

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

IN

PSYCHOLOGY

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

w. e. f. 2017-18 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 2017)

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 3 CR = 12}
- 4 credits per Discipline Centric Elective Course { 4 x 2 DCE = 8}
- 2 Credits per General Elective course {2x2 GE = 4} **OR**
- 2 Credits per General Elective course {2x1 GE=2 } +
- 2 Credits per Open Elective Course {2 x 1OE = 2}

96 Credits for four semesters in P. G. programme {24 Credits per semester i.e. 24 Credits x 4 Semester = 96}.

SEMESTER 1st						
Core Courses						
Course Category	Course Code	Course name	Hours/Week			Credits
			L	T	P	
Core	PSY17101CR	Cognitive Processes-I	3	1	x	4
Core	PSY17102CR	Systems and Theories in Psychology-I	3	1	x	4
Core	PSY17103CR	Practicum	x	1	6	4
Discipline Centric Elective Courses						
DCE	PSY17104DCE	Community Psychology	3	1	x	4
DCE	PSY17105DCE	Biological Processes	3	1	x	4
DCE	PSY17106DCE	Rehabilitation Psychology	3	1	x	4
DCE	PSY17107DCE	Life Span Development	3	1	x	4
Generic Elective Course						
GE	PSY17108GE	Educational psychology	2	x	x	2
GE	PSY17109GE	Positive Psychology	2	x	x	2
Open Elective Course						
OE	PSY17110OE	Principles of Psychology I	2	x	x	2
OE	PSY17111OE	Women Psychology	2	x	x	2

M.A (Psychology)-1st Semester
Course Code: PSY17101CR
Course Name: Cognitive Processes-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 enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology.*

Unit-I

Philosophical antecedents of cognitive Psychology; Psychological Antecedents of Cognitive Psychology; Paradigms of cognitive Psychology

Unit-II

Attention and Consciousness; Theories and Models of Attention; Factors that Influence our Ability to Pay Attention; Neuroscience and Attention

Unit-III

Memory: Tasks used for Measuring Memory; Memory Capacity; Memory Codes and Recognition of items in Short Term Memory; Models of Memory

Unit-IV

Memory Encoding; Memory Retrieval; Measures of Memory; Forgetting Processes; Memory Systems in Long Term Memory

Readings:

Matlin, M.W (2003). *Cognition*, 5th Edition. John Wiley & Sons.

Galotti, K.M. (2014). *Cognitive Psychology: in and out of the laboratory* (5thEd.). 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* (3rd Ed.). London: Psychology Press, Taylor & Francis Group.

Jahnke, J.C., & Nowaczyk, R.H. (1998). *Cognition*. Upper Saddle River, NJ: Prentice Hall.

M.A (Psychology)-1st Semester
Course Code: PSY17102CR
Course Name: Systems & Theories in Psychology-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 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

System in Psychology: Meaning and types, Evaluation of systems of Psychology, Some basic issues in Psychology. Structuralism: Contribution and comparison of William Wundt and Titchener, criticism of structuralism.

Unit-II

Psycho analysis: Freudian psychoanalysis as a system, contribution and criticism of Sigmund Freud.

Heirs to Freud: Alfred Alder, Carl Gustav Jung, Erik Erikson, Criticism and evaluation.

Unit-III

Early Behaviourism: Ivan Ptrovich Pavlov, Edward Lee Thorndike, Watsonian Behaviourism as a system, Secondary features of Watsonian Behaviourism, Criticisms of Watson's Behaviourism.

Unit-IV

Later Behaviourism: Edvin R. Guthrie, Clark L. Hull, B.F. Skinner, E.C. Tolman Distinction between early behaviourism and later behaviourism.

