

**NEP and Learning Outcome-based Curriculum Framework (LOCF)**

*For*

**Post Graduate Programme M.A. Psychology**

*(To be effective from the Academic Session 2026-27)*



**Department of Psychology**

***Gurugram University, Gurugram***

**(A State University established by Govt. of Haryana Act No. 17 of 2017)**

**Scheme PG A2: M.A. Psychology (Course work)**

**Semester 1**

| Course Code                          | Course Title                                            | Course ID | L     | T | P | L | T | P | Total Credits | MARKS |    |    |    |     |       |
|--------------------------------------|---------------------------------------------------------|-----------|-------|---|---|---|---|---|---------------|-------|----|----|----|-----|-------|
|                                      |                                                         |           | (Hrs) |   |   |   |   |   |               |       | TI | TE | PI | PE  | Total |
| Core Course(s)                       |                                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |       |
| CC-A01                               | Principles of Psychology                                |           | 3     | 1 | 0 | 3 | 1 | 0 | 4             | 30    | 70 | -  | -  | 100 |       |
| CC-A02                               | Experimental Psychology                                 |           | 3     | 1 | 0 | 3 | 1 | 0 | 4             | 30    | 70 | -  | -  | 100 |       |
| CC-A03                               | Research Methodology                                    |           | 3     | 1 | 0 | 3 | 1 | 0 | 4             | 30    | 70 | -  | -  | 100 |       |
| CC-A04                               | Practical                                               |           | 0     | 0 | 8 | 0 | 0 | 4 | 4             | -     | -  | 30 | 70 | 100 |       |
| Discipline Specific Elective Courses |                                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |       |
| DSE-01                               | Social Psychology/<br>Sports and Exercise<br>Psychology |           | 2     |   | 2 | 2 |   | 1 | 3             | 15    | 35 | 5  | 20 | 75  |       |
| Multidisciplinary Course(s)          |                                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |       |
| MDC-01                               | One from Pool                                           |           | 2     |   | 2 | 2 |   | 1 | 3             | 15    | 35 | 5  | 20 | 75  |       |
| Ability Enhancement Course(s)        |                                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |       |
| AEC-01                               | One from the<br>University Pool                         |           | 2     |   |   | 2 | 2 |   | 2             | 15    | 35 |    |    | 50  |       |
| Value-added Course(s)                |                                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |       |
| VAC-01                               | One from Pool                                           |           | 2     |   |   | 2 | 2 |   | 2             | 15    | 35 |    |    | 50  |       |
| Total Credits                        |                                                         |           |       |   |   |   |   |   | 26            |       |    |    |    | 650 |       |

## Semester 2

| Course Code                          | Course Title                                     | Course ID | L | T | P | L | T | P | Total Credits | MARKS |    |    |    |       |
|--------------------------------------|--------------------------------------------------|-----------|---|---|---|---|---|---|---------------|-------|----|----|----|-------|
|                                      |                                                  |           |   |   |   |   |   |   |               | TI    | TE | PI | PE | Total |
| Core Course(s)                       |                                                  |           |   |   |   |   |   |   |               |       |    |    |    |       |
| CC-A05                               | Physiological Psychology                         |           | 3 | 1 | 0 | 3 | 1 | 0 | 4             | 30    | 70 | -  | -  | 100   |
| CC-A06                               | Cognitive Psychology                             |           | 3 | 1 | 0 | 3 | 1 | 0 | 4             | 30    | 70 | -  | -  | 100   |
| CC-A07                               | Research Design & Statistics in Psychology       |           | 3 | 1 | 0 | 3 | 1 | 0 | 4             | 30    | 70 | -  | -  | 100   |
| CC-A08                               | Practical                                        |           | 0 | 0 | 8 | 0 | 0 | 4 | 4             | -     | -  | 30 | 70 | 100   |
| Discipline Specific Elective Courses |                                                  |           |   |   |   |   |   |   |               |       |    |    |    |       |
| DSE-02                               | Positive Psychology/<br>Study of Gifted Children |           | 2 |   | 2 | 2 |   | 1 | 3             | 15    | 35 | 5  | 20 | 75    |
| Multidisciplinary Course(s)          |                                                  |           |   |   |   |   |   |   |               |       |    |    |    |       |
| MDC-02                               | One from Pool                                    |           | 2 |   | 2 | 2 |   | 1 | 3             | 15    | 35 | 5  | 20 | 75    |
| Ability Enhancement Course(s)        |                                                  |           |   |   |   |   |   |   |               |       |    |    |    |       |
| AEC-02                               | One from the University Pool                     |           | 2 |   |   | 2 | 2 |   | 2             | 15    | 35 |    |    | 50    |
| Skill Enhancement Course(s)          |                                                  |           |   |   |   |   |   |   |               |       |    |    |    |       |
| SEC-01                               | One from the University Pool                     |           | 1 |   | 2 | 1 |   | 1 | 2             | 5     | 20 | 5  | 20 | 50    |
| Total Credits                        |                                                  |           |   |   |   |   |   |   | 26            |       |    |    |    | 650   |

## Semester 3

| Course Code                          | Course Title                            | Course ID | L     | T | P | L | T | P | Total Credits | MARKS |    |    |    |     |
|--------------------------------------|-----------------------------------------|-----------|-------|---|---|---|---|---|---------------|-------|----|----|----|-----|
|                                      |                                         |           | (Hrs) |   |   |   |   |   |               |       | TI | TE | PI | PE  |
| Core Course(s)                       |                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |
| CC-A09                               | Abnormal Psychology                     |           | 3     | 1 | 0 | 3 | 1 | 0 | 4             | 30    | 70 | -  | -  | 100 |
| CC-A10                               | Psychological Assessment                |           | 3     | 1 | 0 | 3 | 1 | 0 | 4             | 30    | 70 | -  | -  | 100 |
| CC-A11                               | Practical                               |           | 0     | 0 | 8 | 0 | 0 | 4 | 4             | -     | -  | 30 | 70 | 100 |
| Discipline Specific Elective Courses |                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |
| DSE-03                               | Forensic Psychology / School Psychology |           | 2     |   | 2 | 2 |   | 1 | 3             | 15    | 35 | 5  | 20 | 75  |
| Multidisciplinary Course(s)          |                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |
| MDC-03                               | One from Pool                           |           | 2     |   | 2 | 2 |   | 1 | 3             | 15    | 35 | 5  | 20 | 75  |
| Skill Enhancement Course(s)          |                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |
| SEC-02                               | One from the University Pool            |           | 1     |   | 2 | 1 |   | 1 | 2             | 5     | 20 | 5  | 20 | 50  |
| Value-added Course(s)                |                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |
| VAC-02                               | One from the University Pool            |           | 2     |   |   | 2 | 2 |   | 2             | 15    | 35 |    |    | 50  |
| Seminar                              |                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |
| Seminar                              | Seminar                                 |           | 2     |   |   | 2 |   |   | 2             |       |    | 15 | 35 | 50  |
| Internship/Field Activity#           |                                         |           |       |   |   |   |   |   |               |       |    |    |    |     |
|                                      |                                         |           |       |   |   |   |   |   | 4 (8 Hrs)     |       |    | 30 | 70 | 100 |
| Total Credits                        |                                         |           |       |   |   |   |   |   | 28            |       |    |    |    | 700 |

**#Four credits of internship earned by a student during summer internship after 2nd semester will be counted in 3<sup>rd</sup> semester of a student who pursue 2 year PG Programme without taking exit option.**

#### Semester 4

| Course Code                                    | Course Title                                                     | Course ID | L     | T | P | L       | T | P | Total Credits | MARKS |    |    |     |       |  |
|------------------------------------------------|------------------------------------------------------------------|-----------|-------|---|---|---------|---|---|---------------|-------|----|----|-----|-------|--|
|                                                |                                                                  |           | (Hrs) |   |   | Credits |   |   |               | TI    | TE | PI | PE  | Total |  |
| Core Course(s)                                 |                                                                  |           |       |   |   |         |   |   |               |       |    |    |     |       |  |
| CC-A12                                         | Neuro Psychology                                                 |           | 3     | 1 | 0 | 3       | 1 | 0 | 4             | 30    | 70 | -  | -   | 100   |  |
| CC-A13                                         | Organizational Behaviour                                         |           | 3     | 1 | 0 | 3       | 1 | 0 | 4             | 30    | 70 | -  | -   | 100   |  |
| Discipline Specific Elective Courses           |                                                                  |           |       |   |   |         |   |   |               |       |    |    |     |       |  |
| DSE-04                                         | Stress, Coping & Health / Guidance and Counselling in Psychology |           | 2     |   | 2 | 2       |   | 1 | 3             | 15    | 35 | 5  | 20  | 75    |  |
| Multidisciplinary Course(s)                    |                                                                  |           |       |   |   |         |   |   |               |       |    |    |     |       |  |
| MDC-04                                         | One from Pool                                                    |           | 2     | 0 | 2 | 2       | 0 | 1 | 3             | 15    | 35 | 5  | 20  | 75    |  |
| Ability Enhancement Course(s)                  |                                                                  |           |       |   |   |         |   |   |               |       |    |    |     |       |  |
| AEC-03                                         | One from Pool                                                    |           |       |   |   |         |   |   | 2             | 15    | 35 |    |     | 50    |  |
| Community Engagement/Field Work/Survey/Seminar |                                                                  |           |       |   |   |         |   |   |               |       |    |    |     |       |  |
| Seminar                                        |                                                                  |           |       |   |   |         |   |   | 6             |       |    | 50 | 100 | 150   |  |
| Total Credits                                  |                                                                  |           |       |   |   |         |   |   | 22            |       |    |    |     | 550   |  |

| Nature of Work                                                                        | Course Credits | Contact hours per week | Contact hours per semester (15 weeks) |
|---------------------------------------------------------------------------------------|----------------|------------------------|---------------------------------------|
| Lecture                                                                               | 01             | 01                     | 15                                    |
| Tutorial per paper                                                                    | 01             | 01                     | 15                                    |
| Practical, Seminar, Internship, field practice/project, or community engagement, etc. | 01             | 02                     | 30                                    |

