

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

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

**FOR  
BATCH 2023**



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

## PROGRAM: M.A. PSYCHOLOGY

### CHOICE BASED CREDIT SYSTEM FOR THE ACADEMIC SESSION 2023

#### 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 a given program.
- II. **Elective Courses:** Elective course is a course which can be chosen from a pool of papers and may be:
  - Supportive to the discipline of study
  - Providing an expanded scope
  - Enabling exposure to some other discipline/domain
  - Nurturing student's proficiency/skill

There are three types of Electives:

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

<b>CREDIT DISTRIBUTION IN MASTER'S IN PSYCHOLOGY</b>				
SEMESTER	COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	CREDITS PER COURSE	TOTAL CREDITS
<b>1<sup>ST</sup></b>	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
<b>2<sup>ND</sup></b>	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
<b>3<sup>RD</sup></b>	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
<b>4<sup>TH</sup></b>	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's 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.**

<b>COURSES OFFERED IN 1<sup>ST</sup> SEMESTER</b>						
<b>CORE COURSES (CR)</b>						
<b>COURSE CATEGORY</b>	<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>HOURS/WEEK</b>			<b>CREDITS</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
CORE	PSY23-101-CR	COGNITIVE PROCESSES-I	3	1	X	4
CORE	PSY23-102-CR	SYSTEMS AND THEORIES IN PSYCHOLOGY-I	3	1	X	4
CORE	PSY23-103-CR	PSYCHOPATHOLOGY-I	3	1	X	4
CORE	PSY23-104-CR	PRACTICUM	1	X	3	4
<b>DISCIPLINE CENTRIC ELECTIVE COURSES (DCE)</b>						
DCE	PSY23-105- DCE	SOCIAL PSYCHOLOGY	3	1	X	4
DCE	PSY23-106- DCE	BIOPSYCHOLOGY	3	1	X	4
DCE	PSY23-107- DCE	CLINICAL PSYCHOLOGY	3	1	X	4
<b>GENERIC ELECTIVE COURSE (GE)*</b>						
GE	PSY23-108-GE	EDUCATIONAL PSYCHOLOGY	1	1	X	2
<b>OPEN ELECTIVE COURSE (OE)*</b>						
OE	PSY23-109-GE	PRINCIPLES OF PSYCHOLOGY	1	1	X	2
<b>*NOTE: Generic Elective (GE) and Open Elective (OE) courses offered by the Department of Psychology are open to students from other departments/centers.</b>						

**M.A. (PSYCHOLOGY) 1<sup>ST</sup> SEMESTER**  
**COURSE NO. PSY23-101-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 nexus with neuroscience.
- Cultivate critical thinking and the ability to apply cognitive principles to real-world scenarios, enhancing students' grasp of human cognition and behavior.

**LEARNING 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**

Paradigms of Cognitive Psychology.

Current Trends in Cognitive psychology (Cognitive Revolution and Neuroscience).

**UNIT-II**

Theories and Models of Attention.

Factors that Influence our Ability to pay Attention Neuroscience and Attention.

**UNIT-III**

Basic Concepts of Perception. Structure of Visual System. Approaches to Perception. Disruptions in Perception.

Auditory Perception, Haptic Perception, Proprioception, Kinesthesia and Haptic Information.

**UNIT-IV**

Memory-Short Term and Working Memory.

Models of Memory: Sensory Memory, Short Term Memory, Working Memory, Levels of Processing (Top-Down & Bottom-Up).

**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) 1<sup>ST</sup> SEMESTER**  
**COURSE NO. PSY23-102-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.

**LEARNING 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. Rome and Middle Ages. Renaissance, Science and Philosophy. 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, Erik Erikson, Criticism and Evaluation.

**UNIT-IV: Behaviourism**

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

**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*. (6<sup>th</sup> 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*. (11<sup>th</sup> Ed.). Cengage learning Custompublishing.
- Schultz, D., & Schultz, S.E. (2011). *The history of modern psychology*. (10<sup>th</sup> Ed.). Cengage Learning.
- Woody, W. D., & Viney, W. (2017). *History of Psychology: Emergence of Science and Applications*. (6<sup>th</sup>Ed.). Routledge.
- Woodworth, R. S. (2007). *Contemporary Schools of Psychology*. Read Books

**M.A. (PSYCHOLOGY) 1<sup>ST</sup> SEMESTER**  
**COURSE NO. PSY23-103-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-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 current evidence-based therapeutic treatments for major classes of psychiatric disorders.

**LEARNING 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. Current Paradigms in Psychopathology.

**UNIT-II:**

Anxiety Disorders: Diagnostic criteria, Etiology and Treatment.

**UNIT-III**

Somatic Symptom and Related Disorders: Diagnostic criteria, Etiology and Treatment. Obsessive-Compulsive and related Disorders: Diagnostic criteria, Etiology and Treatment

**UNIT-IV**

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

**READINGS:**

- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text rev.).
- Barbara A. W., & James E. M. (2019). (Eds). *Psychopathology: Foundations for a Contemporary Understanding*. (5<sup>th</sup> Ed.). United States: Taylor & Francis.
- Castonguay, L. G., Oltmanns, T. F., & Lott, A. P. (Eds). (2021). *Psychopathology: From Science to Clinical Practice*. (2<sup>nd</sup> 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* (14<sup>th</sup> Ed.). Wiley.

**M.A. (PSYCHOLOGY) 1<sup>ST</sup> SEMESTER**  
**COURSE NO. PSY23-104-CR**  
**COURSE NAME: PRACTICUM**

**TOTAL CREDITS: 4**

**PRACTICAL HOURS=96**

**TUTORIAL HOURS= 32**

**NOTE: EACH PRACTICAL CARRIES HALF CREDIT VALUE WITH 24 HOURS PRACTICAL & 8 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.

**LEARNING 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) 1<sup>ST</sup> SEMESTER**  
**COURSE NO. PSY23-105-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 human behavior.

