

**NEW**

**POST GRADUATE IN PSYCHOLOGY**  
**SYLLABUS**

(With effect from 2022-23)



**JANANAYAK CHANDRASHEKHAR**  
**UNIVERSITY, BALLIA**

M. U. S.

A. M.

# **POST GRADUATE IN PSYCHOLOGY SYLLABUS**

## **DEPARTMENT OF PSYCHOLOGY**

**Jananayak Chandrashekhar  
University, Ballia (With effect from  
Session 2022-2023)  
Semester Based Syllabus  
Programme Name &  
Code – P.G. in  
Psychology & PSYM100**

### **INTRODUCTION:**

In present scenario the relevance of psychology continuously increasing. There is broad scope of psychology. It is derived from two ancient word “Psyche” and “Logus” which respectively means is “study of soul.” But nowadays its meaning has been changed. Generally, it can be defined as study of human behavior and mental process. The major areas of psychology are such as Clinical psychology, health psychology, cognitive psychology, social psychology, Psychopathology, Positive psychology, Sports Psychology and So on. There are lots of opportunities in the field of psychology. Psychology includes the study of conscious and unconscious phenomena, including feelings and thoughts. It is an academic discipline of immense scope, crossing the boundaries between the natural and social sciences. Psychologists seek an understanding of the emergent properties of brains, linking the discipline to neuroscience.

*A. M. S.*

## Program Structure:

The program structure of post-graduation in Psychology is as follows:

- The post-graduation program in Psychology of this University will comprise of four semesters.
- Every semester will have 5 (4 theory and 1 practical) papers and every paper have 4 credits.
- In 1<sup>st</sup> or 2<sup>nd</sup> semester, the student will have to choose a **minor elective paper** of 4/5 credits from the other faculty.
- In every semester, the student has to do a **research project** of 4 credits (thus, a total of 16 credits in 4 semesters) under the supervision of a supervisor as nominated by the head of the department.
- There may be a co-supervisor also from any industry, company, technical or research institute.
- The nature of the projects may be inter-disciplinary or multi-disciplinary.
- There will be two research projects submitted.
- The reports of the projects carried out in 1<sup>st</sup> and 2<sup>nd</sup> semesters will be compiled together and submitted in the form of one **PROJECT REPORT/DISSERTATION** at the end of first year. It will be evaluated out of 100 marks (8 credits) at the end of the first year jointly by the supervisor and the external examiner appointed by the University.
- Similarly, the reports of the projects carried out in 3<sup>rd</sup> and 4<sup>th</sup> semesters will also be compiled together and submitted in the form of another **PROJECT REPORT/DISSERTATION** at the end of the second year. It will also be evaluated out of 100 marks (8 credits) at the end of the second

Handwritten signature and scribble in blue ink, possibly reading "M. W. S."

year jointly by the supervisor and the external examiner appointed by the University.

- If a student publishes a research paper out of his research project in a UGC-CARE listed journal, he may be given up to 25 additional marks, provided the maximum marks of the project will remain 100. The marks of the research projects will be converted into grades that will be incorporated in the final calculation of CGPA too. The final result of PG (Psychology) programme will be declared on the basis of CGPA.

  
M. V. S.



**PROGRAM OBJECTIVE:** At the end of the course, students will be able to:

1. Understand nature and process of psychology through enriched experiences and its correlation with other subjects and enable students to face the challenging issues in life.
2. Investigate concepts, applications in the field of psychology and demonstrate the practice of professional ethics and the concerns for society and environmental wellbeing.
3. Aware about the importance of health and preventing diseases and sensitize about mental and physical health and examine different theories related to human needs and validating methods of study and knowledge in changing scenario.
4. Develop cognitive awareness to become conscious of their own thinking processes and know about the relationship of cognitive, social, and emotional development with learning process.
5. Conceptualize the meaning and different perspectives of psychology and clarify particular concepts, trends, principles, methods with the help of correlation.
6. Develop skills and abilities require for a true personality and appropriate attitude toward the subject psychology and realize the essential unity between laboratory work and theoretical background of the subject.
7. Utilize effectively the instructional material in teaching psychology and construct test items to measure objectives belonging to various cognitive levels.
8. Refresh the knowledge about the meaning, importance, nature, scope and aims of psychology and organize group-activities and project and to use various instructional strategies and methods for effective understanding of psychology.
9. Arrange field trips and local surveys and update their knowledge of content in psychology.
10. Develop the ethics and professional growth of the subject and understand the different dimensions of learning and related assessment procedures, tools and techniques.
11. Familiarize with new trends, techniques in psychology along with learning and practice effective communication skills.

**PG Previous  
I- Semester**

SN	Paper	Name of Paper	Course code	Teaching Hours	Credit	Marks
1	I Paper	Advanced Cognitive Psychology	PSYM101	60	4	100
2	II Paper	Research Methodology	PSYM102	60	4	100
3	III Paper	Theories of Personality	PSYM103	60	4	100
4	IV Paper	Biological Basis of Behavior	PSYM104	60	4	100
5	V Paper	Practical/Lab work	PSYM105	60	4	100
6	VI Paper	Research Project	PSYM106	120	4	(To be evaluated at the end of 2 <sup>nd</sup> Sem.)
7	One Minor Elective paper from other faculty In 1st or 2nd Semester			60	4/5	100
<b>TOTAL</b>				<b>480</b>	<b>28/29</b>	<b>600</b>

**II- Semester**

SN	Paper	Name of Paper	Course code	Teaching Hours	Credit	Marks
1	I Paper	Language, Reasoning and Thinking	PSYM201	60	4	100
2	II Paper	Experimental Design and Statistics	PSYM202	60	4	100
3	III Paper	Life Skills	PSYM203	60	4	100
4	IV Paper	Psychobiology of Motivation,	PSYM204	60	4	100

*A*  M. U. S.

		Learning & Memory				
5	V Paper	Practical/Lab work	PSYM205	60	4	100
6	VI Paper	Research Project		120	4	(Research Project1+ Research Project2 in the form of Dissertation) 100
			<b>TOTAL</b>	<b>420</b>	<b>24</b>	<b>600</b>

			<b>Sub Grand PG Previous</b>	<b>900</b>	<b>52/53</b>	<b>1200</b>
--	--	--	------------------------------	------------	--------------	-------------

### PG FINAL

#### Semester

III-

**NOTE: Papers I, II, and III and Vth paper are compulsory. The student has to opt for one paper only from IVA, IVB, and IVC.**

SN	Paper	Name of Paper	Course code	Teaching Hours	Credit	Marks
1	I Paper	Applied Social Psychology	PSYM301	60	4	100
2	II Paper	Fundamentals of Psychological Assessment	PSYM302	60	4	100
3	III Paper	Psychological Dysfunctions	PSYM303	60	4	100
4	IV A Paper	Clinical Psychology: Psychodiagnostics	PSYM304	60	4	100
5	IV B Paper	Organizational Psychology	PSYM305	60	4	100
6	IV C Paper	Human Emotions	PSYM306	60	4	100
7	V Paper	Practical/ Lab work	PSYM307	60	4	100
8	VI Paper	Research Project		120	4	(To be evaluated at the end of 4th Sem.)
			<b>TOTAL</b>	<b>420</b>	<b>24</b>	<b>500</b>

*[Handwritten signature]*

IV-

Semester

**NOTE: Papers I, II, and III and Vth paper are compulsory. The student has to opt for one paper only from IVA, IVB, and IVC.**

SN	Paper	Name of Paper	Course code	Teaching Hours	Credits	Marks
1	I Paper	New Emerging Areas in Psychology	PSYM401	60	4	100
2	II Paper	Psychological Measurement	PSYM402	60	4	100
3	III Paper	Child and Adolescent Psychopathology	PSYM403	60	4	100
4	IV A Paper	Clinical Psychology: Therapeutic techniques	PSYM404	60	4	100
5	IV B Paper	Organizational Development	PSYM405	60	4	100
6	IV C Paper	Health psychology	PSYM406	60	4	100
7	V Paper	Practical /lab work	PSYM407	60	4	100
6	VI paper	Research project		120	4	(Research Project 3 + Research Project 4 in the form of Dissertation) 100
			<b>TOTAL</b>	<b>420</b>	<b>24</b>	<b>600</b>
			<b>Sub Grand Total of PG Final</b>	<b>840</b>	<b>48</b>	<b>1100</b>
		<b>GRANDTOTAL</b>		<b>1740</b>	<b>100/101</b>	<b>2300</b>

*A m* 77.11.15



**POST GRADUATE IN PSYCHOLOGY**  
**SEMESTER I**

**Paper- I: Advanced Cognitive Psychology**

**Objectives:** At the end of the course, students will be able to:

1. Gain knowledge of the historical and present status of cognitive psychology, and recognise different theories related to cognitive process.
2. Understand wide range of psychological phenomena, such as perception, learning, memory, attention and decision making through enriched experiences.
3. Apply their knowledge of cognitive process to new situations and increasing decision-making accuracy, finding ways to help people, treating learning disorders, and structuring educational curricula to enhance learning.
4. Categorize cognitive process for further understanding of human behaviour.
5. Plan and be prepared to solve unfamiliar problems in unique way, or combine parts to form a unique or novel solution.
6. Evaluate different theories and methods related to different cognitive process and on the bases will reach conclusions.

