

SEMESTER-III						
Core Courses						
Course Category	Course Code	Course Name	Hours/Week			Credits
			L	T	P	
Core	PSY15301CR	Statistics in Psychology	3	1	x	4
Core	PSY15302CR	Psychometrics	3	1	x	4
Core	PSY15303CR	Psychological Testing	3	1	x	4
Discipline Centric Elective Courses						
DCE	PSY15304CDE	Behaviour Modification	2	1	x	3
DCE	PSY15305CDE	Health Psychology	2	1	x	3
DCE	PSY15306CDE	Human Resource Management	2	1	x	3
DCE	PSY15307CDE	Positive Psychology	2	1	x	3
DCE	PSY15308CDE	Psycho-diagnostics and Interventions	2	1	x	3
Generic Elective Course						
GE	PSY15309GE	Cross cultural Psychology	2	1	x	3
Open Elective Course						
OE	PSY15310OE	Peace Psychology	2	1	x	3

M.A. (Psychology)-3rd Semester
Course Code: PSY15301CR
Course Name: Statistics in Psychology

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 develop an understanding among students regarding various statistical methods, their uses and interpretations.
- To enable them to analyze the data of practical and project work.

Unit-I

Concept, Nature and Characteristics of Normal Probability Curve. Concept and types of hypothesis tests. Parametric v/s Non Parametric statistics. Sample size determination, level of significance & power of a test.

Unit-II

Tests of Significance: t-test, F-test, Chi Square test, Mann-Whitney U test, K-S test. Procedures & Methods of Item writing & item Analysis .Concept of Pilot Study.

Unit-III

Nature & Types of correlation: Pearson's Product Moment Method & Spearman's Rank Correlation Method. Partial & Multiple Correlation. Simple Regression analysis & Concept of Multiple regression analysis.

Unit-IV

ANOVA: One-way & two-way ANOVA, Kruskal-Walli's & Friedman's Methods; Multiple Comparison Tests: Duncan's and Newman-keul's Tests.

Readings

- 1]. Broota, K. D. (1989). *Experimental Design in Behavioural Research*. New Delhi: Wiley Eastern.
- 2]. Fruchter, B.(1967). *Introduction to Factor Analysis*. New Delhi, East West Press.
- 3]. Ferguson, G. A. & Takame, M. (1989). *Statistics I: Analysis in Psychology and Education*. (6th Ed.). New York: McGraw Hill.
- 4]. Garrett H.E. (1967). *Statistics in Psychology and Education*. New York: Denis Mckey Co.
- 5]. Guilford, J.P. (1954). *Psychometric Methods*. New York: McGraw Hill.
- 6]. Guilford, J.P., & Fruchter, B.(1978). *Fundamental Statistics in Psychology and Education*. N Y: Mcgraw Hill Series.
- 7]. Kerlinger, F.N.(1995). *Foundation of Behavioural Research*. New Delhi: Prism Books.
- 8]. Siegal, S., & Castellon, J.(1957). *Non-Parametric Statistics for Behavioural Sciences*. New York: McGraw Hill
- 9]. Winer, B.J. (1971). *Statistical Principles in Experimental Designs*. New York: Mcgraw Hill Ltd.
- 10]. Weiss, N., & Hassett, M.(1987). *Introductory Statistics*. Arizona: Addison Weley Publishing Co.

M.A. (Psychology)-3rd Semester

Course Code: PSY15302CR

Course Name: Psychometrics

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 create critical understanding of measurement issues and techniques in psychological inquiry
- Enable students to develop skills and competencies in test construction and standardization
- To learn the application and contextual interpretation of data from psychological measurement

Unit-I

Psychometric theory: Classic & Modern test theory. Item Response Theory. Data Screening: Missing data analysis, Divergence from Normality, Measures of Skewness & Kurtosis & their importance. Testing Assumptions.

Unit-II

Concept & Types of reliability. Methods of measuring Reliability. Concept & Types of Validity. Methods of measuring validity.

Unit-III

Factor Analysis: Exploratory Factor analysis: Steps, importance & application. Confirmatory Factor Analysis: Steps, importance & application. Comparison of Exploratory & Confirmatory Factor Analysis.

Unit-IV

Theoretical overview of Structural Equation Modelling (SEM) & path analysis. Use of Specialized Measurement Software for Data Analysis. Construction of a psychological tool.

