

# **SOPHIA GIRLS' COLLEGE** **(AUTONOMOUS)** **AJMER**



## **Scheme of Examination And SYLLABUS 2023 (Batch) of Masters of Arts (Psychology)**

**Choice Based Credit System**

**Semester – I to IV**

**Scheme for Choice Based Credit System (PG) – M.A. Psychology**

SEM.	CORE COURSE (120)	ELECTIVE COURSE		ABILITY ENHANCEMENT COURSE(AEC) (2 CREDITS)	Non-CGPA Credit Courses
	CORECOURSE (DSCC)/(DSCP) (102 CREDITS)	DISCIPLINE SPECIFIC ELECTIVE(DSE) (18 CREDITS)	GENERIC ELECTIVE (GE) (2 CREDITS)		Extra-curricular & Extension Activities (EEA) (2 CREDITS)
I	DSCC – I DSCC – II DSCC – III DSCC – IV DSCL – V	--	--	-	<ul style="list-style-type: none"> <li>• Outreach</li> <li>• Research Activities</li> <li>• Exchange Activities</li> <li>• Entrepreneurship Programs</li> <li>• Internship</li> <li>• Specified Extra-Curricular Activities</li> <li>• Certified Course Completion from MOOCs/ Swayam /NPTEL etc.</li> </ul>
II	DSCC – I DSCC – II DSCC – III DSCC – IV DSCL – V	--	--	➤ Advanced Communication Skill. ➤ Advanced Computer Application	
III	DSCC – I DSCC – II DSCL – V	DSEC – III(A/B) DSEC – IV (A/B)	--	--	
IV	DSCC – I DSCC – II DSCL – V	DSEC – III (A/B) DSE P / DSE C – IV (A/B)	➤ Human Rights ➤ Advanced Tax Management	--	--

## OUTLINE OF CHOICE BASED CREDIT SYSTEM FOR PG PROGRAMMES

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course:

- *Discipline Specific Core Course (DSCC)*
- *Discipline Specific Core Project/Dissertation (DSCP)*
- *Discipline Specific Core Practical (DSCL)*

2. **Elective Course:** Generally a course which can be chosen from a pool of courses:

2.1 **Discipline Specific Elective (DSE) Course or Project:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

2.2 **Generic Elective (GE) Course:** An elective course chosen generally from an Unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses are based upon the content that leads to Knowledge enhancement. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

***Ability Enhancement Compulsory Courses (AECC) -(2 Credits)*** These courses may be chosen from a pool of courses designed to provide value-based or skill-based knowledge and is aimed at providing hands-on-training, competencies, skills, etc. It is a 2 credit course and the total duration will be 30 hours.

4. **Non-CGPA Credit Courses (NCCC):** These courses are co-curricular and extra-curricular activity based courses. It is mandatory that an UG student earns 2 credits through NCCC. It comprises of:

- ***Extra-curricular & Extension Activities (EEA) - 2 Credits (Maximum 4 credits)***

In addition, all students should take part in extension/extra-curricular activities (NCC, NSS, Outreach, Research Initiatives, Exchange Programs, Entrepreneurship Programs, specified extra-curricular activities, Internships, Certified Course Completion from MOOCs/ Swayam / NPTEL etc.) in order to earn two credits as part of Extra-curricular and Extension Credits.

### **M.A. Psychology**

Eligibility for admission in M.A. Psychology is Graduation from any faculty with at least 48% marks. With regard to admission on reserved category seats government rules will be applicable.

### **SCHEME OF EXAMINATION**

The number of the paper and the maximum marks for each paper together, with the minimum marks required to pass are shown against each subject separately. It will be necessary for a candidate to pass in the theory as well as the practical part of a subject/paper, wherever prescribed, separately.

Classification of successful candidates shall be as follows:

First Division	60%	} of the aggregate marks prescribed in Semesters I to IV taken together
Second Division	50%	

All the rest shall be declared to have passed the examination.

- ▲ For passing a candidate shall have to secure at least 40% marks in each course (Theory and Practical separately).
- ▲ No division shall be awarded in Semesters I to III.
- ▲ Whenever a candidate appears for a due paper examination, she will do so according to the syllabus in force.
- ▲ A candidate not appearing in any examination/absent in any paper of term end Semester shall be considered as having DUE in those papers.

## Program Outcomes

On successful completion of the Program the student shall be able to :-

1. Understand and extend the knowledge base of Psychology to the world of practice with a view to promote healthy interface between academia and society.
2. Formulate formal student-led research project and dissertation work by constructing research culture and investigative aptitude.
3. Develop psychological knowledge, skills and competencies to avail a plethora of opportunities in the field of mental health professionals, counselors, human resource management, civil services, defence, community awareness centres, teaching, research, consultancy, etc.

## Examination Pattern

**Maximum Marks: 70**

**Duration: 3 Hrs.**

### Section A

10 \* 1 = 10 marks

Contains 10 Questions of 1 mark each & all are compulsory to do.

Three questions from each unit (but 4 questions from one unit)

3 + 3 + 4 = 10 Questions

### Section B

3 \* 5 = 15 marks

Contains 3 questions with internal choice (Two questions from each unit).

Each Question carries 5 marks. All Questions are compulsory to do.

### Section C

3 \* 15 = 45 marks

Contains 3 questions with internal choice (Two questions from each unit).

Each Question carries 15 marks. All Questions are compulsory to do.

## End Semester Practical Examination Pattern

**Maximum Marks: 70**

**Duration: 5 Hrs.**

### Note:

1. A Laboratory Exercise File should be prepared by each student for practical paper and should be submitted during practical examination.
2. One internal and one external examiner shall conduct two practical exams, in a day.
3. Duration of practical exam is 5 hours.
4. Practical of 70 marks distribution is as under:

## Course Structure in Semester-I

Paper Code	Nomenclature	Type	Contact Hour Per Week	Credits	Total Marks		Max. Marks	Min. Pass Marks	Duration
					CIA	ESE			
PSYM-101	Systems and Theories of Personality	Core	06	06	30	70	100	40	3 hrs
PSYM-102	Cognitive Psychology-I	Core	06	06	30	70	100	40	3 hrs
PSYM-103	Neuro-Psychology- I	Core	06	06	30	70	100	40	3 hrs
PSYM-104	Basic Research Methods and Statistics	Core	06	06	30	70	100	40	3 hrs
PSYM-105	Practicals	Practical	12	06	30	70	100	40	5 hrs

### PSYM-101: Systems and Theories of Personality

**Max Marks: 100**

**Min. Marks: 40**

**Credit: 06**

**Duration: 03 hrs**

**Learning Outcomes:** On successful completion of the course, the student will be able to:-

1. Summarize and interpret the psychodynamic theories of personality.
2. Discuss the significance of personality theories and constructs.
3. Analyze personality related processes that underlie individual differences in behavior.

#### UNIT-I

- **The Psychoanalytical theory:** Sigmund Freud.
- **Analytical Theory (PostFreudian):** Carl Jung.
  - Individual Theory (PostFreudian): Alfred Adler.
  - Neo-Psychoanalytical Theory: Karen Horney.
  - Neo-Psychoanalytical Theory: Erich Fromm.
- **Interpersonal Theory:** Harry S. Sullivan.

#### UNIT-II

- **Life-Span approach to Personality:** Erik Erickson.
- **Theory of Needs:** Henry Murray.
- **Trait Approach to Personality:** Gordon Allport.
  - Trait Approach to Personality: Raymond Cattell. (Factor Theory)
  - Trait Approach to Personality: Hans Eysenck. (Factor Theory)
  - Other Trait Theorists: Robert McCrae and Paul Costa (Five-Factor Model).
- **Temperament Theory:** Arnold Buss and Robert Plomin.
- **Humanistic Theory of Personality:** Abraham Maslow and Carl Rogers.

