

DEPARTMENT OF PSYCHOLOGY
2-Year P.G. Program (2025-27 Batch)

Third Semester

Course category	Semester-III	Credits
Discipline Specific Core (DSC)	DSC-1 Personality	5
	DSC-2 Social Psychology-I	5
	DSC-3 Test Construction	5
	DSC -Practical	3
Discipline Specific Elective (DSE)	DSE-2 a(iii) Behavioural Medicine + Field Work Or b(iii) Guidance and Career Counselling + Field Work	4+2
Total Credits		24

Fourth Semester

Course category	Semester-IV	Credits
Discipline Specific Core (DSC)	DSC-1 Social Psychology-II	5
	DSC-2 Psychological Testing: Applications	5
	DSC-3 Foundation of Behavioural Research	5
	DSC- Practical	3
Discipline Specific Elective (DSE)	DSE-2 Dissertation	6
Total Credits		24

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2-Year P.G. Program (2025-27 Batch)

Third Semester

DSC-1: PERSONALITY

(Credits: 5)

Course Outcomes:

CO1: Define personality, its basic issues, and determinants including biological, psychological, and socio-cultural factors in Personality Psychology.

CO2: Explain major trait theories of personality including Allport, Cattell, and Eysenck.

CO3: Describe psychodynamic theories of personality including Freud, Adler, Jung, and neo-Freudian theorists.

CO4: Explain humanistic theories of personality including Murray, Maslow, and Rogers.

CO5: Describe methods of personality assessment including subjective, projective, self-report techniques, and personality inventories.

UNITS:

1. Introduction:

- i. Concept and Basic issues of Personality (Genes and Personality).
- ii. Determinants of Personality-Biological, Psychological and Sociocultural factors.

2. Trait Theories of Personality:

- i. Allport's theory ii. Cattell's Factor theory
- iii. Eysenck's dimensional theory of personality

3. Psychodynamic Theories of Personality:

- i. Freud ii. Adler iii. Jung
- iv. Neo Freudian Theories: Karen Horney, Harry Stack Sullivan, Erich Fromm, Eric Erikson, and others.

4. Humanistic Theories of Personality:

- i. Murray's theory ii. Maslow's theory iii. Roger's self theory

5. Personality Assessment: Subjective and Projective Techniques, Self Report, Personality Inventories.

References:

- 1. Hall, C.S.Lindzey, G & Compbell.J.B.(2004). Theories of Personality (4th ed). New York, Jihn wiley & son's, Inc.
- 2. Barger, E. (2006). Personality theories (7th ed). New York: Houghton Mifflin Company

3. Barger, J.M. (2004). Personality (6th ed). USA: Wadsworth/ Thompson Learning.
4. HJelle, L.A. & Ziggler, D.J. (1992). Personality theories (3rd ed). New York: McGraw-Hill, Inc.
5. Mischel, W. (1976). Introduction to Personality. USA: Holt, Rinehart & Wiston.

DSC-2: SOCIAL PSYCHOLOGY-I

(Credits: 5)

Course Outcomes:

CO1: Define and explain in detail the nature, scope, history, and research methods of Social Psychology with appropriate examples.

CO2: Explain and analyze social perception processes and social cognition processes.

CO3: Evaluate attitudes including their formation, measurement, and major theories of attitude.

CO4: Analyze the nature, causes, and consequences of stereotypes, prejudice, and discrimination, and evaluate effective techniques for their reduction.

CO5: Apply and critically assess principles of interpersonal attraction and close relationships.

UNITS:

1. Introduction to Social Psychology:

- i. Nature, scope and history of Social Psychology.
- ii. Special methods of Social Psychology:
 - a) Experimental Method
 - b) Participant Observation
 - c) Sociometry

2. Social Perception:

- i. Nonverbal Communication- Attribution Theories, Sources of Error; Impression Formation and Management.
- ii. Social Cognition: Conformity, Persuasion, Compliance and Obedience.

