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National Education Policy- 2020(2024)

Common Minimum Syllabus for Uttarakhand State  
University and Colleges  
Four Year Undergraduate Program -FYUP/ Honors  
Program /Master in Arts

PROPOSED STRUCTURE FOR FYUP/MASTER'S  
PSYCHOLOGY

DEPARTMENT OF PSYCHOLOGY

### **EXPERT COMMITTEE**

S.No	Name & Designation
1.	<b>Prof. D.S. Rawat</b> Chairman Vice-Chancellor, Kumaun University ,Nainital
2.	<b>Prof. P.S.Bisht</b> Convener Ex Dean, Faculty Of Arts, (Retired on 28-2-25) Kumaun University , Nainital
3.	<b>Prof. Rajnish Pande</b> Convener Dean, Faculty Of Arts, Kumaun University , Nainital
4.	<b>Prof. Rashmi Pant</b> CO-Convener HOD, Department of Psychology , I.P.Govt. Mahila PG College of Commerce, Haldwani

### **SYLLABUS PREPARATION COMMITTEE**

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**Internal Expert Committee**

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2	Prof. Deepa Verma	Professor & Head	Department of Psychology	S.B.S.P.G. College, Rudrapur
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4	Prof. Kamla D. Bharadwaj	Professor & Head	Department of Psychology	Govt. Degree College, Someshwar
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6	Dr. Poonam Pandey	Assistant Professor	Department of Psychology	S.D.M.G.PG. College, Doiwala

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9	Dr. Dev Ashish	Assistant Professor	Department of Psychology	PNG Govt P.G college Ramnagar

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### **INTERNSHIP**



**NEP Tentative Course Structure  
Psychology**

Sem	Core(DSC) 4	DSE 4	Generic Elective (GE) 4	Ability Enhancement Course 2(AEC) 2	Skill Enhancement Course(S EC) 2	Internship/Apprentice-ship/Applied Project/Community outreach(2)	Value addition Course (VAC) 2	Total Credits
I	DSC Theory (3)- <b>Basic Psychological Processes-I</b> Practical(1)- <b>Psychological Test</b>		Choose One from a pool of courses GE(4) <b>Sports Psychology</b>	Choose one from a pool of AEC courses (2)	Choose one from a pool of		Choose from a pool of Courses(2)	22 credits
II	DSC Theory (3)- <b>Basic Psychological Processes-II</b> Practical(1)-		Choose one from a pool of Courses GE(4) <b>Psychology for everyday Life</b>	Choose one from a pool of AEC courses (2)	Choose one from a pool of courses(		Choose from a pool of courses	22 credits
	<b>Students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 44 credits in Semesters I and II</b>							Total=44
Se m	Core(DSC) 4	DSE 4	Ability Enhancement Course	Skill Enhancement Course(SEC) 2	Internship/Apprentice-ship/Applied Project/Community outreach(2)	Value addition course (VAC) 2	Credits	
III	DSC Theory (3)- <b>Social Psychology</b> Practical(1)- <b>Lab work/ Psychological Test</b>	Choose one from a pool of courses, DSE(4)- <b>Stress management</b> OR in the alternative choose one from a pool of courses GE(4) <b>AI and psychology</b>	Choose one from a pool of AEC courses (2)	Choose one SEC			22	
IV	DSC Theory(3)- <b>Psychopathology</b>	Choose one from a pool of courses, DSE(4)- <b>Approaches of</b>	Choose one from a pool of AEC courses (2)	Choose one SEC			22	

	Practical(1)- <b>Lab Work/ Psychological Test</b>	<b>counseling</b> OR inthe alternative chooseonefromp oolof coursesGE- 4 <b>Health and Well Being</b>					
<b>StudentsonexitshallbeawardedUndergraduateDiploma(intheFieldofStudy/Discipline)aftersecuringth erequisite88credits</b>							<b>Total=88</b>
<b>Se m</b>	<b>Core(DS C) 4</b>	<b>DSE 4</b>	<b>Ability Enhancement Course</b>	<b>Skill Enhance ment  Course(S EC) 2</b>	<b>Internship/App rentic- ship/Applied Project/ Community outreach(4)</b>	<b>Credits</b>	
V	DSC Theory(3) - <b>Psycholog ical Assessme nt Practical(1 )- Psycholog ical Test</b>	Chooseonefrompool ofcourses,DSE(4) <b>Positive Psychology</b>	Chooseonefroma poolofcourses GE(4) <b>Environmen tal Psychology</b>		Project related to different fields of psychology	22	
VI	DSC Theory(3) - <b>Basics of statistics in psycholog y Practical(1 )-Lab Work/ Psycholog ical Test</b>	Chooseone Fromapool ofcourses DSE(4) <b>Fundamentals of Research Methodology</b>	Chooseone fromapool ofcoursesGE( 4) <b>cyber psychology</b>		Project related to different fields of psychology	22	
<b>StudentsonexitshallbeawardedBachelorof(intheFieldofStudy/Discipline)Honors(3years)afters requisite132creditsoncompletionofSemesterVI</b>							<b>Total=132</b>
<b>Sem</b>	<b>Core(DSC) 4</b>	<b>DSE 4</b>			<b>Internship/Apprentice- ship/Applied Project/ Community outreach(2)</b>	<b>Credits</b>	
VII	DSC Theory(3)- <b>Psychology of Learning and Memory Processes Practical(1)- Lab Work/</b>	ChoosethreeDSE(3x4) courses OR ChoosetwoDSE-(2x4)andoneGE(4)^course OR ChooseoneDSE(4)andtwoGE(2x4)course s(total=12) DSE- <b>Research Methodology I</b> DSE- <b>Fundamentals of Statistics</b> DSE- <b>Psychiatric perspective on disaster trauma</b>			Dissertation	22 credits	

	<b>Practical</b>	<b>GE-Contemporary Issues of Social Psychology</b> <b>GE-Educational Psychology</b>		
VII	DSC Theory(3)- <b>Psychology of Cognitive and Affective Processes</b> Practical(1)- <b>Lab Work/ Practical</b>	ChoosethreeDSE(3x4) courses OR ChoosetwoDSE-(2x4)andoneGE(4)^course OR ChooseoneDSE(4)andtwoGE(2x4)course s(total=12) DSE- <b>Applied comprehensive program in psychological research</b> DSE- <b>Applications of Statistics in Psychology</b> DSE- <b>psychology of crowd</b> GE- <b>Applied Social Psychology</b> GE- <b>Industrial and organizational psychology</b>	Dissertation	22 credits
<b>Students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research/Academic Projects/Entrepreneurship) or (Honours with Research in Discipline-1 (Major) with Discipline-2 (Minor) after securing the requisite 176 credits on completion of Semester VIII</b>				<b>Total=176</b>
IX	DSC Theory(3)- <b>Fundamentals of Personality</b> Practical(1)- <b>Lab Work/ Practical</b>	ChoosethreeDSE(3x4) courses OR ChoosetwoDSE-(2x4)andoneGE(4)^course OR ChooseoneDSE(4)andtwoGE(2x4)courses(tot al=12) DSE- <b>Psychology of Life Span development- I</b> DSE- <b>Psychopathology-I</b> DSE- <b>Fundamental of Clinical Psychology</b> GE- <b>Neuropsychology</b> GE- <b>Psychology of Guidance and Counseling</b>	Internship	22 credits
	DSC Theory(3)- <b>Theories of Personality</b> Practical(1)- <b>Lab Work/ Practical</b>	ChoosethreeDSE(3x4) courses OR ChoosetwoDSE-(2x4)and one GE (4) course OR Choose one DSE (4) and two GE (2x4) courses (total=12) DSE- <b>Psychology of Life Span Development II</b> DSE- <b>Psychopathology- II</b> DSE- <b>Psychotherapies</b> GE- <b>Forensic psychology</b> GE- <b>Consumer Psychology</b>	Internship	22 credits
<b>Students on exit shall be Master's in Core subject after securing the requisite 220 credits on completion of Semester X</b>				<b>Total=220</b>

## **Department of Psychology**

### **List of Papers (DSC, DSE, GE) with Semester Wise Titles for ‘Psychology’**

Year	Semester	Course	Paper Title	Theory/ Practical	Credits
<b><u>Certificate Course in Psychology</u></b>					
<b>First Year</b>	<b>I</b>	DSC	Basic Psychological Processes – I	Theory	03
		PRACTICAL	Lab work/ Psychological Test	Practical	01
		GE	Sports Psychology	Theory	04
	<b>II</b>	DSC	Basic Psychological Processes – II	Theory	03
		PRACTICAL	Lab Work/ Psychological Test	Practical	01
		GE	Psychology for everyday Life	Theory	04
<b><u>Diploma in Psychology</u></b>					
<b>Second Year</b>	<b>III</b>	DSC	Social Psychology	Theory	03
		PRACTICAL	Lab work/ Psychological Test	Practical	01
		DSE	Stress management	Theory	04
		GE	AI and psychology	Theory	04
	<b>IV</b>	DSC	Psychopathology	Theory	03
		PRACTICAL	Lab Work/ Psychological Test	Practical	01
		DSE	Approaches of Counseling	Theory	04
		GE	Health and Well Being	Theory	04

### **Bachelor of Arts in Psychology**

<b>Third Year</b>	V	DSC	Psychological Assessment	Theory	03
		PRACTICAL	Lab Work/ Psychological Test	Practical	01
		DSE	Positive Psychology	Theory	04
		GE	Environmental Psychology	Theory	04
		APPLIED PROJECT	Project related to different fields of psychology	Applied Project	06
	VI	DSC	Basics of statistics in psychology	Theory	03
		PRACTICAL	Lab Work/ Psychological Test	Theory	04
		DSE	Fundamentals of Research Methodology	Practical	01
		GE	Cyber psychology	Theory	04
		APPLIED PROJECT	Project related to different fields of psychology	Practical	06

### **Bachelor of Psychology with Honors**

<b>Fourth Year</b>	VII	DSC	Psychology of Learning and Memory Processes	Theory	03
		PRACTICAL	Lab Work/ Practical	Practical	01
		DSE	Research Methodology- I	Theory	04
		DSE	Fundamental of Statistics	Theory	04
		DSE	Psychiatric perspective on disaster trauma	Theory	04
		GE	Contemporary Issues of Social Psychology	Theory	04
		GE	Educational Psychology	Theory	04
			Dissertation	Applied Project	06
	VIII	DSC	Psychology of Cognitive and Affective Processes	Theory	03
		PRACTICAL	Lab Work/ Practical	Practical	01
		DSE	Applied comprehensive program in psychological research	Theory	04
		DSE	Applications of Statistics in	Theory	04

			Psychology		
		DSE	Psychology of crowd	Theory	04
		GE	Applied Social Psychology	Theory	04
		GE	Industrial and organizational psychology	Theory	04
			Dissertation	Applied Project	06

<b><u>Masters in Psychology</u></b>					
<b>Fifth Year</b>	<b>IX</b>	DSC	Fundamentals of Personality	Theory	03
		PRACTICAL	Lab Work/ Practical	Practical	01
		DSE	Psychology of Life Span development- I	Theory	04
		DSE	Psychopathology-I	Theory	04
		DSE	Fundamental of Clinical Psychology	Theory	04
		GE	Neuropsychology	Theory	04
		GE	Psychology of Guidance and Counseling	Theory	04
		APPLIED PROJECT	Internship	Applied Project	06
	<b>X</b>	DSC	Theories of Personality	Theory	03
		PRACTICAL	Lab Work/ Practical	Practical	01
		DSE	Psychology of Life Span development- II	Theory	04
		DSE	Psychopathology- II	Theory	04
		DSE	Psychotherapies	Theory	04
		GE	Forensic psychology	Theory	04
		GE	Consumer Psychology	Theory	04
		APPLIED PROJECT	Internship	Applied Project	06

### **Abbreviations-**

PSY-Psychology, DSC-Discipline Specific Course, DSE-Discipline Specific Elective, GE- General Elective, P-Practical, PD-Dissertation, PI-Internship.

