

Department of Psychology

School of Humanities & Social Sciences



Curriculum Framework

M. A./M. Sc.

Based on National Education Policy- 2020

Date of Board of Studies (BoS): 18.07.2023

**Doctor Harisingh Gour Vishwavidyalaya
(A Central University)**

Sagar-Madhya Pradesh-470003

About the Department

The Department of Psychology is a crucial constituent of the School of Humanities & Social Sciences. Since its inception in 1959, it has continuously been a pioneer sheet of learning in Central India. The application of psychological principles to address human problems has acquired a new dimension with the evolving nature of the country's challenges and the World at large facing today. Given this, psychology's scientific discipline has emerged as a vital force in understanding multifaceted social reality. It has gained spectacular momentum in recent years with the expansion of the subject matter and methods of investigation. In this context, a postgraduate course aiming to inculcate knowledge and skills has become the need of the time. It demands a comprehensive curriculum for a theoretical and practical base to develop behavioural expertise. An attempt has been made to develop an effective curriculum by fine-blending theory and practice.

The principal domains of the discipline include applied social psychology, cognitive and affective psychological processes, clinical and health psychology; positive psychology; organizational behaviour; assertiveness training and other life skills; personality development, psychological measurement and testing. Besides, a focus on an understanding of psychopathologies and research methods have been given due consideration. Such knowledge and skills, apart from gaining employment in University and colleges, the students are equipped with technologies, like survey, counselling, interview, evaluation, and intervention, etc., assisting them to fit for abundant career opportunities in government, corporate, health sectors and non-governmental organizations.

Curriculum Framework based on National Education Policy-2020

The 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

Hand's on training in the recent and trending aspects of the area concern.

Programmes offered

The Department of Psychology offers two Postgraduate Programmes namely Master of Arts in Psychology and Master of Science in Psychology.

Teaching Learning Approach

Mainly this programme will transact the under given pedagogic approach-

- (1) Lecture/ Seminar format
- (2) Demonstration
- (3) Readings/written assignments and Field Projects
- (4) Group discussions/tutorial
- (5) Community visit
- (6) Project work
- (7) Field Visit/Survey/Dissertation

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 Mid semester examinations along with 75 per cent attendance in classroom processes.

Structure of the Programme

M. A./M. Sc. Semester I: Level 8

Nature of Course	Paper Code	Title of the Paper	Credits
Discipline Specific Major-1	PSY-DSM-121	Advanced Social Psychology	6
Discipline Specific Major-2	PSY-DSM-122	Cognitive Psychology	6
Multi-Disciplinary Major-1	PSY-MDM-123	Foundations of Psychological Research	6
Skill Enhancement Course (SEC)	PSY-SEC-124	Practical	4
		Total	22

M. A./M. Sc. Semester II: Level 8

Nature of Course	Course Code	Course Title	Credits
Discipline Specific Major-1	PSY-DSM-221	Applied Social Psychology	6
Discipline Specific Major-2	PSY-DSM-222	Fundamentals of Indian Psychology	6
Multi-Disciplinary Major-1	PSY-MDM-223	Research Designs & Statistics	6
Skill Enhancement Course (SEC)	PSY-SEC-224	Practical	4
		Total	22

M. A./M. Sc. Semester III: Level 9

Nature of Course	Course Code	Course Title	Credits
Discipline Specific Major-1	PSY-DSM-321	Psychopathology	6
Discipline Specific Major-2	PSY-DSM-322	Personality	6
Skill Enhancement Course (SEC)	PSY-SEC-323	Practical	4
Note: A student will have to choose only one Multi-Disciplinary Major course (MDM) from 10 courses given below. A student will have to choose either Stress Management in organizations (PSY-MDM-331) or Project Report (PSY-MDM-333).			
Multi-Disciplinary Major-1	PSY-MDM-324	Basic Organizational Processes	6
Multi-Disciplinary Major-2	PSY-MDM-325	Community Psychology	6
Multi-Disciplinary Major-3	PSY-MDM-326	Counseling Psychology	6
Multi-Disciplinary Major-4	PSY-MDM-327	Psychodiagnostics	6
Multi-Disciplinary Major-5	PSY-MDM-328	Military Psychology	6
Multi-Disciplinary Major-6	PSY-MDM-329	Psychopharmacology	6

Multi-Disciplinary Major-7	PSY-MDM-330	Psychology of Adolescence	6
Multi-Disciplinary Major-8	PSY-MDM-331	Stress Management in organizations	6
Multi-Disciplinary Major-9	PSY-MDM-332	Life Skills and Personality Development	6
Multi-Disciplinary Major-10	PSY-MDM-333	Project Report	6
		Total	22

M. A./M. Sc. Semester IV: Level 9

Nature of Course	Course Code	Course Title	Credits
Discipline Specific Major-1	PSY-DSM-421	Psychological Measurement & Testing	6
Discipline Specific Major-2	PSY-DSM-422	Clinical Intervention	6
Skill Enhancement Course (SEC)	PSY-SEC-423	Practical	4
Note: A student will have to choose only one Multi-Disciplinary Major course (MDM) from 9 courses given below. A student will have to choose either Forensic Psychology (PSY-MDM-429) or Dissertation (PSY-MDM-432).			
Multi-Disciplinary Major-1	PSY-MDM-424	Health Psychology	6
Multi-Disciplinary Major-2	PSY-MDM-425	Child and Adolescent Psychopathology	6
Multi-Disciplinary Major-3	PSY-MDM-426	Organizational Communication	6
Multi-Disciplinary Major-4	PSY-MDM-427	Cross-Cultural Psychology	6
Multi-Disciplinary Major-5	PSY-MDM-428	Environmental Psychology	6
Multi-Disciplinary Major-6	PSY-MDM-429	Forensic Psychology	6
Multi-Disciplinary Major-7	PSY-MDM-430	Psychology of Aging	6
Multi-Disciplinary Major-8	PSY-MDM-431	Applications of Indian Psychology	6
Multi-Disciplinary Major-9	PSY-MDM-432	Dissertation	6
		Total	22

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L8 Sem I	PSY-DSM-121	Advanced Social Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction: Theories and Methods in Social Psychology 18 Hours

Social Psychology: Past, Present and Future; Evolution of social Psychology in Western and Indian perspectives; Major theoretical approaches in social psychology: Learning, Cognitive, and Socio-cultural theories; Methodological issues: Scientific method: Experiments, Survey, interviews, qualitative: Discourse analysis.

Unit II: Social Cognition and Social Perception 18 Hours

The Social Self: Self-Concept; Self-esteem; Self-presentation, Self-Control, Culture and Self, the elements of social perception, Cognition: Heuristics, Schemas. Affect and Cognition; Nonverbal Communication; Attribution theories, Attribution Biases, Culture and attribution, Impression Formation and Impression Management,

Stereotypes, Prejudice, and Discrimination: Causes, Effects, and Cures – Defining the terms, *intergroup and Motivational Factors*–Fundamental Motives Between Groups, Realistic Conflict Theory, Social Identity Theory, Culture and social Identity, Motives Concerning Intergroup Dominance and Status; *Cognitive and Cultural Factors*–Social categorization, How Stereotypes Survive and Self-perpetuate; Culture and Socialization, Stereotype Content Model. Effects on the Targets of Stereotypes and prejudice: Perceiving Discrimination, Stereotype Threat Contents; Reducing Stereotypes, Prejudice and Discrimination: Intergroup Contact, The Jigsaw Classroom.

