

SRI VENKATESWARA UNIVERSITY : : TIRUPATI

SVU COLLEGE OF SCIENCES
MASTER OF SCIENCES
P.G. Degree Programme (CBCS) Regulations-2016
Amended as per NEP-2020

(with effect from the batch admitted in the academic year 2021-22)

CHOICE BASED CREDIT SYSTEM (CBCS)
First and Second Semester are Common for M.Sc. Psychology and
M.Sc. Counseling Psychology (Self Supporting)

(NEW SYLLABUS)



DEPARTMENT OF PSYCHOLOGY
S.V.U. COLLEGE OF SCIENCES
SRI VENKATESWARA UNIVERSITY : : TIRUPATI

SYLLABUS

Choice Based Credit System (CBCS)

M.Sc. Psychology programme CBCS pattern (with effect from 2021-2022)

VISION:

To develop skillful and qualified psychologists by providing theoretical and experimental learning in all applied areas of Psychology to disseminate the knowledge to the community for a healthy society.

MISSION:

- To help the students' masters and keep abreast the knowledge in all fields of psychology.
- To equip the students with different techniques to apply in the field essentially and develop their career accordingly
- To support research and areas of research necessary for the advancement of knowledge in all discipline
- To analyze their strength and promote self-esteem confidence and well-being through education and support services.

Programme Objectives

- Students will gain necessary knowledge and develop specialized skills in the different areas of psychology .
- Students will think, predict, evaluate critically and analyse the human behaviour with the help of psychological applications to cater the needs of Local al and global problems.
- Students will be able to implement the scientific skills for development of educational, vocational , adolescent , family , different organisations etc.,

Programme Outcomes and Course Outcomes

Programme Outcomes

Upon completion of the M.Sc. Psychology programme, the candidate should be able to:

No.	Programme Outcomes
PO1	Scientific knowledge: To apply the knowledge of Psychology, management , education sociology social work and linguistics.
PO2	Problem analysis: To identify, formulate, review literature, and analyze scientific problems in reaching conclusions using first principles of behavioral sciences and related other sciences
PO3	Investigation: To apply the knowledge based on research and related methods, including design of experiments, data collection, analysis and interpretation to provide valid conclusions
PO4	Design & Development: To plan, design and develop experiments to measure the experimental/survey/ observation data taking the safety and environmental considerations
PO5	Modern tool usage: To select standardized/ updated psychological testing material for investigating the identified problem with an understanding of its limitations.
PO6	Psychologist & Society: To asses and solve the problems related to societal, health and safety issues using the professional skills learned.
PO7	Environment and sustainability: To demonstrate the knowledge acquired for understanding the environmental issues and evolve methods for sustainable development.
PO8	Ethics: To understand ethical principles, professional ethics and responsibilities, and apply to solve Psychological/societal problems.
PO9	Individual & Team work: To function effectively as an individual / member of a team / team leader to solving different issues,
PO10	Communication: To effectively communicate on various issues particularly with psychosocial problems /community problems with in society, writing of reports and design of presentations.
PO11	Project Management and Finance: Acquire basic and advanced skills in various fields of psychology for self-employment and entrepreneurship
PO12	Lifelong learning: To recognize the importance of learning process throughout the life in view of psychological changes that occur from time-to-time.

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CHOICE BASED CREDIT SYSTEM (CBCS)
First and Second Semester are Common for M.Sc. Psychology and
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(NEW SYLLABUS)

M.Sc. (Psychology) Degree Course

First Semester : SEMESTER-I

Semester-I

Sl. No.	Course Code	Title of the Course	Core / Foundation / Elective	Hours of Teaching Theory Practical	No. of Credits	Marks		Total
						IA	SEE	
1.	PSY 101	General Psychology-I (CC)	Core	6	4	20	80	100
2.	PSY 102	Social Psychology (CC)		6	4	20	80	100
3.	PSY 103	a. Psychopathology-I (CF)	Compulsory Foundation	6	4	20	80	100
		b. Psychological Measurement-I(CF)						
		c. Positive Psychology (CF)						
4.	PSY 104	a. Child Development Psychology		6	4	20	80	100
		b. Psychological Measurement & Statistics						
		c. Forensic Psychology						
5.	PSY 105	Paper 1 & 3	Practical-I	6	4	--	--	100
6.	PSY 106	Paper 3 & 4	Practical-II	6	4	--	--	100
			Total	36	24	120	480	600

Semester-II

Sl. No.	Course Code	Title of the Course	Core / Foundation / Elective	Hours of Teaching Theory Practical	No. of Credits	Marks		Total
						IT	SEE	
1.	PSY 201	General Psychology -II (CC)	Core	6	4	20	80	100
2.	PSY 202	Applied Social Psychology-(CC)		6	4	20	80	100
3.	PSY 203	a. Psychopathology-II(CF)	Compulsory Foundation	6	4	20	80	100
		b. Psycho-Diagnosis (CF)						
		c. Computer Application in Psychological Research-(CF)						
4.	PSY 204	a. Life Span Development Psychology : Infancy to Adolescence (Prenatal to Adolescents)	Elective Foundation	6	4	20	80	100
		b. Consumer Behavior						
		c. Industrial & Organizational Psychology						
5.	PSY 205	Paper 1 & 3	Practical-I	6	4	--	--	100
6.	PSY 206	Paper 3 & 4	Practical-II	6	4	--	--	100
			Total	36	24	120	480	600

Semester-III

Sl. No.	Course Code	Title of the Course	Core / Foundation / Elective	Hours of Teaching Theory Practical	No. of Credits	Marks		Total
						IT	SEE	
1.	PSY 301	Counseling Psychology (CC)	Core	6	4	20	80	100
2.	PSY 302	Psychology of Personality (CC)		6	4	20	80	100
3.	PSY 303	a. Organizational Behavior & HRM (GE)	Generic Elective	6	4	20	80	100
		b. Therapeutic Approaches in Counseling-I						
		c. Health Psychology(GE)						
4.	PSY 304	Core & Generic Elective	Practicals	6	4	--	--	100
5.	PSY 305	Stress Management Theory & Practical	Skill Oriented	6	4	10	90 (40+50)	100
6.	PSY 306	Personality Development (OE)	Open Elective	6	4	20	80	100

			Total	36	24	120	480	600
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Semester-IV

Sl. No.	Course Code	Title of the Course	Core / Foundation / Elective	Hours of Teaching	No. of Credits	Marks		Total	
				Theory Practical		IT	SEE		
1.	PSY 401	Therapeutic Approaches in Counseling-II(CC)	Core	6	4	20	80	100	
2.	PSY 402	Theories of Personality (CC)		6	4	20	80	100	
3.	PSY 403	a. Research Methodology-(GE)	Generic Elective	6	4	20	80	100	
		b. Organizational Development (GE)							
		c. Rehabilitation Psychology (GE)							
4.	PSY 404	Core & Generic Elective	Practicals	6	4	--	--	100	
5.	PSY 405	As per allotment (Theory and Practice)	Project work	6	4	--	--	100	
6.	PSY 406	Life Skills (OE)	Open Elective	6	4	20	80	100	
				Total	36	24	80	320	600

Semester – I

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-101	GENERAL PSYCHOLOGY-I	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- a. To understand the concepts and scope of psychology
- b. To comprehend the biological basis of behavior
- c. To study the perception and sensation
- d. To understand the concepts and learning theories

Unit – I: Psychology as Science

- a. Definition, Nature, Scope and Aims of Psychology
Historical Origins -The rise of Experimental Psychology.
- b. The Emergence, development and decline of the Schools of Psychology.
Basic and Applied Fields of Psychology.
Methods of Study – Observation method, Experimental method,
Survey and Case study method.

Unit – II: Biological Basis of Behaviour

- a. Genetic perspective – Chromosomes, DNA, Genes Dominant – Recessive Genes Principle.

The Evolutionary Perspective – Natural Selection
The Environmental perspective – Principle of learning - Nature and Nurture controversy.
- b. Nervous System: Basic unit and divisions of Nervous system – Localization of brain functions. Endocrine System: Pituitary, Adrenaline, Thyroid, Parathyroid, Gonads and Pancreas. Receptors, Connectors, Effects and Adjuster mechanisms.
Sensory process – Senses and sensory organs, general characteristics of Senses and Sensory thresholds, Subliminal Perception, Signal Detection Theory.

Unit – III: Perceptual Process

- a. Relationship between sensation and perception, Approaches to perception – Gestalt, information Processing approach, the Cognitive approach, Integrative approach. .
- b. Perceptual experiences – Visual space perception, Perceptual constancies; Perceptual movement. Errors in perception, Perceptual Defence and Vigilance,
Factors influencing perception – Learning, motivation, values and socio economic status, culture and perception.

Unit – IV: Learning:

- a. Nature and definition of Learning
Experimental approaches to learning – Connectionist and Cognitive
- b. Brief discussion of learning theories, Pavlov, Thorndike, Skinner, Hull, Tolman and Miller.

Measurement in learning and learning curves

Transfer of training of education and transfer, experimental analysis of transfer of training, stimulus and response similarly.

Motor and verbal learning - Motor skills, distribution of practice, warm up, patterns of movement & knowledge of results.

References:

1. Boring, E.G (1950). History of Experimental Psychology. New York: Appleton-Century – Crofts ,
2. Carlson, N.R. (1977). Physiology of Behaviour, Boston: Allyn and Bacon.
3. Dennis Coon, (2006). Psychology: A Modular approach to Mind and Behaviour, USA: Thomson Higher Education.
4. Hilgard, E.R, Atkinson, R.C. & Atkison, R.R., (1976). Introduction to Psychology (6th edition), New Delhi: Oxford and IBM Publishing Company Private Limited.
5. Kendler, H.H. (1975). Basic Psychology, (3rd edition), London: *Addision* – Wesley Publishing, Company.
6. Nolen-Hoeksema, Fredrickson, Loftus & Wagenaar (2009). Atkinson and Hilgard's Psychology – An Introduction. New Delhi: Cengage Learning India Pvt. Ltd.
7. Parameswaram, E.G. & Beena, C. (1988). An Invitation to Psychology (First edition), New Delhi: Tata Mc Graw Hill Publishing Company Limited.
8. Ralph Norman Haber (1968). Contemporary Theory and Research Visual Perception, New York: University of Rochester.
9. Robert S. Feldman (2011). Understanding Psychology (10th Edition). New Delhi: Tata – McGraw Hill Education Pvt. Ltd.,
10. Ruch, F.L. (1970). Psychology and Life, Bombay: D.B. Taraporevala Sons and Company Pvt. Ltd.

