



MAA PATESWARI UNIVERSITY BALRAMPUR (U.P.) - 271201

CURRICULUM

FOR

MASTERS DEGREE

IN

PSYCHOLOGY

FOUR SEMESTER PRPOGRAMME

(CHOICE BASED CREDIT SYSTEM)

REGULATION 2020

FOR

ACADEMIC SESSION

2025-2026 (onwards)



MAA PATESWARI UNIVERSITY BALRAMPUR (U.P.) - 271201

**Structure of syllabus for Masters Program in Psychology developed
by Board of Studies:**

S.NO	BOARD OF STUDIES	DESIGNATION	DEPARTMENT	COLLEGE/UNIVERSITY
01.	PROF MAMTA SHARMA	CONVENOR	PSYCHOLOGY	S.L.B.S. DEGREE COLLEGE, GONDA
02.	SWADESH BHATT	MEMBER	PSYCHOLOGY	M.L.K. PG COLLEGE, BALRAMPUR
03.	POOJA YADAV	MEMBER	PSYCHOLOGY	S.L.B.S. DEGREE COLLEGE, GONDA
04.	PROF DHANANJAY KUMAR	MEMBER	PSYCHOLOGY	DDU UNIVERSITY, GORAKHPUR
05.	PROF PRANAY KUMAR TRIPATHI	MEMBER	PSYCHOLOGY	K.S. SAKET PG COLLEGE, AYODHYA
06.	DR. MANINI SRIVASTVA	MEMBER	PSYCHOLOGY	LUCKNOW UNIVERSITY, LUCKNOW

PROGRAMME OUTCOMES

The objective of **Masters Program in Psychology** is to advance students' knowledge and abilities in psychology and to prepare them for professional careers or doctoral study. This program provides a variety of courses that are aimed to help students acquire strong analytical abilities and a firm grounding in the field of psychology. More precisely, after the completion of course, the student shall be able to-

1. Acquire and integrate advanced knowledge in the field of study, utilizing research-based methods to draw informed conclusions and contribute to the discipline's body of knowledge.
2. Apply theoretical and practical knowledge to identify, analyze and address complex problems. Additionally, the students must also be able to design and develop effective solutions that are informed by current research and best practices.

3. Demonstrate strong analytical and critical thinking skills to evaluate data, assess research findings and make reasoned decisions.

4. Understand and analyze issues relevant to various contextual settings in order to communicate insights and solutions related to social, environmental or community related problem effectively.

5. Show proficiency in leading and working collaboratively within teams in order to achieve organizational goals while effectively communicating with stakeholders, producing comprehensive reports and making clear presentations.

6. Adopt and use contemporary tools, technologies and methodologies relevant to the field of research, problem-solving and decision-making.

7. Exhibit ethical behaviour and value based leadership in professional practice to maintain high standards of integrity, respect diverse perspectives and contribute positively to the field and society.

PROGRAMME SPECIFIC OUTCOMES

- 1. Develop a comprehensive understanding of psychological theories, methodologies and techniques while catching innovative trends and advancements in the field.**
- 2. Exhibit advanced proficiency in using psychological assessment tools and applying principles to evaluate mental health, tailoring interventions to specific need based on thorough assessments.**
- 3. Design, conduct and manage complex research projects using advanced statistical methods and clearly report findings to contribute to the advancement of psychological theory.**
- 4. Demonstrate critical professional skills, including problem solving, effective communication, presenting complex psychological information clearly to diverse audiences.**

5. Uphold ethical standards and culturally competent practices, showing sensitivity to diverse differences and applying ethical guidelines in interactions with clients and research subjects.

6. Refine therapeutic skills and techniques to effectively counsel and intervene, mastering various approaches to support individuals and groups in addressing psychological challenges.

Methodology used to assess program outcomes and program specific outcomes as well as course outcomes which are specific to each course for **Master Program in Psychology-**

-Exams (Internal and External)

-Assignments

-Practical/Lab work

-Classroom Discussion

-Research Project/Dissertation

Independent research work to demonstrate research designs, data collection, analysis & interpretation skills. Supervisor's evaluation of student's performance demonstrating competence and ethical conduct. An external evaluation of research work would also be done.

COURSE STRUCTURE

MASTERS PROGRAM IN

PSYCHOLOGY

COURSE CODE	CORE/ ELECTIVE	COURSE TITLE	CREDITS	T/P/R	EVALUATION	
A	B	C	D	E	CIE	EXTERNAL
					F	G

SEMESTER- I (YEAR-I)

AO9O7O1T	CORE	COGNITIVE PSYCHOLOGY-I	4	T	25	75
AO9O7O2T	CORE	EMERGENCE OF PSYCHOLOGY	4	T	25	75
AO9O7O3T	CORE	PERSONALITY PSYCHOLOGY	4	T	25	75
AO9O7O4T	FIRST ELECTIVE (SELECT ANY ONE)	INDIAN PSYCHOLOGY	4	T	25	75
AO9O7O5T		HEALTH PSYCHOLOGY	4	T	25	75
AO9O7O6P	SECONDELECTIVE (SELECT ANY ONE)	PRACTICALS	4	P	50	50
AO9O7O7R		FIELD VISIT/ PROJECT PRESENTATION	4	P	50	50

SEMESTER- II (YEAR-I)

COURSE CODE A	CORE/ ELECTIVE B	COURSE TITLE C	CREDITS D	T/P/R E	EVALUATION	
					CIE	EXTERNAL
					F	G

AO90801T	CORE	COGNITIVE PSYCHOLOGY-II	4	T	25	75
AO90802T	CORE	RESEARCH METHODOLOGY	4	T	25	75
AO90803T	CORE	ADVANCED SOCIAL PSYCHOLOGY	4	T	25	75
AO90804T	THIRD ELECTIVE (SELECT ANY ONE)	NEURO- PHYSIOLOGICAL BASES OF PSYCHOLOGICAL PROCESSES	4	T	25	75
AO90805T		ENVIORNMENTAL PSYCHOLOGY	4	T	25	75
AO90806P	FOURTH ELECTIVE (SELECT ANY ONE)	PRACTICALS	4	P	50	50
AO90807R		INDUSTRIAL TRAINING/ PROJECT PRESENTATION	4	P	50	50

