

Department of Psychology

School of Humanities & Social Sciences



Curriculum Framework

B. A./ B. Sc.

Based on National Education Policy- 2020

Date of Board of Studies (BoS): 18.07.2023

**Doctor Harisingh Gour Vishwavidyalaya
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Sagar-Madhya Pradesh-470003

About the Department

Though the department was established in 1959, the University created an independent Department of Psychology on March 18th 1963. Dr. S. K. Saxena, Ph. D. (London), Professor of Philosophy, was the founder head of the department. Dr. Jai Prakash became the first head of the independent department. The contribution of Prof. H. S. Asthana, Prof. I. S. Muhar, Prof. A. K. Purohit, a Fulbright Fellow (Harvard University), Prof. Y. S. Vagarecha, a trained clinical psychologist, Prof. V. K. Kool, Prof. Udai Jain and Dr. B. B. Asthana has recorded in the development of the Department. Prof. V. Shrivastava (1981-2014) contributed in teaching and research in the area of social psychology and authored books and research articles. Prof. S. J. Singh and Dr. I. D. Awasthi also contributed much. The contributions of Prof. P. K. Rai were related to the area of Positive Psychology and Psychology of Health and Well-being. Its present activities are multifaceted and keeping pace with time. Specialisations of the department are Cognitive Psychology, Positive Psychology, Social Psychology, Clinical Psychology, Health Psychology etc. The department runs undergraduate (B. A. & B.Sc.) and postgraduate programmes (M. A., M.Sc. & Ph. D.) in Psychology.

Curriculum Framework based on National Education Policy-2020

The National Education Policy (NEP-2020) has conceptualized the idea to develop well-rounded competent individuals for making the nation a self-reliant and global leader. In the same spirit, we at Department of Psychology have developed a curriculum framework to encompass the goals of NEP 2020. To this end, we have incorporated choice of subject/disciplines of study, creating academic pathways having constructive combinations of disciplines for study with multiple entry and exit points as well as focus on experiential learning for students by introducing multidisciplinary and skill enhancement courses and actual Hands on training in the recent and trending aspects of the area concern. We have framed the contents of different courses with a blend of disciplinary, interdisciplinary and trans-disciplinary orientations.

The courses have been developed keeping in mind to promote holistic development of learner as per the requirements of 21st century, Indian Knowledge System, Indian value system, practice of indigenous knowledge, global, national and local contexts, an eclectic approach including human, society and nature, ethical, human and constitutional values,

promotion of an environment and culture of innovation, creativity, innovativeness and critical thinking.

Undergraduate Psychology curriculum framework for B. A. and B. Sc.

1. Name of the Programme

The Department of Psychology offers two undergraduate programmes namely Bachelor of Art (B. A.) and Bachelor of Science (B. Sc.). Both the courses are of four years duration with an entry and an exit point after each year.

2. About the Programme

We offer the following programmes at the undergraduate level:

A. Discipline Specific Major (DSM)

This course will be pursued by a student as a mandatory requirement of his/her programme of study. Discipline Specific Major shall be the core credit course of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The Discipline Specific Major specified in the framework would be identified by the concerned Department as core/major courses to be taught in a Programme.

B. Multidisciplinary Major (MDM)

This is the course of study that will be based on the multidisciplinary nature of various underlying streams. The course will be proposed by the course coordinator (s) on the basis of his/her/their expertise in teaching and research in the frontier areas of their subject.

C. Ability Enhancement Course (AEC)

The Ability Enhancement courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. These are mandatory for all disciplines.

D. Skill Enhancement courses (SEC)

The Skill Enhancement courses are skill-based courses aimed at providing hands on training, competencies, proficiency and skills to students. The SEC courses may be chosen from a pool of courses designed to provide skill-based instruction. Every discipline may provide skill-based courses, some of which may be offered to students of its discipline, while the rest can be open to students of all other disciplines.

3. Objectives of the Programme

To create, evolve and demonstrate the knowledge systems in the discipline of psychology that would promote, facilitate subjective strengths and individual specific potentials, as well as egalitarian concerns for maintaining collective existence. Courses should ensure cultural relevance and address other contemporary societal concerns in the program. The following are the objectives of undergraduate programmes:

- (1) To create self-awareness among students to discover one's true calling in life for the evolution of higher human consciousness.
- (2) To create a healthy interface between society, culture and higher education in the context of psychology teaching, learning and research.
- (3) To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.
- (4) To help develop professional skills that empowers the students to gain employment, as well as contribute towards the well-being of other individuals and small groups, and promote harmony in the society.
- (5) To foster and nurture the strengths of Indian society such as diversity, secularism, and accessibility to all thereby ensuring the potential for growth for individuals and the social system.

In addition, the undergraduate programmes in Psychology aim to:

- (6) Offering learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behaviour.
- (7) Imparting knowledge of basic psychological concepts and methods, and developing ability to appreciate the challenges in field settings.

- (8) Help shaping cognitive, affective and behavioural abilities of students for building responsible psychology professionals and researchers.
- (9) Facilitating acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing).
- (10) Promoting self-understanding, reflexivity and personal growth. Helping students understand the complexities of self and human relationships and how the two make each other up.
- (11) Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
- (12) Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
- (13) Developing respect for social diversity and increasing social and cultural relevance of learning.

After Completion of the programme the learner will be able to:

- ✓ *Comprehending core psychological concepts and theories:* Ability to understand major concepts, theories, principles, perspectives, historical roots and empirical findings. This makes students theoretically informed and insightful about one's own and others' behaviours and mental processes.
- ✓ *Fostering an applied perspective:* A fair degree of understanding of concepts and principles would prepare for applications to individual level behavioural problems, and problems of society at large. Individual assessment (differentiating individuals on the basis of personality traits, aptitudes, values, abilities etc.), counselling and building human strengths are the major skills that a psychologist initially needs to acquire.
- ✓ *Establishing interface with socio-cultural context:* A healthy interface between society, culture and academic pursuit in the discipline of psychology needs to evolve. To this end, a deeper sense of belongingness to community with engagement in socially driven projects, lab work and simulation are required.
- ✓ *Building scientific attitude and perspective:* An attitude of scientific inquiry and critical thinking, ability to plan, design and conduct research, analyse data and interpret them and behaviour is must for psychology graduates. To this end, procedural knowledge of psychological testing, basic data analytic methods, field observation, group activities, planning and conducting simple experiments, use of software for conducting computer based experiments and data analysis are required. Such an orientation would enhance students' job potential.

