

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

**IN**

**PSYCHOLOGY**

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

**w. e. f. 2020 Batch**



**POST GRADUATE  
DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF KASHMIR, HAZRATBAL  
SRINAGAR-190006**

**Program: M.A. Psychology**  
**(Choice Based Credit System with the effect from the Academic Session 2020)**

**Curriculum Structure:**

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

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

There are three types of Electives:

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

**Credit Distribution:**

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

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

<b>SEMESTER 1<sup>st</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>PSY18101CR</b>	<b>Cognitive Processes-I</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY18102CR</b>	<b>Systems and Theories in Psychology-I</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY18103CR</b>	<b>Practicum</b>	<b>x</b>	<b>2</b>	<b>6</b>	<b>4</b>
<b>Core</b>	<b>PSY18104CR</b>	<b>Psychopathology-I</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Discipline Centric Elective Courses</b>						
<b>DCE</b>	<b>PSY18105DCE</b>	<b>Social Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY18106DCE</b>	<b>Bio-Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY18107DCE</b>	<b>Clinical Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Generic Elective Course</b>						
<b>GE</b>	<b>PSY18001GE</b>	<b>Educational psychology</b>	<b>1</b>	<b>1</b>	<b>x</b>	<b>2</b>
<b>GE</b>	<b>PSY18002GE</b>	<b>Women Psychology</b>	<b>1</b>	<b>1</b>	<b>x</b>	<b>2</b>
<b>Open Elective Course</b>						
<b>OE</b>	<b>PSY18001E</b>	<b>Principles of Psychology-I</b>	<b>1</b>	<b>1</b>	<b>x</b>	<b>2</b>

**M.A (Psychology)-1<sup>st</sup> Semester**  
**Course Code: PSY18101CR**  
**Course Name: Cognitive Processes-I**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

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

**Objectives**

- To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology.

**Unit-I**

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

**Unit-II**

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

**Unit-III**

Memory: Memory Capacity; Memory Codes and Recognition of items in Short Term Memory, Tasks/Measures of Memory; Models of Memory

**Unit-IV**

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

**Readings:**

- Matlin, M.W (2003). *Cognition*, 5<sup>th</sup> Edition. John Wiley & Sons.
- Galotti, K.M. (2014). *Cognitive Psychology: in and out of the laboratory* (5<sup>th</sup>Ed.).ThousandOaks, CA: SAGE.
- Reed, S.K., & Buyer, L.S. (2004). *Cognition: theory and applications*. Belmont, CA: Wadsworth.
- Groome, D. (2014). *An introduction to cognitive psychology: processes and disorders* (3<sup>rd</sup>Ed.). London:PsychologyPress, Taylor&FrancisGroup.
- Jahnke, J.C., &Nowaczyk,R.H. (1998).*Cognition*. Upper Saddle River, NJ: Prentice Hall.

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

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

**Objectives:**

- To provide the students with a comprehensive understanding of the various centrally important systems and theories in Psychology.
- To acquaint them with the application of different theories in different walks of life.

**Unit-I**

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

**Unit-II**

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

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

**Unit-III**

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

**Unit-IV**

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

**Readings**

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

**M.A (Psychology)-1<sup>st</sup> Semester  
Course Code: PSY18103CR  
Course Name: Practicum**

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

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

1. Memory
2. Learning
3. Psycho physics

4. Motivation
5. Intelligence
6. Adjustment
7. Attention
8. Perception
9. Aptitude
10. Creativity
11. Personality

**M.A. (Psychology)-1<sup>st</sup> Semester**  
**Course No.: PSY18104CR**  
**Course Name: Psychopathology-I**

***Total Credits = 4***  
***Teaching Hours = 48***  
***Tutorial Hours = 16***

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

**OBJECTIVES:** *To acquaint the students with:*

- *Current systems of classification of Mental Disorders.*
- *The etiology and dynamics of the disorders with respect to various theoretical approaches.*

**Unit-I:** Diagnosis and Classification: Purposes of Diagnosis 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**

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

**M.A (Psychology)-1<sup>st</sup> Semester**  
**Course code: PSY18105DCE**  
**Course Name: Social Psychology**

**Total Credits = 4**  
**Teaching Hours= 48**  
**Tutorial Hours = 16**

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

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

**Objectives:**

*To acquaint the students with:*

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



**Unit-I**

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

**Unit-II**

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

Perceiving groups: Prejudice; Stereotype.

**Unit-III**

Attitude and Behaviour: Self Perception; Cognitive dissonance.

Social Influence: Conformity; Compliance; Obedience to Authority.

**Unit-IV**

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

Pro-social Behaviour: Altruism; Volunteerism.

Aggression: Psychological causes of Aggression; Effects of Aggression.

**Readings**

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

**M.A. (Psychology)-1<sup>st</sup> Semester  
Course No.: PSY18106DCE  
Course Name: Bio-Psychology**

***Total Credits = 4  
Teaching Hours = 48  
Tutorial Hours = 16***

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

**Objectives:**

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

**Unit-I**

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 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.

Neurotransmitters: Structure & functions. Circadian Rhythms, Sleep & Dreams.

#### Unit IV

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

**M.A. (Psychology)-1<sup>st</sup> Semester  
Course No: PSY18107DCE  
Course Name: Clinical Psychology**

**Total Credits = 4  
Teaching Hours = 48  
Tutorial Hours = 16**

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

**Objectives:**

- *To provide an understanding of the field of Clinical Psychology*
- *To orient the student to the scope of Clinical Psychology*
- *To describe role of clinical psychology in Promotion of Mental Health*

**UNIT-I:**

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

**UNIT-II**

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

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

**UNIT-III**

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

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

**UNIT-IV**

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

**Readings**

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

**M.A. (Psychology)-1st Semester**  
**Course No: PSY18001GE**  
**Course Name: Educational psychology**

**Total Credits = 2**  
**Teaching Hours = 16**  
**Tutorial Hours=16**

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

**Objectives:**

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

**Unit-I**

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

**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:**

- Mangal, S.K. (2002). *Essentials of Educational Psychology*. India: Prentice Hall
- Chauhan, S. S. (1996). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House
- Santrock, J. W. (2004). *Educational Psychology*. New York: McGraw Hill.

