



**S. S. Jain Subodh P.G. College  
Jaipur**

**Faculty of Arts/Science**

**Two Year Postgraduate Programme In**

**PSYCHOLOGY**

**I & II Semester Examination 2023-24**

**III & IV Semester Examination 2024-25**

**(Syllabus as per NEP-2020 and Choice Based Credit System)**

**w.e.f. Academic Session 2023-24**

## **S. S. Jain Subodh P.G. College**

### **M.A./M.Sc. Psychology Syllabus Semester Scheme**

#### **Eligibility**

A candidate who has secured more than 55% or CGPA of 3.5 in the UGC Seven Point scale [36% or Pass marks for SC/ST/Non-creamy layer OBC/SBC] or equivalent in the Bachelor degree in Arts/ Science shall be eligible for admission to First Semester of a Master of Psychology course. For candidates from outside the state of Rajasthan 60% or CGPA of 4.0 in the UGC Seven Point Scale will be applicable irrespective of the category.

#### **Scheme of Examination**

- a) Each Theory paper in End of Semester Examination (EoSE) will carry 70 marks. The EoSE will be of 3 hours duration.
- b) Part 'A' of the theory paper will comprise of 05 Short Answer Questions of 10 marks, based on knowledge, understanding and applications of the topics/texts covered in the syllabus. Each question will carry two (02) marks.
- c) Part 'B' of the theory paper will comprise of four (04) questions from each unit with internal choice. The candidate has to attempt four (04) questions. Each question will carry fifteen (15) marks.
- d) Each Laboratory EoSE will be of 60 marks and Four (4) hours duration and the internal assessment of the practical will be of 40 marks. Conduction of experiment / test and viva-voce examination with weightage in the ratio of 75:25 respectively.
- e) Each Seminar (SEM)/ Project Work (PRI)/ Field Study (FST)/ Training will have Continuous Internal Assessment by the guiding teacher. Every EoSE will be of 100 marks and Four (4) hours duration. The EoSE will involve two course categories of 50 marks each and will comprise of submission and presentation of reports and viva-voce examination.
- f) Continuous Assessment will consist of two components, namely (1) Internal Assessment and (2) Assignment of 30 marks. The internal assessment component will comprise of assessment of students' performance in the test and on the basis of factors like attendance, classroom participation etc..

#### **Semester Structure**

**Course Structure:** M.A./M.Sc. Psychology (Semester Scheme) course will comprise of Four (4) Semesters. Each Semester of Master's course will offer 36 credits. For award of Master's degree Minimum 120 Credits are required.

The Credit Courses have been classified as:

- (a) Compulsory Core Course (CCC)
- (b) Elective Core Course (ECC)
- (c) Seminar (SEM), Project Work (PRA) Field Study (FST)
- (d) Contact Hours: Lecture (L), Tutorial (T), Practical (P), Self Study (SS)

## Course Matrix

### M.A. / M.Sc. Semester-I

S. No	Subject Code	Course Title	Course Category	Credits	Contact Hours/ Week	EoSE Duration (Hrs.)	
						Theory	Practical
1	MAPY101/ MSPY101	Theoretical Approaches in Psychology	CCC	6	4	3	0
2	MAPY102/ MSPY102	Research Methods	CCC	6	4	3	0
3,	MAPY103 / MSPY103	Advanced Social Psychology	CCC	6	4	3	0
4	MAPY104 / MSPY104	Psychopathology	CCC	6	4	3	0
5	MAPY151/ MSPY151	General Lab	CCC	6	9	-	4
		<b>Total Credits</b>		30			

### M.A. / M.Sc. Semester – II

S. No	Subject Code	Course Title	Course Category	Credits	Contact Hours/ Week	EoSE Duration (Hrs.)	
						Theory	Practical
1	MAPY201/ MSPY201	Developmental Psychology	CCC	6	4	3	0
2	MAPY202/ MSPY202	Biopsychology	CCC	6	4	3	0
3	MAPY203/ MSPY203	Statistics in Psychology	CCC	6	4	3	0
4	MAPY204/ MSPY204	Foundations of Counselling Psychology	CCC	6	4	3	0

5	MAPY 251 MSPY251	General Lab	CCC	6	9	0	4
		<b>Total Credits</b>		30			

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

S. No.	Subject Code	Course Title	Course Category	Credits	Contact hours/ week	EoSE Duration (Hrs.)	
						Theory	Practical
1	MAPY301 / MSPY301	Cognitive Psychology	CCC	6	4	3	0
2	MAPY302 / MSPY302	Research Designs	CCC	6	4	3	0
3	MAPY303A / MSPY303A	Foundations of Clinical Psychology	ECC	6	4	3	0
4	MAPY304A / MSPY304A	Clinical Disorders	ECC	6	4	3	0
5	MAPY303B / MSPY303B	Counselling Psychology	ECC	6	4	3	0
6	MAPY304B / MSPY304B	Child and Adolescent Counselling	ECC	6	4	3	0
7	MAPY305/ MSPY305	Project Work (PRJ)	CCC	6	-	-	-
8	MAPY351/ MSPY351	General Lab	CCC	6	9	0	4
		<b>Total Credits</b>		<b>36</b>			

Department will offer two theory elective courses for the semester based on options submitted by the students and availability of faculty to teach the course.

**M.A./M.Sc.Semester –IV**

S. No	Subject Code	Course Title	Course Category	Credits	Contact Hours/ Week	EoSE Duration (Hrs.)	
						Theory	Practical
1	MAPY401 / MSPY401	Indian Psychology	CCC	6	4	3	0
2	MAPY402 / MSPY402	Applied Psychology	CCC	6	4	3	0
3	MAPY403A / MSPY403A	Psychodiagnostics	ECC	6	4	3	0
4	MAPY404A / MSPY404A	Therapeutic Approaches	ECC	6	4	3	4
5	MAPY403B / MSPY403B	Counselling Theories and Techniques	ECC	6	4	3	0
6	MAPY404B / MSPY404B	Vocational Psychology	ECC	6	4	3	0
7	MAPY405 / MSPY405	Project Work	CCC	6	4	3	0
8	MAPY451 / MSPY451	General Lab	CCC	6	9	0	4
		<b>Total Credits</b>		<b>36</b>			

Department will offer two theory elective courses for the semester based on options submitted by the students and availability of faculty to teach the course.

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**Semester I**

**Theoretical Approaches in Psychology**  
**Paper Code: MAPY101/ MSPY101**

Part-A : 05 Short Questions (Comp.) 5x2 Marks Each = 10 Marks

Part-B : 04 Questions from each unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination= 70 Marks

CIA (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

Credits: 6

Contact Hours: 4/ Week

**Objective:** To acquaint the students with various theories of psychology and study human behaviour and experience as complex systems.

**Course Outcomes:** On completion of the course, the students will be able to:

**CO1:** Apply theories that explain ways of understanding and thinking about human thought processes.

**CO2:** Understand theories that can provide a new perspective regarding human behaviours and an understanding of how humans think, learn and find motivation.

**Syllabus**

**Unit- I** **(15 Hrs.)**

Psychological Foundations: Helmholtz, Weber and Fechner. Structuralism: Wundt and Titchner. Functionalism: William James, John Dewey, Galton.

**Unit- II** **(15 Hrs.)**

Associationism: Ebbinghaus, Thorndike, Pavlov. Behaviorism: Watson, Tolman.

**Unit – III** **(15 Hrs.)**

Psychoanalysis: Freud, Jung, Adler, Horney. Post-Psychoanalysis: Erikson and Sullivan; Gestalt Psychology: Wertheimer, Koffka and Kohler

**Unit – IV**

**(15 Hrs.)**

Humanistic: Rogers and Maslow; Cognitive Psychology: Piaget and Chomsky.

