

DEPARTMENT OF PSYCHOLOGY

NAGALAND UNIVERSITY

KOHIMA CAMPUS, MERIEMA
NAGALAND



SYLLABUS
FOR
M.A. PSYCHOLOGY(CBCS)
2018

(Revision April 2022)

The curriculum of MA Psychology has been redesigned with the broad objectives of providing students with a strong theoretical orientation in Psychology and to enable them to develop professional competence in the applied areas of Psychology. In redesigning this curriculum the UGC Model Curriculum for Psychology 2016 (which had been revised as per the recent developments in the field of Psychology and also taking into account the Indian contributions) was used as reference. Further, the curriculum is so designed that the specialization paper is enhanced with an additional paperso that more in-depth and extensive understanding of the paper in which the student specializes is attained. The Research Methodology paper which was a single Paper in the earlier curriculum is now provided as two Papers separately for Quantitative and Qualitative Research Methods so thatstudents are well equipped with more in-depth knowledge of both methods to conduct research. Moreover, emphasis is now given to skill based learning by incorporating assessment/evaluation and marking of field based learning.Care has been taken to assure that the syllabus is also consistent with the UGC NET syllabus.

The syllabus has been sent for expert suggestions/approval to three professors of different universities in the region – Prof. Indranee Phookan Borooah, Gauhati University; Prof. Zokaitluangi, Mizoram University; and Prof.Nutankumar S. Thingujam, Tripura University, and their suggestions have been incorporated in the final draft.

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OBJECTIVES:

1. To provide a course structure with strong theoretical orientation in the field of psychology.
2. To enable students to develop professional competence in the applied areas of Psychology.
3. To help develop a strong orientation towards Psychological research in various domains.
4. To provide students the opportunity to extend the knowledge base of theoretical and applied Psychology to the community at large.
5. To enable students to conduct ethical research with sound methodology.

NOTE:

1. The MA Psychology program is divided into four semesters: Semester 1, Semester 2, Semester 3, and Semester 4. Semester 1 will have four theory papers; Semester 2 and Semester 3 will each have three theory papers and one practicum paper; Semester 4 will have three theory papers and one project.
2. The paper code for M.A program will be suffixed by “PSY-PG”.
3. Each paper shall carry 100 Marks.
4. For theory papers, 70 Marks will be based on End Semester test and 30 Marks will be for internal evaluation (Class Tests/Seminars/ Assignments/ Group Discussion). For every theory paper, there will be five units each carrying 14 Marks.
5. For practicum I&II, 70 Marks will be based on End Semester Examination and 30 Marks will be based on internal assessment.
 - The End Semester Examination will comprise of a practical examination that will have the following components:
 - a) Conducting a test or an experiment on a topic selected on the spot (15 Marks)
 - b) Report writing on the test or experiment conducted at the time of examination (30 marks).
 - c) Viva Voce covering all the experiments or tests conducted over the semester (25 Marks).
 - For Practicum I, the internal assessment will be based on practical report book and a presentation completed over the course of the semester (30 marks).
 - For practicum II, Assessment will be based on Report writing and Field visit Assessment (based on a report the format of which will be designed by the Supervisor).
6. For the project, 70 marks will be assigned for field work and report writing and 30 marks will be for viva voce done internally.
7. Each paper will carry five credits.

COURSE STRUCTURE

Courses		Lecture	Tutorial	Practical	Credit	Internal marks	External marks
PSY-PG-101	History and foundations of Psychology	4	1	0	5	30	70
PSY-PG-102	Research Methodology – I	4	1	0	5	30	70
PSY-PG-103	Advanced Social Psychology	4	1	0	5	30	70
PSY-PG-104	Psychological assessment	4	1	0	5	30	70
PSY-PG-201	Cognitive Psychology	4	1	0	5	30	70
PSY-PG-202	Psychology of Personality	4	1	0	5	30	70
PSY-PG-203	Research Methodology – II	4	1	0	5	30	70
PSY-PG-204	Practicum – I	0	0	10	5	30	70
PSY-PG-301	Health Psychology	4	1	0	5	30	70
PSY-PG-302-A PSY-PG-302-B PSY-PG-302-C	Clinical Psychology Developmental Psychology Organizational Behaviour	4	1	0	5	30	70
PSY-PG-303-A PSY-PG-303-B PSY-PG-303-C	Psychopathology Child and Adolescence Psychology Training and Development in Organisations	4	1	0	5	30	70
PSY-PG-304	Practicum – II	0	0	10	5	30	70
PSY-PG-401	Educational Psychology	4	1	0	5	30	70
PSY-PG-402	Positive Psychology	4	1	0	5	30	70
PSY-PG-403-A PSY-PG-403-B PSY-PG-403-C	Psychotherapy and Counselling Adulthood and Aging Human Resource Development	4	1	0	5	30	70
PSY-PG-404	Project/Dissertation	0	0	10	5	30	70
					80		

Programme outcomes

The MA Psychology programme aims at the following outcomes:

6. Develop a strong theoretical orientation in the field of psychology.
7. Develop professional competence in the applied areas of psychology.
8. Develop a strong orientation towards psychological research and able to conduct ethical research with sound methodology.
9. Able to extend the knowledge base of theoretical and applied psychology to the community at large.

Programme specific outcomes

1. Able to understand human cognitive processes, human personality, human development, organizational behavior, social perception, group processes and psychopathology.
2. Able to carry out Psychological Assessment.
3. Training in conducting both quantitative and qualitative research.
4. Training in reporting research work ethically.
5. Understand counselling processes and apply counselling skills.
6. Understand and apply psychotherapy.

Courses having employability/entrepreneurship /skill development.

Course No.	Course Name	Activities having direct bearing on employability/entrepreneurship /Skill development	Year of introduction
PSY PG 302-A	Clinical Psychology	<ul style="list-style-type: none">• Learn clinical assessments including mental status examination, clinical interview, diagnostic testing, etc.• Field work involving assessment.• Clinical Posting program at LGBRIMH, Tezpur.	2013
PSY PG 303-A	Psychopathology	<ul style="list-style-type: none">• Use of classification models of psychopathology.• Learn the clinical characteristics and	2013

		<p>etiology of psychological disorders that help understand and identify disorders.</p> <ul style="list-style-type: none"> • Case report and presentations from field work. • Clinical Posting program at LGBRIMH, Tezpur. 	
PSY PG 403-A	Psychotherapy and Counselling	<ul style="list-style-type: none"> • Learn various psychotherapeutic and counselling techniques. • Case report and presentations . • Clinical Posting Program at LGBRIMH, Tezpur. 	2013
PSY PG 204	Practicum I	<ul style="list-style-type: none"> • Laboratory based activities including study of cognitive processes, physiological reactions, neuro-cognitive tests, assessments of personality, intelligence, aptitude, etc. 	2013
PSY PG 304	Practicum II	<ul style="list-style-type: none"> • Field based studies including use of assessment tools. 	2013

COURSE OUTCOMES

Course No.	Course name	Course outcome
PSY-PG-101	History and foundations of Psychology	<ul style="list-style-type: none"> • Acquires knowledge regarding history of the subject and early theoretical contributions . • Learns the contributions of Indian thought in Psychology. • Gets an overview about the eastern and western perspectives in Psychology.
PSY-PG-102	Research Methodology – I	<ul style="list-style-type: none"> • Learns about the basics of scientific research in

