



Raja Mahendra Pratap Singh State University, Aligarh
Structure of syllabus for P.G. Programmes

Program: M.A Psychology Program on the basis of a choice-based credit system 2022-23.

Course/ Paper		Course/ Paper	Credits	T/P	Evaluation	
Code	Category	Title			CIE	ETE
<i>Semester VII (Year I)</i>						
RA090101T	Major one	Biopsychology	4	T	25	75
RA090102T	Major two	Parametric Statistical Methods	4	T	25	75
RA090103T	Major three	Cognitive Psychology 1	4	T	25	75
RA090104T	Major four	History and systems of Psychology	4	T	25	75
RA090105P	Practical	Lab work	4	P	25	75
RA090106R	Research project	Topic selection from major subjects /review of literature/industrial training/ survey	4	R		
		TOTAL	28			
<i>Semester VIII (Year I)</i>						
RA090201T	Major one	Cognitive psychology II	4	T	25	75
RA090202T	Major two	Non-parametric statistical methods	4	T	25	75
RA090203T	Major three	Social Psychology	4	T	25	75
RA090204T	Major four	Organizational psychology	4	T	25	75
RA090205P	Practical	Lab work	4	P	25	75
RA090206R	Research project	Research project report writing/ report submission/ Evaluation	4	R	50	50
		Total	24			
<i>Semester IX (Year II)</i>						
RA090301T	Major one	Research method (Experimental Methods)	4	T	25	75
RA090302T	Major two	Abnormal psychology	4	T	25	75
RA090303T	Major three	Measurement and scaling	4	T	25	75
RA090304T	Major four	Personality	4	T	25	75
RA090305P	Practical	Lab work	4	P	25	75
RA090306R	Research project	Topic selection from major subjects /review of literature/industrial training/ survey	4	R		

		TOTAL	24			
Semester X (Year II)						
RA090401T	Major one	Research method (Non-Experimental Methods)	4	T	25	75
RA090402T	Major two	Clinical psychology	4	T	25	75
RA090403TA	Major three (Optional)	Educational Psychology	4	T	25	75
RA090403TB		Positive Psychology				
RA090403TC		Techniques of psychotherapy and counseling				
RA090404TA	Major four (Optional)	Guidance and Counselling	4	T	25	75
RA090404TB		Health psychology				
RA090404TC		forensic and criminal psychology				
RA090405R	Internship	Field work	4	P	25	75
RA090406R	Research Project	Research project report writing/ report submission/ evaluation	4	R	50	50
		Total	24			

Semester I

Paper 1 Theory

Semester I		
Title: Biopsychology		
Course objectives		
<ul style="list-style-type: none"> • To gain primary knowledge of the structure of the human brain. • To get knowledge of neuropsychological processes. 		
Course Outcomes:		
<ul style="list-style-type: none"> • Describe the structure and functions of the different parts of the human brain and glandular system. • Apply basic knowledge in understanding the neurological basis of behavior. 		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Unit 1: Nature and scope of biopsychology; biological and behavioral methods of study; recent trends in research and ethical issues in research in biopsychology.	8
2	Structure and Function of Human Nervous System: Structure and Function of Central (Spinal Cord and Brain- Fore Brain, Mid Brain, Hind Brain), Peripheral and Autonomic Nervous System: sympathetic and parasympathetic nervous system. localization, Lateralization of Brain Functions.	8
3	Neuron Physiology: Structure and function of neurons; receptors, effectors, and adjustors; structures and functions: Neurotransmitters, Mechanism of Chemical Neurotransmission through Synapse.	8
4	Physiological basis of perception; Visual sensation; structure and function; Auditory sensation; structure and function.	8

	Endocrine glands and hormone products: Functions of different hormones. Hormonal imbalance and behavior.	
5	Biological basis of motivation, emotion, and learning: hunger, thirst: Role of the hypothalamus, the limbic system in emotionality: Physiological changes during learning; Role of hippocampus and cerebellum in learning.	8

Suggested readings

Levinthal, C.F.(1996). Introduction to Physiological Psychology, 3rd edition, New Delhi, Prentice Hall.

Pinel, J.P.J. (2006). Biopsychology, 6th edition. New Delhi, Pearson Education.

Morgan, T.C and Stella, E . (1950). Physiological Psychology,

Schwartz, M. (1978). Physiological Psychology, New Jersey, Prentice Hall.

Bridgeman, (1994) The Biology of the Behavior and mind, New York, Prentice Hall.

Carlson, N. (2013). Physiology of behavior. NJ: Pearson Education Inc.

Hall, J.E. (2011). Guyton & Hall Textbook of medical physiology. Elsevier.

Kolb, B. & Whinshaw, I.Q. (2013). An introduction to brain and behavior. New York: Worth Publishers.

Pinel, J.P.J. (2013). Biopsychology. NJ: Pearson Education Inc.

Toates, F. (2011). Biological psychology. NJ: Pearson Education Inc.

Wickens, A. (2009). Introduction to biopsychology. New Jersey: Prentice Hall.

Kalat, J. W. (2010) Biopsychology. Cengage Learning India Pvt. Ltd.

तिवारी, बी. डी. एवं त्रिपाठी, ए. एन. (2004) दैहिक मनोविज्ञान, मोतीलाल बनारसीदास

Semester I		
Title: Parametric Statistical methods		
Course Objectives:		
<ul style="list-style-type: none"> • To enable the students to understand the nature and importance of Statistics in Psychological research. • The paper aims to develop sound statistical reasoning among the students enabling them to use statistics in a meaningful manner. 		
Course Outcomes: After completing the course the students will		
<ul style="list-style-type: none"> • Articulate basic principles of parametric statistical methods. • Describe the goals and utility of different parametric statistical methods. • Apply parametric statistical methods for testing research hypotheses. 		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-2-0		
Units	Topics	Number of lectures
1.	Parametric Statistics: Nature and Assumptions. Concept of population and Sample. Hypothesis: Concept, One-tailed, and Two-tailed Hypothesis tests. Decision errors. Hypothesis: Type I and Type II errors, Level of significance. Effect size and Statistical power.	10
2	Normal Probability Curve: meaning, uses, and application; deviation from NPC; Skewness and Kurtosis	7
3	Test of significance: (a)Significance of difference between sample means; Single sample and dependent samples–t-test: assumptions, calculation, and uses. (B) Significance of difference between sample means; Independent samples; t-test: assumptions, calculation, and uses.	8
4	Analysis of variance: concept, assumptions, calculation, and uses of one-way ANOVA. Analysis of variance with Multiple Comparison Tests or post hoc tests; Tukey, LSD, and Student–Newman–Keuls.	7
5	Correlational analysis in psychological research. Concept, calculation, and uses of Pearson Product Moment Correlation (PPMC). Biserial and Point-Biserial correlation coefficients: concept, calculation, and uses. Partial correlation: concept, calculation, and uses.	8
Suggested Readings:		
N. M. Dowine, Basic Statistical methods, Harper and Publishes New York.		
Seigal, S, Non-Parametric Statistics for Behavioural Science. New York: McGraw Hill. 1956.		
Garrett, H.E. Statistics in Psychology and Education. New York Longman, 1950.		
Edward, A.E. Experimental Design in Psychological Research (3rd ed.) New Delhi: American Publishing Co. 1971.		
Broota, K.D. Experimental Design in Correlational Research. New Delhi: Wiley Eastern 1989.		

Walker, H.M. Statistical Inference. New York: Hdt. Rinehart and Winstone, 1953.
Thorndike, M. Correlational Procedures for Research. New York: Gardner Press. 1978.

Gupta, S.P. Statistical Methods, Sultan Chand & Sons, New Delhi.

Arthur, A. Statistics for Psychology, Pearson Education.

डॉ मुहम्मद सुलैमान (2009), मनोविज्ञान शिक्षा एवं अन्य सामाजिक विज्ञानों में सांख्यिकी, दिल्ली: मोतीलाल बनारसी दास.

