GOKUL GLOBAL UNIVERSITY (GGU)

Faculty of Arts, Humanities and Social Science

Masterof Arts (Psychology)

Teaching Scheme & Examination Pattern

Semester 1

Sr. No.	Subject Name	Course Type	Subject Code	Credit	Teaching Scheme Per week			Examination Marks				Total Marks
					Th-hour	Pr-hour	Total	Internal		External		100
								Th	Pr	Th	Pr	
1	**GENERAL CONCEPTS OF PSYCHOLOGY**	**Core Compulsory**	**FAHM115501**	4	4	-	60	30	-	70		100
2	**RESEARCH METHODS AND MEASUREMENT IN PSYCHOLOGY**	**Core Compulsory**	**FAHM115502**	4	4	-	60	30	-	70		100

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3	**CHILD DEVELOPMENT**	**Core Compulsory**	**FAHM115503**	4	4	-	60	30	-	70		100
4	**COMMUNITY PSYCHOLOGY-I**	**Core Compulsory**	**FAHM115504**	4	4	-	60	30	-	70		100
5	**PSYCHOPATHOLOGY-1**	**Core Compulsory**	**FAHM115505**	4	4	-	60	30	-	70		100
	Total			20	20		30	150		350		500

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Semester 2

Sr. No.	Subject Name	Course Type	Subject Code	Credit	Teaching Scheme Per week			Examination Marks				Total Marks
					Th-hour	Pr-hour	Total -hour	Internal		External		100
								Th	Pr	Th	Pr	
1	ADVANCEED EXPERIMENTAL PSYCHOLOGY	Core Compulsory	FAHM125501	4	4	-	60	30	-	70		100

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2	SPORTS PSYCHOLOGY	Core Compulsory	FAHM125502	4	4	-	60	30	-	70		100
3	STATISTICS IN PSYCHOLOGY	Core Compulsory	FAHM125503	4	4	-	60	30	-	70		100
4	COMMUNITY PSYCHOLOGY0-II	Core Compulsory	FAHM125504	4	4	-	60	30	-	70		100
5	PSYCHOPATHOLOGY-II	Core Compulsory	FAHM125505	4	4	-	60	30	-	70		100
	Total			20	20		300	150		350		500

Semester 3

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Sr. No.	Subject Name	Course Type	Subject Code	Credit	Teaching Scheme Per week			Examination Marks				Total Marks
					Th-hour	Pr-hour	Total – hour	Internal		External		100
								Th	Pr	Th	Pr	
1	PERSPECTIVE ON HUMAN BEHAVIOUR	Core Compulsory	FAHM135501	4	4	-	60	30	-	70		100
2	GUIDANCE AND COUNSELLING IN EDUCATION II	Core Compulsory	FAHM135502	4	4	-	60	30	-	70		100
3	PSYCHOLOGY OF EMOTION	Core Compulsory	FAHM135503	4	4	-	60	30	-	70		100

4	CLINICAL PSYCHOLOGY-I	Core Compulsory	FAHM135504	4	4	-	60	30	-	70		100
5	HEALTH AND WELLNESS	Core Compulsory	FAHM135505	4	4	-	60	30	-	70		100
	Total			20	20		300	150		350		500

Semester 4

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Sr. No.	Subject Name	Course Type	Subject Code	Credit	Teaching Scheme Per week			Examination Marks				Total Marks
					Th-hour	Pr-hour	Total-hour	Internal		External		
								Th	Pr	Th	Pr	100
1	THEORY OF HUMAN BEAHVIOUR	Core Compulsory	FAHM145501	4	4	-	60	30	-	70		100
2	PSYCHOLOGICAL MEASUREMENT AND SCALING	Core Compulsory	FAHM145502	4	4	-	60	30	-	70		100

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3	FORENSIC PSYCHOLOGY	Core Compulsory	FAHM145503	4	4	-	60	30	-	70	100
4	CLINICAL PSYCHOLOGY-II	Core Compulsory	FAHM145504	4	4	-	60	30	-	70	100
5	STRESS MANAGEMENT	Core Compulsory	FAHM145505	4	4	-	60	30	-	70	100
	Total			20	20		300	150		350	500

Syllabus

Semester 1

Program :	M.A.	Subject / Branch :	Psychology

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Year :	2022/23 – 1st	Semester :	I
Course title :	GENERAL CONCEPTS OF PSYCHOLOGY	Course code :	Course Code : FAHM115501
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:

To sum up, the four major objectives of psychology are to describe, explain, predict, and change or   control behaviors. These goals are the foundation of most theories and studies in an attempt to   understand the cognitive, emotional, and behavioral processes that people face in their daily lives.

become familiar with the theories concerning human behavior in a social context. Outcomes: Students will be able to identify and discuss the major theories and research from the area of social psychology

Course Outcome:

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Students will be able to identify the major fields of study and theoretical perspectives within psychology and articulate their similarities and differences .

Students will demonstrate Familiarity with the major concepts theoretical perspectives empirical findings and historical trends in psychology students will understand and apply basic research methods in Psychology including research design data analysis and interpretation

Content

Unit	Description in detail	Credit	Weight age
I	**Introduction to Psychology, Biology and Behaviour**		
	1.1 Psychology: Science or Common Sense? 1.2 The Goal of Psychology 1.3 Critical Thinking: Thinking Like A Scientist 1.4 The Neurons. (Anatomy and Functions of Neurons) 1.5 The Central Nervous System. 1.6 The Peripheral nervous system. 1.7 Endocrine system.	1	25%
II	**Introduction to Psychology, Biology and Behaviour**		
	2.1 Consciousness 2.1.1 The Meaning of the Mind 2.1.2 Studying Conscious Activity . 1.3 The Nature of Consciousness	1	25%

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	2.2 Everyday Changes in Consciousness 2.2.1 Daydreaming 2.2.2 Sleep 2.2.3 Dreaming 2.3 Extended States of Consciousness 2.3.1 Hypnosis		
III	**Intelligence, cognition and language** 3.1 Definition, nature and range of intelligence 3.2 Measuring intelligence 3.3 Imagery and Concepts: Tools of thinking 3.4 Approaches of problem solving 3.5 Language 3.6 Animal Language 3.7 Language and thinking	1	25%
IV	**Personality** 4.1 Definition of personality 4.2 Theories of personality 4.2.1 Freud and Psychoanalysis 4.2.2 Humanistic personality theories, Maslow and Rogers	1	25%

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	4.2.3 Personality: Is it in the Genes? 4.3 Personality Assessment 4.3.1 Personality Inventories 4.3.2 Projective Tests		

Recommended Reading:

1. Philip G., Zimbardo and Ann L. Weber (1997) Psychology Longman, New York.

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Program :	**M.A. (Psychology)**	**Subject / Branch :**	Psychology
Year :	**2022/23 – 1st**	**Semester :**	I
Course title :	**RESEARCH METHODS AND MEASUREMENTIN PSYCHOLOGY**	**Course code :**	**Course Code :** FAHM115502
Course type :	Theory (Core Compulsory)	**Course credit :**	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Objectives:

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To inform the students about psychological research

Psychological constructs such as *intelligence, self-esteem, and depression* are variables that are not directly observable because they represent behavioral

Outcomes:

After studying the resources, the students will try to create awareness in the society by writing an article

Content

Unit	Description in detail	Credit	Weight age
I	**The scientific method, hypotheses, research designs and Sampling**		
	1.1 Scientific and every day approaches to knowledge 1.2 Goals of the scientific method 1.3 Scientific theory construction and testing 1.4 Problem, criteria of problems and problem statements Hypotheses 1.5 The Importance of problems and hypotheses, problems, values and definitions	1	25%

