

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

**FOUR SEMESTER PROGRAM
(CHOICE BASED CREDIT SYSTEM)**

FOR

Academic Session 2024 Onwards



**POSTGRADUATE DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF KASHMIR, HAZRATBAL
SRINAGAR-190006**

PROGRAM: M.A. PSYCHOLOGY

CHOICE BASED CREDIT SYSTEM (ACADEMIC SESSION 2024 ONWARDS)

Curriculum Structure:

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

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

There are three types of Electives:

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

CREDIT DISTRIBUTION IN MASTER'S IN PSYCHOLOGY				
SEMESTER	COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	CREDITS PER COURSE	TOTAL CREDITS
1 ST	CORE COURSE	4	4	16
	DISCIPLINE CENTRIC ELECTIVE (DC)	2	4	8
	GENERAL ELECTIVE COURSE (GE)*	1	2	2
	OPEN ELECTIVE COURSE (OE)*	1	2	2
2 ND	CORE COURSE	4	4	16
	DISCIPLINE CENTRIC ELECTIVE (DC)	2	4	8
	GENERAL ELECTIVE COURSE (GE)*	1	2	2
	OPEN ELECTIVE COURSE (OE)*	1	2	2
3 RD	CORE COURSE	3	4	12
	DISCIPLINE CENTRIC ELECTIVE (DC)	2	4	8
	GENERAL ELECTIVE COURSE (GE)*	1	2	2
	OPEN ELECTIVE COURSE (OE)*	1	2	2
4 TH	CORE COURSE	3	4	12
	DISCIPLINE CENTRIC ELECTIVE (DC)	2	4	8
	GENERAL ELECTIVE COURSE (GE)*	1	2	2
	OPEN ELECTIVE COURSE (OE)*	1	2	2

***Note: It is mandatory that each student chooses at least one course either from the range of Generic Elective (GE) options or the Open Elective (OE) offerings presented by different Departments/Centers.**

Students with M.A. in Psychology will be expected to achieve the following outcomes:

Program Outcomes (POs)

M.A. PSY. PO1: Advanced Knowledge and Understanding.

Acquire and integrate advanced knowledge in the field of study, utilizing research-based methods to draw informed conclusions and contribute to the discipline's body of knowledge.

M.A. PSY. PO2: Problem Identification and Solution Development

Apply theoretical and practical knowledge to identify, analyze, and address complex problems. Additionally, the students must also be able to design and develop effective solutions that are informed by current research and best practices.

M.A. PSY. PO3: Analytical and Critical Thinking

Demonstrate strong analytical and critical thinking skills to evaluate data, assess research findings, and make reasoned decisions.

M.A. PSY. PO4: Societal and Contextual Analysis

Understand and analyse issues relevant to various contextual settings in order to communicate insights and solutions related to social, environmental, or community-related problems effectively.

M.A. PSY. PO5: Leadership and Team Collaboration

Show proficiency in leading and working collaboratively within teams in order to achieve organizational goals while effectively communicating with stakeholders, producing comprehensive reports, and making clear presentations.

M.A. PSY. PO6: Utilization of Modern Tools and Techniques

Adopt and use contemporary tools, technologies, and methodologies relevant to the field of research, problem-solving, and decision-making.

M.A. PSY. PO7: Ethical and Value-Based Leadership

Exhibit ethical behavior and value-based leadership in professional practices to maintain high standards of integrity, respect diverse perspectives, and contribute positively to the field and society.

Program Specific Outcomes (PSOs)

M.A. PSY. PSO1: Develop a comprehensive understanding of psychological theories, methodologies, and techniques, while staying current with innovative trends and advancements in the field.

M.A. PSY. PSO2: Exhibit advanced proficiency in using psychological assessment tools and applying principles to evaluate mental health, tailoring interventions to specific needs based on thorough assessments.

M.A. PSY. PSO3: Design, conduct, and manage complex research projects using advanced statistical methods, and clearly report findings to contribute to the advancement of psychological theory.

M.A. PSY. PSO4: Demonstrate critical professional skills, including problem-solving, investigative abilities, and effective communication, presenting complex psychological information clearly to diverse audiences.

M.A. PSY. PSO5: Uphold ethical standards and culturally competent practices, showing sensitivity to diverse differences and applying ethical guidelines in interactions with clients and research subjects.

M.A. PSY. PSO6: Refine therapeutic skills and techniques to effectively counsel and intervene, mastering various approaches to support individuals and groups in addressing psychological challenges.

CREDIT DISTRIBUTION IN M.A. 1ST SEMESTER			
COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	CREDITS PER COURSE	TOTAL CREDITS
CORE COURSE	4	4	16
DISCIPLINE CENTRIC ELECTIVE (DC)	2	4	8
GENERIC/OPEN ELECTIVE COURSE (OE/GE)*	1	2	2

COURSES OFFERED IN M.A. 1ST SEMESTER						
CORE COURSES (CR)						
COURSE CATEGORY	COURSE CODE	COURSE NAME	HOURS/WEEK			CREDITS
			L	T	P	
CORE	PSY24-101-CR	COGNITIVE PROCESSES-I	3	1	X	4
CORE	PSY24-102-CR	SYSTEMS AND THEORIES IN PSYCHOLOGY-I	3	1	X	4
CORE	PSY24-103-CR	PSYCHOPATHOLOGY-I	3	1	X	4
CORE	PSY24-104-CR	PRACTICUM	1	X	3	4
DISCIPLINE CENTRIC ELECTIVE COURSES (DCE)						
DCE	PSY24-105- DCE	SOCIAL PSYCHOLOGY	3	1	X	4
DCE	PSY24-106- DCE	BIOPSYCHOLOGY	3	1	X	4
DCE	PSY24-107- DCE	CLINICAL PSYCHOLOGY	3	1	X	4
Open ELECTIVE COURSE (OE/GE) *						
OE	PSY24-1001-OE	PRINCIPLES OF PSYCHOLOGY	1	1	X	2
*NOTE: Generic Elective (GE) and Open Elective (OE) courses offered by the Department of Psychology are open to students from other departments/centers.						

M.A. (PSYCHOLOGY) 1ST SEMESTER
COURSE NO. PSY24-101-CR
COURSE NAME: COGNITIVE PROCESSES-I

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES

- Foster a deep comprehension of cognitive psychology, spanning attention, perception, memory, and their interface with neuroscience.
- Cultivate critical thinking and the ability to apply cognitive principles to real-world scenarios, enhancing students' grasp of human cognition and behavior.

COURSE OUTCOMES

- Knowledge about the classic experimental findings relating to various cognitive processes such as attention and consciousness, perception, memory.
- Insights about the examples that demonstrate or test theories or concepts within various cognitive domains.

UNIT-I

Cognitive Psychology and its Paradigms.
Nature of Attention and Consciousness Attention
Theories and Models of Attention.
Factors Influencing Attention

UNIT-II

Nature of Perception.
Nature and Theories of Visual Perception.
Characteristics and Theories of Speech Perception.
Haptic Perception, Proprioception, Kinesthesia and Haptic Information.

UNIT- III

Introduction to Memory Systems:
Models of Memory: Sensory Memory, Short Term Memory, Working Memory, Long Term Memory (Encoding, Storage and Retrieval).
Schemas, Emotions, Mood and Memory.

UNIT-IV

Concepts and Categories.
Concept Learning and Identification.
Logical Concepts and Rules.
Theories of Conceptualization and Categorization.

READINGS:

- Anderson, J. R. (2015). *Cognitive Psychology and its Implications* (8, ed.). New York: Worth Publishers.
- Groome, D., Eysenck, M. M.; Baker, K.; Bull, R. & Edgar, G. (2016). *An Introduction to Applied Cognitive Psychology* (2nd ed.). New York: Routledge.
- Jahnke, J. C., & Nowaczyk, R. H. (1998). *Cognition*. Prentice Hall.
- McBride, D.M. & Cutting, J.C. (2019). *Cognitive Psychology: Theory, Process and Methodology*. (2nd ed.). Sage Publications.

M.A. (PSYCHOLOGY) 1ST SEMESTER
COURSE NO. PSY24-102-CR
COURSE NAME: SYSTEMS & THEORIES IN PSYCHOLOGY-I

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To describe how historical trends and events have influenced the development of psychology as a scientific discipline.
- To demonstrate an understanding of major questions those have driven psychological thought throughout its history.

COURSE OUTCOMES:

- Develop a comprehensive understanding of the various centrally important systems and theories in Psychology.
- Acquire basic knowledge about the history of contemporary psychology.

UNIT-I: Philosophical Roots

Ancient Greece (Hippocrates, Socrates, Plato, Aristotle), Rome (Pythagoras) and Middle Ages (Avicenna).
Renaissance, Empiricism, Sensationalism and Positivism.
Rationalism, Romanticism, and Existentialism.
Physiology and Psychophysics

UNIT-II: Early Approaches to Psychology

Structuralism: Wilhelm Maximilian Wundt, Edward Bradford Titchener.
Evolution and Individual Differences: Charles Darwin, Sir Francis Galton.
American Psychology and Functionalism.

UNIT-III: Psycho analysis

Freudian Psychoanalysis as a System: Contribution and Criticism of Sigmund Freud.
Heirs to Freud: Alfred Alder, Carl Gustav Jung, Erich Fromm, Karen Horney.

UNIT-IV: Behaviourism

Early Behaviourism: Ivan Petrovich Pavlov, Edward Lee Thorndike, Watson.
Later Behaviourism: Edvin R. Guthrie, B.F. Skinner, E.C. Tolman.
Social learning theory: Albert Bandura.

READINGS:

- Hergenhahn, B. R., & Henley, T. (2013). *An Introduction to the History of Psychology*. Cengage Learning.
- Leahey, T. H. (2005). *A History of Psychology: Main Currents in Psychological Thought*. (6th Ed.). Prentice-Hall.
- Wolman, B. B. (1980). *Contemporary Theories and Systems in Psychology*. New York: Harper & Row.
- Schultz, D., & Schultz, S. E. (2016). *Theories of Personality*. (11th Ed.). Cengage learning Custom publishing.
- Schultz, D., & Schultz, S.E. (2011). *The history of modern psychology*. (10th Ed.). Cengage Learning.
- Woody, W. D., & Viney, W. (2017). *History of Psychology: Emergence of Science and Applications*. (6th Ed.). Routledge.
- Woodworth, R. S. (2007). *Contemporary Schools of Psychology*. Read Books

M.A. (PSYCHOLOGY) 1ST SEMESTER
COURSE NO. PSY24-103-CR
COURSE NAME: PSYCHOPATHOLOGY-I

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To impart the understanding of DSM-5 TR as a diagnostic system.
- To acquaint the students with the diagnostic criteria, etiology and treatment of various psychological disorders.
- Demonstration of skill and strong knowledge base about current evidence-based therapeutic treatments for major classes of psychiatric disorders.

COURSE OUTCOMES:

- Recognizing the diagnosis, etiology and treatment of disorders with respect to various theoretical approaches.
- Consideration of the complex factors that contribute to psychological and behavioral dysfunction, including neurobiological, developmental, psychological, and socio-cultural issues.

UNIT-I:

Diagnosis and Classification: Purposes of Diagnosis and Classification, Evolution of Diagnostic Systems (DSM, ICD).

Current Paradigms in Psychopathology: Genetic Paradigm, Neuroscience Paradigm, Cognitive Behavioral Paradigm, Diathesis stress Paradigm.

UNIT-II:

Diagnostic criteria, Etiology and Treatment of Anxiety Disorders.

UNIT-III

Diagnostic Criteria, Etiology and Treatment of:
Somatic Symptom and Related Disorders
Obsessive-Compulsive and Related Disorders

UNIT-IV

Diagnostic Criteria, Etiology and Treatment of:
Dissociative Disorders.
Trauma and Stress Related Disorders.

READINGS:

- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed. TR).
- Barbara A. W., & James E. M. (2019). (Eds). *Psychopathology: Foundations for a Contemporary Understanding*. (5th Ed.). United States: Taylor & Francis.
- Castonguay, L. G., Oltmanns, T. F., & Lott, A. P. (Eds). (2021). *Psychopathology: From Science to Clinical Practice*. (2nd Ed.). Guilford Press.
- Davison, G. C., Johnson, S. L., Neale, J. M., Kring, A. M. (2014). *Abnormal Psychology: DSM-5 Update*. Wiley.
- Kring, A. M., & Johnson, S. L. (2018). *Abnormal Psychology: The science and treatment of psychological disorders* (14th Ed.). Wiley.

M.A. (PSYCHOLOGY) 1ST SEMESTER
COURSE NO. PSY24-104-CR
COURSE NAME: PRACTICUM

TOTAL CREDITS: 4

PRACTICAL HOURS=96

TUTORIAL HOURS=32

NOTE: EACH PRACTICAL CARRIES HALF CREDIT VALUE WITH 12 HOURS PRACTICAL & 4 HOURS TUTORIAL

OBJECTIVES:

- To acquaint students with different psychological tests.
- To provide students with the basic knowledge in order to develop in them experimental thinking.

COURSE OUTCOMES:

- Understanding the processes and steps involved in conducting the psychological experiments.
- Designing and undertaking experiments independently.