- ✓ *Social and multicultural sensibility*: Demonstrate an ability to incorporate socio-cultural factors in scientific inquiry, so as to conduct contextually sensitive research that may bridge the research and practice divide. This also requires cross-cultural understanding of psychological phenomena and an ability to view things from international/global perspective as well as awareness of indigenous Indian perspectives.
- ✓ *Self-awareness, relational well-being and personal growth*: Becoming aware of one's strengths and weaknesses, figuring out one's self and identity, relating with self and world of social relationships, capabilities and ways to organize everyday life and relationships in such a way that the level of subjective wellbeing increases. A person shall also have insight into the trajectories of life and plan so as to move further in the desired direction.
- ✓ *Ability to communicate and having empathy*: Acquiring the skill to present oneself effectively to others, effectively communicate the intentions and displaying them with the help of pertinent cues. Exploring the world of marginalized people with empathy, compassion and concern, also an understanding of social injustice and striving for justice, appreciation of others
- ✓ *Demonstrating moral and ethical awareness and reasoning*: As a learner one has to resist the temptations to indulge in various malpractices and stand by the moral and ethical practices in academic life particularly during evaluation and assessment. In particular, awareness of intellectual property rights and issues of plagiarism are necessary.

4. Programme Learning Outcomes

The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below:

Academic Competence

- ✓ Disciplinary knowledge and methods including data analysis and computer literacy,
- ✓ Basic professional skills pertaining to psychological testing, assessment and counselling,
- ✓ Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community),
- ✓ Ability to relate and connect concepts with personal experiences and using critical thinking,
- ✓ Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them,

- ✓ Ability to use various e-resources and social media and negotiating with technological challenges,
- ✓ Articulation of ideas, scientific writing and authentic reporting, effective presentation skills, and
- ✓ Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

Personal & Behavioural Competence

- ✓ Self-development, health and hygiene, self-regulation skills,
- ✓ Developing positive attributes such as empathy, compassion, social participation, and accountability,
- ✓ Developing cultural and historical sensibility particularly indigenous traditions, sociocultural context and diversity,
- ✓ Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills,
- ✓ Appreciating and tolerating different perspectives, and
- ✓ Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation

Social Competence

- ✓ Collaboration, cooperation and realizing the power of groups and community,
- ✓ Analysing social problems and understanding social dynamics,
- ✓ Gender sensitization including gender respect, respect for one's own 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 reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc),
- ✓ Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies,
- ✓ Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society)

5. Structure of the Programme

B. A./B.Sc. Semester I: Level-5

Nature of Course	Course Code	Course Title	Credits
Discipline Specific Major-1	PSY-DSM-111	Fundamentals of Psychology	4
	PSY-DSM-112	Practical	2
Multi-Disciplinary Major-1	PSY-MDM-113	Sports and Exercise Psychology	4
	PSY-MDM-114	Practical	2
Ability Enhancement Course (AEC)	PSY-AEC-115	Emotional Intelligence	2

B. A./B.Sc. Semester II: Level-5

Nature of Course	Course Code	Course Title	Credits
Discipline Specific Major-1	PSY-DSM-211	Foundations of Social Psychology	4
	PSY-DSM-212	Practical	2
Multi-Disciplinary Major-1	PSY-MDM-213	Forensic Psychology	4
	PSY-MDM-214	Practical	2
Skill Enhancement Course (SEC)	PSY-SEC-215	Psychology of Health & Well-being	2

B. A./B.Sc. Semester III: Level-6

Nature of Course	Course Code	Course Title	Credits
Discipline Specific Major-1	PSY-DSM-311	Foundations of Developmental Psychology	4
	PSY-DSM-312	Practical	2
Multi-Disciplinary Major-1	PSY-MDM-313	Health Psychology and Yoga	4
	PSY-MDM-314	Practical	2
Ability Enhancement Course (AEC)	PSY-AEC-315	Psychology of Relationships	2

B. A./B.Sc. Semester IV: Level-6

Nature of Course	Course Code	Course Title	Credits
Discipline Specific Major-1	PSY-DSM-411	Introduction to Psychological Inquiry	4
	PSY-DSM-412	Practical	2
Multi-Disciplinary Major-1	PSY-MDM-413	Youth, Gender and Identity	4
	PSY-MDM-414	Practical	2
Skill Enhancement Course (SEC)	PSY-SEC-415	Counselling Skills	2

6. Exit: Certificate and Diploma in Psychology

7. Teaching Learning Approach

Mainly this programme will transact the under given pedagogic approach-

- a. Lecture/ Seminar format
- b. Demonstration
- c. Readings/written assignments and Field Projects
- d. Group discussions/tutorial
- e. Community visit
- f. Project work
- g. Field Visit/Survey/Dissertation

8. Assessment

The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I & II) and End Semester examinations. To be eligible to appear in End semester examination a student must appear in the Mid Semester examinations along with 75% attendance in classroom processes.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L5 Sem I	PSY-DSM-111	Fundamentals of Psychology	4				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

Unit I: Introduction

12 Hours

- 1.1 Nature of Psychology: Definition, Fields of psychology, Schools of modern psychology
- 1.2 Psychology in India: History and current status
- 1.3 Methods of psychology (with special emphasis. on Experimentation)
- 1.4 Biological basis of human behaviour (with emphasis on brain)

Unit II: Learning and perception

12 Hours

- 2.1 Learning: Classical conditioning, instrumental learning, observational learning (socio-cognitive learning);
- 2.2 Perception: Top down and Bottom Up processes, Size Constancy, Depth Perception