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Semester I

Paper 3 Theory

Semester I		
Title: Cognitive Psychology I		
Course Objectives:		
<ul style="list-style-type: none"> To provide an in-depth understanding of some cognitive processes, current theories, models, and applications. To help learners understand the importance of these cognitive processes in everyday life. 		
Course Outcomes: After completing the course the students will		
<ol style="list-style-type: none"> Know about the functions of cognition. Be able to analyze the contributions of Cognitive Psychology in different phenomenon 		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-2-0		
Units	Topics	Number of lectures
1.	Concept of cognitive psychology; History of Cognitive Psychology: Origin, Emergence of Modern Cognitive Psychology and Current Status; Scope of Cognitive Psychology; Methods of cognitive psychology; Cognitive Neuroscience Techniques; Brain Lesions, Position Emission Tomography (PET Scan), Functional Magnetic Resonance Learning, and Event-Related Potential Techniques.	10
2	Attentional process: Attention; Concept and mechanism; Attention and Consciousness; Types; Models; Bottleneck.	6
3	Perception Process: concept, and approaches; visual perception; Gestalt approach, Form perception; Depth and distance; perception of movement; speech perception; characteristics and theories: Pattern Perception; perceptual constancy; size, shape, and color; illusion. Role of Motivation and Learning in Perception.	8
4	Learning: General Phenomenon of Learning vs. maturation, native response Tendencies & Temporary states of the organism (e.g. Fatigue, adaptation, and drugs).	8

	Fundamental Theories; Thorndike, Guthrie: Classical conditioning procedure and phenomena.	
5	Contemporary theories of learning: Instrumental learning; phenomena and paradigms: Cognitive approach of learning; Verbal learning. Discrimination learning: Neurophysiology of learning	8
<p>Suggested Readings: Anderson, J.R. (1985). Cognitive Psychology and Its Implications. New York, Freeman. Eysenck, M. and Keane, M. (1990) Cognitive Psychology: A student's Handbook. Psychology Press. Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory (Fifth Edition). Sage Publication. Matlin, M.W.(1995).Cognition (Third Edition). A Prism India Edition. Payne, D.C. and Wegner, M.J. (1998). Cognitive Psychology. Houghton Mifflin Co. Edward E. Smith, Stephen M. Kossly: Cognitive Psychology, Printice Hall of India, New Delhi. Robert L. Solso, Cognitive Psychology, 6th edition, Person Education, Low price edition. Houston, J.P. Fundamentals of learning and Memory (3rd Editions). Harcourt Brace Jovanovich, Inc, New York. Sodorow, Psychology. Mc Graw Hill Book Company, New York. Levin Thal, C.F. Introduction to Physiological Psychology, Prentice Hall of India New Delhi 1999. सिंह, अरुण कुमार, संज्ञानात्मक मनोविज्ञान (2017) मोतीलाल बनारसीदास, नई दिल्ली. श्रीवास्तव, रामजी., संज्ञानात्मक मनोविज्ञान (2017) मोतीलाल बनारसीदास पब्लिशर्स, नई दिल्ली. सिंह , अरुण कुमार (2006). उच्चतर सामान्य मनोविज्ञान मोतीलाल बनारसीदास प्रकाशन, वाराणसी:</p>		

Semester I

Paper IV: Theory

Semester I		
Title: History and Systems of Psychology		
Course Objectives:		
<ul style="list-style-type: none"> • To acquaint students with an overview of the history of Psychology • Help students to gain knowledge of how historical trends and events have influenced the development of Psychology as a scientific discipline. 		
Course outcome		
<ul style="list-style-type: none"> • To understand various theories and concepts related to different schools of psychology. • To explain and classify the Indian contribution in psychology. 		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Introduction: Need for the study of history in Psychology; Problems in Historiography: Brief introduction of Philosophical antecedents: classical Greek thought (Democritus, Aristotle); Continental Renaissance (Descartes).	10
2	Associationism; Thorndike, Pavlov. Structuralism; Wundt, Tichener. Functionalism; James, Dewey.	8
3	Gestalt; Wertheimer, Kohler, Koffka. Behaviourism-Watson, Skinner. Cognitive Behaviorism; Tolman, Bandura.	8
4	Psychoanalytic theories: Freud, Jung. Neo-psychoanalysis-Erikson, Horney. Humanistic-Existential: Maslow, Rogers, Rolo May.	8
5	Indian contribution to Psychology: Indian paradigms- Yoga (Patanjali); Bhagwat Geeta (Basic)	6
Suggested reading		
Brennan, J. F. (1998). History and systems of psychology. (6thed.). New Jersey: Prentice Hall.		
Chaplin, T., & Kraweic, T.S. (1979). Systems and Theories of Psychology. NY: Thompson Learning.		
Hergenhahn, B.R. (1997). An Introduction to the History of Psychology. U.S.A. Brooks.		
Leahey, T.H. (1987). A History of Modern Psychology. U.S.A. Prentice Hall International		
Schultz, D. & Schultz, S. (2000). A History of Modern Psychology U.S.A. Harcourt Brace		
Viney, W. & King, D.B. (1998). A History of Psychology. Boston: Allyn and Bacon.		
Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart		

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Semester I

Paper V: Practical

Semester I		
Title: Psychology Practical		
Course Objectives: Course Objectives		
Students will conduct a total of four experiments/testing based on the following topics. They will learn how to establish the cause-and-effect relationship between variables and how to measure a psychological construct.		
Course Outcome: By conducting practical on quantitative research methods students have developed a scientific understanding of the discipline. A foundation has been laid for developing the experimental research design and conducting studies based on them.		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
	Conduct four experiments, one from each section. Learning Memory Perception Thinking and problem solving	40
Suggested readings:		
Kling, J.W., Lorrin, A. Riggs et.al. Wood Worth and Schlosberg's Experimental Psychology Delhi: Khola Publishing Home 1984 (Indian Reprint)		
Wood Worth, R.S. & Schlosberg, H. Experimental Psychology. New York: Holt, Rinehart & Winston, 1954 (Indian Reprint).		
Jung, J. Verbal Learning, New York: Reinhart & Winston, 1958.		
Snodgrass, J.G., Levey Barger, G. & Haydon, M. Human Experimental Psychology, New York. Oxford University.		
Parameshwaran. K.R. Experimental Psychology, A Laboratory Manual Delhi: Seema Publications 1983.		
Mohsin, S.M. Experiments in Psychology- Delhi: Motilal Banarsi Das.		
Wessells, M.G. Cognitive Psychology Harper & Row.		

Newell Allen Simon : Auman Problem Prentice Hall.

Hussain Akbar., Experiments in Psychology (2024) PHI Learning Pvt. Ltd.

आर. एन. सिंह एवं शुभा एस. भारद्वाज- उच्च प्रायोगिक मनोविज्ञान -2017

Semester 1

Research project

Semester I

Title: Research project

Course Objective

1. To develop a research proposal and defend both the theoretical and methodological choices, including sampling and measurement.
2. To recognize the value of research ethics and incorporate it into the research process.
3. To evaluate and criticize a journal article that employs one of the field's primary research methods.
4. To create an effective questionnaire that incorporates a variety of different types of survey questions.
5. To create a good research proposal that will act as the springboard for the next semester's study he/she will perform.

