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit Report, Viva-voce, etc.					

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Eysenck, M.W., & Keane, M.T. (2015). Cognitive psychology: A Student's Handbook. Psychology Press New York.
2. Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2018). Cognitive Neuroscience: The biology of the mind. (5th Edition). W.W. Norton.
3. Goldstein, E. B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (5th edition). Cengage.
4. Groome, D. (2021). An introduction to cognitive psychology: Processes and disorders (4th ed). Routledge Publication.
5. McBride, D. M., Cooper, J., & Zimmerman, C. (2022). Cognitive psychology: Theory, process, and methodology (3rd ed). SAGE Publications, Inc.

Note: Learners are advised to use the latest edition of readings.

SEMESTER II

Semester II			Course Level: 500			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Inferential Statistics	PSY-C-554	4	3	0	1	75
Course Outcomes	Learning	<i>On successful completion of the course, the students will be able:</i> <ol style="list-style-type: none"> 1. To understand the essential concepts and techniques of statistics, which allow inferences from data 2. To apply these concepts and techniques to data sets in Psychology using statistical packages 3. To understand and use the APA Style of writing 				
Unit	Unit Title & Teaching Hours	Contents				
I	Non-parametric statistics (15 hours)	Non-parametric statistics: Difference from parametric statistics; Advantages and limitations; Chi square; Median test; Mann Whitney U test; Wilcoxon sign rank test; Kruskal-Wallis one way ANOVA; Friedman's two-way ANOVA				

II	One way ANOVA (15 Hrs.)	One way ANOVA in independent samples, and with repeated measures; Comparing means after ANOVA: Planned comparisons; Trend analyses; Post hoc comparison of means – Protected t test (LSD), Tukey's test, Newman-Keuls, Bonferroni
III	Factorial ANOVA (15 hours)	Two-way ANOVA in independent samples, with repeated measures; and in mixed designs, Higher order factorial designs; Latin square design
IV	Practical (30 Hrs.)	At least One practical related to the course requiring collection of group data to be written in APA Style and format

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, PPT, Practical, Group discussion, Seminar, etc.

Skill Development Activities: *(These Activities are only Indicative. The Faculty Member Can Innovate)*

- Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate.
- Class activities/ assignments, Field visits., Internship, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.		

Suggested Readings:

1. Beins, B.C., & McCarthy, M.A. (2019). Research Methods and Statistics in Psychology (2nd ed.). Cambridge University Press.
2. Broota, K. D. (2022). *Experimental design in behavioural research* (3rd edition). New Age International.
3. Field, A. (2019). *Discovering statistics using IBM SPSS statistics (Fifth edition)*. Sage.
4. Field, A., Miles, J., & Field, Z. (2012). *Discovering statistics using R* (Vol. 3). Sage.
5. Heath, W. (2018). Psychology Research Methods Connecting Research to Student's Lives. Cambridge University Press.
6. Howell, D.C. (2017). Fundamental statistics for the behavioural sciences (9th edition). Cengage.
7. Rooney, B.J., & Evans, A.N. (2018). Methods in Psychological Research. Sage.

8. Siegel, S. & Castellan, J.N. (1988). Nonparametric statistics for the behavioural sciences. (2nded.). McGraw Hill.
9. Utts, J.M. (2015). Seeing through statistics (4th edition). USA: Cengage.
10. Williamson, K., & Johenson, G. (2018). Research Methods, Information, Systems, and Contexts. Chendos.

Note: Learners are advised to use the latest edition of readings.

SEMESTER II

Semester II			Course Level: 500			
Course Title	Code	Credits	Credit Distribution of the Course			Total Contact Hours
			Lecture	Tutorial	Field Training/ Visit	
Internship	PSY-I-555	2	0	0	2	120
Course Outcomes	Learning	On successful completion of the course, the students will be able to: <ul style="list-style-type: none">• To develop Scientist-Practitioner approach.• To inculcate advanced clinical skills in the field of mental health.• Foundation of advanced learning in Clinical Psychology and patient care by emphasizing both theoretical knowledge and practical skills.• Able to transfer knowledge and skills to students as well as younger professionals.• Able to actively participate and also independently work in research in the field of Psychology/Mental health area /clinical research/trials and related areas by focusing on research-oriented approaches.				
Unit	Unit Title & Teaching Hours	Unit				
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.						
Internship: Specialization <ul style="list-style-type: none">• The internship (Field Training) will be carried out in the concerned specialized areas in the beginning of the second semester.• The duration of the internship is 15 days (Fifteen days) without any break.• The place of internship could be selected by the students themselves/ faculty guide.• While selecting organizations for internship, the students should preferably approach reputed/ established organizations in the particular field.• During internship, it is important that students keep their faculty guides informed regarding the place of internship, contact details of the personnel at the place of internship, and						

maintain daily activity diary for the internship.

- The faculty guide will consider these and other related aspects while assigning internal marks.

Report and Evaluation

- After completion of 15-days internship in an organization/institution, students will submit one copy of typed report of work done during internship period to the department.
- A certificate issued by the concerned organization shall be attached with this report duly signed by the competent authority (field supervisor of the organization) for the successful completion of the internship.
- Each student would be allotted a supervisor/guide for internship who will be the internal examiner for evaluation of the internship.

Mode of evaluation of the internship would be as the following:

<i>End Semester Examination</i>	<i>Total Marks for Internship (Field Training)</i>	<i>Report component (To be awarded by the Guide allotted)</i>	<i>Viva-voce component (To be awarded by the External examiner)</i>
Summative Assessment (End-Semester) Weightage	50 marks (2 Credits)	25 marks (50%) (1 Credit)	25 marks (50%) (1 Credit)

Suggested Format for Writing Internship Report (Maximum 20 pages)

- Brief outline of objectives, structure and activities of the organization
- Elaboration of learning experience as an intern
- Major skills learned during internship
- Problems experienced, if any,
- Suggestions and recommendations for future interns

SEMESTER II

Semester II				Course Level: 500		
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Positive Psychology	PSY-O-556	4	3	0	1	75
Course Learning Outcomes		<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Outline key concepts of positive psychology. • Familiarize with theories and models of various positive states and processes. • Evaluate positive interventions. • Critically evaluate research in positive psychology. • Apply positive psychology principles to different domains. 				
Unit	Unit Title &		Contents			

	Teaching Hours	
I	Introduction to Positive Psychology (15 Hours)	History and conceptualization of positive psychology; Eastern and Western perspectives on positive psychology; Classification and measurement of strengths and positive outcomes.
II	Positive Emotional and Cognitive States and Processes (15 Hours)	Emotional states and processes: Positive emotions; Happiness and Well – being; Emotion focused well-being, Emotional intelligence, Socioemotional selectivity, Emotional story telling Cognitive States: Self-efficacy, Optimism, Hope, Wisdom, Courage, Mindfulness, Flow, Spirituality, Empathy, Flourishing
III	Positive environments (15 Hours)	Nurturing Parents, Positive Schooling; Gainful and good employment, Continuing education, and personal growth. Finding strengths in others, The role of culture, environment, age, and gender, in positive living
IV	Practical (30 Hours)	At least One practical related to the course required to be written in APA Style and format

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional Weightage	Assignment I	Assignment II	Assignment III*
		25	25	25
	Assessment Tools	Classroom participation, Assignment, Practical, Practice test, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for the computation of SGPA. However, in the case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional Weightage	End Semester Examination
		50
	Assessment Tools	The assessment scheme and mode shall be prescribed by the Examination Department, Sikkim University, from time to time.

Suggested Readings:

- Hart, R. (2020). Positive Psychology. Taylor and Francis.
- Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. Sage publications.
- Nelson, D., & Cooper, C. L. (2007). *Positive organizational behaviour*. Pine Forge Press.
- Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology*. Oxford university press.
- Zelenski, J. (2019). Positive Psychology: The Science of Well-being. Sage.

Note: Learners are advised to use the latest edition of readings.

SEMESTER III

Semester III			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Qualitative Research Methods	PSY-O-601	4	3	1	0	60
Course Learning Outcomes		On successful completion of the course, the students will be able to: <ul style="list-style-type: none">• Define and articulate the basic concepts of qualitative research methods in psychology.• Evaluate the various qualitative research methodologies.• Implement the methods for the purpose of research.• Familiarize with the ethical issues in conducting qualitative research.				
Unit	Unit Title & Teaching Hours	Contents				
I	Issues in Qualitative Research (15 Hrs.)	Introduction to qualitative research; Research Paradigms: Indian and Western; Researcher’s self in qualitative work; Logical Positivism; Social Constructivism; Subjectivity; Reflexivity; Power. Listening to narratives of loss and trauma; Introduction to gender sensitive research; Issues of research with special populations: children, the disabled, and the elderly; Ethical considerations in qualitative research.				
II	Field Based Methods (15 Hrs.)	Grounded Theory, Ethnography, Observation, Interview, Cooperative Inquiry, Focus Group Method, Action Aid Research.				
III	Text based Methods (15 Hrs.)	Phenomenological analysis, Thematic Analysis, Narrative Analysis, Conversational Analysis,				
IV	General Methods and Applications (15 Hrs.)	General Methods - Life history, Case History, Psycho- Biographies, Jungian Analytic Method. Applications: Individual, group, and organizational level research				
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.						

Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Classroom participation, Assignment, Practical, Practice test Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for the computation of SGPA. However, in the case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	The assessment scheme and mode shall be prescribed by the Examination Department, Sikkim University, from time to time.		
Suggested Readings: 1. Banister, P., Bunn, G., Burman, E. et al. (2011). Qualitative methods in psychology: A research guide. 2nd edition, Open University Press. 2. Creswell, J. W., & Poth, C. N. (2016). Qualitative Inquiry and Research Design Choosing Among Five Approaches. Sage Publications. 3. Flick, U. (2017). The Sage Handbook of Qualitative Data Collection. Sage Publications. 4. Hennink, M., Hutter, I., & Bailey, A. (2020). Qualitative Research Methods. Sage Publications. 5. Taylor, S. J., Bogdan, R., & DeVault, M. (2015). Introduction to Qualitative Research Methods A Guide Book and Resource. Wiley. Note: Learners are advised to use the latest edition of readings.				

