

**DETAILS OF THE CURRICULUM  
FOR MASTER'S DEGREE**

**IN**

**PSYCHOLOGY**

**FOUR SEMESTER PROGRAMME  
(Choice Based Credit System)**

**w. e. f. 2018-19 Batch**



**POST GRADUATE  
DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF KASHMIR, HAZRATBAL  
SRINAGAR-190006**

**Program: M.A. Psychology**  
**(Choice Based Credit System with the effect from the Academic Session 2018)**

**Curriculum Structure:**

The courses in the programme are of two types: Core and Elective:

- I. Core Courses:** The core papers are basic /unique to a programme and are compulsory to be studied to earn a degree in a given programme.
- II. Elective Courses:** Elective course is a course which can be chosen from a pool of papers and may be:
- Supportive to the discipline of study
  - Providing an expanded scope
  - Enabling an exposure to some other discipline/domain
  - Nurturing student's proficiency/skill

There are three types of Electives:

- A. Discipline Centric Elective (DCE):** Mainly for the department's own students to broaden and explain their knowledge in the discipline.
- B. Generic elective (GE):** For sister disciplines for selected students from other faculties interested in informed knowledge of other discipline/domain.
- C. Open Elective (OE):** This course provides opportunity to a candidate to seek knowledge of unrelated subjects or to nurture student's proficiency /skill.

**Credit Distribution:**

- 4 Credits per Core Course {4 X 4 CR = 16}
- 4 credits per Discipline Centric Elective Course { 4 x 2 DCE = 8}
- 2 Credits per General Elective course {2x1 GE = 2} **OR**
- 2 Credits per Open Elective Course {2 x 1OE = 2}

<b>SEMESTER 2<sup>nd</sup></b>						
<b>Core Courses</b>						
<b>Course Category</b>	<b>Course Code</b>	<b>Course name</b>	<b>Hours/Week</b>			<b>Credits</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
<b>Core</b>	<b>PSY18201CR</b>	<b>Cognitive Processes-II</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY18202CR</b>	<b>Systems and Theories in Psychology-II</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY18203CR</b>	<b>Research Methodology-I</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY18204CR</b>	<b>Psychopathology-II</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Discipline Centric Elective Courses</b>						
<b>DCE</b>	<b>PSY18204DCE</b>	<b>Life Span Development</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY18205DCE</b>	<b>Disabilities &amp; Rehabilitation</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY18206DCE</b>	<b>Organizational Behaviour</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY18207DCE</b>	<b>Forensic Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Generic Elective Course</b>						
<b>GE</b>	<b>PSY18003GE</b>	<b>Fundamentals of Counselling</b>	<b>2</b>	<b>x</b>	<b>x</b>	<b>2</b>
<b>Open Elective Course</b>						
<b>OE</b>	<b>PSY18002OE</b>	<b>Principles of Psychology-II</b>	<b>2</b>	<b>x</b>	<b>x</b>	<b>2</b>

**M.A (Psychology)-2<sup>nd</sup> Semester**  
**Course Code: PSY18201CR**  
**Course Name: Cognitive Processes-II**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

**{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}**

**Objectives**

- *To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology.*

**Unit-I**

Visual Perception: Basic Concepts of Perception. Structure of visual system. Approaches to Perception; Disruptions in Perception; Auditory perception; Haptic Perception: Proprioception, Kinesthesia and Haptic Information

**Unit-II**

Classical Decision Theory; Decision Making Heuristics; Biases in decision making; Fallacies; Reasoning and its Theoretical Approaches; Informal Reasoning, Formal Reasoning

**Unit-III**

Problem Solving Cycle; Types of Problems; Understanding the Problem; Strategies of Problem-solving; Obstacles to Problem Solving; Factors in Influencing Problem Solving; Problem Solving Approaches; Creativity: Stages and Theories

**Unit-IV**

Language: Properties and Views of Different Theorists; Basic Components of Words and Sentences; Language and Cognition; Language Acquisition; Neurobiology of Language; Understanding Words, Sentences and Text;

**Readings:**

- Matlin, M.W (2003). *Cognition*, 5<sup>th</sup> Edition. John Wiley & Sons.
- Galotti, K.M. (2014). *Cognitive Psychology: in and out of the laboratory* (5<sup>th</sup>Ed.). Thousand Oaks, CA: SAGE.
- Reed, S.K., & Buyer, L.S. (2004). *Cognition: theory and applications*. Belmont, CA: Wadsworth.
- Groome, D. (2014). *An introduction to cognitive psychology: processes and disorders* (3<sup>rd</sup> Ed.). London: Psychology Press, Taylor & Francis Group.
- Jahnke, J.C., & Nowaczyk, R.H. (1998). *Cognition*. Upper Saddle River, NJ: Prentice Hall.