## PROGRAMME SPECIFIC OUTCOMES (PSOS)

<b>PSO</b>	<p><b><i>Program Specific Outcomes (PSOs) – Certificate Course in Psychology</i></b></p> <p>After this Programme, the learners will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>PSO1:</b>Demonstrate foundational knowledge of key psychological concepts, including sensation, and perception..</li> <li>2. <b>PSO2:</b> Apply psychological theories and principles to understand and manage everyday situations and interpersonal relationships effectively.</li> <li>3. <b>PSO3:</b>Understand the goals and fields of psychology as well as method of psychology.</li> <li>4. <b>PSO4:</b> To understand sensation and perception and learning process and theories of learning</li> <li>5. <b>PSO4:</b> Develop the ability to understand motivation and emotion and intelligence or basic concept of emotional and artificial intelligence</li> <li>6. <b>PSO6:</b> Apply psychological insights to improve Attention Perception as well as , academic performance, productivity, and social interactions in daily life.</li> <li>7. <b>PSO7:</b> Explain the core concepts and importance of sports psychology.</li> <li>8. <b>PSO8:</b> Identify psychological factors that influence individual and team performance.</li> <li>9. <b>PSO9:</b> Apply mental training techniques to enhance athletic performance.</li> <li>10. <b>PSO10:</b> Demonstrate understanding of group dynamics, communication, and leadership in sports.</li> </ol>
<b>PSO</b>	<p><b><i>Program Specific Outcomes (PSOs) – Diploma in Psychology</i></b></p> <p>After this Programme, the learners will be able to:</p> <p><b>PSO1:</b> Understand key concepts of social psychology to analyse individual behaviour in group settings.</p>



	<p><b>PSO2:</b> Explore attitudes, conformity, prejudice, and interpersonal relationships in social contexts.</p> <p><b>PSO3:</b> Learn about concept of organizational stress and various stress management intervention strategies.</p> <p><b>PSO4:</b> Understand about coping strategies and stress management technique in Indian scenario.</p> <p><b>PSO5:</b> Explain foundational concepts of Artificial Intelligence and Psychology and understand how these disciplines intersect.</p> <p><b>PSO6:</b> Evaluate the psychological impact of AI technologies on individuals, mental health, social relationships, and behavior.</p> <p><b>PSO7:</b> Understand about Ethics, Consciousness, and the Future of AI.</p> <p><b>PSO8:</b> Understand concept of abnormality and criteria of Normal and Abnormal Behaviour, Learn about different types of disorders Such as Anxiety, Somatoform, their Nature and their symptoms.</p> <p><b>PSO9:</b> The role of counselling and the skills used in counselling process.</p> <p><b>PSO10:</b> Learn about the psychological, emotional wellbeing and social and environmental aspect of wellbeing.</p>
<b>PSO 3</b>	<p><b><i>Program Specific Outcomes (PSOs) – B.A. Psychology</i></b></p> <p>After this Programme, the learners will be able to:</p> <p><b>PSO1:</b> Understand principles and techniques of psychological assessment for evaluating behaviour and abilities.</p> <p><b>PSO2:</b> Explore the psychology of aesthetics to study human responses to art, beauty, and creativity.</p> <p><b>PSO3:</b> Gain hands-on experience through lab work, enhancing skills in observation, testing, and analysis.</p> <p><b>PSO4:</b> Learn concepts of positive psychology to foster well-being, resilience, and strengths-based growth.</p> <p><b>PSO5:</b> Analyse the interaction between humans and their environment through environmental psychology.</p> <p><b>PSO6:</b> Understand workplace behaviour, motivation, and leadership through industrial-organizational psychology.</p>

	<p><b>PSO7:</b> Learn the fundamentals of research methodology, including hypothesis, sampling, and data analysis.</p> <p><b>PSO8:</b> Apply ethical and scientific methods to design and conduct psychological research projects.</p> <p><b>PSO9:</b> Understand the foundational concept of cyber psychology and how digital environment influence human thought and behavior</p> <p><b>PSO10:</b> Develop practical understanding through related project work to connect theory with real-world application.</p>
<b>PSO 4</b>	<p><b><i>Program Specific Outcomes (PSOs) – Psychology Honours Course</i></b></p> <p>After this Programme, the learners will be able to:</p> <p><b>PSO1:</b> Understand key theories and processes of learning and memory to explain behavioural change.</p> <p><b>PSO2:</b> Gain foundational knowledge of research methodology, including hypothesis formation and data collection.</p> <p><b>PSO3:</b> Explore the fundamental concepts of aesthetics and human responses to art and beauty.</p> <p><b>PSO4:</b> Understand the fundamentals of disaster management, including preparedness, response, recovery, and mitigation strategies.</p> <p><b>PSO5:</b> Examine core issues in social psychology like attitude, conformity, and group influence.</p> <p><b>PSO6:</b> Apply principles of educational psychology to enhance learning and instructional effectiveness.</p> <p><b>PSO7:</b> Study cognitive and affective processes to understand perception, thinking, emotion, and motivation.</p> <p><b>PSO8:</b> Learn about foundational concepts, literature review, and research design in psychology.</p> <p><b>PSO9:</b> Critically analyze classical and contemporary theories of crowd behavior.</p> <p><b>PSO10:</b> Understand evolution of industrial and organizational psychology.</p>

	<p><b>PSO11:</b> Develop practical skills through lab work involving psychological testing and experimentation.</p> <p><b>PSO12:</b> Integrate knowledge through dissertation work, fostering independent research and critical thinking.</p>
<b>PSO</b>	<p><b><i>Program Specific Outcomes (PSOs) – M.A. Psychology</i></b></p> <p>After this Programme, the learners will be able to:</p> <p><b>PSO1:</b> Understand core concepts and theories related to personality and individual differences.</p> <p><b>PSO2:</b> Analyse human development across the lifespan, including physical, cognitive, and socio-emotional stages.</p> <p><b>PSO3:</b> Gain in-depth knowledge of psychological disorders through the study of psychopathology.</p> <p><b>PSO4:</b> Learn the foundations of clinical psychology for assessment, diagnosis, and therapeutic intervention.</p> <p><b>PSO5:</b> Analyze the neural basis of cognitive functions such as perception, memory, language, attention, and executive functioning.</p> <p><b>PSO6:</b> Explore the principles of guidance and counselling to support individuals in educational and personal contexts.</p> <p><b>PSO7:</b> Critically evaluate major theories of personality and their relevance in clinical practice.</p> <p><b>PSO8:</b> Learn various psychotherapies and their application in treating psychological health issues.</p> <p><b>PSO9:</b> Understand the psychological theories related to criminal behavior.</p> <p><b>PSO10:</b> Explore Consumer Motivation Buying Behavior, and the Stages of the decision- making process.</p> <p><b>PSO11:</b> Theoretical knowledge in practical settings through lab experiments and psychological testing.</p> <p><b>PSO12:</b> Gain real-world experience and professional skills through structured internship programs.</p>

**Department of Psychology**

**Semester- I**

**Undergraduate Certificate in Psychology**

**DISCIPLINE SPECIFIC COURSE (DSC)- Basic Psychological Processes- I**

Programme- <i>Undergraduate Certificate in Psychology</i>		Year: 1	Semester: 1
Course Code: PSYDSC-101-T		Course Title: Basic Psychological Processes-I	
Credits:03		Paper: DSC	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<b><u>Learning Outcomes:</u></b> After studying this course, student will be able to- <ul style="list-style-type: none"><li>● To introduce students to the basic concepts, Goals and different approaches of Psychology with an emphasis on Approaches of psychology.</li><li>● Learn about Biological Bases of Behavior. It will also give the learner a clear understanding of the concepts like Sensation, and Perception.</li></ul>			
Unit	Topics	No. of Lectures	
I	<b>Introduction:</b> Definition, Goals and Scope of Psychology; Approaches: Biological, Psychodynamic, Behavioristic and cognitive; Methods: Observation, Experimental, Interview, Questionnaire and Case study. Biological Bases of Behavior: Nervous System: Neuron, Nerve Impulse, Central Nervous system and Peripheral nervous system.	15	
II	<b>Sensation</b> -Definition, Meaning, Characteristics and Types of sensation. Sensory Processes (Vision, Hearing, Touch) Major Sensory Modalities-Structure and function of Eye and Ear.	15	
III	<b>Perception</b> -Definition, Meaning, Natureand Characteristics of Perception. Gestalt theory of Perception, Concept of figure and background, Laws of Perceptual Organization, Depth Perception and Illusion.	15	

### **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. श्रीवास्तव, डी. एन. (वर्षअनुपलब्ध). मनोवैज्ञाननकप्रनियाएं. आगरा: अग्रवालपब्लिकेशन.
7. नं. हं, आर. एन. (2008). आधुननक ामान्यमनोनवज्ञान (8वाँ ंस्करण). आगरा: अग्रवालपब्लिकेशन.
8. नं. हं, ए. के. (2022). आधुननकउच्चतर ामान्यमनोनवज्ञान (13वाँ ंशोनधत ंस्करण).  
नईनिल्ली: मोतीलालबनार िींा पब्लिश ष

**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- I**

### **Undergraduate Certificate in Psychology**

#### **PRACTICAL**

Programme- <i>Undergraduate Certificate in Psychology</i>		Year: 1	Semester: 1
Course Code: PSY102-P		Course Title: (Lab Work/Practical)	
Credits: 01		Paper: Practical	
Max Marks 25+75=100		Min Passing Marks 10+25=35	
<b><u>Learning Outcomes:</u></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. 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>ANY OF THREE-</b>			
Unit	Topics	No. of Hours	
I	Span of Attention	05	
II	Effect of set of perception	05	
III	Depth Perception	05	
IV	Color Mixture Apparatus	05	
V	Reaction Time 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. डॉ. रामनाथशमाषऔरडॉ. आर.के. शमाष,प्रयोगात्मकमनोनवज्ञान ,अटलानटकपब्लिशिंगहाउ
4. डॉ. जे.पी. शुक्ल ,प्रयोगात्मकमनोनवज्ञान: न द्वांतऔरप्रयोग ,नकटाबमहल

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

## Semester- I

### Undergraduate Certificate in Psychology

#### GENERAL ELECTIVE (GE) –Sports Psychology

Programme- <i>Undergraduate Certificate in Psychology</i>		Year: 1	Semester: 1
Course Code:PSYGE-103-T		Course Title: Sports Psychology	
Credits:04		Paper: GE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<b><u>Learning Outcomes:</u></b> After studying this course, student will be able to- <ul style="list-style-type: none"><li>• Explain the core concepts and importance of sports psychology.</li><li>• Identify psychological factors that influence individual and team performance.</li><li>• Apply mental training techniques to enhance athletic performance.</li><li>• Demonstrate understanding of group dynamics, communication, and leadership in sports.</li><li>• Describe the role of counseling in the context of injury, stress, and performance issues.</li></ul>			
Unit	Topics		No. of Lectures
I	Introduction to Sports Psychology - Definition, nature and scope of sports psychology, Historical development of sports psychology, Importance of sports psychology in coaching and performance, Role of a sports psychologist		15
II	Psychological Factors Affecting Sports Performance - Motivation: Types and techniques, Arousal and anxiety: Effects on performance, Attention and concentration, Personality and sports performance, Aggression and sports		15
III	Psychological Skills for Performance Enhancement -Goal setting, Imagery and visualization, Relaxation techniques (e.g., deep breathing, progressive muscle relaxation), Self-talk and cognitive restructuring, Mental toughness and resilience.		15



IV	<b>Group Dynamics and Counseling in Sports</b> - Group cohesion and team dynamics, Leadership in sports, Communication in team sports, Burnout and coping strategies, Role of counseling in injury and rehabilitation.	<b>15</b>
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#### **Suggested Readings:**

- 1- 1. Doshi, D. (2012). Sports Psychology. Sports Publication.
- 2- Kamlesh, M. L. (2006). Psychology in Physical Education and Sports. Metropolitan Book Co.
- 3- Singh, A. (2011). Essentials of Sports Psychology. Friends Publications.
- 4- Sharma, V. M. (2009). Foundation of Sports Psychology. Sports Publication.
- 5- Jain, R. (2014). Sports Psychology: A Practical Approach. Khel Sahitya Kendra

