

**MANGALAYATAN UNIVERSITY,
ALIGARH**

**DIRECTORATE OF DISTANCE AND ONLINE
EDUCATION**



PROGRAMME PROJECT REPORT

**MASTER OF ARTS
(PSYCHOLOGY)**

2023-24

Introduction

Master of Arts degree in Psychology (M.A. Psychology) is unique at Mangalayatan University in its commitment to both breadth and depth of knowledge after graduation. Its aim and scope is focused in its approach to preparing a student for higher education as well as for competitive exams. The two-year PG program would require a minimum of **80** credits through distance mode including ICT enabled study. Increasing numbers of students have become interested in M.A. (Psychology) program, due to availability of teaching jobs in higher education institutions.

A. Programme's Mission and Objectives

Mission:

- To cater and ensure excellent theoretical and practical training through teaching, counseling, and mentoring with a view to achieve professional and academic excellence.
- To demonstrate competence on academic ingredients from philosophical, psychological, social and scientific perspective.
- To generate, disseminate and preserve knowledge for the benefit and betterment of society.

Objectives:

- To educate and train individuals to understand knowledge structures and paradigms of Psychology.
- To develop professionals to participate in different areas of Psychology.
- To preserve the academic ingredients rooted to Indian Culture, heritage and values.

B. Relevance of the Programme with HEI's Missions and Goals

The Master of Arts (Psychology) programme aims to master the content related to various dimensions of Education discipline with reflective thinking approach. The aim of the programme is to create a community of scholars equipped for participation in educational discourse at various levels. The stakeholder will show scientific temperaments in daily life and understand the moral dimensions of their decisions with responsibility for them including ability to engage in independent and life-long learning.

The goals of ODL (Open Distance Learning) programme is to provide educational facilities to all qualified and willing persons who are unable to join regular courses due to personal or professional reasons. There are many potential learners who cannot afford to join regular courses due to professional responsibilities and personal commitments. The programme's objectives and goals are on the lines of HEIs vision and Mission.

Vision:

To be an institution where the most formative years of a young mind are spent in the guided pursuit of excellence while developing a spirit of inquisitive questioning, an ability to excel in the pressure of a fast-changing professional world, and a desire to grow into a personality than a person, in an environment that fosters strong moral and ethical values, teamwork, community service and environment consciousness.

Mission:

- To be the enablers of the confluence of academic rigor and professional practicality.
- To bring global best practices to students through widespread use of technology.
- To empower our faculty to constantly develop new skills and excel professionally.
- To provide the best campus environment to students and faculty with all facilities to nurture their interest.

C. Nature of Prospective Target Group of Learners

The ODL programme of Mangalayatan University (MU) shall target the working professionals as well as those who cannot attend a full-time programme due to constraints. Desirous candidates of Master of Arts (Psychology) shall have to meet the eligibility norms as follows:

A three/four years Bachelor's degree or its equivalent awarded by recognized University with minimum 45% of marks or equivalent grade

D. Appropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence

The University has identified the following **Programme Outcomes (PO)** and **Programme Specific Outcomes (PSO)** as acquisition of specific skills and competence in M.A. (Psychology) Programme.

Programme Outcomes (PO)**The learners will be able to:**

PO-1: develop understanding of the theories related to the core areas of psychology.

PO-2: Apply psychological principles and theories in understanding human behaviour.

PO-3: Acquire skills to design, conduct, analyse and interpret data related to empirical psychological studies.

PO-4: Communicate effectively by written, computational and graphical means.

PO-5: Demonstrate scientific thought process in understanding human behaviour.

Programme Specific Outcomes (PSOs)**The learners shall be:**

PSOs-1: Well-equipped with understanding of application of psychological principles to solve human problems.

PSOs-2: Well trained in different fields of psychology.

PSOs-3: Design and conduct empirical studies in psychology.

PSOs-4: Competent in reporting scientific research in professionally acceptable ways.

PSOs-5: Competent in understanding implication aspect and enhancing implication of all researches done.

Evaluation Scheme

| Semester-I | | | | | | |
|------------|-------------|------------------------------------|--------|---|------------------------------|----------------|
| S. No. | Course Code | Course Name | Credit | Continu- ous Assess- ment Marks | Term End Exam Marks | Grand Total |
| | | | | Max. Marks | Max. Marks | |
| 1 | MAP-101 | Advanced General Psychology | 4 | 30 | 70 | 100 |
| 2 | MAP-102 | Life Span Developmental Psychology | 4 | 30 | 70 | 100 |
| 3 | MAP-103 | Social Psychology | 4 | 30 | 70 | 100 |
| 4 | MAP-104 | Research Methods-I | 4 | 30 | 70 | 100 |
| 5 | MAP-105 | Computer Application in Psychology | 4 | 30 | 70 | 100 |
| Total | | | 20 | 150 | 350 | 500 |

| Semester-II | | | | | | |
|-------------|-------------|---------------------------|--------|-----------------------------------|------------------------------|----------------|
| S. No. | Course Code | Course Name | Credit | Continuous Assessment Marks | Term End Exam Marks | Grand Total |
| | | | | Max. Marks | Max. Marks | |
| 1 | MAP-201 | Research Methods-II | 4 | 30 | 70 | 100 |
| 2 | MAP-202 | Educational Psychology | 4 | 30 | 70 | 100 |
| 3 | MAP-203 | Clinical Psychology | 4 | 30 | 70 | 100 |
| 4 | MAP-204 | Organizational Psychology | 4 | 30 | 70 | 100 |
| 5 | MAP-205 | Psychological Testing | 4 | 30 | 70 | 100 |
| Total | | | 20 | 150 | 350 | 500 |

| Semester-III | | | | | | |
|--------------|-------------|----------------------------|--------|-----------------------------|---------------------|-------------|
| S. No. | Course Code | Course Name | Credit | Continuous Assessment Marks | Term End Exam Marks | Grand Total |
| | | | | Max. Marks | Max. Marks | |
| 1 | MAP-301 | Psychology of Personality | 4 | 30 | 70 | 100 |
| 2 | MAP-302 | Psychopathology | 4 | 30 | 70 | 100 |
| 3 | MAP-303 | Human Resource Development | 4 | 30 | 70 | 100 |
| 4 | MAP-304 | Human Resource Management | 4 | 30 | 70 | 100 |
| 5 | MAP-305 | Personality Assessment | 4 | 30 | 70 | 100 |
| Total | | | 20 | 150 | 350 | 500 |

| Semester-IV | | | | | | |
|--------------|-------------|-------------------------------------|--------|-----------------------------|---------------------|-------------|
| S. No. | Course Code | Course Name | Credit | Continuous Assessment Marks | Term End Exam Marks | Grand Total |
| | | | | Max. Marks | Max. Marks | |
| 1 | MAP-401 | Counselling Psychology | 4 | 30 | 70 | 100 |
| 2 | MAP-402 | Psychology: Issues and Applications | 4 | 30 | 70 | 100 |
| 3 | MAP-403 | Dissertation and Viva Voce | 4 | 30 | 70 | 100 |
| 4 | Elective-I | | 4 | 30 | 70 | 100 |
| 5 | Elective-II | | 4 | 30 | 70 | 100 |
| | MAP-404 | Spiritual Psychology | | | | |
| | MAP-405 | Positive Psychology | | | | |
| | MAP-406 | Health Psychology | | | | |
| Total | | | 20 | 150 | 350 | 500 |

MOOCs

The University shall give flexibility in opting for MOOCs (Massive Online Open Courses)/SWAYAM by the students pertaining to the prescribed curriculum and also the Credits earned in the MOOCs may be dealt as part of the evaluation scheme as per UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Syllabi and Course Materials

Syllabi, PPR and self-learning materials are developed mostly by experienced faculty members of Mangalayatan University in consultation with contents experts and the same will be forwarded to CIQA and BoS/Academic Council/ Executive Council for further suggestions and approval.

Faculty and Support Staff

The University has identified the requisite faculty and support staff as mandated by UGC and formally they shall be allocated the required positions from amongst the existing faculty exclusively for ODL mode or fresh appointments as required so, shall be initiated for which Letter of Intent have been issued to the prospective faculty and staff. The course material prepared by this university will be on par with any Open University/Distance Education Centre in the country.

Delivery Mechanism

The ODL of MU follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of MU is different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. ODL of MU academic delivery system comprises:

A. Print Material

The printed material of the programme supplied to the students will be unit wise for every course.

B. Counselling Sessions

Normally, counselling sessions are held as per a schedule drawn beforehand by the Subject Coordinator. There will be 6 counselling/ contact classes for 4 credit course will be held on the campus on Saturday and on Sunday of 2 hour duration for each course in face to face mode (In case of 2 credit course contact hours are required 6 hours and in case of 6 credit course contact hours required 18 hours). Contact classes will be held in the campus on Saturdays and on Sundays.

C. Medium of Instruction

| | |
|-------------------------------|---------|
| Medium of Course Instruction: | English |
| Medium of Examination: | English |

Student Support Systems

Universities Study Centres or Learner Support Centre shall be headed by a coordinator, not below the rank of Assistant professor and shall be augmented with academic and non-academic staff depending on the learner.

