

Chaudhary Ranbir Singh University, Jind



**Faculty of Social Sciences
Department of Psychology**

Scheme and Syllabi of M.A. (Psychology)

**As Per NEP-2020
2024-2025 onwards**

Curriculum and Credit Framework for Postgraduate Programme

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Semester-I

Course Type	Code	Paper	Credit	Total	Contact hours per week			External	Internal	Max. Marks	Hours
					L	T	P				
CC-1	PSY-101	Historical Foundations of Psychology	4	26	4	0	0	70	30	100	3
CC-2	PSY-102	Experimental Psychology	4		4	0	0	70	30	100	3
CC-3	PSY-103	Research Methodology and Statistics-I	4		4	0	0	70	30	100	3
CC-4	PSY-104	Social Psychology	4		4	0	0	70	30	100	3
CC-5	PSY-105	Motivation and Emotion	4		4	0	0	70	30	100	3
PC-1	PSY-106	Practical	4		0	0	8	70	30	100	3
SEMINAR	PSY-107	Seminar	2		0	0	0	0	50	50	1

Total Maximum Marks= 650

CC=Core

Note: Core papers are compulsory for every student. Each student has to conduct eight practical. In the examination each student has to perform one practical. Examination of paper No. PSY-106 shall be of three hours duration. The performance shall be evaluated on the bases of written exam and viva voce.

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Semester-II

Course Type	Code	Paper	Credit	Total	Contact hours per week			External	Internal	Max. Marks	Hours
					L	T	P				
CC-6	PSY-201	Bio-Psychology	4	26	4	0	0	70	30	100	3
CC-7	PSY-202	Cognitive Psychology	4		4	0	0	70	30	100	3
CC-8	PSY-203	Research Methodology and Statistics-II	4		4	0	0	70	30	100	3
CC-9	PSY-204	Child Psychology	4		4	0	0	70	30	100	3
CC-10	PSY-205	Mental Abilities	4		4	0	0	70	30	100	3
PC-2	PSY-206	Practical	4		0	0	8	70	30	100	3
CHM&IPR	M24-CHM-201	CHM&IPR	2		2	0	0	35	15	50	3
Total Maximum Marks = 650											
PSY-207		An Internship course of 4-credit of 4-6 weeks during summer vacation after IInd semester. Internship can be either enhancing the employability or developing research aptitude.	4				50	50	100		

CC=Core

Note:

- Students have to conduct eight practicals. In the examination, each student has to perform one practical. Examination of paper No. PSY-206 shall be of three hours duration. The performance shall be evaluated based on a written exam and viva voce.
- Students have to do an internship and submit a report under the guidelines of the concerned teacher of the department.
- If a student takes exit after the successful completion of first two semesters after earning 56Credits, then a Post Graduate Diploma in Psychology shall be awarded to that candidate.

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Semester-III

Course Type	Code	Paper	Credit	Total	Contact hours per week			External	Internal	Max. Marks	Hours
					L	T	P				
CC-11	PSY-301	Personality	4	26	4	0	0	70	30	100	3
CC-12	PSY-302	Psychopathology	4		4	0	0	70	30	100	3
DEC-1 DEC-2 DEC-3	PSY-303	Guidance: Principles and Applications	4		4	0	0	70	30	100	3
	PSY-304	Indian Psychology	4		4	0	0	70	30	100	3
	PSY-305	Health Psychology	4		4	0	0	70	30	100	3
	PSY-306	Clinical Psychology	4		4	0	0	70	30	100	3
	PSY-307	Environmental Psychology	4		4	0	0	70	30	100	3
	PSY-308	Positive Psychology	4		4	0	0	70	30	100	3
	PSY-309	Sports and Exercise Psychology	4		4	0	0	70	30	100	3
PC-3	PSY-310	Practical	4		0	0	8	70	30	100	3
OEC	PSY-311	Understanding Behaviour	2		2	0	0	35	15	50	3
Total Maximum Marks = 650											

C=Core; DEC=Discipline Elective Course; OEC=Open Elective

Note:

- Core papers are compulsory for every student and they have to opt for three elective papers from the given Pool under DEC-1, DEC-2, and DEC-3. A minimum of five students is necessary to run any optional paper.
- The students have to opt for one open elective paper from other university departments. This open elective paper is meant for students of other departments of the university.
- Students have to conduct eight practicals. In the examination, each student has to perform one practical. Examination of paper No. PSY-311 shall be of three hours duration. The performance shall be evaluated based on one written exam and viva voce.

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Semester-IV

Course Type	Code	Paper	Credits	Total	Contact hours per week			External	Internal	Max. Marks	Hours
					L	T	P				
CC-13	PSY-401	Psychometrics	4	26	4	0	0	70	30	100	3
CC-14	PSY-402	Developmental Psychology	4		4	0	0	70	30	100	3
DEC-4 DEC-5	PSY-403	Counseling: Principles and Applications	4		4	0	0	70	30	100	3
DEC-6	PSY-404	Educational Psychology	4		4	0	0	70	30	100	3
	PSY-405	Rehabilitation Psychology	4		4	0	0	70	30	100	3
	PSY-406	Criminal & Forensic Psychology	4		4	0	0	70	30	100	3
	PSY-407	Military Psychology	4		4	0	0	70	30	100	3
	PSY-408	School Psychology	4		4	0	0	70	30	100	3
	PSY-409	Industrial/Organizational Psychology	4		4	0	0	70	30	100	3
PC-4	PSY-410	Practical	4			0	0	8	70	30	100
EEC	PSY-411	Psychological Assessment	2		2	0	0	35	15	50	3
Total Maximum Marks = 650											
OR											
DEC-4 DEC-5 DEC-6	PSY-403	Counseling: Principles and Applications	4	26	4	0	0	70	30	100	3
	PSY-404	Educational Psychology	4		4	0	0	70	30	100	3
	PSY-405	Rehabilitation Psychology	4		4	0	0	70	30	100	3
	PSY-406	Criminal & Forensic Psychology	4		4	0	0	70	30	100	3
	PSY-407	Military Psychology	4		4	0	0	70	30	100	3
	PSY-408	School Psychology	4		4	0	0	70	30	100	3
	PSY-409	Industrial/Organizational Psychology	4		4	0	0	70	30	100	3
EEC	PSY-411	Psychological Assessment	2			2	0	0	35	15	50
	PSY-412	Dissertation Work/ Project Work	12		0	0	0	300	0	300	--
OR Total Maximum Marks = 650											
CC-13	PSY	Psychometrics	4		4	0	0	70	30	100	3

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	-401										
DEC-4	PSY	Counseling: Principles and Applications	4	26	4	0	0	70	30	100	3
DEC-5	-403				4	0	0	70	30	100	3
	PSY	Rehabilitation Psychology	4		4	0	0	70	30	100	3
	PSY	School Psychology	4		4	0	0	70	30	100	3
	PSY	Industrial/Organizational Psychology	4		4	0	0	70	30	100	3
	-409				2	0	0	35	15	50	3
EEC	PSY	Psychological Assessment	2		0	0	0	300	0	300	--
	PSY	Dissertation Work/ Project Work	12								
Total Maximum Marks = 650											

C=Core; EEC=Elective

Note:

- Core papers are compulsory for every student and they have to opt for three elective papers or two elective papers from the given Pool under DEC-4, DEC-5, and DEC-6.
- A minimum of five students is necessary to run any DEC paper. Students have to conduct eight practicals.

Note:

Internal Marks =

10 for Attendance (Above 95=10 Marks, Above 90 to 95=8 Marks, Above 85 to 90=6 Marks, Above 80 to 85=4 Marks, Above 75 to 80=2Marks).

5 For Assignment

5 For Presentation

10 For Sessional

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Historical Foundations of Psychology

PSY-101

Max. Marks=100

Theory=70; Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy101-1 Acquaint themselves with Psychology as science and its current status. They will have insight into Associationism and Structuralism as a School of Psychology.

Psy101-2 Develop insight into the antecedents, foundation and tenets of Functionalism, Behaviorism and Gestalt Psychology.

Psy101-3 Familiarize themselves with basic concepts, antecedents, and tenets of Psychoanalysis, Individual psychology and Analytical psychology.

Psy101-4 Acquaint themselves with the field and S-R Theory in psychology along with basic concepts and contributions.

UNIT-I

Psychology as Science. Issues in Psychology: Mind-Body-Behaviour, Determinants v/s Free Will, Molar v/s Molecular.

Contribution of Galton, Weber, Fechner, Woodworth.

UNIT-II

Schools of Psychology: Structuralism (Wundt and Titchner), Functionalism (James and Dewey).

School of Psychology: Behaviourism (Watson and Guthrie), Gestalt Psychology (Wertheimer, Kohler and Koffka), Empirical Evidence.

UNIT-III

Psychoanalysis: Freudian, Neo Freudian (Horney, Erickson).

Individual and Analytical Psychology: Basic Concepts and Contribution.

UNIT-IV

Field theory: Lewin's life space- basic concepts and contribution; Tolman's purposive behaviourism- basic concepts and contribution. S-R Theory: Hullian system and contribution; Skinnerian positivism; Guthrie's associationism.

References:

- Chaplin T. & Krawiec T.S. (1979). Systems and Theories of Psychology. NY: Thompson Learning.
- Wolman, B.B. (1995). Contemporary Theories and Systems in Psychology. Delhi: Freeman.
- Marx, M.H. & Hillix, W.A. (1978). Systems and Theories in Psychology. New Delhi: Tata McGraw-Hill.
- Brenman, J. F. (2004). History and Systems of Psychology (6th Ed). Delhi. Pearson Pub.
- Cornelissen, M; Mishra, G & Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pearson Education.
- Dalal, A.K. & Mishra, G (Ed). New Direction in Indian Psychology, vol-1, New Delhi:

- Leahey, T.H. (1987) A History of Psychology, U.S.A.: Prentice Hall International.
- Schultz, D. & Schultz, S. (2000). A History of Modern Psychology. U.S.A.: Harcourt Brace & Co.
- Shiraev, E. (2015). A History of Psychology- A Global Perspective. New Delhi. SAGE Publication Ltd.
- Viney, W. & King, D. (1998) History of Psychology. Boston: Allyn and Bacon.