**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 II

### Undergraduate Certificate in Psychology

#### **DISCIPLINE SPECIFIC COURSE (DSC)- Basic Psychological Processes- II**

Programme- Undergraduate Certificate in Psychology		Year: 1	Semester: 2
Course Code: PSYDSC-201-T		Course Title: Basic Psychological Processes- II	
Credits:03		Paper: DSC	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<b><u>Learning Outcomes:</u></b> After studying this course, student will be able to- <ul style="list-style-type: none"><li>● To enrich their understanding about Psychological processes.</li><li>● To understand Basic concept of Learning and Major Theories.</li><li>● They also learn about concept of Memory,Types and Forgetting, Theories of forgetting.</li><li>● To understand the Meaning and Nature of Motivation and Emotion as well as Theories of Emotion.</li></ul>			
Unit	Topics		No. of Lectures
I	<b>Learning:</b> Definition Meaning and Concept of learning, Theories of learning: Classical conditioning, Instrumental conditioningtheoryof learning.		15
II	<b>Memory and Forgetting:</b> Definition, Natureand Stages of memory. Types of Memory: Sensory, Short-term & long-term memory. Forgetting: Definition and Nature of Forgetting. Determinants of forgetting, Interference Theories of forgetting: Proactive and Retroactive Interference.		15
III	<b>Motivation and Emotion:</b> Meaning and Nature of Motivation. Types of motivation-Biogenic and Sociogenic motives. Meaning and Definition of Emotion, Physiological changes in Emotion. Theories of emotion: James-Lange and Cannon- bard theory.		15

**Suggested Readings:**

1. Feldman, R. S. (2019). Understanding psychology (14th ed.). McGraw-Hill Education.
2. Ciccarelli, S. K., & White, J. N. (2021). Psychology (6th ed.). Pearson.
3. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2011). Introduction to psychology (7th ed.). McGraw-Hill Education.
4. Passer, M. W., & Smith, R. E. (2018). Psychology: The science of mind and behaviour (7th ed.). McGraw-Hill Education.
5. Mangal, S. K. (2021). General psychology (2nd ed.). Sterling Publishers.
6. नंहु, आर. एन. (2008). आधुनिक सामान्यमनोवज्ञान (8वाँ संस्करण). आगरा: अग्रवालपब्लिकेशन.
7. नंहु, ए. के. (2022). आधुनिकउच्चतर सामान्यमनोवज्ञान (13वाँ संशोधित संस्करण). नईनिल्ली: मोतीलालबनारसीं पब्लिशिंग
8. शमाष, अ. (2023). मनोवज्ञानकेमूलआधार (NEP संस्करण). लखनऊ: ठाकुरपब्लिकेशनप्रा. नल.

**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>, egyptankosh.ac.in, MOOCS

## **Semester II**

### **Undergraduate Certificate in Psychology**

#### **PRACTICAL**

<b>Programme- <i>Undergraduate Certificate in Psychology</i></b>		<b>Year: 1</b>	<b>Semester: 2</b>
<b>Course Code:PSY-202-P</b>		<b>Course Title: Lab Work</b>	
<b>Credits: 01</b>		<b>Paper: Practical</b>	
<b>Max Marks 25+75=100</b>		<b>Min Passing Marks 10+25=35</b>	
<b><u>Learning Outcomes:</u></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. 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>ANY OF THREE-</b>			
<b>Unit</b>	<b>Topics</b>	<b>No. of Hours</b>	
I	Substitution Learning	05	
II	Verbal Conditioning Test	05	
III	Short Term/ Long Term Memory	05	
IV	Span of Immediate Memory	05	
V	Proactive /Retroactive inhibition	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. डॉ. रामनाथशमाषऔरडॉ. आर.के. शमाष,प्रयोगात्मकमनोनवज्ञान ,अटलानटकपब्लिशिंगहाउ
4. डॉ. जे.पी. शुक्ल ,प्रयोगात्मकमनोनवज्ञान: न द्ांतऔरप्रयोग ,नकटाबमहल

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

## **Semester- II**

### **Undergraduate Certificate in Psychology**

#### **GENERAL ELECTIVE (GE) – Psychology of Everyday Life**

<b>Programme- Undergraduate Certificate in Psychology</b>		<b>Year: 1</b>	<b>Semester: 2</b>
<b>Course Code-PSYGE-203-T</b>		<b>PSYCHOLOGY OF EVERYDAY LIFE</b>	
<b>Credits:04</b>		<b>Paper: GE</b>	
<b>Max Marks 25+75=100</b>		<b>Min Passing Marks 08+25=33</b>	
<b><u>Learning Outcomes:</u></b> After studying this course, student will be able to- <ul style="list-style-type: none"><li>• Understand the meaning, nature and goals of Psychology and Stages of Development.</li><li>• Understand the role of psychology in technology and impact of digital media on society and daily life as well as effect of internet and its addiction.</li><li>• Understand role of psychology in physical health and connection of physical health with mental health and wellbeing.</li><li>• Understand psychology, personal growth and Defense mechanisms.</li></ul>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Lectures</b>
I	<b>Introduction to Psychology in Everyday Life-</b> Definition, Meaning, Nature and Goals of Psychology. The Role of Goal-Setting in Personal Development. Stages of Psychological development up to adulthood.		<b>15</b>
II	<b>Psychology and Technology-</b> The Role of Psychology in Technology, The Psychological Impact of Digital Media on Society. The Psychological Impact of Social Media on Daily Life, Internet Addiction Disorder (IAD).		<b>15</b>
III	<b>Psychology and Health-</b> The Role of Psychology in Promoting Physical Health, The Connection Between Psychological Health and Physical Health. The Role of Positive Psychology in Enhancing well-being.		<b>15</b>
IV	<b>Psychology and Personal Growth and Defense Mechanisms-</b> Understanding Self-Concept and Self-Esteem in Everyday Life, Coping Mechanisms-The Role of Psychology in Handling Conflicts. Defense Mechanisms-Repression, Projection, Displacement and Regression.		<b>15</b>

**Suggested Readings:**

1. Mangal, S. K. (2020). Psychology of everyday life. New Delhi: Sterling Publishers.
2. Parikh, I. J., & Awasthi, D. K. (2008). Applied social psychology in India. New Delhi: Sage Publications India.
3. Chauhan, S. S. (2007). Advanced educational psychology. New Delhi: Vikas Publishing House.
4. Myers, D. G., & DeWall, C. N. (2020& 2025). Psychology (13th ed.). Worth Publishers.
5. Sussman, R. W. (1998). The biological basis of human behavior: A critical review (2nd ed.). Pearson Education.
6. शमाष, रामनाथ, & शमाष, आर. के. (2020). सामान्य मनोवज्ञान (20वीं सं.). निल्ली: अटलान्टिक पब्लिशिंग हाउस
7. शुक्ल, जे. पी. (2018). आधुनिक मनोवज्ञान (5वीं सं.). वाराणसी: नकताबमहल.
8. नरेंद्र, आर. एन. (2015). आधुनिक सामान्य मनोवज्ञान. आगरा: अग्रवाल पब्लिकेशन.

**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>, egyptankosh.ac.in, MOOCS

### Semester- III

#### Undergraduate Diploma in Psychology

##### **DISCIPLINE SPECIFIC COURSE (DSC) –Social Psychology**

Programme- Undergraduate Diploma in Psychology		Year: 2	Semester: 3
Course Code: PSY-DSC301-T		Course Title: Social Psychology	
Credits:03		Paper: DSC	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<b><u>Learning Outcomes:</u></b> After studying this course, the student will be able to- <ul style="list-style-type: none"><li>• Enrich their understanding of Social Psychology and Methods of studying social behavior.</li><li>• To understand the concept of Person Perception and social Cognition and how people view others.</li><li>• How attitudes are formed and change as well as social Influence Process.</li></ul>			
UNIT	Topics		No. of Lectures
I	Introduction to Social Psychology: Definition, Nature and Scope of Social Psychology. Methods of studying social behavior- Observation, Experimental, Field study and Stoichiometric method.		15
II	Person Perception: Definition, Meaning, Nature, and General Principal of Person Perception. Social Cognition: Definition, Meaning and Concept of Social cognition. Schema, Schematic Processing, Attribution of Causality: Harold Kelly and Heider theory.		15
III	Attitude and Attitude Change: Definition, Nature, and Formation of Attitude. Social Influence Process- Conformity and Compliance. Prejudice and Discrimination.		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. Bhatia, H. R. (2021). Elements of social psychology (Revised ed.). Somaiya Publications.
4. शमाष, रामनाथ, & शमाष, आर. के. (2020). सामानजक मनोनवज्ञान ( संशोधन संस्करण). आगरा: लक्ष्मीनारायण अग्रवाल.
5. मंगला, ए. के. (2019). सामानजक मनोनवज्ञान. मेरठ: लोकेश प्रकाशन.
6. नंहर, आर. एन. (2018). सामानजक मनोनवज्ञान. आगरा: अग्रवाल पब्लिकेशन.

**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>, egyptankosh.ac.in, MOOCS

### **Semester III**

#### **Undergraduate Diploma in Psychology**

##### **PRACTICAL**

Programme- <i>Undergraduate Diploma in Psychology</i>		Year: 2	Semester: 3
Course Code:PSY-302-P		Course Title: Lab Work	
Credits: 01		Paper: Practical	
Max Marks 25+75=100		Min Passing Marks 10+25=35	
<b><u>Learning Outcomes:</u></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. 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>ANY OF THREE-</b>			
Unit	Topics	No. of Lectures	
I	Peace Education Attitude Scale	05	
II	Person Perception Scale	05	
III	Test in Perception with Manual	05	
IV	Attitude Scale towards Drug and Alcohol	05	
V	Resistance to Attitude Change	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. रामनाथशमाषऔरडॉ. आर.के. शमाष,प्रयोगात्मकमनोनवज्ञान ,अटलानटकपब्लिनशंगहाउ
6. डॉ. जे.पी. शुक्ल ,प्रयोगात्मकमनोनवज्ञान: न द्ांतऔरप्रयोग ,नकटाबमहल

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

### Semester- III

#### Undergraduate Diploma in Psychology

DISCIPLINE SPECIFIC ELECTIVE (DSE)- StressManagement			
Programme- Undergraduate Diploma in Psychology		Year: 2	Semester: 3
Course Code: PSY-DSE-302-T		Course Title: StressManagement	
Credits:04		Paper: DSE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<b>Learning Outcomes:</b> After studying this course, the student will be able to- <ul style="list-style-type: none"><li>• Develop basic understanding of nature and concept of stress, effects of stress in daily life, concept of organizational stress and various stress management intervention strategies.</li><li>• Understand about coping strategies and stress management technique in Indian scenario.</li></ul>			
Unit	Topics	No. of Lecture	
I	<b>Understanding Stress-</b> Definition and Nature of Stress: Understanding the concept of stress, Types of Stress: Exploring acute, episodic acute, and chronic stress. Signs and Symptoms: Identifying physical, emotional, and behavioral indicators of stress.	15	
II	<b>Sources and Impact of Stress-</b> Sources of Stress: Analyzing psychological, social, environmental, academic, family, and work-related stressors. Impact on Health: Understanding the physiological and psychological effects of stress on the body and mind. Cultural and Environmental Factors: Assessing how cultural background and environmental conditions influence stress perception and response.	15	
III	<b>Stress Management Techniques-</b> Cognitive Techniques: Implementing cognitive restructuring and mindfulness practices. Behavioral Techniques: Applying time management, assertiveness training, and relaxation methods. Physical Techniques: Engaging in exercise, yoga, and other physical activities to alleviate stress.	15	
IV	<b>Application and Practice-</b> Assessment Tools: Learning to use stress inventories and questionnaires to evaluate stress levels. Personal Stress Management Plan: Developing individualized strategies for coping with stress. Case Studies: Analyzing real-life scenarios to apply stress management techniques.	15	

