



**Vivekanand Education Society's
College of Arts, Science and Commerce
(Autonomous)**

Sindhi Society, Chembur, Mumbai, Maharashtra – 400 071.

*Accredited by NAAC "A Grade" in 3rd Cycle - 2017
Best College Award – Urban Area, University of Mumbai (2012-13)
Recipient of FIST Grant (DST) and STAR College Grant (DBT)*

**Affiliated to the
University of Mumbai**

Syllabus for

Program: M.A. (Psychology)

(Program code: VESPAPY)

**As per Choice Based Semester and Grading System (CBSGS)
with effect from Academic Year 2022 - 2023**

Program Outcomes (PO):

A learner completing M.A Part - 1 will be able to:

PO1: Demonstrate analytical skills in applying appropriate arts principles and methodologies to solve a wide range of problems.

PO2: Design, carry out research and analyze results by accounting for uncertainties in different quantities measured using various social/ scientific instruments.

PO3: Demonstrate professional behavior of being unbiased, and truthful in all aspects of work as an individual as well as team.

PO4: Be generally imbued with realization of human values

PO5: Develop a sense of social service

PO6: Become a responsible and dutiful citizen

PO7: Develop a critical temper and creative ability

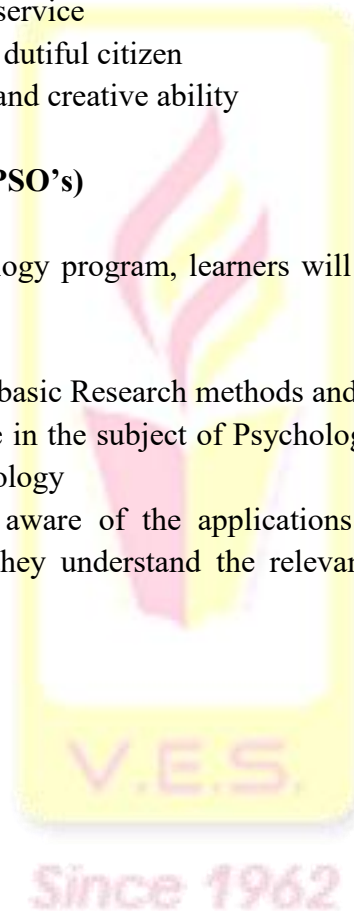
Program Specific Outcomes (PSO's)

On completion of M.A Psychology program, learners will be enriched with knowledge and be able to

PSO1 Have knowledge of the basic Research methods and statistics used in Psychology

PSO2 Have deeper knowledge in the subject of Psychology and to have a foundation for further studies in Psychology

PSO3 To make the students aware of the applications of Psychological concepts in various fields so that they understand the relevance of Psychology in different areas of life.



M.A. PSYCHOLOGY

Choice Based Credit System (CBCS)

M.A. Psychology Syllabus

SEMESTER I & II

Course	VESPAPY101	VESPAPY102	Grand Total
Theory	100	100	200

About the Credit Scheme:

1. 100 Credits for the entire MA course (24 Credits per semester for 1st and 2nd semester; 30 credits for semester Three and 22 credits for semester Four).
2. 60 teaching hours per course (core/elective/IC/Ability Enhancement) during the Semester.
3. One Teaching hour per week per 1 credit. Two Practical hours per credits for Practical/Field Work component per week.

Sem I & Sem II Credits and Course

For Semester I and II: Four Credits per Theory Course (Core Course) (4 X 4 Course = 16 Credits) + eight credits of Practical/Field work Component = 24 credits

Course & Syllabus for the MA Sem I & II in Psychology (CBCS):

Courses for Semester I

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

Course III (Core Course): Statistics for Psychology: 4 Credits

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

Practical / Field Work Component (Core Component): Experimental Psychology Practicals: 8 Credits

Courses for Semester II

Course V (Core Course): Evolutionary Psychology: 4 Credits

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

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

Course VIII (Core Course): Positive Psychology: 4 Credits.

