

## Semester VII

### Bachelor of Psychology with HONORS

#### **DISCIPLINE SPECIFIC COURSE(DSC) - PSYCHOLOGY OF LEARNING AND MEMORY PROCESSES**

Program/Class-B.A. Honors	Year-Fourth	Semester-Seventh
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Course Code: PSYDSC-701T	Course Title: Psychology of Learning And Memory Processes
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Credits: 03	Paper-DSC
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Max Marks25+75	Min Passing Marks10+25
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**Learning Outcome:** After studying this course, the student will be able to-

- Understand concept of Learning and Conditioning and Its Types.
- Understand Theories of Learning and Its Application
- Be Enlightened with The Concept of Memory and Its Models used in Educational Setup.

Unit	Topics	No. of lectures
I	<b>Learning and Conditioning:</b> Meaning and Definition of Learning. Classical Conditioning: Paradigms and Phenomenon. Operant Conditioning: Nature and Types of Operant Conditioning. Differences Between Classical and Operant Conditionings. Extinction of Conditioned Responses. Generalization and Discrimination.	15
II	<b>Theories of Learning and its applications:</b> Thorndike, Tolman, Hull, Guthrie Behavior Modification Technique. <b>Verbal Learning:</b> Experimental Material and Procedure. Determinants of Verbal Learning. Organizational Processes in Verbal Learning.	15
III	<b>Verbal Learning:</b> Meaning, Definition, Stages and Types of Memory. Models of Memory- Atkinson & Sheffrin's Multistore Model, Levels of Processing Model (Craik and Lockhart), Working Memory Model( Baddeley and Hitch).	15

## **Suggested Readings:**

1. Matlin, M. W. (2009). *Cognition* (7th ed.). Wiley India Pvt. Ltd.
2. Mazur, J. E. (2016). *Learning and behavior* (8th ed.). Routledge.
3. Riegler, G. L., & Riegler, B. R. (2008). Cognitive psychology: Applying the science of the mind (2nd ed.). Pearson Education.
4. Solso, R. L., MacLin, M. K., & MacLin, O. H. (2005). Cognitive psychology (7th ed.). Pearson Education.
5. शर्मा, रमेश एन., & शर्मा, रमेशके. (2013). शिक्षामनोविज्ञान. मेरठ: लालबुकडिपो।
6. कुमार, रमेश. (2021). अधिगम एवं स्मृति के मनोवैज्ञानिक सिद्धांत. नईदिल्ली: भारती भवन प्रकाशन।
7. यादव, आर. एस. (2018). संज्ञानात्मक मनोविज्ञान. इलाहाबाद: राजपाल एंड संस।

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egnyankosh.ac.in, MOOCS

## Semester VII

### Bachelor of Psychology with HONORS

#### **Practical**

<b>Program/Class- B. A. Honors</b>	<b>Year-Fourth</b>	<b>Semester-Seventh</b>
<b>Course Code:PSYP-702P</b>		<b>Course Title : Lab Work/Practical</b>
<b>Credits:1</b>		<b>Core Compulsory</b>
<b>Max Marks25+75</b>		<b>Min. Passing Marks10+25</b>

#### **Learning Outcome:**

- Students will be imparted a variety of skills to conduct a psychological test/ experiment in the control condition and using standardized tests.
- The integration with psychological theory and practicality.
- Out of five any of the three mentioned are mandatory.
- Ensure each practical session promotes skill learning through hands-on activities.

<b>Sr. no.</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Substitution Learning	<b>05</b>
II	Paired associate learning	<b>05</b>
III	Adult Learning Inventory	<b>05</b>
IV	Short term memory	<b>05</b>
V	Long term memory	<b>05</b>

#### **Suggested Readings**

1. Yashvir Singh and Veena Mittal , "Psychological Testing and Assessment". PHI Learning Pvt. Ltd.
2. Harendra Nath Mishra, "Handbook of Psychological Assessment", Jain Publishers Pvt. Ltd.
3. A. K. Singh, Advance Practical Psychology.
4. S. K. Mangal, Clinical Psychology Practical Manual.
5. डॉ. रामनाथशर्मा और डॉ. आर.के. शर्मा, प्रयोगात्मक मनोविज्ञान, अटलांटिक पब्लिशिंग्स हाउस
6. डॉ. जे.पी. शुक्ल, प्रयोगात्मक मनोविज्ञान: सिद्धांत और प्रयोग, किटाब महल

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>.

**Semester VII**  
**Bachelor of Psychology with HONORS**

**DISCIPLINE SPECIFIC ELECTIVE (DSE) - RESEARCH  
METHODOLOGY-1**

<b>Program/Class- B.A.HONORS</b>	<b>Year-Fourth</b>	<b>Semester-Seventh</b>
<b>Course Code: PSYDSE-703-T</b>		<b>Course Title: Research Methodology-I</b>
<b>Credits:4</b>		<b>Paper-DSE</b>
<b>Max Marks 25+75</b>		<b>Min Passing Marks 10+25</b>
<b>Learning Outcome:</b> After Studying the course, the students will be able to <ul style="list-style-type: none"> <li>• Have knowledge about Meaning and Characteristics of Scientific Research Method.</li> <li>• Understand the Research Problems, Hypothesis and Variables.</li> <li>• Understand the Types and Importance of Sampling in Research.</li> <li>• Understand the Nature Purpose and Types of Research Design.</li> </ul>		

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Introduction to Scientific Research:</b> Meaning and Characteristics of Scientific Method, Basic Concept Of Research, Types of Psychological Research- Correlational, Experimental and Ex-post Facto Research .Steps of Research Formulation.	15
II	<b>Research Problem, Hypothesis &amp; Variables:</b> Natureand Characteristics of Research problem and Hypothesis. Sources and Formulation of Research Problem and Hypothesis. Types of Hypotheses, Types of Variables and Control of Variables.	15
III	<b>Introduction to Sampling in Psychology-</b> Importance of Sampling in Psychological Research, Population vs. Sample: Definitions and Distinctions. Sampling Methods-1) Probability Sampling: Simple random Sampling, Stratified Sampling, Cluster Sampling, and Systematic Sampling. 2) Non-Probability Sampling: Convenience Sampling, Purposive Sampling, Snowball Sampling, Quota Sampling. Factors Influencing Sampling, Sample Size Determination in Psychological Research.	15
IV	<b>Research Design:</b> Nature and Purpose of Research Design, Criteria of Research Design, Types of Research Design, Theoretical Aspects Within Group, Between Group, Factorial Design, Single Subject Design. Quasi-Experimental Designs.	15

## **Suggested Readings:**

1. Garrett, H. E., & Woodworth, R. S. (2006). Statistics in psychology and education (6th ed.). Paragon International Publishers.
2. Mangal, S. K. (2007). Statistics in psychology and education (2nd ed.). PHI Learning Pvt. Ltd.
3. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues (9th ed.). Cengage Learning.
4. Singh, A. K. (2021). *Manovigyan, SamajshastraTathaShiksha Main ShodhVidhiyan: Research Methods in Psychology, Sociology and Education*. MotilalBanarsidass Publishing House.
5. Chawla, D., & Sondhi, N. (2016). *Research methodology: Concepts and cases* (2nd ed.). Vikas Publishing House.
6. मंगल, एस. के. (2012). मनोविज्ञानमेंआंकड़ेऔरमूल्यांकन [Statistics and Assessment in Psychology]. नईदिल्ली: पीएचआईलर्निंग।
7. सिंह, अजयकुमार (2018). मनोवैज्ञानिकपरीक्षणएवंसांख्यिकी [Psychological Testing and Statistics]. पटना: भावनाप्रकाशन।

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in>, [egyankosh.ac.in](http://egyankosh.ac.in), MOOCS

**Semester VII**  
**Bachelor of Psychology with HONORS**

**DISCIPLINE SPECIFIC ELECTIVE (DSE) - FUNDAMENTALS OF STATISTICS**

<b>Program/Class-B.A.HONORS</b>	<b>Year-Fourth</b>	<b>Semester-Seven</b>
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<b>Code:PSYDSE-704-T</b>	<b>Course Title: Fundamentals of Statistics</b>
<b>Credits:4</b>	<b>Paper-DSE</b>
<b>Max Marks25+75</b>	<b>Min Passing Marks10+25</b>

**Learning Outcome:**

After studying the course, the students will be able to –

- Understand Introduction to Psychological Statistics.
- Learn the Methods of Calculating Measures of Central Tendency and Measures of Variability in an efficient manner.
- Learn about Correlation and Types of Correlation as well as Partial and Multiple Correlation
- Understand the Analysis of Variance (ANOVA).