SEMESTER III

Semester III			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Higher Cognitive Processes	PSY-C-602	4	3	0	1	75
Course Learning Outcomes	<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Understand and appreciate the complex cognitive processes in human behaviour • Understand the brain structures and processes underlying basic and complex cognitive behaviours • Analyze and evaluate the impact of the cognitive viewpoint in Psychology • Apply the principles of higher cognitive processes in real life scenarios. 					

Unit	Title & Teaching Hours	Contents
I	The Neuroscience of Cognition (15 Hrs.)	Levels of analysis; Neural representation and cognition; Localized vs. Distributed representation; Neural networks
II	Conceptual knowledge and Language (15 Hrs.)	Conceptual knowledge: Concepts and categories: The Prototype and Exemplar approaches; Network models of categorization; Representation of concepts in the brain Language: Linguistic relativity and linguistic universalism; Models of the mental lexicon; Understanding words; Understanding sentences; Understanding texts and stories
III	Imagery, Problem solving, Reasoning, Decision making (15 Hrs.)	Imagery in the history of Psychology, Imagery and perception, Imagery and the brain; Using imagery to enhance memory Problem Solving: Gestalt approach, Information processing approach, Analogical Transfer; Experts vs. Novices Reasoning: Inductive reasoning, Deductive reasoning, Creative thinking; Decision making: Cognitive biases and their management; Intuitive decision making
IV	Practical (30 Hrs.)	At least One practical related to the course requiring collection of group data to be written in APA Style and format

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional Weightage	Assignment I	Assignment II	Assignment III*
		25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit Report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional Weightage	End Semester Examination
		50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Eysenck, M.W., & Keane, M.T. (2015). Cognitive Psychology: A Student's Handbook. Psychology Press
2. Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2018). Cognitive Neuroscience: The biology of the mind. (5th Edition). W.W. Norton.

3. Goldstein, E. B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (5th edition). Cengage.
4. Groome, D. (2021). An introduction to cognitive psychology: Processes and disorders (4th ed). Routledge.
5. McBride, D. M., Cooper, J., & Zimmerman, C. (2022). Cognitive psychology: Theory, process, and methodology (3rd ed). Sage.
6. Sternberg, R.J., & Sternberg, K. (2016) Cognitive Psychology (7th Edition). Wadsworth.

Note: Learners are advised to use the latest edition of readings.

SEMESTER III

Semester III			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Advanced Clinical Psychology	PSY-E-603	4	3	1	0	60
Course Outcomes	Learning	<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Develop Scientist-Practitioner approach. • Inculcate advanced clinical skills in the field of mental health. • Discuss foundations of advanced learning in clinical psychology and patient care by emphasizing both theoretical knowledge and practical skills. • Actively participate and independently work in research in the field of Psychology/Mental health area /clinical research/trials and related areas by focusing on research-oriented approaches. 				
Unit	Unit Title & Teaching Hours	Contents				
I	Understanding Clinical Psychology (15 Hrs.)	Understanding Clinical Psychology and Classification of Disorders: Introduction to clinical psychology, Ancient and Modern Perspectives, Classification systems and problems of classification				
II	Neurological Disorders (15 Hrs.)	Neurological Disorders: Alzheimer's disease, Huntington's Chorea and Parkinson's disease: Nature, Sources, Effects and Management.				
III	Schizophrenia, Mood Related, and Anxiety Disorders (15 Hrs.)	Schizophrenia Spectrum and other psychotic disorders, Delusional disorder, Bipolar and related disorders, Depressive disorders Anxiety Disorders: GAD, Obsessive-compulsive and related disorders				

IV	Substance-Related, Personality & Developmental Disorders (15 Hrs.)	Substance-Related Addictive Disorders, Personality Disorders. Childhood Disorders: Conduct Disorders, Learning Disability; ADHD		
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.				
Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Classroom participation, Assignment, Practical, Practice test, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for the computation of SGPA. However, in the case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	The assessment scheme and mode shall be prescribed by the Examination Department, Sikkim University, from time to time.		
Suggested Readings:				
1. Bernstein, D.A., Teachma, B.A., Olatunji, B.O., & Lilienfeld, S.O. (2020). Introduction to clinical psychology. 9 th edition. Cambridge University Press.				
2. Field, M., & Hatton, S. C. (2015). Essential Abnormal and Clinical Psychology. Sage Publications.				
3. Hunsley, J. & Lee, C.M. (2016). Introduction to Clinical Psychology, 4th Edition. Wiley.				
4. Korchin, S.J. (2004). Modern clinical psychology. CBS Publication.				
5. Plante, T. G. (2020). Contemporary Clinical Psychology. Wiley.				
6. Whittington, A., Davey, G., & Lake, N. (2020). Clinical Psychology. Routledge.				
Note: Learners are advised to use the latest edition of readings.				

SEMESTER III

Semester III			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Social Cognition and Behaviour	PSY-E-604	4	3	1	0	60
Course Learning Outcomes	<i>On successful completion of the course, the students will be able to:</i> <ul style="list-style-type: none"> Explain the self and its social roots. 					

		<ul style="list-style-type: none">Analyze the role of social context in human cognition.Analyze the biases and errors during social inferences.Understand the different kinds of social influence and motivation.Develop an understanding of contemporary leadership theories.Design and conduct social experiments.		
Unit	Unit Title & Teaching Hours	Contents		
I	Introduction to social cognition (15 Hrs.)	Basics of social cognition; Social brain; Socio-neuroscience; Social experimentation. Social Cognition: The impact of schemas on social cognition: Attention, Encoding, Retrieval; Heuristic and Automatic Processing: Ways of reducing our effort in social cognition; Potential sources of error in social cognition; Counterfactual thinking; Accuracy and efficiency in social inference.		
II	Socially situated cognition and the social self (15 Hrs.)	Social perception and attribution, Role of Nonverbal Cues in Social Perception; Theories of attribution; Errors in attribution Social inferences; Attribution in close relations; Affect and Cognition Knowledge of self; Possible selves; Self-esteem; Self-serving bias; Self-discrepancy.		
III	Interpersonal Relations (15 Hrs.)	Interpersonal Relationship: Attachment theory and research, Interpersonal circumplex, Friendship, Romantic relationship, Virtual relations. Culture, language, and social cognition.		
IV	Social Motivation (15 Hrs.)	Social needs and motivation; Interpersonal aggression; Helping behavior and altruism; Empathy. Current trends in social influence, Social impact theory; Power and politics; Classic and contemporary theories of leadership, and leadership effectiveness.		
Suggested Teaching Learning Strategies: Classroom lectures, Discussions and seminars, Talks and Documentaries, Field observations, Experiential and experimental learning.				
Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Classroom participation, Assignment, Practical, Practice test, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for the computation of SGPA. However, in the case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	The assessment scheme and mode shall be prescribed by the Examination Department, Sikkim University, from time to time.		

Suggested Readings:

1. Cacioppo, S., & Cacioppo, J. T. (2020). Introduction to Social Neuroscience. Princeton University Press.
2. Jhangiani, R. & Tarry, H. (2014). Principles of Social Psychology - 1st International Edition. H5P.
3. Maio, G., & Haddock, G. (2015). The Psychology of Attitudes and Attitude Change. Sage Publications.
4. Mattingly, B. A., Lewandowski, G. W., & McIntyre, K. P. (2020). Interpersonal Relationships and Self Concept. Springer International Publishing.
5. Shaver, K. G. (2016). An Introduction to Attribution Processes. Taylor and Francis.

Note: Learners are advised to use the latest edition of readings.

SEMESTER III

Semester III			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Organizational Psychology	PSY-E-605	4	3	1	0	60
Course Learning Outcomes		<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Highlight key concepts and theories in work and organizational psychology. • Analyze individual, group, and organizational factors in work settings. • Analyze leadership skills and organizational culture. • Apply work related attitudes, motivation and emotion at the workplace. 				
Unit	Unit Title & Teaching Hours	Contents				
I	Introduction to Organizational Psychology (15 Hours)	Historical developments in OB; Organizational system; Challenges and opportunities for organizational behaviour; Workforce diversity				
II	Individual in Organization (15 Hours)	Work-related attitudes; Motivation in organizations; Emotions and moods at workplace; Case studies on work-related attitudes, motivation, and emotions.				

III	Leadership, Group & Conflict (15 Hours)	Trait, behavioural, contingency, and contemporary theories; Leadership styles and skills, Contemporary issues in leadership Group at work; Team effectiveness Interpersonal and inter-group conflicts; Conflict process; Negotiation strategies and process.
IV	Organizational Culture (15 Hours)	Nature and types; Developing and maintaining organizational culture and customer responsive culture; Promoting ethics in organizational culture; Structural characteristics of organizations; Organizational designs;

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Classroom participation, Assignment, Practical, Practice test, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for the computation of SGPA. However, in the case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	The assessment scheme and mode shall be prescribed by the Examination Department, Sikkim University, from time to time.		

Suggested Readings:

1. Black, S., Bright, D. S., Gardner, D. G., Pierce, J. L., Steers, R. M. (2019). Organizational Behavior. United States: OpenStax, Rice University.
2. Rothmann, I., Rothmann, S., Cooper, C. L. (2015). Work and Organizational Psychology. United Kingdom: Taylor & Francis.
3. Recent Developments in Individual and Organizational Adoption of ICTs. (2020). United States: IGI Global.
4. Luthans, F., Luthans, B. C., Luthans, K. W. (2015). Organizational Behavior: An Evidence-based Approach. United States: Information Age Publishing, Incorporated.
5. Spector, P. E. (2015). *Industrial and organizational psychology: Research and practice* (4th ed.). Wiley.

