

<b>SEMESTER-I</b>						
<b>Core Courses</b>						
<b>Course Category</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Hours/Week</b>			<b>Credits</b>
			<b>L</b>	<b>T</b>	<b>P</b>	
Core	PSY15101CR	Cognitive Processes-I	3	1	x	4
Core	PSY15102CR	Systems and Theories in Psychology-I	3	1	x	4
Core	PSY15103CR	Practicum	x	1	6	4
<b>Discipline Centric Elective Courses</b>						
DCE	PSY15104CDE	Community Psychology	2	1	x	3
DCE	PSY15105CDE	Biological Processes	2	1	x	3
DCE	PSY15106CDE	Rehabilitation Psychology	2	1	x	3
DCE	PSY15107CDE	Life Span Development	2	1	x	3
<b>Generic Elective Course</b>						
GE	PSY15108GE	Educational psychology	2	1	x	3
<b>Open Elective Course</b>						
OE	PSY15109OE	Principles of Psychology	2	1	x	3

M.A (Psychology)-1<sup>st</sup> Semester  
Course Code: PSY15101CR  
Course Name: Cognitive Processes-I

Total Credits = 4  
Teaching Hours = 48  
Tutorial Hours = 16

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

**Objectives**

- This course introduces the basic concepts and theoretical development in the area of attention, perception and memory.
- To develop insight into one's own and others' behavior and underlying mental processes.
- To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology.

**Unit-I**

Emergence of contemporary Cognitive Psychology and Current trends: Attentional Processes; Selective Attention and Divided Attention, Theories of attention: filter theory, attenuation theory, late selection theory and Resource Allocation.

**Unit-II**

Sensory Memory: Iconic and Echoic.

Short Term Memory and its Models: Modal Model of Memory, Structural and Levels of processing approach; Allan Baddley's working Memory Model.

**Unit-III**

Long Term Memory; Encoding specificity and Retrieval; Declarative and Non-declarative Models; Autobiographical and flash bulb memories.

Semantic Memory: Nature, background and structure. Models: feature comparison model, Network Model (Collins and Loftus Network Model and McClelland's PDP approach). Techniques of Memory improvement.

**Unit-IV**

Perceptual Process: Bottom Up and Top-Down Approaches.

Pattern Recognition: Theories of pattern recognition: Template matching theory, Feature analysis model, Recognition by components theory.

**Readings**

- 1]. Galotti, K. M. (1990). *Cognitive Psychology in and Outside Laboratory*. Mumbai: Thomson Asia.
- 2]. Jahnke, J.C., & Nowaczyk, R.H. (1998). *Cognition*. New Jersey: Prentice Hall.
- 3]. Matlin, M. W. (1995). *Cognition* (3, Ed.). Bangalore: Prism Book Pvt. Ltd.
- 4]. Reed, S. K. (2004). *Cognition: Theory and Applications*. California: Thomson Wadsworth.
- 5]. Gazzaniga, M.S., Ivry, R.B., & Mangun, GR (2002). *Cognitive neuroscience: The biology of the mind*. New York: Norton
- 6]. Shesternworth, S. J. (1998). *Cognition, Evolution and Behaviour*. New York: Oxford University Press.
- 7]. Snodgrass, J. G. (1985). *Human experimental Psychology*. New York: Oxford University Press.

**M.A (Psychology)-1<sup>st</sup> Semester**  
**Course Code: PSY15102CR**  
**Course Name: Systems & Theories in Psychology-I**

**Total Credits = 4**  
**Teaching Hours = 48**  
**Tutorial Hours = 16**

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

**Objectives:**

- To provide the students with a comprehensive understanding of the various centrally important systems and theories in Psychology.
- To acquaint them with the application of different theories in different walks of life.

**Unit-I**

System in Psychology: Meaning and types, Evaluation of systems of Psychology, Some basic issues in Psychology. Structuralism: Contribution and comparison of William Wundt and Titchener, criticism of structuralism.

**Unit-II**

Psycho analysis: Freudian psychoanalysis as a system, contribution and criticism of Sigmund Freud.

Heirs to Freud: Alfred Alder, Carl Gustav Jung, Erik Erikson, Criticism and evaluation.

**Unit-III**

Early Behaviourism: Ivan Ptrovich Pavlov, Edward Lee Thorndike, Watsonian Behaviourism as a system, Secondary features of Watsonian Behaviourism, Criticisms of Watson's Behaviourism.

**Unit-IV**

Later Behaviourism: Edvin R. Guthrie, Clark L. Hull, B.F. Skinner, E.C. Tolman Distinction between early behaviourism and later behaviourism.