**Books Recommended:**

Hergenhahr, B.R. (2001). *An Introduction to the History of Psychology*. New Delhi: Cengage learning.

Leahey, T.H. (2006). *History of Psychology: Main currents in psychological thoughts*. New Delhi: Pearson Education.

Shultz, D.P. (2003). *History of Psychology*. New Delhi: Pearson Education.

Singh, A.K. (1997). *The Comprehensive history of Psychology*. New Delhi: Motilal Banarsi Das.

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**Semester I**

**Research Methods**  
**MAPY102/MSPY102**

Part-A : 05 Short Questions (Comp.) 5x2 Marks Each = 10 Marks

Part-B : 04 Questions from each unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination= 70 Marks

CIA (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

Credits: 6

Contact Hours: 4/ Week

**Syllabus**

**Objective:** Develop a basic understanding of qualitative and quantitative research and a deeper insight into the process of research.

**Course Outcomes:** On completion of this course, the students will be able to:

**CO1:** Recognize the elements of research and determine the importance of sampling.

**CO2:** Understand the distinctive features of experimental and non experimental methods.

**CO3:** Inferring various true and quasi-experimental strategies with their strengths and limitations.

**CO4:** Inferring various styles and formatting and demonstrating an understanding of writing a research report.

**Unit-I**

**(15Hrs.)**

Psychology and Science: Meaning and purpose of Research. Applied and Basic Research. Rationale of Research in Psychology. Research Process: Research Problem, Hypothesis and variables (Operationalization and Control). Sampling: Probability and Non probability Techniques of Sampling.



**Unit-II** (15Hrs.)

Experimental and Non Experimental Research Methods: Experimental- True and Quasi Experiments. Non Experimental - Observation, Archival and Case Study.

**Unit-III** (10Hrs.)

Qualitative Research Methods: Focus Groups, Interviews, Thematic Analysis, Discourse Analysis.

**Unit-IV** (20Hrs.)

Academic Writing: Introduction to Academic Writing: An overview of the current status of Academic Writing and its importance; different approaches and processes; Key issues: Plagiarism, biases and frequent errors. Guidelines and rules in Academic Writing: Introduction to style and formatting guidelines from the American Psychological Association (APA); Specific Guidelines Pertaining to In-Text Citations, References, and Structures of Academic Courses; Ethics In Psychological Research.

**Books Recommended:**

Broota, K.D. (1992). *Experimental designs in Behavioral Research*. New Delhi: Wiley.

Howitt, D. & Cramer, D. (2005). *Introduction to Research Methods in Psychology*. New Delhi.

Gulhrie, G.(2010). *Basic Research Method*. New Delhi: Sage.

Kline, T. J.B. (2005). *Psychological Testing*. New Delhi: Vistaar Publication.

Mc Burney, D.H. & White, T.L. (2007). *Research Methods*. New Delhi: Cengage Learning.

Newman, W.L. (1991). *Social Research Methods: Qualitative and Quantitative*. Boston; Allyn and Bacon.

Kerlinger F.N. (1994). *Foundations of Behavioral Research* (3rd ed)

Kothari, C. R. (1985). *Research methodology: Methods and Techniques*. New Delhi: Wiley Eastern Ltd.

Bailey, S. (2011). *Academic writing : A handbook for international students*. 3rd Edition. New York : Routledge.

*Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) (2009). Washington, DC: American Psychological Association.

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**Semester I**

**Advanced Social Psychology**  
**Paper Code: MAPY103 / MSPY103**

Part-A : 05 Short Questions (Comp.) 5x2 Marks Each = 10 Marks

Part-B : 04 Questions from each unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination= 70 Marks

CIA (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

Credits: 6

Contact Hours: 4/ Week

**Objective:** To enable students to understand how social problems can be analyzed in terms of various social psychological theories

**Course Outcomes:** On completion of the course, the students will be able to:

**CO1:** Apply Social Psychology in the work settings.

**CO2:** Differentiate different kinds of relationship patterns of interpersonal attraction.

**CO3:** Examine different theories of aggression

**CO4:** Analyze different causes of attitude and prejudice formation and accordingly suggest appropriate measures to reduce them.

**CO5:** Understand gender differences.

## Syllabus

### Unit-I

(15Hrs.)

Introduction: Theoretical orientations :Learning Theories, Psychoanalytic Theory, Field Theory, Role Psychology. Theory,Cognitive and Behaviouristic Theory. Scientific Nature, Applications and Methods of SocialApplication in Work Setting: Work related Attitudes, Nature and Effects of Job Satisfaction, Organizational Citizenship Behaviour, Social Psychology of Entrepreneurship.

### Unit-II

(15 Hrs.)

Attitudes and Prejudices: Attitude— Meaning, Theories, Attitude change; Prejudice -- Origin and Cognitive basis; Techniques to Control Prejudice. Social Influence: Conformity-Nature, Characteristics and Theories; Factors affecting Conformity; Compliance - Meaning, Nature and Principles; Obedience Basis and Experimental Studies.

### Unit-III

(15Hrs.)

Personal Relationship: Family Interaction and Close Friendship, Romantic Relationship, Love and Physical Intimacy; Marital Relationship, Interdependence, Self Disclosure, Intimacy, Balance of Power and Conflict.

### Unit-IV

(15Hrs.)

Understanding of Self: Personal vs. Social Identity, Self Concept, Self-Esteem; Gender Identity; Gender Differences in Self-Esteem, Social Comparison and Self; Self as a target of Prejudice.

### Books Recommended:

Baron, R.A., & Byrne, D. (2010). *Social Psychology*. New Delhi: Pearson Education.

Myers, D. (2007). *Social psychology*. New Delhi: Cengage learning.

Taylor, S.E., David, L.A. & Sears, O. (2009). *Social psychology*. New Delhi: Pearson Education.

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**Semester I**

**Psychopathology**  
**Paper Code: MAPY104/MSPY104**

Part-A : 05 Short Questions (Comp.) 5x2 Marks Each = 10 Marks

Part-B : 04 Questions from each unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination= 70 Marks

CIA (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

Credits: 6

Contact Hours: 4/ Week

**Objective:** This course introduces students to mental health issues in clinical psychology by introducing clinical psychopathology. The use of diagnostic assessments using both DSM and ICD will be explored in this course.

**Course Outcomes:** On completion of this course, the students will be able to:

**CO1:** Understand various manifestations of psychopathology.

**CO2:** Understand the criteria to diagnose various disorders using ICD and DSM classification systems.

**CO3:** Understand the prevention of mental disorders, various causal factors and etiology of disorders.

## Syllabus

### Unit-I

(15Hrs.)

Introduction: Normality and Pathology; Mental Health and Mental Disorders. Indicators of Abnormality, Vulnerability, Resilience and Coping Paradigm. Prevention of Mental Disorders: Levels and Perspectives on Prevention, Situations, -Focused and Competency • Focused Prevention. Mental health professionals.

### Unit- II

(15Hrs.)

Classification of Mental Disorders: Latest APA and WHO Classification System: Development, Advantages and Disadvantages of Classification System.

### Unit-III

(15Hrs.)

Theoretical Models: Bio-Medical, Psychodynamic, Cognitive Behavioral, Humanistic, Existential, Family Systems, Integrative and Bio-psychosocial Model.

### Unit- IV

(15Hrs.)

Causal Factors and Symptomatology: Biological, Psycho-social and Socio-Cultural Causal Factors, Diathesis-Stress Model. Cognitive, Conative and Affective Symptoms.

### Books Recommended:

Kaplan, H.J., & Sadock, B.J (2004). *Comprehensive text book of Psychiatry*. Baltimore. William and Wilkins.

*Diagnostic and Statistical Manual of Mental Disorders*. (DSM – IV-TR, 2000; DSM-V, 2013) Washington D.C.: APA Publication.