Note: Learners are advised to use the latest edition of readings.

SEMESTER III

Semester III			Course Level: 600				
Course Title		Code	Credits	Credit Distribution of the Course			Total Teaching Hours
				Lecture	Tutorial	Practical	
Advanced Educational Psychology		PSY-E-606	4	3	1	0	60
Course Learning Outcomes		<i>On successful completion of the course, the students will be able to:</i> <ul style="list-style-type: none">• Recognize the importance of psychology in an educational setting• Examine the evolution and contribution of psychology to the field of education.• Identify and differentiate various theories.• Apply the concepts of intelligence, creativity and language in educational context.• Critically evaluate and effectively apply the various classroom management skills required for student-based learning.					
Unit	Unit Title & Teaching Hours	Contents					
I	Tenants of Educational Psychology (15 Hrs.)	Educational Psychology: Education and Schooling; Educational Psychology and Teachers; Contributions of Psychology to Education.					
II	Individual Differences and Its Applications (15 Hrs.)	Theories and Applications: Behavioral and Social Views of Learning, Constructivist Approach; Cognitive Learning; Metacognition and Constructivism; Piaget and Vygotsky Motivation: Expectancy, Intrinsic Motivation, and Competence & Self-Efficacy; Theories of Emotion; Personality Theories to Education.					
III	Language, Intelligence and Creativity (15Hrs.)	Language Acquisition and Reading; Theories of Intelligence; Understanding Creativity and Critical Thinking; Theories of Creativity; Creative thinking strategies					
IV	Effective Teaching, Classroom Management and Assessment (15 Hrs.)	Planning and Setting Objectives for Teaching; Characteristics of effective teachers; Teaching methods; Ecology of classroom, Social Psychology of Classroom, Classroom Management, Disciplining and Communication; Teaching Small Groups. Measurement and Evaluation; Standardized Test; Test Scores; Classroom Assessment Grading; Diversity/Cultural Differences and Assessment.					
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical,							

Group discussion, Seminar, Case studies, Field work, etc.				
Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Classroom participation, Assignment, Practical, Practice test, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for the computation of SGPA. However, in the case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	The assessment scheme and mode shall be prescribed by the Examination Department, Sikkim University, from time to time.		
Suggested Readings:				
1. Advanced Educational Psychology. (2023). (n.p.): AG PUBLISHING HOUSE (AGPH Books).				
2. Kirschner, P. A., Hendrick, C. (2020). How Learning Happens: Seminal Works in Educational Psychology and what They Mean in Practice. United Kingdom: Taylor & Francis Group.				
3. Martin, J. L., Torok-Gerard, S. E. (2019). Educational Psychology: History, Practice, Research, and the Future. United States: ABC-CLIO.				
4. Sharma, R.K. & Sharma, R.N. (2023). Advanced educational psychology. Atlantic Publishers.				
5. Woolfolk, A. (2017). <i>Educational Psychology</i> ,12 th Edition. Ohio: Allyn & Bacon Publishers.				
Note: Learners are advised to use the latest edition of reading.				

SEMESTER III

Semester III			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Advanced Counselling Psychology	PSY-E-607	4	3	1	0	60
Course Learning Outcomes		<i>On successful completion of the course, the students will be able to:</i> <ul style="list-style-type: none"> • Comprehend the basic concepts of counseling psychology. • Describe various theories of counseling psychology. 				

		<ul style="list-style-type: none"> • Apply the various counseling models and approaches. • Imbibe the importance of counseling and its various methods. • Generate the need to use counseling in the clinical field.
Unit	Unit Title & Teaching Hours	Contents
I	Introduction to Counselling (15 Hrs.)	Introduction to counselling; Characteristics of a counsellor; Process of counselling; Initial Interview; Ethics in counselling
II	Counselling Approaches (15 Hrs.)	Psychoanalysis; Psychodynamic Psychotherapy; Behavioral therapy and Cognitive Behavior therapy; Drama and Art Therapy; Other therapies (Person Centered counselling, Solution Focused counselling)
III	Applications of Counselling (15 Hrs.)	HIV/AIDS counselling, Educational and Vocational Counselling, Trauma/Sexual Abuse counselling, Addiction and Anxiety Counselling; Family and Marital counselling.
IV	Counselling for Mental Disorders (15 Hrs.)	Counselling for Neurotic and Stress related disorders, Depression, Personality disorders, Gender identity disorder, Body Dysmorphic disorders and Eating disorders

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional Weightage	Assignment I	Assignment II	Assignment III*
		25	25	25
	Assessment Tools	Classroom participation, Assignment, Practical, Practice test, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for the computation of SGPA. However, in the case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional Weightage	End Semester Examination
		50
	Assessment Tools	The assessment scheme and mode shall be prescribed by the Examination Department, Sikkim University, from time to time.

Suggested Readings:

1. Dandapt, A. K. & Mailty, A. (2018). Essentials of Guidance and Counselling, New Delhi: Kumud Publications.
2. Ginter, E. J., Roysircar, G., Gerstein, L. H. (2018). Theories and Applications of Counseling and Psychotherapy: Relevance Across Cultures and Settings. United States: SAGE Publications.
3. Gladding, S. T. (2021). Theories of Counseling. United States: Rowman & Littlefield Publishers.

4. Global Mental Health and Psychotherapy: Adapting Psychotherapy for Low- and Middle-Income Countries. (2019). Netherlands: Elsevier Science.
5. McLeod, J. (2019). EBOOK: An Introduction to Counselling and Psychotherapy: Theory, Research and Practice. United Kingdom: McGraw-Hill Education.

Note: Learners are advised to use the latest edition of reading.

SEMESTER III

Semester III			Course Level: 600				
Course Title		Code	Credits	Credit Distribution of the Course			Total Teaching Hours
				Lecture	Tutorial	Practical	
Clinical Psychology Practicum I		PSY-P-608	4	0	0	4	120
Course Outcomes		Learning	On successful completion of the course, the students will be able to: <ul style="list-style-type: none">• Apply the knowledge of psychotherapy and multiple domains of clinical psychology and psychometrics to health service.• To develop the professional skills, attitudes, and behaviours necessary to work in clinical psychology settings.• Ability to apply clinical methods appropriate to the needs of the client and service delivery system.				
Unit	Unit Title & Teaching Hours		Contents (Any one from each unit)				
I	Projective Tests (30 Hrs.)		Rorschach Inkblot Test T.A.T., C.A.T.				
II	Personality/ Intelligence Tests (30 Hrs.)		MMPI, Raven’s Coloured Progressive Matrices, Assessment of intellectual disability using verbal and performance intelligence tests				
III	Anxiety/ ADHD, (30 Hrs.)		Measurement of anxiety, Study of ADHD				
IV	Psychotic Symptoms/ Memory (30 Hrs.)		Measurement of psychotic symptoms, PGI Memory Scale /Wechsler Memory Scale				
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.							
Assessment Framework							
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)							
Formative Assessment	Sessional	Assignment I		Assignment II		Assignment III*	
	Weightage	25		25		25	

(In-Semester)	Assessment Tools	Classroom participation, Assignment, Practical, Practice test, Viva-voce, etc.
The department will have three Sessional Tests out of which the best two are counted for the computation of SGPA. However, in the case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.		
Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	The assessment scheme and mode shall be prescribed by the Examination Department, Sikkim University, from time to time.

Suggested Readings:

1. Cohen, R.J., & Swerdlik, M.E. (2018). Psychological testing and assessment. McGraw Hill Education; Ninth edition.
2. Field, M., & Hatton, S. C. (2015). Essential Abnormal and Clinical Psychology. Sage Publications.
3. Plante, T. G. (2020). Contemporary Clinical Psychology. Wiley.
4. Searls, D. (2017). The Inkblots: Hermann Rorschach, His Iconic Test, and the Power of Seeing. Crown Publishers/Random House.
5. Whittington, A., Davey, G., & Lake, N. (2020). Clinical Psychology. Routledge.

Note: Learners are advised to use the latest edition of reading.

SEMESTER III

Semester III			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Social Psychology Practicum I	PSY-P-609	4	0	0	4	120
Course Learning Outcomes		<i>On successful completion of the course, the students will be able to:</i> <ul style="list-style-type: none"> • Design various kinds of social experiments. • Conduct social experiment. • Produce scientific reports based on experiments. 				
Unit	Unit Title & Teaching Hours	Contents				
I	120 Hours	Designing and conducting <i>any four studies</i> requiring group data on the topics from the following list: <ol style="list-style-type: none"> 1. Attribution 2. Self 3. Counter factual thinking 				

		4. Decision making 5. Moral judgment 6. Social comparison 7. Helping behavior 8. Compliance 9. Conformity 10. Attitude change
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Suggested Teaching Learning Strategies: Classroom lectures, Discussions, Hands on Practice, Computer-based training, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester) By Internal Examiner	Sessional	Assignment I	Assignment II	Assignment III
	Weightage	25	25	25
	Assessment Tools	Assignment, Field Visit/Institutional Visit report, Viva-voce, etc.		
The department will have three Sessional Tests (Practical Exams) out of which the best two are counted for computation of SGPA.				
Summative Assessment (End-Semester) By External Examiner	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Written practical exam, Viva-voce, Evaluation would be based on performance in conduct, written and viva.		

