



M.J.P. ROHILKHAND UNIVERSITY, BAREILLY

REVISED SYLLABUS OF M.A. PSYCHOLOGY

Based on National Education Policy-2020

As per Choice Based Credit System- CBCS

w.e.f. session – 2024-2025

The entire course will be of four semesters.

M.A.- I

Semester I & II

In Semester I and II, there would be four core/ compulsory theory papers, a practical course (Lab Course) based on theory paper.

There would be total four theory papers, a practical course and one Practical. The total credit points for each Semester shall be 20 for theory papers and practical.

Semester I

Course No.	Name of the Course	Credits	Marks Internal/External	Remark
PsyCC101	Systems and Theories	4	100 (30/70)	Core / Compulsory Paper
PsyCC102	Cognitive Psychology	4	100 (30/70)	Core / Compulsory Paper
PsyCC103	Statistics in psychology	4	100 (30/70)	Core / Compulsory Paper
PsyCC104	Social Psychology	4	100 (30/70)	Core / Compulsory Paper
PsyPC105	Practical (Lab Course)	4	100 (30/70)	Pract. / Compulsory. Paper

Semester II

Course No.	Name of the Course	Credits	Marks Internal/External	Remark
PsyCC201	Psychology of Personality	4	100 (30/70)	Core / Compulsory Paper
PsyCC202	Motivation and Emotion	4	100 (30/70)	Core / Compulsory Paper
PsyCC203	Research methodology	4	100 (30/70)	Core / Compulsory Paper
PsyCC204	Biological Basis of Behavior	4	100 (30/70)	Core / Compulsory Paper
PsyPC205	Practical (Lab Course)	4	100 (30/70)	Pract. / Compulsory. Paper

M.A.- II

Semester III

Semester III shall consist of two core /compulsory theory papers (4 credits per paper) and one compulsory practical course (4 credit). There will be eight Elective/ Optional Papers offered to the students which are divided into two groups. **Student will have to opt one optional paper from each group.** Each elective/ optional paper shall be of 4 credits. Practical course will be based on compulsory theory papers and other opted theory papers. **There would be total four theory papers and a practical course.** There will be industrial training /survey /project of 6 credit. The total credit points for Semester III shall 20 for theory papers and practical and 6 for project = 26 credits.

Course No.	Name of the Course	Credits	Marks Internal/External	Remark
PsyCC301	Psychological Assessment	4	100 (30/70)	Core / Compulsory Paper
PsyCC302	Psychopathology	4	100 (30/70)	Core / Compulsory Paper
GROUP A				
PsyEL303	Developmental Psychology	4	100 (30/70)	Elective/ Optional Paper
PsyEL304	Organizational psychology	4	100 (30/70)	Elective/ Optional Paper
PsyEL305	Health Psychology	4	100 (30/70)	Elective/ Optional Paper

PsyEL306	Counselling Psychology	4	100 (30/70)	Elective/ Optional Paper
GROUP B				
PsyEL307	Community Psychology	4	100 (30/70)	Elective/ Optional Paper
PsyEL308	Clinical Psychology	4	100 (30/70)	Elective/ Optional Paper
PsyEL309	Environmental Psychology	4	100 (30/70)	Elective/ Optional Paper
PsyEL310	Applied social psychology	4	100 (30/70)	Elective/ Optional Paper
PsyPC311	Practical (Lab Course)	4	100 (30/70)	Practical / Compulsory Paper
PsyPC312	Industrial training /survey /project	6	100	Compulsory Paper

Semester IV

Semester IV shall consist of four Elective / Optional theory papers (4 credits per paper) and one compulsory practical course (4 credit). There will be twelve Elective/ Optional theory Papers offered to the students which are divided into four groups. **Student will have to opt one optional paper from each group.** that will be for 4 credit points. Practical course will be based on opted theory papers. **There would be total four theory papers and a practical course** . There will be industrial training /survey /project of 6 credit. The total credit points for Semester IV shall 20 for theory papers and practical and 6 for industrial training = 26 Credits

Course No.	Name of the Course	Credits	Marks Internal/External	Remark
GROUP A				
PsyEL401	Indian Psychology	4	100 (30/70)	Elective/ Optional Paper
PsyEL402	Positive Psychology	4	100 (30/70)	Elective/ Optional Paper
PsyEL403	Forensic and Criminal Psychology	4	100 (30/70)	Elective/ Optional Paper
GROUP B				
PsyEL404	Human Resource Development	4	100 (30/70)	Elective/ Optional Paper
PsyEL405	Psychotherapeutic Interventions	4	100 (30/70)	Elective/ Optional Paper
PsyEL406	Stress and Health	4	100 (30/70)	Elective/ Optional Paper
GROUP C				
PsyEL407	Psychology of Aging	4	100 (30/70)	Elective/ Optional Paper

PsyEL408	Educational Psychology	4	100 (30/70)	Elective/ Optional Paper
PsyEL409	Sport psychology	4	100 (30/70)	Elective/ Optional Paper
GROUP D				
PsyEL410	Socio-Emotional Development in Children	4	100 (30/70)	Elective/ Optional Paper
PsyEL411	Psychology of Individual differences	4	100 (30/70)	Elective/ Optional Paper Elective/ optional paper
PsyEL412	Youth psychology	4	100(30/70)	
PsyPC413	Practical (Lab Course)	4	100 (30/70)	Pract. / Compulsory Paper
PsyPc414	Industrial training /survey /project	6	100	Compulsory Paper

Psy – Psychology ; PsyCC – Core/Compulsory Paper; PsyEL – Elective/Optional Paper ; PsyPC – Practical/Compulsory Paper ; PsyELD –Dissertation Elective /Optional Paper ; PsyMN – Minor Paper; PsyOE– Open Elective/Minor Paper.

The break-up of marks for credit course examinations will be:

Assessment Type	Theory course (Marks distribution) 4 credits
Internal Assessment	
(a) Test	20
(b) Assignment/ Seminar/ Quiz etc	05
(c) Overall Performance	05 Total = 30
External Assessment	
End semester Examination	70
Total Marks	100
Assessment Type	
Lab Course (Marks distribution) 4 credits	
Internal Assessment	
(a) Regularity	10
(b) Lab Record	10
(c) Viva	05
(d) Field work / Collection model/ Exercise	05 Total = 30
External Assessment	
Practical Exam based on record, exercise and viva	70
Total Marks	100

M.A. (Semester-I)
Paper: PsyCC101 - SYSTEMS AND THEORIES
(Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT-I

Psychology as Science, current status. Nature and characteristics of systems, theories. Schools: Associationism- British empiricism, S-R relationship, tenets. Structuralism- Contribution of Wundt and Titchener, methodology, tenets.

UNIT-II

Functionalism- Antecedents, pioneers, tenets. Behaviorism: Antecedents and foundation, methodology, tenets. Gestalt Psychology: Antecedents and foundation, empirical work, tenets.

UNIT-III

Psychoanalysis: Antecedents and foundation, basic concepts, tenets. Individual Psychology: Basic concepts and contribution. Analytic Psychology: Basic concepts and Contribution.

UNIT-IV

Field theory: Lewin's life space- basic concepts and contribution; Tolman's purposive behaviourism- basic concepts and contribution. S-R Theory: Hullian system and contribution; Skinnerian positivism; Gütherian associationism.

Suggested Readings:

1. Brennan J.F. (2014), *Readings in the history and systems of psychology* (2nd edition). USA: Pearson.
2. Brennan J.F. & Houde K.A.(2017).*History and systems of psychology* (7th edition). UK: Cambridge University Press.
3. Chaplin T. & Kraweic T.S. (1979).*Systems and Theories of Psychology*. NY: Thompson Learning.
4. Hergenhahn B.R. (2019), *Introduction to the history of psychology* (8th edition), USA: Cengage.
5. Schultz, D.P. & Schultz, S.E. (2016).*A history of modern psychology*.(11th edition). Cengage Learning.
6. Wolman, B.B. (1995). *Contemporary Theories and Systems in Psychology*. Delhi: Freeman

M.A. (semester I)
Paper: PsyCC102 – COGNITIVE PSYCHOLOGY
(Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total

UNIT-I

Cognitive approach to psychology: Origin and current status of cognitive psychology, assumptions and methods of cognitive psychology. Attention: Concept and mechanism; Types and theories.

UNIT-II

Memory Processes: working memory, semantic, episodic, procedural, eye-witness and flashbulb memory, traumatic and false memory, everyday memory; Approaches to memory- information processing & connectionist.

