

CENTRAL UNIVERSITY OF HARYANA

Master of Arts in Psychology (Multiple Entry/Exit)

(To be implemented from 2026-2027)

STRUCTURE OF PROGRAMME

Semester – I

Sr. No.	Course Title	Course Code	Credits
Department Major			
1	Theoretical Foundations	PSY 401 DM 40	4
2	*Applied Social Psychology	PSY 403 DM 40	4
3	Research Methodology & Statistics	PSY 405 DM 40	4
4	Practicum-I (Experiments and Profiling)	PSY 407 DM 40	4
Elective Course (MDC)			
1	MDC to be taken from other department.		4
	Total Credits		20

Semester – II

Sr. No.	Course Title	Course Code	Credits
Department Major			
1	Biopsychology	PSY 402 DM 40	4
2	*Cognitive Psychology	PSY 404 DM 40	4
3	Practicum-II (Experiments and Profiling)	PSY 406 DM 40	4
Elective Courses (DSE)			
1	Personality	PSY 402 DS 40	4
2	Motivation and Emotion	PSY 404 DS 40	
3	Indian Psychology	PSY 406 DS 40	
4	Child Psychology	PSY 408 DS 40	
5	Environmental Psychology	PSY 412 DS 40	
6	Fundamentals of Counselling Psychology	PSY 414 DS 40	
Elective Course (MDC)			
1	MDC to be taken from other department.		4
	Total Credits		20
Exit Option: The students opting to exit with “PG Diploma in Psychology” are required to complete 4 Credit Skill Enhancement Course (Summer Internship)			
*Students will be encouraged to opt for the courses on MOOCs.			

Semester-III & IV

Sr. No.	DSE	Course Code	Credits
Group 1 (Dissertation)			
	Dissertation-1	PSY 590 YRP	40

Semester--III

Sr. No.	DSE	Course Code	Credits
1	Advanced Research Methodology (to be studied by all groups)	PSY 501 DS 40	4
Group 2 (Positive Psychology)			
2	Introduction to Positive Psychology	PSY 503 DS 40	4
3	Applied Positive Psychology	PSY 505 DS 40	4
4	Indian Approaches to Positive Psychology	PSY 507 DS 40	4
5	Practicum	PSY 509 DS 40	4
Group 3 (Clinical Psychology)			
2	Psychopathology	PSY 511 DS 40	4
3	Psychodiagnostics	PSY 513 DS 40	4
4	Therapeutic Techniques	PSY 515 DS 40	4
5	Practicum	PSY 517 DS 40	4
Group 4 (Psychological Testing)			
2	Fundamentals of Psychological Testing	PSY 519 DS 40	4
3	Psychometrics	PSY 521 DS 40	4
4	Psychological Assessment of Individual Differences	PSY 523 DS 40	4
5	Practicum	PSY 525 DS 40	4
Group 5 (Industrial/Organizational Psychology)			
2	Personnel Selection and Training	PSY 527 DS 40	4
3	Organizational Behavior	PSY 529 DS 40	4
4	Mental Health at Workplace	PSY 531 DS 40	4
5	Practicum	PSY 533 DS 40	4
Group 6 (Neuro Psychology)			
2	Neurological Basis of Behavior	PSY 535 DS 40	4
3	Cognitive and Neuropsychological Development	PSY 537 DS 40	4
4	Neuro Psycho-Pathology	PSY 539 DS 40	4
5	Practicum (Neuropsychological Assessment)	PSY 541 DS 40	4
Total Credits			20

Semester-IV

Sr. No.	DSE	Course Code	Credits
Group 2 (Internship)			
1	Internship	PSY 502 IN	20

MDC offered to other departments		
Course	Code	Credits
General Psychology	PSY 110 MD 40	4
Psychology for Health and Well-Being	PSY 120 MD 40	4

Semester wise Credit Distribution

Total Credits: 80

Semester 1	Semester 2	Semester 3	Semester 4	Total credits
20	20	20	20	80

Semester I

CORE COURSE-I

THEORETICAL FOUNDATIONS OF PSYCHOLOGY

Credits: 4 (Hrs. /week: 4)

Internal Assessment: 30 Marks

Total: 100 Marks

Examination: 70 Marks

Objective

To give an overview of historical foundations of Psychology and the developments within the discipline.

Learning Outcomes

After completing the course, student will be able to understand:

- Emergence of Psychology as a discipline.*
- Historical antecedents making Psychology a science.*
- Contributions of different schools of thoughts in Psychology.*
- Various methodological issues of Psychology.*
- Various approaches used in the study of subject matter of Psychology.*
- Various systems and theories of Psychology.*

UNIT – I

Emergence of Psychology– Psychology as Science, Nature and Scope of Psychology. Schools of Psychology: Basic Tenets of Structuralism, Functionalism

UNIT – II

Classical Psychoanalysis: Freud, Adler, Jung, Sullivan, Horney.

Behaviourism and Gestalt psychology.

UNIT- III

Learning: Definition, Types, Theories: Classical, Operant and Observational

Motivation: Definition, types. Theories: Lewin, Maslow.

Emotions: Definition, Nature, types. Theories: James Lange, Cannon- Bard, Schachter- Singer.

UNIT- IV

Type Theories of Personality: Sheldon, Kretchmer. Trait theories: Allport, Eysenck, Cattell.
Eastern Models of Psychology: Vedic and Buddhist.

Suggested Readings

- Brenman, J. F. (2004). *History and Systems of Psychology* (6thEd). Delhi. Pearson Pub.
- Cornelissen, M; Mishra, G & Verma, S. (2013). *Foundations of Indian Psychology*. New Delhi; Pearson Education.
- Dalal, A.K. & Mishra, G. (2002). *New Directions in Indian Psychology: Social Psychology, Vol.1*. New Delhi, Sage Publications.
- Marx, M.H. & Hillix, W.A. (1978). *Systems and Theories in Psychology*. New Delhi: Tata McGraw-Hill. Publication Ltd.
- Schultz, D. & Schultz, S. (2000). *A History of Modern Psychology*. U.S.A.: Harcourt Brace & Co.
- Shirayev, E. (2015). *A History of Psychology- A Global Perspective*. New Delhi. SAGE Viney, W. & King, D. (1998). *History of Psychology*. Boston: Allyn and Bacon. Wolman, B.B. (1995). *Contemporary Theories and Systems in Psychology*. Delhi: Freeman.

CORE COURSE II
APPLIED SOCIAL PSYCHOLOGY

Credits: 4 (Hrs. /week: 4)

Total: 100 marks

Internal Assessment: 30 Marks

Examination: 70 marks

Objectives:

By the end of this course, students will be able to describe the nature and application of social psychology, research methods used in understanding social behavior. They will be able to describe, discuss and analyze major issues and concepts in the field of Social Psychology. They will be able to describe the ways of attitude formed and changed. They will be able to define and describe the concept and theories of prosocial behavior, aggression, interpersonal attraction and intergroup relations.

Learning Outcomes:

After completing the course, students will be able to:

- *Define Social Psychology and methods of study.*
- *Identify various processes of socialization, social perception and social influence.*
- *Describe the formation and change of attitudes.*
- *Explain the theories and dynamics of groups (roles, norms, and cohesiveness).*
- *Compare and apply various theories of aggression.*

UNIT-I

Introduction: Nature and Scope of Social Psychology

Methods: Experimental, Survey, Ethnography, and Sociometry.

Ethical Issues in Social Psychological Research.

UNIT-II

Socialization Processes: Nature, Approaches, Agencies

Social Perception: Communication, Attribution, Impression Formation and Management.

Group: Types, Dynamics and Norms. Social Identity, Crowd Behavior.

UNIT-III

Attitude: Nature, Formation, Maintenance and theories of Change (Heider and Festinger) Social

Influence: Conformity, Compliance, and Obedience.

Conflicting Behavior: Cooperation and competition; Conflict resolution strategies.

Aggression: Aggression:—Nature, Sources; and Theories- Biological, Social Learning and Cognitive. Strategies of Aggression Control.

UNIT-IV

Stereotyping, Prejudice, and Discrimination: Causes and Effects.

Helping Behavior: Altruism and Prosocial Behavior, Bystander Effect.

Application of Social Psychology: Health, Environment, Law and Personal Space.

Suggested Readings:

Baron, R. A., & Byrne, D. (2004). *Social Psychology*. Singapore: Pearson Education

Baron, R. A., & Byrne, O. R. (2006). *Social Psychology* (10th Ed.). New Delhi: Prentice-Hall of India.

Baron, R. A., Byrne, D., & Johnson, B. T. (1998). *Exploring Social Psychology*. USA: Allyn and Bacon.

Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology* (14th ed.). Boston, MA: Pearson/Allyn and Bacon.

Baumeister, R. F., & Bushman, B. J. (2016). *Social Psychology and Human Nature* (4th ed.). Belmont, CA: Thomson/Wadsworth.

Fiske, S. T., Gilbert, D. T., & Lindzey, G. (Eds.). (2010). *Handbook of Social Psychology*. (Vol. 1 & 2). John Wiley and Sons.

Myers, D. G., Sahajpal, P., & Behera, P. (2012). *Social Psychology*. New Delhi: Tata McGraw Hill.

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology*. New Jersey: Pearson Prentice Hall.

CORE COURSE III
RESEARCH METHODOLOGY AND STATISTICS

Credits: 4 (Hrs. /week: 4)

Total: 100 marks

Internal Assessment: 30 Marks

Examination: 70 marks

Objectives

This course introduces the students to the field background and understanding of the scientific foundation of Psychology. It introduces students with research methods used in psychology, applying their knowledge in research design and data analysis. It will enable the students to conduct psychological research in the professions associated with psychology.

Learning Outcomes

After completing the course student will be able to:

Demonstrate the knowledge of research approaches and findings in Psychology. Critically access information related to the study of behavior and mental processes and use the critical assessment in forming conclusions and arguments.

- Develop a set of skills that extend beyond the field of Psychology*
- Use technology for studying concepts and conducting research*
- Able to communicate their ideas in writing and speech.*

- Understand the logic and application of hypothesis testing,*
- Apply the appropriate inferential statistical technique to situations covered in class. Interpret the results of an inferential test and understand the limitations of each procedure.*

UNIT-I

Psychological Research: Nature and steps; Univariate vs. Multivariate Approach.

Types of Psychological Research: Experimental (Field and Laboratory), Ex Post-facto, Field studies, Longitudinal, Cross sectional, Cross-cultural.

UNIT-II

Research Design: Criteria and Principles, Between Groups and Within Groups Designs: Single Factor and Factorial.

Quasi-experimental designs: Non-equivalent comparison groups and Time Series; Preparing a Research Proposal (APA Style).

UNIT-III

Normal Probability Curve: Characteristics, Applications; Divergence from Normality-Skewness and Kurtosis.