#### UNIT-III

- **Construct Theory of Personality:** George Kelly.
- **Behavioral Theory of Personality:** B.F. Skinner.
- **Social Learning Theory:** Albert Bandura.
- **Social Learning Theory:** Julian Rotter.
- **Limited domain Theories of Personality.**
  - Need Achievement Theory: McClelland.
  - Sensation Seeking: Marvin Zuckerman.
  - Theory of Learned Helplessness: Martin E.P. Seligman.
- **Field Theory of Personality:** Kurt Lewin.

#### Reference Books

- Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. (6<sup>th</sup> Ed). India: Pearson Prentice Hall.
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. (4<sup>th</sup> Ed). India: Wiley.
- Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons.
- Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). *Theories of Personality*. (3<sup>rd</sup> Ed) New York: John Wiley & Sons.
- Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.
- Feshbach, S. & Weiner, B. (1991) (3<sup>rd</sup> Ed). *Personality*. Toronto: Health & Co.

**Pedagogy:** Students should be acquainted with the different elements of Psychology, various philosophies and contributions made by various Scholars of different schools. They should be motivated to interact amongst themselves to explore more in Psychology.

## **PSYM-102: Cognitive Psychology- I**

**Max Marks: 100**

**Credit: 06**

**Min. Marks: 40**

**Duration: 03 hrs**

**Learning Outcomes:** On successful completion of the course, the student will be able to:

1. Understand the historical development of Cognitive Psychology.
2. Explain the organization of basic cognitive functions with respect to perception, emotion and cognition.
3. Discuss the relevance of higher cognitive processes for understanding human behavior.

### **UNIT – I**

- **Introduction to Cognitive Psychology:**
  - Definition, History of Cognitive Psychology (Brief Introduction).
  - Cognitive Neuroscience (Brief Introduction).
- **Approaches**
  - Information Processing, Ecological, Connectionist and Evolutionary
- **Attention**
  - Processing Capacity and Selective Attention
  - Models of Selective Attention
  - Automaticity and Effect of Practice
  - Divided Attention- Dual- Task Performance, The Attention Hypothesis of Automatization

### **UNIT – II**

- **Perceptual Processes**
  - Theoretical Approaches- Gestalt, Ecological, Physiological, Computational, Bottom-Up and Top-Down Processing
  - Perceptual Learning, Culture and Perception
  - Signal Detection Theory- Assumptions and Applications
  - Subliminal Perception and related factors
- **Emotion and Cognition**
  - Dimensional approaches, manipulating and measuring emotion
  - Emotional Learning
  - Emotion and Declarative Memory
  - Emotion, Attention & Perception

### **UNIT – III**

- **Memory and Forgetting**
- **Sensory Memory**
  - Iconic and Echoic Memory
- **Short Term Memory**
  - Capability and Coding , Retention duration and Forgetting, Retrieval of information
  - Working Memory
- **Long-Term Memory**
  - Capacity and Coding, Retention duration and Forgetting, Retrieval of information.
  - Sub Divisions- Semantic- Episodic memory, Implicit – Explicit memory, Declarative – Procedural memory
- **Reconstructive nature of memory-** Autobiographical memory, Flashbulb Memories, Eyewitness memory, The Recovered / False Memory Debate

### **Reference Books**

- Galotti, K.M. (2014). *Cognitive Psychology In and Outside Laboratory*(5<sup>th</sup> Ed). Greater Noida: Sage Publications India

- Solso R.L., Maclin O.H. & Maclin M.K. (2014). *Cognitive Psychology* (8<sup>th</sup> Ed). Noida: Pearson India Education.
- Riegler G.B. & Riegler B.R. (2008). *Cognitive Psychology – Applying the Science of the Mind*. New Delhi: Pearson India Education.
- Hunt R. & Ellis H. (2007). *Fundamentals of Cognitive Psychology* (7<sup>th</sup> Ed.) Delhi: Tata McGraw.
- Smith E.E. & Kosslyn S.M. (2007). *Cognitive Psychology – Mind and Brain*. New Delhi: Prentice Hall India.
- Sternberg, R.J. (1999). *Cognitive Psychology* (4<sup>th</sup> Ed). Fort Worth : Hardcourt Brace College Publisher

**Pedagogy:** The nature, meaning and other basic elements regarding cognition, attention, perception, emotion and memory will be discussed in the class.

## PSYM – 103: Neuro-Psychology- I

**Max Marks: 100**

**Credit: 06**

**Min. Marks: 40**

**Duration: 03 hrs**

**Learning Outcomes:** On successful completion of the course, the student will be able to:

1. Understand the foundations of Neuro Psychology.
2. Explain the neuropsychological basis of attention and perception.
3. Discuss the neuropsychological basis of memory, sleeping and waking.

### Unit - I

- **Introduction to Neuropsychology**
  - Definition, History of Neuropsychology (Brief Introduction)
  - Methods/ Techniques
  - Laterality
- **Neuroanatomy**
  - Structure and Functions - Neurons, CNS, PNS and Neurotransmitters

### Unit - II

- **Neuropsychology of Attention**
  - Sub Cortical Structure influencing Attention
  - Cerebral Cortex and Attention;
  - Disorders of Attention
- **Neuropsychology of Sensory and Perceptual Processes**
  - Sensory and Perceptual Processes - Visual, Auditory and Somatosensory
  - Neuropsychology of Motor Skills
  - Disorders of Sensory and Perceptual Processes

### Unit - III

- **Neuropsychology of Memory**
  - Neuropsychological Basis of LTM, STM and Working Memory
  - Disorders of Memory
- **Neuropsychology of Sleeping and Waking**
  - Psychological and Neurobiological aspects
  - Disorders of Sleep

### Reference Books:

- Kalat, J. (2022). *Biological Psychology* (13<sup>th</sup> Ed): India. Cengage Learning India Pvt Ltd
- Elias, L. & Saucier, D. (2018). *Neuropsychology: Clinical and Experimental Foundations*. Pearson Education Limited.
- Klein, S.B. & Thorne, M.B. (2006). *Biological Psychology*. New York: Worth Publishers.
- Solso, R.L. (2004). *Cognitive Psychology* (8<sup>th</sup> Ed). ND: Person Education.
- Zilmer, E.A. & Spears, M.V. (2001). *Principles of Neuropsychology*. Canada: Wadsworth.
- Sternberg, R.J. (1999). *Cognitive Psychology* (4<sup>th</sup> Ed). Fort Worth: Hardcourt Brace College Publisher.

- Carlson, N. (2007). *Physiology of Behavior*(6<sup>th</sup> Ed). Boston: Allyn and Bacon.
- Best, J.B. (1995). *Cognitive Psychology*. MN: West Publishing Co.
- Walsh, K. (1994). *Neuropsychology: A Clinical Approach*. ND: Churchill Livingston.

**Pedagogy: Classroom discussions may focus the structure, functions of nervous system with special reference to its effects on Behaviour.**

SGCA



**PSYM-104: Basic Research Methods and Statistics****Max Marks: 100****Min. Marks: 40****Credits: 06****Duration: 03 hr****Learning Outcomes:** On successful completion of the Course the student will be able to:

- Understand the meaning, nature and other related concepts to research
- Enumerate various sources and techniques of data collection
- Inspect the application of qualitative and quantitative analysis in behavioural sciences

**UNIT – I**

- **Research**
  - Meaning, Objectives, Types and Formulation- Research Problem, Hypothesis and Variables
- **Research Design**
  - Meaning, purpose, principles and important concepts related to research design.
  - Research designs in case of Exploratory, Descriptive, Diagnostic and Hypothesis testing research designs.
  - **Research Designs:** Between-group; Within-group design.
- **Sampling**
  - Probability, Non Probability and Complex random sampling designs.