Suggested Readings:

1. Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591-621.
2. Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7, 117-140.
3. Fisk, S. T. & Taylor, S. E. (2013). *Social cognition: From brain to culture*. Sage.
4. Fiske, S. T. & Macrae, C. N. (2012). *The SAGE handbook of social cognition*. Sage.
5. Fletcher, G., & Clark, M. S. (2002). *Blackwell handbook of social psychology: Interpersonal processes*. Blackwell.
6. Moskowitz, G. B. (Ed.) (1998). *Cognitive social psychology: The Princeton symposium on the legacy and future of social cognition*. Lawrence Erlbaum.

Note: Learners are advised to use the latest edition of reading.

SEMESTER III

Semester III			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Organizational Psychology Practicum I	PSY-P-610	4	0	0	4	120
Course Learning Outcomes		On successful completion of the course, the students will be able to: <ul style="list-style-type: none">Evaluate research methods and data collection techniques in organizational settingsApply psychological theories to practical problems in work and organizations.Develop case studies and create reports on various areas of organizational psychologyDemonstrate effective scientific writing skills.				
Unit	Unit Title & Teaching Hours	Contents				
I	120 Hours	Designing and conducting at least Four studies requiring group data on the topics from the following list: <ul style="list-style-type: none">Job Satisfaction.Organizational CommitmentMotivationEmotion and moods at work.Importance of Organizational CultureLeadership theory relevant to trait approach to leadership.Leadership theory relevant to behavioural approach to leadership.Leadership theory relevant to situational approach to leadership.				
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.						
Assessment Framework						
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)						
Formative Assessment (In-Semester) By Internal Examiner	Sessional	Assignment I		Assignment II		Assignment III
	Weightage	25		25		25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit Report, Viva-voce, etc.				

The department will have three Sessional Tests (Practical Exams) out of which the best two are counted for computation of SGPA.

Summative Assessment (End-Semester) By External Examiner	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Burn, S.M. (2004). *Groups, Theory and Practice*. New Delhi: Thompson Wadsworth.
2. Chadha, N. K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
3. DuBrin, A. J. (1998). *Leadership: Research Findings, Practice and Skills*. Chennai: All India Publishers & Distributors.
4. Forsyth, D. R. (2006). *Group Dynamics*. 4th Edition. New Delhi: Thomson Wadsworth.
5. Greenberg, J., & Baron, R. A. (2010). *Behaviour in organizations*. New Delhi: PHI Learning.
6. Luthans, F. (2008). *Organizational Behaviour*. New Delhi: McGraw- Hill.
7. Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.
8. Robbins, S. P., & Sanghi, S. (2005). *Organizational Behaviour* (11th Edition). New York: Pearson Publication.
9. Saal, F. E., & Knight. P. A. (1995). *Industrial / Organizational Psychology*. Pacific Grove California: Brooks/ Cole Publishing company Pacific Grove.
10. Yukl, G. A. (2005). *Leadership in Organizations*. 6th Edition. New York: Prentice Hall.

Note: Learners are advised to use the latest edition of reading.

SEMESTER III

Semester III			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Educational Psychology Practicum I	PSY-P-611	4	0	0	4	120
Course Learning Outcomes		<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate learning of scientific based applications of the various principles and theories of Education psychology • Assess various teaching learning styles. • Develop case studies on children with learning disabilities. 				
Unit	Unit Title & Teaching Hours	Contents				

I	120 Hours	<p>Report on <i>any four</i> of the following:</p> <ol style="list-style-type: none"> 1. Assessment of various modes of communication in the classroom 2. Measuring Teaching and learning styles 3. Identifying issues in students' assessment 4. Measuring psychological attributes e.g., personality and teaching methods; learning styles; motivation for teaching and learning, emotion in education 5. Teacher-student relationship 6. Education, evaluation, pedagogy 7. Case study of a school child with ADHD/ Dyslexia/ LD/ Problem behavior. 8. Children's learning problems (under achievement/ LD/ ID, etc.) 9. Assessment of meta-cognition (meta-memory, reading awareness)
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Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III
	Weightage	25	25	25
By Internal Examiner	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit Report, Viva-voce, etc.		

The department will have three Sessional Tests (Practical Exams) out of which the best two are counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
By External Examiner	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Anastasi, A., & Urbina, S. (2005). *Psychological testing* (7thed.). New Delhi: Pearson Education.
2. Cronbach L. J. (1970). *Essentials of Psychological Testing*. New York: Harper and Row Publisher.
3. Edwards, A.L. (1975). *Techniques of Attitude Scale Construction*. Bombay: Ferfter & Semens Pvt Ltd.
4. Erickson. H.L. (1998). *Concept based curriculum instruction: Teaching beyond the facts*. California: Crown Press.
5. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New

Delhi: Pearson Education.

6. Harper (Jr.), A.F & Harper, E.S. (1990). *Preparing Objective Examination: A Handbook for Teachers, Students and Examiners*. New Delhi: Prentice Hall.
7. Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. USA: ASCD Publications.
8. Linn, R.L. (2000). *Measurement and Assessment in Teaching*. New Delhi: Pearson Education, Inc.
9. Maclean, J.E. (1994). *Improving Education through Action Research: A Guide for Administration and Teachers*. California: Crown Press.
10. NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.

Note: Learners are advised to use the latest edition of reading.

SEMESTER III

Semester III			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Counselling Psychology Practicum I	PSY-P-612	4	0	0	4	120
Course Outcomes	Learning	<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate learning of scientific based applications of the various principles and theories of Counseling psychology • Critically analyze and evaluate various methods that can be used in counseling practice. • Develop a case history. 				
Unit	Unit Title & Teaching Hours	Contents				
I	120 Hrs.	<p>Report on <i>any four</i> of the following:</p> <ol style="list-style-type: none"> 1. Case History 2. Interviewing Skill Practice 3. Behavior Orientation scale 4. College Adjustment scale 5. Family environment scale 6. Family Pathology scale 7. Family relationship inventory 8. Health and daily living 9. Life satisfaction scale 10. Mental health checklist 				

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester) By Internal Examiner	Sessional	Assignment I	Assignment II	Assignment III
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		

The department will have three Sessional Tests (Practical Exams) out of which the best two are counted for computation of SGPA.

Summative Assessment (End-Semester) By External Examiner	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Anastasi, A., & Urbina, S. (2005). *Psychological testing* (7thed.). New Delhi: Pearson Education.
2. Erickson. H.L. (1998). *Concept based curriculum instruction: Teaching beyond the facts*. California: Crown Press.
3. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
4. Dandapt, A. K. & Mailty, A. (2018). *Essentials of Guidance and Counselling*, New Delhi: Kumud Publications.
5. Egan, G. (1976). *Interpersonal Living*. Belmont: Wadsworth Company, Inc. 3.
6. Fadiman, J., & Frager, R. (2005). *Personality & Personal Growth*. 6th Edition NY: Prentice Hall.
7. Kiran Kumar, S.K. Raj, A. (1999). Ahamkara and ego functions among meditators and normal. *Journal of Indian Psychology*, 17, 46-56.
8. Nelson-Jones, R. (2009). *Introduction to Counseling Skills*. New Delhi: Sage.
9. Ivey, A. (1971). *Micro-counselling: Innovations in interview training*. Springfield, IL: Charles C Thomas.
10. Nichols, P. M. & Schwartz, C. R. (2006). *Family Therapy – concepts and methods* (7th ed.). Boston: Allyn and Bacon.

Note: Learners are advised to use the latest edition of reading.

SEMESTER III

Semester III: Skill Enhancement Course				Course Level: 600		
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Advanced Quantitative Methods	PSY-S-613	4	3	0	1	75
Course Learning Outcomes		On successful completion of the course, the students will be able: 1. To understand the advanced concepts and techniques of correlation-based statistics, which allow inferences from data 2.To apply these concepts and techniques to data sets in Psychology using statistical packages 3. To understand and use the APA Style of writing				
Unit	Unit Title & Teaching Hours	Contents				
I	Correlation and regression (15 hours)	Multiple and Partial correlations; Concepts; Calculations in a three-variable scenario; Simple Regression: Concept of regression and its relation with correlation and prediction; The regression equation; calculation and interpretation of regression coefficients				
II	Multiple regression (15 Hrs.)	Multiple Regression: Regression with a continuous dependent variable and two or more predictors; Logistic Regression – binomial, multinomial, and ordinal regression Uses of multiple regression in different areas				
III	Factor Analysis (15 hours)	Foundations of factor analyses; Extraction of factors; Rotation of factors; Factor Scores Different uses of factor analysis; Exploratory and Confirmatory Factor Analyses				
IV	Practical (30 Hrs.)	At least Two practical related to the course to be written in APA style and format				
Suggested Teaching Learning Strategies: Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate. Class activities/ assignments, Field visits., Internship, etc.						
Skill Development Activities: (These Activities are only Indicative. The Faculty Member Can Innovate)						
<ul style="list-style-type: none">Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate.Class activities/ assignments, Field visits., Internship, etc.						

Assessment Framework**Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)**

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.		

Suggested Readings:

1. Agresti, A. (2017). Statistical methods for the Social Sciences (5th edition). Pearson.
2. Field, A. (2018). Discovering statistics using IBM SPSS Statistics (5th edition). Sage.
3. Field, A., Miles, J., & Field, Z. (2012). *Discovering statistics using R* (Vol. 3). Sage.
4. Fruchter, B. (1954). Introduction to factor analysis. Van Nostrand.
5. Howell, D.C. (2017). Fundamental statistics for the behavioural sciences (9th edition). Cengage.
6. Kerlinger, F.N. (1986). Foundations of Behavioural Research (3rd edition). Holt, Rinehart & Winston
7. Rooney, B.J., & Evans, A.N. (2018). Methods in Psychological Research. Sage.
8. Utts, J.M. (2015). Seeing through statistics (4th edition). USA: Cengage.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Psychotherapeutic Interventions	PSY-E-651	4	3	1	0	60
Course Outcomes	Learning	<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Have a detailed knowledge of the major models of psychological intervention and an ability to differentiate the models. • Analyze the scientific literature with respect to psychological interventions. • Describe the therapeutic process, the client-therapist relationship. 				

