

**M. A./M. Sc. Programme in Psychology**  
**Department of Psychology,**  
**School of Humanities & Social Sciences,**  
**Doctor Harisingh Gour Vishwavidyalaya, Sagar, M. P., India**

The Department of Psychology is a key constituent of School of Humanities & Social Sciences. With its inception in 1959, it has continuously been a pioneer sheet of learning in Central India. The application of psychological principles to address human problems has acquired new dimension with the evolving nature of the challenges that the country and the world at large facing today. In view of this, the scientific discipline of psychology has emerged as a vital force in understanding multifaceted social reality. It has gained a spectacular momentum in the recent years with the expansion of the subject matter as well as methods of investigation. In this context, a postgraduate course with aim to inculcate knowledge and skills has become the need of the time. It demands a comprehensive curriculum for theoretical and practical base to develop behavioural expertise. An attempt has been made to develop an effective curriculum by fine-blending of theory and practice.

The principal domains of the discipline includes applied social psychology; cognitive and affective psychological processes; clinical and health psychology; positive psychology; organizational behaviour; assertiveness training and other life skills; personality development; psychological measurement and testing. In addition, a focus on understanding of psychopathologies and research methods have been given due consideration. Such knowledge and skills, apart from gaining employment in University and colleges, the students are equipped with technologies, like survey, counselling, interview, evaluation and intervention etc., assisting them fit for fruitful career opportunities in government, corporate, health sectors and non-governmental organizations. Following faculty members are presently associated with the department of Psychology, assisted with a number of well-qualified guest faculties:

S. No.	Name	Designation	Specializations
1.	I. D. Awasthi	Associate Professor & Head	Higher Mental Processes, Research Methods
2.	P. K. Rai	Professor	Psychology of Health & Well-being
3.	G. K. Tiwari	Assistant Professor	Cognitive Psychology, Positive Psychology
4.	Sanjay Kumar	Assistant Professor	Applied Social Psychology, Counselling and Clinical Psychology
5.	Uday Jain	Honorary Professor	Social Psychology, Cultural Psychology

**Name of the Program** : M. A. / M. Sc. Psychology

**Duration of the programme**

(a) Minimum duration : Four Semesters

(b) Maximum duration : Six Semesters

**Structure of the programme**

(a) Number of Core Courses : 15

(b) Minimum number of Elective Courses to be opted : 04

(c) Minimum number of Open Elective Courses to be opted : 02

Medium of syllabus : English

Medium of Instruction : English/Hindi

**Course Details****Core Courses (Theory)**

S. No.	Course Code	Course Title	Credits	Contact Hours
1.	PSY CC121	Advanced Social Psychology	4	50
2.	PSY CC122	Cognitive Psychology I	4	50
3.	PSY CC123	Foundations of Psychological Research	4	50
4.	PSY CC221	Applied Social Psychology	4	50
5.	PSY CC222	Cognitive Psychology II	4	50
6.	PSY CC223	Research Designs & Statistics	4	50
7.	PSY CC321	Neuropsychology	4	50
8.	PSY CC322	Psychopathology	4	50
9.	PSY CC323	Basic Organizational Processes	4	50
10.	PSY CC421	Psychology of Emotion	4	50
11.	PSY CC422	Psychological Measurement & Testing	4	50
12.	PSY CC423	Clinical Intervention	4	50

**Core Courses (Practical)**

S. No.	Course Code	Course Title	Credits	Contact Hours
1.	PSY CC124	Practical	4	50
2.	PSY CC224	Practical	4	50
3.	PSY CC324	Practical	4	50
4.	PSY CC424	Practical	4	50

**Elective Courses**

S. No.	Course Code	Course Title	Credits	Contact Hours
1.	PSY EC325	Psychology of Personality	4	50
2.	PSY EC226	Fundamentals of Indian Psychology	2	40
3.	PSY EC425	Health Psychology	4	50
4.	PSY EC426	Applications of Indian Psychology	2	40

### Open Elective Course

S. No.	Course Code	Course Title	Credits	Contact Hours
1.	PSY OE225	Positive Psychology	2	25
2.	PSY OE326	Life Skills and Personality Development	2	25

### Soft Skill Based Courses

S. No.	Course Code	Course Title	Credits	Contact Hours
1.	PSY SE125	Assertiveness Training	4	50

### The Practical/Lab Courses

Course Period	Total No. of Practical	Minimum No. of Practical to be Performed
1 <sup>st</sup> Semester	06	04
2 <sup>nd</sup> Semester	06	04
3 <sup>rd</sup> Semester	06	04
4 <sup>th</sup> Semester	06	04

**Note:** Students have to successfully perform FOUR practical out of SIX necessarily to appear in the end semester examination.

### A. Scheme of Examination

S. No.	Examinations	Total Marks
1.	Mid Semester Examination	20 Marks
2.	Internal Assessment	20 Marks
3.	End Semester Examination	60 Marks

### B. Assessment:

#### I. Internal Assessment:

#### II. Theory

The theory courses will be taught using lecture, group discussion, power-point presentation, assignment, and flipped learning as the methodology for the assessment of the students.

### Evaluation of the assignment:

S. No.	Examination	Total Marks
1.	Presentation, group discussion etc	15 Marks
2.	Attendance	05 Marks

### The Marks for Attendance for the Theory Courses

S. No.	Percentage of Attendance	Marks Awarded
1.	75% and below	00 Marks
2.	>80% and up to 85%	02 Marks
3.	>85% and up to 90%	03 Marks
4.	>90% and up to 95%	04 Marks
5.	>95% and Above	05 Marks

### b) Practical/ Lab Courses:

#### 1. Evaluation of the Practical/Lab Courses:

S. No.	Examination	Total Marks
1.	Successful Completion of Practical	15 Marks
2.	Attendance	05 Marks

### The Marks allotted for Attendance for the Practical Courses

S. No.	Percentage of Attendance	Marks Awarded
1.	75% and below	00 Marks
2.	>80% and up to 85%	02 Marks
3.	>85% and up to 90%	03 Marks
4.	>90% and up to 95%	04 Marks
5.	>95% and Above	05 Marks

### C) End Semester Examination for the Practical/Lab Courses:

S. No.	Examination	Total Marks
1.	Assessment of performance in the Experiment	50 Marks
2.	Viva-Voce of Experiment	10 Marks

### D) Evaluation of Projects:

S. No.	Examination	Total Marks
1.	First Periodic Assessment of the progress after 08 weeks	20 Marks
2.	Second Periodic Assessment after 04 weeks	20 Marks

