M.A.(Hons) Psychology - 2 years (1st Semester)

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY 619	Theories and Systems of Psychology	Core Courses	4	0	0	4
2	PSY 613	Developmental Psychology	Core Courses	3	0	0	3
3	PSY 620	Research Methodology: Experimental Methods	Core Courses	4	0	0	4
4	PSY 621	Experimental and Cognitive Psychology	Core Courses	4	0	0	4
5	PSY 607	Practicum-I	Core Courses	0	0	4	2
6	PSY 602	Advance Social Psychology	Specialized Elective Courses	4	0	0	4
7	PSY 609	Career Development-I	Skill Enhancement Course	1	0	0	1
8	ENG 601	Professional & Business Communication	Value Added courses	1	0	0	1
9	FOL101/ FOL102	Foreign Business Language (introduction to French culture and language/ introduction to German culture and language)	Value Added courses	1	0	0	1
		Total Credits		Min Required: 24 Semester Credits: 24			

COURSE CODE: PSY619 (THEORIES AND SYSTEMS OF PSYCHOLOGY)

	L	T	P	Total Credits
	4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I: Introduction	**18**
Nature-Definition, Scope, Features History -Historical Development, Importance, Interdisciplinary Approach Status of Psychology as a Science -Research Perspective	
Unit II: Schools of Psychology	**18**
Structuralism - Subject Matter of Psychology Methods of Studying Human Behavior Functionalism-Subject Matter of Psychology Methods of Studying Human Behavior Behaviorism- Subject Matter of Psychology Methods of Studying Human Behavior Gestalt, Classical Psychoanalysis - Classical Psychoanalysts – Sigmund Freud, Alfred Adler and Carl Jung Continuity theory Subject Matter of Psychology Methods of Studying Human Behavior	
Unit III: Theoretical Perspectives	**18**
Theoretical Perspectives in Psychology: Psychodynamic (Neo Freudians – Adler, Jung), Behavioristic (Pavlov and Skinner) Humanistic Existential (Maslow, Rogers, Rollo May) Field Theory (Lewin).	
Unit IV: Current Theoretical Developments	**18**
Current Theoretical Developments: Cognitive (Information processing), Neurocognitive Science, Developmental perspective (Piaget), Social Learning (Bandura), Indian Perspective	

Course Learning Outcomes: Students will acquire knowledge of theoretical underpinnings of psychology.
- Student will gain knowledge in understanding cognition and behavior as they naturally occur in a social context.
- Student will identify society's problems and strive to use the discipline for social betterment.
- Students will develop skills of attitude change and get adapt to deal with social situations.

- Students will be able to work in a group and will understand the application of social psychology in contemporary scenario.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
A.C. Paranjpe	Theoretical Psychology: The Meeting of East and West (Path in Psychology)	Springer	4th, 2011	978-1461337683	368
Leahey, T.H.	A History of Psychology	Taylor & Francis Group	7th, 2012	978-1138745018	576
Girishwar Misra, R. M. Matthijs Cornelissen, et al.	Foundations of Indian Psychology, Volume 1: Theories and Concepts	Pearson	2010	978-8131730843	748

COURSE CODE: PSY613 (DEVELOPMENTAL PSYCHOLOGY)

L	T	P	Total Credits
3	0	0	3

Course Contents/syllabus:

	Hours
Unit I: Introduction to Developmental Psychology and Human Diversity	**13**
Introduction to the Life Span perspective in development. Characteristics and Developmental Issues Genetic and Environmental influences	
Unit II: Theories of Development	**14**
Psychoanalytic (Freud and Erikson)- Concept of Ego, Stages of Personality Development Cognitive (Piaget and Vygotsky) -Concept of Thoughts, Cognitive Process Ecological Model (Bronfenbrenner)-	
Unit III: Conception, Language Development and Aging	**14**
Conception: Stages and Hazards in Prenatal Development, Birth, Prematurity, Neonate. Language Development: Theories of Language Acquisition Aging: Characteristics, Socioemotional aspects of Aging, Aging and Mental health	
Unit IV: Cognitive, Emotional and Social Development	**13**
Cognitive(Prenatal to Infancy) Emotional Development: Development of Emotions Social Development: Family and Peer Influences, Family, School and Work	

Course Learning Outcomes: At the end of this course, the students will be able to understand the Developmental psychological knowledge.

- Student will be familiarizing with the basic pre-requisites of any knowledge-seeking endeavor.
- Student will able to analyze and differentiate major paradigm and their approaches.
- Student will develop reflecting learning by understanding the comprehensive system of psychology, one which is contemporary in its concerns, and global in its outlook.
- Student will develop critical thinking for acknowledging the significant contributions of major schools of Psychology evolved in Eastern and Western traditions.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Margaret Harris	Development Psychology	Mc Graw Hill India	2002	9781841691923	332
Penny Upton	Development Psychology	Pearson Education India	2013	978-9332517127	324
Elizabeth B. Hurlock	Child Development-6th Edition	McGraw Hill Education	2017	978-0074631669	570
George Butterworth	Principles of Development Psychology	Taylor & Francis Ltd	2008	9781138172500	288

COURSE CODE PSY620 (RESEARCH METHODOLOGY: EXPERIMENTAL METHODS)

L	T	P	Total Credits

4	0	0	4

Course Contents/syllabus:

	Hours
Unit I:	**18**
Nature of Research, Fact and Theory, Research Problem, Hypotheses, Types of Research, Preparation of Research Report, Sampling: Population and Sampling, Simple Random Sampling, Stratified Random Sampling, Cluster Sampling, Non-probability Sampling, Incidental/ Quota and Purposive Sampling	
Unit II:	**18**
Psychological Experiment: Conduction of Experiment, Variables and Control of Relevant Variables, Minimization of Error Variance, Merits and Demerits of Experimental Method: Laboratory and Field Experiments.	
it III:	**18**
Methods of Observation and Data Collection: Interview and Interview Schedule, Objectivity and Objective Methods of Observations, Types of Objective Measures, Types of Objective Scales and Items, Choice and Construction of Objective Measures, Evaluation of Objective Tests and Scales.	
Unit IV:	**18**
Projective Methods – Classification of Projective Measures. Types of Sociometric Choice and Methods of Sociometric Analysis. Methods of Content Analysis; Semantic Differential Method and Q-Methodology	

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Course Learning Outcomes:
- The student will be able to understand, participate and conduct various steps involved in research.
- The student will be able to have knowledge of the general principles of psychological research and the most common elementary designs.
- The student will be able to be aware of the kinds of approach that is appropriate for different research questions.
- The student will be able to have knowledge of descriptive statistics.
- Student will learn to differentiate understanding of appropriate techniques to be used in various types of scientific research in social sciences.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Henry E.Garrett	Statistics in Psychology & Education	Paragon International Publishers	2005	978-8189253004	491
Mangal, S.K.	Statistics in Psychology & Education	Prentice Hall India Learning Private Limited	2002	978-8120320888	428
Arthur Aron, Elliot J. Coups, et al.	Statistics for Psychology	Pearson	2019	978-8184958010	744
V. Rajaraman	Computer Programming Fortran 90 and 95	Prentice Hall India Learning Pvt. Ltd	1997	978-8120311817	360

COURSE CODE: PSY621 (EXPERIMENTAL AND COGNITIVE PSYCHOLOGY)

L	T	P	Total Credits

4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I: Classical Conditioning	**18**
Basic phenomena, Temporal relations, the Rescorla-Wagner model, Opponent Process theories and Classical conditioning. Operant Conditioning: Basic phenomena, Reinforcement Schedules and their Experimental Analysis.	
Unit II: Theories	**18**
Two-factor theory and one-factor theory, Learned helplessness, punishment. Problems of Reinforcement: A Re-evaluation of the Stop-Action Principle, the Role of the Reinforcer, Prediction of a Reinforcer.	
it III: Premises	**18**
Attacks on the contiguity principle, Attacks on the equipotentiality premise, Heredity in Operant Conditioning, the General-Principal approach to learning.	
Unit IV: Learning Formulation	**18**
Generalization gradients, Absolute or Relational Stimulus Control, Errorless Discrimination Learning, Concept Formation.	

Course Learning Outcomes: At the end of this course, student will be able to understand the underlying foundations of cognitive psychology and the historical contexts within which the field evolved.

- Students will be able to apply the knowledge based on information processing and the mechanisms behind this and its application in other branches of psychology.
- Students will be able to analyze the knowledge of cognitive psychology and its application for memory, decision making and problem solving.
- Students will be able to evaluate the implication of learning and its classical model in judging human behavior in larger context.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	
Mark T. Keane & Michael W. Eysenck	Cognitive Psychology: A Student's Handbook	Psychology Press	4th, 2000	978-0863775512	948
Ling	Psychology Express: Cognitive Psychology	Pearson Education India	2013	978-9332517080	256

COURSE CODE: PSY 607(PRACTICUM-I)

L	T	P	Total Credits
0	0	4	2

Course Contents/syllabus:

Course Learning Outcomes Student will able to review the concepts of psychology through the mediums of the experiments.
- Students will be able to analyze and interpret the result findings.
- Student will apply the knowledge in research and practice.
- Student will assess and use the finding of the practical for understanding their behavior and cognitive processes.