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EXPERIMENTAL PSYCHOLOGY

PSY-102

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

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

Psy-102-1 Understand the nature and historical background of Experimental Psychology and the contribution of major psychologists. They will have insight into Visual and Auditory sensations.

Psy102--2 Have a deep understanding of nature and various types of perceptions along with related concepts such as constancy and subliminal perception.

Psy102--3 Have in-depth knowledge of theoretical background and applicability of Classical and Modern psychophysics.

Psy102--4 Develop insight into the process of learning and its various Paradigms. The students will be familiar with discrimination learning also.

UNIT-I

Experimental Psychology: Nature, historical developments, Sensory Processes: Visual and Auditory - structure and functions of eye and ear.

Perceptual Processes: Perception of Form, Time, Depth, Movement.

UNIT-II

Psychophysics: Basic Concepts, Problems and Methods of Classical Psychophysics.

Signal Detection Theory: Basic Concepts, Assumptions, Psychophysical Procedures and Applications.

UNIT-III

Classical conditioning: phenomena, processes and Theories.

Instrumental and Operant Conditioning: Basic concepts, Schedules of reinforcement, Appetitive and Aversive Conditioning.

UNIT-IV

Verbal Learning: Methods, Organization Processes.

Discrimination learning: meaning, discrimination without direct comparison; effective cues in successful discrimination.

References:

- Anderson, D.C. and Borkowski, J.G. (1978) Experimental Psychology: Research Tactics and their Applications. Illinois: Scott foreman.
- Chance,P.(1988). Learning and Behaviour. California: Wadsworth.
- D' Amato, M.R. (1984).Experimental Psychology. New Delhi: Tata McGraw-Hill.
- Domjan, M. (2003) The Principles of Learning and Behaviour, California: Wadsworth, Thomson.

- Flaherty, C.F. , Hamilton, L.W., Gandelman, R.J., & Spear, N.E. (1977). Learning and Memory. Chicago: Rand McNally.
- Goldstein, E.R. (2007). Psychology of Sensation and Perception. New Delhi: Cengage Learning.
- Goldstein, B.E. (2002) Sensation and Perception, USA. Wadsworth.
- Kling & Riggs.(1972). Experimental Psychology. Litrary cat Books. WALES.
- Liberman, D.A. (1990) Learning: Behaviour and Cognition. California: Wadsworth.
- Woodworth. R.S. & Schlosberg. H.(2019). Experimental Psychology.(Revised Edition).CBS Publishers. New Delhi.

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Research Methodology and Statistics (I)

PSY-103

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Non-programmable calculators and statistical tables are allowed in the examination.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy-103-1 Have familiarity with the nature of Psychological research along with its approaches. They will understand different components of Research deeply.

Psy-103-2 Develop insight into various types of research in the field of Psychology.

Psy-103-3 Have familiarity with characteristics and applications of normal probability curves along with the concept of Hypothesis testing and correlation with their computation.

Psy-103-4 Have an in-depth understanding of other methods of correlations such as partial, multiple, Bi-serial and point bi-serial along with their computation and applications

UNIT-I

Psychological Research: Nature, Characteristics; Types: Fundamental, Applied, Action, Problem, Hypothesis, Variables - Types, Control of relevant variables.

UNIT-II

Types of Research: Experimental, Ex-Post facto, Field studies, Cross Cultural and Correlational. Ethics in Psychological Research.

UNIT-III

Descriptive Statistics: Measures of Central Tendency & Variability. Normal Probability Curve: Characteristics, Applications. Inferential Statistics: Hypothesis testing: t-test and Chi-square.

UNIT-IV

Correlation: Concept, Product-moment and Rank difference methods. Other methods of correlation: Biserial, Point biserial, and Partial correlation (first order). Multiple Correlation (three variables) and Regression Prediction (Bivariate).

References:

- Garrett, H.E. (2022). *Statistics in Psychology and Education*. Paragon International Publisher. New Delhi.
- Guilford, J.P. (1981). *Fundamental Statistics in Psychology and Education (6th Ed.)*. New Delhi: McGraw Hill.
- 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. (1997). *Research Methods in Psychology*. New York: Mc Graw Hill.
- Singh, A.K. (1986). *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Tata Macgraw Hill.
- Hudda, R. S., Radheshyam & Gupta, L. (2015). *Fundamental Statistics for Social Sciences*. Intellectual Foundation. Happy Book Depot, Delhi Road, Model Town, Rohtak, 09896146415.
- Singh, A.K. & Kumar, A. (2010). *Research Methods in Psychology, Sociology and education*.

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Social Psychology

PSY-104

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

- Psy104-1 Demonstrate the ability to articulate independently and creatively about human social behaviour.
- Psy104-2 Compare and contrast the research methodologies used in the scientific study of human behaviour.
- Psy104-3 Demonstrate the ability to understand the role of social cognition in making social inferences.
- Psy104-4 Describe, discuss and analyze major issues and concepts in the field of Social Psychology.

UNIT-I

Social Psychology: Nature, Historical Background, Scope and New Perspectives.
Methods: Observation, Socio Metric Techniques, Ethnography.
Ethical Issues in social psychological research.

UNIT-II

Socialization: Nature, Process and Agencies. Theories - Psychoanalytic, Social learning and Socio-cultural.
Group: Nature, types and formation of group. Group Norms: Conformity.

UNIT-III

Social Perception: Verbal and Nonverbal communication, Attribution process, Impression formation.
Social Cognition: Social Inference, Emotional and Motivational biases, Schemas and Heuristics.

UNIT-IV

Attitude: Nature, Formation, Change and Consistency, and Measurement.
Prejudice: Traditional & Current Perspective, Individual Differences & reducing prejudice.

References:

- Baron, R.A. & Byrne, D.P. (2012). Social Psychology, Fifth Edition, Prentice Hall (India): New Delhi.
- Feldman, R.S. (1994). Social Psychology: Theory, Research and Applications, McGraw Hill: New Delhi.
- Mathur, S.S (2004). Social Psychology. Agra: Vinod PustakMandir.
- Myers, D.G., Sahajpal, P.R. behera, P. (2012).Social Psychology (10th Edition). New Delhi: McGraw Hill Education (India) Private Limited.
- Roy, F. Baumeister &Brad Bushman (2009) . Fundamentals of social psychology. CENGAGE Learning, Delhi.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006).Social Psychology (12th Ed.). New Delhi: Pearson Education.
- John D. Delamater & Daniel J. Myers (2009) : Text book of social psychology. CENGAGE Learning, Delhi.
- Sutton, R.M. &Douglas.K.M.(2020).Social Psychology (2nd Edition).Red Globe. Palgrave MacMillan.

Motivation & Emotion

PSY-105

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy105-1 Demonstrate the ability to articulate independently and creatively about human motivation and components of emotions.

Psy105-2 Compare and contrast the different methods to study motivation.

Psy105-3 Demonstrate the ability to understand the role of motivation and emotion.

Psy105-4 Describe, discuss and analyze major theories in the field of emotion.

UNIT-1

Motivation: meaning and nature, basic motivational concepts, kinds of motivation: Intrinsic & Extrinsic motivation. Social Motives; achievement, power and affiliation.

Measurement of motives: projective technique, Questionnaire method, situational tests, analysis of historical events.

UNIT-11

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

UNIT-111

Emotions: Nature, Characteristics and Components, Types of Emotions, functions of Emotions, Physiological Bases of Emotions, Role of Hemisphere in Emotions, Facial Feedback Hypothesis, Emotional Stroop, Measuring Human Emotions.

UNIT-1V

Theories of Emotions: James-Lange Theory, Cannon-Bard, Schachter-singer Lazarus Theory of Emotion, Papez Maclean, Affective Events Theory.

References:

- Borod, J. (ed) (2000). The neuropsychology of emotions. Oxford: Oxford University Press.
- Carlson, N. R. (2007). Foundations of physiological psychology. N.D.: Pearson Edu.

- Ekman, P. & Davidson, R.J. (1995). The nature of emotion: Fundamental questions. NY: Oxford University Press.
- Franken, R. E. (2007). Human motivation. USA: Thomson Higher Education.
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4 th Edn. Wiley: India
- Oatley, K. & Jenkins, J. M. (1992). Understanding emotions. Cambridge: Blackwell publishers.
- Salovey, P. & Sluyter, D. (eds) (1997). Emotional development and emotional intelligence: Implications.

**Practicals
PSY-106**

1. Retinal Colour Zones
2. Determination of DL
3. Perception of Time
4. Depth Perception
5. Autokinetic Movement
6. Phi-Phenomenon
7. Figural After Effect
8. Muller Lyre illusion
9. Relative effectiveness of any two methods of learning.
10. Assessment of Achievement Motivation
11. Determination of AL
12. After Image Effect
13. Sociometry
14. Transfer of Learning
15. Social Conformity
16. Attitude Scale
17. Motivational Analysis Test
18. Study of Emotions.

Note: The candidate will conduct and report eight practicals in semester I. One practical will be allotted to a candidate during the examination and evaluation will be based on Practical Note Book and Performance (Internal =30 marks) and Viva-voce (External-70 marks).

Semester-II

Bio-Psychology

PSY -201

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy201-1 Gain insight into the nature of Physiological Psychology as a branch of Psychology and the student will also develop a basic understanding of the procedures used in Physiological Psychology.

Psy201-2 Grasp the intricate structure of the Nervous System and its functioning.