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*. (6th 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.
- Singh A.K., (1991). *Comprehensive history of psychology*. India: New Delhi
- 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)-1st Semester
Course Code: PSY17103CR
Course Name: Practicum

Total Credits: 4
Tutorial Hours=16
Practical Hours= 96

A minimum of 08 Practical's to be completed from following areas:

1. Memory
2. Learning
3. Psycho physics
4. Motivation
5. Intelligence
6. Adjustment
7. Attention
8. Perception
9. Aptitude
10. Creativity
11. Personality

M.A (Psychology)-1st Semester
Course code: PSY17104DCE
Course Name: Community 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:

- *This course is aimed at creating awareness and understanding about the nature of community psychology models for intervention and prevention in community setting.*
- *To know the concepts of prevention, epidemiology, Incidence, Prevalence, Mental health research and crisis intervention.*

Unit-I: Introduction to Community Psychology

Meaning, Core Values; and Factors underlying the emergence of Community Psychology; Ecological Levels of analysis in Community Psychology; Understanding Community.

Unit-II: Mental Health in the Context of Community psychology

The 3rd Mental Health Revolution; Mental Health Education; Concept of Incidence, Prevalence and Epidemiology in Community Mental Health Research; Models of Community Psychology: Mental Health, Social Action and Ecological.

Unit-III: Prevention and Intervention in Community Psychology

Prevention and Types of Prevention in community psychology; Concept of Crisis Intervention; Process, Goals and Models and Techniques of Crisis Intervention

Unit-IV: Understanding Stress and Coping in Context

Ecological-Contextual Model, Social Support, Self-Help groups; Community and Social Change: Citizen Participation & Empowerment.

Readings:

- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M.J., & Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*, (3rd Ed.). Wadsworth: Cengage Learning
- Korchin, S. J. (1989). *Modern Clinical Psychology*. New Delhi: CBS Publishers
- Moritsugu, J., Vera, E., Wong, F.Y., & Duffy, K. G. (2017). *Community Psychology*. New York: Routledge.
- Orford, J. (2008). *Community Psychology Challenges, Controversies and Emerging Consensus*. England: John-Wiley.

M.A. (Psychology)-1st Semester
Course No.: PSY17105DCE
Course Name: Biological Processes

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 create an understanding of the biological basis of behavior.
- To acquaint the students with different parts of nervous system, genetics and hormonal basis of behavior.

Unit-I

Biological Psychology-Methods & Basic Divisions of Biological Psychology. Neurophysiology - conduction, transmission and integration of neural signals. Neurotransmitters & their functions.

Unit-II

Nervous System - Central Nervous System: Structure & Functions. Peripheral Nervous System – Structure, Types & Functions.

Unit-III

Genetics : Genetic basis of behaviour, Mendelian Genetics – Laws of Inheritance . Structure of DNA, Genetic Code & Gene Expression.

Unit IV

Genetic basis of various psychological disorders, Chromosomes & Chromosomal Abnormalities. Brain Lateralization & Language. Circadian Rhythms, Sleep & Dreams.

Readings

- 1]. Craison, N. (2000). *Physiology of Behavior*; (3rd Ed.). London: Allyn Bacon.
- 2]. Bridgeman, B. (1980). *Biology of Behavior and Mind*. New York: John Wiley & Son.
- 3]. Gale, A., & Edwards, J. (Ed.). (1988). *Physiological Correlates of Human Behavior* (Vol.1). New York: Academic Press.
- 4]. Green, S. L. (1994). *Principles of Biopsychology*. United Kingdom: Lawrence Erlbaum Association Hillsdale.
- 5]. Leventhal, C. P. (1966). *Introduction to Physiological Psychology*. (3rdEd.). New Delhi: Prentice Hall of India.
- 6]. Pinel, J. P. (2000). *Biopsychology*. New York: Allyn and Bacon.
- 7]. Pradeep. (2003-2004). *A test book of Biology*. Jalandhar: Pradeep Publications.
- 8]. Strickberger, M. W. (1993). *Genetics*. New York: Mcmillian.
- 9]. Manosevitz, M. G. (1969). *Behavior genetics: Methods and Research*. London: Appleton.
- 10]. Steen, R. G. (1966). *DNA and Destiny: Nature and Nurture in Human Behavior*. Plenum.