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	1.6 Research Design: Definition, Purpose and Function of research Design 1.7 Sampling, random sampling and representativeness 1.8 Sample size 1.9 Kind of sample		
II	**Interview and Interview schedules** 2.1 Interview and schedules as a tool of science 2.2 The interview schedules, kind of schedule, information and Items 2.3 Criteria of Question writing 2.4 The value of interview and interview schedules, Forces group and group interviewing 2.5 Types of Interview Advantages and disadvantages of interview 2.6 Classification of observational methods 2.7 Observation with & without Intervention 2.8 Recording Behaviour 2.9 Analysis of observational data	1	25%
III	**Psychological Tests** 3.1 Definition and type of test	1	25%

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	3.2 Characteristics of good test 3.3 Reliability, Validity and norms 3.4 Reliability and Its types 3.5 Validity and Its types 3.6 Norms and Its types 3.7 Application of Psychological test 3.8 Administrator, Scoring and Interpretation of test score		
IV	**Communications in Psychology** 4.1 Introduction 4.2 Computer in Research 4.3 The Internet and research 4.4 Guidelines for Effective writing structure of a research report: 4.4.1 Title page, Abstract, Introduction, Method, Results, Discussion, Reference, Appendixes, Author Name, Footnotes, Order of manuscript Pages. 4.5 Oral Presentations 4.6 Research Proposals 4.7 A Sample Research Report	1	25%

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Recommended Reading:

1. Kerlinger F.N. and Lee H.B. (2000), " Foundations of Behavioural Research '' 4th Ed. N.Y. Harcourt, College, Pub
 2. Shaughnessy J.J. and Zechmeinster B.E. (2003), Research Methods in Psychology N.Y. The McGraw Hill (Appendix – C)

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Program:	Master of Arts	Subject / Branch:	Psychology
Year:	2022/23 – 1ˢᵗ	Semester:	I
Course title:	CHILD DEVELOPMENT	Course code:	FAHM115503
Course type:	Theory	Course credit:	04
Pre-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE	70	100
			15	15		

Course Objective:

Child Development focuses on the emotional, intellectual, social, and physical development of children from birth

The learner will explore factors related to beginning the parenting process, which may include but not be limited to physical and emotional factors, personal values and beliefs, expectations and responsibilities, cultural differences, alternatives to biological parenthood, fertility and multiple birth issues, etc

Course Outcome:

Recent advances in the science of early childhood development offer us an unprecedented opportunity to solve some of society's most challenging problems, from widening disparities in school achievement and economic productivity to costly health problems across the lifespan. Understanding how the experiences infants, toddler

Content

Unit		Credit	Weightage
I	**History, Theory and applied directions** 1.1 Child Development as a scientific, Applied and Interdisciplinary field 1.2 Basic Issues 1.3 Historical foundations 1.4 Theoretical perspectives 1.4.1 Psychoanalytical 1.4.2 Behaviourism 1.4.3 Social Learning 1.4.4 Piaget's Cognitive Development	1	25%

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II	**Research strategies** 2.1 Common methods used to study children 2.2 Reliability and validity 2.3 Clinical research design 2.4 Designs for studying development 2.5 Ethics in research on children	1	25%
III	**Foundation of Development** 3.1 Prenatal development 3.2 Childbirth 3.3 Infancy 3.4 The new-born 3.5 Motor development 3.6 Perceptual development 3.7 Puberty	1	25%
IV	**Cognitive Developments and Information Processing approach**	1	25 %

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1.1 Piaget's Cognitive Developmental theory 1.2 The Sensorimotor stage 1.3 The Concrete Operational Stage 1.4 The Formal Operational Stage 1.5 Evaluation of Piaget's theory 1.6 General Models 1.7 Developmental theories 1.7.1 Attention 1.7.2 Memory 1.7.3 Intelligence, definition, Intelligence test for children 1.7.4 Computation and distribution of IQ scores		

Recommended Reading:

1. Berk Laura E (2003) "Child Development '' (Sixth Edition) Pearson Education (Indian Edition) New Delhi

2. Berk Laura E (2002) Sixth editions, prentice Hall of India, New Delhi

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Program:	Master of Arts	Subject / Branch:	Psychology
Year:	2022/23 – 1st	Semester:	I
Course title:	COMMUNITY PSYCHOLOGY -I	Course code:	FAHM115504
Course type:	Theory	Course credit:	04
Pre-requisite :			

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Rationale :	

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:

The major goals of this field are *to create new ways to empower people within their communities, promote social change and diversity*, promote

Community Psychology have been *to examine and better understand complex individual–environment interactions*

Course Outcome:

Ultimately *community psychology* interventions aim to transform the circumstances of individuals, groups, and communities and improve their

community psychology involves empowerment of individuals and communities that have been marginalized by society.

Content

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Unit		Credit	Weightage
I	**Introduction of Community Psychology** 1.1 What is Community Psychology? 1.2 Definition Community Psychology: A Shift in Perspectives? 1.3 Seven core values of community Psychology	1	25%
II	**Development of Community Psychology** 1 Individualistic Science & Practice in Psychology 2.2 Psychology in Cultural Perspectives, Individualistic Practice 2.3 Community Psychology emerges in U.S.A. 2.4 Preventive perspectives on problems in living 2.5 Movement for Social Change and Liberation 2.6 Reforms in mental Health system 2.7 Group Dynamics & Action Research 2.8 Under Current Optimism 2.9 The Swampscott conference	1	25%
III	**Aims of Community research** 3.1 Question for conducting community research 3.2 What values stance shell we take	1	25%

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	3.3 How shell we Promote community Participation and collaboration in research decisions?		
IV	**Understanding Community** 4.1 Understanding community, who defines community 4.2 What is community? 4.2.1 Types of Community 4.2.2 Levels of Community 4.3 Sense of Community 4.4 Questions & Issues for Defining sense of community 4.4.1 Elements of sense of community 4.4.2 Levels of sense of community 4.4.3 Narratives and sense of community 4.4.4 Multiple communities in person's life	1	25 %

Recommended Reading:

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1 Dalton – Elias, Wandersman, Community Psychology (2007),Thomas Higher Education 10, Davis Drive, Balmount, CA-9420025-3098 U.S.A

2 Rappaport, J. and Seidman, E.Handbook of Community Psychology (2000). (Eds.) New York: Kluwer Academic/Plenum Publishers.

Program:	Master of Arts	Subject / Branch:	Psychology
Year:	2022/23 – 1st	Semester:	I
Course title:	**PSYCHOPATHOLOGY-I**	Course code:	FAHM115505
Course type:	Theory	Course credit:	04
Pre-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
			Mid	CE		
4			15	15	70	100

Course Objective:

the study of abnormal cognition, behaviour, and experiences which differs according to social norms and rests upon a number of constructs psychopathologist's account of his studies and interpretations of various modes of human and animal behavior.

.

Course Outcome:

. *Psychopathological outcomes* and defence mechanisms in clinically healed adults with a paediatric cancer history: an exploratory study.

