

**Mohanlal Sukhadia University**

**Udaipur- Rajasthan**

**Department of Psychology**



**Master of Arts (CBCS)**

**As per the NEP 2020**

**(Semester I to II)**

**w.e.f. the Academic Session 2023-24**

**Discipline: Psychology**

**Faculty: Social Sciences**

**2023-24 Onwards**

**Psychology in M.A. Program: Semester wise course types, Course codes, Course title, Delivery type, Workload, Credits, Marks of Examination, and Remarks if any.**

Level	Sem	Course Type	Course Code	Course Title	Delivery Type			Total Hours	Credit	Total Credit	Internal Assessment	EoS Exam	M.M.	Remarks
					L	T	P							
8	I	DC C	PSY8000T	Theoretical perspectives of Psychology	L	T	-	60	4	4	20	80	100	
		DC C	PSY8001T	Experimental Psychology	L	T	-	60	4	4	20	80	100	
		DC C	PSY8002T	Biopsychology	L	T	-	60	4	4	20	80	100	
		DC C	PSY8003T	Research Methodology	L	T	-	60	4	4	20	80	100	
		DC C	PSY8004P	Practical-I (Experimental Psychology)	-	-	P	120	4	4	20	80	100	
		DC C	PSY8005P	Practical-II (Research Methods)	-	-	P	120	4	4	20	80	100	
8	II	DC C	PSY8006T	Cognitive Psychology	L	T	-	60	4	4	20	80	100	
		DC C	PSY8007T	Psychological Testing	L	T	-	60	4	4	20	80	100	
		DC C	PSY8008T	Psychological Statistics	L	T	-	60	4	4	20	80	100	

		DC C	PSY80 09P	Practical-I (Social Psychology & Psychologi cal Testing)	-	-	P	12 0	4	4	20	80	10 0	
		DC C	PSY80 10P	Practical-II (Psychologi cal Statistics)	-	-	P	12 0	4	4	20	80	10 0	
		GE C	PSY81 00T	Applied Social Psychology	L	T	-	60	4	4	20	80	10 0	
			PSY81 01T	Health Psychology	L	T	-	60	4	4	20	80	10 0	
9	II I	DC C	PSY90 11T	Career Counsellin g	L	T	-	60	4	4	20	80	10 0	
		DC C	PSY90 12T	Positive Psychology	L	T	-	60	4	4	20	80	10 0	
		DS E-I	PSY91 02T	Clinical Psychopatho logy	L	T	-	60	4	4	20	80	10 0	
			PSY91 03T	Organisation al Behaviour	L	T	-	60	4	4	20	80	10 0	
			PSY91 04T	Educational Psychology	L	T	-	60	4	4	20	80	10 0	
		DS E-II	PSY91 05T	Psychologi cal Therapies-I	L	T	-	60	4	4	20	80	10 0	
			PSY91 06T	Human Resource Manageme nt	L	T	-	60	4	4	20	80	10 0	

			PSY9107T	Disorders of Childhood and Adolescents	L	T	-	60	4	4	20	80	100	
		GE C	PSY9108P	Practical-I (Wellbeing Lab)	-	-	P	120	4	4	20	80	100	
			PSY9109T	Understanding Self	-	-	P	120	4	4	20	80	100	
		DS E-II I	PSY9110P	Practical-II A (Clinical Psychology)	-	-	P	120	4	4	20	80	100	
			PSY9111P	Practical-II B (Industrial Psychology)	-	-	P	120	4	4	20	80	100	
			PSY9112P	Practical-II C (Education Psychology)	-	-	P	120	4	4	20	80	100	
9	I V	DC C	PSY9013T	Psychometrics and Scaling	L	T	-	60	4	4	20	80	100	
		DS E-I V	PSY9113T	Developmental Psychology	L	T	-	60	4	4	20	80	100	
			PSY9114T	Sports Psychology	L	T	-	60	4	4	20	80	100	
			PSY9115T	Personality Theories	L	T	-	60	4	4	20	80	100	
		DS E-V	PSY9116T	Clinical Assessment	L	T	-	60	4	4	20	80	100	
			PSY9117T	Training and Development	L	T	-	60	4	4	20	80	100	

			PSY91 18T	Vocational Psychology	L	T	-	60	4	4	20	80	10 0	
		DS E-V I	PSY91 19T	Psychologi cal Thereapies- II	L	T	-	60	4	4	20	80	10 0	
			PSY91 20T	Entreprene urship Psychology	L	T	-	60	4	4	20	80	10 0	
			PSY91 21T	Counsellin g Psychology	L	T	-	60	4	4	20	80	10 0	
			DS E-V II	PSY91 22P	Practical-I (Psychomet rics & Developme ntal Psychology )	-	-	P	12 0	4	4	20	80	10 0
		DS E-V III	PSY91 23P	Practical-II A (Clinical Psychology)	-	-	P	12 0	4	4	20	80	10 0	
			PSY91 24P	Practical-II B (Industrial Psychology )	-	-	P	12 0	4	4	20	80	10 0	
			PSY91 25P	Practical-II C (Education Psychology)	-	-	P	12 0	4	4	20	80	10 0	

An information regarding codes:

DCC extends for Discipline Centric Compulsory Course

DSE extends for Discipline Specific Elective

GEC extends for Generic Elective Course

<b>PG Semester-I</b>	
<b>Subject : Psychology</b>	
<b>Code of the course</b>	PSY8000T
<b>Title of the course</b>	<b>Theoretical Perspectives of Psychology</b>
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Psychology
<b>Delivery type of the course</b>	40 Lectures+10(Formative and Diagnostic Assessment)+10 Tutorial
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	The paper of theoretical Perspectives of Psychology gives a brief history of psychology and the developments within the discipline
<b>Learning Outcomes</b>	After completion of the course, the students will be able to: <ul style="list-style-type: none"> <li>● Demonstrate ability to recognize theories and arguments in psychology and reason in ways that link psychology with other disciplines.</li> <li>● Explain the creative aspects of theory construction and application of collaborative work in psychology</li> <li>● Recognize the interactions of situational and individual characteristics on the development of personality</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	<b>Psychoanalytical perspective:</b> Brief History of Psychology: Structuralism, Functionalism: Tichener, William James. Gestalt, Sigmund Freud's approach, and Neo-freudian approach: Horney, Fromm, Sullivan and Erikson. (12 Hours)
<b>Unit II</b>	<b>Behaviouristic, perspective:</b> Learning- Classical Conditioning (Pavlov) and Operant Conditioning (Skinner); Motivation – Drive and incentive theories (Miller and Dollard, Rotter); Neo- behavioristic approach (12 Hours)
<b>Unit III</b>	<b>Humanistic &amp; Existential perspectives:</b> Motivation : Hierarchy of motives (Maslow), ERG Theory (Alderfer), Theory of needs (McClelland); Personality : Personal construct ( Kelly), Self-theory of personality (Rogers) (12 Hours)

<b>Unit IV</b>	<b>Cognitive and Social Perspectives:</b> Motivation: Cognitive balance and dissonance theory (Hieder, Festinger); Piaget and Chomsky (cognitive Psychology), Social learning theory (Bandura) (12 Hours)
<b>Unit V</b>	<b>Dynamic Psychology</b> McDougall and Woodworth, Hedonism, Psychoanalysis : contribution of Freud, Purposivism, basic features and its implications. Hormic Psychology, Emotional Intelligence (12 Hours)
<b>Text Books :</b>	<ul style="list-style-type: none"> <li>● Davis R.S (1996). Psychology of Learning and Motivation, Academic press.</li> <li>● Ekman, Paul and Davidson, R.J ( Eds-1994). The nature of emotions, fundamental questions. Delhi, OxfordUniversity Press Series in Affective Science.</li> </ul>
<b>Reference Books :</b>	<ul style="list-style-type: none"> <li>● Hall. C.S. Lindzey G and Campbell J.B (1998) Theories of Personality. New York John Wiley and Sons ( 4th edition).</li> <li>● Hergenhahn B.R. and Olson M. H. ( 1998) Theories of personality, Prentice Hall</li> <li>● Hilgard, E. R Bower G.H, Sahakian, H ( 1997) Psychology of learning. Prentice Hall of India, Revised edition</li> <li>● Lawrence A, Pervin and Oliver P John ( 1997) Personality: Theory and Research NewYork, John Wiley, 7th edition</li> <li>● Sahakian(1976) Introduction to Psychology of Learning. Chicago: Rand McNally College Publishing Company.</li> <li>● Weiner B (1985) Human Motivation, New York: Springer</li> </ul>

<b>PG Semester-I</b>	
<b>Subject : Psychology</b>	
<b>Code of the course</b>	PSY8001T
<b>Title of the course</b>	<b>Experimental Psychology</b>
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Psychology
<b>Delivery type of the course</b>	40 Lectures+10(Formative and Diagnostic Assessment)+10 Tutorial
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	The objective is to develop an understanding of the basic concepts of Psychology: Perception, Learning, Memory, Forgetting, Motivation and Emotion and to make students aware of different theories and dynamics of Perception, Learning, Memory, Forgetting, Motivation and Emotion
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Learn the basic processes of the Psychology: perception, its determinants and dynamics.</li> <li>● Understand the learning and its theories, and factors affecting learning.</li> <li>● Identify types of memory, factors of forgetting.</li> <li>● Understand concept of motivation and emotions.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Experimentation: Introduction, Definition, Nature Scope and Importance of Experimental Psychology. Perceptual Phenomenon: Three Points of View: Gestalt, Physiological and Behaviouristic; Principles of Perceptual Organization, Motivation and Attitudinal Determinants of Perception. (12 Hours)
<b>Unit II</b>	Dynamics of Perception: Figural after effect, Perception of Movement and Depth Perception, Perceptual Constancy. Illusion: Meaning and Types, Meaning and characteristics of attention. (12 Hours)
<b>Unit III</b>	Learning: Principles of Classical Conditioning, Thorndike's theory of connectionism and Operant Conditioning, Observational learning, Insight theory, Schedule of Reinforcement, Nature and Properties: Discriminative and Non-discriminative learning Factors affecting conditioning. (12 Hours)



<b>Unit IV</b>	Verbal Learning: Basic Determinants, Organization and Transfer properties. Memory: Meaning and types, Models of memory, improving memory. Forgetting: Ebbinghaus Experiment on Forgetting, Paradigms of Transfer and Retroaction, Habit Interference, Zeigarnik Effect, Jost's Law. (12 Hours)
<b>Unit V</b>	Motivation: Nature and Types: Intrinsic and Extrinsic, motivational cycle. Theories of motivation: Drive theory, Incentive theory, Need Hierarchy theory, Vector-valence theory, Opponent process theory. Emotion: concept and theories: James- Lange; Cannon Bard, Schachter Singer, Cognitive appraisal, Lindsley Activation. (12 Hours)
<b>Text Books :</b>	<ul style="list-style-type: none"> <li>● Singh, A. K. Uchhatar Samanya Manovigyan</li> <li>● D' Amato, M.R. (1970), Experimental Psychology: Methodology, Psychophysics and Learning, Delhi: Tata McGraw Hill.</li> <li>● Hilgard, E.H. and Bower, G.H. (1975), Theories of Learning, Englewood Cliffs: Prentice Hall.</li> <li>● Terry, W.S. (2003), Learning and Memory, Boston : A and B</li> <li>● Woodworth &amp; Schlosberg, Experimental Psychology</li> </ul>
<b>Reference Books :</b>	<ul style="list-style-type: none"> <li>● Matlin, M.W. (1994), Cognition, Bangalore: Prism Books Private Ltd.</li> <li>● Reynolds, A.G. and Flagg, P.W. (1978), Cognitive Psychology, Cambridge, Massachusetts: Winthrop Publications Inc.</li> <li>● Rosenzweig, M.R. Breced Love, S.M. Seiman, A.L. (2002), Biological Psychology, Sinaver Associates, Inc. (USA)</li> <li>● Dodd, D.H. and White, R.M. (Jr.) (1980), Cognition: Mental Structures and Processes, Boston: Allyn and Bacon Inc.</li> <li>● Galotti, K.M. (1999), Cognitive Psychology in and Outside Laboratory, Mumbai: Thomson Asia.</li> <li>● GazzanigaIvryMangun (2002), Cognitive Neuro Science (the Biology of the mind), W.W. Norton and Company Inc. (USA).</li> </ul>

