

SYLLABUS

for
Post Graduate Course in Psychology

CBCS



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9.2.2018

Department of Psychology
D.D.U. Gorakhpur University
Gorakhpur-273009
2018

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Post Graduate Course in Psychology

The Post – Graduate semester course in psychology is aimed to prepare the students for research and application of psychological knowledge in various environmental settings. The Major objective is to offer a challenging and flexible program beneficial for academic community and society.

Academic Requirement of the Course

Post Graduate semester course is a two year program consisting of four semesters. Each of the four semesters will consist of four theory papers and one practical / field study/writing a research proposal / dissertation as fifth paper. A student admitted to the course will be required to complete courses worth 100 credit points. Eighteen contact periods in a course is worth 1 credit. A student will be required to complete courses worth 25 credit points in each semester.

Type of Courses

(1) Core Courses :

There will be the courses considered compulsory for all students. The entire courses from Semester I to Semester III are compulsory, while in Semester IV only two core courses are compulsory.

(2) Elective/ Specialized courses:

Third and fourth papers of Semester IV are optional. A student can select one paper each from group of optional papers provided in third and fourth papers.

(3) Practical/ Field work/ Research Proposal / Dissertation:

These will be the courses requiring individual supervised work in different types of settings. These may involve doing laboratory experiment, field study in various environmental settings, preparing a research proposal and dissertation.

Distribution of credit in each semester:

Courses	Semester I	Semester II	Semester III	Semester IV	Total
Core	20	20	20	10	70
Elective	-	-	-	10	10
Practical	5	5	5	5	20
Total	25	25	25	25	100

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Admission Procedure

Eligibility: A student seeking admission to post graduate program in psychology from DDU Gorakhpur University must have obtained a Bachelor's degree with Psychology as one of the subjects in final year from a recognized Institution / University.

Admission: Admission to the P G Program in psychology shall be done on the basis of the merit in the post graduate admission test conducted by the university.

Reservation and Weightage System: The total number of seats in post graduate program in psychology is 45. Reservation and weightage on marks obtained will be given as per university rules.

Evaluation

Semester Ending Exam: the students have to appear in the exam at the end of every semester worth 70 marks in each paper.

Internal Assessment: Apart from the semester ending examination there will also be internal assessment which will not carry more than 30% weight in the final evaluation of each papers including practical work. Of this 30% one third or 10% will be assigned to a Mid-Semester Evaluation test, 10% to Presentation of Seminar and 10% to Class Participation etc. In Semester III students will be required to work on the proposal for research project including review of research, planning for data collection and tool development. In the Semester IV the students will be required to collect data, analyze, write proposal and submit for evaluation. The report will be evaluated by the internal and external examiners.

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Dr. K. K. Singh
9.2.2018

Dr. K. K. Singh
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Dr. K. K. Singh
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11. Grading system of evaluation:

Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab(Absent)	0

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

The grade points average will be calculated on the basis of the grades obtained in all the courses completed in a specific semester.

$$GPA = \frac{\sum \text{Numerical value of obtained grade in course}}{\text{No of Credit}}$$

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Proposed Courses:

Each of four semesters will consist of four theory papers and one practical paper and each of the theory papers will consist of five units of 5 credits. Thus in total each of the papers including practical will be 100 marks in which 70 for semester ending examination and 30 for internal assessment.

Internal Assessment: Apart from the semester ending examination there will also be internal assessment which will not carry more than 30%, weight in the final evaluation of each paper, including practical work. Of this 30% one third or 10% will be assigned to a Mid Semester Evaluation Test, 10% to Presentation of Seminar and 10% to Class Participation etc. In Semester III students will be required to work on the proposal for research project including review of research, planning for data collection and tool development. In the Semester IV the student will be required to collect data, analyse, write proposal and submit for evaluation. The report will be evaluated by the internal and external examiners.

M A 1 st Semester						
Course Code	Paper/ Course	Paper Name	Credit	Theory	Internal Assessment	Total Marks
Psy-01	Core	Cognitive Processes-1	5	70	30	100
Psy-02	Core	Quantative Research Methods	5	70	30	100
Psy-03	Core	Theories of Personality and Modern Perspective	5	70	30	100
Psy-04	Core	Motivational and Affective Processes	5	70	30	100
Psy-05	Core	Lab Work	5			100

M A 2 nd Semester						
Course Code	Paper/ Course	Paper Name	Credit	Theory	Internal Assessment	Total Marks
Psy-06	Core	Advance Social Psychology	5	70	30	100
Psy-07	Core	Qualitative Research Methods	5	70	30	100
Psy-08	Core	Environmental Psychology-1	5	70	30	100
Psy-09	Core	Neuro-Physiological Bases of Psychological Process	5	70	30	100
Psy-10	Core	Field Study	5			100

