

FACULTY OF ARTS
SYLLABUS OF M.A. PSYCHOLOGY FOR
SESSION 2024-26

Programme Code: MPSY
Programme Name: Masters of Arts
(Psychology)

Semester I-IV
(Credit Based Evaluation and Grading System)
Examinations: 2024-2026



Department of Psychology

Khalsa College, Amritsar
An Autonomous College

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(c) Please visit the College website time to time.

S.No.	PROGRAMME OBJECTIVES
1.	To cultivate in students a scientific perspective in understanding of the complexities of human behaviors and experiences at individual and group level
2.	To create an up-to-date knowledge base in students about basic psychological concepts, methods, and tools prevalent in the discipline
3.	To promote the acquisition of skills that is basic to understanding and applying the knowledge of Psychology in real life
4.	To make the students aware of how they think, and become self-reliant to think while reflecting on the subject matter
5.	To empower the students to become responsible researchers and professionals in future

S.No.	PROGRAMME SPECIFIC OUTCOMES (PSOS)
PSO-1	Students will acquire fundamentals of Psychology to build strong foundational base in order to explore careers in Psychology and allied fields.
PSO-2	Students will be able to develop an understanding of perspectives of other people by taking into consideration different social contexts. It will enable them to deal effectively in organizations where group performance is involved.
PSO-3	Students will get a clear idea about the biological basis of behavior and the influence of behavior, cognition and environment on bodily system.
PSO-4	Students will be able to apply the theoretical knowledge in practical situations related to motivation and emotions.
PSO-5	Students will get an expertise of designing and conducting experiments in laboratory conditions particularly in relation to different cognitive processes.
PSO-6	Students' knowledge about understanding etiology, diagnosis and treatment of psychological problems will be on different level as they will be able to understand it in a better manner.
PSO-7	Students will gain expertise in analytical and counselling skills which will further help in providing remedies to prevent and resolve psychological issues.
PSO-8	Students will get expertise to provide mental health services in schools, nursing homes, old-age homes, de-addiction centers, rehabilitation centers etc.
PSO-9	Students will be able to use descriptive and inferential statistics in order to understand the results of psychological research in a better manner.

M.A PSYCHOLOGY (SEMESTER SYSTEM)
(Credit Based Evaluation and Grading System)
Session: 2024-2026

COURSE SCHEME											
SEMESTER - I											
Course Code	Course Name	Hours/ Week	Credits			Total Credits	Max Marks				Page No.
Course Code	Course Name	Hours/	L	T	P	Total	Th	P	IA	Total	Page
Major Courses											
MPSY-4101	Experimental Psychology	4	4	-	-	4	75	-	25	100	
MPSY-4102	Social Psychology	4	4	-	-	4	75	-	25	100	
MPSY-4103	Statistical Techniques in Psychology	4	4	-	-	4	75	-	25	100	
MPSY-4104	Perceptual Processes	4	4	-	-	4	75	-	25	100	
MPSY-4105	Theories and Systems of Psychology	4	4	-	-	4	75	-	25	100	
MPSY-4106	Group Dynamics	2	2	-	-	2	37	-	13	50	
MPSY-4107	Practicals	2	-	-	2	2	-	37	13	50	
						24				600	

Note: (i) All Papers are Compulsory
(ii) It will be mandatory for all students to appear and pass Practical (MPSY-4107) Examination. Reappear will not be allowed in the practical examination.
“*” C Means Compulsory, “” E Means Compulsory**

M.A PSYCHOLOGY (SEMESTER SYSTEM)
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Session: 2024-2026

COURSE SCHEME											
SEMESTER - II											
Course Code	Course Name	Hours/ Week	Credits			Total Credits	Max Marks				Page No.
Course Code	Course Name	Hours/	L	T	P		Th	P	IA	L	Page
Major Courses											
MPSY-4208	Approaches to Personality	4	4	-	-	4	75	-	25	100	T
MPSY-4209	Motivation	4	4	-	-	4	75	-	25	100	
MPSY-4210	Experimental Designs in Psychology	4	4	-	-	4	75	-	25	100	
MPSY-4211	Physiological Psychology	4	4	-	-	4	75	-	25	100	
MPSY-4212	Abnormal Psychology	4	4	-	-	4	75	-	25	100	
MPSY-4213	Practicals	2	-	-	2	2	-	37	13	50	
						22				550	
<p>Note: (i) All Papers are Compulsory (ii) It will be mandatory for all students to appear and pass Practical (MPSY-4213) Examination. Reappear will not be allowed in the practical examination. All the students are required to complete Field Work for 3 weeks during summer vacation after the completion of 2nd Semester Examination. Students will prepare a report based on their field work and will be submitted in the 3rd Semester. “*” C Means Compulsory, “**” E Means Compulsory</p>											

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COURSE SCHEME

SEMESTER - III

Course Code	Course Name	Course Type	Hours/Week	Credits			Total Credits	Max Marks				Page No.
		*C/*E		L	T	P		Th	P	IA	Total	
Major Courses												
MPSY-5314	Psychometrics	C	4	4	-	-	4	75	-	25	100	
MPSY-5315	Industrial and Organizational Psychology	E	4	4	-	-	4	75	-	25	100	
MPSY-5316	Child Psychology	E	4	4	-	-	4	75	-	25	100	
MPSY-5317	Counseling Psychology	E	4	4	-	-	4	75	-	25	100	
MPSY-5318	Clinical Psychology	E	4	4	-	-	4	75	-	25	100	
MPSY-5319	Psychology of Exceptional Children	E	4	4	-	-	4	75	-	25	100	
MPSY-5320	Psychological Assessment	C	4	4	-	-	4	75	-	25	100	
MPSY-5321	Field work	C	2	-	-	-	2	-	-	-	50	
MPSY-5322	Practicals	C	2	-	-	-	-	-	37	13	50	

24

600

Note:

- (i) Papers MPSY-5314, MPSY-5320, MPSY-5321 and MPSY-5322 are compulsory. In addition to compulsory papers, the students are required to select three elective papers having 4 credits
- (ii) It will be mandatory for all students to appear and pass Practical (MPSY-53) Examination. Reappear will not be allowed in the practical examination.
- (iii) (ii) All the students are required to complete Field Work for 2 weeks during summer vacation after the completion of 2nd Semester Examination. Students will prepare a report

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COURSE SCHEME**SEMESTER - IV**

Course Code	Course Name	Course Type	Hours/ Week	Credits			Total Credits	Max Marks				Page No.
		*C/*E		L	T	P		Th	P	IA	Total	

Major Courses

MPSY-5423	Research Methodology	C	4	4	-	-	4	75	-	25	100	
MPSY-5424	Cognitive Psychology	E	4	4	-	-	4	75	-	25	100	
MPSY-5425	Psychology of Adolescence	E	4	4	-	-	4	75	-	25	100	
MPSY-5426	Health Psychology	E	4	4	-	-	4	75	-	25	100	
MPSY-5427	Developmental Psychopathology	E	4	4	-	-	4	75	-	25	100	
MPSY-5428	Educational Psychology	E	4	4	-	-	4	75	-	25	100	

MPSY-5429	Applied Psychology	E	4	4	-	-	4	75	-	25	100	
MPSY-5430	Dissertation	C	6	-	-	-	6	-	-	-	150	
MPSY-5431	Practicals	C	2	-	-	-	-	-	37	13	50	
							24				600	

(2024-2026)
M.A. PSYCHOLOGY SEMESTER-I
MPSY-4101: EXPERIMENTAL PSYCHOLOGY

Time: 3 Hours

Total Credits; 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objectives: This course is designed to introduce experimental aspects of different cognitive processes with the help of theories and principles. Students will get detailed knowledge about learning, memory, thinking, reasoning, problem solving and concept formation with the help of daily life examples.

UNIT-I

Theories of Learning: Hull, Pavlov, Tolman & Skinner

Verbal Learning: Methods, Materials and Organizational Processes

UNIT-II

Memory: Nature, Methods and Materials of Memory, Serial Position Effect

Forgetting: Curve of Forgetting, Theories (Proactive and Retroactive interference)

UNIT-III

Thinking: Nature, Tools and Theories of Thinking (Hypothesis Testing, Gestalt, Piaget and Information Processing)

Reasoning: Inductive and Deductive Reasoning

UNIT-IV

Problem Solving: Nature, Stages and Theories of Problem Solving (Gestalt, Theory of Association and information processing approach)

Concept formation: Nature, Rules and Strategies, Factors affecting Concept Learnin

Suggested Readings:

1. Carlson, N. R. (2007). Foundations of Physiological Psychology. New

Delhi: Pearson Education.

