

Mizoram University
School of Social Sciences



B.A. Psychology Syllabus

As per

NEP Guidelines 2020

MAY – 2023

Course Structure of B.A. (Psychology) as per NEP Guidelines 2020

Sem	Course No.	Name of Paper	Marks Scale			Credit				Exam(hrs)	
			C/A	ESE	Tot	L	T	P	Tot	Th	Pr
I	PSY/I/DMj/100	Positive Psychology	25	75	100	4	0	0	4	3	-
	PSY/I/DMn/101	Introduction to Psychology	25	75	100	4	0	0	4	3	-
	PSY/I/MD/102	Mental Health and Well-being	25	75	100	3	0	0	3	3	-
II	PSY/II/DMj/103	Theories of Personality	25	75	100	4	0	0	4	3	-
	PSY/II/DMn/104	Applied Psychology	25	75	100	4	0	0	4	3	-
	PSY/II/MD/105	Psychology of Gender Identity	25	75	100	3	0	0	3	3	-
III	PSY/III/DMj/200	Counseling Psychology	25	75	100	3	0	0	3	3	-
	PSY/III/DMj/201	Practical	25	75	100	1	0	0	1	-	3
	PSY/III/DMn/202	Psychology of Health	25	75	100	0	0	1	4	3	-
	PSY/III/MD/203	Personal Growth and Development	25	75	100	3	0	0	3	3	-
IV	PSY/IV/DMj/204	Systems and Schools of Psychology	25	75	100	3	0	0	3	3	-
	PSY/IV/DMj/205	Practical	25	75	100	0	0	1	1	-	3
	PSY/IV/DMn/206	Psychology of Childhood and Adolescence	25	75	100	4	0	0	4	3	-
V	PSY/V/DMj/300	Biological Psychology	25	75	100	3	0	0	3	3	-
	PSY/V/DMj/301	Practical	25	75	100	0	0	1	1	-	3
	PSY/V/DMj/302	Organizational Psychology	25	75	100	3	0	0	3	3	-
	PSY/V/DMj/303	Practical	25	75	100	0	0	1	1	-	3
	PSY/V/DMn/304	Social Psychology	25	75	100	4	0	0	4	-	3
VI	PSY/VI/DMj/305	Abnormal Psychology	25	75	100	3	0	0	3	3	-
	PSY/VI/DMj/306	Practical	25	75	100	0	0	1	1	-	3
	PSY/VI/DMj/307	Statistics in Psychology	25	75	100	3	0	0	3	3	-
	PSY/VI/DMj/308	Practical	25	75	100	0	0	1	1	-	3
	PSY/VI/DMj/309	Research Methods in Psychology	25	75	100	3	0	0	3	3	-
	PSY/VI/DMj/310	Practical	25	75	100	0	0	1	1	-	3
	PSY/VI/DMn/311	Psychology of Adulthood and Old age	25	75	100	4	0	0	4	-	3
VII	PSY/VII/DMj/400	Research Methods	25	75	100	3	0	0	3	3	-
	PSY/VII/DMj/401	Practical	25	75	100	0	0	1	1	-	3
	PSY/VII/DMn/402	Cultural Psychology	25	75	100	4	0	0	4	-	3
	PSY/VII/DMn/403	Environmental Psychology	25	75	100	4	0	0	4	-	3

Bachelor's Degree (Honours with Research)											
VII I	PSY/VIII/DMj/404	Qualitative Research Methods	25	75	100	3	0	0	3	3	-
	PSY/VIII/DMj/405	Practical	25	75	100	0	0	1	1	-	3
	PSY/VIII/DMj/406	Cognitive Psychology	25	75	100	3	0	0	3	3	-
	PSY/VIII/DMj/407	Practical	25	75	100	0	0	1	1	-	3
	PSY/VIII/RP/408	Research Project	25	75	100	0	0	5	12	-	-
Bachelor's Degree (Honours)											
VII I	PSY/VIII/DMj/409	Qualitative Research Methods	25	75	100	3	0	0	3	3	-
	PSY/VIII/DMj/410	Practical	25	75	100	0	0	1	1	-	3
	PSY/VIII/DMj/411	Cognitive Psychology	25	75	100	3	0	0	3	3	-
	PSY/VIII/DMj/412	Practical	25	75	100	0	0	1	1	-	3
	PSY/VIII/DMj/413	Psychological Testing and Assessments	25	75	100	3	0	0	3	3	-
	PSY/VIII/DMj/414	Practical	25	75	100	0	0	1	1	-	3
	PSY/VIII/DMj/415	Special Areas of Counseling	25	75	100	3	0	0	3	3	-
	PSY/VIII/DMj/416	Practical	25	75	100	0	0	1	1	-	3
	PSY/VIII/DMj/417	Psychopathology	25	75	100	3	0	0	3	3	-
	PSY/VIII/DMj/418	Practical	25	75	100	0	0	1	1	-	3

*DMj= Major Courses, DMn = Minor/Elective Courses, MD= Multidisciplinary Course, RP=Research Project

Key Points:

1. Contact hour: Theory- 1 Contact hour is 1 Credit and Practical- 2 Contact hours is 1 Credit.
2. Internal Tests/Assignments will be conducted as a part of Internal Assessment as per CBCS Regulations (UG) of Mizoram University.

DMj= Major Courses, DMn = Minor/Elective Courses, MD= Multidisciplinary Course, RP=Research Project.

Detailed Syllabus of B.A. Psychology (NEP 2020)

I SEMESTER

PSY/I/DMj/100 POSITIVE PSYCHOLOGY (Theory)

Learning outcomes:

1. The students will be able to understand the basic principles of positive psychology
2. The students will also gain information on the use of positive psychology tools and techniques in own and in other's life.
3. It will also ease the understanding of positive aspects of human behavior including virtues and strengths of character

UNIT I: Introduction

- A. Positive psychology: Meaning, definition, assumptions and goals; focus on research
- B. Meaning and measures of happiness and well-being: Two traditions -Hedonic and Eudaimonic traditions

UNIT II: Happiness and Well-Being

- A. Happiness: Concept and definitions; Happiness and the facts of life: Gender, love, marriage, close relationships and others.
- B. Happiness across the life span: Happiness and well-being across culture and nationalities.

UNIT III: Emotions, Personality Traits and Well-Being

- A. Positive emotions (hope, optimism, gratitude) and well-being.
- B. Cultivating positive emotions; Positive traits: Personality, emotions, and biology; Positive beliefs and illusions.

UNIT IV: Virtues and strengths of character

- A. Classification of human virtues (Seligman's approach);Wisdom as a foundational strength and virtue; Character strengths and health.
- B. Religion and spirituality; Religion and virtues.

REFERENCES:

- Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi, India: Pearson.
- Boniwell, I. (2012). Positive Psychology in a Nutshell: The Science of Happiness. 3rd Edition. McGraw Hill

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
- David, S. A., Boniwell, I., & Ayers, A. C. (2013).The Oxford handbook of happiness Oxford: Oxford University Press.
- Husain, A., &Saeduzzafar.(2011). Islamic virtues and human development.New Delhi, India: Global Vision Publishing House.
- Joseph, S. (Ed.) (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life. Hoboken, NJ: John Wiley & Sons.
- Kumar, U., Archana, &Prakash, V. (2015).Positive psychology – Applications in work, health and well-being.Delhi & Chennai, India: Pearson.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
- Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
- Snyder, C. R., & Lopez, S. J. (2002).Handbook of positive psychology.New York: Oxford University.
- Snyder, C.R., & Lopez, S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

PSY/IDMn/101
INTRODUCTION TO PSYCHOLOGY
(Theory)

Learning outcomes:

1. Students will gain basic knowledge about Psychology
2. Students will understand the fundamental mental processes underlying behavior

UNIT I: Introduction

- A. Concepts of Psychology: Definition, Goals of Psychology. Modern Perspectives - Biological, Psychodynamic, Behaviourist, Gestalt, Cognitive, Cross-cultural, Humanistic and Evolutionary perspectives. Methods - Experimentation, Observation, Survey, Clinical and Correlational methods.
- B. Perception: Understanding perception; Gestalt laws of organization; Different Process of perception - Depth perception, Size constancy, Perception of movement, Top down and Bottom Up processes.

