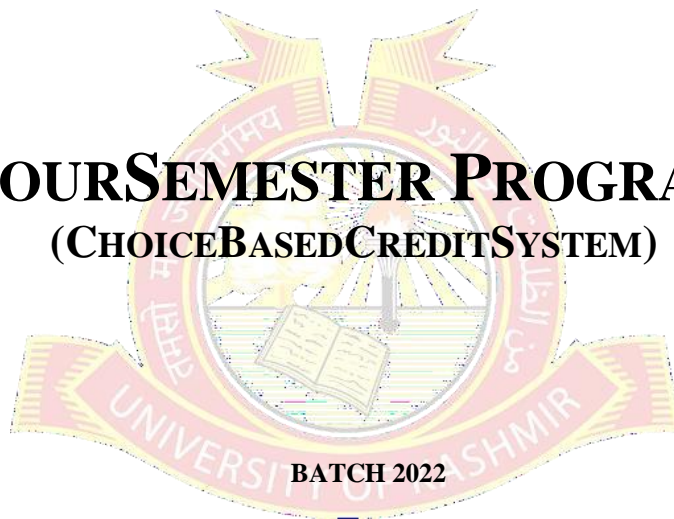


**DETAILS OF THE CURRICULUM FOR
MASTER'S DEGREE**

IN

PSYCHOLOGY

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



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

PROGRAM:M.A.PSYCHOLOGY
CHOICEBASEDCREDITSYSTEMWITHEFFECTFROMTHEACADEMICSESSION 2022

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 opportunity to a candidate to seek knowledge of unrelated subjects or to nurture student's proficiency /skill.

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

SEMESTER1st						
Core Courses						
Course Category	Course Code	Course name	Hours/Week			Credits
			L	T	P	
Core	PSY21-101-CR	Cognitive Processes-I	3	1	x	4
Core	PSY21-102-CR	Systems and Theories in Psychology-I	3	1	x	4
Core	PSY21-103-CR	Psychopathology-I	3	1	x	4
Core	PSY21-104-CR	Practicum	1	x	3	4
Discipline Centric Elective Courses						
DCE	PSY21-105-DCE	Social Psychology	3	1	x	4
DCE	PSY21-106-DCE	Bio-Psychology	3	1	x	4
DCE	PSY21-107-DCE	Clinical Psychology	3	1	x	4
Generic Elective Course						
GE	PSY21-108-GE	Educational psychology	1	1	x	2
Open Elective Course						
OE	PSY21-109-OE	Principles of Psychology	1	1	x	2

M.A.(PSYCHOLOGY)1STSEMESTER COURSE
No. PSY21-101-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:

- Description of the historical development of cognitive psychology.
- Application of theories and findings to real world situations.

LEARNING OUTCOMES:

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

- 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

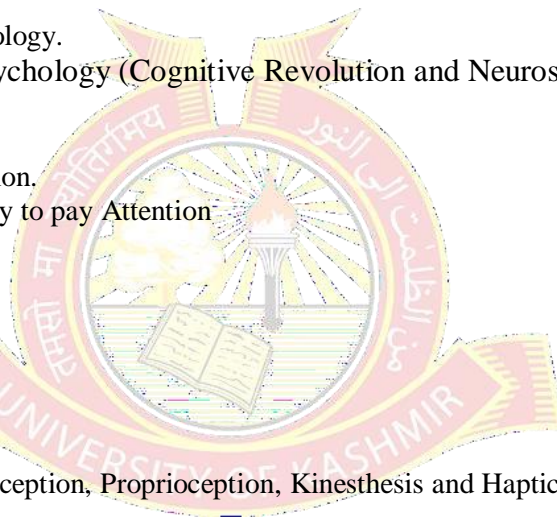
Basic Concepts of Perception.
Structure of Visual System.
Approaches to Perception.
Disruptions in Perception.
Auditory Perception, Haptic Perception, Proprioception, Kinesthesia and Haptic Information.

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.
- 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* (4, ed.). Psychology Press, Taylor & Francis Group.
- Jahnke, J.C., & Nowaczyk, R.H. (1998). *Cognition*. Prentice Hall.
- McBride, D.M. & Cutting, J.C. (2019). *Cognitive Psychology: Theory, Process and Methodology*. (2nd ed.). Sage Publications.



M.A.(PSYCHOLOGY)1STSEMESTER
COURSE NO. PSY21-102-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: Psychoanalysis

Freudian Psychoanalysis as a System. Contribution and criticism of Sigmund Freud.
Heir to Freud: Alfred Adler, 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*. (6th Ed.). Prentice-Hall.
- Wolman, B.B. (1980). *Contemporary Theories and Systems in Psychology*. New York: Harper & Row.
- Schultz, D., & Schultz, S.E. (2016). *Theories of Personality*. (11th Ed.). Cengage Learning Custom publishing.
- Schultz, D., & Schultz, S.E. (2011). *The history of modern psychology*. (10th Ed.). Cengage Learning.
- Woody, W.D., & Viney, W. (2017). *History of Psychology: Emergence of Science and Applications*. (6th Ed.). Routledge.
- Woodworth, R.S. (2007). *Contemporary Schools of Psychology*. Read Books

M.A.(PSYCHOLOGY)1STSEMESTER COURSE
NO. PSY21-103-CR
COURSENAME:PSYCHOPATHOLOGY-I

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIALHOURS=16

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

- AmericanPsychologicalAssociation(2000).*DiagnosticandStatisticalManualofMentalDisorders (DSM-IV)* (4th Ed., text rev.).
- AmericanPsychiatricAssociation(2013).*DiagnosticandStatisticalManualofMentalDisorders* (5th Edition). Arlington, VA.
- BarbaraA.W.,&JamesE.M.(2019).(Eds). *Psychopathology:FoundationsforaContemporary Understanding*. (5th Ed.). United States: Taylor & Francis.
- Castonguay,L.G.,Oltmanns,T.F.,&Lott,A.P.(Eds).(2021). *Psychopathology:FromScienceto Clinical Practice*. (2nd Ed.). Guilford Press.
- Davison,G.C.,Johnson,S.L.,Neale,J.M.,Kring,A.M.(2014). *AbnormalPsychology:DSM-5Update*. Wiley.
- Kring,A.M.,&Johnson,S.L.(2018).*AbnormalPsychology:TheScienceandTreatmentofpsychological disorders* (14th Ed.). Wiley.