<b>PG SEMESTER –I</b>	
<b>Subject : Psychology</b>	
<b>Code of the course</b>	PSY8002T
<b>Title of the course</b>	<b>Biopsychology</b>
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Psychology
<b>Delivery type of the course</b>	40 Lectures+10(Formative and Diagnostic Assessment)+10 Tutorial
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	The objective is to gain a basic understanding of the structure and functions of the brain and nervous system and to gain a basic understanding of how physiological/biological processes affect organisms behaviorally and mentally. The Students will be able to gain knowledge of the applications and an understanding of physiological/biological processes. The students will be able to learn the importance of the understanding of biopsychological principles in other areas of psychology.
<b>Learning Outcomes</b>	After the completion of the course, students will 1. Understand the term Bio psychology and have an idea about the discipline of biopsychology and the division of biopsychology. Students will describe the phenomenon of the biology of behavior related to problems of thinking and understand the thinking about human evolution. 2. Be an informed consumer of biological psychology information. 3. Understand the structure of the living human brain and evaluate the behavioral effects of brain damage and understand the neural activity of recording and stimulating and explain the various Neurochemical and genetic methods. 4. To understand the sensory system and explain the perception according to the sensory system.
<b>Syllabus</b>	
<b>Unit I</b>	Introduction:Definition and Scope of Biopsychology. Research Methods of Biopsychology. Endocrineglands: types and functions. (12 Hours)

<b>Unit II</b>	Nervous System: Neuron-Structure, Type, and Functions; Central Nervous System and Peripheral Nervous System-Structure and Functions. Synaptic Transmission; Neurotransmitters. (12 Hours)
<b>Unit III</b>	Learning and Memory: Nature of Learning, Neural Mechanism of Learning and Memory; Disorders of Memory. Stages and Disorders of Sleep. (12 Hours)
<b>Unit IV</b>	Lateralization and Language Disorders: Cerebral Lateralization of Brain, Functions of Left and Right Hemispheres. Cortical localization of Language and Language Disorders. (12 Hours)
<b>Unit V</b>	Sensory System: Visual system, Auditory system, and Somatosensory system. Brain Mechanisms of Human Emotion. Mechanism of Hunger and Thirst. (12 Hours)
<b>Text Books :</b>	<ul style="list-style-type: none"> <li>● Carlson, N.R. (2007). The foundation of Physiological Psychology. New Delhi: Pearson Education.</li> <li>● Pinel. J.P. (2007) Biopsychology. New Delhi: Pearson Education.</li> </ul>
<b>Reference Books :</b>	<ul style="list-style-type: none"> <li>● Grossman, S.P. (1967). A Textbook of Physiological Psychology, New York: Wiley.</li> <li>● Leventhal, C.F. (1990). Introduction to Physiological Psychology, New Delhi: Prentice Hall of India.</li> <li>● Thompson, R.F. (1980). Introduction to Physiological Psychology. New York: Harper and Row.</li> <li>● Tripathi, B. and Tripathi, A. (1989) Adhunik Dehik Manovigyan, Gorakhpur, Vaishali Prakashan, Bakshipur.</li> </ul>

<b>PG Semester- I</b>	
<b>Subject : Psychology</b>	
<b>Code of the course</b>	PSY8003T
<b>Title of the course</b>	<b>Research Methodology</b>
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Psychology
<b>Delivery type of the course</b>	40 Lectures+10(Formative and Diagnostic Assessment)+10 Tutorial
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	The objective is to provide learning opportunities to understand basic concepts of scientific research and to Impart knowledge of basic research terminology. It will help shaping research abilities of the students and also promoting research ethics.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Knowledge gained: students will develop Understanding of ethical issues related to Research and Publication. Patents and rights.</li> <li>● Skills gained: students will be able to write research papers/thesis following publication ethics.</li> <li>● Competency developed: students will be able to Publish ethically and write research report.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Research Process Definitions and types of research, scientific research, advantages of scientific research. Steps involved in research process, Formulation of a problem, Literature review, Research design. Ethical issues for research. (12 Hours)
<b>Unit II</b>	Variables, Probability and Hypothesis Testing Variables: IV, DV, and extraneous variables. Hypothesis- definition, characteristics, types; Hypothesis testing (Type I & type II errors). Concept of Probability, Normal Probability Curve, Characteristics of the Curve. (12 Hours)