2. D. Amato, M. R. (1970). Experimental Psychology: Methodology, Psychophysics & Learning. New York: McGraw Hill Co.
3. Ellis, H. C. (1978). Fundamentals of Human Learning, Memory and Cognition. New York: Brown Publishers
4. Hergenhahn, B. L. (1997). Theories of Learning. United States of America:Prentice Hall.
5. Leukal, F. L. (1968). Introduction to Physiological Psychology. Japan: Toppan Company Ltd.
6. Levinthal, C. F. (2003). Introduction to physiological Psychology. United States of America:Prentice Hall.
7. Liberman, D. A. (2000). Learning Behavior and Cognition. Stirling: Wadsworth.
8. Mazur, J.E. (1986). Learning and Behaviour. Englewood Cliffs: PrenticeHall.
9. Pinel, J. P. J. (2007). Biopsychology. New Delhi: Pearson Education.
10. Terry, W.S. (2003). Learning and Memory. Boston
11. Woodworth, R. S. & Schlosberg, H. (1971). Experimental Psychology (Revised Indian Edition). New York: Holt, Rinehart & Winston INC.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Design and conduct experiments related to different cognitive processes
CO2	Understand their cognition related daily life experiences in a better way
CO3	Improve their learning, reasoning and concept formation related skills

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-I
MPSY-4102: SOCIAL PSYCHOLOGY

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objectives: This course is designed to familiarize students with some of the major theoretical perspectives in social psychology. It will enable students to understand interpersonal and group level processes in different cultural contexts.

UNIT-I

Social Psychology: Concept, Nature and Scope

Socialization and Culture: Concept, Agents and Mechanism of Socialization, Concept of Culture

Social Cognition: Schemas, Heuristics Processing, Affect and Cognition

Interpersonal Attraction: Friendship, Love and Marriage

UNIT-II

Social Influence: Conformity, Compliance and Obedience

Altruism & Pro Social Behaviour: Concept, Nature, Determinants, Theoretical explanation of Pro-Social Behaviour

Aggression: Concept of Anger, Aggression and Hostility, Determinants of Aggression, Theories of Aggression (Instinct, Drive and Modern Theory), Prevention and Control of Aggression

UNIT-III

Attitude: Concept, Nature, Formation of Attitudes, Approaches to Change Attitudes, Theories of Attitude Change (Cognitive Dissonance, Balance, Congruity, Self-perception and Impression Management), Measurement of Attitudes, Relationship between attitudes and Behaviour

Stereotypes, Prejudice and Discrimination (Causes, Effects and Cures)

UNIT-IV

Self-Perception, Person Perception and Social Perception: Concept and Nature, Non-verbal communication

Attributions: Concept and Nature, Some Basic Sources of Biases and Errors

Attribution Theories: Jones and Davis', Kelley, Weiner, Heider's Attribution Formulation

Models of Information Integration.

Suggested Readings:

1. Baron, R. A., Branscombe, N. R., Byrne, D. & Bhardwaj, G. (2012). Social Psychology. New Delhi: Pearson Education.
2. Friedenberg, J. & Silverman, G. (2012). Cognition Science. Los Angeles, CA: Sage Publications, Inc.
3. Lindzey, G. & Aronsen, E. (1975). The Handbook of Social Psychology. New Delhi: American Publishing Co.
4. Raven, B. H. & Rubin, H. L. (1983). Social Psychology. New York: John Willy Sons.
5. Shaver, K. G. (1987). Principles of Social Psychology. London: Lawrence Erlabanum Associates, Publisher.
6. Shaw, K. E. & Constanzo, P. R. (1976). Theories of Social Psychology. New York: Mc Hill & Co.
7. Sinha, D. (1981). Socialization of the Indian. New Delhi: Concept Publishing Co.
8. Taylor, G.E., Peplau, L.A., & Sears, D. O. (2006). Social Psychology. Delhi: Pearson.
9. Worchel, S., Cooper, J. & Goethals, R. (2000). Social Psychology. United States of America: Thomson.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Understand thoughts, behaviours and emotions of people in different social contexts
CO2	Build and maintain better interpersonal relationships

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-I
MPSY-4103: STATISTICAL TECHNIQUES IN PSYCHOLOGY

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

(Non-scientific calculators can be used for calculation by the students)

Course Objectives: This course is designed to create in-depth understanding of statistical techniques in psychological research which will help students to analyze psychological data quantitatively. They will learn the applications of different statistical methods.

UNIT-I

Statistics: Introduction to Parametric Vs Non-Parametric, Scales of Measurement

Tests of Significance: t-test, z-test, chi-square test, Wilcoxon's T-test

UNIT-II

Correlation: Nature and Types, Pearson's Product Moment Method, Spearman's Rank Order Correlation

Special Correlation: Biserial, Point-biserial, Tetrachoric and Phi-coefficient Method

UNIT-III

Correlation: Partial and Multiple Correlation (Three Variables)

Regression: Simple and Multiple Regression (Three Variables)

UNIT-IV

Factor Analysis: Nature and Basic Assumptions, Principal Axis, Principal Component and Centroid Methods, Problems of Factor Analysis, Rotation

Suggested Readings:

1. Fruchter, B. (1967). Introduction to Factor Analysis. New Delhi:East West Press.
2. Garrett. H. E. (1973). Statistics in Psychology and Education. New York:Denis Mckey Co.

3. Guilford, J. P. & Fruchter, B. (1978). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
4. Guilford, J. P. (1954). Psychometric Methods. New York: McGraw Hill Series.
5. Siegal, S. (1971). Non Parametric Statistics. New York: McGraw Hill.
6. Winer, B. J. (1971) Statistical Principles in Experimental Designs. New York: McGraw Hill Ltd.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Gain knowledge about the fundamental concepts of statistics in elaborative manner
CO2	Understand the role of different statistical methods in the field of psychology
CO3	Apply statistical techniques in performing different types of research

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-I
MPSY-4104: PERCEPTUAL PROCESSES

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objectives: This course will provide detailed view of different psychophysical methods to understand the mind- body relationship quantitatively. Students will gain theoretical and practical knowledge of visual and auditory perception.

UNIT-I

Psychophysics: Concept and Nature, Weber, Fechner and Power Law

Psychophysical Methods: Method of Limits, Method of Constant Stimuli and Method of Average Error, Signal Detection Theory and its Applications

UNIT-II

Visual Perception: Structure and Functions of Eye, Scotopic and Photopic Vision, Dark and Light Adaptation, Color Perception, Speech perception

UNIT-III

Visual Perception: Perception of Form, Shape and Movement
Perception of Space, Spatial cues, Constancy Phenomena and Illusions

UNIT-IV

Auditory Perception: Structure and functions of ear, Theories of hearing, Perception of frequency and Loudness
Perception of Space and Monocular and Binocular cues of auditory space perception

Suggested Readings:

1. D. Amato, M. R. (1970). Experimental Psychology: Methodology, Psychophysics & Learning. New York: McGraw Hill Co.
2. Levin, H.W. (2000). Fundamentals of Sensation and Perception. New York: Oxford University.

3. Rajamanickam, M. (2002). Modern Psychophysical and Scaling Methods and Experimentation. New Delhi: Concept Publishing Company.
4. Schiffman, H. R. (1982). Sensation and Perception. United States of America: Wiley & Sons.
5. Sekuler, R & Blake, R. (1994). Perception. New York: McGraw Hill Co.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Use different psychophysical methods to know absolute and differential threshold related to their sensations.
CO2	Perceive visual and auditory information by taking into consideration different perceptual principles
CO3	Understand the role of auditory and visual cues in perception

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-I

MPSY-4105: THEORIES AND SYSTEMS OF PSYCHOLOGY

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objectives: This course is designed to build a strong foundation of psychology by explaining the role of historical roots in emergence of psychology. It will help students to understand the subject matter of other courses in an effective manner.

UNIT-I

Emergence of Psychology as a Science
Structuralism

UNIT-II

Functionalism
Psychoanalysis

UNIT-III

Behaviorism
Humanistic

UNIT-IV

Gestalt
Cognitive

Suggested Readings:

1. Benjamin, B. W. (1979). Contemporary Theories and Systems in Psychology. Delhi: Freeman Book Co.
2. Chaplin, J. P. & Krawiec, T. S. (1979). Systems and Theories of Psychology. New York: Rhinehart Winston.
3. Hergenhahn, B. R. (2001). An Introduction to the History of Psychology (4th Eds). Unites States of America:Wadsworth Thompson Learning.
4. Marx, M. H. & Hillix, C. (1988). Systems and Theories in Psychology. New York: Mcgraw Hill.

5. Mohanty, A. K., & Misra, G. (2002). Perspectives on Indigenous Psychology (Eds.). New Delhi: Concept Publishing Company.
6. Shultz, D.P. (2003). History of Psychology (4th Eds.). New York: Pearson Education.
7. Singh, A.K. (1991). The Comprehensive History of Psychology. Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
8. Sinha, J. (1986). Indian Psychology (Vol. 1). Delhi: Motilal Banarsidass Publishers Pvt. Ltd.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Analyse the changes in the subject matter of psychology in a better manner
CO2	Understand the concepts of other psychology courses by relating them to the historical roots

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-I
MPSY-4106: GROUP DYNAMICS

Time: 3 Hours

Total Credits: 2

L- T- P

2- 0- 0

Max. Marks: 50

(Theory: 37

Internal Assessment: 13)

Instructions for the Paper Setters:

Section A: This section will consist of five short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 5 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 8 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 32 marks.