**LEARNING OUTCOMES:**

- A strong understanding of the core concepts like social perception, Attribution, conformity, aggression, compliance and self-concept.
- Application of the theories pertaining to social psychological construct in practical/project work.

**UNIT-I**

Social Psychology: Historical Trends and Current Themes (Critical Social Psychology, Social Neuroscience. Methods of Social Psychology.  
Theories of Social Psychology.

**UNIT-II**

Social Perception: Impressions Formation Attribution: Theories of Attribution.  
Perceiving groups: Prejudice; Stereotype.

**UNIT-III**

Attitude and Behaviour: Self Perception; Cognitive Dissonance. Social Influence: Conformity, Compliance, Obedience to Authority.

**UNIT-IV**

Intergroup Conflict: Sources of Conflict, Realistic Conflict theory, Resolving Intergroup Conflict. Pro-social Behaviour: Altruism, Volunteerism.

Aggression: Psychological Causes of Aggression, Effects of Aggression, Psychological Intervention to Control Aggression.

**READINGS:**

- Aronson, E. Wilson, T.M. & Akert, R.M. (2009). *Social psychology*. Pearson Publications.
- Baron, R. A., Branscombe, N. R., Byrne, D., & Fritsley J. V. H. (2010). *Mastering Social Psychology* (10<sup>th</sup> ed.). Pearson Canada.
- Crisp, R. J., & Turner, R. N. (2020). *Essential Social psychology*. Sage.
- Frings, D. (2018). *Social Psychology: The Basics*. Routledge.
- Hewstone, M. & Stroebe, W. (2021). *An Introduction to Social Psychology*. (7<sup>th</sup> ed.). Wiley.
- Myers, D. G., & Twenge, J. M. (2018). *Social Psychology*. McGraw-Hill Education.
- Rogers, W. S. (2019). *Perspectives on Social Psychology: A Psychology of Human Being*: Routledge.
- Taylor, S. E., Peplau, L. A. & Sears, D. O. (2006). *Social Psychology* (12<sup>th</sup> ed.). Pearson Education.



**M.A. (PSYCHOLOGY) 1<sup>ST</sup> SEMESTER**  
**COURSE NO. PSY23-106-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.

**LEARNING 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, Hardy Weinberg Equilibrium, Genetic Drift.

**READINGS:**

- Craison, N. (2000). *Physiology of Behavior* (3<sup>rd</sup> ed.). Allyn Bacon.
- Higgs, S., Cooper, A. & Lee, J. (2019). *Biological Psychology*. (2<sup>nd</sup> 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* (11<sup>th</sup> ed.). Pearson Education.

**M.A. (PSYCHOLOGY) 1<sup>ST</sup> SEMESTER**  
**COURSE NO. PSY23-107-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.

**LEARNING 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.

**UNIT-II**

Nature of Client Therapist Relationship. Skills of a Clinical Psychologist.

Legal Facts and Ethics pertaining to Clinical Psychology Profession. Practice Guidelines/Codes of Conduct. Code of Ethics Cultural Issues.

The Challenges and Responsibilities of Clinical Psychologists.

**UNIT-III**

Clinical Applications of Biological Model.

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

**UNIT-IV**

Clinical Assessment: Stages.

Types of clinical assessment: Psychodiagnostics Assessment, Intellectual/Cognitive-Behavioral, Health, Psychophysiological, Rehabilitative.

Goals of Clinical Assessment.

Psycho-diagnostic Assessment: Clinical Interviews, Structured/Unstructured interviews, Minnesota Multiphasic Personality Inventory (MMPI-2).

Cognitive and Neuropsychological Assessment: Stanford-Binet 5 (SB-5), WAIS-IV, (WISC-V), (WPPSI-IV)

Clinical Judgement: Decision Making and Errors in Judgement.

**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*. (2<sup>nd</sup> ed.). Routledge.
- Trull, T.J., & Prinstein, M.J. (2013). *Clinical psychology: Concepts, methods, and profession* (8<sup>th</sup> ed.). Belmont.

**M.A. (PSYCHOLOGY) 1<sup>ST</sup> SEMESTER**  
**COURSE NO. PSY23-109-OE**  
**COURSE NAME: PRINCIPLES OF PSYCHOLOGY**

**TOTAL CREDITS: 2**

**TEACHING HOURS=16**

**TUTORIAL HOURS= 16**

**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.

**LEARNING 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.

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

**UNIT-II**

Attention: Characteristics.

Theories of Attention: Filter Theory (1958) and Attenuation Theory (1960). Memory: Processes of Memory (Encoding, Storage and Retrieval).

Types of Memory: Short Term Memory, Long Term Memory Semantic Memory, Episodic Memory. Learning: Theories of Learning (Classical Conditioning and Operant Conditioning).

**READINGS:**

- Ciccarelli, S. K. (2017). *Psychology* (5<sup>th</sup> ed.). Pearson.
- Feldman, R. S. (2017). *Understanding Psychology* (12<sup>th</sup> 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.

**PROGRAM: M.A. PSYCHOLOGY****CHOICE BASED CREDIT SYSTEM WITH THE EFFECT FROM THE ACADEMIC SESSION****2023****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 a given program.
- II. **Elective Courses:** Elective course is a course which can be chosen from a pool of papers and may be:
  - Supportive to the discipline of study
  - Providing an expanded scope
  - Enabling an exposure to some other discipline/domain
  - Nurturing student's proficiency/skill

There are three types of Electives:

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

<b>CREDIT DISTRIBUTION IN M.A. 2ND SEMESTER</b>			
<b>COURSE CATEGORY</b>	<b>NO. OF COURSES (TO BE OPTED)</b>	<b>CREDITS PER COURSE</b>	<b>TOTAL CREDITS</b>
CORE COURSE	4	4	16
DISCIPLINE CENTRIC ELECTIVE (DC)	2	4	8
GENERAL ELECTIVE COURSE (GE)	1	2	2
OR			
OPEN ELECTIVE COURSE (OE)	1	2	2