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

| Courses                    | Total Credits                   | L<br>(Credits) | T<br>(Credits) | P<br>(Credits) | TI | TE | MARKS<br>PI | PE |
|----------------------------|---------------------------------|----------------|----------------|----------------|----|----|-------------|----|
| Only Theory                | 4                               | 3 (3 hrs)      | 1              | -              | 30 | 70 | -           | -  |
|                            | 3                               | 2 (2 hrs)      | 1              | -              | 25 | 50 | -           | -  |
|                            | 2                               | 1              | 1              | -              | 15 | 35 | -           | -  |
| Theory and Practicum       | 4                               | 3 (3 hrs)      | -              | 1 (2 hrs)      | 25 | 50 | 5           | 20 |
|                            | 4 (Where pract. is<br>dominant) | 2 (2 hrs)      | -              | 2 (4 hrs)      | 15 | 35 | 15          | 35 |
|                            | 3                               | 2 (2 hrs)      | -              | 1 (2 hrs)      | 15 | 35 | 5           | 20 |
|                            | 2                               | 1              | -              | 1 (2 hrs)      | 5  | 20 | 5           | 20 |
| When Practicum is separate | 2                               | -              | -              | 2 (4 hrs)      | -  | -  | 15          | 35 |
| Course                     | 3                               | -              | -              | 3 (6 hrs)      | -  | -  | 25          | 50 |
|                            | 4                               | -              | -              | 4 (8 hrs)      | -  | -  | 30          | 70 |
| AEC/VAC                    | 2                               | 2 (2 hrs)      |                |                | 15 | 35 | -           | -  |
| SEC                        | 3                               | 2 (2 hrs)      |                | 1 (2 hrs)      | 15 | 35 | 5           | 20 |
|                            | 2                               | 1              |                | 1 (2 hrs)      | 5  | 20 | 5           | 20 |
| DSEC                       | 4                               | 3 (3 hrs)      |                | 1 (2 hrs)      | 25 | 50 | 5           | 20 |
| Minor/VOC                  | 4                               | 2 (2 hrs)      |                | 2 (4 hrs)      | 15 | 35 | 15          | 35 |

|            |   |    |    |           |  |  |    |    |
|------------|---|----|----|-----------|--|--|----|----|
| Internship | 4 | -- | -- | 4 (8 hrs) |  |  | 30 | 70 |
|------------|---|----|----|-----------|--|--|----|----|

**L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination**



### Program Specific Outcomes

**PSO-01** Students would gain theoretical and practical knowledge of basics of psychology.

**PSO-02**

Student would attain the skills and knowledge to apply the theoretical and conceptual perspectives of psychology in human life.

**PSO-03** Students would be able to use the experimental knowledge of verbal learning and memory for research and its applications in everyday situation.

**PSO-04** Students would be acquainted with basics of research in Psychology.

**PSO-05** Students would gain the knowledge to apply the practical and conceptual perspectives of social psychology in everyday life

**PSO-06** Students would gain understanding of Behavioural Genetics and would be able to explain the mechanism of Affecter-Effector systems.

**PSO-**

07 Students would be able to understand and apply the cognitive approach in everyday life.

**PSO-08**

Students would demonstrate knowledge of computation of correlation and would gain an understanding regarding specific techniques utilized in analyzing various information with the help of statistical methods.

**PSO-09** Students will be able to effectively utilize diagnostic criteria and tools in the assessment of psychological disorders.

**PSO-10** Students will gain knowledge about various therapeutic interventions and treatment approaches for psychological disorders.

**PSO-11** Knowledge about the latent role played by positive cognitive states in boosting well-being would prove an asset to the students in their profession.

**PSO-12** Students would gain knowledge about nature and factors related to abnormal behavior and treatment modalities used in developmental disorders.

**PSO-13** CO1 Students would understand the importance and role of psychological assessment and testing and would also be able to construct and standardize a psychological test.

**PSO-14** Students would get the benefits to know the role of Indian Psychology in the field of Mental Health, Education and Social Conflicts.



**M.A. PSYCHOLOGY (SEMESTER-I)**  
**Paper-CC-A01: PRINCIPLES OF PSYCHOLOGY**

**Credits: 4**

**Maximum Marks: 100**  
**Theory Examination: 70**  
**Internal Assessment: 30**  
**Examination Time: 3 hrs**

**Course Outcomes:**

CO1 Students would gain theoretical knowledge of historical developments as well as working knowledge of different perspectives in Psychology.

CO2 Students would gain theoretical knowledge of basics of Learning and Personality.

CO3 Students would gain theoretical knowledge of basics of Motivation, Emotion and Intelligence.

CO4 Student would achieve the knowledge of applications of various intelligence theories.

CO5 Student would attain the skills and knowledge to apply the theoretical and conceptual perspectives of psychology in human life.

**Note:** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 marks each from the I to IV units and 5<sup>th</sup> compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

**UNIT I**

Need for study of History in Psychology; Problems in Historiography; Philosophical Issues: Mind-Body Problem, Free Will vs. Determinism.

Schools: Structuralism- Contributions of Wundt and Titchener, Methodology and Tenets; Functionalism- Antecedents, Pioneers, Methodology and Tenets.

**UNIT II**

Classical Psychoanalysis: Freud; Neo-Freudians: Fromm, Sullivan, Horney. Analytic Psychology: Jung; Behaviorism: Watson; Gestalt psychology.

**UNIT III**

Learning Theories: Guthrie, Tolman, Hull, Bandura.

Personality Theories: Adler, Erikson, Eysenck, Rogers.

**UNIT IV**

Motivational and Emotion Theories: Lewin, Maslow, James-Lange Theory, Cannon-Bard Theory, Schachter & Singer Theory. Intelligence Theories: Cattell, Guilford, Goleman.



**Recommended Books:**

1. Chaplin, J. P., & Krawiec, T. S. (1979). *Systems and theories of psychology* (2nd ed.). Harcourt Brace Jovanovich.
2. Hergenhahn, B. R., & Henley, T. B. (2013). *An introduction to the history of psychology* (7th ed.). Cengage Learning.
3. Leahey, T. H. (2017). *A history of psychology: From antiquity to modernity* (8th ed.). Routledge.
4. Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11th ed.). Cengage Learning.
5. Viney, W., King, D. B., & Woody, W. D. (2014). *A history of psychology: Ideas and context* (5th ed.). Routledge.
6. Weiner, B. (2013). *Human motivation* (2nd ed.). Psychology Press.
7. Singh, A. K. (2021). *The comprehensive history of psychology* (Rev. ed.). Motilal Banarsidass.

**M.A. PSYCHOLOGY (SEMESTER-I)**  
**Paper-CC-A02: EXPERIMENTAL PSYCHOLOGY**

**Credits 4**

**Maximum Marks: 100**  
**Theory Examination: 70**  
**Internal Assessment: 30**  
**Examination Time: 3 hrs**

**Course Outcomes:**

- CO1 Students would be able to understand depth perception, movement perception and illusions along with theoretical basis of pattern recognition.
- CO2 Student would focus on the classical methods of psychophysics and its applications.
- CO3 Students would demonstrate knowledge about the techniques of quantification of sensation and application of subliminal perception in daily life.
- CO4 Students would be able to use the conceptual and experimental knowledge of conditioning in further research and its applications in everyday situations.
- CO5 Students would be able to use the experimental knowledge of verbal learning and memory for research and its applications in everyday situation.

**Note:** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 marks each from the I to IV units and 5<sup>th</sup> compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

**UNIT I**

Perceptual Processes: Perception of Size and Movement: Depth Cues, Size Constancy and Illusions; Perception of Real movement, Types of Apparent Movement.  
 Pattern Recognition: Prototype, Feature and Structural approach.

**UNIT II**

Psychophysics: Estimating Sensory Threshold: Classical Methods. Signal Detection Theory: Assumptions, Procedures and Applications.  
 Subliminal Perception: Nature and Empirical Evidence.

**UNIT III**

Conditioning: Classical Conditioning: Measurement of Conditioned Response; Variables affecting Classical Conditioning; Applications: Conditioned Emotional Response, Taste Aversion.  
 Instrumental and Operant Conditioning: Appetitive and Aversive; Schedules of Reinforcement; Applications: Shaping and Superstitious Behaviour.