Unit III: Memory

12 Hours

- 3.1 Memory: Models of memory: Information processing model (Sensory register, STM, LTM)
- 3.2 Concept of working memory,
- 3.3 Levels of processing, parallel distributed processing model, reconstructive nature of memory; forgetting, improving memory

Unit IV: Motivation & Emotion

12 Hours

- 4.1 Approaches to understanding motivation and Types of Motives
- 4.2 Elements of Emotions (components), Emotional Intelligence and Gender, Culture & emotions

Unit V: Personality & Intelligence

12 Hours

- 5.1 Meaning of personality, Determinants of personality, Theories: Trait and type theories, Personality and life outcomes
- 5.2 Meaning and nature of Intelligence, development of Intelligence, Theories of Intelligence: Spearman, Thurstone, Guilford and Piaget

Essential Readings

Morgan, C. T., King, R., Weisz, J. & Schopler, J. (2017) .Introduction to Psychology (7th Ed). McGraw Hills.

Ciccarelli, S. K. & White, J. N. & Misra, G. (2018). Psychology. New Delhi: Pearson Education.

सिंह, अरुण कुमार (2017). आधुनिक सामान्य मनोविज्ञान मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 978-8120821880

Suggested Readings

Banyard, P., Davies, M. N. O., Norman, C. & Winder, B. (Eds.) (2010). Essential psychology. New Delhi: SAGE Publications.

Baron, R. & Misra, G. (2014). Psychology. New Delhi: Pearson

Holt, N., Bremner, A., Sutherland, E., Vlieg, M. and Passer, M., & Smith, R. (2015). Psychology: The Science of Mind and Behaviour. London: Tata McGraw-Hill

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L5 Sem I	PSY-DSM-112	Practical			2		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 40

This basic objective of this course is to enable the undergraduate students to carry out simple experiments and instill the basic skill of measurement and observation of human behaviours. The students will be required to plan, devise and conduct FOUR experiments and administer psychological tests from the course on Fundamentals of Psychology. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture and demonstration to help students to carry out the experiments.

Essential Readings

Suleman, Muhammad (2018). Experiments and testing in Psychology. Motilal Banarsidass. ISBN: 9788120827110

श्रीवास्तव, डी. एन. & वर्मा, प्रीति (2019). आधुनिक प्रयोगात्मक मनोविज्ञान एवं परीक्षण श्री विनोद पुस्तक मंदिर. ISBN13: SVPM-P0038

Suggested Readings

सुलेमान, मुहम्मद (2017). मनोविज्ञान में प्रयोग एवं परीक्षण. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120827110

सिंह, अरुण कुमार (2017). मनोविज्ञान में प्रयोग एवं परियोजना. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120833227

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L5 Sem I	PSY-MDM-113	Sports and Exercise Psychology	4				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

Unit I: Introduction

12 Hours

- 1.1 History of sport and exercise psychology; what is Sport and Exercise Psychology?
- 1.2 Sport psychology specialties: Clinical-sport psychology, Educational psychology
- 1.3 Role of exercise and sport psychologists-the teaching, research and consultation
- 1.4 Bridging science and practice

Unit II: Personality and sports

12 Hours

- 2.1 Why study personality in sport?
- 2.2 Approaches to personality
- 2.3 Assessment of personality
- 2.4 Personality research in sport and exercise

Unit III: Motivation and sports

12 Hours

- 3.1 Motivation: Definition and views
- 3.2 Guidelines for building motivation
- 3.3 Achievement motivation and competitiveness
- 3.4 Developing achievement motivation and competitiveness in sportspersons

Unit IV: Enhancing performance and self-confidence

12 Hours

- 4.1 Psychological skills training (PST): why PST is important? PST knowledge base and its effectiveness
- 4.2 Phases of PST programmes: Education, acquisition and practice
- 4.3 Designing and implementing a PST program: Common problems in implementing PST programmes
- 4.4 Defining self-confidence, assessing and building self-confidence

Unit V: Emotions, well-being and sports

12 Hours

- 5.1 Positive Emotions, Mood & Emotions, Positive Affect and use of Positive Emotions,

5.2 Emotions and Well-being,

5.3 Coping with Stress: Yoga, meditation, Happiness & Optimism

Essential Readings

Horn, T. S. (Ed.) (2002). *Advances in sport psychology*. USA: Human Kinetics Publishers.

Weinberg, R. S., & Gould, D. (2003). *Foundations of sport and exercise psychology*. USA:

Human Kinetics Publishers, Inc

सिंह, होशियार (2018). खेल मनोविज्ञान. स्पोर्ट्स पब्लिकेशन

कैलाश कुमार पवार (2017). खेल मनोविज्ञान, खेल साहित्य केंद्र ISBN: 978-8175248472

Suggested Readings

Cratty, B. J. (1989). *Psychology in contemporary sport* (3rd Ed), Prentice Hall.

Suinn, R. M. (1980). *Psychology in sports: Methods and applications*. Macmillan.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L5 Sem I	PSY-MDM-114	Practical			2		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 40

This basic objective of this course is to enable the undergraduate students to carry out simple studies using experiments and administer tests and questionnaires to carry out the act of measurement. It also aims to instill the basic skill of measurement of human behaviours in sports and exercise settings. The students will be required to plan, devise and conduct FOUR experiments from the course on Sports and Exercise Psychology. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the experiments.

