

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

IN

PSYCHOLOGY

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

2015-16



**POST GRADUATE
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF KASHMIR, HAZRATBAL**

**SRINAGAR-190006 Department of Psychology
University of Kashmir, Srinagar**

Program: M.A. Psychology
(Choice Based Credit System with the effect from the Academic Year 2015)

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}
- ✓ 3 credits per Discipline Centric Elective Course { 3 x 2 DCE = 6}
- ✓ 4 Credits per General Elective course {3 x 1GE = 3}
- ✓ 2 Credits per Open Elective Course {3 x 1OE = 3}

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

SEMESTER-I						
Core Courses						
Course Category	Course Code	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY15101CR	Cognitive Processes-I	3	1	x	4
Core	PSY15102CR	Systems and Theories in Psychology-I	3	1	x	4
Core	PSY15103CR	Practicum	x	1	6	4
Discipline Centric Elective Courses						
DCE	PSY15104CDE	Community Psychology	2	1	x	3
DCE	PSY15105CDE	Biological Processes	2	1	x	3
DCE	PSY15106CDE	Rehabilitation Psychology	2	1	x	3
DCE	PSY15107CDE	Life Span Development	2	1	x	3
Generic Elective Course						
GE	PSY15108GE	Educational psychology	2	1	x	3
Open Elective Course						
OE	PSY15109OE	Principles of Psychology	2	1	x	3

SEMESTER-II						
Core Courses						
Course Category	Course Code	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY15201CR	Cognitive Processes-II	3	1	x	4
Core	PSY15202CR	Systems and Theories in Psychology-II	3	1	x	4
Core	PSY15203CR	Research Methodology	3	1	x	4
Discipline Centric Elective Courses						
DCE	PSY15204CDE	Social Psychology	2	1	x	3
DCE	PSY15205CDE	Clinical Psychology	2	1	x	3
DCE	PSY15206CDE	Organizational Behaviour	2	1	x	3
DCE	PSY15207CDE	Forensic Psychology	2	1	x	3
DCE	PSY15208CDE	Psychopathology	2	1	x	3
Generic Elective Course						
GE	PSY15209GE	Environmental Psychology	2	1	x	3
Open Elective Course						
OE	PSY15210OE	Theories of Personality	2	1	x	3

SEMESTER-III						
Core Courses						
Course Category	Course Code	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY15301CR	Statistics in Psychology	3	1	x	4
Core	PSY15302CR	Psychometry	3	1	x	4
Core	PSY15303CR	Psychological Testing	3	1	x	4
Discipline Centric Elective Courses						
DCE	PSY15304CDE	Behaviour Modification	2	1	x	3
DCE	PSY15305CDE	Health Psychology	2	1	x	3
DCE	PSY15306CDE	Human Resource Management	2	1	x	3
DCE	PSY15307CDE	Positive Psychology	2	1	x	3
DCE	PSY15308CDE	Psycho-diagnostics and Interventions	2	1	x	3
Generic Elective Course						
GE	PSY15309GE	Cross cultural Psychology	2	1	x	3
Open Elective Course						
OE	PSY15310OE	Peace Psychology	2	1	x	3

SEMESTER-IV						
Core Courses						
Course Category	Course Code	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY15401CR	Counselling Psychology	3	1	x	4
Core	PSY15402CR	Practicum	x	1	6	4
Core	PSY15403CR	Project	x	1	6	4
Discipline Centric Elective Courses						
DCE	PSY15404CDE	Disability Rehabilitation and its legislations	2	1	x	3
DCE	PSY15405CDE	Consumer Behaviour & Marketing Psychology	2	1	x	3
DCE	PSY15406CDE	Psychotherapeutics	2	1	x	3
DCE	PSY15407CDE	Child Psychology	2	1	x	3
DCE	PSY15408CDE	Internship/ Field Work	x	x	6	3
Generic Elective Course						
GE	PSY15409GE	Sports Psychology	2	1	x	3
Open Elective Course						
OE	PSY15410OE	Stress Management	3	1	x	3

SEMESTER-I						
Core Courses						
Course Category	Course Code	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY15101CR	Cognitive Processes-I	3	1	x	4
Core	PSY15102CR	Systems and Theories in Psychology-I	3	1	x	4
Core	PSY15103CR	Practicum	x	1	6	4
Discipline Centric Elective Courses						
DCE	PSY15104CDE	Community Psychology	2	1	x	3
DCE	PSY15105CDE	Biological Processes	2	1	x	3
DCE	PSY15106CDE	Rehabilitation Psychology	2	1	x	3
DCE	PSY15107CDE	Life Span Development	2	1	x	3
Generic Elective Course						
GE	PSY15108GE	Educational psychology	2	1	x	3
Open Elective Course						
OE	PSY15109OE	Principles of Psychology	2	1	x	3

M.A (Psychology)-1st Semester
Course Code: PSY15101CR
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

- This course introduces the basic concepts and theoretical development in the area of attention, perception and memory.
- To develop insight into one's own and others' behavior and underlying mental processes.
- To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology.

Unit-I

Emergence of contemporary Cognitive Psychology and Current trends: Attentional Processes; Selective Attention and Divided Attention, Theories of attention: filter theory, attenuation theory, late selection theory and Resource Allocation.

Unit-II

Sensory Memory: Iconic and Echoic.

Short Term Memory and its Models: Modal Model of Memory, Structural and Levels of processing approach; Allan Baddley's working Memory Model.

Unit-III

Long Term Memory; Encoding specificity and Retrieval; Declarative and Non-declarative Models; Autobiographical and flash bulb memories.

Semantic Memory: Nature, background and structure. Models: feature comparison model, Network Model (Collins and Loftus Network Model and McClelland's PDP approach). Techniques of Memory improvement.

Unit-IV

Perceptual Process: Bottom Up and Top-Down Approaches.

Pattern Recognition: Theories of pattern recognition: Template matching theory, Feature analysis model, Recognition by components theory.

Readings

- 1]. Galotti, K. M. (1990). *Cognitive Psychology in and Outside Laboratory*. Mumbai: Thomson Asia.
- 2]. Jahnke, J.C., & Nowaczyk, R.H. (1998). *Cognition*. New Jersey: Prentice Hall.
- 3]. Matlin, M. W. (1995). *Cognition* (3, Ed.). Bangalore: Prism Book Pvt. Ltd.
- 4]. Reed, S. K. (2004). *Cognition: Theory and Applications*. California: Thomson Wadsworth.
- 5]. Gazzaniga, M.S., Ivry, R.B., & Mangun, GR (2002). *Cognitive neuroscience: The biology of the mind*. New York: Norton
- 6]. Sheetleworth, S. J. (1998). *Cognition, Evolution and Behaviour*. New York: Oxford University Press.
- 7]. Snodgrass, J. G. (1985). *Human experimental Psychology*. New York: Oxford University Press.

M.A (Psychology)-1st Semester
Course Code: PSY15102CR
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

- 1]. Singh A.K., (1991). *Comprehensive history of psychology*. India: New Delhi
- 2]. Boring, E.G. (1950). *History of Experimental Psychology*. Bombay: Times of India Press.
- 3]. Chaplin, J. P., & Krawice, T. A. (1987). *Systems and Theories of Psychology*. New York: Rinchar & Winston.
- 4]. Leahey, T. H. (2005). *A History of Psychology: Main currents in psychological thought*. (6th Ed.). Englewood Cliffs, NJ: Prentice-Hall.
- 5]. Marx, M.H., & Hillix, W. A. (1987). *Systems and Theories in Psychology*. TMII Ed.
- 6]. Shahakian, W. S. (1975). *History and Systems of Psychology*. New York: John Wiley & sons.
- 7]. Wolman, B.B. (1980). *Contemporary Theories and Systems in Psychology*. New York: Harper & Row.
- 8]. Woodworth, R. S., & Shechan, M. R. (1964). *Contemporary Schools of Psychology*; New York: Ronald Press.