Outcomes:

1. Understood the concepts and scope of psychology
2. Comprehended the biological basis of behavior
3. Studied the perception and sensation
4. Understood the concepts and learning theories

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	1	2	3	-	3	3	2	-	2
CO ₂	3	3	2	1	1	3	-	2	3	2	-	2
CO ₃	3	3	3	1	2	3	-	3	3	2	-	3
CO ₄	3	2	3	2	1	2	-	2	3	3	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-102	SOCIAL PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- a. To understand the concepts of social psychology
- b. To comprehend the social perception and cognition.
- c. To study the socialization
- d. To understand the meaning and theories of attitudes

Unit – I: Introduction

- a. Definition, understanding social behaviour
Historical origins; relationship with other social sciences
- b. Research methods in social psychology: Field, Observation, Experimental, Survey.

Unit – II: Social Perception and Social Cognition

- a. Person perception and object perception; Bem's theory of self perception. Social perception; communication; social interaction.
- b. The process of attribution; Kelley's theory of causal attribution: Major sources of bias; practical applications of attribution theory.

Social Cognition – Major cognitive strategies: affect and cognition, self awareness, applications of self awareness.

Unit – III: Socialization

- a. Definition and goals of socialization, socialization process; the context of socialization

- b. Social motives: Sex role identity, agencies of socialization, the development of self concept, self evaluation.

Theories of Moral development (Piaget & Kohlberg).

Unit – IV: Attitudes

- a. Formation of attitudes, Components of attitudes, functions of attitudes, the link between attitudes and behaviour.
- b. Attitude scales: Likert, Thurston, Bogardas scales; Measurement: Self report and other techniques.

Theories of Attitude formation and change: Balance theory, congruity theory, and cognitive dissonance theory.

References:

Akbar, Hussain (2012). Social Psychology, New Delhi: Dorling Kindersley Pvt. Ltd.
 Baron, R.A., & Byrne, D. (1988). Social Psychology; Understanding Human Interaction, New Delhi: Prentice – Hall of India Pvt. Ltd.,
 Robert, A. Baron, Nyla, R. Branscome, Donn Byrne & Gopabharadwaj (2009). Social Psychology, New Delhi, Pearson Publication
 Seidenberg, B., & Sandowsku, A. (1976). Social Psychology, An Introduction. Stuttgart: The Free Press, Macmillan Publishing Co. Inc.,

Outcomes:

1. Understood the concepts of social psychology
2. Comprehended the social perception and cognition.
3. Studied the Socialization
4. Understood the meaning and theories attitudes

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	1	2	3	1	3	3	3	-	3
CO ₂	3	3	2	1	1	3	-	2	3	3	-	3
CO ₃	2	3	3	1	2	3	1	3	3	3	-	3
CO ₄	3	2	2	2	1	3	-	3	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-103a	PSYCHOPATHOLOGY-I	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- a. To understand the meaning abnormal behavior and historical and current trends
- b. To comprehend the models of abnormal behaviour and approaches to therapies
- c. To know the classification and assessment of abnormal behaviour
- d. To evaluated different approaches to therapies for abnormal behaviour

Unit – I: Abnormal Psychology

- a. Meaning and Definitions of Psychological abnormality.
Criteria of normality and abnormality.
- b. Historical - How abnormality viewed and treated in the past: Current trends.

Unit – II: Models of Abnormality

- a. Biological model; Psychodynamic model
- b. Behaviouristic model; Cognitive model
Humanistic – Existential and Socio-cultural model

Unit – III: Classification and Assessment

- a. Clinical Assessment and Diagnosis
Classification of Psychological Disorders – DSM V; ICD.10.
- b. Causes of abnormal behaviour; Biological, Psych-social and Socio Cultural factors.

Unit – IV: Approaches to Therapies

- a. Biological therapy: Chemo therapy, Electro therapy, Brain –wave therapy
- b. Psychosocial Approaches to therapy; Psychoanalytic therapy, Behaviour therapy, Humanistic – Existential therapies, Interpersonal therapy, Transactional Analysis and Group Therapy, Socio-cultural approaches to therapy; Current issues and trends in Treatment.

References:

- Arun Kumar (2006). Abnormal Psychology. New Delhi: ANMOL Publications Pvt. Ltd.
- Carson. Butcher Mineka (2003). Abnormal Psychology and Modern life, (XI edition). Singapore: Pearson Education Pvt. Ltd.,
- Irwin G. Sarason & Barbara R. Sarason (2009). Abnormal Psychology, (XI Edition), New Delhi: PHI Learning Pvt., Ltd.,

James, N. Butcher, Susan Mineka & Jil M. Hooley (2011). *Abnormal Psychology – Core Concepts* (Second edition). New York: Allyn & Bacon Pearson Education, Inc.

Lauren B. Alloy, John, H. Riskind & Margaret J. Manos (2005). *Abnormal Psychology*, (IX edition) New Delhi: Tata McGraw Hill Publishing Co. Ltd.,

William J. Ray (2015). *Abnormal Psychology – Neuroscience Perspectives on Human Behaviour and Experience*. New Delhi: Sage Publications.

Outcomes:

1. Understood the meaning abnormal behavior and historical and current trends
2. Comprehended the models of abnormal behaviour and approaches to therapies
3. Learned about classification and assessment of abnormal behaviour
4. Able to evaluate different approaches to therapies for abnormal behaviour

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	-	2	2	-	2	-	-	-	2
CO ₂	3	3	2	-	-	2	-	2	-	-	-	1
CO ₃	3	3	3	-	-	3	-	1	-	-	-	2
CO ₄	3	2	3	-	-	3	-	-	-	1	-	-

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-103b	PSYCHOLOGICAL MEASUREMENT-I	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- a. To understand the assessment and psychological measurements
- b. To comprehend the development of psychological tests and principles of test construction.
- c. To know the Principles of Test Construction
- d. To understand the test Development and test Standardization Procedures

Unit – I: Psychological Measurement

- a. Introduction – Psychological Assessment and Psychometrics – Nature, Psychophysical Measurements – Psychophysical Theory-Psychophysics and Sensory limens, Psychophysical laws.
- b. Modern Psychophysics – Psychological Scaling methods – Rating scales – Attitude Scales

Unit –II: Developments in Psychological Measurement

- a. Early History of Psychological Measurement – Psychophysics – Mental Testing – Contributions of Galton and Binet; Interest in the mentally deficiency; Later Developments; Contemporary Status of Psychological Measurement.
- b. The Psychological Test: Definition, Types – Factors influencing test performance – Test administrative procedures – Testing conditions – rapport, examiner effects, situational variables – test anxiety.

Ethical and Professional Concerns in Testing – Control in the use of Psychological tests; Sources of Psychological tests.

Unit – III: Principles of Test Construction

- a. Test Formulation – Content selection - Item writing – Item analysis – Objectives and use of Item analysis; Item Difficulty; Item validity, Item discrimination – Item reliability – Internal consistency.
- b. Reliability – basic concepts, methods of test reliability – reliability of speed & power tests – Special problems in reliability.

Validity – basic concepts, methods of test validity – general problems.

Unit – IV: Test Development and Test Standardization Procedures

- a. Basic steps in Test development: Instructions in Test Administration
- b. Development of Norms – Types of norms – Interpretation of Test scores – Statistical Indices – Computers usage in Testing.

References:

1. Anastasi, A. (2005). Psychological Testing, New Delhi: Pearson Education Pvt. Ltd.,
2. Cronbach, L.J. (1970). Essentials of Psychological Testing. New York: Harper & Row.
3. Freeman R.S. (1966). Psychological Testing, 3rd Edition, New Delhi: Oxford IBH Co. Pvt. Ltd.,
4. Guilford, J.P. (1989). Psychometric Methods, New Delhi: Tata McGraw Hill Publishing Co. Ltd.
5. Keith Coaley (2014). An Introduction to Psychological Assessment & Psychometrics, Singapore: Sage Publications Asia Pacific Pvt. Ltd.,
6. Thomas A. Stetz, Leslie A. Miller & Robert L. Lovler (2016). Student Study Guide for Foundations of Psychological Testing. New Delhi: Sage Publications.

Outcomes:

1. Understood the assessment and psychological measurements
2. Comprehended the development of psychological tests and principles of test construction.
3. Learned the Principles of Test Construction
4. Understood the test Development and test Standardization Procedures

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	1	1	3	3	3	1	3	2	2	-	2
CO ₂	3	3	3	2	3	1	2	2	-	3	-	2
CO ₃	3	3	3	3	3	3	1	1	-	3	-	2
CO ₄	3	3	3	3	2	2	2	-	-	2	-	1

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-103c	POSITIVE PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

1. To understand the human strength of positive psychology
2. To acquaint students with positive subjective states and processes
3. To enable students to appreciate importance of positive Individual Traits
4. To understand the Positive behaviour in Institutions

Unit-1: Introduction to Positive Psychology

- a. Need for a science of human strengths and virtues
- b. Deconstruction of illness ideology and inclusion of human strengths
- c. Positive Psychology: Assumptions, Goals and Definitions
- d. History of positive psychology; three pillars of positive psychology

Unit-2: Positive Subjective States

- a. Model of well-being
- b. Subjective well-being and positive emotions
- c. The flow experience
- d. Positive Emotions; Optimism and Hope

Unit-3: Positive Individual Traits

- a. Love and self-compassion; self-efficacy
- b. Creativity & Wisdom
- c. Purpose, courage and resiliency
- d. Empathy and Altruism

Unit-4: Positive Institutions

- a. Positive schooling
- b. Health and wellness; aging well and role of family
- c. Psychology of forgiveness for healthy society
- d. The Me/We balance: Building better communities

References

1. Lyubomirsky, S. (2013). The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does. New York, NY: Penguin.
2. Mahrer, A. R. (2009). The optimal person. Laval, QC: Howard Gontovnick Publications.
- Metz, T. (2013). Meaning in life. New York, NY: Oxford University Press
3. Ungar, M. (2008). Resilience across cultures. British journal of social work, 38(2), 218-235.
4. Badhwar, N. K. (2014). Well-being: Happiness in a worthwhile life. New York, NY: Oxford University Press.
5. Oxford Handbook of Positive Psychology and Work Edited by Nicola Garcea, Susan Harrington, and P. Alex Linley.
6. Huy P. Phan and Bing H. Ngu (2017). Positive Psychology: The use of the Framework of Achievement Bests to Facilitate Personal Flourishing. In "Quality of Life and Quality of Working Life", book edited by Ana Alice Vilas Boas.