Suggested Readings:

- Irving B. Weiner & Roger L. Greene:2017, Handbook of Personality Assessment 2nd Edition, Print ISBN:9781119258889 |Online ISBN:9781119311263 |DOI:10.1002/9781119311263
- Raven's Advanced Progressive Matrices (APM) Evidence of Reliability and Validity, Copyright © 2007 by NCS Pearson Inc.

List of Practical	Teaching hours
Practical-1	**14**
Personality Assessment/ Sentence Completion Test	
Practical-2	**15**
Advanced Progressive Matrices (APM)	
Practical-3	**14**
Emotional Maturity of an individual by using Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava.	
Practical-4	**15**
Memory: To test the memory level with P.G.I. Memory Scale by Dwarka Prasad and N.N. Wig	
Practical-5	**14**
Social Relationships Scale developed by Dr. Pardeep Kumar, Faheem Nabi, and Neha Thakur	

- Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava.
- P.G.I. Memory Scale by Dwarka Prasad and N.N. Wig.
- Social Relationships Scale developed by Dr. Pardeep Kumar, Faheem Nabi and Neha Thakur

COURSE CODE: PSYPSY602 (ADVANCE SOCIAL PSYCHOLOGY)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I: Introduction	**18**
• Social Psychology: Past, Present and Future; Evolution of social Psychology in Western and Indian perspectives; Major theoretical approaches in social psychology: Learning, Cognitive, and Socio-cultural theories; Methodological issues: Scientific method: Experiments, Survey, interviews, qualitative: Discourse analysis.	
Unit II: Social Cognition	**18**
• The Social Self: Self-Concept; Self-esteem; Self-presentation, Self-Control, Culture and Self, the elements of social perception, Cognition: Heuristics, Schemas. Affect and Cognition; Nonverbal Communication; Attribution theories, Attribution Biases, Culture and attribution, Impression Formation and Impression Management Stereotypes, Prejudice, and Discrimination: Causes, Effects, and Cures – Defining the terms, intergroup and Motivational Factors–Fundamental Motives Between Groups, Realistic Conflict	

Theory, Social Identity Theory, Culture and social Identity, Motives Concerning Intergroup Dominance and Status; Cognitive and Cultural Factors–Social categorization, How Stereotypes Survive and Self-perpetuate; Culture and Socialization, Stereotype Content Model. Effects on the Targets of Stereotypes and prejudice: Perceiving Discrimination, Stereotype Threat Contents; Reducing Stereotypes, Prejudice and Discrimination: Intergroup Contact, The Jigsaw Classroom		
Unit III: Social Relationship and Influence		**18**
• Attitudes and Attitude Change: Attitude Formation, attitude and behavior, Theories of Attitudes change: Cognitive dissonance; Persuasion–Dual-process routes to persuasion (Elaboration-likelihood model & Heuristic- systematic model); resisting persuasion attempts- Indoctrination and Inoculation, Conformity and Social Change: Conformity, Compliance; Obedience to Authority; Majority and minority influence and social change-Social Impact Theory • Helping Others: Defining altruism and prosocial behavior, Theoretical Perspectives on helping, Evolutionary and motivational factors, Situational influence, Personal Influence, Interpersonal Influence, Understanding the Bystander Effects, Factors that increase or decrease the tendency to help, Helping in emergency; Inter personal Attraction and Personal relationship: Determinants of inter personal attraction; Similarity Vs Complementarity; Maintaining close relationship; Self disclosures, Intimacy, balance of power, conflict, responses to dissatisfaction.		
Unit IV: Social Group Process		**18**
• Fundamentals of groups-Socialization and group development, roles, norms, culture and cohesiveness; Individuals in Groups: Social Facilitation, Social Loafing, Deindividuation; Group decision making; Conflicts: Cooperation and Competition within and between groups, Aggression: Theories of aggression; aggression and culture, gender and individual difference; origin of aggression; Situational Influence on aggression; Media Effects; Intimate Violence-trust betrayed; Reducing Violence- multiple causes and multiple cure		

Course Learning Outcomes:
- Understand the fundamental theories of social psychology.
- To develop skills in critically evaluating social psychological experiments
- Analyse real-world problems using social psychological theories.
- To develop an understanding of the emerging areas of social psychology

Text / Reference Books:

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	Pages
Linda Steg & Kees Kaiser et al	Applied Social Psychology	Cambridge University Press	2017	978-1107620292	407
Frank .W.Schnieder,Jamie .A.Gruman, Larry.M.Coutts	Applied Social Psychology-2nd Edition	SAGE	2017	9788132110125	504
Buunk and Van Vugt	Applied Social	SAGE	2013	978-1446249079	200

	Psychology's				

COURSE CODE: PSY609 (CAREER DEVELOPMENT-I)

L	T	P	Total Credits
1	0	0	1

Course Contents/syllabus:

	Teaching time
Unit I- Emergence of Psychology	**4**
Psychological thought in some major Eastern & Western Systems. Structuralism, Functionalism, Psychoanalytical, Gestalt, Behaviorism, Humanistic-Existential, Transpersonal, Cognitive revolution, Multiculturalism. Four founding paths of academic psychology – Wundt, Freud, James, Dilthey. Yoga, Bhagavad Gita, Buddhism, Sufism, and Integral Yoga. Science and spirituality (avidya and vidya). The primacy of self-knowledge in Indian psychology. Ontology, epistemology, and methodology. Paradigms of Western Psychology: Positivism, Post-Positivism, Critical perspective, Social Constructionism, Existential Phenomenology, and Co-operative Enquiry	
Unit II- Research Methodology and Statistics	**5**
Research: Meaning, Purpose, and Dimensions. Research problems, Variables and Operational Definitions, Hypothesis, Sampling. Ethics in conducting and reporting research. Paradigms of research: Quantitative, Qualitative, Mixed methods approach. Methods of research: Observation, Survey [Interview, Questionnaires], Experimental, Quasi-experimental, Field studies, Cross-Cultural Studies, Phenomenology, Grounded theory, Focus groups, Narratives, Case studies, Ethnography, Statistics in Psychology: Measures of Central Tendency and Dispersion. Normal Probability Curve. Parametric [t-test] and non-parametric tests Sign Test, Wilcoxon Signed rank test, Mann-Whitney test, Kruskal-Wallis test, Friedman]. Power analysis. Effect size, Correlational Analysis: Correlation [Product Moment, Rank Order], Partial correlation, multiple correlation, Regression: Simple linear regression, Multiple regression. Factor analysis: Assumptions, Methods, Rotation, and Interpretation.	
Unit III- Biological Basis of Behaviour	**4**
Sensory systems: General and specific sensations, receptors and processes Neurons: Structure, functions, types, neural impulse, synaptic transmission. Neurotransmitters. The Central and Peripheral Nervous Systems – Structure and functions. Neuroplasticity. Methods of Physiological Psychology: Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. Non-invasive methods – EEG, Scanning methods. Muscular and Glandular system: Types and functions biological basis of Motivation: Hunger, Thirst, Sleep and Sex. Biological basis of emotion: The Limbic system, Hormonal regulation of behavior. Genetics and behavior: Chromosomal anomalies; Nature-Nurture controversy [Twin studies and adoption studies]	
Unit IV- Attention, Perception, Learning, Memory and Forgetting	**5**
Attention: Forms of attention, Models of attention, Perception: Approaches to the Study of Perception: Gestalt and physiological approaches, Perceptual Organization: Gestalt, Figure and Ground, Law of Organization, Perceptual Constancy: Size, Shape, and Color; Illusions, Perception of Form, Depth and Movement, Signal detection theory: Assumptions and applications, Learning Process: Fundamental theories: Thorndike, Guthrie, Hull, Classical Conditioning: Procedure, phenomena and related issues, Instrumental learning: Phenomena, Paradigms and theoretical issues; Reinforcement: Basic variables and schedules; Cognitive approaches in learning: Latent learning, observational learning, Verbal learning and Discrimination learning, Recent trends in learning: Neurophysiology of learning, Memory and Forgetting, Memory processes: Encoding, Storage, Retrieval, Stages of memory: Sensory memory, Short-term memory (Working memory), Long-term Memory (Declarative – Episodic and Semantic; Procedural, Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated forgetting.	