M.A.(PSYCHOLOGY)1STSEMESTER COURSE

No. PSY21-104-CR

COURSENAME:PRACTICUM

TOTAL CREDITS: 4

PRACTICALHOURS=96

TUTORIALHOURS=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:

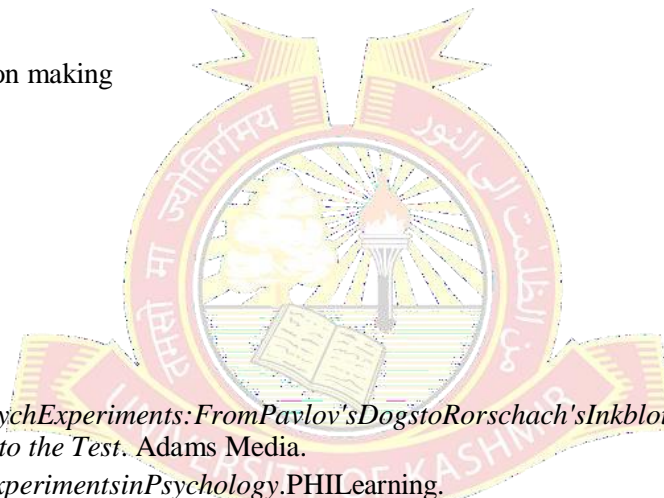
- Understanding the processes and steps involved in conducting the psychological experiments.
- Designing and undertaking experiments independently.

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

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).*PsychExperiments:FromPavlov'sDogstoRorschach'sInkblots,PutPsychology's Most Fascinating Studies to the Test*. Adams Media.
- Hussain,A.(2014).*ExperimentsinPsychology*.PHILearning.
- McGuigan,F.J.(1997).*ExperimentalPsychologyMethodsofResearch*.PrenticeHall.
- Mohsin,S.M.(1982).*ExperimentsinPsychology*.MotilalBanarsidas.
- Patton,M.J.(2016).*ThePsychologicalExperiment:A PracticalAccomplishment*.ElsievierScience.
- Postman,L.&Eagan,J.P.(1985).*ExperimentalPsychology*.Kalyani.
- Robert,L.S.(2003).*ExperimentalPsychology:ACaseApproach*.PearsonEducation.



M.A.(PSYCHOLOGY)1STSEMESTER COURSE

NO. PSY21-105-DCE

COURSENAME: 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 behavior.
- 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 Behavior: 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., & Fritzley, J.V.H. (2010). *Mastering Social Psychology* (10th ed.). Pearson Canada.
- Crisp, R.J., & Turner, R.N. (2020). *Essential Social psychology*. Sage.
- Frings, D. (2018). *Social Psychology: The Basics*. Routledge.
- Hewstone, M. & Stroebe, W. (2021). *An Introduction to Social Psychology*. (7th 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* (12th ed.). Pearson Education.

M.A.(PSYCHOLOGY)1STSEMESTER COURSE

NO. PSY21-106-DCE

COURSENAME:BIOPSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIALHOURS=16

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

- Description of the action potential and the nature of communication taking place between neurons.
- A sound understanding of the types of nervous system, genetics and hormonal basis of behavior.

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).*PhysiologyofBehavior*(3rded.).AllynBacon.
- Higgs,S.,Cooper,A.&Lee,J.(2019).*BiologicalPsychology*.(2nded.).Sage.
- Kalat,J.(2016).*IntroductiontoPsychology*.Cengage.
- Lambert,K.G.(2018).*BiologicalPsychology*.OxfordUniversityPress.
- Pinel,J.P.(2000).*Biopsychology*.AllynandBacon.
- Pinel,J.P.&Barnes,S.(2021).*Biopsychology*(11thed.).PearsonEducation.

M.A.(PSYCHOLOGY)1STSEMESTER COURSE
NO. PSY21-107-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 behavior.
- Introducing psychological assessments and interventions in the field of clinical Psychology.

LEARNING OUTCOMES:

- Description and know how of the role of clinical psychology in promotion of Mental Health.
- Description and 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 Judgment.

READINGS:

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

M.A.(PSYCHOLOGY)1STSEMESTER
COURSE NO. PSY21-108-GE
COURSENAME:EDUCATIONALPSYCHOLOGY

TOTAL CREDITS: 2

TEACHING HOURS=16

TUTORIALHOURS=16

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

OBJECTIVES:

- Demonstrate the knowledge and ability to think critically about educational psychology theory.
- Describe the basic principles of child and adolescent development and apply them to the classroom.

LEARNING OUTCOMES:

- Application of theories of educational psychology to the interpretation of classroom practices and student behaviour.

UNIT-I

Educational Psychology: Meaning and Scope

Role of Psychology in Education.

Focal areas of Educational Psychology.

Methods of Educational Psychology: Introspection, Observation, Experimental, Casestudy.

UNIT-II

Learning: Concept of Learning.

Theories of Learning: Trial and error, Classical and Operant Conditioning.

Intelligence: Concept of Intelligence; Theories: Two Factor Theory, Multi-factor Theory, Group Factor Theory.

READINGS:

- Martin, J.L., & Torok-Gerard S.E. (2019). *Educational Psychology: History, Practice, Research, and the Future*. ABC-CLIO.
- Santrock, J.W. (2004). *Educational Psychology*. McGraw Hill.
- Woolfolk, A., & Hoy, A.W. (2018). *Educational Psychology* (14th ed.). Pearson.

M.A.(PSYCHOLOGY)1ST SEMESTER
COURSE NO. PSY21-109-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:

- Describe influences of biological processes and physical attributes of humans.
- Describe interactions of the human mind and cognitive processes.

LEARNING OUTCOMES:

- Explain the history, systems, and evolution of psychology to the present understand the historical perspective of the field and the evolution of psychology to the present.
- Gain understanding into the scientific method, gathering data, and the various types of psychological research.

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

PROGRAM: M.A. PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM WITH THE EFFECT FROM THE ACADEMIC SESSION
2022

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.

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

SEMESTER2nd						
CoreCourses						
Course Category	CourseCode	Coursename	Hours/Week			Cre dits
			L	T	P	
Core	PSY21-201-CR	CognitiveProcesses-II	3	1	x	4
Core	PSY21-202-CR	SystemsandTheoriesin Psychology-II	3	1	x	4
Core	PSY21-203-CR	Psychopathology-II	3	1	x	4
Core	PSY21-204-CR	ResearchMethodology	3	1	x	4
DisciplineCentricElectiveCourses						
DCE	PSY21-205-DCE	LifeSpan Development	3	1	x	4
DCE	PSY21-206-DCE	Environmental Psychology	3	1	x	4
DCE	PSY21-207-DCE	OrganizationalBehaviour	3	1	x	4
DCE	PSY21-208-DCE	ForensicPsychology	3	1	x	4
GenericElective Course						
GE	PSY21-209-GE	Fundamentalsof Counselling	2	x	x	2
OpenElective Course						
OE	PSY21-210-OE	IntroductiontoSocial Psychology	2	x	x	2

P.G.DepartmentofPsychology(Batch 2022)
M.A.(PSYCHOLOGY)2NDSEMESTER COURSE
NO. PSY21-201-CR
COURSENAME:COGNITIVEPROCESSES-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 student 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 Publications.

M.A.(PSYCHOLOGY)2NDSEMESTER
COURSENo.PSY21-202-CR
COURSENAME:SYSTEMS&THEORIESINPSYCHOLOGY-II

TOTALCREDITS:4

TEACHINGHOURS=48

TUTORIALHOURS=16

NOTE:EACHUNITCARRIES1CREDITVALUEWITH12HOURSTEACHING&4HOURSTUTORIAL

OBJECTIVES:

- Toacquaintthestudentwiththe 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.