**UNIT – II**

- **Sources of Primary and Secondary data**
  - Including Library and E-resources
- **Techniques of Quantitative and Qualitative Data Collection**
  - Interview, Schedule, Questionnaire, Observation & Oral history.
  - Case Study & Content Analysis.
- **Qualitative Analysis (Conceptual Foundation)**
  - Phenomenological Analysis; Grounded Theory; Narrative Analysis; Conversation Analysis and Discourse Analysis.

**UNIT – III**

- **Analysis of Quantitative data (Conceptual Foundations)-**
  - Characteristics of Normal Probability Curve
  - Measures of Central tendency (Mean, Median, Mode)
  - Measures of Dispersion (Standard deviation, Quartile Deviation)
  - Correlational Analysis
  - Regression Analysis
  - Factorial Analysis
- **An Overview of Hypothesis Testing (Conceptual Foundations)-**
  - A detailed discussion of t, F, Z, Chi-square tests
- **Analysis of Qualitative data (Conceptual Foundations)-**
  - Successive Approximation and The Illustrative Method

**Reference Books:**

- Aron, A., Coups, E. & Aron, E. (2019). *Statistics for Psychology* (6<sup>th</sup> Ed). India: Pearson Publications.
- Kerlinger F.N. (2017). *Foundation of behavioral research* (3<sup>rd</sup> Ed). New Delhi: Surjeet Publications.
- Veeraraghavan, V and Shetgovekar, S. (2016). *Textbook of Parametric and Non Parametric Statistics*. SAGE India: Sage Publications Ind Pvt Ltd.
- Garrett H. E. (2022). *Statistics in Psychology and Education*. Vakils, Feffer & Simons Ltd.
- Kothari, C.R. (2008). *Research Methodology- Methods and Technique*. New Delhi: Wiley and Eastern Limited
- Babbie, E.R. (2005). *Survey Research Methods*. Belmont California: Wadsworth Publishing Company.
- Singh, A.K. (2002). *Tests, Measurements and Research Methods in Behavioral Sciences*. Patna: BB printers
- Sellitz, et al. (2003). *Research Methods in Social Relations*. New York.
- Black, T. (2001). *Understanding Social Sciences Research*. New Delhi: Sage Publication.
- Mangal, S.K. (2000) *Statistics in Psychology and Education*. McGraw Hill Publication

- Broota, K.D. (1992). *Experimental Design in Behavioral Research*. Willey Eastern Ltd.
- Rosenburg, K. (1990). *Statistics for Behavioural Sciences*. W.C. Brown Publishers.

**Pedagogy** Students will be encouraged to have discussion on published research articles to understand the nature, meaning, methodology, the various steps and process involved in research.

## PSYM-105: PRACTICALS

**Max Marks: 100**

**Credit: 6**

**Min. Marks: 40**

**Duration: 05 hr**

### Learning Outcomes:

On successful completion of the Course the student will be able to :-

- Conduct and administer psychological experiments and tests.
- Apply different research designs to plan research proposal
- Sensitize students to understand the concerns related to special population.

1. Personality – Self Report Inventory (any 1)
2. Personality – Projective Test (any 1)
3. Experiment – Forgetting Curve
4. Test of Adjustment
5. Test of Emotional Intelligence
6. Plan Research Study on any two of the following Research Designs :-
  - i. Exploratory Design
  - ii. Descriptive Design
  - iii. Diagnostic Design
  - iv. Hypothesis testing Design
7. Outreach Programme (Volunteer Services) for a duration of 7-10 days in any one of the following psychologically relevant settings:-
  - i. Schools
  - ii. N.G.O.
  - iii. Old Age Homes
  - iv. Inclusive institutions
  - v. Orphanages etc.

**Pedagogy:** The students will be acquainted by the process of psychological test administration and conduction of psychological experiments.

<b>Written Test and Lab Work</b>	<b>50 Marks</b>
<b>Record Work</b>	<b>30 Marks</b>
<b>Viva</b>	<b>20 Marks</b>

## Course Structure in Semester –II

Paper Code	Nomenclature	Type	Contact Hours Per Sem	Credits	Total Marks		Max Marks	Min Marks	Duration
					CIA	ESE			
PSYM-201	Applied Social Psychology	Core	06	06	30	70	100	40	3 hrs
PSYM-202	Cognitive Psychology- II	Core	06	06	30	70	100	40	3 hrs
PSYM-203	Neuro-Psychology – II	Core	06	06	30	70	100	40	3 hrs
PSYM-204	Developmental Psychology	Core	06	06	30	70	100	40	3 hrs
PSYM-205	Practicals	Practical	12	06	30	70	100	40	5 hrs

### PSYM-201: Applied Social Psychology

**Max Marks: 100**

**Min. Marks: 40**

**Credit: 06**

**Duration: 03 hrs**

**Learning Outcomes:** On successful completion of the course, the students will be able to:

1. Examine the concept of social behavior and interpersonal approaches.
2. Explain the concept of communication and sensitize towards social issues
3. Assess the concerns raised by population problems and environmental issues.

#### UNIT I

○ **Social Behaviour and Social Relations:**

- **Prosocial Behaviour and aggression:** Nature and Bio-psycho-social causes with theoretical explanations. Promoting prosocial behaviour and controlling aggression.
- **Interpersonal Attraction:** nature, determinants and theoretical approaches.

#### UNIT II

○ **Self and Communication:**

- **The Self in a Social world:** self-concept, self-esteem, perceived self-control, self serving bias and self presentation
- **Communication:** Types of communication, Barriers in communication

○ **Social Problems:**

- Gender Discrimination and Violence against Women
- Human Rights of children, women and disabled
- Mass media - Effect on social behaviour
- Casteism, Communalism, Terrorism - Causes and consequences

#### UNIT III

○ **Problems of Population and Globalization:**

- Causes and Consequences of population explosion in India, community awareness programmes for population control
- Globalization and its psychosocial effects
- Causes and consequences of unemployment

○ **Environmental issues:**

- Stress and health hazards in relation to crowding, density, territoriality, privacy and personal space
- Causes and psychosocial consequences of urbanization, problems of urban development and intervention strategies
- Environmental protection

#### **Reference Books :**

- Crisp, R.J. and Turner, R.N. (2017). *Essential Social Psychology*. (3<sup>rd</sup> Ed). Sage Publications India Pvt. Ltd.
- Ahuja, R. (2014). *Social Problems in India*. (3<sup>rd</sup> Ed). Rawat Publication.
- Bechtel, R. B. (1997). *Environment and Behaviour – An introduction*. Sage Publications.
- Baron, R. A., Byrne, D. and Branscombe, N.R. (2007). *Social Psychology*. (11<sup>th</sup> Ed). Pearson. Practice Hall.
- Chadha, N. K. (2012). *Social Psychology*. New Delhi: Macmillan Publishes India Limited.
- Brickman, L & Rag, D.J. (1997). *Handbook of social research*, Sage.

**PSYM-202: Cognitive Psychology- II****Max Marks: 100****Credits: 06****Min. Marks: 40****Duration: 03 hr****Learning Outcome** On successful completion of the course, the students will be able to:-

- Understand the basic concepts in the field of Psycholinguistics
- Inspect the concept of creativity and intelligence.
- Evaluate the theories and prespective of decision making and reasoning.

**UNIT I**○ **Language:**

- Psycholinguistics- Nature versus nurture and Linguistic- relativity Hypothesis
- Properties, Structure, Acquisition, Comprehension and Production
- Comprehension- Top-down, Bottom up, Model of Text Comprehension.
- Language, thought and bilingualism.

**UNIT II**○ **Creativity and Human Intelligence:**

- Creative Process, Creativity and Functional Fixedness, Investment Theory, Adaptive Function of creativity, Judging creativity. Creativity and Intelligence.
- Human Intelligence – Problem of definition, Cognitive theories – Information processing speed, General Knowledge and reasoning and Problem solving. Cognitive Neuroscience support. Artificial Intelligence.

