

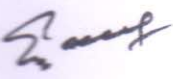

**M.A. Psychology Syllabus (Regular)**  
**(Effect from 2023-24 Academic year onwards)**




**DEPARTMENT OF PSYCHOLOGY UNIVERSITY**  
**COLLEGE OF ARTS & SOCIAL SCIENCES MAHATHA GANDHI**  
**UNIVERSITY**  
**NALGONDA-508-254**

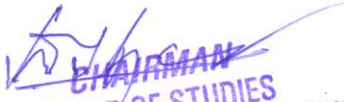
**M. A. Psychology Syllabus (Regular)**  
(Effect from 2023-24 Academic year onwards)

Sl. No.	Subject	Credits	Remarks
Sem. I:-			
1	Paper-I: Principles of Psychology	4	
2	Paper-II: Cognitive Psychology	4	
3	Paper-III: Social Psychology	4	
4	Paper-IV: Lifespan development Psychology	4	
5	Paper-V: Practicum- Experimental Psychology-I	4	
<b>Total:</b>		<b>20</b>	
Sem. II:-			
1	Paper-I: Personality	4	
2	Paper-II: Psychological disorders	4	
3	Paper-III: Statistics in Psychology	4	
4	Paper-IV: Organizational Psychology	4	
5	Paper-V: Practicum- Experimental Psychology-II	4	
6	Add On	2	
<b>Total:</b>		<b>22</b>	
Sem. III:-			
1	Paper-I: Positive Psychology	4	
2	Paper-II: Research Methodology	4	
3	Paper-III: Optional Paper-III(A): Sports Psychology Optional Paper- III (B): Child Psychology	4	
4	Paper-IV: Optional Paper-IV(A): Criminal & Forensic Psychology Optional Paper -IV(B): Rehabilitation Psychology	4	
5	Paper- V: Practicum- Psychological Testing-I	4	
6	Open Elective ID Paper	2	
<b>Total:</b>		<b>22</b>	


  
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Sem. IV:			
1	Paper-I: Counseling Psychology	4	
2	Paper-II: Health Psychology	4	
3	Paper-III:		
	Optional Paper-III (A): Environmental Psychology		
3	Optional Paper-III (B): Community Psychology	4	
4	Paper-IV:		
	Optional Paper-IV (A): Indian Psychology		
4	Optional Paper-IV (B): School Psychology	4	
5	Paper-V: Practicum- Psychological Testing-II	4	
6	Project Work	4	
Total:		24	
Total credits for Sem. I to IV		88	

  
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## M. A. Psychology (Regular)

### Programme Objectives:

- To nurture a scientific attitude in students to understand the complexities of human behaviour and experiences at individual and group levels.
- To create an up-to-date knowledge base in students about basic psychological concepts, methods, and tools prevalent in the discipline.
- To promote the acquisition of skills that is basic to understanding and applying the knowledge of Psychology in real life.
- To develop critical and creative thinking in students and make them reflective and self-aware learners.
- To empower the students to become ethical researchers and professionals in future.

**Programme Learning Outcomes:** The learning outcomes that a student will be able to demonstrate on completion of the Programme include Academic, Behavioural, Social and emotional Competencies.

### Academic:

- Disciplinary knowledge of methods, theories and approaches and appreciation of different perspectives
- Ability to use skills in specific areas related to chosen specialization
- Basic professional skills such as data analysis, computer literacy, psychological testing, observation, technological application to conceptual growth etc
- Fluency in articulation of ideas; scientific writing and authentic reporting; effective presentation skills.

### Behavioural:

- Spirit of scientific enquiry; Original thinking & curiosity; Self-development and self-

  
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regulation.

- Developing positive attributes such as empathy, compassion, social participation, and accountability.

- Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

- Communication and effective interaction with others, listening, speaking etc.

Emotional:

- developing the skills to manage emotions, control behavior, and make good decisions.
- Identify and assess emotions and able to use effective emotion regulation strategies
- Identify and avoid maladaptive emotion regulation strategies

**Social:**

- Developing cultural and historical sensibility- particularly indigenous traditions, socio-cultural context and diversity.

- Gender sensitization including gender respect, respect for one's own and other gender, dealing with gender confusion and gender identity issues.

- Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern.

- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

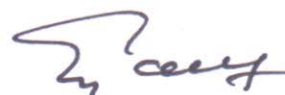
  
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## Semester I

### Paper-I: Principles of Psychology

(Credits-4)

**Unit I:** Historical origins of psychology as a science Philosophical antecedent: classical Greek thought (Democritus, Plato, Aristotle); Continental Renaissance (Descartes); British empiricism (John Locke, James Mill and John S. Mill); Nativism (Kant)

**UNIT II:** Beginnings of experimental tradition and emergence of Schools in psychology Psychophysics (Weber, Fechner, Helmholtz, Wundt) and Scaling Techniques. Emergence of schools: Structuralism, functionalism, behaviorism, Gestalt, Psychoanalysis 3. Development of psychology in India.


**UNIT III:** Emotion Theories of emotion: James-Lange, Cannon-Bard, Cognitive theories Motivation Theories of motivation: Freud's unconscious motivation theory, Maslow's need hierarchy theory, McClelland's achievement motivation theory

**UNIT IV:** Personality - Psychoanalytic theories: Freud, Jung, Adler, Type and trait approaches: Eysenck and Cattell. Developmental approach: Erik Erikson

#### Reference:

- Baron, R.A.(2007).Psychology(Fifth edition) New Delhi: Pearson Prentice- Hall of India.
- Chaplin, P., &Kraweic, T.S. (1974).SystemandTheoriesinPsychology.NewYork: Holt, Rinehart & Winston.
- Marx, M.H. &Hillix, W.A. (1987).SystemsandTheoriesinPsychology.NewYork: McGraw Hill.
- Schultz,D.(1985).AHistoryofModernPsychology.NewYork:AcademicPress. Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.
- Woodworth, R., &Schlosberg,(1976).ExperimentalPsychology.NewYork:Holtand Rinehart.

  
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## Paper-II: Cognitive Psychology

(Credits-4)

**UNIT I** Introduction: Emergence of Cognitive Psychology, Information Processing Approach. 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.

### Reference:

Eysenck, W. M., & Keane, M.T. (1990). Cognitive Psychology: Students Handbook. London: Lawrence Erlbaum.


Galotti, K.M.(2014). Cognitive Psychology: In and Out of the Laboratory. New Delhi: Sage.

Riegler, B.R., & Riegler, G.L.R.(2008). Cognitive Psychology: Applying the Science of the Mind. India: Pearson Education.

Jahnke, J.C., & Nowaczyk, R.H.(1998) Cognitive Psychology. New Jersey: Prentice Hall. Matlin, M. W.(1995). Cognition. Bangalore: Prism Book.

Reed, K.S.(2000). Cognition: Theory and Applications. California: Wadsworth.