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M A 3 rd Semester						
Course Code	Paper/ Course	Paper Name	Credit	Theory	Internal Assessment	Total Marks
Psy-11	Core	Cognitive Processes-II	5	70	30	100
Psy-12	Core	Life Span Human Development	5	70	30	100
Psy-13	Core	Psychological Assessment	5	70	30	100
Psy-14	Core	Applied Social Psychology	5	70	30	100
Psy-15	Core	Writing a Research Proposal	5			100

M A 4 th Semester						
Course Code	Paper/ Course	Paper Name	Credit	Theory	Internal Assessment	Total Marks
Psy-16	Core	Environmental Psychology- II	5	70	30	100
Psy-17	Core	Cross Cultural Psychology	5	70	30	100
Psy-18	Elective	(A) Organizational Behaviour (B) Psychodiagnostics and Therapeutics (C) Health Psychology	5	70	30	100
Psy-19	Elective	(A) Human Resource Management (B) Counselling Psychology (C) Positive Psychology	5	70	30	100
Psy-20	Core	Dissertation	5			100

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M. A. SEMESTER-I

Paper-I

Cognitive Processes-I

Credit =5

The major objective of the present paper is to make the students acquainted with historical background of contemporary cognitive psychology in general and various fundamental cognitive processes like attentional, perceptual and various basic and current trends of studies on memory processes in specific.

Unit-1: Cognitive Approach: Historical Background, Origin, Emergence and current status of Cognitive Psychology.

Unit-2: Attentional Processes: Divided Attention, Selective attention and its theories and Biological Basis.

Unit-3: Perceptual Processes: Pattern recognition: theories and Top-down Processing.

Unit-4: Memory: Models of memory: Structural and levels of Processing, Tulving's Episodic, semantic and procedural models; McClelland's PDP approach; STM : methodology in and size of short term memory. Long term memory: Context and Encoding Specificity; Mood and Memory: Autobiographical Memory: Flash bulb memory, Memory for action, Eye-witness Memory.

Unit 5: General Knowledge: Semantic Memory, Feature comparison model and network models, schemas in relation to memory selection, abstraction, interpretation and integration; Metacognition.

Recommended Books

1. Galotti, K.M. (1999). Cognitive Psychology in and outside laboratory, Mumbai: Thomson Asia.
2. Matlin M. W. (1995). Cognition (III ed.) Prism Books Pvt. Ltd., Bull Temple Road, Basavasigudi, Bangalore.
3. Snodgrass, Jone Gray et.al. (1985). Human experimental psychology, New York: Oxford University Press.
4. Misra, G. (Eds.) (2009). ICSSRI Survey of Advances in Research: Psychology in India (Vol 1): Basic Psychological Processes and Human Development, Pearson Education in South Asia.

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Paper-II

Quantitative Research Methods

Credit = 5

Objective- To understand methods of research and compatible statistical analysis with interpretation.

Unit 1: Introduction to Psychological Statistics: Descriptive and Inferential Statistics; Parametric and Non parametric statistics; Significance of Statistics.

Unit 2: Classification of variables; Hypothesis: criteria and types; Sampling Techniques. Research Designs: Purpose and Criteria; Types of Research Design.

Unit 3: Foundation of Analysis of Variance (ANCOVA); Multivariate Analysis of Variance (MANOVA); Assumptions, Application and Limitations.

Unit 4: Foundation of Regression Analysis; Bivariate- r ; Partial correlation; Multivariate Regression; Assumptions and Interpretation.

Unit 5: Factor Analysis: Types, Methods of Factor Extraction; Methods of Rotation; Factor Loading and Interpretation.

Recommended Books

1. Guilford, J.P. (4th Edition). Fundamental Statistics in Psychology and Education. New York: Tata McGrawHill.
2. Ferguson, G.A. (5th Edition). Statistical Analysis in Psychology and Education. New York: Tata McGraw Hill.
3. Garrett, H.E. (6th Edition). Statistics in Psychology and Education, Bombay: Vakils Fetter and Simons Publications.
4. Broota, K.D. (1992). Experimental Designs in Behavioural Research. New Delhi: Wiley Eastern Ltd.
5. Tabachnick B.G. & Fidell, L.S. (1996). Using multivariate Statistics. New Delhi: Harper Collins College Publishers.

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Paper-III

Theories of Personality and Modern Perspectives

Credit = 5

Objective – To introduce basic classical theories of personality with an objective of providing a foundation in conceptual and empirical scientific advances and their application to different areas of interest.

Unit 1: The Nature of Personality Theory: Components and criteria for evaluating personality theories; Basic assumptions concerning human nature.

Unit 2: Psychodynamic Perspective: Freud; Carl Jung; Adler.