		<p>Psychology.</p> <ul style="list-style-type: none"> • Understands research ethics. • Learns about hypothesis testing. • Learns the various statistical techniques in terms of their assumptions, applications and limitations. • Learns about how to enter and analyse data in SPSS
PSY-PG-103	Advanced Social Psychology	<ul style="list-style-type: none"> • Understands human behavior from some of the major theoretical perspectives in social psychology • Understands the concepts of social behaviour, social influence, social perception, relationships and group processes. • Learns the applications of social psychological concepts in the real world.
PSY-PG-104	Psychological assessment	<ul style="list-style-type: none"> • Acquires various perspectives on psychometrics.. • Learns about the nature and uses of psychological test with the specific examples of intelligence, ability and personality tests. • Learns test construction.
PSY-PG-201	Cognitive Psychology	<ul style="list-style-type: none"> • Becomes familiarized with the emergent fields of cognitive psychology and neuroscience. • Understands the functioning of cognitive processes from various theoretical perspectives. • Learns the practical implications of cognitive processes in human performance.
PSY-PG-202 Choice Based Credit Paper	Psychology of Personality	<ul style="list-style-type: none"> • Acquires knowledge regarding the determinants of personality. • Understand human personality from the viewpoint of various theories.
PSY-PG-203	Research Methodology – II	<ul style="list-style-type: none"> • Gets familiarized with the basics of Qualitative Research in Psychology. • Learns the various methods in Qualitative Inquiry, data collection and analyzing of data. • Learns about ethics in qualitative research and how to conduct credible and trust-worthy qualitative research.
PSY-PG-204	Practicum – I	<ul style="list-style-type: none"> • Learns how to conduct experiments in controlled laboratory setting • Gets familiarized with with the various psychology laboratory tools and equipments.

		<ul style="list-style-type: none"> • Learns to analyze and interpret the findings of the experiments/tests. • Gets familiarised with scientific report writing.
PSY-PG-301	Health Psychology	<ul style="list-style-type: none"> • Gets an understanding of the integration between biological, psychological and social factors in health and disease (the bio-psycho-social health model). • Understands health behaviours and how to change health behaviours. • Understands the role of stress in health and learns to the management of illnesses. • Learns the management of chronic health conditions from health psychology perspective.
PSY-PG-302-A	Clinical Psychology	<ul style="list-style-type: none"> • Gets familiarized with the history and development of clinical psychology as a field in India and its evolving professional identity. • Gets oriented to major theoretical models which guide clinical psychological practice and research. • Learns about clinical assessment process and its applications in various domains. <p>OR</p> <ul style="list-style-type: none"> • Learns about the historical and philosophical roots of developmental psychology. • Learns about the genetic foundations of development. • Understands development from lifespan perspective. • Gets oriented with current issues and concerns in the field. <p>OR</p> <ul style="list-style-type: none"> • Understands the scope of Organizational Psychology. • Gets acquainted with current issues and challenges in the organizational sector. • Learns about influences of individual differences, organizational culture and leadership on organizational behavior.
OR	OR	
PSY-PG-302-B	Developmental Psychology	
OR	OR	
PSY-PG-302-C	Organisational Behaviour	

PSY-PG-303-A	Psychopathology	<ul style="list-style-type: none"> • Understands the concept of psychopathology from various theoretical perspectives. • Learns about the use of classification models for psychopathology. • Learns about the features and etiology of common mental disorders.
OR PSY-PG-303-B	OR Child and Adolescence Psychology	<p>OR</p> <ul style="list-style-type: none"> • Gets an overview about the normal developmental process in childhood. • Learns about the developmental challenges in childhood, child psychopathology and the therapeutic approaches in dealing with childhood psychopathology.
OR PSY-PG-303-C	OR Training and Development in Organisations	<p>OR</p> <ul style="list-style-type: none"> • Understands the role of training in organizational settings. • Gets acquainted with training methods and acquires the appropriate knowledge to develop training modules. • Gets familiarized with measurement of training outcomes.
PSY-PG-304	Practicum – II	<ul style="list-style-type: none"> • Gets familiarized with the administration, scoring, analyses and interpretation of psychological tests. • Develop basic skills of observation, interviewing, case history taking and report writing. • Acquires skills to do assessment in the field setting.
PSY-PG-401	Educational Psychology	<ul style="list-style-type: none"> • Gets familiarized with the field of Educational Psychology and the role of development in education. • Understands the application of Psychology in the class room. • Gets familiarised with the concepts of assessment and grading in education. • Understands issues about individual differences and how to address such differences in the classroom.
PSY-PG-402	Positive Psychology	<ul style="list-style-type: none"> • Gets familiarised with the emerging paradigm of Positive Psychology and to recognize what

Choice Based Credit Paper		<p>contributes and what does not contribute to happiness and the role of positive emotions and traits in enhancing happiness.</p> <ul style="list-style-type: none"> • Learns about positive psychology perspective on illness and health and to apply positive psychology in clinical intervention and in various settings.
PSY-PG-403-A OR PSY-PG-403-B OR PSY-PG-403-C	Psychotherapy and Counselling OR Adulthood and Aging OR Human Resource Development	<ul style="list-style-type: none"> • Acquires knowledge and skills for various psychotherapeutic and counselling techniques in treating emotional problems and mental disorders. • Learns the application of counselling skills in different settings. OR <ul style="list-style-type: none"> • Understands the developmental processes through various theoretical perspectives. • Understands the major concerns and challenges faced in adulthood and later life and to understand the role of government policies on ageing and care of the elderly. OR <ul style="list-style-type: none"> • Gets an orientation to HR and understands the role of Psychology in HR sector. • Gets familiarized with recruitment planning and work force planning. • Learns about career and competency mapping.
PSY-PG-404	Project/Dissertation	<ul style="list-style-type: none"> • Learns how to write a good research proposal. • Gets familiarized with the process of Review of Literature. • Able to apply the appropriate methodology in conducting research. • Learns how to carry out ethical research work. • Learns to enter and analyse data in SPSS. • Acquires skills of scientific report writing.

PSY-PG 101: HISTORY AND FOUNDATIONS OF PSYCHOLOGY

Objective:

- To acquaint the student with a wider (global) history of psychology in general and India in particular.
- To give a brief overview of the scope of Psychology
- To help students understand the basic psychological processes underlying human behaviour.

Unit 1: Important paradigms in Psychology

Three essential aspects of all knowledge paradigms: Ontology; Epistemology; Methodology.
Paradigms of western psychology: Positivism, Post-Positivism, Critical perspective, social constructionism, Existential phenomenology and co-operative inquiry.

Unit 2: History of Psychology - 1 (14 Marks)

Psychological thought in the West: Greek heritage, medieval period and modern period.
Structuralism, Functionalism, Psychoanalytical, Gestalt, Behaviorism, Humanistic-existential, cognitive revolution, multiculturalism.

Unit 3: History of Psychology – 2 (14 Marks): Academic Psychology in India: Pre-independence era and post-independence era; 1970s: The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, discipline identity crisis; 2000s: Emergence of Indian psychology in academia.

Unit 4: Indian thoughts on Psychology:

Upanishads; Samkhya; Yoga; Bhagavad Gita; Tantra; Science and spirituality (avidya and vidya). The primacy of self knowledge in Indian Psychology.

Unit 5: Synthesis of Eastern and Western perspective of Psychology

Transpersonal Psychology; Contemporary Buddhism; Sikhism; Sufism

Suggested reading:

- Baron, R. A. (1995). *Psychology: the essential science*. New York: Allyn & Bacon.
- Buck, R. 1988. *Human motivation and emotion*. New York: John Wiley & Sons.
- Ciccarelli, S.K. and G.E. Meyer. 2008. *Psychology*. New Delhi: Longman.