**M.A (Psychology)-1st Semester
Course Code: PSY15103CR
Course Name: Practical's**

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: Psy15104DCE
Course Name: Community Psychology

Total Credits = 3
Teaching Hours= 36
Tutorial Hours = 12

{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.*
- *To create awareness about the Community Quality of Life (CQoL) among students.*

Unit-I

The Meaning, History and Definitions of Community Psychology, Factors underlying the emergence of Community Psychology, The 3rd Mental Health Revolution, Understanding Individuals within Environments, Mental Health and Community Psychology, Citizen Participation & Empowerment. Community and Social Change.

Unit-II

Mental Health Education, Importance, Effectiveness and Professional Roles in Community Mental Health Education and Mental Health Research. The Concept of Incidence, Prevalence and Epidemiology in Community Mental Health Research. Mental Health, Social Action, Organizational and Ecological Model of Community Psychology.

Unit-III

National Mental Health and Health System (Future Vision), Prevention and Types of Prevention to Control and reduce the Impact of Diseases, Disabilities and Mental Health Problems. Social Welfare and Educational System. The concept of Crisis Intervention and the applications of its techniques. The Concept of Community Quality of Life.

Readings

- 1]. Korchin, S. J.(1989). *Modern Clinical Psychology*. New Delhi
- 2]. Iscoe, I. Book, B.L. and Spiel Berger, C.D. (Eds.) *Community Psychology: Perspective in Training and Research*, NY. Appleton. 1977.
- 3]. Bloom, B. (1973). *Community Mental Health: A critical analysis*. N. Jersey: General Learning Press.
- 4]. Koch, C.H. (ed.) (1986). *Community Clinical Psychology*. London: Croon Helm.
- 5]. Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.
- 6]. Rappaport, J. (1977). *Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.

M.A. (Psychology)-1st Semester
Course No.: PSY15105DCE
Course Name: Biological Processes

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

{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

Structure of Neuron: The Neuron's Resting Membrane Potential. Generation & Conduction of post synaptic potentials, Integration of post synaptic potentials. Generation and Conduction of Action Potentials.

Unit-II

Basic features of Nervous system. CNS: Brain, hierarchy of brain Structures: fore brain, mid brain, hind brain; Lobes of brain; Meninges of brain; ventricular system (cerebro-spinal fluid). Spinal cord: Structure and Functions.

Unit-III

Peripheral nervous system: structure, functions & Types of PNS. Endocrine System, Structure and Functions. Genetics: Genes, Chromosomes; Brief Structure of DNA.

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.: PSY15106DCE
Course Name: Rehabilitation Psychology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Objectives:

- *Demonstrate an awareness of the scientific field of Rehabilitation Psychology*
- *Demonstrate a working knowledge of various Psychosocial Models of Disability and their Implications in Successful Rehabilitation of Persons with Disabilities.*

Unit-I

Rehabilitation Psychology: History, Growth & Scope, Current Status. Professional Role & Functions. Role of Rehabilitation Council of India (RCI) in Promotion of Rehabilitation Psychology at Diploma and Masters Level.

Unit-II

Disability & Handicap: Impairment, Disability & Handicap, Models of Disability, Adaptation Models to Disability, Ways of Coping with Disability. Incidence and Prevalence of Disability in India, Cost of Disability (Disability Adjusted Life Years [DALY]). Quality of Life (QoL) of Persons with Disabilities in India.

Unit-III

Adjustment and Wellbeing: Mediators. Strategies to enhance Self-efficacy for Integration and Promotion of Wellbeing. Psychological Reactions to Grief, Loss, Guilt & Fear: Denial, Regression, Compensation, Rationalization, Emotional Reactions. Co-morbid Mental Health Issues like Anxiety, Depression and Phobias etc.

Readings

- 1]. Handbook of Developmental and Physical Disabilities. Pergamon Press, New York. Vincent
- 2]. B. Van Hasselt, P. S. Strain, & M. Hersen (1988). Rehabilitation Council of India (RCI) Rehabilitation Psychology
- 3]. Saraswathi, T.S (1999). Culture, Socialization and human development. Sage publications: New Delhi.
- 4]. Quality of Life and Disability. An Approach for Community Practitioners (2004): Jessica Kingsley Publishers. London. Ivan Brown, Roy I Brown, Ann Turnbull
- 5]. Robert G. Frank Timothy R.Elliott (2000). Handbook of Rehabilitation Psychology, APA Washington.
- 6]. Elements of ancient Indian Psychology, 1st ed. Kuppuswamy, B. (1990) Konark Publishers: New Delhi.
- 7]. Making sense of Illness: the social psychology of health and disease. Radley, A. (1994). Sage publications: New Delhi.

M.A. (Psychology)-1st Semester
Course No: PSY15107DCE
Course Name: Life Span Development

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Objectives:

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

Unit-I

Human Development: Meaning, nature & Scope of Human Development. Foundations of Development, Growth & Development Concepts, Developmental Tasks, Factors Influencing the Development; Behaviours and Adjustments. Methods of Child Study.

Unit-II

Cognitive Development: Piagetian & Vygotskian Perspective, Social Learning Theory of Albert Bandura, Individual Differences in Early Mental Development, Language Development. Erikson's stages of psychosocial development.

Unit-III

Adolescent Development: Emotional, Physical, Social & Cognitive Development. Kohlberg's Moral Development. Adulthood: Early, Middle & Late Adulthood, Characteristics, Diversity of Adult Life Styles, Career Development & Change in Mental Abilities. Psychosocial problems in Adolescence & Adulthood.

Readings

- 1]. Laura, E. Berk, (2004). Development through the Life Span, New Delhi; Pearson Education.
- 2]. Laura, E. Berk, (1997). Understanding Child Development (4th Edition) Boston: Allyn Bacon.
- 3]. Hurlock. E.B. (1980). Developmental Psychology: A Life Span Approach, New Delhi: Tata McGraw Hill.
- 4]. Hurlock. E.B. (1981). Developmental Psychology: A Life Span Approach (5TH Edition), New Delhi: Tata McGraw Hill.
- 5]. Bornstein. M.H. & Lamb, M.E. (1999). Developmental Psychology: An advanced Textbook (4th Edition). New Jersey: Lawrence Erlbaum Associates.
- 6]. Craig, G.J. (1996). Human Development (7th Edition). New Jersey: Prentice Hall.
- 7]. Piaget, J (2004). Developmental Psychology. New Delhi: K.S. Publications.
- 8]. Cavanaugh, J.C, & Blanchard Fields, F. (2006). Adult Development and Aging (3rd Edition). USA: Brooks/Cole Publishing Co.
- 9]. Papalia, ED.E., Olds, W.S., & Feldman, R.D. (1998). Human Development (7th Edition). McGraw Hill Publications.

M.A. (Psychology)-1st Semester
Course No: PSY15108GE
Course Name: Educational psychology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

{Note: Each Unit Carry 1 Credit Value with 12 Hours 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. Objectives of Teaching, Teacher and Education.

Unit-II

Learning: Concept of learning. Theories of learning: Trial And error, gestalt theory, Guthrie, Tolman. Improvement of learning, fatigue in learning. Transfer of Learning, Methods of Interference-Retroactive and Proactive Inhibition.

Unit-III

Intelligence: Concept and Types of Intelligence
Artificial Intelligence, Emotional Intelligence and Multiple intelligence.
Theories: Two Factors Theory, Multi-factor Theory, Group Factors Theory.

Readings

- 1]. Skinner, Charles E. (1945). Educational Psychology. Prentice Hall
- 2]. Chauhan, S. S. (1996). Advanced Educational Psychology. New Delhi: Vikas Publishing House
- 3]. Macmillan, Simth, Mdanial. (1998). Educational Psychology. New York: Allyn & Bacon

M.A. (Psychology)-1st Semester
Course No.: PSY15109OE
Course Name: Principles of Psychology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

{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, Characteristics of Sensory Processes. Perception: Determinants, Gestalt
Theory of perception.