  
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### Paper-III: Social Psychology

(Credits-4)

**UNIT-I:** Introduction (i) Nature, goal, and scope of Social Psychology; Methods of Social Psychology- Observation; Questionnaire, Interview, and Experiment (ii) Social Cognition- Perceiving ourselves: self-concept, self-esteem, self-presentation and self-expression; Perceiving others and forming impressions.

**UNIT- II:** Attitude, Prejudice and Stereotypes (i) Attitudes- Nature, characteristics and functions of attitude; Attitude formation and change; Attitude measurement (ii) Prejudice and Stereotypes- Nature and components of prejudice, Acquisition of prejudice, Reduction of prejudice.

**UNIT -III:** Group and Leadership (i) Group - Group structure and function, Task performance: Social facilitation, social loafing; Conformity, Obedience and social modeling; Group cohesiveness. (ii) Leadership- Definitions and functions, Trait, situational, interactional and contingency approaches to leadership; Leadership effectiveness, The charismatic leadership.

**UNIT- IV:** Social Behavior (i) Pro-social behavior- Cooperation and helping, personal, situational and socio-cultural determinants, Theoretical explanations of pro-social behavior (ii) Aggression- Theoretical perspectives, Trait, situational and social learning approaches, social and personal determinants of aggression, prevention and control of aggression.

#### Reference:


Baron R.A. & Byrne, D. (2003). Social Psychology. 10th Edition, Prentice Hall


Baron. R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practical's in Psychology, Divya Prakashani, Samantapur, Bhubaneswar.

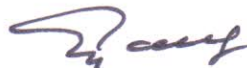
Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar.

Developments (ICSSR survey of advances in research). New Delhi: Pearson. Misra, G. (1990). Applied Social Psychology. New Delhi: Sage.

Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Implications.

  
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## Paper-IV: Life Span Development Psychology

(Credits-4)

### UNIT-I: GROWTH AND DEVELOPMENT

Concept of Growth, maturation and development; Principles of Development; Stages of Human Life Span; Brief introduction to developmental tasks, developmental lag and developmental hazards. Freud's Psycho-sexual developmental theory, Erik Erikson's psycho-social theory and Piaget's cognitive development theory, Kohlberg's theory of moral development. Biological factors, Psycho-social factors; Nature Vs Nurture controversy in Human development

### UNIT-II: PRENATAL, INFANCY AND CHILDHOOD

Characteristics, stages and hazards in prenatal development. Characteristics of Infancy; Developmental tasks; Physical and Motor Development; Cognitive, Perceptual (Depth Perception) and Language development; Social and Emotional development. Characteristics of early and late childhood; Developmental tasks; Physical development, Emotional. Social, Moral and personality development. Hazards in childhood (Physical and Psychological)

### UNIT-III: ADOLESCENCE


Characteristics and concerns of Puberty. Growth spurt. Characteristics of Adolescence; Physical and psychological development. Moral behavior, family relationships, interests and personality changes- self-concept, self-esteem). Hazards (Physical and Psychological). Eating disorders; Substance abuse; Sexually Transmitted Diseases; Depression and suicide; Juvenile delinquency and Career planning.


### UNIT-IV: ADULTHOOD AND OLD AGE

Characteristics; Developmental tasks; Physical and Social changes; Sex role adjustment; Marital adjustment, adjustment to parenthood, work and Career; Vocational adjustment; Personal and social hazards. Characteristics of middle age; developmental tasks; Adjustment to physical, psychological, social and Vocational changes, changing family roles; Adjustment to approaching retirement. Characteristics of Aging; Developmental tasks; Adjustment to retirement; Leisure activities and Interests; Adjustment to changes in family life (loss of spouse, singlehood, children and grandchildren); Hazards; Role of family in elder care

#### References:

- Hurlock, E.B. (1980). Developmental Psychology –A Lifespan. Approach, New Delhi: Mc Graw Hill Inc.
- Olds S.W. & Paplia, D.E. (1986). Human Development, New Delhi: Tata McGraw Hill Inc.
- Goulet, L.R. & Baltes, P.B. (1970). Lifespan Developmental Psychology, New York: Academic Press Inc.
- Baltes, P.B. & Brim, O.G. (1978). Life span development, New York: Academic Press, ( Vol-I & Vol-II).
- Baltes, P.B. & Schaie, K.W. (1973). Lifespan developmental psychology: Life Span Personality and Socialization. New York: Academic Press.

  
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## Paper-V: Practicum-Experimental Psychology-I

(Credits-4)

Each student:

- Is trained to understand different concepts of Experimental Psychology and learn them through assignments given by the teacher
- Need to conduct experiments in a controlled environment studied in the theory papers (Laboratory settings via materials and apparatus/digital modes)
- Is guided to prepare a report after conduction of experiment following latest guidelines and need to submit written report (Record Book)
- Will have to conduct a field study based on any phenomenon and submit a report following

contents will be covered:

### PART-A: EXPERIMENTAL PSYCHOLOGY - I


- Experimental Psychology: Brief History of Experimental Psychology; Experimental Method-Definitions, Problem and Hypotheses; Variables, control of variables, confounding variables, experimental and controlled conditions or groups, advantages and disadvantages; Control Methods, Types and sources of errors; Operational Definitions; Experiments and Experimental designs in Psychology.
- Assignments on Identification of variables, Hypothesis, Operational Definitions, control methods for at least 5 problems
- Laboratory report – as per APA (7 Ed) & other guidelines (from Abstract to References): Steps in writing the report and practice of each step. Exercises to write references from various sources are given to the student (at least 10 from each source).
- Any (6-8) practical's out of the following are to be conducted during the semester.


Attention

Perception

Memory

Thinking & Reasoning

  
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## Semester-II

### Paper-I: Personality

(Credits-4)

**Unit – I:** Definitions and Nature of Personality, Issues and approaches to personality – Personality Vs. Character, Personality Vs Individuality, How Personality consciousness show itself, Is personality consistent?

**Unit – II:** Determinants, Determinants of Personality - Hereditary potentials, environmental factors, heredity Vs. social determinants - family, educational determinants; Physical, intellectual, emotional, gender determinants.

**Unit – III:** Development, Development of personality, early personality development, socialization – toilet training, sex typing, Mechanisms of socialization – identification

**Unit-IV:** Assessment, Assessment of personality, principles of assessment–standardization- Reliability, validity, norms; Techniques of assessment - direct and indirect case study method, personality tests psychometric test, projective tests.

#### References:


Guilford J.P.(1959). Personality. New Delhi : McGraw Hill Book Company Inc.

Hurlock E.B.(1976). Personality Development. New Delhi: Tata McGraw Hill Publishing Company.

Lazarus R.S. (1971). Personality (Second edition) New Delhi: Prentice – Hall Inc.

Stranger R.(1974). Psychology of Personality (Fourth edition), New Delhi: Tata McGraw Hill Publishing Company.