UNIT-III

Language processes: Acquisition, Comprehension and Production; Language and thought.

UNIT-IV

Decision Making and problem solving: Models & theories; Human problem-solving strategies- heuristics and algorithmic; expert and novice problem solvers.

Suggested Readings:

1. Baddley, A., Eysenck, M. W., & Anderson, M. C. (2009). *Memory*. New York: Psychology Press.
2. Eysenck, M.W. & Keane, M.T. (2015). *Cognitive Psychology: A Student's Handbook (7th Edition)*. UK: Psychology Press.
3. Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. New Delhi: Sage.
4. Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2018). *Cognitive Neuroscience: The biology of the mind*. (5th Edition). New York: W.W. Norton.
5. Goldstein, E. B. (2018). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (5th edition). USA: Cengage.
6. Groome, D. & Eysenck, M. (2016): *An Introduction to Applied Cognitive Psychology* 2nd Edition. UK: Psychology Press.
7. Riegler, B.R., & Riegler, G.L.R. (2008). *Cognitive Psychology: Applying the Science of the Mind*. India: Pearson Education.
8. Sternberg, R.J., & Sternberg, K. (2016) *Cognitive Psychology* (7th Edition). USA: Wadsworth Publishing.
9. Arun Kumar Singh, "*Uchhtar samanya manovigyan*" Motilal Banarasi Das.

M.A. (semester I)
Paper: PsyCC103 – STATISTICS IN PSYCHOLOGY
(Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Introduction: Inferential statistics - Difference from Descriptive statistics, Statistical Hypothesis Testing, Effect Size, Threats to Experiment -internal validity and external validity, Type-1 and Type-2 Error.

UNIT II

Analysis of group differences: Analysis of Variance -One way ANOVA -In independent samples, with repeated measures, planned comparisons, Trend analyses, Post hoc comparison of means – Protected t test. Two-way ANOVA - In independent samples, With repeated measures, In mixed factorial designs. ANOVA in factorial designs - Independent samples, Repeated measures, Mixed designs, planned comparisons, Trend analyses.

UNIT III

Exploring relationship: Correlation: Pearson correlation, Bi serial, point-bi-serial, Tetrachoric correlation, Multiple and Partial correlations, Phi coefficient. Prediction and Regression: Concept of regression, Regression equation, Interpretation of regression coefficients, Linear Regression, Logistic Regression, Stepwise Regression.

UNIT IV

Constructing and testing models: Factor Analyses - Foundations of factor analyses, Extraction of factors, Rotation of factors, Second order factor analyses, Factor Scores. Non-parametric statistics: Difference from parametric statistics; Advantages and limitations, Chi square, Median test, Mann Whitney U test, Wilcoxon sign rank test, Kruskal-Wallis one way ANOVA, Friedman’s two-way ANOVA.

Suggested Readings:

1. Agresti, A. (2017). *Statistical methods for the Social Sciences* (5th ed.). USA: Pearson.
2. Chadha, N.K. and Sehgal, P.R.L. (1984). *Statistical Methods in Psychology*, New Delhi E.E.P.
3. Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th edition). USA: Sage.
4. Ferguson, G. A. (1959). *Statistical analysis in psychology and education*.
5. Garrett, H.E. (2005-12th Indian Reprint) *Statistics in Psychology and Education*. Delhi: Paragon International Publishers.

6. Howell, D.C. (2017). *Fundamental statistics for the behavioural sciences* (9th ed.). USA: Cengage.
7. Kerlinger, F.N. (1986). *Foundations of Behavioural Research* (3rd edition). USA: Holt, Rinehart & Winston.
8. Siegel, S. & Castellan, J.N. (1988). *Nonparametric statistics for the behavioural sciences*(2nd ed.). USA: McGraw Hill.
9. Utts, J.M. (2015). *Seeing through statistics* (4th ed.). USA: Cengage.
10. Veeraraghavan, V. & Shetgovekar, S. (2016). *Textbook of parametric and nonparametric statistics*. India: Sage Texts.
11. R.N.Singh and Taresh bhatiya (2019) ,”Aadhunik sankhiyki vidhiyan.”

M.A. (semester I)

Paper: PsyCC104 – SOCIAL PSYCHOLOGY

(Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Social Psychology: Nature, Origins and Development; Methods in Social Psychology: Experimental, Observation, Co-relational, Survey, Field study, Cross- Cultural, Sociometry.

UNIT II

Social Perception: Impression Formation and Management; Attribution Theories and Attribution Biases.

Social Cognition: Social Schema & its impact; Heuristics, Prototypes and Social Representations.

UNIT III

Attitude: Nature, Formation, Measurement and Attitude Change: Persuasion and Cognitive Dissonance. Conformity: Asch and Sheriff’s approach; Compliance: Principles and Tactics; Obedience and Disobedience.

UNIT IV

Co-operation and Conflict: Social exchange theory; Factors affecting conflict, Inter group Conflict and Resolution techniques. Aggression: Nature and Theories: Biological, Social learning and cognitive; Causes of aggression: Social and personal; Techniques and Prevention to control aggression.

Suggested Readings:

1. Alcock, J., & Sadava, S. (2014). *An Introduction to Social Psychology: Global Perspectives*. New Delhi: Sage Publication.
2. Branscombe, N.R., & Baron, R.A. (2017). *Social Psychology* (14th edition). USA: Pearson.
3. Kassin, S., Fein, S., & Markus, H.R. (2016). *Social Psychology*. (10th edition). USA: Cengage.
4. Myers, D.G., Sahajpal, P. & Behera, P. (2012). *Social Psychology*. New Delhi: Tata McGraw-Hill.
5. Sanderson, C.A., & Safdar, S. F. (2012). *Social psychology*. Ontario, Canada: John Wiley.
6. Singh, A.K. (2015). *Social Psychology*. India: Prentice Hall of India.
7. Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). *Social psychology* (12th ed.). New Jersey: Pearson Education.
8. Arun Kumar Singh, 2014 "Uchchatar samaj manovigyan" Motilal Banarasi Das, Delhi
9. R.N.Singh and shubra Bhardwaj, 2022 "samajik vyavhar ka manovigyan"

M.A. (Semester-I)

**Paper: PsyPC105 – PRACTICAL (LAB COURSE)
(Core / Compulsory Paper)**

Credits 4 (Hrs/week: 4)

Total : 100 marks

Practical (Lab Course) based on Papers from PsyEL101-104(Core/ Compulsory): Total four practical's minimum one practical from each selected paper.

(Semester-II)

Paper: PsyCC201 – PSYCHOLOGY OF PERSONALITY (Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Personality: Concept and nature; Basic issues related to study of personality. Eastern perspective.

UNIT II

Trait and Type approaches: Allport, Cattell, Eysenck, and Big-five model.

UNIT III

Psychodynamic and Psychosocial approaches: Freud and Erikson.

UNIT IV

Behaviouristic and Social Learning approaches: Skinner, Bandura and Mischel, Humanistic and Phenomenological approaches: Rogers and Kelly.

Suggested Readings:

1. Cervone, D. & Lawrence, P.A. (2013). *Personality Psychology* (12th Ed). New York: John Wiley & Sons.
2. Cloninger S.C. (2012). *Theories of Personality: Understanding Persons* (6th International Ed.). Pearson Education
3. De Piano, F. & Mukherjee, A. (2002). *Religious Theories of Personality and Psychotherapy*. N.Y.: Routledge Taylor & Francis Group.
4. Feist, J., Fiest, G. J., & Roberts, T.A. (2012). *Theories of Personality* (8th Ed). New York: McGraw Hill.
5. Friedman, H. S. & Schustack, M. W. (2016). *Personality: Classic Theory and Modern Research* (6th Ed.). Singapore: Pearson Education.
6. Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of Personality* (4th ed.). John Wiley & Sons Inc.
7. Larsen, R. J., & Buss, D. M. (2013). *Personality Psychology: Domains of knowledge about human nature* (5thed.). New York: McGraw Hill.
8. Schultz, D.P. & Schultz, S.E. (2017). *Theories of Personality* (11th Ed.). Boston: Cengage Learning.
9. Shiraev, E. (2016). *Personality Theories: A Global View*. USA: Sage.
10. Arun Kumar Singh ,2017"Vyaktitva ka manovigyan" Motilal Banarasi Das , Delhi

(Semester-II)

**Paper: PsyCC202 – MOTIVATION AND EMOTION
(Core / Compulsory Paper)**

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Motivation: Nature and properties; Origin, development and present status. Conceptual issues; response dimension.

