

# **Mody University of Science and Technology**

**Master of Arts – Psychology**

**Effective from Academic Year 2020-2021**



## Credit Summary

Yr.	Sem.	Credits					Total
		Core Courses	Elective Courses	Open Elective Courses	Skill Enhancement Courses		
					Credit	Non Credit	
					FL	SEFS/ Proficiency	
First	Autumn	10	10	-	3	1	24
	Spring	10	10	4	3	1	28
Second	Autumn	14	10	-			24
	Spring	5	10	4			19
<b>Total</b>		<b>39</b>	<b>40</b>	<b>8</b>	<b>6</b>	<b>2</b>	<b>(93C+2NC)=95</b>

**M.A. (Psychology)****Session 2020-2021 onwards****Programme Level:** Postgraduate**No. of Seats:** 10**Duration:** Two Years (Four Semesters)

**Affiliation:** The proposed programme shall be governed by the Department of Arts, SLAS, MUST, Lakshmangarh.

**Programme Educational Objectives:** It is a two year old post- graduate programme which includes the study of human behaviour. The study of Psychology has a significant role in developing an understanding of the human behaviour to promote skill based education. An important goal is to facilitate self discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of society. The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of society, educational institutions and workplace. It inculcates the required competencies in the students to understand and respond to the same efficiently and effectively.

**Scope:** A master's degree in psychology allows people to work as a research or administrative assistants for psychologists. Other job prospects include becoming a technician in a related field (such as market research) or assisting psychologists in mental health centers. Psychologists are required as school counselors, trainers, career counselors etc. They help children during their educational years. They also deal with students who have learning difficulties or some behavioral issues. Clinical Psychology deals with the assessment, diagnosis, treatment, and prevention of mental disorders. Clinical Psychology emphasizes the cognitive, emotional, biological, psychological, social, and behavioral aspects of human behavior in a cultural context. Counselors are required in NGOs, Old age homes, Rehabilitation Centers etc. Counselor understands the problem of the clients, and help them come out of their miseries. The problems can include some traumatic event in the person's life, or some personal problem in relationships. In old-age homes, counselors' jobs is to ensure that the residents should not feel lonely or worthless. Counselors working in rehabilitation centers (E.g. Drug addicts) help the patients to reduce the intake of drug. Organizational Psychologists work for MNCs and HR Departments. Their job is to handle the problems of the employees as well as to help the employees to work together effectively as a team.

**Input Qualification:** Bachelor's degree from any recognized university.

**Evaluation Procedure:** All Rules and Regulations as provided in the Ordinances and Regulations of Postgraduate Programmes shall be followed.

**At the end of the M.A. (Psychology) program, graduates will be able to:**

- be employed in industry, academia and research laboratories and by providing expected domain knowledge.
- provide practical training, hands-on and project experience to meet the industrial needs.
- make an in depth study and analysis on the psychological processes through which a complete exposure to the nuances of human behaviour will be acquired.

- demonstrate creativity, develop innovative ideas and to work in teams to accomplish a common goal.
- apply their theoretical knowledge of psychological concepts.

### **Programme Learning Outcomes (M.A. Psychology)**

- Acquire the ability to understand and analyze the psychological processes and problems.
- Develop the skill to improve human strengths.
- Inculcate a systematic understanding of the concepts and theories of human behaviour and psychological processes and their application in the real world.
- Think scientifically about surrounding human behaviour.
- Bring out view of others, mediate disagreements and reach to conclusions.
- Read, write, speak and listen clearly in person and through electronic media in English and provide effective meaning to the world.
- Voluntarily participate in civic life and exhibit empathy towards social world.

**Input Qualification:** Candidate should be a graduate from any recognized with minimum 50% of marks & proficiency in English.

**Evaluation Procedure:** All the Rules and Regulations as provided in the Ordinances and Regulations of the Mody University shall be followed.

**Year up-gradation of the student will be as per the University ordinance.**

**M.A. Psychology**  
**Two -Year Programme**  
**Academic Curriculum (2020–21) onwards**  
**First Year**

	Course Code	Course Title	Contact Hours per Week			Credits	ETE Duration Hours	Weightage (%)		
			L	T	P			CW #	MTE	ETE
<b>Autumn Semester</b>	<b>Core Courses</b>									
	PL20.501	Advanced General Psychology-I	4	-	-	4	3	25	25	50
	PL20.503	Applied Psychology- I	4	-	-	4	3	25	25	50
	PL20.505	Practical- I	-	-	4	2				
	<b>Elective Courses (Any two offered by the Dept.)</b>									
	PL20.507	Life Span Development Psychology	4	1	-	5	3	25	25	50
	PL20.509	Social and Cultural Psychology	4	1	-	5	3	25	25	50
	PL20.511	Disability and Challenge	4	1	-	5	3	25	25	50
	<b>Skill Enhancement Course</b>									
	FL	Foreign Language-I (Any one from the list)*	3	-	-	3	3	25	25	50
	<b>Sub Total</b>	-	-	-	<b>23</b>					
SF101	Personal Grooming, Fine Dining*	-	-	2	1	3	25	25	50	

	Course Code	Course Title	Contact Hours per Week			Credits	ETE Duration Hours	Weightage (%)		
			L	T	P			CW #	MTE	ETE
<b>Spring Semester</b>	<b>Core Courses</b>									
	PL20.502	Advanced General Psychology-II	4	-	-	4	3	25	25	50
	PL20.504	Applied Psychology- II	4	-	-	4				
	PL20.506	Practical- II	-	-	4	2	3	25	25	50
	<b>Elective Courses (Any two offered by the Dept.)</b>									
	PL20.508	Psychometrics & Statistics in Psychology	4	1	-	5	3	25	25	50
	PL20.510	Systems in Psychology	4	1	-	5	3	25	25	50
	PL20.512	Cross Cultural Communication	4	1	-	5	3	25	25	50
	<b>Open Elective Courses</b>									
	PL20.514	Cognitive Psychology	4	-	-	4	3	25	25	50
<b>Skill Enhancement Course</b>										
FL	Foreign Language-II*	3	-	-	3	3	25	25	50	
	<b>Sub Total</b>				<b>27</b>					
SF102	Personal Grooming, Fine Dining*	-	-	2	1	3	25	25	50	

## Second Year

	Course Code	Course Title	Contact Hours per Week			Credits	ETE Duration	Weightage (%)		
			L	T	P			Hours	CW*	MTE**
Autumn Semester	<b>Core Courses</b>									
	PL20.601	Personality Psychology	4	-	-	4	3	25	25	50
	PL20.603	Positive and Self Psychology	4	-	-	4	3	25	25	50
	PL20.605	Project <sup>@</sup>	-	-	-	2		25	75	
	RM20.601	Research Methodology	4	-	-	4	3	25	25	50
	<b>Elective Courses (Any one Specialisation group offered by the department)</b>									
	<b>Specialisation Group A : Counselling Psychology</b>									
	PL20.607	Counseling and Guidance Psychology: A Professional Foundation	4	-	-	4	3	25	25	50
	PL20.609	Applied Counseling:Specialties in Practice of Counseling	4	-	-	4	3	25	25	50
	PL20.611	Practical of Counseling Psychology - I	-	-	4	2	3	25	25	50
	<b>Specialisation Group B : Industrial- Organizational Psychology</b>									
	PL20. 613	Advanced Industrial Psychology	4	-	-	4	3	25	25	50
	PL20.615	Dynamics of Organizational Behaviour- I	4	-	-	4	3	25	25	50
	PL20.617	Practical of Industrial and Organizational Psychology	-	-	4	2	3	25	25	50
	<b>Specialisation Group C: Clinical Psychology</b>									
	PL20.619	Psychopathology - I	4	-	-	4	3	25	25	50
	PL20.621	Psycho diagnostics	4	-	-	4	3	25	25	50
	PL20.623	Practical of Clinical Psychology -I	0	-	4	2	3	25	25	50
		<b>Subtotal</b>	-	-	-	<b>24</b>				

	Course Code	Course Title	Contact Hours per Week			Credits	ETE Duration	Weightage (%)		
			L	T	P		Hours	CW*	MTE*	ETE
Spring Semester	<b>Core Courses</b>									
	PL20.602	Health Psychology	4	1	-	5	3	25	25	50
	<b>Elective Courses</b>									
	<b>Specialisation Group A: Counselling Psychology</b>									
	PL20.604	Counseling Psychology: Approaches and Appraisal	4	-	-	4	3	25	25	50
	PL20.606	Assessment in Counseling	4	-	-	4	3	25	25	50
	PL20.608	Practical of Counselling Psychology- II	-	-	4	2	3	25	25	50
	<b>Specialisation Group B : Industrial and Organizational Psychology</b>									
	PL20.610	Engineering Psychology	4	-	-	4	3	25	25	50
	PL20.612	Dynamics of Organizational Behaviour- II	4	-	-	4	3	25	25	50
	PL20.614	Practical of Industrial and Organizational Psychology - II	-	-	4	2	3	25	25	50
	<b>Specialisation Group C: Clinical Psychology</b>									
	PL20.616	Psychopathology- II	4	-	-	4	3	25	25	50
	PL20.618	Psychotherapies and Counselling	4	-	-	4	3	25	25	50
	PL20.620	Practical of Clinical Psychology- II	-	-	4	2	3	25	25	50
	<b>Open Elective Course</b>									
	PL20.622	Dissertation <sup>#</sup>				4		25		75
		<b>Subtotal</b>	-	-	-	<b>19</b>				

**Total Credits: 93**

\* Non Credit Compulsory Course

# Course Work (CW) would include regularity, evaluation of assignments, class tests etc.

\$ The university offers specialization in three areas, which is optional in nature out of which a student is required to select anyone in the final year. There is no option of change in the specialization group once selected.

**Group-A:** Counseling Psychology

**Group-B:** Industrial and Organizational Psychology

**Group-C:** Clinical Psychology,

<sup>@</sup> Student shall do literature survey & submit proposal for research work. Evaluation of Project will be based on report, presentation and viva-voce.

<sup>#</sup> Student shall submit a structured report in THREE hard copies and one soft copy (CD) at the end of spring semester. Evaluation of Dissertation will be based on Report, presentation and viva-voce.