Unit 3: Dispositional Perspective: Raymond Cattell; Hans Eysenck; Costa & McCrae.

Unit 4: Humanistic and Cognitive Perspective: Abraham Maslow; Carl Rogers; George Kelly.

Unit 5: Social Learning and Eastern Perspective: Albert Bandura; Triguna and other Indian Perspective; Zen Buddhism.

Recommended Books

1. Hall, C.S., Lindzey, G. & Campbell, J.B. (1998) (IVth Edition). Theories of Personality. Wiley.
2. Hijelle, L.A. & Ziegler, D.J. (1992). Personality Theories. McGraw-Hill.
3. Engler, B. (1991) (IIIrd Edition). Personality Theories. Houghton Mifflin.

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Paper-IV

Motivational and Affective Processes

Credit =5

Objective- To explain different theoretical perspectives to the concept of motivation and emotion and to describe the role of motivation and emotion to behavior.

Unit1: Needs and Drive; Ethological Perspective; Psychoanalytical Perspective; Motivation in Learning Theories.

Unit 2: Attribution Theories and Motivation (Herold Kelley, George Kelly and Weiner); Achievement Motivation (McClelland and Atkinson); Extrinsic and Intrinsic Motivation.

Unit 3: Origin of Human Emotions; Basic Emotions; Approaches to understand Emotion: Early Theories; Ambitious theories (Tomkins, Mandler, Izard, Frijda); Cognitive Theories (Arnold, Seachter); RASA theory.

Unit 4: Cognition and Emotion; Prototype perspective; Appraisal and Emotion; Effects of Moods and emotions on Cognitive functioning.

Unit 5: Social Nature of Emotion: Emotional Intelligence (Concept, Models, Application); Emotion and Culture.

Recommended Books

1. Manstead, A.S.R. (Eds.) (2008). Psychology of Emotions (Vol. I, II, III, IV). New Delhi: Sage Publications.
2. Cofer, C.N., & Appley, M.H., (1980). Motivation: Theory and Research. New Delhi: Wiley Eastern Limited.
3. Edwards, D.C. (1999). Motivation and Emotion. New Delhi: Sage Publications.
4. Weiner, B. (1992). Human motivation: Metaphors, theories, and research. Newbury Park, Ca: Sage. (HM).
5. Beck, R. C. (1976). Human Motivation and Emotion. New York: John Wiley & Sons.
6. Strongman, K.T. (2003) (Vth edition). The Psychology of Emotion. John Wiley & Sons.
7. Reeve, J.M. (2001) (Third edition). Understanding Motivation and Emotion. Wiley and Sons.

Paper-V

Lab Work

There will be four Practicals based on each of the four theory papers taught during semester one.

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SEMESTER-II

Paper-I

Advanced Social Psychology

Credit=5

Objective: After studying this paper, students would be able to understand about the nature, theory and research methods in social psychology. They would also learn about person & self perception, impression management and attribution. Further, comprehensive information about social cognition, attitude, personal relationship, aggression and helping behavior would be given. Moreover, they would learn about group processes and social exchange.

Unit-1: Social Psychology: Nature, Recent Theoretical Perspectives and Research Methods in Social Psychology, Research Ethics.

Unit-2: Person Perception and Attribution: Person Perception, Impression Formation, Non Verbal Behavior, Self Perception, Impression Management, Attribution, Theories and Biases.

Unit-3: Social Cognition and Attitude: Social cognition, Social Inference, Schema and Schematic Processing, Attitude, Features and Theories of Attitude Change, Persuasive Communication and Cognitive Dissonance Theory, Attitude-Behavior relationship.

Unit-4: Personal Relationship, Aggression and Helping Behavior: Personal Relationship, Interdependence Theory, Balance of Power, Satisfaction and Commitment, Aggressive Behavior, Intimate Violence, Helping Behavior, Bystander Intervention, Theoretical perspectives.

Unit-5: Group Process and Social Exchange: Group Influence, Social Facilitation, Group Polarization, Group Think, and Mob Behavior, Leadership, Social Exchange, Bargaining and Negotiation, Intergroup Conflict.

Recommended Books

1. Baron, R.A., Branscombe, N.R., Byrne, D. & Bhardwaj, Gopa (2010). Social Psychology Pearson Publication Co.
2. ^{S.S.} Brehm & Kassir (1996). Social Psychology. U.S.A.: Houghton Mifflin.
3. Taylor, S.E., Peplau, L.A. & Sears, D.O. (2009) Social Psychology (12th Edition) Pearson Publication Co.
4. Tripathi, L.B et. al (2001), Adhunik Samajik Manovigyan. Agra: Har Prasad Bhargava

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Paper-II

Qualitative Research Methods

Credit = 5

Objective- To introduce the theoretical foundation and method of qualitative research in psychology to enable the students to plan, execute and report the qualitative research.