**UNIT III**○ **Reasoning and decision making**

- Types, Deductive, Inductive
- Everyday Decision Making - Process, theories
- Cognitive illusions in decision making
- Cognition in cross cultural perspective

**Reference Books**

- Galotti, K.M. (2014). *Cognitive Psychology In and Outside Laboratory*(5<sup>th</sup> Ed). Greater Noida: Sage Publications India
- Solso R.L., Maclin O.H. and Maclin M.K. (2014). *Cognitive Psychology* (8<sup>th</sup> Ed). Noida: Pearson India Education.
- Riegler G.B. and Riegler B.R. (2008). *Cognitive Psychology – Applying the Science of the Mind*. New Delhi: Pearson India Education.
- Hunt R. and Ellis H. (2007). *Fundamentals of Cognitive Psychology* (7<sup>th</sup> Ed.) Delhi: Tata McGraw.
- Smith E.E. and Kosslyn S.M. (2007). *Cognitive Psychology – Mind and Brain*. New Delhi: Prentice Hall India.
- Sternberg, R.J. (1999). *Cognitive Psychology*(4<sup>th</sup> Ed). Fort Worth : Harcourt Brace College Publisher

**PSYM-203: Neuro-Psychology- II****Max Marks: 100****Credits: 06****Min. Marks: 40****Duration: 03 hrs****Learning Outcome** On successful completion of the course, the students will be able to:-

- Understand components of language and neuropsychological correlates of emotion and motivation.
- Illustrate the effect of hormones on behavior, learning and memory
- Evaluate neural developmental disorder and theoretical approaches to rehabilitation.

**UNIT I**○ **Language:**

- Language systems in the brain,
- Hemispheric Specialization
- Brain Mechanisms of Speech Comprehensions and Production
- Disorders of language and auditory perception

○ **Neuropsychological Correlates of Motivation and Emotion:**

- Hypothalamus and Limbic System in Emotions

- Stress, Emotionality and Endorphins
- Role of sub- cortical and cortex in emotional states, Disorders of emotions
- Motivation – Chemical senses of taste and smell, Hypothalamic factors in eating and mechanisms of drinking

## UNIT II

- **Hormones and Behavior:**
  - Mechanism of Hormone Action
  - Main Endocrine Glands and Their Hormones
  - Effects of Hormones on Learning and Memory

## UNIT III

- **Neural development and Developmental Disorders**
- **Applications of Neuropsychology:**
  - **Neuropsychological Rehabilitation** - Theoretical approaches to cognitive rehabilitation, brain injury and psychological problems, issues and intervention, neuro-rehabilitation strategies for people with neuro-degenerative disorders, Psychopharmacology

### Reference Books:

- Klein, S.B., & Thorne, M.B. (2006). *Biological Psychology*. New York: Worth Publishers.
- Solso, R.L. (2004). *Cognitive Psychology* (8<sup>th</sup> Ed). ND : Person Education.
- Zilmer, E.A., & Spears, M.V. (2001). *Principles of Neuropsychology*. Canada : Wadsworth.
- Sternberg, R.J. (1999). *Cognitive Psychology* (4<sup>th</sup> Ed). Fort Worth : Harcourt Brace College Publisher.
- Carlson, N. (1999). *Physiology of Behavior*. Boston : Allyn and Bacon.
- Best, J.B. (1995). *Cognitive Psychology*. MN : West Publishing Co.
- Walsh, K. (1994). *Neuropsychology : A Clinical Approach*. ND : Churchill Livingston.

## PSYM-204: Developmental Psychology

**Max Marks: 100**

**Credits: 06**

**Min. Marks: 40**

**Duration: 03 hrs**

**Learning Outcome** On successful completion of the course, the students will be able to:-

- Understand the basic concepts and contexts of human development.
- Evaluate the perspective of cognitive, behavioural and moral development
- Assess the aspects of emotional development and successful aging.

## UNIT I

- **Introduction:**
  - Concept of Human Development
  - Nature-nurture debate in Human Development.
- **Context of Human Development - Family:**
  - Role of Family
  - Parental Socialization During Childhood and Adolescence
  - Social Class and Ethnic Variations in Child Rearing
  - Influence of Siblings and Sibling Relationships
  - Sibling Relationships over the Course of Childhood
  - Positive Contributions of Sibling Relationships
- **Context of Human Development - Social Milieu:**
  - Peers as Agents of Socialization
  - School as a Socialization Agent
  - The Effects of Television on Child Development
  - Child Development in the Digital Age

## UNIT II

- **Cognitive Development:**
  - Nature and Approaches- Piaget, Vygotsky, Information-Processing Perspective. Introduction to Multistore model
  - Language: Structure of language and Theories of language development
- **Aggression, Altruism, and Moral Development:**
  - Development of Aggression
  - Development of Prosocial Self

- Development of Affective, Cognitive, and Behavioral Components of Morality

### UNIT III

#### ○ Emotional Development, Temperament, and Attachment:

- Emotional Development: The Development of Emotional Expressions, Recognizing and Interpreting Emotions
- Temperament and Development
- Hereditary and Environmental Influences on Temperament
- Stability of Temperament
- Attachment and Development
- Factors That Influence Attachment Security

#### ○ Ageing:

- Physical, Cognitive and Psychological development in late adulthood
- Problems of ageing
- Successful ageing

### Reference Books:

- Berk, L.E. (2017). *Child Development* (9<sup>th</sup> Ed), Boston :Allyn& Bacon.
- Shaffer, D.A.(2014). *Developmental Psychology: Childhood and Adolescence*, 9th, USA: Cengage Learning
- Santrock , J.W. (1999). *Lifespan Development*. New York : McGraw Hill.
- Barnes, P. (1995). *Personal, Social and Emotional Development*. Oxford : Blackwell.
- Berry, J.W., Dasen, D.R. and Saraswathi, T.S. (1997). *Handbook of Cross-cultural Psychology : Basic Processes and Human Development*. New York: Allyn and Bacon.
- Bickerton, D. (1996). *Language and Human Behavior*. Washington D.C.: Psychology Press.
- Mishra, G. (Ed. 1999). *Psychological Perspective on Stress and Health*. New Delhi: Concept.
- Pestonjee, D.M. (1999). *Stress and Coping: The Indian Experience*. New Delhi: Sage Publications.
- Schaeffer, R. (1996). *Social Development*. Oxford: Blackwell.
- Sinha, D. (1981). *Socialization of the Indian Child*. New Delhi: Concept.
- Taylor, I. (1976). *Introduction to Psycholinguistics*. New York: Holt.
- Thompson, R.A. (Ed.) (1990). *Socio Emotional Development: Nebraska Symposium on Motivation, 1988*. Lincoln: University of Nebraska Press.

### PSYM-205: Practical

**Max Marks: 100**

**Credits: 06**

#### **Learning Outcomes:**

On successful completion of the Course the student will be able to :-

- Conduct, administer and interpret psychological experiments.
- Conduct, administer and interpret psychological tests.
- Analyze a published research article /paper/study.