**COURSE DESCRIPTION**  
**M.A. ( Psychology)**  
**First Year**  
**Autumn Semester**

PL 20.501	ADVANCED GENERAL PSYCHOLOGY-I	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To introduce students to the advanced concepts of the field of psychology with an emphasis on applications of psychology in everyday life.	
Unit 1	<b>Introduction to Psychology:</b> Definition, Nature, Scope, Purpose of psychology, Methods of Psychology: Observation, Experimental, Case Study.	6
Unit 2	<b>Biological Basis of Behaviour</b> : Neuron and its structure, Nervous System; Peripheral & Central Nervous system, Endocrine gland and Personaliy.	12
Unit 3	<b>Sensory-Perceptual Processes:</b> Visual, Auditory- Structure and function of eye and ear. Attention: Nature of Attention and its determinants, Perceptual organization: Perceptual Constancy, Determinants of perception, Types of perception: Form, Space, Depth. Methods of Psychophysics, Signal Detection theory and Subliminal Perception.	12
Unit 4	<b>Learning:</b> Classical Conditioning: Procedure, phenomena & related issues, Operant Conditioning; Procedure, phenomena & related issues, Cognitive theories of learning: Latent, Insight, Observational, Neurophysiology of Learning.	12
Unit 5	<b>Memory &amp; Forgetting:</b> Models of memory; Atkinson & Shiffrin, Craik & Lockhart, Tulving, Sensory, Short term & Long term Memory; Flashbulb memory, Reconstruction and distortion of memory, Biological Basis of Memory, Improving memory strategies, Forgetting; Theories of forgetting.	10
<b>Course Outcome:</b>		
1	Understand the origin of Psychology	
2	Create in-depth awareness of a variety of major issues and theories in psychology.	
3	Describe the effect of biology on behavior.	
4	Analyze the visual and auditory processes.	
5	Evaluate the behavior and learning of individuals with whom they have frequent contact.	
6	Apply accurate and comprehensive understanding of human behavior and mental life in general.	
<b>Text Books:</b>		
1	Ciccarelli, K. Saundra: <i>Psychology</i> Pearson, South Asian Edition	
2	Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. <i>Introduction to Psychology</i> . Tata McGraw-Hill, New Delhi.	
<b>Reference Books:</b>		
1	Atkinson, R. L., Atkinson, R. C., & Hilgard, E. R. <i>Introduction to Psychology</i> . Harcourt Brace Jovanovich, New York.	
2	Baron, R. A. <i>Psychology: The Essential Science</i> . Allyn& Bacon, New York.	
3	Ajaya, S. (1983). <i>Psychotherapy east and west: A unifying paradigm</i> . Pennsylvania: The Himalayan Institute.	
4	Heiman, B. (1964). <i>Facets on Indian thought</i> . London: George Allen and Unwin.	
5	Misra, G., & Mohanty, A.K. (2002). <i>Perspectives on indigenous psychology</i> .New Delhi Concept.	

PL 20.503	APPLIED PSYCHOLOGY-I	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To understand different applications of psychology.	
Unit 1	<b>Introduction:</b> Nature, scope, history, fields, methods and importance of applied psychology in the twenty first century.	8
Unit 2	<b>Application of Psychology in Educational Field:</b> Psychological principles underlying effective teaching- learning process; Learning styles: Gifted, retarded, learning disabled and their training; Training for improving memory and better academic achievement; Personality development and value education; Educational, vocational guidance and career counseling; Use of psychological tests in educational institutions; Effective strategies in guidance programmes.	10
Unit 3	<b>Psychological Well being and Mental Disorders:</b> Concept of health- ill health; Positive health, well being; Causal factors in mental disorders (Anxiety disorders, mood disorders, schizophrenia and delusional disorders; personality disorders, substance abuse disorders); Factors influencing positive health, well being, life style and quality of life; Happiness disposition.	10
Unit 4	<b>Psychological problems of social integration:</b> The concept of social integration; The problem of caste, class, religion and language conflicts and prejudice; Nature and manifestation of prejudice between the in-group and out-group; Causal factors of social conflicts and prejudices; Psychological strategies for handling the conflicts and prejudices; Measures to achieve social integration.	10
Unit 5	<b>Psychology of Community and Gender:</b> Definition and concept of community psychology; Use of small groups in social action; Arousing community consciousness and action for handling social problems; Group decision making and leadership for social change; Effective strategies for social change.:Issues of discrimination, Management of diversity; Glass ceiling effect, Self fulfilling prophesy, Women and Indian society.	14
<b>Course Outcome:</b>		
1	Understand the nature and importance of applied psychology.	
2	Create awareness regarding the field of education.	
3	Analyze the role of clinical psychologists.	
4	Describe the contribution of psychologists in the area of mental health and wellbeing.	
5	Understand work of psychologists towards gender and identity.	
6	Apply knowledge to help and understand community.	
<b>Text Books:</b>		
1	Anastasi, A. <i>Fields of Applied Psychology</i> . Tata McGraw-Hill, New Delhi.	
2	Goldstein, A. P., & Krasner, B. <i>Modern Applied Psychology</i> . Pergmon Press, New York.	
<b>Reference Books:</b>		
1	Sue, R., Sue, D., & Sue, S. <i>Understanding Abnormal Behaviour</i> . Houghton Mifflin.	
2	Kloos, B., Hill, J. Thomas, E., Wandersman, A., Elias, M., & Dalton, J.H. (2012). <i>Community Psychology: Linking individuals and communities</i> (3rd ed.). Wadsworth, Cengage Learning: Belmont, CA, USA.	
3	Korchin, S.J. (1976) <i>Modern Clinical Psychology</i> , Basic Box inc. Publishers, New York.	

<b>PL 20.505</b>	<b>PRACTICAL- I</b>		<b>0-0-4-2</b> <b>Total Lab Classes: 26</b>
<b>Objective:</b>	To apply the concepts of psychology in real world.		
	<u>Minimum 8</u> of the following:		
1.	Sentence Completion Test		3
2.	Maudsley Personality Questionnaire		3
4.	Parent Child Relationship Scale		3
5.	Muller Lyer Illusion		3
7.	Serial Position Effect( nonsense syllables)		3
8.	Miller's Span of Attention		3
9.	Depth Perception		3
10.	Size Constancy		3
11.	Standard Progressive Matrices		3
12	DBDA		3
<b>Course Outcome:</b>			
1	Assess the personality and aptitude of the subject.		
2	Evaluate the memory and IQ of the subject.		
3	Measure the Perception of the subject.		
4	Measure the attention span of the subject.		
5	Analyze, interpret and discuss the report on the basis of results and scores		
6	Understand the usage of psychological tools in practice.		
<b>Text Books:</b>			
1.	Manuals of above mentioned psychological tools.		
<b>Reference Books:</b>			
1.	Ciccarelli, K. Sandra: <i>Psychology</i> Pearson, South Asian Edition		
2.	Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. <i>Introduction to Psychology</i> . Tata McGraw-Hill, New Delhi.		

PL 20.507	LIFE SPAN DEVELOPMENT PSYCHOLOGY	4-1-0-5 Total Lectures:52
<b>Objective:</b>	To understand the transition from childhood to adolescence to adulthood.	
Unit 1	<b>Introduction to life span psychology:</b> Meaning, nature, purpose, scope; Methods: Longitudinal, cross- cultural; Stages of human development; Difference between growth and development, Types of development: Qualitative and Quantitative.	12
Unit 2	<b>Pre-natal and Neonate Development:</b> Conception, Stages of Prenatal development, Types of birth and its impact.	10
Unit 3	<b>Infancy and Childhood:</b> Developmental Milestones; Cognitive; Motor; Moral ; Social ; Emotional and Language development.	10
Unit 4	<b>Adolescent:</b> Physical and Psychological changes; developmental task of adolescents ; Problems of adolescents.	10
Unit 5	<b>Adulthood and Old Age:</b> Choices of vocation, Adjustment to career, marriage and family, Developmental tasks of adulthood, Problem of aging, Special issues of Old Age.	10
<b>Course Outcome:</b>		
1	Understand the development of mind and behavior during life span.	
2	Understand the development during infancy and childhood.	
3	Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.	
4	Apply the main theories of adolescent and emerging adult development.	
5	Analyze the developmental issues facing adolescents and old age people.	
6	Understand the adjustment during middle adulthood.	
<b>Text Books:</b>		
	Hurlock, E. <i>Developmental psychology</i> . Tata McGraw-Hill, New Delhi.	
	Santrock, J. W. <i>Life-Span Development</i> . McGraw-Hill, New York.	
<b>Reference Books:</b>		
	Shaffer, D. R. <i>Developmental Psychology</i> . Brooks & Cole, California.	
	Kaluger, G. S., & Kaluger, M. F. <i>Human Development: The Span of Life</i> . Times Mirror, St. Louis.	
	Hurlock, E. <i>Child Development</i> . Tata McGraw-Hill, New Delhi.	
	Berk, L. E. <i>Child Development</i> . Prentice-Hall of India, New Delhi.	

PL 20.509	SOCIAL AND CULTURAL PSYCHOLOGY	4-1-0-5 Total Lectures:52
<b>Objective:</b>	1. Develop an understanding of the individual in relation to the social and cultural world 2. Introduce students to the realm of social influence, as to how individuals think, feel and behave in social situations.	
Unit 1	<b>Introduction to Social and Cultural Psychology:</b> Concept, nature, scope and methods; Cultural relativity and universality; goals of cross- cultural psychology; cultural transmission.	8
Unit 2	<b>Social and Cultural Cognition:</b> Social and Cultural influences on perception; Role of schemas, heuristics, automatic and controlled processing, Potential sources of error in social cognition.	12
Unit 3	<b>Attitudes:</b> Meaning and characteristics of attitudes; Attitude formation; Attitude change; Theories of Attitude Change; Cognitive Dissonance. <b>Stereotype, Prejudices and Discrimination:</b> Meaning and nature of prejudice; Formation of norms and prejudice; techniques for countering its affects; Differences between prejudice, stereotype and discrimination.	10
Unit 4	<b>Culture, Emotion and Interpersonal Attraction:</b> Basic emotions, recognition and judgement of emotions; cultural display rules, cultural construction of emotional experiences and categories; Meaning and nature of interpersonal attraction, internal and external determinants of attraction, Theories of interpersonal attraction.	12
Unit 5	<b>Cultural change and adaptations:</b> Approaches to the study of culture change; acculturation framework; measurement of acculturation, psychological and socio- cultural adaptations; behavior shifts and acculturative stress.	10
<b>Course Outcome:</b>		
1	Understand the nature and scope of social and cultural psychology.	
2	Analyze the major theories, concepts of social and cultural cognition.	
3	Apply the knowledge of stereotype, prejudice and discrimination in everyday lives.	
4	Analyze how cultural emotions and interpersonal attractions explain human behavior.	
5	Understand the importance of attitudes.	
6	Create awareness regarding cultural change and adaptation.	
<b>Text Books:</b>		
1	Baron, R.A. and Byrne, D (1994). <i>Social Psychology : Understanding Human Interaction</i> . ND Prentice Hall	
2	Berry, J.W, Poortinga, Y.H., Breugelmans, S.M., Chasiotis, A., & Sam, D.L. (2011). <i>Cross Cultural Psychology: Research and applications</i> . Cambridge: Cambridge University Press.	
<b>Reference Books:</b>		
1	Brigham, J.C (1991). <i>Social Psychology</i> . NY : Harper Collins.	
2	Fisher, R.J (1982). <i>Social Psychology: An Applied Approach</i> . NY: St. Martin's.	
3	Hewstone M., Stroebe, W. and Stephenson, G.M. (1996), <i>Introduction to Social Psychology</i> . NY: Blackwell.	
4	Taylor, S.E. Peplau, L.A. Sears, D.O. <i>Social Psychology</i> (12 <sup>th</sup> Ed) -Pearson Education.	