SEMESTER- III (YEAR-II)

COURSE CODE A	CORE/ ELECTIVE B	COURSE TITLE C	CREDITS D	T/P/R E	EVALUATION	
					CIE	EXTERNAL
					F	G

AO90901T	CORE	ADVANCED PSYCHOPATHOLOGY	4	T	25	75
AO90902T	CORE	RESEARCH DESIGN & STATISTICS	4	T	25	75
AO90903T	CORE	APPLIED SOCIAL PSYCHOLOGY	4	T	25	75
AO90904T	FIFTH ELECTIVE (SELECT ANY ONE)	CLINICAL PSYCHOLOGY	4	T	25	75
AO90905T		ORGANIZATIONAL BEHAVIOUR	4	T	25	75
AO90906P	SIXTH ELECTIVE (SELECT ANY ONE)	PRACTICALS	4	P	50	50
AO90907R		TEST CONSTRUCTION/ PROJECT PRESENTATION	4	P	50	50

SEMESTER- IV (YEAR-II)

COURSE CODE	CORE/ ELECTIVE	COURSE TITLE	CREDITS	T/P/R	EVALUATION	
					CIE	EXTERNAL
A	B	C	D	E	F	G

AO90101T	CORE	PSYCHOLOGICAL ASSESSMENT	4	T	25	75
AO90102T	CORE	REHABILITATION PSYCHOLOGY	4	T	25	75
AO90103T	CORE	POSITIVE PSYCHOLOGY	4	T	25	75
AO90104T	SEVENTH ELECTIVE (SELECT ANY ONE)	COUNSELLING PSYCHOLOGY	4	T	25	75
AO90105T		HUMAN RESOURCE MANAGEMENT	4	T	25	75
AO90106R	EIGHTH ELECTIVE (SELECT ANY ONE)	RESEARCH PROJECT	4	P	50	50
AO90107R		DISSERTATION	4	P	50	50

M A I SEM I

Paper 1

Credits 4 Teaching Hours 60

Core : COGNITIVE PSYCHOLOGY I

Course Outcome -

After completion of this course, students shall be able to understand the historical background of cognitive psychology. They shall be able to comprehend the various aspects of cognition like attention, perception, memory, problem solving, decision making and reasoning. Moreover students shall be able to understand the Indian perspectives on cognition.

UNIT I

Cognitive approach: Historical background; Origin and current status of cognitive psychology; New directions in cognitive psychology; Indian perspectives on cognition: Self and Environment, Mind and Behaviour

UNIT II

Attention: Nature and types, determinants of attention, theories of attention. Perception: Space, time and movement perception, theoretical perspectives

UNIT III

Memory: Types of memory – working memory, procedural memory, episodic memory, reconstructive memory, flash bulb memory, autobiographical memory, eye witness testimony

UNIT IV

Problem solving: Understanding problem solving, approaches to problem solving, factors influencing problem solving; Logical reasoning; Decision making: Algorithm and heuristics; Language and thought

READINGS

- Anderson, J.R. (2015) Cognitive Psychology and its Implications (8th edition) New York: Worth Publishers
- Jahnke, J.C. and Nowaczyk, R.H. (1998) Cognition; Prentice Hall
- Farmer T.A. & Matlin M.W. (2019) Cognition; John Wiley and Sons
- Matlin, M.W. (1995) Cognition; (3rd Edition), Bangalore: Prism Books Pvt Ltd
- McBride, D.M. & Cutting J.C. (2019) Cognitive Psychology: Theory, Process and Methodology (2nd Edition), SAGE Publications

M A I SEM I

Paper 2 Credits 4 Teaching Hours 60

Core: EMERGENCE OF PSYCHOLOGY

Course Outcome –

After completion of this course, students shall be able to understand about the historical trends and events that influenced the development of psychology as a scientific discipline. They shall develop a comprehensive understanding of the various centrally important systems in psychology as well as they shall acquire the basic knowledge about the history of contemporary psychology.

UNIT I

Philosophical routes: Greek heritage; Medieval and Modern Period; The origin of scientific psychology; The pre-experimental period

UNIT II

First century of experimental psychology: Weber, Fechner, Helmholtz, Wundt and Galton; Development of schools in psychology: Structuralism, Functionalism, Behaviourism, Gestaltism, Psychoanalysis, Cognitive revolution

UNIT III

Four founding paths of Academic psychology: Wundt, Freud, James, Dilthey; Essential aspects of knowledge paradigms: Ontology, Epistemology, Methodology

UNIT IV

Psychological thought in some major Eastern systems: Bhagvad Geeta, Buddhism, Sufism and Integral Yoga; Science and Spirituality (Avidya and Vidya); The primacy of Self-Knowledge in Indian psychology

READINGS

- Woody, W.D. & Viney, W. (2017) History of Psychology: Emergence of Science and Applications (6th Edition) Routledge
- Chaplin, J.P. & Kraweic, T.S. (1967) Systems and Theories of Psychology; Holt Rinehart and Winston Publication
- Thomson, R. (1993) The Emergence of Psychology
- Rao, K.R. & Paranjpe, A.C. (2016) Psychology in the Indian Tradition, Springer, India
- Woodworth, R.S. (2007) Contemporary Schools of Psychology, Read Books
- Wolman, B.B. (1980) Contemporary Theories and Systems in Psychology, New York: Harper & Row

M A I SEM I

Paper 3 Credit 4 Teaching hours 60

Core : PERSONALITY PSYCHOLOGY

Course Outcome –

After completion of this course, students shall be able to understand the basic classical theories as well as the modern perspectives of personality. They shall understand the key concepts and principles of personality which would enable them to apply the key personality and others' behaviour. They shall be able to think critically about and apply theoretical and empirical reasons in order to successfully navigate the daily obstacles of life.