Psy201-3 Acquire knowledge regarding Physiological mechanisms that underlie Cognition, effect & Conative aspects of Human functioning.

Psy201-4 Gain knowledge about various Physiological Phenomena underlying various levels of consciousness.

UNIT-I

Bio-Psychology: Nature, scope and Approaches, Methods of study: Lesion, Ablation, Brain Stimulation; scanning methods-CT, MRI, PET: Electrophysiological recordings - EMG, EEG, AEP.

UNIT-II

Cell Structure and properties, Neuron- structure, function and types; supporting cell in Nervous system: Glia- structure and function.

Conduction of Nerve impulse. Synaptic transmission – the structure of the synapse, the process of synaptic transmission (chemical events at the synapse); Neurotransmitters: types.

UNIT-III

Nervous system: Central Nervous System (Brain and Spinal cord): structure and function.

Peripheral nervous system: Somatic system, Autonomic nervous system–Sympathetic and Parasympathetic.

UNIT-IV

Major Endocrines Glands and their functions, Ingestive Behaviour: Drinking and its neural mechanism; Hunger and its neural mechanism.

Sleep and Waking: Physiological mechanisms of sleep and waking; stages and types of sleep, Disorders of Sleep.

References:

- Carlson, Neil R. (2008). Foundations of Physiological Psychology, 6th ed. Pearson Education and Dorling Kindersley (India): New Delhi.
- Gazzaniga, M.S. Lvry, R.B. and Mangun, G.R.(2002) Cognitive Neuroscience : The Biology of the mind 2nd Edition. New York :W.W. Norton & Company, Inc.

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- Graham, R.B. (1990) Physiological Psychology. California: Wadsworth.
- Kalat, J.N. (2001) Biological Psychology. California: Wadsworth.
- Leukel, F. (1985). Introduction to Physiological Psychology. New Delhi: CBS Publishers.
- Levinthal, C.R. (1991) Introduction to Physiological Psychology. New Jersey: Prentice Hall.
- Morgan, T.H. and Stellar, A. (1965). Physiological Psychology. New York: McGraw Hill.
- Pinel, John P.J. (2006) Biopsychology 6th ed. Pearson Education Inc. and Dorling Kindersley (India): New Delhi.
- Rosenzweig, M.R., Liemen, A.L. and Breedlove, S.M. (1999) Biological Psychology: An Introduction to Behavioural, Cognitive and Clinical Neuro Science. 2nd edition Massachusetts: Sinauer.
- Singh, I.B. (1982) A Text Book of Human Neuroanatomy. Delhi: Vikas.
- Thompson, R.F. (1982). Introduction to Physiological Psychology. New York: Harper and Row.

Cognitive Psychology
PSY-202

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy202-1 Acquainted themselves with the history of cognitive psychology, and understood different approaches to studying cognition along with its methods.

Psy202-2 Have an in-depth understanding of nature and types of attention, different models of selective attention and pattern recognition.

Psy202-3 Have familiarity with the process of memory, they will understand different models of memory along with application of memory in different fields.

Psy202-4 Have acquaintance with how language is acquired, problem-solving and its process along with an understanding of reasoning and its types.

UNIT-I

Cognitive Psychology: Historical background, Scope, Approaches- Top-down, Bottom-up, and Information processing, Methods of study-Behavioural and Physiological.

UNIT-II

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: Process, Models- Atkinson and Shiffrin, Level of Processing, and Parallel Distributed Processing Model. **Autobiographical Memory.** **Eye-witness Testimony.** **Mnemonics.**

UNIT-IV

Forgetting: Nature and Approaches. **Language and Thought:** Properties, Structure and Processes of Language Acquisition. **Thinking and Problem Solving:** Well-defined and ill-defined problems, Blocks and Aids in problem solving. **Reasoning:** Types and Approaches.

References:

- Eysenck, M.W., and Keane, M.P (2000). Cognitive Psychology: A students guide, Psychology Press.
- Galotti, K.M. (2000), Cognitive Psychology in and out of the Laboratory. Delhi: Thomson.
- Kellogg, R.T. (2012). Fundamentals of Cognitive Psychology. Lab Angles: Sage.
- Matlin, M.W. (2008), Cognitive. New York: Wiley.
- Solso, R.L. (2001). Cognitive Psychology. Delhi: Pearson Education.
- Sternberg, R.J. (2007). Cognitive Psychology. Delhi: Thomson.

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Research Methodology and Statistics (II)
PSY-203

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Non-programmable calculators and statistical tables are allowed in the examination.

After the completion of this course, the students will be able to:

Psy203-1 Have in-depth knowledge regarding research designs and their types along with their applicability.

Psy203-2 Have familiarity with the process of sampling and its techniques along with major methods of data collection.

Psy203-3 Have acquaintance with two major statistical analyses i.e. ANOVA and Regression with their computation and Interpretation.

Psy203-4 Have an in-depth understanding of major non-parametric statistics which can be used to analyze data and their interpretation.

UNIT-I

Research Design: Meaning and Purpose, Between Groups and Within Groups Designs: Single factor and Factorial. Quasi-experimental designs: Non-equivalent comparison groups and Time series designs.

UNIT-II

Sampling: Basic Principles, Probability and Non-Probability sampling techniques.

Data Collection Techniques: Case Study, Observation, Interview, Questionnaire.

UNIT-III

Analysis of Variance: Basic Concepts, One way ANOVA (Separate and Repeated measures), Post-hoc test.

Two-way ANOVA (Separate & Repeated groups). Three Way ANOVA (Separate)

UNIT-IV

Nonparametric statistics:, Wilcoxon Signed Ranks Test, Mann-Whitney U-Test, Median Test, Kendall Coefficient of Concordance, Friedman. Kruskal wallis.

References:

- Anastasi, A. (2016). *Psychological Testing*. London: McMillan.
- Broota, K.D. (2014). *Experimental Design in Behavioural Research*. New Age International Publishers. New Delhi
- Hudda, R. S., Radheshyam & Gupta, L. (2015). *Fundamental Statistics for Social Sciences*. Intellectual Foundation. Happy Book Depot, Delhi Road, Model Town, Rohtak,
- Kerlinger, F.N. (2017). *Foundation of Behavioural Research*. Surjeet Publications. New Delhi.
- McGuigan, F.J. (1983). *Experimental Psychology: Methods of research (4th Ed.)*. New Jersey: Prentice Hall.

- Shaughnessy, J.J. and Zechmeister, E.B. (1997). *Research Methods in Psychology*. New York: McGraw Hill.
- Siegel, S. and Castellan, N.J. (1988). *Nonparametric statistics for the behavioural sciences*. Kogakusha: McGraw Hill.
- Singh, A.K. (1986). *Tests, measurements and research methods in behavioural sciences*. New Delhi: Tata McGraw Hill.

CHILD PSYCHOLOGY

PSY-204

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy204-1 Have in-depth knowledge regarding the nature, types, and principles of development.

Psy204-2 Understand the processes of formation of life and development during pre- and post-natal periods.

Psy204-3 Have acquaintance with the different aspects of preparation for future life.

Psy204-4 Have an in-depth understanding of physical and motor development in a child.

UNIT-I

Child Psychology: Nature and Scope, Genetic and environmental foundations of development, heredity-environment relationship.

Methods of study: Observation, Interview, Case Study, longitudinal, and cross-sectional study.

UNIT-II

Theories of development: Contribution of Freud, Erikson, Piaget, Vygotsky and Kohlberg.

Periods of development and other developmental issues.

UNIT-III

Prenatal Development: How life begins, major periods in prenatal development, prenatal environmental influences, maternal factors.

Postnatal Development: Adjustment to postnatal life, birth process, complications, and postpartum period.

UNIT-IV

Physical development: 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 development.

References:

- Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.

- Hilgard, E.R. & Bower, S.H. (2010): Theories of Learning. Cliffs: Prentice Hall.
- Hurlock, E.B (2004) : Developmental Psychology : A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill publishing Co. Ltd.
- Jaan Valsiner & Kevin Connolly (2003). Handbook of Developmental Psychology. New Delhi: Sage Publication.
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantapur, Bhubaneswar.
- Mangal, S.K. (2006). Advanced Educational Psychology, New Delhi: Prentice Hall of India.
- Singh, D. (2000) : Emotional Intelligence at work, New Delhi : Sage.

Mental Abilities

PSY-205

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy205-1 Understand genetic and environmental influences on intelligence along with their social and gender differences.

Psy205-2 Have an in-depth understanding of traditional and modern theories of intelligence.

Psy205-3 Demonstrate an understanding of comparing and contrasting the approaches to creativity.

Psy205-4 Assess creativity through various Psychological test and their interpretation.

Psy205-5 Develop programs and strategies to enhance creativity.

UNIT-I

Intelligence: Nature, Historical views, Determinants of Intelligence: Genetic bases and environmental influence.

Theories: Spearman, Thurstone, Guilford, Cattell.

UNIT-II

Theories: Eysenck, Sternberg, Gardner, Emotional Intelligence.

Measurement of Intelligence: Issues and approaches- Psychometric Tests, Biological measures- Brain size volume, EEG.

UNIT-III

Creativity: Nature, Historical views. Stage and Componential Process, Factors Affecting Creativity: Genetic, Neurobiological, and Socio-cultural.

Assessment of Creativity: Projective- Inkblot, Word Association; Psychometric Batteries. Torrance, Guilford.

UNIT-IV

Creativity and Intelligence, Creativity and Personality: Creativity in everyday life, creativity in organization and education.

Creativity in artwork, creativity in eminent people. Enhancing Creativity: Programs and Strategies.