<b>SEMESTER 2<sup>nd</sup></b>						
<b>Core Courses</b>						
<b>Course Category</b>	<b>Course Code</b>	<b>Course name</b>	<b>Hours/Week</b>			<b>Credits</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
<b>Core</b>	<b>PSY23-201-CR</b>	<b>Cognitive Processes-II</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY23-202-CR</b>	<b>Systems and Theories in Psychology-II</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY23-203-CR</b>	<b>Psychopathology-II</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY23-204-CR</b>	<b>Research Methodology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Discipline Centric Elective Courses</b>						
<b>DCE</b>	<b>PSY23-205-DCE</b>	<b>Life Span Development</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY23-206-DCE</b>	<b>Environmental Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY23-207-DCE</b>	<b>Organizational Behaviour</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY23-208-DCE</b>	<b>Forensic Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Generic Elective Course</b>						
<b>GE</b>	<b>PSY23-209-GE</b>	<b>Fundamentals of Counselling</b>	<b>2</b>	<b>x</b>	<b>x</b>	<b>2</b>

**M.A. (PSYCHOLOGY) 2<sup>ND</sup> SEMESTER**  
**COURSE NO. PSY23-201-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.

**LEARNING 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**

Memory: Long Term Memory (Encoding, Storage and Retrieval)

Explicit versus Implicit Memory Tasks.

Types of Memories: Declarative, Non-declarative memory, Autobiographical Memory, Flashbulb Memories.

Schemas, Emotions, Mood and Memory.

Memory Strategies.

**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**

Problem Solving Cycle.

Types of Problems.

Understanding the Problem.

Obstacles to Problem Solving.

Strategies of Problem-solving

**UNIT-IV**

Language: Properties and Views of Different Theorists.

Basic Components of Words and Sentences.

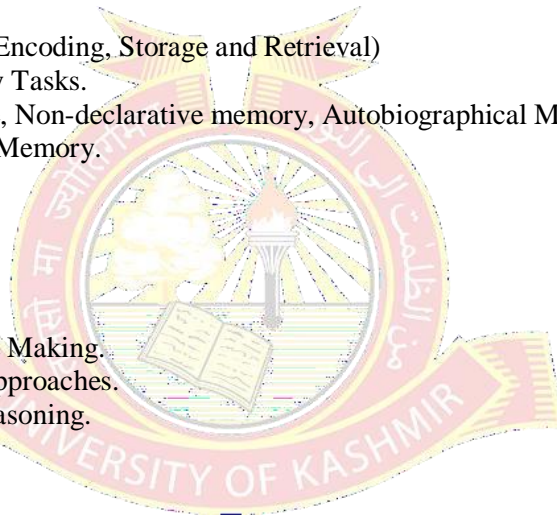
Language and Cognition.

Neurobiology of Language.

Understanding Words, Sentences and Text.

**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 .



**M.A. (PSYCHOLOGY) 2<sup>ND</sup> SEMESTER**  
**COURSE NO. PSY23-202-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.

**LEARNING 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.  
Current Status.

**UNIT-II**

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

**UNIT-III**

Humanistic Psychology: Abraham Maslow's Theory of Self-Actualization and Roger's Self-Theory. Existential Psychology: Victor Frankl, Rollo May.  
Comparison Between Humanistic and Existential Psychology.

**UNIT-IV**

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

**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*. (6<sup>th</sup> ed.). Prentice- Hall.
- Wolman, B. B. (1980). *Contemporary Theories and Systems in Psychology*. Harper & Row.
- Schultz, D., & Schultz, S. E. (2016). *Theories of Personality* (11<sup>th</sup> ed.). Cengage learning Custom publishing.
- Schultz, D., & Schultz, S.E. (2011). *The history of modern psychology*. (10<sup>th</sup> ed.). Cengage learning.
- Woody, W. D., & Viney, W. (2017). *History of Psychology: Emergence of Science and Applications*. (6<sup>th</sup> ed.). Routledge.
- Woodworth, R. S. (2007). *Contemporary Schools of Psychology*. Read Books

**M.A. (PSYCHOLOGY) 2<sup>ND</sup> SEMESTER**

**COURSE NO. PSY23-203-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.

**LEARNING 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 behavioural dysfunction, including neurobiological, developmental, psychological, and socio-cultural issues.

**UNIT-I:**

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

**UNIT-II:**

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

**UNIT-III**

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

**UNIT-IV**

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

**READINGS:**

- American Psychological Association (2000). *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) (4<sup>th</sup> ed., text rev.)*.
- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders*. (5<sup>th</sup> ed.).
- Barbara A. W., & James E. M. (2019). (Eds). *Psychopathology: Foundations for a Contemporary Understanding*. (5<sup>th</sup> ed.). Taylor & Francis.
- Castonguay, L. G., Oltmanns, T. F., & Lott, A. P. (Eds). (2021). *Psychopathology: From Science to Clinical Practice*. (2<sup>nd</sup> ed.). Guilford Press.
- Craighead, W., Miklowitz, D. & Craighead, L. (2017). *Psychopathology: History, Diagnosis, and Empirical Foundations*. (3<sup>rd</sup> 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*. (14<sup>th</sup> ed.). Wiley



**M.A. (PSYCHOLOGY) 2<sup>ND</sup> SEMESTER**  
**COURSE NO. PSY23-204-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.

