

Annexure to Notification No. F(Pres-Syllabi.PG-CBCS)Acad/KU/14 dated 15-05-2014
Syllabus for M.A. Psychology 1st to 4th semester

Choice based Credit System (CBCS)

Scheme and course structure for

M.A. Psychology 2nd semester effective from academic session 2014 and onwards

SEMESTER 2nd						
Course Code	Course name	Paper Category	Hours/Week			Credits
			L	T	P	
PSY14201CR	Cognitive Processes II	Core	4	X	X	4
PSY14202CR	Psychological testing	Core	4	X	X	4
PSY14203CR	Research methodology	Core	4	X	X	4
PSY14204EA	Community Psychology	Elective (Allied)	3	2	X	4
PSY14205EA	Cross cultural Psychology	Elective (Allied)	3	2	X	4
PSY14206EA	Forensic Psychology	Elective (Allied)	3	2	X	4
PSY14207EA	Environmental Psychology	Elective (Allied)	3	2	X	4
PSY14208EO	Theories of Personality	Elective (Open)	3	2	X	4
24 Credit= 27 Contact Hours/Week						

Course code: PSY14201CR

Course name: Cognitive Processes I

Objectives:

To enhance the advanced concepts among students concerning cognitive psychology.

To acquaint students with various approaches and theories which explain the process of cognition.

To expose the students to the various research based explanations in the spheres of neuro-science, language, decision making.

Unit-I

Reasoning: Types (Inductive and Deductive).

Approaches: Componential approach, Rules / Heuristics approach, Mental Model Approach.

Difficulties with abstract reasoning: Belief bias effect, Making illicit conversation, Confirmation bias.

Problem Solving:

Problems and types: Well defined and ill-defined problems.

Approaches to problem solving: Means end Heuristics, Hill climbing, Analogy Approach; Factors influencing problem solving: Functional fixedness, Expertise, Mental Set, Insight V/S Non-Insight.

Unit-II

Creativity: Meaning

Approaches to creativity: Divergent production, Investment theory of creativity.

Factors Affecting Creativity; Development of Creativity.

Decision Making: Algorithms and Heuristics (Representative, Availability, Anchoring and Adjustment). Illusory correlation, over confidence in decisions, Framing effect and Hindsight bias.

Models of decision making: Utility models: Expected utility theory, Multi-attribute utility theory. Image theory.

Unit-III

Language comprehension. Structure of language: Phonology, Syntax, Semantics and Pragmatics; Language and Cognition: Modularity hypothesis, Whorfian hypothesis.

Speech perception: Characteristics of speech perception, Approaches to speech perception (General Mechanism Approach and Special Mechanism Approach).

Speech errors in production; Sentence comprehension; Comprehending text passages; Gricean maxims of conversation.

Neuro-psychological views of language; Factors affecting comprehension: Negatives, Passive voice, Nested structures, Ambiguity.

Unit-IV

Cognitive Development: Concept and Theories. Socio-Cultural Theory (Vygotsky), Cognitive Development Theory (Piaget), Moral Development Theory (Kohlberg), Theory of Psycho-social Development (Erikson).

Readings

Berk, L.E.(2007). *Development through the Life Span*. (3, Ed.).New Delhi: Pearson Education.

Galloti,K.M.(1990). *Cognitive Psychology in and outside Laboratory*. Mumbai: Thomson Asia.

Gupta, G.C.(2001). *Cognitive Science: Issues and Perspectives*. New Delhi: Icon Publications Pvt. Ltd.

Jahnke,J.C., &Nowaczyk, R.H.(1998).*Cognition*. New Jersey: Prentice Hall.

Matlin, M.W.(1995). *Cognition*. (3,ed.) Bangalore: Prism Book Pvt. Ltd.

Rather, A. R. (1998). *Creativity: Its recognition and development*.:New Delhi: Swaroop& Sons.