UNIT II: Learning and Memory

- A. Learning & Perception: Classical Conditioning; Instrumental Learning; Observational Learning (Socio-cognitive learning);
- B. Memory: Models of Memory – Information processing model (Sensory register, STM, LTM, and concept of working memory), Levels of Processing, Reconstructive nature of memory; Forgetting; Improving Memory.

UNIT III: Motivation & Emotion

- A. Motivation: Meaning; Approaches- Instinct, Drive-Reduction, Arousal, Incentive and Cognitive Approaches; Maslow's Hierarchy; Types of motivation – achievement, power and affiliation.
- B. Emotion: Meaning; Elements (components) of Emotions; Theories – James Lange, Cannon Bard, Schachter - Singer; Emotional Intelligence.

UNIT IV: Thinking, Reasoning and Intelligence

- A. Definition; Elements in Thinking- Mental Images and Concepts; Creative thinking; Reasoning- Syllogistic Reasoning, Algorithms and Heuristics, Inductive and Deductive Reasoning; Steps in problem solving.
- B. Intelligence: Definition and nature; Theories; Determinants. Measurements of intelligence: reliability, validity, standardization, intelligence test. Aptitude – definition and types.

REFERENCES:

- Banyard, P., Davies, M. N. O., Norman, C. & Winder, B. (Eds) (2010). Essential Psychology. New Delhi: Sage Publications.
- Baron, R. & Misra, G. (2014). Psychology. New Delhi: Pearson.
- Ciccarelli, S. K. & White, J. N., & Misra, G. (2018). Psychology. New Delhi: Pearson Education.
- Feldman, R. S. (2011). Understanding Psychology. 10th edition. Delhi: Tata- McGraw Hill.
- Holt, N., Bremner, A., Sutherland, E., Vlieg, M., and Passer, M., & Smith, R.E. (2015). Psychology – The Science of Mind and Behavior. London: Tata McGraw-Hill.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2004). Introduction to Psychology. 7th Edition, 24th reprint. New Delhi: Tata McGraw-Hill.
- Munn, N. L., Fernald, L. D., & Fernald, P. S. (1997). Introduction to Psychology. Delhi: Houghton Mifflin.
- Smith, E. E., Nolen-Hoeksema, S., Frederickson, B., & Loftus, G. (2003). Atkinson and Hilgard's Introduction to Psychology. (14th edition.). Wadsworth Publishing.
- Weiten, W. (2007). Psychology: Themes and variations. 7th edition. Delhi: Brooks/Cole Publishing Co.

PSY/IMD/102
MENTAL HEALTH AND WELL BEING
(Theory)

Learning outcomes:

1. Understanding the spectrum of mental health and mental illness
2. Identifying stresses in one's life and how to manage them
3. To understand the dynamics of well-being and emotions

UNIT I: Conceptualizations of mental health

- A. Mental health: Meaning and Definition. Approaches – Pathogenic, Salutogenic and Complete state model. Foundations of mental health – Hereditary factors, Physical factors, Social factors and Satisfaction of basic needs; Characteristics of a mentally healthy person.
- B. Mental illness: Meaning and definition. Psychological Approaches – Psychoanalytic, Cognitive-behavioral, Humanistic-existentialist, Family Systems model.

UNIT II: Mental health issues

- A. Stress – Definition; Theories Of stress (Selye, Lazarus); Sources of stress; Coping - types
- B. Psychological disorders – Stress Related Disorders: Adjustment disorder, Posttraumatic Stress Disorder, and Acute Stress Disorder; Anxiety Disorders and Mood Disorders.

UNIT III: Well-being

- A. Well-being: Subjective well-being, Psychological well-being, Emotional well-being, Social well-being.
- B. Emotional intelligence: Models- Ability model, Personality model, Goleman's model; Enhancing emotional intelligence; Development of emotional competence.

REFERENCES:

- Baumgardner, S. & Crothers, M. (2015). Positive Psychology. Pearson
- Brannon, L., & Feist, J. (2007). Introduction to Health Psychology. Thomson India Edition
- Butcher, J.N., Hooley, J.M., Mineka, S. & Kapur, P. (2019). Abnormal Psychology. 17th Edition. Pearson India Education Services Pvt. Ltd.
- Carr, A. (2004). Positive Psychology: The Science of happiness and human strength. UK: Routledge.
- Goleman, D. Emotional Intelligence: Why it can Matter more Than IQ.
- Scheid, T.L. & Brown, T.N. (2010). A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems. Second edition. Cambridge University Press.
- Singh, A. (2021). Mental Health and Mental Disorders. Psycho Information Technologies.
- Taylor, S. E. (2006). Health Psychology. New Delhi: Tata McGraw-Hill.

II SEMESTER
PSY/II/DMj/103
THEORIES OF PERSONALITY
(Theory)

Learning outcomes:

1. To compare and contrast different theories of intelligence
2. To differentiate the human personalities

UNIT I: Introduction

- A. Meaning of personality; History & Concepts of personality theory; Determinants of Personality (Biological & Socio-cultural).
- B. Humanistic Approach: Roger; Maslow; Murray.

UNIT II: Psychodynamic theory Approach

- A. Sigmund Freud; Erik Erikson.
- B. Carl Jung; Adler; Horney.

UNIT III: Learning and Cognitive Approach

- A. Pavlov; Skinner.
- B. Dollard & Miller; Bandura; Kelly.

UNIT IV: Type and Trait Approach

- A. Cattell; Eysenck.
- B. Gordon Allport; Five Factor Model.

REFERENCES:

- Feist, J & Feist, G.J (2008). Theories of Personality. 7th Ed. McGraw-Hill Primis.
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Ed. Wiley: India.
- Hjelle, L.A & Ziegler, D.J. (1981). Personality Theories – Basic Assumptions, Research and Applications, 2nd Edition, McCraw Hill International Book Company.
- Ryckman, R.M. (2008). Theories of Personality. 9th Ed. Thomson Wadsworth, Thomson Learning Resource Center.
- Schultz, P. D, Schultz, S. E. & Schultz, S. (2012). Theories of Personality. 10th Ed. Cengage Learning, India.

PSY/II/DMn/104
APPLIED PSYCHOLOGY
(Theory)

Learning outcomes:

1. Students understand the Applications of Psychology in various fields
2. To understand how theories and concepts of psychology can be applied to real world settings

UNIT I:

- A. Applied Psychology: Meaning, History, Fields and Career in Applied psychology, Educational Psychology
- B. Consumer Psychology: Concept, Consumer behavior and motivation - consumer decision making.

UNIT II:

- A. Military Psychology- Concept, Role of Military Psychologists; Psychological tests in Military; Terrorism.
- B. Forensic Psychology: Meaning, Role of Forensic psychologist; Uses of Psychological Assessments.

UNIT III:

- A. Application of psychology in IT and Mass Media: Concept. Recent trends (Artificial intelligence, Psych cybernetics); Psychological consequences of recent developments in IT and Mass Media.
- B. Sports Psychology: Role of Sports Psychologist; Application of sports psychology.

UNIT IV:

- A. Cross-cultural: Definition and goals. Acculturation and Ethnocentrism in Psychology.
- B. Population Psychology: Displacement, Deprivation, Marginalization.

REFERENCES:

- Barker, M., Barker, D. I., Bormann, N. F. & Neher, K. E. (2013). Social media marketing: A strategic approach. South Western Cengage learning.
- Bartol, A. M. & Bartol, C. R. (2011). Current Perspectives in Forensic Psychology and Criminal Behavior. 3rd Edition. SAGE Publications Inc.
- Bayne, R., & Horton, I. (2003). Applied Psychology: Current Issues and New Directions. SAGE Publications Ltd.
- Berry, J.W. (1997). Immigration, acculturation, and adaptation Applied Psychology, 46(1), 5-34.
- Berry, J.W., Poortinga, Y.H., Segall, M.H., Dasen, P.R. (2002). Cross-Cultural Psychology: Research and Applications. Cambridge: Cambridge University Press.

