

**M.A. (Psychology)-3rd Semester**  
**Course No. PSY15304DCE**  
**Course Name: Behaviour Modification**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objectives:**

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

**Unit-I**

Introduction to Behaviour Modification; Learning Theory Foundation of Behaviour Modification; Merits and Limitations of Behavioral Approach; Cognitive-Behavioral Perspective of Behaviour Modification.

**Unit-II**

Relaxation Techniques: Jacobson's Progressive Muscular Relaxation; Meditation; Yoga. Systematic Desensitization: Basic Principles, Construction of Hierarchy, Scene Presentation. Assertive Training: Method of Assertive Training, Theory of Assertive Training.

**Unit III**

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

**Reading**

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

**M.A (Psychology)-3rd Semester**  
**Course No. PSY15305DCE**  
**Course Name: Health Psychology**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objectives:**

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

**Unit-I**

Introduction: Meaning and scope of health psychology. Models of Health Psychology: Bio-psychosocial model, Health belief model, Stages of change model, Protection motivation theory, Theory of planned behavior and Theory of reasoned action.

**Unit-II**

Personality factors leading to good health: Optimism, Extraversion, Conscientiousness, Internal locus of control/Hardiness. Personality factors leading to unhealthy behaviours: Neuroticism/Negative Affect, Type-A behaviour, Hostility. Health enhancing behaviours: Exercise, weight control. Health compromising behaviours: Substance abuse, Smoking.

**Unit-III:**

Stress and its physical consequences: Main sources of stress, Measurement of stress.

Strategies for coping with stress: Problem focused and Emotion focused

Cardiovascular disorders. Cancer and Diabetes.

Health behaviour modification: Self observation and self monitoring.

**Readings**

- 1]. Abnal, F.I. (1998). *Health Psychological Perspective*. Thousand Oaks: Sage.
- 2]. Bishop, G.D. (1994). *Health Psychology: Integrating Mind and Body*. Boston: Allyn and Bacon.
- 3]. Brannan, L., & Feist, J. (1996). *Health Psychology: An Introduction to Behaviour and Health*. California: Pacific Groove, Brooks Cole.
- 4]. Brooge, A.K., & Liewellyn, S. (1995). *Health Psychology*. London: Chapman & Hall.
- 5]. Friedman, D.M. (1989). *Health Psychology*. New York: Prentice Hall.
- 6]. Gatechel, R.J., Baum, A., & Krantz, D.S. (1989). *An Introduction to Health Psychology*. New York: McGraw Hill.
- 7]. Misra, G. (Ed.). (1999). *Psychological Perspective on Stress and Health*. New Delhi: Concept Publishing Company.
- 8]. Ogden, J. (1996). *Health Psychology: A Text book*. Buckingham: Open University Press.
- 9]. Sarafino, E.P. (1994). *Health Psychology: Bio-Psychological Interactions*. New York: Wiley.
- 10]. Sanderson, C.A. (2004). *Health Psychology*. New York: John Wiley & Sons Inc.

**M.A. (Psychology)-3rd Semester**  
**Course No. PSY15306DCE**  
**Course Name: Human Resource Management**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objective**

- *To teach the basic principles of strategic human resource management*
- *To give students basic idea of how an organization acquires, rewards, motivates, uses, and generally manages its people effectively.*

**Unit-I**

Human resource management: Concept, nature and Importance and current scenario of human resource management. HRM policies, activities and functions; Role of managers in organizations, Importance and value of the human relations in the organizations.

**Unit-II**

Individual differences in organization: self concept, personality traits, abilities, personal values. Decision making in organizations: process and theories of decision making, techniques of decision making. Ethical behaviour in the work place and moral principles for global managers

**Unit-III**

Organizational structure: levels of organization, importance of hierarchy in organizations. Organizational culture: Concept, Content & Elements of organisational culture. Performance appraisals, Types of conflict and their management in organizations.