Unit-II

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

Unit-III

Sensation and Perception

Sensation – Attributes, Modality, Characteristics of Sensory Processes.

Determinants of Perception. Gestalt Theory of perception. Perception of form, space, movement
and time

Difference between Sensation and Perception.

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.

SEMESTER-II						
Core Courses						
Course Category	Course Code	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY15201CR	Cognitive Processes-II	3	1	x	4
Core	PSY15202CR	Systems and Theories in Psychology-II	3	1	x	4
Core	PSY15203CR	Research Methodology	3	1	x	4
Discipline Centric Elective Courses						
DCE	PSY15204CDE	Social Psychology	2	1	x	3
DCE	PSY15205CDE	Clinical Psychology	2	1	x	3
DCE	PSY15206CDE	Organizational Behaviour	2	1	x	3
DCE	PSY15207CDE	Forensic Psychology	2	1	x	3
DCE	PSY15208CDE	Psychopathology	2	1	x	3
Generic Elective Course						
GE	PSY15209GE	Environmental Psychology	2	1	x	3
Open Elective Course						
OE	PSY15210OE	Theories of Personality	2	1	x	3

M.A (Psychology)-2nd Semester
Course No. PSY15201CR
Course Name: Cognitive Process – 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 enhance the advanced concepts in cognitive psychology.
- To acquaint students with various approaches and theories which explain the process of cognition.
- To expose the students to the various researches based explanations in the spheres of neuroscience, language, decision making.

Unit-I

Reasoning: Types of Inductive and Deductive reasoning. Approaches: Componential approach, Rules/Heuristics approach, Mental Model Approach.

Problem Solving: Problems and types: Well defined and ill-defined problems. Approaches to problem solving: Means end Heuristics, Hill climbing, Analogy Approach, Factors influencing problem solving: Functional fixedness, Expertise, Mental Set, Insight V/S Non-Insight.

Unit-II

Creativity: Meaning, Approaches to creativity: Divergent production, Investment theory of creativity. Factors Affecting Creativity; Development of Creativity. Decision Making: Algorithms and Heuristics (Representative, Availability, Anchoring and Adjustment). Illusory correlation, over confidence in decisions, Framing effect and Hindsight bias.

Unit-III

Language Comprehension: Structure of language: Phonology, Syntax, Semantics and Pragmatics; Language and Cognition: Modularity hypothesis, Whorfian hypothesis. Neuro psychological evidence of language. Speech perception: Approaches to speech perception (General Mechanism Approach and Special Mechanism Approach). Factors affecting comprehension: Negatives, Passive voice, Nested structures, Ambiguity.

Unit-IV

Imagery: Visual, auditory and motor imagery. Principles and Characteristics of mental Images. Cognitive Maps: Distance, Shape and Relative Positions.

Readings

- 1]. Galotti, K. M. (1990). *Cognitive Psychology in and Outside Laboratory*. Mumbai: Thomson Asia.
- 2]. Jahnke, J.C., & Nowaczyk, R.H. (1998). *Cognition*. New Jersey: Prentice Hall.
- 3]. Matlin, M. W. (1995). *Cognition* (3, Ed.). Bangalore: Prism Book Pvt. Ltd.
- 4]. Reed, S. K. (2004). *Cognition: Theory and Applications*. California: Thomson Wadsworth.
- 5]. Sheetleworth, S. J. (1998). *Cognition, Evolution and Behavior*. New York: Oxford University Press.
- 6]. Snodgrass, J. G. (1985). *Human experimental Psychology*. New York: Oxford University Press.

M.A. (Psychology)-2nd Semester
Course No. PSY15202CR
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. Psy15203CR
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.: PSY15204DCE
Course Name: Social Psychology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

{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. Social Perception; Communication, Impressions Formation, Attribution and its theories, Errors in attribution.

Unit-II

Social Influence: Conformity: Informational Social Influence, Normative Social Influence. Compliance, Obedience to Authority. Intergroup Conflict, Sources of Conflict, Realistic Conflict theory. Resolving Intergroup Conflict.

Unit-III

Pro-social Behaviour: Altruism, volunteerism. Aggression: Concept & Psychological causes of Aggression. Applications of social psychology to legal, health, environment and organizational settings.

Readings

- 1]. Bickman, L., & D. J. (1997). *Handbook of Applied Social Research*. Thousand Oaks; Sage.
- 2]. Bulsara, J. F., & Varma, R. M. F. (1984). *Perspective on Social Welfare in India*. Delhi: S. Chand & Co.
- 3]. Byrne, D. & Baron, R. A.(2005). *Social Psychology*. (10th Ed.) India: Dorling Kindersley.
- 4]. Misra, G. (2003). *Applied Social Psychology in India*. New Delhi: Sage.
- 5]. Franzoi, S. L. (2003). *Social Psychology*. (3rded.). New York: Mc Graw-Hill Publication.

M.A. (Psychology)-2nd Semester
Course No. PSY15205DCE
Course Name: Clinical Psychology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

{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 & Philosophical background; Nature of discipline: theory and research. Work settings of a clinical psychologist. Differences/Similarities with other mental health professions.

Unit-II

Models of clinical psychology: psychological and biological models. Clinical Assessment: Concept, Purpose, Techniques and stages of clinical assessment.

UNIT-III

Nature of client therapist relationship, skills of a clinical psychologist. Professional Regulation and Ethico-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise.

Readings

- 1]. Hecke, J. E., & Thorpe, G.L. (2005). Introduction to clinical psychology: science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
- 2]. Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi.
- 3]. Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- 4]. Korchin, J. S. (1986). Modern clinical psychology. CBS publishers. India.
- 5]. Hecker, Jeffrey E. and Thorpe, Geoffrey L., "Introduction to Clinical Psychology: Science, Practice, and Ethics" (2005). University of Maine Faculty Monographs.

**M.A. (Psychology)-2nd Semester
Course No. PSY15206DCE
Course Name: Organizational Behaviour**

**Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12**

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

Objectives

- *This course would aim to understand the behaviour of individuals along with other organizational assets.*
- *Students are expected to familiarize themselves with the skills, techniques and their implications.*
- *Students are to be acquainted with different concepts like Models of leadership, communication, organizational dynamics and importance of empowerment in organizations.*

Unit-I

Introduction: Historical background, scope, importance and current status of organizational behaviour; Fundamental assumptions of organizational behaviour; challenges & opportunities in the field of organizational behaviour; concept of cross cultural organizational behaviour.

Unit-II

Theories of organizational behaviour: Fayol's classical theory of organization; Taylor's scientific management theory; Weber's bureaucratic theory of organization; Elton Mayo's human relations theory of organization. Critical analysis of traditional and modern models of organizational behaviour and their implications.

Unit-III

Behaviour in organizations: Types of work place behaviour, Motivation at the workplace; content and process theories of motivation; important work place attitudes and attitude formation; perception and attribution in organizations; Group dynamics and communication in organizations.

Readings

- 1]. Bobbitt, R. Breinholt, Doktor and James P. McNaull. *Organizational Behavior; Understanding and Prediction*. New Jersey: Prentice-Hall, Inc.
- 2]. Luthans, F. (2002). *Organisational Behaviour* (9th Ed.). McGraw Hill-Irwin.
- 3]. Newstrom, J. W. and Davis, K. (2002). *Organizational Behaviour – Human Behaviour at Work* (10th ed.)Delhi: Tata McGraw Hill.
- 4]. Robbins , S. P. (2003). *Organisational Behaviour*. New Delhi: Prentice Hall of India.
- 5]. Singh, N.(2003). *Organizational Behaviour-concepts, theories & practices*, New Delhi: Deep & Deep Publications.