Psychopathology refers to the study of mental disorders in terms of their causes, development, course, classification, and treatment

Content

Unit		Credit	Weightage
I	**Introduction to Abnormal Psychology** 1.1 What is Abnormal Psychology? 1.2 The Range of Abnormal Behaviour 1.3 Recent Concept of Abnormal Behaviour 1.4 The Epidemiology of Maladaptive behaviour 1.5 Research in Abnormal Psychology 1.6 Classification: Categories of Maladaptive Behaviour	1	25%

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	1.7 The Multiaxial Approach: DSM-IV TR		
II	**Anxiety Disorder, Stress Disorder** 2.1 The experience of anxiety 2.2 Generalized Anxiety Disorder 2.3 Obsessive-compulsive disorder 2.4 Panic Disorder 2.5 Phobias 2.6 Posttraumatic Stress Disorder 2.7 Clinical Reaction to Stress 2.7.1 Adjustment Disorder 2.7.2 Acute Stress Disorder 2.7.3 Dissociative Disorder	1	25%
III	**Bodily Maladaptations and Bodily Preoccupational Disorders** 3.1 Psychological, Social and Bodily Interactions 3.2 Eating Disorder 3.3 Sleep Disorder 3.4 Psycho physiological Disorder	1	25%

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	3.5 Somatoform Disorder 3.5.1 Pain Disorder 3.5.2 Somatization Disorder 3.5.3 Conversion Disorder 3.5.4 Hypochondriasis 3.5.5 Body Dysmorphic Disorder		
IV	**Schizophrenia, Other Psychotic Disorder** 4.1 Psychotic Disorder 4.2 Schizophrenia 4.3 Schizophrenic Spectrum Disorder 4.4 The Development of Schizophrenia 4.5 Studying Vulnerability in Schizophrenia 4.6 Therapeutic Approaches 4.7 Other Psychotic Disorder 4.7.1 Schizoaffective disorder 4.7.2 Delusional Disorder 4.7.3 Shared Psychotic Disorder	1	25 %

Recommended Reading:

1 Sarason I. G.and Sarason B.R.(2005) Abnormal Psychology : The Problem of maladaptive Behavior, 11th Edition (2005), Prentic- Hall of

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Semester 2

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Program :	**M.A.**	Subject / Branch :	**Psychology**
Year :	**2022/23 – 1ˢᵗ**	Semester :	**II**
Course title :	**ADVANCEED EXPERIMENTAL PSYCHOLOGY**	Course code :	Course Code : FAHM125501
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
			Mid	CE		
4			15	15	70	100

Course Objective:

experimental psychology but which

is supposed to serve as a methodological introduction to a large number of more advanced

objective of experimental psychology is only the study of behaviour

objectives of Psychology in general. But Experimental Psychology has certain specific objective

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Course Outcome:

people underestimate the effect of **outcome** knowledge on **advanced** for either of these studies experimental psychology is no longer a … of the Journal of Experimental Psychology into specialized

Content

Unit	Description in detail	Credit	Weight age
I	1.1 Concept of Experimental Psychology 1.2 Psychological Research 1.3 Psychology and the Concept of Variables 1.4 Three Types of Control Techniques 1.5 Three Classes of Relevant Variables 1.6 Control of Subject Relevant Variable 1.7 Control of Situation Relevant Variable 1.8 Control of Sequence Relevant Variable	1	25%
II	**Scaling Techniques** 1.1 Methods of Equal Appearing Interval 1.2 Methods of Summating Ratings 1.3 Methods of Paired Comparison 1.4 Methods of Successive Categories 1.5 Ranking Method 1.6 Semantic Differential and Q- Sort 1.7 Problems and Evaluation of Scaling Methods	1	25%

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III	**Classical and Morden Psychophysics**		
	3.1 Basic Concepts of Psychophysics 3.2 The Methods for Determining A.L. and D.L. 3.3 The Methods of Constant Stimuli 3.4 The Method of Average Error. 3.5 The Just Noticeable Difference and Weber's and Fetchner's Law.	1	25%
IV	**Verbal Learning, Retention and Forgetting**		
	4.1 Introduction, The subjects, the materials, The Tasks 4.2 Some basic determinants of verbal learning 4.3 Organizational Process in verbal learning 4.4 Retention and forgetting of verbal learning 4.5 The measurement of verbal learning 4.6 Theories of Forgetting	1	25%

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Recommended Reading:

1 M.R.D' amato (2006) Experimental Psychology: Methodology Psychophysics and Learning TMH Edition Fifteenth Reprint (2006)

2 Kaplan and Saccuzo (2002) Psychological Testing Principles Application and Issues, New Delhi

2   Anastasi and Urbania (2007) Psychological Testing, New Delhi.

4 Prof. C.B. Dave and others (1998) Experimental Psychology Theory and Statistics Viral Prakashan – A'b

Program :	**M.A.**	**Subject / Branch :**	**Psychology**
Year :	**2022/23 – 1st**	**Semester :**	**II**
Course title :	SPORTS PSYCHOLOGY	**Course code :**	**Course Code :** FAHM125502
Course type :	Theory (Core Compulsory)	**Course credit :**	04
Pte-requisite :			

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Rationale	:	

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

<u>Course Objective:</u>

sport psychology has objective and valid measures of
expert-novice differences. I shall now examine briefly how cognitive sport psychologists have

sport psychology scholarship in a historical A review of literature is utilized to situate the recent prominence of cultural sport psychology.

<u>Course Outcome:</u>

achieve appropriate pre-imagery relaxation levels or those who struggle with the clarity
and/or controllability of their injury related images may require referral to a sport psychologist

<u>Content</u>

Unit	Description in detail	Credit	Weight age
I	**Introduction to Sport Psychology** 1.1 What is Sport Psychology 1.2 A Brief History of Sport	1	25%

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	Psychology 1.3 What is A Sport Psychologist 1.4 For Those New to Psychology			
II	**Personality Characteristics and Sporting Behaviour** 2.1 Trait Theory 2.2 Research in to Traits and Sporting Behaviour 2.3 Narrow-Band Theories of Personalities 2.4 Attentional Style 2.5 Discussion of the Trait and Narrow-Band Approaches 2.6 Situational and Interactional Approaches	1	25%	
III	**3**-Management of Chronic Illness 3.1 Quality of Life 3.2 Emotional Response to Chronic Illness 3.3 Coping with Chronic Illness 3.4 Personal Issues in Chronic Disease 3.5 Psychological Intervention and Chronic Disease	1	25%	
IV	**4- Health Psychology: Challenges for the Future**	1	25%	

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4.1 Health Promotion 4.2 Stress and Its Management 4.3 Trends for the Future 4.4 Becoming a Health Psychologist		

Recommended Reading:

1. Taylor S.E.(2003) Health Psychology, Fifth International Edition, McGraw-Hill Companies, New York

2. Marks F.D.& Others(2005):Health Psychology(theory, Research&practice),Second Edition, Sage Publication,New Delhi.

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Program :	**M.A.**	Subject / Branch :	psychology
Year :	**2022/23 – 1st**	Semester :	**II**
Course title :	**STATISTICS IN PSYCHOLOGY**	Course code :	**Course Code : :** FAHM125503
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
			Mid	CE		
4			15	15	70	100

Course Objective:

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Statistics allow psychologists to present data in ways that are easier to comprehend. Visual displays such as graphs, pie charts, frequency distributions, and scatterplots make it possible for researchers to get a better overview of the data and to look for patterns that they might otherwise miss.