### End Semester Examination for Projects:

S. No.	Examination	Total Marks
1.	Evaluation of the Project Report	50 Marks
2.	Viva-Voce on the Report	10 Marks

### F) Evaluation of Seminars:

S. No.	Examination	Total Marks
1.	Documentation for the Seminar	20 Marks
2.	First presentation of the Seminar	20 Marks

### End Semester Examination

S. No.	Examination	Total Marks
1.	Presentation of the Seminar	50 Marks
2.	Defense of the Presentation	10 Marks

**M.A./M.Sc. Programme (Psychology)**  
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S. No.	Class	Course Code	Title	Credit	Page No.		
1.	Semester I	PSY CC121	Advanced Social Psychology	4	7		
2.		PSY CC122	Cognitive Psychology I	4	8		
3.		PSY CC123	Foundations of Psychological Research	4	9		
4.		PSY CC124	Practical	4	10		
5.		PSY SE125	Assertiveness Training	4	11		
Sub-total				20			
6.	Semester II	PSY CC221	Applied Social Psychology	4	12		
7.		PSY CC222	Cognitive Psychology II	4	13		
8.		PSY CC223	Research Designs & Statistics	4	14		
9.		PSY CC224	Practical	4	15		
10.		PSY OE225	Positive Psychology	2	16		
11.		PSY EC226	Fundamentals of Indian Psychology	2	17		
Sub-total				20			
12.	Semester III	PSY CC321	Neuropsychology	4	18		
13.		PSY CC322	Psychopathology	4	19		
14.		PSY CC323	Basic Organizational Processes	4	20		
15.		PSY CC324	Practical	4	21		
16.		PSY EC325	Psychology of Personality	4	22		
17.		PSY OE326	Life Skills and Personality Development	2	23		
Sub-total				22			
18.	Semester IV	PSY CC421	Psychology of Emotion	4	24		
19.		PSY CC422	Psychological Measurement & Testing	4	25		
20.		PSY CC423	Clinical Intervention	4	26		
21.		PSY CC424	Practical	4	27		
22.		PSY EC425	Health Psychology	4	28		
23.		PSY EC426	Applications of Indian Psychology	2	29		
Sub-total				22			
Division of Total Credits			Core Courses (CC)	Theory	48	64	
				Practical	16		
			Soft Skill Based Courses {SE}			04	
			Discipline Specific Elective Courses (EC)			012	
			Open Elective {OE}			04	
Grand Total of Credit				84			

# M. A./M. Sc. First Semester ADVANCED SOCIAL PSYCHOLOGY

**Course Code:** PSY CC121

**Credit:** 04

## Objectives and Teaching Methods

Social Psychology is the Science of the social side of life and a surprisingly broad field that overlaps with the psychology sub disciplines of personality and cognition and with the fields of anthropology, sociology, and communication. As the study of situational and personal/interpretive factors that influence an individual's social behavior, social psychology reveals a great deal about the grace and sin at work in our relationships and social situations. Regardless of our career goals, social psychology can benefit our understanding of human nature and improve our interactions with other people. The assignment writing, brain storming sessions, group discussion, developing some skills to apply social psychological theories in problems related to the students social surroundings.

### Unit I Introduction: Theories and Methods in Social Psychology 10 Hours

1. Social Psychology: Past, Present and Future; Evolution of social Psychology in Western and Indian perspectives
2. Major theoretical approaches in social psychology: Learning, Cognitive, and Socio-cultural theories;
3. Methodological issues: Scientific method: Experiments, Survey, interviews, qualitative: Discourse analysis.

### Unit II Social Cognition and Social Perception 10 Hours

1. The Social Self: Self-Concept; Self-esteem; Self-presentation, Self-Control, Culture and Self, the elements of social perception, Cognition: Heuristics, Schemas. Affect and Cognition; Nonverbal Communication; Attribution theories, Attribution Biases, Culture and attribution, Impression Formation and Impression Management,
2. Stereotypes, Prejudice, and Discrimination: Causes, Effects, and Cures – Defining the terms, *intergroup and Motivational Factors*–Fundamental Motives Between Groups, Realistic Conflict Theory, Social Identity Theory, Culture and social Identity, Motives Concerning Intergroup Dominance and Status; *Cognitive and Cultural Factors*–Social categorization, How Stereotypes Survive and Self-perpetuate; Culture and Socialization, Stereotype Content Model. Effects on the Targets of Stereotypes and prejudice: Perceiving Discrimination, Stereotype Threat Contents; Reducing Stereotypes, Prejudice and Discrimination: Intergroup Contact, The Jigsaw Classroom.

### Unit III Social Influence 10 Hours

1. Attitudes and Attitude Change: Attitude Formation, Attitude and behavior, Theories of Attitudes change: Cognitive dissonance; Persuasion–Dual-process routes to persuasion (Elaboration-likelihood model & Heuristic- systematic model); Resisting persuasion attempts- Indoctrination and Inoculation,
2. Conformity and Social Change: Conformity, Compliance; Obedience to Authority; Majority and minority influence and social change-Social Impact Theory

### Unit IV Group Processes 10 Hours

1. Fundamentals of groups-Socialization and group development, roles, norms, culture and cohesiveness; Individuals in Groups: Social Facilitation, Social Loafing, Deindividuation; Group decision making; Conflicts: Cooperation and Competition within and between groups,
2. Aggression: Theories of aggression; aggression and culture, gender and individual difference; origin of aggression; Situational Influence on aggression; Media Effects; Intimate Violence-trust betrayed; Reducing Violence- multiple causes and multiple cure

### Unit V Social Relations 10 Hours

1. Helping Others: Defining altruism and prosocial behavior, Theoretical Perspectives on helping, Evolutionary and motivational factors, Situational influence, Personal Influence, Interpersonal Influence, Understanding the Bystander Effects, Factors that increase or decrease the tendency to help, Helping in emergency;
2. Inter personal Attraction and Personal relationship: Determinants of inter personal attraction; Similarity Vs Complementarity; Maintaining close relationship; Self-disclosures, Intimacy, balance of power, conflict, responses to dissatisfaction.

## Readings

### Essential Readings:

1. Mayers, D. G. (2012). Exploring Social Psychology. (8<sup>th</sup> ed.). New York: McGraw Hill Companies.
2. Baron, R. A., & Branscombe, N. R. (2012). Social Psychology (13<sup>th</sup> ed.). United States of America: Pearson Education, Inc.

### Suggested Readings:

1. Kassir, S., Fein, S. & Markus, H. R. (2011). Social Psychology (8<sup>th</sup> ed.). USA: Wadsworth, Cengage Learning
2. Bordens, K. S., & Horowitz, I. A. (2008). Social Psychology (3<sup>rd</sup> ed.). USA: Free Load Press
3. Hogg, M. A. & Vaughan, G.M. (2011). Social Psychology (6<sup>th</sup> ed.). England: Pearson Educational Limited
4. Taylor, S. E. Peplau, L. A. & Sears, D.O. (2006). Social Psychology (12<sup>th</sup> ed.). New Jersey: Pearson Educational Inc

# M. A./M. Sc. First Semester

## COGNITIVE PSYCHOLOGY I

**Course Code:** PSY CC122

**Credit:** 04

### Objectives and Teaching Methods

The objective is to familiarize the students with the basic Psychology of cognition, its theories and their empirical verification. Lectures, power point presentation (PPT), assignments, and presentation by the students would be used as method of communication.

