

**MohanlalSukhadia University**

**Udaipur- Rajasthan**

**Department of Psychology**



**Master of Arts**

**As per the NEP-2020**

**(Semester I to IV)**

**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	DCC	PSY8000T	Theoretical perspectives of Psychology	L	T	-	60	4	4	20	80	100	
		DCC	PSY8001T	Experimental Psychology	L	T	-	60	4	4	20	80	100	
		DCC	PSY8002T	Biopsychology	L	T	-	60	4	4	20	80	100	
		DCC	PSY8003T	Research Methodology	L	T	-	60	4	4	20	80	100	
		DCC	PSY8004P	Practical-I (Experimental Psychology)	-	-	P	120	4	4	20	80	100	
		DCC	PSY8005P	Practical-II (Research Methods)	-	-	P	120	4	4	20	80	100	
8	II	DCC	PSY8006T	Cognitive Psychology	L	T	-	60	4	4	20	80	100	
		DCC	PSY8007T	Psychological Testing	L	T	-	60	4	4	20	80	100	
		DCC	PSY8008T	Psychological Statistics	L	T	-	60	4	4	20	80	100	
		DCC	PSY8009P	Practical-I (Social Psychology & Psychological Testing)	-	-	P	120	4	4	20	80	100	
		DCC	PSY8010P	Practical-II (Psychological Statistics)	-	-	P	120	4	4	20	80	100	

		GEC	PSY810 0T	Applied Social Psychology	L	T	-	60	4	4	20	80	100	
			PSY810 1T	Health Psychology	L	T	-	60	4	4	20	80	100	
9	III	DCC	PSY901 1T	Career Counselling	L	T	-	60	4	4	20	80	100	
		DCC	PSY901 2T	Positive Psychology	L	T	-	60	4	4	20	80	100	
			PSY910 2T	Clinical Psychopathology	L	T	-	60	4	4	20	80	100	
		DSE-I	PSY910 3T	OrganisationalBeh aviour	L	T	-	60	4	4	20	80	100	
			PSY910 4T	Educational Psychology	L	T	-	60	4	4	20	80	100	
			PSY910 5T	Psychological Therapies-I	L	T	-	60	4	4	20	80	100	
		DSE-II	PSY910 6T	Human Resource Management	L	T	-	60	4	4	20	80	100	
			PSY910 7T	Disorders of Childhood and Adolescents	L	T	-	60	4	4	20	80	100	
			PSY910 8P	Practical-II A (Clinical Psychology)	-	-	P	120	4	4	20	80	100	
		DSE-III	PSY910 9P	Practical-II B (Industrial Psychology)	-	-	P	120	4	4	20	80	100	
			PSY911 0P	Practical-II C (Education Psychology)	-	-	P	120	4	4	20	80	100	
		GEC	PSY911 1P	Practical-I (Wellbeing Lab )	-	-	P	120	4	4	20	80	100	
			PSY911 2P	Understanding Self	-	-	P	120	4	4	20	80	100	
9	IV	DCC	PSY901 3T	Psychometrics and Scaling	L	T	-	60	4	4	20	80	100	

			PSY911 3T	Developmental Psychology	L	T	-	60	4	4	20	80	100	
		DSE- IV	PSY911 4T	Sports Psychology	L	T	-	60	4	4	20	80	100	
			PSY911 5T	Personality Theories	L	T	-	60	4	4	20	80	100	
			PSY911 6T	Clinical Assessment	L	T	-	60	4	4	20	80	100	
		DSE- V	PSY911 7T	Training and Development	L	T	-	60	4	4	20	80	100	
			PSY911 8T	Vocational Psychology	L	T	-	60	4	4	20	80	100	
			PSY911 9T	Psychological Thereapies-II	L	T	-	60	4	4	20	80	100	
		DSE- VI	PSY912 0T	Entrepreneurship Psychology	L	T	-	60	4	4	20	80	100	
			PSY912 1T	Counselling Psychology	L	T	-	60	4	4	20	80	100	
		DSE- VII	PSY912 2P	Practical-I (Psychometrics & Developmental Psychology)	-	-	P	120	4	4	20	80	100	
			PSY912 3P	Practical-I (Personality Assessment)	-	-	P	120	4	4	20	80	100	
			PSY912 4P	Practical-II A (Clinical Psychology)	-	-	P	120	4	4	20	80	100	
		DSE- VIII	PSY912 5P	Practical-II B (Industrial Psychology)	-	-	P	120	4	4	20	80	100	
			PSY912 6P	Practical-II C (Education Psychology)	-	-	P	120	4	4	20	80	100	

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 New York, 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. UchhatarSamanyaManovigyan</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. Endocrine glands: 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>● Pines, 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>

**Reference Books :**

1. Wiley. Dennis, H. And Duncun, C. (2005). Introduction to Research Methods in Psychology. New Delhi Pearson.
2. Guthrie, G. (2010). Basic Research Method. New Delhi : Sage.
3. Kline, T.J.B. (2005). Psychological Testing. New Delhi Vistaar Publication
4. Mc Burney, D.H. and White, T.L (2007). Research Methods. New Delhi:
5. Cengage Best,J.W. & Kahn, J.V (2005). Research in Education. Prentice-Hall of India.(9th ed.).  
Bordens,K.S.&Abbot,B.B. (2002) Research Designs and Methods: A Process Approach.McGraw-Hill(5th ed).
6. Cozby,P.C. (1997) Methods in Behavioral Research. Mayfield Publishing Company.(6thed). Creswell, J.W. (2007)
7. Qualitative inquiry & Research Design. Sage Publications (2nd ed)
8. Heppner,P.P, Wampold,B.E. &Kivilighan,D.M. (2008). Counseling Research.BrooksCole.
9. Kothari,C.R. (2003) Research methodology: Methods and techniques.VishwasPrakashan(2nd ed). McBurney, D.H. (2001) Research methods.
10. Thomson (5th ed). Publication Manual of the American Psychological Association (6thed).

<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>

<p><b>Textbooks :</b></p>	<ul style="list-style-type: none"> <li>● Singh, A. K. UchhatarSamanyaManovigyan (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>
<p><b>Reference books :</b></p>	<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-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 style="padding-left: 40px;">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)

<p><b>Text Books :</b></p>	<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>
<p><b>Reference Books :</b></p>	<ul style="list-style-type: none"> <li>● Bhargava. M. (1971). AadhunikManovigyanicParikshanAvamMapan. 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>	

<p><b>Text Books :</b></p>	<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>
<p><b>Reference Books :</b></p>	<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>PGSEMESTER 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>	<ol style="list-style-type: none"> <li>1. Friedman – DiMateo. (1989). Health psychology. New York: Prentice Hall.</li> <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</li> </ol>

	<p>stress and health. New Delhi: concept Publication.</p> <p>4. Pestonjee, D.M. 1999. Stress and coping: The Indian experience. New Delhi: Sage Publication.</p> <p>5. Taylor,S.E. (2006). Health Psychology, 6th ed New Delhi: Tata McGraw Hill</p> <p>6. Synder, C.R., &amp; Lopez, S.J. (2007). Positive Psychology: The scientific and practical exploration of human strengths. Thousand Oaks, CA:Sage</p>
<b>Reference Books:</b>	<p>1. Bennett, P., weinman, J., &amp; Spurgeon, P. (Eds.) 1990. Current development in health psychology. U.K. Harwood Academic Publishers.</p> <p>2. Feuerstein, M. Elise, R.L. &amp;Kuczmiereym. A.K. (1986). Health psychology: A psychological perspective. New York: Plenum Press.</p> <p>3. Spaceman, S., &amp;Oskamp, S.(1998). The social psychology of health. New York: Sage publication.</p>



PG Semester-III	
Subject: Psychology	
<b>Code of the course</b>	PSY9011T
<b>Title of the course</b>	Career Counseling
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory Course in Psychology
<b>Delivery type of the course</b>	Lecture, 40+20=60. The 40 lectures for content delivery and 20 hours on tutorial
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of the concepts of guidance and counselling.</li> <li>• Acquire the skills necessary for counselling.</li> <li>• Know about different areas of counselling.</li> <li>• Create awareness about the working of guidance organizations.</li> <li>• Know about the basic needs of guidance services.</li> <li>• Develop knowledge about different fields of Guidance &amp; Counselling.</li> <li>• Know about the necessity of Guidance &amp; Counselling</li> <li>• Know about the nature, needs, and types of Psychological Assessment</li> <li>• Know the difference between assessment and evaluation. Develop an understanding of the concept of tools &amp; techniques.</li> <li>• Know about the different types of Tests in Guidance &amp; Counselling.</li> <li>• Administer and interpret different types of Observational Instruments.</li> </ul>
<b>Learning Outcomes</b>	<p>By the end of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the concepts of guidance and counselling.</li> <li>2. Acquire the skills necessary for counselling.</li> <li>3. Discuss the various areas of counselling.</li> <li>4. Create awareness about the working of guidance organizations.</li> <li>5. Express the necessity of guidance and counselling.</li> <li>6. Differentiate between assessment and evaluation.</li> <li>7. Interpret different types of observational instruments.</li> </ol>
Syllabus	
Unit I	<p><b>Conceptual framework of Guidance&amp;Counselling:</b> Meaning, Nature, Goals and Objectives, Assumptions; Types of Counselling, Ethics in Counselling. Becoming an effective Counsellor: Personal qualities of counsellor, Roles &amp; Responsibilities, Common pitfalls faced by beginning counsellors. Skills Used in Counselling. (12 Hours)</p>

