DEPARTMENT OF PSYCHOLOGY

NAGALAND UNIVERSITY
KOHIMA CAMPUS, MERIEMA
NAGALAND

SYLLABUS
FOR
M.A. PSYCHOLOGY(NEP framework)
2025

Prepared by:

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BROAD 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.

COURSE STRUCTURE
M.A. Psychology

Courses		Lecture	Tutorial	Practical	Credit	Internal marks	External marks
PSY-PG-101	History and foundations of Psychology	3	1	0	4	40	60
PSY-PG-102	Psychology of Personality	3	1	0	4	40	60
PSY-PG-103	Psychological assessment	3	1	0	4	40	60
PSY-PG-104	Health Psychology	3	1	0	4	40	60
PSY-PG-105	Practicum – I	0	0	4	8	40	60
PSY-PG-201	Child and Adolescence Psychology	3	1	0	4	40	60
PSY-PG-202	Qualitative Research methodology	3	1	0	4	40	60
PSY-PG-203	Clinical Psychology	3	1	0	4	40	60
PSY-PG-204	Community Psychology	3	1	0	4	40	60
PSY-PG-205	Practicum – II	0	0	8	4	40	60
PSY-PG-301	Cognitive Psychology	3	1	0	4	40	60
PSY-PG-302	Educational Psychology	3	1	0	4	40	60
PSY-PG-303	Psychopathology	3	1	0	4	40	60
PSY-PG-304	Psychotherapy and Counselling	3	1	0	4	40	60
PSY-PG-305	Research methodology, scientific writing and ethics	3	1	0	4	40	60
PSY-PG-401	Research Project				20	200	300

COURSE CONTENTS:

Semester: 1

PSY-PG 101: History and Foundations of Psychology
PSY-PG 102: Psychology of Personality
PSY-PG 103: Psychological Assessment
PSY-PG 104: Health Psychology
PSY-PG 105: Practicum – I

Semester: 2

PSY-PG 201: Child and Adolescence Psychology
PSY-PG 202: Qualitative Research methodology
PSY-PG 203: Clinical Psychology
PSY-PG 204: Community Psychology
PSY-PG 205: Practicum – II

Semester: 3

PSY-PG 301: Cognitive Psychology
PSY-PG 302: Educational Psychology
PSY-PG 303: Psychopathology
PSY-PG 304: Psychotherapy and Counselling
PSY-PG 305: Research methodology, scientific writing and ethics.

Semester: 4

PSY-PG 401: Research Project

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 contructionism, Existential phenomenology and co-operative inquiry.

Unit 2: History of Psychology – 1:
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:
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 Bhudhism; 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: PSYCHOLOGY OF PERSONALITY

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

Unit 1: Introduction to Personality Psychology
Definition: Issues in defining personality; Scope of Personality Psychology; Research methods in Personality psychology; Determinants of Personality.

Unit 2: Freudian Psychoanalysis and Neo-Freudians
Sigmund Freud; Carl Jung; Alfred Adler; Karen Horney; Erik Erikson.

Unit 3: Learning and Cognitive approaches to Personality
B. F. Skinner; Albert Bandura; Kelly, Julian Rotter; Dollard and Miller

Unit 4: Trait and Type Perspective in Personality
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
Abraham Maslow; Carl Rogers; Rollo May; Victor Frankl.

Suggested Readings:
- 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-103: 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

Unit 1: Perspectives on Psychometrics
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
Psychological tests: types of tests and uses of testing; Psychological assessment: Nature and purpose.

Unit 3: **Standardization of test**
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). *Manasashatriya mapan*. 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 104: 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.

Unit 1: Introduction
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
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
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
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
Aids; Cancer; Cardiovascular Disease (Coronary Heart Disease, Hypertension, Stroke; Reproductive health; Obesity.

Suggested 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 105: PRACTICUM-I

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

8 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-201: 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
Historical overview; Models: Medical, behavioral, psychodynamic, cognitive and developmental; Approaches to classification.

Unit 2: Specific disorders in children
Attention deficit hyperactivity disorder; learning disability and mental retardation: Symptoms and causes.

Unit 3: Child hood Neurotic, Psychotic and Mood Disorder
Neurotic disorders: Childhood obsessive compulsive and phobic reactions; Psychotic disorders: Childhood schizophrenia; Mood disorders: Depression and mania.

Unit 4: Therapeutic approaches
Behavior therapy; Cognitive therapy; Cognitive-Behavior therapy; Play therapy; Parent management training.

Unit 5: Adolescence Psychology
Physical, cognitive and socio-emotional development; Developmental tasks; Developmental issues in adolescence; Adolescence in Indian cultural context.

Suggested Readings:
- 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 202: QUALITATIVE RESEARCH METHODOLOGY

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

Unit 1: Foundations of Qualitative Research
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
Ethnography; Grounded theory; Narrative inquiry; Phenomenological inquiry; Action research.

Unit 3: Basic procedures in qualitative inquiry
Formulating research questions; Developing semi-structured interview schedule; Designing Samples;Basic designs in qualitative research.

Unit 4 Methods of collecting Qualitative data
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
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-203: 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.

Unit 1: Foundations
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
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
Behavioural and cognitive-behavioural; Humanistic; Existential; Family systems; Biological; Attempt at integration: Bio-psycho-social.

Unit 4: Clinical assessment-1
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
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,. Elsiever 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-204: COMMUNITY PSYCHOLOGY

Objective:

☐ To acquaint students about the history & present status of community mental health services and to help them understand the importance of community participation.

Unit 1: Introduction to Community Psychology

What is community psychology; Ecological levels in community psychology; Levels of intervention

Unit 2: Core Values in Community Psychology

Seven core values in community psychology: individual and family wellness, sense of community, respect for human diversity, social justice, empowerment and citizen participation, collaboration and community strengths, empirical grounding.

Unit 3: Sense of Community

Four elements of sense of community; Questions and issues for defining sense of community; Concepts related to sense of community.

Unit 4: Qualitative Methods of Community Research

Common features of qualitative research; Participant observation; Qualitative interviewing; Focus groups; Case studies

Unit 5: Quantitative Methods

Common features of quantitative methods; Quantitative descriptions; Experimental social innovation and dissemination; Randomized field experiments; Non-equivalent comparison group designs; Interrupted time-series designs

Suggested reading:

- Bloom, B. 1973. *Community Mental Health—A critical analysis*. New Jeresey: General Learning Press
- Dalton, J.H., Elias, M.J., &Wandersman, A. 2001. *Community Psychology: Linking Individuals and Communities*. Stamford, CT: Wadsworth.
- Duncan, N. 2007. *Community Psychology: Analysis, Context and Action*. Juta and Company Limited.
- Kloss, Hill, Thomas, Wandersman, Elias and Dalton. *Community Psychology*. WadaworthCengage Learning.
- Koch, C.H.(1986)*Community Clinical Psychology*. London: Croon Helm.
- Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.
- Rappaport, J. (1977.)*Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.

PSY-PG-205: PRACTICUM-II

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:
    o Emotions, Stress and Subjective well being
    o Attitude Scales
    o Personality Tests (Paper pencil Tests)
    o 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-301: 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
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
Principles of perception; Theoretical approaches to perception; Pattern recognition; Perceptual disorders; Nature of attention and consciousness; Automatics and conscious processes; Functions of conscious attention; attention disorders.

Unit 3: Cognitive processes – Memory
Models of memory; Representations and manipulation of knowledge in memory; Memory as constructed and inferential activity; Real life and everyday memories; Menory disorders.

Unit 4: Cognitive processes – Language
Nature and Acquisition of language; Language and thought; Speech perception; Reading; Language comprehension: discourse processing and story processing; Language disorders.

Unit5: Cognitive processes – Thinking
Forms of Thinking: problem solving, decision making and judgement, inductive and deductive reasoning; theoretical approaches to problem solving, decision making, inductive and deductive reasoning.

Sugested Readings:
- 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 302: 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
Role of Educational Psychology; Development and educational psychology: Self, Social and Moral development; Cognitive development; Language development.