Unit III: Social Influence 18 Hours

Attitudes and Attitude Change: Attitude Formation, attitude and behavior, Theories of Attitudes change: Cognitive dissonance; Persuasion–Dual-process routes to persuasion (Elaboration-likelihood model & Heuristic- systematic model); resisting persuasion attempts- Indoctrination and Inoculation,

Conformity and Social Change: Conformity, Compliance; Obedience to Authority; Majority and minority influence and social change-Social Impact Theory

Unit IV: Group Processes 18 Hours

Fundamentals of groups-Socialization and group development, roles, norms, culture and

cohesiveness; Individuals in Groups: Social Facilitation, Social Loafing, Deindividuation; Group decision making; Conflicts: Cooperation and Competition within and between groups,

Aggression: Theories of aggression; aggression and culture, gender and individual difference; origin of aggression; Situational Influence on aggression; Media Effects; Intimate Violence-trust betrayed; Reducing Violence- multiple causes and multiple cure

Unit V: Social Relations

18 Hours

Helping Others: Defining altruism and prosocial behavior, Theoretical Perspectives on helping, Evolutionary and motivational factors, Situational influence, Personal Influence, Interpersonal Influence, Understanding the Bystander Effects, Factors that increase or decrease the tendency to help, Helping in emergency;

Inter personal Attraction and Personal relationship: Determinants of inter personal attraction; Similarity Vs Complementarity; Maintaining close relationship; Self-disclosures, Intimacy, balance of power, conflict, responses to dissatisfaction.

Essential Readings

Mayers, D. G. (2012). Exploring Social Psychology. (8th ed.). New York: McGraw Hill Companies.

Baron, R. A., & Branscombe, N. R. (2012). Social Psychology (13th ed.). United States of America: Pearson Education, Inc.

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

Suggested Readings

Kassin, S., Fein, S. & Markus, H. R. (2011). Social Psychology (8th ed.). USA: Wadsworth, Cengage Learning

Bordens, K. S., & Horowitz, I. A. (2008). Social Psychology (3rd ed.). USA: Free Load Press

Hogg, M. A. & Vaughan, G.M. (2011). Social Psychology (6th ed.). England: Pearson Educational Limited

Taylor, S. E. Peplau, L. A. & Sears, D.O. (2006). Social Psychology (12th ed.). New Jersey: Pearson Educational Inc

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L8 Sem I	PSY-DSM-122	Cognitive Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: An Introduction to Cognitive Psychology

18 Hours

The Origins of Cognitive Psychology, Emergence of Modern Cognitive Psychology, Cognitive Neuroscience, Artificial Intelligence

Unit II: Perceptual Processes

18 Hours

Visual and Auditory Recognition: Introduction, Background on visual Object Recognition, Top-down Processing and Visual Object, Recognition, Face Perception, Speech Perception,

Attention and Consciousness, Introduction, Three Kinds, of Attention Processes, Explanations for Attention, Consciousness

Unit III: Working Memory

18 Hours

Introduction, Classic Research on Working Memory (Short Term Memory), Working Memory Approach,

Long Term Memory, Introduction, Encoding in Long-Term Memory, Retrieval in Long-Term Memory, Autobiographical Memory

Unit IV: Problem Solving and Creativity

18 Hours

Introduction, Understanding the Problem,

Problem-Solving Strategies, Factors that Influence Problem Solving, Creativity,

Deductive Reasoning and Decision Making, Introduction, Deductive Reasoning,

Decision Making

Unit V: Mental Imagery and Cognitive Maps

18 Hours

Introduction, Characteristics of Mental Images, Cognitive Maps

Essential Readings

Matlin, M. W. (2009). Cognition. New Jersey, USA: John Wiley & sons.

सिंह, अरुण कुमार (2017). संज्ञानात्मक मनोविज्ञान, मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड, ISBN: 9788120821941

श्रीवास्तव, रामजी (2013). संज्ञानात्मक मनोविज्ञान, मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड, ISBN: 8120829360

सिंह, अरुण कुमार (2015). उच्चतर सामान्य मनोविज्ञान मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड. ISBN: 978-8120820821

Suggested Readings

Smith, E. E. & Kosslyn, S. M. (2014). Cognitive Psychology: Mind and Brain. Pearson Educating Limited, Edinburg Gate Harlow.

Matlin, M. W. & Farmer, T. A. (2017). Cognition. New Jersey, USA: John Wiley & sons. Pearson Educational Inc

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L8 Sem I	PSY-MDM-123	Foundations of Psychological Research	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Science and scientific Approach

18 Hours

Science and common sense, four methods of knowing

Aims of Science, Scientific Explanation and theory

Scientific Research and scientific Approach

Research, problem, Hypothesis and variables

Unit II: Sampling

18 Hours

Sampling: Definition, Probability Sampling, random variable and randomness, Non-probability Sampling, Sample size, Central Limit Theorem

Distinction between representative and random sample

Factor affecting sample mean and SD

Unit III: Designs of Research

18 Hours

Research Design, Definition, Meaning, Objectives, Variance Control

Method of Controlling Extraneous Variance, Manipulating Research Variables

Criteria of Good Research Design

Classification of Research Design

Unit IV: Statistical Inference

18 Hours

Basic Concepts: Sample and Population, Statistics and Parameter, Sampling Distribution and Statistical Inference. Standard Error and Logic of Significance Tests, Logic of Null hypothesis- Definition, 2×2 Decisions Table- Type-I and Type-II Error, Power, Ways to Increase Power, Sample Size and Power, Power and Error Variance, One-Tailed and Two-Tailed Rejection Region

Significance of Mean in large Samples

Significance of Mean in Small Samples

Unit V: Between-groups and Within-group Designs

18 Hours

Introduction to t Statistics: Hypothesis tests and measuring effect size with t Statistics

The t-test for two independent samples: Hypothesis test and effect size with independent measures t Statistics, assumptions underlying independent measures of t test

The t-test for repeated measures design: Hypothesis test and effect size for repeated measures design, use and assumptions for repeated measures t test

Essential Readings

Gravetter, W. (2013). Statistics in Behavioral Sciences. Tata McGraw-Hill.

Kerlinger, F. N. (2007). Foundations of Behavioral Research. Surjeet Publication.

सिंह, अरुण कुमार (2017). मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ, मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड, ISBN: 978-81-208-2411-9

अग्रवाल, विमल (2022). मनोविज्ञान में सांख्यिकी, साहित्य भवन पब्लिकेशन्स, ISBN: 9789351675150

Suggested Readings

Garrett, H. E. (1966). Statistics in Psychology and Education. ND: Paragon International Publishers.

Mangal, S. K. (2002). *Statistics in psychology and education*. Prentice-Hall of India.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L8 Sem I	PSY-SEC-124	Practical			4		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments in Psychology. They are expected to develop the skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypotheses, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2019) latest standard. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed.

Unit I

Attribution
Intergroup Conflict/prejudice reduction

Unit II

Impression Formation
Pro-social Behaviour

Unit III

Social Conformity
Face Perception

Unit IV

Span of Attention
Capacity/duration of STM

Unit V

Autobiographical Memory
Metacognition

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	
L8 Sem II	PSY-DSM-221	Applied Social Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Applied Social Psychology

18 Hours

Applied Social Psychology as a Science, Definitions, Salient features,
The, Global Perspectives of Applied Social Psychology,
The historical perspectives of Applied Social Psychology,
Role of Applied Social Psychology

Unit II: Intervention and Evaluation

18 Hours

Design, nature, evaluation, Examples of interventions,
Issues: Process and Ethical

Unit III: Social Psychology of Physical health

18 Hours

An introduction to Social Psychology of Physical Health
Psychological factors in stress.
Religion and Physical Health Spiritual intelligence

Unit IV: Psychology Applied to Legal Issues

18 Hours

Psychology in law, Experts as witness,
Eyewitness: Identifications and Testimony,
Factors affecting eye-witness testimony,
Introduction to the Lie Detector Test

Unit V: Applying Social Psychology to the Environment

18 Hours

Resource dilemmas, The Built environment, pro-environment behavior,
Crowding, personal space, Territoriality

Essential Readings

Kool V. K. & Agrawal, R. (2006). Applied Social Psychology – A Global Perspectives,
Atlantic Publishers, New Delhi.
Baron, B. (2005). Social Psychology, N. D., Prentice Hall.