*The ICD – 10 Classification of Mental and Behavioural*, (2007). WHO.

Sarasan I. G., & Sarason B.R. (2005), *Abnormal Psychology: The Problem of Maladaptive Behaviour*. Delhi: Pearson India Education.

Buthcher, J. N. , Hooley, J. M., Mineka, S. & Dwividi B.C. (2015), *Abnormal Psychology, Delhi*: Pearson India Education.

Barlow, D.H. & Durand, V. M. (2007). *Abnormal Psychology*. New Delhi: Thomson.

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**Semester I**  
  
**General Lab**  
**Paper Code: MAPY151/MSPY151**

A-Experiment - Psychophysical Experiments (RL /

DL)B-Tests- 1. Differential Aptitude Test

2. Wechsler Adult Intelligence Scale
3. Sixteen Personality Factors
4. Creative Thinking (Verbal and Non-Verbal)
5. Mental Health
6. Clinical Analysis Questionnaire
7. Cognitive Capabilities Test for Transition Period
8. Pro Environmental Behaviour Scale
9. Self Directed Search
10. Career Decision Scale

C- Cataloguing and Profiling (any two)-1.Clinical and Health

2. Social and Environmental
3. Self and Personality
4. Educational and Developmental

D- Internship / Field Work

Project Work –

1. Seminar Presentation
2. Research Paper Analysis (Any Two)

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**Semester II**

**Developmental Psychology**  
**Paper Code: MAPY201/MSPY201**

Part-A : 05 Short Questions (Comp.) 5x2 Marks Each = 10 Marks

Part-B : 04 Questions from each unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination= 70 Marks

CIA (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

Credits: 6

Contact Hours: 4/ Week

**Objective:** The course will help the students understand development theories. Understand the importance of scientifically studying issues related to human development and recognize the diversity of life experiences that shape individual development

**Course Outcomes:** On completion of the course, the students will be able to:

**CO1:** Understand the methods of studying developmental behaviour.

**CO2:** Explain the cognitive, cultural, environmental and social factors that influence development throughout the lifespan.

**CO3:** Understand the influences on identity development.

**CO4:** Compare and contrast the foundational theories of developmental psychology

**CO5:** Understand the theoretical aspects of emotional and moral development.

## Syllabus

**Unit-I** **(15Hrs.)**

Human Development: Nature and Scope. Methods of studying Developmental Behavior. Foundations of Development: Biological, Socio-Environmental and Cultural.

**Unit-II** **(15Hrs.)**

Self and Identity: Self Awareness, Self Concept and Self-Esteem; Cognitive Social and Cultural Influences; Identity: Nature and Meaning; Construction and Influences on Identity Development.

**Unit-III** **(15Hrs.)**

Psychoanalytic and Psychodynamic Theories: Freud, Erikson and Bowlby. Social Learning and Cognitive Theories: Bandura, Piaget, Vygotsky.

**Unit-IV** **(15Hrs.)**

Emotional and Moral Development: Functions of Emotions, Development of Emotional Expression. Moral Development: Piaget's and Kohlberg's Theories. Influences on Moral Reasoning.

**Books Recommended:**

Berk, L.E. (2003). *Child Development*. Delhi: Prentice-Hall.

Santrock, J.W. (1999). *Lifespan Development*. New York: McGraw Hill

Hurlock, E. (2003). *Developmental Psychology*. Delhi: Tata McGraw Hill.

Papalia, S. & Feldman, C. (2002). *Adult Development and Aging*. Delhi: Tata McGraw Hill.

Berk, L.E. (2010). *Development through the Life Span*. Delhi: Pearson Education.

Sigelman, C.K. & Rifer, E.A. (2009). *Human Development*. Wadsworth: Cengage Learning.



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**Semester II**

**Biopsychology**

**Paper Code: MAPY202/MSPY202**

Part-A : 05 Short Questions (Comp.) 5x2 Marks Each = 10 Marks

Part-B : 04 Questions from each unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination= 70 Marks

CIA (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

Credits: 6

Contact Hours: 4/ Week

**Objective:** To enable students to understand the physiological processes underlying human behaviour.

**Course Outcomes:** On completion of the course, the students will be able to:

**CO1:** Understand the fundamental physiological processes, evolution of the brain and scientific methods underlying human behaviour.

**CO2:** Understand the role of the nerve cell and central nervous system in governing human behaviour.

**CO4:** Understand the fundamental physiological processes underlying human behavior like learning and memory.

**CO5:** Understand the biological causes of psychiatric disorders.

## **Syllabus**

**Unit-I** **(15Hrs.)**

Introduction: Definition and Scope; Evolution of Human Brain. Research Methods and Tools of Biopsychology.

**Unit-II** **(15Hrs.)**

Nervous System: Neuron-Structure, Types and Functions; Spinal cord; Central Nervous System and Peripheral Nervous System-Structure and Functions. Neural conductors and Synaptic Transmission; Neurotransmitters.

**Unit-III** **(15Hrs.)**

Learning and Memory: Nature of learning and Memory Neural Mechanism of Learning and Memory; Disorders of Memory, Cortical Localization and Language Disorders.

**Unit-IV** **(15Hrs.)**

Biological Causes of Psychiatric Disorders: Schizophrenia, Affective Disorders and Anxiety Disorders.

**Books Recommended:**

Carlson, N.R. (2007). *Foundation of Physiological Psychology*. New Delhi: Pearson Education.

Grossman, S.P. (1967). *A Textbook of Physiological Psychology*. New York: Wiley.

Levinthal, C.F. (1990). *Introduction to Physiological Psychology*. New Delhi: Printice Hall.

Pinel. J.P. (2007). *Biopsychology*. New Delhi: Person Education.

Thompson, R.F. (1980). *Introduction to Physiological Psychology*. New York: Harper and Row.

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**Semester II**

**Statistics in Psychology**

**Paper Code: MAPY203/MSPY203**

Part-A : 05 Short Questions (Comp.) 5x2 Marks Each = 10 Marks

Part-B : 04 Questions from each unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination= 70 Marks

CIA (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

Credits: 6

Contact Hours: 4/ Week

**Objective:** To develop an understanding of various statistical techniques used in Psychology in terms of their assumptions and applications.

**Course Outcomes:** On completion of the course, the students will be able to:

**CO1:** Define and identify basic concepts in inferential and descriptive statistics.

**CO2:** Describe and utilize principles of normal probability.

**CO3:** Explain and apply the concepts and procedures of descriptive statistics.

**CO4:** Apply and interpret correlational methods.

**CO5:** Understand the utility, application and interpretation of parametric and non-parametric tests.

**CO6:** Understand and apply regression and factor analysis.

## Syllabus

**Unit-I** **(15Hrs.)**

Normal Distribution: Meaning and Importance; Properties of Normal Probability Distribution; Application of Normal Probability Curve; Divergence from Normality.

**Unit-II** **(15Hrs.)**

Parametric Statistics - Correlation : Product Moment Method (Real Mean Method, Assumed Mean Method), construction of Scatter Diagram, Biserial and Point Biserial Method, Significance of Difference between Means (Large Small ,Correlated and Independent Groups) Analysis of Variance- One Way and Two Way Analysis of Variance.

**Unit-III** **(15Hrs.)**

Non-Parametric Statistics:Difference between Parametric and Non parametric Statistics.Chi-Square Test (Equal and Normal Probability Hypothesis); Sign Test, Median Test, Mann-Whitney U Test, Freidman Test,Two way ANOVA.

**Unit-IV** **(15Hrs.)**

.Multiple Regression: Meaning, Types and Uses; Interpretation of Data. Factor Analysis: Meaning, Types and Uses; Interpretation of Data.

**Books Recommended:**

Aron, A., Aron, E. & Coups, E. (2007). *Statistics for psychology*. New 'Delhi: Pearson Education.