A MINIMUM OF 08 PRACTICAL'S TO BE COMPLETED FROM ANY OF THE FOLLOWING AREAS

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

READINGS:

- Britt, M. A. (2016). *Psych Experiments: From Pavlov's Dogs to Rorschach's Inkblots, Put Psychology's Most Fascinating Studies to the Test*. Adams Media.
- Hussain, A. (2014). *Experiments in Psychology*. PHI Learning.
- McGuigan, F. J. (1997). *Experimental Psychology Methods of Research*. Prentice Hall.
- Mohsin, S. M. (1982). *Experiments in Psychology*. Motilal Banarsidas.
- Patton, M. J. (2016). *The Psychological Experiment: A Practical Accomplishment*. Elsevier Science.
- Postman, L. & Eagan, J. P. (1985). *Experimental Psychology*. Kalyani.
- Robert, L. S. (2003). *Experimental Psychology: A Case Approach*. Pearson Education.

M.A. (PSYCHOLOGY) 1ST SEMESTER
COURSE No. PSY24-105-DCE
COURSE NAME: SOCIAL PSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To provide knowledge of theoretical notions surrounding social psychology with a strong emphasis on the important social psychological processes and factors crucial to social behaviour.
- To acquaint the students with the essential theoretical trends related to social aspects of human behavior.

COURSE OUTCOMES:

- A strong understanding of the core concepts like social perception of self and world, social influence like, conformity, compliance, obedience and persuasion, group processes and social altruistic and moral behaviours.
- Application of the theories pertaining to social psychological constructs in practical/project work as well as to the real life outside academia like community neighborhoods, social institutions etc.

UNIT-I

Social Psychology: Historical Trends.

Methods of Social Psychology.

Theories of Social Psychology: Symbolic Interactionism, Social Representation Theory.

Current Themes: Sociological Social Psychology, Critical Social Psychology, Social Neuroscience.

UNIT-II

The Self in a Social World: Self Concept, Self Esteem, Self-Serving Bias, Self-Presentation.

Social Cognition:

Judging the Social World: Snap Judgements, Priming, Intuitive Judgments, Counterfactual Thinking.

Explaining the Social World: Attributing Causality, The Fundamental Attribution Error.

UNIT-III

Social Influence: Conformity, Compliance, Obedience to Authority.

Group influence: Social Facilitation, Social loafing, Deindividuation, Group think.

Persuasion: Paths and Elements of Persuasion.

UNIT-IV

Prejudice and Stereotypes.

Morality, Altruism, and Cooperation.

Aggression: Theories of Aggression, Controlling Aggression.

READINGS:

- Baron, R. A., Branscombe, N. R., Byrne, D., & Fritsley J. V. H. (2010). *Mastering Social Psychology* (10th ed.). Pearson Canada.
- Crisp, R. J., & Turner, R. N. (2020). *Essential Social psychology*. Sage.
- Frings, D. (2018). *Social Psychology: The Basics*. Routledge.
- Gilovich, T., Keltner, D., Chen, S., Nisbett, R. E. (2022). *Social Psychology*. (6, Ed.). W. W. Norton and Company.
- Hewstone, M. & Stroebe, W. (2021). *An Introduction to Social Psychology*. (7th ed.). Wiley.
- Myers, D. G., & Twenge, J. M. (2022). *Social Psychology*. McGraw-Hill Education.
- Rogers, W. S. (2019). *Perspectives on Social Psychology: A Psychology of Human Being*: Routledge.

M.A. (PSYCHOLOGY) 1ST SEMESTER
COURSE No. PSY24-106-DCE
COURSE NAME: BIOPSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To help students to have the conceptual understanding of various concepts of biopsychology.
- To provide students, knowledge with respect to various neuroanatomical techniques & recent advances in assessing brain behavior relationship.
- To acquaint students with the knowledge related to neurophysiology & genetic basis of behavior.

COURSE OUTCOMES:

- Understand the structure and functions of neural systems, facilitating a comprehensive grasp of their intricate organization and operations.
- A sound understanding of the influence of neuroendocrine processes on behavior, highlighting the connections between bodily functions and behavioral responses.

UNIT-I: Methods & Divisions in Biopsychology

Biopsychology: Basic Divisions of Biopsychology.

Methods in Biopsychology: Contrast X-Rays, X-Ray Computed Tomography, Magnetic Resonance Imaging, Positron Emission Tomography, Functional MRI, Diffusion Tensor Imaging, Transcranial Magnetic Stimulation, Stereotaxic Surgery, Lesion Methods & Electrical Stimulation.

UNIT-II: Anatomy and Physiology of Nervous System

Central Nervous System: Structure & Functions.

Peripheral Nervous System: Structure & Functions.

Neuroendocrinal Regulation of Behavior.

UNIT-III: Neurophysiology

Conduction, Transmission, and Integration of Neural Signals.

Functions of Neurotransmitters.

Circadian Rhythms.

Sleep & Dreams.

UNIT-IV: Genetic Basis of Behavior Mendelian Genetics

Laws of Inheritance.

Structure of RNA & DNA.

Human Genome Project.

Population Genetics.

READINGS:

- Craison, N. (2000). *Physiology of Behavior* (3rd ed.). Allyn Bacon.
- Higgs, S., Cooper, A. & Lee, J. (2019). *Biological Psychology*. (2nd ed.). Sage.
- Kalat, J. (2016). *Introduction to Psychology*. Cengage.
- Lambert, K. G. (2018). *Biological Psychology*. Oxford University Press.
- Pinel, J. P. (2000). *Biopsychology*. Allyn and Bacon.
- Pinel, J. P. & Barnes, S. (2021). *Biopsychology* (11th ed.). Pearson Education.

M.A. (PSYCHOLOGY) 1st SEMESTER
COURSE NO. PSY24-107-DCE
COURSE NAME: CLINICAL PSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To impart a thorough understanding of the field of Clinical Psychology and a technical analysis, assessment and diagnosis of behaviour.
- Introducing psychological assessments and interventions in the field of clinical Psychology.

COURSE OUTCOMES:

- Understanding and elucidation of the role of clinical psychology in promotion of Mental Health.
- Applicability of knowledge of clinical psychology as a profession.

UNIT-I

Clinical Psychology: History and contemporary issues.

Work settings of a clinical psychologist: Hospital, Educational Institutions, Rehabilitation Centers and other Organizations.

The Challenges and Responsibilities of Clinical Psychologists.

UNIT-II

Nature of Client Therapist Relationship.

Skills of a Clinical Psychologist.

Legal Facts and Ethics in Clinical Research & Practice.

Cultural Issues in Clinical Psychology.

UNIT-III

Clinical Assessment: Stages and Goals

Types of clinical assessment: Psycho-diagnostic Assessment, Clinical Interviews.

Personality Assessment: MMPI-2.

Intelligence Assessment: The Stanford-Binet-5, WAIS-IV, WISC-V, WPPSI-IV.

Behavioral Assessment: Functional Analysis, Behavioral Interviews.

Clinical Judgement: Decision Making and Errors in Judgement.

UNIT-IV

Clinical Applications of Biological Model.

Clinical Applications of Psychological Models: Psychoanalysis, Interpersonal Models, Humanism, Behavioural Model, Cognitive Model.

READINGS:

- Bernstein, D. A., Teachman, B. A., Olatunji, B. O., & Lilienfeld, S. O. (2020). *Introduction to Clinical Psychology: Bridging Science and Practice*. Cambridge University Press.
- Hunsley, J., & Lee, C. M. (2017). *Introduction to clinical psychology*. John Wiley & Sons.
- Kramer, G. P., Bernstein, D. A., & Phares, V. (2019). *Introduction to clinical psychology*. Cambridge University.
- Linden, W., & Hewitt, P. L. (2018). *Clinical Psychology: A Modern Health Profession*. (2nd ed.). Routledge.
- Trull, T.J., & Prinstein, M.J. (2013). *Clinical psychology: Concepts, methods, and profession* (8th ed.). Belmont.

M.A. (PSYCHOLOGY) 1ST SEMESTER
COURSE No. PSY24-1001-OE
COURSE NAME: PRINCIPLES OF PSYCHOLOGY

TOTAL CREDITS: 2

TEACHING HOURS=24

TUTORIAL HOURS= 8

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- Impart the foundational knowledge of psychology's diverse schools and enhance student's understanding of human behavior.
- To develop the understanding of interactions of the human mind and cognitive processes.

COURSE OUTCOMES:

- Illustration of the history, systems, and development of psychology as a field from ancient to present times.
- Grasp fundamental psychological principles and their practical implications.

UNIT-I

Introduction to Psychology.

Schools of Psychology: Behaviourism, Psychoanalysis, Cognitive and Humanistic.

Sensation and Perception.

Theories of Emotions: James Lange, Cannon-Bard and Schachter- Singer.

UNIT-II

Theories of Attention: Filter Theory (1958) and Attenuation Theory (1960).

Processes of Memory: Encoding, Storage and Retrieval.

Types of Memory: Short Term Memory and Long-Term Memory.

Theories of Learning: Classical Conditioning and Operant Conditioning.

READINGS:

- Ciccarelli, S. K. (2017). *Psychology* (5th ed.). Pearson.
- Feldman, R. S. (2017). *Understanding Psychology* (12th ed.). McGraw Hill.
- Gallotti, K.M. (2000). *Cognitive Psychology – In and Out of the Laboratory*. Thomson Pub. Co.
- Griggs, R. A., & Jackson, S. L. (2020). *Psychology: A Concise Introduction* (6th ed.). Worth Pub.

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CHOICE BASED CREDIT SYSTEM (ACADEMIC SESSION 2024 ONWARDS)

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 - Enabling an exposure to some other discipline/domain
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There are three types of Electives:

- A. **Discipline Centric Elective (DCE):** Mainly for the students of the department 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.

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CREDIT DISTRIBUTION IN M.A. 2ND SEMESTER

COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	CREDITS PER COURSE	TOTAL CREDITS
CORE COURSE	4	4	16
DISCIPLINE CENTRIC ELECTIVE (DC)	2	4	8
GENERIC/OPEN ELECTIVE COURSE (OE/GE)*	1	2	2

COURSES OFFERED IN M.A. 2ND SEMESTER

CORE COURSES (CR)						
COURSE CATEGORY	COURSE CODE	COURSE NAME	HOURS/WEEK			CREDITS
			L	T	P	
CORE	PSY24-201-CR	COGNITIVE PROCESSES-II	3	1	X	4
CORE	PSY24-202-CR	SYSTEMS AND THEORIES IN PSYCHOLOGY-II	3	1	X	4
CORE	PSY24-203-CR	PSYCHOPATHOLOGY-II	3	1	X	4
CORE	PSY24-204-CR	RESEARCH METHODOLOGY	1	X	3	4
DISCIPLINE CENTRIC ELECTIVE COURSES (DCE)						
DCE	PSY24-205-DCE	LIFE SPAN DEVELOPMENT	3	1	X	4
DCE	PSY24-206-DCE	ENVIRONMENTAL PSYCHOLOGY	3	1	X	4
DCE	PSY24-207-DCE	ORGANIZATIONAL BEHAVIOUR	3	1	X	4
DCE	PSY24-208-DCE	FORENSIC PSYCHOLOGY	3	1	X	4
Open ELECTIVE COURSE (OE/GE) *						
GE	PSY24-2001-GE	FUNDAMENTALS OF COUNSELLING	1	1	X	2

***NOTE: Generic Elective (GE) and Open Elective (OE) courses offered by the Department of Psychology are open to students from other departments/centers.**

M.A. (PSYCHOLOGY) 2ND SEMESTER
COURSE NO. PSY24-201-CR
COURSE NAME: COGNITIVE PROCESSES-II

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS=16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To acquaint the students with the core concepts of cognitive psychology, like memory, decision making, problem solving and language.
- To enable the students to associate concepts with the research studies pertaining to cognitive psychology.

COURSE OUTCOMES:

Following completion of the course, students will be able to demonstrate competency in the following areas.

- Understanding of major concepts, theoretical perspectives, and empirical findings in the study of thought, memory, language, and decision-making.
- Insights about the examples that demonstrate or test theories or concepts within various cognitive domains.

UNIT-I

Nature and Types of Thinking: Inductive, Deductive, Critical.

Influence of Cognitive Biases and Heuristics on Thinking Processes.

Significance of Problem Solving: Problem-Solving Strategies and Obstacles to Problem Solving.

UNIT-II

Classical Decision Theory. Decision Making Heuristics.

Biases And Fallacies in Decision Making.

Reasoning and its Theoretical Approaches, Informal Reasoning, Formal Reasoning.

UNIT-III

Language: Properties and Views of Different Theorists.

Basic Components of Words and Sentences.

Language Comprehension: Understanding Words, Sentences and Text.

Neurobiology of Language.

UNIT-IV

Language Disorders: Models Of Aphasia, Psychological and Psycholinguistic aspects of Aphasia.

Functional Imaging of Human Language Processing.

Developmental Disorders of Language.

