

**Scheme and
Syllabi & Courses of Study for
Semester I to IV
For
Master of Arts in Psychology
(M. A. in Psychology)**

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MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

SCHEME OF EXAMINATIONS

MASTER OF ARTS IN PSYCHOLOGY

(As per the Guidelines of UGC and University of Jammu under Choice Based Credit System & RUSA, Regular Mode)

For examinations to be held in Semester-I (December, 2023, 2024 and 2025), Semester-II (May, 2024, 2025 and 2026), Semester-III (December, 2024, 2025 and 2026), Semester –IV (May, 2025, 2026 and 2027)

Semester-I

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Compulsory	MPS-101	Fundamentals of Psychology	4	60	40	100
2.	Compulsory	MPS-102	Schools of Psychology	4	60	40	100
3.	Compulsory	MPS-103	Statistics in Psychology	4	60	40	100
4.	Compulsory	MPS-104	Physiological Psychology	4	60	40	100
5.	Compulsory	MPS-105	Research Methodology	4	60	40	100
6.	Compulsory	MPS-106	Practical I	6	60	40	100
Total				26	360	240	600

Semester-II

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Compulsory	MPS-201	Cognitive Psychology	4	60	40	100
2.	Compulsory	MPS-202	Personality Psychology	4	60	40	100
3.	Compulsory	MPS-203	Advance Social Psychology	4	60	40	100
4.	Compulsory	MPS-204	Psychometrics	4	60	40	100
5.	Compulsory	MPS-205	Practical II	6	60	40	100
6.	Compulsory	MPS-206	MOOC/ SWAYAM Course	4	60	40	100
Total				26	360	240	600

Semester-III

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Compulsory	MPS-301	Psychopathology	4	60	40	100
2.	Compulsory	MPS-302	Organisational Behaviour	4	60	40	100
3.	Compulsory	MPS-303	Essentials of Counselling Psychology	4	60	40	100
4.	Compulsory	MPS-304	Field/ Project Work	4	60	40	100
5.	Compulsory	MPS-305	Practical III	6	60	40	100
6.	Elective (Select any one, min. 8 students to run any elective)	MPS-306	Health Psychology	4	60	40	100
		MPS-307	Child Psychology				
		MPS-308	Sports Psychology				
		MPS-309	Forensic Psychology				
		MPS-310	Environmental Psychology				
Total				26	360	240	600

Semester-IV

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Compulsory (Group A*)	MPS-401	Psycho-diagnostics	4	60	40	100
2.		MPS-402	Psychotherapeutic Interventions	4	60	40	100
1.	Compulsory (Group B*)	MPS-403	Counselling in Different Settings	4	60	40	100
2.		MPS-404	Adolescent and Youth Counselling	4	60	40	100
3.	Compulsory	MPS-405	Internship	6	60	40	100
4.	Elective (Select any two, min. 8 students to run any elective)	MPS-406	Human Resource Management	4	60	40	100
		MPS-407	Consumer Psychology				
		MPS-408	Positive Psychology				
5.		MPS-409	Community Psychology	4	60	40	100
		MPS-410	Developmental Psychology				
		MPS-411	Military/ Police Psychology				
		MPS-412	Dissertation [#]	4	60	40	100
6.	Open**	MPS-413	Psychology of Happiness	4	60	40	100
Total				26	360	240	600



***Choose either Group A or Group B. Group A shall be offered to only those students securing 75% marks in Semester I and II.**

Students securing 75% and above in Semesters I and II are eligible to opt for dissertation as one of the elective subjects.

****For students of other departments/programmes.**

(Students of M. A. Psychology will opt one open course from other programmes.)

Semester	I	II	III	IV	G. Total
External	360	360	360	360	<i>1440</i>
Internal	240	240	240	240	<i>960</i>
Total	600	600	600	600	<i>2400</i>
Credits	26	26	26	26	<i>104</i>



EVALUATION

The distribution of 100 marks for theory courses (6 Credits) is as under:

External (End-semester) Examination	: 60 Marks
Internal Assessment:	: 40 Marks
(a) Mid-Term Test	: 20 Marks
(b) ICT Based Quiz	: 10 Marks
(c) Sessional Work/ Practical including Viva/ Practicum/ Project/ Presentation/Essay etc.	: 10 Marks

The distribution of 100 marks for Open/ Theory Courses (4 Credits) is as under:

External Examination	: 60 Marks
Internal Assessment:	: 40 Marks

ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term/minor tests and end-semester examinations is 75% in Theory and 90 % in Practicum/Practical/Internship.

NOTE FOR THEORY PAPER SETTER (4/6 Credits Course, 60 Marks)

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**



M.A. in Psychology

Semester –I

FUNDAMENTALS OF PSYCHOLOGY

Course Code: MPS-101
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

The course is designed to acquaint with basic foundations of psychology. It includes various issues & theoretical framework of learning, motivation, emotion, intelligence and creativity.

B. COURSE CONTENT

UNIT-I

- 1.1 Learning: Theories of learning- Trial and Error learning, Classical conditioning (elements and principles)
- 1.2 Operant Conditioning (types and schedules of reinforcement) and Applications of classical and operant conditioning to human Behaviour, Guthrie's theory of learning.
- 1.3 Cognitive theories of learning.

UNIT-II

- 2.1 Motivation: Need, Drives and Motives (Meaning and types).
- 2.2 Theories of motivation- Instinct Approach, Drive reduction approach, Incentive approach, Arousal approach,
- 2.3 Need Hierarchy approach, Achievement Motivation theory, Self-determination theory and Hull's HypotheticoDeductive theory of motivation.

UNIT-III

- 3.1 Emotion: concept, components, Theories of emotions: James-Lange theory, Cannon-Bard Theory, Cognitive arousal theory.
- 3.2 Opponent process theory, Cognitive- Mediation theory of emotion and Facial Feedback Hypothesis.
- 3.3 Gender and emotion, Culture and emotion and Contemporary models of emotion.

UNIT-IV

- 4.1 Intelligence: Concept, Nature/Nurture issue of intelligence, Measurement of intelligence.
- 4.2 Individual differences in intelligence (Intellectual disability, Giftedness).
- 4.3 Theories of intelligence- Spearman, Thurstone, Guilford, Cattell, Sternberg, Vernon, Gardner and PASS model of intelligence.

C. SUGGESTED READINGS

- Baron, R.A. (2003). Psychology .5/e. Delhi: Pearson Education.

- Cicarelli, S.K., & Mishra, G. (2017). Psychology. 5/e. New Delhi: Pearson Publishers.
- Comer, R. & Gould, E. (2011). Psychology Around Us. USA: John Wiley & Sons.
- Coon, D. & Mitterer, J.O. (2007). Introduction to Psychology. 11/e. New Delhi: Thomson Wadsworth Publishers.
- Eysenck, M. (2017). Simply Psychology. 4/e. Routledge
- Feldman, R. S. (2000). Understanding Psychology. 4/e. New Delhi: Tata McGraw Hill.
- Kantowitz, B.H., Roediger III, H.L., & Elmes, D.G. (2005). Experimental Psychology 9/e. California: Wadsworth Martin, G. N., Carlson, N. R., & Buskist, W. (2010). Psychology. 4/e. England: Pearson Education Ltd.
- Mitterer, J. O., Coon, D., & Martini, T. (2016). Psychology: A modular approach. First Canadian edition. Nelson Education.
- Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. (1986). Introduction to Psychology. 7/e. New Delhi: McGraw-Hill book company.
- Plotnik, R., & Kouyoumdjian, H. (2011). Introduction to Psychology. 9/e. Belmont: Wadsworth, Cengage Learning.

SCHOOLS OF PSYCHOLOGY

Course Code: MPS -102
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

The course is designed on intellectual traditions that contributed to the formal founding of Psychology as an independent discipline. It outlines the major systems of Psychology with an emphasis on the basic and applied contributions of each school.

B. COURSE CONTENT

UNIT-I

- 1.1 Beginning of Experimental Psychology: Contribution of Helmholtz, Weber and Fechner. Modern Psychology: Contributions of Wundt and Ebbinghaus.
- 1.2 Structuralism: Contribution of Titchner, Criticism of Structuralism.
- 1.3 Functionalism: Contribution of William James, Dewey and Angell.

UNIT-II

- 2.1 Behaviourism: Contributions of Watson and McDougall. Neo Behaviourism: Contributions of Tolman and Hull.
- 2.2 Socio Behaviourism: Contributions of Bandura and Rotter.
- 2.3 Gestalt psychology: Contribution of Wertheimer, Koffka, and Kohler, Lewin's field theory.

UNIT-III

- 3.1 Psychoanalysis: Contributions of Sigmund Freud (Dream Analysis, Freudian Slip, Defense Mechanism, Instincts)
- 3.2 Levels of Personality, Anxiety, Psychosexual stages and criticism of Psychoanalysis.
- 3.3 Neo- Freudians: Contributions of Anna Freud, Adler, Jung, and Horney.

UNIT-IV

- 4.1 Indian Perspectives: Buddhism, Hinduism, Sufism and Integral Yoga.
- 4.2 Existential Psychology: Contributions of Heidegger, May and Kelley.
- 4.3 Humanistic Psychology: Contributions of Maslow and Rogers, Future of Humanistic Psychology.