Course Objectives: This course is aimed to enable students to understand different group processes in organizational settings. It will inculcate effective leadership skills among students for effective organizational functioning.

UNIT-I

Groups: Concept, Formation and Development, Theoretical Approaches to the Study of Groups (Group Syntality, Group Productivity, FIRO and Exchange Theory)

UNIT-II

Group Processes: Social Facilitation and Social Loafing in Groups, Coordination in Groups, Fairness in Groups, Decision Making Processes in Groups

UNIT-III

Leadership: Concept, Types and Theories of Leadership (Trait, Behavioral, Contingency, Cognitive Resource, Situational, Leader-Member Exchange, Path-goal, Leader-participation Model)

UNIT-IV

Power: Concept, Sources of Power, Types of Power, Power Tactics, Power and Politics, Harassment at Work Places

Suggested Readings:

1. Baron, R. A. & Byrne, D. (2006). Social Psychology: Understanding Human Interaction. New Delhi: Prentice Hall of India.

2. Baron, R. A., Branscombe, N. R., Byrne, D. & Bhardwaj, G. (2012). Social Psychology. New Delhi: Pearson Education.
3. Raven, B. H. & Rubin, H. L. (1983). Social Psychology. New York: John Willy Sons.
4. Shaw, K. E. & Constanzo, P. R. (1976). Theories of Social Psychology. New york: Mc Hill & Co.
5. Shaw, M. E. (1976). Group Dynamics: The Psychology of Small Group Behaviour. New Delhi: McGraw-Hill Book Company.
6. Worchel, S. & Cooper, J. (1988). Understanding Social Psychology. Chicgo: The Dosery Press.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Understand the internal mechanisms of different organisations in an effective manner
CO2	Play better role in enhancing group productivity of organizations.
CO3	Use better conflict management skills to resolve conflicts effectively

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-I
MPSY-4107: PRACTICALS

Time: 3 Hours

Total Credits: 2

L- T- P

0- 0- 2

Max. Marks: 50

(Theory: 37

Internal Assessment: 13)

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of six decided by the Board of Control. Practical examination will be of 3 hours duration. Examiner will conduct the practical examination. Students will perform one practical in the exam carrying 37 marks. Evaluation of the practical would be done on the basis of

1. Write-up of file book (15 Marks)
2. Performance and viva-voce (22 Marks)

Course Objectives: The overarching aim of this course is to prepare students to implement knowledge of all theory courses practically. They will perform practical with psychological tools which will enhance their skills in using apparatus and questionnaires appropriately.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-II
MPSY-4208: APPROACHES TO PERSONALITY

Time: 3 Hours

Total Credits: 4
L- T- P
4- 0- 0
Max. Marks: 100
(Theory: 75
Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objectives: This course is designed to give detailed knowledge about theoretical approaches of personality which will help students to understand their self in more impactful manner.

UNIT-I

Psychodynamic Approach: Psychoanalytic Theory (Sigmund Freud)

Neo-Freudian Psychoanalysis: Carl Jung, Alfred Adler and Karen Horney

Life Span Approach: Erik Erikson

UNIT-II

Humanistic Approaches: Abraham Maslow, Carl Rogers and Rollo May

UNIT-III

Cognitive Approach: George Kelly

Social Learning Approaches: Miller and Dollard, Albert Bandura and Julian Rotter

UNIT-IV

Trait Approaches: Hans Eysenck, Raymond Cattell, Gordon Allport and Big Five Model.

Suggested Readings:

1. Burger, J.M. (2000). Personality (5th Ed.). Belmont: Wadsworth and Thompson Ltd.
2. Hall, L.A. & Lindzey, G. (1978). Theories of Personality. New Delhi: Wiley Eastern Ltd.
3. Hijelle, D. A. & D. J. (1985). Personality Theories: Basic Assumptions, Research and Applications. New Delhi: McGraw Hill International Book Company.

4. Mischel, W. (1986). Introduction to Personality. London: Holt, Rhinehart and Winston Inc.
5. Pervin, L. A. & John, O. P. (1997). Personality Theory and Research. New York: John Wiley & Sons.
6. Phares, J. E. (1984). Introductions to Personality. Ohio: Charlis E. Merrill Publishing Company.
7. Shultz, D. P. & Shultz, S. E. (2001). Theories of Personality. Belmont: Wadsworth Thompson Learning.
8. Sigelman, C. K. & Rider, E. A. (2003). Life Span: Human Development. USA: Thomson Wadsworth.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Get knowledge about different theoretical perspectives of personality
CO2	Understand their behaviors in accordance to personality types

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-II
MPSY-4209: MOTIVATION

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objectives: This course is aimed to provide theoretical and practical knowledge of motivation with the help of different theoretical perspectives. It will enable students to understand their motivational tendencies in a better manner.

UNIT-I

Motivation: Concept, History, Characteristics, Classification and Measurement (Psychometric and Projective, TAT)

Need Reduction Theories: Psychoanalytic (Freud) and Drive (Hull, Spence and Miller and Mowrer)

UNIT-II

Expectancy Value: Field Theory (Lewin), Achievement Motivation Theory (McClelland and Atkinson), Social Learning Theory (Rotter)

Mastery and Growth: Humanistic (Maslow, Herzberg), Vroom, Porter and Lawler

UNIT-III

Hunger and Thirst: Neuro-physiological Basis of Hunger and Thirst, Eating Disorders

UNIT-IV

Sleep: Physiological & Behavioural Description of Sleep & Waking, Biological Clocks and Disorders of Sleep

Sexual Behaviour: Neuro-physiological Basis

Suggested Readings:

1. Atkinson, J. W. & D. Birch, (1978). An Introduction to Motivation. New York: Van Nostrand Company.
2. Atkinson, R. C. (1999). Stevens Handbook of Experimental Psychology. Canada: John Wiley & Sons.

3. Bolles, R. C. (1975). Theory of Motivation. New York: Harper & Row.
4. Cofer, C. N. & Appley, M.H. (1964). Motivation: Theory and Research. New York: John Wiley & Sons, Inc.
5. Geen, R., Beathy, W & Arkin, R. M. (1984). Human Motivation: Physiological Behavioural and Social Approaches. Boston: Allyn & Bacon, Inc .
6. Weiner, B. (1992). Human Motivation, Metaphors, Theories and Research. New Delhi: Sage Publications.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Understand underlying motives of their behavioural and emotional tendencies
CO2	Know the physiological basis of hunger, thirst and sleep motives

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-II
MPSY-4210: EXPERIMENTAL DESIGNS IN PSYCHOLOGY

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objectives: This course is designed to create in-depth understanding of different experimental designs which will help students to conduct quantitative and qualitative research in a scientific and sophisticated manner.

UNIT-I

Nature of Research, Principles of experimental designs, Homogeneity of variance

ANOVA: Nature and Assumptions

UNIT-II

Single Subject Design, Randomized Group and Randomized Block Designs

UNIT-III

Factorial Designs: Two way and Three-way ANOVA

UNIT-IV

Multiple Comparison Tests: Duncan and Newmankeuls Tests

ANCOVA: ANCOVA of Randomized Group Design

Suggested Readings:

1. Broota, K. D. (1990). Experimental Designs in Behaviour Research. New Delhi: Willey Eastern Ltd.
2. Coolican, H. (1995). Introduction to Research Methods and Statistics in Psychology. London: Hodder & Stoughton.
3. Edwards, A. L. (1972). Experimental Designs in Psychological Research. New York: Holt Rinehard and Winston Ltd.
4. Kerlinger, F. N. (1964). Foundations of Behavioural Research. New York: Holt, Rinehart & Winston Ltd.

5. McGuigan, F. J. (1990). Experimental Psychology: Methods of Research. New Delhi: Prentice Hall Private Ltd.
6. Richardson, P., Goodwin, A & Vine, E. (2011). Research Methods and Designs in Psychology. London: Learning Matters Ltd.
7. Singh, A. K. (1986). Tests, Measurements and Research Methods in Behavior Sciences. New Delhi: Tata McGraw Hill Co.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Learn and apply experimental designs in psychological research.
CO2	Analyze and interpret data using various experimental designs
CO3	Understand cause and effect relation between variables

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-II
MPSY-4211: PHYSIOLOGICAL PSYCHOLOGY

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objectives: This course will enable students to associate neurophysiology of human brain to human behavior. Students will be imparted the knowledge about physiological basis of learning and memory. They will get to know about the research techniques in physiological psychology.