READINGS:

- Groome, D., Brace, N., Edgar, G., Edgar, H., Eysenck, M., Gobet, F., Law, R., Manly, R., Ness, H., Pike, G., Scott, S., & Styles, E. (2021). *An introduction to cognitive psychology: processes and disorders*. (4th ed.). Psychology Press, Taylor & Francis Group.
- Jahnke, J. C., & Nowaczyk, R. H. (1998). *Cognition*. Prentice Hall.
- McBride, D.M. & Cutting, J.C. (2019). *Cognitive Psychology: Theory, Process and Methodology*. (2nd ed.). Sage Publications.

M.A. (PSYCHOLOGY) 2ND SEMESTER
COURSE NO. PSY24-202-CR
COURSE NAME: SYSTEMS & THEORIES IN PSYCHOLOGY-II

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To acquaint the students with the philosophical antecedent roots of the major schools of Psychology.
- To impart them with the knowledge of Gestalt, Field, social learning, humanistic-existential and personality trait theories.

COURSE OUTCOMES:

- Developing a comprehensive understanding of the various centrally important systems and theories in Psychology.
- Acquisition of basic knowledge about the history of contemporary psychology.
- Learning to think (and write) critically about information - such as claims throughout the history of psychology - that may be construed as objective psychological methods (or facts), but may actually involve biased assumptions and implicit cultural perspectives and values.

UNIT-I

Gestalt Psychology: Opposition to Associationism.

Gestalt: Theoretical Foundations, Perception, Learning, and Thinking.

Neurological Basis of Gestalt principles.

Application of Gestalt Psychology in Psychotherapy

UNIT-II

Field Theories: Kurt Levin, Edward Tolman.

Social Learning Theories: Bronfenbrenner, Julian B. Rotter.

Cognitive Learning Theory: Jean Piaget.

UNIT-III

Humanistic Psychology: Abraham Maslow's Theory of Self-Actualization and Roger's Self- Theory.

Existential Psychology: Victor Frankl, Rollo May and Soren Kierkegard.

Transpersonal Psychology: Contributions of Stanislav Grof and William James.

UNIT-IV

Personality Theories: Raymond B. Cattell, H.J. Eysenck and George Kelly.

Intelligence Theories: Sternberg's triarchic theory and Ceci's Bioecological theory.

READINGS:

- Hergenhahn, B. R., & Henley, T. (2013). *An Introduction to the History of Psychology*. Cengage Learning.
- Leahey, T. H. (2005). *A History of Psychology: Main Currents in Psychological Thought*. (6th ed.). Prentice- Hall.
- Wolman, B. B. (1980). *Contemporary Theories and Systems in Psychology*. Harper & Row.
- Schultz, D., & Schultz, S. E. (2016). *Theories of Personality* (11th ed.). Cengage learning Custom publishing.
- Schultz, D., & Schultz, S.E. (2011). *The history of modern psychology*. (10th ed.). Cengage learning.
- Woody, W. D., & Viney, W. (2017). *History of Psychology: Emergence of Science and Applications*. (6th ed.). Routledge.
- Woodworth, R. S. (2007). *Contemporary Schools of Psychology*. Read Books.

M.A. (PSYCHOLOGY) 2ND SEMESTER
COURSE NO. PSY24-203-CR
COURSE NAME: PSYCHOPATHOLOGY-II

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To impart the understanding of DSM-V as a diagnostic system.
- To acquaint the students with the diagnostic criteria, etiology and treatment of various psychological disorders.
- Demonstration of skill and strong knowledge base about writing about current evidence-based therapeutic treatments for major classes of psychiatric disorders.

COURSE OUTCOMES:

- Recognizing the diagnosis, etiology and treatment of the disorders with respect to various theoretical approaches.
- Consideration of the complex factors that contribute to psychological and behavioral dysfunction, including neurobiological, developmental, psychological, and socio-cultural issues.

UNIT-I:

Diagnostic Criteria, Etiology and Treatment of:
Schizophrenia Spectrum and Other Psychotic Disorders:
Personality Disorders.

UNIT-II:

Diagnostic Criteria, Etiology and Treatment of:
Bipolar and Related Disorders,
Depressive Disorders.

UNIT-III

Diagnostic Criteria, Etiology and Treatment of:
Sexual Disorders.
Feeding and Eating Disorders.

UNIT-IV

Diagnostic Criteria, Etiology and Treatment of:
Neuro-Cognitive Disorders (Delirium, Alzheimer's, and Parkinson's Disease).
Speech Disorders.

READINGS:

- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.TR).
- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders*. (5th ed.).
- Barbara A. W., & James E. M. (2019). (Eds). *Psychopathology: Foundations for a Contemporary Understanding*. (5th ed.). Taylor & Francis.
- Castonguay, L. G., Oltmanns, T. F., & Lott, A. P. (Eds). (2021). *Psychopathology: From Science to Clinical Practice*. (2nd ed.). Guilford Press.
- Craighead, W., Miklowitz, D. & Craighead, L. (2017). *Psychopathology: History, Diagnosis, and Empirical Foundations*. (3rd ed.).
- Davison, G. C., Johnson, S. L., Neale, J. M., Kring, A. M. (2014). *Abnormal Psychology: DSM-5 Update*. Wiley.
- Kring, A. M., & Johnson, S. L. (2018). *Abnormal Psychology: The science and treatment of psychological disorders*. (14th ed.). Wiley

M.A. (PSYCHOLOGY) 2ND SEMESTER
COURSE NO. PSY24-204-CR
COURSE NAME: RESEARCH METHODOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To acquaint the students with the basics purpose, types and ethical considerations of research.
- To enable them to be well versed with the process of data collection, analysis and report writing.

COURSE OUTCOMES:

- Basic research concepts, research process and ethical dimensions attached to research.
- Understanding of research methods, sampling and data analysis.
- APA style of preparing research proposal and writing research report.
- Various sources of information for literature review and data collection.

UNIT-I

Research: Meaning and Purpose.
Types of Research.
Steps in Research Process.
Theory and its Role in Research.
Ethics in Research.

UNIT-II

Quantitative Designs: Experimental, Correlation, Survey.
Qualitative Designs: Grounded Theory, Ethnography, Phenomenology, Case Study.

UNIT-III

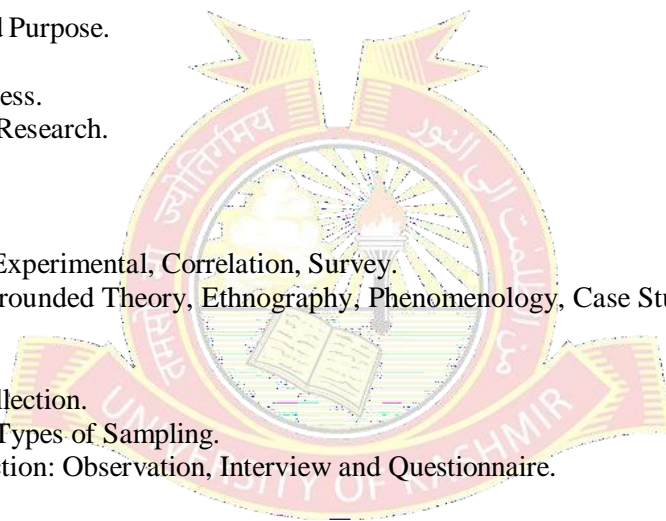
Sampling and Data Collection.
Concept of Sampling, Types of Sampling.
Methods of Data collection: Observation, Interview and Questionnaire.

UNIT-IV

Data Analysis and Report Writing.
Data Analysis: Processing, Editing and Coding Data.
Research Report Writing: APA Style of Report Writing.

READINGS:

- Bordens, K. S. & Abbott, B. B. (2014). *Research design and methods: A process approach*. (9th ed.). McGraw Hill Education.
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approach*. Sage Publications.
- Kerlinger, F.N. (1999). *Foundations of Behavioral Research*. (3, ed.). Prism Books Ltd.
- Mukherjee, S. P. (2020). *A Guide to Research Methodology: An Overview of Research Problems, Tasks and Methods*. CRC Press, Taylor & Francis Group.
- Thomas, G. (2021). *Research Methodology and Scientific Writing*. Springer.



M.A. (PSYCHOLOGY) 2ND SEMESTER
COURSE NO. PSY24-205-DCE
COURSE NAME: LIFE SPAN DEVELOPMENT

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS=16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

Objective

- To instill a comprehensive understanding of the psychological underpinnings of human lifespan development among students.
- To empower students to critically analyze the multifaceted dimensions of development, encompassing physical, cognitive, and socio-emotional facets.

COURSE OUTCOMES

- Evaluate the interplay of biological, cognitive, cultural, environmental, and social elements influencing development across the lifespan.
- Critically appraise contemporary and historical research as well as methodological approaches employed in the field of developmental psychology.

Unit 1: Prenatal Development

Life-Span Perspective.

Genetic & Chromosomal Disorders.

Development from Conception to Birth.

Hazards to Prenatal Development.

Unit 2: Infancy and Childhood

Physical Development: Body Growth, Brain, Motor Development, Sleep Patterns.

Cognitive Development: Piaget's View, Vygotsky's Theory.

Socio-Emotional Development: Temperaments, Erikson's View, Moral Development, Parenting.

Unit 3: Adolescence

Physical Development: Puberty, Brain, Sexual Development, Sleep Patterns.

Cognitive Development: Piaget's View, Adolescent Egocentrism, Information Processing.

Socio-Emotional Development: Erikson's View, Digital Identity Formation, Relationship with Parents & Peers.

Unit 4: Adulthood

Physical Development: Sensory Changes, Aging Brain, Health, Sleep Patterns.

Cognitive Development: Postformal Thought, Information Processing, Digital Literacy.

Socio-Emotional Development: Erikson & Levenson's View, Midlife Crisis, Socioemotional Selectivity Theory.

Death And Dying.

READINGS:

- Berk, L. E. (2019). *Exploring Child and Adolescent Development* (1st ed.). Pearson Publication.
- Hollingsworth, M. A. (2018). *Theories of Lifespan Development*. XanEdu.
- Santrock, J. W. (2017). *Life-Span Development*. (17th ed.). McGraw Hill.
- Santrock, J. W., Deater-Deckard, K., & Lansford, J.E. (2021). *Child Development: An Introduction*. McGraw Hill.
- Sigelman, C. K., & Elizabeth, R. A. (2021). *Life-Span Human Development*. (10th ed.). Cengage Learning.

M.A. (PSYCHOLOGY) 2ND SEMESTER
COURSE NO. PSY24-206-DCE
COURSE NAME: ENVIRONMENTAL PSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS=16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To enable the students with the role of psychology in understanding the degradation and sustainability of environment.
- To sensitize the students about climate change and its impact on the human wellbeing.

COURSE OUTCOMES:

- The development of psychological conceptualization of environment, its degradation and protection and sustainability.
- Pro-environmental behavior practices and their intervention in the daily life.

UNIT-I

History of Environmental Psychology.

Theories of Environmental Behavior: Theory of Planned Behavior, Norm Activation Model, Value- Belief-Norm Theory of Environmentalism.

Environmental Perception and Attitudes.

Spatio-Physical Dimension: Spatial Behavior, Personal Space, Territoriality, Crowding.

UNIT-II

Environmental Risk Perception.

Environmental Stress.

Scenic Beauty: Visual Landscape Assessment and Human Landscape Perception.

Health Benefits of Nature.

Ambivalence Towards Nature and Natural Landscapes.

Restorative Environments.

UNIT-III

Measuring Environmental Behavior.

Values and Pro-Environmental Behaviour (PEB).

Social Norms and Emotions Regarding PEB.

Encouraging PEB with Rewards and Penalties.

UNIT-IV

Quality Of Life and Sustainability.

Social Psychology of Climate Change.

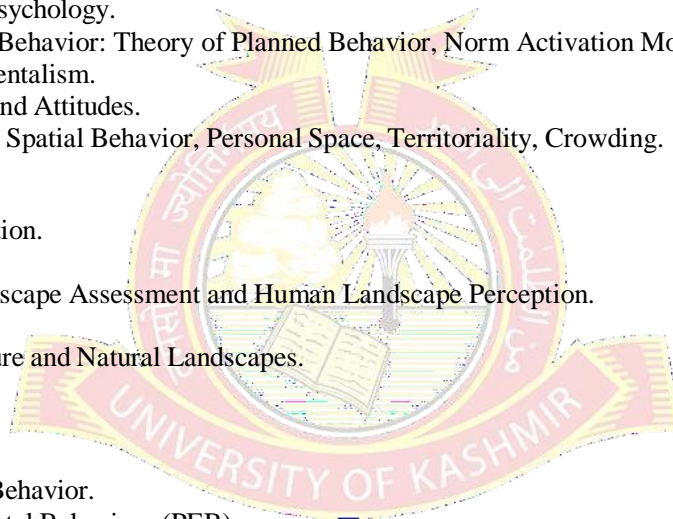
Limiting Climate Change: Contributions of Psychology.

Psychological Barriers to Mitigation.

Therapeutic Responses to Climate Change.