Readings

- 1]. Raykov, T., & Marcoulides, G.A. (2011). *Introduction to psychometric theory*. NY: Taylor & Francis Group.
- 2]. Fruchter, B. (1967). *Introduction to Factor Analysis*. New Delhi, East West Press.
- 3]. Ferguson, G. A. & Takame, M. (1989). *Statistics 1: Analysis in Psychology and Education*. (6, Ed.). New York: McGraw Hill.
- 4]. Garrett, H.E. (1967). *Statistics in Psychology and Education*. New York: Denis Mckey Co.
- 5]. Guilford, J.P. (1954). *Psychometric Methods*. New York: McGraw Hill.
- 6]. Guilford, J.P., & Fruchter, B. (1978). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill Series.
- 7]. Kerlinger, F.N. (1995). *Foundation of Behavioural Research*. New Delhi: Prism Books.

M.A. (Psychology)-3rd Semester
Course Code: PSY15303CR
Course Name: Psychological Testing

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 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, Wechsler's scales. Culture Fair Tests, Progressive Matrices and Issues in intelligence testing.

Unit-II

Measurement of 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) and Thurston Interest Schedule.

Unit-III

Measurement of personality: 16 PF, MMPI. Projective techniques: Nature of projective techniques, Inkblot technique, Pictorial technique, Verbal technique Evaluation of projective techniques.

Unit-IV

Applications of testing: Educational testing, Occupational testing; Tests use in clinical and counseling psychology. Ethical issues in psychological testing

Readings

- 1]. Anastasi, A & Urbina S. (1997) *Psychological Testing*. New Jersey: Prentice Hall International.
- 2]. D. Anato, M.R.(1979) *Experimental Psychology, Methodology, Psychophysics and Learning*. New Delhi: Tata Mc Graw -Hill.
- 3]. Freeman, F.B. (1971) *Theory and Practice of Psychological Testing*. New Delhi: Oxford and IBH publishing Company.
- 4]. Gronbach, I.J. (1960) *Essentials of Psychological Testing*. New York: Harper.

M.A. (Psychology)-3rd Semester
Course No. PSY15304DCE
Course Name: Behaviour Modification

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 impart knowledge and develop skills needed for Applying behavior modification techniques.
- To impart knowledge and develop skills towards self-development.

Unit-I

Introduction to Behaviour Modification; Learning Theory Foundation of Behaviour Modification; Merits and Limitations of Behavioral Approach; Cognitive-Behavioral Perspective of Behaviour Modification.

Unit-II

Relaxation Techniques: Jacobson's Progressive Muscular Relaxation; Meditation; Yoga. Systematic Desensitization: Basic Principles, Construction of Hierarchy, Scene Presentation. Assertive Training: Method of Assertive Training, Theory of Assertive Training.

Unit III

Modeling Procedures: Acquisition & Facilitation of New behavior Pattern by Modeling, Graduated Modeling, Participant Modeling and Contact Desensitization; Contingency Management Procedures; the Role of Reinforcement in the Learning of Social Behaviors, Shaping, Time Out Procedures and Token Economy.

Reading

- 1]. Miltenberger, R. G. (2001). *Behavior Modification: principles and Procedures.*(2, ed.). Belmont USA. Thomson Wadsworth.
- 2]. Pascale, G.L., & Suttell, B.J. (1957).*The Bender-Gestalt Test: Quantification and Validity for Adults.* New York: Grune & Stratton
- 3]. Rimm, D.C. & Masters, J.C. (1974).*Behaviour Therapy: Techniques and Empirical Findings.* New York: John Wiley & Sons.
- 4]. Swaminathan, V.D., & Kaliappan, K.V. (1997).*Psychology for Effective Living Behaviour Modification, Guidance, Counselling and Yoga.* Chennai: Madras

M.A (Psychology)-3rd Semester
Course No. PSY15305DCE
Course Name: Health 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 will expand one's knowledge of the importance and significance of psychology in health, illnesses and chronic conditions.
- To highlight the role of social, psychological and behavioral risk factors in health promotion and disease prevention.
- To introduce the students to types of stressors, their consequences, cognitive behavioral interventions for managing stress.

Unit-I

Introduction: Meaning and scope of health psychology. Models of Health Psychology: Bio-psychosocial model, Health belief model, Stages of change model, Protection motivation theory, Theory of planned behavior and Theory of reasoned action.

Unit-II

Personality factors leading to good health: Optimism, Extraversion, Conscientiousness, Internal locus of control/Hardiness. Personality factors leading to unhealthy behaviours: Neuroticism/Negative Affect, Type-A behaviour, Hostility. Health enhancing behaviours: Exercise, weight control. Health compromising behaviours: Substance abuse, Smoking.

Unit-III

Stress and its physical consequences: Main sources of stress, Measurement of stress.
Strategies for coping with stress: Problem focused and Emotion focused
Cardiovascular disorders. Cancer and Diabetes.
Health behaviour modification: Self observation and self monitoring.