M.A.(Psychology)-2nd Semester
Course No. PSY15207DCE
Course Name: Forensic Psychology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

{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

Bases of Criminal Behavior: Bio- psychological understanding of criminal behavior. Theoretical models in Forensic psychology. Role of psychology in forensic science. Ethical principles and professional competencies.

Unit-II

Forensic Assessment: Profiling of psychopaths. Malingering and Deception Detection. Use of Brain Electrical Oscillation Signature (BEOS). Psychology and law: custody issues, testimony, documentation.

Unit III:

Civil Forensic Procedures: Eye witness testimony. Selection of Jury. Child custody, child trauma. Criminal Forensic procedures. Forensic evaluation of delinquency and criminal responsibility. Competence to stand trial.

Readings

- 1]. Bull, R. (2011) Four volume set Forensic Psychology. LA: Sage publications.
- 2]. Scott, Adrian (2010) Forensic psychology. NY: Palgrave MacMillan.
- 3]. Donohue, W.T. and Levensky, T.R. (2004) Handbook of Forensic Psychology. NY: Elsevier.
- 4]. Goldstein, A. M. Volume ed. Weiner, I.B. Series ed. (2003) Handbook of Psychology: Volume 11.
- 5]. Heilbrun, K, Marczyk, G.R. and DeMatteo D. (2002) Forensic Mental HDCElth Assessment: A Casebook. UK: OUP.

M.A.(Psychology)-2nd Semester
Course No. PSY15208DCE
Course Name: Psychopathology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

{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; Reducing Undesirable Variability; Multiaxial Model Evolution of Diagnostic Systems. Para-diagnosis in Psychopathology. Theories and Models of Anxiety Disorders; Somatoform Disorders; Dissociative Disorders; Psycho-physiological Disorders.

Unit-II

Theories & Models of Schizophrenia, Theories and Models of Disorders of and Personality Disorder. Impulse and Adjustment: Alcoholism and Drug Addiction.

Unit-III

Theories and Models of Affective Disorders. Childhood Disorder: ADHD, Conduct Disorder. Organic Mental Disorders: Delirium; Dementia; Alzheimer's & Parkinson's Diseases.

Readings

- 1]. Carson, C. R., & N. J. Butcher. (1992). *Abnormal Psychology and Modern Life*. New York: Harper & Collins.
- 2]. Davison, G. C., & Neale, J. M. (2001). *Abnormal Psychology*. (8, ed.). New York: John Wiley.
- 3]. Eisdorfer, C. (1981). *Model for Clinical Psychopathology*. England: MTP Press Ltd.
- 4]. Garfield, S. L. (2008). *Clinical Psychology: The Study of Personality and Behavior*. New Jersey: Aldine.
- 5]. Meyer, R. G. (1990). *Abnormal Psychology*. Boston: Allyn & Bacon, Inc.
- 6]. Millon, T. (1969). *Modern Psychopathology: Biosocial Approaches to Maladaptive Learning and Conditioning*. Philadelphia: Saunders.
- 7]. Turner, S. M. (1984). *Adult Psychopathology and Diagnosis*. New York: John Wiley and Sons.
- 8]. Walker, E. C. *The Handbook of Clinical Psychology: Theory, Research and Practice*. New York: Dow Jones Irvin.

M.A.(Psychology) 2nd Semester
Course No. PSY15209GE
Course Name: Environmental Psychology

Total Credits = 3
Teaching Hours = 32
Tutorial Hours = 16

{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. Environmental movement in India.

Unit-II

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

Unit-III

Practice in Environmental Psychology: Introduction to Environment Impact Assessment, Environmental Impact Assessment Notification-2006, Introduction to socio-economic impact assessment, Social Impact Assessment (SIA): methods and reporting of SIA.

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]. Environmental Movements in India P. P. Karan Geographical Review Vol. 84, No. 1 (Jan., 1994), pp. 32-41 Published by: American Geographical Society

M.A. (Psychology)-2nd Semester
Course No. PSY15210OE
Course Name: Theories of Personality

Total Credits: 3
{Teaching Hours= 32, Tutorial Hours = 16}

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

Unit-III

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]. Hergenahn, 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.

SEMESTER-III						
Core Courses						
Course Category	Course Code	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY15301CR	Statistics in Psychology	3	1	x	4
Core	PSY15302CR	Psychometry	3	1	x	4
Core	PSY15303CR	Psychological Testing	3	1	x	4
Discipline Centric Elective Courses						
DCE	PSY15304CDE	Behaviour Modification	2	1	x	3
DCE	PSY15305CDE	Health Psychology	2	1	x	3
DCE	PSY15306CDE	Human Resource Management	2	1	x	3
DCE	PSY15307CDE	Positive Psychology	2	1	x	3
DCE	PSY15308CDE	Psycho-diagnostics and Interventions	2	1	x	3
Generic Elective Course						
GE	PSY15309GE	Cross cultural Psychology	2	1	x	3
Open Elective Course						
OE	PSY15310OE	Peace Psychology	2	1	x	3

M.A. (Psychology)-3rd Semester
Course Code: PSY15301CR
Course Name: Statistics in 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 develop an understanding among students regarding various statistical methods, their uses and interpretations.
- To enable them to analyze the data of practical and project work.

Unit-I

Concept, Nature and Characteristics of Normal Probability Curve. Concept and types of hypothesis tests. Parametric v/s Non Parametric statistics. Sample size determination, level of significance & power of a test.

Unit-II

Tests of Significance: t-test, F-test, Chi Square test, Mann-Whitney U test, K-S test. Procedures & Methods of Item writing & item Analysis .Concept of Pilot Study.

Unit-III

Nature & Types of correlation: Pearson's Product Moment Method & Spearman's Rank Correlation Method. Partial & Multiple Correlation. Simple Regression analysis & Concept of Multiple regression analysis.

Unit-IV

ANOVA: One-way & two-way ANOVA, Kruskal-Wallis's & Friedman's Methods; Multiple Comparison Tests: Duncan's and Newman-keul's Tests.

Readings

- 1]. Brooto, K. D. (1989). *Experimental Design in Behavioural Research*. New Delhi: Wiley Eastern.
- 2]. Fruchter, B.(1967). *Introduction to Factor Analysis*. New Delhi, East West Press.
- 3]. Ferguson, G. A. & Takame, M. (1989). *Statistics I: Analysis in Psychology and Education*. (6Th Ed.).New York: McGraw Hill.
- 4]. Garrett.H.E. (1967). *Statistics in Psychology and Education*. New York: Denis Mckey Co.
- 5]. Guilford, J.P. (1954). *Psychometric Methods*. New York: McGraw Hill.
- 6]. Guilford, J.P., & Fruchter, B.(1978). *Fundamental Statistics in Psychology and Education*. N Y: Mcgraw Hill Series.
- 7]. Kerlinger, F.N.(1995). *Foundation of Behavioural Research*. New Delhi: Prism Books.
- 8]. Siegal, S., &Castellan, J.(1957). *Non-Parametric Statistics for Behavioural Sciences*. New York: McGraw Hill
- 9]. Winer, B.J. (1971). *Statistical Principles in Experimental Designs*. New York: Mcgraw Hill Ltd.
- 10]. Weiss, N., & Hassett, M.(1987). *Introductory Statistics*. Arizona: Addison Weley Publishing Co.

M.A. (Psychology)-3rd Semester

Course Code: PSY15302CR

Course Name: Psychometry

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 critical understanding of measurement issues and techniques in psychological inquiry*
- *Enable students to develop skills and competencies in test construction and standardization*
- *To learn the application and contextual interpretation of data from psychological measurement*

Unit-I

Psychometric theory: Classic & Modern test theory. Item Response Theory. Data Screening: Missing data analysis, Divergence from Normality, Measures of Skewness & Kurtosis & their importance. Testing Assumptions.

Unit-II

Concept & Types of reliability. Methods of measuring Reliability. Concept & Types of Validity. Methods of measuring validity.