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

Suggested Reading

Schneider, F. W., Grauman, J. A. & Coutts, L. M. (2012). Applied Social Psychology:
Understanding and Addressing Social and Practical Problems, N. D.: Sage
Publications.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L8 Sem II	PSY-DSM-222	Fundamentals of Indian Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction to Indian Psychology

18 Hours

Definitions, nature, differentiation of concepts; indigenous, Indian, transpersonal psychology, relationship between culture and psychology, emergence of indigenous and non-western perspectives to psychology; The Indian paradigm on psychological knowledge; Science and spirituality (*Avidya* and *Avidyā*) as two distinct forms of knowing in Indian Psychology

Unit II: Schools of Indian psychology

18 Hours

Major schools of Indian psychology, world views and methods of knowing in *Samkhya*, *Dvaita* and *Advaita* schools

Unit III: Self in Indian Psychology

10 Hours

The Self in Indian Psychology, Viewpoints of *Upanishads*, *Baghvatgeetha*, Buddhism and Jainism

Unit IV: Scope of Indian Psychology

18 Hours

Distinction from western psychology, Indian Perspectives on Cognition: Nature of reality; *Manas* and higher mental states; types of knowing; methods of knowing; yoga as research method

Unit V: Emotions in Indian Psychology

18 Hours

Bases of emotions, desires and detachment; types of emotions and their manifestations, theories of *Rasa* and *Bhāva*; positive states of mind; controlling anger and violence in society

Essential Readings

Rao, K. R., Paranjpe, A. C., Dalal, A. K. (2008). Handbook of Indian Psychology. New Delhi: Foundation Books.

Misra, G. & Mohanty, A. K. (2001). Perspectives on Indigenous Psychology. New Delhi: Concept Publishing Co.

शर्मा, रामनाथ एवं शर्मा, रचना (2005). भारतीय मनोविज्ञान, एटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली, ISBN:81-7156-597-2

शुक्ला, लक्ष्मी (2009). भारतीय मनोविज्ञान, ईस्टर्न बुक लिंकर्स, ISBN: 9788178541464

Suggested Readings

Mehta, M. L. (2002). Jaina Psychology: Introduction. Varanasi: Parshvanath Vidyapeeth.

Veereshwar, P. (2002). Indian Systems of Psychotherapy. Delhi: Kalpaz Publications.

Coster, G. (1998). Yoga and Western Psychology. Delhi: Motilal Banarsi Dass Publishers Pvt. Ltd.

Vrinte, J. (1996). The Quest for the Inner Man: Transpersonal Psychotherapy and Integral Sadhana. Pondicherry, India: Sri Mira Trust.

Kalupahana, D. J. (1992). The Principles of Buddhist Psychology. Delhi: Sri Satguru Publications.

Cornelissen, M., Misra, G., & Varma, S. (Eds.). (2013). *Foundations and applications of Indian psychology* (Second edition). Pearson.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L8 Sem II	PSY-MDM-223	Research Designs & Statistics	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction to Analysis of Variance

18 Hours

Basic Concepts of Research; Design and classification: Ex post facto, correlational and experimental

Introduction to ANOVA: Logic of Analysis of Variance, Notations, Formulas, Distribution of F-Ratios. Assumptions of ANOVA

Fixed Effect and Random Effect Models

Unit II: Single factor Multi-Groups Designs

18 Hours

Advantages and Scheme of Analysis

Significance of the Difference between Means Derived From Independent or Uncorrelated Measures (One Criterion of Classification)

Significance of the Difference between Means Obtained From Repeated/Correlated Measures (Two Criteria of Classification)

Unit III: Factorial Design and ANOVA

18 Hours

Definition and Advantages of Factorial Design

ANOVA for 2×2 Factorial Design: (i) For Independent Measures. (ii) For Repeated Measures

Unit IV: Non-parametric Statistics

18 Hours

Basic Assumptions of Parametric Statistics, Comparison between Parametric and Non-Parametric Statistics

Kruskal-Wallis H-Test

Chi-Square Test: for Goodness-of-Fit, For Testing Independence, Assumption and Restrictions of Chi-Square Test,

Unit V: Regression and Prediction

18 Hours

The Regression Equations, accuracy of prediction and factors affecting the interpretation of r

Partial and Multiple Correlation

Essential Readings

Gravetter, W. (2013). Statistics in Behavioral Sciences. Tata McGraw-Hill.

Kerlinger, F. N. (2007). Foundations of Behavioral Research. Surjeet Publication.

सिंह, अरुण कुमार (2017). मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ, तेरहवां पुनर्मुद्रण,
मोतीलाल बनारसीदास पब्लिकेशन प्राइवेट लिमिटेड, ISBN:978-81-208-2411-9

अग्रवाल, विमल (2022). मनोविज्ञान में सांख्यिकी, साहित्य भवन पब्लिकेशन्स, ISBN:
9789351675150

Suggested Readings

Garrett, H. E. (1966). Statistics in Psychology and Education. ND: Paragon
International Publishers.

Mangal, S. K. (2002). *Statistics in psychology and education*. Prentice-Hall of India.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L8 Sem II	PSY-SEC-224	Practical			4		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments in Psychology. They are expected to develop skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypothesis, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2019) latest standard. The students will develop an understanding to interpret the data in the light of previous studies and observations. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed.

Unit I

Stress Management
Eyewitness Memory

Unit II

Crowding/personal space
Pro-environmental Behaviour

Unit III

Spiritual Intelligence
Language Comprehension

Unit IV

Set in problem
Creativity

Unit V

Decision Making
Metamemory

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	
L9 Sem III	PSY-DSM-321	Psychopathology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Abnormal Behaviour: Causal Factors and Viewpoints 18 Hours

View about abnormal behaviour

Classification systems in psychopathology, ICD-10 and DSM-5, Disadvantages of classification

Prejudicial attitudes towards the mentally ill, Causal and risk factors of abnormal behaviour: Biological, psychological, and socio-cultural

Unit II Anxiety Disorders

18 Hours

Generalized anxiety disorder, Panic disorder

Specific phobia, Obsessive compulsive disorder

Post-traumatic Stress Disorder (PTSD)

Unit III: Somatoform and Dissociative Disorders

18 Hours

Pain disorders

Somatisation disorders

Conversion disorders

Hypochondriasis: Dissociative amnesia, Dissociative fugue, Dissociative identity

Unit IV: Mood Disorders and Suicide

18 Hours

Depression and mania

Unipolar & bipolar disorders

Eating disorder & obesity: Anorexia Nervosa, Bulimia Nervosa

Sexual dysfunctions: Sexual desire disorders, sexual arousal disorders, orgasmic disorders, sexual pain disorders.

Unit V: Schizophrenia Spectrum and Personality Disorders ***18 Hours***

Schizophrenia

Delusional disorder

Brief psychotic disorders

Personality disorders: Histrionic, narcissistic, antisocial, borderline and gender identity personality disorders.