C. SUGGESTED READINGS

- Brennan, J.F. (2003). History and Systems of Psychology.6/e. New Delhi: Pearson Education.
- Cornelissen Matthijs, R.M., Misra, G., & Varma, S. (2011). Foundations of Indian Psychology.New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Goodwin, C. (2015).A History of Modern Psychology 5/e,New Jersey: John Wiley and Sons.
- Greenwood, J. D. (2009). A Conceptual History of Psychology.1/e. New York: McGraw Hill.
- Hergenhahn, B.R. (2013). Introduction to History of Psychology.7/e. New Delhi: Thomson Wadsworth. Pickren, W. E. & Rutherford, A. (2010).A History of Modern Psychology in Context. New Jersey: John Wiley & Sons, Inc.
- Rao, K.R., Paranjpe, A.C., & Dalal, A.K. (2008).Handbook of Indian Psychology.New Delhi: Cambridge University Press India Pvt. Ltd.
- Schultz, D.P. & Schultz, S.E. (2000).A History of Modern Psychology 7/e.New York: Harcourt College Publishers.
- Smith, N.W. (2001). Current Systems in Psychology.Wadsworth

STATISTICS IN PSYCHOLOGY

Course Code: MPS -103

Credits: 04

Course Type: COMPULSORY

Total Marks: 100

External marks: 60

Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to make students familiar with the concepts and methods used in statistical analysis. Students will learn the application of knowledge in tabulating test scores, interpreting test scores, generalizing findings and predicting certain events in new situations.

B. COURSE CONTENT

UNIT- I

- 1.1 Statistics: Meaning and types-Descriptive and Inferential, Parametric and Non Parametric tests.]
- 1.2 Levels of Measurement: Nominal, Ordinal, Interval, and Ratio.
- 1.3 Normal Distribution Curve: Characteristics, Applications.

UNIT- II

- 2.1 Concept of Levels of Significance: Estimating Confidence Limits of Mean (large samples and small samples),
- 2.2 Significance of Differences between the Means for Independent and Dependent Samples.
- 2.3 ANOVA: Characteristics and assumptions, Computation of One Way, Two Way ANOVA.

UNIT- III

- 3.1 Correlation: Concept, Assumptions and Computations. Product Moment Method, Spearman Rank Order,
- 3.2 Biserial Correlation, Point Biserial Correlation, Tetrachoric Correlation, Phi Coefficient.
- 3.3 Regression Analysis: Concept, Assumptions and Computations. Simple Linear Regression., Concept of Mediation and moderation.

UNIT- IV

- 4.1 Computation of chi- square test for hypothesis testing; a) Testing Deviation of the observed frequencies from the expected frequencies against Equal Probability Hypothesis. b) Normal Distribution Hypothesis

4.2 2 x 2 contingency table

4.3 Non-Parametric Tests: Concepts and Computations. Mann- Whitney U test, Kruskal-Wallis, Wilcoxon Signed Rank Test.

C. SUGGESTED READINGS

- Aron, A., Aron, E.N. & Coups, E.J. (2007). Statistics for Psychology. 4th edition. New Delhi: Pearson Education.
- Coolican, H. (2018). Research Methods and Statistics in Psychology (7th ed.). Routledge. <https://doi.org/10.4324/9781315201009>
- Gravetter, F. J., & Wallnau, L. B. (2011). Essentials of Statistics for Behavioural Sciences. 7/e. Wadsworth, Cengage Learning.
- Howell, D.C. (1999). Statistical Methods for Psychology. 5/e. New York: Duxbury Thomson Publishing Co.
- Kaltenbach, H-M. (2012). A Concise Guide to Statistics. New York: Springer.
- Minium, E.W., King, B.M., and Bear, G. (1993). Statistical Reasoning in Psychology and Education. New York: John Wiley and Sons
- Pagano, R. R. (2009). Belmont: Understanding Statistics in the Behavioural Sciences. Wadsworth, Cengage Learning.
- Siegel, S. (1965). Non-Parametric Statistics. New York: McGraw Hill.

PHYSIOLOGICAL PSYCHOLOGY

Course Code: MPS -104

Credits: 04

Course Type: COMPULSORY

Total Marks: 100

External marks: 60

Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to provide exposure to how Behaviour is controlled by biological processes. This course also covers some relevant anatomical, Behavioural, cellular and neurophysiological approaches to study Behaviour.

B. COURSE CONTENT

UNIT-I

- 1.1 Nervous System: Structure and functions of Neurons.
- 1.2 Functions of Supporting Cells.
- 1.3 Neural Communication and Synaptic transmission.

UNIT-II

- 2.1 Central Nervous System: Structure and functions of Spinal Cord and Brain.
- 2.2 Peripheral Nervous System: Functions of Spinal and Cranial Nerves.
- 2.3 Autonomic Nervous System: Functions of Sympathetic and Parasympathetic System.

UNIT-III

- 3.1 Endocrine System: Hormones released by Endocrine System, Functions of Endocrine System.
- 3.2 Visual System: Structure and functions of Eye, Connection between Eye and Brain.
- 3.3 Auditory System; Structure and functions of Ear, Connection between Ear and Brain.

UNIT-IV

- 4.1 Ingestive Behaviour: Neuronal and Hormonal Mechanisms of Hunger and Thirst.
- 4.2 Sleep and Waking: Stages, Disorders and Functions of Sleep, Physiological Mechanisms of Sleep and Waking, Biological clocks.
- 4.3 Neurophysiology of learning: Long term potentiation, Synaptic plasticity.

C. SUGGESTED READINGS

- Bear, M. F., Connors, B. W., & Paradiso, M. A. (2007). Neuroscience: Exploring the Brain. 3/e. Hong Kong: Lippincott Williams & Wilkins.
- Carlson, N.R. (2005). Foundations of Physiological Psychology, 6th ed. Pearson Education: New Delhi
- Freberg, L. A. (2010). Discovering Biological Psychology. 2/e. California: Wadsworth
- Gazzaniga, M.S. (2009). The Cognitive Neurosciences, 4th ed. MIT press: Massachusetts
- Kalat, J.W. (2019). Biological Psychology (13th edition). Cengage Learning Inc. Student edition ISBN: 978-1337-40820-2
- Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of Human Neuropsychology. 6/e. New York: Worth Publishers.
- Levinthal, C.R. (1991). Physiological Psychology. California: Wadsworth.
- Pinel, J.P.J. (2006). Biopsychology, 6th ed. Pearson Education: New Delhi.
- Toates, F. (2011). Biological Psychology. 3/e. Harlow: Pearson Education Ltd.
- Zillmer, E. A., Spiers, M. V., Culbertson, W. C. (2008). Principles of Neuropsychology. 2/e. Belmont: Wadsworth

RESEARCH METHODOLOGY

Course Code: MPS -105
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

The course aims at familiarizing the students with the meaning, types of research and ethical issues in research. It will enable the students to understand the literature review, research problem and hypotheses.

B. COURSE CONTENT

UNIT-I

- 1.1 Meaning, Characteristics, criteria, objectives and criteria of Research.
- 1.2 Types of Research, Process of Research.
- 1.3 Steps in Research Process, Ethical issues in Research.

UNIT – II

- 2.1 Research problem: Sources of Research Problem, Steps in Formulating Research Problem.
- 2.2 Literature Review in Research: Functions and Sources of literature review.
- 2.3 Hypotheses: Types, Difficulties, Importance and Errors in Hypothesis Testing.

UNIT-III

- 3.1 Research design: Nature & Concept.
- 3.2 Functions of Research design.
- 3.3 Quantitative and Qualitative Research designs.

UNIT – IV

- 4.1 Sampling: Concept and Types: Probability sampling: Characteristics, Types, advantages and limitations.
- 4.2 Non Probability Sampling: Characteristics, Types, Advantages and Limitations, Difference between Probability and Non Probability Sampling.
- 4.3 Preparation of report (APA format) and Publication.

C. SUGGESTED READINGS

- Acharyya, R., & Bhattacharya, N. (Eds.). (2019). *Research Methodology for Social Sciences* (1st ed.). Routledge India. <https://doi.org/10.4324/9780367810344>
- Bernard, H.R. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Sage Publications.
- Breakwell, G.M., Hammond, S. and Fife, S.C. (2000). *Research Methods in Psychology*. New Delhi: Sage.
- Broota, K. D. (2002). *Experimental Design in Behavioural Research*. New Delhi: New Age International (P) Ltd., Publishers.
- Goodwin, C. J. (2010). *Research in Psychology: Methods and Design*. 6/e. N J.: John Wiley and Sons.
- Howitt, D., & Cramer, D. (2011). *Introduction to Research Methods in Psychology*. 3/e. U.K.: Person Education Limited.
- Kerlinger, F.N. (1983). *Foundations of Behavioural Research*. New Delhi: Surjeet Publication.
- MacLin, M.K. (2020). *Experimental Design in Psychology*. 9/e. Routledge
- Mukherjee, S.P. (2019). *A Guide to Research Methodology: An Overview of Research Problems, Tasks and Methods* (1st ed.). CRC Press. <https://doi.org/10.1201/9780429289095>
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd., Publishers.
- Kumar, R. (2014). *Research Methodology* (4th ed.). New Delhi: Sage Publications India Pvt. Ltd.
- McBurney, D.H. (2001). *Research Methods*. 5/e. New York: Thomson Wadsworth.

PRACTICAL- I

Course Code: MPS -106
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to provide students an understanding of important concepts involved in psychology and to enhance their ability to conduct experiments and apply psychological tests in different settings. Orientation for all the practicals shall be given and only 5 practicals out of the following list have to be conducted during the semester.