Unit-III

Factor Analysis: Exploratory Factor analysis: Steps, importance & application. Confirmatory Factor Analysis: Steps, importance & application. Comparison of Exploratory & Confirmatory Factor Analysis.

Unit-IV

Theoretical overview of Structural Equation Modelling (SEM) & path analysis. Use of Specialized Measurement Software for Data Analysis. Construction of a psychological tool.

Readings

- 1]. Raykov, T., & Marcoulides, G.A. (2011). *Introduction to psychometric theory*. NY: Taylor & Francis Group.
- 2]. Fruchter, B. (1967). *Introduction to Factor Analysis*. New Delhi, East West Press.
- 3]. Ferguson, G. A. & Takame, M. (1989). *Statistics I: Analysis in Psychology and Education*. (6, Ed.). New York: McGraw Hill.
- 4]. Garrett, H.E. (1967). *Statistics in Psychology and Education*. New York: Denis Mckey Co.
- 5]. Guilford, J.P. (1954). *Psychometric Methods*. New York: McGraw Hill.
- 6]. Guilford, J.P., & Fruchter, B. (1978). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill Series.
- 7]. Kerlinger, F.N. (1995). *Foundation of Behavioural Research*. New Delhi: Prism Books.

M.A. (Psychology)-3rd Semester
Course Code: PSY15303CR
Course Name: Psychological Testing

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 foundation on the basics of Psychological testing*
- *To equip students on constructing psychological tests*
- *To develop skills in analyzing decisions and applying tests*

Unit-I

Measuring Intelligence: Definition, types and theories of intelligence; Seguin Form Board, Binet scales, Wechsler's scales. Culture Fair Tests, Progressive Matrices and Issues in intelligence testing.

Unit-II

Measurement of Aptitude and achievement: Distinction between aptitude tests and achievement tests. Types of aptitude tests: Differential Aptitude Test (DAT), David's Battery of Differential Aptitude Test (DBDA). Types of achievement tests: The Strong Interest Inventory (SII) and Thurston Interest Schedule.

Unit-III

Measurement of personality: 16 PF, MMPI. Projective techniques: Nature of projective techniques, Inkblot technique, Pictorial technique, Verbal technique Evaluation of projective techniques.

Unit-IV

Applications of testing: Educational testing, Occupational testing; Tests use in clinical and counseling psychology. Ethical issues in psychological testing

Readings

- 1]. Anastasi, A & Urbina S. (1997) *Psychological Testing*. New Jersey: Prentice Hall International.
- 2]. D. Amato, M.R. (1979) *Experimental Psychology, Methodology, Psychophysics and Learning*. New Delhi: Tata Mc Graw -Hill.
- 3]. Freeman, F.B. (1971) *Theory and Practice of Psychological Testing*. New Delhi: Oxford and IBH publishing Company.
- 4]. Gronbach, I.J. (1960) *Essentials of Psychological Testing*. New York: Harper.

M.A. (Psychology)-3rd Semester
Course No. PSY15304DCE
Course Name: Behaviour Modification

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Objectives:

- *To impart knowledge and develop skills needed for Applying behavior modification techniques.*
- *To impart knowledge and develop skills towards self-development.*

Unit-I

Introduction to Behaviour Modification; Learning Theory Foundation of Behaviour Modification; Merits and Limitations of Behavioral Approach; Cognitive-Behavioral Perspective of Behaviour Modification.

Unit-II

Relaxation Techniques: Jacobson's Progressive Muscular Relaxation; Meditation; Yoga. Systematic Desensitization: Basic Principles, Construction of Hierarchy, Scene Presentation. Assertive Training: Method of Assertive Training, Theory of Assertive Training.

Unit III

Modeling Procedures: Acquisition & Facilitation of New behavior Pattern by Modeling, Graduated Modeling, Participant Modeling and Contact Desensitization; Contingency Management Procedures; the Role of Reinforcement in the Learning of Social Behaviors, Shaping, Time Out Procedures and Token Economy.

Reading

- 1]. Miltenberger, R. G. (2001). *Behavior Modification: principles and Procedures.*(2, ed.). Belmont USA.Thomson Wadsworth.
- 2]. Pascale, G.L., & Suttell, B.J. (1957).*The Bender-Gestalt Test: Quantification and Validity for Adults.* New York: Grune & Stratton
- 3]. Rimm, D.C. & Masters, J.C. (1974).*Behaviour Therapy: Techniques and Empirical Findings.* New York: John Wiley & Sons.
- 4]. Swaminathan, V.D., & Kaliappan, K.V. (1997).*Psychology for Effective Living Behaviour Modification, Guidance, Counselling and Yoga.* Chennai: Madras

**M.A (Psychology)-3rd Semester
Course No. PSY15305DCE
Course Name: Health Psychology**

**Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12**

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

Objectives:

- *This course will expand one's knowledge of the importance and significance of psychology in health, illnesses and chronic conditions.*
- *To highlight the role of social, psychological and behavioral risk factors in health promotion and disease prevention.*
- *To introduce the students to types of stressors, their consequences, cognitive behavioral interventions for managing stress.*

Unit-I

Introduction: Meaning and scope of health psychology. Models of Health Psychology: Bio-psychosocial model, Health belief model, Stages of change model, Protection motivation theory, Theory of planned behavior and Theory of reasoned action.

Unit-II

Personality factors leading to good health: Optimism, Extraversion, Conscientiousness, Internal locus of control/Hardiness. Personality factors leading to unhealthy behaviours: Neuroticism/Negative Affect, Type-A behaviour, Hostility. Health enhancing behaviours: Exercise, weight control. Health compromising behaviours: Substance abuse, Smoking.

Unit-III:

Stress and its physical consequences: Main sources of stress, Measurement of stress.

Strategies for coping with stress: Problem focused and Emotion focused

Cardiovascular disorders. Cancer and Diabetes.

Health behaviour modification: Self observation and self monitoring.

Readings

- 1]. Abnal, F.I. (1998). *Health Psychological Perspective*. Thousand Oaks: Sage.
- 2]. Bishop, G.D. (1994). *Health Psychology: Integrating Mind and Body*. Boston: Allyn and Bacon.
- 3]. Brannan, L., & Feist, J. (1996). *Health Psychology: An Introduction to Behaviour and Health*. California: Pacific Grove, Brooks Cole.
- 4]. Brooge, A.K., & Liewellyn, S. (1995). *Health Psychology*. London: Chapman & Hall.
- 5]. Friedman, D.M. (1989). *Health Psychology*. New York: Prentice Hall.
- 6]. Gatechel, R.J., Baum, A., & Krantz, D.S. (1989). *An Introduction to Health Psychology*. New York: McGraw Hill.
- 7]. Misra, G. (Ed.). (1999). *Psychological Perspective on Stress and Health*. New Delhi: Concept Publishing Company.
- 8]. Ogden, J. (1996). *Health Psychology: A Text book*. Buckingham: Open University Press.
- 9]. Sarafino, E.P. (1994). *Health Psychology: Bio-Psychological Interactions*. New York: Wiley.
- 10]. Sanderson, C.A. (2004). *Health Psychology*. New York: John Wiley & Sons Inc.

M.A. (Psychology)-3rd Semester
Course No. PSY15306DCE
Course Name: Human Resource Management

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Objective

- *To teach the basic principles of strategic human resource management*
- *To give students basic idea of how an organization acquires, rewards, motivates, uses, and generally manages its people effectively.*

Unit-I

Human resource management: Concept, nature and Importance and current scenario of human resource management. HRM policies, activities and functions; Role of managers in organizations, Importance and value of the human relations in the organizations.

Unit-II

Individual differences in organization: self concept, personality traits, abilities, personal values. Decision making in organizations: process and theories of decision making, techniques of decision making. Ethical behaviour in the work place and moral principles for global managers

Unit-III

Organizational structure: levels of organization, importance of hierarchy in organizations. Organizational culture: Concept, Content & Elements of organisational culture. Performance appraisals, Types of conflict and their management in organizations.