Outcomes:

1. Understood the human strength of positive psychology
2. Acquainted students with positive subjective states and processes
3. Enabled students to appreciate importance of positive Individual Traits
4. Understood the Positive behaviour in Institutions

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	1	1	-	-	3	2	2	2	3	-	2
CO ₂	3	2	2	1	-	3	2	2	2	2	-	2
CO ₃	3	2	2	-	-	3	2	2	-	2	-	2
CO ₄	3	2	2	-	-	3	3	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-104a	CHILD DEVELOPMENT PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- a. To expose the student to the basics of Child Development
- b. To help student understand research in child development
- c. To understand the biological development of a child
- d. To evaluate personality development of a child

Unit-I: Child development

Nature of child development: the field of child development , Domains of child development, Periods of child development , The psychoanalytic perspective ,Behaviorism and social learning theory, Piaget's cognitive-developmental theory

Unit-II: research in child development

Research strategies in child development, Systematic observation, Self-Reports interviews and questionnaires, Psycho-physiological methods, The clinical or case study method, Methods for studying culture

Unit-III: biological development

Foundations of Development, The genetic code, the sex cell, Patterns of Genetic inheritance, Child birth, Approaches to children, Birth complications, Oxygen deprivation, Preterm and low-birth weight infants Motor and perceptual development in infancy, the course of physical development, factors affecting physical growth

Unit-IV: personality development

Personality and social development , Emotional development, Functions of emotions, Emotions and cognitive processing, Development of emotional expression Happiness, anger and sadness, fear, self-conscious emotions, Emergence of self and development of self concept, Self-esteem, structure, changes if level of self-esteem , Social problem solving, Training social problem solving

Reference

1. John W. Santrock : Life-Span Development
2. Laura E. Berk : Child Development seventh edition
3. Child Development and Adjustment Lester D.Crow and Alice crow surjeet publications.

Outcomes:

1. Exposed the students to the basics of Child Development
2. Helped the student understand research in child development

3. Understood the biological development of a child
4. Able to evaluate personality development of a child

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	-	3	-	-	3	1	2	-	-	-	2
CO ₂	3	3	3	2	2	3	2	3	2	-	-	2
CO ₃	3	2	2	1	2	3	2	2	2	1	-	2
CO ₄	3	3	2	2	2	3	2	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-104b	PSYCHOLOGICAL MEASUREMENTS AND STATISTICS	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives :

- a. To become acquainted with intelligence and achievement tests
- b. To learn the measurement of personality tests
- c. To understand the Statistics for Psychological Measurement
- d. To know the Distribution of Scores on Variables

Unit- I: Intelligence and Achievement Tests

- a. Intelligence Tests – Definition, Binet’s Scales; Wechsler Scales (WISC, WAIS); Individual Vs. Group tests; Verbal Vs. performance Scales of intelligence; Intelligence tests as clinical instruments; Multifactor Test Batteries

Tests of Intellectual Impairment

Achievement Test – Definition; Characteristics of Achievement Tests; Achievement Tests for Special Areas.

- b. Special Abilities – Definition of Aptitude, Motor and Manual tests; DAT Battery, Multiple Aptitude Test Battery, Special Aptitude tests; Evaluation of Aptitude test.

Tests of interests, Values and Attitudes.

Unit – II: Personality Tests

- a. Self Report Measures - Personality Inventories - 16 PF, MMPI, CPI; EPI (Eysenck).

- b. Projective Tests – Thematic Apperception test, Children Apperception test, Rorschach Ink Blot test, Picture Arrangement test, Rosenzweig Picture Frustration test, CAT.

Situation Tests: Semantic Differential, Socio-metric methods, Psychodrama.

Neuropsychological Tests as diagnostic tools.

Unit – III: Statistics for Psychological Measurement

- a. Introduction to statistics – Importance in Psychological Measurement.
- b. Measures of Central Tendency of scores, Measures of Variation of scores, Measures of Associations, Multi Variate statistical methods.

Unit – IV: Distribution of Scores on Variables

- a. Graphic Representation of test data
- b. Frequency distribution – Normal Probability Curve (NPC)
Tests of significance of Some Statistics
Use of Statistical Packages – SPSS in psychological research.

References:

- Anastasi, A. (2005). Psychological Testing, New Delhi: Pearson Education Pvt. Ltd.,
- Cronbach, L.J. (1970). Essentials of Psychological Testing. New York: Harper & Row.
- Freeman R.S. (1966). Psychological Testing, 3rd Edition, New Delhi: Oxford IBH Co. Pvt. Ltd.,
- Guilford, J.P. (1989). Psychometric Methods. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Keith Coaley (2014). An Introduction to Psychological Assessment & Psychometrics, Singapore: Sage Publications Asia Pacific Pvt. Ltd.,
- Leslie A. Miller, Robert L. Lovler & Sandra A. McIntire (2013). Psychological Testing. New Delhi: Sage Publications.
- Milner, L.A., Lovler, R.L., & McIntire, S.A. (2013). Psychological Testing – A Practical Approach, New Delhi: Sage Publications Pvt. Ltd.,
- Ramamurti, P.V. (2014). An Introduction to Psychological Measurements, New Delhi: PHI Learning Pvt. Ltd.,
- The Mental Measurement Year Book, Baros (Latest).
- Thomas A. Stetz, Leslie A. Miller & Robert L. Lovler (2016). Student Study Guide for Foundations of Psychological Testing. New Delhi: Sage Publications.

Outcomes :

1. The students acquainted with intelligence and achievement tests
2. The students learned the measurement of personality tests
3. They are clear in understanding the Statistics for Psychological Measurement
4. They have knowledge on Distribution of Scores on Variables.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	3	2	1	3	-	2	-	2
CO ₂	3	3	3	2	2	3	2	3	2	-	-	2
CO ₃	3	3	3	2	2	2	2	2	-	2	-	2
CO ₄	3	3	3	2	2	1	1	1	1	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-104c	FORENSIC PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives :

- a. To expose the student to the basics of forensic Psychology
- b. To help student understand the concept of psychology of Crime
- c. To acquaint the students on psychological investigation of Crime
- d. To understand psychology of violence

Unit-I : Introduction to Forensic Psychology:

Historical overview, Functions of Forensic Psychologists, Psychology and law.

Unit-II : Psychology of Crime:

Developmental Theories and Psychobiological bases of crime, Risk Assessment & Violence Prediction, Eyewitness Testimony and Expert Testimony.

Unit-III : Psychological Investigation of Crime:

Scientific Lie Detection: Polygraph, Verbal & NonVerbal Cues, Hypnosis and Narcoanalysis, Behavioural Analysis; Understanding the criminal personality- antisocial personality, psychopath & sociopath; Personality Profiling

Unit-IV: Psychology of Violence:

Workplace and domestic violence, Child Abuse, Victim Psychology, Correctional Psychology: Recognizing the suffering: Rape Trauma Syndrome and Post traumatic Stress Disorder, Coping with criminal victimization, rehabilitation of victim and offender

References:

1. Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology. Thousand Oaks, CA: Sage Publications.
2. Brown, J. M., & Campbell, E. A. (Eds.) (2010). The Cambridge handbook of forensic psychology. Cambridge, England: Cambridge University Press.
3. Costanzo, M. & Krauss, D. (2010). Legal and forensic psychology. New York: Worth Publishers.
4. G., Hollin, C., & Bull, R. (Eds.) (2008). Forensic Psychology. Chichester, England: John Wiley & Sons, Ltd.
5. Huss Matthew T. (2009). Forensic psychology: Research, clinical practice, and applications. West Sussex, UK: Wiley-Blackwell.
6. Joanna R. Adler, Jacqueline M Gray (Eds) (2010) Forensic psychology, N.Y.: William Publishing,
7. Towl, Graham J., & Crighton, David A. (Eds) (2010) Forensic psychology, West Sussex: N.J. John Wiley & Sons Ltd.
8. Weiner, Irving B. & Hess, Allen K. (Eds) (2006) Handbook of Forensic Psychology, N.J. John Wiley & Sons L

Outcomes:

1. Exposed the student to the basics of forensic Psychology
2. Students understood the concept of psychology of Crime
3. They acquainted knowledge on psychological investigation of Crime
4. Students understood psychology of violence of various forms.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	1	2	-	-	2	-	2	1	2	-	-
CO ₂	3	3	3	-	-	2	2	2	-	-	-	2
CO ₃	3	3	3	2	2	2	2	3	2	2	-	2
CO ₄	3	3	3	-	-	3	2	3	2	2	-	-

Semester - II

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-201	GENERAL PSYCHOLOGY – II	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

1. To understand fundamentals of motivation and emotion
2. To understand basic concepts of memory and forgetting
3. To comprehend the thinking and intelligence
4. To evaluate the personality of individuals

Unit – I: Motivation and Emotion

- a. Historical antecedents of motivation from mechanism to cognition. Motivation sequence and motivational concepts – instinct, drive, motive and incentive. Physical and Psycho-social motives – A brief study of motivational theories – Freud, Mc Dougall, Maslow, S-R and Cognitive. Measurement of Motivation – Issues and techniques – cross cultural perspective of motivation.
- b. Emotions – nature, development, differentiation and expression of emotions, physiological basis of emotion. Brief review of theories of emotion – Physiological – James – Lange theory, Cannon Bard theory, Behavioural facial feedback theory and Schachter two factory theory and cognitive appraisal theory of emotion. Measurement of emotions – Physiological, expressive and cognitive measures.

Unit – II: Memory and Forgetting

- a. Models of memory – information processing model – sensory memory, short – term memory, long –term memory, encoding, storage and retrieval.
- b. Factors influencing memory – Repetition, meaningful learning, whole Vs part learning, massed and spaced practicing, Motivation, feed back and passage time Measurement of Memory – study habits, mnemonic devices, Nature of forgetting, theories of forgetting: Interference theory, motivation theory, Decay theory, Trace-change theory.