3. Attitude:

- i. Concept formation and change
- ii. Measurement
- iii. Theories of Attitude Change –Balance Theory, Exchange theory Cognitive Dissonance Theory

4. Stereotypes, Prejudice, and Discrimination:

- i. Nature and Origin of Stereotyping
- ii. Origin of Prejudice Techniques for Countering Prejudice
- iii. Nature of Discrimination

5. Interpersonal Attraction:

i. Determinants of Attraction- Internal and External

ii. Close Relationships

References:

1. Berkowitz, L. and Walster, E. (EDS). Advances in Experimental Social Psychology.
2. G. Lindzey and E. Aronson. The Handbook of Social Psychology (3rd ed.)
3. Cook. Kretch and Cruse Bullock. Sulman- Higher Social Psychology Motilal Banarashidhas.
4. Branscombe, N. R., Baron R. A. & Kapur, P. (2015). Social Psychology

DSC-3: TEST CONSTRUCTION

(Credits: 5)

Course Outcomes:

CO1: Define and explain principles of test construction, reliability, and validity in Psychometrics with clarity.

CO2: Explain and apply item writing and item analysis, including item difficulty and discrimination index, with interpretation.

CO3: Differentiate and analyze types of reliability such as test-retest, internal consistency, and alternate forms along with influencing factors.

CO4: Compare and critically evaluate types of validity (content, criterion, construct) and explain their relationship with reliability.

CO5: Apply and interpret norms including age, grade, percentile, and standard scores in psychological testing contexts.

UNITS:

1. Principles of Test construction, Reliability and Validity.
2. Item Writing and Item Analysis: Types of Items and Guidelines for Item Writing; Purpose of Item Analysis; Item Difficulty and Discrimination Index
3. Reliability: Types- Test-Retest, Internal Consistency and Alternate Form; Factors influencing Reliability.
4. Validity: Types: Content, Criterion Related and Construct; Factors influencing Validity; Relationship between Reliability and Validity.
5. Norms: Steps in developing Norms, Types- Age Equivalent, Grade Equivalent, Percentile Norms and Standard Score Norms, Norms and their uses.

References:

1. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
2. Anastasi, A & Urbina, S. (1997). Psychological Testing. N.D. Pearson Education,

3. Gregory.R.J.(2005).psychological testing: History. Principles and applications. New Delhi: Pearson Education.
4. Freeman,F.S. 3rd ed. (1965).psychological testing .New Delhi oxford & IBH Publishing Co Pvt.Led.
5. Cronbach,L,J5th ed. (1990). Essential of psychological testing New york: Harper Collins Publishers.
6. Anastasi A. (1988). Psychological Testing: New York:McMilla

DSC PRACTICAL: Experiment/Test from DSC- 1,2 or 3 (Credits: 3)

DSE-3: a (iii) BEHAVIOURAL MEDICINE (Credits: 4)

Course Outcomes:

- CO1: Define behavioural medicine, psychoneuroimmunology, stress, and major health-related theoretical models.
- CO2: Explain the psychological and physiological processes involved in pain and grief, including assessment and management techniques.
- CO3: Analyze psychosocial issues associated with terminal illness, bereavement, and death anxiety from behavioural medicine perspectives.
- CO4: Apply and analyze psychological interventions for terminally ill patients, including grief counseling, stress management, and supportive therapies.
- CO5: Evaluate contemporary interventions and lifestyle modification approaches in health psychology contexts.

UNITS:

1. Introduction to Behavioural Medicine: Psychological and social influences on health and illness, psychoneuroimmunology, behavioural coping styles, psycho-physiological models of disease, application of psychological principles to health.
2. Understanding Pain and Grief: Psychological and physiological processes involved in pain, assessment of pain, pain-management through psychological techniques, narratives of grief and bereavement, working through death anxiety, grief counseling

Stress and Health:

- i. Physiological effects of stress
- ii. Stress and immune functioning

iii. Stress-related disorders

iv. Theories and Models of Stress-

a. Hans Selye's General Adaptation Syndrome

b. Diathesis-Stress Model

c. Lazarus and Folkman's Cognitive Appraisal Theory

d. Psycho-Physiological Model

4. Lifestyle Modification and Health Enhancement:

i. Lifestyle assessment and intervention planning

ii. Sleep management and sleep hygiene

iii. Exercise and behavioral fitness programs

iv. Healthy eating behavior and weight management

iv. Smoking and substance-use reduction programs

v. Relapse prevention strategies

References:

1. Weinman, J., Johnston, M. & Molloy, G. (2006). Health Psychology (Vols. 1-4). London: Sage Publications.
2. Dimatteo, M.R., & Martin, L.R. (2002). Health Psychology. New Delhi: Pearson.
3. Lambert, M.J (2004). Handbook of Psychotherapy and behaviour change (5th ed.). New York: John Wiley and Sons.
4. Rimm D.C. & Masters J.C. (1979). Behavior therapy: Techniques and empirical findings. New York: Academic Press.

Field Work

(Credits: 2)

OR

b (iii) GUIDANCE AND CAREER COUNSELLING

(Credits: 4)

Course Outcomes:

CO1: Define nature, trends, and stages of guidance and career counselling in Career Psychology.

CO2: Explain major career development theories including Holland, Super, and Bandura with implications for counsellors.

CO3: Describe career counselling across lifespan including elementary, secondary, individual, and group counselling.

CO4: Analyze factors, ethical issues, and challenges in guidance and career counselling including special needs contexts.

CO5: Apply career counselling theories and processes to support career decision-making and human development.

UNITS:

1. Nature, Present Trends and Future Direction in Guidance and Career Counselling:
 - i. Stages in career counselling: Self-discovery, understanding the nature of work, career alternatives.
 - ii. Career counselling and process of human development.
 - iii. Present trends in career counselling.
 - iv. Guidance in career counselling.
2. Theories of Career Development:
 - i. Holland's Theory of vocational personality and work environment.
 - ii. Super's development-self concept approach.
 - iii. Bandura's social learning approach.
 - iv. Implications of career theories for counsellors.
3. Career Counselling: Life Span Approach:
 - i. Career counselling at elementary school level.
 - ii. Career counselling at secondary school level.
 - iii. Individual and group counselling.
4. Issues Related to Guidance and Counselling:

Factors Affecting Guidance and Career Counselling, Ethical Issues and Challenges in Guidance and Career Counselling, Guidance and Career Counselling with special needs.

References:

1. Berk, L.E. (2003). Child development (6th ed). Delhi: Prentice Hall of India.
2. Mash, E.J., Wolfe, D.A. (1999). Abnormal Child psychology. Belmont: Brook/Cole. Wadsworth.
3. Papalia, D.E., Olds, S.W., Feldman, R.D. (2004). Human development (9th ed). Delhi: Tata McGraw-Hill.
2. Gels, C.J., Fretz, B.R. (1995). Counseling Psychology. Bangalore: Prism Books Pvt. Ltd.
3. Gibson, R.L., Mitchell, M.H. (2003). Introduction to counseling and guidance (6th ed). Delhi: Pearson Education.
4. Alumni, G. Arulmani, S. (2004). Career counseling: A handbook. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

Field Work

(Credits: 2)

Fourth Semester

DSC-1: SOCIAL PSYCHOLOGY-II

(Credits: 5)

Course Outcomes:

CO1: Define group behavior, structure, and group processes in Social Psychology.

CO2: Explain group influence processes including social facilitation, groupthink, polarization, and minority influence.

CO3: Describe theories of intergroup relations including social identity, realistic conflict, and relative deprivation theories.

CO4: Analyze pro-social behavior, aggression, and their social, cultural, and psychological determinants.

CO5: Apply Social Psychology concepts to health, environment, law, and spatial behavior issues.

UNITS:

1. Group Behavior:

- i. Formation, structure and types of Groups
- ii. Group Influence: Social Facilitation, Social Loafing, Deindividuation, Group Polarization, Groupthink and Influence of Minorities.
- iii. Theories of Intergroup Relations: Minimal Group Experiment, Social Identity Theory, Relative Deprivation Theory, Realistic Conflict Theory and Equity Theory.

2. Social Influence: Conformity and Obedience

3. Pro-Social Behavior: Meaning & Nature; Determinants of Helping Behavior

4. Aggression: Causes of Human Aggression (Social, Cultural, Personal and Situational), Theories, and Prevention & Control of Aggression.