## UNIT IV

Verbal Learning: Nature and Methods of Verbal learning, Organizational Processes  
 Memory: Memory Codes and Attributes; Factors affecting forgetting.  
 Improving Memory: Imagery and verbal mnemonics, Preparing for Examination.

### Recommended books:

1. Anderson, D. C., & Borkowski, J. G. (1978). *Experimental psychology: Research tactics and their applications*. Scott, Foresman.
2. Baddeley, A. D., Eysenck, M. W., & Anderson, M. C. (2020). *Memory* (3rd ed.). Psychology Press.
3. Bartoshuk, L. M., Herz, R. S., Klatzky, R. L., Lederman, S. J., & Merfeld, D. M. (2012). *Sensation and perception*. Sinauer Associates.
4. Chance, P. (2014). *Learning and behavior* (7th ed.). Cengage Learning.
5. D'Amato, M. R. (1979). *Experimental psychology: Methodology, psychophysics, and learning*. Tata McGraw-Hill.
6. Domjan, M. (2018). *The principles of learning and behavior* (7th ed.). Cengage Learning.
7. Goldstein, E. B. (2014). *Sensation and perception* (9th ed.). Cengage Learning.
8. Kling, J. W., & Riggs, L. A. (Eds.). (1971/1984). *Woodworth & Schlosberg's experimental psychology* (3rd ed.). Holt, Rinehart & Winston / CBS Publishers (India reprint).
9. Leahey, T. H., & Harris, R. J. (2001). *Human learning* (5th ed.). Prentice Hall.
10. Lieberman, D. A. (2012). *Learning and behavior* (6th ed.). Cengage Learning.
11. Schwartz, B. L., & Krantz, J. H. (2016). *Sensation and perception* (2nd ed.). SAGE Publications.



**M.A. PSYCHOLOGY (SEMESTER-I)**  
**Paper -CC-A03: RESEARCH METHODOLOGY**

**Credits 4**

**Maximum Marks: 100**  
**Theory Examination: 70**  
**Internal Assessment: 30**  
**Examination Time: 3 hrs**

**Course Outcomes:**

- CO1 Students would be acquainted with basics of research in Psychology.  
 CO2 Students would be able to apply their knowledge of applications of NPC and sampling procedures.  
 CO3 Students would gain the potential knowledge of sampling techniques and their applications.  
 CO4 Students would demonstrate knowledge of computation of correlation and would gain an understanding regarding specific techniques utilised in analysing various information with the help of statistical methods.  
 CO5 Students would be able to report research work as per APA style and demonstrate knowledge of ethical standards.

**Note:** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 marks each from the I to IV units and 5<sup>th</sup> compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

**UNIT I**

Methods of Enquiry; Scientific Approach; Research:

Nature and Types. Research Questions; Hypotheses and Variables.

**UNIT II**

Methods of Psychological Research: Experimental; Observation; Interview; Case Study and Questionnaire. Normal Probability Curve (NPC): Nature; Characteristics; Applications (Area under NPC) and Measuring Divergence (Skewness & Kurtosis)

**UNIT III**

Sampling Procedures: Probability and Non-Probability Techniques.

Correlation Methods: Pearson Product Moment; Spearman Rank-order; Kendall Rank Correlation; Biserial and Tetrachoric.

**UNIT IV**

Research Ethics and Report Writing Styles.

Special Correlation Methods: Partial Correlation (First order); Multiple Correlation (Three Variables) and Kendall Method of concordance.



### Recommended Books:

1. Bordens, K. S., & Abbott, B. B. (2018). *Research design and methods: A process approach* (10th ed.). McGraw-Hill Education.
2. Garrett, H. E. (2015). *Statistics in psychology and education* (Indian reprint). Paragon International Publishers.
3. Haslam, S. A., & McGarty, C. (2018). *Research methods and statistics in psychology* (3rd ed.). SAGE Publications.
4. Helode, R. D. (2012). *Basics of research in behavioural sciences*. Psychoscan Publications.
5. Mangal, S. K., & Mangal, S. (2019). *Research methodology in behavioural sciences*. PHI Learning.
6. McBride, D. M. (2016). *The process of research in psychology* (3rd ed.). SAGE Publications.
7. Muluwi, J. O., & Rashid, H. (2015). *Research methodology: Principles, methods and practices*. Manglam Publications.
8. Mohanty, B., & Misra, S. (2016). *Statistics for behavioural and social sciences*. SAGE Publications.
9. Nestor, P. G., & Schutt, R. K. (2018). *Research methods in psychology: Investigating human behavior* (3rd ed.). SAGE Publications.
10. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2015). *Research methods in psychology* (10th ed.). McGraw-Hill Education.
11. Siegel, S., & Castellan, N. J. (2011). *Nonparametric statistics for the behavioral sciences* (2nd ed.). McGraw-Hill.
12. Singh, A. K. (2025). *Tests, measurements and research methods in behavioural sciences* (latest ed.). Bharati Bhawan.
13. Singh, R., Radheshyam, & Gupta, L. (2015). *Fundamental statistics*. Intellectual Foundation (India).
14. Weathington, B. L., Cunningham, C. J. L., & Pittenger, D. J. (2012). *Research methods for the behavioral and social sciences* (2nd ed.). Wiley.

**M.A. PSYCHOLOGY (SEMESTER-I)**  
**Paper-CC-A04: PRACTICAL**

**Credits 4**

**Maximum Marks: 100**  
**Practical Examination: 70**  
**Practical Assessment: 30**  
**Time: 3 Hours**

**Course Outcomes:**

- Students will acquire the ability to administer, interpret and report psychological tests
- Students will gain proficiency in data analysis using statistical software.
- Students will gain specialized applied knowledge in specific areas of psychology.

***Any twelve from the following areas:***

1. Well-being scale
2. Happiness Scale
3. Stress Inventory
4. General Health Questionnaire
5. BMI
6. Optimism scale
7. Personality inventory
8. Intelligence
9. Perception
10. Muller Lyer Illusion
11. Psychophysics
12. Conditioning
13. Forgetting
14. Short term memory
15. Long term memory
16. Reliability
17. Validity
18. Test Construction
19. Mean Comparison
20. Correlation
21. Central Tendency
22. Item difficulty



The student has to opt one from the following two Discipline Specific Elective courses

**M.A. PSYCHOLOGY (SEMESTER-I)**  
**Paper-DSE-01: SOCIAL PSYCHOLOGY**

**Credits: 3**

**Maximum Marks: 75**

**Theory External Exam. : 35**

**Theory Int. Assessment: 15**

**Practical External: 20**

**Practical Internal: 05**

**Examination Time: 2 hrs**

**Course Outcomes:**

CO1: Students would have an understanding of fundamental and historical knowledge of social psychology along with its methods.

CO2: Students would be acquainted with the concepts of Social Perception and Social Cognition along with their applications.

CO3: Students would demonstrate knowledge of the conceptual and applied aspects of attitudinal processes and social influence.

CO4: Students would demonstrate knowledge of concepts of Conflict & Aggression and their management.

CO5: Students would gain the knowledge to apply the practical and conceptual perspectives of social psychology in everyday life.

**Note:** The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 5 short answer type questions of 1 mark each and will cover the entire syllabus  $1 \times 5 = 5$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e.  $3 \times 10 = 30$  marks thus making it the total weight age to 35 marks. Three questions to be attempted. One from each unit.

**UNIT I**

Introducing Social Psychology: Social Psychology: Nature, Origins and Development;

Subject matter: Social Psychology yesterday and today.

Methods in Social Psychology: Experimental, Observation, Co-relational, Survey,

Field study, Cross- Cultural, Sociometry

**UNIT II**

Social Influence: Unintended Social Influence, Conformity: Asch and Sheriff's approach; Compliance: Principles and Tactics; Obedience and Disobedience.

Influencing others: Attitude, Nature, Formation, Measurement and concept and theories of Attitude Change: Persuasion and Cognitive Dissonance.

**UNIT III**

Social Processes: 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.

### **Recommended Books:**

1. Alcock, J., & Sadava, S. (2022). *An introduction to social psychology: Global perspectives* (2nd ed.). SAGE Publications.
2. Baron, R. A., & Byrne, D. (2018). *Social psychology* (13th ed.). Pearson Education.
3. Baron, R. A., Byrne, D., & Johnson, B. T. (1998). *Exploring social psychology*. Allyn & Bacon.
4. Myers, D. G., Sahajpal, P., & Behera, P. (2012). *Social psychology* (Indian adaptation). Tata McGraw-Hill Education.
5. Worchel, S., Cooper, J., Goethals, G. R., & Olson, J. M. (2010). *Social psychology*. Wadsworth/Cengage Learning.
6. Deb, S., Gireesan, A., & Prabhavalkar, P. (2024). *Social psychology: Theories and applications*. Routledge India.
7. Kassir, S., Fein, S., & Markus, H. R. (2023). *Social psychology* (11th ed.). Cengage Learning.
7. Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2023). *Social psychology* (6th ed.). W. W. Norton.