  
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## **Paper-II: Psychological Disorders**

**(Credits-4)**

### **Unit I: INTRODUCTION TO PSYCHOLOGICAL DISORDERS and ANXIETY AND PERSONALITY DISORDERS**

Concepts of normality and abnormality, Historical Perspectives of Abnormality, Need for classification of abnormality, Salient Features of DSM – 5 & ICD 11, anxiety disorders: GAD, OCD, PTSD, Phobias, Panic disorder, Personality Disorders (Cluster A, B&C), Mood disorders: Unipolar and Bipolar.

### **Unit II: SEVERE PSYCHOLOGICAL DISORDERS AND COGNITIVE IMPAIRMENT ( Signs & Symptoms, Causes and Management)**

Schizophrenia, Cognitive Impairment Disorders – 1: Delirium, Dementia, Cognitive Impairment Disorders – 2: Alzheimer's and Parkinson's.

### **Unit III: CHILDHOOD AND ADOLESCENT PSYCHOPATHOLOGY (Signs & Symptoms, Causes and Management)**


Childhood disorders (ADHD, Conduct Disorder, Childhood Depression), Adolescent disorders (eating disorders, addictive disorders - substance abuse and Technology addiction), Suicidal ideation, Deliberate self-harm behavior.


### **Unit IV: NEURO DEVELOPMENTAL AND INTELLECTUAL IMPAIRMENT ( Signs & Symptoms, Causes and Management)**

Neuro developmental disorders (Autism, Asperger's syndrome), Intellectual disability (Classification, Causes & Treatment methods), slow learning & Specific Learning Disorders.

#### **Reference:**

- Bennett, P.(2011) Abnormal and Clinical Psychology: An introductory Textbook, McGraw Hill.
- Carson, R.C., Butcher, J.N., Mineka, S.& Hooley, J.M.(2008).Abnormal Psychology. New Delhi: Pearson.
- Plante, T.G. Contemporary Clinical Psychology John Wiley & Sons.
- Barlow, D.H., Durand, V.M., Hofmann, S.G. (2018). Abnormal Psychology: An Integrative Approach (8th Edition). Publisher: Cengage (ISBN:9781305950443)
- Riskind, J.H., Manos, M.J. and Alloy, L.B.(2004) Abnormal Psychology: Current Perspectives. McGraw Hill

  
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### Paper-III: Statistics in Psychology

(Credits-4)

**UNIT-I:** Fundamentals of statistics (i) Meaning and scope of statistics, Nature of variables- Categorical and Continuous, Levels of Measurement- Nominal, Ordinal, Interval, and Ratio (ii) Drawing frequency distribution; Graphical representation of grouped data-Polygon, Histogram, Ogive.

**UNIT- II:** Measures of Statistics (i) Measures of Central Tendency- Characteristics of mean, median and mode; Computation of mean, median, and mode (ii) Measures of Variability- Concept of variability, computation of semi-inter quartile range, Standard deviation and variance, Co-efficient of variation

**UNIT III:** Sources and Applications (i) Concept of Probability; Characteristics of Normal Probability curve, Applications of NPC, Deviation from NPC- Skewness and Kurtosis (ii) Concept of correlation, Product-moment correlation(ungrouped data), Rank order correlation, Chi-square test (Contingency Table)

**UNIT -IV:** Hypothesis Testing (i) Level of significance; Type I and Type II error; Computation of 't' for independent and dependent samples (ii) Purpose and assumptions of ANOVA; One-way and two-way ANOVA

#### Reference:

Aron, A., Aron, E.N., & Coups, E.J.(2007). Statistics for Psychology.(4thEd.)India: Pearson Education, Prentice Hall.

Ferguson, G.A. & Takane, Y.(1989). Statistical Analysis in Psychology & Education, Tata McGraw Hill Publishing Company, New Delhi.


Garrett, H.E. & Woodworth, R.S.(1985). Psychology in Statistics and Education, Vakils, Feffer & Simons Ltd. Mumbai.


Mohanty, N., Varadwaj, K. & Mishra, H.C.(2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.

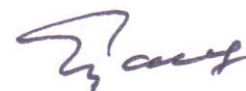
Mishra, G.C.(2018). Application of Statistics in Psychology and Education, Kalyani Publisher, New Delhi.

Mohanty, B. and Misra, S.(2017). A text book of Basic Statistics. Laxmi Prakashans, Bhubaneswar, Odisha.

Siegel, S. (1994). Non parametric Statistics. McGraw Hill, New Delhi.

  
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## Paper-IV: Organizational Psychology

(Credits-4)

**Unit I:** Defining Organizational Psychology, meaning of organizational behavior (OB); Foundations of OB, Importance of OB; OB Models; Traditional and modern organizations; Challenges and Opportunities for Managers, Organization as an open system; Concept of Psychological capital; Building a learning organization

**Unit II:** Organizational Structure and Design; Organizational Culture, Creativity, and Innovation: Meaning and Definition; How is culture created? Creativity in organization's; Characteristics of creative individuals, methods of enhancing creativity; Innovation in organization's

**Unit III:** Work-Related Attitudes: Job Satisfaction: Theories, Job satisfaction and employee performance; Employee Motivation: Theories of work motivation: Need/Content, Process, Reinforcement and Cognitive approaches; Personality attributes and work performance, personality-job fit


**Unit IV:** Leadership: Difference between management and leadership, Theories and current approaches in Leadership, Managerial grid, Effective Team building, Organizational Communication: Types and functions; overcoming barriers in organizational communication; leadership across cultures; Technology and international business environment; Achieving corporate excellence


### Reference:

Essentials of Organizational Behavior by Stephen Robbins and Timothy Judge

Organizational Behaviour, 2009 by K. Aswathappa, Himalya Publishing House

Behaviour in organizations, 2003 by J. Greenberg & R.A. Baron.

  
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## Paper-V: Practicum- Experimental Psychology-II

(Credits-4)

Each student:

- Is trained to understand different concepts of Experimental Psychology and learn them through assignments given by the teacher
- Need to conduct experiments in a controlled environment studied in the theory papers (Laboratory settings via materials and apparatus/digital modes)
- Is guided to prepare a report after conduction of experiment following latest guidelines and need to submit written report (Record Book)
- Will have to conduct a field study based on any one phenomenon and submit a report Following contents will be covered:

### PART-B: Lab Experiments & Field work


- Conduction of at least twelve to Fifteen(12-15) experiments from the fields of Cognitive Psychology (Cog-Lab), Social Psychology and using statistical methods to analyze the results.
- A field work/long experiment (Report writing as per APA) and submission of the typed report at the end of the semester)