- Misra, G., & Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber (Ed.), *Encyclopedia of the history of psychological theories* (Part 1, pp. 881-892). New Delhi, India: Springer Science
- Misra, G., & Kumar, M. (2011). Psychology in India: Retrospect and prospect. In G.Misra (Ed.), *Psychology in India Vol.4: Theoretical and methodological developments* (pp. 339-376). New Delhi : Pearson.
- Misra, G. (Ed.) (2011). *Handbook of psychology in India*. New Delhi: Oxford University Press.
- Smith, E.E., et-al. 2003. *Atkinson and Hilgard's Introduction to Psychology*. Bangalore: Thomson Wadworth.
- Sternberg, R. J. (Ed.) 2000. *Handbook of intelligence*. New York: Cambridge University Press.

PSY-PG 102: RESEARCH METHODOLOGY-I

Objective:

To inform students about the basics of scientific research in Psychology and to help them understand the various statistical techniques in terms of their assumptions, applications and limitations. Students will also learn about how to enter and analyse data in SPSS>

Unit 1: Introduction to Research Methodology (14 Marks)

Meaning, purpose and dimensions of Research; Ethical problems and principles; Methods of research and data collection, Levels of measurement, Introduction to SPSS.

Unit 2: Sampling and hypothesis testing (14 Marks)

Sampling and sampling techniques; Hypothesis testing; Types of hypotheses; Standard error; Significance level; One tailed and two tailed tests; Type I and type II errors.

Unit 3: Experimental Designs(14 Marks)

Independent Group designs, Repeated measures design, Match pairs Design, Complex experimental designs, Quasi experimental designs, Single case design, Developmental research designs

Unit 4 Correlation (14 Marks)

The concept of correlation- linear and non-linear correlation; Pearson's product moment correlations; Spearman's rank order correlation; Biserial and Point biserial r; Correlation and regression. Exercises on correlation in SPSS.

Unit 5: Parametric tests and Non- Parametric tests (14 Marks)

Nature and assumptions of t-tests; ANOVA and Chi-square; contingency coefficient; Median and Sign tests. Exercises on T-Tests, ANOVA, Chi-square, Sign Tests. Exercises on parametric and non parametric statistics in SPSS. Exercises on Tests of multiple comparisons in SPSS.

Suggested reading:

- Aron, A., Aron, E.N., and Elliot. 2011. *Statistics for Psychology*. Pearson, New Delhi.
- Breakwell, G.M., Hammond, S., Fife Schaw, C. 2000. *Research Methods in Psychology*. Sage .
- Broota, K. D. 1989. *Experimental Designs in Behavioural Research*. New Delhi: Wiley Eastern.
- Chadha, N. K. 1998. *Statistical methods in behavioural and Social Sciences*. ND: Relaince Pub. House
- Czrniawska, B. 2004. *Narratives in Social Science Research*. New Delhi: Sage.
- Denzin, N.K. & Lincoln, Y.S. 1994. *Handbook of qualitative research*. Thousand Oaks: Sage.
- Edwards, A. L. 1968. *Experimental Designs in Psychological Research* (3rd edition). New Delhi: Oxford and IBH.
- Howell, D.C. 2002 *Statistical methods for Psychology* (5th Ed) Duxbury, California: Thomson Learning.
- Kerlinger, F.N. 1973. *Foundations of Behavioural Research* (2nd edition). Delhi: Sanjeet Publications.
- Paul C. Cosby. *Methods in Behavioral research*. 10th Edition. Mc Craw Hill.
- Siegel, S. 1986. *Non parametric statistics*. NY: McGraw Hill.
- Ferguson, G.A. *Statistical Analysis in Psychology and Education*. Mc Craw Hill
- Garrett, H.E. *Statistics in Psychology and Education*.
- Dawn Mc Bright. *Research Methodology*

PSY-PG 103: ADVANCED SOCIAL PSYCHOLOGY**Objective:**

To familiarize students with some of the major theoretical perspectives in social psychology and to acquaint them with the concepts of social behaviour, social influence, social perception, relationships and group processes. The course will also familiarize students with the applications of social psychological concepts in the real world.

Unit 1: Theoretical perspectives in Social Psychology (14 Marks)

Symbolic interactionism; social constructionism; social representation; cognitive dissonance, socio-biology; Cognitive Dissonance, Theory of Planned behaviour.

Unit 2: Social influence (14 marks)

Evolution, culture and social behaviour; Gender differences in social behavior; Social dominance; Asch's study on conformity; Milgram's study on obedience; Indoctrination; Persuasion.

Unit 3: Social perception and social cognition (14 Marks)

Non-verbal communication; Attribution: theories and errors; Impression formation and management; Role of schema; Errors in social cognition.

Unit4: Understanding Relationship and Group Processes (14 marks)

Attraction and intimacy; Pro-social behaviors; Aggression and violence; Group dynamics: group formation and group decision making, social loafing; Crowd and social movements; Intergroup relations.

Unit 5: Applications in real world (14 marks)

Applications of Social Psychology in understanding consumer behavior, political behavior, environmental problems, health and illness. Social Psychology in the class room, Social Psychology in Organizations.

Suggested reading:

- Alcock, J.E., Carment, D.W. Sadava, S.W., Collins. 1987. *A Textbook of social psychology*. Scarborough, Ontario: Prentice Hall/Bacon.
- Baron, R.A., Byrne, D. 1998. *Social Psychology: Theories, Research and Application*. New York: Mc Graw Hill.
- Baron, R.A., Branscombe, N.A., Byrne, D. and Bhardwal, G. 2012. *Social Psychology*. Pearson, delhi.
- Burke, P. J. 2006. *Contemporary Social Psychological Theories*. Stanford Social Sciences
- Lindzey, G. & Aronson, E. (Eds.) 1985. *The Handbook of Social Psychology*. NY: Random House.
- Michael A. Hogg & Graham, M Vaughan. *Essentials of Social psychology*.
- Myers, D.G. 1994. *Exploring Social Psychology*. New York: Mc Graw Hill.
- Steg, L., Buunk, A.P., and Rothengatter, T. 2008. *Applied Social Psychology*. Cambridge University Press.
- Taylor, M. & Moghaddam, F.M. 1987. *Theories of Intergroup Relations*. NY: Praeger.
- Triandis, H. 1995. *Culture and Social Psychology*. NY: McGraw Hill.

PSY-PG-104: PSYCHOLOGICAL ASSESSMENT

Objectives:

- To make the students familiar with the field of psychological testing in general
- To acquaint the students with the nature and uses of psychological test with the specific examples of intelligence, ability and personality tests

Course Contents:

Unit 1: Perspectives On Psychometrics (14 Marks)

Scientific measurement in psychometrics and measurement in the natural sciences; Measurement models: classical test theory, latent variable model and representational model; theory of true scores; the statistical true score, the platonic true score; The True psychometric: trait or function.

Unit 2: Psychological Testing and Assessment (14 Marks)

Psychological tests: types of tests and uses of testing; Psychological assessment: Nature and purpose.

Unit 3: Standardization of test (14 Marks)

Reliability: concept and forms of error; Spearman Brown correction; cautions in the use of reliability coefficient; Validity: concept and types of validity; confusion between validation and validity; Interpretation of norms.

Unit 4: Test construction

Objective and open-ended tests; Norm-referenced and criterion referenced testing; Item analysis; Item response theory (IRT); Factor analysis

Unit 5: Bias in testing and assessment

Forms of bias: item bias; differential item functioning, item offensiveness; Intrinsic test bias and extrinsic test bias; Guidelines in case of test bias.

Suggested Readings:

Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th Ed.). New Delhi: Pearson Education.