Unit – III: Thinking

- a. Nature and tools of thinking, Tools of thinking – images and types of image Concepts – development and process of concept formation and types of concepts. Language – Structure of language, acquisition of language and the relationship between language and thinking.
- b. Varieties of thinking: Reasoning – inductive and deductive reasoning. Problem solving – types of problem solving – trial and error, insight, algorithms. Heuristics steps and

impediments in problem solving. Critical thinking, Inference and pitfalls. Piaget model of cognitive development.

Unit – IV: Intelligence and personality

- a. Nature and distribution of intelligence
Differences in intelligence – individual, gender and racial factors, Influence of heredity and environment – Assessment, Theories of Intelligence – Spearman, Thurston, Stenberg and Gardner.
- b. Personality: Definition, Nature & Development, determinants of personality. Classification of personality (type & trait) and measurement.

References:

1. Bernard Weiner, (1972). Theories of motivation from mechanism to cognition. Los Angeles; Noida: Rand McNally
2. Eva Dreikurs Ferguson (1975). Motivation an experimental approach. Edwardsville: Southern Illinois University
3. Goleman, Daniel (1998). Working with Emotional intelligence. New York: Banatain books.
4. Hilgard, E.G. Atkinson R.C., & Atkinson R.R. (1976). Introduction to Psychology, (6th edition). New Delhi: Oxford & IBM Publishing Company Private Limited,
5. Kendler. H.H (1975). Basic Psychology (3rd Edition). London: Addison – Wesley Publishing Company.
6. Parameswaram, E.G. & Beena, C. (1988), Invitation to Psychology, (First edition) – New Delhi : Tata Mc Graw Hill Publishing Company Ltd.,
7. Robert Plutchik, (2010) Emotion: A Psycho Evolutionary Synthesis, New York: Harper & Row Publishers.
8. Ruch, F.L (1970). Psychology and life. Bombay: D.B: Taraporevala sons and Company Pvt. Ltd.,
9. Sdorow, Lester (2012). Psychology. Iowa Brown Publishers Dudenque.

Outcomes:

1. The students understood the fundamentals of motivation and emotion
2. They understood the basic concepts of memory and forgetting
3. Comprehended the thinking and intelligence
4. Able to evaluated the personality of individuals

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	1	1	-	-	3	3	2	-	3	-	3
CO ₂	3	3	2	-	-	2	-	2	-	2	-	3
CO ₃	3	3	2	2	2	2	2	3	2	2	-	3
CO ₄	3	3	2	2	2	3	2	3	2	2	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-202	APPLIED SOCIAL PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- a. To understand the Social Influence
- b. To acquaint with social exchange process in social behaviour.
- c. To comprehend the prejudice and discrimination
- d. To understand what is psychological groups and individuals.

Unit – I: Social Influence

- a. Forms of Social influence: Conformity, compliance and obedience Asch's experiments on conformity; factors affecting conformity; the bases of conformity.
- b. Compliance: Tactics used in compliance; Ingratiation, reciprocity and multiple requests, guilt and compliance. Obedience: Milgram's Studies on destructive obedience, resisting the effects of destructive obedience, modeling as a basis for unintentional social influence.

Unit – II: Social Exchange Process

- a. The nature of co-operation and competition, bargaining and negotiation, resolving interpersonal conflicts through bargaining; perceived fairness in social exchange; equity and inequity, factors for restoring fairness in social exchange.
- b. Prosocial behaviour: altruism: Characteristics influencing altruism, theories of altruism: reinforcement theory, cognitive theory: Bystander effect, explanations, the characteristics of the helper and the helpee; Interpersonal attraction and love: Types of love. Determinants of attraction: physical attractiveness, attitude, similarity and reciprocity.

Unit – III: Prejudice and Discrimination:

- a. Sources of prejudice. Combating prejudice, sex & gender prejudice: nature and origin, discrimination against women.
- b. Aggression and Violence. Theoretical perspectives, social and cultural determinants of aggression; individual determinants, prevention and control of human aggression.

Unit –IV: Groups and Individuals

- a. Groups: Nature and functions: group formation, how groups function: roles, Status, norms and cohesiveness; groups and task performance: Social Facilitation, Theories of Social Facilitation; Social Loafing, Decision making by groups.
- b. Leadership: Definition, types of leaders, characteristics of a leader, functions of a leader, theories of leadership.

References:

- Baron, R.A., & Byrne, D. (1988). *Social Psychology; Understanding Human Interaction*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Kulkarni, P.D. (1979). *Social Policy and Social Development in India*. Madras: Association of Schools of Social work in India.
- Madison, B. (1980). *The Meaning of Social Policy: Comparative Dimension in Social Welfare*, London: Groom Hoim.
- Misra, G. (1990). *Applied Social Psychology in India*. Sage publications India Pvt. Ltd.,
- Pandey, J. (1980). (Ed.) *Perspectives on Experimental Social Psychology in India*, New Delhi: Concept Publishers.
- Seidenberr, B. & Sandowky, A. (1978). *Social Psychology: An Introduction*. Stuttgart: The Free press, Macmillan Publishing Co. Inc.,
- Sharma, P.N & Shastri, C. (1984). *Social Planning: Concepts and Techniques*, Lucknow: Print House.
- Sinha, D., & Rao, H.S.R. (1988). *Social values and Development*, New Delhi, Sage Publications.

Outcomes:

1. Students understood about Social Influence
2. Acquainted with social exchange process in social behaviour.
3. Comprehended the prejudice and discrimination
4. To understand what is psychological groups and individuals.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	1	1	-	-	3	3	2	-	3	-	3
CO ₂	3	3	2	-	-	2	-	2	-	2	-	3
CO ₃	3	3	2	2	2	2	2	3	2	2	-	3
CO ₄	3	3	2	2	2	3	2	3	2	2	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-203a	PSYCHOPATHOLOGY-II	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives :

- a. To understand anxiety and mood disorders
- b. To acquaint with somatic disorders.
- c. To study Psychosis and Cognitive Disorders
- d. To understand Psychological Disorders Across the Life Span

Unit – I: Anxiety and Mood Disorders

- a. Generalized Anxiety disorders and phobias - Panic, Obsessive - compulsive disorders
- b. Mood disorders – Suicide - Etiology and treatment

Unit – II: Psycho - Somatic Disorders

- a. Stress-Coping and maladaptive behaviour, psychosomatic disorders, Eating disorders
- b. Substance - related disorders, sexual disorders, Etiology and treatment

Unit – III: Psychosis and Cognitive Disorders

- a. Schizophrenia and sub types, Cognitive disorders : Amnesic disorders
- b. Dementia: Delirium, etiology and treatment

Unit – IV: Psychological Disorders Across the Life Span

- a. Personality disorders
- b. Disorders of childhood, adulthood and old age, etiology and treatment

References:

- Carson. Butcher Mineka (2003). Abnormal Psychology and Modern life (11th Edition). New Delhi: Pearson Education Pvt. Ltd.,
- Irwin G.Sarason & Barbara R.Sarason (2009). Abnormal Psychology (XI edition). New Delhi: PHI Learning Pvt. Ltd.,
- Lauren B. Alloy, John, H. Riskind & Margaret J. Manos (2005). Abnormal Psychology, (IX edition) New Delhi: Tata McGraw Hill Publishing Co. Ltd.,
- William J. Ray (2015). Abnormal Psychology – Neuroscience Perspectives on Human Behaviour and Experience. New Delhi: Sage Publications.

Outcomes:

- a. Understood anxiety and mood disorders
- b. Acquainted with somatic disorders.
- c. Studied Psychosis and Cognitive Disorders
- d. Understood Psychological Disorders Across the Life Span

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	-	2	2	-	2	-	-	-	2
CO ₂	3	3	2	-	-	2	-	2	-	-	-	1
CO ₃	3	3	3	-	-	3	-	1	-	-	-	2
CO ₄	3	2	3	-	-	3	-	-	-	1	-	-

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-203b	PSYCHODIAGNOSIS	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives

1. To get knowledge of psychological tests and their use in diagnosis.
2. To make students able to diagnose patients with the help of projective tests.
3. To get understanding of different diagnostic systems.
4. To Learn how to take case history of patients and to make differential diagnosis.

Unit -I : Psycho-diagnosis:

Introduction and rationale, factors influencing psychological testing pits all of psychological testing, Case-history and Mental status examination, Tests of Primary Mental Abilities: a) Attention and Concentration b) Perception c) Memory d) Thinking and Reasoning e) Intelligence

Unit-II : Tests of Differential Diagnosis

- a) Tests of Thought Disorder b) Questionnaire for Differential Diagnosis c) Rating Scales

Unit-III : Personality Tests:

Rorschach Test, Interview and Adjustment Test.

Unit-IV : Neuropsychological Assessment:

Psycho-physiological Assessment: Assessment of psycho- physiological indices of arousal/anxiety (e.g. GSR, EMG and ECG) and to correlate with those of subjective reports of the same.

References

1. Sattler, J.M. (1982). Assessment of Children's Intelligence and Special Abilities, W.B. Saunders Co. Philadelphia.
2. Anastasi, A. (1968). Psychological Testing. McMillan, London.
3. Bellack, A.S. (Eds.) (1981). Behavioural Assessment: A practical Handbook, Pergamon.
4. Tallent (1983). Psychological Report Writing. Prentice-Hall, New Delhi.
5. Bender, L.A. (1938). Visual motor-Gestalt Test and its Clinical Use, American Orthopsychiatric Association Research Monograph (No. 3) New York: American Orthopsychiatric Association.
6. Hassnay, H.J. (Ed.) (1986). Experimental Techniques in Human Neuropsychology, New York: Oxford Press.
7. Exner, J.E. (1986). The Rorschach: A Comprehensive System: Volume 1. Basic Foundation (2nd ed.) New York: Wiley.
8. Exner, J.E. (1978). The Rorschach: A Comprehensive System: Volume 2. Current Research and Advanced Interpretation. New York: Wiley.
9. Exner, J.E. and Weiner, I.B. (1982). The Rorschach: A Comprehensive system: Volume 3. Assessment of Children and Adolescents. New York. Wiley.
10. Knoff, H.M. (Ed.) (1986). The Assessment of Child and Adolescent Personality. New York: Ginford Press.
11. Green, Roger, L. (1991). MMPI: An interpretive manual, Massachusettes: Allyn and Bacon.
12. Beck, S.J. (1978). Roschach's test: 3rd revised edition, Vol. I, II & III, New York: Grune and Stratton.

Outcomes:

1. Acquired the knowledge of psychological tests and their use in diagnosis.
2. Students are able to diagnose patients with the help of projective tests.
3. Understood of different diagnostic systems.
4. Learned how to take case history of patients and to make differential diagnosis

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	3	2	1	3	-	2	-	2
CO ₂	3	3	3	2	2	3	2	3	2	-	-	2
CO ₃	3	3	3	2	2	2	2	2	-	2	-	2
CO ₄	3	3	3	2	2	1	1	1	1	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-203c	COMPUTER APPLICATIONS IN PSYCHOLOGICAL RESEARCH	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives

- a. To understand the basic components of computer
- b. To know and working in Ms Office, power point and internet services.
- c. To comprehend the application of computer knowledge through creating emails, scientific journals and data scoring
- d. To be able to understand **Statistical Packages**

Unit – I: Introduction to Computers

- a. Definitions – Basic components of computer –block diagram – Input / Output devices – Key board- Mouse and scanner – directories and sub-directories.
- b. Evolution of Computer generations – Fundamentals in Computers

Unit – II: MS Office-I

- a. MS word: Creating, Opening and saving files- Editing and formatting text- spell and grammar check- auto correct- creating of tables and columns- mail merge- word art- concept of a macro print preview.
- b. MS PowerPoint: Creating power point slide- editing and formatting the presentation etc.,

Unit – III: MS Office-II & Internet Services

- a. MS Excel: Work sheet- entering data and creating work sheets and work books- opening and saving workbooks- editing and formatting-sorting, filtering and pivot tables- creating graphs and charts- mathematical and statistical functions. MS accesses; opening and saving, features and data entry and usage.
- b. Use of Internet Services – Creating e-mail- sending mails- browsing websites of Psychology, browsing scientific journals- search engines- data storing

Unit – IV: Statistical Packages

- a. Use of Statistical Packages in Psychological Researches - Introduction to SPSS - What is SPSS – Purposes – Using the Windows in SPSS
- b. SPSS Windows – SPSS file types – Creating and modifying Data Files – Data Modification – Descriptive Statistics – Inferential Statistics.

References:

Linda Hobbs Collier (2010). Essential Skills - Have You Used Yours Today? Skill Book - Practical Computer (Training Package) Use. Newfoundland and Labrador Laubach Literacy Council Inc.

Manfred T., Grotenhuis & Anneke Matthijssen (2016). Basic SPSS Tutorial. New Delhi: Sage Publications.

Manfred T., Grotenhuis & Chris Visscher (2014). How to use SPSS Syntax. New Delhi: Sage Publications.

Vinod Babu Bandari. (2012). Fundamentals of Information Technology including lab work.. New Delhi: Pearson. IITL-Educational Solutions Limited.

Outcomes:

1. Understood the basic components of computer
2. Acquainted with Ms Office, power point and internet services.
3. Comprehended the application of computer knowledge through creating emails, scientific journals and data scoring
4. Able to understand Statistical Packages and its application

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	3	2	1	3	-	2	-	2
CO ₂	3	3	3	2	2	3	2	3	2	-	-	2
CO ₃	3	3	3	2	2	2	2	2	-	2	-	2
CO ₄	3	3	3	2	2	1	1	1	1	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-204a	LIFE SPAN DEVELOPMENTAL PSYCHOLOGY: INFANCY TO ADOLESCENCE	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives:

- a. To understand human development
- b. To become aware of infancy and babyhood
- c. To comprehend the Early and Late Childhood and Adolescence.
- d. To know the development of Adolescence

Unit – I: Human Development

- a. Principles and factors of development; scope of life span development; periods of the human life span, Perspectives on human development; the mechanistic perspective, the organismic perspective, the psychoanalytic perspective and the humanistic perspective.

- b. Fertilization; the mechanisms of heredity; heredity and environment; chromosomal abnormalities; prenatal diagnosis of birth defects; Prenatal influences, maternal nutrition, maternal drug intake and other maternal-factors; prenatal stages and characteristics.

Unit – II: Infancy and Babyhood

- a. Infancy and babyhood: The birth process, birth complications, infancy; sub divisions, physical characteristics; major adjustments; physical and psychological development of infants, growth and motor development, environmental influences on motor development, mortality in infancy; early learning, classical conditioning, operant conditioning, habituation.
- b. Intellectual development: The psychometric approach, Piagetian approach, Information processing approach, language and speech development.

Social and Personality Development: the psychosexual (Freud) and psychosocial (Erikson) theories, emotions, the family's role in personality and social development; socialization developmental tasks; physical and psychological hazards

Unit – III: - Early and Late Childhood

- a. Early childhood: Physical growth and motor development; childhood health and illness; sleep pattern and problems. Intellectual development: Piaget's pre-operational stage; language' early childhood; the development of social speech; schooling: preschool, benefits. Social and personality development: Theoretical perspectives on personality: Sigmund Freud, Erikson, effect of child-rearing practices on personality development. Play: social play and cognitive play, implications, Hazards of early childhood.
- b. Late childhood:

Physical development, growth, motor development, intellectual development, Piaget's stage of concrete operations, moral development, Piaget's theory, Kohlberg's studies. Language development: Communication ability, measuring intelligence in school children, creativity in children. Children in School: the teachers influence, educating handicapped children, learning disability. Social and personality development, theoretical perspectives; Freud, Erikson; social groups, influences, self-concept in school children; the child in the family; emotional disturbances; Hazards of late childhood.

Unit – IV: - Adolescence

- a. Physical development: physiological changes of adolescence, psychological impact of physical changes; health problems. Intellectual development: Piaget's stages of concept development, moral development: Kohlberg's stage of normal development;
- b. Social and personality development: theoretical perspectives on personality development Hall, Freud, Erikson; the search for identity; Relationship with parents, peers, friends, sexual identity.

References:

Hurlock, E.B. (1980). Developmental Psychology - A Life span. Approach, New Delhi: McGraw Hill Inc.

Olds S.W. & Paplia, D.E. (1986). Human Development, New Delhi: Tata McGraw Hill Inc.

Goulet, L.R. & Baltes, P.B. (1970). Life span Developmental Psychology, New York: Academic Press Inc.

Bakes, P.B. & Brim, O.G. (1978). Life span development, New York: Academic Press, (Vol-I & Vol-II).

Baltes, P.B & Schaie, K.W. (1973). Life span developmental psychology: Life Span Personality and Socialization. New York: Academic Press.

Lerner, R.M & Hultsch, D.P. (1983). Human Development. A life span perspective, New York: McGraw Hill Publications.

Outcomes:

1. To understand human development
2. The students became aware of infancy and babyhood
3. To comprehend the Early and Late Childhood and Adolescence.
4. The students are aware of the development of Adolescence

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	-	3	-	-	3	1	2	-	-	-	2
CO ₂	3	3	3	2	2	3	2	3	2	-	-	2
CO ₃	3	2	2	1	2	3	2	2	2	1	-	2
CO ₄	3	3	2	2	2	3	2	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-204b	CONSUMER BEHAVIOR	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives :

- a. To understand concept of consumer behaviour and market research
- b. To comprehend the economic theory of buyer behaviour
- c. To study the effect of psychological theories of motives
- d. Advertisement - advertisement purposes-role of communication

Unit-I :

- a. Motivation - Definition of motivation – motivation process – motivational implication and themes of motivation.
- b. Consumer behavior and market research; definition of marketing - Types of markets.

Unit-II :

- a. Economic theory of buyer behavior, psychological model – perception, learning attitudes, personality, psychographics (lifestyles) market research-approaches.
- b. survey technique ; questionnaire survey method – experimental methods.

Unit-III :

- a. Consumer buying motives – primary versus selective; product versus patronage
- b. Motives Positive versus negative motives; emotional versus rational motives.

Unit-IV:

- a. Advertisement - advertisement purposes-role of communication. Theme or appeal sale promotions; the objectives of sales promotion.
- b. Features of salesmanship building the sales force, packaging & branding.

References

1. Consumer Behavior - Insights from Indian Market Majumudar Ramanuj, PHI, 2nd Edition.
2. Consumer Behavior, Blackwell and Engel, Cengage Publication, Indian Edition

Outcomes:

1. The students understood the concept of consumer behaviour and market research
2. Comprehended the economic theory of buyer behaviour
3. Studied the effect of psychological theories of motives
4. Acquainted with the advertisement - advertisement purposes-role of communication

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	-	2	2	3	3	2	-	2
CO ₂	3	2	2	2	2	2	2	2	3	3	-	2
CO ₃	3	2	2	-	-	2	2	2	-	2	-	2
CO ₄	3	2	1	2	2	2	2	2	2	3	1	1

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-204c	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	
(Common for both M.Sc. Psychology and M.Sc. Counseling Psychology)			

Objectives :

- a. To understand the psychological, social and economic contribution in developing industrial psychology.
- b. To comprehend the personal psychology
- c. To know the selection, interviews and evaluation.
- d. To comprehend the employment interview

Unit-I

- a. The Economic, Social and Psychological Foundations of Industrial and Organizational Psychology.
- b. Industrial Psychology its Scope, Methods, the Classical Hawthorne Studies

Unit-II

- a. Personnel Selection Methods of Training
- b. Job Analysis the structure and function of groups

Unit-III

- a. Personnel Psychology, Concerns of personnel Psychology
- b. Logic of selection and recruitment, the organization as a dynamic and developing system

Unit- IV

- a. The employment interview: application Black and Psychological Tests

- b. Evaluation of Personnel evaluation of Managers, Increasing organizational Effectiveness.

Reference :

1. E.J.Mc Cormick (1985) Introduction to Industrial psychology, ND: J. Wiley.
2. Edgar H. Schein (1983) Organisational Psychology (3rd Edition) Eastern, Economy Edition. Printice Hall of India, private limited , New Delhi-110001

Outcomes:

1. Understood the psychological, social and economic contribution in developing industrial psychology.
2. Comprehended the personal psychology
3. Have knowledge the selection, interviews and evaluation.
4. Comprehended the employment interview

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	-	2	2	3	3	2	-	2
CO ₂	3	2	2	2	2	2	2	2	3	3	-	2
CO ₃	3	2	2	-	-	2	2	2	-	2	-	2
CO ₄	3	2	1	2	2	2	2	2	2	3	1	1

SEMESTER-III

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-301	COUNSELLING PSYCHOLOGY-I	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives :

- a. To understand the meaning of counseling and ethics in counseling
- b. To comprehend the process of counseling and techniques
- c. To understand the counseling process
- d. To be acquainted with the counseling techniques

Unit- I: Introduction

- a. Definition and Nature of Counseling. Historical development, goals and expectations of counseling - past and current status of counseling.
- b. Counseling and guidance – its relation with psychotherapy, Social Work and Clinical Psychology - Limitations.