Course Outcome

Students have learned to write a scientific research proposal. Each student has to learn to identify a research problem, outline the objective and hypothesis, select the sampling method and sample, do the related review of literature, and figure out the data collection tools under the supervision of the guide/proposal supervisor faculty of the department and submit the proposal at the end of the semester for evaluation. Students will learn to write the research proposal for conducting the study

Semester II

Paper I: Theory

Semester II		
Title: Cognitive psychology II		
Course Objective: To provide theoretical as well as applied knowledge of cognitive psychology.		
Course Outcomes: <ul style="list-style-type: none">• Have an in-depth understanding of the process and types and theories of memory and forgetting• Be able to understand the concept of thinking, problem-solving, and decision-making process.		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Memory and forgetting: Memory Processes: Current models and directions. Types of memory-working memory, semantic, episodic, procedural, eye-witness and flashbulb memory, traumatic and false memory, everyday memory; Approaches to memory- information processing & connectionist. Forgetting in long-term memory: Concept, Theories: Decay, Interference Motivation, and Cue Dependence. Memory Improving Techniques.	10
2	Thinking and problem-solving: Concept and Types of thinking: Convergent and Divergent thinking, Concepts Formation: Logical Concepts, Natural Concepts, and Prototype. Role of concepts in thinking. Problem-solving; stages and strategies: Factors influencing problem-solving. Impediments and barriers to problem-solving.	7
3	Decision Making and Reasoning: Concept; Heuristics in Decision Making & Cognitive Control in Decision Making; Decision-Making Strategies: The Signal Feature, The Additive Model & The Elimination by Aspects Model. Types and errors in reasoning processes: deductive and inductive hypotheses testing, theories of thought processes.	8
4	Intelligence: Intelligence; nature, concept. Theories of Intelligence: Spearman, Thurston, Guilford, Cattell, Sternberg, Goleman's Theories. Measurement of intelligence. Factors influencing intelligence:	8
5	Creativity: nature, concept, and theories of creativity Torrance, Getzels & Jackson, Guilford, Wallach & Kogan; Relationship between intelligence and creativity.	7
Suggested Readings: Anderson, J.R. (1985). Cognitive Psychology and Its Implications. New York, Freeman.		

Eysenck, M. and Keane, M. (1990) Cognitive Psychology: A student's Handbook. Psychology Press.

Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory (Fifth Edition). Sage Publication.

Matlin, M.W.(1995).Cognition (Third Edition). A Prism India Edition.

Payne, D.C. and Wegner, M.J. (1998). Cognitive Psychology. Houghton Mifflin Co.

Edward E. Smith, Stephen M. Kosslya: Cognitive Psychology, Printice Hall of India, New Delhi.

Robert L. Solso, Cognitive Psychology, 6th edition, Person Education, Low price edition.

Houston, J.P. Fundamentals of learning and Memory (3rd Editions). Harcourt Brace Jovanovich, Inc, New York.

Sodorow, Psychology. Mc Graw Hill Book Company, New York.

Levin Thal, C.F. Introduction to Physiological Psychology, Prentice Hall of India New Delhi 1999.

सिंह, अरुण कुमार, संज्ञानात्मक मनोविज्ञान (2017) मोतीलाल बनारसीदास, नई दिल्ली.

श्रीवास्तव, रामजी., संज्ञानात्मक मनोविज्ञान (2017) मोतीलाल बनारसीदास पब्लिशर्स, नई दिल्ली.

सिंह , अरुण कुमार (2006). उच्चतर सामान्य मनोविज्ञान मोतीलाल बनारसीदास प्रकाशन, वाराणसी:

Semester II

Paper II: Theory

Semester II	
Title: Non-parametric statistical methods	
Course Objectives:	
<ul style="list-style-type: none"> To impart the theoretical and applied knowledge of non-parametric statistical methods in psychology 	
Course Outcomes:	
<ul style="list-style-type: none"> Understand basic principles of non-parametric statistical methods. Differentiate between non-parametric and parametric statistical methods. Apply non-parametric statistical methods for testing the research hypothesis. 	
Credits: 4 Core	
Compulsory Max. Marks: 25+75	Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0	

Units	Topics	Number of lectures
1.	Non-parametric statistics: nature, advantages, and limitations: Difference from Parametric statistics. Levels of measurement: nominal, ordinal, interval, and ratio.	7
2	Correlation: Spearman Rank Order correlation: Uses and computation. Tetrachoric correlation: Uses and computation: Phi-coefficient: Uses and computation. Contingency coefficient: Uses and computation.	10
3	Test of significance I: Chi-square as a test of independence and goodness of fit, uses, and computation. Fisher exact test: uses and computation.	8
4	Test of significance II: Mann-Whitney U test: Uses and computation. Kruskal-Wallis one-way analysis of variance: Significance, uses, and computation.	7
5	Median test: Uses and computation. Wilcoxon signed-rank test: uses and computation. Friedman test: Uses and computation.	8

Suggested Readings:

N. M. Dowine, Basic Statistical methods, Harper and Publishes New York.

Seigal, S, Non-Parametric Statistics for Behavioural Science. New York: McGraw Hill. 1956.

Garrett, H.E. Statistics in Psychology and Education. New York Longman, 1950.

Edward, A.E. Experimental Design in Psychological Research (3rd ed.) New Delhi: American Publishing Co. 1971.

Broota, K.D. Experimental Design in Correlational Research. New Delhi: Wiley Eastern 1989.

Walker, H.M. Statistical Inference. New York: Hdt. Rinehart and Winstone, 1953.

Thorndike, M. Correlational Procedures for Research. New York: Gardner Press. 1978.

Gupta, S.P. Statistical Methods, Sultan Chand & Sons, New Delhi.

Arthur, A. Statistics for Psychology, Pearson Education.

डॉ मुहम्मद सुलैमान (2009), मनोविज्ञान शिक्षा एवं अन्य सामाजिक विज्ञानों में सांख्यिकी, दिल्ली: मोतीलाल बनारसी दास

Semester II

Paper III: Theory

Semester II		
Title: Social Psychology		
Course Objectives: To help students understand the application of social psychology in real-life settings. Course Outcome: After completion of the course, the student shall be able to. Understand the evolution of the applied field of social psychology. Understand the process of social behavior. Identify and discuss issues related to intergroup relations.		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Social psychology: Meaning and nature: Brief history; Current development; Methods of Study in Social Psychology; Application of Social Psychology: Health, environment, and law.	8
2	Social Cognition: Heuristics and other short-cut strategies; effects of framing and anchoring; counterfactual thinking and mental stimulation, affect and social cognition, action identification, self-reference effects.	8
3	Interpersonal Attraction: meaning of interpersonal attraction; determinant and theories; balance theory, reinforcement, exchange, and complementary theory.	7
4	Intergroup Relations: Relative deprivation, realistic conflict, and social identity approaches, dynamics of intergroup behavior, conditions of social harmony; structure and type of social conflicts, pre-dispositional variables, and conflict resolution strategies.	10
5	Current social problems: Aggression and violence conflict resolution, isolation and crowding, personal space, noise, cognitive overload, prejudice and intergroup relations, and socio-economic deprivation.	7
Suggested readings 1. Aronson, E., Wilson, T.D., & Akert, R.M. (2010). Social psychology (7th ed.). Upper Saddle River, NJ: Prentice Hall. 2. Baron, R. A., Branscombe, N. R. & Byrne, D. (2009). Social psychology (12th ed.). New York: Pearson Education. 3. Myer, D.G. (2012). Social psychology (11th ed.). New York: McGraw Hill. 4. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12thed). New Delhi: Pearson.		

5. Taylor, S.E., Paplau, L.A., & Sears, D.O. (2006). Social Psychology (12th ed). New Delhi: Pearson Publications.
6. Singh, A. K., (2015). Social Psychology (2nd Ed). Prentice hall of India.
7. सिंह, अरुण कुमार., समाज मनोविज्ञान की रूपरेखा, (2017) मोतीलाल वनारसीदास, नई दिल्ली.
8. आर. एन. सिंह एवं शुभा एस. भारद्वाज- सामाजिक व्यवहार का मनोविज्ञान - 2022.