Readings

- 1]. Greenberg.J. & Baron, R. A. (2008).*Behaviour in organizations*. Pearson education
- 2]. Singh, N. (2003).*Organizational behaviour-concepts, theories & practices*, New Delhi: Deep & Deep Publications.
- 3]. Robbins, S. P. (2003). *Organisational Behaviour*. New Delhi: Prentice Hall of India.
- 4]. Mullins, M.J. (2007). Management and organizational behaviour. Pearson education

M.A. (Psychology)-3rd Semester
Course Code: PSY15307DCE
Course Name: Positive Psychology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Objectives:

- *To provide information about subject matter of positive Psychology*
- *To provide conceptual aspects of positive psychology*

UNIT-I

Positive psychology: Concept, Assumptions and Goals. Eastern and western perspectives on positive psychology. Classifications and Measures of Human Strengths and Positive outcomes. Relationship of positive psychology with other branches of psychology: Health Psychology, Clinical Psychology, Development Psychology.

UNIT-II

Wellbeing: concept, types. Measuring subjective Wellbeing, determinants of wellbeing
Happiness: Hedonic Happiness, Eudemonic Happiness, Gender and Happiness, Positive moods and Behaviour, Individualistic and Collectivist style of Happiness.

UNIT-III

Empathy, altruism, gratitude. Forgiveness, Attachment, Love. Wisdom, optimism and hope. Emotion focused coping, emotional intelligence. Research and future in positive psychology, applications in community life.

Readings

- 1]. Seligman, M.E.P. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55 (1), 5-14.
- 2]. Snyder, C.R. and Lopez, S.J. (2007) *Positive Psychology India*: Sage.
- 3]. Carr, A. (2004). *Positive Psychology a science of happiness and human strengths*. NY: BR Publishers

M.A. (Psychology)-3rd Semester
Course Code: PSY15308DCE
Course Name: Psycho-diagnostics and Interventions

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Objectives:

- This course has been designed for students to understand thoroughly the basic concepts of Psycho-diagnostics and Interventions.
- To make the students aware of the use of Psychological Tests for Psycho-diagnostic Purpose.
- To help students develop an understanding of various interventional models in Psychology and how they are tailored to foster health attitudes, behaviors and emotions besides treating clients with Mental Disorders.

Unit-I

Psycho-diagnostics and Interventions: Clinical Interview, Case History, Mental Status Examination, Clinical Judgment, Decision Making and Diagnosis. Models of Intervention: Bio-psychosocial Model (BPS Model) and International Classification of Functioning, Disability & Health (ICF Model).

Unit-II

Psycho-diagnostic Assessments: Rorschach Ink Blot Test, Thematic Apperception Test, Child Apperception Test (CAT), Neo-Personality Inventory and Luria's Neuro-psychological Test.

Unit-III

Psycho-diagnostic Interventions: Counselling (Vocational, Rehabilitation, Marital, Problem Solving and Group Counselling), Neuro-linguistic Psychotherapy (NLP), Cognitive Behaviour Therapy (CBT), WHO's Life Skills Training (LST) and Neuro-biofeedback Training.

Readings

- 1]. Blackwell, G.M., Foot, H. & Gilmor, R. (1982). *Social Psychology: Practical manual*. London: Lavenham Press.
- 2]. Chamala, S. & Mortiss, P.D. (1990). *Working together for land care: Group management skills and strategies*. Brisbane: Australian Academy press.
- 3]. Chatterjee, N.N.(1984). *Management of Personnel in Indian enterprises: Concepts ,Practices & Emerging trend*. Calcutta :allied
- 4]. Crophely, A.H.(1977). *Lifelong education: A psychological analysis*: Oxford: Pergamon Press.
- 5]. Fine, G.A. & Sandstorm, K.L. (1988). *Knowing Children*. Thousand Oaks: Sage.
- 6]. Headley (1977). *Adults and their Parents in Family Therapy: A new Direction in treatment*. NY: plenum Press.

M.A (Psychology)-3rd Semester
Course Code: PSY15309GE
Course name: Cross-Cultural Psychology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Objectives:

- *To understand the nature and approaches of cross cultural psychology*
- *To know the contemporary applications of cross cultural psychology*
- *To appreciate the role of culture in human cognition and social interaction*

Unit-I

Cross-cultural psychology: Meaning & definitions; Culture, race, nationality, and ethnicity. Collectivism and Individualism. Approaches to study cross-cultural psychology: Evolutionary approach. Sociological approach. Eco-cultural approach. Indigenous psychology, Ethno-centrism and Multiculturalism.

Unit-II

Cross-cultural research. Goals of cross-cultural research. Quantitative and Qualitative research in cross-cultural psychology. Methods: Observation, Survey methods, content analysis Focus-group methodology.

Unit-III

Influence of culture on perception, illusions and consciousness. Intelligence: Ethnic differences in IQ, Influence of socio economic environment. Gender differences. Emotion: Culture and emotions, expression and judgment, Application of cross cultural psychology

Readings

- 1]. Trimble, J. E., Scharron-del Rio, M. & Bernal. G. (2010).The itinerant researcher: Ethical and methodological issues in conducting cross-cultural mental health research. In D. C. Jack & A.
- 2]. Ali (Eds.), *Cultural perspectives on women's depression: Self-silencing, psychological distress.*
- 3]. Trimble, J. E. & Dickson, R. (2005). Ethnic gloss. In C. B. Fisher & Lerner, R. M. (Eds.), *Encyclopedia of applied developmental science*, (pp. 412-415) (Volume I). Thousand Oaks: Sage.
- 4]. Shiraev, E., & Levy, D. (2009). *Cross-cultural Psychology, Critical Thinking and Contemporary applications;* Third edition. India: PDCerson Education.

M.A. (Psychology)-3rd Semester
Course Code: PSY15309OE
Course Name: Peace Psychology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Objective:

- *The course seeks to develop an understanding of the processes of peace and conflict and to promote skills in applications of the principles in conflict resolution.*

Unit-I

Concept of Peace, Positive and Negative Peace; Peace at Inter, Intra, Global Levels; Factors influencing violence: Aggression, Nonviolence Direct Action; Factors influencing Non-violence: Principled Vs Pragmatic Factors

Unit-II

Conflict Resolution: Issues and Dimensions in Conflict; Family, Community, Arms, Gender, Religion, Socio-economic Issues. Approaches of Conflict Resolution: Management Skills: Transformation and Evaluation of Conflict.

Unit-III

Conflict Management, Prevention of Out Break of Conflicts, Conflict Transformation (Personal & Societal Factors)
Processes & Skills in Healing Stress & Trauma in Post Conflict Society

Readings

- 1]. Alger, C. & Stohl, M (Eds.) (1988) *A Just Peace through Transformation*. Boulder: Westview
- 2]. Baudura, (1973). *Aggression: A Social Learning Analysis*, Englewood Cliffs, NJ: Prentice Hall
- 3]. Bercovitch J. (Ed.) (1996). *Resolving International Conflicts*. Boulder Lynne Rienner
- 4]. Bercovitch .J. & J .Z.Rubin Eds. (1992). *Mediation in International Relations*. London: Mac Millan
- 5]. Bjerstedtm, A. (Ed.) (1993). *Peace Education; Global Perspectives*. Stockholm: Almqvist & Wiksell International
- 6]. Bowl L``. (1990). *Mediation: Principles, Processes and Practice*. Syd: Butterworth
- 7]. Burton, J. W. (1990). *Conflict: Resolution and Prevention*. New York Macmillan
- 8]. Kool, V.K.(Eds) (1990). *Perspectives on Nonviolence*. Springer-Verlag New York
- 9]. Kool, V.K. (Eds.) (1993). *Nonviolence: Social and Psychology Issues*.
- 10]. Kriesberg, L. (1998). *Constructive Conflicts*. Lanham, M.D. Roman & Littlefield
- 11]. Nardin, T. (Ed.) (1996). *The Ethics of War and Peace*. Princeton N.J. Princeton University Press