The university has made appropriate arrangements for various support services including counselling schedule and resource-oriented services evaluation methods and dates both online and offline modes for easy and smooth services to the students of distance mode.

At present the university have only one study centre on the campus. The institution is not promoting any study centres outside the campus. All student support services will be provided to the student through a single window method/mode onsite and online.

F. Procedure for Admissions, Curriculum, Transaction and Evaluation

Admission Process

Admission to the M.A. (Psychology) will be done on the basis of screening of candidate's eligibility on first come first serve basis. The University will follow the reservation policy as per norms of the Government. Admission shall not be a right to the students and MU, DDOE shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc.

Maximum Duration

- A. The maximum duration of the M.A. (Psychology) is Four years. Thereafter, students seeking completion of the left-over course(s) will be required to seek fresh admission.
- B. The student can complete his programme within a period of 4 years failing which he/she shall seek fresh admission to complete the programme.

Eligibility

A three/four years Bachelor's degree or its equivalent awarded by recognized University with minimum 45% of marks or equivalent grade

Fee Structure

Activity Schedule

| S.NO. | Name of the Activity | Tentative months schedule (specify months) during year | | | |
|-------|--------------------------------|--|------------|-------------|------------|
| | | From(Month) | To (Month) | From(Month) | To (Month) |
| 1 | Admission | Jul | Sep | Jan | Mar |
| 2 | Assignment submission (if any) | Sep | Oct | Mar | Apr |
| 3 | Evaluation of assignment | Oct | Nov | Apr | May |
| 4 | Examination | Dec | Dec | Jun | Jun |
| 5 | Declaration of result | Jan | Jan | Jul | Jul |
| 6 | Re-registration | Jul | Jul | Jan | Jan |

| | | | | | |
|---|---|-----|-----|-----|-----|
| 7 | Distribution of SLM | Jul | Sep | Jan | Mar |
| 8 | Contact programmes (counselling, practicals, etc.) | Sep | Nov | Mar | May |

Credit System

MU, DDOE proposes to follow the ‘Credit System’ for most of its programs. Each credit amounts to 30 hours of study comprising all learning activities. Thus, a 8 credit course requires 240 hours, 6 credit course requires 180 hours , 4 credit course requires 120 hours and 2 credit course requires 60 hours of study. This helps the student to understand the academic effort to complete a course. Completion of an academic programme requires successful clearing of both, the assignments and the term-end examination of each course in a programme.

| Duration of the Programme | Credits | Name of the Programme | Level of the Programme |
|---------------------------|---------|-----------------------|------------------------|
| 2 to 4 Yrs | 80 | M.A. (Psychology) | Post- Graduation |

Assignments

Distance Education learners have to depend much on self study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all learners. Each assignment shall consist of a number of questions, case studies and practical related tasks. The assignment question papers will be uploaded to the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner is examined by a faculty member.

Evaluation

The evaluation system of the programme is based on two components:

- A. Continuous evaluation in the form of assignments (weightage 30%):** This Component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Coordinator of the DDOE/Study Centre to which the student is assigned or attached with.
- B. Term-end examination (weightage 70%):** This will be held twice every year in the months of June and December. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination only after she/he has registered for that course and submitted the assignment. For appearing in the Examination, every student has to submit an Examination form through online (www.mangalayatan.in)/ or offline before the due dates as given in the schedule of operations. If a student misses any term-end examination of a course for any reason, s/he may appear for any of them or all the courses subject to the maximum of 8 courses in the subsequent term-end examinations. This facility will be available until a student secures the minimum pass grade in the courses but up to a maximum period of four semesters, since the date of registration of the course is valid for four semesters. Beyond this period s/he may continue for another four semesters by

getting Re-registration by paying fee again. In that case, the score of qualified assignments and/or term-end examination will be retained and the student will be required to complete the left out requirements of such re-registered courses. Minimum requirement for passing a course will be 40% marks.

G. Laboratory Support and Library Resources

The library of Mangalayatan University aims to empower the teaching mission and intellectual culture of the community through availability through an organized collection of information as well as instruction in its access, relevance and evaluation. The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

The Directorate of Distance Education of Mangalayatan University has initiated the process of setting up a dedicated Library for ODL program and acquiring printed books and e-books for this purpose. The required International and National subject journals are also provided. We have a full functioning community radio service onboard (90.4 FM). We already have annual journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals.

The collection of the Library is rich and diverse especially in terms of the breadth and depth of coverage. Collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems, Audio Video facilities, ICT enabled class rooms, Wi-Fi facilities etc.

H. Cost Estimate of the programme and the provisions

Initial expenses have been done by the University in terms of provision of infrastructure, manpower, printing of Self Study Material etc. The University intends to allocate expenses out of the total fee collection as per following details:

| | | |
|---|---|-----|
| a) SLM Development and Distribution | : | 20% |
| b) Postal and ICT Expenses | : | 10% |
| c) Salary and other Administrative expenses | : | 60% |
| d) Future Research development reserve | : | 10% |

Once programmes are operational, the programme budget from fee receipts will be planned as per the guidelines of University Grants Commission.

I. Quality Assurance

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the ODL programmes. It has the following objectives in making the compliances of quality implementations.

Objectives

The objective of Centre for Internal Quality Assurance is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programmes of higher education in the Open and Distance Learning mode and Online mode being implemented by the Higher Educational Institution are of acceptable quality and further improved on continuous basis.

Functions of CIQA

The functions of Centre for Internal Quality Assurance would be following

- 1) To maintain quality in the services provided to the learners.
- 2) To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- 3) To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- 4) To devise mechanism to ensure that the quality of Open and Distance Learning programmes and Online programmes matches with the quality of relevant programmes in conventional mode.
- 5) To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- 6) To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- 7) To facilitate the implementation of its recommendations through periodic reviews.
- 8) To organize workshops/seminars/symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.
- 9) To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in Higher Educational Institution.
- 10) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- 11) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme;
- 12) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- 13) To maintain a record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- 14) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- 15) To facilitate system based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- 16) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- 17) To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- 18) To coordinate between Higher Educational Institution and the Commission for various qualities related initiatives or guidelines.

- 19) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- 20) To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- 21) It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.

After enrolling in M.A. (Psychology) Programme at Mangalayatan University in ODL mode, student will exhibit understanding in areas of philosophical, sociological, and psychological foundations of education to endorse reflective & critical thinking, social efficiencies & competencies, analytical reasoning & problem-solving ability. After completion of M.A. (Psychology) Programme, student will exhibit the essential knowledge of curricular framework and design and shall be able to apply this knowledge in curricular evaluation and reconstruction.

3. Detailed Syllabus

Program: Master of Arts (Psychology)
Semester-I
Syllabus

Course Name: Advanced General Psychology

Course Code: MAP-101

Credits: 5

Course Objective: To develop an understanding about the general concepts of psychology

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | Comprehend the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events. |
| 2. | Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes, the process of thinking and role of intelligence. |
| 3. | Apply psychological principles to everyday life in positive ways |
| 4. | Draw logical and objective conclusions about behaviour and mental processes from empirical evidence. |
| 5. | Evaluate misconceptions or erroneous behavioural claims based on evidence from psychological science. |

BLOCK – I Attention and Perception

Unit-1 Attention: Nature and meaning of attention; Focused auditory attention; Focused visual attention; Divided attention; Automatic processing; Action slips

Unit-2 Perception: Approaches to Perception: Gestalt and Physiological and Information Processing Approach; Perceptual Organisation; Movement Perception; Perceptual constancy: shape, Space and depth perception; Role of motivation and learning in perception; Signal Detection theory, Subliminal perception Extra sensory perception, Errors in perception

BLOCK- II Learning and Memory

Unit-3: Learning: Classical Conditioning, Operant Conditioning, Cognitive Learning Theories: Hull, Tolman, Seligman; Verbal learning

Unit-4: Memory: Process of memory: Encoding, Storage and Retrieval; Stages of Memory: Sensory Memory, Short term Memory/Working Memory, Long Term Memory; Models of Memory: Information Processing Model, Level Processing Model, Parallel Distributed Processing Model; Everyday Memory

Unit-5: Forgetting: Theories of Forgetting; Techniques of Improving Memory; Memory and Brain; Amnesia; Alzheimer's Disease

Unit-6: Factors affecting working memory- Pronunciation time, Semantic similarity of the items in working memory. Baddeley's working memory approach- Phonological loop, Visuo-spatial sketch pad, and Central executive.

BLOCK-III HUMAN BEHAVIOUR

Unit-7: Biological Basis of Behaviour: Evolutionary perspectives and Genetics; Nervous System: Neurons, Central nervous system, Autonomic nervous system; Neural transmission; Methods of studying brain; Endocrine system; Sense organs: Eye, Ear

Unit-8: Motivation: Basic concepts: Instinct, Need, Drive, incentive, Motivational cycle; Theories: Psychoanalytic, Cognitive, Humanistic- Maslow, Alderfer

Unit-9: Types of Motivation: Biological- Hunger and eating behaviour, Sex and sexual behaviour, Sleep; Social- Achievement, Affiliation, Approval, Exploratory behaviour, Curiosity, Cross-cultural perspective of Motivation: Aggression, Achievement, Power, Intrinsic motivation;

Unit-10: Emotion: Theories of Emotion: James-Lange, Arousal-interpretation theory, Cognitive theories- Zajonc, Lazarus, Parkinson; Physiological systems in emotion; External expression of emotion; Stress and Coping

Unit-11: Thinking: Definition and Mental Image; Types of thinking: Convergent and Divergent thinking.