Hypothesis Testing: Chi-square (Equal Probability, Normal Probability and Independence Hypotheses). z/t-test: Independent and Correlated groups.

Analysis of Variance: Basic Concepts, One way ANOVA (Separate and Repeated measures). Two Way ANOVA: (Separate groups).

UNIT-IV

Correlation: Concept, Product-Moment, Rank Difference, Biserial, Point Biserial.

Nonparametric Statistics: Importance, Sign Test, Wilcoxon Signed Ranks Test, Mann Whitney Wilcoxon U-Test and Median Test.

Suggested Readings

Coolican, H. (2004). *Research methods and Statistics in Psychology*. Hoddes Arnold. London.

Garrett, H.E. (1981). *Statistics in Psychology and Education*. Bombay: Vakils.

Guilford, J.P. (1981). *Fundamental Statistics in Psychology and Education (6th Ed.)*. New Delhi: McGraw Hill.

K. D. Baroota. (1989). *Experimental Design in Behavioural Research*. New Age International,

Heiman, G.W. (2001). *Understanding research methods and statistics: An integrated Introduction for psychology (2nd Ed.)*. Houghton Mifflin Company. Boston

Howell D.C. (1997). *Statistical Methods for Psychology (4th Ed)*. Duxbury. Pacific Grove, CA.

Kerlinger, F.N. (1973). *Foundation of Behavioural Research*. New York: Holt Rinehart and Winston.

McGuigan, F.J. (1983). *Experimental Psychology: Methods of Research (4th Ed.)*. New Jersey: Prentice Hall.

Shaughnessy, J.J. & Zechmeister, E.B. (2015). *Research Methods in Psychology*. New York: McGraw Hill.

Singh, A.K. (2019). *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Tata McGraw Hill.

CORE COURSE IV
PRACTICUM-I
(PSYCHOLOGICAL TESTING AND PROFILING)

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Learning Outcomes

At the end of this course, you should be able to:

- Know about the profile of basic experiments and instruments in Psychology.*
- Able to independently administer the instruments for testing purposes.*

Six Tests and profiling of four equipment out of the following are to be conducted during the semester. One practical and One profiling will be allotted to the candidate during examination and evaluation will be based on Practical Conduction, Report and Viva-Voce during the practical Exam.

Part-A Psychological Testing

1. Sociometry
2. Achievement Motivation
3. Aggression Scale
4. Coping Profile
5. Family Environment
6. Self-Efficacy Test
7. Social Maturity Test
8. Eysenck Personality Questionnaire
9. Social Communication Questionnaire
10. Survey
11. Interview
12. Focused group discussion

Part-B Profiling of Equipment

1. Reaction Time Apparatus
2. Perimeter

3. Metronome
4. Depth Perception Apparatus
5. MISIC
6. WAIS
7. MMPI
8. Tower of Hanoi
9. Tachistoscope
10. Sound Localisation
11. Colour Mixing Apparatus

**GENERIC ELECTIVE COURSE-I
GENERAL PSYCHOLOGY**

Credits: 4 (Hrs. /week: 4)

Total: 100 marks

Internal Assessment: 30 Marks

Examination: 70 marks

Objective

This course will introduce the students you the basic principles of human behaviour. It will further introduce students to the components that leads to the basic understanding of human behaviour.

Learning Outcomes

At the end of this course students will be able to:

- Describe the basic principles in Psychology.*
- Describe and Demonstrate the principles of Psychology in daily life.*

UNIT-I

Psychology: Nature and Scope and Schools of Psychology.

Methods of Study: Case Study, Observation, Interview and Experimental Method

UNIT-II

Sensation: Nature and Types.

Attention: Nature and Types.

Perception: Nature, Perceptual Organization and Factors affecting perception, Constancies,

Depth perception and Perceptual illusions.

UNIT-III

Learning: Definition, how do we learn: Trial and Error, Insight, Conditioning and Social Learning

Motivation: Nature, Theories: Drive Theory, Maslow's Need Hierarchy Theory Emotion: Emotional expression, and Theories of Emotions.

UNIT-IV

Thinking: Mental Imagery, Concept, Decision making and Problem solving

Intelligence: Nature, Theories: Two Factor and Group Factor Theories and Measurement of Intelligence.

Personality: Nature, Determinants and Measurement.

Suggested Readings

Baron. A. Robert (2002). *Psychology*. (5th Edition) Pearson Education. New Delhi.

Ciccarelli S.K. and White J.N. (2009). *Psychology*. (3rd Edition) Pearson Education. New Delhi.

Clifford T. Morgan, Richard King, John R. Weis, and John Schopler (1993). *Introduction to Psychology (7th Edition)*. Tata McGraw Hill Book Co. New Delhi.

Ernest R. Hillgard, Richard C. Atkinson, Rita L. Atkinson (1975). *Introduction to Psychology. (6th Edition)*, Oxford IBH publishing Co. Pvt. Ltd. New Delhi.

Gazzaniga, M. Heatherton, T. Halpern, D. & Heine Steve (2012). *Psychological Science*. WW Norton & Company. Inc. New York.

SEMESTER 2ND

**SEMESTER-II
CORE COURSE-V
BIOPSYCHOLOGY**

Credits: 4 (Hrs. /week: 4)

Total: 100 marks

Internal Assessment: 30 Marks

Examination: 70 marks

Objectives

By the end of this course, students will be able to recognize different methods of studying the brain and its structure. They will be able to recognize the structure of the human brain, how transmission of information takes place within its structures. They will be able to explain the neural organization by which the coordination in the body takes place along with the associated systems which help in making neural coordination effective and how different physiological processes such as hunger, thirst and sleep are regulated by bodily functions.

Learning Outcomes

After completing the course, students will be able to:

- Recognize various methods to study the brain, structure of neurons, and organization of the nervous system.*
- Describe various functions of neurons, synapse's, neurotransmitters, and endocrine glands.*
- Explain the mechanism involved in various physiological processes such as hunger, thirst and sleep and related disorders.*
- Apply the information of different methods to study the brain and its structure and physiological processes in understanding and managing human behavior.*

UNIT- I

Biopsychology: Nature, Scope and Approaches; Methods of study: Experimental, Ablation, Recording and Stimulating Neural Activity; Genetic Methods, Ethical Issues in Research with Animals.

UNIT-II

Cell: Structure and Functions, Neuron: Structure, Functions and Types; Supporting Cells in Nervous System: Structure and Functions of Glial Cells; Blood-Brain Barrier; Nerve Impulse: Conduction of the Action Potential; Synaptic Transmission: Structure of Synapse, Process of Synaptic Transmission, Neurotransmitters: Types and functions.

UNIT-III

Nervous System: Organization; Central Nervous System: Forebrain, Midbrain, Hindbrain, Spinal Cord; Peripheral Nervous System; Spinal and Cranial Nerves, Somatic System; Autonomic Nervous System: Sympathetic and Parasympathetic.

Psychopharmacology: Principles of Psychopharmacology; Site of Drug Action, Neurotransmitter and neuromodulators.

UNIT-IV

Endocrine Glands: Structure, Location and Functions.

Ingestive Behaviour, Disorders.

Sleep and Biological Rhythm: Physiological mechanisms, Stages and Types of sleep, sleep disorders.

Suggested Readings

Bannett, T. L. (1977). Brain and Behaviour. California: Brooks/Cole.

Carlson, N. R. (2005). Foundations of Physiological Psychology, 6th ed. Pearson Education and Dorling Kindersley (India): New Delhi.

Gazzaniga, M. S., Lvry, R. B., & Mangun, G. R. (2002). Cognitive Neuroscience: The Biology of the Mind 2nd Edition. New York; W.W. Norton & Company, Inc.

Kalat, J. N. (2001). Biological Psychology. California: Wadsworth.

Pinel, John P. J., & Stevens, J. B. (2016). Introduction to Biopsychology. 9th ed. Pearson Pearson (India): New Delhi.

CORE COURSE-VI COGNITIVE PSYCHOLOGY

Credits: 4 (Hrs. /week: 4)

Total: 100 marks

Internal Assessment: 30 Marks

Examination: 70 marks

Objectives

By the end of this course, students will be able to develop core competency in cognitive psychology. They will be able to define various cognitive phenomena and explain various models of attention, memory, and basic process of thinking, language acquisition, and problem-solving behavior. They will be able to explain how the human brain interprets and manipulates information.

Learning Outcomes

After completing the course, student will be able to:

- Define various cognitive phenomena*
- Describe different approaches to cognitive psychology.*
- Describe various models of attention and memory, basic process of thinking, language acquisition, and problem-solving behavior.*
- Evaluate the impact of research done in cognition.*

Unit-I

Cognitive Psychology: History- Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Genetic Epistemology, Scope,

Information Processing Approach, The Connectionist Approach, Evolutionary Approach, The Ecological Approach. General Points,

Methods of study- Behavioral and Physiological.

Unit-II

Perception: Nature, Gestalt approach to perception: Bottom-Up Processing, Bottom Down Processing. Direct Perception. Disruptions in perception: Visual Agnosias.

Attention: Nature, Capacity, and Information Processing. Selective Attention: Nature, Models Filter and Attenuation. Divided Attention. Pattern Recognition: Template Matching, and Feature Analysis.

UNIT-III

Memory: Nature, Methods of Study.

Types of Memory: Autobiographical Memory, Eye-Witness Memory, Mnemonics; Models of Memory: Atkinson and Shiffrin, Allen Baddeley, The Hierarchical Semantic Network Model, The Feature comparison Model, Other Network Model, The ACT Models, Connectionist Models; Levels of Processing, Parallel Distributed Processing.

Forgetting: Nature, Factors, and Theories.

UNIT-IV

Thinking: Nature; Concept Formation and Categorization.

Problem Solving: Nature and Strategies.

Language: Properties; Structure and Processes of Language Acquisition.

Reasoning: Nature and Types; Decision Making: Nature, Cognitive Illusions, Models: Utility and Descriptive Model

Suggested Readings

Benjafield, J. G. (2000). *Cognition*. Oxford University Press, Delhi.

Eysenck, M.W., and Keane, M.P (2000). *Cognitive Psychology: A student's guide*. Psychology Press.

Galotti, K. M. (2011). *Cognitive Development*. Sage Publication.

Galotti, K.M. (2000). *Cognitive Psychology in and out of the Laboratory*. Delhi: Thomson.

Goldstein, B. E. (2005). *Cognitive Psychology*. Wadsworth, London.

Kellogg, R. T. (2012). *Fundamentals of Cognitive Psychology*. Lab Angles: Sage.

Solso, R. L. (2001). *Cognitive Psychology*. Delhi: Pearson Education.

Sternberg, R. J. (2007). *Cognitive Psychology*. Delhi: Thomson.

Sternberg, R. J., & Sternberg, K. (2011). *Cognitive Psychology*. 8th Edition. Wadsworth Publishing Co Inc; International edition.

Thomas, A. M. & Matlin, M. W. (2019). *Cognition (10th Ed.)*. New York: Wiley.