Garrett, H. (1981). *Statistics in psychology and education*. Mumbai: Vakilfebber and Simons.

Guilford, J.P. (1975). *Fundamental statistics in psychology and education*. New York: McGraw Hill.

Siegel, S. (1988). *Nonparametric Statistics for Behavioural Science*. New York, McGraw Hill.

Veeraraghavan, V. & Shetgovekar,S. (2016), *Textbook of Parametric and Non- Parametric Statistic*. New Delhi: Sage.

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**Semester II**

**Foundations of Counselling Psychology  
Paper Code: MAPY204/MSPY204**

Part-A : 05 Short Questions (Comp.) 5x2 Marks Each = 10 Marks

Part-B : 04 Questions from each unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination= 70 Marks

CIA (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

Credits: 6

Contact Hours: 4/ Week

**Course objectives:** The course will provide students with an understanding the counsellor's role and the current status of Counselling Psychology.It will also appraise them of the ethical issues in the field of Counselling Psychology.

**Course outcomes:** On completion of the course, the students will be able to:

**CO1:** Understand the concept of counselling.

**CO 2:** State the historical background and development of Counselling Psychology.

**CO 3:** Critically analyze ethical issues and debate in Counselling Psychology..

**CO 4:** Assess boundaries of the different types of Counselling Psychology..

## Syllabus

### Unit-I (15 Hrs.)

Introduction: Concept of Counselling; Defining features of Counseling; Major Goals of Counselling, Differences between Guidance and Counselling. Types of counselling, Counselling Psychology and other Specialties and Fields.

### Unit-II (15 Hrs.)

Historic Perspectives: Five Unifying Themes of Counselling Psychology; Stages in the Development of the Profession-Western History and Indian History; The Scientist Practitioner Model.

### Unit-III (15 Hrs.)

Counselling Relationship & Ethical and Legal Guidelines: The Importance of Relationship; Components of Relationship; Facilitative Conditions for the Counselling Relationship; Ethical Issues, Ethical Dilemmas, Legal Concern of Counsellors.

### Unit-IV (15 Hrs.)

Current Trends in Counselling: Different formats of Counselling Services; Technological Advances in Counselling; Diversity issues in Counselling; Global Diversity Issues in Counselling; Trauma Counselling; Mental Health Advocacy and Social Justice; Process Oriented Research in Counselling.

### Books Recommended:

Gupta, K., Sinha, A., & Bhola, P. (2016). *Intersections Between Ethics and Technology: Online Client Therapist Intersections*. In P. Bhola & A. Raguram. *Ethical issues in counseling and psychotherapy practice: walking the line* (pp. 169-186). Springer.

Gelso, C.J., Williams, E.N. & Fretz, B.R. (2014). *Counselling Psychology*. American Psychological Association.

Gibson, R.L. & Mitchell, M.H. (2008). *Introduction to Counselling and Guidance*. Pearson.

Gladding, S.T. (2018). *Counselling: A Comprehensive Profession*. Pearson

Vinay, B. & Lakshmi, J., & Math, S.B. (2016). *Ethical and Legal Issues in Psychotherapy and Psychotherapy Practice: Walking the Line*.

McLeod, J. (2013). *An Introduction to Counselling*. Mc Graw Hill publication.

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**Semester II**

**General Lab**

**Paper Code: MAPY251/MSPY251**

A-Experiment - Concept Formation

B-Tests- 1. Biofeedback

2. Minnesota Multiphasic Personality Inventory

3. Study Habit

4. RINPAS Family Relations Test

5. Bender Gestalt Visual-Motor Test

6. Psycho-Physiological State Inventory

7. NEOPI-R

8. Edwards Personal Preference Schedule

9. Transactional Style Inventory: Counselling

10. Study of Home Environment

C- Counselling Skills-1. Interviewing Skills

2. Empathy Skills

3. Problem Solving Skills

4. Coping with feelings

Source: Philip Burnard (1992) Counselling skills training: A Source book of Activities for Trainers, Viva Books, New Delhi,

D- Internship / Field Work

**Project Work –**

1. Seminar Presentation

2. Research Paper Analysis (Any Two)

**S.S. JAIN SUBODH P.G. COLLEGE**  
**JAIPUR**  
**M.A. /M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester III**  
**Cognitive Psychology**  
**Paper Code: MAPY301/MSPY301**

Part-A: 05 Short Question (Compulsory)	5x2 Marks Each = 10 Marks
Part-B: 04 Question from each Unit with internal choice	4x15 Marks Each = 60 Marks
Total marks of End of Semester Examination = 70 Marks	
C.I.A. (Internal Assessment) = 30 Marks	
Maximum Marks = 100 Marks	
Minimum Marks = 40 Marks	

**Credits: 6**

**Contact Hours: 4/Week**

**Objective:** To acquaint the students with the processes involved in cognition and to develop critical understanding about various cognitive processes such as attention, memory, problem solving and others

**Course Outcomes:** On completion of the course the students will be able to:

**CO1:** Gain knowledge about the historical development of Cognitive Psychology and understand the complexity of cognitive processes underlying behaviour.

**CO2:** Appreciate the complexity of cognitive processes underlying people's behaviour from a life span perspective.

**CO3:** Understand basic cognitive functions like attention and memory through different theoretical approaches.

**CO4:** Acquire knowledge regarding higher order cognitive processes.

**CO5:** Understand cognitive functioning involved in language, decision making & problem solving through different perspectives.

**Syllabus**

**Unit-I**

**(15Hrs.)**

Introduction: Meaning, Historical Antecedents and Emergence; Research Methods and Tools in Cognitive Psychology; Cognition across life Span; Meta cognition.



**Unit-II****(15Hrs.)**

Attention: Nature of attention, Models of Selective Attentions. Object recognition: Theories of Visual Pattern Recognition. Language: Basic structure, Linguistic Hierarchy, Psycholinguistics.

**Unit-III****(15Hrs.)**

Memory and Representation of Knowledge: Memory: Dualist Models of Memory, Working Memory Model, Representation of Knowledge, Semantic Organization of Knowledge, Proportional Networks, Theories of Visual Representation.

**Unit-IV****(15 Hrs.)**

Problem Solving, Logic, Decision Making and Consciousness: Problem solving: Representation of the Problem. Internal representation Model, Logic and Decision making: Nature and Types; Consciousness: Frames, functions and States of Consciousness.

**Books Recommended:**

Reigler, G.R. & Reigler, B.R. (2008). Cognitive psychology: Applying the science of the Mind. New Delhi: Pearson education.

Solso, R.L. (2004). Cognitive Psychology. New Delhi: Pearson education.

Srinivasan, N., Kar, B.R. & Pandey. (2010). Advances in cognitive sciences. New Delhi: Sage.

Sternberg, R.J. (2007). Cognitive Psychology. New Delhi: Cengage Learning.

Smith, E.E. & Kosslyn, S.M. (2011). Cognitive Psychology: Mind Brain. New Delhi: PHI Learning

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**JAIPUR**  
**M.A./M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester III**  
**Research Designs**  
**Paper Code: MAPY302/MSPY302**

Part-A: 05 Short Question (Compulsory) 5x2 Marks Each = 10 Marks

Part-B: 04 Question from each Unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination = 70 Marks

C.I.A. (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

**Credits: 6**

**Contact Hours: 4/Week**

**Objective:** Students will be introduced to research designs and the process of research in quantitative methods. The course also provides opportunities to practice skills of research in laboratory settings.