B. COURSE CONTENT

1. Learning
2. Psychophysics
3. Achievement Motivation
4. Intelligence
5. Aggression
6. Creativity
7. Biofeedback
8. Attitude
9. Orientation to SPSS (Mandatory)

Continuous Internal Assessment: 40 Marks

Submission of file is Mandatory.

External Exam: 60 Marks

Distribution of Marks: One experiment / test to be performed during the external examination: 30 Marks **Viva-Voce Examination:** 30 Marks

There will be one external and one internal examiner (coordinator).

M.A. in Psychology

Semester –II

COGNITIVE PSYCHOLOGY

Course Code: MPS -201

Credits: 04

Course Type: COMPULSORY

Total Marks: 100

External marks: 60

Internal marks: 40

A. COURSE OBJECTIVES

To provide an in-depth understanding of the cognitive processes in terms of current theories, models and applications. To help learners understand the importance of these cognitive processes in everyday life. This course discusses the concepts, issues and theoretical developments in the areas of attention, perception and memory.

B. COURSE CONTENT

UNIT-I

- 1.1 Introduction to Cognitive Psychology: Origin & Scope
- 1.2 Core Concepts
- 1.3 Paradigms.

UNIT-II

- 2.1 Attention and Perception: Concept, Theories of Attention (Selective and Divided).
- 2.2 Perceptual constancy, Depth Perception, Auditory Perception, Visual Perception.
- 2.3 Theoretical Approaches to Perception: Bottom-up approaches, Top- down Approaches, Deficits in Perception.

UNIT-III

- 3.1 Memory & Forgetting: Models of Memory, Encoding and Retrieval
- 3.2 Memory Distortions, Mnemonics.
- 3.3 Theories of Forgetting.

UNIT-IV

- 4.1 Problem Solving, Reasoning and Decision Making: Types of Problems, Theoretical Approaches to Problem Solving, Blocks to Problem Solving.

4.2 Nature of Reasoning, Types of Reasoning.

4.3 Nature of Decision Making, Utility and Descriptive Models of Decision Making.

C. SUGGESTED READINGS

- Eyesenck, M. W. (2015). *Cognitive Psychology* (7th ed.). New York: Taylor and Francis.
- Eyesenck, M. W. & Keane, M. T. (2020). *Cognitive Psychology: A student's handbook*. (8th ed.). Psychology Press.
- Galotti, K.M. (2014). *Cognitive Psychology* (5th ed.). New Delhi: Sage.
- Jhanke, J. C. and Nowaczyk, R. H. (1998). *Cognition*. NJ: Prentice Hall, Inc. Leahey, T.H. and Harris, R.J. (1993). *Learning and Cognition*. Englewood Cliff, NJ: Prentice-Hall, Inc.
- Kellog, R. T. (2012). *Fundamental of Cognitive Psychology* (2nd ed.). New Delhi: Sage.
- Parkin, A. J. (2014). *Essential Cognitive Psychology*. Routledge.
- Riegler, B. R., & Riegler, G. L. (2008). *Cognitive Psychology: Applying the Science of the Mind*. Pearson.
- Smith, E. E., & Kosslyn, S. M. (2007). *Cognitive Psychology: Mind and Brain*. New Delhi: Prentice Hall.
- Sternberg, R.J. (2007). *Cognitive Psychology* (4th ed.). New Delhi: Thomson Wadsworth.

PERSONALITY PSYCHOLOGY

Course Code: MPS -202
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to help students to understand different theoretical frameworks of Personality.

The course includes diverse psychological strategies to analyze personality.

B. COURSE CONTENT

UNIT-I

1.1 Personality: Concept, Assumptions Concerning Human Nature.

1.2 Nature of Personality, Psychoanalytic Theory.

1.3 Post Freudian Developments: Freud, Jung, Adler, Erickson

UNIT-II

2.1 Trait Theories: Allport.

2.2 Cattell, Eysenck.

2.3 Big Five Model.

UNIT-III

3.1 Social Learning : Bandura's social learning theory

3.2 Cognitive Theory: Kelley's Theory

3.3 Comparative analysis: Kelley's and Bandura's theory.

UNIT-IV

4.1 Assessment of Personality: Approaches, Self Report.

4.2 Psychometric and Semi Projective Techniques (advantages and limitations).

4.3 Behavioural Measures.

C. SUGGESTED READINGS

- Burger, J. M. (2011). *Personality*. 8th ed.. Belmont: Wadsworth, Cengage Learning.
- Engler, B. (2006). *Personality Theories*. New York: Houghton Mifflin Company.
- Fadiman, J. and Frager, R. (1994). *Personality and Personal Growth*. New York: Harper Collins.
- Fiest, J., & Fiest, G. J. (2008). *Theories of Personality*. (7th ed.). McGraw Hill.
- Hall, Lindzey and Campbell. (1998). *Theories of Personality*. New York: John Wiley & Sons.
- Larsen, R. J. & Buss, D. M. (2008). *Personality Psychology: Domains of Knowledge about Human Nature*. (3rd ed.). New York: McGraw Hill.
- Miller J. (2017). *Psychology of personalty*. (1sted.). Pearson Education.
- Pervin, L.A. and Oliver, P.J. (2001). *Personality: Theory and Research*. New York: John Wiley & Sons.
- Ryckman, R.M. (2013). *Theories of Personality*. (10thed.). Belmont: Wadsworth.
- Schultz, D.P. & Schultz, S. E. (2013). *Theories of Personality*. (10th ed.). New Delhi: Thomson Wadsworth.

ADVANCED SOCIAL PSYCHOLOGY

Course Code: MPS -203
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

This course aims at enabling students to understand how individual Behaviour is influenced by social and cultural context. It will also help them to understand how social Behaviour can be analyzed in terms of social-psychological theories and help them to realize how social psychological knowledge can be used in solving social problems.

B. COURSE CONTENT

UNIT-I

- 1.1 Social Psychology: Historical Background, Theoretical Perspectives.
- 1.2 Research Methods.
- 1.3 Applications of Social Psychology: Environment, Health, Consumer Behaviour, Legal Issues.

UNIT-II

- 2.1 Social cognition: Schemas, Heuristics, Attributions, Attribution Biases.
- 2.2 Attitude: Formation of Attitudes, Attitude and Behaviour, Attitude Change.
- 2.3 The Self: Self Esteem, Self Concept, Self Awareness.

UNIT-III

- 3.1 Group Processes: Fundamentals of Groups, Social Facilitation & loafing.
- 3.2 Intergroup Conflict, Interpersonal Attraction.
- 3.3 Prejudice: Forms, Causes, Methods to Reduce Prejudice.

UNIT-IV

4.1 Prosocial Behaviour: Origin, Determinants, Five Step Model of Prosocial Behaviour.

4.2 Aggression: Theories, Determinants, Prevention/Control of Aggression.

4.3 Social Influence: Conformity, Compliance, Obedience.

C. SUGGESTED READINGS

- Branscombe, N. R. & Baron, R. A. (2017). Social Psychology (14th edition). Pearson Education. ISBN: 978-0-134-41096-8
- Baron, R. A., & Branscombe, N. R. (2012). Social Psychology. (13th ed.). New Jersey: Pearson Education Limited.
- Baron, R. A. & Byrne, D. (2003). Social Psychology. (10th ed.). New Delhi: Pearson Education.
- Callaghan, J., & Lazard, L. (2011). Social Psychology. Learning Matters Ltd.
- Crisp, R. J., & Turner, R. N. (2007). Essential of Social Psychology. Sage Publications Ltd.
- DeLamater, J. D., & Meyer, D. J. (2009). Textbook of Social Psychology. Cengage Learning.
- Hayes, N. (2018). Fundamentals of Social Psychology. Routledge.
- Kassin, S., Fein, S., & Markus, H. R. (2011). Social Psychology. (8th ed.). Wadsworth, Cengage Learning.
- Kool, V. K., & Agarwal, R. (2006). Applied Social Psychology: A Global Perspective. Atlantic Publishers.
- O'Doherty, K. C. & Hodgetts, D. (2019). The Sage Handbook of Applied Social Psychology. Sage Publications. ISBN: 978-1-4739-6926-1
- Shetgovekar, S. (2018). An Introduction to Social Psychology. New Delhi: Sage texts.
- Smith, E. R., Mackie, D. M., & Claypool, H. M. (2015). Social Psychology (4th ed.). New York: Taylor & Francis.
- Worchel, S.; Cooper, J.; Goethals, G.R & Olson, J.M. (1991). Social Psychology (5th ed.). NJ: Wadsworth Thomson Learning

PSYCHOMETRICS

Course Code: MPS -204
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

The course will provide foundation on the Basics of Psychological testing and equip the students to know the Importance, procedure and application of Psychometric tests.

B. COURSE CONTENT

UNIT-I

- 1.1 Psychometry: Psychological Assessment, Meaning and Functions, Historical Sketch.
- 1.2 Types of Tests and Scales. Speed and Power Test. Properties of scales, Psychological scaling, Errors in Measurement.
- 1.3 Ethical Issues, Professional Issues, Testing in the Twenty-first Century

UNIT-II

- 2.1 Test Construction: Item writing, Item analysis- Item difficulty.
- 2.2 Item discrimination and Inter-item correlation.
- 2.3 Norms

UNIT-III

- 3.1 Reliability, Methods of establishing reliability.
- 3.2 Factors influencing reliability of a test.
- 3.3 Validity- Types, Factors influencing validity of the test.