M.A. (Psychology)-2<sup>nd</sup> Semester

Course No. PSY18202CR

Course Name: Systems and Theories in Psychology-II

Total Credits = 4

Teaching Hours = 48

Tutorial Hours = 16

{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}

**Objectives:**

- To provide the students with a comprehensive understanding of the various centrally important systems and theories in Psychology
- To acquaint them with the application of different theories in different walks of life.

**Unit-I**

Gestalt psychology: Opposition to Associationism, Gestalt: Theoretical Foundations, Perception, Learning, and Thinking, Present Status.

**Unit-II**

Field theories: Kurt Levin and Tolman. Social learning theories: Albert Bandura, Julian B. Rotter.

**Unit-III**

Humanistic theories: Abraham Maslow's theory of self actualization and Rogers self theory. Existential theories: Victor Frankl, Rollo May. Comparison between humanistic and existential psychology

**Unit-IV**

Trait Theories: Raymond B. Cattle, H.J.Eysenck, McCrae & Costa. Personal Construct Theory: Kelly.

**Readings**

- Boring, E.G. (1950). *History of Experimental Psychology*. Bombay: Times of India Press.
- Chaplin, J. P., & Krawice, T. A. (1987). *Systems and Theories of Psychology*. New York: Rinchar & Winston.
- Leahey, T. H. (2005). *A History of Psychology: Main currents in psychological thought*. (6<sup>th</sup> Ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Marx, M.H., & Hillix, W. A. (1987). *Systems and Theories in Psychology*. TMII Ed.
- Shahakian, W. S. (1975). *History and Systems of Psychology*. New York: John Wiley & sons.
- Wolman, B.B. (1980). *Contemporary Theories and Systems in Psychology*. New York: Harper & Row.
- Woodworth, R. S., & Shechan, M. R. (1964). *Contemporary Schools of Psychology*. New York: Ronald Press.

**M.A. (Psychology)-2<sup>nd</sup> Semester**  
**Course No. Psy18203CR**  
**Course Name: Research Methodology-I**

**Total Credits = 4**  
**Teaching Hours= 48**  
**Tutorial Hours = 16**

**{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}**

**Objectives:**

- To acquaint the students with the basic research concepts and various Steps in research process.
- Basic understanding of research Methods, sampling and data analysis.
- To understand APA style of preparing research proposal and writing research report.

**Unit-I**

Ontology, Epistemology and Methodology

Introduction to Research: Meaning, Purpose and Types of Research; Steps in Research Process; Problem Identification; Theory and its Role in Research; Ethics in Research.

**Unit-II**

Quantitative Research Methods: Experimental and Non-Experimental; Laboratory Experiments; Field Experiments; Field Research and Survey Research.

**Unit-III**

Sampling and Data Collection: Concept of Sampling; Types of Sampling.

Methods of Data Collection: Observation, Interview and Questionnaire (Concept, Types and Limitations of each method).

**Unit-IV**

Data Analysis: Processing, editing and coding data.

Standardization Techniques: Methods of Reliability and Validity.

Research Report Writing: APA style of Report Writing.

**Readings**

Colaizzi, P.F. (1973). *Reflection and Research in Psychology*. Dubuque: Tower Kendale/Hunt.

Kerlinger, F.N. (1999). *Foundations of Behavioral Research*. (3, Ed.+). Bangalore: Prism Books Ltd.

**M.A. (Psychology)-2nd Semester**  
**Course No.: PSY18204DCE**  
**Course Name: Life Span Development**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

*{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}*

**Objectives:**

- *The course focuses on life-span development as it progresses throughout various psychological stages and contexts.*

**Unit I:** Introduction to life-span development; Concept of Growth and Development; Principles of Development; Genetic and Environmental foundations of development.

**Unit II:** Physical development: Patterns of growth from conception till late adulthood; disability; Death and dying.

**Unit III:** Cognitive development: Introduction, Piagetian, Vygotskian, and Information processing approaches; Cognitive changes in adulthood and old age; Language development.

**Unit IV:** Socio-emotional development: Emotional development (Erikson's theory); Moral development (Kohlberg's theory); The Self; Gender and sexuality; Successful aging.