Anastasi, A., & Urbina, S. (2003). *Psychological testing* (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.

Barve, B. N., & Narake, H. J. (2008). *Manomapan*. Nagpur, India: Vidya Prakashana.

Desai, B., & Abhyankar, S. (2007). *Manasashatriyamapan*. Pune, India: Narendra Prakashana.

Gregory, R. J. (2014). *Psychological testing: History, principals and applications*. (6th Ed.). Boston: Pearson Education.

Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.

Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues* (8th Ed.). New Delhi, India: Cengage.

PSY-PG 201: COGNITIVE PSYCHOLOGY

Objective:

To facilitate the learning of the emergent fields of cognitive psychology and neuroscience and to explore the practical implications of cognitive processes in human performance.

Unit 1: Introduction to Cognitive Psychology (14 Marks)

Emergence of Cognitive Psychology; Research methods in Cognitive Psychology; Issues in Cognitive Psychology; Cognitive neuroscience- methods; Models of cognition and mind; Localizations of cognitive operations in the human brain.

Unit 2: Cognitive processes – Perception, Attention and consciousness(14 marks)

Principles of perception; Theoretical approaches to perception; Pattern recognition; Perceptual disorders; Nature of attention and consciousness; Automatic and conscious processes; Functions of conscious attention; attention disorders.

Unit 3: Cognitive processes – Memory (14 Marks)

Models of memory; Representations and manipulation of knowledge in memory; Memory as constructed and inferential activity; Real life and everyday memories;Memory disorders.

Unit 4: Cognitive processes – Language (14 Marks)

Nature and Acquisition of language; Language and thought; Speech perception ; Reading; Language comprehension: discourse processing and story processing; Language disorders.

Unit5: Cognitive processes – Thinking(14 Marks)

Forms of Thinking: problem solving, decision making and judgement, inductive and deductive reasoning; theoretical approaches to problem solving, decision making, inductive and deductive reasoning.

Suggested reading:

- Baddeley, A.D. 1996. *Human Memory, Theory and Practice*. Washington, DC: Psychology Press.
- Carlson, N.R. 2007. *Foundations of physiological Psychology*. 6th ed. Pearson Education.
- Cohen, G. 1996. *Memory in the Real World*. Washington, DC: Psychology Press.
- Durso, F. T. 2007. *Handbook of Applied Cognition (2nd Ed)*. New West Sussex : Wiley & Sons.
- Esgate, A. et al. 2005. *An Introduction to Applied Cognitive Psychology* . Psychology Press: New York.
- Eysenck, M.W & Keane, MT. *Cognitive psychology as students Hanbook*.
- Passer, M.W. and R. E. Smith. 2007. *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill.
- Sternberg, R. J. 2009. *Applied Cognitive Psychology: Perceiving Learning and Remembering*. Australia: Cengage Learning.
- Sternberg, R.J. 2003. *Cognitive Psychology*. Thomson, Wadsworth.

PSY-PG 202: PSYCHOLOGY OF PERSONALITY

Objective:

To help the students understand human personality from different theoretical perspectives.

Unit 1: Introduction to Personality Psychology(14 Marks)

Definition: Issues in defining personality; Scope of Personality Psychology; Research methods in Personality psychology; Determinants of Personality.

Unit 2: Freudian Psychoanalysis and Neo-Freudians (14 Marks)

Sigmund Freud; Carl Jung; Alfred Adler; Karen Horney; Erik Erikson.

Unit 3: Learning and Cognitive approaches to Personality (14 marks)

B. F. Skinner; Albert Bandura; Kelly, Julian Rotter; Dollard and Miller

Unit 4: Trait and Type Perspective in Personality (14 Marks)

William Sheldon; Gordon Allport; Raymond Cattell's 16 PF; Hans J. Eysenck's PEN model; Costa and Mc Crae's Five Factor Model.

Unit 5: Humanistic and Existential Approaches to Personality (14 marks)

Abraham Maslow; Carl Rogers; Rollo May; Victor Frankl.

Suggested reading:

- Allport, G.W. 1961. *Pattern and Growth in Personality*. New York: Holt, Rinehart and Winston.
- Bernardo J. Carducci. *The Psychology of personality: View points, Research and applications*. Wiley-Blackwell.
- Epstein, M. 1999. *Going to Pieces without Falling Apart: A Buddhist Perspective on Wholeness*. London: Thorsons.
- Harre, R. 1998. *The singular self*. Thousand oaks : Sage.
- Hall, C. S., Lindsey, G., & Campbell, J. B. 1998. *Theories of Personality*. New York: John Wiley & Sons.
- Kegan, R. 1982. *The evolving self*. NY: Harvard University Press.
- London, H., & Exner, J. E. 1978. *Dimensions of Personality*. New York: John Wiley & Sons.
- Tart, C.T. (ed.). 1975. *Transpersonal Psychology*. New York: Harper & Row.

PSY-PG 203: RESEARCH METHODOLOGY-II

Objective:

To teach students about the basics of Qualitative Research in Psychology and to help them understand the various methods in Qualitative Inquiry, data collection and analyzing of data.

Unit 1: Foundations of Qualitative Research (14 Marks)

Introduction, Basic assumptions, principles, issues of qualitative research; Historical development of Qualitative research; Paradigms: Positivist, post-positivist, social constructionist, critical theory and participatory inquiry paradigms; Issues of credibility and trustworthiness.

Unit 2: Methods in Qualitative Inquiry (14 Marks)

Ethnography; Grounded theory; Narrative inquiry; Phenomenological inquiry; Action research.

Unit 3: Basic procedures in qualitative inquiry (14 Marks)

Formulating research questions; Developing semi-structured interview schedule; Designing Samples; Basic designs in qualitative research.

Unit 4 Methods of collecting Qualitative data(14 Marks)

Participant observation; Interviewing; Focus groups; Life and Oral history; Documents; Diaries; Photographs; Films and Videos; Conversation; Text and Case studies

Unit 5: Analyzing Qualitative Data (14 Marks)

Researcher's reflexivity about his/her experiential and theoretical standpoint; Different traditions of Qualitative Data: Thematic Analysis, Narrative analysis, Discourse Analysis and Content Analysis.

Suggested Readings:

Charmaz, K. (2004). Premises, principles, and practices in qualitative research: Revisiting the foundations. *Qualitative Health Research, 14*, 976-993.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

Creswell, J. W., Hanson, W. E., Plano, V. L. C., & Morales, A. (2007). Qualitative research design: Selection and implementation. *The Counseling Psychologist, 35*, 236-264.

Denzin, N. K., & Lincoln, Y. (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Ellingson, L. L. (1998). —Then you know how I feel: Empathy, identification, and reflexivity in fieldwork. *Qualitative Inquiry, 4*, 492-514.

Frank, A. W. (2000). The standpoint of storyteller. *Qualitative Health Research, 10*, 354-365.

Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology, 52*, 126-136.

Sampson, E. E. (1993). Identity politics: Challenges to psychology's understanding. *American Psychologist, 48*, 1219-1230.

Silverstone, D. Qualitative Research.

Smith, J. A., Harre, R., & Langenhove, L. V. (Eds.) (1995). *Rethinking methods in psychology*. London: Sage.

Willig, C., & Stainton-Rogers, W. (Eds.) (2008). *Handbook of qualitative research in psychology*. London: Sage.

Uwe Flick. *An Introduction to Qualitative Research*. Sage Publication.