<b>Unit I</b>	<b>An Introduction to Cognitive Psychology</b>	<b>10 Hours</b>
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1. The Origins of Cognitive Psychology,
2. Emergence of Modern Cognitive Psychology,
3. Cognitive Neuroscience, Artificial Intelligence

<b>Unit II</b>	<b>Perceptual Processes</b>	<b>10 Hours</b>
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1. Visual and Auditory Recognition: Introduction, Background on visual Object Recognition, Top-down Processing and Visual Object, Recognition, Face Perception, Speech Perception,
2. Attention and Consciousness, Introduction, Three Kinds, of Attention Processes, Explanations for Attention, Consciousness

<b>Unit III</b>	<b>Working Memory</b>	<b>10 Hours</b>
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1. Introduction, The Classic Research on Working Memory (Short Term Memory), The Working Memory Approach,
2. Long Term Memory, Introduction, Encoding in Long-Term Memory, Retrieval in Long-Term Memory,
3. Autobiographical Memory

<b>Unit IV</b>	<b>Memory Strategies and Metacognition</b>	<b>10 Hours</b>
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1. Memory Strategies: Introduction, Memory Strategies
2. Metacognition

<b>Unit V</b>	<b>Mental Imagery and Cognitive Maps</b>	<b>10 Hours</b>
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1. Introduction, The Characteristics of Mental Images,
2. Cognitive Maps

### Readings

#### Essential Reading:

1. Matlin, M. W. (2009). Cognition. New Jersey, USA: John Wiley & sons.

#### Suggested Readings:

1. Smith, E. E. & Kosslyn, S. M. (2014). Cognitive Psychology: Mind and Brain. Pearson Educating Limited, Edinburg Gate Harlow.
2. Matlin, M. W. & Farmer, T. A. (2017). Cognition. New Jersey, USA: John Wiley & sons.



## M. A./M. Sc. First Semester

### FOUNDATIONS OF PSYCHOLOGICAL RESEARCH

Course Code: PSY CC123

Credit: 04

#### Objectives and Teaching Methods

The basic objectives of this course are to inculcate the temperament of scientific observation in the students and develop the competence of understanding the components, strategies and attributes of scientific research in Psychology. The lecture, demonstration, tutorial, and group discussion methods will facilitate to achieve the explicit learning objectives of the course.

#### Unit I Science and scientific Approach 10 Hours

1. Science and common sense, Four methods of knowing
2. Aims of Science, Scientific Explanation and theory
3. Scientific Research and scientific Approach
4. Research, problem, Hypothesis and variables

#### Unit II Sampling 10 Hours

1. Sampling: Definition, Probability Sampling, random variable and randomness, Non-probability Sampling, Sample size, Central Limit Theorem
2. Distinction between representative and random sample
3. Factor affecting sample mean and SD

#### Unit III Designs of Research 10 Hours

1. Research Design. Definition. Meaning. Objectives. Variance Control.
2. Method of Controlling Extraneous Variance. Manipulating Research Variable(s).
3. Criteria of Good Research Design.
4. Classification of Research Design.

#### Unit IV Statistical Inference 10 Hours

1. Basic Concepts: Sample and Population. Statistics and Parameter. Sampling Distribution and Statistical Inference. Standard Error and Logic of Significance Tests. Logic of Null hypothesis- Definition. 2x2 Decisions Table- Type-I and Type-II Error. Power. Ways to Increase Power. Sample Size and Power. Power and Error Variance. One-Tailed and Two-Tailed Rejection Region.
2. Significance of Mean in large Samples
3. Significance of Mean in Small Samples.

#### Unit V Between-groups and Within-group Designs 10 Hours

1. Introduction to t Statistics: Hypothesis tests and measuring effect size with t Statistics
2. The t Test for two independent sample: Hypothesis test and effect size with independent measures t Statistics, assumptions underlying independent measures of t test
3. The t Test for repeated measures design: Hypothesis test and effect size for repeated measures design, use and assumptions for repeated measures t test

#### Readings

##### Essential Readings:

1. Gravetter, W. (2013). Statistics in Behavioral Sciences. Tata McGraw-Hill.
2. Kerlinger, F. N. (2007). Foundations of Behavioral Research. Surjeet Publication.

##### Suggested Reading:

1. Garrett, H. E. (1966). Statistics in Psychology and Education. ND: Paragon International Publishers.

## M. A./M. Sc. First Semester

### PRACTICAL

Course Code: PSY CC124

Credit: 04

#### Objectives and Teaching Methods

Hours = 60

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments in Psychology. They are expected to develop the skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypotheses, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2010) latest standard. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed.

#### Any SIX practical of the following:

1. Attribution
2. Intergroup Conflict/prejudice reduction
3. Impression Formation
4. Pro-social Behaviour
5. Social Conformity
6. Face Perception
7. Span of Attention
8. Capacity/duration of STM
9. Autobiographical Memory
10. Metacognition

## M. A./M. Sc. First Semester

### ASSERTIVENESS TRAINING

Course Code: PSY SE125

Credit: 04

#### Objectives and Teaching Methods

The present course provides students with the opportunity to learn skills and knowledge enables them to communicate confidently and effectively using assertive behaviour techniques. This course also provides opportunity to work efficiently in personal and academic situations by being more assertive. It is expected that after the successful completion of the course, students shall be equipped with effective strategies to handle interpersonal situation and achieve many more successful outcomes.

#### Unit I Introduction to Assertiveness 10 Hours

1. Meaning and Concept of Assertiveness,
2. Historical Approaches to Assertiveness,
3. Benefits of Assertiveness.

#### Unit II Theoretical Background 10 Hours

1. Theoretical Background of Assertiveness Training,
2. Behaviour Therapy and Assertiveness,
3. Training, Assertive Vs Non-Assertive Behaviour, Your Rights and Rights of Other Person.

#### Unit III Techniques and Procedures 10 Hours

1. Assertiveness Training: How to Set the Goal, Interpersonal Situation and Assertion,
2. Methods and Procedures, Implementing Assertive Procedure.

#### Unit IV Assertiveness and Tricky Situations 10 Hours

1. Giving Criticism, Complements, Asking for Raise,
2. Being Interviewed and Making Presentations.

#### Unit V The Assertion Laboratory 10 Hours

1. Assertiveness in the Job, Assertiveness in the Interpersonal Relations,
2. Assertiveness Training to School Children and Women.

#### Readings

##### Essential Readings:

1. Peneva, I., & Mavrodieva, S. (2013). A Historical Approach to Assertiveness. *Psychological Thought*, 2013, 6(1), 3-26.
2. Rimm, D. C. & Masters, J. C. (1979). Behaviour Therapy, Technique and Empirical Findings. Harcourt College Publication.

##### Suggested Readings:

1. Miltenberger, R. G. (2008). Behaviour Modification: Principals and Procedures. *Thomson Learning*.
2. Lanyon, R. I. & Lanyon, B. P. (1978). Behaviour Therapy: A Clinical Introduction. *Addison Wesley Company*.

## M. A./M. Sc. Second Semester

### APPLIED SOCIAL PSYCHOLOGY

**Course Code:** PSY CC221

**Credit:** 04

#### Objectives and Teaching Methods

The student will be exposed to the applications of social psychological theories in intervention of prevailing social problems at the regional, national and global levels. They will also develop in applying social psychological theories in actual problems surrounding their environment. The lecture, brain storm sessions, group activities and group presentations will streamline efficacy of teaching.