UNIT I

Psychodynamic perspective: Freud, Adler, Jung; Psychosocial perspective: Erikson

UNIT II

Dispositional perspective: Gordon Allport, R.B. Cattell, Hans Eysenck, Big-Five factor model of personality

UNIT III

Humanistic and Phenomenological perspective: Carl Rogers, George Kelly, Abraham Maslow

UNIT IV

Social Learning and Eastern perspectives: Albert Bandura, Buddhist perspective, Triguna, Upnishad and Sankhya perspective; Yoga theory of personality

READINGS

- Friedman, H.S. & Schustack, M.W. (2015) Personality: Classic Theories and Modern Research (6th Edition) Boston, MA: Pearson Education
- Hall, C.S., Lindzey, G. & Campbell, J.B. (1998) Theories of Personality. New York: Wiley and Sons
- Pervin, L.A. (1970) Personality: Theory Assessment and Research
- Schultz, D.P. & Schultz, S.E. (2017) Theories of Personality (11th Edition) Boston, MA: Cengage Learning
- Carver, C.S. & Scheier, M.F. (2017) Perspectives on Personality (8th Edition) New York: Pearson Education

M A I SEM I

Paper 4 Credits 4 Teaching Hours 60

First Elective 1: INDIAN PSYCHOLOGY

Course Outcome ---

After completion of this course, students shall be able to get well acquainted with the perspectives of Indian psychology. They shall gain in depth knowledge of Indian concept for mind and behaviour. They shall better comprehend the methods to plan and conduct studies in the areas of Indian psychology.

UNIT I

Indian psychology: Introduction; Assumptions of Indian psychology; Methods of study; Psychological thoughts in ancient India

UNIT II

Indian thought and tradition: Indian psyche; Content of Vedas; Systems and schools of Indian psychology; Models in Indian thought

UNIT III

Yoga psychology: Theory and applications; Patanjali yoga sutras: Basic concepts; Transpersonal psychology in Bhagvad Geeta; Identity and existence; Self-knowledge; Conflict and wisdom

UNIT IV

Jain psychology: Jain Consciousness and reality; Concept of self, cognition, mind, body-mind interaction; Buddhist psychology: Thought, mind, consciousness; Varieties of knowing: Sensory, extra ordinary, holistic and insight knowing

READINGS

- Sinha, J. (1985) Indian Psychology. Vol 1, Vol 2, Vol 3. New Delhi: Motilal Banarsidas
- Dalal, A.S. (2001) A Greater Psychology: An Introduction to the Psychological thought of Sri Aurobindo, Pondicherry: Sri Aurobindo Ashram Publication Department
- Misra, G. & Mohanty, A.K. (2001) Perspective on Indigenous Psychology. New Delhi: Sage
- Kim, U. & Berry, I.W. (1993) Indigenous Psychologies: Research and Experience in Cultural Context. New Delhi, India: Sage
- Paranjpe, A.C. (1998) Self and Identity in Modern Psychology and Indian Thought. New York: Plenum Press

M A I SEM I

Paper 4 Credits 4 Teaching Hours 60

First Elective 2: HEALTH PSYCHOLOGY

Course Outcome –

After completion of the course, the students shall be able to identify and discuss the interplay of different factors in the study of health issues. They shall be able to analyse and synthesize studies on the elements that cause, maintain, contribute to, prevent, and treat certain health problems. Moreover students shall be able to evaluate the fundamental and more recent contributions to the science to summarize the theory and research in the field of health psychology.

UNIT I

Health and well-being: Concept and indicators; A brief history of health psychology; Goals of health psychology; Approaches to health: Biopsychosocial model

UNIT II

Health problems and their cognitive representation: General and chronic health problems; Causal factors and explanations; Health belief systems: Changing health belief and attitudes; Habits modification, Exercise and diet

UNIT III

Stress and coping: Conceptual models; Stress borne health problems; Coping strategies; Pain management

UNIT IV

Management of health problems: Preventive, promotive and curative aspects of health; Choice of medical systems; Patient-Doctor relationship; Treatment adherence; Alternative Medicines

READINGS

- Taylor, S.E. (2013) Health Psychology. New Delhi: Tata McGraw Hill
- Sutton, S., Baum, A. & Johnson, M. (2004) Handbook of Health Psychology. New Delhi: Sage Publications
- Straub, R.O. (2007) Health Psychology. New York: Worth Publications
- Sarafino, E.P. & Smith, T.W. (2014) Health Psychology: Biopsychosocial Interactions (7th Edition) John Wiley & Sons
- Estacio, E.V., Murray, M. & Marks, D.F. (2018) Health Psychology: Theory, Research and Practice

M A I SEM I

Practicals/Field Visit/Project Credits 4

Second Elective 1: Practicals

1. Semantic Memory
2. Short-term Memory
3. Episodic Memory
4. Sustained Attention
5. Eysenck Personality Questionnaire
6. Personality Dimension Test (S.P. Kulshreshtha)
7. Sat Raj Tam (SRT) Personality Test
8. Cattell's 16 PF Test
9. NEO-PIR Test
10. TAT/Rorschach Test
11. Health Beliefs
12. Gender and Health
13. Pathogenic Health Habits
14. Psychological Correlates of Health
15. Study of Self
16. Study of Emotions

Any one practical from each paper.

Second Elective 2: Field Visit/Project

M A I SEM II

Paper 1 Credits 4 Teaching Hours 60

Core: COGNITIVE PSYCHOLOGY II

Course Outcome –

After the completion of this course, students shall be able to develop awareness and understanding about the higher cognitive processes as language comprehension, semantic integration and creativity. They shall understand the mechanism of language production, logical reasoning, memory improvement and decision making. Moreover they shall gain knowledge about metacognition.

UNIT I

Methods of cognitive psychology; Signal detection theory; Perceptual processes: Visual perception and visual information; Approaches to perception: Top-down and Bottom-up; Perception of subjective contours; Non-veridical perception; Role of motivation and learning in perception

UNIT II

Models of memory; Semantic integration; Approaches to working memory; Memory improvement; Concept formation: Rules

UNIT III

Problem solving; Human problem solving; Representativeness and Availability heuristics; Anchoring and Adjustment; Creativity: Nature and measurement; Determinants of creativity; Fostering creativity

UNIT IV

Language processes: Language acquisition; Language comprehension; Language production: Speaking and writing; Metacognition: Metacognitive knowledge and metacognitive regulation

READINGS

- Matlin, M.W. (1995) Cognition. Prism Book, Bangalore
- Baddley, A. (1997) Human Memory. Psychology Press, New York
- Anderson, J.R. (2004) Cognitive Psychology and Its Implications. Worth Publishers
- Gallotti, K.M. (2004) Cognitive Psychology. Pearson Education
- Sternberg, R.J. (2009) Applied Cognitive Psychology. Cengage Learning
- Solso, R.L. (2001) Cognitive Psychology. Pearson Education
- Cohen, G. & Conway, M.A. (2007) Memory in the Real World. Psychology Press

M A I SEM II

Paper 2 Credits 4 Teaching Hours 60

Core: RESEARCH METHODOLOGY

Course Outcome –

Students shall be able to formulate research questions, design appropriate research plans, collect and analyse data using various methods and interpret the results. They shall be able to understand the research process, methodological efficiency, ethical considerations, and critical evaluations. They shall learn to conduct meaningful investigations and contribute to their respective fields.