Unit II	<b>Theories of Career Counseling:</b> (1) theory of work adjustment; (2) Holland's theory of vocational personalities in the work environment; (3) the self-concept theory of career development formulated by Super and more recently by Savickas; (4) Gottfredson's theory of circumscription and compromise; and (5) social cognitive career theory. (12 Hours)
Unit III	<b>The Counselling Process:</b> Inviting and building the Counselling relationship, Core Conditions of counselling, Counsellors' actions impeding the counselling session. The Counselling Process II: Goals and methods of in-depth exploration, Commitment to action, Goal Setting, Design and implementation of action plan, Termination(12 Hours)
Unit IV	<b>Observation instruments:</b> Sociometric Appraisal of Students and Sociometric Techniques. Kuder Occupational Interest Survey. Interview – types, procedure, and limitations. Case Study - Chronological and Cross-sectional. Cumulative Record Card (CRC). Anecdotal Record Card (ARC). Diary & Questionnaire, Rating Scale, Projective and Semi-Projective type of tests; Paper-Pencil test, Speed and Power test. Self-reporting techniques: Self-expression, Essays, Self-description, Self-awareness exercises.(12 Hours)
Unit V	<b>Different Tests in Career Counselling:</b> Assessment of intellectual and cognitive abilities: Attention, memory, intelligence, Attitude, & Aptitude. Career-related Assessment: Aptitude and vocational interest; Career search Self-efficacy. MBTI and Holand's Vocational Preference Inventory. Mental health and Personality Assessment: Psychosocial adjustment; Anxiety, Stress, Depression, and Somatic Complaints. Personality assessment: Projective and psychometric tests (12 Hours)
Text Books :	<ul style="list-style-type: none"> <li>• Chauhan, S. S. (2009). Principles and Techniques of Guidance, UP: Vikas Publishing House Pvt Ltd.</li> <li>• James, C.H. (1992). Counselling process and procedures, New York: McMillan Co.</li> <li>• 3. Warters, Jane (2006). Techniques of counselling, McGraw- Hill Education</li> </ul>

Reference Books :

- Traxler, Arthur E. (1957). Techniques of Guidance, New York, Harper & brothers
- Anastasi, Anne & Urbina, Susana (2007). Psychological Testing, PHI Learning Private Limited. New Delhi
- Bhatnagar, A., & Gupta, N. (1999). Guidance & Counselling: A Practical Approach (Vol. I & II). New Delhi: Vikas
- Gelso, C., & Fretz, B. (2001). Counselling Psychology. USA: Harcourt College.
- Gibson, R. L., & Mitchell, M. H. (2008). Introduction to Counselling and Guidance. Delhi: PHI Learning.
- Parrott, L. (2003). Counselling and Psychotherapy. United States.

PG Semester-III	
Subject : Psychology	
<b>Code of the course</b>	PSY9012T
<b>Title of the course</b>	Positive Psychology
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Centric Compulsory (DCC) Course 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>	<ul style="list-style-type: none"> <li>• To enable students to understand basic concepts of positive psychology</li> <li>• It also aims to students to identify and appreciate the strengths in oneself and in others</li> </ul>
<b>Learning Outcomes</b>	
Syllabus	
<b>Unit I</b>	<b>Introduction to Positive Psychology:</b> Concept, Nature, Dimension, History and scope of Positive Psychology. Seligman's PERMA(12 Hours)
<b>Unit II</b>	<b>Strengths and Virtues :</b> Classification and Measures of Human Strengths:Gallup's Clifton Strength Finder.VIA Classification;Identifying Personal Strengths.(12 Hours)
<b>Unit III</b>	<b>Positive Emotional States and Processes :</b> Positive Emotion and well-being : Hope , Optimism , Love. The positive psychology of Emotional Intelligence. Happiness and Well Being , Types of Happiness – Eudemonic and Hedonic(12 Hours)
<b>Unit IV</b>	<b>Positive Cognitive States and Processes:</b> Self Efficacy, Mindfulness, Flow,Spirituality,Wisdom and Courage (12 Hours)

<b>Unit V</b>	<b>Pro-Social Behaviour:</b> Empathy, Altruism, Gratitude and Forgiveness. Resilience Growth through Trauma (12 Hours) –
<b>Textbooks :</b>	<ul style="list-style-type: none"> <li>• Snyder, C.R. Lopez, S.J. (2012). Positive Psychology. New Delhi: Sage.</li> <li>• Baumgardner, S. Crothers, M. (2009). Positive Psychology. New Delhi: Pearson Education.</li> <li>• Snyder, C.R. Lopez J. (2005). Handbook of Positive Psychology. New York: Oxford</li> </ul>
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Argyle, M. (1987). The Psychological of Happiness. London: Methuen.</li> <li>• Carr, A. (2011). Positive Psychology, The science of happiness and human strengths. New York: Routledge.</li> <li>• Wong, P.T. and Fry. (1998). The Human Quest for Meaning. Mahwah, New Jersey: Lawrence Erlbaum.</li> <li>• Singh, A. (2013). Behavioral Science : Achieving behavioral excellence for success, New Delhi: Wiley India Pvt Ltd.</li> <li>• Carr, A. (2004). Positive Psychology, The science of happiness and human strengths. New York: Brunner - Routledge.</li> </ul>

PG Semester-III	
Subject: Psychology	
<b>Code of the course</b>	PSY9102T
<b>Title of the course</b>	Clinical Psychopathology
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective (DSE-I) 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>	<ul style="list-style-type: none"> <li>The main objective is to provide an understanding of the background knowledge of the various mental disorders and their etiology, courses, and treatment.</li> </ul>
<b>Learning Outcomes</b>	<p>By the end of this Course, the students will be able to:</p> <ol style="list-style-type: none"> <li>Classify the major characteristics of common mental disorders.</li> <li>Discover the classification system, its advantages, and disadvantages.</li> </ol> <p>Distinguish the difference between normality and pathology.</p>
Syllabus	
<b>Unit I</b>	<p>Introduction: the concept of normality and pathology. Historical background</p> <p>Causal Factors: Biological, Psychological, and Sociocultural Factors.(12 Hours)</p>
<b>Unit II</b>	<p>Classification of Mental Disorder: DSM 5 &amp; ICD 11. Advantages and disadvantages of the classification system.</p> <p>Diathesis stress model; Vulnerability, Resilience, and coping paradigm(12 Hours)</p>
<b>Unit III</b>	<p>Mood Disorder: unipolar, dysthymic, major depressive disorder; Bipolar and related disorders: cyclothymic, bipolar (I and II): clinical picture, causal factors, treatment</p> <p>Panic, Anxiety, obsessions, and their disorders: overview, phobia, Generalized anxiety disorder, obsessive-compulsive and related disorder: clinical picture, causal factors, treatment.(12 Hours)</p>
<b>Unit IV</b>	<p>Personality Disorders: cluster A, cluster B, cluster C: clinical picture, causal factors, treatment</p> <p>Schizophrenia and other psychotic disorders: clinical picture, positive and negative symptoms, criteria.(12 Hours)</p>
<b>Unit V</b>	<p>Somatic symptom: introduction, Hypochondriasis, somatization disorder, pain disorder, conversion disorder; Dissociative disorders: introduction, Depersonalization/ derealization, Dissociative Amnesia, fugue, dissociative identity disorder: clinical picture, causal factors, treatment</p> <p>Substance-Related Disorders, Eating Disorders, Sleep disorders: clinical picture and treatment.(12 Hours)</p>

<b>Text books :</b>	<ul style="list-style-type: none"> <li>• Butcher, J.N, Hooley J.M., Mineka, S. Dwivedi, C.B. (2018). Abnormal Psychology. Sixteenth Edition. Pearson India Education Service Pvt. Ltd.</li> <li>• Sarason, I.G. &amp; Sarason, R.B. (2002). Abnormal Psychology: The problem of Maladaptive Behaviour (10<sup>th</sup> edition) Delhi: Pearson education.</li> </ul>
<b>Reference books:</b>	<ul style="list-style-type: none"> <li>• Adams, P.B. &amp; Sutker, H.E. (2001). Comprehensive Handbook of Psychopathology (3<sup>rd</sup> edition). New York: Springer</li> <li>• Craighead, W.E., Miklowitz, D.J. &amp; Craighead, L.W. (2008). Psychopathology: History, Diagnosis and Empirical Foundations. New York: John Wiley and sons.</li> </ul>

PG Semester-III	
Subject : Psychology	
<b>Code of the course</b>	PSY9103T
<b>Title of the course</b>	Organizational Behaviour
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective(DSE-I) 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>	<ul style="list-style-type: none"> <li>• To develop understanding about dimensions of human behavior in organizations</li> <li>• To impart knowledge about the organizational practices for optimum work performance and creating inclusive work environments</li> <li>• To develop skills to analyze situations and solve organizational conflicts through appropriate decision making and leadership styles</li> </ul>
<b>Learning Outcomes</b>	
Syllabus	
<b>Unit I</b>	Organization Behaviour: Definition, Scope and Historical Development, Theories of Work Motivation: Maslow, Alderfer, McGregor, Herzberg, McClelland. Expectancy theory, Goal Setting theory(12 Hours)
<b>Unit II</b>	Organization Structure: Meaning and types Communication at Workplace: Effective communication strategies, Conflict resolution and negotiation Strategies of building and maintaining positive relationships at workplaces(12 Hours)
<b>Unit III</b>	Job satisfaction: Meaning, Factors, Importance and Techniques Industrial morale Measurement, Boosting Employee morale Assessment of Job Satisfaction Ergonomics: Designing a work-station. Man-Machine System(12 Hours)
<b>Unit IV</b>	Leadership: Theories of leadership- trait, Group, Exchange, Contingency, Path, Goal Leadership Theory, Leadership styles: Managerial Grid, Blake and Mouton Managerial Grid. Assessment of Leadership(12 Hours)
<b>Unit V</b>	Group: Meaning and Types. Group Formation and Development stages. Team dynamics, roles and norms. Assessing team role (Belbin) Managing Organizational Change and Resistance(12 Hours)
<b>Textbooks :</b>	<ul style="list-style-type: none"> <li>• Robbins, S. P., &amp; Judge, T. A. (2019). Organizational behavior (18th ed.). Pearson.</li> <li>• Luthans, F. (2011). Organizational behavior: An evidence-based approach. McGraw-Hill Education.</li> <li>• Greenberg, J. (2016). Behavior in organizations (11th ed.). Pearson.</li> </ul>



**Reference books :**

- Spector, P. E. (2012). Industrial and organizational psychology: Research and practice. John Wiley & Sons.
- Landy, F. J., & Conte, J. M. (2016). Work in the 21st century: An introduction to industrial and organizational psychology. John Wiley & Sons.
- Muchinsky, P. M., & Culbertson, S. S. (2016). Psychology applied to work: An introduction to industrial and organizational psychology. Hypergraphic Press.
- Rigoni, U., & O'Boyle, E. H. (2018). Applied industrial/organizational psychology. SAGE Publications.
- Guion, R. M. (2011). Assessment, measurement, and prediction for personnel decisions. Psychology Press.

