

Multidisciplinary Course from the department for pool of the Courses in the University

(These courses are to be offered to students of different discipline/Subject by Department of Psychology)

M.Sc. Psychology/ M.A. Psychology

Semester- I

MDC-1 Behavioral & Personality Dynamics

Credits: 3 (Hrs./week:3)

Maximum Marks:75

Theory Examination: 35

Internal Assessment: 15

Practical Examination: 20

Practical Assessment: 05

Time: 2 hrs.

Course Outcomes

- Students will be able to demonstrate a comprehensive understanding of different theories and approaches to personality from both psychoanalytic and behaviour analysis perspectives.
- Students will be able to evaluate the influence of biological and psychological factors on the development of personality.
- Students will be able to apply various psychological assessment techniques to analyze and interpret personality traits.

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 Personality: Definitions and Meaning, Nature vs Nurture approaches to Personality, Determinants of Personality: Biological and Psychological.

Unit-II

- Psychoanalytic approaches to Personality: Freud, Jung, Adler
Behavior analysis: Classical Conditioning & Operant Conditioning

Unit-III

- Psychological Assessment: Personality Assessment, Interview, Observation, NEO-FFI, EPQ

Suggested Readings:

1. Kaplan R.M & Saccuzzo D.P (2007), "Psychological testing: Principles Applications & Issues", Thomson- Wadsworth, Sixth edition, Indian Reprint
2. Anatsi Anne & Urbina Susana (2003), "Psychological testing", Pearson Education, seventh edition, Indian Reprint, New Delhi
3. Aiken L.R & Marhat- Groth G (2009), "Psychological Testing & Assessment", Pearson Education, Twelfth edition, Indian Reprint, New Delhi
4. Hall, G.S., & Lindzey, G. (1985). *Theories of personality* (3rd ed.). New Delhi: Wiley Eastern.
5. Olson, M., & Hergenhahn, B. R. (2011). *An introduction to theories of personality, 8th Edition*. New York: Pearson. [Chapter 15 "Abraham Maslow", pp. 466-499; Chapter 16 "Rollo Reese May", pp. 500-526].
6. Shultz, D.P. & Shultz, S. E. (2012). *Theories of personality*. USA: Wadsworth, Cengage Learning.



M.Sc. Psychology/ M.A. Psychology
Semester- II

MDC-2 Psychology of Happiness & Peace
Credits: 3

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

Course Outcomes

- Students will be able demonstrate an understanding of happiness from both Western psychological perspectives and Eastern philosophical traditions.
- Students will be able how social, cultural, and environmental factors influence individual and collective happiness.
- Students will be able apply knowledge of happiness to analyze contemporary issues such as social media impact, materialism, and mental health.

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

- Locating Happiness in Psychological Approaches- Psychological definitions of Happiness, Biology of happiness, Personality and happiness, Theories and models for attaining happiness, social markers of Happiness, Objective measurements of happiness

Unit-II

- Eastern Traditions of Happiness and its relationship with Peace-Buddhist and Hindu view of Happiness, Meditation and Mindfulness, Morality and Happiness

Unit-III

- Deconstructing Happiness in the Contemporary world-Happiness and social media, Cage of Materialism, Happiness-suicide paradox, Overt mobile based happiness- covert narcissist vulnerability



Suggested Readings:

1. A, J. (2014). Towards a Developmental Understanding of Happiness. *SociologicalResearch Online*.
2. J, M. (2015). *Theories of Happiness: An Anthology*. Broadview Press.
3. L, L. (2014). Person-Oriented Conception of Happiness and Some PersonalityTheories. *Sage Open*.
4. N, L. (2016). The Views on Happiness: A Dialectic Approach. *Vision: The Journal ofBusiness Perspective*.
5. S, O. (2013). Concepts of Happiness Across Time and Cultures. *Personality and SocialPsychology Bulletin*.
6. T, C. (2011). Effects of Intensive Mobile Happiness Reporting in Daily Life. *SocialPsychological and Personality Science*.
7. Batthyany, A., Russo-Netzer, P. (Eds.). (2014). *Meaning in Positive and ExistentialPsychology*. Springer.