Unit 1: Qualitative Research: Historical considerations; Themes of Qualitative Inquiry; Theoretical Orientations.

Unit 2: Qualitative Research design: General principle; research question; choosing the right method; Qualitative Interviewing; Triangulation.

Unit 3: Methods of Qualitative Research: Interpretative phenomenological analysis and Grounded Theory; Concept, Assumptions and Process.

Unit 4: Methods of Qualitative Research: Discourse Analysis, Narrative analysis and Focus Group; Concept, Assumptions and Process.

Unit 5: Ethics in qualitative psychological research: principle issues, guidelines and questions; Reporting qualitative research.

Recommended Books

1. Willig, C. & Stainton-Rogers, W. (2010). The Sage Handbook of Qualitative Research in Psychology. Sage.
2. Putton, M.Q. (1990). Qualitative Evaluation and Research Methods. Sage.
3. Silverman, D. (1998). Qualitative Research. Sage.
4. Willig, C. (2001). Introducing Qualitative Research in Psychology. Open University Press.
5. Smith, J. A. (2008). Qualitative Psychology. Sage.
6. Lyons, E. & Coyle, A. (2007). Analysing Qualitative Data in Psychology. Sage.

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Paper-III

Environmental Psychology-I

Credit =5

Objective- The course has been designed with an objective to improve a good knowledge base to the students in the area of environmental psychology. It aims to cover the conceptual, theoretical and methodological issues and changing perspective of environmental Psychology with special reference to environmental attitude, cognition and environmental stress.

Unit-1: Environmental Psychology: Nature and Salient Feature, Historical Development, Environment- Behavior Theories.

Unit-2: Research Methodology: Experimental, Correlation and Descriptive Data collection techniques; Ethical Considerations. Adequacy of Environmental Research.

Unit-3: Environmental Cognition: Theories of Environmental Cognition, Substantive Areas of Environmental Cognition, Cognitive Mapping.

Unit-4: Contemporary Values: The role of humans in nature, Environmental Attitude, Indices of Environmental quality.

Unit-5: Environmental Stress: Nature and Characteristics, Natural Disasters, Technological Catastrophe, Noise and Air Pollution: Impact on Health, Performance and social Behavior.

Recommended Books

1. Bell, P.A., Greene, T.C., Fisher, J.D. & Baum, A. (2003) Environmental Psychology. U.K.: Thomson, Wadsworth.
2. Stockols, D. & Altman, I. (1987) Handbook of Environmental Psychology (Vol. I & Vol. II), New York: John Wiley & Sons.
3. Bachtel, R.B. (1997) Environmental & Behaviour, New Delhi: Sage Publication.
4. Holahan, Charles.J (1982) Environmental Psychology Random House, New York

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Paper-IV

Neurophysiological Bases of Psychological Processes

Credit = 5

Objectives: To enable the students to understand the basics of the structure and function of nervous system, the organization of brain and to acquaint with methods and techniques to study brain functioning and the brain behavior relationship.

Unit-1: Basic functional unit and methods: Neuron, Nerve impulse transmission and synapse, Methods of study and techniques

Unit-2: Organization of nervous system: Peripheral and Central Nervous system, Hemisphericity

Unit-3: Neurophysiology of Emotions, Sleep and Sex.

Unit-4: Neuropsychological bases of attention, memory and Spatial Behavior.

Unit-5: Neuropsychology of Cognitive impairment: Dementia, Amnesia, and Aphasia, Stroke and Focal Brain Damage.

Recommended books

1. Kalat, J. W. (8th Edition) Biological Psychology, Thomson Wadsworth
2. Levinthal C. F. (1975) Introduction to Physiological Psychology
3. Kolb, B. & Whishaw, Z. Q. (2003) Fundamentals of Human Neuropsychology
4. Gazzaniga, M. S., Ivory, R. B. & Magnum, G. P. (3rd Edition) Cognitive Neuroscience: The Biology of Mind New York, W. W. Norton & S.

Paper-V

Field Study

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SEMESTER-III

Paper-I

Cognitive Processes-II

Credit =5

The present paper highlights important contemporary fields of studies on cognitive process like language behavior problem solving, creativity, reasoning and decision making.

Unit-1: Language Comprehension: Spoken language: Speech perception, Constituent structure, Transformational grammar, Factors affecting comprehension; reading: Perceptual processes and theories of word recognition. Discovering meaning. Interface in Reading; Metacomprehension.

Unit-2: Language Production: Speaking the context; Speech error; Gestures and context; Writing: Comparison between speaking and writing; Cognitive tasks involved in writing; Bilingualism: Advantages and disadvantages; code switching and second language proficiency.