References:

- Anastasi, A. (2016). *Psychological Testing*. London: McMillan
- Cattell, R.B. (1987). *Intelligence: Its Structure, Growth, and Action*. North Holland: Amsterdam.
- Eysenck, H.J. (1982). *A Model for Intelligence*. New York: Springer-Verlag.
- Guilford, J.P. (1967). *The nature of Human Intelligence*. New York: McGraw Hill.
- Kaufman, J.C. & Sternberg, R.J. (2010). *The Cambridge Handbook of Creativity*. NY: Cambridge University Press.
- Rickards, T., Runco, M.A. & Moger, S. (2009). *The Routledge Companion to Creativity*. London: Routledge.
- Runco, M.A. (2007). *Creativity Theories and Themes: Research Development and Practice*. NY: Academic Press.
- Sternberg, R.J. (1982). *Advances in the Psychology of Human Intelligence (Vol.1)*. NJ: Erlbaum.
- Sternberg, R.J. (1990). *Metaphors of Mind: Conceptions of the Nature of Intelligence*. London: Cambridge University Press.
- Sternberg, R.J. & Berg, C.A. (1992). *Intellectual Development*. London: Cambridge University Press.
- Sternberg, R.J. & Grigorenko, E. (1997). *Intelligence, Heredity, and Environment*. London: Cambridge University Press.
- Sternberg, R.J. (1999). *Handbook of Creativity*. NY: Cambridge University Press.
- Sternberg, R.J. (2003). *Handbook of Human Intelligence*. London: Cambridge University Press.
- Torrance, E.P. (1965). *Rewarding Creative Behaviour*, NJ: Prentice Hall.
- Wolman, B.B. (1985). *Handbook of Intelligence: Theories, Measurements and Applications*. New York: John Wiley & Sons.

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**PSY-206
Practicals**

1. Study of STM
2. Study of LTM
3. Retroactive Inhibition
4. Ziegarnik Effect
5. Serial position effect
6. Set in Thinking
7. ADHD
8. PGI Battery of Brain Dysfunction
9. AIIMS Neuropsychological Test Battery
10. Bender Visual Motor Gestalt Test
11. Proactive Inhibition.
12. HSPQ
13. Span of Attention
14. PGI Memory Scale
15. Seguin Form Board Test
16. Brain Size & Intelligence
17. Creativity Assessment Packet
18. Torrance Test of Creativity

Note: The candidate will conduct and report eight practicals in semester II. One practical will be allotted to a candidate during the examination and evaluation will be based on Practical Note Book and Performance (Internal =30 marks) and Viva-voce (External-70 marks).

Semester – III

**Personality
PSY-301**

**Max. Marks=100
Theory=70 Internal=30**

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy301-1 Acquire knowledge about historical development, nature and the contribution of different factors in the development of personality.

Psy301-2 Acquire a critical understanding of the structure of personality theory including Psychoanalytic theories.

Psy301-3 Appreciate the contribution of Neo-Freudians and Murray.

Psy301-4 Gain insight into phenomenological and Social Cognitive perspectives of Personality.

UNIT- I

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

Personality Theory: Nature, Components, Criteria for Theory.

UNIT-II

Psychoanalytic Theories: Sigmund Freud, Alfred Adler, Carl Jung.

Henry Murray's Personology; Phenomenological Perspective: Carl Rogers, Abraham Maslow's Humanism.

UNIT-III

Galen's Theory of Temperament; Sheldon's and Kretschmer's Personality Typology; and Allport's Trait Theory.

Cattell's Theory: Basic Concepts, Identification of Temperament, Ability, and Dynamic traits; Eysenck's Theory: Structure, Physiological Basis and Behavioral Correlates;

UNIT-IV

Five-Factor Model: Structure, Behavioural Correlates; Zuckerman's Alternative Five Factor Model.

Theoretical and Measurement Issues; Self-Report Inventories; Projective Techniques; Objective Performance Tests.

References:

- Anastasi, A. (2015). Psychological testing. London: McMillon.
- Baughman, E.E. (1972). Personality: The psychological study of Individual. NJ: Prentice Hall.
- Buss, D.M. and Cantor, N. (1989). Personality Psychology: Recent trends and emerging directions. New York: Springer-Verlag
- Cattell, R.B. and Kline, P. (1977). The Scientific Analysis of Personality and Motivation, London: Academic Press.
- Eysenck, H.J. (1981). Model for personality. New York: Springer-Verlag.

- Eysenck, H.J. & Eysenck, M.W. (1985). Personality and Individual Differences: A Natural Science Approach. Plenum Press- New York and London
- Hall G.S. and Lindzey, G. (1997). Theories of Personality (4Ed.) New Delhi: Wiley Eastern.
- HJelle, L.A. & Ziegler, D.J. (1992). Personality Theories: Basic Assumptions, Research, and Applications (3Ed.). NY: McGraw-Hill.
- Hogan, R., Johanson, J., and Briggs, S. (1997). Handbook of Personality Psychology. New rd York: Academic Press.
- John, O.P., Robins, R.W. & Pervin, L.A. & (2008). HB of Personality: Theory and Research (3Ed.). NY: Oxford Press.
- Larsen, R.J. & Buss, D.M. (2011). Personality Psychology: Domains of Knowledge about Human Nature. New Delhi: Tata McGraw-Hill.
- Phares, E.J. (1991). Introduction to personality (3rdED.). NY: Harper Collin.

Psychopathology
PSY-302

Max. Marks=100
Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy302-1 Understand psychopathology from different approaches alongwith modern classifications of psychological disorders.

Psy302-2 Have familiarity with major neuro-developmental disorders prevalent in the populations alongwith their etiology and clinical picture.

Psy303-3 Have acquainted with symptomatology and etiology of schizophrenic, bipolar and depressive disorders.

Psy304-4 Have acquaintance with major anxiety and obsessive-compulsive disorders.

UNIT-I

Psychopathology: Meaning and criteria, Historical views of abnormal behaviour and current trends, Theoretical perspectives: Psychodynamic, Behavioral, Cognitive, Humanistic, Classification systems: DSM-5 and ICD-11.

UNIT-II

Clinical Patterns, Symptoms, and Causes of Neuro-developmental Disorders: Intellectual Disabilities, Communication Disorders, Autism Spectrum Disorder, and Attention Deficit / Hyperactivity Disorder.

UNIT-III

Psychopathological Disorders: Clinical picture and causes of Schizophrenia, and other related disorders: Schizotypal Personality Disorder, Delusional Disorders.

Bipolar Disorders: Bipolar I and II. Depressive Disorders: Disruptive Mood Deregulation Disorder, and Major Depressive Disorder.

UNIT-IV

Substance-related and other addictive disorders: Alcohol abuse and dependence, Drug abuse and dependence.

Clinical Patterns, Symptoms, and Causes of Anxiety Disorders: Separation Anxiety Disorder, Specific Phobia, Social Anxiety Disorder, Panic Disorder, and Generalized Anxiety Disorder. Obsessive-Compulsive Disorder, and Body Dysmorphic Disorder.

References:

- Bennett, P. (2003) Abnormal and Clinical Psychology, UK: Open University Press.
- Carr, A. (2012) Clinical Psychology: An Introduction, New York: Routledge.
- Carson, R.C., Butcher, J.N. and Mineka (2000) Abnormal Psychology and Modern Life (11th ed.), New Delhi: Pearson.

- Carson, R.C., Butcher, J.N. Mineka, S. and Hooley, J.M. (2007) *Abnormal Psychology* (13th ed.), New Delhi: Pearson.
- Comer, R.J. (2003) *Abnormal Psychology*, New York:Freeman.
- Kaplan, H.I. and Sedock, B.J. (2021) *Modern Synopsis of Psychiatry*. Baltimore, Williams and Witkins.
- Trull, T.J. and Phares, E.J. (2001) *Clinical Psychology: Concept, Method and Profession*, US:Wadsworth.

Guidance: Principles and Applications
PSY-303

Max. Marks=100
Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy303-1 Acquire knowledge of the need and applications of guidance services.

Psy303-2 Acquire knowledge regarding the nature of assessment and application of different Psychological tests.

Psy303-3 Acknowledge the nature, process and techniques of group guidance and vocational guidance including different theories of vocational choice.

Psy303-4 Acquire an understanding of educational and personal guidance and identify the different roles and services of guidance personnel.

UNIT-I

Guidance: meaning, need, areas, fundamental objectives and principles. Role of teachers in school guidance. Using community resources for guidance.

Major Guidance Services: Orientation, Individual assessment, Counseling, Career Information, placement and follow-up, Coordination and Consultation, and Prevention.

UNIT-II

Assessment in guidance: Nature, objectives, principles and process of assessment. Using psychological tests: Characteristics, types of tests. Assessment of Personality, Intelligence, Interest, Aptitude and Achievement.

Planning and organizing a guidance program at different levels. Research and Evaluation of Guidance Program: phases and methods of evaluation.

UNIT-III

Group guidance: Meaning, objectives, organizing group guidance activities and techniques of group guidance.

Educational guidance: Meaning, need, objectives, and functions. Guidance for gifted and slow learners.

UNIT-IV

Career Information in Guidance: Meaning and Scope of Career Information, Uses of Career Information, Career Information at Different School Levels, Collecting and disseminating occupation information.

Career Development: Theories of Career Choice and Development: trait-factor, developmental, personality, social learning.

References:

- Anastasi, A. & Urbina, S. (2015). Psychological Testing. New York: McMillan.
- Gibson, R.L. and Marianne, H.M.(2008): Introduction to counselling and Guidance, 7th edition, Prentice Hall of India, New Delhi.
- Kinra, A. K. (2008). Guidance and counselling. Dorling Kindersley (India) pvt. Ltd. Pearson Longman.
- Rao, S. N. (2012). Counselling and Guidance. New Delhi: Tata McGrawHill.
- Sharma, R. A. (2007). Fundamentals of Guidance and Counselling. Meerut: R. Lal Book.
- Srivastava, K. K. (2003). Principles of Guidance and Counselling. New Delhi: Kanishka.