LEARNINGOUTCOMES:

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

M.A.(PSYCHOLOGY)2NDSEMESTER COURSE

No. PSY21-203-CR

COURSENAME:PSYCHOPATHOLOGY-II

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIALHOURS=16NOTE: EACH UNIT CARRIES 1CREDIT

VALUE WITH 12HOURS TEACHING & 4HOURS 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)* (4th ed., text rev.).
- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders*. (5th ed.).
- Barbara A. W., & James E. M. (2019). (Eds). *Psychopathology: Foundations for a Contemporary Understanding*. (5th ed.). Taylor & Francis.
- Castonguay, L. G., Oltmanns, T. F., & Lott, A. P. (Eds). (2021). *Psychopathology: From Science to Clinical Practice*. (2nd ed.). Guilford Press.
- Craighead, W., Miklowitz, D. & Craighead, L. (2017). *Psychopathology: History, Diagnosis, and Empirical Foundations*. (3rd ed.).
- Davison, G. C., Johnson, S. L., Neale, J. M., Kring, A. M. (2014). *Abnormal Psychology: DSM-5 Update*. Wiley.
- Kring, A. M., & Johnson, S. L. (2018). *Abnormal Psychology: The science and treatment of psychological disorders*. (14th ed.). Wiley

M.A.(PSYCHOLOGY)2NDSEMESTER COURSE
No. PSY21-204-CR
COURSENAME:RESEARCHMETHODOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIALHOURS=16NOTE:EACH UNIT CARRIES 1CREDIT

VALUE WITH 12HOURS TEACHING &4HOURS TUTORIAL

OBJECTIVES:

- Toacquaintthestudentwiththebasicpurpose,typesandethicalconsiderationsofresearch.
- Toenablethemtobewellversedwiththeprocessofdatacollection,analysisandreportwriting.

LEARNINGOUTCOMES:

- Basicresearchconcepts,researchprocessandethicaldimensionsattachedtoresearch.
- Understandingofresearchmethods,samplinganddataanalysis.
- APAstyleofpreparingresearchproposalandwritingresearchreport.
- Varioussourcesofinformationforliteraturereviewanddatacollection.

UNIT-I:

Research:MeaningandPurpose
Types of Research.
Steps in Research Process
TheoryanditsRoleinResearch
Ethics in Research

UNIT-II:

QuantitativeDesigns:(Experimental,Correlation,Survey) Qualitative
Designs: (Grounded Theory, Ethnography)

UNIT-III

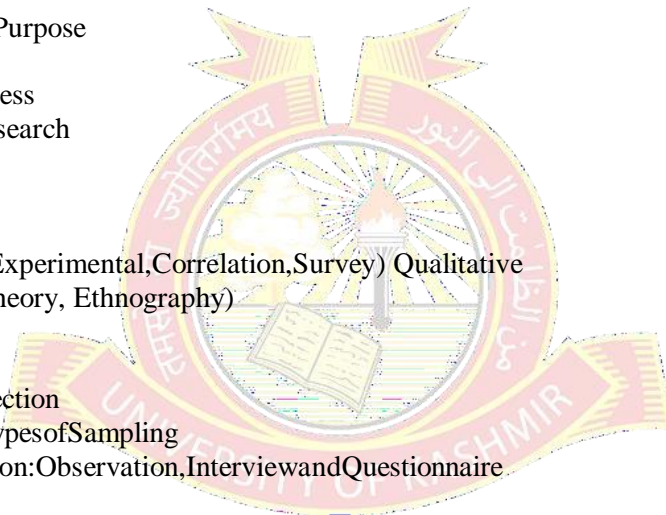
SamplingandDataCollection
ConceptofSampling,TypesofSampling
MethodsofDatacollection:Observation,InterviewandQuestionnaire

UNIT-IV

DataAnalysisandReportWriting
Data Analysis: Processing, Editing and Coding Data
ResearchReportWriting:APAStyleofReportWriting

READINGS:

- Bordens,K.S.&Abbott,B.B.(2014).*Researchdesignandmethods:Aprocessapproach*.(9th ed.). McGraw Hill Education.
- Creswell,J.W.(2009).*Researchdesign:Qualitative,quantitativeandmixedmethodsapproach*. Sage Publications.
- Kerlinger,F.N.(1999).*FoundationsofBehavioralResearch*.(3, ed.).PrismBooks Ltd.
- Mukherjee,S.P.(2020).*AGuidetoResearchMethodology:AnOverviewofResearchProblems, Tasks and Methods*. CRC Press, Taylor & Francis Group.
- Thomas,G.(2021).*ResearchMethodologyandScientificWriting*.Springer.



M.A.(PSYCHOLOGY)2NDSEMESTER
COURSE No. PSY21-205-DCE
COURSENAME:LIFESPANDEVELOPMENT

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



M.A.(PSYCHOLOGY)2NDSEMESTER
COURSENO.PSY21-206-DCE
COURSENAME:ENVIRONMENTALPSYCHOLOGY

TOTALCREDITS:4

TEACHINGHOURS=48

TUTORIALHOURS=16

NOTE:EACHUNITCARRIES1CREDITVALUEWITH12HOURSTEACHING&4HOURSTUTORIAL

OBJECTIVES:

- Toenablethestudentswiththeroleofpsychology inunderstandingthedegradationandsustainabilityofenvironment.
- Tosensitizethestudentsaboutclimatechangeanditsimpactonthehumanwellbeing.

LEARNINGOUTCOMES:

- Thedevelopmentofpsychologicalconceptualizationofenvironment,itsdegradationandprotectionandsustainability.
- Pro-environmentalbehaviorpracticesandtheirinterventioninthedailylife.

UNIT-I

HistoryofEnvironmentalPsychology.

TheoriesofEnvironmentalBehavior:(TheoryofPlannedBehavior, NormActivationModel, Value-Belief-Norm Theory of Environmentalism).

EnvironmentalPerceptionandAttitudes.

Spatio-PhysicalDimension:SpatialBehavior, PersonalSpace, Territoriality, Crowding, Privacy.

UNIT-II

EnvironmentalRiskPerception.

Environmental Stress.

ScenicBeauty: VisualLandscapeAssessmentandHumanLandscapePerception. Health

Benefits of Nature.

AmbivalenceTowardsNatureandNaturalLandscapes. Restorative Environments.

UNIT-III

MeasuringEnvironmentalBehavior.

ValuesandPro-EnvironmentalBehaviour(PEB) Social

Norms and Emotions Regarding PEB. Encouraging

PEB with Rewards and Penalties. Persuasive

Technology to Promote PEB.

UNIT-IV

Quality Of Life and Sustainability.

SocialPsychologyofClimateChange.

Climate Change Communication.

LimitingClimateChange: ContributionsofPsychology

Psychological Barriers to Mitigation.

TherapeuticResponsestoClimateChange.