- Woolfolk, A. (2009). *Educational Psychology* (11<sup>th</sup> Ed.). Pearson Education

**M.A. (Psychology)-1st Semester**  
**Course No.: PSY18002GE**  
**Course Name: Women Psychology**

***Total Credits = 2***  
***Teaching Hours = 16***  
***Tutorial Hours=16***

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

### **Objectives**

- To acquaint students with the origins and psychological effects of stereotypes and gender differences on women.
- To acquaint students with the role of gender in everyday life and in relation to a range of social issues.

### **UNIT I**

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

### **UNIT II**

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

### **Suggested Readings**

- Matlin, M. W. (2008). *The Psychology of Women*. Thomson Wadsworth: CA USA.
- Denmark, F. L., & Paludi, M. A. (2008). *Psychology of Women: Handbook of Issues and Theories*. Praeger: CT Westport.

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

**M.A. (Psychology)-1st Semester**  
**Course No.: PSY18001OE**  
**Course Name: Principles of Psychology-I**

*Total Credits = 2*  
*Teaching Hours = 16*  
*Tutorial Hours=16*

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

**Objectives:**

- *To understand the Fundamental facts, theories, concepts and principles of psychology*

**Unit-I**

**Introduction to Psychology:** Methods of study in Psychology. Schools of psychology: Behaviorism, Psychoanalysis, Cognitive and Humanistic.

**Sensation and Perception:** Introduction. Perception: Laws of Perception, Perception of Time and Depth and Movement.

**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, Types of Memory: Short Term Memory, Long Term Memory Semantic Memory, Episodic Memory,

**Learning:** Introduction and Theories of Learning: Classical Conditioning and Operant Conditioning.

**Readings**

- Baron, R.A. (1995). *Psychology: The Essential Science*. Allyn and Bacon, New York.
- Gallotti, K.M. (2000). *Cognitive Psychology – In and Out of the Laboratory*. Thomson Pub.Co. Bangalore.

- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). *Introduction to Psychology (International Student Edition)* McGraw Hill Book Co.
- Munn, N. L., Fernald, L. D., and Ferhald, P. S. (1972). *Introduction to Psychology*. Oxford IBH Publishing House Co., Calcutta.

<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>PSY18201CR</b>	<b>Cognitive Processes-II</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY18202CR</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>PSY18203CR</b>	<b>Research Methodology-I</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY18204CR</b>	<b>Psychopathology-II</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Discipline Centric Elective Courses</b>						
<b>DCE</b>	<b>PSY18205DCE</b>	<b>Life Span Development</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY18206DCE</b>	<b>Disabilities &amp; Rehabilitation</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY18207DCE</b>	<b>Organizational Behaviour</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY18208DCE</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>PSY18003GE</b>	<b>Fundamentals of Counselling</b>	<b>2</b>	<b>x</b>	<b>x</b>	<b>2</b>
<b>GE</b>	<b>PSY18004GE</b>	<b>Theories of Personality-I</b>	<b>2</b>	<b>x</b>	<b>x</b>	<b>2</b>
<b>Open Elective Course</b>						
<b>OE</b>	<b>PSY18002OE</b>	<b>Principles of Psychology-II</b>	<b>2</b>	<b>x</b>	<b>x</b>	<b>2</b>



**M.A (Psychology)-2<sup>nd</sup> Semester**  
**Course Code: PSY18201CR**  
**Course Name: Cognitive Processes-II**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

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

**Objectives**

- *To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology.*

**Unit-I**

Visual Perception: Basic Concepts of Perception. Structure of visual system. Approaches to Perception; Disruptions in Perception; Auditory perception; Haptic Perception: Proprioception, Kinesthesia and Haptic Information

**Unit-II**

Classical Decision Theory; Decision Making Heuristics; Biases in decision making; Fallacies; Reasoning and its Theoretical Approaches; Informal Reasoning, Formal Reasoning

**Unit-III**

Problem Solving Cycle; Types of Problems; Understanding the Problem; Strategies of Problem-solving; Obstacles to Problem Solving; Factors in Influencing Problem Solving; Problem Solving Approaches; Creativity: Stages and Theories

**Unit-IV**

Language: Properties and Views of Different Theorists; Basic Components of Words and Sentences; Language and Cognition; Language Acquisition; Neurobiology of Language; Understanding Words, Sentences and Text;

**Readings:**

- Matlin, M.W (2003). *Cognition*, 5<sup>th</sup> Edition. John Wiley & Sons.
- Galotti, K.M. (2014). *Cognitive Psychology: in and out of the laboratory* (5<sup>th</sup>Ed.).ThousandOaks, CA:SAGE.
- Reed, S.K., & Buyer, L.S. (2004). *Cognition: theory and applications*. Belmont, CA: Wadsworth.
- Groome, D. (2014). *An introduction to cognitive psychology: processes and disorders* (3<sup>rd</sup> Ed.). London:PsychologyPress, Taylor&FrancisGroup.
- Jahnke, J.C., &Nowaczyk,R.H. (1998).*Cognition*. Upper Saddle River, NJ: Prentice Hall.

**M.A. (Psychology)-2<sup>nd</sup> Semester**  
**Course No. PSY18202CR**  
**Course Name: Systems and Theories in Psychology-II**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

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

**Objectives:**

- To provide the students with a comprehensive understanding of the various centrally important systems and theories in Psychology
- To acquaint them with the application of different theories in different walks of life.