**Readings**

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

**M.A. (Psychology)-3rd Semester**  
**Course Code: PSY15307DCE**  
**Course Name: Positive Psychology**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objectives:**

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

**UNIT-I**

Positive psychology: Concept, Assumptions and Goals. Eastern and western perspectives on positive psychology. Classifications and Measures of Human Strengths and Positive outcomes. Relationship of positive psychology with other branches of psychology: Health Psychology, Clinical Psychology, Development Psychology.

**UNIT-II**

Wellbeing: concept, types. Measuring subjective Wellbeing, determinants of wellbeing  
Happiness: Hedonic Happiness, Eudemonic Happiness, Gender and Happiness, Positive moods and Behaviour, Individualistic and Collectivist style of Happiness.

**UNIT-III**

Empathy, altruism, gratitude. Forgiveness, Attachment, Love. Wisdom, optimism and hope. Emotion focused coping, emotional intelligence. Research and future in positive psychology, applications in community life.

**Readings**

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



**M.A. (Psychology)-3rd Semester**  
**Course Code: PSY15308DCE**  
**Course Name: Psycho-diagnostics and Interventions**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objectives:**

- This course has been designed for students to understand thoroughly the basic concepts of Psycho-diagnostics and Interventions.
- To make the students aware of the use of Psychological Tests for Psycho-diagnostic Purpose.
- To help students develop an understanding of various interventional models in Psychology and how they are tailored to foster health attitudes, behaviors and emotions besides treating clients with Mental Disorders.

**Unit-I**

Psycho-diagnostics and Interventions: Clinical Interview, Case History, Mental Status Examination, Clinical Judgment, Decision Making and Diagnosis. Models of Intervention: Bio-psychosocial Model (BPS Model) and International Classification of Functioning, Disability & Health (ICF Model).

**Unit-II**

Psycho-diagnostic Assessments: Rorschach Ink Blot Test, Thematic Apperception Test, Child Apperception Test (CAT), Neo-Personality Inventory and Luria's Neuro-psychological Test.

**Unit-III**

Psycho-diagnostic Interventions: Counselling (Vocational, Rehabilitation, Marital, Problem Solving and Group Counselling), Neuro-linguistic Psychotherapy (NLP), Cognitive Behaviour Therapy (CBT), WHO's Life Skills Training (LST) and Neuro-biofeedback Training.

**Readings**

- 1]. Blackwell, G.M., Foot, H. & Gilmor, R. (1982). *Social Psychology: Practical manual*. London: Lavenham Press.
- 2]. Chamala, S. & Mortiss, P.D. (1990). *Working together for land care: Group management skills and strategies*. Brisbane: Australian Academy press.
- 3]. Chatterjee, N.N.(1984). *Management of Personnel in Indian enterprises: Concepts ,Practices & Emerging trend*. Calcutta :allied
- 4]. Crophely, A.H.(1977). *Lifelong education: A psychological analysis*: Oxford: Pergamon Press.
- 5]. Fine, G.A. & Sandstorm, K.L. (1988). *Knowing Children*. Thousand Oaks: Sage.
- 6]. Headley (1977). *Adults and their Parents in Family Therapy: A new Direction in treatment*. NY: plenum Press.

**M.A. (Psychology)-4<sup>th</sup> Semester**  
**Course No. PSY15404DCE**  
**Course Name: Disability Rehabilitation and its Legislations**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objectives:**

- *Demonstrate the awareness on important concepts of Disability Rehabilitation*
- *To understand thoroughly how Applied Behavior Analysis can be used for the enhancement of Skills in Persons with Disabilities.*
- *To understand thoroughly the Disability Acts & Legislations in J&K and India.*

**Unit-I**

Disability Concepts and Rehabilitation Process: Early Identification, Early Intervention. Prevention of Disabilities. Pre-natal, Peri-natal and Post-natal Causes of Disabilities. Contexts: the role of Family, Society, Govt. Organizations, NGOs & INGO in the Education, Training and Rehabilitation Process with Special emphasis on PwDs of J&K.