Canter, D. (2010). Forensic Psychology VSI: PBF. Oxford University Press, New Delhi.
Cox, R. H. (2002). Sport Psychology, McGraw-Hill Higher Education.

Cronin, C. (2003). Military Psychology: An Introduction. 2nd Edition. Pearson Custom Pub.

Griffith, C. R. (2005). An Introduction to Applied Psychology. Kessinger Publishing, Inc.

Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.

Jarvis, M. (2006). Sport Psychology. 1st Edition. Psychology Press.

Jost, J. (2004). Political Psychology. Psychology Press.

Kennedy, L. Z., & Zillmer, E. A. (2012). Military Psychology: Clinical and Operational Applications. 2nd Edition. Guilford Publications.

Swain, S. (2019). Applied Psychology. OakBridge Publishing Pvt Ltd. Haryana.

PSY/II/MD/105

THE PSYCHOLOGY OF GENDER IDENTITY

(Theory)

Learning outcomes:

1. To understand a person's innermost concept of self as male, female or something else.
2. To understand gender identity disorders and support systems

UNIT I:

- A. Introduction: Gender, Gender differences, Gender identity, Gender expression and Gender role; Different types of gender identities; Methods in gender research.
- B. Development of gender identity; Factors influencing gender identity (physiological, social and environmental).

UNIT II:

- A. Sexual orientation and sexuality; Interpersonal relationships; Psychology & history of LGBTQ+ communities.
- B. Gender Equity; Sex differences in health; Work and harassment; Legal issues in gender.

UNIT III:

- A. Gender dysphoria; Gender identity disorders; Mental health issues; Common psychological disorders among LGBTQ+ communities.
- B. Mental health support systems for LGBTQ+ communities; Methods of support system.

REFERENCES:

Hegelson, VS. Psychology of Gender, 5th Edition, Routledge Publication.

Butcher, JN., Hooley, JM., Mineka, S. & Dwivedi, CB. Abnormal Psychology, 17th Edition; Pearson Education Inc.

Bosom, JK., Buckner, CE & Vandello, JA (2021), Psychology of Sex and Gender, 2nd Edition,

III SEMESTER
PSY/III/DMj/200
COUNSELLING PSYCHOLOGY
(Theory)

Learning outcomes:

1. To understand the counseling process and ethics involved in counseling
2. To differentiate various approaches in counseling
3. Helping clients having mild concerns in life; for instance acting as peer counselors or mentors in the college

UNIT I: Introduction to Counseling

- A. Definition, Qualities of an effective counselor; Contemporary issues and challenges; Challenges of online counseling and tele-counseling, Ethics in counselling
- B. Counselling Process: Counseling relationship (importance, components, facilitative conditions, empathy, respect, confidentiality and genuineness); Counseling Interview (Nature, importance of initial interview, types of interviews); Report writing

UNIT II: Approaches to Counseling

- A. Person centered approach; Psychodynamic approach; Existential approach.
- B. Behavioural approach; Cognitive behavioural approach: Cognitive Behavioral Therapy (CBT), Rational Emotive Behavioral Therapy (REBT).

UNIT III: Counseling Applications

- A. Life Skills Counseling; Child Counseling; Family Counseling
- B. Career Counseling; Crisis Intervention: suicide, grief, and sexual abuse

REFERENCES:

- Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.
- Gelso, C.J., & Fretz, B.R. (2009). Counseling Psychology: Practices, Issues, and Interventions. Cengage Learning India.
- Gladding, S.T. (2009). Counseling: A comprehensive Profession. (6th Edition). Pearson Education. New Delhi edition by Dorling Kindersley India Pvt. Ltd.

~~Kapur, M. (2011). Counselling Children with Psychological Problems. New Delhi, Pearson.~~

Palmer, P. (2000). Introduction to Counseling and Psychotherapy. SAGE Publications
Sharf, R. S. (2012). Theories of Psychotherapy and Counseling: Concepts and Cases. 5th
Edition. Belmont: Brooks/Cole (Cengage Learning).

PSY/III/DMj/201
PRACTICAL
(Counselling Psychology)

1. Family Environment Scale/Parenting Scale
2. Interest inventories
3. Aptitude

PSY/III/DMn/202
PSYCHOLOGY OF HEALTH
(Theory)

Learning outcomes:

1. To understand the mind-body relationship
2. Identifying stresses in one's life and how to manage them
3. Understanding a variety of health enhancing, health protective and health compromising behaviors and to be able to know their application in illness management

UNIT I: Introduction to Health Psychology

- A. Definition; the mind-body relationship; functions & need for Health Psychology; Bio-psychosocial Model in health psychology.
- B. The systems of the body – Nervous, Endocrine, Cardiovascular, Respiratory, Reproductive and Immune Systems, and digestive.

UNIT II: Stress, Coping, Pain & Other Mental Health Problems

- A. What is stress?; Theories Of stress (Selye, Lazarus); Sources of stress; Trauma related disorders – PTSD, Adjustment disorder, Acute stress Disorder; Coping - types;
- B. Pain – Meaning; Types; Other Mental Health Problems: Addiction (internet); sexual dysfunctions; paraphilic disorders; eating disorders.

UNIT III: Living with Chronic Illnesses

- A. Coronary Heart Disease (CHD), Hypertension & Stroke; Living with Diabetes.
- B. HIV/AIDS, Cancer, Asthma, Alzheimer's.

UNIT IV: Health Compromising and Health Enhancing Behaviors

- A. Health compromising behaviors: Smoking, Alcohol and substance abuse, the effects of smoking, alcohol & drugs.
- B. Health Enhancing Behaviors: Weight Control; Diet; Exercise; Yoga & meditation, relaxation training, Habit Modification.

REFERENCES:

- Brannon, L., & Feist, J. (2007). Introduction to Health Psychology. Thomson India Edition.
- Butcher, J.N., Hooley, J.M., Mineka, S. & Kapur, P. (2019). Abnormal Psychology. 17th Edition. Pearson India Education Services Pvt. Ltd.
- DiMatteo, M.R. & Martin, L. R. (2002). Health Psychology. New Delhi: Pearson.
- Durand, V.M. & Barlow, D.H. (2015). Abnormal Psychology: An Integrative Approach. 7th Edition. Wadsworth.
- Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Holder and Stoughton.
- Kaplan, H. I., & Sadock, B. J. (2013). Synopsis of Psychiatry. 11th Edition. Walter-Kluver Publishers.
- Sarafino, E. P., & Smith, T. W. (2012). Health Psychology: Bio psychosocial interventions. New Delhi: Wiley.
- Taylor, S. E. (2006). Health Psychology. New Delhi: Tata McGraw-Hill.

PSY/III/MD/203
PERSONAL GROWTH AND DEVELOPMENT
(Theory)

Learning outcomes:

1. To understand the self and the family life cycle
2. To enhance personal growth through understanding emotional intelligence, resilience and managing stress

UNIT I:

- A. Positive Self: Self as Object and Agent; Self-esteem; Self-efficacy.
- B. Positive relationships: The Family Life-cycle.

UNIT II:

- A. Well-being: The Two Traditions – Eudaimonic and Hedonic.
- B. Emotional Intelligence – Goleman's model of Emotional Intelligence; Enhancing Emotional Intelligence in Adulthood; EI and related constructs.

UNIT III:

- A. Resilience: Concepts; Sources of Resilience; Growth through Trauma.
- B. Stress: Understanding stress, its nature and meaning; Sources of Stress; After-effects of stress; Basic Techniques of Stress Management.