Indian Psychology
PSY-304

Max. Marks=100
Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy-304-1 Demonstrate knowledge of the nature and applicability of Indian Psychology and the importance of Indian Mythology in the field of psychology.

Psy-304-2 Demonstrate an understanding of Psychological Perspectives of Indian Psychology

Psy-304-3 Understand Personality, Self and Motivation and Emotion from an Indian perspective.

Psy-304-4 Apply Indian Psychological concepts in research and professional areas.

Psy-304-5 Know the role of Indian Psychology in the field of Mental Health, Education and Social Conflicts.

UNIT-I

Introduction to Indian Psychology: Assumptive base of Indian Psychology. Scope and substance of Indian Psychology, Methods of Study, Psychological Thought in Ancient India.

Indian thought and tradition: Indian Psyche, Indian psychology a myth or reality, origins of sruti and smriti, content of Vedas, systems and schools of Indian Psychology, ASU, prana, and manas, Atman and Jiva, models in Indian thought.

UNIT-II

Yoga psychology: Theory and applications, Patanjali yoga sutras and siddhis – Basic concepts.

Yoga psychology and Samkhya Metaphysics.

UNIT-III

Psychological Perspectives: Philosophical bases and fundamental assumptions of Upanishads, Nayaya-Vaisesika, Jaina, Buddhist, Bhagwat Gita.

UNIT-IV

Applications of Indian Psychology: Management of Mental Health, Resolution of Social Conflicts, Value and Teacher Education.

References:

- Ajaya, S. (1983). Psychotherapy east and west: A unifying paradigm. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.

- Chaudhury, H. (1992). Yoga Psychology. In C.T. Tart (Ed.). Transpersonal psychologies. (2nd Ed.). New York: Harper Collins. Akhilananda, Swami. Hindu Psychology. London, Routledge, 1947.
- Cortright, B. (2000). Psychotherapy and Spirit: Theory and practice in transpersonal psychotherapy. Albany, NY: State University of New York Press.
- Dalal, A.S. (2001). A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo, Pondicherry: Sri Aurobindo Ashram Publication Department.
- Kuppaswamy, B. (1985). Elements of Ancient Indian Psychology, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road.
- Vrinte, J. (1996). The quest for the inner man – Transpersonal psychotherapy and integral sadhana. Pondicherry, India: Sri Mira Trust.
- Matthijs Cornelissen, R.M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. India : Pearson
- Misra G. & Mohanty, A.K.(2001). Perspective on indigenous psychology. New Delhi: Sage. Kim U. & Berry, I.W.(1993). Indigenous psychologies: Research and experience in cultural context. New Delhi, India: Sage.
- Paranjpe A.C.(1994). Theoretical psychology. Meeting of east and west. New York: Plenum Press.
- Paranjpe A.C.(1998). Self and Identity in modern psychology and Indian thought. New York: Plenum Press.
- Rama, S. Ballentine, R., Ajaya, S. (1976). Yoga and psychotherapy. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.
- Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). Handbook of Indian Psychology. New Delhi: Cambridge University Press India Pvt. Ltd.
- Sinha J. (1985). Indian Psychology Vol. 1 Cognition,; Vol.2 Emotion; and Will; Vol.3 Epistemology of Perception. New Delhi: Motilal Banarasidas
- Tart C. T. (1992). Transpersonal psychologies.(2nd Ed.). New York ; Harper Collins.
- Vyas R. N. (1984). From Consciousness to Super Consciousness: Fundamentals of Indian Philosophical Psychology, New Delhi-110 002: Cosmo Publications, 24-B, Ansari Road, Daryaganj.

Health Psychology PSY-305

Max. Marks=100
Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy-305-1 Understand the nature and research methodology of Health Psychology.

Psy-305-2 Understand the role of Macro-socio Environment and Culture in Health.

Psy-305-3 Demonstrate understanding of biopsychosocial aspects of Diabetes and Cardiovascular diseases and substance abuse.

Psy-305-4 Gain knowledge about the techniques of Pain Management and attain the potential and factual knowledge of psychological consequences of health along with its remedies.

UNIT-I

Introduction to Health Psychology: Meaning of Health and Disease in Historical perspective; Emergence of Health Psychology; Biopsychosocial perspective.

Method in Health Psychology: Descriptive, Experimental and Epidemiological Studies.

UNIT-II

Cardiovascular Chronic System & Diabetes: Coronary Artery Disease (CAD), Stroke, Blood Pressure. Measurement & Prevention of Cardiovascular System: ECG, Angiography, Mortality. Risk factors: Behavioural, Physiological, Psychosocial, Diabetes: Type I & II diabetes, Impact & Management.

UNIT-III

The Health Care System: Changing health care system; factors affecting the patient-provider relationship. The role of Health Psychology in Health care settings.

Pain – Epidemiology and components of pain, significance and types; physiology of pain, psychosocial factors in the experience of pain.

UNIT-IV

Applying Health Psychology: Health Services and Trends in Health Psychology, Careers in Practice and Research. Future of Health Psychology: Health Psychology: Today and Future Challenges.

References:

- Sanderson, C.A. (2011). Health Psychology (2nded.) U.S.A.: John Wiley & Sons Inc.
- Singh, R., Yadava, A., and Sharma, N.R. (2005). Health Psychology. New Delhi: Globalvision.
- Straub, R.O. (2007). Health Psychology (2nded.) A Biopsychosocial Approach. New York: Worth Publishers.
- Taylor, S.E. (2012). Health Psychology (7thed.) New Delhi: Mc Graw Hill.

Clinical Psychology
PSY-306

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy306-1 Understand the evolution and current status of Clinical Psychology alongwith the roles and training of Clinical psychologists.

Psy306-2 Have in-depth knowledge of both qualitative and quantitative assessment tools used in the field of Clinical Psychology.

Psy306-3 Have familiarity with Psychotherapy in general and traditional Psychotherapy in specific.

Psy306-4 Acquainted with therapies based on different intervention models.

UNIT-I

Clinical Psychology: Nature and scope of clinical Psychology, Evolution.

Professional Issues: Roles, Training, Ethics, and Current Debates.

UNIT-II

Approaches to Clinical Psychology: Biological, Psychological, Psychoanalytic, Behaviouristic, Humanistic. Methods to Study Clinical Psychology: Epidemiological, Experimental, Co-relational.

UNIT-III

Clinical Assessment: Observation, Case History, Clinical Interview, Mental State Examination
Psychological Tests – MMPI, Rorschach Inkblot Test, Wechsler Adult Intelligence Scale.
Neuropsychological Assessment- Bender Visual-Motor Gestalt Test.

UNIT-IV

Clinical Intervention: Nature, Goals and Course of Psychotherapy. Psychoanalysis, Hypnosis,

Behaviour therapy: Systematic, Exposure Therapies, Token Economy, Biofeedback. CBT.

Clinical Intervention: Group Therapy, Family Therapy.

References

- Hales, R.E., Yudofsky, S.C. & Talbott, J.A. (1999). Textbook of Psychiatry Vol. I & II. Washington: American Psychiatric Press.
- Kendall. (1980). Modern Clinical Psychology. NY: Willey.
- Kolb. L.C. and Brodie, H.K.H. (1982). Modern Clinical Psychiatry. (10th Ed.). London: Saunders.
- Korchin, S.J. (1975). Modern Clinical Psychology. NY:Basic Books.
- Pomerantz, A.M. (2011) Clinical Psychology, Science, Practice and Culture (2nd ed.), New Delhi:Sage
- Richard, D.C.S. &Huprich, S.K. (2009). Clinical Psychology: Assessment, Treatment, and Research. NY: Academic Press.
- Wolberg, L.R. (1988). The Techniques of Psychotherapy (Vol. 1 & 2). London: Jason AronsonInc.
- Wolman, B.B. (1965). Handbook of Clinical Psychology, New York: McGraw Hill.

Environmental Psychology

PSY-307

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy-307-1 Gain knowledge about environmental psychology and theoretical bases of Environment – Behaviour relationship.

Psy-307-2 Understand the relation between personality, Crowding and environment.

Psy-307-3 Acquire the conceptual knowledge regarding crowding and privacy within the environment.

Psy-307-4 Sensitized to the psychological impacts of natural disasters, noise and air pollution.

Psy-307-5 Gain knowledge of strategies for the conservation of the environment and understand the implications of the effects of environmental issues on human behaviour.

UNIT-I

Environmental Psychology: Nature and Characteristics; Classification of Environment. Theories of Environment-Behavior Relationship: Arousal, Environmental Load, Adaptation Level and Ecological Approach.

Methods in Environmental Psychology: Laboratory and Field Experimentation, Field Co-relational study, Methods of Data Collection: Self-report Observation, Interview and Questionnaire.

UNIT-II

Crowding: Nature and Components, Crowding, Density and Population, Features and Effects of Crowding.

Environmental Stress: concept, Theoretical perspectives, Physiology Of stress, psychology of Stress, Measuring Stress, Role of Stress in Understanding Organism-Environment relationship.

UNIT-III

Natural Disasters: Characteristics of Natural Disasters, Perception and Psychological Effects of Natural Disasters.

Noise and Air Pollution: Source and effects of Noise in the Work Place, Noise and Social Behaviour. Perception, Health, Performance, Social Behaviour and Air Pollution.

UNIT-IV

Environments for Work, Leisure, and the Future: Design of Work Environment, Personalization, Leisure and Recreational Environments, Living in Space and Under Sea Environments.

Environmental Conservation: Environmental Education, Changing Attitude to Protect the Environment, Prompts and Reinforcement Techniques.