**Unit-I**

Gestalt psychology: Opposition to Associationism, Gestalt: Theoretical Foundations, Perception, Learning, and Thinking, Present Status.

**Unit-II**

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

**Unit-III**

Humanistic theories: Abraham Maslow's theory of self actualization and Rogers self theory. Existential theories: Victor Frankl, Rollo May. Comparison between humanistic and existential psychology

**Unit-IV**

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

**Readings**

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

**Total Credits = 4**

**Teaching Hours= 48**

**Tutorial Hours = 16**

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

**Objectives:**

- To acquaint the students with the basic research concepts and various Steps in research process.
- Basic understanding of research Methods, sampling and data analysis.
- To understand APA style of preparing research proposal and writing research report.

**Unit-I**

Ontology, Epistemology and Methodology

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

**Unit-II**

Quantitative Research Methods: Experimental and Non-Experimental; Laboratory Experiments; Field Experiments; Field Research and Survey Research.

**Unit-III**

Sampling and Data Collection: Concept of Sampling; Types of Sampling.

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

**Unit-IV**

Data Analysis: Processing, editing and coding data.

Standardization Techniques: Methods of Reliability and Validity.

Research Report Writing: APA style of Report Writing.

**Readings**

Colaizzi, P.F. (1973). *Reflection and Research in Psychology*. Dubuque: Tower Kendale/Hunt.

Kerlinger, F.N. (1999). *Foundations of Behavioral Research*. (3, Ed.+). Bangalore: Prism Books Ltd.

**M.A.(Psychology)-2nd Semester  
Course No. PSY18204CR  
Course Name: Psychopathology-II**

**Total Credits = 4**

Teaching Hours = 48

Tutorial Hours = 16

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

**OBJECTIVES:** To acquaint the students with:

- Current systems of classification of Mental Disorders.
- The etiology and dynamics of the disorders with respect to various theoretical approaches.

**Unit-I:** 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:**

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

**M.A. (Psychology)-2nd Semester  
Course No.: PSY18205DCE  
Course Name: Life Span Development**

Total Credits = 4

Teaching Hours = 48

Tutorial Hours = 16

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

**Objectives:**

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

**Unit I:** Introduction to life-span development; Concept of Growth and Development; Principles of Development; Genetic and Environmental foundations of development.

**Unit II:** Physical development: Patterns of growth from conception till late adulthood; disability; Death and dying.

**Unit III:** Cognitive development: Introduction, Piagetian, Vygotskian, and Information processing approaches; Cognitive changes in adulthood and old age; Language development.

**Unit IV:** Socio-emotional development: Emotional development (Erikson' s theory); Moral development (Kohlberg' s theory); The Self; Gender and sexuality; Successful aging.

**Readings:**

- 
- Berk, L. E. (2004). Development through the lifespan (3<sup>rd</sup> Ed). New Delhi: Pearson Education Dorling Kindersley (India) pvt ltd.
  - Berk, L. E. (2010). Child Development (8<sup>th</sup> Ed.). New Delhi: Prentice Hall.
  - Hurlock, E.B., (2006). Developmental psychology: A Life-Span Approach “ (5<sup>th</sup> Ed.) Tata Mc.Graw Hill Company
  - Feldman, R.S. (1999). Development across the life-span. (2<sup>nd</sup> Ed.) Prentice Hall, New Jersey..
  - Papalia, D.E., and Olds, S.W., (2005), Human Development, Tata Mc.Graw Hill Company, New York.
  - Santrock, J.W. (2012). Life-span development (13<sup>th</sup> Ed.). New-Delhi:Tata McGraw-Hill.
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**M.A. (Psychology)-2nd Semester  
Course No.: PSY18206DCE  
Course Name: Disabilities & Rehabilitation**

**Total Credits = 4  
Teaching Hours = 48  
Tutorial Hours = 16**

**Objectives:**

1. To impart knowledge and develop necessary skills required for the fundamental understanding of various forms of disabilities their characteristics and identification.
2. To gain an insightful understanding into the various acts for disabled people.
3. To impart the necessary skills and measures concerning the behavior management of the disabled people.

**Unit-I**

Conceptual background of Disability; Models: Social & Affirmative. Approaches, Clinical, Psychological, Human Rights, Disability Rights Movement; Ethical issues related to working with people with Disabilities. Acts: Rehabilitation Act of 1973, Individuals with Disabilities Education Act, Americans with Disabilities Act of 1990, Rehabilitation Act Amendments of 1996.

### Unit-II

Developmental Disability

**Mental Retardation:** Definition, Etiology.

Early Development, Piaget's theory of Intellectual Development.

Developmental Delay, Early Identification: Medical Testing, Psychological Testing;

Intervention Approaches for M.R

**Learning Disabilities:-** Definition, Etiology.

**Autism:** Definition, Characteristics, Early Identification Treatment.

### Unit-III

Visual Impairment: Definition, Types, Causes, Identification, Vision tests. Technology and other Special Aids.

Hearing Impairment: Definition of Hearing System, Types & Degrees, Causes, Identification-Hearing Screening Tests.

Early Intervention – Technology & other Special Aids.

### Unit-IV

**Behaviour Management:**

Definition, Fundamental principles and procedures of Applied Behaviour Analysis.