READINGS:

- Bonnes, M., Secchiarioli, G. (1995). *Environmental Psychology: A Psycho-social Introduction*. SAGE Publications.
- Christie Manning & Susan Clayton (2018). *Psychology and Climate Change: Human Perceptions, Impacts, and Responses*. Academic Press.
- Devlin, A. S. (2018). *Environmental psychology and human well-being: Effects of built and natural settings*. Academic Press.
- Fleury-Bahi, G., Pol, E., & Navarro, O. (Eds.). (2017). *Handbook of environmental psychology and quality of life research*. Springer International Publishing.
- Lee, T., Bonnes, M. (2016). (Eds) *Psychological Theories for Environmental Issues*. Taylor & Francis.
- Scott, B. A., Amel, E. L., Koger, S. M., & Manning, C. M. (2021). *Psychology for sustainability*. Routledge Steg, L. E., & De Groot, J. I. (2019). *Environmental psychology: An introduction (2nd ed)*. John Wiley & Sons.



M.A. (PSYCHOLOGY) 2ND SEMESTER
COURSE NO. PSY24-207-DCE
COURSE NAME: ADVANCED ORGANISATIONAL BEHAVIOUR

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To help students gain the conceptual understanding of various theories & models of organizational behavior.
- To acquaint students with the knowledge related to behavior in organizations.

COURSE OUTCOMES:

- To identify the theoretical perspectives used in developing communication and resolving conflicts in the field of organizational psychology.
- To explain group dynamics and demonstrate skills required for working in groups (team building).
- To identify the various leadership styles and the role of leaders in a decision-making process in order to facilitate a sound organizational culture and change.

Unit I: Emerging themes in Organizational Behaviour

Positive Organizational Behavior.
Positive Organizational Scholarship.
Multiculturalism & Organizational Behaviour.
Biological Foundations of Organizational Behavior.
Algorithmic Decision-Making Systems.
Management Information System.

Unit II : Productive Behaviour in Organizations:

Human Dignity at the Workplace.
Job Performance: Models and Determinants.
Creativity & Innovation: Organizational Determinants.
Helping Behaviour: Antecedents & Consequences.

Unit III: Counterproductive Behaviour in Organizations:

Toxic Work Environment.
Ineffective Job Performance: Causes & Management.
Absenteeism: Predictors & Cultural Differences.
Employee Turnover: Impact & Determinants.

Unit IV: Work –Life Balance:

Concept, Theories & Components of Work-Life Balance.
Work Life Challenges & their Solutions.
Successful work-life balance strategies.
Time Management & Work Life.
Work-Life Integration.

READINGS:

- Bratton, J. (2020). *Work and Organizational Behavior*. (4th ed.). Red Globe Press.
- Fred Luthans, Brett C. Luthans, K. W. L. (2021). *Organizational Behavior: An Evidence-Based Approach*. (14th ed.). Information Age Publishing.
- Johns, G. (2019). *Organizational Behavior*. Harper Collins.
- Robbins, S. P. (2018). *Organization Behavior*. (18th ed.). Pearson Education.
- Saks, G. J. A. M. (2019). *Organizational Behaviour: Understanding and Managing Life at Work*. (14th ed.). Pearson Canada.

M.A. (PSYCHOLOGY) 2ND SEMESTER
COURSE NO. PSY24-208-DCE
COURSE NAME: FORENSIC PSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To impart the knowledge of history and current practices in the field of Forensic Psychology.
- To enable the students to possess a know-how of crime, violence, laws, and legal processes.

COURSE OUTCOMES:

- To know the emerging importance of Forensic psychology and its independent existence as a marked discipline in the domain of Psychology.
- To have an expertise of doing higher research in eyewitness testimony, custody evaluations, expert witness, jury selection, etc.
- To know about the ethical/legal aspects of the discipline and to deliberate upon its diverse applicability.

UNIT-I

Forensic Psychology: History and the Psycho-legal Cases.
Certification, Credentialing in Forensic Psychology.
Theories of Criminal Behaviour that Help Inform Practice.
Admissibility of Expert Testimony.

UNIT-II

Offender Profiling: Different Approaches.
Evaluation of Sexual Predators.
Battered Woman Syndrome in the Courts.
Competence to Confess.

UNIT-III

Eyewitness Identification Performance: Perpetrator, Witness and the Situational Factors.
Jury Selection and the Psychology of the Trial.
Custody and Access to Children.
Child Sexual Abuse Evaluations.

UNIT-IV

Risk Assessment and Involuntary Commitment.
Psychological Interventions in Forensic Settings.
Ethical Issues in Forensic Settings.

READINGS:

- Towl, G. J., Crighton, D. A. (2015). (Eds.). *Forensic Psychology*. (2nd ed.). Wiley.
- Towl, G. J., Crighton, D. A. (2021). (Eds.). *Forensic Psychology*. (3rd ed.). Wiley.
- Taylor, S. (2015). *Forensic Psychology: The Basics*. Taylor & Francis.
- Walker, L. E., Shapiro, D., Akl, S. (2020). *Introduction to Forensic Psychology: Clinical and Social Psychological Perspectives*. Springer International Publishing.
- Weiner, I. B. (2003). *Handbook of Psychology: Forensic psychology*. Volume 11. Wiley. _____

M.A. (PSYCHOLOGY) 2ND SEMESTER
COURSE No. PSY24-2001-GE
COURSE NAME: FUNDAMENTALS OF COUNSELING

TOTAL CREDITS: 2

TEACHING HOURS=24

TUTORIAL HOURS= 8

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To acquaint the students with the fundamental concepts pertaining to counselling process.

COURSE OUTCOMES:

- Know the process of counselling, its types and the ethical/legal issues associated with it.
- Possess a know-how of the counselling relation between counsellor and counselee.

UNIT-I

Counseling: Meaning. and scope.

Types of Counselling: Direct, Indirect and Eclectic.

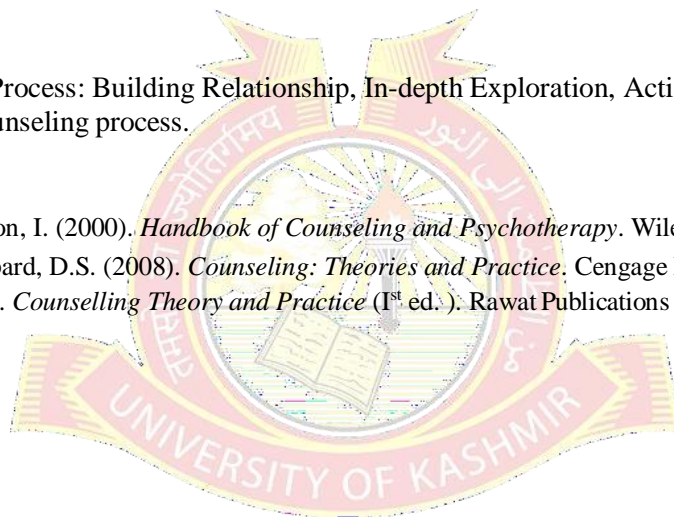
Skills of Counselor.

UNIT-II

Stages of Counselling Process: Building Relationship, In-depth Exploration, Action and Termination.
Variables Affecting counseling process.

READINGS:

- Feltham, C. & Horton, I. (2000). *Handbook of Counseling and Psychotherapy*. Wiley.
- Kohler, J.A. & Shepard, D.S. (2008). *Counseling: Theories and Practice*. Cengage Learning
- Neukrug, E., (2011). *Counselling Theory and Practice* (1st ed.). Rawat Publications



PROGRAM: M.A. PSYCHOLOGY

CHOICE BASED CREDIT SYSTEM (ACADEMIC SESSION 2024 ONWARDS)

CURRICULUM STRUCTURE:

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

- I. **Core Courses:** The core papers are basic /unique to a program and are compulsory to be studied to earn a degree in the given program.
- II. **Elective Courses:** These are the courses 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 students of the department 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.

Students with M.A. in Psychology will be expected to achieve the following outcomes:

Program Outcomes (POs)

M.A. PSY. PO1: Advanced Knowledge and Understanding.

Acquire and integrate advanced knowledge in the field of study, utilizing research-based methods to draw informed conclusions and contribute to the discipline's body of knowledge.

M.A. PSY. PO2: Problem Identification and Solution Development

Apply theoretical and practical knowledge to identify, analyze, and address complex problems. Additionally, the students must also be able to design and develop effective solutions that are informed by current research and best practices.

M.A. PSY. PO3: Analytical and Critical Thinking

Demonstrate strong analytical and critical thinking skills to evaluate data, assess research findings, and make reasoned decisions.

M.A. PSY. PO4: Societal and Contextual Analysis

Understand and analyse issues relevant to various contextual settings in order to communicate insights and solutions related to social, environmental, or community-related problems effectively.

M.A. PSY. PO5: Leadership and Team Collaboration

Show proficiency in leading and working collaboratively within teams in order to achieve organizational goals while effectively communicating with stakeholders, producing comprehensive reports, and making clear presentations.

M.A. PSY. PO6: Utilization of Modern Tools and Techniques

Adopt and use contemporary tools, technologies, and methodologies relevant to the field of research, problem-solving, and decision-making.

M.A. PSY. PO7: Ethical and Value-Based Leadership

Exhibit ethical behavior and value-based leadership in professional practices to maintain high standards of integrity, respect diverse perspectives, and contribute positively to the field and society.

Program Specific Outcomes (PSOs)

M.A. PSY. PSO1: Develop a comprehensive understanding of psychological theories, methodologies, and techniques, while staying current with innovative trends and advancements in the field.

M.A. PSY. PSO2: Exhibit advanced proficiency in using psychological assessment tools and applying principles to evaluate mental health, tailoring interventions to specific needs based on thorough assessments.

M.A. PSY. PSO3: Design, conduct, and manage complex research projects using advanced statistical methods, and clearly report findings to contribute to the advancement of psychological theory.

M.A. PSY. PSO4: Demonstrate critical professional skills, including problem-solving, investigative abilities, and effective communication, presenting complex psychological information clearly to diverse audiences.

M.A. PSY. PSO5: Uphold ethical standards and culturally competent practices, showing sensitivity to diverse differences and applying ethical guidelines in interactions with clients and research subjects.

M.A. PSY. PSO6: Refine therapeutic skills and techniques to effectively counsel and intervene, mastering various approaches to support individuals and groups in addressing psychological challenges.

CREDIT DISTRIBUTION IN M.A. 3rd SEMESTER			
COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	CREDITS PER COURSE	TOTAL CREDITS
CORE COURSE	3	4	12
DISCIPLINE CENTRIC ELECTIVE (DC)	2	4	8
ELECTIVE COURSE (GE/OE)	1	2	2

COURSES OFFERED IN M.A. 3rd SEMESTER						
CORE COURSES (CR)						
COURSE CATEGORY	COURSE CODE	COURSE NAME	HOURS/WEEK			CREDITS
			L	T	P	
CORE	PSY24-301-CR	STATISTICS IN PSYCHOLOGY	3	1	X	4
CORE	PSY24-302-CR	PSYCHOMETRICS	3	1	X	4
CORE	PSY24-303-CR	PROJECT	3	1	X	4
DISCIPLINE CENTRIC ELECTIVE COURSES (DCE)						
DCE	PSY24-304-DCE	BEHAVIOUR MODIFICATION	3	1	X	4
DCE	PSY24-305-DCE	HEALTH PSYCHOLOGY	3	1	X	4
DCE	PSY24-306-DCE	DISABILITIES & REHABILITATION	3	1	X	4
DCE	PSY24-307-DCE	PSYCHOLOGY OF GENDER	3	1	X	4
GENERIC ELECTIVE COURSE (GE)						
GE	PSY24-3001-GE	CROSS-CULTURAL PSYCHOLOGY	1	1	X	2
OPEN ELECTIVE COURSE (OE)						
OE	PSY24-3001-OE	PEACE PSYCHOLOGY	1	1	X	2
OE	PSY24-3002-OE	PSYCHOLOGY OF TRAUMA	1	1	X	2
*NOTE: Generic Elective (GE) and Open Elective (OE) courses offered by the Department of Psychology are open to students from other departments/centers.						

M.A. (PSYCHOLOGY)
3rd SEMESTER
COURSE NO. PSY24-301-CR

COURSE NAME: STATISTICS IN PSYCHOLOGY

TOTAL CREDITS: 4

PROJECT HOURS=96

TUTORIAL HOURS= 32

NOTE: EACH UNIT CARRIES 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.

COURSE OUTCOMES:

Following completion of the course, students are expected to be able to demonstrate competency in the following areas:

- Understanding regarding various statistical methods, their utility, technicalities and implications.
- Analysis of the numerical and descriptive data.

UNIT-I

Introduction to Statistical Analysis: Descriptive and Inferential Statistics.
Understanding Data Types and Measurement Scales.
Normal Probability Curve: Concept and Characteristics.
Hypothesis Tests: Concept & Types.
Parametric v/s Non-Parametric Statistics.

UNIT-II

Sample Size Determination.
Level of Significance, Power of a Test and Effect Size.
Test of Normality: Kolmogorov-Smirnov, Shapiro-Wilk Test.
Tests of Significance: T-Test, Chi Square Test, Mann-Whitney U Test.

UNIT-III

Nature & Types of Correlation: Pearson's, Spearman's and Kendall's Tau Rank Correlation Coefficient Methods.
Partial & Multiple Correlation.
Simple Regression Analysis & Multiple Regression Analysis.