**CREDIT SCORE:4**

Unit	TOPIC	Lectures (60 hrs.)
<b>UNIT 1</b>		
1 a.	Origin and Current Status of Cognitive Psychology; Attention: Concept, Types, Selective Attention, Determinants.	7
1 b.	Theories of Attention – Filter, Filter Attenuation, Sustained Attention – Determinants and Theories.	8
<b>UNIT 2</b>		
2 a.	Perceptual Processes – Approaches to the Study of Perception – Gestalt, Behaviouristic and Physiological Approaches, Perceptual Organization – Gestalt, Figure and Background.	8



2 b.	Laws of Perceptual Organization, Perceptual Constancy – Size, Shape, Brightness, Depth Perception, Role of Motivation and Learning in Perception, Figural After Effect.	7
<b>UNIT 3</b>		
3 a.	Verbal Learning – Materials and Methods; Organizational Processes and Determinants.	7
3 b.	Decision Making - Concept & Biases related to decision making.	8
<b>UNIT 4</b>		
4 a.	Memory – Encoding, Storage, Retrieval, Sensory Memory, Short-term Memory, (STM), Long-term Memory (LTM).	8
4 b.	Episodic and Semantic Memory. Developmental Processes: Memory Development, Rehearsal, Organization and Metamemory.	7

**ASSIGNMENT:**

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Origin and current status of Cognitive Psychology
2. Laws of Perceptual Organization
3. Methods of Learning
4. Concept of Decision making

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

**Books Recommended:**

1. Hunt, R.R., & Ellis, H.C. (2004). *Fundamental of cognitive Psychology* (4<sup>th</sup> edition). New York MGrav -Hill.
2. Matlin, M.W. (2009). *Cognition* (7<sup>th</sup> Edition), Prism Book Pvt. Ltd., Banglore.

*[Handwritten signature]*

3. Singh, A. K. (2009). *Sangyanatmak Manovigyan*. New Delhi: Motilal Banarasi Das.
4. Snodgrass, J.G. Levy, B.G. & Haydon, M. (1985). *Human Experimental Psychology*, Oxford University Press, New York.
5. Srivastav, Ramji (2005). *Sangyanatmak Manovigyan*. New Delhi: Motilal Banarasi Das
6. Sternberg, R.J & K Sternberg (2012). *Cognitive Psychology*, Wadsworth 20 Davis Drive Belmont, CA 94002-3098 USA.
7. Wright, R. D., & Ward, L. M. (2008). *Orienting of attention*. New York: Oxford University Press.
8. Paranjpe, A. (2010). *Theories of self and cognition: Indian Psychological Perspectives*. Psychology and developing societies.

*M. W. P.*  
*A. Z.*

## PAPER II: Research Methodology

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

1. Understand, relate some basic concepts of research and its methodologies.
2. Discuss, identify various research designs and techniques.
3. Illustrate, investigate various sources of information for literature review and data collection.
4. Categorise method of data collection, nature of psychological experiments and its components, and learn how to assess personality through projective methods.
5. Prepare, plan and design their research knowledge in further research work.
6. Evaluate the effectiveness of an activity conducted in an organization and identify areas that need improvement. Evaluation research allows to enhance activities and processes to reach goals more efficiently.

**CREDIT SCORE: 4**

Unit	TOPIC	Lectures (60 hrs.)
<b>UNIT 1</b>		
1 a.	Nature of Research, Fact and Theory, Research Problem, Hypotheses, Types of Research, Preparation of Research Report.	7
1 b.	Sampling: Population and Sampling, Simple Random Sampling, Stratified Random Sampling, Cluster Sampling, Non-probability Sampling, Incidental/Quota and Purposive Sampling.	8
<b>UNIT 2</b>		
2 a.	Psychological Experiment: Conduction of Experiment, Variables and Control of Relevant Variables.	8
2 b.	Minimization of Error Variance, Merits and Demerits of Experimental Method: Laboratory and Field Experiments...	7
<b>UNIT 3</b>		
3 a.	Methods of Data Collection: Interview and Interview Schedule, Objectivity and Objective Methods of Observations, Types of Objective Measures	7
3 b.	Types of Objective Scales and Items, Choice and Construction of Objective Measures, Evaluation of Objective Tests and Scales.	8
<b>UNIT 4</b>		

*M. V. S.*

4 a.	Projective Methods – Meaning & Classification of Projective Measures. Types of Sociometric Choice and Methods of Sociometric Analysis.	8
4 b.	Methods of Content Analysis; Semantic Differential Method and Q-Methodology	7

**ASSIGNMENT:**

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Formation of Research Problem
2. Control of variables
3. Construction of Interview Schedule
4. Projective Methods

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

**Books Recommended:**

1. Broota, K.D. (1992). *Experimental Design in Behavioural Research*, Wiley Eastern, New Delhi
2. Creswell, J. W. & Creswell (2019). *Research Design (5<sup>th</sup> Ed.)*. Sage Publication, New Delhi
3. Edwards, A.L. (1976). *Experimental Design in Psychological Research*, Amerind Publication, New Delhi.
4. Kerlinger F.N. (1983). *Foundations of Behavioural Research*, Surjeet Publication, Delhi.
5. Mitchell, M., & Jolley, J. (2001). *Research design explained (4th ed.)*. Fort Worth, TX: Harcourt.
6. Newman, W.L. (1991). *Social Research Methods: Quantitative and Qualitative Methods*, Boston: Allyn & Bacon
7. Osbourne, J.W. (2008). *Best practices in quantitative methods*. Thousand Oaks, CA: Sage
8. Sprinthall, R. C. (2000). *Basic statistical analysis (6<sup>th</sup> edition)*. Boston: Allyn and Bacon

*Handwritten signature*



### PAPER III: Theories of Personality

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

1. Know deep roots of eastern perspectives along with western on personality.
2. Describe different view on personality development and explain different approaches and theories of psychoanalytic and New Freudian.
3. Demonstrate and illustrate different theories of personality with examples.
4. Categorize various aspect of personality and compare in respect with eastern and western view.
5. Organize different approaches of personality on one platform and will try to manage and prepare according to the best suitable.
6. Assess personality techniques in professional psychology that involves the administration, scoring, and interpretation of empirically supported measures of personality traits and styles.

**CREDIT SCORE: 4**

Unit	TOPIC	Lectures (60 hrs.)
<b>UNIT 1</b>		
1 a.	Eastern Personality Theory: Personality in Upanishads, The Samkhya Theory of Personality, Yoga Theory of Personality.	7
1 b.	Abhidhamma Theory of Personality, Comparative Study of Eastern and Western Theories of Personality.	8
<b>UNIT 2</b>		
2 a.	Psychoanalytic Theory: Freud's Psychoanalytic Theory. Jung's Analytic Theory, Adler's Individual Theory.	8
2 b.	Neo- Freudian and Post – Freudian Approaches: Horney, Erich Fromm, Erikson and Sullivan.	7
<b>UNIT 3</b>		
3 a.	The Dispositional Approach: Allport's Trait Approach, Cattle's Trait Approach	7
3 b.	Eysenck's Type Approach, Big Five-Factor Model of Personality.	8
<b>UNIT 4</b>		
4 a.	Social Learning Theories - Miller and Dollard Theory,	8

*Handwritten signature/initials*



4 b.	Rotter's Theory, Bandura's Theory, Lewin's Field Theory.	7
------	--	---

**Assignments:**

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Nature and Scope of Personality
2. Psychoanalytic theory of Freud
3. Big Five Factor Model
4. Bandura's Theory

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

**BOOK RECOMMENDED**

1. Calvin S., Hall G. Lindzey., John B. Campbell (2007). *Theories Of Personality* 4th Edition, Publisher: Wiley India Pvt Ltd.
2. Liebert, R.M. & Spiegler, M.D. (1994). *Personality: Strategies and Issues*. Pacific Grove. California: Brooks/Cole Publishing Company.
3. Pervin, L.A., & John, O.P. (2001). *Personality: Theory and Research* (8<sup>th</sup> Ed.) New York. Wiley
4. Singh, A.K. (2004). *Vyaktitva Manovigyan* Motilal Banarasi Das. New Delhi
5. Srivastav, D.N. (2004). *Vyaktitva Manovigyan*. Bhargava Publication House. Agra
6. John, O., Robins, R.W., & Pervin, L. A. (2008). *Handbook of Personality: Theory and Research* (3<sup>rd</sup> Ed.). New York, NY: Guilford Press.
7. Schultz, D., & Schultz, S. E. (2016). *Theories of personality* (11th ed.). CENGAGE Learning Custom Publishing.
8. Schumann, H.W. (1974) *Buddhism*. Wheaton, IL: Theosophical.