### Note to the students:

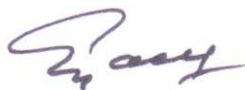
- Each student has to maintain an observation book, should carry stationary and a record book. All the lab reports will be recorded by the student in written form and will be submitted to the Department after the certification from the concerned faculty
  - It is **compulsory** for the students to attend **ALL the practical classes** (batch wise) as per the time table and obtain the certification on the record at the end of the semester by the HOD
- Examination will be held at the end of the semester- II as per the model paper
- Each student should have clear understanding of the experimental method and its merits and demerits.
  - H/She should understand the problem clearly, and think critically about the design, procedure and conditions used in the experiment
  - He / She should have clarity with the sample and data and should be aware of the errors and try to eliminate them
  - Think about the relevance and practical applications of the phenomenon

### Guide lines for the Teachers:

- The teacher must be clear about the objectives of this course and ensure that the objectives of this course are met: Attempts should be made to integrate conceptual knowledge with the facts demonstrated Develop skills, knowledge and right attitude among students in handling the instruments, precautions required for administration and interpretation of the psychological assessments done


  
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- Sharpen the observation and other behavioral skills of the student by making them alert and sensitive to the phenomena and events centering the experiment
- Generate and cultivate attitudes of scientific reasoning and objectivity in students and there by developing critical curiosity.
- Provide basic training in planning and designing to conduction of the experiments
- Ensure each student has understood and recorded all the academic assignments and practicals.
- Can be given exposure to practical work by sending them for institutional visits, observations and internship.

  
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### SEMESTER-III

#### Paper-I: POSITIVE PSYCHOLOGY

(Credits-4)

**Unit -I:** Introduction to Positive Psychology: Building Human Strength; Moving from the Negative to the Positive: Seeking Balanced and Complete view of human functioning. Eastern and Western Perspectives on Positive Psychology: Western Influences: Athenian, Judeo- Christian, Islamic, and Anishinabek Traditions. Eastern Influences: Confucianism, Taoism, Buddhism, and Hinduism, Summary of western and eastern philosophies

**Unit-II:** Classifications and Measures of Strengths: Gallup's Clifton Strengths Finder, The VIA Classification of Strengths, The Search Institute's 40 Developmental Assets. Distinguishing Among the Measures of Psychological Strength; Issues of Equivalence in Using Measures of Psychological Strength; Identifying Your Personal Strengths; Positive Outcomes for All; Outcomes Identifying Strengths; Moving Toward a Vital Balance.

**Unit-III:** Understanding Positive Affect, Positive Emotions, Happiness, and Well-Being: Defining Emotional Terms; Distinguishing the Positive and the Negative, Positive Emotions: Expanding the Repertoire of Pleasure, Happiness and Subjective Well-Being. PERMA Model of Well-Being & scientific theory of Happiness. Positive Psychology and Life Coaching: Self- Efficacy, Optimism, Hope.

**Unit- IV:** Empathy and Egotism-Portals to Altruism and Gratitude: Altruism, Gratitude, Societal Implications of Altruism and Gratitude. Forgiveness; Attachment, Love, and Forgiveness: Building a Positive Psychology of Close Relationships. Preventing the Bad and Promoting the Good: Primary Prevention; Secondary Prevention, Primary Enhancement; Secondary Enhancement, Balance of Prevention and Enhancement Systems.

#### Reference:

- Lopez, S.J., Pedrotti, J.T., & Snyder, C.R. (2019). Positive Psychology - The Scientific and Practical Exploration of Human Strengths (4th edition). New Delhi: Sage Publications India Private Limited.
- Ivtzan, I., Lomas, T., Hefferon, K., & Worth, P. (2016). Second Wave Positive Psychology- Embracing the Dark Side of Life. Routledge, Oxon.
- Proctor, C. (Ed) (2017). Positive Psychology Interventions in Practice. Springer International Publishing AG. (EBook).
- Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education.
- Carr Alan (2004). Positive Psychology - The Science of Happiness and Human strengths. New York: Taylor and Francis.
- Seligman, E.P. (2012). Flourish - A Visionary New Understanding of Happiness and Wellbeing. Free press.
- Weiten, W. & Lloyd, M.A. (2004). Psychology Applied to Modern Life - Adjustments in the 21st Century. Singapore: Thompson Wadsworth



## Paper-II: RESEARCH METHODOLOGY

(Credits-4)

**Unit -I:** Basics of Research: Meaning and characteristics of scientific research; Goals of research. Research process: Formulating a research problem, variables and hypothesis, conceptualizing a research design, constructing/selection of/an instrument(s) for data collection, selecting a sample, collecting data, processing and displaying data.



**Unit-II:** Types of Psychological Research: Basic research versus applied research; Laboratory research versus Field research. Differences between Quantitative and Qualitative Research. Types of Quantitative research: Cross-sectional, Longitudinal, cross-sequential, cohort- sequential; Experimental, Non-Experimental, and Quasi-experimental Research Designs; Survey Research. Qualitative approaches in Psychology: Case study, focus groups, thematic analysis, Grounded theory, Phenomenological analysis and Ethnography.


**Unit-III:** Concepts of experimental design: Concept and Basic Principles of Experimental Design (Replication, Randomization and local control). Types of Experimental Design: Pre-experimental designs: One shot case study; One group pre-test-post -test design. True experimental designs: Post-test only / Equivalent group design, Pre-test- Post-test control group design, Solomon four group design. Basic experimental designs: Between-subjects design (Random assignment, matching) Within-subjects design (carry over effects, counter balance, block randomization) Mixed designs.

**Unit- IV:** Sampling and Data collection: Probability sampling method and Non-Probability Sampling method. Methods of data collection: Primary Sources - Observation, Interviewing, Psychological test. Secondary Sources – Government publications, Archival data; Books, Journals and Internet / Online academic resources. Research Report: Structure or format of writing a Research Proposal & a Research Report (APA format-7 Edition). Ethics in Research.

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- Coolican, H. (2014). Research Methods and Statistics in Psychology. (6<sup>th</sup> Ed). New York. Taylor and Francis.
- Hayes, A.F. (2013). Introduction to Mediation, Moderation, and conditional Process Analysis: Second edition: A Regression-Based Approach (Methodology in the Social Sciences)
- Singh, A.K. (2019). 6<sup>th</sup> Edition. Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi. Bharti Bhavan.
- Kumar, R. (2014). Research Methodology: A step-by- step guide for beginners (4 Ed). New Delhi: Sage.
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**Unit -I:** Sports Psychology: Nature, History, Regulatory Bodies (National and International). Sports Psychology as a Profession: Roles and Ethics. Type of Sports: Individual Sports, Team Sports, and Combat Sports. Competition and Cooperation: Concept, Methods to Enhance.


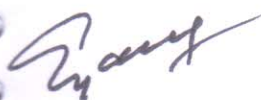
**Unit-II:** Personality and Sports: Major perspectives of Personality; Personality and Sports Performance; Examining cognitive strategies and success. Motivation: Nature; Major approaches of Motivation; Achievement Motivation in Professional Practice; Psychological Momentum in Sports.