**1. Test of Aggression**

**2. Test of Prosocial Behaviour**

**3. Stress Assessment (Stressors/ Coping styles)**

**4. Test of Creativity**

**5. Test of Intelligence Measurement**

**6. Test of Attachment styles/Emotional maturity**

**7. Analysis of a published Research Paper/ Article from UGC CARE listed Journals.**

**Written Test and Lab Work**

**50 Marks**

**Record Work**

**30 Marks**

**Viva**

**20 Marks**

**Min. Marks: 40**

**Duration: 05 hrs**

### Course Structure in Semester - III

Paper Code	Nomenclature	Type	Contact Hours Per Sem	Credits	Total Marks		Max Marks	Min Marks	Duration
					CIA	ESE			
PSYM-301	Applications of Psychology-I	Core	06	06	30	70	100	40	3 hrs
PSYM-302	Positive psychology	Core	06	06	30	70	100	40	3 hrs
PSYM-303	DSE – A Psychopathology <b>OR</b> DSE- B Organizational Behaviour	DSE	06	06	30	70	100	40	3 hrs
PSYM-304	DSE- A Counselling Skills and Practice- I <b>OR</b> DSE- B- Advanced Research Methods and Statistics	DSE	06	06	30	70	100	40	3 hrs
PSYM-305	Practicals	Practical	12	06	30	70	100	40	5 hrs

#### PSYM-301- APPLICATIONS OF PSYCHOLOGY- I

**Max Marks: 100**

**Min. Marks: 40**

**Credits: 06**

**Duration: 03 hrs**

**Learning Outcomes:** On successful completion of the course, the students will be able to:

- Understand the relationship between human behaviour and Environment
- Assess the importance of health in the present times
- Evaluate and inspect the beliefs and attitudes with respect to Health.

#### UNIT I

##### Introduction to Environmental Psychology:

Human Behaviour and Environment, Relationship of individuals with their physical settings, Natural Environment and Built Environment. Climate Change and Human Behaviour. Cognitive adaptation to global warming.

**Pro-Environmental Behaviour:** Pro-environmental attitudes, values and behaviour as Volunteerism etc. Environmental awareness, Challenges of increasing Pro-environmental behaviour health needs, Eco-anxiety (Introduction)

#### UNIT II

**Health Psychology:** Nature, Mind-body relationship, Models of Health Psychology: Biomedical, Biopsychosocial model. Biological bases of Health-Nervous system, Health Behaviour, Hazardous Lifestyle for Drug and Substance usage

**Health Beliefs:** Health belief model, Theory of reasoned action, Theory of planned behaviour, Cognitive-behavioural approaches to health change. Stress & Coping: sources of stress, Transactional model of stress, coping with stress, Suicide and self harm.

**Chronic Diseases:** Psychosocial factors, Psychological Intervention and management: Hypertension, Diabetes, HIV, Cancer, Obesity and Trauma

#### UNIT III

##### FORENSIC PSYCHOLOGY

Psychological and Judicial Processes: Court Structure and Jurisdiction; Judicial Process- Pretrial Stage, Trial Stage, Disposition Stage, Appellate Stage; Eyewitness Testimony, Expert Witness; Development of Delinquent and Criminal Behaviour- Juvenile Offenders, Development Perspective of Juvenile Offending: Development theory and Coercive Development Theory, A Developmental dual System Model of

Adolescent Risk Taking, Developmental Factors in Formation of Persistent Criminal Behaviour, Biological Factors, Additional Social Influences.

### Reference Books:

- Gifford, R. (2014). *Environmental Psychology Matters. Annual Review of Psychology*, 2014, 65, 541-579.
- Gifford, R. (2013). *Environmental Psychology: Principles and Practice*. Allyn and Bacon Inc :Massachusetts.
- Jain, U. (2012). Cultural Construction of Environmental Problems. *Procedia : Social and Behavioural Sciences*, 68, 6-15.
- Bechtel, R.B and Churchman A. (2002). *Handbook of Environmental Psychology*. New York: John Wiley and Sons.
- Hansen, A. (1991). Media and the Social Construction of the Environment. *Media Culture and Society*, 13, 443-458.
- Edward P. Sarafino, (1990). *Health Psychology*, John Wiley & Sons, INC.
- Linda Brannon and Jess Feist. (2007). *Introduction to Health Psychology*, Thomson: Indian Edition.
- Shelley E. Taylor. (2007). *Health Psychology*. New Delhi: Tata McGraw Hill
- Malhotra, S.M., Batra, P. & Yadava, A. (2007). *Health Psychology: Psycho-Social Perspective*. New Delhi: Common Wealth Publishers.
- Singh, R., Yadava, A. & Sharma, N.R. (2015). *Health Psychology*. New Delhi: Global Vision Publishing House.
- Taylor, S. E., & Sirois, F. M. (1995). *Health psychology*. New York: McGraw-Hill.
- Ogden, J. (2012). *Health psychology*. McGraw-Hill Education (UK).
- Davey, G.C. (2011). *Applied Psychology*. US: Willey-Blackwell
- Gregory, W.L. and Burroughs, W.J. (1989). *Introduction to Applied Psychology*, Illinois Scott: Foresman & Co.
- Anastasi, Anne. (1979). *Fields of Applied Psychology*, International Student Edition (2nd Ed.), Tokyo: McGraw Hill.
- Galliher, John H. (1989) (Ed) *Criminology – Human Rights, Criminal Law and Crime*. US: Prentice Hall Inc.
- Cressey, D.R. and Ward, D.A. (1969). *Delinquency: Crime and Social Process*. New York: Harper & Row,

## PSYM-302: POSITIVE PSYCHOLOGY

**Max Marks: 100**

**Credits: 06**

**Min. Marks: 40**

**Duration: 03 Hrs**

**Learning Outcomes:** On successful completion of the course, the students will be able to:

- Explore the historical, cultural, and recent trends in which the field of Positive Psychology
- Critically analyze the potential pathways to well-being through experiential learning.
- Engage in a proactive and thoughtful process of self – examination with regard to life enhancement strategies.

### UNIT I

- **Positive Psychology:**
  - Past, Present and Future ( Historical background)
  - Eastern and Western Perspectives on Positive Psychology
  - Perspectives on happiness and well being
  - Virtues and character strengths
  - Recent trends and future directions
  - Positive neuroscience.

### UNIT II

- **Identifying and measuring strengths:**
  - Positive self, traits, Emotional strength, Resilience, and Flow
- **Promoting positive self and relationships:**
  - Compassion, Forgiveness, Gratitude, Empathy, Authenticity and positivity in social relationships
- **Mindfulness meditation:**
  - Theory, research and practice



**UNIT III**

- **Application of Positive Psychology:**
- **Living well at every Stage of Life :**
  - Children and Youth – Protective Factors for Psychosocial Resilience in Children and Youth
  - Strategies for Promoting Resilience in Children and Youth
  - Positive Youth Development
- **Midlife re-evaluation; The Concept of Successful Aging**
- **Life Enhancement Strategies: Love, Work and Play**

**Reference Books:**

- Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge. ~ 50 ~
- Snyder, C.R. & Lopez, S.J. (2002). Handbook of Positive Psychology. New York : Oxford University Press.
- Haidt, J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
- Huppert, F, F.A., Baylis, N. & Keverne, B. (2005). The science of well being. Oxford; Oxford University press.
- Lyubomirsky, S. (2007). The how of happiness: A scientific approach to getting the life you want. New York : Penguin.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
- Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.

**PSYM-303: DSE (A) PSYCHOPATHOLOGY****Max Marks: 100****Credits: 06****Min. Marks: 40****Duration: 03 hrs****Learning Outcomes:** On successful completion of the course, the students will be able to:

- Understand the meaning, models and diagnostic classification related to Psychopathology
- Able to understand the clinical picture of major Psychological Disorders
- Explore career opportunities as mental health professionals

**UNIT I**

- **Introduction to Psychopathology:**
  - Explanation in psychopathology
  - Models of psychopathology- Ethological model; Community disaster model; Psychodynamic model, Biopsychosocial model, Information processing model, Biographical and literate model
  - Psychopathology and Behaviour- Psychopathology of everyday behaviour and general appearance
  - Diagnostic Classification of disorders according to DSM 5

**UNIT II**

- **Nature, types, Clinical picture and causal factors**
  - **Schizophrenic Spectrum disorders**
  - **Bipolar and Related Disorders**
  - **Depressive Disorder**
  - **Obsessive-Compulsive and other anxiety related disorders**
  - **Trauma- and Stressor-Related Disorders**
  - **Personality Disorder**

**UNIT III**

- **Nature, types, Clinical picture and causal factors**
  - **Dissociative Disorder**
  - **Somatic Symptom and Related Disorder**
  - **Sexual dysfunctions**
  - **Substance abuse and addictive related disorders**
  - **Neurocognitive Disorders**
  - **Childhood Disorders**

**Reference Books**

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5)*. American Psychiatric Pub.
- Butcher, Hooley & Mineka (2014). *Abnormal Psychology*. Pearson publication, New Delhi.
- Zillmer E.A. and Spears, M.V. (2001) *Principles of Neuropsychology*. Canada: wadsworth Publishers.
- Davis, D. R. (1984). *An Introduction to Psychopathology*. Fourth Edition, Chapter 1 to 7, Pages 1-168.
- Taylor, M. A., & Vaidya, N. A. (2008). *Descriptive psychopathology: the signs and symptoms of behavioral disorders*. Cambridge University Press. Pp-133-351.
- Srivastava, S. K. (2012). *Psychopathological Disorders: Biopsychosocial Analysis*, First Edition. Pp.309-332.
- Walker, C.E. and Roberts M.C. (2001) *Handbook of Clinical Child Psychology*. 3rd edition New York : J. Wiley & Sons.