### **Practical**

1. Social Maturity
2. Family Relationship
3. Moral Development/Reasoning
4. Conformity
5. Aggression

**Note:** Students will perform at least three practical. The examiner will allot one practical at the time of end term examination for evaluation.



**OR**

**M.A. PSYCHOLOGY (SEMESTER-I)**  
**Paper-DSE-01: SPORTS AND EXERCISE PSYCHOLOGY**

**Credits: 3**

**Maximum Marks: 75**

**Theory Examination: 35**

**Theory Internal Assessment: 15**

**Practical Examination: 20**

**Practical Internal Assessment: 5**

**Examination Time: 2 hrs**

**Course Outcomes:**

CO1 Students would understand the nature of conceptual perspectives related to sports and exercise Psychology.

CO2 Students would be acquainted with the role of competition, cooperation, reinforcement and punishment in influencing behaviour.

CO3 Students would understand the role of personality and motivation in sports.

CO4 Students would gain knowledge about the utility of leadership and team cohesion processes in sports.

CO5 Students would be sensitized about the relation between exercise and psychological well-being, Overtraining and burnout and utility of relaxation strategies for sports persons.

**Note:** The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 5 short answer type questions of 1 mark each and will cover the entire syllabus  $1 \times 5 = 5$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e.  $3 \times 10 = 30$  marks thus making it the total weight age to 35 marks. Three questions to be attempted. One from each unit.

**UNIT-I**

Sports and Exercise Psychology: Nature; Distinguishing between two specialties; Understanding present and Future trends; Issues for special populations in Sports; Barriers for women in sports.

Competition and Cooperation: Concept Enhancing Competition and Cooperation; Approaches to Influencing Behaviour; Guidelines for using positive reinforcement and punishment.

**UNIT-II**

Motivation: Nature; Major approaches to Motivation; Achievement Motivation in Professional Practice

Leadership and Coaching: Components of effective Leadership; Sports oriented interactional approaches to Leadership; Recognizing Breakdowns and Communication, Dealing with Confrontation.



### UNIT-III

Sports and Psychological Well-Being: Overtraining and Burnout: Factors leading to Athlete Overtraining and Burnout; Relaxation strategies for Sports: Progressive Relaxation, Autogenic Training, Yoga, Meditation and Biofeedback Training.

#### Recommended Books:

1. Cox, R. H. (2011). *Sport psychology: Concepts and applications* (7th ed.). New York, NY: McGraw-Hill Education.
2. Weinberg, R. S., & Gould, D. (2023). *Foundations of sport and exercise psychology* (8th ed.). Champaign, IL: Human Kinetics.
3. Weinberg, R. S., & Gould, D. (2018). *Foundations of sport and exercise psychology* (7th ed.). Champaign, IL: Human Kinetics.
4. Jarvis, M. (2019). *Sport psychology*. London, UK: Routledge.
5. Horn, T. S. (2018). *Advances in sport psychology* (4th ed.). Champaign, IL: Human Kinetics.
6. Williams, J. M., & Krane, V. (2015). *Applied sport psychology: Personal growth to peak performance* (7th ed.). New York, NY: McGraw-Hill Education.
7. Singh, R. (2014). *Sport psychology*. New Delhi, India: Friends Publications.
8. Gill, D. L., & Williams, L. (2008). *Psychological dynamics of sport and exercise* (3rd ed.). Champaign, IL: Human Kinetics.
9. Tenenbaum, G., & Eklund, R. C. (Eds.). (2020). *Handbook of sport psychology* (4th ed.). Hoboken, NJ: Wiley.

#### Practical

1. Sport Competition Anxiety Test
2. Cooperation and Competition Scale
3. Achievement Motivation Scale
4. Leadership Scale
5. Perceived Stress Scale
6. Case study analysis of athlete stress/ burnout
7. Conduct relaxation technique eg. Yoga, meditation, biofeedback

**Note:** Students will perform at least three practical. The examiner will allot one practical at the time of term end examination for evaluation.



**M.A. PSYCHOLOGY (SEMESTER-II)**  
**Paper-CC-A05: PHYSIOLOGICAL PSYCHOLOGY**

**Credits 4**

**Maximum Marks: 100**  
**Theory Examination: 70**  
**Internal Assessment: 30**  
**Examination Time: 3 hrs**

**Course Outcomes:**

- Students would gain knowledge of basic divisions of Biopsychology and its methods of study and research.
- Students would understand the structure and functions of Nervous System.
- Students would gain understanding of Behavioural Genetics and would be able to explain the mechanism of Affecter-Effector systems.
- Students would be acquainted with the biological basis of digestive behaviour.
- Students would attain the knowledge of physiological mechanism related to sleep.

**Note:** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5" compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

**UNIT I**

Nature of Biopsychology: Meaning and approach; Major divisions of Biopsychology; Methods of study and research.

Cells of Nervous system: Neuron: Structure and Types; Conduction of Nerve Impulse; Synapse; Synaptic transmission: Process and stages

**UNIT II**

Nervous System: Central Nervous System: Structure and Function of Brain and Spinal cord. Peripheral Nervous System: Somatic Nervous System: Cranial and Spinal nerves. Autonomic Nervous System: Sympathetic and Parasympathetic Nervous System.

**UNIT III**

Behavioural Genetics: Medalian Genetics, chromosomes, sex-linked and sex-limited genes. Biological basis of Affecter and Effector : Visual system, Auditory system; Motor system and Endocrine glands

**UNIT IV**

Biological basis of Ingestive Behaviour: Hunger and Thirst

Biological basis of Sleep: Stages and Types of Sleep; Physiological mechanism of Sleep; Disorders of Sleep.

**Recommended Books:**

1. Carlson, N. R. (2021). *Physiology of behavior* (13th ed.). Pearson Education.
2. Kalat, J. W. (2023). *Biological psychology* (14th ed.). Cengage Learning.



3. Levinthal, C. F. (1991). *Introduction to physiological psychology*. Prentice Hall.
4. Pinel, J. P. J., & Barnes, S. J. (2021). *Biopsychology* (11th ed.). Pearson Education.
5. Kandel, E. R., et al. (2021). *Principles of neural science* (6th ed.). McGraw-Hill.



**M.A. PSYCHOLOGY (SEMESTER-II)**  
**Paper-CC-A06: COGNITIVE PSYCHOLOGY**

**Credits: 4**

**Maximum Marks: 100**  
**Theory Examination: 70**  
**Internal Assessment: 30**  
**Examination Time: 3 hrs**

**Course Outcomes:**

CO1 Students would be able to understand the nature and historical background of Cognitive Psychology.

CO2 Students would be sensitized to the importance of attention and would become aware of the structure and function of memory along with its applicability in everyday situation.

CO3 Students would be able to apply the conceptual and experimental knowledge of imagery and language in research and everyday situation.

CO4 Students would master problem solving skills and would understand various issues related to language and the relevance of cross cultural factors in psychological research.

CO5 Students would be able to understand and apply the cognitive approach in everyday life.

**Note:** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 marks each from the I to IV units and 5<sup>th</sup> compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

**UNIT I**

Introduction: Emergence of Cognitive Psychology, Information Processing Approach. Cognitive Engineering and Human AI Interaction

Attention: Filter (Broadbent and Treisman) and Resource (Kahnman) Theories; Factors affecting Division of Attention.

**UNIT II**

Memory: Working Memory: Nature, Theories, Educational Applications.

Semantic and Episodic Memory: Semantic vs Episodic Memory; Level of Processing and Hierarchical Network model.

Prospective Memory: Types and Common Failures of Prospective Memory in Everyday life.

**UNIT III**

Imagery: Empirical Investigations: Mental Rotation and Scanning; Analogical and Propositional Theory. Language: Speech Recognition: Phonology, Morphology, Syntax and Parsing. Speech Production: Theories: Garrett and Dell ; Speech Errors.

**UNIT IV**

Problem Solving: Strategies of Problem Solving; Blocks in Problem Solving; Finding Creative Solutions. Cognition in Cross Cultural Perspective: Cross Cultural Studies of Perception, Memory and Categorization.



**Recommended Books:**

1. Eysenck, M. W., & Keane, M. T. (2020). *Cognitive psychology: A student's handbook* (8th ed.). Routledge.
2. Eysenck, M. W., & Brysbaert, M. (2024). *Fundamentals of cognition* (4th ed.). Routledge.
3. Galotti, K. M. (2017). *Cognitive psychology: In and out of the laboratory* (6th ed.). SAGE Publications.
4. Baddeley, A. D., Eysenck, M. W., & Anderson, M. C. (2020). *Memory*. Psychology Press.
5. Goldstein, E. B., & van Hooff, J. C. (2024). *Cognitive psychology* (3rd ed.). Cengage Learning.
6. Radvansky, G. A., Ashcraft, M. H., Ypsilanti, A., & Lazuras, L. (2025). *Cognitive psychology*. Pearson.
7. Matlin, M. W. (2013). *Cognition* (8th ed.). Wiley.
8. Reed, S. K. (2007). *Cognition: Theory and applications*. Cengage Learning.
9. Riegler, B. R., & Riegler, G. L. R. (2008). *Cognitive psychology: Applying the science of the mind*. Pearson Education.
10. Dhingra, S., Singh, M., & Gill, S. (2023). *Mind meets machine: Cognitive psychology of GPT-4*. arXiv.