BLOCK-IV CONCEPTUALIZATION

UNIT 12: Concepts Formation: Logical Concepts, Natural Concepts and Prototype. Role of concepts in thinking.

UNIT 13: Language: Nature: Communicative, Arbitrary, Structured and Generative; Dynamics of Language: Phonemes, Morphemes, Syntax, Semantics and Pragmatics.

UNIT 14. Acquisition of Language: Stages of Language Acquisition. Theories of Language Acquisition; The relationship between Language and Thinking: The Linguistic Relativity Hypothesis.

BLOCK V PROBLEM SOLVING

UNIT 15: Problem solving: Concept, Stages in problem solving: Preparation, production, Judgement & incubation.

UNIT 16: Problem solving Strategies: Trial & Error, Algorithm, Heuristic, Insight & Intuition; Factors influencing problem solving. Impediments and barriers to problem solving.

UNIT 17: Decision Making: Concept; Heuristics in Decision Making & Cognitive Control in Decision Making 15. Decision Making Strategies: The Signal Feature, The Additive Model & The Elimination by Aspects

Unit 18: Deductive Reasoning: An overview of Conditional Reasoning, Difficulties with negative information and abstract reasoning problems, The belief-bias effect, Making an Illicit conversion, The confirmation Bias.

Unit 19: Decision Making: The Representativeness Heuristic, The availability heuristic, The Anchoring and adjustment heuristic, The framing effect.

Reference Books:

1. Edward E. Smith, Stephen M. Kosslyn : Cognitive Psychology, Printice Hall of India, New Delhi
2. Robert L. Solso : Cognitive Psychology, 6th edition, Person Education, Low price edition
3. Houston, J.P. : Fundamentals of learning and Memory (3rd Editions). Harcourt Brace Jovanovich, Inc, New York

4. Schiffman, H.R. : Sensation and perception: An integrate Approach, John Willey Sons, New York.
5. Sodorow. : Psychology. Mc Graw Hill Book Company, New York.
6. Saundra K. Ciccarelli, Glenn E. Meyer : Psychology
7. Levin Thal, C.F. : Introduction to Physiological Psychology, Prentice Hall of India New Delhi 1999.
8. Ronald T. Kellogg : Fundamentals of Cognitive Psychology.
9. Margaret W. Matlin, Suny Geneseo : Cognitive Psychology, 8th edition, International Student Version, Wiley.

Program: Master of Arts (Psychology)
Semester-I
Syllabus

Course Name: Life Span Developmental Psychology

Course Code: MAP-102

Credits: 5

Course Objective: To develop an understanding about the general concepts of psychology

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | Comprehend the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events. |
| 2. | Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes, the process of thinking and role of intelligence. |
| 3. | Apply psychological principles to everyday life in positive ways |
| 4. | Draw logical and objective conclusions about behaviour and mental processes from empirical evidence. |
| 5. | Evaluate misconceptions or erroneous behavioural claims based on evidence from psychological science. |

BLOCK-I INTRODUCTION TO HUMAN DEVELOPMENT

Unit 1: Human development: Principles and Theoretical Perspectives of human development; Role of Heredity and Environment, Heredity and Environment - Meaning Determinants, Effects and Relative Importance

Unit 2: Methods of Studying Development – Observational, Correlational, Experimental Research, Longitudinal, Cross – Sectional & Cross Cultural Research.

Unit 3: Pre-natal development: Main characteristics. Factors affecting Pre-natal Development and Developmental milestones in Infancy

BLOCK-II PHYSICAL AND COGNITIVE DEVELOPMENT

Unit 4: Physical Development: Importance, Stages and Patterns.

Unit 5: Motor Development – Importance, Stages and Patterns.

Unit 6: Cognitive Development: Importance, stages and Patterns

Unit 7: Language Development – Nature and Theories, Stages of Development Speech – Forms of Communication, Determinants of Language Development.

BLOCK-III SOCIAL AND EMOTIONAL DEVELOPMENT

Unit 8: Social Development – Criteria & Stages, Determinants of Social Development, Development of Personality and Self Concept.

Unit 9: Emotional Development: Importance, Norms and Determinants Emotional Maladjustment and Emotional Balance, Emotional Dominance, Heightened

Emotionally, Regulation of Emotions.

Unit 10: Moral development: Kohlberg's Theory; Psycho-Social Development: Erickson's theory, developing sense of self and Gender roles, development of attachment and temperament

BLOCK-IV CHILD AND SOCIETY

Unit 11: Child & Family – Parental Attitude, Family Relationship and Determinants, The Influence of Siblings and Sibling Relationship School Environment and Role of Teacher.

Unit 12: Development During Adolescence: Characteristics, Physical, Psychological, Social and Emotional Aspects, Hazards of Adolescence

Unit 13: Psycho-Social Development: Search for identity , Gender Roles and Sexuality; Problems during adolescence. Theories of Adjustment, Adjustment Mechanisms

BLOCK-V ADULTHOOD

Unit 14: Adulthood: Physical Development; Cognitive Development: Schaie's model, Sternberg's perspective; Moral Development; Psycho-Social Development: Personality Development, Gender roles and Sexuality, Social and Intimate Relationship, Midlife Issues.

Unit 15: Old age: Physical changes; Theories of Aging: Programmed Theory & Damage Theory; Cognitive Functioning: Intelligence and Processing Abilities & Memory

Unit 16: Psycho-Social Issues : Mental and Behavioral Problems ,Personal Relationship; Dealing with death and bereavement: Kubler Ross Theory of Dying, Bowlby theory of bereavement.

Program: Master of Arts (Psychology)
Semester-I
Syllabus

Course Name: Social Psychology

Course Code: MAP-103

Credits: 5

Course Objective: To develop an understanding about the general concepts of social psychology

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | Comprehend the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events. |
| 2. | Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes, the process of thinking and role of intelligence. |
| 3. | Apply psychological principles to everyday life in positive ways |
| 4. | Draw logical and objective conclusions about behaviour and mental processes from empirical evidence. |
| 5. | Evaluate misconceptions or erroneous behavioural claims based on evidence from psychological science. |

BLOCK-I Introduction to Social Psychology

Unit 1: Concept of social psychology, research methods in social psychology: Experimental methods, Non-experimental methods, other research methods, research ethics

Unit 2: Historical perspectives of Social Psychology: social, anthropological, evolutionary, landmarks in the history of social psychology, social psychology and other related disciplines.

Unit 3: Social and person perception: Social cognition, attributions, impression formation, implicit personality theory, person perception

Unit 4: Cognitive basis and dynamics of social and person perception: Cognition and motivational basis of social and person perception, bias in attribution, schemas, role of motivation, emotions in Information Processing, Effect of cognitive and emotional states

BLOCK-II Attitudes and Behavior

Unit 5: Concept of attitude: Attitudes, values and beliefs. Formation of attitudes, functions of attitudes

Unit 6: Components of attitudes: Affect, Cognition and Behavior of attitudes. Properties of attitudes

Unit 7: Predicting behavior from attitude- Relationship between attitude and behavior. Attitude predict behavior, true versus expressed attitudes, attitudes determine behavior, behavior determines attitude, behavior and moral attitudes

Unit 8: Effecting attitudinal change and cognitive dissonance theory: Self perception theory, self presentation, cognitive dissonance and attitude change, self perception, self affirmation

BLOCK-III Group Dynamics

Unit 9 : Introduction to groups: Group Psychology, concept of social group, definition and meaning of groups, characteristics of group, types of groups

Unit 10: Group Process: Group process, social facilitation, social loafing, group interaction, group morale, group polarization, group mind

Unit 11: Group Behavior: Human behavior in groups. Influence of norms, status and roles, roles, status and crowd behavior

Unit 12: Crowd Psychology: Crowd: Definition and characteristics, collective behavior, collective hysteria

BLOCK-IV Culture and Norms

Unit 13: Definition of norms, social norms, needs and characteristics

Unit 14: Norm Formation, Factors affecting norm formation, enforcement of norms, social conformity

Unit 15: Autokinetic experiment in norm formation: muzafer Sherif: Social Psychologist, autokinetic experiment, latest researches

Unit 16: Norms and Conformity: Social Psychologist- Solomon E. Asch. Line and Length experiment, alternatives available with probable consequences. Yielding behavior, critical appraisal

Program: Master of Arts (Psychology)
Semester-I
Syllabus

Course Name: Research Methods-I

Course Code: MAP-104

Credits: 5

Course Objective: To develop an understanding about the concepts of Educational Research.

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | To comprehend meaning of scientific method, scientific inquiry, Paradigm, theory and this implications for educational research. |
| 2. | To describe characteristics of philosophical, psychological and sociological researches in education. |
| 3. | To describe different strategies of educational research. |
| 4. | To demonstrate various techniques of developing a research proposal. |
| 5. | To explain different techniques of sampling |

BLOCK – I Introduction to Educational Research

Unit – 1 Meaning of educational research and its scope of educational research-Fundamental. Nature of Research, knowledge and Inquiry. Scientific inquiry.