## PSYM-303 (B): DSE (B) ORGANISATIONAL BEHAVIOUR

**Max Marks: 100**

**Min. Marks: 40**

**Credits: 06**

**Duration: 03 hrs**

**Learning Outcomes:** On successful completion of the course, the students will be able to:

- Assess the organizational Behaviour and processes in Indian Context.
- Inspect the role of societal culture in an organization.
- Evaluate the concept, process and resistance to organizational change.

### UNIT I

**Organizational Behaviour and Processes:** Organizations as Open systems, Organization and the individual: Nature and types of organizations, organizations as sub systems of society, Indigenization of OB research and its challenges. , Issues of Diversity in Indian Organizations: Attitudes of Mitri, Karuna, Mudita in relationships at work

### UNIT II

**Societal Culture and Organizations:** Dimensions of Culture: Models and Approaches, The Indian cultural context and Organizations: context sensitivity of Indians, indigenous work values, and modern management, Challenges of cultural change, Socialization and the integration of individuals with organizations.

### UNIT III

**Organizational Change and Effectiveness:** Concept of organizational, change and models of change, Restructuring Processes, Resistance to Change, Role of Leadership and creating conditions for successful change management. Competency Mapping and Psychological Processes

### Reference Books

- Pareek, U. (2006). *Understanding Organizational Behaviour*. Oxford University Press: New Delhi
- Katz, D, and Kahn R. L. (1967). *Social Psychology of Organizations*. Prentice Hall. 18
- Tripathi, R.C. and Dwivedi, R. (2016). *Organizational Studies in India*. Orient Blackswan: New Delhi.
- Bhawuk, D. P. S. (2008). *Towards an Indian Organizational Psychology*. In
- K. Ramakrishna Rao (Ed.), *Handbook of Indian Psychology* (pp. 471-491). Cambridge University Press: New Delhi.
- Gupta, R.K. & Panda, A. (2003). *Individualised familial self: The evolving self of qualified technocrats in India*. *Psychology and Developing Societies*, 15, 1-29.
- Gupta, R.K. & Panda, A. (2009) *Culture, Institutions and organizations in India* In G. Misra (2009) Vol II, *Psychology in India*, Pearson, New Delhi

**PSYM-304 : DSE (A) - COUNSELLING SKILLS AND PRACTICES - I****Max Marks: 100****Min. Marks: 40****Credits: 06****Duration: 03 hrs****Learning Outcomes:** On successful completion of the course, the students will be able to:

- Understand the meaning, historical background and ethical issues in Counselling
- Appraise the approaches and process of counselling.
- Examine the applications of counselling skills in different settings

**UNIT I**

- **Introduction and overview of Counselling:**
  - Defining counselling, Guidance, psychotherapy
  - Historical Background of counselling and psychotherapy
  - Goals, Therapeutic alliance; Personal and professional qualities of counsellor
  - Legal and Ethical Issues in Counseling.

**UNIT II**

- **Approaches to counselling and therapy:**
  - Psychoanalytic, Existential, Person - Centered, Cognitive and Behavioural, Indigenous
- **Process of Counseling:**
  - Common Problems of beginning counsellors,
  - Stages of Counselling -Relationship building, Assessment and diagnosis,
  - Formulation of counselling goals, Intervention and problem solving,
  - Termination and follow-up

**UNIT III**

- **Applications of Counselling Skills:**
  - Educational and Career Counseling, Child and Adolescent
  - Geriatric, Marriage and Family Counseling
  - Counseling for diverse groups, Multi-cultural counseling.

**Reference Books:**

- Gladding, S.T. (2014). *Counseling: A comprehensive profession*. (7th ed.), New Delhi: Pearson Publications.
- Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.
- Jones, N. R. (2012). *Basic counseling skills*. New Delhi: Sage Publications.
- Belkin, G.S. (1988). *Introduction to counseling*. W.G.: Brown Publishers.
- Gerald, C. (2001). *Case approach to counseling psychology*. Australia: Brooks Cole.

**PSYM-304 : DSE (B) - ADVANCED RESEARCH METHODS AND STATISTICS****Max Marks: 100****Min. Marks: 40****Credits: 06****Duration: 03 hrs****Learning Outcomes:** On successful completion of the course the student will be able to:

- Understand and interpret the importance of Inferential Statistics in Behavioural Science.
- Examine the application of correlation and regression methods of data analysis.
- Evaluate data analysis with the help Factor analysis.

**UNIT-I****Inferential Statistics:**

Parametric and nonparametric statistics. Single case designs, Group Design-Randomized Group design (between group design) and repeated measures design (within group design), single factor multiple group design, two factor designs, factorial designs.

**UNIT-II****Correlation and Regression:**

Applications of Correlation Methods such as Pearson correlation, Bi serial, point-bi-serial, , partial, canonical and multiple correlation. Introduction to Regression: Simple linear regression, multiple linear regression, Nonlinear regression and logistic regression.

**UNIT - III****Multivariate data analysis:**

Principal component analysis, cluster analysis (Conceptual foundations). Threats to Experiment -internal validity and external validity, Type-1 and Type-2 Error, Statistical power of the test

**Special experimental designs:** randomized complete block design, Latin square designs and Post-Hoc testing: multiple comparison of means.

**Reference Books-**

- Broota, K.D. (1992). Experimental Design in Behavioural Research. ND: New Age International Pub.
- Hair, Joseph F., et al. Multivariate Data Analysis: A Global Perspective. 7th ed. ♣ Upper Saddle River: Prentice Hall, 2009.
- Ferguson, G. A. (1959). Statistical analysis in psychology and education.
- Kazdin, A. E. (2011). Single-case research designs: Methods for clinical and applied settings. Oxford University Press.
- Keller, G. (2014). Statistics for management and economics. Nelson Education.
- Seltman, H. J. (2014). Experimental design and analysis. Retrieved January, 15, 2015.
- Siegel, S. (1986). Non parametric statistics. NY: McGraw Hill.
- Winer, B. J. (1971). Statistical principles in experimental design. NY: McGraw Hill.

**PSYM-305:PRACTICAL****Max Marks: 100****Credit: 06****Min. Marks: 40****Duration: 05 hrs****Learning Outcomes:** On successful completion of the course the student will be able to:

- Integrate their theoretical and practical knowledge for better understanding.
- Illustrate the process of counselling children and adolescents.
- Examine the nature and meaning of counselling in the present times.