PL20.511	DISABILITY AND CHALLENGE	4-1-0-5 Total Lectures: 52
<b>Objective:</b>	To study the mental lives of disabled individuals with sensory disabilities such as the visually challenged or the auditory challenged and the need to overcome their disabilities with appropriate training as in mobility in space without vision or signing and lip reading in the deaf.	
Unit 1	<b>Introduction to disability and challenge:</b> Orientation Disabilities: Nature, Types, Causes, Public Awareness Misconceptions, Attitudes and Stereotypes	10
Unit 2	<b>Interventions: Challenges and issues faced by practitioners:</b> Multidisciplinary Approach, Role of assessments, Psycho educational interventions	8
Unit 3	<b>Mental Health issues in disability:</b> Disabilities and Associated Mental health Issues	10
Unit 4	<b>Policy and Legal Issues:</b> PWD act, RCI act, SSA, UNCRPD, Biwako Millennium Framework, RTI	12
Unit 5	<b>Case Studies:</b> choosing any one disability and focus on an aspect related to stereotypes existing in community.	12
<b>Course Outcome:</b> The student will be able to:		
1	Understand the challenges and issues that practitioners face while dealing with different disabilities in the Indian context.	
2	Debate policy and legal provisions for the disabled in our country.	
3	Understand different intervention strategies and explore the ideology behind inclusion, in principle and practice.	
4	Evaluate issues related to the mental health of the disabled.	
5	Study Socio-cultural background of the disabled.	
6	Innovate tools and methods to give abilities to the concerned.	
<b>Text Books:</b>		
1	Hegarty, S. & Alur, M. (2002). <i>Education and Children with Special Needs. From Segregation to Inclusion</i> . New Delhi: Sage Publications	
2	Burt, D., Primeaux-Hart, K., Loveland, K., Cleveland, L., Lewis, K., Lesser, J., & Pearson, P. (2005). Aging in adults with intellectual disabilities. <i>American Journal on Mental Retardation</i> , 110, 268–284	
<b>Reference Books:</b>		
1	Oldfield, J., Humphrey, N. and Hebron, J. (2017), Risk factors in the development of behaviour difficulties among students with special educational needs and disabilities: A multilevel analysis. <i>Br J Educ Psychol</i> , 87: 146–169. doi:10.1111/bjep.12141	
2	Carpenter, N. C., & Paetzold, R. L. (2013). An examination of factors influencing responses to requests for disability accommodations. <i>Rehabilitation psychology</i> , 58(1), 18-27	
3	Markel, K. S., & Barclay, L. A. (2009). Addressing the underemployment of persons with disabilities: Recommendations for expanding organizational social responsibility. <i>Employee Responsibilities and Rights Journal</i> , 21(4), 305-318	

## Spring Semester

PL 20.502	ADVANCED GENERAL PSYCHOLOGY-II	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To introduce students to the advanced concepts of the field of psychology with an emphasis on applications of psychology in everyday life.	
Unit 1	<b>Motivation:</b> Motivational Cycle, Biological & Social Motives, Theories of motivation.	6
Unit 2	<b>Emotion:</b> Physiological correlates of emotions, Theories of emotions, Conflict & Stress management.	12
Unit 3	<b>Thinking:</b> Language & Thought, Imagination, Theories of thinking, Problem Solving, Reasoning, Decision Making & Creative thinking with classroom implication.	12
Unit 4	<b>Cognition &amp; Meta-cognition:</b> Factor & Process theories, Abilities & achievement- concept & Role of Emotional Intelligence, Classroom implication of Gardner's Multiple Intelligence Theory, Meta-cognition- Concept & Implication.	12
Unit 5	<b>Personality</b> Approaches of personality- Psychoanalytic, Neo-Freudian, Social Learning, Trait & Type, Cognitive, Existential & Humanistic, Personality Assessment- Projective, psychometric & Behavioral measure.	10
<b>Course Outcome:</b>		
1	Understand the origin of Psychology	
2	Create in-depth awareness of a variety of major issues and theories in psychology.	
3	Describe the effect of biology on behavior.	
4	Analyze the visual and auditory processes.	
5	Evaluate the behavior and learning of individuals with whom they have frequent contact.	
6	Apply accurate and comprehensive understanding of human behavior and mental life in general.	
<b>Text Books:</b>		
1	Atkinson, R. L., Atkinson, R. C., & Hilgard, E. R. <i>Introduction to Psychology</i> . Harcourt Brace Jovanovich, New York.	
2	Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. <i>Introduction to Psychology</i> . Tata McGraw-Hill, New Delhi.	
<b>Reference Books:</b>		
1	Ciccarelli, K. Sandra: <i>Psychology</i> Pearson, South Asian Edition	
2	Baron, R. A. <i>Psychology: The Essential Science</i> . Allyn & Bacon, New York.	
3	Ajaya, S. (1983). <i>Psychotherapy east and west: A unifying paradigm</i> . Pennsylvania: The Himalayan Institute.	
4	Heiman, B. (1964). <i>Facets on Indian thought</i> . London: George Allen and Unwin.	
5	Misra, G., & Mohanty, A.K. (2002). <i>Perspectives on indigenous psychology</i> . New Delhi Concept.	

PL 20.504	APPLIED PSYCHOLOGY-II	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To understand different applications of psychology.	
Unit 1	<b>Work Psychology and Organizational Behaviour:</b> Personnel selection and training; Use of psychological tests in the industry; Training and human resource development; Theories of work motivation – Herzberg, Maslow, Adam Equity theory, Porter and Lawler, Vroom; Leadership and participatory management; Advertising and marketing; Stress and its management; Ergonomics; consumer psychology; Managerial effectiveness; Transformational leadership; Sensitivity training; Power and politics in organizations.	10
Unit 2	<b>Application of Psychology to disadvantaged groups:</b> The concepts of disadvantaged, deprivation; Social, physical, cultural and economic consequences of disadvantaged and deprived groups; Educating and motivating the disadvantaged towards development; Relative and prolonged deprivation.	10
Unit 3	<b>Application of psychology to environment and related fields:</b> Environmental psychology-effects of noise, pollution and crowding; Population psychology: psychological consequences of population explosion and high population density; Motivating for small family norm; Impact of rapid scientific and technological growth on degradation of environment.	10
Unit 4	<b>Forensic and Law Psychology:</b> Introduction and Historical Perspective, Fields of Forensic Psychology, Criminal Identification techniques, Psychology and judicial process, Eyewitness testimony, role of psychologist in legal judicial system, juvenile delinquency, ethical issues in forensic psychology, Police interrogation and false confession, Legal rights of inmates: Rights to treatment, Right to refuse treatment.	10
Unit 5	<b>Application of Psychology in Military and Sports:</b> Devising psychological tests for defence personnel for use in selection, Training, counseling; training psychologists to work with defence personnel in promoting positive health; Human engineering in defence. Psychological interventions in improving performance of athletes and sports. Persons participating in Individual and Team Games.	12
<b>Course Outcome:</b>		
1	Understand the nature and role of industrial psychologist.	
2	Create awareness regarding the disadvantaged groups of society.	
3	Analyze the role of environmental psychologists.	
4	Describe the contribution of psychologists in the area of law.	
5	Understand work of psychologists towards forensic science.	
6	Apply knowledge to help and understand military and sports community.	
<b>Text Books:</b>		
1	Anastasi, A. <i>Fields of Applied Psychology</i> . Tata McGraw-Hill, New Delhi.	
2	Goldstein, A. P., & Krasner, B. <i>Modern Applied Psychology</i> . Pergmon Press, New York.	
<b>Reference Books:</b>		
1	Sue, R., Sue, D., & Sue, S. <i>Understanding Abnormal Behaviour</i> . Houghton Mifflin.	
2	Hall, R. & Mangelsdroff, D. (1991). <i>Handbook of military psychology</i> . John Wiley: USA.	
3	Kennedy, C.H., & Zillmer, E.A. (2006). <i>Military psychology: Clinical and operational applications</i> . Guilford: New York, USA.	
4	Bartol, C.R. & Bartol, A.M. (2004). <i>Introduction to forensic psychology</i> . Thousand Oaks, CA: Sage Publications.	
5	Bell, P., Greene, T., Fisher, J., & Baum, A. (2001). <i>Environmental Psychology</i> (5th ed). NY: Harcourt Brace Inc.	

PL 20.506	PRACTICAL- II	0-0-4-2 Total Lab Classes: 26
<b>Objective:</b>	To apply the concepts of psychology in real world.	
	Minimum 8 of the following:	
1.	Big Five Personality Test	3
2.	Rorschach Inkblot Test	3
4.	Thematic Apperception Test	3
5.	Bhatia Battery	3
7.	Eyesenck Personality Questionnaire (Revised)	3
8.	Defense Mechanism Inventory	3
9.	Happiness Scale	3
10.	General Wellbeing Scale	3
11.	Multiphasic Interest Inventory	3
12.	Koh's Block Design	3
<b>Course Outcome:</b>		
1	Assess the personality and aptitude of the subject using projective techniques.	
2	Evaluate the IQ of the subject using projective techniques.	
3	Measure the wellbeing of the subject.	
4	Measure the defense mechanism of the subject.	
5	Analyze, interpret and discuss the report on the basis of results and scores	
6	Understand the usage of psychological tools in practice.	
<b>Text Books:</b>		
1.	Manuals of above mentioned psychological tools.	
<b>Reference Books:</b>		
1.	Ciccarelli, K. Sandra: <i>Psychology</i> Pearson, South Asian Edition	
2.	Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. <i>Introduction to Psychology</i> . Tata McGraw-Hill, New Delhi.	

<b>PL20.508</b>	<b>PSYCHOMETRICS AND STATISTICS IN PSYCHOLOGY</b>	<b>4-1-0-5</b> <b>Total Lectures:52</b>
<b>Objective:</b>	To develop an awareness of the concepts related to psychometrics and statistics in psychology.	
Unit 1	<b>Psychometrics:</b> Measurement in psychology; history of psychological measurement and testing; Levels of measurement; Scales; Functions of measurement, General problems of measurement.	10
Unit 2	<b>Test Development:</b> Meaning and classification of psychological tests, Characteristics of a good test, Ethical issues in psychological testing, Uses and limitations of psychological tests, General steps of test construction; Item Writing Item analysis, reliability, validity and norms.	12
Unit 3	<b>Overview of descriptive statistics and probability:</b> Measures of central tendency, variability, curves and graphs; Percentiles, percentile ranks and standard scores; Characteristics of normal distribution curve.	10
Unit 4	<b>Parametric Statistics:</b> T- Test and ANOVA; Correlation and Regression Analysis.	10
Unit 5	<b>Non- Parametric Statistics:</b> Chi-Square, Mann Whitney U test, Rank-difference method, Coefficient of Concordance, Friedman Test.	10
<b>Course Outcome:</b>		
1	Apply methods of test development in construction of a psychological tool.	
2	Understand the nature of descriptive statistics.	
3	Understand the properties of NPC.	
4	Apply the parametric statistics.	
5	Understand the role of researcher in psychology.	
6	Analyze non parametric statistics.	
<b>Text Books:</b>		
1	Garrett, H. E. <i>Statistics in Psychology and Education</i> . Paragon International Publishers, New Delhi.	
2	Singh, A.K. (2006). <i>Tests, Measurements and Research Methods in Behavioural Sciences</i> . Patna: Bharati Bhavan	
<b>Reference Books:</b>		
1	Anastasi, A. & Urbina, S. (1997). <i>Psychological testing</i> . N.D.: Pearson Education.	
2	Broota, K. D. <i>Experimental Design in Behavioural Research</i> . Wiley Eastern, New Delhi.	
3	Guilford, J. P., & Fruchter. <i>Fundamentals of statistics in Psychology and Education</i> . Kogakusha, Tokyo.	
4	Kerlinger, F.N. (1973) <i>Foundations of Behavioural Research</i> . Holt Rinehart and Winston. Inc., New York.	