Semester II

Paper IV: Theory

Semester I		
Title: Organizational Behavior		
Course Objective:		
<ul style="list-style-type: none"> • To help students understand human behavior in organizational settings. 		
Course Outcomes: After completing the course the students will		
<ul style="list-style-type: none"> • Develop basic knowledge of Organizational Behaviour. • Be aware of the historical perspective of Organizational Behaviour. • Be able to analyze the role and limitations of Organizational Behaviour. 		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Introduction to organizational psychology: history; nature; scope; challenges and opportunities; methods of research; ethical issues; Emerging Trends in Organizational Behaviour. Approaches to organizational behavior; classical and neo-classical	10
2	Attitudes toward work: Job Satisfaction: Nature and definition, Determinants; Job Satisfaction and Productivity, Measurement. Job Analysis: Meaning and Nature, Job Specification and Evaluation, Methods and Uses. Psychological empowerment.	7
3	Work Motivation and Organizational Commitment: Work Motivation: Content Theories–Maslow-Herzberg, Process Theory, Expectancy Theory, Equity Theory, and Goal Setting. Motivating Employees: Incentive types. Organizational Commitment: Concept and types; affective continuance and normative, determinants and consequences of commitment	8
4	Human resource policies and practices: recruitment, training, and development; performance management; diversity and cross-culture adjustment.	7

5	Leadership: Nature and Definition, Types, Functions of the Leader. Theories of Leadership: Fiedler's and Vroom's Contingency Theories, Interactional Theory, Time Theory.	8
Suggested readings		
<ol style="list-style-type: none"> 1. Gilmer, B.V.H. (1971). Industrial and Organizational Psychology, McGraw-Hill. 2. Katz, D. and Kahn, R.K. (1980). The Social Psychology of Organization, Wiley. 3. Robbins, S.P. (1980). Organizational Behaviour, Prentice Hall, New Delhi. 4. Luthans, F. (1997). Organizational Behaviour, Tata McGraw-Hill, New Delhi. 5. Arnold, H.J. and Feldman, D.C. (1986). Organizational Behaviour, McGraw-Hill. 6. Dwivedi, R.S. (2001). Human Relationship and Organization Behaviour, McMillan, New Delhi. 7. ओझा, आर. के. (2006) औद्योगिक मनोविज्ञान, विनोद पुस्तक मन्दिर, आगरा। 8. सुलेमान, एम. एवं चौधरी, वी. के. (2005) आधुनिक औद्योगिक एव संगठनात्मक मनोविज्ञान, मोतीलाल बनारसीदास, नई दिल्ली। 		

SEMESTER II

Paper V: Practical

Semester II		
Title: Psychology Practical		
Course Objectives: Conduction of Practical related to the fundamental concepts will be mandatory. The focus of these practicals will be to develop an in-depth and interdisciplinary understanding of the concepts studied in all core courses.		
Course outcome: Conducting practical with quantitative research methods would develop a scientific understanding of the discipline. Foundation will be laid for developing the correlational research design and conducting studies based on them.		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
	Conduct four, one from each section Interpersonal attraction Job satisfaction Reaction time Motivation/ Emotion	40
Suggested readings		
Kling, J.W., Lorrin, A. Riggs et.al. Wood Worth and Schlosberg's Experimental Psychology Delhi: Khola Publishing Home 1984 (Indian Reprint)		
Wood Worth, R.S. & Schlosberg, H. Experimental Psychology. New York: Holt, Rinehart & Winston, 1954 (Indian Reprint).		

Jung, J. Verbal Learning, New York: Reinhart & Winston, 1958.

Snodgrass, J.G., Levey Barger, G. & Haydon, M. Human Experimental Psychology, New York. Oxford University.

Parameshwaran. K.R. Experimental Psychology, A Laboratory Manual Delhi: Seema Publications 1983.

Mohsin, S.M. Experiments in Psychology- Delhi: Motilal Banarsi Das.

Wessells, M.G. Cognitive Psychology Harper & Row

Newell Allen Simon : Auman Problem Prentice Hall.

Hussain Akbar., Experiments in Psychology (2024) PHI Learning Pvt. Ltd.

Semester II

Research project

Semester II

Title: Research project

Course Objectives: Students will collect the empirical data of the study being proposed by them and submit a report/dissertation for evaluation.

Course Outcome” Students have learned the techniques for data collection, learn report writing, and could learn how to handle issues.

Semester III

Paper 1: Theory

Semester III

Title: Research methods (Experimental methods)

Course objective: to prepare students to conduct independent psychological research by teaching them the research techniques and designs utilized in psychology.

Course outcome: The student shall:

- Be familiar with the fundamental components of the many forms of psychology research and experiments
- be able to Recognize the ethics of conducting an experiment. be able to conduct a study objectively, methodically, and with the use of the proper research designs.
- Exhibit the capacity to report scientific research.

Credits: 4 Core

Compulsory Max. Marks: 25+75

Min. Passing Marks: 10+25

Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0

Units	Topics	Number of lectures
1.	Psychological research: meaning and purpose and its types. Research Process; steps in the research process. Ethical issues in research. Research problem: Sources of Research Problem, Steps in Formulating Research Problem. Literature Review in Research: Importance and Sources of literature review. Hypotheses: Types, Difficulties, Importance, and Errors in Hypothesis Testing.	10
2	Psychological Experiment: Conduction of Experiment, Variables; its types. Control of Relevant Variables, Minimization of Error Variance, Merits, and Demerits of Experiment Method: Laboratory and Field Experiments.	7
3	Sampling: Concept and Types: Probability sampling: Characteristics, Types, advantages, and limitations. Non-Probability Sampling: Characteristics, Types, Advantages, and Limitations. Difference between Probability and Non-Probability Sampling.	8
4	Methods of Data Collection: Interview and Interview Schedule, Objectivity and Objective Methods of Observations, Types of Objective Measures, Types of Objective Scales and Items, Choice and Construction of Objective Measures, Evaluation of Objective Tests and Scales.	7
5	Research Designs: Meaning and Purpose, Within and Between- Group Designs- Single Group and Single Subject Designs, Randomized Groups Designs, Matched Groups Designs, Latin Square Designs, Factorial Designs, Repeated Design Preparation of Research Report, Preparation of report (APA format), and Publication	8
<p>Suggested readings:</p> <p>Kerlinger F.N. (1983): Foundations of Behavioral research. Surjeet Publicatins: Delhi.</p> <p>Mertens, D.M. (1998) : Research Methods in Education and Psychology. Sage: thousand oaks.</p> <p>David Dooley (1995). : Social Research methods. Prentice-Hall: New Delhi.</p> <p>Mertens, D.M. (2005): Research and evaluation in education and Psychology. Integration diversity with quantitative, qualitative and mixed methods, New Delhi; Sage.</p>		

Breakwell, G.M. Hammond, S. & Fife-Schaw C. (1995) (Eds.). Research Methods in Psychology, New Delhi: Sage
 Edwards, A.L. (1976). Experimental Design in Psychological Research, Amerind Publication, New Delhi.
 Newman, W.L. (1991). Social Research Methods: Quantitative and Qualitative Methods, Boston: Allyn & Bacon.
 Tripathi, L.B. (1985). Psychological Research Methods, Har Prasad Bhargav, Agra.
 Broota, K.D. (1992). Experimental Design in Behavioural Research, Wiley Eastern, New Delhi.

डॉ मुहम्मद सुलैमान (2009), मनोविज्ञान शिक्षा एवं अन्य सामाजिक विज्ञानों में सांख्यिकी, दिल्ली: मोतीलाल बनारसी दास
 Singh A, K., Research methods in education and psychology. Delhi: Motilal Banarasi Das publication.