1. Test of Gratitude/Happiness/ Forgiveness
2. Test of Mental Health / Psychological Well being
3. Aptitude/ Achievement test
4. Organizational climate/culture/ change
5. Case study
  - Case Study report
  - Workshop/Seminar report

**Written Test and Lab Work****50 Marks****Record Work****30 Marks****Viva****20 Marks**

## Course Structure in Semester-IV

Paper Code	Nomenclature	Type	Contact Hours Per Week	Credits	Total Marks		Max Marks	Min Marks	Duration
					CIA	ESE			
PSYM-401	Applications of Psychology- II	Core	06	06	30	70	100	40	3 hrs
PSYM-402	Indigenous Psychology	Core	06	06	30	70	100	40	3 hrs
PSYM-403	Clinical Psychology/ Industrial Psychology	DSE	06	06	30	70	100	40	3 hrs
PSYM-404	(a)Counselling Skills and Practice- II / (b)Dissertation	DSE/ DSCP	06	06	30	70	100	40	3 hrs
PSYM-405	Practicals	Practical	12	06	30	70	100	40	5 hrs

### PSYM-401: APPLICATIONS OF PSYCHOLOGY

**Max Marks: 100****Credit: 06****Min. Marks: 40****Duration: 03 hrs****Learning Outcomes:** On successful completion of the course the student will be able to:

- Examine the application of Psychology in the field of Sports and Gender
- Inspect the importance of Peace Psychology and technology interface
- Assess the elements related to community mental health and rehabilitation in the present times

#### UNIT I

- **Sports Psychology:**
  - Nature and Scope
  - Cognitive Factors: Self Efficacy & Self Esteem, Memory, Attention & Decision Making, Emotion-Concentration Interplay, Risk Taking
  - Social Factors: Culture, Group Cohesion
  - Biological Factors: Physiological Stress & Factors Associated with Sports and Exercise, Impact of Extreme Environment on Physiological and Psychological Variables
- **Gender and Psychology:**
  - History of social movements of gender, Gender and LGBTQIA allies,
  - Gender socialization and stereotypes
  - Gender at workplace, women empowerment
  - Gender sensitization, bias and discrimination

#### UNIT II

- **Peace Psychology:**
  - Violence, non-violence, conflict resolution at the macro level, the role of media in conflict resolution.
  - Peace Education: Nature and Challenges of peace education
- **Psychology and Technology Interface:**
  - Digital learning; Digital etiquette - Cyberbullying
  - Cyber pornography: Consumption, implications
  - Parental mediation of digital usage

#### UNIT III

- **Community mental health:**
  - Meaning, Models and Strategies- Preventive approach
  - Integrating mental health services in general health care- issues and challenges, mental health literacy and education, addressing social stigma and social inclusion
  - Community based intervention- Role of psychiatry and counseling, Psychosocial rehabilitation, governmental, non-governmental organizations and self-help groups.
- **Disaster, Rehabilitation & Community Problems:**
  - Role of Psychologists in disaster management & rehabilitation;
  - Use of Psychological techniques; Community Problems – Urban Slums – role of psychologists;
  - Psychology in Rehabilitation Work
  - Trauma & Post Traumatic Stress Disorder & Growth (PTSD & PTG)

**Reference Books:**

- De Rivera, J. (2009). Handbook on Building Cultures of Peace. Springer: MA.
- Worthington Jr., E. (2005). Handbook on Forgiveness. Taylor and Francis: NY.
- McBride, Dorothy & Mazur, Amy. (2008). Women's movements, feminism and feminist movements. 219-243.
- B, M. (2017). Happily Ever After? "Successful Ageing" and the heterosexual imaginary. European Journal of Cultural Studies, 363-381.
- E, B. (2010). Explaining Religious Market Failure: A gendered critique of the Religious Economies Model. Sociological Theory.
- E, C. (2016). What Is a Woman Created For? The Image of Women in Russia through the Lens of the Russian Orthodox Church. Feminist Theology.
- J, H. (1998). The Violences of Men: How Men Talk about and How Agencies Respond to Men's Violence to Women. Sage Publications.
- K, B., & J, G. (2005). Beyond the mask: women's experiences of public and private ageing during midlife and their use of age-resisting activities. Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine.
- S, L. (2013). A Cross-Cultural Exploration of Masculinity and Relationships in Men From Turkey, Norway, and the United States. Journal of Cross-Cultural Psychology, 84-105.
- V, M. (2018). Humhandara and hujaya: Virginity, Culture, and Gender Inequalities Among Adolescents in Zimbabwe. Reproductive Health in Sub-Saharan Africa, 1-11
- Kapur, R. L. (1946). The story of community mental health in India. Mental health: An Indian Perspective 1946-2003, 92-100.
- Kawachi, I., & Berkman, L. F. (2001). Social ties and mental health. Journal of Urban health, 78(3), 458-467.
- Mosher, L. R., & Burti, L. (1989). Community mental health: Principles and practice (pp. 323-346). New York: Norton.

## PSYM-402: INDIGENOUS PSYCHOLOGY

**Max Marks: 100**

**Min. Marks: 40**

**Credits: 06**

**Duration: 03 hr**

**Learning Outcomes:** On successful completion of the course the student will be able to:

1. Understand the meaning, relevance, historical development of Indigenous Psychology
2. Examine the notions of different schools of Indian Philosophy
3. Assess the importance of Yog and Mediatation in improving overall well being.

### UNIT I

- Indigenous Perspectives of Psychology.
- Contemporary Relevance of Indigenous Psychology.
- Origin and Historical Development of Indian Psychology.
- Fundamental assumptions and contemporary trends of Indian Psychology.

### UNIT II

- **Schools of Indian Philosophy:** Nyay, Vaisheshik, Samkhy, Yog, Mīmāṃsā and Vedant.
- Consciousness and Mind in Vedant.
- Indian Heterodox Schools.

### UNIT II

- Meaning and Types of Yog.
- Meaning and Types of Meditation.
- Techniques of Meditation: Vipasana Meditation, Transcendental Meditation, Mindfulness Meditation.
- Role of Yog and Meditation in improving Holistic Health and Well-being (Physical, Mental, Emotional & Spiritual).

### Reference Books:

- Dalal, A. S. (2001). An introduction to the psychological thought of Sri Aurobindo- A Greater Psychology. Pondicherry: Sri Aurobindo Ashram.
- Dalal, A. S. (2007). Sri Aurobindo and the Future Psychology (Supplement to A Greater Psychology). Pondicherry: Sri Aurobindo Ashram
- Grof, S. (2000). Psychology of the Future. New York: SUNY Press.
- Coster, G. (1998). Yoga and Western Psychology. Delhi: Motilal Banarsi Dass Publishers Pvt. Ltd.
- Kalghatgi, T. G. (1961). Some Problems in Jaina Psychology. Dharwad: Karnatak University.
- Kalupahana, D. J. (1992). The Principles of Buddhist Psychology. Delhi: Sri Satguru Publications.

- Kiran Kumar, S. K. (2002). Psychology of Meditation: A contextual approach. New Delhi: Concept Publishing Co.
- Mehta, M.L. (2002). Jaina Psychology: Introduction. Varanasi: Parshvanath Vidyapeeth.
- Rhys Davids, C. A. F (1914). Buddhist Psychology. London: G. Bell and Sons Ltd.
- Safaya, R. (1975). Indian Psychology: A critical and historical analysis of the psychological speculations in Indian philosophical literature. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Salagame, K.K.K. (2011). Indian Indigenous Concepts and Perspectives: Developments and Future Possibilities. In G. Misra (Ed.) Psychology in India, Vol. 4. : Theoretical and Methodological (ICSSR Survey of Advances in Research) (p.93-172). New Delhi: Pearson.
- Salmon, D. & Maslow, J. (2007). Yoga Psychology and the Transformation of Consciousness: Seeing through the eyes of infinity. St. Paul, MN., USA: Paragon House.