M.Sc. Psychology/ M.A. Psychology
Semester- III

MDC-3 Climate Change & Mental Health
Credits: 3

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

Course Outcomes

- Students will be able to comprehend the complex interplay between climate change and mental health, including psychological responses and societal impacts.
- Students will be able to develop skills in building resilience and applying coping strategies to mitigate climate-related psychological distress.
- Students will be able to apply knowledge of evidence-based psychotherapeutic interventions to support individuals and communities affected by climate change.

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

Understanding the Intersection of Climate Change and Mental Health

Introduction to Climate Change and Mental Health: Definitions and concepts, Impacts of Climate change: Individuals, Communities & Society; problem of Inequity
 Psychological Outcomes of Climate Change: Anxiety, stress, and depression, Grief and loss, Trauma and PTSD

Unit-II

Psychological Resilience and Coping Strategies

Building Resilience in the Face of Climate Change: Resilience and its theory, Coping mechanisms and adaptive strategies
 Climate Change Communication and Perception: Media portrayal of climate change, Cognitive biases and decision-making, Effective communication strategies, Climate Change Solutions

Unit-III

Psychotherapy and Mental Health Interventions

Evidence-based interventions for climate-related distress, Support systems and community resources



Suggested Readings:

1. "The Age of Sustainable Development" by Jeffrey D. Sachs
2. "Climate Change and Human Health: Risks and Responses" by Anthony J. McMichael
3. Marks, et al., (2011). Health Psychology Theory, Research & Practice (3rd Ed.). India, Sage Publication
4. Straub, R. O. (2014). Health Psychology: A Biopsychosocial Approach. NY: Worth Publishers
5. "The Psychology of Climate Change Communication" by Britt Wray
6. Various academic articles and case studies provided throughout the course.



M.Sc. Psychology/ M.A. Psychology

Semester- IV

MDC-4 Vulnerabilities of Contemporary Indian Society

Credits: 3

Maximum Marks:75

Theory Examination: 35

Internal Assessment: 15

Practical Examination: 20

Practical Assessment: 05

Time: 2 hrs.

Course Objectives

- Students will be able to inculcate critical human sensitivity and appreciate alternate human experiences of marginal populations.
- Students will be able to examine the relationship between political processes, cultural and social realities and psychological processes realities those underlie societal vulnerabilities and relevant interventions.

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 Social Vulnerabilities: issues and challenges of developing societies: modernization, urbanization, industrialization and change in societies, displacement and migration etc.

Unit-II

- Poverty and Deprivation: Discourses of Poverty; Causes and impact of poverty: social, political, economic and societal factors; concomitants of poverty and disadvantage, social exclusion and mental health, challenges and interventions for poverty alleviation.

Unit-III

- Corruption and Other Societal Challenges: Theories and Perspectives on corruption, Issues of Power, Ethics, Social Norms; The social and psychological perspectives on Unemployment



Suggested Readings:

1. Misra,G.andTripathi,R.C.(1995).Deprivation:ItsSocialRootsand Psychological consequences. Concept Publishing.
2. Mohanty,A.K. and Misra,G.(2000). Psychology of Poverty and Disadvantage. Concept Publishing.
3. Zaliznaya,M.(2014).The Social Psychology of Corruption.Sociology Compass,8,2,187-202.
4. Kubbe,I.; and Engelbert,A. (2018). Corruption and Norms. Palgrave MacMillan.
5. Fryer,D. and Ullah,P. (1987). Unemployed People. Open University Press



Skill Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by Department of Psychology for students of other departments/same department and is designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work.)

**M.Sc. Psychology/ M.A. Psychology
Semester 2**

Counselling Skills and Techniques

SEC-1 Counselling Skills & Techniques
Credits:2 (Hrs./Week: 2)

Maximum Marks: 50
Theory Examination: 20
Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Time: 2 hrs.

Course Outcomes:

- Students will demonstrate a comprehensive understanding of the basic steps, types and approaches of counselling.
- Students will cultivate critical thinking skills to analyze and apply different counselling skills.
- Students will demonstrate the practical application of counselling skills and techniques by effectively utilizing reinforcement, mindfulness, meditation, and art therapies in real-world situations.