Practical / Field Work Component (Core Component): Psychological Testing and Psychometrics Practicals: 8 Credits

(SEMESTER I)

Course Code	Title	Credits & Lectures per Semester	Lectures per Week
VESPAPY101	Course I (Core Course): Personality Psychology:	4 credits	04
	Unit I: <u>Intrapsychic domain</u>	15 Lectures	
	Unit II: <u>Biological domain and cognitive-behavioral domain</u>	15 Lectures	
	Unit III : <u>Dispositional domain: trait approach</u>	15 Lectures	
	Unit IV : <u>Social-cultural and adjustment domain</u>	15 Lectures	
VESPAPY102	Research Methodology for Psychology	04	04
Unit I: <u>Philosophy and ethics of research</u>	15 Lectures		
Unit II: <u>Methods of data collection.</u>	15 Lectures		
Unit III : <u>Experimental and quasi experimental research.</u>	15 Lectures		
	Unit IV : <u>Qualitative research</u>	15 Lectures	
VESPAPY103	Statistics for Psychology	04	04
	Unit I: <u>Probability, Estimation and distributions</u>	15 Lectures	04

	Unit II: <u>Hypothesis testing for comparisons.</u>	15 Lectures	
	Unit III : <u>Correlation and regression</u>	15 Lectures	
	Unit IV : <u>Factor analysis and application of software</u>	15 Lectures	
VESPAPY104	Psychology of Cognition and Emotion	04	
	Unit I: <u>Cognitive Neuroscience, Attention and Perception</u>	15 Lectures	04
	Unit II: <u>Memory and Language</u>	15 Lectures	
	Unit III : <u>Thinking and Intelligence</u>	15 Lectures	
	Unit IV : <u>Psychology of Emotions</u>	15 Lectures	
VESPAPY105	Experimental Psychology Practicals	08	08
	Unit I: <u>Experimental designing</u>	30 Lectures	
	Unit II: <u>Experimental Computerizing</u>	15 Lectures	
	Unit III : <u>Experiments Conduction</u>	45 Lectures	
	Unit IV : <u>Experimental Data Analysis and Report</u>	30 Lectures	

Detailed Syllabus: Unit wise / Module wise with number of lectures

Course title: Personality Psychology

Course code: VESPAPY101

Learning Outcomes (LO):

On successful completion of this course students will be able to:

LO1 Introducing various theories of personality

LO2 Help learners to evaluate personality theory and research

LO3 Understand modern approaches to personality

LO4 4. Understand applications of personality theory to various aspects of life.

Unit no.	Details of topics Personality Psychology VESPAPY101	No of lectures
<u>Unit 1.</u>	<u>Intrapsychic domain</u> a) Psychoanalytic aspects of personality. b. Psychodynamic perspective: contemporary issues - The Neo-Analytic Movement, Ego Psychology, Object Relations Theory c. Motives and personality: basic concepts, big three motives, d. Humanistic tradition.	15 Lectures
<u>Unit 2.</u>	<u>Biological domain and cognitive-behavioral domain</u> a) Genetic and personality evolutionary approach to personality. b. Physiological approaches to personality. c. Behaviorist and learning aspects of personality. d. Cognitive and Social-cognitive aspects of personality .	15 Lectures
<u>Unit 3.</u>	<u>Dispositional domain: trait approach</u> a) Allport, R. B. Cattell, 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.	15 Lectures
<u>Unit 4.</u>	<u>Social-cultural and adjustment domain</u> a) Personality and social interaction b. Sex-gender and personality c. Culture and personality d. Stress, coping adjustment and health	15 Lectures

--	--	--

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.
5. Friedman, H. S. & Schustack, M. W. (2009). Personality: Classic Theories and Modern Research. 4/E. NY: Pearson.

Books for reference

1. Brody, N., & Ehrlichman, H. (1998). Personality Psychology: Science of Individuality. Englewood Cliffs, NJ: Prentice Hall.
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. (Eds.). (2008). The Personality Reader (2nd ed.). Boston, MA: Allyn and Bacon.
7. Hall, C. S., Lindzey, G., Campbell, J. B. (2007). Theories of Personality. ND: J. Wiley.
8. Haslam, N. (2007). Introduction to Personality and Intelligence. London: Sage Publications.
9. Hogan R. & John W.H.(Eds.) (1985), Perspectives in Personality. Greenwich: JAI Press.
10. Hogan, R. Johnson, J. Briggs S. (Eds.) (1997). Handbook of Personality Psychology. San Diego: Academic Press.