**Readings:**

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- Berk, L. E. (2004). Development through the lifespan (3<sup>rd</sup> Ed). New Delhi: Pearson Education Dorling Kindersley (India) pvt ltd.
  - Berk, L. E. (2010). Child Development (8<sup>th</sup> Ed.). New Delhi: Prentice Hall.
  - Hurlock, E.B., (2006). Developmental psychology: A Life-Span Approach “(5<sup>th</sup> Ed.) Tata Mc.Graw Hill Company
  - Feldman, R.S. (1999). Development across the life-span. (2<sup>nd</sup> Ed.) Prentice Hall, New Jersey..
  - Papalia, D.E., and Olds, S.W., (2005), Human Development, Tata Mc.Graw Hill Company, New York.
  - Santrock, J.W. (2012). Life-span development (13<sup>th</sup> Ed.). New-Delhi:Tata McGraw-Hill.
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M.A. (Psychology)-2nd Semester  
Course No.: PSY18205DCE  
Course Name: Disabilities & Rehabilitation

Total Credits = 4  
Teaching Hours = 48  
Tutorial Hours = 16

### Objectives:

1. To impart knowledge and develop necessary skills required for the fundamental understanding of various forms of disabilities their characteristics and identification.
2. To gain an insightful understanding into the various acts for disabled people.
3. To impart the necessary skills and measures concerning the behavior management of the disabled people.

### Unit-I

Conceptual background of Disability; Models: Social & Affirmative. Approaches, Clinical, Psychological, Human Rights, Disability Rights Movement; Ethical issues related to working with people with Disabilities. Acts: Rehabilitation Act of 1973, Individuals with Disabilities Education Act, Americans with Disabilities Act of 1990, Rehabilitation Act Amendments of 1996.

### Unit-II

Developmental Disability  
**Mental Retardation:** Definition, Etiology.  
Early Development, Piaget's theory of Intellectual Development.  
Developmental Delay, Early Identification: Medical Testing, Psychological Testing;  
Intervention Approaches for M.R  
**Learning Disabilities:-** Definition, Etiology.  
**Autism:** Definition, Characteristics, Early Identification Treatment.

### Unit-III

Visual Impairment: Definition, Types, Causes, Identification, Vision tests. Technology and other Special Aids.  
Hearing Impairment: Definition of Hearing System, Types & Degrees, Causes, Identification-Hearing Screening Tests.  
Early Intervention – Technology & other Special Aids.

### Unit-IV

**Behaviour Management:**  
Definition, Fundamental principles and procedures of Applied Behaviour Analysis.  
Positive Reinforcement, Negative Reinforcement, Differential Reinforcement, Compliance training, Shaping, Teaching in functional context, Forward Chaining, Backward Chaining. Moving from full to partial guidance.  
**Treatment, Planning and Intervention;**  
Prioritizing target behaviours, Importance of Functional Equivalence.  
Parent Education, Parent Involvement, and Guidelines for working with parents of children with disabilities.

### Readings:

- Adelman, H. S., & Taylor, L. (1993). *Learning Problems & Learning Disabilities: Moving Forward*. California: Brooks/ Cole.
- Aaron, P. G. (1989). *Dyslexia And Hyperlexia*. London: Kluwer Academic.
- Batshaw, M. L. (1997). *Children with Disabilities*. (4, Ed.). Baltimore: Paul H. Brookes.
- Bennelt & Mccankey (1989). *Cognition in Individual & Social Context*. (Eds.) Amsterdam: Elsevier.
- Heward, W. L. (2000). *Exceptional children: An introduction to special children*. (6, Ed.). New Jersey: Prentice Hall



- Hulme, C., & Snowling, M. (1997). *Dyslexia Biology, Cognition and Interventions*. London: Wharr.
- Ittyerah, M., & Sharma, R. (1997). The Performance of Hearing Impaired Children on Handedness And Perceptual Motor Tasks: *Genetic, Social And General Psychology Monographs*, 123, 285-302.
- Joseph, W. (1984). *Mental Retardation and Developmental Disabilities*. New York : Stony Brook.
- Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage.
- Quay, H. L., & Werry, J. S. ( Eds). (1996). *Psychological Disorders of Childhood*. New York: John Wiley & Sons.
- Sen, A. (1988). *Psycho- Social Integration of the Handicapped: A Challenge to Society*. New Delhi: Mittal Publication.
- Sen, A. (1992). *Mental Handicap among Rural Indian Children*, New Delhi: Sage.
- Verma, L. (1990). *The Management of Children with Emotional and Behavioural Difficulties*. London: Routledge.
- Werner, D. (1987). *Disabled Village Children: A Guide for Community Health Workers, Rehabilitation Workers and Families*. California: Hesperian foundation.

