

UNIVERSITY OF MUMBAI
No. UG/62 of 2016-17

CIRCULAR:-

A reference is invited to the syllabi relating to the Master of Arts (M.A) degree programme vide this office Circular No.UG/60 of 2012-13, dated 9th August, 2012 and the Directors/Head, University Department of Psychology and the Principals of the affiliated Colleges in Arts and the Professor-cum-Director, Institute of Distance and Open Learning are hereby informed that the recommendation made by the Board of Studies in Psychology at its meeting held on 31st May, 2016 has been accepted by the Academic Council at its meeting held 24th June, 2016 vide item No. 4.24 and that in accordance therewith, the revised syllabus as per the Choice Based Credit System for (Sem. I & II) with effect from 2016-17 & (Sem.III & IV) with effect from 2017-18) of M.A. degree Programme in the course of Psychology, which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2016-17.

MUMBAI - 400 032
31st August, 2016
To


(Dr.M.A.Khan)
REGISTRAR

The Directors/Head, University Department of Psychology and the Principals of the affiliated Colleges in Arts and the Professor-cum-Director, Institute of Distance and Open Learning.

A.C/4.24/24/06/2016

No. UG/ 62-A of 2016

MUMBAI-400 032

31st August, 2016

Copy forwarded with Compliments for information to:-

- 1) The Dean, faculty of Arts,
- 2) The Chairman, Board of Studies in Board of Studies in Psychology,
- 3) The Director, Board of College and University Development,
- 4) The Co-Ordinator, University Computerization Centre,
- 5) The Controller of Examinations.


(Dr.M.A.Khan)
REGISTRAR

....PTO

**Revised Syllabus
Programme: M.A.
Course - Psychology
Semester I, II**

Choice Based Credit System (CBCS)

**(w.e.f the Academic Year 2016 – 2017 for Sem I & II and from Academic Year 2017-18
for Sem III & IV)**

About the Credit Scheme:

1. 100 Credits for the entire MA course (24 Credits per semester for 1st and 2nd semester; 30 credits for semester Three and 22 credits for semester Four).
2. For Semester I and II: Four Credits per Theory Course (Core Course) (4 X 4 Course = 16 Credits) + eight credits of Practical/Field work Component = 24 credits
3. For semester III: Four Credits per Theory Course (Elective Courses) (4 X 5 Course = 20 Credits) + Ten credits of Practical/Field work Component = 30 credits
4. For Semester IV: One I/C course (6 credits) + One Ability Enhancement Course (6 credits) + One Project Component (10 credits) = 22 Credits.
5. 60 teaching hours per course (core/elective/IC/Ability Enhancement) during the Semester.
6. One Teaching hours per week per 1 credit. Two Practical hours per credits for Practical/Field Work component per week.
7. For an elective to be offered a minimum of 05 students are required.

Course & Syllabus for the MA in Psychology:

The Student shall have to study at least a total of 16 Courses in four semesters over the 2 years to obtain 100 credits for MA degree course.

Syllabus for Semester I

Course I (Core Course): PAPSY101: Personality Psychology: 4 credits

Course II (Core Course): PAPSY102: Research Methodology for Psychology: 4 Credits

Course III (Core Course): PAPSY103: Statistics for Psychology: 4 Credits

Course IV (Core Course): PAPSY104: Psychology of Cognition and Emotion: 4 Credits

Practical / Field Work Component (Core Component): PAPSY105 Experimental Psychology Practicals: 8 Credits

Syllabus for Semester II

Course V (Core Course): PAPSY201: Evolutionary Psychology: 4 Credits

Course VI (Core Course): PAPSY202: Intervention Systems in Psychology: 4 Credits

Course VII (Core Course): PAPSY203: Multiculturalism: Theory and Practice: 4 Credits

Course VIII (Core Course): PAPSY 204: Positive Psychology: 4 Credits.

Practical / Field Work Component (Core Component): PAPSY205: Psychological Testing and Psychometrics Practicals: 8 Credits

MA Semester System (CBCS), Revised Course, 2016-17
Semester I: Course I
Core Course: 4 credits, 60 hrs
PERSONALITY PSYCHOLOGY:PAPSY101

Objectives:

1. Introducing various theories of personality
2. Help learners to evaluate personality theory and research
3. Understand modern approaches to personality
4. Understand applications of personality theory to various aspects of life.

Unit 1. Intrapsychic domain

- a. Psychoanalytic aspects of personality.
- b. Psychodynamic perspective: contemporary issues
- c. Motives and personality: basic concepts, big three motives,
- d. Humanistic tradition.

Unit 2. Biological domain and cognitive-behavioral domain

- a. Genetic and personality evolutionary approach to personality.
- b. Physiological approaches to personality.
- c. Behaviorist and learning aspects of personality.
- d. Cognitive and cognitive-experiential aspects of personality.

Unit 3. Dispositional domain: trait approach

- a. Allport, R. B. Cattel, Eysenck's three factor.
- b. Big-Five and Five-Factor Model: theory, evidence and applications, circumplex approach, HEXACO
- c. Personality trait and personality disorders.
- d. Measurement of trait and theoretical and measurement issues, personality dispositions over time.

Unit 4. Social-cultural and adjustment domain

- a. Personality and social interaction
- b. Sex-gender and personality
- c. Culture and personality
- d. Stress, coping adjustment and health.