READINGS:

- Bonnes,M.,Secchiarioli,G.(1995).*EnvironmentalPsychology:APsycho-socialIntroduction*.SAGEPublications.
- ChristieManning&SusanClayton(2018).*PsychologyandClimateChange:HumanPerceptions,Impacts,and Responses*. AcademicPress.
- Devlin,A.S.(2018). *Environmentalpsychologyandhumanwell-being:Effectsofbuiltandnaturalsettings*.AcademicPress.
- Fleury-Bahi,G.,Pol,E.,&Navarro,O.(Eds.)(2017). *Handbookkofenvironmentalpsychologyandqualityofliferesearch*. Springer International Publishing.
- Lee, T.,Bonnes,M.(2016).(Eds)*PsychologicalTheoriesforEnvironmentalIssues*.Taylor&Francis.
- Scott,B.A.,Amel,E.L.,Koger,S.M.,&Manning,C.M.(2021). *Psychologyforsustainability*.RoutledgeSteg,L.E.,&De Groot, J. I. (2019). *Environmental psychology: An introduction (2nd ed)*. John Wiley & Sons.

M.A.(PSYCHOLOGY)2NDSEMESTER COURSE
No. PSY21-207-DCE
COURSENAME:ORGANIZATIONALBEHAVIOUR

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIALHOURS=16NOTE:EACHUNIT CARRIES 1CREDIT

VALUE WITH 12HOURS TEACHING &4HOURS TUTORIAL

OBJECTIVES:

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

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 (teambuilding).
- 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: Introduction to Organizational Behaviour

Organizational Behaviour: Historical Background and Current Status.
Approaches To Organizational Behavior: Productivity, Internationalism, Contingency, Systems, Result Oriented, Human Resource.
Challenges & Opportunities in the Field of Organizational Behaviour.

UNIT-II: Theories & Models of Organizational Behaviour

Theories of Organizational Behaviour: Fayol, Taylor, Weber, Elton Mayo.
Models of Organizational Behaviour: Autocratic, Custodial, Supportive, Collegial and System.

UNIT-III: Behaviour in organizations

Motivation at the Workplace; Content and Process Theories.
Workplace Attitudes; Group Dynamics and Communication in Organizations.
Decision Making and Leadership in Organizations.
Concept of Power in Organizations.

UNIT-IV: Organizational Change & Development

Organizational Change: Response and Resistance to Change.
Organizational Development: Characteristics and Process.
Organizational Culture, Creativity, Innovation, and Effectiveness.

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*. HarperCollins.
- Luthans, F. (2015). *Organizational Behavior*. (12th ed.). The McGraw-Hill Companies Inc.
- 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,
- Wilson, F. M. (2018). *Organizational Behaviour and Work: A critical introduction*. (14th ed.). OUP Oxford

M.A.(PSYCHOLOGY)2NDSEMESTER COURSE
No. PSY21-207-DCE

M.A.(PSYCHOLOGY)2NDSEMESTER COURSE
No. PSY21-208-DCE
COURSENAME:FORENSICPSYCHOLOGY

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 student 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.
Forensic Training and Practice. Expert Testimony: Law and Practice.
Ethical Principles and Professional Competencies.

UNIT-II

Historical Development of Offender Profiling.
Approaches to Offender Profiling: Diagnostic Evaluation, Criminal Investigation Analysis, Crime Action Profiling, and Investigative psychology.
Evaluation of Sexual Predators.
Battered Woman Syndrome in the Courts.
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
Post-Identification Feedback. The Eyewitness in Court.

UNIT-IV

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

READINGS:

- Bull, R. (2011). *Four volumes 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*. (2nd ed.). Wiley.
- Towl, G.J., Crighton, D.A. (2021). (Eds.). *Forensic Psychology*. (3rd ed.). Wiley.
- Weiner, I.B., & Otto, R.K. (2013). (Eds.). *The Handbook of Forensic Psychology*. (2013). Wiley.

M.A.(PSYCHOLOGY)2NDSEMESTER
COURSE No. PSY21-209-GE
COURSENAME:FUNDAMENTALSOFCOUNSELING

TOTAL CREDITS: 2

TEACHING HOURS=16

TUTORIALHOURS=16NOTE:EACH UNIT CARRIES 1CREDIT

VALUE WITH 12HOURS TEACHING &4HOURS TUTORIAL

OBJECTIVES:

- Toacquaintthestudentwiththefundamentalconceptspertainingtocounselingprocess.

LEARNINGOUTCOMES:

- Knowtheprocessofcounseling,istypesandtheethical/legalissuesassociatedwithit.
- Possessaknow-howofthecounselingrelationbetweencounselorandcounselee.

UNIT-I

Counseling:Meaning.

TypesofCounseling:Direct,IndirectandEclectic.

EthicalandLegalIssuesinCounseling.Marital,Group&Career

Counseling. Skills of Counselor.

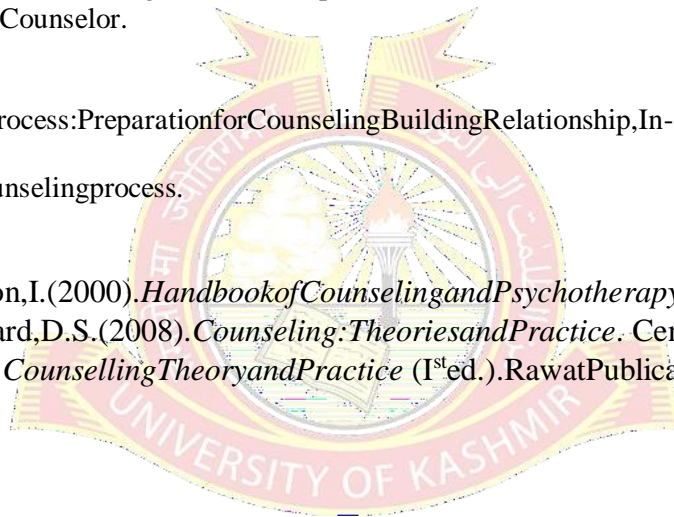
UNIT-II

StagesofCounselingProcess:PreparationforCounselingBuildingRelationship,In-depthExploration, Action and Termination.

VariablesAffectingcounselingprocess.

READINGS:

- Feltham,C.&Horton,I.(2000).*HandbookofCounselingandPsychotherapy*. Wiley.
- Kohler,J.A.&Shepard,D.S.(2008).*Counseling:TheoriesandPractice*. CengageLearning
- Neukrug,E.,(2011).*CounsellingTheoryandPractice* (1sted.).RawatPublications



M.A.(PSYCHOLOGY)2NDSEMESTER

COURSE No. PSY21-210-OE

COURSENAME:INTRODUCTIONTOSOCIALPSYCHOLOGY

TOTAL CREDITS: 2

TEACHING HOURS=16

TUTORIALHOURS=16NOTE:EACHUNIT CARRIES 1CREDIT

VALUE WITH 12HOURS TEACHING &4HOURS TUTORIAL

OBJECTIVES:

- To impart the knowledge of social aspects of behaviour.
- To generate an understanding of the day-to-day dynamic variables associated with human behavior.

