



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS – NEP (PSYCHOLOGY)
TWO YEAR COURSE

Scheme
First Semester

S.No	Subject Code	Subject Title	Marks Allotted							Credit
			Assignment Marks		Theory Marks		Practical Marks		Total Marks	
			Max	Min	Max	Min	Max	Min		
1	MPY-101	Clinical Psychology (Theory)	40	16	60	24			100	6
2	MPY -102	Clinical Psychology Practicum	40	16			60	24	100	4
3	MPY -103	Psychological Assessment (Theory)	40	16	60	24			100	6
4	MPY -104	Psychological Assessment Practicum	40	16			60	24	100	4
5	MPY - 105	Student Seminar on Psychology					100	50	100	2
TOTAL			160		240		100		500	22
Cumulative Total									500	22



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – I

Course	Subject	Subject Code
M.A. NEP (Psychology)	Clinical Psychology (Theory)	MPY -101

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Compare key concepts of mental health and illness in Western and Indian psychological traditions.
2. Explain Triguna theory and Panchakosha model related to personality and mental well-being.
3. Outline early Indian classification of mental disorders from classical Ayurvedic texts.
4. Describe the development, scope, and research methods of clinical psychology.
5. Differentiate ICD-11 and DSM-5 systems, classification approaches, and interpret psychiatric symptoms and mental status examination.

UNIT-I

Indian perspective of Clinical Psychology: Concepts of mental health and illness in Ayurveda, Yoga, and Indian philosophical traditions; Triguna theory (Sattva, Rajas, Tamas) and personality; Panchakosha model of human existence; ancient Indian classifications of mental disorders in Ayurveda (Charaka Samhita, Sushruta Samhita): early descriptions of psychosis, epilepsy, depression-like states in Indian literature

UNIT-II

Introduction to Clinical Psychology: Historical Perspective and field of Clinical Psychology; Clinical Psychology: Meaning, Definitions, Scope; research methods in clinical psychology; Models of clinical psychology: Biological, Psychodynamic, Behavioral, Cognitive, Humanistic, phenomenological, interpersonal, bio-psycho-social.

UNIT-III

Classification of mental disorder: Historical development; principles of diagnostic classification; categorical versus dimensional approaches; cultural considerations in diagnosis; ICD-11, DSM-V; comparison of ICD and DSM

UNIT-IV

Symptomatology of psychiatric illness: Etymology and understanding of key psychiatric terminology; disorder of perception, thought and speech, memory, emotion, experience of self, motor, personality disorders; Psychiatric and clinical Examination: Qualifications, role and Profession of Clinical Psychologist; Examination of psychiatric patients: Clinical observation, psychiatric history and clinical interviewing, Mental status examination.

UNIT-V

Psychopathology (symptoms, clinical pictures, etiology, and treatment): anxiety disorder, schizophrenia and its types, mood disorder, addiction: substance, behavioral; personality disorder, eating disorder, sexual dysfunction, sleep disorder.

Suggested Reading:-

1. Ahuja, N. (2010). *A Short Textbook of Psychiatry*. India: Jaypee Brothers Medical Publishers.
2. Bellack, A. S., & Hersen, M. (1998). *Comprehensive Clinical Psychology: Assessment* (Vol. 4). London: Elsevier Science Ltd.
3. Fish, F., & Hamilton, M. (1979). *Fish's Clinical Psychopathology*. Bristol: John Wright & Sons.
4. Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to Clinical Psychology: Science, Practice, and Ethics*. New Zealand: Pearson Education.
5. Kuppaswamy, B. (1990). *Elements of Ancient Indian Psychology*. New Delhi: Konark Publishers.
6. Millon, T., Blaney, P. H., & Davis, R. D. (1999). *Oxford Textbook of Psychopathology*. New York: Oxford University Press.
7. Mishra, G., & Mohanty, A. K. (2002). *Perspectives on Indigenous Psychology*. New Delhi: Concept Publishing Company.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – I

Course	Subject	Subject Code
M.A. NEP (Psychology)	Clinical Psychology Practicum	MPY -102

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Administer and interpret tests of intelligence, aptitude, motivation, values, and academic performance.
2. Analyze learning needs of diverse students using structured case studies.
3. Evaluate classroom behavior, attention, and motivation through systematic observation.
4. Assess psychometric properties of educational tests in the Indian context.
5. Design micro-teaching sessions and suggest interventions for learning styles, academic stress, and motivation.

UNIT-I- (ANY 6)

1. Beck Depression Inventory (BDI) – Measures depression severity.
2. Beck Anxiety Inventory (BAI) – Measures anxiety severity.
3. Hamilton Rating Scale for Depression (HAM-D) – Clinician-rated assessment of depression.
4. Hamilton Rating Scale for Anxiety (HAM-A) – Clinician-rated assessment of anxiety.
5. Mental Health Battery – Developed by Alpna Sengupta & Arun Kumar Singh.
6. Yale-Brown Obsessive-Compulsive Scale (Y-BOCS) – Assesses severity of Obsessive-Compulsive Disorder (OCD).
7. Generalized Anxiety Disorder 7-item Scale (GAD-7) – Measures generalized anxiety symptoms.
8. Posttraumatic Stress Disorder Checklist – Civilian Version (PCL-C) – Assesses PTSD symptoms.
9. Suicide Ideation Scale (SIS–SDBV) – Assesses suicidality risk.
10. Eating Attitudes Test (EAT-26) – Screens for risk of anorexia and bulimia.
11. Alcohol Use Disorders Identification Test (AUDIT) – Screens for alcohol abuse and dependence.
12. Obsessive-Compulsive Inventory – Revised (OCI-R) – Profiles OCD symptoms.
13. Hospital Anxiety and Depression Scale (HADS) – Assesses co-occurring anxiety and depression.
14. Brief Psychiatric Rating Scale (BPRS) – Measures psychotic, affective, and behavioral symptoms.

15. Structured Clinical Interview for DSM-5 Disorders (SCID-5) – Gold-standard semi-structured clinical interview.

UNIT-II (ANY 5)

1. Case History – Study of two cases on psychopathology.
2. Case Study of Recent Psychotic Events in India.
3. Report on Mental Disorders in the Upanishads.
4. Mental Status Examination of an Adult Psychiatric Patient – One case study.
5. Mental Status Examination of a Child Psychiatric Patient – One case study.
6. Psychological Analysis of Indian Films Depicting Psychiatric Disorders.
7. Report on the Analysis of Indian Knowledge Systems Related to Mental Health.
8. Report on Eating Disorders.

UNIT-III (ANY 1)

1. Visit to the Psychiatric Department – Organize field trips to psychiatric departments to observe clinical practices and patient care.
2. Visit to a Psychotherapy Center – Prepare and present a detailed report on observations and therapeutic practices.
3. Visit to a Rehabilitation Center – Arrange visits to rehabilitation centers to study treatment methods and recovery processes of individuals with severe mental health conditions.

Suggested Reading:-

1. Aiken, L. R. (1984). *Psychological Testing and Assessment* (4th ed.). Boston: Allyn & Bacon.
2. Anastasi, A. (1968). *Psychological Testing*. London: Macmillan Company.
3. Freeman, F. S. (1962). *Theory and Practice of Psychological Testing* (Indian ed.). New York: Holt, Rinehart & Winston.
4. Myers, Isabel Briggs, & Myers, P. B. (1995) [1980]. *Gifts Differing: Understanding Personality Type* (pp. xi–xii). Mountain View, CA: Davies-Black Publishing.
5. Singh, A. K. (2009). *Uchchitar Naidanik Manovigyan*. Delhi, Mumbai & Chennai: Moti Lal Banarsi.
6. Singh, A. K. (1997). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharti Bhawan.
7. Bhargava, M. (2003). *Introduction to Psychological Testing and Experimentation*.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – I

Course	Subject	Subject Code
M.A. NEP (Psychology)	Psychological Assessment (Theory)	MPY -103

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Explain the nature, scope, history, and types of psychological assessment and testing.
2. Apply test construction methods: item writing, scaling, and item analysis.
3. Evaluate reliability, validity, and interpret test scores using norms and cultural considerations.
4. Understand specialized assessments and neuropsychological screening tools.
5. Analyze modern trends in assessment, including AI tools, digital scoring, and ethical issues.

UNIT-I- Indian Perspective of Psychological Assessment:

Nature, scope, and purpose of psychological assessment; Assessment in Indian psychology: Assessment of Gunas (Sattva, Rajas, Tamas) using inventories; Ayurvedic observational methods: Nadi Pariksha and appearance-based psychological diagnostics; Buddhist insight techniques in assessment: Mindfulness-based self-monitoring; Historical development of psychological testing; Difference between psychological testing and psychological assessment.

UNIT-II- Test Construction and Scaling Techniques:

Steps in test construction including planning, item writing, and pilot testing; Item analysis procedures such as item difficulty, item discrimination, and distractor evaluation; Types of test items including objective, subjective, and performance-based formats; Scaling techniques: Likert, Thurstone, Guttman, and Semantic Differential scales; Standardization process and the distinction between norm-referenced and criterion-referenced tests.

UNIT-III - Reliability and Validity

Reliability and Validity: Reliability: meaning and types including test-retest, parallel form, split-half, internal consistency, and inter-rater reliability; Factors influencing reliability of test scores and methods to

improve reliability; Validity: meaning and types including content, construct, criterion-related, face, convergent, and discriminant validity; Factors influencing validity; Relationship between reliability and validity; Threats to validity and strategies to address them.

UNIT-IV- Norms and Interpretation

Norms and Interpretation of Test Scores: Types of norms including age norms, grade norms, percentile ranks, standard scores, T-scores, and z-scores; Process of developing test norms; Cultural considerations in norm development and score interpretation; Norm-referenced versus criterion-referenced test interpretation; Computer applications in psychological testing including digital scoring and data analytics; Introduction to artificial intelligence in psychological assessments such as adaptive testing, automated interpretation, and machine learning in test development.