Essential Readings

American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders: DSM-5. American Psychiatric Pub.

Barlow, D. H. & Durand, V. M. (1999). Abnormal psychology: An integrative approach (2nd Ed). Pacific Grove: Brooks/Cole.

Butcher, J.N. (2016). Abnormal Psychology. New Delhi: Pearson Education

Carson, R. C., Butcher, J. N., & Mineka, S. (2001). Abnormal psychology and modern life (11th Ed.). New York. Allyn and Bacon

Kaplan, H. J., & Sadock, B. J. (2004). Synopsis of comprehensive textbook of psychiatry (10th Ed.). Baltimore: Williams & Wilkins.

Suggested Reading

Buss. A. H. (1999). Psychopathology. New York: John Wiley.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem III	PSY-DSM-322	Personality	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction

18 Hours

Meaning of Personality: Concept and Importance of studying Personality

Important Issues in Personality Theories: Philosophical view of the person, Internal and external determinants of behaviour, Concept of self, states of awareness and concept of Unconscious, Relationship among cognition, affect and behaviour, Influence of past, present and future of behaviour

Evaluation of personality theories: Comprehensiveness, parsimony and research relevance

Unit II: Psychodynamic Theories

18 Hours

Freud's Psychoanalytic Theory of Personality: Application and evaluation of Freud's Theory

Adler, Jung, Honey and Sullivan

Recent development within Traditional psychoanalytic theory

Critical evaluations, Major contributions and limitations of theory

Unit III: Phenomenological Theories

18 Hours

Carl Rogers: View of the person, View about science, theory and research, Personality theory of Rogers: Structure, process, growth and development, Applications and evaluation,

Related points of view: Goldstein, Maslow and existentialism; Critical evaluation

Unit IV: Trait and Type Theories

18 Hours

The Trait concept, the trait theory of Allport: Kind of traits, functional autonomy, Idiographic research

The trait-type theory of Eysenck: The trait measurement and factor analysis, Basic dimensions of Personality, Psychopathology and behaviour change, evaluation

Cattell: View of science, theory of Personality

The Five Factor model

Unit V: Behavioural and Cognitive Approaches to Personality ***18 Hours***

The behavioural view of the person and the science, Pavlov and Skinner

Social Cognitive theory of Personality: Bandura and Mischel

Representation of the self: Self schema, the family of the selves and self-verification versus self enhancement

An overview of personality assessment and research

Essential Reading

Cervone, D. & Pervin, L. A. (2015) Personality: Theory and Research. Wiley.

Suggested Reading

John, O. P., Robins, R. W. & Pervin, L. A. (2008). Handbook of Personality: Theory and Research. NY: The Guilford Press.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem III	PSY-SEC-323	Practical			4		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

Objectives and Teaching Methods

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments based on psychopathology and psychology of Personality. They are expected to develop the skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypotheses, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2010) latest standard. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed.

Any SIX practical of the following:

- (1) Handedness
- (2) Neuropsychological Tests
- (3) Dichotic Listening
- (4) Minnesota Multiphasic Personality Inventory II (MMPI II)
- (5) Measurement of Anxiety
- (6) Measurement of Depression
- (7) Measurement of Phobia
- (8) Psychopathic Personality
- (9) Suicide Ideation/Intent
- (10) Pain Disorder

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	
L9 Sem III	PSY-MDM-324	Basic Organizational Processes	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction to Organizational Behaviour

18 Hours

1. Historical background, the Hawthorne studies: Serendipitous discovery, subsequent phases of Hawthorne studies, Implications of Hawthorne studies,
2. Defining organizational behaviour, the relationship to others field, the organizational behaviour approach, Management,
3. Theoretical frameworks: Cognitive framework, behaviouristic framework, social-cognitive framework, globalization, information technology, diversity.

Unit II: Organizational Context: Design and Concern

18 Hours

1. Organization theories, Organizational as open system, information processing views, contingency and ecological theories of Organization
2. Modern Organization design, horizontal Organization design, network designs, the virtual organization creating and maintaining a culture
3. Organizational reward, traditionally offered reward, recognition versus money newer types of rewards

Unit III: Organizational decision making

18 Hours

1. Decision making in organizations, the rational model, bounded rationality and intuition, common biases and errors in decision making
2. Ethics in decision making, individual differences, organizational constraints, three Ethical decision criteria, improving creativity in decision making
3. Making judgements about others, attribution Theory, common short-cuts in judging others, specific applications of short-cuts in organizations.

Unit IV: Motivation and Leadership in Organizations

18 Hours

1. Emerging challenges of organizational behaviour, early theories of motivation, hierarchy of need theory, theory X and Theory Y, Two-factor theory, McClelland theory of needs
2. Contemporary theory of motivation, self-determination theory, job engagement, goal setting theory, reinforcement theory, equity theory/organizational justice, expectancy theory
3. Leadership, the Fiedler model, other contingency theories, Leader-member exchange theory, Charismatic leadership, transformational leadership

Unit V: Organizational Communication

18 Hours

1. Decision and types of communication, downward and upward communication, Lateral communication, non-verbal communication, formal small group networks, the grapevine
2. Persuasive communication, assertive communication, automatic and controlled processing, interest level, prior knowledge, Personality, message characteristics,
3. Barriers of effective communication, filtering, selective perception, information overload, emotions language, silence, communication apprehension, Lying.

Essential Readings

Luthans, F. (2010). Organizational behaviour (12th Ed.). New York: McGraw Hill.
Robbins S. P., and Judge (2010). Organizational behaviour. New York: Prentice Hall.
Nelson L, Debra and Quick Campbell James (2008). Organizational Behavior: Foundation, Realities and Challenges: Thompson-South Western, New Delhi

Suggested Readings

Pareek, U. (2006). Understanding Organizational Behavior, Oxford University Press, New Delhi.
Katz. D and Kahn R.L. (1967) Social Psychology of Organizations- Prentice Hall

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem III	PSY-MDM-325	Community Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit 1: Introduction to Community psychology

18 Hours

Definition and perspectives; Development and practice of community psychology; Ecological levels of analysis in community psychology

Unit 2: Methods of community research

18 Hours

Aims of community psychology research: Qualitative, quantitative; integrating qualitative and quantitative methods.

Unit 3: Understanding communities

18 Hours

Individuals within environments; conceptual models of ecological context; importance of context for intervention; creating and altering settings. Nature, importance and context of community, human diversity, coping and stress in context.

Unit 4: Preventing problem behaviour and promoting social competence

18 Hours

Concepts of prevention and promotion, risk and resiliency. Implementing prevention and promotion programmes: issues and cultural diversity in programme implementation.

Unit 5: Promoting community and social change

18 Hours

Empowerment and citizen participation; multiple forms of power; empowerment practices and settings. Community and social change; community organizing techniques; elements of effective community change initiatives.

Essential Readings

- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Wadsworth, Cengage Learning: Belmont, CA, USA.
- Naidoo, A., Pillay, J., & Bowman, B. (2007). *Community psychology*. Juta and Company Ltd.
- Orford, J. (1992). *Community psychology: Theory and practice*. Wiley.

Suggested Readings

- Rappaport, J. & Seidman, E. (2000). *Handbook of community psychology*. Springer Science & Business Media.
- Rudkin, J.K. (2003). *Community psychology: Guiding principles and orienting concepts*. Prentice Hall.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem III	PSY-MDM-326	Counseling Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Counselling

18 Hours

Historical perspective. Educational, developmental, and preventive models; ethical issues in counselling.