<b>Unit III</b>	Sampling and Data Collection; Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size. Data collection methods: Observation: naturalistic, laboratory, participant and nonparticipant, structured and unstructured; Interview: structured and unstructured, Questionnaires: close-ended and open-ended, scales. (12 Hours)
<b>Unit IV</b>	Research Designs Part A: Experimental Designs: True Experimental (Between group, within groups, factorial), Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes) Part C: Non-experimental (Observational, survey, correlational) (12 Hours)
<b>Unit V</b>	Report Writing Need for a report, Types of Writing, Purpose of writing, Avoiding plagiarism, Organizing information, Report writing in APA format, References in APA format, General Guidelines (12 Hours)
<b>Text Books :</b>	<ol style="list-style-type: none"> <li>1. Kerlinger, F.N.. (2000) Foundations of Behavioural Research (5th Indian reprint) NewDelhi : Surjeet Publication</li> <li>2. Broota, K.D. (1992). Experimental Designs in BehaviouralResearch , New Delhi</li> </ol>
<b>Reference Books :</b>	<ol style="list-style-type: none"> <li>1. Wiley. Dennis, H. And Duncun, C. (2005). Introduction to Research Methods in Psychology. New Delhi Pearson.</li> <li>2. Guthrie, G. (2010). Basic Research Method. New Delhi : Sage.</li> <li>3. Kline, T.J.B. (2005). Psychological Testing. New Delhi Vistaar Publication</li> <li>4. Mc Burney, D.H. and White, T.L (2007). Research Methods. New Delhi:</li> <li>5. Cengage Best,J.W. &amp; Kahn, J.V (2005). Research in Education. Prentice-Hall of India.(9th ed.). Bordens,K.S.&amp;Abbot,B.B. (2002) Research Designs and Methods: A Process Approach.McGraw-Hill(5th ed).</li> <li>6. Cozby,P.C. (1997) Methods in Behavioral Research. Mayfield Publishing Company.(6thed). Creswell, J.W. (2007)</li> <li>7. Qualitative inquiry &amp; Research Design. Sage Publications (2nd ed)</li> <li>8. Heppner,P.P, Wampold,B.E. &amp;Kivilighan,D.M. (2008). Counseling Research.BrooksCole.</li> <li>9. Kothari,C.R. (2003) Research methodology: Methods and techniques.VishwasPrakashan(2nd ed). McBurney, D.H. (2001) Research methods.</li> <li>10. Thomson (5th ed). Publication Manual of the American Psychological Association (6thed).</li> </ol>

<b>PG SEMESTER-1</b>	
<b>First Semester</b>	
<b>Subject-Psychology</b>	
<b>Code of the course</b>	PSY8004P
<b>Title of the course</b>	<b>Practical –Experimental Psychology</b>
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	2
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Psychology
<b>Delivery type of the course</b>	Practical 120
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	The main objective is to develop and experience better understanding of the basic concepts of Psychology: Perception, Learning, Memory, Forgetting, Motivation and Emotion.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Understand the dynamics of perception.</li> <li>● Experience the learning and factors affecting learning.</li> <li>● Identify factors of forgetting and thus enhance memory</li> <li>● Understand concept of motivation.</li> </ul>
<b>Syllabus</b>	
	<p><b>A student will be required to conduct any six Practicals</b></p> <ol style="list-style-type: none"> <li>1. Perceptual Organization</li> <li>2. Space Perception</li> <li>3. Figural after effect</li> <li>4. Classical Conditioning / Operant Conditioning</li> <li>5. Motivation</li> <li>6. Verbal Learning</li> <li>7. Zeigarnik Effect</li> <li>8. Retroactive/ Proactive Inhibition</li> <li>9. Transfer of learning</li> <li>10. Practical as suggested by the teacher</li> </ol>

<b>Textbooks :</b>	<ul style="list-style-type: none"> <li>● Singh, A. K. Uchhatar Samanya Manovigyan (latest version)</li> <li>● Postman and Egan, Experimental Psychology (latest version)</li> <li>● D' Amato, M.R. (1970), Experimental Psychology: Methodology, Psychophysics and Learning, Delhi: Tata McGraw Hill.</li> <li>● Hilgard, E.H. and Bower, G.H. (1975), Theories of Learning, Englewood Cliffs: Prentice Hall.</li> <li>● Terry, W.S. (2003), Learning and Memory, Boston : A and B</li> <li>● Woodworth &amp; Schlosberg, Experimental Psychology</li> </ul>
<b>Reference books :</b>	<ul style="list-style-type: none"> <li>● Matlin, M.W. (1994), Cognition, Bangalore: Prism Books Private Ltd.</li> <li>● Reynolds, A.G. and Flagg, P.W. (1978), Cognitive Psychology, Cambridge, Massachusetts : Winthrop Publications Inc.</li> <li>● Rosenzweig, M.R. Bred Love, S.M. Seiman, A.L. (2002), Biological Psychology, Sinaver Associates, Inc. (USA)</li> <li>● Dodd, D.H. and White, R.M. (Jr.) (1980), Cognition: Mental Structures and Processes, Boston: Allyn and Bacon Inc.</li> <li>● Galotti, K.M. (1999), Cognitive Psychology in and Outside Laboratory, Mumbai: Thomson Asia.</li> <li>● Gazzaniga Ivry Mangun (2002), Cognitive Neuro Science (the Biology of the mind), W.W. Norton and Company Inc. (USA).</li> </ul>

<b>PG Semester-1</b>	
<b>Subject : Psychology</b>	
<b>Code of the course</b>	PSY8005P
<b>Title of the course</b>	<b>Practical-II (Research Methodology practical)</b>
<b>Qualification level of the course</b>	NHEQF Level
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Psychology
<b>Delivery type of the course</b>	Practical 120
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	The objective of the course is to equip students with skills to conduct research in a systematic and scientific manner following the principles of research methodology. This will help students to differentiate between various research requirements and plan appropriate research designs. This course will impart knowledge and skills regarding preparing research reports and presenting as per the recommended frameworks
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● The students will understand the importance of Applied Psychology</li> <li>● The students will learn the symptoms, diagnosis and treatment of major mental health disorders</li> <li>● The students will learn about interventions for learning disability and other types of special need children</li> <li>● The students will learn about the role of Industrial-organizational Psychology at workplaces.</li> <li>● The students will learn major psychological tests that are used in different fields.</li> <li>● The students will learn about the use of psychological principles in forensic, environment, consumer behaviour and defense areas.</li> </ul>
<b>Syllabus</b>	