PSY-PG 204: PRACTICUM 1

Objective:

- To familiarize students with conduction of tests and experiments in controlled laboratory setting
- To familiarize them with the various laboratory tools and equipments
- To enable them to analyze and interpret the findings of the experiments/tests.
- To familiarize them with scientific report writing

Ten practical activities on any of the following themes:

- Learning and Memory
- Attention, Sensation and Perception
- Psychophysiological Measures(HR, BVP, GSR, BP)
- Personality Tests (Projective Test)
- Intelligence tests
- Neuro-Cognitive assessment

PSY-PG 301:HEALTH PSYCHOLOGY

Objectives:

To understand the integration between biological, psychological and social factors in health and disease (the bio-psycho-social health model). To understand health behaviours and changing health behaviours ,the role of stress in health and to understand the management of illnesses.

Course Contents:

Unit 1. Introduction (14 Marks)

Nature of health psychology ; The mind body relationship; Relating health psychology to specific bodily systems; The nervous system; The endocrine system; The digestive system; The respiratory system; The cardiovascular system.

Unit 2. Stress and coping (14 Marks)

Nature and causes/sources of stress; Theoretical contributions to the study of stress; Fight-or-flight; Selye's general adaptation syndrome; Tend-and-befriend; Psychological appraisal and the experience of stress; The physiology of stress; Coping with stress: Types of coping strategies

Unit 3. Health behaviours (14 Marks)

Meaning of health behaviours; Role of behavioural factors in disease and disorder; Practicing health behaviours; Barriers to modifying poor health behaviours; Ethnic and gender differences in health risks and habits; intervening with children, adolescents and at risk individuals.

Unit 4. Changing health behaviours(14 Marks)

Attitude change and health behaviours; The Health-Belief Model; The Theory of Planned Behaviour; Self Determination Theory; Cognitive Behavioural Approaches.

Unit 5. Management of Illness(14 Marks)

Aids; Cancer; Cardiovascular Disease (Coronary Heart Disease, Hypertension, Stroke; Reproductive health; Obesity.

Readings:

Brannon, L., & Feist, J. (2007). *Introduction to health psychology*. New Delhi, India: Thomson, Wadsworth.

Dimatteo, M. R., & Martin, L. R. (2002). *Health psychology*. New Delhi, India: Allyn& Bacon.

Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological testing: principles, applications and issues* (6th ed.). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.

- Myers, D. G. (2010). *Psychology* (9th ed.). New York: Worth Publishers.
- Ogden, J. (2000). *Health psychology: A textbook*. Philadelphia: Open University Press.
- Taylor, S. E. (2011). *Health psychology*. New Delhi, India: Tata McGraw-Hill.
- Weinman, J., Johnston, M., & Molloy, G. (2006). *Health psychology*. London: Sage Publications.
- Deb, S. (2009). *Reproductive health management*. New Delhi, India: Akansha Pub.

PSY-PG 302-A:CLINICAL PSYCHOLOGY

Objectives:

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.
- To orient students to major theoretical models which guide clinical psychological practice and research.
- To orient about clinical assessment process and its applications in various domains.

Course Contents:

Unit 1. Foundations (14 Marks)

Historical background: Early & recent history; Nature of discipline: Theory and research; Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations, ethics.

Unit 2. Psychodynamic approach (14 Marks)

Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self psychology; Understanding psychological defenses, regression, and the true and false self-systems.

Unit 3. Other major approaches (14 Marks)

Behavioural and cognitive-behavioural; Humanistic; Existential; Family systems; Biological; Attempt at integration: Bio-psycho-social.

Unit 4. Clinical assessment 1 (14 Marks)

Goals, purpose and types of assessment; Clinical interviews: initial intake/ admission, mental status examination, crisis, diagnostic, structured, computer assisted, exit/termination; Potential threats to effective interviewing; Behavioural observations: naturalistic, self-monitoring, controlled.

Unit 5. Clinical assessment 2(14 Marks)

Cognitive testing: intelligence testing, neuropsychological testing, controversies with cognitive testing; Personality and psychological testing: objective testing, projective testing, controversies with personality and psychological testing; Clinical inference and judgments; Communicating assessment result.

Suggested Readings

- Anastasi, A & Urbina, S. 1997. Psychological testing (7th ed) . Delhi, India: Pearson Education
- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. Delhi, India: Pearson Education.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). *The clinical psychology handbook* (2nd ed.). New York: Pergamon Press.
- Holt, R. R. (Ed.) (1984). *Diagnostic psychological testing* (Revised edition). New York: International Universities Press.
- Kaplan, R. M., & Saccuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues* (5th ed.). New Delhi, India: Asian Books Pvt. Ltd.
- Koocher, G. P., Norcross, J. C., & Hill, S. S. (Eds.) (1998). *Psychologists' desk reference*. Oxford: Oxford University Press.
- Marks, D. F., & Yardley, L. (Eds.) (2004). *Research methods for clinical and health psychology*. New Delhi, India: Sage.
- Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). *Case analysis for abnormal psychology: Learning to look beyond the symptoms*. Philadelphia, USA: Psychology Press.
- Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi, India: Sage Publications.
- Trull, T. J., & Phares, E. J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Bellack, H. Dictionary of Behavior Therapy. Pergamon Press: NY.
- Bellack, A.S & Hersen, M. 1998. Comprehensive Clinical Psychology, Vol 6,. Elsevier Science Ltd: Great Britian.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. 1991. *The Clinical Psychology Handbook Pergamon*. New York.
- Kaplan, H. I. and Benjamin J. Sadock. 1989. *Comprehensive Textbook of Psychiatry*. Baltimore: Williams & Wilkins.
- Marsh, E.J. and Wolfe, D.A. 2010. *Abnormal Child Psychology*. Belmont, CA, Wadsworth.

PSY-PG 303-A: PSYCHOPATHOLOGY

Objectives:

To understand the concept of psychopathology from various perspectives and to know the use of classification models for psychopathology. Students will also know the features and etiology of common mental disorders.

Unit 1. Classification and models of psychopathology (14 Marks) Psychopathology and systems of classification; Basic features of DSM-V & ICD-10 and ICD 11: Similarities, differences and critical evaluation; Major theoretical models of psychopathology; Critical evaluation.

Unit 2. Mood, Anxiety, Stress and dissociative disorders(14 Marks)

Clinical characteristics and etiology of Depressive disorders, Bipolar disorders; Anxiety disorders, Dissociative disorders , OCD, PTSD.

Unit 3. Schizophrenia, Substance Use and Personality disorders(14 Marks)

Clinical characteristics and etiology of Schizophrenia; Personality disorders; Substance use Disorders- Alcohol, Cannabis, Caffeine, hallucinogens, opioids, sedatives, stimulant, tobacco.

Unit 4. Abnormal behaviour in childhood and adolescence (14 Marks)

Clinical characteristics and etiology of Autism and Autism Spectrum Disorder; Intellectual disability; Childhood anxiety and depression; Communication and behaviour problems: ADHD, Oppositional Defiant Disorder, Conduct Disorder.

Unit 5: Neurocognitive disorders and Disorders related to aging(14 Marks)

Clinical characteristics and etiology of delirium; Mild and Major neurocognitive disorder; Alzheimer's, neurocognitive disorder due to brain injury, substance /medication use, Lewy bodies, Parkinson's, Huntington's and HIV infection; Anxiety, depression and sleep problems in aging.

Suggested Readings:

Adams, P. B., & Sutker, H. E. (2001). *Comprehensive handbook of psychopathology* (3rd ed.). New York: Springer.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ED.). Arlington, VA: American Psychiatric Publishing.

Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2008). *Psychopathology: History, diagnosis and empirical foundations*. New York: John Wiley and Sons.