Books for reading

1. Buss D. M. & Larsen R. J. (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.
2. Corr, P. J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge : Cambridge University Press.
3. Dan P. McAdams D. P. (2008). *The Person: An Introduction to the Science of Personality Psychology*. Wiley.
4. Pervin, L. A. (2002) *Science of Personality* (2nded.). USA: Oxford University Press.

Books for reference

1. Brody, N., & Ehrlichman, H. (1998). *Personality Psychology: Science of Individuality*. Englewood Cliffs, NJ: Prentice Hall.

2. Burger, J. M. (2010). *Personality*. Wadsworth Publishing.
3. Costa, P.T., & Widiger, T.A. (2002). *Personality disorders and the five factor model of personality* (2nd ed.). Washington, DC: American Psychological Association.
4. Cervone, D., & Pervin, L. A. (2009). *Personality: Theory and Research* (11th ed.). New York: John Wiley & Sons.
5. Chamorro-Premuzic, T., & Furnham, A. (2005). *Personality and Intellectual Competence*. Mahwah, NJ: Lawrence Erlbaum Associates.
6. Friedman, H. S. & Schustack, M. W. (2009). *Personality: Classic Theories and Modern Research*. 4/E. NY: Pearson.
7. Friedman, H. S., & Schustack, M. W. (Eds.). (2008). *The Personality Reader* (2nd ed.). Boston, MA: Allyn and Bacon.
8. Hall, C. S., Lindzey, G., Campbell, J. B. (2007). *Theories of Personality*. ND: J. Wiley.
9. Haslam, N. (2007). *Introduction to Personality and Intelligence*. London: Sage Publications.
10. Hogan R. & John W.H.(Eds.) (1985), *Perspectives in Personality*. Greenwich: JAI Press.
11. Hogan, R. Johnson, J. Briggs S. (Eds.) (1997). *Handbook of Personality Psychology*. San Diego: Academic Press.
12. John, O.P., Robins, R.W., & Pervin, L.A. (Eds.) (2010). *Handbook of Personality Theory and Research* (3rd ed.). New York, NY: Guilford.
13. Larsen, R. J. (2010). *Clashing Views in Personality Psychology*. Dushkin/mcgraw-hill.
14. Mayer, J. & Mayer J. D. (2006). *Readings in Personality Psychology*. Allyn & Bacon.
15. McCrae, R.R. & Allik J. (Eds.). (2002), *The Five-Factor model of Personality across cultures*. N.Y.: Kluwer Academic Publisher.
16. McCrae, R. R., & Costa, Jr., P. T. (2002). *Personality in Adulthood: A Five-Factor Theory Perspective* (2nd ed.). New York: Guilford Publications.
17. Mroczek, D. K., & Little, T. D. (Eds.). (2006). *Handbook of Personality Development*. Mahwah, NJ: Lawrence Erlbaum Associates
18. Miserandino, M (2011). *Personality Psychology: Foundations and Findings*. Pearson Education.
19. Plutchik, R., & Conte, H. R. (Eds.). (1997). *Circumplex Models of Personality and Emotions*. Washington, DC: American Psychological Association.
20. Roberts, B.W., & Hogan R. (2001). *Personality Psychology in the Workplace*. Washington: American Psychological Association.
21. Rudman L. A. (2011). *Implicit Measures for Social and Personality Psychology*. LA: Sage Publication.
22. Weiner, I.B. (2007). *Handbook of Personality Assessment*. Wiley.

Evaluation:

Internal evaluation: 40 marks

- One test of descriptive types: 20 marks
- Essay: Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topics in the classroom. The topics shall be announced : 20 marks

Semester end examination: 60 marks

Paper pattern: 7 questions to be set of 15 marks each, out of which 4 are to be attempted. One of them could be a short notes question. Units can be combined for any questions.

PSYCHOLOGY
MA Semester System (CBCS), Revised Course, 2016-17
Semester I: Course II
Core Course: 4 credits, 60 hrs.

RESEARCH METHODOLOGY FOR PSYCHOLOGY:PAPSY102

Objectives:

1. To acquaint learners with methodology of quantitative and qualitative psychological research.
2. To acquaint learners with philosophy, ethics, design, and evaluation of research in psychology.
3. To enable learners to design research.

Unit 1.Philosophy and ethics of psychological research.

- a. Epistemological positions in psychological research: scientific realism, logical positivism;Ockham's razor;
- b. Popper and Kuhn’s contribution: theory dependence of observation; understanding theory: components and connections – concepts, constructs, variables and hypothesis; Duhem–Quine thesis; Quine’s critique of empiricism
- c. Ethical standards of psychological research: planning, conduction and reporting research
- d. Proposing and reporting quantitative research

Unit 2. Research settings and Mehtods of Data collection

- a. Observation and Interview method
- b. Questionnaire
- c. Survey research
- d. Other non-experimental methods

Unit 3. Experimental and Quasi-Experimental Methods

- a. Independent groups designs
- b. Repeated measures designs
- c. Complex designs
- d. Quasi-experimental designs and program evaluation

Unit 4. Qualitative Research

- a. Philosophy and conceptual foundations; proposing and reporting qualitative research
- b. Grounded theory
- c. Interpretive phenomenological analysis; discourse analysis
- d. Narrative analysis; conversation analysis

Books for study

1. Shaughnessy, J. J., Zechmeister, E. B. &Zechmeister, J. (2012). *Research methods in psychology*. (9th ed.). NY: McGraw Hill.
2. Elmes, D. G. (2011). *Research Methods in Psychology* (9thed.). Wadsworth Publishing.
3. Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6thed.). Wiley.
4. McBurney, D. H. (2009). *Research methods*. (8th Ed.). Wadsworth Publishing.
5. Forrester, M. A. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. Sage.

