



ROYAL GLOBAL UNIVERSITY
— GUAHATI —

**ROYAL SCHOOL OF BEHAVIORAL & ALLIED SCIENCES
(RSBAS)**

**SYLLABUS
&
COURSE STRUCTURE**

M.A. Psychology

Jumishree Boro

The Assam Royal Global University
Royal School of Behavioral & Allied Sciences
Department of Psychology
M.A. Psychology
Course structure

1st semester								2nd semester							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TC P	Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects (please use rows as required)								Core Subjects (please use rows as required)							
1	PSY064C101	History & Philosophy of Psychology	4	0	0	4	4	1	PSY064C201	Advanced Social Psychology	4	0	0	4	4
2	PSY064C102	Biological foundations of behaviour	4	0	0	4	4	2	PSY064C202	Developmental Psychology	4	0	0	4	4
3	PSY064C103	Theories of Personality	4	0	0	4	4	3	PSY064C203	Research Methods in Psychology	4	0	0	4	4
4	PSY064C104	Cognitive Psychology	4	0	0	4	4	4	PSY064C204	Qualitative Research Methods	4	0	0	4	4
5	PSY064C115	Advanced Practical I	0	0	0	2	4	5	PSY064C215	Advanced Practical II	0	0	0	2	4
Ability Enhancement Compulsory Course (AECC)*								Ability Enhancement Compulsory Course (AECC)*							
6	CEN982A101	Communicative English-I	1			1	1	6	CEN982A201	Communicative English-II	1	0	0	1	1
7	BHS982A104	Behavioural Science-I	1			1	1	7	BHS982A204	Behavioural Science-II	1	0	0	1	1
								Ability Enhancement Elective Course (AECC) (Skill Based):							
								8	FLG994S202	AECC/SEC-I	2	0	0	2	2
Elective: Discipline Specific DSE								Elective: Discipline Specific DSE							
8	PSY064D101	DSE-1	2	0	0	2	2	9	PSY064D202	DSE-2	2	0	0	2	2
Total								Total							
3rd semester								4th semester							
Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP	Sl. No.	Subject Code	Names of subjects	L	T	P	C	TCP
Core Subjects (please use rows as required)								Core Subjects (please use rows as required)							
1	PSY064C301	Applied Psychometry	4	0	0	4	4	1	PSY064C401	Community Psychology	4	0	0	0	4
2	PSY064C302	Industrial & Organizational Psychology	4	0	0	4	4	2	PSY064C412	Managing Organizational Culture & Diversity	4	0	0	4	4
Ability Enhancement Compulsory Course (AECC)*								Ability Enhancement Compulsory Course (AECC)*							
3	CEN982A301	Communicative English-III	1	0	0	1	1	3	CEN982A401	Communicative English-IV	1	0	0	1	1
Ability Enhancement Elective Course (AECC) (Skill Based):															

Jumishree Boro

4	FLG994S3 02	AEEC/SEC-I	2	0	0	2	2								
Elective: Discipline Specific DSE								Elective: Discipline Specific DSE							
5	PSY064D3 01	DSE-3	4	0	0	4	4	4	PSY064D 406	DSE-6	4	0	0	4	4
6	PSY064D3 02	DSE-4	4	0	0	4	4	5	PSY064D 407	DSE-7	4	0	0	4	4
7	PSY064D3 03	DSE-5	4	0	0	4	4	6	PSY064D 408	DSE-8	4	0	0	4	4
PROJECT								PROJECT							
8	PSY064C3 26	Minor Project	0	0	0	4	4	7	PSY064C 426	Major Project	0	0	0	8	8
Total						27	27	Total						29	29

Jumishree Boro

**PROPOSED COURSE STRUCTURE FOR CHOICE BASED CREDIT SYSTEM IN
P.G (4 semester) courses
MA Psychology**

SEMESTERS	CORE COURSE (12)	credit	Ability Enhancement Compulsory Course (AECC) (6)	credit	Ability Enhancement Elective Course (AEEC) (2) (Skill Based)	credit	Elective: Discipline Specific DSE (4)	credit	Project/ dissertation	credits	No of papers each semester
I	History and Philosophy of Psychology	4	Communicative English – I	1			DSE-1	2			8
	Biological foundations of behaviour	4									
	Theories of Personality	4	Behavioural Science-I	1							
	Cognitive Psychology	4									
	Advanced Practical I	2									
II	Advanced Social Psychology	4	Communicative English – II	1	AEEC/SEC/-1*	2	DSE-2	2			9
	Developmental Psychology	4									
	Research Methods in Psychology	4	Behavioural Science-II	1							
	Qualitative Research Methods	4									
	Advanced Practical II	2									
III	Applied Psychometry	4	Comm. Eng – III	1	AEEC/SEC/-2*	2	DSE-3	4	Minor Project	4	8
	Industrial and Organizational Psychology	4					DSE-4	4			
IV	Community Psychology	4	Comm Eng – IV	1			DSE-6	4	Major Project	8	7
	Managing Organizational Culture and Diversity	4					DSE-7	4			
							DSE-8	4			
Total	No. of papers 14	52	No. of papers 6	6	No. of papers - 2	4	No. of papers -8	28	2	12	32

Jyoti Boro

I. Core courses may be of the following:

- (i) Theory (4) =Credit 4 with no tutorial
- (ii) Theory(3) + Tutorial (2) = Credit 4 for theory paper

- (iii) Theory (3)+ Practical(2)= Credit 4 for Theory and Practical combined
- (iv) Practical (4) =Credit 4 for Only practical papers

Note: There may be variations in Core component of the structure from dept. to dept. It is expected the variation should not be too large in terms of number of papers or in terms of credits.

II. Ability Enhancement Compulsory Course (AECC)*

- (a) Communicative English : Four courses in all semester – Credit assigned: 1
 - (i) Developing Oral Communication & Listening Skills
 - (ii) Conversation & Public Speaking
 - (v) Communication & Presentation Skills
 - (vi) Effective Workplace Communication

(Subjects may be offered after consultations with Royal School of Languages and requirements of the department.)

- (b) Behavioural Science: 2 courses in 1st and 2nd semesters –Credits assigned: 1*

- (i) **Introduction to behavioural science**
- (ii) **Development of Individuals and Behavioural Skills**

(Subjects may be offered after consultations with Royal School of Behavioural & Allied Sciences and requirements of the department.)