Course Outcome:

Introduction to *Statistics* for the Behavioral Sciences *Statistics* It the practice or science of collecting and analyzing numerical *data*

A *statistical* computation that indicates the strength and direction of an underlying correlation Always *results* in a signed number in the range from to If the

Content

Unit	Description in detail	Credit	Weight age
I	**Correlation**		
	1.1 Pearson's Correlation technique 1.2 Raw score technique 1.3 Product movement technique 1.4 Assume mean technique	1	25%

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II	**t' test and Chi-Square**		
	2.1 Computation of 't' values for independent and dependent samples 2.2 Chi-square 2.3 Equal Distribution 2.4 Contingency Table (2x2) 2.5 Chi-square test of Independence in Contingency table 2.6 Normal Distribution	1	25%
III	**W' test and 'Tau' test**		
	3.1 Kendall Coefficient of concordance – 'W' test 3.2 Kendall ranking correction – 'Tau 'test	1	25%
IV	**ANOVA** 4.1 One way analysis of variance 4.2 Two way analysis of variance	1	25%

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Recommended Reading:

Prescribed Text:

1. Aron, Author ,Aron,E.N. and coups E.J.(2007)Statistics for psychology New delhi: person Education

2. Prof. C.B. Dave and others (1998): Experimental Psychology Theory and Statistics Viral Prakashan – A'bad

3. Suresh. C. Parekh (1995) Statistical Testing in Psychological&S.K.Dixit Research ChampaPrakashan, Junagadh

4. Downie and Heath Basic statistical Method Siegels (1994)Non Parametric statistics for Behaviour science second edition new yorkMcgraw Hill Book co.

5. S.C.parekh (1998) Non Parametric statistics ChampaPrakashan, Junagadh

Program :	**M.A.**	Subject / Branch :	**Psychology**
Year :	**2022/23 – 1ˢᵗ**	Semester :	**II**
Course title :	**COMMUNITY PSYCHOLOGY -II**	Course code :	**Course Code :**

Course type :	Theory (Core Compulsory)	**Course credit :**	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Course Objective:

The major goals of this field are *to create new ways to empower people within their communities, promote social change and diversity*, *promote*

Community Psychology have been *to examine and better understand complex individual–environment interactions*

Course Outcome:

. Ultimately *community psychology* interventions aim to transform the circumstances of individuals, groups, and communities and improve their *community psychology* involves empowerment of individuals and communities that have been marginalized by society.

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Content

Unit	Description in detail	Credit	Weight age
I	1.1 Key Dimensions of Human Diversity for community Psychology Culture, Race, Ethnicity, Gender, Sexual orientation, Localities, Age, Spiritually & Religion 1.2 Implications for community psychologist 1.2.1 Individual Culture Competence 1.2.2 Designing Culturally Sensitive 1.2.3 Community Progress	1	25%
II	**Understanding Coping in context** 2.1 Coping: An Ecological – Contextual Frame Work 2.1.1 Risks & Protective Processes Distal, Factors, Proximal stressors 2.1.2 Stress activated Reactions 2.1.3 Resources activated for coping 2.2 Social support 2.2.1 Generalized and specific social support 2.2.2 The Relationship context of Social support 2.2.3 Social support networks	1	25%
III	**Prevention & Promotion: Key Concepts** 3.1 Introduction: Prevention as a field study 3.2 What is prevention? 3.3 A Focus on Competence Bower's Model: Competence 3.3.1 Key Integrates Social Systems (Kiss) 3.3.2 Allying in Difficulty (AID) 3.3.3 Linkage in Social Ecology and Developmental Psychology 3.4 Concepts	1	25%

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	for Understanding Prevention / Promotion Caplan: 3.4.1 Caplan: Primary, Secondary & Tertiary Prevention 3.4.2 Connecting stress & copingConcept of Prevention & Promotion 3.4 Applying Concepts in Real World		
IV	**Prevention and Promotion: Current and Future Applications** 4.1 Prevention & Promotion: All around you 4.2 Microsystem Level Prevention & Promotion: Home, School and work place 4.3 How we Determine effectiveness of prevention / promotion efforts? 4.4 Emerging Areas of prevention / promotion	1	25%

Recommended Reading:

1 Dalton – Elias, Wandersman, Community Psychology (2007),Thomas Higher Education 10, Davis Drive, Balmount, CA-9420025-3098 U.S.A

2 Rappaport, J. and Seidman, E.Handbook of Community Psychology (2000). (Eds.) New York: Kluwer Academic/Plenum Publishers.

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Program :	**M.A.**	**Subject / Branch :**	**Psychology**
Year :	**2022/23 – 1ˢᵗ**	**Semester :**	**II**
Course title :	**PSYCHOPATHOLOGY II**	**Course code :**	: FAHM125505
Course type :	Theory (Core Compulsory)	**Course credit :**	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
			Mid	CE		
4			15	15	70	100

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Course Objective:

the study of abnormal cognition, behaviour, and experiences which differs according to social norms and rests upon a number of constructs

psychopathologist's account of his studies and interpretations of various modes of human and animal behavior

Course Outcome:

Psychopathological outcomes and defence mechanisms in clinically healed adults with a paediatric cancer history: an exploratory study.
Psychopathology refers to the study of mental disorders in terms of their causes, development, course, classification, and treatment

Content

Unit	Description in detail	Credit	Weight age
I	**Mood Disorder and Suicide** 1.1 Mood Disorder 1.2 Depression 1.3 Depressive Disorder 1.4 Causes and Treatment of Depression 1.5 The Bipolar disorder 1.6 Causes and Treatment of Bipolar Disorder 1.7 Suicide 1.8 Prevention of Suicide	1	25%

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II	**Cognitive Impairment Disorder**	1	25%
	2.1 Cognitive Impairment Disorder 2.2 The Brain: An Interactional Perspective 2.3 Delirium 2.4 Dementia 2.5 Amnesic Disorders 2.6 The Diversity of Cognitive Impairment Disorder 2.7 An integrative Approach to Brain Disorder		
III	**Disorder of Childhood** 3.1 Externalizing Disorder 3.2 Internalizing Disorder 3.3 Other Childhood Disorder 3.4 Therapy for Children and Adolescents	1	25%
IV	**Personality Disorder and Substance Related Disorder** 4.1 Classifying Personality Disorder 4.2 Odd or Eccentric Behaviour 4.3 Fearful Behaviour 4.4 Dramatic, Emotional or Erratic Behaviour 4.5 Treatment of Personality Disorder 4.6 Alcohol- Related Disorder 4.7 Other Drugs	1	25%

Recommended Reading:

1 Sarason I. G.and Sarason B.R.(2005) Abnormal Psychology : The Problem of maladaptive Behavior, 11th Edition (2005), Prentic- Hall of

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Semester 3

Program :	**M.A. Psychology**	**Subject / Branch :**	Psychology
Year :	**2022/23 – 2nd**	**Semester :**	III
Course title :	**PERSPECTIVE ON HUMAN BEHAVIOUR**	**Course code :**	**Course Code : FAHM135501**
Course type :	Theory (Core Compulsory)	**Course credit :**	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		

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			15	15	70	100

Objectives:

According to the behavioral perspective, the way we behave and learn can be explained through our interactions with the environment. Our actions are always responses to stimuli, which either occur naturally or because of a learned response

Outcomes:

holistic spatially oriented psychological perspective, and found numerous associations
between the geographic clustering of personality types and economic outcomes

Content

Unit	Description in detail	Credit	Weight age

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I	**Structuralism & Functionalism** Structuralism 1.1 Wilhelm Wundt – Scientific Psychology 1.2 Edward Bradford Titchener's Structuralism 1.2.1 Nature of Psychology 1.2.2 Method of Psychology 1.2.3 System of Structuralism Functionalism 1.3 The Forerunners of Functionalism 1.4 William Jame's Functionalism 1.5 Pioneer American Functionalist G. Stanley Hall 1.6 The Founding of Functionalism John Dewey, 1.7 Harvey A. Carr 1.8 R.S. Woodworth	1	25%
II	**Associationism, Pavlov's Conditioning** 2.1 Associationism 2.2 Old Associationism and New Associationism 2.3 Thorndike's Connectionism and laws of Learning 2.4 Conditioning and Objective Psychology 2.4.1 Pavlov's Postulates and Principles 2.4.2 Classical Conditioning 2.4.3 Stimulus – Generalization and Discrimination 2.4.4 Extinction and inhibition 2.4.5 Experimental Neurosis	1	25%