Books for reference

1. Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introducing Qualitative Methods series)*. New Delhi: Sage Publications.
2. Dominowski, R. L. (1980). *Research methods*. N.J.: Engelwood Cliffs, Prentice-Hall.

3. Embreston, S. E., & Raise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum
4. Hambleton, R. K., & Swaminathan H. (1985). *Item Response theory: Principles and Applications*. Boston: Kluwer
5. Hoyle, R. (1995). *Structural equation modeling: concepts, issues and applications*. Thousand Oaks, CA: Sage.
6. Hulin, C. L., Drasgow, F. & Parsons, C.K. (1983). *Item response theory: application to psychological measurement*. Homewood, IL: Dow Jones-Irwin.
7. Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.
8. Lewis-Beck, M. S. (1994). *International handbook of quantitative applications of social sciences*. Sage: Topan/London.
9. McBurney, D. H. (2001). *How to Think Like a Psychologist: Critical Thinking in Psychology* (2nd Edition). Prentice Hall.
10. Monette, D. R., Sullivan, T. J., & DeJong, C. R. (1994). *Applied psychological research: Tools for human services*. (3rd ed.). California: Harcourt Brace College Publisher.
11. Morse, J. M. (1994). *Critical issues in qualitative research methods*. Sage Publications.
12. Nunnally, J. & Bernstein, I. (1994). *Psychometric Theory* (3rd ed.). New York: McGraw Hill.
13. Robinson, P. W. (1976). *Fundamentals of experimental designs: A comparative approach*. Engelwood-Cliff: Prentice Hall.
14. Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. Sage.
15. Strauss A L and Glaser, B. G. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine Transaction.
16. Wiling, C. (2008). *Introducing Qualitative Research in Psychology* (2nd ed.). Open University Press.
17. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). APA.
18. American Psychological Association. (2009). *Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style)*. APA.

Evaluation:

Internal evaluation: 40 marks

- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topics in the classroom. The topics shall be announced : 20 marks
- One test of descriptive types: 20 marks

Semester end examination: 60 marks

Paper pattern: 7 questions to be set of 15 marks each, out of which 4 are to be attempted. One of them could be a short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBCS), Revised Course, 2016-17
Semester I: Course III
Core Course: 4 credits, 15 weeks
STATISTICS FOR PSYCHOLOGY:PAPSY103

Objectives:

1. To introduce fundamental concepts about statistical application to psychology
2. To help learners to understand applications of statistics and learn numerical methods associated with them
3. To introduce multivariate methods and computer applications to statistics
4. To be able to use R for all statistical methods taught in the course.

Unit 1. Preliminary Concepts

- a. Probability: axioms, random variables, expected value, central limit theorem
- b. Distributions: discrete distributions- binomial, poisson; continues distributions: normal, t, F, chi-square, jointly distributed random variables.
- c. Inference: estimation theory, statistical hypothesis testing, types of errors. Properties of estimators, methods of estimation: least square, maximum likelihood. Bayesian inference. CLT; LLN; Cramér–Rao inequality; Rao Blackwell Theorem
- d. Descriptive statistics: central tendency and variability, power and effect size. Testing for normality and outliers.

Unit 2. Inferential statistics: inference about location

- a. Two group differences: *t* test- independent and dependent samples. Bootstrapping.
- b. Multi-group differences: one-way ANOVA: independent and dependent samples. two-way ANOVA: independent samples
- c. Wilcoxon sign-rank test; median test; U test; Kruskal-Wallis test
- d. MANOVA and discriminant function analysis

Unit 3. Association, prediction and other methods

- a. Correlation: product moment, partial correlation, special correlations.
- b. Linear regression (OLS)
- c. Nonparametric correlations: Kendall's tau; Spearman's rho; measures for nominal data, chi square, binomial test, proportions test.
- d. Multiple regression, logistic regression.

Unit 4. Factor Analysis and Software Packages

- a. Factor analysis: basic concepts, methods of extraction and methods of rotation
- b. Confirmatory factor analysis.
- c. Structural Equations Modelling.
- d. R: syntax, data management, Descriptive; graphs; basic and multivariate statistics in R; R GUI, other software.

Note for paper setters: It is recommended that small values for computation be given and that of log, square and square root and statistical tables be given for use. Use of calculators is allowed. The problems for full numerical to be set using the raw data methods (ungrouped data) in the examination. The formula sheet be provided along with the question paper. No full numerical should be set on Units 2-d, 3-d, 4a, 4b; partial numerical are permitted that can

be calculated with simple calculators (E.g., DO NOT set numerical like DO MANOVA OF GIVEN DATA).