PL 20.510	SYSTEMS OF PSYCHOLOGY	4-1-0-5 Total Lectures:52
<b>Objective:</b>	To develop the understanding of various schools of psychology.	
Unit 1	<b>Development of Psychology as a discipline:</b> Sources of history of Psychology; Evolution of psychology as an independent discipline, Structuralism: Wundt and Titchener; Functionalism: Dewey, William James and Galton.	10
Unit 2	<b>Behaviorism school of psychology:</b> Pavlov, Skinner, Thorndike, Watson, Lashley.	12
Unit 3	<b>Gestalt school of psychology:</b> Wertheimer, Koffka and Kohler.	10
Unit 4	<b>Psychoanalysis and Neo- Psychoanalytic Perspective:</b> Freud, Jung, Erikson, Adler, Horney, Eric Fromm.	10
Unit 5	<b>Humanistic- Existentialist Perspective:</b> Maslow, Carl Rogers, Victor Frankl, Rollo May.	10
<b>Course Outcome:</b>		
1	Create insight of the contribution of different schools of Psychology.	
2	Understand the importance of the work of behaviourists'.	
3	Develop knowledge of the work of Sigmund Freud.	
4	Describe Gestalt school of Psychology.	
5	Analyze the role of neo psychoanalysts in psychology.	
6	Evaluate contribution of humanistic-existential psychologists.	
<b>Text Books:</b>		
1	Schultz & Schultz. <i>History of Modern Psychology</i> (10th ed). Wadsworth Cengage Learning.	
2	Chaplin, T. Kraweic, T.S. <i>Systems and Theories of psychology</i> . Holt Rinehart and Winston.	
<b>Reference Books:</b>		
1	. Wolman, B.B., <i>Contemporary theories and systems of psychology</i> , Harper and Bros, N.Y.	
2	Leahey, Thomas. Hardy, <i>History of Psychology:Main currents in psychological thought</i> , New Delhi: Peacock Books.	
3	Marks, M.H and William, A. Cronan-Hillix, <i>Systems and theories in psychology</i> . McGraw Hill International Editions, Psychology series.Marx, M.H. & Hillix, W.A. (1986). <i>Systems and Theories in Psychology</i> . NY: Mc Graw Hill.	
4	Hall C.S. :Lindzey, G. <i>Theories of Personality</i> . New York : Wiley Eastern Limited.	

<b>PL 20.512</b>	<b>CROSS CULTURAL COMMUNICATION</b>	<b>4-1-0-5</b> <b>Total Lectures: 52</b>
<b>Objective:</b>	To encourage students to engage with different cultures in a hands-on way and to meaningfully experience cross-cultural communication.	
Unit 1	<b>Basic Concepts in Communication, Communication Styles:</b> Verbal and Nonverbal, Communication Barriers and Breakdowns, Communication in Relational Contexts	10
Unit 2	<b>Intercultural communication:</b> its nature and assumptions, global and domestic diversity trends, value orientations and intercultural encounters, mindful intercultural verbal and non-verbal communication, biases in cross-cultural communication	12
Unit 3	<b>Inter-cultural and Trans-cultural communication:</b> Constructive Inter-cultural conflict management, Trans-cultural communication competence, Identity change and Inter-cultural adaptation	10
Unit 4	<b>Cross – cultural Negotiation:</b> Process, verbal and non-verbal behaviour, composition of the negotiation team	8
Unit 5	<b>Cross – cultural Bargaining:</b> persuasion tactics, planning, working through the contract	12
<b>Course Outcome:</b> The student will be able to:		
1	Analyze barriers and breakdowns of communication.	
2	Evaluate the concept of intercultural communication.	
3	Understand the application of trans-cultural communication.	
4	Discuss how to negotiate cross-culturally.	
5	Apply skills of working through contact.	
6	Reflect on their own personal experience with cultural difference	
<b>Text Books:</b>		
1	Danziger, K. (1976). Interpersonal communication. New York: Pergamon Press.	
2	Gudykunst, W. B. (Ed.) (2003). Cross-cultural and intercultural communication. Thousand Oaks, CA: Sage Publications.	
<b>Reference Books:</b>		
1	Prasad, L. M. (2012). Organizational behaviour. New Delhi: Sultan Chand & Sons.	
2	Reynolds, S.; Valentine, D. and Munter, M.M. (2010). Guide to Cross-Cultural Communications, 2nd Edition, Pearson	
3	Mattock, J. (2003). Cross-cultural communication : the essential guide to international business, Kogan Page publishers	

PL 20.514	COGNITIVE PSYCHOLOGY	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To understand cognitive aspect of psychology.	
Unit 1	<b>Cognitive approach to Psychology:</b> Origin and current status of cognitive psychology, assumptions and methods of cognitive psychology.	10
Unit 2	<b>Thinking:</b> Language & Thought, Imagination, Theories of thinking, Problem Solving, Reasoning, Decision Making & Creative thinking with classroom implication.	10
Unit 3	<b>Intelligence:</b> Factor & Process theories, Abilities & achievement- concept & Role of Emotional Intelligence, Classroom implication of Gardner's Multiple Intelligence Theory, Meta-cognition-Concept & Implication.	10
Unit 4	<b>Memory Processes:</b> Current models and direction, types of memory- working memory, semantic, episodic, procedural, eye- witness and flash bulb memory, traumatic and false memory, everyday memory; Approaches to memory- Information Processing and Connectionist.	12
Unit 5	<b>Language Processes:</b> Language Acquisition, Models of Reading and Language Comprehension, Language Production, Language and thought.	10
<b>Course Outcome:</b>		
1	Understand the nature and origin of cognitive psychology.	
2	Create awareness regarding human language and thoughts.	
3	Analyze the role of emotional intelligence.	
4	Describe the contribution of intelligence theories.	
5	Understand the concept of memory and forgetting.	
6	Apply knowledge to help and understand language processes.	
<b>Text Books:</b>		
1	Baddley, A. (1997). <i>Human Memory: Theory and Practice</i> . New York: Psychology Press.	
2	Solso, R. L., MacLin, M. K., & MacLin, O. H. (2005). <i>Cognitive psychology</i> . Boston: Pearson/A and B.	
<b>Reference Books:</b>		
1	. Harley, Treror, A. (1997). <i>The psychology of language: From data to theory</i> . Taylor Francis.	
2	Smith, E.E. & Kosslyyn, (2007). <i>Cognitive psychology: mind and brain</i> . Prentice Hall.	
3	Sternberg, R.J.(2007). <i>Cognitive psychology</i> . New Delhi. Cengage Learning.	
4	Reigler, G.R & Reigler, B.R.(2008). <i>Cognitive psychology</i> . New Delhi: Pearson education	

**Second Year  
Autumn Semester**

PL20.601	PERSONALITY PSYCHOLOGY	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To develop an awareness of the concepts and theories related to personality.	
Unit 1	<b>Introduction to Personality Psychology:</b> Nature of Personality; Basic Issues of Personality: individual versus individual differences, heredity versus environment, abnormal versus abnormal personality; Unconscious; self uniqueness; gender; self concept; self identity and self esteem.	10
Unit 2	<b>Psychosocial and Cultural determinants of Personality:</b> Stress, Adjustment and Health Differences; Cultural and Ethnic Differences; Gender Differences in personality from eight perspectives.	12
Unit 3	<b>Psychoanalytic Theory:</b> Freud, Jung; Personality Theories by Adler, Horney, Fromm, Sullivan.	10
Unit 4	<b>Humanistic Theories:</b> Rogers, Maslow; S-R Theories: Dollard, Miller; Bandura's Reinforcement Theory.	10
Unit 5	<b>Trait and Type Theories:</b> Allport, Cattell, Eysenck, McCrae and Costa.	10
<b>Course Outcome:</b>		
1	Understand the concept of personality.	
2	Analyze cultural determinants of personality.	
3	Analyze gender differences in personality.	
4	Describe psychometric theory of personality.	
5	Understand humanistic theories of personality.	
6	Analyze trait and type theories.	
<b>Text Books:</b>		
1	Hall & Lindzey, <i>Theories of personality</i> , John Wiley, New York.	
2	Friedman, H.S. & Schustack, M.W. (2006). <i>Personality</i> . Pearson Education.	
<b>Reference Books:</b>		
1	Chaplin, T. Kraweic, T.S. <i>Systems and Theories of Psychology</i> . Holt Rinehart and Winston.	
2	Schultz, D.P., & Schultz, S.E. (2004). <i>A history of modern psychology</i> . 8th ed. Belmont, CA: Thomson/ Wadsworth.	
3	Leahey, Thomas. Hardy, <i>History of Psychology: Main currents in psychological thought</i> , New Delhi: Peacock Books.	
4	Marks, M.H and William, A. Cronan-Hillix, <i>Systems and theories in psychology</i> . McGraw Hill International Editions, Psychology series.	

PL 20.603	POSITIVE & SELF PSYCHOLOGY	4-0-0-4 Total Lectures:52
<b>Objective:</b>	The paper aims at providing an overview of the concept of positive psychology.	
Unit 1	<b>Introduction to Positive Psychology:</b> Positive Psychology; Goals & Definition, Western & Eastern view of Positive Psychology, Classification and measurement of Human Strengths & Positive outcomes, Developing Strength and living well.	10
Unit 2	<b>Positive Emotional states and processes:</b> Pleasure, positive effect, Happiness & Wellbeing, Emotional intelligence, Living well across life stages.	10
Unit 3	<b>Positive cognitive states and processes:</b> Self efficacy and self acceptance, wisdom, optimism & hope, Mindfulness and flow.	10
Unit 4	<b>Pro-social behavior and well-being:</b> Empathy, altruism, gratitude, Forgiveness, attachment, Positive experiences in school life.	10
Unit 5	<b>Spirituality and Positive Psychology:</b> Creativity, giftedness and industry, Religion & spirituality, Emotional and social intelligence.	12
<b>Course Outcome:</b>		
1	Understand the concepts of positive psychology.	
2	Analyze different emotional states.	
3	Understand the pro-social behavior.	
4	Determine the importance of well-being.	
5	Apply spiritual aspect to develop positivity.	
6	Understand positive cognitive states and processes.	
<b>Text Books:</b>		
1	Snyder, C.R. & Lopez, S.J., <i>Positive Psychology</i> . New Delhi: Sage.	
2	Baumgardner, S. & Crothers, M. <i>Positive Psychology</i> , New Delhi, Pearson Education.	
<b>Reference Books:</b>		
1	Snyder, C.R. & Lopez, S.J., <i>Handbook of Positive Psychology</i> . N.Y. Oxford.	
2	Wong, P.T. & Fry. <i>The Human Quest for meaning</i> . Mahwah, New Jersey. Lawrence, Erlbaum.	