Unit-3: Problem solving: Understanding problem solving approaches and factors influencing problem solving.

Unit-4: Creativity: Nature and measurement; Factors affecting creativity.

Unit 5: Logical reasoning conditional and syllogism, Decision making: representativeness and availability heuristics, anchoring and adjustment; the framing effect and overconfidence in decisions.

Recommended Books

1. Galotti, K.M. (1999). Cognitive Psychology in and outside laboratory, Mumbai: Thomson Asia
2. Matlin M. W. (1995). Cognition (II ed.) Prism Books Pvt. Ltd., Bull Temple Road, Basvasigudi, Bangalore.
3. Reed, Stephen K. (1988). Cognition: theory and Application (II ed.) Pacific Grove, California: Brooks/Cole Publishing Company.
4. Hewes, Mary B. (1990). The Psychology of Human cognition, New York: Pergamon Press.
5. Snodgrass, Jone. Gray et.al. (1985). Human experimental psychology, New York: Oxford University Press.

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Paper-II

Life Span Human Development Credit =5

Objective: This paper would focus on nature, foundation, theoretical perspectives and research methods of life span development. Further, students would learn about pre-natal development, child birth and neonates as well as physical, cognitive, emotional, social and personality development in infancy, childhood and adolescence. Moreover, they would be able to understand the developmental pattern of physical, cognitive, social and personality development in early, middle adulthood and ageing. Death, dying and bereavement would also be taught.

Unit-1: Human Development: Life Span Perspective, Foundation of Development; Nature- Nurture. Theoretical Perspectives of Life Span Development; Research Methods.

Unit-2: Conception to End of Infancy: Pre- Natal Development, Child Birth and The Neonates. Infancy: Physical, Cognitive, Emotional, Social and Personality Development.

Unit-3: Childhood: Physical and Cognitive Development, Emotional, Social and Personality Development in Early and Late Childhood; Moral Development.

Unit-4: Adolescence: Physical, Cognitive, Emotional and Social Development; Personality Development; Formation of Identity: Change or Crisis, Marcia's Approach to Identity Development, Updating Erikson.

Unit-5: Adulthood to End of life: Cognitive, Social and Personality Development in Early and Middle Adulthood. Aging; Physical and Cognitive Changes, Social and Personality Changes; Death Dying and Bereavement.

Recommended Books

1. Berk, L.E (2007). Development through the Life Span (3rd Edition). New Delhi: Pearson Publication Co.
2. Craig, G.J (1979). Child Development, N. Jersey Prentice Hall.
3. Feldman, R.S (2015). Development Across The Life Span (7th Edition), New Delhi: Pearson Pvt. Ltd.
4. Tripathi, L.B. & Pandey Sushrta (2009). Manav Vikash Ka Manovigyan, New Delhi

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Paper-III

Psychological Assessment

Credit =5

Objective: To enable the students to understand assessment and measurement process in Psychology. Further, it is also the objective of the present paper to introduce them various types of test available in the area.

Unit-1: Psychological Assessment: Nature, and Scope, Psychological Measurement and Tests: Nature and Types.

Unit -2: Projective Techniques: Concept and Types, Rorschach and TAT.

Unit -3: Psychological Assessment of General and Special Abilities.

Unit-4: Assessment of Personality: Psychometric Tests and Self report inventories, Interview.

Unit-5: Neuropsychological Tests: Assessment of Attention, Learning, Memory and Language functions, Neuropsychological Batteries.

Recommended Books:

5. Robert J. Gregory (2004). Psychological Testing, History, Principle and Applications, (New Delhi): Pearson Education.
6. Kevin, R. Murphy, Charles O. Davidshofer, (1988), Psychological Testing, Principles And Applications New Jersey: Prentice Hall.
7. Theresa J. B. kline (2005). Essentials of psychological testing: A Practical Approach to Design and Evaluation, London: Sage Publication.
8. Lee, J. Cronback (1990). Essential of Psychological Testing (Vth Edition), New York: Harper Collins.

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Paper-IV

Applied Social Psychology

Credit=5

Objective- To make the student understand and identify social problems and apply the major research methodologies used in applied social psychology, illustrate social psychological concepts, theories and research to explain social problems from social psychology perspective.

Unit 1: Applied Social Psychology: Historical context; Features of Applied Social Psychology; Basic vs. Applied Social Psychology; Role of Applied Social Psychologists.

Unit 2: Research Designs, Intervention and Evaluation: True Experiment; Correlational Research; Quasi experiment; Survey research; Action research; Designs of Intervention; Evaluation of interventions.

Unit 3: Applying Social Psychology to Education: Intrapersonal processes: Increasing success, reducing failure. Interpersonal processes: Teacher expectations and student performance; Student-Student interactions; Cognitive errors; Student-Teacher relations; Self perceptions and academic consequences.