SGCA

**PSYM-403(A):DSE (A) – CLINICAL PSYCHOLOGY****Max Marks: 100****Min. Marks: 40****Credits: 06****Duration: 03 hrs****Learning Outcomes:** On successful completion of the course the student will be able to:

- Examine the objectives, types, ethical issues related to Psychotherapies
- Evaluate the elements related to Behaviour and cognitive behavioural therapies
- Inspect the effectiveness of Client Centered, Existential, Gestalt and Indigenous therapies

**UNIT I**

- **Introduction to Clinical Psychology**

Clinical Psychology – Historical perspective, Nature and Scope, Current status, Role of clinical Psychologists in Mental Hospitals, Educational Institutions, Vocational guidance. Mental Health: Concept, Components, Intervention Models – Clinical Model, Community Model, Social Action Model.

- **Psychodynamic Psychotherapies:**

- Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications
- Psychoanalysis
- Short Term Psychodynamic Psychotherapies

**UNIT II**

- **Behaviour and Cognitive Behaviour Therapies:**

- Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications
  - Behaviour Therapy
  - Cognitive Behaviour Therapy
  - Third Wave Behaviour Therapies: Acceptance and Commitment Therapy, Dialectical Behaviour Therapy, Mindfulness Based Cognitive Therapy
  - Rational Emotive Behaviour Therapy

**UNIT III**

- **Client Centered, Existential and Gestalt Therapy:**

- Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications
- **Play Therapy, Art and Music Therapy, Indigenous therapies**
  - Group Therapy, Psychodrama and Role Playing, Family Therapy and Couples Therapy
  - LGBTQIA Therapy
  - Trauma informed Therapy

**Reference Books:**

- Korchin, S.J. (1976). *Modern Clinical Psychology*. CBS Publication, Delhi.
- Alonso, A., Swiller, H.I. (Eds.) (1993). *Group Therapy in clinical practice*. Washington DC. APA Press.
- Archer, J & McCarthy, C.J. (2007). *Theories of Counseling and Psychotherapy*.
- Hayes S. C., Strosahl K.D. and Wilson K. G., (2003). *Acceptance and Commitment Therapy: An Experiential Approach to Behaviour Change*. New York: The Guilford Press.
- Bandura, A (1969). *Principles of Behavior Modification* Holt, Rinehart and Winston, N.Y.
- Bannister, D.(1973). *Issues and Approaches in Psychological Therapies*. Wiley International, N.Y.
- Brown, D. & Pedder, J. (1991). *Introduction to Psychotherapy: An outline of Psychodynamic principles and practice*. London: Routledge



**PSYM-403(B):DSE (B) -INDUSTRIAL PSYCHOLOGY****Max Marks: 100****Min. Marks: 40****Credits: 06****Duration: 03 hrs****Learning Outcomes:** On successful completion of the Course the student will be able to:

1. Understand the principles, development, techniques related to Industrial Psychology.
2. Summarize the impact of training, development, motivation on job productivity of employees.
3. Analyze the application of motivation theory at work place.

**UNIT I**○ **Introduction of Industrial Psychology:**

- Principles, Development of Industrial psychology, Industrial psychology: present and future, research methods in Industrial psychology.
- Principles and techniques of selection and recruitment, psychological testing, determining job requirements: uses and types of job information, and job analysis, recruitment techniques, assessment and testing in organizations- Interviews, psychological testing and assessment methods.

**UNIT II****Training, Development and Job Performance Evaluation:**

- Training design, training programme evaluation, Appraisal :Uses of performance evaluation, sources of evaluation- the evaluator and performance information, appraisal rating systems and non-rating evaluation methods.
- **Work and Motivation:**
  - Meaning of work motivation, theories of work motivation-need theories (McClelland, Herzberg), cognitive theories, goal setting theory, self-efficacy theory; job satisfaction and job involvement.

**UNIT III**

- **Leadership:**
  - Meaning, nature and styles, theories of leadership; Specific leader skills for effective leadership; Women in leadership roles.
- **Application of Industrial Psychology:**
  - Application of motivation theory at work place

**Reference Books:**

- Blum, M.L. & Naylor, J.C. (2002). *Industrial psychology: Its theoretical and social foundations*. New Delhi: CBS Publishers & Distributors.
- Schultz, D. & Schultz, E. (2009) *Psychology and Work Today*. 10/E, New Delhi: Pearson Publications.
- Luthans, F. (2010). *Organizational Behavior* (12th ed.). New Delhi: McGraw Hill.
- Robbins, S.R., Judge, T.A. & Vohra, N. (2013). *Organizational Behavior* (15th ed.). New Delhi: Pearson.

**PSYM-404 (A):DSE (A) - COUNSELLING SKILLS AND PRACTICES - II****Max Marks: 100****Min. Marks: 40****Credits: 06****Duration: 03 hrs****Learning Outcomes:** On successful completion of the course the student will be able to:

- Understand and examine the Psychology of Disability.
- Illustrate the process of counselling children and adolescents.
- Examine the nature and meaning of counselling in the present times.

**UNIT I**○ **Psychology of Disability:**

- **Introduction to Disability** – Concept and Definition of Disability, Disability in India, Issues and Challenges, Family and Disability, Peers and Disability, Disability in School, Disability at Old Age, Ethical and legal issues, Disability and Mental Health, Disability and Human Rights, Psychological Approaches to Disability, Peer and Family Counseling.

**UNIT II**○ **Counselling Children and Adolescents:**

- **Establishing the relationship** - Goals for counseling children and adolescents, child counselor relationships, cultural factors.
- **Practice frameworks**- understanding internal processes of therapeutic change in children, facilitating change. Terminating the process.
- **Skills and techniques** – active listening, use of minimal responses, use of reflection, dealing with resistance and transference, paraphrasing and summarizing, dealing with self-destructive beliefs, use of narratives.

**UNIT III**○ **Counselling in Indian context/present scenario**

- Importance of Inclusive Education
- Responsibility of a Counselor (Case management, certification and referral)
- Centre for excellence – NCERT, NIMHANS, IHBAS, CIP
- Rehabilitation Council of India
- Recent trends in counselling- Online Counselling
- Mental health Acts In India (An Introduction)

**Reference Books:**

- Gladding, S.T. (2014). *Counseling: A comprehensive profession*. (7th ed.), New Delhi: Pearson Publications.
- Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.
- Mandal, K.C. (2021) *National Education Policy 2020: The Key to Development in India*. Notion Press.
- Chavan, B.S., Ahmad W., Gupta R.K., ((2022) *Comprehensive Textbook on Disability*. Jaypee Brothers Medical Publishers

**PSYM-404 (B): Dissertation****Max Marks: 100****Credits: 06**

Data Collection and Report Writing : 70

Presentation and Viva : 30

**Min. Marks: 40****Duration: 3 Hrs****Learning Outcomes:** On successful completion of the course the student will be able to:

1. Apply the knowledge of quantitative techniques to analyze data through field surveys by constructing questionnaires.
2. Develop research aptitude and formulate an intensive micro level dissertation work.
3. Hone & develop employability related skills for holistic development.

The dissertation work requires the students to utilize advanced research techniques to undertake empirical research on relevant topics based on strong theoretical framework. The dissertation thesis has to be prepared on the following outline -

- Introduction
- Objectives of the study
- Methodology
- Results and discussion
- Conclusion
- References

**PSYM-405: PRACTICAL****Max Marks: 100****Credits: 06****Min. Marks: 40****Duration: 05 hr****Learning Outcomes:** On successful completion of the course the student will be able to:

- Conduct and administer psychological tests.
- Integrate their theoretical & practical knowledge for better understanding
- Sensitize students to understand the concerns related to special population.

1. **Test of Anxiety/Depression**
2. **Job motivation/ Job satisfaction**
3. **Interest Inventory / Preference Record**
4. **Test of Hope / Resilience/ Mindfulness/ Optimism/ Spirituality**
5. **Internship In Psychological relevant Settings (Time period 30 -45 days)**

**Written Test and Lab Work****50 Marks****Record Work****30 Marks****Viva****20 Marks**