Hersen, M., & Beidel, D. (2012). *Adult psychopathology and diagnosis* (6th ed.). New York: Wiley.

Maddux, J. E., & Winstead, B. A. (2007). *Psychopathology: Foundations for a contemporary understanding*. New York: CRC Press.

Sadock, B. J., & Sadock, V. A. (2015). *Kaplan and Sadock's synopsis of psychiatry* (11th ed.). PA, USA: Lipincott, Williams and Wilkins

World Health Organization. *The ICD 10 Classification of Mental and Behavioral Disorders*.

PSY-PG 302-B: DEVELOPMENTAL PSYCHOLOGY

Objectives:

- To examine the historical and philosophical roots of developmental psychology.
- To explore the methodological issues in research on human development.
- To ‘deconstruct’ developmental psychology as a discipline of study.
- To examine the relationship between culture and human development.

Unit 1: Introduction (14 Marks)

Concepts of Human Development; History of the Field; Aspects of Human Development: Physical, Social and Cognitive; Moral Factors Influencing Human Development; Ecological Factors; Hereditary factors; Methods of studying human Development: Observation; Experimentation; Sequential studies; Correlational ;Cross-sectional; longitudinal; Case studies; Self reports.

Unit 2: Theories of human development(14 Marks)

Piaget’s theory of cognitive development; Bowlby’s theory; Erik Erikson; Kohlberg’s theory; Vygotsky’s sociocultural theory; Gesell’s theory; Bronfenbrenner’s Ecological theory; Indian perspectives of human development.

Unit 3: Genetic Foundations of Development (14 Marks)

Cell Division ; Prerequisites of Conception: Maturation; Ovulation and Fertilization. Mechanisms of Heredity: Genes; Chromosomes; Dominant and Recessive Alleles; Polygenic Traits; Multifactoral Inheritance ;Sex Determination; Multiple Births: Causes; Mutations: Causes, Types; Chromosomal Abnormalities: Down’s Syndrome, Turner’s Klienfilter’s Triple X; XYY and Fragile X; Genetic Abnormalities: PKU, Stickle Cell Anaemia,;Tay Sachs Disease.

Unit 4: Life span perspective (14 Marks)

Principles of Development; Conceptions of Age: Chronological, biological, psychological, social age. Developmental issues: nature and nurture; Developmental issues in Prenatal and natal, Early childhood, Middle childhood, Adolescence and Old age.

Unit 5: Current issues of concern (14 Marks)

Fostering positive growth in Children and adolescents; positive parenting and positive development in Children; Growing up in a media world, developmental implications of poverty and affluence, child abuse and neglect, homeless child; Impact of disaster and violence on children.

Suggested reading:

- Berk, Laura E. 1999. *Child Development*. Prentice Hall of India.
- Gauvain, M. 2002. *The Social Context of Human development*. New York: Guilford Press.
- Hoffman, Lois, Scott Paris, Elizabeth Hall & Robert Scholl. 1988. *Developmental Psychology Today*. 5th edition Mc. Graw Hill Inc.

- Hurlock, Elizabeth B. 1981. *Developmental Psychology – a life-span approach*. 5th edition. Tata Mc Graw Hill Publication.
- Lerner, R.M., Jacobs, F., & Wertlieb, D. 2005. *Applied Developmental Science: An Advanced Textbook*. Thousand Oaks: Sage publication.
- Sanstrook, J.W. 2006. *Child Development*. Tata Mc Craw Hill.
- Saraswathi, T. S. (Ed.) 2003. *Cross cultural perspectives in human development: Theory, research and applications*. New Delhi: Sage.

PSY-PG 303-B: CHILD AND ADOLESCENCE PSYCHOLOGY

Objective:

To give an overview about the normal developmental process in childhood and to acquaint students with the developmental challenges in childhood, child psychopathology and the therapeutic approaches in dealing with childhood psychopathology.

Unit 1: Childhood psychopathology (14 Marks)

Historical overview; Models: Medical, behavioral, psychodynamic, cognitive and developmental; Approaches to classification.

Unit 2: Specific disorders in children (14 Marks)

Attention deficit hyperactivity disorder; learning disability and mental retardation: Symptoms and causes.

Unit 3: Child hood Neurotic, Psychotic and Mood Disorder (14 Marks)

Neurotic disorders: Childhood obsessive compulsive and phobic reactions; Psychotic disorders: Childhood schizophrenia; Mood disorders: Depression and mania.

Unit 4: Therapeutic approaches (14 Marks)

Behavior therapy; Cognitive therapy; Cognitive-Behavior therapy; Play therapy; Parent management training.

Unit 5: Adolescence Psychology (14 Marks)

Physical, cognitive and socio-emotional development; Developmental tasks; Developmental issues in adolescence ; Adolescence in Indian cultural context.

Suggested reading:

- Clarizio, H.F., & McCoy, G.F. 1983. *Behavior Disorder in Children*. New York: Harper & Row.
- Kakar, S. 1981. *The inner world: A psycho-analytic study of childhood and society in India*. Delhi: Oxford University Press.

- Mash, E.J., & Barkly, R.A. (eds.) 1996. *Child Psychology*. New York: Guilford Press.
- Quay, H.L., & Werry, J.S. (eds.) 1986. *Psychological Disorders of Childhood*. New York: John Wiley.
- Weiner, I.B. 1982. *Child and Adolescent Psychopathology*. New York: John Wiley.
- Wenar, C. 1982. *Psychopathology from Infancy through Adolescence: A Developmental Approach*. New York: Random House.

PSY-PG-302-C: ORGANISATIONAL BEHAVIOR

Objective:

To help understand the scope of Organizational Psychology and to acquaint with current issues and challenges in the organizational sector.

Unit 1: Introduction to Organizational Psychology (14 Marks)

Scope of Organizational Psychology; Contemporary issues and Challenges of Organizational Psychology; Relevance of Taylor, Fayol and Weber approaches in today's cultural context; OB in India

Unit 2: Individual and Organization (14 Marks)

Foundations of Individual Behavior: Ability, Personality and Learning, Perception and Individual Decision making, Values, Attitudes, and Job Satisfaction; Theories of job satisfaction; Positive Organizational behavior; work behavior.

Unit 3: Personnel selection and worker motivation (14 Marks)

Job analysis: Job description and specification and methods of analysis; Personnel Selection: recruitment, selection process; Training: needs assessment, evaluation and methods ; Issues in motivation; motivation theories.

Unit 4: Communication and organizational culture (14 Marks)

Functions of Communication; Communication Process ; Communication Fundamentals ; Current Issues in Communication; Communication and human relations ; Barriers to communication. Organizational Culture; Creating and Sustaining Culture; How Employees learn culture; Creating Ethical Organizational Culture; Creating a Customer-Responsive Culture; Spirituality and Organizational Culture; Culture and Nations.

Unit 5: Leadership and Emerging Challenges of organizational behavior (14 Marks)

Approaches to leadership; types of leadership; contemporary issues in leadership; Knowledge management and people issues; retention management and individual differences; Competency mapping and psychological processes; Coaching, mentoring and counselling.

Suggested reading:

- Frank E. Saal and Patrick A. Knight. 1995. *Industrial / Organizational Psychology*. Pacific Grove California: Brooks/ Cole Publishing company Pacific Grove.
- Fred Luthans 2008. *Organizational Behaviour*. 11th Edition. New York: McGraw- hill.
- Katz. D and Kahn R.L. 1967. *Social Psychology of Organizations*- Prentice Hall
- Pareek, U. 2006. *Understanding Organizational Behavior*, Oxford University Press, New Delhi
- Stephen P. Robbins & Seema Sanghi. 2005. *Organizational Behaviour*, 11th Edition. New York: Pearson Publication.