Essential Readings

Suleman, Muhammad (2018). Experiments and testing in Psychology. Motilal Banarsidass.
ISBN: 9788120827110

श्रीवास्तव, डी. एन. & वर्मा, प्रीति (2019). आधुनिक प्रयोगात्मक मनोविज्ञान एवं परीक्षण श्री विनोद पुस्तक मंदिर. ISBN13: SVPM-P0038

Suggested Readings

सुलेमान, मुहम्मद (2017). मनोविज्ञान में प्रयोग एवं परीक्षण. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120827110

सिंह, अरुण कुमार (2017). मनोविज्ञान में प्रयोग एवं परियोजना. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120833227

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L5 Sem I	PSY-AEC-115	Emotional Intelligence	2				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 40

Unit I: Emotional Intelligence

10 Hours

Emotional Intelligence, Models of Emotional Intelligence, EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills, Importance of Emotional Intelligence

Unit II: Awareness of emotions

10 Hours

Knowing one's and others' emotions, Levels of emotional awareness, Recognizing emotions in oneself, the universality of emotional expression, Perceiving emotions accurately in others

Unit III: Management of emotions

10 Hours

Managing emotions, the relationship between emotions, thought and behaviour, Techniques to manage emotions

Unit IV: Applications of emotional intelligence

10 Hours

Workplace, Relationships, Conflict Management, Effective Leadership

Unit V: Emotions and self-control

10 Hours

Emotions, Self Control & Assertiveness, Self regard & Self actualization

Essential Readings

Readings: Bar-On, R., & Parker, J. D. A. (Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.

Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.

राठौर, एमी (2014). संवेगात्मक बुद्धि, हिमांशु पब्लिकेशंस

Suggested Readings

Singh, D. (2003). Emotional intelligence at work (2nd ed.) New Delhi: Response Books

Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2016). The Oxford Handbook of Positive Psychology (3rd ed.). Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780199396511.001.0001>

Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L5 Sem II	PSY-DSM-211	Foundations of Social Psychology	4				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

Unit I: Introduction

12 Hours

- 1.1 Definition and nature of social psychology
- 1.2 Brief history of social Psychology
- 1.3 Methods of social psychology: Quantitative and qualitative methods
- 1.4 Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media

Unit II: Social cognition and attitudes

12 Hours

- 2.1 Social cognition and information processing: Schemas, stereotypes and cognitive strategies
- 2.2 Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management
- 2.3 Attitudes: Nature and measurement, attitude change,
- 2.4 Attribution: nature and applications

Unit III: Affective processes in social context

12 Hours

- 3.1 Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion),
- 3.2 Pro-social behaviour
- 3.3 Aggression and social violence
- 3.4 Inter personal attraction

Unit IV: Group Processes and Collective behaviour

12 Hours

- 4.1 Group: Nature and group formation
- 4.2 Group and performance: social facilitation, social loafing and social conformity

Unit V: Leadership

12 Hours

- 5.1 Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturing task leader

5.2 Difference between Leadership and Dominance

5.3 Collective Behaviour: Crowd

Essential Readings

Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.

Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.

सिंह, अरुण कुमार (2017). समाज मनोविज्ञान की रूपरेखा. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड ISBN: 978-8120827219

त्रिपाठी, लालबचन (1996). समाज मनोविज्ञान की रूपरेखा, हरप्रसाद भार्गव, आगरा

Suggested Readings

Husain, A. (2012). Social psychology. New Delhi, India: Pearson.

Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L5 Sem II	PSY-DSM-212	Practical			2		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 40

This basic objective of this course is to enable the undergraduate students to carry out understand the processes and skills involved in the measurement and evaluation of Social Psychology and develop the understanding of the dynamics of social behaviours. The students are also expected to develop the skills the administering the tests and questionnaires to measure the social behaviours. With help of scales and questionnaires, they will learn the skill of measuring social behaviours. The students will be introduced with the FOUR practical prescribed in the course on Foundations of Foundations of Social Psychology. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

Essential Readings

Suleman, Muhammad (2018). Experiments and testing in Psychology. Motilal Banarsidass.
ISBN: 9788120827110

श्रीवास्तव, डी. एन. & वर्मा, प्रीति (2019). आधुनिक प्रयोगात्मक मनोविज्ञान एवं परीक्षण श्री विनोद
पुस्तक मंदिर. ISBN13: SVPM-P0038

Suggested Readings

सुलेमान, मुहम्मद (2017). मनोविज्ञान में प्रयोग एवं परीक्षण. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट
लिमिटेड. ISBN: 9788120827110

सिंह, अरुण कुमार (2017). मनोविज्ञान में प्रयोग एवं परियोजना. मोतीलाल बनारसीदास पब्लिकेशन
प्राइवेट लिमिटेड. ISBN: 9788120833227

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L5 Sem II	PSY-MDM-213	Forensic Psychology	4				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

Unit I: Introduction

12 Hours

- 1.1 Defining forensic psychology
- 1.2 History of forensic psychology
- 1.3 The roles of the Forensic Psychologist: Clinical and Experimental

Unit II: The Psychologist in Court

12 Hours

- 2.1 Expert evidence, Forensic reports
- 2.2 Pre-trial preparation, Forensic portfolio
- 2.3 Examination in chief, Cross Examination

Unit III: Eyewitness Testimony and False Confession

12 Hours

- 3.1 The accuracy of witness evidence
- 3.2 Eyewitness evidence in court
- 3.3 Consequences and types of false confession

Unit IV: Profile Analysis

12 Hours

- 4.1 Nature of profiling work
- 4.2 FBI Profiling Stage 1: Data assimilation stage; Stage 2: Crime scene classification; Stage 4.3 Statistical/Actuarial profiling
- 4.3 Crime scene reconstruction; Stage 4: Profile generation

Unit V: Personality and arousal in eyewitness memory

12 Hours

- 5.1 Personality and accuracy of eyewitness memory
- 5.2 Emotional arousal and eyewitness memory
- 5.3 Suggestibility and eyewitness memory

Essential Readings

Batchman, R., & Schutt, R. K. (2008). Fundamentals of research in criminology and criminal justice. London: Sage.

Wrightsman, L. S. & Fulero, S. M. (2008). Forensic psychology (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.

Howitt, D. (2002). Forensic and criminal psychology. New Delhi, India: Prentice Hall.

Suggested Readings

Loftus, E. F. (1996). Eyewitness testimony: With a new preface. Cambridge, MA: Harvard University Press.