**Unit-III:** Leadership and Coaching: Components of effective Leadership; Sports oriented interactional approaches to Leadership; Recognizing Breakdowns and Communication, Dealing with Confrontation. Team cohesion: Nature; Relationship between Cohesion and Performance, Strategies for enhancing Cohesion; Building Self-confidence; Effectiveness of Goal setting.

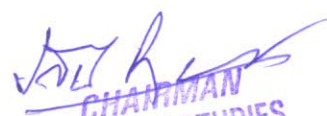
**Unit- IV:** Sports and Psychological Well-Being: Reducing Anxiety and Depression with Exercise Enhancing Quality of Life with Exercise; Relationship between Stress and Injury, Role of Sports Psychology in Injury Rehabilitation. Overtraining and Burnout: Factors leading to Athlete; Relaxation strategies for Sports: Progressive Relaxation, Autogenic Training, Yoga, Mindful Meditation and Biofeedback Training.

**Reference:**

- Cox, R.H., & Cox, R.H.(2002). *Sport psychology: Concept sand applications*.
- Singh, R.(2014). *Sport Psychology*. New Delhi: Friends Publications.
- Weinberg, R.S., Gould, D.(2011). *Foundations of Sport and Exercise Psychology*. United States of America. Human Kinetics.
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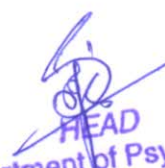
**UNIT-I:** Child Psychology: Definition & Nature of Child Psychology, Scope of Child Psychology, Historical Perspectives, Methods in Child Psychology: Case Study, Interview, Observation, Longitudinal, and Cross-sectional, Importance of child study, Significance of mental health problems among children, Causes of mental health problems – Biological, Psychological, Family, Social and Cultural Perspectives.

**UNIT-II:** Mechanisms of Hereditary, Twin studies, The Genetic Code, Genetic and Chromosomal Abnormalities, Genetic Testing, Artificial Insemination [AI]. Prenatal Development: How life begins, Birth Process, Major periods in Prenatal Development, Prenatal Environmental Influences, Maternal Factors. Postnatal Development: Adjustment to Postnatal Life, Complications, and Postpartum Period.


**UNIT-III:** Physical Development, Cognitive Development, Emotional Development and Social Development of infancy stage, early childhood, Middle childhood and late childhood. Language development – Functions of language, Components of language, Theories of language development, Pre-linguistic development, Phonological development, Semantic development, grammatical development, Pragmatic development, Bilingualism. Emotional development – The functions of emotions, Development of emotional expression, Development of attachment.

**UNIT-IV:** Nature of Development. Stages of Development, Theories of development – Freud, Erickson. Learning Theories – Classical conditioning, Operant Conditioning. Piaget's theory of Cognitive Development. Vygotsky's Socio-cultural Theory. Kohlberg's Theory of Moral Development.

Meaning & Concept of Exceptionality. Causes lying behind exceptionality – Hereditary factors, Environmental factors. Classify Exceptionality Children. Needs & problems of Exceptional children. Neuro-developmental disorders: Intellectual disability, Autism, Learning disabilities, Communication disorders, Attention Deficit Hyperactive Disorder (ADHD).


  
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- Demon, W. and Lerner, R.M.(2008). *Child and Adolescent Development*. Wiley. Hoboken, New Jersey.
- Elizabeth B. Hurlock child development, McGraw-Hill.
- Hurlock, EB(2004): *Developmental Psychology: A Life span Approach* (5<sup>th</sup> Ed. New Delhi) Tata McGraw- Hill publishing Co. Ltd.
- Naima Khatoon. Child psychology(2012). Pearson.
- S.V.Kale. Child Psychology and Child Guidance 6<sup>th</sup> Edition. Himalaya Publishing House
- Sandrock, J.W.(2017). *Child Development*. 13<sup>th</sup> Ed. Mc-Graw Hill, India.
- Sandrock, J.W.(2017). *Life-Span Development*. 13<sup>th</sup> Ed. Mc-Graw Hill, India.
- Valsiner, J. & Connolly, K.(2003). *Handbook of Developmental Psychology*. New Delhi: Sage Publication.

  
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**Paper-IV (A): CRIMINAL AND FORENSIC PSYCHOLOGY (ELECTIVE-II) (Credits-4)**


**UNIT-I:** Introduction to Criminal Behaviour: Nature and Scope of Criminal Psychology; Concepts of Crime and Juvenile Delinquency. Theories of Crime: Biological factors (Temperament, Genetic influence, Brain chemistry, Hormones and aggression), Psychological Theories, Social Theories and Diathesis – Personality stress behaviour. Juvenile offender: Developmental Theory and Coercion Developmental Model. The Criminal Psychopath: General behavioural Characteristics of Psychopaths, Antisocial personality disorder and Psychopathy, Offending patterns of criminal Psychopaths.

**UNIT-II:** Violent Criminal Behaviour: Theoretical Perspectives on Violence: Biological factors, socialization, cognitive and situational factors; Effects of violent media and violent video games. Psychology of Violence and Intimidation: Concepts of criminal homicide, multiple murder, Serial killers, Mass Murder and Rampage killers. Psychology of Sexual assault: Definitions of sexual assault and rape; Typology of sex offenders, Concept of Paedophilia. Workplace violence, Hateor bias crimes, Drugs, Cyber-crimes, Cyber- terrorism and Cyber Stalking.

**UNIT-III:** Introduction to Forensic Psychology and Victimization: History and Scope of Forensic Psychology and Forensic Psychology in India. Concepts of Crime scene, Criminal Profiling (Dynamic and Static Risk factors in Prediction), Psychological autopsy, Geographical profiling and Mapping. Concept of Victimization: Homicide victimization, Hate or Bias Crime Victimization, Sexual assault Victimization. Psychological Effects of Criminal Victimization: Psychological impact of violence, burglary, child sexual abuse and sexual assault, PTSD and Reactions of Homicide Victims, Coping with victimization, Role of Forensic Psychologist in Domestic violence, child abuse and elder abuse cases.

**UNIT-IV:** Assessment and Evaluation in Forensic Psychology: Forensic methods in detection of crime – Forensic methods of distortion in eye and ear witnesses. Competence to stand trial and use of psychological tests. Forensic aspects of memory and recall in children, adolescents and adults, Polygraph, Plethysmograph testing, Forensic assessment and Treatment of sexual offenders and their victims.


  
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- Bull, R.; & Clifford, B.R. (1999). Earwitness Testimony. Mad. Sci. Law, Vol. 39, No. 2
- Gordon, H; & Grubin, D. (2004). Psychiatric aspects of the assessment and treatment of sex offenders. Advances in Psychiatric Treatment (2004), vol. 10, 73–80
- Kercher, G. (1993). Use of the Penile Plethysmograph in the assessment and treatment of sex offenders. Report of the Interagency Council on Sex Offender Treatment to the Senate Interim Committee on Health and Human Services and the Senate Committee on Criminal Justice, January, 1993

  
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**UNIT-I:** Introduction to Rehabilitation Psychology: Definition and goals of rehabilitation counseling, theories and techniques, counselor role, boundaries of confidentiality, ethical guidelines in counseling activities. Nature, Scope, Historical Background, Needs of Persons with Disabilities. Role of Psychologist in Rehabilitation, Current Issues and Trends. Models of Rehabilitation: Medical, Psychological, Socio-cultural, Institutional, and Bio-Psycho-Social.