**CORE COURSE-VII
PRACTICUM-II
(EXPERIMENTS AND PSYCHOLOGICAL TESTING)**

Credits: 4 (Hrs. /week: 4)

Total: 100 marks

Internal Assessment: 30 Marks

Examination: 70 marks

Objectives

By the end of this course, students will be able to acquire skills in various experiments. To acquaint students with the profiling of various experimental instruments. Further, to enable students in applying those skills and information in conducting experiments.

Learning Outcomes

After completing the course, student will be able to:

- *Conduct the various experiments to verify the psychological theories.*
- *Prepare profile of the experimental Equipment.*

Seven Experiments and profiling of three equipment out of the following are to be conducted during the semester. One practical and One profiling will be allotted to the candidate during examination and evaluation will be based on Practical Conduction, Report and Viva-Voce during the practical Exam.

Part-A Experiment

1. Transfer of Training
2. Long Term Memory (LTM)
3. Zeigarnik Effect
4. Forgetting.
5. Stroop Test.
6. Bender Visual Motor Gestalt Test
7. Colour Perception Test
8. Seguin Form Board Test
9. Problem Solving
10. Imagery

Part-B Psychological Testing

1. Bhatia Battery Test
2. Study of Emotions (Facial Expression)
3. 16 PF
4. Test of Cognitive Ability
5. Creativity

DCEC 01

PERSONALITY

Credits: 4 (Hrs. /week: 4)

Total: 100 marks

Internal Assessment: 30 Marks

Examination: 70 marks

Objectives

By the end of this course, students will be able to define and describe various aspects of personality. They will be able to identify various factors affecting personality. They will be able to conduct personality profiling and techniques to assess an individual's personality. They will be able to compare and contrast various theories of personality.

Learning Outcomes:

After completing the course, student will be able to:

- Identify various aspects of personality.*
- Describe and predict personality assessment profile.*
- Compare and contrast various theories of personality.*
- Administer different personality assessment techniques.*

UNIT- I

Introduction: Nature, Conceptual History; Basic Assumptions about Human Nature; Genetic and Environmental Determinants of Personality.

Type Theories: Galen's Theory, Personality Typology (Sheldon and Kretschmer), and Triguna and Tridosha.

UNIT- II

Approaches to Study Personality: Psychoanalytic, Individual, Analytic, Cognitive, Social Learning, and Humanistic (Rogers & Maslow). Theories of the Self in Indian Thoughts.

UNIT-III

Trait Theories: Allport's Theory, Cattell's Theory; Basic Concepts, Identification of Temperament, Ability, and Dynamic traits.

Eysenckian Model: Structure, Physiological Basis and Behavioural Correlates.

Emergence and Structure of Five Factor, Alternative Five Factor and HEXACO Models of Personality.

UNIT-IV

Assessment of Personality: Questionnaire and Self Report (16 PF, EPQ-R, Neo-PI-R).
Projective Techniques: Rorschach, TAT, SIS, Rotter's Incomplete Sentences Blank.

Suggested Readings

Boyle, G. J., Matthews, G., & Saklofske, D. H. (Eds.). (2008). *The SAGE handbook of personality theory and assessment, (Vol. 1&2) Personality theories and models*. Sage Publications, Inc.

Cattell, R. B., & Kline, P. E. (1977). *The scientific analysis of personality and motivation*. Academic Press.

Eysenck, H. J. (1981). *Model for personality*. New York: Springer-Verlag. Page 23 of 52

Eysenck, H. J., & Eysenck, M. W. (1985). *Personality and Individual Differences: A Natural Science Approach*. Plenum Press- New York and London

Hall G. S., & Lindzey, G. (2007). *Theories of Personality (4Ed.)* New Delhi: Wiley Eastern.

Hjelle, L. L., & Ziegler, D. J. (1992). *Personality theories: Basic assumptions, research, and applications* (3rd Ed.). McGraw-Hill Book Company.

John, O. P., Robins, R. W., & Pervin, L. A. (2008). *HB of Personality: Theory and Research (3rd Ed.)*. NY: Oxford Press.

Larsen, R. J., & Buss, D. M. (2011). *Personality Psychology: Domains of Knowledge about Human Nature*. New Delhi: Tata McGraw-Hill.

Rao, K. R. & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Springer Nature.

Pervin, L. A. (1978). *Personality Theory Assessment and Research*. New York: John Wiley

Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). *HB of Indian Psychology*. Delhi: Foundation Sons.

Verma, N. & Singh, U. (2019). *Personality Assessment Objective Analytic Test Approach*. Index International. ISBN- 978-8193618523.

DCEC 02

MOTIVATION & EMOTION

Credits: 4 (Hrs. /Week: 4)

Total: 100 Marks

Internal Assessment: 30 Marks

Examination: 70 Marks

Objectives:

By the end of this course, students will be able to acquaint themselves with various aspects of motivation and emotions. Enable students to gain meaning, nature, and various components. Enable students to identify different techniques of measuring motivation. Facilitate students to understand various theories related to motivation and emotion.

Learning Outcomes:

After completing the course, students will be able to:

- Identify the meaning and various components of motivation and emotion.
- Describe the nature of motivation and emotion.
- Compare and contrast various theories related to motivation and emotion.
- Apply various theories into day-to-day life.

UNIT-I

Motivation: Meaning and Nature. Basic Concepts, Biological Basis of Motivation. Types of Motives: Biological, Psychological and Social.
Measurement of Motives: Projective Technique, Questionnaire Method, Situational Tests, Analysis of Historical Events.

UNIT-II

Theories of Motivation: Instinct Theories, Drive Theory, Incentive Theories, Opponent Process Theory, Optical-Level Theory, Need Hierarchy Theories, Vector Valence Theory

UNIT-III

Emotions: Nature, Characteristics, Types, Functions

Biological Basis of Emotions, Facial Feedback Hypothesis, Emotional Stroop, Measurement of Human Emotions.

UNIT-IV

Theories of Emotions: James-Lange's Theory, Cannon-Bard's Theory, Schachter-Singer, Lazarus Theory of Emotion, Lindzey Activation Theory, Papez-Maclean, Affective Events Theory.

Suggested Readings:

- Borod, J. (Ed.) (2000). *The neuropsychology of emotions*. Oxford: Oxford University Press.
- Campbell, J. B., Hall, C. S., & Lindzey, G. (2007). *Theories of Personality*. 4th Ed. Wiley: India
- Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
- Ekman, P. E., & Davidson, R. J. (1994). *The nature of emotion: Fundamental questions*. Oxford University Press.
- Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.
- Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers
- Salovey, P. E., & Sluyter, D. J. (1997). *Emotional development and emotional intelligence: Educational implications*. Basic Books.
- Weiner, B. (2012). *Human Motivation*. 2nd Ed. Springer.

DCEC 03
Indian Psychology

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objectives

By the end of this course, students will be able to acquaint themselves with knowledge, nature and applicability of Indian Psychology and the importance of Indian Mythology in the field of psychology. To develop understanding of Psychological Perspectives of Indian Psychology. To help students understand Personality, Self, Motivation and Emotion in Indian perspective. To enable them to understand the role of Indian Psychology in the field of Mental Health, Education and Social Conflicts.

Learning Outcomes

After completing the course, student will be able to:

- *Elaborate the contribution of Indian knowledge systems in generating a comprehensive system of psychology.*
- *Compare and contrast various systems of philosophy in India.*
- *Describe core psychological concepts available in the Indian traditions.*
- *Demonstrate the inherent holism in Indian thought – a view of the person as a biopsychosocial-spiritual entity.*
- *To understand the process of self and personality from a developmental perspective and its involvement in health and healing.*

UNIT-I

The Core and context of Indian Psychology. The Indian paradigm on psychological knowledge. Science and Spirituality: Avidya and Vidya.

UNIT-II

Introduction to Indian Perspectives: Samkhya, Upanishads, Bhagavad Gita, Vedanta, Jainism, Buddhism, Charvak.

Differences between Indian and Western Psychology: Human Nature, Life and Death and the Goals and Values of Life (Purushartha).

UNIT-III

Self-Development in Indian Psychology: Development of Self, Emotions, and Motivation.

Karma Theory: Concept of Karma Yoga, Regulation of Behavior and its Applications.

UNIT-IV

Applications of Indian Psychology: Management of Mental Health, Resolution of Social Conflicts, Yoga, Meditations and other Indigenous systems.

Suggested Readings

- Bhawuk, D. (2011). *Spirituality and Indian Psychology: Lessons from the Bhagavad Gita*. New Delhi: Springer.
- Cornelissen, M., R.M., Mishra, G., & Verma, S. (2014). *Foundations and applications of Indian psychology*. Indian: Pearson.
- Guba, E. G. (1990). *The alternative paradigm dialog*. In E.G. Guba (Ed.), *The Paradigm Dialog*, pp. 17-30, New Delhi: Sage.
- Heehs, P. (Ed.) (2002). *Indian Religions: The spiritual traditions of South Asia*. Delhi: Permanent Black.
- Kumar, N. (2023). *Mental Health and Well-being. An Indian Psychology Perspective*. Routledge.
- Perry, C. (1985). Ajaya, Swami. Psychotherapy East and West: A Unifying Paradigm. Honesdale, Pennsylvania, The Himalayan International Institute. *Journal of Analytical Psychology*, 30(2), 216-217.
- Rao, K. R., Paranjpe, A.C., & Dalal, A. K. (2008). *Handbook of Indian Psychology*. New Delhi: Foundation Book
- Smith, H. (1994). *The illustrated world's religions: A guide to our wisdom traditions* (p. 256). San Francisco: Harper San Francisco.

DCEC 04 CHILD PSYCHOLOGY

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objectives:

By the end of this course, students will be able to understand various aspects of child psychology, will also learn about various models and theories associated with child development. To enable them to understand about various developmental stages of a child and also to identify the different methods to study a child's behavior.

Learning Outcomes:

After completing the course, students will be able to:

- Distinguish different stages of child development.*
- Describe different research methods to study a child's behaviour.*
- Explain and predict a child's behaviour in day-to-day life.*

UNIT-I

Child Psychology: Nature and Scope, Basic Issues in study of Child Development: Nature vs Nurture, Continuous vs Discontinuous Development. Theories: Psychoanalytic Perspective, Behaviorism and Social Learning Theory, Piaget's Cognitive Development Theory, Vygotsky's Sociocultural Theory.

Methods of study: Case Study, Interview, Observation , Longitudinal, and Crosssectional, Neurobiological.

UNIT-II

Prenatal Development: How life begins, Birth Process, Major periods in Prenatal Development, Prenatal Environmental Influences, Maternal Factors.

Postnatal Development: Adjustment to Postnatal Life, Complications, and Postpartum Period.

UNIT-III

Physical Growth: Course of Physical Growth, Development of Brain, Factors affecting Physical Growth.