UNIT II

Theoretical framework: Murray and Maslow, intrinsic and extrinsic framework, Psychological motives – autonomy, competence, relatedness, Implicit motives – achievement, affiliation, power, Cognitions and motivation – goal setting and striving, personal control beliefs, mind-sets and dissonance, the self and its strivings.

UNIT III

Emotion: Conceptual and theoretical issues, Cross-cultural differences in emotional expression and experiences.

UNIT IV

Self-conscious emotion: Shame, guilt, embarrassment, pride; Positive emotions -optimism and hope, Control and management of emotions, Emotional intelligence: Concept, dimension and assessment.

Suggested Readings:

1. Barret, L. F., Niedenthal, P.M., & Winkielman (2005). *Emotion and consciousness*. New York: The Guilford Press.
2. Carr, A. (2008). *Positive Psychology: The science of happiness and human strengths*. New Delhi: Routledge.
3. Cofer, C. N., &Appley, M. H. (1964). *Motivation: Theory and Practice*. New York: Wiley.
4. Ekman, P. (2003). *Emotions revealed*. London: Weidenfield& Nicolson.
5. Gazzaniga, M. & Grison, S. (2018). *Psychology in your life*.(3rd edition). USA: W.W. Norton.
6. Mandal, M.K. (2004). *Emotion*. New Delhi: East-West Press.
7. Myers, D.G. & DeWall, C. N. (2017). *Psychology* (12th edition). USA: Worth.
8. Reeve, J. (2017). *Understanding Motivation and Emotion* (7th edition). USA: Wiley.

M.A. (Semester-II)
Paper: PsyCC203 – RESEARCH METHODOLOGY
(Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Measurement: Nature, History, Functions and Levels. General Problems and Sources of Errors in Measurement. Psychological Research: Nature and purpose; Scientific approach to Psychology; Types of research- Descriptive, exploratory and causal research; Qualitative research methods; Ethical issues.

UNIT II

Psychological Research Process: Formulation of research problem and hypothesis; Choosing research design; Identifying variables; Control of extraneous variables; Sampling design and data collection; Data analysis and interpretation; Reporting research (APA style). Research tools for data acquisition. Observation, interview, Questionnaires and tests.

UNIT III

Experimental Research Designs: Randomized groups, matched groups. Factorial designs- between and within group designs; a-priory and post-hoc comparisons.

UNIT IV

Non-experimental Research Designs: correlational, quasi experimental and ex-post-facto designs. Single subject design; longitudinal and cross-sectional designs.

Suggested Readings:

1. Breakwell, G.M., Smith, J.A., & Wright, D.B. (2012). *Research methods in psychology* (4th ed.). Sage.
2. Broota, K.D. (1992). *Experimental design in behavioural research*. ND: New Age International Pub.
3. Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer.
4. Dawson, C. (2002). *The practical research methods: A user-friendly guide to mastering research techniques and projects*. UK: How to Books Ltd.
5. Elmes, D., Kantowitz, B., & Roediger, H. (2011). *Research methods in psychology* (9th ed). Cengage Learning.
6. Kerlinger F.N. (1983). *Foundations of Behavioural Research*, Surjeet Publication, Delhi.
7. Nestor, P.G. & Schutt, R.K. (2011). *Research methods in psychology: Investigating human behavior*. Sage
8. Winer, B.J., Brown, D.R. & Michels, K.M. (1991). *Statistical principles in experimental design*. NY: McGraw Hill.

M.A. (Semester-II)
Paper: PsyCC204 –BIOLOGICAL BASIS OF BEHAVIOUR
(Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Introduction: Nature and scope of biopsychology: Biological methods of study, Behavioral methods of study, Ethical issues in research in biopsychology.

UNIT II

The Nervous System: Neurons and Supporting Cells, Neural Conduction and Synaptic Transmission, Classifications of the nervous system on the basis of structure and functioning.

UNIT III

Central Nervous System: Brain - Structure and functions, Spinal Cord - Structure and functions , Development of the brain, Damage to the brain and its effects on behavior.

UNIT IV

Sensations and perception: Vision, Audition, Skin senses, Chemical senses. The Motor System: Principles of sensory motor function, Sensory motor association cortex, Effectors: Muscles and Glands.

Suggested Readings:

1. Kalat, J.W. (2018). *Biological Psychology* (13th edition). USA: Cengage Learning.
2. Gazzaniga, M & Grison, S. (2018). *Psychology in your life.*(3rd edition). USA: W.W. Norton.
3. Goldstein, E.B. & Brockmole, J.R. (2016).*Sensation and Perception* (10th edition). USA: Cengage.
4. Pinel, J.P.J. & Barnes, S. (2017). *Biopsychology* (10th edition). USA: Pearson.
5. Toates, F. (2011). *Biological psychology*. NJ: Pearson Education Inc.
6. Wickens, A. (2009). *Introduction to biopsychology*. New Jersey: Prentice Hall.

M.A. (Semester-II)
Paper: PsyPC205 – PRACTICAL (LAB COURSE)
(Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

Practical (Lab Course) based on Papers PsyCC201-204(Core/Compulsory) papers.

Total four practical's minimum one practical from each selected paper.

M.A. (Semester-III)

Paper: PsyCC301 –PSYCHOLOGICAL ASSESSMENT (Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Psychological assessment: Nature and purpose; Assessment, evaluation and testing; Principle of assessment. Psychological Testing: Nature, Uses of Psychological testing, Characteristics of a good test, Types of Tests, Legal, Ethical & Social Issues.

UNIT II

Test Construction: Steps of test construction, Item Writing, Design of Ability tests, Design of Performance tests. Item Analysis: Item – Difficulty, Item Discrimination, Distractor Power, Item Characteristic curves.

UNIT III

Psychometric evaluation and standardization of test: Reliability, validity, and development of norms; issues and challenges.

UNIT IV

Applications of psychological tests: Testing and assessment in various settings-education, counselling and guidance, clinical, organizational and developmental.

Suggested Readings:

1. Aiken, L.R. & Groth- Marnat, G. (2009). *Psychological Testing and Assessment* (12th ed) New Delhi: Pearson Education .
2. Anastasi, A.,& Urbina, S. (1997). *Psychological Testing* (7th ed) NY: Prentice- Hall.
3. Chadha, N. K. (2009). *Applied psychometry*. New Delhi: Sage.
4. Cohen, R. J., Swerdlik, M. E., Smith, D. K., & Cohen, R. J. (1992). *Psychological testing and assessment: An Introduction to Tests and Measurement*. Mountain View : Calif: Mayfield Pub. Co.
5. Gregory, R. J. (2017). *Psychological Testing* (7th Edition). USA: Pearson Education.
6. Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological Testing: Principles, Applications and Issues* (8th ed.). New Delhi: Cengage.
7. Kline, T. J. B. (2005). *Psychological Testing*. New Delhi: Vistaar Publication
8. Miller, L.A., Lover, R.L. & McIntire, S.A. (2013). *Psychological Testing*. New Delhi: Sage.
9. Price, L.R. (2016). *Psychometric Methods: Theory into Practice*. New York: Guilford Press.
10. Singh, A.K. (2008). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhawan.

M.A. (Semester-III)
Paper: PsyCC302 –PSYCHOPATHOLOGY
(Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Psychopathology: Nature and Theoretical Approaches–Biological, Psychodynamic, Behavioral, Cognitive, and Humanistic-Existential. Classification of Abnormal Behavior: Purpose. Classification Systems – DSM 5 and ICD 11.

UNIT II

Clinical Patterns, Symptoms, and Causes of Neuro-developmental Disorders: Intellectual Disabilities, Communication Disorders, Autism Spectrum Disorder, and Attention Deficit / Hyperactivity Disorder.

UNIT III

Anxiety Disorders: Specific phobia, Panic, Generalized Anxiety Disorders; Obsessive–Compulsive disorders. Trauma and Stress Related disorders: PTSD, Adjustment Disorder. Dissociative Disorders: Dissociative Identity Disorder, Dissociative Amnesia, Depersonalization / Derealization Disorder.

UNIT IV

Schizophrenia Spectrum Disorders: Schizophreniform Disorder, Schizophrenia, Schizoaffective Disorder, Catatonia. Bipolar and Related Disorders: Bipolar I, Bipolar II & Cyclothymic Disorder; Depressive Disorders: Disruptive Mood dysregulation disorder, Major Depressive Disorder, Dysthymia.

