

Indira Gandhi National Tribal University,  
Amarkantak, (MP)

# Syllabus

PG 2 Year

Programme Code: PSY201

***Department of Psychology***

## About the Department:

The Master's program in Psychology was introduced at Indira Gandhi National Tribal University, Amarkantak in 2016, under the Department of Psychology within the Faculty of Social Sciences. The Department itself was established as an independent academic unit in 2010, under the guidance of Prof. A. P. Singh from the Department of Psychology, Banaras Hindu University, Varanasi.

Currently, the Department offers three academic programs designed in alignment with the National Education Policy (NEP) 2020 and follows the Choice Based Credit System (CBCS). The curriculum is regularly updated and implemented in accordance with NEP 2020 guidelines.

The Department comprises five faculty members, including one Associate Professor and four Assistant Professors. It is equipped with three classrooms and one practicum laboratory, furnished with essential teaching and training resources. In line with the University Act, the Department prioritizes research focused on tribal-centric issues.

Recognizing the growing concern around mental health, the Department has integrated mental health education into its curriculum. Additionally, a counseling center has been established to provide psychological support to both students and university staff, ensuring practical application of learned skills and promoting overall well-being within the campus community.

## Preamble:

In keeping with advancements in the discipline, the program is designed to explore psychological functioning at both individual and social levels in an inclusive and holistic manner. It aims to help students acquire specialized knowledge while fostering appropriate attitudes, values, and a sense of empowerment.

The program acknowledges diverse approaches to knowledge creation and application. To support this, students will be introduced to multiple perspectives and pedagogical methods, along with their practical implications. The curriculum encourages students to pursue their academic interests in specialized areas of psychology, while also supporting their personal growth and development as responsible citizens.

The Department maintains flexibility in its academic offerings, allowing for the introduction of new courses and the revision of existing ones within an academic year. Relevant reading materials will be provided by the respective faculty members.

## Vision:

1. To foster self-awareness in students, enabling them to discover their true calling and contribute to the evolution of higher human consciousness.

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2. To build a meaningful interface between society, culture, and higher education through the teaching, learning, and research of psychology.
3. To integrate and strengthen culturally rooted and contextually appropriate psychological knowledge and practices, while maintaining a global perspective.
4. To develop professional skills that empower students to secure meaningful employment, support individual and group well-being, and contribute to social harmony.
5. To uphold and promote the core values of Indian society—such as diversity, secularism, and inclusivity—while ensuring personal and collective growth within the social system.

## **Mission:**

To develop, advance, and exemplify knowledge systems within the discipline of psychology that nurture individual strengths and unique potentials, while upholding egalitarian values to support collective well-being. The courses are designed to ensure cultural relevance and address contemporary societal challenges within the framework of the program.

## **Structure of the Course:**

To achieve these objectives the proposed curriculum would have the following structure:

- A. Core (Fundamental) Courses
  - B. Electives (specialisation)
  - C. Open Elective (optional and skill based)
1. The core courses in the curriculum are structured to provide a foundational framework essential for teaching the discipline. They equip students with the fundamental knowledge and skills necessary to pursue more specialized courses of their interest in later stages of the program.
  2. Elective courses are meant to help students specialize in specific areas of psychology. These courses will focus on key concepts, teaching methods, and the skills needed within the given semester. They will follow a process-based approach and be taught through workshops, hands-on activities, and reflective learning. Students will be assessed based on their participation in these activities rather than traditional exams.
  3. Open Elective courses are specialised in a particular domain and mainly focusing on a skill based learning. It will be optional in nature and enrollment in these courses are absolutely the choice of the student. It will be taught through workshop/experiential mode and assessment would be done by process driven activities only.

## Programme Objectives:

1. To build a strong, research-driven theoretical foundation aligned with recent developments in the field of psychology.
2. To encourage students to adopt a creative, evidence-based, and ethical approach that blends theoretical understanding with research methods from both quantitative and qualitative traditions.
3. To offer opportunities for applying knowledge in real-world settings, fostering a meaningful connection between academic learning and societal needs.

## Programme Structure:

The two year PG (MA/MSc) Psychology Programme is divided into four semesters as under. One year PG (MA/MSc) Psychology Programme will consist only two semesters.

PG- 2 Years	First Year	Semester-I (Odd Sem)	Semester-II (Even Sem)
	Second Year	Semester-III (Odd Sem)	Semester-IV (Even Sem)
PG 1 Year	Only Year	Semester-I (Odd Sem)	Semester-II (Even Sem)

## Course Structure, Credit Scheme and Marking Scheme

### For PG-2 Year Programme:

**Semester-I:** Semester-I is consist of six core papers, which is compulsory for all students. Each core courses will be of 4 credits, total credit point will be of 24 credits. All courses will be evaluated in two parts: systematic assessment (40%) and end semester assessment (60%) except practicum course that will be assessed in 100% in end semester exam. For internal assessment, a minimum of two unit tests will be conducted of total of 20 marks, at least one assignment of 10 marks, presentation (5 marks) and class performance (punctuality, sincerity, presence etc of 5 marks) must be carried out.

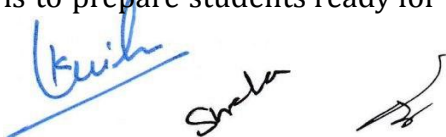
**Semester-II:** Semester II is consist of three core papers that is compulsory for all students, students are allowed to opt any one Elective paper from given list of papers as per their interest. All papers (core and elective) will be of 4 credits and total credits of the semester is 16. Marking scheme will be same as discussed in the Semester-I scheme.

**Semester-III:** In the third semester, there will be three core courses, compulsory to all students, and two courses will be of elective in nature and students will be allowed to choose any two from the given options. Marking scheme will be identical as in I and II semesters.

**Semester-IV:** Fourth semester is based on the transformation of the theoretical knowledge into practical knowledge, and purpose is to prepare students ready for the research activities.

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For this, students will select a topic of their choice in the starting of the third semester. To supervise the research work, a teacher from the department will be assigned to the students. A teacher from sister department may also be appointed as co-supervisor if needed. Student will present plan a research proposal and it will be finalised in the departmental committee where all the valid supervisors will be the member of the committee. In the middle of the fourth semester, a mid-term evaluation will be done and students will have to present their current progress before the departmental committee. Final evaluation will be done by the organising a viva-voce examination at the end of the semester. Student will present his/her research before the panel of examiners, submit a detailed report in the department duly forwarded by the concerned supervisor and head of the department. The marks will be assigned based on five different criteria: 1. Quality of the research, 2. Presentation in the viva-voce, 3. Practicality, generalisability and innovation of the research problem, 4. Performance of the student in the viva-voce from the topic of the research, 5. performance of the student in the viva-voce from the comprehensive knowledge of the domain.

### **Eligibility:**

The eligibility of the student will be decided by the competent authority and must be reflected in the admission brochure.

### **Medium of instruction:**

English and Hindi will be the medium of instruction and examination. Students are allowed to choose any one medium for examination and they are allowed to change the language in any course any time.

### **Pass percentage and Promotion Criteria:**

Minimum of 40% in systematic examination and end semester examination, with 50 percent aggregate for a semester will be required. If a student fails to secure 40% marks in systematic assessment, may not be allowed to write the end semester examination. Students are allowed to promote to the next semester provided he/she has passed at least half of the course in a particular semester. However, any rule related to the University will be applicable time-to-time.

### **Conversion of Marks into Grades and Grade Points:**

Grade points shall be determined as per the grade point table as per the University examination rules.

### **Attendance Required:**

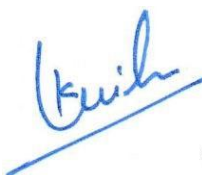
A total of 75% of attendance will be required of all the lectures/seminars conducted in each semester and each course. A shortage of attendance may be covered by extra classes and tutorial classes organised by the concerned teacher.

## Course Structure, Credit Scheme and Marking Scheme

Prog.	Year	Semester	Course	Type	CODE	Credit	Marks	
2 Year PG	1	I	Cognitive Psychology	Core-I	PSY201C11	4	100	
			Research Methods and Experimental Designs	Core-II	PSY201C12	4	100	
			Advanced Physiological Psychology	Core-III	PSY201C13	4	100	
			Advanced Psychopathology	Core-IV	PSY201C14	4	100	
			Guidance and Counselling	Core-V	PSY201C15	4	100	
			Practicals	Practical	PSY201C16	4	100	
		Total					24	600
		II	Learning and Memory Processes	Core-I	PSY201C21	4	100	
			Non-Experimental and Correlational Methods	Core-II	PSY201C22	4	100	
			Health Psychology	Elective	PSY201E23	4	100	
			Forensic Psychology		PSY201E24			
			Emotions in Everyday Life		PSY201E25			
			Practicals	Practical	PSY201C26	4	100	
		Total					16	400
	2	III	Experimental Social Psychology	Core-I	PSY201C31	4	100	
			Psychobiology	Core-II	PSY201C32	4	100	
			Positive Psychology	Elective-I	PSY201E33	4	100	
			Human Factors		PSY201E34			
			Affective Processes		PSY201E35			
			Human Resource Management	Elective-II	PSY201E36	4	100	
			Clinical Psychology		PSY201E37			
			Childhood Disorders		PSY201E38			
			Practicals	Practicals	PSY201C39	4	100	
		Total					20	500
		IV	Project/ Dissertation and Comprehensive Viva-voce	Project/ Dissertation	PSY201C41	20	500	
		Total					20	500
Grand Total (2 Years Post-Graduation Programme)						80	2000	

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# SEMESTER-I

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## COGNITIVE PSYCHOLOGY

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### Core-I

**Paper Code:**

**CREDIT-04**

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#### **COURSE DESCRIPTION:**

This course provides a deep understanding of key cognitive processes, including attention, perception, thinking, and problem-solving to all students. The course aims to explore these processes' theoretical foundations, characteristics, and determinants and examine how they interact with various cognitive and motivational influences. Additionally, students will learn about major theories of cognitive development and the relationship between language and thought.