Course title: Research Methodology for Psychology

Course code: VESPAPY102

Learning Outcomes (LO):

On successful completion of this course students will be able to:

- LO1 To acquaint learners with philosophy and ethics of research.
- LO2 To acquaint learners with methodology of quantitative and qualitative research.
- LO3 To enable students to design research.

Unit no.	Details of topics Research Methodology for Psychology	No of lectures
<u>Unit 1.</u>	<p><u>Philosophy and ethics of research</u></p> <p>a. Characteristics of Science, Logical positivism, Occam's razor. b. Falsification, Kuhn's contribution, Theory Laden observation, Theory, constructs, variables, hypothesis; Duhem Quine thesis; induction vs deduction; c. Ethics in research; planning and conducting research. d. Proposing and reporting research.</p>	15 Lectures
<u>Unit 2.</u>	<p><u>Methods of data collection.</u></p> <p>a. Observation and interview method. b. Correlational research, Survey and questionnaire. c. Unobtrusive methods. d. Ethnography, sociometry, ex post facto research.</p>	15 Lectures
<u>Unit 3.</u>	<p><u>Experimental and quasi experimental research.</u></p> <p>a. Causation and experiments b. Independent samples and repeated measures design. c. factorial design. d. Quasi experimental designs and natural experiments.</p>	15 Lectures
<u>Unit 4.</u>	<p><u>Qualitative research</u></p> <p>a. Qualitative research vs quantitative research, Proposing qualitative research, reflexivity. b. Grounded theory c. Interpretive phenomenological analysis, narrative analysis, discourse analysis d. conversational analysis, focus groups.</p>	15 Lectures

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.

Course title: Statistics for Psychology

Course code: VESPAPY103

Learning Outcomes (LO):

On successful completion of this course students will be able to:

- LO1 To acquaint learners to univariate and multivariate statistics
- LO2 To enable them to apply statistics to research with the help of open source softwares.
- LO3 To enable students to be able to distinguish the use of different statistical methods.

Unit no.	Details of topics: Statistics for Psychology	No of lectures
<u>Unit 1.</u>	<u>Probability, Estimation and distributions</u> a. Probability, laws of probability, law of large numbers, b. Discrete distributions- Bernoulli, binomial and poisson c. Continuous distributions- normal, t, F, chi square, jointly distributed random variables, Cramér–Rao inequality; Rao Blackwell Theorem. Exponential distribution d. Bayes theorem, Moments, Methods of estimation, MLE, properties of estimators, central limit theorem, Testing for normality and outliers	15 Lectures
<u>Unit 2.</u>	<u>Hypothesis testing for comparisons</u> a. Logic of Hypothesis testing, errors in hypothesis testing, Power, Effect size b. two mean hypothesis testing, two sample proportion test c. one way Anova independent and repeated, Planned comparisons, two way independent anova, one way Manova, ANCOVA d. Mann Whitney U, Kruskal Wallis, Wilcoxon tests, median test.	15 Lectures
<u>Unit 3.</u>	<u>Correlation and regression</u> a. Pearson correlation, Kendall's tau, Spearman rho	15 Lectures

	b. chi square tests , binomial test, other correlations c. simple and multiple linear regression d. logistic regression, Poisson regression, model comparison in regression analysis	
<u>Unit 4.</u>	<u>Factor analysis and application of software</u> a. Factor analysis (EFA and CFA), b. SEM c. R software d. Other online calculators such as SocSciStatistics	15 Lectures

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
5. Field, A., Miles, J., and Field, Z. (2012). Discovering Statistics Using R. NY: Sage.
6. Tabachnick, B. G. & Fidell, L. S. (2001). Using multivariate statistics (4th Ed.). Boston: Allyn and Bacon.