	<p><b>A student will be required to conduct four Practical</b></p> <ol style="list-style-type: none"> <li>1. Problem and Hypotheses Formulations/ Variables identification</li> <li>2. Experimental Design/ Longitudinal or Cross sectional Design</li> <li>3. Factorial Design</li> <li>4. Review of Literature</li> <li>5. Synopsis Preparation</li> <li>6. Methods of Data Collection</li> <li>7. Questionnaire construction</li> <li>8. Interview schedule preparation</li> <li>9. Report writing</li> <li>10. Practical as suggested by the teacher</li> </ol>
<p><b>Text Books :</b></p>	<ul style="list-style-type: none"> <li>● Kerlinger, F.N.. (2000) Foundations of Behavioural Research (5<sup>th</sup> Indian reprint) New Delhi : Surjeet Publication</li> <li>● Singh, A.K. Tests, Measurements and Research Methods in Behavioral Sciences</li> <li>● Broota, K.D. (1992). Experimental Designs in Behavioural Research , New Delhi : Wiley.</li> <li>● Dennis, H. And Duncun, C. (2005). Introduction to Research Methods in Psychology. New Delhi Pearson.</li> <li>● Guthrie, G. (2010). Basic Research Method. New Delhi : Sage.</li> <li>● Kline, T.J.B. (2005). Psychological Testing. New Delhi Vistaar Publication</li> <li>● Mc Burney, D.H. and White, T.L (2007). Research Methods. New Delhi: Cengage</li> <li>● Best, J.W. &amp; Kahn, J.V (2005). Research in Education. Prentice-Hall of India.(9th ed.).</li> <li>● Bordens, K.S. &amp; Abbot, B.B. (2002) Research Designs and Methods: A Process Approach. McGraw-Hill(5th ed).</li> </ul>
<p><b>Reference Books :</b></p>	<ul style="list-style-type: none"> <li>● Cozby, P.C. (1997) Methods in Behavioral Research. Mayfield Publishing Company.(6<sup>th</sup>ed).</li> <li>● Creswell, J.W. (2007) Qualitative inquiry &amp; Research Design. Sage Publications (2nd ed)</li> <li>● Heppner, P.P, Wampold, B.E. &amp; Kivilighan, D.M. (2008). Counseling Research. Brooks-Cole.</li> <li>● Kothari, C.R. (2003) Research methodology: Methods and techniques</li> <li>● McBurney, D.H. (2001) Research methods. Thomson (5th ed).</li> </ul>

<b>PG SEMESTER II</b>	
<b>Subject : Psychology</b>	
<b>Code of the course</b>	PSY8006T
<b>Title of the course</b>	<b>Cognitive Psychology</b>
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Psychology
<b>Delivery type of the course</b>	40 Lectures+10(Formative and Diagnostic Assessment)+10 Tutorial
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	The course introduces the basic concepts and theoretical developments in attention, perception, language, problem solving and Decision making. It also aims at developing understanding of the processes of language use, problem solving , creativity and reasoning and their various applications
<b>Learning Outcomes</b>	After completion of the course, the students will be able to : <ul style="list-style-type: none"> <li>● Explain the historical development of cognitive psychology.</li> <li>● Discuss the relevance of higher cognitive processes for understanding people’s behavior</li> </ul>
<b>syllabus</b>	
<b>Unit I</b>	<b>Introduction , Attention and Perception :</b> Origin and current status of cognitive psychology, Development of Cognitive Neurosciences. Attention: Nature, Functions. Selective Attention: Filter Theory, Attenuation Theory, Late Selection Theory. Perception- Meaning; Visual Perception- Top down and Bottom up processing (12 Hours)
<b>Unit II</b>	<b>Intelligence and Creativity:</b> Theories of Intelligence : Spearman, Thurstone , Thorndike and Guilford, Cattell, Gardner, Sternberg and Goleman. Creativity : Definition, Steps and Obstacles. (12 Hours)

<b>Unit III</b>	<p><b>Memory and Consciousness:</b>  Memory : Models of memory – sensory memory : Iconic and Echoic. Short Term Memory : capacity , coding and Retrieval. Long Term Memory : coding ,Organizational retrieval and forgetting. Episodic Memory. Atkinson &amp; Shiffrin Model of Memory. Consciousness- Meaning and Levels. (12 Hours)</p>
<b>Unit IV</b>	<p><b>Language and Executive Processes:</b>  Language – Basic Principles, Speech and Spoken Word Recognition, Reading and Visual word recognition, Syntax and Semantics, Language Production; Executive Processes- Definition, Executive Attention, Switching Attention, Inhibition of Response, Sequencing and Monitoring. (12 Hours)</p>
<b>Unit V</b>	<p><b>Problem Solving, Reasoning and Decision Making:</b>  Nature and Structure of Problem, Strategies and Heuristics. Analogical Reasoning: Sub-processes and Theories; Inductive Reasoning: Nature, General and Specific Inductions; Deductive Reasoning. Decision Making : Nature of Decision, model and theories. (12 Hours)</p>
<b>Text Books :</b>	<ul style="list-style-type: none"> <li>● Solso, R.L. (2004). Cognitive Psychology. New Delhi: Pearson Education.</li> <li>● Katherine M Galotti, Cognitive Psychology</li> <li>● Sterenberg, R.J. (2007). Cognitive Psychology. New Delhi. Cengage learning.</li> </ul>
<b>Reference Books :</b>	<ul style="list-style-type: none"> <li>● John B. Best (1994) Cognitive Psychology West Publishing Company.</li> <li>● Reigler, G.R. and Reigler, B.R. (2008). Cognitive Psychology: Applying the Science of Mind, New Delhi: Pearson Education.</li> <li>● Srinivasan, N.Kar B.R. and Panday J. (2010). Advances in Cognitive Sciences. New Delhi; Sage.</li> <li>● Smith, E.R. &amp; Kosslyn, S.M.(2011) Cognitive Psychology: Mind and Brain, PHI Learning</li> </ul>