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III	**Behaviorism and Reductionism** 3.1 Forces in the background of Behaviorism 3.2 Watson's Behaviorism, Principles Behaviorism 3.3 Some earlier behaviorists 3.3.1 Karl S ,Lashely , Donald Hebb	1	25%
IV	**Neo-Behaviorism, Learning Theory. Purposivism and Hormic Psychology**		
	4.1 Contiguity conditioning theory of Edwin Guthrie 4.2 B.F.Skinners inductive Empiricism 4.3 Edward chase Tolman's Purposive Behaviorism 4.4 Clark Leonard Hull's Deductive Behaviorism 4.5 Gregory Razran's Evolutionary levels of Learning 4.6 John Dollard and Neal Elgar Miller 4.7 Purposive Psychology – William McDougall 4.8 Hormic Psychology according to Mcdougall 4.8.1 Theory of Sentiment 4.8.2 Theory of Instincts and Hormic Psychology 4.8.3 Concluding remarks about McDougall	1	25%

Recommended Reading:

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1 Benjamin B. Wolman (1979) " Contemporary Theories and Systems in Psychology '' Freeman Book   Company

Program :	**M.A. (Psychology)**	**Subject / Branch :**	Psychology
Year :	**2022/23 – 2nd**	**Semester :**	III
Course title :	**GUIDANCE AND COUNSELLING IN EDUCATION**	**Course code :**	**Course Code : FAHM135502**

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Course type :	Theory (Core Compulsory)	**Course credit :**	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Objectives:

guidance and counselling, objectives of guidance and counseling centre, benefits of guidance The professional Guidance counsellor shall carry out the following functions or duties to

Outcomes:

studies, which also included individual counselling and high school guidance
counselling. Dagley and Salter (2004) reviewed the research and practice literature related to

counseling is a program that can be helpful for students to overcome their stress or
problems and increase academic performances and learning **outcomes**.

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Content

Unit	Description in detail	Credit	Weight age
I	**Educational Guidance** 1.1 Guidance needs related to education 1.1.1 Guidance at the elementary school level 1.1.2 Guidance at the secondary school level 1.1.3 Counseling at the college level 1.2 The role of teachers in Counseling 1.3 Counseling at home 1.4 Vocational Guidance.	1	25%
II	**Psychology testing** 2.1 Types of psychological test 2.2 Test use in Counseling situation 2.3 Test interpretation in Counseling 2.4 Non–test client appraisal techniques	1	25%
III	**Counseling interview** 3.1 Counselee- counsellor relationship 3.2 Interviewing techniques in counseling 3.3	1	25%

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	Structuring the counselling relationship 3.4 Transference, Counter transference, 3.5 Resistance: Handling of Resistance		
IV	**Special areas in Counseling and Group Counselling** 4.1 Family Counseling, 4.1.1 Counseling with Families Concerning Children 4.1.2 Counseling with parents 4.2 Counseling the delinquent 4.3 Counseling reluctant clients 4.4 Marriage Counseling 4.5 Counseling Women 4.6 Counseling Weaker section 4.7 Counseling drug addicts. 4.8 Emerging field of group counseling 4.8.1 Structuring group 4.8.2 Limitation and assumption of group counselling – its value 4.8.3 The Process of group counseling 4.8.4 similarities and differences between individual and group counseling.	1	25%

Recommended Reading:

1. Counseling and psychology –Allen E.Jvey   2. Introduction to counselling—Gary J.Belkin
3. Counseling—Acomprehensive Profession—SamualT.Gladding   4. Counseling psychology –T.Narayan Rao
5. Counseling Psychology—Sombhai Patel Granthnirman Board, Ahmedabad   6. Counseling Psychology –Kusumben

Bhatt GranthNirmanBoard ,Ahmedabad   7. Counseling psychology –Prof. C.B Dave, Prof..K.K.Mehta,Dr.

B.M.Contractor, GranthNirman Board ,Ahmedabad

Program :	Master of Arts	Subject / Branch :	Psychology
Year :	2022/23 – 1st	Semester :	III
Course title :	PSYCHOLOGY OF EMOTION	Course code:	FAHM135503
Course type :	Theory	Course credit :	4
Pre-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
			Mid	CE		
4			15	15	70	100

Course Objective:

The study of emotional psychology focuses *on what makes humans react to certain stimuli and how* those reactions affect us both physically

Course Outcome:

Emotion has a substantial *influence on the cognitive processes* in humans, including perception, attention, learning, memory, reasoning

Content

Unit	Description in detail	Credit	Weightage
I	**Basic Issues in the study of emotions**		
	1.1 Definition of emotion. 1.2 Components of emotion 1.2.1 Cognitive 1.2.2 Psychological 1.2.3 Behavioural. 1.3 Categories of emotion 1.3.1 Fear and anxiety, anger, jealousy and envy, Guilt, grief, sadness, happiness and love. 1.4 Approaches to emotion 1.4.1 Biological, cognitive, behavioural and phenomenological.	1	25%

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II	**Physiological Bases of Emotion**		
	2.1 Central mechanisms 2.1.1 Subcortex – spinal cord, medulla brainstem, thalmas, hypothalamus ,linibic system – amygdale, hippocampus, cingulated of gras, septum ; 46 frontal lobes & cortex 2.2 Peripheral mechanisms 2.2.1 role of autonomous nervous system 2.2.2 Neurochemistry and emotion. 2.2.3 Hemispheric differences in affective behavior	1	25%
III	**Bodily Changes in Emotion and Measurement of Emotion** 3.1 Short term changes 3.1.1 the cardiovascular , the respiratory, the gastro intestinal, thermoregulatory, the muscular and hormonal systems hormonal changes during stressful situations. 3.2 Long term changes 3.2.1 general adaptation syndrome (GAS) and Psychogenic ulcer. 3.2.2 Physiological methods of measurement 3.2.3 Psychological methods of measurement 3.2.4 Lie – Detector	1	25%

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IV	**Theories of Emotion**		
	4.1 James – Lange theory 4.2 Cannon – Bard theory 4.3 Lindsley's Activation theory 4.4 Schachter's two-Factor theory 4.5 Cognitive appraisal theory of Lazarus 4.6 Paper – McLean theory 4.7 Psycho- evolutionary theory of Robert Plutchi	1	25 %

Recommended Reading:

1. Bar - On R, (2006) The Bar- On models of emotional social intelligence Psicothema, 18, supl. 13-

2. B.Kuppuswamy (2001) Elements of Ancient Indian Psychology, New Delhi: Konark Publications Pvt.Ltd. p 165-179.

3. Goleman , D (1995) Emotional Intelligence , New York : Bantom Books.

4. ParanjpeA.C.(1999) Emotion : A perspective from the Indian Tradition Asian perspectives on Psychology : New Delhi : Suge.

5. Hare, R. (1986). The Social construction of emotions. Oxford : Basil Blackwell.

Program :	**M.A. Psychology**	**Subject / Branch :**	Psychology
Year :	**2022/23 – 2nd**	**Semester :**	III

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Course title :	**CLINICAL PSYCHOLOGY -I**	Course code :	Course Code : FAHM135504
Course type :	Theory (Core Compulsory)	**Course credit :**	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Objectives:

clinical psychology is to understand, predict, and treat or alleviate disorders, disabilities, or any   kind of maladjustment.