<b>PL 20.605</b>	<b>PROJECT</b>	<b>0-0-0-2</b>
<b>Objective:</b>	The student has to submit two copies of research proposal by first week of November in the department. It will be followed by a presentation for approval.	
<b>Course Outcome:</b>		
1	Enhance the ability of the student to use their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.	
2	Formulate and identify null and alternative hypotheses in research	
3	Define and give examples of independent variables, dependent variables, and scales of measurement.	
4	Generate and interpret various types of graphical displays and tables from research data.	
5	Differentiate between descriptive and inferential statistics	
6	Analyze data using statistical software (SPSS)	
<b>Reference Books:</b>		
1	Latest APA manual for dissertation.	

RM 20. 601	RESEARCH METHODOLOGY	4-0-0-4 Total Lectures:52
<b>Objective:</b>	This course will introduce students to understand the fundamental process of doing research in the social sciences, with special reference to tools they are likely to use in Political Science. It will position it such that a student can go from a common-sense understanding to a complex, conceptual one. The student will also have a sense of hands-on training, by undertaking some limited research idea, with an appropriate methodology and write a report on it.	
<b>Unit 1</b>	Introduction: Meaning and definition, objective of research, types of research, significance of research.	7
<b>Unit 2</b>	Research Problem: definition, necessity and techniques of defining research problem, formulation and objectives of research problem, Research Designs: meaning, need, features, types, Synopsis design for research topic	9
<b>Unit 3</b>	Sampling Designs: surveys, types of sample designs, characteristics, Data collection and validation: types, methods of collecting data, methods of editing and data validation.	12
<b>Unit 4</b>	Hypothesis: definition, testing of hypothesis, procedures for testing, Parametric and non-parametric test for testing, limitations of tests of hypothesis.	12
<b>Unit 5</b>	Report writing: basic concepts of paper writing and report generation, review of literature, concepts of bibliography and references, significance of report writing, steps of report writing, methods of presentation of report.	12
<b>Course Outcome:</b> The student will be able to:		
1	Understand the complex universe of social science and its modes of understanding	
2	Effectively reflect upon the issues of social science research	
3	Employ competently the techniques and methods in social research	
4	Demonstrate knowledge of research processes (reading, evaluating, and developing)	
5	Identify, explain, compare, and prepare the key elements of a research proposal/report	
6	Describe sampling methods, measurement scales and instruments, and appropriate uses of each	
<b>Text Books:</b>		
1	Goode,W.J. and P.K Hatt, Methods in Social Research, New Delhi, McGraw Hill International Editions, Sociology Series, 1981.	
2	Kothari, C. R. &Garg, G., Research Methodology, Methods and Techniques, 4 <sup>th</sup> Ed, Delhi, New Age International Publishers, 2018.	
<b>Reference Books:</b>		
1	Magal, S.K. &Mangal, S., Research methodology in Behavioural Sciences, New Delhi, Prentice Hall of India Pvt. Ltd, 2013	
2	Ahuja, R., Research Methods, Rawat Publishers, Jaipur, 2001.	
3	Best,J.W. and J.V. Kahn, Research in Education, 6 <sup>th</sup> ed, New Delhi, Prentice Hall of India Pvt. Ltd, 1992	
4	Marjory L. Joseph, William D Joseph, Research Fundamentals in Home economics/ Human ecology, California, Plycon Press, 1996.	
5	Charles Y. Clock (ed.) : Survey Research in Social Sciences (New York : Russle Sage Foundation)	

PL 20.607	COUNSELING & GUIDANCE PSYCHOLOGY: PROFESSIONAL FOUNDATION	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To develop an understanding of basic concepts, processes, and techniques of Counseling.	
Unit 1	<b>Guidance Psychology:</b> Historical Perspective, Objectives & Principles of guidance, Types of guidance -Educational, Career, Personal and Social.	10
Unit 2	<b>Counseling Psychology:</b> Nature, Concept, history with special reference to Indian context, professional training and personal qualities of a counselor.	10
Unit 3	<b>Process and Ethics in Counseling and Guidance:</b> Preparation, Pre-counseling interview, Rapport and Relationship, Exploration and Identification of goals, Selection of counseling therapy, Termination and follow up; Guidelines and Issues of Counseling ethics.	10
Unit 4	<b>Counseling Skills:</b> Pre-counseling skills - listening and attending; skills for building trust and empathy –paraphrasing, reflecting, pacing; skills for conveying genuineness and positive regard – congruence, self-disclosure, immediacy and enhancing responses.	10
Unit 5	<b>Basic Techniques of Counseling:</b> Sensitivity training, Transactional analysis, Assertive training, Relaxation training, Socio and Psycho drama.	12
<b>Course Outcome:</b>		
1	Create the learner with the challenges of Counseling.	
2	Understand the concepts of guidance and counseling.	
3	Apply process of counseling to real life counseling.	
4	Analyze step wise guide to counseling.	
5	Create awareness of the ethics of a professional counselor.	
6	Understand different skills of counselors.	
<b>Text Books:</b>		
1	Gladding, T. Samuel. <i>Counselling: A Comprehensive Profession</i> . Prentice-Hall, New Jersey.	
2	Bhatnagar, Asha, <i>Guidance and Counselling</i> , Vikas Publishing House pvt. Ltd	
<b>Reference Books:</b>		
1	Jones. A.J., <i>Principal of Guidance</i> , McGraw Hill, N.Y.	
2	Psricha, <i>Guidance and Counselling in Indian education</i> , New Delhi, NCERT.	
3	Mayers, G.E., <i>Principles and Techinques of Vocational Guidance</i> , McGraw Hill, N.Y.	
4	Nelson-Jones, R. (1994). <i>Handbook of Counselling Psychology</i> . London : Sage.	

PL 20.609	APPLIED COUNSELING:SPECIALTIES IN PRACTICE OF COUNSELING	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To develop an understanding of applied concepts of Counseling.	
Unit 1	<b>Child and Adolescent Counseling:</b> Developmental theories- cognitive theory, moral theory and psychosocial theory; Preventive and Remediation services for special childhood and adolescent problems – child abuse and neglect, Depression and Anxiety, Drug abuse, Delinquency, Sex abuse, Teenage – pregnancy. Special Counseling Approaches – Conflict Resolution and Play Therapy.	10
Unit 2	<b>School and Career Counseling:</b> Role and functions of school and career counselor, special skills and problems- consultation, counseling exceptional children, special problems, career counseling for women, computer-assisted career counseling.	10
Unit 3	<b>Marriage and Family Counseling:</b> Theoretical Foundations – System theory, Family life cycle; Marital Assessment; Counseling for special family and marriage problems – Inter-parental conflict, Interpersonal communication. Parenting skills, Crisis intervention.	10
Unit 4	<b>Group Counseling:</b> Types of Groups – Guidance/Psycho/educational groups; Counseling/Interpersonal problem solving groups, Personality Development/Reconstruction groups. Process of Group counseling. Issues and qualities of an effective group counselor.	10
Unit 5	<b>Rehabilitation and Mental Health Counseling</b> Rehabilitation Counseling – Theories and techniques, roles and functions. Mental Health Counseling – Theories and functions, special techniques of stress management and anger management.	12
<b>Course Outcome:</b>		
1	Create the learner with the challenges of different areas of Counseling.	
2	Understand the counseling techniques for children and adolescents.	
3	Apply process of counseling to educational sector.	
4	Analyze assessment tools for marriage and family counseling.	
5	Create awareness of the ethics of group counseling.	
6	Understand different skills of rehabilitation and mental health counselors.	
<b>Text Books:</b>		
1	Gladding, T. Samuel. <i>Counselling: A Comprehensive Profession</i> . Prentice-Hall, New Jersey.	
2	Belkin, G.S. (1988). <i>Introduction to Counselling</i> . W.G. : Brown Publishers.	
<b>Reference Books:</b>		
1	Nelson, J. (1982). <i>The Theory and Practice of Counselling Psychology</i> . New York : Holt Rinehart and Winston.	
2	Ben, Ard, Hr. (Ed.) (1977). <i>Counselling and Psychotherapy : Classics on Theories and Issues</i> . Science and Behavior Books Co.	
3	Brammer, L.M. and Shostrom, B.L. (1977). <i>Therapeutic Psychology : Fundamentals of Counselling Psychotherapy</i> . (3rd Ed.) (1977). Englewood Cliffs. : Prentice Hall.	
4	Clough, P; Pardeck, J.T.; Yuen, F. (2005) <i>Handbook Emotional and Behavioral Difficulties</i> . New Delhi, Sage Publication.	

<b>PL 20.611</b>	<b>PRACTICAL OF COUNSELING PSYCHOLOGY-I</b>	<b>0-0-4-2</b> <b>Total Lab Classes:26</b>
<b>Objective:</b>	To apply the concepts of psychology in real world. Assignments are based on the courses PL20.605-Counseling and Guidance Psychology: Professional Foundation and PL20.607-Applied Counseling: Specialities in practice of Counseling. That also accompany by field visit, and practical's related to compulsory papers. The students can avail internship and field visit during the summer term breaks, for a period of 1 or 2 months.	
	<u>Minimum 8</u> of the following:	
1.	Maze Learning	3
2.	Psychological Needs for Counseling Scale	3
3.	Guidance Need Inventory	3
4.	Fear Checklist	3
5.	Home Environment Inventory	3
6.	Retroactive Inhibition	3
7.	Verbal test for Creative Thinking	3
8.	Ergograph	3
9.	Seguin Form Board Test	3
10.	Mirror Drawing Apparatus	3
11.	Home Environment Inventory	3
12.	Judging Emotions through Photograph	3
<b>Course Outcome:</b>		
1	Understand difference between tests and experiments.	
2	Evaluate the need for counseling.	
3	Measure the fears of the subject.	
4	Measure the emotions of the subject.	
5	Analyze, interpret and discuss the report on the basis of results and scores	
6	Understand the usage of psychological tools in practice.	
<b>Text Books:</b>		
1.	Manuals of above mentioned psychological tools.	
<b>Reference Books:</b>		
1.	Ciccarelli, K. Sandra: <i>Psychology</i> Pearson, South Asian Edition	
2.	Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. <i>Introduction to Psychology</i> . Tata McGraw-Hill, New Delhi.	

PL20.613	ADVANCED INDUSTRIAL PSYCHOLOGY	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To develop an awareness of the concepts related to organizational behavior.	
Unit 1	<b>Introduction to Industrial Psychology:</b> Definition, role, Nature and scope, Origin and History of industrial psychology, Contribution of Hugo Munsterberg, Taylor, Gilbreth and Alton Mayo.	10
Unit 2	<b>Job Analysis:</b> Purpose, importance and uses of job analysis, Various methods of job analysis, Job design approaches and job enrichment.	10
Unit 3	<b>Recruitment and selection:</b> Purpose and importance of recruitment and selection, Recruitment process; external and internal, Stages in selection process, Selection methods.	10
Unit 4	<b>Personnel Training:</b> Nature and principals of training, Assessing training needs, Training methods; on-the job training, of the job apprenticeship, business games, Evaluation of training programme.	10
Unit 5	<b>Performance Appraisal System:</b> Purpose, importance, Uses of Performance appraisal, Methods of evaluating performance appraisal; traditional methods, 360 degree appraisal and management by objectives; issues and biases related to performance appraisal.	12
<b>Course Outcome:</b>		
1	Develop connectivity between concepts and practices of organizations.	
2	Describe major topics and subspecialties including critical theory and research finding that have defined the field of I/O psychology	
3	Measure personnel performance through different criteria.	
4	Apply procedures and assessment methods for personnel selection.	
5	Understand purpose and importance of performance appraisal system.	
6	Analyze effect personnel training on performance.	
<b>Text Books:</b>		
1	Blumm M.L. & Nylor, J.C. <i>Industrial Psychology</i> . N.Y : Harper & Row.	
2	Tiffin J. and McCormic E.J. (1975) <i>Industrial Psychology</i> , Prentice Hall, 6th Ed.	
<b>Reference Books:</b>		
1	Blum, Milton, L. <i>Industrial Psychology</i> , New Delhi: CBS Publishers.	
2	Maier, N.R.F. (1970). <i>Psychology in Industry</i> , Oxford and IBH Publishing Co.	
3	Hersay, R.E. and Blanchard, T. <i>The Management of organizational behaviour</i> , New Delhi : Prentice Hall	
4	McCormick E.J.(1976) <i>Human Factors Engineering and Design</i> , McGraw Hill, 4th ed.	