LEARNING OUTCOMES:

- To understand the fundamental facts, concepts and principles of social aspects of psychology.
- Develop a strong knowledge about the theories of social aspects of behavior.

UNIT-I

Core Characteristics of Social Psychology.

Historical Background of Social Psychology.

Social Perception.

Attribution Theories: Correspondent Inference Theory, Covariation Theory.

UNIT-II

Attitude: Factors affecting Attitude Formation and Attitude Change.

Theories of Attitude: Balance Theory and Cognitive Dissonance Theory.

Prejudice, Stereotypes, Stigma.

Aggression: Types 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., & Fritzley J. V.H. (2010). *Mastering Social Psychology*. (10th ed.). Pearson Canada.
- Crisp, R.J., & Turner, R.N. (2020). *Essential Social psychology*. Sage.
- Feldman, R.S. (2017). *Understanding Psychology* (12th ed.). McGraw Hill.
- Hewstone, M., Stroebe, W. (2021). *An Introduction to Social Psychology*. (7th ed.). Wiley Blackwell.

PROGRAM:M.A.PSYCHOLOGY**CHOICEBASEDCREDITSYSTEMWITHEFFECTFROMTHEACADEMICSESSION 2022****CURRICULUMSTRUCTURE:**

Thecoursesin theprogram areof twotypes: CoreandElective:

- V. **CoreCourses:**Thecorepapersarebasic/uniquetoaprogramandarecompulsorytobe studied to earn a degree in a given program.
- VI. **ElectiveCourses:**Electivecourseisacoursewhichcanbechosenfromapoolofpapers and may be:
- Supportivetothedisciplineofstudy
 - Providinganexpanded scope
 - Enablinganexposuretosomeother discipline/domain
 - Nurturingstudent'sproficiency/skill

Therearethreetypes ofElectives:

- G. **DisciplineCentricElective(DCE):**Mainlyforthedepartment'sownstudentsto broaden and explain their knowledge in the discipline.
- H. **Genericelective(GE):**Forsisterdisciplinesforselectedstudentsfromotherfaculties interested in informed knowledge of other discipline/domain.
- I. **OpenElective(OE):**Thiscourseprovidesopportunitytoacandidatetoseek knowledge of unrelated subjects or to nurture student's proficiency /skill.

CREDITDISTRIBUTIONINM.A.3RDSEMESTER			
COURSECATEGORY	NO.OFCOURSES (TOBE OPTED)	CREDITSPERCOURSE	TOTAL CREDITS
CORECOURSE	3	4	12
DISCIPLINECENTRICELECTIVE(DC)	2	4	8
GENERALECTIVECOURSE(GE)	1	2	2
OR			
OPENELECTIVECOURSE (OE)	1	2	2

M.A.(Psychology)SEMESTER 3rd						
Core Courses						
Course Category	CourseCode	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY21-301-CR	Statisticsin Psychology	3	1	x	4
Core	PSY21-302-CR	Psychometrics	3	1	x	4
Core	PSY21-303-CR	Project	1	1	6	4
DisciplineCentricElectiveCourses						
DCE	PSY21-304-DCE	BehaviourModification	3	1	x	4
DCE	PSY21-305-DCE	Health Psychology	3	1	x	4
DCE	PSY21-306-DCE	Disabilities&Rehabilitation	3	1	x	4
DCE	PSY21-307-DCE	PsychologyofGender	3	1	x	4
GenericElectiveCourse						
GE	PSY21-308-GE	Cross-CulturalPsychology	1	1	x	2
OpenElectiveCourse						
OE	PSY21-309-OE	Peace Psychology	1	1	x	2

M.A(PSYCHOLOGY)3rdSEMESTER COURSE
CODE: PSY21-301-CR
COURSENAME:STATISTICSINPSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIALHOURS=16NOTE:EACH UNIT CARRIES 1CREDIT

VALUE WITH 12HOURS TEACHING &4HOURS TUTORIAL

OBJECTIVES:

- Todevelopanunderstandingamongstudentsregardingvariousstatisticalmethods,theirusand interpretations.
- Toenablethemtoanalyzethedataofpracticalandproject work.

LEARNINGOUTCOMES:

Followingcompletionofthecourse,studentsareexpectedtobeabletodemonstratecompetencyinthe following areas:

- Understandingregardingvariousstatisticalmethods,theirutility,technicalitiesandimplications.
- Analysisofthenumericalanddescriptivedata.

UNIT-I

NormalProbabilityCurve:ConceptandCharacteristics
Hypothesis Tests: Concept & Types.
Parametricv/sNon-Parametricstatistics.
Sample Size Determination
LevelofSignificance,PowerofaTestandEffectSize.

UNIT-II

TestofNormality:Kolmogorov-Smirnov,Shapiro-WilkTest.
TestsofSignificance:t-Test,ChiSquaretest,Mann-WhitneyUTest.

UNIT-III

Nature&TypesofCorrelation:Pearson'sProductMomentMethod&Spearman'sRankCorrelationMethod. Partial & Multiple Correlation.
SimpleRegressionAnalysis&MultipleRegressionAnalysis.

UNIT-IV

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

READINGS:

- Broota,K.D.(1989).*ExperimentalDesigninBehaviouralResearch*.WileyEastern.
- Garrett.H.E.(1967).*StatisticsinPsychologyandEducation*.DenisMckeyCo.
- Guilford,J.P.,&Fruchter,B.(1978). *FundamentalStatisticsinPsychologyandEducation*.McgrawHill Series.
- Kerlinger,F.N.(1995).*FoundationofBehaviouralResearch*.PrismBooks.
- Moore,David.S.,&Notz,William.I.(2021). *TheBasicPracticeofStatistics*.(5thEd.). Palgrave Macmillian.
- Grevetter,F.J.&Wallnau,L.B.(2017).*StatisticsforTheBehaviouralSciences*.Cengage.
- Weiss,N.,&Hassett,M.(1987).*IntroductoryStatistics*.AddisonWileyPublishing
- Winer,B.J.(1971).*StatisticalPrinciplesinExperimentalDesigns*.McGrawHillLtd.

M.A(PSYCHOLOGY)3rdSEMESTER
COURSE CODE: PSY21-302-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

Nature & Scope of Psychometrics.
Perspectives- Classical Test Theory v/s Modern Test Theory.
Psychometrics in Relation to Data Science.

UNIT-II

Trimmed Mean, Box Plots, Stem & Leaf Diagrams, Scattergram, Q-Q Plots. Missing Data Analysis & Normality Indices.
Signal Detection: Plotting an ROC Curve- Sensitivity & Specificity.

UNIT-III

Exploratory Factor Analysis: Steps and Applications.
Confirmatory Factor Analysis: Steps & Applications.

UNIT-IV

Construction and Development of Measuring Instruments: Item Generation, Item Writing, Item Analysis and Standardization.
Demonstration of Various Data Analysis Procedures using SPSS & AMOSS Software Packages.