Course Learning Outcomes: At the end of this course:

- Students will be able to understand the basic concept of psychology.
- Students will be able to analyze and differentiate major paradigm and their approaches.
- Student will develop critical thinking for acknowledging the significant contributions of major schools of Psychology evolved in Eastern and Western traditions and their applications.
- Student will be able to evaluate themselves with the useful information on psychological principles.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Dhar, Shravani - Rawat, Neeraj	Elements of General Psychology	Alfa	2012	9789381465400	260
Shukla, K C - Chand, Tara	General Psychology	Commonwealth	2020	8171699022	221
A.C. Paranjpe	Theoretical Psychology: The Meeting of East and West (Path in Psychology)	Springer	4th, 2011	978-1461337683	368
Leahey, T.H.	A History of Psychology	Taylor & Francis Group	7th, 2012	978-1138745018	576

COURSE CODE: ENG601 (PROFESSIONAL & BUSINESS COMMUNICATION-I)

L	T	P	Total Credits
1	0	0	1

Course Contents/syllabus:

	Teaching hours
Unit I: Workplace Communication	**5**
Nature and process of communication: Linear concept, Aristotle's Model, Shannon-W Model; importance of communicating effectively; stages of communication: ideation, encoding, transmission, decoding and response; barriers to effective communication: physiological, socio-psychological, cultural, language, and organizational, incorrect assumptions, information overload, semantic barriers; guidelines to overcome communication barriers; channels of communication: downward, upward, horizontal, & diagonal; goals of organizational communication: receiver understanding, receiver response, favourable relationship and organizational goodwill.	
Unit II: Communication for Team Building and Leadership	**4**
Nature and types of organizational communication; relevance of communication in organization and business; critical listening; functions of nonverbal communication; effective use of nonverbal communication; characteristics of interpersonal communication; creating a positive communication climate; problem solving in teams; effective leadership communication; emotionally intelligent communication; giving and receiving feedback; overcoming barriers to listening.	

Unit III: Effective Presentation Skills	**5**
Pre-presentation jitters; preparation and practice; delivering a presentation; qualities of a skilful presenter; capturing and maintaining attention; handling questions; Power point presentations.	
Unit IV: Communication Strategy and Professional Writing	**4**
7 Cs of communication; using unbiased language; writing process: pre-writing, writing & post-writing; neutral and positive messages; negative messages; persuasive messages; letters, memo. Report Writing: Functions of a report, Types of reports, Format of the reports, Use of Visuals-Charts, Tables, Pictures	

Course Learning Outcomes:

- Students will be able to understand the basic processes of communication, both verbal as well as non-verbal—nature, scope, and power of communication processes.
- Students will be able to demonstrate cultural sensitivity in communication and appreciation of cultural variations of diverse socio-cultural contexts.
- Students will be able to develop an awareness of the role of mass media in shaping public psyche, beliefs, and perceptions about social realities and build an informed and critical perspective.
- Students will be able to analyze situations and audiences to make right choices about the most effective and efficient ways to communicate and deliver messages.
- Students will be able to assess various barriers in communication and develop communicative competence thereby for effective communication.

Books/literature

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
P. D. Chaturvedi and Mukesh Chaturvedi	Business Communication: Concepts, Cases and Applications	Pearson Education	2006	9788131701720	729
Meenakshi Raman and Prakash Singh	Business Communication	Oxford University Press	2012	9780198077053	640
Jeff Butterfield	Soft Skills for Everyone	Cengage Learning	2017	9789353501051	640

COURSE CODE: FOL101 (INTRODUCTION TO FRENCH CULTURE & LANGUAGE)

L	T	P	Total Credits
1	**0**	**0**	**1**

Course Contents/syllabus:

	Teaching hours
Unit-I Introduction to French language	**4**
• Brief introduction of French and Francophone countries • Presenting oneself • Getting information about someone else • Greeting and taking leave • Asking/giving personal information	
Unit-II- A rendez-vous ; Visiting a place	**5**
• Pronouncing and writing numbers in French • Spell and count numbers	

• Telling the time	
• Temporal expressions	
• Communicating in class	
• Fixing an hour, place for a meeting.	
• Describing a person.	
• Identifying a person, object, and place	
• Describing relation in a family	
• A specific person, object, and place	
it-III- An interview	**5**
• Description of objects, people, and places	
• Nationalities	
• Speaking about one's professions.	
• Expressing Actions using regular –er ending verbs; avoir, être; reflexive verbs – usage, conjugation	
• Interview of celebrity	
Unit-IV- At the discotheque	**4**
• Portrait by a journalist	
• Giving a positive or negative reply	
• Asking questions	
• Discussion with a person	
• Activities in a day	

ourse Learning Outcomes: At the end of this course, the students will be able to express themselves in writing and orally in basic French. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given on their understanding of grammatical structures and the foreign accent of the language. At the end of the course, the student shall be able to:

- Understand information; Express in his own words; Paraphrase; Interpret and translate.
- Apply information in a new way in a practical context.
- Analyze and break-down information to create new ideas.
- Evaluate and express opinion in a given context.

Text / Reference Books:

Author	Title	Publisher	Year	ISBN No	Pages
Christine Andant, Chaterine Metton, Annabelle Nachon, Fabienne Nugue	A Propos - A1 Livre De L'Eleve, Cahier D' Exercices	Langers International Private Limited	2010	978-9380809069	260
Manjiri Khandekar and Roopa Luktuke	Jumelage - 1 Methode De Fraincais - French	Langers International Private Limited	2020	978-9380809854	290
Michael Magne, Marie-Laure Lions-Olivieri	Version Originale 1: Cahier d'exercices	Maison Des Langues	2010	9788484435617	128

COURSE CODE: FOL102 (INTRODUCTION TO GERMAN CULTURE & LANGUAGE)

L	T	P	Total Credits
1	0	0	1

Course Contents/syllabus:

	Teaching hours
Unit-I Introduction to German Language (Einführung)	**3**
Introduction to German as a global language, Self-introduction, and Greetings, Die Alphabeten, Phonetics: the sound of consonants and vowels, Wie buchstabieren Sie Ihren Name?	
Unit-II- Numbers and everyday conversation (die Zahl und Gespräche)	**6**

Counting in German from 1-100, Simple Calculation and verb 'kosten' - Wie viel kostet das? Plural Forms, Vocabulary: Wochentage, Monate, Jahreszeiten, Ordinal numbers and the question - Wann haben Sie Geburtstag?	
Unit-III- Regular verbs and nominative case: articles and pronouns (Regelmässige Verben und Nominativ Kasus: Artikel und Pronomen)	**4.5**
Introduction to all personal pronouns and conjugation of Regular verbs Detailed exercise on regular verbs. Reading a text on regular verbs. Introduction to definite. Vocabulary: Schulsachen und Getränke, Nominative case/ Articles (der, die, das) Nominative Pronouns: - Applicability of pronouns for both persons and things. Usage of nominative Personal Pronouns Introduction of nominative possessive pronouns usage of nominative possessive pronouns	
Unit-IV- The Family, Work-life and Professions (Familienmitglieder und Berufe) & Interrogative sentences (W-Fragen)	**4.5**
The Family, Work-life and Professions (Familienmitglieder und Berufe) Vocabulary: Professions and conjugation of the verb 'sein' Introduction to simple possessive pronouns with the help of the verb 'haben' Usage of possessive pronouns. Interrogative sentences (W-Fragen) W-Fragen: who, what, where, when, which, how, how many, how much, etc. Exercises on the question pronouns	

Course Learning Outcomes: At the end of this course, the students will be able to express themselves in writing and orally in basic German. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given on their understanding of grammatical structures and the foreign accent of the language. At the end of the course, the student shall be able to:

- Understand information; Express in his own words; Paraphrase; Interpret and translate.
- Apply information in a new way in a practical context.
- Analyse and break-down information to create new ideas.
- Evaluate and express opinion in a given context.

Text / Reference Books:

Author	Title	Publisher	Year	ISBN	Pages
Rolf Bruseke	Starten Wir A 1	Langers International Pvt Ltd (Max Hueber Verlag)	2017	978-3190160006	260
Giorgio Motta	Wir Plus Grundkurs Deutsch fur Junge Lerner Book	Ernst Klelt Verlog	2011	978-8183072120	290
Heimy Taylor, Werner Haas	Station en Deutsch Self Study Course German Guide	Wiley	2007	978-0470165515	128

M.A.(Hons) Psychology - 2 years (2nd Semester)

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	**T**	**P**	
1	PSY 611	Clinical Psychology	Core Courses	3	0	2	4
2	PSY 612	I\O Psychology	Core Courses	4	0	0	4

3	PSY 623	Experimental Design and Statistics	Core Courses	4	0	0	4
4	PSY 614	Practicum II	Core Courses	0	0	4	2
5	PSY 615	Introduction to Neuropsychology	Core Courses	4	0	0	4
6	PSY 616	Health Psychology	Specialized elective courses	4	0	0	4
7	PSY	Positive Psychology	Allied Courses	2	0	0	2
8	PSY 618	Personality and Life Skill Development	Ability Enhancement	1	0	0	1
9	FOL103/ FOL104	Foreign Business Language (Introduction to French culture and climate/ Introduction to German culture and climate)	Value Added courses	1	0	0	1
		Total Credits			**Min Required: 25 Semester Credits: 25**		

COURSE CODE: PSY611 (CLINICAL PSYCHOLOGY)

L	T	P	Total Credits
3	0	1	4

Course Contents/syllabus:

	Teaching hours
Unit I: Introduction	**13**
Definition of Clinical Psychology, Historical development of Clinical Psychology in (with special reference to India), Ethics of the profession. Concept of Abnormal behavior	
Unit II: Clinical Assessment and Classification	**14**
Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination – MSE and Case History Interview), Observation, Psychological testing, Neuropsychological testing Classification and Diagnosis: Classification models: DSM V (latest) and ICD (latest)	
it III: Anxiety and Obsessive-Compulsive Disorders: Clinical Picture and Etiology	**13**
Generalized Anxiety Disorder, Specific Phobia and Social Anxiety Disorder (Social Phobia), Panic Disorder, Obsessive-Compulsive disorder	
Unit IV: Trauma & Stressor-related, Dissociative and Personality Disorders: Clinical Picture and Etiology	**14**
Adjustment Disorder, Post-Traumatic Stress Disorder, Dissociative Identity Disorder,	

Personality Disorders (Clusters A, B and C): Only Clinical Picture	

PRACTICALS (18 Hours total)

- MC dougall disc
- Memory drum apparatus-electrical
- Mental health battery (MHB)(13-22 years age)by AK singhand Alpana Sengupta.
- Big five personality inventory by AKsingh and Ashok kumar.