REFERENCES:

- Baumgardner, S., & Crothers, M. (2014). Positive Psychology (1st ed.). Pearson New International.
- Boniwell, I. (2012). Positive Psychology in a Nutshell: The Science of Happiness. 3rd Edition. McGraw Hill.
- Carr, A. (2004). Positive Psychology – The Science of Happiness and Human Strengths. Brunner-Routledge, Taylor & Francis Group.
- Ghosh, M. (2015). Health Psychology – Concepts in Health and Well-being. Pearson.

IV SEMESTER

PSY/IV/DMj/204

SYSTEMS AND SCHOOLS OF PSYCHOLOGY (Theory)

Learning outcomes:

- 1. Students will understand the genesis of Psychology and its importance
- 2. Students will gain basic knowledge about theories underlying psychological principles

UNIT I: Birth of Modern Psychology:

- A: Associationism and Structuralism: Associationism of Stimulus- Response; Structuralism (Wundt and Titchener's contribution to structuralism);
- B: Functionalism and Psychophysics: Functionalism (William James, Harvey Carr contribution to functionalism); Psycho-physics (Weber and Fechner)

UNIT II: Behaviorism and Gestalt Psychology

- A. Behaviorism: Watson and Skinner's contribution.
- B. Gestalt Psychology: contribution of Wertheimer, Kohler and Koffka.

UNIT III: Psychoanalysis & Psychology in India

- A. Psychoanalysis: Sigmund Freud's Psychoanalysis & Neo-Freudians (Adler, Jung and Horney).
- B. Psychology in India: Ancient and Modern Psychology. Yoga and Meditation.

REFERENCES

- Boring, G. E. (2008). History of Experimental psychology. (Volume Two). New Delhi: Cosmo Publications.
- Chaplin, J. P. & Kravic, T. S. (1979). Systems and Theories of Psychology. 4th Edition. Thomson Learning.
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Ed. Wiley: India
- Leahey, T. H. (2005). A History of Psychology: Main currents in psychological thought. (6th Ed.). Singapore: Pearson Education.
- Marx, M. H., & Hillix, W. A. (1988). Systems and Theories in Psychology. McGraw-Hill Inc.
- Sahakian, W. S. (1981). History of Psychology. John Wiley & Sons Inc.
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- Wolman, B. B. (1979). Contemporary theories and systems in psychology. Delhi: Freeman Book Company.
- Woodworth, R. S., & Sheehan, M. (1963). Contemporary Schools of Psychology. New York: Ronald Press Co.

PSY/IV/DMj/205

PRACTICAL

(Systems and Schools of Psychology)

1. Absolute Limen – Difference Limen
2. Muller- Lyer Illusion
3. Reaction time

PSY/IV/DMn/206

PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE

(Theory)

Learning outcomes:

1. Students will be able to identify the milestones in diverse domains of human developments across the child, adolescent and adulthood stages,
2. To understand the contributions of socio-cultural context toward shaping human development

UNIT I: Foundations of Development

- A. Domains and periods of development; Prenatal development; Prenatal environmental influences; Birth complications.
- B. Physical growth: Course of physical growth; Factors affecting physical growth; Puberty.

UNIT II: Cognitive and Moral development

- A. Piaget's Cognitive-Developmental theory; Vygotsky's Sociocultural theory.
- B. Psychoanalytic theory; social learning theory; Piaget and Kohlberg.

UNIT III: Personality and Social development

- A. Development of self-concept and self-esteem; Development of emotional expression.
- B. Gender stereotypes, gender roles, and gender identity.

UNIT IV: Context for development

- A. The Family – Socialization within the family, Family lifestyles and transitions.
- B. Peers, media and schooling; health issues- obesity, eating disorders, substance use and abuse.

REFERENCES:

- Berk, L.C. (2012). Child Development. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Feldman, R. S. (2013). Development across the Life Span. 7th Edition, New Delhi: Pearson.
- Hetherington, E. M, & Parke, R. D, (1993). Child Psychology - A Contemporary Viewpoint. 5th International Edition, McGraw-Hill Publication.
- Papalia, D. E. (2006). Human Development. New Delhi: Tata McGraw Hill.
- Santrock, J. W. (2006). Child Development. 11th Edition. Tata New Delhi: McGraw Hill.

V SEMESTER

PSY/V/DMj/300

BIOLOGICAL PSYCHOLOGY

(Theory)

Learning outcomes:

1. To understand the biological bases of psychological processes and behavior.
2. To gain knowledge of basic brain functions and their role in human behavior

UNIT I: Introduction

- A. Definition of Biological Psychology; Genetics and behavior; Neuroplasticity; Methods of study.
- B. States of consciousness: Waking states; Sleep and dreams – functions of sleep, stages, REM & NREM states, theories of dreams; Hypnosis & Meditation; Effects of psycho-active drugs.

UNIT II: The Nervous System

- A. Neuroanatomy– Structure and Function of a single cell; Neuron –structure and types. Neurophysiology – Communication within neuron (membrane potential, resting potential, action potential); communication between neurons (synaptic transmission); neurotransmitters – dopamine, serotonin, acetylcholine, norepinephrine and GABA.
- B. Structure and function of CNS –The Central Nervous System (Brain and Spinal Cord); Peripheral Nervous System (Spinal Nerves, Cranial Nerves, Autonomic Nervous System).

UNIT III: Hormones and Emotional Behavior

- A. Main endocrine glands - Hormonal Products and principal effects of hormones.
- B. Biological mechanisms in Emotions, Learning and Memory:
 - (i) Emotions – Autonomic arousal and theories of emotion, brain areas associated with emotions. Emotions as response patterns- Fear, anger and aggression
 - (ii) Learning and Memory - Brain areas in memory – hippocampus, basal ganglia. Retrograde and anterograde amnesia, Korsakoff's psychosis, Alzheimer's disease.

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- Thompson, R. F. (1975). Introduction to Physiological Psychology. New York: Harper & Row.

PSY/V/DMj/301
PRACTICAL
(Biological Psychology)

1. Quality of sleep
2. Stroop Test
3. Memory Scale

PSY/V/DMj/302
ORGANIZATIONAL PSYCHOLOGY
(Theory)

Learning outcomes:

1. To understand the dynamics of organizational behavior
2. To identify the problems that occurs at work and resolving those problems.
3. To understand how people behave within organizations and in the workplace

UNIT I:

- A. Meaning of Industrial/Organizational Psychology; Historical Antecedents of Organizational Behavior. Scientific Management and Human Relations M.Personnel selection: Basis and Methods of Selection; Job Analysis – Methods; Measurement and uses.
- B. Positive Organizational Behaviour: Optimism; Emotional Intelligence; Self-efficacy and Work-Life balance.
Dynamics of Organizational Behavior: Organizational Culture, Power and Politics, Influence, Sexual Harassment, Organizational Politics

UNIT II:

- A. Training: Definition of Training; Training methods for Non-Supervisory Staff: On the Job Methods and Off the Job Methods. Training Methods for Managerial Staff: On the Job Methods and Off the Job Methods.
- B. Job satisfaction: Determinants of Job Satisfaction – Personal factors (6 factors), Factors related to the job (5 factors), factors controlled by management (8 factors); Measuring job satisfaction: Job Descriptive Index, Impact of satisfied and dissatisfied employees on the workplace.

UNIT III:

- A. Work Motivation: Two-Factor Theories, Contemporary Theories (Self determination, Goal setting, Equity, expectancy & reinforcement theories)
- B. Leadership: Contemporary perspective on leadership; Basic approaches to leadership: trait, attitudinal and situational Cross-cultural leadership issues; Diversity issues in leadership; Power: meaning and bases.
Attitude: Need for and Importance of Studying Attitude in Industry, Consequences of Unfavorable Attitude and Technique to improve Attitude in Industry.

REFERENCES:

- Chatterjee, N. R. (1967). Psychology in Industry. New Delhi: University of Delhi.
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PSY/V/DMj/303
PRACTICAL
(Organizational Psychology)

1. Leadership Styles
2. Stress
3. Job satisfaction Scale

PSY/V/DMn/304
SOCIAL PSYCHOLOGY
(Theory)

Learning outcomes:

1. Develop an understanding of the individual in relation to the social world
2. Introduce students to the processes of social influence
3. To understand how Individuals think, feel and behave in social situations.