Ross, F. D., Read, D. J., & Toglia, M. P. (1994). Adult eyewitness testimony. New York: Cambridge University Press.

Webb, D. (2013). Criminal profiling: An introductory Guide. UK: Independent Publishing Platform.

Haward, L. (1981). Forensic psychology. London: Batsford Academic and Educational Ltd.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L5 Sem II	PSY-MDM-214	Practical			2		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 40

This basic objective of this course is to enable the undergraduate students to carry out understand the processes and skills involved in the measurement and evaluation of Forensic Psychology and develop the understanding of the dynamics of forensic issues. The students are also expected to develop the skills the administering the tests and questionnaires to measure in forensic psychological settings. With help of scales and questionnaires, they will learn the skill of measuring behaviours in forensic context. The students will be introduced with the FOUR practical prescribed in the course on Forensic Psychology. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

Essential Readings

Suleman, Muhammad (2018). Experiments and testing in Psychology. Motilal Banarsidass.
ISBN: 9788120827110

श्रीवास्तव, डी. एन. & वर्मा, प्रीति (2019). आधुनिक प्रयोगात्मक मनोविज्ञान एवं परीक्षण श्री विनोद
पुस्तक मंदिर. ISBN13: SVPM-P0038

Suggested Readings

सुलेमान, मुहम्मद (2017). मनोविज्ञान में प्रयोग एवं परीक्षण. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट
लिमिटेड. ISBN: 9788120827110

सिंह, अरुण कुमार (2017). मनोविज्ञान में प्रयोग एवं परियोजना. मोतीलाल बनारसीदास पब्लिकेशन
प्राइवेट लिमिटेड. ISBN: 9788120833227

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L5 Sem I	PSY-SEC-215	Psychology of Health & Well-being	2				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 30

Unit I: Introduction to Positive Psychology

06 Hours

Meaning, nature and goals, Human strengths: types and measurement, deconstructing illness ideology; Positive prevention and positive therapy

Unit II: Health & well-being

06 Hours

Nature and constituents, hedonic and eudaimonic well-being, The Science of Happiness and Life Satisfaction, Positive Emotions

Unit III: Facilitators of health & well-being

06 Hours

Creativity, Optimism, Hope and Self-Efficacy, Compassion and Forgiveness, Empathy and Altruism, protective factors of Child development, Positive youth development, positive aging

Unit IV: Indigenous Indian Approaches of Health and Well-being

06 Hours

History of healing system in India; Concepts of Indian health: Holistic health Model of Ayurveda, Concept of Health in Āyurveda, Vichar, Achar, Vihar, Triguna, Khatkarma, Tridoshas: Vat, Kaf and Pitta, Ritucharya; Dan, Tapshcharya, Charak's Criteria of healthy functioning, Somatic Practices: exercise and walking

Unit V: Yoga, meditation and other cultural practices

06 Hours

Asan, Pranayam, Mudras, Bandhas, Dhyan, Meditation: Vipryasana, Suddhikriya, meditation and relaxation; Naturopathy: Diet, bath and massage therapies, Spirituality: Discovering and Conserving the Sacred.

Essential Readings

- Chokshi, M., Patil, B., Khanna, R., Neogi, S. B., Sharma, J., Paul, V. K., & Zodpey, S. (2016). Health systems in India. *Journal of Perinatology*, 36(S3), S9–S12. <https://doi.org/10.1038/jp.2016.184>
- Dalal, A. K., & Misra, G. (2006). Psychology of health and well-being: Some emerging perspectives. *Psychological Studies*, 51(2–3), 91–104.

- Estes, R. J., & Sirgy, R. J. (2020). Human Well-Being Research and Policy Making. Springer.
- Joshi, K. S. (2016). Speaking of yoga & nature-cure therapy: A practical guide that offers useful insights into yoga & nature-cure techniques. New Dawn Press: UK.
- जैन, मधु (2022). सकारात्मक मनोविज्ञान. अमित पब्लिकेशन्स. ISBN: 9788193179529
- कुमार, विकास (2020). स्वास्थ्य मनोविज्ञान. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 978-8120842663

Suggested Readings

- Morandi, A. (2013). An integrated view of health and well-being: Bridging Indian and western knowledge. Springer.
- Snyder, C. R., & Lopez, S. J. (Eds.). (2002). Handbook of positive psychology. Oxford University Press.
- Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2016). The Oxford Handbook of Positive Psychology (3rd ed.). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199396511.001.0001>

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem III	PSY-DSM-311	Foundations of Developmental Psychology	4				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

Unit I: Introduction

12 Hours

1.1. Issues and theories in Developmental Psychology

1.2 Nature and nurture; continuity and discontinuity,

1.3 Plasticity in development

Unit II: Theoretical Perspectives

12 Hours

2.1 Psychodynamic (Freud and Erikson); Behavioural (classical and operant conditioning; social cognitive learning theory).

2.2 Cognitive (Piaget, information processing approaches).

2.3 Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner)

Unit III: Physical development across life span

12 Hours

3.1. Physical development (from infancy to late adulthood)

3.2. Cognitive development and language development,

3.3 Role of language in cognitive development,

Unit IV: Socio-emotional and Moral Development

12 Hours

4.1 Meaning and significance of socio-emotional and moral development

4.2 Factors affecting socio-emotional development

4.3 Theories of moral development

5.1. Issues of social relevance (gender, disability and poverty)

5.2. Developmental issues in children and adolescents

5.3. Challenges of adulthood; Aging

Essential Readings

Berk, L. E. (2010). Child development (9th Ed.). New Delhi, India: Prentice Hall.

Feldman, R. S., & Babu, N. (2011). Discovering the life-span. New Delhi, India: Pearson.

Georgas, J., Berry, J. W., Van de Vijver, F. J., Kagitçibasi, Ç., & Poortinga, Y. H. (Eds.) (2006). Families across cultures: A 30-nation psychological study. New York: Cambridge University Press.

Kakar, S. (2012). The inner world: A psychoanalytic study of childhood and society in India (4th Ed.). New Delhi, India: Oxford University Press.