UNIT-V- Specialized Assessments

Specialized Assessments : Assessment for special populations including infants, children with learning disabilities, and older adults; Assessment of ADHD, Specific learning disorder, Intellectual disability, giftedness, autism, brain injuries. Ethical and professional issues: informed consent, confidentiality, and fair testing practices.

Suggested Readings:

1. Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological Testing and Assessment* (12th ed.). New Delhi: Pearson Education.
2. Anastasi, A., & Urbina, S. (2003). *Psychological Testing* (7th ed.). New Delhi, India: Prentice-Hall of India Pvt. Ltd.
3. APA Committee on Psychological Tests and Assessment. (2020). *Standards for Educational and Psychological Testing* (Revised ed.). Washington, DC: American Psychological Association.
4. Asthana, B. *Measurement and Evaluation in Psychology and Education* (Thoroughly revised & enlarged ed.). Agra: Vinod Pustak Mandir.
5. Coaley, K. (2014). *An Introduction to Psychological Assessment and Psychometrics* (2nd ed.). London: Sage Publications.
6. Cohen, R. J., & Swerlik, M. E. (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (9th ed.). New York: McGraw-Hill Education.
7. Freeman, F. S. (1978). *Theory and Practice of Psychological Testing*. Oxford: Oxford University Press.



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MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – I

Course	Subject	Subject Code
M.A. NEP (Psychology)	Psychological Assessment Practicum	MPY -104

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Administer and score standardized intelligence tests for diverse populations.
2. Interpret test results using psychometric principles and norm-based scores.
3. Assess reliability, validity, and ethical considerations of psychological tests.
4. Evaluate cultural relevance and adapt tests for Indian contexts.
5. Synthesize and present structured reviews of psychological assessments.

UNIT-I (ANY 6)

1. Wechsler Intelligence Scale for Children (WISC)
2. Wechsler Adult Intelligence Scale (WAIS)
3. Malin's Intelligence Scale for Indian Children (MISIC)
4. Verbal Adult Intelligence Scale – Pramod Kumar, D. N. Verma, S. K. Kaushal (VAIS-PDVSK)
5. Bhatia's Battery of Performance Tests of Intelligence
6. Pictorial Test of Intelligence – Second Edition (PTI-2)
7. Vineland Social Maturity Scale (VSMS)
8. Seguin Form Board Test
9. Raven's Standard Progressive Matrices (SPM)
10. S. R. T. Questionnaire Standardisation – Marutham, P. (1992)
11. An Inventory – Mahabharatha Singh, R. (1971)
12. Interest Inventory
13. Value Test

UNIT-II (ANY 3)

1. Child and Adolescent Symptom Inventory – Fifth Edition (CASI-5)
2. Specific Learning Disability Test – Uday Kumar Sinha
3. Autism Diagnostic Observation Schedule – Second Edition (ADOS-2)
4. Monteiro Interview Guidelines for Diagnosing Autism Spectrum – Second Edition (MIGDAS-2)
5. Attention Deficit Hyperactivity Disorder Symptom Checklist – Fourth Edition (ADHD-SC4)
6. Locus of Control Scale – Indian Adaptation (e.g., S. Anand Kumar)

7. PGI Memory Scale

UNIT-III (ANY 3)

1. **Test Review Presentation**

Students will select one standardized psychological test and present its title, purpose, population, administration procedure, psychometric properties (reliability, validity), and applications in clinical or educational settings.

2. **Online Assessment Comparison Task**

Students will compare a traditional paper-pencil psychological test with its online/computerized version or AI-based adaptive version, and evaluate advantages, limitations, and ethical implications.

3. **Cultural Adaptation Critique**

Students will analyze a Western psychological test and critique its applicability in the Indian context, suggesting cultural adaptations, language modifications, and revised norms.

4. **Score Transformation Drill**

Students will be given a set of raw test scores and asked to compute z-scores, T-scores, percentile ranks, and standard scores using appropriate formulas and norm tables.

5. **Replicating Reliability of a Test**

Students will take a short self-report tool and conduct reliability analysis (e.g., test-retest or split-half method) using peer data collection and compute reliability coefficients (Cronbach's alpha or Pearson's r).

6. **Replicating Validity of a Test**

Students will examine the validity of an existing scale by correlating it with another established tool measuring the same or a related construct (convergent/discriminant validity).

7. **Replicating Norms of a Test**

Students will collect data on a psychological test from a sample (e.g., college students) and generate descriptive statistics (mean, SD, percentile ranks), comparing them with existing normative data.

8. **Any other activity suggested by practicum supervisor**

Suggested Readings:

1. Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th ed.). New Delhi: Pearson Education.

2. Anastasi, A., & Urbina, S. (2003). *Psychological testing* (7th ed.). New Delhi: Prentice-Hall of India Pvt. Ltd.
3. Benton, A. L., Hamsher, K. deS., & Sivan, A. B. (1994). *Multilingual Aphasia Examination*. Iowa City, IA: AJA Associates.
4. Bhatia, C. M. (1955). *Performance Test of Intelligence*. New Delhi: Oxford & IBH Publishing Co.
5. D'Elia, L. F., Satz, P., Uchiyama, C. L., & White, T. (1996). *Color Trails Test: Professional Manual*. Lutz, FL: Psychological Assessment Resources.
6. Doll, E. A. (1935). *Vineland Social Maturity Scale*. Minneapolis, MN: American Guidance.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – I

Course	Subject	Subject Code
M.A. NEP (Psychology)	Student Seminar on Psychology	MPY -105

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Review and synthesize psychological literature effectively.
2. Present psychological topics clearly using academic and AV tools.
3. Critically evaluate concepts through discussion and feedback.
4. Develop academic writing and communication skills in APA format.
5. Conduct inquiry ethically and present original psychological content.

Suggested Topics:

1. The Biopsychosocial Model in Clinical Practice: Relevance and Critique
2. Phenomenology in Clinical Psychology: Understanding the Subjective Experience
3. Psychodynamic Psychotherapy in Contemporary Clinical Settings
4. The Role of Attachment Theory in Adult Psychopathology and Treatment
5. Neurocognitive Deficits in Schizophrenia: Assessment and Remediation
6. Borderline Personality Disorder: Etiology, Diagnosis, and Therapeutic Approaches
7. Trauma and Dissociation: Clinical Implications and Therapeutic Strategies
8. Transference–Countertransference Matrix in Psychotherapy Supervision
9. Cognitive-Behavioral Models of Obsessive-Compulsive and Related Disorders
10. Psychological Interventions for Chronic Pain: Mechanisms and Outcomes

Suggested Readings:

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.
2. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4th ed.). Chicago, IL: University of Chicago Press.
3. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage Publications.
4. Day, R. A., & Gastel, B. (2012). *How to write and publish a scientific paper* (7th ed.). Cambridge, UK: Cambridge University Press.
5. Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). New York, NY: Routledge.



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MASTER OF ARTS – NEP (PSYCHOLOGY)

Scheme
Second Semester

S.No	Subject Code	Subject Title	Marks Allotted							Credit
			Assignment Marks		Theory Marks		Practical Marks		Total Marks	
			Max	Min	Max	Min	Max	Min		
1	MPY-201	Cognitive Processes (Theory)	40	16	60	24			100	6
2	MPY -202	Laboratory Work on Cognitive Psychology	40	16			60	24	100	4
3	MPY -203	Research Methods and Statistics in Psychology (Theory)	40	16	60	24			100	6
4	MPY -204	Practicum on Psychological Research and Statistics	40	16			60	24	100	4
5	MPY - 205	Organizational Behavior (Theory)	40	16	60	24			100	2
TOTAL			200		180		120		500	22
Cumulative Total									1000	44



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – II

Course	Subject	Subject Code
M.A. NEP (Psychology)	Cognitive Processes (Theory)	MPY -201

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Explain evolution and key paradigms in cognitive science.
2. Evaluate models of perception, memory, attention, and problem-solving.
3. Apply cognitive principles to real-world domains.
4. Examine cross-cultural and neurodivergent cognitive variations.
5. Integrate cognitive science with emerging technologies like AI.

UNIT-I

Introduction to Indian Cognitive Psychology:

Overview of the integral approach to cognitive transformation; Nyāya-Vaiśeṣika theory; Indian perspectives on consciousness; Buddhist theories of cognition.

Origins of Cognitive Psychology:

Contributions of Wundt, early memory researchers, and Bartlett; the Cognitive Revolution; the information-processing paradigm; cognitive neuroscience and localization of function; connectionist, embodied, and dynamic systems approaches.

Research Methods:

Reaction time studies, lesion studies, fMRI, ERP, and eye-tracking techniques.

UNIT-II

Perception, Attention, and Consciousness:

- **Perception:** Sensory registration and perceptual organization; visual perception including template matching, feature analysis, and Recognition-By-Components (RBC) theory.
- **Attention:** Early vs. late selection models (Broadbent, Treisman, Deutsch & Deutsch); theories of divided and sustained attention; attentional blink.
- **Consciousness:** Metacognition, blindsight, and altered states of consciousness.

UNIT-III

Memory Structures and Processes:

- **Working Memory:** Models by Baddeley & Hitch, Cowan.
- **Encoding and Retrieval:** Encoding specificity, levels of processing, and transfer-appropriate processing.
- **Long-Term Memory Systems:** Declarative vs. non-declarative memory.
- **Specialized Memory Types:** Prospective memory, source monitoring, autobiographical memory.
- **Memory Distortions:** False memories, suggestibility, eyewitness memory, and their legal relevance.

UNIT-IV

Representation of Knowledge, Language, and Imagery:

- **Concept Formation:** Feature-based, prototype, exemplar, and theory-theory models.
- **Knowledge Representation:** Semantic networks and connectionist models.
- **Language Acquisition and Processing:** Speech perception, lexical access, syntactic ambiguity; bilingualism and cognitive control.
- **Mental Imagery:** Analog vs. propositional debates; spatial cognition and mental rotation.