Suggested Readings:

1. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders*, 5th Edition: DSM-5. USA: American Psychiatric Association Publishing.
2. Barlow, D. H. & Durand, V. M. (2016). *Abnormal psychology: An integrative approach* (7th Ed). Cengage Learning .
3. Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). *Abnormal psychology*. Pearson Education India.
4. Hooley J.M., Butcher, J.N., Nock, M.K., & Mineka, S.M. (2017).*Abnormal Psychology* (17th edition). USA: Pearson.
5. Levy, K.N., Kelly, K.M., & Ray, W.J. (2018).*Case Studies in Abnormal Psychology*. USA: Sage
6. Nevid, J.S., Rathus, S.A., & Greene, B. (2017).*Abnormal Psychology in a Changing World* (10th Edition). USA: Pearson
7. Sarason. I. G. & Sarason, B. R. (2006). *Abnormal psychology*. (11thEd). Delhi: Prentice Hall India.
8. World Health Organization (2019).*International Classification of Diseases 11th revision*. USA: World Health Organization.
9. Arun Kumar Singh,2017 " *Aadhunik asamanya manovigyan*" Motilal Banarasi Das Agra
10. R.N. Singh and shubra Bhardwaj, 2018 " *Manovikrati vigyan ke Aadhar*."

M.A. (Semester-III)
Paper: PsyEL303 –DEVELOPMENTAL PSYCHOLOGY
(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Developmental Psychology: Nature and Principles; Life-Span Perspectives: Psychoanalysis, Behaviourism, Social Learning, Cognitive and Recent theoretical perspectives. Research Methods and Designs: Observation, Interview, Questionnaire, Case Study and Clinical; Cross sectional, Longitudinal and Sequential.

UNIT II

Genetic and Environmental Foundations of Development: The Nature-Nurture Debate and Cultural Influences , Bronfenbrenner’s Ecological Perspective on development. Physical Development & Aging: Prenatal, Infancy, Childhood, Adolescence, Adult and Old Age.

UNIT III

Cognitive and Language Development: Cognitive Development in infancy and childhood; Theories of Cognitive Development: Piaget’s stage theory, Vygotsky’s Socio-Culture theory; Language Development: Theories of Language Acquisition: Behavioural Learning, Nativist, Cognitivist.

UNIT IV

Social Development: Social Processes: Family, School and Work, Social Aspects of Aging; Erikson’s theory of Psychosocial Development. Moral Development: Nature, Process; Theories of Moral Development: Psychoanalytic, Social Learning, Piaget and Kohlberg’s theory.

Suggested Readings:

1. Berk, L.E. & Meyers, A.B. (2015). *Infants, Children, and Adolescents*. (8th edition). USA: Pearson.
2. Berger, K.S. (2017). *Developing Person Through the Life Span* (10th edition). USA: Worth.
3. Berk, L.E. (2017). *Development Through the Lifespan* (7th edition). USA: Pearson.
4. Feldman, R.S. (2017). *Discovering the Life Span* (4th edition). USA: Pearson.
5. Hurlock, E. (1997). *Child Development*. New Delhi: Tata McGraw-Hill.
6. Levin, L.E., and Munsch, J. (2014). *Child Development An Active Learning Approach* (2nd Ed.). London: Sage Publication.
7. Miller, P.H. (2016). *Theories of Developmental Psychology* (6th edition). USA: Worth.
8. Slater, A. and Bremner, J.G. (2017) *An Introduction to Developmental Psychology* (3rd edition). (BPS Textbooks in Psychology). UK: Wiley.

M.A. (Semester-III)
Paper: PsyEL304 – ORGANIZATIONAL PSYCHOLOGY
(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT -I

Introduction: Meaning, Historical developments, the organizational system, Challenges and Opportunities; Emerging Trends in Organizational Behaviour.

UNIT –II

Job Satisfaction: Nature and definition, Determinants, Measurement, Organizational Commitment. Work Motivation: Theories- Need theories, Goal Setting, Self-determination and self-efficacy, Expectancy, Equity theories.

UNIT –III

Leadership: Trait, behavioural, contingency, and contemporary theories; Leadership styles and skills, Contemporary issues in leadership.

Groups and Communication: Group: Nature and types; Functions of Groups, Group formation and Decision Making, Fostering Interpersonal Communication.

UNIT –IV

Stress: Nature, Consequences: Physiological, Psychological and Behavioural; Coping Strategies:

Individual Approaches, Organizational Approaches.

Conflict and Negotiation: Intra-individual, Interpersonal, and inter-group conflicts; Conflict process; Negotiation strategies and process.

Suggested Readings:

1. Luthans, F., Luthans, B.C., Luthans, K.W. (2015). *Organizational Behaviour: An Evidence- Based Approach*, 13th Edition. USA: Information Age.
2. Pareek ,J. (2006). *Understanding Organizational Behaviour*. Oxford University Press: New Delhi.
3. Robbins, S.P., & Judge T.A. (2018). *Organizational Behaviour*, Student Value Edition (18th Edition). USA: Pearson.
4. Scandura, T.A. (2018). *Essentials of Organizational Behaviour: An evidence-based approach*. USA: Sage.

Paper: PsyEL305 – HEALTH PSYCHOLOGY

(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Introduction: Concept, Nature, History, and Scope of Health Psychology, Bio-medical and Bio-psychosocial models, Future Challenges.

UNIT II

Health behaviour: Behavioural factors in health, Approaches to health behaviour change: cognitive, behavioural and social engineering.

UNIT III

Understanding and Managing Health Problems: General and chronic health problems; Causal factors and explanations; Health belief systems. Stress and coping: Conceptual models, Stress born health problems; coping strategies.

UNIT IV

Promoting Healthy Behaviours and Wellbeing: Positive Psychology and Health, Indian philosophy and practices in relation to health, Primary, secondary, and tertiary prevention.

Suggested Readings:

1. Baum, A., Revenson, T. A., & Singer, J. E. (2001). *Handbook of Health Psychology*. Mahwah, NJ: Lawrence Erlbaum.
2. DiMatteo, M.R. & Leslie, R.M. (2017). *Health Psychology*. India: Pearson Education.
3. Marks, D.F., Murray, M. and Estacio, E.V. (2018). *Health Psychology: Understanding the Mind- Body Connection* (5th Edition). USA: Sage.
4. Ogden, J. (2012). *Health Psychology: A Textbook: A textbook*. McGraw-Hill Education (UK).
5. Ragin, D.F. (2017). *Health Psychology: An Interdisciplinary Approach* (3rd Edition). USA: Routledge.
6. Sanderson, C. A. (2018). *Health Psychology* (3rd Edition). USA: Sage.
7. Sarafino, E.P. & Smith, T.W. (2017). *Health Psychology: Biopsychosocial interactions* (9th ed.). USA: Wiley.
8. Straub, R.O. (2019). *Health psychology: A biopsychosocial approach* (6th ed.). UK: Worth Publishers.
9. Taylor, S.E. (2017). *Health psychology* (10th ed.). New York, NY: McGraw-Hill Education.

Paper: PsyEL306

COUNSELLING PSYCHOLOGY **(Elective/ Optional Paper)**

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Counselling Nature, Need and Emergence of Counselling as a Profession. Skills, Training and Traditional Activities of Counsellor. Counselling Approaches: Directive, Non-Directive, and Eclectic.

UNIT II Counselling Process: Establishing Structure, Therapeutic Environment and Strategy. Assessment in Counselling: Meaning, Purpose, and Types of Assessment. Counselling Skills: Verbal and Non-Verbal Skills.

UNIT III

Counselling Techniques: Sensitivity Training, Transactional Analysis, Assertive Training, Relaxation Training, Mindfulness and Psychodrama. School and Community Counselling.

UNIT IV

Counselling Applications: Counselling for Parents and Children, Counselling for Special Populations- Substance Abusers, HIV/AIDS Patients, Abuse Victims, Women, Older Adults and Differentially Abled People. Ethical and Legal Issues in Counselling Practice.