Outcomes:

experiences on mental and physical health outcomes. It is widely acknowledged in our
outcomes. In addition, we attempt to explore the mechanisms that predict improved psychological

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Unit	Description in detail	Credit	Weight age
I	**The Evolution of Clinical Psychology and Contemporary Clinical Psychology** 1.1 Defining the Nature and scope of Clinical Psychology 1.2 Mental Health Professions 1.3 A Brief History of Clinical Psychology 1.4 Activities of Clinical Psychologists 1.5 Employment Setting 1.6 The Two Pillars of Clinical Psychology : Science and Ethics 1.7 Training in Clinical Psychology 1.8 Licensure in Clinical Psychology	1	25%
II	**Assessment: Interviewing and Observation** 2.1 Ethical Issues : Limits of Confidentiality 48 2.2 Unstructured Assessment Interviews 2.3 Structured Diagnostic Interviews 2.4 General Issues in Interviewing 2.5 Observations	1	25%

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III	**Assessment : Intellectual and Cognitive Measures** 3.1 Defining Intelligence 3.2 Theories of Intelligence 3.3 Assessing Intelligence : The Clinical Context	1	25%
IV	**Assessment: Self – Report and Projective Measures** 4.1 The Person-Situation Debate 4.2 Self –Presentation Biases 4.3 Developing Culturally Appropriate Measures 4.4 Projective measures of Personality	1	25%

Recommended Reading:

1. "Michael T. Nietzel, Douglas A. Bernstein . Richard Milich (1994) : ' Introduction to Clinical Psycholohy ' 4 thEd.Prentice Hall. Englewood Clifts, New Jersey.

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Program :	M.A. (Psychology)	Subject / Branch :	Psychology
Year :	2022/23 – 2nd	Semester :	III
Course title :	HEALTH AND WELLNESS	Course code :	Course Code : FAHM135505
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)	Examination Scheme

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Lecture	Tutorial	Practical	Internal		External	Total
			Mid	CE	External	Total
4			15	15	70	100

Objectives:

A health and wellness program will **help your Students to learn new healthy habits**. It will help them learn to make decisions in life which benefit their health. They will eat healthier foods, exercise regularly, manage stress better, etc. Wellness programs can also help combat depression and improve life satisfaction.

Outcomes:

Health and wellbeing: experiences and outcomes

Health and wellbeing

• develop my self-awareness, self-worth and respect for others

Experiences and outcomes

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for

mental, emotional, social and physical wellbeing now and in the future.

Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development

and maturity of each individual, and the social and community context.

Content

Unit	Description in detail	Credit	Weight age
I	**The Systems of the Body** 1.1 The Nervous System 1.2 The Endocrine System 1.3 The Cardiovascular System 1.4 The Respiratory System 1.5 The Reproductive System 1.6 The Immune System	1	25%
II	**Stress and You** 2.1 What is Stress? 2.2 Theoretical Contribution to Study of Stress 2.3 What makes Events Stressful? 2.4 Sources of Chronic Stress	1	25%

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III	**Moderators of the Stress Experience** 3.1 Coping with Stress? 3.2 Social Support 3.3 The Management of Stress	1	25%
IV	**Pain and It's Management** 4.1 Elusive Nature of Pain 4.2 Clinical Issues in Pain Management 4.3 Pain Control Technique 4.4 Management of Chronic Pain	1	25%

Recommended Reading:

1. Taylor S.E.(2003) Health Psychology, Fifth International Edition, McGraw-Hill Companies, New York

2. Marks F.D.&Others(2005):Health Psychology(theory, Research &practice),Second Edition, Sage Publication

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Semester 4

Program :	**M.A. (Psychology)**	**Subject / Branch :**	Psychology
Year :	**2022/23 – 2nd**	**Semester :**	IV
Course title :	**THEORY OF HUMAN BEAHVIOUR**	**Course code :**	**Course Code FAHM145501**
Course type :	Theory (Core Compulsory)	**Course credit :**	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme		
Lecture	Tutorial	Practical	Internal	External	Total

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Objectives:

To sum up, the four major objectives of psychology are to describe, explain, predict, and change or control behaviors. These goals are the foundation of most theories and studies in an attempt to understand the cognitive, emotional, and behavioral processes that people face in their daily lives

Outcomes:

As it relates to psychology, human behavior comprises the fact that the way humans interact through a complete range including physical, mental, and emotional conduct runs. Furthermore, human behavior is influenced by a variety of factors, including genetics and the environment

Content

Unit	Description in detail	Credit	Weight age

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I	**Gestalitsim and Field Theory**			
	1.1 The Founding of Gestalt Psychology 1.1.1 Max Wartheimar 1.1.2 Kurt Koffka 1.1.3 Wolfgang Kohler 1.2 Gestalt Methodology – Theoritical bases 1.2.1 Opposition to Quantification 1.2.2 The Physical Gestalt 1.2.3 Physiological – Neurological basis 1.2.4 Isomorphism 1.2.5 Concept of Psychological field 1.3 Law of Perceptual Organization 1.4 Learning through insight 59 1.5 Creative Thinking 1.6 Field Theory – Topological concepts and Personality Theory	1	25%	
II	**Psychoanalysis** 2.1 Historical Antecedents of Psychology 2.2 Postulates of Psychoanalysis 2.3 The Unconscious 2.3.1 Conscious, Preconscious and Unconscious 2.4 Dream interpretation 2.5 Theory of instincts 2.6 Theory of Psychosexual Development 2.7 Personality Theory and 2.8 Defense Mechanisms	1	25%	
III	**Analytical individual Psychology** 3.1 Analytical Psychology – Carl Gustav Jung 3.1.1 Carl Jung and Freud 3.1.2 Theory of libido 3.1.3 Conscious, Personal Unconscious and Collective Unconscious 3.1.4 Introvert – Extrovert-attitudes and personality types 3.2 Individual Psychology – Alfred Adler 3.2.1 Alfred Adler and Freud 3.2.2 Main	1	25%	

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	Principles of Adler's Psychology 3.2.3 Causation versus Purposivism 3.2.4 Striving for superiority 3.2.5 Inferiority feeling and compensation 3.2.6 Sociability 3.2.7 Style of life 3.2.8 Creative Self 3.3 Karen Horney 3.4 Erich Fromm 3.5 Harry stack Sullivan		
IV	**Organismic and Personalistic Psychology** 4.1 Organismic Psychology 4.1.1 Kurt Goldstein 4.1.2 Jacob Robert Kantor 4.2 Personalistic Psychology 4.2.1 William Stern 4.2.2 Edward Sprenge 4.2.3 G.W.Allport 4.2.4 Henry A. Murray	1	25%

Recommended Reading:

1. " Contemporary Theori

2. " A History of Psychology '' by Thomas Hardy Leahey (1997) Prentice Hall Upper Saddle River New heresy

3. " Manovignan : Sampradayo ane Siddhnto'' Dr. B.A.Parikh (1994) University Granth Board , Gujarat State

4. Sinha, Jadunath: Indian Psychology 7. Karen Huffman (2000) Psychology in Action, N.Y.; Wiley

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Program :	**M.A. (Psychology)**	**Subject / Branch :**	Psychology
Year :	**2022/23 – 2nd**	**Semester :**	IV
Course title :	**PSYCHOLOGICAL MEASUREMENT**	**Course code :**	**Course Code :**

	AND SCALING		FAHM145502
Course type :	Theory (Core Compulsory)	**Course credit :**	04
Pte-requisite :	Basic knowledge ofEnglish Literature		
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