**Course Outcomes: After completion of the course the students will be able to:**

**CO1:** Describe the research designs.

**CO2:** Differentiate between the need to use within group, between group and multiple group design.

**CO3:** Identify the use of qualitative methodology to research problems.

**CO4:** Understand and apply quasi experimental designs.

**Syllabus**

**Unit-I** (15 Hrs.)

Single Factor Designs: Within Subject Design - Two Conditions and Multiple Conditions Tested within Subject; Between Subjects Design: Two Conditions and Multiple Conditions Tested Between Subjects.

**Unit-II** (15Hrs.)

Factorial Design: Two Factor Designs - Factorial within Subject Design, Factorial between Subject Design, Mixed Factorial Design: Three Factor Design: General Layout.

**Unit-III****(15 Hrs.)**

Single Subject Designs: Advantages and Disadvantages of the Single Subject Approach.

Latin Square Designs.

**Unit-IV****(15 Hrs.)**

Quasi Experimental Designs: Types of Quasi Experimental Designs: Non-Equivalent Control Group Designs, Interrupted Time Series Design, Repeated Treatment Design.

**Books Recommended:**

Broota, K.D. (2008). Experimental designs in Behavioral Research New Delhi: New age International.

Kerlinger F.N. (2007). Foundation of behavioral research. New Delhi: Surjeet Publications.

Mc Burney, D.H. & White, T.L. (2007). Research methods. New Delhi: Cengage learning.

Singh, A.K. (2010). Tests, Measurement and Research methods in Behavioral Science. New Delhi: Bharti Bhawan.

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**JAIPUR**  
**M.A. /M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester III**  
**Foundations of Clinical Psychology**  
**Paper Code: MAPY303A/MSPY303A**

Part-A: 05 Short Question (Compulsory)	5x2 Marks Each = 10 Marks
Part-B: 04 Question from each Unit with internal choice	4x15 Marks Each = 60 Marks
Total marks of End of Semester Examination = 70 Marks	
C.I.A. (Internal Assessment) = 30 Marks	
Maximum Marks = 100 Marks	
Minimum Marks = 40 Marks	

**Credits: 06**

**Contact Hours: 4H/Week**

**Objective:** To acquaint the students with the nature and scope of the field of clinical psychology, and the role of clinical psychologists in clinical and research settings. It also outlines various methods used in the assessment of abnormal behavior and its applicability to different clinical situations.

**Course Outcomes:** On completion of this course, the students will be able to:

**CO1:** Understand about the field of clinical psychology, its nature and scope.

**CO2:** Understand the role of clinical psychologists in clinical and research settings.

**CO3:** Understand various methods used in the assessment of abnormal behavior and examine the applicability of these methods to different clinical situations.

**CO4:** Understand the legal and ethical issues in clinical psychology and ethical dilemmas concerning rights and related social issues of patients

**Syllabus**

**Unit I**

**(15 Hours)**

Introduction to Clinical Psychology: Understanding Maladjustment scientifically. Clinical Psychology as a helping profession: Counselling and Psychotherapy. Training of a Clinical

Psychologist. Work settings of Clinical Psychologists: Research, Teaching, Psychotherapy, Assessment, Consultation and Administration

**Unit -II (15 Hours)**

Paradigms in Clinical Psychology: The Biological Paradigm: Genetics, Brain research, Nervous system. Psychoanalysis: key assumptions, influences on clinical psychology. Behavioural-cognitive paradigm: key assumptions, influences on clinical psychology. Humanistic perspective: key assumptions, influences on clinical psychology.

**Unit III (15 Hours)**

Psychological Assessment: Clinical Interviewing: Listening, rapport building, case history, diagnostic interview, identifying crisis. Intellectual and educational assessment: IQ tests, aptitude tests, LD tests. Personality assessment: Self-report inventories, Projective techniques. Behavioural assessment: Behavioural interviews, direct observation, analogue, psychophysiological recording method.

**Unit IV (15 Hours)**

Social, Legal and Ethical Issues: Community mental health movement: historical perspective, functioning of community mental health centres. Legal issues: Civil commitment, criminal commitment. Patient's rights and clinical practice guidelines. Prevention of mental health problems: universal, selective and indicated interventions.

**Books Recommended:**

Sarason, I. G. and Sarason, B. R. (2005). *Abnormal Psychology*. N.D.: Dorling Kindersley.

Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13<sup>th</sup> edn. Pearson Education, India.

Barlow, D. H. & Durand, V.M. (1999). *Abnormal psychology* (2<sup>nd</sup> ed.). Pacific Grove: Books/Cole.

Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal Psychology*. (9<sup>th</sup> ed.). New York: Wiley.

Nolen- Hoeksema, S. (2004). *Abnormal Psychology* .3<sup>rd</sup> edn. McGraw Hill: New York, USA.

Hersen, M., & Thomas, J.C. (2007). *Handbook of Clinical Interviewing with Adults*. California: Sage Publications Inc.

Taylor, S. (2006) 6<sup>th</sup> ed. *Health Psychology*. ND: Tata McGraw-Hill

Brannon, L. & Feist, J. (2007). *Introduction to Health Psychology*. Singapore: Thomson Wadsworth

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**M.A. /M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester III**  
**Clinical Disorders**  
**Paper Code: - MAPY304A/MSPY304A**

Part-A: 05 Short Question (Compulsory) 5x2 Marks Each = 10 Marks

Part-B: 04 Question from each Unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination = 70 Marks

C.I.A. (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

**Credits: 06**

**Contact Hours: 4H/Week**

**Objective:** The course will provide students an in depth understanding of psychopathologies of anxiety and stress related disorders, somatoform disorders, schizophrenia, personality disorders and intellectual disabilities and specific learning disorders.

**Course Outcomes:** On completion of this course, the students will be able to:

**CO1 :** Understand psychopathologies of anxiety and stress related disorders,

**CO2:** Understand psychopathologies of somatoform disorders, schizophrenia, personality disorders and substance related and addictive disorders.

**CO3:** Understand psychopathologies of intellectual disabilities and specific learning disorders.

### **Syllabus**

**Unit- I**

**(15 Hours)**

Anxiety, Obsessive-Compulsive, Trauma and Stressor-related Disorders, Depressive, Bipolar and Dissociative, Somatic Symptom Related Disorders: Nature, Types, Clinical Picture and Causal Factors.

**Unit- II** **(15 Hours)**

Schizophrenia Spectrum and other Psychotic Disorders: Nature, Types, Clinical Picture and Causal Factors.

**Unit- III** **(15 Hours)**

Personality and Substance-Related and Addictive Disorder: Nature, Types, Picture and Causal Factors.

**UNIT- IV** **(15 Hours)**

Intellectual Disabilities and Specific Learning Disorders, Attention-Deficit/Hyperactivity and Autism: Nature, Types, Clinical Picture and Causal Factors.

**Books Recommended:**

Kaplan, H.J., & Sadock, B.J (2004). Comprehensive textbook of Psychiatry. Baltimore. William and Wilkins.

Diagnostic and Statistical Manual of Mental Disorders. (DSM – IV-TR, 2000; DSM-V, 2013) Washington D.C.: APA Publication.

The ICD – 10 Classification of Mental and Behavioural, (2007). WHO.

Sarasan I. G., & Sarason B.R. (2005), Abnormal Psychology: The Problem of Maladaptive Behaviour. Delhi: Pearson India Education.

Buthcher, J. N., Hooley, J. M., Mineka, S. & Dwivedi B.C. (2015), Abnormal Psychology, Delhi: Pearson India Education.

**S.S. JAIN SUBODH P.G. COLLEGE**  
**JAIPUR**  
**M.A. /M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester-III**  
**Counseling Psychology**  
**Paper code- MAPY303B /MSPY303B**

Part-A: 05 Short Question (Compulsory) 5x2 Marks Each = 10 Marks

Part-B: 04 Question from each Unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination = 70 Marks

C.I.A. (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

**Credit: 06**

**Contact Hours: 4 H/week**

**Objective:** This course will help the learner to understand the nature and professional roles and functions of counsellors. Educate the students about individual, group and multicultural counseling.