UNIT-I

Classification of Nervous System, Structure and functions of Neurons and synapse. Theories of Synaptic transmission(Electrical and Chemical)

UNIT-II

Structure and functions of central Nervous System- Limbic System, Hypothalamus, Cerebral Cortex and its lobes

Structure and functions of Autonomic Nervous System

UNIT-III

Research Techniques in Physiological Psychology— Histological Procedures, Study of Living Brain, Stereotaxic Surgery, Electrical Stimulation and Brain Activity Recording Techniques and Chemical Techniques

UNIT-IV

Physiological Basis of Learning: Contributions of Lashley and Hebb, Split-Brain Approach, **Physiological Basis of Memory:** Biochemical basis of Memory, Two-phase Hypothesis of Memory

Suggested Readings:

1. Carlson, N. R. (2007). Foundations of Physiological Psychology. New Delhi: Pearson Educ

2. Leukal, F. L. (1968). Introduction to physiological psychology, Japan: Toppan Company Lt
3. Levinthal, C. F. (2003). Introduction to physiological Psychology. United States of America Prentice Hall
4. Pinel, J. P. J. (2007). Biopsychology. New Delhi: Pearson Education.
5. Thompson, R. (1967). Foundations of Physiological Psychology. New York: Harper & Row Publishers.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Identify the role of neurophysiology in determining human behaviors.
CO2	Note physiological changes during learning and memorizing materials
CO3	Study the role of research techniques in assessing physiological changes

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-II
MPSY-4212: ABNORMAL PSYCHOLOGY

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objectives: This course will mainly focus on enhancing the knowledge of students regarding different psychological disorders with the help of case studies. It will help them in diagnosing and treating mental illnesses effectively. Moreover, they will be taught therapies to convert maladaptive patterns of thoughts into adaptive ones.

UNIT-I

Abnormal Psychology: Concept and History, Myths and Misconceptions, Criteria of Abnormality

Classification of Mental Disorders: (DSM 5 and ICD 11)

Causes of Mental Disorders: Biological, Psycho-social and Socio-cultural

Models or view points for abnormal behavior: Biological, Psychodynamic, Behavioural, Interpersonal, Cognitive and Socio-cultural viewpoints

UNIT-II

Generalized Anxiety Disorders: Clinical picture, Causes and Treatment

Phobias: Clinical picture, Causes and Treatment

Obsessive-compulsive Disorders: Clinical picture, Causes and Treatment (Selfitis' and Cyberchondria)

Mood, Somatoform and Dissociative disorders: Clinical picture, Causes and Treatment

UNIT-III

Personality Disorders: Clinical picture, Causes and Treatment

Categories – Paranoid, Schizoid, Schizotypal, Histrionic, Narcissistic, Antisocial, Borderline, Avoidant, Dependent, Obsessive compulsive & Provisional Category

Addiction-Substance and Alcohol, and behavioural addictions: Clinical picture, Causes and Treatment

UNIT-IV

Schizophrenia: Types, Clinical picture, Causes and Treatment

Disorders of Childhood: ADHD, Autism, Conduct disorders, Oppositional Defiant Disorder, Enuresis, Encopresis, Sleepwalking and Tics - Clinical picture, Causes and Treatment

Sexual Abuse: Childhood sexual abuse, Pedophilic disorder, Incest, Rape. Treatment

Sexual Variants, Dysfunction & Abuse: Sociocultural Influences on sexual practices & standards, Sexual and Gender Variants - Paraphilic disorders - (voyeuristic, Frotteuristic Disorder, Fatishism, TravensicFatishism, Exhibitionistic, Sadism, Masochism), Causal factors and treatment. Gender Dysphoria, Gender Identity Disorder

Suggested Readings:

1. Carson, R. C., Butcher, J.N. and Mineka, S. (2003) Abnormal Psychology and Modern Life, New York: Harper Collins.
2. Davison, G.C. and Neale, J.M. (1998) Abnormal Psychology, New York: John Wiley and Sons.
3. Sarason, I.G. and Sarason, B. R. (1996) Abnormal Psychology, New Delhi: Prentice Hall of India.
4. Alloy, L. B., Riskind, J.H. & Manso, M.J. (2006) Abnormal Psychology Tata McGraw Hill Publishing Company, New Delhi.
5. American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental disorders 5th Ed. Washington DE APA.
6. Barlow H. David and Durnad V. Mark (1999) Abnormal Psychology; India, Brooks/Cole Publishing Company.
7. Comer., R. J. (1999) Abnormal Psychology. New Jersey: W. H. Freeman Co.
8. David S. Holmes (1997) Abnormal Psychology, 3rd Edition, U.S. Addison and Weisely Publishers.
9. Davison & Neale (1998) Abnormal Psychology, Revised 7th Ed, John Wiley and Sons.
10. Davison, G. C. & Neale, J. (1998). Abnormal Psychology, 7th ed. New York: John Wiley & Sons.
11. Ilusen.M, Kazdin E.A Bellack S.A (1991). The Clinical Psychology handbook. 2nd Ed New York: Pregamon press.
12. Irwin G. Sarason, & Sarason Barbara, R. (1993). Abnormal Psychology 6th Ed, New York: prentice Hall.
13. Davison, G. C. & Neale, J. (1998) Abnormal Psychology, 7th ed. New York: John Wiley & Sons.

- 14 Ilusen.M, Kazdin E.A The Clinical Psychology handbook. 2nd Ed New York: Bellack S.A (1991) Pregamon press.
- 15 Irwin G. Sarason, Abnormal Psychology 6th Ed, New York: prentice Hall. &Sarason Barbara, R. (1993).

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Describe the diagnostic criteria, symptoms, etiology, treatment and prognosis of major mental disorders by discussing case studies.
CO2	Gain expertise in applying psychological tools to diagnose various psychological problems.
CO3	Get an insight into the skills required by a psychologist to treat various psychological problems.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-II
MPSY-4213- PRACTICALS

Time: 3 Hours

Total Credits: 2

L- T- P

0- 0- 2

Max. Marks: 50

(Theory: 37

Internal Assessment: 13)

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of six decided by the Board of Control. Practical examination will be of 3 hours duration. Examiner will conduct the practical examination. Students will perform one practical in the exam carrying 37 marks. Evaluation of the practical would be done on the basis of

1. Write-up of file book (15 Marks)
2. Performance and viva-voce (22 Marks)

Course Objectives: The overarching aim of this course is to prepare students to implement knowledge of all theory courses practically. They will perform practical with psychological tools which will enhance their skills in using apparatus and questionnaires appropriately.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-III
MPSY-5314: PSYCHOMETRICS

Time: 3 Hours

Total Credits: 4
L- T- P
4- 0- 0
Max. Marks: 100
(Theory: 75
Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: This paper is design to give the basic information to the student on the basis of standardization, identification and different type of test. It will help the students to understand why psychometrics is important in psychological testing.

UNIT-I

Tests: Nature and Types of Psychological Tests

Test Standardization and Steps of Test Construction: Item writing, Item Analysis, Item difficulty and Item Discrimination

UNIT-II

Reliability: Nature and Types, Factors Influencing Reliability of Test, Reliability of Speed Tests

UNIT-III

Validity: - Nature and Types, Factors Influencing Validity of Test, Relationship between Reliability and Validity

UNIT-IV

Norms: - Nature and Types of Norms, Norm referencing Vs Criterion referencing.

Profiles: - Nature and Construction of Profiles

Readings:

1. Anastasi, A. (2002) Psychological Testing. Pearson Education Ltd., New Delhi.
2. Chadha, N. K. (2009) Applied Psychometry. Sage Publication, India Pvt.Ltd., New Delhi.

3. Cronbach, L.J. (1970) Essentials of Psychological Testing. Harper & Row International Company, London.
4. Freeman, F.S. (1971) Theory and Practice of Psychological testing. Oxford and IBH Publishing Co., New Delhi.
5. Guilford J.P. (1971) Psychometric Methods. Tata McGraw Hill Publishing Co., New Delhi.
6. Nunnally, J.C. (1978) Psychometric Theory. Tata McGraw
7. Gregory, R.J. (2004) Psychological Testing. Pearson Education Ltd, New Delhi.

S

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Describe the standardization and steps of test construction.
CO2	Gain expertise in applying reliability and validity on speed tests and influencing validity of test.
CO3	Get an insight into the norms and profiles required by a psychologist to perform the test on the basis of constructions.

(2024-2026)

**M.A. PSYCHOLOGY
SEMESTER-III**

MPSY-5315: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: In this paper students will understand concepts of industrial psychology and use of motivation, leadership and decision making in industrial settings. This paper focuses upon the behavior of employees in workplace. The students will learn psychological principles and methods to improve overall work environment including performance, communication, professional satisfaction and safety.

UNIT-I

Development, Scope, problems and methods. Industrial and organizational psychology as a Career and an academic discipline.