**M.A. PSYCHOLOGY (SEMESTER-II)**  
**Paper CC-A07: RESEARCH DESIGN & STATISTICS IN PSYCHOLOGY**

**Credits: 4**

**Maximum Marks: 100**  
**Theory Examination: 70**  
**Internal Assessment: 30 Max.**  
**Time: 3 Hrs.**

**Course Outcomes:**

- Students will enhance their research skills, focusing on the applicability of research designs and analysis in psychology.
- Students will learn to utilize apply Non-Parametric & Parametric Statistical methods while analysing their data.
- Students will develop critical thinking skills for conducting qualitative research and presenting their findings systematically.
- Students will gain the ability to apply Analysis of Variance (ANOVA) in their research projects.

**Note:** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 marks each from the I to IV units and 5<sup>th</sup> compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

**UNIT-I**

Research Designs: Nature, Purpose, Principles  
 Types of Research Design: Between Subjects Design (Two & Multi group design), Within Subjects Design (Two & Multi group design), Mixed designs, Factorial Design: Randomized, Fixed, Mixed.

**UNIT-II**

Parametric and Non-parametric Statistics: Nature, Assumption, Differences.  
 Parametric Statistics: Significance of Mean differences (Independent and Correlated means), z test. Non-parametric Statistics: Wilcoxon Sign Rank Test, Median test, Mann Whitney -U test, Kruskal Wallis One Way Analysis of Variance

**UNIT-III**

Analysis of Variance: Nature, Assumptions and Types.  
 Types of Analysis of Variance: One – way ANOVA (Independent groups and repeated measures), Two-way ANOVA for independent groups

**UNIT-IV**

Qualitative Assessment: In-depth Interview, Focused group discussion  
 Qualitative Analysis: Content analysis, Thematic representation, Interpretative phenomenological Analysis (IPA)



**Suggested Readings:**

1. Bordens, K. S., & Abbott, B. B. (2020). *Research design and methods: A process approach* (10th ed.). McGraw-Hill Education.
2. Campbell, D. T., & Stanley, J. C. (2015). *Experimental and quasi-experimental designs for research*. Houghton Mifflin.
3. Christensen, L. B., Johnson, R. B., & Turner, L. A. (2024). *Research methods, design, and analysis* (13th ed.). Pearson.
4. Kothari, C. R. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International.
5. Kumar, R. (2020). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE Publications India.
6. Broota, K. D. (2020). *Experimental design in behavioural research* (2nd ed.). New Age International.
7. Edwards, A. L. (2017). *Experimental design in psychological research*. Routledge.
8. McGuigan, F. J. (2012). *Experimental psychology: A methodological approach*. Pearson.
9. Garrett, H. E. (2015). *Statistics in psychology and education* (Indian reprint). Paragon International.
10. Belhekar, V. M. (2016). *Statistics for psychology using R*. SAGE Publications India.
11. Singh, A. K. (2021). *Tests, measurements and research methods in behavioural sciences*. Bharati Bhawan.
12. Silverman, D. (2017). *Interpreting qualitative data*. SAGE Publications.
13. Chadha, N. K. (2018). *Applied psychometry* (2nd ed.). SAGE Publications India.
14. Mangal, S. K., & Mangal, S. (2019). *Research methodology in behavioural sciences*. PHI Learning.

**M.A. PSYCHOLOGY (SEMESTER-II)**  
**Paper- CC-A08: Practical**

**Credits: 4**

**Maximum Marks: 100**  
**Practical Examination: 70**  
**Practical Assessment: 30**  
**Time: 3 Hrs**

Course Outcomes:

- Students will acquire the ability to administer, interpret and report psychological tests.
- Students will gain proficiency in data analysis using statistical software.
- Students will gain specialized applied knowledge in specific areas of psychology.

**Any twelve from the following areas:**

1. Stroop Effect
2. Neuropsychological Battery
3. Biofeedback
4. Assessment of Pain
5. Color Blindness
6. EEG
7. Galvanic Skin Response
8. Semantic Memory
9. Memory
10. Attention
11. Verbal test of intelligence
12. Transfer of learning
13. EPQ
14. Maze learning
15. t-independent test
16. Index of Discrimination
17. Internal Consistency Reliability
18. Developing norms
19. Test Translation
20. Item difficulty
21. Regression



The student has to opt one from the following two Discipline Specific Elective courses

**M.A. PSYCHOLOGY (SEMESTER-II)**  
**Paper-DSE-02: POSITIVE PSYCHOLOGY**

**Credits: 3**

**Maximum Marks: 75**  
**Theory External Exam: 35**  
**Theory Int. Assessment: 15**  
**Practical External: 20**  
**Practical Internal: 05**  
**Examination Time: 2 hrs**

**Course Outcomes:**

CO1 Students would gain knowledge about the nature of Positive Psychology.

CO2 Theoretical knowledge about human virtues and positive emotional states would enable the students to understand its relationship with wellbeing and undertake research in this area.

CO3 Students would acquire the knowledge of positive emotional states and its impact on well being.

CO4 Knowledge about the latent role played by positive cognitive states in boosting well-being would prove an asset to the students in their profession.

CO5 Students would understand the relevance of close relationships and benefits of pro social behaviour.

**Note:** The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 5 short answer type questions of 1 mark each and will cover the entire syllabus  $1 \times 5 = 5$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e.  $3 \times 10 = 30$  marks thus making it the total weight age to 35 marks. Three questions to be attempted. One from each unit.

**UNIT I**

Introduction to Positive Psychology: Traditional Psychology; Origin, Assumptions and Goals of Positive Psychology, Eastern Perspective on Positive Psychology.

Virtues and Strengths of Character: Classification of Human Virtues and measuring Strengths of Character.

**UNIT II**

Positive Emotional States and Well- being: Broaden and Build theory of Positive Emotions; Positive Emotions and Health Resources- Physical, Psychological and Social.

Happiness, Flow and Savouring: Different viewpoints of Happiness, Factors affecting Happiness and strategies to enhance Happiness; Cultivating Flow and Savoring.

**UNIT III**

Cognitive States and Processes: Wisdom, Self-efficacy, Hope and Optimism; Mindfulness and Well-being.

**Recommended Books:**



1. Baumgardner, S. R., & Crothers, M. K. (2014). *Positive psychology*. Pearson Education.
2. Bryant, F. B., & Veroff, J. (2017). *Savoring: A new model of positive experience*. Psychology Press.
3. Carr, A. (2019). *Positive psychology: The science of happiness and human strengths* (3rd ed.). Routledge.
4. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2021). *Positive psychology: The scientific and practical explorations of human strengths* (3rd ed.). SAGE Publications.
5. Seligman, M. E. P. (2018). *The hope circuit: A psychologist's journey from helplessness to optimism*. PublicAffairs.

**Practical**

1. Resilience
2. Character Strengths
3. Self-efficacy
4. Hope
5. Fostering positive emotions

**Note:** Students will perform at least three practical. The examiner will allot one practical at the time of end term examination for evaluation.



**OR**  
**M.A. PSYCHOLOGY (SEMESTER-II)**  
**Paper-DSE-02: STUDY OF GIFTED CHILDREN**

**Credits: 3**

**Maximum Marks: 75**

**Theory Examination: 35**

**Theory Internal Assessment: 15**

**Practical Examination: 20**

**Practical Internal Assessment: 05**

**Examination Time: 2 hrs**

**Course Outcomes:**

- To understand the concept and definitions of giftedness and difference between gifted, talented, and creative children.
- Identify cognitive, emotional, and social characteristics of gifted children and understanding major theories of intelligence and giftedness.
- To understand and evaluate various tools and techniques used for identifying giftedness.
- To develop knowledge of basic counselling skills and intervention strategies to support gifted children's emotional and educational needs.

**Note:** The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 5 short answer type questions of 1 mark each and will cover the entire syllabus  $1 \times 5 = 5$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e.  $3 \times 10 = 30$  marks thus making it the total weight age to 35 marks. Three questions to be attempted. One from each unit.

**UNIT-I**

Introduction to Giftedness: Meaning and definition of gifted children, Difference between gifted, talented, and creative children, Historical background of gifted education, Need for special education for gifted children

**UNIT-II**

Characteristics of Gifted Children: Intellectual, Emotional, & Social characteristics, Creativity and leadership qualities, & Problems and adjustment faced by gifted children  
 Theories of Giftedness: Lewis Terman, Howard Gardner theory, & Robert Sternberg theory

**UNIT-III**

Psychological assessment of Gifted Children: Intelligence tests, Achievement tests, Creativity tests, Teacher observation etc.

Guidance and Counseling for gifted children: Career guidance, Personal counseling, Emotional support, Family counseling & Motivation techniques and Recent developments for Gifted Education.