PSY-PG-303-C: TRAINING AND DEVELOPMENT IN ORGANISATIONS**Objective:**

To understand the role of training in organizational settings, to acquaint students with training methods and to equip students with the appropriate knowledge to develop training modules.

Unit 1: Training: An Introduction (14 Marks)

Training Design; Theoretical Models to guide training and developments efforts; Trainability and Individual differences: Responsibilities and challenges to training managers.

Unit 2: Enhancement of Learning (14 Marks)

Knowledge of results; transfer of learning and behavior modeling.

Unit 3: Training and Development (14 Marks)

Instructional objectives and lesson planning; Learning process; Training climate and pedagogy; Developing training Modules; Implementation and Measurement Outcomes.

Unit 4: Training Methods (14 Marks)

Training and Education: On the job Training and off the job Training, out bound Training and, T-Group and sensitivity Training; Moderation Skills: Facilities planning and training aids; training communication.

Unit 5: Measurement of Training outcomes (14 Marks)

Training evaluation; training and development in India; Ethical Issues in Human resources management; science; advocacy and values in organizational research.

Suggested reading:

- Bass, B.M. and Barrett, G.V. 1998. *People, Work and Organizations* (2nd Ed.) Boston: Allyn and Bacon.
- Buckley, R. & Caple, J. 1995. *The Theory and Practice of Training*. London: Kogan and Page.
- Chadha, N. K. 2007. *Organizational Behaviour*. New Delhi: Galgotia
- Goldstien, I.L. 1994. *Training, Program development and Evaluation*. Monterey, CA: Brooks/Cole.
- Noe, R.A. 2002. *Employees Training and Development* (2nd Ed.) Boston: McGraw Hills.

PSY-PG 304: PRACTICUM 2

Objective:

- To familiarize students with conduction of paper-pencil tests in field setting
- To enable them to score, analyze and interpret the test findings
- To enable students develop basic skills of observation, interviewing, case history taking and report writing
- To provide students with skill based learning in the field

The course will comprise of:

1. Five practical activities from the themes given below. Assessment of this component will be as follows:
 - Emotions, Stress and Subjective well being
 - Attitude Scales
 - Personality Tests (Paper pencil Tests)
 - Aptitude, Interest and Achievement
2. Field visits to any one of the following areas during which the students will engage in observations, interviewing, case history taking and later provide a detailed report.
 - Organizational
 - Clinical
 - Educational

PSY-PG 401: EDUCATIONAL PSYCHOLOGY

Objective:

To orient students to the conceptual and theoretical perspectives of Educational Psychology, to understand the application of Psychology in the class room and to familiarize with the concepts of assessment and grading in education.

Unit 1: Introduction to Educational Psychology (14 Marks)

Role of Educational Psychology; Development and educational psychology: Self, Social and Moral development; Cognitive development; Language development.

Unit 2: Motivation in Teaching-Learning process(14 Marks)

Intrinsic and Extrinsic motivation; Need Theory of motivation; Goal orientations; Self perceptions; Role of interest, curiosity, emotions and anxiety.

Unit 3: The learning environment (14 Marks)

Goals of classroom management; Creating a positive learning environment; maintaining a good environment for learning; Dealing with discipline problems; Need for communication; Culturally responsive management.

Unit 4: Individual difference in learning needs(14 Marks)

Individual differences in intelligence; Learning and Thinking Styles; Individual differences and Language; Students with learning challenges; Gifted and talented students.

Unit 5: Educational Assessment and Grading (14 Marks)

Assessment for learning and Assessment of Learning; Assessment methods: Formative, Summative, Diagnostic, Ipsative and Evaluative assessment; Standardized Test – Meaning, Types and Interpretation; Issues with standardized tests; Grading and Reporting Performance: The Purposes of Grading, The Components of a Grading System, Reporting Students’ Progress and Grades to Parents, Issues in Grading.

Suggested reading:

- Frerie, P. 1972. *Pedagogy of the Oppressed*. Penguin.
- Gage, N.L. & Berliner, C. 1998. *Educational Psychology*. Wadsworth Publishers.
- Hallahan, Daniel P. & James M. Kauffman. 1991. *Exceptional Children –Introduction to Special Education*. Allyn and Bacon – Boston, London.
- Jagannth, Mohanty. 2002. *Indian Education in Emerging Society*. New Delhi: Sterling Publication.
- Parsons, Richard, Stephanie Lewis & Debbie Sardo-Brown. 2001. *Educational Psychology*. Wadsworth.
- Rosenberg, M.S. & Edward – Rosenberg. I 1994. *The special education source book: A teacher’s guide to programmes, material, and information source*. Rockville, M.D. – Woodbine House.
- Santrock, J.W. *Educational Psychology* (5th Ed.). McGraw-Hill.
- Seifert, K & Sutton, R. *Educational psychology* (2nd Edition). The Saylor Foundation.
- Woolfolk, Anita. 2008. *Educational Psychology* (10th Ed.). Allyn & Bacon Publishers.

PSY-PG 402: POSITIVE PSYCHOLOGY

Objective:

- To familiarize students with the emerging paradigm of Positive Psychology and to recognize what contributes and what does not contribute to happiness and the role of positive emotions and traits in enhancing happiness.
- To familiarize students with the positive psychology perspective on illness and health and to help apply positive psychology in daily living.

Unit 1: Foundation 1 (14 marks)

Psychology from a positive perspective; Eastern and Western perspectives on Positive Psychology; Eudaimonia and Hedonia; Building bridges between Humanistic and Positive Psychology.

Unit 2: Foundation 2 (14 marks)

Positive emotional states and processes; Emotional intelligence; Positive cognitive states and processes: Wisdom and courage, Mindfulness, flow, and spirituality; self-efficacy; Optimism; Hope.

Unit 3: Positive Psychology in Cultural and social context (14 marks)

The role of culture in developing strengths and living well; Stages of life and positive living; Positive aging; Pro social behaviour; The power and practice of gratitude; shame; Guilt.

Unit 4: Positive Psychology in Clinical interventions (14 marks)

Positive psychology in clinical and counselling work: Deconstructing the illness ideology and constructing an ideology of human strengths and potential in clinical psychology; Clinical applications of Well-Being Therapy, Strategies for accentuating hope, Clinical applications of posttraumatic growth, Strength-based assessment.

Unit 5: Positive Psychology in Action (14 marks)

Positive psychology in rehabilitation; Positive Schooling; Different approaches to teaching positive psychology; Cultivating adolescents motivation; Applications of positive psychology to organizations.

Suggested reading:

- Baumgardner, S. R., & Crothers, M. K. (2009). *Positive psychology*. New Delhi: Pearson Education.
- Clifton, D., & Anderson, E. C. (2004). *Strengths quest: Discover and develop your strengths in academics, career and beyond*. Washington DC, WA: The Gallup Organization.
- David, S. A., Boniwell, I., & Ayers, A. C. (Eds.) (2013). *The Oxford handbook of happiness*. Oxford, UK: Oxford University Press.
- Fave, A. D. (Ed.). (2006). *Dimensions of well-Being: Research and interventions*. Milano, Italy: Franco Angeli.
- Joseph, S. (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life* (2nd ed.). Hoboken, NJ: John Wiley & Sons.
- Kumar, U., Archana, & Prakash, V. (Eds.) (2015). *Positive psychology – Applications in work, health and well-being*. Delhi & Chennai: Pearson.
- Lopez, S. J., & Snyder, C. R. (2011). *The Oxford handbook of positive psychology*. New York: Oxford University Press.
- Lopez, S. J., Pedroti, J. T., & Snyder, C. R. (2014). *Positive psychology - the scientific and practical applications of human strengths* (3rd ed.). New Delhi: Sage Publications (Indian Reprint).
- Ong, A. D., & van Dulmen, M. H. M. (2007). *Oxford handbook of methods in positive psychology*. New York: Oxford University Press.
- Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press.
- Peterson, C., & Seligman, M. P. (2004). *Character strengths and virtues*. New York: Oxford University Press.
- Seligman, M. P. (2002). *Authentic happiness*. New York: Free Press.
- Sheldon, K. M., Kashdan, T. B., & Steger, M. F. (Eds.) (2011). *Designing positive psychology – taking stock and moving forward*. New York: Oxford University Press.
- Special Issue on Positive Psychology. (2014). *Psychological Studies*, 59(2).