#### Unit I      **Applied Social Psychology**      **10 Hours**

2. Applied Social Psychology as a Science, Definitions. Salient features.
3. The, Global Perspectives of Applied Social Psychology.
4. The historical perspectives of Applied Social Psychology.
5. Role of Applied Social Psychology

#### Unit II      **Intervention and Evaluation**      **10 Hours**

1. Design, nature, evaluation, Examples of interventions,
2. Issues : Process and Ethical

#### Unit III      **Social Psychology of Physical health**      **10 Hours**

1. An introduction to Social Psychology of Physical Health
2. Psychological factors in stress.
3. Religion and Physical Health Spiritual Intelligence

#### Unit IV      **Psychology Applied to Legal Issues**      **10 Hours**

1. Psychology in law. Experts as witness.
2. Eyewitness: Identifications and Testimony.
3. Factors affecting eye-witness testimony.
4. Introduction to the Lie Detector Test

#### Unit V      **Applying Social Psychology to the Environment**      **10 Hours**

1. Resource dilemmas, The Built environment, pro-environment behavior,
2. Crowding, personal space, Territoriality

#### Readings

##### Essential Readings:

1. Kool V. K. & Agrawal, R. (2006). Applied Social Psychology – A Global Perspectives, Atlantic Publishers, New Delhi.
2. Baron, B. (2005). Social Psychology, N. D., Prentice Hall.

##### Suggested Reading:

1. Schneider, F. W., Grauman, J. A. & Coutts, L. M. (2012). Applied Social Psychology: Understanding and Addressing Social and Practical Problems, N. D.: Sage Publications.

## M. A./M. Sc. Second Semester

### COGNITIVE PSYCHOLOGY II

Course Code: PSY CC222

Credit: 04

#### Objectives and Teaching Methods

The objective is to familiarize the students with the basic Psychology of cognition, its theories and their empirical verification. Lectures, power point presentation (PPT), assignments, and presentation by the students would be used as method of communication.

<b>Unit I</b>	<b>General Knowledge</b>	<b>10 Hours</b>
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1. Introduction, The Structure of Semantic Memory,
2. Network Models, Schemas and Scripts

<b>Unit II</b>	<b>Language I: Introduction to Language and Language Comprehension</b>	<b>10 Hours</b>
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1. Introduction, The Nature of Language, Basic Reading Processes,
2. Understanding Discourse

<b>Unit III</b>	<b>Language II: Language Production and Bilingualism</b>	<b>10 Hours</b>
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1. Introduction, Speaking, Writing,
2. Bilingualism and Second-Language Acquisition

<b>Unit IV</b>	<b>Problem Solving and Creativity</b>	<b>10 Hours</b>
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1. Introduction, Understanding the Problem,
2. Problem-Solving Strategies, Factors that Influence Problem Solving, Creativity,
3. Deductive Reasoning and Decision Making, Introduction, Deductive Reasoning,
4. Decision Making

<b>Unit V</b>	<b>Cognitive Development throughout the Lifespan</b>	<b>10 Hours</b>
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1. Introduction, the Lifespan Development of Memory,
2. Lifespan Development of Metamemory,
3. The Development of Language

#### Readings

##### Essential Reading:

1. Matlin, M. W. (2009). Cognition. New Jersey, USA: John Wiley & sons.

##### Suggested Readings:

1. Smith, E. E. & Kosslyn, S. M. (2014). Cognitive Psychology: Mind and Brain. Pearson Educating Limited, Edinburg Gate Harlow.
2. Matlin, M. W. & Farmer, T. A. (2017). Cognition. New Jersey, USA: John Wiley & sons.

## M. A./M. Sc. Second Semester

### RESEARCH DESIGNS AND STATISTICS

**Course Code:** PSY CC223

**Credit:** 04

#### Objectives and Teaching Methods

The basic objective of this course is to make acquainted the students with the basic and most employed statistical research designs of Psychology. It also familiarizes them with the statistical techniques used in these research designs. The lecture, demonstration, tutorial, and group discussion will be the chief methods of teaching and learning.

#### Unit I Introduction to Analysis of Variance 10 Hours

1. Basic Concepts of Research; Design and classification: Ex post facto, correlational and experimental.
2. Introduction to ANOVA: Logic of Analysis of Variance, Notations, Formulas, Distribution of F-Ratios. Assumptions of ANOVA.
3. Fixed Effect and Random Effect Models.

#### Unit II Single factor Multi-Groups Designs 10 Hours

1. Advantages and Scheme of Analysis.
2. Significance of the Difference Between Means Derived From Independent or Uncorrelated Measures (One Criterion of Classification).
3. Significance of the Difference Between Means Obtained From Repeated/Correlated Measures (Two Criteria of Classification).

#### Unit III Factorial Design and ANOVA 10 Hours

1. Definition and Advantages of Factorial Design.
2. ANOVA for 2×2 Factorial Design: (i) For Independent Measures. (ii) For Repeated Measures.

#### Unit IV Non-parametric Statistics 10 Hours

1. Basic Assumptions of Parametric Statistics. Comparison between Parametric and Non-Parametric Statistics.
2. Kruskal-Wallis H-Test.
3. Chi-Square Test: for Goodness-of-Fit. For Testing Independence. Assumption and Restrictions of Chi-Square Test.

#### Unit V Regression and Prediction 10 Hours

1. The Regression Equations, accuracy of prediction and factors affecting the interpretation of r
2. Partial and Multiple Correlation

#### Readings

##### Essential Readings:

1. Gravetter, W. (2013). Statistics in Behavioral Sciences. Tata McGraw-Hill.
2. Kerlinger, F. N. (2007). Foundations of Behavioral Research. Surjeet Publication.

##### Suggested Reading:

3. Garrett, H. E. (1966). Statistics in Psychology and Education. ND: Paragon International Publishers.

## M. A./M. Sc. Second Semester

### PRACTICAL

Course Code: PSY CC224

Credit: 04

#### Objectives and Teaching Methods

60 Hours

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments in Psychology. They are expected to develop skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypothesis, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2010) latest standard. The students will develop an understanding to interpret the data in the light of previous studies and observations. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed.

#### Any SIX practical of the following:

1. Stress Management
2. Eyewitness Memory
3. Crowding/personal space
4. Pro-environmental Behaviour
5. Spiritual Intelligence
6. Language Comprehension
7. Set in problem
8. Creativity
9. Decision Making
10. Metamemory

## M. A./M. Sc. Second Semester

### POSITIVE PSYCHOLOGY

Course Code: PSY OE225

Credit: 02

#### Objectives and Teaching Methods

The course of Positive Psychology aims to make familiar the students with the new field of psychological inquiry which focuses on the scientific study of the nature and dynamics of human potentials as a significant aspect of human personality and functioning as well as the multifarious implications of techniques based on the assumptions of positive Psychology. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

#### Unit I      The discipline of Positive Psychology      05 Hours

1. Past, present and future of Positive Psychology,
2. Classifying strengths of character,
3. Positive Psychology Applications

#### Unit II      Identifying Strengths      05 Hours

1. Positive Psychology and deconstructing the illness ideology and the DSM: Illness ideology of DSM, the social deconstruction of DSM, The Intellectual Deconstruction of the DSM: An Examination of Faulty Assumptions, Beyond the Illness Ideology and the DSM,
2. Widening the diagnostic focus: Labeling, Distinctiveness, and Deindividuation, Basic Proposition, Labeling and the Fundamental Negative Bias

#### Unit III      Positive Psychology across the Life Span      05 Hours

1. Positive Psychology for children and adolescents: Development, prevention and promotion,
2. Positive Youth Development: Components and methods

#### Unit IV      Emotional Approach in Positive Psychology      05 Hours

1. Subjective Well-Being: Meaning, theoretical approaches, measurement and correlates,
2. The Positive Psychology of emotional intelligence: Current Model of Emotional Intelligence, Measuring Emotional Intelligence,