*M. U. S.*

## PAPER IV: Biological Basis of Behaviour

**Course Objectives:** At the end of this course students will be able to.

1. Understand the structure and function of the nervous system on anatomical, cellular, and molecular levels.
2. Describe and discuss different physiological concept in psychology.
3. Demonstrate and illustrate structure of the eye and ear and how the eye and ear perform in sending information to the brain.
4. Categorize and compare knowledge of the various techniques and methods used to study the structure and function of the nervous system as they relate to behaviours and mental processes.
5. Integrate and design different behaviour which administered by brain.
6. Evaluate major theories of colour and form vision and criticize some disorder related to colour vision.

**CREDIT SCORE: 4**

Unit	TOPIC	Lectures (60 hrs.)
<b>UNIT 1</b>		
1 a.	Physiological Psychology: Fields of Study; Methods and Techniques of Research: Invasive, Non-invasive and Behavioural Methods.	7
1 b.	Genetics of Behaviour- Mendelian Genetics, Sex-linked and Sex-limited Genes, Heredity and Environment - Twin and Adoption Studies.	8
<b>UNIT 2</b>		
2 a.	Neuron – Structure and Function; Human Nervous System: Structure and Functions – Central (Spinal Cord and Brain- Fore Brain, Mid Brain, Hind Brain).	8
2 b.	Peripheral and Autonomic Nervous System, Lateralization of Brain Functions.	7
<b>UNIT 3</b>		
3 a.	Neuron Physiology: Resting Membrane Potential, Action Potential, Generation and Conduction of Neural Impulse through Axon, Excitatory Post-Synaptic Potential (EPSP) and Inhibitory Post-Synaptic Potential (IPSP).	7
3 b.	Synaptic Transmission. Neurotransmitters, Mechanism of Chemical Neurotransmission through Synapse	8
<b>UNIT 4</b>		

*A. V. V. V.*

4 a.	Sensory Processes: Vision-- Structure and Function of Eye, Retina and Photoreceptors; Colour Blindness. Theories of Colour Vision; Audition – Structure and Function of Ear, Internal Ear, Cochlea, Organ of Corti.	8
4 b.	Auditory Hair Cells and Transduction of Auditory Information, Theories of Pitch Perception. Endocrine Glands and Hormones: Pituitary, Pineal, Thyroid, Thymus, Adrenal Glands, Pancreas and Gonads (Ovaries and Testis).	7

### Assignments:

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Methods and Techniques of Physiological Psychology
2. Structure and Functions of Brain
3. Neuron Physiology
4. Structure and Function of Eye and Ear

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

### Books Recommended:

1. Carlson, N. R. (2005). *Foundations of Physiological Psychology*. 6<sup>th</sup> Edition, Pearson Education.
2. Kalat, J. W. (2010) *Biopsychology*. Cengage Learning India Pvt. Ltd.
3. Leukal, F. (1976). *Introduction to Physiological Psychology*. C.V. Mosby Co.
4. Levinthal, C.F. (1990). *Introduction to Physiological Psychology*. 3<sup>rd</sup> Edition, Prentice-Hall.
5. Levitt, P.C. (1980) *Physiological Psychology*.
6. Morgan, C.T. (1985). *Introduction to Physiological Psychology*. McGraw-Hill
7. Pinel, J.P. (2006). *Biopsychology*. 6<sup>th</sup> Edition, Pearson Education.
8. Tiwari, B.D. & Tripathi, A.N. (2004). *Daihik Manovigyan*. Motilal-Banarasi Da

*M. U. P.*  
*A. N. T.*

## PAPER V: Practical / Lab Work

**Course objectives:** The main of this course is that student will introduce with different steps of test/ experiment. They will also understand about difference between test and experiment. They will also make frame about cognition, personality and research's tools.

### CREDIT SCORE:4

SR. NO.	TOPIC	NUMBER OF LECTURES (60 hrs.)
1	Any one experiment based on Perception/Attention	7 (14 hrs.)
2	Any one experiment based on verbal learning.	7 (14 hrs.)
3	Construct any one interview schedule/questionnaire.	5 (10 hrs.)
4	Administer any one test based on personality EPQ/16 PF.	6 (12 hrs.)
5.	Administer test on semantic differential method.	5 (10 hrs.)

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

*Handwritten signature*



## SECOND SEMESTER

### PAPER I: Language, Reasoning and Thinking

**Course Objectives:** At the end of this course students will be able to.

1. Define basic concepts and structure of language, reasoning and thinking.
2. Describe nature and types of reasoning and differentiate among them.
3. Demonstrate and interpret knowledge of concept formation, strategy of concept formation and thinking including current research trends and their outputs.
4. Set up conceptual frame work of applied area.
5. Prepare students to make career in cognitive and behavioural sciences areas.
6. Evaluate and judge their reasoning and thinking ability.

**Credit Score:4**

Unit	TOPIC	Lectures (60 hrs.)
<b>UNIT 1</b>		
1 a.	Language – Comprehension and Structure, Constituent Structure Transformational Grammar Speech Perception.	7
1 b.	Characteristics of Language Production, Social context, Speech Errors.	8
<b>UNIT 2</b>		
2 a.	Reasoning: Propositional Reasoning, Syllogistic Reasoning, Probabilistic Inferences.	8
2 b.	Problem Solving: Nature, Steps, Types of Problem and Method, Creative Problem Solving.	7
<b>UNIT 3</b>		
3 a.	Concept Formation – Nature, Characteristics, Types, Conceptual and Strategies,	7
3 b.	Conceptual Rules and their Learning, Lewin's Hypothesis Testing Theory.	8
<b>UNIT 4</b>		
4 a.	Thinking: Nature, Types, Role of Language, Set and Images in Thinking,	8

*M. V. S.*  
*A. 2*



4 b.	Theories of Thinking: Central and Peripheral, Piaget's Theory.	7
------	--	---

**Assignments:**

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Comprehensive and structure of language
2. Problem Solving
3. Concept Formation
4. Piaget's theory

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

**Books Recommended –**

1. Hunt, R.R., & Ellis, H.C. (2004). *Fundamental of cognitive Psychology* (4<sup>th</sup> edition). New York McGraw -Hill.
2. Matlin, M.W. (2009). *Cognition* (7<sup>th</sup> Edition), Prism Book Pvt. Ltd., Banglore.
3. Singh, A. K. (2009). *Sangyanatmak Manovigyan*. New Delhi: Motilal Banarasi Das.
4. Snodgrass, J.G. Levy, B.G. & Haydon, M. (1985). *Human Experimental Psychology*, Oxford University Press, New York.
5. Srivastav, Ramji (2005). *Sangyanatmak Manovigyan*. New Delhi: Motilal Banarasi Das
6. Sternberg, R.J & K Sternberg (2012). *Cognitive Psychology*, Wadsworth 20 Davis Drive Belmont, CA 94002-3098 USA.
7. Wright, R. D., & Ward, L. M. (2008). *Orienting of attention*. New York: Oxford University Press.
8. Carroll, D. W. (2008). *Psychology of language* (5th ed.). Belmont, CA: Thomson Wadsworth.

*M. W. S.*  
*A. W.*

## PAPER II: Experimental Design and Statistics

**Course Objectives:** At the end of the course student will be able to:

1. Identify and use different types of experimental designs.
2. Explain, discuss and suggest different experimental designs.
3. Practice and collect basic information of statistical analysis.
4. Appraise acquire knowledge & analyse statistical method.
5. Design and plan different nature of research.
6. Choose research area and appropriate statistical technique for work in future.