<b>Unit</b>	<b>Topics</b>	<b>Credits</b>
I	<b>Introduction to Psychological Statistics:</b> Definition and Measurement types. Descriptive and Inferential Statistics. Parametric and Non parametric tests.	<b>15</b>
II	<b>Measures of Central Tendency:</b> Meaning and Properties of Mean, Median and Mode. Calculation and use of Range, Quartile Deviation (QD) and Standard Deviation (SD).	<b>15</b>
III	<b>Correlation:</b> Meaning and Types of Correlation. Methods of Correlation –Pearson’s Product Moment Method, Rank Order and Bi-serial Correlation. <b>Partial and Multiple Correlations:</b> Meaning of Partial and Multiple Correlation, Multiple Correlation, Significance of partial regression coefficient and Multiple Regression.	<b>15</b>
IV	<b>Application of Analysis of Variance (ANOVA):</b> Assumptions. Random assignment, One way and Two way ANOVA.	<b>15</b>

## **Suggested Readings:**

1. Garrett, H. E., & Woodworth, R. S. (2006). Statistics in psychology and education (6th ed.). Paragon International Publishers.
2. Mangal, S. K. (2007). Statistics in psychology and education (2nd ed.). PHI Learning Pvt. Ltd.
3. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues (9th ed.). Cengage Learning.
4. Singh, A. K. (2021). *Manovigyan, Samajshastra Tatha Shiksha Main Shodh Vidhiyan: Research Methods in Psychology, Sociology and Education*. Motilal Banarsi Dass Publishing House.
5. Chawla, D., & Sondhi, N. (2016). *Research methodology: Concepts and cases* (2nd ed.). Vikas Publishing House.
6. मंगल, एस. के. (2012). मनोविज्ञानमें आंकड़े और मूल्यांकन [Statistics and Assessment in Psychology]. नई दिल्ली: पीएचआईलर्निंग।
7. सिंह, अजयकुमार (2018). मनोवैज्ञानिक परीक्षण एवं सांख्यिकी [Psychological Testing and Statistics]. पटना: भावनाप्रकाशन।

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala- <https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in>, [egyankosh.ac.in](http://egyankosh.ac.in), MOOCs

**Semester VII**  
**Bachelor of Psychology with HONORS**

**DISCIPLINE SPECIFIC ELECTIVE(DSE)- PSYCHOLOGICAL PERSPECTIVE ON DISASTER TRAUMA**

<b>Program / Class- B.A. HONORS</b>	<b>Year-Fourth</b>	<b>Semester- Seventh</b>
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<b>Course Code: PSYDSE-705-T</b>	<b>Course Title: PSYCHOLOGICAL PERSPECTIVE ON DISASTER TRAUMA</b>
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<b>Credits:4</b>	<b>Paper-DSE</b>
<b>Max Marks 25+75</b>	<b>Min Passing Marks 10+25</b>

**Learning Outcome:**

After Studying the course, the students will be able to—

- To Understand the fundamentals of disaster management, including preparedness, response, recovery, and mitigation strategies.
- Identify the psychological impact of disasters and trauma, focusing on survivors' emotional and cognitive responses.
- To Analyze PTSD predictors such as exposure severity, social support, and pre-existing mental health conditions.
- Learn trauma assessment methods used by psychologists
- Apply early psychological intervention strategies
- Understand long-term psychological recovery and resilience mechanisms
- Evaluate policies and institutional frameworks for trauma support

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Fundamentals of Disaster Management-</b> Meaning Types and classification of disasters (natural and man-made), Phases of disaster management: Mitigation, preparedness, response, recovery. <b>Vulnerability and Risk Assessment-</b> (Social, Psychological, Ecological). Psychological Responses of Disaster-acute and Post - Traumatic Stress. <b>Psychological Impact of Disasters-</b> Psychological Consequences of Disasters Stress, trauma, and coping mechanisms,	15
II	<b>Disaster trauma from the viewpoint of psychology-</b> Mental health needs of disaster survivors from the psychology perspective, Bio-medical and Bio-psycho-social models of disaster trauma. Post-Traumatic Stress Disorder (PTSD) and other trauma-related disorders-Symptoms , Rehabilitation and post-traumatic growth.	15
III	<b>Assessment and Intervention-</b> Trauma assessment tools: interviews, scales , Concepts and principles of Psychological First Aid (PFA) and Crisis Intervention , Role of psychologists in disaster situations and Crisis Intervention, Trauma-focused Cognitive Behavioral Therapy (TF-CBT),Group and community-based interventions, Cognitive-	15

	Behavioral Therapy (CBT) for trauma ,Grief counseling and community-based interventions, Role of NGOs, government agencies, and international bodies in psychosocial rehabilitation.	
IV	<b>Recovery, Resilience and Policy Frameworks</b> -Stages of recovery in trauma, Resilience-building and post-traumatic growth, Role of NGOs, community leaders, and government in trauma response, National Disaster Management Authority (NDMA), India – psychosocial support guidelines, Long-term rehabilitation and mental health policy.	15

## **Suggested Reading:**

- 1- Raphael, B., & Maguire, P. (2009). Psychological aspects of disaster. In Y. Neria, S. Galea, & F. H. Norris (Eds.), *Mental health and disasters* (pp. 7–22). Cambridge University Press.
- 2- Satendra, & Sharma, V. K. (2004). *Disaster management*. Indian Institute of Public Administration.
- 3- Niraj, A. (2006). *Psychological intervention in disaster management*. Authors press.
- 4- Mohanty, A. K., & Misra, G. (2000). *Psychological research in Indian context*. Concept Publishing Company.
- 5- Bracken, P. J., Giller, J. E., & Summerfield, D. (1995). *Psychological responses to war and atrocity*. Social Science and Medicine.
- 6- Friedman, M. J., Keane, T. M., & Resick, P. A. (2007). *Handbook of PTSD: Science and practice*. New York.
- 7- Guilford. Everly, G. S., & Lating, J. M. (2017). *The Johns Hopkins Guide to Psychological First Aid*. Johns Hopkins University Press.
- 8- Briere, J., & Scott, C. (2015). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment* (2nd ed.). Sage Publications

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egyanakosh.ac.in, MOOCS

**Semester VII**  
**Bachelor of Psychology with HONORS**

**GENERAL ELECTIVE(GE)- CONTEMPORARY ISSUES OF SOCIAL PSYCHOLOGY**

<b>Class-B.A.HONORS</b>	<b>Year-Fourth</b>	<b>Semester-Seven</b>
<b>Course Code : PSYGE-706-T</b>		<b>Course Title: Contemporary Issues of Social Psychology</b>
<b>Credits:4</b>		<b>Paper-GE</b>
<b>Max Marks</b> <b>25+75</b>		<b>Min Passing Marks 10+25</b>
<b>Learning Outcome:</b> After Studying the course, the students will be able to – <ul style="list-style-type: none"> <li>Understand social psychology and its ethics, historical and cultural context of contemporary issues and the relevance.</li> <li>Understand Prejudice, discrimination with the help of theories and case studies and strategies to handle them.</li> <li>Understand how media technology affects the behavior and relationships, and some digital etiquettes.</li> <li>Understanding various emerging areas in social psychology.</li> </ul>		

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Introduction and Foundations:</b> Definition and focus of Social Psychology, Present trends in Social Psychology, Historical and cultural context of contemporary issues, Ethics in Social Psychology, Relevance of social psychology in contemporary society.	<b>15</b>
II	<b>Identity Prejudice and Discrimination:</b> Social Identity Theory, Concept and Case Studies of Self Categorization, Stereotypes, Prejudice and Discrimination, Strategies to reduce and handle prejudice and discrimination.	<b>15</b>
III	<b>Media Technology and Social Influence:</b> Impact of Social Media on Behavior and Relationships, Digital Etiquette: Cyber Bullying, Trolling and Online Aggression, Cyber Pornography: Consumption, implications, Cyber	<b>15</b>
IV	<b>Emerging Areas:</b> Issues of Gender, Financial Status, Migration, discrimination, Stigma and Marginalization, Child Abuse and Domestic Violence, Crowding. Group Dynamics and Behavior, Group Influence (Conformity, Obedience, Compliance, Peer pressure).	<b>15</b>

## **Suggested Readings:**

1. Baron, R. A., & Misra, G. (2016). Psychology (Indian adaptation, 5th ed.). Pearson Education.
2. Ciccarelli, S. K., & White, J. N. (2021). Psychology (6th ed.). Pearson.
3. Feldman, R. S. (2019). Understanding psychology (14th ed.). McGraw-Hill Education.
4. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2011). Introduction to psychology (7th ed.). McGraw-Hill Education.
5. Mangal, S. K. (2021). General psychology (2nd ed.). Sterling Publishers.
6. सिंह, आर. एन. (2008). आधुनिकसामान्यमनोविज्ञान (8वाँसंस्करण). आगरा: अग्रवालपब्लिकेशन.
7. सिंह, ए. के. (2022). आधुनिकउच्चतरसामान्यमनोविज्ञान (13वाँसंशोधितसंस्करण). नईदिल्ली: मोतीलाल बनारसीदासपब्लिशर्स.

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egankosh.ac.in, MOOCs

**Semester VII**  
**Bachelor of Psychology with HONORS**

**GENERAL ELECTIVE(GE)- EDUCATIONAL PSYCHOLOGY**

Program/ Class- B.A. HOUNORS	Year- Fourth	Semester- Seventh
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Course Code: PSYGE-707-T	Course Title: Educational Psychology
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Credits: 4	Paper-GE
Max Marks- 25+75	Min Passing Marks- 10+25

**Learning Outcome:** After Studying this course, the students will be able to–

- Understand of Educational Psychology, Definition, Meaning and Nature of Educational Psychology and Historical Perspectives of Child Development.
- Understand Child Development and Learning and Theories of Child Development.
- Understand Motivation and its Related Theories.
- Learn about Individual Adjustment and Concept and Relevance of Emotional Intelligence.

Unit	Topics	No. of lectures
I	<b>Introduction to Educational Psychology:</b> Definition, Meaning and Nature of Educational Psychology as a Discipline, Historical Perspectives and Research Methods in Educational Psychology.	15
II	<b>Child Development and Learning:</b> Meaning of Child Development. Cognitive, Social, Emotional and Physical Development. Theories of Child development - Piaget's Theory of Cognitive Development, Vygotsky's Socio Cultural Theory and Their Application in Educational Settings.	15
III	<b>Motivation And related Theories :</b> Definition, Meaning and Nature of Motivation. Self Determination Theory, Expectancy-Value Theory Social Cognitive Theory and Attribution Theory.	15
IV	<b>Individual Adjustment:</b> Meaning of Individual Adjustment. Self Regulation- Role of Self Regulatory Processes. Emotional Intelligence-Concept of Emotional Intelligence and its Relevance to Students, Social and Emotional Adjustment.	15

## Suggested Readings

1. **Mangal, S. K.** (2012). *Essential of educational psychology*. PHI Learning Pvt. Ltd.
2. **Woolfolk, A.** (2019). *Educational psychology* (13th ed.). Pearson.
3. **Slavin, R. E.** (2020). *Educational psychology: Theory and practice* (12th ed.). Pearson.
4. **मंगल, एस. के. (2016).** शैक्षिक मनोविज्ञान. नईदिल्ली: प्रभातप्रकाशन।
5. **चौहान, एस. एस. (2010).** शैक्षिक मनोविज्ञान. नईदिल्ली: विकासपब्लिशिंगहाउस।
6. **सिंह, अरुणकुमार. (2020).** शैक्षिक मनोविज्ञान: एक समग्र अध्ययन. पटना: भूषणप्रकाशन।
7. **मिश्र, बी. के. (2013).** शैक्षिक मनोविज्ञान. दिल्ली: प्रभातप्रकाशन।

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egnyankosh.ac.in, MOOCs

**Semester VII**  
**Bachelor of Psychology with HONORS**

**RESEARCH DISSERTATION**

<b>Program/Class-B.A.HONORS</b>	<b>Year-Fourth</b>	<b>Semester-Seventh</b>
<b>Course Code: PSYP-708D</b>	<b>Course Title: Research Dissertation</b>	

<b>Credits: 6</b>	<b>Core Compulsory</b>
<b>Max Marks 25+75</b>	<b>Min Passing Marks10+25</b>

**Learning Outcome:** After completing this research Internship, the student will

- Have understanding of Theoretical Knowledge.
- Develop Practical Skills.
- To enhance ability to communicate effectively.
- To learn about Team work and Collaboration.
- To analyze Critical Thinking and Problem Solving
- Ensure each practical session promotes skill learning through hands-on activities.