Motor Development: Development in Early and Middle Childhood, Hormonal Influences, Sex Differences in Motor Development and Perceptual

UNIT-IV

Language Development: Components of Language, Phonological Development, Semantic Development, Grammatical Development, Pragmatic Development, Development of Metalinguistic Awareness.

Cognitive Development: An Information Processing Perspective: General Model of Information Processing, Developmental Theories of Information Processing.

Suggested Readings:

Berk, L. E. (2017). *Child Development*. 9th Ed. Pearson, India

Demon, W. and Lerner, R. M. (2008). *Child and Adolescent Development*. Wiley. Hoboken, New Jersey.

Feldman, R. S., & Babu, N. (2020) *Development Across The Life Span (8th Ed.)* Pearson Education India.

Hurlock, EB (2004): *Developmental Psychology: A Life span Approach* (5th Ed.) Tata McGraw- Hill publishing Co. Ltd, New Delhi

Sandrock, J.W. (2017). *Life-Span Development*. 13th Ed. Mc-Graw Hill, India.

Sandrock, J.W. (2017). *Child Development*. 13th Ed. Mc-Graw Hill, India.

DCEC 05
ENVIRONMENTAL PSYCHOLOGY

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objectives:

- *By the end of this course, students will be able to provide acquaintance with the contribution of psychology in understanding people's responses to environmental problems. It will enable students to understand the psychological and social consequences of environmental stress. To acquaint students and to have the understanding of the environmental influences on human behaviour and well-being. At the end, students will be able to understand how pro environment behaviour is needed to reduce the ill effects of environmental quality.*

Learning Outcomes:

After completing the course, students will be able to:

- *Describe the psychological and social consequences of environmental Stress.*
- *Explain the human-environment transaction, and possibility of behavioral intervention strategies to minimize the adverse effects.*
- *Have an understanding of the change in behavior.*
- *Apply the techniques of pro-environment behaviour which is highly needed to reduce the ill effects of environmental quality.*
- *Identify the environmental issues in developing countries.*

Unit-I

Environmental Psychology: History and Scope. Research Methods of Environmental Psychology: Laboratory Experiments, Field Studies, Case Studies. Questionnaires, and Computer Simulation. Environmental Risks; Meaning, Subjective Risk Judgements, Risk, Values and Morality, Emotional Reactions to Environmental Risks.

Environmental Stress; Introduction, Conceptualisation of Stress, Effects, Noise, Crowding, Poor housing quality, Poor neighbourhood quality, Traffic congestion

Unit-II

Understanding Environmental Behaviour: Meaning, Impact, Measurement, Multi- and Unidimensional Conceptualisation of Environmental Behaviour. Affective and Symbolic aspects of Environmental Behaviour.

Models to explain environmental behaviour: Theory of Planned Behaviour, The Norm Activation Model, The Value–Belief–Norm Theory of Environmentalism, Goal Framing Theory.

Unit-III

Promoting Pro-environmental Behaviour; Values: Value Theories: Social value orientations, Schwartz's value theory, Emergence of biospheric values, Values and Environmental Behaviour, Related Concepts. Social norms: Meaning, Social Norms and Pro – environmental Behavior.

Informational strategies to promote pro-environmental behaviour: Changing knowledge, awareness and attitudes, Interventions, Informational Strategies: Provision of information, Goal setting, Commitment, Prompting.

Unit-IV

Processes of Change: Lewin's Field Theory, Lewin's theory of change. Behaviour Change: A Self-Regulation Process Steered by Feedback Loops, Role of self-focus, Resistance to Change, The Stage Model of Self-Regulated Behaviour Change

Environmental issues in developing countries: Predicting Behaviour and Behaviour Change, Waste control behaviour, Water use, Energy consumption, Transportation. Environmental Concern and Public Health Problems: Environmental concern, Health, poverty and the environment, Living Environments, Slums and public housing, Public spaces in developing countries, Rural communities.

Suggested Readings:

- Bechtel, R. B., & Churchman, A. (Eds.). (2003). *Handbook of environmental psychology*. John Wiley & Sons.
- Clayton, S. D. (Ed.). (2012). *The Oxford handbook of environmental and conservation psychology*. Oxford University Press.
- Koger, S. M. (2011). *The psychology of environmental problems: Psychology for sustainability*. Psychology press.
- Oliver, K. (2002). *Psychology in practice: Environment*. Hodder & Stoughton Educational.
- Steg, L., Van den Berg, A. E., & De Groot, J. I. (2019). *Environmental Psychology: An introduction*. John Wiley & Sons.

DCEC 06
Fundamentals of Counselling Psychology

Credits: 4 (Hrs/week: 4)
Total: 100 marks

Internal Assessment: 30 marks
Examination: 70 marks

Objectives

To make students aware about basic concepts, processes, and techniques of Counseling. Acquaint the students about different counseling processes in different areas like career, family, mental health and in international relationships etc. Further, familiarize the students about different assessment methods and techniques in counselling.

Learning outcomes

After the completion of course student will be able to:

- *To develop an understanding of basic concepts, processes, and techniques of Counseling.*
- *Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.*
- *Learn several assessment techniques of guidance and counseling. Apply psychometric tests.*
- *Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).*
- *Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.*
- *Helping clients having mild concerns in life; for instance, acting as peer counsellors in the college/community.*

UNIT-I

Introduction: Nature and Goals; Counselling as a profession: Professional Ethics (Latest Version Of American Counselling Association –ACA, 2024); The Effective Counsellor: Personality Characteristics; Status of Counselling Psychology in India.

UNIT-II

Therapeutic Process: Building Therapeutic Relationships; Working in a Therapeutic Relationship.

Assessment in Counseling: Interview, Observation, Autobiography.

Psychological Test: Neo FFI, EPQ-R, Projective techniques: Inkblot tests, TAT, CAT, Sentence Completion Tests.

UNIT-III

Counselling skills and techniques- Active listening, use of minimal responses, use of reflection, dealing with resistance and transference, Termination of the Process.

Techniques of Counselling: Psychoanalytic Techniques; Humanistic Techniques; Behavioral Techniques; Cognitive Techniques; Indian Techniques: Yoga and Meditation.

UNIT-IV

Career Development Theories: Trait-and-Factor theory, Developmental Theories, Social Cognitive Career Theory (SCCT).

Multicultural Counselling: Difficulties and issues, Marriage, Couple, family and Group Counselling.

Applications: Child Counselling; Career Counselling. Crisis Intervention: Suicide, Grief, and Sexual Abuse

Reference books

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.

Ed.). New York: Pearson.

Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E.M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.)

Gibson, R. L., Mitchell, M. H. (2015). *Introduction to Counselling and Guidance* (7th Ed). Pearson, New Delhi.

Gladding, S. T. & Batra, P. (2018). *Counselling: A Comprehensive Profession*. (8th Ed). Pearson, New Delhi.

Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds). *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Hillman, J.L (2002). *Crisis Intervention and Trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.

James, R. K. (2008). *Crisis Intervention Strategies* (6th Ed.). Australia. Thomson Brooks/Cole.

Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi, Pearson. New Delhi: Sage.

Rangnathan, N., & Wadhwa, T. (2024). *Guidance and Counselling in Schools: Theory and Practice*. Routledge.

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: *Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson.

S.N. & Sahajpal, P. (2013). *Counselling and Guidance*. New Delhi: Tata McGraw Hill.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills* (3rd Ed). New Delhi: Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Boston: Brooks/ Cole Cengage Learning.

Udapa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

Ziomek-Daigle, J. (2018). *Counseling children and adolescents: Working in school and Mental Health Settings*, New Delhi: Routledge.

GEC 02

PSYCHOLOGY IN EVERYDAY LIFE

Credits: 4 (Hrs. /week: 4)

Total: 100 Marks

Internal Assessment: 30 Marks

Examination: 70 Marks

Objectives

By the end of this course, students will be able to gain the knowledge and to get them acquainted with the applications of basic concepts in different fields of psychology. To enable students, identify different methods to study psychology, to explore oneself, personality, and Intelligence. Further to make students understand how attitude is formed and how it can be altered in a time of need. To gain the science of influencing. Enabling students to know about the science of abnormal behaviour, its definition and Disorders as per the diagnostic manual.

Learning Outcomes

After completing the course, students will be able to:

- *Understand & apply psychology in daily life.*
- *Describe various components of human behaviour.*
- *Apply the knowledge of self, attitude change and social influence to manage one's own and other's behaviour.*
- *Identify the Abnormal behaviour, stress and related health problems.*

UNIT-I

Psychology: Nature, Scope and Applications

Methods of Study: Experimental, Interview, Cross-Cultural, Observation; and Case Study

UNIT-II

Knowing I & Me, Real-Self, Self-Concept, Self-Esteem; and Self-Efficacy.

Personality: Nature, Development and Assessment.

Intelligence: Nature, Theories and Measurement.

UNIT-III

Social Group: Nature, Types and Norms.

Attitude: Formation, Functions and Change of Attitude

Social Influence: Conformity, Compliance and Obedience; Helping Behaviour- Altruism and Prosocial Behaviour

UNIT-IV

Abnormality: Meaning, Nature, Criteria.

Mental Disorders: Symptoms and Causes of Anxiety, Mood, Psychosomatic, and eating disorders, Personality Disorders, Substance use disorders.s

Suggested Readings

Baron, R.A. & Byrne, D. (2004). *Social Psychology*. Singapore: Pearson Education

Carson, R.C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). *Abnormal Psychology* (13). Ed. Pearson Education. New Delhi, India.

Heatherton, T., Halpern, D., & Heine S. (2012). *Psychological Science*. WW Norton & Company. Inc. New York.

Larsen, R.J. & Buss, D.M. (2011). *Personality Psychology: Domains of Knowledge about Human Nature*. New Delhi: Tata McGraw-Hill.

SEMESTER 3rd

Core Course VII
ADVANCE RESEARCH METHODOLOGY

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective:

This course will introduce the student to some basic concepts of research and its methodologies. It will introduce the student with advancements in the domain of Research Methodology.

Learning Outcomes:

After completing the course, the student will be able to:

- 1. Demonstrate the knowledge of research approaches and findings in Psychology.*
- 2. Critically access information related to the study of behavior and mental processes and use critical assessment in forming conclusions and arguments.*
- 3. Use technology for studying concepts and conducting research.*

UNIT-I

Psychological Research: Meaning, Characteristics and Process.

Operationalization of Variables. Data Collection Techniques.

Sampling: Meaning, Need, Fundamentals, Types (Methods of Probability and Non-Probability).

UNIT-II

Partial Correlation (first order), Multiple Correlation (three variables).

Regression Prediction (bivariate); Multiple Regression (three variables)

UNIT-III

Multivariate Analyses: Factor Analysis, Cluster Analysis, Canonical Correlation,

Discriminant Function Analysis, Multidimensional Scaling.