Readings

- 1]. Abnal, F.I. (1998). *Health Psychological Perspective*. Thousand Oaks: Sage.
- 2]. Bishop, G.D. (1994). *Health Psychology: Integrating Mind and Body*. Boston: Allyn and Bacon.
- 3]. Brannan, L., & Feist, J. (1996). *Health Psychology: An Introduction to Behaviour and Health*. California: Pacific Grove, Brooks Cole.
- 4]. Brooge, A.K., & Liewellyn, S. (1995). *Health Psychology*. London: Chapman & Hall.
- 5]. Friedman, D.M. (1989). *Health Psychology*. New York: Prentice Hall.
- 6]. Gatechel, R.J., Baum, A., & Krantz, D.S. (1989). *An Introduction to Health Psychology*. New York: McGraw Hill.
- 7]. Misra, G. (Ed.). (1999). *Psychological Perspective on Stress and Health*. New Delhi: Concept Publishing Company.
- 8]. Ogden, J. (1996). *Health Psychology: A Text book*. Buckingham: Open University Press.
- 9]. Sarafino, E.P. (1994). *Health Psychology: Bio-Psychological Interactions*. New York: Wiley.
- 10]. Sanderson, C.A. (2004). *Health Psychology*. New York: John Wiley & Sons Inc.

M.A. (Psychology)-3rd Semester
Course No. PSY15306DCE
Course Name: Human Resource Management

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

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

Objective

- To teach the basic principles of strategic human resource management
- To give students basic idea of how an organization acquires, rewards, motivates, uses, and generally manages its people effectively.

Unit-I

Human resource management: Concept, nature and Importance and current scenario of human resource management. HRM policies, activities and functions; Role of managers in organizations, Importance and value of the human relations in the organizations.

Unit-II

Individual differences in organization: self concept, personality traits, abilities, personal values. Decision making in organizations: process and theories of decision making, techniques of decision making. Ethical behaviour in the work place and moral principles for global managers

Unit-III

Organizational structure: levels of organization, importance of hierarchy in organizations. Organizational culture: Concept, Content & Elements of organisational culture. Performance appraisals, Types of conflict and their management in organizations.

Readings

- 1]. Greenberg.J. & Baron, R. A. (2008). *Behaviour in organizations*. Pearson education
- 2]. Singh, N. (2003). *Organizational behaviour-concepts, theories & practices*. New Delhi: Deep & Deep Publications.
- 3]. Robbins, S. P. (2003). *Organisational Behaviour*. New Delhi: Prentice Hall of India.
- 4]. Mullins, M.J. (2007). *Management and organizational behaviour*. Pearson education

M.A. (Psychology)-3rd Semester
Course Code: PSY15307DCE
Course Name: Positive 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 provide information about subject matter of positive Psychology
- To provide conceptual aspects of positive psychology

UNIT-I

Positive psychology: Concept, Assumptions and Goals. Eastern and western perspectives on positive psychology. Classifications and Measures of Human Strengths and Positive outcomes. Relationship of positive psychology with other branches of psychology: Health Psychology, Clinical Psychology, Development Psychology.

UNIT-II

Wellbeing: concept, types. Measuring subjective Wellbeing, determinants of wellbeing
Happiness: Hedonic Happiness, Eudemonic Happiness, Gender and Happiness, Positive moods and Behaviour, Individualistic and Collectivist style of Happiness.

UNIT-III

Empathy, altruism, gratitude. Forgiveness, Attachment, Love. Wisdom, optimism and hope. Emotion focused coping, emotional intelligence. Research and future in positive psychology, applications in community life.

Readings

- 1]. Seligman, M.E.P. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. American Psychologist, 55 (1), 5-14.
- 2]. Snyder, C.R. and Lopez, S.J. (2007) Positive Psychology India: Sage.
- 3]. Carr, A. (2004). Positive Psychology a science of happiness and human strengths. NY: BR Publishers

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M.A. (Psychology)-3rd Semester
Course Code: PSY15308DCE
Course Name: Psycho-diagnostics and Interventions

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 has been designed for students to understand thoroughly the basic concepts of Psycho-diagnostics and Interventions.
- To make the students aware of the use of Psychological Tests for Psycho-diagnostic Purpose.
- To help students develop an understanding of various interventional models in Psychology and how they are tailored to foster health attitudes, behaviors and emotions besides treating clients with Mental Disorders.

Unit-I

Psycho-diagnostics and Interventions: Clinical Interview, Case History, Mental Status Examination, Clinical Judgment, Decision Making and Diagnosis. Models of Intervention: Bio-psychosocial Model (BPS Model) and International Classification of Functioning, Disability & Health (ICF Model).

Unit-II

Psycho-diagnostic Assessments: Rorschach Ink Blot Test, Thematic Apperception Test, Child Apperception Test (CAT), Neo-Personality Inventory and Luria's Neuro-psychological Test.