**M.A. (Psychology)-2nd Semester  
Course No. PSY18206DCE  
Course Name: Organizational Behaviour**

**Total Credits = 4  
Teaching Hours = 48  
Tutorial Hours = 16**

**{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}**

**Objectives:**

- To acquaint students with basic concepts in organizational behaviour.
- To gain an understanding pertaining to workplace behaviour.

**Unit I:**

Introduction to organizational behaviour: historical background and current status; Approaches to Organisational Behaviour.: Productivity, internationalism, contingency, systems, result oriented, Human resource, challenges & opportunities in the field of organizational behaviour.

**Unit II:**

Theories of organizational behaviour: Fayool, Taylor, Weber, Elton Mayo. Models of Organisational Behaviour: Autocratic, custodial, supportive, collegial and system.

**Unit III:**

Behaviour in organizations. Motivation at the workplace; content and process theories. Work place attitudes. Group dynamics and communication in organizations. Decision making and leadership in organizations. Concept of power in organisations.

**Unit IV:**

Organizational Change: response and resistance to change. Organisational Development: characteristics and Process. Organisational culture, creativity, innovation and effectiveness.

**References:**

- Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin.
- Newstrom, J. W. and Davis, K. (2002). Organizational Behaviour – Human Behaviour at Work (10th ed.)Delhi: Tata McGraw Hill.
- Robbins , S. P. (2003). Organisational Behaviour. New Delhi: Prentice Hall of India.
- Spector,P.E. (2003). Industrail Organitonal Psychology: Research and Practice. (3,Ed.). U.S.A: John wiley & Sons,Inc.

**M.A. (Psychology)-2<sup>nd</sup> Semester**  
**Course No. PSY18207DCE**  
**Course Name: Forensic Psychology**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

*{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}*

**Objectives:**

- To familiarize students with the emerging importance of Forensic psychology.
- To build awareness regarding the role of the psychologist in Forensic evaluations.

**Unit-I**

Forensic Psychology: historical and contemporary perspectives. Forensic training and practice. Expert testimony: law and practice. Role of psychology in forensic science. Ethical principles and professional competencies.

**Unit-II**

Introduction and historical Development of Offender Profiling, Approaches to Offender Profiling: Diagnostic evaluation, Criminal investigation analysis, Crime action profiling and Investigative psychology. Evaluation of sexual predators, Battered woman syndrome in the courts, Pathologies of attachment, Violence and criminality, Violence risk assessment.

**Unit III:**

Eyewitness Identification Performance, The Witnessed Event, Between the Witnessed Event and Identification Task. Intermediate Recognition Tasks: Mug shots, Composite production, The identification task, Pre-lineup instructions, Lineup composition, Investigator bias, Lineup procedure: Comparing absolute and relative judgements, Post-identification feedback. The Eyewitness in Court.

**Unit IV**

Competence to confess, Assessment of competence to stand trial, Evaluation of criminal responsibility, Sentencing determinations in death penalty cases, Child sexual abuse evaluations.

**Readings**

- Bull, R. (2011) Four volume set Forensic Psychology. LA: Sage publications.
- Scott, Adrian (2010) Forensic psychology. NY: Palgrave MacMillan.
- Donohue, W.T. and Levensky, T.R. (2004) Handbook of Forensic, Psychology. NY: Elsevier.

**M.A.(Psychology)-2nd Semester**  
**Course No. PSY18208DCE**  
**Course Name: Psychopathology-II**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

**{Note: Each Unit Carry 1 Credit Value with 12 Hours Teaching & 4 Hours Tutorial}**

**OBJECTIVES:** *To acquaint the students with:*

- *Current systems of classification of Mental Disorders.*
- *The etiology and dynamics of the disorders with respect to various theoretical approaches.*

**Unit-I:** Schizophrenia Spectrum and Other Psychotic Disorders: Diagnostic criteria, Etiology and Treatment

Personality Disorders: Diagnostic criteria, Etiology and Treatment

**Unit-II:** Bipolar and Related Disorders: Diagnostic criteria, Etiology and Treatment

Depressive Disorders: Diagnostic criteria, Etiology and Treatment

**Unit-III:** Sexual Disorders: Diagnostic criteria, Etiology and Treatment

Feeding and Eating Disorders: Diagnostic criteria, Etiology and Treatment

**Unit-IV:** Neuro-cognitive Disorders (Delirium, Alzheimer's and Parkinson's disease):  
Diagnostic criteria, Etiology and Treatment