		<ul style="list-style-type: none"> Apply knowledge of psychological interventions during clinical work.
Unit	Unit Title & Teaching Hours	Contents
I	Introduction to Psychotherapy (15 Hrs.)	Meaning, nature and objectives of psychotherapy; Professional Training and skills of psychotherapist; Ethical issues; Planning and recording of therapeutic interventions; Supportive Psychotherapy: Nature and goals; Client-therapist relationship; Stages of psychotherapy.
II	Types of Psychotherapies-I (15 Hrs.)	Psychoanalytic Therapy (Freudian): Goals and assumptions; Techniques Humanistic-Existential Therapies: Principles and types of therapy, current status.
III	Types of Psychotherapies (15 Hrs.)	Cognitive Therapies: Basic principles and assumptions; Therapeutic techniques; Applications Behaviour Modification Techniques: Techniques based on learning theories
IV	Therapy with Special Conditions: (15 Hrs.)	Children; Family therapy; Marital therapy; Sex therapy.

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
		Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Barnes, G. G. (2017). Family Therapy in Changing Times. United Kingdom: Bloomsbury Publishing.
2. Brenner, A., Howe-Martin, L. (2020). Psychotherapy: A Practical Introduction. United

States: Wolters Kluwer Health.

3. Cognitive Behavioral Therapy and Clinical Applications. (2018). Croatia: Intech Open.
4. Comprehensive Textbook of Psychotherapy: Theory and Practice. (2016). United Kingdom: Oxford University Press.
5. Jones, P., Coleman, A., Cedar, L., Haythorne, D., Mercieca, D., Ramsden, E. (2020). Child Agency and Voice in Therapy: New Ways of Working in the Arts Therapies. United Kingdom: Taylor & Francis.
6. Safran, J. D., Hunter, J. (2020). Psychoanalysis and Psychoanalytic Therapies. United States: American Psychological Association.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV				Course Level: 600		
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Applied Social Psychology	PSY-E-652	4	3	1	0	60
Course Learning Outcomes		<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> Describe the applications of social psychology in real life. Explain the concept of social justice, inequality, and deprivation from the psychological point of view. Examine the psychology of political behavior and law. Apply theories of social psychology to understand consumer behavior. Develop understanding of cyber-psychology and the role of media in human lives. Critically analyze various contemporary social issues. 				
Unit	Unit Title & Teaching Hours	Contents				
I	Social justice and equality (15 Hrs.)	Basic justice principle: need, equality, and equity; Distributive and procedural justice; Inequalities: Concepts and sources, economic inequality, social inequality based on caste, region, gender, religion, race, etc.; Psychological inequalities: perceived and relative inequality; Deprivation: relative and prolonged deprivation; Social exclusion and stigma.				
II	Political behavior, and psychology of	Political behavior; Election campaign and voting choice; Public opinion; Political decision making. Criminal behavior; Investigation of crime; Eyewitness testimony;				

	law (15 Hrs.)	Evaluating witness statements; Behavioural issues in the courtroom.
III	Consumer Behaviour and Cyber-psychology (15 Hrs.)	Introduction to Consumer Psychology; Consumer information processing; Motivation, affect and consumer decision; Social marketing; Brand value; Products, preferences, places, and people. Cyber Psychology; Social psychology of digital world and social media; Media psychology.
IV	Contemporary Social Issues (15 Hrs.)	Terrorism; Violence and Riots; Violence against females; Migration: forced and volunteer, psychological implications of migration; Corruption and transparency; Environmental issue.

Suggested Teaching Learning Strategies: Classroom lectures, Discussions and seminars, Talks and Documentaries, Field observations, Experiential and experimental learning.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Classroom participation, Assignment, Presentations, Book/movie reviews, Viva-voce, Field/observation reports, etc.		
The department will have three Sessional Tests out of which the best two are counted for the computation of SGPA. However, in the case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	The assessment scheme and mode shall be prescribed by the Examination Department, Sikkim University, from time to time.		

Suggested Readings:

1. Applied Cyberpsychology: Practical Applications of Cyberpsychological Theory and Research. (2016). United Kingdom: Palgrave Macmillan UK.
2. Jansson-Boyd, C. V. (2019). Consumer Psychology 2e. United Kingdom: Open University Press.
3. Morlock, R. (2021). Equality and Social Justice. United States: Rosen Publishing.
4. Sales, B. D., Krauss, D. A. (2015). The Psychology of Law: Human Behavior, Legal Institutions, and Law. United States: American Psychological Association.
5. Wright, J. (2017). Social Problems, Social Issues, Social Science: The Society Papers. United Kingdom: Taylor & Francis.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Human Resource Management	PSY-E-653	4	3	1	0	60
Course Learning Outcomes		On successful completion of the course, the students will be able to: <ul style="list-style-type: none">Analyze HRM's role in organizations and its impact.Evaluate HRM strategies, methods, and techniques.Analyze performance management systems.Understand ethical considerations in HRD.Apply HRM concepts in real-world settings and evaluate effectiveness.				
Unit	Unit Title & Teaching Hours	Contents				
I	Introduction to Human Resource Management (15 Hours)	Fundamentals of HRM: Foundation, nature, functions; HRM in changing environment – strategic and international human resource management; Role of HR Manager; Ethical issues				
II	Acquisition of Human Resources (15 Hours)	Human Resource Planning; Job analysis; Recruitment; Selection.				
III	Performance Management (15 Hours)	Job Evaluation; Compensation administration; Benefits and services; Empowerment Performance appraisal: system, process and methods of appraisal, distortion in appraisal, creating effective appraisal systems.				
IV	Training and Development (15 Hours)	Objectives and needs of training and development, training process, methods of training, tools and aids-evaluation of training programs, Career Planning- Succession Planning				
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, field work, etc.						

Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit Report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.		
Suggested Readings:				
1. Berkley, R. A., Kaplan, D. M. (2019). Strategic Training and Development. United States: SAGE Publications.				
2. Dessler, G., & Varrkey, B. (2020). Human resource management. Pearson.				
3. Pande, Sh., & Basak, S. (2015). Human resource management: Texts and cases. Vikas Publishing House.				
4. Rao, T. V. (2015). Performance Management: Toward Organizational Excellence. India: SAGE Publications.				
5. Wilton, N. (2016). An Introduction to Human Resource Management. United Kingdom: SAGE Publications.				
Note: Learners are advised to use the latest edition of reading.				

SEMESTER IV

Semester IV				Course Level: 600		
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Diversity and Exceptional Children in Education	PSY-E-654	4	3	1	0	60
Course Learning Outcomes		<ul style="list-style-type: none"> • Identify the nature and the evolution of the role of schools as an influence on human diversity. • Identify individual differences in children focusing on the various types of disabilities and the rights of disabled children. • Recognition of various assessments and techniques in order to 				

		evaluate and identify children with needs and learning disabilities. • Demonstrate various skills required for remedial purposes.		
Unit	Unit Title & Teaching Hours	Contents		
I	Diversity in context of school (15Hrs.)	Nature and Concept of Human Diversity: Celebrating Uniqueness; Social and Cultural diversity; Role of school and strategies to deal with the differences and diversity.		
II	Children with Special Needs (15Hrs.)	Need for recognizing individual difference; various approaches to defining and understanding disability: Types of disability and Rights of disabled children. Role of School, family and community Special Education Programmes and Policies.		
III	Gifted and Intellectually Challenged Children (15Hrs.)	Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies. Gifted Children: Definition, Characteristics, Causes, Identification, Special education and training. Intellectually Challenged		
IV	Children with Speech and Language Disorders (15Hrs.)	Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programmes. Children with Learning Disabilities		
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.				
Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.		
Suggested Readings: 1.Gargiulo, R. M., Kilgo, J. L. (2018). An Introduction to Young Children with Special				

- Needs: Birth Through Age Eight. United States: SAGE Publications.
2. Libal, A. (2015). Intellectual Disabilities. United States: Mason Crest.
3. Paul, R., Norbury, C., Gosse, C. (2017). Language Disorders from Infancy Through Adolescence - E-Book. United States: Elsevier Health Sciences.
4. Schuelka, M. J., Johnstone, C. J., Thomas, G., & Artiles, A. J. (Eds.). (2019). *The SAGE handbook of inclusion and diversity in education*. Sage.
5. Woolfolk, A. (2017). *Educational Psychology, 12th Edition*. Ohio: Allyn & Bacon Publishers.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV				Course Level: 600		
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Assessment in Counselling and Guidance	PSY-E-655	4	3	1	0	60
Course Learning Outcomes		On successful completion of the course, the students will be able to: <ul style="list-style-type: none"> • Conceptualize assessment in counselling and guidance. • Describe assessment and testing in counselling psychology. • Implement the various assessment approaches in counselling. • Detect the importance of organizing and planning in counselling 				
Unit	Unit Title & Teaching Hours	Contents				
I	Introduction (15 Hrs.)	Introduction to Assessment: Definition, Description and Differentiating between testing and assessment; Assessment complexities.				
II	Methods and Approaches to Assessment in counselling (15 Hrs.)	Interview; Case History and Testing Psychodynamic approach; Cognitive approach; Person Centered approach; Narrative approach.				
III	Assessment in Counselling and Guidance (15 Hrs.)	The counselling setting; Role of counsellors; Individual and group techniques; Counselling and guidance for career planning and decision making; Multicultural counselling and guidance: Role of counsellors in preventing Illness and promoting positive health.				
IV	Organizing and Planning Counselling and	Introduction to developing guidance and counselling programme; Rational and purpose of counselling and guidance programmes; Organizing and evaluation of counselling and guidance programmes;				

	guidance (15 Hrs.)	Methods of Evaluation		
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.				
Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.		
Suggested Readings:				
1. Gladding, S.T., & Batra, P. (2018). Counselling: A Comprehensive Profession. 8 th edition. Pearson.				
2. Hays, D. G. (2017). Assessment in Counseling: Procedures and Practices. Germany: Wiley.				
3. Manichander, T. (2016). Guidance & counselling. (n.p.): Lulu.com.				
4. Rao, S.R. & Sahajpal, P. (2017). Counselling and guidance. McGraw Hill.				
5. Wright, A. J. (2020). Conducting Psychological Assessment: A Guide for Practitioners. United Kingdom: Wiley Publications.				
Note: Learners are advised to use the latest edition of reading.				