Course Learning Outcomes: At the end of this course, the students will be able to understand the history and the major paradigms of psychological knowledge.

- Developing a foundational knowledge of Clinical Psychology, its historical development (especially w.r.t India) and professional ethics.
- Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.
- Developing competencies for assessing the psychological functioning of individuals through techniques such as psychological assessment, observation and interviewing.
- Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section)
- Acquiring knowledge about anxiety disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Sheldon.J.Korchin	Modern Clinical Psychology	CBS	2004	978-8123909479	672
Jeffrey Hecker, Geoffrey Thorpe	Introduction to Clinical Psychology	Taylor & Francis Ltd	2004	9780205277742	624
Hunsley John	Introduction to Clinical Psychology: An Evidence - Based Approach, 2nd Edition	John Wiley & Sons Inc	2008	9781118360019	592
Dr. M.S.Bhatia	Textbook of Clinical	New Age International	2008	9788122422467	426

COURSE CODE: PSY612 (I/O PSYCHOLOGY)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Session
Unit I: Introduction to Industrial Psychology and Individual Differences	**18**
The role of the psychologist in industry, the field of occupational Psychology: Study of behaviour in work situation and applications of Psychological principles to problems of selection, Placement, Counselling and training	

Efficiency at work, the concept of efficiency, the work curve, its characteristics, the work methods; hours of work, nature of work, fatigue and boredom, rest pauses. The personal factors; age abilities, interest, job satisfaction, the working environment, noise, illumination, atmospheric conditions, increasing efficiency at work; improving the work methods, Time and motion study, its contribution and failure resistance to time and motion studies, need for allowances in time and motion study	
Unit II: Work Motivation and Job Satisfaction	**18**
Determinants of work motivation. Concept and scoring of motives, Motivational Training. Theories of Work motivation, Job Satisfaction - Introduction, causes, types, Theories and measurement	
it III: Accidents and Safety	**18**
Human engineering and physical environment techniques of job analysis, Social environment: Group dynamics in Industry Personal psychology, Selection, training, placement, promotion, counselling, job motivations, job satisfaction. Special study of problem of fatigue, boredom and accidents Surry's Model of accident proneness, Safety measures.	
Unit IV: Consumer Psychology	**18**
Consumer behaviour, study of consumer preference, effects of advertising, Industrial morale: The nature and scope of engineering psychology, its application to industry	

ourse Learning Outcomes: At the end of this course, the students will be able.

- To provide insight into historical development and key concepts of the organization.
- To understand the basic concepts and principles of Industrial Psychology.
- To appreciate the major factors that influence human performance and productivity in industry.
- To study the principles of psychology of effective selling and marketing

Textbooks

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Paul.E.Levy	Industrial/Organizational Psychology-5th Edition	Worth	2016	978-1319014261	603
Donald M. Truxillo, Talya N. Bauer, Berrin Erdogan	*Psychology and Work*	Routledge	2015	B019P2L5R0	1126
Steven G. Rogelberg	Handbook on Research Methods in Industrial and Organizational Psychology	Blackwell	2004	9780631222590	520
John Arnold, Iain Coyne, Ray Randall and Fiona Pattterson	Work Psychology: Understanding Human Behaviour in the Workplace, 7th edition	Pearson	2020	978-1292269436	656

COURSE CODE: PSY623 (EXPERIMENTAL DESIGN AND STATISTICS)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Hours

Unit I:	18
Research Designs: Meaning and Purpose, Within- and Between- Group Designs – Single Group and Single Subject Designs, Randomized Groups Designs, Matched Groups Designs, Latin Square Designs, Factorial Designs, Repeated Measures Design.	
Unit II:	18
Non- and Quasi – Experimental Designs: One Group Design; Non-equivalent and Control Group Designs; Interrupted Time – Series Designs; Multiple Time- Series designs.	
	18
Statistical Methods in Experimental Design: Hypothesis testing: Chi-Square test, 't'- test (Correlated and Uncorrelated Means), One-way and Two-way Analysis of Variance, Posthoc Mean Comparisons (Duncan's Range Test, Newman-Keuls Test, Tukey and Scheffe Tests).	
Unit IV:	18
Advanced Correlation Methods: Measures of Association, Point-Bi Serial Correlation, Biserial Coefficient of Correlation, phi-coefficient. Non-parametric Statistical Methods : Kruskal-Wallis one way ANOVA, U-test, Wilkoxcan's Matched Pair Sign Rank Test.	

Course Learning Outcomes:
- The student will be able to understand, participate and conduct various steps involved in research.
- The student will be able to have knowledge of the general principles of psychological research and the most common elementary designs.
- The student will be able to be aware of the kinds of approach that is appropriate for different research questions.
- The student will be able to have knowledge of descriptive statistics.
- Student will learn to differentiate understanding of appropriate techniques to be used in various types of scientific research in social sciences.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	page
Henry E.Garrett	Statistics in Psychology & Education	Paragon International Publishers	2005	978-8189253004	491
Mangal, S.K.	Statistics in Psychology & Education	Prentice Hall India Learning Private Limited	2002	978-8120320888	428
Arthur Aron, Elliot J. Coups, et al.	Statistics for Psychology	Pearson	2019	978-8184958010	744

COURSE CODE: PSY614 (PRACTICUM II)

L	T	P	Total Credits
0	0	4	2

Course Contents/syllabus:

	Teaching hours
Practical-1	14
Bender Gestalt Test	
Practical-2	15
PGI Brain Dysfunction Scale	
Practical-3	15

State – Trait Anxiety Scale	
Practical-4	**14**
Anthropometry Measurement Instruments.	
Practical-5	**14**
MBTI (Myers Briggs Typology Indicator)	

Course Learning Outcomes: Student will be able to review the concepts of psychology through the mediums of the experiments.
- The student would be able to apply principles of theory to practical.

- Students would be able to analyse the results and correlate them.

- Students would have the skill competence to conduct the test.

- Students will be able to analyze the utilization of tests

- Students will be able to create a report for the administration of tests.

Suggested Readings:

o   Anastasi, A. (1968). Psychological Testing. London: MacMillan Company

o   Hugh M. Bell, *The Theory and Practice of Personal Counseling, with Special Reference to the Adjustment Inventory*, Stanford: Stanford University Press, 1935, 1939.
o   Hugh M. Bell, *The Adjustment Inventory, Student Form*, Stanford: Stanford University Press, 1934.
o   Hugh M. Bell, *An Experimental Analysis of the Ability of University Students to Study*, M.A. Dissertation, Stanford, 1928.
o   PGI Battery of Brain Dysfunction, 1990, 2nd Edition 2007, by Dwarka Pershad and S.K.Vema
o   Beck Depression Inventory (BDI, BDI-1A, BDI-II), created by Aaron T. Beck
o   http://www.cdc.gov/nchs/data/ad/ad361.*pdf* .

o   The Big-Five trait taxonomy: History, measurement, and theoretical perspectives

COURSE CODE: PSY 615 (INTRODUCTION TO NEUROPSYCHOLOGY)

L	T	P	Total Credits
4	**0**	**0**	**4**

Course Contents/syllabus:

	Teaching hours
Unit I: Introduction to Neuropsychology as Discipline	**18**
An introduction to Neuropsychology. Historical Background of Neuropsychology. The emergence of Neuropsychology as a discipline. The scope of Neuropsychology	
Unit II: –Investigations Techniques	**18**
Electrophysiological- Single cell recording, EEG and ERP. Scanning and imaging –CAT, PET, MRI and fMRI	
Unit III: Assessment and Disorder	**18**
Neuropsychological Battery; Luria Nebraska Neuropsychological Battery, Halstead-Reitan Test Battery, PGI Battery of Brain Behaviour Dysfunction, AIIMS neuropsychological battery. Neurodegenerative disorders: Parkinson's, Alzheimer, Huntington	

Unit IV: Rehabilitation	18
Neuropsychological deficits in stroke, head injury, tumors, epilepsy, Brain recognition and plasticity, spontaneous recovery. Neuropsychological Rehabilitation.	