#### **COURSE LEARNING OBJECTIVES:**

- Understand attention and its characteristics and theories of attention.
  - Learn figure-ground concepts and principles of perceptual organisation, constancy, and perception of time and movements.
  - Explore how our genes and environment interact to shape perception, considering the influence of cognitive biases and motivations on how we see the world.
  - This course will equip students to analyse the connections between language, thought, and creative thinking. Additionally, they will explore various theories of cognitive development.
  - Students will gain a foundational understanding of problem-solving strategies and how concepts are formed.
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### **Unit-I**

Attention: Meaning and characteristics. Selective and sustained attention; Nature and determinants. Theories of selective and sustained Attention.

### **Unit-II**

Perception: Figure-ground, Principles of perceptual organisation, Perceptual constancy, Perception of time and movement.

### **Unit-III**

Nature-nurture controversy: pre-exposure, deprivation and enrichment. Cognitive and motivational influences of perception: Instruction, target identification and perceptual defence.

## Unit-IV

Language Structure: Grammar and linguistics. Chomsky's theory. Language comprehension and reading. Stages in language development.

## Unit-V

Problem-solving: Nature and methods; influencing factors of problem-solving. Concept formation: Nature, types and influencing factors; Strategies in concept learning. Reasoning: Nature and types of reasoning; Creativity.

### Books Recommended:

1. Best, J. B. (1999). *Cognitive psychology* (5<sup>th</sup>ed). Belmont, CA: Brooks/Cole.
2. Dember, W. N., & Warm, J. S. (1979). *Psychology of perception* (2<sup>nd</sup>ed). New York: Holt.
3. Howard, D. B. (1983). *Cognitive psychology*. New York: McMillan.
4. Mattlin, M.W., Farmer, T. A. (2016). *Cognition*. (9<sup>th</sup> edition). New York: Wiley.
5. Schiffman, H. R. (1996). *Sensation and perception: An integrated approach*. New York: John Wiley.
6. Kellogg, R. T. (2015). *Fundamentals of Cognitive Psychology*. (2<sup>nd</sup> Ed.). New Delhi: SAGE
7. Solso, R. L. (2014). *Cognitive psychology*. (8<sup>th</sup>ed). New Delhi: Pearson Education.
8. Galotti, K. M. (2015). *Cognitive Psychology* (5<sup>th</sup> Ed). New Delhi: SAGE.
9. त्रिपाठी, लाल बाल एवं अन्य (2001). आधुनिक प्रायोगिक मनोविज्ञान. आगरा:हरप्रसाद भार्गव.
10. सिंह, अरुण कुमार (2006). उच्चतर सामान्य मनोविज्ञान. वाराणसी : मोतीलाल बनारसी दास.

# RESEARCH METHODS AND EXPERIMENTAL DESIGN

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## Core-II

**Paper Code:**

**CREDIT-04**

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### **COURSE DESCRIPTION:**

'Research methodology and experimental design' course provides in Psychology provides a comprehensive exploration of scientific approaches, research design, sampling techniques, ethical considerations, and statistical methods necessary for conducting rigorous psychological research. The learners will be able to comprehend data, appropriate research methods and experimental design.

### **COURSE LEARNING OBJECTIVES:**

- Gain a thorough understanding of the scientific methodology employed in psychological research, emphasising empirical evidence and theory development.
  - Develop proficiency in designing and evaluating research studies, encompassing various designs such as between-group (e.g., randomised, factorial) and within-group (e.g., within-subjects) designs.
  - Formulate precise hypotheses, identify key variables (independent, dependent, moderator, mediator), and apply appropriate techniques to control variables and minimise biases.
  - Demonstrate ethical awareness by navigating and adhering to ethical guidelines in psychological research, ensuring participant welfare and research integrity. Master statistical techniques (e.g., 't' test, Chi-square test, ANOVA) for analysing data, interpreting results, and conducting post hoc analyses to elucidate research findings effectively.
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## **Unit-I**

Scientific approach in psychology and theory building; Types of research: Experimental and ex-post facto; Ethical issues in psychological research.

## **Unit-II**

Problem and hypothesis: Origin and sources; Variables: Independent and dependent variables, Moderator and mediator variables, selection and control techniques, measurement of dependent variables. Demand Characteristics: controlling techniques.

## **Unit-III**

Sampling: Meaning, purpose and types; Factors influencing sampling decisions: Size, accessibility and cost.

## Unit-IV

Research design: Criteria of good design. Between-group designs: Randomized groups, multilevel, factorial and multifactor designs. Within group designs: Within subjects design.

## Unit-V

Statistics: Testing of hypotheses, substantive and null hypotheses. Statistical inferences: -'t' test, Chi-square test, analysis of variance, factorial ANOVA with two or more variables. Multiple comparison range tests: Tukey, Duncan, and Newman-Keuls.

## Books Recommended

1. Broota, K. D. (2015). *Experimental designs in behavioural research*. New Delhi: New Age Publication.
2. Edwards, A. L. (1968). *Experimental designs in psychological research* (3<sup>rd</sup>ed). New Delhi: Oxford and IBH.
3. Heiman, G. W. (1995). *Research methods in psychology*. Boston: Houghton Mifflin Co.
4. Kerlinger, F. N. (2017). *Foundations of behavioural research* (2<sup>nd</sup>ed) Delhi: Surjeet Publications.
5. Kopala, M., & Suzuki L. A. (1999). *Using qualitative methods in Psychology* (2<sup>nd</sup>ed). Thousand Oaks: Sage.
6. Siegel, S., & Castellon (1988). *Non-parametric statistics for the behavioural sciences* (2<sup>nd</sup>ed). New York: McGraw Hill.
7. Winer, B. J., Brown D. R., & Michels, K. M. (1991). *Statistical principles in experimental designs* (3<sup>rd</sup>ed). New York: McGraw Hill.

# ADVANCED PHYSIOLOGICAL PSYCHOLOGY

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## Core-III

**Paper Code:**

**CREDIT-4**

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### **COURSE DESCRIPTION:**

This course provides a advanced understanding of physiological psychology, exploring the biological basis of behaviour. Students will delve into the structure and function of the nervous and endocrine systems, along with critical methods used to investigate them. The course will cover various topics ranging from neurons and neurotransmission to the brain's hemispheres and their specialised roles.

### **COURSE LEARNING OBJECTIVES:**

- Understand the structure and functions of the brain and spinal cord.
  - Explore how different areas of the CNS contribute to behaviour and cognition.
  - Learn about invasive methods and imaging techniques used to study the brain.
  - Grasp the basics of resting membrane potential, action potential, synaptic transmission, and neuromuscular transmission and its roles in neural communication and muscle function.
  - Explore hemispheric specialisation, the corpus callosum's role, split-brain phenomena, and neuroplasticity.
  - Identify major glands and hormones and their influence on physiology, behaviour, and health.
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## **Unit-I**

Central Nervous System: Structure and Functions of the Brain

## **Unit-II**

Methods of physiological psychology: Invasive methods; visualising the human brain

## **Unit-III**

Neural conduction and transmission: Resting membrane potential; Action potential; Synaptic transmission

## **Unit-IV**

Hemispheres of the neocortex: Split-brain; Hemispheric dominance; Neuroplasticity.

## Unit-V

Endocrine System: Hypothalamus, HPA Axis, Pituitary, Adrenal, Pancreas and Gonads.

### Books Recommended

1. Brodal P. (1992). *The central nervous system: Structure and function*. New York: Oxford University Press.
2. Carlson, N. R., Birkett, M. A. (2016). *Physiology of behaviour (12<sup>th</sup> ed.)*. London: Pearson Education Ltd.
3. Ganong, W. F. (2005). *Review of medical physiology*. Norwalk, C.T: Appleton & Lange.
4. Guyton, A. C. (2000). *Textbook of medical physiology*. Philadelphia: W.B. Saunders.
5. Kalat, J. W. (2016). *Biological psychology*. Boston: Cengage Learning.
6. Nicholls, J. G., Martin, A. R., Wallace, B. G., & Fuchs, P. A. (2000) *From neuron to brain*. Sunderland, MA: Sinauer.
7. सिंह, अरुण कुमार (2006). उच्चतर सामान्य मनोविज्ञान. वाराणसी : मोतीलाल बनारसी दास.
8. सिंह, अरुण कुमार (2017). न्युरोमनोविज्ञान के मूल तत्व . वाराणसी : मोतीलाल बनारसी दास.

# ADVANCED PSYCHOPATHOLOGY

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## Core-IV

**Paper Code:**

**CREDIT-4**

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### **COURSE DESCRIPTION:**

This course entitled 'Advanced Psychopathology' explores the various mental disorders and cognitive impairments humans can experience. Students will gain insight into different classification systems used to diagnose these conditions and their causes and symptoms. The course will delve into specific categories like anxiety disorders, somatoform disorders, psychotic disorders, neurodevelopmental disorders, and cognitive impairments etc.

### **COURSE LEARNING OBJECTIVES:**

- Identify major classification systems for diagnosing mental disorders (e.g., DSM-5).
  - Analyse the characteristics and aetiology (causes) of various mental disorders.
  - Differentiate between different types of anxiety disorders, somatoform disorders, psychotic disorders, and neurodevelopmental disorders.
  - Learn about the symptoms and potential causes of sexual dysfunction, eating disorders, and sleep disorders.
  - Different approaches to understanding and treating cognitive impairments like dementia and amnesia.
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## **Unit-I**

Classification systems in psychopathology: DSM-5. Anxiety-related disorder: Phobic disorder, PTSD, Panic disorder.

## **Unit-II**

Somatoform disorders: Approaches and aetiology of somatisation, hypochondriasis, pain disorder and conversion disorder.

## **Unit-III**

Psychotic disorders: Approaches and aetiology of schizophrenia and mood disorders. Neuro-developmental disorder: ADHD, Autism spectrum disorder.

## Unit-IV

Sexual dysfunction: Paraphilic Disorder, Gender dysphoria, Different sexual dysfunction. Eating disorder and Sleep disorder.

## Unit-V

Cognitive impairments: Approaches and aetiology of delirium, dementia and amnestic syndromes, dementia of the Alzheimer's type, pre-senile dementia, Pick's disease, Huntington's chorea.

### Books Recommended:

1. Barlow, D. H. & Durand, V. M. (1999). *Abnormal psychology: An integrative approach* (2nd ed.). Pacific Grove: Brooks/Cole.
2. Buss. A. H. (1999). *Psychopathology*. New York: John Wiley.
3. Carson, R. C., Butcher, J. N., & Mineka, S. (2001). *Abnormal psychology in modern life* (11th ed). New York. Allyn and Bacon.
4. Davison, G. C., & Neals J. M. (1996). *Abnormal psychology* (Revised ed.). New York: John Wiley.
5. Kaplan, H. I., Saddock, B. J., & Gribb, J. A. (1994). *Synopsis of psychiatry*. New Delhi. B.I Waruly.
6. Lamm. A. (1997). *Introduction to psychopathology*. New York: Sage.
7. Sue, R., Sue., D., & Sue, S (1990). *Understanding abnormal behaviour*. Boston: Houghton Mifflin.
8. सिंह, अरुण कुमार (2016). आधुनिक असामान्य मनोविज्ञान. वाराणसी : मोतीलाल बनारसी दास.

# PRACTICAL

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**Core-V**

**Paper Code:**

**CREDIT-04**

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## **COURSE DESCRIPTION:**

This course aims to provide a comprehensive understanding of various topics in cognitive psychology and research methodology, focusing on sleep disorders, circadian rhythm disturbances, hormonal influences on behaviour, memory processes, attentional mechanisms, and practical skills in designing and conducting experimental studies.

## **COURSE LEARNING OBJECTIVES:**

- Explore different types of sleep disorders, levels of depression, and disturbances in circadian rhythm, including their physiological and psychological implications.
  - Investigate how hormonal imbalances affect behaviour and cognitive processes, focusing on their role in mood regulation and cognitive functioning.
  - Differentiate between semantic memory (facts, concepts) and episodic memory (personal experiences), and analyse their neural correlates and cognitive processes.
  - Learn to construct interview schedules and questionnaires for collecting qualitative and quantitative data.
  - Plan and design experimental studies using one-way and two-way ANOVA designs, including hypothesis formulation, variable manipulation, and data analysis strategies.
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Any Six of the following:

1. Sleep disorders
2. Disturbance of circadian rhythm
3. Behavioural impact of hormonal imbalance
4. Measurement of depression
5. Semantic memory
6. Episodic memory
7. Problem-solving
8. Sustained attention: Temporal and spatial uncertainty
9. Selective attention
10. Time Perception
11. Construction of interview schedule
12. Construction of questionnaire
13. Planning experimental study: Based on one one-way ANOVA design
14. Planning experimental study: Based on a two-way ANOVA design

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## SEMESTER-II

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### LEARNING AND MEMORY PROCESSES

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#### Core-I

**Paper Code:**

**Credit: 04**

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#### **COURSE DESCRIPTION:**

This course delves into psychology's fundamental principles of learning and memory, exploring classical and operant conditioning, reinforcement schedules, learning theories, memory processes, memory types, and forgetting theories. Students will examine various memory models and explore practical applications of learning and memory theories in psychological research and everyday life.

#### **COURSE LEARNING OBJECTIVES:**

- Understand Classical and Operant Conditioning; explore different types of reinforcement.
  - Analyse imprinting, habituation, sensitisation, and pseudoconditioning as additional learning phenomena. Further, it explores theories of learning.
  - Investigate verbal learning and its experimental procedures and analyse the phenomena associated with verbal learning processes.
  - Analyse Memory Processes, Types and stages of memory and advanced theories of memory and forgetting.
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#### **Unit-I**

Fundamentals of classical and operant conditioning: Concept, Procedure and Phenomena; Reinforcement: types and schedule. Imprinting, habituation, sensitisation and pseudoconditioning.

#### **Unit-II**

Theories of learning: Thorndike, Guthrie, Tolman, Kohler and Bandura. Verbal learning: Concept, Experiment procedure and phenomena.

#### **Unit-III**

Memory Process: Encoding, storage and retrieval. Models of memory: Waugh-Norman model, Atkinson-Shiffrin model and level of processing model.

## Unit-IV

Stages of memory: Sensory, Short-term and Long-term memory. Working memory. Procedural, episodic and semantic memory. Flashbulb, autobiographical and eye-witness memory.

## Unit-V

Forgetting: Meaning and Nature; Theories of forgetting: Decay theory, Interference theory, Stimulus encoding theory. Reconstructive memory. Memory strategies.

### Books Recommended:

1. Anderson, J. R. (1995). *Learning and memory: An integrated approach*. New York: John Wiley.
2. Baddeley, A. D. (2018). *Working memory*. Routledge Publication.
3. Baddeley, A. D. (1990). *Human memory: Theory and practice*. Boston: Allyn & Bacon.
4. Best, J. B. (1999). *Cognitive psychology* (5th Ed). Belmont, CA: Brooks/Cole.
5. Mattlin, M. W. (2013). *Cognition* (8<sup>th</sup> Ed). John Wiley & Sons.
6. Solso, R. L. (2014). *Cognitive psychology* (6th Ed). New Delhi: Pearson Education.
7. Crowder, R. G. (2014). *Principles of Learning and Memory*. New York: Psychology Press.
8. Hintzman, D. L. (1978). *The Psychology of Learning and Memory*. San Francisco: W. H. Freeman.
9. Deese, Hulse & Egeth (1980). *The Psychology of Learning* (5th Eds.). McGraw Hill Kogakusha, Ltd. Tokyo.
10. त्रिपाठी, लालू एवं अन्य (2001). आधुनिक प्रायोगिक मनोविज्ञान. आगरा: हरप्रसाद भार्गव.
11. सिंह, अरुण कुमार (2006). उच्चतर सामान्य मनोविज्ञान. वाराणसी : मोतीलाल बनारसी दास.

# NON-EXPERIMENTAL AND CORRELATIONAL METHODS

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## Core-II

**Paper Code:**

**CREDIT: 04**

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### **COURSE DESCRIPTION:**

This course covers advanced topics in research methodology and statistical analysis in psychology. It includes quasi-experimental designs, correlational designs, qualitative methods, non-parametric statistics, and an introduction to SPSS software for data analysis. Students will learn to apply these methods in psychological research to analyse and interpret data effectively.

### **COURSE LEARNING OBJECTIVES:**

- Understand Quasi-Experimental and Correlational Designs, Calculate correlation coefficient and effect sizes, and assess statistical power in research.
  - Apply regression analysis and multiple regression analysis to examine relationships between variables.
  - Learn how to collect qualitative data through case studies, interviews, and observations, and employ qualitative analysis techniques like discourse, grand narrative analysis, and ethnographic methods.
  - Utilise non-parametric statistical tests to analyse data that does not meet normality assumptions.
  - Learn basic proficiency in using the statistical software SPSS for data entry, manipulation, and analysis.
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### **Unit-I**

Quasi-experimental designs: One group designs, non-equivalent control group, and time series designs. Factor analysis: Techniques and implications.

### **Unit-II**

Correlational designs: Panel design, cross-sectional and longitudinal designs. Correlation coefficient, effect size, power and its significance. Regression analysis, Multiple Regression Analysis.

### **Unit-III**

Qualitative methods: Collecting qualitative data, Case study, interview, and observation method. Discourse analysis, grand narrative analysis, ethnographic methodology.

## Unit-IV

Non-parametric statistics: Median test, Wilcoxon test, Mann- Whitney U-test, Kolmogorov-Smirnov one and two sample tests, Kruskal- Wallis H test, Kendall's coefficient of concordance. Friedman's two-way analysis of variance.

## Unit-V

Introduction to SPSS.

### Books Recommended:

1. Breakwell, G. M., Hammond, S., & Fife-Schaw, C. (2012). *Research methods in psychology* (4<sup>th</sup> Ed.). London: Sage Publications.
2. Broota, K. D. (2015). *Experimental designs in behavioural research*. New Delhi: New Age Publication.
3. Edwards, A. L. (1968). *Experimental designs in psychological research* (3rd edition). New Delhi: Oxford and IBH.
4. Flick, U. (2002). *An introduction to qualitative research*. London: Sage Publications.
5. Kerlinger, F. N. (2015). *Foundations of behavioural research* (2nd edition). Delhi: Surjeet Publications.
6. Kopala, M. & Suzuki, L. A. (1999). *Using qualitative methods in psychology* (2nd edition). Thousand Oaks: Sage.
7. Siegel, S. & Castellon (1988). *Non-parametric statistics for the behavioural sciences* (2nd edition). New York: McGraw Hill.
8. Smith, J. A. (Ed) (2003). *Qualitative psychology: A practical guide to research methods*. London: SagePublication.
9. त्रिपाठी, लाल बाल (2016 ). मनोवैज्ञानिक अनुसन्धान पद्धतियाँ . आगरा:हरप्रसाद भार्गव.
10. सिंह, अरुण कुमार (2017). मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ. एक्सोटिक इंडिया

# PSYCHOBIOLOGY

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## Core-III

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

This course explores diverse topics in physiological psychology, focusing on the mechanisms underlying emotion, states of consciousness, learning and memory processes, neurophysiological diseases, and the effects of psychoactive drugs on behaviour and neural function. Students will examine the intricate interplay between biological processes and psychological phenomena, preparing them to understand the complexities of human behaviour and mental health from a physiological perspective.

### **COURSE LEARNING OBJECTIVES:**

- Explore the physiological mechanisms of emotion, including somatic and visceral feedback, autonomic nervous system (ANS) involvement, endocrine system interactions, and neural correlates.
  - Investigate physiological and behavioural correlates of sleep, arousal, and alertness.
  - Identify the neural basis of learning and memory, including the locus of memory trace, synaptic changes, key neural structures involved, and biochemical processes underlying memory formation and retention.
  - Will find out the causes and effects of neurophysiological diseases, focusing on their impact on cognitive and neurological functioning.
  - Explore characteristics and neural mechanisms of addiction associated with substances.
- 

### **Unit-I**

Emotion: Theories of Emotion, ANS and emotion, endocrine and emotion, Stress and health.

### **Unit-II**

States of consciousness: sleep, arousal and alertness; Disorders of arousal and sleep.

### **Unit-III**

Learning and memory: neural structures involved in learning and memory; Biochemical basis of memory.

### **Unit-IV**

Neurophysiological diseases, causes of brain damage and effects.

## Unit-V

Drugs and behaviour: Principles of drug action. Alcohol, nicotine, caffeine, cocaine, Neural mechanism of addiction.

### **Books recommended:**

1. Bloom, F. L., & Lazeron, A. (1996). *Brain mind and behaviour*. New York: Freeman & Co.
2. Kolb, B., & Whishaw, I. Q. (1996). *Fundamentals of human neuropsychology*. New York: W. H. Freeman & Co.
3. Martin, G. N. (2015). *Essential biological psychology*. Routledge.
4. Pinel P. J. (2017). *Biopsychology*. New Delhi: Pearson Education.
5. Zaidel, D.W. (1994). *Neuropsychology*. New York, Academic Press.

# HEALTH PSYCHOLOGY

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## Elective-I

**Paper Code:**

**CREDIT: 04**

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### **COURSE DESCRIPTION:**

This course explores the fascinating intersection of psychology and physical health, known as Health Psychology. Students will delve into various health promotion and disease prevention approaches, examining Western and Eastern well-being perspectives. The course will cover critical models in health psychology, analyse the Indian healthcare system, and explore strategies for changing health behaviours. Additionally, it will address common health-compromising behaviours like smoking and alcoholism while also introducing positive psychology concepts that contribute to overall health.

### **COURSE LEARNING OBJECTIVES:**

- Explore the emergence of health psychology and its applications in clinical and community settings.
  - Compare Western and Eastern perspectives on health, emphasising cultural influences on well-being.
  - Examine biomedical and biopsychosocial models of health, understanding their implications for health interventions.
  - Investigate health-enhancing behaviours such as nutrition, exercise, and yoga, emphasising their impact on physical and mental well-being.
  - Learn strategies for preventing chronic diseases like hypertension, cholesterol management, obesity, and diabetes.
  - Will find a linkage between positive psychology to health psychology.
- 

## **Unit-I**

Health Psychology: History, Emergence and Approaches to Health Psychology – Western and Eastern health and well-being perspective.

## **Unit-II**

Models of health psychology: Biomedical and Biopsychosocial Models. Health care system: Status of India, Social Inequality and Health: Ethnicity, Social class, Socio-economic status, Gender and Social relations. Culture and Health.

### **Unit-III**

Health Enhancing Behaviour: health and behaviour. Changing health habits, Cognitive-behavioural approaches to health change. Immunisation, Nutrition, Sleep, Safe Sex, Exercise, Yoga and Accident Prevention.

### **Unit-IV**

Secondary Prevention: Controlling Hypertension, Cholesterol, obesity and Diabetes. Health Compromising Behaviour: Alcoholism, Smoking.

### **Unit-V**

Positive Psychology and Health: Psychological immune system, Happiness, Hope and Optimism. Recent trends in health Psychology, Important lessons, Future Challenges.

### **Books Recommended:**

1. Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strengths*. New York: Brunner – Routledge.
2. Dimatteo, M. R., & Martin, L. R. (2007). *Health Psychology*. New Delhi: Pearson Education.
3. Malhotra, S. M., Batra, P., & Yadava, A. (2007). *Health Psychology: Psycho-Social Perspective*. New Delhi: Common Wealth Publishers.
4. Marks, D. F., Murray, M., Evans, B., Willig, C, Woodall, C., & Sykes, C. M. (2008). *Health Psychology: Theory, Research and Practice*. New Delhi: Sage
5. Roberts, R., Towell, T., & Golding, J. F. (2001). *Foundations of Health Psychology*. New York: Palgrave.
6. Snyder, C. R., & Lopez, S. J. (2009). *Positive Psychology*. New Delhi: Sage.
7. Straub, R. O. (2007). *Health Psychology: A Biopsychosocial Approach*. New York: Worth Publishers.
8. Taylor, S. E. (2003). *Health Psychology*. New York: McGraw Hill.
9. Sanderson, C. A. (2011). *Health Psychology* (2nd Ed.). USA: John Wiley & Sons, Inc.
10. Marks, D. F., Murray, M., Evans, B., & Estacio, E. M. (2011). *Health Psychology: Theory, Research and Practice*. New Delhi: Sage.
11. Gurung, R.A. R. (2010). *Health Psychology: A Cultural Approach*. USA: Wadsworth.

# FORENSIC PSYCHOLOGY

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## Elective-II

**Paper Code:**

**CREDIT: 04**

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### **COURSE DESCRIPTION:**

This course provides a comprehensive introduction to the fascinating world of forensic psychology, exploring the intersection of psychology and the legal system. You will delve into this field's history, understand forensic psychologists' functions, and gain insight into how psychology informs legal decisions.

### **COURSE LEARNING OBJECTIVES:**

- Understand the history & roles of forensic psychologists.
  - Analyse criminal behaviour & risk assessment.
  - Evaluate lie detection & interpret cues in investigations.
  - Explore criminal personalities & profiling techniques.
  - Examine the psychology of violence across settings & victim impact.
  - Recognise victim suffering & explore rehabilitation approaches.
- 

### **Unit-I**

Introduction to Forensic Psychology: Historical Overview, Functions of Forensic Psychologists, Psychology and Law.

### **Unit-II**

Psychology of Crime: Developmental Theories and Psychobiological bases of crime, Risk Assessment & Violence Prediction, Eyewitness Testimony and Expert Testimony.

### **Unit-III**

Psychological Investigation of Crime: Scientific Lie Detection: Polygraph, Verbal & Nonverbal Cues, Hypnosis and Narcoanalysis, Behavioural Analysis; Understanding the criminal personality-antisocial personality, psychopath & sociopath; Personality Profiling.

### **Unit-IV**

Psychology of Violence: Workplace and domestic violence, Child Abuse, Victim Psychology.

## Unit-V

Correctional Psychology: Recognising the suffering; Rape Trauma Syndrome and Post-traumatic Stress Disorder, Coping with criminal victimisation, rehabilitation of victim and offender.

### Recommended Books:

1. Bartol, C. R. & Bartol, A. M. (2004). *Introduction to Forensic Psychology*. Thousand Oaks, CA: Sage Publications.
2. Brown, J. M., & Campbell, E. A. (Eds.) (2010). *The Cambridge handbook of forensic psychology*. Cambridge, England: Cambridge University Press.
3. Costanzo, M. & Krauss, D. (2010). *Legal and forensic psychology*. New York: Worth Publishers.
4. G., Hollin, C., & Bull, R. (Eds.) (2008). *Forensic psychology*. Chichester, England: John Wiley & Sons, Ltd.
5. Huss Matthew, T. (2009). *Forensic psychology: Research, clinical practice, and applications*. West Sussex, UK: Wiley-Blackwell.
6. Adler, J. R., & Gray, J. M. (Eds) (2010). *Forensic psychology*. N.Y.: William Publishing,
7. Towl, G. J., & Crighton, D. A. (Eds) (2010). *Forensic psychology*. West Sussex: N.J. John Wiley & Sons Ltd.
8. Weiner, I. B., & Hess, A. K. (Eds) (2006). *Handbook of Forensic Psychology*. N. J. John Wiley & Sons Ltd.

# PRACTICAL

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## Core-IV

**Paper Code:**

**CREDIT: 04**

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### **COURSE DESCRIPTION:**

This course is for practical experiences measuring various constructs from counselling, developmental psychology, health, cognition, and positive psychology.

### **COURSE LEARNING OBJECTIVES:**

- Self-report methods of measuring emotional intelligence, career-related stress, anxiety, Personality, and well-being.
  - Learn about how an interview is scheduled for counselling purposes.
  - Plan a correlational study to find any linkage between two or more variables.
  - Self-constructed methods to analyse various cognitive processes like learning and memory and its functioning.
- 

Any six of the following:

1. Measurement of emotional intelligence
2. Conducting counselling interviews.
3. Assessment of Academic/career-related stress.
4. Health belief
5. Preventive Health behaviour
6. Measurement of Anxiety
7. Measurement of Personality
8. Measurement of well-being
9. Psychological correlates of health.
10. Retroactive Inhibition
11. Reconstructive Memory
12. Paired Association learning
13. Planning a correlational study

## SEMESTER-III

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# EXPERIMENTAL SOCIAL PSYCHOLOGY

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### Core-I

**Paper Code:**

**Credit: 04**

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### COURSE DESCRIPTION:

The primary objective of this course is to provide a comprehensive understanding of social psychological concepts such as aggression, attitudes, social influence processes, and group dynamics. The course aims to explore the nature, characteristics, and underlying theories of these phenomena and their implications for individual and group behaviour. Additionally, students will learn about the formation and measurement of attitudes, the processes of social influence, and the dynamics of group behaviour and leadership.

### COURSE LEARNING OBJECTIVES:

- Students will be able to explore aggression, its theories, and management techniques.
  - They can analyse the impact of the media on aggression.
  - They will explore attitudes, prejudice, and persuasion.
  - Will be able to examine social influence, conformity, and group dynamics.
- 

### Unit-I:

Aggression: Nature and Characteristics. Theories – Psychoanalytic, Ethological, Social Learning; Frustration and Aggression: Provoking Factors and Aggression Management. Aggression and Media.

### Unit-II:

Attitude: Nature, Components, Formation and Measurement, Attitude Change: Persuasive Communication and Cognitive Dissonance. Prejudice and Discrimination.

### Unit-III:

Social Influence Processes: Nature, Components, Kinds and Social Comparison Theory, Conformity – Nature, Determinants, Compliance and Obedience.

#### **Unit-IV:**

Group Dynamics: Nature, Characteristics, Group Structure. Effect of Group on Behaviour - Social Facilitation, Social Loafing, Risky Shift, Deindividuation and Crowd Behaviour.

#### **Unit-V:**

Leadership – Emergence, Style and Theories. Pro-Social Behaviour: Nature and Determinants.

#### **Book recommended:**

1. Feldman, R. S. (1985). *Social Psychology: Theory, Research and Applications*, McGraw Hill: New Delhi.
2. Kahn, A. S., Donnerstein, M. V., & Donnerstein E. I. (1984) *Social Psychology*. W.C. Brown Publishers
3. Baron, R. A., & Byrne, D. (2017). *Social psychology* (8<sup>th</sup>Ed.). New Delhi: Pearson.
4. Taylor, S. E., Peplau, A. L., & Sears, D. O. (2017). *Social psychology* (12<sup>th</sup>Ed.). Englewood Cliffs, NJ: Prentice Hall.
5. त्रिपाठी, लाल बाल (2016 ). आधुनिक सामाजिक मनोविज्ञान (चौथा संस्करण.). आगरा:हरप्रसाद भार्गव.
6. सिंह, अरुण कुमार (2010). समाज मनोविज्ञान की रूपरेखा. वाराणसी (सातवाँ संस्करण.) : मोतीलाल बनारसी दास.

# GUIDANCE AND COUNSELLING

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## Core-II

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

The guidance and counselling course aims to provide knowledge and abilities to students needed to assist people in reaching their personal development goals and making wise decisions. The curriculum strongly emphasises decision-making processes, career development, career exploration, and self-awareness. It covers the theoretical underpinnings and real-world applications of counselling and guidance methods. Students will practice counselling techniques through both group and individual activities. Professional norms and ethical issues in counselling are also covered in the course. Classes meet once a week and consist of both interactive lectures and seminars. Those who want to work in career, educational, or personal counselling settings should take this course.

### **COURSE LEARNING OBJECTIVE :**

- To provide comprehensive knowledge and skills of guidance and counselling to students of this field and explore the theory and practice of guidance and counselling in depth.
  - This course makes maximum knowledge and wise decisions about their personal, professional, and educational paths.
  - Assist students in developing problem-solving and personal, academic, and career-related skills.
  - Encourage students to investigate different career paths and learn about the labour market.
  - Offer emotional support to students to assist them in managing their personal issues, stress, and anxiety.
- 

## **Unit-I**

Guidance and Counselling: Meaning, Nature and goals; Need and Relevance; Ethical and legal considerations.

## **Unit –II**

The organisation of a Guidance Programme: Principles of organising an effective guidance program; Counselling Skills & Strategies; Stages of Counselling, closing the session and follow-up.

### Unit –III

Testing and Assessment in Counselling: Qualities of a good test, Different tests used in counselling, Psychological tests used in Indian Clinical Setting.

### Unit-IV

Educational and Career Counselling: Professional counselling at elementary, middle and secondary school. Role of counsellor in education and vocational guidance. Theories of Career Development. Career Counselling for a diverse population.

### Unit –V

Particular areas of Counselling: Counselling for Families with children and parents; marriage counselling; Divyang-Jan; Alcohol and substance use; women; LGBT; victims of abuse; patients of AIDS and cancer.

### Books Recommended:

1. Arther J. J. (1971). *Principles of Guidance*. Delhi: Tata McGraw Hill.
2. Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: Practical* (Vol I & II). New Delhi: Vikas Publishing House.
3. Bernard, H., & Fullmer, D. W. (1977). *Principles of Guidance*. New York: Harper & Row.
4. Chauhan, V., & Jain., K. (2004). निर्देशन एवं परामर्श. Udaipur: AnkurPrakashan.
5. Gelso, C., & Fretz, B. (2001). *Counselling Psychology*. USA: Harcourt College.
6. George, R. L., & Cristiani, T. S. (1995). *Counselling Theory & Practice*. Boston: Allyn & Bacon.
7. Nelson–Jones, R. (1994). *The Theory and Practice of Counselling Psychology*. London: Cassell.
8. Gladding, S. T. (2018). *Counselling*. Pearson Education
9. Palmer, S., & McMohan, G. (1997). *Handbook of Counselling Psychology*. London: British Association for Counselling.
10. राय, ए० एवं अस्थाना, एम० (2003). आधुनिक परामर्शन मनोविज्ञान. नई दिल्ली: मोतीलाल बनारसी दास.
11. अग्रवाल वी० एवं मिश्रा एस० (2022). निर्देशन एवं परामर्शन मनोविज्ञान. आगरा : एस० बी० पी० डी० प्रकाशन.

# POSITIVE PSYCHOLOGY

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## Elective-I

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

The scientific study of human flourishing and an applied strategy for peak performance is known as positive psychology. It also promotes the well-being of people, groups, and organisations. This quickly expanding field is illuminating the pursuit of happiness, what makes us happy, and how to live more purposeful, happy lives. The psychological components of living a happy and prosperous life are the main focus of the course. The subjects covered include happiness, self-worth, empathy, mindfulness, yoga, psychological capital, and spirituality.

### **COURSE LEARNING OBJECTIVE:**

- To introduce and educate the students about the new paradigm in positive psychology
  - Develop the necessary skills to share and experience happiness as a lived experience and understand the consequences.
- 

## **Unit-I**

Introduction of Positive Psychology: Positive Psychology: Nature, concept and scope. Eastern vs. Western perspective of positive Psychology. Culture and Positive Psychology. Positive psychology in everyday life

## **Unit-II**

Principal of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness, and Well-Being. Seligman's PERMA Model of happiness. Emotional-focused coping, Emotional Intelligence.

## **Unit-III**

Psychological Immune system, Self-efficacy: neurobiology, measurement, influence on life. Wisdom and Courage: Relationship between wisdom and intelligence; courage and fear.

## **Unit-IV**

Mindfulness: Concept and its benefits. Mindfulness-based interventions: Flow, Spirituality, Yoga

## **Unit – V**

Empathy and Egotism: gratitude and Forgiveness: its societal implications. Attachment and Love: Flourishing relationship. Positive Environment: Schooling, home and job.

### **Books Recommended:**

1. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2013), *Positive Psychology: The science and practical explorations of human Strengths*, 2nd Ed. : New Delhi: SAGE Publication
2. Baumgardner, S. & Crothers, M. (2014). *Positive Psychology*. New Delhi: Pearson.

# HUMAN FACTORS

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## Elective Course-II

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

This course provides a comprehensive knowledge about human factors. The course will provide more knowledge related to human factor methods, video display terminals, interface design, and human interaction with automation in various contexts, as well as gain insight into how human factors are associated with health care and how to use medical devices.

### **COURSE LEARNING OBJECTIVES:**

- Understand the historical overview of Human factors.
  - To know person-computer-interface-related information.
  - Understand human factors and cognition-related theories and concepts.
  - Enhancing knowledge about various theories and models of human errors.
- 

### **Unit-I**

Human factors: Definition, historical overview, models of human information processing, multiple view models. Signal detection theory; Human factor methods - Fault tree analysis and task analysis.

### **Unit-II**

Person-computer interface: Video display terminal, interface design; human interaction with automation in various contexts: Automation definition, aircraft piloting, air-traffic control, automobiles and highway systems. Transportation and driving.

### **Unit-III**

Human factor and cognition: Signal detection theory; Cognition and decision making- static, naturalistic, and dynamic decision making.

### **Unit-IV**

Cognition: Learning and expertise, displays, control systems and devices, games and simulation, automation. Human performance concerning automation; monitoring performance, trust, situation awareness, mental workload, stress and workload.

### **Unit-V**

Human error: Models and theories; types; approaches to human error; error and accidents; error proneness and accident liability, avoiding and managing errors. Human factors and health care and use of medical device.

## Recommended Books

1. Matthews, G., Davies, D. R., Westerman, S. J., & Stammers, R. B. (2000). *Human performance*. Sussex, UK: Psychology Press.
2. Nickerson, R. S. (1992). *Looking ahead: Human factors challenges in a changing world*. Hillsdale: LEA.
3. Senders, J. W., & Moray, N. P. (1991). *Human error: Cause, prediction, and reduction*. Hillsdale: LEA.
4. Sheridan, T. B. (2002). *Humans and automation*. CA: John Wiley.
5. Singh, I. L., & Parasuraman, R. (1998). *Human cognition*. New Delhi: Sage Publications.
6. Wickens, C. D., Lee, J., Gordon Becker, S., & Liu, Y. D. (2013). *An Introduction to Human Factors Engineering* (2nd ed.). Pearson Education.

# AFFECTIVE PROCESSES

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## Elective Course-II

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

The course aims to provide a comprehensive understanding of affective processes, motivation, emotion, and emotional intelligence. Students will explore the nature, development, and theoretical frameworks of these concepts, with an emphasis on biological and neurophysiological approaches, as well as assessment techniques and applications.

### **COURSE LEARNING OBJECTIVES:**

- Understand the fundamental nature and properties of affective processes.
  - Discuss key conceptual issues related to motivation.
  - Identify and discuss major conceptual and theoretical issues related to emotion.
  - Understand the concept of emotional intelligence and its theoretical framework.
- 

### **Unit-I**

Affective processes: Nature and properties; Origin, development and present status. Ethologist's contribution.

### **Unit-II**

Motivation: Conceptual issues; Response dimension. Homeostasis; Theoretical framework: Murray and Maslow, intrinsic and extrinsic framework. Techniques of assessment: Unobtrusive, self-report and projective.

### **Unit-III**

Emotion: Conceptual and theoretical issues, differences in emotional expression, genetics, culture and personality.

### **Unit-IV**

Biological and neurophysiological approaches to emotion: Emotional network in the brain, psychophysiology of emotion.

### **Unit-V**

Emotional intelligence: Framework, assessment and application.

**Books Recommended:**

1. Cofer, C. N. & Appley, M. H. (1964). Motivation: Theory and research. Delhi: Wiley Eastern.
2. Lewis, M., & Haviland-Jones, J. M. (2000). Handbook of emotions. New York: Guilford Press.
3. Singh, D. (2003). Emotional intelligence at work. New Delhi: Sage.
4. Weiner, B. (1998). Human motivation. Newbury Park: Sage.

# HUMAN RESOURCE MANAGEMENT

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## Elective Course-III

**Paper Code:**

**Credit: 04**

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### COURSE DESCRIPTION :

This course provide an overview of human resource management, focusing on planning and strategy for human resources, hiring practices, equal employment opportunities, training, performance reviews, pay, and current issues in organisational behaviour.

### COURSE LEARNING OBJECTIVES:

After completing this course, students ought to be able to:

- Recognise human resource management from a strategic and systemic angle.
  - Explain “human resource management” and why it's essential for managers and staff in workplaces, particularly in a global economy.
  - Perform a fundamental analysis of the job requirements and apply your knowledge to other HRM processes, like compensation, performance reviews, and selection.
  - Know some of the technical specifics of HRM practices and identify modern HRM tools.
  - Utilise pertinent theories when managing personnel within organisations.
- 

### Unit-I:

Fundamentals of HRM: Foundation, nature, functions. Roots of HRM in India. Western incidences played a role in the start of HRM. HRM in changing environment.

### Unit-II

Acquisition of human resources: Planning, demand assessment, job analysis, selection process.

### Unit-III

Training and development: Socialisation of employees, determining training needs, methods/techniques of training and development, evaluation of training programs.

### Unit-IV

Performance appraisal: Performance appraisal system, process and methods of appraisal, distortion in appraisal, creating effective appraisal systems.

## Unit-V

Motivation and reward management: Theoretical perspectives, establishing pay structure, incentives and compensational plans.

### Recommended Books:

1. Beardwell, I. & Holden, L. (1996). *Human resource management: A contemporary perspective*. New Delhi: Macmillan India Ltd.
2. Bhatia, S. K., & Singh, N. (2000). *Principal techniques of personnel management/ human resource management* (2nd Ed.). New Delhi: Deep & Deep Publications Pvt. Ltd.
3. Decenzo, D. A., Robbins, S. P., & Verhulst, L. S. (2015). *Human resource management* (11<sup>th</sup> Ed.). New Delhi: Wiley
4. Dwivedi, R. S. (1997). *Managing human resources: Personnel management in Indian enterprises*. New Delhi: Galgotia Publishing Company.
5. Hersey, P. Blanchard, K. H. & Johnson, D. E. (1996). *Management of organisational behaviour: Utilising human resource* (7<sup>th</sup> Ed). New Delhi: Prentice Hall of India Pvt. Ltd.
6. Dessler, G. & Varkkey, B. (2009). *Human resource management* (11<sup>th</sup> Ed.) New Delhi: Pearson Education

# CLINICAL PSYCHOLOGY

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## Elective Course-IV

**Paper Code:**

**Credit: 04**

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### COURSE DESCRIPTION:

The goal of this course of clinical psychology is to use different therapeutic approaches to diagnose and treat mental, emotional, and behavioural disorders. Studying psychopathology, psychotherapy, assessment, and intervention techniques are essential topics covered in the curriculum. A combination of theoretical and practical methods, such as internships and supervised clinical practice, are used to teach students.

### COURSE LEARNING OBJECTIVES:

- To create a clinical psychology practitioner with full knowledge of this field.
  - To impart advanced clinical expertise in the mental health field.
  - To provide a theoretical and practical knowledge-based foundation for advanced learning in clinical psychology..
  - Able to focus on research-oriented methodologies while participating in and working independently in clinical research, trials, mental health, psychology, and related fields.
- 

### Unit-I

Clinical Psychology: Historical development, nature and scope. Diagnosis: Meaning and nature, differential diagnosis.

### Unit-II

Diagnostic assessment and clinical tools: Interview, case study, behavioural assessment and psychological tests.

### Unit-III

Clinical utility of psychological tests: Tests of intelligence- Stanford Binet (IV Ed). WAIS-III, personality tests - MMPI - 2, NEO - FFI, TAT and Rorschach,

### Unit-IV

Freudian psychoanalytic therapy: Person-centered therapy, group therapy, psychodrama, and family therapy. Hypnosis- clinical behaviour and hypnotisability.

## Unit-V

Nature and rationale of systematic desensitisation, aversion, modelling, rational emotive therapies; Stress-related Disorders and Treatment.

### Recommended Reading

1. Corey, G. (2009). *Theory and practice of counselling and psychotherapy*. Belmont, C.A.: Brooks/Cole.
2. Goldenberg, H. (1983). *Contemporary clinical psychology* (2nd Ed.) New York: Brooks/Cole.
3. Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). *Introduction to clinical psychology*, (5th Ed.). Upper Saddle River NJ: Prentice Hall.
4. Prohesska, J. O. & Norcross, J. C. (2010). *Systems of Psychotherapy: At transtheoretical analysis*. USA: Brooks/Cole
5. सिंह, अरुण कुमार (2021 ). उच्चतर नैदानिक मनोविज्ञान. वाराणसी : मोतीलाल बनारसी दास.

# PRACTICAL

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## Core Course

**Paper Code:**

**Credit: 04**

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### COURSE DESCRIPTION:

This course is for practical experiences measuring various constructs from organisational psychology, positive psychology and counselling.

### COURSE LEARNING OBJECTIVES:

- Understanding proper report writing in testing and experimentation.
  - Learn about how an interview is scheduled for counselling purposes.
  - Plan a correlational study to find any linkage between two or more variables.
  - Assessing subjective well-being, organisational climate, job involvement and various burning topics of organisational psychology.
- 

Any six of the following:

1. Self-efficacy
2. Workload and human performance
3. Assessment of subjective well-being
4. Assessment of Job Stress
5. Job Involvement
6. Organisational Creative Behaviour
7. Organisational Culture/Climate
8. Job Attitude
9. Preparation of case study
10. Demonstration of counselling
11. Spirituality
12. Mental workload and performance
13. Social Facilitation
14. Interpersonal attraction
15. Aggressive behaviour
16. Attitude Measurement

## SEMESTER-IV

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### PROJECT / DISSERTATION

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#### Core Course

**Paper Code:**

**Credit: 20**

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Students opting for a dissertation in the final semester will be required to give their preference for this paper at the start of the third semester and submit the title along with the written consent of the supervisor in a stipulated period. Further, the candidate will be required to submit a brief write-up of the plan proposal before the final examinations of the third semester. The dissertation may involve laboratory research, fieldwork, survey research, case study or any other type of psychological research. The writing of the dissertation must follow the Publication Manual of the American Psychological Association and should be within 50 to 80 pages, including references and appendices. The evaluation of the dissertation will be done in 500 marks (300 marks for the dissertation and 200 marks for comprehensive viva voce).

**The key points of the dissertation are as follows:**

#### **Application:**

- Apply for a dissertation by the start of 3rd semester.
- Submit the proposed title & supervisor approval within a set timeframe.

#### **Proposal:**

- Submit a brief research plan before the final exams of the 3rd semester.

#### **Research Methods:**

- Research can involve various methods (lab, field, survey, case study, etc.).

#### **Formatting:**

- Follow APA style guidelines (Publication Manual of the American Psychological Association).
- Length: 50-80 pages (including references & appendices).

#### **Evaluation:**

- Dissertation: 300 marks
- Comprehensive viva voce: 200 marks

Indira Gandhi National Tribal University,  
Amarkantak, (MP)

# Syllabus

PG 1 Year

Programme Code: PSY202

***Department of Psychology***

Prof. PSN Tiwari  
SD (Online)

Prof. A N Tripathi  
SD (Online)

Three handwritten signatures in blue ink are visible at the bottom right of the page. The first signature is a stylized 'Kush', the second is 'Shruti', and the third is a cursive signature.

## Course Structure of NEP 2020 (2024-25)

Prog.	Year	Semester	Course	Type	Code	Credit	Marks	
1 Year PG	1	I	Experimental Social Psychology	Core-I	PSY202C11	4	100	
			Psychobiology	Core-II	PSY202C12	4	100	
			Positive Psychology	Elective-I	PSY202E13	4	100	
			Human Factors		PSY202E14			
			Affective Processes		PSY202E15			
			Human Resource Management	Elective-II	PSY202E16	4	100	
			Clinical Psychology		PSY202E17			
			Childhood Disorders		PSY202E18			
			Practical	Practical	PSY202C19	4	100	
		Total					20	500
		II	Project/ Dissertation	Project/ Dissertation	PSY202C21	20	500	
		Total					20	500
Grand Total (1 Year Post-Graduation Programme)						40	1000	

Prof. PSN Tiwari  
SD (Online)

Prof. A N Tripathi  
SD (Online)





## SEMESTER-I

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# EXPERIMENTAL SOCIAL PSYCHOLOGY

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### Core-I

**Paper Code:**

**Credit: 04**

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### COURSE DESCRIPTION:

The primary objective of this course is to provide a comprehensive understanding of social psychological concepts such as aggression, attitudes, social influence processes, and group dynamics. The course aims to explore the nature, characteristics, and underlying theories of these phenomena and their implications for individual and group behaviour. Additionally, students will learn about the formation and measurement of attitudes, the processes of social influence, and the dynamics of group behaviour and leadership.

### COURSE LEARNING OBJECTIVES:

- Students will be able to explore aggression, its theories, and management techniques.
  - They can analyse the impact of the media on aggression.
  - They will explore attitudes, prejudice, and persuasion.
  - Will be able to examine social influence, conformity, and group dynamics.
- 

### Unit-I:

Aggression: Nature and Characteristics. Theories – Psychoanalytic, Ethological, Social Learning; Frustration and Aggression: Provoking Factors and Aggression Management. Aggression and Media.