PG Semester-III	
Subject : Psychology	
Code of the course	PSY9104T
Title of the course	Educational Psychology
Qualification level of the course	NHEQF Level 6.5
Credit of the course	4
Type of the course	Discipline Specific Elective Course (DSE-I) in Psychology
Delivery type of the course	40 Lectures -10 ( Formative and Diagnostic Assessment ) + 10 Tutorial
Prerequisites	Graduation
Co-requisites	None
Objectives of the Course	<ul style="list-style-type: none"> <li>To enable students to understand basic concepts of educational psychology.</li> </ul>
Learning Outcomes	
Syllabus	
Unit I	Meaning of Education and Educational Psychology, Scope and Importance of Educational Psychology. Meaning, scope, and importance of studying child development, Importance of Environment & Developmental Characteristics of Child Development regarding Physical, Psychological, Moral and Emotional aspects. (12 Hours)
Unit II	Learning: Concept and factors affecting learning. Approaches to Learning: Relevance and the applications of cognitive approaches, Gestalt behaviourist and social cognitive. Motivation – Meaning in educational concept Maslow & Hierarchy of needs and motivational Devices for Classroom teaching. (12 Hours)
Unit III	Individual differences – Nature, Types, Causes, Accommodating Individual differences in classroom Intelligence, Nature and characteristics, theories of Intelligence-two factor theory of Spearman, Guilford structure of Intelligence Gardner's theory of multiple Intelligence. Daniel Goleman's model of Emotional Intelligence, Evaluation in Education Types of tests, Characteristic of a Psychological, Measurement of Intelligence types of Intelligence test verbal and Nonverbal and performance test. (12 Hours)
Unit IV	Concept and Nature of Teaching Relation between teaching and learning Principles of Teaching Approaches to teaching – Participatory, child centered characteristics and use in teaching. (12 Hours)
Unit V	Method of Teaching-Play Methods in Education, Montessori Method Understanding differences based on cognitive abilities in children with learning difficulties for distance, slow learning and dyslexic (12 Hours)
Textbooks :	<ul style="list-style-type: none"> <li>S.K. Mangal (2002): Advanced Educational Psychology. PHI Learning Private Limited, Delhi</li> </ul>

	<ul style="list-style-type: none"> <li>• S.S. Mathur: Educational Psychology. Vinod PustakMandir.</li> </ul>
Reference Books:	<ul style="list-style-type: none"> <li>• SlavinNDavis(2006)EducationalPsychology:Theor yandPractice.AcademiaEducation</li> <li>• DashandDash.Fundamental of Educational Psychology</li> <li>• Woolfolk, A. E. (2012). Educational psychology (12th edition). Boston, MA: Allyn and Bacon</li> </ul>

PG Semester-III	
Subject : Psychology	
<b>Code of the course</b>	PSY9105T
<b>Title of the course</b>	Psychological Therapies–I
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective– II (DSE- II) 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>	<ul style="list-style-type: none"> <li>The main objective is to provide an understanding of different psychological intervention approaches.</li> </ul>
<b>Learning Outcomes</b>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>create understanding for Indian and western approaches of psychotherapy</li> <li>evaluate different psychological interventions</li> <li>differentiate between different psycho therapies apply psycho therapeutic procedure for different clients</li> <li>remember different therapy approaches</li> </ul>
Syllabus	
<b>Unit I</b>	Introduction to interventions. Definition of psychotherapy. Goals of intervention. Professional issues-training, ethical issues, personal characteristics of therapists, future of therapy. Psychotherapy in India. Development and current status. Yoga and Buddhist traditions in therapy (12 Hours)
<b>Unit II</b>	Psychoanalytical therapies, Brief dynamic therapies, Indications and evaluation. Neo Freudian approach, Ego analytical therapies. Current status and evaluation. (12 Hours)
<b>Unit III</b>	Humanistic Existential approaches-Rogerian and Gestalt therapy (12 Hours)
<b>Unit IV</b>	Group approaches. Nature of group therapy. Utility evaluation. Family therapy, general types, need and application. (12 Hours)
<b>Unit V</b>	Community based intervention. Mental Health Models: Difference between

	therapeutic and community health models. Concepts of Prevention, Crisis Intervention and Rehabilitation. (12 Hours)
<b>Text books :</b>	<ul style="list-style-type: none"> <li>• Aveline.M.&amp;Shapiro.D.A.(1995)Eds,Researchforpsychotherapypractice. Wiley.</li> <li>• Bergin, A.E. &amp; Garfield, S.L. (1994). Eds. Handbook of psychotherapy &amp; behavioural change. 4ed. NY: Wiley.</li> <li>• Jones, C. C. (1993). Family System therapy: Wiley.</li> <li>• Lane, D &amp; Miller, A (1992). Eds. Child &amp; Adolescent therapy. A handbook. Milton Keynes Open Uni. Press.</li> <li>• Messer, S.B. &amp; Kaslow, N.J. (2020). Essential Psychotherapies: Theory and Practice (4<sup>th</sup> edition). Guilford Press.</li> <li>• Norcross. J.C (1980). Handbook of psychotherapy integration (Ed.) New York: Basis books</li> <li>• Spiegler. M.D. (1997). Contemporary Behaviour Therapy. New Delhi, Sage Publications.</li> </ul>
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Bellack, A.S., Hersen M. &amp; Kazdin, A.E. (1983). International handbook of behavioural modification and therapy. New York: Plenum Press.</li> <li>• Srinivasa Murthy &amp; Barbara. J. Buras. (1992). Eds. Community mental health proceedings of the Indo-US symposium. Bangalore: NIMHANS</li> <li>• Steven Jay Lynn &amp; John P, G. (1985). Contemporary psychotherapeutic models and methods, Ohio, Charles E. Merritt.</li> <li>• Wolberg. L.R. (1989). The technique of psychotherapy. Vol. I &amp; II. London. Warburg and Heinemann</li> </ul>

PG Semester-III	
Subject : Psychology	
<b>Code of the course</b>	PSY9106T
<b>Title of the course</b>	Human Resource Management
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective – II (DSE-II) 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>	<ul style="list-style-type: none"> <li>The main objective is to make students understand about the importance of human resource.</li> </ul>
<b>Learning Outcomes</b>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>create understanding regarding importance of human resource in attaining organisation goals</li> <li>differentiate between Methods of Performance Appraisal</li> <li>demonstrate principles of employee selection</li> <li>interpret and use psychological techniques</li> </ul>
Syllabus	
<b>Unit I</b>	Management of Human Resources in Organization, Recruitment and Selection Process Communication in Organization: Type and Functions of Communication. Barriers to effective Communication. (12 Hours)
<b>Unit II</b>	Conflict and Negotiation Conflict: Meaning & Process, Bargaining Strategies, Negotiation Process HR Policies for employee engagement and welfare (12 Hours)
<b>Unit III</b>	Performance appraisal : Methods of Performance Appraisal 360 degree, 540 degree and 720 degree Feedback, HR Audit, Competency Mapping (12 Hours)
<b>Unit IV</b>	Organization Structure : Chain of command, Centralization and decentralization Span of control. Simple Bureaucracy and Matrix structure. New Designs of organization (12 Hours)
<b>Unit V</b>	Principle of Employee selection, Uses of Psychological techniques, Person – Job Fit, Person Organization fit (12 Hours)

<b>Text books :</b>	<ul style="list-style-type: none"> <li>• Alan Price, Human Resource Management, Cengage Learning, Newdelhi, 2007</li> <li>• Aswathappa, Human Resource Mangement, Tata McGraw Hill, NewDelhi, 2010</li> <li>• Garry Dessler&amp;Varkkey, Human Resource Management, Pearson, New Delhi, 2009</li> </ul>
<b>Referenc e Books:</b>	<ul style="list-style-type: none"> <li>• Pravin Durai, Human Resource Mangement, Pearson, New Delhi,2010</li> <li>• Snell, Bohlander&amp; Vohra, Human Resources Management, Cengage, NewDelhi, 2010</li> <li>• VenkataRatnam C. S. &amp;Srivatsava B. K., Personnel Management and Human Resources, Tata Mc-GrawHill, NewDelhi</li> </ul>

PG Semester-III	
Subject : Psychology	
<b>Code of the course</b>	PSY9107T
<b>Title of the course</b>	Disorders of Childhood and Adolescents
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective – II (DSE-II) 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>	<ul style="list-style-type: none"> <li>The main objective is to provide an understanding about disorders of childhood and adolescents.</li> </ul>
<b>Learning Outcomes</b>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>create understanding for underline cause for childhood disorders</li> <li>differentiate between different types of disorders</li> <li>demonstrate clinical picture and causal factors of disorders</li> <li>identify types of disorders like SCD, ASD, DMDD, ODD etc.</li> </ul>
Syllabus	
<b>Unit I</b>	Neurodevelopmental Disorder: ClinicalPicture and CausalFactors (12 Hours)
<b>Unit II</b>	Communication Disorder – Childhood Onset Fluency Disorder, Social Communication Disorder (or SCD):ClinicalPictureandCausalFactors(12 Hours)
<b>Unit III</b>	Attention-Deficit andDisruptiveBehaviourDisorders:Nature,Types,ClinicalPictureand CausalFactors Autism Spectrum Disorder: ClinicalPictureand CausalFactors(12 Hours)
<b>Unit IV</b>	Pervasive Developmental and Communication Disorders : Nature, Types, Clinical PictureandCausalFactorsand Disruptive Mood Dysregulation Disorder (or DMDD) (12 Hours)
<b>Unit V</b>	Feeding and EatingDisorders:ClinicalPictureandCausalFactors Conduct Disorder: ClinicalPicture and CausalFactors Oppositional Defiant Disorder: ClinicalPicture and CausalFactors(12 Hours)
<b>Text books :</b>	<ul style="list-style-type: none"> <li>Carson, R.C., Butcher, J.N., Mineka, S. And Hooley, J.M. (2007). Abnormal Psychology. Pearson.</li> <li>Kaplan, H.J. and Sadock, B.J. (2004). Comprehensive Textbook of psychiatry, Baltimore : Williams and Wilkins.</li> <li>Parritz, R. H. &amp; Troy, M. F. (2014). Disorders of Childhood, Development and Psychopathology (2nd ed.). Boston, MA: Cengage Learning.</li> <li>Sarason, I.G. and Sarason, B.R. (2005) Abnormal Psychology: The Problem ofMaladaptive</li> </ul>