Course Learning Outcomes: At the end of this course, the students will be able to

- understand the history and the major paradigms of psychological knowledge.
- To understand the structure and functions of the nervous system.
- To highlight the link between behavior, mental processes, and biological processes.
- To understand the application of cognitive and biological foundations in clinical practice

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Elias Lorin & Saucier Deborah	Neuropsychology: Clinical and Experimental Foundations- First edition	Pearson Education	2018	978-9352866243	496
G. Dennis Rains	Principles of Human Neuropsychology	McGraw-Hill	2001	9780071131308	-
John Sterling & Rebbeca Elliot	Introducing Neuropsychology	Taylor & Francis Ltd	2004	9781841696546	-

COURSE CODE: PSY 616 (HEALTH PSYCHOLOGY)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching time
Unit I: Introduction to Health psychology	**18**
Nature, scope, its interdisciplinary and socio-cultural contexts, Theories of Health Behavior Bio-psychosocial Model, Diseases, and illness, Need in the society	
Unit II: Science of Health & Wellbeing	**18**
Stress, stigma, Psychology of social support, Stress management, Yoga and meditation, Social Wellbeing, Modern Approaches of Health & Wellbeing**.**	
it III: Life Style and Health	**18**
Changing health beliefs and attitudes, nutrition, exercise, Disease Prevention Behavior: development of health habits and reduction of unhealthy, Health Promotion Behavior	

Behavioral risk factors- drug and alcohol use, unsafe sexual behavior, smoking, diet and sedentary life style	
Unit IV: Health Psychology today and tomorrow	**18**
Modern lifestyle health problems, Health and society, Lifestyle and Individual Differences, Important lessons, future challenges.	

Course Learning Outcomes: At the end of this course, the students will be able to understand the history and the major paradigms of psychological knowledge.

- Student should be able to discuss the scope of the field of health psychology.
- Would be able to describe the diverse array of cultural, cognitive, emotional and biological factors that influence illness and health behaviors.
- Student should be able to learn science of wellbeing.
- Student will develop critical thinking for acknowledging the significant contributions of Health Psychology.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
DiMatteo M. Robbin	Health Psychology	2017	Pearso Education	9789386873842	640
Brian Evans	Health Psychology- Theory, Research & Practice-2nd Edition	2016	SAGE	9788178298801	616
Manika Ghosh	Health Psychology	2014	Pearso Education	9789332537620	468

COURSE CODE: PSY (POSITIVE PSYCHOLOGY)

L	T	P	Total Credits
2	**0**	**0**	**2**

Course Contents/syllabus:

	Teaching time
Unit I: Introduction to Positive Psychology	**9**
Positive Psychology: Concept, History, Nature, Dimension and scope of Positive Psychology Seligman's PERMA	
Unit II: Positive Emotional States and Processes	**9**
Positive Emotions and well being: Hope & Optimism, Love The Positive Psychology of Emotional Intelligence Influence of Positive Emotions	
it III: Strengths and Virtues	**9**
Character Strengths and Virtues Resilience in the phase of challenge & Loss Empathy and Altruism	
Unit IV : Happiness	**9**
Introduction to Psychology of happiness, well being and scope, Types of happiness- Eudaimonic and Hedonic History of Happiness, Theories, Measures and Positive correlates of happiness Traits associated with Happiness Setting Goals for Life and Happiness	

Course Learning Outcomes: At the end of this course, the students will be able to

- understand the history and the major paradigms of psychological knowledge.
- Identify the basic premises of Positive Psychology and analyze criticisms of the field.
- Identify different ways to define and measure happiness, as well as variables that are related/unrelated to happiness and well-being.
- Describe the history of Positive Psychology and its relationship to traditional psychology.
- Identify the difference between values and character strengths. Use signature strengths in new ways.
- Identify the components of enabling institutions.
- Demonstrate comprehension of research and current theories in Positive Psychology.
- Employ Positive Psychology interventions to increase personal well-being.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Steve Baumgadner	Positive Psychology	Pearson Education India	2014	978-9332537927	360
C R Snyder and Shane J Lopez and Jennifer Teramoto Pedrotti	Positive Psychology	SAGE Publications India Pvt Ltd	2011	9788132107507	600

COURSE CODE: PSY 618(PERSONALITY AND LIFE SKILL DEVELOPMENT)

L	T	P	Total Credits
1	0	0	1

Course Contents/syllabus:

	Teaching time
Unit I- Attitude:	**5**
The benefits of positive attitude; The consequences of negative attitude; Factors that determine attitude. Eight steps to change attitude; Attitude of winners versus losers	
Unit II- Success	**4**
Obstacles to success; Qualities of a successful person.	
Unit III- Self Esteem, Habits & Goal setting	**5**
Meaning of self-esteem; Advantages of high self-esteem; Causes of low self-esteem; Steps to building a positive self-esteem. Subconscious mind and habits; Forming positive habits. Goal setting and achievement; Why don't more people set goals	
Unit IV- Interpersonal skills & Positive personality	**4**
Factors preventing positive relationships; Perception of relationships. Characteristics of positive personality; Steps to building a positive personality	

Course Learning Outcomes: At the end of this course:
- To help the students to be aware about the importance attitude in life.
- To help them understand what is holding us back and how to motivate self and others.
- To help them understand the importance of interpersonal skill.
- The students will develop confidence by mastering the seven steps to positive thinking and be successful by turning weaknesses into strengths.
- The students will be able to build trust by developing mutual respect with people around them.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Baumgardner & Crothers	Positive Psychology	Pearson Education India	2014	978-9332537927	360
Tim Lomas, Kate Hefferon , Itai Ivtzan	Applied Positive Psychology	Sage Publications Ltd	2014	9781446298633	240
John Zelenski	Positive Psychology	Sage Publishing	2019	9781473902152	392

COURSE CODE: FOL103 (INTRODUCTION TO FRENCH CULTURE & LANGUAGE)

L	T	P	Total Credits
1	0	0	1

Course Contents/syllabus:

	Teaching hours
Unit-I : My family and my house	**4**
Descriptors/Topics • Talk about your family members. • Usage of possessive adjectives • Describe your house/apartment. • Prepositions of location • Negation	
Unit-II- Lifestyle	**5**
Descriptors/Topics • Talk about your hobbies and pastimes. • Usage of appropriate articles: definite and contracted. • Talk about your daily routine. • Usage of pronominal verbs	
it-III- In the city	**4**
Descriptors/Topics • Filling up a simple form • Ask for personal information. • Usage of interrogative adjectives • Give directions about a place. • Ordinal numbers • Usage of demonstrative adjectives	
Unit-IV- Week-end	**5**
Descriptors/Topics • Talk about your weekend plans • Usage of disjunctive pronouns • Usage of Near Future tense • Talk about weather. • Write a simple post card	

Course Learning Outcomes: At the end of this course, the students will be able to express themselves in writing and orally in basic French. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given on their understanding of grammatical structures and the foreign accent of the language. At the end of the course, the student shall be able to:
• Understand information; Express in his own words; Paraphrase; Interpret and translate.
• Apply information in a new way in a practical context.

- Analyse and break-down information to create new ideas.
- Evaluate and express opinion in a given context.

Text / Reference Books:

Author	Title	Publisher	Year of Publication	ISBN No	pages
Christine Andant, Catherine Metton, Annabelle Nachon, Fabienne Nugue,	A Propos - A1, Livre de l'élève et Cahier d'exercices.	Langers International Pvt. Ltd.	2010	978-9380809069	-
Collins Dictionaries	Easy Learning French Complete Grammar, Verbs and Vocabulary	Collins	2016	978-0008141721	7000
Nikita Desai, Samapita Dey Sarkar	Apprenons La Grammaire Ensemble - French	Langers International Pvt. Ltd.	2017	978-8193002681	-

COURSE CODE: FOL104 (INTRODUCTION TO GERMAN CULTURE & LANGUAGE)

L	T	P	Total Credits
1	0	0	1

Course Contents/syllabus:

	Teaching hours
Module I: Time (Uhrzeit); People and the World: Land, Nationalität und Sprache	5
- Introduction of time; Read text related to time and teach the students the time expressions; Exercises related to Time - Adverbs of time and time related prepositions - Vocabulary: Countries, Nationalities, and their languages - Negation: "nicht/ kein" - Ja/Nein Fragen. - All the colors and color related vocabulary, adjectives, and opposites - Exercises and comprehension for the same.	
Module II: Irregular verbs (unregelmässige Verben)	4
- Introduction to irregular verbs and their conjugation e.g., fahren, essen, lesen etc - Read a text related to the eating habits of Germans. - Vocabulary: Obst, Gemüse, Kleiderstück with usage of irregular verbs - Free time and hobbies - Food and drinks	
Module III: Accusative case: articles and pronouns (Akkusativ Kasus: Artikel und Pronomen)	4
- Introduction to the concept of object (Akkusativ) - Formation of sentences along with the translation and difference between nominative and accusative articles - Usage of accusative Definite articles - Usage of accusative Indefinite articles	
Module IV: Accusative case: possessive pronouns (Akkusativ Kasus: Possessivpronomen) Family and Relationship	5
- Accusative Personal Pronouns: Revision of nominative personal pronouns, introduction of accusative. Applicability of pronouns for both persons and things. - Usage of accusative Personal Pronouns	

• Introduction of accusative possessive pronouns • Difference between nominative and accusative possessive pronouns • usage of accusative possessive pronouns	

Course Learning Outcomes: At the end of this course, the students will be able to express themselves in writing and orally in basic German. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given on their understanding of grammatical structures and the foreign accent of the language. At the end of the course, the student shall be able to:

- • Understand information; Express in his own words; Paraphrase; Interpret and translate.
- • Apply information in a new way in a practical context.
- • Analyse and break-down information to create new ideas.
- • Evaluate and express opinion in each context.