Unit –II: Counselee Characteristics - Ethics in Counselling

- a. Characteristics of Counselee - Characteristics of an effective counselor, selection and training of counselors - The role and functions of counselors.
- b. Legal and ethical considerations in counseling

Unit – III: Counselling Process

- a. Counseling process - the Counseling set up - Structure and Influence of external conditions - phase of counseling.
- b. Termination and follow up. Handling transference and resistance - Group counseling.

Unit-IV: Techniques

- a. Counseling techniques – verbal and non-verbal techniques - tools of counseling, the psychological tests used in counseling.
- b. Evaluation of counseling – Value orientations in counseling

References

- Hansen. J.C. Stevis, R.R. & Warker. J.R. (1982). Counseling theory and process. New York: Allyn & Bacon.
- Jacobs, Masson & Harvill (1998). Group Counselling Strategies & Skills. New York: Books / Cole Publishing Company.
- Lewis & Lewis E.C. (1974). The Psychology of Counseling. New Delhi: Harper & Row.
- Linda Seligman & Lourie W. Reichenberg (2011). Theories of Counselling and Psychotherapy - Systems, Strategies and Skills (Third Edition). New Delhi: PHI Learning Pvt. Ltd.
- Mick Cooper & John McLeod (2011). Pluralist Counselling and Psychotherapy. New Delhi: Sage Publications
- Narayana Rao, S. (1991). Counseling and Guidance (Second Edition) New Delhi: Tata McGraw Hill Publishing Company Ltd.,
- Richard Nelson – Jones (2005). Introduction to Counseling skills, Texts & Activities, New Delhi: Sage Publications.
- Richard Nelson-Jones (2011). Theory and Practice of Counselling & Therapy (5th Edition). New Delhi: Sage Publications Ltd.
- Shertzer, B.S. Stone (1968). Fundamental of Counseling. CA: Houghton MifflinCo.,
- Steffles & Grant, W.H. (1972). Theories of Counseling, New Delhi: Tata McGraw Hill.

Outcomes:

1. Understood the meaning of counseling and ethics in counseling
2. Comprehended the process of counseling and techniques
3. Understood the counseling process
4. Acquainted with the counseling techniques

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	2	2	2	3	2	3	-	3
CO ₂	3	3	3	3	3	2	3	3	3	3	-	3
CO ₃	3	3	3	2	2	3	1	2	2	3	-	3
CO ₄	3	3	2	3	3	3	3	2	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-302	PSYCHOLOGY OF PERSONALITY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- To introduce nature of personality.
- To realize the determinants of personality
- To know the development of Personality.
- To understand the Assessment of personality.

Unit – I: Definitions and Nature of Personality

- Issues and approaches to personality - Personality Vs. Character, Personality Vs Individuality,
- How Personality consciousness show itself, Is personality consistent?

Unit – II: Determinants

- Determinants of Personality - Hereditary potentials, environmental factors, heredity Vs. social determinants - family, educational determinants;
- Physical, intellectual, emotional, gender determinants

Unit – III: Development

- Development of personality, early personality development, socialization – toilet training, sex typing
- Mechanisms of socialization – identification

Unit – IV: Assessment

- a. Assessment of personality, principles of assessment – standardization - reliability, validity, norms;
- b. Techniques of assessment - direct and indirect case study method, personality tests psychometric test, projective tests.

References:

Guilford J.P. (1959). Personality. New Delhi: Mc Graw Hill Book Company Inc.

Hurlock E.B. (1976). Personality Development. New Delhi: Tata McGraw Hill Publishing Company.

Lazarus R.S. (1971). Personality (Second edition) New Delhi: Prentice – Hall Inc.

Stranger R. (1974). Psychology of Personality (Fourth edition), New Delhi: Tata McGraw Hill Publishing Company.

Outcomes:

1. Understood nature of personality.
2. Realized the determinants of personality
3. Found that the development of Personality.
4. Understood the Assessment of personality.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	2	1	2	1	2	3	-	3
CO ₂	3	2	3	1	2	1	3	-	3	3	-	3
CO ₃	3	3	2	2	2	3	1	2	2	3	-	3
CO ₄	3	3	2	3	1	3	3	2	1	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-303a	ORGANIZATIONAL BEHAVIOUR & HRM	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives

- a. To understand organization and the Individual differences
- b. To comprehend the motivation and leadership
- c. To study the decision making and organizational effectiveness.
- d. To know the organizational change due to development

Unit - I: Introduction

- a. What is an Organization? Individual differences in organizations, learning organizations, Organisational culture Psychological process in organization - personality.
- b. Learning principles, perception, Social perception, learning contact, psychological contact and commitment.

Unit- II: Motivation – Leadership

- a. Motivation: Concept; motivation process; theories of motivation. psychological groups: definition; types of groups; functions fulfilled by groups, group process, dynamic of groups, structure of groups, why people join groups?
- b. Leadership: Who is a leader? leadership, characteristics of an effective and ineffective leaders; leadership styles; theories of leadership.

Unit - III: Decision Making Conflicts

- a. Decision making: Individual decision making and group decision making: Decision making Techniques; conflict - Nature and sources of conflict - consequences of conflict.
- b. Types of conflict: Management of conflicts. Power - Bases of power; Sources of power, Impression Management.

Unit - IV: Organisational Effectiveness & Change

- a. Organisational effectiveness and management of change – what is effectiveness, concept, nature, models: values bases effectiveness an social constraints - methods of improving organizational effectiveness, management of change and development.
- b. Meaning of organization change, cultural process; structured change; models of change; stress management - meaning of stress, sources of stress, consequences of organization stress and coping strategies.

References:

Fred Luthans (2001). Organisational Behaviour, New Delhi: McGraw Hill Irwin.

Porter, L.W. Lawler, E.E. & Hackman, J.R. (1975). Behaviour in Organization” New Delhi: McGraw Hill Irwin.

Stephen P. Robbins & Timothy A. Judge (2016) Organizational Behavior, Global Edition, and 17th Edition

Outcomes :

- a. The students understood organization and the Individual differences
- b. Comprehended the motivation and leadership
- c. They realized how to take decision making and organizational effectiveness.
- d. The students are aware of organizational change due to development
- e.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	-	2	2	3	3	2	-	2
CO ₂	3	2	2	2	2	2	2	2	3	3	-	2
CO ₃	3	2	2	-	-	2	2	2	-	2	-	2
CO ₄	3	2	1	2	2	2	2	2	2	3	1	1

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-303b	THERAPEUTIC APPROACHES IN COUNSELING	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- To enable the student to have an insight into the psychoanalytic Approach in counseling
- To enable the student to understand the behaviour therapy
- To know the procedures involved in the person centered Approach in counseling.
- To understand the concept and application of Existential Therapy

Unit - I: Psychoanalytic Therapy

- Psychoanalytic Therapy (Sigmund Freud)- Introduction – Key concepts –view of human nature, structure of personality – conscious and unconscious – anxiety- ego- Defense mechanisms – development of personality.
- The therapeutic process – therapeutic goals – Therapist’s function and role – clients experience in therapy – relationship between therapist and client – application – therapeutic techniques and procedures.

Unit – II: Behaviour Therapy

- Behavior Therapy (Arnold Lazarus) – Introduction – Historical background – Four areas of development (Classical Conditioning- Operant Conditioning –Social learning approach – Cognitive Behavior therapy) Key concepts – View of human nature - therapeutic goals – Therapist’s function and role – clients experience in therapy – Relationship between therapist and clients.
- Applications of therapeutic techniques Relaxation training and related methods - Systematic desensitization Exposure Therapies - Eye movement, desensitization and reprocessing - Assertion training - Self management and self directed behavior.

Unit III: Person Centered Therapy (Carl Rogers)

- a. Introduction – Historical background – Existentialism and Humanism.
Key Concepts: View of human nature- Basic characteristics – Therapeutic Process: Therapeutic goals – Therapist’s function and role - Client’s experience in therapy – relationship between therapist and client.
- b. Applications – Therapeutic techniques and procedures: Evolution of person- centered methods. The role of assessment – Areas of application.

Unit IV: Existential Therapy (Viktor Frankl and Rollo May)

- a. Introduction – Historical background - Key concepts – View of human nature –The capacity for Self-awareness – Freedom and responsibility– Striving for identity and relationship to others – The search for meaning. Anxiety as condition for leaving – Awareness of death and non being.
- b. The Therapeutic Process: Therapeutic goals – Therapist’s function and role – clients experience in therapy – relationship between therapists and client – application – Therapeutic Techniques and procedures.

References:

1. Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.
2. Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.
3. Hensen, J.C., Steive, R.R & Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bean.
4. Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India
5. Mc Gowan & LyLe D. Schmidt (1962). Counseling Readings in Theory and Practice, New York: Holt & Reinehart
6. Narayana Rao, S. (1991). Counseling and Guidance (Second Edition) New Delhi: Tata Mcgraw Hill Publishing Company Ltd,
7. Patterson, C.J. (1973). Theories of Counselling and Psychotherapy (Second edition) New Haper and Row.
8. Richanrd Nelson, Jones (2005). Introduction to Counselling skills, Tests and Activities (Second edition), New Delhi: Sage Publications.

Outcomes:

1. enabled the student to have an insight into the psychoanalytic Approach in counseling
2. The student have understood the behaviour therapy
3. They become aware of the procedures involved in the person centered Approach in counseling.
4. Understood the concept and application of **Existential Therapy**

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	2	2	2	3	2	3	-	3
CO ₂	3	3	3	3	3	2	3	3	3	3	-	3
CO ₃	3	3	3	2	2	3	1	2	2	3	-	3
CO ₄	3	3	2	3	3	3	3	2	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-303c	HEALTH PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives :

- a. To understand the concept of the Health psychology
- b. To acquaint with and health behaviour.
- c. To comprehend the health behaviour enhancement and management.
- d. To know the future of the health psychology

Unit – I: Introduction

- a. Introduction, definition - need for health psychology - relating health psychology to other fields - maintaining a healthy state and coping with illness – Biomedical and Bio-medico-social model.
- b. Environmental psychology - environmental effects on Human Behaviour - the effect of human behaviour environment, urban life - health care, Socio-cultural perspective - cross cultural studies - epidemiological studies - social pathology - divorce - communal violence.