UNIT I

Psychological research: Meaning and scientific approach; Major steps in psychological research; Types of psychological research; Ethical issues in conducting and reporting psychological research; Research reporting (APA style)

UNIT II

Research problem; Hypothesis; Variable: Types and their control; Minimization of error variance; Sources of bias; Sampling: Meaning and purpose; Probability and non-probability sampling

UNIT III

Methods of data collection: Observation; Survey: Interview and interview schedule; Field studies; Semantic differential; Experimental and quasi-experimental

UNIT IV

Paradigms of research: Qualitative, quantitative, and mixed methods approach; Qualitative research: Theoretical orientations; Research design; Qualitative interviewing: Triangulation; Ethics and reporting of qualitative research

READINGS

- D'Amato, M.R. (1970) Experimental Psychology: Methodology, Psychophysics and Learning
- Mc Guigan, F.J. (1960) Experimental Psychology: A Methodological Approach
- Kerlinger, F.N. (1966) Foundation of Behavioural Research. Surjeet Publications, Delhi
- Burns, R.B. (2000) Introduction to Research Methods. Sage Publications
- Babbie, E. (2008) The Basics of Social Research. Thomson and Wadsworth
- Broota, K.D. (1992) Experimental Design in Behavioural Research. Wiley Eastern, New Delhi

M A I SEM II

Paper 3 Credits 4 Teaching Hours 60

Core: ADVANCED SOCIAL PSYCHOLOGY

Course Outcome –

After the completion of this course, students shall be able to understand the basic concepts of social psychology. They shall develop the ability to analyse real world issues via the lens of social psychology theories. Students would get a working knowledge of developing fields of social psychology and they may apply the principles of social psychology to their own lives and to society.

UNIT I

Introduction: Current trends in social psychology; Approaches to study social behaviour; Methodological and ethical issues

UNIT II

Social cognition: Heuristics and other short-cut strategies; Effects of framing and anchoring; Counterfactual thinking and mental simulation; Affect and social cognition

UNIT III

Social categorization and groups: Social identity and social comparison models; Categorical differentiation and groups; ,

UNIT IV

Social influence processes: Social norms; Conformity to social norms; Compliance and its consequences; Intergroup relations: Dynamics of intergroup behaviour; Structure and types of social conflicts; Conflict resolution strategies

READINGS

- Aronson, E., Wilson, T.D. & Akert, R.M. (2010) Social Psychology (7th Edition) Upper Saddle River, N.J.: Prentice Hall
- Baron, R.A., Branscombe, N.R. & Byrne, D. (2009) Social Psychology (12th Edition) New York: Pearson Education
- Hayes, N. (2015) Principles of Social Psychology. New York: Psychology Press
- Kassin, S., Fein, S. & Markus, H.R. (2013) Social Psychology. Canada: Cengage Learning
- Myers, D.G. (2012) Social Psychology (11th Edition) New York: Mc Graw Hill
- Feldman, R.S. (1985) Social Psychology: Theory, Research and Application. Mc Graw Hill, New Delhi
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006) Social Psychology (12th Edition) New Jersey: Pearson Education

M A I SEM II

Paper 4 Credits 4 Teaching Hours 60

Third Elective 1: NEUROPHYSIOLOGICAL BASES OF PSYCHOLOGICAL PROCESSES

Course Outcome –

After the completion of this course, students shall be able to understand the basics of the structure and functions of the nervous system as well as the organisation of brain. They shall get acquainted behaviour relationship. They shall be capable to characterise the location and signs of abnormalities of higher mental functions. Students shall be able to connect neuropsychological syndromes and their associated symptoms to the appropriate locations in the brain.

UNIT I

Neuron: Nerve impulse transmission and synapse; Methods and techniques of research: Electrophysiological, Scanning and Imaging

UNIT II

Organisation of nervous system: Peripheral nervous system, central nervous system; Hemisphericity

UNIT III

Neurophysiology of emotions, sleep, attention, learning and memory

UNIT IV

Neurophysiology of cognitive impairment: Dementia, Epilepsy, Stroke, Amnesia, Facial brain damage; Brain reorganisation and plasticity; Spontaneous recovery

READINGS

- Gazzaniga, M., Ivry, R.B. & Mangun, G.R. (2012) Cognitive Neuroscience- The Biology of the Mind. W.W. Norton & Company
- Kalat, J.W. (2007) Biological Psychology (9th Edition) UK: Thompson & Wadsworth
- Kolb, B. & Whishaw, Z.Q. (2003) Fundamentals of Human Neuropsychology (6th Edition) New York: Worth Publishers
- Elias, L. & Saucier, D. (2018) Neuropsychology (Clinical and Experimental Foundation). Pearson Publication

M A I SEM II

Paper 4 Credits 4 Teaching Hours 60

Third Elective 2: ENVIRONMENTAL PSYCHOLOGY

Course Outcome –

After completion of this course, students shall be able to understand the basic concepts of environmental psychology as well as the relationship between humans and the environment. More precisely, they shall better understand about environmental stress and health. Knowledge about the weather and climate issues leading to natural and man-made disasters shall help them a lot in understanding the environment. They shall develop environmental awareness about saving the environment.