References:

- Bell, P. A., Greene, T. C., Fisher, J. D. and Baum, A. (2001). Environmental Psychology (Vth Edition). USA: Wadsworth Group, Thomson Learning, 10 Davis Drive Belmont CA.
- Gifford, R. (1997). Environmental psychology: Principles and Practices (2nd Edition). USA: Allyn & Bacon.
- Goldsmith, E. (1991). The Way; The Ecological World – View. Boston; Shambala.
- Ittelson W. H., Proshansky, H. M., Rilvin, E. G., Winkel, G. H. and Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Holt Rinehart and Winston.
- Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.
- Stokols, D. and Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley.
- Tewari, P. S. N. (2000). Paryavaraniya Manovigyan. New Delhi: Moti Lal Banarsi Das.
- Veitch, R., Arkkelin, D. (1995). Environmental Psychology: An Interdisciplinary Perspective. New Jersey: Prentice Hall.

**Positive Psychology
PSY-308**

**Max. Marks=100
Theory=70 Internal=30**

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy-308-1 Gain knowledge about the nature of Positive Psychology.

Psy-308-2 Get theoretical knowledge about human virtues and positive emotional states would enable the students to understand its relationship with wellbeing and undertake research in this area.

Psy-308-3 Acquire the knowledge of positive emotional states and their impact on well-being.

Psy-308-4 Get knowledge about the latent role played by positive cognitive states in boosting well-being would prove an asset to the students in their profession.

Psy-308-5 Understand the relevance of close relationships and the benefits of pro-social behaviour.

UNIT-I

Introduction to Positive Psychology: Traditional Psychology; Origin, Assumptions and Goals of Positive Psychology, Eastern Perspective on Positive Psychology. Virtues and Strengths of Character: Classification of Human Virtues and Measuring Strengths of Character.

UNIT-II

Positive Emotional States and Well-being: Broaden and Build theory of Positive Emotions; Positive Emotions and Health Resources- Physical, Psychological and Social. Happiness, Flow and Savouring: Different viewpoints of Happiness, Factors affecting Happiness and strategies to enhance Happiness; Cultivating Flow and Savouring.

UNIT- III

Cognitive States and Processes: Wisdom, Self-efficacy, Hope and Optimism; Mindfulness and Well-being.

UNIT -IV

Close relationships: Characteristics of close relationships; Love and Flourishing relationships Pro-Social Behaviour: Gratitude and Forgiveness.

References:

- Baumgardner, S.T., & Crothers, M, K. (2009). Positive Psychology. New Delhi: Pearson.
- Bryant, F.B., & Veroff (2007). Savouring: A new model of positive experience. Mahwah, New Jersey: Lawrence Erlbaum.

- Carr, A. (2005). Positive Psychology: The Science of Happiness and Human Strengths. New York: Routledge.
- Lopez, S.J., Pedrotti, J.T. & Snyder, C. R.(2019). Positive Psychology: The Scientific and Practical Explorations of Human Strength. Sage .London.
- Snyder, C.R., & Lopez, S.J. (2008). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage.

Sports and Exercise Psychology
PSY-309

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy-309-1 Understand the nature of conceptual perspectives related to sports and exercise Psychology.

Psy-309-2 Acquainted with the role of competition, cooperation, reinforcement and punishment in influencing behaviour.

Psy-309-3 Understand the role of personality and motivation in sports.

Psy-309-4 Knowledge about the utility of leadership and team cohesion processes in sports.

Psy-309-5 Sensitized about the relation between exercise and psychological well-being, overtraining and burnout and utility of relaxation strategies for sports person.

UNIT-I

Sports and Exercise Psychology: Nature; Distinguishing between two specialties; Understanding present and future trends; Issues for special populations in Sports; Barriers for women in sports. Competition and Cooperation: Concept Enhancing Competition and Cooperation; Approaches to Influencing Behavior; Guidelines for using positive reinforcement and punishment.

UNIT-II

Personality and Sports: Major perspectives of Personality; Personality and Sports performance; Examining cognitive strategies and success. Motivation: Nature; Major Approaches to Motivation; Achievement Motivation in Professional Practice; Psychological Momentum in Sports.

UNIT-III

Leadership and Coaching: Components of Effective Leadership; Sports oriented interactional approaches to Leadership; Recognizing Breakdowns and Communication, Dealing with Confrontation. Team cohesion: Nature; Relationship between Cohesion and Performance, Strategies for enhancing Cohesion; Building Self-confidence; Effectiveness of Goal-setting.

UNIT-IV

Exercise and Psychological Well-Being: Reducing Anxiety and Depression with Exercise, Enhancing Quality of Life with Exercise; Relationship between Stress and Injury, Role of Sports Psychology in Injury Rehabilitation. Overtraining and Burnout: Factors leading to Athlete Overtraining and Burnout; Relaxation strategies for Sports: Progressive Relaxation, Autogenic Training, Yoga, Meditation and Biofeedback Training.

References:

- Cox, R.H. (2002). Sport Psychology: Concepts and Applications. New York; McGraw-Hill.
- Singh, R. (2014). Sport Psychology. New Delhi: Friends Publications.

- Weinberg, R.S., Gould, D. (2011). Foundations of Sport and Exercise Psychology. United State of America. Human Kinetics.
- Woods, R.B. (2011). Social Issues in Sport. U.S.A.: Human Kinetics.

Practical

PSY-310

Note: The candidate will conduct and report eight practicals in semester III. Practical will be decided by the teacher teaching the paper. One practical will be allotted to a candidate during the examination and evaluation will be based on Practical Note Book and Performance (Internal =30 marks) and Viva-voce (External-70 marks).

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UNDERSTANDING BEHAVIOUR

PSY-311

Max. Marks=50

Time=3 Hours

Theory=35 Internal=15

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions carrying one mark each, spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 7 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy-311-1 Gain an in-depth understanding of psychology as a science and methods of study

Psy-311-2 Develop insight into the structure & functioning of the nervous system.

Psy-311-3 Acquire knowledge about the process of learning and memory and related concepts.

Psy-311-4 Appreciate psychological perspective on personality and Intelligence along with their nature and assessment.

UNIT – I

Psychology as a scientific discipline, Nature & Scope. Related disciplines of psychology.

Self-Concept: Nature, Self-discrepancies, their effect and, coping, factors shaping the self-concept. Self

Esteem: Nature, development and importance.

UNIT – II

Learning: Nature, Theories: Trial and Error, Insight, Classical and Instrumental Conditioning, Tolman Theory of Learning.

Memory- Types, Techniques of improving memory: Mnemonics, Chunking.

UNIT- III

Personality: Nature Determinants, Trait vs Type approach, assessment of personality interview and psychological test.

Intelligence: Nature, Determinants. Theories: Spearman, Thurstone, Gardner. Assessment of Intelligence: Individual test, Group test, Performance test, Verbal test.

UNIT – IV

Psychology applied to modern life: Stress-Nature, causes and management, Strategies for coping stress.

Health: Physical health and mental health: Nature and ways to improve health.

References:

- Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
- Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
- Morgan, C.T. (1965). Physiological Psychology (3rd edition) Tokyo: McGraw Hill Kogakusha.
- Kazdin, A. E. (2001). Behaviour Modification in Applied settings, 6th Ed. Wadsworth

- Bergin, A. E., & Garfield, S. L. (Eds.) (1994) Handbook of Psychotherapy and Behaviour Change, (4th Ed.). New York: Wiley.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991) The Clinical Psychology Handbook Pergamon. New York.
- Sweet, J. J., Rozensky, A. & Tavian, S.*M. (1991) Handbook of Clinical Psychology in Clinical Practice. New York: Plenum.
- Smith, E.E. & Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.

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Semester-IV

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Psychometrics
PSY-401

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy401-1 Understand the process of test construction of different types of psychological tests.

Psy401-2 Deal with the issues in the construction of psychological tests for special purposes.

Psy401-3 Acquire an understanding of different issues related to psychological testing.

Psy401-4 Acquire an understanding of factor analysis, its applications and major pitfalls.

UNIT-I

Psychological Measurement: Nature, General Theory, and Levels of Measurement.

Methods of Psychological Scaling: Paired Comparisons, Rank Order, Equal Appearing Interval, and Fractionation.

UNIT-II

Test Construction: Item Writing, Item Analysis, Development of Norms.

Issues in Psychological Testing: Response Biases and Response Sets, Ethical issues.

UNIT-III

Reliability: Meaning, Classical Test Theory, Methods of Estimation, Sources of Unreliability.

Validity: Meaning, Validation Procedures, Factors Affecting Validity.

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.

References:

- Anastasi, A. (2015). Psychological Testing (6thEd.). New York: McMillan.
- Fruchter, B. (1954) Introduction to Factor Analysis. New York: Van Nostrand.
- Guilford, J.P. (1954) Psychometric Methods (2 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, A.K. (2018). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Tata McGraw-Hill.
- Miller, L.A., McIntire, S.A., & Lovler, R.L. (2011). Foundations of Psychological Testing. Los Angeles: Sage.
- Torgerson, W.S. (1967) Theory and Methods of Scaling (2Ed.). New York: John Wiley & Sons.

PSY-402
Developmental Psychology

Max. Marks=100
Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy402-1 Understand the conceptual and theoretical perspectives as well as methods of developmental psychology.

Psy402-2 Acquire Knowledge of theoretical approaches related to cognitive, language and emotional development.

Psy402-3 Gain knowledge regarding the development of self, understanding others and social problem solving including different issues related to sex role development.

Psy402-3 Understand the different transitional issues related to childhood and adolescence and the influence of peers, school and media on adolescents.

Psy402-4 Understand different biological, social and psychological issues related to ageing.

UNIT-I

Developmental Psychology: Nature and Principles; Life-Span Perspectives: Psychoanalysis, Behaviourism, Social Learning, Cognitive and Recent theoretical perspectives.

Cognitive Development: Nature, Approaches- Piaget, Vygotsky, Information Processing.

Language Development: Behaviorist, Nativist, and Interactionist Perspective. Emotional Development.

UNIT-II

Development of Self: Emergence of Self, Development of Self-Concept and Self-Esteem, Constructing an Identity, Understanding Others and Social Problem Solving.