Flowchart of SPSS (Descriptive Statistics, t-tests, Pearson Correlation, Regression).

UNIT-IV

Quantitative v/s Qualitative Research-Nature, Methods-Grounded Theory, Ethnography, In Depth Interview and Focused Group Discussion.

Analysis- Thematic Analysis, Narrative Analysis, Conversation Analysis and Content Analysis.

Suggested Books:

Hair, J.F., Anderson, R.E., Tatham, R.L., & Black, W.C. (1995). *Multivariate Data Analysis*. Jersey: Prentice-Hall.

Kerlinger, F. N. (1966): *Foundations of Behavioural Research*. (Third Edition). Bangalore: Prism Books Pvt. Ltd.

Nunnally, J. (1978). *Psychometrics Theory (2nd Ed.)*. New York: McGraw Hill.

Singh A.K (1996). *Testes, Measurement, and Research Methods in Behavioral Science*.

Patna: Bharathi Bhavan.

Shaughnessy, J.J. Zechmeister E.B., and Zechmeister, J.S. (2000). *Research Method in Psychology*. New York: McGraw Hill.

Smith, J.A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. New Delhi: Sage.

POSITIVE PSYCHOLOGY

Foundations of Positive Psychology

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective:

To introduce students to the key concepts, research, and applications of Positive Psychology, focusing on strengths, wellbeing, mindset, and human flourishing.

Learning Outcomes:

By the end of the course, students will be able to:

- Understand the key concepts, history, and goals of positive psychology.
- Apply research methods and ethical principles relevant to the field.
- Identify and assess core character strengths and their role in wellbeing.
- Examine the impact of mindset, grit, and self-compassion on personal development.
- Apply positive psychology principles to improve individual and community wellbeing.

Unit I

Introduction: Meaning, definitions, assumptions and goals. Historical perspective. Concept of happiness and wellbeing. Positive psychology and other areas of psychology.

Unit II

Research in Psychology: Meaning and goals. Research methods in positive psychology. Assessment in positive psychology. Ethical guidelines in research.

Unit III

Virtues and character strengths. Measurement of strengths: VIA classification of strengths and virtues, Clifton's strengths finder. Interpersonal strengths and wellbeing: gratitude, kindness, compassion and altruism, and empathy.

Unit IV

Mindset: Fixed, growth and multicultural, fixed versus growth mindset, multicultural/global mindset. Grit and determination. Self-Compassion. Self-Forgiveness.

Suggested Books:

- Baumgardner, S. R. & Crothers, M. K. (2014). *Positive Psychology*. Pearson Education.
- Goleman, D. (2006). *Emotional Intelligence*. Bantam Books.
- Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press.
- Seligman M.E. Csikszentmihalyi, M. (2014). *Positive Psychology: An Introduction*. Springer.
- Snyder, C. R. & Lopez S.J. (2009). *Oxford Handbook of Positive Psychology*. Oxford University Press.
- Wong, P. T. P. (2011). *Positive psychology 2.0: Towards a balanced interactive model of the good life*. Canadian Psychology.

Applied Positive Psychology

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective:

To equip students with practical knowledge and tools from Positive Psychology to enhance wellbeing, resilience, and positive functioning across life domains including education, therapy, and the workplace.

Learning Outcomes:

By the end of the course, students will be able to:

- Understand the application of positive emotions, traits, and evidence-based interventions for enhancing wellbeing.
- Apply concepts and techniques related to optimism, hope, mindfulness, and flow in real-life settings.
- Explore and implement strategies to foster resilience, meaning, prosocial behavior, and social support.
- Evaluate the role of positive psychology in education, workplace environments, and therapeutic practices.

Unit I

Introduction. Emotions: Positive emotions and wellbeing. Positive traits. Cultivating positive emotions. Interventions to promote positive emotions and happiness.

Unit II

Concepts and interventions of optimism and hope. Psychology of mindfulness and flow: Interventions for cultivating. Strength based interventions. Successful aging.

Unit III

Understanding and building resilience. Posttraumatic growth: Theories and interventions. Concepts of meaning and purpose in life; Interventions.

Theories and benefits of kindness and prosocial behavior; Interventions. Importance of social support and network; Interventions.

Unit IV

Approaches to positive education: Positive classroom practices and activities. Positive psychology and workplace. Positive Psychology and the practice of counseling and psychotherapy. Positive psychology models of therapy.

Suggested Books:

Kern, M. L., & Wehmeyer, M. L. (Eds.). (2021). *The Palgrave handbook of positive education*. Palgrave Macmillan.

Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2019). *Positive psychology: The scientific and practical explorations of human strengths* (4th ed.). Sage.

Magyar-Moe, J. L. (2009). *Therapist's guide to positive psychological interventions*. Elsevier.

Parks, A. C., & Schueller, S. M. (Eds.). (2014). *Handbook of positive psychology interventions*. Wiley Blackwell.

Peterson, C. (2006). *A primer in positive psychology*. Cambridge University Press.

Proctor, C. (2017). *Positive psychology interventions in practice*. Springer.

Ruini, C. (2017). *Positive psychology in the clinical domains*. Springer.

Indian Perspective to Positive Psychology

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective:

To explore the concepts of Positive Psychology through Indian philosophical, cultural, and spiritual frameworks, highlighting indigenous approaches to wellbeing, self-realization, and human flourishing.

Learning Outcomes:

By the end of the course, students will be able to:

- Compare Western and Indian perspectives on psychology and wellbeing.
- Understand key Indian philosophical concepts such as Sakshi Bhava, Sthita Prajna, Dharma, and the middle path.
- Explore the role of spiritual and yogic practices in cultivating virtues and enhancing wellbeing.
- Analyze how Indian cultural values shape the understanding and application of positive psychology.

Unit I

Introduction. Western and eastern perspectives. Distinction between western and Indian psychological perspectives. Implications of culture for positive psychology.

Unit II

Positive psychology and Indian psychological perspectives. Concerns and approaches: Shared and different. The ideas of pleasure and pain. Sakshi Bhava: Stance of a witness.

Unit III

Key themes and ideas from the Indian perspective. The multilayered structure of human existence. Pursuing the middle path. Pursuit of Sthita Prajna. Attaining an inclusive vision. The pursuit of Dharma and human flourishing.

Unit IV

Religious and spiritual Practices for enhancing wellbeing: Yoga and wellbeing. Self-Mastery. Development of virtues. Vipasana Meditation. Pranayama. Gunas and svabhav.

Chaudhary, N., Misra, G., Bansal, P., Valsiner, J., & Singh, T. (2022). Making sense of culture for the psychological sciences. *Review of General Psychology*, January 20, 2022.

Gergen, K. J., Gulerce, A., Lock, A., & Misra, G. (1996). Psychological science in cultural context. *American Psychologist*, 51(6), 496–503.

Misra, G., & Misra, I. (2022). Positive psychology in South Asia. In E. C. Chang, C. Downey, H. Yang, I. Zettler, & M. Muyan-Yýlýk (Eds.), *The international handbook of positive psychology*. Springer.

Paranjpe, A. C., & Misra, G. (2012). Psychology in pre modern India. In R. W. Rieber (Ed.), *Encyclopedia of the history of psychological theories* (Part 16, pp. 592–908). Springer.

Rao, R. (1962). *Development of psychological thought in India*. Kavyalaya.

Safaya, R. (1975). *Indian psychology*. Munshiram Manoharlal Publishers.

Practicum (Positive Psychology)

Credits: 4 (Hrs./week:)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective

This course will enable students to understand and apply the general concepts of positive psychology through experiments & psychological tests.

Learning Outcomes

At the end of this course, the student should be able to:

- Access the abilities of participants.
- prove the theories that exist.
- To write the report of testing /experiment.

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

Psychological tests

1. Character Strengths Assessment
2. Meaning In life Scale
3. Quality of Life Scale
4. Subjective Well Being Scale
5. Psychological Wellbeing Scale
6. Positive and negative Affect Scale
7. Measurement of Flow
8. Happiness Scale
9. PsyCAP Scale
10. Resilience Scale
11. Optimism Scale
12. Posttraumatic Growth Scale
13. Learnt Helpless Test
14. Religiosity Scale
15. Emotional Intelligence Test
16. Forgiveness Scale
17. Perceived Social Support

CLINICAL PSYCHOLOGY

Psychopathology

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective

By the end of this course the students will get acquainted with various types of abnormality and psychological disorders, identification of various factors affecting various psychological disorders and will be able to explain various models of abnormality. This will provide an understanding of clinical pictures and causes of several psychological disorders.

Learning Outcomes

After completing the course contents, students would be able to.

- *Examine various aspects and factors affecting abnormality.*
- *Understand various models of abnormality.*
- *Understand classification system (DSM-5 TR and ICD-11) of abnormality.*
- *Understand the clinical pictures and cause severe mental disorders like schizophrenia and bipolar disorders.*

UNIT – I

Psychopathology: Meaning, Criteria, Models of Clinical Psychology-Psychodynamic, Behavioral, Phenomenological and Interpersonal.

Classification of Abnormal Behavior: Meaning, Purpose. Classification Systems–DSM-5 TR and ICD-11.

UNIT – II

Clinical Picture and Etiology: GAD, Panic Disorder, Phobia. Obsessive- Compulsive and related disorders: OCD, Body dysmorphic and hoarding disorder. Conversion Disorder, Dissociative disorders, and Post-Traumatic Stress Disorder.

UNIT- III

Clinical Picture and Etiology: Schizophrenia, Delusional Disorders, Mood Disorders, Substance related and Addictive Disorders. Personality Disorders.

UNIT- IV

Clinical Picture and Etiology: Feeding and Eating Related Disorders, Sexual Dysfunctions and Gender Dysphoria, ADHD, Conduct Disorders, and Intellectual Disabilities.

References

- 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.
- Buss, A. H. (1999). *Psychopathology*. New York: John Wiley.
- Butcher, J.N. (2014). *Abnormal Psychology*. New Delhi: Pearson Education
- Carr, A. (2012). *Clinical Psychology: An Introduction*, New York: Rout ledge.
- Carson, R. C., Butcher, T. N., & Mineka, S. (2014). *Abnormal Psychology*. (16thed.). Pearson. New Delhi
- Comer, R. J. (2003). *Abnormal Psychology*, New York: Freeman
- 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 a comprehensive textbook of psychiatry*. (10th Ed.). Baltimore: Williams &Wlkins.
- Kring, A. M., & Johnson, S. L. (2022). *Abnormal Psychology: The Science and Treatment of Psychological Disorders, DSM-5-TR*. (15th Edition). John Wiley & Sons Inc.
- Sarason. I. G. & Sarason, B. R. (2006). *Abnormal psychology*. (11thEd). Delhi: Prentice Hall India.

Psycho-Diagnostics

Credits: 4 (Hrs./week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objectives

Acquaint the students with nature, scope and history of clinical psychology. To illustrate the different models of clinical psychology and provide the basic understanding of various techniques and tests of clinical assessment. Further, use the neuropsychological assessment.