#### Unit V      Cognitive and Interpersonal Approaches in Positive Psychology      05 Hours

1. Cognitive Approach: Optimism and self-efficacy,
2. Interpersonal Approach: Empathy and altruism

#### Readings

##### Essential Reading:

1. Snyder, C. R. & Lopez, S. J. (2009). Oxford Handbook of Positive Psychology (Eds.), Oxford University Press, New York

##### Suggested Reading:

1. Baumgardner, S. & Crothers, M. (2014). Positive Psychology. Pearson Educating Limited, Edinburg Gate Harlow.



**M. A./M. Sc. Second Semester**  
**FOUNDATIONS OF INDIAN PSYCHOLOGY**

**Course Code: PSY EC226**

**Credit: 02**

**Objectives and Teaching Methods**

The basic goals of this course are to elucidate the major paradigms of Indian psychological knowledge, to highlight the contribution of Indian knowledge systems in generating a comprehensive system of psychology, to familiarize the student with the rich systems of psychology in India, to indicate the progressive movement - an evolution of consciousness, taking place in Indian psychology To demonstrate the inherent holism in Indian thought, to demonstrate the explicit application oriented nature of, if not all, most systems of Indian psychology and to elucidate that the movement of the world spirit (zeitgeist) is in the direction of Indian psychology and spirituality. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

<b>Unit I</b>	<b>Introduction to Indian Psychology</b>	<b>08 Hours</b>
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Definitions, nature, differentiation of concepts; indigenous, Indian, transpersonal psychology, relationship between culture and psychology, emergence of indigenous and non-western perspectives to psychology.

<b>Unit II</b>	<b>Indian Paradigm on Psychological Knowledge</b>	<b>08 Hours</b>
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The Indian paradigm on psychological knowledge. Science and spirituality (avidya and avidya) as two distinct forms of knowing in Indian Psychology.

<b>Unit III</b>	<b>Schools of Indian Psychology</b>	<b>08 Hours</b>
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Major schools of Indian psychology, world views and methods of knowing in samkhya, dvaita and advaita schools

<b>Unit IV</b>	<b>Self and Consciousness</b>	<b>08 Hours</b>
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The Self in Indian Psychology. Viewpoints of Upanishads, Baghvatgeetha, Buddhism and Jainism

<b>Unit V</b>	<b>The Relevance of Indian Psychology</b>	<b>08 Hours</b>
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Scope of Indian Psychology; distinction from western psychology. Indian Perspectives on Cognition: Nature of reality; manas and higher mental states; types of knowing; methods of knowing; yoga as research method.

**Readings**

**Essential Readings:**

1. Rao, K. R., Paranjpe, A. C., Dalal, A. K. (2008). *Handbook of Indian Psychology*. New Delhi: Foundation Books.
2. Misra, G. & Mohanty, A. K. (2001). *Perspectives on Indigenous Psychology*. New Delhi: Concept Publishing Co.

**Suggested Readings:**

1. Srivastava, S. P. (2001). *Systematic Survey of Indian Psychology*. Bahadurgarah: Adhyatma Vijanana Prakashan.
2. Paranjape, A. C (1998). *Self and Identity in Modern Psychology and Indian thought*. New York: Plenum Press.
3. Paranjape, A. C (1984). *Theoretical Psychology*. New York: Plenum Press.

## M. A./M. Sc. Third Semester

### NEUROPSYCHOLOGY

Course Code: PSY CC321

Credit: 04

#### Objectives and Teaching Methods

The course of Neuropsychology aims to introduce the basic neuropsychology to postgraduate students of psychology. The students are expected to grasp first the basics of nervous system and degenerative processes followed by clinical studies on frontal, temporal, parietal and occipital lobes. Split brain, physiological techniques, brain imaging, gender differences in cerebral organization and handedness have been included to have a fuller understanding neurological bases of human health and well-being. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

<b>Unit I</b>	<b>Introduction</b>	<b>10 Hours</b>
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1. The Discipline of Neuropsychology, Historical Background,
2. Nerve Cell: Basic Structure, Types and functions,
3. The Structure of the Nervous System;
4. Degenerative Diseases: Multiple Sclerosis, Parkinson's Disease and Huntington's Disease

<b>Unit II</b>	<b>Clinical Studies on Frontal and Temporal Lobes</b>	<b>10 Hours</b>
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3. The Frontal Lobes: Intelligence, The Motor and Premotor Cortex, The Prefrontal Cortex, Broca's Area,
4. Modern Theories of Frontal Lobe Function and its Lateralization;
5. The Temporal Lobe: Attention, Memory and Personality

<b>Unit III</b>	<b>Clinical Studies on Parietal and Occipital Lobes</b>	<b>10 Hours</b>
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1. The Parietal Lobes: Somatosensory Perception, Apraxia and Short-Term Memory;
2. The Occipital Lobe: Basic Visual Functions, Visual Perceptual Function and Blind Sight;
3. The Lateralization of Language: Varieties, assessment and Rehabilitation of Aphasia

<b>Unit IV</b>	<b>The Experimental Studies</b>	<b>10 Hours</b>
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1. Split Brains, Commissurotomy,
2. Divided Visual Field Studies, Dichotic Listening, Lateral Ear Asymmetries;
3. Minor Physiological Techniques and Brain Imaging

<b>Unit V</b>	<b>Individual Differences and Applications</b>	<b>10 Hours</b>
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1. Gender Differences in Cerebral Organization and Handedness;
2. Neuropsychological Practice, Neuropsychiatry and Neuropsychology

#### Readings

##### Essential Reading:

1. Beaumont, J. G. (2008). Introduction to Neuropsychology (Second Edition), The Guilford Press, New York

##### Suggested Reading:

1. Elias, L. & Saucier, D. (2014). Neuropsychology: Clinical and experimental foundations, Pearson Education Limited, Essex, England.

## M. A./M. Sc. Third Semester PSYCHOPATHOLOGY

**Course Code:** PSY CC322

**Credit:** 04

### Objectives and Teaching Methods

This paper is concerned with understanding the nature and causes of various mental disorders. The topic and problems within the field of psychopathology surround us every day. The issues of psychopathology capture our interest, demand our attention, trigger our concern and compel us to raise certain questions about distinct human behavior. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

### Unit I      **Abnormal Behavior: Causal Factors and Viewpoints**      **10 Hours**

1. View about abnormal behavior
2. Classification systems in psychopathology, ICD-10 and DSM-5, Disadvantages of classification
3. Prejudicial attitudes towards the mentally ill, Causal and risk factors of abnormal behaviour: Biological, psychological, and socio-cultural

### Unit II      **Anxiety Disorders**      **10 Hours**

1. Generalized anxiety disorder, Panic disorder
2. Specific phobia, Obsessive compulsive disorder
3. Post-traumatic Stress Disorder (PTSD)

### Unit III      **Somatoform and Dissociative Disorders**      **10 Hours**

1. Pain disorders
2. Somatisation disorders
3. Conversion disorders
4. Hypochondriasis: Dissociative amnesia, Dissociative fugue, Dissociative identity

### Unit IV      **Mood Disorders and Suicide**      **10 Hours**

1. Depression and mania
2. Unipolar & bipolar disorders
3. Eating disorder & obesity: Anorexia Nervosa, Bulimia Nervosa
4. Sexual dysfunctions: Sexual desire disorders, sexual arousal disorders, orgasmic disorders, sexual pain disorders.