Unit – 2 Scientific method, Applied and Action research: difference among them on the basis of objectives nature and sources of knowledge. Paradigm, theory.

Unit – 3 Nature of problem, method and utility of research result. Model and approach; positivist and no positivist(humanities)

Unit – 4 Research paradigms: Paradigms and their implications for educational research. Quantitative and Qualitative, their nature, characteristics and differentiating features.

BLOCK – II Methods of Educational Research

Unit – 5 Method of educational research – Historical, Descriptive survey, experimental research. ex-post facto and case study: procedures and needed precautions.

Unit – 6 Identifying problem of research – Selection of problem. Definition and Delimitation of research problems. Formulation of hypothesis- sources of hypothesis, characteristic of a good hypothesis

Unit – 7 Types of hypothesis: Hypothesis testing and formulation of generalization and conclusion.

Unit – 8 Philosophical, psychological and sociological orientation in educational research. Interdisciplinary in educational research and its implications.

BLOCK – III SAMPLING METHODS

Unit – 9 Population & sampling techniques in educational research – Meaning of population in research, needs of sample, characteristics of a good sample.

Unit – 10 Probability and Non- probability sampling method: procedure and limitations. Preparation of research synopsis – Structure for a research proposal in quantitative & qualitative research contexts.

Unit – 11 Experimental; Normative Survey; Historical' Case Study; Development; Ethnographic; Documentary-analysis.

Unit – 12 Evaluative Research and Action Research.

BLOCK – IV ELEMENTARY STATISTICS

Unit 13 Nature of educational data: Quantitative and Qualitative data.

Unit 14 Qualitative data: its analysis with emphasis on content analysis; analysis of interview-based data and observation-based data.

Unit 15 Quantitative data: Scales of measurement: nominal, ordinal, internal, Ratio.

Unit 16 Organization and representation: Frequency distribution. Frequency polygon, Histogram, Ogive, Smoothed frequency curve.

Reference Books:

- Best, John W. (1993): Research in Education, Prentice Hall Incorporation, New Delhi
- Corey, Stephen M. (1953): Action Research to Improve School Practices, Bureau of Publication, Teacher college, Columbia University, New York.
- Dalen, Van & Deobold B. Van (1973) : Understanding Educational Research, An Introduction (3rd Edition) Mc.Graw Hill Book Company, New York.
- Ferguson, G.A. (1981): Statistical Analysis in Psychology and Education, McGraw Hill International Book Company, New York.
- H.E.(1981): Statistics in Psychology and Education, Vakis Fffers and Simons Pvt. Ltd. Bombay.
- Guilford J.P. (1986): Fundamental of statistics in Psychology and Education, Mc. Graw Hill Book company, New York.
- Kerlinger, Fred N. (1983): Foundations of Behavioral Research, Surjeet Publication, 7K Kolhapur Road, Kamala Nagar, Delhi
- Kothari, C.R. (2006): Quantitative Techniques, Sound reprint, Vikas Publishing House, P V T Ltd. New Delhi
- Koul, Lokesh (1990): Methodology of Education Research, Vikash Publishing House PVT. Ltd. New Delhi

Program: Master of Arts (Psychology)
Semester-I
Syllabus

Course Name: Computer Application in Psychology

Course Code: MAP-105

Credits: 2

Course Objective: To impart the theoretical and practical knowledge of statistical methods and how to calculate statistics using software like Excel and SPSS.

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|---|
| 1. | 1. Understand basic principles of computer application in psychology. |
| 2. | 2. Use data analysis software: Excel, SPSS and open ware. |
| 3. | 3. Enter, Read, Screening, and transformation and analysis data. |
| 4. | 4. Examining psychometric properties of test. |
| 5. | 5. Interpret results of data analysis. |

Unit-1. MSOffice (MS Word, Power Point, MS Excel).

Unit-2. Overview of IBM Statistical Package for Social Science (SPSS).

Unit-3. Data entry, screening, transformation and computation of new variable. Output management.

Unit-4. Estimation of Frequency and Descriptive Statistics. Preparation of Charts/Graphs.

Unit-5. Compare two Means: t-test (Independent Dependent samples).

Unit-6. One way Analysis of Variance (ANOVA) with Multiple Comparison Test.

Unit-7. Correlational techniques: Pearson and Spearman rho.

Unit-8. Exploratory Factor Analysis: Concept and Computation.

Unit-9. Simple and Multiple linear regression: Concept, Uses and Computation.

Unit-10. Item analysis: Meaning and purpose, difficulty and discrimination indices.

Unit-11. Reliability types concept, computation.

Unit-12. Validity types concept, computation.

Unit-13. Errors and factors affecting reliability and validity.

Unit-14. Norms: Meaning and Type, Z, T, pexentill Stanine and sten scores.

Unit-15. Openware software for analysis.

Suggested /Essential list of References / Texts

1. Bayard, P. & Grayson, A. (1976). Introducing psychological research. London: MacMillan.
2. Singh, A.K. (2002). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharti Bhawan
3. IBM SPSS brief guide (online)
4. Sabine, L. & Brian S. E. (2004). A Hand Book of Statistical Analyses using SPSS. Chapman &Hall/CRC Press LLC

5. Arthur Griffith (2010). SPSS for Dummies. Wiley Publishing, Inc.

Program: Master of Arts (Psychology)
Semester-II
Syllabus

Course Name: Research Methods-II

Course Code: MAP-201

Credits: 5

Course Objective: To develop an understanding about the concepts of hypothesis testing, different parametric and non-parametric tests.

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | Students will be able to distinguish between Internal Validity and External Validity. |
| 2. | Students will be able to define assumptions in Parametric test. |
| 3. | Students will be able to discriminate between Parametric and Non-Parametric Statistical techniques |
| 4. | Students will be able to select appropriate method of computing Correlation and |
| 5. | Students will be able to develop skills of research report writing. |

BLOCK I Research tools

Unit-1 Research tools: Concept and characteristics of a good research tool; Collecting Qualitative and Quantitative data through research tools

Unit-2 Some specific research tools their chief feature and procedures for development them: Interview and Questionnaire, observation and rating scales and check list, Scales, tests and Sociometry.

Unit-3 Estimation of their reliability & validity

BLOCK II Quantitative Data Analysis

Unit – 4 Quantitative Data Analysis: Organization of Quantitative data, analysis of quantitative data, modern computational mechanical aids. Interpretation of Results, conclusions and generalizations.

Unit-5 Measures of central tendency. Measures of variability.

Unit – 6 Variance and Quartile-deviation and their uses. Measures of relative position.

Unit – 7 Percentiles and Percentile ranks. Normal probability curve; properties and application.

Unit – 8 Correlation –Meaning of Correlation, calculation and interpretation of coefficient of correlation by Spearman and Pearson's methods.

BLOCK III Inferential Statistics

Unit 9 Parametric tests: Assumptions, sampling distribution of means. Properties and uses of normal distribution, z-test, ANOVA

Unit 10 Non-parametric tests: Chi square, Partial and Multiple correlations, Eta Coefficient: their calculation and interpretation. Phi-Coefficient, Bi-serial and point bi- serial Coefficients; Contingency coefficient via chi-square: their calculation and use.

Unit 11 Hypothesis testing and Interpretations. Application of statistical tests and their interpretation, N Validity and Limitations of findings; factors influencing validity of research; Internal vs. external validity; how to increase validity of research findings.

BLOCK IV Reporting formats in educational research

Unit- 12 Reporting of Research, Writing of research report; Thesis and dissertation formats

Unit-13 Scientific writings, needed skills and conventions. Preparation of research articles, seminar papers and monographs – their formats and needed skill requirements for preparation.

Unit-14 Difference in reporting styles, features of research reports for quantitative and qualitative researches, Case presentations, formulation of research abstracts and summaries.

Unit-15 Research report: sections (Preliminary part, main body, reference section), Skills of writing research report Evaluation of Research: Criteria and types and types of research.

Reference Books:

- Best, John W. (1993): Research in Education, Prentice Hall Incorporation.
- Corey, Stephen M. (1953): Action Research to Improve School Practices, Bureau of Publication Teacher college, Columbia University, New York.
- Ferguson G.A. (1981): Statistics Psychology and Education, Mc. Graw Hill Book company, New York
- Garrett H.E. (1981): Statistics in Psychology and Education, Vakis Feffers and Simons, Pvt. Ltd. Bombay
- Guilford J.P. (1968): Fundamental of statistics in Psychology and Education, Mc. Graw Hill Book company New York
- Kerlinger, Ferd N. (1983): Foundations of Behavioural Research, Surjeet Publication, 7 K Kolhapur Road Kamala Nagar, Delhi.
- Koul, Lokesh (1990): Methodology of Educational Research, Vikash Publish House P.VT. Ltd. New Delhi.
- Pandey K.P. (2005): Fundamentals of Educational Research; Vishwavidyalaya Prakashan, Varianasi.
- Sharma, R.A. (1993): Fundamentals of Education Research; Loyal Books Depot, Meerut.
- Siegel Sidney (1956): Non parametric Statistics for Behavioral Sciences. International Student Edition, Auckland, Mc. Graw Hill International Book Company.