SEMESTER IV

Semester IV			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Community Mental Health	PSY-E-656	4	3	1	0	60
Course Learning Outcomes	<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> Recognize the broad range of interventions possible for psychologists to serve the community. Apply concepts and frameworks to community mental health needs. 					

		<ul style="list-style-type: none">• Use appropriate tools to come up with a systematic implementation plan for community mental health interventions.• Critically evaluate the implementation effectiveness and outcomes of community mental health programmes.		
Unit	Unit Title & Teaching Hours	Contents		
I	Mental Health and Illness (15 Hrs.)	Concept of positive mental health; Psychological wellbeing; Mental health and illness; Attitude towards mental illness; Promotion of mental health and rehabilitation of the mentally ill or handicapped; Socially disadvantaged; Training of Clinical Psychologists and related issues; Role and function of Clinical Psychologists in community mental health/rehabilitation programme, Indian Mental Healthcare Act, 2017.		
II	Psychosocial Aspects of Mental Health and Illness (15 Hrs.)	The role of self-concept, Self-image and self-perception in the development of behavior; Social skill and interpersonal models of mental health/illness. Social Pathology: Crime and delinquency, suicide, addictive behavior, social aggression with special reference to Indian context.		
III	Culture, Mental Illness and Role of Family (15 Hrs.)	Social class, Social change, Culture shock, migration, religion and gender related issues; Role of family in mental health and illness; Communication problems and emotional adaptation/ mal-adaptation in family set-up; Stress-burden/mental illness among care-givers in the family.		
IV	Disability and Rehabilitation (15 Hrs.)	Psychosocial aspects of disability and rehabilitation (RPwD Act, 2016); Role of family and society in the education, training and rehabilitation of disabled.		
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.				
Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA.				
Summative Assessment	Sessional	End Semester Examination		
	Weightage	50		

(End-Semester)	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.
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Suggested Readings:

1. Chavan, B.S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. (2012). Community Mental Health in India. Jaypee Publication.
2. Jenkins, P. H. (2021). Understanding Mental Health and Mental Illness: An Exploration of the Past, Present, and Future. United Kingdom: Routledge.
3. Ritter, L.A., & Lampkin, S.M. (2010). Community Mental Health. Jones and Bartlett Publishers, Inc; 1st edition.
4. Rosenberg, S.J. & Rosenberg, J. (2017). Community Mental Health: Challenges for the 21st Century. 3rd edition. Taylor & Francis Ltd.
5. Thornicroft, G., Szmukler, G., Mueser, K.T. & Drake, R.E. (2011). Oxford Textbook of Community Mental Health. Oxford University Press.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Group and Intergroup Processes	PSY-E-657	4	3	1	0	60
Course Learning Outcomes		<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Explain various theories of interpersonal and intergroup relationships. • Analyze the group processes. • Critically examine stereotypes, prejudice and discrimination. • Explain the dynamics of intergroup relationships and identity. 				
Unit	Unit Title & Teaching Hours	Contents				
I	Theoretical perspectives (15 Hrs.)	Theory of communal relationship; Theory of cooperation competition; Theory of individualism and collectivism; Interdependence theory; The focus theory of normative conduct; Terror management theory; Social dominance theory; Social representation theory; Self-categorization theory.				
II	Group processes (15 Hrs.)	Group structure and function, Task performance, Collective choice judgment, and problem-solving, Social Status in the group, Group Socialization, Conformity and Independence in Groups. Negotiation.				

III	Stereotype, prejudice, and discrimination (15 Hrs.)	Stereotype: nature, origins and uses. Prejudice: nature and components, acquisition of prejudices, the social implication of prejudice, reduction of prejudice. Kinds of social discrimination.		
IV	Intergroup relations (15 Hrs.)	Theories of inter-group relations; Culture and intergroup relations; Acculturation; Crowd and mob behavior; De-individuation and Dehumanization; Riots.		
Suggested Teaching Learning Strategies: Classroom lectures, Discussions and seminars, Talks and Documentaries, Field observations, Experimental learning.				
Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Classroom participation, Assignment, Presentations, Book/movie reviews, Viva-voce, Field/observation reports, etc.		
The department will have three Sessional Tests out of which the best two are counted for the computation of SGPA. However, in the case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	The assessment scheme and mode shall be prescribed by the Examination Department, Sikkim University, from time to time.		
Suggested Readings:				
1. Brown, R., Pehrson, S. (2019). Group Processes: Dynamics Within and Between Groups. United States: Wiley.				
2. Corey, M.S., Corey, G., & Corey, C. (2013). Groups: Process & Practice: Process and Practice. Brooks/Cole Pub Co; 9th edition.				
3. Ford, J. M. (2017). Challenging Stereotypes and Prejudices. United States: Cavendish Square Publishing.				
4. Nelson, T.D. (2015). Handbook of Prejudice, Stereotyping, and Discrimination: 2nd Edition. United States: Taylor & Francis.				
5. Turner, R., de Moura, R., Hopthrow, T., Crisp, R. J. (n.d.). Group Processes and Intergroup Relations. United Kingdom: Wiley.				
Note: Learners are advised to use the latest edition of reading.				

SEMESTER IV

Semester IV			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Organizational Development	PSY-E-658	4	3	1	0	60
Course Learning Outcomes		On successful completion of the course, the students will be able to: <ul style="list-style-type: none">• Outline key Organizational Development (OD) concepts and theories• Evaluate OD strategies and interventions.• Apply OD principles to diagnose and implement change initiatives.• Apply OD concepts in real-world settings and evaluate effectiveness.				
Unit	Unit Title & Teaching Hours	Contents				
I	Introduction to Organizational Development (15 Hours)	Nature and Scope of Organizational Development; History of OD; Values, Assumptions, and Beliefs in OD				
II	Management of Organizational Development (15 Hours)	Foundations of OD; Managing the OD Process; Action Research				
III	Organizational Development Interventions- I (15 Hours)	An Overview of OD Intervention; Individual Interventions; Team Interventions; Intergroup and Third-Party Peace-making Interventions.				
IV	Organizational Development Interventions- II (15 Hours)	Comprehensive OD Interventions; Structural Interventions and the Applicability of OD.				
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.						

Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit Report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.		
Suggested Readings: 1. Anderson, D. L. (2016). Organization Development: The Process of Leading Organizational Change. United States: SAGE Publications. 2. Rothwell, W.J., Imroz, S.M., & Bakhshandeh, B. (2021). Organization Development Interventions: Executing Effective Organizational Change. United States: Taylor & Francis. 3. Raina, R. (2018). Change Management and Organizational Development. India: SAGE Publications. 4. Spector, P. E. (2015). <i>Industrial and Organizational Psychology: Research and Practice, 4th Edition</i> . New Delhi: Wiley. 5. Tearle, R. (2020). Organizational Development: How to choose the right intervention. Kindle edition. Note: Learners are advised to use the latest edition of reading.				

SEMESTER IV

Semester IV				Course Level: 600		
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Education of Disadvantaged Groups	PSY-E-659	4	3	1	0	60
Course Learning Outcomes	<ul style="list-style-type: none"> • Identify educational needs of various disadvantaged groups in India. • Analyze issues related to inequality in the educational context. • Comprehend the importance of sensitization of gender and various groups like SC/ST. • Evaluate the problems related to caste, class, religion and language 					

		<p>in the educational context.</p> <ul style="list-style-type: none"> Apply various measures and policies in interventions needed to promote the needs of the special groups.
Unit	Unit Title & Teaching Hours	Contents
I	Issues of Disadvantaged Groups (15Hrs.)	Disadvantaged Groups in India; Indian Scenario of Education of Disadvantaged groups; Inequality and equity issues.
II	Education for social change (15Hrs.)	Imparting gender sensitization, Educating SC/ST children; Teaching methods and practices; out of school children: providing alternative schooling practices; Promoting research education of the disadvantaged groups.
III	Understanding Social Integration (15Hrs.)	The concept of social integration; The problem of caste, class, religion and language conflicts and prejudice; Nature and manifestation of prejudice; Measures to achieve social integration.
IV	Government Policies and Programmes (15Hrs.)	Policy measures for equality of opportunities; Educational programmes and interventions to meet the needs of special groups.

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA.				
Summative Assessment (End-Semester)	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.		

Suggested Readings:

1. Education in India: Policy and Practice. (2021). India: SAGE Publications.
2. Haider, D. & Brahmabhatt, S.S. (2021). Advancement of Human Rights in India: Contemporary and Emerging Challenges. SAGE Publications Pvt. Ltd.
3. Kumari, N. (2020). Rights of the Girl Child in India: Struggle for Existence and Well-Being. India: SAGE Publications.