UNIT-IV

- 4.1 Application of Psychological Tests in Education, Industry, Clinical Settings.
- 4.2 Lifespan Development: Basic concepts, Uses.
- 4.3 Exploratory and Confirmatory Factor Analysis.

C. SUGGESTED READINGS

- Anastasi, A. (1997). Psychological testing. New York.: Mac Millan and Co,
- Coaley, K. (2014). An Introduction to Psychological Assessment and Psychometrics 2/e. New Delhi : Sage Publications.
- Gregory, R.J. (2010). Psychological Testing: History, principles, and applications(6thed.). New Jersey: Prentice-Hall.
- Kaplan, R.M. &Saccuzzo, D.P. (2013).Psychological Assessment and Theory. Creating and using psychological tests. 8thed. (International Edition). Canada: Wadsworth,Cengage Learning.
- Murphy, K. R., &Davidshofer, C. O. (1994).Psychological testing - Principles and applications. New Jersey: Prentice Hall.
- N.K. Chadha (2009). Applied Psychometry.NewDelhi : Sage Publications.
- Nunnaly. J. C. (1978). Psychometric Theory.NewYork : McGraw Hill.
- Silverman, D. (2006). Interpreting qualitative data: Methods for analyzing talk, text and interaction. New Delhi: Sage Publications
- Urbina, S. (2014).Essentials of Psychological Testing. New Jersey, NJ: John Wiley & Sons.

PRACTICAL-II

Course Code: MPS -205
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to provide students an understanding of important concepts involved in psychology and to enhance their ability to apply this knowledge to test various concepts in laboratory conditions. At least 5 practicals out of the following list are to be conducted during the semester

B. COURSE CONTENT

1. Personality Testing: Objective Technique
2. Sociometry
3. Divided Attention
4. Depth Perception
5. Memory and Forgetting
6. Problem Solving/Reasoning
7. Decision making
8. Qualitative Technique
9. Brain imaging and Brain Recording Techniques.
10. Orientation to SPSS (Mandatory)

Continuous Internal Assessment: 40 Marks

Submission of file is Mandatory.

External Exam: 60 Marks

Distribution of Marks: One experiment / test to be performed during the external examination: 30 Marks

Viva-Voce Examination: 30 Marks

There will be one external and one internal examiner (coordinator).

MOOC/ SWAYAM COURSES

Course Code: MPS -206

Credits: 04

Course Type: COMPULSORY

Total Marks: 100

External marks: 60

Internal marks: 40

M O O C

Every student of MA Psychology shall complete a 4-credit MOOC Course relevant to the subject offered by SWAYAM/Other Platforms in this semester.

M.A. in Psychology

Semester –III

PSYCHOPATHOLOGY

Course Code: MPS -301

Credits: 04

Course Type: COMPULSORY

Total Marks: 100

External marks: 60

Internal marks: 40

A. COURSE OBJECTIVES

To acquaint the students with the nature of various manifestations of psychopathology. The course includes Anxiety Disorders, Somatoform Disorders, Dissociative and Personality Disorders, Mood Disorders, Eating Disorders, Psychophysiological Disorders and Schizophrenia.

B. COURSE CONTENT

UNIT-I

1.1 Approaches to Psychopathology: Biological, Psychodynamic, Behavioural

1.2 Cognitive, Socio-cultural approaches to psychopathology.

1.3 Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Classification of Diseases (ICD).

UNIT-II

2.1 Anxiety disorders: Clinical Picture, Etiology, Case study, PTSD: Clinical Picture, Etiology, Case study.

2.2 Obsessive- Compulsive and related disorders: Clinical Picture, Etiology.

2.3 Somatic symptoms and related disorders: Clinical Picture, Etiology.

UNIT-III

3.1 Dissociative Disorders: Clinical Picture, Etiology.

3.2 Bipolar and related disorders, Depressive Disorders: Clinical Picture, Etiology.

3.3 Feeding and Eating disorders: Clinical Picture, Etiology.

UNIT-IV

4.1 Schizophrenia spectrum -Clinical picture, etiology

4.2 Other Psychotic disorders: Clinical Picture, Etiology.

4.3 Personality Disorders: Clinical Picture, Etiology.

C. SUGGESTED READINGS

- Barlow, H.D. & Durand, V.M. (2007).Abnormal Psychology; An Integrative Approaches.New Delhi:Wadsworth Thomson Learning.
- Carson, R.C. Butcher, J.N. & Mineka, S. (2000). Abnormal Psychology and Modern Life. (11th ed.) . Ally and Bacon.
- Durand, V.M. & Barlow, D.H. (2000).Abnormal Psychology. Belmont, CA:Wadsworth/Thomson Learning.
- Nevid . J. S., Rathus, S.A. Greene, B. (2018).Abnormal Psychology in a Changing World (10th ed.) New Delhi: Pearson Education
- Raskin,J.D. (2019). Abnormal Psychology: Contrasting Perspectives .UK: Red Globe Press.
- Sarason, I. G. &Sarason, B.R. (2007).Abnormal Psychology: The Problem of Maladaptive Behaviour (10th ed.).New Delhi: Pearson Education.
- Seligman, M.E.P., Walker, E.F., &Rosenhan, D.L. (2001).Abnormal Psychology. (4thed.). New York: W.W. Norton & Co.

INDUSTRIAL PSYCHOLOGY

Course Code: MPS -302

Credits: 04

Course Type: COMPULSORY

Total Marks: 100

External marks: 60

Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to understand the Behaviour of individuals in organizations. This will familiarize the students about the phenomenon of personality, motivation, leadership, communication and team work in organizations.

B. COURSE CONTENT

UNIT-I

- 1.1 Industrial Psychology Vs Organizational Behaviour, Historical Roots and Emergence of Organizational Behaviour.
- 1.2 Hawthron's study, Nature, Scope of organizational Behaviour, Challenges and Opportunities for Organizational Behaviour Today.
- 1.3 Theoretical Foundations of Organizational Behaviour.

UNIT-II

- 2.1 Personality: Nature, role of personality in organization in the context of interaction perspective and person-job fit perspective.
- 2.2 The Myers-Briggs type indicator, the big five model, Major personality characteristics in organizations
- 2.3 Work Motivation: Nature, Theories: Content, Process and Reinforcement Theories

UNIT-III

- 3.1 Organizational Design: Classical and Neo-Classical Approaches, Contemporary Approaches, Emerging Organizational Designs
- 3.2 Communication: Nature, Functions, Process, Interpersonal Communication, Direction of Communication,
- 3.3 Organizational Communication, Effective Communication, Barriers to Effective Communication

UNIT-IV

4.1 Leadership: Meaning, Historical Studies.

4.2 Traditional Theories, Modern Theoretical Process of Leadership, Leadership Skills.

4.3 Team; Nature, Types of Teams, Creating Effective Teams

C. SUGGESTED READINGS

- Greenberg, J., Robert, A., & Baron, A. (2000). Behaviour in organization (7th ed.) New Jersey: Prentice Hall.
- Greenberg, J. (2018). Behaviour in organization (10th ed.) New Delhi: Pearson Education
- Luthans, F (2011). Organizational: An evidence –based approach (12th edition). New York: McGraw-Hill.
- Nelson, D.L. & Quick, J.C. (2006). Organizational Behaviour: Foundations, realities and challenges (3rd edition). Chennai, India: Thomson.
- Robbins, S.P. (2003). Organizational Behaviour. (10th edition) New Delhi: Pearson Education
- Robbins, S.P., & Judge, T.A. (2019). Organizational Behaviour, Global Edition (18th ed.). London : Pearson Education.
- Yukl, G. (2004.) Leadership in organizations. (5th ed.). New Delhi: Pearson Education

ESSENTIALS OF COUNSELLING PSYCHOLOGY

Course Code: MPS -303
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

The course is designed to provide an in-depth study of Counselling and Psychotherapeutic Processes. It includes the detailed study of concepts, goals and ethical issues in Counselling and Psychotherapy; Counselling Strategies and Techniques, and adopting the Counselling Process to Specific Populations.

B. COURSE CONTENT

UNIT-I

- 1.1 Fundamentals of Counselling: Definition and Goals of Counselling
- 1.2. Difference between Counselling and Psychotherapy
- 1.3. Effective Counsellor Characteristics, Ethics in Counselling

UNIT-II

- 2.1. Process of Counseling: Counselling Relationship, The core Conditions of Counselling, Counsellor's Actions that Impede Communication, Stages of Counselling
- 2.2. Skills: Opening skills, Listening techniques, Challenging Skills, Acceptance techniques, Structuring techniques,
- 2.3. Leading techniques, Advice and information giving strategies, Terminating skills, Record keeping

UNIT-III

- 3.1. Approaches to Counselling: Psychodynamic, Client-Centered, Gestalt
- 3.2 Behavioural, Cognitive, Group and Family,
- 3.3 Eclectic, E- Counselling, Psychological first-aid.