<b>PG SEMESTER II</b>	
<b>Subject : Psychology</b>	
<b>Code of the course</b>	PSY8007T
<b>Title of the course</b>	<b>Psychological Testing</b>
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Psychology
<b>Delivery type of the course</b>	40 Lectures+10(Formative and Diagnostic Assessment)+10 Tutorial
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	The main aim of this course is to help students understand the meaning, types and uses of psychological tests, construction and standardization of psychological tests. To make students learn to use personality, intelligence, achievement, aptitude and values.
<b>Learning Outcomes</b>	<p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>● Use a psychological test purposefully and ethically.</li> <li>● Construct and standardize a psychological test</li> </ul> <p>Interpret scores of a test properly</p>
<b>Syllabus</b>	
<b>Unit I</b>	Psychological Test: Meaning, Varieties, characteristics, Uses of Psychological Tests. Ethical Consideration in Testing Sources of Bias in Testing. (12 Hours)
<b>Unit II</b>	Construction and Standardization of Psychological Test (with special reference to Achievement test. Item Analysis. (12 Hours)
<b>Unit III</b>	Reliability, Validity and test Norms - Concept and types. (12 Hours)
<b>Unit IV</b>	Psychological Test: Intelligence, Aptitude, Achievement& Interest. (12 Hours)
<b>Unit V</b>	Personality Tests: Psychometric, Projective, Behavioural, Measurement of Values. (12 Hours)

<b>Text Books :</b>	<ul style="list-style-type: none"> <li>● Anastasi, A. and Urbina, S. (2002). Psychological testing. (1<sup>st</sup> Indian Edition). New Delhi: Pearson Education.</li> <li>● Singh, A.K. (1986). Tests, Measurements and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill.</li> </ul>
<b>Reference Books :</b>	<ul style="list-style-type: none"> <li>● Bhargava. M. (1971). Aadhunik Manovigyanic Parikshan Avam Mapan. Agra: Bhargava Books.</li> <li>● Cronbach, L.J. (1972). Essentials of Psychological testing. New York: Harper and Row.</li> <li>● Freeman, F.S. (1971). Theory and practices of Psychological testing. New York: Oxford.</li> </ul>

<b>PG SEMESTER II</b>	
<b>Subject: Psychological Statistics</b>	
<b>Code of the course</b>	PSY8008T
<b>Title of the course</b>	<b>Psychological Statistics</b>
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Psychology
<b>Delivery type of the course</b>	40 Lectures+10(Formative and Diagnostic Assessment)+10 Tutorial
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	The objective of this course is to have statistical knowledge which will allow to have a better sense of the research. They will be able to do Normal probability, correlation, non-parametric stats, t-test, ANOVA, and regression.
<b>Learning Outcomes</b>	<p>After the completion of the course, students will</p> <ul style="list-style-type: none"> <li>● Students will be able to learn about the normal distribution, its properties, and its importance. They will also be able to learn about the Normal probability distribution, skewness, and kurtosis.</li> <li>● Students will be able to understand the concept of correlation and types of correlation. They will also be able to calculate some advanced correlations.</li> <li>● Students will be able to learn about the Analysis of Variance, its general uses and limitations. They will be able to learn the F-test, t-test, and z test and interpretation.</li> <li>● Students will understand the difference between nonparametric and parametric statistics. They will also be able to types of non-parametric tests.</li> <li>● Students will be able to learn about regression, its types and uses. They will also be understanding Factor analysis, its types and uses.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Normal Distribution: Meaning and importance; Properties of Normal Probability Distribution, Skewness and types of Kurtosis. (12 Hours)

<b>Unit II</b>	Correlation: Meaning and Interpretation of Coefficient of Correlation, Product moment, Rank difference, Biserial, Point Biserial, Tetrachoric, Phi-coefficient. (12 Hours)
<b>Unit III</b>	Analysis of Variance: One way Analysis of Variance, Two way Analysis of Variance, General Uses and limitations of Analysis of Variance, Interpretation of F Value. t- test, ztest. (12 Hours)
<b>Unit IV</b>	Non-Parametric Statistics: Difference between Parametric and Nonparametric Statistics, Chi-square Test, Sign Test, Median Test, Mann-Whitney U Test. (12 Hours)
<b>Unit V</b>	Regression: Meaning, Types, and Uses; Interpretation of Data. Factor Analysis: Meaning, Types, and Uses; Interpretation of Data. (12 Hours)
<b>Text Books :</b>	<ul style="list-style-type: none"> <li>● Garrett, H. (1981) Statistics in Psychology and education. Mumbai: Simons.</li> </ul>
<b>Reference Books :</b>	<ul style="list-style-type: none"> <li>● Aron, A. Aron, E. And Coups, E. (2007). Statistics for Psychology. New Delhi, Pearson Education.</li> <li>● Guilford, J.P. (1975) Fundamental statistics in Psychology and education. New York: McGraw Hill</li> <li>● Siegel, S. (1988) Nonparametric Statistics for Behavioral Sciences. New York: McGraw Hill.</li> </ul>