**Unit-II**

Applied Behavioural Strategies: Concept of Applied Behaviour Analysis (ABA) and ABC Model. Techniques used in ABA: Task Analysis, Channing, Prompting, Fading, Shaping, Reinforcement, Differential Reinforcement, Video-Modelling and Generalization. Application of Positive Behavioural Support (PBS).

**Unit-III**

Disability Acts and Legislations in India: J&K PwDs Act of 1998, Indian PwDs Act of 1995 and its amendments, National Trust Act of 1999, Rehabilitation Council of India (RCI) Act of 1992. Application of UNCRPD guidelines in Indian States.

**Readings**

- 1]. Handbook of Developmental and Physical Disabilities. Pergamon Press, New York. Vincent B. Van Hasselt, P. S. Strain, & M. Hersen (1988).
- 2]. Persons with Disabilities in Society. Jose Murickan & Georgekutty (1995). Kerala Federation of the Blind, Trivandrum.
- 3]. Culture, Socialization and human development, Saraswathi, T.S. (1999). Sage publications: New Delhi.
- 4]. Robert G. Frank Timothy R. Elliott (2000). Handbook of Rehabilitation Psychology, APA Washington.
- 5]. Indian Social Problems, Vol.1 & 2, Madan G.R (2003). Allied Publishers Pvt. Ltd., New Delhi.
- 6]. Family Theories—An Introduction, Klein, D.M. & White, J.M. (1996). Sage Publications: New Delhi.
- 7]. Mental Health of Indian Children, Kapur, (1995). Sage publications: New Delhi
- 8]. Naomi Dale (1996) Working with families of children with special needs partnership and practice. Routledge London New York.

**M.A. (Psychology)-4<sup>th</sup> Semester**  
**Course No. PSY15405 DCE**  
**Course Name: Consumer Behaviour & Marketing Psychology**

***Total Credits = 3***  
***Teaching Hours= 36***  
***Tutorial Hours = 12***

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

**Unit-I**

Consumer Behaviour: definition, history and application of Consumer behaviour; interdisciplinary nature of consumer behaviour; personal and environmental factors influencing consumer behaviour; functional components of consumer attitude, ATO model and product choice.

**Unit-II**

Models: Current models of consumer behaviour. Marketing analysis, marketing segmentation; Marketer's role in customer satisfaction and dissatisfaction; Marketing with emphasis on buying patterns. Family buying influences, family life cycle and buying roles.

**Unit-III**

Advertising management: objectives and process of advertising; functions and types of advertising, role of advertising in promotion mix. Types of media available for advertising. Advertising effectiveness tests.

**Readings**

- 1]. Khan.(2006).*Consumer behaviour & advertising management*, New Age International (P) Ltd., Publishers
- 2]. Singh, N. (2011). *Industrial Psychology*. Delhi, India: Tata Mc Graw hill Education private limited.
- 3]. Schiffman, L. G., Kanuk, L. L., S, R. K., & Wisenblit, J. (2010). *Consumer behaviour*. Pearson publications.
- 4]. Loudon, D.L. and Della Bitta, A.J. (2002) *Consumer Behaviour* (fourth edition) Tata McGraw Hill.

**M.A. (Psychology)-4<sup>th</sup> Semester**  
**Course No. PSY15406 DCE**  
**Course Name: Psychotherapeutics**

***Total Credits = 3***  
***Teaching Hours = 36***  
***Tutorial Hours = 12***

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

**Objectives:**

- *To enhance the knowledge and understanding of the students regarding the therapeutic developments*
- *Familiarizing students to possible applications of these therapeutic developments*

**UNIT-I**

Psychotherapy: Individual and Group Psychotherapy; Psychodynamic Psychotherapy (Expressive and supportive related psychotherapies).

**UNIT-II**

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

**UNIT-III**

Group intervention Models: Support and process oriented groups; self help groups, caregiver groups, large group dynamics, Interpersonal and Client centred approach, Cognitive behavioural Group Therapy.