**Readings:**

- Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) (2013). Arlington, VA, American Psychiatric Association.
- Carson, C. R., & N. J. Butcher. (1992). *Abnormal Psychology and Modern Life*. New York: Harper & Collins.
- Davison, G. C., & Neale, J. M. (2001). *Abnormal Psychology*. (8<sup>th</sup> Ed.). New York: John Wiley.
- Lemne, A. (1996). *Introduction to Psychopathology*. Sage Publications, London, Thousand Oaks, NewDelhi.
- Gray, S. W. & Zide, M. R. (2006). *Psychopathology: A Contemporary-Based-Treatment Model for Social Workers*. (1<sup>st</sup> Ed.). Thomson Brooks/Cole, USA.
- Sarason, I. G. & Sarason, B. R. (2009). (11<sup>th</sup> Ed.). *Abnormal Psychology: The problems of maladaptive behaviour*. PHI Learning Private Limited, New Delhi, 110001.
- Meyer, R. G. (1990). *Abnormal Psychology*. Boston: Allyn & Bacon, Inc.
- Millon, T. (1969). *Modern Psychopathology: Biosocial Approaches to Maladaptive Learning and Conditioning*. Philadelphia: Saunders.

**M.A. (Psychology) 2<sup>nd</sup> Semester**  
**Course No. PSY18003GE**  
**Course Name: Fundamentals of Counseling**

**Total Credits: 2**  
**Teaching Hours = 16**  
**Tutorial Hours=16**

**Objectives:**

- To familiarize students with the nature and process of counseling.
- To acquaint students with various assessment techniques

**Unit-I**

Counseling: Concept. Types of Counselling: Direct, Indirect and Eclectic. Ethical and legal Issues in Counseling. Marital, Group & Career Counselling.

**Unit-II**

Stages of Counselling Process: Preparation for Counseling Building Relationship, In-depth Exploration, Action and Termination; Variables Affecting counseling process. Skills of Counselor.

**Readings:**

- Board, R. D. (1983). *Counselling Skills*. England: Wildwood.
- Rao, S. N. (2004). *Counselling and Guidance*. Tata Mc Graw Hill, New Delhi
- Steffire & Grath, W. H. (1972). *Theories of Counselling*. New Delhi: McGraw Hill Publishers.
- Wolpe, R., & Dryden, W. (Eds.). (1996). *Handbook of Counselling Psychology*. New Delhi: Sage Publications.
- Neukrug, E., (2011). *Counselling Theory and Practice* (1<sup>st</sup> Ed. ), New Delhi: Rawat Publications.
- Koshy, S. J., (2013). *Guidance and Counselling*, New Delhi: Wisdom Press.
- Sharma, R. N., Sharma, R., (2004). *Guidance and Counselling in India*, Delhi: Atlantic Publishers and Distributers.

**M.A. (Psychology)-2<sup>nd</sup> Semester**  
**Course No.: PSY18002OE**  
**Course Name: Principles of Psychology-II**

**Total Credits = 2**  
**Teaching Hours = 16**  
**Tutorial Hours=16**

*{Note: Each Unit Carry 1 Credit Value with 12Hours Teaching & 4 Hours Tutorial}*

**Objectives:**

- *To understand the Fundamental facts, theories, concepts and principles of psychology*

**Unit-I**

**Attitude:** Factors Affecting Attitude Formation, Factors Affecting Attitude Change, Theories of Attitude: Balance Theory and Cognitive dissonance theory.

**Prejudice:** Nature of Prejudice; Stereotypes and stigma.

**Unit-II:**

**Aggression:** Types of Aggression. Frustration -Aggression Hypothesis.

**Stress:** Definition, General Adaptation Syndrome, Coping: types of coping: Emotion Focused and Problem Focused.

**Readings:**

- Baron, R.A. (1995). *Psychology: The Essential Science*. Allyn and Bacon, New York.
- Gallotti, K.M. (2000). *Cognitive Psychology – In and Out of the Laboratory*. Thomson Pub. Co. Bangalore.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). *Introduction to Psychology (International Student Edition)* McGraw Hill Book Co.
- Munn, N. L., Fernald, L. D., and Ferhald, P. S. (1972). *Introduction to Psychology*. Oxford IBH Publishing House Co., Calcutta.