Program: Master of Arts (Psychology)
Semester-II
Syllabus

Course Name: Educational Psychology

Course Code: MAP-202

Credits: 5

Course Objective: To develop an understanding about the concepts of Educational Psychology

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | Students will be able to define meaning of Educational Psychology |
| 2. | Students will be able to describe scope of educational psychology |
| 3. | Enable students how to learn and process information and look ways to improve performance. |
| 4. | Discuss the importance of the psychology to the development of a student's self-esteem, motivation, and learning styles. |
| 5. | Compare and contrast the various factors that cognitive, behavioral, and humanistic theorists believe influence the learning process |

BLOCK-I Introduction to Educational Psychology

Unit 1: Educational psychology: Meaning, scope and methods. Role of psychology in education, objectives of teaching educational psychology, problems of Indian educational system.

Unit 2: Characteristics of teacher. Professional growth of the teacher. Mental set of the teacher.

Unit 3: Efficiency in studying: study guide, curriculum, Psychological projects. Co-curricular activities.

BLOCK-II Thinking and Motivation

Unit 4: Concept formation. Thinking. Problem solving. Creativity and discovery learning. Teaching of creativity and reasoning.

Unit 5: Motivation: Curiosity, exploration, expectancy, achievement motivation, punishment, motivation and tension reduction. Role of motivation in learning.

Unit 6: Individual differences: nature. Intellectual development: Piaget's and Vygotsky's views and their applications in education.

BLOCK-III Learning and Classroom Management

Unit 7: Learning environment: Maintaining effective learning environment.

Unit 8: Classroom management: Techniques. Handling problem behavior. Disadvantaged pupil. Bilingual and culturally diverse students. Providing multi-cultural understanding.

BLOCK-IV Process of Learning

Unit 9: Theoretical Perspectives in Educational Psychology, Behaviouristic Theories, Social Learning Theories – Modelling and Observational.

Unit 10: Cognitive Psychology and Information processing Models, Cognitive Style and Learning, Strategies, Language Acquisition and Reading Development.

Unit 11: Human Diversity and Education, Readings and Class Room, Achievement, Social Class Differences, Poverty, Theories of Intelligence.

BLOCK-V Learning and Assessment

Unit 12: Teacher methods – Lecturing and Explaining, Questioning, Aptitude Treatment, Interaction. Student Centered Teaching, Computer Assisted Instruction.

Unit 13: Evaluation and Types of Educational Assessment, Measurement and Evaluation (norm reference and criterion reference tests).

Unit 14: Test – Types of test, Essay type tests, merits and demerits

Unit 15: Objective types of tests: Scores, Meaning, Types of Interpretation.

Reference Books:

- 1. Behler & Snowman (1998), Psychology Applied to Teaching (5th Ed.) Boston: Hongton Mifflin Co.
- 2. Dand Pani, A. (1988). A Text Book of Advanced Educational Psychology, New Delhi. Anmol Publication.
- 3. De Deco (1988). The Psychology of Learning and Instruction. Wiliam Crewland (2nd Ed.) Dendekar (1995) Educational Psychology, McMillan.
- 4. Ellis 1965. Educational Psychology, Princeton, N.J. New York.
- 5. Pandey J (1988). Psychology in India. The State of art Vol. (2) New Delhi: Sage Woolfolk. A. (2004) Educational Psychology, Singapore: Person Education

Program: Master of Arts (Psychology)
Semester-II
Syllabus

Course Name: Clinical Psychology

Course Code: MAP-202

Credits: 5

Course Objective: To develop an understanding about the concepts of Clinical Psychology

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | Students will be able to define meaning of Clinical Psychology |
| 2. | Students will be able to describe scope of Clinical psychology |
| 3. | Demonstrate knowledge of Clinical Psychology and its sub-specialties 3. 4. Get an idea of the processes involved in different psychotherapies. 5. Get acquainted with various issues, challenges and future directions in clinical Psychology. |
| | Understand historical background of psychotherapies. |
| 4. | Understand major theoretical approaches and psychotherapies based on these approaches. |
| 5. | Get an idea of the processes involved in different psychotherapies. 5. |
| 6. | Get acquainted with various issues, challenges and future directions in clinical Psychology. |

BLOCK-I Introduction to Clinical Psychology

Unit 1: Clinical Psychology: Definitions; Characteristics of Clinical Psychology: Emphasis on science, Emphasis on maladjustment, Emphasis on the individual, Emphasis on helping.

Unit 2: Developing a professional Identity: Education & training. Models of Training: The scientist practitioner, Clinical scientist.

Unit 3: Subspecialties of Clinical Psychology: Clinical Health Psychology, Forensic Psychology, Geropsychology, Clinical Neuropsychology, and Child Clinical Psychology.

Unit 4: Contemporary Issues and Future directions in Clinical Psychology.

BLOCK-II Psychotherapy

Unit 5. Psychotherapy: Concept & Definitions; Brief History of Psychotherapy.

Unit 6. Principles and goals of Psychotherapies; Efficacy v/s effectiveness of psychotherapy

Unit 7. Stages of Psychotherapy: Initial consultation, Assessment, Development of Treatment goals, Implementation of treatment, Evaluation of Treatment, Termination, Follow-up.

Unit 8. Problems in psychotherapy – the suspicious patient, the suicidal patient, the patient with somatic symptoms, the patient not ready for behaviour therapy, the distressed parent of the disabled child, the silent patient in the group.

BLOCK-III Therapy-I

Unit 9. Therapy based on Operant Conditioning: Token Economy.

Unit 10. Therapy based on Classical Conditioning: Systematic Desensitization.

Unit 11. Ellis' Rational Emotive Behaviour Therapy (REBT), Beck's Cognitive Therapy.

BLOCK-IV Therapy-II

Unit 12. Logotherapy

Unit 13. Third wave Approach: Mindfulness Therapy

Unit 14. Family System Approach: Family therapy

Unit 15. Group Therapy

References:

1. Pomerantz, A.M: Clinical Psychology-Science, Practice and Culture.DSM-5 Update, SAGE Publication, 2014
2. Plante. T.G: Contemporary Clinical Psychology. New York: John Wiley & Sons, Inc.2011
3. Hecker J.E, Thorpe G.L: Introduction to clinical psychology. Pearson Publication, 2005
4. Korchin, S.J.: Modern Clinical Psychology: Principles of Intervention in the clinic and community. New York: Basic Books.
5. Ghorhade, M.B. &Kumar, V.B.: Introduction to Modern Psychotherapy.Bombay: Himalaya Publishing House.
6. Feltham, C. & Horton, I: Handbook of Counselling and Psychotherapy.London: Sage Publishing Ltd, 2000
7. Corey, G: Theory & Practice of Counseling and Psychotherapy, VI Edition, Brook/Cole
8. E. Jones Smith: Theories of Counselling and Psychotherapies:Integrative approach. Los Angeles: Sage, 2012
9. Hersen,M., & Sledge, W: Encyclopedia of psychotherapy.San Diego, CA: Academic Press, 2002

Program: Master of Arts (Psychology)
Semester-II
Syllabus

Course Name: Organizational Psychology

Course Code: MAP-204

Credits: 5

Course Objective: To develop an understanding about the concepts of Organizational Psychology

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | Develop basic knowledge of Organizational Behaviour |
| 2. | Be aware about historical perspective of Organizational Behaviour. |
| 3. | Be able to analyse the role and limitations of Organizational Behaviour. |
| 4. | Be competent enough to understand aspects of emerging organization and its impact. |
| 5. | 5. Understand the principles of motivation in organizational set up. |
| 6. | Be competent in motivation application through job design. |

BLOCK-I Introduction to Organizational Behaviour

Unit 1. History of Organizational Behaviour.

Unit 2. Concept of Organization and Organizational Behaviour; theoretical foundation for organizational Behaviour; Cognitive behaviouristic and social cognitive framework.

Unit 3. Approaches to Organization Behaviour: Classical and Neo-classical Approaches.

BLOCK-II Models Of Organizational Behaviour

Unit 4. Challenges and Opportunities of OB. Role and Limitations of Organization Behaviour.

Unit 5. Globalization, diversity and Ethical in Organization.

Unit 6. Organizational Behavioural Models: Autocratic, Custodial, Supportive, Collegial & Systems.

BLOCK- III Total Quality Management

Unit 7. Aspects of emerging organizations and their impact on organization development.

Unit 8. The role of information Technology: The flattening and downsizing of organizations, Paperless revolution, Mimicking brains.

Unit 9. Total Quality Management: Meaning of TQM; Approaches-Reengineering, Benchmarking, Empowerment.

Unit 10. Learning organizations: meaning, types of learning organizations, Organisational behaviour in learning organizations.

BLOCK-IV Motivation

Unit 11. Motivation: Meaning, process & characteristic.

Unit 12. Motivation application through job design: Job rotation, Job enlargement and Job enrichment

Unit 13. Job characteristics approach to task design: Hackman-Oldham Job characteristics model of work motivation.