M.A. (Psychology)-1st Semester
Course No: PSY17107DCE
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:

- 1]. Berk, L. E. (2004). Development through the lifespan (3rd Ed). New Delhi: Pearson Education Dorling Kindersley (India) pvt ltd.
- 2]. Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.
- 3]. Hurlock, E.B., (2006). Developmental psychology: A Life-Span Approach “(5th Ed.) Tata Mc.Graw Hill Company
- 4]. Feldman, R.S. (1999). Development across the life-span. (2nd Ed.) Prentice Hall, New Jersey..
- 5]. Papalia, D.E., and Olds, S.W., (2005), Human Development, Tata Mc.Graw Hill Company, New York.
- 6]. Santrock, J.W. (2012). Life-span development (13th Ed.). New-Delhi:Tata McGraw-Hill.

M.A. (Psychology)-1st Semester

Course No: PSY17108GE

Course Name: Educational psychology

Total Credits = 2
Teaching Hours = 32

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

Objectives:

- *To enable the students to understand the relation between education and psychology and different methods of educational psychology.*
- *To understand concept of learning, motivation and intelligence.*

Unit-I

Educational Psychology: Meaning, Definitions and Scope; Role of Psychology in Education. Focal areas of Educational Psychology; Methods: Introspection, Observation, Experimental, Case study.

Unit-II

Learning: Concept of learning. Theories of learning: Trial And error, gestalt theory, Tolman. Transfer of Learning; Intelligence: Concept of Intelligence; Theories: Two Factor Theory, Multi-factor Theory, Group Factor Theory.

Readings:

Mangal, S.K. (2002). *Essentials of Educational Psychology*. India: Prentice Hall

Chauhan, S. S. (1996). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House

Santrock, J. W. (2004). *Educational Psychology*. New York: McGraw Hill.

Woolfolk, A. (2009). *Educational Psychology* (11th Ed.). Pearson Education

M.A. (Psychology)-1st Semester

Course No: PSY17109GE

Course Name: Positive Psychology

*Total Credits = 2
Teaching Hours = 32*

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

Objectives:

To gain an understanding into positive psychological concepts and their applications

UNIT I

Introduction: History, Nature and scope of positive psychology. Positive Sustainable Growth-Psychological Capital. Resilience Development & its importance.

UNIT II

Leadership and positive communication, Effective leadership behavior. Happiness & Happiness Index. Concept of organizational citizenship & its determinants.

Readings:

Seligman, Martin E.P.; Csikszentmihalyi, Mihaly (2000). "Positive Psychology: An Introduction". *American Psychologist* 55 (1): 5–14.

Argyle, M. (1986). *The psychology of happiness*. London: Methuen.

Seligman, M.E.P. (2009). *Authentic Happiness*. New York: Free Press.

Peterson, Christopher (27 July 2006). *A Primer in Positive Psychology*. Oxford University Press.

Luthans F., Youssef, C.M., & Avolio, B. J. (2007) *Psychological capital*. New York, NY: Oxford University Press.

Organ, D. W. (1988). *Organizational Citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.

M.A. (Psychology)-1st Semester
Course No.: PSY17110OE
Course Name: Principles of Psychology-I

Total Credits = 2
Teaching Hours =32

{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

Introduction: Nature, Scope and Methods of study in Psychology. Schools of psychology Sensation: Attributes, Modality, Characteristics of Sensory Processes. Perception: Determinants, Perception of form, space, movement and time, Gestalt Theory of perception.

Unit-II

Motivation: Concept of Drive, Incentive; Maslow's Need Hierarchy Theory, McClelland's and McGregor. Emotion: Nature, Basic Emotions, Physiological Correlates of Emotion. Theories: James Lange, Cannon-Bard and Schachter- Singer.

Readings

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

M.A. (Psychology)-1st Semester

Course No.: PSY17111OE

Course Name: Women Psychology

Total Credits = 2
Teaching Hours =32

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

Objectives

To acquaint students with the basic issues related to women.

UNIT I

Brief History and Central Concepts in Psychology of Women; Gender Stereotypes, Socialization and other Gender Biases; Gender-Based Violence: Physical, Psychological and Sexual

UNIT II

Women and Work: Gender Based Discrimination at Workplace; Experiences in Selected Occupations; Career Women and Work-Life Balance

Suggested Readings

Matlin, M. W. (2008). *The Psychology of Women*. Thomson Wadsworth: CA USA.