PL20.615	DYNAMICS OF ORGANIZATIONAL BEHAVIOR-I	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To develop an awareness of the concepts related to organizational behavior.	
Unit 1	<b>Introduction:</b> Meaning and Importance of OB, Historical overview; Classical and Neo-classical, Approaches of OB; contingency and system approach.	10
Unit 2	<b>Motivation in Organization:</b> Needs theories of motivation, Equity theories of motivation, Job Design and work motivation, Determinants of job satisfaction, Organizational commitment, citizenship behavior and organizational justice.	10
Unit 3	<b>Leadership:</b> Trait Theories, Behavioural Theories, Contingency theories: Fiedler Modal and situational leadership Theory; Path Goal theory, Inspirational Approaches to leadership: Charismatic Leadership; Transformational Leaders, Authentic Leadership: Ethic and trust are the foundation of leadership, Contemporary Leadership Roles: Mentoring, self Leadership, E-Age.	10
Unit 4	<b>Organizational Communication:</b> Meaning and functions, Directions of communication in organization, Directions and methods of improving communications, Barriers of effective communication.	10
Unit 5	<b>Decision Making:</b> Nature of decision making; Behavioural decision making, making: decision rationality, models, decision making techniques: traditional and Modern Participation technique.	12
<b>Course Outcome:</b>		
1	Develop connectivity between concepts and practices of organizations.	
2	Describe major topics and subspecialties including critical theory and research finding that have defined the field of I/O psychology	
3	Measure personnel performance through different criteria.	
4	Apply procedures and assessment methods for personnel selection.	
5	Understand purpose and importance of performance appraisal system.	
6	Analyze effect personnel training on performance.	
<b>Text Books:</b>		
1	Robbins, Stephen. P., <i>Organizational Behaviour</i> , New Delhi, Oxford Uni. Press.	
2	Luthans F, <i>Organizational Behaviour</i> , Prentice Hall of India pvt. Ltd. New Delhi.	
<b>Reference Books:</b>		
1	Pareek, U. <i>Understanding Organizationa Behaviour</i> , Oxford University Press, New Delhi.	
2	Steven, I. McShane Marayann. VonGlinow, <i>Organizational Behaviour</i> , Tata McGraw Hill, New Delhi.	
3	Nelson, D.B. and Quick J.C. (2005) <i>Understanding Organizational Behavior</i> . South Western Thomson Learning.	

<b>PL 20.617</b>	<b>PRACTICAL OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY-I</b>	<b>0-0-4-2</b> <b>Total Lab Classes:26</b>
<b>Objective:</b>	To apply the concepts of psychology in real world. Assignments are based on the courses PL20.611 Advanced Industrial Psychology, PL20.613 Dynamics of Organizational Behaviour-I. That also accompany by field visit, and practical's related to compulsory papers. The students can avail internship and field visit during the summer term breaks, for a period of 1 or 2 months.	
	<u>Minimum 8</u> of the following:	
1.	Maze Learning	3
2.	Leader Behavior Scale	3
3.	Occupational Stress Inventory	3
4.	Fear Checklist	3
5.	Work Motivation Questionnaire	3
6.	Retroactive Inhibition	3
7.	Verbal test for Creative Thinking	3
8.	Ergograph	3
9.	Seguin Form Board Test	3
10.	Mirror Drawing Apparatus	3
11.	Home Environment Inventory	3
12.	Judging Emotions through Photograph	3
<b>Course Outcome:</b>		
1	Understand difference between tests and experiments.	
2	Evaluate the leadership behavior and occupational stress.	
3	Measure the fears of the subject.	
4	Measure the emotions of the subject.	
5	Analyze, interpret and discuss the report on the basis of results and scores	
6	Understand the usage of psychological tools in practice.	
<b>Text Books:</b>		
1.	Manuals of above mentioned psychological tools.	
<b>Reference Books:</b>		
1.	Ciccarelli, K. Sandra: <i>Psychology</i> Pearson, South Asian Edition	
2.	Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. <i>Introduction to Psychology</i> . Tata McGraw-Hill, New Delhi.	

PL 20.619	PSYCHOPATHOLOGY-I	4-0-0-4 Total Lectures:52
<b>Objective:</b>	The paper aims at providing an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders. This will sensitize them to information on psychopathology and dispel myths regarding it.	
Unit 1	<b>Approaches of Psychopathology:</b> Psychodynamic, Behaviouristic, Humanistic-Existential, and Cognitive approaches.	10
Unit 2	<b>Classifications in Psychopathology:</b> (I) WHO Classification (ICD-10), and (II) Multiaxial System (DSM V) similarities, differences and critical evaluation.	10
Unit 3	<b>Anxiety Disorders:</b> Nature, etiology, and symptoms of panic, phobic, generalized anxiety disorders. Obsessive-compulsive disorder.	10
Unit 4	<b>Somatoform Psycho-physiological Disorders:</b> Nature, etiology and symptoms of dissociative disorder and Psychophysiological disorder.	12
Unit 5	<b>Organic Mental Disorder:</b> Clinical features of organic mental disorders, organic system syndrome, delirium, epilepsy, dementia and Alzheimer.	10
<b>Course Outcome:</b>		
1	Understand the concepts of normality and abnormality.	
2	Define DSM and ICD guidelines.	
3	Analyze methods of assessment and treatments.	
4	Determine etiology, symptoms, diagnosis and treatment of somatoform psycho-physiological disorders.	
5	Apply etiology, symptoms, diagnosis and treatment of anxiety disorders.	
6	Understand etiology, symptoms, diagnosis and treatment of organic mental disorders.	
<b>Text Books:</b>		
1	Carson, R.C.; Butcher, J.N., et al. <i>Abnormal Psychology</i> ; New Delhi: Pearson Education.	
2	Davison, G.C. & Neale, J.M. <i>Abnormal Psychology</i> ; New York: Wiley	
<b>Reference Books:</b>		
1	Diagnostic and Statistical Manual of Mental Disorders – 5th Edition (DSM V). Washington, D.C. : APA Publication.	
2	American Psychological Association. (1998). <i>Diagnostic and statistical manual of mental disorders (5th .ed.): text revision (DSM-1V-TR)</i> . New Delhi: Jaypee Brothers Medical Publishers (pvt) Ltd.	
3	Ahuja N (2002). <i>A short text book of Psychiatry (5th edition)</i> . New Delhi. JaypeeBrothers.	
4	Sarason, I.G. and Sarason, B.R. <i>Abnormal Psychology: The Problem of Maladaptive Behavior</i> . New Delhi: Pearson Education Inc	

PL 20.621	PSYCHO-DIAGNOSTICS	4-0-0-4 Total Lectures:52
<b>Objective:</b>	The paper aims at providing an overview of the concept of diagnosis and the symptoms and etiology of various psychological disorders.	
Unit 1	<b>Introduction:</b> Brief history: Early & recent, Definition and nature of clinical psychology. Scope of clinical psychology. Role of clinical psychologists. Issues in clinical psychology. Employment settings for Clinical Psychologists. Ethics and values of the profession.	9
Unit 2	<b>Clinical Assessment:</b> Nature and purpose of clinical diagnosis and assessment. Stages of clinical assessment. Behavioural assessment, Psychological Assessment, Cognitive and Personality Assessment: Interviewing, Observing behaviour, Mental State Examination, and case study.	11
Unit 3	<b>Test in Clinical Use:</b> Role of psychological test in psycho-diagnosis. Different tests in clinical use: TAT, Rorschach test, Sentence Completion Test (SCT); Picture Frustration Test, WAIS, MMPI, Bender Gestalt test, Wechsler Memory Scale, PGI Memory Scale, Bhatia's Battery Performance Tests of Intelligence, Binet-Kamat test of Intelligence, Raven's progressive Matrices (Standard and Advanced).	12
Unit 4	<b>Rating Scales in Clinical Use:</b> Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. Issues related to clinical applications and new developments.	10
Unit 5	<b>Neuropsychological Assessment:</b> Meaning and purpose of neuropsychological assessment. Concept of minimal brain dysfunction. Techniques of neuropsychological assessment.	10
<b>Course Outcome:</b>		
1	Understand the concepts of clinical psychology.	
2	Analyze different clinical assessments.	
3	Understand the role of psychological tests in clinical use.	
4	Determine the role of rating scales in clinical use.	
5	Apply neuropsychological assessments on patients.	
6	Understand techniques of assessing.	
<b>Text Books:</b>		
1	Anastasi, A., & Urbina, S. (1997). <i>Psychological testing</i> (7th ed.). Delhi, India: Pearson Education.	
2	Freeman, F. S. (1965). <i>Theory and practice in psychological testing</i> (3rd ed.). New Delhi, India: Oxford and IBH.	
<b>Reference Books:</b>		
1	Hecker, J.E., & Thorpe, G.L. (2005). <i>Introduction to clinical psychology: Science, practice, and ethics</i> . Delhi: Pearson Education.	
2	Pomerantz, A. M. (2008). <i>Clinical psychology: Science, practice, and culture</i> . New Delhi, India: Sage Publications.	
3	Holt, R.R. (ed.). (1984). <i>Diagnostic psychological testing</i> . Revised edition. New York: International Universities Press.	
4	Weiner, I.B. <i>Clinical methods in psychology</i> . New York: Wiley inter science V publication.	

<b>PL 20.623</b>	<b>PRACTICAL OF CLINICAL PSYCHOLOGY-I</b>	<b>0-0-4-2</b> <b>Total Lab Classes:26</b>
<b>Objective:</b>	To apply the concepts of psychology in real world. Assignments are based on the courses PL6...Psychopathology-1 & PL 6... Psycho-diagnostics. That also accompany by field visit, and practical's related to compulsory papers. The students can avail internship and field visit during the summer term breaks, for a period of 1 or 2 months.	
	<u>Minimum 8</u> of the following:	
1.	Maze Learning	3
2.	Stress Inventory	3
3.	Anxiety Scale	3
4.	Fear Checklist	3
5.	Aggression Scale	3
6.	Retroactive Inhibition	3
7.	Verbal test for Creative Thinking	3
8.	Ergograph	3
9.	Seguin Form Board Test	3
10.	Mirror Drawing Apparatus	3
11.	Home Environment Inventory	3
12.	Judging Emotions through Photograph	3
<b>Course Outcome:</b>		
1	Understand difference between tests and experiments.	
2	Evaluate the stress and anxiety.	
3	Measure the fears of the subject.	
4	Measure the emotions of the subject.	
5	Analyze, interpret and discuss the report on the basis of results and scores	
6	Understand the usage of psychological tools in practice.	
<b>Text Books:</b>		
1.	Manuals of above mentioned psychological tools.	
<b>Reference Books:</b>		
1.	Ciccarelli, K. Sandra: <i>Psychology</i> Pearson, South Asian Edition	
2.	Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. <i>Introduction to Psychology</i> . Tata McGraw-Hill, New Delhi.	