Mitchell, P., & Ziegler, F. (2007). Fundamentals of development: The psychology of childhood. New York: Psychology Press.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). Human development (9th Ed.). New Delhi, India: Tata McGraw-Hill.

Suggested Readings

Santrock, J. W. (2012). A topical approach to life-span development. New Delhi, India: Tata McGraw-Hill.

Saraswathi, T. S. (2003). Cross-Cultural perspectives in human development: Theory, research and applications. New Delhi, India: Sage Publications.

Shaffer, D. R., & Kipp, K. (2007). Developmental psychology: Childhood and adolescence. Indian reprint: Thomson Wadsworth.

Sharma, N., & Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.), Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson.

Srivastava, A. K. (Ed) (1997). Child development: An Indian perspective. New Delhi: NCERT

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem III	PSY-DSM-312	Practical			2		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 40

This basic objective of this course is to enable the undergraduate students to carry out understand the processes and skills involved in the measurement and evaluation in Developmental Psychology and develop the understanding of the dynamics of human development. The students are also expected to develop the skills the administering the tests and questionnaires to measure in developmental psychological settings. With help of scales and questionnaires, they will learn the skill of measuring behaviours in developmental context. The students will be introduced with the FOUR practical prescribed in the course on Developmental Psychology. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

Essential Readings

Suleman, Muhammad (2018). Experiments and testing in Psychology. Motilal Banarsidass. ISBN: 9788120827110

श्रीवास्तव, डी. एन. & वर्मा, प्रीति (2019). आधुनिक प्रयोगात्मक मनोविज्ञान एवं परीक्षण श्री विनोद पुस्तक मंदिर. ISBN13: SVPM-P0038

Suggested Readings

सुलेमान, मुहम्मद (2017). मनोविज्ञान में प्रयोग एवं परीक्षण. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120827110

सिंह, अरुण कुमार (2017). मनोविज्ञान में प्रयोग एवं परियोजना. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120833227

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem III	PSY-MDM-313	Health Psychology and Yoga	4				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

Unit I: Introduction to Health Psychology

12 Hours

- 1.1. Definition, need and goals of health psychology.
- 1.2. Health beliefs; cognitive- behavioural approaches,
- 1.3. Health-illness and mind-body continuum
- 1.4. Bio-Psychosocial model of health and its implications

Unit II: Concept of Yoga

12 Hours

- 2.1. Definition and Meaning of Yoga Misconceptions about yoga.
- 2.2. Different between yogic & non yogic system of exercise.
- 2.3. Type of Yoga (Veda, Upnishad, Geeta, Patanjali Yoga Sutra, Ayurveda)

Unit III: Health and Well-being

12 Hours

- 3.1. Coping strategies and the role of positive emotions in well being.
- 3.2. Resilience and its role in health and well-being.
- 3.3. Importance of physical activity and Positive psychology and life coaching.
- 3.4. Lifestyle practices for health and well-being and balancing time and optimal functioning of life.

Unit IV: Cultural Health Beliefs and Practices

12 Hours

- 4.1 Cultural health beliefs: Individual environmental, social and divine beliefs
- 4.2 Cultural health practices: Medical model and Ayurveda Model

4.3 Health perception, cognition and motivation across cultures

Unit V: Application of Health psychology and Yoga

12 Hours

- 5.1. Self-determination theory and healthy self-regulation.
- 5.2. Prospects, practices, and prescriptions for pursuit of happiness.
- 5.3 Stress and its management by yoga.
- 5.4 Applications of *Yogasana* and *Pranayama*, Meditation, *Vipassana* and Mindfulness.

Essential Readings

Cultural Psychology of Health in India: Well being, medicine and traditional health care. Dalal. K. Ajit. Sage Publications. 2016. Health Psychology.

Taylor Shelly. 6th edition, Tata Mcgraw Hill. 2006. New directions in Health Psychology. Edited by Ajit K. Dalal & Girishwar Misra, 2012, Sage publications.

विद्यालंकार सुभाष (2019). योग एवं मानसिक स्वास्थ्य :ज्ञान भारती प्रकाशन, ISBN: 9789385538377.

सिंह, अरुण कुमार (2021). स्वास्थ्य मनोविज्ञान (तंदुरुस्ती की और एक कदम), एमएलबीडी

पंड्या प्रणव (2010). आध्यात्मिक चिकित्सा एक समग्र उपचार पद्धति ,श्री वेदमाता गायत्री ट्रस्ट शांतिकुंज हरिद्वार।

Suggested Readings

Lisa M., V., Farrah, J., & Raymond, C. B. (2009). Cultural Health Attributions, Beliefs, and Practices: Effects on Healthcare and Medical Education. The Open Medical Education Journal, 2(1), 64–74.

कुमारी, आर. (2021). स्वास्थ्य मनोविज्ञान। मोतीलाल बनारसीदास अंतर्राष्ट्रीय प्रकाशन भारत. ISBN-13 978-9390696161

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem III	PSY-MDM-314	Practical			2		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 40

This basic objective of this course is to enable the undergraduate students to carry out understand the processes and skills involved in the measurement and evaluation in Psychology of Health and Yoga and develop the understanding of the dynamics of human health. The students are also expected to develop the skills the administering the tests and questionnaires to measure health issues. With help of scales and questionnaires, they will learn the skill of measuring behaviours in health context. The students will be introduced with the FOUR practical prescribed in the course on Psychology of Health and Yoga. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

Essential Readings

Suleman, Muhammad (2018). Experiments and testing in Psychology. Motilal Banarsidass. ISBN: 9788120827110

श्रीवास्तव, डी. एन. & वर्मा, प्रीति (2019). आधुनिक प्रयोगात्मक मनोविज्ञान एवं परीक्षण श्री विनोद पुस्तक मंदिर. ISBN13: SVPM-P0038

Suggested Readings

सुलेमान, मुहम्मद (2017). मनोविज्ञान में प्रयोग एवं परीक्षण. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120827110

सिंह, अरुण कुमार (2017). मनोविज्ञान में प्रयोग एवं परियोजना. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120833227

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem III	PSY-AEC-315	Psychology of Relationships	2				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 30

Unit I: Relational Interconnectedness

06 Hours

- 1.1. Understanding our ‘connected self’
- 1.2. Importance of nurturing the self and practicing self-extension to nurture others
- 1.3. Exploring relationship with animals, plants and nature and cosmos.