III. Ability Enhancement Elective Course (AEEC) (Skill Based):

	AEEC/SEC-1 (in second semester) (Choose any one)	AEEC/SEC-2(in third semester) (Choose any one)
1	ILD-1	ILD-2
2	FRENCH-1	FRENCH-2
3	C++	LATEX
4	SCILAB	
5	MATLAB	Any other skill based courses offered by other schools of RGU and opted by Student
6	Any other skill based courses offered by other schools of RGU and opted by Student	

IV. Elective: Discipline Specific DSE

	FIRST SEMESTER (Choose Any one) Out of 3-5 choices	SECOND SEMESTER (Choose any one) Out of 3-5 choices	THIRD SEMESTER (Choose any three) Out of 6-9 choices	FOURTH SEMESTER (Choose any three) Out of 6-9 choices
1	Behavioural Economics	Marriage and Family Counselling	Culture and Psychology	Rehabilitation Psychology
2	Emotions in Everyday Life	Psychopathology	Environmental Psychology	Art therapy
3	Human Resource Management	Introduction to Counselling	Positive Psychology	Cognitive Behavioural Therapy
4	DSE 1-4	DSE 2-4	Educational Psychology	Psychology of Disability
5	DSE1-5	DSE2-5	Sports Psychology	Child and Youth counselling

Jyoti Boro

6			Psychology and Media	Geriatric Psychology
7			DSE 3-7	Transactional Analysis

Note: DSE1-1 - DSE1-5 means 5 DSE papers are offered in 1st semester out of which 1 may be chosen

Evaluation of Students:

- **Continuous Evaluation:** Assignments, Class Tests, Quizzes, Seminar – 10%
- **Mid-term examination:** 20%
- **End-term examination:** 70 %

Janushee Boro

Objective: The objectives of this course are:

- To acquire a basic understanding of western (and, to an extent, Indian) philosophical thought, to articulate a philosophy of their own, and apply that philosophy to their professional work.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction and background Understanding Science, History, and Philosophy; Psychology and Science; Persistent questions in Psychology and approaches/methods for answering the questions: Mind-Body, nativism-empiricism, mechanism-vitalism, reason – non-reason, objectivity-subjectivity, origin of human knowledge, problem of the Self.	10	25
II.	Forerunners and the beginnings of psychology as a discipline Social and intellectual contexts of questions of ‘psyche’/’mind’; The Scientific Revolution and the creation of consciousness – Early development of Psychology: The Psychology of Consciousness.	10	25
III.	The functionary approach The psychology of Adaptation: Influences of Evolutionary theory; Lamarckian Psychology; Comparative Psychology; Contributions of William James;	10	25
IV.	Psychology in modernity Shift from mentalism to behaviorism; The rise of cognitivism; Psychology and ‘Minorities’; the rise of Applied Psychology; The ‘Psychologized’ society; The value and role of contemporary Psychology	10	25
Total		40	100

Text/Reference Books:

- Hergenhahn, B.R. (1992). An introduction to the history of psychology. (2nd ed.). Wadsworth Publishing Company: Belmont, California.
- Leahey, T.H. (2004). A history of psychology: Main currents in psychological thought. (6th ed.). Pearson Education: Delhi.

Jumishree Boro

Objective: The objectives of this course are:

- Understand the philosophical roots and historical events that have shaped the field of psychology.
- Explore the underlying philosophical assumptions, individual contributors, and various forces that served to shape the emerging field of psychology.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction The origins of biopsychology, Nature of biological psychology, basic cytology and biochemistry, Mind Brain relationship, Methods of study of research in biopsychology-anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies, oscilloscope, polygraph, scanning methods & Ethical issues in research.	10	25
II.	Neurons and neuronal conduction Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters	10	25
III.	The structure and functioning of the nervous system Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system; Major structures and functions, spinal cord, Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex	10	25
IV.	Sensory and motor nervous systems Neural basis of vision - Anatomy of the Visual System, Analysis of visual information: Audition - Auditory nervous system, auditory coding. The chemical senses; coding of smell and taste. Cutaneous senses. Proprioception. Labyrinthine senses. Pain perception, pain management. The neural aspects of muscle movement; the pyramidal system, the extrapyramidal system. The endocrine system.	10	25
Total		40	100

Text/Reference Books:

- Hergenhahn, B.R. (1992). An Introduction to the History of Psychology. (2nd ed.). Wadsworth Publishing Company: Belmont, California
- Dhar, A.K. 2008: Science(s) of the mind: Fort-da between the windscreen and the rearview mirror (Working Course).

Jumishree Boro

Objective: The objectives of this course are:

- To provide an understanding of the different personality theories
- To introduce critical evaluation of different theories in the background of the empirical evidence.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Psychodynamic theories Classical psychoanalysis: Freud; Neo-Freudian: Jung, Adler; Object relations: Winnicott.	10	25
II.	Behavioural theories Radical Behaviorism: Skinner; Social Learning: Dollard and Miller; Social cognitive Theorist: Bandura.	10	25
III.	Humanistic and existential theory Maslow, Rogers, Kelly and Rollo May.	10	25
IV.	Trait theories Allport, Cattell, Eysenck	10	25
Total		40	100

Text/Reference Books:

- Hall, C.S., Lindzey, G. & Camobell, J.B. (2002). *Theory of personality, 4th edition.* John Wiley and Sons
- Carpara, G.V & Cereone, D. (2000). *Determinants, dynamics and potentials.* Cambridge University Press.
- Friedman, H.S. & Schustack, M.W. (2004). *Personality, 2nd edition.* Pearson Education Pvt. Ltd. India

ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Cognitive Psychology****Subject Code:(PSY064C104)****Semester: 1st****L-T-P-C:4-0-0-4****Objective:** The objectives of this course are:

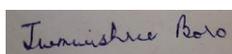
- To facilitate the learning of traditional and emergent fields of cognitive neuropsychology.
- To understand-brain-behaviour relationship in day to day life.
- To explore the practical implications of cognitive processes in human performance.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction Introduction to applied cognitive psychology: Philosophical antecedents, Emergence of Cognitive psychology. Approaches and key issues.	10	25
II.	Cognitive neuroscience Organization of Nervous system: Cognition in the Brain. Sensation to representation. Theoretical approaches to perception, Deficits in perception. Attention and consciousness, Memory: Models, Processes, Practical Applications of Cognitive Psychology in improving memory processes, Representations and manipulation of Knowledge in: Images and Propositions: Spatial cognition and Cognitive Map.	10	25
III.	Language Nature and Acquisition: Bilingualism and Multilingualism Reading: Bottom-up and Top-down processes, Comprehension, Neuropsychology of Language. Problem-solving and Creativity: Practical applications of cognitive psychology. Decision-making and reasoning: Deductive reasoning and inductive reasoning.	10	25
IV.	Human and Artificial Intelligence Information possessing and intelligence, alternative approaches to Intelligence. Computer simulation, improving intelligence.	10	25
Total		40	100