Unit II: Counsellor and the Counselee

18 Hours

Expectations and goals; characteristics of counselee and counsellors; role and functions of the counsellors.

Unit III: Counselling approaches

18 Hours

Psychoanalytic, person-centred, existential, and cognitive-behavioural approaches

Unit IV: Counselling process

18 Hours

External conditions and preparation; structuring the counselling relationship; counselling interview and degrees of lead by the counsellor; nonverbal behaviour

Unit V: Areas of counselling

18 Hours

Educational, career, marital and gerontological; stress management oriented counselling; Counselling for terminal disease patients: cancer and HIV /AIDS.

Essential Readings

Cormier, S., & Hackney, H. (2013) Counseling strategies and interventions (8th International Edition). London: Pearson.

Erford, B. (2013) Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations (2nd Ed). London: Pearson.

- Fouad, N.A. (Ed) (2012) APA Handbook of counseling psychology. Washington: American Psychological Association
- Gelso, C. J., & Fretz, B .R. (2000). Counselling psychology (2nd Ed). KY: Cengage Learning.

Suggested Readings

- Gladding, S. T. (2014). *Counselling: A comprehensive profession*. New Delhi: Pearson Education.
- Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.) (2010). *Handbook of counselling psychology* (3rd Ed). London: Sage Publication Ltd.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem III	PSY-MDM-327	Psychodiagnostics	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Psychodiagnostics

18 Hours

Nature and scope; Process and stages of diagnostic assessment; Differential diagnosis.

Unit II: Clinical assessment

18 Hours

Definition and purpose; The art and science of interviewing, Interview and its types- intake, crisis, diagnostic interview; reliability and validity of interviews; mental status examination; case history; Behavioural assessment – Nature, objectives, and methods used.

Unit III: Assessment of intelligence

18 Hours

The Stanford-Binet Scale of intelligence – 5th ed., WAIS-IV, WISC-IV; Diagnostic utility of intelligence tests – scatter analysis and other techniques.

Unit IV: Personality assessment

18 Hours

Psychometric and projective tests; The MMPI-2, Revised Neo Personality Inventory (NEO-PI-R), the Rorschach, TAT, Sentence completion techniques.

Unit V: Neuropsychological assessment

18 Hours

Bender-Gestalt and Wechsler Memory Scale-III.

Essential Readings

Goldenberg, H. (1983). *Contemporary clinical psychology* (2nd Ed.) New York: Brooks & Cole.

Morrison, J. (2007). *Diagnosis made easier*. NY: Guilford Press.

Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). *Introduction to clinical psychology*. (5th Ed.). Upper Saddle River, N. J.: Prentice Hall.

Suggested Readings

Pridmore, S. (2000). *The psychiatric interview: A guide to history taking and mental status examination*. Amsterdam: Taylor & Francis.

Trull, T. J. & Prinstein, M.J. (2013). *Clinical Psychology* (8th Ed.). Wadsworth, Cengage Learning.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem III	PSY-MDM-328	Military Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Military psychology

18 Hours

Nature, scope, historical perspective, contemporary issues and emerging trends in military psychology.

Unit II: Selection and Training of Military Personnel

18 Hours

Assessment of psychomotor, spatial abilities, interest, aptitudes, and Personality; Training- training needs analysis, types and methods of training, evaluation and monitoring.

Unit III: Social Factors in military

18 Hours

Leadership and subordination-Conformity, compliance and obedience, maintaining interpersonal relations, group cohesion, morale and motivation.

Unit IV: Human factors in Military Organizations

18 Hours

Human errors, safety and accidents, ergonomics and system design; Vigilance, Complacency.

Unit V: Environmental factors and Health Issues

18 Hours

Effects of extreme environmental conditions and deprivation on military performance; Mental health issues in military: depression, alcoholism, substance abuse, suicide, combat stress, post-traumatic stress, coping with stress.

Essential Readings

Anastasi, A., & Urbina, S. (2003). *Psychological testing*. Prentice Hall: New Delhi.

Hall, R., & Mangelndroff, D. (1991). *Handbook of military psychology*. John Wiley: USA.

Kennedy, C.H., & Zillmer, E.A. (2006). *Military psychology: Clinical and operational applications*. Guilford: New York, USA.

Ramachandran, K. (in press). *Handbook of military psychology*. Delhi: DIPR.

Suggested Readings

Shalit, B. (1988). *The psychology of conflict and combat*. Praeger: NY.

Reuven, G., Adavid, M., & Dorff, A. (1991). *Handbook of Military Psychology*. USA, John Wiley Sons.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem III	PSY-MDM-329	Psychopharmacology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Principles of psychopharmacology ***18 Hours***

Pharmacokinetics, and pharmacodynamics.

Unit II: Types of psychoactive drugs ***18 Hours***

Classification of psychoactive drugs and their effects

Unit III: Techniques in neuropharmacology ***18 Hours***

Microdialysis, autoradiography, immunocytochemistry, and in-situ hybridization.

Unit IV: Neurotransmitters in transmission ***18 Hours***

Chemical signaling by neurotransmitters, neurotransmitter receptors and second-messengers systems.

Unit V: Techniques in behavioral pharmacology ***18 Hours***

Measures of motor activity, analgesia, fear, anxiety, reward, learning and memory.

Essential Readings

Bloom, F.E., Iverson, S.D., Roth, R.H., & Iversen, L.L. (2008). Introduction to neuropsychopharmacology. New York: Oxford university Press.
 Ettinger, R.H. (2010). Psychopharmacology. NJ: Pearson education, Inc.
 Julien, R.M., Advokat, C.D. & Comaty, J.E. (2011). A primer of drug action. New York: Worth publisher.

Suggested Readings

Mckim, W.A. & Hancock, S. (2012). Drugs and behavior: Introduction to behavioral pharmacology. Pearson.
 Meyer, J.S. & Quenzer, L.F. (2013). Psychopharmacology: Drugs, the brain and behavior. MA: Sinauer Associates, Inc.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem III	PSY-MDM-330	Psychology of Adolescence	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Puberty and adolescence

18 Hours

Concept and characteristic features; developmental tasks; myths about adolescents.

Unit II: Physical changes

18 Hours

Perception and reaction to physical changes.

Unit III: Social development

18 Hours

Achieving independence from parents; parenting; parent-peer relationship; morality: Kohlberg and Loevinger's models.

Unit IV: Personality development

18 Hours

Identity and self-esteem; search for identity, ethnic identity and self-esteem.

Unit V: Psychosocial problems of adolescence

18 Hours

Major stressors; depression, suicidal behaviour, drug abuse.

Essential Readings

Berk, L. E. (2013). *Development through the lifespan*. India: Pearson Education.

Kail, R.V. & Cavanaugh, J.C. (2007). *Human development: A life span view*. Wadsworth: Cengage

Lerner, R. M. & Steinberg, L. (2009). *Handbook of adolescent psychology*, Vols I & II. NY: John Wiley & Sons.

Suggested Readings

Santrock, J. (2011). *Adolescence* (14th Ed.) NY: McGraw-Hill Higher Education.

Shaffer, D. R. (1996). *Developmental psychology and adolescence*. California: Brooks & Cole

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem III	PSY-MDM-331	Stress Management in organizations	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Stress

18 Hours

Concept, different perspectives, and symptoms; framework of stress; Occupational stress, P-E fit model of job stress.

Unit II: Causes of occupational stress

18 Hours

Personal characteristics, organizational structure, properties of work and work setting, job roles.

Unit III: Effects of occupational stress

18 Hours

Effect on job behavior, job satisfaction, performance, absenteeism. Effects on employee's physical and psychological health.