**Readings**

- 1]. Beck, J (2011) Cognitive Behavior Therapy: Basics and Beyond. 2nd ed. NY: The Guilford Press.
- 2]. Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy. Eight editions. Thomson Brooks.
- 3]. Dryden, W. (1995) Rational Emotive Behaviour Therapy: A reader. NY: Sage.
- 4]. Ellis, A. and Dryden, W. (2007). The Practice of Rational Emotive Behaviour Therapy. NY: Springer.
- 5]. Kleinberg, J (ed.) (2012) The Wiley Blackwell handbook of Group psychotherapy. NY: Wiley Blackwell.
- 6]. Leahey, R (2003) Cognitive therapy techniques: A practitioner's guide. NY: The Guilford Press.
- 7]. Dowson, J. H., Grounds, A. (1995). Personality disorders: Recognition and clinical management, Cambridge University Press.

**M.A. (Psychology)-4<sup>th</sup> Semester**  
**Course No. PSY15407DCE**  
**Course Name: Child Psychology**

**Total Credits = 3**  
**Teaching Hours= 36**  
**Tutorial Hours = 12**

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

**Objectives:**

- *Understand how various aspects of child psychology are studied.*
- *Demonstrate the understanding of different milestones with regard to child and adolescent development.*

**Unit-I**

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

**Unit-II**

Child Psychopathology: DSM-5 criteria of child psychopathology; Assessment, Diagnosis and Treatment strategies; an overview of child psychopathology in India.

**Unit-III**

Oppositional Deviant Disorders: Attention Deficit /Hyperactivity Disorder; Conduct disorder; Separation Anxiety disorder; Autism Spectrum Disorders. Child abuses: Physical, Sexual and Neglect of the child.

**Readings:**

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

**M.A. (Psychology)-4<sup>th</sup> Semester**  
**Course No. PSY15408DCE**  
**Course Name: Internship/Fieldwork**

***Total Credits = 3***  
***Practical Hours = 96***

Each student has to visit at least one Psycho-social/Clinical/Organisational setting for 20 working days and submit a report to the department duly authenticated by the supervisor allotted to the candidate at the concerned psycho-social/ organisational setting. The submitted report shall be evaluated by the internal and external examiners of the department.



**M.A (Psychology)-1<sup>st</sup> Semester**  
**Course code: Psy15104DCE**  
**Course Name: Community Psychology**

**Total Credits = 3**  
**Teaching Hours= 36**  
**Tutorial Hours = 12**

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

**Objectives:**

- *This course is aimed at creating awareness and understanding about the nature of community psychology models for intervention and prevention in community setting.*
- *To know the concepts of prevention, epidemiology, Incidence, Prevalence, Mental health research and crisis intervention.*
- *To create awareness about the Community Quality of Life (CQoL) among students.*

**Unit-I**

The Meaning, History and Definitions of Community Psychology, Factors underlying the emergence of Community Psychology, The 3<sup>rd</sup> Mental Health Revolution, Understanding Individuals within Environments, Mental Health and Community Psychology, Citizen Participation & Empowerment. Community and Social Change.

**Unit-II**

Mental Health Education, Importance, Effectiveness and Professional Roles in Community Mental Health Education and Mental Health Research. The Concept of Incidence, Prevalence and Epidemiology in Community Mental Health Research. Mental Health, Social Action, Organizational and Ecological Model of Community Psychology.

**Unit-III**

National Mental Health and Health System (Future Vision), Prevention and Types of Prevention to Control and reduce the Impact of Diseases, Disabilities and Mental Health Problems. Social Welfare and Educational System. The concept of Crisis Intervention and the applications of its techniques. The Concept of Community Quality of Life.

**Readings**

- 1]. Korchin, S. J.(1989). Modern Clinical Psychology. New Delhi
- 2]. Iscoe, I. Book, B.L. and Spiel Berger, C.D. (Eds.) Community Psychology: Perspective in Training and Research, NY. Appleton. 1977.
- 3]. Bloom, B. (1973). *Community Mental Health: A critical analysis*. N. Jersey: General Learning Press.
- 4]. Koch, C.H. (ed.) (1986). *Community Clinical Psychology*. London: Croon Helm.
- 5]. Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.
- 6]. Rappaport, J. (1977). *Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.