**Recommended Books**



1. Terman, L. M. (2019). *Genetic studies of genius: Volume I: Mental and physical traits of a thousand gifted children*. Stanford, CA: Stanford University Press. (Original 1925 work; modern reprint edition used in academia)
2. Sternberg, R. J., & Davidson, J. E. (Eds.). (2005). *Conceptions of giftedness* (2nd ed.). Cambridge, UK: Cambridge University Press.
3. Sternberg, R. J., & Ambrose, D. (Eds.). (2021). *Conceptions of giftedness and talent*. Cambridge, UK: Cambridge University Press.
4. Winebrenner, S. (2021). *Teaching gifted kids in today's classroom: Strategies and techniques every teacher can use* (Rev. ed.). Minneapolis, MN: Free Spirit Publishing.
5. Freeman, J. (2013). *Gifted lives: What happens when gifted children grow up*. London, UK: Routledge.
6. Pfeiffer, S. I. (Ed.). (2018). *Handbook of giftedness in children: Psychoeducational theory, research, and best practices* (2nd ed.). Cham, Switzerland: Springer.
7. Webb, J. T., Meckstroth, E. A., & Tolan, S. S. (2016). *Guiding the gifted child: A practical source for parents and teachers* (Rev. ed.). Scottsdale, AZ: Great Potential Press.
8. Davis, G. A., Rimm, S. B., & Siegle, D. (2014). *Education of the gifted and talented* (7th ed.). Boston, MA: Pearson.
9. Renzulli, J. S., Gubbins, E. J., McMillen, K. S., Eckert, R. D., & Little, C. A. (2009). *Systems and models for developing programs for the gifted and talented*. Mansfield Center, CT: Creative Learning Press.

### **Practical:**

1. Detailed study of one child identified as gifted
2. Assessment of Intelligence and Creativity
3. Design a questionnaire to study issues like underachievement, peer problems, or stress in gifted children.

**Note:** Students will perform at least three practical. The examiner will allot one practical at the time of end term examination for evaluation.



**M.A. PSYCHOLOGY (SEMESTER-III)**  
**Paper-CC-A09: ABNORMAL PSYCHOLOGY**

**Credits: 4**

**Maximum Marks :100**  
**Internal Assessment: 30**  
**Theory Exam:70**  
**Examination Time: 3 hours**

**Course Outcomes:**

CO1 Students would gain knowledge of nature and history of Abnormal Psychology and about factors related to abnormal behaviour

CO2 Students would be able to elaborate upon the conceptual understanding about psychodiagnosis and classificatory system.

CO3 Students would be able to understand different types of developmental disorders.

CO4 Students would be able to know about the different myths prevailing in society about sexual and gender identity disorders and understand healthy eating habits.

CO5 Students would understand the basics of various therapies in clinical setting

**Note:** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 marks each from the I to IV units and 5<sup>th</sup> compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making it the total weight age to 70 marks.

**UNIT-I**

Abnormal Psychology: Nature and History of Abnormal Psychology, Criteria of abnormality, Etiological factors of abnormal behaviour

Approaches to Abnormal Psychology: Biological, Psychoanalytic, Behaviouristic, Cognitive and Humanistic.

**UNIT-II**

Psychodiagnosis: Nature & Purpose of Psychodiagnosis; MSE, Clinical Interview, Psychological Testing: MMPI, MCMI, Rorschach and TAT

Classification of diseases: Nature, Purpose, Diagnostic systems- DSM-5-TR, ICD-11.

**UNIT-III**

Developmental Disorders: Conduct disorder, ADHD, Learning disorder, Mental retardation.

Eating Disorders: Clinical picture, Types, Etiology.

**UNIT-IV**

Sexual and Gender Identity Disorders: Clinical picture, Types, Etiology.



## Clinical Intervention: Psycho dynamic, CBT, REBT and Client centered therapy

### Recommended Books:

1. Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. (2019). *Children with disabilities* (8th ed.). Paul H. Brookes Publishing.
2. Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2021). *Abnormal psychology: An integrative approach* (9th ed.). Cengage Learning.
3. Bellack, A. S., & Hersen, M. (1988). *Introduction to clinical psychology* (2nd ed.). Oxford University Press.
4. Bennett, P. (2011). *Abnormal and clinical psychology* (2nd ed.). Open University Press.
5. Bernstein, D. A., Teachman, B. A., & Olatunji, B. O. (2024). *Introduction to clinical psychology: Bridging science and practice* (10th ed.). Cambridge University Press.
6. Carr, A. (2016). *Clinical psychology: An introduction*. Routledge.
7. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2022). *Abnormal psychology* (17th ed.). Pearson Education.
8. Comer, R. J. (2021). *Abnormal psychology* (10th ed.). Worth Publishers.
9. Nietzel, M. T., Bernstein, D. A., & Millich, R. (2017). *Introduction to clinical psychology* (8th ed.). Pearson Education.

**M.A. PSYCHOLOGY (SEMESTER-III)**  
**Paper CC-A10 PSYCHOLOGICAL ASSESSMENT**

**Credits: 4**

**Maximum Marks :100**  
**Internal Assessment: 30**  
**Theory Exam:70**  
**Examination Time: 3 hours**

**Course Outcomes:**

CO1 Students would understand the importance and role of psychological assessment and testing.

CO2 Students would be able to construct and standardize a psychological test.

CO3 Students would understand the importance of reliability and validity in psychological testing.

CO4 Students would become aware of computer aided testing along with issues in psychological testing.

CO5 Students would get the knowledge of ethical issues involved in psychological evaluation.

**Note:** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 marks each from the I to IV units and 5<sup>th</sup> compulsory question shall be divided into seven short answer questions of 2 marks each i.e.  $7 \times 2 = 14$  thus making it the total weight age to 70 marks.

**UNIT- I**

Psychological Measurement: History of Psychological Measurement, Levels of *Measurement* (Scales), Measurement theory, Errors and Sources of Error in Measurement.

Psychological Testing: Nature, Uses of Psychological testing, Characteristics of a good test, Types of Tests.

**UNIT-II**

Test Construction: Steps of test construction, Item Writing, Construction of Speed and power test

Item Analysis: Item – Difficulty, Item Discrimination, Distractor Power, Item Characteristic curves.

**UNIT-III**

Reliability: Meaning, Types of Reliability Analysis (Methods), Factors affecting Reliability.

Validity: Meaning, Methods for Calculating Validity, Factors affecting Validity.

**UNIT-IV**

Norms: Raw Scores, Raw Scores transformations, Types of Norms.

Legal, Ethical & Social Issues in Psychological Testing

Computer- Aided Psychological Assessment



**Recommended Books:**

1. Aiken, L. R., & Groth-Marnat, G. (2006). *Psychological testing and assessment* (12<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
2. Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7<sup>th</sup> ed.). New York, NY: Prentice Hall.
3. Gregory, R. J. (2015). *Psychological testing: History, principles, and applications* (6<sup>th</sup> ed.). Boston, MA: Pearson.
4. Husain, A. (2012). *Psychological testing*. Delhi, India: Pearson Education.
5. Miller, L. A., Lovler, R. L., & McIntire, S. A. (2013). *Foundations of psychological testing: A practical approach*. Thousand Oaks, CA: SAGE Publications.
6. Singh, A. K. (2017). *Tests, measurements and research methods in behavioural sciences* (5<sup>th</sup> ed.). Patna, India: Bharati Bhawan Publishers & Distributors

**M.A. PSYCHOLOGY (SEMESTER-III)**  
**Paper CC-A11: PRACTICALS**

**Credits: 4**

**Maximum Marks:100**  
**Practical Examination:70**  
**Practical Assessment:30**  
**Time: 3 Hours**

**Course Outcomes:**

- Students will acquire the ability to administer, interpret and report psychological tests.
- Students will gain proficiency in data analysis using statistical software.
- Students will gain specialized applied knowledge in specific areas of Psychology.

**Any twelve from the following areas:**

1. State Trait Anxiety
2. Psychological distress/Wellbeing Scale
3. Dyslexia screening test
4. Gender Identity/Gender Dysphoria Scale
5. Mental state examination
6. MMPI/CAQ
7. Sentence Completion Test
8. TAT
9. Rorchach/Holtzman Ink blot test
10. Test construction
11. Item difficulty
12. Reliability
13. Validity
14. Developing Norms
15. Computation and analysis of data(SPSS)
16. Mental Maths



The student has to opt one from the following two Discipline Specific Elective course

**M.A. PSYCHOLOGY (SEMESTER-III)**  
**Paper-DSE-03 FORENSIC PSYCHOLOGY**

**Credits :3**

**Maximum Marks :75**

**Theory External Exam: 35**

**Theory Internal Assessment: 15**

**Practical External:20**

**Practical Internal:05**

**Examination Time: 2 Hours**

**Course Outcomes:**

CO1 Students would be able to explain the conceptual and theoretical perspectives of Forensic Psychology.

CO2 Students would gain knowledge about various types of offenders and understand the antecedents and Consequences of crime.

CO3 Students would understand different ways to improve eye witness testimony

CO4 Students would gain the factual knowledge of human psychology in relation to crime and its Management.