Learning Outcomes

After completing the course, students will be able to:

- Identify various aspects of clinical psychology.
- Understand various models of clinical psychology.
- Acquainted with various methods of clinical assessment.
- Understand the techniques and methods of Intelligence and Personality assessment.
- Understand the concept, method and techniques of community and crisis intervention.

UNIT- I

Psycho-diagnostics: Nature and scope; Process and stages of diagnostic assessment; Differential diagnosis. Professional Regulations and Ethics.

UNIT- II

Clinical Assessment: Meaning and purposes. Case History, Interview, Mental Status Examination.

Behavioral assessment – Nature, objectives, and methods used.

Neuropsychological Assessment. AIIMS Battery, Bender Visual Motor Gestalt Test, Halstead–Reitan Neuropsychological Battery.

UNIT-III

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

UNIT-IV

Personality assessment: Psychometric and projective tests; MMPI-3, Revised Neo Personality Inventory (NEO-PI-R), Rorschach, TAT, Sentence completion techniques.

Community Intervention: Meaning, Principles, Methods. Crisis intervention- Concept, conditions and techniques.

References

Bellack, A.S., & Hersen, M. (1980). Introduction to Clinical Psychology. Oxford University.

Press, New York.

Davey, G., Lake, N., & Whittington, A. (2015). Clinical Psychology. (2nd edition). Routledge Publication. Goldenberg, H. (1983). Contemporary clinical psychology (2nd Ed.)

New York: Brooks & Cole.

Gale, H.A. & Barren, A. R. (2004). Essential of Stanford–Binet intelligence Scale (SB5)

Assessment. John Wiley & Sons.Inc.

Lichteneberger, E.O., & Kaufman, A.S. (2012). Essentials of WAIS IV Assessment (Second

Edition). John Wiley & Sons.

Prasad, D., & Verma, S.K. (1990). Handbook of PGI Battery of Brain Dysfunction. National

Psychological corporation, Agra.

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.

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.

Norcross, J. C., Vanden Bos, G. R., Freedheim, D. K. (2016). APA handbook of Clinical Psychology. APA.

Weiss, L.G., Saklofske, D.H., Holdnack, J. A. & Prifitera, A. (2016). WISC V Assessment

and Interpretation. Elsevier, USA

Therapeutic Techniques

Credits: 4 (Hrs./week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objectives:

This course aims to provide an in-depth understanding of various psychotherapeutic approaches including psychoanalytic, behavioral, cognitive, humanistic, existential, and group therapies. It emphasizes the therapeutic relationship, treatment processes, and techniques used across therapies. The course also addresses key stages, ethical concerns, and real-world applications to develop professional competence in psychological intervention and mental health support.

Learning Outcomes:

After completing this course, students will be able to:

- *Explain core concepts, goals, and assumptions of major psychotherapeutic approaches.*
- *Demonstrate knowledge of therapeutic techniques across diverse modalities.*
- *Analyze the stages and dynamics of the client-therapist relationship.*
- *Critically evaluate the effectiveness and limitations of various therapies.*
- *Apply theoretical knowledge to develop appropriate treatment goals and strategies.*
- *Discuss contemporary issues and ethical concerns in psychotherapy practice.*

Unit-I

Therapeutic Techniques: Nature, the client and the therapist, client-therapist relationship; Stages: initial contact, assessment, goals of treatment, implementing treatment, termination, evaluation, and follow-up. Issues in psychotherapy.

Unit-II

Psychoanalytic therapy (Freudian): Goals and assumptions; Therapeutic Techniques-Free association, analysis of dreams, analysis of resistance, transference, confrontation and clarification, interpretation and working through; Role of maintaining analytic framework.

Unit-III

Behavioral and cognitive perspective: Origins; Techniques - systematic desensitization, exposure therapy, Modeling, behavioral rehearsal, contingency management, aversion therapy. Cognitive behavior therapy- Eliss' and Beck's approach.

Unit-IV

Phenomenological and Humanistic existential psychotherapy: Client-centered therapy; origins, theoretical propositions, therapeutic process, and applications; Gestalt therapy; Existential therapy. Stress Inoculation, Family Therapy, Group Therapy.

References

- Corey, G. (2009). *Theory and practice of counselling and psychotherapy. (8thEd)*. Belmont, C.A: Brooks/Cole.
- Culari, S. (1998). (Ed.) *Foundations of clinical psychology*. New York: Allyn & Bacon.
- 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
- Opland, C., Torrico, T.J. (2024). Psychotherapy and Therapeutic Relationship. National Library of Medicine. [Psychotherapy and Therapeutic Relationship - StatPearls - NCBI Bookshelf](#).
- Meier, A., Boivin, M. (2011). *Counselling and Therapy Techniques: Theory and Practice*. Sage Publications.
- Knight J.G. (2017). *The Art of Psychotherapy: Case Studies, Processes and Techniques*. Nova, Science Publisher.

Practicum (Clinical Psychology)

Credits: 4 (Hrs./week:)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective

This course will enable students to understand and apply the general concepts of clinical psychology through psychological tests.

Learning Outcomes

At the end of this course, the student should be able to:

- Access the abilities of participants.
- prove the theories that exist.
- To write the report of testing /experiment.

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

1. Clinical Analysis Questionnaire (CAQ)
2. Minnesota Multiphasic Personality Inventory (MMPI)
3. Millon Clinical Multiaxial Inventory (MCMI)
4. Beck Depression Inventory
5. Bender Visual Motor Gestalt Test
6. Anxiety Test
7. Raven's Progressive Matrices
8. Weschler Adult Intelligence Scales (WAIS).
9. Autism
10. ADHD
11. California Psychological Inventory (CPI).
12. IPAT Anxiety Scale
13. Beck's Suicide Ideation Scale
14. Eight State Questionnaire

15. Aggression Questionnaire
16. Ways of Coping Questionnaire
17. General Health Questionnaire
18. NEO-PI R

PSYCHOLOGICAL TESTING

Fundamentals of Psychological Testing

Objectives

To acquaint the students with various aspects of Psychological Testing and learn different concepts of Psychological Test Theory. To understand the steps of Test development and standardization of the Test. By the end of this course students will be familiar with the field of psychological testing in general and will be able to understand the nature and uses of psychological tests.

Learning Outcomes

After completing the course contents, students would be able to:

Create critical understanding of measurement issues and techniques in psychological inquiry.

Apply knowledge and skills in selecting a good test according to the research needs. Assess intelligence, personality, interest, attitude and values using suitable tests. Explore how psychological tests may be applied to various fields.

UNIT-I

Psychological Test: Meaning, Characteristics. Historical Antecedents of Modern Testing.
Types and Uses of Psychological Tests. Ethical and Social Considerations in Testing.

UNIT-II

Theory of Psychological Tests: Selection of Test Problems. Types of Test Scales.
Theory of Test Scores (Rationale of Test Reliability and Validity).
Speed and Power Problems. Item Response Theory.

UNIT-III

Test Construction: Meaning, General Steps. Item Writing: Types, General Guidelines.
Item Analysis: Item Difficulty (Percentage Passing, Interval Scales). Item Discrimination (Choice of Criterion, Use of Extreme Groups). Response Biases and Response Sets.

UNIT-IV

Reliability: Meaning, Methods/Types -Test-retest, Internal Consistency, Alternate-Forms, Inter-Scorer. Sources of Unreliability.

Validity: Meaning, Methods/Types to Estimate-Content, Criterion-related, Construct/Factorial. Factors Influencing Validity.

Suggested Readings

Anastasi, A. (2010). *Psychological testing*. (7th ed.). New Delhi: PHI Learning.

Chadha, N. K. (2009). *Applied Psychometry*. SAGE, New Delhi.

Gregory, R. J. (2015). *Psychological Testing: History, Principles, and Applications*. Wheaton College, Pearson.

Guilford, J.P. (1954). *Psychometric Methods (2nd Ed.)* New York: McGraw Hill.

Gulliksen, H. (1950). *The Theory of Mental Tests*. NY: John Wiley.

Nunnally, J. (1978). *Psychometrics Theory (2nd Ed.)*. New York: McGraw Hill. Singh, Singh,

A. K. (2017). *Tests, Measurements and Research Methods in Behavioral Sciences*. New Delhi: Bharat Bharti.

Psychometrics

Credits: 4 (Hrs./week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objectives

To acquaint the students with various aspects of Psychological Measurement and learn different methods of Psychological Scaling. To understand the steps of Norms development and standardization of the Test. Thoroughly understanding about Factor Analysis, advanced statistical technique.

Learning Outcomes

After completing the course contents, students would be able to:

- *Understand various aspects of Psychological Measurement and methods of Psychophysical and Psychological Scaling.*
- *Understand and apply the process of Norms development.*
- *Acquaint and apply Factor Analysis through theoretical, and SPSS demonstration. Learn for psychometric evaluation.*

UNIT-I

Psychological Measurement: Meaning and Nature. History of Mental Measurement.

General Theory of Measurement. Levels of Measurement. Errors in Measurement.

UNIT-II

Psychophysical Theory: Meaning, Basic Concepts, Methods (Method of Limits, Method of Constant Stimuli, Method of Average Error)

Psychological Scaling: Nature, Methods—Paired Comparisons, Rank Order, and Equal Appearing Interval.

UNIT-III

Norms: Meaning and Steps in Developing Norms.

Types of Norms: Developmental Norms-Age Equivalents, Grade Equivalents, Ordinal Scales.

Percentile and Standard Norms (Z Score, T Score, Stanine, Deviation IQ).

UNIT-IV

Factor Analysis: General Concepts, Assumptions; Methods: Centroid and Principal Components.

Rotation of Factors: Criteria, Orthogonal and Oblique Approaches; Applications and Major Pitfalls of Factor Analysis.

Suggested Readings

Anastasi, A. (2010). *Psychological testing*. (7th ed.). New Delhi: PHI Learning.

Chadha, N. K. (2009). *Applied Psychometry*. SAGE, New Delhi.

Gregory, R. J. (2015). *Psychological Testing: History, Principles, and Applications*. Wheaton College, Pearson.

Guilford, J.P. (1954). *Psychometric Methods (2nd Ed.)* New York: McGraw Hill.

Gulliksen, H. (1950). *The Theory of Mental Tests*. NY: John Wiley.

Nunnally, J. (1978). *Psychometrics Theory (2nd Ed.)*. New York: McGraw Hill. Singh, Singh,

Singh A. K. (2017). *Tests, Measurements and Research Methods in Behavioral Sciences*. New Delhi: Bharat Bharti.

Psychological Testing of Individual Differences

Credits: 4 (Hrs./week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective

To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others. This course will provide the student acquaintance with the testing and approaches of intelligence, personality, aptitude, interest, and attitudes.