Text / Reference Books:

Author	Title	Publisher	Year	ISBN No
Dora Schulz, Heinz Griesbach	Deutsche Sprachlehre Fur Auslander	Max Hueber Verlag	1984	978-9380809069
Hartmut Aufderstrasse, Jutta Muller, Helmut Muller	Themen Aktuell: Glossar Deutsch	Max Hueber Verlag	2003	978-0008141721
Giorgio Motta	Wir Plus Grundkurs Deutsch fur Junge Lerner Book German Guide	Goyal Publishers	2011	978-8193002681

M.A.(Hons) Psychology - 2 years (3rd Semester)

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY 702	Educational Psychology	Core Courses	2	0	0	2
2		Practicum III	Core Courses	0	0	4	2

3	PSY 703	Counselling Psychology: Professional Foundation	Core Courses	4	0	0	4
4	PSY 704	Fundamentals of Psychological Assessment	Core Courses	4	0	0	4
5	IP 701/CP 701	Organization culture and climate /Disorders of Psychological Dysfunctional/Principles of guidance	Specialized Elective courses	4	0	0	4
6	IP 702/CP 702	Organizational Change & Development/ Clinical Neuropsychology/Advance Counselling and Therapeutic Skills	Specialized Elective courses	4	0	0	4
7	IP 703/CP 703	Organizational Psychology-I/Basics of Clinical & Abnormal Psychology/Community mental health	Specialized Elective courses	4	0	0	4
8	PSY 705	Rehabilitation Psychology	Skill Enhancement courses	2	0	0	2
		Total Credits				**Min Required: 26** **Semester Credits: 26**	

COURSE CODE: PSY621 (EDUCATIONAL PSYCHOLOGY)

L	T	P	Total Credits
2	0	0	2

Course Contents/syllabus:

	Teaching hours
Unit I: Introduction	**9**
- Aims of education in relation to relationship of self, society and education. . Education and self-knowledge: Becoming a reflective practitioner. - Brief introduction to problems of schooling in contemporary India. - Transformative education for individual and social change	
Unit II: Cognition and Learning	**9**
- An overview of the key theoretical approaches: Behaviorism, Individual Constructivism, Social constructivism, social learning theory - Indian perspectives: Learning through deep contemplation and purified perception, learning through silence. - Mindfulness in learning	
it III: Learning and Motivation	**9**
- Critical reflection on the folk understanding of 'intelligence', 'ability' and 'achievement' in contemporary India. - Motivation and developmental dynamics - Creativity and Imagination, Learning Styles, Cooperative Learning. - Creating an emotionally secure classroom that encourages democracy, self-expression, and self-determination.	
Unit IV: Education in the Indian Context	**9**
- Understanding the hidden curriculum of education; learner diversity and hidden discrimination. - Understanding educational stress and anxiety, bullying, parental and peer pressure. - Education, consumerism, and the market. Enhancing mental health and well-being of learners and teachers. - Education and technology in contemporary India. References	

ourse Learning Outcomes: At the end of this course, the students will be able to
- To acquaint students with the nature, scope and basic concepts of environmental psychology
- To help students understand environmental influences and its practical implications.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Cornelissen, M., Misra G., & Varma, S	Foundations of Indian psychology (Vol. 2)	Pearson	2011	978-8131730850	330
Woolfolk, A., Misra, G., & Jha, A.	Fundamentals of educational psychology-11th Edition	Pearson	2012	9788131758663	560

S.S.Chauhan	Advance Educational Psychology-7th Edition	S Chand	2010	978-8125919070	-
Murlidhar Dasg7 Neena Dash	Fundamental of Educational Psychology	Atlantic	2006	978-8126902637	440

COURSE CODE: PSY622 (COUNSELLING PSYCHOLOGY- PROFESSIONAL FOUNDATION)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I: Introduction	**18**
• Introduction to Counseling and Characteristics of a counselor • Process of counseling • Theoretical approaches to counseling • Ethics in counseling	
Unit II: Counseling: models and Approaches	**18**
• Psychoanalysis, Psychodynamic, Psychotherapy • Behavioural therapy and Cognitive Behaviour Therapy Approaches to Counseling • Drama and Art Therapy in Counseling • Other therapies (persons centered counseling, solution focused counseling)	
it III: Types of Counseling	**18**
• HIVE/AIDS Counseling • Educational and vocational Counseling • Child Protection and Child Rights Counseling • Addiction/Anxiety Counseling	
Unit IV: Counseling for mental Disorders	**18**
• Depression • Personality disorder • Gender identity disorder • Eating disorder	

Course Learning Outcomes: At the end of this course, the students will be able to

- To understand academic, emotional, behavioural difficulties of children and adolescents
- To acquaint students with counselling needs in marriage, workplace and among elderly
- To highlight counselling for people with addiction issues, attempted suicide, disabilities and trauma
- To delineate the theories of career development and technological advances in counselling

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
David Murphy	Counselling Psychology: A Textbook for Study and Practice	Wiley-Blackwell	2011	978-1119106869	496

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Gerald Corey	Theory & Practice of Counseling & Psychotherapy	Cengage Learning	2019	978-9353502072	552
Samuel T. Gladding	Counseling: A Comprehensive Profession, 8e	Pearson Education	2018	978-9353061807	776
Charles J. Gelso, & Elizabeth Nutt Williams	*Counseling Psychology* 4th Edition	APA Publication	2021	978-1-4338-3647-3	533

COURSE CODE: PSY623 (FUNDAMENTALS OF PSYCHOLOGICAL ASSESSMENT)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I: Introduction	**18**
• Psychological Testing: Nature, Present uses, Test Administration, Rapport, Test Anxiety, Examiner and other Situational Variables, Coaching, Practice, Test Sophistication.	
Unit II: Construction of tests	**18**
• Construction of tests : Selection of items, Item analysis- Item difficulty, discrimination & Validity power	
it III: Reliability	**18**
• Reliability : Concept, Stability and Consistency of Measures, Types-Test-retest, Splithalf and Parallel Form. Factors Affecting Reliability. Validity : Concept, Content validity, Criterian Related Validity, Estimation of Validity, Factors Affecting Validity	
Unit IV:	**18**
• Introduction to Factor Analysis (Exploratory and Confirmatory Factor Analysis). Principal Component, Rotation: Orthogonal and Oblique. Multiple Regression (Linear, Stepwise and Logistic).	

Course Learning Outcomes:
- The student will be able to understand, participate and conduct various steps involved in research.
- The student will be able to have knowledge of the general principles of psychological research and the most common elementary designs.
- The student will be able to be aware of the kinds of approach that is appropriate for different research questions.
- The student will be able to have knowledge of descriptive statistics.
- Student will learn to differentiate understanding of appropriate techniques to be used in various types of scientific research in social sciences.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages

Author	Title	Publisher	Year of	ISBN	Pages
Broota, K. D.	Experimental Designs in Behavioural Research	New Age Publishers.	2006	9781412978835	476
Heiman, G. W	Research Methods in Psychology	Houghton Mifflin Co.	1995	978-1-118-02202-3	544
Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S.	Research methods in psychology (9th ed.)	McGraw Hill.	2012	978-0471234159	512
Garrett McAulifee & Associates	Culturally Alert Counselling: A Comprehensive Introduction	SAGE	2008	978-1412981354	584

COURSE CODE: PSY (PRINCIPLES OF GUIDANCE)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Lecture Hours
Unit I: Introduction to Guidance	**18**
• Basic assumptions and principles of guidance, Importance of understanding the individual, Barriers to understanding, Aids in understanding, Measurement and application of self-understanding, Guidance movement in India.	
Unit II: Guidance Techniques &Educational Guidance	**18**
• Nature, Pupil personnel work, pupil appraisal information, Role of teacher, Preparation and training, School curriculum and guidance, Vocational guidance: Nature, study of occupations, occupational information, Theories of occupational choices, Job placement and Satisfaction	
Unit III: Personal Guidance	**18**
• Nature of emotional problem, Adjustment problems of adolescents and delinquents: prevention and treatment.	
Unit IV: Exceptional Children	**18**
• Identification and guidance of gifted, creative, mentally retarded and underachievers, Guidance of persons with learning disabilities, visual and hearing impairment, Research and evaluation of guidance	

List of Professional Skill Development Activities (PSDA):

Case Study: educational, vocational guidance (special population/ career guidance, behavioral problem, adolescent counseling, premarital counseling, counseling of delinquent, crisis intervention, health counseling etc. (each student has to take up two case studies from the above areas).