**LEARNING 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)

**UNIT-III**

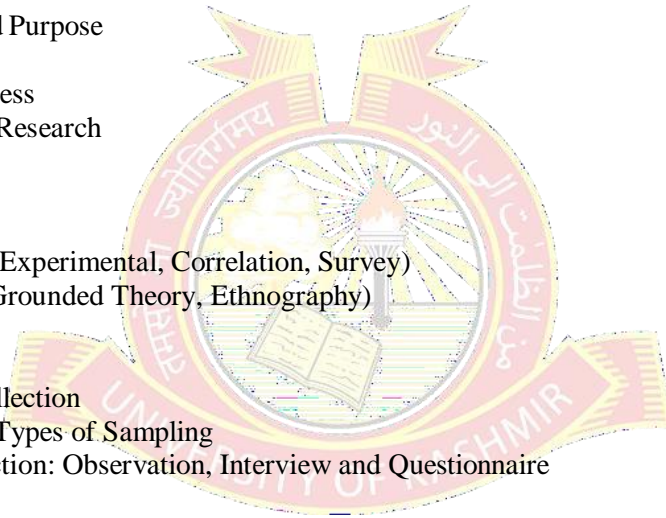
Sampling and Data Collection  
Concept of Sampling, Types of Sampling  
Methods of Data collection: Observation, Interview and Questionnaire

**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*. (9<sup>th</sup> 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) 2<sup>ND</sup> SEMESTER**

**COURSE NO. PSY23-205-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**

**OBJECTIVES:**

- To impart the psychological foundations of course of human life span to students.
- To enable the students to critically evaluate the physical, cognitive and socio-emotional aspects pertaining to development.

**LEARNING OUTCOMES:**

- Assess the biological, cognitive, cultural, environmental and social factors that influence development throughout the lifespan.
- Evaluate current, past research and methodological approaches in the study of developmental psychology.

**UNIT-I**

Genetic and Environmental Foundations of Development.  
Prenatal Development  
Birth (Infancy): Physical, Cognitive and Socio-emotional Development.

**UNIT-II**

Early Childhood: Physical, Cognitive and Socio-emotional Development.  
Middle Childhood: Physical, Cognitive and Socio-emotional Development.  
Late Childhood: Physical, Cognitive and Socio-emotional Development.

**UNIT-III**

Adolescence: Physical, Cognitive and Socio-emotional Development.

**UNIT-IV**

Early Adulthood: Physical, Cognitive and Socio-emotional Development.  
Successful Aging. Death and Dying.

**READINGS:**

- Berk, L. E. (2019). *Exploring Child and Adolescent Development* (1<sup>st</sup> 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) 2<sup>ND</sup> SEMESTER**  
**COURSE NO. PSY23-206-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.

**LEARNING 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., Secchiaroli, 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 (2<sup>nd</sup> ed)*. John Wiley & Sons.

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.

LEARNING 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 Behaviour, Positive Organizational Scholarship, Multiculturalism & Organizational Behaviour, Biological Foundations of organizational behaviour, 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, Absentism : 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) 2<sup>ND</sup> SEMESTER**  
**COURSE NO. PSY23-208-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.

**LEARNING 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: Historical and Contemporary Perspectives.  
Critical review of Munsterberg's, "on the witness stand".  
Expert Testimony: Law and Practice.  
Ethical Principles in the Practice of Forensic Psychology.

**UNIT-II**

Historical Development and approaches to Offender Profiling.  
Evaluation of Sexual Predators.  
Battered Woman Syndrome in the Courts.  
Violence Risk Assessment.

**UNIT-III**

Eyewitness Identification Performance.  
Intermediate Recognition Tasks: Mug Shots, Composite Production, The Identification Task, Pre-Lineup Instructions, Lineup Composition.  
Investigator Bias. Lineup Procedure  
The Eyewitness in Court.

**UNIT-IV**

Competence to Confess.  
Assessment of Competence to Stand Trial.  
Child Sexual Abuse Evaluations.

**READINGS:**

- Bull, R. (2011). *Four volume set Forensic Psychology*. Sage publications.
- Goldstein, M.A., & Weiner, B.I., (2003). *Handbook of Psychology*. Volume 11. John Wiley & Sons.
- Towl, G. J., Crighton, D. A. (2015). (Eds.). *Forensic Psychology*. (2<sup>nd</sup> ed.). Wiley.
- Towl, G. J., Crighton, D. A. (2021). (Eds.). *Forensic Psychology*. (3<sup>rd</sup> ed.). Wiley.
- Weiner, I. B., & Otto, R. K. (2013). (Eds.). *The Handbook of Forensic Psychology*. (2013). Wiley.

**M.A. (PSYCHOLOGY) 2<sup>ND</sup> SEMESTER**  
**COURSE No. PSY23-209-GE**  
**COURSE NAME: FUNDAMENTALS OF COUNSELING**

**TOTAL CREDITS: 2**

**TEACHING HOURS=16**

**TUTORIAL HOURS= 16**

**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.

**LEARNING 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.

Types of Counselling: Direct, Indirect and Eclectic.

Ethical and Legal Issues in Counseling. Marital, Group & Career

Counselling. Skills of Counselor.

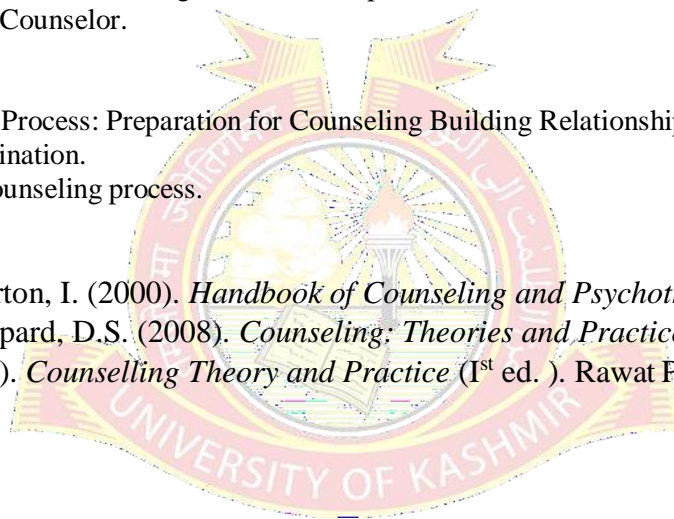
**UNIT-II**

Stages of Counselling Process: Preparation for Counseling 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* (1<sup>st</sup> ed. ). Rawat Publications