Note: The students will be required to attempt three questions in all. Question No. I will be compulsory comprising of 8 short answer type questions of 1 mark each and will cover the entire syllabus. The answer should be in 100 words. The students are required to attempt six short answer type questions out of 8, i.e., $6 \times 1 = 6$ marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 7 marks each i.e. $2 \times 7 = 14$ marks thus making it the total weight age to 20 marks. Two questions to be attempted. One from each unit.



Unit-I

Guidance v/s Counselling; Counselling: Meaning, Goals, Process of counselling, Needs and Types of counselling; Basic counselling skills.

Contemporary Issues in counselling: Working with children and their parents, older adults, differently abled and substance abusers.

Unit-II

Strategies of Counselling: Directive, Non-Directive Approach to Counselling. Psychoanalytic approaches to counselling.

Behavioural Contingencies: Reinforcements, Premack Principle, Shaping and Modelling. Promotional Approaches: Creative Art Therapies, Mindfulness ,yoga, meditation

Suggested Readings:

1. Capuzzi, D and Gross D.R. (2008). Counseling and Psychotherapy Theories and Interventions. Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.
2. Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counselling and Guidance. Delhi: PHI Learning.
3. Sharma, R. A. (2007). Fundamentals of Guidance and Counselling. Meerut: R. Lall Book.
4. Gladding, S.T and Batra, P (2018). Counseling A Comprehensive Profession. Pearsons India Education services Pvt. Ltd.
5. Bhola, P. & Raghuram, A. (2016). Ethical Issues in Counselling and Psychotherapy Practice:
6. Murphy, J.J. (2015). Solutions Focused Counselling in Schools. Wiley. (Chapter 3, Appendix E, G, H, J)
7. Nelson, R, J. (2015) Theory and Practice of Counselling and Psychotherapy. 6th edition. New Delhi: Sage South Asia.
8. Capuzzi, D. & Stauffer, M. D. (2022). Counselling and Psychotherapy: Theories and Interventions (7th Ed.) American Counselling Association
9. Seligman, L & Reichenberg, L.W. (2010) Theories of counselling and Psychotherapy. New Jersey: Pearson (SFBT and family systems)



**M.Sc. Psychology/ M.A. Psychology
Semester 3**

Basics of Statistics using SPSS

SEC-2 Basics of Statistics using SPSS
Credits:2

Maximum Marks: 50
Theory Examination: 20
Internal Assessment: 05
Practical Examination: 20
Practical Assessment: 05
Time: 2 hrs.

Course Outcomes: -

- Students will demonstrate a comprehensive understanding of the introduction of SPSS along with understanding of basic statistics and terminologies.
- Students will be able to apply skills of SPSS in real world settings, demonstrating the practical application of SPSS.
- Students will develop advanced data analysis skills, encompassing computation of parametric statistics and non-parametric statistics.

Note: The students will be required to attempt three questions in all. Question No. I will be compulsory comprising of 8 short answer type questions of 1 mark each and will cover the entire syllabus. The answer should be in 100 words. The students are required to attempt six short answer type questions out of 8, i.e., $6 \times 1 = 6$ marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 7 marks each i.e. $2 \times 7 = 14$ marks thus making it the total weight age to 20 marks. Two questions to be attempted. One from each unit

Unit-I

Introduction to statistical analysis using IBM SPSS, data entry, data coding, computation of descriptive statistics, computation of normal probability curve, computation of graph, computation of parametric statistics, computation of non-parametric statistics.

Unit-II

Statistics: Descriptive v/s Inferential; Descriptive: mean, median, mode, basics of NPC, skewness, kurtosis. Inferential statistics: Correlation and its types.



Suggested readings:

1. Field, Andy. "Discovering statistics using SPSS". 3rd Ed, Sage Publishers, 2009.
2. Pallant, Julie. "SPSS Survival Manual". 4th ed, McGraw-Hill, 2010.
3. Cronk, Brian. "How to use SPSS: A Step-by-step Guide to analysis and interpretation." 5th Ed.
4. HOW TO USE SPSS ® A Step-By-Step Guide to Analysis and Interpretation, Brian C.
Cronk, Tenth edition published in 2018 by Routledge.



Value Added Course from the department for pool of the Courses in the University
(All the departments will offer value added course for the students of same or different
Departments.