Positive Reinforcement, Negative Reinforcement, Differential Reinforcement, Compliance training, Shaping, Teaching in functional context, Forward Chaining, 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.
- Aaron, P. G. (1989). *Dyslexia And Hyperlexia*. London: Kluwer Academic.
- Batshaw, M. L. (1997). *Children with Disabilities*. (4, Ed.). Baltimore: Paul H. Brookes.
- Bennelt & Mccankey (1989). *Cognition in Individual & Social Context*. (Eds.) Amsterdam: Elsevier.
- Heward, W. L. (2000). *Exceptional children: An introduction to special children*. (6, Ed.). New Jersey: Prentice Hall
- Hulme, C., & Snowling, M. (1997). *Dyslexia Biology, Cognition and Interventions*. London: Wharr.
- Ittyerah, M., & Sharma, R. (1997). The Performance of Hearing Impaired Children on Handedness And Perceptual Motor Tasks: *Genetic, Social And General Psychology Monographs*, 123, 285-302.
- Joseph, W. (1984). *Mental Retardation and Developmental Disabilities*. New York : Stony Brook.
- Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage.
- Quay, H. L., & Werry, J. S. (Eds). (1996). *Psychological Disorders of Childhood*. New York: John Wiley & Sons.
- Sen, A. (1988). *Psycho- Social Integration of the Handicapped: A Challenge to Society*. New Delhi: Mittal Publication.
- Sen, A. (1992). *Mental Handicap among Rural Indian Children*, New Delhi: Sage.
- Verma, L. (1990). *The Management of Children with Emotional and Behavioural Difficulties*. London: Routledge.

- Werner, D. (1987). *Disabled Village Children: A Guide for Community Health Workers, Rehabilitation Workers and Families*. California: Hesperian foundation.

**M.A. (Psychology)-2nd Semester**  
**Course No. PSY18207DCE**  
**Course Name: Organizational Behaviour**

*Total Credits = 4*  
*Teaching Hours = 48*  
*Tutorial Hours = 16*

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

**Objectives:**

- To acquaint students with basic concepts in organizational behaviour.
- To gain an understanding pertaining to workplace behaviour.

**Unit I:**

Introduction to organizational behaviour: historical background and current status; Approaches to Organisational Behaviour.: Productivity, internationalism, contingency, systems, result oriented, Human resource, challenges & opportunities in the field of organizational behaviour.

**Unit II:**

Theories of organizational behaviour: Fayool, Taylor, Weber, Elton Mayo. Models of Organisational Behaviour: Autocratic, custodial, supportive, collegial and system.

**Unit III:**

Behaviour in organizations. Motivation at the workplace; content and process theories. Work place attitudes. Group dynamics and communication in organizations. Decision making and leadership in organizations. Concept of power in organisations.

**Unit IV:**

Organizational Change: response and resistance to change. Organisational Development: characteristics and Process. Organisational culture, creativity, innovation and effectiveness.

**References:**

- Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin.
- Newstrom, J. W. and Davis, K. (2002). Organizational Behaviour – Human Behaviour at Work (10th ed.)Delhi: Tata McGraw Hill.
- Robbins , S. P. (2003). Organisational Behaviour. New Delhi: Prentice Hall of India.
- Spector,P.E. (2003). Industrail Organitonal Psychology: Research and Practice. (3,Ed.). U.S.A: John wiley & Sons,Inc.

**M.A. (Psychology)-2<sup>nd</sup> Semester**  
**Course No. PSY18208DCE**  
**Course Name: Forensic Psychology**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

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

**Objectives:**

- To familiarize students with the emerging importance of Forensic psychology.
- To build awareness regarding the role of the psychologist in Forensic evaluations.

**Unit-I**

Forensic Psychology: historical and contemporary perspectives. Forensic training and practice. Expert testimony: law and practice. Role of psychology in forensic science. Ethical principles and professional competencies.

**Unit-II**

Introduction and historical Development of Offender Profiling, Approaches to Offender Profiling: Diagnostic evaluation, Criminal investigation analysis, Crime action profiling and Investigative psychology. Evaluation of sexual predators, Battered woman syndrome in the courts, Pathologies of attachment, Violence and criminality, Violence risk assessment.

**Unit III:**

Eyewitness Identification Performance, The Witnessed Event, Between the Witnessed Event and Identification Task. Intermediate Recognition Tasks: Mug shots, Composite production, The identification task, Pre-lineup instructions, Lineup composition, Investigator bias, Lineup procedure: Comparing absolute and relative judgements, Post-identification feedback. The Eyewitness in Court.



#### Unit IV

Competence to confess, Assessment of competence to stand trial, Evaluation of criminal responsibility, Sentencing determinations in death penalty cases, Child sexual abuse evaluations.

#### Readings

- Bull, R. (2011) Four volume set Forensic Psychology. LA: Sage publications.
- Scott, Adrian (2010) Forensic psychology. NY: Palgrave MacMillan.
- Donohue, W.T. and Levensky, T.R. (2004) Handbook of Forensic, Psychology. NY: Elsevier.

**M.A. (Psychology) 2<sup>nd</sup> Semester**  
**Course No. PSY18003GE**  
**Course Name: Fundamentals of Counseling**

**Total Credits: 2**  
**Teaching Hours = 16**  
**Tutorial Hours=16**

#### Objectives:

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

#### Unit-I

Counseling: Concept. Types of Counselling: Direct, Indirect and Eclectic. Ethical and legal Issues in Counseling. Marital, Group & Career Counselling.

#### Unit-II

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

#### Readings:

- Board, R. D. (1983). *Counselling Skills*. England: Wildwood.
- Rao, S. N. (2004). *Counselling and Guidance*. Tata Mc Graw Hill, New Delhi
- Steffire & Grath, W. H. (1972). *Theories of Counselling*. New Delhi: McGraw Hill Publishers.
- Wolpe, R., & Dryden, W. (Eds.). (1996). *Handbook of Counselling Psychology*. New Delhi: Sage Publications.
- Neukrug, E., (2011). *Counselling Theory and Practice (1<sup>st</sup> Ed. )*, New Delhi: Rawat Publications.

- Koshy, S. J., (2013). Guidance and Counselling, New Delhi: Wisdom Press.
- Sharma, R. N., Sharma, R., (2004). Guidance and Counselling in India, Delhi: Atlantic Publishers and Distributers.

**M.A. (Psychology)-2<sup>nd</sup> Semester**  
**Course No. PSY18004GE**  
**Course Name: Theories of Personality-I**

**Total Credits = 2**  
**Teaching Hours = 16**  
**Tutorial Hours=16**

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

**Objectives:**

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

**Unit-I**

Psychodynamic Theories: Freud Adler.