UNIT-II

The need, significance, determinants, methods and applications of job analysis.

UNIT-III

Models of personnel selection, uses of psychological tests in personnel selection, objectives, methods and psychological principles of training. Evaluation of training and socialization.

UNIT-IV

The human factors and psychological approach to job design. Physical working conditions and employee health and safety.

Readings:

1. Davis, K. (1981) Human Behaviour at Work, Tata McGraw Hill, New Delhi
2. Dunnette, M.D. (Ed.) (1976) Handbook of Industrial and Organisational Psychology, Ran McNally, Chicago.
3. Gibson, J.L., Ivancevich, J.M. and Bomnally, J.H. Organisations (1976) Structure, Processes, Behaviour, Dollas Business Pub.
4. Hersay, R.E. and Blanchard, T. (1977) The Management of Organisational Behaviour Prentice Hall, New Delhi.
5. Hodgetts, Pichard, M (1990). Modern Human Relations at work The Dryden Press, Harcourt Brace Jovanovich College Publishers, New York.
6. Luthans, F. (1986) Organisational Behaviour, McGraw Hill, New York.
7. Mc Shane, S.L. & Von Glinow, (2000) M.A. Organisational Behaviour. Irwin McGraw Hill New York.
8. Robbins, S.P. (1992) Organisational Behaviour, Prentice Hall, New Delhi.
9. Siegal, L. & Lane, I.M. (1987) Personnel & Organisational Psychology Richard, D. Irwin, Homewood, Illinois - 60430.
10. Spector, P. E. (2003) Industrial and Organizational Psychology. John Wiley & Sons, New York.
11. Vecchio, R. P. (1995) Organizational Behaviour (3rd Edition) The Dryden Press Fortworth.
12. Sinha, J.P.B. (2008) Culture and Organization;l Behavior. Sage Publications: New Delhi.

**COURSE OUTCOMES
(Cos)**

Sr. no.	On completing the course, students will be able to
CO1	In this paper student will understand the concept of industrial psychology
CO2	Gain expertise in applying leadership and decision making in industrial setting.
CO3	Gain an focus upon the behaviour of employees in the work place.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-III
MPSY-5316: CHILD PSYCHOLOGY

Time: 3 Hours

Total Credits: 4
L- T- P
4- 0- 0
Max. Marks: 100
(Theory: 75
Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective; Child Psychology emphasizing both theoretical exploration and practical application, the course aims to equip students with a comprehensive understanding of developmental theories, biological and environmental influences, socioemotional and cognitive processes, and developmental psychopathology. Through critical evaluation of empirical research and hands-on exercises, students will develop essential skills in assessment, intervention, and ethical considerations when working with children and families. Ultimately, the course seeks to foster a deep appreciation for the diverse and dynamic nature of child development, preparing students for professional roles in psychology that impact the lives of children and their communities.

UNIT-I

Nature and Principles of Development, Process of Heredity, Pre-natal Development: Stages and Hazards

UNIT-II

Theoretical Perspectives: Freud, Erickson, Bronfenbrenner, Piaget & Vygotsky

UNIT-III

Physical Development in Children,

Development of Cognitive Processes: Attention, Perception, Memory and Language

UNIT-IV

Socio-emotional Development: Attachment, Temperament, Gender-Role Socialization, Moral Development.

Readings:

1. Bee, H. (1985) The Developing Child. Fourth Edition, Harper & Row Publishers, USA.
2. Berk, L. E. (1993) Infants, Children and Adolescents. Allyn& Bacon, USA.
3. Berndt, T. J. (1997) Child Development. Second Edition, Brown and Benchmark Publishers, USA.
4. Brophy, J. E. (1997) Child Development and Socialization. Science Research Associates, Chicago.
5. Hurlock, E. B.(1972) Child Development, Fifth Edition, McGraw Hill, Tokyo.
6. Novak, G. &Pelaez, M. (2004) Child & Adolescent Development, Sage Publications Inc. New Delhi.
7. Santrock, J. W. & Yusen, S. R.(1990) Child Development-An Introduction, Third Edition, Dubuque, Iowa
8. Santrock, J. W. (2002) Children Higher Education, McGraw Hill, 8th Edition, New Delhi
9. Seifert, K. L. &Hoffnung, R. J.(1991) Child and Adolescent Development Second Edition, Houghton Mifflin Company, USA.
10. Berk, L.E. (2004) Development through the Lifespan, pearson Education, New Delhi.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Child psychology emphasizing both theoretical and practical application
CO2	Through critical evaluation of empirical research and hands on exercise.
CO3	Gain an focus on dynamic nature of child.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-III
MPSY-5317: COUNSELLING PSYCHOLOGY

Time: 3 Hours

Total Credits: 4
L- T- P
4- 0- 0
Max. Marks: 100
(Theory: 75
Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: Counselling is a specialized paper and helps the students to gain knowledge about theoretical principles and practical processes in counseling. They will gain counsellor skills and learn psychological assessment procedures. It will prepare the students as counselling professionals.

UNIT-I

Concept, Historical Antecedents, Goals and Current Trends of Counselling, Ethical Issues in Counselling

UNIT-II

Theoretical Approaches: Psychoanalytic, Behaviouristic, Client Centered Therapy.

UNIT-III

Theoretical Approaches: Gestalt Therapy, Cognitive Therapy, Cognitive Behaviour Therapy .

UNIT-IV

Theoretical Approaches: Rational Emotive Therapy, Transactional Analysis and Reality Therapy

Readings:

1. Brown, J.A. & Pate, R.H.(1983) Being a Counsellor: Directions and Challenges. Brooks/Cole Publishing Company, USA.
2. Corey, G. (2009) Theory and Practice of Conselling and Psychotherapy, 8thEdition, Wadsworth, USA
3. Herr, E. L. & Crammer, S. H(1988) Career Guidance & Counselling Through the life Sapr. Third Edition, Scott, Foresman & Company, USA.
4. Kotler, J. A. & Brown, R. W(2000) Introductaton to Therapeutic Counselling. Process. 4th Edition Brooks/Cole Publishing Company, USA.
5. Patterson, L. E. & Welfel, E.(2000) The Counselling Process, Wadsworth, USA
6. Shertzer, B. & Stone , C(1976) Fundamentals of Guidance. Third Edition Houghton Mifflin Company, USA.
7. Woolfe, R. & Strawbridge, S(2003) Dryden, W. & Hand Book of Counselling Psychology, Sage Publications, London.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Counseling helps the student to gain knowledge about principal of counseling.
CO2	Gain expertise in practical processes in counseling.
CO3	It give importance many psychological assessment procedures.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-III
MPSY-5318: CLINICAL PSYCHOLOGY

Time: 3 Hours

Total Credits: 4
L- T- P
4- 0- 0
Max. Marks: 100
(Theory: 75
Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: This paper will provide training to the students to understand the relation of clinical psychology with other related but different branches of psychology. The student will learn different & recent methods of assessment as well as latest practical techniques deployed in the field. The papers will help students to gain knowledge and work toward developing an integrative approach in clinical psychology

UNIT-I

Clinical Psychology: Nature, Scope and History, Relationship of Clinical Psychology with Psychiatry, Clinical Neuropsychology, Counselling Psychology, School Psychology and Social Work, Cultural and Ethical issues in Clinical Psychology, Introduction to Forensic Psychology

UNIT-II

Psycho-diagnosis: Concept, Objectives of Psycho-diagnosis, Relationship of Diagnosis and Therapy;

Assessment: General Issues, Intellectual and Personality Assessment Techniques (Objective and Projective)

UNIT-III

Clinical Assessment: Clinical Interviews, Behavioral Assessment, Neuropsychological Assessment and Psycho-physiological Measures

UNIT-IV

Therapies: Physical Therapies, Chemical Therapies, Psychotherapies, Behaviour Therapies, Cognitive Therapies, Humanistic Therapy, Existential Therapy, Group & Family Therapies

Readings:

1. Bellack, A.S. & Hersen, M. (1980) Introduction to Clinical Psychology. Oxford University Press, New York.
2. Carson, R.C., Butcher, Bacan, J. N. and Mineka, S. (2000) Abnormal Psychology and Modern Life Allyn & Bacon, Boston USA.
3. Hecker, J. E. & Thorpe, G.L. (2005) Introduction to Clinical Psychology, Science, Practice, and Ethics, Pearson Education, Delhi
4. Korchin, S.J. (1976) Modern Clinical Psychology: Principles of Intervention in the Clinic and Community Basic Books Publishers New York.
5. Mitteler, P. (1970) The Psychological Assessment of Mental and Physical Handicaps.
6. Phares, E.J. (1981) Clinical Psychology: Concepts, Methods & Profession, Dorsey Press, USA.
7. Wolman, B.F. (1965) Handbook of Clinical Psychology McGraw - Hill Book Company, New York.
8. Pomerantz, A.M. (2008). Clinical Psychology. Sage Publication: New Delhi.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Clinical psychology encompasses a broad range of activities aimed at understanding, treating, and promoting mental health.
CO2	Gain expertise in practical processes in counseling.
CO3	Includes effective diagnosis and treatment, advancement of knowledge through research, promotion of mental health awareness, and the training of future professionals in the field

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-III
MPSY-5319: PSYCHOLOGY OF EXCEPTIONAL CHILDREN

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: The major learning outcome of this paper is making students familiar with various facts and principles of development. They would be able to learn the process of prenatal development. Another goal of teaching this paper is to clarify the theoretical perspective of child development to students. They would be able to learn the core concept of cognitive development and social emotional aspects of development.