**CREDIT SCORE: 4**

Unit	TOPIC	Lectures (60 hrs.)
<b>UNIT 1</b>		
1 a.	Research Designs: Meaning and Purpose, Within- and Between-Group Designs – Single Group and Single Subject Design	7
1 b.	Randomized Groups Designs, Matched Groups Designs, Latin Square Designs, Factorial Designs, Repeated Measures Design.	8
<b>UNIT 2</b>		
2 a.	Non- and Quasi – Experimental Designs: One Group Design; Non-equivalent and Control Group Designs.	8
2 b.	Interrupted Time – Series Designs; Multiple Time- Series designs.	7
<b>UNIT 3</b>		
3 a.	Statistical Methods in Experimental Design: Hypothesis testing: Chi-Square test, 't'-test (Correlated and Uncorrelated Means), One-way and Two-way.	7
3 b.	Analysis of Variance, Post-hoc Mean Comparisons (Duncan's Range Test, Newman-Keuls Test, Tukey and Scheffe Tests).	8
<b>UNIT 4</b>		
4 a.	Advanced Correlation Methods: Measures of Association, Point-Bi Serial Correlation, Biserial Coefficient of Correlation, phi-coefficient.	8
4 b.	Non-parametric Statistical Methods: Kruskal Wallis one way ANOVA, U-test, Wilcoxon's Matched Pair Sign Rank Test.	7

*T. V. V. V.*  
*A. V. V. V.*

### Assignments:

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Research Design
2. Quasi Experimental Design
3. 't' test
4. ANOVA

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

### Books Recommended:

1. Brown C.W. & Ghiselli, E.E. (1965). *Scientific Methods in Psychology*, McGraw-Hill, N.Y.
2. Black, T.R. (1988). *Quantitative Research Designs for Social Science*. Thousand Oaks: Sage.
3. Broota, K.D. (1992). *Experimental Design in Behavioural Research*, Wiley Eastern, New Delhi.
4. Edwards, A.L. (1976). *Experimental Design in Psychological Research*, Amerind Publication, New Delhi.
5. Heman, G.W. (1995). *Research Methods in Psychology*, Houghton Mifflin Company, Boston, Illinois, New Jersey.
6. Kerlinger F.N. (1983). *Foundations of Behavioural Research*, Surjeet Publication, Delhi
7. Newman, W.L. (1991). *Social Research Methods: Quantitative and Qualitative Methods*, Boston: Allyn & Bacon.
8. Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics (5th ed.)*. New York: Harper & Row

*M. V. S.*  
*A. 22*

## PAPER III: Life Skills

**Course Objectives:** At the end of the course student will be able to:

1. Know about life skills and communication skills and how they important for us.
2. Explain concept of happiness and techniques for enhancing happiness.
3. Compare leadership skills and professional skills
4. Categories human values, ethics, self-efficacy and optimism in learners.
5. Collect and construct skills that are useful in life.
6. Decide team work tasks for solving challenges and to develop creative skills.

**CREDIT SCORE: 4**

UNIT	TOPIC	LECTURES (60 hrs.)
<b>UNIT 1</b>		
1 a.	Introduction to life skills, need and significance, Communication skills-types, process & barriers in effective communication.	8
1 b.	Positive Emotions and Affects Positive and negative affectivity: The circumflex model of Emotions.	7
<b>UNIT 2</b>		
2 a.	Mindfulness, sources of momentary happiness & deeper happiness. Active listening-concept and barriers to listening.	8
2 b.	Happiness: Concept, Correlates and Culture. PERMA Model, Happiness index: concept and determinants	6
<b>UNIT 3</b>		
3 a.	Professional skills: communication, patience and active listening, critical thinking, creating problem-solving and self-awareness. Interview skills, Group discussion.	9
3 b.	Leadership-Meaning, skills, qualities and theories: Situational, Great man, trait theory and contingency theory.	6
<b>UNIT 4</b>		
4 a.	Human Values & Ethics-Meaning & Factors affecting ethical behaviour. Self-Efficacy & Optimism- pessimism.	7
4 b.	Helping Behaviour, meaning, component: Helping in individual need, sharing personal resources, volunteering time, co-operating with others to achieve goal and effort and expertise. Non-Violence: Buddhism and Mahatma Gandhi view	9

*M. V. T.*  
*A. 2*



**Assignments:** Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Active Listening
2. Group Discussion
3. Leadership Qualities
4. Human Values

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

**Books Recommended:**

1. Biscoff, L.J. (1970). *Interpreting personality theories*. New York: Harper & Roe.
2. Hall, C.S. & Lindzey, G. (1978). *Theories of personality*, 3rd Ed. New York: J. Wiley & Sons
3. Liebert, R.M. & Spiegler, M.D. *Personality: Strategies and Issues*. Pacific Grove. California: Brooks/Cole Publishing Company.
4. Lopez, S. j, Pedrotti, J.T & Snyder, C. R (2015). *Positive Psychology: The scientific and practical explorations of human strengths* (3<sup>rd</sup> ed.) Sage Publication.
5. Ong, A. D., & van Dulmen, M. H. M. (2007). *Oxford handbook of methods in positive psychology*. New York: Oxford University Press
6. Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American Psychological Association.
7. Pandey, J. (Ed.) (2001) *Psychology in India Revisited: Developments in the Discipline: Personality and Health Psychology*, (Vol. 2) New Delhi: Sage Publications
8. Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfilment*. New York: Free Press

*M. V. S.*  
*A. 2*



## PAPER IV: Psychobiology of Motivation, Learning and Memory

**Course Objectives:** At the end of the course student will be able to:

1. State biological basis of hunger, thirst and different types of eating disorder.
2. Differentiate the rhythm of sleep and waking and its neural controls and identify sleeping disorders and its causes.
3. Illustrate the physiology of classical and instrumental learning and identify the role of receptor and neurotransmitters.
4. Examine how and where memories are stored in the brain and calculate what changes occur in the brain during learning and how aging and two major disorders impair learning.
5. Produce concept of immunity and GAS model.
6. Evaluate and improve their learning method and memory storage capacity.

**CREDIT SCORE: 4**

UNIT	TOPIC	LECTURES (60 hrs.)
<b>UNIT 1</b>		
1 a.	Hunger: Eating and Metabolism, Physiological Hunger Signals; Short and Long-term Energy Storage Systems, Peripheral Factors in Hunger and Satiety: Gastric, Intestinal, Liver Factors,	8
1 b.	Role of Insulin and Adipose Tissues; Central Factors in Hunger and Satiety. Eating Disorders: Anorexia nervosa, Bulimia nervosa, Binge Eating Disorder.	7
<b>UNIT 2</b>		
2 a.	Thirst: Concept of Fluid Balance of the Body, Types of Thirst – Osmometric and Volumetric Thirsts, Neural Mechanism of Thirst.	8

*T. W. S.*  
*A. W.*

	Volumetric Thirsts, Neural Mechanism of Thi	
2 b.	Sleep: Nature and Characteristics, Types – REM and NREM Sleep, Chemical and Neural Control of Sleep; Sleep Disorders: REM Sleep Disorder, Insomnia, Hypersomnia and Parasomnias	7
<b>UNIT 3</b>		
3 a.	Learning: Physiological Basis of Learning: Induction of Long-Term Potentiation (LTP), Consolidation Hypothesis. Role of NMDA Receptors, Mechanism of Synaptic Plasticity.	8
3 b.	Physiological Basis of Classical Conditioning, Role of Basal Ganglia in Instrumental Conditioning.	7
<b>UNIT 4</b>		
4 a.	Memory: Anatomy of Human Memory, Retrograde Amnesia and Consolidation Hypothesis, Neurophysiological Basis of Memory, Biochemical Basis of Memory – Protein Synthesis	7
4 b.	Cholinergic Hypothesis. Stress: Concept, Physiology of Stress Response - Hypothalamus-Pituitary-Adrenal Axis, Stress and Immune System	8

**Assignments:**

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Eating disorder
2. Sleep disorder
3. Physiological bases of learning
4. Physiology of stress

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

**Books Recommended:**

1. Carlson, N. R. (2005) *Foundations of Physiological Psychology*. 6<sup>th</sup> Edition, Pearson Education.
2. Kalat, J. W. (2010). *Biopsychology*. Cengage Learning India Pvt. Ltd.

A. W. M. S.

3. Levinthal, C.F. (1990). *Introduction to Physiological Psychology*. 3<sup>rd</sup> Edition, Prentice-Hall.
4. Morgan, C.T. (1985). *Introduction to Physiological Psychology*. McGraw-Hill.
- 5.
6. Pinel, J.P. (2006). *Biopsychology*. 6<sup>th</sup> Edition, Pearson Education.
7. Leukal, F. (1976) *Introduction to Physiological Psychology*. C.V. Mosby Co.
8. Tiwari, B.D. & Tripathi, A.N. (2004). *Daihk Manovigyan*. Motilal-Banarasi Das.

M.V.T

## Paper-V- Practical / Lab Work

**Course objectives:**

Student will learn about practical approach of psychology. Student understand about applied part of short-term memory, knowledge of result, locus of control, NEO-PIR. It will be helpful to build concept about different domain of psychology.

**CREDIT SCORE: 4**

SR. NO.	TOPIC	NUMBER OF LECTURES (60 hrs.)
1	Any one test based on Short-term Memory/Knowledge of result	5 (10 hrs.)
2	Any one test based on Effect of Set on Problem Solving/Locus of Control	5(10 hrs.)
3	Anyone experiments based on Concept Learning/ Syllogistic Reasoning	7 (14hrs.)
4	Anyone test based on NEO-PIR/ Concept formation	8(16 hrs.)
5	Anyone test based on Clustering/ Transfer of learning	5 (10 hrs.)

**Transactional method/  
teaching method**

(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)

*M. V. S.*  
*A. V.*



**Semester -III**  
**PAPER I: Applied Social Psychology**

**Objectives:** At the end of the course, students will be able to:

1. Relate knowledge of the historical and present status of social psychology.
2. Express knowledge of aggression, attitude and consumer behaviour and discuss about current research trends and their outputs.
3. Practice the applied part of social psychology.
4. Determine their knowledge in scientific communication & presentation.
5. Produce application of psychology in reference to social field.
6. Assess knowledge in social sciences researches.