**Course outcomes:** On completion of the course the students will be able to:

**CO 1:** Demonstrate skills and techniques to deal with various issues related to counseling.

**CO 2:** Identify the social and cultural aspects of counseling programs.

**CO 3:** Identify community and institutional opportunities that enhance as well act as barriers that impede the academics.

### **Syllabus**

#### **Unit-I**

**(15 Hrs.)**

Introduction; Nature and Historic Perspective: Development of institutional counseling programmes, professional counselors-roles and functions, law legal concern of counselor, confidentiality competence and malpractice, counselor as expert witness.

#### **Unit-II**

**(15 Hrs.)**

Counseling Process and Skills: Counseling relationship-meaning and nature, basic communication skills, counseling interview, counseling skills-rapport building, assessment of problem, setting goals, selecting and designing interventions, termination of counseling.



**Unit-III****(15 Hrs.)**

Social and Cultural Issues: Complex world and social behavior; social psychology and contemporary issues- globalization, gender and diversity; dealing with ethnic minorities -the cultural dimension of individual behavior; social psychology in clinical health setting; social psychology at work-application in job satisfaction and performance.

**Unit-IV****(15 Hrs.)**

Group Counseling: Group techniques, group counseling, sensitivity group, encounter group, task groups, psycho-education group. group process. Ethnic group and multicultural counseling.

**Books Recommended:**

Gladding, S. (2009). *Counselling: A comprehensive profession*. New Delhi : Pearson education.

Gibson, R.L. & Mitchell, M. H. (2005). *Introduction to counseling and guidance*. New Delhi Pearson education.

George, R.L. & Cristiani, T.S. (1994). *Counseling theories and practice*. New Delhi: Prentice hall.

Burnard, P. (1992). *Counseling Skills Training: A Source Book of Activities for Trainers*. New Delhi: viva books.

Gelso, C. & Fretz, B. (2001). *Counseling psychology: Practice, Issues and Interventions*. New Delhi, India: Cengage Learning India Private Limited.

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**M.A. /M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester-III**  
**Child and Adolescent Counselling**  
**Paper code- MAPY304B/MSPY304B**

Part-A: 05 Short Question (Compulsory) 5x2 Marks Each = 10 Marks

Part-B: 04 Question from each Unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination = 70 Marks

C.I.A. (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

**Credits: 6**

**Contact Hours: 4H / Week**

**Objectives:** The course is designed to understand the problem, issues and counselling needs of adolescents within school, family, and community context. Design learning style models based on various issues identified. An understanding of counseling related policies in school and enhance the career development skills.

**Course outcomes: On completion of the course the student will be able to:**

**CO1:** Demonstrate skills and techniques to deal with various issues related to children and adolescents

**CO2:** Identify community and institutional opportunities that enhance, as well as barriers that impede academics, career and personal or social and overall development of children and adolescents.

**CO3:** To know about the intervention and policies of the school.

**Syllabus**

**Unit-1**

**(15Hrs.)**

Counselling Process and Relationship: Counselling needs of children and adolescents, locations of needs (School, Family, Residential care, community, at-risk) and Nature of issues (Emotional, behavioural, conduct, developmental, learning). Characteristics of child

and adolescent counsellor, therapeutic relation in child and adolescent counselling. Process of child therapy, Internal processes of children and therapeutic change, Child counselling skills, use of play and art with children, Child counselling skills: observation, active listening, dealing with resistance and transference, termination skills.

**Unit-II** **(15 Hrs.)**

Counselling in Educational Context: Specific issues in the educational setting: Dealing with children with Special needs. Behavioural management: functional analysis and techniques of behaviour modification. Individualized educational programmes. Career guidance and counseling: Theories of Career Development, Influences on Career Development.

**Unit-III** **(15 Hrs.)**

Learning and Teaching: Learning styles: VAK Model, Kolb's Experiential Model, MBTI Pattern, Honey & Mumford Model, Hemispheric Dominance Model, Gardner's Multiple Intelligence Model. Study skills and Academic advising: Reading, Writing, Note Making skills, Time Management. Cognitive issues: Factors influencing Attention and Concentration, Remembering, forgetting; teacher-student relationship, school climate and dealing with issues in teaching and learning

**Unit-IV** **(15 Hrs.)**

School-Based Interventions and Policies: Counsellor as Educational Consultant: Consultation Models and Skills, School-based tiered interventions- three-level prevention; School counselling models and policies- The ASCA National Model: A Framework for School Counseling Programs; Relevant policies of UNCRC, UNICEF, National level initiatives- NCPDR, NCERT and others that are applicable to school counseling.

**Books Recommended:**

Nelson-Jones, R. (2009). Introduction of counselling skills: text and activities. New Delhi: sage publications.

Gibson, R.L. & Mitchell, M.H. (2005). Introduction to counselling and guidance. New Delhi, India: Pearson education.

Nelson-Jones, R. (2008). Basic counselling skills: A Helper's Manual. Sage publication.

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**M.A. /M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester III**  
**General Lab**  
**Paper Code: MAPY351/MSPY351**

<b>M.A. / M.Sc. Semester – III</b>			
<b>A</b>	<b>Experiments</b>	1.	<b>Lexicon Decision Task</b>
		2	<b>Knowledge of Results</b>
<b>B</b>	<b>Major Tests</b>	1	<b>Wisconsin Card Sorting Test</b>
		2	<b>Thematic Apperception Test</b>
<b>C</b>	<b>Minor Tests</b>	1	<b>Optimism-Attribution of Success &amp; Failure Inventory</b>
		2	<b>Value in Action Inventory</b>
		3	<b>Stroop - Test</b>
		4	<b>Indian Adult Trail Making Test</b>
		5	<b>Healthiness Behavior Scale</b>
		6	<b>Organizational Effectiveness Inventory</b>
		7	<b>Occupational Stress Index</b>
		8	<b>Draw A Man Test</b>

**S.S. JAIN SUBODH P.G. COLLEGE**  
**JAIPUR**  
**M.A. / M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester IV**  
**Indian Psychology**  
**Paper Code: MAPY401 / MSPY 401**

Part-A: 05 Short Question (Compulsory)	5x2 Marks Each = 10 Marks
Part-B: 04 Question from each unit with internal choice	4x15 Marks Each = 60 Marks
Total marks of End of Semester Examination = 70 Marks	
C.I.A. (Internal Assessment) = 30 Marks	
Maximum Marks = 100 Marks	
Minimum Marks = 40 Marks	

**Credits: 6**

**Contact Hours: 4H / Week**

**Objective:** To familiarize the students to Indian psychology, an approach to psychology based on the Indian ethos, the characteristic spirit of the Indian civilization.

**Course Outcomes:** After completion of the course the students will be able to:

**CO1:** Understand the theoretical models based on classical Indian psychological thoughts.

**CO2:** Understand psychology being deep rooted in the consciousness-based Indian worldview, yoga and life-affirming spirituality.

**CO3:** Understand various Indian models of mind and personality.

**CO4:** Understand Sri Aurobindo's reflection on Knowledge.

**CO5:** Understand Psychotherapy and Indian Thought.

**Syllabus**

**Unit-I** **(15Hrs.)**

Indian Psychology: Introduction, Theoretical Models based on Classical Indian Psychological Thoughts . Meta-Theory, Possible Hypotheses, Methodological Issues and Integral Research Skills, Implications and Applications, Differences with Western Psychology.

**Unit-II** **(15Hrs.)**

Mind and Personality: Beyond Mind, Ego and Ahamkara, Advaita Vedantic Model, Buddhist

Models, Shri Aurobindo's perspective.