UNIT-IV

4.1 Adopting the Counselling Process to Specific Populations: Crisis Intervention, Working with Children, Parents, Older Adults

4.2 Women & Girls, Men and Boys

4.3 Gay, Lesbians, Transgender.

C. SUGGESTED READINGS

- Corey, G. (2000). Theory and Practice of Group Counselling. Pacific Grove, Calif: Brooks/Cole.
- Carr, A. (2006). Family Therapy: Concepts, Process and Practice. England: John Wiley & Sons, Ltd.
- Evans, J. (2009). Online Counselling and Guidance Skills. New Delhi: Sage Publications.
- Flanagan, J. S., & Flanagan R.S. (2004). Counselling and Psychotherapy Theories in Context and Practice. New Jersey: John Wiley & Sons.
- Galibrarth, V. (2018). Counselling Psychology. New York: Taylor & Francis Group.
- Ginter, E.J., Roysircar, G., Gerstein, L.H. (2019). Theories and applications of Counselling and Psychotherapy. USA: Sage Publications, Inc.
- McLeod, J. (2009). Counselling Skills. New Delhi: Rawat Publications.
- Murphy, D. (2017). Counselling Psychology: A Textbook for Study and Practice. USA: Wiley-Blackwell
- Orlans, V., & Scoyoc, S. V. (2009). A Short Introduction to Counselling Psychology. New Delhi: Sage Publication India Pvt. Ltd.
- Welfel, E.R. & Patterson, L.E. (2005). The Counselling Process: A Multi-theoretical Integrative Approach (6th ed.). Pacific Grome: Brooks/Col. (1st Indian Edition)

FIELD WORK/ PROJECT WORK

Course Code: MPS -304

Credits: 04

Course Type: COMPULSORY

Total Marks: 100

External marks: 60

Internal marks: 40

A. COURSE OBJECTIVES

To provide comprehensive training to develop skills, techniques and professional competencies among the students. The students will visit the various organizations (Govt./Private/NGOs). The students have to complete 120 hours of field work during the semester. Each student shall prepare a report on the basis of their observation and work done during the field visits and will submit the same in the department. after the completion of field work the internal/ external expert will evaluate the performance of the students through comprehensive viva voce.

Distribution of marks

Internal examination: Report/Written record: 40 marks

External examination: Comprehensive Viva-voce: 60 marks.

PRACTICAL- III

Course Code: MPS -305
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to provide students an understanding of important concepts involved in psychology and to enhance their ability to apply psychological tests.

B. COURSE CONTENT

At least 5 practicals out of the following list have to be conducted during the semester.

1. Depression /Anxiety/Stress
2. Aptitude
3. Career /interest inventory
4. Leadership
5. Work motivation
6. Job satisfaction
7. Projective and objective technique

Continuous Internal Assessment: 40 Marks

Submission of file is Mandatory.

External Exam: 60 Marks

Distribution of Marks: One experiment / test to be performed during the external examination: 30 Marks

Viva-Voce Examination: 30 Marks

There will be one external and one internal examiner (coordinator).

HEALTH PSYCHOLOGY

Course Code: MPS -306
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

To acquaint the students with the nature and significance of the emerging area of health psychology and further it acquaints them with the importance of social and psychological processes in the field of health psychology.

B. COURSE CONTENT

UNIT-I

- 1.1 Introduction and historical background to health psychology
- 1.2 Emergence of the Field of Health Psychology, Mind and Body Connection
- 1.3 Biomedical Model, Biopsychosocial Model, Research in Health Psychology

UNIT-II

- 2.1 Pain and Illness: Pain, The Process of Illness, Preventing Illness
- 2.2 Determinants of Health Behaviour: Theoretical Approaches to Health Behaviour
- 2.3 Cognitive Behavioural Approaches to Health Behaviour Change.

UNIT-III

- 3.1 Health Enhancing Behaviours: Exercise, Accident Prevention, Weight control,
- 3.2 Life Style and Life Threatening Diseases
- 3.3 Health Compromising Behaviours: Smoking, Alcoholism and Substance Abuse

UNIT-IV

- 4.1 Stress and Coping: Theories of stress (Selye and Lazarus), Sources of Chronic Stress, Stress related illness, Coping with Stress

4.2 Communication in Health Settings: Communication in Medical Encounter, Treatment Adherence and Patient

4.3 Empowerment, Physician Patient Relationship

C. SUGGESTED READINGS

- Anisman, H. (2016). Health Psychology. New Delhi: SAGE Publication.
- Dimatteo, M. R., & Martin, L. R. (2002). Health Psychology. New Delhi: Pearson Education
- Marks, D.F., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C. M. (2008). Health Psychology: Theory, Research, and Practice. New Delhi: SAGE Publication.
- Ragin, F. D. (2019). Health Psychology: An Interdisciplinary Approach to Health. New York: Pearson Education.
- Revenson, T.A., & Gurung, R.A.R. (2019). Handbook of Health Psychology. New York: Routledge.
- Sanderson, C.A. (2018). Health Psychology: Understanding the Mind-Body Connection. SAGE Publications, Inc;
- Sarafino, E.P. (2002). Health Psychology: Biopsychosocial Interactions (4th edition). New York: John Wiley and Sons, Inc
- Taylor, S.E. (2012). Health Psychology. (7th ed.). New Delhi: Tata McGraw Hill

CHILD PSYCHOLOGY

Course Code: MPS -307
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

The course is designed to acquire basic knowledge of Child psychology. The focus of the course will be on development from Conception to Adolescence from different perspectives. The course further covers different research perspectives within the field of Developmental psychology.

B. COURSE CONTENT

UNIT-I

- 1.1 Development from Conception to Birth: Stages of Prenatal Development,
- 1.2 Factors influencing development,
- 1.3 Theories of Human Development.

UNIT-II

- 2.1 Infancy: Physical growth: Early reflexes, Early Sensory capacities, milestones of Motor development.
- 2.2 Cognitive development- Behaviourist and Piagetian approach
- 2.3 Language, Emotional and Social development, Developmental issues in infancy.

UNIT-III

- 3.1 Childhood: Physical, Motor,
- 3.2 Cognitive, Emotional,
- 3.3 Language and Social development in Early and Middle childhood.

UNIT-IV

- 4.1 Adolescence: Physical, Cognitive and Psychosocial development in Adolescence.
- 4.2 Search for Identity Sexuality, Moral Reasoning
- 4.3 Conflict and Aggression in Adolescence.

C. SUGGESTED READINGS

- Bee, H., & Boyd, D. (2004). *The Developing Child* (10th ed.). Delhi: Pearson Education Publication.
- Tetzchner, S.V. (2019). *Child and Adolescent Psychology*. New York: Routledge.
- Harris, M., Butterworth, G. (2012). *Developmental Psychology*. USA : Psychology Press.
- Lally, M., & Valentine-French, S. (2017). *Lifespan Development: A Psychological Perspective* USA: Creative Commons.
- Papalia, D.E., Olds, S.W., & Feldman, R.D. (2004). *Human Development* (9th ed.). New Delhi: Tata McGraw Hill Pub.
- Santrock, J.W. (2007). *Life Span Development* (3rd ed.). New Delhi: Tata McGraw Hill Publication.
- Shaffer, D.R., & Kipp, K. (2007). *Developmental Psychology: Childhood and Adolescence* (7th ed.). Haryana: Thomas Wadsworth.
- Skuse, D., Bruce, H., & Dowdney, L. (2017). *Child Psychology and Psychiatry*. UK: John Wiley & Sons Ltd

SPORTS PSYCHOLOGY

Course Code: MPS -308
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

To acquaint the students with the nature and significance of sport psychology. It also highlights the importance of social and psychological processes in the sport settings. It aims to familiarize the students with the interventions.

B. COURSE CONTENT

UNIT-I

- 1.1 Introduction and Historical Background to Sport Psychology
- 1.2 Professional Issues in Sport Psychology
- 1.3 Research Methods and Testing in Sport Psychology

UNIT –II

- 2.1 Motivation in Sport: Defining Motivation; Theories of Motivation in Sport
 - 2.2 Personality and Athletes: Theories; Personality Traits and Sport Psychology
 - 2.3 Mood and Emotions in Sport: Conceptual Models of Emotion and Mood; Mood State and Athletic Performance
- Attention and concentration in sport: Attention and Athletic Performance

UNIT- III

- 3.1 Aggression in sport: Theories; Factors Promoting Aggression; Techniques to Reduce Aggression
- 3.2 Leadership in sport: Team Cohesion; Theories of Leadership
- 3.3 Causal Attribution in sport: Attributional Model; Causal Attributions in Competitive Situations

UNIT- IV

4.1 Arousal, stress and anxiety in sport: Relationship among Arousal, Anxiety, and Performance; Alternative

Approaches to the Arousal-Performance Relationship

4.2 Substance Abuse in Sport: Prevalence, Diagnoses, and intervention

4.3 Interventions: Coping Strategies in sport; Relaxation Strategies for Sport; Arousal Energizing Strategies for

Sport; Psychological Skills Training

C. SUGGESTED READINGS

- Cashmore, E. (2014). Key Concepts in Sport Psychology. New York: Routledge.
- Cox, R. H. (2002). Sport Psychology: Concepts and Applications (5th ed.). New York: McGraw Hill Co. Inc.
- Galulucci, N. T. (2008). Sport Psychology: Performance Enhancement, Performance Inhibition, Individuals, and Teams. New York: Psychology Press.
- Lavallee, D., Kremer, J., Moran, A. P., & Williams, M. (2004). Sports Psychology: Contemporary Themes. New York: Palgrave Macmillan.
- LeUnes, A. (2008). Sport Psychology. (4th ed.). New York: Psychology Press.
- Mugford, A. & Cremades, G. (2019). Sports, Exercise and Performance Psychology: Theories and Applications. New York: Taylor and Francis.
- Moran, A. P. (2004). Sport and Exercise Psychology: A Critical Introduction. New York: Routledge.
- Morris, T., & Summers, J. (1995). Sport Psychology: Theory, Applications and Issues (2nd ed.). Milton: John Wiley & Sons Australia, Ltd.
- Schinke, J. R., McGannon, K. R., & Smith, B. (2018). Routledge International Handbook of Sport Psychology. New York: Taylor and Francis.