**CREDIT SCORE: 4**

Unit	TOPIC	Lectures (60 hrs.)
<b>UNIT 1</b>		
1 a.	Introduction in applied social psychology: History, Scope and relationship with basic social psychology	8
1b.	Methods of study in social psychology: experimental method, correlational study, survey and field studies.	7
<b>UNIT 2</b>		
2 a.	Aggression and violence: conceptual issues and theoretical explanations; determinants; interpersonal and intergroup forms of aggression, dynamics of violence, strategies for reducing aggression and violence.	8
2 b.	Social psychology and consumer behaviour. Economic and social psychological approaches; meaning of money, social beliefs and values system, consumer socialization.	7
<b>UNIT 3</b>		
3 a.	Intergroup relations: Meaning, types, determinant. Theory of intergroup relation: relative deprivation theory, valence theory, social identification theory.	7

*T. V. S.*  
A-2

3 b.	Social Perception: Person perception, impression formation, self-perception and impression management	8
<b>UNIT 4</b>		
4 a.	Attribution: Internal and External factors. Theories of causal attribution, correspondence inference theory, attribution of success and failure	8
4 b.	Interpersonal attraction: Nature, measures, antecedent and conditions and determinants.	7

### ASSIGNMENT:

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Scope of Social Psychology
2. Attribution
3. Interpersonal attraction
4. Social perception

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

### BOOKS RECOMMENDED:

1. Baron, R.A. & Byrne, D.P. (1987). *Social Psychology*. Fifth Edition, Prentice Hall (India)
2. Dinnerstein, M.B. & Dinnerstein, E. I. (1984) *Social Psychology*.
3. Feldman, R.S. (1985). *Social Psychology: Theory, Research and Applications*, McGraw Hill: New Delhi.
4. John D. Delamater and Daniel J. Myers (2009). *Text book of social psychology*. CENGAGE Learning, Delhi.
5. Roy, F. Baumeister and Brad Bushman (2009). *Fundamentals of social psychology*. CENGAGE Learning, Delhi.
6. Singh, A.K., (2011). *Samaj Manovigyan Ki Roop-Rekha*, Patna: Motilal Banarasi Das.
7. Tripathi, L.B. (2009). *Adhunik Samajik Manovigyan*, Agra: H.P. Bhargava Book House.
8. Suleiman, M. *Ucchar Samaj Manovigyan*, Patna: Motilal Banarasi Das.

*M. U. S.*

## PAPER II: Fundamental of Psychological Assessment

**Objectives:** At the end of the course, students will be able to:

1. Define the basic concepts of psychological testing.
2. Express competence in the selection, administration, and scoring of assessment measures.
3. Compute reliability and validity and method of calculating.
4. Analyse factor analysis and regression.
5. Formulate methodology in research and plan for further research.
6. Choose appropriate statistical method and develop scale for measurement.

**CREDIT SCORE: 4**

UNIT	TOPIC	LECTURES (60 hrs)
<b>UNIT 1</b>		
1 a.	Psychological Testing: Nature, Present uses, evaluation and measurement.	7
1b.	Test Administration, Rapport, Test Anxiety, Examiner and other Situational Variables, Coaching, Practice, Test Sophistication.	6
<b>UNIT 2</b>		
2 a.	Reliability: Concept, Stability and Consistency of Measures, Types-Test-retest, Split-half and Parallel Form. Factors Affecting Reliability.	8
2 b.	Validity: Concept, Content validity, Criterion Related Validity, Estimation of Validity, Factors Affecting Validity.	8
<b>UNIT 3</b>		
3 a.	Introduction to Factor Analysis (Exploratory and Confirmatory Factor Analysis). Principal Component, Rotation: Orthogonal and Oblique.	9
3 b.	Construction of tests: Selection of items, Item analysis- Item difficulty, discrimination power.	8
<b>UNIT 4</b>		
4 a.	Multiple Regression: Linear, Step-wise and Logistic.	7
4 b.	Ascertain the reliability of a test, coefficient correlation and internal consistency.	7

*T. U. S.*  
*A. 2*

## ASSIGNMENT:

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Psychological testing: Concept
2. Reliability
3. Validity
4. Factor analysis

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

### Books recommended.

1. Anastasi, A. (1983), Psychological Testing (5th Ed.) N.Y. McMillan.
2. Ciminaro, A.R. (1984). Handbook of behavioural assessment, New York: John Wiley.
3. Kaplan, R.M. and Saccuzzo, D.D. (2007): Psychological Testing. Thompson-Wordsworth. Australia, Spain. United States.
4. Leung, F.T.L. & Austin, J.T. (1996). The psychology research handbook, London: Sage.
5. Miller, D.C. (1991). Handbook of research design and social measurement, London: Sage.
6. Nunally, J.C. (1979). Psychometric Theory (2nd Ed.) Tata McGraw Hill, India.
7. Sprinthall, R. C. (2000). Basic statistical analysis (6<sup>th</sup> edition). Boston: Allyn and Bacon.
8. Singh, A.K. (2019). *Statistics in Psychology Sociology and Education*. Thompson Press, New Delhi

M. W. S.  
A. W.



## Paper III: Psychological Dysfunctions

**Objectives:** At the end of the course, students will be able to:

1. Define the key elements in the current conceptualization of abnormality or psychological disorder.
2. Describe the major categories of focus underlying the study and discussion of Demonstrate the knowledge about classification systems of mental disorder., DSM-IV -TR, DSM V, ICD 10 & ICD11.
3. Assess and investigate psychosomatic disorders.
4. Differentiate and categories various psychological disorder such as OCD and Schizophrenia spectrum disorder.
5. Manage various disorder that will help student in their further career.
- 6 Judge clinical aspect and decide to deal with.

**CREDIT SCORE: 4**

UNIT	TOPIC	LECTURES (60 hrs)
<b>UNIT 1</b>		
1 a.	Introduction: Meaning and Definition of Abnormal Behaviour; Approaches of Studying Psychopathology.	8
1 b.	Classification of Mental Disorders – DSM-IV-TR, DSM V, ICD-10.	7
<b>UNIT 2</b>		
2 a.	Schizophrenia Spectrum disorder: History, Prevalence, Symptoms and Sub-types and causal factors.	6
2 b.	Mood Disorders: Bipolar I & Bipolar II cyclothymic, seasonal affective disorder.	8
<b>UNIT 3</b>		
3 a.	Obsessive-Compulsive Disorder (OCD), delusion and bizarre behaviour.	7
3 b.	Anxiety disorder: introduction, fear and anxiety, types, prevalence and symptoms; social anxiety, panic, phobia and PTSTD.	8
<b>UNIT 4</b>		
4 a.	Somatoform disorders: Introduction, Types – Characteristics and Symptoms of Somatization Disorder.	7
4 b.	Personality disorder: types, prevalence, antisocial personality.	9

*Handwritten signature and scribbles*

## Assignment

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. DSM V
2. ICD-10
3. Schizophrenia spectrum disorder
4. anxiety disorders

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

## Books recommended:

1. Carson, R.C., Butcher, J.W., Mineka, S., Hooley, J.M. (2007). *Abnormal Psychology*. Pearson Education Inc
2. Carson, R.C., Butcher, J.W., and Mineka, S. (2000). *Abnormal Psychology and Modern Life*. Allyn & Bacon.
3. Diagnostic and Statistical Manual of Mental Disorders – IV- Text Revision (DSM-IV-TR) (2000). American Psychiatric Association. Tapee Brothers Medical Publishers (P) Ltd.
4. Barlow, D.H. and Durand, V.M. (2005). *Abnormal Psychology: An Integrated Approach*. Wadsworth.
5. Jaiswal, A.K. (2013). *Adhunik Asamanya Manovigyan*. Sri Vinod Pustak Mandir, Agra
6. Sadock, B.J. and Sadock, V.A. (2003). *Synopsis of Psychiatry*, Lippincott Williams & Wilkins.
7. Sarason, I.G. and Srason, B.R. (2002). *Abnormal Psychology*. Pearson Education Asia.
8. Singh, A.K. (2010). *Adhunik Asamanya Manovigyan*, 6th Ed. New Delhi: Motilal Banarasi Das.

A 2  
T1-V-5

## PAPER IV A: Clinical Psychology: Psychodiagnostics

- Course Objectives:** At the end of the course, students will be able to.
1. Know the concept of psychodiagnostics
  2. Discuss and explain clinical utility of psychological method, case history, interview etc.
  3. Illustrate difference between intervention and therapeutic technique.
  4. Differentiate projective tests and intelligence test in clinical setting.
  5. Construct, design and select various tools in clinical setting.
  6. Measure mental disorders clinically.