Reed, S.K.(2004). *Cognition: Theory and Applications*. California: Thomson Wadsworth.

Rieglex, G.R., &Rieglex, B.R.(2008).*Cognitive Psychology: Applying the science of the Mind*. New Delhi: Pearson Education.

Course code:PSY14202CR

Course name: Psychological Testing

Objectives:

To provide foundation on the basics of Psychological testing

To equip students on constructing psychological tests

To develop skills in analyzing decisions and applying tests

Unit I: Measuring Intelligence

Definition, types and theories of intelligence; Seguin Form Board, Binet scales, Weschler's scales. Culture Fair Tests, Progressive Matrices, Issues in intelligence testing.

Unit II:

Measurement of Aptitude, Achievement and Interest

Aptitude and achievement.

Distinction between aptitude tests and achievement tests. Types of aptitude tests: Differential Aptitude Test (DAT), David's Battery of Differential Aptitude Test (DBDA). Types of achievement tests: The Strong Interest Inventory(SII). Thurston Interest Schedule.

Unit III:

Measurement of personality

Meaning and purpose of personality measurement. Some representative personality inventories (16 PF, MMPI, BAI, EPQ, STAI, BDI etc)

Projective techniques: Nature of projective techniques Inkblot technique, Pictorial technique, Verbal technique Evaluation of projective techniques.

Unit IV:

Applications of testing

Context of test use: Educational testing, Occupational testing; Test use in clinical and counseling psychology.

Ethical consideration in testing

Ethical issues in psychological testing and assessment; User qualifications and professional competence; Protection of privacy, Confidentiality, Communicating tests results; Testing diverse populations.

Readings

Anastasi, A & Urbina S. (1997) *Psychological Testing*. New Jersey : Prentice Hall International.

D.Amato, M.R.(1979) *Experimental Psychology, Methodology,*

Psychophysics and Learning. New Delhi:Tata Mc Graw-Hill.

Freeman, F.B. (1971) *Theory and Practice of Psychological Testing*. New Delhi: Oxford and IBH publishing Company.

Gronbach, I.J. (1960) *Essentials of Psychological Testing*. New York: Harper.

Course code: PSY14203CR

Course name: Research methodology

Objectives

To acquaint the students with the basic research concepts and various Steps in research process. Basic understanding of research designs and the APA style of preparing research proposal and writing research report.

Unit I

Introduction to Research; Meaning and Purpose of Research; Steps in Research Process; Problem Identification; Theory and its Role in Research; Ethics in Research.

Unit II

Research Methods: Experimental and Non- Experimental; Laboratory Experiments; Field Experiments; Field Research, Survey Research; Ethnography and Case Study.

Unit III

Sampling and Data Collection:

Concept of Sampling; Types of Sampling.

Methods of Data Collection: Observation, Interview Questionnaire. (Concept, Types and Limitations of each method).

Unit IV

Data Analysis and Report Writing: Processing data, editing, coding, Memoing, Abstracting comparing and displaying.

Research report writing: Structure and format for research report; style of writing a research report; Referencing and bibliography with special reference to APA Model.

Readings:

Atkinson, R. (1998). *The Life Story Interview*. Sate: Thousand Oaks.

Colaizzi, P.F. (1973). *Reflection and Research in Psychology*. Dubuque: Tower Kendale/Hunt.

Denzin, N.K., & Lincoln, Y.S. (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage.

Hamel, J., Dufor, S., & Fortin, D. (1993). *Case Study Method*. London: Sage

Kerlinger, F.N. (1999). *Foundations of Behavioral Research*. (3rd Ed.). Bangalore: Prism Books Ltd.

Kirk, J., & Miller, M.L. (1986). *Reliability and Validity in Qualitative Research*. New Hum: Sage

Mason, J. (1997). *Qualitative Researching*. Thousand Oaks: Sage.

Psathas, G. (1994). *Conversation Analysis*. Thousand Oaks: Sage.