**PROGRAM: M.A. PSYCHOLOGY**

CHOICE BASED CREDIT SYSTEM WITH THE EFFECT FROM THE ACADEMIC SESSION

2023

**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 a given program.
- II. **Elective Courses:** Elective course is a course which can be chosen from a pool of papers and may be:
- Supportive to the discipline of study
  - Providing an expanded scope
  - Enabling an exposure to some other discipline/domain
  - Nurturing student's proficiency/skill

There are three types of Electives:

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

**CREDIT DISTRIBUTION IN M.A. 3<sup>RD</sup> 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
<b>OR</b>			
OPEN ELECTIVE COURSE (OE)	1	2	2

<b>M.A. (Psychology) SEMESTER 3<sup>rd</sup></b>						
<b>Core Courses</b>						
<b>Course Category</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Hours/Week</b>			<b>Credits</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
<b>Core</b>	<b>PSY23-301-CR</b>	<b>Statistics in Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY23-302-CR</b>	<b>Psychometrics</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY23-303-CR</b>	<b>Project</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>4</b>
<b>Discipline Centric Elective Courses</b>						
<b>DCE</b>	<b>PSY23-304-DCE</b>	<b>Behaviour Modification</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY23-305-DCE</b>	<b>Health Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY23-306-DCE</b>	<b>Disabilities &amp; Rehabilitation</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY23-307-DCE</b>	<b>Psychology of Gender</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Generic Elective Course</b>						
<b>GE</b>	<b>PSY23-308-GE</b>	<b>Cross-Cultural Psychology</b>	<b>1</b>	<b>1</b>	<b>x</b>	<b>2</b>
<b>Open Elective Course</b>						
<b>OE</b>	<b>PSY23-309-OE</b>	<b>Peace Psychology</b>	<b>1</b>	<b>1</b>	<b>x</b>	<b>2</b>



**M.A (PSYCHOLOGY) 3<sup>rd</sup> SEMESTER**  
**COURSE CODE: PSY23-301-CR**

**COURSE NAME: STATISTICS IN 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 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.

**LEARNING 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. Sample size determination.

**UNIT-II**

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 Rank Correlation Method.

Partial & Multiple Correlation.

Simple Regression analysis & Multiple regression analysis.

**UNIT-IV**

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

**READINGS:**

- 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*. (5<sup>th</sup> 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) 3<sup>rd</sup> SEMESTER**  
**COURSE CODE: PSY23-302-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.

**LEARNING 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. (specification of sub topics, elaboration)

**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. (reliability analysis)

**UNIT-III FACTOR ANALYSIS**

Exploratory Factor Analysis: Steps, Applications /Hands on Training  
Confirmatory Factor Analysis: Steps, Applications/ Hands on Training. (specification)

**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. Cultural aspects of tool development

(shifting of units 3 and 4)

**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.



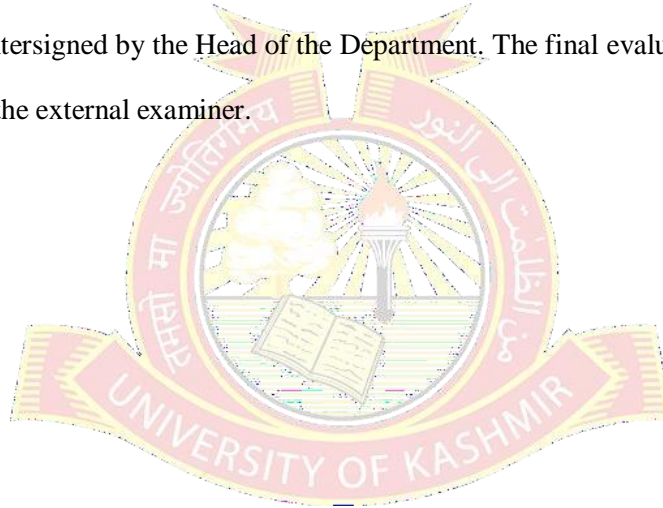
**M.A (PSYCHOLOGY) 3<sup>rd</sup> SEMESTER**  
**COURSE CODE: PSY23-303-CR**  
**COURSE NAME: PROJECT**

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



**M.A (PSYCHOLOGY) 3<sup>rd</sup> SEMESTER**  
**COURSE CODE: PSY23-304-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.

**LEARNING 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.
- Clinical applications of learning theories, relaxation techniques, modeling, contingency management procedures and cognitive.

**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 and procedure  
Assertive Training: Theory and methods. (ERP), MINDFULNESS,

**UNIT-III**

Modeling Procedures: Graduated Modeling, Participant Modeling.  
Contingency Management Procedures: Based on 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) 3<sup>rd</sup> SEMESTER**  
**COURSE CODE: PSY23-305-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.
- To Examine key theories of health behavior, such as the Health Belief Model, Theory of Planned Behavior, and Trans theoretical Model, to comprehend how individual beliefs and perceptions influence health-related decision-making and behavior

**LEARNING: OUTCOMES:**

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

**UNIT- I**

A). Health Psychology: Historical perspective on Health and Healing; Current Global health trends.

B). Approaches to health psychology (**SPELL OUT**)

C). 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**

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

B). Negative Personality Factors influencing health: Type A, Neuroticism & Hostility.

C). Positive personality factors Leading to Good Health: Optimism, Hardiness and Conscientiousness

D). Social determinants of health: social inequality, health inequality; social capital & residential inequality (**HEALTH CARE ACCESS AND SUPPORT**)

**UNIT-III**

A). Physical systems & presenting problems: Cardiovascular diseases, Cancer, Diabetes (**risk factors**)

B). Psychosocial impact of Cardiovascular diseases, Cancer, Diabetes.

C) Pain Management: Models and importance.

**UNIT-IV**

A). Health enhancing behaviours: exercise, weight control and health screening

B). Health-compromising behaviours: substance abuse, smoking and sedentary lifestyle.

C). Health behaviour modification: self-observation and self-monitoring, **operant conditioning**, modelling, stimulus control and relapse prevention.