**M.A. (Psychology)-1<sup>st</sup> Semester**  
**Course No.: PSY15105DCE**  
**Course Name: Biological Processes**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objectives:**

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

**Unit-I**

Structure of Neuron: The Neuron's Resting Membrane Potential. Generation & Conduction of post synaptic potentials, Integration of post synaptic potentials. Generation and Conduction of Action Potentials.

**Unit-II**

Basic features of Nervous system. CNS: Brain, hierarchy of brain Structures: fore brain, mid brain, hind brain; Lobes of brain; Meninges of brain; ventricular system (cerebro-spinal fluid). Spinal cord: Structure and Functions.

**Unit-III**

Peripheral nervous system: structure, functions & Types of PNS. Endocrine System, Structure and Functions. Genetics: Genes, Chromosomes; Brief Structure of DNA.

**Readings**

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

**M.A. (Psychology)-1<sup>st</sup> Semester**  
**Course No.: PSY15106DCE**  
**Course Name: Rehabilitation Psychology**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objectives:**

- *Demonstrate an awareness of the scientific field of Rehabilitation Psychology*
- *Demonstrate a working knowledge of various Psychosocial Models of Disability and their Implications in Successful Rehabilitation of Persons with Disabilities.*

**Unit-I**

Rehabilitation Psychology: History, Growth & Scope, Current Status. Professional Role & Functions. Role of Rehabilitation Council of India (RCI) in Promotion of Rehabilitation Psychology at Diploma and Masters Level.

**Unit-II**

Disability & Handicap: Impairment, Disability & Handicap, Models of Disability, Adaptation Models to Disability, Ways of Coping with Disability. Incidence and Prevalence of Disability in India, Cost of Disability (Disability Adjusted Life Years [DALY]). Quality of Life (QoL) of Persons with Disabilities in India.

**Unit-III**

Adjustment and Wellbeing: Mediators. Strategies to enhance Self-efficacy for Integration and Promotion of Wellbeing. Psychological Reactions to Grief, Loss, Guilt & Fear: Denial, Regression, Compensation, Rationalization, Emotional Reactions. Co-morbid Mental Health Issues like Anxiety, Depression and Phobias etc.

**Readings**

- 1]. Handbook of Developmental and Physical Disabilities. Pergamon Press, New York. Vincent
- 2]. B. Van Hasselt, P. S. Strain, & M. Hersen (1988). Rehabilitation Council of India (RCI) Rehabilitation Psychology
- 3]. Saraswathi, T.S (1999). Culture, Socialization and human development. Sage publications: New Delhi.
- 4]. Quality of Life and Disability. An Approach for Community Practitioners (2004): Jessica Kingsley Publishers. London. Ivan Brown, Roy I Brown, Ann Turnbull
- 5]. Robert G. Frank Timothy R.Elliott (2000). Handbook of Rehabilitation Psychology, APA Washington.
- 6]. Elements of ancient Indian Psychology, 1st ed. Kuppaswamy, B. (1990) Konark Publishers: New Delhi.
- 7]. Making sense of Illness: the social psychology of health and disease. Radley, A. (1994). Sage publications: New Delhi.

**M.A. (Psychology)-1<sup>st</sup> Semester**  
**Course No: PSY15107DCE**  
**Course Name: Life Span Development**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objectives:**

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

**Unit-I**

Human Development: Meaning, nature & Scope of Human Development. Foundations of Development, Growth & Development Concepts, Developmental Tasks, Factors Influencing the Development; Behaviours and Adjustments. Methods of Child Study.

**Unit-II**

Cognitive Development: Piagetian & Vygotskian Perspective, Social Learning Theory of Albert Bandura, Individual Differences in Early Mental Development, Language Development. Erikson's stages of psychosocial development.

**Unit-III**

Adolescent Development: Emotional, Physical, Social & Cognitive Development. Kohlberg's Moral Development. Adulthood: Early, Middle & Late Adulthood, Characteristics, Diversity of Adult Life Styles, Career Development & Change in Mental Abilities. Psychosocial problems in Adolescence & Adulthood.