### **Suggested Readings:**

1. Matteson, M.T., & Ivancevich, J.M. (1987). Controlling workstress: Effective human resources and management strategies. San Francisco: Josey Bass.
2. Pestonjee, D.M., (1992). Stress and coping. New Delhi: Sage Publications
3. Ross, R.R., & Altmair, E.M. (1994). Interventions in occupational stress. New Delhi
4. Srivastava, A.K., (1999), Management of occupational stress: Theories and practice. New Delhi: Gyan Publishing House
5. Singh, R.D. (2011). Swasthya Manovigyan. Jagdamba Publishers
6. Rajkumari Sangwaan, Stress Management: How to deal with Stress. Shashwat Publications.
7. L. Pratibha, T. Shobharani, Stress Management. Nirukta Publication.
8. Ajanta Chakraborty, Stress Management. Rupa Publication 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>, egyptankosh.ac.in, MOOCS

### Semester- III

#### Undergraduate Diploma in Psychology

##### **GENERAL ELECTIVE (GE) – Artificial intelligence and psychology**

Programme- Undergraduate Diploma in Psychology		Year: 2	Semester: 3
Course Code- PSYGE-304-T		Course Title- Artificial intelligence and psychology	
Credits:04		Paper: GE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<u>Learning Outcomes:</u> After studying this course, the student will be able to-			
<ul style="list-style-type: none"><li>• Explain foundational concepts of Artificial Intelligence and Psychology and understand how these disciplines intersect.</li><li>• Analyze cognitive processes such as perception, memory, and learning from both psychological and computational perspectives.</li><li>• Evaluate the psychological impact of AI technologies on individuals, mental health, social relationships, and behavior.</li><li>• Demonstrate understanding of human-AI interaction, including user experience, trust, and affective computing.</li><li>• To know Understand about Ethics, Consciousness, and the Future of AI.</li></ul>			
Unit	Topics		No. of Lectures
I	Foundations of AI and Psychology- Overview of Artificial Intelligence: history, definitions, and types (narrow, general, superintelligence), Overview of Psychology: branches, methods, and relevance to AI, Human vs. machine intelligence ,Cognitive science and AI		15
II	Cognitive Processes and AI Models- Perception, attention, memory, learning, and problem-solving in humans, Neural networks and their inspiration from the brain, Cognitive architectures (e.g., SOAR, ACT-R), Machine learning and decision-making models, Emotion recognition and affective computing		15
III	Human-AI Interaction and Psychological Impact- Human-computer interaction (HCI), AI in mental health (chatbots, diagnosis tools, therapy apps), Social robots and companionship, Trust, dependency, and user experience, Psychological impacts: cognitive overload, privacy concerns, and identity.		15

IV	<b>Ethics, Consciousness, and the Future of AI-</b> Ethical dilemmas in AI use and development, Psychology of AI ethics (moral reasoning, bias, fairness), Theories of consciousness and machine consciousness, Future implications: employment, education, and human behavior, AI and psychological well-being.	15
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**Suggested Readings:**

- 1- Russell, S. J., & Norvig, P. (2021). Artificial intelligence: A modern approach (4th ed.). Pearson.
- 2- Eysenck, M. W., & Keane, M. T. (2015). Cognitive psychology: A student's handbook (7th ed.). Psychology Press.
- 3- Boden, M. A. (2016). AI: Its nature and future. Oxford University Press.
- 4- Goleman, D. (2006). Social intelligence: The new science of human relationships. Bantam.
- 5- Rajasekaran, S., & Vijayalakshmi Pai, G. A. (2017). Neural networks, fuzzy logic and genetic algorithms (2nd ed.). PHI Learning.
- 6- Malhotra, R. (2021). Artificial intelligence: Concepts and applications. Oxford University Press.
- 7- Parameswaran, R., & Blanchard, R. J. (2007). Foundations of artificial intelligence and expert systems. Anuradha Publications.\
- 8- Kumar, V. (2020). Artificial intelligence and machine learning (1st ed.). BPB 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> , egyptankosh.ac.in, MOOCS

## Semester- IV

### Undergraduate Diploma in Psychology

#### **DISCIPLINE SPECIFIC COURSE (DSC) – Psychopathology**

Programme- Undergraduate Diploma in Psychology		Year: 2	Semester: 4
Course Code: PSYDSC401-T	Course Title: Psychopathology		
Credits:03	Paper: DSC		
Max Marks 25+75=100	Min Passing Marks 08+25=33		
<u>Learning Outcomes:</u> After studying this course, the student will be able to- <ul style="list-style-type: none"><li>• Understand concept of abnormality and criteria of Normal and Abnormal Behavior.</li><li>• Understand introduction of DSM 5.</li><li>• Understand different types of disorders Such as Anxiety, Somatoform, their Nature and their symptoms.</li></ul>			
Unit	Topics	No. of Lectures	
I	<b>Abnormal Behavior</b> - Concept and Criteria of Normal and Abnormal Behaviour, Determinants of Abnormal Behavior. Models of Abnormal Behaviour- Biological, Psychodynamic, Behavioristic, and Cognitive. Introduction of DSM-5.	15	
II	<b>Anxiety Disorders:</b> Nature and Symptoms of Anxiety Disorders, Types of Anxiety Disorder- GAD (Generalized Anxiety Disorder), Panic Disorder, Phobias, and Obsessive-Compulsive Disorder (OCD).	15	
III	<b>Somatoform Disorders-</b> Nature and Type- Body Dysmorphic disorder, Hypochondriasis, Somatization and Conversion Disorders. <b>Dissociative Disorders-</b> Nature and Types.	15	

#### **Suggested Readings:**



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., औरमाइननका, एस. (2016)। नवकृत मनोनवज्ञान (13वाँ संस्करण)। नपयर न इंडिया एजुकेशन। ISBN: 9788131793695
4. निवेदिनी, पी. बी. (एम.ए.). (2017)। नवकृत मनोनवज्ञान (16वाँ संस्करण)। नपयर न 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> , egyptankosh.ac.in, MOOCS

## **Semester- IV**

### **Undergraduate Diploma in Psychology**

#### **PRACTICAL**

Programme- <i>Undergraduate Diploma in Psychology</i>		Year: 2	Semester: 4
Course Code:PSY-402-P		Course Title: (Lab Work/Practical)	
Credits: 01		Paper: Practical	
Max Marks 25+75=100		Min Passing Marks 10+25=35	
<u>Learning Outcomes:</u> <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>			
ANY OF THREE-			
Unit	Topics	No. of Hours	
I	Mental Health Battery	05	
II	Students Stress Scale	05	
III	Anxiety, Depression and Stress Scale	05	
IV	Educational Anxiety Scale	05	
V	Security- Insecurity Scale	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. रामनाथ शर्मा और डॉ. आर.के. शर्मा, प्रयोगात्मक मनोवैज्ञान, अटलान्टिक पब्लिशिंग हाउस
6. डॉ. जे.पी. शुक्ल, प्रयोगात्मक मनोवैज्ञान: नैतिकता और प्रयोग, नकटाब महल

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

## **Semester- IV**

### **Undergraduate Diploma in Psychology**

#### **Discipline Specific Elective (DSE)- APPROACHES TO COUNSELING PSYCHOLOGY**

Programme- Undergraduate Diploma in Psychology		Year: 2	Semester: 4
Course Code: PSYDSE-403-T		Course Title: APPROACHES TO COUNSELING PSYCHOLOGY	
Credits:04		Paper: DSE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<b><u>Learning Outcomes:</u></b> After studying this course, the student will be able to- <ul style="list-style-type: none"><li>• To know about the counseling psychology, its scope, application, need, stages and principles of counseling.</li><li>• Know about the role of counselor and the skills used in counseling process.</li><li>• Understand the types of counseling and basics techniques of counseling used in daily life.</li></ul>			
Unit	Topics	No. of Lectures	
I	<b>Introduction to Counseling Psychology</b> - Definition, nature, scope of counseling psychology. Applications of counseling psychology. Goals and principles of counseling. Importance and Principles of counseling.	15	
II	<b>Functions Of Counselors-</b> Role and Functions Of good Counselor, Characteristics and skills of counselors. Ethical and legal considerations in counseling. Stages of counseling process. Types of counseling: Directive, Non directive and Elective counseling.	15	
III	<b>Counseling Techniques-</b> Stages of the Counseling process (Building rapport, Assessment, goal setting, Intervention, termination). Counseling techniques (Active listening, Questioning, Reflection, Confrontation, Reinforcement)	15	
IV	<b>Applications of Counseling Psychology-</b> School and Career counseling,Mental health , Family and relationship counseling ,Trauma counseling. Emerging trends in Counseling psychology.	15	

**Suggested Readings:**

1. Samuel T. Gladding, Counselling: A comprehensive Profession, Pearson Education
2. Sharma, R.A., Fundamentals of Guidance and Counseling. R. Lall
3. Rao, S. N, Counseling and Guidance. McGraw Hill
4. Dubey, S. N., Counseling Psychology. Commonwealth Publisher
5. Corey, G, Theory and Practice of counseling and Psychotherapy. Cengage Learning
6. Makol, R, &Sodhi, A, &Makol, L., Guidance and Counselling. Rajesh Makol

**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- IV**

### **Undergraduate Diploma in Psychology**

#### **General Elective (GE)- Health and Well Being**

<b>Programme- Undergraduate Diploma in Psychology</b>		<b>Year: 2</b>	<b>Semester: 4</b>
<b>Course Code: PSYGE-403-T</b>		<b>Course Title: Health and Well Being</b>	
<b>Credits:04</b>		<b>Paper: GE</b>	
<b>Max Marks 25+75=100</b>		<b>Min Passing Marks 08+25=33</b>	
<b><u>Learning Outcomes:</u></b> After studying this course, the student will be able to-			
<ul style="list-style-type: none"><li>• Understand determinants of health and well-being and relationship between health and wellbeing</li><li>• Understand the psychological and emotional wellbeing and dimensions of emotional wellbeing</li><li>• Understand lifestyle and physical health like nutrition exercise and sleep as well as role of yoga and alternative therapies.</li><li>• Understand social and environmental aspect of wellbeing.</li></ul>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Lectures</b>
I	<b>Introduction to Health and Well-Being</b> -Concept and dimensions of health (physical, mental, social, emotional, and spiritual),Determinants of health and well-being, Relationship between health, well-being.		<b>15</b>
II	<b>Psychological and Emotional Well-Being</b> -Stress and its impact on health, Coping strategies and resilience, Role of positive psychology in well-being (happiness, gratitude, optimism). <b>Dimensions of wellbeing</b> - Social, Emotional, Financial, Political and Cultural.		<b>15</b>
III	<b>Lifestyle and Physical Health</b> -Importance of nutrition, exercise, and sleep, Effects of substance abuse and unhealthy habits, Preventive healthcare and self-care practices, Role of yoga and alternative therapies in well-being.		<b>15</b>
IV	<b>Social and Environmental Aspects of Well-being</b> - Impact of social relationships on health,Work-life balance and occupational well-being,Impact of environment and sustainability on health,Community health and public health initiatives		

**Suggested Readings:**

1. Murray, M., & Chamberlain, K. (1999). Qualitative health psychology: Theories and methods. Sage Publications.
2. Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions (8th ed.). Wiley India.
3. Singh, R. (2012). Health psychology. Himalaya Publishing House.
4. Park, K. (2021). Park's textbook of preventive and social medicine (26th ed.). Bhanot Publishers.
5. शमाष, आर. ए. (2015). स्वास्थ्यमनोनवज्ञान. मेरठ: आर. लालबुकनडपो।
6. कसेना, ममता (2017). मानवव्यवहारएवंस्वास्थ्य. आगरा: नवनोपिस्तकमंनिर।
7. नतवारी, जी. एन. (2018). स्वास्थ्यऔरकल्याणमनोनवज्ञान. नईनिल्ली: नवद्याथीग्रंथागार।