Text / Reference Books:

Author	Title	Publisher	Year of	ISBN	Pa

			publication		ges
Brooks, F., & McHenry, B.	A contemporary approach to substance use disorders and addiction counseling	John Wiley & Sons	2015	978-1-119-09819-5	328
Connors, G. J., DiClemente, C. C., Velasquez, M. M., & Donovan, D. M.	Substance abuse treatment and the stages of change: Selecting and planning interventions	Guilford Press.	2016	978-1462524983	356
Fisher, E. S., & Kennedy, K. S.	Counselling special populations in schools.	Oxford University Press.	2016	9780199355785)	232
Davies, N., & Bacon, E	Eating disorder recovery handbook: A practical guide to long-term recovery	Jessica Kingsley Publishers.	2016	978-1785921339	240
James, R., & Gilliland, B.	Crisis intervention strategies (8th ed.).	Cengage Learning.	2016	978-1305271470	752

COURSE CODE: PSY625 (DISORDERS OF PSYCHOLOGICAL DYSFUNCTIONS)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit – I: Introduction	**18**
Meaning and Definition of Abnormal Behaviour; Approaches of Study in Psychopathology: Biological Approach – Brain and Behaviour, Biological Factors (Neurotransmitters, Hormones, Genetic, Constitutional, Brain Dysfunction, Physical Deprivation); Psychosocial Approaches - Psychodynamic, Behavioral and Cognitive; Psychosocial Causal Factors; Sociocultural Approach – Sociocultural Causal Factors; Humanistic Perspective.	
Unit – II: Classification of Mental Disorders	**18**
Classification of Mental Disorders – DSM-IV-TR and ICD-10. Schizophrenia: History, Prevalence, Symptoms and Sub-types – Paranoid, Disorganized, Catatonic, Undifferentiated and Residual Types	
it – III: Anxiety Disorders	**18**
Introduction, Fear and Anxiety, Types, Prevalence and Symptoms of Anxiety Disorders – Generalized Anxiety Disorder (GAD), Phobic Disorders (Specific, Social and Agoraphobia), Panic Disorders, Obsessive-Compulsive Disorder (OCD), Post-traumatic Stress Disorder (PTSD)..	
Unit – IV: Mood Disorders	**18**
Introduction, Types – Prevalence and Symptoms of (i) Unipolar Disorders: Dysthymia, Depressive Mood with Adjustment Disorder, Major Depressive Disorder (MDD) and (ii) bipolar disorders: Bipolar I, Bipolar II, Cyclothymia; Seasonal Affective Disorder.	

ourse Learning Outcomes: At the end of this course, the students will be able To acquaint students with the nature, scope and basic concepts of different types of disorders.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
American Psychiatric Association	Diagnostic and Statistical Manual of Mental Disorders – IV- Text Revision (DSM-IV-TR).	Tapee Brothers Medical Publishers	2000	978-9332551831	980
Carson, R.C., Butcher, J.W., Mineka, S., Hooley, J.M.	Abnormal Psychology	Pearson Education	2007	*978-1412903875*	816
Sarason, I.G. and Sarason, B.R.	Abnormal Psychology,	Pearson Education Asia	2002	978-0534640323	728

COURSE CODE: PSY627 (ORGANISATIONAL CHANGE & DEVELOPMENT)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I: Organizational Change	**18**
• Forces for Change, planned change, critique of planned change, Resistances to change, Lewin's and Kotter's model of Change, Managing, motivating and sustaining change.	
Unit II: Organizational Developmen	**18**
• The field of OD, Definitions, History, Values, assumptions and beliefs, Action Research and OD, The OD Practitioner: Skills, knowledge, Professional values and ethics, The process of OD: The contract between consultant and client.	
it III: Interpersonal and Group Interventions	**18**
• T-Groups, Process consultation, 3rd party peacemaking interventions, Quality circles and team building interventions. Comprehensive Interventions: Confrontation meeting, Grid OD, Survey feedback and intergroup relations interventions.	
Unit IV: Techno-structural Interventions	**18**
• Its applicability, Restructuring Organizations, Employee Involvement. Power, politics and OD, Research on OD, Future of OD.	

ourse Learning Outcomes: At the end of this course, the students will be able.
- To acquaint the students with the concept of competence and competency at work
- To learn the various steps, methods, and application of competency
- To acquaint the students with competency-based application in selection, performance management, development, career pathing and compensation
- To develop the understanding of assessment center methodology

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Robbins, S. P., & Judge, T	Organizational behavior (15th ed.)	Pearson	2013	978-9332500334	712
French, W. L. & Bell, C. H, Vohra Veena	Organization Development: Behavioral Science Interventions for Organizational Improvement, 6th Edition	Pearson Education	2017	978-9332575264	256
Cummings, T.G. & Worley, C. G	Organizational Development and Change, 10th Edition	Cenage Learning	2015	978-8131531679	832
Dipak Kumar Bhattacharyya	Organizational Change and Development	OUP India	2011	9780198066460	712

COURSE CODE: PSY (Advance Counselling and Therapeutic Skills)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:
Course Objectives: Training students in understanding and using the basic and advanced skills for counseling and therapy.
Course Content/ Syllabus

	Lecture Hours
Unit-1 -Skills for counseling and psychotherapy	**18**
a. Basic skills: empathy, genuineness, unconditional positive regard, congruence, listening, paraphrasing, reflecting, summarizing. b. Advanced skills: interpretation, insight, transference interpretation, exploring projections, identifying failure of therapy, identifying working with burnout, self-supervision, confrontation c. Characteristics of effective counselor/ therapists d. Issues faced be young therapist: dealing with anxiety, being oneself, self-disclosure, avoiding perfectionism, honesty with limitations, understanding silence, demands from clients; understanding once own self and psychotherapy with self	

Unit-2 - Therapeutic assessment, contracting and initiating therapy	18
• a. Therapeutic assessment, history taking, and formulation, setting goals.	
• b. Contracting and its implications: contracting for therapy and socialization, communicating ethical and professional rights responsibilities, violations of contract.	
• c. Skills for opening and closing sessions.	
• d. Initial contact and first session, crisis and support.	
Unit-3- Process of counselling and psychotherapy	**18**
a. initial phase: psych- education, supportive psychotherapy, selecting techniques. b. Ice-breaking, exploration, loss framework. c. Dealing with resistance: techniques and applications. d. Transference and countertransference.	
Unit-4- Termination and follow-up and documentation	**18**
• a. Termination: evaluating and sharing progress, issues in termination and resolution.	
• b. Follow-up: systems and techniques, sustained changes.	
• c. Documentation: therapists' documentation, communication with other professionals and referrals	
• d. Legal implications: legalities with therapy and legal communication, documentation.	

Course Learning Outcomes: By the end of this course, students will be able to

- Training students in understanding and using the basic and advanced skills for counselling and psychotherapy.
- Training students in understanding and using therapeutic process and related aspects for counselling and psychotherapy.
- Make students practice these skills and techniques.
- To delineate the theories of career development and technological advances in counselling.

Text / Reference Books:

Author	Title	Publisher	Year of publication	ISBN	Pages
Robert Bro	Counselling in Schools	SAGE Publications	2002	9780761972754	160
Gibson, R.L., & Mitchell, M.H.	Introduction to Counseling and Guidance-7th Edition	PHI Learning	2015	978-9332551831	544
Nelson – Jones, R.	Practical Counselling & Helping Skills: Text and Exercises for Life Skills Counselling Model	SAGE	2005	*978-1412903875*	**512**
Welfel, E.R., & Patterson, L.E	The Counselling Process: A Multi theoretical Integrative Approach	Cengage Learning	2004	978-0534640323	384

Asha.K.Kinra	Guidance & Counseling	Pearson	2008	97881317 15277	17 9

COURSE CODE: PSY (CLINICAL NEUROPSYCHOLOGY)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Hours
Unit I: Introduction to Clinical Neuropsychology	**18**
• Role of neuropsychology in clinical practice, neuroanatomy, and neuropathology	
Unit II: Neuro-psychopathology	**18**
• Memory disorders, executive dysfunction, disorders of language and communication, visuospatial and attentional disorders	
Unit III: Neuropsychological Assessment	**18**
• Psychological and psychiatric aspects of brain disorders, psychometric foundations of neuro-psychological assessment	
Unit IV: Neuropsychological Rehabilitation	**18**
• Theoretical approaches to cognitive rehabilitation, brain injury and psychological problems-issues and intervention, neurorehabilitation strategies for people with neuro-degenerative disorders, psychopharmacology	

Course Learning Outcomes: At the end of this course, student will be able to
- Appreciate social and cultural roots of mental health.
- Develop intervention for community mental health.