Sex Role Development: Gender Stereotypes and Gender Roles, Gender Identity and Gender Schema Theory.

UNIT-III

Transition from Childhood to Adolescence: Signs of Maturation and Puberty, Hormonal Changes and Growth Spurt, Adjustment and Behavioural, Problems of Adolescents.

Impact of Peers, School, and Media on Adolescence.

UNIT-IV

Ageing: Physical, Cognitive and Social Decline, Dealing with the Physical Changes. Decline in Social Status and its implications.

Family Life Adjustments, Widowhood, Remarriage, and Cohabitation in old age.

Retirement and Leisure: Role of Family, Religion and Spirituality in Growth and Development during Old Age.

References:

- Bee, H. & Boyd, D. (2002). Life Span Development. Boston MA: Allyn & Bacon.
- Berk, L.E. (2003). Development Through the Lifespan. New Delhi: Pearson Education.

- Brodzinsky, D.M. Gormly, A.V. & Anibron, S.R. (1986). Life Span Human Development. New Delhi: CBS Publishers.
- Hurlock, E.B. (1997). Child Development. New Delhi: Tata Mc Graw-Hill.
- Newman, B.M. & Newman, P.R. (1975). Development Through Life: A Psychological Approach. New York: Wadsworth Publishing Company.
- Santrock, J.W. (1999). Lifespan Development. New York, MC Graw-Hill.
- Stewart, A.C., Perlmutter, M. & Friedman, S. (1988). Life Long Human Development. New York: John Willey & Sons.

Counseling: Principles and Applications

PSY-403

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

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

Psy-403-1 Familiarize with the basic steps, types and approaches of counselling.

Psy-403-2 Acquainted with the role of counselling and psychotherapy.

Psy-403-3 Demonstrate understanding of Psychoanalytical and Affective therapies.

Psy-403-4 Demonstrate understanding of Cognitive and Behavioral therapies.

Psy-403-5 Gain knowledge about the application of counselling in various fields.

UNIT-I

Counseling: Nature, need, principles, goals, Emergence of Counseling as a Profession. Effective Counselor: Personal and professional qualities.

Basic Communication Skills of a counsellor: Listening, Responding, Empathy, Verbal and Non-verbal Attentiveness, Paraphrasing, reflecting, pacing; skills for conveying genuineness and positive regard, congruence.

UNIT-II

Counseling process: Establishing Rapport, Assessment of Problem, Goal setting, Selecting and using counselling strategies, Termination and Follow-up.

Factors affecting the Counseling: Process and counselling techniques: directive, non-directive, and eclectic.

UNIT-III

Counseling and Psychotherapies: Psychoanalytic, Individual psychology, person-centred.

Behavioural and Cognitive Therapy, Rational Emotive Behaviour Therapy, Reality Therapy, Transactional Analysis.

UNIT-IV

Counseling applications: Counseling for special populations- substance abusers, AIDS patients, abuse victims, suicide prevention, older adults, and differentially abled people.

Counseling in schools and organizations. Marriage and Family Counselling. Ethical issues in Counseling practice.

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References:

- Corey, G. (2013). Theory and Practice of Counseling and Psychotherapy. (9th Ed.) NY: CENGAGE learning.
- Gelso, C. J. & Fretz, B.R. (2000). Counselling Psychology (2nd Ed.). London: Wadsworth.
- Nystul, M.S. (2001). Introduction to Counselling, New Mexico State University: Allyn and Bacon.
- Palmer, S. & McMahon, G. (1997). Handbook of Counselling Psychology, London: British Association for Counseling.
- Rao S.N. (2015). Counselling Psychology. New Delhi: Tata Mc Graw-Hill.
- Gibson, R.L. (2005). Introduction to Counselling and Guidance. New Delhi: Pearson Education.
- Whiston, S.C. (2009). Principles and Applications of Assessment in Counseling (3rd Ed). NY: Cengage Learning.

Educational Psychology

PSY-404

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy-404-1 Familiarize with the basic concepts of educational psychology.

Psy-404-2 Acquainted with the methods and recent trends.

Psy-404-3 Demonstrate understanding of individual differences.

Psy-404-4 Demonstrate understanding of the special needs of children.

Psy-404-5 Gain knowledge about the psychosocial environment in schools.

Psy-404-6 Understand various concepts in learning and memory.

UNIT-I

Educational Psychology: Nature and Scope of Educational Psychology, Methods of Educational Psychology-Observation, Experimental, Developmental: Longitudinal and Cross-sectional, Recent Trends in Educational Psychology.

Concept of Growth and Development: Physical, Social, Emotional, Intellectual Development during Childhood and Adolescence, Stress and strain during adolescence and its educational implications.

UNIT-II

Individual Differences: Meaning and Areas, Determinants: Heredity and Environment, Implications of Individual Differences for Organizing Educational Programmes.

Children with special needs: Mentally Challenged, Learning Disabled, Giftedness and Creativity: nature and Concept, Nurturing creative talent, Education of the gifted, Inclusive Education: Need, Process and Barriers.

UNIT-III

Nature and Socio-cultural environment of School and Classroom, Classroom dynamics; concept, need and its relevance, strategies for promoting healthy classroom dynamics, Measures to create healthy Socio-cultural environment of School and Classroom.

Violence in School; Types – Bullying, Relational Aggression, Punishment, Defaming, Vandalism and their effects, Role of teacher in curbing Violence.

UNIT-IV

Learning: Meaning and Principles, Classical and Operant Conditioning, Gagne's Hierarchy of Learning Types, Factors Influencing Learning, transfer of learning.

Memory: concept and types of memory, forgetting: nature and concept, theories of forgetting.

References:

- Chauhan, S.S. (1978): Advanced Educational Psychology. New Delhi: Vikas Publishing House.
- Hilgard, E.R. & Bower, S.H. (2008). Theories of Learning. Cliffs: Prentice Hall.
- Hurlock, EB (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- JaanValsiner & Kevin Connolly (2003). Handbook of Developmental Psychology. New Delhi: Sage Publication.
- Mathur, S.S.(1986). Educational Psychology (Revised and Enlarged Text Edition), Agra: Vinod Pustak Mandir.
- Mangal, S.K. (2006). Advanced Educational Psychology, New Delhi: Prentice Hall of India.
- Singh, D. (2000). Emotional Intelligence at work, New Delhi: Sage.

Rehabilitation Psychology
PSY-405

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy-405-1 Familiarize with the basic concepts and models of rehabilitation psychology.

Psy-405-2 Acquainted with the elements of rehabilitation.

Psy-405-3 Demonstrate understanding of neuropsychological rehabilitation.

Psy-405-4 Gain knowledge about the government laws and policies.

UNIT-I

Introduction: Concept & definition of rehabilitation, Evolution of rehabilitation.

Models of rehabilitation: Bio-psychosocial, Learning and behavioural, Neuropsychological, Cognitive – Behavioral Model.

UNIT-II

Bio-psychosocial elements of rehabilitation: Biological, Personal/Psychological, Social/Occupational elements. Professional Issues: The Rehabilitation Team, Competencies of a Rehabilitation Psychologist, Role of Rehabilitation Psychologist.

UNIT-III

Rehabilitation of Common health problems: Clinical and Occupational.

Neuropsychological Rehabilitation: Process, Adaptation and recovery of functions in brain damage.

UNIT-IV

Government Schemes and Policies: Legislation: Mental Health Act, PWD Act, RCI Act, National Trust Act. Ethical issues in Rehabilitation.

References:

- Frank, R.G. & Elliot, T.R. (2000) Handbook of Rehabilitation Psychology. APA Washington.
- Hersen, M; Kazdin, A.K. & Bellack, A.S. (1991) The Clinical Psychology Handbook. New York: Pergamum.
- Meier, M.J., Burton, A.L. & Diller, L. (Eds.) (1987) Neuropsychological Rehabilitation. Edinburg: Church Hill Livingstons.

- Rath, J.F. and Elliot, T.R. (2012) Psychological Models in Rehabilitation Psychology. In Kennedy, P (ed.) The Oxford Handbook of Rehabilitation Psychology. Oxford Library of Psychology.
- Waddell, G. & Burton, A.K. (2004) Concepts of Rehabilitation for the Management of Common Health Problems. U.K: TSO Publishers.
- Zillmer, E.A., Spiers, M.C. & Culbertson, W.C. (2008) Principles of Neuropsychology. Stanford: Wadsworth Thomson.

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Criminal & Forensic Psychology
PSY-406

Max. Marks=100
Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcome:

After the completion of this course, the students will be able to:

- Psy-406-1 Familiarize with the conceptual and theoretical perspectives of Criminal and Forensic Psychology.
- Psy-405-2 gain knowledge about various types of offenders and understand the antecedents and consequences of crime.
- Psy-405-3 acquainted with the procedures for detecting lying and measures for prevention and control of crime.
- Psy-405-4 gain factual knowledge of human psychology about crime and its management.

UNIT-I

Criminal Psychology: Definition, nature and scope of criminal psychology, Crime trends in India and Prevention of crime.

Theories of Criminal Psychology: Psychological, Sociological and Biological.

UNIT-II

Crime Typology: Crimes against person and Crimes against Property - Conventional Crimes, White Collar Crimes - Organised Crime and Victimless Crime - Cyber Crime, Terrorism.

Psychopath – Juvenile delinquency, Mentally ill offenders. Serial killers & Rampage killers, Sex offenders.

UNIT-III

Forensic psychology: Nature, definition, scope, and history of Forensic Psychology. Professional training and education in forensic psychology, Forensic psychology in India, Ethical & legal issues in forensic practice.

UNIT-IV

Assessment & evaluation in forensic psychology, Forensic methods –forensic methods of distortion in eye & ear witnesses, Competence to stand trial and use of psychological tests, Forensic aspects of memory & recall in children, adolescents and adults.