**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> , egyptankosh.ac.in, MOOCS

## Semester- V

### Bachelors Degree in Psychology

#### **DISCIPLINE SPECIFIC COURSE (DSC) – PSYCHOLOGICAL ASSESSMENT**

<b>Programme- <i>Bachelors Degree in Psychology</i></b>		<b>Year: 3</b>	<b>Semester: 5</b>
<b>Course Code: PSYDSC-501-T</b>		<b>Course Title: Psychological Assessment</b>	
<b>Credits:03</b>		<b>Paper: DSC</b>	
<b>Max Marks 25+75=100</b>		<b>Min Passing Marks 08+25=33</b>	
<b><u>Learning Outcomes:</u></b> After studying this course, the student will be able to- <ul style="list-style-type: none"><li>● To understand students about Psychological Assessment and Scaling Methods.</li><li>● To understand different Psychological Assessments like Intelligence, Personality Tests, Assessment of personality and uses of different test related to personality.</li><li>● To Learn about Reliability and Validity and Descriptive Statistics.</li></ul>			
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>	
I	<b>Introduction to Psychological Assessment</b> -Definition, Nature Importance and of Psychological Assessment .Psychological Scaling Methods- Basic Concept of Likert, Thurstone, Guttman Scales.	<b>15</b>	
II	<b>Psychological Tests: - Types of psychological; test-Individual, group, performance, verbal and Nonverbal tests.</b> Principles of test construction and standardization- Item analysis, reliability, validity and development of norms.	<b>15</b>	
III	<b>Measurement of Intelligence and Personality</b> - Meaning and Nature of Intelligence Test, Types of Intelligence Test- Binet and Wechsler Scales. Basic concept of Bhatia Battery and Reven’s Intelligence Test. <b>Assessment of Personality</b> – Meaning ,Nature of Personality Assessment, Basic concept of TAT and MMPI projective tests	<b>15</b>	



**Suggested Readings:**

1. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues (9th ed.). Cengage Learning.
2. मंगल, एस. के. (2012). मनोविज्ञान में आंकड़े और मूलांकन, पी एच आई लवनिंग, नई दिल्ली:
3. वसंह, अजयकुमार (2018). मनोविज्ञान परीक्षण एि सांख्यिकी. भािना प्रकाशन, पटना
4. Mishra, G. C. & other, Psychological Assessment. Kalyani Publishers
5. Bhargava. M., Psychological Measurement, Evaluation and Statistics. Motilal Banarasi Das
6. S. K. Mangal, Psychological Testing and Assessment. PHI Learning Pvt. Ltd.
7. G. S. Ahuja , Psychological Assessment and Testing. Dominant Publishers
8. Bhargava. M., Psychological Measurement, Evaluation and Statistics. Motilal Banarasi Das

**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- V**

### **Bachelors Degree in Psychology**

#### **PRACTICAL**

Programme- <i>Bachelor's Degree in Psychology</i>		Year: 3	Semester: 5
Course Code:PSY-503-P		Course Title: (Lab Work/Practical)	
Credits: 01		Paper: Practical	
Max Marks 25+75=100		Min Passing Marks 10+25=35	
<u>Learning Outcomes:</u> <ul style="list-style-type: none"><li>● Through the practical application of intelligence and personality tests, the learner will be able to:</li><li>● Administer Standardized Tests and Understand and follow the correct procedures for administering intelligence and personality assessments in a systematic manner.</li><li>● Integrate theoretical as well as Practical Knowledge of Different test/Scales into practical assessment tasks.</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>			
ANY OF THREE-			
Unit	Topics	No. of Hours	
I	Application of Bhatia Battery	05	
II	Application of Raven's Intelligence Test.	05	
III	Application of TAT	05	
IV	Application of MMPI	05	
V	Application of Weschler's scale	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. रामनाथशमाषऔरडॉ. आर.के. शमाष,प्रयोगात्मकमनोनवज्ञान ,अटलानटकपब्लिशिंगहाउ
6. डॉ. जे.पी. शुक्ल ,प्रयोगात्मकमनोनवज्ञान: न द्वांतऔरप्रयोग ,नकटाबमहल

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

## **Semester- V**

### **Bachelors Degree in Psychology**

#### **DISCIPLINE SPECIFIC ELECTIVE (DSE) - Positive Psychology**

Programme- <i>Bachelor's Degree in Psychology</i>		Year: 3	Semester: 5
Course Code: PSYDSE-502-T		Course Title: Positive Psychology	
Credits:04		Paper: DSE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<u>Learning Outcomes:</u> After studying this course, the student will be able to-			
<ul style="list-style-type: none"><li>● Understand the meaning, concept and history of Positive Psychology.</li><li>● Understand about happiness and theories of happiness.</li><li>● Understand about the determinants of positive psychology.</li><li>● Understand application of psychology in different fields.</li></ul>			
Unit	Topics		No. of Lectures
I	Introduction to positive psychology –Nature, Concept and History of Positive psychology, Understanding Positive Emotions.		15
II	Happiness- Meaning and Nature of happiness, Sources of happiness, Theories of Happiness-Set point theory, Life satisfaction and Affective state theories.		15
III	Determinants of Positive Psychology – Positive Emotions: Gratitude and appreciation, Joy, Optimism, Hope Character Strengths: Courage, Kindness, Resilience, Optimism, Positive Relationship.		15
IV	Application of Positive Psychology– Positive Psychology at Family Environment, Education, Workplace and, Healthcare.		12

### **Suggested Readings:**

1. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2014). *Positive psychology: The scientific and practical explorations of human strengths* (3rd ed.). Sage Publications India.
2. Compton, W. C., & Hoffman, E. (2019). *Positive psychology: The science of happiness and flourishing* (3rd ed.). Cengage Learning.
3. मंगल, ए. के., & मंगल, शोभना (2016). कारात्मकमनोनवज्ञान. नई दिल्ली: आर. लाल बुक नडपो।
4. शमाष, आर. ए. (2018). कारात्मकमनोनवज्ञानकापररचय. मेरठ: नवनयप्रकाशन।
5. क्सेना, ममता (2020). कारात्मकमानन कस्वास्थ्यऔरमनोनवज्ञान. आगरा: नवनोपुस्तकमंनिर।

**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- V

### Bachelors Degree in Psychology

#### GENERAL ELECTIVE (GE) – Environmental Psychology

Programme- <i>Bachelors Degree in Psychology</i>		Year: 3	Semester: 5
Course Code- PSYGE-504-T		Course Title- Environmental Psychology	
Credits:04		Paper: GE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<b><u>Learning Outcomes:</u></b> After studying this course, the student will be able to- <ul style="list-style-type: none"><li>● Understand the Scope, Environmental history and interdisciplinary connections of Environmental Psychology.</li><li>● Understand about different theories in Environmental Psychology.</li><li>● Learn about Environmental stress, nature and types of Environmental Stress</li><li>● Understand about Environmental Perception and Cognition, Mechanism and Factors.</li></ul>			
Unit	Topics		No. of Lectures
I	Introduction To Environment Psychology-Meaning and Nature, Significance and Scope of environmental psychology. Historical Overview, Interdisciplinary nature and its connections with other fields.		15
II	Theories of Environment-Bronfenbrenner Ecological System Theory, Kurt Lewins Field Theory, Gibson’s Ecological Theory, Environmental Stress Theory.		15
III	Environmental Stress-Definition, Nature and Characteristics, Types of environmental stressors-Technological Catastrophe, Noise, Water and Crowd Pollution, Natural disasters.		15
IV	Environmental Perception and Cognition- Nature, and Characteristics. Mechanisms of environmental perception, Cognitive mapping and Spatial orientation, Influence of environmental factors on perception and cognition.		15

**Suggested Readings:**

1. Gifford, R. (2014). Environmental psychology: Principles and practice (5th ed.). Optimal Books.
2. Bechtel, R. B., & Churchman, A. (2002). Handbook of environmental psychology. Wiley.
3. शमाष, आर. ए. (2015). पयाषवरणमनोनवज्ञान. मेरठ: आर. लालबुकनडपो।
4. नतवारी, जी. एन. (2017). पयाषवरणऔरमनोनवज्ञान. इलाहाबाि: नवद्याथीग्रंथागार।
5. न ंह, अवधेशकुमार (2016). पयाषवरणमनोनवज्ञान: एकअंतनवर्षर्यकअध्ययन. वाराण ी: ज्ञानगंगाप्रकाशन।

**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> , egyptankosh.ac.in, MOOCS

## **Semester- V**

### **Bachelors Degree in Psychology**

#### **RESEARCH PROJECT**

Programme- <i>Bachelors Degree in Psychology</i>		Year: 3	Semester: 5
Course Code:PSY-505-P		Course Title: Research Project	
Credit: 04		Paper: Project	
Max Marks 25+75=100		Min Passing Marks 40%	
<u>Learning Outcomes:</u> <ul style="list-style-type: none"><li>● To develop scientific understanding of Research in Psychology.</li><li>● Understand basic concepts of Research Methodology and develop a stronger view towards research and Specific Project.</li></ul>			
Sr. no.	Guidelines for Work plan		No. of Credits
I	Choose relevant topic in different areas of Psychology  Project: A small scale empirical or theoretical study based on primary or secondary data		4



## **Semester- VI**

### **Bachelors Degree in Psychology**

#### **DISCIPLINE SPECIFIC COURSE (DSC) – BASICS OF STATISTICS IN PSYCHOLOGY**

Programme- <i>Bachelors Degree in Psychology</i>		Year: 3	Semester: 6
Course Code: PSYDSC-601-T		Course Title: Basics of Statistics in Psychology	
Credits:03		Paper: DSC	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<b><u>Learning Outcomes:</u></b> After studying this course, the student will be able to- <ul style="list-style-type: none"><li>• Understand about definition, nature, Scope and historical evolution of statistics in psychology.</li><li>• Learn about Measures of Central Tendency and Variability.</li><li>• Understand the Concept of correlation and its implications.</li></ul>			
Unit	Topics		No. of Lectures
I	Introduction: Meaning and Scope of Statistics in Psychology. Discrete and Continuous Variables. Frequency distribution and their graphical representation- Frequency polygon, Histogram, Cumulative frequency Curveand Ogive.		15
II	Measures of Central Tendency and Variability- Mean, Median, and Mode: Meaning, Computation and Application. Range, Quartile Deviation and Standard deviation- Meaning, Computation and Applications.		15
III	Sample and Sampling Techniques-Meaning , Types of sampling 1) Probability Sampling- Random, and Stratified. 2) Non-Probability Sampling- Purposive and Quota. Correlation – Definition, Types, Methods- Pearsons and Spearmans Rank difference Methods		15

### **Suggested Readings:**

1. Verma , and Ghufuran, M. (2012). Statistics for Psychology, N. Delhi: Tata Mc Graw Hill.
2. Garrett, H. (1969). Statistics in Psychology and Education. Bombay: Vakils, Feffer and SimonsLtd.
3. Mangal, S. K. (2007). Statistics in psychology and education (2nd ed.). PHI Learning Pvt. Ltd.
4. Broota, K.D. (1992). Experimental Design in Behavioural Research. N.Delhi: Wiley Eastern.
5. Gupta, S.P. (2005) Sankhikiya Vidhiyan. Allahabad: Sharda Pustak Bhawan
- 6.
7. Kapil, H.K. (1980). Sankhikiya ke Mooltatva. Agar Vinod Pustak Mandir

**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- VI**

### **Bachelors Degree in Psychology**

#### **PRACTICAL**

Programme- <i>Bachelors Degree in Psychology</i>		Year: 3	Semester: 6
Course Code:PSY-603-P		Course Title: (Lab Work/Practical)	
Credits: 01		Paper: Practical	
Max Marks 25+75=100		Min Passing Marks 10+25=35	
<u>Learning Outcomes:</u> <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>			
ANY OF THREE-			
Unit	Topics	No. of Lectures	
I	Job Satisfaction	05	
II	Stress Assessment at work place (Case Study)	05	
III	Employee Attitude	05	
IV	Leadership Style (Case Study)	05	
V	Organizational Behavior	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. रामनाथ शर्मा और डॉ. आर.के. शर्मा, प्रयोगात्मक मनोवैज्ञान , अटलान्टिक पब्लिशिंग हाउस
6. डॉ. जे.पी. शुक्ल , प्रयोगात्मक मनोवैज्ञान: नैतिक और प्रयोग , नई दिल्ली