Denmark, F. L., &Paludi, M. A. (2008).*Psychology of Women: Handbook of Issues and Theories*. Praeger: CT Westport.

Rosenfield, J. A. (2009). *Handbook of Women's Health*. Cambridge University Press: New York.

SEMESTER 2nd						
Core Courses						
Course Category	Course Code	Course name	Hours/Week			Credits
			L	T	P	
Core	PSY17201CR	Cognitive Processes-II	3	1	x	4
Core	PSY17202CR	Systems and Theories in Psychology-II	3	1	x	4
Core	PSY17203CR	Research Methodology	3	1	x	4
Discipline Centric Elective Courses						
DCE	PSY17204DCE	Social Psychology	3	1	x	4
DCE	PSY17205DCE	Clinical Psychology	3	1	x	4
DCE	PSY17206DCE	Organizational Behaviour	3	1	x	4
DCE	PSY17207DCE	Forensic Psychology	3	1	x	4
DCE	PSY17208DCE	Psychopathology	3	1	x	4
Generic Elective Course						
GE	PSY17209GE	Environmental psychology	2	x	x	2
GE	PSY17210GE	Fundamentals of Counselling	2	x	x	2
Open Elective Course						
OE	PSY17211OE	Theories of Personality-II	2	x	x	2
OE	PSY17212OE	Principles of Psychology-II	2	x	x	2

M.A (Psychology)-1st Semester
Course Code: PSY17201CR
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; Utility Models; 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*, 5th Edition. John Wiley & Sons.

Galotti, K.M. (2014). *Cognitive Psychology: in and out of the laboratory* (5thEd.). 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* (3rd Ed.). London: Psychology Press, Taylor & Francis Group.

Jahnke, J.C., & Nowaczyk, R.H. (1998). *Cognition*. Upper Saddle River, NJ: Prentice Hall.

M.A. (Psychology)-2nd Semester
Course No. PSY17202CR
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: Foundation of Gestalt psychology, Wertheimer, Koffka Kohler, (Insight theory), Experimental contribution of Gestalt psychology to perception and Learning, Criticisms of Gestalt Psychology.

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

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

M.A. (Psychology)-2nd Semester
Course No. Psy17203CR
Course Name: Research Methodology

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 designs and the APA style of preparing research proposal and writing research report.

Unit-I

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

Unit-II

Research Methods: Experimental and Non-Experimental; Laboratory Experiments; Field Experiments; Field Research, Survey Research; Ethnography and Case Study.

Unit-III

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

Unit-IV

Data Analysis and Report Writing: Processing data, editing, coding, Memoing, Abstracting comparing and displaying. Research report writing: Structure and format for research report; style of writing a research report; Referencing and bibliography with special reference to APA Model.

Readings

- 1]. Atkinson, R. (1998). *The Life Story Interview*. Sate: Thousand Oaks.
- 2]. Colaizzi, P.F. (1973). *Reflection and Research in Psychology*. Dubuque: Tower Kendale/Hunt.
- 3]. Denzin, N.K., & Lincoln, Y.S. (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage.
- 4]. Hamel, J., Dufor, S., & Fortin, D. (1993). *Case Study Method*. London: Sage
- 5]. Kerlinger, F.N. (1999). *Foundations of Behavioral Research*. (3rd Ed.). Bangalore: Prism Books Ltd.
- 6]. Kirk, J., & Miller, M.L. (1986). *Reliability and Validity in Qualitative Research*. New Hum: Sage
- 7]. Mason, J. (1997). *Qualitative Researching*. Thousand Oaks: Sage.
- 8]. Psathas, G. (1994). *Conversation Analysis*. Thousand Oaks: Sage.
- 9]. Strauss, A., & Corbin, J. (1997). *Grounded Theory in Practice*. Thousand Oaks: Sage.

