

Department of Psychology

**West Bengal State University
NEP MAJOR (UG) PSYCHOLOGY SYLLABUS**



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UG NEP Course Outline (PSYCHOLOGY MAJOR)

Semester	Major Paper (DSC)			
I	PSYDSC101T - INTRODUCTION TO PSYCHOLOGY			
II	PSYDSC202T - DEVELOPMENTAL PSYCHOLOGY			
III	PSYDSC303T - PSYCHOLOGY OF INDIVIDUAL DIFFERENCES			
IV	PSYDSC404T/P - STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I	PSYDSC405T/P - RESEARCH METHODOLOGY	PSYDSC406T/P - PERSPECTIVES OF PSYCHOLOGICAL THOUGHT	PSYDSC407T/P - SOCIAL PSYCHOLOGY
V	PSYDSC508T/P - STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II	PSYDSC509T/P - BIOPSYCHOLOGY	PSYDSC510T - UNDERSTANDING PSYCHOLOGICAL DISORDERS-I	PSYDSC511T/P - ORGANIZATIONAL BEHAVIOUR
VI	PSYDSC612T - UNDERSTANDING PSYCHOLOGICAL DISORDERS - II	PSYDSC613T/P - PSYCHOLOGY AND MEDIA	PSYDSC614T/P - HEALTH & WELLBEING	PSYDSC615T - COUNSELING PSYCHOLOGY
VII	PSYDSC716T/P - ADVANCED RESEARCH METHODOLOGY	PSYDSC717T/P - NEUROCOGNITION		
VIII (Honours without research)	PSYDSC718T/P - PERSONALITY THEORIES	PSYDSC719T/P - HAPPINESS, PEACE AND INDIAN KNOWLEDGE SYSTEM	PSYDSC820T/P - CLINICAL PSYCHOLOGY	PSYDSC821T/P - HUMAN RESOURCE MANAGEMENT

VIII (Honours with research)	PSYDSC718T/P - PERSONALITY THEORIES	RESEARCH DISSERTATION	RESEARCH DISSERTATION	RESEARCH DISSERTATION
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SYLLABUS FOR UNDERGRADUATE MAJOR PROGRAMME UNDER NEP CURRICULUM

PSYCHOLOGY MAJOR DISCIPLINE SPECIFIC COURSES

SEMESTER I

PSYDSC101T: INTRODUCTION TO PSYCHOLOGY (TOTAL CREDITS: 3, TOTAL HOURS: 45)

Objective: To introduce the students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Unit 1: Introduction to Psychology (10 hours)

Nature, Definition and Scope of Psychology; Methods of psychology (Observation, Introspection, Experiment, Field Study); Brief Concepts of the different Schools of Psychology - Structuralism and Functionalism, Behavioural, Gestalt, Psychodynamic, Cognitive.

Unit 2: Sensation, Attention & Perception (15 Hours)

- a. **Sensation:** Nature and Attributes
- b. **Attention:** Nature, Determinants & Types of Attention, Shift, Fluctuation and Oscillation
- c. **Perception:** Concepts of Absolute and difference thresholds Concepts of Psychophysics- RL, DL, Weber-Fechner Law, Gestalt Views of Perception

Unit 3: Principles of Learning: (10 Hours)

- a. Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning strategies; Learning in a digital world; Self-regulated learning;

Unit 4: Memory (10 Hours)

- a. **Memory:** Models of memory: Atkinson & Shiffrin, Baddeley & Hitch; Levels of processing- Craik and Lockhart, Forgetting, Improving memory.

PSYDSC101P: PRACTICUMS (TOTAL CREDIT: 2, TOTAL HOURS: 60)

1. Experiment on Attention using Software based Data Collection System
2. Experiment of the effect of spacing on memorization capacity using Nonsense Syllables.

Readings:

1. Baron, R. & Misra, G. (2013). Psychology. Pearson.
2. Chadha, N. K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Passer, M. W. & Smith, R. E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
5. James, W. (1890). The principles of psychology (Vols. 1–2). Henry Holt.
<https://doi.org/10.1037/11059-000>
6. Watson, J. B. (1913). Psychology as the behaviorist views it. Psychological Review, 20(2), 158–177. <https://doi.org/10.1037/h0074428>
7. Fechner, G. T. (1966). Elements of psychophysics (H. E. Adler, Trans.; D. H. Howes & E. G. Boring, Eds.). Holt, Rinehart & Winston. (Original work published 1860)
8. Posner, M. I. (1980). Orienting of attention. Quarterly Journal of Experimental Psychology, 32(1), 3–25. <https://doi.org/10.1080/00335558008248231>
9. Pavlov, I. P. (1927). Conditioned reflexes: An investigation of the physiological activity of the cerebral cortex (G. V. Anrep, Trans.). Oxford University Press.
10. Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. Journal of Abnormal and Social Psychology, 63(3), 575–582.
<https://doi.org/10.1037/h0045925>
11. Atkinson, R. C., & Shiffrin, R. M. (1968). Human memory: A proposed system and its control processes. In K. W. Spence & J. T. Spence (Eds.), The psychology of learning and motivation (Vol. 2, pp. 89–195). Academic Press. [https://doi.org/10.1016/S0079-7421\(08\)60422-3](https://doi.org/10.1016/S0079-7421(08)60422-3)
12. Craik, F. I. M., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. Journal of Verbal Learning and Verbal Behavior, 11(6), 671–684.
[https://doi.org/10.1016/S0022-5371\(72\)80001-X](https://doi.org/10.1016/S0022-5371(72)80001-X)

SEMESTER II

PSYDSC202T: DEVELOPMENTAL PSYCHOLOGY (TOTAL CREDIT: 3, TOTAL HOURS: 45)

Objectives: To equip the learner with an understanding of the concept and process of human development across the lifespan, to impart an understanding of the various domains of human development and to inculcate sensitivity to the socio-cultural context of human development.

Unit 1: Introduction (5 Hours)

- a. Concepts and principles of Human Development
- b. Nature and Nurture with Special reference to cultures

Unit 2: Domains of Human Development I (15 Hours) (Lifespan Approach)

- a. Prenatal development
- b. Physical development
- c. Cognitive development
- d. Language development

Unit 3: Domains of Human Development II (15 Hours) (Lifespan Approach)

- a. Development of attachment and Emotional development
- b. Moral development
- c. Social development

Unit 4: Socio-Cultural Contexts for Human Development (10 Hours)

- a. Family & Parenting Style

PSYDSC202P: PRACTICUMS (TOTAL CREDIT: 2, TOTAL HOURS: 60)

1. To determine the attachment styles of an adult individual by using Attachment Style Questionnaire by Ainsworth.
2. To determine the Family environment of an adult individual by using Family Environment Scale by Moos

Reading List:

1. Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
2. Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.
3. Papalia, D. E., Olds, S. W. & Feldman, R. D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.
4. Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGrawHill. Santrock, J. W. (2012). *LifeSpan Development* (13thed) New Delhi: McGrawHill.
5. Saraswathi, T. S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.
6. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.
7. Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (2006). Lifespan theory in developmental psychology. In R. M. Lerner (Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (6th ed., pp. 569–664). Wiley.
8. Plomin, R., DeFries, J. C., & Loehlin, J. C. (1977). Genotype–environment interaction and correlation in the analysis of human behavior. *Psychological Bulletin*, 84(2), 309–322.
<https://doi.org/10.1037/0033-2909.84.2.309>
9. DeCasper, A. J., & Spence, M. J. (1986). Prenatal maternal speech influences newborns' perception of speech sounds. *Infant Behavior and Development*, 9(2), 133–150.
[https://doi.org/10.1016/0163-6383\(86\)90025-1](https://doi.org/10.1016/0163-6383(86)90025-1)
10. Piaget, J. (1952). *The origins of intelligence in children* (M. Cook, Trans.). International Universities Press. (Original work published 1936)
11. Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). *Patterns of attachment: A psychological study of the strange situation*. Lawrence Erlbaum.
12. Kohlberg, L. (1963). The development of children's orientations toward a moral order: I. Sequence in the development of moral thought. *Vita Humana*, 6(1–2), 11–33.
13. Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75(1), 43–88.
14. Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

SEMESTER III

PSYSC303T: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES (TOTAL CREDIT:3,TOTAL HOURS : 45)

Objective: To develop an understanding of the concept of the concept of the concept of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Unit 1: Emotion and Motivation (10 Hours)

- a. Emotion: Definition and Theories: James Lange, CannonBard, Schachter Singer, and Lazarus
- b. Motivation: Definition and Types (Intrinsic and Extrinsic), Theories- Drive Reduction Theory, Maslow, McClelland.

Unit 2: Intelligence (15 Hours)

- a. Definition and Concept of Intelligence. Theories- Spearman, Cattell, Guilford, Sternberg and Gardner.
- b. Definition and Concept of Emotional Intelligence, Models of Emotional Intelligence, Concepts of EQ

Unit 3: Personality (15 Hours)

Nature and Definition of personality; Theories on personality: Freud (Topographical theory, Structural theory, Psychosexualstages) Rogers', Eysenck's, Costa and McCrae.

Unit4: Indian approaches to self (5 Hours)

Self and identity in Indian thought (Nyaya, Vedanta, components of identity, concept of Triguna from Sankhya perspective).

PSYDSC303P: PRACTICUMS (TOTAL CREDIT: 2, TOTAL HOURS: 60)

1. Assessment of intelligence by administering Cattell's Culture Fair Test of Intelligence
2. Assessment of personality pattern/Type of an adult individual by using NEO-5 and Mysore Triguna Scale (Data to be preserved by college through google/excel sheets)

Readings:

1. Chadha, N. K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Carr, A. (2011): Positive psychology. Routledge.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Cornelissen, R. M. M., Misra, G. & Varma, S. (2011). Foundations of Indian Psychology, Vol1. Pearson. Gregory, R. J. (2006). Psychological Testing: History, Principles, and Applications (4thEd.). New Delhi: Pearson Education.
5. Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
6. Passer, M. W. & Smith, R. E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
7. James, W. (1884). What is an emotion? Mind, 9(34), 188–205. <https://doi.org/10.1093/mind/os-IX.34.188>
8. Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370–396. <https://doi.org/10.1037/h0054346>
9. Spearman, C. (1904). “General intelligence,” objectively determined and measured. American Journal of Psychology, 15(2), 201–293. <https://doi.org/10.2307/1412107>
10. Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. Basic Books.
11. Freud, S. (1923). The ego and the id (J. Riviere, Trans.). Hogarth Press. (Original work published 1923)
12. Costa, P. T., Jr., & McCrae, R. R. (1992). Revised NEO Personality Inventory (NEO PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual. Psychological Assessment Resources.
13. Radhakrishnan, S. (1923). Indian philosophy (Vol. 1). George Allen & Unwin.
14. Puligandla, R. (1997). Fundamentals of Indian philosophy. D.K. Printworld.

SEMESTER IV

PSYDSC404T: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I (TOTAL CREDIT : 3, TOTAL HOURS : 45)

Objective: To familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research.

Unit1: Introduction (10 Hours)

Psychological Research & Statistics; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales.

Unit 2: Measures of Central Tendency (10 Hours)

The Mean, the Median; the Mode; Properties and Relative Advantages and Disadvantages of the Mean, the Median and the Mode.

Unit3: Measures of Variability and Standard (z) Scores (15 Hours)

The Range; The Interquartile and the Semi-Interquartile Range; The Average Deviation; The Variance; The Standard Deviation; Calculation of Standard Deviation from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Variability.

Unit4: Correlation (10 Hours)

Concept, properties and types of correlation, coefficient of correlation, factors affecting coefficient of correlation. Concepts, assumptions, computations and interpretations of product moment, rank difference.

PSYDSC404P: PRACTICUMS (TOTAL CREDIT: 2, TOTAL HOURS: 60)

1. Graphical Representation of Data: Basic Procedures; The Histogram; The Frequency Polygon (including Smoothed Frequency Polygon); The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph.
2. Computations of Mean, SD, product moment coefficient of correlation, rank order correlation through SPSS software

Reading List:

1. Stevens, S. S. (1946). On the theory of scales of measurement. *Science*, 103(2684), 677–680. <https://doi.org/10.1126/science.103.2684.677>
2. Kerlinger, F. N. (1973). *Foundations of behavioral research* (2nd ed.). Holt, Rinehart &
3. Galton, F. (1881). Statistics of mental imagery. *Mind*, 6(23), 301–318. <https://doi.org/10.1093/mind/os-VI.23.301>
4. Yule, G. U., & Kendall, M. G. (1950). *An introduction to the theory of statistics* (14th ed.). Charles Griffin.
5. Fisher, R. A. (1925). *Statistical methods for research workers*. Oliver & Boyd.
6. Kelley, T. L. (1927). *Interpretation of educational measurements*. World Book Company.
7. Pearson, K. (1896). Mathematical contributions to the theory of evolution. III. Regression, heredity, and panmixia. *Philosophical Transactions of the Royal Society of London. Series A*, 187, 253–318. <https://doi.org/10.1098/rsta.1896.0007>
8. Spearman, C. (1904). The proof and measurement of association between two things. *American Journal of Psychology*, 15(1), 72–101. <https://doi.org/10.2307/1412159>
9. Howell, D. (2009) *Statistical methods for Psychology*.
10. King, B. M. & Minium, E. W, (2007). *Statistical Reasoning in the Behavioral Sciences USA*: John Wiley & Sons.
11. Mangal, S. K. (2012). *Statistics in Psychology & Education*. 2nd Edition. NewDelhi: PHI learning Pvt. Ltd.
12. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4th ed.) India: Pearson Education, Prentice Hall
13. Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi.
14. Coolican, H.(2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.

PSYDSC405T: RESEARCH METHODOLOGY (TOTAL CREDIT: 3, TOTAL HOURS: 45)

Objective: To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

Unit 1: Basics of Research in Psychology (15 Hours)

- a. Psychological Research: Concepts, Goals, and Ethics of Psychological Research.
- b. Understanding Qualitative and Quantitative Research Paradigms; Formulating a Research Problem and Hypothesis.

Unit 2: Conducting Experiments (10 Hours)

- a. Experimental Method: Introduction to Experimental and Quasi-experimental Methods.
- b. Concept and types of sampling—probability and non-probability sampling methods

Unit 3: Non-Experimental Methods (10 Hours)

Case Study, Observation, Surveys, Focus Group Discussion, Interviews, Psychological testing

Unit 4: Standardization of psychological tests (10 Hours)

Concepts and types of reliability, validity, and norms of a psychological test; applications.

PSYDSC405P: PRACTICUMS (TOTAL CREDIT: 2, TOTAL HOURS: 60)

1. Group data analysis obtained on Big Five Inventory (BFI) [computation of percentile rank and graphical representation]
2. Computation of coefficient of reliability (Cronbach's alpha, split-half, and Kuder-Richardson).

Reading List:

1. Chadha, N.K. (2009). Applied Psychometry. SagePub: New Delhi.
2. Dyer, C. (2001). Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.). Oxford: Blackwell Publishers
3. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th ed.). New Delhi: Pearson Education.

4. Murphy, K.R. & Davidshofer, C.O. (2004). Psychological Testing: Principles & Applications (6th Ed.).
5. New Jersey: Prentice Hall.
6. Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)
7. Boston: Pearson Education.
8. Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia: Open University Press.
9. Kerlinger, F. N. (1973). Foundations of behavioral research (2nd ed.). Holt, Rinehart & Winston.
10. Wertz, F. J. (2014). Qualitative inquiry in the history of psychology. Qualitative Psychology, 1(1), 4–16. <https://doi.org/10.1037/qup0000007>
11. Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs for research. Houghton Mifflin.
12. Cochran, W. G. (1977). Sampling techniques (3rd ed.). Wiley.
13. Yin, R. K. (1984). Case study research: Design and methods. Sage.
14. Kvale, S. (1996). InterViews: An introduction to qualitative research interviewing. Sage.
15. Nunnally, J. C., & Bernstein, I. H. (1994). Psychometric theory (3rd ed.). McGraw-Hill.
16. Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. Psychological Bulletin, 52(4), 281–302. <https://doi.org/10.1037/h0040957>

PSYDSC406T: PERSPECTIVES OF PSYCHOLOGICAL THOUGHT (TOTAL CREDIT: 3, TOTAL HOURS: 45)

Objectives: This course provides a basic introduction to the development of the discipline from both the Indian and Western perspectives, reviews the development of psychological thought, and introduces the issues and debates in contemporary psychology.

Unit 1: Understanding Psyche: Debates and Issues (5 Hours)

- a. Free will and determinism
- b. Empiricism and rationality
- c. Issues of Consciousness and the Mind-Body Relationship

Unit 2: Positivist Orientation (15 Hours)

The journey from Behaviourism to cognition, Key contributions of Watson, Skinner, Ellis, Beck, and the Cognitive Revolution.

Unit 3: Psychoanalytic Orientation (15 Hours)

Key contributions of Freud (basic concepts of dream theory and defense mechanisms), Adler, and Erikson

Unit 4 -: Contemporary Developments (10 Hours)

Basic concepts of feminism and social constructionism.

PSYDSC406P: PRACTICUMS (TOTAL CREDIT: 2, TOTAL HOURS: 60)

1. To assess the major defenses of an adult individual by using Defense Style Questionnaire (DSQ)/Defense Mechanism Inventory (DMI)
2. To assess the level of depression of an adult individual by using the Beck Depression Inventory (BDI-II)

READINGS:

1. Feist & Feist. Theories of Personality. McGraw Hill Higher Education.
2. James, W. (1890). The principles of psychology (Vols. 1–2). Henry Holt.
<https://doi.org/10.1037/11059-000>
3. Nagel, T. (1974). What is it like to be a bat? The Philosophical Review, 83(4), 435–450.
<https://doi.org/10.2307/2183914>
4. Watson, J. B. (1913). Psychology as the behaviorist views it. Psychological Review, 20(2), 158–177. <https://doi.org/10.1037/h0074428>
5. Beck, A. T. (1964). Thinking and depression: I. Idiosyncratic content and cognitive distortions. Archives of General Psychiatry, 9(4), 324–333.
<https://doi.org/10.1001/archpsyc.1964.01720280014002>
6. Freud, S. (1900). The interpretation of dreams (A. A. Brill, Trans.). Macmillan. (Original work published in German, 1899)
7. Erikson, E. H. (1950). Childhood and society. W. W. Norton.
8. de Beauvoir, S. (1989). The second sex (H. M. Parshley, Trans.). Vintage Books. (Original work published 1949)
9. Berger, P. L., & Luckmann, T. (1966). The social construction of reality: A treatise in the sociology of knowledge. Anchor Books.
10. King, D.B., Viney, W., & Woody, W.D. (2008). A history of psychology: Ideas and context (4th ed.).
11. Pearson Education.
12. Kurt Pawlik, Gery D'ydewalle (2006). Psychological Concepts: An International Historical Perspective. Taylor Francis Group.
13. Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.
14. Mc Adams (2000). The Person: An Integrated Introduction to Personality Psychology John Wiley Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press. St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company.
15. Schultz & Schultz (1999). A History of Modern Psychology. Harcourt College Publishers/ Latest edition available.

16. Wolman, B.B. (1979). Contemporary theories & systems in psychology. London: Freeman Book Co.
17. Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research, 3rd ed. Blackwell Publishing.

PSYDSC407T: SOCIAL PSYCHOLOGY (TOTAL CREDIT:3, TOTAL HOURS: 45)

Objectives: To develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society. Introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations.

Unit 1: Introduction to Social Psychology (10 Hours)

Nature, Concepts and approaches to social psychology; Relationship with sociology and anthropology; Areas of application: Health, Law, Workplace.

Unit 2: Self and Society (10 Hours)

Self and its processes: Self-concept, Self-esteem; Social identity, Social Cognition, Social perception and Attitudes - Concept, Theories, and Change.

Unit 3: Social interaction and Influence (10 Hours)

Interpersonal attraction, Pro-Social Behaviour, Aggression, Social influence.

Unit 4: Group Dynamics and inter-group relations (15 Hours)

Nature of intergroup relations, Prejudice, inter-group conflict.

PSYDSC407P: PRACTICUMS (TOTAL CREDIT:2, TOTAL HOURS:60)

1. To construct an attitude scale following Likert method and administer the scale to determine the attitude of an adult individual towards any selected topic. (modified by Goode and Hatt)
2. To determine prejudice towards any group by using Bogardus Social Distance Scale

Readings:

1. Allport, G. W. (1954). The nature of prejudice. Addison-Wesley.

2. Sherif, M. (1936). *The psychology of social norms*. Harper.
3. Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Brooks/Cole.
4. Festinger, L. (1957). *A theory of cognitive dissonance*. Stanford University Press.
5. Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67(4), 371–378. <https://doi.org/10.1037/h0040525>
6. Darley, J. M., & Latané, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8(4p1), 377–383. <https://doi.org/10.1037/h0025589>
7. Sherif, M., Harvey, O. J., White, B. J., Hood, W. R., & Sherif, C. W. (1961). *Intergroup conflict and cooperation: The Robbers Cave experiment*. University Book Exchange.
8. Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90(5), 751–783. <https://doi.org/10.1037/0022-3514.90.5.751>
9. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.
- Chadha, N. K. (2012). *Social Psychology*. MacMillan: New Delhi
10. Deaux, K. & Wrightsman, L. (2001). *Social Psychology*. California: Cole Publishing
11. Kassin, S., Fein, S., & Markus, H. R. (2008). *Social psychology*. New York: Houghton Mifflin.
12. Misra, G. (2009). *Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research)*. New Delhi: Pearson.
13. Myers, D. G. (2008). *Social psychology*. New Delhi: Tata McGraw-Hill.
14. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology* (12th Ed). New Delhi: Pearson.

SEMESTER V

PSYDSC508T: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II (TOTAL CREDIT : 3, TOTAL HOURS : 45)

Objective: To educate students with the techniques of inferential statistics and hypothesis testing.

Unit1: Inferential Statistics (10 Hours)

Concepts of inference, Steps and Concepts of Standard Error. Computation of z scores.

Unit 2: Significance of Mean Difference (10 Hours)

Concept, assumptions and computation of t-test/z-test (independent & dependent, small & large, equal & unequal)

Unit 3: Other Types of Correlation (15 Hours)

Biserial, Pointbiserial, phi,tetrachoric, and contingency coefficient of correlation.

Unit 4: Non parametric statistical tests (10 Hours)

Chi-square and Mann-Whitney U tests, Wilcoxon signed-rank test.

PSYDSC508P: PRACTICUMS (TOTAL CREDIT: 2, TOTAL HOURS: 60)

1. Computation of the t-test (independent & dependent) through SPSS software.
2. The Normal Distribution: The Nature and Properties of the Normal Probability Distribution; Standard Scores (z-score) and the Normal Curve; The Standard Normal Curve: Finding areas when the score is known; The Standard Normal Curve: Finding scores when the area is known; The Normal Curve as a Normality (Skewness and Kurtosis): Concept and Calculation.

Reading List:

1. Aron,A.,Aron,E.N.,&Coups,E.J.(2007).*StatisticsforPsychology*(4thEd).India: Prentice Hall .
2. N.K. Chadha (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
3. Coakes,S.J.,Steed,L.,&Ong,C.(2009).*SPSS:AnalysisWithoutAnguishUsingVersion16.0for Windows*. Milton,QLD: Wiley Students Edition.

4. Field, A. (2009). *Discovering Statistics using SPSS* (3rd Ed). New Delhi :Sage.
5. King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed). USA: John Wiley.
6. Siegal, S. (1956). *Nonparametric Statistics*. NY: McGraw Hill
7. Fisher, R. A. (1925). *Statistical methods for research workers*. Oliver & Boyd.
8. Andrade, C. (2021). Z scores, standard scores, and composite test scores explained. *Indian Journal of Psychological Medicine*, 43(6), 555–557. <https://doi.org/10.1177/02537176211046525>
9. Gosset, W. S. (1908). The probable error of a mean. *Biometrika*, 6(1), 1–25. <https://doi.org/10.2307/2331554>
10. Mohapatra, S. (2024). Demystifying hypothesis testing: Choosing between z-test and t-test with clarity. *International Journal of Creative Research Thoughts*, 12(4), 4181–4190.
11. Guilford, J. P., & Fruchter, B. (1978). *Fundamental statistics in psychology and education* (6th ed.). McGraw-Hill.
12. McCall, R. B. (2001). *Fundamental statistics for behavioral sciences* (7th ed.). Wadsworth.
13. Pearson, K. (1900). On the criterion that a given system of deviations from the probable in the case of a correlated system of variables is such that it can be reasonably supposed to have arisen from random sampling. *Philosophical Magazine*, 50(302), 157–175. <https://doi.org/10.1080/14786440009463897>
14. Wilcoxon, F. (1945). Individual comparisons by ranking methods. *Biometrics Bulletin*, 1(6), 80–83. <https://doi.org/10.2307/3001968>

PSYDSC509T: BIOPSYCHOLOGY (TOTAL CREDIT:3, TOTAL HOURS:45)

Objectives:

To explore the biological basis of experience and Behaviour, to develop an understanding of the influence of behaviour, cognition, and the environment on the bodily system and to develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Unit 1: Introduction to Biopsychology (5 Hours)

Nature, scope & Methods in Biopsychology.

Unit-2:Neurons and Neurotransmitters (10Hours)

Structures and functions of neuron,neural conduction and synaptic transmission. Neurotransmitters: types and functions.

Unit 3: Central and Peripheral Nervous System (20 Hours)

Structures and functions of the central nervous system and peripheral nervous system. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

Unit 4: Endocrine System (10 Hours)

Structure,functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary.

PSYDSC509P: PRACTICUMS (TOTAL CREDIT:2,TOTAL HOURS:60)

1. Experiment on the effect of variations in muscular preparedness on reaction time.
2. Experiment on Interference Effect (UsingSTROOP test)

Readings

1. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007). *Biological Psychology: An Introduction to behavioral, cognitive, and Clinical Neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
2. Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.
3. Levinthal, C.F.(1983).*Introduction to Physiological Psychology*. New Delhi:PHI. Pinel, J. P. J. (2011) *Biopsychology*, 8th Edition. Pearson Education, New Delhi.
4. Rozenweig, M.H.(1989).*Physiological Psychology*. NewYork: Random
5. Pinel, J. P. J., & Barnes, S. J. (2018). *Biopsychology* (10th ed.). Pearson.
6. Kandel, E. R., Schwartz, J. H., & Jessell, T. M. (2013). *Principles of neural science* (5th ed.). McGraw-Hill.
7. Hodgkin, A. L., & Huxley, A. F. (1952). A quantitative description of membrane current and its application to conduction and excitation in nerve. *The Journal of Physiology*, 117(4), 500–544. <https://doi.org/10.1113/jphysiol.1952.sp004764>
- 8.Purves, D., Augustine, G. J., Fitzpatrick, D., Hall, W. C., LaMantia, A.-S., & White, L. E. (2018). *Neuroscience* (6th ed.). Oxford University Press.