### Unit V      **Schizophrenia Spectrum and Personality Disorders**      **10 Hours**

1. Schizophrenia
2. Delusional disorder
3. Brief psychotic disorders
4. Personality disorders: Histrionic, narcissistic, antisocial, borderline and gender identity personality disorders.

### Readings

#### Essential Readings:

1. American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders: DSM-5. American Psychiatric Pub.
2. Barlow, D. H. & Durand, V. M. (1999). Abnormal psychology: An integrative approach (2nd Ed). Pacific Grove: Brooks/Cole.
3. Butcher, J.N. (2016). Abnormal Psychology. New Delhi: Pearson Education
4. Carson, R. C., Butcher, J. N., & Mineka, S. (2001). Abnormal psychology and modern life (11th Ed.). New York. Allyn and Bacon
5. Kaplan, H. J., & Sadock, B. J. (2004). Synopsis of comprehensive textbook of psychiatry (10th Ed.). Baltimore: Williams & Wilkins.

#### Suggested Reading:

1. Buss. A. H. (1999). Psychopathology. New York: John Wiley.

## M. A./M. Sc. Third Semester

### BASIC ORGANIZATIONAL PROCESSES

Course Code: PSY CC323

Credit: 04

#### Objectives and Teaching Methods

The basic objective of the course is to enable students to examine relevant concepts of organizational behaviour and help them evolve a basic framework. The will also help student to think critically about OB concepts and its applications in contemporary world with special reference to India. Lecture, demonstration and field visits will be employed as the basic methods of teaching the students.

#### Unit I Historical Antecedents and Basic Concepts of OB 10 Hours

1. Organizational Behavior and Process-Organization and Individual,
2. Historical Antecedents and Contemporary context; Importance of Processes, Changing Profile of Employees,
3. Globalization; Informational technology; Diversity Issues and cultural references

#### Unit II Organizational Culture 10 Hours

1. Societal Culture and Organizations; Dimensions of Culture; Model and Approaches
2. Socialization and Integration of Individual with organizations; Models and Processes,
3. Indian Culture and Modern managements; challenges of Cultural Change

#### Unit III Organizational Change and Development 10 Hours

1. Organizational Change and Effectiveness: Sequential process.
2. Change Models; Restructuring processes- Organizational Learning-Diffusion and Institutionalization,
3. Conditions for the success of Change management

#### Unit IV Contemporary Challenges in Organization 10 Hours

1. Emerging Challenges of organizational behaviour,
2. Knowledge management and people issues; retention management and individual differences, Competency mapping, and
3. Psychological processes, Coaching-mentoring and counseling

#### Unit V Positive Organizational Behavior 10 Hours

1. Self-efficacy and confidence,
2. optimism, Hope and Resilience,
3. Psychological capital and other positive organizational behavior.

#### Readings

##### Essential Readings:

1. Luthans, F. (2010). Organizational behaviour (12<sup>th</sup> Ed.). New York: McGraw Hill.
2. Robbins S. P., and Judge (2010). Organizational behaviour. New York: Prentice Hall.
3. Nelson L, Debra and Quick Campbell James:(2008) Organizational Behavior: Foundation, Realities and Challenges: Thompson-South Western, New Delhi

##### Suggested Readings:

1. Pareek, U. (2006). Understanding Organizational Behavior, Oxford University Press, New Delhi.
2. Katz. D and Kahn R.L. (1967) Social Psychology of Organizations- Prentice Hall

## M. A./M. Sc. Third Semester

### PRACTICAL

Course Code: PSY CC324

Credit: 04

#### Objectives and Teaching Methods

Hours = 60

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments based on psychopathology and psychology of personality. They are expected to develop the skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypotheses, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2010) latest standard. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed.

#### Any SIX practical of the following:

1. Handedness
2. Neuropsychological Tests
3. Dichotic Listening
4. Minnesota Multiphasic Personality Inventory II (MMPI II)
5. Measurement of Anxiety
6. Measurement of Depression
7. Measurement of Phobia
8. Psychopathic Personality
9. Suicide Ideation/Intent
10. Pain Disorder

## M. A./M. Sc. Third Semester PSYCHOLOGY OF PERSONALITY

**Course Code:** PSY EC325

**Credit:** 04

### Objectives and Teaching Methods

The course of Psychology of Personality aims to make familiar the students with the basic concept of personality, processes, theories and with some focus on research pertinent to clinical and non-clinical settings. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

### Unit I Introduction 10 Hours

1. Meaning of Personality: Concept and Importance of studying Personality
2. Important Issues in Personality Theories: Philosophical view of the person, Internal and external determinants of behavior, Concept of self, states of awareness and concept of Unconscious, Relationship among cognition, affect and behavior, Influence of past, present and future of behavior
3. Evaluation of personality theories: Comprehensiveness, parsimony and research relevance

### Unit II Psychodynamic Theories 10 Hours

1. Freud's Psychoanalytic Theory of personality: Application and evaluation of Freud's Theory
2. Adler, Jung, Honey and Sullivan
3. Recent development within Traditional psychoanalytic theory
4. Critical evaluations, Major contributions and limitations of theory

### Unit III Phenomenological Theories 10 Hours

1. Carl Rogers: View of the person, View about science, theory and research, Personality theory of Rogers: Structure, process, growth and development, Applications and evaluation,
2. Related points of view: Goldstein, Maslow and existentialism; Critical evaluation

### Unit IV Trait and Type Theories 10 Hours

1. The Trait concept, The trait theory of Allport : Kind of traits, functional autonomy, Idiographic research
2. The trait-type theory of Eysenck: The trait measurement and factor analysis, Basic dimensions of personality, Psychopathology and behavior change, evaluation
3. Cattell : View of science, theory of personality
4. The Five Factor model

### Unit V Behavioural and Cognitive Approaches to Personality 10 Hours

1. The behavioural view of the person and the science, Pavlov and Skinner
2. Social Cognitive theory of personality: Bandura and Mischel
3. Representation of the self: Self schema, the family of the selves and self-verification versus self enhancement
4. An overview of personality assessment and research

### Readings

#### Essential Reading:

1. Cervone, D. & Pervin, L. A. (2015) Personality: Theory and Research. Wiley.

#### Suggested Reading:

1. John, O. P., Robins, R. W. & Pervin, L. A. (2008). Handbook of Personality: Theory and Research. NY: The Guilford Press.