Course title: Psychology of Cognition and Emotion

Course code: VESPAPY104

Learning Outcomes (LO):

On successful completion of this course students will be able to:

- LO1 Understanding advanced topics of cognitive science
- LO2 Understanding the neuropsychological underpinnings of cognitive processes
- LO3 Applying cognitive psychology knowledge to real-life problems.
- LO4 Understanding theories, biological basis, and development of human emotions

Unit no.	Details of topics: Psychology of Cognition and Emotion	No of lectures
<u>Unit 1.</u>	<p><u>Cognitive Neuroscience, Attention and Perception</u></p> <p>a. Cognitive Neuroscience: Neuronal Structure and Function; Methods of cognitive neuroscience; Intelligence and Neuroscience; Cognition in the brain - gross anatomy of the brain, cerebral cortex & localization of function</p> <p>b. Visual Perception: Visual Object Recognition, Face perception</p> <p>c. Attention and Consciousness: Attention Processes, Theories of Attention, Consciousness of Mental Processes; Preconscious Processing</p> <p>d. Neuropsychological Basis of Attention and Visual Perception</p>	15 Lectures
<u>Unit 2.</u>	<p><u>Memory and Language</u></p> <p>a. Memory: Models and Research Methods; Metacognition</p> <p>b. Memory Processes; Mental Images, Maps, and Propositions</p> <p>c. Language and language in context</p> <p>d. Neuropsychological basis of Memory and language.</p>	15 Lectures
<u>Unit 3.</u>	<p><u>Thinking and Intelligence</u></p> <p>a. Problem Solving and Creativity</p> <p>b. Thinking, Decision Making and Reasoning</p> <p>c. Human Intelligence. Organization of Knowledge in the Mind</p> <p>d. Neuropsychological basis of executive functions</p>	15 Lectures
<u>Unit 4.</u>	<p><u>Psychology of Emotions</u></p> <p>a. Theories of Emotions</p> <p>b. Biologicalbasis of human emotions</p> <p>c. Measurement of Emotions</p> <p>d. Emotional Development and regulation</p>	15 Lectures

Since 1962

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. Dalgleish, T. & Power, MJ. (2000). Handbook of Cognition and Emotion. John Wiely: Sussex.
6. Zilmer, E. A. & Spears, M. V. (2001). Principles of neuropsychology. Canada: Wadsworth

Books for 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.

Course title: Experimental Psychology Practicals

Course code: VESPAPY105

Learning Outcomes (LO):

On successful completion of this course students will be able to:

- LO1 To enable learners to design experiments in various areas of psychology
- LO2 To help learners to design appropriate computer programs for the experiments
- LO3 To enable learners to analyze and report the data of experiments

Unit no.	Details of topics: Six experiments in cognitive processes, personality, motivation and emotion from the areas given below: a) Sensation, attention and perception, b) Memory, c) Reasoning, d)	No of lectures

	Decision making, e) Problem solving, f) Learning, g) Imagery, h) Motivation, i) Emotion, j) Personality, k) Thinking, l) Language	
<u>Unit</u> <u>1.</u>	<u>Experimental designing</u> 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 a group 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).	30 Lectures
<u>Unit</u> <u>2.</u>	<u>Experimental Computerizing</u> All students have to learn one open-source package for computerizing experiments (for example, PEBL, Open Sesame, etc.). This may be done by a workshop by the teacher/students about 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).	15 Lectures
<u>Unit</u> <u>3.</u>	<u>Experiments Conduction</u> 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).	45 Lectures
<u>Unit</u> <u>4.</u>	<u>Experimental Data Analysis and Report</u> 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)	30 Lectures

(SEMESTER II)

Course Code	Title	Credits & Lectures per Semester	Lectures per Week
VESPAPY201	Course I (Core Course): Evolutionary Psychology	4 credits	04
	Unit I: <u>Foundations of Evolutionary Psychology</u>	15 Lectures	
	Unit II: <u>Problems of survival and mating.</u>	15 Lectures	
	Unit III : <u>Parenting and social behavior.</u>	15 Lectures	
	Unit IV : <u>Aggression, modularity and other topics</u>	15 Lectures	
VESPAPY202	Intervention Systems in Psychology	04	04
Unit I: <u>Intervention systems emphasizing background</u>	15 Lectures		
Unit II: <u>Intervention systems emphasizing humanistic, cognitive and behavioural approaches</u>	15 Lectures		
Unit III : <u>Techniques in group.</u>	15 Lectures		
Unit IV : <u>Emerging Interventions</u>	15 Lectures		
VESPAPY203	Multiculturalism: Theory & Practice	04	04
	Unit I: <u>Multiculturalism & society</u>	15 Lectures	04
	Unit II: <u>Prejudice and discrimination</u>	15 Lectures	
	Unit III : <u>Multicultural assessment</u>	15 Lectures	
	Unit IV : <u>Multicultural practice in psychology</u>	15 Lectures	
VESPAPY204	Psychology of Cognition and Emotion	04	