M.A. (Psychology)-2nd Semester
Course No.: PSY17204DCE
Course Name: Social 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 acquaint the students with:

- *The theoretical notions surrounding social psychology*
- *Core concepts like social perception, Attribution, conformity, aggression, compliance and self-concept.*

Unit-I

Social Psychology: Historical trends and current themes; Fundamental Axioms of Social Psychology; Motivational and Processing Principles; Methods of Social Psychology; Theories of Social Psychology

Unit-II

Social Perception: Impressions Formation; Attribution--Nature and Sources of Attribution; Theories of Attribution.

Perceiving groups: Prejudice; Stereotype.

Unit-III

Attitude and Behaviour: Self Perception; Cognitive dissonance.

Social Influence: Conformity; Compliance; Obedience to Authority.

Unit-IV

Intergroup Conflict: Sources of Conflict; Realistic Conflict theory; Resolving Intergroup Conflict

Pro-social Behaviour: Altruism; Volunteerism.

Aggression: Psychological causes of Aggression; Effects of Aggression.

Readings

- 1]. Smith, E.R. & Mackie, D.M. (1995). *Social psychology*. Worth Publishers.
- 2]. Taylor, S.E., Peplau, L.A. & Sears, D.O. (2005). *Social psychology*. Pearson Publications.
- 3]. Aronson, E. Wilson, T.M. & Akert, R.M. (2009). *Social psychology*. Pearson Publications.
- 4]. Byrne, D. & Baron, R. A.(2005). *Social Psychology*. (10th Ed.) India: Dorsling Kindersley.
- 5]. Misra, G. (2003). *Applied Social Psychology in India*. New Delhi: Sage.
- 6]. Franzoi, S. L. (2003). *Social Psychology*. (3rded.). New York: Mc Graw-Hill Publication.

M.A. (Psychology)-2nd Semester
Course No. PSY17205DCE
Course Name: Clinical 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 provide an understanding of the field of Clinical Psychology
- To orient the student to the scope of Clinical Psychology
- To describe role of clinical psychology in Promotion of Mental Health

UNIT-I:

Historical background of the field; General Issues in Clinical Psychology; Work settings of a clinical psychologist; Differences/Similarities with other mental health professions

UNIT-II

Models of Clinical Psychology:

Psychological: Psychoanalysis, Interpersonal Models, Humanism, Behavioural Model, Cognitive Model (Development, Key Assumptions, Influences on Clinical Psychology, Current Status)

Biological model: Development; Key Assumptions, Influences on Clinical Psychology, Current Status

UNIT-III

Clinical Assessment: Concept, Purpose, and stages of clinical assessment.

Techniques: Assessment Interview; Assessment of Intelligence; Personality Assessment; Behavioural Assessment; Clinical Judgement.

UNIT-IV

Nature of client therapist relationship; skills of a clinical psychologist; Professional Regulation and Ethico-legal issues, Cultural issues, Current scenario and Future Directions

Readings

- Hecker, J. E., & Thorpe, G.L. (2005). *Introduction to clinical psychology: science, practice, and ethics (Low Price Edition)*. Delhi: Pearson Education.
- Pomerantz, A.M. (2008). *Clinical Psychology: Science, practice, and culture*. New Delhi: Sage Publications.
- Trull, T.J., & Prinstein, M.J. (2013). *Clinical psychology: Concepts, methods, and profession* (8th Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Korchin, J. S. (1986). *Modern clinical psychology*. India: CBS publishers.

**M.A. (Psychology)-2nd Semester
Course No. PSY17206DCE
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}

Unit I:

Introduction to organizational behaviour: historical background and current status; Approaches to O.B.: Productivity, interactionism, 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 OB: 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)-2nd Semester
Course No. PSY17207DCE
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. PSY17208DCE
Course Name: Psychopathology**

**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: Diagnosis and Classification: Purposes of Diagnosis; Evolution of Diagnostic Systems; Paradigms in Psychopathology; Diagnostic criteria, Etiology and Treatment of Anxiety Disorders.

Unit-II: Diagnostic criteria, Etiology and Treatment of Somatic Symptom and Related Disorders; Dissociative Disorders; Schizophrenia Spectrum and Other Psychotic Disorders; Personality Disorders.