UNIT-IV

ANOVA: One-Way & Two-Way ANOVA, Kruskal-Wallis` & Friedman's Methods.
Multiple Comparison Tests: Duncan's, Tukey Test and Newman-Keul's Test.

READINGS:

- Broota, K. D. (1989). *Experimental Design in Behavioural Research*. Wiley Eastern.
- Garrett. H. E. (1967). *Statistics in Psychology and Education*. Denis Mckey Co.
- Guilford, J.P., & Fruchter, B. (1978). *Fundamental Statistics in Psychology and Education*. Mcgraw Hill Series.
- Kerlinger, F.N. (1995). *Foundation of Behavioural Research*. Prism Books.
- Moore, David. S., & Notz, William. I. (2021). *The Basic Practice of Statistics*. (5th Ed.). Palgrave Macmillian.
- Grevetter, F. J. & Wallnau, L. B. (2017). *Statistics for The Behavioural Sciences*. Cengage.
- Weiss, N., & Hassett, M. (1987). *Introductory Statistics*. Addison Wiley Publishing.
- Winer, B.J. (1971). *Statistical Principles in Experimental Designs*. McGraw Hill Ltd.

M.A (PSYCHOLOGY) 3rd SEMESTER

COURSE CODE: PSY24-302-CR

COURSE NAME: PSYCHOMETRICS

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To help students in understanding the nature & scope of psychometrics.
- To keep the students updated with respect to various psychometric methods & softwares.
- To train the students in development of various psychological tools.

COURSE OUTCOMES:

Following completion of the course, students are expected to be able to demonstrate competency in the following areas:

- Psychometric Procedures & their relevance in diverse fields.
- The statistical and psychometric underpinnings of quantitative methodological techniques like reliability, validity & factor analysis.
- Use of various software packages for carrying out the data analysis.

UNIT-I BASICS OF PSYCHOMETRICS

Nature & Scope of Psychometrics.

Psychometrics in Relation to Data Science.

Theoretical Perspectives- Classical Test Theory v/s Modern Test Theory.

UNIT-II DATA ANALYSIS USING SPSS

Demonstration of Various Data Analysis Procedures using SPSS: Mean, Trimmed Mean, Box Plots, Stem & Leaf

Diagrams, Scattergram, Q-Q Plots.

Missing Data Analysis & Normality Indices.

Signal Detection & its Applications: Plotting an ROC Curve- Sensitivity & Specificity.

UNIT-III FACTOR ANALYSIS

Exploratory Factor Analysis: Steps, Applications /Hands on Training.

Confirmatory Factor Analysis: Steps, Applications/ Hands on Training.

UNIT-IV TOOL DEVELOPMENT

Steps of Development of a Standardized Psychological Tool: Item Writing, Item Analysis, Establishment of Psychometric Properties.

Scaling Techniques and their Relevance in Diverse Research Contexts.

READINGS:

- Raykov, T., & Marcoulides, G.A. (2011). *Introduction to psychometric theory*. Taylor & Francis Group.
- Fruchter, B. (1967). *Introduction to Factor Analysis*. East West Press.
- Howitt, D. & Cramer, D. (2020). *Understanding Statistics in Psychology with SPSS*. Pearson Education
- Garrett. H. E. (1967). *Statistics in Psychology and Education*. Denis Mckey Co.
- Kerlinger, F. N. (1995). *Foundation of Behavioural Research*. Prism Books.
- Mair, P. (2018). *Modern Psychometrics with R*. Springer International Publishing.
- Rust, J., Kosinski, M., & Stillwell, D. (2020). *Modern Psychometrics: The Science of Psychological Assessment*. Routledge.

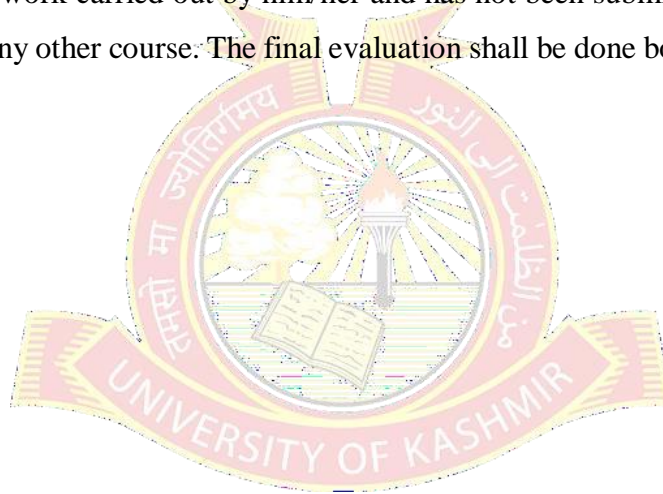
M.A (PSYCHOLOGY) 3rd SEMESTER
COURSE CODE: PSY24-303-CR
COURSE NAME: PROJECT

TOTAL CREDITS: 4

PROJECT HOURS=96

TUTORIAL HOURS= 32

Each student is required to undertake a project (Group or Individual level) on a topic to be decided with the concerned mentor. The topic should be related to Organizational Behavior (in an industrial setting), Clinical Psychology (in a hospital setting), Health Psychology (In clinical as well as non-clinical settings) and Social Psychology (In a social setting). The student has to conduct a thorough study on the selected topic and submit a project report in the Department. The student should furthermore submit a declaration duly signed and countersigned by the project mentor and the Head of the Department respectively, 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. The final evaluation shall be done both by the project mentor and the external examiner.



M.A (PSYCHOLOGY) 3rd SEMESTER
COURSE CODE: PSY24-304-DCE
COURSE NAME: BEHAVIOR MODIFICATION

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 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.

COURSE OUTCOMES:

Following completion of the course, students are expected to be able to demonstrate competency in the following areas:

- Knowledge and skills needed using behavior modification techniques as interventional measures.
- Proficient application of learning theories, relaxation techniques, modeling, contingency management procedures, and behavior modification techniques across diverse settings, including clinical, educational, and parenting environments.

UNIT-I

Introduction to Behavior Modification.
Theoretical Foundations of Behavior Modification.
Merits and Limitations of Behavioral Approach.
Ethical Considerations in Behavior Modification.

UNIT-II

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

UNIT-III

Modeling Procedures: Graduated Modeling, Participant Modeling.
Contingency Management Procedures: Reinforcement and Punishment.
Cognitive Behavior Modification Techniques: Rational Emotive Behavior Therapy of Ellis, Beck's Model, Meichenbaum's Self- Instructional Training.

UNIT-IV

Application of Behavior Modification Techniques in:
Clinical Settings.
Educational Settings.
Parenting and Child Management.

READINGS:

- Martin, G. & Pear, J. (2020). *Behavior Modification: What it is and How to Do it*. Routledge.
- Miltenberger, R. G. (2015). *Behavior Modification: Principles and Procedures*. (6th ed.). Cengage.
- Rimm, D. C. & Masters, J. C. (1974). *Behaviour Therapy: Techniques and Empirical Findings*. J.W. & Sons.
- Swaminathan, V. D., & Kaliappan, K. V. (1997). *Psychology for Effective Living Behaviour Modification, Guidance, Counselling and Yoga*. Madras Psychology Society.
- Walker, S. (2019). *Learning Theory and Behaviour Modification*. Taylor and Francis.

M.A (PSYCHOLOGY) 3rd SEMESTER
COURSE CODE: PSY24-305-DCE
COURSE NAME: HEALTH PSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES

- To understand the historical evolution of attitudes, beliefs, and practices related to health and healing, including traditional and modern approaches.
- To evaluate current global health trends, including infectious diseases, non-communicable diseases, mental health concerns, and environmental factors influencing health.

COURSE: OUTCOMES:

- Students will demonstrate the knowledge of healthcare practices from ancient times to modern-day approaches.
- Students will analyze current global health trends by identifying major health issues affecting different populations worldwide and evaluating their impact on public health policies and interventions.
- Students will apply theoretical frameworks of health behavior to real-world scenarios, and will an understanding of how beliefs, attitudes, and social factors influence health-related behaviors and interventions.

Unit- I

Health Psychology: Historical Perspective on Health and Healing, Current Global Health Trends.

Approaches to Health Psychology.

Theories of Health Behaviour: Health Belief Model, Theory of Reasoned Action, Theory of Planned Behaviour, Protection Motivation Theory, Transtheoretical Model, Subjective Expected Utility Theory.

Unit-II

Models of Healthy Personality: Maslow, Rogers, Perl, Erich Fromm.

Negative Personality Factors Influencing Health: Type A, Neuroticism & Hostility.

Positive Personality Factors Leading to Good Health: Optimism, Hardiness and Conscientiousness.

Social Determinants of Health: Social Inequality, Health Inequality, Social Capital & Residential Inequality.

Unit-III

Physical Systems & Presenting Problems: Cardiovascular Diseases, Cancer, Diabetes.

Psychosocial Impact of Cardiovascular Diseases, Cancer, Diabetes.

Pain Management: Models and Importance.

Unit-IV

Health Enhancing Behaviours: Exercise, Weight Control and Health Screening.

Health-Compromising Behaviours: Substance Abuse, Smoking and Sedentary Lifestyle.

Health Behaviour Modification: Self-Observation and Self-Monitoring, Operant Conditioning, Modelling, Stimulus Control and Relapse Prevention.

Role of Technology in Health-Related Behaviours Change.

READINGS:

- Allen, F. (2009). Health Psychology and Behaviour. McGraw-Hill Australia.
- Revenson, T.A., & Gurung, R.A.R. (Eds.). (2018). Handbook of Health Psychology (1st ed.). Routledge.
<https://doi.org/10.4324/9781315167534>
- Snooks, M. K. (2009). *Health psychology: Biological, psychological, and sociocultural perspectives*. Jones and Bartlett Publishers.
- Duane, P. Schultz. (1997). Growth Psychology: models of healthy personality. Van Nostrand Reinhold company.
- Ogden. (1996). Health Psychology: A textbook. Open university press.
- Sarafino, E.P. (2005). Health Psychology: Bio-psychological Interactions. Wiley.
- Taylor, S.E. (2006) Health Psychology. (7th edition). Tata McGraw Hill.

M.A (PSYCHOLOGY) 3rd SEMESTER
COURSE No.: PSY24-306-DCE
COURSE NAME: DISABILITIES & REHABILITATION

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To impart knowledge and develop necessary skills required for the fundamental understanding of various forms of disabilities their characteristics, identification and interventional measures.
- To gain an insightful understanding into the various acts for disabled people.

COURSE OUTCOMES:

Following completion of the course, students will be able to demonstrate competency in the following areas:

- Necessary knowledge and skill base required for the fundamental understanding of various forms of disabilities their characteristics and identification.
- To impart the necessary skills and measures concerning the behavior management of the people with physical, learning and intellectual disabilities.

UNIT-I

Disability: Conceptual Background and Controversies.

Disability Rights Movement.

Ethical Issues Related to Working with People with Disabilities.

Disability and Rehabilitation Acts (National and International).

UNIT-II

Etiology and Early Identification of Neuro-Developmental Impairments (Intellectual Disability; Autism Spectrum Disorder, Specific Learning Disorder, Attention-Deficit/Hyperactivity Disorder).

UNIT-III

Types, Etiology and Identification of:

Locomotor Impairment.

Visual Impairment.

Hearing and Speech Impairment.

UNIT-IV

Behaviour Management: Fundamental Principles and Procedures of Applied Behavior Analysis.

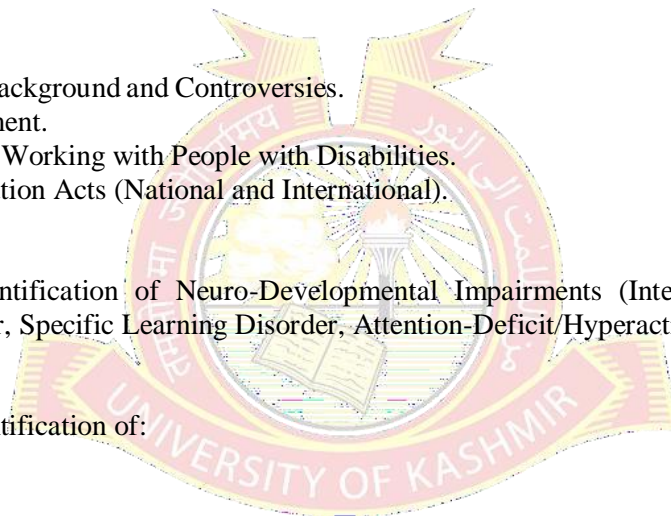
Reinforcement (Positive, Negative and Differential), Compliance Training, Shaping, Teaching in Functional Context, Forward and Backward Chaining, Moving from Full to Partial Guidance.

Treatment, Planning and Intervention: Prioritizing Target Behaviours, Importance of Functional Equivalence.

Parent Education, Parent Involvement, and Guidelines for Working with Parents of Children with Disabilities.

READINGS:

- Batshaw, M. L. (1997). *Children with Disabilities*. (4th ed.). Paul H. Brookes.
- Ethridge, D. A., & Johnson, J. A. (2013). *Developmental disabilities: A handbook for occupational therapists*. Pearson.
- Fletcher, H. K., Flood, A., & Hare, D. J. (2016). *Attachment in intellectual and developmental disability: A clinician's guide to practice and research*. John Wiley & Sons.
- Gillberg, C., & O'Brien, G. (Eds.). (2000). *Developmental disability and behavior*. Cambridge University Press.
- Johnstone, D. (2012). *An introduction to disability studies*. Routledge.