	Unit I: <u>Cognitive Neuroscience, Attention and Perception</u>	15 Lectures	04
	Unit II: <u>Memory and Language</u>	15 Lectures	
	Unit III : <u>Thinking and Intelligence</u>	15 Lectures	
	Unit IV : <u>Psychology of Emotions</u>	15 Lectures	
VESPAPY205	Experimental Psychology Practicals	08	08
	Unit I: <u>Experimental designing</u>	30 Lectures	
	Unit II: <u>Experimental Computerizing</u>	15 Lectures	
	Unit III : <u>Experiments Conduction</u>	45 Lectures	
	Unit IV : <u>Experimental Data Analysis and Report</u>	30 Lectures	

Detailed Syllabus: Unit wise / Module wise with number of lectures

Course title: Evolutionary Psychology

Course code: VESPAPY201

Learning Outcomes (LO):

On successful completion of this course students will be able to:

- LO1 To orient learners towards Darwinian selection and its role in shaping human behavior.
- LO2 To help learners look at phenomena from an evolutionary perspective.
- LO3 To understand applications of evolutionary theory.

Unit no.	Details of topics: Evolutionary Psychology	No of lectures
<u>Unit 1.</u>	<p><u>Foundations of Evolutionary Psychology</u></p> <ul style="list-style-type: none"> a. Historical development of the field, landmarks in evolution of human beings, common misunderstandings. b. Origins of human nature, game theory c. Evolution of psychological mechanism, Evolutionary and psychological foundations of human behavior, psychological basis of culture Standard social Science model. d. Research Methods and hypothesis testing in evolutionary psychology, misuse of Darwin's ideas, Darwinian Medicine. 	15 Lectures
<u>Unit 2.</u>	<p><u>Problems of survival and mating.</u></p> <ul style="list-style-type: none"> a. Problems of survival- food acquisition, fears and landscape preferences b. Mate selection and sexual strategies, sexual economics theory, c. women's and men's long term strategies. d. Short term strategies. 	15 Lectures
<u>Unit 3.</u>	<p><u>Parenting and social behavior.</u></p> <ul style="list-style-type: none"> a. Parenting- parental involvement and parent offspring conflict. b. Kinship: theory of implicit and inclusive fitness and empirical support;. c. Co operation, reciprocal altruism, Evolution of gossip. d. Cognitive adaptations for social exchange. 	15 Lectures
<u>Unit 4.</u>	<p><u>Aggression, modularity and other topics</u></p> <ul style="list-style-type: none"> a. Aggression, sex differences in aggression and conflict between sexes. b. Evolution of morality, evolution of emotions, evolution of art. c. Cognitive development, modularity of mind and innateness issues d. Status, prestige, dominance; Evolutionary Psychiatry. 	15 Lectures

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.
4. Workman L. (2008). Evolutionary Psychology: An Introduction. Cambridge University Press
5. Hampton, S. (2010). Essential Evolutionary Psychology. Sage Publications Ltd

Course title: Intervention Systems in Psychology

Course code: VESPAPY202

Learning Outcomes (LO):

On successful completion of this course students will be able to:

- LO1 To acquaint students with various systems of psychological intervention.
- LO2 To orient students with eclectic, integrated and multicultural approaches to interventions
- LO3 To enable students to use interventions in group settings.