Unit IV: Individual-centred stress management techniques

18 Hours

Cognitive, hypno-suggestive, behavioural and physical (yoga and aerobic exercises) interventions; Coping strategies.

Unit V: Organization-centred stress management interventions

18 Hours

Preventing, mitigating and moderating stress at organizational level.

Essential Readings

Matteson, M. T. & Ivancevich, J. M. (1987). Controlling work stress-Effective human resources and management strategies. San Francisco: Josey Bass
Pestonjee, D. M. (1992). Stress and coping. New Delhi: Sage Publications.
Ross, R. R. & Altmair, E. M. (1994). Interventions in occupational stress. New Delhi: Sage Publications.

Suggested Readings

Schafer, W. (2000). *Stress management* (4th Ed.). New Delhi: Cengage.
Srivastava, A. K. (1999). *Management of occupational stress: Theories and practice*. New Delhi: Gyan Publishing House.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem III	PSY-MDM-332	Life Skills and Personality Development	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction

18 Hours

Life Skills: Meaning and scope of life skills,

Managing Life skills; Communication, emotional intelligence, Problem solving, Assertiveness, coping stress, social and emotional skills

Unit II: Personality Development

18 Hours

Meaning of Personality, the markers of good personality development, the issues of personality development,

Effective Personality: Concept, indices and methods of effective personality development

Unit III: Human Communication

18 Hours

Communication: Meaning, components, importance and process of communication, Channels of communication

Verbal Communication: meaning and scope, methods to enhance verbal communication,

Non-verbal Communication: Basic components of non-verbal communication: Gesture, facial expression, posture, Importance of non-verbal communication

Unit IV: Emotional Intelligence and Human Life

18 Hours

Emotional Intelligence: Meaning, components, Models and role of emotional intelligence in human performance and functioning

Emotional intelligence and various aspects of human functioning: Health, Job

performance, coping through emotional approach

Unit V: Life Skills and Areas of Human Functioning

18 Hours

Methods of developing Life skills: Role-playing and rehearsal, Social Learning

Role of life skills in school, work place, family and community

Essential Readings

Glencoe (2010). Managing life skills. McGraw Hill USA

Life skills. (2012). NCERT Books, New Delhi

Clayton, E. & Tucker-Ladd (2004). Psychological self-help. Self Help Foundation.

Suggested Reading

Wadkar, Alka (2016). Life Skills of Success. Sage Texts

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem III	PSY-MDM-333	Project Report			6		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Objectives and Teaching Methods

Students opting for the Project Report in the third semester shall be required to submit the title and the supervisor's written consent in a stipulated period to the department's concerned office. Further, the candidate will be required to submit a proposal or a brief write-up before summer vacation. If the candidate fails to submit the supervisor's written consent and plan proposal of Project Report in the stipulated time frame, he/she will not be allowed to opt for a Project Report in the third semesters. Such students would be asked to opt for a theory paper as the alternative to the Project Report. It is expected that each student would present a paper in the conference of national/international repute and also publish one paper in peer/referred/UGC care listed journal out of the dissertation work carried out during the third and fourth semesters.

The Project Report would be dedicated to developing a detailed report of the study. This stage would be centred on planning the review of previous literature, identifying the research questions, choosing the study's objectives, describing the statements of the problem, selecting tools of the study, and deciding research design and sample for the data collection, etc. Hence, this Project Report may include one large study/experiment or several studies/experiments depending on the research's objectives and research questions. The Project Report shall be done following the Publication Manual of the American Psychological Association. The dissertation proposal may be developed to conduct laboratory research, field work, survey research, case study, or any other type of psychological research. The final Project Report shall be submitted before the commencement of the theory examination. The third semester's evaluation of the Project Report shall be done in 100 marks (60 marks + 40 marks as internal assessment). The internal component will be evaluated by the concerned supervisor/s. The end term evaluation (in 60 marks) shall be done before an external examiner through a scientific presentation followed by viva-voce.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem IV	PSY-DSM-421	Psychological Measurement & Testing	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Psychological Assessment

18 Hours

Nature and purpose

Assessment, evaluation and testing

Principle of assessment

Ethical considerations

Unit II: Construction of Psychological Tool

18 Hours

Writing test items

Rational, empirical, Factor analytic,

Item analytic approaches to test construction

Unit III: Psychometric Properties

18 Hours

Establishing reliability

Establishing validity

Development of norms

Issues and challenges

Unit IV: Applications of Psychological Tests

18 Hours

Testing and assessment in various settings-

Education

Counselling and guidance

Clinical setting

Organizational and developmental areas

Unit V: Major concerns in Testing and Measurement

18 Hours

Response bias and response set

Cross-cultural issues test equivalence and measurement bias

Test adaptation issues

Translation – back translation method and statistical methods

Essential Readings

Gregory, R. J. (2011). Psychological testing: History, principles, and applications (6th edition). New Delhi: Pearson Education.

Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.) New Delhi: Pearson Education.

Murphy, K. R. & Davidsofer, C. O. (2005). Psychological testing: Principles and applications (6th Ed.). NJ: Pearson Education.

Suggested Readings

Jackson, C. (2003). Understanding Psychological Testing. Mumbai: Jaico Pub. House.

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

Matsumoto, D. & van de Vijver, F. J. R. (2011). Cross-cultural research methods in psychology. Cambridge: Cambridge University Press.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem IV	PSY-DSM-422	Clinical Intervention	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Nature of Specific Therapeutic Variables

18 Hours

The client and the therapist, client- therapist relationship

Course of therapeutic intervention: initial contact, assessment

Goals of treatment, implementing treatment, Termination, evaluation, and follow-up

Issues in psychotherapy

Unit II: Psychoanalytic Therapy (Freudian)

18 Hours

Goals and assumptions

Steps; Therapeutic techniques-Free association, analysis of dreams, analysis of resistance

Transference and confrontation

Clarification, interpretation and working through

Unit III: Phenomenological and Humanistic Existential Psychotherapy

18 Hours

Client-centred therapy; origins, Theoretical propositions

Therapeutic process diagnosis and applications

Gestalt therapy

Existential therapy

Unit IV: Behavioural and Interpersonal Perspectives

18 Hours

Behaviour therapy: Origins and Techniques

Systematic desensitization, assertiveness training, exposure therapy

Modelling, behavioural rehearsal, contingency management, aversion therapy

Cognitive behaviour therapy- Ellis's and Beck's approach

Unit V: Psychopharmacological Therapy

18 Hours

Overview of psychopharmacological therapy

Use of neuroleptics

Use of anxiolytics, and antidepressants,

Use of mood stabilizers, and psychostimulants

Essential Readings

Corey, G. (2009). Theory and practice of counselling and psychotherapy. (8thEd).

Belmont, C.A: Brooks/Cole.

Neitzel, M.T., Bernstein, D.A. & Millich, R. (1998). Introduction to clinical psychology

(5thEd). Upper Saddle River, New Jersey: Prentice Hall.

Page, A.C. & Stritzke, W.G.K. (2006). Clinical Psychology for trainees: Foundations of science informed practice. New York: Cambridge University Press.

Planate, T.J. (2005). Contemporary clinical psychology. New Jersey: John Wiley & Sons.