M.A (PSYCHOLOGY) 3rd SEMESTER
COURSE CODE: PSY24-307-DCE
COURSE NAME: PSYCHOLOGY OF GENDER

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- Outline various dimensions, factors, and processes of the construction of gender.
- Identify and describe gender stereotypes and their role in one's gender identity.

COURSE OUTCOMES:

Following completion of the course, students are expected to demonstrate competency in the following areas:

- Expand upon the binary conceptualizations of both sex and gender by differentiating the biological concept of sex, as manifested in maleness and femaleness, from the cultural concept of gender, as manifested in masculinity and femininity.
- Identify and describe gender stereotypes and their role in one's gender identity.
- Compare the biological (nature) and social psychological (nurture) theories of gender development throughout the life span.

UNIT-I

Introduction to gender psychology.

Sex and Gender.

Patriarchy and Gender.

Gender Stereotypes: Explicit and Implicit measure, The process and implications of stereotyping.

UNIT-II

Biological Theories: Genetics, Hormones, Physiology and Structural Differences.

Socio-Biology and Evolutionary Psychology.

Social and Cultural Paradigms: Role of Culture and Socialization.

UNIT-III

Cognitive Theories of Gender: Kohlberg's Theory of Cognitive Development, Gender Schema Theory.

Social Learning Theory (Albert Bandura).

Social Psychological Theories: Eysenck's Theories of Gender and Sexuality; Social Role Theory.

UNIT-IV

Deconstructing and Re-Constructing Masculinity and Femininity.

Gender Differences in Relational and Collective Interdependence.

Gender Dysphoria.

READINGS:

- Alice H., Eagly, Anne E. Beall, Robert J. Sternberg. (Eds.) (2005). *The Psychology of Gender* (2nd ed.). GP.
- Christina Richards, Meg John Barker. (2015). *The Palgrave Handbook of the Psychology of Sexuality and Gender*. Palgrave Macmillan.
- Mary, C. (1997). *Talking Difference: On Gender and Language*. SAGE Publications Ltd.
- Richard A. Lippa. (2005). *Gender, Nature, and Nurture*. (2nd ed.). Psychology Press.
- Vicki S. Helgeson. (2020). *Psychology of Gender* (6th ed.). Routledge.
- Wendy Stainton Rogers, Rex Stainton Rogers. (2001). *The Psychology of Gender and Sexuality: An Introduction*. Open University Press.

M.A (PSYCHOLOGY) 3rd SEMESTER
COURSE CODE: PSY24-3001-GE
COURSE NAME: CROSS-CULTURAL PSYCHOLOGY

TOTAL CREDITS: 2

TEACHING HOURS=24

TUTORIAL HOURS=8

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To understand the applicability of cross-cultural Psychology as an interdisciplinary social science subject.

COURSE OUTCOMES:

Following completion of the course, students are expected to demonstrate competency in the following areas:

- Understanding of the nature and approaches of cross-cultural psychology.
- Appreciating the role of culture in human cognition and social interaction.

UNIT-I

Introduction to Cross-cultural Psychology.

Interpretive Positions: Absolutism, Relativism, Universalism.

Ethnocentrism.

Culture and Cognition.

UNIT-II

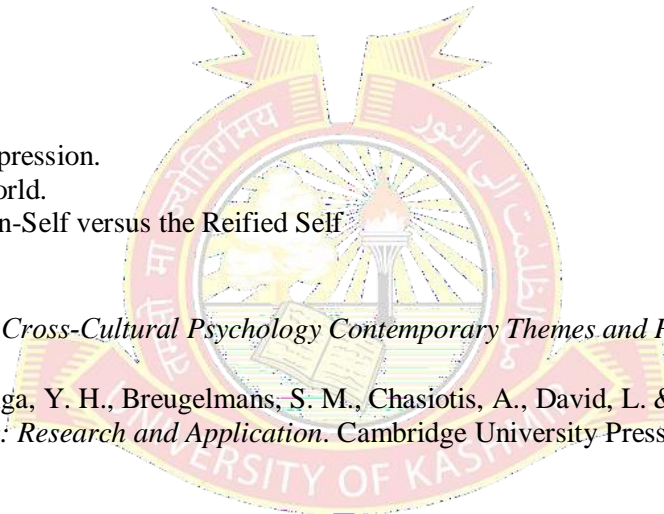
Culture, Emotion, and Expression.

Happiness Around the World.

East Meets West: The Non-Self versus the Reified Self

READINGS:

- Keith, K. D. (2019). *Cross-Cultural Psychology Contemporary Themes and Perspectives*. John Wiley & Sons.
- Berry, J. W., Poortinga, Y. H., Breugelmans, S. M., Chasiotis, A., David, L. & Sam, D. L. (2012). *Cross-Cultural Psychology: Research and Application*. Cambridge University Press.



M.A (PSYCHOLOGY) 3rd SEMESTER
COURSE CODE: PSY24-3001-OE
COURSE NAME: PEACE PSYCHOLOGY

TOTAL CREDITS: 2

TEACHING HOURS=24

TUTORIAL HOURS=8

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- 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.

COURSE OUTCOMES:

Following completion of the course, students are expected to demonstrate competency in the following areas:

- Understanding of the processes of peace and its vital importance in resolution of national and international conflicts.
- Implementation of necessary skills in the applications of the principles in conflict resolution.

UNIT-I

Concept of Peace: Positive and Negative Peace.

Factors Influencing Violence.

Aggression.

Nonviolence Direct Action: Factors Influencing Non-violence

UNIT-II

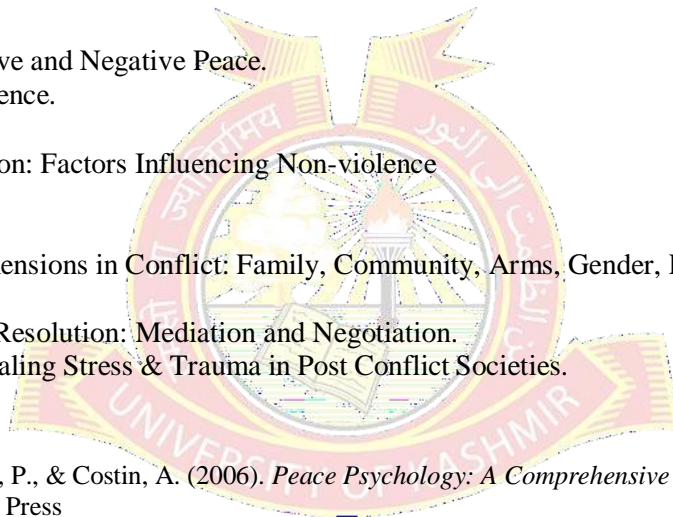
Conflict: Issues and Dimensions in Conflict: Family, Community, Arms, Gender, Religion, Socio-Economic Issues.

Approaches of Conflict Resolution: Mediation and Negotiation.

Processes & Skills in Healing Stress & Trauma in Post Conflict Societies.

READINGS:

- Blumberg, H.H., Hare, P., & Costin, A. (2006). *Peace Psychology: A Comprehensive Introduction*. UK: Cambridge University Press
- Fox, M. A. (2013). *Understanding Peace: A Comprehensive Introduction*. Taylor & Francis.
- Gibson, S. (Ed.). (2018). *Discourse, Peace, and Conflict Discursive Psychology Perspectives*. Taylor & Francis.
- MacNair, R. M. (2011). *The Psychology of Peace: An Introduction* (2nd ed.). Praeger Publishers Inc.
- Thompson, C. E. F. (2019). *A Psychology of Liberation and Peace*. Springer International Publishing.



M.A (PSYCHOLOGY) 3rd SEMESTER
COURSE CODE: PSY23-3002-OE
COURSE NAME: PSYCHOLOGY OF TRAUMA

TOTAL CREDITS: 2

TEACHING HOURS=24

TUTORIAL HOURS= 8

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- Develop an understanding of the history and impact of trauma on physiological, emotional and cognitive processes.
- Become familiar with trauma healing therapies pertinent to evidence based and traditional approaches

COURSE OUTCOMES:

Following completion of the course, students will be able to demonstrate competency in the following areas:

- Understanding of the impact of trauma on physiological, emotional and cognitive processes.
- A basic know-how of the trauma is a product of complex psychosocial processes.
- An insight into the healing aspects of trauma.

UNIT-I

A brief history of trauma discourse.

Trauma: clinical and psycho-social understandings.

The Impact of Trauma (PTSD, Dissociation, Complex Trauma, Trauma and Memory).

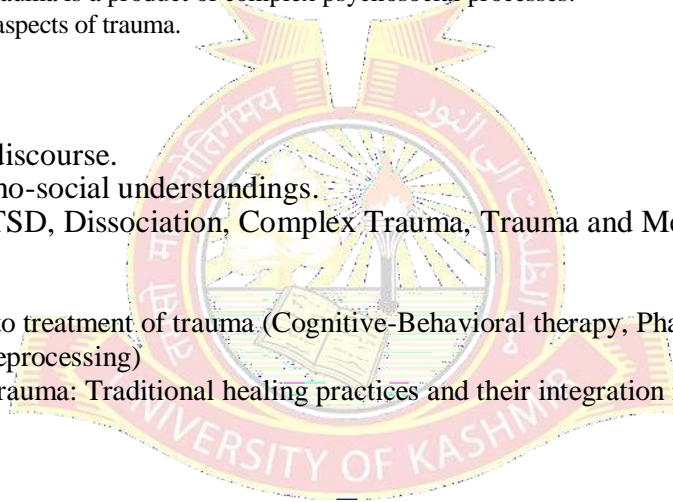
UNIT-II

Evidence-based approaches to treatment of trauma. (Cognitive-Behavioral therapy, Pharmacotherapy, Eye Movement Desensitization and Reprocessing)

Indigenous perspectives on trauma: Traditional healing practices and their integration into trauma therapy

READINGS

- Duran, E. (2019). Healing The Soul Wound: Trauma-Informed Counseling for Indigenous Communities.



PROGRAM: M.A. PSYCHOLOGY

CHOICE BASED CREDIT SYSTEM (ACADEMIC SESSION 2024 ONWARDS)

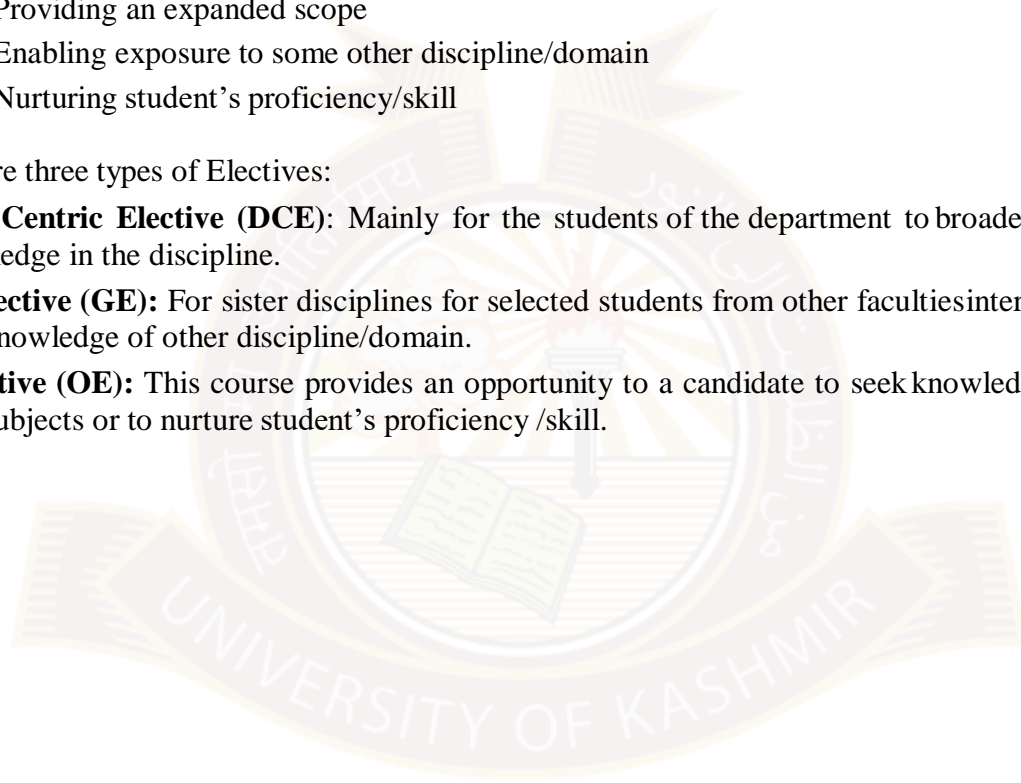
Curriculum Structure:

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

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

There are three types of Electives:

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



Students with M.A. in Psychology will be expected to achieve the following outcomes:

Program Outcomes (POs)

M.A. PSY. PO1: Advanced Knowledge and Understanding.