Profile Analysis: FBI Profiling, Polygraph, Plethysmograph Testing, Forensic assessment & treatment of sexual offenders & their victims.

References:

- Bachhav, Aun M. (2012). Criminal Psychology. ChandralokPrakashan; Kanpur -208021
- Bharati, A. (2012). Studies on Criminological Psychology. G.S. Rawat for Ceber Tech Publications. New Delhi- 110 002
- Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.). Delhi: Tata

McGraw-Hill.

- Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson Education Pte.Ltd.
- Suryanarayana, N.V.S, HimabinduGoteti, Neelima V. (2011). *CyberPsychology*. Sonali Publications, New Delhi- 110 002
- Thou Teisi (2011). *Forensic Psychology*. ABD Publishers, Jaipur.
- Veereshwar, P. (2002). *Indian systems of psychotherapy*. Delhi: Kalpaz publications
- Verma, L. (1990). *The management of children with emotional and behavioral difficulties*. London: Routledge.

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**Military Psychology
PSY-407**

**Max. Marks=100
Theory=70 Internal=30**

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy407-1 Describe, discuss and analyze major issues and concepts in the field of Military psychology.

Psy407-2 Administer the Psychological tests for Cognitive and Personality-based assessment.

Psy407-3 Deal with various mental health issues in military set-up.

Psy407-4 Gain knowledge about Psychological Warfare.

UNIT-I

Military Psychology: Nature, Scope, Historical perspective, Application, Developments, Contemporary issues and Emerging trends.

UNIT-II

Selection, Allocation and Training: Psychological Assessment for Personnel Selection- Situational Tests- Cognitive and Personality Based Assessment, Issues and Perspectives. Selection for Special Task, Pilot Selection. Need, Types and Methods of Training.

UNIT-III

Mental Health Issues in Military. Concept of Mental Health, Scope and issues in Military setup; Stress, Combat Stress, Coping with Stress- Self Help, Debriefing, Group support. Substance Abuse and Self Defeating Behavior: Prevention and intervention strategies.

UNIT-IV

Psychological warfare: Concept, History and functions. Psychological operations: Low-Intensity Conflict, Terrorism and insurgency.

References:

- Hall, R. & Mangels droff, A.D. (1991). Handbook of Military Psychology. USA: John Wiley & Sons.
- Kennedy, C.H. & Zillmer, E.A. (2006). Military Psychology: Clinical and Operational Applications. N.Y: Guilford Press.
- Ramachandran, K. (in press). Handbook of Military Psychology. Delhi: DIPR.
- Shalit, B. (1988). The Psychology of Conflict and Combat. N.Y: Praeger.

School Psychology
PSY-408

Max. Marks=100

Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy408-1 Gain knowledge about school psychology and its utility in professional areas.

Psy408-2 Become sensitive to learning and behavioural issues and their management.

Psy408-3 Acquainted with the lifestyle issues and their management

Psy408-4 Gain knowledge of the process and issues of counselling in schools.

Psy-408-5 acquire the knowledge of the importance of psychological principles in a school setting.

UNIT I

School Psychology: Nature, Scope and Historical Development. Latest Development of School Psychology. Approaches and Ethical Issues of School Psychology Practice; Traditional Approach: Correlational, Alternative Approach: Experimental /Problem Solving. Ethical Issues Related to the Competence of School Psychologists.

UNIT II

Assessment in School: Intellectual, Academic Skills, Socio-Emotional and Behavioural Functioning. Prevention and Intervention: Academic Skills: Data-driven problem-solving process, Evidence-based instruction and intervention strategies; Mental Health: Addressing Mental Health issues from a problem-solving stance and evidence-based practice movement.

UNIT-III

Learning, Behavioural and Life Style Issues: Learning issues: Learning Disability in Reading, Writing and Mathematics (Causes and Management). Behavioural Issues: Bullying, Sexual Behaviour, Drug Abuse, Depression and Suicide, Internet Addiction and Conduct Disorder (Causes and Management). Life Style Issues: Obesity, Anorexia and Bulimia Nervosa, Type 1 diabetes.

UNIT IV

Professional Counselling in Schools: Methods of Counselling: Adlerian Method, Behaviourism (Operant Conditioning), Cognitive, Strength-based. Issues for Counselling: Child Maltreatment, Homeless Child, Parent-Child Relationship, Truancy and School Refusal, Academic Stress and Grade.

References:

- Merrell, K.W., Ervin, R. A. and Peacock, G.G. (2006). School Psychology for 21st century: Foundations and practices. New York: The Guilford Press.
- Wright, R.J. (2012). Introduction to School Counselling. India: Sage.
- Berk, L.E. (2013). Child Development. New Delhi: PHI Learning.

Industrial/Organizational Psychology
PSY-409

Max. Marks=100
Theory=70 Internal=30

Time=3 Hours

Note: The question paper shall consist of NINE questions. The candidate will have to attempt FIVE questions, selecting ONE question from each unit. The first question will be compulsory and will include 7 short answer questions spread over the entire syllabus. The remaining EIGHT questions will be set taking TWO questions from each unit. Each question will carry 14 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

Psy409-1 Have a basic understanding of the organizational structure and culture.

Psy409-2 Acquire knowledge regarding job analysis and personnel selection and training.

Psy409-3 Acquire knowledge of work motivation and team including leadership.

Psy409-4 Acquire knowledge about organizational conflict, change and development in an organization.

UNIT-I

Organizational Structure: Basic Concepts, Types, Classical and Modern Theory. Modern Organizational Designs. Behaviors in organizations: Consistency vs. individual differences; classical, contingency, and X-Y theory.

UNIT-II

Job analysis: Objectives, methods; Job evaluation: Importance, methods.

Personnel selection: Setting personnel specifications and criteria, methods of assessment.

Personnel training: Principles, types, methods, evaluation of training effectiveness.

UNIT-III

Work-related attitudes: Job satisfaction- antecedents and consequences; organizational Commitment.

Organizational Conflict: Nature, causes, conflict resolution and management; Organizational change and development.

UNIT-IV

Work motivation: Basic concepts, motivational practices and incentives, Theories- Two factor, ERG, Equity.

Leadership: Nature, styles, role and activities, theories: Trait, Exchange, Contingency, and Path-Goal.

References:

- Blum, M. L. & Naylor, J. C. (1984). Industrial Psychology: Its theoretical and social foundations. New Delhi: CBS Publishers.
- Colquitt, J.A., LePine, J.A., & Wesson, M.J. (2011). Organizational Behaviour. New Delhi: Tata McGraw Hill.
- Gosh, P.K. & Gorpande, M.B. (1986). Industrial Psychology. New Delhi: Himalaya Publication.
- Luthans, F. (2006). Organizational Behaviour (11th Ed.). N.Y.: McGraw Hill.

- McMormik, E.J. & Ilgen (1980). Industrial and organizational Psychology (8th Ed.). N.J.:Prentice Hall.
- Miner, J.B. (1991). Industrial-Organizational Psychology. N.Y.: McGraw Hill.
- Mohanty, G. (1990). Industrial and Organizational Psychology. New Delhi: Oxford and IBH.
- McShane, S.L., Glinow, M.A.V., & Sharma, R.R. (2011). Organizational Behaviour. New Delhi:Tata McGraw-Hill.
- Robbins, S.P. (1993). Organizational Behaviour: Concepts controversies, and applications (6th Ed.). New Delhi: Prentice-Hall of India.

**Practical
PSY-410**

Note: The candidate will conduct and report eight practicals in semester IV. Practical will be decided by the teacher teaching the paper. One practical will be allotted to a candidate during the examination and evaluation will be based on Practical Note Book and Performance (Internal =30 marks) and Viva-voce (External-70 marks).

PSYCHOLOGICAL ASSESSMENT
PSY-411

Max. Marks=50
Theory=35 Internal=15

Time=2 Hours

Note: The question paper shall consist of Five questions. The candidate will have to attempt Two questions, selecting ONE question from each unit. The first question will be compulsory and will include 2 short answer questions spread over the entire syllabus. The remaining four questions will be set taking TWO questions from each unit. Each question will carry 15 marks.

Course Outcomes:

After the completion of this course, the students will be able to:

- Psy411-1** Understand the importance and role of psychological assessment and testing.
- Psy411-2** Construct and standardize a psychological test.
- Psy411-3** Become aware of computer-aided testing along with issues in psychological testing.
- Psy411-4** Get the knowledge of ethical issues involved in psychological evaluation.

UNIT- I

Psychological Measurement: History of Psychological Measurement, Levels of Measurement (Scales), Measurement Theory, Errors and Sources of Error in Measurement. Psychological Testing: Nature, Uses of Psychological testing, Characteristics of a good test, Types of Tests. Test Administration: Effect of Examiner and Situational variables; Examinee's perspective; Effect of training on test performance.

UNIT-II

Test construction: Test plan and composing test items; Construction of power and speed tests; Construction of Homogeneous Personality Tests; Problems of scoring weights and scoring formulas. Construction of tests for special purposes: Tests for mastery learning, Tailored tests; Construction of attitude scales; Legal, Ethical & Social Issues in Psychological Testing; Computer-Aided Psychological Assessment.

References:

- Aiken, L.R. & Groth-Marnat, G. (2009). Psychological Testing and Assessment (12th ed) Delhi: Pearson.
- Anastasi, A., & Urbina, S. (2015). Psychological Testing (7th ed) NY: Prentice-Hall.
- Gregory, R.J. (2004). Psychological Testing: History, Principles, & Applications (4th ed) New Delhi: Pearson Education.
- Husain, A. (2012). Psychological Testing. Delhi: Pearson.
- Miller, L.A., Lover, R.L. & McIntire, S.A. (2013). Psychological Testing. New Delhi: Sage.
- Singh, A.K. (2008). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhawan.