

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

Level	Sem	Course Type	Course Code	Course Title	Delivery Type			Total Hours	Credit	Total Credit	Internal Assessment	EoS Exam	M. M.	Remarks
					L	T	P							
8	I	DCC	PSY8000T	Theoretical perspectives of Psychology	L	T	-	60	4	4	20	80	100	
		DCC	PSY8001T	Experimental Psychology	L	T	-	60	4	4	20	80	100	
		DCC	PSY8002T	Biopsychology	L	T	-	60	4	4	20	80	100	
		DCC	PSY8003T	Research Methodology	L	T	-	60	4	4	20	80	100	
		DCC	PSY8004P	Practical-I (Experimental Psychology)	-	-	P	120	4	4	20	80	100	
		DCC	PSY8005P	Practical-II (Research Methods)	-	-	P	120	4	4	20	80	100	
8	II	DCC	PSY8006T	Cognitive Psychology	L	T	-	60	4	4	20	80	100	
		DCC	PSY8007T	Psychological Testing	L	T	-	60	4	4	20	80	100	
		DCC	PSY8008T	Psychological Statistics	L	T	-	60	4	4	20	80	100	
		DCC	PSY8009P	Practical-I (Social Psychology & Psychological Testing)	-	-	P	120	4	4	20	80	100	

		DCC	PSY801 0P	Practical-II (Psychological Statistics)	-	-	P	120	4	4	20	80	100	
		GEC	PSY810 0T	Applied Social Psychology	L	T	-	60	4	4	20	80	100	
			PSY810 1T	Health Psychology	L	T	-	60	4	4	20	80	100	
9	III	DCC	PSY901 1T	Career Counselling	L	T	-	60	4	4	20	80	100	
		DCC	PSY901 2T	Positive Psychology	L	T	-	60	4	4	20	80	100	
		DSE- I	PSY910 2T	Clinical Psychopathology	L	T	-	60	4	4	20	80	100	
			PSY910 3T	Organisational Behaviour	L	T	-	60	4	4	20	80	100	
			PSY910 4T	Educational Psychology	L	T	-	60	4	4	20	80	100	
		DSE- II	PSY910 5T	Psychological Therapies-I	L	T	-	60	4	4	20	80	100	
			PSY910 6T	Human Resource Management	L	T	-	60	4	4	20	80	100	
			PSY910 7T	Disorders of Childhood and Adolescents	L	T	-	60	4	4	20	80	100	
		GEC	PSY910 8P	Practical-I (Wellbeing Lab)	-	-	P	120	4	4	20	80	100	
			PSY910 9T	Understanding Self	-	-	P	120	4	4	20	80	100	
		DSE- III	PSY911 0P	Practical-II A (Clinical Psychology)	-	-	P	120	4	4	20	80	100	

			PSY911 1P	Practical-II B (Industrial Psychology)	-	-	P	120	4	4	20	80	100	
			PSY911 2P	Practical-II C (Education Psychology)	-	-	P	120	4	4	20	80	100	
9	IV	DCC	PSY901 3T	Psychometric s and Scaling	L	T	-	60	4	4	20	80	100	
		DSE- IV	PSY911 3T	Development al Psychology	L	T	-	60	4	4	20	80	100	
			PSY911 4T	Sports Psychology	L	T	-	60	4	4	20	80	100	
			PSY911 5T	Personality Theories	L	T	-	60	4	4	20	80	100	
		DSE- V	PSY911 6T	Clinical Assessment	L	T	-	60	4	4	20	80	100	
			PSY911 7T	Training and Development	L	T	-	60	4	4	20	80	100	
			PSY911 8T	Vocational Psychology	L	T	-	60	4	4	20	80	100	
		DSE- VI	PSY911 9T	Psychological Thereapies-II	L	T	-	60	4	4	20	80	100	
			PSY912 0T	Entrepreneurs hip Psychology	L	T	-	60	4	4	20	80	100	
			PSY912 1T	Counselling Psychology	L	T	-	60	4	4	20	80	100	
		DSE- VII	PSY912 2P	Practical-I (Psychometri cs & Development al Psychology)	-	-	P	120	4	4	20	80	100	
		DSE- VIII	PSY912 3P	Practical-II A (Clinical Psychology)	-	-	P	120	4	4	20	80	100	

			PSY912 4P	Practical-II B (Industrial Psychology)	-	-	P	120	4	4	20	80	100	
			PSY912 5P	Practical-II C (Education Psychology)	-	-	P	120	4	4	20	80	100	

An information regarding codes:

DCC extends for Discipline Centric Compulsory Course

DSE extends for Discipline Specific Elective

GEC extends for Generic Elective Course

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

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

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

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

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

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

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

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

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

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

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

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