UNIT I

Introduction: Nature and scope; History and focus of environmental psychology; Indian perspective on human-environment relationship

UNIT II

Research methods: Experimental, simulation, correlational and descriptive; Theories: Arousal, experimental load, adoption level and ecological

UNIT III

Environmental perception and cognition: Environmental perception; Spatial cognition; Environmental values and attitudes; Attachment

and identity; Appraisal and assessment; Personal space and privacy; Territoriality

UNIT IV

Environmental stress and health: Crowding, noise, over population; Effects of physical environment on health; Weather and climate issues: Disasters (Natural and man-made); Saving the environment

READINGS

- Bell, P.A., Green, T., Fisher, J.D & Baum, A. (2001) Environmental Psychology. New Jersey
- Gifford, R. (2007) Environmental Psychology: Principles and Practice
- Winter, D.D. & Koger, S. (2004) The psychology of Environmental problems (2nd Edition) Mahwah, N.J.: Lawrence Erlbaum Associates
- Koger, S.M. (2014) The Psychology of Environmental Problems: Psychology for Sustainability. Psychology Press
- Jain, U. (1987) The Psychological Consequences of Crowding. Sage Publications, Inc
- Stokols, D. & Altman, J. (Eds) (2000) Handbook of Environmental Psychology. New York: Wiley

M A I SEM II

Practical/Industrial Training/Project Credits 4

Fourth Elective 1: Practical

1. Selective Attention
2. Span of Attention
3. Chunking
4. Set in Perception
5. Set in Problem Solving
6. Construction of Interview Schedule/Questionnaire
7. Planning a Correlational Study/Cross-Sectional Study
8. Formulation of Plan of Action Research
9. Study of Conformity
10. Study of Social Problems
11. Interpersonal Attraction
12. Level of Aspiration
13. Bender-Gestalt Test
14. Luria-Nebraska Neuropsychological Test
15. Environmental Stress
16. Environmental Perception
17. Environmental Awareness
18. Spatial Cognition

Any one Practical from each paper

Fourth Elective 2: Industrial Training/Project

M A II SEM III

Paper 1 Credits 4 Teaching Hours 60

Core: ADVANCED PSYCHOPATHOLOGY

Course Outcome –

After completion of this course, students shall understand the classification and diagnostic system of DSM-5-TR. They shall be acquainted with the diagnostic criteria, aetiology and clinical features of various psychological disorders. They shall gain knowledge about different biological, psychological and socio cultural issues that play a key role in psychological disorders.

UNIT I

Psychopathology: Concept, Mental Status Examination, causes of psychopathology: Current paradigms in psychopathology: Genetic, neuroscience, cognitive behavioural and Diathesis stress paradigm; Classification of mental disorders: ICD-11, DSM-5, DSM-5-TR

UNIT II

Mental signs and symptoms; Generalized Anxiety disorders; Social Anxiety disorder; Specific Phobias; Panic disorder; Obsessive-Compulsive disorder; Dissociative disorder

UNIT III

Schizophrenia and spectrum disorders; Paranoid disorder; Mood disorder; Suicide: Causes and preventive measures; Personality disorders

UNIT IV

Cognitive disorders: Delirium, Dementia, Alzheimer;

Neurodevelopmental disorders: ADHD, Autism, Intellectual disability;

Learning disorder: Dyslexia; Sleep disorders; Substance related and

addictive disorder: Alcohol and tobacco use and withdrawal

READINGS

- American Psychiatric Association (2022) Diagnostic and Statistical Manual of Mental Disorders (5th Edition TR)
- Barbara, A.W. & James, E.M. (2019) (Eds) Psychopathology: Foundations for a Contemporary Understanding (5th Edition). United States: Taylor & Francis
- Castonguay, L.G., Oltmanns, T.F. & Lott, A.P. (Eds) (2021) Psychopathology: From Science to Clinical Practice (2nd Edition). Guilford Press
- Davison, G.C., Johnson, S.L., Neale, J.M. & Kring, A.M. (2014) Abnormal Psychology: DSM-5 Update. Wiley
- Kring, A.M. & Johnson, S.L. (2018) Abnormal Psychology: The Science and Treatment of Psychological Disorders (14th Edition). Wiley
- Barlow, D.H. & Durand, V.M. (2016) Abnormal Psychology: An Integrative Approach (7th Edition). Cengage Learning
- Butcher, J.N., Mineka, S. & Hooley, J.M. (2017) Abnormal Psychology. Pearson Education, India

M A II SEM III

Paper 2 Credits 4 Teaching Hours 60

Core: RESEARCH DESIGN AND STATISTICS

Course Outcome –

After completion of this course, students shall be able to understand the logical use of research designs in planning and conducting researches. They shall learn the basics of statistics as well as different statistical techniques for data analysis. By learning about special correlation methods, ANOVA, MANOVA, Regression analysis and Factor analysis, they shall be able to conduct better and accurate data analysis and attain authentic research conclusions.

UNIT I

Research design: Meaning, purpose and criteria; Types- Experimental, Non-experimental, Quasi-experimental design; Between and Within group design: Single group and single-subject design

UNIT II

Randomized group design; Randomized block design; Matched group design; Factorial design and Latin Square design

UNIT III

Psychological statistics: Significance; Descriptive and Inferential statistics; Parametric and Non-parametric statistics; Chi-square test, t-test, Sign-test; Special correlation methods: Biserial, Point-biserial, Tetrachoric, Phi-coefficient

UNIT IV

Analysis of Variance (ANOVA)- one way and two way; Multivariate Analysis of Variance (MANOVA): Assumptions, applications and limitations; Regression analysis: Simple linear regression, multiple regression; Factor analysis: Assumptions

READINGS

- Guilford, J.P. (4th Edition) Fundamental Statistics in Psychology and Education. New York: Tata Mc Graw Hill
- Kerlinger, F.N. (1973) Foundations of Behavioural Science Research. Surjeet Publication, New Delhi
- Mc Guigan, F.J. (1960) Experimental Psychology: A methodological approach. Prentice Hall
- Broota, K.D. (1989) Experimental Design in Behavioural Research. New Age International
- Ferguson, G.A. (5th Edition) Statistical Analysis in Psychology and Education. New York: Tata Mc Graw Hill
- Garrett, H.E. (6th Edition) Statistics in Psychology and Education. Bombay, Vakils Fatter and Simons Publications
- Tabachnick, B.G. & Fidells, L.S. (1996) Using Multivariate Statistics. New Delhi: Harper Collins College Publishers

M A II SEM III

Paper 3 Credits 4 Teaching Hours 60

Core: APPLIED SOCIAL PSYCHOLOGY

Course Outcome –

After completion of the course, students shall be able to understand the use of social psychological theories in practice. They shall learn to eliminate bias and discrimination. They shall be capable to use social psychological knowledge to examine real life social circumstances and difficulties in society and try to face and solve them in a reasonable way.