These courses are offered by Department of Psychology

M.Sc. Psychology/ M.A. Psychology
Semester 1

Human Values & Ethics

VAC-1 Human Values & Ethics
Credits:2

Maximum Marks: 50
Theory Examination: 35
Internal Assessment: 15
Time: 2 hrs.

Course Outcomes:-

- Students will demonstrate a comprehensive understanding of the importance of human values and Ethics in their personal lives and professional careers.
- Students will develop critical thinking abilities to assess how family, society, and educational institutions shape the incorporation of human values, clarifying their individual roles in fostering moral development.
- Students will be able to apply human values and ethics in real life settings and will be able to deal with the ethical challenges prevalent in the institutions.

Note: The students will be required to attempt three questions in all. Question No. I will be compulsory comprising of 8 short answer type questions of 3 marks each and will cover the entire syllabus. The answer should be in 100-200 words. The students are required to attempt five short answer type questions out of 8, i.e., $5 \times 3 = 15$ marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e. $2 \times 10 = 20$ marks thus making it the total weight age to 35 marks. Two questions to be attempted. One from each unit.



Unit I

Human Values: Meaning, Origin and its functions; Types of values, Importance of human values in Public and Private life. Role of Family, Society and Educational Institutions in inculcating human values, Sources of human values.

Unit II

Ethics: Meaning, nature and characteristics of ethics; Morals v/s ethics; Types of ethics in public and private relationships, Principles of ethical behaviour, Role of family and institution in building of ethics, Importance of Human ethics in modern society.

Challenges for ethical practices in institutions: Ragging, suicide and need for educational counselling, violence and peaceful protest, conflict resolution.

Suggested readings:

1. Prof.D.R.Kiran "*Professional Ethics and Human Values*"
2. A Textbook On Professional Ethics And Human Values. (2007). India: New Age International (P) Limited.
3. Prof.A.R.Aryasri, DharanikotaSuyodhana "*Professional Ethics and Morals*" Maruthi Publications.
4. A.Alavudeen, R.KalilRahman and M.Jayakumaran "*Professional Ethics and Human Values*" -Laxmi Publications.
5. PSR Murthy "*Indian Culture, Values and Professional Ethics*" BS Publication

M.Sc. Psychology/ M.A. Psychology
Semester 3

RESEARCH ETHICS

VAC-2 Research Ethics
Credits:2

Maximum Marks: 50
Theory Examination: 35
Internal Assessment: 15 Max.
Time: 2 Hrs.

Course Outcomes: -

- Students will demonstrate a comprehensive understanding of fundamentals of Research, Plagiarism, Falsification, and Fabrication.
- Students will adhere to ethical guidelines in psychological research, ensuring integrity and responsibility in conducting studies.
- Students will develop critical thinking skills to analyze the nature of moral judgements and the challenges faced due to emerging technologies.

Note: The students will be required to attempt three questions in all. Question No. I will be compulsory comprising of 8 short answer type questions of 3 marks each and will cover the entire syllabus. The answer should be in 100-200 words. The students are required to attempt five short answer type questions out of 8, i.e., $5 \times 3 = 15$ marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each i.e. $2 \times 10 = 20$ marks thus making it the total weight age to 35 marks. Two questions to be attempted. One from each unit.

Unit-I

Ethics: definition; importance of research ethics; objectives and ethical issues in research ethics.
 Ethical principles of research; nature of moral judgements: cognitive and affective; Ethical Challenges in Emerging Technologies.

Unit-II

Scientific conducts: Ethics concerning science and research; Intellectual honesty and Research Integrity.

Scientific misconduct: Falsification, Fabrication and Plagiarism.



Suggested readings:

1. Bird, A. (2006). *Philosophy of Sciences*. Routledge
2. MacIntyre, Alasdair (1967). *A Short History of Ethics*. London
3. P.Chandah. (2018). *Ethics in Competitive Research: Do not get Scooped; do not get plagiarized*.
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine (2009)., *National On being a Scientist: A guide to responsible conduct in Research: third edition*, National Academies Press
5. Resnik, D. B. (2011), *What is Ethics in research & why is it important*. National Institute of Environmental Health Sciences, 1-10 Retrieved from
<http://www.niehs.nih.gov/research/resources/bioethics/whatisindex.efm>