	Behaviour.Delhi,PersonEducation
<b>Reference Books:</b>	<ul style="list-style-type: none"><li>• Diagnostic and statistical manual of mental disorders. (DSM-V-TR 2022) Washington, D.C. APA Publication</li><li>• DSM V (2013) APA Publication</li></ul>

PG Semester-III	
Subject: Psychology	
<b>Code of the course</b>	PSY9108P
<b>Title of the course</b>	Practical-II A(Clinical Psychology)
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective (DSE-III) 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 provide an understanding of the various psychological tests and apparatus
<b>Learning Outcomes</b>	<p>By the end of this Course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Diagnose mental disorders.</li> <li>2. Characterize the mental disorders.</li> <li>3. Differentiate the difference between normality and pathology.</li> </ol> <p>Illustrate muscle relaxation.</p>
<b>Syllabus</b>	
<b>A student will be required to conduct any four practicals.</b>	
<ol style="list-style-type: none"> <li>1. PGI</li> <li>2. Clinical Rating Scale</li> <li>3. Electro sleep Apparatus</li> <li>4. Neuro Psychological Test</li> <li>5. Progressive Muscle Relaxation</li> <li>6. TAT</li> <li>7. Rorschach Ink Blot test</li> <li>8. MMPI</li> <li>9. 16PF</li> <li>10. Practical as per the suggestion of the teacher</li> </ol>	
<b>Reference:</b>	Manuals of Tests

PG Semester-III	
Subject : Psychology	
<b>Code of the course</b>	PSY9109P
<b>Title of the course</b>	Practical-IIB (Industrial Psychology)
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective (DSE-III) 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>	<ul style="list-style-type: none"> <li>To develop competencies and skills to use various psychological assessments at workplace</li> <li>To develop capability to conduct various organizational exercises for employee's well being and optimum performance</li> </ul>
<b>Learning Outcomes</b>	
Syllabus	
<p><b>A student will be required to conduct any four practicals.</b></p> <ol style="list-style-type: none"> <li>Leadership case study/Assessment</li> <li>Employee Morale</li> <li>FIRO-B/Interpersonal Relationship</li> <li>Organizational Climate/Culture</li> <li>Team Role Preference Assessment</li> <li>Job Satisfaction</li> <li>Corporate Social Responsibility Case Study</li> <li>Job Stress</li> <li>Goal Setting exercise</li> <li>Practical as suggested by the teacher</li> </ol>	
<b>Textbooks :</b>	<ul style="list-style-type: none"> <li>Spector, P. E. (2012). Industrial and organizational psychology: Research and practice. John Wiley &amp; Sons.</li> <li>Landy, F. J., &amp; Conte, J. M. (2016). Work in the 21st century: An introduction to industrial and organizational psychology. John Wiley &amp; Sons.</li> <li>3. Muchinsky, P. M., &amp; Culbertson, S. S. (2016). Psychology applied to work: An introduction to industrial and organizational psychology. Hypergraphic Press.</li> </ul>
<b>Reference books :</b>	<ul style="list-style-type: none"> <li>Rigoni, U., &amp; O'Boyle, E. H. (2018). Applied industrial/organizational psychology. SAGE Publications.</li> <li>Guion, R. M. (2011). Assessment, measurement, and prediction for personnel decisions. Psychology Press.</li> </ul>

PG Semester-III	
Subject : Psychology	
Code of the course	PSY9110P
Title of the course	Practical –II C(Educational Psychology)
Qualification level of the course	NHEQF Level 6.5
Credit of the course	4
Type of the course	Discipline Specific Elective (DSE-III) in Psychology
Delivery type of the course	Practical-120
Prerequisites	Graduation
Co-requisites	None
Objectives of the Course	<ul style="list-style-type: none"> <li>This course will provide This to know, understand, and apply evidence-based practices of assessment in school setup</li> </ul>
Learning Outcomes	<p>By the end of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>Evaluate the effect of reward on learning.</li> <li>Construct the objective type tests in a school subject that is formative assessment.</li> <li>Manageproblematic children.</li> <li>Illustrate the process of Counselling (Group and Career).</li> </ol>
Syllabus	
<p><b>A student will be required to conduct any four practicals.</b></p> <ol style="list-style-type: none"> <li>Effectofrewardonlearning</li> <li>ProblemChildren</li> <li>Constructionofobjective-type testsina schoolschoolsubject</li> <li>Counsellingtoanadolescent/childforaproblem</li> <li>CareerCounselling</li> <li>GroupCounselling</li> <li>Practicalasperthesuggestionoftheteacher</li> </ol>	
Textbooks :	<ul style="list-style-type: none"> <li>Reynolds, C. R., Livingston, R. B., and Willson, V. (2011). Measurement and assessment in education, (2nd ed.). New Delhi: PHI.</li> </ul>
Reference Books:	<ul style="list-style-type: none"> <li>Gibson,R.L.andMitchell,M.H.(2005)IntroductiontoCounsellingand Guidance. New Delhi: Pearson education.</li> <li>Gladding,S.(2009)Counselling: Acomprehensiveprofession.NewDelhi:Pearson Education</li> <li>SlavinNDavis(2006)EducationalPsychology:TheoryandPractice.AcademiaEducation</li> <li>Dash and Dash. Fundamental of Educational Psychology</li> <li>S.K. Mangal: Advanced Educational Psychology</li> </ul>

PG Semester-III	
Subject : Psychology	
<b>Code of the course</b>	PSY9111P
<b>Title of the course</b>	Practical-I : Well-Being Lab
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Generic Elective Course 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>	<ul style="list-style-type: none"> <li>• This course will provide an introduction to the science related to happiness, well-being, flourishing and the positive aspects of human experience. Students will gain an understanding of what contributes to well-being and how to build the enabling conditions of a life worth living.</li> <li>• Students will learn to Build relevant competencies for experiencing and sharing happiness as lived experience and its implications</li> </ul>
<b>Learning Outcomes</b>	
<b>Syllabus</b>	
<p><b>A student will be required to conduct any four practicals.</b></p> <ol style="list-style-type: none"> <li>1. Assessment of Virtues and Strengths</li> <li>2. Quality of life</li> <li>3. Mindfulness</li> <li>4. Optimism Scale</li> <li>5. The Science of Happiness</li> <li>6. Dance Therapy</li> <li>7. Meditation and yoga</li> <li>8. Gratitude Activities</li> <li>9. Forgiveness</li> <li>10. Resilience and well-being</li> </ol>	
<b>Textbook</b>	<ul style="list-style-type: none"> <li>• Lopez, Pedrotti, &amp; Snyder: Positive Psychology - The Scientific and</li> </ul>

s :	<p>Practical Explorations of Human Strengths (2019)</p> <ul style="list-style-type: none"> <li>• Compton, &amp; Hoffman : Positive Psychology - The Science of Happiness and Flourishing (2019)</li> <li>• Snyder, Lopez, Edwards, &amp; Marques (Eds.): Oxford Handbook of Positive Psychology (2017)</li> </ul>
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Snyder,C.R.Lopez, S.J.(2012).PositivePsychology.NewDelhi:Sage.</li> <li>• Baumgardner,S.Crothers,M.(2009).PositivePsychology.NewDelhi:Pearsoneducation.</li> <li>• Snyder, C.R.LopezJ.(2005).HandbookofPositivePsychology.NewYork:Oxford</li> <li>• Argyle,m.1987. the psychological of happiness.London: Methuen.</li> <li>• Carr,A.(2011). Positive Psychology, The science of happiness and human strengths. New York:Routledge.</li> <li>• Wong,P.T.andFry.(1998).TheHumanquestformeaning.Mahwah, NewJersey:Lawrence,Erlbum.</li> <li>• Singh,A. (2013). Behavioral science : Achieving behavioral excellence for success, New Delhi: Wiley India Pvt Ltd.</li> <li>• Carr,A.(2004). Positive Psychology, The science of happiness and human strengths. New York:Brunner - Routledge.</li> </ul>

PG Semester-III	
Subject : Psychology	
<b>Code of the course</b>	PSY9112P
<b>Title of the course</b>	Understanding Self
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Generic Elective Course 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>	<ul style="list-style-type: none"> <li>• To provide students an opportunity to be aware about their own self through various psychological assessment</li> <li>• To enable students assess one's mental health, career and self related psychological constructs</li> </ul>
<b>Learning Outcomes</b>	
<b>Syllabus</b>	
<p><b>A student will be required to conduct any four practicals.</b></p> <ol style="list-style-type: none"> <li>1. Self concept, Self esteem and self efficacy</li> <li>2. Personality</li> <li>3. Intelligence, Emotional Intelligence</li> <li>4. Anxiety</li> <li>5. Depression, Suicidal Ideation</li> <li>6. Aptitude, Interest</li> <li>7. Career Decision</li> <li>8. Attitude</li> <li>9. Work/Examination Stress</li> <li>10. Any other assessment</li> </ol>	
<b>Textbooks :</b>	<ul style="list-style-type: none"> <li>• Guion, R. M. (2011). Assessment, measurement, and prediction for personnel decisions. Psychology Press.</li> <li>• "The Structure of Personality" by Hans J. Eysenck</li> </ul>
<b>Reference books :</b>	<ul style="list-style-type: none"> <li>• "Motivation and Personality" by Abraham H. Maslow</li> <li>• "The Psychopathology of Everyday Life" by Sigmund Freud</li> </ul>