UNIT I

Introduction to applied social psychology; Relationship between social psychology and applied social psychology; Historical development and major concerns; Role of applied social psychologist in society

UNIT II

Social psychology and health: Health beliefs models; Health compromising behaviours; Health promotion; Stress and health; Cognitive response and dual process model of persuasive change

UNIT III

Applying social psychology to community; Cultural diversity; Diversity versus prejudice and stigmatisation; Media and stigmatisation; Bringing about social change; Changing social and structural barriers

UNIT IV

Social Psychology and consumer behaviour; Consumer socialisation; Aggression and violence: Determinants, dynamics of aggression and violence, strategies to reduce aggression and violence

READINGS

- Schneider, F.W., Grumman, J.A. & Coutts, L.M. (2012) Applied Social Psychology (2nd Edition). Sage Publications, New Delhi
- Steg, L., Buunk, A.P. & Rothengatter (2008) Applied Social Psychology. Cambridge University Press
- Oskamp, S. (1984) Applied Social Psychology. New Jersey, Englewood Cliffs, Prentice Hall Inc
- Fiedler, K. & Semin, G. (1996) Applied Social psychology. Sage Publications
- Feldman, R.S. (1985) Social Psychology: Theory, Research and Applications. Mc Graw Hill, New Delhi
- Dalal, A. & Misra, G. (2002) New Directions in Indian Psychology (Volume I). Sage Publications, New Delhi
- Misra, G. (2011) Oxford Handbook of Psychology. New Delhi: Oxford Press

M A II SEM III

Paper 4 Credits 4 Teaching Hours 60

Fifth Elective 1: CLINICAL PSYCHOLOGY

Course Outcome –

After course completion, students shall develop a thorough understanding of the field of clinical psychology as well as the technical analysis, assessment, and diagnosis of behaviour. They shall gain knowledge about the therapeutic aspects also. Students shall understand and elucidate the role of clinical psychology in promotion of mental health. Moreover, they shall appreciate the knowledge of clinical psychology as a profession.

UNIT I

Clinical psychology: History and contemporary issues; Skills of a clinical psychologist; Work settings: Hospitals, rehabilitation centres; Ethics in clinical research and practice; Clinical psychology in India

UNIT II

Goals of clinical psychology; Methodology: Observation, numerical scaling and the logical analysis of data; Clinical techniques: Sources of information, Diagnosis, Prognosis and Therapy

UNIT III

Clinical assessment: Stages and goals; Types of assessment: Psycho-diagnostic assessment, behavioural assessment, functional analysis, cognitive behavioural assessment; Clinical judgement: Decision making and errors in judgement

UNIT IV

Diagnostic tools: Clinical interviews, cognitive Self-report inventory, case study, personality tests and neuropsychological tests; Therapies: Psychoanalytic, Behavioural, Cognitive, Client-centred, Existential Gestalt, Logo and Family therapy

READINGS

- Hunsely, J. & Lee, C.M. (2017) Introduction to Clinical Psychology. John Wiley and Sons
- Kramer, G.P., Bernstein, D.A. & Phares, V. (2019) Introduction to Clinical Psychology. Cambridge University
- Linden, W. & Hewitt, P.L. (2018) Clinical Psychology: A Modern Health Profession (2nd Edition). Routledge.
- Shaffer, G.W. & Lazarus, R.S. (2007) Fundamental Concepts in Clinical Psychology. Surjeet Publications, Delhi
- Weiner, I.B. (1974) Clinical Methods in Psychology. John Wiley and Sons, Inc
- Wolman, B.B. (1978) Clinical Diagnosis of Mental Disorders: A Handbook. NY Plenum
- Bernstein, D.A., Teachman, B.A., Olatunji, B.O. & Lilienfeld, S.O. (2020) Introduction to Clinical Psychology: Bridging Science and Practice. Cambridge University Press
- Cooper, M. (2007) Existential Therapies. New York Sage
- McMullin, R.E. (2000) The New Handbook of Cognitive Therapy Techniques. New Norton & Company
- Corey, G. (2009) Theory and Practice of Counselling and Psychotherapy (8th Edition). Belmont, CA: Brooks & Cole

M A II SEM III

Paper 4 Credits 4 Teaching Hours 60

Fifth Elective 2: ORGANISATIONAL BEHAVIOUR

Course Outcome –

After completion of this course, students shall be able to understand the psychology of organisational behaviour and think critically to apply the principles to daily life situations. They shall get guidance through the experiential routes of knowing and expressing organisational behaviour. They shall develop a better understanding of how behavioural science theory and models can be used towards organisational transformation and growth.

UNIT I

Introduction: Historical development in organisational behaviour; The organisational system; Structural characteristics of organisations; Organisational designs; Challenges and opportunities for organisational behaviour.

UNIT II

Motivation and work: Meaning and process; Theories of employee motivation: Alderfer and McClelland; Goal setting; Job satisfaction; Organisational behaviour modification theory

UNIT III

Organisational leadership: Meaning; Theories: Trait, Behavioural, Fiedler; Leadership style and skills; Current issues in leadership; Organisational implication

UNIT IV

Power and politics in organisations: Bases of power and power tactics; Conflict and negotiation: Negotiation strategies; Communication process: Barriers in communication effectiveness; Organisational change and stress management: Managing work stress

Readings

- Hunt, J.G., Osborn, R.N. & Blen, M.U. (2010) Organisational behaviour. John Wiley and Sons, Inc (11th Edition)
- Mc Shane, Steven, L., Glinow, Mary Ann Von (2010) Organisational Behaviour. Mc Graw Hill (5th Edition)
- Robbins, S.P., Judge, T.A. & Saughi, S. (2013) Organisational Behaviour. New Delhi, Pearson Education (15th Edition)
- Schultz, D. & Schultz, S.E, (2004) Psychology and Work Today (8th Edition). Delhi, Pearson Education
- George, J.M. & Jones, G.R. (2012) Understanding and Managing Organisational Behaviour. NJ Prentice Hall
- Luthans, F. (2005) Organisational Behaviour. New York: Mc Graw Hill
- Riggio, R.E. (2017) Introduction to Industrial/Organisational Psychology. Routledge

