

**Academic Council dated 20<sup>th</sup> May, 2021 as per Item Number: 2.03**



**DOMBIVLI SHIKSHAN PRASARAK MANDAL'S,  
K.V. PENDHARKAR COLLEGE OF ARTS, SCIENCE AND COMMERCE,  
(AUTONOMOUS) DOMBIVLI (EAST), DIST. THANE  
(Affiliated to University of Mumbai)**

**Faculty of Arts**

**DEPARTMENT OF PSYCHOLOGY**

**(Programme: Master of Arts: M.A.)**

**SYLLABUS FOR**

**M.A. Part-I: PSYCHOLOGY (Semester I and II)**

**Choice Based Credit System (CBCS)**

**(with effect from the Academic Year: 2021-2022)**

# **Course & Syllabus for the MA in Psychology:**

## **COURSES OBJECTIVE:**

1. The curriculum is designed to meet the requirement in the field of counselling
2. To acquaint the students with various counselling skills and therapies.
3. The curriculum is designed to develop strong theoretical foundation while ensuring the application of acquired knowledge in various field.

## **COURSES OUTCOMES:**

1. To develop expertise in counselling.
2. Become competent to design their own research or experimental
3. Be competent to administer, assess and interpretation of Psychological Test
4. To apply appropriate therapy and test as per requirement

**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): PPAPSI21-424: Personality Psychology: 4 credits

Course II (Core Course): PPAPSI21-460: Research Methodology for Psychology: 4 Credits

Course III (Core Course): PPAPSI21-499: Statistics for Psychology: 4 Credits

Course IV (Core Course): PPAPSI21-547: Psychology of Cognition and Emotion: 4 Credits

Practical / Field Work Component (Core Component): PPAPSI21-P105: Experimental Psychology Practical: 8 Credits

### **Syllabus for Semester II**

Course V (Core Course): PPAPSII21-324: Evolutionary Psychology: 4 Credits

Course VI (Core Course): PPAPSII21-355: Intervention Systems in Psychology: 4 Credits

Course VII (Core Course): PPAPSII21-389: Multiculturalism: Theory and Practice: 4 Credits

Course VIII (Core Course) PPAPSII21-430: Positive Psychology: 4 Credits.

Practical / Field Work Component (Core Component): PPAPSII21-P205: Psychological Testing and Psychometrics Practical: 8 Credits

# **Syllabus for Semester I**

## **(Detail Syllabus)**

### **Semester I: Course I**

**Core Course: 4 credits, 60 hrs**

## **PERSONALITY PSYCHOLOGY: PPAPSI21-424**

### **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-I 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-II Biological domain and cognitive-behavioural domain**

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

### **Unit-III 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 – IV 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. 5of 232.
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.

## **Semester I: Course II**

**Core Course: 4 credits, 60 hrs.**

### **RESEARCH METHODOLOGY FOR PSYCHOLOGY: PPAPSI21-460**

#### **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 I: 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 Methods 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 (except 2\*3 design)

Conducting small research using observation & interview method.

- 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 (9th ed.). Wadsworth Publishing.
3. Goodwin, J. (2009). Research in Psychology: Methods in Design (6th ed.). 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. 7 of 23.
3. Embreston, S. E., & Rouse, 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*. (3rded.). 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 (3rded.)*. 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 (2nded)*. Open University Press.
17. American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6thed.)*. APA.
18. American Psychological Association. (2009). *Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style)*. APA.



## **Semester I: Course III**

**Core Course: 4 credits, 15 weeks**

### **STATISTICS FOR PSYCHOLOGY: PPAPSI21-499**

#### **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.

#### **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 Wiley.
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. Hatakhar, 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*. Hillsdale, 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.Rproject.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.

## **Semester I: Course IV**

**Core Course: 4 credits, 60 hrs.**

### **PSYCHOLOGY OF COGNITION AND EMOTION: PPAPSI21-499**

#### **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 emotion

#### **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 function

#### **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, 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. Dalglish, T. & Power, MJ. (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.
21. Simon-Thomas, E. R., Keltner, D. J., Sauter, D., Sinicropi-Yao, L., & Abramson, A. (2009).
22. 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

## **Semester I: Practical / Field Work Component**

**Core Course: 8 credits. 15 weeks**

### **EXPERIMENTAL PSYCHOLOGY PRACTICAL: PPAPSI21-P105**

#### **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



**Syllabus for Semester II  
(Detail Syllabus)**

**Semester II: Course V**

**Core Course: 4 credits, 60 hrs.**

**EVOLUTIONARY PSYCHOLOGY: PPAPSII21-324**

**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 behaviour**

- 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 behaviour 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.  
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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.

## **Semester II: Course VI**

**Core Course: 4 credits, 60 hrs.**

### **INTERVENTION SYSTEMS IN PSYCHOLOGY: PPAPSII21-355**

#### **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.

## **Semester II: Course VII**

**Core Course: 4 credits, 60 hrs.**

### **MULTICULTURALISM: THEORY & PRACTICE: PPAPSII21-389**

#### **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. 18of 23
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](http://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. 19 of 23
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

## **Semester II, Course VIII**

**Core course: 4 credits, 60 Hours**

### **Positive Psychology: PPAPSII21-430**

#### **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

Activity can be introduced on forgiveness. (Report writing)

- 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. 21 of 23

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.

## **Semester II: Practical / Field Work Component**

**Core Course: 8 credits. 15 weeks**

### **PSYCHOLOGICAL TESTING AND PSYCHOMETRICS**

#### **PRACTICALS: PPAPSII21-P205**

##### **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 Pattern PG SEM- I & II

### INTERNAL ASSESSMENT 40 Marks

1. One class test: Online/offline (Mode of the examination will be decided as per the decision of the concerned teacher) (Additional Exam in any valid case)

(Objectives/Multiple Choice) (20Marks)

2. Presentation (10 Marks)

3. Activity: (10 Marks) (Any one)

A. Research proposal

B. Case study

C. Book review

### SEMESTER EXAMINATION

**60 marks (2 hours)**

1. All questions are compulsory.

2. Each question carries 15 marks.

Q1A (Essay type) OR Q1B (2 Short notes:7+8) (Unit 1) 15 marks

Q2A (Essay type) OR Q2B (2 Short notes:7+8) (Unit 2) 15 marks

Q3A (Essay type) OR Q3B (2 Short notes:7+8) (Unit 3) 15 marks

Q4A (Essay type) OR Q4B (2 Short notes:7+8) (Unit 4) 15 marks