SEMESTER-IV						
Core Courses						
Course Category	Course Code	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY15401CR	Counselling Psychology	3	1	x	4
Core	PSY15402CR	Practicum	x	1	6	4
Core	PSY15403CR	Project	x	1	6	4
Discipline Centric Elective Courses						
DCE	PSY15404CDE	Disability Rehabilitation and its legislations	2	1	x	3
DCE	PSY15405CDE	Consumer Behaviour & Marketing Psychology	2	1	x	3
DCE	PSY15406CDE	Psychotherapeutics	2	1	x	3
DCE	PSY15407CDE	Child Psychology	2	1	x	3
DCE	PSY15408CDE	Internship/ Field Work	x	x	6	3
Generic Elective Course						
GE	PSY15409GE	Sports Psychology	2	1	x	3
Open Elective Course						
OE	PSY15410OE	Stress Management	3	1	x	3

M.A. (Psychology)-4th Semester
Course No. PSY15401CR
Course Name: Counselling Psychology

Total Credits = 4
Teaching Hours = 36
Tutorial Hours = 12

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

Objectives:

- *To familiarize students with the nature and process of counseling.*
- *To acquaint students with various assessment techniques*
- *To expose the students to the various types of intervention and strategies.*

Unit-I

Counselling: Concept, elements and steps. Growth and Development of Counselling profession. Types of Counselling: Individual & Group. Ethical and legal Issues in Counselling: Ethical codes (Definition & purpose); ACA Codes of Ethics & standards of Practice.

Unit-II

Counselling Approaches: Psychoanalytic; Humanistic; Cognitive-Behavioural; Gestalt; Eastern perspective.

Unit-III

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

Unit-IV

Counselling in various Settings: Family, Career, Marital, Special Population: PTSD, Substance Abuse, Child Abuse, ADHD, War Victims and Old Age.

Readings

- 1]. Board, R. D. (1983). *Counselling Skills*. England: Wildwood.
- 2]. Gelso, C. J., & Fretx, B. R. (1995). *Counselling Psychology*. Bangalore: Prism Books Pvt. Ltd.
- 3]. Hackny, H. L., & Comier, L. S. (1996). *The Professional Counsellor*. New York: Allyn & Bacon.
- 4]. Rather, A. R. *Introduction to Guidance & Counselling*. Srinagar: Gulshan Publishers.
- 5]. Steffire & Grath, W. H. (1972). *Theories of Counselling*. New Delhi: McGraw Hill Publishers.
- 6]. Wolpe, R., & Dryden, W. (Eds.). (1996). *Handbook Of Counselling Psychology*. New Delhi: Sage Publications.

M.A. (Psychology)-4th Semester
Course Code: PSY15403CR
Course Name: Practicum

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

{Eight Practicals with weight age of ½ credit to be completed by the student from the following areas}

1. Assessment of Mental Ability.
2. Assessment of Aptitude.
3. Measurement Manual Dexterity.
4. Relaxation Technique.
5. Assertive training.
6. Systematic Desensitization.
7. Bio feedback.
8. Assessment of personality using objective and projective techniques.
9. Assessment of Quality of health and other related issues.
10. Competency based assessment.
11. Assessment of social desirability issues in Personality.

M.A. (Psychology)-4th Semester
Course No. PSY15403CR
Course Name: Project Work

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

Each student is required to undertake a project (Group or Individual level) on a topic to be decided with guide. The topic should be related either to Organizational behaviour (in an industrial setting), or to Clinical Psychology (in a hospital setting), or to Social Psychology (In a social setting). The student has to conduct a thorough study on the selected topic mainly empirical in nature and submit a project report in the Department duly certified by the candidate that the study is the original work carried out by him/her and has not been submitted earlier for award of any degree, diploma or for any other course. In addition the project report should be certified by the guide/supervisor and countersigned by the Head of the Department. The final valuation shall be done both by the guide/ supervisor and the external examiner.

M.A. (Psychology)-4th Semester
Course No. PSY15404DCE
Course Name: Disability Rehabilitation and its Legislations

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Objectives:

- *Demonstrate the awareness on important concepts of Disability Rehabilitation*
- *To understand thoroughly how Applied Behavior Analysis can be used for the enhancement of Skills in Persons with Disabilities.*
- *To understand thoroughly the Disability Acts & Legislations in J&K and India.*

Unit-I

Disability Concepts and Rehabilitation Process: Early Identification, Early Intervention. Prevention of Disabilities. Pre-natal, Peri-natal and Post-natal Causes of Disabilities. Contexts: the role of Family, Society, Govt. Organizations, NGOs & INGO in the Education, Training and Rehabilitation Process with Special emphasis on PwDs of J&K.

Unit-II

Applied Behavioural Strategies: Concept of Applied Behaviour Analysis (ABA) and ABC Model. Techniques used in ABA: Task Analysis, Channing, Prompting, Fading, Shaping, Reinforcement, Differential Reinforcement, Video-Modelling and Generalization. Application of Positive Behavioural Support (PBS).

Unit-III

Disability Acts and Legislations in India: J&K PwDs Act of 1998, Indian PwDs Act of 1995 and its amendments, National Trust Act of 1999, Rehabilitation Council of India (RCI) Act of 1992. Application of UNCRPD guidelines in Indian States.

Readings

- 1]. Handbook of Developmental and Physical Disabilities. Pergamon Press, New York. Vincent B. Van Hasselt, P. S. Strain, & M. Hersen (1988).
- 2]. Persons with Disabilities in Society. Jose Murickan & Georgekutty (1995). Kerala Federation of the Blind, Trivandrum.
- 3]. Culture, Socialization and human development, Saraswathi, T.S. (1999). Sage publications: New Delhi.
- 4]. Robert G. Frank Timothy R. Elliott (2000). Handbook of Rehabilitation Psychology, APA Washington.
- 5]. Indian Social Problems, Vol.1 & 2, Madan G.R (2003). Allied Publishers Pvt. Ltd., New Delhi.
- 6]. Family Theories—An Introduction, Klein, D.M. & White, J.M. (1996). Sage Publications: New Delhi.
- 7]. Mental Health of Indian Children, Kapur, (1995). Sage publications: New Delhi
- 8]. Naomi Dale (1996) Working with families of children with special needs partnership and practice. Routledge London New York.

M.A. (Psychology)-4th Semester
Course No. PSY15405 DCE
Course Name: Consumer Behaviour & Marketing Psychology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Unit-I

Consumer Behaviour: definition, history and application of Consumer behaviour; interdisciplinary nature of consumer behaviour; personal and environmental factors influencing consumer behaviour; functional components of consumer attitude, ATO model and product choice.

Unit-II

Models: Current models of consumer behaviour. Marketing analysis, marketing segmentation; Marketer's role in customer satisfaction and dissatisfaction; Marketing with emphasis on buying patterns. Family buying influences, family life cycle and buying roles.

Unit-III

Advertising management: objectives and process of advertising; functions and types of advertising, role of advertising in promotion mix. Types of media available for advertising. Advertising effectiveness tests.

Readings

- 1]. Khan.(2006).*Consumer behaviour & advertising management*, New Age International (P) Ltd., Publishers
- 2]. Singh, N. (2011). *Industrial Psychology*. Delhi, India: Tata Mc Graw hill Education private limited.
- 3]. Schiffman, L. G., Kanuk, L. L., S, R. K., & Wisenblit, J. (2010). *Consumer behaviour*. Pearson publications.
- 4]. Loudon, D.L. and Della Bitta, A.J. (2002) *Consumer Behaviour* (fourth edition) Tata McGraw Hill.