PSY-PG 403-A PSYCHOTHERAPY AND COUNSELLING

Objective: To help develop the skills for various psychotherapeutic and counseling techniques in treating emotional problems and mental disorders.

Unit 1: Foundations (14 Marks)

Becoming a psychotherapist: Training and supervision; Stages of therapy; Modes of therapy: Individual, group, couples & family; Critical/controversial issues in psychotherapy; recent empirical studies in Psychotherapy.

Unit 2: Psychodynamic therapies (14 Marks)

Psychoanalytic therapies; Object-relations therapies; Interpersonal approaches.

Unit 3: Humanistic & transpersonal therapies (14 Marks)

Client-centred therapies; Existential therapies; Gestalt therapies; Transpersonal therapies.

Unit 4: Behavioural & cognitive-behavioural therapies (14 Marks)

Behavioural therapy; Cognitive therapy (Beck); Cognitive Behavior Therapy; Rational emotive behaviour therapy (Ellis).

Unit 5: Counseling (14 Marks)

Paediatric Counselling; Geriatric counselling; multi-cultural counselling; counselling related to gender issues; Rehabilitation counselling; Crisis and trauma counselling; Counseling and substance abuse; Psychiatric counselling; Disability counselling; contemporary issues relating to counselling practice in India.

Suggested reading:

- Beck, J.S. 1995. Cognitive therapy: Basic and beyond. New York: Guilford Press.
- Bellack, A. S., Hersen, M., Kazdin, A. E 1985. International handbook of behaviour modification and therapy. Plenum Press: NY.
- Bellack, A.S & Hersen, M., 1998. Comprehensive Clinical Psychology, Vol 6,. Elsevier Science Ltd: Great Britain.
- Ellis, A. 1970. The essence of rational psychotherapy: A comprehensive approach to treatment. New York: Institute for Rational Living.
- Meichenbaum, D. 1985. *Stress inoculation training*. New York: Pergamon Press
- Meichenbaum, D. 1978. *Cognitive-behavior modification: An integrative approach*. New York: Plenum Press.
- Sharf, R.S. 2000. Theories of Psychotherapy & Counselling, 2nd ed.,. Brooks/Cole: USA.

PSY-PG 403-B: ADULTHOOD AND AGING

Objective:

To understand developmental processes through various theoretical perspectives, to help understand the major concerns and challenges faced in adulthood and later life and to understand the role of government policies on ageing and care of the elderly.

Unit 1: Theoretical approaches (14 Marks)

Biological: Genetic, cellular and physiological; Psychological: Erikson and Peck; Social: Role theory, activity vs. disengagement theory; Indian theory of Ashramas.

Unit 2: Changes and coping with changes in adulthood and ageing (14 Marks)

Physical aspects of ageing; cognitive functions; personality and concept of self; Social aspects.

Unit 3: Significant concerns in adulthood and ageing (14 Marks)

Concerns in adulthood: Choosing a career; marriage; family; successful parenting; coping with midlife crisis; work and pre-retirement planning. Concerns in the ageing: Retirement; living arrangement; grand-parenting; coping with bereavement and death; and loneliness.

Unit 4: Age associated diseases and their manifestations (14 Marks)

Physical disorders: Osteoporosis, arthritis, hypertension, sensory dysfunctions, hormonal changes and their effects; Psychological disorders in later life: depression, dementia, panic disorders, phobic disorders, obsessive-compulsive disorders, syndromes of dependence and abuse involving alcohol and other drugs.

Unit5: Care of the ageing (14 Marks)

National policy on ageing and parent maintenance act; Types of care: formal and informal; care giver's stress and its management; psychological services of the elderly and institutional services.

Suggested reading:

- Birren, J.E.1982. *Handbook of Psychology of ageing*. CA: Van Nostrand Reinhold Co.
- Botwinick, J. 1973. *Ageing and Behaviour*. New York: Springer.
- Hurlock, J.B. 1997. *Developmental Psychology-The life Span Perspective*. New York: McGraw Hill.
- Kaluger, G., &Kaluger, M.F. 1984. *Human Development-The span of life*. St. Louis: Times Mirror.
- Palmore, B.E. 1993. *Developments and Research on Aging: An international handbook*. Westport: Greenwood Press.
- Rao, V.A. 1989. *Psychology of Old Age in India*. Madras: MacMillan India Press.

PSY-PG 403-C HUMAN RESOURCE DEVELOPMENT

Objective:

To give an orientation to HR to understand the role of Psychology in HR sector.

Unit1: Human resource development (14 Marks)

Concept and background; HR and organizational performance; Responsibilities of HR department; Skills of HRM; Personnel policies; Ethics in HRM; Trends in HR :Change in labor force, high performance work systems, changing economy, technological change in HRM.

Unit2: Recruitment planning and workforce planning (14 Marks)

Recruitment and hiring people; training and developing employees; Talent inventory; Work flow in organizations; Managing performance; Job designing (Efficient jobs and Ergonomics); Separating and Retaining Employees; Employee Benefit.

Unit 3: Career and Competency (14 Marks)

Career stages; organizational perspective on careers; matching process; career mentoring program; Competency: introduction, models, value addition to employees and organizations, application in HRM and competency mapping.

Unit 4: New Challenges and Directions (14 Marks)

Collective Bargaining; Negotiation and Labor relations; HR revolution; HR as a competitive advantage; Reinventing HR functions; Managing people in Global Markets; Cross cultural preparations; E-HRM.

Unit 5: HRD Sectors and Role of Psychology (14 Marks)

Health; education; Science and technology and environmental sectors; entrepreneurial skills for the disadvantaged and unemployed.

Suggested reading

- Aswathappa, K. 2008. Human Resource Management (5th edition). New Delhi: Tata McGraw Hill.
- Cascio, W. F. and Agunius. H. 2008 *Applied Psychology and Human Resource Management*. New Delhi: Prentice Hall of India.
- Chadha, N.K. 2005. Human Resource Management-Issues, case studies and experiential exercises(3rd edition). New Delhi: Sai Printographers.
- Sanghi, S. 2004. Handbook of Competency Mapping: Understanding, designing and implementing competency models in organizations . New Delhi: Sage.
- Rao.T.V. 1996. *Human Resource Management: Experience, Intervention and Strategies*. Delhi: Sage Publications.

PSY-PG 404: PROJECT

Objectives:

- To help learn how to write a good research proposal.
- To familiarize students with the process of Review of Literature.
- To enable students to understand and apply the appropriate methodology in conducting research.
- The enable students to carry out ethical research work.
- To impart the skills of scientific report writing.

Students can choose a topic from any of the following thrust areas:

- Clinical
- Social
- Organizational
- Educational
- Developmental
- Cognitive
- Health
- Personality