UNIT-V

Creativity, Problem-Solving, Reasoning, and Decision-Making:

- **Creativity:** Theories of creativity and divergent thinking.
- **Problem-Solving:** Models including means-end analysis, insight, and analogical transfer.
- **Reasoning:** Deductive, inductive, probabilistic reasoning, and conditional logic.
- **Judgment and Decision-Making:** Heuristics such as availability, representativeness, anchoring, and framing effects; dual-process theory (System 1 and System 2).
- **Cognition and AI:** Introduction to artificial intelligence and its relation to human cognition.

Suggested Readings:

1. Anderson, J. R. (2015). *Cognitive psychology and its implications* (8th ed.). New York, NY: Worth Publishers.
2. Baddeley, A. D., Eysenck, M. W., & Anderson, M. C. (2020). *Memory* (2nd ed.). New York, NY: Routledge.
3. Craik, F. I. M., & Tulving, E. (1975). Depth of processing and the retention of words in episodic memory. *Journal of Experimental Psychology: General*, 104(3), 268–294. <https://doi.org/10.1037/0096-3445.104.3.268>
4. Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology* (7th ed.). New York, NY: Psychology Press.
5. Gazzaniga, M. S., Ivry, R., & Mangun, G. R. (2019). *Cognitive neuroscience: The biology of the mind* (5th ed.). New York, NY: W. W. Norton & Company.
6. Goldstein, E. B. (2019). *Cognitive psychology* (5th ed.). Boston, MA: Cengage.
7. Matlin, M. W. (2012). *Cognition* (8th ed.). Hoboken, NJ: Wiley.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – II

Course	Subject	Subject Code
M.A. NEP (Psychology)	Laboratory Work on Cognitive Psychology	MPY -202

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Conduct cognitive psychology experiments competently.
2. Administer and interpret standardized cognitive tests.
3. Apply cognitive models to real-world behavior.
4. Design and execute small-scale cognitive research.
5. Critically evaluate findings and their practical implications.

UNIT-1 (ANY 6)

Suggested Cognitive Psychology Experiments/Tasks:

1. Stroop Color–Word Interference Test – Selective Attention
2. Span of Attention using Tachistoscope
3. Mental Rotation Task (Shepard & Metzler)
4. Serial Position Effect
5. Divided Attention Tasks
6. Retroactive Inhibition
7. Concept Formation Tasks
8. Reaction Time Tasks (Simple and Choice)
9. Paired Associate Learning
10. Color Trails Test (CTT)
11. Digit Vigilance Test (Lezak et al.)
12. Finger Tapping Test
13. Span of Immediate Memory – Auditory & Visual (SIM-BV)
14. Tower of Hanoi Task
15. Tower of London Task
16. Trail Making Test (Parts A & B)
17. Verbal Fluency Test (Phonemic and Semantic)
18. Wechsler Memory Scale (Selected Subtests)
19. Wisconsin Card Sorting Test (WCST)
20. Depth Perception Tasks

UNIT-II (ANY 5)

Suggested Cognitive Psychology Activities:

1. **Case Study Presentation:** Present a classic cognitive case (e.g., H.M., Phineas Gage) and explain its implications for memory or executive function.
2. **Cognitive Task Replication Report:** Replicate a well-known experiment (e.g., Stroop, Serial Position) using basic materials and report findings.
3. **Research Article Review:** Select and critique a peer-reviewed cognitive psychology paper, focusing on methods and results.
4. **Mini-Experiment Design:** Design and conduct a small experiment (e.g., divided attention task) and submit a brief lab report.
5. **Working Memory Model:** Map Baddeley & Hitch's components—Central Executive, Phonological Loop, Visuospatial Sketchpad—and their role in temporary storage and mental manipulation.
6. **Parallel Distributed Processing (PDP) Model:** Visualize how information is processed simultaneously across interconnected neural-like units, emphasizing activation patterns and learning.
7. **Multistore Memory Model:** Depict the flow from Sensory Memory to Short-Term and Long-Term Memory, focusing on encoding, storage, and retrieval stages.
8. **Reaction Time Demo:** Use free tools like PsyToolkit to run simple and choice reaction time tests and interpret results.
9. **Task for Special Populations:** Redesign a cognitive test (e.g., Tower of Hanoi) for children, elderly, or clinical groups.
10. **Expert Interview Report:** Interview a clinical or cognitive psychologist on how cognitive assessments are applied in practice.
11. **Infographic Creation:** Create a poster or infographic explaining a key concept (e.g., attentional networks or language processing).
12. **Data Interpretation Exercise:** Analyze datasets from cognitive experiments (e.g., Sternberg or Stroop) and write a results summary.
13. **Additional Activities:** Any other relevant activity suggested by the faculty.

UNIT-III (ANY 1)

Suggested Cognitive Psychology Field/Practical Activities:

1. **Visit to Neuropsychology or Neurology Department:** Observe clinical practices and assessment techniques.
2. **Observation of Classroom Attention & Learning Behaviors:** Record and analyze attention patterns in educational settings.
3. **Reaction Time App-Based Comparison:** Compare reaction times using analog versus digital tools.
4. **Cognitive Load Simulation and Reflection:** Engage in tasks simulating high cognitive load and reflect on performance.
5. **Demonstration of Memory Improvement Techniques:** Explore and practice strategies to enhance memory.
6. **Bias Recognition Exercises:** Identify cognitive biases in judgment and decision-making scenarios.
7. **Peer Presentations on Neurocognitive Disorders:** Present case studies or research on disorders such as ADHD, stroke, epilepsy, or dementia.

Suggested Readings:

1. Craik, F. I. M., & Tulving, E. (1975). Depth of processing and the retention of words in episodic memory. *Journal of Experimental Psychology: General*, 104(3), 268–294. <https://doi.org/10.1037/0096-3445.104.3.268>
2. Eysenck, M. W., & Keane, M. T. (2015). *Cognitive psychology* (7th ed.). New York, NY: Psychology Press.
3. Goldstein, E. B. (2019). *Cognitive psychology* (5th ed.). Boston, MA: Cengage.
4. Matlin, M. W. (2012). *Cognition* (8th ed.). Hoboken, NJ: Wiley.
5. Miller, G. A. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, 63(2), 81–97. <https://doi.org/10.1037/h0043158>
6. Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7th ed.). Boston, MA: Cengage.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – II

Course	Subject	Subject Code
M.A. NEP (Psychology)	Research Methods and Statistics in Psychology (Theory)	MPY -203

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand research types, scientific methods, and ethical practices in psychology.
2. Formulate hypotheses, define variables, and select appropriate research designs.
3. Collect, assess, and analyze psychological data using quantitative and qualitative methods.
4. Conduct statistical tests (t-tests, ANOVA, regression) and report results in APA style.
5. Apply mixed-methods approaches and consider researcher reflexivity.

UNIT-I- Research Methodologies in Indian Psychology:

- **Indian Phenomenological Methods:** Śravaṇa, Manana, Nididhyāsana; qualitative introspective techniques from Jain and Buddhist meditation traditions.
- **Foundations of Scientific Inquiry:** Science versus common sense; methods of knowing; the scientific approach and scientific method.
- **Types of Research:** Basic, applied, and action research.
- **Variables and Hypotheses:** Types of variables, operational definitions; types of hypotheses, formulation, and errors (Type I & II).
- **Ethics in Psychological Research:** Informed consent, confidentiality, ethical approval (Institutional Review Board/Independent Ethics Committee – IRB/IEC), and plagiarism.

UNIT-II- Research Designs and Data Collection Methods:

- **Experimental Designs:** Between-subjects, within-subjects, and factorial designs; quasi-experimental and single-subject designs.
- **Non-Experimental Designs:** Survey, longitudinal, cross-sectional, ex-post facto, and correlational studies.
- **Sampling Techniques:** Probability and non-probability sampling methods.
- **Data Collection Tools:** Observation, interviews, questionnaires, tests, and case studies.

UNIT-III- Descriptive and Inferential Statistics:

- **Levels of Measurement:** Nominal, ordinal, interval, and ratio scales.
- **Descriptive Statistics:**

- Measures of Central Tendency: Mean, median, mode
- Measures of Dispersion: Range, interquartile range (IQR), variance, standard deviation
- Standard Scores: Z-scores and T-scores
- Graphical Representation: Frequency distributions, histograms, bar plots, box plots
- **Probability and Distributions:** Basic probability theory; characteristics and uses of the normal distribution
- **Sampling and Inference:** Concept of sampling distribution; standard error of the mean

UNIT-IV- Hypothesis Testing and Advanced Statistical Techniques:

- **Types of Statistics:** Parametric vs. non-parametric statistics
- **Hypothesis Testing:** Z-test; t-tests (independent and paired); ANOVA (one-way and factorial); ANCOVA; MANOVA
- **Non-Parametric Tests:** Chi-square, Mann–Whitney U, Wilcoxon signed-rank, Kruskal–Wallis tests
- **Correlation:** Pearson and Spearman correlations; partial and multiple correlations
- **Regression:** Simple and multiple linear regression
- **Additional Concepts:** Effect size, confidence intervals, and power analysis

UNIT-V- Qualitative Methods and Mixed Approaches:

- **Philosophical Foundations:** Positivism vs. interpretivism
- **Qualitative Designs:** Grounded theory, phenomenology, ethnography, narrative inquiry
- **Qualitative Methods:** In-depth interviews, focus groups, thematic analysis, discourse analysis
- **Data Management:** Transcription, coding, and ensuring trustworthiness
- **Mixed-Methods Design:** Types, triangulation, and integration of findings
- **Reflexivity in Qualitative Research:** Role of the researcher, addressing bias, and positionality

Suggested Readings:

1. Aron, A., Aron, E. N., & Coups, E. J. (2013). *Statistics for the behavioral and social sciences* (5th ed.). Boston, MA: Pearson.
2. Breakwell, G. M., Smith, J. A., & Wright, D. B. (2012). *Research methods in psychology* (4th ed.). London, UK: Sage.
3. Broota, K. D. (1992). *Experimental design in behavioural research*. New Delhi, India: Wiley Eastern.
4. Cairo, A. (2013). *The functional art: An introduction to information graphics and visualization*. Berkeley, CA: New Riders.
5. Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London, UK: Routledge.
6. Coolican, H. (2018). *Research methods and statistics in psychology* (7th ed.). London, UK: Routledge.
7. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage.

8. Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). Thousand Oaks, CA: Sage.
9. Flick, U. (2014). *An introduction to qualitative research* (5th ed.). London, UK: Sage.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – II

Course	Subject	Subject Code
M.A. NEP (Psychology)	Practicum on Psychological Research and Statistics	MPY -204

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Manage and organize psychological data using statistical software.
2. Perform descriptive, inferential, and non-parametric statistical analyses.
3. Visualize and interpret data using appropriate graphs and qualitative techniques.
4. Report results accurately following APA style and ethical research practices.
5. Reflect on and collaborate in the research process for transparency and learning.

UNIT-I (ANY 6)

Practical Data Analysis Requirements:

Each student must perform and report on at least six of the following analyses:

1. Data coding and cleaning
2. Descriptive statistics: mean, median, mode, standard deviation, variance
3. Hypothesis testing: z-test and t-tests (independent and paired)
4. One-way and two-way ANOVA
5. Non-parametric tests: Chi-square, Mann–Whitney U, Wilcoxon signed-rank
6. Correlation analysis: Pearson and Spearman
7. Linear and multiple regression
8. Reliability analysis: Cronbach's alpha
9. Data transformation and standardization (Z-scores, T-scores)
10. APA-style statistical reporting
11. Replication or critical interpretation of analyses using real or anonymized published datasets
12. Analysis of both correct and problematic examples (e.g., p-hacking, misinterpretation of non-significant results)

UNIT-II (ANY-4)

Graphical Tools for Student Practice:

Students will create and interpret the following graphical representations:

1. Bar chart
2. Pie chart
3. Histogram
4. Box plot and whisker diagram
5. Line graph

6. Scatter plot
7. Error bars in inferential graphs
8. Normal curve and standard error illustration
9. Cross-tabulation with visual outputs
10. Word cloud or tag mapping for qualitative keywords

UNIT-III (ANY 1)

Software Tools for Student Training:

Students will learn to use the following software tools through structured tasks and real datasets:

1. **SPSS / Jamovi:** Data entry, descriptive and inferential statistics
2. **Excel / Google Sheets:** Data organization, formula usage, and simple graphs
3. **R (Software):** Command-based statistical computing
4. **Stata:** Regression modeling and data management
5. **MATLAB (Demo):** Numerical computing and simulations for experimental data
6. **NVivo / ATLAS.ti (Demo):** Qualitative data coding and thematic analysis
7. **PsyToolkit / OpenSesame:** Experiment design and behavioral data collection
8. **Zotero / Mendeley / EndNote (One Required):** Reference collection, in-text citation, bibliography formatting (APA, MLA, Chicago), collaborative libraries, and journal-specific output styles

UNIT-IV (ANY 1)

Qualitative Research Practical Activities:

Students will perform tasks involving qualitative research:

1. Designing a qualitative interview schedule
2. Transcribing and coding short interview data
3. Applying grounded theory
4. Conducting thematic analysis (Braun & Clarke framework)
5. Preparing observational field notes and categorization
6. Implementing trustworthiness checks: triangulation and reflexivity
7. Creating summary matrices for identified themes
8. Any other relevant activity suggested by the faculty

Suggested Readings:

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA.
2. Bem, D. J. (2003). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (Eds.), *The complete academic: A practical guide for the beginning social scientist* (2nd ed., pp. 171–201). Washington, DC: American Psychological Association.
3. Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London, UK: Sage.
4. Breakwell, G. M., Smith, J. A., & Wright, D. B. (2012). *Research methods in psychology* (4th ed.). London, UK: Sage.

5. Cairo, A. (2013). *The functional art: An introduction to information graphics visualization*. Berkeley, CA: New Riders.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – II

Course	Subject	Subject Code
M.A. NEP (Psychology)	Organizational Behavior (Theory)	MPY -205

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand organizational behavior and its impact on group and organizational effectiveness.
2. Analyze workplace communication, group dynamics, and team functioning.
3. Evaluate leadership, power, and politics in organizational decision-making.
4. Interpret the influence of organizational structure and culture on behavior and performance.
5. Develop strategies to manage conflict, negotiation, and organizational change.

UNIT-I- Indian Perspective on Organizational Behavior:

- **Foundations:** Definition, scope, and interdisciplinary roots of organizational behavior; systematic study versus intuition.
- **Classical Indian Insights:**
 - *Bhagavad Gita*: Swadharma, Nishkama Karma, and ethical leadership
 - *Arthashastra*: Leadership and governance principles
 - *Panchatantra and Hitopadesha*: Approaches to conflict resolution
- **Contemporary Challenges and Opportunities:** Globalization, diversity, and ethics in organizational behavior
- **Group Harmony and Consensus:** Lessons from Vedic and Sangha traditions

UNIT-II- Communication and Group Processes:

- **Communication:** Formal and informal channels; barriers to effective communication
- **Group Behavior:** Foundations including norms, roles, cohesiveness, and groupthink

UNIT-III- Teamwork and Decision-Making:

- Differences between groups and teams
- Virtual and cross-functional teams
- Group decision-making techniques and common biases

UNIT-IV- Leadership, Power, and Politics:

- Leadership theories: Transformational, authentic, and Leader–Member Exchange (LMX) theory
- Power dynamics and political behavior in organizations
- Ethics and trust in leadership

UNIT-V- Organizational Structure, Culture, and Change:

- Organizational structure and design
- Elements and functions of organizational culture
- Managing organizational change and workplace stress

Suggested Readings:

1. Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2019). *Organizational behavior: Improving performance and commitment in the workplace* (6th ed.). New York, NY: McGraw-Hill Education.
2. French, W. L., Bell, C. H., & Vohra, V. (2011). *Organization development: Behavioral science interventions for organization improvement* (6th ed.). New Delhi, India: Pearson Education.
3. Luthans, F. (2011). *Organizational behavior: An evidence-based approach* (12th ed.). New York, NY: McGraw-Hill Education.
4. McShane, S. L., & Von Glinow, M. A. (2018). *Organizational behavior* (8th ed.). New York, NY: McGraw-Hill Education.
5. Robbins, S. P., & Judge, T. A. (2013). *Organizational behavior* (15th ed.). New Delhi, India: Pearson Education.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS – NEP (PSYCHOLOGY)

Scheme
Third Semester

S.No	Subject Code	Subject Title	Marks Allotted							Credit
			Assignment Marks		Theory Marks		Practical Marks		Total Marks	
			Max	Min	Max	Min	Max	Min		
1	MPY-301	Educational Psychology (Theory)	40	16	60	24			100	6
2	MPY -302	Educational psychology Practicum	40	16			60	24	100	4
3	MPY -303	Theories of Personality (Theory)	40	16	60	24			100	6
4	MPY -304	Personality Assessment Practicum	40	16			60	24	100	4
5	MPY - 305	Internship / Apprenticeship					100	50	100	2
TOTAL			160		120		220		500	22
Cumulative Total									1500	66



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – III

Course	Subject	Subject Code
M.A. NEP (Psychology)	Educational Psychology (Theory)	MPY -301

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the nature, goals, and scope of educational psychology in teaching and learning.
2. Apply theories of development, cognition, and motivation in classroom instruction.
3. Analyze individual differences to design inclusive educational strategies.
4. Evaluate classroom management, instructional models, and assessment methods.
5. Design culturally responsive teaching strategies addressing learning challenges and emerging trends.

UNIT-I- Educational Principles and Indian Psychology:

- **Gurukula System:** Character building through experiential learning
- **Pedagogical Strategies from J. Krishnamurti:** Emphasis on self-awareness and critical thinking
- **Gandhian Approach:** Educational psychology in the context of value-based education
- **Vedic Teaching Methods:** Storytelling, dialogues, and debates (Samvada)
- **Educational Psychology:** Meaning, nature, and scope
- **Teaching Goals and Characteristics:** Goals of teaching and characteristics of effective teaching
- **Role of Educational Psychology:** Its relevance for teachers
- **Major Theories and Models of Instruction:** Key teaching theories and instructional models
- **Emerging Issues:** Technological integration in education and inclusive education

UNIT-II- Human Development and Individual Differences:

- Concept and stages of human development
- Brain development and its relevance in education
- Piaget's and Vygotsky's theories of cognitive development and their educational implications
- Physical, social, and emotional development across childhood and adolescence
- Erikson's psychosocial theory of development
- Bronfenbrenner's ecological systems theory
- Self-concept, identity development, and moral reasoning (Kohlberg's theory)
- Role of peers, culture, and family in development

UNIT-III

UNIT- III- Learning Differences and Needs:

- Theories of intelligence (e.g., Spearman's g-factor, Gardner's Multiple Intelligences)
- Assessment of intelligence: Tests, reliability, and validity
- Learning styles and individual differences
- Students with learning challenges: Specific Learning Disabilities (SLD), ADHD, communication disorders, Autism Spectrum Disorder (ASD)
- Teaching strategies for gifted and talented learners
- Language development and its diversity: dialects and bilingualism

UNIT-IV- Culture, Diversity, Motivation, and Classroom Environment:

- Impact of socioeconomic status and gender on learning
- Creating culturally compatible and inclusive classrooms
- Theories of motivation: Maslow's hierarchy of needs, Deci & Ryan's self-determination theory, Attribution theory, Goal orientation theory
- Self-regulated learning and the role of teacher beliefs and self-efficacy
- Classroom management strategies: creating a positive learning environment, planning space for learning, and maintaining a supportive atmosphere for student growth

UNIT-V-Classroom Assessment:

- Basics of assessment and classroom testing
- Formative and authentic assessment practices in the classroom
- Grading methods and standardized testing
- Types of scores and interpreting standardized test reports
- Teacher accountability and evaluation
- Family and community partnership in education, including Parent-Teacher Meetings (PTM)
- Bullying and cyberbullying: Identification, prevention, and management