Objectives:

objective is to develop a scale which permits us to assign values to the stimuli
marketing orientation) or to determine the responses of subjects (organizations)

Outcomes:

Data from the National Longitudinal Study of Adolescent Health were used to examine school-level differences in the relations between school belonging and various outcomes. In Study 1, predictors of belonging were examined. Results indicated that belonging was lower in urban schools than in suburban schools, and lower in schools that used busing practices than those that did not. In Study

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Unit	Description in detail	Credit	Weight age
I	**Definition of Psychological Test** 1.1 Nature of test 1.2 Type of test 1.3 Uses of test 1.4 Test administration 1.5 Scoring problems 1.6 The concept of measurement in Psychology 1.7 Ethical standards of Psychologists 1.8 Why use and selling control 1.9 Outline for test Evaluation 1.10 Steps in constructing Psychological Test.	1	25%
II	**Psychometric properties of a good psychological Test and Some representative Psychological Tests** 2.1 Reliability of test 2.2 Validity of test 2.3 The different types of Norms and its interpretations. 2.4 Stanford – Binet Intelligence scales 62 2.5 Wechsler Intelligence scales 2.6 Group testing Indian and Gujarati adaptation of Intelligence scales 2.7 Raven's progressive metrics 2.8 Draw – a – Man test	1	25%

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III	**Measurement of Interest and Aptitude** 3.1 Strong compbell Interest Inventory 3.2 Kuder preference Records 3.3 Thurston & Linkert attitude scale 3.4 Study of values – work values Inventory 3.5 DAT 3.6 GATB 3.7 Fact aptitudes scales.	1	25%
IV	**Application of Testing** 4.1 Assessment people with Disabilities 4.1.1 The Visually Impaired & The Blind 4.1.2 The Hearing Impaired & Deaf 4.1.3 The Deaf – Blind 4.1.4 Motor Disabilities 4.1.5 Cognitive Disabilities 4.2 Computer Associated Psychological Assessment 4.2.1 An Overview 4.2.2 Computer Input / Output 4.2.3 Issues in CAPA	1	25%

Recommended Reading:

1. Anastasi , A. (1988) : Psychological testing (Stz.Ed.)N.K.: Mcmillan.   2. Broota, K.D.(1990): Experimental Design in Behavioural Research N.Y.: John Wiley   3. Cronbach , L.J. (1970) : Essential of Psychological Testing N.Y.: Harper & Row

4. Freeman , F.S.(1986) : Theory and Prentice of Psychological Testing. New Delhi : Oxford & IBH publishing Co.

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5. Gulford, J.P (1954) : Psychometric Methods . New Delhi : Tata McGrans – Hill Publishing Co. Ltd   6. Desai K.G.and Desai H.G. "Manovaignanik Mapan '' (2000) 4th Edition, University Granth Nirman

Program :	Master of Arts	Subject / Branch :	English
Year :	**2022/23 – 2nd**	**Semester :**	IV
Course title :	**FORENSIC PSYCHOLOGY**	**Course code:**	**FAHM145503**
Course type :	Theory	**Course credit :**	4
Pre-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE	70	100
			15	15		

Course Objective:

The activities of forensic psychologists include the assessment of competency to stand trial and criminal responsibility, determining the validity of defenses (such as intoxication, amnesia, dissociative identity disorder, and post-traumatic stress disorder), predicting violent behavior, assessing eyewitness testimony

Course Outcome:

Conduct and write a review that summarizes part of the forensic psychology literature, applying fundamental strategies such as a thesis focus

Content

Unit	Description in detail	Credit	Weightage
I	**Forensic Psychology and Psychologists** 1.1 What is Forensic Psychology 1.2 History of the relationship between Psychology and the Law (In brief) 1.3 Conflict between Psychology and the Law 1.3.1 Laws and Values 1.3.2 What determines "Truth"? 1.4 Forensic Psychologist Roles and responsibilities 1.4.1 Specific Roles: Researcher 1.4.2 Specific Roles: Consultant to Law Enforcement 1.4.3 Specific Roles: The Trial Consultant 1.4.4 Specific Roles: Forensic Evaluator and Expert Witness 64	1	40 %

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	1.4.5 Specific Roles: Presentation of Psychology to Appellate Courts and Legislatures		
II	**Psychology and Law Enforcement** 2.1 Who are the Clients? 2.2 The Selection of Police 2.3 The Training of Police 2.4 Evaluating Effectiveness of Police Activities 2.5 Community Policing	1	10%
III	**Techniques of Criminal Investigation** 3.1 What is Criminal Profiling? 3.2 Procedure Used in Criminal Profiling 3.2.1 Crime Scene Analysis and the Generation of Psychological Profiles 3.2.2 An Evaluation of Profiles 3.3 Psychological Autopsies 3.3.1 Guidelines 3.4 Hypnosis in Criminal Investigation 3.4.1 Advocacy: Martin Reiser's Position 3.4.2 The Hillside Strangler Case 3.4.3 Hypnosis of Witnesses and Victims 3.5 The Polygraph Technique 3.5.1 Use of the Polygraph in Interrogation 3.5.2 A Psychological Analysis	1	35%
IV	**From Dangerousness to Risk Assessment** 4.1 Risk assessment and Predictions of Dangerousness	1	15 %

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	4.2 Predictions of Violence 4.3 Predictions of Sexual Offending 4.4 Predictions of Domestic Violence and Child Abuse 4.5 Predictions of Suicide.		

Recommended Reading:

1 Solomon M. Fulero and Lawrance S. Wrightsman, (2009)" Forensic Psychology" Wadsworth Cengage Learning, Third Edition, USA

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Program :	**M.A. (Psychology)**	**Subject / Branch :**	Psychology
Year :	**2022/23 – 2nd**	**Semester :**	IV
Course title :	**CLINICAL PSYCHOLOGY –II**	**Course code :**	**Course Code : FAHM145504**
Course type :	Theory (Core Compulsory)	**Course credit :**	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

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Objectives:

clinical psychology is to understand, predict, and treat or alleviate disorders, disabilities, or any   kind of maladjustment

Outcomes:

experiences on mental and physical health outcomes. It is widely acknowledged in our

outcomes. In addition, we attempt to explore the mechanisms that predict improved psychological

Content

Unit	Description in detail	Credit	Weight age

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I	**Assessment: Integration and Clinical Decision Making and Prevention** 1.1 Integrating Assessment Data 1.2 Threats to the Validity of Assessments and Case Formulations 1.3 Psychological Assessment Reports and treatment Plans 1.4 Approaches to Prevention 1.5 Promoting Evidence-Based Parenting 1.6 Prevention of Violence 1.7 Prevention of Internalizing Disorders 1.8 Prevention of Substance Abuse 1.9 Prevention of Problems in Those Exposed to Trauma or Loss	1	25%

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II	**Intervention: Overview** 2.1 The Ethics of Intervention 66 2.2 Theoretical Approaches 2.3 Seeking Psychological Treatment 2.4 The Duration and Impact of Psychotherapy 2.5 Alternative Modes of Service Delivery	1	25%
III	**ntervention: Adults and Couples** 3.1 Does Psychotherapy Work ? A Controversy and Its Impact 3.2 Meta-Analysis and Psychotherapy Research 3.3 Evidence-Based Treatments: Initiatives and Controversies 3.4 Clinical Practice Guidelines 3.5 Evidence-Based Treatments: Some Examples 3.6 CBT for Depression 3.7 Adoption of Evidence-Based Treatments	1	25%

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| IV | ntervention: Children and Adolescents