Acquire and integrate advanced knowledge in the field of study, utilizing research-based methods to draw informed conclusions and contribute to the discipline's body of knowledge.

M.A. PSY. PO2: Problem Identification and Solution Development

Apply theoretical and practical knowledge to identify, analyze, and address complex problems. Additionally, the students must also be able to design and develop effective solutions that are informed by current research and best practices.

M.A. PSY. PO3: Analytical and Critical Thinking

Demonstrate strong analytical and critical thinking skills to evaluate data, assess research findings, and make reasoned decisions.

M.A. PSY. PO4: Societal and Contextual Analysis

Understand and analyse issues relevant to various contextual settings in order to communicate insights and solutions related to social, environmental, or community-related problems effectively.

M.A. PSY. PO5: Leadership and Team Collaboration

Show proficiency in leading and working collaboratively within teams in order to achieve organizational goals while effectively communicating with stakeholders, producing comprehensive reports, and making clear presentations.

M.A. PSY. PO6: Utilization of Modern Tools and Techniques

Adopt and use contemporary tools, technologies, and methodologies relevant to the field of research, problem-solving, and decision-making.

M.A. PSY. PO7: Ethical and Value-Based Leadership

Exhibit ethical behavior and value-based leadership in professional practices to maintain high standards of integrity, respect diverse perspectives, and contribute positively to the field and society.

Program Specific Outcomes (PSOs)

M.A. PSY. PSO1: Develop a comprehensive understanding of psychological theories, methodologies, and techniques, while staying current with innovative trends and advancements in the field.

M.A. PSY. PSO2: Exhibit advanced proficiency in using psychological assessment tools and applying principles to evaluate mental health, tailoring interventions to specific needs based on thorough assessments.

M.A. PSY. PSO3: Design, conduct, and manage complex research projects using advanced statistical methods, and clearly report findings to contribute to the advancement of psychological theory.

M.A. PSY. PSO4: Demonstrate critical professional skills, including problem-solving, investigative abilities, and effective communication, presenting complex psychological information clearly to diverse audiences.

M.A. PSY. PSO5: Uphold ethical standards and culturally competent practices, showing sensitivity to diverse differences and applying ethical guidelines in interactions with clients and research subjects.

M.A. PSY. PSO6: Refine therapeutic skills and techniques to effectively counsel and intervene, mastering various approaches to support individuals and groups in addressing psychological challenges.

CREDIT DISTRIBUTION IN M.A. 4th SEMESTER			
COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	CREDITS PER COURSE	TOTAL CREDITS
CORE COURSE	3	4	12
DISCIPLINE CENTRIC ELECTIVE (DC)	2	4	8
GENERAL ELECTIVE COURSE (GE)	1	2	2
OR			
OPEN ELECTIVE COURSE (OE)	1	2	2

COURSES OFFERED IN M.A. 4th SEMESTER						
CORE COURSES (CR)						
COURSE CATEGORY	COURSE CODE	COURSE NAME	HOURS/WEEK			CREDITS
			L	T	P	
CORE	PSY24-401-CR	COUNSELLING PSYCHOLOGY	3	1	X	4
CORE	PSY24-402-CR	PSYCHOLOGICAL TESTING	3	1	X	4
CORE	PSY24-403-CR	PRACTICUM	3	1	X	4
DISCIPLINE CENTRIC ELECTIVE COURSES (DCE)						
DCE	PSY24-404-DCE	HUMAN RESOURCE MANAGEMENT	3	1	X	4
DCE	PSY24-405-DCE	PSYCHOTHERAPEUTICS	3	1	X	4
DCE	PSY24-406-DCE	POSITIVE PSYCHOLOGY	3	1	X	4
DCE	PSY24-407-DCE	INTERNSHIP	3	1	X	4
GENERIC ELECTIVE COURSE (GE)						
GE	PSY24-4001-GE	SPORTS PSYCHOLOGY	1	1	X	2
GE	PSY24-4002-GE	PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS AND SOCIAL MEDIA	1	1	X	2
OPEN ELECTIVE COURSE (OE)						
OE	PSY24-4001-OE	POLITICAL PSYCHOLOGY	1	1	X	2
OE	PSY24-4002-OE	STRESS MANAGEMENT	1	1	X	2
*NOTE: Generic Elective (GE) and Open Elective (OE) courses offered by the Department of Psychology are open to students from other departments/centers.						

M.A. (PSYCHOLOGY) 4th SEMESTER
COURSE CODE: PSY24-401-CR
COURSE NAME: COUNSELING PSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To acquaint students with the knowledge related to various domains of counselling.
- To train the students in application of various counselling techniques in diverse settings.
- To update knowledge of students with respect to counselling standards & ethical codes of counselling.

COURSE OUTCOMES:

Following completion of the course, students will be able to demonstrate competency in the following areas.

- Basic concepts and issues in counseling.
- Comprehensive view of the history and growth of counseling profession.
- Knowledge about role of counselor in diverse settings.

UNIT-I

Historical Background of the Counselling and its Interdisciplinary Areas: Psychiatry, Social work, and Clinical Guidance.

Counselling Profession: Assumptions, Challenges and Aspirations.

Ethical Codes (Definition and Purpose).

Legal and Ethical Issues.

UNIT-II

Types Of Counselling: Individual and Group Counselling.

Counselling Process: Stages of Counselling: Initial Disclosure, In-Depth Exploration, Commitment to Action, Termination and Follow Up.

Counselling Skills: Attending Skills, Listening Skills, Communication Skills and Personalizing Skills.

UNIT-III

Counseling Approaches: Psychoanalytic, Existential, Humanistic, Gestalt and Cognitive- Behavioral.

UNIT-IV

Counseling in Various Settings: Family, Marital, Substance Abuse, Child Abuse, Domestic Violence, Suicide Prevention, Geriatric Care and Terminally Ill.

READINGS:

- Corey, G. (2019). *Theory and practice of Counselling and Psychotherapy*. (10th ed.). Cengage.
- Feltham, C & Hanley, T. (2017). *The Sage Handbook of Counselling and Psychotherapy*. Sage
- Gladding, S. (2020). *Counselling: A Comprehensive Profession*. (8th ed.). Pearson
- Jones, N. (2014). *Theory and Beginner's Guide to Counselling and Psychotherapy*. Sage
- Leod, J. (2020). *An Introduction to Counselling*. McGraw Hill
- Palmer, S. (2015). *Practice of Counselling and Psychotherapy*. Sage
- Reeves, A. (2017). *An Introduction to Counselling and Psychotherapy: From theory to Practice*: Sage

M.A. (PSYCHOLOGY) 4th SEMESTER
COURSE NO: PSY24-402-CR
Course Name: Psychological Testing

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS=16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To update students with respect to the nature & scope of Psychological Testing.
- To make the students able to use various psychological assessment tools.
- To train the students in carrying out psychological testing in diverse contexts.

COURSE OUTCOMES:

Following completion of the course, students are expected to demonstrate competency in the following areas:

- An extensive knowledge about the individual tests and test batteries in the areas of intelligence, aptitude, interest, achievement and personality.
- An advanced perspective into the test editions, sub-test construction and the psychometric properties of various tests.
- A practical application of the psychological tests in clinical as well as non-clinical settings, keeping in view the ethical code of conduct (academic/scholarly or professional).

UNIT-I

Theories of Intelligence.

Measuring Intelligence: Binet Scales, Wechsler's Scales, Raven's Progressive Matrices, Binet-Kamat scale.
Controversies and Debates in Intelligence Testing.

UNIT-II

Measurement of Aptitude: Differential Aptitude Test (DAT), Miller Analogies Test.

Measurement of Interest: Strong Interest Inventory (SII) and Kuder Career Interests Assessment.

Measurement of Achievement: Woodcock Johnson Psycho-educational Battery, Kaufman Test of Educational Achievement.

UNIT-III

Measurement of Personality:

Objective Tests: 16 PF, MMPI series, Myers-Briggs Type Indicator.

Projective Tests: Rorschach Inkblot Test, Thematic Apperception Test, Indian adaptation OF TAT.

UNIT-IV

Applications of Testing in Various Fields (Clinical and Nonclinical).

Ethical and Legal Issues in Psychological Testing.

READINGS:

- Cooper, C. (2018). *Psychological Testing: Theory and Practice*. Taylor & Francis.
- Schneider, W. J., Tobin, R. M., Cohen, R. J. (2021). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. McGraw-Hill Education.
- Lewis, C. A., Loewenthal, K. M. (2020). *An Introduction to Psychological Tests and Scales* (2nd ed.). Routledge.
- Miller, L. A., & Lovler, R. L. (2019). *Foundations of Psychological Testing: A Practical Approach* (6th ed.). Sage.
- Wright, J. A. (2020). *Conducting Psychological Assessment: A Guide for Practitioners*. (2nd ed.). Wiley.

M.A. (PSYCHOLOGY) 4th SEMESTER
COURSE NO: PSY24-403-CR
COURSE NAME: PRACTICUM

TOTAL CREDITS: 4

PRACTICAL HOURS=96

TUTORIAL HOURS= 32

NOTE: EACH PRACTICAL CARRIES HALF CREDIT VALUE WITH 12 HOURS PRACTICAL & 4 HOURS TUTORIAL

OBJECTIVES:

- To make the students able to carry out & demonstrate the various psychological experiments.
- To make the students skilled with respect to proper interpretation of the results of various psychological experiments.

COURSE OUTCOMES:

Following completion of the course, students will be able to demonstrate competency in the following areas:

- Understanding the processes and steps involved in conducting the practical work based on various psychological tests.
- Designing and undertaking experiments independently.

NOTE: EIGHT PRACTICALS WITH WEIGHTAGE OF ½ CREDIT FOR EACH PRACTICAL TO BE COMPLETED BY THE STUDENT FROM THE FOLLOWING AREAS

- Assessment of Aptitude.
- Assessment of Mental Ability.
- Measurement Manual Dexterity.
- Relaxation Technique.
- Assertive training.
- Systematic Desensitization.
- Bio feedback.
- Assessment of personality using objective and projective techniques.
- Assessment of Quality of health and other related issues.
- Competency based assessment.
- Assessment of social desirability issues in Personality

READINGS:

- Britt, M. A. (2016). *Psych Experiments: From Pavlov's Dogs to Rorschach's Inkblots, Put Psychology's Most Fascinating Studies to the Test*. Adams Media.
- Hussain, A. (2014). *Experiments in Psychology*. PHI Learning.
- McGuigan, F. J. (1997). *Experimental Psychology Methods of Research*. Prentice Hall.
- Mohsin, S. M. (1982). *Experiments in Psychology*. Motilal Banarsidas.
- Patton, M. J. (2016). *The Psychological Experiment: A Practical Accomplishment*. Elsevier Science.
- Postman, L. & Eagan, J. P. (1985). *Experimental Psychology*. Kalyani.
- Robert, L. S. (2003). *Experimental Psychology: A Case Approach*. Pearson Education.

M.A. (PSYCHOLOGY) 4th SEMESTER
COURSE NO: PSY24-404-DCE
COURSE NAME: HUMAN RESOURCE MANAGEMENT

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- To update the students with respect to various concepts of human resource management.
- To enable students to gain proficiency & skills for serving at various organizations.
- To enable students to practical aspects of various policies & activities in the field of human resource management.

COURSE OUTCOMES:

Following completion of the course, students will be able to demonstrate competency in the following areas:

- Understanding the importance of an effective management of human resources in an organization.
- Various aspects of psychology at work, with respect to the complicated designing of the organizations.
- Understanding of the personnel management, training, discrimination at workplace, job complexities etc.

UNIT-I

Human Resource Management: Scope and Functions, Current Status & Future Prospectus, HRM from professional perspective.

Job Analysis: Dimensions, Process, Techniques, Challenges.

UNIT-II

Job Design: Critical Components: Job Rotation, Job Enlargement & Job Re-engineering, Recent Practices in Job Design.

Human Resource Planning: Influencing factors & Process, HR Forecasting Techniques, Human Resource Management Information System (HRIS).

UNIT-III

Recruitment, Selection, Placement & Promotion: Basic Themes & Processes with Illustrations.

HR Development: Career Planning & Guidance, Training, Development, Evaluation, Compensation & Incentives.

UNIT -IV

Employee Wellbeing: Employee Health, Safety Program, Corporate Social Responsibility, Industrial Accidents & Safety Engineering.

Discipline & Ethics: Disciplinary Action Procedure, Grievance Redressal, Ethical Issues in HRM.

READINGS:

- Aswathappa, K. (2008). *Human Resource and personnel management*. (5, ed.). Tata Mc Graw Hill Publishing company Ltd.
- Shaun Tyson. (2012). *Essentials of Human Resource Management*. (5th ed.). Taylor & Francis
- Gerhart, B., Noe, R. A., & Hollenbeck, J. R. (2014) *Human Resource Management: Gaining a competitive advantage*. McGraw-Hill Edition.
- Durai, P. (2010). *Human resource management*. Pearson Education India.

M.A. (PSYCHOLOGY) 4th SEMESTER
COURSE NO: PSY24-405-DCE
COURSE NAME: PSYCHOTHERAPEUTICS

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 basics of various psychotherapies and techniques.
- To acquaint the students with the applications of various psychotherapies and techniques.