<b>1</b>	<b>Topic</b>	<b>No. of Credits</b>
	<p><b>Choose relevant and researchable topic in Psychology for internship.</b></p> <p>1. Dissertation: Practical exposure in an organization, Hospital or an NGO with a report on learning's and experiences. A short research dissertation, based on data collection literature review and analysis.</p>	<b>6</b>

**Semester VIII**  
**Bachelor of Psychology with HONORS**

**PSYCHOLOGY OF COGNITIVE AND AFFECTIVE PROCESSES**

**Course Code: PSYDSC-801-T**

**Course Title: Psychology of Cognitive and Affective Processes**

Program/ Class- B.A. HONORS	Year- Fourth	Semester- Eight
<b>Credits : 3</b>		<b>DSC</b>
<b>Max Marks</b> <b>25+75</b>		<b>Min Passing Marks</b> <b>10+25</b>

**Learning Outcomes:** After Studying this Course, the students will be able to—

- Understand Definition, Meaning and Scope of Cognitive Psychology and research methods used in cognitive psychology
- Learn about Perception, Illusion and Role of motivation and learning in perception.
- Understand Motivation, Emotion and their theories.
- Understand Intelligence, its theories and concept of IQ and Importance of EI and AI.

Unit	Topics	No. of lectures
I	<b>Cognitive Psychology-</b> Definition, Meaning and Scope of Cognitive Psychology. Research methods in Cognitive Psychology- Experimental Method and Case Study. Neuro Imaging Techniques- FMRI and PET Scans. <b>Perception-</b> Definition, Meaning, Perceptual Organization, Perceptual Constancy: Size, Shape and Color. Illusion-definition, types. Role of motivation and learning in perception.	15
II	<b>Motivation And Emotion:</b> Definition, Meaning of Motivation, Motivational Cycle ,Theories of Motivation- Instinct, Drive, Incentive, Need, Hierarchy And Goal setting Theories. Meaning and Definition and Nature of Emotion. Types of Emotion. Theories of Emotions: Schachter and Lazarus, Emotional Regulation.	15
III	<b>Intelligence</b> -Definition, Meaning and Nature of Intelligence, Theories of intelligence- Spearson's Two Factor, Gardner Multiple Intelligence, Sternberg Triachic Theory. Concept of IQ, Emotional Intelligence, Role and Importance of EI and Artificial Intelligence in Cognitive Psychology.	15

## **Suggested Readings:**

1. Matlin, M. W. (2009). *Cognition* (7th ed.). Wiley India Pvt. Ltd.
2. Mazur, J. E. (2016). *Learning and behavior* (8th ed.). Routledge.
3. Riegler, G. L., & Riegler, B. R. (2008). Cognitive psychology: Applying the science of the mind (2nd ed.). Pearson Education.
4. Solso, R. L., MacLin, M. K., & MacLin, O. H. (2005). Cognitive psychology (7th ed.). Pearson Education.
5. शर्मा, रमेशाएन., & शर्मा, रमेशके. (2013). *शिक्षामनोविज्ञान*. मेरठ: लालबुकडिपो।
6. कुमार, रमेश. (2021). *अधिगमएवंसमृतिकेमनोवैज्ञानिकसिद्धांत*. नईदिल्ली: भारतीभवनप्रकाशन।
7. यादव, आर. एस. (2018). *संज्ञानात्मकमनोविज्ञान*. इलाहाबाद: राजपालएंडसंस।

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egnyankosh.ac.in, MOOCS

**Semester VIII**  
**Bachelor of Psychology with HONORS**

**PRATICAL**

<b>Program/Class- B.A.HONORS</b>	<b>Year- Fourth</b>	<b>Semester-Eighth</b>
<b>CourseCode:PSYP-802-P</b>		<b>Course Title: Lab Work/Practical</b>

	<b>Credits:1</b>	<b>Core Compulsory</b>
	<b>Max Marks25+75</b>	<b>Min Passing Marks10+25</b>
<b>Learning Outcome:</b>		
<ul style="list-style-type: none"> <li>Students will be imparted a variety of Skills to conduct a Psychological Test/ Experiment in the control condition and using Standardized Tests.</li> <li>The Integration with Psychological Theory and Practicality.</li> <li>Out of five any of the three mentioned are mandatory.</li> <li>Ensure each practical session promotes skill learning through hands-on activities.</li> </ul>		
<b>Sr. no.</b>	<b>Topics</b>	<b>No of Lectures</b>
1	Cognitive Ability Test	05
2	Motivation Analysis Test	05
3	Academic Achievement Motivation test	05
4	Multiple Intelligence Scale	05
5	Emotional Intelligence/Emotional stability Test	05

**Suggested Readings**

1. Yashvir Singh and Veena Mittal , "Psychological Testing and Assessment". PHI Learning Pvt. Ltd.
2. Harendra Nath Mishra, "Handbook of Psychological Assessment", Jain Publishers Pvt. Ltd.
3. A. K. Singh, Advance Practical Psychology.
4. S. K. Mangal, Clinical Psychology Practical Manual.
5. डॉ. रामनाथशर्मा और डॉ. आर.के. शर्मा, प्रयोगात्मक मनोविज्ञान, अटलांटिक पब्लिशिंग्स हाउस
6. डॉ. जे.पी. शुक्ल, प्रयोगात्मक मनोविज्ञान: सिद्धांत और प्रयोग, किटाब महल

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>.

**Semester VIII**  
**Bachelor of Psychology with HONORS**

**DISCIPLINE SPECIFIC ELECTIVE (DSE)- Applied Comprehensive Program in Psychological Research**

<b>Program/Class-B.A. HONORS</b>	<b>Year-Fourth</b>	<b>Semester-Eighth</b>
<b>Course Code: PSYDSE-803-T</b>	<b>Course Title: Applied Comprehensive Program in Psychological Research</b>	

<b>Credits:4</b>	<b>DSE</b>
<b>Max Mark25+75</b>	<b>Min Passing Marks 10+25</b>

**Learning Outcome:** After Studying the course, the students will be able to –

- Define and explain the Applied Comprehensive Program in Psychological Research covers foundational concepts, literature review, and research design in psychology.
- Understand the hands-on training in data handling and analysis using Python.
- Learners are guided in research report writing following APA style.
- The course also explores applications of Artificial Intelligence in psychological assessment.
- Critically examine ethical and legal issues related to forensic practice in India.
- To understand Report Writing and Applied Research Project.

<b>Unit</b>	<b>Topics</b>	<b>Credits</b>
I	<b>Research Foundations in Psychology</b> - Nature and scope of research in psychology, Qualitative, quantitative, and mixed-methods approaches, Ethical guidelines (APA and Indian ethics boards).	<b>15</b>
II	<b>Literature Review and Research Design</b> - Conducting and synthesizing literature reviews, Identifying research gaps , Experimental, quasi-experimental, and non-experimental designs, validity/reliability considerations, Writing the research proposal.	<b>15</b>
III	<b>Data Handling and Analysis Using Python</b> - Introduction to Python , Inferential statistics (t-tests, ANOVA, correlation, regression), Interpreting outputs and reporting APA-style results. Applications of AI in Psychological Research - Data Analysis and Pattern Recognition.	<b>15</b>
IV	<b>Report Writing and Applied Research Project</b> - Structure of a psychological research report (APA style), Writing abstracts, introductions, methods, results, and discussions, Citation and reference management tools.	<b>15</b>

## **Suggested Readings:**

- 1- Coolican, H. (2018). Research Methods and Statistics in Psychology (7th ed.). Psychology Press.
- 2- Howell, D. C. (2013). Statistical Methods for Psychology (8th ed.). Cengage.
- 3- Field, A. (2018). Discovering Statistics Using IBM SPSS Statistics (5th ed.). Sage Publication.
- 4- Mohanty, A. K., & Misra, G. (2000). Psychological research in Indian context. Concept Publishing Company.
- 5- मंगल, एस. के. (2012). मनोविज्ञानमें अंकड़े और मूल्यांकन [Statistics and Assessment in Psychology]. नई दिल्ली: पीएचआईलर्निंग।
- 6- सिंह, अजय कुमार (2018). मनोवैज्ञानिक परीक्षण एवं सांख्यिकी [Psychological Testing and Statistics]. पटना: भावना प्रकाशन।

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egnyankosh.ac.in, MOOCs

**Semester VIII**  
**Bachelor of Psychology with HONORS**

**DISCIPLINE SPECIFIC ELECTIVE (DSE)- APPLICATIONS OF STATISTICS IN PSYCHOLOGY**

<b>Program/Class-B.A.HONORS</b>	<b>Year-Fourth</b>	<b>Semester- Eighth</b>
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<b>Course Code : PSYDSE-804T</b>	<b>Course Title: Applications of Statistics in Psychology</b>
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<b>Credits:4</b>	<b>Paper-DSE</b>
<b>Max Marks25+75</b>	<b>Min Passing Marks10+25</b>

**Learning Outcome:** After Studying the course, the students will be able to –

- Learn about the Normal distribution, divergence from normality and Application of probability curve.
- Understand types of Inferential statistics, Type I and Type II errors
- Understanding Parametric and Non Parametric Tests.
- Learn Assumptions and Characteristics of Factor Analysis, Applications and limitations of ANOVA and Artificial Intelligence in statistics.