9. Kolb, B., & Whishaw, I. Q. (2015). *Fundamentals of human neuropsychology* (7th ed.). Worth Publishers.
10. Merzenich, M. M., & Jenkins, W. M. (1995). Cortical plasticity, learning, and learning dysfunction. In B. Julesz & I. Kovács (Eds.), *Maturational windows and adult cortical plasticity* (pp. 247–272). Addison-Wesley.
11. Guyton, A. C., & Hall, J. E. (2021). *Guyton and Hall textbook of medical physiology* (14th ed.). Elsevier.
12. Ganong, W. F. (2016). *Review of medical physiology* (25th ed.). McGraw-Hill.

PSYDSC510T: UNDERSTANDING PSYCHOLOGICAL DISORDERS-I (TOTAL CREDIT: 3, TOTAL HOURS : 45)

Objectives: The paper aims at providing an overview about the concept of abnormality and the clinical picture and dynamics of various psychological disorders. This will sensitize the students to information on psychopathology and dispel myths regarding it.

Unit 1: Understanding Psychopathology (10 hours)

Definition and Criteria, Classification (DSM-V & ICD-11), Signs and Symptoms. [DSM to primarily follow and overview and broad classification of ICD to be given]

Unit 2: Anxiety Disorders and Obsessive-Compulsive and Related Disorders (15 hours)

Clinical Picture and Aetiology

Unit 3: Somatic Symptoms and Related Disorders (10 hours)

Clinical Picture and Aetiology

Unit 4: Substance Related and Addictive Disorders (10 hours)

Alcohol abuse and Drug Abuse- Clinical Picture and Aetiology

Tutorial Class: Power Point or Poster presentation on above disorders (TOTAL CREDIT: 2, TOTAL HOURS: 60)

Readings:

1. Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.

2. Bennett, P.(2006).Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
3. Brewer, K.(2001).Clinical Psychology. Oxford: Heinemann Educational Publishers
4. Carson, R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson. Kearney, C. A. &Trull, T. J. (2012).Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning.
5. Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11thEd.).NY:John Wiley.
6. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.
7. World Health Organization. (2019). *International classification of diseases for mortality and morbidity statistics* (11th Revision). WHO.
8. Barlow, D. H. (2002). *Anxiety and its disorders: The nature and treatment of anxiety and panic* (2nd ed.). Guilford Press.
9. Stein, D. J., Fineberg, N. A., & Rauch, S. L. (Eds.). (2019). *Obsessive-compulsive and related disorders* (2nd ed.). Oxford University Press.
10. Barsky, A. J., & Borus, J. F. (1999). Functional somatic syndromes. *Annals of Internal Medicine*, 130(11), 910–921. <https://doi.org/10.7326/0003-4819-130-11-199906010-00016>
11. American Psychiatric Association. (2013). Somatic symptom and related disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed., pp. 309–328). American Psychiatric Publishing.
12. Koob, G. F., & Volkow, N. D. (2016). Neurobiology of addiction: A neurocircuitry analysis. *The Lancet Psychiatry*, 3(8), 760–773. [https://doi.org/10.1016/S2215-0366\(16\)00104-8](https://doi.org/10.1016/S2215-0366(16)00104-8)
13. Marlatt, G. A., & Donovan, D. M. (Eds.). (2005). *Relapse prevention: Maintenance strategies in the treatment of addictive behaviors* (2nd ed.). Guilford Press.

PSYDSC511T: ORGANIZATIONAL BEHAVIOUR(TOTAL CREDIT:3, TOTAL HOURS:45)

Objectives:To develop an awareness of the concepts related to organizational behavior as well as to help the students develop connectivity between concepts and practices of organizations.

Unit 1: Industrial and Organizational Psychology (10 HOURS)

Historical Background of Industrial Psychology, Defining Organizational Behaviour (OB), OB Model, the Organizational Structure, Common Organizational Designs, New Design Options

Unit2:Individual Behavior, Job Satisfaction and Work Motivation (10 HOURS)

Organizational Commitment, Organizational Citizenship Behaviour, POB

Work Motivation Theories-Content Theories (Herzberg and Alderfer), Process Theories (Vroom and Adams)

Job Analysis:Recruitment and Selection-Principles and Techniques; Psychological Testing and Interview Selection: Principles and techniques, Job Satisfaction

Unit3: Human Resource Practices (15 HOURS)

Performance Appraisal- Relevance of Performance Appraisal, Performance Appraisal Methods (Graphic Rating Scales, Employee Comparison Method, Behaviour Checklists and Scales), Error and Biases, Feedback of performance appraisal information to employees.

Concept and Model (Organization Level, Process Level, and Individual Level), Methods and Techniques of Training

Unit 4: Leadership (10 HOURS)

Concept of leadership,Theories of leadership:Trait,Behavioral and Contingency

PSYDSC511P: PRACTICUMS (TOTAL CREDIT:2, TOTAL HOURS: 60)

To assess organizational commitment by using Organizational Commitment Questionnaire developed by Allen & Meyer

1. To assess work life balance by using a suitable psychological test

Readings:

1. Chadha,N.K.(2007).Organizational Behavior. Galgotia Publishers: New Delhi.
2. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9thEd.). India: Dorling Kindersley. Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi :Biztantra publishers.
3. Landy, F.J. &Conte,J.M. (2007) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York : Wiley Blackwell.
4. Luthans,F.(2009).Organizational behavior. New Delhi:McGrawHill.
5. Pareek,U.(2010).Understanding organizational behaviour.Oxford:Oxford University Press.

6. Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
7. Robbins, S. P. & Judge, T. A. (2007) *Organizational Behavior* (12th Ed.). New Delhi: Prentice Hall of India. Schermerhorn, J. R., Hunt, J. G. & Osborn, R. N. (2008) *Organizational Behavior* (10th Ed.) New Delhi: Wiley India Pvt. Ltd.
8. Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley Sinha, J. B. P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.
9. Mayo, E. (1933). *The human problems of an industrial civilization*. Macmillan.
10. Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson.
11. Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work* (2nd ed.). Wiley.
12. Vroom, V. H. (1964). *Work and motivation*. Wiley.
13. Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt & W. C. Borman (Eds.), *Personnel selection in organizations* (pp. 71–98). Jossey-Bass.
14. Noe, R. A. (2020). *Employee training and development* (8th ed.). McGraw-Hill Education.
15. Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology*, 25(1), 35–71. <https://doi.org/10.1080/00223980.1948.9917362>
16. Fiedler, F. E. (1967). *A theory of leadership effectiveness*. McGraw-Hill.

SEMESTER VI

PSYDSC612T: UNDERSTANDING PSYCHOLOGICAL DISORDERS-II (TOTAL CREDIT : 3, TOTAL HOURS : 45)

Objectives: To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

Unit1: Depressive Disorders, Bipolar and Related Disorders(15 Hours)

Clinical Picture and Etiology of the disorders under Depressive Disorders, Bipolar and Related Disorders

Unit 2: Personality Disorders (10 Hours)

Overview of Personality Disorders and Clusters

Unit3: Schizophrenia Spectrum Disorders (15 Hours)

Clinical Picture and etiology of the disorders under Schizophrenia spectrum disorder

Unit 4: Reaching a diagnosis (5 Hours)

How to reach diagnosis; Differential diagnosis; Clinical Assessment- Introduction to methods(specific for assessment and diagnostic Purpose) and diagnostic tools.

Tutorial Class: Power Point or Poster presentation on above disorders (TOTALCREDIT:2,TOTAL HOURS : 60)

Readings:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.
2. Charney, A. W., Mullins, N., Park, Y. J., & Xu, J. (2020). On the diagnostic and neurobiological origins of bipolar disorder. *Translational Psychiatry*, 10(1), 118. <https://doi.org/10.1038/s41398-020-0796-8>
3. American Psychiatric Association. (2013). Personality disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed., pp. 645–684). American Psychiatric Publishing.
4. Siever, L. J., & Weinstein, L. J. (2009). The neurobiology of personality disorders: Implications for psychoanalysis. *Journal of the American Psychoanalytic Association*, 57(4), 1083–1114. <https://doi.org/10.1177/0003065109343926>
5. Tandon, R., Keshavan, M. S., & Nasrallah, H. A. (2008). Schizophrenia, “just the facts” what we know in 2008. 2. Epidemiology and etiology. *Schizophrenia Research*, 102(1–3), 1–18. <https://doi.org/10.1016/j.schres.2008.04.011>
6. Kim, M. (2016). Understanding the etiology and treatment approaches of schizophrenia: Theoretical perspectives and their critique. *Open Journal of Psychiatry*, 6(4), 253–261. <https://doi.org/10.4236/ojpsych.2016.64030>
7. First, M. B., & Tasman, A. (2004). *Clinical guide to the diagnosis and treatment of mental disorders*. Wiley.
8. Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment* (6th ed.).

PSYDSC613T: PSYCHOLOGY AND MEDIA (TOTAL CREDIT:3, TOTAL HOURS:45)

Objective: To understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms

UNIT I: Media and User (15 HOURS)

Understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation.

UNIT II: Media and Society (15 HOURS)

Developing an effective advertising programme/media promotions/campaigns for social marketing. Developmental issues: fantasy Vs reality, socialization, stereotyping,

UNIT III: Impact of Media and Addiction (15 HOURS)

Audio-Visual media (TV and movies) and Print media, Nature and their impact; violence, and cyber crime, Virtual social media, interactive media, gaming, issues of internet addiction.

PSYDSC613P: PRACTICUMS(TOTALCREDIT:2,TOTALHOURS: 60)

1. To assess the level of Internet addiction through Internet Addiction Test
2. Project on Sensitization and Awareness on Digital Wellbeing.

Readings:

1. Dill, K. E. (2009). *How fantasy becomes reality: Seeing through media influence*. Oxford University Press.
2. Christians, C. G., & Wilkins, L. (Eds.). (2009). *The handbook of mass media ethics*. Routledge.
3. Oakes, P. J., Haslam, S. A., & Turner, J. C. (1994). *Stereotyping and social reality*. Blackwell.
4. Dill-Shackleford, K. E., Hopper-Losenicky, K., Vinney, C., & Hogg, J. L. (2016). Connecting the dots between fantasy and reality: The social psychology of our engagement with fictional narrative and its functional value. *Social and Personality Psychology Compass*, 10(11), 634–646.

5. Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology*, 78(4), 772–790. <https://doi.org/10.1037/0022-3514.78.4.772>
6. Ko, C. H., Yen, J. Y., Yen, C. F., Chen, C. S., & Chen, C. C. (2012). The association between Internet addiction and psychiatric disorder: A review of the literature. *European Psychiatry*, 27(1), 1–8. <https://doi.org/10.1016/j.eurpsy.2010.04.011>

PSYDSC614T: HEALTH & WELLBEING (TOTAL CREDIT: 3, TOTAL HOURS: 45)

Objectives: To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

Unit 1: Introduction

Introduction to Health Psychology; components of health: social, emotional, cognitive and physical aspects; mind-body relationship; goals of health psychology, Bio-psychosocial model of health, lifestyles and disease patterns.

Unit2:Stress & health Behaviour

Nature and sources of stress, effect of stress on physical and mental health, coping and stress management. Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

Unit 3: Positive Psychology

Perspectives on Positive Psychology, Happiness (PERMA MODEL) and Subjective Well Being, Meaning of Life, Emotional Intelligence (Daniel Goleman), Resilience, Self Efficacy.

Optimism, Mindfulness, Character strengths and virtues, Wisdom, Hope

PSYDSC614P: PRACTICUMS (TOTAL CREDIT : 2, TOTAL HOURS : 60)

Unit 4: PRACTICUMS

1. Administration of Positive and Negative Affect Schedule (PANAS-SF) to assess affect state.
2. Assessment of resilience by administration of Resilience Questionnaire.

Readings:

1. Engel, G. L. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196(4286), 129–136. <https://doi.org/10.1126/science.847460>
→ Foundational paper introducing the biopsychosocial model.

2. Fricchione, G. (2023). Mind-body medicine: A modern bio-psycho-social model forty-five years after Engel. *BioPsychoSocial Medicine*, 17(12). <https://doi.org/10.1186/s13030-023-00268-3> → Contemporary update on Engel's model with applications in stress physiology and mindfulness.
3. Taylor, S. E. (2012). *Health psychology* (8th ed.). McGraw-Hill. Comprehensive textbook covering components of health and lifestyle-disease links.
4. Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer. Seminal work on coping theory and stress management.
5. Park, C. L., & Iacocca, M. O. (2014). A stress and coping perspective on health behaviors: Theoretical and methodological considerations. *Anxiety, Stress & Coping*, 27(2), 123–137. <https://doi.org/10.1080/10615806.2013.860969> Explores how health behaviors function as coping mechanisms.
6. Biggs, A., & Brough, P. (2025). Stress and coping theory. In P. Liamputtong (Ed.), *Handbook of Concepts in Health, Health Behavior and Environmental Health* (pp. 1–16). Springer. https://doi.org/10.1007/978-981-97-0821-5_39-1 Integrates classic and modern stress theories including COR and JDR models.
7. Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press. Introduces the PERMA model and its applications in well-being.
8. Frydenberg, E. (2017). Positive psychology, mindset, grit, hardiness, and emotional intelligence and the construct of resilience: A good fit with coping. In *Coping and the Challenge of Resilience* (pp. 13–28). Springer. https://doi.org/10.1057/978-1-137-56924-0_2 Connects emotional intelligence and resilience with positive psychology.
9. Al-Hendawi, M., Alodat, A., Al-Zoubi, S., & Bulut, S. (2024). A PERMA model approach to well-being: A psychometric properties study. *BMC Psychology*, 12(414). <https://doi.org/10.1186/s40359-024-01909-0> Empirical validation of PERMA in adolescent populations.
10. Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54(6), 1063–1070. <https://doi.org/10.1037/0022-3514.54.6.1063> Original PANAS paper; foundational for affect assessment.
11. Sanmartín, R., Vicent, M., González, C., et al. (2018). Positive and Negative Affect Schedule-Short Form: Factorial invariance and affective profiles in Spanish children. *Frontiers in Psychology*, 9, 392. <https://doi.org/10.3389/fpsyg.2018.00392> Validates PANAS-SF and explores affective profiles.
12. Sehrawat, A., & Simon, S. (2021). Emotional intelligence and resilience among young adults. *International Journal of Indian Psychology*, 9(2), Article 182. <https://doi.org/10.25215/0902.182>

Uses the Connor-Davidson Resilience Scale and links it to emotional intelligence.

PSYDSC615T:COUNSELLING PSYCHOLOGY (TOTAL CREDIT : 5, TOTAL HOURS : 60)

Objectives:

To develop an understanding of basic concepts, processes, techniques of Counselling. To acquaint the learner with the challenges of Counselling.

Unit1:Introduction(15HOURS)

- a. Meaning and goals
- b. Counselling as a profession: training, skills and ethics
- c. The effective counsellor: personality and self of the counsellor
- d. Counselling process and relationship

Unit 2: Skills of Counselling (15 HOURS)

Similarities and difference between counselling and psychotherapy, Counselling Skills: Micro- and Macro- skills in counselling

Unit3: Contemporary Trends (15HOURS)

- a. Indian approaches: yoga and meditation
- b. Expressive techniques: art, music, dance.

Unit 4: Counseling Applications (15 HOURS)

- a. Child Counselling
- b. Family Counselling
- c. Career Counselling

Tutorial Class: Power Point or Poster presentation on any of the above topics

(TOTAL CREDIT : 1, TOTAL HOURS : 15)

Readings:

1. Horvath, A. O., & Luborsky, L. (1993). The role of the therapeutic alliance in psychotherapy. *Journal of Consulting and Clinical Psychology*, 61(4), 561–573. <https://doi.org/10.1037/0022-006X.61.4.561>
2. Bhatnagar, P. (2025). Micro and macro skills in counselling: Foundations for therapeutic practice. *University of Lucknow E-Content Series*. https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_363dc5c6-ecba-4fd6-8c6d-17dde2fe369f_17.pdf
3. Patil, S. S. (2025). Development and validation of a yogic counselling module. *International Journal of Indian Psychology*, 13(1), Article 079. <https://ijip.in/wp-content/uploads/2025/02/18.01.079.20251301.pdf>
4. Kukreja, S., & Mahapatra, M. (2024). Parental encouragement and career decision self-efficacy: Empowering young adults in career decision-making. *International Journal of Indian Psychology*, 12(2), Article 036. <https://ijip.in/wp-content/uploads/2024/04/18.01.036.20241202.pdf>

SEMESTER VII

PSYDSC716T: ADVANCED RESEARCH METHODOLOGY (TOTAL CREDIT: 3, TOTAL HOURS: 45)

Unit 1: Introduction to scientific research in psychology

- a. Psychological research: exploratory, descriptive and explanatory; Process of research;
- b. Models, Theory Construction, and Theoretical Constructs.
- c. Ethics in psychological research;
- d. Biases in psychological research.

Unit 2: Research designs

- a. Experimental control: Objectives of experimental control, types of controlling techniques
- b. Sampling techniques
- c. Research Designs: i) Basic principles of experimental and quasi-experimental research, ii) Correlational, Randomized Group, Factorial, Randomized Block, Matched Group, Quasi-Experimental, and Time Series designs. ANOVA: Computation of One-Way, Two-Way, and Repeated Measures.

Unit 3: Analysis of data

- a. Correlation and Regression: Partial and Multiple; Regression Analysis.
- b. Statistics for Hypothesis Testing: Student's 't', F Test, Factorial Design.
- c. Factor Analysis: Assumptions, Methods, Rotation, and Interpretation.

Unit 4: Introduction to qualitative research

- a. Qualitative Research: Concepts, Difference between qualitative and quantitative research
- b. Approaches—Postmodern Approach, Grounded theory, Narrative Approach, Ethnography and

- Discourse Analysis;
- c. Criticism, application of qualitative research.

PSYDSC716P: PRACTICUM (TOTAL CREDIT: 2, TOTAL HOURS: 60)

1. Conducting a research project and reporting research findings using a quantitative or qualitative research paradigm following the APA guidelines.

Readings:

1. Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendations for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative Psychology*, 4(1), 2–22. <https://doi.org/10.1037/qup0000062>
2. Stanovich, K. E. (2010). *How to think straight about psychology* (10th ed.). Pearson.
3. Rosenthal, R. (1994). Science and ethics in conducting, analyzing, and reporting psychological research. *Psychological Science*, 5(3), 127–134. <https://doi.org/10.1111/j.1467-9280.1994.tb00651.x>
4. Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton Mifflin.
5. Dawson, T. E. (1997). A primer on experimental and quasi-experimental design. In *Southwest Educational Research Association Conference Proceedings*. [ERIC Document](#)
6. McLeod, S. A. (2023). Sampling methods in psychology: Types, techniques, & examples. *Simply Psychology*. <https://www.simplypsychology.org/sampling.html>
7. Wilcox, R. R. (2022). One-way and two-way ANOVA: Inferences about a robust, heteroscedastic measure of effect size. *Methodology*, 18(1), 58–73. <https://doi.org/10.5964/meth.7769>
8. Janczyk, M., & Pfister, R. (2023). Repeated-measures analysis of variance (ANOVA). In *Understanding Inferential Statistics*. Springer. https://doi.org/10.1007/978-3-662-66786-6_10
9. Smedley, R. M., & Coulson, N. S. (2021). A practical guide to analysing online support forums. *Qualitative Research in Psychology*, 18(1), 1–20. <https://doi.org/10.1080/14780887.2018.1475532>
10. Wertz, F. J., Josselson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry*. Guilford Press.
11. Cisse, A. U., Al-Hendawi, M., & Bulut, S. (2025). Approaches to qualitative research: A narrative literature review. *Advances in Medical Psychology and Public Health*, 2(2), 81–95. <https://doi.org/10.5281/zenodo.12804998>

12. Chase, S. E. (2005). Narrative inquiry: Multiple lenses, approaches, voices. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 651–679). Sage Publications.
13. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> Essential for formatting and ethical reporting of student research.
14. Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(1), 1–25. <https://doi.org/10.1080/14780887.2020.1769238>
15. Charmaz, K., & Thornberg, R. (2021). The pursuit of quality in grounded theory. *Qualitative Research in Psychology*, 18(1), 1–20. <https://doi.org/10.1080/14780887.2020.1780357>

PSYDSC717T: NEUROCOGNITION (TOTAL CREDIT: 3, TOTAL HOURS: 45)

Unit 1: Overview of cognitive neuroscience and its emerging trends

Neuroimaging methods (EEG, fMRI, rTMS, tDCS) and Lobe Functions in cognitive neuroscience; Overview of Music Perception, Embodied and Situated Cognition, Sensory-motor loops and interoception (bodily signals like heartbeat and gut signals); Expanding relevance for AI and robotics ("embodied intelligence").

Unit 2: Neural Correlates of Attention & Working memory

Attention: Types of Attention: selective, sustained, divided, alternating. Theories of Attention: Filter theories (Broadbent, Treisman). Feature Integration Theory (Treisman & Gelade). Role of thalamus and superior colliculus. Neurophysiology: EEG markers (P300, alpha suppression).

Working Memory: Definition (short-term active storage + manipulation). Models of Working Memory: Baddeley & Hitch model (phonological loop, visuospatial sketchpad, central executive, episodic buffer). Neural Correlates: Prefrontal cortex (dorsolateral & ventrolateral PFC). Parietal cortex (storage, spatial representation). Hippocampus in relational working memory. Interaction of Attention and Working Memory, Attention as a gatekeeper for working memory, with working memory load influencing attentional control. Neural circuits: prefrontal–parietal network integration.

Unit 3: Biological basis of emotion

Limbic system: amygdala, hippocampus, hypothalamus, and cingulate cortex. Prefrontal cortex: Role in regulation, decision-making, and emotional control. Role of neurotransmitters: dopamine, serotonin, norepinephrine, GABA. Role of hormones: cortisol, oxytocin, and adrenaline. Emotion and the Autonomic Nervous System: Sympathetic and parasympathetic activation. Physiological correlates of emotion (heart rate, skin conductance, pupil dilation).

Unit 4: Sleep, Neural Oscillations and Brain Rhythms

Consciousness and sleep, Stages of sleep, brain mechanisms of sleep and dreaming, physiological mechanisms of sleep and waking, disorders of sleep. Neural Oscillations and Brain Rhythms (theta, alpha, beta, gamma), Microstate and metastability research, Cross-frequency coupling.

PSYDSC717P: PRACTICUMS (TOTAL CREDIT: 3, TOTAL HOURS: 60)

Administration of Wechsler's Adult Intelligence Scale (WAIS IV)

Recommended Readings:

1. Carlson, N. R. (2005). *Foundations of physiological psychology* (6th ed.). Pearson Education New Zealand.
2. Walsh, Vincent, and Alan Cowey. "Transcranial Magnetic Stimulation and Cognitive Neuroscience." *Nature Reviews Neuroscience* 1 (2000): 73-79.
3. Matthews, P. M., and P. Jezzard. "Functional Magnetic Resonance Imaging." *J Neurol Neurosurg Psychiatry* 75 (2004): 6-12.
4. Le Bihan, Denis. "Looking into the Functional Architecture of the Brain with Diffusion MRI." *Nature Reviews Neuroscience* 4 (2003): 469-480.
5. Desimone, Robert, and John Duncan. "Neural Mechanisms of Selective Visual Attention." *Ann Rev Neurosci* 18 (1995): 193-222.
6. Mitchell, Jason P., Mahzarin R. Banaji, and C. Neil Macrae. "General and Specific Contributions of the Medial Prefrontal Cortex to Knowledge about Mental States." *NeuroImage* 28 (2005): 757-762.
7. Stuss, Donald T., and Brian Levine. "Adult Clinical Neuropsychology: Lessons from Studies of the Frontal Lobes." *Annu Rev Psychol* 53 (2002): 401-433.
8. Koelsch, Stefan, and Walter A. Siebel. "Towards a Neural Basis of Music Perception." *Trends in Cognitive Sciences* 9 (2005): 578-584.
9. Walker, Matthew P., and Robert Stickgold. "Sleep, Memory, and Plasticity." *Annu Rev Psychol* 57 (2006): 139-166.
10. Agapaki, M., Pinkerton, E. A., & Papatzikis, E. (2022). Music and neuroscience research for mental health, cognition, and development: Ways forward. *Frontiers in Psychology*, 13, Article 976883. <https://doi.org/10.3389/fpsyg.2022.976883>
11. Dell'Anna, A., Leman, M., & Berti, A. (2021). Musical interaction reveals music as embodied language. *Frontiers in Neuroscience*, 15, Article 667838. <https://doi.org/10.3389/fnins.2021.667838>
12. Leman, M., & Maes, P.-J. (2014). The role of embodiment in the perception of music. *Empirical Musicology Review*, 9(3-4), 236-246. <https://doi.org/10.18061/emr.v9i3-4.4122>
13. Bahmani, Z., Clark, K., Merrikhi, Y., et al. (2019). Prefrontal contributions to attention and working memory. In *Processes of Visuospatial Attention and Working Memory* (pp. 129-153). Springer. https://doi.org/10.1007/7854_2018_74
14. Bor, D., & Seth, A. K. (2012). Consciousness and the prefrontal parietal network: Insights from attention, working memory, and chunking. *Frontiers in Psychology*, 3, Article 63. <https://doi.org/10.3389/fpsyg.2012.00063>
15. Levenson, R. W. (2014). The autonomic nervous system and emotion. *Emotion Review*, 6(2), 100-112. <https://doi.org/10.1177/1754073913512003>
16. Staesina, B. P., Niediek, J., Borger, V., et al. (2023). How coupled slow oscillations, spindles and ripples coordinate neuronal processing during human sleep. *Nature Neuroscience*, 26,

- 1123–1135. <https://doi.org/10.1038/s41593-023-01381-w>
17. Wiemers, M. C., Laufs, H., & von Wegner, F. (2023). Frequency analysis of EEG microstate sequences in wakefulness and NREM sleep. *Brain Topography*, 37, 312–328. <https://doi.org/10.1007/s10548-023-00971-y>
18. Marshall, L., Cross, N., Binder, S., & Dang-Vu, T. T. (2020). Brain rhythms during sleep and memory consolidation: Neurobiological insights. *Physiology*, 35(1), 4–15. <https://doi.org/10.1152/physiol.00004.2019>

SEMESTER VIII

(FOR HONOURS WITHOUT RESEARCH)

PSYDSC818T: PERSONALITY THEORIES (TOTAL CREDIT: 3, TOTAL HOURS: 45)

Module I: INTRODUCTION TO PERSONALITY THEORIES

- i) Psychology and the study of personality: Concept of personality
- ii) Concept of Personality in Indian Psychology: Concept of Self, Concept of Brahman, Samkhya Yoga conception of Self—Purus & Prakrti, Three Temperaments—Trigunas Tridoshas, Buddhist Perspective

Module II: PSYCHODYNAMIC THEORIES

Carl Gustav Jung, Karen Horney, Object relation theories of Melanie Klein and Donald W. Winnicott and Girindrasekhar Bose (theory of opposite wish).