Learning Outcomes

After completing the course, students will be able to:

- *Demonstrate the concept and importance of individual differences.*
- *Assessment of intelligence, personality, aptitude, interest, and attitudes.*
- *Enhancing Individual's Potential*

UNIT-I

Individual Differences: Meaning, Nature and History.

Basis of Individual Differences: Biological, Psychological and Socio-Cultural.

UNIT-II

Ability Testing: Types of Intelligence Tests.

Stanford Binet Intelligence Scales, Wechsler Intelligence Scales, DAS-Naglieri Cognitive Assessment Scales, RPM, Culture Fair Tests, Bhatia Battery.

UNIT- III

Personality Testing: Types of Personality Tests- Self-Report Questionnaires. Projective Techniques: Unstructured Tests- RIT, SIS; Semi-Structured Tests TAT, Draw A Man; Structured Tests-WAT, Sentence Completion Test.

UNIT- IV

Interest and Aptitude Testing: Interest Inventories; Differential Aptitude Test. Application of Psychological Testing: Educational Settings, Counselling, Guidance and Organizational Settings.

Suggested Readings

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

Anastasi, A., & Urbina, S. (2003). *Psychological Testing* (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.

Gregory, R. J. (2014). *Psychological testing: History, principles and applications*. (6th Ed.). Boston: Pearson Education.

Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.

Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues* (8th Ed.). New Delhi, India: Cengage.

Rust, J., & Golombok, S. (2009). *Modern psychometrics: The science of psychological assessment*. London and New York: Routledge.

Practicum (*Psychological Testing*)

Credits: 4 (Hrs/week:)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective

This course will enable students to understand and apply the general concepts of psychological testing through psychological tests.

Learning Outcomes

At the end of this course, the student should be able to:

- Access the abilities of participants.
- prove the theories that exist.
- To write the report of testing /experiment.

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

1. Personality Assessment Inventory (PAI)
2. NEO-PI-R
3. TTCT
4. Eysenck Personality Questionnaire –R
5. 16 PF
6. Indian Adaptation of Zuckerman-Kuhlman Personality Questionnaire
7. Differential Aptitude Test (DAT)
8. Internal Consistency Reliability (Cronbach Alpha, Split-Half)
9. Test-retest Reliability
10. Alternate Form Reliability
11. Construct Validity

Industrial/ Organizational Psychology

Personnel Selection and Training

Credits: 4 (Hrs./week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objectives:

- The objective of the course is to give general orientation to the student about the different forms of Personnel Selection, Recruitment and Training and also enable students to understand any organization's environment, which will enable better appreciation and understanding of the human resource function.

Learning Outcomes:

After completing the course, students will be able to:

- Theoretical and practical knowledge of Job Analysis.
- To understand the meaning, procedure of Personnel Selection, Training and Recruitment methods.
- Theoretical knowledge, understanding & practical application of these Industrial Psychology concepts.
- To understand Productive Behavior and Counterproductive Behavior in Organizations.

Unit -I

Job Analysis: Meaning, Methods, Techniques.

Employee Recruitment: Effective Employee Selection Techniques, Employee Screening, Selection and Placement, Employment Interviews, Ethics of Recruitment.

Predicting Performance using References, Using Applicant Training and Education, Using Knowledge, using ability, Skill, Using Personality, Interest and character.

Unit -II

Evaluating Employee Performance: Necessity and Whole Procedure

Employee Motivation: Self Esteem, Intrinsic Motivation, Needs for Achievement and Power, Employee's values and Expectations, Employees Feedback, Incentives and Reward Management.

Unit – III

Designing Training and Evaluating Training Systems: Areas of Employee Training, Determining Training Needs, Developing Training Program, Conducting Classroom Training, Individual Training through Distance Learning. Training Methods: Conducting On – the – Job Training, Off-the-Job Training.

Unit – IV

Ensuring Transfer of Training, Causes of failure of Training, Evaluation of Training.

Productive Behavior and Counterproductive Behavior in Organizations, Organizational Socialization, Organizational Commitment.

Suggested Readings:

Aamodt, M. G. (2016). *Industrial/Organizational Psychology: An applied approach*. Cengage Learning.

Chamorro-Premuzic, T., & Furnham, A. (2010). *The Psychology of Personnel Selection*. Cambridge University Press.

Cook, M. (2016). *Personnel selection: Adding value through people-A changing picture*. John Wiley & Sons.

Durai, P. (2010). *Human Resource Management*. Pearson Education India.

Hedge, J. W., Borman, W. C., & Carter, G. W. (1994). *Personnel selection and training* (pp. 187-218). New York: John Wiley & Sons, Inc.

Jex, S. M., & Britt, T. W. (2014). *Organizational Psychology: A scientist-practitioner approach*. John Wiley & Sons.

Riggio, R. E. (2015). *Introduction to Industrial and Organizational Psychology*. Routledge.

Robbins, S.P., Judge, T.A. (2019) *Essentials of Organizational Behaviour*, 15th Ed. Boston, MA: Pearson.

Robbins, S. P., Judge, T. A., & Millett, B. (2015). *OB: The Essentials*. Pearson.

Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behaviour by pearson 18e*. Pearson Education India.

Schmitt, N., & Chan, D. (1998). *Personnel Selection: A theoretical Approach*. Sage.

Organizational Behavior

Credits: 4 (Hrs./week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective:

- *By the end of this course the students will be able to understand concepts, theories and research of Industrial Psychology, and will also learn about the applications of Organizational Behaviour in various organizational settings.*

Learning Outcomes:

After completion of the course, learners will be able to:

- *Demonstrate about the field of Organizational Psychology with its importance and important characteristics.*
- *Comprehend the fundamental concepts of Organizational Behaviour*
- *Examine the various models of Organizational Behaviour*
- *Understand the importance of Motivation, Personality type.*
- *Critically evaluate leadership styles and their impact on Group Dynamics*
- *Understand about Stress and Conflict*

Unit – I

Organizational Behavior: Meaning, Historical Background, Nature and Scope. Theories: Cognitive, Behaviorist, Social and Cognitive. Trends: Positive Organizational Behavior, Creativity and change in a Global Society & Ethics; Social Responsibility.

Organizational Culture and Change; Elements, Characteristics, purpose, types, creating and transmitting organizational culture. Approaches to Understanding Change; Organizational Learning.

Unit – II

Personality, Emotions, and Values; Understanding Individual Differences, Skills and Abilities, Emotions: Emotional Intelligence, Emotions in the workplace, Personality Traits: Myers Briggs Type Indicator, Big Five Personality Model, Other Personality Traits relevant to OB, Values; The importance of Values, Terminal versus Instrumental Values.

Motivation; Early theories; Maslow's, McClelland's, Theory X and Theory Y, Two Factor Theory, Contemporary Theories of Motivation; Self Determination, Goal Setting, Job Engagement, Self-Efficacy, Equity Theory, Expectancy Theory.

Unit – III

Leadership; Meaning, Trait Theories, Behavioural Theories, Contingency Theories; Fiedler's contingency model; Hersey & Blanchard's situational leadership model; path goal model; and Vroom's decision-making Model, Leader Member Exchange Theory (LMX) Theory, Authentic Leadership.

Attitudes and Job Satisfaction; Components, Job Attitudes, Job Satisfaction; Measurement, Causes and Impact.

Unit – IV

Group Dynamics; Meaning, Concept and Importance, Stages of Group Development, Structural Issues in Groups and Teams; Group Size and composition, Roles and Norms, Cohesion, Conformity and Deviance. Interpersonal Attraction and Cohesion in Group Dynamics, Group Dynamics and Social Integration.

Stress and Conflict; Stress; Definition, Sources, coping with and Managing Stress, Conflicts: Definition, Sources and Managing Conflict, Negotiating.

Suggested Readings:

Conte, J. M. (2024). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. (4th Ed.) John Wiley & Sons.

Nahavandi, A., Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2013). *Organizational Behavior*. Sage Publications.

Luthans, F. (2013). *Organizational Behavior: An Evidence-based Approach* (12thEd.) McGraw-Hill Edu. (India) Pvt. Ltd. New Delhi.

Robbins, S.P., Judge, T.A. (2019) *Essentials of Organizational Behaviour*, 15th Ed. Boston, MA: Pearson.

Robbins, S.P., Judge, T.A. (2014) *Essentials of Organizational Behaviour*, 12th Ed. Boston, MA: Pearson.

Robbins, S.P., Judge, T.A., & Sanghi, S. (2009) *Organizational Behaviour*, 13th Ed. New Delhi: Pearson – Prentice Hall.

- Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behaviour by pearson 18e*. Pearson Education India.
- Schermerhorn Jr, J. R., Osborn, R. N., Uhl-Bien, M., & Hunt, J. G. (2011). *Organizational Behavior*. John Wiley & Sons.

Mental Health at Workplace

Credits: 4 (Hrs./week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective:

By the end of this course the students will be able to understand the application of Positive Psychology at the workplace. The importance of Mental Health and Well Being in the different settings of Organizations.

Learning Outcomes:

After completion of the course, learners will be able to:

- *Demonstrate about the field of Positive Psychology and its integration with Industrial Psychology.*
- *Understanding human behavior at different settings of workplace.*
- *Distinguish between prosocial behavior and cooperation.*
- *Identify factors that promote interpersonal cooperation.*
- *Will Understand about the importance of Mental Health at Workplace.*
- *Understanding about Stress Management.*

Unit - I

Occupational Stress: Approaches and Terminology, Occupational Stress Terminology, Occupational Stress Models, Workplace Stressors, Reducing the Impact of Workplace Stressors, Coping with Stress.

ProSocial Behavior, Cooperation, Conflict and its Management. Positive Cultural Humility in Organizations: Improving Relationships in The Workplace.

Unit – II

Environmental Determinants of Well-Being: Work–Family Conflict, Family-Leave Policies, Child-Care Benefits, Elder-Care Assistance, Dual-Earner Couples.

Psychological Effects of Job Loss, Workplace Violence. Bystander Intervention: A Positive Approach to Sexual Harassment Prevention

Unit – III

The social intelligence at work: Introduction, Business or Managerial intelligence, Emotional intelligence, Emotional intelligence at work. The relationship between personality and intelligence.

Designing Positive Organizational Psychology Interventions.

Unit – IV

Mental Illness, Depression, Anxiety, Post Traumatic Stress at the workplace, Early Intervention and Prevention. Psychological Assessment for the Workplace, Creating Healthy and Productive Workplace. Understanding Mental Health and Well Being. Managing Mental Health at Workplace.

Suggested Readings:

Donaldson, S. I., & Chen, C. (Eds.). (2021). *Positive organizational psychology interventions: Design and evaluation*. John Wiley & Sons.

Furnham, A. (2008). *Personality and intelligence at work: Exploring and explaining individual differences at work*. Routledge.

Gold, L. H., & Shuman, D. W. (2009). *Evaluating mental health disability in the workplace: Model, process, and analysis*. Springer.