### Unit-II:

Attitude: Nature, Components, Formation and Measurement, Attitude Change: Persuasive Communication and Cognitive Dissonance. Prejudice and Discrimination.

### Unit-III:

Social Influence Processes: Nature, Components, Kinds and Social Comparison Theory, Conformity – Nature, Determinants, Compliance and Obedience.

### Unit-IV:

Group Dynamics: Nature, Characteristics, Group Structure. Effect of Group on Behaviour - Social Facilitation, Social Loafing, Risky Shift, Deindividuation and Crowd Behaviour.

## **Unit-V:**

Leadership – Emergence, Style and Theories. Pro-Social Behaviour: Nature and Determinants.

### **Book recommended:**

1. Feldman, R. S. (1985). *Social Psychology: Theory, Research and Applications*, McGraw Hill: New Delhi.
2. Kahn, A. S., Donnerstein, M. V., & Donnerstein E. I. (1984) *Social Psychology*. W.C. Brown Publishers
3. Baron, R. A., & Byrne, D. (2017). *Social psychology* (8<sup>th</sup>Ed.). New Delhi: Pearson.
4. Taylor, S. E., Peplau, A. L., & Sears, D. O. (2017). *Social psychology* (12<sup>th</sup>Ed.). Englewood Cliffs, NJ: Prentice Hall.
5. त्रिपाठी, ला० ब० (2016 ). आधुनिक सामाजिक मनोविज्ञान (चौथा संस्करण.). आगरा:हरप्रसाद भार्गव.
6. सिंह, अरुण कुमार (2010). समाज मनोविज्ञान की रूपरेखा. वाराणसी (सातवाँ संस्करण.) : मोतीलाल बनारसी दास.

# PSYCHOBIOLOGY

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## Core-II

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

This course explores diverse topics in physiological psychology, focusing on the mechanisms underlying emotion, states of consciousness, learning and memory processes, neurophysiological diseases, and the effects of psychoactive drugs on behaviour and neural function. Students will examine the intricate interplay between biological processes and psychological phenomena, preparing them to understand the complexities of human behaviour and mental health from a physiological perspective.

### **COURSE LEARNING OBJECTIVES:**

- Explore the physiological mechanisms of emotion, including somatic and visceral feedback, autonomic nervous system (ANS) involvement, endocrine system interactions, and neural correlates.
  - Investigate physiological and behavioural correlates of sleep, arousal, and alertness.
  - Identify the neural basis of learning and memory, including the locus of memory trace, synaptic changes, key neural structures involved, and biochemical processes underlying memory formation and retention.
  - Will find out the causes and effects of neurophysiological diseases, focusing on their impact on cognitive and neurological functioning.
  - Explore characteristics and neural mechanisms of addiction associated with substances.
- 

### **Unit-I**

Emotion: Theories of Emotion, ANS and emotion, endocrine and emotion, Stress and health.

### **Unit-II**

States of consciousness: sleep, arousal and alertness; Disorders of arousal and sleep.

### **Unit-III**

Learning and memory: neural structures involved in learning and memory; Biochemical basis of memory.

### **Unit-IV**

Neurophysiological diseases, causes of brain damage and effects.

## Unit-V

Drugs and behaviour: Principles of drug action. Alcohol, nicotine, caffeine, cocaine, Neural mechanism of addiction.

### **Books recommended:**

1. Bloom, F. L., & Lazeron, A. (1996). *Brain mind and behaviour*. New York: Freeman & Co.
2. Kolb, B., & Whishaw, I. Q. (1996). *Fundamentals of human neuropsychology*. New York: W. H. Freeman & Co.
3. Martin, G. N. (2015). *Essential biological psychology*. Routledge.
4. Pinel P. J. (2017). *Biopsychology*. New Delhi: Pearson Education.
5. Zaidel, D.W. (1994). *Neuropsychology*. New York, Academic Press.

# GUIDANCE AND COUNSELLING

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## Core-II

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

The guidance and counselling course aims to provide knowledge and abilities to students needed to assist people in reaching their personal development goals and making wise decisions. The curriculum strongly emphasises decision-making processes, career development, career exploration, and self-awareness. It covers the theoretical underpinnings and real-world applications of counselling and guidance methods. Students will practice counselling techniques through both group and individual activities. Professional norms and ethical issues in counselling are also covered in the course. Classes meet once a week and consist of both interactive lectures and seminars. Those who want to work in career, educational, or personal counselling settings should take this course.

### **COURSE LEARNING OBJECTIVE :**

- To provide comprehensive knowledge and skills of guidance and counselling to students of this field and explore the theory and practice of guidance and counselling in depth.
  - This course makes maximum knowledge and wise decisions about their personal, professional, and educational paths.
  - Assist students in developing problem-solving and personal, academic, and career-related skills.
  - Encourage students to investigate different career paths and learn about the labour market.
  - Offer emotional support to students to assist them in managing their personal issues, stress, and anxiety.
- 

## **Unit-I**

Guidance and Counselling: Meaning, Nature and goals; Need and Relevance; Ethical and legal considerations.

## **Unit –II**

The organisation of a Guidance Programme: Principles of organising an effective guidance program; Counselling Skills & Strategies; Stages of Counselling, closing the session and follow-up.

### Unit –III

Testing and Assessment in Counselling: Qualities of a good test, Different tests used in counselling, Psychological tests used in Indian Clinical Setting.

### Unit-IV

Educational and Career Counselling: Professional counselling at elementary, middle and secondary school. Role of counsellor in education and vocational guidance. Theories of Career Development. Career Counselling for a diverse population.

### Unit –V

Particular areas of Counselling: Counselling for Families with children and parents; marriage counselling; Divyang-Jan; Alcohol and substance use; women; LGBT; victims of abuse; patients of AIDS and cancer.

### Books Recommended:

1. Arther J. J. (1971). *Principles of Guidance*. Delhi: Tata McGraw Hill.
2. Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: Practical* (Vol I & II). New Delhi: Vikas Publishing House.
3. Bernard, H., & Fullmer, D. W. (1977). *Principles of Guidance*. New York: Harper & Row.
4. Chauhan, V., & Jain., K. (2004). निर्देशन एवं परामर्श. Udaipur: AnkurPrakashan.
5. Gelso, C., & Fretz, B. (2001). *Counselling Psychology*. USA: Harcourt College.
6. George, R. L., & Cristiani, T. S. (1995). *Counselling Theory & Practice*. Boston: Allyn & Bacon.
7. Nelson–Jones, R. (1994). *The Theory and Practice of Counselling Psychology*. London: Cassell.
8. Gladding, S. T. (2018). *Counselling*. Pearson Education
9. Palmer, S., & McMohan, G. (1997). *Handbook of Counselling Psychology*. London: British Association for Counselling.
10. राय, ए० एवं अस्थाना, एम० (2003). आधुनिक परामर्शन मनोविज्ञान. नई दिल्ली: मोतीलाल बनारसी दास.
11. अग्रवाल वी० एवं मिश्रा एस० (2022). निर्देशन एवं परामर्शन मनोविज्ञान. आगरा : एस० बी० पी० डी० प्रकाशन.

# POSITIVE PSYCHOLOGY

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## Elective-I

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

The scientific study of human flourishing and an applied strategy for peak performance is known as positive psychology. It also promotes the well-being of people, groups, and organisations. This quickly expanding field is illuminating the pursuit of happiness, what makes us happy, and how to live more purposeful, happy lives. The psychological components of living a happy and prosperous life are the main focus of the course. The subjects covered include happiness, self-worth, empathy, mindfulness, yoga, psychological capital, and spirituality.

### **COURSE LEARNING OBJECTIVE:**

- To introduce and educate the students about the new paradigm in positive psychology
  - Develop the necessary skills to share and experience happiness as a lived experience and understand the consequences.
- 

## **Unit-I**

Introduction of Positive Psychology: Positive Psychology: Nature, concept and scope. Eastern vs. Western perspective of positive Psychology. Culture and Positive Psychology. Positive psychology in everyday life

## **Unit-II**

Principal of Pleasure: Understanding Positive Affect, Positive Emotions, Happiness, and Well-Being. Seligman's PERMA Model of happiness. Emotional-focused coping, Emotional Intelligence.

## **Unit-III**

Psychological Immune system, Self-efficacy: neurobiology, measurement, influence on life. Wisdom and Courage: Relationship between wisdom and intelligence; courage and fear.

## **Unit-IV**

Mindfulness: Concept and its benefits. Mindfulness-based interventions: Flow, Spirituality, Yoga

## **Unit – V**

Empathy and Egotism: gratitude and Forgiveness: its societal implications. Attachment and Love: Flourishing relationship. Positive Environment: Schooling, home and job.

### **Books Recommended:**

1. Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2013), *Positive Psychology: The science and practical explorations of human Strengths*, 2nd Ed. : New Delhi: SAGE Publication
2. Baumgardner, S. & Crothers, M. (2014). *Positive Psychology*. New Delhi: Pearson.

# HUMAN FACTORS

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## Elective Course-II

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

This course provides a comprehensive knowledge about human factors. The course will provide more knowledge related to human factor methods, video display terminals, interface design, and human interaction with automation in various contexts, as well as gain insight into how human factors are associated with health care and how to use medical devices.

### **COURSE LEARNING OBJECTIVES:**

- Understand the historical overview of Human factors.
  - To know person-computer-interface-related information.
  - Understand human factors and cognition-related theories and concepts.
  - Enhancing knowledge about various theories and models of human errors.
- 

### **Unit-I**

Human factors: Definition, historical overview, models of human information processing, multiple view models. Signal detection theory; Human factor methods - Fault tree analysis and task analysis.

### **Unit-II**

Person-computer interface: Video display terminal, interface design; human interaction with automation in various contexts: Automation definition, aircraft piloting, air-traffic control, automobiles and highway systems. Transportation and driving.