UNIT I: Introduction

- A. Nature and Definition of Social Psychology; Brief history of Social psychology. Methods in Social Psychology
- B. Social Cognition- Schemas, Heuristics, Potential sources of error in social cognition; Attitudes – Definition; Attitude Formation, Attitude Change (Persuasion, Cognitive dissonance).

UNIT II: Affective Processes in Social Context

- A. Pro-Social behavior – Motives; Responding to an emergency; External and Internal influences on helping behavior.
- B. Aggression – Perspectives; Causes, Prevention and control of Aggression.

UNIT III: Group Processes and Collective Behavior

- A. Group – Definition; Key components (Status, Roles, Norms, and Cohesiveness); Effects of Groups (Social Facilitation, Social Loafing)
- B. Leadership – Definition; Functions; Types of leadership – Democratic, Autocratic, Laissez-faire and Nurturant task leader.

UNIT IV: Social Perception and Applications of Social Psychology

- A. Social Perception – Definition; Non-verbal Communication – The Basic channels; Impression formation and Impression Management.
- B. Applications of Social Psychology – Social Psychology and Health; Social Psychology and the World of Work, Law and Social Psychology.

REFERENCES

- Baron, R. A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
- Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.
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- Lindgren, C. H. (1981). Introduction to Social Psychology. Mosby.
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VI SEMESTER

PSY/VI/DMj/305

ABNORMAL PSYCHOLOGY (Theory)

Learning outcomes:

1. To understand criteria of abnormality and one's own behavior and behavior of others.
2. To develop the sensitivity towards individual diversity and various approaches to the diagnosis and treatment of psychological disorders.
3. Summarize clinical features, etiology and reliable treatment.

UNIT I: Introduction and Disorders of Childhood

- A. Defining Abnormal behaviour; perspectives of abnormal behaviour (Biological, Psychoanalytical, Behavioral, Cognitive-Behavioral, Psychological, Socio-cultural). Issues in diagnosis and classification system (latest edition of DSM & ICD); Clinical Assessment.
- B: Neurodevelopmental Disorders. Intellectual Disabilities (Clinical picture); Childhood Disorders: Attention Deficit/Hyperactivity Disorder & Conduct Disorders; Specific Learning Disorder; (Clinical picture); Autism Spectrum Disorder (Clinical picture); Reactive Attachment & Disinhibited Social Engagement Disorder. Eating Disorders (Pica, Anorexia Nervosa, Bulimia Nervosa and Binge-eating disorder)
Personality Disorders – Personality Disorders (Cluster A, B, C clinical picture only).

UNIT II: Anxiety and related disorders & Sexual Dysfunction

- A. Anxiety Disorders & Obsessive-Compulsive Disorders (clinical picture): The Anxiety Spectrum; Phobias, Specific and Social Phobias, Generalized Anxiety Disorder, Panic Disorder with and without Agoraphobia and Obsessive-Compulsive Disorder.
- B. Dissociative, Somatoform, and Related Disorders (clinical picture): Dissociative Disorders, Amnesia and Fugue, Depersonalization Disorder, Somatoform Disorders, Conversion Disorder, Factitious Disorders, Body Dysmorphic Disorder.
Sexual Dysfunctions & paraphilia: gender dysphoria, Gender Identity Disorder , Dysfunctions and paraphilia

UNIT III: Mood Disorders, Schizophrenia and Neuro-cognitive Disorders

- A. Bipolar and related Disorders; Depressive Disorders (clinical picture): Bipolar I, II, Cyclothymia, Persistent Depressive Disorder, Major Depressive Disorder.
- B. Schizophrenia and other Psychotic Disorders (clinical picture); Other Psychotic Disorders (Brief Psychotic Disorder, Schizophreniform, Delusional Disorder, Schizo-affective, Catatonia).
Neurocognitive Disorders

REFERENCES

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.
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PSY/VI/DMj/306
PRACTICAL
(Abnormal Psychology)

1. Bender Gestalt Test (BGT)
2. Anxiety Scale
3. Depression Scale

PSY/VI/DMj/307
STATISTICS IN PSYCHOLOGY
(Theory)

Learning outcomes:

1. To understand psychological data and scale it appropriately.
2. To learn the fundamentals of statistics in psychology

UNIT I: Fundamentals of statistics

- A. Definition, Purpose and Relevance of Statistics in Psychological Research. Descriptive and Inferential Statistics. Variables and constants. Levels of measurement; Probability : Definition, Mathematical Model and Two theorems. Normal distribution Curve (NPC): Nature, Properties and application of NPC. Area under the normal curve. Deviation from NPC: Skewness and kurtosis.
- B. Descriptive statistics: Measures of central tendency: Characteristics of Mean, Median and Mode and computation. The Effects of Linear Transformation on Central Tendency Measures.
Measures of variability: characteristics of Range, Quartile Deviation, Average Deviation and computation of Standard Deviation. The Effect of Linear Transformation on Variability Measures; Standard Scores (z-score); Properties of z-scores.

UNIT II: Inferential Statistics (non-parametric)

- A. Nature and Assumptions. Parametric Statistics vs Nonparametric statistics. Uses and Applications. Choosing appropriate statistical tests. Data transformations- kinds.
- B. Chi-Square test of Independence, U-Test, Kruskal- Wallis one-way ANOVA. Introduction to SPSS.

UNIT III: Correlation and Inferential Statistics (parametric)

- A. Correlation: History and concepts: Types. Calculation of Pearson's and Spearman coefficient.
- B. Hypothesis testing: Steps, Levels of significance, one tailed and two tailed tests of significance, Errors; t-test and One way ANOVA, Computation and assumptions.

REFERENCES

- Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for Psychology*. (4thEd.). India: Pearson Education, Prentice Hall.
- Cronk, B.C. (2008). *How to Use SPSS: A Step-by-Step Guide to Analysis and Interpretation*. 5th Edition. Pyrczak Publishing.
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PSY/VI/DMj/308 PRACTICAL (Statistics in Psychology)

1. Computation of One-way ANOVA
2. Computation of Non-parametric Statistic chi square
3. Computation of t-test/correlation

PSY/VI/DMj/309

RESEARCH METHODS IN PSYCHOLOGY (Theory)

Learning outcomes:

1. To understand the general principles and methods involved in doing research.
2. To familiarize the students with methodological tools, explaining quantitative and qualitative methods, which will help them to undertake empirical research independently.

UNIT I: Introduction to Scientific Research/Method

- A. Definition, meaning and characteristics of Scientific Research/Method. Goals/Objectives of Scientific Research/Method. Phases or stages in research. Ethical issues in psychological research.
Reliability and Validity in Research,
- B. Methods/Types of psychological research: case study, observation, survey, interviews, experiments – laboratory, field, quasi- experimental, Ex post facto, Document or Content analysis, Ethnographic Studies.

UNIT II: Research Designs

- A. Meaning and Purpose of Research Design, Criteria of Research Design. Basic principles of Experimental design. Between and Within Group Designs; Single-Subject Designs, Factorial Designs.
- B. Sampling: Meaning and Types of sampling; Need for sampling; Fundamentals of Sampling; Factors influencing decision to sample; Methods of drawing Random Samples; Types of sampling method

UNIT III: Variables

- A. Meaning and types of variables; Methods of measuring Dependent variables; Important considerations in Selection of variables; approaches to manipulating independent variables.
- B. Techniques of controlling extraneous variables – elimination, Constancy of conditions, Balancing, Counterbalancing, Randomization.