**UNIT-II:** Assessment: Need for assessment in counseling, assessment- based model for decision making, planning, and implementing individualized interventions, various instruments used for assessing cognitive, learning, behavioural, and emotional function, social and emotional development, assessment of perception of the problems and potential to participate and benefit from interventions, and assessing intervention efficacy.

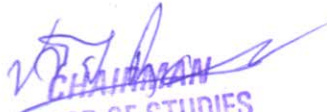
**UNIT-III:** Intervention Approaches- individual counseling approaches viz. non-directive, existential, humanistic, person-cantered, cognitive and behavioural counseling, and applied Behaviour Analysis (ABA). Specific interventions- specific intervention for developing social skills, academic skills, assertiveness, anger management, addressing anxiety/mood disorders, assessing family functioning, its strengths and resources, family counseling, crisis intervention. Psycho-education.


**UNIT-IV:** Vocational counseling- Assessment and components of vocational counseling viz. identifying interests, goals and plans, and counseling during the training and job placement process, scheme related to skill development. Rehabilitation ethics, rehabilitation policies and Acts ( Persons with disabilities Act, Mental health care act and Rehabilitation council of India act).

**Reference:**

- Gladding, S.T. (2014). *Counseling: A comprehensive profession*. Pearson Education Inc. Published by Dorling Kindersley (India) Pvt. Ltd., Noida for India
- Hansen, S.L., Guntherr, R., Kerkhoff, T. & Liss, M. (2000). *Ethics: historical foundations, basic principles and contemporary issues*. In R.G. Frank & T.R. Elliott (Eds.), *Handbook of Rehabilitation Psychology*. Washington, D.C.: American Psychological Association.
- Nirbhay, N., & Singh, (1998). *Comprehensive Clinical Psychology: Application in Diverse Populations*, Volume 9, Elsevier Science, Pergamon.
- Robert, G., Frank, T.R., & Elliott. (2000). *Hand book of Rehabilitation Psychology*, APA Washington.

  
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**Paper-V: Practicum- PSYCHOLOGICAL TESTING -I**

**(Credits-4)**

**Part-A:**

**Introduction to Psychological Testing:** Brief history, Characteristics of a Psychological Test, Classification of Psychological Tests.

**Test Construction and Item analysis:** General steps in constructing a new test; Meaning of Item analysis, Quantitative Item analysis (Item difficulty, item discrimination, Inter-Item correlation, Item-total correlation, and Item-criterion correlation); Item characteristic curve, Item bias.

**Reliability:** Meaning of reliability, Concepts of Absolute and Relative Reliability, Types of Reliability.


**Validity and Norms:** Concept of validity, Types of validity (Content validity, Criterion- related validity, and Construct validity); Factors affecting reliability and validity. Concept of Norms, Types of Norms.


**Part-B:**

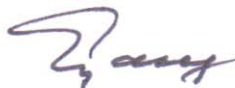
**The students will learn 6 tests (conduction) related to the following areas:**

- ✓ Personality
- ✓ Intelligence & Aptitude
- ✓ Depression
- ✓ ,Anxiety,
- ✓ Stress
- ✓ Interest

**Six (6) tests will be demonstrated to the students, and then the Description and Purpose of the tests must be written in the Record.**

  
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## SEMESTER-IV

### Paper-I: COUNSELLING PSYCHOLOGY

(Credits-4)

**UNIT-I:** History and Concept of Counseling, Goals of Counseling; Difference between Counseling and Psychotherapy; Characteristics of effective counselor. Approaches to Counseling: Directive, Non-directive, Eclecticism, Multi-modal and Integrative; Ethical issues in counseling. Core conditions of counseling (Rogers). Concept of multi-cultural counseling.


**UNIT-II:** Models of Counseling: 1). Egan's skilled helper model: Stage 1- Current picture (Task-A, B and C). Stage 2- Preferred Scenario (Task- 2A, 2B and 2C), Stage 3- Way for ward (Task- 3A, 3B and 3C).


2). Nelson Jone's Counseling Model: Stage 1- The Relating Stage, Stage 2- The Understanding Stage, and Stage-3- Changing Stage.

3). Ivey model: i). Developing the Client-Clinician Relationship: Micro skill-1-Attending. ii). Clarifying& assessing the problem or situation: Micro skill-2- Questioning. iii).Identifying & setting counseling (or) treatment goals: micro skill-3- Confrontation. iv). Designing &Implementing Interventions: Micro skill-4- Focusing.

**UNIT-III:** Psychoanalytic Therapy: Therapeutic Process, Client's Experience and Therapist's Role, Therapeutic Techniques- Maintaining the Analytic Framework, Free Association, Interpretation, Dream Analysis, Analysis and Interpretation of Resistance, Analysis and Interpretation of Transference. Behavior Therapy: Therapeutic Process, Client's Experience and Therapist's Role, Therapeutic Techniques-Operant Conditioning Techniques (Progressive Muscle Relaxation, Systematic Desensitization, In Vivo Exposure and Flooding, Eye Movement Desensitization and Reprocessing, Social Skills Training, Self- Management Programs and Self- Directed Behavior, Multimodal Therapy (Lazarus) Humanistic and Existential Therapies: Therapeutic Process, Client's Experience and Therapist's Role, Therapeutic Techniques of- Person centered Counseling, Gestalt Therapy and Logo therapy (Victor Frankl).

**UNIT-IV:** Cognitive Behavior Therapies: Therapeutic Process, Client's Experience and Therapist's Role, Therapeutic Techniques of- RET, Aaron Beck's Cognitive Therapy and Donald Michenbaum's Cognitive Behavior Modification. Third wave-Cognitive Behavioral Therapies: Historical Background, Characteristics and Goals, Approaches of Third Wave- Cognitive Behavioral Therapy (Acceptance and commitment therapy, Mindfulness-based cognitive therapy, Dialectical behavior therapy, Behavioral activation.