Unit –II: Health Behaviour - Enhancement

- a. Health Behaviour and Primary prevention Health behaviours - changing health habits through cognitive behavioural approaches – Trans-theoretical model and Social engineering – Health enhancing behaviours - Health compromising behaviours.
- b. Stress and Coping – Sources of stress and moderators of stress experience - coping resources and coping styles - Social support - Management of stress.

Unit-III: Management

- a. Management of chronic illness - quality of life - emotional responses to chronic illness - personal issues - coping and rehabilitation - psychological intervention - heart disease, Hypertension, Stroke and diabetes.

- b. Psychological issues in advancing to hospital care - problems of survivors. Psycho-neuro-immunology, AIDS, Cancer and Arthritis.

Unit – IV: Future

- a. Challenges for the future Health promotion - Stress and Management - Health services - Management of serious illness - Trends for the future - Becoming a health Psychologist.
- b. Organized efforts to mental health - governmental and voluntary organisations; international efforts for mental health - limitations in mental health efforts.

References:

Baron, R.A & Byrne, D. (1999). Social Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.

Coleman, J.C. (1975). Abnormal Psychology and Modern Life. Bombay: Taraporeval Sons & Co.,

David F. Marks, Michael Murray, Brian Evans & Emeé Vida Estacio (2011). Health Psychology (Third Edition). New Delhi: Sage Publications India Pvt. Ltd.,

Hans Selye (1980). Selyes Guide to stress research, Van Nostrand, New Delhi: Reinhold Company,

Sarason, I.G & Sarason, B.R. (2000). Abnormal Psychology. New Delhi: Prentice of Hall of India, N.D.

Taylor, S.E (2006). Health Psychology (6th edition) New Delhi: Tata McGraw Hill.

Teisi Thou (2011). Health Psychology. New Delhi: ABD Publications.

Outcomes:

1. Understood the concept of the Health psychology
2. Acquainted with and health behaviour.
3. Comprehended the health behaviour enhancement and management
4. Realized the future of the health psychology.

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	2	-	3	2	2	3	3	-	3
CO ₂	3	1	1	1	1	3	3	3	1	3	-	3
CO ₃	3	1	-	-	-	3	3	3	2	3	-	3
CO ₄	3	-	3	1	-	3	3	3	2	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-305	STRESS MANAGEMENT	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

1. To introduce meaning of stress and psychophysiology
2. To realize the illness/disease and intervention
3. To understand the techniques of stress management
4. To comprehend and implement the techniques of stress management and counseling

Unit-1:

Stress and Stress Psychophysiology:

- a. The Pioneers, Stress theory, The Stressor, Stress Reactivity, A Definition of Stress, Stress Management Goals
- b. Stress Psychophysiology: The brain, endocrine system, autonomic nervous system, cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress

Unit-2:

- a. Stress and Illness/Disease, and Intervention a. Hot Reactors, Psychosomatic Disease, Stress and the Immunological System, Stress and Serum Cholesterol, Specific Conditions, Post-traumatic Stress Disorder, Stress and Other Conditions
- b. Intervention – A model of stress, setting up roadblocks, Comprehensive stress management, Eustress and the model, Taking control and Making a commitment

Unit-3:

- a. Intrapersonal and Interpersonal Life-Situation Interventions – Intrapersonal Interventions: – Eliminating unnecessary stressors; nutrition and stress; noise and stress; life events and stress; hassles and chronic stress; success analysis
- b. Interpersonal Interventions – Asserting oneself, conflict resolution, communication, time management, social support networking

Unit-4:

- a. Relaxation Techniques, Meditation and Autogenic Training and Imagery
- b. Progressive Relaxation, Biofeedback and Other Relaxation Techniques

References :

1. Greenberg, J. S. (2008). Comprehensive Stress Management. (10th ed). New York: McGraw Hill publications.

2. Bam, B. P. (2008). *Winning Habits: Techniques for Excellence in Sports*. New Delhi: Pearson Power, Dorling Kindersley India pvt. Ltd.
3. Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage publications India pvt ltd.
4. Rice, P.L. (1999). *Stress and Health*. (3rd ed). Brooks/Cole publishing co.
5. Schafer, W. (2000). *Stress Management for Wellness*. (4th ed). Wadsworth/ Thomson Learning.
6. Schafer, W. (2002). *Stress Management*. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008.
7. Wilson, E. (2007). *Stress Proof Your Life: 52 Brilliant Ideas for Taking Control*. New Delhi: Pearson Power.

Outcomes:

1. To introduce meaning of stress and psychophysiology
2. To realize the illness/disease and intervention
3. To understand the techniques of stress management
4. To comprehend and implement the techniques of stress management and counseling

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	1	1	1	1	2	2	2	2	3	-	3
CO ₂	3	1	2	-	-	3	2	2	2	3	-	3
CO ₃	3	3	3	3	3	3	3	3	2	2	-	3
CO ₄	3	3	2	2	2	3	2	2	2	2	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-306	PERSONALITY DEVELOPMENT (OE)	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To study biological, psychological determinants
- b. To know socio cultural determinants & Soft Skills
- c. To acquaint with soft skills
- d. To learn more on Soft skills

Unit – I: Introduction

- a. Personality – definition – nature – biological.
- b. Psychological and socio cultural determinants

Unit – II: Theories & Assessment

- a. Theoretical Perspectives – Psychoanalytical, behavioural, humanistic, factor analytical (trait) and cognitive.
- b. Assessment of Personality.

Unit – III: Soft Skills - I

- a. Soft skills Development 1: Communication Skills; Interpersonal Skills – Planning
- b. Decision making – Competence development – perceptual, social and academic

Unit – IV: Soft Skills - II

- a. Soft skills Development – II: Promoting healthy personality – Positive thinking, developing self-confidence and self efficiency
- b. Stress management, time management and leadership development

Practicals for 50 marks.

References:

1. Baron, R.A. & Byrne, D. (2001). Social Psychology: Understanding Human Interaction. New Delhi: Prentice – Hall India Pvt. Ltd.,
2. Berko, Roy, M. Wolvin, A.D. & Curtis Hall Ray (1990). The Business of Communicating (4th edition), Dubuque, IA: Brown.
3. Gelb, M. (2002). Present yourself. London: Aurum Press.
4. Proctor, R.W. & Dutta, A. (1995). Skill acquisition and human performance. Thousand Oaks: Sage.
5. Ram. U. (1998). Suffering and stress management: West versus East: Pune: Deep Publications.
6. Smith. Robert, M. (1990). Learning how to learn: Applied theory for adults. Buckingham: open University Press.
7. Townsend, A. (1996). Assertion training, Oxford: FPA Education Unit.

Outcomes:

1. Studied biological, psychological determinants
2. The students aware of socio cultural determinants & Soft Skills
3. The students acquainted with soft skills
4. They learned more on Soft skills

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	2	-	-	-	2	2	-	-	2	-	2
CO ₂	3	3	3	3	2	3	2	2	2	2	-	2
CO ₃	3	2	2	2	2	3	2	2	2	2	-	2
CO ₄	3	2	2	2	2	2	2	2	-	2	-	2

SEMESTER-IV

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-401	THERAPEUTIC APPROACHES IN COUNSELLING	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To enable the student to have an insight into the Gestalt Therapy
- b. To acquaint with the therapeutic Approach to the Reality Therapy
- c. To enable the students to cognitive behaviour therapy
- d. The students involved in the An Integrative Approach

Unit-I: Gestalt Therapy (Fritz Perls and Laura Perls)

- a. Introduction – Key concepts – View of Human nature – some principals of Gestalt therapy theory – The therapeutic process- therapeutic goals – therapist’s- function and role – Client’s experience in therapy – relationship between therapist and client.
- b. Application – Therapeutic techniques and procedures – the experiments in Gestalt therapy – preparing clients for Gestalt experiments – the role of confrontation – techniques of gestalt therapy.

Unit-II: The Reality Therapy (William Glasseer)

- a. Introduction- Key concepts – view of human nature – a choice theory explanation of behavior – characterizes of reality therapy. The Therapeutic process – therapeutic goals – therapist function and role – client’s experience in therapy – relationship between therapist and client.
- b. Application – therapeutic techniques and procedures – the practice of reality therapy – the counselling environment – procedures that lead to change – The ‘WDEP’ System

(W= Wants, D= Direction, E= Evaluation and P= Planning), Applications of reality therapy

Unit- III : Cognitive Behavior Therapy(Albert Ellis and Aaron T. Beck)

- a. Introduction: Development of rational emotive behavior therapy.
Key Concepts: view of human nature – view of emotional disturbance- A-B-C Theory of personality. Therapeutic process), therapeutic goals – Therapist’s function and role – Client’s experience in therapy relationship between therapist and client.
- b. Application – Therapeutic techniques and procedures – The practice of rational emotive behavior therapy – Applications of REBT to client populations.

Unit-IV An Integrative Approach :

- a. Introduction: The trends towards psychotherapy integration – The future of psychotherapy – some predictions – integration of multi cultural issues and counselling – Integration of spiritual / religious issues in counselling – the challenges of developing an Integrative perspective.
- b. Issues related to therapeutic process: Therapeutic goals – Therapist function and role – clients experience in therapy – Relationship between therapist and client.

References:

- Brammer, L.H and Schoston, E.L. (1968). Therapeutic Psychology (Second edition) New Delhi: Prentice Hall.
- Gerald Corey (2001). Theory and Practice of Counseling and Psychotherapy (6th edition) Brooks/Cole: Thomson Learning.
- Hensen, J.C., Steive, R.R. & Waker, J.R. (1982). Counseling Theory and Process, New York: Allyb and Bcan.
- Kavita Singh (2015). Counseling Skills for Managers (Second Edition). New Delhi: Prentice Hall of India
- Mc Gowan & LyLe D. Schmidt (1962). Counseling Readings in Theory and Practice, New York: Holt & Reinehart
- Narayana Rao, S. (1991). Counseling and Guidance (Second Edition) New Delhi: Tata McGraw Hill Publishing Company Ltd,
- Patterson, C.J. (1973). Theories of Counselling and Psychotherapy (Second edition) New Haper and Row.
- Richanrd Nelson, Jones (2005). Introduction to Counselling skills, Tests and Activities (Second edition), New Delhi: Sage Publications.