Module III: EXISTENTIAL & TRAIT THEORIES

Frankl, Rollo May, Allport, Cattell

PSYDSC818P: PRACTICUMS (TOTAL CREDIT: 3, TOTAL HOURS: 60)

Assessment of personality dynamics using projective test - Thematic Apperception Test (TAT).

Readings:

- 1. Feist, J., Feist, G.J., & Roberts, T.A. (2018). Theories of personality. McGraw-Hill Education.
- 2. Friedman, H. S., & Schustack, M. W. (2016). Personality: Classic theories and modern research, Boston, MA: Pearson/Allyn and Bacon.
- 3. Hall, C. S., Lindzey, G., & Campbell, J. B. (2016). Theories of Personality. New Delhi: Wiley India Pvt. Ltd.
- 4. Larsen, R. J., & Buss, D. M. (2021). Personality Psychology: Domains Of Knowledge About

Human Nature. McGraw Hill.

5. Rao, K. R., & Paranjpe, A. C. (2015). Psychology in the Indian tradition. Springer India.
6. Schultz, D. P., & Schultz, S. E. (2016). Theories of Personality. Wadsworth, Cengage Learning
7. Misra, G., & Mohanty, A. K. (Eds.). (2002). *Perspectives on indigenous psychology*. Concept Publishing.
8. Datar, S., & Murthy, C. G. V. (2015). Validation of psychological terminologies of Tridoshas and Trigunas. *International Journal of Indian Psychology*, 3(1), 118–130.
9. Radhakrishnan, S. (1953). *The principal Upanishads*. HarperCollins. (*For Brahman, Atman, and Self concepts in Vedanta*)
10. Jung, C. G. (1968). *The archetypes and the collective unconscious* (2nd ed., R. F. C. Hull, Trans.). Princeton University Press.
11. Horney, K. (1937). *The neurotic personality of our time*. W. W. Norton.
12. Klein, M. (1946). Notes on some schizoid mechanisms. *International Journal of Psycho-Analysis*, 27, 99–110.
13. Winnicott, D. W. (1965). *The maturational processes and the facilitating environment*. International Universities Press.
14. Bose, G. (1921). *The concept of repression*. University of Calcutta. (*Introduces the “opposite wish” theory*)
15. Frankl, V. E. (1984). *Man’s search for meaning* (Rev. ed.). Washington Square Press.
16. May, R. (1969). *Love and will*. W. W. Norton.
17. Allport, G. W. (1961). *Pattern and growth in personality*. Holt, Rinehart & Winston.
18. Cattell, R. B. (1946). *Description and measurement of personality*. World Book Company.
19. Murray, H. A. (1943). *Thematic Apperception Test manual*. Harvard University Press.
20. Bellak, L., & Abrams, D. M. (1997). *The Thematic Apperception Test, the children’s apperception test, and the senior apperception technique in clinical use* (6th ed.). Allyn & Bacon.

PSYDSC819T: HAPPINESS & PEACE (TOTAL CREDIT: 3, TOTAL HOURS: 45)

Module I: Introduction to Psychology of happiness and well being, paradigmatic challenges, Broaden and Build Theory; Indian concepts of happiness and well-being -Sukha, Ananda, Panchakoshas

Module II: Positive emotions and its influences: Resilience, flow, gratitude and forgiveness

Module III: Peace and nonviolence: Perspective from Gautama Buddha and Gandhi

Module IV: Psychology of Specific Conflicts and Peace efforts, war ethics and Geneva Convention, Role of organizations in promoting Peace; accounts and challenges

PSYDSC819P: PRACTICUMS (TOTAL CREDIT: 2, TOTAL HOURS: 60)

Effect of mindfulness practices (Mindful breathing, body scan meditation) on subjective well-being/affect (pre-post design)

Readings:

1. Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>
2. Agrawal, J. (2020). Ānanda & Sukha: Indian model of happiness & its mental health implications. *Journal of Indian Psychology*, 38(2), 1–15. (Discusses Panchakosa model and Indian philosophical roots of well-being)
3. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.
4. Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, 84(2), 377–389. <https://doi.org/10.1037/0022-3514.84.2.377>
5. Gandhi, M. K. (1927). *An autobiography: The story of my experiments with truth*. Navajivan Publishing House.
6. Adam, M. T. (2006). Nonviolence and emptiness: Buddha, Gandhi, and the “essence of religion.” *ARC: The Journal of the Faculty of Religious Studies*, 34, 1–23. (Explores ahimsā in Buddhist and Gandhian thought)
7. International Committee of the Red Cross. (1949). *The Geneva Conventions of 12 August 1949*. ICRC.
8. Galtung, J. (1969). Violence, peace, and peace research. *Journal of Peace Research*, 6(3), 167–191. <https://doi.org/10.1177/002234336900600301>
9. Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. Delacorte.
10. Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822–848. <https://doi.org/10.1037/0022-3514.84.4.822>
11. Seligman, M.E.P. (2002). *Authentic happiness: Using the new positive psychology to realise your potential for lasting fulfilment*. New York: Free Press/Simon and Schuster.
12. Siegel, R. D. (2010). *The mindfulness solution: Everyday practices for everyday problems*. The Guilford Press.
13. Singh, K., Bandyopadhyay, S., & Saxena, G. (2022). An exploratory study on subjective perceptions of happiness from India. *Frontiers in Psychology*, 13, 111.
14. Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical exploration of human strengths*. Thousand Oaks, CA: Sage.

PSYDSC820T: CLINICAL PSYCHOLOGY (TOTAL CREDIT: 3, TOTAL HOURS: 45)

Module I:

CLASSIFICATION SYSTEM IN PSYCHOPATHOLOGY: Introduction to W.H.O. Classificatory systems [ICD 11 and DSM V -TR]

Module II:

ANXIETY, TRAUMA AND MOOD DISORDERS: Symptoms and Aetiological perspectives of Anxiety Disorders: GAD, Phobia, Social Anxiety, OCD and related Disorders, Panic Disorder. Disorders of Trauma & Stress : Symptoms of Acute & Post traumatic stress Disorder, Dissociative Disorders - Dissociative Amnesia, Dissociative Identity Disorder & Depersonalization & Derealization Disorders. Symptoms and Aetiological perspectives of Mood Disorders: Unipolar & Bipolar Disorders & Suicide

Module III:

SCHIZOPHRENIA AND RELATED DISORDERS: Symptoms and Aetiological perspectives of Schizophrenia and Subtypes. Brief Psychotic Disorders, Schizophreniform disorder; Schizo-affective disorders; Delusional Disorders.

Module IV:

ORGANIC BRAIN SYNDROMES: Delirium, Dementia, Amnestic Disorders and Epilepsy- an overview (Identification and markers);

Module V:

NEURO-DEVELOPMENTAL DISORDERS

Intellectual disability, Attention-deficit hyperactivity disorder (ADHD), autism spectrum disorders

PSYDSC820P: PRACTICUMS (TOTAL CREDIT: 2, TOTAL HOURS: 60)

Module VI (Practicum):

Generalized Anxiety Disorder Scale (7 items), Leyton Obsessional Inventory (LOI), Mini-Mental Status Examination (MMSE)

Readings:

1. First, M. B., Gaebel, W., Maj, M., Stein, D. J., & Kogan, C. S. (2021). An organization- and category-level comparison of diagnostic requirements for mental disorders in ICD-11 and DSM-5. *World Psychiatry*, 20(1), 34–51. <https://doi.org/10.1002/wps.20825>
2. Tyrer, P. (2014). A comparison of DSM and ICD classifications of mental disorder. *BJPsych Advances*, 20(4), 280–285. <https://doi.org/10.1192/apt.bp.113.011296>
3. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR). American Psychiatric Publishing. (*Authoritative criteria and symptom descriptions*)
4. Katzman, M. A., Bleau, P., Blier, P., Chokka, P., Kjernisted, K., & Van Ameringen, M. (2014). Canadian clinical practice guidelines for the management of anxiety, posttraumatic stress and

obsessive-compulsive disorders. *BMC Psychiatry*, 14(Suppl 1), S1. <https://doi.org/10.1186/1471-244X-14-S1-S1>