M A II SEM III

Practical/Test Construction/Project Credits 4

Sixth Elective 1: Practical

1. Measurement of Neuroticism
2. Measurement of Depression
3. Measurement of Anxiety
4. Planning Experimental Study: Based on one way ANOVA Design
5. Planning Experimental Study: Based on two way ANOVA Design
6. Non-parametric Statistics (Any Two from Syllabus)
7. Multiple Regression Analysis
8. Stress and Health
9. Measurement of Aggression
10. Social Change
11. Social Beliefs
12. Mental Health
13. Case Study
14. Any Other Diagnostic Test
15. Conflict Resolution
16. Job Satisfaction
17. Leadership
18. Work Stress Management

Any one practical from each paper

Sixth Elective 2: Test Construction/Project

M A II SEM IV

Paper 1 Credits 4 Teaching Hours 60

Core: PSYCHOLOGICAL ASSESSMENT

Course Outcome –

After course completion, students shall be able to develop an in depth knowledge about testing and assessment in psychology. They shall learn how to construct a test, keeping in mind the issues and challenges. The knowledge gained by students shall help them in assessing and diagnosing various population and refer them to appropriate experts. They shall understand the boundaries as well as the ethical considerations in assessment. Moreover they should understand the cross-cultural issues in testing and assessment.

UNIT I

Psychological assessment: Nature and purpose; Assessment, Evaluation and Testing; Principles of assessment; Ethical considerations

UNIT II

Test construction: Item writing and Item analysis; Psychometric evaluation of test; Standardisation of test; Reliability and Validity of test; Norms development; Issues and challenges

UNIT III

Testing and Assessment in various settings: Educational, Counselling and Guidance, Clinical, Organisational and Developmental; Neuropsychological assessment: Attention, Learning and Memory functions; Neuropsychological batteries

UNIT IV

Issues in Testing and Assessment: Response bias and response set;
Cross-cultural issues: Test equivalence and measurement bias; Test
Adaptation: Translation-Back Translation method, Statistical method

READINGS

- Gregory, R.J. (2011) Psychological Testing: History, Principles and Applications (6th Edition). New Delhi, Pearson Education
- Chadha, N.K. (2009) Applied Psychometry. New Delhi, Sage Publication
- Jackson, C. (2003) Understanding Psychological Testing. Mumbai, Jaico Pub House
- Kaplan, R.M. & Saccuzzo, D.P. (2012) Psychological Testing: Principles, Applications and Issues (8th Edition). New Delhi, Cengage
- Kline, T.J.B. (2005) Psychological Testing. New Delhi, Vistar Publications
- Murphy, K.R. & Davidsofer, C.O. (2005) Psychological Testing: Principles and Applications (6th Edition) NJ Pearson Education
- Aiken, L.R. & Groth-Marnet, G. (2009) Psychological Testing and Assessment (12th Edition). New Delhi, Pearson Education
- Matsumoto, D. & Van de Vijver, F.J.R. (2011) Cross-cultural Research Methods in Psychology. Cambridge: Cambridge University Press

M A II SEM IV

Paper 2

Credits 4

Teaching Hours 60

Core: REHABILITATION PSYCHOLOGY

Course Outcome –

After the completion of this course, students shall be able to understand rehabilitation in a broader perspective. They shall gain a focus on helping individuals with disabilities and chronic physical and mental health conditions in order to maximize their independence, functional abilities and overall well-being. Students shall learn rehabilitation with a holistic approach considering an individual within the social environmental and personal contexts. Keeping in mind disability as a much significant area of rehabilitation, students shall learn and feel the importance of rehabilitation in human life.

UNIT I

Rehabilitation: Concept, nature and rationale; Concept of Impairment, Disability and Handicap; Disability and rehabilitation; Models of rehabilitation psychology; Ethical issues in rehabilitation

UNIT II

Neuropsychological and cognitive rehabilitation: Theoretical approaches; Principles of compensation, recovery and plasticity; Neurocognitive rehabilitation for memory, attention and executive functions; Traumatic brain injury and stroke rehabilitation

UNIT III

Hearing and visual impairment: Causes and preventive measures; Mental retardation: Causes and preventive measures, screening and assessment, intervention strategies; Family in rehabilitation: Intervention strategies; Rehabilitation programmes in India

UNIT IV

Psychiatric rehabilitation: General principles, methods and specific interventions, role of family; Neurodegenerative conditions; Neurorehabilitation strategy for Alzheimer disease; Psychosocial and cognitive rehabilitation in the elderly

READINGS

- Noggle, C.A., Dean, R.S. & Barisa, M.T. (Eds) (2013) Neuropsychological Rehabilitation. New York: Springer Publishing Co
- Pratt, C.W., Gill, K.J., Barrett, N.M. & Roberts, M.M. (2007) Psychiatric Rehabilitation (2nd Edition) New York: Academic Press
- Stuss, D.T., Winocur, G. & Robertson, L.H. (2010) Cognitive Neurorehabilitation: Evidence and Application (2nd Edition) Cambridge: Cambridge University Press
- Wilson, B.A., Gracey, F., Evas, J.J. & Bateman, A. (2009) Neuropsychological Rehabilitation Theory, Models, Therapy and Outcome. Cambridge: Cambridge University Press
- Wilson, B.A., Herbert, C.M. & Shiel, A. (2003) Behavioural Approaches in Neuropsychological Rehabilitation. New York: Psychology Press
- Northern, J.L. & Downs, M.P. (1976) Hearing in Children. Plural Publication
- Gardner, W.I. (1985) Behaviour Modification in Mental Retardation. London University Press Ltd
- Gokhale, S.D. (1984) Rehabilitation Programmes and Policies. Somaiya Publications Pvt Ltd

M A II SEM IV

Paper 3

Credits 4

Teaching Hours 60

Core: POSITIVE PSYCHOLOGY

Course Outcome –

This course shall facilitate students to understand the importance of positivity in life. They shall appreciate the significance of positive emotions, traits, thoughts and behaviour in daily life situations. They shall understand the real meaning of happiness and importance of well-being in life. They would develop a deep understanding about the wisdom ingrained in Indian scriptures. Studying this course shall students navigate their lives in a peaceful way.