Text/Reference Books:

- Best, J.B. (1992). Cognitive Psychology .3rd Edition. West Publishing Company
- Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory. 2nd Edition. Wadsworth



ASSAM ROYAL GLOBAL UNIVERSITY
Course/ Program: M.A. Psychology
Subject: Advanced Social psychology
Subject Code:(PSY064C201)

Semester: 2nd
L-T-P-C: 4-0-0-4

Objective: The objectives of this course are:

- To develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society.
- To introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Psychology of the Social: The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology; Areas of application: Health, Law and Workplace. Social psychology and sustainable future.	10	25
II.	Understanding and evaluating the social world: Self and its processes: Self-concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change.	10	25
III.	Social interaction and Influence: Interpersonal attraction, Pro-Social Behaviour, Aggression, Social influence. The development of social representation; Prejudice, Stereotypes and Discrimination; Theories of inter-group relations; Reducing prejudice	10	25
IV.	Group Dynamics and inter-group relations: Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations-prejudice, inter-group conflict, Intervention techniques.	10	25
Total		40	100

Text/Reference Books:

- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

Jyoti Boro

ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Developmental psychology****Subject Code:(PSY064C202)****Semester: 2nd****L-T-P-C: 4-0-0-4****Objective:** The objectives of this course are:

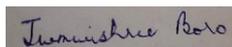
- To provide an understanding of normal mental development from human infancy to late childhood and adolescence. The social context and development will also be considered along with developmental disability and psychopathology.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	COGNITIVE DEVELOPMENT Jean Piaget and biological epistemology Vygotsky's views on thought and development Vision, orientation and attention: a developmental cognitive neuroscience approach Objects and space: Object permanence: The role of the frontal cortex Perceptual classification: face recognition and cognition Cognitive development: an information processing approach Speech recognition and language.	10	25
II.	SOCIAL DEVELOPMENT Social cognition: emotional development- attachment theories, Bowlby and Winnicot Lacan's 'objet imaginaire': desire and an instinct for society. Intentionality For and against a theory of mind: evidence and controversy.	10	25
III.	DEVELOPMENTAL DISABILITY Low birth weight infants and prognosis Mental retardation and rehabilitation Visual handicap and development Auditory handicap and development Dyslexia and learning disability.	10	25
IV.	DEVELOPMENTAL PSYCHOPATHOLOGY Attention deficit hyperactive syndrome Internalizing disorders: anxiety and mood disorders Externalizing disorders: conduct disorders Autism and pervasive developmental disorders.	10	25
Total		40	100

Text/Reference Books:

- Berk L E (2003) Child development (sixth edition) Pearson Education
- Kail R V (2001) Children and their development. Prentice Hall Inc.



Objective: The objectives of this course are:

- To familiarize students with the use of statistical methods in psychological research
- To introduce the techniques of descriptive statistics for quantitative research

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction Scientific approach in psychology and theory building; Types of research: Experimental and ex-post facto; Ethical issues in psychological research.	10	25
II.	Problem definition: Problem and hypothesis: Origin and sources, special features Variables: Operational definition, criterion and predictor variables, selection, manipulation and control of independent and extraneous variables, measurement of dependent variables and threats to valid measurement.	10	25
III.	Research design and sampling Research design: Meaning, characteristics and purpose, criteria of good design. Between groups designs: Equivalent groups, randomized groups, multilevel, factorial (2x2) and multifactor designs, Within groups designs: Within subjects design, one-group repeated trial, randomized block design (within the same subject), N = 1 design, two-factors within subjects design. Sampling: Meaning, purpose and types, Factors influencing sampling decisions: Size, accessibility and cost.	10	25
IV.	Statistics Testing of hypotheses, substantive and null hypothesis. Statistical inferences: -'t' test, Chi-square test, analysis of variance, factorial ANOVA with two or more variables.	10	25
Total		40	100

Text/Reference Books:

1. Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
2. Broota, K. D. (1989). *Experimental designs in behavioural research*. New Delhi: Wiley Eastern.

Jumisha Boro

Objective: The objectives of this course are:

- . *To provide theoretical foundation on qualitative research methods in psychology*
- . *To build up skills on designing qualitative research and collecting data using various qualitative methods*
- . *Expand skills on analyzing qualitative data*

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Foundations of qualitative research Defining qualitative research; Historical development of qualitative research; Key philosophical and methodological issues in qualitative research; Different traditions of qualitative research: Grounded theory, Narrative approach, Ethnography, Action research	10	25
II.	Qualitative research design Conceptualizing research questions, Issues of paradigm; Designing samples; Theoretical sampling, contrasting qualitative with quantitative approach in research process; Issues of Credibility and trustworthiness	10	25
III.	Methods of collecting qualitative data What is qualitative data? Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies	10	25
IV.	Analysing qualitative data Different traditions of qualitative data analysis; thematic analysis, Interpretative phenomenological analysis, Narrative analysis, Discourse analysis, Content analysis	10	25
Total		40	100

Text/Reference Books:

- Ritchie, J. & Lewis, J. (eds.). (2003). Qualitative research practice: A guide for social science students and researchers. New Delhi: Sage
- Biber, S. N. H. and Leavy (2006). The practice of qualitative research. New Delhi: Sage publications.
- Silverman, D. and Marvasti, A. (2008). Doing qualitative research. New Delhi: Sage publication.

Jumishree Boro

Objective: The objectives of this course are:

- To create understanding of measurement issues and techniques in psychological research.
- To enable students to develop skills and competencies in test construction and standardization.
- To learn the contextual application and interpretation of psychological research.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Foundations of Psychometry Basics of Measurement theory, Errors in measurement, speed versus power tests; Criterion of parallel tests, nature of psychological testing, ethical issues in psychological testing	10	25
II.	Creating a Test Test/Scale construction, standardization, adaptation and translation, item analysis and item response theory	10	25
III.	Standardizing a Test— Reliability, validity, norms—issues and challenges	10	25
IV.	Application of Tests Applications of psychological testing in various settings—educations, counselling and guidance, clinical, organizational and developmental	10	25
Total		40	100

Text/Reference Books:

- Chadha, N. K. (2009). Applied Psychometry. New Delhi: Sage.
- Guilford, J. P. (1989) Psychometric methods. NJ: John Wiley.
- Guilksen, (1988). Theory of Mental Tests. California: Wiley.
- Jackson, C. (2003) Understanding Psychological Testing. Mumbai: Jaico Pub. House
- Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistaar Publication