Suggested Readings:

1. Capuzzi, D. & Gross, D.R. (Eds.). (2017). *Introduction to the Counseling Profession* (7th Edition). UK: Routledge.
2. Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. USA: Cengage.
3. Corey, M.S. and Corey, G. (2015). *Becoming a Helper* (7th Edition). USA: Cengage.
4. Cormier, S., & Hackney, H. L. (2014) *Counseling Strategies and Interventions* (8th International Edition). Essex: Pearson Education Ltd.
5. Erford, B.T. (2014). *40 Techniques Every Counselor Should Know* (2nd Edition). USA: Pearson.
6. Gibson, R.L. & Mitchell, M.H. (2015). *Introduction to Counselling and Guidance* (7th Ed.) . New Jersey: Pearson Education Inc.
7. Gladding, S. T. (2013). *Counselling: A Comprehensive Profession*. New Delhi: Pearson Education.
8. Nelson – Jones, R. (2013). *Practical Counselling and Helping Skills: Text and Activities for Life Skills Counselling Model*. New Delhi: Sage.
9. Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. (2nd edition). UK: Sage.
10. Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.) (2010). *Handbook of Counselling Psychology* (3rd Ed). London: Sage Publication Ltd.

COMMUNITY PSYCHOLOGY

(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Introduction to Community psychology: Definition and perspectives; Development and practice of community psychology; Ecological levels of analysis in community psychology.

UNIT II

Methods of Community Research: Aims of community psychology research: Qualitative, quantitative; integrating qualitative and quantitative methods. Understanding communities: Individuals within environments; conceptual models of ecological context; importance of context for intervention; creating and altering settings. Nature, importance and context of community, human diversity, coping and stress in context.

UNIT III

Preventing Problem Behaviour and Promoting Social Competence: Concepts of prevention and promotion, risk and resiliency. Implementing prevention and promotion programmes: issues and cultural diversity in programme implementation.

UNIT IV

Promoting Community and Social Change: empowerment and citizen participation; multiple forms of power; empowerment practices and settings. Community and social change; community organizing techniques; elements of effective community change initiatives.

Suggested Readings:

1. Kloos, B., Hill, J, Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Wadsworth, Cengage Learning: Belmont, CA, USA.
2. Naidoo, A., Pillay, J., & Bowman, B. (2007). *Community Psychology*. Juta and Company Ltd.
3. Orford, J. (1992). *Community psychology: Theory and practice*. Wiley.
4. Rappaport, J. & Seidman, E. (2000). *Handbook of Community Psychology*. Springer Science & Business Media.
5. Rudkin, J.K. (2003). *Community Psychology: Guiding principles and orienting concepts*. Prentice Hall.

Paper: PsyEL308
CLINICAL PSYCHOLOGY
(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Clinical Psychology: Nature and Evolution, Professional Issues: Roles, Ethics, and Training. Current Debates. Approaches: Biological, Psychological, Psychoanalytic, Behaviouristic, Humanistic. Methods: Epidemiological, Experimental, Correlational.

UNIT II Clinical Assessment: Definition and purpose; The art and science of interviewing, Interview and its types- intake, crisis, diagnostic interview; mental status examination; case history; Behavioural assessment – Nature, objectives, and methods used.

UNIT III Assessment of Intelligence: The Stanford-Binet Scale of intelligence – 5th ed., WAIS-IV, WISC-V; Diagnostic utility of intelligence tests – scatter analysis and other techniques.

UNIT IV Personality Assessment: Psychometric and projective tests; MMPI-2, Revised Neo Personality Inventory (NEO-PI-R), Rorschach, TAT, Sentence completion techniques. Neuropsychological Assessment: Bender-Gestalt PGI Battery of Brain Dysfunction and Wechsler Memory Scale-IV.

Suggested Readings:

1. Bellack, A. S. & Hersen, M. (1980). *Introduction to Clinical Psychology*. New York: Oxford University Press.
2. Carr, A. (2015). *The Handbook of Child and Adolescent Clinical Psychology: A Contextual Approach* (3rd edition). USA: Routledge.
3. Carr, A. & McNulty, M. (Eds.). (2016). *The Handbook of Adult Clinical Psychology: An Evidence Based Practice Approach* (2nd edition). USA: Routledge.
4. Kendall. (1980). *Modern Clinical Psychology*. NY:Wiley.
5. Kolb. L.C. & Brodie, H.K.H. (1982). *Modern Clinical Psychiatry*.(10th Ed.).London: Saunders.
6. Korchin, S. J. (1975). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New Delhi: CBS Publishers & Distributors.
7. Llewelyn, S., Aafjes-van Doorn.K. (2017).*Clinical Psychology: A Very Short Introduction*. Oxford, UK: Oxford University Press.
8. Morrison, J. (2007). *Diagnosis made easier*. NY: Guilford Press.
9. Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). *Introduction to clinical psychology*. (5th Ed.). Upper Saddle River, N. J.: Prentice Hall.
10. Pomerantz, A.M. (2016). *Clinical psychology: Science, Practice, and Culture* (4th Edition). USA: Sage.
11. Richard, D.C.S. & Huprich, S.K. (2009). *Clinical Psychology: Assessment, Treatment, and Research*. NY: Academic Press.
12. Pridmore, S. (2000). *The psychiatric interview: A guide to history taking and mental status examination*. Amsterdam: Taylor & Francis.
13. Trull, T. J. & Prinstein, M.J. (2013). *Clinical Psychology* (8th Ed.). Wadsworth, Cengage Learning.

M.A. (Semester-III)

Paper: PsyEL309 –ENVIRONMENTAL PSYCHOLOGY (Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Introduction: Nature, scope, history and focus of environmental psychology; Scientific method; models and theories of environment behavior relationship.

UNIT II

Environmental Perception and Cognition: Environmental perception; Spatial cognition; Environmental values and attitudes, attachment and identity; Appraisal and assessment, personal space, privacy and territoriality.

UNIT III

Environmental Stress and Health: Environmental stress, crowding, noise and overpopulation; Effects of physical environment on health.

Natural Disasters: Characteristics of natural disasters, Natural and technological disasters, Perception and psychological effects of natural disasters.

UNIT IV

Environmental Problems and Solutions: Psychology of environmental problems; Sustainability, common dilemma, solution to environmental problems, sustainable design; designing more habitable environments.

Suggested Readings:

1. Bechtel, R. B. (1997). *Environment and Behaviour: An Introduction*. New Delhi: Sage.
2. Bechtel, R. B. and Churchman A. (2002). *Handbook of Environmental Psychology*. John Wiley and Sons: New York.
3. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental Psychology* Orlando (US): Harcourt.
4. Gifford, R. (2013). *Environmental Psychology: Principles and Practice*. Allyn and Bacon Inc : Massachusetts.
5. Veitch, R., & Arkkelin, D. (1995). *Environmental Psychology: An Interdisciplinary Perspective*. USA: Practice-Hall.

M.A. (Semester-III)
Paper: PsyEL310 ,Applied Social Psychology
(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Introduction: Nature of applied Social Psychology, Social influences on behaviour, Methodological approaches – Participatory Action and Learning research techniques.

UNIT II

Applying Social Psychology-I: Environment, diversity, Indian Social System, Determinants and Factors of Social Discrimination. Cultural bias and discrimination. Stigma, marginalization, and social suffering; Child abuse and domestic violence.

UNIT III

Applying Social Psychology- Work, Health, and Legal system • Issues of Gender, Poverty, Disability, and Migration, Peace Psychology: Violence, non-violence, conflict resolution at the macro level, the role of media in conflict resolution.

UNIT IV

Intervention and Evaluation: Process of intervention; need for evaluation for effective Programmes. Case studies in Indian context.

SuggReadings

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. Lindzey, G. & Aronsen (1975).The Handbook of Social Psychology, American Publishing Co., E. New Delhi.
4. Raven, B. H. & Rubin, Social Psychology, John Willy Sons, New York. H. L. (1983).
5. Shaver, K. G. (1987).Principles of Social Psychology, Lawrence Erlbaum, Associates, Publisher, London.
6. Shaw, M. E. & Costanzo . (1976). Theories of Social Psychology, McGraw Hill & Co., New York. P. R.
7. Sinha, D. (1981). Socialization of the Indian Child, Concept Publishing Co. , New Delhi.
8. Worchel, S., Cooper, J.(1988).Understanding Social Psychology.The Dosrey Press, Chicago. & Coethals, G. R.
9. Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012).Communitypsychology: Linking individuals and communities. Wadsworth, Cengage.
10. Mikkelson, B. (1995). Methodsfor development work and research: A guide for practioners. New Delhi: Sage.
11. Schneider, F.W., Gruman, A., Coultts, L .M. (Eds.). (2012). Applied social psychology: Understanding andaddressing social and practical problems. New Delhi: Sage publications.
12. Smith, P.B., Bond, M.H., &Kagiticibasi, C. (2006).Understanding social psychology across cultures.NewDelhi: Sage Publication.