Humanistic and Existential Theory: Maslow, Rogers, Rollo May.

**Unit-II**

Behavioral Theories: Skinner, Bandura.

Trait Theories: Allport, Cattell.

**Readings:**

- Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). Theory of personality, 4TH edition. John Wiley and Sons
- Carpara, G.V. & Cereone, D. (2000). Determinants, dynamics and potentials. London: Cambridge University Press.
- Friedman, H.S. & Schustack, M.W. (2004). Personality.( 2, Ed.). India: Pearson Education. Pvt. Ltd.

- Hergenhahn, B. R. & Olson, M. H. (1999). *An Introduction to Theories of Personality* (5, Ed.). New Jersey: Prentice Hall.
- Ewen, R.B.(1980). *An introduction to theories of personality*. Academic Press, Inc. (London). Ltd 6].Ryckman, M. R. (2004) 8th Edition. Wadsworth, Thompson learning. USA.

**M.A. (Psychology)-2<sup>nd</sup> Semester**  
**Course No.: PSY18002OE**  
**Course Name: Principles of Psychology-II**

***Total Credits = 2***  
***Teaching Hours = 16***  
***Tutorial Hours=16***

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

**Objectives:**

- *To understand the Fundamental facts, theories, concepts and principles of psychology*

**Unit-I**

**Attitude:** Factors Affecting Attitude Formation, Factors Affecting Attitude Change, Theories of Attitude: Balance Theory and Cognitive dissonance theory.

**Prejudice:** Nature of Prejudice; Stereotypes and stigma.

**Unit-II:**

**Aggression:** Types of Aggression. Frustration -Aggression Hypothesis.

**Stress:** Definition, General Adaptation Syndrome, Coping: types of coping: Emotion Focused and Problem Focused.

**Readings:**

- Baron, R.A. (1995). *Psychology: The Essential Science*. Allyn and Bacon, New York.
- Gallotti, K.M. (2000). *Cognitive Psychology – In and Out of the Laboratory*. Thomson Pub. Co. Bangalore.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). *Introduction to Psychology (International Student Edition)* McGraw Hill Book Co.

- Munn, N. L., Fernald, L. D., and Ferhald, P. S. (1972). *Introduction to Psychology*. Oxford IBH Publishing House Co., Calcutta.

**Program: M.A. Psychology**  
**(Choice Based Credit System with the effect from the Academic Session 2020)**

**Curriculum Structure:**

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

- J. Core Courses:** The core papers are basic /unique to a Programme and are compulsory to be studied to earn a degree in a given Programme.
- JJ. 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:**

- 4 Credits per Core Course {4 X 3 CR = 12}
- 4 credits per Discipline Centric Elective Course { 4 x 2 DCE = 8}
- 2 Credits per General Elective course {2x1GE = 4} **OR**
- 2 Credits per General Elective course {2x1 GE=2 } +
- 2 Credits per Open Elective Course {2 x 1OE = 2}

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

<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>PSY18301CR</b>	<b>Statistics in Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY18302CR</b>	<b>Psychometrics</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>Core</b>	<b>PSY18303CR</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>PSY18304DCE</b>	<b>Behaviour Modification</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY18305DCE</b>	<b>Health Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY18306DCE</b>	<b>Child Psychology</b>	<b>3</b>	<b>1</b>	<b>x</b>	<b>4</b>
<b>DCE</b>	<b>PSY18307DCE</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>PSY18005GE</b>	<b>Cross-Cultural Psychology</b>	<b>1</b>	<b>1</b>	<b>x</b>	<b>2</b>
<b>GE</b>	<b>PSY18006GE</b>	<b>Theories of Personality-II</b>	<b>1</b>	<b>1</b>	<b>x</b>	<b>2</b>
<b>Open Elective Course</b>						
<b>OE</b>	<b>PSY18006OE</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: PSY18301CR**  
**Course Name: Statistics in Psychology**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

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

**Objectives:**

1. To develop an understanding among students regarding various statistical methods, their uses and interpretations.
2. To enable them to analyse the data of practical and project work.

**Unit-I**

Normal Probability Curve: Concept, Nature and Characteristics  
Hypothesis Tests: Concept & Types, Parametric v/s Non Parametric statistics.  
Sample size determination, level of significance & power of a test

**Unit-II**

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

**Unit-III**

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

**Unit-IV**

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

**Readings**

- Broota, K. D. (1989).*Experimental Design in Behavioural Research*. New Delhi: Wiley Eastern.
- Garrett.H.E. (1967). *Statistics in Psychology and Education*. New York: Denis Mckey Co.
- Guilford, J.P., & Fruchter, B.(1978).*Fundamental Statistics in Psychology and Education*. N Y: Mcgraw Hill Series.
- Kerlinger, F.N.(1995). *Foundation of Behavioural Research*. New Delhi: Prism Books.
- Siegal, S., &Castellan, J.(1957).*Non-Parametric Statistics for Behavioural Sciences*. New York: McGraw Hill
- Winer, B.J. (1971).*Statistical Principles in Experimental Designs*. New York: McGraw Hill Ltd.
- Weiss, N., & Hassett, M. (1987). *Introductory Statistics*. Arizona: Addison Wiley Publishing

**M.A (Psychology)-3<sup>rd</sup> Semester**  
**Course Code: PSY18302CR**  
**Course Name: Psychometrics**

**Total Credits = 4**  
**Teaching Hours= 48**  
**Tutorial Hours = 16**

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

**Objectives:**

1. To create critical understanding of measurement issues and techniques in psychological inquiry
2. Enable students to develop skills and competencies in test construction and standardization
3. To learn the application and contextual interpretation of data from psychological measurement

**Unit-I**

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

**Unit-II**

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

**Unit-III**

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

**Unit-IV**

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

**Readings**

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

**M.A (Psychology)-3<sup>rd</sup> Semester**  
**Course Code: PSY18303CR**  
**Course Name: Project**

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

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



**Course Name: Behaviour Modification**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

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

**Objectives**

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

**Unit I**

Introduction to Behaviour Modification; Learning Theory Foundation of Behaviour Modification; Merits and Limitations of Behavioral Approach; Cognitive-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: Method of Assertive Training, Theory of Assertive Training.