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.

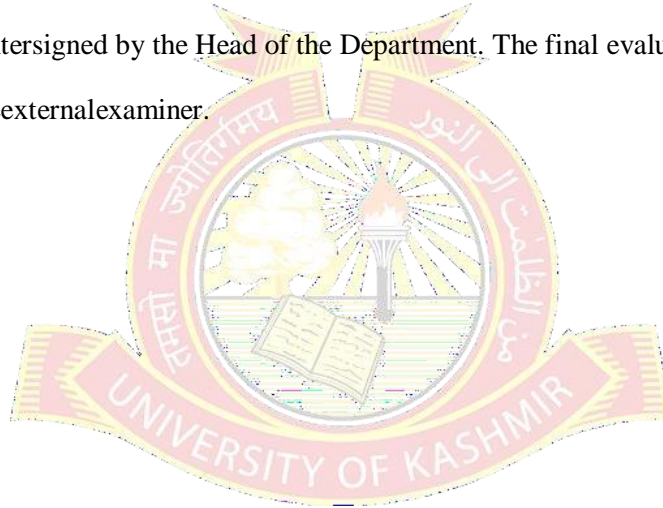
M.A(PSYCHOLOGY)3rdSEMESTER
COURSECODE:PSY21-303-CR
COURSENAME:PROJECT

TOTALCREDITS:4

PROJECTHOURS=96

TUTORIALHOURS=32

Each student is required to undertake a project (Group or Individual level) on a topic to be decided with guide. ThetopicshouldberelatedeithertoOrganizationalBehavior(inanindustrialsetting),ortoClinicalPsychology (in ahospital setting), or toSocial 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 theguide/supervisorandtheexternalexaminer.



M.A(PSYCHOLOGY)3rdSEMESTER COURSE
CODE: PSY21-304-DCE
COURSENAME:BEHAVIORMODIFICATION

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS=16NOTE: 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 skill 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.
Learning Theory Foundation of Behaviour Modification.
Merits and Limitations of Behavioral Approach.
Cognitive-Behavioural Perspective of Behaviour Modification.

UNIT-II

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

UNIT-III

Modeling Procedures: Acquisition & Facilitation of New Behavior Patterns by Modeling, Graduated Modeling, Participant Modeling and Contact Desensitization.
Contingency Management Procedures: Role of Reinforcement in the Learning of Social Behaviors, Shaping, Time Out Procedures, Token Economy.
Cognitive Behavior Modification Techniques: Meichenbaum's Self-Training, Beck's Model, Rational Emotive Therapy of Ellis.

UNIT-IV

Clinical Applications of Behavior Therapy in:
Anxiety Disorders.
Psychoactive Substance Use Disorders.
Sexual Disorders.
Childhood Disorders.

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)3rdSEMESTER COURSE
CODE: PSY21-305-DCE
COURSENAME:HEALTHPSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=48

TUTORIAL HOURS=16 NOTE: EACH UNIT CARRIES 1 CREDIT

VALUE WITH 12 HOURS TEACHING & 4 HOURS TUTORIAL

OBJECTIVES:

- This course will expand one's knowledge of the importance and significance of psychology in health, illnesses and chronic conditions.
- To highlight the role of social, psychological and behavioral risk factors in health promotion and disease prevention.

LEARNING OUTCOMES:

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

- To highlight the role of social, psychological and behavioral risk factors in health promotion and disease prevention.
- To introduce the students to types of stressors, their consequences, cognitive behavioral interventions for managing stress.

UNIT-I

Emergence of Health Psychology.

Components of Health: Social, Emotional, Cognitive and Physical.

Model of Health Behavior: Biomedical, Biopsychosocial, Health Behaviour Model, Trans-Theoretical Model, Protection-Motivation Theory.

UNIT-II

Model of Healthy Personality: Maslow, Erich Fromm, Fritz Perls, George Vaillant.

Personality Factors Leading to Good Health: Optimism, Extraversion, Conscientiousness, Internal Locus of Control/ Hardiness.

Personality Factors Leading to Unhealthy Behaviors: Neuroticism/Negative Affect, Type A behavior, Hostility.

UNIT-III

Stress and Health: Cardiovascular Diseases, Cancer and Diabetes.

Strategies for Coping with Stress: Problem Focused, and Emotion Focused, Positive Meaningful Coping, Spiritual/Religious Coping and Proactive Coping.

Stress Managing Techniques: Yoga, Meditation and Relaxation.

UNIT-IV

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

Health Compromising Behaviors: Substance Abuse, Smoking and Sedentary lifestyle.

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

READINGS:

- Brooge, A.K., & Liewellyn, S. (1995) *Health Psychology*. Chapman & Hall.
- Duane, P. Shultz (1997). *Growth Psychology: models of healthy personality*. Van Nostrand Reinhold company. Friedman, D.M. (1989). *Health Psychology*. Prentice Hall.
- 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*. (6th ed.). Tata McGraw Hill.

M.A(PSYCHOLOGY)3rdSEMESTER COURSE
No.: PSY21-306-DCE
COURSENAME: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.
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:

- Adelman, H.S., & Taylor, L. (1993). *Learning Problems & Learning Disabilities: Moving Forward*. California: Brooks/ Cole.
- 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.
- Heward, W.L. (2000). *Exceptional children: An introduction to special children*. (6th ed.). Prentice

- Johnstone,D.(2012).*Anintroductiontodisabilitystudies*.Routledge.

M.A(PSYCHOLOGY)3rdSEMESTER COURSE

CODE: PSY21-307-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

Gender; Gendered, Gender Order, Gender Segregation. Sex and Gender.
Patriarchy and Gender.
Violence.
Gender Stereotypes.
Study of Sex Differences: Meta-Analysis Studies.

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.

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 within Gender.
Gender Differences in Relational and Collective Interdependence: Implications for Self-Views, Social Behavior, and Subjective Well-Being.

READINGS:

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

- WendyStaintonRogers,RexStaintonRogers.(2001).*ThePsychologyofGenderandSexuality:An Introduction*. Open University Press.

M.A(PSYCHOLOGY)3rdSEMESTER COURSE
CODE: PSY21-308-GE
COURSENAME:CROSS-CULTURALPSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=16

TUTORIALHOURS=16NOTE:EACHUNIT CARRIES 1CREDIT

VALUE WITH 12HOURS TEACHING & 4HOURS TUTORIAL

OBJECTIVES:

- Tounderstandtheapplicabilityofcross-culturalPsychologyasaninterdisciplinariesocialsciencessubject.

LEARNINGOUTCOMES:

Followingcompletionofthecourse,studentsareexpectedtodemonstratecompetencyinthefollowingareas:

- Understandingofthenatureandapproachesofcross-culturalpsychology.
- Appreciatingtheroleofcultureinhumancognitionandsocialinteraction.

UNIT-I

Cross-culturalPsychology:Meaning.

InterpretivePositions:Culture-ComparativePsychology,Relativism-Universalism,IndigenousPsychology

Culture: Enculturation and Ethnocentrism in Psychology.