<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	<b>The Normal Distribution:</b> Meaning and Importance of Normal Distribution. Properties of Normal Distribution. Measuring divergence from normality. Application of Normal Probability curve. Skewness, and Kurtosis.	15
II	<b>Inferential Statistics:</b> Meaning and Types of Inferential Statistics. Significance of mean, Testing Null Hypothesis, Level of significance. Type I and Type II errors. One Tailed and Two tailed Tests.	15
III	<b>Parametric and Non parametric test:</b> Applications of t-Test, Chi-square, Median test, Mann-Whitney U Test.	15
IV	<b>Factor Analysis:</b> Assumptions and Characteristics of Factor Analysis. Important terminologies of factor analysis.  <b>Analysis of Variance (ANOVA):</b> Assumptions, Applications and Limitations. Role and Application of Artificial Intelligence in statistics.	15

## **Suggested Reading:**

1. Garrett, H. E., & Woodworth, R. S. (2006). Statistics in psychology and education (6th ed.). Paragon International Publishers.
2. Mangal, S. K. (2007). Statistics in psychology and education (2nd ed.). PHI Learning Pvt. Ltd.
3. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues (9th ed.). Cengage Learning.
4. Singh, A. K. (2021). *Manovigyan, Samajshastra Tatha Shiksha Main Shodh Vidhiyan: Research Methods in Psychology, Sociology and Education*. Motilal Banarsi Dass Publishing House.
5. Chawla, D., & Sondhi, N. (2016). *Research methodology: Concepts and cases* (2nd ed.). Vikas Publishing House.
6. मंगल, एस. के. (2012). मनोविज्ञान में आंकड़े और मूल्यांकन [Statistics and Assessment in Psychology]. नईदिल्ली: पीएचआईलर्निंग।
7. सिंह, अजयकुमार (2018). मनोवैज्ञानिक परीक्षण एवं सांख्यिकी [Psychological Testing and Statistics]. पटना: भावनाप्रकाशन।

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala- <https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in>, egyanakosh.ac.in, MOOCs

**Semester VIII**  
**Bachelor of Psychology with HONORS**

**DISCIPLINE SPECIFIC ELECTIVE- PSYCHOLOGY OF CROWD**

<b>Program/Class-B.A.HONORS</b>	<b>Year-Fourth</b>	<b>Semester- Eighth</b>
<b>Course Code: PSYDSE-805-T</b>		<b>Course Title: Psychology of Crowd</b>
<b>Credits:4</b>		<b>Paper –DSE</b>
<b>Max Marks</b> <b>25+75</b>		<b>Min Passing Marks 10+25</b>

**Learning Outcome:** After Studying the course, the students will be able to–

- Explain the concept and historical background of crowd psychology.
- Critically analyze classical and contemporary theories of crowd behavior.
- Differentiate types of crowds and their behavioral patterns.
- Apply psychological principles to real-life crowd scenarios.
- Understand the cultural and social context of crowd behavior in India.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Introduction to Crowd Psychology</b> -Definition and scope of crowd psychology, Historical evolution of the concept, Types of Crowds- Casual Crowd, Conventional Crowd Expressive Crowd Acting or Aggressive Crowd (e.g., mobs), Psychological Mechanisms- Anonymity Suggestibility, Contagion, Deindividuation.	15
II	<b>Types of Crowds</b> - Casual Crowd, Conventional Crowd, Expressive Crowd, Acting or Aggressive Crowd, Psychological Mechanisms- Anonymity, Suggestibility, Contagion, Identity fusion and emergent norms.	15
III	<b>Applications of Crowd Psychology</b> - Crowd management in public events, Political rallies and mass movements, Crowd behaviour in disasters or riots, Use in marketing and consumer behaviour.	15
IV	<b>Practical implications for planning and monitoring crowd behaviour</b> - placing crowd psychology into predictive computer models; developing guidance; working with the crowd to facilitate safe behaviour, Indian Context and Case Studies.	15

### **Suggested Reading**

1. Misra, G., & Mohanty, A. K. (2002). Perspectives on indigenous psychology. Concept Publishing
2. Nandy, A. (2001). Time Warps: Silent and Evasive Pasts in Indian Politics and Religion. Permanent Black.
3. Saraswathi, T. S. (2003). Cross-cultural perspectives in human development: Theory, research, and applications. Sage Publications.
4. Sinha, D. (1997). Indigenizing psychology. In J. W. Berry,
5. Y. H. Poortinga & J. Pandey (Eds.), Handbook of cross-cultural psychology (Vol. 1, pp. 129–169).
6. Allyn & Bacon. Baron, R.A. and Byrne, D (2000). Social Psychology, 8th Edition, Prentice Hall of India Pvt. Ltd., New Delhi.
7. Kuppuswamy, B (1980), An Introduction to Social Psychology, 2nd Revised edition, (reprinted, 2004), Asia Publishing House, Mumbai.
8. Myers, G. David (2008), Social Psychology, 9th edition, The McGraw Hill Companies, Inc.

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in,e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egankosh.ac.in, MOOCS

**Semester VIII**  
**Bachelor of Psychology with HONORS**

**APPLIED SOCIAL PSYCHOLOGY**

<b>Program/Class-B.A.HONORS</b>	<b>Year-Fourth</b>	<b>Semester-Eighth</b>
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<b>Course Code: PSYGE-806-T</b>	<b>Course Title: Applied Social Psychology</b>
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<b>Credits:4</b>	<b>Paper- GE</b>
<b>Max Marks25+75</b>	<b>Min Passing Marks10+25</b>

**Learning Outcome:** After Studying the course, the students will be able to –

- develop an understanding of social processes and study the application of psychology to social issues
- Understand Aggression, Violence and their management.
- Understand interpersonal dynamics, including attraction and rejection in relationships.
- Understand the impact of social interactions on individuals and society.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Introduction to Applied Social Psychology:</b> Introduction, Historical Background, Approaches to Applied Social Psychology. Attitude, Heuristics, attitude formation and change. <b>Attribution:</b> Definition, Internal and external factors in Attribution. Self in a social world.	15
II	<b>Social Cognition &amp; Attitudes:</b> Self in a social world, biases; group processes, prosocial behavior, interpersonal attraction <b>Aggression and Violence:</b> Meaning and Nature of aggression. Prevention and Control of aggression, Mass media and aggression, controlling violence and aggression in the Indian scenario	15
III	<b>Social Relations - Interpersonal Relations, Rejection:</b> Interpersonal attraction and Rejection in relationships, Consequences of rejection, Social isolation and loneliness, Competition - Competitive behavior in Indian societies, relationship and social influence, Competition and performance, Effects on the competitors, Sheriff's experiments	15
IV	<b>CHANGING TRENDS IN SOCIAL PSYCHOLOGY:</b> Social interaction and the continually changing world of real and virtual social interaction, impression management Anonymity and Deindividuation, misinformation and disinformation, Communication and Barrier of Effective Communication, Social justice, Affirmative action in a social psychological perspective.	15

## **Suggested Readings:**

1. Myers, D. G., & Twenge, J. M. (2022). Social psychology (14th ed.). McGraw-Hill Education.
2. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2018). Social psychology (14th ed., Global ed.). Pearson Education.
3. Tripathi, R. C., & Sinha, Y. (2013). Psychology, Development and Social Policy in India. Springer.
4. Chadha, N.K. (ed) (2012) Social Psychology: McMillan Publishers , New Delhi
5. मंगला, एस. के. (2019). सामाजिक मनोविज्ञान. मेरठ: लोकेशप्रकाशन.
6. सिंह, आर. एन. (2018). सामाजिक मनोविज्ञान. आगरा: अग्रवालपब्लिकेशन.

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in,e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egyankosh.ac.in, MOOCs

**Semester VIII**  
**Bachelor of Psychology with HONORS**

**GENERAL ELECTIVE (GE)- INDUSTRIAL AND ORGANIZATIONAL BEHAVIOR**

<b>Programme- <i>Bachelors Degree in Psychology</i></b>	<b>Year: 3</b>	<b>Semester: 8</b>
<b>Course Code: PSYGE-806-T</b> <b>Credits:03</b>	<b>Course Title: Industrial and Organizational Behavior</b> <b>Paper: GE</b>	
<b>Max Marks 25+75=100</b>	<b>Min Passing Marks 08+25=33</b>	

**Learning Outcomes:**

After studying this course, the student will be able to-

- Understand about definition, nature, Scope and historical evolution of industrial and organizational psychology.
- Learn about motivation and types, Elements of Job satisfaction and Theories of motivation.
- Understand Group and team Building, Stages of group Development and goal setting and alignment.
- Understand the role of psychological testing in recruitment and Develop an understanding of competency-based HR practice.