PG Semester-IV	
Subject : Psychology	
<b>Code of the course</b>	PSY9013T
<b>Title of the course</b>	Psychometrics and Scaling
<b>Qualification level of the course</b>	NHEQF Level 6.5
<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>	<ul style="list-style-type: none"> <li>To equip students with skills and competencies in the discipline of psychometric assessment</li> <li>To provide a comprehensive overview about various types of scaling techniques used in Psychology</li> <li>To impart knowledge and skills to the students regarding construction of various types of attitude scale</li> </ul>
<b>Learning Outcomes</b>	
Syllabus	
<b>Unit I</b>	Meaning of Psychophysics, its different problems, Classical and Modern psychophysics Weber-Fechner Law, Stevens' Power Law. Signal detection theory: Response types, Receiver Operating Characteristics Curve.(12 Hours)
<b>Unit II</b>	Method of Average Error, Muller Lyer Illusion, Space error, Movement error, Point of subjective Equality (P.S.E.) Method of Minimal Changes; Just Noticeable Difference, Just Not Noticeable Difference: Determination of Absolute Limen and Differential Limen.(12 Hours)
<b>Unit III</b>	Method of Constant stimuli for determination of Absolute limen and Difference limen. Advantages and disadvantages of various classical psychophysical methods(12 Hours)
<b>Unit IV</b>	Scaling: Meaning, Nature, Methods of scaling (Nominal, Ordinal, Interval, Ratio). Attitude Scale Construction: Thurston's Equal Appearing Interval Scale: Features and Selection of items. Likert's Summated Rating Scale: Features and Selection of Items (12 Hours)
<b>Unit V</b>	Difference between psychophysical and psychological scaling Method of Rank Order: Features and Process Method of Paired Comparison: Features and Process(12 Hours)
<b>Textbooks :</b>	<ol style="list-style-type: none"> <li>1. Guilford, J.P Psychometric Methods</li> <li>2. Edwards, A.L. Techniques of Attitude Scale</li> <li>3. Torgerson, W.S. Theory &amp; Method of Scaling.</li> <li>4. भार्गव एवंसक्सेना मनोभौतिकी एवंमनोमापन, हरप्रसादभार्गव</li> <li>5. भार्गव, महेश आधुनिकमनोवैज्ञानिकपरीक्षण एवंमापन, हरप्रसादभार्गव,</li> <li>6. Nunnly, J.C. (1987) Psychometric Theory, New York,</li> </ol>



	McGraw Hill.
<b>Reference books :</b>	<ol style="list-style-type: none"> <li>1. Anastasi                      Psychological Testing</li> <li>2. Freeman                      Psychological Testing</li> <li>3. Cronbach                      Psychological Testing</li> <li>4. Singh A.K. (1986)              Test, Measurements and Research Methods in BehaviourSciences</li> </ol>

PG Semester-IV	
Subject : Psychology	
<b>Code of the course</b>	PSY9113T
<b>Title of the course</b>	Developmental Psychology
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-IV) 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>	<ul style="list-style-type: none"> <li>The main objective is to provide an understanding the underlying principles of Human developments</li> </ul>
<b>Learning Outcomes</b>	
Syllabus	
<b>Unit I</b>	<b>Human Development:</b> Nature and Scope of Development. Domains of Human Development. Nature and Nurture Theory. Methods of studying Developmental Behaviour. Foundations of Development: Biological, Socio-Environmental and Cultural. Types of Influences: Internal and External, Normative and Non-Normative.(12 Hours)
<b>Unit II</b>	<b>Self and Identity:</b> Self Awareness, Self Concept and Self-Esteem (Carl Roger's Theory) , Cognitive Social and Cultural Influences; Identity Meaning; Construction and Influences on Identity Development.(12 Hours)
<b>Unit III</b>	<b>Psychoanalytic and Psychodynamic Theories:</b> Freud, Erikson and Bowlby. Social Learning and Cognitive Theories : Bandura, Piaget, Vygotsky; Information Processing Theory – Atkinson and Shiffron model(12 Hours)
<b>Unit IV</b>	<b>Emotional and Moral Development:</b> Functions of Emotions, Development of Emotional Expression, Temperament and Development. Moral Development: Piaget's and Kohlberg's Theories. (12 Hours)
<b>Unit V</b>	<b>Physical Development and Aging:</b> Building Blocks of Growth and Development; Gerontology and Theories of Aging: Damage Theories, Genetic Clock Theories and Bio-Psychosocial model.(12 Hours)
<b>Textbooks:</b>	<ul style="list-style-type: none"> <li>Santrock, J.W.(1999), Lifespan Development. New York, McGrawHil.</li> <li>Papalia, S. And Feldman, C. (2002), Adult Development and Aging. Delhi, Tata McGraw Hill.</li> <li>Berk, L.E.(2010) Development through the Life Span. Delhi,</li> </ul>

	<p>Pearson Education.</p> <ul style="list-style-type: none"> <li>• Sigelman, C.K. &amp; Rifer, E.A. (2009). Human Development. Wadsworth Cengage.</li> </ul>
<b>Reference books:</b>	<ul style="list-style-type: none"> <li>• Berk, L.E. (2003) Child Development. Delhi, Prentice-Hall of India Pvt. Ltd.</li> <li>• Hurlock, E. (2003) Development Psychology. Delhi, Tata McGraw Hill.</li> </ul>

PG Semester-IV	
Subject : Psychology	
Code of the course	PSY9114T
Title of the course	Sports Psychology
Qualification level of the course	NHEQF Level 6.5
Credit of the course	4
Type of the course	Discipline Specific Elective (DSE-IV) in Psychology
Delivery type of the course	40 Lectures -10 ( Formative and Diagnostic Assessment ) + 10 Tutorial
Prerequisites	Graduation
Co-requisites	None
Objectives of the Course	<ul style="list-style-type: none"> <li>To enable students to understand basic concepts of sports psychology.</li> </ul>
Learning Outcomes	<p>By the end of this Course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the need, importance, and research methods in sports psychology.</li> <li>2. Relate the importance of physical activity on Mental Health.</li> <li>3. Describe the nature and measurement of attitude towards sports behaviour.</li> <li>4. Classify various abilities and skills.</li> <li>5. Explain the prevalence, etiology, and intervention of alcohol and drug use among athletes.</li> </ol>
Syllabus	
<b>Unit I</b>	Nature and definition of sport psychology- A brief history and development of sport psychology – Research methods used in sports Psychology – Role of sports psychologists – Need for and importance of sports psychology.(12 Hours)
<b>Unit II</b>	Physical Activity and Mental Health- Exercise and cognitive functioning – exercise and reduction in anxiety and depression and increases in positive mood. – Exercise and stress reactivity. Personality & Sport. Motivation and reinforcement. (12 Hours)
<b>Unit III</b>	Attitudes to sport- The nature of attitudes -Measuring attitudes - The formation of attitudes to sport -Attitudes to competition - Attitudes to sport and sporting behavior. Team Dynamics & Cohesion. Diversity & Inclusion. (12 Hours)
<b>Unit IV</b>	Skill acquisition and expertise- Definitions - Classifying abilities and skills - Two linked issues: the existence of super ability- and the nature–nurture debate in sport. Stages of skill acquisition -The information-processing approach to skills (12 Hours)
<b>Unit V</b>	Alcohol and Drug Use among Athletes: Prevalence, Etiology, and Interventions - Prevalence of Alcohol among athletes – Recreational drugs – Ergogenic drugs – Pain killers drugs – Stimulants – Prevention and treatment(12 Hours)
Textbooks :	<ul style="list-style-type: none"> <li>Weinberg, R.S. &amp; Gould, D. (2019). Foundations of Sport and Exercise Psychology (7th ed.) Human Kinetics Press: Champaign, IL. ISBN:</li> </ul>

	<p>9781492572473</p> <ul style="list-style-type: none"> <li>• Gershon Tenenbaum and Robert C. Eklund .( 2007). Handbook of Sports Psychology , John Wiley &amp; Sons, Inc</li> </ul>
Reference Books:	<ul style="list-style-type: none"> <li>• Zenko, Z. &amp; Jones. L. (2021). Essentials of exercise and sport psychology: An open access textbook. Society for the Transparency, Openness, and Replication in Kinesiology.</li> <li>• Matt Jarvis (2006). Sports Psychology –A student’s Handbook,Routledge Publication.</li> <li>• D.F.Shaw, T.Gorely&amp;R.M.Corban (2005). Sports and Exercise Psychology, BIOS Publisher.</li> <li>• Arnold LeUnes (2011). Introducing Sports Psychology – A practical Guide,Icon book Publication.</li> <li>• Gangopadhyaya, S.R.(2008). Sports Psychology, Publications - New Delhi.</li> </ul>