Books for Study:

1. Howell, D. (2009). *Statistical Methods for Psychology* (7th ed.). Wadsworth.
2. Wilcox R. R. (2009). *Basic Statistics: Understanding Conventional Methods and Modern Insights*. NY: OUP.
3. Minium, E. W., King, B. M., & Bear, G. (2001). *Statistical reasoning in psychology and education*. Singapore: John-Wiley.
4. Aron & Aron (2008). *Statistics for Psychology* (5th ed). New Delhi: Pearson

Books for Reference:

1. Daniel, W. W. (1995). *Biostatistics*. (6th Ed.). N.Y.: John Wiely.
2. Field, A., Miles, J., and Field, Z. (2012). *Discovering Statistics Using R*. NY: Sage.
3. Gouch, R. L. (1983). *Factor Analysis*. Lorrence Erlbaum
4. Guilford, J. P., & Fructore, B. (1978). *Fundamental statistics for psychology and education*. N.Y.: McGraw-Hill.
5. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*. (5th Ed.). N.J.: Prentice-Hall Inc.
6. Hatekar, N. R. (2009). *Principles of Econometrics: An Introduction (Using R)*. ND: Sage.
7. Loehlin, J. (1998). *Latent Variable Models: an introduction to factor, path, and structural analysis*. Hillsdale, N.J.: LEA.
8. Marcoulides, A. G. & Schumacker, E. R. (2001). *New developments and techniques in structural equation modeling*. Hilsdel, New Jersey: Lawrence Erlbaum.
9. R Development Core Team. (2011). *R: A Language and Environment for Statistical Computing*. Vienna, Austria:R Foundation for Statistical Computing. (<http://www.R-project.org>)
10. Sheskin, D. (2011). *Handbook of Parametric and Nonparametric Statistical Procedures*, (5th ed). Chapman and Hall/CRC.
11. Tabachnick, B. G. & Fidell, L. S. (2001). *Using multivariate statistics* (4th Ed.). Boston: Allyn and Bacon.
12. Wilcox, R. R. (1996). *Statistics for social sciences*. San Diego: Academic Press.
13. Wilcox, R. R. (2011). *Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction*. CRC Press.

Evaluation:

Internal evaluation: 40 marks

- Two Test of statistical techniques: 20 marks each

Semester end examination :60 marks

Paper pattern: 7 questions to be set of 15 marks each, out of which 4 are to be attempted.

One of them could be short notes question. Units can be combined for any questions.

PSYCHOLOGY
MA Semester System (CBCS), Revised Course, 2016-17
Semester I: Course IV
Core Course: 4 credits, 60 hrs.
PSYCHOLOGY OF COGNITION AND EMOTION: PAPSY 104

Objectives:

- Understanding advanced topics of cognitive science
- Understanding the neuropsychological underpinnings of cognitive processes
- Applying cognitive psychology knowledge to real-life problems.
- Understanding theories, biological basis, and development of human emotions

Unit 1: Cognitive Neuroscience, Attention and Perception

- A. Cognitive Neuroscience: Neuronal Structure and Function; Intelligence and Neuroscience; Methods of cognitive neuroscience
- B. Visual Perception: Visual Object Recognition, Face perception
- C. Attention and Consciousness: Attention Processes, Theories of Attention, Consciousness of Mental Processes; Preconscious Processing
- D. Neuropsychological basis of Attention and Visual Perception

Unit 2. Memory and Language

- A. Memory: Models and Research Methods; Metacognition
- B. Memory Processes; Mental Images, Maps, and Propositions
- C. Language and language in context
- D. Neuropsychological basis of Memory and language

Unit 3. Thinking and Intelligence

- A. Problem Solving and Creativity
- B. Thinking, Decision Making and Reasoning
- C. Human Intelligence. Organization of Knowledge in the Mind
- D. Neuropsychological basis of executive functions

Unit 4. Psychology of Emotions

- A. Theories of Emotions: Theories of emotions
- B. Biological basis of human emotions
- C. Measurement of Emotions
- D. Emotional Development and regulation

Books for Reading

1. Sternberg, R. J.; Sternberg, K. M., Mio, J. (2012). *Cognitive Psychology*. Wadsworth: Belmont, CA.
2. Matlin, M. W. (2009). *Cognition*. John Wiley & Sons: NJ.
3. Bly, B.M. & Rumelhart, D. E. (1999). *Cognitive Science*. Academic Press: San Diego.
4. Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). (2010). *Handbook of emotions* (3rd edition). New York, NY: Guilford.
5. Dalgleish, T. & Power, M.J. (2000). *Handbook of Cognition and Emotion*. John Wiley: Sussex.
6. Zilmer, E. A. & Spears, M. V. (2001). *Principals of neuropsychology*. Canada: Wadsworth