Unit II: Social Psychology of Relationships

06 Hours

- 2.1. Developmental perspective on relating with children, adolescents, adults and the elderly,
- 2.2. Understanding the relational dynamics of social exclusion, violence and marginalisation (e.g., disabled, LGBT, caste and tribal status etc.).

Unit III: Psychology of relationships

06 Hours

- 3.1. Psychology of Friendship (making friends, friendship and social media; benefits and maintenance of friendships)
- 3.2. Understanding love, Types of love; Theories of love (love styles; two-factor theory of love; Sternberg’s triangular theory)

Unit IV: Loss, Grief and Healing

06 Hours

- 4.1. Understanding the effect of loss of relationships (death, divorce, break-up) on people
- 4.2. Healing through deeper listening, mindfulness and compassion.

- 5.1. Understanding the dynamics of broken and flourishing relationships
- 5.2. Practicing positive relational attitudes like self-acceptance, gratitude, forgiveness
- 5.3. Emotional calm and somatic awareness etc
- 5.4. Creating future flourishing communities

Essential Readings

- Axiline, V. M. (1964). *Dibs: In Search of Self*. London: Penguin Books.
- Diener, E., & Oishi, S. (2005). The non-obvious social psychology of happiness. *Psychological Inquiry*, 16, 162-167.
- Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13, 81-84.
- Durkin, K. (1995). *Developmental Social Psychology: From Infancy to Old Age*. MA: Blackwell Publishing.
- Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies*. 58(4), 406-418.
- Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.
- Kumar, S. (2002). *You are therefore I am: A declaration of dependence*. New Delhi, India: Viveka Foundation.

Suggested Readings

- Saint-Exupery, Antoine de. (1977). *The Little Prince*. London: Piccolo Books.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi, India: Sage Pub. Chapter 12: Attachment, love and Flourishing relationships.
- Valmiki, O. P. (2008). *Joothan: An untouchable's life*. New Delhi, India: Timeless Books.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem IV	PSY-DSM-411	Introduction to Psychological Inquiry	4				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

Unit I: Introduction

Hours 12

1.1 Meaning of research and its purposes;

1.2 The process and steps of scientific research; Identifying a research problem; Main types of research: Descriptive, Experimental, Correlational,

1.3 Theoretical; The notion of variable and its types: Independent, dependent and control; The concepts of predictor and criterion; Distinguishing positivist and non positivist traditions of research.

Unit II: Experimentation

Hours 12

2.1 Basic ideas: Research design, hypothesis, theory, observation and data; Manipulation, selection and measurement.

2.2 Roles and responsibilities of experimenter; conducting experiments: Procedural requirements;

2.3 Basic experimental design: Control and experimental groups; Factorial design; Threats to internal and external validity. Decisions about data analysis

Unit III: Assessing individual differences

Hours 12

3.1 Needs to assess individual differences: Recruitment, training, clinical work

3.2 Concepts of attitude, aptitude, ability/intelligence, personality, interest;

3.3 Concepts and types of Reliability, Validity and Norms;

3.4 Types of measures: Rating scales, Psychological tests, Interview schedule, Questionnaire, Projective measures.

Unit IV: Qualitative methods and report writing

Hours 12

4.1 Qualitative methods: Observation, Ethnography, Interview, thematic analysis.

4.2 Writing of reports for different kinds of reports: reviews, experimental reports, correlational studies,

4.3 Qualitative studies; Ethical and moral considerations during research, analysis and reporting

Unit V: Sampling

Hours 12

5.1 Probability: simple random, stratified & cluster;

5.2 Non- probability: accidental, quota, purposive, notion of theoretical sampling in qualitative research; sampling size and sampling error

Essential Readings

American Psychological Association (2013). Publication manual. Washington: APA.

Anastasi, A. & Urbina, S.(2004). Psychological testing. New Delhi: Pearson Education.

Kerlinger, F.N. & Lee, H.B. (2000). Foundations of behavioural research. New York: Harcourt College Publishers

Newman W. L. (2008). Social research methods: Qualitative and quantitative approaches. New Delhi: Pearson Education. .

Suggested Readings

Priya, R. (2015). Qualitative research on illness, wellbeing and self-growth: Contemporary Indian perspective. New Delhi: Routledge.

Smith, Jonathan, A. (2008). Qualitative psychology: A practical guide to research methods. London: Sage Publications.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem IV	PSY-DSM-412	Practical			2		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 40

This basic objective of this course is to enable the undergraduate students to carry out understand the processes and skills involved in the psychological measurement and evaluation in major fields of Psychology. The students are also expected to develop the skills the administering the tests and questionnaires in various settings. With help of scales and questionnaires, they will learn the skill of measuring behaviours in different context. The students will be introduced with the FOUR practical prescribed in the course on Psychological Inquiry. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

Essential Readings

Suleman, Muhammad (2018). Experiments and testing in Psychology. Motilal Banarsidass. ISBN: 9788120827110
 श्रीवास्तव, डी. एन. & वर्मा, प्रीति (2019). आधुनिक प्रयोगात्मक मनोविज्ञान एवं परीक्षण श्री विनोद पुस्तक मंदिर. ISBN13: SVPM-P0038

Suggested Readings

सुलेमान, मुहम्मद (2017). मनोविज्ञान में प्रयोग एवं परीक्षण. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120827110
 सिंह, अरुण कुमार (2017). मनोविज्ञान में प्रयोग एवं परियोजना. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120833227

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem IV	PSY-MDM-413	Youth, Gender and Identity	4				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