**CREDIT SCORE: 4**

UNIT	TOPIC	LECTURES (60 hrs.)
<b>UNIT 1</b>		
1 a.	Psychodiagnostics: Nature and scope, Process and stages diagnostic assessment: Differential diagnosis	8
1 b.	Clinical Assessment – Nature and Objectives. Clinical interview – Purpose, Types, Stages, Clinical Utility and Limitations.	7
<b>UNIT 2</b>		
2 a.	Case Study Method- Purpose, Sources, Clinical Utility, limitations	7
2 b.	Observation Method: Objectives, Types, Clinical Utility and Limitations	6
<b>UNIT 3</b>		
3 a.	Assessment of intelligence– Wechsler Adult Intelligence Test, Scatter Analysis. Raven’s Coloured, Standard and Advance Progressive Matrices.	9
3 b.	Clinical Assessment of Personality – Cattell’s 16 P.F., MMPI-II and Big Five.	8
<b>UNIT 4</b>		
4 a.	Projective Techniques: Characteristics, Classification of Projective Techniques, Rorschach Test, TAT and Sentence completion technique	8
4 b.	Mental health: concept, components, intervention model- clinical community model	7



## ASSIGNMENT:

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Mental Health
2. projective technique
3. WAIS -IV
4. Nature and scope of psychodiagnostics

**Transactional method/  
teaching method**

(Chalk & Talk / ICT / Field Trips /  
PBL / Case Studies / Group  
Discussion)

## Books recommended:

1. Goldenbern. H. (1983). *Contemporary Clinical Psychology (2nd Ed.)* New York.
2. Gordon, J.G.A. (2022). *Comprehensive Clinical Psychology (2nd Ed.)* Elsevier, Regina Canada
3. Eells, Tracy D. (2007). *Handbook of Psychotherapy Case Formulation (2nd Ed.)*. The Guilford Press.
4. Korchin, S.J. (2004). *Modern Clinical Psychology (2nd Ed.)*. CBS Publication,
5. Nietzel, M.T. Bernstein, D.A. & Misich, R (1998). *Introduction of Clinical Psychology (5th Ed.)*. New Jersey: Prentice Hall.
6. Wolman, B.B. (1978). *Clinical Diagnosis of Mental Disorders: A Handbook*. N.Y. Plenum.
7. Singh, A.K. (2008). *Adhunik Naidanik Manovigyan*. Delhi: Motilal Banarasi Das
8. Suleiman, M. & Kumar, D. (2006). *Adhunik Naidanik Manovigyan*. Patna: General Book Agency

OR



A handwritten signature and the initials 'T.V.' are present in the bottom right corner of the page.



## PAPER IV B: Organizational Psychology

- Objectives:** At the end of the course, students will be able to:
1. Define the concept of origin and emerging trends of organizational behaviour.
  2. Explain job satisfaction and its determinants and discuss on different view of work motivation.
  3. Interpret job analysis and its purpose.
  4. Examine nature, definition and theories of leadership.
  5. Design career in organizational sector.
  6. Compare and choose opportunities in organization.

**CREDIT SCORE: 4**

UNIT	TOPIC	LECTURES (60 hrs.)
<b>UNIT 1</b>		
1 a.	Introduction: Field, Challenges and Opportunities; Emerging Trends in Organizational Behaviour	8
1 b.	Job Satisfaction: Nature and definition, Determinants; Job Satisfaction and Productivity, Measurement.	7
<b>UNIT 2</b>		
2 a.	Job Analysis: Meaning and Nature, Job Specification and Evaluation, Purpose of Job Analysis	8
2 b.	Methods of Job analysis, Uses of Job Analysis and Job Placement	7
<b>UNIT 3</b>		
3 a.	Work Motivation: Content Theories – Maslow-Herzberg, Process Theory, Expectancy Theory, Equity Theory.	8
3 b.	Goal Settings: Motivating Employees: Incentive types.	6
<b>UNIT 4</b>		
4 a.	Leadership: Nature and Definition, Types, Functions of the Leader.	7
4 b.	Theories of Leadership: Fiedler's and Vroom's Contingency Theories, Interactional Theory, Time Theory.	9

### ASSIGNMENT:

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Emerging trends in organizational psychology
2. Theories of leadership

*M. U. S.*  
*A. 2*

3. Function of the leader
4. Work motivation

**Books Recommended:**

1. Gilmer, B.V.H. (1971). *Industrial and Organizational Psychology*, McGraw- Hill.
2. Katz, D. and Kahn, R.K. (1980). *The Social Psychology of Organization*, Wiley.
3. Robbins, S.P. (1980). *Organizational Behaviour*, Prentice Hall, New Delhi.
4. Luthans, F. (1997). *Organizational Behaviour*, Tata McGraw-Hill, New Delhi.
5. Arnold, H.J. and Feldman, D.C. (1986). *Organizational Behaviour*, McGraw- Hill.
6. Dwivedi, R.S. (2001). *Human Relationship and Organization Behaviour*, McMillan, New Delhi.
7. Ojha, R.K. (2006). *Audyogik Manovigyan.*, Vinod Pustak Mandir. Agra
8. Suleiman, M. & Chaudhary V.K. (2005). *Audyogik Evam Sangathanatmak Manovigyan.* Motilal Banarasi Das. New Delhi

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

**OR**

## PAPER IV C: Human Emotions

**Objectives:** At the end of the course, students will be able to:

1. Identify and develop adequate vocabulary for expression of emotions.
2. Explain emotions and develop emotional intelligence and wisdom.
3. Construct self-acceptance of emotions of self.
4. Set up emotional well-being and adaptation to negative emotions.
5. Manage emotional problems.
6. Evaluate knowledge about positive psychology.

**CREDIT SCORE: 4**

UNIT	TOPIC	LECTURES (60 hrs.)
<b>UNIT 1</b>		
1 a.	Emotion and self, Types of Emotions, Vocabulary of Emotions	8
1 b.	Positive emotions and Negative emotion: The circumplex model of Emotions	7
<b>UNIT 2</b>		
2 a.	Creativity and Productivity: Broaden and build theory	8
2 b.	Happiness: Concept, Correlates and Culture	6
<b>UNIT 3</b>		
3 a.	Building Emotional Intelligence and Emotional Wisdom, Identification and Acceptance of emotions	9
3 b.	Empathy Building: Maintaining balance between experience and expression of Emotions	6
<b>UNIT 4</b>		
4 a.	Enhancing Emotional Regulation Emotional well-being: Concept and nature	7
4 b.	Asymmetry between Positive and negative effects, Overcoming the Hedonic treadmill, Adaptation to negative events, slowing down adaptation to positive events.	9

### ASSIGNMENT:

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Happiness
2. Emotion regulation

*T. U. S.*

3. Creativity

4. Techniques for enhancing happiness

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

**Books Recommended:**

1. Cass, A. (2004). *Positive Psychology: The Science of Happiness and Strengths*. Routledge
2. Diener, E., (2008). Myths in the science of happiness, and directions for future research. In M. Eid & R. J. Larsen, (Eds.). *The science of subjective well-being*. New York: Guilford Press
3. Eid, M., Larsen R.J., (2008)., *The Science of Subjective Well-Being*. Guilford Press
4. McDermott, D., & Snyder, C. R. (2000). *The great big book of hope*. Oakland, CA: New Harbinger.
5. Ong, A. D., & van Dulmen, M. H. M. (2007). *Oxford handbook of methods in positive psychology*. New York: Oxford University Press
6. Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Washington, DC: American Psychological Association.
7. Pandey, J. (Ed.) (2001) *Psychology in India Revisited: Developments in the Discipline: Personality and Health Psychology*, (Vol. 2) New Delhi: Sage Publications.
8. Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfilment*. New York: Free Press



## Paper-V- Practical/ Lab Work

### Course objectives:

Conduction of practical related to the fundamental concept will be mandatory. The focus of these courses will be to develop in depth and interdisciplinary understanding of the concepts studied in all courses.

### CREDIT SCORE:4

SR. NO.	TOPIC	NUMBER OF LECTURES (60 hrs.)
1.	Any one test based on job satisfaction/ Mental health	5 (10 hrs.)
2.	Any one test based on sociometry/ raven's standard matrices	5(10 hrs.)
3.	Anyone experiments based on Formulation of a Factorial Design Experiment / Stanford Binet test	7 (14 hrs.)
4.	Anyone test based on Rorschach Ink-Blot Test/TAT	8(16 hrs.)
5.	Anyone test based on mental health/Depression	5 (10 hrs.)

### Transactional method/ teaching method

(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)

## SEMESTER IV

### PAPER I: New Emerging Areas in Psychology

**Objectives:** At the end of the course, students will be able to:

1. Know new trends in psychology.
2. Describe gender sensitization.
3. Predict the psychological effect of discrimination.
4. Set up their knowledge in scientific communication & presentation.
5. Prepare for new areas in psychology: Peace psychology, cyber bullying, pollution and psychology.
6. Judge himself for competitive examination.