**Readings**

- 1]. Laura, E. Berk, (2004). Development through the Life Span, New Delhi; Pearson Education.
- 2]. Laura, E. Berk, (1997). Understanding Child Development (4<sup>th</sup> Edition) Boston: Allyn Bacon.
- 3]. Hurlock. E.B. (1980). Developmental Psychology: A Life Span Approach, New Delhi: Tata McGraw Hill.
- 4]. Hurlock. E.B. (1981). Developmental Psychology: A Life Span Approach (5<sup>TH</sup> Edition), New Delhi: Tata McGraw Hill.
- 5]. Bornstein. M.H. & Lamb, M.E. (1999). Developmental Psychology: An advanced Textbook (4<sup>th</sup> Edition). New Jersey: Lawrence Erlbaum Associates.
- 6]. Craig, G.J. (1996). Human Development (7<sup>th</sup> Edition). New Jersey: Prentice Hall.
- 7]. Piaget, J (2004). Developmental Psychology. New Delhi: K.S. Publications.
- 8]. Cavanaugh, J.C, & Blanchard Fields, F. (2006). Adult Development and Aging (3<sup>rd</sup> Edition). USA: Brooks/Cole Publishing Co.
- 9]. Papalia, ED.E., Olds, W.S., & Feldman, R.D. (1998). Human Development (7<sup>th</sup> Edition). McGraw Hill Publications.

**M.A. (Psychology)-2<sup>nd</sup> Semester**  
**Course No.: PSY15204DCE**  
**Course Name: Social Psychology**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objectives:**

*To acquaint the students with:*

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

**Unit-I**

Social Psychology: Historical trends and current themes. Social Perception; Communication, Impressions Formation, Attribution and its theories, Errors in attribution.

**Unit-II**

Social Influence: Conformity: Informational Social Influence, Normative Social Influence. Compliance, Obedience to Authority. Intergroup Conflict, Sources of Conflict, Realistic Conflict theory. Resolving Intergroup Conflict.

**Unit-III**

Pro-social Behaviour: Altruism, volunteerism. Aggression: Concept & Psychological causes of Aggression. Applications of social psychology to legal, health, environment and organizational settings.

**Readings**

- 1]. Bickman, L., & D. J. (1997). *Handbook of Applied Social Research*. Thousand Oaks; Sage.
- 2]. Bulsara, J. F., & Varma, R. M. F. (1984). *Perspective on Social Welfare in India*. Delhi: S. Chand & Co.
- 3]. Byrne, D. & Baron, R. A.(2005). *Social Psychology*. (10<sup>th</sup> Ed.) India: Dorsling Kindersley.
- 4]. Misra, G. (2003). *Applied Social Psychology in India*. New Delhi: Sage.
- 5]. Franzoi, S. L. (2003). *Social Psychology*. (3<sup>rd</sup>ed.). New York: Mc Graw-Hill Publication.

**M.A. (Psychology)-2<sup>nd</sup> Semester**  
**Course No. PSY15205DCE**  
**Course Name: Clinical Psychology**

***Total Credits = 3***  
***Teaching Hours = 36***  
***Tutorial Hours = 12***

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

**Objectives:**

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

**Unit-I:**

Historical & Philosophical background; Nature of discipline: theory and research. Work settings of a clinical psychologist. Differences/Similarities with other mental health professions.

**Unit-II**

Models of clinical psychology: psychological and biological models. Clinical Assessment: Concept, Purpose, Techniques and stages of clinical assessment.

**UNIT-III**

Nature of client therapist relationship, skills of a clinical psychologist. Professional Regulation and Ethico-legal issues, Cultural issues, Current scenario and future prospect: Problems and promise.

**Readings**

- 1]. Hecke, J. E., & Thorpe, G.L. (2005). Introduction to clinical psychology: science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
- 2]. Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi.
- 3]. Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6<sup>th</sup> Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- 4]. Korchin, J. S. (1986). Modern clinical psychology. CBS publishers. India.
- 5]. Hecker, Jeffrey E. and Thorpe, Geoffrey L., "Introduction to Clinical Psychology: Science, Practice, and Ethics" (2005). University of Maine Faculty Monographs.