List of Reference

1. Anderson, V., Jacobs, R. & Anderson, P. (2008). Executive Functions and the Frontal Lobes: A Lifespan Perspective. NY: Psychology Press.
2. Baddeley, A. (1990). Human memory: Theory and practice. Boston: Allyn & Bacon.
3. Beaumont, J. G., Kenealy, P. M., & Rogers, M. J. C. (Ed.). (1999). The Blackwell dictionary of neuropsychology. Oxford: Blackwell Publishers.
4. Berry, J. W., Poortinga, Y. H., Segal, M. H., & Dason, P. R. (2002). Cross-cultural psychology: Research and perspective. Cambridge: CUP.
5. Carlson, N. (1999). *Physiology of behaviour*. Boston: Allyn & Bacon.
6. Jurado, M. B. & Rosselli, M. (2007). The Elusive Nature of Executive Functions: A Review of our Current Understanding. *Neuropsychol Rev*, 17:213–233.
7. Carruther, P. & Chamberlain, A. (Ed.). (2000). Evolution and the human mind: modularity, language and meta-cognition.
8. Ekman, P. & Cordaro, D. (2011). What is meant by calling emotions basic. *Emotion Review*, 3, 364-370.
9. Finger, S. (1994). Origin of neuroscience: A history of explorations into brain function. N.Y.: OUP.
10. Franken, R. E. (2002). Human motivation. Australia: Wadsworth.
11. Gazzaniga (Ed.), *The New Cognitive Neurosciences, Second Edition*. Cambridge, MA: MIT Press.
12. Green, D. W. (1996). Cognitive science: An introduction. Oxford: Blackwell.
13. Johnson, M. H. (1997). Developmental cognitive neuroscience. Blackwell Publishers.
14. Kellogg, R. T. (1997). Cognitive psychology. London: Sage.
15. Kolb B., & Whishaw I.Q. (2007). Fundamentals of human neuropsychology (6th ed). New York, NY: Worth Publishers.
16. Lewis, M. & Haviland-Jones, J. M (Ed.). (2000). Handbook of emotions. NY: The Guilford
17. Lezak, M. D. (1976). Neuropsychological assessment. NY: OUP.
18. Mauss, I. B. & Robinson, M. D. (2009). Measures of emotion: A review. *Cognition and Emotion*, 23, 209-237.
19. Mehu, M., Mortillaro, M., Banziger, T., & Scherer, K. R. (2012). Reliable facial muscle activation enhances recognizability and credibility of emotional expression. *Emotion*, 12, 701-715.
20. Nelson, T. O. (1992). Metacognition: Core readings. Boston: Allyn & Bacon.
21. Press.
22. Simon-Thomas, E. R., Keltner, D. J., Sauter, D., Sinicropi-Yao, L., & Abramson, A. (2009).
23. The voice conveys specific emotions: Evidence from vocal burst displays. *Emotion*, 9, 838-846.
24. Walsh, K. (1994). *Neuropsychology: A clinical approach*. N.D.: Churchill Livingstone

Evaluation:

Internal evaluation: 40 marks

- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topics in the classroom. The topic shall be announced : 20 marks
- One test of descriptive types: 20 marks

Semester end examination :60 marks

Paper pattern: 7 questions to be set of 15 marks each, out of which 4 are to be attempted. One of them could be a short notes question, which could combine more than one unit.

Psychology

Practical / Field Work Component: Semester I

MA Semester System (CBCS), Revised Course, 2016-17

Semester I: Practical / Field Work Component

Core Course: 8 credits. 15 weeks

EXPERIMENTAL PSYCHOLOGY PRACTICAL:PAPSY105

Objectives:

1. To enable learners to design experiments in various areas of psychology
2. To help learners to design appropriate computer programs for the experiments
3. To enable learners to analyze and report the data of experiments

Six experiments in cognitive processes, personality, motivation and emotion from the areas given below:

a) Sensation, attention and perception, b) Memory, c) Reasoning, d) Decision making, e) Problem solving, f) Learning, g) Imagery, h) Motivation, i) Emotion, j) Personality, k) Thinking, l) Language.

UNIT 1: Experimental designing: Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to design an experiment pertaining to the area chosen by the group. The student will present the experiment in the class. From these experiments, one experiment is selected as groups experiment. In this way, six experiments are obtained. A student can also design additional experiments in the areas other than the groups' area and present them along with presentations of respective areas. Six presentations and twelve supervision sessions are required for this. (2 credit).

UNIT 2: Experimental Computerizing: All students have to learn one open-source package for computerizing experiment (for example, PEBL, Open Sesame, etc.). This may be done by workshop by the teacher/students about the computerization. The individual experiment designed by each student has to be computerized and presented in a CD (and Email if needed) for internal assessment. The printout of the program syntax AND/OR major steps in computer programming also need to be submitted along with this assignment. (1 credit).

UNIT 3: Experiments Conduction: These select six experiments (Unit 1) will then be conducted in the laboratory. If the facilities permit, these experiments can be carried out using the computer interface. (3 credits).

UNIT 4: Experimental Data Analysis and Report: The data obtained is analyzed by using software packages (e.g. R) and reported in a typed report. The report also needs to be submitted in a softcopy. (2credit)

Evaluation:

Internal evaluation: 40 marks

- Self-designed experiment (content and method) and Computerization of the experiment and its report (Soft and hard copy: 20 marks
- Experimental Journal: Journal contains (i) report of 6 experiments conducted; (ii) a type-written report to be submitted on a review of literature on one of the topics above covering research of last five years: 20 marks

Semester end Practical examination: 60 marks.