Semester III

Paper 2: Theory

Semester III		
Title: Abnormal Psychology		
Course Objective: To provide an understanding of the symptoms and etiology of major disorders to the learners.		
Course Outcome: After completion of the course the students shall be able to: To enhance personal and social interactions by using the knowledge of history and major models of psychopathological behavior. Have an understanding to various approaches to the diagnosis and treatment of mental disorders.		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Definition and criteria of psychological abnormality: Historical views of abnormal behavior and current trends: Causes of abnormal behavior; biological, Psychosocial, Socio-cultural	5
2	Theoretical perspectives and classification: Psychodynamic, Behavioral, Cognitive, Humanistic. Classification systems: DSM 5 and ICD-10: Similarities, differences, and critical evaluation.	7
3	Common psychological disorders: Generalized anxiety, phobias, obsessive-compulsive, panic, depression, post-traumatic stress disorder, eating disorders, dissociative disorders, somatoform,	12

	psychophysiological disorders, personality disorders, nonorganic sleep disorders, and impulse control disorders. Disorders of childhood and adolescence: Hyperkinetic, conduct, anxiety, elimination disorders, learning, communication and coordination disorders, Autism, mental retardation; Clinical picture.	
4	Severe mental disorders: Schizophrenia, Delusional disorders, Mood disorders Organic mental disorders of dementia, delirium, and due to brain damage.	6
5	Psychotherapeutic approaches: Psychodynamic, behavioral, cognitive, humanistic-Existential Approach. Third wave Approach: Mindfulness Therapy. Family System Approach, Group Therapy.	10
<p>Suggested readings</p> <p>American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders: DSM-5. American Psychiatric Pub.</p> <p>Barlow, D. H. & Durand, V. M. (1999). Abnormal psychology: An integrative approach (2nd Ed). Pacific Grove: Brooks/Cole. Buss. A. H. (1999). Psychopathology. New York: John Wiley.</p> <p>Butcher, J.N. (2014). Abnormal Psychology. New Delhi: Pearson Education</p> <p>Carson, R. C., Butcher, J. N., & Mineka, S. (2001). Abnormal psychology and modern life (11th Ed.). New York. Allyn and Bacon</p> <p>Kaplan, H. J., & Sadock, B. J. (2004). Synopsis of a comprehensive textbook of psychiatry (10th Ed.). Baltimore: Williams & Wilkins.</p> <p>Sarason. I. G. & Sarason, B. R. (2006). Abnormal psychology. (11th Ed). Delhi: Prentice Hall India.</p> <p>अरुण कुमार सिंह (असामान्य मनोविज्ञान) , मोतीलाल बनारसी दास, दिल्ली</p>		

Semester III

Paper 3: Theory

Semester III		
Title: Psychological Measurement and scaling		
<p>Course Objective: Course Objectives By the end of this syllabus, students will be able to</p> <ul style="list-style-type: none"> understand the functioning of various psychological tests understand the steps of test construction know the current uses of the terms reliability and validity in psychological research 		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Unit 1 Psychological Measurement: History of Psychological Measurement, Levels of Measurement (Scales), Measurement theory, Errors and Sources of Error in Measurement.	8

2	Psychological Testing: Nature, Uses of Psychological testing, Characteristics of a good test, Types of Tests. Test Administration: Effect of Examiner and Situational variables; Examinee's perspective; Effect of training on test performance. Legal, Ethical & Social Issues in Psychological Testing	7
3	Test Construction: Steps of test construction, Item Writing, Item Analysis: Item – Difficulty, Item Discrimination, Distractor Power, Item Characteristic curves. Factor analysis: concept, importance. Exploratory and confirmatory factor analysis	8
4	Standardization: Reliability: Meaning, Types of Reliability Analysis (Methods), Factors affecting Reliability. Validity: Meaning, Methods for Calculating Validity, Factors affecting Validity. Norms: Concept, Types – Development of Norms, Age Norms, Grad Norms, Intergroup Norms, Reliability of Norms.	7
5	Intelligence and personality measurement: Measurement of Intelligence: Seguin Form Board, Binet scales, Weschler's scales, Culture Fair Tests, Progressive Matrices. Measurement of personality; Meaning and purpose of personality measurement: objective techniques (16 PF, MMPI, EPQ,). Projective techniques: Nature and purpose projective techniques; Inkblot technique, TAT, word association, sentence completion.	10

Suggested readings:

Anastasi, A & Urbina S. (1997) Psychological Testing. New Jersey : Prentice Hall International.

D. Amato, M.R. (1979) Experimental Psychology, Methodology, Psychophysics and Learning. New Delhi: Tata Mc Graw-Hill.

Freeman, F.B. (1971) Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH publishing Company.

Gronbach, I.J. (1960) Essentials of Psychological Testing. New York: Harper.

Guilford J.P. (1954). Psychometric methods. New Delhi: Tata Mc Graw-Hill Publishing company Ltd.

Kaplan, R.M & Saccuzzo, D.P (2007). Psychological Testing. Delhi: Cengage Learning India.

Kerlinger, H (1978) Foundations of Behavioural Research New Delhi: Subject Publications.

Singh A.K. (2004) Tests measurements and Research Methods in Behavioural science Patna: Bharati Bhavan Publishers and Distributors.

Semester III

Paper 4: Theory

Semester III		
Title: Personality		
Course Objective: <ul style="list-style-type: none">• Developing a critical understanding of personality through various personality approaches and being able to apply learned concepts in real-world situations.• Fostering an applied perspective by engaging students in a discussion about the everyday applications of various personality theories.		
Course Outcomes: Will be able to apply the concepts of personality psychology to fields of education, health, society, and organization		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Personality introduction: nature and concept of personality, western and eastern perspective. Determinants of personality (biological, psycho-social, and cultural). Basic issues related to the study of personality.	10
2	Psychodynamic and psycho-social approaches: Freud, Neo Freudian approach; Jung, Adler. Ericson	7
3	Trait and type approach: Allport, Cattell, Eysenck. The concept of motive, Murray's need theory. The need for achievement – The McClelland – Atkinson Approach and big five model.	8
4	Behavioral and Cognitive Approach: Skinner and Mischel's cognitive-behavioral theory. Phenomenological Approach: Maslow's hierarchical theory of Human Motivation Carl Rogers's theory	7
5	Indian theories of personality: Indian concept of personality, its type; Explanation of personality in Upanishads and Sankhya. Yoga theory of personality	8
Suggested readings <p>Liebert, R.M. & Spiegler, M.D. (1994). Personality: Strategies and Issues. Pacific Grove. California: Brooks/Cole Publishing Company.</p> <p>Biscoff, L.J. (1970). Interpreting personality theories. New York: Harper & Roe.</p> <p>Hall, C.S. & Lindzey, G. (1978). Theories of personality, 3rd Ed. New York: J. Wiley & Sons.</p> <p>Hjelle, L.A., & Zeigler, D.J. (1991). Personality theories: Basic assumptions, research & applications, 2nd Ed. International Student Edition. McGraw Hill, International Book Co.</p> <p>Pervin, L.A. (1975). Personality: Theory, assessment and research, 2nd Ed. New York, Wiley International ed.</p>		

Sahakian, W.S. (1965). Psychology of Personality: Readings in theory. Chicago : Rad McNally College Publication Co.

Magnusson, D., Endler, N.S. (1977). Personality at Crossroads. New Jersey, Hillsdale: Lawrence Erlbaum Associates.

Calvin S. Hall Gardner Lindzey John B. Campbell (2007). Theories of Personality 4th Edition, Publisher: Wiley India Pvt Ltd.

Barbara Engler (2008). Personality Theories / Edition 8

अरुण कुमार सिंह, व्यक्तित्व मनोविज्ञान (2004). मोतीलाल बनारसी दास।

मधु अस्थाना, किरण बाला, व्यक्तित्व मनोविज्ञान (2002): मोतीलाल बनारसी दास।

डी. एन. श्रीवास्तव, व्यक्तित्व मनोविज्ञान (2004): भार्गव पब्लिकेशन हाउस, आगरा।

Semester III

Paper 5: PRACTICAL

Semester III		
Title: Psychology Practical		
Course Objectives: Course Objectives Students will conduct a total of four experiments/testing based on the following topics. They will learn how to establish the cause-and-effect relationship between variables and how to measure a psychological construct.		
Course Outcome: By conducting practical on quantitative research methods students have developed a scientific understanding of the discipline. A foundation has been laid for developing the experimental research design and conducting studies based on them.		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
	Practical Paired comparison Measurement of Anxiety/Stress/Depression Personality assessment: TAT/16 PF Plan and conduct an experiment using any experimental method.	40
Suggested readings: Kling, J.W., Lorrin, A. Riggs et.al. Wood Worth and Schlosberg's Experimental Psychology Delhi: Khola Publishing Home 1984 (Indian Reprint) Wood Worth, R.S. & Schlosberg, H. Experimental Psychology. New York: Holt, Rinehart & Winston, 1954 (Indian Reprint). Jung, J. Verbal Learning, New York: Reinhart & Winston, 1958.		