**M.A. (Psychology)-2<sup>nd</sup> Semester**  
**Course No. PSY15206DCE**  
**Course Name: Organizational Behaviour**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

## **Objectives**

- *This course would aim to understand the behaviour of individuals along with other organizational assets.*
- *Students are expected to familiarize themselves with the skills, techniques and their implications.*
- *Students are to be acquainted with different concepts like Models of leadership, communication, organizational dynamics and importance of empowerment in organizations.*

## **Unit-I**

Introduction: Historical background, scope, importance and current status of organizational behaviour; Fundamental assumptions of organizational behaviour; challenges & opportunities in the field of organizational behaviour; concept of cross cultural organizational behaviour.

## **Unit-II**

Theories of organizational behaviour: Fayol's classical theory of organization; Taylor's scientific management theory; Weber's bureaucratic theory of organization; Elton Mayo's human relations theory of organization. Critical analysis of traditional and modern models of organizational behaviour and their implications.

## **Unit-III**

Behaviour in organizations: Types of work place behaviour, Motivation at the workplace; content and process theories of motivation; important work place attitudes and attitude formation; perception and attribution in organizations; Group dynamics and communication in organizations.

## **Readings**

- 1]. Bobbitt, R. Breinholt, Doktor and James P. McNaul. *Organizational Behavior; Understanding and Prediction*. New Jersey: Prentice-Hall, Inc.
- 2]. Luthans, F. (2002). *Organisational Behaviour* (9th Ed.). McGraw Hill-Irwin.
- 3]. Newstrom, J. W. and Davis, K. (2002). *Organizational Behaviour – Human Behaviour at Work* (10th ed.) Delhi: Tata McGraw Hill.
- 4]. Robbins, S. P. (2003). *Organisational Behaviour*. New Delhi: Prentice Hall of India.
- 5]. Singh, N. (2003). *Organizational Behaviour-concepts, theories & practices*, New Delhi: Deep & Deep Publications.

**M.A.(Psychology)-2<sup>nd</sup> Semester**  
**Course No. PSY15207DCE**  
**Course Name: Forensic Psychology**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objectives:**

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

**Unit-I**

Bases of Criminal Behavior: Bio- psychological understanding of criminal behavior. Theoretical models in Forensic psychology. Role of psychology in forensic science. Ethical principles and professional competencies.

**Unit-II**

Forensic Assessment: Profiling of psychopaths. Malingering and Deception Detection. Use of Brain Electrical Oscillation Signature (BEOS). Psychology and law: custody issues, testimony, documentation.

**Unit III:**

Civil Forensic Procedures: Eye witness testimony. Selection of Jury. Child custody, child trauma. Criminal Forensic procedures. Forensic evaluation of delinquency and criminal responsibility. Competence to stand trial.

**Readings**

- 1]. Bull, R. (2011) Four volume set Forensic Psychology. LA: Sage publications.
- 2]. Scott, Adrian (2010) Forensic psychology. NY: Palgrave MacMillan.
- 3]. Donohue, W.T. and Levensky, T.R. (2004) Handbook of Forensic Psychology. NY: Elsevier.
- 4]. Goldstein, A. M. Volume ed. Weiner, I.B. Series ed. (2003) Handbook of Psychology: Volume 11.
- 5]. Heilbrun, K, Marczyk, G.R. and DeMatteo D. (2002) Forensic Mental Health Assessment: A Casebook. UK: OUP.

**M.A.(Psychology)-2<sup>nd</sup> Semester**  
**Course No. PSY15208DCE**  
**Course Name: Psychopathology**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**OBJECTIVES:**

*To acquaint the students with:*

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

**Unit-I**

Diagnosis and Classification: Purposes of Diagnosis; Reducing Undesirable Variability; Multiaxial Model Evolution of Diagnostic Systems. Para-diagnosis in Psychopathology. Theories and Models of Anxiety Disorders; Somatoform Disorders; Dissociative Disorders; Psycho-physiological Disorders.