Unit-III

Psycho-diagnostic Interventions: Counselling (Vocational, Rehabilitation, Marital, Problem Solving and Group Counselling), Neuro-linguistic Psychotherapy (NLP), Cognitive Behaviour Therapy (CBT), WHO's Life Skills Training (LST) and Neuro-biofeedback Training.

Readings

- 1]. Blackwell, G.M., Foot, H. & Gilmor, R. (1982). *Social Psychology: Practical manual*. London: Lavenham Press.
- 2]. Chamala, S. & Mortiss, P.D. (1990). *Working together for land care: Group management skills and strategies*. Brisbane: Australian Academy press.
- 3]. Chatterjee, N.N.(1984). *Management of Personnel in Indian enterprises: Concepts ,Practices & Emerging trend*. Calcutta :allied
- 4]. Crophely, A.H.(1977). *Lifelong education: A psychological analysis*: Oxford: Pergamon Press.
- 5]. Fine, G.A. & Sandstorm, K.L. (1988). *Knowing Children*. Thousand Oaks: Sage.
- 6]. Headley (1977). *Adults and their Parents in Family Therapy: A new Direction in treatment*. NY: plenum Press.

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M.A (Psychology)-3rd Semester
Course Code: PSY15309GE
Course name: Cross-Cultural 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 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

Cross-cultural psychology: Meaning & definitions; Culture, race, nationality, and ethnicity. Collectivism and Individualism. Approaches to study cross-cultural psychology: Evolutionary approach. Sociological approach. Eco-cultural approach. Indigenous psychology, Ethno-centrism and Multiculturalism.

Unit-II

Cross-cultural research. Goals of cross-cultural research. Quantitative and Qualitative research in cross-cultural psychology. Methods: Observation, Survey methods, content analysis Focus-group methodology.

Unit-III

Influence of culture on perception, illusions and consciousness. Intelligence: Ethnic differences in IQ, Influence of socio economic environment. Gender differences. Emotion: Culture and emotions, expression and judgment, Application of cross cultural psychology

Readings

- 1]. 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.
- 2]. Ali (Eds.), *Cultural perspectives on women's depression: Self-silencing, psychological distress*.
- 3]. 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.
- 4]. Shiraev, E., & Levy, D. (2009). *Cross-cultural Psychology, Critical Thinking and Contemporary applications*; Third edition. India: PDCerson Education.

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M.A. (Psychology)-3rd Semester
Course Code: PSY15309OE
Course Name: Peace Psychology

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

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

Objective:

- The course seeks to develop an understanding of the processes of peace and conflict and to promote skills in applications of the principles in conflict resolution.

Unit-I

Concept of Peace, Positive and Negative Peace; Peace at Inter, Intra, Global Levels; Factors influencing violence: Aggression, Nonviolence Direct Action; Factors influencing Non-violence: Principled Vs Pragmatic Factors

Unit-II

Conflict Resolution: Issues and Dimensions in Conflict; Family, Community, Arms, Gender, Religion, Socio-economic Issues. Approaches of Conflict Resolution: Management Skills: Transformation and Evaluation of Conflict.

Unit-III

Conflict Management, Prevention of Out Break of Conflicts, Conflict Transformation (Personal & Societal Factors)
Processes & Skills in Healing Stress & Trauma in Post Conflict Society

Readings

- 1]. Alger, C. & Stohl, M (Eds.) (1988) *A Just Peace through Transformation*. Boulder: Westview
- 2]. Baudura, (1973). *Aggression: A Social Learning Analysis*, Englewood Cliffs, NJ: Prentice Hall
- 3]. Bercovitch J. (Ed.) (1996). *Resolving International Conflicts*. Boulder Lynne Rienner
- 4]. Bercovitch J. & J.Z. Rubin Eds. (1992). *Mediation in International Relations*. London: Mac Millan
- 5]. Bjerstedt, A. (Ed.) (1993). *Peace Education; Global Perspectives*. Stockholm: Almqvist & Wiksell International
- 6]. Bowl L. (1990). *Mediation: Principles, Processes and Practice*. Syd: Butterworth
- 7]. Burton, J. W. (1990). *Conflict: Resolution and Prevention*. New York Macmillan
- 8]. Kool, V.K.(Eds) (1990). *Perspectives on Nonviolence*. Springer-Verlag New York
- 9]. Kool, V.K. (Eds.) (1993). *Nonviolence: Social and Psychology Issues*.
- 10]. Kriesberg, L. (1998). *Constructive Conflicts*. Lanham, M.D. Roman & Littlefield
- 11]. Nardin, T. (Ed.) (1996). *The Ethics of War and Peace*. Princeton N.J. Princeton University Press

(W.D.M.)