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

## Bachelors Degree in Psychology

### DISCIPLINE SPECIFIC ELECTIVE (DSE) – Fundamentals of Research Methodology

Programme- <i>Bachelors Degree in Psychology</i>		Year: 3	Semester: 6
Course Code: PSYDSE-603-T		Course Title: Fundamentals of Research Methodology	
Credits:04		Paper: DSE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<u>Learning Outcomes:</u> After studying this course, the student will be able to- <ul style="list-style-type: none"><li>● Understand the nature, scope, types of research and ethical consideration.</li><li>● Learn basics steps of research like formulation of Hypothesis, Types of variables and sampling techniques.</li><li>● Understand methods of data collection and Basic Concept of Tests and scales.</li><li>● Understand the Descriptive and Inferential statistics.</li></ul>			
Unit	Topics		No. of Lectures
I	Introduction to Psychological Research-Meaning, Scope and Importance of Research in Psychology. Types of Research: Basic vs. Applied, Qualitative vs. Quantitative, Experimental vs. Non-Experimental, Ethical Considerations in Psychological Research.		15
II	Research Types, Hypothesis and Variables: Descriptive, Correlational, Experimental, Longitudinal, and Cross-sectional. Steps of Research Formulation. Hypothesis Formulation and Testing. Variables: Types and Control Methods, Sampling Techniques: Probability and Non-probability Sampling		15
III	Data Collection Methods in Psychology-Observation methods (Naturalistic, Structured), Surveys and Questionnaires, Interviews (Structured, Semi-structured, Unstructured), Tests and Scales- Basic Concept.		15
IV	Data Analysis and Interpretation-Descriptive Statistics (Mean, Median, Mode, Standard Deviation),Inferential Statistics (t-test, ANOVA, Correlation)		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. मंगल, ए . के. (2012). मनोवैज्ञान में आंकड़े और मूल्यांकन, पीएचआईएलननिंग, नई दिल्ली।
5. नंहर, अजयकुमार (2018). मनोवैज्ञानिक परीक्षण एवं सांख्यिकी, भावना प्रकाशन, पटना

**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- VI

### Bachelors Degree in Psychology

#### GENERAL ELECTIVE (GE) – Cyber Psychology

Programme- <i>Bachelors Degree in Psychology</i>		Year: 3	Semester: 6
Course Code- PSY-GE-604-T		Course Title- Cyber Psychology	
Credits:04		Paper: GE	
Max Marks 25+75=100		Min Passing Marks 08+25=33	
<b><u>Learning Outcomes:</u></b> After studying this course, the student will be able to-			
<ul style="list-style-type: none"><li>● To understand the foundational concept of cyber psychology.</li><li>● Exploring how digital environment influence human thought and behavior</li><li>● Learner will evaluate psychological impact of excessive digital technology, uses, including internet addiction in cognitive overload.</li><li>● To examine the ethical and legal concern surrounding privacy and digital wellbeing</li></ul>			
Unit	Topics		No. of Lectures
I	Introduction to Cyber Psychology- Definition and Scope ,What is Cyber Psychology?, Evolution of the field ,Importance in the digital age, Psychology, Sociology, Media Studies, Human-Computer Interaction, Online behavior ,Internet addiction ,Online identity and anonymity.		15
II	Online Identity and Social Behavior- Self and Identity in the Digital Space, Online vs. offline identity, Social Media Psychology, Impact on self-esteem and body image, Social comparison and validation, Online Communication ,Cyberbullying and trolling, Relationships and social connections online, Privacy and Self-Disclosure ,Oversharing and digital footprints		15
III	Psychological Effects of Digital Technology- Internet Addiction and Gaming Disorders- Symptoms, causes, and interventions, Attention, Cognition, and Multitasking, Impact on memory and attention span ,Mental Health Implications, Anxiety, depression, FOMO, Tech burnout and sleep disturbances, Virtual Reality and Psychological Immersion, Therapeutic uses and potential risks.		15
IV	Ethical, Legal, and Future Perspectives- Cyber Ethics and Digital Citizenship, Responsible use of technology, Online etiquette and behavior, Legal Aspects, Cyber laws, data protection, and privacy rights, Artificial Intelligence and Psychology, Future Trends in Cyber Psychology, Emerging technologies., Preparing for digital resilience.		15

**Suggested Reading:**

- 1- Sahay, S. (2019). Cyber psychology: Behavioral interactions in the digital world. SAGE Publications India.2.
- 2- Mehrotra, S. (2016). Cyber space and psychology: Understanding digital behavior. Atlantic Publishers.
- 3- Sharma, R. K. (2020). Cyber psychology and mental health: The Indian perspective. Concept Publishing Company.
- 4- Goyal, A., & Singh, R. (2018). Digital psychology: An Indian narrative. PHI Learning
- 5- Chauhan, N. S. (2017). Psychology of internet behavior in Indian youth. New Delhi: APH Publishing.

**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- VI**

### **Bachelors Degree in Psychology**

#### **RESEARCH PROJECT**

Programme- <i>Bachelors Degree in Psychology</i>		Year: 3	Semester: 6
Course Code:PSY-605-P		Course Title: Research Project	
Credit: 04		Paper: Project	
Max Marks 25+75=100		Min Passing Marks 40%	
<u>Learning Outcomes:</u> <ul style="list-style-type: none"><li>● To develop scientific understanding of Research in Psychology.</li><li>● Understand basic concepts of Research Methodology and Develop a stronger view towards research</li></ul>			
	Guidelines for work plan		credits
	Choose relevant topic from different areas of Psychology  1. Project: A small scale empirical or theoretical study based on primary or secondary data		4

## **Semester VII**

### **Bachelor of Psychology with HONORS**

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

<b>Program/Class-B.A. Honors</b>	<b>Year-Fourth</b>	<b>Semester-Seventh</b>
<b>Course Code: PSYDSC-701T</b>	<b>Course Title: Psychology of Learning And Memory Processes</b>	
<b>Credits: 03</b>	<b>Paper-DSC</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 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.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
<b>I</b>	<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.	<b>15</b>
<b>II</b>	<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.	<b>15</b>
<b>III</b>	<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).	<b>15</b>

### 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. शमाष, रमेश एन., & शमाष, रमेशके. (2013). नशक्षामनोनवज्ञान. मेरठ: लालबुकनडपो।
6. कुमार, रमेश. (2021). अनधगम एवं स्मृतकेमनोवैज्ञाननक न द्वातं. नईनिल्ली: भारती भवन प्रकाशन।
7. याविव, आर. ए. (2018). शंानात्मक मनोनवज्ञान. इलाहाबाि: राजपाल एंड ।

**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 VII

### Bachelor of Psychology with HONORS

#### **Practical**

**Program/Class- B. A. Honours**

**Year-Fourth**

**Semester-Seventh**

**Course Code:PSYP-702P**

**Course Title : Lab Work/Practical**

<b>Credits:1</b>		<b>Core Compulsory</b>
<b>Max Marks25+75</b>		<b>Min. PassingMarks10+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>
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. रामनाथशमाषऔरडॉ. आर.के. शमाष,प्रयोगात्मकमनोनवज्ञान ,अटलान्टकपब्लिशिंगहाउ
6. डॉ. जे.पी. शुक्ल ,प्रयोगात्मकमनोनवज्ञान: न द्वांतऔरप्रयोग ,नकटाबमहल

**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.HONOURS</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>

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

- Have knowledge about Meaning and Characteristics of Scientific Research Method.
- Understand the Research Problems, Hypothesis and Variables.
- Understand the Types and Importance of Sampling in Research.
- Understand the Nature Purpose and Types of Research Design.

<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, ए . के. (2012). मनोनवज्ञानमेंआंकडेऔरमूल्यांकन [Statistics and Assessment in Psychology]. नईनिल्ली: पीएचआईलननिंग।
7. न ंह, अजयकुमार (2018). मनोवैज्ञाननकपरीक्षणएवं ांब्लिकी [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, MOOCS

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

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

<b>Program/Class- B.A.HONOURS</b>	<b>Year-Fourth</b>	<b>Semester-Seventh</b>
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<b>Code:PSYDSE-704-T</b>	<b>Course Title: Fundamentals of Statistics</b>
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<b>Credits:4</b>	<b>Paper-DSE</b>
<b>Max Marks25+75</b>	<b>MinPassingMarks10+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 ANOVA 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, SamajshastraTathaShiksha Main ShodhVidhiyan: Research Methods in Psychology, Sociology and Education*. Motilal Banarsidass Publishing House.
5. Chawla, D., & Sondhi, N. (2016). *Research methodology: Concepts and cases* (2nd ed.). Vikas Publishing House.
6. मंगल, ए . के. (2012). मनोवैज्ञान में आंकड़े और मूल्यांकन [Statistics and Assessment in Psychology]. नई दिल्ली: पीएचआईलनरिंग।
7. नं ह, अजय कुमार (2018). मनोवैज्ञानिक परीक्षण एवं आंखिकी [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> , egyankosh.ac.in, MOOCS



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

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

**Program / Class- B.A.  
HONOURS**

**Year-Fourth**

**Semester- Seventh**

**Course Code: PSYDSE-705-T**

**Course Title: Psychiatric Perspective on Disaster  
Trauma**

**Credits:4**

**Paper-DSE**

**Max Marks  
25+75**

**MinPassingMarks10+25**

**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.
- Evaluate the secretary predictor model which emphasizes physiological and neuroendocrine responses PTSD development.
- To assess PTSD from a psychiatric perspective, tracing its evolution from a combat-related disorder to a recognized clinical condition with diverse triggers and treatment modalities.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
<b>I</b>	<b>Fundamentals of Disaster Management-</b> Meaning and classification of disasters (natural and man-made), Phases of disaster management: Mitigation, preparedness, response, recovery. Vulnerability and Risk Assessment (Social, Psychological, Ecological).Psychological Impact of Disasters-: Psychological Consequences of Disasters Stress, trauma, and coping mechanisms, Post-Traumatic Stress Disorder (PTSD) and other trauma-related disorders	<b>15</b>
<b>II</b>	<b>Disaster trauma from the viewpoint of psychiatry-</b> Mental health needs of disaster survivors from the psychiatric perspective; Bio-medical and bio-psycho-social models of disaster trauma; Place of cultural and socio-political condition in psychiatric perspective on trauma; Community Psychiatry, rehabilitation and post-traumatic growth.	<b>15</b>

III	<b>Predictors and correlates of PTSD-</b> Permeability to PTSD, Socio-demographic predictors and correlates, Cultural predictors and correlates, Concepts and principles of psychological first aid (PFA), Role of psychologists in disaster situations and Crisis Intervention, Cognitive-Behavioral Therapy (CBT) for trauma, Grief counseling and community-based interventions, Role of NGOs, government agencies, and international bodies in psychosocial rehabilitation.	<b>15</b>
IV	<b>A critical evaluation of PTSD and psychiatric perspective-</b> PTSD: A cross-cultural diagnostic category for intense trauma; Cultural variations in the symptoms of PTSD; Category fallacy of PTSD in cultures associated with socio-centric worldviews; Category fallacy of PTSD in the face of ethnic and political violence; Towards a comprehensive understanding of psychiatric and cultural perspectives on trauma and survivors' rehabilitation	<b>15</b>

## **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: Guilford.
- 7- Ursano, R. J., Fullerton, C. S., Weisaeth, L., & Raphael, B. (2007). *Textbook of disaster psychiatry*. New York: Cambridge University Press.
- 8- Young, A. (1995). *The harmony of illusions: Inventing post-traumatic stress disorder*. Princeton, NJ: Princeton 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, [vidyayam.in](https://vidyayam.in), Vidyamitra.inflibnet.ac.in, e-pathshala-<https://epgp.inflibnet.ac.in>, NPTEL- <https://onlinecourses.nptel.ac.in>, egyankosh.ac.in, MOOCS

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

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

<b>Class-B.A.HONOURS</b>	<b>Year-Fourth</b>	<b>Semester-Seventh</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 25+75</b>	<b>Min Passing Marks 10+25</b>