Objective: The objectives of this course are:

- To introduce students to the basics of industrial psychology.
- To make them understand the dynamics of the various determinants in attaining the quality of work life with various principles and techniques of motivation and learning.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction to Industrial Psychology Definitions & Scope. Major influences on Industrial Psychology- Scientific management and human relations schools Hawthorne Experiments	10	25
II.	Motivation in Organization Motivating by Meeting Needs and Managerial Applications: Maslow, Adlerfer, Herzberg, and McClelland. Motivating by Setting Goals: Goal setting theory and setting effective performance goals. Motivating by Being Fair: Distributive justice, Equity theory, procedural justice, interactional justice, and organizational justice. Motivating by Altering Expectations and by Structuring Jobs: VIE model, Porter & Lawler model, Quality of Work Life model, job enrichment and job enlargement, Hackman & Oldham's job characteristics model.	10	25
III.	Leadership and Empowerment Behavioral Approach to Leadership Style. Contingency Approach to Leadership: Fiedler's contingency model; Hersey & Blanchard's situational leadership model; path goal model; and Vroom's decision making model. Emerging Approaches to Leadership: Transactional leadership, transformational leadership; substitutes and enhancers for leadership; and self & super leadership. Empowerment and Participation: Meaning, process, and programs.	10	25
IV.	Stress and worker Well-Being Work place Stress, Consequences of stress, theories of Stress, reducing and managing stress, Violence at work, Work Motivation theories, quality of work life, turnover, absenteeism, job involvement and commitment, Equal Employment Opportunity.	10	25
Total		40	100

Text/Reference Books:

- Aamodt, M.G. (2007) Industrial/Organizational Psychology : An Applied Approach (5th edition). Belmont, C.A: Wadsworth/Thompson.
- Aswathappa, K. (2008). Human Resource Management (5th edition). New Delhi: Tata McGraw Hill.
- Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12thEd.) ND : McGraw-Hill Edu (India) Pvt. Ltd
- Miner, J.B. (1992). Industrial/Organizational Psychology. New York: McGraw Hill.
- Newstrom, J.W.(2007) Organizational behaviour : Human behaviour at work N.D.: Tata McGraw-Hill
- Robbins, S.P., Judge T.A., & Sanghi, A. (2009) Organizational behaviour N.D. Pearson Prentice Hall

Jyoti Boro

ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Community Psychology****Subject Code:(PSY064C401)****Semester: 4th****L-T-P-C:4-0-0-4****Objective:** The objectives of this course are:

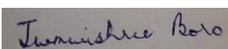
- To acquaint the students about the history & research in community psychology.
- To develop a community based orientation towards mental health.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction to Community Psychology Definition of community psychology, emergence and association to field of Psychology, core values; Historical and social contexts of community psychology: concept, evolution and nature of community psychology; Role of community psychologist.	10	25
II.	Research in Community psychology Aims of community research; Models of research in community Psychology; Methods of community research	10	25
III.	Individuals within communities Person in context; Understanding communities; Sense of community; Human diversity.	10	25
IV.	Applying community research to individual issues Understanding stress and coping in context: social support, mutual help groups; Preventing Problem behavior; Promoting Social competence.	10	25
Total		40	100

Text/Reference Books:

- Mann, P.A. (1978). Community Psychology: Concepts and Application. New York: The Free Press.
- Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning



ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Managing Organizational Culture & Diversity****Subject Code:(PSY064C402)****Semester: 4th****L-T-P-C: 4-0-0-4****Objective:** The objectives of this course are:

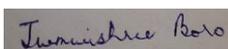
- To sensitize students to the issues of understanding cultural diversity.
- To develop skills for effectively managing and functioning in diverse cultural settings.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction to organizational Culture: meaning, assumptions, culture as a source of competitive advantage, beliefs and values, interpreting patterns of culture, interacting spheres of culture.	10	25
II.	Culture's Influence on work values and organizational practices: Construal of Self, consequences for Emotion, consequences of motivation, sources of Cultural Intelligence, Self Assessment of Cultural Quotient (CQ)	10	25
III.	Culture shock and Acculturation: Nature of culture shock and Coping, cross-cultural team building, Art of Negotiation, Dos' and Don'ts of Cross cultural Negotiation, Challenges of Cross Border Negotiations.	10	25
IV.	Intercultural communication Ethics; complexities in managing across cultures; cross cultural communication, cross cultural misperceptions, cross cultural misinterpretations, need for linguistic proficiency in international business, linguistic diversity.	10	25
Total		40	100

Text/Reference Books:

- Ferraro, G.P. (1994), The Cultural Dimensions of International Business (2nd Ed.). New Jersey: Prentice Hall.
- Matsumoto, D. (1993). People: Psychology from a Cultural Perspective. California: Brooks/Cole Publishing Company.
- Schneider, S. C. & Barsouse, J. L. (Eds.) (1997). Managing Across Cultures. New York: Prentice Hall.
- Luthans, F. (2002). Organisational Behaviour (9th Ed.). McGraw Hill-Irwin
- Robbins , S. P. (2003). Organisational Behaviour. New Delhi: Prentice Hall of India



ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Behavioural Economics****Subject Code:(PSY064D101)****Semester: 1st****L-T-P-C: 2-0-0-2****Objective:** The objectives of this course are:

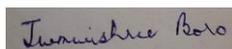
- To understand the fundamental principles of behavioral economics.
- To enable the learners for applying these principles in practice.
-

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction History and Nature of behavioural economics, Relation between psychology and economics, Behavioural economic and standard economic model, behavioural economics and ethical foundations of Capitalization, future of behavioural economics.	10	25
II.	Foundations of behavioural economics Values, attitudes, preferences and choices: the standard economic model, Axioms, assumptions and definitions; nature of utility, measurement of utility, an expected Psychological utility model.	10	25
III.	Decision making under risk and uncertainty Background: Endowment effects; conventional approaches to modifying expected utility theory: insensitivity to bad income news; Prospect theory: fears of terrorist attacks; Loss aversion, shape of the utility function; Decision weighting.	10	25
IV.	Mental accounting Nature and components of mental accounting; framing effects; budgeting and fungibility; choice of bracketing and dynamics.	10	25
Total		40	100

Text/Reference Books:

- Wikinson, N. (2007). An Introduction to Behavioural Economics. Palgrave Macmillan.
- Altman, M. (2007). Handbook of Contemporary Behavioural Economics: Foundation and developments. Prentice Hall of India Pvt. Ltd. New Delhi.



ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Emotions in Everyday Life****Subject Code:(PSY064D102)****Semester: 1st****L-T-P-C:2-0-0-2****Objective:** The objectives of this course are:

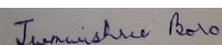
- To help students understand the processes of self directed to gain better insight at self.
- To enable students to understand influence of diverse contexts on self and emotions.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Emotion, Behaviour and Conscious Experience Biological, Cognitive, Constructionist, Psychodynamic, Evolutionary and Cultural Perspectives	10	25
II.	Self-Conscious Emotions Shame, Guilt, Embarrassment, and Pride; Social self-consciousness	10	25
III.	Emotions and Social Processes Empathy, Forgiveness, Gratitude, and Envy	10	25
IV.	Positive Emotional States and Processes Positive affect, Optimism, Hope, and Flow, Emotional Creativity, Emotions at work place	10	25
Total		40	100

Text/Reference Books:

- Averill, J.A., Chon, K.K., & Hahn, D.W. (2001). Emotions and creativity: East and West. Asian journal of social psychology, 4, 165-183.
- Barret, L. F., Niedenthal, P.M., & Winkielman (2005). Emotion and consciousness. New York: The Guilford Press.
- Carr, A. (2008). Positive Psychology: The science of happiness and human strengths. New Delhi: Routledge
- Ekman, P. (2003) Emotions revealed. London: Weidenfield & Nicolson.
- Kitayama, S. & Markus, H.R. (1994). Emotion and culture empirical studies of mutual influence. Washington, DC: American Psychological Association.



Objective: To acquaint the students with:

- Nature and Scope of HRM,
- Significance and methods of training and development,
- Industrial relations and strategic HR

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction to human resource management Nature, Scope and Context of HRM HR Challenges in Global and Indian Scenario HR for Corporate Excellence Contemporary Issues in HR, International HR	10	25
II.	Development of human resource Training :Assessing training needs, development and evaluation of training programmes Training Methods: Classroom instructions, On-the-job apprenticeship, business games and in-basket training Career development and planning, succession planning. Buying , borrowing and building talent	10	25
III.	IMPLEMENTING HR Impact of Attitudes: OCB, job satisfaction ,Employee Engagement, job involvement, Ethical Issues in HRM Knowledge Management and HR : Meaning and need, knowledge management process , Knowledge management deficits, Human Resource Information System (HRIS)	10	25
IV.	Industrial relations and strategic hr Industrial Relation : Labour relation, trade unions, resolving disputes. Collective Bargaining Strategic HR and HR Score card	10	25
Total		40	100

Text/Reference Books:

- Ashwathapa, K. (2008). *Human Resource Management*. 5th edition, New Delhi: Tata McGraw-Hill
- Pattanayak B. (2005). *Human Resource Management*. 3rd edition, N. D. Prentice Hall
- Pareek U. and Rao T.V. (2003) *Designing and Managing Human Resource System*. N.D. Oxford and IBH
- Noe, R.A.; Hollenbeck, J. R.; Gerhart, B. & Wright, P.M. (2006). *Human Resource Management*. N.D.: Tata Mc-Graw Hill

Jumishree Boro

Objective: The objectives of this course are:

- To acquaint the students with relevance of family and couples therapy
- To familiarize the issues faced by families and couples
- To help develop skills in family and couple therapy

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction to family and couples therapy Couple therapy: history, models and applications, Understanding adult attachment: theory, psychodynamics and couples relationship, Basic techniques of family therapy, Ethical issues in couple therapy	10	25
II.	Addressing special issues in couples therapy Couple therapy and sexual dysfunction, Couple therapy and physical aggression, Separation and divorce issues in couple therapy, Couple therapy for drug abuse and alcoholism	10	25
III.	Therapeutic interventions I Object relations couple therapy, Brief strategic couples therapy, Solution focused couples therapy, Narrative couple therapy	10	25
IV.	Therapeutic interventions II Affective- reconstructive couples therapy, Integrative behavioural couple therapy, Cognitive-behavioural couple therapy, Emotional focused couple therapy	10	25
Total		40	100

Text/Reference Books:

1. Gurman, A.S. (2008). Clinical Handbook of Couple Therapy (4 th ed.). New York, NY: The Guilford Press 2.
2. Nichols, M.P. (2010). Family Therapy: Concepts and Methods (9 th ed.). Boston: Allyn and Bacon.

Jumishree Boro

ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Psychopathology****Subject Code:(PSY064D202)****Semester: 2nd****L-T-P-C:2-0-0-2****Objective:** The objectives of this course are:

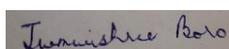
- . To acquaint students with various manifestations of psychopathology
- . To impart knowledge and skills required for diagnosis of psychological conditions.
- . To introduce them to different perspectives and models of etiology.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Classification and psychopathology of neuro psychological conditions. Systems of classification, basic features DSM-IV TR, ICD-10, similarities, differences and critical evaluation. Dementia, delirium, head injury, epilepsy, other amnesic syndromes	10	25
II.	Psychopathology of addiction, psychotic and personality disorders. Clinical characteristics, etiology, models of addiction, schizophrenia, delusion, other psychotic disorders. Clinical characteristics, etiology. Clinical characteristics, etiology and theories of cluster A, B and C personality disorders	10	25
III.	Psychopathology of mood and anxiety disorders Depression, bipolar affective disorders Phobia, GAD, panic, OCD, PTSD, adjustment disorder Clinical characteristics, etiology. Dissociative disorder, somatoform disorder.	10	25
IV.	Disorders of infancy, childhood and adolescence Specific developmental disorder of scholastic skills. Pervasive developmental disorders Behavioral and emotional disorders Disorders of social functioning	10	25
Total		40	100

Text/Reference Books:

- Ahuja N (2002). A short text book of Psychiatry (5th edition). New Delhi. Jaypee Brothers.
- Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.