UNIT-I

Exceptional Children: Definition, Categorization, Impairment, Disability & Handicap, Prevention.

UNIT-II

Children with Sensory and Motor Disabilities: Visual and Hearing Impairments, Degrees of Impairment, Developmental Characteristics; Educational and Vocational Implications: Orthopaedically Handicapped.

UNIT-III

Children with Cognitive differences: Mental Retardation: Types, Causes, Objectives of Education
Gifted Children: Characteristics, Identification and Educational Intervention

UNIT-IV

Children with Speech and Learning Differences: Speech Defectives (Types, Causes and Intervention)

Learning Disorders: Reading Disorders, Writing Disorders & Arithmetic Disorders

Readings:

- 1 Dennis and Dennis (1976) The Intellectually Gifted, Academic Press, Inc.
- 2 Kirk S. (1970) Educating the Exceptional Child, Oxford and J B H Publishing, Co.
3. Klykylo, W. M. and Jerald, K. (2005) Clinical Child Psychology. John Wiley and Sons.
4. Mash, E. J.(2002) Abnormal Child Psychology, Wadsworth Thomson Learning, Australia.
5. Rothstein, J. H. (1971) Mental Reardation, Readings and Resources, 2nd Edition, Holt, Rinehart & Winston, Ind.
6. Swanson, L. H. and Watson, B. L. (1982) Educational and Psychological Assessment of Exceptional Children, Theories, Strategies and Application, The C. V. Mosby Company, London.
7. Pfeiffer, S.I. (2008) Handbook of Giftedness in Children. Psychoeducational Theory, Research and Best Practices. Springer:USA.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Aims to clarify the theoretical perspective of child development to students
CO2	Students will be able to learn the process of prenatal development.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-III
MPSY-5320: PSYCHOLOGICAL ASSESMENT

Time: 3 Hours

Total Credits: 4
L- T- P
4- 0- 0
Max. Marks: 100
(Theory: 75
Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: This paper will help the students to know about various Intelligence and interest inventories/tests, Students would also become competent to administer, score and interpret various aptitude test and creativity tests in various settings.

UNIT-I

Assessment of Personality: Psychometric Tests (MMPI, CPI, EPI Cattell's 16PF, NEO Five FactorInventory)

Projective Tests: Rorschach, Holtzman and Cassell's Inkblot Technique, TAT

UNIT-II

Assessment of Intelligence: Stanford-Binet Scales, Wechsler Scales, Cattell's Culture Fair Intelligence Test, Raven's Tests, Bhatia Battery of Intelligence, Jalota's Mental Ability Test and Chronometric Analysis

UNIT-III

Interest: Strong Interest Inventories, Kuder Occupational Interest Survey

Aptitude Testing: Differential Aptitude Test Battery, General Aptitude Tests Battery

UNIT-IV

Creativity: Torrance Test of Creative Thinking, Projective Tests of Creative Thinking

Verbal Techniques: Word Association Test, Sentence Completion Test,

Figure Drawing Tests

Readings:

1. Anastasi, A. (2002) Psychological Testing. Pearson Education Ltd., New Delhi.
2. Chadha, N. K. (2009) Applied Psychometry. Sage Publication, India Pvt.Ltd., New Delhi.
3. Cronbach, L.J. (1970) Essentials of Psychological Testing. Harper & Row International Company, London.
4. Freeman, F.S. (1971) Theory and Practice of Psychological testing. Oxford and IBH Publishing Co., New Delhi.
5. Guilford J.P. (1971) Psychometric Methods. Tata McGraw Hill Publishing Co., New Delhi.
6. Nunnally, J.C. (1978) Psychometric Theory. Tata McGraw Hill Publishing Co., New Delhi.

COURSE OUTCOMES (Cos)

Sr. no.	On completing the course, students will be able to
CO1	Aims to clarify the theoretical perspective of child development to students.
CO2	Students will be able to learn the process of prenatal development.

(2024-2026)
M.A. PSYCHOLOGY
MPSY 5321: FIELD WORK

Credits: 2

L- T- P

0- 0- 2

Max. Marks: 50

Instructions for evaluation:

All the Students will prepare a report based on their field work and will submit the report 10 days before the start of the End Semester Examination of the 3rd Semester. Faculty of the department will evaluate the field work and assign the marks out of 50. The minimum pass marks will be 35%. There will be no viva-voce examination for the same.

All the Students are required to complete 3 weeks field work in Industry/Medical Colleges/ Hospitals/Psychiatric Nursing Homes/De-addiction Centres/Orphanage Homes/ Pingalwara / Old Age Homes etc. during Summer Vacation.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-III
MPSY-5322: PRACTICALS

Time: 3 Hours

Total Credits: 2

L- T- P

0- 0- 2

Max. Marks: 50

(Theory: 37

Internal Assessment: 13)

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of six decided by the Board of Control. Practical examination will be of 3 hours duration. Examiner will conduct the practical examination. Students will perform one practical in the exam carrying 37 marks. Evaluation of the practical would be done on the basis of

1. Write-up of file book (15 Marks)
2. Performance and viva-voce (22 Marks)

Course Objectives: The overarching aim of this course is to prepare students to implement knowledge of all theory courses practically. They will perform practical with psychological tools which will enhance their skills in using apparatus and questionnaires appropriately.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-IV
MPSY-5423: RESEARCH METHODOLOGY

Time: 3 Hours

Total Credits: 4
L- T- P
4- 0- 0
Max. Marks: 100
(Theory: 75
Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: The scope of this paper is to understand the importance of research in social sciences, Identify and discuss the issues and concepts salient to the research process, and procedures of sampling, data collection, analysis and reporting of results.

UNIT-I

Scientific Research: Meaning, Stages in Research, Types of Research
Experimental and Descriptive Methods; Longitudinal, Cross Sectional Research and Cross sequential Research: Nature, Uses, Advantages and limitations.

UNIT-II

Sampling: Concept and Types, Problems of Sampling
Cross Cultural Research: Types, Problems of Sampling and Measurement, Emic & Etic Strategies

UNIT-III

Qualitative Research: Nature, Principles, and Limitations of Qualitative Research, Focused Group Discussion.
Comparison of Qualitative and Non-Qualitative Research, Participant observation, Ethical Issues

UNIT-IV

Sociometry: Concept, Method of Analysis.
Interview: Nature and Types of Interviews

Readings:

1. Elines, D.G. Kantowitz, B.B. & Roediger, H.L. (1989) Research Methods in Psychology, West Publishing Company, New York.
2. Kerlinger, F.M. (1973) Foundations of Behavioural Research, Holt, Rhinehart & Winston, Inc.
3. Kopala, M. & Suzuki, L.A. (1999) Using Qualitative Methods in Psychology, Sage Publications.
4. Myers, J.I. (1974) Fundamentals of Experimental Design, W.H. Freeman & Co.
5. Overall, J.E. & Klett, O.J. (1972) Applied Multivariate Analysis, New York, McGraw Hill.
6. Shaughnessy, J.J. & Zechneister, E.B. (1997) Research Methods in Psychology, The McGraw Hill Companies, Inc., New York,
7. Triandis, H.C. & Berry, J.W. Allyn (1980) Handbook of Cross - Cultural Psychology, Bacon Inc.
8. Willig, C. (2001) Introducing Qualitative Research in Psychology, Open University Press, Buckingham
9. Mc Burney, D.H. & White T.L. (2004). Research Methods. Thomson, Wadsworth, USA.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	By this Students can identify which interventions work best for specific populations or disorders
CO2	Through systematic observation, experimentation, and data analysis, researchers can test existing theories, propose new hypotheses, and expand our understanding of human behavior and mental processes.
CO3	Research methodology drives innovation in research techniques, measurement tools, and statistical analyses

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-IV
MPSY-5424: COGNITIVE PSYCHOLOGY

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: This paper is concerned with how people acquire, process and store information. It mainly emphasizes upon higher Cognitive processes of language, attention, memory, decision making, problem solving. It has many practical implications and Cognitive principles are often used in creation of educational materials and software design.