  
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- Egan G. (1986), The Skilled Helper. A systematic approach to effective Helping, Brookes / Cole Publishing Company.
- Egan G. (1990), The Skilled Helper. A systematic approach to effective Helping C.A Brookes/ Cole Publishing Company.
- Egan G. The Skilled Helper. (2014). A Problem- Management and Opportunity. Development Approach to Helping. Tenth Edition. Brooks/ Cole, Cengage Learning.
- Nelson, R & Jones (2005). Practical Counseling & Helping Skills- Text and activities for the life skills counseling model, 5th Ed. New Delhi: Sage Publications.
- Nelson, R & Jones (2008). Basic Counseling Skills- A Helper's Manual, 2nd Ed. Sage-South Asia Edition, New Delhi: Sage Publications.
- Carr, A. (2006). Family Therapy: Concepts, Process and Practice. Second Edition. John wiley sons, Newyork.
- Corey, G. (2008). Theory and Practice of Counseling and Psychotherapy (10 th ed.) Canada: Brookes/Cole.
- Feltham, C; Hanley,T; & Winter,L.A.(2017). The Sage Handbook of Counseling and Psychotherapy.4th Edition.London.
- Kotler, J.A; & Shepherd, D.A.(2008). Introduction to Counseling: Voices from the Field. Thomson Brooks/Cole, USA.
- Palmer, S. (2000). Introduction to Counseling and Psychotherapy: The Essential Guide. Sage Publications.

  
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## Paper-II: HEALTH PSYCHOLOGY

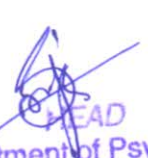
(Credits-4)


**UNIT-I:** Introduction to Concepts: An Illness/Wellness Continuum, Changing concept of illness. A brief history of health psychology. Current Perspectives on Health and Illness: The Bio-psycho-social Perspective, Life-Span and Gender Perspectives. Research Methods in Health Psychology: Experiments, Correlational Studies, Quasi- Experimental Studies, Genetics Research.


**UNIT-II:** Stress and Illness: Concept of stress; Sources and Types of Stress; Physiological and Psychological Aspects of Stress. Coronary Heart disease, Cancer, Psycho- neuro -immunology. Coping with Stress: Personal Control and Social Support, Problem focused coping and emotion focused coping. Pain and theories of Pain: Types of Pain, Bio-psycho-social Aspects of Pain and Measurement of Pain. Specificity Theory, Pattern Theory, Sensory Interaction Theory, Gate Control Theory. Management of Pain: Medical, Surgical and Sensory Control of Pain; Behavioral Techniques (Operant Approach, Relaxation, Biofeedback) and Cognitive Techniques: (Cognitive Restructuring, Distraction, Guided Imagery).

**UNIT-III:** Health Behaviors: Practicing and changing health behavior; Barriers to modifying poor health behavior; Concept of Health Locus of Control. Theories of Health Protective Behavior: Health Belief model, Protection Motivation Theory, Theory of Reasoned Action, Theory of Planned Behavior. Health Compromising Behaviors: Consequences of Tobacco, Alcohol and Drug abuse, Intervention to de-addict smoking, alcohol and drugs. Health Enhancing and Wellness Strategies: Nutrition, Diet, Weight control, Physical Exercise, Sleep and Health. Health Promotion: Methods of promoting health; Challenges for Future in Health Promotion.

**UNIT-IV:** Chronic Illness: Personal Issues in Chronic Illness; Causes and Adjustment to Chronic Illness with reference to Heart Diseases, Hypertension, Stroke and Diabetes. Psychosocial Interventions for People with Chronic Conditions: Psycho-education, Patient- Education, Relaxation, Stress Management, Social Support Intervention, Family support. Alternatives to Hospital care for the terminally ill: Hospice care; Home care. The Patient and Provider Relationship: Patient behavior and Style, Doctor Behavior and Style; Role of Communication, Knowledge and Compliance; Chronic and Terminal Illness: Behavioral Implications to Patients. Attitude to Death: Medical and Psychological care of Dying Patients; Death across life span.

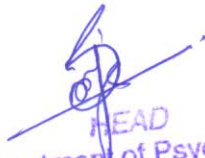
  
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- Coper, C.L. (1984). Stress Research: Issues for the Eighties. John Wiley Pub.
- Feldman, R.S. (1989). Adjustment: Applying Psychology in a Complex World. McGraw Hill, International Ed. Psychology services Part A and Part B.
- Herzlich, Clandine and Graham, D. (1973). Health Illness: A Social Psychology of Illness. Academic Press. • John. E.B, Sutton. W.C, Hebster, L.E (1954). Health for Effective Living. McGraw Hill.
- Ogden. J. (1998) Health Psychology: A Text Book of Buck in House. Open University Press.
- Rice, P.L. (1998). Health Psychology. Brooks and Cole.

  
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**PAPER-III (A): ENVIRONMENTAL PSYCHOLOGY (ELECTIVE-I) (Credits-4)**

**UNIT-I:** Introduction: Objectives, Nature and Scope of Environment Psychology and Focus of Environmental Psychology. History of Environmental Psychology, Role and Functions of Environmental Psychologists. Ways that Environmental Psychology has changed the World. Understanding Ordinary Landscapes: Psychological Benefits of Nature. Scientific Method used in Environmental Psychology. Models and Theories of Environment Behavior Relationship.


**UNIT-II:** Environmental Perception: Spatial Cognition. Environmental Values and Attitudes: Attachment and Identity and Appraisal and Assessment. Personal Space: Territoriality and Privacy. Environmental Stress: Crowding, Noise, Overpopulation and Effects of Physical Environment on Health. Human-environment transaction: Personal space, territoriality, crowding. Indian research on crowding and personal space. Theoretical models: stimulus overload, behavioral constraint, ecological and adaptation.


**UNIT-III:** Weather and Climate Issues: Seasonality, Natural and Technological Disasters and Environmental Risk Perception. Psychology of Environmental Problems- Sustainability, Common Dilemma, Solution to Environmental Problems and Sustainable Design and Designing More Habitable Environments. Social Psychological Perspective: Urie Bronfenbrenner's Ecological Systems Theory and Roger Barker's Ecological Psychology. Human-Nature Interaction: Concept, Mechanism, Green-Space and Public Health. Restorative Environment: Concept Theories, Application and Implication.

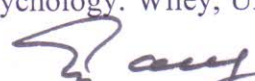
**UNIT-IV:** Pro-environmental Behavior: Concept Model and Information Strategies. Intervention: Changing the environmental destructive mind-set, Environmental Education, Environmental Prompts, and Cues. Planning, Role of Media and Other Practitioners: NGOs Contribution in Changing Behavior to Save the Environment.

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- Jain, U. (1987). The psychological consequences of crowding. Sage Publications, Inc.
- Jain, U., & Palsane, M. N. (2004). Environment and behaviour. Psychology in India revisited: Developments in the discipline, 3, 261-308.
- Pandey, J. (Ed.). (2004). Psychology in India Revisited-Developments in the Discipline, Volume 3: Applied Social and Organizational Psychology (Vol. 3). Sage.
- Steg, L., Berg, A. E. V. D., & DeGroot, J. I. M. (2013). Environmental Psychology. Wiley, UK.