**Note:** The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 5 short answer type questions of 1 mark each and will cover the entire syllabus  $1 \times 5 = 5$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e.  $3 \times 10 = 30$  marks thus making it the total weight age to 35 marks. Three questions to be attempted. One from each unit.

**UNIT- I**

Forensic Psychology: Nature and History of Forensic Psychology; Psychosocial context of Crime,

Changing nature of Crime: Cyber Crime

Theories of Crime: Psychoanalytic; Eysenck's Biosocial Theory, Social Learning Theory.

**Unit-II**

Types of Offenders: Juvenile Offender: Criminogenic factors in child and adult antisocial behaviour; Consequences of social interventions on reducing Criminogenic effects

Violent Offenders: Media influences; Sexual Offenders: Rapists: Nature of Rape, Rape myths, Marital Rape.

**Unit – III**

Eyewitness Testimony: Factors affecting accuracy of witness evidence in Court, Improving eyewitness testimony

Forensic assessment and Profiling, Correctional Psychology: Prevention and intervention



### Recommended Books:

1. Bartol, C. R., & Bartol, A. M. (2025). *Introduction to forensic psychology: Research and application* (7th ed.). Thousand Oaks, CA: SAGE Publications.
2. Davies, G. M., Beech, A. R., & Colloff, M. F. (Eds.). (2024). *Forensic psychology: Crime, justice, law, interventions* (4th ed.). Hoboken, NJ: Wiley.
3. Howitt, D. (2009). *Introduction to forensic and criminal psychology* (3rd ed.). Harlow, England: Pearson Education. (*Earlier classic; still widely cited though not recently updated*)
4. Petherick, W. A., Turvey, B. E., & Ferguson, C. E. (2010). *Forensic criminology*. Amsterdam, Netherlands: Elsevier Academic Press.
5. Pozzulo, J., Bennell, C., & Forth, A. (2021). *Forensic psychology* (6th ed.). Pearson Canada.
6. Shapiro, S. P., & Arrigo, B. A. (2012). *Introduction to forensic psychology*. San Diego, CA: Academic Press.

### Practical

1. Assessment of Anger
2. Aggression
3. Recognition Memory for faces
4. Marital Partner Preference Test
5. Moral judgment
6. Survey of Antisocial Behaviour
7. Lie Detection test

**Note:** Students will perform at least three practical. The examiner will allot one practical at the time of term end examination for evaluation.



**OR**

**M.A. PSYCHOLOGY (SEMESTER-III)  
Paper DSE-03: SCHOOL PSYCHOLOGY**

**Credits: 3**

**Maximum Marks: 75**

**Theory Examination: 35**

**Theory Internal Assessment: 15**

**Practical Examination: 20**

**Practical Internal Assessment: 05**

**Examination Time: 2 hrs**

**Course Outcomes:**

CO1 Students would gain knowledge about school psychology and its utility in the professional areas. CO2 Students would become sensitive to learning and behavioural issues and their management.

CO3 Students would be acquainted with the lifestyle issues and their management. CO4 Students would gain knowledge of process and issues of counselling in schools.

CO5 Students would acquire the knowledge of the importance of psychological principles in school setting.

**Note:** The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 5 short answer type questions of 1 mark each and will cover the entire syllabus  $1 \times 5 = 5$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e.  $3 \times 10 = 30$  marks thus making it the total weight age to 35 marks. Three questions to be attempted. One from each unit.

**UNIT I**

School Psychology: Nature, Scope and Historical development. Latest Development of School Psychology. Approaches and Ethical Issues of School Psychology Practice; Traditional Approach: Correlational, Alternative Approach: Experimental /Problem Solving.

**UNIT II**

Learning and Behavioural Issues: Learning issues: Learning Disability in Reading, Writing and Mathematics (Causes and Management).

Behavioural Issues: Bullying, Sexual Behaviour, Drug Abuse, Depression and suicide, Internet Addiction and Conduct Disorder (Causes and Management).

**UNIT III**

Professional Counselling in Schools: Methods of Counselling: Adlerian Method, Behaviourism (Operant Conditioning), Cognitive, Strength based.



## Practical

1. Parent Child Relationship
2. Intelligence
3. Body Mass Index
4. Academic Stress
5. Emotional Maturity/Social Maturity
6. Internet Addiction

**Note:** Students will perform at least three practical. The examiner will allot one practical at the time of term end examination for evaluation.

## Recommended Books:

1. Jimerson, S. R., Oakland, T. D., & Farrell, P. T. (Eds.). (2007). *The handbook of school psychology*. Thousand Oaks, CA: SAGE Publications.
2. Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.). (2016). *Handbook of response to intervention: The science and practice of multi-tiered systems of support*. New York, NY: Springer.
3. Hatzichristou, C., Nastasi, B. K., & Jimerson, S. R. (Eds.). (2024). *Handbook of school psychology in the global context: Transnational approaches to support children, families, and school communities*. Cham, Switzerland: Springer.
4. Merrell, K. W., Ervin, R. A., & Peacock, G. G. (2012). *School psychology for the 21st century: Foundations and practices*. New York, NY: Guilford Press.
5. Ysseldyke, J. E., Burns, M. K., Dawson, P., Kelley, B., Morrison, D., Ortiz, S., Parker, R., & Telzrow, C. (2018). *Assessment in school psychology: Current issues and controversies*. Bethesda, MD: NASP Publications.
6. Grapin, S. L., & Kranzler, J. H. (2021). *School psychology: Professional issues and practices* (2nd ed.). New York, NY: Springer Publishing.
7. Jimerson, S. R., Sharkey, J. D., Nyborg, V. M., & Furlong, M. J. (Eds.). (2020). *Handbook of positive psychology in schools* (2nd ed.). New York, NY: Routledge.
8. Woolfolk, A. (2024). *Educational psychology* (15th ed.). New Delhi, India: Pearson Education.
9. Slavin, R. E. (2020). *Educational psychology: Theory and practice* (13th ed.). Boston, MA: Pearson.



**M.A. PSYCHOLOGY (SEMESTER-IV)**  
**Paper CC--A12: NEUROPSYCHOLOGY**

**Credits: 4**

**Maximum Marks :100**  
**Internal Assessment: 30**  
**Theory Exam:70**  
**Examination Time: 3 hours**

**Course Outcomes:**

- To develop knowledge of various methods of studying brain
- To demonstrate awareness of common neuropsychological tests and interpret basic assessment results.
- To understand the causes, symptoms, and cognitive effects of conditions such as dementia, Parkinson's disease and epilepsy.
- To demonstrate knowledge of cognitive retraining, compensatory strategies, and behavioral interventions used in neurorehabilitation.

**Note:** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 marks each from the I to IV units and 5<sup>th</sup> compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making it the total weight age to 70 marks.

**UNIT I**

Nature and scope of Neuropsychology; Historical development in neuropsychology; Relationship with other branches of psychology: Clinical, Biological, and Cognitive Psychology

Methods of studying the brain: Lesion studies, Neuroimaging techniques and Electrophysiological methods

**UNIT II**

Neuropsychological Assessment: Basic concepts, Principles and approaches  
 Single test- Bender Visual Motor Gestalt Test, Goldstein- Scheerer test.  
 Batteries: Luria Nebraska Battery, AIIMS Battery of brain dysfunction.

**UNIT III**

Clinical picture and Etiology of Neuropsychological disorders: Dementia, Alzheimer's disease, Parkinson's disease, Huntington's disease, Epilepsy.

**UNIT IV**

Neuropsychological intervention: Neuropsychological rehabilitation, Cognitive retraining techniques, Behavioural and psychotherapeutic strategies, Neuroplasticity and brain reorganization.



### **Recommended Books**

1. Bernstein, D. A., Teachman, B. A., Olatunji, B. O., & De Los Reyes, A. (2024). *Introduction to clinical psychology: Bridging science and practice* (10th ed.). Cambridge, UK: Cambridge University Press.
2. Claringbull, N. (2011). *Mental health in counseling and psychotherapy*. UK: Short Run Press.
3. Davidson, P. W., Prasher, V. P., & Janicki, M. P. (2010). *Mental health, intellectual disabilities, and the aging process*. Oxford, UK: Wiley-Blackwell.
4. Elias, L. J., & Saucier, D. M. (2006). *Neuropsychology: Clinical and experimental foundations*. Boston, MA: Pearson Education.
5. Hersen, M., Kazdin, A. E., & Bellack, A. S. (1988). *The clinical psychology handbook*. New York, NY: Pergamon Press.
6. Kloos, B., Hill, J., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Belmont, CA: Wadsworth Cengage Learning.
7. Korchin, S. J. (1976). *Modern clinical psychology: Principles of intervention in the clinic and community*. New York, NY: Basic Books.
8. Nietzel, M. T., Bernstein, D. A., & Milich, R. (2011). *Introduction to clinical psychology* (7th ed.). Boston, MA: Pearson.
9. Pomerantz, A. M. (2017). *Clinical psychology: Science, practice, and culture* (4th ed.). Thousand Oaks, CA: SAGE Publications.
10. Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behavior therapy* (5th ed.). Belmont, CA: Wadsworth Cengage Learning.
11. Zillmer, E. A., Spiers, M. V., & Culbertson, W. C. (2008). *Principles of neuropsychology* (2nd ed.). Belmont, CA: Wadsworth Publishing.