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

- Understand Social Psychology and Research Methods used in Social Psychology
- Understand Social Cognition and Its Components
- Learn Concept of Attitude and Theories of Attitude Change
- Interpersonal Attraction and Group Dynamics and Behavior.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Social Psychology:</b> Definition and focus of Social Psychology, Research Methods in Social Psychology : Observation, Correlational Method, Experimental Method, Sociometry, Present trends in Social Psychology	<b>15</b>
II	<b>Social Cognition:</b> Meaning, Nature and Basic Assumption, Components of Social Cognition, Schematic Processing. Mental Shortcuts: Using Cognitive Heuristic, Biases and Potential Errors.	<b>15</b>
III	<b>Attitude and Attitude change:</b> Definition, Meaning and Nature Components of Attitude. Formation of Attitude. Theories of Attitude Change- Cognitive Dissonance, Social Cognitive, Balance Theory, and Factors Affecting in Attitude change, Measurements of Attitude.	<b>15</b>
IV	<b>Interpersonal Attraction-</b> Meaning, Principal of Interpersonal Attraction. Theories of Interpersonal Attraction - Reinforcement and Cognitive Theories. Group Dynamics and Behavior- Group Formation and Group Structure. 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. नं ह, आर. एन. (2008). आधुनिक सामान्य मनोवज्ञान (8वाँ संस्करण). आगरा: अग्रवाल पब्लिकेशन.
7. नं ह, ए. के. (2022). आधुनिक उच्चतर सामान्य मनोवज्ञान (13वाँ संशोधित संस्करण). नई दिल्ली: मोतीलाल बनारसीदास पब्लिशर्स

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

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

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

**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.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
<b>I</b>	<b>Introduction to Educational Psychology:</b> Definition, Meaning and Nature of Educational Psychology as a Discipline, Historical Perspectives and Research Methods in Educational Psychology.	<b>15</b>
<b>II</b>	<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.	<b>15</b>
<b>III</b>	<b>Motivation And related Theories :</b> Definition, Meaning and Nature of Motivation. Self Determination Theory, Expectancy-Value Theory Social Cognitive Theory and Attribution Theory.	<b>15</b>
<b>IV</b>	<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.	<b>15</b>

### 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). शैक्षणिक मनोवैज्ञान. नई दिल्ली: प्रभातप्रकाशन।
5. चौहान, एस. एस. (2010). शैक्षणिक मनोवैज्ञान. नई दिल्ली: नवका पब्लिशिंगहाउ ।
6. नसंह, अरुणकुमार. (2020). शैक्षणिक मनोवैज्ञान: एक मग्न अध्ययन. पटना: भूर्णप्रकाशन।
7. नमश्र, बी. के. (2013). शैक्षणिक मनोवैज्ञान. 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> , egyankosh.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>
<b>Learning Outcome:</b> After completing this research Internship, the student will <ul style="list-style-type: none"> <li>• Have understanding of Theoretical Knowledge.</li> <li>• Develop Practical Skills.</li> <li>• To enhance ability to communicate effectively.</li> <li>• To learn about Team work and Collaboration.</li> <li>• To analyze Critical Thinking and Problem Solving</li> <li>• Ensure each practical session promotes skill learning through hands-on activities.</li> </ul>		
<b>1</b>	<b>Topic</b>	<b>No. of Credits</b>
	<b>Choose relevant and researchable topic in Psychology for internship.</b> 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.	<b>6</b>



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

**PSYCHOLOGY OF COGNITIVE AND AFFECTIVE PROCESSES**

<b>Program/ Class- B.A. HONORS</b>	<b>Year- Fourth</b>	<b>Semester- Eight</b>
<b>Credits : 3</b>	<b>Paper- DSC PSYCHOLOGY OF COGNITIVE AND AFFECTIVE PROCESSES</b>	
<b>Max Marks 25+75</b>	<b>Min Passing Marks 10+25</b>	
<b>Learning Outcomes:</b> After Studying this Course, the students will be able to— <ul style="list-style-type: none"><li>• To Understand Definition, Meaning and Scope of Cognitive Psychology and research methods used in cognitive psychology</li><li>• Learn about Perception, Types and Theories of Perception.</li><li>• To Understand Definition, Meaning, Types And Theories of Motivation and Emotion.</li></ul>		

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
<b>I</b>	<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 and Nature of Perception. Overview of Perceptual Process. Theories of Perception-Gestalt Theory, Gibsons Theory.	<b>15</b>
<b>II</b>	<b>Motivation And Emotion:</b> Definition, Meaning and Nature of Motivation, Types of Motives, 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: James–Lange, Cannon–Bard theory, Schachter and Lazarus. Theory	<b>15</b>
<b>III</b>	<b>Intelligence-</b> Definition, Meaning and Nature of Intelligence, Theories of intelligence-Spearson’s Two Factor, Gardner Multiple Intelligence, Sternberg Triarchic Theory. Concept of IQ, Emotional Intelligence and Artificial Intelligence. Role and Importance of EI and AI in Cognitive Psychology	<b>15</b>

### 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. शमाष, रमेशएन., & शमाष, रमेशके. (2013). नशक्षामनोनवज्ञान. मेरठ: लालबुकनडपो।
6. कुमार, रमेश. (2021). अनधगमएवस्मंनतकेमनोवज्ञाननकन द्वातं. नईनिल्ली: भारतीभवनप्रकाशन।
7. याविवि, आर. ए. (2018). ज्ञानात्मकमनोनवज्ञान. इलाहाबाद: राजपालएंड ।

**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**

**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>MinPassing 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. रामनाथशमाषऔरडॉ. आर.के. शमाष,प्रयोगात्मकमनोनवज्ञान ,अटलानटकपब्लिशिंगहाउ
6. डॉ. जे.पी. शुक्ल ,प्रयोगात्मकमनोनवज्ञान: न द्वांतऔरप्रयोग ,नकटाबमहल

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

## 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>
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<b>Course Code: PSYDSE-803-T</b>	<b>Course Title: Applied Comprehensive Program in Psychological Research</b>
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<b>Credits:4</b>		<b>DSE</b>
<b>Max Mark25+75</b>		<b>Min Passing Marks 10+25</b>
<p><b>Learning Outcome:</b> After Studying the course, the students will be able to –</p> <ul style="list-style-type: none"> <li>• Define and explain the Applied Comprehensive Program in Psychological Research covers foundational concepts, literature review, and research design in psychology.</li> <li>• Understand the hands-on training in data handling and analysis using Python.</li> <li>• Learners are guided in research report writing following APA style.</li> <li>• The course also explores applications of Artificial Intelligence in psychological assessment.</li> <li>• Critically examine ethical and legal issues related to forensic practice in India.</li> <li>• To understand Report Writing and Applied Research Project.</li> </ul>		
<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, ए . के. (2012). मनोनवज्ञानमेंआंकडेऔरमूल्यांकन [Statistics and Assessment in Psychology]. नईनिल्ली: पीएचआईलननिंग।
- 6- न ंह, अजयकुमार (2018). मनोवैज्ञाननकपरीक्षणएवं ांब्लिकी [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, 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: Applicationsof Statisticsin Psychology</b>
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<b>Credits:4</b>	<b>Paper-DSE</b>
<b>Max Marks25+75</b>	<b>MinPassingMarks10+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.	<b>15</b>
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.	<b>15</b>
III	<b>Parametric and Non parametric test:</b> Applications of t-Test, Chi-square, Median test, Mann-Whitney U Test- .	<b>15</b>
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.	<b>15</b>

## 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, 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, ए . के. (2012). मनोनवज्ञान में आंकडे और मूल्यांकन [Statistics and Assessment in Psychology]. नईनिल्ली: पीएचआईलननिंग।
7. न ंह, अजयकुमार (2018). मनोवैज्ञाननक परीक्षण एवं ांल्लिकी [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, MOOCS

## **Semester VIII**

### **Bachelor of Psychology with HONORS**

#### **DISCIPLINE SPECIFIC ELECTIVE- PSYCHOLOGY OF CROWD**

**Program/Class-B.A.HONORS**

**Year-Fourth**

**Semester- Eighth**

**Course Code: PSYDSE-805-T**

**Course Title: Psychology of Crowd**

**Credits:4**

**Paper –DSE**

**Max Marks  
25+75**

**MinPassingMarks10+25**

**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.
- 5. Understand the cultural and social context of crowd behavior in India.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
<b>I</b>	<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.	<b>15</b>
<b>II</b>	<b>Types of Crowds</b> - Casual Crowd, Conventional Crowd, Expressive Crowd, Acting or Aggressive Crowd ,Psychological Mechanisms-Anonymity, Suggestibility, Contagion, Deindividuation ,Identity fusion and emergent norms.	<b>15</b>
<b>III</b>	<b>Applications of Crowd Psychology</b> - Crowd management in public events, Political rallies and mass movements, Crowd behavior in disasters or riots, Use in marketing and consumer behavior.	<b>15</b>
<b>IV</b>	<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.	<b>15</b>



### **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> , egyankosh.ac.in, MOOCS

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

**APPLIED SOCIAL PSYCHOLOGY**

<b>Program/Class-B.A.HONOURS</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- 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 the Process of Socialization, Attitude, development and Theories of Attitude.
- Understand Attribution, Aggression and Theories of aggression.
- Understand Meaning and Types of Culture, Personality. Relationship between Culture and Personality.
- Understand Meaning and Process of Communications and the Barriers to Communication.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
<b>I</b>	<b>Socialization-</b> Definition, Meaning, Process, Stages and Principles of Socialization. Attitude- Definition, Meaning and Characteristics of Attitude. Development and Function of Attitude. Theories of Attitude- Heider's Balance , Festinger's Cognitive Dissonance and Rosenberg's Theories.	<b>15</b>
<b>II</b>	<b>Attribution:</b> Definition and Meaning of Attribution. Internal and external factors in Attribution. Principles of Attribution. <b>Aggression:</b> Meaning and Nature of aggression. Theories of Aggression- Instinct theory, Frustration aggression theory, Modified frustration theory, Social learning theory. Prevention and Control of aggression.	<b>15</b>
<b>III</b>	<b>Culture &amp; Personality:</b> Definition and Meaning Of Culture, Types of Culture. Definition and Meaning of Personality, Relationship between Culture & Personality Development, Methods of Studying culture.	<b>15</b>
<b>IV</b>	<b>Communication and Barriers:</b> Definition and Nature and Types of Communication. Individual and group level. Communication Process, A Basic Model of Communication. Factors Influencing effectiveness of Communication, Barrier of Effective Communication.	<b>15</b>

### 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. Bhatia, H. R. (2021). Elements of social psychology (Revised ed.). Somaiya Publications.
4. शमाष, रामनाथ, & शमाष, आर. के. (2020). सामानजक मनोनवज्ञान ( संशोधन संस्करण).  
आगरा: लक्ष्मीनारायणअग्रवाल.
5. मंगला, ए . के. (2019). सामानजक मनोनवज्ञान. मेरठ: लोकेशप्रकाशन.
6. न ंह, आर. एन. (2018). सामानजक मनोनवज्ञान. 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>Course Title: Industrial and Organizational Behavior</b>	
<b>Credits:03</b>		<b>Paper: DSC</b>	
<b>Max Marks 25+75=100</b>		<b>Min Passing Marks 08+25=33</b>	
<b><u>Learning Outcomes:</u></b> After studying this course, the student will be able to- <ul style="list-style-type: none"><li>• Understand about definition, nature, Scope and historical evolution of industrial and organizational psychology.</li><li>• Learn about motivation and types, Elements of Job satisfaction and Theories of motivation.</li><li>• Understand Group and team Building, Stages of group Development and goal setting and alignment.</li></ul>			
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>	
I	<b>Introduction to Industrial and Organizational Behavior-</b> Definition of I/O, 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>	

**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. ीबी. गुप्ता, मानव ं ाधनप्रबंधन.ए . चंिप्रकाशन
8. ए . ए . खन्ना, मानव ं ाधननवका एवंप्रबंधन. नकशोरीलालप्रकाशन