PG Semester-IV	
Subject : Psychology	
<b>Code of the course</b>	PSY9115T
<b>Title of the course</b>	Personality Theories
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective (DSE-IV) 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>	<ul style="list-style-type: none"> <li>• To develop understanding about the concept of personality and its different theoretical frameworks</li> <li>• To develop ability to differentiate various perspectives of personality and its implications</li> <li>• To impart knowledge and skills for the assessment of personality through the use of different techniques</li> </ul>
<b>Learning Outcomes</b>	•
Syllabus	
<b>Unit I</b>	Personality: Concept, Nature of Personality theory. Factors affecting personality: Biological, Social, Cultural Psychoanalytic Theory of Personality: Freud's Psychosexual stages of development, Structure of Personality: Id, Ego, Super-ego. Levels of Consciousness(12 Hours)
<b>Unit II</b>	Post-Freudian developments in Personality Jung's theory of Analytical Psychology: Collective Unconscious, Archetypes, Jung's dimensions of personality Adler's theory of Individual Psychology(12 Hours)
<b>Unit III</b>	Erikson's Psycho-social stages Trait Theories : Allport, Cattell, Eysenck, Type theories of Personality: Sheldon, Kretschmer.(12 Hours)
<b>Unit IV</b>	Behaviourist Theory : Skinner Socio Cognitive Theory : Bandura Humanistic Phenomenological Prospective: Rogers, Maslow. Existential viewpoint : Frankl's theory of personality(12 Hours)
<b>Unit V</b>	Personality Assessment: Psychometric, Projective and Behavioral Psychometric techniques: Catell's 16 PF, Big five Inventory, Myers Briggs type indicator Projective techniques: Rorschach, TAT, Sentence Completion Test, Word Association Test(12 Hours)
<b>Textbooks :</b>	<ul style="list-style-type: none"> <li>• Corsini, R.J. and Morselia, R.J. : Personality Theories, Research and Assessment. Illinois : Peacock.</li> <li>• Hall, C.S., Lindzey, J.C. and Manosevitz, M. (1985) : Introduction to Theories of Personality. New York : John Wiley &amp; Sons.</li> <li>• Kline, P. (1983). Personality, Measurement and Theory. New York: St. Martin's Press.</li> </ul>

	<ul style="list-style-type: none"> <li>• Robert, E.B. (1993). Theories of Personality. London : Lawrence Erlbaum Associates.</li> </ul>
<b>Reference books :</b>	<ul style="list-style-type: none"> <li>• Pervin L.A. (1984). Personality Theories, Assessment and Research New York : John Wiley &amp; Sons.</li> <li>• Hjelle and Ziegler (1992) Personality Theories. Singapore : McGraw Hill.</li> <li>• Aitken, L.R. (1989) Assessment of Personality. Boston : Allyn and Bacon.</li> <li>• Friedman, H.S. and Schustack, M.W. (2004). Personality : Classic Theories and Modern Research. Singapore : Pearson Education.</li> </ul>

PG Semester-IV	
Subject : Psychology	
<b>Code of the course</b>	PSY9116T
<b>Title of the course</b>	Clinical Assessment
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit for the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective course (DSE-V) in Psychology
<b>Delivery type of the course</b>	Lecture, 40+20=60. The 40 lectures for content delivery and 20 hours on tutorial
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	<ul style="list-style-type: none"> <li>The main objective of this course is to familiarize the students with various assessment approaches and tools used in clinical psychology domains. And, to give training to the students to select, administer, score, and interpret various types of psychological tools.</li> </ul>
<b>Learning Outcomes</b>	<p>By the end of this Course, the students will be able to:</p> <ol style="list-style-type: none"> <li>Determine the assessment process.</li> <li>Classify the various diagnostic tools.</li> </ol> <p>Find out the details regarding various psychological assessment tools.</p>
Syllabus	
<b>Unit I</b>	Introduction: Psychological testing approaches and test choice rationales. Behavioral assessment, clinical observation, history taking, MSE, MMSE. Ethical practice in assessment.(12 Hours)
<b>Unit II</b>	<p>Personality Assessment: Objective tests of personality: MMPI, MCMI, 16 PF, five-factor tests.</p> <p>Projective tests of personality for adults: Rorschach inkblot method, Thematic Apperception Test, other techniques.</p> <p>Projective techniques for children: children's apperception test, House tree person, Draw a man test.(12 Hours)</p>
<b>Unit III</b>	<p>Developmental ability &amp; cognitive assessment: Child developmental assessment: VSMS, Seguin form board.</p> <p>Child cognitive assessment: WISC, KamatBinet, Bhatia battery, Ravens' progressive matrices, MISIC.(12 Hours)</p>
<b>Unit IV</b>	<p>Adult cognitive assessment: WAIS, WAPIS, WMS.</p> <p>Neuropsychological batteries: NIMHANS battery, AIIMS battery, PGI battery, and others.(12 Hours)</p>
<b>Unit V</b>	<p>Clinical rating scales: BDI, BSS, BHS, HDRS, HARS, BPRS, SIDP, Conners rating scale, Indian Scale for Assessment of Autism.</p> <p>Research rating scales, SCID, PANSS, SAPS, SANS, PSE. (12 Hours)</p>
<b>Text books:</b>	<ol style="list-style-type: none"> <li>Bellack, A.S. and Hersen, M. (Ed.s) (1998) Behavioral assessment A Practical Handbook (4th ed.). MA: Allyn and Bacon.</li> <li>Manuals of various tests and scales.</li> </ol>
<b>Reference books :</b>	<ol style="list-style-type: none"> <li>Goldstein, G. and Hersen, M. (Ed.) (2000) Handbook of</li> </ol>



	<p>Psychological Assessment. (3rd ed). Oxford: Elsevier Science.</p> <p>2. Hersen, M. (2004). Comprehensive Handbook of Psychological Assessment (Vol. 4). Industrial and Organizational assessment. New York, NY: Wiley.</p>
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PG Semester-IV	
Subject : Psychology	
<b>Code of the course</b>	PSY9117T
<b>Title of the course</b>	Training and Development
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective – V (DSE-V) 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>	<ul style="list-style-type: none"> <li>The main objective is to understand the effect of training and development on employee performance, performance management.</li> </ul>
<b>Learning Outcomes</b>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>design training procedure for employees</li> <li>evaluate effectiveness of different training procedure</li> <li>demonstrate skills for becoming an effective trainer</li> <li>interpret and assess psychological test in training</li> <li>identify types of personality of employees</li> </ul>
Syllabus	
<b>Unit I</b>	Introduction to HRD, Training in Organizations, Role of Trainings, Training:Process, Types and Methods, training ethics, Role of assessment centres.(12 Hours)
<b>Unit II</b>	Training need Assessment: Individual and analysis, Designing training programme: Imparting training, training evaluation (12 Hours)
<b>Unit III</b>	Training Methodology: Principles and Modes of learning, skills for an effective trainers, use of audio visual aids in training, Role Play, simulation, case study methods, Action learning (12 Hours)
<b>Unit IV</b>	Training for Leadership development, emotional intelligence, Team Building training(12 Hours)
<b>Unit V</b>	Use of Psychological tests in training Myers briggs Type Indicator, 16PF, Big five(12 Hours)
<b>Text books :</b>	<ul style="list-style-type: none"> <li>Furjanic, S. (Sheila). (2000). Turning training into learning: How to design and deliver programs that get results. New York, NY: AMACOM.</li> <li>Goldstein, I. L, &amp; Ford, J. K. (2002) Training in organizations (any edition). Belmont, CA: Wadsworth.</li> <li>Noe, R. (2017). Employee training &amp; development (7th ed.). New York, NY: McGraw-Hill Education. ISBN: 978-0-07-811285-0</li> </ul>
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>Jossey-Bass. Phillips, J. (Jack). (2002). How to measure training results: A practical guide to tracking the six key indicators. San Francisco, CA: McGraw-Hill.</li> <li>Kraiger, K (Kurt). (2003). Creating, implementing, and</li> </ul>

	<p>managing effective training and development. San Francisco, CA:</p> <ul style="list-style-type: none"><li>• Silberman, M. (Mel). (2015). Active training: A handbook of techniques, designs, case examples, and tips. (Any edition). San Francisco, CA: Pfeiffer. ISBN: 9781118972014</li><li>• Werner, J. M., &amp; DeSimone, R. L. (2012). Human resource development (6th ed.). Cincinnati, OH: SouthWestern/Cengage Learning.</li></ul>
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PG Semester-IV	
Subject : Psychology	
<b>Code of the course</b>	PSY9118T
<b>Title of the course</b>	Vocational Psychology
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective – IV (DSE-IV) 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>	<ul style="list-style-type: none"> <li>To enable students to understand basic concepts of vocational psychology.</li> </ul>
<b>Learning Outcomes</b>	<p>By the end of this Course, the students will be able to:</p> <ol style="list-style-type: none"> <li>Elaborate the career development theories and decision-making models.</li> <li>Demonstrate the career, vocational, educational, occupational, and labor market information.</li> <li>Have a detailed knowledge of career development program planning, organization, implementation, administration, and evaluation.</li> <li>Review the interrelationships among and between work, family, and other life roles, and factors, including the role of multicultural issues in career development.</li> </ol>
Syllabus	
<b>Unit I</b>	Introduction:Definition,MeaningandSubject MatterofVocationalPsychology;Vocational Choice – Meaning and Early Determinants. EthicalIssue:EthicsandCompetenciesNeeded forCareerDevelopment;FutureConcernsof Vocational Development.(12 Hours)
<b>Unit II</b>	TheoreticalPerspectives: Ginzberg, Super,Holland,andRoe;TraitFactor(12 Hours)
<b>Unit III</b>	VocationalChoice:VocationalChoiceandCareer DecisionMakingProcesses;Problemsof Vocational Choice.(12 Hours)
<b>Unit IV</b>	OtherDimensionsofVocationalChoice:SystemsforDefiningVocationalProblems. Problems of Vocational Indecision and Vocational Unrealism.(12 Hours)
<b>Unit V</b>	ClientswithSpecialNeeds:IndividualswithDisabilities,Womenin the Workforce,Displaced Workers, Economically Disadvantage Group.(12 Hours)
<b>Textbooks :</b>	<ul style="list-style-type: none"> <li>W.Bruce Walsh, Mark L. Savickas, Paul J. Hartung (2013). Handbook of Vocational Psychology Theory, Research, and Practice: Routledge &amp; Taylor</li> <li>Brown.D.(2007)CareerInformation,CareerCounselling andCareerDevelopment (9<sup>th</sup>Edition), Boston, Pearsen.</li> </ul>