Paper: PsyPC311 – PRACTICAL (LAB COURSE)
(Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks (30/70)

Practical (Lab Course) based on Papers PsyCC301, 302, and other two opted Papers from EL303-310): Total four practical's minimum one practical from each selected paper.

Paper: PsyPC312 – INDUSTRIAL TRAINING/SURVEY/PROJECT
(Core / Compulsory Paper)

Credit:6(Hrs/week:6)

Total:100 marks

(Based on theory papers.)

M.A. (Semester-IV)
Paper: PsyEL401 –INDIAN PSYCHOLOGY
(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Introduction to Psychological Thought in Major Indian Systems: Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra, Buddhism, Sufism and Integral Yoga . Academic psychology in India: Pre-independence era; post-independence era; 1970s: The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, disciplinary identity crisis; 2000s: Emergence of Indian psychology in academia Issues: The colonial encounter; Post colonialism and psychology; Lack of distinct disciplinary identity.

UNIT II

Psychology in the Context of our Global Civilization: The strengths and limitations of the European enlightenment; The social and philosophical foundations of modern science; American pragmatism and the rise of science and technology; The origin, strengths and limitations of physicalism; The origin, strengths and limitations of (de) constructionism. A very short history of Indian thought; A

critical evaluation of the strengths and weaknesses of the Indian tradition with regards to a comprehensive understanding of human nature, Indic influences on modern psychology.

UNIT III

Three Essential Aspects of All Knowledge Paradigms: Ontology, epistemology, and methodology. Contemporary Buddhism, Sikhism, Kashmir Shaivism, Sufism, Kriya Yoga, Integral Yoga of Sri Aurobindo.

UNIT IV

Paradigmatic Representation of Significant Indian Paradigms on Psychological Knowledge: Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra, Buddhism, Sufism, and Integral Yoga. Science and spirituality (*avidya* and *vidya*) as two distinct forms of knowing in Indian psychology. The primacy of self-knowledge in Indian psychology. Some traditional and contemporary attempts at synthesis of major schools of psychology.

Suggested Readings:

1. Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of “natives” in colonial and postcolonial contexts. *History of Psychology*, 5(4), 376–398.
2. Brock, A. C. (2006). *Internationalizing the history of psychology*. New York: New York University Press.
3. Brysbaert, M., & Rastle, K. (2009). *Historical and conceptual issues in psychology*. New Delhi, India: Pearson Education.
4. Corelissen, R. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi, India: Pearson.
5. Joshi, K. (2009). *Integral yoga: Major aims, methods, processes, and results*. New Delhi, India: The Mother’s Institute of Research.
6. Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
7. Misra, G., & Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber (Ed.), *Encyclopedia of the history of psychological theories* (Part1, pp. 881-892). New Delhi, India: Springer Science.
8. Misra, G., & Kumar, M. (2011). Psychology in India: Retrospect and prospect. In G.Misra (Ed.), *Psychology in India Vol.4: Theoretical and methodological developments* (pp. 339-376). New Delhi : Pearson.
9. Misra, G. (Ed.) (2011). *Handbook of psychology in India*. New Delhi: Oxford University Press.
10. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi, India: Springer.

M.A. (Semester-IV)
Paper: PsyEL402 –POSITIVE PSYCHOLOGY
(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Positive Psychology: Objectives, historical development, Hedonic and Eudaimonic perspectives, recent trends and future directions, positive neuroscience.

UNIT II

Subjective Well-being: Concept and indicators, life satisfaction and happiness, determinants of happiness. Strategies to Enhance Happiness: Enhancing pleasure and engagement; self-related processes.

UNIT III

Character strengths and virtues: Classification, assessment and nurturance; barriers in developing strengths and virtues. Cognitive States and Processes: Wisdom, Self-efficacy, Hope and Optimism; Mindfulness and Well-being.

UNIT IV

Applications of Positive Psychology: Ageing, Education, Health, Work, Environment; promoting healthy coping strategies and life skills.

Suggested Readings:

1. Baumgardner, S., & Crothers, M.K. (2014). *Positive Psychology*. New Delhi. Pearson Education.
2. Carr, A. (2004). *Positive psychology*. London: Routledge.
3. Compton, W.C. (2005). *Introduction to positive psychology*. Belmont: Wadsworth.
4. Linley, P.A; & Joseph, S. (2004). *Positive psychology in practice*. New York: Wiley.
5. Peterson, C; & Seligman, M.E.P. (2004). *Character strengths and virtues*. New York: Oxford University Press.
6. Snyder, C. R., & Lopez, S. J. (2012). *Handbook of positive psychology* (2nd Ed.). Oxford: Oxford University Press.
7. Snyder, C.R., Lopez, S.J. & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strength*. London. Sage Publications.

M.A. (Semester-IV)
Paper: PsyEL403 – FORENSIC AND CRIMINAL PSYCHOLOGY
(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Introduction: Historical overview, Functions of Forensic and Criminal Psychologists, Methods of research, Ethical issues, Applications of Forensic and Criminal Psychology- Personality Profiling, Risk Assessment & Violence Prediction.

UNIT II

Psychology of Crime: Developmental Theories and Psychobiological bases of crime, Understanding the criminal personality- antisocial personality, psychopath & sociopath.

UNIT III

Psychological Investigation of Crime: Interrogation Vs Interview, Forensic hypnosis, Analysis of modus operandi, Portrait Parle, Interviewing Children, Women and older persons; Scientific Lie Detection: Polygraph, Verbal & Non-Verbal Cues, Hypnosis and Narcoanalysis; Eyewitness Testimony and Expert Testimony.

UNIT IV Psychology of Violence: Domestic violence and Battered Women Syndrome, Rape Trauma Syndrome and Post traumatic Stress Disorder, Child Abuse and Bettered Child Syndrome, Terrorism, Victim Psychology.

Suggested Readings:

1. Bartol, C. R. & Bartol, A. M. (2004). *Introduction to forensic psychology*. Thousand Oaks, CA: Sage Publications.
2. Costanzo, M. & Krauss, D. (2010). *Legal and forensic psychology*. New York: Worth Publishers.
3. Crighton, D.A. & Towl, G.J. (2015). *Forensic Psychology* (2nd Edition). John Wiley & Sons.
4. Davies, G.M. & Beech, A.R. (2018). *Forensic Psychology: Crime, Justice, Law, Interventions* (3rd Edition). UK: Wiley.
5. G., Hollin, C., & Bull, R. (Eds.) (2008). *Forensic psychology*. Chichester, England: John Wiley & Sons, Ltd.
6. Gavin, H. (2018). *Criminological and Forensic Psychology* (2nd Edition). USA: Sage Publications.
7. Howitt, D. (2018). *Introduction to Forensic and Criminal Psychology* (6th Edition). UK: Pearson Education.

8. Huss Matthew T. (2009). *Forensic psychology: Research, clinical practice, and applications*. West Sussex, UK: Wiley-Blackwell.
9. Towl, Graham J., & Crighton, David A. (Eds) (2010) *Forensic psychology*, West Sussex: N.J. John Wiley & Sons Ltd.

M.A. (Semester-IV)
Paper: PsyEL404 –HUMAN RESOURCE DEVELOPMENT
(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Introduction to Human Resource Development: Concept; Relationship between human resource management and human resource development; HRD mechanisms, processes and outcomes; HRD matrix; HRD interventions; Roles and competencies of HRD professionals; Challenges in HRD.

UNIT II

HRD Process: Assessing need for HRD; Designing and developing effective HRD programs; Implementing HRD programs; Evaluating effectiveness of HRD Programs; HRD audit; HRD culture and climate.

UNIT III

HRD Activities: Employee development activities- Approaches to employee development, action learning, assessment and development centres ; Intellectual capital and HRD; HRD mechanisms for workers; Role of trade unions; Industrial relations and HRD; Influence of motivation on development activities.

UNIT IV

HRD Applications and Trends: Coaching and mentoring; Career management and development; Employee counselling; Competency mapping; PCMM, Balanced Score Card, Appreciative inquiry; Integrating HRD with technology, Employer branding and other emerging trends.
 Lab in HRD: leadership development, Team Building, communication skill, training for individual growth.

Suggested Readings:

1. Curtis, B., Hefley, W. E., Miller, S. A., *The people capability maturity model: Guidelines for improving workforce*, Pearson Education. Department of Commerce, University of Delhi.
2. Haldar, U. K., *Human resource development*, Oxford University Press India.
3. Kaplan, R.S. & Norton, D.P. (1992). *The balanced scorecard: Measures that drive performance*. Harvard Business Review.