Suggested Reading

Culari, S. (1998). (Ed.) Foundations of clinical psychology. New York: Allyn & Bacon.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem IV	PSY-SEC-423	Practical			4		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 60

Objectives and Teaching Methods

The major objective of this course is to give the students an opportunity to develop in themselves the skills of planning, devising, and carrying out experiments in Psychology of emotion and Clinical Psychology. They are expected to develop the skills of operationalization of variables and their control, data collection, issues in data collection, use of statistical techniques, framing hypotheses, result writing, discussion of the results and referencing according to the American Psychological Association (APA, 2010) latest standard. The lecture, demonstration, tutorials, group discussion methods of teaching will be employed. In addition, they are expected to understand how various emotions-positive and negative-can be produced empirically by the researchers in laboratory

Any SIX practical of the following:

- (1) Empathy
- (2) Measurement of Emotional Expression
- (3) Measurement of Discrete Emotions
- (4) Measurement of Cultural Variations in emotions
- (5) Verbal Descriptions of Emotions
- (6) Cognitive Behaviour Therapy (CBT)
- (7) Behaviour Modification Techniques
- (8) Free Association
- (9) Case History Taking/Mental Status Examination
- (10) Projective Tests

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	
L9 Sem IV	PSY-MDM-424	Health Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction to Health Psychology

18 Hours

Health Psychology-Nature, Scope and its interdisciplinary and socio-cultural contexts,

The relationship of health psychology with clinical psychology behavioral medicine, gender and health

Unit II: Perspectives in Health Psychology

18 Hours

Models of Health: Biopsychosocial model, Health behaviours model, self efficacy model.

Concept of *sthitya aparagyna* (Bhagvad Gita). Yoga and meditation

Unit III: Health Psychology across the Life Span

18 Hours

Health promotion and disease prevention, behavioural risk factors (e.g. drug and alcohol use

Unsafe sexual behaviour; smoking; diet and sedentary life style

Unit IV: Emotional Approach

18 Hours

Stress personality and social support as psycho-social linkages of health,

Cardio-vascular disorders, Psychology and pain

Unit V: Cognitive and Interpersonal Approaches

18 Hours

Conditions/resources promoting and maintaining health, psychological, economic and spiritual-oriented interventions.

Development of health habit and reduction of unhealthy behaviour

Essential Readings

Brannan, I. & Feist, J. (1996). Health Psychology: an introduction to behavior and health. Pacific Grove, C.A. : Brooks/Cole.

Mishra, G. (1999). Psychological Perspectives on Stress and Health. New Delhi, Concept Publication.

Suggested Reading

Marks et al. (2011). Health Psychology, N. D.: SAGE.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem IV	PSY-MDM-425	Child and Adolescent Psychopathology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction

18 Hours

Historical overview of adolescent and child psychopathology; Classification; Risk factors - child maltreatment, impulsivity, behavioural inhibition, prenatal factors, brain injury

Unit II: Symptomatic disorders

18 Hours

Enuresis, encopresis, somnambulism, tics and Tourett's syndrome.

Unit III: Externalizing disorders

18 Hours

Attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder, conduct disorder, juvenile delinquency, Alcohol & drug involvement,

Unit IV: Internalizing Behaviour Disorders

18 Hours

Anxiety disorders-obsessive-compulsive disorder, phobic reactions, separation anxiety, and selective mutism, Childhood depression.

Unit V: Other Psychological Disorders

18 Hours

Autism, schizophrenia and Eating disorders; Mental retardation and learning disabilities

Essential Readings

Beauchaine, T. P., & Hinshaw, S. P. (2013). Child and adolescent psychopathology (2nd rev. ed). N.J.: John Wiley & Sons.

Mash, E. J. & Barkley, R. A. (Eds) (2013). Child psychopathology (3rd Ed), NY: Guilford Publications Inc.

Mash, E. J. & Wolfe, D. A. (2012). Abnormal child psychology (5th Ed.). New Delhi: Cengage Learning.

Suggested Readings

Weis, R. (2013). Introduction to abnormal child and adolescent psychology. Thousand Oaks: Sage Publications, Inc.

Wicks-Nelson, R. & Allen, I. (2013). Abnormal child and adolescent psychology (8th International Ed.), London: Pearson.

Wilmhurst, L. (2014). Child and adolescent psychopathology: A Casebook. CA: Sage Publications.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem IV	PSY-MDM-426	Organizational Communication	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Conceptual framework

18 Hours

Meaning and process of communication, perspectives; direction of communication flow, communication barriers.

Unit II: External communication

18 Hours

Environmental scanning; management of external communication

Unit III: Interpersonal communication

18 Hours

Needs perspective, transactional analysis, Johari window; role of symbols, media and information technology, choosing among media; communication networks.

Unit IV: Non-verbal communication

18 Hours

Dimensions and functions of non-verbal communication; cultural differences in nonverbal communication.

Unit V: Communication for organizational effectiveness

18 Hours

Persuasion and influence, counselling, listening, orientation and feedback, conducting effective interviews, effective oral presentations.

Essential Readings

- Andrews, P. H. & Herschel, R. T. (1997). Organizational communication. (1st Ed.). New Delhi: A.I.T.B.S. Publishers.
- Fisher, D. (2003). Communication in organizations (2nd Ed.). Bombay: Jaico Books.
- Godhaber, G. M. (1990). Organizational Communication (5th Ed.). Bhubaneswar: Brown.

Suggested Readings

- Lesikar, R.V. & Pettit, J. D. (1998). Business communication: Theory and applications. (6th Ed.). Illinois: Richard D. Irwin Inc.
- Tubbs, S.L. & Moss, S. (2006). Human Communication: Principles and Contexts. (10th Ed.). McGraw Hill.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem IV	PSY-MDM-427	Cross-Cultural Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Culture and behaviour

18 Hours

Concept of culture, cultural relativity and universality, goals of cross-cultural psychology, cultural transmission.

Unit II: Methods of cross-cultural research

18 Hours

Types of cross-cultural studies, etic and emic approaches; sampling and measurement issues, biases and equivalence; back translation procedure.

Unit III: Culture and cognition

18 Hours

Major issues and theoretical positions, cultural influences on perception, categorization, learning, memory and problem solving; everyday cognition.

Unit IV: Culture and emotion

18 Hours

Basic emotions, recognition and judgment of emotions, cultural display rules, cultural construction of emotional experiences and categories

Unit V: Cultural change and adaptations

18 Hours

Approaches to the study of culture change, acculturation framework, measurement of acculturation, psychological and socio-cultural adaptations, behaviour shifts and acculturative stress

Essential Readings

Berry, J. W, Poortinga, Y.H., Breugelmans, S.M., Chasiotis, A., & Sam, D.L. (2011). Cross-cultural psychology: Research and applications. Cambridge: Cambridge University Press.

Berry, J. W. et al. (Eds.). (1997). Handbook of cross-cultural psychology (2nd ed.) (Vol. 1-3), Boston: Allyn & Bacon.

3. Keith, K. D. (2010). Cross-cultural psychology: Contemporary themes and perspectives. New York: Wiley-Blackwell

Suggested Readings

Matsumoto, D. (2001). The handbook of culture and psychology. New York: Cambridge University Press.

Matsumoto, D., & Juang, L. (2013). Culture and psychology. Belmont: Wadsworth.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem IV	PSY-MDM-428	Environmental Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction

18 Hours

Nature, scope, history and focus of environmental psychology; Scientific method; models and theories of environment behaviour relationship

Unit II: Environmental perception and cognition

18 Hours

Environmental perception; spatial cognition; environmental values and attitudes, attachment and identity; appraisal and assessment, personal space, privacy and territoriality

Unit III: Environmental stress and health

18 Hours

Environmental stress, crowding, noise and overpopulation; effects of physical environment on health

Unit IV: Weather and climate issues

18 Hours

Weather and climate, seasonality, natural and technological disasters, environmental risk perception.