D) Role of technology in health-related behaviours change

**Suggested EXTENSION IECTURES**

**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. (7<sup>th</sup> edition). Tata McGraw Hill.

**M.A (PSYCHOLOGY) 3<sup>rd</sup> SEMESTER**

**COURSE No.: PSY23-306-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.

**LEARNING 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  
(models). Disability Rights Movement.  
Ethical Issues Related to Working with People with Disabilities.  
Disability and Rehabilitation Acts (National and International).

**UNIT-II**

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

**UNIT-III**

Locomotor Impairment: Types, Etiology, Identification.  
Visual Impairment: Types, Etiology, Identification.  
Hearing and Speech Impairment: Types, Etiology, Identification.

**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) 3<sup>rd</sup> SEMESTER**  
**COURSE CODE: PSY23-307-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.

**LEARNING 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, Gender and sexuality.

Patriarchy and Gender.

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

**UNIT-II**

Biological Theories: Evolutionary Theories; Genetics, Hormones, Physiology and Structural Differences. Socio-Biology and Evolutionary Psychology.

Social and Cultural Paradigms: Role of Culture, Social Forces and Socialization. **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 acceptance and Gender Dysphoria**

**READINGS:**

- Alice H., Eagly, Anne E. Beall, Robert J. Sternberg. (Eds.) (2005). *The Psychology of Gender* (2<sup>nd</sup> 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*. (2<sup>nd</sup> ed.). Psychology Press.
- Vicki S. Helgeson. (2020). *Psychology of Gender* (6<sup>th</sup> ed.). Routledge.
- Wendy Stainton Rogers, Rex Stainton Rogers. (2001). *The Psychology of Gender and Sexuality: An Introduction*. Open University Press.

**M.A (PSYCHOLOGY) 3<sup>rd</sup> SEMESTER**  
**COURSE CODE: PSY23-308-GE**  
**COURSE NAME: CROSS-CULTURAL PSYCHOLOGY**

**TOTAL CREDITS: 4**

**TEACHING HOURS=16**

**TUTORIAL HOURS=16**

**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.

**LEARNING 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**

Cross-cultural Psychology: Meaning.

Interpretive Positions: Absolutism, Relativism, Universalism,  
Indigenous Psychology

Culture: Enculturation and Ethnocentrism in Psychology.

Individualism and Collectivism.

**UNIT-II**

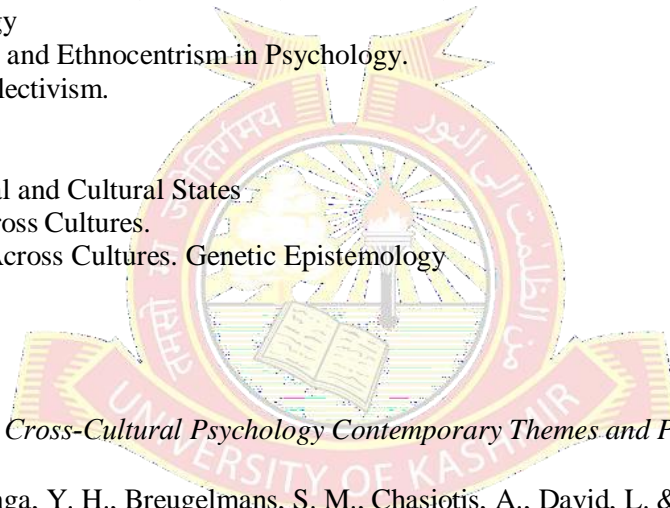
Emotions As Universal and Cultural States

Personality: Traits Across Cultures.

General Intelligence Across Cultures. Genetic Epistemology

**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) 3<sup>rd</sup> SEMESTER**

**COURSE CODE: PSY23-309-OE**

**COURSE NAME: PEACE PSYCHOLOGY**

**TOTAL CREDITS: 4**

**TEACHING HOURS=16**

**TUTORIAL HOURS= 16**

**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.

**LEARNING 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:

Principled Vs. Pragmatic Factors.

**UNIT-II**

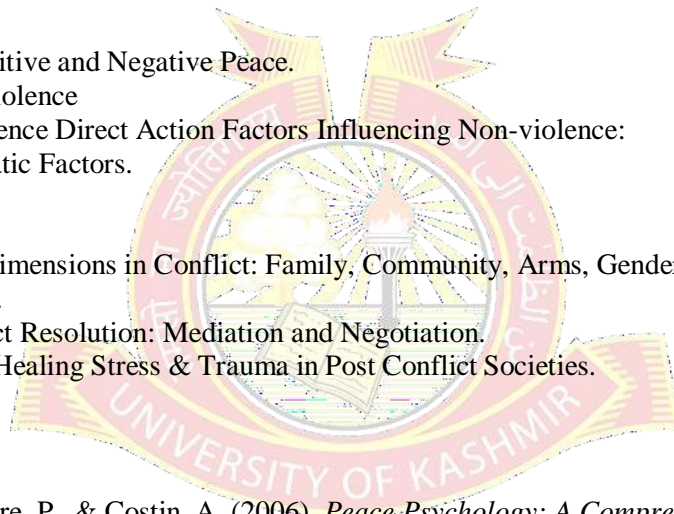
Conflict: Issues and Dimensions in Conflict: Family, Community, Arms, Gender, Religion, Socio-Economic Issues.

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.