4. Matsumoto, M. (2018). Education and Disadvantaged Children and Young People. Bloomsbury Academic India
5. Price, J. & Blanc, C. (2018). Social Integration and Inclusion: Predictors, Practices and Obstacles. United States: Nova Science.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Interventions in Counselling Psychology	PSY-E-660	4	3	1	0	60
Course Learning Outcomes		<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Outline the various psychological interventions in counselling psychology. • Implement the various counselling methods. • Integrate the psychological modalities as means to healing and helping. • Detect the importance and the need for e-counselling in today's world. 				
Unit	Unit Title & Teaching Hours	Contents				
I	Psychological Interventions: major modalities (15 Hrs.)	Psychoanalysis and Psychodynamic Counselling; Insight and short-term counselling; Interpersonal counselling; Counselling Children.				
II	Cognitive and Behavioral Counselling (15 Hrs.)	Behavior modification; Cognitive approach in counselling; Application of Cognitive therapies in Counselling, Cognitive behavior modification (Stress Inoculation, self-Instructional, Self-Management, Problem Solving); Solution focused Counselling and Integrative Counselling				
III	Other Counselling Interventions (15 Hrs.)	Roger's client-centered counselling; Psychodynamic Couple's counselling; Family and group counselling; Eclectic counselling				
IV	Counselling: Future Directions (e-Counselling) (15 Hrs.)	Teaching and training for counselling; e- Counselling method; Current status of counselling with special reference to India; Future direction in counselling; Research findings				

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Beck, J.S. & Beck, A.T. (2020). Cognitive Behavior Therapy: Basics and Beyond. Guilford Press; 3rd edition.
2. Capuzzi, D., Stauffer, M. D. (2016). Counseling and Psychotherapy: Theories and Interventions. Germany: Wiley.
3. Dandapt, A. K. & Mailty, A. (2018). Essentials of Guidance and Counselling, New Delhi: Kumud Publications.
4. Leahy, R. L. (2017). Cognitive Therapy Techniques: A Practitioner's Guide. United Kingdom: Guilford Publications.
5. Ömer Şenormancı & Güliz Şenormancı (Eds.). (2018). Cognitive Behavioral Therapy and Clinical Applications. (2018). Croatia: IntechOpen.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV				Course Level: 600		
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Clinical Psychology Practicum II	PSY-P-661	4	0	0	4	120
Course Learning Outcomes		<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Evaluate data collection techniques in clinical settings. • Apply psychological theories to practical problems in clinical 				

		settings. <ul style="list-style-type: none"> • Develop case studies and create reports on various areas of clinical psychology. • Conduct mental status examination. • Analyze the concept of Projective, Self-report, Psycho-physiological and Neuro-psychological tests. • Explain the concept of psychopathology, final diagnosis and develop tentative intervention programme
Unit	Unit Title & Teaching Hours	Contents
I	Projective, Self-report, Psycho-physiological and Neuro- psychological tests (60 Hrs.)	<ul style="list-style-type: none"> • Assessment of Personality Disorder • Assessment of Intellectual Disability /Developmental Disability • Assessment of Neurological Disorder • Assessment of Substance use Disorder
II	Field work/ Institutional visit (60 Hrs.)	Field work / Institutional visit and preparation and presentation of report

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Lab work, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
By Internal Examiner	Assessment Tools	Assignment, Field Visit/Institutional Visit report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA.

Summative Assessment (End-Semester)	Sessional	End Semester Examination
	Weightage	50
By External Examiner	Assessment Tools	Written practical exam, Viva-voce, Evaluation would be based on performance in conduct, written and viva.

Suggested Readings:

1. Barnes, G. G. (2017). Family Therapy in Changing Times. Bloomsbury Publishing.
2. Brenner, A., Howe-Martin, L. (2020). Psychotherapy: A Practical Introduction. Wolters Kluwer Health.
3. Consoli, A. J., Beutler, L. E., & Bongar, B. (Eds.). (2016). *Comprehensive textbook of psychotherapy: Theory and practice*. Oxford University Press.
4. Jones, P., Coleman, A., Cedar, L., Haythorne, D., Mercieca, D., Ramsden, E. (2020). Child

- Agency and Voice in Therapy: New Ways of Working in the Arts Therapies. Taylor & Francis.
5. Safran, J. D., Hunter, J. (2020). Psychoanalysis and Psychoanalytic Therapies. American Psychological Association.
 6. Şenormancı, Ö., & Şenormancı, G. (Eds.). (2018). Cognitive Behavioral Therapy and Clinical Applications. (2018). Croatia: IntechOpen.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Social Psychology Practicum II	PSY-P-662	4	0	0	4	120
Course Learning Outcomes		On successful completion of the course, the students will be able to: <ul style="list-style-type: none">• Design a non-experimental social psychological study.• Conduct survey, filed study, interview, observation, etc.• Produce scientific reports.				
Unit	Unit Title & Teaching Hours	Contents				
I	120	Two studies need to be done on the topics given below (minimum 10 participants): <ul style="list-style-type: none">• Environmental attitude• Attitude towards Women or any minority• Inequality• Attitude towards social media• Media bias• Political behavior• Eyewitness testimony• Perceived or actual poverty• Justice perception• Terror management				
Suggested Teaching Learning Strategies: Classroom lectures, Discussions, Hands on Practice, Lab work, etc.						
Assessment Framework						
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)						
Formative Assessment	Sessional	Assignment I		Assignment II		Assignment III*

(In-Semester)	Weightage	25	25	25
By Internal Examiner	Assessment Tools	Assignment, Field Visit/Institutional Visit report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA.				
Summative Assessment (End-Semester) By External Examiner	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Written practical exam, Viva-voce, Evaluation would be based on performance in conduct, written and viva.		

Suggested Readings:

1. Babbie, E. R. (1990). Survey research methods. Belmont, CA Cengage Learning.
2. Brown, R. & Gaertner, S.L. (Eds.) (2001). *Blackwell handbook of social psychology: Intergroup processes*. Oxford: Blackwell.
3. Hogg, M. A. & Tindale, R.S. (Eds.) (2001). *Blackwell handbook of social psychology: Group processes*. Oxford: Blackwell.
4. Martin, P. R., Cheung, F.M., Knowles, M.C., Kyrios, M., Littlefield, L., Overmier, J.B. & Prieto, J.M. (Eds.) (2011). *IAAP handbook of applied psychology*. West Sussex: Wiley.
5. Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2012). *Applied social psychology* (2nd ed.). London: Sage.
6. Van Lange, P. A. M., Kruglanski, A. W., & Higgins, T. E. (2012) (Eds.). *Handbook of theories of social psychology*. London: Sage.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Organizational Psychology Practicum II	PSY-P-663	4	0	0	4	120
Course Learning Outcomes		<p><i>On successful completion of the course, the students will be able to:</i></p> <ul style="list-style-type: none"> • Evaluate research methods and data collection techniques in organizational settings • Apply psychological theories to practical problems in work and organizations. • Demonstrate effective scientific writing skills. 				

Unit	Unit Title & Teaching Hours	Contents
I	120 Hrs.	<p>Report on any three (3) of the following:</p> <ol style="list-style-type: none"> 1. Prepare a recruitment advertisement for a newspaper. 2. Develop a recruitment procedure of a new organization. 3. Administer standardized selection tests (e.g., FIRO-B) followed in various organizational sectors and prepare a report on it. 4. Develop human resource plan for a new organization (e.g., a new consultancy firm, a new hotel, a new school, a new hospital, etc.) 5. Prepare an appointment letter for the post of office manager of a company. 6. Prepare job analysis report 7. Conduct need analysis to design training in 1 organization. 8. Develop training module for induction, leadership, stress management, negotiation skills, or motivation. 9. Report on the practices of performance appraisal in the organization and provide suggestion for improvement.

Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)

Formative Assessment (In-Semester) By Internal Examiner	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit Report, Viva-voce, etc.		

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End-Semester) By External Examiner	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Agarwala, T. (2007). *Strategic human resource management*. Oxford University Press.
2. Dessler, G., & Varkkey, B. (2012). *Human resources management*. Pearson.
3. French, W. L. & Bell, C. (2007). *Organization Development and Transformation: Managing*

Effective Change. 6th Edition. Prentice Hall.

4. Harvey, D. & Brown, D. R. (2005). *An Experiential Approach to Organization Development*. 6th Edition. Prentice Hall.
5. Hill, A. T., Lewis, P., Saunders, M., & Millmore, M. (2005). *Managing Change: A Human Resource Strategy Approach*. Wiley Publishers.
6. Lynton, R. P., & Pareek, U. (2011). *Training for development*. Sage.
7. Pande, Sh., & Basak, S. (2015). *Human resource management: Texts and cases*. Vikas Publishing House.
8. Sethi, V. & King, W. (1998). *Organizational Transformation through Business Process Reengineering: Applying Lessons Learned*. Pearson Education.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Educational Psychology Practicum II	PSY-P-664	4	0	0	4	120
Course Learning Outcomes		<ul style="list-style-type: none">• Apply theories in real life situation-based learning• Evaluate and identify gifted children using appropriate measures• Critically analyze and evaluate various psychometric evaluation, scales and questionnaires in school settings				
Unit	Unit Title & Teaching Hours	Contents				
I	120 Hrs.	Report on any four (4) of the following: 1. Assessment of educational gap 2. Exploring prejudices towards disadvantaged children 3. Identifying Gifted Children 4. Comparative study using various psychological tests relevant to education 5. School Readiness: family, school, community, child 6. Peer-learning 7. Measuring well-being 8. Assessment of teaching and learning process 9. Schooling practices for disadvantaged children 10. Participation in education 11. Measuring social emotional development				
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.						

Assessment Framework				
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester) By Internal Examiner	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment (End-Semester) By External Examiner	Sessional	End Semester Examination		
	Weightage	50		
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.		