**Unit III**

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

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

**M.A (Psychology)-3<sup>rd</sup> Semester**  
**Course Code: PSY18305DCE**  
**Course Name: Health Psychology**

**Total Credits = 4**

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

## Objectives

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

### Unit I:

**Introduction:** Emergence of Health Psychology: From biomedical model to bio-psychosocial model. Models of Cognition and Social Cognition

### Unit II:

**Models of Healthy Personality:** Maslow, Rogers, Frankl, Rollo May. **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 its physical consequences:** Cardiovascular Diseases, Cancer and Diabetes. **Strategies for coping with stress:** Problem focused and emotion focused. Social determinants of health.

### Unit IV:

**Health enhancing behaviors:** Exercise, weight control. **Health Compromising Behaviors:** Substance Abuse, Smoking. **Health behavior modification:** Self-observation and self-monitoring, operant conditioning, Modeling, Stimulus control and Relapse prevention.

## Readings

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

**M.A (Psychology)-3<sup>rd</sup> Semester**  
**Course Code: PSY18306DCE**  
**Course Name: Child Psychology**

***Total Credits = 4***  
***Teaching Hours= 48***  
***Tutorial Hours = 16***

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

**Objectives:**

- *Understand how various aspects of child psychology are studied.*

- *Understand the causes and be able to identify the symptoms of various child psychological disorders.*
- *Be familiar with effective treatment approaches to different child psychological disorders.*

**Unit-I**

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

**Unit-II**

Child Psychopathology: DSM-5 criteria of child psychopathology; Assessment, Classification, Diagnosis and Treatment strategies (Psychodynamic, Behavioural, Cognitive Behavioural, Biological and Family treatment) for child psychopathology; Barriers to children' s mental health services and assessment.

**Unit-III**

Childhood disorders: Oppositional Deviant Disorders; Attention Deficit /Hyperactivity Disorder; Conduct disorder; Separation Anxiety disorder; Autism Spectrum Disorders.

**Unit-IV**

Child abuses: Physical, Sexual and Neglect of the child; Early childhood trauma and psychopathology; Parenting and relationship to psychopathology; Social policies to protect children.

**Readings:**

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

**M.A (Psychology)-3<sup>rd</sup> Semester**  
**Course Code: PSY18307DCE**  
**Course Name: Psychology of Gender**

***Total Credits = 4***  
***Teaching Hours= 48***  
***Tutorial Hours = 16***

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

**UNIT I: Introduction**

Gender; Gendered; Gender Order; Gender Segregation; Sex and Gender; Patriarchy and Gender Violence; Gender Stereotypes

The Study of Sex Differences: Meta-Analysis Studies

**UNIT II: Theories of Gender-I**

Biological Theories: Evolutionary Theories; Genetics, hormones, physiology and structural differences; Sociobiology and evolutionary psychology

Social and cultural paradigms: role of culture, social forces and socialization

**UNIT III: Theories of Gender-II**

Social Learning Theories; Cognitive Theories of Gender: Kohlberg' s theory of cognitive development; Gender Schema theory

Social Psychological Theories: Eysenck' s theories of gender and sexuality; Social Role Theory

**UNIT IV: Deconstructing and Reconstructing Masculinity-Femininity**

Masculinity and Femininity: Gender within Gender

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

**Readings:**

- Vicki S. Helgeson. (2011). *Psychology of Gender* (4th Edition). New Jersey: Pearson Education, Inc
- Mary, Crawford. (1995). *Talking Difference: On Gender and Language*. New Delhi: SAGE Publications Ltd
- Alice H. Eagly PhD, Anne E. Beall, Robert J. Sternberg. (Eds.) (2004). *The Psychology of Gender*. New York: The Guilford Press.
- Christina Richards, Meg John Barker. (2015). *The Palgrave Handbook of the Psychology of Sexuality and Gender*. New York: Palgrave Macmillan.
- Richard A. Lippa. (2005). *Gender, Nature, and Nurture*. New Jersey: Psychology Press.
- Wendy Stainton Rogers, Rex Stainton Rogers. (2001). *The Psychology of Gender and Sexuality: An Introduction*. New York: Open University Press.
- Mary M. Gergen, & Sara N. Davis. (1997). *Toward a New Psychology of Gender: A Reader*. New Delhi: Routledge.

**M.A (Psychology)-3<sup>rd</sup> Semester**  
**Course Code: PSY18005GE**  
**Course Name: Cross-Cultural Psychology**

*Total Credits = 2*  
*Teaching Hours =16*  
*Tutorial Hours = 16*

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

**Objectives:**

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

**Unit-I**

**Cross-cultural psychology:** Meaning, Goals of cross-cultural psychology and its relationship with other disciplines.

**Culture:** Enculturation and ethnocentrism in psychology. Sociocultural context, Individualism and collectivism.

**Unit-II**

**Personality:** Traits across cultures. General intelligence, Genetic epistemology.

**Emotion:** Understanding “ others” , Universality of emotions, Emotions as cultural states.  
**Psychology and the majority world:** Impact of Western psychology, Indigenous psychologies.

### **Readings**

- Trimble, J. E., Scharron-del Rio, M. & Bernal. G. (2010).The itinerant researcher: Ethical and methodological issues in conducting cross-cultural mental health research. In D. C. Jack & A.
- Ali (Eds.), *Cultural perspectives on women’ s depression: Self-silencing, psychological distress*.
- Trimble, J. E. & Dickson, R. (2005). Ethnic gloss. In C. B. Fisher & Lerner, R. M. (Eds.), *Encyclopedia of applied developmental science*, (pp. 412-415) (Volume I). Thousand Oaks: Sage.