Objective: The objectives of this course are:

- To develop an understanding of basic concepts, processes, and techniques of Counseling.
- To acquaint the learner with the challenges of Counsel

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction: Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association - ACA); The effective counsellor: personality characteristics; Counselling status of counselling psychology in India	10	25
II.	Counselling Process: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships	10	25
III.	Techniques of Counselling: Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation	10	25
IV.	Counselling Applications: Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse	10	25
Total		40	100

Text/Reference Books:

- Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson.
- Rao, K. (2010). *Psychological Interventions: From Theory to Practice*. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson
- Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Jumishree Boro

ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Cultural Psychology****Subject Code:(PSY064D301)****Semester: 3rd****L-T-P-C: 4-0-0-4****Objective:** The objectives of this course are:

- To understand the role of culture in behaviour.
- To understand issues of cultural diversity in the Indian thought traditions.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Cultural Processes: Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences.	10	25
II.	Culture, Self and Others: Who am I and Who are They? Culture and architecture; Representation: Person, Other People, Self and of Groups, The Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways.	10	25
III.	Intercultural Contacts: Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.	10	25
IV.	Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India.	10	25
Total		40	100

Text/Reference Books:

- Adair, John. G.(2002) .How International is International Psychology? International Journal of Psychology,37, 160-170.
- Auluck, S. (2002).Self and identity.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
- Chiu, C., & Hong, Y. (2006).Social Psychology of Culture. New York: Psychology Press.
- Kim,U.,Shu,K.,Yang,K.S.,&Hwang, K.K.(2006).Indigenous and Cultural Psychology: Understanding People in Context. Springer.
- Jain, U. (2002). An Indian perspective on emotions.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company.
- Mathijs, Cornelissen, R.M., Misra,G.&Verma, Suneet.(2011). Foundation of Indian Psychology, Vol 1,Theories and Concepts. New Delhi: Pearson
- Misra, G., & Gergen, K. J. (2002).On the place of culture in psychological science. . In G. Misra, and A. K.Mohanty (eds.), Perspectives on indigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.
- Rao, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), Foundation of Indian Psychology: Theories and concepts, Vol, 1. New Delhi: Pearson.
- Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 440-457. New Delhi: Concept Publishing Company.
- Smith, P.B., Bond, M. H., &Kagitcibasi, C. (2006). Understanding Social Psychology across cultures: Living and working in a changing world. London: Sage.

Objective: The objectives of this course are:

- To acquaint students with the interrelationships of man and environment.
- To introduce concepts of sustainable environmental development.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction: Nature, Concept and goals, Role and Functions of Environmental psychologists.	10	25
II.	Theoretical Orientations: Social psychological perspective: Urie Bronfenbrenner; Baker's environmental psychology	10	25
III.	Spatio- physical dimensions of behaviour: Personal space, territoriality and crowding; Urban environment and stress: Noise, pollution, commuting	10	25
IV.	Towards better environment: Planning, role of media, practitioners, NGO's contribution to changing behaviour to save the environment	10	25
Total		40	100

Text/Reference Books:

- Fisher, J.D., Bell, P.A., and Baum, A. (1984). Environmental Psychology. NY: Holt, Rinchart and Winston.
- Holahan, C.J. (1982). Environmental Psychology. NY: Random House.

Janushee Boro

ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Positive Psychology****Subject Code:(PSY064D303)****Semester: 3rd****L-T-P-C: 4-0-0-4****Objective:** The objectives of this course are:

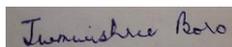
- To examine paradigm shift from pathologies to positive subjective experience and positive individual traits to improve quality of life
- To promote positive relationships which has implications in various areas of psychology
- To help students acquire insights into their own strengths and utilize them to increase their and others' wellbeing.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction to positive psychology The context and subject matter of positive psychology; Western and Eastern perspectives on Positive Psychology; Research methods in Positive Psychology; Theoretical background of positive psychology	10	25
II.	Positive emotional and cognitive states Principles of pleasure; Positive emotions, happiness, subjective wellbeing; emotional states and positive health; emotional intelligence; quality of life; optimism and hope; self-efficacy; wisdom and courage; faith; flow and spirituality. *Field study from an interdisciplinary way.	10	25
III.	Promoting positive relationships Self and consciousness; mindfulness; positive personal traits; positive coping strategies; positive relationships: Love; Compassion, Forgiveness, Altruism, Gratitude, Empathy. *Case work, research article review.	10	25
IV.	Applications of positive psychology Ageing, Health, Work, Mental Health and Behavior, Stress Management, Communities- ME/WE balance.	10	25
Total		40	100

Text/Reference Books:

- Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). New York: Oxford University Press.



ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Educational Psychology****Subject Code:(PSY064D304)****Semester: 3rd****L-T-P-C: 4-0-0-4****Objective:** The objectives of this course are:

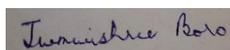
- To understand of the interface between education and psychology.
- To appreciate the various issues and challenges that emerges with reference to the application of psychological ideas and theories in the discipline of education.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centred' and 'progressive' education	10	25
II.	Debates and Issues in Educational Psychology: De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue	10	25
III.	Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment	10	25
IV.	Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling	10	25
Total		40	100

Text/Reference Books:

- Woolfolk, A. (2013). Educational psychology. Delhi: Pearson.
- Mangal, S. K. (2007). *Essentials of educational psychology*. PHI Learning Pvt. Ltd..



Objective: The objectives of this course are:

- To give an overview of basic concepts and principles essential to understanding the psychological and behavioral aspects of sport and exercise
- To analyze how participation in sport, exercise and physical education influences the psychological make-up of those individuals involved

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction to sports psychology History, Nature, and Scope of sports psychology. Recent perspectives Issues of race, gender and sexual orientation in sports. Role of a sports psychologist	10	25
II.	Cognitive and social psychological dimensions in sports Goal setting. Motivation, skills and performance, personality profiles of successful sports persons. Group Dynamics and Team Cohesion. Competition and Cooperation. Leadership. Social facilitation. Aggression and Violence in Sport	10	25
III.	Enhancing individual and team performance The role of stress, arousal, anxiety and attention in the performance of individual and team sports Aggression, injury, & addictive behaviours. Drug Abuse in Sport and Exercise. Burnout, overtraining & overreaching.	10	25
IV.	Sports psychological interventions Cognitive and behavioural interventions. Relaxation, Self- talk, Hypnosis. Imagery Training/coaching techniques. Psychological Skills Training	10	25
Total		40	100

Text/Reference Books:

- Richard H. Cox. *Sport Psychology*. McGraw Hill. Current edition.
- Weinberg, R. S. & Gould, D. (2007). *Foundations of Sport and Exercise Psychology 4th edition*). Champaign, IL: Humans Kinetics.