	<ul style="list-style-type: none"> <li>• Crities,J.O.(1969), VocationalPsychology, NewYork. MC-GrawHill.</li> </ul>
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Osipow,S.H.(1968)TheoriesofCareerDevelopment,Ne wYork,Appleton – Century.</li> <li>• Brown,D.(2002).CareerchoiceandDevelopment(4<sup>th</sup>ed.) C.A.Jossey-Bass</li> <li>• Leong, F.T.L. andBark,A.(2001)Contemporarymodels inVocationalPsychology New Jersey: Lawernce Erlbaum</li> <li>• Walsh,W.B., and Savickas, M.L. (2005) Handbook of Vocational Psychology (3<sup>rd</sup> edition). NewJersey. LawernceErlbaum.</li> </ul>

PG Semester-IV	
Subject : Psychology	
<b>Code of the course</b>	PSY9119T
<b>Title of the course</b>	Psychological Therapies – II
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective – VI (DSE-VI) 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>	<ul style="list-style-type: none"> <li>The main objective is to provide an understanding of different psychological intervention approaches.</li> </ul>
<b>Learning Outcomes</b>	<p>Students will be able to-</p> <ul style="list-style-type: none"> <li>create understanding for different psychological therapies</li> <li>evaluate the effectiveness and limitation of different psycho therapies</li> <li>analyse applicability of different therapy procedures</li> <li>define concept like behaviour modification, assertive, modelling etc .</li> </ul>
Syllabus	
<b>Unit I</b>	<p>Concept of Behaviour Modification: Development, Basic Assumption and Importance in various fields. Application of Behaviour Modification.</p> <p>Operant Methods in Self-Control: Background, Application of operant procedure in obesity, study behaviour, self-control principles, empirical findings.(12 Hours)</p>
<b>Unit II</b>	<p>Aversion Therapy: Meaning, Technique, Electrical Stimulation, narcotic Addiction, Drugs, Covert sensitization, Practical guide uses for A.T Progressive Muscle Relaxation. (12 Hours)</p>
<b>Unit III</b>	<p>Background of Systematic Desensitisation; Its theory applicability and some empirical findings. Nature and Methods(12 Hours)</p>
<b>Unit IV</b>	<p>Assertive Training; Its implementation and experimental studies; Behaviour Rehearsal – the minimal effective response Escalation passive, Anger Management: Types of Aggression and its management.</p> <p>Concept and procedures of modelling; Acquisition and Facilitation of new Behaviour Patterns by modelling: Disinhibition and the Vicarious Extinction of fear and Anxiety by Modelling.(12 Hours)</p>
<b>Unit V</b>	<p>Cognitive Methods in Behaviour Modification; Rational Emotive Therapy, Thought stopping, Dialectic Behaviour Therapy, Acceptance and Commitment Therapy, Reality Therapy(12 Hours)</p>
<b>Text books :</b>	<ul style="list-style-type: none"> <li>Aveline.M. &amp;Shapiro.D.A. (1995)Eds,Research for</li> </ul>

	<p>psychotherapy practice. Wiley.</p> <ul style="list-style-type: none"> <li>• Bellack, A.S., Hersen M. &amp; Kazdin, A.E. (1983). International handbook of behavioural modification and therapy. New York: Plenum Press.</li> <li>• Bergin, A.E. &amp; Garfield, S.L. (1994). Eds. Handbook of psychotherapy &amp; behavioural change. 4ed. NY: Wiley.</li> <li>• Jones, C.C. (1993). Family System therapy: Wiley.</li> </ul>
<p><b>Reference Books:</b></p>	<ul style="list-style-type: none"> <li>• Lane, D. &amp; Miller, A. (1992). Eds. Child &amp; Adolescent therapy. A handbook. Milton Keynes Open Uni. Press.</li> <li>• Norcross, J.C. (1980). Handbook of psychotherapy integration (Ed.) New York: Basis books</li> <li>• Spiegler, M.D. (1997). Contemporary Behaviour Therapy. New Delhi, Sage Publications.</li> <li>• Srinivasa Murthy &amp; Barbara J. Buras. (1992). Eds. Community mental health proceedings of the Indo-US symposium. Bangalore: NIMHANS</li> <li>• Steven Jay Lynn &amp; John P.G. (1985). Contemporary psychotherapeutic models and methods, Ohio, Charles E. Merritt.</li> <li>• Wolberg, L.R. (1989). The technique of psychotherapy. Vol. I &amp; II. London. Warburg and Heinemann</li> </ul>

PG Semester-IV	
Subject : Psychology	
Code of the course	PSY9120T
Title of the course	Entrepreneurship Psychology
Qualification level of the course	NHEQF Level 6.5
Credit of the course	4
Type of the course	Discipline Specific Elective – VI (DSE- VI) in Psychology
Delivery type of the course	40 Lectures+10(Formative and Diagnostic Assessment)+10 Tutorial
Prerequisites	Graduation
Co-requisites	None
Objectives of the Course	<ul style="list-style-type: none"> <li>To enable students to understand basic concepts of Entrepreneurship psychology.</li> </ul>
Learning Outcomes	<p>By the end of this Course, the students will be able to:</p> <ol style="list-style-type: none"> <li>Elaborate the theories of entrepreneurship.</li> <li>Identify the psychological characteristics of an entrepreneur.</li> <li>Adapt social responsibility, entrepreneurship education, and skill development.</li> <li>Explore entrepreneurship potential.</li> </ol>
Syllabus	
Unit I	Entrepreneurship: Meaning and Nature. Methods and importance of Entrepreneurial Psychology, Social and Psychological factors of entrepreneurship. (12 Hours)
Unit II	Theories of Entrepreneurship: McClelland's Achievement Motivation Theory, Rotter's Locus of Control theory. Achievement Motivation: Concept and measurement. Innovation and Creativity in Entrepreneurship. (12 Hours)
Unit III	Psychological characteristics of an entrepreneur. Development of Entrepreneurship Potential among adults, Entrepreneurship development programmes in the Indian context. Entrepreneurship Education: How to start, run, and grow an enterprise. Creating an entrepreneurial mindset. (12 Hours)
Unit IV	Social Responsibility of entrepreneurs, the achievements syndrome, self-study, goal setting, and interpersonal support. (12 Hours)
Unit V	Skill Development and Entrepreneurship, Challenges to skill development in India, Measurement of Entrepreneurship Potential Global Entrepreneurship Monitor reports: Indicators and India's status. (12 Hours)
Textbooks :	<ul style="list-style-type: none"> <li>J. Robert Baum, Michael Frese, Robert A. Baron (2006)</li> <li>The Psychology of Entrepreneurship (SIOP Organizational Frontiers Series). Psychology Press</li> </ul>
Reference Books:	<ul style="list-style-type: none"> <li>Christopher R. Mugimu (2018) The Psychology of Entrepreneurship. Magnum Publishing</li> <li>Kelly G. Shaver (2024). Psychological Foundations of</li> </ul>





PG Semester-IV	
Subject : Psychology	
Code of the course	PSY9121T
Title of the course	Counselling Psychology
Qualification level of the course	NHEQF Level 6.5
Credit of the course	4
Type of the course	Discipline Specific Elective – VI (DSE-VI) in Psychology
Delivery type of the course	40 Lectures+10(Formative and Diagnostic Assessment)+10 Tutorial
Prerequisites	Graduation
Co-requisites	None
Objectives of the Course	<ul style="list-style-type: none"> <li>To enable students to understand basic concepts of Counselling psychology.</li> </ul>
Learning Outcomes	<p>By the end of this Course, the students will be able to:</p> <ol style="list-style-type: none"> <li>Clarify the roles and functions of professional counsellors and also the ethical issues and legal concerns of counselling.</li> <li>Discuss the counselling process and skills, the basic communication skills required in the process.</li> <li>Elaborate the theories of counselling, group techniques, career planning, and decision-making.</li> </ol>
Syllabus	
Unit I	Introduction:NatureandHistoricalperspective,ProfessionalCounsellors- Roles and functions. Ethical issues and legal concerns of counselling.(12 Hours)
Unit II	CounsellingProcessandSkills:Counsellingrelationship-Meaning,andnature, Counselling interview Basic Communication Skills- Rapport building, Assessment of Problem, Setting Goals, Selecting and designing interventions, Termination of Counselling.(12 Hours)
Unit III	Theories of Counselling: Psychoanalytic theory, Person-Centered therapy, BehaviouralTherapy,RationalEmotiveTherapy,RealityTherapy ,Transactional Analysis, Gestalt therapy(12 Hours)
Unit IV	Group Technique: Group Guidance, Group Counselling, Sensitivity groups, Encountergroups,Taskgroups,Psychoeducationgroups,Groupprocessand group dynamics. (12 Hours)
Unit V	Counselling for career planning and decision-making. Current interests in careerplanning,careercounselling andthedevelopmentofHumanPotential, Career planning, and decision making in schools. Career counselling in the nonschool setting.(12 Hours)
Textbooks :	<ul style="list-style-type: none"> <li>Gibson,R.L.andMitchell,M.H.(2005)IntroductiontoCounsellingand Guidance. New Delhi: Pearson education.</li> <li>Gladding,S.(2009)Counselling:</li> </ul>

	A comprehensive profession. New Delhi: Pearson Education
Reference Books:	<ul style="list-style-type: none"> <li>• Capuzzi (2008) Counselling and Psychotherapy. New Delhi: Pearson Education.</li> <li>• George, R.L. and Cristiani, T.S. (1994) Counselling Theory and Practice. New Delhi: Prentice Hall.</li> <li>• Gelso, C.G. and Fretz, B. Counselling Psychology, Practice, Issues and Interventions, New Delhi: Cengage Learning.</li> </ul>