**PROGRAM: M.A. PSYCHOLOGY**  
CHOICE BASED CREDIT SYSTEM WITH THE EFFECT FROM THE ACADEMIC  
SESSION 2023

**CURRICULUM STRUCTURE:**

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

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

There are three types of Electives:

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

<b>CREDIT DISTRIBUTION IN M.A. 1<sup>ST</sup> SEMESTER</b>			
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
<b>OR</b>			
OPEN ELECTIVE COURSE (OE)	1	2	2

<b>SEMESTER 4<sup>th</sup></b>						
<b>Core Courses</b>						
<b>Course Category</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Hours/Week</b>			<b>Credits</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
<b>Core</b>	<b>PSY23-401-CR</b>	<b>Counselling Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY23-402-CR</b>	<b>Psychological Testing</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY23-403-CR</b>	<b>Practicum</b>	<b>1</b>	<b>x</b>	<b>3</b>	<b>4</b>
<b>Discipline Centric Elective Courses</b>						
<b>DCE</b>	<b>PSY23-404-DCE</b>	<b>Human Resource Management</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY23-405-DCE</b>	<b>Psychotherapeutics</b>	<b>x</b>	<b>x</b>	<b>4</b>	<b>4</b>
<b>DCE</b>	<b>PSY23-406-DCE</b>	<b>Positive Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY23-407-DCE</b>	<b>Internship</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Generic Elective Course</b>						
<b>GE</b>	<b>PSY23-408-GE</b>	<b>Sports Psychology</b>	<b>1</b>	<b>1</b>	<b>x</b>	<b>2</b>
<b>Open Elective Course</b>						
<b>OE</b>	<b>PSY23-409-OE</b>	<b>Stress Management</b>	<b>1</b>	<b>1</b>	<b>x</b>	<b>2</b>

**M.A. (PSYCHOLOGY) 4<sup>th</sup> SEMESTER**

**COURSE CODE: PSY23-401-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.

**LEARNING 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**

Counseling: Concept, Growth and Development of the Counseling Profession.

Proponents: E.G Williamson, Donald G. Paterson, Donald E. Super, Carl Rogers.

Commonalities and Differences Between Helping Professions: Social Work, Psychiatry.

Ethical and Legal Issues in Counseling.

**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, Listening, Communication and Personalising.

**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*. (10<sup>th</sup> ed.). Cengage.
- Feltham, C & Hanley, T. (2017). *The Sage Handbook of Counselling and Psychotherapy*. Sage
- Gladding, S. (2020). *Counselling: A Comprehensive Profession*. (8<sup>th</sup> 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) 4<sup>th</sup> SEMESTER**  
**COURSE NO: PSY23-402-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.

**LEARNING 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. Controversies and Debates in Intelligence Testing. Indian adaptation

**UNIT-II**

Measurement of Aptitude: Differential Aptitude Test (DAT), David's Battery of Differential Aptitude Test (DBDA).

Measurement of Interest: Strong Interest Inventory (SII) and Thurston Interest Schedule.

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

**UNIT-III**

Measurement of Personality (Objective Tests): 16 PF, MMPI, Neo Big five (R).

Measurement of Personality (Projective Tests): Rorschach Inkblot Test, Thematic Apperception Test, Sentence Completion Test. Indian adaptation

**UNIT-IV**

Applications of Testing in Various Fields (Clinical and Nonclinical): Ethical Issues In Psychological Testing.( Spell out)

**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.
- Hogan, T. P. (2019). *Psychological Testing: A Practical Introduction*. (4th ed.). Wiley.
- 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) 4<sup>th</sup> SEMESTER**

**COURSE NO: PSY23-403-CR**

**COURSE NAME: PRACTICUM**

**TOTAL CREDITS: 4**

**PRACTICAL HOURS=96**

**TUTORIAL HOURS= 32**

**NOTE: EACH PRACTICAL CARRIES HALF CREDIT VALUE WITH 24 HOURS PRACTICAL & 8 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.

**LEARNING 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.**

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

**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) 4<sup>th</sup> SEMESTER**

**COURSE NO: PSY23-404-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.

**LEARNING 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 Programme, 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) 4<sup>th</sup> SEMESTER**  
**COURSE NO: PSY23-405-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.

**LEARNING 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**

Cognitive Behavior Therapy: Theoretical Basis, Therapeutic Stages, Techniques and Application.  
Rational Emotive Behavior Therapy: Theoretical Basis, Therapeutic Stages, Techniques and Application.  
Cognitive processing therapy

**UNIT-III**

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

**UNIT-IV**

Brief Intensive Group Cognitive Behavior Therapy.  
Psychodynamic Group Therapy.  
Self-Help Groups  
Group Family Therapy.  
Couples Therapy.

**READINGS:**

- Corey, G. (2009). *Theory and practice of counselling and psychotherapy*. (8<sup>th</sup> 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*. (2<sup>nd</sup> ed.). Routledge.
- Sharf, R. S. (2015). *Theories Of Psychotherapy & Counseling: Concepts and Cases*. (6<sup>th</sup> ed.). Cengage Learning.

**M.A. (PSYCHOLOGY) 4<sup>th</sup> SEMESTER**  
**COURSE NO: PSY23-406-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.

**LEARNING 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. Khatoun, 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*. (3<sup>rd</sup> 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) 4<sup>th</sup> SEMESTER**

**COURSE NO: PSY23-407-DCE**  
**COURSE NAME: INTERNSHIP/FIELD WORK**

**TOTAL CREDITS: 4**

**OBJECTIVES:**

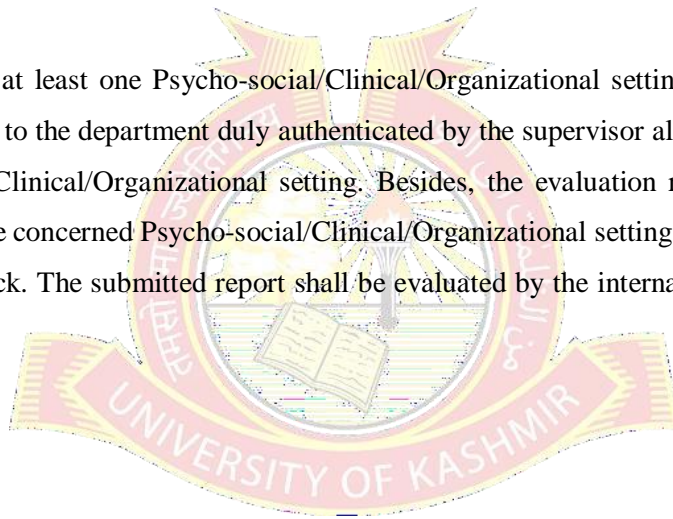
- To enable the students to gain skills of carrying out the case studies in Psycho-social/Clinical/Organizational settings.
- To enable the students to have a clear understanding of interpretation of results of psychological tests in Psycho-social/Clinical/Organizational settings.