Unit 4: Applying Social Psychology to Health and Illness: Account of problems in the field; Understanding Health and Illness behaviour: Biopsychosocial Model; Promoting Health Behaviour; Tailoring Messages and Framing Messages; Changing Health Behaviour: Health Beliefs Model; Theory of Planned Behaviour.

Unit 5: Applying Social Psychology to Community: Cultural diversity; Personal diversity; Diversity vs. Prejudice and Stigmatization; Media and Stigmatization; Bringing about Social Change; Social Action and Activism; Changing Structural and Social Barriers.

Recommended Books

1. Schnieder, F.W., Gruman, J.A., & Couts, L.M. (2012). (2nd Edition). Applied Social Psychology. New Delhi: Sage Publications.
2. Steg, L., Buunk, A.P., & Rothengatter, T. (2008). Applied Social Psychology. Cambridge University Press.
3. Misra, G. (Eds.) (2011). Oxford Handbook of Psychology. New Delhi: Oxford Press.
4. Oskamp, S. (1984). Applied Social Psychology. New Jersey: Englewood Cliffs, Prentice Hall Inc.
5. Dalal, A., & Misra, G. (2002). New Directions in Indian Psychology (Vol. 1) Social Psychology. New Delhi: Sage Publications.

Paper-V

Writing a Research Proposal

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SEMESTER-IV

Paper-I

Environmental Psychology-II

Credit =5

Objective: The course is concerned with various approaches to environmental psychology along with behavioural processes and behavioural settings. The purpose is also to discuss crowding and various techniques of saving the environment.

Unit-1 : World views of the environment : General orientation to nature and Environment , Trait, Interactional, Organismic and Transactional Perspectives.

Unit-2 : Behavioral Process : Privacy, Nature and Function, Privacy and culture, Personal space nature and functions, Methods of studying personal space, Determinants of personal space, personal space invasion and its consequences, and Territoriality nature and functions, methods; Research evidences Territory and aggression, Territory as a security blanket, Design implications.

Unit-3 : Crowding: Population density and Animal behavior, effects of Density on Human, Emerging Models of Crowding, eliminating the causes and effects of crowding.

Unit-4: Behavioural settings: Residential Environment, Institutional environment (Hospital, prison, School-Classroom environment).

Unit-5: Changing Behaviour to save the Environment: Environmental Education, Prompt and Reinforcement, Specific environmental problem.

Recommended Books:

1. Altman, I. & Chemers, M.M. (1980). Culture & Environment Cambridge University Press.
2. Bonnes, M. & Secchiarioli, G. (1995). Environmental Psychology, New Delhi: Sage.
3. Stockols, D. & Altman, I. (1987). Handbook of Environmental Psychology (Vol. I & II), New York, Wiley & sons.
4. Holahan, Charles. J (1982). Environmental Psychology Random House, New York.

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Paper-II

Cross Cultural Psychology

Credit =5

Objective: To acquaint with the area of cross cultural psychology including the methods and to understand the culture-behaviour relationship, acculturation and intergroup behavior.

Unit-1: Introduction to Cross-Cultural Psychology: Goals and general frame work; Theoretical Issues: Absolutism Relativism and Universalism, Behaviour Culture Relationship.

Unit-2: Approaches: Cultural Anthropology Biology and Culture; Evaluation and Adaptation, Behaviour Genetics, Methods of Cultural Transmission.

Unit-3: Methodological Concerns: Methodology Cultural Comparative studies; Psychological data in cultural context.

Unit-4: Behaviour Across culture: Social Behaviour cognition, Emotion and Language.

Unit-5: Acculturation and Intercultural Relations: Acculturation, Adaptation Intercultural strategies and relations; Indian Studies.

Recommended Books:

1. Berry J.W. Poortinga Y.H. Segall M.H., and Dusek P.R., (2002). Cross Cultural Psychology, Research and Application. New York, Camoridge University Press.
2. Mishra R.C., Sinha D. and Berry J.W. (1996), Ecology, Acculturation and Psychological Adaptation, New Delhi, Sage publication.
3. Saraswathi T.S. (Eds) (1999). Culture Socialization and Human Development New Delhi, Sage Publication.
4. Pandey J., Sinha D. and Bhavuk D.P.S. (Eds), (1996). Asian Contributors to Cross-Cultural Psychology.

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Paper-III (A)

Organizational Behavior

Credit =5

Objective: In this paper, students would learn about the nature, scope, methodology and foundation of organizational behavior. Further, motivation, emotion and job satisfaction, the communication process and decision making, organizational leadership, power and politics in organization would be taught. They would also learn about organizational conflict, organizational change and stress management.