PG Semester-IV							
Subject : Psychology							
<b>Code of the course</b>	PSY9122P						
<b>Title of the course</b>	Practical-I (Psychometrics and Developmental Psychology)						
<b>Qualification level of the course</b>	NHEQF Level 6.5						
<b>Credit of the course</b>	4						
<b>Type of the course</b>	Discipline Specific Elective-VII (DSE-VII) 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>	<ul style="list-style-type: none"> <li>To develop competencies and skills to use various psychological tests in Developmental Psychology</li> <li>To develop understanding and promote use of various psychometric techniques in the developing standardized assessment tools.</li> </ul>						
<b>Learning Outcomes</b>	•						
<b>Syllabus</b>							
<b>A student will be required to conduct any four practicals.</b>							
<ol style="list-style-type: none"> <li>Piaget test for Cognitive Development</li> <li>Assessment of Developmental Delays/Milestones</li> <li>Learning Disability assessment</li> <li>Muller Lyer Illusion</li> <li>Determination of AL</li> <li>Determination of DL</li> <li>Likert / Thurstone Type Scale</li> <li>Reliability / Validity / Norms</li> <li>Rank Order/ Paired Comparison Method</li> <li>Any other as suggested by the teacher</li> </ol>							
<b>Textbooks :</b>	<table border="0"> <tr> <td>1.भार्गव एवंसक्सेना हरप्रसादभार्गव,</td> <td>मनोभौतिकी एवंमनोमापन,</td> </tr> <tr> <td>2. भार्गव, महेश हरप्रसादभार्गव,</td> <td>आधुनिकमनोवैज्ञानिकपरीक्षण एवंमापन,</td> </tr> <tr> <td>3.Nunnly, J.C. (1987) McGraw Hill.</td> <td>Psychometric Theory, New York,</td> </tr> </table>	1.भार्गव एवंसक्सेना हरप्रसादभार्गव,	मनोभौतिकी एवंमनोमापन,	2. भार्गव, महेश हरप्रसादभार्गव,	आधुनिकमनोवैज्ञानिकपरीक्षण एवंमापन,	3.Nunnly, J.C. (1987) McGraw Hill.	Psychometric Theory, New York,
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2. भार्गव, महेश हरप्रसादभार्गव,	आधुनिकमनोवैज्ञानिकपरीक्षण एवंमापन,						
3.Nunnly, J.C. (1987) McGraw Hill.	Psychometric Theory, New York,						
<b>Reference books :</b>	<table border="0"> <tr> <td>1. Guilford, J.P</td> <td>Psychometric Methods</td> </tr> <tr> <td>2. Edwards, A.L.</td> <td>Techniques of Attitude Scale</td> </tr> <tr> <td>3. Torgerson, W.S.</td> <td>Theory &amp; Method of Scaling.</td> </tr> </table>	1. Guilford, J.P	Psychometric Methods	2. Edwards, A.L.	Techniques of Attitude Scale	3. Torgerson, W.S.	Theory & Method of Scaling.
1. Guilford, J.P	Psychometric Methods						
2. Edwards, A.L.	Techniques of Attitude Scale						
3. Torgerson, W.S.	Theory & Method of Scaling.						

PG Semester-IV	
Subject : Psychology	
<b>Code of the course</b>	PSY9123P
<b>Title of the course</b>	Personality Assessment
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective-VII (DSE-VII)
<b>Delivery type of the course</b>	Practical-120
<b>Prerequisites</b>	Graduation
<b>Co-requisites</b>	None
<b>Objectives of the Course</b>	To enable students understand various techniques to assess personality To develop skills and competencies to use psychological tests and behavioural techniques for assessment of personality
<b>Learning Outcomes</b>	
Syllabus	
<b>A student will be required to conduct anyfour practicals.</b>	
<ol style="list-style-type: none"> <li>1. MMPI</li> <li>2. Personality Assessment Inventory</li> <li>3. Big Five Personality (NEO-PI)</li> <li>4. 16 PF</li> <li>5. Myer Briggs Type Indicator</li> <li>6. Word Association Test</li> <li>7. Millon Clinical Multiaxial Inventory (MCMI)</li> <li>8. RorsharchInkblot Test</li> <li>9. California Psychological Inventory</li> <li>10. Any practical suggested by Teacher</li> </ol>	
<b>Textbooks :</b>	<ul style="list-style-type: none"> <li>• Corsini, R.J. and Morselia, R.J. : Personality Theories, Research and Assessment. Illinois : Peacock.</li> <li>• Hall, C.S., Lindzey, J.C. and Manosevitz, M. (1985) : Introduction to Theories of Personality. New York : John Wiley &amp; Sons.</li> <li>• Kline, P. (1983). Personality, Measurement and Theory. New York: St. Martin's Press.</li> <li>• Robert, E.B. (1993). Theories of Personality. London : Lawrence Erlbaum Associates.</li> </ul>
<b>Reference books :</b>	<ul style="list-style-type: none"> <li>• Pervin L.A. (1984). Personality Theories, Assessment and Research New York : John Wiley &amp; Sons.</li> <li>• Hjelle and Ziegler (1992) Personality Theories. Singapore : McGraw Hill.</li> <li>• Aitken, L.R. (1989) Assessment of Personality. Boston : Allyn and Bacon.</li> <li>• Friedman, H.S. and Schustack, M.W. (2004). Personality : Classic Theories and Modern Research.</li> </ul>

	Singapore : Pearson Education.
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PG Semester-IV	
Subject: Psychology	
<b>Code of the course</b>	PSY9124P
<b>Title of the course</b>	Practical-IIA (Clinical Psychology)
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective-VIII (DSE-VIII) 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>	<ul style="list-style-type: none"> <li>The main objective is to provide an understanding of the various psychological tests and apparatus</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li></li> </ul>
Syllabus	
<b>A student will be required to conduct anyfour practicals.</b>	
<ol style="list-style-type: none"> <li>Depression</li> <li>Anxiety</li> <li>Community Mental Health</li> <li>Psychotherapy</li> <li>Biofeedback technique</li> <li>Use of Rational Emotive therapy</li> <li>Use of Operant Method</li> <li>MSE</li> <li>NEOPI</li> <li>Practical as per the suggestion of the teacher</li> </ol>	
<b>Text Books:</b>	<ol style="list-style-type: none"> <li>Manuals of Tests</li> <li>Goldstein, G. &amp;Hersen, M. (2000). Comprehensive Handbook of Psychological Assessment. Elsevier science</li> </ol>
<b>Reference Books:</b>	<ol style="list-style-type: none"> <li>Bellack, A.S.&amp;Hersen, M, (1998). Behavioral assessment: A practical handbook. MA: Allyn and Bacon</li> </ol>

PG Semester-IV	
Subject : Psychology	
<b>Code of the course</b>	PSY9125P
<b>Title of the course</b>	Practical-II B (Industrial Psychology)
<b>Qualification level of the course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4
<b>Type of the course</b>	Discipline Specific Elective-VIII (DSE-VIII) 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>	<ul style="list-style-type: none"> <li>• To develop practical skills for psychological assessment and interventions in the organizational framework</li> <li>• To develop efficient I-O Psychologists who can apply the Organizational and HR practices at workplace</li> </ul>
<b>Learning Outcomes</b>	
<b>Syllabus</b>	
<p><b>A student will be required to conduct any four practicals.</b></p> <ol style="list-style-type: none"> <li>1. Training needs Identification</li> <li>2. MBTI/16 PF/Big Five Personality</li> <li>3. Training Design/Training Effectiveness</li> <li>4. Performance Appraisal</li> <li>5. 360/720 degree Feedback exercise</li> <li>6. Entrepreneurship characteristics/Role Stress scale</li> <li>7. Occupational Stress</li> <li>8. Entrepreneurship case study</li> <li>9. Locus of Control</li> <li>10. Practical as suggested by the teacher</li> </ol>	
<b>Textbooks :</b>	<ol style="list-style-type: none"> <li>1. Spector, P. E. (2012). Industrial and organizational psychology: Research and practice. John Wiley &amp; Sons.</li> <li>2. Landy, F. J., &amp; Conte, J. M. (2016). Work in the 21st century: An introduction to industrial and organizational psychology. John Wiley &amp; Sons.</li> <li>3. Muchinsky, P. M., &amp; Culbertson, S. S. (2016). Psychology applied to work: An introduction to industrial and organizational psychology. Hypergraphic Press.</li> </ol>
<b>Reference books :</b>	<ol style="list-style-type: none"> <li>1. Rigoni, U., &amp; O'Boyle, E. H. (2018). Applied industrial/organizational psychology. SAGE Publications.</li> <li>2. Guion, R. M. (2011). Assessment, measurement, and prediction for personnel decisions. Psychology Press.</li> </ol>



PG Semester-IV	
Subject : Psychology	
Code of the course	PSY9126P
Title of the course	Practical– II C (Education Psychology)
Qualification level of the course	NHEQF Level 6.5
Credit of the course	4
Type of the course	Discipline Specific Elective-VIII (DSE-VIII) in Psychology
Delivery type of the course	Practical-120
Prerequisites	Graduation
Co-requisites	None
Objectives of the Course	<ul style="list-style-type: none"> <li>This course will provide This to know, understand, and apply evidence-based practices of assessment in school setup</li> </ul>
Learning Outcomes	
Syllabus	
<p><b>A student will be required to conduct any four practicals.</b></p> <ol style="list-style-type: none"> <li>1. Effect of reward on learning</li> <li>2. Problem Children</li> <li>3. Construction of objective-type tests in a school subject</li> <li>4. Counselling to an adolescent/child for a problem</li> <li>5. Career Counselling</li> <li>6. Group Counselling</li> <li>7. Interest Inventory</li> <li>8. Vocational Assessment</li> <li>9. Aptitude</li> <li>10. Practical as per the suggestion of the teacher</li> </ol>	
Textbooks :	<ul style="list-style-type: none"> <li>Reynolds, C. R., Livingston, R. B., and Willson, V. (2011). Measurement and assessment in education, (2nd ed.). New Delhi: PHI.</li> <li>S.K.Mangal: Advanced Educational Psychology</li> </ul>
Reference books:	<ul style="list-style-type: none"> <li>Gibson, R.L. and Mitchell, M.H. (2005) Introduction to Counselling and Guidance. New Delhi: Pearson education.</li> <li>Gladding, S. (2009) Counselling: A comprehensive profession. New Delhi: Pearson Education</li> <li>Slavin N Davis (2006) Educational Psychology: Theory and Practice. Academia Education</li> <li>Dash and Dash. Fundamental of Educational Psychology</li> </ul>