REFERENCES

- Anastasi, A. S. & Urbina, S. (1999). Psychological Testing, (7th Ed.). MacMillan Co.
- Breakwell, G. M., Hammond, S., & Schaw, C. F. (2000). Research Methods in Psychology. New Delhi: Sage Publications.
- Kerlinger, F. N. (1983). Foundations of Behavioral Research. 2nd Edition. Surjeet Publications, New Delhi.
- Kothari, C. R., & Garg, G. (2022). Research Methodology- Methods and Techniques. Fourth Multi Colour Edition. New Age International Publishers.
- Marczyk, G., DeMatteo, D., & Festinger, D. (2005). Essentials of Research Design and Methodology. John Wiley & Sons, Inc.
- Schweigert, W. A. (2017). Research Methods in Psychology. (3rd Edition) Scientific International Pvt. Ltd.
- Singh, A. K. (2000) Test, Measurement and Research Methods in Behavioral Sciences. Patna: Bharti Bhawan Publishers.

PSY/VI/DMj/310
PRACTICAL
(Research Methods in Psychology)

- 1. Research proposal
- 2. Field Observation
- 3. Survey (any proposed by the teacher)

PSY/VI/DMn/311
PSYCHOLOGY OF ADULTHOOD AND OLD AGE
(Theory)

Learning outcomes:

1. To understand human life in adulthood and domain of development.
2. To deal with developmental challenges and issues

UNIT I: Early Adulthood

- A. Physical and Cognitive Development – Physical changes; health and fitness. Changes in the structure of thought; the college experience; vocational choice
- B. Emotional and social development – Erikson's psycho social theory, Close relationships. Diversity of adult lifestyles.

UNIT II: Middle adulthood

- A. Physical and Cognitive Development –Physical changes, health and fitness. Changes in mental abilities; Information processing
- B. Emotional and social development – Erikson's theory- Generativity versus Stagnation. Relationships at midlife.

UNIT III: Late Adulthood

- A. Physical and Cognitive Development- Life expectancy, Physical changes. Memory, language processing, problem solving, wisdom. Factors related to cognitive maintenance change.
- B. Emotional and social development – Erikson's Theory – Ego Integrity vs Despair, Stability and change in Self-concept and Personality, Contextual influences on Psychological well-being, Retirement.

UNIT IV: Death, Dying and Bereavement

- A. Defining death- physical changes, death with dignity; Understanding of and attitude towards death;Kübler-Ross's theory; Right to die.
- B. Bereavement – Grief Process; Personal and situational variations; Bereavement Interventions.

REFERENCES

- Berk, L.E. (2014).Development through the Lifespan.6th Edition. Pearson
Feldman, R. S. (2013). Development across the Life Span.7th Edition, New Delhi: Pearson.
Papilia, D. E. (2006).Human Development. New Delhi: Tata McGraw Hill.
Santrock, J.W. (2013). Lifespan Development.McGraw Hill.

VII SEMESTER
PSY/VII/DMj/400
RESEARCH METHODS
(Theory)

Learning outcomes:

1. To understand the general principles and methods involved in doing research.
2. To understand quantitative and qualitative methods, which will help them to undertake empirical research independently.

UNIT I: Research Process

- A. Science and the Scientific approach, meaning and characteristics of scientific research, limitations /flaws in scientific research. Validity in research, controlling threats to reliability and validity in research. Phases or stages in research. Ethical issues for research.
- B. Research problem and Hypothesis –meaning and characteristics, source, selection criteria, definition, statement, types, functions. Ethical issues for research.
Variables: meaning and types, measuring dependent variables, manipulating independent variables, techniques of controlling extraneous variables.

UNIT II: Research Designs & Measurements

- A. Research Designs: Meaning and Purpose, Within- and Between- Group Designs – Single Group and Single Subject Designs, Randomized Groups Designs, Matched Groups Designs, Latin Square Designs, Factorial Designs, Repeated Measures Design. Non- and Quasi – Experimental Designs: One Group Design; Non-equivalent and Control Group Designs; Interrupted Time – Series Designs; Multiple Time- Series designs.
- B. Measurement: meaning, differences between psychological and physical measurements, Levels (scales) of measurement, properties of scales of measurement, Likert scale; Uses (functions) of scales. Testing: Nature, meaning, classification and use of psychological tests. Characteristics of a good psychological test .Uses and limitations of psychological tests and testing. Ethical issues in psychological testing.

UNIT III: Methods of Observation, Data Collection and Test construction

- A. Interview and Interview Schedule, Objectivity and Objective Methods of Observations, Types of Objective Measures, Types of Objective Scales and Items, Choice and Construction of Objective Measures, Evaluation of Objective Tests and Scales.
Projective Methods– Classification of Projective Measures. Methods of Content Analysis; Sociometry, Types of Sociometric Choice and Methods of Sociometric Analysis; Semantic Differential Method and Q-Methodology.
- B. General steps of test construction. Item response theories, Item writing, Item analysis. Item difficulty, index of discrimination. Factors influencing the index of difficulty and the Index of discrimination. Development of norms, interpreting test scores. Reliability and validity of tests – types and methods. Factors influencing reliability of test scores. Factors influencing validity.

REFERENCES:

- Anastasi, A. S. & Urbina, S. (1999). *Psychological Testing*, (7th Ed.). MacMillan Co.
- Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for Psychology*. (4th Ed.). India: Pearson Education, Prentice Hall.
- Breakwell, G. M., Hammond, S., & Schaw, C. F. (2000). *Research Methods in Psychology*. New Delhi: Sage Publications.
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- Garrett, H. E. (1985). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer & Simon Ltd.
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- Kothari, C. R. (2003). *Research methodology: Methods and techniques*. Wishwa Prakashan (2nd ed).
- Kumar, Ranjit. (2014). *Research Methodology: A Step-by-Step Guide for Beginners*. Fourth Edition. Thousand Oaks, California: Sage Publications.
- McBurney, D. H. (2001). *Research methods*. Thomson Wadsworth (5th ed). □ Publication Manual of the American Psychological Association (6th ed).
- Schweigert, W. A. (2017). *Research Methods in Psychology*. (3rd Edition) Scientific International Pvt. Ltd.
- Singh, A. K. (2000). *Test, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhawan Publishers.

PSY/VII/DMj/401
PRACTICAL
(Research Methods)

1. Test construction
2. Interview schedule
3. Any proposed by the teacher

CULTURAL PSYCHOLOGY
(Theory)

Learning outcomes:

1. To understand how cultures reflect and shape the psychological processes of their members
2. To learn how to adapt in a multi-cultural world

UNIT I: Introduction

- A. Definition and nature of Culture; Cultural Dimensions; goals of Cultural Psychology; ethnocentrism & relativism; cultural variations; need for Cross-Cultural psychology
- B. Research methods in Culture; research issues; ethics in cultural research.

UNIT II: Social and Emotional Behavior

- A. Social: Social behavior, language, cognition, sexuality, and morality
- B. Emotional: components of emotions, motivation, personality, mental health, physical health.

UNIT III: Cultural Learning & Cultural Narratives

- A. Enculturation – Agents of enculturation; cultural and biological transmission of development; socialization & parenting styles; cognitive development
- B. Cultural Narratives – prospects of fusion between culture & psychology; social reforms & cultural change, cultural values.

UNIT IV: Living in a Multi-Cultural World

- A. Acculturation – Culture shock; Berry's Model of acculturation; psychological acculturation & adaptation; Bilingualism
- B. Intercultural Relations – intercultural relations; multiculturalism; intercultural communications; impact of other cultures; threats and challenges of living in a multicultural world.

REFERENCES:

- Berry, J.W. Pootinga, Y.H., Segall, M.H., & Dasen, P.R. (1992). Handbook of Cross-Cultural Psychology: Research and Applications. Cambridge University Press: Cambridge.
- Stigler, J.W., Shweder, R.A., & Herdt, G. (1990). Cultural Psychology: Essays On Comparative Human Development. Cambridge University Press: Cambridge.
- Worthy, L.D.; Lavigne, T & Romero, F. (2020). Culture and Psychology. Maricopa Open Digital Press.