## M. A./M. Sc. Third Semester

### LIFE SKILLS AND PERSONALITY DEVELOPMENT

**Course Code:** PSY OE326

**Credit:** 02

#### Objectives and Teaching Methods

The course of Life skills and personality development has been framed in consonance with the recent emphasis to identify and foster human skills pertinent to the development and growth leading to all round progress of the individuals. This course aims to familiarize the students with the basic life skills essential for personality development and effective adjustment. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

<b>Unit I</b>	<b>Introduction</b>	<b>05 Hours</b>
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1. Life Skills: Meaning and scope of life skills,
2. Managing Life skills; Communication, emotional intelligence, Problem solving, Assertiveness, coping stress, social and emotional skills

<b>Unit II</b>	<b>Personality Development</b>	<b>05 Hours</b>
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1. Meaning of personality, The markers of good personality development, The issues of personality development,
2. Effective Personality: Concept, indices and methods of effective personality development

<b>Unit III</b>	<b>Human Communication</b>	<b>05 Hours</b>
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1. Communication: Meaning, components, importance and process of communication, Channels of communication
2. Verbal Communication: meaning and scope, methods to enhance verbal communication,
3. Non-verbal Communication: Basic components of non-verbal communication: Gesture, facial expression, posture, Importance of non-verbal communication

<b>Unit IV</b>	<b>Emotional Intelligence and Human Life</b>	<b>05 Hours</b>
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1. Emotional Intelligence: Meaning, components, Models and role of emotional intelligence in human performance and functioning
2. Emotional intelligence and various aspects of Human functioning: Health, Job performance, Coping through emotional approach

<b>Unit V</b>	<b>Life Skills and Areas of Human Functioning</b>	<b>05 Hours</b>
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1. Methods of developing Life skills: Role-playing and rehearsal, Social Learning
2. Role of life skills in school, work place, family and community

#### Readings

##### Essential Readings:

1. Glencoe (2010). Managing life skills. McGraw Hill USA
2. Life skills. (2012). NCERT Books, New Delhi
3. Clayton, E. & Tucker-Ladd (2004). Psychological self-help. Self Help Foudation.

##### Suggested Reading:

1. Wadkar, Alka (2016). Life Skills of Success. Sage Texts

## M. A./M. Sc. Fourth Semester PSYCHOLOGY OF EMOTION

**Course Code:** PSY CC421

**Credit:** 04

### Objectives and Teaching Methods

The course of Psychology of Emotion aims to make familiar the students with the basic constructs, processes and dynamics of emotion, its impacts on human functioning, performance and social interactions and relationships. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

### Unit I Introduction to the Psychology of Emotion 10 ours

1. Introduction: First Ideas, Nineteenth Century Founders - Darwin, William James, Sigmund Freud.
2. Twentieth Century-Magda Arnold, Sylvan Tomkins, Alice Isen and his Associates (from 1950s to 1990s), Researcher's conceptions of Emotion.
3. Emotional Realm: Emotions, Moods, Dispositions. Cultural Understanding of Emotions: Self construal-Independent and interdependent selves. Values, Epistemology.
4. Cultural Influences on Emotions: Cross Cultural comparisons. Ethnography. Integrating Evolutionary and Cultural approaches to Emotion.

### Unit II Appraisal, Knowledge and Experience 10 Hours

1. Appraisal and Emotion- Historical Background and Concept Primary appraisal, Good and Bad- which is Stranger?, Secondary Appraisal- Discrete approaches. Dimensional approaches.
2. Extending Appraisal Research- Cultural variation in appraisal. A third phase of Appraisal [Verbal Sharing] - Emotional Words.
3. Concept of Emotions as prototypes. Categorical properties of Emotion knowledge. Emotional Experience- Measuring Emotional Experience. Specific Emotions and care Affect.

### Unit III Emotions in Social Relationships 10 Hours

1. The Interaction between Emotions and Social Relationships, Emotions in Friendships- Gratitude, Mimicry. Social Support.
2. Emotions in Hierarchical Relationships- Emotional Displays and the Negotiation of Social Rank. Power and Emotion. Social class and Emotion.
3. Emotion Within and Between Groups- Anger and Inter Group Conflict. Disgust and Us-Them Thinking. Infrahumanization. Emotional processes that improve Group Relations.

### Unit IV Emotions and Cognition 10 Hours

1. Passion and Person. Emotion prioritize Thoughts, goals and Actions. Three Perspectives on Emotions in Cognitive Functioning- Emotion Congruence. Feelings as information. Styles of processing.
2. Effects of Moods and Emotions on Cognitive Functioning – perceptual Effects. Attentional Effects. Effects on Remembering. Eye witness Testimony. Persuasion. Moral Judgment.
3. Emotion and Law- Rules of Morality. Rules of Obligation. Dispassionate Judgment?

### Unit V Individual Differences in Emotionality 10 Hours

1. Biases of Emotion in Temperament and Personality- Individual Differences in Emotion Shape. How we construe the World. Reciprocal processes in Emotion Expression. Attachment and Emotionality.
2. Emotions Associated with Attachment styles- Genetic Influences on attachment. Internal working models of Attachment. The Bridge between Attachment and Emotions.
3. Parental Relationships in Children Emotional Organization- Parents' responsiveness to children's Internal States.
4. Parenting in the socialization of Emotion. Intergenerational Transmission and Genetics in Parenting. Beyond Parenting: Influence of Siblings and Cues.
5. Emotionality over Lifespan: Continuities in Emotionality from Childhood to Adulthood. Personality Traits and Emotionality. Can Personality and Emotionality Change? Emotionality and Biography.

### Readings

#### Essential Reading:

1. Kelner, D., Oatley, K., & Jenkins, J. M. (2014). Understanding Emotions. Wiley Press.

#### Suggested Reading:

1. Mandal, M. K. (2004). Emotion. East-West Press, New Delhi.



## M. A./M. Sc. Fourth Semester

### PSYCHOLOGICAL MEASUREMENT AND TESTING

**Course Code:** PSY CC422

**Credit:** 04

#### Objectives and Teaching Methods

This course has been made to convey basic understanding of principles of psychological testing through various field exposures. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

<b>Unit I</b>	<b>Psychological Assessment</b>	<b>10 Hours</b>
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1. Nature and purpose
2. Assessment, evaluation and testing
3. Principle of assessment
4. Ethical considerations

<b>Unit II</b>	<b>Construction of Psychological Tool</b>	<b>10 Hours</b>
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1. Writing test items
2. Rational, empirical, Factor analytic,
3. Item analytic approaches to test construction.

<b>Unit III</b>	<b>Psychometric Properties</b>	<b>10 Hours</b>
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1. Establishing reliability
2. Establishing validity
3. Development of norms
4. Issues and challenges

<b>Unit IV</b>	<b>Applications of Psychological Tests</b>	<b>10 Hours</b>
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1. Testing and assessment in various settings-education
2. Counseling and guidance
3. Clinical setting
4. Organizational and developmental areas

<b>Unit V</b>	<b>Major concerns in Testing and Measurement</b>	<b>10 Hours</b>
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1. Response bias and response set
2. Cross-cultural issues test equivalence and measurement bias
3. Test adaptation issues
4. Translation – back translation method and statistical methods

#### Readings

##### Essential Readings:

1. Gregory, R. J. (2011). Psychological testing: History, principles, and applications (6th edition). New Delhi: Pearson Education.
2. Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.) New Delhi: Pearson Education.
3. Murphy, K. R. & Davidsofer, C. O. (2005). Psychological testing: Principles and applications (6th Ed.). NJ: Pearson Education.

##### Suggested Readings:

1. Jackson, C. (2003). Understanding Psychological Testing. Mumbai: Jaico Pub. House.
2. Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistaar Publication
3. Matsumoto, D. & van de Vijver, F J. R. (2011). Cross-cultural research methods in psychology. Cambridge: Cambridge University Press.