Snodgrass, J.G., Levey Barger, G. & Haydon, M. Human Experimental Psychology, New York. Oxford University.

Parameshwaran. K.R. Experimental Psychology, A Laboratory Manual Delhi: Seema Publications 1983.

Mohsin, S.M. Experiments in Psychology- Delhi: Motilal Banarsi Das.

Wessells, M.G. Cognitive Psychology Harper & Row.

Newell Allen Simon : Auman Problem Prentice Hall.

Hussain Akbar., Experiments in Psychology (2024) PHI Learning Pvt. Ltd.

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Semester III

Research Project

Semester III

Title: Research project

Course Objective

1. To develop a research proposal and defend both the theoretical and methodological choices, including sampling and measurement.
2. To recognize the value of research ethics and incorporate it into the research process.
3. To evaluate and criticize a journal article that employs one of the field's primary research methods.
4. To create an effective questionnaire that incorporates a variety of different types of survey questions.
5. To create a good research proposal that will act as the springboard for the next semester's study he/she will perform.

Course Outcome

Students have learned to write a scientific research proposal. Each student has to learn to identify a research problem, outline the objective and hypothesis, select the sampling method and sample, do the related review of literature, and figure out the data collection tools under the supervision of the guide/proposal supervisor faculty of the department and submit the proposal at the end of the semester for evaluation. Students will learn to write the research proposal for conducting the study

Semester IV

Paper 1: Theory

Semester IV		
Title: Research methods (Non-experimental methods)		
Course Objective: To train students in non-experimental research methods and designs. Course Outcomes: After completion of the course, the student shall be able to understand: <ul style="list-style-type: none">• The nature of qualitative research.• The basic knowledge of how to carry out qualitative research with an emphasis on survey research co-relational and mixed method research.• to carry out qualitative data analysis, interpretation, and documentation		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Introduction to non-experimental research: nature, goals, importance, and types. Ethical guidelines in behavioral research.	10
2	Non-experimental designs: quasi-experimental design, ex-post facto design. Correlational Research Designs: Cross-sectional and Longitudinal. Issues related to correlational designs. Survey Research: Purpose, and steps in conducting the survey. Methods of Survey Research: Interview and Questionnaire Method. Merits and Demerits of Survey Research.	7
3	Mixed method design: Meaning and characteristics of Mixed Methods Design. Need and importance of Mixed-Designs in Psychological Research. Type of Mixed Methods Designs.	8
4	Qualitative research methods: life history, Case study, Ethnographic method, Phenomenological, and Narrative Approach. Grounded theory concept and issue.	7
5	Analysis, interpretation, and representation: Analyzing and documentation of qualitative research. Issues related to the interpretation of qualitative data in writing a research report. Writing research proposal and report in APA style.	8
Suggested readings Kerlinger F.N. (1983): Foundations of Behavioral research. Surjeet Publicatins: Delhi. Mertens, D.M. (1998) : Research Methods in Education and Psychology. Sage: thousand oaks. David Dooley (1995). : Social Research methods. Prentice-Hall: New Delhi. Mertens, D.M. (2005): Research and evaluation in education and Psychology. Integration diversity with quantitative, qualitative and mixed methods, New Delhi; Sage. Breakwell, G.M. Hammond, S. & Fife-Schaw C. (1995) (Eds.). Research Methods in Psychology, New Delhi: Sage Edwards, A.L. (1976). Experimental Design in Psychological Research, Amerind Publication, New Delhi.		

Newman, W.L. (1991). Social Research Methods: Quantitative and Qualitative Methods, Boston: Allyn & Bacon.
 Tripathi, L.B. (1985). Psychological Research Methods, Har Prasad Bhargav, Agra.
 Broota, K.D. (1992). Experimental Design in Behavioural Research, Wiley Eastern, New Delhi.

Semester IV

Paper 2: Theory

Semester IV		
Title: Clinical Psychology		
Course Objective: To impart the theoretical and applied knowledge of Clinical Psychology.		
Course Outcomes: After completion of the course, the student shall be able to:		
Demonstrate knowledge of Clinical Psychology and its historical background		
Understand major clinical problems,		
Get acquainted with various issues, challenges, and future directions in clinical Psychology.		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Clinical Psychology: History and emergence, characteristics and scope; Contemporary issues and future direction. Clinical psychologist: characteristics, professional education, and training, ethics. Role of Clinical psychologists in different fields: mental hospitals, child guidance centers in vocational and guidance centers, In jails and reformatory, in industry.	10
2	Clinical problems: clinical picture, etiologic and treatment of mental deficiency, school problems, aggressive behavior, marital problems, antisocial behavior.	7
3	Diagnosis and Assessment: Goals, Process, and Ethical Issues; Diagnostic classification: DSM, ICD, Differential diagnosis, Mental state examination.	8
4	Clinical interview: Purpose, Types, Stages, Clinical Utility, and Limitations. Case Study Method- Purpose, Sources, Clinical Utility, limitations. Observation Method: Objectives, Types, Clinical Utility, and Limitations	7
5	Intellectual and personality Assessment: Vineland Social Maturity Scale, Binet- Kamat Test, Stanford Binet scale, Wechsler scales, Bhatia battery, Raven's progressive matrices Tests scores, and their interpretation. Personality assessment: Objective methods- 16 PF, MMPI, NEO-FIVE personality test. Projective methods–Rorschach Ink Blot Test, Draw A Person Test, TAT.	8

Suggested readings

Pomerantz, A.M: Clinical Psychology-Science, Practice and Culture.DSM-5 Update, SAGE Publication, 201

Korchin, S.J. (1976). Modern Clinical Psychology. CBS Publication, Delhi.

Goldenberg. H. (1983). Contemporary Clinical Psychology (2nd Ed.) New York.

Wolman, B.B. (1978). Clinical Diagnosis of Mental Disorders: A Handbook. N.Y. Plenum.

Nietzel, M.T. Bernstein, D.A. & Misich, R (1998). Introduction of Clinical Psychology (5th Ed.). New Jersey: Prentice Hall.

Carr, A. (2012). Clinical Psychology: An Introduction. New York: Routledge.

Comer, R. J. (2003). Abnormal Psychology. New York: Freeman.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). Abnormal Psychology (13th Ed.). NewDelhi: Pearson.

सिंह, ए. के. (2008): आधुनिक नैदानिक मनोविज्ञान, मोतीलाल बनारसी दास, दिल्ली।

सुलेमान, मुहम्मद एवं कुमार, दिनेश (2006): आधुनिक नैदानिक मनोविज्ञान, जनरल बुक एजेंसी, पटना।

कपिल, एच. के. (2006): नैदानिक मनोविज्ञान, भार्गव बुक हाउस, आगरा।

Semester IV

Paper 3: Theory/ OPTIONAL A

Semester IV		
Title: Educational Psychology		
Course Objective:		
<ul style="list-style-type: none">• To get a good knowledge of human development at different stages.• Students will be able to gain knowledge about individual differences.• Acquire in-depth theoretical knowledge of educational psychology.		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Educational Psychology: Nature and Scope of Educational Psychology, Methods of Educational Psychology-Observation, Experimental, correlational, Longitudinal and Cross-sectional. Recent Trends in Educational Psychology.	10