ENVIRONMENTAL PSYCHOLOGY
(Theory)

Learning outcomes:

1. To study environmental history in environmental psychology.
2. To study about different kinds of pollution and its effects on human behavior
3. To understand problems and solutions to urban dwelling

UNIT I:

- A. Definition: What is Environmental Psychology? Definition and Characteristics; Research Methods in Environmental Psychology.
- B. What is Noise? Sources of Noise. Effects of Noise – health effects of noise, noise and mental health, effects of noise on – performance, children, in office and industrial settings. Noise and Social behaviour.

UNIT II:

- A. Weather, Climate and Behaviour: the relationships between Weather, Climate and People; Heat and Behaviour; Cold temperature and behaviour; Wind and behaviour.
- B. Natural disasters: what constitutes a Natural Disaster? Characteristics of Natural Disasters. Psychological effects of Natural Disasters.

UNIT III:

- A. Technological Disasters: Characteristics of Technological Disasters. Effects of Technological Disasters. Effects of toxic exposure.
- B. Air Pollution - Air Pollution and Health. Air Pollution and Performance. Air Pollution and Social Behaviour.

UNIT IV:

- A. Crowding – Definition, Effects of Crowding, Eliminating the Causes and Effects of Crowding.
- B. Effects of Urban Life on the City Dweller. Environmental Solutions to Urban Problems.

REFERENCES:

- Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2001). Environmental Psychology. 5th Edition. Routledge, Taylor & Francis Group.
- Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.
- Stokols, D., & Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley.
- Swain, S. (2010). Applied Psychology: India – specific and Cross – cultural approaches. New Vishal Publications.

VIII SEMESTER (with Research)
PSY/VIII/DMj/404
QUALITATIVE RESEARCH METHODS
(Theory)

Learning outcomes:

1. To understand the basic principles underlying qualitative research
2. To be able to carry out and report research projects

UNIT I: Introduction to Qualitative Research:

- A. History and philosophical research: epistemology, realism, relativism, phenomenology, hermeneutics, social constructionism and narration; Characteristics of qualitative research, Research Ethics
- B. Doing Qualitative Research: Paradigms and Techniques of Qualitative Research: Action Research, Ethnography, Phenomenology, Grounded Theory and Case Study Research.

UNIT II: Interpretation and Evaluation of Qualitative Analysis:

- A. Data Collection in Qualitative Research: Observation, Interviews and Focus Groups, Surveys, Document analyses. Reliability and Validity
- B. Steps in qualitative data analysis – Coding, within-case analysis, Cross-case analysis, Matrix displays; Triangulation; Software for Qualitative Research; Narrative analysis, Hermeneutic Analysis, reflexivity, Discourse analysis and Content analysis/Semiotic analysis;

UNIT III: Writing Up Research:

- A. Report writing in APA format – Introduction, Literature Review, Statement of the Problem (Objectives and Hypothesis), Methodology (sample, tools, procedure, design)
- B. Results, Discussion, Conclusion, Summary of the research (theoretical implications, practical implications, limitations, and suggestions for future research), References in APA format, and Appendices. Avoiding plagiarism.

REFERENCES:

- Banister, P., Burman, E., Parker, I., Taylor, M., & Tindall, C. (1998). Qualitative Methods in Psychology: A Research Guide. Buckingham: Open University Press.
- Breakwell, G.M., Smith, J. A., Wright, D. B. (2012). Research Methods in Psychology. New Delhi: Sage Publications.
- Bryman, A. (2012). Social Research Methods, 4th ed. Oxford: OUP.
- Creswell, J.W., & Poth, C.N. (2017). Qualitative Inquiry and Research Design (4th Edition). Sage Publications, Inc

- Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks, Calif.: Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (2003). Introduction: The discipline and practice of qualitative research. In N.K.Denzin & Y.S.Lincoln (Eds.), *Strategies of Qualitative Inquiry*. Thousand Oaks: Sage Publications.
- Flick, U. (2019). *An Introduction to Qualitative Research* (6th Edition). Sage Publications Ltd.
- Frost, N. (2012). *Qualitative Research Methods in Psychology: Combining Core Approaches*. Middlesex: Open University Press.
- Miles, M.B & Huberman, A. M. (1994). *Qualitative Data Analysis* (2nd Ed). Sage Publications: Thousand Oaks.
- Silverman, D. (2001). *Interpreting Qualitative Data: Methods for Analysing Talk, Text, and Interaction* (2 ed.). London: Sage Publications.
- Silverman, D. (2010). *Qualitative Research* (Third Edition). New Delhi: SAGE Publications Ltd.
- Silverman, D. (2011). *Interpreting Qualitative Data* (Fourth Edition). New Delhi: SAGE Publications Ltd.
- Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook* (Fourth Edition). New Delhi: SAGE Publications Ltd.
- Travers, M. (2001). *Qualitative Research Through Case Studies*. London: Sage Publications.

PSY/VIII/DMj/405
PRACTICALS
Qualitative Research Methods

1. Semi-structured Interview schedule
2. Observation – Participant and Non-participants
3. Case study

PSY/VIII/DMj/406
COGNITIVE PSYCHOLOGY
(Theory)

Learning outcomes:

1. Students will understand the fundamental mental processes underlying behavior
2. To understand the interactions of decision making, reasoning, creativity, and problem-solving abilities and how it affects behavior

UNIT I:

A: Introduction to Cognitive Psychology

Concepts and history of cognitive psychology; Modern cognitive psychology. Paradigms of cognitive psychology; Research methods in cognitive psychology.

B: Basic Mental Processes

Overview of basic mental processes; Sensation- basic concept; the five senses; Perception- Basic concept; Approaches; Perception of objects and forms; Deficits in perception.

Attention: Types (Selective & Divided attention); Theories of attention- Feature Integration Theory, Filter model, Attenuation model & Capacity theory.

UNIT II: LANGUAGE, MEMORY & FORGETTING

A. Language: Language & Cognition- Noam Chomsky's approach, Modularity Hypothesis & Whorfian hypothesis; Nature of language; Properties of language.

B. Memory: Memory process (Encoding, Storage, Retrieval) Models of Memory (William James, Waugh & Norman, Atkinson & Shrifin), Sensory memory- Iconic & Echoic, Short-Term Memory, Working Memory, Long Term Memory- Types, Flashbulb and Autobiographical Memory.

Forgetting: Historical perspective- Ebbinghaus, Theories of forgetting (Interference theory, Decay theory, Retrieval failure), Memory Distortions, Eyewitness testimony & Repressed memories

UNIT III: Higher Mental Processes

A. Overview of higher mental processes; Problem-solving: Basic concept, Problem-solving cycle, Problem-solving strategies, Factors influencing Problem-solving.

Creativity: Creative process, Approaches to creativity

B. Decision-making: Basic concept, Phases of Decision making, Heuristics & Biases.

Reasoning: Inductive & Deductive Reasoning, Neuroscience of Reasoning.

REFERENCES

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PSY/VIII/DMj/407
PRACTICAL
(Cognitive Psychology)

1. Intelligence Test
2. Memory/attention Scale
3. Learning Experiment

PSY/VIII/RP/408
RESEARCH PROJECT

VIII SEMESTER (without Research)
PSY/VIII/DMj/409
QUALITATIVE RESEARCH METHODS
(Theory)

Learning outcomes:

1. To understand the basic principles underlying qualitative research
2. To be able to carry out and report research projects

UNIT I: Introduction to Qualitative Research:

- C. History and philosophical research: epistemology, realism, relativism, phenomenology, hermeneutics, social constructionism and narration; Characteristics of qualitative research, Research Ethics
- D. Doing Qualitative Research: Paradigms and Techniques of Qualitative Research: Action Research, Ethnography, Phenomenology, Grounded Theory and Case Study Research.

UNIT II: Interpretation and Evaluation of Qualitative Analysis:

- C. Data Collection in Qualitative Research: Observation, Interviews and Focus Groups, Surveys, Document analyses. Reliability and Validity
- D. Steps in qualitative data analysis – Coding, within-case analysis, Cross-case analysis, Matrix displays; Triangulation; Software for Qualitative Research; Narrative analysis, Hermeneutic Analysis, reflexivity, Discourse analysis and Content analysis/Semiotic analysis;

UNIT III: Writing Up Research:

- C. Report writing in APA format – Introduction, Literature Review, Statement of the Problem (Objectives and Hypothesis), Methodology (sample, tools, procedure, design)
- D. Results, Discussion, Conclusion, Summary of the research (theoretical implications, practical implications, limitations, and suggestions for future research), References in APA format, and Appendices. Avoiding plagiarism.