**Unit-II**

Theories & Models of Schizophrenia, Theories and Models of Disorders of and Personality Disorder. Impulse and Adjustment: Alcoholism and Drug Addiction.

**Unit-III**

Theories and Models of Affective Disorders. Childhood Disorder: ADHD, Conduct Disorder. Organic Mental Disorders: Delirium; Dementia; Alzheimer's & Parkinson's Diseases.

**Readings**

- 1]. Carson, C. R., & N. J. Butcher. (1992). *Abnormal Psychology and Modern Life*. New York: Harper & Collins.
- 2]. Davison, G. C., & Neale, J. M. (2001). *Abnormal Psychology*. (8, ed.). New York: John Wiley.
- 3]. Eisdorfer, C. (1981). *Model for Clinical Psychopathology*. England: MTP Press Ltd.
- 4]. Garfield, S. L. (2008). *Clinical Psychology: The Study of Personality and Behavior*. New Jersey: Aldine.
- 5]. Meyer, R. G. (1990). *Abnormal Psychology*. Boston: Allyn & Bacon, Inc.
- 6]. Millon, T. (1969). *Modern Psychopathology: Biosocial Approaches to Maladaptive Learning and Conditioning*. Philadelphia: Saunders.
- 7]. Turner, S. M. (1984). *Adult Psychopathology and Diagnosis*. New York: John Wiley and Sons.
- 8]. Walker, E. C. *The Handbook of Clinical Psychology: Theory, Research and Practice*. New York: Dow Jones Irvin.

**M.A. (Psychology)-1<sup>st</sup> Semester**  
**Course No: PSY15107DCE**  
**Course Name: Life Span Development**

**Total Credits = 3**  
**Teaching Hours = 36**  
**Tutorial Hours = 12**

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

**Objectives:**

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

**Unit-I**

Human Development: Meaning, nature & Scope of Human Development. Foundations of Development, Growth & Development Concepts, Developmental Tasks, Factors Influencing the Development; Behaviours and Adjustments. Methods of Child Study.

**Unit-II**

Cognitive Development: Piagetian & Vygotskian Perspective, Social Learning Theory of Albert Bandura, Individual Differences in Early Mental Development, Language Development. Erikson's stages of psychosocial development.

**Unit-III**

Adolescent Development: Emotional, Physical, Social & Cognitive Development. Kohlberg's Moral Development. Adulthood: Early, Middle & Late Adulthood, Characteristics, Diversity of Adult Life Styles, Career Development & Change in Mental Abilities. Psychosocial problems in Adolescence & Adulthood.

**Readings**

- 1]. Laura, E. Berk, (2004). Development through the Life Span, New Delhi; Pearson Education.
- 2]. Laura, E. Berk, (1997). Understanding Child Development (4<sup>th</sup> Edition) Boston: Allyn Bacon.
- 3]. Hurlock. E.B. (1980). Developmental Psychology: A Life Span Approach, New Delhi: Tata McGraw Hill.
- 4]. Hurlock. E.B. (1981). Developmental Psychology: A Life Span Approach (5<sup>TH</sup> Edition), New Delhi: Tata McGraw Hill.
- 5]. Bornstein. M.H. & Lamb, M.E. (1999). Developmental Psychology: An advanced Textbook (4<sup>th</sup> Edition). New Jersey: Lawrence Erlbaum Associates.
- 6]. Craig, G.J. (1996). Human Development (7<sup>th</sup> Edition). New Jersey: Prentice Hall.
- 7]. Piaget, J (2004). Developmental Psychology. New Delhi: K.S. Publications.
- 8]. Cavanaugh, J.C, & Blanchard Fields, F. (2006). Adult Development and Aging (3<sup>rd</sup> Edition). USA: Brooks/Cole Publishing Co.
- 9]. Papalia, ED.E., Olds, W.S., & Feldman, R.D. (1998). Human Development (7<sup>th</sup> Edition). McGraw Hill Publications.