Suggested Readings:

1. Eggen, P., & Kauchak, D. (2015). *Educational psychology: Windows on classrooms* (10th ed.). New Delhi, India: Pearson.
2. Santrock, J. W. (2021). *Educational psychology* (7th ed.). New York, NY: McGraw-Hill Education.
3. Seifert, K., & Sutton, R. (2009). *Educational psychology*. Houston, TX: Connexions.
4. Slavin, R. E. (2018). *Educational psychology: Theory and practice* (12th ed.). Boston, MA: Pearson.
5. Ormrod, J. E. (2020). *Educational psychology: Developing learners* (10th ed.). Boston, MA: Pearson.
6. Mangal, S. K. (2017). *Advanced educational psychology* (2nd ed.). New Delhi, India: PHI Learning Pvt. Ltd.
7. Woolfolk, A., & Margetts, K. (2015). *Educational psychology* (4th ed., Australian ed.). Melbourne, Australia: Pearson.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – III

Course	Subject	Subject Code
M.A. NEP (Psychology)	Educational Psychology Practicum	MPY -302

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Administer and interpret standardized tests of intelligence, aptitude, motivation, and academic performance.
2. Analyze individual learning needs using case studies of diverse learners.
3. Evaluate classroom behavior, attention, and motivation through systematic observation.
4. Assess educational test validity and relevance in the Indian context.
5. Design micro-teaching sessions and suggest interventions for learning styles, stress, and motivation.

UNIT-I (ANY 6)- Psychological Assessment Tools:

1. Academic Resilience Scale (ARS-30) – Cassidy, 2016
2. Kolb's Learning Style Inventory (LSI)
3. Classroom Environment Scale (CES) – Moos & Trickett
4. California Critical Thinking Skills Test (CCTST)
5. Differential Aptitude Test (DAT) – Bennett, Seashore, & Wesman
6. Teacher Aptitude Test – R. P. Agnihotri
7. Study Habits Inventory – M. N. Palsane
8. Vocational Interest Record (VIR) – S. K. Bhatnagar
9. Allport-Vernon-Lindzey Study of Values – Allport, Vernon, & Lindzey
10. Academic Motivation Scale – Deo & Mohan
11. Assessment Tool for Learning Disability (ATLD) – Kranti K. Srivastava
12. Children's Achievement Motivation Scale – Meenakshi Kumari
13. Creativity Test (Verbal & Nonverbal) – B. K. Passi
14. Attitude Toward Education Scale – Mutha

UNIT-II (ANY 5)- Practical Activities in Educational Psychology:

1. **Case Study of a Gifted Student:**
Interview a child, parent, or teacher to gather developmental, academic, and behavioral history. Identify the student's learning needs and prepare a psychological case profile.

2. **Case Study of a Student with Intellectual Disability:**
Interview a child, parent, or teacher to collect developmental, academic, and behavioral history. Identify learning needs and prepare a psychological case profile.
3. **Classroom Observation Report:**
Observe a school classroom using a structured checklist to assess attention span, student-teacher interaction, learning environment, and motivation levels.
4. **Educational Test Evaluation:**
Select a standardized educational test and evaluate its purpose, target population, reliability, validity, and relevance in the Indian educational context.
5. **Learning Style Assessment:**
Administer a learning style inventory (e.g., VAK model) to peers or students. Analyze individual learning preferences and suggest appropriate teaching strategies.
6. **Homework Motivation Analysis:**
Design a questionnaire or checklist to assess students' motivation for completing homework. Administer it to school students and analyze the findings.
7. **Academic Stress Scale Activity:**
Administer an academic stress inventory to a small group of students. Interpret the stress levels and propose educational interventions.
8. **Instructional Design Critique:**
Analyze a textbook chapter or digital learning module for cognitive load, layout, reinforcement strategies, and alignment with learning objectives.
9. **Peer Teaching with Feedback:**
Plan and deliver a 10-minute educational session based on educational psychology principles, followed by feedback from peers and the instructor.
10. **Educational Psychology Quiz Creation:**
Create a set of multiple-choice or scenario-based questions aligned with key theories of motivation, learning, and intelligence for peer learning or assessment purposes.

UNIT-III (ANY 1)- Field Visits and Simulated Activities:

1. Visit to a Special School or Resource Room – Observe educational testing and intervention practices for students with diverse learning needs.
2. Visit to a Regular School or Resource Room – Observe educational testing and intervention practices in a general education setting.
3. Parent or Teacher Interview Simulation – Understand educational concerns and perspectives of stakeholders.
4. Comparative Study of In-Person vs. Online Learning – Analyze differences in learning effectiveness, interaction, and engagement.

Suggested Readings:

1. Eggen, P., & Kauchak, D. (2015). *Educational Psychology: Windows on Classrooms* (10th ed.). New Delhi, India: Pearson.
2. Kohlberg, L. (1981). *Essays on Moral Development, Volume I: The Philosophy of Moral Development*. New York, NY: Harper & Row.
3. Santrock, J. W. (2021). *Educational Psychology* (7th ed.). New York, NY: McGraw-Hill Education.
4. Seifert, K., & Sutton, R. (2009). *Educational Psychology*. Houston, TX: Connexions.
5. Slavin, R. E. (2018). *Educational Psychology: Theory and Practice* (12th ed.). Boston, MA: Pearson.

6. Woolfolk, A. (2016). *Educational Psychology* (13th ed.). Boston, MA: Pearson.
7. Mangal, S. K., & Mangal, U. (2018). *Educational Psychology* (2nd ed.). New Delhi, India: PHI Learning.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – III

Course	Subject	Subject Code
M.A. NEP (Psychology)	Theories of Personality (Theory)	MPY -303

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Explain key concepts and contributions of classical psychoanalytic and neoanalytic personality theories.
2. Compare humanistic, existential, and positive psychology approaches to self, growth, and meaning.
3. Analyze trait, biological, and evolutionary models of personality and individual differences.
4. Apply behavioral, cognitive, and social-cognitive theories to real-life personality development.
5. Evaluate contemporary and Indian indigenous perspectives (Triguna, Panchakosha) on personality.

UNIT-I- Personality and Indian Psychological Thought:

Introduction to personality: Definitions, historical perspectives, and goals of personality theory.

Concept of Self (*Atman*) and personality in Vedanta.

Personality typology based on the *Bhagavad Gita*: Emphasis on spiritual and ethical conduct.

Personality portrayal in the *Ramayan* and *Ramcharitmanas*.

Buddhist model of personality: The notion of no-self (*Anatta*).

Jaina model of personality: Role of emotions (*Kashayas*) and karma in shaping personality.

Classical Western Theories of Personality:

- **Sigmund Freud:** Structure of personality (Id, Ego, Superego), defense mechanisms, and psychosexual stages of development.
- **Carl Jung:** Collective unconscious, archetypes, introversion–extraversion dimensions.
- **Alfred Adler:** Inferiority complex, striving for superiority, and style of life.
- **Karen Horney, Erik Erikson, and Erich Fromm:** Focus on culture, ego identity, anxiety, humanism, and interpersonal dynamics.

Contemporary Extensions:

- **Object Relations Theory** (Melanie Klein),
- **Self Psychology** (Heinz Kohut),
- **Interpersonal Theory** (Harry Stack Sullivan).

UNIT-II- Humanistic, Existential, and Positive Psychology Approaches:

- **Carl Rogers:** Self-concept, unconditional positive regard, and the fully functioning person.
- **Abraham Maslow:** Hierarchy of needs, self-actualization, and peak experiences.
- **Rollo May & Viktor Frankl:** Existential anxiety, human freedom, meaning-making, and logotherapy.
- **Positive Psychology Constructs:** Character strengths and virtues (Peterson & Seligman), flourishing, and well-being.
- **Self-Determination Theory** (Deci & Ryan): Focus on autonomy, competence, and relatedness as fundamental psychological needs.

UNIT-III- Trait, Biological, and Evolutionary Perspectives on Personality:

- **Gordon Allport:** Cardinal, central, and secondary traits; concept of functional autonomy.
- **Raymond Cattell:** 16 Personality Factors; distinction between source traits and surface traits.
- **Hans Eysenck:** PEN Model – Psychoticism, Extraversion, and Neuroticism.
- **Costa and McCrae:** Five-Factor Model (NEO-PI-R): Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness.
- **Evolutionary and Ecological Perspectives:** HEXACO model (Ashton & Lee), Zuckerman's Alternative Five Model.
- **Behavioral Genetics and Neuroscience:** Study of temperament, brain systems, and heritability of personality traits.
- Evolutionary perspectives on personality development and adaptation.

UNIT-IV- Behavioral, Cognitive, and Social-Cognitive Theories of Personality:

- **B.F. Skinner:** Operant conditioning, reinforcement contingencies, and development of behavioral repertoires.
- **Albert Bandura:** Observational learning, modeling, self-efficacy, and reciprocal determinism.
- **Julian Rotter & Walter Mischel:** Locus of control and the cognitive-affective personality system (CAPS).
- **George Kelly:** Personal construct theory and the repertory grid technique.
- Contemporary constructs: Emotional intelligence, grit (Angela Duckworth), self-compassion (Kristin Neff), mindfulness, and other emerging concepts.

UNIT- V- Contemporary, Cultural, and Indian Theories of Personality:

- **Narrative Approach (Dan McAdams):** Life stories, identity, agency, and communion as core aspects of personality development.
- **Cross-Cultural Perspectives:** Indigenous psychologies, etic-emic approaches, and the study of personality across diverse cultures.

- **Interactionist Approaches:** Person-situation debate and dynamic models of personality emphasizing the interaction between individual traits and situational factors.
- **Triguna Theory (from Sankhya/Yogic Psychology):** Sattva (balance, harmony), Rajas (activity, passion), and Tamas (inertia, darkness) – describing behavioral tendencies and levels of consciousness.
- **Panchakosha Model (from Taittiriya Upanishad):** The five sheaths of existence – Annamaya (physical body), Pranamaya (vital energy), Manomaya (mind), Vijnanamaya (wisdom/intellect), and Anandamaya (blissful self).