BLOCK- V Modern Organizational Design

Unit 14. Modern Organization design; horizontal organization, contemporary design, network designs and virtual organization.

Unit 15. The organizational culture, creating and maintaining culture.

Suggested Texts

1. R. M Bass, J. D. Dearth : Organization Behaviour, Sage Pub, New York, 1987
2. L.M. Prasad : Organisational Behaviour
3. Schien, Adger : Organisational Behaviour
4. Paul Hersey : Management of Organisational Behaviour (Sixth Edition) Prentice Hall of India Pvt. New Delhi.
5. Robbins, S.P. : Organizational Behaviour Concepts, Controversies, and Applications, Prentice Hall of India Pvt. Ltd.
6. Luthans, F. : Organizational Behaviour, Seventh Edition, McGraw- Hill. International Edition.

Program: Master of Arts (Psychology)
Semester-II
Syllabus

Course Name: Psychological Testing

Course Code: MAP-205

Credits: 2

01. Measurement of Organizational Climate / Culture.
02. Measurement of Performance Appraisal
03. Measurement of Leadership Styles
04. Effect of Advertisement on consumer behaviour.
05. Measurement of Job Involvement.
06. Studying Work Commitment on Motivation/Job Satisfaction
07. Study of Employees Job Burnout
- 08 Effect of Self Efficacy on Employees Performance
09. Study of occupation Stress/Job Anxiety
10. Study of well being/Mental and Physical Health of various levels of employees.

Program: Master of Arts (Psychology)
Semester-III
Syllabus

Course Name: Psychology of Personality

Course Code: MAP-301

Credits: 5

Course Objective: To develop an understanding about the concepts of Personality and its characteristics

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | Develop basic knowledge of Organizational Behaviour |
| 2. | Be aware about historical perspective of Organizational Behaviour. |
| 3. | Be able to analyse the role and limitations of Organizational Behaviour. |
| 4. | Be competent enough to understand aspects of emerging organization and its impact. |
| 5. | 5. Understand the principles of motivation in organizational set up. |
| 6. | Be competent in motivation application through job design. |

BLOCK-I Introduction to Personality

Unit 1: Introduction: The Concept of Personality, Various Theoretical Approaches to Personality, Determinants of Personality: Biological & Sociological.

Unit 2: Psychoanalytic Theory: Freud, Adler, Jung.

Unit 3: Non – Freudian Theory: Horney, Eric Fromm, Erickson

BLOCK-II Personality theories

Unit 4: Social Learning Theory: Rotter, Bandura's Observational Learning, Skinner's Behaviouristic Theory.

Unit 5: Theories of Personality: Mischel, Miller & Dollard and Seligman.

BLOCK-III Schools of Psychology

Unit 6: Schools of Psychology: Structuralism

Unit 7: Functionalism

Unit 8: Behaviourism

Unit 9: Gestalt Psychology

BLOCK-IV Approaches to Understanding personality

Unit 10: Disposition Approaches: Allport's, Cattell's and Eysenck's Theories.

Unit 11: Humanistic Approaches: Maslow, Rogers and Murray

Unit 12: Kelley, Lewin, The Five Factor Model.

BLOCK-V Assessment of Personality

Unit 13: Assessment and Measurement: Distinction & relation. Purpose of assessment: Research & applied.

Unit 14: History and development of Personality Assessment. Approaches to Personality Assessment: Rational-theoretical, Empirical & Factor analytic.

Unit 15: Problem of Response Distortion: Response Style: Acquiescence; deviation. Response sets: Social Desirability & Faking.

Unit 16: Issues in Personality assessment: Methodological (Reliability, Validity); Moral (Confidentiality, Inviolacy). Personality Inventories as Assessment of Dispositions: Kinds, Uses and Limitations, Difference between Inventory and Projective Technique.

Program: Master of Arts (Psychology)
Semester-III
Syllabus

Course Name: PSYCHOPATHOLOGY

Course Code: MAP-302

Credits: 5

Course Objective: To impart knowledge about the latest classification systems of mental disorders, major models to explain Causes and symptoms of mental illness and other forms of psychological disorders.

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | Understand the major theoretical models of psychopathology. |
| 2. | Understand and use DSM and ICD- nosological system for diagnosing mental disorders. |
| 3. | Identify the symptoms and etiology of psychological disorders. |
| 4. | Provide biological, psychological and socio-cultural explanations for psychological disorders. |
| 5. | Apply the knowledge in identifying the symptoms of different psychological disorders. |

BLOCK-I Introduction to Psychopathology

Unit 1. Psychopathology and Systems of classification: Criteria and brief history.

Unit 2. Basic features of DSM 5 and ICD-10: Similarities, differences and critical evaluation.

Unit 3. Models for the description of abnormal behaviour - Biological model

BLOCK-II Models of Behaviour

Unit 4. Psychodynamic model (Freud)

Unit 5. Learning model (Skinner).

Unit 6. Cognitive Model.

BLOCK-III Disorders

Unit 7. Major Anxiety disorders: Clinical Descriptions of Generalized Anxiety Disorder (GAD), Specific Phobias, Social Anxiety Disorder.

Unit 8. Common risk factors, etiology and treatment of Generalized Anxiety Disorder, Specific Phobias, Social Anxiety Disorder.

Unit 9. Obsessive-Compulsive, related and stress Related Disorders: Clinical Descriptions of OCD, Body Dysmorphic and Hoarding Disorder.

BLOCK-IV Treatment

Unit 10. Etiology and treatment of the Obsessive-Compulsive, Body Dysmorphic and Hoarding Disorder.

Unit 11. Somatic Symptom Disorders : Complex somatic symptom disorder, Illness anxiety disorder, and Functional neurological disorder ; Psychoanalytic & Socio-

cultural theories.

Unit12. Dissociative Disorders: Dissociative amnesia, Depersonalization/derealization disorder, Dissociative identity disorder & Learning theories.

BLOCK-V Stress Disorders

Unit 13. Stress-related Disorders: Clinical Descriptions of Posttraumatic Stress Disorder and Acute Stress Disorder.

Unit 14. Etiology of Posttraumatic Stress Disorder and Acute Stress Disorder.

Unit 15. Treatment of Posttraumatic Stress Disorder and Acute Stress Disorder.

BOOKS RECOMMENDED:

1. American Psychiatric Association (2013): Diagnostic and statistical manual of mental disorder: DSM-5. American Psychiatric Pub.
2. King, A.M., Jhonson, S.L., Davison, G.C. & Neale J.M (2014) : Abnormal Psychology: An Experimental Clinical Approach. New York: John Wilay & Sons, Inc.
3. Butcher, J.N., Mineka, S., & Hooley, J.M. (2015) : Abnormal Psychology & Modern Life (15th Ed.) New Delhi: Pearson
4. Carson, R.C. & Butcher, J.N. (1992) : Abnormal Psychology & Modern Life New York: (9th Edition) Haper & Collins New York.
5. Sarason, I.G. & Sarason, B.R. (2014) : Abnormal Psychology: The problem of Maladaptive Behaviour (10th Ed.) New Delhi: Pearson Education
6. Barlow, D.H. & Durand, V.M. (2004) : Abnormal psychology: An integrative approach (4th Ed.) Pacific Grove: Brooks/Cole.
7. Butcher, J.N. (2014) : Abnormal Psychology. New Delhi: Pearson Education
8. Davison, G.C. & Neale, J.M. : Abnormal Psychology New York: John Wilay & Sons, 1990.
9. Rosen, J.F.Gregory : Rosen, J.F.Gregory Maccary, J.L Six Approaches to Psychology
10. Eysenek, H.J. : Handbook of abnormal psychology.
11. Kaplan, B.J. & Sadock, B.J. (Eds) : Synopsis of psychiatry, 7th edition. USA : Williams & Wilkins
12. Adams, H.E. & Sutker, P.B. (2000) : Comprehensive Handbook of Psychopathology (IIIrd Ed.) : New York: Plenum press.

Program: Master of Arts (Psychology)
Semester-III
Syllabus

Course Name: HUMAN RESOURCE DEVELOPMENT

Course Code: MAP-303

Credits: 5

Course Objective: To make the learners familiarize with the concept of Human Resource Development and its application in the overall organizational effectiveness.

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|---|
| 1. | Able to comprehend the concept of human resource development. |
| 2. | Explain the challenges involved in application of human resource development. |
| 3. | Describe the necessity of human resource planning. |
| 4. | Able to deal with issues involved in recruitment and solution. |
| 5. | To apply performance management and the issues involved |

BLOCK-I Introduction to Human Resource Development

Unit-1 Evolution of HRD.

Unit-2 Function and Framework for the HRD process.

Unit-3 Role and Competencies of HRD Professionals.

Unit-4 HRD Challenges to organization.

BLOCK-II Human Resource Planning-I

Unit-5 Challenges to HRD Professionals.

Unit-6 Nature and Meaning of Human Resource Planning.

Unit-7 Objectives of Human Resource Planning.

Unit-8 Elements of and Benefits of Human Resource planning.

BLOCK-III Human Resource Planning-II

Unit-9. Problems involved in the process of Human Resource Planning.

Unit-10. Benefit of Human Resource Planning.

Unit-11. Performance Appraisal Meaning, process and basic issues.