**M.A (Psychology)-3<sup>rd</sup> Semester**  
**Course Code: PSY18006GE**  
**Course Name: Theories of Personality-II**

*Total Credits = 2*  
*Teaching Hours =16*  
*Tutorial Hours = 16*

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

### **Objectives**

1. To provide an understanding of the different personality theories.
2. To introduce critical evaluation of different theories in the background of the empirical evidence.
3. To orient the students in application of this knowledge in case analysis and therapeutic formulation.

### **UNIT I**

Neo-Analytic Theories: Karen Horney, Eric Erikson

## **UNIT II**

Other Theories: Henry A. Murray, Henry Stack Sullivan, John Bowlby

### **Suggested Readings**

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

**M.A (Psychology)-3<sup>rd</sup> Semester**  
**Course Code: PSY18006OE**  
**Course Name: Peace Psychology**

***Total Credits = 2***  
***Teaching Hours =16***  
***Tutorial Hours = 16***

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

### **Objective:**

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

### **Unit-I**

Concept of Peace, Positive and Negative Peace; Peace at Inter, Intra, Global Levels

Factors influencing violence: Aggression, Nonviolence Direct Action

Factors influencing Non-violence: Principled Vs. Pragmatic Factors

### **Unit-II**



**Conflict:** 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**

- Kriesberg, L. (1998). *Constructive Conflicts*. Lanham, M.D. Roman & Littlefield
- Blumberg, H.H., Hare, P., & Costin, A. (2006). *Peace Psychology: A Comprehensive Introduction*. UK: Cambridge University Press
- Baudura, (1973). *Aggression: A Social Learning Analysis*, Englewood Cliffs, NJ: Prentice Hall
- Berovitch .J. & J .Z.Rubin Eds. (1992). *Mediation in International Relations*. London: Mac Milldr
- Bjerstedtm, A. (Ed.) (1993). *Peace Education; Global Perspectives*. Stockholm: Almqvist & Wiskell International
- Bowl L`. (1990). *Mediation: Principles, Processes and Practice*. Syd: Butterworth
- Burton, J. W. (1990). *Conflict: Resolution and Prevention*. New York Macmillian
- Kool, V.K.(Eds) (1990). *Perspectives on Nonviolence*. Springer-Verlag New York
- Kool, V.K. (Eds.) (1993). *Nonviolence: Social and Psychology Issues*. .
- Nardin, T. (Ed.) (1996). *The Ethics of War and Peace*. Princeton N.J. Princeton University Press

SEMESTER 4 <sup>th</sup>						
Core Courses						
Course Category	Course Code	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY18401CR	Counselling Psychology	3	1	x	4
Core	PSY18402CR	Psychological Testing	3	1	x	4
Core	PSY18403CR	Practicum	x	2	6	4
Discipline Centric Elective Courses						
DCE	PSY18404DCE	Human Resource Management	3	1	x	4
DCE	PSY18405DCE	Internship		2	6	4
DCE	PSY18406DCE	Positive Psychology	3	1	x	4
DCE	PSY18407DCE	Psychotherapeutics	3	1	x	4
Generic Elective Course						
GE	PSY18007GE	Mental Health & Well-Being	1	1	x	2
GE	PSY18008GE	Sports Psychology	1	1	x	2

Open Elective Course						
OE	PSY18007OE	Stress Management	1	1	x	2

**M.A (Psychology)-4<sup>th</sup> Semester**  
**Course Code: PSY18401CR**  
**Course Name: Counselling Psychology**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

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

**Objectives:**

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

**Unit-I**

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

**Unit-II**

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

**Unit-III**

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

**Unit-IV**

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

### Readings

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

**M.A. (Psychology)-4<sup>th</sup> Semester**  
**Course No. PSY18402CR**  
**Course Name: Psychological Testing**

*Total Credits = 4*  
*Teaching Hours = 48*  
*Tutorial Hours = 16*

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

### Objectives:

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

### Unit-I

Measuring Intelligence: Definition, types and theories of intelligence; Binet scales; Wechsler' s scales; Culture Fair Tests; Progressive Matrices.

### Unit-II

Measurement of Aptitude, Interest and Achievement: Aptitude tests: Differential Aptitude Test (DAT), David' s Battery of Differential Aptitude Test (DBDA); Interest tests: The Strong Interest Inventory (SII) and Thurston Interest Schedule; Achievement tests: Classification of Achievement tests on the basis of form, purpose, time, method and subject area

### Unit-III

Measurement of personality: Objective tests: 16 PF, MMPI; Projective techniques: Nature of projective techniques, Inkblot technique (Rorschach Inkblot Test), Pictorial technique (Thematic Apperception Test), Verbal technique (Sentence Incompletion Test).

### Unit-IV

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

### Readings

- Anastasi, A & Urbina S. (1997) *Psychological Testing*. New Jersey: Prentice Hall International.
- Amato, M.R.(1979) *Experimental Psychology, Methodology, Psychophysics and Learning*. New Delhi: Tata Mc Graw -Hill.

- Freeman, F.B. (1971) *Theory and Practice of Psychological Testing*. New Delhi: Oxford and IBH publishing Company.
- Gronbach, I.J. (1960) *Essentials of Psychological Testing*. New York: Harper.