Strauss, A., & Corbin, J. (1997). *Grounded Theory In Practice*. Thousand Oaks: Sage.

Course code: PSY14204EA

Course name: Community Psychology

Objectives

This course is aimed at creating awareness and understanding about nature models of different systems of community setting and importance of intervention and prevention in community psychology.

To know the concepts of prevention, epidemiology and crisis intervention

To elucidate the models in community Psychology

Unit I:

Community Psychology: Definition, Nature, Scope and orientation , Its Development in Social and Historical Context, Factors underlying the emergence of Community Psychology. The third mental health revolution.

Unit -II:

Mental Health Education : Practices of Mental health education, effectiveness of mental health education. Concept of epidemiology.

Prevention: Concept and Perspectives on prevention: Primary, Secondary and Tertiary

Prevention. Crisis Intervention: concept of crisis and the techniques of intervention.

Unit -III:

Models: Mental Health, Social Action, Organisational and Ecological Model.

Unit -IV:

Community Intervention: Social welfare, Education System, Health System. National (Mental) health, Quality of life. Prevention : Primary, Secondary and Tertiary.

Books:

Korchin, S. J. Modern Clinical Psychology

Iscoe, I. Book, B.L. and Spiel Berger, C.D. (Eds.) Community Psychology: Perspective in Training and Research, NY. Appleton. 1977.

Bloom, B. (1973). *Community Mental Health—A critical analysis*. New Jersey: General Learning Press.

Koch, C.H.(ed.) (1986). *Community Clinical Psychology*. London: Croon Helm.

Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.

Rappaport, J. (1977). *Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.

Course code:PSY14205EA

Course name: Cross- Cultural Psychology

Objectives:

To understand the nature and approaches of cross cultural psychology

To know the contemporary applications of cross cultural psychology

To appreciate the role of culture in human cognition and social interaction

Unit I:

Understanding Cross-Cultural Psychology. Cross-cultural psychology: Basic definitions: Culture, cultural psychology, race, nationality, and ethnicity. Empirical examination of culture. Power distance, masculinity, and uncertainty avoidance. Collectivism and Individualism. Approaches to study cross-cultural psychology: Evolutionary approach. Sociological approach. Ecocultural approach. The Cultural Mixtures approach. The Integrative approach. Indigenous psychology. Ethnocentrism. Multiculturalism. A brief history of cross-cultural psychology.

Unit II:

Methodology of Cross-Cultural Research. Goals of cross-cultural research. Quantitative and Qualitative research in cross-cultural psychology. Steps in a cross-cultural study. Methods : Observation, Survey methods, content analysis Focus-group methodology. Cultural dichotomies: There are fewer/more differences than one might think. Avoiding bias of generalizations.

Unit III: Cultural influences on Cognition

Perception: Influence of culture on perception, illusions, beauty and consciousness. Cultural significance of dreams. Intelligence: Ethnic differences in IQ, Influence of socio economic environment. Emotion: Culture and emotions, expression and judgement. Culture bound syndromes, Substance abuse and culture.

Unit IV:

Cultural influence on Social interaction

Culture and values, self perception, conformity, co-operation and competition.

Applied Cross-cultural Psychology. Medical decisions and counseling decisions and business decisions. Working with immigrants. Acculturative stress. Education. Culture, behavior, and the law. Working and serving abroad. Multiculturalism and religion.

Readings

Trimble, J. E., Scharron-del Rio, M. & Bernal. G. (2010).The itinerant researcher: Ethical and methodological issues in conducting cross-cultural mental health research. In D. C. Jack & A. Ali (Eds.), *Cultural perspectives on women's depression: Self-silencing, psychological distress*.

Trimble, J. E. & Dickson, R. (2005). Ethnic gloss. In C. B. Fisher & Lerner, R. M. (Eds.), *Encyclopedia of applied developmental science*, (pp. 412-415) (Volume I). Thousand Oaks: Sage.