Unit V: Environmental problems and solutions

18 Hours

Psychology of environmental problems; sustainability, common dilemma, solution to environmental problems, sustainable design; designing more habitable environments

Essential Readings

Bell, P., Greene, T., Fisher, J., & Baum, A. (2001). Environmental Psychology (5th ed). NY: Harcourt Brace, Inc.

Gifford, R. (2007). Environmental psychology: Principles and practice. Optimal Books.

Suggested Reading

Winter, D. D., & Koger, S. (2004). The Psychology of Environmental Problems (2nd Ed). Mahwah, NJ: Lawrence Erlbaum Associates.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem IV	PSY-MDM-429	Forensic Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction to Forensic Psychology

18 Hours

Historical overview, Functions of Forensic Psychologists, Psychology and law.

Unit II: Psychology of Crime

18 Hours

Developmental Theories and Psychobiological bases of crime, Risk Assessment & Violence Prediction, Eyewitness Testimony and Expert Testimony.

Unit III: Psychological Investigation of Crime

18 Hours

Scientific Lie Detection: Polygraph, Verbal & Non-Verbal Cues, Hypnosis and Narcoanalysis, Behavioural Analysis; Understanding the criminal Personality-antisocial Personality, psychopath & sociopath; Personality Profiling

Unit IV: Psychology of Violence

18 Hours

Workplace and domestic violence, Child Abuse, Victim Psychology

Unit V: Correctional Psychology

18 Hours

Recognizing the suffering: Rape Trauma Syndrome and Post traumatic Stress Disorder, Coping with criminal victimization, rehabilitation of victim and offender

Essential Readings

Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology. Thousand Oaks, CA: Sage Publications.

Brown, J. M., & Campbell, E. A. (Eds.) (2010). The Cambridge handbook of forensic psychology. Cambridge, England: Cambridge University Press.

- Costanzo, M. & Krauss, D. (2010). Legal and forensic psychology. New York: Worth Publishers.
- G., Hollin, C., & Bull, R. (Eds.) (2008). Forensic psychology. Chichester, England: John Wiley & Sons, Ltd.
- Huss Matthew T. (2009). Forensic psychology: Research, clinical practice, and applications. West Sussex, UK: Wiley-Blackwell.

Suggested Readings

- Joanna R. Adler, Jacqueline M Gray (Eds) (2010) Forensic psychology, N.Y.: William Publishing,
- Towl, Graham J., & Crighton, David A. (Eds) (2010) Forensic psychology, West Sussex: N.J. John Wiley & Sons Ltd.
- Weiner, Irving B. & Hess, Allen K. (Eds) (2006) Handbook of Forensic Psychology, N.J. John Wiley & Sons Ltd.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem IV	PSY-MDM-430	Psychology of Aging	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Adult development & Aging

18 Hours

Concept, Stages-characteristic features and developmental tasks, Physical & Biological changes, maintenance of physical health.

Unit II: Theoretical approaches

18 Hours

Biological theories, Erikson's Stage theory, role theory, activity vs. disengagement theories, exchange theory, continuity theory, socio-environmental theory.

Unit III: Cognition

18 Hours

Memory - changes in short and long-term memories, semantic, episodic and autobiographical memory, forgetting in adulthood, memory enhancing techniques; Intelligence-Beyond Piagetian formal operational stage, terminal drop model and disuse theory, measurement related issues, wisdom; Creativity in later life.

Unit IV: Personality and Self

18 Hours

Continuity vs. discontinuity issue, changes in self-structure, maintenance of self-esteem; Aging and mental health; Factors in positive ageing.

Unit V: Social Concerns of late adulthood

18 Hours

Retirement, living arrangement, grand-parenting, coping with bereavement, widowhood, and loneliness

Essential Readings

Birren, J. E., & Schaie, K. W. (2011). Handbook of the psychology of aging (6th Ed). London: Academic Press.

Charles, Susan T., ed. (2009). Current directions in adulthood and aging. New York: Pearson.

Erber, J. T. (2013). Aging and older adulthood (3rd ed). N.J.: Wiley-Blackwell.

Hofer, S. M., & Alwin, D. E. (2008). Handbook of cognitive aging: Interdisciplinary perspectives. London: Sage.

Suggested Readings

Schaie, K.W., & Willis, S.L., eds. (2011). Handbook of psychology of aging (7th Ed). London: Academic Press.

Stuart-Hamilton, I. (2006). The psychology of ageing: An introduction. London: Jessica Kingsley Publishers.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem IV	PSY-MDM-431	Applications of Indian Psychology	6				IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Unit I: Introduction to Indian Perspectives

18 Hours

The Eastern and Western applied Psychology, Conceptualizations of human problems, origin and development of problems. Approaches of interventions

Unit II: Consciousness and Self and Identity

18 Hours

Meaning of self, self as consciousness; states of consciousness; self as knower, as enjoyer, as doer; ego-identity and soul identity; self and society. Yoga, Dynamics of Action: Feeling and Doing (including Bhakti), Work and organizations.

Unit III: Human Emotions

18 Hours

Bases of emotions, desires and detachment; types of emotions and their manifestations, theories of rasa and bhāva; positive states of mind; controlling anger and violence in society

Unit IV: Health and Well-Being

18 Hours

Health, well being and human development, Indian approaches to health and well being, Yoga, Ayurveda, goals of life- concept of purusharthas, personality development- concept of ashramas

Unit V: Transpersonal approaches in Indian Psychology

18 Hours

Transpersonal phenomenon and consciousness- contributions of William James, Jung, Hinduism, Buddhism, Jainism in understanding transpersonal phenomenon

Essential Readings

- Rao, K. R., Paranjpe, A. C., Dalal, A. K. (2008). Handbook of Indian Psychology. New Delhi: Foundation Books.
- Misra, G. & Mohanty, A. K. (2001). Perspectives on Indigenous Psychology. New Delhi: Concept Publishing Co.

Suggested Readings

- Mehta, M. L. (2002). Jaina Psychology: Introduction. Varanasi: Parshvanath Vidyapeeth.
- Veereshwar, P. (2002). Indian Systems of Psychotherapy. Delhi: Kalpaz Publications.
- Coster, G. (1998). Yoga and Western Psychology. Delhi: Motilal Banarsi Dass Publishers Pvt. Ltd.
- Vrinte, J. (1996). The Quest for the Inner Man: Transpersonal Psychotherapy and Integral Sadhana. Pondicherry, India: Sri Mira Trust.
- Kalupahana, D. J. (1992). The Principles of Buddhist Psychology. Delhi: Sri Satguru Publications.

Level & Semester	Course Code	Title of the Course	Credits				Marks
			L	T	P	C	
L9 Sem IV	PSY-MDM-432	Dissertation			6		IA (Mid): 40 EA (End Sem): 60

Lectures/Hrs.: 90

Objectives and Teaching Methods

The major objective of this stage of dissertation is to design and collect data and prepare a write-up of the dissertation. The prepared dissertation will be evaluated by a committee constituted as per the ordinance. The dissertation shall be the executive phase of data collection, analysis of data, and preparation of detailed reports. The final report's preparation shall be done according to the Publication Manual of the American Psychological Association (APA). The final report of the dissertation shall be developed within 80-90 pages, including references and annexure. The detailed report of the dissertation work must be completed during the fourth semester. The final report of the dissertation must be submitted before the fourth semester's commencement of theory examination. The dissertation's evaluation will be done in 100 marks. The concerned supervisor will evaluate the internal component. The end term evaluation (in 60 marks) will be done by external examiners, including the literary and scientific presentation of the dissertation and the performance in the viva-voce in the open seminar.