**M.A. (Psychology)-4<sup>th</sup> Semester**  
**Course No. PSY18403CR**  
**Course Name: Practicum**

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

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

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

**11. Assessment of social desirability issues in Personality**

**M.A. (Psychology)-4<sup>th</sup> Semester**  
**Course No: PSY18404DCE**  
**Course Name: Human Resource Management**  
*Total Credits = 4*  
*Teaching Hours = 48*  
*Tutorial Hours = 16*

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

**Objective**

- *To gain an understanding regard human resource management in organizations.*
- *To give students basic idea of how an organization generally manages its people effectively*

**Unit I:**

Human resource management: nature, policies & activities. Mintzberg' s Designs; Organizational Benchmarking & its importance in organizations. Peter Senge' s concept of organizational learning. Managerial networks.

**Unit II**

Work place Discrimination: Types & Preventive Measures. Stress & Burnout in the organizations. Dealing with conflict and complaints in organizations. Organizational Silence and its domains. 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.

**References:**

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

**M.A. (Psychology)-4<sup>th</sup> Semester  
Course No. PSY18405DCE  
Course Name: Internship/Field Work**

***Total Credits = 4***

***Tutorial Hours= 32  
Practical Hours = 64***

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. PSY18406DCE**  
**Course Name: Positive Psychology**

*Total Credits = 4*  
*Teaching Hours = 48*  
*Tutorial Hours = 16*

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

**Objectives:**

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

**UNIT-I**

Positive psychology: Concept, Assumptions and Goals. Eastern and western perspectives on positive psychology. Classifications and Measures of Human Strengths and Positive outcomes.

**UNIT-II**

Relationship of positive psychology with other branches of psychology: Health Psychology, Clinical Psychology, Development Psychology.

Well-being: concept, types. Measuring subjective well-being, determinants of well-being

**UNIT-III**

Happiness: Hedonic Happiness, Eudemonic Happiness, Gender and Happiness, Positive moods and Behaviour, Individualistic and Collectivist style of Happiness. Empathy, altruism, gratitude.

**UNIT-IV**

Forgiveness, Attachment, Love. Wisdom, optimism and hope.

Emotion focused coping, emotional intelligence.

Research and future in positive psychology, applications in community life.

• **Readings**

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

**M.A.(Psychology)-4<sup>th</sup> Semester**  
**Course No. PSY18407DCE**  
**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 familiarize students with the emerging importance of Forensic psychology.*
- *To build awareness regarding the role of the psychologist in Forensic evaluations.*

**UNIT-I**

Psychotherapy:- Psychodynamic Psychotherapy (Freud), Adlerian Psychotherapy, Analytical psychotherapy (Yung).

Overview of Expressive and Supportive related Psychotherapies.

**UNIT-II**

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

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

**UNIT-III**

Existential Psychotherapy (Rollo May): Basic Concepts, Theory of Personality, Theory & Process of Psychotherapy, Application.

Gestalt psychotherapy (Fritz Pearls): Basic concepts, Theory of personality, Theory & process of Psychotherapy, Application.

**UNIT-IV**

Support and process oriented groups; self help groups; Caregiver groups.

Family therapy: Basic concepts, Theory of Personality, Theory & Process of Psychotherapy, Application.

**Readings**

- Bull, R. (2011) Four volume set Forensic Psychology. LA: Sage publications.
- Scott, Adrian (2010) Forensic psychology. NY: Palgrave MacMillan.
- Donohue, W.T. and Levensky, T.R. (2004) Handbook of Forensic, Psychology. NY: Elsevier.

**M.A. (Psychology)-4<sup>th</sup> Semester**  
**Course No. PSY18007GE**  
**Course Name: Mental Health and Well-Being**

*Total Credits = 2*  
*Teaching Hours=16*  
*Tutorial Hours= 16*

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

**Objectives**

- Understand concepts related to mental health, well-being and mental illness
- Understand the different models of mental health
- Appreciate the diverse perspectives and develop an ability to locate oneself in the field

**UNIT-I**

Concepts of mental health, well-being and mental illness and its relation with physical health:  
Brain & Endocrine functioning in mental health/ Body-mind interaction

**UNIT-II**

Models of mental health: Normality-abnormality, bio-psycho-social, structural, social  
Determinants (Poverty/ Gender/Migration/ Violence and Conflict)

**Readings:**

- Hahn, D. B., Payne, W. A., & Mauer, E. (1991). *Focus on health*. Mosby Year Book.
- Ojha, S, Srivastava, U.R, Joshi, S (2010). *Health and Well-Being Emerging Trends: New Delhi, first edition: Global Vision publishing Co.Pvt.Ltd.*
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications.
- Balog, J. E. (1978). *An historical review and philosophical analysis of alternative concepts of health and their relationship to health education* (Unpublished dissertation). Maryland: University of Maryland.
- Boruchovitch, E., & Mednick, B. R. (2002). The meaning of health and illness: some considerations for health psychology. *Psico-USF*, 7(2), 175-183.
- Dolfman, M. L. (1973). The concept of health: an historic and analytic examination. *Journal of School Health*, 43(8), 491-497.
- Dunn, H. L. (1959). High-level wellness for man and society. *Am. J. Pub. Health*, 49, (6), 786-792.

**M.A. (Psychology) 4<sup>th</sup> Semester**  
**Course No. PSY18008GE**  
**Course Name: Sports Psychology**

**Total Credits = 2**  
**Teaching Hours=16**  
**Tutorial Hours= 16**

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

**Objectives:**

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

**Unit-I**

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

**Unit-IV**

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

**Readings:**

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

**M.A. (Psychology)- 4<sup>th</sup> Semester  
Course No. PSY18007OE  
Course Name: Stress Management**

**Total Credits: 2  
Teaching Hours=16  
Tutorial Hours= 16**

**Objectives:**

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

**Unit-I**

Stress: Introduction, Nature of stress, Main Sources of Stress, Measurement of Stress.  
Stress and Cardiovascular disorders, Cancer and Diabetes

**Unit-II**

Stress Management: Coping and types of coping strategies, Self Instructional approach, Meichenbaum' s Stress Inoculation Training, Jacobson' s Progressive Muscle Relaxation

**Readings**

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