Outcomes:

1. To enable the student to have an insight into the Gestalt Therapy
2. To acquaint with the therapeutic Approach to the Reality Therapy
3. To enable the students to cognitive behaviour therapy
4. The students involved in the An Integrative Approach

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	2	2	2	3	2	3	-	3
CO ₂	3	3	3	3	3	2	3	3	3	3	-	3
CO ₃	3	3	3	2	2	3	1	2	2	3	-	3
CO ₄	3	3	2	3	3	3	3	2	3	3	-	3

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-402	THEORIES OF PERSONALITY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- To understand the Psychoanalytic Approach
- Behavioural approaches to personality.
- To comprehend the Humanistic approach
- To acquaint with the eastern theories of personality

Unit – I: Psychoanalytical Theory

- The Psychoanalytic Approach. Freud
- Neo Freudians – Jung, Adler, Erickson, Horney, Sullivan, Fromm.

Unit – II: Behaviouristic Theory

- The Behavioural Approaches – Pavlov, Skinner, Bandura
- Cognitive Approaches: Rotter, Kelly & Mischel.

Unit –III: Humanistic Theory

- Maslow, Roger, Allport, Cattell, Eysenck & Sheldon.
- The Humanistic and Dispositional Approaches

Unit – IV: Eastern Theories

- The Eastern Approaches: Abhidhamma,
- Indian Psychology, Eastern Psychologies and Western Personality Theories.

References:

- Bischof L.J. (1968). Interpreting Personality theories (Second edition), New York: Harper International
- Campbell, Hall C.S & Lindzey, G. (2010). Theories of Personality. New York: John Wiley and sons,
- Eysenck H.J. & Bysenck M.W. (1985). Personality and Individual Differences, New York: Plenum.
- Ryckman R.M. (1989). Theories of Personality (4th edition), Belmont C.A., Brooks/ Cole. New Book.

Outcomes:

1. Understood the Psychoanalytic Approach
2. Learned on behavioural approaches to personality.
3. The students comprehended the Humanistic approach
4. The students acquainted with the eastern theories of personality

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	2	-	-	-	2	2	-	-	2	-	2
CO ₂	3	3	3	3	2	3	2	2	2	2	-	2
CO ₃	3	2	2	2	2	3	2	2	2	2	-	2
CO ₄	3	2	2	2	2	2	2	2	-	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-403a	RESEARCH METHODOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives :

- a. To understand basic research and applied research including experimental research.
- b. To comprehend the problem & hypothesis
- c. To know Sampling & Data Collection
- d. To understand about research designs.

Unit – I: Introduction to Research Methodology

- a. Types of Research: Basic Research, Expost facto, Applied Research and other Researches: Formation of Experimental Research.

- b. Research Variables and their Control: Independent variables – dependent variables and extraneous variables, and experimental control.

Unit – II: Problem & Hypothesis

- a. Problem : Selection of problem – statement of the problem and ways in which a problem is manifested, Types of Problems.
- b. Hypothesis : The nature of hypothesis, the manner of stating a hypothesis, Criteria of hypothesis and formulation of hypothesis

Unit – III: Sampling & Data Collection

- a. Sampling: Procedures of sampling – randomization – purposive sampling – Stratified and Random sampling, Probabilistic and Non – Probabilistic Methods.
- b. Methods of Data collection: Interview method, survey method, questionnaires and rating scales.

Unit – IV: Research Designs

- a. Research Designs: Two Randomized group design, two matched group design, more than two group design, Factorial Design – 2x2, 2x2x2 design – Concept of ANOVA, MANOVA AND MANCOVA.
Role of Computers in the analysis of data – Statistical Packages – Ethics in Human Research
- b. Presenting research results: Writing a research project report: Publishing an article and making an oral presentation.

References:

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Outcomes:

1. Understood basic research and applied research including experimental research.
2. The students comprehended the problem & hypothesis
3. Gained knowledge on Sampling & Data Collection
4. Understood the application of research designs

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	3	2	1	3	-	2	-	2
CO ₂	3	3	3	2	2	3	2	3	2	-	-	2
CO ₃	3	3	3	2	2	2	2	2	-	2	-	2
CO ₄	3	3	3	2	2	1	1	1	1	2	-	2

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-403b	ORGANIZATIONAL DEVELOPMENT	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives

- a. To understand Needs Assessment, Specification of Instructional Objectives, Learning outcomes
- b. To apply the knowledge of Training and development phase Incorporating the findings of Learning Research
- c. To know about transfer and maintenance of training Alternative training media
- d. To know the application of Evaluating training Effectiveness

Unit-I : Needs assessment

- a. Organization Analysis, Task analysis, Person analysis, An Example of Needs.
- b. Assessment, Specification of Instructional Objectives, Learning outcomes, Stating instructional objectives

Unit-II : Training and development phase Incorporating the findings of Learning Research

- a. Practice and Recite, Use Distributed Practice, Use Whole-Task learning for tasks High on complexity and organization, Give knowledge of results, Set goals, Give positive reinforcement.
- b. Provide models, Make learning a Team Effort, Gagne's model of instructional design

Unit-III : Transfer and maintenance of training Alternative training media

- a. On-the-job Techniques, Off-the-job Techniques
- b. Choosing among alternative methods

Unit-IV: Evaluating training Effectiveness

- a. Criteria for evaluation, Summative versus formative evaluations, Research design in training evaluation, Individual differences among trainees
- b. **Special Training Needs** Retraining, Training for work force diversity, Training the chronically unemployed

References :

1. Robert L. Dipboye, Carlla, S Smith, William C Howell: Understanding Industrial and Organizational Psychology: An Integrated Approach: Harcourt Brace College Publishers(1994)

Outcome:

1. Learned the assessment, instructional objectives.
2. Applied the knowledge of training and development incorporating the findings of research
3. Studied the transfer and maintenance of training and alternative training media
4. Gained the evaluating training effectiveness

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	-	2	2	3	3	2	-	2
CO ₂	3	2	2	2	2	2	2	2	3	3	-	2
CO ₃	3	2	2	-	-	2	2	2	-	2	-	2
CO ₄	3	2	1	2	2	2	2	2	2	3	1	1

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-403c	REHABILITATION PSYCHOLOGY	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- a. To understand historical development – Models of disabilities in the past and present scenario
- b. To comprehend Assessment of Disability, Psychological Aspects
- c. To know Behavioral Management
- d. To acquaint with Organizational services

Unit-I: Introduction

- a. Rehabilitation Psychology - Field and Scope - Foundations- historical development – Models of disabilities – Disability in Indian setting the past and present scenario.
- b. Individuals with Disabilities – Disabilities in early and middle childhood, adolescence and early & late adulthood, Sensory and physical disabilities, Learning and behavioral disability, Needs and concerns of disabled in all groups

Unit – II: Assessment of Disability, Psychological Aspects

- a. Diagnostics and assessment – Learning and behavioural disability – Research methods
- b. Psychosocial aspects of disability: Attitudes, stereotypes prejudices and discrimination towards the disabled Minority and under privileged status.

Unit – III: Behavioural Management

- a. Behavioural analysis – Principles and Techniques
- b. Common Techniques of Management of problems of the disabled

Unit – IV: Organization of Services

- a. Organization and management of rehabilitation services – Collaboration with families of disabled persons – Special education strategies for learning and behavioural disability – Assistive technologies and quality of life in the disabled.
- b. Statutory provisions and policy on disability rehabilitation – Areas of governmental focus – Financial and social security – Constitutional and policy provisions – Role of NGOs in rehabilitation of disabled – Professional standards, ethical concerns

References:

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- Smart, J (2002) Disability Society and the Individual. Austin, TX: Pro-ed.
- Verma V.P. (2002). Social Rehabilitation of the Blind. International Jr. of Disability studies, 1, (1) pp 72-80.

Outcomes:

1. The students understood historical development – Models of disabilities in the past and present scenario
2. The students comprehended Assessment of Disability, Psychological Aspects
3. The students are aware of Behavioral Management
4. They acquainted with Organizational services

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	3	2	-	2	2	3	3	2	-	2
CO ₂	3	2	2	2	2	2	2	2	3	3	-	2
CO ₃	3	2	2	-	-	2	2	2	-	2	-	2
CO ₄	3	2	1	2	2	2	2	2	2	3	1	1

Course Code	Course Title	No of Hours Per week	No of Credits
Psy-406	LIFE SKILLS	04	4
Sessional Marks: 20		End Semester Examination Marks: 80	

Objectives:

- To learn the concept of life skills and its importance in relation to personality development of an individual.
- To know the different types of life skills relevance to individual and social situations.
- To adapt the good interpersonal and communicative skills.
- To become aware of the components of life skills and the method of imparting knowledge of life skills.

Unit – I: Introduction

- Introduction to life skills, the performance of life skills, the relationship between life skills and individual personality development.
- Life skills development and its effects on relationship patterns.

Unit – II: Types of Life Skills

- Types of life skills: Thinking skills – Decision making, Goal Setting and Motivation, Positive Thinking.
- Overcoming doubt, fear, procrastination and perfectionism. Problem solving, Creativity.

Unit – III: Life Skills in Specific

- a. Interpersonal Skills – Coping Skills – Communication skills, Negotiation skills.
- b. Leadership, Team Building- Presentation Skills.

Unit – IV: Management

- a. Self-management skills: Self-awareness, building confidence and self-esteem anger management, stress management, relaxation techniques.
- b. Designing life skills intervention – assessment of life skills – designing modules.

References:

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- Shulman, L. (1979). Skills of Helping: Individuals & Groups. Chennai: Ezhilagam Publications.
- Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Noida: Palgrave Macmillan Ltd., RGNIYD.

Outcomes:

1. Learned the concept of life skills and its importance in relation to personality development of an individual.
2. They became aware of the components of life skills and the method of imparting knowledge of life skills.
3. The students have learned more on Life Skills in Specific
4. They acquainted with Self management skills

	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇	PO ₈	PO ₉	PO ₁₀	PO ₁₁	PO ₁₂
CO ₁	3	3	2	-	-	3	3	2	2	3	-	3
CO ₂	3	3	2	-	-	2	3	1	2	3	-	3
CO ₃	3	3	2	-	-	3	3	2	2	3	-	3
CO ₄	3	3	-	-	-	1	3	1	1	3	-	3