4. Mankin, D., *Human resource development*, Oxford University Press India.
5. Nadler, L., *Corporate human resources development*, Van Nostrand Reinhold.
6. Rao, T.V., *Future of HRD*, Macmillan Publishers India.
7. Rao, T.V., *HRD Score Card 2500: Based on HRD audit*, Response Books, SAGE Publications.
8. Rao, T.V., *Hurconomics for talent management: Making the HRD missionary business-driven*, Pearson Education.
9. Werner J. M., DeSimone, R.L., *Human resource development*, South Western.

M.A. (Semester-IV)
Paper: PsyEL405 – PSYCHOTHERAPEUTIC INTERVENTIONS
(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total:100 marks

UNIT I

Introduction: Historical background of psychotherapy; Principles and goals of psychotherapy; Professional training and ethics in clinical practice.

UNIT II

Psychoanalytic therapy (Freudian): Goals and assumptions; Therapeutic techniques - Free association, analysis of dreams, analysis of resistance, transference, confrontation and clarification, interpretation and working through; Role of maintaining analytic framework.

UNIT III

Behavioural and Cognitive Perspective: Origins; Techniques - systematic desensitization, exposure therapy, Modeling, behavioural rehearsal, contingency management, aversion therapy. Cognitive behaviour therapy- Eliss' and Beck's approach.

UNIT IV

Phenomenological and Humanistic existential psychotherapy: Client-centered therapy; origins, theoretical propositions, therapeutic process, and applications; Gestalt therapy; Existential therapy.

Suggested Readings:

1. Corey, M.S. & Corey, G. (2015). *Becoming a Helper* (7th Edition). USA: Cengage.
2. Culari, S. (1998). (Ed.) *Foundations of clinical psychology*. New York: Allyn & Bacon.
3. Curtis, B., Hefley Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. USA: Cengage.
4. Erford, B.T. (2014). *40 Techniques Every Counselor Should Know* (2nd Edition). USA: Pearson.
5. Hackney, H.L. & Bernard, J.M. (2016). *Professional Counseling: A Process Guide to Helping* (8th Edition). USA: Pearson.
6. Page, A.C. & Stritzke, W.G.K. (2006). *Clinical Psychology for trainees: Foundations of science informed practice*. New York: Cambridge University Press.
7. Planate, T.J. (2005). *Contemporary clinical psychology*. New Jersey: John Wiley & Sons.
8. Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice & Culture* (2nd Ed.). New Delhi: Sage Publications.
9. Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. (2nd edition). UK: Sage.
10. Wolman, B.B. (1965). *Handbook of clinical Psychology*, New York: Mc Graw Hill.
11. Wolberg, L.R. (1988). *The Techniques of Psychotherapy* (Vol. 1 & 2). London: Jason Aronson Inc.

M.A. (Semester-IV)
Paper: PsyEL406 – STRESS AND HEALTH
(Elective/ Optional Paper)

UNIT I

Introduction to Stress and Health: Concept, theories of stress: Psychological, biological and behavioural determinants, Personality, individual differences and stress, Stress, health and illness: contemporary issues as technology and stress.

UNIT II

Stress and Community Health: Introduction to community stress, Inequality and other stressors, Community resilience.

UNIT III

Management of Stress and Coping: Models of coping, Building resilience, Indian approaches to management of stress: Spirituality and coping, newer approaches as mindfulness.

UNIT IV

Work, Health and Well-being: Stress in work and organizations, Occupational stress, Stress Management at work, stress management at work.

Suggested Readings:

1. Baum,A.Revensen,T.A. and Singer,J. (2011). *Stress,Health and Illness*. Handbook of Health Psychology.
2. Schneiderman,G.,Ironson,G. and Siegal,S.D.(2005). Psychological,Behavioural and Psychological Determinants. *Annual Review of Clinical Psychology*,pp.607- 678.
3. Orford,J. (2008).*Community Psychology: Challenges, Controversies and Emerging Consensus*,John Wiley and Sons.
4. Schabracq,M.J, Winnubst, J,A.M.,Cooper,C.L.(2003). *Handbook of Work and Health Psychology*,2nd Edition,John Wiley and Sons.
5. Anubhuti Dube- Aradhna Shukla,2022 “*Swasthya manovigyan*” kitab Mahal publisher dariyaganj Delhi

M.A. (Semester-IV)
Paper: PsyEL407 – PSYCHOLOGY OF AGING
(Elective/ Optional Paper)

UNIT I

Physical, Cognitive and Social Decline: Dealing with the inevitable changes in the body and the brain. Neurocognitive disorders: epidemiology, assessment and diagnosis, etiology, intervention and prognosis. Decline in social status and its implications.

UNIT II

Looking Back: Successful ageing, Socio-emotional development. Retirement and leisure, role of family, role of religion and spirituality in growth and development during old age. Interventions

UNIT III

Old Age in India: Contemporary issues and challenges of the elderly in India. Cultural shifts and changes in family structures and roles. Psychological and institutional services and policies for the older populations.

UNIT IV

Death, Dying and Bereavement: Death awareness and anticipation (self and partner), cultural differences in bereavement.

Suggested Readings:

1. Berk, L.E. (2017). *Development through the lifespan* (7th edition). USA: Pearson.
2. Cavanaugh, J.C. & Blanchard-Fields, F. (Author) (2018). *Adult Development and Aging* (8th Edition). USA: Cengage learning.
3. Craik, F.I.M., & Tiemorthe, A. (2011). *The handbook of aging and cognition*. Psychology Press.
4. Dandekar, K. (1996). The elderly in India.
5. Gutchess, A. (2019). *Cognitive and Social Neuroscience of Aging* (Cambridge Fundamental of Neuroscience in Psychology). Cambridge: Cambridge University Press.
6. John, K.A. (1997). *Providing Community Based Services to the Rural Elderly*. London: Sage
7. Rao, A. V. (1993). Psychiatry of old age in India. *International Review of Psychiatry*, 5(2-3), 165- 170.
8. Schaie, K.W. & Sherry Willis (Eds.). (2016). *Handbook of the Psychology of Aging* (8th Edition). USA: Academic Press.
9. Van Willigen, J. & Chadha, N. K. (2003). *Social Aging in Delhi Neighbourhood*. NY: Bergin and Garvy.
10. Yochim, B.P. (Ed.). (2017). *Psychology of Aging: A biopsychosocial perspective*. New York: Springer.

M.A. (Semester-IV)
Paper: PsyEL408 – EDUCATIONAL PSYCHOLOGY
(Elective/ Optional Paper)

UNIT I

Education from Social-Psychological Perspective: Cultural and contextual perspectives to learning and thinking. The classroom as a social environment. Education and social status, educational experience of people from different domains of socialization (caste, class, gender). Equality and education. Education as means to social upliftment.

UNIT II

Teacher- Student Interaction: Teacher's expectancy and teacher's bias (Rosenthal effect). Social-psychological origins of teacher's differential behaviour in classrooms. Teacher's authority and classroom as a site of power-Foucault on education and educational practices.

UNIT III

Classroom Management: Social motivation, student's needs and self -esteem. Classroom environment and cognitive-emotional-moral development, cultivating interests, self-efficacy and self-regulation, extra-cognitive aspects of developing high abilities. Addressing and managing intellectual and social diversities in a classroom. Creating a cooperative, fostering environment.

UNIT IV

Modernity and Contemporary Issues of Education: The western- indigenous debate on education systems (Colonial education versus traditional education systems). Factors associated with curriculum building and restructuring. Gifted, retarded, learning disabled students and their training. Technology and education. Cultural aspects of teaching.

Suggested Readings:

1. Babad, E. (2009). *The social psychology of the classroom*. Routledge.
2. Dei, G. J. S. (Ed.). (2011). *Indigenous philosophies and critical education: A reader*. Peter Lang.
3. Good, T.L. & Lavigne, A.L. (Eds.). (2017). *Looking in Classrooms* (11th Edition). USA: Routledge.
4. McConaghy, C. (2000). *Rethinking indigenous education: Culturalism, colonialism, and the politics of knowing*. Post Pressed.
5. Popkewitz, T. S., & Brennan, M. T. (1998). *Foucault's challenge: Discourse, knowledge, and power in education*. Teachers College Press.
6. Slavin, R.E. (2018). *Educational Psychology – Theory and Practice* (12th edition). USA: Pearson.
7. Wimberley, A. (2016). *Reshaping the paradigms of teaching and learning*. USA: Rowman and Littlefield.
8. Woolfolk, A. (2018). *Educational Psychology*. (18th edition). USA: Pearson.