**Unit-III**

**(15Hrs.)**

Knowledge and Consciousness: Indian Perspectives and Sri Aurobindo's reflection on Knowledge, Attitude and Means of Knowledge; Integral View on Consciousness.

**Unit-IV**

**(15 Hrs.)**

Healing and Therapeutic Psychology: Ayurveda and Pratyahara, Concept and Scope Psychotherapy and Indian Thought, Integral Yoga Psychology.

**Books Recommended:**

Cornelissen, M., Mishra, G. & Varma, S. (2014). Foundations and Applications of Indian Psychology. New Delhi: Pearson Education.

Rao, K. R., Paranjpe, A. & Dalai, A. K. Books (2008). Handbook of Indian Psychology. Foundation Books

Cornelissen, M., Mishra, G. & Varma, S. (2011). Foundations of Indian Psychology. New Delhi: Pearson Education.

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**JAIPUR**  
**M.A. /M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester IV**  
**Applied Psychology**  
**Paper Code: MAPY402 / MSPY402**

Part-A: 05 Short Question (Compulsory)

5x2 Marks Each = 10 Marks

Part-B: 04 Question from each unit with internal choice

4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination = 70 Marks

C.I.A. (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

**Credits: 6**

**Contact Hours: 4H / Week**

**Objective:** To use methods and findings of scientific psychology to solve practical problems of human behavior and experience.

**Course Outcomes:** On completion of the course, the students will be able to:

**CO1:** Appraise the field role of forensic psychologists in the legal world.

**CO2:** Understand about the dynamics of sports life and enhance the performance by applying Psychology.

**CO3:** Understand the mental health issues of army personnel.

**CO4:** Understand the role of media and the issues related to cyber crime.

**CO5:** Understand the psychology of gender and various aspects of social change

**Syllabus**

**Unit-I**

**(15 Hrs.)**

Forensic Psychology: Nature and Importance; Work of Forensic Psychologist; Training and Ethical issues in Forensic Psychology.

**Unit-II****(15 Hrs.)**

Sports Psychology: Meaning, Nature and Scope; Psychological Interventions, Team Sports Rehabilitation of Injured Athletes. Military Psychology: Mental Health of Army Personnel, Psychological Tests for Selection and Training; Psychological Interventions.

**Unit-III****(8 Hrs.)**

Psychology of Information Technology and Mass Media: Understanding Wellbeing and Human Rights through Information Technology; Media and Communication; Media Violence, Media Management (Advertising and Public Relations), Cyber Crime.

**Unit-IV****(8 Hrs.)**

Psychology of Gender: Issues of Discrimination, Glass Ceiling, Diversity Management, Women and Indian Society, Issues of III Gender. Community Psychology: Concept, Social Change, Social Action, Leadership in Group Decision Making, Arousing Community Consciousness.

**Books Recommended:**

Swain, S. (2010). Applied Psychology, India Specific and Cross Cultural Approaches. New Delhi: Kalyani Publication.

Singh, S. (2008). Psychology of Sports Performance: Applications, Interventions and Methods, New Delhi: Global Vision.

Graham, D. (2011). Applied Psychology. British Psychological Society and Blackwell publication



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**M.A. /M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester IV**  
**Psychodiagnostics**  
**Paper Code: MAPY403A / MSPY403A**

Part-A: 05 Short Question (Compulsory) 5x2 Marks Each = 10 Marks

Part-B: 04 Question from each unit with internal choice 4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination = 70 Marks

C.I.A. (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

**Credits: 06**

**Contact Hours: 4H/Week**

**Objectives:** The course acquaints the students with different techniques used for clinical assessment of patients. It will help them to arrive at a formal diagnosis of a disorder. It will assist in differentiating between the techniques of assessment such as interviewing, self-report testing, projective testing, neuropsychological assessment and making diagnostic formulations.

**Course Outcome:** On completion of the course the student will be able to:

**CO1:** Understand the initial assessment process of disorders.

**CO2:** Use of different tools For Personality Assessment and Ability Testing.

**CO3:** Understand about different tests and rating scales used in clinical settings.

**CO4:** Use of neuropsychological tests in clinical settings.

**Syllabus**

**Unit I**

**(15 Hours)**

Initial Assessment: Case history taking (including the patient's experience of distress, stigma, anticipated outcome, somatic symptoms, stressors, evaluation of supports, instrumental and perceived support), Cultural Formulation. Interview: The Clinical interview; structured and

semi-structured interviews, SCID. Mental Status Examination and non-verbal's of the client. Suicide Risk Assessment and warning signs. Writing up the intake interview and making referrals

**Unit II** **(15 Hours)**

Tools for Personality Assessment and Ability Testing: Self-report inventories: MMPI, 16 PF, NEO-PIR, Intelligence tests: Kamat-Binet, WAIS, WISC, SPM, CPM. Ability testing for children with special needs: tests for Autism, Learning disability, Intellectual disability and ADHD. Infant testing: Bayley's scales of infant testing.

**Unit III** **(15 Hours)**

Tests and Rating Scales Used in Clinical Settings: Assessment measures for Anxiety and Depression: Taylor's Manifest Anxiety Scale, Altman's Self Rating Mania Scale, BDI, HDRS. Assessment measures for psychopathology: DSM Level1 Cross Cutting Symptom Measure: Adult and Child version, SCL-90-R, PANSS, WHO DAS, CBCL.

**Unit IV** **(15 Hours)**

Neuropsychological Tests: BVMG, Halstead Reitan Test, NIMHANS Neuropsychology Battery. Tests used to assess cognitive impairment: MMSE, MINICOG, Lobe testing. Projective tests: Rorschach, TAT, CAT, Projective Play. Writing a diagnostic formulation and therapeutic formulation.

**Recommended Books:**

Sarason, I. G. and Sarason, B. R. (2005). *Abnormal Psychology*. N.D.: Dorling Kindersley.

Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13<sup>th</sup> Edn. Pearson Education, India.

Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.

Davison, G.C., Neal, J.M. & Kring, A.M. (2004). *Abnormal Psychology* (9th ed.). New York: Wiley.

Nolen- Hoeksema, S. (2004). *Abnormal Psychology* 3rd Edn. McGraw Hill: New York, USA.

Hersen, M., & Thomas, J.C. (2007). *Handbook of Clinical Interviewing with Adults*. California: Sage Publications Inc.

**S.S. JAIN SUBODH P.G. COLLEGE**  
**JAIPUR**  
**M.A. /M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester IV**  
**Therapeutic Approaches**  
**Paper Code: MAPY404A / MSPY404A**

Part-A: 05 Short Question (Compulsory)	5x2 Marks Each = 10 Marks
Part-B: 04 Question from each unit with internal choice	4x15 Marks Each = 60 Marks
Total marks of End of Semester Examination = 70 Marks	
C.I.A. (Internal Assessment) = 30 Marks	
Maximum Marks = 100 Marks	
Minimum Marks = 40 Marks	

**Credits: 06**

**Contact Hours: 4H/Week**

**Objectives:** This course will provide insight into the theoretical framework of Therapeutic Approach like Psychoanalytic & Psychodynamic therapies, Humanistic, Existential

**Course Outcome:** On completion of the course the student will be able to:

**CO1:** Develop insight about basics of therapeutic approaches.

**CO2:** Understand about psychoanalytic and psychodynamic therapies.

**CO3:** Understand about humanistic, existential and gestalt psychotherapies.

**CO4:** Understand couple therapy, family therapy & group therapy.

**Syllabus**

**Unit I**

**(15 Hrs.)**

Introduction: Psychotherapy research, methods, outcomes, process issue; Training & Supervision of individual psychotherapists: Selection issues, personal motivating factors, theoretical learning, professional and personal development, other critical issues in Psychotherapy.