**CREDIT SCORE: 4**

UNIT	TOPIC	LECTURES (60hrs.)
<b>UNIT 1</b>		
1 a.	Issues of Gender, Poverty, Disability, and Migration: Cultural bias	8
1 b.	Discrimination. Stigma, Marginalization, and Social Suffering; Child Abuse and Domestic violence.	8
<b>UNIT 2</b>		
2 a.	Peace psychology: Violence, non-violence, conflict resolution at macro level, role of media in conflict resolution	9
2 b.	Environmental stress and health: Environmental stress, crowding, noise and overpopulation; effects of physical environment on health	9
<b>UNIT 3</b>		
3 a.	Psychology and technology interface: Digital learning; Digital etiquette	6
3 b.	Cyber bullying; Cyber pornography: Consumption, implications; Parental mediation of Digital Usage	6
<b>UNIT 4</b>		
4 a.	Introduction, mental training in sports, sports psychology: a clinician's perspectives	7
4 b.	Person with disability act 2016: types of disability, acid attack victim, concept of handicapped and disadvantage	7

#### ASSIGNMENT:

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Gender sensitization
2. Disability and disadvantage

*M. U. S.*

3. Cyber bullying

4. Sport psychology

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

### Books Recommended:

1. Blumberg., Hare, A.P. & Costin, A. (2006). *Peace psychology: A comprehensive introduction*, Cambridge university Press
2. Bell, P., Greene, T., Fisher, J., & Baum, A. (2001). *Environmental Psychology (5th ed)*. NY: HarcourtBrace, Inc.
3. Bretherton, D. & Law, S.F. (2015). *Methodologies in Peace psychology*. Springer.
4. Gifford, R. (2007). *Environmental psychology: Principles and practice*. Optimal Books
5. Lutzker, J.R. (1998). *Handbook of child abuse Research and treatment*. Springer. [<https://doi.org/10.1007/978-1757-2909-2>]
6. Mohanty, A.K. & Mishra, G. (1997). *Psychology of Poverty and disadvantage*. Concept publishing company
7. Person with disability act. 2016
8. Tenenbaum, Gershon (2001) *The Practice of Sport Psychology* Fitness Information Technology, INC, US

*M. V. P.*

## PAPER II: Psychological Measurement

- Objectives:** At the end of the course, students will be able to:
1. Know how to assess and prepare norms of a psychological test.
  2. Discuss ethical considerations in psychological assessment.
  3. Demonstrate the knowledge about intelligence and its various measures.
  4. Distinguish between personality testing and special ability test such as occupational testing, attitude., etc.
  5. Arrange and analyze the psychological data and can put them on appropriate scaling method.
  6. Evaluate essentials of psychological testing along with various kind of tests implemented.

**CREDIT SCORE: 4**

UNIT	TOPIC	LECTURES (60 hrs.)
<b>UNIT 1</b>		
1 a.	Norms: Concept, Types – Development of Norms, Age Norms, Grade Norms, Intergroup Norms, Reliability of Norms.	8
1 b.	Intelligence Testing: Nature, Theories of Intelligence (Spearman, Thurston, Guilford, Cattell).	8
<b>UNIT 2</b>		
2 a.	Information Processing Approach and Pass Model, Speed and Power Tests, Individual and Group Tests, Verbal and Performance Tests and Cross-cultural tests. WAIS IV	7
2 b.	Application of Psychological test: Testing and assessment in various settings- education, counselling and guidance	8
<b>UNIT 3</b>		
3 a.	Ethical aspects: User's Qualification, Confidentiality, Communication of Results, Invasion of Privacy, Civil Rights of Minority, Evaluation of Tests	8
3 b.	APA Style (citations in Journal, Books and Online sources), Research report writing	8
<b>UNIT 4</b>		
4 a.	Applications of software in research: excel, power point, word file, google docs	7
4 b.	Concept of Seminar, workshop, symposium and conference	6

### ASSIGNMENT:

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Norms



2. standardization of scale
3. Application of software in research
4. Ethical issues in research

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

**Books Recommended:**

1. Anastasi, A. (1997). *Psychological Testing* (7th Ed.) N.Y. McMillan.
2. Eysenck, M.W. (2004). *Psychology: An Introductory Psychology*. Press: Taylor & Francis Group. Hove and New York.
3. Guilford, J.P. (1954). *Psychometric Methods*, Tata McGraw Hill, India.
4. Kaplan, R.M. and Saccuzzo, D.D. (2007). *Psychological Testing*. Thompson Wordsworth. Australia, Spain. United States
5. Nunnally, J.C. (1978). *Psychometric Theory*. Tata McGraw Hill Pub. Co. Ltd. New Delhi.
6. Payne, D.A. & McMorries, R.F. (1972). *Educational and Psychological measurement*. Oxford and IBH Pub. Co. New Delhi.
7. Sprinthall, R. C. (2000). *Basic statistical analysis* (6<sup>th</sup> edition). Boston: Allyn and Bacon.
8. Singh, A.K. (2019). *Statistics in Psychology Sociology and Education*. Thompson Press, New Delhi

## PAPER III: Child and Adolescent Psychopathology

**Objectives:** At the end of the course, students will be able to:

1. Define child and adolescent related disorder.
2. Explain clinical pictures, diagnosis criteria, symptoms and causes of Learning disability.
3. Construct and interpret the clinical pictures, diagnosis criteria, symptoms and causes of intellectual disability.
4. Able to understand other psychological disorder during childhood and adolescence.
5. Design the clinical features of symptoms, aetiology and valid and reliable treatment of diagnostic categories of mental health disorders.
6. Compare neurodevelopmental disorder and learning disability.

**CREDIT SCORE:4**

UNIT	TOPIC	LECTURES (60hrs.)
<b>UNIT 1</b>		
1a.	Child and adolescent psychopathology: background, categorization; causal factor;	8
1b.	Child maltreatment, impulsivity, behavioural inhibition, prenatal factors, brain injury	7
<b>UNIT 2</b>		
2a.	Externalizing disorders: ADHD, Oppositional defiant disorder	8
2b.	Eating disorder: obesity, subtypes causal factors	7
<b>UNIT 3</b>		
3a.	Intellectual disability: risk factor, causes, types; mild, moderate, severe and profound.	7
3b.	Externalizing disorder: conduct disorder, juvenile delinquency and alcohol & drug involvement	7
<b>UNIT 4</b>		
4 a.	Neurodevelopmental disorder: causes types and prevalence	8
4 b.	Learning disability: risk factors, types: dyscalculia, dysgraphia, dyslexia and Nonverbal learning. determinant, reading and writing disorder.	8

*M. J. S.*

## Assignment:

Student will submit assignment in their own words on anyone topic. The topics are listed below

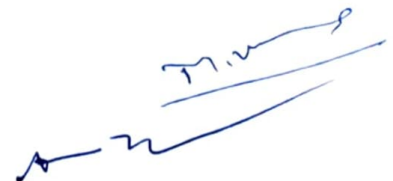
1. history of child and adolescent's psychopathology
2. neurodevelopmental disorder
3. Intellectual disability
4. Learning disability

**Transactional method/  
teaching method**

(Chalk & Talk / ICT / Field Trips /  
PBL / Case Studies / Group  
Discussion)

## Recommended Books:

1. Beauchine, T.P., & Hinshaw, S.P. (2013). *Child and Adolescent Psychopathology (2nd rev.ed.)* N.J. John Wiley & Sons.
2. Berk, Laura E. (2016). *Infants and children: prenatal through middle childhood*. Boston : Pearson,
3. Carson, R.C., Butcher, J.W., and Mineka, S. (2000). *Abnormal Psychology and Modern Life*, Allyn & Bacon.
4. Mash E.J. & Barkley, R.A. (eds) (2013). *Child Psychopathology (3rd Ed)*, NY, Guilford Publication Inc.
5. Sadock, B.J. and Sadock, V.A. (2003). *Synopsis of Psychiatry*, Lippincott Williams & Wilkins.
6. Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry* (Eleventh edition.). Philadelphia: Wolters Kluwer.
7. Weis, R. (2013). *Introduction to abnormal child and adolescent psychology*. Thousand Oaks: Sage publications Inc.
8. Wicks- Nelson, R. & Allen, L. (2013). *Abnormal child and Adolescent Psychology (8th International Ed)*. London, Pearsons.



## PAPER IV A: Clinical Psychology: Therapeutic techniques

**Objectives:** At the end of the course, students will be able to:

1. Know knowledge in the various theories of psychotherapy, including analytic, humanistic-existential, cognitive-behavioural, postmodern, and systems.
2. Discuss different therapeutic techniques.
3. Apply the application part of drug therapy, modelling therapy, psychoanalytic and behaviour therapy.
4. Distinguish relationship between abnormal psychology and clinical psychology.
5. Collect knowledge about clinical psychology.
6. Choose career in clinical areas.