Suggested Readings:

1. Cloninger, S. C. (2012). *Theories of personality: Understanding persons* (6th ed.). Pearson Education.
2. Cornelissen, R. M. M., Misra, G., & Varma, S. (2014). *Foundations and applications of Indian psychology* (Vol. 1). Pearson Education India.
3. Feist, J., Feist, G. J., & Roberts, T. (2018). *Theories of personality* (9th ed.). McGraw-Hill Education.
4. Hall, C. S., Lindzey, G., & Campbell, J. B. (2007). *Theories of personality* (4th ed.). India: Wiley.
5. Kundu, C. L. (1989). *Personality development*. New Delhi, India: Sterling Publishers.
6. Larsen, R. J., & Buss, D. M. (2013). *Personality psychology: Domains of knowledge about human nature* (5th ed.). McGraw-Hill Education.
7. McAdams, D. P. (2020). *The person: A new introduction to personality psychology* (6th ed.). Wiley.
8. Mischel, W., Shoda, Y., & Smith, R. E. (2004). *Introduction to personality*. Hoboken, NJ: John Wiley & Sons.
9. Olson, M. H., & Hergenhahn, B. R. (2010). *An introduction to theories of personality* (8th ed.). Pearson.
10. Paranjpe, A. C. (2000). *Self and identity in modern psychology and Indian thought*. Kluwer Academic Publishing.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – III

Course	Subject	Subject Code
M.A. NEP (Psychology)	Personality Assessment Practicum	MPY -304

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Administer and interpret objective and projective personality tests in diverse settings.
2. Compare personality tests based on theory, constructs, and applications.
3. Analyze personality profiles using inventories, rating scales, and observations.
4. Assess cultural relevance of personality tests for Indian contexts.
5. Apply ethical practices in personality assessment and interpretation.

UNIT-I (ANY 6)- Personality Assessment Tools:

1. Big Five Inventory (BFI) – Lewis R. Goldberg
2. Children Personality Questionnaire (CPQ) – S. D. Kapoor
3. Creative Personality Scale (CPS-SRDU) – Ritika Sharma & Upinder Dhar
4. Early School Personality Questionnaire (ESPQ) – R. B. Cattell
5. Eysenck Personality Questionnaire – Revised (EPQ-R) – H. J. Eysenck & S. B. G. Eysenck
6. Eysenck Personality Questionnaire (EPQ) – H. J. Eysenck & S. B. G. Eysenck
7. Five Personality Trait Inventory (FPTI-MKS) – K. S. Misra
8. Five-Factor Personality Inventory – Children (FFPI-C) – Ronnie L. McGhee, David J. Ehrler, Joseph A. Buckhalt
9. High School Personality Questionnaire (HSPQ) – S. S. D. Kapoor, S. S. Srivastava, G. N. P. Srivastava
10. Junior Eysenck Personality Questionnaire (JEPQ) – H. J. Eysenck & S. B. G. Eysenck
11. Locus of Control Scale (LOC) – S. Anand Kumar & S. N. Srivastava (Indian adaptation)
12. Millon Clinical Multiaxial Inventory – IV (MCMI-IV) – Theodore Millon
13. Minnesota Multiphasic Personality Inventory – 2 (MMPI-2) – Hathaway & McKinley
14. Multidimensional Personality Questionnaire
15. NEO Five-Factor Inventory – Form 3 (NEO-FFI-3) – Paul T. Costa & Robert R. McCrae
16. Psychological Hardiness Scale (PHS-SA) – Arun Kumar Singh
17. Self-Concept Scale (SCS) – Dr. R. K. Saraswat

UNIT-II (ANY 4)- Projective Personality Assessment Tools:

1. Rorschach Inkblot Test (RIT) – Hermann Rorschach
2. Thematic Apperception Test (TAT) – Henry A. Murray
3. Thematic Apperception Test (Indian Adaptation) (TAT) – Uma Choudhary

4. Children's Apperception Test – Animal Version (CAT-A) – Leopold Bellak & Sonia Bellak
5. Children's Apperception Test – Human Version (CAT-H) – Leopold Bellak & Sonia Bellak
6. Sentence Completion Test
7. Draw-A-Person Test (DAP)
8. House-Tree-Person Test (H-T-P)
9. Word Association Test (WAT) – Carl Jung
10. Picture-Frustration Study (P-F Study) – Rosenzweig
11. Bender Gestalt Test – Lauretta Bender (for personality and emotional indicators)
12. Somatic Inkblot Series (SIBS) – W. Cassell

UNIT-III (ANY 2)- Practical Activities in Personality Assessment:

1. **Personality Mapping Exercise:**
Students create a personality profile using two inventories and discuss points of convergence and divergence.
2. **Ethical Case Discussion and Report:**
Role-play scenarios to resolve ethical dilemmas in personality assessment (e.g., malingering, informed consent, dual relationships) and submit a report.
3. **Cross-Cultural Adaptation Critique:**
Evaluate the adaptation of a Western personality test for Indian populations and suggest necessary modifications.
4. **Test Comparison Presentation:**
Compare two personality tests (e.g., MMPI vs. 16PF) in terms of purpose, theoretical basis, administration, and practical applications.
5. **Observation & Behavior Rating Task:**
Use a standardized behavioral checklist in a peer-based setting and compare outcomes with self-report measures.
6. **Projective Test Interpretation Workshop:**
Collaboratively interpret 20–30 ambiguous stimuli to practice and refine interpretive techniques.

Suggested Readings:

1. Hall, C. S., & Lindzey, A. (1978). *Theories of Personality*. John Wiley & Sons, New Jersey.
2. McAdams, D. P. (2008). *The Person: An Introduction to the Science of Personality Psychology*. John Wiley & Sons, New Jersey.
3. Hjelle, L. A., & Ziegler, D. J. (1992). *Personality Theories: Basic Assumptions, Research, and Applications* (3rd ed.). McGraw-Hill.
4. Myers, I. B., & Myers, P. B. (1995). *Gifts Differing: Understanding Personality Type*. Mountain View, CA: Davies-Black Publishing.
5. Singh, A. K. (2009). *Uchchtar Naidanik Manovigyan*. Moti Lal Banarsi, Delhi, Mumbai & Chennai.
6. Singh, A. K. (1997). *Tests, Measurements, and Research Methods in Behavioural Sciences*. Bharti Bhawan, Patna.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – III

Course	Subject	Subject Code
M.A. NEP (Psychology)	Internship / Apprenticeship	MPY -305

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Apply psychological theories and concepts effectively in real-world settings such as clinics, schools, NGOs, or communities.
2. Develop professional skills in assessment, counseling, psychoeducation, and community mental health services.
3. Demonstrate ethical awareness and cultural sensitivity while working with diverse populations.
4. Contribute to research and data-driven projects through data collection, analysis, and reporting.
5. Collaborate in professional teams and reflect critically on experiences to enhance personal and professional growth.

Topics

1. **Field Experience (Practical Application):** Hands-on work in settings such as mental health hospitals, schools, counseling centers, NGOs, or child protection services.
2. **Research Internship (Research Opportunity / Project):** Assisting in psychological studies under the supervision of a university professor or research institute.
3. **Service-Learning Program (Community Service Focus):** Organizing and participating in community awareness programs on mental health, substance use, or disability support.
4. **Externship (Short-Term Exposure):** Shadowing professionals such as clinical psychologists, psychiatrists, or special educators to gain observational experience.
5. **Apprenticeship (Hands-on Training):** Supporting psychological assessments, developing therapy materials, conducting psychoeducation sessions, and other applied activities.
6. **Other Activities:** Any additional work or tasks recommended by the faculty.

Suggested Internship Settings:

- Mental health hospitals or clinics (e.g., NIMHANS, GMCHs)
- Rehabilitation and de-addiction centers
- Special schools and inclusive education programs
- NGOs working on gender issues (women's empowerment, transgender rights), trauma, disability, or adolescent health
- Government mental health initiatives (e.g., DMHP, NMHP, NMBA)
- Academic departments and psychological research laboratories (e.g., IITs, IIMs)

Suggested Readings:

1. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
2. Corey, G. (2015). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
3. Geldard, K., Geldard, D., & Foo, R. Y. (2017). *Counseling children: A practical introduction* (5th ed.). Sage Publications.
4. Kottler, J. A. (2017). *On being a therapist* (5th ed.). Oxford University Press.
5. Neukrug, E. (2015). *The world of the counselor: An introduction to the counseling profession* (5th ed.). Cengage Learning.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS – NEP (PSYCHOLOGY)

Scheme
Fourth Semester

S.No	Subject Code	Subject Title	Marks Allotted							Credit
			Assignment Marks		Theory Marks		Practical Marks		Total Marks	
			Max	Min	Max	Min	Max	Min		
1	MPY-401	Health Psychology (Theory)	40	16	60	24			100	6
2	MPY -402	Practicum on Health Psychology	40	16			60	24	100	4
3	MPY -403	Counselling and Psychotherapy (Theory)	40	16	60	24			100	6
4	MPY -404	Applied Practicum in Counselling and Psychotherapeutic Skills	40	16			60	24	100	4
5	MPY - 405	Environmental Psychology (Theory)	40	16	60	24			100	2
TOTAL			200		300				500	22
Cumulative Total									2000	88



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – IV

Course	Subject	Subject Code
M.A. NEP (Psychology)	Health Psychology (Theory)	MPY -401

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Understand the core concepts, scope, and interdisciplinary aspects of health psychology.
2. Apply psychological theories to health behaviors, illness, and pain management.
3. Examine psychological and lifestyle factors influencing health and disease prevention.
4. Analyze stress mechanisms and implement effective coping strategies.
5. Assess psychosocial impacts of chronic illness and plan interventions to enhance well-being.