Unit-1: Organizational Behavior: Nature and Scope of Organizational Behavior, Historical Background, Foundation of Organizational Behavior, Modern Organizational Theories, and Research Methods.

Unit-2: Motivation and Emotion: Concept, McClelland's Need theory, Two-Factor theory and Overview of Contemporary Theories of Motivation, Job Satisfaction, Emotion, Concept, Emotional Intelligence and Emotional Labor.

Unit-3: Communication and Decision Making: Communication Process, Direction, Barriers in Communication Effectiveness, Decision Making, Rationality, Factors Affecting Decision Making.

Unit-4: Leadership, Power and Politics: The Nature of Organizational Leadership, Contemporary Models of Leadership, Power, Types and Bases, Organizational Politics, Causes and Consequences of Political Behavior.

Unit-5: Organizational Conflict, Change and Stress Management: Conflict Process, Managing Conflict, Organizational Change and its Management, Managing Work Stress.

Recommended Books:

1. Hunt, J. G., Osborn, R. N. & Blen, M. U. (2010), Organizational Behavior, John Wiley & Sons, Inc. (11th Edition).
2. Luthans, F. (1998). Organizational Behavior. New York, McGraw Hill.
3. McShane, Steven L. & Glinow, Mary Ann Von, (2010). Organizational Behavior: McGraw-Hill (5th edition)
4. Robbins, S.P., Judge, T.A. & Saughi, S. (2013). Organizational Behavior. New Delhi: Pearson, Education (15th edition)
5. Schultz, D. & Shultz, S.E. (2004). Psychology and Work Today (8th edition) Delhi: Pearson.

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Paper-III (B)

Psychodiagnostics & Therapeutics

Credit =5

Objective: To enable students to get acquainted with concept, models and procedures of Psycho-diagnostics and Therapeutics.

Unit-1: Nature of diagnosis and Assessment Process, Methods of Assessment: Psychometric Tests as clinical tools, Projective Tests.

Garfield & Bergin (1978) Handbook of Psychotherapy and Behaviour Change, New York: Wiley & Sons.

Unit-2: Assessment Interview, Behavioural Assessment and Self Report Inventories.

Wolman, B.B. (1984) Handbook of Clinical Psychology, New York: Wiley & Sons.

Unit-3: Freudian Psycho-analysis.

Semenoff, B. (1976) Projective Techniques, London: Wiley & Sons.

Unit-4: Phenomenological, Existential, Group and Family Therapy.

Unit-5: Behaviour Therapy and Cognitive Behaviour Therapy.

Recommended Books

1. McMullin, R.E. (2000). The New Handbook of Cognitive Therapy Techniques, New York: Wile, Norton & Company.
2. Cooper, M. (2007). Existential Therapies, New York: Sage.
3. Korchin, J. (1979). Modern Clinical Psychology, New York: Harper Collins.
4. Garfield & Bergin (1978). Handbook of Psycho-therapy and Behaviour Change, New York: Wiley & Sons.
5. Wolman, B.B. (1984). Handbook of Clinical Psychology, New York: Wiley & Sons.
6. Semenoff, B. (1976). Projective Techniques, London: Wiley & Sons.

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Health Psychology

Paper-III (C) ✓

Credit =5

Objective- To develop an understanding of the interaction of biological, psychological and social factors influencing one's physical well-being and health behaviours. Learn how psychological research methods, theories, and principles can be applied to enhance biomedical approaches for promoting health and treating illness.

Unit 1- Development of Health Psychology; Models of Health; Approaches to Health Psychology; Role of Health Psychologists.

Unit 2- Stress, Illness and Coping: Stress-Meaning, Sources and Impact on Health; Stress, Behaviour and Illness; Moderators of Stress Experience- Coping Strategies and Social Support.

Unit 3- Health and Behaviour: Behavioural Pathogens and Behavioural Immunogens; Psychological theories about health behaviours; Modification of Health Behaviour- Cognitive behavioural change; Health Promotion; Methods for promoting Health.

Unit 4- Chronic and Terminal Illnesses: *Diabetes*- Types, health implications, problems in self management and intervention with diabetics; *CHD* - Risk factors, Prevention and Management; *Cancer*- Prevalence and types, psychosocial factors and cancer; adjusting to cancer; coping with cancer and intervention; *AIDS*- Risk factors, Effect and Treatment of AIDS.

Unit 5- Treatment Setting and Management: Patient-Provider relations; Psychosocial Interventions for psychological issues for people with chronic illnesses; Chronic Pain Management.

Recommended Books

1. Taylor, S.E. (2013). Health Psychology. New Delhi: Tata McGraw-Hill.
2. Sutton, S., Baum, A., & Johnson, M. (2004). Handbook of Health Psychology. New Delhi: Sage Publications.
3. Straub, R.O. (2007). Health Psychology. New York: Worth Publications.