- Viva voce examination: 35marks
- Instruction and Conduction: 10marks
- Report: 15 marks

PSYCHOLOGY
MA Semester System (CBCS), Revised Course, 2016-17
Semester II: Course V
Core Course: 4 credits, 60 hrs.
EVOLUTIONARY PSYCHOLOGY:PAPSY201

Objectives:

1. To acquaint learners with concepts of Evolutionary psychology
2. To explain various psychological aspects as a function of evolution
3. To learn to think about human mind and its processes from an evolutionary perspective
4. To understand specific areas and applications of Evolutionary Psychology

Unit 1. Foundation of evolutionary psychology

- a. Historical development, landmarks in evolution of human beings & common misunderstandings
- b. Origins of human nature, evolutionary game theory.
- c. Evolution of psychological mechanism, evolutionary and psychological foundation of human behavior, psychological basis of culture
- d. Research methods and hypothesis-testing in evolutionary psychology, use and misuse of Darwinism

Unit 2. Major aspects of evolutionary theory: survival and mating

- a. Problems of survival: food acquisition, human fear and landscape preferences
- b. Mate selection and sexual strategies
- c. Women's long-term mating strategies, men's long-term mating strategies
- d. Short-term sexual strategies across sexes

Unit 3. Parenting and social behavior

- a. Parenting: maternal involvement, parental involvement, parent-offspring conflict
- b. Kinship: theory of implicit and inclusive fitness and empirical support
- c. Cooperation: evolution of cooperation, reciprocal altruism,
- d. Cognitive adaptations for social exchange

Unit 4. Social behavior and specific topics

- a. Aggression as solution to adaptive problem & empirical evidence, sex differences in aggression, conflicts between sexes.
- b. Evolution of morality. evolution of art. Evolution of Emotions.
- c. Cognitive development, modularity of mind, and innateness issues,
- d. Status, prestige and social dominance.

Books to Study

1. Barkow, J. H., Cosmides, L., Tooby, J. (1992). *The adapted mind*. Oxford University Press.
2. Buss, D. (2011). *Evolutionary Psychology: A new Science of Mind*. Pearson Education.
3. Dunbar, R. I. M. (2005). *Evolutionary Psychology: A Beginner's Guide*. One world.

Books for reference

1. Buss, D. (2005). *The Handbook of Evolutionary Psychology*. John Wiley & Sons, Inc.

2. Dunbar, R. and Barret, L. (2007). *The Oxford Handbook of Evolutionary Psychology*. Oxford University Press.
3. Hampton, S. (2010). *Essential Evolutionary Psychology*. Sage Publications Ltd.
4. Lauser, M. (2006). *Moral minds: The nature of right and wrong*. Harper Collins.
5. Pinker, S. (2006). *The Blank Slate: The Modern Denial of Human Nature*. Penguin.
6. Pinker, S. (1999). *How the Mind Works*. New York: WW Norton & Co.
7. Pinker, S. (1994). *The Language Instinct*. Penguin.
8. Swami, V. (2011). *Evolutionary Psychology: A Critical Introduction*. BPS Blackwell textbook
9. Workman L. (2008). *Evolutionary Psychology: An Introduction*. Cambridge University Press.
10. De Waal, F. B. M. (2008). Putting the altruism back into altruism: The evolution of empathy. *Annual Review of Psychology*, 59, 279-300.
11. Nesse & Ellsworth (2009). Evolution, emotions, and emotional disorders. *American Psychologist*, 64, 129-139.
12. Tooby, J. and Cosmides, L. (2010). The Evolutionary Psychology of the Emotions and Their Relationship to Internal Regulatory Variables. In Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). *Handbook of emotions* (3rd edition). New York, NY: Guilford.
13. Lieberman, D., Tooby, J. & Cosmides, L. (2003). Does morality have a biological basis? An empirical test of the factors governing moral sentiments relating to incest. *Proceedings of the Royal Society London (Biological Sciences)*, 02PB0795, 1-8.

Evaluation:

Internal evaluation: 40 marks

- Two tests of descriptive types within the semester: 20 marks
- Five topics shall be displayed in the beginning of the semester. Students shall write a essay on one of the topic in the classroom. The topci shall be announced : 20 marks

Semester end examination : 60 marks

Paper pattern: 7 questions to be set of 15 marks each, out of which 4 are to be attempted. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBCS), Revised Course, 2016-17
Semester II: Course VI
Core Course: 4 credits, 60 hrs.
INTERVENTION SYSTEMS IN PSYCHOLOGY:PAPSY202

Objectives:

1. To acquaint students with various systems of psychological intervention.
2. To orient students with eclectic, integrated and multicultural approaches to interventions

Unit 1. Intervention systems emphasizing background

- a. Sigmund Freud- classic psychoanalysis
- b. Alfred Adler-individual psychology
- c. Carl Jung- analytical psychology

Unit 2. Intervention systems emphasizing humanistic, cognitive and behavioural approaches.

- a. Carl Rogers- person centered therapy
- b. Behaviour therapy
- c. Aaron Beck- cognitive therapy

Unit 3. Techniques in group.

- a. Fundamentals: influences, advantages of group therapy, organizing group, opening and later sessions, technical functions of group therapists.
- b. Special problems during group therapy
- c. Group therapy approaches: pre-intake and post-intake, special age groups, behavior therapy, experiential therapy, psychodrama and role play.

Unit 4. Interventions emphasizing integration, eclectic systems, multicultural perspectives

- a. Integrated and eclectic interventions
- b. Effective multicultural counseling
- c. Psychoanalytical, Adlerian, person-centered, behaviour therapy from multicultural perspective

Books for study

1. Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy* (8th ed.). CA: Thomson Brooks.
2. Seligman, L. & Reichenberg, L. W. (2010). *Theories of counseling and psychotherapy systems, strategies, and skills* (3rd ed.). Pearson education.
3. Flanagan, J.S. & Flanagan, R.S. (2004). *Counseling and Psychotherapy theories in context and practice: Skills Strategies and Techniques*. Hoboken, NJ: John Wiley & Sons, Inc
4. Wolberg, L. R. (2005). *The Technique of Psychotherapy Part I and II*. NJ: Jason Aronson Inc.