4.1 Introduction 4.2 Who is the Client in Psychological Services for Childhood Disorders? 4.3 Landmarks in the Evolution of Evidence-Based Psychological Services for children and Adolescents 4.4 Examples of Evidence-Based Treatments 4.5 Disruptive Behaviour Disorders 4.6 Parent management Training 4.7 Adolescent Depression | 1 | 25% |
|----|----|----|----|

Recommended Reading:

1. Michael T. Nietzel, Douglas A. Bernstein . Richard Milich (1994) : ' Introduction to Clinical Psycholohy ' 4 th Ed.Prentice Hall. Englewood Clifts, New Jersey

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Program :	M.A. (Psychology)	Subject / Branch :	Psychology
Year :	2022/23 – 2nd	Semester :	IV
Course title :	HEALTH AND WELLNESS	Course code :	Course Code : FAHM145505
Course type :	Theory (Core Compulsory)	Course credit :	04
Pte-requisite :			
Rationale :			

Teaching Examination Scheme:

Teaching (Hours/week)			Examination Scheme			
Lecture	Tutorial	Practical	Internal		External	Total
4			Mid	CE		
			15	15	70	100

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Objectives:

A health and wellness program will **help your employees to learn new healthy habits**. It will help them learn to make decisions in life which benefit their health. They will eat healthier foods, exercise regularly, manage stress better, etc. Wellness programs can also help combat depression and improve life satisfaction.

Outcomes:

Students who participate in Health and Wellness programs will: **Demonstrate an increased understanding of healthy behaviors and practices that create a safe community**. Engage in cognitions and behaviors that will improve their own health and enable students to care for others

Content

Unit	Description in detail	Credit	Weight age

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I	Personality as a factor influencing stress tolerance 1.1 General nature of stress 1.2 Various personality traits as moderators of stress 1.2.1 Hardiness 1.2.2 Optimism 1.2.3 self-esteem and self-efficacy 1.2.4 Locos of control 1.2.5 Type-A 1.3 Behaviour pattern (TA BP) – concept 1.3.1 TA BP and stress 1.3.2 TA BP and health 1.3.3 Modifying TA BP	1	25%
II	Social support as moderator of stress 2.1 Concept of social support 2.2 Type of social support 2.3 Sources of social support 2.4 Social support as moderator of stress and 70 as method of coping-stress buffering hypothesis 2.5 Some studies on impact of social support	1	25%
III	Stress and Coping 3.1 The concept of coping 3.2 Common coping patterns of limited value 3.2.1 giving up 3.2.2 striking out of others including yourself 3.2.3 Blaming self 3.2.4 Using defensive coping. 3.3 The nature of constructive coping 3.4 Categories of constructive coping	1	25%
IV	Strategies of Coping and Other strategies of stress management 4.1 Appraisal focused constructive coping 4.1.1 Ellis's Rational	1	25%

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Thinking 4.1.2 Humour as a stress reducer 4.1.3 Positive reinterpretation. 4.2 Problem focused constructive coping 4.2.1 using systematic problem solving 4.2.2 seeking help and control 4.3 Emotion-Focused constructive coping 4.3.1 Releasing pent-up emotions 4.3.2 Distracting yourself 4.3.3 Managing hostility and forgiving others 4.3.4 Meditating 4.3.5 Using relaxation procedures. 4.4 Yoga 4.5 Assertiveness training 4.6 Nutrition and exercise		

Recommended Reading:

Taylor S.E.(2003) Health Psychology, Fifth International Edition, McGraw-Hill Companies, New York

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Pos, PSOs and COs Mapping

PROGRAMMEOUTCOMES(POs)

PO 1	Advanced Knowledge: Students will possess in-depth knowledge and expertise in their chosen field of study within the arts.
P0 2	Critical Thinking: Students will demonstrate advanced critical thinking skills in analyzing, evaluating, and synthesizing information within their discipline.

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P0 3	Research Skills: Students will be proficient in conducting independent research, including the ability to design, execute, and present scholarly work.
P0 4	Effective Communication: Students will be skilled communicators, able to convey complex ideas and arguments through written, oral, and visual means.
P0 5	Ethical Awareness: Students will exhibit a strong understanding of ethical issues relevant to their field and demonstrate ethical decision-making skills.
P0 6	Interdisciplinary Perspective: Students will be able to integrate knowledge and methodologies from multiple disciplines to gain a comprehensive understanding of their subject matter.
PO 7	Cultural Competence: Students will demonstrate sensitivity and appreciation for diverse cultures and perspectives, enhancing their ability to engage with a global community.

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PO 8	Professionalism: Students will exhibit professional behavior and attitudes, including effective teamwork, leadership, and adaptability in professional settings.
PO 9	Lifelong Learning: Students will possess the skills and motivation to engage in continuous learning and professional development throughout their careers.
PO 10	Social Impact: Students will recognize the potential impact of their work on society and demonstrate a commitment to contributing positively to their communities.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1	Specialization Proficiency: Students will have developed a deep understanding and mastery of the specific area of specialization within their field of study.

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| PS0 2 | Creative Expression:

Students will demonstrate innovative and creative thinking, producing original work that contributes to the advancement of their discipline. |
|---|---|

COURSE OUTCOMES(COs)- PSOs- POs MAPPING

Course Name: M.A. PSYCHOLOGY

COs:		PSO	PO
CO1	Developmental Specialist. A career as a developmental specialist will involve identifying symptoms, traits, and patterns in children who struggle with developmental and psychological disorders.	1, 2	1,10,8
CO2	Stepping stone to doctoral studies in Psychology. This program will provide you with a solid foundation in graduate-level knowledge of the field of Psychology and prepare you for success in a doctoral program in Psychology.	1	2, 3, 6, 4
CO3	A career as a developmental specialist will involve identifying symptoms, traits, and patterns in children who struggle with developmental and	1, 2	2, 6, 7,

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	psychological disorders. This position often works one-on-one with the children to develop learning goals and outcomes, identify educational needs, and advise parents and educators on best practices for the child's learning and development.		
CO4	A career in behavioral counseling focuses on helping individuals identify negative behavioral patterns, such as substance abuse, and works with the individual to help alter these behaviors. This type of work can be in either an individual or a group setting. Behavioral counselors often work in private practices, community clinics, rehabilitation centers, and hospitals.	1, 2	4, 6, 8,
CO5	A program manager is responsible for planning and overseeing a program within an organization. This includes the layout of the strategy, identifying and communicating objectives, and implementing the program throughout the company or organization. Analysis of how the program will impact the organization is also a vital component. The ultimate goal of this career path is to ensure long-term goals and growth for the organization as a whole through the completion of a program.	1	1, 5,
CO6	learner-centered approach in the programs we offer. Each program has a set of objectives that a student graduating from the program is expected to achieve. The knowledge and skills taught in the program might be introduced in some courses. In other courses, students are asked to apply knowledge by practicing skills and demonstrating their abilities. Within the program, the values and dispositional attributes important for individuals entering the profession are emphasized	1,	1, 3
CO7	A case manager is under the umbrella of human services. A case manager works as part of a team that organizes and coordinates care for individuals	1	, 5, 7

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	and families who need it. This career path is robust, with responsibilities ranging from advocacy to counseling to evaluation and assessment. This career works collaboratively with clients and their families to provide psychoeducation and services.		
CO8	These two courses ma psychology and ma applied psychology both have a difference which can be seen clearly through their curriculum, like ma psychology curriculum is focused on teaching how human psychology operates in relation to society while the ma applied psychology curriculum focused on studying the in-depth	2	3,, 8, 10

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