BLOCK-IV Performance Appraisal

Unit-12. Objectives of Performance Appraisal System in Indian Context.

Unit-13. Performance Appraisal System: Role of Performance Appraisal System in Individual and Organizational effectiveness.

BLOCK-V Methods of Performance Appraisal

Unit-14. Methods of Performance Appraisal: Confidential Report, Ranking method, Rating method.

Unit-15. Management by Objectives (MBO) as technique of performance appraisal, Self - appraisal and open appraisal system.

Suggested /Essential list of References / Texts

1. Jon M. Werner, Randy L DeSimone: Human Resource Development (4th Edition), Thomson, South Western
2. B.L. Mathur: Human Resource Development, Advance in Arihaut Pub. Jaipur.
3. R.M. Bass, J.D. Drenth: Organisational Behaviour, Sage Pub. New York (1987).
4. B.D. Kolekar: Human Resource Development.
5. Gary Dessler: Human Resource Development
6. Stephen Gibb: Human Resource Development
7. P.C. Tripathi: Human Resource Development
8. Gomez Mejia, Luis R. D.B. Balkin and R. L. Condy: Meaning Human Resources, Printice Hall

Program: Master of Arts (Psychology)
Semester-III
Syllabus

Course Name: HUMAN RESOURCE MANAGEMENT

Course Code: MAP-304

Credits: 5

Course Objective: To impart the theoretical and conceptual knowledge of human resource management practices and their application in industry

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | Understand basic principles of human resource management practices. |
| 2. | Understand human resource management practices for better understanding of issues related to human beings. |
| 3. | Enhance competencies for effective management of human resources. |
| 4. | Communicate real time case studies of human resource management practices. |
| 5. | Differentiate between recruitment and selection in industry. |

BLOCK-I Fundamentals of Human Resource Management

Unit 1. Human Resource Management: meaning, importance and scope.

Unit2. Human Resource Management: important Principles.

Unit 3. Policies in Human Resource Management.

Unit 4. Functions and Quality of Human Resource Manager.

BLOCK-II Models of HRM

Unit 5. Models of HRM: Fomburn, Tichy

Unit 6. Devana Model, Harvard Model

Unit 7. Guest Model and Warwick Model.

BLOCK-III Recruitment and Selection

Unit 8. Recruitment: Meaning and methods of recruitment.

Unit 9. Factors affecting recruitment.

Unit 10. Selection: meaning and processes involved in selection. Barriers in effective selection.

Unit 11. Evaluation of selection process and selection effectiveness.

BLOCK-IV Training Programs

Unit 12. Testing in industry.

Unit 13. Training: Meaning and importance. Multiple goals of training.

Unit 14. Evaluation of training programme.

Unit 15. Impact of training methods in organizational effectiveness.

BOOKS RECOMMENDED

1. R.M. Bass, J.D. Drenth : Organisational Behaviour, Sage Pub. New York (1987).
2. Saiyadain, M.S. : Human Recourse Management.
3. N.K. Chadda : Human Recourse Management issues, case studies and experimental exercises.
4. Biswajeet- Patnayak. : Human Recourse Management.
5. Kaswathappa : Human Resources and Personnel Management
6. C.B. Gupta : Human Recourse Management. Sultan Chand & Sons Publishers.
7. T.N. Chhabra : Human Recourse Management, concepts and issues
8. Business essentials viva : Human Recourse Management

Program: Master of Arts (Psychology)
Semester-III
Syllabus

Course Name: PERSONALITY ASSESSMENT

Course Code: MAP-305

Credits: 2

1. Minnesota Multiphasic Personality Inventory
2. Scales – Clinical and Validity, Psychometric characteristics, Current status.
3. Millon-Clinical Multiaxial Personality Inventory.
4. NEO – Five Factor Inventory: Domains, Applications.
5. HEXACO-60: Domains
6. Behavioural Assessment Techniques: Direct Observation, Biographical Data.
7. Nature, Type and Evaluation of Projective Techniques.
8. Thematic Apperception Test: Administration, Scoring & Interpretation.
9. Rorschach Inkblot Test: Administration and Scoring.
10. Rorschach Inkblot Test: Interpretation and Diagnostic Indicators

Program: Master of Arts (Psychology)
Semester-IV
Syllabus

Course Name: COUNSELLING PSYCHOLOGY

Course Code: MAP-401

Credits: 5

Course Objective: To produce graduates with a well-developed professional identity as counseling psychologists, including awareness and appreciation of context, development, and strength-based interventions.

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|---|
| 1. | Demonstrate understanding of the impact of multiple contexts on human behavior |
| 2. | Demonstrate understanding of theories and techniques of developmentally-based health promotion and intervention for individuals, systems, and communities |
| 3. | Appreciate the role of individual and cultural differences and diversity in human development and behavior |

BLOCK-I Introduction to Guidance and Counselling

Unit 1: Guidance & Counselling: Meaning, Goals and Needs. Difference between Guidance and Counselling. Counselling as a Helping and Therapeutic Relationship.

Unit 2: Introduction Meaning, Definition & Goals Historical Background: Origin of Counseling within Philosophy and Medicine, Influence from Psychology, Mental health development

Unit 3: The guidance movement and other influences. Difference between Counseling and other associated helping professions (psychotherapy, psychiatry, social work, guidance etc.)

BLOCK-II Theories of Counselling

Unit 4: Theories and Techniques of Counselling: Psychoanalytical Theory & Techniques

Unit 5: Behaviouristic Theory & Techniques.

Unit 6: Cognitive Theory & Techniques and Humanistic Theory & Techniques.

Unit 7: Counseling Process Settings for counseling Steps in counseling Therapeutic relationship: The importance of relationship, components of relationship, Facilitative conditions for the counseling relationship

BLOCK-III Approaches to Counselling

Unit 8: Counseling Approach: Insight oriented Psychodynamic Approach: Psychoanalytic, Adlerian

Unit 9: Humanistic Approach: Existential, Client-centered, Gestalt Module

Unit 10: Counselling Approach: Action oriented & other approaches

Unit 11: Behavioural Approach: Operant-Conditioning, Classical-Conditioning.

Unit 12: Cognitive Approach: Cognitive Therapy, Rational emotive therapy. Other Approaches: Narrative Therapy, Expressive Therapy, and Biofeedback

BLOCK-IV Counselling in Various Fields

Unit 13: Counselling Skills. Qualities of Effective Counsellor. Ethical issues in Counselling. Issues Faced by New Counsellors.

Unit 14: Educational and Career Counselling: Need of Counselling in Schools. Counselling at Different levels of Education. Developing Positive Attitude and Understanding About The World of Work and Various Occupations. Classification of Occupations.

Unit 15: Occupational Information Aims and Functions. Collection of Occupational Information, Dissemination of Career Related Information.

BLOCK-V Counselling Related Issues

Unit 16: Current Issues in Counseling: Ethical Issues: Professional Codes, Our divided loyalties, Areas of ethnical difficulty,

Unit 17: Recent trends Legal Issues: Advice for the passionately committed counseling student Mental Health Counseling Counseling diverse population: Gender bias, Counseling the aged, the ethnic minorities, and the physically challenged

REFERENCES:

1. Williams, E.N., Hayes, J.A., & Fauth, J. (2008). Therapist self-awareness: Interdisciplinary connections and future directions.
2. In S. Brown & R. Lent (Eds.), Handbook of Counseling Psychology (4th ed) (pp. 267–283). NY: Wiley.
3. Levy, K. N., &Scala, J. (2012). Transference, transference interpretations, and transferencefocused psychotherapies. Psychotherapy, 49(3), 391-403.
doi:10.1037/a0029371 •
4. Ladany, N. & Inman, A. (2008) Handbook of Counseling Psychology, (4th ed.). John Wiley & Sons: New York. References:
5. Society of Counseling Psychologists. (n.d.). About counseling psychologists. Found online at <http://www.apa.org/ed/accreditation/doctoral.html>
6. Brems, C. & Johnson, M. E. (1997). Comparison of recent graduates of clinical versus counseling psychology programs. Journal of Psychology, 131, 91-99.
7. Disner SG, Beevers CG, Haigh EA, Beck AT. (2011) "Neural mechanisms of the cognitive model of depression". Nat Rev Neurosci. 2011 Jul 6;12 (8):467-77.
8. Whyte, C (1978) "Effective Counseling Methods for High-Risk College Freshmen". Measurement and Evaluation in Guidance. January. 6. (4).198-2000

Program: Master of Arts (Psychology)
Semester-IV
Syllabus

Course Name: PSYCHOLOGY: ISSUES AND APPLICATIONS

Course Code: MAP-402

Credits: 5

Course Objective: To produce graduates with a understanding of individual differences and therapeutic processes.

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | Demonstrate understanding of individual differences |
| 2. | Demonstrate understanding of psychological well-being and mental disorders |
| 3. | Describe different therapeutic approaches |
| 4. | Explain work psychology and organizational behaviour |

BLOCK-I Psychological testing

Unit 1: Psychological Measurement of Individual Differences: The nature of individual differences.

Unit 2: Characteristics and construction of standardised psychological tests.

Unit 3: Types of psychological tests. Use, misuse and limitation of psychological tests.