FORENSIC PSYCHOLOGY

Course Code: MPS -309
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

To acquaint the students with forensic psychology and its interdisciplinary nature. The understanding will be developed in theory and research from a wide variety of academic disciplines, including psychology, sociology, psychiatry, criminal justice/law enforcement, law and the legal profession, neuropsychology, psychopharmacology genetics and psychophysiology.

B. COURSE CONTENT

UNIT-I

- 1.1 Overview of the Forensic Psychology concepts: Meaning, Roles of Forensic Psychologists
- 1.2 Brief history of Forensic Psychology, Laws versus Values
- 1.3 Importance of psychology in Law enforcement

UNIT-II

- 2.1 Effective Intervention: Relationship between mental disorders and crime, the criminalization of mental illness,
- 2.2 Psychological disorders and associated criminal Behaviour.
- 2.3 Psychology and lie detection

UNIT-III

- 3.1 Behavioural Profiling: Introduction, the Efficacy of Profiling
- 3.2 Inductive versus deductive reasoning, application of profiling
- 3.3 Crime scene Analysis, Geographic Profiling

UNIT-IV

- 4.1 Working with victims: Police Perceptions-Domestic and sexual violence,

4.2 Marginalized victims, overcoming victim reluctance, techniques for interacting with victims,

4.3 Victim support units Working with minors: Child Psychopathology.

C. SUGGESTED READINGS

- Bartol, C.R. & A. Bartol, A.M.(2015). Introduction to Forensic Psychology: Research and Application (4thed). New York: SAGE Publications.
- Brown,J. , Shell, Y., & Cole, T. ,(2015). Forensic Psychology. New Delhi: SAGE Publications India Pvt. Ltd.
- Davies, G.M., & Beech, A. R. (2018). Forensic Psychology: Crime, Justice, Law, Intervention. (3rded.). USA: John Wiley & Sons Ltd.
- Dennis, H. (2018). Introduction to Forensic and Criminal Psychology (6thed.) UK: Pearson Education
- Duff,S., & McGuire,J.(2018). Forensic Psychology.London :Macmillian Publishers Ltd.
- Scott-Snyder,S.(2017). Introduction to Forensic Psychology: Essentials for Law Enforcement Boca Raton,FL: Taylor & Francis Group
- Textbook American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

ENVIRONMENTAL PSYCHOLOGY

Course Code: MPS -310
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

To acquaint students with the basic concepts of environmental psychology. to provide students a perspective of environmental psychology.

B. COURSE CONTENT

UNIT-I

- 1.1 Environmental psychology: Meaning, History, Nature, and Scope.
- 1.2 Research methods in Environmental Psychology. Ethical considerations in environmental research
- 1.3 Models to explain environmental Behaviour.

UNIT-II

- 2.1 Environmental perception: perspectives, Nativism vs learning
- 2.2 Habituation and the perception of change.
- 2.3 Environmental cognition: cognitive maps (methods, errors, memory and cognitive maps), Wayfinding.

UNIT-III

- 3.1 Environmental risk perception: environmental risks, subjective risk judgment, emotional reactions to environmental risks
- 3.2 Environmental stress: concept, effects of environmental stress: Noise, Crowding, poor housing quality, Poor neighbourhood quality, traffic congestion.
- 3.3 Territorial Behaviour.

UNIT-IV

- 4.1 Pro- Environmental Behaviour: Concept, values, social norms, eclectic model to save the environment.

4.2 Environment and quality of life

4.3 Future perspectives in environmental psychology.

C. SUGGESTED READINGS

- Bell.P.A., Greene. T. C., Fisher. J.D.,& Buam. A., (1996).Environmental Psychology.Harcourt Brace College Publishers.
- Devlin, A.S. (2018). Environmental Psychology and Human Well-Being.Netherlands: Elsevier
- Steg. L., Agnese.,& De Groot, J.I.M. (2019) Environmental Psychology :USA: . John Wiley & Sons ltd.

M.A. in Psychology

Semester –IV

PSYCHO-DIAGNOSTICS

Course Code: MPS -401
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

The course is designed to provide an understanding of the psycho-diagnostics, intelligence testing, behavioural assessment methods and personality testing. It will train the students for making a sound assessment and diagnosis.

B. COURSE CONTENT

UNIT-I

- 1.1 Introduction to Psycho-diagnostics: Nature, Objectives
- 1.2 Stages. Diagnostic
- 1.3 Ethical Issues and Principles.

UNIT-II

- 2.1 Cognitive Assessment: Intelligence Testing: Stanford-Binet test
- 2.2 Wechsler Intelligence test.
- 2.3 Assessment of Dysfunctional Cognitions

UNIT-III

- 3.1 Personality Assessment and testing: Thematic apperception test (TAT) and
- 3.2 Rorschach InkBlot Test, Projective drawings.
- 3.3 Self report inventories- MMPI and NEO PI-R.

UNIT-IV

- 4.1 Behavioural and Neuro-psychological Assessment: Functional Analysis, Naturalistic Observation, Controlled Observation
- 4.2 Self-Monitoring, Questionnaires and Rating Scales.
- 4.3 Screening and Assessing for Neuro-psychological Functioning.

C. SUGGESTED READINGS

- Carson, R.C. Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. Eleventh Edition Allyn and Bacon.
- Cohen, R.J. & Swerdlik, M.E. (2017). *Psychological Testing and Assessment* (9th Ed.). New York : McGraw-Hill Education;
- Groth-Marnat, G. (2003). *Handbook of Psychological Assessment*. (4th ed.). New Jersey John Wiley & Sons.
- Hecker, J.E. (2005). *Introduction to Clinical Psychology*. New Delhi: Pearson Education.
- Kellerman, H. & Burry, A. (2007). *Handbook of Psychodiagnostic Testing*. (4th ed.). Springer Science & Business media, New York.
- Korchin, S.J. (1988). *Modern Clinical Psychology*. Delhi: CBS Publication
- Neitzel, M.J, Bernstein, D.A., Milich, R. (1994). *Introduction to Clinical Psychology* (6th ed.).
- Pomerantz, A.M. (2011). *Clinical Psychology: Science, Practice and Culture*. (2nd ed.). New Delhi: Sage Publications
- Richard, D.C.S., & Huprich, S. K. (2009). *Clinical Psychology: Assessment, Treatment and Research*. London: Elsevier Academic Press Publications.
- Trull, T.J. & Phares, E.J. (2001). *Clinical Psychology* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

PSYCHOTHERAPEUTIC INTERVENTIONS

Course Code: MPS -402
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

The Course is designed to provide an in-depth study of psychotherapeutic techniques. It includes detailed study of various techniques of psychotherapy –Individual centric therapies, group therapies, family therapy and play therapy.

B. COURSE CONTENT

UNIT-I

- 1.1 Introduction: Levels of Psychotherapy; characteristics of effective therapeutic relationship.
- 1.2 Brief introduction to supportive, Re-Educative, Reconstructive therapies
- 1.3 Eclectic and Integrative Approaches.

UNIT-II

- 2.1 Individual centric therapies: Psychoanalytic
- 2.2 Client-centered, existential
- 2.3 Behavioural, cognitive Behavioural therapies

UNIT-III

- 3.1 Group therapy: Stages in the development of a group, approaches to group therapy
- 3.2 Expressive Therapies: Art therapy, Dance/movement therapy
- 3.3 Drama Therapy, Music Therapy,

UNIT-IV

- 4.1 Family therapy and play therapy: Family assessment
- 4.2 Approaches and techniques to family therapy
- 4.3 Play therapy

C. SUGGESTED READINGS

- Capuzzi, D. and Gross, D.R. (2007). Counselling and Psychotherapy: Theories and interventions. New Delhi: Pearson Education.
- Corey, G. (2001). Theory and practice of counselling and psychotherapy. New York: Brooks/Cole
- Flanagan, J. S., & Flanagan, R.S. (2004). Counselling and Psychotherapy Theories in Context and Practice. New Jersey: John Wiley & Sons.

- Gilliland, A. & James, C. (1998). Theories and Strategies in Counselling and Psychotherapy. Boston: Allyn & Bacon.
- Ginter, E.J., Roysircar, G., Gerstein, L.H. (2019). Theories and applications of Counselling and Psychotherapy. USA: Sage Publications, Inc.
- Kaslow, H. W. & Magnavita, J.J. (2002). Comprehensive handbook of psychotherapy (Vols. I to IV). New York: John Wiley and Sons.
- Reeves, A. (2018). An Introduction to Counselling and Psychotherapy: From Theory to Practice. California: SAGE Publications Ltd

COUNSELLING IN DIFFERENT SETTINGS

Course Code: MPS -403
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

To acquaint the students with the different areas of counselling like counselling for substance abuse, chronic illness, marital and family counselling, Work Settings and Crisis Intervention

B. COURSE CONTENT

UNIT-I

- 1.1 Counselling of Clients with Substance Abuse: Assessment for Substance Use Disorders, treatment plan,
- 1.2 Psychoeducation in substance abuse therapy
- 1.3 Relapse Prevention Strategies

UNIT-II

- 2.1 Counselling in Health settings: Lifestyle illnesses
- 2.2 Pre and post surgical counselling (for hospital staff and patients)
- 2.3 Counselling of People with Trauma

UNIT-III

- 3.1 Couples Counselling: Overview and Process of Couples Counselling
- 3.2 Marital and Family Counselling
- 3.3 Counselling in Old Age Homes

UNIT-IV

- 4.1 Work Settings
- 4.2 Crisis Intervention

C. SUGGESTED READINGS

- Carr, A. (2006). Family Therapy: Concepts, Process and Practice. England: John Wiley & Sons, Ltd.
- Corey, G. (2009). Theory and Practice of Counselling and Psychotherapy (8th ed.). USA: Thomson Brooks/Cole
- Gladding, S.T. (2019). Counselling: A Comprehensive Profession (2nd ed.). Pearson India Education Services Pvt. Ltd: New Delhi.