Harder, H. G., Wagner, S., & Rash, J. (2016). *Mental illness in the workplace: Psychological disability management*. Routledge.

Hasson, G., & Butler, D. (2020). *Mental health and wellbeing in the workplace: a practical guide for employers and employees*. John Wiley & Sons.

Jex, S. M., & Britt, T. W. (2014). *Organizational psychology: A scientist-practitioner approach*. John Wiley & Sons.

Moorhead, G., & Griffin, R. W. (2009). *Introduction to Organizational Behavior*. Cengage Learning.

Levy, P. (2009). *Industrial/Organizational Psychology*. Macmillan.

Riba, M. B., Parikh, S. V., & Greden, J. F. (Eds.). (2019). *Mental health in the workplace: Strategies and tools to optimize outcomes*. Springer.

Thomas, J. C., & Hersen, M. (Eds.). (2002). *Handbook of mental health in the workplace*. Sage.

Practicum (Industrial/ Organizational Psychology)

Credits: 4 (Hrs/week:)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective

This course will enable students to understand and apply the general concepts of Industrial / Organizational psychology through experiments & psychological tests.

Learning Outcomes

At the end of this course, the student should be able to:

- Access the abilities of participants.
- prove the theories that exist.
- To write the report of testing /experiment.

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

1. Transactional Analysis
2. Johari Window
3. Personality Test
4. Occupational Stress Test
5. Leadership Styles
6. Job Satisfaction
7. Job Analysis
8. Personnel Selection Scales
9. Organizational Commitment Scales
10. Measuring Emotional Intelligence
11. PANAS
12. ProSocial Behavior

Neurological Basis of Behavior

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Course Learning Outcomes:

After the completion of this course, the students would be able to

- Provide knowledge and understanding of brain, mind and behavior relationship with the help of current developments in the field of neuroscience, scientific theories, clinical and real-life examples.
- Facilitate a dynamic understanding of the field by discussing neuroimaging techniques, case examples, and current research.
- Examine the field of neuropsychology as a framework for understanding behaviour and mental processes

Unit 1

Neuropsychology: Historical Perspectives, Nature, Emergence of neuropsychology as a discipline, Scope neuroscience, Relationship to psychology.

Methods of Research in Neuroscience: Neuroimaging Techniques- Structural Neuroimaging, Functional Neuroimaging; Emerging Technologies. Neuropsychological Assessment

Unit 2

Experimental designs in neuroscience research: Within-subjects, between-subjects, single-subject, single factor, and factorial design; Mixed design; Longitudinal studies, Cohort Studies, Case studies.

Ethical Considerations in Neuroscience: Ethical implications of research involving humans and animals

Unit 3

Brain Anatomy: Major brain regions- forebrain, midbrain, hindbrain and their functions, Specialization of brain areas and their influence on behavior.

Somatosensation: Somatosensory system, Plasticity of somatosensory cortex and Neuroplasticity

Motor Control: Brain and Spinal Cord Pathways, Cerebellum, Basal Ganglia and Cortex.

Unit 4

Learning and Memory: Brain areas associated with learning and memory formation. The process of memory storage and retrieval.

Language and Communication: The brain areas involved in language processing. The relationship between language and cognition.

Suggestive Readings

American Psychological Association. (2010). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved from <http://www.apa.org/ethics/code/principles.pdf>

Beaumont J.G. (2008). *Introduction to Neuropsychology*. The Guilford Press, Newyork.

Coolican, H. (2018). *Research methods and statistics in psychology* (Seventh edition. ed.). Routledge. <https://doi.org/10.4324/9781315201009>

Ethics in Neuropsychology (2016). Retrieved from <https://journalofethics.ama-assn.org/sites/journalofethics.ama-assn.org/files/2018-06/joe-1612.pdf>

Gravetter, F. J., & Forzano, L.-A. B. (2018). *Research methods for the behavioral sciences* (Edition 6. ed.). Cengage.

Lezak, M. D. (2012). *Neuropsychological assessment* (5th ed.). Oxford University Press.

The Mental Health Care Act. (2017). Retrieved from <http://egazette.nic.in/WriteReadData/2017/175248.pdf>

Cognitive and Neuropsychological Development

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Course Objectives:

By the end of this course, students will be able to:

1. Analyze foundational theories of cognitive and neuropsychological development.
2. Evaluate the neural basis of cognition, perception, and executive functions.
3. Compare typical and atypical developmental trajectories in cognitive functions.
4. Apply neuropsychological assessment tools to real-world case studies.
5. Critically engage with current research in cognitive neuroscience.

Unit I

Cognitive and Neuropsychological Development: Piagetian vs. Information Processing perspectives, Neural architecture and development: Structural and functional changes, Genetic and environmental influences on cognitive growth.

Unit 2

Memory Systems and Development: Types of memory: Working memory, long-term memory, episodic memory; Neurobiology of memory formation and consolidation; Development of memory strategies and disorders affecting memory.

Unit 3

Language Acquisition and Neurocognition: Neural correlates of language processing, Bilingualism and brain function; Language disorders: Aphasia, dyslexia, and related conditions.

Unit 4

Executive Functions and Higher-Order Cognition: The prefrontal cortex and cognitive control, Decision-making and problem-solving across developmental stages, Impact of stress and emotion on executive functions.

Suggestive Readings

Brown, G. G., Crosson, B., Haaland, K. Y., & King, T. Z. (Eds.). (2023). *APA handbook of neuropsychology: Neuroscience and neuromethods*. American Psychological Association.

Kandel, E. R., Schwartz, J. H., & Jessell, T. M. (2013). *Principles of neural science*. McGraw-Hill.

Kar, B. R. (Ed.). (2013). *Cognition and brain development: Converging evidence from various methodologies*. American Psychological Association.

Kolb, B., & Whishaw, I. Q. (2003). *Fundamentals of human neuropsychology* (5th ed.). Worth Publishers.

Siegler, R. S. (1991). *Children's thinking* (2nd ed.). Prentice-Hall, Inc.

Neuro Psycho - Pathology

Credits: 4 (Hrs/week: 4)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Course Objectives:

By the end of the course, students will be able to:

1. Analyze the neurobiological mechanisms underlying major psychiatric and neuropsychological disorders.
2. Evaluate the role of neurotransmitters, brain structures, and neural circuits in psychopathology.
3. Compare the cognitive and behavioral manifestations of different neuropsychological disorders.

Unit 1

Foundations of Neurophysiopathologist: Neurobiology of mental disorders, Brain-behavior relationships in psychiatric conditions, Genetic and environmental influences.

Unit 2

Mood and Anxiety Disorders: Depression and bipolar disorder: Neural mechanisms, Anxiety and PTSD: Neuropsychological perspectives, Cognitive and emotional dysregulation.

Unit 3

Psychotic and Neurodegenerative Disorders: Schizophrenia: Neuroanatomy and neurotransmitter abnormalities, Dementia and Alzheimer's disease: Cognitive decline and brain structure changes, Huntington's and Parkinson's disease: Neuropsychological impact

Unit 4

Neurodevelopmental and Personality Disorders: Autism spectrum disorder and ADHD: Neurobiological insights, Borderline and antisocial personality disorders: Neural dysfunctions, Cognitive deficits in neurodevelopmental conditions

Suggested Readings

Brown, G. G., King, T. Z., Haaland, K. Y., & Crosson, B. (Eds.). (2023). *APA handbook of neuropsychology*. American Psychological Association.

Kolb, B., & Whishaw, I. Q. (2020). *Fundamentals of human neuropsychology* (7th ed.). Worth Publishers.

Lezak, M. D., Howieson, D. B., & Loring, D. W. (2012). *Neuropsychological assessment* (5th ed.). Oxford University Press.

Kalat, J. W. (2019). *Biological psychology* (13th ed.). Cengage Learning.

Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). *Neuroscience: Exploring the brain* (4th ed.). Wolters Kluwer.

Practicum (Neuropsychological Assessment)

Credits: 4 (Hrs/week:)

Internal Assessment: 30 marks

Total: 100 marks

Examination: 70 marks

Objective

This course will enable students to understand and apply the general concepts of Neuropsychology through psychological tests.

Learning Outcomes

At the end of this course, the student should be able to:

- Access the abilities of participants.
- prove the theories that exist.
- *To write the report of testing /experiment.*

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

Assessment of Development:

1. Vineland Social Maturity Scale (VSMS)

Assessment of Intelligence and Specific Learning Disability:

2. Binet Kamat Test of Intelligence (BKT),
3. Wechsler Intelligence Scale for Children- Fourth edition (WISC-IV),
4. Wechsler Abbreviated Scale of Intelligence II (WASI- 2),
5. NIMHANS Specific Learning Disability Battery

Assessment of Memory:

6. Wechsler Memory Scale -3rd Edition (WMS-III)

Neuropsychological Assessment:

7. Confusion Assessment Method (CAM),
8. Montreal Cognitive Assessment (MoCA),

9. Mini Mental State Examination (MMSE),
10. Addenbrooke's Cognitive Examination III (ACE-III),
11. NIMHANS Neuropsychology Battery

Dissertation

Credits: 40 (Yearlong)

Total Marks - 100

Course Objectives:

This course provides master's students with a structured framework for conducting independent research and writing a dissertation. It guides students through selecting a topic, conducting literature reviews, collecting and analyzing data, and composing a final thesis. Faculty mentorship and peer feedback will be integral components.

Course Objectives:

By the end of the course, students will be able to:

- Identify and articulate a compelling research question within psychology.
- Conduct a thorough literature review and situate their study in existing academic discourse.
- Design and implement a valid research methodology.
- Collect and analyze qualitative or quantitative data using appropriate techniques.
- Present findings logically and clearly in a well-structured dissertation.
- Defend their dissertation in front of a faculty committee with confidence.

Gather primary data, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein. Effectively understand the different concepts of research methodology. Understanding of research issues and their implications in the field of psychology.

Methodology:

The students will have to select a topic for research in a recent scenario, conduct review literature, plan research design, and collect data and statistical techniques as well. Through this course, the students will be able to develop an understanding about empirical research and referencing. The Dissertation will be submitted as per APA Guideline.

Evaluation Criteria:

I Periodic Presentations : 30%

II Project Report : 40%

III Viva-Voce : 30%

Recommended Readings:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. SAGE Publications.

Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.

Gandhi, P., & Chadha, N. K. (2022). *Dissertation writing: A complete guide to research*. The Readers Paradise.

Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners* (4th ed.). SAGE Publications India.

Field Work

Credits: 20 (Semester long)

Total Marks - 100

Course Objectives:

- Expose students to applied psychological practices in diverse field settings.
- Develop observational, analytical, and interpersonal skills.
- Bridge the gap between theoretical knowledge and practical implementation.
- Foster ethical and culturally competent professional behavior.

I Report : 30%

II Internal Evaluation : 30%

III Viva-Voce : 40%