**Readings**

- 1]. Singh A.K., (1991). *Comprehensive history of psychology*. India: New Delhi
- 2]. Boring, E.G. (1950). *History of Experimental Psychology*. Bombay: Times of India Press.
- 3]. Chaplin, J. P., & Krawice, T. A. (1987). *Systems and Theories of Psychology*. New York: Rinchar & Winston.
- 4]. Leahey, T. H. (2005). *A History of Psychology: Main currents in psychological thought*. (6<sup>th</sup> Ed.). Englewood Cliffs, NJ: Prentice-Hall.
- 5]. Marx, M.H., & Hillix, W. A. (1987). *Systems and Theories in Psychology*. TMII Ed.
- 6]. Shalakian, W. S. (1975). *History and Systems of Psychology*. New York: John Wiley & sons.
- 7]. Wolman, B.B.(1980). *Contemporary Theories and Systems in Psychology*. New York: Harper & Row.
- 8]. Woodworth, R. S., & Shechan, M. R. (1964). *Contemporary Schools of Psychology*; New York: Ronald Press.

M.A (Psychology)-1<sup>st</sup> Semester  
Course Code: PSY15103CR  
Course Name: Practical's

Total Credits: 4

*Tutorial Hours=16 Practical Hours= 96*

A minimum of 08 Practical's to be completed from following areas:

1. Memory
2. Learning
3. Psycho physics
4. Motivation
5. Intelligence
6. Adjustment
7. Attention
8. Perception
9. Aptitude
10. Creativity
11. Personality



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

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

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

**Objectives:**

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

**Unit-I**

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

**Unit-II**

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

**Unit-III**

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

**Readings**

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

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

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

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

**Objectives:**

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

**Unit-I**

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

**Unit-II**

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

**Unit-III**

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

**Readings**

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

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

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

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

**Objectives:**

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

**Unit-I**

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

**Unit-II**

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

**Unit-III**

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

**Readings**

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

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

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

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

**Objectives:**

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

**Unit-I**

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

**Unit-II**

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

**Unit-III**

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

**Readings**

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



**M.A. (Psychology)-1<sup>st</sup> Semester**  
**Course No: PSY15108GE**  
**Course Name: Educational psychology**

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

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

**Objectives:**

- To enable the students to understand the relation between education and psychology and different methods of educational psychology.
- To understand concept of learning, motivation and intelligence.

**Unit-I**

Educational Psychology: Meaning, Definitions and Scope. Role of Psychology in Education. Focal areas of Educational Psychology. Methods: Introspection, Observation, Experimental, Case study. Objectives of Teaching, Teacher and Education.

**Unit-II**

Learning: Concept of learning. Theories of learning: Trial And error, gestalt theory, Guthrie, Tolman. Improvement of learning, fatigue in learning. Transfer of Learning, Methods of Interference-Retroactive and Proactive Inhibition.

**Unit-III**

Intelligence: Concept and Types of Intelligence  
Artificial Intelligence, Emotional Intelligence and Multiple intelligence.  
Theories: Two Factors Theory, Multi-factor Theory, Group Factors Theory.

**Readings**

- 1]. Skinner, Charles E. (1945). Educational Psychology. Prentice Hall
- 2]. Chauhan, S. S. (1996). Advanced Educational Psychology. New Delhi: Vikas Publishing House
- 3]. Macmillan, Simth, Mdaniel. (1998). Educational Psychology. New York: Allyn & Bacon

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**M.A. (Psychology)-1<sup>st</sup> Semester**  
**Course No.: PSY15109OE**  
**Course Name: Principles of Psychology**

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

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

**Objectives:**

- *To understand the Fundamental facts, theories, concepts and principles of psychology*

**Unit-I**

Introduction: Nature, Scope and Methods of study in Psychology. Schools of psychology  
Sensation: Attributes, Characteristics of Sensory Processes. Perception: Determinants, Gestalt  
Theory of perception.

**Unit-II**

Motivation: Concept of Drive, Incentive; Maslow's Need Hierarchy Theory and Mc Clelland's.  
Emotion: Nature, Basic Emotions, Physiological Correlates of Emotion. Theories: James Lange,  
Cannon-Bard and Schachter- Singer.

**Unit-III**

Sensation and Perception

Sensation – Attributes, Modality, Characteristics of Sensory Processes.

Determinants of Perception. Gestalt Theory of perception. Perception of form, space, movement  
and time

Difference between Sensation and Perception.

**Readings**

- 1]. Baron, R.A. (1995). Psychology: The Essential Science. Allyn and Bacon, New York.
- 2]. Galloti, K.M. (2000). Cognitive Psychology – In and Out of the Laboratory. Thomson Pub. Co. Bangalore.
- 3]. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). Introduction to Psychology (International Student Edition) McGraw Hill Book Co.
- 4]. Munn, N. L., Fernald, L. D., and Ferhald, P. S. (1972). Introduction to Psychology. Oxford IBH Publishing House Co., Calcutta.