<b>PG</b>	
<b>Subject : Psychology Practical I</b>	
<b>Code of the course</b>	PSY8009P
<b>Title of the course</b>	<b>Social Psychology and Testing</b>
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Psychology
<b>Delivery type of the course</b>	Practical 120
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	This course acquaints the students with the realm of social influence and behavior, as to how individuals think, feel and behave in social situations. The students will develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society
<b>Learning Outcomes</b>	The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>● Developing an understanding of the concept of individual differences.</li> <li>● To provide a platform to conduct an in-depth teaching-learning process of the social world practically</li> <li>● To give ample opportunities to understand the self as a social being by practical</li> </ul>
<b>Syllabus</b>	
Part-A: At least 4 tests have to be conducted and written	
<ol style="list-style-type: none"> <li>1. Aggression Scale</li> <li>2. Stereotypes</li> <li>3. Interpersonal attraction</li> <li>4. Prejudice Scale</li> <li>5. Altruism Scale</li> <li>6. Big Five Personality Inventory</li> <li>7. Leadership Styles</li> <li>8. Measurement of Attitude</li> <li>9. sociometry</li> <li>10. Practical as per suggestion of the teacher</li> </ol>	



<b>Text Books :</b>	<ul style="list-style-type: none"> <li>● Baumeister, R.F. &amp; Bushman, B.J. (2018). Social Psychology and Human Nature. New Delhi: Cengage Learning.</li> <li>● Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.</li> </ul>
<b>Reference Books :</b>	<ul style="list-style-type: none"> <li>● Baron, R.A., Byrne, D. &amp; Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.</li> <li>● Branscombe, N.R., Baron, R.A., Baumeister, R.F., &amp; Kapur, P. (2019). Social Psychology, 14th Ed. New Delhi: Pearson.</li> </ul>

<b>PG Semester-II</b>	
<b>Subject : Psychology</b>	
<b>Code of the course</b>	PSY8010P
<b>Title of the course</b>	<b>Practical-II (Psychological Statistics Practical)</b>
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Psychology
<b>Delivery type of the course</b>	Practical 120
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	The main aim is to equip students with requisite skills to select appropriate statistical tools as per the research requirements and the nature of data. This course will enable students to apply various measures of statistical inference in data analysis and will help in imparting knowledge and skills regarding the use of various methods of data analysis and interpret the findings
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● The students will understand the use of various statistical inferences as t-test, Z-test and ANOVA.</li> <li>● The students will learn the use of various non-parametric tests on the basis of the nature of data.</li> <li>● The students will learn use of correlation and regression tests and interpret the findings.</li> <li>● The students will learn the use of factor analysis and would interpret the findings.</li> <li>● The students would learn the use of computer in data analysis and graphical representation of data.</li> </ul>
<b>Syllabus</b>	

	<p><b>A student will be required to conduct four Practical</b></p> <ol style="list-style-type: none"> <li>1. t test/Z-test</li> <li>2. Correlation</li> <li>3. Non Parametric test (any one)</li> <li>4. Data Analysis and Computer</li> <li>5. ANOVA</li> <li>6. Simple Regression Analysis</li> <li>7. Factor Analysis</li> <li>8. Normality test</li> <li>9. Graphical Representation Data</li> <li>10. Practical as suggested by the teacher</li> </ol>
<p><b>Text Books :</b></p>	<ul style="list-style-type: none"> <li>● Garrett, H. (1981) Statistics in Psychology and education. Mumbai: Simons.</li> <li>● Guilford, J.P. (1975) Fundamental statistics in Psychology and education. New York: McGraw Hill</li> <li>● Gupta, S.P. Statistical Methods. S. Chand &amp; Sons</li> <li>● Kothari, C.R. Research Methods: Methods and Techniques, New Age International Publishers</li> <li>● Singh, A.K. Tests, Measurements and Research Methods in Behavioral Sciences</li> </ul>
<p><b>Reference Books :</b></p>	<ul style="list-style-type: none"> <li>● Broota, K.D. (1992). Experimental Designs in Behavioural Research , New Delhi : Wiley.</li> <li>● Aron, A. Aron, E. And Coups, E. (2007). Statistics for Psychology. New Delhi, Pearson Education.</li> <li>● Siegel, S. (1988) Nonparametric Statistics for Behavioral Sciences. New York: McGraw Hill.</li> <li>● Gupta, S.C. Fundamentals of Statistics, Himalaya Publishing House</li> </ul>

<b>PG SEMESTER- II</b>	
<b>Subject : Psychology</b>	
<b>Code of the course</b>	PSY8100T
<b>Title of the course</b>	<b>Applied Social Psychology</b>
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	4
<b>Type of the course</b>	Generic Elective Course (GEC) in Psychology
<b>Delivery type of the course</b>	40 Lectures+10(Formative and Diagnostic Assessment)+10 Tutorial
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	The course aims to provide learning opportunities to orient the students towards applied perspective of social behaviour and I Imparting knowledge of basic social psychology concepts and methods. This will help shaping students social behaviour and promoting self-understanding, reflexivity and personal growth
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Academic Competence – Students will be able to gain Disciplinary knowledge and conceptual clarity of applied social psychology.</li> <li>● Personal &amp; Behavioural- Students will be able to gain scientific understanding of their own social behaviour and of others.</li> <li>● Social Competence – Students will be able to develop better interpersonal and intrapersonal relationship</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Nature and Scope of Social Psychology, Methods of Social Psychology- Group Interaction Analysis, Sociometry, Content Analysis, Cross – Cultural method. Socialization: Nature and Process, Agencies of Socialization Principles of Socialization (12 Hours)
<b>Unit II</b>	Social Learning - Social learning Theory, Cognitive Role theories of Social Psychology. Developmental views of self: Erikson, Sullivan and Rogers Impression Formation. Theories of Attribution: Kelly, Weiner, Jones and Davis. (12 Hours)