<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	<b>Introduction to Industrial and Organizational Behavior-</b> Definition , Nature and Scope of I/O Psychology , Historical Evolution of I/O Psychology , Importance of Organizational Behavior in Industry.	<b>15</b>
II	<b>Motivation and Job Satisfaction-</b> Definition of motivation , Motivational Cycle, Types ( Intrinsic and Extrinsic). Elements of Job satisfaction. Theories (Maslow's Hierarchy of Needs, McClelland's Need theory, Vrooms Expectancy theory, Frederick Herzberg Two Factor theory).	<b>15</b>
III	<b>Group Dynamics and Team Building-</b> Understanding Groups and Teams Building , Types of Groups in Organizations, Stages of Group Development (Tuckman's Model),Team composition, Goal Setting and Alignment.	<b>15</b>
IV	<b>Employee Selection, Training, and Development-</b> Job Analysis and Competency Mapping ,Recruitment and Selection Processes, Psychological Testing in the Workplace, Employee Training, Development, and Evaluation. Introduction to Competency-Based HRM Definition and Meaning of Competency, Evolution and Importance of Competency-Based Systems,Types of Competencies: Core, Functional, Behavioral.	<b>15</b>

**Suggested Readings:**

1. Robbins, S. P., *Organizational Behavior*. Pearson Publication Pvt. Ltd.
2. SS Khanka, *Organizational Behavior*. S Chand and company Ltd.
3. M Gangadhar Rao, *Industrial and Organizational Psychology*. New Age International Publishers.
4. B. Kumar, *Industrial Psychology*. Himalaya Publishing House.
5. Uday Pareek and Sushma Khanna, *Organizational Behaviour*. Oxford University Press India
6. Sharma, R.N., Chadha, S.S., *Advanced Industrial Psychology*. Atlantic Publication
7. सी. बी. गुप्ता, मानवसंसाधनप्रबंधन. एस. चंदप्रकाशन
8. एस. एस. खन्ना, मानवसंसाधनविकासएवंप्रबंधन. किशोरीलालप्रकाशन

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egankosh.ac.in, MOOCS

**Semester VIII**  
**Bachelor of Psychology with HONORS**

**DISSERTATION**

Program/Class-B.A.HONORS	Year-Fourth	Semester- Eighth
Course Code: PSYP-808D		Course Title: Dissertation

Credits:6	Core Compulsory
Max Marks 25+75	Min Passing Marks 10+25

**Objective:** After completing this research Internship, the student will

- Have Understanding of Theoretical knowledge.
- Develop Practical Skills.
- To Enhance Ability to Communicate Effectively.
- To Learn about Team Work and Collaboration.
- To Analyze Critical Thinking and Problem Solving

Sr. no.	Topics	No. of Credits
I	<p><b>Choose relevant and researchable topic in Psychology for Dissertation.</b></p> <p>Practical exposure in an organization , Hospital or an NGO with a report on learnings and experiences.</p> <p>A detailed research work based on data collection literature review and Analysis.</p>	6

**Semester- IX**  
**MASTERS IN PSYCHOLOGY**

**DISCIPLINE SPECIFIC COURSE (DSC)- FUNDAMENTALS OF PERSONALITY**

Program/Class-M.A.	Year-Fifth	Semester-Ninth
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Course Code: PSYDSC-901-T	Course Title: Fundamentals of Personality
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Credits:3	Core Compulsory
Max Marks 25+75	Min Passing Marks 10+25

**Learning Outcomes-** After Studying the course, the students will be able to—

- Understand Meaning of Personality and Theoretical Approaches of Personality
- Understand Different Determinants of Personality and Methods and Process of Personality Development.
- Understand at the end Eastern Perspective of Personality and Measurement of Personality.

Unit	Topics	No. of lectures
I	<b>Introduction:</b> Definition and Meaning of Personality: Theoretical Approaches to personality. Type and Traits approaches: Big five factor model by Costa & McCrae.	15
II	<b>Determinants of Personality:</b> Biological or Physical determinants, Psychological, Social, Educational and Family Determinants of Personality. <b>Development of Personality:</b> Meaning of personality development. Method of Studying Development of Personality. Process of Personality Development, Meaning and Nature of self. Determinants of Development of Self.	15
III	<b>Assessment and Measurements of Personality:</b> Self Report Methods- Questionnaire, Case study, Interview, 16 PF, MMPI, Projective Techniques- Thematic Apperception Test (T.A.T), Children's Apperception Test (C.A.T.), Rorschach, and Sentence completion Test. <b>Eastern perspective of Personality:</b> Triguna Theory, Asakti-Anasakti, Prakriti- Concepts and characteristics.	15

### **Suggested Reading:**

1. **Schultz, D. P., & Schultz, S. E.** (2016). *Theories of personality* (11th ed.). Cengage Learning.
2. **Pervin, L. A., Cervone, D., & John, O. P.** (2010). *Personality: Theory and research* (11th ed.). Wiley.
3. **Costa, P. T., & McCrae, R. R.** (1992). *Revised NEO Personality Inventory (NEO PI-R) and NEO Five-Factor Inventory (NEO-FFI)*. Psychological Assessment Resources.
4. **सिंह, अरुणकुमार.** (2019). *व्यक्तित्व के सिद्धांत*. पटना: भूषणप्रकाशन।
5. **शर्मा, रामनाथ, & शर्मा, शील.** (2015). *व्यक्तित्व मनोविज्ञान*. आगरा: विनयप्रकाशन।
6. **मंगल, एस. के.** (2016). *मनोविज्ञान में व्यक्तित्व एवं मूल्यांकन*. नईदिल्ली: प्रभातप्रकाशन।
7. **त्रिपाठी, आर. एल.** (2018). *व्यक्तित्व मनोविज्ञान*. लखनऊ: यूनिटीबुकडिपो।

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in>, egnyankosh.ac.in, MOOCs

**Semester- IX**  
**MASTERS IN PSYCHOLOGY**  
**PRACTICAL**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Ninth</b>
<b>Course Code: PSYP-902P</b>		<b>Course Title: Lab Work/Practical</b>

<b>Credits:1</b>	<b>Core Compulsory</b>
<b>Max Marks 25+75</b>	<b>Min Passing Marks 10+25</b>

**Learning Outcome:**

Through the practical application of personality tests, the learner will be able to:

- Administer Standardized Tests
- Understand and follow the correct procedures for administering intelligence and personality assessments in a systematic and ethical manner.
- Score and Interpret Results
- Integrate theoretical knowledge of intelligence and personality (e.g., psychometric theories, trait theories) into practical assessment tasks.
- Develop Report Writing Skills
- Enhance Analytical Thinking
- Out of five any of the three mentioned are mandatory.
- Ensure each practical session promotes skill learning through hands-on activities.

<b>S.N.</b>	<b>Topics</b>	<b>No. of lectures</b>
I	Application of 16PF	05
II	Application of Big Five Inventory (BFI)	05
III	Application of TAT	05
IV	Application of MMPI	05
V	Application of Eysenck Personality Questionnaire (EPQ)	05

## **Suggested Readings**

1. Yashvir Singh and Veena Mittal , "Psychological Testing and Assessment". PHI Learning Pvt. Ltd.
2. Harendra Nath Mishra, "Handbook of Psychological Assessment", Jain Publishers Pvt. Ltd.
3. A. K. Singh, Advance Practical Psychology.
4. S. K. Mangal, Clinical Psychology Practical Manual.
5. डॉ. रामनाथशर्मा और डॉ. आर.के. शर्मा, प्रयोगात्मक मनोविज्ञान, अटलांटिक पब्लिशिंग हाउस
6. डॉ. जे.पी. शुक्ल, प्रयोगात्मक मनोविज्ञान: सिद्धांत और प्रयोग, किटाब महल

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>.

## **MASTERS IN PSYCHOLOGY**

### **Semester IX**

#### **DISCIPLINE SPECIFIC ELECTIVE - PSYCHOLOGY OF LIFE SPAN DEVELOPMENT-I**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Ninth</b>
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<b>CourseCode:PSYDSE-903-T</b>	<b>Course Title: PSYCHOLOGY OF LIFE SPAN DEVELOPMENT-I</b>
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<b>Credits:4</b>	<b>Paper-DSE</b>
<b>Max Marks25+75</b>	<b>Min Passing Marks10+25</b>

**Learning Outcome:** After studying this Course, the student will be able to-

- Understand about Human Growth and Development and Understand about Determinants of Human Growth and Development
- Develop Better Understanding of Various Aspect of Development during Prenatal Stage to Middle Childhood.
- Understand Development during Infancy and Toddlerhood.
- Understand Developmental Process during Early and Middle childhood.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Concept of Development-</b> Principles of Growth, Maturation and Development; Developmental stages. Determinants of development- Biological, Psychological and Socio-cultural.	15
II	<b>Development during Prenatal Stage</b> - Development of basic structures like the brain, nervous system, and organs. Determinants- Genetics, Maternal Health, and Environmental factors.	15
III	<b>Development during infancy and Toddlerhood</b> – Physical Development, Cognitive Development, and Sensorimotor stage (Piaget), Language, emotional and Social development.	15
IV	<b>Development during Early and Middle Childhood</b> - Physical Development, Cognitive Development, Preoperational stage (Piaget): Symbolic thinking and logical reasoning, Emotional and Social Development. <b>Middle Childhood</b> - Physical Development, Concrete operational stage (Piaget), Emotional and Social Development. Understanding rules and morality.	15

## **Suggested Reading:**

1. **Santrock, J. W. (2019).** *Life-span development* (17th ed.). McGraw-Hill Education.
2. **Sigelman, C. K., & Rider, E. A. (2017).** *Life-span human development* (9th ed.). Cengage Learning.
3. **मंगल, एस. के. (2015).** बाल विकास एवं शिक्षाशास्त्र. नईदिल्ली: प्रभातप्रकाशन।
4. **मिश्र, बी. के. (2016).** मानव विकास एवं बाल मनोविज्ञान. दिल्ली: प्रभातप्रकाशन।
5. **सिंह, अरुणकुमार. (2017).** विकासात्मक मनोविज्ञान. पटना: भूषणप्रकाशन।

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egyankosh.ac.in, MOOCS

## **MASTERS IN PSYCHOLOGY**

### **Semester IX**

#### **DISCIPLINE SPECIFIC ELECTIVE- PSYCHOPATHOLOGY-I**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Ninth</b>
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<b>COURSE CODE- PSYDSE-904T</b>	<b>COURSE TITLE- PSYCHOPATHOLOGY-I</b>
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<b>Credits:4</b>	<b>Core Compulsory</b>
<b>Max Marks25+75</b>	<b>Min Passing Marks10+25</b>