## Spring Semester

PL 20.602	HEALTH PSYCHOLOGY	4-0-0-4 Total Lectures:52
<b>Objective:</b>	The paper aims at providing an overview of the concept of health psychology.	
Unit 1	<b>Health and Wellbeing:</b> Concept and indicators, medical and bio-psycho-social models of health; cross-cultural perspectives on health; Goals of health psychology; Approaches to health.	10
Unit 2	<b>Health Behaviour:</b> Role of behavioural factors in disease and disorders; Changing health habits ; Models and approaches to health behaviour change- cognitive, behavioural and social engineering approaches and transtheoretical model.	12
Unit 3	<b>Health Problems and their cognitive representation:</b> General and chronic health problems; causal factors and explanations, health belief systems; HIV/AIDS.	10
Unit 4	<b>Stress and Coping:</b> Conceptual models; Stress born health problems; Coping strategies.	10
Unit 5	<b>Management of health problems:</b> Preventive, promotive and curative aspects of health; choice of medicinal systems, patient- doctor relationship, treatment adherence, alternative medicines.	10
<b>Course Outcome:</b>		
1	Understand the concepts of health psychology.	
2	Analyze the role of healthy behavior.	
3	Understand the approaches of health psychology.	
4	Determine the importance of managing health problems.	
5	Apply coping strategies.	
6	Understand health problems and its cognitive representation.	
<b>Text Books:</b>		
1	Baum, A., Gatchel, R.J., & Krantz, D.S.(1997). <i>An introduction to health psychology</i> . New York: McGraw Hill.	
2	Baum, A., Revenson, T.A., & Singer, J.E.(2001). <i>Handbook of health psychology</i> . Mahwah, NJ: Lawrence Erlbaum.	
<b>Reference Books:</b>		
1	Snyder, C.R. & Lopez, S.J., <i>Handbook of Positive Psychology</i> . N.Y. Oxford.	
2	Wong, P.T. & Fry. <i>The Human Quest for meaning</i> . Mahwah, New Jersey. Lawrence, Erlbaum.	

PL 20.604	COUNSELING PSYCHOLOGY: APPROACHES AND APPRAISAL	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To develop an understanding of approaches and appraisal of Counseling.	
Unit 1	<b>Psychoanalytic and Adlerian approaches:</b> Classical Psychoanalytic Theory – View of human nature, role of counselor, goals, techniques.	10
Unit 2	<b>Person Centered, Existential and Gestalt Approaches:</b> Carl Rogers – View of human nature, role of counselor, goals, techniques. Existential Counseling -Rollo May, Victor Frankl – View of human nature, Role of counselor, goals, techniques.	10
Unit 3	<b>Behavioral and Rational Emotive Therapies:</b> Becks; Allbert Ellis – View of human nature, Role of Counselor, Goals and techniques; Behavioral approaches – Views of human nature, Role of Counselor, goals, Techniques and Evaluation	10
Unit 4	<b>Indian Perspective:</b> Yoga and Meditation	10
Unit 5	<b>Counselee appraisal:</b> Autobiography, case study, interview, observation.	12
<b>Course Outcome:</b>		
1	Understand the Psychoanalytic approaches of Counseling.	
2	Understand the Alderian approach to counseling.	
3	Apply the concept of person centered, existential amd Gestalt approaches to patients.	
4	Analyze behabioural and Rational Emotive therapy of counseling.	
5	Create awareness of the Indian perpective of counseling.	
6	Understand counselee appraisal.	
<b>Text Books:</b>		
1	Gladding, T. Samuel. <i>Counselling: A Comprehensive Profession</i> . Prentice-Hall, New Jersey.	
2	Belkin, G.S. (1988). <i>Introduction to Counselling</i> . W.G. : Brown Publishers.	
<b>Reference Books:</b>		
1	Nelson, J. (1982). <i>The Theory and Practice of Counselling Psychology</i> . New York : Holt Rinehart and Winston.	
2	Ben, Ard, Hr. (Ed.) (1977). <i>Counselling and Psychotherapy : Classics on Theories and Issues</i> . Science and Behavior Books Co.	
3	Brammer, L.M. and Shostrom, B.L. (1977). <i>Therapeutic Psychology : Fundamentals of Counselling Psychotherapy</i> . (3rd Ed.) (1977). Englewood Cliffs. : Prentice Hall.	
4	Clough, P; Pardeck, J.T.; Yuen, F. (2005) <i>Handbook Emotional and Behavioral Difficulties</i> . New Delhi, Sage Publication.	

PL 20.606	ASSESSMENT IN COUNSELING	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To develop an understanding of assessment methods of Counseling.	
Unit 1	<b>Nature of Psychological Assessment:</b> Interview and observation, taking case history, selection of tests, implications of psychological test results, ethics of psychological testing.	10
Unit 2	<b>Assessment of Aptitude:</b> Differential Aptitude Test, General Aptitude Test Battery; Assessment of Interests: Chatterjee's Non Language Preference Record. Intelligence : Wechsler's Adult Intelligence Scale-Revised, Bhatia's Performance Test of Intelligence.	10
Unit 3	<b>The Objective Assessment of Personality:</b> High School Personality Questionnaire, 16 Personality Factors, Eysenck's Personality Inventory. The projective assessment of personality Thematic Apperception Test, Rosenzweig Picture Frustration Study, Sentence Completion Test.	10
Unit 4	<b>Behavioral Techniques and Tests:</b> Behavioral Questionnaires, self-monitoring, problem checklist observation in natural environment.	10
Unit 5	<b>Report Writing:</b> Writing case study reports preparing a profile of individual and group career guidance in the report form.	12
<b>Course Outcome:</b>		
1	Understand the nature of psychological assessment in counseling.	
2	Understand the aptitude assessment on counseling.	
3	Apply the results and norms of various intelligence tests on patients.	
4	Analyze various personality assessment techniques in counseling.	
5	Create awareness of behavioral techniques and tests of counseling.	
6	Understand report writing in counseling sessions.	
<b>Text Books:</b>		
1	Herr, E.L. Carmer S.H. (1998). Career Guidance and Counselling Through the Life Span. Systematic Approaches, 3rd edition, Scott, Foresman and Company London.	
2	Murphy K.R. Davidshofer C.O. (1994). Psychology Testing Principles and Applications. Prentice Hall of India, New Delhi.	
<b>Reference Books:</b>		
1	Nelson, J. (1982). <i>The Theory and Practice of Counselling Psychology</i> . New York : Holt Rinehart and Winston.	
2	Ben, Ard, Hr. (Ed.) (1977). <i>Counselling and Psychotherapy : Classics on Theories and Issues</i> . Science and Behavior Books Co.	
3	Brammer, L.M. and Shostrom, B.L. (1977). <i>Therapeutic Psychology : Fundamentals of Counselling Psychotherapy</i> . (3rd Ed.) (1977). Englewood Cliffs. : Prentice Hall.	
4	Clough, P; Pardeck, J.T.; Yuen, F. (2005) <i>Handbook Emotional and Behavioral Difficulties</i> . New Delhi, Sage Publication.	

<b>PL 20.612</b>	<b>PRACTICAL OF COUNSELING PSYCHOLOGY-II</b>	<b>0-0-4-2</b> <b>Total Lab Classes: 26</b>
<b>Objective:</b>	To apply the concepts of psychology in real world. Assignments are based on the course Interventions in Guidance and Counselling and Areas of Counselling Psychology. That is also accompanied by field visit, and practicals related to compulsory papers. The students can avail internship and field visit during the summer term breaks, for a period of 1 or 2 months.	
	<b>Minimum 8 of the following:</b>	
1.	Sodhi's Attitude Scale	3
2.	Parent Child Relationship Scale	3
3.	8SQ	3
4.	Family Environment Scale	3
5.	Dimensions of Friendship Scale	3
6.	Muller Lyer Illusion	3
7.	Sociometry	3
8.	Emotional Maturity	3
9.	16PF	3
10.	Experiment on memory	3
11.	Experiment on trial and error method of learning	3
12.	DAT	3
<b>Course Outcome:</b>		
1	Understand difference between attitude and aptitude.	
2	Evaluate the group preference.	
3	Measure the personality of the subject.	
4	Measure the emotional maturity of the subject.	
5	Analyze, interpret and discuss the report on the basis of results and scores	
6	Understand the usage of psychological tools in practice.	
<b>Text Books:</b>		
1.	Manuals of above mentioned psychological tools.	
<b>Reference Books:</b>		
1.	Ciccarelli, K. Sandra: <i>Psychology</i> Pearson, South Asian Edition	
2.	Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. <i>Introduction to Psychology</i> . Tata McGraw-Hill, New Delhi.	

PL20.610	ENGINEERING PSYCHOLOGY	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To develop an awareness of the concepts related to engineering psychology.	
Unit 1	<b>Human engineering:</b> Scope and origin of engineering psychology; Importance of engineering psychology; Aim of engineering psychology.	10
Unit 2	<b>Man- Machine system:</b> Meaning of man- machine system; Design, display, control and action; Application of man- machine system.	10
Unit 3	<b>Working Conditions:</b> Concept of efficiency and work curve; Physical environment, noise, illumination, atmospheric conditions, music , rest, pauses; Working conditions and performance.	10
Unit 4	<b>Accidents and safety:</b> Definition of accident, risk taking behaviour and accident proneness; Human and economic cost of accidents; Causes of accidents; Individual, situational, organizational factors related to accident reduction; safety measures.	10
Unit 5	<b>Work and Fatigue:</b> Concept of work and fatigue; Work schedule; Methods of design; Monotony and boredom; Ways to reduce monotony and boredom; Industrial morale.	12
<b>Course Outcome:</b>		
1	Understand human engineering.	
2	Describe man-machine system.	
3	Measure work efficiency.	
4	Apply measures of safety at workplace.	
5	Understand concept of work and fatigue.	
6	Analyze effect personnel training on performance.	
<b>Text Books:</b>		
1	Tiffin J. and McCormic E.J. (1975). <i>Industrial Psychology</i> , 6th Ed ,Prentice Hall.	
2	McCormick D.J. (1976). <i>Human Factors Engineering andDesign</i> . 4th Ed McGraw Hill	
<b>Reference Books:</b>		
1	Blum and Naylor. <i>Industrial Psychology</i> . CBS Publishers New Delhi.	
2	Blum, Milton, L. <i>Industrial Psychology</i> , New Delhi: CBS Publishers.	
3	Maier, N.R.F. (1970). <i>Psychology in Industry</i> , Oxford and IBH Publishing Co.	