IndividualismandCollectivism.

UNIT-II

Personality:TraitsAcrossCultures.

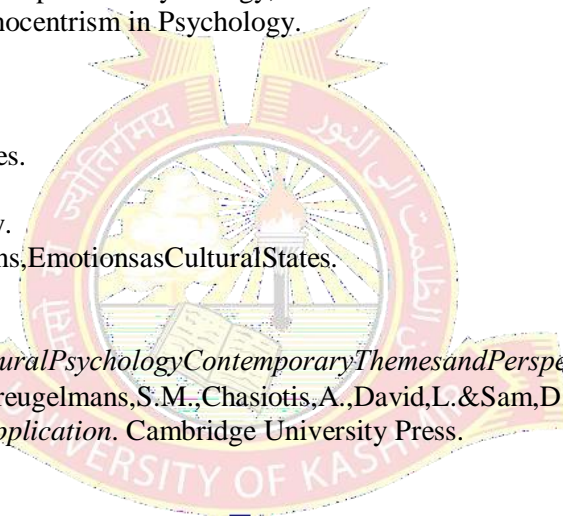
General Intelligence Across

Cultures. Genetic Epistemology.

Emotion:UniversalityofEmotions,EmotionsasCulturalStates.

READINGS:

- Keith,K.D.(2019).*Cross-CulturalPsychologyContemporaryThemesandPerspectives*. JohnWiley&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)3rdSEMESTER COURSE

CODE: PSY21-309-OE

COURSENAME:PEACEPSYCHOLOGY

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, Non-violence, 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**CHOICEBASEDCREDITSYSTEMWITHTHEEFFECTFROMTHEACADEMICSESSION 2022****CURRICULUMSTRUCTURE:**

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

- VII. **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.
- VIII. **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:

- J. **Discipline Centric Elective (DCE):** Mainly for the department's own students to broaden and explain their knowledge in the discipline.
- K. **Generic Elective (GE):** For sister disciplines for selected students from other faculties interested in informed knowledge of other discipline/domain.
- L. **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. 1ST SEMESTER			
COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	CREDITS PER COURSE	TOTAL CREDITS
CORE COURSE	3	4	12
DISCIPLINE CENTRIC ELECTIVE (DC)	2	4	8
GENERAL ELECTIVE COURSE (GE)	1	2	2
OR			
OPEN ELECTIVE COURSE (OE)	1	2	2

SEMESTER4th						
Core Courses						
Course Category	CourseCode	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY21-401-CR	CounsellingPsychology	3	1	x	4
Core	PSY21-402-CR	PsychologicalTesting	3	1	x	4
Core	PSY21-403-CR	Practicum	1	x	3	4
DisciplineCentricElectiveCourses						
DCE	PSY21-404-DCE	HumanResource Management	3	1	x	4
DCE	PSY21-405-DCE	Psychotherapeutics	x	x	4	4
DCE	PSY21-406-DCE	PositivePsychology	3	1	x	4
DCE	PSY21-407-DCE	Internship	3	1	x	4
GenericElectiveCourse						
GE	PSY21-408-GE	Sports Psychology	1	1	x	2
OpenElectiveCourse						
OE	PSY21-409-OE	Stress Management	1	1	x	2

M.A.(PSYCHOLOGY)4thSEMESTER
COURSE CODE: PSY21-401-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 counselling.
- Comprehensive view of the history and growth of counselling 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.
Ethical Codes (Definition & Purpose).
ACA Code of Ethics & Standards of Practice.

UNIT-II

Types of Counselling: Individual and Group Counselling.
Counselling Process: Stages of Counselling: Initial Disclosure, In-Depth Exploration, Commitment to Action; Termination and Follow Up.
Counselling Skills: Attending Skills, Listening Skills, Communication Skills and Personalising Skills.

UNIT-III

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

UNIT-IV

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

READINGS:

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

M.A.(PSYCHOLOGY)4thSEMESTER COURSE

NO: PSY21-402-CR

CourseName:PsychologicalTesting

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.

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): 16PF, MMPI, Neo Big five (R).

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

UNIT-IV

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

READINGS:

- Cooper, C. (2018). *Psychological Testing: Theory and Practice*. Taylor & Francis.
- Schneider, W. J., Tobin, R. M., Cohen, R. J. (2021). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. McGraw-Hill Education.
- 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)4thSEMESTER COURSE

NO: PSY21-403-CR

COURSENAME:PRACTICUM

TOTAL CREDITS: 4

PRACTICALHOURS=96

TUTORIALHOURS=32NOTE:EACHPRACTICAL CARRIES

HALFCREDIT VALUE WITH 24HOURS PRACTICAL &8 HOURS TUTORIAL

OBJECTIVES:

- Tomakethestudentsabletocarryout&demonstratethevariouspsychological experiments.
- Tomakethestudents skilledwithrespecttoproperinterpretationoftheresultsof variouspsychological experiments.

LEARNINGOUTCOMES:

Followingcompletionofthecourse,studentswillbeabletodemonstratecompetencyinthefollowingareas:

- Understandingtheprocessesandstepsinvolvedinconductingthepacticalworkbasedonvarious psychological tests.
- Designingandundertakingexperimentsindependently.

NOTE:EIGHTPRACTICALSWITHWEIGHTAGEOF ½ CREDITFOREACHPRACTICALTOBECOMPLETEDBY THE STUDENT FROM THE FOLLOWING AREAS

1. AssessmentofMentalAbility.
2. AssessmentofAptitude.
3. MeasurementManualDexterity.
4. RelaxationTechnique.
5. Assertivetraining.
6. SystematicDesensitization.
7. Biofeedback.
8. Assessmentofpersonalityusingobjectiveandprojectivetechniques.
9. AssessmentofQualityofhealthandotherrelatedissues.
10. Competencybasedassessment.
11. AssessmentofsocialdesirabilityissuesinPersonality

READINGS:

- Britt,M.A.(2016).*PsychExperiments:FromPavlov'sDogstoRorschach'sInkblots,Put Psychology's Most Fascinating Studies to the Test*. Adams Media.
- Hussain,A.(2014).*ExperimentsinPsychology*.PHILearning.
- McGuigan,F.J.(1997).*ExperimentalPsychologyMethodsofResearch*.PrenticeHall.
- Mohsin,S.M.(1982).*ExperimentsinPsychology*.MotilalBanarsidas.
- Patton,M.J.(2016).*ThePsychologicalExperiment:APracticalAccomplishment*.ElsievierScience.
- Postman,L.&Eagan,J.P.(1985). *ExperimentalPsychology*. Kalyani.
- Robert,L.S.(2003).*ExperimentalPsychology:ACaseApproach*.PearsonEducation.

M.A.(PSYCHOLOGY)4thSEMESTER COURSE
No: PSY21-404-DCE
COURSENAME:HUMANRESOURCEMANAGEMENT

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: Policies & Activities.
Mintzberg's Designs.
Organizational Benchmarking & Its Importance in Organizations. Peter Senge's Concept of Organizational Learning.
Managerial Networks.