**Learning Outcome:** After studying this course, the student will be able to-

- Know about the Concept of Psychopathology with an Emphasis on its Approaches and Classification.
- To Understand Models and Theoretical Approaches of Psychopathology.
- Understanding on Nature, Etiology, Types of Anxiety disorder, Dissociative, Somatoform.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Introduction to Psychopathology:</b> Definition, Nature and Characteristics and Criteria of Psychopathology, Statistical and Social criteria Classificatory systems- ICD-10 and DSM-V: Development and Basic Features.	<b>15</b>
II	<b>Models /Theoretical Approaches:</b> Biological, Psychodynamic, Behavioristic, Humanistic- Existential, Cognitive, Interpersonal and Socio-Cultural models/Approaches.	<b>15</b>
III	<b>Anxiety Disorders:</b> Nature, Symptoms and Etiology, of Panic, Phobia, Generalized Anxiety Disorders (GAD) and Obsessive-Compulsive Disorder (OCD). <b>Dissociative Disorders-</b> Nature and Types of Dissociative Disorders.	<b>15</b>
IV	<b>Somatoform /Psychophysiological Disorders:</b> Nature, symptoms and types of Somatoform disorders. Etiology of Gastro-intestinal, Respiratory, Cardiovascular and Skin disorder.	<b>15</b>

## **Suggested Reading:**

1. **Butcher, J. N., Hooley, J. M., Mineka, S., & Kapur, P. (2019).**  
*Abnormal Psychology* (17th ed.). Pearson Education India.  
ISBN: 9789353065591
2. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). *Abnormal psychology* (13th ed.). Pearson Education.
3. बुचर, जे. एन., हूली, जे. एम., औरमाइनिका, एस. (2016)। विकृत मनोविज्ञान (13वाँ संस्करण)। पियरसन इंडिया एजुकेशन। ISBN: 9788131793695
4. द्विवेदी, सी. बी. (सम्पा.). (2017)। विकृत मनोविज्ञान (16वाँ संस्करण)। पियरसन इंडिया एजुकेशन।  
ISBN: 9789332579408

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egyankosh.ac.in, MOOCs

## **MASTERS IN PSYCHOLOGY**

### **Semester IX**

#### **DISCIPLINE SPECIFIC ELECTIVE- FUNDAMENTALS OF CLINICAL PSYCHOLOGY**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Ninth</b>
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<b>CourseCode:PSYDSE-905T</b>	<b>Course Title: Fundamentals of Clinical Psychology.</b>
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<b>Credits : 4</b>	<b>Paper-DSE</b>
<b>Max Marks 25+75</b>	<b>Min. PassingMarks10+25</b>

**Learning Outcome:** After studying this course, the student will be able to-

- Understand the Nature, Scope and Ethics in the Profession of Clinical Psychology.
- Understand Major Perspective and Theoretical Model of Clinical Psychology.
- Understand Clinical Assessment and Diagnosis and Different Types of Clinical Assessment.
- Understand Various Tests in Clinical use and Meaning and Purpose of Neuropsychological Assessment.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Introduction:</b> Definition and Nature and Scope of Clinical Psychology. History of Clinical Psychology, Role of Clinical psychologists. Ethics and cultural considerations in profession of clinical psychology.	15
II	<b>Major Perspective and Theoretical Model of Clinical Psychology:</b> Motivational, Adaptational, Biological, Psychoanalytical, Humanistic and Interpersonal models.	15
III	<b>Clinical Assessment and Diagnosis:</b> Meaning, Nature, Purpose and Stages of Clinical assessment. Types of Intelligence Test - Individual, Group, Verbal, Non Verbal, Culture -Fair, Performance Based Intelligence Test. <b>Diagnosis-</b> Meaning and Purpose of Diagnosis. Physiological examination, Case history, Interview and Psycho-diagnostic tests.	15

IV	<p><b>Tests in Clinical Use:</b> Role of Psychological test in psycho-diagnosis. Different tests in clinical use: WAIS, MMPI, TAT and Rorschach test.</p> <p><b>Neuro-psychological Assessment:</b> Meaning and Purpose and Applications of Neuropsychological Assessment.</p>	15
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**Suggested Reading:**

1. Korchin, S. J. (1976). *Modern clinical psychology: Principles of intervention in the clinic and community.* Basic Books.
2. Wallen, R. W. (1956). *Clinical psychology: The study of persons.* McGraw-Hill.
3. Wolman, B. B. (Ed.). (1965). *Handbook of clinical psychology.* McGraw-Hill.
4. Singh, A. K. (2016). *Foundations of clinical psychology.* MotilalBanarsidass Publishers.
5. Jain, U. (2015). *Textbook of clinical psychology.* Educreation Publishing.
6. Kumar, U. (2011). *Clinical psychology: Theory and practice.* Pearson India.
7. Kumar, S. (2018). *Essentials of clinical psychology.* Centrum Press.

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in,e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egyankosh.ac.in, MOOCs

## **MASTERS IN PSYCHOLOGY**

### **Semester IX**

#### **GENERAL ELECTIVE(GE)- Neuropsychology**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Ninth</b>
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<b>CourseCode:PSYGE-906-T</b>	<b>Title: <u>Neuropsychology</u></b>
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<b>Credits:4</b>	<b>Paper -GE</b>
<b>Max Marks25+75</b>	<b>Min Passing Marks 10+25</b>

**Learning Outcome:** After studying this course, the student will be able to-

1. Explain the basic concepts and scope of neuropsychology, including its historical development and subfields.
2. Describe the structure and function of the human nervous system, emphasizing the role of neurons, neurotransmitters, and major brain regions.
3. Analyze the neural basis of cognitive functions such as perception, memory, language, attention, and executive functioning.
4. Identify symptoms and causes of common neuropsychological disorders (e.g., aphasia, amnesia, agnosia) and understand their behavioral impact.
5. Demonstrate familiarity with neuropsychological assessment tools and their applications in diagnosis and rehabilitation.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Introduction to Neuropsychology</b> - Definition, history, and scope of neuropsychology, Branches of neuropsychology: Clinical, cognitive, and experimental, Research methods in neuropsychology, Relationship between brain and behavior.	15
II	<b>Structure and Function of the Nervous System</b> - Organization of the nervous system: Central and peripheral, Neurons and neurotransmitters, Major brain structures and their functions, Hemispheric specialization and neuroplasticity.	15
III	<b>Cognitive Functions and Brain</b> - Neural basis of sensation and perception, Memory: Types and neural substrates, Language and the brain, Attention and executive functions.	15
IV	<b>Neuropsychological Disorders and Assessment</b> - Brain damage: Causes and symptoms, Common neuropsychological disorders: Aphasia, agnosia, amnesia, apraxia. Assessment tools: Luria-Nebraska, Bender-Gestalt, MMSE, Role of neuropsychologist in rehabilitation.	15

### **Suggested Reading**

1. Kalat, R. S. (2012). Foundations of Neuropsychology. Neelkamal Publications.
2. Mandal, M. K., & Prasad, A. B. (2006). Neuropsychology: Theoretical and Clinical Aspects. Concept Publishing Company.
3. Singh, A. K. (2014). Tests, Measurements and Research Methods in Behavioural Sciences (Neuropsychological tools section). Bharati Bhawan.
4. Prasad, S. (2013). Neuropsychology and Mental Disorders. Regal Publications.
5. Kar, B. R. (2015). Cognitive Development and Brain: A Neuropsychological Perspective. Sage India.

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in,e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egyankosh.ac.in, MOOC

## **MASTERS IN PSYCHOLOGY**

### **Semester IX**

#### **GENERAL ELECTIVE(GE)- PSYCHOLOGY OF GUIDANCE AND COUNSELING**

Program/Class-M.A.	Year-Fifth	Semester-Ninth
<b>Course Code: PSYGE-907-T</b>		<b>Course Title: Psychology of Guidance and Counseling</b>
<b>Credits:04</b>		<b>Paper-GE</b>
<b>Max Marks 25+75</b>		<b>Min Passing Marks10+25</b>
<b>Learning Outcome:</b> After studying this course, the student will be able to- <ul style="list-style-type: none"><li>• Understand about the Aim, Purpose and Principles of Guidance and Counseling.</li><li>• Understand Counseling process and its Techniques.</li><li>• Develop understanding the areas of Guidance and Counseling.</li><li>• Understand Various Approaches of Counseling.</li></ul>		
Unit	Topics	No. of lectures
I	<b>Introduction to Guidance and Counselling:</b> Definition and Meaning and Nature, Emergence and Growth of Guidance and Counseling, Goals, Issues and Ethics of Counselling.	15
II	<b>Counseling process and Techniques:</b> Characteristics of a Good Counselor, Steps of Counseling Process, Counselling Skills, Rapport Building, Techniques of collecting information about the Individual for Guidance and Counselling.	15
III	<b>Areas of Guidance and counseling:</b> Vocational and Educational Guidance, Vocational and Educational Guidance Program in School and colleges. Importance, Scope and Problem of Vocational and Educational Guidance. Educational, Vocational, Family, Behavioral. Substance Abuse Mental retardation, Marriage and Crisis Counseling.	15
IV	<b>Approaches of Counseling:</b> Psychoanalytic, Humanistic, Behavioristic, Cognitive and Indian Approach of Yoga and Meditation. Individual and Group Counseling Approach.	15

**Suggested Reading:**

1. Seligman, L. W., & Reichenberg, L. W. (2013). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (4th ed.). Pearson Education India.
2. Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India*. Atlantic Publishers.
3. Gladding, S. T. (2017). *Counseling: A comprehensive profession* (8th ed.). Pearson Education.
4. Sharma, R. A. (2015). *Fundamentals of guidance and counselling*. R. Lall Book Depot.
5. Rao, S. N. (2017). *Counselling and guidance* (3rd ed.). McGraw Hill Education.
6. Dubey, S. N. (2018). *Counseling psychology*. Commonwealth Publishers.
7. Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (11th ed.). Cengage Learning.
8. Makol, R., Sodhi, A., & Makol, L. (2023). *Guidance and counselling*. Rajesh Makol Publications

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egyanakosh.ac.in, MOOCS

## **MASTERS IN PSYCHOLOGY**

### **Semester IX**

### **INTERNSHIP**

Program/Class-M.A.	Year-Fifth	Semester-Ninth
<b>Course Code:PSY-908I</b>	<b>Course Title: Internship</b>	