Unit 2: Motivation in Teaching-Learning process
Intrinsic and Extrinsic motivation; Need Theory of motivation; Goal orientations; Self perceptions; Role of interest, curiosity, emotions and anxiety.

Unit 3: The learning environment
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
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
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 303: 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
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
Clinical characteristics and etiology of Depressive disorders, Bipolar disorders, Anxiety disorders, Dissociative disorders, OCD, PSTD.

Unit 3: Schizophrenia, Substance Use and Personality disorders
Clinical characteristics and etiology of Schizophrenia; Personality disorders; Substance use Disorders- Alcohol, Cannabis, Caffiene, hallucinogens, opiods, sedatives, stimulant, tobacco.

Unit 4: Abnormal behaviour in childhood and adolescence
Clinical characteristics and etiology of Autism and Autism Spectrum Disorder; Intellectual disability; Childhood anxiety and depression; Communicatin and behaviour problems: ADHD, Oppositional Defiant Disorder, Conduct Disorder.

Unit 5: Neurocognitive disorders and Disorders related to aging
Clinical characteristics and etiology of delirium; Mild and Major neurocognitive disorder; Alzhiemer'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 304: 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

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

Psychoanalytic therapies; Object-relations therapies; Interpersonal approaches.

Unit 3: Humanistic & transpersonal therapies

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

Unit 4: Behavioural & cognitive-behavioural therapies

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

Unit 5: Counseling

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 Readings:
- 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,. Elsiever Science Ltd: Great Britian.
- 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-305: RESEARCH METHODOLOGY, SCIENTIFIC WRITING AND ETHICS

Objective:
To inform students about the basics of scientific research in Psychology and to help them understand the various research designs commonly used in Psychological research. To help students learn the basics of scientific writing. To orient students to the importance of ethics in research and publication .

Unit 1: Introduction to Research Methodology
 Meaning, purpose and dimensions of Research; Methods of research and data collection, Levels of measurement; sampling techniques; hypothesis testing.

Unit 2: Research Designs
Experimental designs; quasi experimental designs; Non-experimental designs; Single case design; Developmental research designs.
Unit 3:

 Unit 3: Scientific writing

General document format; Research report and review paper; APA guidelines; Crediting sources and in-text citations; references; headings; word usage and unbiased language etc.

Unit 4: Ethics in research

Definition; Ethical issues involving research participants; APA Code of Ethics ; ethics and the sponsors of research, scientific misconducts; intellectual honesty and research integrity.

Unit 5: Publication ethics

Definition, introduction and importance; Conflicts of interest; publication misconducts; authorship and contributor ship; plagiarism policies.

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 401: PROJECT (20 credits)

Objectives:
- To help learn how to write a good research proposal, to familiarize students with the process of Review of Literature, enable students to carry out ethical research using sound methodology and 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

The evaluation will be made based on following points

Activity	Assessment	Marks allotted	Total Marks	Marks to be given by
UNIT I Synopsis writing & Presentation	Continuous Evaluation/students regularity	20	100	Supervisor
	Timely completion of work	10		Supervisor
	Presentation on work done	30		Committee
	Content evaluation	40		Supervisor
UNIT-II 1. Field work/Data collection and presentation 2. Chapter writing: Chapter-1	Continuous Evaluation/students regularity	20	100	Supervisor
	Timely completion of work	10		Supervisor
	Presentation on work done	30		Committee
	Content evaluation	40		Supervisor
UNIT-III 1. Data entry &analysis 2. Chapter writing:Chapter 2 & 3	Continuous Evaluation/students regularity	20	103	Supervisor
	Timely completion of work	10		Supervisor
	Presentation on work done	20		Committee
	Content evaluation	40		Supervisor
UNIT-IV 1. Chapter writing: Chapter 4,5 & 6	Continuous Evaluation/students regularity	20	100	Supervisor
	Timely completion of work	10		Supervisor
	Presentation on work done	30		Committee
	Content evaluation	40		Supervisor

UNIT -V
 	
  1. Submit complete dissertation
 	
  2. Final presentation & Viva Voce
	Final presentation ,Viva-Voce & Report evaluation	100	100	Committee

			500	