**Unit II****(15 Hrs.)**

Psychoanalytic and Psychodynamic Therapies: Sigmund Freud, Alfred Adler, Erikson, Heinz Kohut. Interpersonal and Systemic Therapies: Eric Berne, Gerald Klerman, Virginia Satir, Salvador Minuchin.

**Unit III****(15 Hrs.)**

Humanistic, Existential and Gestalt Psychotherapies: Carl Rogers, Ludwig Binswan, James Bugental, Rollo May, Victor Frankl, Fritz Perls and Ivin Mahrer. Behaviour and Cognitive Therapies: Joseph Wolpe, Donald Meichenbaum, Thomas Stampfl, Francine Shapiro, Albert Ellis and Aaron Beck.

**Unit IV****(15 Hrs.)**

Couple Therapy, Family Therapy & Group Therapy- Nature and Theoretical Framework.

**Books recommended:**

Corey, G. (2000). Theory and Practice of Counseling and Psychotherapy, New Delhi: Cengage Learning.

Karmer, G., Bernstein D. & Phases. V. (2009). Introduction to Clinical Psychology. New Delhi: Pearson Publications.

Plante. T., (2005). Contemporary Clinical Psychology. N.Y. John Wley.

Prochaska, J.O. & Norcross J.C. (2003). Systems of Psychotherapy: 4 Transactional Analysis. Thomason: Brooks/ Code.

Butcher, J. N., HHooley, J.M., Mineka. S. & Dwivedi, B. C. (2019). Abnormal Psychology. Delhi: Pearson India Education.

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**M.A. / M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester IV**  
**Counseling Theories and Techniques**  
**Paper code- MAPY403B / MSPY403B**

Part-A: 05 Short Question (Compulsory)

5x2 Marks Each = 10 Marks

Part-B: 04 Question from each unit with internal choice

4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination = 70 Marks

C.I.A. (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

**Credits: 06**

**Contact Hours: 4 H/week**

**Objectives:** This course will help the learner to gain familiarity with historical aspects of family therapies. Assess and conceptualize dynamics that contribute to or maintain pathology in families.

**Course Outcomes:** On completion of the course the student will be able to:

CO1: Trace the historical development of family therapy.

CO2: Assess family dynamics in a structured manner.

CO3: Apply concepts from family system theories to understand family dynamics and thereby develop treatment plans for couples and families.

### **Syllabus**

#### **Unit-I**

**(15 Hrs.)**

Psychoanalytic Psychotherapy: Introduction to Freud and his personality theory, Therapeutic process, Techniques, Application of techniques and procedure, Therapy with diverse population. Adlerian psychotherapy: Introduction to Adler and his personality theory, Therapeutic process, Techniques, Application of techniques and procedure, Therapy with diverse population.

**Unit-II****(15 Hrs.)**

Person Centered Psychotherapy: Introduction to Carl Rozers and Rogerian theory of personality; therapeutic process; techniques; application of techniques and procedures; therapy with diverse population. Existential therapy: introduction to existentialism: logo therapy-therapeutic process: techniques: application of techniques and procedures: therapy with diverse population. Gestalt therapy: introduction to gestalt therapy: therapeutic process; techniques: applications of techniques and procedures: therapy with diverse population.

**Unit-III****(15 Hrs.)**

Behavior Therapy: Introduction to behavioral theories; behavioral therapeutic process; techniques; application of behavioral techniques and procedures; therapy with diverse population. Lazarus multimodal approach to psychotherapy; Introduction to multimodal psychotherapy theory; therapeutic process; application of techniques and procedures; therapy with diverse population. Cognitive behavior modification: Donald Meichenbaum's approach therapy.

**Unit-IV****(15 Hrs.)**

Cognitive Therapy: Introduction to Albert Ellis rational emotive behavioral (REBT) theory; therapeutic process; techniques: application of techniques and procedure: REBT with diverse population. Aaron Beck's cognitive therapy: introduction to Aaron Beck's cognitive theory (CT); therapeutic process; techniques : Application of techniques and procedures: CT with diverse population. Integrative approach to psychotherapy; integration vs. eclecticism; an introduction to therapy, techniques and application.

**Books Recommended:**

American psychological association, (2002). Developing adolescents- A reference for professionals. APA: Washington De.

Carlson, L.A. (2003). Existential theory: helping school counselor attend to youth at risk for violence. Professional school counseling, 6 (5), 310-315.

Capuzzi,s. (2008). Counseling and psychotherapy. New Delhi: Pearson education.

**S.S. JAIN SUBODH P.G. COLLEGE**  
**JAIPUR**  
**M.A. /M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**SEM-IV**  
**Vocational Psychology**  
**Paper code- MAPY404B / MSPY404B**

Part-A: 05 Short Question (Compulsory)

5x2 Marks Each = 10 Marks

Part-B: 04 Question from each unit with internal choice

4x15 Marks Each = 60 Marks

Total marks of End of Semester Examination = 70 Marks

C.I.A. (Internal Assessment) = 30 Marks

Maximum Marks = 100 Marks

Minimum Marks = 40 Marks

**Credit: 06**

**Contact Hours: 4 H/week**

**Objectives:** The course will help the learner to understand the career growth, factors and developmental basis of vocation. Understanding the process and style of vocation.

**Course outcomes:**

**CO1:** Demonstrate knowledge of the vocational theories and issues.

**CO1:** Demonstrate knowledge of the vocational sessions with special clients.

### **Syllabus**

**Unit-I**

**(15 Hrs.)**

Introduction: Definition, Meaning, History of Vocational Psychology: Current issues and Innovations in Vocational Psychology; Work Adjustment, Career Counselling.

**Unit-II****(15 Hrs.)**

Theoretical Perspectives: Trait and Factor Theories: Holland, Dawis; Value - Based Theory of Occupational Choice: Brown; Developmental Theories; Super, Gottfredson; Learning Theories: Krumboltz and Bandura.

**Unit-III****(15 Hrs.)**

Vocational Choice: Meaning, Definition, Vocational Decision Making Process, Decision-Making Styles, Vocational Rehabilitation.

**Unit-IV****(15 Hrs.)**

Clients with Special Needs: Individuals with Disabilities, Women in the Workforce, Displaced Workers, Economically Disadvantaged Group.

**Books recommended:**

Brown, D. (2007). Career information, Career Counselling and Career Development. Boston: Pearson.

Walsh, W.B. & Savickas, M.I. (2005). Handbook of Vocational Psychology. New Jersey: Lawrence Erlbau

Crites, J.O. (1969). Vocational Psychology. New York: McGraw Hill.

Sharma, R. N., & Sharma, R. (2004). Guidance and Counselling in India.



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**M.A. / M.Sc. Psychology**  
**Two-Year Semester Scheme Outline 2023-24**  
**Semester I**  
**General Lab**  
**Paper Code: MAPY451/ MSPY451**

<b>M.A. / M.Sc. Semester – IV</b>			
<b>A</b>	<b>Experiments</b>	<b>1.</b>	<b>Set in Problem Solving</b>
		<b>2</b>	<b>Effect of Frustration on Performance</b>
<b>B</b>	<b>Major Tests</b>	<b>1</b>	<b>Rorschach Test</b>
		<b>2</b>	<b>Picture Frustration Study</b>
<b>C</b>	<b>Minor Tests</b>	<b>1</b>	<b>Role Efficacy Scale</b>
		<b>2</b>	<b>Assessment of Violence Risk in Youth</b>
		<b>3</b>	<b>Trigunatmak Personality Schedule</b>
		<b>4</b>	<b>Spirituality personality Inventory</b>
		<b>5</b>	<b>Style of Learning and Thinking</b>
		<b>6</b>	<b>Team Effectiveness Assessment Measure</b>
		<b>7</b>	<b>Standard Progressive Matrices</b>
		<b>8</b>	<b>Specific Learning Disability: Comprehensive Diagnostic Battery</b>