PL20.612	DYNAMICS OF ORGANIZATIONAL BEHAVIOUR- II	4-0-0-4 Total Lectures:52
<b>Objective:</b>	To develop an awareness of the dynamics of organizational behavior.	
Unit 1	<b>Organizational structure:</b> Meaning and issues of organizational structure, Work specialization, departmentalization, chain of command, span of control, centralization v/s Decentralization, Traditional organizational structure; The team structure, the virtual organization, the boundary less organization.	10
Unit 2	<b>Organizational culture:</b> Organizational culture meaning and definition and related concepts, Perspective and topologies of organizational culture, Creating and sustaining culture.	10
Unit 3	<b>Organizational Change and development:</b> Nature and perspective of change, Levels of change, structure, technology and leadership, Types of change; organizational change as growth, transformation and as turn around, Resistance to change, Strategies to overcome resistance to change, Nature and importance of organizational development, Role, values and ethics of organizational development practitioners.	10
Unit 4	<b>Group Dynamics:</b> Meaning, nature and types of group, concept of group dynamics and theories of group formation, group role, norms, decision making. Group cohesiveness and group conformity.	10
Unit 5	<b>Conflict and stress:</b> Meaning and types of conflict, Interpersonal and Intergroup conflict, Work-family conflict, Strategies for conflict resolution, Work stress; sources, consequences, managing stress: individual and organizational coping strategies.	12
<b>Course Outcome:</b>		
1	Understand organizational structure.	
2	Describe organizational culture.	
3	Measure organizational change and development.	
4	Apply measures of group dynamics at workplace.	
5	Understand concept of work conflict.	
6	Analyze effect stress on performance.	
<b>Text Books:</b>		
1	Robbins, Stephen. P., <i>Organizational Behaviour</i> , New Delhi, Oxford Uni. Press.	
2	Luthans F, <i>Organizational Behaviour</i> , Prentice Hall of India pvt. Ltd. New Delhi.	
<b>Reference Books:</b>		
1	Pareek, U. <i>Understanding Organizational Behaviour</i> , Oxford University Press, New Delhi.	
2	Steven, I. McShane Marayann. VonGlinow, <i>Organizational Behaviour</i> , Tata McGraw Hill, New Delhi.	
3	Nelson, D.B. and Quick J.C. (2005) <i>Understanding Organizational Behavior</i> (2nd Edition) South Western Thomson Learning.	

<b>PL 20.614</b>	<b>PRACTICAL OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY-II</b>	<b>0-0-4-2</b> <b>Total Lab Classes: 26</b>
<b>Objective:</b>	To apply the concepts of psychology in real world. Assignments are based on the courses Engineering Psychology, Dynamics of Organizational Behaviour-II. That also accompany by field visit, and practical's related to compulsory papers. The students can avail internship and field visit during the summer term breaks, for a period of 1 or 2 months.	
	Minimum 8 of the following:	
1.	Sodhi's Attitude Scale	3
2.	Parent Child Relationship Scale	3
3.	8SQ	3
4.	Family Environment Scale	3
5.	Dimensions of Friendship Scale	3
6.	Muller Lyer Illusion	3
7.	Sociometry	3
8.	Emotional Maturity	3
9.	16PF	3
10.	Experiment on memory	3
11.	Experiment on trial and error method of learning	3
12.	DAT	3
<b>Course Outcome:</b>		
1	Understand difference between attitude and aptitude.	
2	Evaluate the group preference.	
3	Measure the personality of the subject.	
4	Measure the emotional maturity of the subject.	
5	Analyze, interpret and discuss the report on the basis of results and scores	
6	Understand the usage of psychological tools in practice.	
<b>Text Books:</b>		
1.	Manuals of above mentioned psychological tools.	
<b>Reference Books:</b>		
1.	Ciccarelli, K. Sandra: <i>Psychology</i> Pearson, South Asian Edition	
2.	Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. <i>Introduction to Psychology</i> . Tata McGraw-Hill, New Delhi.	

PL 20.616	PSYCHOPATHOLOGY-II	4-0-0-4 Total Lectures:52
<b>Objective:</b>	The paper aims at providing an overview of the concept of diagnosis and the symptoms and etiology of various psychological disorders.	
Unit 1	<b>Personality Disorders:</b> Meaning and types of personality disorders. Impulse-control disorders, substance related disorders (Alcoholic, and Nicotine).	11
Unit 2	<b>Psychoses:</b> Schizophrenia, affective (mood) disorders, delusional disorders and other forms of psychotic disorders – types, clinical features, etiology and management.	12
Unit 3	<b>Sexual disorders:</b> Etiology of sexual preferences, deviation and orientation disorder.	8
Unit 4	<b>Behavioral, emotional and developmental disorders of childhood and adolescence:</b> Types, clinical features, etiology and management.	11
Unit 5	<b>Psychopathology of Old Age:</b> Process of aging; stress & coping; psychological disorders in old age; research and current trends in this field.	10
<b>Course Outcome:</b>		
1	Understand the concepts of personality disorder.	
2	Analyze etiology, symptoms, diagnosis, treatment of schizophrenia.	
3	Understand the psychotic disorders.	
4	Determine various emotional and developmental disorders.	
5	Analyze etiology, symptoms, diagnosis, treatment of sexual disorders.	
6	Understand psychopathology of old age.	
<b>Text Books:</b>		
1	Ahuja N (2002). <i>A short text book of Psychiatry</i> (5th edition). New Delhi. Jaypee Brothers.	
2	American Psychological Association. (1998). <i>Diagnostic and statistical manual of mental disorders</i> (5th .ed.): text revision (DSM-1V-TR). New Delhi: Jaypee Brothers Medical Publishers (pvt) Ltd.	
<b>Reference Books:</b>		
1	Carson, R.C.; Butcher, J.N., et al. <i>Abnormal Psychology</i> ; New Delhi: Pearson Education.	
2	Davison, G.C. & Neale, J.M. <i>Abnormal Psychology</i> ; New York: Willy.	
3	Sadock, B.J. & Sadock, V.A. (2003). <i>Kaplan &amp; Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry</i> (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.	
4	Sarason, I.G. and Sarason, B.R. <i>Abnormal Psychology: The Problem of Maladaptive Behavior</i> ; New Delhi: Pearson Education Inc.	

PL 20.618	PSYCHOTHERAPIES AND COUNSELLING	4-0-0-4 Total Lectures:52
<b>Objective:</b>	The paper aims at providing an overview of the therapies used for psychological treatment.	
Unit 1	<b>Introduction:</b> Meaning and nature of psychotherapy, goals of psychotherapy, types of psychotherapy, needs of psychotherapy, role of client-therapist relationship.	11
Unit 2	<b>Psychoanalytic Therapy:</b> Meaning and historical perspective, goals of psychoanalytic therapy, Freudian psychoanalytic therapy and its evaluation. Brief orientation to four psychoanalytic psychologies – Drive, ego, objects relations & self-psychology.	12
Unit 3	<b>Behaviour Therapy:</b> Meaning and nature of behaviour therapy, historical background, Techniques: Systematic desensitization, Aversive therapy, Implosive therapy, Flooding, Assertiveness training, Contingency management, and Biofeedback. Evaluation of behaviour therapy.	8
Unit 4	<b>Cognitive Behaviour Therapy:</b> Meaning and nature, Types of cognitive behaviour therapy- Rational emotive therapy, Beck’s Cognitive therapy, Stress inoculation therapy, Social problem solving.	11
Unit 5	<b>Humanistic-Existential &amp; transpersonal Therapies:</b> Nature and goals of Humanistic-Existential therapy, Client-centered therapy, Gestalt therapy, Logo therapy, Transpersonal therapy, Existential therapy, Evaluation of Humanistic-Existential & Transpersonal therapy.	10
<b>Course Outcome:</b>		
1	Understand the concept of psychotherapy.	
2	Analyze psychoanalytic therapy.	
3	Understand the nature of behavior therapy.	
4	Determine various cognitive behavior therapy.	
5	Analyze humanistic-existential therapy.	
6	Understand transpersonal therapy.	
<b>Text Books:</b>		
1	Feltham, C. (ed.) (1999). <i>Controversies in psychotherapy and counseling</i> . New Delhi: Sage.	
2	Hecker, J.E., & Thorpe, G.L. (2005). <i>Introduction to clinical psychology: Science, practice, and ethics</i> (Low Price Edition). Delhi: Pearson Education.	
<b>Reference Books:</b>		
1	Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). <i>Counseling and psychotherapy: A multicultural perspective</i> (4th ed.). Boston: Allyn & Bacon.	
2	Palmer, S. (ed.). (1999). <i>Introduction to counseling and psychotherapy: The essential guide</i> . New Delhi: Sage.	
3	Sundel, M., & Sundel, S. (1999). <i>Behavior change in the human services: An introduction to principles and applications</i> (4th ed.). New Delhi: Sage.	
4	Todd, J., & Bohart, A.C. (1999). <i>Foundations of clinical and counseling psychology</i> (3rd Ed.). New York: Longman.	

<b>PL 20.620</b>	<b>PRACTICAL OF CLINICAL PSYCHOLOGY-II</b>	<b>0-0-4-2</b> <b>Total Lab Classes: 26</b>
<b>Objective:</b>	To apply the concepts of psychology in real world. Assignments are based on the courses Psychopathology-II & Psychotherapies & Counselling. That also accompany by field visit, and practical's related to compulsory papers. The students can avail internship and field visit during the summer term breaks, for a period of 1 or 2 months.	
	<b>Minimum 8 of the following:</b>	
1.	Sodhi's Attitude Scale	3
2.	Parent Child Relationship Scale	3
3.	8SQ	3
4.	Family Environment Scale	3
5.	Dimensions of Friendship Scale	3
6.	Muller Lyer Illusion	3
7.	Sociometry	3
8.	Emotional Maturity	3
9.	16PF	3
10.	Experiment on memory	3
11.	Experiment on trial and error method of learning	3
12.	DAT	3
<b>Course Outcome:</b>		
1	Understand difference between attitude and aptitude.	
2	Evaluate the group preference.	
3	Measure the personality of the subject.	
4	Measure the emotional maturity of the subject.	
5	Analyze, interpret and discuss the report on the basis of results and scores	
6	Understand the usage of psychological tools in practice.	
<b>Text Books:</b>		
1.	Manuals of above mentioned psychological tools.	
<b>Reference Books:</b>		
1.	Ciccarelli, K. Sandra: <i>Psychology</i> Pearson, South Asian Edition	
2.	Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. <i>Introduction to Psychology</i> . Tata McGraw-Hill, New Delhi.	

<b>PL 20.622</b>	<b>DISSERTATION</b>	<b>0-0-0-4</b>
<b>Objective:</b>	The student has to submit two copies of dissertation by the first week of May in the department. It will be followed by presentation and viva-voce.	
<b>Course Outcome:</b>		
1	Enhance the ability of the student to use their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.	
2	Formulate and identify null and alternative hypotheses in research	
3	Define and give examples of independent variables, dependent variables, and scales of measurement.	
4	Generate and interpret various types of graphical displays and tables from research data.	
5	Differentiate between descriptive and inferential statistics	
6	Analyze data using statistical software (SPSS)	
<b>Reference Books:</b>		
1	Latest APA manual for dissertation.	