UNIT I

Positive psychology: A historical overview; Eastern and Western perspectives of positive psychology; Assumptions and goals; Principles of pleasure: Positive affect, positive emotions and well-being; Authentic happiness

UNIT II

Identifying human strengths: Self-awareness, Positive Self, Positive traits, Emotional strength, Hope, Resilience, Flow and Spirituality

UNIT III

Promoting positive Self: Gratitude, Empathy, Forgiveness and Compassion; Cultivation of positivity; Concept of Mindfulness: Practicing Mindful meditation; Positivity in family and social relationship: Support, love and belongingness

UNIT IV

Well-being and Self growth: Types of well-being – Hedonic and Eudemonic; Post traumatic growth; Universal virtues: Wisdom and Courage

READINGS

- Buamgardner, S.R. & Crothers, M.K. (2009) Positive Psychology. Pearson
- Snyder, C.R., Lopez, S.J. & Pedrotty, J.T. (2011) Positive Psychology. (2nd Edition) South Asia Edition, Sage Publications India Pvt Ltd, New Delhi
- Carr, A. (2004) Positive Psychology: The Science of Happiness and Human Strength. UK: Routledge
- Seligman, M.E.P. (2002) Authentic Happiness. New York: Free Press
- Peterson, C. & Seligman, M.E.P. (2004) Character Strength and Virtues. New York: Oxford University Press
- Yadava, Hooda & Sharma (2012) Biopsychosocial Issues in Positive Health. Global Vision

M A II SEM IV

Paper 4 Credits 4 Teaching Hours 60

Seventh Elective 1: COUNSELLING PSYCHOLOGY

Course Outcome –

This course shall help students to acquire in depth theoretical as well as practical knowledge of counselling. They shall be capable to establish rapport with the counselee and learn skills of counselling. They shall gain knowledge to provide counselling services to specific groups in society. Moreover students shall appreciate the way of counselling both individual as well as in group.

UNIT I

Nature of counselling: Historical perspectives; The Art and Science of Helping; Characteristics of a counsellor; Goals of counselling; Professional ethics; Counselling in India

UNIT II

Approaches to counselling: An overview; Directive, Non-directive and Eclectic approaches; Theoretical perspectives: Psychoanalytic, Person-centred, Existential, Cognitive behavioural; Individual and Group counselling

UNIT III

Counselling Process: Rapport building, Counselling interview; Reflection of Feelings: Acceptance, Silence, Reassurance, Listening and Empathy; Special relationship problems: Transference, Counter-

transference, Resistance; Interpreting Counselee's non verbal behaviour

UNIT IV

Phases of counselling: Preparatory, Initial, Middle, Terminal and follow-up; Evaluation of counselling; Areas of counselling: School, Career, Marital, Gerontological; Counselling for stress management; Counselling for terminal disease patients: Cancer and HIV/AIDS

READINGS

- Woolfe, R., Dryden, W. & Strawbridge, S. (Eds) (2010) Handbook of Counselling Psychology (3rd Edition). London: Sage Publications
- Neukrug, E. (2011) Counselling: Theory and Practice. Cengage Learning
- Rao, S.N. & Sahajpal, P. (2013) (3rd Edition) Counselling and Guidance. New Delhi, Tata Mc Graw Hill
- Gladding, S.T. (2018) Counselling. New Delhi, Pearson Education
- Edward, N. (2011) Counselling Theory and Practice. Cengage Learning
- Nelson-Jones, R. (2011) Theory and Practice of Counselling and Therapy. New Delhi: Sage. South East Asia edition
- Gibson, R.L. & Mitchell, M.H. (2015) Introduction to Counselling and Guidance (7th Edition) New Jersey: Pearson Education Inc
- Gelso, C.J., Williams, E.N. & Fretz, B.R. (2014) Counselling Psychology (3rd Edition). Washington: American Psychological Association

M A II SEM IV

Paper 4 Credits 4 Teaching Hours 60

Seventh Elective 2: HUMAN RESOURCE MANAGEMENT

Course Outcome –

This course shall help students to understand the human resource issues in organisations and build a foundation for assisting organisations in resolving the related problems. They shall develop a better and broader understanding of the human resource functions ranging from human resource acquisition to separation. They shall develop awareness about the psychological processes that are basic to human resource management.

UNIT I

Foundation of human resource management: Nature, functions and implications; Shaping trends of human resource management; Human resource management in changing environment: Strategic and international; Ethical issues

UNIT II

Acquisition of human resources: Planning, Assessment of demand, Job analysis, Recruiting, Selection process

UNIT III

Career Management: Socialisation of employees; Establishing training needs; Techniques of training and management development; Evaluation of training programmes; Effective career development

UNIT IV

Performance management and appraisal: Performance management system; Performance appraisal system; Process and techniques of performance appraisal; Distortions in appraisal; Creating effective personnel management system; Reward management: Motivational perspective

READINGS

- Dessler, G. & Varkkey, B. (2011) Human Resource Management. Pearson (12th Edition) New Delhi, India, Pearson Education
- De Cenzo, D.A. & Robbins, S.P. (2006) Human Resource Management. New York: John Wiley and Sons
- Beardwell, I. & Holden, L. (1996) Human Resource Management: A contemporary Perspective. New Delhi, Macmillan India Ltd
- Bhatia, S.K. & Singh, N. (2000) Principal Techniques of Personnel Management/Human Resource Management (2nd Edition. New Delhi: Deep & Deep Publications Pvt Ltd
- Dwivedi, R.S. (1997) Managing Human Resources: Personnel Management in Indian Enterprises. New Delhi: Galgotia Publishing Company
- Pande, S. & Basak, S. (2012) Human Resource Management. New Delhi, India, Pearson Education

M A II SEM IV

Eighth Elective Credits 4

Eighth Elective 1: RESEARCH PROJECT

Eighth Elective 2: DISSERTATION

Topic of dissertation will be based on the papers studied by a student in either of the semesters