UNIT-I

Cognitive Psychology: Nature, Paradigms and Current Status, Pattern Recognition (Feature Analysis, Global Processing, Data Driven and Conceptually Driven Processing)

UNIT-II

Attention: Information Processing Approach to Attention.

Theories of Attention: Filter, Attenuation and Late Selection Theories

Automaticity Models (Automatic V/s Controlled Processing and Feature Integration Approaches)

UNIT-III

Memory: Models of Memory; Multistore, Working Memory, Levels of Processing and Net- Work Models

Ways of Organization of Memory Stores

UNIT-IV

Reasoning: Inductive and Deductive Reasoning

Decision Making

Readings:

- 1 Atkinson, R.C. (1999) Stevens Hand Book of Experimental Psychology, John Wiley & Sons, Canada.
- 2 Ellis, H.C. (1978) Fundamentals of Human Learning Memory and Cognition, New York, Brown Publishers.
- 3 Galotti, K.M. (2005) Cognitive Psychology. Thomson Asia Pvt.Ltd., Singapore.
- 4 Mayer, R.E. (1981) The Promise of Cognitive Psychology Freeman and Co., New York.
- 5 Solso, R. L. (2004) Cognitive Psychology. Pearson Education Pvt. Ltd., Delhi.
- 6 Taylor, I.(1999) Active Psychology, Pearson Education Ltd., England.
- 7 Wessels, M.G.(1982) Cognitive Psychology, Harper & Raw Publishers, New York.
8. Friedenberg, J. & Silverman, G. (2012) Cognitive Science: An Introduction to the study of Mind. Sage Publications: New Delhi.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Students will learn how information is processed, organized, and stored in the mind, and the factors that influence these processes.
CO2	They learn how cognitive theories can be applied to improve educational practices, enhance decision-making processes, optimize human-computer interaction, and develop effective therapeutic interventions.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-IV
MPSY-5425: PSYCHOLOGY OF ADOLESCENCE

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: This course aims to deepen students' understanding of the biological, cognitive, emotional, and social changes adolescents experience, while also examining the impact of family dynamics, peer relationships, cultural influences, and societal factors on adolescent development. Through critical analysis of theoretical perspectives and empirical research, students will gain insights into issues such as identity formation, risk-taking behaviors, mental health challenges, and resilience during adolescence. Practical applications will include strategies for assessment, intervention, and support tailored to the unique needs of adolescents in various contexts

UNIT-I

Adolescence: Introduction; Significance of studying adolescents' development; contexts of development

UNIT-II

Theoretical Perspectives: Havighurst, Freud, Sullivan, Erikson, Kohlberg, Kelly

UNIT-III

Adolescent Development: Physical and Cognitive Development **Adolescent Development:** Social and Emotional Development

UNIT-IV

Deviance in Adolescence: Juvenile Delinquency, Eating Disorders, Drug abuse and Youth Health Risk Behaviors.

Readings:

1. Dusek, J.B.(1987) Adolescent Development and Behaviour, Prentice- Hall Englewood Cliffs, New Jersey.
2. Jersild, A. T., Brook, J. S. & Borook, D. W. (1978) The Psychology of Adolescence, Macmillan Publishing Co. Inc. New York.
3. Newman, B.N. & Newman, P.R. (1979) An Introduction to the Psychology of Adolescence, The Dorsey Press, Homewood, Illinois.
4. Berk, L.E. (2004). Development through The Lifespan. Pearson Education Inc: USA
5. Kil, R.V & Cavanaugh, J.C. (2000) Human Development, A lifespan VIEW. Wordsworth, USA.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Students will gain insights into issues such as identity formation, risk-taking behaviors, mental health challenges, and resilience during adolescence.
CO2	Students will be equipped with the knowledge and skills necessary to engage thoughtfully with adolescent clients, contribute to research in adolescent psychology, and advocate for effective policies that promote positive youth development.

(2024-2026)

**M.A. PSYCHOLOGY
SEMESTER-IV
MPSY-5426: HEALTH PSYCHOLOGY**

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: This paper helps to understand the nature & significance of emerging areas in the life span of a person, to highlight the importance of social and psychological processes in the experience of health & illness and to focus on various risk factors & their remedies in discourse prevention & health promotion.

UNIT-I

Health Psychology: Definition, Nature, Scope & History.

Models of Health: Bio-psychosocial Model, Lazarus and Folkman's Transactional Health Belief Model, Self-efficacy Theory, Theory of Reasoned Action, Theory of Planned Behaviour, Precaution Adoption Process Model and Trans-theoretical Model, Eastern Approaches (Yoga and Meditation)

UNIT-II

Stress: Nature and Types of Stress, Causes & Consequences, Factors affecting Stress, Physiology of Stress, Measurement of Stress

Coping: Coping and Types of Coping

UNIT-III

Diseases: Cardiovascular Diseases, AIDS/HIV, Physiology of the Immune System & Psychoneuroimmunology, Diabetes, Cancer, Smoking & Pain

UNIT-IV

Management of Stress: Meditation, Yoga, Diaphragmatic Breathing, Progressive Muscular Relaxation, Biofeedback, Music Therapy, Nutrition & Stress, Physical Exercise & Stress

Readings:

1. Brannon, L. & Feist, J. (2000) Health Psychology: An introduction to Behaviour & Health. Brooks/Cole, Wadsworth (Thomson Learning).
2. Carson, R.C. & Butcher, J.N. (2000) Abnormal Psychology and Modern life. Harper Collins Publishers, USA.
3. Friedman, D.M.N. (1989). Health Psychology, Prentice Hall New-York.
4. Marks, D. F., Murray, M., Evans, B., Willig, C., Woodal, C. & Sykes, C. M. (2008) Health Psychology, Theory, Research & Practice, Sage Publications India, Pvt. Ltd., New Delhi.
5. Misra G. (1999). Psychological Perspectives on Stress and Health, Concept publishing co., New Delhi.
6. Seaward, B.L. (1999) Managing Stress: Principles and Strategies for Health & Well-being. Jones and Bartlett Publishers Boston U.S.A.
7. Snooks, M.K. (2009). Health Psychology: Biological, Psychological, and Sociocultural Perspective. Jones and Bartlett Publishers: USA.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Students will gain an appreciation for how biological processes (e.g., genetics, physiology), psychological factors (e.g., beliefs, emotions, coping strategies), and social determinants (e.g., socio-economic status, cultural influences, social support) interact to influence health outcomes.
CO2	Students will learn how psychological factors such as stress, coping strategies, self-efficacy, and social support influence the experience and management of chronic conditions such as diabetes, cancer, chronic pain, and autoimmune disorders.

(2024-2026)

**M.A. PSYCHOLOGY
SEMESTER-IV**

MPSY-5427: DEVELOPMENTAL PSYCHOPATHOLOGY

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective; The course aims to provide a comprehensive understanding of the causes, manifestations, and implications of psychological disorders from infancy through adulthood. Students will explore various theoretical models and empirical research on developmental psychopathology, gaining insights into risk and protective factors, diagnostic criteria, and treatment approaches for disorders such as autism spectrum disorders, ADHD, depression, anxiety, and conduct disorders. Emphasis will be placed on critical evaluation of research methodologies and ethical considerations in studying psychopathology across developmental stages.

UNIT-I

Introduction: Developmental Psychopathology in India. Concept, Classification & Assessment

UNIT-II

Anxiety Disorders : GAD, Phobias, OCD(Causes & intervention)

UNIT-III

Mood Disorders: Major Depressive Disorders; Dysthymic Disorders, Bipolar Disorders

UNIT-IV

Behavioral Disorders: Conduct disorders; Attention deficit hyperactivity disorders

Readings:

1. Klykylo, W. M. and Jerald, K. (2005) Clinical Child Psychology. John Wiley and Sons.
2. Mash, E. J.(2002) Abnormal Child Psychology, Wadsworth Thomson Learning, Australia.
3. Swanson, L. H. and Watson, B. L. (1982) Educational and Psychological Assessment of Exceptional Children, Theories, Strategies and Application, The C. V. Mosby Company, London.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Students will be prepared to apply their knowledge to clinical practice, research endeavors, and policy development aimed at improving outcomes for individuals affected by psychological disorders at different stages of development.
CO2	Students will explore various theoretical models and empirical research on developmental psychopathology, gaining insights into risk and protective factors.

(2024-2026)

**M.A. PSYCHOLOGY
SEMESTER-IV
MPSY-5428: EDUCATIONAL PSYCHOLOGY**

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: This paper deals with teaching and learning practices and helps the teacher in his task of modifying the learner's behavior and bringing about all round development of personality. This paper centers around the process of teaching and learning for enabling the teacher and learner to do their jobs as satisfactory as possible. It is helpful in suggesting principles and techniques for selection of learning experience appropriate to each development stage of childhood.