COURSE OUTCOMES:

Following completion of the course, students will be able to demonstrate competency in the following areas:

- Major psychotherapies from psycho-analytic, gestalt, behavioristic, humanistic-existential, cognitive schools of thought.
- Clinical as well as non-clinical applications of the psychotherapies and their efficacy with respect to their inclusion as interventional measures.

UNIT-I

Defining Psychotherapy: Therapy Environment and Therapy Length.
Psychodynamic Psychotherapy.
Adlerian Psychotherapy.
Analytical psychotherapy.

UNIT-II

Theoretical Basis, Therapeutic Stages, Techniques and Applications of:
Cognitive Behavior Therapy
Rational Emotive Behavior Therapy
Cognitive Processing therapy

UNIT-III

Constructivist Therapy.
Transpersonal Therapy.
Logotherapy
Transcultural Therapy
Grief Therapy.

UNIT-IV

Group Cognitive Behavior Therapy.
Psychodynamic Group Therapy.
Self-Help Groups
Group Family Therapy.
Couples Therapy.
Ethical Issues in Group Therapy.

READINGS:

- Corey, G. (2009). *Theory and practice of counselling and psychotherapy*. (8th ed). Brooks/Cole.
- Feltman, C. (2017). *The Sage Handbook of Counselling and Psychotherapy*. (4th ed.). Sage.
- Linden, W., & Hewitt, P. L. (2018). *Clinical Psychology: A Modern Health Profession*. (2nd ed.). Routledge.
- Sharf, R. S. (2015). *Theories Of Psychotherapy & Counseling: Concepts and Cases*. (6th ed.). Cengage Learning.

M.A. (PSYCHOLOGY) 4th SEMESTER

COURSE NO: PSY21-406-DCE

COURSE NAME: POSITIVE PSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS= 16

NOTE: EACH UNIT CARRIES 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.

COURSE OUTCOMES:

Following completion of the course, students will be able to demonstrate competency in the following areas:

- Learn to think critically and analytically about issues related to positive psychology.
- Opportunity to experience and apply positive psychology concepts and principles to personal growth and well-being.

UNIT-I

Positive Psychology: Concept, Nature and Scope.

Eastern and Western Influences in Positive Psychology.

Classifications and Measures of Human Strengths and Positive outcomes.: Gallup's Clifton Strengths Finder, The VIA Classification of Strengths, The search Institute's 40 Developmental Assets.

UNIT-II

Determinants of Well-Being. Types of Well-being: Subjective Well-Being, Ryff's Psychological Well-Being.

Happiness: Hedonic and Eudaimonic Happiness, Individualistic and Collectivist style of Happiness.

Gender and Happiness.

UNIT-III

Positive Emotions: Broaden and Build Theory of Positive Emotions, Emotional Intelligence.

Pro-Social Orientation: Empathy, Altruism, Gratitude, Forgiveness.

Cognitive Orientation: Attachment, Love, Wisdom, Psychological Capital, Post-Traumatic Growth.

UNIT-IV

Major Religious Influences in Positive Psychology: Buddhism, Islam, Hinduism, Christianity.

Future directions for the Positive Psychology.

Readings

- Carr, A. (2019). *Positive Psychology and You: A Self-Development Guide*. Taylor & Francis.
- Hart, R. (2020). *Positive Psychology: The Basics*. Taylor & Francis.
- Hussain, A., & Singh, R. (2020). *Spirituality in Practice*. The Readers Paradise.
- Husain, A. (2018). *Applied Islamic Psychology: A Fresh Interpretation*. Global Vision Publishing House.
- Hussain, A., Khan, A., Kirmani, M. K. Khatoon, Z. (2021). *Psychological Perspectives in Islam and Sufism*. Global Vision Publishing House.
- Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2015). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. (3rd ed.). Sage Publications.
- Ramakrishna, R. K., & Anand, C. P. (2016). *Psychology in the Indian Tradition*. Springer.
- Seligman, M. E. P. (2002). *Using the new positive psychology to realize your potential for lasting fulfillment*. Free Press.

M.A. (PSYCHOLOGY) 4th SEMESTER
COURSE NO: PSY24-407-DCE
COURSE NAME: INTERNSHIP/FIELD WORK

TOTAL CREDITS: 4

OBJECTIVES:

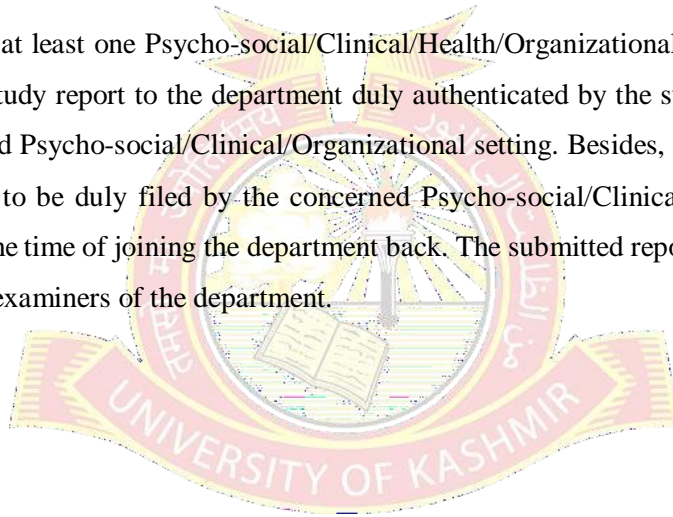
- To enable the students to gain skills of carrying out the case studies in Psycho-social/Clinical/Health/Organizational settings.
- To enable the students to have a clear understanding of interpretation of results of psychological tests in Psycho-social/Clinical/Health/Organizational settings.

COURSE OUTCOMES:

Following completion of the course, students will be able to demonstrate competency in the following areas:

- Carrying out the case studies in Psycho-social/Clinical/Health/Organizational settings.
- Interpretation of the case study results in light of theory & context of the settings.

Each student has to visit at least one Psycho-social/Clinical/Health/Organizational setting for 20 working days and submit a case study report to the department duly authenticated by the supervisor allotted to the candidate at the concerned Psycho-social/Clinical/Organizational setting. Besides, the evaluation report on prescribed format needs to be duly filed by the concerned Psycho-social/Clinical/Health/Organizational setting and submitted at the time of joining the department back. The submitted report shall be evaluated by the internal and external examiners of the department.



M.A. (PSYCHOLOGY) 4th SEMESTER
COURSE NO. PSYPSY24-4001-GE
COURSE NAME: SPORTS PSYCHOLOGY

TOTAL CREDITS: 2

TEACHING HOURS=24

TUTORIAL HOURS= 8

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS

TUTORIAL

OBJECTIVES:

- To help the students to be able to understand various psychological factors affecting sports performance.
- To update the knowledge of students with respect to current trends in sports psychology.

COURSE OUTCOMES:

Following completion of the course, students will be able to demonstrate competency in the following areas:

- Understanding of the role of psychological principles behind athletic performance.
- Understanding the socio-psychological context of sport.

UNIT-I

Sports Psychology: Nature, Meaning & Scope.

Psychological Factors Affecting Sports Performance: Motor Skills, Learning, Attention, Arousal, Focusing and Concentration.

Sports Coaching Strategies.

UNIT-II

Current Trends in Sports Psychology.

Role of Sports Psychologists.

Explanation of Match Fixing, Doping & Team Selection in Context of Psychology.

Prevention of Sports Injuries.

READINGS:

- Meijen, C. (2019). (Ed.). *Endurance Performance in Sport: Psychological Theory and Interventions*. (2019). Taylor & Francis.
- Mohan, J. (2010). *Sports Psychology: Emerging Horizons*. Friends Publishers.
- Moran, A. P., Kremer, J., Kearney, C. J. (2019). *Pure Sport: Sport Psychology in Action*. (3rd ed.). Taylor & Francis.
- Smith, L. H., & Kays, T. M. (2010). *Sports Psychology for Dummies*.
- Taylor, J. (2019). (Ed.). *Comprehensive Applied Sport Psychology*. Taylor & Francis.

**M.A. (PSYCHOLOGY) 4th SEMESTER
COURSE No. PSY23-4002-GE**

**COURSE NAME: PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS AND
SOCIAL MEDIA**

TOTAL CREDITS: 2

TEACHING HOURS=24

TUTORIAL HOURS= 8

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- Explore the dynamics of interpersonal relationships within the context of social media platforms.
- Investigate challenges and opportunities posed by digital communication in fostering and sustaining relationships.

OUTCOMES:

- Gain insights into the impact of social media on relationship formation, maintenance, and dissolution.
- Develop critical awareness of cyberbullying, online harassment, and privacy concerns in social media interactions.

UNIT-I: UNDERSTANDING INTERPERSONAL RELATIONSHIPS IN THE DIGITAL AGE

Interpersonal Relationships in the Context of Social Media.

Impact of Social Media on Relationship Formation, Maintenance, and Dissolution.

UNIT-II: CHALLENGES AND OPPORTUNITIES IN SOCIAL MEDIA RELATIONSHIPS

Exploration of Challenges such as Cyberbullying, Online Harassment, and Privacy Concerns in Social Media Interactions.

Opportunities for Social Support, Community Building, and Identity Expression in Online Environments.

READINGS:

- Whitty, M. T., & Carr, A. N. (Eds.). (2016). *Personal Relationships and Technology in the Digital Age*. Routledge. ISBN: 978-1138818085.
- Guerrero, L. K., & Floyd, K. (2019). *Interpersonal Relationships*. McGraw-Hill Education. ISBN: 978-1260500350.
- Parks, M. R. (2011). *Communication Technology and Interpersonal Relationships*. Wiley-Blackwell. ISBN: 978-1405191255.
- Vangelisti, A. L., Perlman, D., & Noller, P. (Eds.). (2006). *The Cambridge Handbook of Personal Relationships*. Cambridge University Press. ISBN: 978-0521675391.
- Sias, P. M. (2017). *Interpersonal Communication: A Mindful Approach to Relationships*. Pearson. ISBN: 978-0133753813.

M.A. (PSYCHOLOGY) 4th SEMESTER
COURSE No. PSY24-4001-OE
COURSE NAME: POLITICAL PSYCHOLOGY

TOTAL CREDITS: 2

TEACHING HOURS=24

TUTORIAL HOURS= 8

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- Understand the psychological processes underlying political attitudes, beliefs, and behavior.
- Explore the impact of group dynamics, ideology, and polarization on political decision-making.

OUTCOMES:

- Gain insights into how psychological factors shape voting behavior, political ideology, and intergroup relations.
- Develop critical thinking skills to analyze political phenomena from a psychological perspective.

UNIT-I: FOUNDATIONS OF POLITICAL PSYCHOLOGY

Introduction to Political Psychology.

Theories and Approaches: Rational choice theory; Ideology and belief systems; Social identity theory.

UNIT-II: THE POLITICS OF INTERGROUP ATTITUDES

Social Identity and Group Dynamics.

Prejudice and Discrimination.

Attitudes Toward Social and Political Groups.

READINGS

- Osborne, D., & Sibley, C. G. (Eds.). (2022). *The Cambridge Handbook of Political Psychology*.
- Sears, D. O., Huddy, L., & Jervis, R. (Eds.). (2013). *Oxford handbook of political psychology*. Oxford University Press.
- Klandermans, B., & Huddy, L. (Eds.). (2019). *The Oxford handbook of political psychology*. Oxford University Press.
- Monroe, K. R., Hankin, J. R., & Taylor, A. J. W. (Eds.). (2011). *Political psychology*. Psychology Press.
- Kuklinski, J. H., & Quirk, P. J. (Eds.). (2000). *Political psychology: Situations, individuals, and cases*. Cambridge University Press.
- Lavine, H., & Steenbergen, M. R. (Eds.). (2012). *The social and psychological foundations of voting: A handbook for political psychology*. Routledge.

M.A. (PSYCHOLOGY) 4th SEMESTER
COURSE No. PSY24-4002-OE
COURSE NAME: STRESS MANAGEMENT

TOTAL CREDITS: 2

TEACHING HOURS=24

TUTORIAL HOURS= 8

NOTE: EACH UNIT CARRIES 1 CREDIT VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- Develop an understanding of the impact of stress on physiological, emotional and cognitive processes.
- Become familiar with stress management techniques pertinent to personal and professional functioning.

COURSE OUTCOMES:

Following completion of the course, students will be able to demonstrate competency in the following areas:

- Understanding of the impact of stress on physiological, emotional and cognitive processes.
- A basic know-how of the stress management techniques pertinent to personal and professional functioning.

UNIT-I

Definition and types of stress.
Sources of stress.

UNIT-II

Stress Management: Coping and Types of Coping Strategies (proactive coping, religious coping techniques, and Jacobson's Progressive Muscle Relaxation).

READINGS:

- Joshi, B. K. (2007). *Stress Management*. Pointer Publishers.
- Chakrawal, A., & Goyal, P. (2016). *Stress Management*. Studera Press.
- Ciccarelli, S. & Meyer, G. E. (2008). *Psychology*. Pearson Publications.
- Weller, S. (2000). *The Breath Book: 20 Ways to Breathe Away Stress, Anxiety and Fatigue*. Thorsons