- Glidden-Tracey, C. (2005). Counselling and Therapy with clients who abuse alcohol or other drugs. New Jersey: Lawrence Erlbaum Associates, Inc.
- Flanagan, J. S., & Flanagan, R.S. (2004). Counselling and Psychotherapy Theories in Context and Practice New Jersey: John Wiley & Sons.
- Reeves, A. (2018). An Introduction to Counselling and Psychotherapy: From Theory to Practice California :SAGE Publications Ltd
- Satpathy, G. C. (2002): Aids Transmission : Challenges in the New Millennium, Gyan Publishers
- Seligman, L. & Reichenberg, L. W. (2010). Theories of counselling and psychotherapy (3rd ed.). U.S.A.: Pearson Education Inc.
- Sharf, R.S. (2012). Theories of Psychotherapy and Counselling Concepts and Cases (5th ed.). U.S.A.: Brooks/Cole, Cengage Learning
- Veer, G. (1998). Counselling and therapy with refugees and victims of trauma (2nd ed.). England : John Wiley & Sons Ltd

ADOLESCENT AND YOUTH COUNSELLING

Course Code: MPS -404
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to provide an understanding of application of counselling in educational settings. it includes detailed study of educational counselling, career counselling, child abuse counselling, counselling for childhood, adolescence disorders and HIV/AIDS counselling

B. COURSE CONTENT

UNIT-I

- 1.1. Educational Counselling: Meaning and functions,
- 1.2 Counselling at Elementary
- 1.3 Middle, Secondary School level

UNIT-II

- 2.1 Counselling in school and college settings: School Counselling: Characteristics and Process
- 2.2 Career counselling: Meaning, theories of career development, career counselling models
- 2.3 Career counselling in educational settings

UNIT-III

- 3.1 Child abuse counselling: Types of Abuse
- 3.2 Causal Theories of Abuse
- 3.3 Consequences of Abuse Implications for Counselors

UNIT-IV

- 4.1 HIV/AIDS Counselling: Introduction to HIV/AIDS, Stages, signs and symptoms,
- 4.2 Testing, transmission of HIV/AIDS,
- 4.3 Pre and post HIV test counselling.

C. SUGGESTED READINGS

- Geldard, K., Geldard, D. & Foo, R.Y. (2016). *Counselling adolescents* (4th ed.). New Delhi: SAGE Publications India Pvt. Ltd.
- Kapur, M. (2011). *Counselling children with psychological problems*. India: Dorling Kindersley (India) Pvt. Limited.
- Sink, C.A. (2005). *Contemporary School Counselling*. U.S.A.: Houghton Mifflin Company.
- Zunker, V.G. (2006). *Career Counselling: A Holistic Approach* (7th ed.). U.S.A.: Thomson Brooks/Cole,

INTERNSHIP

Course Code: MPS -405

Credits: 04

Course Type: COMPULSORY

Total Marks: 100

External marks: 60

Internal marks: 40

Objective: To provide comprehensive training to develop skills, techniques and professional competencies among the students.

Students will be placed in different organizational settings to have practical insight into its work or functioning, the dynamics and goals to be achieved. The total duration of internship will be 120 hours spread over 30 days. Each student will work under field supervisor from the organization. The field supervisor will be monitoring field work of the candidate and maintain the attendance along with the feedback to the department. After completion of 120 hours, the candidate will submit a written report in consultation with the field supervisor. The candidates have to give a presentation of the work done, specifying the learning experiences related to the application of the theory in field settings. Evaluation will be done by HOD/ Internal examiner) and External expert.

Distribution of marks

Internal Examination: Report/Written record: 40 marks

External Examination: Comprehensive Viva-voce: 60 marks.

HUMAN RESOURCE MANAGEMENT

Course Code: MPS -406
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

This course aims in understanding the Behaviours of individuals along with other organizational assets and familiarize them with the skills, techniques and implications of human resource management.

B. COURSE CONTENT

UNIT-I

- 1.1 Human Resource Planning: Meaning, Objectives and Features of HRM, Component of HRM, Functions of HRM. Challenges and Human Resource Management: Going Global, New technology, Managing Change
- 1.2 Managing Talent, Responding to the Market, Containing Costs, Social Issues in HRM
- 1.3 Human Resource Information System: Recruitment, Selection and Placement

UNIT-II

- 2.1 Training and Development: Training Methods for Non-managerial Employees: Job training, Apprenticeship training, Cooperative training, Internship and Governmental training
- 2.2 Classroom Instructions, Programmed instructions, Audio-Visual Methods, E-learning, Simulation Method.
- 2.3 Training methods for Management division. Needs Assessment for Training

UNIT-III

- 3.1 Wage and Compensation Management: Nature, Objectives and Planning of Compensation
- 3.2 Factors Influencing Compensation Level, Wage Policy, State Regulation of Wages and Wage Differentials

3.2 Performance Appraisal System: Concept, Features, Characteristics, Objectives, Evaluation Process, Methods and Problems of Performance Appraisal System

UNIT-IV

4.1 Employee Health: Alcoholism at Work, Smoking at Work, AIDS and Other Life-Threatening Illnesses,

4.2 Job Stress, Burnout. Employee Safety: Purpose, Supervisor's Role in Safety

4.3 Causes of Accidents and their Prevention.

C. SUGGESTED READINGS

- Bass, R.M. & Drenth, J.D. (1987). Organizational Psychology. New York: Sage.
- Dessler, G. (1994). Human Resource Management.(6/e). NJ: Prentice-Hall International.
- Gary, D. (2017). Fundamentals of Human Resource Management. New Delhi: Pearson Education
- Mathis, R.L. & Jackson, J.H. (2000). Human Resource Management.(9/e). New York: South-Western College Publishing Co.
- Rao, T.V., Verma, K.K. and Khandelwal, A.K. &Abraham. (1989). Alternative Approaches Strategies of Human Resource Development. Jaipur: Rawat Publication.
- Rao, V.S.P. (2013). Human Resource Management: Text and Cases. (3ed.) Excel Books: New Delhi.
- Snell, S & Bohlander, G. (2007). Human Resource Management. New Delhi: Thomson Wadsworth

CONSUMER PSYCHOLOGY

Course Code: MPS -407
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to provide an understanding of consumer psychology, trends in consumer Behaviour, consumer memory, perception, attention, motivation, and decision making.

B. COURSE CONTENT

UNIT-I

- 1.1 Introduction: Meaning of Consumer Psychology, History of consumer psychology, Current trends in consumer Behaviour. Approaches to studying consumer Behaviour
- 1.2 Consumer Memory: Memory systems, Techniques to enhance consumer memory
- 1.3 Consumer Learning: Behavioural theories, Cognitive theories and Social theories.

UNIT-II

- 2.1 Consumer Perception: Gestalt theories, use of different senses
- 2.2 Attention: Arousal, visual selective attention
- 2.3 Factors affecting consumer attention

UNIT-III

- 3.1 Consumer motivation and decision making: intrinsic and extrinsic motivation, theories of motivation
- 3.2 Techniques to motivate consumers, decision making and brand loyalty
- 3.3 Internet consumption and internet decision making

UNIT-IV

- 4.1 Marketing: Research Methods
- 4.2 Techniques
- 4.3 Outcomes.

C. SUGGESTED READINGS

- David, L.L. & Della Batia A.J. 2nd Ed. (1984). Consumer Behaviour Concepts and Applications. New York: McGraw Hill,
- London, D.L. & Delle-Bitta, A. (1984). Consumer Behaviour : Concepts and Applications. NY : McGraw Hill.
- Jansson-Boyd, C.V. (2010). Consumer Psychology. NY : McGraw Hill
- Schiffman, L.G., Wisenblit, J., & Kumar, S.R. (2018). Consumer Behaviour (12th Edition). New Delhi: Pearson Education.

POSITIVE PSYCHOLOGY

Course Code: MPS -408
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

To develop an understanding of the concept of positive psychology. To apply the various principles of positive psychology for self-development and assist in enhancing positive development in others.