**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**

**DISSERTATION**

<b>Program/Class- B.A.HONOURS</b>	<b>Year-Fourth</b>	<b>Semester- Eighth</b>
<b>Course Code: PSYP-808</b>		<b>Course Title: Dissertati on</b>

<b>Credits:6</b>	<b>Core Compulsory</b>
<b>Max Marks 25+75</b>	<b>MinPassingMarks10+25</b>
<b>Objective:</b> After completing this research Internship, the student will <ul style="list-style-type: none"> <li>• Have Understanding of Theoretical knowledge.</li> <li>• Develop Practical Skills.</li> <li>• To Enhance Ability to Communicate Effectively.</li> <li>• To Learn about Team Work and Collaboration.</li> <li>• To Analyze Critical Thinking and Problem S.olving</li> </ul>	

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

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

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

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

**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.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
I	<b>Introduction:</b> Definition and Meaning of Personality: Theoretical Approaches to personality. Type and Traits approaches: Big five factor model by Costa & McCrae.	<b>15</b>
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.	<b>15</b>
III	<b>Eastern perspective of Personality:</b> Triguna Theory, Asakti-Anasakti, Prakriti- Concepts and characteristics. <b>Measurements of Personality:</b> Questionnaire, Case study Interview. 16 PF, MMPI, T.A.T, Rorschach, and Sentence completion Test .	<b>15</b>

**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. नसंह, अरुणकुमार. (2019). व्यक्तित्व केन द्वातं. पटना: भूर्णप्रकाशन।
5. शमा, रामनाथ, & शमा, शील. (2015). व्यक्तित्व मनोनवज्ञान. आगरा: नवनयप्रकाशन।
6. मंगल, एस. के. (2016). मनोनवज्ञान में व्यक्तित्व एवं मूल्यांकन. नईनिल्ली: प्रभातप्रकाशन।
7. निपाठी, आर. एल. (2018). व्यक्तित्व मनोनवज्ञान. लखनऊ: यूननटीबुकनडपो।

**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- 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>CourseTitle:Lab Work/Practical</b>

<b>Credits:1</b>	<b>Core Compulsory</b>
<b>Max Marks 25+75</b>	<b>MinPassingMarks10+25</b>
<b>Learning Outcome:</b> Through the practical application of personality tests, the learner will be able to: <ul style="list-style-type: none"> <li>• Administer Standardized Tests</li> <li>• Understand and follow the correct procedures for administering intelligence and personality assessments in a systematic and ethical manner.</li> <li>• Score and Interpret Results</li> <li>• Integrate theoretical knowledge of intelligence and personality (e.g., psychometric theories, trait theories) into practical assessment tasks.</li> <li>• Develop Report Writing Skills</li> <li>• Enhance Analytical Thinking</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>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. रामनाथशमाषऔरडॉ. आर.के. शमाष,प्रयोगात्मकमनोनवज्ञान ,अटलानटकपब्लिनशंगहाउ
6. डॉ. जे.पी. शुक्ल ,प्रयोगात्मकमनोनवज्ञान: न द्वांतऔरप्रयोग ,नकटाबमहल

**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 SPANDEVELOPMENT-I</b>
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<b>Credits:4</b>	<b>Paper-DSE</b>
<b>Max Marks25+75</b>	<b>MinPassingMarks10+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.	<b>15</b>
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.	<b>15</b>
III	<b>Development during infancy and Toddlerhood</b> – Physical Development, Cognitive Development, and Sensorimotor stage (Piaget), Language, emotional and Social development.	<b>15</b>
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.	<b>15</b>

### 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 नवका एवं नशक्षाशास्त्र. नई दिल्ली: प्रभातप्रकाशन।
4. नमश्च, बी. के. (2016). मानव नवका एवं बाल मनोनवज्ञान. दिल्ली: प्रभातप्रकाशन।
5. नसंह, अरुणकुमार. (2017). नवका ात्मक मनोनवज्ञान. पटना: भूर्णप्रकाशन।

**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**

**Program/Class-M.A.**

**Year-Fifth**

**Semester-Ninth**

**COURSE CODE- PSYDSE-904T**

**COURSE TITLE- PSYCHOPATHOLOGY-I**

**Credits:4**

**Core Compulsory**

**Max  
Marks25+75**

**MinPassingMarks10+25**

**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>
<b>I</b>	<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>
<b>II</b>	<b>Models /Theoretical Approaches:</b> Biological, Psychodynamic, Behavioristic, Humanistic- Existential, Cognitive, Interpersonal and Socio-Cultural models/Approaches.	<b>15</b>
<b>III</b>	<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>
<b>IV</b>	<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., औरमाइननका, एस. (2016)। नवकृत मनोनवज्ञान (13वाँ संस्करण)। नपयर न इंडिया एजुकेशन। ISBN: 9788131793695

4. निवेदिनी, वी. बी. (म्या.). (2017)। नवकृत मनोनवज्ञान (16वाँ संस्करण)। नपयर न 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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**CourseCode:PSYDSE-905T**

**Course Title: Fundamentals of Clinical Psychology.**

<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>
<b>I</b>	<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.	<b>15</b>
<b>II</b>	<b>Major Perspective and Theoretical Model of Clinical Psychology:</b> Motivational, Adaptational, Biological, Psychoanalytical, Humanistic and Interpersonal models.	<b>15</b>
<b>III</b>	<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. Diagnosis- Meaning and Purpose of Diagnosis. Physiological examination, Case history, Interview and Psycho-diagnostic tests.	<b>15</b>

IV	<b>Tests in Clinical Use:</b> Role of Psychological test in psycho-diagnosis. Different tests in clinical use: WAIS, MMPI, TAT and Rorschach test. Neuro-psychological Assessment: Meaning and Purpose and Applications of Neuropsychological Assessment.	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>MinPassingMarks10+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.	<b>15</b>
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.	<b>15</b>
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.	<b>15</b>
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.	<b>15</b>

**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**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Ninth</b>
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<b>Course Code: PSYGE-907-T</b>	<b>Course Title: Psychology of Guidance and Counseling</b>
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<b>Credits:04</b>	<b>Paper-GE</b>
<b>Max Marks 25+75</b>	<b>Min Passing Marks10+25</b>

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

- Understand about the Aim, Purpose and Principles of Guidance and Counseling.
- Understand Counseling process and its Techniques.
- Develop understanding the areas of Guidance and Counseling.
- Understand Various Approaches of Counseling.

<b>Unit</b>	<b>Topics</b>	<b>No. of lectures</b>
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.	<b>15</b>
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.	<b>15</b>
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.	<b>15</b>
IV	<b>Approaches of Counseling:</b> Psychoanalytic, Humanistic, Behavioristic, Cognitive and Indian Approach of Yoga and Meditation. Individual and Group Counseling Approach.	<b>15</b>

**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> , egyankosh.ac.in, MOOCS

## **MASTERS IN PSYCHOLOGY**

### **Semester IX**

### **INTERNSHIP**

<b>Program/Class-M.A.</b>	<b>Year-Fifth</b>	<b>Semester-Ninth</b>
<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>	

<b>S.N.</b>	<b>Topics</b>	<b>No. of credits</b>
<b>I</b>	<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 ELECTIVE - 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>Discipline Specific</b>
<b>Max Marks- 25+75</b>	<b>Min Passing Marks-10+25</b>
<b>Learning Outcome:</b> After studying this course, students will be able to familiarize with- <ul style="list-style-type: none"><li>• To Understand Basics of Personality Approaches and Psychoanalytic Approach and increased understanding of Unconscious Processes and their Influence on Behavior.</li><li>• To Understand Trait Approach Development of Personality Trait Theories to describe and measure individual differences in Personality.</li><li>• Able to Understand Behavioral Approach Emphasis on Observable behaviors and the Environmental Influences that shape them.</li><li>• To Understand Humanistic-Existential Approach to Personality emphasizes Personal growth, Self-actualization, and the search for meaning in life.</li><li>• At the end of this course to learn about Indian Personality Theories and Comparison to Western Approach.</li></ul>	

<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>

III	<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>	15
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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 न ंह, व्यब्लित्व का मनोनवज्ञान, मोती लाल बनार ी िा , नईनिल्ली
- 7- ोटी नशवेद्र चंद्र, मानव व्यब्लित्व: अवधारणाएं एवं न द्ांत, एग्जॉनटक इंडिया पब्लिकेशन
- 8- ी. जडेजा, व्यब्लित्व मनोनवज्ञान, अध्ययनबुक्स
- 9- रब्लिपंत , रंजीता जौहरी एवं अन्य, व्यब्लित्व केन द्ांत। अनवचल प्रकाशन उत्तराखंड

**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 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>
<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. 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 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. रामनाथ शर्मा और डॉ. आर.के. शर्मा, प्रयोगात्मक मनोवैज्ञान, अटलान्टिक पब्लिशिंग हाउस
6. डॉ. जे.पी. शुक्ल, प्रयोगात्मक मनोवैज्ञान: नैतिकता और प्रयोग, नई दिल्ली, कटार बमहल

**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>MinPassingMarks10+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 inEarly 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 नवका एवं नशक्षाशास्त्र. नईनिल्ली: प्रभातप्रकाशन।
4. **नमश्र, बी. के. (2016).** मानव नवका एवं बाल मनोनवज्ञान. निल्ली: प्रभातप्रकाशन।
5. **नसंह, अरुणकुमार. (2017).** नवका ात्मक मनोनवज्ञान. पटना: भूर्णप्रकाशन।

**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 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>	
<b>Learning Outcome:</b> After studying this course, students will be able to familiarize with- <ul style="list-style-type: none"><li>• To Understand Nature, Etiology, Symptoms and Types of Mood disorder and Personality Disorders.</li><li>• To learn about Schizophrenia and Paranoid disorder.</li><li>• To Understand Organic Mental disorders and differentiate Delirium, Dementia and Alzheimer.</li><li>• At the end of this course also learn about Neuro Developmental Disorders.</li></ul>		
<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.	<b>15</b>
II	<b>Schizophrenia and Paranoid Disorders-</b> Meaning, Symptoms and Types. Etiology of Schizophrenia and Paranoia.	<b>15</b>
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	<b>15</b>
IV	<b>Neuro-developmental Disorders-</b> Nature of Intellectual developmental disorder, Autism, Specific learning disorders and ADHD –Meaning, Nature, Types, Symptoms and Etiology.	<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., औरमाइननका, एस. (2016)।नवकृत मनोनवज्ञान (13वाँ संस्करण)। नपयर न इंडिया एजुकेशन।  
ISBN: 9788131793695
4. निवेडि, डी. बी. ( म्या.). (2017)।नवकृत मनोनवज्ञान (16वाँ संस्करण)। नपयर न 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 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>
<p><b>Learning Outcome: After studying this course, students will be able to familiarize with-</b></p> <ul style="list-style-type: none"><li>• Better understanding of the Concept of Psychotherapy along with its Goals and Types.</li><li>• Meaning and Nature of Psychoanalytic Therapy, Behavior Therapy, Cognitive Behavior Therapy, Dialectical Behavioral Therapy (DBT) and Humanistic-Existential Therapy.</li></ul>	

<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. Psychoanalytic Therapy- 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). *Ucchatar naidanik manovigyan* [Advanced clinical psychology]. MotilalBanarsidass 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> , egyankosh.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>
<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-

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>
<b>I</b>	<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>
<b>II</b>	<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>
<b>III</b>	<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>
<b>IV</b>	<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> , egyankosh.ac.in, MOOCS

## **MASTERS IN PSYCHOLOGY**

### **Semester X**

#### **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	<b>Marketing Communications:</b> Decision Making Models, Consumer Rights Marketing Communication Process, Types of Communication systems–Interpersonal, Impersonal, Persuasive Communication. Advertising: Advertising process, types of advertising, Techniques of advertising, stages of advertising.	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> , egyankosh.ac.in, MOOCS

# **MASTERS IN PSYCHOLOGY**

## **Semester X**

### **DISSERTATION II**

<b>Program/Class-M.A.</b>	<b>Year- fifth</b>	<b>Semester-Tenth</b>
<b>Course Code: PSY-1008I</b>	<b>Course Title: Dissertation II</b>	

<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>
<b>I</b>	<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>