Evaluation:

Internal evaluation: 40 marks

- Essay on one of the topic randomly assigned: 20 marks
- One test of descriptive types: 20 marks each

Semester end examination : 60 marks

Paper pattern: 7 questions to be set of 15 marks each, out of which 4 are to be attempted. One of them could be short notes question, which could combine more than one unit.

PSYCHOLOGY
MA Semester System (CBCS), Revised Course, 2016-17
Semester II: Course VII
Core Course: 4 credits, 60 hrs.
MULTICULTURALISM: THEORY & PRACTICE: PAPSY203

Objectives:

1. To understand issues of identity, stereotyping and discrimination in a multicultural society
2. To explore issues of diversity and conflict in organizations
3. To highlight theory and important considerations in Multicultural Assessment
4. To delineate specific multicultural competencies and interventions

Unit 1: Multiculturalism & society

- a. Culture and cultural identity development.
- b. Understanding major cultural variables in Indian context: gender, religion, caste, social class, language and regionalism.
- c. Cultural transition and Acculturation.

Unit 2: Prejudice and discrimination

- a. Understanding prejudice and discrimination.
- b. Rights – based approach.
- c. Equity and social justice.

Unit 3: Multicultural assessment

- a. Cross cultural sensitivity in assessment: using tests in culturally appropriate ways.
- b. Ethical issues in multicultural assessment.
- c. Writing psychological and educational reports for culturally and linguistically diverse client.

Unit 4: Multicultural practice in psychology

- a. Multicultural counselling: counsellor's self-awareness and counsellor's awareness of the clients' world view, developing multicultural competencies and culturally appropriate interventions.
- b. Barriers to multicultural counselling.
- c. Managing diversity and conflicts in organizations.

Books to Study

1. Elrich, H. (2003). *The Social Psychology of Prejudice: A systematic Theoretical Review and Propositional Inventory of the American*. New York, Wiley.
2. Gamst, G.C., Liang, C.T.H., Der-Karabetian, A. (2011). *Handbook of Multicultural Measures*, La Verne: SAGE
3. Garrett McAulifee & Associates (2008). *Culturally Alert Counselling: A Comprehensive Introduction* , Sage Publications.
4. Sue, D.W., Sue, D. (2012). *Counselling The Culturally Diverse: Theory and Practice* (6th Ed.). Hoboken, NJ: John Wiley & Sons, Inc.
5. Sue, Sue D.W. (2006) *Multicultural Competencies: Individual and Organizational Development*, Sage Publication, New Delhi.

6. Suzuki, L.A., Meller, P.J., Ponterotto, J.G. (1996). *Handbook of Multicultural Assessment: Clinical, Psychological and Educational Applications*. San Francisco, CA: Jossey- Bass Inc.
7. Swanson, J.L., Fouad, N.A. (1999). *Career Theory and Practice: Learning Through Case Studies*. New Delhi: Sage Publications.

Articles for Study

1. Ahmed ,S., Wilson, K.B., Henriksen Jr., R.C., Jones, J. W. W. (2011). What Does It Mean to Be a Culturally-Competent Counselor? *Journal for Social Action in Counseling and Psychology*. 3 (1), 17-28.
2. Banks, J.A. (2004). Teaching for Social Justice, Diversity, and Citizenship in a Global World. *The Educational Forum*. 68, 289- 298.
3. Berry, J.W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29, 697–712.
4. Contrada, R.J., Ahsmore, R.D., Gary M.L., Coups, E. Egeth, J.D.Chasse, V. (2001). Measures of Ethnic Related Stress: Psychometric Properties, Ethnic Group Differences and Associations with Well- being. *Current Directions in Psychological Science*, 9 (4), 136- 139
5. NCDA. (2009). *Minimum Competencies for Multicultural Career Counseling and Development*. Broken Arrow, OK: National Career Development Association. Retrieved from www.ncda.org
6. Obinna, A. K. & Farkas, F.M. (2011). Cultural conflict management program for firms and organizations. *International Journal of Business and Management Studies*, Vol 3, no 2, 1- 10.
7. Vera, E.M., Speight, S.L.(2003), Multicultural Competence, Social Justice, and Counseling Psychology: Expanding Our Roles. *The Counselling Psychologist*, 31 (3), 2530- 272.
8. Zapf, M.K. (1991). Cross-cultural transitions and wellness: Dealing with culture shock. *International Journal for the Advancement of Counselling*,14, 105-119.