Unit no.	Details of topics: Intervention Systems in Psychology	No of lectures
<u>Unit 1.</u>	<u>Intervention systems emphasizing background</u> a. Sigmund Freud- classic psychoanalysis b. Alfred Adler-individual psychology c. Carl Jung- analytical psychology	15 Lectures
<u>Unit 2.</u>	<u>Intervention systems emphasizing humanistic, cognitive and behavioural approaches</u> a. Carl Rogers- person centered therapy b. Behaviour therapy c. Aaron Beck- cognitive therapy.	15 Lectures
<u>Unit 3.</u>	<u>Techniques in group</u> 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.	15 Lectures
<u>Unit 4.</u>	<u>Interventions emphasizing integration, eclectic systems, multicultural perspectives</u> a. Integrated and eclectic interventions b. Effective multicultural counseling c. Psychoanalytical, Adlerian, person-centered, behaviour therapy from	15 Lectures

	<p>multicultural perspective</p> <p><u>Emerging Interventions</u></p> <ol style="list-style-type: none"> a. Integrated and eclectic interventions b. Narrative Therapy c. Brief interventions d. Crisis Intervention e. Structural family counselling 	
--	---	--

Books for reading

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.

Course title: Multiculturalism: Theory & Practice

Course code: VESPAPY203

Learning Outcomes (LO):

On successful completion of this course students will be able to:

- LO1 To understand issues of identity, stereotyping and discrimination in a multicultural society
- LO2 To explore issues of diversity and conflict in organizations
- LO3 To highlight theory and important considerations in Multicultural Assessment
- LO4 To delineate specific multicultural competencies and interventions

Unit	Details of topics: Multiculturalism: Theory & Practice	No of
------	--	-------

no.		lectures
Unit 1.	<p><u>Probability, Estimation and distributions</u></p> <p>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.</p>	15 Lectures
Unit 2.	<p><u>Prejudice and discrimination</u></p> <p>a. Understanding prejudice and discrimination. b. Rights – based approach. c. Equity and social justice.</p>	15 Lectures
Unit 3.	<p><u>Multicultural assessment</u></p> <p>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</p>	15 Lectures
Unit 4.	<p><u>Multicultural practice in psychology</u></p> <p>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.</p>	15 Lectures

Books for reading

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.

Course title: Positive Psychology

Course code: VESPAPY204

Learning Outcomes (LO):

On successful completion of this course students will be able to:

LO1 To introduce concepts of positive psychology

LO2 To acquaint students with positive subjective states and processes

LO3 To enable students to appreciate importance of human strengths and virtues

Unit no.	Details of topics: Positive Psychology	No of lectures
<u>Unit 1.</u>	<u>Introduction to Positive Psychology</u> 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	15 Lectures
<u>Unit 2.</u>	<u>Positive subjective states</u> a. Subjective well-being b. Positive emotions c. The flow experience d. Optimism and Hope	15 Lectures
<u>Unit 3.</u>	<u>Positive individual traits</u> a. Self efficacy b. Creativity c. Wisdom d. Empathy and altruism	15 Lectures
<u>Unit 4.</u>	<u>Positive Institutions</u> a. Positive schooling b. Aging well and role of family c. Psychology of forgiveness for healthy society d. The Me/We balance: Building better communities	15 Lectures

Books for reading

1.Snyder, C. R.; & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.

2.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.

Books for Reference

- 1.Seligman, M. E. P (1991). Learned Optimism. NY: Knopf.
- 2.Seligman, M.E.P. & Csikszentmihalyi, (2000). Positive Psychology: An Introduction. American Psychologist. 55 (1), 5-14.
- 3.Carr, A. (2004). Positive Psychology: a science of happiness and human strengths. NY: BR Publishers
- 4.Peterson C. (2006). A Primer in Positive Psychology. Oxford: Oxford University Press.
- 5.Lopez, S. J. (Ed) (2013). The Encyclopedia of Positive Psychology. UK: Blackwell Publishing Ltd.
- 6.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.