Shirayev, E., & Levy, D. (2009). *Cross-cultural Psychology, Critical Thinking and Contemporary applications*; Third edition. India: Pearson Education

Course code: PSY14206EA

Course name: Forensic psychology

Objectives:

To familiarize students with the emerging importance of Forensic psychology.

To build awareness regarding the role of the psychologist in Forensic evaluations.

Unit I:

Bases of criminal behavior

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

Unit II:

Forensic assessment

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

Unit III:

Civil forensic procedures

Eye witness testimony. selection of Jury. Child custody, child trauma.

Unit IV:

Criminal Forensic procedures

Forensic evaluation of delinquency and criminal responsibility. Child sexual abuse evaluations.

Violence risk assessment. Competence to stand trial

Readings

Bull, R. (ed) 2011) Four volume set Forensic Psychology. LA: Sage publications

Scott, Adrian (2010) Forensic psychology. NY: Palgrave MacMillan.

Donohue, W.T. and Levensky, T.R. (2004)Handbook of Forensic Psychology. NY: Elsevier.

Goldstein, A. M. Volume ed. Weiner, I.B. Series ed. (2003) Handbook of Psychology: Volume 11

Heilbrun, K, Marczyk, G.R. and DeMatteo D. (2002) Forensic Mental Health Assessment : A Casebook. UK:OUP.

Course code: PSY14207EA

Course name: Environmental Psychology and Practice

Unit I:

Nature and Scope of Environmental Psychology, What is environmental psychology. Theories and Approaches. Research Methods in Environmental Psychology. Environmental movement in India.

Unit II

Concepts in Environmental Psychology
Environmental Perception, Environmental Cognition Environmental Attitudes, Appraisals, and Assessments. Managing Limited Resources

Unit III:

Environmental Influences
Personal Space, Territoriality, Crowding, Privacy.

Unit IV:

Practice in Environmental Psychology
Introduction to Environment Impact Assessment, Environmental Impact Assessment Notification-2006, Introduction to socio-economic impact assessment, Social Impact Assessment (SIA): methods and reporting of SIA.

Reference:

Gifford, R. (2007). Environmental psychology: Principles and practice (4th ed.).
Colville, WA: Optimal Books.

Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). Environmental Psychology (5th edition). Toronto: Harcourt Brace College Publishers.

Environmental Movements in India P. P. Karan Geographical Review Vol. 84, No. 1 (Jan., 1994), pp. 32-41 Published by: American Geographical Society

Course code: PSY14208EO

Course name: Theories of Personality

Objectives

To provide an understanding of the different personality theories

To introduce critical evaluation of different theories in the background of the empirical Evidence.

To orient the students in application of this knowledge in case analysis and therapeutic formulation

To develop the skills in personality assessment

Unit I:

Psychodynamic Theories

Classical psychoanalysis: Freud; Neo-Freudian: Jung, Adler; Object relations: Winnicot.

Unit II:

Behavioural Theories

Radical Behaviorism: Skinner; Social Learning: Dollard and Miller; Social cognitive Theorist: Bandura.

Unit III:

Humanistic and Existential Theory

Maslow, Rogers, Kelly and Rollo May.

Unit IV:

Trait Theories : Allport, Cattell, Eysenck

Readings

Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). THEORY of personality, 4TH edition. John Wiley and Sons

Carpara, G.V. & Cereone, D. (2000). Determinants, dynamics and potentials. London: Cambridge University Press.

Friedman, H.S. & Schustack, M.W. (2004). Personality.(2, Ed.). India: Pearson Education Pvt. Ltd..

Hergenbahn, B. R. & Olson, M. H. (1999). An Introduction to Theories of Personality (5, Ed.). New Jersey: Prentice Hall.

Ewen,R.B.(1980). An introduction to theories of personality. Academic Press, Inc. (London) Ltd.

Ryckman, M. R. (2004) 8th Edition. Wadsworth, Thompson learning. USA.