B. COURSE CONTENT

UNIT-I

- 1.1 Introduction and historical overview of Positive Psychology
- 1.2 Positive Psychology Perspective, Western and Eastern Perspectives on Positive Psychology,
- 1.3 Applications (School and Work Settings), Future of Positive Psychology

UNIT- II

- 2.1 Positive Affect and Emotions
- 2.2 Subjective Well-Being, Resilience
- 2.3 Emotion-Focused Coping, Emotional Intelligence

UNIT -III

- 3.1 Self-Efficacy, Optimism, Hope
- 3.2 Mindfulness, Flow, Spirituality
- 3.3 Wisdom, and Courage

UNIT-IV

- 4.1 Authenticity, Humility, Enhancement of Closeness
- 4.2 Compassion, Forgiveness, Gratitude
- 4.3 Love, Altruism

C. SUGGESTED READINGS

- Biswas- Diener, R. (2008). Invitation to Positive Psychology: Research and Tools For the professional. United Kingdom: British Library Cataloguing –in- Publication Data.
- Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strengths(2nd ed.) UK: Routledge.
- Dunn,D.S.(2018). Positive Psychology: Established and emerging issues. New York: Taylor &Francis.
- Linley, P. A., & Joseph, S. (2004). Positive Psychology in Practice.John Wiley & Sons, Inc.
- Snyder, C.R., Lopez, S.J. (2002). Handbook of Positive Psychology. New York:Oxford University Press.
- Snyder, C.R., Lopez, S.J. (2011). Positive Psychology. (2nd ed.) New Delhi: Sage Publication

COMMUNITY PSYCHOLOGY

Course Code: MPS -409
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

The course is designed to provide an in-depth and critical study of Community Psychology. It includes the nature and goals of community psychology. Interventions within a community framework, community-based programs, and current applied issues in community psychology are covered.

B. COURSE CONTENT

UNIT-I

- 1.1 Introduction to Community Psychology: Philosophy, and Goals of Community Psychology
- 1.2 Emergence of Community Psychology: Historical Background of Community Psychology
- 1.3 Future of Community Psychology

UNIT-II

- 2.1 Understanding Communities: Defining Community, Sense of Community, Building Communities
- 2.2 Understanding Human Diversity: Key Dimensions of Human Diversity
- 2.3 Liberation and Oppression, Acculturation

UNIT-III

- 3.1 Prevention and Promotion: Key Concepts; Current and Future Applications
- 3.2 Promoting Community and Social Change: Citizen Participation and Empowerment
- 3.3 Approaches and Issues for Community and Social Change

UNIT-IV

- 4.1 Specific Social Issues and Services in the Community: Child Maltreatment,

4.2 Specific Social Issues and Services in the Community; Elderly, Homeless

4.3 Community Health and Prevention: Tobacco, Alcohol, HIV and AIDS

C. SUGGESTED READINGS

- Dalton, J. H., Elias, M. J., &Wandersman, A. (2007). Community Psychology: Linking Individuals and Communities (2nd Ed). Belmont CA:Thomson Wadsworth.
- Duffy, K. G. & Wong, F. Y. (2000) Community Psychology. Boston: Allyn & Bacon.
- Nelson, G. &Prilleltensky, I. (2010). Community Psychology: In Pursuit of Liberation and Well Being. NY: Palgrave Macmilan.
- Moritsugu,J. Vera,E., Wong, F.Y. Duffy ,K.G.(2017). Community Psychology.(5th Ed.) New York: Routledge.

DEVELOPMENTAL PSYCHOLOGY

Course Code: MPS -410
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to provide an in-depth study of Developmental Psychology. It includes physical, social & cognitive development of human being at Adulthood, Late Adulthood and Old Age stages of development.

B. COURSE CONTENT

UNIT-I

- 1.1 Domains of Developmental Psychology, Issues and Influences on Development
- 1.2 Theoretical perspectives,
- 1.3 Research Designs in Developmental Psychology.

UNIT-II

- 2.1 Early Adulthood: Physical Development, Cognitive Development
- 2.2 Language development, Psychosocial development in Early Adulthood
- 2.3 Marital and non-marital life styles.

UNIT-III

- 3.1 Middle Adulthood: Physical and Cognitive Development.
- 3.2 Psychosocial Development – Consensual Relationships: Marriage, Midlife divorce
- 3.3 Friendships, Relationships with maturing children and Gay & Lesbian Relationships.

UNIT-IV

- 4.1 Late Adulthood: Physical, Cognitive
- 4.2 Psychosocial changes.
- 4.3 Issues and challenges in old age.

C. SUGGESTED READINGS

- Bee, H, & Boyd, D. (2004).The Developing Child (10thed). Delhi: Pearson Education Publication.
- Berk, L.E. (2003).Child Development (6th ed). Delhi: Pearson Education Publication.
- Feldman, R.S. (1997). Development Across the LifeSpan. New Jersey: Prentice Hall Publication.
- Harris,M.,Butterworth,G.(2012). Developmental Psychology. UP. Psychology Press.
- Hurlock, E.B. (2002). Developmental Psychology (5th ed). New Delhi: Tata McGraw Hill Publication.
- Lally, M., &Valentine-French,S. (2017).Lifespan Development: A Psychological Perspective USA: Creative Commons
- Papalia, D.E., Olds, S.W. & Feldman, R.D. (2004).Human Development (9th ed). NewDelhi: Tata McGraw Hill Pub..
- Santrock, J.W. (2007). Life Span Development (3rd ed). New Delhi: Tata McGraw Hill Publication.
- Shaffer, D.R., &Kipp, K. (2007).Developmental Psychology: Childhood and Adolescence(7th ed.) Haryana: Thomas Wadsworth

MILITARY/POLICE PSYCHOLOGY

Course Code: MPS -411
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to enable the students to understand the nature and scope of military /Police psychology, assessment in personnel selection, leadership in military, and other relate issues

B. COURSE CONTENT

UNIT-I

- 1.1 Military/ Police Psychology: Nature, Scope, Historical perspective
- 1.2 Application, Developments, Contemporary issues and Emerging trends
- 1.3 Application of Psychology in Police organization

UNIT-II

- 2.1 Selection, Allocation and Training: Psychological Assessment for Personnel selection,
- 2.2 Situational Tests, Cognitive and Personality based assessment, Issues and Perspectives.
- 2.3 Selection for special task, Pilot Selection. Need, types and methods of training.

UNIT-III

- 3.1 Leadership: Effective leadership, Leading small and large units
- 3.2 Leadership in peace and war, Leadership for change and stability
- 3.4 Leadership and subordination, Group cohesion and morale.

UNIT-IV

- 4.1 Interview and interrogation, threat assessment.
- 4.2 Issues relating special operations
- 4.3 Training and performance in special situations, futuristic warfare.

C. SUGGESTED READINGS

- Hall, R. & Mangelsdroff, A.D. (1991). Handbook of Military Psychology. USA: John Wiley & Sons.
- Kennedy, C.H. & Zillmer, E.A. (2006). Military Psychology: Clinical and Operational Applications. N.Y: Guilford Press.
- Maheshwari, N. (2015). Military Psychology: Concepts, Trends and Interventions. New Delhi: Sage India
- Ramachandran, K. (in press). Handbook of Military Psychology. Delhi: DIPR.
- Shalit, B. (1988). The Psychology of Conflict and Combat. N.Y: Praeger.

DISSERTATION

Course Code: MPS -412
Credits: 04
Course Type: ELECTIVE

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

This course is designed to provide students a platform to apply the theoretical framework they have learned in Research Methodology in real life settings. It will give them insight into how various methodologies can be applied and will enhance their ability to apply knowledge regarding Research Methodology.

Students securing 75% and above in Semester I and II (Combined total marks in semester I and semester II) are eligible to opt for dissertation as one of the elective subjects.

Students will be allotted one faculty member as supervisor for research work.
Work done report should be submitted in the department before viva voce examination.
Students have to present their research work via PPT presentation.

EVALUATION (100 Marks)

Panel board consists of External Examiner, Internal examiners and supervisor.

Distribution of Marks:

Research Report and Viva Voce: 60 Marks. (External / Internal examiner)
Supervisor = 40 Marks.

PSYCHOLOGY OF HAPPINESS

Course Code: MPS -413
Credits: 04
Course Type: COMPULSORY

Total Marks: 100
External marks: 60
Internal marks: 40

A. COURSE OBJECTIVES

To acquaint the students about positive emotions and informing them about emerging paradigm of Positive Psychology. Build relevant competencies for experiencing and sharing happiness with significant others and its implications.

B. COURSE CONTENT

UNIT-I

- 1.1 Happiness: Introduction to Happiness, Subjective wellbeing
- 1.2 Psychological wellbeing, Quality of life.
- 1.3 Happiness in work and relationships.

UNIT-II

- 2.1 Thinking: Nature, types, proactive thinking, positive thinking.
- 2.2 Developing Self: Self in Indian tradition, Self-concept, Self- esteem, Self- Management
- 2.3 Emotional and Spiritual intelligence

UNIT-III

- 3.1 Positive Psychology: History
- 3.2 Positive subjective experiences: Positive Moods, Positive Emotions and Flow,
- 3.3 Mindfulness, yoga and meditation

UNIT-IV

- 4.1 Positive Individual traits: Hope, Resilience,
- 4.2 Gratitude, Spirituality.
- 4.3 Positive Institutions: Positive workplace, Positive schools, Positive families.

C. SUGGESTED READINGS

- Bhawuk, D.P.S. (2011). Spirituality and Indian Psychology: Lessons from the Bhagavad-Gita. Ed. (A.J., Marsella). NY: Springer

- Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strengths (2nd ed.) UK: Routledge.
- Dunn,D.S.(2018). Positive Psychology: Established and Emerging Issues. New York: Taylor & Francis.
- Sinha, J. (1934). Indian Psychology: Perception. London: Trubner& Co. Ltd.
- Snyder, C.R., Lopez, S.J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.
- Snyder, C.R., Lopez, S.J. (2011). Positive Psychology. (2nd ed.) New Delhi: Sage Publications.
- Weiten, W., & Lloyd A. M. (2004).Psychology Applied to Modern Life: Adjustment in the 21st Century (7th ed). Singapore: Thomson Wadsworth Pvt Ltd.