**M.A. PSYCHOLOGY (SEMESTER-IV)**  
**Paper -CC-A13: ORGANIZATIONAL BEHAVIOUR**

**Credits : 4**

**Maximum Marks :100**  
**Internal Assessment: 30**  
**Theory Exam:70**  
**Examination Time: 3 hours**

**Course Outcomes:**

**CO1:** Student would be able to explain the meaning, nature, and scope of organisational psychology, including types and perspectives of organisations.

**CO2:** Student would be able to analyse group dynamics, group formation, decision-making processes, and the role of communication in organisations.

**CO3:** Student would be able to evaluate different leadership approaches and motivation theories, and their application in organisational settings.

**CO4:** Student would be able to identify workplace safety and health issues, their causes, and preventive measures, including awareness of OSHA guidelines.

**Note:** The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 marks each from the I to IV units and 5<sup>th</sup> compulsory question shall be divided into seven short answer questions of 2 marks each i.e. 7x2=14 thus making it the total weight age to 70 marks.

**UNIT-I**

Nature of Scope of Organisational Psychology: Meaning of Organisation, Types: Formal and Informal, Perspectives of Organisation: Biological, Sociological, Organisational.

**UNIT-II**

Groups and Communication: Group: Nature and types; Functions of Groups, Group formation and Decision Making. Elements of Communication, Interpersonal Networks: Non- verbal Communication and developing competencies of managing communication.

**UNIT-III**

Leadership and Motivation: Approaches to Leadership: Scientific, Human Relations, Theory X and Y; Theories of Leadership: House's Path –Goal Model. Contingency and Content theory of Motivation: Maslow's Need Hierarchy. Process Theory: ELM, Equity.

**UNIT-IV**



Safety and Health issues at Workplace: Safety and Health issues at Workplace: Nature, Causes and Prevention, OSHA(Occupational Safety Health Act); Causes: Environmental, Organizational, Personal.

### Recommended Books:

1. Robbins, S. P., Judge, T. A., & Vohra, N. (2024). *Organizational behavior* (18th ed.). New Delhi, India: Pearson Education.
2. Robbins, S. P., Judge, T. A., Hunt, J., Campbell, N., Khan, H., & Xu, Y. (2025). *Organisational behaviour* (10th ed.). New Delhi, India: Pearson Education.
3. Luthans, F. (2021). *Organizational behavior: An evidence-based approach* (13th ed.). New York, NY: McGraw-Hill Education.
4. Griffin, R. W., Phillips, J. M., & Gully, S. M. (2024). *Organizational behavior: Managing people and organizations with MindTap* (14th ed.). Boston, MA: Cengage Learning.
5. Johns, G., & Saks, A. M. (2023). *Organizational behaviour: Understanding and managing life at work* (12th ed.). Toronto, Canada: Pearson Canada.
6. Greenberg, J. (2022). *Behavior in organizations* (11th ed.). Harlow, UK: Pearson Education.
7. McShane, S. L., & Glinow, M. A. V. (2023). *Organizational behavior: Emerging knowledge, global reality* (9th ed.). New York, NY: McGraw-Hill Education.
8. Schermerhorn, J. R. (2021). *Introduction to management and organizational behavior* (13th ed.). Hoboken, NJ: Wiley.
9. Parikh.M.& Gupta R.(2010). *Organisational Behaviour*.New Delhi:Tata McGraw Hill.
10. Rathore.B.(2013).*Organisational Behaviour*. New Delhi :Asian Books Private Limited.



The student has to opt one from the following two Discipline Specific Elective courses

**M.A. PSYCHOLOGY (SEMESTER-IV)**  
**Paper-DSE-04 STRESS, COPING AND HEALTH**

**Credit-3**

**Maximum Marks :75**

**Theory External Exam: 35**

**Theory Internal Assessment: 15**

**Practical External:20**

**Practical Internal:05**

**Examination Time: 2 Hours**

**Course Outcomes:**

CO1: Student would be able to understand the nature, types, sources, and physiological responses of stress, along with major theoretical models.

CO2: Student would be able to analyse the relationship between stress and physical as well as mental health, including associated risk behaviours and occupational stress.

CO3: Student would be able to apply stress management techniques and coping models, including resilience building and Indian approaches such as mindfulness and spirituality.

**Note:** The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 5 short answer type questions of 1 mark each and will cover the entire syllabus  $1 \times 5 = 5$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e.  $3 \times 10 = 30$  marks thus making it the total weight age to 35 marks. Three questions to be attempted. One from each unit.

**Unit I**

Introduction to Stress and Health: Nature, Types of stress, Sources of stress, Stress response: Role of Autonomic Nervous System and Endocrine System. Theories: GAS, Diathesis Model and Cognitive Appraisal Model.

**Unit II**

Stress and illness. Impact on Physical and Mental Health, Health risk Behaviours associated with stress. Technology and Stress: Occupational stress and Burnout.

**Unit III**

Management of Stress and Coping: Stress Management at work, Models of coping, Building resilience, Indian approaches to management of Stress: Spirituality and coping, Mindfulness.



**Practical:**

1. Coping Style/Strategies
2. Assessment of Stress
3. QoL
4. Life style questionnaire
5. GHQ

**Note:** Students will perform at least three practical. The examiner will allot one practical at the time of term end examination for evaluation.

**Recommended Books:**

1. Baum,A.Revensen,T.A. and Singer,J. (2011). Stress,Health and Illness.Handbook of Health Psychology.
2. Orford,J. (2008).Community Psychology: Challenges, Controversies and Emerging Consensus,John Wiley and Sons.
3. Schabracq,M.J, Winnubst, J,A.M.,Cooper,C.L.( 2003). Handbook of Work and Health Psychology,2ndEdition,John Wiley and Sons.
4. Schneiderman,G.,Ironson,G. and Siegal,S.D.(2005). Psychological,Behavioural and Psychological Determinants. Annual Review of Clinical Psychology,pp.607- 678.

**OR**

**M.A. PSYCHOLOGY (SEMESTER-IV)**  
**Paper-DSE-04: Guidance and Counselling in Psychology**

**Credits: 3**

**Maximum Marks: 75**  
**Theory Examination: 35**  
**Theory Internal Assessment: 15**  
**Practical Examination: 20**  
**Practical Internal Assessment: 5**  
**Examination Time: 2 hrs**

**Course Outcomes:**

**CO1:** Student would be able to understand the concept, scope, principles, and types of guidance, and distinguish between guidance and counselling.

**CO2:** Student would be able to analyse the role of guidance across different stages of human development and understand psychological factors influencing guidance needs.

**CO3:** Student would be able to comprehend the fundamentals of counselling, including its process, goals, principles, and major counselling theories.

**CO4:** Student would be able to apply various counselling techniques and identify different areas of counselling in real-life situations.

**Note:** The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 5 short answer type questions of 1 mark each and will cover the entire syllabus  $1 \times 5 = 5$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e.  $3 \times 10 = 30$  marks thus making it the total weight age to 35 marks. Three questions to be attempted. One from each unit.

**UNIT-I**

Introduction to Guidance: Meaning and definition of guidance, Scope of guidance, Principles of guidance, Need and importance of guidance, Difference between guidance and counselling

Types of Guidance: Educational guidance, Personal guidance, Vocational guidance, Health guidance & Social guidance

**UNIT-II**

Introduction to Counselling: Meaning and nature of counselling, Process of counselling, types of counselling, factors affecting counselling process. Goals of counselling, Principles of counselling



### UNIT-III

Information collection techniques of Counselling: Interview method, Observation method, Case study method, testing techniques and listening and communication skills

Areas of Counselling: School counselling, Career counselling, Marriage and family counselling Mental health counselling and Crisis counselling in current scenario.

### PRACTICAL

1. Depression Inventory
2. State-Trait Anxiety Inventory
3. Self-Esteem Scale
4. 16 Personality Factors Questionnaire
5. Wellbeing Scale
6. General Health Questionnaire
7. Career Decision Scale

**Note:** Students will perform at least three practical. The examiner will allot one practical at the time of term end examination for evaluation.

### Recommended Books:

Singh, R. P. (2018). *Guidance and counselling*. Kanishka Publishers.

Carl Rogers (2012). *Counselling and psychotherapy* (latest reprint ed.). Martino Publishing. (Original work published 1942)

Barki, B. G., & Mukhopadhyay, B. (2017). *Guidance and counselling: A manual*. Sterling Publishers.

Kinra, A. K. (2019). *Guidance and counselling*. Pearson India.

Sharma, S. R. (2016). *Guidance and counseling: An introduction*. Anmol Publications.

Rao, S. N. (2018). *Guidance and counselling*. Tata McGraw-Hill / S. Chand.

Gerald Corey (2023). *Theory and practice of counseling and psychotherapy* (11th ed.). Cengage Learning.

Samuel T. Gladding (2020). *Counseling: A comprehensive profession* (8th ed.). Pearson.

Barbara Okun (2011). *Effective helping: Interviewing and counseling techniques* (8th ed.). Brooks/Cole.