Ethical issues in the use of psychological tests.

BLOCK-II Psychological Well-being

Unit 4: Psychological well-being and Mental Disorders: Concept of health-ill health positive health

Unit 5: Well-being casual factors in Mental disorders (Anxiety disorders, mood disorders; schizophrenia and delusional disorders; personality disorders, substance abuse disorders).

Unit 6: Factors influencing positive health, well-being, lifestyle and quality of life; Happiness disposition.

BLOCK-III Therapeutic Approaches:

Unit 7: Psychodynamic therapies.

Unit 8: Behaviour therapies. Client-centered therapy.

Unit 9: Cognitive therapies.

Unit 10: Indigenous therapies (Yoga, Meditation). Biofeedback therapy. Prevention and rehabilitation of the mentally ill; Fostering mental health.

BLOCK-IV Work Psychology and Organizational Behaviour

Unit 11: Personnel selection and training. Use of Psychological tests in the industry. Training and human resource development.

Unit 12: Theories of work motivation. Herzberg, Maslow, Adam Equity theory, Porter and Lawler, Vroom

Unit 13: Leadership and participatory management; Advertising and marketing;

Unit 14: Stress and its management; Ergonomics; consumer psychology; Managerial effectiveness

Unit 15: Transformational leadership; Sensitivity training; Power and politics in organisations.

BLOCK-V Application of Psychology to Educational Field

Unit 16: Psychological principles underlying effective teaching-learning process.

Unit 17: Learning styles. Gifted, retarded, learning disabled and their training. Training for improving memory and better academic achievement.

Unit 18: Community Psychology: Definition and concept of Community Psychology. Use of small groups in social action. Arousing Community consciousness and action for handling social problems. Group decision-making and leadership for social change. Effective strategies for social change.

Program: Master of Arts (Psychology)
Semester-IV
Syllabus

Course Name: SPIRITUAL PSYCHOLOGY

Course Code: MAP-404

Credits: 4

Course Objective: To produce graduates with an understanding of concepts related to spiritual psychology

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|--|
| 1. | To introduce the basic and applied perspectives on spirituality. |
| 2. | To help students understand about spiritual health, spiritual well-being, spiritual discipline and ways of spiritual assessment. |
| 3. | To introduce various forms of healing, spiritual exercises, spiritual practices and rituals, the use of religious and spiritual techniques in therapy. |

BLOCK-I Introduction to Spirituality

Unit 1. Spirituality: Origin and definitions, Spiritual psychology

Unit 2. Domains of spirituality

Unit 3. Spirituality and Religion

Unit 4. Spirituality and Science

Unit 5. Applications of Spiritual Psychology

BLOCK-II Spiritual Wellbeing

Unit 6. Spiritual Health: Definitions and Maintenance

Unit 7. Spiritual Well-Being: Existential and Religious

Unit 8. Spiritual Discipline: discipline of Body, Mind and Heart, Paths of Sufism to maintain discipline.

BLOCK-III Healing

Unit 9. Spiritual Measures: Spiritual Beliefs and Motivations, Spiritual Behaviour, and Spiritual Experiences

Unit 10. Forms of Healing: Self, Contact and Distant healing

Unit 11. Meditation: Definition, Types and Techniques

Unit 12. Islamic Contemplation

BLOCK-IV Spiritual Practices

Unit 13. Spiritual Practices and Rituals

Unit 14. Spiritual Techniques in Therapy: Forgiveness, Gratitude

Unit 15. Religious Techniques in Therapy: Reading Scriptures and Prayer

BOOKS RECOMMENDED:

1. Husain, A. (2011) : Spirituality and Holistic Health – A Psychological perspective. New Delhi: Prasad Psycho Corporation.
2. Husain, A., & Khatoon, N. (Eds.) (2012) : Understanding Spirituality. New Delhi: Research India Press.

3. Husain, A., Nazam, F., & Khatoon, Z. (2018) : Manual Islamic Counselling. New Delhi: Global Vision Publishing House.
4. Husain, A., Beg, M.A., & Dwivedi, C.B. (2013) : Psychology of Humanity and Spirituality. New Delhi: Research India Press.
5. Singh, N. K. (2005) : Science and Spirituality. New Delhi: Global Vision Publishing House

Program: Master of Arts (Psychology)
Semester-IV
Syllabus

Course Name: POSITIVE PSYCHOLOGY

Course Code: MAP-405

Credits: 4

Course Objective: The objective of the course is to impart applied knowledge of positive psychology in enhancing well being in different settings.

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|---|
| 1. | Explain the concept and historical foundation of positive psychology. |
| 2. | Explain the concept of wellbeing and different cognitive and positive emotional states. |
| 3. | Describe the importance of application of positive psychology at workplace, schools and in therapy. |
| 4. | Elaborate the concept of Happiness and the ways to Become Happier |
| 5. | Discuss How to cultivate the best in themselves so they can live more meaningful lives |

BLOCK-I Introduction to Positive Psychology

Unit 1. Historical and Philosophical Foundation of Positive Psychology.

Unit 2. Eastern and Western perspective on Positive Psychology.

Unit 3. Fostering Healthy Self regulation from within and without: A Self Determination Theory Perspective.

BLOCK-II Happiness and Related Issues

Unit 4. Happiness: Essential Elements, Causes and Effects.

Unit 5. Positive Emotional States: Well-Being and Positive Emotions

Unit 6. Emotion-Focused Coping and Emotional Intelligence.

Unit 7. Positive Self: Self-Efficacy and Self Esteem.

BLOCK-III Developing a Positive Mindset

Unit 8. Hope and Optimism.

Unit 9. Flow: The Psychology of optimal experience.

Unit 10. Forgiveness and Gratitude.

BLOCK-IV Maintaining Positivity

Unit 11. Positive Schooling.

Unit 12. Positive Psychology at Workplace.

Unit 13. Positive Development and Successful Aging.

Unit 14. Well-Being and Quality of Life Therapy

Unit 15. Strength-based Therapies: Voyages to Well-being, The strengths model, good lives model

BOOKS RECOMMENDED:

1. C.R. Snyder and Shane J. Lopez (2011) : Positive Psychology: The Scientific and Practical Explorations of Human Strengths (Eleventh Edition) Los Angeles: Sage

2. P. Alex Linley and Stephen Joseph (2004) : Positive Psychology in Practice. New Jersey: John Willy & Sons, Inc.
3. Akbar Husain & Fauzia Nazam (2018) : Applied Positive Psychology. New Delhi: Research India Press.
4. Alan Carr (2011). : Positive Psychology: The Science of Happiness and Human Strengths. New York: Routledge

Program: Master of Arts (Psychology)
Semester-IV
Syllabus

Course Name: HEALTH PSYCHOLOGY

Course Code: MAP-406

Credits: 4

Course Objective: To impart the theoretical knowledge of Health Psychology and its application for better management of illness

Course Outcomes (COs):

| S. No. | Course Outcomes (COs) |
|--------|---|
| 1. | Demonstrate knowledge of health psychology. |
| 2. | Understand the spectrum of health and illness for better management. |
| 3. | Identify stressor in their life and to manage them. |
| 4. | Understand a variety of health enhancing, health protective and health compromising behavior. |
| 5. | Know application of relaxation techniques and Yoga in illness management. |

BLOCK-I Fundamentals of Health Psychology

Unit-1. Historical Background: Aims of Health Psychology.

Unit-2. Challenges for the future.

Unit-3. Meaning of Health behaviour, Factors predicting Health Behaviours.

BLOCK-II Health Behaviour and Related Issues

Unit-4. Theories of Health Behaviour: Attributive theory, Health Locus of Control, Health Belief Model.

Unit-5. Obesity, Cancer: Causes and management.

Unit-6. Diabetes, CHD: Causes and management.

Unit-7. Hypertension: Causes and management.

BLOCK-III Stress and Its Management

Unit-8. Stress: Concept, Definition

Unit-9. Sources of Stress: Environmental.

Unit-10. Stress Model: General adaption Syndrome; Life events theory, model.

Unit-11. Coping with stress.

BLOCK-IV Maintenance of Health

Unit-12. Exercise: Types: Psychological Effects of Exercise.

Unit-13. Maintenance of Health: Yoga, Meditation.

Unit-14. Relaxation Techniques: Jacobson Progressive Relaxation, Brotha's Relaxation Response.

Unit-15. Biofeedback Relaxation Technique.

RECOMMENDED READINGS

1. Ogden, Jane : Health Psychology A text book Open University Press Buckingham, 1996.
2. Shelly E. Taylor: Health Psychology. TATA McGraw-Hill Sixth Edition 2006.

3. Pitts, M & Phillips, K.: psychology of health: An Introduction. London: Routledge, press 1991.
4. Virginia Hill Rice: Hand Book of Stress, Coping and Health. New Delhi. Sage Publications, 2000.
5. Husain, A. & Gulrez, Naima Khatoon : Managing Stress : A Practical Guide. Delhi Friends Publications , 2003
6. Khatoon, N.: Ed. Health Psychology. Pearson Education Inc. India, 2012.
7. Sarafino, E.P.: Health Psychology: Bio Psychosocial Interactions. Delhi. Friends Publications,1997.