<b>Credits:6</b>	<b>Core Compulsory</b>
<b>Max Marks25+75</b>	<b>Min Passing Marks10+25</b>
<b>Learning Outcome:</b> On successful completion of this course, students will be able to- <ul style="list-style-type: none"><li>- Identify the steps in the Internship process. They will learn the primary components of the Internship manuscript, compile a literature review, collect and analyze data, develop and write a research plan.</li><li>- Apply theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses.</li></ul>	

S.N.	Topics	No. of credits
I	<b>Choose relevant and researchable topic in Psychology.</b> <b>Select any one of the following</b> <ol style="list-style-type: none"><li>1. Internship: Practical exposure in an organization , Hospital or an NGO with a report on learnings and experiences.</li><li>2. A detailed research work based on data collection literature review and analysis.</li></ol>	<b>6</b>

## **MASTERS IN PSYCHOLOGY**

### **Semester X**

#### **DISCIPLINE SPECIFIC COURSE- THEORIES OF PERSONALITY**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Tenth</b>
<b>Course Code: PSYDSC-1001-T</b>		<b>Course Title: Theories of Personality</b>

<b>Credits: 3</b>	<b>DSC</b>
<b>Max Marks- 25+75</b>	<b>Min Passing Marks-10+25</b>

#### **Learning Outcome:**

After studying this course, students will be able to familiarize with-

- To Understand Basics of Personality Approaches and Psychoanalytic Approach and increased understanding of Unconscious Processes and their Influence on Behavior.
- To Understand Trait Approach Development of Personality Trait Theories to describe and measure individual differences in Personality.
- Able to Understand Behavioral Approach Emphasis on Observable behaviors and the Environmental Influences that shape them.
- To Understand Humanistic-Existential Approach to Personality emphasizes Personal growth, Self-actualization, and the search for meaning in life.
- At the end of this course to learn about Indian Personality Theories and Comparison to Western Approach.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
<b>I</b>	Overview of Personality- Meaning and Definition of Personality, Comparison of Nomothetic and Idiographic Approach. Trait and Type Theories: Meaning of Traits and Types, General assumptions of Trait and Type Theories. Trait theory of Personality- Allport and Cattell's. Type theories of Personality-Sheldon and Jung's.	<b>15</b>
<b>II</b>	<b>Psychoanalytic and Behavioral Theories</b> - Meaning and Nature of Psychoanalytic approach. Psychoanalytic Theories- Sigmund Freud's Psychoanalytic Theory. New Psychoanalytic Theories- Erik Erikson, Karen Horney, Adler and Jung. <b>Behavioral Theories</b> - Meaning and key concepts of Behavioral Theories .Types- Classical conditioning - Pavlov and Operant conditioning - B.F. Skinner.	<b>15</b>

<b>III</b>	<p>Humanistic and Existential Theories- General assumptions of Humanistic and Existential Theories. Humanistic Theories-Maslow and Rogers. Existential Theories- Franklin and Rollo May.</p> <p>Indian Personality Theory: Explanation of personality in Upnishad. The Sankhya Theory of Personality. Yoga theory of Personality. A comparative study of Indian Approach and Western Approach of Personality.</p>	<b>15</b>
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### **Suggested Readings:**

- 1- Paranjpe, A.C., Dalal A. J, and Mohanty, A.K., Indian Psychology: Theoretical Foundations and Applications. Pearson Education India
- 2- Kothari Basant, Personality Theories and Assessment. Spring Season Publication.
- 3- Girish Mohanty, General Psychology. Kalyani Publisher
- 4- Cornelissen, Mishra Girishwar, VermaSuneet, Foundation and Application of Indian Psychology. Pearson Publication Indian
- 5- RC Tripathi, Personality Psychology In The Indian Tradition. Concept Publishing Company.
- 6- अरुण कुमार सिंह, व्यक्तित्व का मनोविज्ञान, मोती लाल बनारसी दास, नईदिल्ली
- 7- सोटी शिवेंद्र चंद्र, मानव व्यक्तित्वः अवधारणाएं एवं सिद्धांत, एग्जॉटिक इंडिया पब्लिकेशन
- 8- सी.बी.जडेजा, व्यक्तित्व मनोविज्ञान, अध्ययनबुक्स
- 9- रशिमपंत, रंजीता जौहरी एवं अन्य, व्यक्तित्व के सिद्धांत। अविचल प्रकाशन उत्तराखण्ड

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in>, [egyankosh.ac.in](http://egyankosh.ac.in), MOOCs

## **MASTERS IN PSYCHOLOGY**

### **Semester X**

#### **PRACTICAL**

<b>Program/Class-M.A.</b>	<b>Year- Fifth</b>	<b>Semester-Tenth</b>
<b>Course Code: PSYP-1002P</b>		<b>Course Title: Lab Work/Practical</b>

<b>Credits:01</b>	<b>Core Compulsory</b>
<b>Max Marks 25+75</b>	<b>Min Passing Marks 10+25</b>

#### **Learning Outcome:**

- Students will be imparted a variety of skills to conduct a psychological test/ experiment in the control condition and using standardized tests.
- The integration with psychological theory and practicality. Out of five any of the three mentioned are mandatory.
- Ensure each practical session promotes skill learning through hands-on activities.

<b>Sr. no.</b>	<b>Topics</b>	<b>No. of Hours</b>
I	Draw- A- Person Test (DAP)	05
II	Rorschach Projective Test	05
III	Sentence Completion Test (SCT)	05
IV	NEO Personality Inventory	05
V	MMPI-2	05

## **Suggested Readings**

1. Yashvir Singh and Veena Mittal , "Psychological Testing and Assessment". PHI Learning Pvt. Ltd.
2. Harendra Nath Mishra, "Handbook of Psychological Assessment", Jain Publishers Pvt. Ltd.
3. A. K. Singh, Advance Practical Psychology.
4. S. K. Mangal, Clinical Psychology Practical Manual.
5. डॉ. रामनाथशर्मा और डॉ. आर.के. शर्मा, प्रयोगात्मक मनोविज्ञान, अटलांटिक पब्लिशिंग हाउस
6. डॉ. जे.पी. शुक्ल, प्रयोगात्मक मनोविज्ञान: सिद्धांत और प्रयोग, किटाब महल

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>.

## **MASTERS IN PSYCHOLOGY**

### **Semester X**

#### **DISCIPLINE SPECIFIC ELECTIVE- PSYCHOLOGY OF LIFE SPAN DEVELOPMENT-II**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Tenth</b>
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<b>CourseCode:PSYDSE-1003-T</b>	<b>Course Title: PSYCHOLOGY OF LIFE SPANDEVELOPMENT-II</b>
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<b>Credits:4</b>	<b>Core Compulsory</b>
<b>Max Marks25+75</b>	<b>Min Passing Marks10+25</b>

**Learning Outcome:** After studying this course, students will be able to familiarize with-

- To Understand Various Aspects of Development during Adolescence.
- To Understand Development in Early Adulthood.
- To Understand the Development Process in Middle Adulthood.
- To able Understand Issues related to Development in Late Adulthood.

<b>Units</b>	<b>Topics</b>	<b>No.Of Lectures</b>
<b>I</b>	<b>Development during Adolescence:</b> Physical Development, Cognitive Development (Formal operational stage (Piaget): Abstract and hypothetical thinking), Emotional and Social Development. Peer influence and independence.	15
<b>II</b>	<b>Development in Early Adulthood:</b> Physical development, Cognitive development: Schaie's stages of cognitive development Moral development: Kohlberg's theory. Vocational development. Emotional and Social Development.	15
<b>III</b>	<b>Development in middle adulthood:</b> Physical changes of Middle age, Cognitive, Emotional, Personality and Social development.	15
<b>IV</b>	<b>Development in Late Adulthood (Old Age)</b> -Physical changes, Issues related to intellectual functioning, Physical, Emotional and Social development; Erikson, Peck's three adjustments of late adulthood, Attitudes towards death, , legacy, and coping with end-of-life issues.	15

### **Suggested Readings**

1. **Santrock, J. W. (2019).** *Life-span development* (17th ed.). McGraw-Hill Education.
2. **Sigelman, C. K., & Rider, E. A. (2017).** *Life-span human development* (9th ed.). Cengage Learning.
3. **मंगल, एस. के. (2015).** बाल विकास एवं शिक्षाशास्त्र. नईदिल्ली: प्रभातप्रकाशन।
4. **मिश्र, बी. के. (2016).** मानव विकास एवं बाल मनोविज्ञान. दिल्ली: प्रभातप्रकाशन।
5. **सिंह, अरुणकुमार. (2017).** विकासात्मक मनोविज्ञान. पटना: भूषणप्रकाशन।

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egnyankosh.ac.in, MOOCs

## **MASTERS IN PSYCHOLOGY**

### **Semester X**

#### **DISCIPLINE SPECIFIC ELECTIVE- PSYCHOPATHOLOGY-II**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Tenth</b>
<b>Course Code: PSYDSE-1004-T</b>		<b>Course Title: Psychopathology-II</b>
<b>Credits:4</b>		<b>Paper- DSE</b>
<b>Max Marks 25+75</b>		<b>Min Passing Marks10+25</b>

**Learning Outcome:** After studying this course, students will be able to familiarize with-

- To Understand Nature, Etiology, Symptoms and Types of Mood disorder and Personality Disorders.
- To learn about Schizophrenia and Paranoid disorder.
- To Understand Organic Dental disorders and differentiate Delirium, Dementia and Alzheimer.
- At the end of this course also learn about Neuro Developmental Disorders.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Mood Disorders-</b> Meaning and Symptoms of Mood Disorders. Etiology of Uni-polar and bi-polar disorders. <b>Personality Disorders-</b> Meaning, Nature Symptoms & Types of Personality Disorders. Etiology of Personality disorders.	15
II	<b>Schizophrenia and Paranoid Disorders-</b> Meaning, Symptoms and Types. Etiology of Schizophrenia and Paranoia.	15
III	<b>Cognitive /Organic Mental Disorder- Meaning</b> and Clinical features of Organic mental disorders. Types- Delirium, Dementia and Alzheimer- Meaning, Nature, Types, Symptoms and Etiology	15
IV	<b>Neuro-developmental Disorders-</b> Nature of Intellectual developmental disorder, Autism, Specific learning disorders and ADHD –Meaning, Nature, Types, Symptoms and Etiology.	15