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Paper-IV (A)

Human Resource Management (HRM)

Credit =5

Objective: In this paper, students would learn about nature, scope and significance of HRM in changing environment. Further, acquisition of human resources, training and management development approaches and techniques for performance management and appraisal process would be taught. Finally, they would learn about compensation and employee relations

Unit-1: Human Resource Management: Nature, Scope and implication of HRM, Trends Shaping HRM, Strategic Management Process, HRM in Changing Environment.

Unit-2: Acquisition of Human Resources: Planning, Assessment, Job Analysis, Recruiting, Selection Process.

Unit-3: Training and Management Development: Goals, Establishing Training Needs Methods and Approaches used in Training, Management Development.

Unit-4: Performance Management and Appraisal: Performance Management System, Process and Techniques for Appraising Performance, Creating Effective Personnel Management System.

Unit-5: Compensation and Employee Relations: Establishing Strategic Pay Plans, Designing Effective Incentive Programs, Labour- Management Relations, Ethics, Justice and Fair Treatment in HRM.

Recommended Books:

5. Dessler, G. & Varkkey, (B. 2011) Human Resource Management. Pearson (12th edition)
6. De, Cenzo, D.A. & Robbins, S.P. (1996). Human Resource Management, New York: John Wiley & Sons
7. Hersey, p., Blanchard, K.H. & Johnson, D.E. (1996). Management of Organizational Behavior: Utilizing Human Resource, (Latest Edition), New Delhi: Prentice Hall of India, Pvt. Ltd.
8. Schultz, D. & Shultz, S. E. (2004). Psychology and Work Today (8th Edition), Delhi: Pearson Education.

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Paper-IV (B)

Counselling Psychology

Credit =5

Objective - To familiarize the student with counselling process, different approaches and techniques and also the application of counselling in various settings and groups.

Unit 1- Counselling: The Art and Science of Helping; Differences between counselling and psychotherapy; History and Present status of counselling in India; Goals of counselling; Characteristics of counsellor and counsee; Professional issues.

Unit 2- Process of Counselling: Counselling Relationship techniques; Rapport building, Reflection of feeling, Acceptance, Silence, Reassurance, Listening, Empathy, Special Relationship problems: Transference, Counter transference, Resistance; Stages of Counselling.

Unit 3- Approaches to Counselling: Phenomenological, Existential, Cognitive-Behavioural, Eclectic; Individual vs. Group Methods of Counselling.

Unit 4- Counselling for Special Groups: Counselling children with learning and behaviour problems; Counselling adolescents for better adjustment; Counselling women and Elderly.

Unit 5- Counselling Application: Marital Counselling; School Counselling; Counselling patients with chronic medical illness (HIV & Cancer).

Recommended Books

1. Feltham, C. & Horton, L. (Eds. 2006). *The Sage Handbook of Counselling and Psychotherapy*. New Delhi: Sage Publications.
2. Nelson-Jones, R. (2005) *Practical counselling and helping skills* (5th Ed.) New Delhi: Sage Publications.
3. Woolfe, R & Dryden, W. (1996) *Handbook of Counselling Psychology*. New Delhi: SAGE Publications.
4. Locke, D.C., Myers, J.E. & Herr, E.L. (Eds.) (2001). *Handbook of Counselling*. New York: Sage Publications.
5. Rao, S.N. & Sahajpal, P. (2013) (Third Edition). *Counselling and Guidance*. New Delhi: Tata McGraw-Hill.
6. Neukrug, E. (2011). *Counselling Theory and Practice*. Cengage Learning.

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Paper-IV (C)

Positive Psychology

Credit =5

Objective- To understand the basic principles of positive psychology, the major areas within positive psychology that have received a considerable amount of attention, the use of positive psychology techniques in one's own life.

Unit 1: Positive Psychology: Historical roots, assumptions and goals; Eastern and Western perspectives on positive psychology.

Unit 2: Happiness: Facts of life; Culture and personal goals; Principles of Pleasure.

Unit 3: Positive Cognitive States and Processes: Self regulation and Self control; Resilience; Self Efficacy; Optimism; Hope.

Unit 4: Virtues and Strengths of Character: Mindfulness, Flow, Spirituality, Altruism; Gratitude; Forgiveness.

Unit 5: Psychology of Well being: Meaning of wellbeing, The wellbeing models, Factors affecting wellbeing, Promoting wellbeing among people.

Recommended Books

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK. Routledge.
2. Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
3. Baumgardner, S. R. & Crothers, M.K. (2009). Positive Psychology. Pearson
4. Snyder, C.R. & Shane, J.L. (2005). Handbook of Positive Psychology. Oxford University Press.

Paper-V

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