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PSY/VIII/DMj/410
PRACTICALS
(Qualitative Research Methods)

1. Semi-structured Interview schedule
2. Observation – Participant and Non-participants
3. Case study

PSY/VIII/DMj/411
COGNITIVE PSYCHOLOGY
(Theory)

Learning outcomes:

1. Students will understand the fundamental mental processes underlying behavior
2. To understand the interactions of decision making, reasoning, creativity, and problem-solving abilities and how it affects behavior

UNIT I:

A: Introduction to Cognitive Psychology

Concepts and history of cognitive psychology; Modern cognitive psychology; Paradigms of cognitive psychology; Research methods in cognitive psychology.

B: Basic Mental Processes

Overview of basic mental processes; Sensation- basic concept; the five senses; Perception- Basic concept; Approaches; Perception of objects and forms; Deficits in perception.

Attention: Types (Selective & Divided attention); Theories of attention- Feature Integration Theory, Filter model, Attenuation model & Capacity theory.

UNIT II: LANGUAGE, MEMORY & FORGETTING

A. Language: Language & Cognition- Noam Chomsky's approach, Modularity Hypothesis & Whorfian hypothesis; Nature of language; Properties of language.

B. Memory: Memory process (Encoding, Storage, Retrieval) Models of Memory (William James, Waugh & Norman, Atkinson & Shrifin), Sensory memory- Iconic & Echoic, Short Term Memory, Working Memory, Long Term Memory- Types, Flashbulb and Autobiographical Memory.

Forgetting: Historical perspective- Ebbinghaus, Theories of forgetting (Interference theory, Decay theory, Retrieval failure), Memory Distortions, Eyewitness testimony & Repressed memories.

UNIT III: Higher Mental Processes

- A. Problem-solving: Basic concept, Problem-solving cycle, Problem-solving strategies, Factors influencing Problem-solving.
Creativity: Creative process, Approaches to creativity
- B. Decision-making: Basic concept, Phases of Decision making, Heuristics & Biases.
Reasoning: Inductive & Deductive Reasoning, Neuroscience of Reasoning.

REFERENCES

- Eysenck, M.W., & Keane, M.T. (2010). Cognitive psychology: A student's handbook. 6th edition. NY: Psychology Press.
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- Solso, R.L., Maclin, O.H., & Maclin, M.K. (2013). Cognitive psychology. Harlow: Pearson Education Limited.
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PSY/VIII/DMj/412
PRACTICAL
(Cognitive Psychology)

1. Intelligence Test
2. Memory/attention Scale
3. Learning Experiment

PSY/VIII/DMj/413
PSYCHOLOGICAL TESTING AND ASSESSMENTS
(Theory)

Learning outcomes:

1. To understand various psychological assessment techniques.
2. To impart skills necessary for selecting and applying different tests for assessments

UNIT I: Overview of Psychological Testing

A: Concept and origins of psychological testing; Types of tests - Group Tests versus Individual Tests; Uses of Psychological Testing.

B: Application of psychological Testing in various context- Educational setting, counseling and guidance, clinical setting, organizational setting. Ethical and social considerations of testing and assessment.

UNIT II: Overview of Psychological Assessment

A: Concept and purpose of Psychological Assessment, similarities and difference between test and assessment, types of assessment; Process of Psychological Assessment. Writing report on assessment outcome,

B: Test Construction and item analysis; Scale Construction.

Norms, Reliability and Validity (Meaning and types)

UNIT III: Assessment of cognitive ability and personality

A: Overview of Stanford-Binet Intelligence scale, The Wechsler Scales, Culture fair intelligence scale, Differential ability scale, DasNagliery cognitive assessment system; Neuropsychological Batteries

B: Assessment Techniques, Personality Inventories-Minnesota Multiphasic Personality Inventory (MMPI), NEO Five Factor Inventory (NEO FFI), 16 Personality Factor(16 PF); Projective tests- Sentence Completion Test, Inkblot tests, Thematic Apperception Test (TAT).

REFERENCES

Anastasi , A., & Urbina, S. (1997). Psychological Testing (7th Ed.). New Delhi: Pearson Education.

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PSY/VIII/DMj/414

PRACTICAL

(Psychological testing and assessments)

1. Mental Status Exam (MSE)
2. Differential Aptitude Test (DAT)
3. Personality test

PSY/VIII/DMj/415
SPECIAL AREAS OF COUNSELING
(Theory)

Learning outcomes:

1. To develop an understanding of special areas of counseling.
2. Having a comprehensive understanding of the processes of interventions and rehabilitation

UNIT I: Geriatric Counseling

- A. Introduction; The Psychology of atypical ageing: Depression, Anxiety, Post-traumatic stress disorder (PTSD), Dementia, Mild Cognitive Impairment, Psychological Intervention in later life.
- B. Fostering resilience, promoting health and preventing disease in older adults; Palliative care, advance care planning settings of care and caregiver, Grief and bereavement.

UNIT II:

A: Rehabilitation counseling

Rehabilitation counseling; concepts, rehabilitation counseling for displaced persons immigrants, refugees, displacement as a result of disaster
Rehabilitation counseling for the chronically ill and substance dependents

B: Suicide and Counselling

Introduction; suicide Risk factors and Assessment; From self-murder to self-support; Good practice for self-support; the counselor and suicide risk; Personal perspectives and professional actions.

UNIT III: School Counselling

- A. Introduction; Scope of school counseling in a school setting; Professional and ethical boundaries in school counseling.
- B. Brief counseling in schools; Parental separation and Stepparent Conflict; Smoking, Drugs and Alcohol Misuse.

REFERENCES

- Ghosh, M.(2015). Health Psychology. New Delhi: Pearson
- Lines, D. (2006).Brief Counselling in Schools working with young people from 11- 18. New Delhi: Sage
- Reeves, A. (2010).Counselling Suicidal Clients. New Delhi: Sage.
- Stuart-Hamilton, I. (2011). An Introduction to Gerontology. New York: Cambridge University Press.
- Taylor, S. E. (2006). Health Psychology. New Delhi: Tata McGraw-Hill.

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PRACTICAL

(Special areas of counseling)

1. Screening for substance use and abuse
2. HIV awareness
3. Suicidal ideation

PSY/VIII/DMj/417

PSYCHOPATHOLOGY

(Theory)

Learning outcomes:

1. To understand the concept of psychopathology
2. To summarize the symptoms and etiology of various psychological disorders

UNIT I:

- A. Overview of concepts & approaches of Psychopathology. Classification systems- DSM V and ICD-11; Clinical assessments- case history, behavioral assessment.
- B. Psychopathology of Anxiety Disorders & Obsessive-Compulsive Disorder and related disorders. Psychopathology of Dissociative & Somatic disorders.

UNIT II:

- A. Psychopathology of Major/Mild Neurocognitive Disorder (Delirium & NCD due to Alzheimer's disease); Neurodevelopmental disorders- Intellectual Disability, Autism Spectrum Disorder, Specific Learning Disorder, Attention Deficit/Hyperactivity Disorder & Tic Disorders.
- B. Psychopathology of Mood Disorders; Feeding & Eating Disorders; Gender Dysphoria; Sexual Dysfunctions & Paraphilia

UNIT-III

- A. Psychopathology of Schizophrenia Spectrum Disorder & other psychotic disorders.
- B. Psychopathology of Substance-related and addictive disorders. Psychopathology of Disruptive, Impulse Control & Conduct disorders.

REFERENCES

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PRACTICAL

(Psychopathology)

1. Depression, Anxiety & Stress Scale -21 (DASS-21)
2. General Health Questionnaire (GHQ)
3. Field Work