Unit-III: Diagnostic criteria, Etiology and Treatment of Bipolar and Related Disorders; Depressive Disorders; Obsessive-Compulsive and Related Disorders,

Unit-IV: Diagnostic criteria, Etiology and Treatment of Trauma and Stressor-Related Disorders; Neurocognitive Disorders (Delirium, Alzheimer's and Parkinson's disease).

Readings

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

M.A.(Psychology) 2nd Semester
Course No. PSY17209GE
Course Name: Environmental Psychology

Total Credits = 2
Teaching Hours = 32

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

Objectives

- To acquaint Students with the basic concepts of Environmental Psychology.
- To Provide Students a Perspective of Environmental Psychology

Unit-I

Nature and Scope of Environmental Psychology: What is environmental psychology. Theories and Approaches. Research Methods in Environmental Psychology.

Unit-II

Concepts in Environmental Psychology: Environmental Perception, Environmental Cognition
Environmental Attitudes, Appraisals and Assessments.
Environmental Influences: Personal Space, Territoriality, Crowding, Privacy.

Readings

- 1]. Gifford, R. (2007). *Environmental psychology: Principles and practice (4th ed.)*. Colville, WA: Optimal Books.
- 2]. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental Psychology (5th edition)*. Toronto: Harcourt Brace College Publishers.
- 3] Bechtel, R. B., & Churchman, A. (2002). *Handbook of Environmental Psychology*. New York: John Wiley.

M.A. (Psychology)- 2ndSemester
Course No. PSY17210GE
Course Name: Fundamentals of Counseling

Total Credits: 2
Teaching Hours=32

Objectives:

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

Unit-I

Counseling: Concept, elements and steps. Types of Counselling: Direct, Indirect and Eclectic. Ethical and legal Issues in Counseling.

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

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

M.A. (Psychology)-2nd Semester
Course No. PSY17211OE
Course Name: Theories of Personality-I

Total Credits = 2
Teaching Hours = 32

{Note: Each Unit Carry 1 Credit Value with 8 Hours Teaching & 4 Hours Tutorial}

Objectives:

- To provide an understanding of the different personality theories
- To introduce critical evaluation of different theories in the background of the empirical Evidence.
- To orient the students in application of this knowledge in case analysis and therapeutic formulation
- To develop the skills in personality assessment

Unit-I

Psychodynamic Theories: Freud; Jung, Adler;
Humanistic and Existential Theory: Maslow, Rogers, Kelly and Rollo May.

Unit-II

Behavioral Theories: Watson's Behaviorism and major experiments in Behaviorism;
Skinner, Bandura
Trait Theories: Allport, Cattell, Eysenck

Readings

- 1]. Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). Theory of personality, 4TH edition. John Wiley and Sons
- 2]. Carpara, G.V. & Cereone, D. (2000). Determinants, dynamics and potentials. London: Cambridge University Press.
- 3]. Friedman, H.S. & Schustack, M.W. (2004). Personality.(2, Ed.). India: Pearson Education. Pvt. Ltd.
- 4]. Hergenhahn, B. R. & Olson, M. H. (1999). An Introduction to Theories of Personality (5, Ed.). New Jersey: Prentice Hall.
- 5]. Ewen, R.B.(1980). An introduction to theories of personality. Academic Press, Inc. (London). Ltd 6].Ryckman, M. R. (2004) 8th Edition. Wadsworth, Thompson learning. USA.

M.A. (Psychology)-2nd Semester
Course No.: PSY17212OE
Course Name: Principles of Psychology-II

Total Credits = 2
Teaching Hours = 32

{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 Attention

Attention: Nature, Factors affecting attention. Types: Selective and Divided attention. Span of attention, Reaction Time, Practice and Attention.

Unit-II: Memory and Forgetting

Short-Term and Long Term Memory, Episodic and Semantic Memory, Information Processing Model.

Meaning and Importance of Forgetting, Causes and Theories of Forgetting, Memory Disorders and Methods of Improving Memory

Readings

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