UNIT-II

Workplace Discrimination: Types & Preventive Measures. Stress & Burnout in the Organizations.
Dealing with Conflict and Complaints in Organizations. Delphi Method & Johari Window.

UNIT-III

Meaning and Types of Organizational Structure.
Influence Tactics, Promotion and Politics in the Organizations.
Personnel Training: Need, Approaches and Types of Training.

UNIT-IV

Job Characteristics Model & EVLN model.
Whistle Blowing & Maverickism.
Symmetry in Organizations.
Impression Formation.
Advertising Management.
Ethical & Social Issues in Advertising.

READINGS:

- Aswathappa, K. (2008). *Human Resource and personnel management*. (5, ed.). Tata McGraw 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.
- Marchington, M., Wilkinson, A., & Donnelly, R. (2020) *Human Resource Management at Work*. The

M.A.(PSYCHOLOGY)4thSEMESTER COURSE

No: PSY21-404-DCE

Definitive Guide

M.A.(PSYCHOLOGY)4thSEMESTER COURSE
No: PSY21-405-DCE
COURSENAME: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.

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



M.A.(PSYCHOLOGY)4thSEMESTER COURSE
No: PSY21-406-DCE
COURSENAME:POSITIVEPSYCHOLOGY

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: Eastern and Western Perspectives.

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 and Types of Well-being: Subjective well-being, Ryff's Psychological Well-being, Seligman's PERMA Model.

Measuring 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. 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.

READINGS:

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

M.A.(PSYCHOLOGY)4thSEMESTER COURSE

No: PSY21-406-DCE

Press.

M.A.(PSYCHOLOGY)4thSEMESTER
COURSE NO: PSY21-407-DCE
COURSENAME:INTERNSHIP/FIELDWORK

TOTALCREDITS:4

OBJECTIVES:

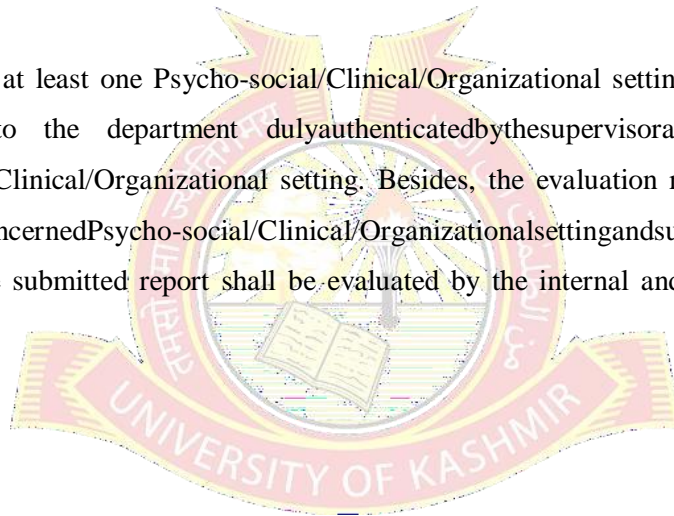
- ToenablethestudentstogainskillsofcarryingoutthecasestudiesinPsycho-social/Clinical/Organizational settings.
- Toenablethestudentstohaveaclearunderstandingofinterpretationofresultsofpsychologicaltests in Psycho-social/Clinical/Organizational settings.

LEARNINGOUTCOMES:

Followingcompletionofthecourse,studentswillbeabletodemonstratecompetencyinthefollowingareas:

- CarryingoutthecasestudiesinPsycho-social/Clinical/Organizationalsettings.
- Interpretationofthecasestudyresultsinlightoftheory&contextofthesettings.

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)4thSEMESTER
COURSE NO. PSYPSY21-408-GE
COURSENAME:SPORTSPSYCHOLOGY

TOTAL CREDITS: 4

TEACHING HOURS=16

TUTORIALHOURS=16NOTE:EACH UNIT CARRIES 1CREDIT

VALUE WITH 12HOURS TEACHING &4HOURS TUTORIAL

OBJECTIVES:

- Tohelpthestudentstobeabletounderstandvariouspsychologicalfactorsaffectingsportsp performance.
- Toupatetheknowledgeofstudentswithrespecttocurrenttrendsin sportsp psychology.

LEARNINGOUTCOMES:

Followingcompletionofthecourse,studentswillbeabletodemonstratecompetencyinthefollowingareas:

- Understandingoftheroleofpsychologicalprinciplesbehindathleticperformance.
- Understandingthesocio-psychologicalcontextofsport.

UNIT-I

SportsPsychology:Nature,Meaning&Scope.

PsychologicalFactorsaffectingSportsPerformance:MotorSkills, 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.).*EndurancePerformanceinSport:PsychologicalTheoryand Interventions*. (2019). Taylor & Francis.
- Mohan,J.(2010).*SportsPsychology:EmergingHorizons*.FriendsPublishers.
- Moran,A.P.,Kremer,J.,Kearney,C.J.(2019). *PureSport:SportPsychologyinAction*.(3rded.).Taylor & Francis.
- Smith,L.H.,&Kays,T.M.(2010).*SportsPsychologyforDummies*.
- Taylor,J.(2019).(Ed.).*ComprehensiveAppliedSportPsychology*.Taylor&Francis.

M.A.(PSYCHOLOGY)4thSEMESTER
COURSENo.PSY21-409-OE

COURSENAME:STRESSMANAGEMENT

TOTAL CREDITS: 2

TEACHING HOURS=16

TUTORIALHOURS=16NOTE:EACH UNIT CARRIES 1CREDIT

VALUE WITH 12HOURS TEACHING &4HOURS TUTORIAL

OBJECTIVES:

- Developanunderstandingoftheimpactofstressonphysiological,emotionalandcognitive processes.
- Becomefamiliarwithstressmanagementtechniquespertinenttopersonalandprofessional functioning.

LEARNINGOUTCOMES:

Followingcompletionofthecourse,studentswillbeabletodemonstratecompetencyinthefollowingareas:

- Understandingoftheimpactofstressonphysiological,emotionalandcognitiveprocesses.
- Abasicknow-howofthestressmanagementtechniquespertinenttopersonalandprofessional functioning.

UNIT-I

Stress:SourcesandManagement.
StressandCardiovascularDisorders,CancerandDiabetes.

UNIT-II

StressManagement:CopingandTypesofCopingStrategies(Self-InstructionalApproach,Meichenbaum's Stress Inoculation Training, Jacobson's Progressive Muscle Relaxation).

READINGS:

- Joshi,B.K.(2007).*StressManagement*.Pointer Publishers.
- Chakrawal,A.,&Goyal,P.(2016).*StressManagement*.StuderaPress.
- Ciccarelli,S.&Meyer,G.E.(2008).*Psychology*.PearsonPublications.
- Weller,S.(2000).*TheBreathBook:20WaystoBreatheAwayStress,AnxietyandFatigue*.Thorsons.