Jumishree Boro

Objective: To understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Interface of Media and Psychology: Understanding the interface between media & psychology; Fantasy v/s Reality	10	25
II.	Being a Consumer: Why to Consume?: Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity	10	25
III.	Knowing and Creating Consumer Needs: Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda	10	25
IV.	Critical issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change	10	25
Total		40	100

Text/Reference Books:

- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc.
- Dill, K.E. (2009). How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press.
- Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.
- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). Handbook of Consumer Psychology. NY: Psychology Press.
- Jansson-Boyd, C. V. (2010). Consumer Psychology. England: Open University Press.
- Wanke, M. (Ed.). (2009). Social Psychology of Consumer Behaviour. NY: Taylor & Francis Group

Jumishree Boro

ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Rehabilitation Psychology****Subject Code:(PSY064D401)****Semester: 4th****L-T-P-C:4-0-0-4****Objective:** The objectives of this course are:

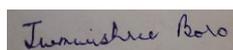
- To introduce the importance of rehabilitation, recovery and rehabilitation psychology.
- To explore the concept and models of disability.
- To understand the different issues and applications of rehabilitation psychology.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction to Rehabilitation psychology Nature and scope of rehabilitation psychology; Concepts of ability and disability; Recovery and rehabilitation; Medical, neuropsychological, social and biopsychosocial model of disability.	10	25
II.	Rehabilitation of Persons with Disability Rehabilitation of persons with physical disabilities: physical, psycho-social and vocational rehabilitation.; Assessment of persons with disabilities; Assistive technology for enhancing functional capacities of persons with disabilities; Legal issues in rehabilitation for persons with disabilities: overview of PWD act, RCI act, national trust act, United Nations convention on the rights of persons with disabilities.	10	25
III.	Application of Rehabilitation Psychology Rehabilitation of addictions: drug and alcohol; Rehabilitation after abuse and violence; Palliative care, pain management and symptom control d; Sports Injury and Rehabilitation.	10	25
IV.	Psychological approaches to rehabilitation counselling Psychodynamic therapy in rehabilitation counselling; Person-centered therapy in rehabilitation counselling; Behavioural therapy in rehabilitation counselling; Cognitive- behavioural therapy in rehabilitation counselling.	10	25
Total		40	100

Text/Reference Books:

- Frank, G.R., Rosenthal, M., Caplan, B. (2010). Handbook of Rehabilitation Psychology. American Psychological Association.
- Kennedy, P. (2012).The Oxford Handbook of Rehabilitation Psychology (Eds.). New York, NY : Oxford University Press.
- Marini, I. & Stebnicki, N. (2012). The Psychological and Social Impact of Illness and Disability (Eds.), New York, NY: Springer Publishing Company.
- Gawali, G. (2012). Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives (Ed.). Mumbai: Himalaya Publications.



Objective: The objectives of this course are:

- To introduce students to the therapeutic functions of art.
- To become familiar with art therapy methods and techniques

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction Definition, history and goals of Art Therapy, Role of an Art Therapist in society, Perspectives in Art Therapy – Psycho-Dynamic, Humanist and Constructivist/Post-Systematic approaches Benefits of Art Therapy.	10	25
II.	Art therapy with children Use of Art Therapy in Education, Schools and Classrooms. Use of Art Therapy for children with Special Needs, Art Therapy in Healthcare with children. Art and Play Intervention with Traumatized Children.	10	25
III.	Art therapy and adults Creative Interventions and Mindfulness Practices, Art Therapy Approaches to Disaster Relief, Art Therapy and Posttraumatic Stress Disorder. Art Therapy and Grief, loss and bereavement issues, Art Therapy with the elderly, Art Therapy and Addictions, Art Therapy and women, Art Therapy and survivors of sexual abuse, Art Therapy and survivors of suicide.	10	25
IV.	Principles and techniques General Ethical and Legal Principles in Art Therapy, Evaluation tools in Art Therapy. Exercises and themes, Sandplay techniques, Dreamwork and Art Therapy, Cultural and Social diversity and Group Art Therapy.	10	25
Total		40	100

Text/Reference Books:

- Liebmann, M. (2004). *Art therapy for groups: A handbook of themes and exercises*. Psychology Press.
- Malchiodi, C. A. (Ed.). (2011). *Handbook of art therapy*. Guilford Press.
- Rubin, J. A. (2005). *Child Art Therapy*. John Wiley & Sons, Inc.
- Rubin, J. A. (2011). *The art of art therapy: What every art therapist needs to know*. Routledge.
- Rubin, J. A. (2012). *Approaches to art therapy: Theory and technique*. Routledge.

Jumisha Boro

Objective: The objectives of this course are:

- Introducing students to Cognitive Behavioral Therapy skills and techniques.
- Familiarizing students to possible applications of the same.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Cognitive Behavioral Therapy Basic concepts; Cognitive conceptualization, the cognitive model; Schema focused therapy; Identifying automatic thoughts; Identifying core beliefs and emotions.	10	25
II.	CBT process Assessment and formulation; Treatment planning; Therapeutic stages; Case formulations and common hurdles; termination and relapse prevention; Culturally responsive CBT.	10	25
III.	Rational emotive behavioral therapy Basic concepts and processes; Irrational beliefs, activating events and consequent emotions; Didactic techniques; Vivid methods; Behavioral homework.	10	25
IV.	CBT and REBT applications Applications to disorders-anxiety, phobia, eating disorders; Applications when client is in emotional distress; Applications for self-development; Individual and group applications	10	25
Total		40	100

Text/Reference Books:

- Beck, J. (2011).Cognitive Behavior Therapy: Basics and Beyond (2nd ed). NY: The Guilford Press.
- Beck, A.T., Rush, A.I., Shaw, B.F. &Emery, G. (1979).Cognitive Therapy of Depression. NY: Guilford press.
- Dryden, W. (1995).Rational Emotive Behavior Therapy: A reader. NY: Sage.
- Ellis, A. (1994). Reason and Emotion in psychotherapy: revised and updated. NY: Citadel Press.
- Ellis, A. & Dryden, W. (2007).The Practice of Rational Emotive Behavior Therapy. NY: Springer.
- Graham, P. & Reynolds, S. (2013).Cognitive Behavior Therapy for Children and Families (3rd ed.). London: Cambridge.
- Leahey, R. (2003).Cognitive therapy techniques: A practitioner's guide. NY: The Guilford Press.
- Walen, S., DiGiuseppe, R. & Dryden, W. (1992).A practitioners' guide to Rational Emotive Therapy (2nd ed.). UK: Oxford University press.

ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Psychology of Disability****Subject Code:(PSY064D404)****Semester: 4th****L-T-P-C:4-0-0-4****Objective:** The objectives of this course are:

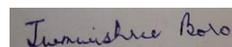
- To provide students with an overview of the disability from the psychological perspective.
- To provide knowledge about disability as a social, cultural, historical and political phenomenon.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Conceptualizing Disability: An Introduction a) Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique b) Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust c) Issues of language and its consequent labeling: How disability gets constructed: the power of language	10	25
II.	Making of a disabled Identity a) Documenting Disability: Problems of Certification b) Issues Of Access : Built and Psychological, Issues of Education and Employment c) Family, Care & Support Structures d) Intimacy and Sexuality :Marriage, Companion relationships	10	25
III.	Theorizing Disability: Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model	10	25
IV.	Designing Interventions a) Legislations, Psychotherapeutic approaches b) Appreciating heterogeneity of different disabilities c) Contemporary debates: euthanasia and prenatal selection	10	25
Total		40	100

Text/Reference Books:

- Dalal A .K & Misra Girishwar (2010). The Core and Context of Indian Psychology Psychology and Developing Societies, 22, (1), 121–155
- Dalal, A.K. (2000a). Social attitudes and rehabilitation of people with disability: The Indian experience. Arab Journal of Rehabilitation, 5, 15-21.
- Dalal, A. K. (2002).Disability rehabilitation in a tradition Indian society. In M. Thomas and M. J. Thomas. (eds), Selected readings in community based rehabilitation, Series 2, Asia Pacific Disability Rehabilitation Journal, 1, 17-26.
- Dalal, A. K., & Pande, N. (1999). Cultural beliefs and family care of the children with disability. Psychology and Developing Societies, (11), 55–75.
- Goodley. D & Lawthom. R. (2006). Disability And Psychology: Critical Introductions And Reflections. Palgrave Macmillan.



Objective: The objectives of this course are:

- To apply attachment theory.
- To describe play therapy techniques and skills.
- To make students aware how to select therapeutic activities that are useful when working with children and youth.
- To describe and understand challenges faced by children in family setting
- To discuss interventions designed to support young people

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	An Overview of Child Development and the Therapeutic Relationship Developmental characteristics from infancy to adulthood. Attachment theory: The qualities and characteristics of secure attachments, anxious resistant/ ambivalent attachments and avoidant attachments. Establishing a therapeutic relationship with young clients. Therapeutic activities for children and teenagers	10	25
II.	Play Therapy and Expressive Techniques The theory behind play therapy. Play therapy techniques and skills. Popular techniques, strategies and skills for older children. Adolescents and group work. Developing a feelings vocabulary. Therapeutic activities for children and teenagers	10	25
III.	Family issues, Grief & Loss, Abuse, Self-Harm and Suicide The five love languages of children and adolescents. The impact of separation and divorce. Issues related to being raised in a single-parent family and blended family. Exploring family influences. Counselling grieving children and youth. Counselling young people who have been abused (either neglect or physical, emotional or sexual abuse). Counselling young people who self-harm. Understanding suicide and working with suicidal clients	10	25
IV.	Self-Esteem, Peer Pressure, Bullying Developing a healthy self-esteem. Special educational needs and self-esteem. Positive and negative peer pressure. Peer pressure and risk-taking behaviour. Peer pressure role plays. Bullying. Cyberbullying	10	25
Total		40	100

Text/Reference Books:

- Vernon, A. (2010). Counseling children and adolescents (4th ed.). Denver: Love Publishing Co.

Jumishree Boro

ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Geriatric Psychology****Subject Code: PSY064D406****Semester: 4th****L-T-P-C: 4-0-0-4****Objective:** The objectives of this course are:

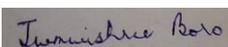
- To understand geriatric care, biology of aging, geriatric care and modern medicine, geriatric counselling and guidance and rehabilitation of the elderly.

Detailed Syllabus:

Modules	Topics / Course content	Hours	Marks
I.	Introduction to geriatric care Introduction to geriatrics care, philosophy and scope, geriatric principles, concept of geriatric medicine, historical review of health care for the elderly, development of geriatrics in India.	10	25
II.	Biology of Aging and Geriatric Care and Modern Medicine Concept of aging, theories of aging, social psychology of aging; Anatomy, infectious diseases- hypertension- mind and body, dementia and palliative care.	10	25
III.	Geriatric Counselling and Caregivers Counselling Factors' contributing to the emergence of counseling, benefits of geriatric assessments, ageism, ageist ; Institutionalization and what helps families, techniques used in geriatrics- psychodynamic psychotherapy, family systems therapy, peer counselling, supportive counselling, Behavioural therapy, marital therapy; Interventions for families of older adults, use of multi- dimensional interventions.	10	25
IV.	Rehabilitation of the Elderly Retirement plans, physical activity and diet, community organization and resources, to age with grace and dignity.	10	25
Total		40	100

Text/Reference Books:

- Terry, P. (1997). Counselling the elderly and their careers. London: Macmillan Press Ltd
- Ardern, M., Garner, J. & Porter, R. (1998). Curious bedfellows: psychoanalytic understanding and old age psychiatry, Psychoanalytic Psychotherapy.
- Feldman, R. S. (2013). *Understanding Psychology*. New York: McGraw-Hills.
- V.S.Natarajan, D. E. (2002). *Primer on Geriatric Care*. Cochin: Printers Castle
- Berne, E. (1961). *Transactional Analysis in Psychotherapy*. New York: Grove Pre
- Duffy, M. (1992). Challenges in geriatric psychotherapy. Individual Psychology



ASSAM ROYAL GLOBAL UNIVERSITY**Course/ Program: M.A. Psychology****Subject: Transactional Analysis****Subject Code:(PSY064D407)****Semester: 4th****L-T-P-C: 4-0-0-4****Objective:** The objectives of this course are:**Detailed Syllabus:**

Modules	Topics / Course content	Hours	Marks
I.	INTRODUCTION Historical Background; Key concepts : View of Human Nature, The Ego States, The Need for Strokes, Injunctions and Counter injunctions, Decisions and Redecisions ; Games: Basic Psychological Life Positions and Life scripts	10	25
II.	THE THERAPEUTIC PROCESS Therapeutic Goals; Therapist's Function and Role; Client's Experience in Therapy; Relationship Between Therapist and Client. APPLICATION: therapeutic techniques and procedures, Application to Groups	10	25
III.	TRANSACTIONAL ANALYSIS FROM A MULTICULTURAL PERSPECTIVE Contributions to Multicultural Counselling; Limitations for Multicultural Counselling .	10	25
IV.	EXPERIENTIAL EXERCISES AND ACTIVITIES FOR TRANSACTIONAL ANALYSIS Summary, Contributions of Transactional Analysis, Limitations and Criticisms, Exercises for Personal Reflection and for Small Groups.	10	25
Total		40	100

Text/Reference Books:

- Stewart, I., & Joines, V. (1987). *TA today: A new introduction to transactional analysis*. Nottingham: Lifespace Pub..
- Clarkson, P. (2013). *Transactional analysis psychotherapy: An integrated approach*. Routledge.