**CREDIT SCORE: 4**

UNI T	TOPIC	LECTUR ES (60 hrs.)
<b>UNIT 1</b>		
1a.	Clinical Psychology: History of clinical psychology, concept. role of clinical psychology in mental health	5
1b.	Psychotherapy – Definition, Objectives and Ethical Issues	7
<b>UNIT 2</b>		
2a.	Theories of Psychotherapy: Freudian Psychoanalytic Therapy-. Roger's Client Centred Therapy. Client- centred therapy. Reporting Case studies.	9
2b.	Drug therapy- Objective, Types, Anti-psychotic Drugs, Anti-depressant Drugs, Anti-Anxiety Drugs, Mood Stabilizers, Stimulants, Cognition Enhancers. Electric Shock Therapy.	9
<b>UNIT 3</b>		
3a.	Behaviour Therapy –, Theoretical Basis: Operant and Respondent Behaviour. Difference Between Psychotherapy and Behaviour Therapy	9
3b.	Aversion therapy- Systematic Desensitization – Characteristics, Construction of Anxiety Hierarchy, Progressive Muscle Relaxation Technique.	8
<b>UNIT 4</b>		
4 a.	Modelling Therapy, Behaviour Therapy- Rational– Emotive therapy, Beck's Cognitive Therapy, Stress Inoculation Therapy.	6

*A. M. S.*  
*M. W. S.*



4 b.	Therapeutic techniques in Indian psychology: Bhagwat Geeta and Buddhism	7
------	---	---

### ASSIGNMENT:

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Client center therapy
2. modeling therapy
3. Behaviour therapy
4. Aversion therapy

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

### Books recommended:

1. Goldenbern. H. (1983). *Contemporary Clinical Psychology (2nd Ed.)* New York.
2. Gordon, J.G.A. (2022). *Comprehensive Clinical Psychology (2nd Ed.)* Elsevier, Regina Canada
3. Eells, Tracy D. (2007). *Handbook of Psychotherapy Case Formulation (2nd Ed.)*. The Guilford Press.
4. Korchin, S.J. (2004). *Modern Clinical Psychology (2nd Ed.)*. CBS Publication,
5. Nietzel, M.T. Bernstein, D.A. & Misich, R (1998). *Introduction of Clinical Psychology (5th Ed.)*. New Jersey: Prentice Hall.
6. Wolman, B.B. (1978). *Clinical Diagnosis of Mental Disorders: A Handbook*. N.Y. Plenum.
7. Singh, A.K. (2008). *Adhunik Naidanik Manovigyan*. Delhi: Motilal Banarasi Das
8. Suleiman, M. & Kumar, D. (2006). *Adhunik Naidanik Manovigyan*. Patna: General Book Agency

OR

*M. S. R.*

## PAPER IV B: Organizational Development

**Course Objectives:** At the end of the course, students will be able to:

1. Know about organizational communication and its important in organizational sector.
2. Describe nature, measures and effect on employee performance in organizational commitment.
3. Illustrate nature and meaning of organizational change.
4. Examine the importance and application of Hawthorne studies.
5. Construct different domain of organizational sector.
6. Choose their career in organizational areas.

**CREDIT SCORE: 4**

UNIT	TOPIC	LECTURES (60hrs.)
<b>UNIT 1</b>		
1a.	Organizational Communication: Meaning, Functions, Processes and Direction; Effective Communication	8
1b.	Improving interpersonal Communication, Types of Organizational Communication; Group Dynamics.	7
<b>UNIT 2</b>		
2a.	Organizational Commitment: Measurement and Effects on Employees Performance	8
2b.	. Industrial Morale: Nature and Characteristics, Determinants and Measurement.	7
<b>UNIT 3</b>		
3a.	Organizational Change: Nature and Meaning, Change at Work, Forces of Change at Work, Resistance to Change.	8
3b.	Organizational Development: Characteristics, Processes and Effectiveness.	7
<b>UNIT 4</b>		
4 a.	Hawthorn Studies: Nature and Types, Experiments of Illumination, Implications and Importance.	8
4 b.	Time and Motion Study: Nature, Characteristics and Principle.	7

**Assignment:**

Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Organizational commitment

*A. M. S.*  
*M. W. S.*

2. organisational development
3. Hawthorn studies
4. Industrial psychology

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--

**Books Recommended:**

1. Gilmer, B.V.H. (1971). *Industrial and Organizational Psychology*, McGraw-Hill.
2. Katz, D. and Kahn, R.K. (1980). *The Social Psychology of Organization*, Wiley.
3. Robbins, S.P. (1980). *Organizational Behaviour*, Prentice Hall, New Delhi.
4. Luthans, F. (1997). *Organizational Behaviour*, Tata McGraw-Hill, New Delhi.
5. Arnold, H.J. and Feldman, D.C. (1986). *Organizational Behaviour*, McGraw-Hill.
6. Dwivedi, R.S. (2001). *Human Relationship and Organization Behaviour*, McMillan, New Delhi.
7. Ojha, R.K. (2006). *Audyogik Manovigyan*, Vinod Pustak Mandir, Agra
8. Suleiman, M. & Chaudhary V.K. (2005). *Audyogik Evam Sangathanatmak Manovigyan*. New Delhi: Motilal Banarasi Das.

**OR**

*M. U. S.*  
*A. N.*

## PAPER IV C: Health Psychology

**Objectives:** At the end of the course, students will be able to:

1. Know the difference between health psychology from behavioural medicine.
2. Discuss the understanding about impact of stress on physical well-being.
3. Demonstrate interventions for health psychologists use to treat stress related patients.
4. Examine social support's impact on an individual's physical health.
5. Integrate common areas of clinical focus on health psychology.
6. Measure and improve their health issues.

**CREDIT SCORE: 4**

UNIT	TOPIC	LECTURES (60hrs.)
<b>UNIT 1</b>		
1a.	Health and wellbeing: Concept and indicators, medical and bio-psycho-social models of health, cross-cultural perspectives on health,	8
1b.	Goals of health psychology, approaches to health.	7
<b>UNIT 2</b>		
2a.	Health behaviour: Role of behavioural factors in disease and disorders; Changing health habits	8
2b.	Models and approaches to health behaviour change – cognitive behavioural and social engineering approaches, and transtheoretical model.	7
<b>UNIT 3</b>		
3a.	Health problems and their cognitive representation: General and chronic health problems; causal factors and explanations	8
3b.	health belief systems; HIV/AIDS.	7
<b>UNIT 4</b>		
4 a.	Management of health problems: Preventive, promotive and curative aspects of health; choice of medicinal systems;	8
4 b.	patient-doctor relationship, treatment adherence, alternative medicines	7

**Assignment:**

*T. V. S.*



Student will submit assignment in their own words on anyone topic. The topics are listed below

1. Health
2. Well-being
3. Management of Health problems
4. Health belief systems

<b>Transactional method/ teaching method</b>	<b>(Chalk &amp; Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)</b>
--	---

**Recommended Books:**

1. Baum, A., Gatchel, R. J., & Krantz, D. S. (1997). *An introduction to health psychology*. New York: McGraw Hill.
2. Baum, A., Revenson, T. A., & Singer, J. E. (2001). *Handbook of health psychology*. Mahwah, NJ: Lawrence Erlbaum.
3. Diener, E., (2008). Myths in the science of happiness, and directions for future research. In M. Eid & R. J. Larsen, (Eds.). *The science of subjective well-being*. New York: Guilford Press
4. D'Amato, M. R. & Martin, L. R. (2002). *Health psychology*. Boston: Allyn & Bacon.
5. Marks, D., Murray, M., Evans, B., & Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice*. New Delhi: Sage.
7. Misra, G., & Mohanty, A (2002). *Perspectives on Indigenous psychology*. New Delhi: Concept.
6. Radhey, M. (1994). *Health psychology: Bio-psycho-social interaction*. New York: John Wiley
8. Seligman, M.E. (2012). *Flourish: A Visionary new understanding of Happiness and Well-being*. NY: Simon and Schuster.

OR

## PAPER V: Practical/ Lab Work

**Course Objectives:** these courses will enhance the communication skills which are essential an effective counselor like listening skills. The course will also be building of students the chances of their employability in different fields like teaching, health, schools and organizations.

### CREDIT SCORE: 4

SR. NO.	TOPIC	NUMBER OF LECTURES (60 hrs.)
I	Any one test based on emotion regulation/ achievement motivation	5 (10 hrs.)
II	Any one test based on aggression/ social conformity	6(12 hrs.)
III	Anyone experiments based on biofeedback/ Bhatia battery test	9 (18 hrs.)
IV	Anyone test based on gratitude/ well-being	5 (10 hrs.)
V	Anyone test based on self-esteem/ job commitment	5 (10 hrs.)

<b>Transactional method/ teaching method</b>	(Chalk & Talk / ICT / Field Trips / PBL / Case Studies / Group Discussion)
--	--