Unit I: Introduction

12 Hours

- 1.1 Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- 1.2 Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- 1.3 Concepts of Identity: Multiple identities

Unit II: Youth and Relationships

12 Hours

- 2.1 Family: Parent-youth conflict, sibling relationships, intergenerational gap
- 2.2 Peer group identity: Friendships and Romantic relationships
- 2.3 Workplace identity and relationships
- 2.4 Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit III: Gender and Identity

12 Hours

- 3.1 Issues of Sexuality in Youth
- 3.2 Gender discrimination
- 3.3 Culture and Gender: Influence of globalization on Gender identity

Unit IV: Issues related to Youth, Gender and Identity

12 Hours

- 4.1 Youth, Gender and violence
- 4.2 Enhancing work-life balance
- 4.3 Changing roles and women empowerment

4.4 Encouraging non-gender stereotyped attitudes in youth

Unit V: Positive Youth Development

12 Hours

5.1 Meaning of Positive Youth Development

5.2 Significance of Positive Youth Development

5.3 Methods of Positive Youth Development

Essential Readings

Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.

Snyder, C. R., & Lopez, S. J. (Eds.). (2002). *Handbook of positive psychology*. Oxford University Press.

Suggested Readings

Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed).New Delhi: Pearson.

Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2016). *The Oxford Handbook of Positive Psychology* (3rd ed.). Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780199396511.001.0001>

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem IV	PSY-MDM-414	Practical			2		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 40

This basic objective of this course is to enable the undergraduate students to carry out understand the processes and skills involved in the measurement and evaluation in Youth, Gender and Identity and develop the understanding of the dynamics of youth development. The students are also expected to develop the skills the administering the tests and questionnaires to Youth, Gender and Identity. With help of scales and questionnaires, they will learn the skill of measuring behaviours in youth context. The students will be introduced with the FOUR practical prescribed in the course on Youth, Gender and Identity. The teacher will introduce the concept and help the students to operationalize the psychological constructs with demonstrations and examples of everyday life. The teachers are expected to use lecture, demonstration and case study method to help students to carry out the act of measurement.

Essential Readings

Suleman, Muhammad (2018). Experiments and testing in Psychology. Motilal Banarsidass. ISBN: 9788120827110
 श्रीवास्तव, डी. एन. & वर्मा, प्रीति (2019). आधुनिक प्रयोगात्मक मनोविज्ञान एवं परीक्षण श्री विनोद पुस्तक मंदिर. ISBN13: SVPM-P0038

Suggested Readings

सुलेमान, मुहम्मद (2017). मनोविज्ञान में प्रयोग एवं परीक्षण. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120827110
 सिंह, अरुण कुमार (2017). मनोविज्ञान में प्रयोग एवं परियोजना. मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 9788120833227

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L6 Sem IV	PSY-SEC-415	Counselling Skills	2				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 30

Unit I: Introduction to Counselling

06 Hours

- 1.1. Meaning and goals, Differences between Guidance, counselling and psychotherapy
- 1.2. Counselling as a profession: training, skills and ethics

Unit II: Counselling Relationships

06 Hours

- 2.1 Characteristics of a good counsellor
- 2.2 The effective counsellor: personality and self of the counsellor
- 2.3 Stages of Counselling process and relationship

Unit III: Techniques of Counselling

06 Hours

- 3.1. Psychoanalytic techniques
- 3.2. Humanistic approaches
- 3.3. Behavioural techniques
- 3.4. Cognitive techniques

Unit IV: Counselling Applications

06 Hours

- 4.1. Child Counselling
- 4.2. Family Counselling
- 4.3. Career Counselling
- 4.4. Crisis intervention: suicide, grief and sexual abuse

Unit V: Applications of Indian approaches

06 Hours

- 5.1. Yoga and meditation *Vipassana* and Mindfulness,
- 5.2. Gita-based approaches
- 5.3. Indian models of counselling: the role of detachment and self-surrender
- 5.4. Expressive techniques: art, music, dance

Essential Readings

- Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009). Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.
- राय, अमरनाथ & अस्थाना, मधु (2021). आधुनिक परामर्श मनोविज्ञान: मोतीलाल बनारसीदास पब्लिशर्स प्रा. लिमिटेड, ISBN:9788120834767.

Suggested Readings

- Feltham, C., & Horton, I. E. (2006). The Sage handbook of counseling and psychotherapy. London: Sage Publications.
- Jones, R. N. (2008). Basic counselling Skills: A helper's manual (2nd Ed.). New Delhi: Sage Publications.
- पॉल, हंसराज (2013). परामर्श मनोविज्ञान: मध्य प्रदेश हिंदी ग्रन्थ अकादमी भोपाल, मध्यप्रदेश

Annexure I

Learning Outcomes-based Curriculum Framework for Undergraduate Education (2020), UGC, New Delhi

Qualification descriptors for a Bachelor's Degree programme

The students who complete one/two/three years of full-time study of an undergraduate programme of study will be awarded a Certificate/Diploma/Bachelor's Degree.

Some of the expected learning outcomes that a student should be able to demonstrate on completion of a Certificate/Diploma/Degree -level programme may include the following:

A graduate student should demonstrate:

- a. A fundamental/systematic or coherent understanding of an academic field of study, its different learning areas and applications, and its linkages with related disciplinary areas/subjects;
- b. Procedural knowledge that creates different types of professionals related to the disciplinary/subject area of study, including research and development, teaching and government and public service;
- c. Skills in areas related to one's specialization and current developments in the academic field of study.
- d. Use knowledge, understanding and skills required for identifying problems and issues, collection of relevant quantitative and/or qualitative data drawing on a wide range of sources, and their application, analysis and evaluation using methodologies as appropriate to the subject(s) for formulating evidence-based

solutions and arguments;

- e. Communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s);
- f. Meet one's own learning needs, drawing on a range of current research and development work and professional materials;
- g. Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts, rather than replicate curriculum content knowledge, to identify and analyse problems and issues and solve complex problems with well-defined solutions.
- h. Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.