UNIT-I

Educational Psychology: Nature and Objectives

Theoretical Perspectives: Behaviouristic Theories, Social Learning Theories (Modeling and Observational learning, Self-efficacy, Classroom Implications); Piaget and Neo-Piagetian Theories and their Applications in Teaching;

UNIT-II

Cognitive Psychology: Bruner, Vygotsky and Information Processing Models,

Cognitive Styles and Learning Strategies; Learning Styles, Humanistic Approaches to Education.

Schooling and Cognition. Gender Differences/Issues in the Classroom.

UNIT-III

Motivation and Learning: Relationship between motivation, Learning and Performance. Types: extrinsic and intrinsic motivation. Theories: Need Theories (Murray, Maslow & Need for Achievement). Expectancy Theories (Goal Setting, Self Efficacy, Attribution and Locus of Control)

UNIT-IV

Educational Assessment: Measurement and Evaluation (Norm-referenced and Criterion referenced tests.) Test Scores- Meaning, Types of Interpretation. Standardized test – Meaning, Types and Interpretation; Reliability and Validity

Readings:

1. Chintamanikar (1992) Exceptional Children-Their Psychology and Education, Sterling Publishers Pvt., Ltd., New Delhi.
2. Dececco, J.F. and Grawsford, W. (1977). The Psychology of Learning and Instruction., Prentice Hall India, New Delhi
3. Hilgard, B.R. (1948) Theories of Learning, Apple art., New York.
4. Kakkar, S. B. (2001) Educational Psychology, Prentice Hall of India, New Delhi.
5. Kirk, Samuel, A; Gallagher, James J. and Anasrason, Nicholas, J. (1997) Educating Exceptional Children. Houghton Mifflin Company, New York.
6. Klausmeir, H.H. and Ripple, R.E.(1971) Learning and Human Liabilities, Harper and Row, New York.
7. Mangal, S. K. (2002) Advanced Educational Psychology. Prentice Hall of Indida, New Delhi.
8. Parson, R.D., Hinson, S. L., Brown, D.S. (2001) Educational Psychology. A Practitioner Researcher model of Teaching. Wads worth, Thomson Learning, U.S.
9. Slavin, R.E.(1988). Educational Psychology: Theory into Practice, Englewood Cliffs: Prentice Hall.
10. Woolfolk, A.B. (1987). Educational Psychology, Englewood Cliffs, Prentice Hall.

COURSE OUTCOMES (Cos)

Sr. no.	On completing the course, students will be able to
CO1	Students will explore how intrinsic and extrinsic motivation, goal-setting, self-efficacy, and interest affect student behavior and academic achievement.
CO2	Students learn about classroom management techniques, social-emotional learning, and the role of peer interactions in academic success.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-IV
MPSY-5429: APPLIED PSYCHOLOGY

Time: 3 Hours

Total Credits: 4

L- T- P

4- 0- 0

Max. Marks: 100

(Theory: 75

Internal Assessment: 25)

Instructions for the Paper Setters:

Section A: This section will consist of seven short answer type questions, each carrying 1 mark. All questions will be compulsory. Answer to each question shall be in 50 words approximately. The total weightage of this section shall be 7 marks.

Section B: Eight questions of equal marks are to be set, two in each of the four Sections (A- D). Each question will carry 17 marks. Questions of Sections A-D should be set from Units I- IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt four questions, selecting at least one question from each section. The total weightage of this section shall be 68 marks.

Course Objective: The paper of applied Psychology enables the students to apply various theories of psychology to deal with different psychosocial problems of society such as poverty, deprivation, crowding and environment etc.

UNIT-I

Psychology and Legal system: Social Influence and Legal system (Police Interrogation, Lineups & Media Coverage) Social Cognition (Eyewitness Testimony, Emotions, Time and Intervening Information, Memory), Role of Stereotypes and Prejudice in Legal System

UNIT-II

Psychology and Environment: Concept and Types of environment, Pollution (Air, Water, Noise, Chemical)
Personal Space, Density and Crowding, Psychological Interventions for Environmental Management

UNIT-III

Psychology and Organizations: Concept and Nature, Work Environment, Job Satisfaction (Antecedents & Consequences, Interpersonal Processes in Organizations, Communication and Group Decision making

UNIT-IV

Community Psychology: Concept, Origin, Values and Approaches, Sense of Community (Life in the city and Internet as a community & source of help, Diversity vs Prejudice and Stigmatization, Change in community

Readings:

1. Baron, R. A. & Byne, D. (2006) Social Psychology, Understanding, Human Interaction, Prentice Hall of India, New Delhi.
2. Jain, U. (1987) The Psychological Consequences of Crowding, Sage Publications Pvt. Ltd., New Delhi.
3. Worchel, S., Cooper, J. & Coethals, G. R. (1988) Understanding Social Psychology. The Dosrey Press, Chicag
4. Raven, B. H. & Rubin, H. L (1983) Social Psychology, John Willy Sons, New York.

COURSE OUTCOMES (Cos)	
Sr. no.	On completing the course, students will be able to
CO1	Practitioners apply principles of motivation, learning theories, and behavioral interventions to optimize performance and facilitate learning among individuals and groups.
CO2	By applying psychological knowledge and techniques, practitioners contribute to addressing societal challenges and improving the quality of life for individuals and communities.

(2024-2026)
M.A. PSYCHOLOGY
SEMESTER-IV
MPSY-5430: DISSERTATION

Time: 3 Hours

Total Credits: 6
L- T- P
0- 0- 0
Max. Marks: 150

Instructions for the Paper Setters:

Course Description

The dissertation represents the culmination of the Master's in Psychology program, allowing students to demonstrate their ability to conduct independent research within the field. This course guides students through the process of formulating a research question, conducting a comprehensive literature review, selecting appropriate methodologies, analyzing data, and interpreting findings.

Learning Objectives

By the end of this course, students should be able to:

- Develop a clear and focused research question or hypothesis.
- Conduct a thorough literature review that situates their research within existing scholarship.
- Design a robust research methodology that aligns with their research question.
- Collect, analyze, and interpret data effectively.
- Communicate research findings clearly and concisely in a dissertation format.
- Defend their research orally in front of an academic audience.

Required Texts/Resources

- **Recommended Reading:** A list of key textbooks, journals, and resources relevant to the student's research topic will be provided based on individual dissertation topics.

Course Outline

Module 1: Introduction to Dissertation Research

- Overview of the dissertation process
- Formulating a research question or hypothesis
- Setting clear objectives and scope of the study

Module 2: Literature Review

- Conducting a comprehensive literature review
- Identifying gaps and justifying the importance of the study
- Developing a theoretical framework

Module 3: Methodology

- Choosing appropriate research methods (qualitative, quantitative, mixed methods)
- Sampling techniques and participant selection
- Data collection procedures and ethical considerations

Module 4: Data Analysis and Results

- Data analysis techniques (qualitative or quantitative)
- Presenting results effectively (tables, figures, narratives)
- Interpreting findings in relation to research questions

Module 5: Discussion and Conclusion

- Discussing implications of findings for theory, practice, and policy
- Addressing limitations and future research directions
- Summarizing key findings in the context of existing literature

Module 6: Dissertation Writing and Presentation

- Structuring the dissertation (introduction, methodology, results, discussion, conclusion)
- Writing strategies and style guidelines
- Preparing for the oral defense

Assessment

- **Research Proposal:** Submission and approval of a detailed research proposal including introduction, literature review, methodology, and expected outcomes (20%)
- **Dissertation Draft:** Submission of a complete draft of the dissertation for feedback and revision (50%)
- **Oral Defense:** Presentation and defense of the dissertation before a committee (30%)

Grading Criteria

- The grading will be based on the quality of research design, critical analysis, clarity of writing, adherence to APA (or specified) formatting, and oral presentation skills during defense.

Academic Integrity

Students are expected to uphold academic integrity throughout the dissertation process. Plagiarism and other forms of academic dishonesty will not be tolerated and will result in disciplinary action.

Resources and Support

- **Supervisory Meetings:** Regular meetings with the dissertation advisor for guidance and feedback.

- **Research Support:** Access to library resources, statistical consultation (if available), and writing support services.

Schedule

A detailed schedule outlining deadlines for each milestone (proposal submission, draft submission, defense date) will be provided at the beginning of the course.

(2024-2026)

**M.A. PSYCHOLOGY
SEMESTER-IV
MPSY-5431: PRACTICALS**

Time: 3 Hours

**Total
Credits: 2**

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Max. Marks: 50

(Theory: 37

Internal Assessment: 13)

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of six decided by the Board of Control. Practical examination will be of 3 hours duration. Examiner will conduct the practical examination. Students will perform one practical in the exam carrying 37 marks. Evaluation of the practical would be done on the basis of

1. Write-up of file book (15 Marks)
2. Performance and viva-voce (22 Marks)

Course Objectives: The overarching aim of this course is to prepare students to implement knowledge of all theory courses practically. They will perform practical with psychological tools which will enhance their skills in using apparatus and questionnaires appropriately.