## M. A./M. Sc. Fourth Semester CLINICAL INTERVENTION

**Course Code:** PSY CC423

**Credit:** 04

### Objectives and Teaching Methods

This of paper of clinical psychology addresses behavioral and mental health issues faced by individuals across the lifespan including: Intellectual, emotional, psychological, social and behavioral maladjustment. Disability and discomfort. Minor adjustment issues as well as severe psychopathology. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

### Unit I Nature of Specific Therapeutic Variables 10 Hours

1. The client and the therapist, client- therapist relationship
2. Course of therapeutic intervention: initial contact, assessment
3. Goals of treatment, implementing treatment, Termination, evaluation, and follow-up
4. Issues in psychotherapy

### Unit II Psychoanalytic Therapy (Freudian) 10 Hours

1. Goals and assumptions
2. Steps; Therapeutic techniques-Free association, analysis of dreams, analysis of resistance
3. Transference and confrontation
4. Clarification, interpretation and working through

### Unit III Phenomenological and Humanistic Existential Psychotherapy 10 Hours

1. Client-centered therapy; origins, Theoretical propositions
2. Therapeutic process diagnosis and applications
3. Gestalt therapy
4. Existential therapy

### Unit IV Behavioural and Interpersonal Perspectives 10 Hours

1. Behavior therapy: Origins and Techniques
2. Systematic desensitization, assertiveness training, exposure therapy
3. Modeling, behavioural rehearsal, contingency management, aversion therapy
4. Cognitive behaviour therapy- Elis's and Beck's approach.

### Unit V Psychopharmacological Therapy 10 Hours

1. Overview of psychopharmacological therapy
2. Use of neuroleptics
3. Use of anxiolytics, and antidepressants,
4. Use of mood stabilizers, and psychostimulants

### Readings

#### Essential Readings:

1. Corey, G. (2009). Theory and practice of counselling and psychotherapy. (8thEd). Belmont, C.A: Brooks/Cole.
2. Neitzel, M.T., Bernstein, D.A. & Millich, R. (1998). Introduction to clinical psychology (5thEd). Upper Saddle River, New Jersey: Prentice Hall.
3. Page, A.C. & Stritzke, W.G.K. (2006). Clinical Psychology for trainees: Foundations of science informed practice. New York: Cambridge University Press.
4. Planate, T.J. (2005). Contemporary clinical psychology. New Jersey: John Wiley & Sons.

#### Suggested Reading:

1. Culari, S. (1998). (Ed.) Foundations of clinical psychology. New York: Allyn& Bacon.

## M. A./M. Sc. Fourth Semester

### PRACTICAL

Course Code: PSY CC424

Credit: 04

#### Objectives and Teaching Methods

Hours = 60

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments in Psychology of emotion and Clinical Psychology. They are expected to develop the skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypotheses, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2010) latest standard. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed. In addition, they are expected to understand how various emotions-positive and negative-can be produced empirically by the researchers in laboratory

#### Any SIX practical of the following:

1. Empathy
2. Measurement of Emotional Expression
3. Measurement of Discrete Emotions
4. Measurement of Cultural Variations in emotions
5. Verbal Descriptions of Emotions
6. Cognitive Behaviour Therapy (CBT)
7. Behaviour Modification Techniques
8. Free Association
9. Case History Taking/Mental Status Examination
10. Projective Tests

## M. A./M. Sc. Fourth Semester

### HEALTH PSYCHOLOGY

Course Code: PSY EC425

Credit: 04

#### Objectives and Teaching Methods

The course of Health Psychology aims to make familiar the students with the new field of psychological inquiry which focuses on the scientific study of the nature and dynamics of relationship between health and human behaviors. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

<b>Unit I</b>	<b>Introduction to Health Psychology</b>	<b>10 Hours</b>
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1. Health Psychology-Nature, Scope and its interdisciplinary and socio-cultural contexts.
2. The relationship of health psychology with clinical psychology behavioral medicine, gender and health.

<b>Unit II</b>	<b>Perspectives in Health Psychology</b>	<b>10 Hours</b>
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1. Models of Health: Biopsychosocial model, Health behaviors model, self efficacy model.
2. Concept of sthitya aparagyna (Bhagvad gita). Yoga and meditation.

<b>Unit III</b>	<b>Health Psychology Across the Life Span</b>	<b>10 Hours</b>
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1. Health promotion and disease prevention, behavioral risk factors (e.g. drug and alcohol use,
2. Unsafe sexual behavior; smoking; diet and sedentary life style.

<b>Unit IV</b>	<b>Emotional Approach</b>	<b>10 Hours</b>
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1. Stress personality and social support as psycho-social linkages of health,
2. Cardio-vascular disorders. Psychology and pain.

<b>Unit V</b>	<b>Cognitive and Interpersonal Approaches</b>	<b>10 Hours</b>
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1. Conditions/resources promoting and maintaining health, psychological, economic and spiritual-oriented interventions.
2. Development of health habit and reduction of unhealthy behavior.

#### Readings

##### Essential Readings:

1. Brannan, I. & Feist, J. (1996). Health Psychology: an introduction to behavior and health. Pacific grove, C.A. : Brooks/cole.
2. Mishra, G. (1999) Psychological Perspectives on Stress and Health. New Delhi, Concept Publication.

##### Suggested Reading:

1. Marks et al. (2011) Health Psychology, N. D.: SAGE.

**M. A./M. Sc. Fourth Semester**  
**APPLICATIONS OF INDIAN PSYCHOLOGY**

**Course Code: PSY EC426**

**Credit: 02**

**Objectives and Teaching Methods**

The central focus is on increasing one's self-knowledge and on developing those psychological skills and attitudes that help in one's personal growth. It is, after all, only to the extent that one understands one's own self and is able to apply that understanding in life, that one can help others. To enable an in-depth engagement of students with the core psychological concepts available in the Indian traditions and to creatively evolve the applications of Indian psychological concepts are the major objectives of this course. The lecture, demonstration, tutorial, home assignment and group discussion methods will be the used for teaching and learning.

**Unit I Introduction to Indian Perspectives 08 Hours**

The Eastern and Western applied Psychology, Conceptualizations of human problems, origin and development of problems. Approaches of interventions.

**Unit II Consciousness and Self and Identity 08 Hours**

What is self? self as consciousness; states of consciousness; self as knower, as enjoyer, as doer; ego-identity and soul identity; self and society. Yoga, , Dynamics of Action: Feeling and Doing (including Bhakti), Work and organizations.

**Unit III Human Emotions: 08 Hours**

Bases of emotions, desires and detachment; types of emotions and their manifestations, theories of rasa and bhāva; positive states of mind; controlling anger and violence in society.

**Unit IV Health and Well-Being 08 Hours**

Health, well being and human development, Indian approaches to health and well being, yoga, ayurveda, goals of life- concept of purusharthas, personality development- concept of ashramas.

**Unit V Transpersonal approaches in Indian Psychology 08 Hours**

Transpersonal phenomenon and consciousness- contributions of William James, Jung, Hinduism, Buddhism, Jainism in understanding transpersonal phenomenon.

**Readings**

**Essential Readings:**

1. Rao, K. R., Paranjpe, A. C., Dalal, A. K. (2008). Handbook of Indian Psychology. New Delhi: Foundation Books.
2. Misra, G. & Mohanty, A. K. (2001). Perspectives on Indigenous Psychology. New Delhi: Concept Publishing Co.

**Suggested Readings:**

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