M.A. (Semester-IV)

Paper: PsyEL409-SPORT PSYCHOLOGY

(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Nature and definition of sport psychology, History and development of sport psychology, Research methods used in sports Psychology, Role of sports psychologists, Need and significance of sports psychology.

UNIT II

Psychology and sports performance: -Physical Activity, yoga and Mental Health, motivational variable, personality variable, emotional states (anxiety, aggression, arousal) and coaching variable.

UNIT III

Mental states and sports: -Attentional process (concentration and thought process). Attitudes to sport and sporting behaviour. Ability and skills. nature–nurture debate in sports man Ability and skills. Role of Self talk in attentional process.

UNIT IV

Psychological skill training (PST): Meaning and importance of psychological skill training. Myths about psychological skill training, psychological skill training knowledge. PST effectiveness. Phases of psychological skill training. Alcohol and Drug Use among Athletes: Prevalence, Aetiology, and Interventions, psychological impact of substance abuse on sportsman behaviour.

Suggested readngs:

- 1 Matt Jarvis (2006). Sports Psychology –A student’s Handbook, Routledge Publication.
- 2 D.F.Shaw, T.Gorely&R.M.Corban (2005). Sports and Exercise Psychology, BIOS Publisher.
- 3 Arnold LeUnes (2011). Introducing Sports Psychology – A practical Guide,Icon book Publication.
- 4 Gangopadhyay, S.R.(2008). Sports Psychology, Publications - New Delhi.
- 5 Weingerg R.S and Gould D (2011): Foundation of Sports Psychology 5ed. Human Kinetics.
- 6 Jarvis Matt (2006): sports Psychology: A student Handbook. Routledge Francis and Taylor. New York.
- 7 Tenenbaum G and Eklund R C (Ed) (2007) Handbook of Sports Psychology 3ed. John Wiley and Sons. New Jersey
- 8 Moran A and Toner J (2017). A critical introduction to sports psychology 3ed Routledge Francis and Taylor. New York.

M.A. (Semester-IV)

Paper: PsyEL410– SOCIO-EMOTIONAL DEVELOPMENT IN CHILDREN (Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Social Context of Development and Socialization: Early socialization in family: Parents/adults, siblings, social development and structure of caring.

UNIT II

Emotional and Moral Development: Emotions, empathy, moral emotions and moral reasoning.

UNIT III

Peer Relationships Across Lifespan: Externalising and internalizing tendencies, later life adjustment, implications for future relationships, social development of ?.

UNIT IV

Social Understanding and Social Outcome: Positive social behaviour: helping and sharing and cooperation, social competence and theory of mind; antisocial behaviour: aggression, bullying.

Suggested Readings:

1. Bierman, K. L. (2004). Peer Rejection: *Developmental Processes and Intervention strategies*. New York: Guilford.
2. Brownell, C.A. & Kopp C.B. (2007). *Socio emotional Development in the Toddler Years: Transitions and Transformations*. New York: The Guilford Press.
3. Bukowski, W.M., Rubin, K.H. & Laursen, B. (2008). *Socio and Emotional Development: Critical Concepts in Psychology*. UK: Psychology Press.
4. Craig, W. (2000). *Childhood Social Development: The Essential Readings*. MA: Blackwell Publishers.
5. Grusec, J. E., & Hastings, P. D. (Eds.). (2014). *Handbook of socialization: Theory and research*. Guilford Publications.
6. Rigby, K. (2008). *Children and Bullying: How Parents and Educators Can Reduce Bullying at School*. Blackwell Publishing.
7. Sharma, D. (Ed.) (2003). *Childhood, Family and Sociocultural Change in India: Reinterpreting the Inner World*. New Delhi: Oxford.

M.A. (Semester-IV)
Paper: PsyEL411 – Psychology of individual differences
(Elective/ Optional Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Concept and nature of individual differences, development of individual differences; nature (genetic) or nurture (environmental, social, and cultural factors) development . Methods of individual differences in psychology: observation method, controlled lab experiment, survey and questionnaire.

UNIT II

Core domains of individual differences: (Intelligence, personality and conative domain) .
Concept of intelligence, Psychometric and cognitive approaches to intelligence; Gardner’s multiple intelligences; Emotional Intelligence. Assessment of Intelligence.
Nature of personality; foundations of personality, Approaches of personality; Psychodynamic, Phenomenological- humanistic, Trait and type Approach. Self and identity.

UNIT III

Concept of Conation; Enhancing individual’s potential: Intrinsic motivation and Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fostering creativity and Aptitude.

UNIT IV

Indian thoughts of individual difference in psychology: -difference between Indian and western Psychology, concept of self in Indian thought.

Suggested Readings:

1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Carr, A. (2011): Positive psychology. Routledge.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). Foundations of Indian Psychology, Vol 1. Pearson.
5. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.
6. Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
7. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill

M.A. (Semester-IV)
Paper: PsyEL412-YOUTH PSYCHOLOGY

Credits: 4 (Hrs/week: 4)

Total :100 marks

UNIT I

Introduction: Defining Youth (Transition to Adulthood); Youth Across Cultures; Formulation of Youth Identity (Erikson And Marcia's Work on Identity), Gender Identity, Gender Roles, Sexual Orientation

UNIT II

Youth Development: Influence of Globalization on Youth; Body Image concerns among youth; Peer Pressure and Bullying

UNIT III

Issues and Challenges for Today's Youth: Gender Stereotypes and Gender Discrimination Impacting Youth, Substance (Alcohol) Use among Youth, Juvenile Delinquency, Risky Sexual Behaviour

UNIT IV

Developing Youth: Women Empowerment in the Indian Context, Encouraging Non-Gender Stereotyped Attitudes; Building Resources (Optimism; Resilience)

Suggested Readings :

1. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed).New Delhi: Pearson.
2. Berk, L. (2013). Child Development. New York: Pearson.
3. Brannon, L. (2017). Gender: Psychological Perspectives (7th edition). New Delhi Routledge.
4. Brown, B.B., & Larson, R.W. (2002). The Kaleidoscope Of Adolescence: Experiences of the World's Youth at the beginning of the 21st Century. In
5. Brown, B. B., R. Larson, & T. S. Saraswathi. (Eds)., The World's Youth: Adolescence in Eight Regions of The Globe (pp. 1-19). Cambridge: Cambridge University Press.
6. Carson, RC, Butcher, J. N, Mineka, S., & Hooley, J. (2007). Abnormal Psychology. Delhi: Pearson Education.
7. Cash, T.F., & Smolak, L. (2011) (Eds). Body Image: A Handbook of Science, Practice, and Prevention. Chapters 9 & 10 (pp. 76-92). New York: The Guilford Press.
8. Ghosh, B. (2011). Cultural changes and challenges in the era of globalization: The case of India. Journal of Developing Societies, 27(2), 153-175.
9. Snyder, C.R., Lopez, S.J. & Pedrotti, J. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage

M.A. (Semester-IV)
Paper: PsyPC413 – PRACTICAL (LAB COURSE)
(Core / Compulsory Paper)

Credits: 4 (Hrs/week: 4)

Total :100 marks

Practical (Lab Course) based on Papers from PsyEL401-412 (Core/ Compulsory) papers: Total four practical's minimum one practical from each selected paper.

Paper: PsyPC414– INDUSTRIAL TRAINING/SURVEY/PROJECT
(Core /Compulsory Paper)

Credit:6(Hrs/week:6. Total:100 marks

(Based on theory papers.)

Proceedings of the Board of Studies in Psychology

A meeting of the Board of Studies, Psychology was held to revise the syllabi of M.A. Course in Psychology, as per National Education Policy, 2020. The following members were present.

1. Professor Meenu Vishnoi KGK PG College Moradabad-member
2. Dr. Nikhil Kumar Das, JSH college Amroha - member
3. Dr. Sunil Kumar, Hindu College Moradabad – member
4. Professor Karuna Anand, Gokul das Hindu girls College Moradabad -member
5. Professor Kiran Sahu Gokul das Hindu girls College Moradabad – member
6. Professor Seema Gupta, Gokul Das Hindu girls College Moradabad-convener
7. professor Bhagat Singh, Meerut college Meerut – member

Recommendations of BOS:

1. M.A. Psychology admission should be open to all bachelor's degree.
2. Syllabi for M.A. Psychology is modified and approved.