### **Suggested Reading :**

1. **Butcher, J. N., Hooley, J. M., Mineka, S., & Kapur, P. (2019).** *Abnormal Psychology* (17th ed.). Pearson Education India.  
ISBN: 9789353065591
2. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). *Abnormal psychology* (13th ed.). Pearson Education.
3. **बुचर, जे. एन., हूली, जे. एम., औरमाइनिका, एस. (2016)।** विकृत मनोविज्ञान (13वाँसंस्करण)। पियरसन इंडिया एजुकेशन।  
ISBN: 9788131793695
4. द्विवेदी, सी. बी. (सम्पा.). (2017)। विकृत मनोविज्ञान (16वाँसंस्करण)। पियरसन इंडिया एजुकेशन।  
ISBN: 9789332579408

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in,e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egankosh.ac.in, MOOCS

## **MASTERS IN PSYCHOLOGY**

### **Semester X**

#### **DISCIPLINE SPECIFIC ELECTIVE- PSYCHOTHERAPIES**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Tenth</b>
<b>Course Code: PSYDSE-1004-T</b>		<b>Course Title: Psychotherapies</b>

<b>Credits:4</b>	<b>Paper-DSE</b>
<b>Max Marks 25+75</b>	<b>Min. Passing Marks 10+25</b>

**Learning Outcome:** After studying this course, students will be able to familiarize with-

- Better understanding of the Concept of Psychotherapy along with its Goals and Types.
- Meaning and Nature of Psychoanalytic Therapy, Behavior Therapy, Cognitive Behavior Therapy, Dialectical Behavioral Therapy (DBT) and Humanistic-Existential Therapy.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Introduction:</b> Definition and Meaning and Nature of Psychotherapy, Goals of Psychotherapy, Types of psychotherapy, Needs of Psychotherapy, Client-therapist relationship. <b>Psychoanalytic Therapy:</b> Characteristics, Aim and Principles of Freud's Psychoanalytic therapy.	<b>15</b>
II	<b>Behaviour Therapy:</b> Definition and Meaning and Nature of Behavior Therapy, Historical background, Techniques: Systematic desensitization, Aversive therapy, Implosive therapy, Flooding, Assertiveness training, Contingency management, and Biofeedback. Evaluation of behavior therapy.	<b>15</b>
III	<b>Cognitive Behavior Therapy:</b> Meaning and Nature of Cognitive Behavior Therapy. Types of Cognitive Behavior Therapy- Rational Emotive Therapy, Beck's Cognitive Therapy, Dialectical Behavioral Therapy (DBT).	<b>15</b>
IV	<b>Humanistic- Existential Therapy:</b> Nature and Goals of humanistic-existential therapy, Client centered therapy, Gestalt therapy, Logo therapy, Existential therapy, Evaluation of Humanistic- existential therapy.	<b>15</b>

### **Suggested Reading:**

1. Korchin, S. J. (2004). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishers & Distributors Pvt Ltd, India.
2. Mangal, S. K., & Mangal, S. (2023). *Essentials of clinical psychology: An Indian perspective*. Routledge.
3. Singh, A. K. (2008). *Ucchtar naidanik manovigyan* [Advanced clinical psychology]. Motilal Banarsi Dass Publishers.
4. Jain, U. (1987). *The psychological consequences of crowding*. SAGE Publications Pvt. Ltd.
5. Kumar, U. (2014). *Suicidal behaviour: Assessment of people-at-risk*. SAGE Publications.

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egankosh.ac.in, MOOCS

## **MASTERS IN PSYCHOLOGY**

### **Semester X**

#### **GENERAL ELECTIVE (GE)- FORENSIC PSYCHOLOGY**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Tenth</b>
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<b>Course Code: PSYGE-1006-T</b>	<b>Course Title: Forensic Psychology</b>
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<b>Credits:4</b>	<b>Paper-GE</b>
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<b>Max Marks 25+75</b>	<b>Min Passing Marks10+25</b>
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#### **Learning Outcome:**

After studying this course, students will be able to familiarize with-

1. Define and explain key concepts and the scope of forensic psychology.
2. Understand the psychological theories related to criminal behavior.
3. Apply basic psychological techniques used in forensic investigation and assessment.
4. Explain the role of forensic psychologists in legal and correctional settings.
5. Critically examine ethical and legal issues related to forensic practice in India.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Introduction to Forensic Psychology</b> - Definition, nature, and scope of forensic psychology, Historical background and growth in India, Difference between forensic psychology and criminal psychology, Role and functions of a forensic psychologist.	<b>15</b>
II	<b>Psychology of Criminal Behaviour</b> - Theories of criminal behavior: Biological, psychological, and sociological, Juvenile delinquency: Causes and intervention. Psychopathy and antisocial behavior, Gender and crime.	<b>15</b>
III	<b>Forensic Assessment and Investigative Techniques</b> - Interview and interrogation techniques, Lie detection and polygraph, Psychological assessment of criminals, Role of psychologists in criminal profiling and eyewitness testimony.	<b>15</b>
IV	<b>Legal and Correctional Aspects</b> - Legal procedures and mental health laws in India, Insanity defense and competency to stand trial, Correctional psychology: Rehabilitation and recidivism, Ethical issues in forensic psychology.	<b>15</b>

### **Suggested Reading:**

1. Nanda, B., & Tewari, G. S. (2006). Forensic Psychology. Tata McGraw-Hill.
2. Ahuja, R. (2014). Criminology. Rawat Publications
3. Mohanty, A. K. (2013). Criminal Psychology. Kalyani Publishers.
4. Kapur, M. (2011). Mental Health in Indian Legal System. National Institute of Mental Health and Neurosciences (NIMHANS).
5. Rattan, S. (2019). Forensic Psychology and Criminal Investigation. Regal Publications

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in,e-pathshala-  
<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egyanakosh.ac.in, MOOCs

## **MASTERS IN PSYCHOLOGY**

### **Semester X**

#### **GENERAL ELECTIVE (GE)- CONSUMER PSYCHOLOGY**

<b>Program/Class-M.A.</b>	<b>Year- Fifth</b>	<b>Semester-Tenth</b>
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<b>Course Code: PSYGE-1007-T</b>	<b>Course Title: Consumer Psychology</b>
<b>Credits:4</b>	<b>Paper- GE</b>
<b>Max Marks 25+75</b>	<b>Min Passing Marks10+25</b>

#### **Learning Outcome:**

After studying this course, Student will be able to:

- Understand the Meaning Importance, and Need for studying Consumer Behavior in Marketing.
- Learn the Basics of Marketing Research, including Types, Methods (primary vs. secondary), and Consumer Research Techniques.
- Explore Consumer Motivation Buying Behavior, and the Stages of the decision-making process.

<b>Units</b>	<b>Topics</b>	<b>No. of Lecture</b>
I	<b>Foundation of Consumer Behavior:</b> Definition and scope of consumer behavior, Consumer research process: Defining Research Objectives, Collecting & Evaluating Primary & Secondary Data, Analyzing Data & Report Preparation. Buying pattern in the new digital era.	15
II	<b>Factors affecting Consumer Behavior:</b> External Influences: Culture, Sub Culture, Social Class, Reference Groups, Family, Internal Influences: Needs & Motivations, Perception, Personality, Attitude, Lifestyle, Values, Learning, Memory, Beliefs.	15
III	<b>Consumer Decision Making Process:</b> Types of consumer decisions, Consumer Decision Making Process, On-line decision making: meaning and process; Consumer Decision Making Models–Black Box Model- Economic model- Howard & Sheth model, Rights of consumers.	15

IV	<p><b>Marketing Communications:</b> Decision Making Models, Consumer Rights Marketing Communication Process, Types of Communication systems—Interpersonal, Impersonal, Persuasive Communication.</p> <p>Advertising: Advertising process, types of advertising, Techniques of advertising, stages of advertising.</p>	15
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## **Suggested Readings:**

1. Batra, R., Myers, G. J., & Aaker, D. A. (1990). *Advertising management*. New Delhi: Prentice Hall of India Ltd.
2. Saxena, R. (2016). *Marketing management*. New Delhi: McGraw Hill Education (India) Pvt. Ltd.
3. Schiffman, L. G., & Kanuk, L. L. (1999). *Consumer behavior*. New Delhi: Prentice Hall of India Ltd.
4. Pillai, R. S. N., & Bagavathi. (2010). *Marketing management*. New Delhi: S. Chand & Company Ltd.
5. Norton, M. I., Rucker, D. D., & Lamberton, C. (Eds.). (2015). *The Cambridge handbook of consumer psychology*. Cambridge University Press.

**Suggested Continuous Evaluation Methods:** Formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in,e-pathshala- <https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in> , egyptkosh.ac.in, MOOCS

## **MASTERS IN PSYCHOLOGY**

### **Semester X**

### **DISSERTATION II**

<b>Program/Class-M.A.</b>	<b>Year- fifth</b>	<b>Semester-Tenth</b>
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<b>Course Code: PSY-1008I</b>	<b>Course Title: Dissertation II</b>
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<b>Credits:6</b>	<b>Core Compulsory</b>
<b>Max Marks25+75</b>	<b>Min Passing Marks 10+25</b>

**Learning Outcome:** On successful completion of this Internship students will be learn systematic process .

They will learn the primary components of the dissertation manuscript, compile a literature review, collect and analyze data, develop and write a research plan that addresses a “gap” in the educational literature, apply theoretical and methodological understanding and skills into devising research able ideas and specific research questions and hypotheses.

<b>Units</b>	<b>Topic</b>	<b>No. of credits</b>
I	<b>Choose relevant and researchable topic in Psychology</b> <b>Select any one of the following</b> 1. Internship: Practical exposure in an organization , Hospital or an NGO with a report on leanings and experiences. A detailed research work based on data collection literature review and analysis. 3. Submission of Full Report Writing.	<b>6</b>