UNIT-I- Indian Perspectives on Health and Wellness:

Definitions and evolving concepts of health and illness; Ayurvedic wellness practices for resilience and holistic well-being; Yoga as a therapeutic tool for stress reduction; Pratyahara (sensory withdrawal) for mental health; Healing philosophy in Ayurveda emphasizing mind-body-spirit integration; Perspectives on health: biomedical, biopsychosocial, and life-span developmental approaches; Relationship of health psychology with clinical psychology, behavioral medicine, public health, medical sociology, and anthropology; Physiological foundations of health: endocrine, immune, and nervous systems; Interdisciplinary applications in health promotion and disease prevention.

UNIT-II- Theories of Health Behavior and Pain:

Health Belief Model; Self-Regulation Theory and the Common-Sense Model of illness representations; Theory of Reasoned Action; Theory of Planned Behavior; Precaution Adoption Process Model; Transtheoretical Model of Behavior Change. Theories of pain: Gate Control Theory and Neuromatrix Theory; Psychological factors influencing pain perception and modulation; Cognitive-behavioral approaches to pain management.

UNIT-III- Behavioral Risk Factors and Health Promotion:

Psychological determinants of smoking, alcohol use, drug use, and physical inactivity; Development of health habits and behavior modification strategies; Designing and evaluating interventions to improve diet, exercise adherence, and weight management; Role of prevention, public policy, and community-based health psychology initiatives.

UNIT- IV- Stress and Psychological Modifiers:

The biopsychosocial model of stress; distinctions between acute and chronic stress and their physiological effects; cognitive appraisal and emotional regulation in stress responses; psychosocial modifiers including social support, personal control, hardiness, and sense of

coherence; individual differences in stress vulnerability, such as locus of control, self-efficacy, and Type A versus Type B personality patterns.

UNIT- V-Illness and Psychological Intervention:

Psychological aspects of chronic illnesses such as asthma, migraine and chronic headache, hypertension, cancer, and HIV/AIDS; women's health issues including infertility, miscarriages, and PCOD; coping strategies, post-traumatic growth, illness narratives, and patient identity; psychological interventions in chronic illness, including psychoeducation, mindfulness, and support groups; multidisciplinary and community-based approaches to chronic illness management.

Suggested Readings:

1. Brannon, L., & Feist, J. (2000). *Health psychology: An introduction to behavior and health* (4th ed.). Belmont: Wadsworth.
2. Johnston, D. W., & Johnston, M. (2014). *Health psychology* (4th ed.). London: Palgrave Macmillan.
3. Kaptein, A. A., & Weinman, J. (2004). *Health psychology* (BPS Textbooks in Psychology). Oxford: Blackwell Publishing.
4. Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2018). *Health psychology: Theory, research and practice* (5th ed.). London: Sage.
5. Morrison, V., & Bennett, P. (2020). *An introduction to health psychology* (6th ed.). Pearson Education.
6. Ogden, J. (2019). *Health psychology: A textbook* (6th ed.). London: McGraw-Hill Education.
7. Pitts, M., & Phillips, K. (1998). *The psychology of health: An introduction to health psychology* (2nd ed.). London: Routledge.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – IV

Course	Subject	Subject Code
M.A. NEP (Psychology)	Practicum on Health Psychology	MPY -402

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Administer and interpret standardized assessments of health behaviors, stress, coping, and psychosomatic functioning.
2. Apply relaxation and physiological regulation techniques, including biofeedback, PMR, and mindfulness.
3. Conduct and analyze psychophysiological experiments using EEG, ERP, EMG, GSR, and neurofeedback.
4. Design and evaluate behavioral experiments on lifestyle factors and stress responses.
5. Observe and report real-life applications of health psychology in clinical and community settings.

UNIT-I (ANY 6)- Students must perform and report on at least six of the following tests/inventories:

1. Perceived Stress Scale (PSS)
2. Health Locus of Control Scale – Wallston
3. Coping Strategies Inventory
4. WHO Quality of Life – BREF
5. Lifestyle Assessment Questionnaire
6. Type A and Type B Behavior Pattern Scale
7. Pain Catastrophizing Scale
8. Mental Fatigue Test (MFT-B)
9. Health Behaviour Inventory
10. Stress Coping Strategies Scale
11. Resilience Scale
12. Stress Profile – Kenneth Nowack
13. Personal Stress & Well-Being Assessment – Jon Warner
14. Survey of Pain Attitudes
15. Chronic Pain Coping Inventory

UNIT-II (ANY 5)-Hands-on Training in Behavioral and Psychophysiological Experiments for Health Promotion and Stress Management

1. **Progressive Muscle Relaxation (PMR) and Deep Breathing**
Practice PMR and diaphragmatic breathing techniques to regulate physiological arousal and reduce stress.

2. **Skin Conductance (Galvanic Skin Response – GSR) Biofeedback**
Train to detect autonomic arousal using GSR equipment and learn its applications in anxiety and stress regulation.
3. **Thermal Biofeedback**
Use finger temperature sensors to monitor peripheral blood flow as an index of stress and emotional regulation.
4. **Heart Rate Variability (HRV) Training**
Monitor heart rate and breathing patterns during stress and relaxation exercises to develop emotional resilience.
5. **Electroencephalography (EEG)**
Hands-on demonstration of EEG acquisition (resting and task-based) with introduction to brain wave patterns (alpha, beta, theta, delta).
6. **Event-Related Potentials (ERP)**
Exposure to ERP acquisition in stimulus–response paradigms and applications in attention, pain perception, and cognitive fatigue.
7. **Electromyography (EMG)**
Use surface EMG to monitor muscle tension in stress, headache, and somatic complaints.
8. **Neurofeedback Training (EEG-Based)**
Observe neurofeedback techniques to modify brain activity for relaxation, focus enhancement, and emotional regulation (relevant for ADHD, anxiety, and chronic pain).
9. **Mirror Drawing Task**
Conduct a psychomotor coordination task under novel and stressful conditions to assess frustration tolerance and learning.
10. **Reaction Time Testing (Simple, Choice, and Discriminative)**
Assess attention and cognitive-motor processing speed under varying conditions of arousal.
11. **Stress Diary and Self-Monitoring Project**
A 7-day assignment recording daily stressors, coping mechanisms, mood, sleep, and dietary patterns.
12. **Effect of Relaxation or Music on Physiological Markers**
Mini-experiment to observe changes in pulse rate, breathing, or skin temperature following PMR or music sessions.

UNIT-III (ANY 1)- Field Visits for Health and Healing: Students’ Exposure to Clinical and Public Health Settings

Students will visit various clinical and community settings to understand real-world applications of health psychology and prepare reports based on their observations.

1. **Lifestyle Clinics / Wellness Centers**
Observe preventive strategies and interventions for obesity, diabetes, stress management, and overall wellness.
2. **Cancer Ward / Palliative Care Centers**
Understand the psychological impact of chronic and terminal illnesses, grief processes, coping mechanisms, and family adjustment.
3. **De-addiction or Rehabilitation Centers**
Explore behavioral change strategies and psychological support techniques for substance use recovery.

4. **Psychiatric Units (Stress-Related Disorders)**
Study psychiatric comorbidities and psychological interventions in stress-related and somatoform disorders.
5. **Primary Health Centers (PHC), Community Health Centers (CHC), or Rural Health Centers**
Examine community-level health education, promotion initiatives, and preventive healthcare strategies.
6. **Yoga or Naturopathy Centers (AYUSH)**

Suggested Readings:

1. Andreassi, J. L. (2010). *Psychophysiology: Human behavior and physiological response* (5th ed.). Psychology Press.
2. Basmajian, J. V., & Wolf, S. L. (1985). *Therapeutic electromyography: Nerve-muscle reeducation* (2nd ed.). Williams & Wilkins.
3. Beck, A. T., Steer, R. A., & Brown, G. K. (1996). *Beck Depression Inventory–II (BDI-II)*. San Antonio, TX: The Psychological Corporation.
4. Bhargava, V. (2009). *Mental Fatigue Test (MFT-B)*. Agra: National Psychological Corporation.
5. Brannon, L., & Feist, J. (2000). *Health psychology: An introduction to behavior and health* (4th ed.). Belmont, CA: Wadsworth.
6. Carlson, N. R. (2012). *Foundations of physiological psychology* (7th ed.). Pearson.
7. Cohen, S., Kamarck, T., & Mermelstein, R. (1983). *Perceived Stress Scale (PSS)*. *Journal of Health and Social Behavior*, 24(4), 385–396.
8. Jenkins, C. D., Zyzanski, S. J., & Rosenman, R. H. (1971). *Type A Behavior Pattern Scale*. Unpublished manual, based on the Jenkins Activity Survey.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
SECOND YEAR
M.A. NEP (Psychology) Semester – IV

Course	Subject	Subject Code
M.A. NEP (Psychology)	Counselling and Psychotherapy (Theory)	MPY -403

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Explain the philosophical foundations and clinical objectives of major psychotherapeutic approaches.
2. Differentiate among supportive, re-educative, and reconstructive forms of psychotherapy.
3. Compare and evaluate therapeutic techniques across diverse clinical models.
4. Apply evidence-based and culturally appropriate interventions in various clinical contexts.
5. Integrate third-wave cognitive-behavioral therapies into a personalized, ethical counseling framework.

UNIT-I- Therapeutic Traditions in Indian Psychology:

Nature, objectives, and evolution of psychotherapy and counseling; common factors contributing to effective therapy and counseling; **Bhagavad Gita** as a therapeutic dialogue—understanding Arjuna’s crisis and Krishna’s counseling as an existential psychospiritual intervention; **Yoga psychology in psychotherapy**—application of Yama, Niyama, Dhyana, and Samadhi for behavioral and emotional regulation; **Integral Yoga psychotherapy**; overview of Wolberg’s classification: supportive, re-educative, and reconstructive therapies; aims, processes, and therapeutic value of supramental transformation; the counselor as a person—essential personal qualities and professional ethics; the therapeutic relationship—transference, countertransference, and building rapport; **gurū-chelā** (master-disciple) relationship as a model for counseling.