<b>Unit III</b>	<p>Leadership: Concept &amp; Nature, Theories of leadership, Situation approach, Trait approach, Functional approach &amp; Fields leadership styles – Autocratic, Democratic, Task oriented, people oriented.</p> <p>Interpersonal Attraction: Concept, Determinants. Establishing Friendships. Personal Relationships: Self disclosure, Relationship maintenance. (12 Hours)</p>
<b>Unit IV</b>	<p>Aggression: Nature, causes and management; Violence, family violence.</p> <p>Group : Types, group cohesion, group behavior, conformity, obedience, compliance. (12 Hours)</p>
<b>Unit V</b>	<p>Prejudice: Nature, Cognitive base, reducing prejudice.</p> <p>Attitude : Nature, Formation and Change, its theoretical orientation – Festinger’s Dissonance and Mc Gurie’s Inoculation theory; Functional theory of Kelman, Katz and Smith. (12 Hours)</p>
<b>Text Books :</b>	<ul style="list-style-type: none"> <li>● Baron, R.A. and Byrne, D. (2003). Social Psychology, New Delhi: Prentice Hall.</li> </ul>
<b>Reference Books :</b>	<ul style="list-style-type: none"> <li>● Crano, W.D. Messe, L.A. (1982). Social Psychological Principles and Themes of Interpersonal Behaviour: Dorsey Press.</li> <li>● Forsyth, D. (1983). An Introduction to Group Dynamics, Monterey, Calif: Brooks</li> <li>● Cole. Kakkar, S. (1977). Culture and Psychology, Delhi: Oxford University Press.</li> <li>● Leary, M.R. (Ed). (1995). State of Social Psychology, Issues, Themes, Controversies, London: Sage Publication. Lindgren,</li> <li>● H.C.(1973). An Introduction to Group Dynamics, Monterey, Calif : Brooks Cole.</li> <li>● Lindsmith, A.R., Strauss, A.Z. and Densin, N. K. (1988). Social Psychology, New Jersey : Prentice Hall.</li> <li>● Lindzey, G. and Aronsen, E. (1985). Handbook of Social Psychology (Vol. 1 to 5), New York: Random House.</li> <li>● McDavid, J.W. and Harari, H. (1968). Social Psychology, New Jersey: Prentice Hall.</li> <li>● Triandis, H.C. (1994). Culture and Social Behaviour, New York: McGraw Hill.</li> </ul>

<b>PG SEMESTER II</b>	
<b>Subject : Psychology</b>	
<b>Code of the course</b>	PSY8101T
<b>Title of the course</b>	Health Psychology
<b>Qualification level of the course</b>	NHEQF Level 6
<b>Credit of the course</b>	4
<b>Type of the course</b>	Generic Elective Course (GEC) in Psychology
<b>Delivery type of the course</b>	40 Lectures+10(Formative and Diagnostic Assessment)+10 Tutorial
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	To understand the spectrum of concept of health and its psychological perspectives.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will be able to understand bio-psycho-socio aspects of health.</li> <li>● Students will develop health promoting lifestyle.</li> <li>● Students will learn better health management.</li> </ul>
<b>Syllabus</b>	
<b>Unit I</b>	Introduction to health Psychology: Meaning of Health, Components of health. Nature, scope and development of Health Psychology. Mind- Body connection, The role of Health Psychologist. Research methods in Health Psychology. (12 Hours)
<b>Unit II</b>	Models of Health- Bio-psycho-social and cultural models, Health Belief models. Characteristics of Health related behavior and barriers to health behavior. (12 Hours)
<b>Unit III</b>	Chronic diseases [Diabetes, Hypertension, Coronary Heart Disease], Psychoneuroimmunology [Cancer, HIV/AIDS]. Stress: Nature and sources of stress, effects of stress on physical and mental health, coping and stress management. Role of Social support in stress management. (12 Hours)
<b>Unit IV</b>	Physical and mental health related issues in children, Adolescents, Women & elderly. Health promoting lifestyle: exercise, nutrition, Health damaging lifestyle: health compromising behaviors, Illness management. (12 Hours)
<b>Unit V</b>	Health and wellbeing: role of media & health- impact of media on health related behavior, Digital etiquettes, parental mediation of digital usage, role of Positive emotions & health – human strengths, virtues, cultivating inner strength. (12 Hours)
<b>Text Books:</b>	1. Friedman – DiMateo. (1989). Health psychology. New York: Prentice Hall.

	<ol style="list-style-type: none"> <li>2. Mark, D.F., Murray, M., Evans, B., &amp; Willig, C. (2000). Health psychology: Theory, research and application. New Delhi: Sage Publication.</li> <li>3. Misra, G. (Ed) 1999. Psychological perspectives on stress and health. New Delhi: concept Publication.</li> <li>4. Pestonjee, D.M. 1999. Stress and coping: The Indian experience. New Delhi: Sage Publication.</li> <li>5. Taylor,S.E. (2006). Health Psychology, 6th ed New Delhi: Tata McGraw Hill</li> <li>6. Synder, C.R., &amp; Lopez, S.J. (2007). Positive Psychology: The scientific and practical exploration of human strengths. Thousand Oaks, CA:Sage</li> </ol>
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>1. Bennett, P., weinman, J., &amp; Spurgeon, P. (Eds.) 1990. Current development in health psychology. U.K. Harwood Academic Publishers.</li> <li>2. Feuerstein, M. Elise, R.L. &amp; Kuczmierciym. A.K. (1986). Health psychology: A psychological perspective. New York: Plenum Press.</li> <li>3. Spaceman, S., &amp; Oskamp, S.(1998). The social psychology of health. New York: Sage publication.</li> </ol>