	Concept of Growth and Development: Physical, Social, Emotional, Intellectual Development during Childhood and Adolescence, Stress and strain during adolescence and its educational implications.	
2	Individual Differences: Meaning and Areas, Determinants: Heredity and Environment, Implications of Individual Differences for Organizing Educational Programmes. Children with special needs: Mentally Challenged, Learning Disabled, Giftedness and Creativity: nature and Concept, Nurturing creative talent, Education of the gifted, Inclusive Education: Need, Process, and Barriers	7
3	Nature and Socio-cultural environment of School and Classroom, Classroom dynamics; concept, need and its relevance, strategies for promoting healthy classroom dynamics, Measures to create healthy Sociocultural environment of School and Classroom. Violence in School; Types – Bullying, Relational Aggression, Punishment, Defaming, Vandalism, and their effects, Role of teacher in curbing Violence.	8
4	Learning: Meaning and Principles, Classical and Operant Conditioning, Gagne’s Hierarchy of Learning Types, Factors Influencing Learning, transfer of learning. Methods of effective learning. Memory: concept and types of memory, forgetting: nature and concept. Measures to improve memory	7
5	Interventions to improve Academic problems, Academic productivity, Homework completion, Reading performance, Mathematics performance, Written language, social studies, and science performance. Interventions to modify behavior and enhance social competence.	8
<p>Suggested readings:</p> <p>Puri, M. & George, A. (2004). Handbook of inclusive education for educators, administrators, and planners. New Delhi, India: Sage Publications.</p> <p>Santrock, J. W. (2004). Educational Psychology, Delhi Book Stores.</p> <p>Alexander, C. & Langer, E. (Eds.). (1991). Higher stages of human development. New York: Oxford University Press.</p> <p>Singh, A. K. (2015). Educational Psychology. Patna Bharti Bhavan.</p> <p>Mangal, S. K Mangal (2015). Educational psychology. Prentice Hall India.</p>		

Semester IV

Paper 3: Theory/ OPTIONAL B

Semester I
Title: Positive Psychology
<p>Course objectives</p> <ul style="list-style-type: none"> To develop an understanding of the different concept of positive psychology.

Course Outcomes: after the completion of the course, they shall be		
<ul style="list-style-type: none"> • Able to apply the various principles of positive psychology for self-development and assist in enhancing positive development in others. 		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Introduction and historical overview of Positive Psychology, Positive Psychology Perspective, Western and Eastern Perspectives on Positive Psychology, Applications (School and Work Settings), Future of Positive Psychology	7
2	Subjective Well-Being and life satisfaction: concepts and determinants. Quality of life, positive traits; big five personality factors. Virtues and Strengths of Character: Classification of Human Virtues and measuring Strengths of Character.	7
3	Positive Emotional States: Broaden and Build theory of Positive Emotions; Positive Emotions and Health Resources- Physical, Psychological, and Social. Happiness, Flow and Savouring: Different viewpoints of Happiness, Factors affecting Happiness and strategies to enhance Happiness; Cultivating Flow and Savoring.	10
4	Positive Affect and Emotions: Resilience, Emotion-Focused Coping. Emotional Intelligence. Self-Efficacy, Optimism, Hope, Mindfulness, Flow, Spirituality, Wisdom, and Courage	7
5	Indian View on Positive Psychology: Indian Approaches to Strengths and Virtues: Vedic views, Buddhism and Kabir, Indian concepts of self-efficacy (Vivekanand), Wisdom (Buddhism, Geeta, Kabir), and Wellbeing (Geeta and Ramcharitmanas). Spirituality and Wellbeing: Indian Perspectives	8
Suggested readings		
Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strengths(2nd ed.) UK: Routledge.		
Dunn,D.S.(2018). Positive Psychology: Established and emerging issues. New York: Taylor &Francis.		
Linley, P. A., & Joseph, S. (2004). Positive Psychology in Practice.John Wiley & Sons, Inc.		
Snyder, C.R., Lopez, S.J. (2002). Handbook of Positive Psychology. New York: Oxford University Press.		
Snyder, C.R., Lopez, S.J. (2011). Positive Psychology. (2nd ed.) New Delhi: Sage Publications.		

Biswas- Diener, R. (2008). Invitation to Positive Psychology: Research and Tools For the professional. United Kingdom: British Library Cataloguing –in- Publication Data.

Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2015). Positive Psychology. New Delhi: Sage

Carr, A. (2004). Positive Psychology: A science of happiness and human strengths. NY: BR Publishers.

Hefferon, K. & Boniwell, I. (2011). Positive psychology: Theory, research, and applications. Open University Press.

Kumar, S., & Yadav, S.B. (2011). Positive Psychology. New Delhi: Global Vision Publication House.

Lopez, S. J. (Ed) (2013). The Encyclopedia of Positive Psychology. UK: BlackwellPublishing Ltd.

Semester IV

Paper 3: Theory/ OPTIONAL C

Semester IV		
Title: Techniques of psychotherapy and counselling		
Course Objective:		
The course is designed to provide an in-depth study of psychotherapeutic techniques. It includes a detailed study of various techniques of psychotherapy –Individual centric therapies, group therapies, family therapy, and play therapy.		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	UNIT-1 Introduction to psychotherapies and counseling: Concept, Definition, Nature, and Scope of Counseling and Psychotherapeutic Techniques. Client-therapist relationship; features common to many therapies. The course of therapeutic/counseling intervention: initial contact, assessment, goals of treatment, implementing treatment, termination, evaluation, and follow-up. Effectiveness of Psychotherapies and Counseling. Integrative Approach to Psychotherapy. Ethical Issues in Counseling and Psychotherapies.	10
2	Psychodynamic therapies: Psychoanalytic therapy (Freudian): Goals and assumptions; Steps; Therapeutic techniques - Free association, analysis of dreams, analysis of resistance, transference, confrontation, clarification, interpretation. Jung's approach to therapy. Alderian psychotherapy.	7

3	Behavioural and cognitive therapies: Origins; Techniques - systematic desensitization, exposure therapy, Modelling, behavioral rehearsal, contingency management, aversion therapy. Lazarus Multimodal Approach to Psychotherapy and Cognitive Behaviour Modification: Donald Meichenbaum's approach to therapy. Albert Ellis's Rational Emotive Behavioral theory, Aron Beck's cognitive Therapy,	8
4	Phenomenological and Humanistic existential psychotherapy: Client-centered therapy; Gestalt therapy; goal and techniques. Existential therapy. Logotherapy: techniques and procedures.	7
5	Interpersonal perspective: Concept and importance. Group therapy: concept and nature of group therapies; Stages in group therapy. Family and couple's therapy. play therapy and art therapy. Marital and parental counseling. Adolescent counselling.	8

Suggested readings.

Capuzzi, D. and Gross, D.R. (2007). Counseling and Psychotherapy: Theories and interventions. New Delhi: Pearson Education.

Corey, G. (2001). Theory and practice of counseling and psychotherapy. New York: Brooks/Cole

Flanagan, J. S., & Flanagan, R.S. (2004). Counseling and Psychotherapy Theories in Context and Practice. New Jersey: John Wiley & Sons.

Gilliland, A. & James, C. (1998). Theories and Strategies in Counselling and Psychotherapy. Boston: Allyn & Bacon.

Ginter, E.J., Roysircar, G., Gerstein, L.H.(2019). Theories and applications of Counselling and Psychotherapy. USA: Sage Publications, Inc.

Kaslow, H. W. & Magnavita, J.J. (2002). Comprehensive handbook of psychotherapy (Vols.I to IV). New York : John Wiley and Sons.

Reeves, A. (2018). An Introduction to Counselling and Psychotherapy: From Theory to Practice .California: SAGE Publications Ltd

Semester IV

Paper 4: Theory/ OPTIONAL A

Semester I	
Title: Guidance and Counselling	
Course Objective: The course is designed to provide in-depth knowledge of counseling and guidance techniques.	
Course Outcomes: After going through this course, students will be able to:	
<ul style="list-style-type: none"> • Understand the concept, process, and strategies of counselling and guidance • Learn the various techniques and skills required for effective counselling and guidance. 	
Credits: 4 Core	
Compulsory Max. Marks: 25+75	Min. Passing Marks: 10+25

Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Guidance: Nature, scope, and goals of Guidance. Need for guidance with special reference to India. Functions of Guidance. Guidance Services: Job Analysis, job description, Job Satisfaction, Occupational Information concept, need.	10
2	Types of Guidance: Educational Guidance - meaning, need, and importance. Vocational Guidance - meaning, need and importance. Personal Guidance - meaning, need and importance.	7
3	Counselling process: meaning, purpose, the scope of counselling. Process of Counselling; Stages and goals of Counselling. Skills in Counselling. Role and functions of the Counsellor, Professional Ethics of a Counsellor. Counselling Relationship. Professional issues in counselling. Professional training of counsellors	8
4	Approaches to Counselling: Psychodynamic, Client-Centered, Gestalt, Behavioral, Cognitive, Group and Family, Eclectic, E- Counselling, Psychological first-aid.	7
5	Tools and techniques of guidance and counselling: Testing: intelligence, achievement, interest, aptitude, personality- self-report and projective techniques. Interview - types, procedure, Case Study, cumulative Record, Anecdotal Record, Diary.	8
<p>Suggested readings</p> <p>Woolfe, R & Dryden, W. (1996). Handbook of Counselling Psychology. New Delhi: SAGE.</p> <p>Gibson, R.L., & Mitchell, M.H. (2015). Introduction to Counselling and Guidance. Delhi: PHI Learning.</p> <p>Sharma, R. A. (2007). Fundamentals of Guidance and Counselling. Meerut: R. Lall Book.</p> <p>Srivastava, K. K. (2003). Principles of Guidance and Counselling. New Delhi: Kanishka.</p> <p>Welfel, E.R., & Patterson, L.E. (2005). The Counselling Process: A Multitheoretical Integrative Approach. New Delhi: Cengage Learning.</p> <p>Bhatnagar, A. & Gupta, N. (1999). Guidance and Counselling: A Theoretical Perspective. New Delhi: Vikas Publishing House.</p> <p>Aggarwal J. C., (2004) Educational and Vocational Guidance and Counseling, 7th Edition, Doaba House; Delhi.</p>		

Semester IV

Paper 4: Theory/ OPTIONAL B

Semester I		
Title: Health Psychology		
Course Objectives: To acquaint the students with the nature and significance of the emerging area of health psychology and further, it acquaints them with the importance of social and psychological processes in the field of health psychology.		
Credits: 4 Core		
Compulsory Max. Marks: 25+75		Min. Passing Marks: 10+25
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Introduction: Historical background to health psychology; nature, aims, and objectives of Health Psychology. Factors affecting health behavior. Research in Health Psychology. Role and Challenges of health psychologists in the Indian setting.	10
2	Mind and Body Connection, Bio-medical Model, Bio-psychosocial Model, cultural aspects; Eastern approaches; Zen, Buddhism, the concept of sthita prajna (Bhagwad Geeta), yoga.	7
3	Stress and Illness: Nature of stress and its health-related consequences; Behavioural, physical, and psychological symptoms; Models of stress; sources of stress. Coping with stress; techniques of management of stress. Somatic problems and behavioral medicine.	8
4	Understanding and managing health problems: chronic illness; diabetes, HIV/aids, cardiovascular diseases. Unhealthy habits & behavior; smoking, tobacco, Alcohol, and substance abuse; causes and maintenance; Health awareness and health-seeking behavior.	7
5	Prevention and Management of health problems: hospice care, grief counseling. Health Enhancing Behaviors; improving daily nutrition foods, Exercise, Weight control, yoga, Change in Life Style. Meditation, relaxation technique; Jacobson progressive relaxation, bio feed relaxation technique.	8
Suggested readings:		

कुमारी, रीता. स्वास्थ्य मनोविज्ञान. मोतीलाल बनारसीदास इंटरनेशनल, नई दिल्ली.

Anisman, H. (2016). Health Psychology. New Delhi: SAGE Publication.

Dimatteo, M. R., & Martin, L. R. (2002). Health Psychology. New Delhi: Pearson Education,

Marks, D.F., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C. M. (2008). Health Psychology: Theory, Research, and Practice. New Delhi: SAGE Publication.

Ragin, F. D. (2019). Health Psychology: An Interdisciplinary Approach to Health. New York: Pearson Education.

Revenson, T.A., & Gurung, R.A.R. (2019). Handbook of Health Psychology. New York: Routledge.

Sanderson, C.A. (2018). Health Psychology: Understanding the Mind-Body Connection. SAGE Publications, Inc

Sarafino, E.P. (2002). Health Psychology: Biopsychosocial Interactions (4th edition). New York: John Wiley and Sons, Inc

Taylor, S.E. (2012). Health Psychology. (7th ed.). New Delhi: Tata McGraw Hil

SEMESTER IV

Paper 4 Optional C

Semester I	
Title: Forensic and Criminal psychology	
Course Objectives: To acquaint the students with: <ul style="list-style-type: none">• To acquaint the students with the field of forensic and Criminal Psychology.• To make the students understand the origins of Criminal Behavior.• To make the student understand the role of Biological, Learning, and Situational factors of Criminal Behaviour.	
Credits: 4 Core	
Compulsory Max. Marks: 25+75	Min. Passing Marks: 10+25

Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Units	Topics	Number of lectures
1.	Introduction: Forensic and Criminal Psychology; concepts aims and objectives. A brief history of Forensic Psychology, Laws versus Values, and the importance of psychology in Law enforcement. Roles of Forensic Psychologists.	10
2	Psychology of Crime: Developmental Theories and Psychobiological bases of crime, Risk Assessment & Violence Prediction, Eyewitness Testimony, and Expert Testimony, Scientific Lie Detection: Polygraph, Verbal Nonverbal Cues, Hypnosis and Narcoanalysis, Behavioural Analysis.	7
3	Understanding the criminal personality- antisocial personality, psychopath & sociopath. Personality Profiling	6
4	Behavioral Profiling: Introduction, the Efficacy of Profiling, Inductive versus deductive reasoning, application of profiling, crime scene Analysis, Geographic Profiling. Crime linkage profiling and personality	10
5	Psychology of Violence: Workplace and domestic violence, Child Abuse, Victim Psychology, Rape Trauma Syndrome and Post-traumatic Stress Disorder, Coping with criminal victimization, rehabilitation of victim and offender	7
<p>Suggested readings:</p> <p>Howitt, D. (2002). Forensic and criminal psychology. England: Pearson education ltd.</p> <p>Petherick, W.A, Turvey, B.E. and Ferguson, C.E. (2010). Forensic Criminology. Elsevier Academic Press.</p> <p>Shipeay, S. and Arrigo, B. (2012). Introduction to forensic Psychology. USA: Academic press.</p> <p>Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology. Thousand Oaks, CA: Sage Publications.</p> <p>Brown, J. M., & Campbell, E. A. (Eds.) (2010). The Cambridge handbook of forensic psychology. Cambridge, England: Cambridge University Press.</p> <p>Costanzo, M. & Krauss, D. (2010). Legal and forensic psychology. New York: Worth Publishers.</p> <p>4. G., Hollin, C., & Bull, R. (Eds.) (2008). Forensic psychology. Chichester, England: John Wiley & Sons, Ltd.</p>		

Semester IV

Paper 5: INTERNSHIP

Semester IV	
Title: Internship	
COURSE TITLE: INTERNSHIP	
MAXIMUM MARKS: 100	Internal: 25 External: 7
Objective:	
<ul style="list-style-type: none">• To provide comprehensive training to develop skills, techniques, and professional competencies among the students.• Students will be placed in different organizational settings to have practical insight into its work or functioning, the dynamics, and the goals to be achieved. The total duration of the internship will be 120 hours spread over 30 days.• Each student will work under a field supervisor from the organization. The field supervisor will be monitoring the fieldwork of the candidate and maintain the attendance along with the feedback to the department. After completion of 120 hours, the candidate will submit a written report in consultation with the field supervisor. The candidates have to give a presentation of the work done, specifying the learning experiences related to the application of the theory in field settings.• Evaluation will be done by HOD/ Internal examiner) and External expert.	
Distribution of marks	
Distribution of Marks for Internal Examination: Report/Written record/Presentation: 25 marks.	
Distribution of Marks for External Examination: Report/Written record /comprehensive Viva-voce: marks. 75 marks	
Note: HOD Psychology will be the Coordinator/Internal Examiner.	

Semester IV

Paper 5: Research Project

Semester IV	
Title: Research project	
Course Objective: Students will collect the empirical data of the study being proposed by them and submit a report/dissertation for evaluation.	
Course Outcome: Students have learned the techniques for data collection, learn report writing, and could learn how to handle issues.	