UNIT-II- Counseling Concepts and Skills:

Definition of counseling; distinctions between counseling and psychotherapy; psychodynamic counseling; career counseling—importance, scope, and theoretical frameworks; couple and family counseling; counseling for abuse, addiction, and disability; school counseling; and creative approaches to counseling.

UNIT-III- Behavioral, Cognitive, and Constructivist Approaches:

Behavior therapy and operant techniques; Cognitive therapy (Beck’s model); Rational Emotive Behavior Therapy (Ellis); Reality therapy and Choice theory (Glasser); Solution-Focused Brief Therapy; Narrative therapy and other constructivist models.

UNIT-IV- Multicultural, Feminist, Systemic, and Eclectic Approaches:

Family systems therapy, including strategic and structural models; Feminist therapy and

liberation psychology; Multicultural counseling addressing race, gender, caste, disability, and intersectionality; Technical eclecticism and theoretical integration; Evidence-based case conceptualization.

UNIT- V- Contemporary Developments and Third-Wave Therapies:

Integration of mindfulness in psychotherapy; Mindfulness-Based Cognitive Therapy (MBCT); Mindfulness-Based Stress Reduction Therapy (MBSR); Acceptance and Commitment Therapy (ACT); Dialectical Behavior Therapy (DBT); transpersonal, body-centered, and expressive arts therapies; applications of Artificial Intelligence in psychotherapy.

Suggested Readings:

1. Capuzzi, D., & Stauffer, M. D. (Eds.). (2016). *Counseling and psychotherapy: Theories and interventions* (6th ed.). American Counseling Association.
2. Corey, G. (2008). *Theory and practice of counseling and psychotherapy* (8th ed.). Brooks/Cole.
3. Gladding, S. T. (Year). *Counseling: A comprehensive profession* (8th ed.). Pearson.
4. Harris, R. (2019). *ACT Made Simple: An easy-to-read primer on acceptance and commitment therapy* (2nd ed.). New Harbinger.
5. Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). Guilford Press.
6. Linehan, M. M. (2015). *DBT Skills Training Manual* (2nd ed.). Guilford Press.
7. Luxton, D. D. (Ed.). (2016). *Artificial intelligence in behavioral and mental health care*. Academic Press.
8. Rowan, J. (2005). *The transpersonal: Spirituality in psychotherapy and counselling* (2nd ed.). Routledge.
9. Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2018). *Mindfulness-based cognitive therapy for depression* (2nd ed.). Guilford Press.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – IV

Course	Subject	Subject Code
M.A. NEP (Psychology)	Applied Practicum in Counselling and Psychotherapeutic Skills	MPY -404

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Demonstrate essential counseling microskills such as active listening, reflection, summarizing, and constructive confrontation.
2. Establish and maintain ethical, culturally sensitive therapeutic relationships.
3. Apply theory-specific techniques (e.g., CBT, person-centered, mindfulness-based) in simulated counseling scenarios.
4. Formulate and analyze client cases using appropriate theoretical and clinical models.
5. Conduct intake interviews, set therapeutic goals, evaluate progress, and engage in self-reflection and supervision to enhance counseling effectiveness.

UNIT-I (ALL)- Each student must perform and report on all of the following skills:

1. **Attending Behavior** – Maintaining appropriate eye contact, body posture, vocal tone, and verbal tracking.
2. **Open and Closed Questions** – Gathering information and encouraging client elaboration.
3. **Encouraging, Paraphrasing, and Summarizing** – Demonstrating active listening and organizing client content.
4. **Reflecting Feelings** – Communicating empathy and understanding client emotions.
5. **Confrontation** – Identifying and addressing discrepancies in thought or behavior.
6. **Focusing** – Guiding attention toward the client, specific problems, or the family/system.
7. **Reflection of Meaning and Reframing** – Helping clients find deeper significance and new perspectives.
8. **Use of Self-Disclosure** – Appropriately sharing personal information to facilitate client insight.
9. **Influencing Skills** – Applying strategies such as logical consequences, directives, interpretation, and feedback.

Activities:

- Microskills laboratory sessions
- Role-plays in triads (counselor–client–observer)
- Receiving structured feedback
- Progressive practice of skills
- Supervised feedback using skills checklists

UNIT-II (ANY 6)

Practical Counseling Tasks and Reporting Requirements

Each student is required to complete and report on the following tasks:

1. Conduct a full intake interview with a real or simulated client.
2. Collect biopsychosocial and cultural history using a structured format.
3. Assess suicide risk with a standardized risk assessment tool.
4. Prepare a diagnostic summary using ICD or DSM frameworks (for educational/non-clinical purposes).
5. Apply person-centered responses during practice interviews.
6. Demonstrate cognitive restructuring and thought challenging using the ABCDE model (REBT/CBT).
7. Develop a CBT/REBT-based case formulation.
8. Practice exposure and response prevention techniques through behavioral role-play.
9. Conduct mindfulness exercises such as grounding or body scan (MBCT/MBSR).
10. Demonstrate values clarification or cognitive defusion techniques (ACT).
11. Teach emotion regulation or distress tolerance skills using DBT strategies.
12. Administer and interpret at least one basic psychometric tool (e.g., GAD-7 or BDI-II) within context.

UNIT-III (ANY 1)- Practical Counseling Reporting Tasks

Each student is required to complete and submit reports on the following tasks:

1. Prepare a full process recording of a 15-minute practice counseling session.
2. Develop a CBT-based case conceptualization, highlighting thought–emotion–behavior links.
3. Formulate a psychodynamic-oriented case using core conflictual relationship themes.
4. Compare two theoretical formulations for the same client presentation.
5. Maintain a reflective journal with weekly entries on personal reactions, insights, and countertransference.
6. Role-play a therapy rupture and its resolution, incorporating feedback from peers or supervisors.
7. Submit two recorded sessions along with supervisor review and annotated transcripts.
8. Write a termination plan and progress summary for a simulated client.
9. Complete any additional reports as advised by the faculty.

Suggested Readings

1. Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). Guilford Press.
2. Eells, T. D. (2015). *Handbook of psychotherapy case formulation* (2nd ed.). Guilford Press.
3. Harris, R. (2019). *ACT made simple: An easy-to-read primer on acceptance and commitment therapy* (2nd ed.). New Harbinger Publications.
4. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Cengage Learning.

5. Linehan, M. M. (2015). *DBT skills training manual* (2nd ed.). Guilford Press.



R.K.D.F. UNIVERSITY, BHOPAL
MASTER OF ARTS (PSYCHOLOGY)
M.A. NEP (Psychology) Semester – IV

Course	Subject	Subject Code
M.A. NEP (Psychology)	Environmental Psychology (Theory)	MPY -405

Course Learning Outcomes (CLO)

On successful completion of this course, the students will be able to:

1. Describe the scope, historical development, and interdisciplinary foundations of environmental psychology.
2. Identify and analyze key environmental factors that influence human behavior, health, and well-being.
3. Evaluate psychological responses to built, urban, and natural environments.
4. Apply major theories of pro-environmental behavior, including the roles of values, norms, and habits.
5. Design and assess strategies to promote sustainable and environmentally responsible behavior.

UNIT-I- Indian Ecological Wisdom and Environmental Psychology:

Ecological sensibility in Vedic and Upanishadic thought: the concept of **Prithvi (Earth) as Mother**; the **five elements (Pancha Mahabhuta)**; the doctrine of **Rtu (cosmic order)** and its role in maintaining environmental balance; overview of the **history, scope, and key characteristics of environmental psychology**.

UNIT-II- Environmental Influences on Human Well-Being:

- **Environmental Risks and Risk Perception:** Heuristics, psychometric paradigm, and emotional reactions.
- **Climate Change:** Public understanding, sense of responsibility, and motivating action.
- **Environmental Stressors:** Noise, crowding, poor housing and neighborhood quality, and traffic congestion

UNIT-III- Nature, Health, and Restorative Environments:

- **Scenic Beauty and Visual Landscape Assessment**
- **Health Benefits of Nature:** Stress reduction, social cohesion, and promotion of physical activity.
- **Restorative Environments:** Stress Recovery Theory and Attention Restoration Theory.

UNIT-IV- Environmental Preferences and Identity:

- Ambivalence Toward Nature and Landscape Preferences
- Human Dimensions of Wildlife and Biodiversity
- Place Attachment: **Components, emotional bonds, and design applications.**
- Environmental Self-Identity and Symbolic Behavior

UNIT-V- Promoting Pro-Environmental Behavior:

- **Influencing Factors:** Social norms, emotions, and personal values.
- **Barriers and Facilitators of Behavior Change:** Habits, automaticity, social dilemmas, and technology-mediated interventions.
- **Contextual Considerations:** Environmental issues in low- and middle-income countries.

Suggested Readings:

1. Bechtel, R. B., & Churchman, A. (Eds.). (2002). *Handbook of Environmental Psychology*. John Wiley & Sons.
2. Bonnes, M., & Bonaiuto, M. (2002). Environmental psychology: From spatial-physical environment to sustainable development. In R. B. Bechtel & A. Churchman (Eds.), *Handbook of Environmental Psychology* (pp. 28–54). Wiley.
3. Bonnes, M., & Secchiaroli, G. (1995). *Environmental Psychology: A Psycho-Social Introduction*. Sage.
4. Clayton, S. (Ed.). (2012). *The Oxford Handbook of Environmental and Conservation Psychology*. Oxford University Press.
5. Gifford, R. (2014). *Environmental Psychology: Principles and Practice* (5th ed.). Optimal Books.
6. Proshansky, H. M., Ittelson, W. H., & Rivlin, L. G. (1970). *Environmental Psychology: Man and His Physical Setting*. Holt, Rinehart and Winston.
7. Steg, L., van den Berg, A. E., & de Groot, J. I. M. (Eds.). (2013). *Environmental Psychology: An Introduction*. Wiley-Blackwell.