Suggested Readings:

1. Basu, D.D. (1993). *Introduction to the Constitution of India*. New Delhi: Prentice Hall.
2. Frerie, P. (1972). *Pedagogy of the Oppressed*. Penguin.
3. Gronlund, N. E. & Linn, R. L. (2003) *Measurement and Assessment in Teaching*. Singapore: Pearson Education.
4. Illich, I. (1971). *De Schooling Society*. Middle sex: Penguin Books.
5. Linda, D. H. & Brunsford, J. (2005). *Preparing Teachers for the Changing World*. San Francisco: Jossey-Bass.
6. Mohanty, J. (1988). *Modern Trend in Indian Education: Current Issues and Strategies in the Context of NEP*. New Delhi: Deep and Deep.
7. Naik, J. P. & Syed, N. (1974). *A Students History of Education in India*. New Delhi: Mac Millan Co. of India Ltd.
8. Skutnabb- Kangas, T. (2007). *Bilingual is MOR Not: The Education of Minorities*. New Delhi: Orient Longman.
9. World Bank (2004). *Reaching Out to the Child: An Integrated Approach to Child Development*. New Delhi: Oxford University Press.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Counselling Psychology Practicum II	PSY-P-665	4	0	0	4	120
Course Learning Outcomes		On successful completion of the course, the students will be able to: <ul style="list-style-type: none">• Demonstrate applications of the various principles and theories of counseling psychology.• Critically analyze various methods that can be used in counseling practice.• Incorporate an in-depth understanding of counseling methodologies in practice.				
Unit	Unit Title & Teaching Hours	Contents				
I	Practical (120 Hrs.)	Report on any four (4) of the following: 1. Mental health checklist 2. Parent child relationship scale, 3. Parenting scale, 4. Personal value questionnaire, 5. Positive negative syndrome scale, 6. Post-traumatic stress diagnostic scale, 7. Problem behavior checklist, 8. Problem solving ability test, 9. Quality of life inventory, 10. Scales measuring self-perception, 11. Self-confidence scale.				
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.						
Assessment Framework						
Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)						
Formative Assessment (In-Semester) By Internal Examiner	Sessional	Assignment I		Assignment II		Assignment III*
	Weightage	25		25		25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.				

The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.

Summative Assessment (End- Semester) By External Examiner	Sessional	End Semester Examination
	Weightage	50
	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.

Suggested Readings:

1. Breunlin, D. C., Schwartz, R. C., & Kune-Karrer, B. Mac. (1997). Meta frameworks: Transcending the models of family therapy. San Francisco: Jossey-Bass.
2. Dandapt, A. K. & Mailty, A. (2018). Essentials of Guidance and Counselling, New Delhi: Kumud Publications.
3. Fadiman, J., & Frager, R. (2005). Personality & Personal Growth. 6th Edition NY: Prentice Hall.
4. Kapur, R.L. (2002). Can Indian spiritual practices be used in psychotherapy? Unpublished manuscript. Bangalore: National Institute of Advanced Studies.
5. Kakkar, S. (2003). Psychoanalysis and eastern spiritual healing traditions. *Journal of Analytical Psychology*, 48, 659-678.
6. Littrell, J. M. (2001). Allen E. Ivey: Transforming counseling theory and practice. *Journal of Counseling and Development*, 79, 105-118.
7. Naranjo, C. (2000). Gestalt Therapy: The Attitude and Practice of a Atheoretical Experientialism. Wales: Crown House Publishing Limited.
8. Nichols, P. M. & Schwartz, C. R. (2006). Family Therapy – concepts and methods (7th ed.). Boston: Allyn and Bacon.
9. Pandey, A. (In Press). Psychotherapy and Indian Thought. In Cornelissen, M., Misra, G. & Varma S. (Eds.). Foundations of Indian Psychology: A Handbook. New Delhi: Pearson
10. Sinha, D. (1990). The concept of psycho-social well-being: Western and Indian perspectives. *National Institute of Mental Health and Neurosciences Journal*, 8, 1-11.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester III			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Teaching Hours
			Lecture	Tutorial	Practical	
Psychometrics	PSY-C-666	4	3	0	1	75
Course Learning Outcomes	On successful completion of the course, the students will be able to: 1. Understand nature of psychological measurement in historical and contemporary contexts					

		2. Analyze and learn the steps in test construction 3. Acquire skills in computers and factor analyses to be used in test construction.
Unit	Unit Title & Teaching Hours	Contents
I	Psychophysics (15 hrs.)	Nature of psychological measurement; Psychophysics; Signal detection theory and its uses in measurement; Psychophysical scaling: Methods of determining limits; Methods of scaling: Paired comparisons, Ranking, Equal-appearing intervals, Fractionation; Psychophysical laws: Weber's law, Fechner's law, Steven's power law; Multidimensional scaling: Nature, methods, and applications
II	Psychological tests (15 Hrs.)	Characteristics of a good psychological test; History and evolution of tests; Different types and classifications of tests; Uses of psychological tests; Ethical issues in the use of tests
III	Process of test construction (15 hrs.)	Stages in the development of a test; Item writing, tryout, and analyses; Scores and their transformations; Reliability: Types, Factors affecting reliability; Validity: Types, Factors affecting validity; Factor analyses and their use in test construction; Putting together the test manual
IV	Practical (30 Hrs.)	One practical involving <i>any two</i> stages of the process of test construction

Suggested Teaching Learning Strategies: Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate. Class activities/ assignments, Field visits., Internship, etc.

Skill Development Activities: *(These Activities are only Indicative. The Faculty Member Can Innovate)*

- Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate.
- Class activities/ assignments, Field visits., Internship, etc.

Assessment Framework

Assessment Method (Weightage: 100%; 4 Credits: 100 Marks)				
Formative Assessment (In-Semester)	Sessional	Assignment I	Assignment II	Assignment III*
	Weightage	25	25	25
	Assessment Tools	Presentation, Group Discussion, Poster Presentation, Assignment, Written Test, Field Visit report, Viva-voce, etc.		
The department will have three Sessional Tests out of which the best two are counted for computation of SGPA. However, in case of Practical Paper (Assignment III*), the Practical marks secured by the candidate will be counted for computation of SGPA.				
Summative Assessment	Sessional	End Semester Examination		
	Weightage	50		

(End-Semester)	Assessment Tools	Assessment scheme and mode shall be prescribed by the Examination branch, Sikkim University, from time to time.
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Suggested Readings:

1. DeVellis, R.F. (2016). Scale Development: Theory and Applications (4th edition). London: Sage.
2. Fruchter, B. (1954). Introduction to factor analysis. Van Nostrand.
3. Furr, R.M., (2017). Psychometrics – An Introduction (3rd Edition). London: Sage.
4. Gregory, R. J. (2017). Psychological Testing (7th Edition). USA: Pearson Education.
5. Howell, D.C. (2017). Fundamental statistics for the behavioural sciences (9th edition). Cengage.
6. Kerlinger, F.N. (1986). Foundations of Behavioural Research (3rd edition). Holt, Rinehart & Winston.
7. Price, L.R. (2016). Psychometric Methods: Theory into Practice. New York: Guilford Press.

Note: Learners are advised to use the latest edition of reading.

SEMESTER IV

Semester IV			Course Level: 600			
Course Title	Code	Credits	Credit Distribution of the Course			Total Contact Hours
			Lecture	Tutorial	Dissertation/ Field Work	
Dissertation	PSY-R-667	6	0	0	6	360
Course Learning Outcomes	Upon successful completion, students will have the knowledge and skills to: <ul style="list-style-type: none">• Plan, and engage in, an independent and sustained critical investigation and evaluation of a chosen research topic relevant to environment and society• Systematically identify relevant theory and concepts, relate these to appropriate methodologies and evidence, apply appropriate techniques and draw appropriate conclusions• Engage in systematic discovery and critical review of appropriate and relevant information sources• Appropriately apply qualitative and/or quantitative evaluation processes to original data• Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources• Communicate research concepts and contexts effectively in oral and written modes.					
Contents: Research in any area of the specialization:						
Suggested Teaching Learning Strategies: Classroom lecture, Problem solving, ICT, Practical, Group discussion, Seminar, Case studies, Field work, etc.						

Notes:

1. The allotment of supervisor will be done by the Departmental Council of the Department of Psychology based on merit index of the First semester examination. Preference will be given to supervisor's consent during the allotment process.
2. Each student should select a problem pertinent to his/her specialization area in consultation with the teacher concerned.
3. Sample size should be minimum 30 in each group (e.g., control group and experimental group).
4. The dissertation work may involve laboratory research, Field work, survey research, case study or any other type of psychological research.
5. Dissertation report should be written in APA format.

Assessment Framework**(Summative Assessment): End- Semester Examination**

Examination (Dissertation Evaluation, Presentation & Viva-voce) – 150 marks

1. There will be 75 marks for Dissertation; and 75 marks for presentation as well as viva-voce.
2. Dissertation assessment will be based on presentation of the research before the internal (supervisor) and external examiner.

Division of marks for Dissertation will be as follows:**A. Evaluation of Dissertation by the Supervisor (75 marks):**

Sl. No.	Steps (To be evaluated by the Supervisor)	Marks (Out of 75)
1	Problem selected, its rationale and significance	5
2	Review work	20
3	Hypothesis	10
4	Methodology: Design and Analysis	20
5	Interpretation, Discussion & Implication	15
6	Overall quality of the report	5
Total Internal Marks		75

B. Dissertation Presentation & Viva-voce (50 marks):

Sl. No.	Areas (To be evaluated by the External Examiner)	Marks (Out of 75)
1	Presentation by the candidate	30
2	Viva-voce	45
Total External Marks		75

Notes:

- End Semester Examination will be conducted by two examiners (one internal and one external) and the external examiner will be appointed by the Department Research Committee.
- The external examiner should be at the level of Assistant, Associate Professor or Professor.
- Maximum duration of examination will be of 1 hour per candidate.
- Marks for dissertation evaluation, Presentation & Viva-voce will be given by the both examiners and average marks will be considered as final marks of the candidate.
- Dissertation has to be submitted one week before the commencement of the examination failing which the student shall forfeit the allotted marks.