**LEARNING 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/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/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 need to be duly filed by the concerned Psycho-social/Clinical/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) 4<sup>th</sup> SEMESTER**  
**COURSE NO. PSYPSY23-408-GE**  
**COURSE NAME: SPORTS PSYCHOLOGY**

**TOTAL CREDITS: 4**

**TEACHING HOURS=16**

**TUTORIAL HOURS=16**

**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.

**LEARNING 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*. (3<sup>rd</sup> 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) 4<sup>th</sup> SEMESTER**

**COURSE No. PSY23-409-OE**

**COURSE NAME: STRESS MANAGEMENT**

**TOTAL CREDITS: 2**

**TEACHING HOURS=16**

**TUTORIAL HOURS= 16**

**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.

**LEARNING 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**

Stress: Sources (spell out)

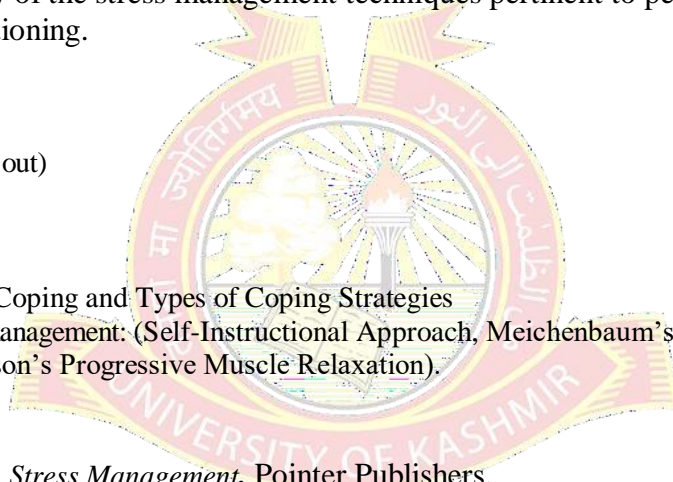
**UNIT-II**

Stress Management: Coping and Types of Coping Strategies

Techniques of stress management: (Self-Instructional Approach, Meichenbaum's Stress Inoculation Training, 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.



**M.A. (PSYCHOLOGY) \_\_\_\_\_ SEMESTER**  
**COURSE NAME: PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS AND SOCIAL MEDIA**  
**COURSE CODE. PSY24- ? - ?**

**TOTAL CREDITS: 2**

**TEACHING HOURS=24**

**TUTORIAL HOURS= 8**

**NOTE: EACH UNIT CARRY 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) \_\_\_\_\_ SEMESTER**  
**COURSE NAME: POLITICAL PSYCHOLOGY**  
**COURSE CODE. PSY24- ? - ?**

**TOTAL CREDITS: 2**

**TEACHING HOURS=24**

**TUTORIAL HOURS= 8**

**NOTE: EACH UNIT CARRY 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) 4<sup>th</sup> SEMESTER  
COURSE NO. PSY24-----**

**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

**LEARNING 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)

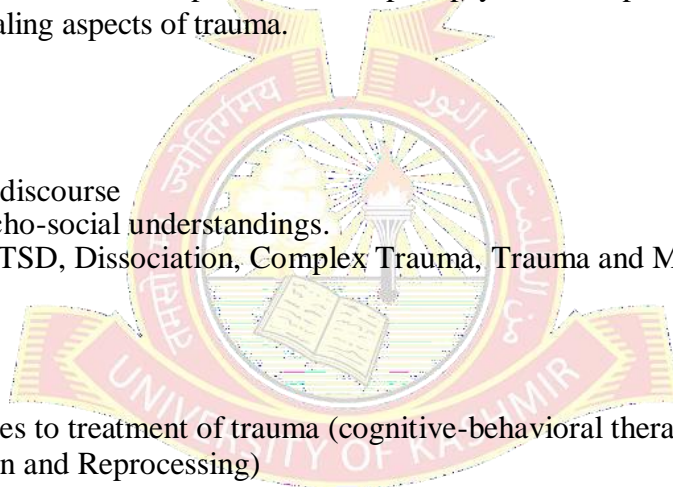
**UNIT-II**

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**



**PSY622J1: Organizational Psychology**  
**CREDITS: THEORY – 3, TUTORIAL: THEORY (3 CREDITS: 45 HOURS)**

**Course Learning Outcomes:**

- To understand the basics concepts of organizational psychology.
- Critical Analysis of theories in organizational psychology.
- To have updated skills with respect to working in various organizations.

**Theory (3 Credits)**

**UNIT-I: Introduction to Organizational Psychology**

Nature, Scope & Historical Background of Organizational Psychology, Challenges & Opportunities for Organizational Managers.

Organizational psychology in comparison to organizational behaviour. Current Status of organizational psychology.

**UNIT-II: Organizational Theories**

Henry Fayol's Administrative Theory; Frederick Taylor's Scientific Management Theory ; Max Weber's Bureaucracy and Elton Mayo's Human Relation Theory.

**UNIT-III: Behaviour in organizations**

Motivation at the Workplace. Job Satisfaction & Organizational commitment; Group Dynamics & Communication;

Decision Making with reference to Herbert Simon's Model, Organizational Change & Development.

**Tutorial: 1 Credit**

**READINGS:**

- Fred Luthans, Brett C. Luthans, K. W. L. (2021). *Organizational Behavior: An Evidence-Based Approach*. (14th ed.). Information Age Publishing.
- Robbins, S. P. (2018). *Organization Behavior*. (18th ed.). Pearson Education.
- Wilson, F. M. (2018). *Organizational Behaviour and Work: A critical introduction*. (14th ed.). OUP Oxford