**M.A. (Psychology)-4th Semester
Course No. PSY15406 DCE
Course Name: Psychotherapeutics**

**Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12**

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

Objectives:

- *To enhance the knowledge and understanding of the students regarding the therapeutic developments*
- *Familiarizing students to possible applications of these therapeutic developments*

UNIT-I

Psychotherapy: Individual and Group Psychotherapy; Psychodynamic Psychotherapy (Expressive and supportive related psychotherapies).

UNIT-II

Cognitive Behaviour Therapy: Assessment, Formulation, Therapeutic stages, Termination and relapse. Application of CBT: Anxiety Disorders, Depression, Eating Disorders and Personality Disorders. REBT: Assessment, Formulation, Therapeutic stages, Termination and relapse.

UNIT-III

Group intervention Models: Support and process oriented groups; self help groups, caregiver groups, large group dynamics, Interpersonal and Client centred approach, Cognitive behavioural Group Therapy.

Readings

- 1]. Beck, J (2011) Cognitive Behavior Therapy: Basics and Beyond. 2nd ed. NY: The Guilford Press.
- 2]. Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy. Eight editions. Thomson Brooks.
- 3]. Dryden, W. (1995) Rational Emotive Behaviour Therapy: A reader. NY: Sage.
- 4]. Ellis, A. and Dryden, W. (2007). The Practice of Rational Emotive Behaviour Therapy. NY: Springer.
- 5]. Kleinberg, J (ed.) (2012) The Wiley Blackwell handbook of Group psychotherapy. NY: Wiley Blackwell.
- 6]. Leahey, R (2003) Cognitive therapy techniques: A practitioner's guide. NY: The Guilford Press.
- 7]. Dowson, J. H., Grounds, A. (1995). Personality disorders: Recognition and clinical management, Cambridge University Press.

**M.A. (Psychology)-4th Semester
Course No. PSY15407DCE
Course Name: Child Psychology**

**Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12**

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

Objectives:

- *Understand how various aspects of child psychology are studied.*
- *Demonstrate the understanding of different milestones with regard to child and adolescent development.*

Unit-I

Understanding origins and purpose of child psychology: Theories of child development (Vygotsky's influential Socio-cultural model; Bandura's notion of reciprocal determinism); Models of gene environment interaction.

Unit-II

Child Psychopathology: DSM-5 criteria of child psychopathology; Assessment, Diagnosis and Treatment strategies; an overview of child psychopathology in India.

Unit-III

Oppositional Deviant Disorders: Attention Deficit /Hyperactivity Disorder; Conduct disorder; Separation Anxiety disorder; Autism Spectrum Disorders. Child abuses: Physical, Sexual and Neglect of the child.

Readings:

- 1]. Papalia, D. (2009). Human Development (11th Edition). New York, McGraw-Hill.
- 2]. Mash, E.J. & Wolfe, D.A. (2007). Abnormal Child Psychology (4th edition).
- 3]. Achenbach, T. M. (1982). Developmental Psychopathology (3rd edition). New York: Wiley. John Sons, Inc
- 4]. Vasta, R., Haith, M. M., & Miller, S. A. (1999). Child Psychology: The Modern Science (3rd edition). John Wiley & Sons Inc.
- 5]. Bee, H. (1999). The Growing Child: An Applied Approach (2nd edition). Longman Publications.
- 6]. Bernstein, D. K., & Tiegerman-Faber, E. (1997). Language and Communication Disorders in Children (4th edition). Allyn and Bacon Publications
- 7]. Macdonald, G. (2001). Effective Interventions for Child Abuse and Neglect. John Wiley & Sons Inc.
- 8]. Tandon, R. K. (2004). Child Psychology. APH Publishing Corporation.

M.A. (Psychology)-4th Semester
Course No. PSY15408DCE
Course Name: Internship/Fieldwork

Total Credits = 3
Practical Hours = 96

Each student has to visit at least one Psycho-social/Clinical/Organisational setting for 20 working days and submit a report to the department duly authenticated by the supervisor allotted to the candidate at the concerned psycho-social/ organisational setting. The submitted report shall be evaluated by the internal and external examiners of the department.



M.A. (Psychology) 4th Semester
Course No. PSY15409GE
Course Name: Sports Psychology

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Objectives:

- *To help individuals understand the psychological principles behind athletic performance.*
- *To help individuals understand the social context of sport*

Unit-I

Sports Psychology: Meaning, History and definitions. International and Indian Perspectives. Individual differences and Sports Performance: Motor Skills Learning. Attention, Arousal, Focusing and concentration. Role of Sports Psychologist.

Unit-II

Cognitive Psychology and Sport: Cognitive style and Sport, Self efficacy, Attentional style and performance, Attribution of self and Others, Situational and interactional approaches to sport behavior

Unit-III

Understanding Motivation: Intrinsic and extrinsic motivation, Theories of motivation, Pathological motivation and sport. Team cohesion and team building. Feedback and Reinforcement.

Unit-IV

Arousal, Stress, and Anxiety: Definitions of arousal, anxiety and stress, Factors inducing anxiety and stress, the relationship between arousal and performance, the relationship between anxiety and performance, Managing Stress.

Readings:

- 1]. Moran, A.P. (2004). Sport and Exercise Psychology, A Critical Introduction. New York: Routledge,
- 2]. Kremer, J., & Scully, D. (2001). Psychology in Sport. Taylor and Francis Publishers.
- 3]. Smith, L. H., & Kays, T. M. (2010). Sports Psychology for Dummies.
- 4]. Weinberg, R & Gould, D. (2006). Foundation of Sport and Exercise psychology (4th Ed). Human Kinetics Publishers.
- 5]. David Lavalke; John Krener, Aidan P. Moran and Mark Williams (1994), Sports Psychology: Contemporary Themes.
- 6]. Mohan, J. (2010), Sports Psychology: Emerging Horizons, New Delhi: Friends Publishers.
- 7]. Mohan, J. and Sehgal, M. (2005), Readings in Sports Psychology, New Delhi: Friends..
- 8]. Murphy, S.M. (1995), Sports Psychological Interventions, Champaign: Human Kinetics.
- 9]. Nicholas T. Gallucci (2008), Sports Psychology, New York: The Psychology Press.
- 10]. Richard, H. Cox (2002), Sports Psychology, New York: Palgrave Macmillan, (eighth edition).
- 11]. Thelma, S. H. (1992), Advances in Sports Psychology, Illinois: Human Kinetics.

M.A. (Psychology)-4th Semester
Course No. PSY15410OE
Course Name: Stress Management

Total Credits = 3
Teaching Hours = 36
Tutorial Hours = 12

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

Objectives:

- *To help individuals understand the psychological principles behind athletic performance.*
- *To help individuals understand the social context of sport*

Unit-I

Stress and its Physical Consequences: Main Sources of Stress, Measurement of Stress. Stress and Cardiovascular disorders, Cancer and Diabetes. Job Stress and Burnout.

Unit-II

Stress Management: Coping and types of coping strategies. Theories of coping. Hardiness, psychological support; Measurement of coping with stress.

Unit-III

Counselling for stress management; Meichenbaum's Stress Inoculation Training; Self Instructional approach; Jacobson's Progressive Muscle Relaxation; Autogenic Training; Concept of mindfulness & Psychological Resilience.

Readings

- 1]. Joshi, B.K. (2007). *Stress Management*. Pointer Publishers: Jaipur
- 2]. Ciccarelli, S. & Meyer, G.E. (2008). *Psychology*. Pearson Publications: India.
- 3]. Weller S. (2000) *The Breath Book: 20 Ways to Breathe Away Stress, Anxiety and Fatigue*, Thorsons.
- 4]. White J. (1997) *Stresspac*, The Psychological Corporation.
- 5]. Wilkinson G. (1999) *Family Doctor Guide to Stress*. Dorling Kindersley.