5. Applied Social Psychology: Health, Environment and Law; Personal space, crowding, and territoriality.

References:

- 1. Berkowitz, L. and Walster, E. (Eds). Advances in Experimental Social Psychology.
- 2. G. Lindzey and E. Aronson. The Handbook of Social Psychology (3rd ed).
- 3. Cook, M. (Ed.) Issues in Person Perception.
- 4. Suleman. Social Psychology Motilal Banarsidas.

DSC-2: PSYCHOLOGICAL TESTING: APPLICATIONS (Credits: 5)

Course Outcomes:

CO1: Define intelligence and ability tests including major tools like Binet, Raven, WISC, and Cattell's Culture-Fair Test in Psychological Testing.

CO2: Explain major personality tests including MMPI, 16PF, EPPS, and NEO-PI with their basic uses.

CO3: Describe career, achievement, and vocational interest tests including SVIB and anxiety/adjustment measures.

CO4: Explain aptitude tests such as DAT, GATB, and multiple aptitude batteries.

CO5: Summarize neuropsychological and behavioral assessment tools including LNNB and projective techniques.

UNITS:

1. Intelligence and Ability Tests:

i. General mental ability tests: Cattell's Culture-fair Test of Intelligence.

ii. Binet test, Raven, WISC

2. Personality Tests:

i. MMPI.

ii. 16PF

iii. EPPS

iv. NEO-PI

3. Career and Achievement Tests:

i. General ability testing: Individual tests, group tests

ii. Strong Vocational Interest Blank (SVIB).

iii. Anxiety and adjustment test

4. Aptitude Tests:

i. Differential Aptitude Test (DAT).

ii. Multiple aptitude tests, GATB.

5. Neuropsychological Tests: Behavioral assessment

i. Luria-Nebraska Neuropsychological Battery (LNNB)

Projective and Neuropsychological Testing.

References:

1.Kaplan, R.M.& Saccuzzo,D.P. (2007).Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.

2.Anastasi, A & Urbina, S. (1997). Psychological Testing. N.D.Pearson Education.

3.Gregory.R.J.(2005). Psychological Testing: History. Principles and Applications. New Delhi: Pearson Education.

4. Freeman,F.S. 3rd ed. (1965).psychological testing .New Delhi oxford & IBH Publishing Co Pvt.Led.

5. Cronbach, L. J. 5th ed. (1990). *Essential of Psychological Testing* New York: Harper Collins Publishers.
6. A.K Singh, *Test Measurement and Research Methods in Behavioral Sciences*, Bharti Bhawan.

DSC-3: FOUNDATION OF BEHAVIORAL RESEARCH (Credits: 5)

Course Outcomes:

- CO1: Recall the concepts of research, hypotheses, variables, research designs, research tools, and sampling techniques.
- CO2: Explain the principles of research design, hypothesis formulation, variables, and sampling methods.
- CO3: Apply appropriate research designs, research tools, and sampling techniques in psychological research.
- CO4: Analyze and evaluate research designs, variables, research tools, and sampling techniques for research problems.
- CO5: Develop a research plan for psychological investigation using appropriate methods and sampling techniques.

UNITS

1. Nature & Types of Experimental & Social Research.
2. Choice & Statement of Problem, Formulation of Hypothesis, Null Hypothesis & Directional Hypothesis.
3. Variables- Types and Controlling Techniques; Research Designs– Experimental and Non Experimental.
4. Research Tools or Techniques- Observation, Case study method, Rating scale, Content Analysis, Sociometry and Semantic Differential Scale.
5. Sampling Techniques: Probability & Non- Probability.

References:

1. Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
2. Goodwin, K. A., & Goodwin, C. J. (2026). *Research in psychology: Methods and design* (9th ed.). John Wiley & Sons.

3. Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International Publishers.
4. Kumar, R. (2021). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE Publications.
5. Singh, A. K. (2017). *Tests, measurements and research methods in behavioural sciences* (6th ed.). Bharati Bhawan Publishers & Distributors.

DSC PRACTICAL: Experiment/Test from DSC- 1,2 or 3 (Credits: 3)

DSE-2 Dissertation (Credits: 6)