  
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**UNIT-I:** Introduction to Community Psychology: Historical and Social contexts of Community Psychology, Core Values in Community Psychology, Community Psychology- A shift in Perspective. Community Psychology and Allied Fields: Social Psychiatry, Community Psychiatry, Clinical Psychology. Research Methods in Community Psychology: Qualitative Methods (Participant observation, Qualitative Interviewing, Focus Groups, Organizational and Community Case Studies and Narratives as Qualitative Data), Quantitative Methods (Quantitative Observation, Experimental Social Innovation, Randomized Field Experiments, Non-equivalent Comparison Group Designs and Interrupted Time- Series Design).

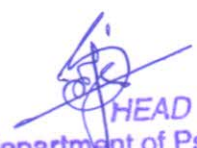
**UNIT-II:** Dimensions of Human Diversity (Culture, Race, Ethnicity, Gender, Sexual Orientation, Disability, Age, Socioeconomic status), The Oppression Perspective on Human Diversity, Individualism-Collectivism. Sense of Community: The McMillan- Chavis Model; Self-help groups, Overview of the Coping Process, Social Support: Resources for Coping, Psychosocial Competencies, Spirituality and Religion.


**UNIT-III:** Community Mental Health: Concept and Objectives of Community Mental Health. Concepts of Prevention and Promotion: A Focus on Competence- Bower's Model (KISS, AID, ICE); Primary, Secondary and Tertiary Prevention (G. Caplan's Concepts); The Institute of Medicine Report; Individual and Environmental Level Prevention Equations. Prevention and Promotion- A Developmental Approach; Organizations, Communities and Macro systems; Effectiveness of Prevention, Conceptual Models of Ecological Context.

**UNIT-IV:** Social Change and Program Development: Empowering Community Settings (Personal development, Community change, Co-empowerment, Benefits and Costs, Dilemmas in creating empowering settings). Approaches to Community Change (Social Action, Community Development, Consciousness Raising, Policy Research and Advocacy). Four Step Model of Program Evaluation. Strategies for Implementing Successful Programs.

#### Reference:

- Baoom , B.L. (1977). Community Mental Health: General introduction. USA: Brooks – Cole.
- Bloom, B. (1973). Community Mental Health—A critical analysis. New Jersey: General Learning Press.
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**PAPER-IV (A): INDIAN PSYCHOLOGY (ELECTIVE-II)**


**(Credits-4)**


**UNIT-I:** Nature of Indian Psychology, Fundamental assumptions of Indian Psychology, Mind-body complex, Psychology: Eastern and Western Approach. The Indian paradigm on psychological knowledge. Science and Spirituality: Avidya and Vidya.

**UNIT-II:** Upanishads—states of consciousness, factors of personality, mental functions, higher mental powers and Yoga. Nyaya – concept of personality, psychology of perception, states of consciousness, Vaisasesika – theory of consciousness, factors of personality, theory of perception. Mimamsa – factors of personality, psychophysical system, cognition, perception. Advaita Vedantam – Human personality, psychophysical apparatus, states of consciousness, functions of mind, Visista Advaita – Nature of consciousness, factors of personality, and functions of mind.

**UNIT-III:** Buddhism – factors of personality, levels of consciousness, functioning of mind. Jainism– nature of consciousness – cognition, sense organs, non-verbal comprehension, verbal comprehension, extra sensory perception, affection, conation, mental activity. Sufi– Historical background and aim, basic concepts: spirit, views of the self and soul, sufism and the integration of man, Metaphysical concepts: attributes of God, freedom of will, beliefs and action, reason and revelation

**UNIT-IV:** Applications of Indian Psychology: Counseling and therapy – vipassana and mindfulness, Hatha yaoga based therapies: The Gita as guide. Education – Gandhi's Nai Talim, Satyagraha- psycho-spiritual tool for conflict resolution: Tagore's system of education; Sri Aurobindo's integral education. Organizational behavior and community work – Gita-based approaches to Organizational behavior. Life and Education – The Thirukkural approach. States of consciousness, factors of personality, functions of mind, path of yoga, super conscious state, Integral yoga – gunas of prakriti, self-ego and individuality, Manifold being surface being, inner being, the outer being.


  
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**PAPER-IV (B): SCHOOL PSYCHOLOGY**

**(ELECTIVE-II)**


**(Credits-4)**


**UNIT-I:** Introduction to School Psychology: History of School Psychology, Timeline of School Psychology, Significance, Scope and Goals of School Psychology, Traits of a School Psychologist, Role of school Psychologist in Personal, Social, academic and Vocational Development of School children.

**UNIT-II:** Self- concept in School Children: Global and Specific Domains of Self- concept; Behavioral Acquisition Model. Emotion regulation and Emotional Competence: Concepts of emotion regulation and emotional competence; Impact on social emotional functioning (Peer aggression, Fearfulness and Worry; Management of Aversive Emotions; Self-Regulation Strategies; Academic outcomes). Student engagement in Classrooms: Components of student engagement (academic, behavioral, cognitive, and psychological); Factors Influencing Student Engagement (Perceptual and Contextual, Individual factors and Teacher's role); New Directions in Student Engagement (Flow, E-Learning, and Computer Games).

**UNIT-III:** Promoting Positive Classroom Environments: Effective Classroom Environment: Relational Features of Effective Classrooms (Teacher-Student Relationships, Peer Relationships, Home-School Relationships); Self-Regulatory Features of Effective Classrooms (Academic Efficacy, Behavioral Self-Control). Academic motivation and Mastery: Role of Cognitive theory (Goal orientation theory) in motivation; Mastery Orientation and Academic Variables (Mastery Goals and Classroom, Mastery Goals and Academic Cheating, Mastery Goals and Grades); Mastery Orientation and Affective Variables; Educational Practices and Students' Mastery Orientation. Self- efficacy beliefs and motivation; Correlates of Academic Self-Efficacy; Implications for School-Based Professionals and Researchers.

**UNIT-IV:** School- Based Interventions and Youth Development In Schools: Prevention Models in Schools: Concept of Prevention, Models of Prevention (Disorder reduction or at-risk model, Health promotion model, Wellness model, Ecological model, Social justice model). Case Conceptualization- Self Understanding Model (SUM). School based Interventions and Social skills Training for Performance and Social Anxiety, Anger and Aggression, PTSD and Depression in Children and Adolescents. Crisis Intervention Protocols in Schools. PREPaRE model (Prevents, Reaffirm, Evaluate, Provide and Respond, Examine).

  
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- Huebener,S.E., Furlong, M.J. (2009). Handbook of Positive Psychology in Schools. Edited by Gilman,R., Routledge, Newyork.
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**Paper-V: Practicum**

**PSYCHOLOGICAL TESTING-II**


**(Credits-4)**

Any 10-12 practical's out of the following are to be conducted during the semester. One Practical will be allotted to the candidate during examination, and evaluation will be based on Conduction, Report, and Viva-Voce.

- Personality
- Intelligence
- Projective Test
- Aptitude tests
- Interest Inventory
- Stress Test.

  
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