5. van Os, J., & Kapur, S. (2009). Schizophrenia. *The Lancet*, 374(9690), 635–645. [https://doi.org/10.1016/S0140-6736\(09\)60995-8](https://doi.org/10.1016/S0140-6736(09)60995-8)
6. Muñoz-Negro, J. E., Ibanez-Casas, I., de Portugal, E., Ochoa, S., Dolz, M., Haro, J. M., ... Cervilla, J. A. (2015). A dimensional comparison between delusional disorder, schizophrenia and schizoaffective disorder. *Schizophrenia Research*, 168(1–2), 357–362. <https://doi.org/10.1016/j.schres.2015.08.016>
7. Caine, E. D., & Lyness, J. M. (2018). Delirium, dementia, and amnestic and other cognitive disorders. In B. J. Sadock, V. A. Sadock, & P. Ruiz (Eds.), *Kaplan & Sadock's Comprehensive Textbook of Psychiatry* (10th ed., Vol. 1, pp. 1083–1120). Wolters Kluwer.
8. Sachdev, P. S., Blacker, D., Blazer, D. G., Ganguli, M., Jeste, D. V., Paulsen, J. S., & Petersen, R. C. (2014). Classifying neurocognitive disorders: The DSM-5 approach. *Nature Reviews Neurology*, 10(11), 634–642. <https://doi.org/10.1038/nrneurol.2014.181>
9. Thapar, A., Cooper, M., & Rutter, M. (2017). Neurodevelopmental disorders. *The Lancet Psychiatry*, 4(4), 339–346. [https://doi.org/10.1016/S2215-0366\(16\)30376-5](https://doi.org/10.1016/S2215-0366(16)30376-5)
10. Morris-Rosendahl, D. J., & Crocq, M.-A. (2020). Neurodevelopmental disorders—the history and future of a diagnostic concept. *Dialogues in Clinical Neuroscience*, 22(1), 65–72. <https://doi.org/10.31887/DCNS.2020.22.1/macrocq>
11. Spitzer, R. L., Kroenke, K., Williams, J. B. W., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: The GAD-7. *Archives of Internal Medicine*, 166(10), 1092–1097. <https://doi.org/10.1001/archinte.166.10.1092>
12. Folstein, M. F., Folstein, S. E., & McHugh, P. R. (1975). “Mini-mental state”: A practical method for grading the cognitive state of patients for the clinician. *Journal of Psychiatric Research*, 12(3), 189–198. [https://doi.org/10.1016/0022-3956\(75\)90026-6](https://doi.org/10.1016/0022-3956(75)90026-6)

PSYDSC821T: HUMAN RESOURCE MANAGEMENT (TOTAL CREDIT: 3, TOTAL HOURS: 45)

Module I: Organizational culture and development

Definition and function of organizational culture, Concept and necessity of organizational development, Techniques of organizational development, Entrepreneurship development

Module II: Communication and conflict

Definition, types and barriers of communication , Remedy of organisational communication problem,

Conflict- Definition, causes and types, Techniques of conflict management

Module III: Management and administration

Evolution of management thought, Management philosophy, Modern and post-modern management. Indian management ethos

Module IV: Modern techniques of management

Management by objectives, KAIZEN, SWOT analysis, Talent management

PSYDSC821P: TUTORIAL (TOTAL CREDIT: 1, TOTAL HOURS: 30)

1. Assessment of Work Motivation through the Herzberg Work Motivation Scale.
2. Assessment of Work-Related Quality of Life Through the Work-Related Quality of Life Scale (WRQOL Scale)

Readings:

1. Schein, E. H. (2017). *Organizational culture and leadership* (5th ed.). Wiley.
2. Cummings, T. G., & Worley, C. G. (2019). *Organization development and change* (11th ed.). Cengage Learning.
3. Krauss, R. M., & Morsella, E. (2000). Communication and conflict. In M. Deutsch & P. T. Coleman (Eds.), *The handbook of conflict resolution: Theory and practice* (pp. 131–143). Jossey-Bass.
4. Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson. (*Chapters on communication processes and conflict management*)
5. Witzel, M. (2016). *A history of management thought* (2nd ed.). Routledge.
6. Barman, H. (n.d.). *Indian ethos & values in modern management*. Retrieved from [Indian Ethos PDF](#)
7. Drucker, P. F. (1954). *The practice of management*. Harper & Row. (*Origin of MBO*)
8. Puja, S., & Shikha, M. (2016). A study of talent management and its impact on performance of organizations. *IOSR Journal of Business and Management*, 18(12), 66–73.
<https://doi.org/10.9790/487X-1812036673>
9. Herzberg, F., Mausner, B., & Snyderman, B. B. (2017). *The motivation to work* (Routledge rev. ed.). Routledge. (*Foundational source for the two-factor theory*)
10. Easton, S., & Van Laar, D. (2013). *Work-related quality of life (WRQoL) scale manual*. University of Portsmouth.

SEMESTER VIII

(FOR HONOURS WITH RESEARCH)

PSYDSC818T: PERSONALITY THEORIES (TOTAL CREDIT: 3, TOTAL HOURS: 45)

Module I: INTRODUCTION TO PERSONALITY THEORIES

- i) Psychology and the study of personality: Concept of personality
- ii) Concept of Personality in Indian Psychology: Concept of Self, Concept of Brahman, Samkhya Yoga conception of Self—Purus & Prakrti, Three Temperaments—Trigunas Tridoshas, Buddhist Perspective

Module II: PSYCHODYNAMIC THEORIES

Carl Gustav Jung, Karen Horney, Object relation theories of Melanie Klein and Donald W. Winnicott and Girindrasekhar Bose (theory of opposite wish).

Module III: EXISTENTIAL & TRAIT THEORIES

Frankl, Rollo May, Allport, Cattell

PSYDSC818P: PRACTICUMS (TOTAL CREDIT: 3, TOTAL HOURS: 60)

Assessment of personality dynamics using projective test - Thematic Apperception Test (TAT).

Readings:

1. Feist, J., Feist, G.J., & Roberts, T.A. (2018). Theories of personality. McGraw-Hill Education.
2. Friedman, H. S., & Schustack, M. W. (2016). Personality: Classic theories and modern research, Boston, MA: Pearson/Allyn and Bacon.
3. Hall, C. S., Lindzey, G., & Campbell, J. B. (2016). Theories of Personality. New Delhi: Wiley India Pvt. Ltd.
4. Larsen, R. J., & Buss, D. M. (2021). Personality Psychology: Domains Of Knowledge About Human Nature. McGraw Hill.
5. Rao, K. R., & Paranjpe, A. C. (2015). Psychology in the Indian tradition. Springer India.
6. Schultz, D. P., & Schultz, S. E. (2016). Theories of Personality. Wadsworth, Cengage Learning
21. Misra, G., & Mohanty, A. K. (Eds.). (2002). *Perspectives on indigenous psychology*. Concept Publishing.
22. Datar, S., & Murthy, C. G. V. (2015). Validation of psychological terminologies of Tridoshas and Trigunas. *International Journal of Indian Psychology*, 3(1), 118–130.
23. Radhakrishnan, S. (1953). *The principal Upanishads*. HarperCollins. (For Brahman, Atman, and Self concepts in Vedanta)
24. Jung, C. G. (1968). *The archetypes and the collective unconscious* (2nd ed., R. F. C. Hull, Trans.). Princeton University Press.
25. Horney, K. (1937). *The neurotic personality of our time*. W. W. Norton.
26. Klein, M. (1946). Notes on some schizoid mechanisms. *International Journal of Psycho-Analysis*, 27, 99–110.
27. Winnicott, D. W. (1965). *The maturational processes and the facilitating environment*. International Universities Press.

28. Bose, G. (1921). *The concept of repression*. University of Calcutta. (Introduces the “opposite wish” theory)
29. Frankl, V. E. (1984). *Man’s search for meaning* (Rev. ed.). Washington Square Press.
30. May, R. (1969). *Love and will*. W. W. Norton.
31. Allport, G. W. (1961). *Pattern and growth in personality*. Holt, Rinehart & Winston.
32. Cattell, R. B. (1946). *Description and measurement of personality*. World Book Company.
33. Murray, H. A. (1943). *Thematic Apperception Test manual*. Harvard University Press.
34. Bellak, L., & Abrams, D. M. (1997). *The Thematic Apperception Test, the children’s apperception test, and the senior apperception technique in clinical use* (6th ed.). Allyn & Bacon.

PSYDSC819P: RESEARCH WORK - DISSERTATION (TOTAL CREDIT: 15)

Readings:

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> (The definitive guide for formatting, citations, and ethical writing in psychology.)
2. Harrison, E., & Rentzelas, P. (2020). *Your psychology dissertation* (Student Success series). SAGE Publications. (A step-by-step guide, covering topic selection, methodology, and writing.)
3. Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed.). McGraw-Hill Education. (Exploring interviews, discourse analysis, and phenomenology.)
4. Coolican, H. (2018). *Research methods and statistics in psychology* (7th ed.). Routledge. (A comprehensive introduction to both quantitative and qualitative methods.)
5. Langdridge, D. (2004). *Introduction to research methods and data analysis in psychology*. Pearson Education. (Clear explanations of experimental design, ethics, and data interpretation.)
6. Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research*. SAGE Publications. (A foundational text for qualitative psychological research.)
7. Breakwell, G. M., Hammond, S., Fife-Schaw, C., & Smith, J. A. (2006). *Research methods in psychology* (3rd ed.). SAGE Publications. (Covers a range of methods with examples from real psychological studies.)
8. Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010). *50 great myths of popular psychology: Shattering widespread misconceptions about human behavior*. Wiley-Blackwell. (Encourages critical thinking and helps distinguish science from pseudoscience.)