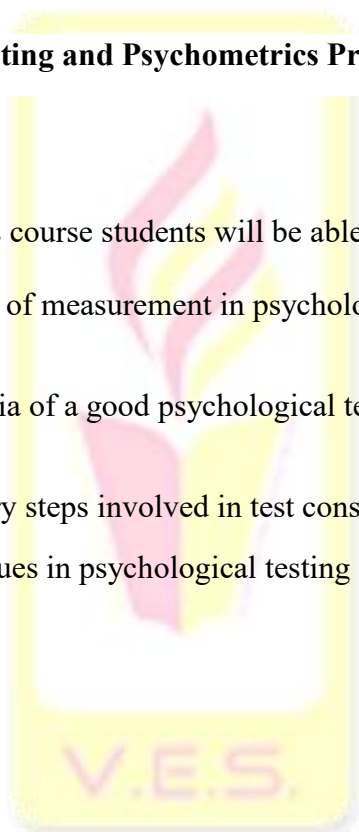
Course title: Psychological Testing and Psychometrics Practicals

Course code: VESPAPY205

Learning Outcomes (LO):

On successful completion of this course students will be able to:

- LO1 To be aware of the role of measurement in psychology
- LO2 To appreciate the criteria of a good psychological test
- LO3 To understand necessary steps involved in test construction
- LO4 To value the ethical issues in psychological testing



Unit no.	Details of topics: Psychological Testing and Psychometrics Practicals	No of lectures
<u>Unit 1.</u>	<u>Theoretical-conceptual orientation</u> a. Measurement in psychology and in the natural sciences b. Measurement theories: classical test theory, item response theory-1PL and 2PL model. c. Test construction: item analysis, reliability, validity and norms d. Ethical issues in psychological testing	30 Lectures
<u>Unit 2.</u>	<u>Test administration and reporting</u> At least two tests pertaining to Intelligence, Motivation, Emotion,	15 Lectures

	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.	
<u>Unit</u> 3.	<u>Test development</u> 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.	45 Lectures
<u>Unit</u> 4.	<u>Reporting of newly developed tool</u> 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.	30 Lectures

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.

Modality of assessment

The performance of the learners shall be evaluated into two parts. The learner's performance shall be assessed by Internal Assessment with 25% marks in the first part & by conducting the Semester End Examinations with 75% marks in the second part. Practical Examination will consist of End Sem examination.

Student will have to score 40% of marks in Internal assessment as well as End Sem examination to pass the course.

The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

Internals: Applied to all papers of Masters in Psychology (MA Part I & II) Marks : 40.

1. 20 marks - Class test of any one unit.
2. 15 marks - One seminar / case study / literature review /Book (or movie or documentary) review presentation / Workshop / data analysis.

3. 05 marks - Attendance/ regularity/ class participation.

Evaluation for sem I Practicals

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 I end Practical examination: 60 marks.

- Viva voce examination: 35 marks
- Instruction and Conduction: 10 marks
- Report: 15 mark

Evaluation for sem II Practicals

Internal evaluation: 40 marks

- **Supervised laboratory work: 10 marks**
- **Psychological Assessment File : 15 marks**
- **Viva voce examination for the self-constructed test: 15 marks**

PRACTICAL BOOK/JOURNAL

The students are required to present a duly certified journal for appearing at the practical examination, failing which they will not be allowed to appear for the examination.

In case of loss of Journal and/ or Report, a Lost Certificate should be obtained from Head/ Coordinator / In-charge of the department ; failing which the student will not be allowed to appear for the practical examination.

Term End Examination format:

Question Paper Pattern for all papers in Psychology, across all classes (CBCS)

**Duration: 2 hrs
60**

Total marks:

Note: 1. Attempt **all** questions (Short notes can be asked in any two out of the four questions in Part B)

Q.1 (Essay type - Based on Unit I) (15 marks)

a.

or

b.

Q.2 (Essay type - Based on Unit II) (15 marks)

a.

or

b.

Q.3 (Essay type - Based on Unit III) (15 marks)

a.

or

b.

Q.4 (Essay type - Based on Unit IV) (15 marks)

a.

or

b.

Overall Examination and Marks Distribution Pattern

SEMESTER I

Course	Theory	Practicals	Grand Total
VESPAPY101	100	-	100
VESPAPY102	100	-	100
VESPAPY103	100	-	100
VESPAPY104	100	-	100
VESPAPY105	-	100	100
			500

SEMESTER II

Course	Theory	Practicals	Grand Total
VESPAPY201	100	-	100
VESPAPY202	100	-	100
VESPAPY203	100	-	100
VESPAPY204	100	-	100
VESPAPY205	-	100	100
			500