Books and for Reference

1. Cordeiro, P.A., Reagan, T.G. & Martinez, L.P. (1994). *Multiculturalism and TQE*. California: SAGE
2. Corey, G. (2009). *Theory and Practice of group Counseling*. CA: Thomson Brooks
3. Guru, G. & Sarukkai, S. (2012). *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford.
4. Nelson-Jones, R. (2005). *Basic Counselling Skills: A Helpers Manual*. New Delhi: Sage Publications.
5. Martines, D. (2008). *Multicultural School Psychology Competencies: A Practical Guide*. New Delhi: Sage.
6. Marsella, A. J., & Pedersen, P. (Eds.). (1981). *Cross-cultural counseling and psychotherapy*. New York: Pergamon.
7. Paniagua, F. A. (1998). *Assessing and treating culturally diverse clients: A practical guide* (2nd ed.). Thousand Oaks, CA: Sage.
8. Palmer, S. (2002). *Multicultural Counselling*. London: SAGE
9. Palmer, S. & Laungani, P.D. (1999). *Counselling in a Multicultural Society*. London: SAGE
10. Pederson, P. B. (Ed.). (1985). *Handbook of cross-cultural counseling and therapy*. Westport, CT: Greenwood Press.
11. Pedersen, P. (2000). *A handbook for developing multicultural awareness*. Alexandria, VA: American Counseling.

12. Pope Davis, D. B., & Coleman, H. L. K. (1997). *Multicultural counseling competence: Assessment, education and training, and supervision*. Thousand Oaks, CA: Sage.
13. Rastogi, M. & Thomas, V. (2009). *Multicultural Couple Therapy*. Purdue: SAGE

Evaluation:

Internal evaluation: 40 marks

- Essay: 20 marks
- Written Test: 20 marks

Semester end examination: 60 marks

PSYCHOLOGY
MA Semester System (CBCS) Revised Course 2016-2017
Semester II, Course VIII
Core course: 4 credits, 60 Hours
Positive Psychology: PAPSY204

Objectives:

1. To introduce concepts of positive psychology
2. To acquaint students with positive subjective states and processes
3. To enable students to appreciate importance of human strengths and virtues

Unit 1. Introduction to Positive Psychology

- a. Need for a science of human strengths and virtues
- b. Deconstruction of illness ideology and inclusion of human strengths
- c. Positive Psychology: Assumptions, Goals and Definitions
- d. Three pillars of positive psychology

Unit 2. Positive subjective states

- a. Subjective well-being
- b. Positive emotions
- c. The flow experience
- d. Optimism and Hope

Unit 3. Positive individual traits

- a. Self efficacy
- b. Creativity
- c. Wisdom
- d. Empathy and altruism

Unit 4. Positive Institutions

- a. Positive schooling
- b. Aging well and role of family
- c. Psychology of forgiveness for healthy society
- d. The Me/We balance: Building better communities

Books for study

Snyder, C. R.; & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.

Snyder, C. R.; Lopez, S. J.; & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage South Asia Edition.

References

Seligman, M. E. P (1991). Learned Optimism. NY: Knopf.

Seligman, M.E.P. & Csikszentmihalyi, (2000). Positive Psychology: An Introduction. *American Psychologist*. 55 (1), 5-14.

Carr, A. (2004). *Positive Psychology a science of happiness and human strengths*. NY: BR Publishers

Peterson C. (2006). *A Primer in Positive Psychology*. Oxford: Oxford University Press.

Lopez, S. J. (Ed) (2013). *The Encyclopedia of Positive Psychology*. UK: Blackwell Publishing Ltd.

Seligman, M. E. P.; Steen, T. A.; Park, N.; & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, 60 (5), 410-421.

Evaluation

Internal Evaluation: 40 marks

- Essay: 20 marks
- One Written Test: 20 marks

Semester end Examination: 60 marks

Paper Pattern: 7 questions to be set of 15 marks each out of which 4 are to be attempted. One of these could be short notes question which could combine more than one unit.

Psychology
Practical / Field Work Component: Semester II

MA Semester System (CBCS), Revised Course, 2016-17
Semester II: Practical / Field Work Component

Core Course: 8 credits. 15 weeks

PSYCHOLOGICAL TESTING AND PSYCHOMETRICS PRACTICALS:PAPSY205

Objectives:

1. To be aware of the role of measurement in psychology
2. To appreciate the criteria of a good psychological test
3. To understand necessary steps involved in test construction
4. To value the ethical issues in psychological testing

Unit 1. Theoretical-conceptual orientation

- a. Measurement in psychology and in the natural sciences
- b. Measurement theories: classical test theory, modern test theory
- c. Test construction: item analysis, reliability, validity and norms
- d. Ethical issues in psychological testing

Unit 2. Test administration and reporting

At least two tests pertaining to Intelligence, Motivation, Emotion, Personality and/or Attitude to be administered, scored and interpreted & reported. For each administered test, item analysis, reliability and validity, and Group norms to be computed and reported in the file.

Unit 3. Test development

Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to develop a psychological test pertaining to the area chosen by the group. Every student

In each group will present his or her ideas about developing a specific psychological test in the class. After these presentations, one specific psychological construct is selected as group's construct. In this way, six psychological tests revolving around six psychological constructs are to be developed.

Unit 4: Reporting of newly developed tool

The newly developed tool has to be administered on a group of at least 30 individuals. The item analysis, reliability and validity, norms are to be computed and reported in the file.

Books for study

1. Kline, P. (1998). *The New Psychometrics: Science, psychology and measurement*. New York: Routledge.
2. Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.
3. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (Seventh Ed.). New Delhi: Prentice Hall.

Evaluation:

Internal evaluation: 40 marks

- Supervised laboratory work: 10 marks

- Psychological Assessment File : 15 marks
- Viva voce examination for the self-constructed test: 15 marks

Semester end practical examination: 60 marks.

- Instruction and administration of the tools developed and report: 20
- Viva voce examination: 40