### **Unit-III**

Human factor and cognition: Signal detection theory; Cognition and decision making- static, naturalistic, and dynamic decision making.

### **Unit-IV**

Cognition: Learning and expertise, displays, control systems and devices, games and simulation, automation. Human performance concerning automation; monitoring performance, trust, situation awareness, mental workload, stress and workload.

### **Unit-V**

Human error: Models and theories; types; approaches to human error; error and accidents; error proneness and accident liability, avoiding and managing errors. Human factors and health care and use of medical device.

## Recommended Books

1. Matthews, G., Davies, D. R., Westerman, S. J., & Stammers, R. B. (2000). *Human performance*. Sussex, UK: Psychology Press.
2. Nickerson, R. S. (1992). *Looking ahead: Human factors challenges in a changing world*. Hillsdale: LEA.
3. Senders, J. W., & Moray, N. P. (1991). *Human error: Cause, prediction, and reduction*. Hillsdale: LEA.
4. Sheridan, T. B. (2002). *Humans and automation*. CA: John Wiley.
5. Singh, I. L., & Parasuraman, R. (1998). *Human cognition*. New Delhi: Sage Publications.
6. Wickens, C. D., Lee, J., Gordon Becker, S., & Liu, Y. D. (2013). *An Introduction to Human Factors Engineering* (2nd ed.). Pearson Education.

# AFFECTIVE PROCESSES

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## Elective Course-I

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

The course aims to provide a comprehensive understanding of affective processes, motivation, emotion, and emotional intelligence. Students will explore the nature, development, and theoretical frameworks of these concepts, with an emphasis on biological and neurophysiological approaches, as well as assessment techniques and applications.

### **COURSE LEARNING OBJECTIVES:**

- Understand the fundamental nature and properties of affective processes.
  - Discuss key conceptual issues related to motivation.
  - Identify and discuss major conceptual and theoretical issues related to emotion.
  - Understand the concept of emotional intelligence and its theoretical framework.
- 

### **Unit-I**

Affective processes: Nature and properties; Origin, development and present status. Ethologist's contribution.

### **Unit-II**

Motivation: Conceptual issues; Response dimension. Homeostasis; Theoretical framework: Murray and Maslow, intrinsic and extrinsic framework. Techniques of assessment: Unobtrusive, self-report and projective.

### **Unit-III**

Emotion: Conceptual and theoretical issues, differences in emotional expression, genetics, culture and personality.

### **Unit-IV**

Biological and neurophysiological approaches to emotion: Emotional network in the brain, psychophysiology of emotion.

### **Unit-V**

Emotional intelligence: Framework, assessment and application.

**Books Recommended:**

1. Cofer, C. N. & Appley, M. H. (1964). Motivation: Theory and research. Delhi: Wiley Eastern.
2. Lewis, M., & Haviland-Jones, J. M. (2000). Handbook of emotions. New York: Guilford Press.
3. Singh, D. (2003). Emotional intelligence at work. New Delhi: Sage.
4. Weiner, B. (1998). Human motivation. Newbury Park: Sage.

# HUMAN RESOURCE MANAGEMENT

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## Elective Course-III

**Paper Code:**

**Credit: 04**

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### COURSE DESCRIPTION :

This course presents an overview of human resource management, focusing on planning and strategy for human resources, hiring practices, equal employment opportunities, training, performance reviews, pay, and current issues in organisational behaviour.

### COURSE LEARNING OBJECTIVES:

After completing this course, students ought to be able to:

- Recognise human resource management from a strategic, systemic angle.
  - Explain “human resource management” and why it's essential for managers and staff in workplaces, particularly in a global economy.
  - Perform a fundamental analysis of the job requirements and apply your knowledge to other HRM processes, like compensation, performance reviews, and selection.
  - Know some of the technical specifics of HRM practices and identify modern HRM tools.
  - Utilise pertinent theories when managing personnel within organisations.
- 

### Unit-I:

Fundamentals of HRM: Foundation, nature, functions. Roots of HRM in India. Western incidences played a role in the start of HRM. HRM in changing environment.

### Unit-II

Acquisition of human resources: Planning, demand assessment, job analysis, selection process.

### Unit-III

Training and development: Socialisation of employees, determining training needs, methods/techniques of training and development, evaluation of training programs.

### Unit-IV

Performance appraisal: Performance appraisal system, process and methods of appraisal, distortion in appraisal, creating effective appraisal systems.

## Unit-V

Motivation and reward management: Theoretical perspectives, establishing pay structure, incentives and compensational plans.

### Recommended Books:

1. Beardwell, I. & Holden, L. (1996). *Human resource management: A contemporary perspective*. New Delhi: Macmillan India Ltd.
2. Bhatia, S. K., & Singh, N. (2000). *Principal techniques of personnel management/ human resource management* (2nd Ed.). New Delhi: Deep & Deep Publications Pvt. Ltd.
3. Decenzo, D. A., Robbins, S. P., & Verhulst, L. S. (2015). *Human resource management* (11<sup>th</sup> Ed.). New Delhi: Wiley
4. Dwivedi, R. S. (1997). *Managing human resources: Personnel management in Indian enterprises*. New Delhi: Galgotia Publishing Company.
5. Hersey, P. Blanchard, K. H. & Johnson, D. E. (1996). *Management of organisational behaviour: Utilising human resource* (7<sup>th</sup> Ed). New Delhi: Prentice Hall of India Pvt. Ltd.
6. Dessler, G. & Varkkey, B. (2009). *Human resource management* (11<sup>th</sup> Ed.) New Delhi: Pearson Education

# CLINICAL PSYCHOLOGY

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## Elective Course-IV

**Paper Code:**

**Credit: 04**

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### COURSE DESCRIPTION:

The goal of this course of clinical psychology is to use different therapeutic approaches to diagnose and treat mental, emotional, and behavioural disorders. Studying psychopathology, psychotherapy, assessment, and intervention techniques are essential topics covered in the curriculum. A combination of theoretical and practical methods, such as internships and supervised clinical practice, are used to teach students.

### COURSE LEARNING OBJECTIVES:

- To create a clinical psychology practitioner with full knowledge of this field.
  - To impart advanced clinical expertise in the mental health field.
  - To provide a theoretical and practical knowledge-based foundation for advanced learning in clinical psychology..
  - Able to focus on research-oriented methodologies while participating in and working independently in clinical research, trials, mental health, psychology, and related fields.
- 

### Unit-I

Clinical Psychology: Historical development, nature and scope. Diagnosis: Meaning and nature, differential diagnosis.

### Unit-II

Diagnostic assessment and clinical tools: Interview, case study, behavioural assessment and psychological tests.

### Unit-III

Clinical utility of psychological tests: Tests of intelligence- Stanford Binet (IV Ed). WAIS-III, personality tests - MMPI - 2, NEO - FFI, TAT and Rorschach,

### Unit-IV

Freudian psychoanalytic therapy: Person-centered therapy, group therapy, psychodrama, and family therapy. Hypnosis- clinical behaviour and hypnotisability.

## Unit-V

Nature and rationale of systematic desensitisation, aversion, modelling, rational emotive therapies; Stress-related Disorders and Treatment.

### Recommended Reading

1. Corey, G. (2009). *Theory and practice of counselling and psychotherapy*. Belmont, C.A.: Brooks/Cole.
2. Goldenberg, H. (1983). *Contemporary clinical psychology* (2nd Ed.) New York: Brooks/Cole.
3. Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). *Introduction to clinical psychology*, (5th Ed.). Upper Saddle River NJ: Prentice Hall.
4. Prohesska, J. O. & Norcross, J. C. (2010). *Systems of Psychotherapy: At transtheoretical analysis*. USA: Brooks/Cole
5. सिंह, अरुण कुमार (2021 ). उच्चतर नैदानिक मनोविज्ञान. वाराणसी : मोतीलाल बनारसी दास.

# PRACTICAL

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## Core Course

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

This course is for practical experiences measuring various constructs from organisational psychology, positive psychology and counselling.

### **COURSE LEARNING OBJECTIVES:**

- Understanding proper report writing in testing and experimentation.
  - Learn about how an interview is scheduled for counselling purposes.
  - Plan a correlational study to find any linkage between two or more variables.
  - Assessing subjective well-being, organisational climate, job involvement and various burning topics of organisational psychology.
- 

Any six of the following:

1. Self-efficacy
2. Workload and human performance
3. Assessment of subjective well-being
4. Assessment of Job Stress
5. Job Involvement
6. Organisational Creative Behaviour
7. Organisational Culture/Climate
8. Job Attitude
9. Preparation of case study
10. Demonstration of counselling
11. Spirituality
12. Mental workload and performance
13. Social Facilitation
14. Interpersonal attraction
15. Aggressive behaviour
16. Attitude Measurement

## SEMESTER-II

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### PROJECT / DISSERTATION

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#### Core Course

**Paper Code:**

**Credit: 20**

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Students opting for a dissertation in the final semester will be required to give their preference for this paper at the start of the first semester and submit the title along with the written consent of the supervisor in a stipulated period. Further, the candidate must submit a brief write-up of the plan proposal before the final examinations of the first semester. The dissertation may involve laboratory research, fieldwork, survey research, case study or any other type of psychological research. The writing of the dissertation must follow the Publication Manual of the American Psychological Association and should be within 50 to 80 pages, including references and appendices. The evaluation of the dissertation will be done in 500 marks (300 marks for the dissertation and 200 marks for comprehensive viva voce).

**The key points are as follows:**

#### Application:

- Apply for a dissertation by the start of 1st semester.
- Submit the proposed title & supervisor approval within a set timeframe.

#### Proposal:

- Submit a brief research plan before the final exams of the 1st semester.

#### Research Methods:

- Research can involve various methods (lab, field, survey, case study, etc.).

#### Formatting:

- Follow APA style guidelines (Publication Manual of the American Psychological Association).
- Length: 50-80 pages (including references & appendices).

#### Evaluation:

- Dissertation: 300 marks
- Comprehensive viva voce: 200 marks