Reference Books:

Author	Title	Publisher	Year of publication	ISBN	Pages
D'Esposito, M. (Ed.)	Neurological foundations of cognitive neuroscience	MIT press	2003	*0-262-04209-6*	290
Goldstein, L. H., & McNeil, J. E. (Eds.).	Clinical neuropsychology: A practical guide to assessment and management for clinicians	John Wiley & Sons	2012	978-0470683712	624
Heilman, M. K. M., & Valenstein, E.	Clinical neuropsychology	Oxford University Press	2010	9780195384871	720

COURSE CODE: PSY627 (ORGANIZATIONAL PSYCHOLOGY-1)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I: Introduction	**18**
Nature, history and methodology; Extension of classical concepts of organization, Bureaucratic model. Introduction to the concept of Human Resource Development.	
Unit II:	**18**
Leadership: Concept. Classical studies, Trait Theory, Group Exchange theories, Fiedler's contingency model, Path goal theory, social learning approach. Leadership styles: Reddin's three-dimensional model, Hersey and Blanchard's Life Cycle, Likert's four systems of management, Vroom - Yetton normative model.	
it III:	**18**
Decision Making: Nature, Types; Models (Social model, Simon's satisfying model); Techniques.	
Unit IV:	**18**
Organizational Development: Meaning, importance, Characteristics. Traditional and modern approaches (Sensitivity training, grid training, survey feedback, team building, transactional analysis, MBO).	

Course Learning Outcomes: At the end of this course, the students will be able to orient students about nature, scope, leadership Decision Making in organizations

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
McCormick.E.J.& IIgen.D.R	Industrial & Organizational Psychology	Pearson Prentice Hall	1984	9780134630922	480
Blum.M.L.& Naylor.J.C	Industrial Psychology	Harper and Row	1984	9788123908601	-
Schultz,D.and Schultz,S.E	Psychology and Work Today: An Introduction to Industrial and Organisational Psychology.	Pearson	2001	978-0130341310	608
Noe,R.A. & Amitabh Deo Kodwani	Employee Training and Development-7th Edition	Tata McGraw Hill.	2000	9789353161651	572

COURSE CODE: PSY627 (BASICS OF CLINICAL & ABNORMAL PSYCHOLOGY)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I:	**18**
Clinical Psychology: Nature, Historical foundation, Activities of a clinical psychologist. Clinical Psychology and Related Fields: Clinical psychology as a profession, Professional regulation, Training, Ethical and cultural issues.	
Unit II:	**18**
Approaches to Clinical Psychology: Biological, Psychological, Psychoanalytic, Behaviouristic, Humanistic. Methods to Study Clinical Psychology: Epidemiological, Experimental, Correlational.	
it III:	**18**
Abnormal Psychology: Meaning and Criteria of abnormality, Etiological factors of abnormal behaviour, Past and present of abnormal psychology. Developmental Disorders: Conduct disorder, ADHD, Learning disorder, Mental retardation.	
Unit IV:	**18**
Sexual and Gender Identity Disorders: Clinical picture, Types, Etiology. Eating Disorders: Clinical features, Types, Etiology.	

ourse Learning Outcomes: At the end of this course, the students will be able.
- To understand academic, emotional, behavioral difficulties of children and adolescents
- To acquaint students with counselling needs in marriage, workplace and among elderly
- To highlight counselling for people with addiction issues, attempted suicide, disabilities and trauma
- To delineate the theories of career development and technological advances in counselling

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	PAGES
Gibson, R.L., & Mitchell, M.H.	Introduction to Counseling and Guidance-7th Edition	PHI Learning	2015	978-9332551831	544
Nelson – Jones, R.	Practical Counselling & Helping Skills: Text and Exercises for Life Skills Counselling Model	SAGE	2005	*978-1412903875*	528
Welfel, E.R., & Patterson, L.E	The Counselling Process: A Multitheoretical	Cengage Learning	2004	978-0534640323	384

	Integrative Approach				
Asha.K.Kinra	Guidance & Counseling	Pearson	2008	9788131715277	179

COURSE CODE: PSY (COMMUNITY MENTAL HEATH)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Hours
Unit I: Introduction to Community Mental Health (CMH)	**18**
• Community mental health in India-relevance, challenges, historical evolution of community health services in India, general hospital psychiatry, future of community health in India, Mental Health Act 2017	
Unit II: Social dimensions of CMH	**18**
• Family and mental health in India, stigma and mental illness, disability and functioning, gender and CMH, homelessness	
Unit III: Emergent Issues and CMH	**18**
• Farmers' suicidal behavior and suicide prevention, crisis and violence intervention, disaster management from mental health perspective	
Unit IV: Models and Strategies	**18**
• Preventive approach, integrating mental health services in general health care- issues and challenges, mental health literacy and education, addressing social stigma and social inclusion, community based intervention-role of governmental and non-governmental organizations, self-help groups, role of psychiatry and counseling, psychosocial rehabilitation	

Course Learning Outcomes: At the end of this course, student will be able to;
- Appreciate social and cultural roots of mental health.
- Develop intervention for community mental health.

Reference Books:

Author	Title	Publisher	Year of publication	ISBN	Pages
Bloom, B. L	Community mental health: A general introduction	Brooks/Cole	1977	9780818502156	331
Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S.	Community mental health in India	Jaypee Brothers Medical Publishers (P) Limited	2012	978-9350258057	704

de Jong, J. (Ed.)	Trauma, war, and violence: Public mental health in sociocultural context	Springer Science & Business Media.	2006	978-0306467097	742

COURSE CODE: PSY628 (REHABILITATION PSYCHOLOGY)

L	T	P	Total Credits
2	0	0	2

Course Contents/syllabus:

	Teaching hours
Unit I: Introduction	**9**
• Nature and scope of rehabilitation psychology • Concepts of ability and disability • Recovery, symptom control and rehabilitation	
Unit II: Approaches	**9**
• Rehabilitation of addictions: drug and alcohol • Rehabilitation after abuse and violence • Rehabilitation of persons with physical disabilities: physical, psycho- social and vocational rehabilitation	
it III: Psychological models	**9**
• Medical and neuropsychological model • Psychodynamic, behavioral approaches to rehabilitation counselling	
Unit IV: Issues in rehabilitation psychology	**9**
• Parental care and support systems for persons with disabilities • Assessment of persons with disabilities • Legal issues in rehabilitation for persons with disabilities: overview of PWD act, RCI act, national trust act, United Nations convention on the rights of persons with disabilities.	

Course Learning Outcomes: At the end of this course, the students will be able.
- To introduce the importance of rehabilitation in various conditions
- To highlight the importance of rehabilitation and recovery, rather than symptom reduction
- To explore the various types and models of rehabilitation
- To understand the different issues in rehabilitation

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Frank, G.R., Rosenthal, M., Caplan, B.	Handbook of Rehabilitation Psychology	American Psychological Association	2010	978-1-4338-0444-1	504

Kennedy, P.	The Oxford Handbook of Rehabilitation Psychology	Oxford University Press	2012	9780199733989	624
Marini, I. & Stebnicki, N.	The Psychological and Social Impact of Illness and Disability	Springer Publishing Company	2012	978-0826106551	570
Gawali, G.	Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives	Himalaya Publications	2012	9789350515457	60

COURSE CODE: PSY (PRACTICUM III)

L	T	P	Total Credits
0	0	4	2

Course Contents/syllabus:

List of Practical	Teaching hours
Practical-1	**14**
Clinical analysis questionnaire	
Practical-2	**15**
Indian modification of Thematic Apperception test by Uma choudhary	
Practical-3	**14**
Rorschach ink blot Psychodiagnostics test plates by H. Rorschach	
Practical-4	**15**
Alexander pass-a-long test of intelligence by Alexander.	
Practical-5	**14**
Muller Lyre apparatus-with stand.	

Course Learning Outcomes Student will be able to review the concepts of psychology through the mediums of the experiments.
- Student will develop skills of conducting & documenting experiments in the field of psychology.
- Student will be able to analyze and interpret the result findings.
- Student will apply the knowledge in research and practice.
- Student will assess and use the finding of the practical for understanding their behavior and cognitive processes.

M.A.(Hons) Psychology - 2 years (4th Semester)

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY 708	Child Psychopathology	Core Courses	4	0	0	4
2	PSY 709	Psychological Measurement	Core Courses	3	0	0	3
3	FAHCDS 600	Dissertation	Core Courses	4	0	0	4
4	CP 704	Training and Consultancy in Organizations/ Disorders of Psychosomatic Dysfunction and Substance Abuse/Counselling and socio-cultural context	Specialized Elective courses	4	0	0	4
5	CP 705	Organizational Psychology –II/ Interventions in Clinical Psychology/Counselling techniques for special groups	Specialized Elective courses	4	0	0	4
6	CP 706	Multicultural psychology/Clinical assessment and diagnosis/Psychoanalytical & Cognitive Behavioral Approaches to Counselling	Specialized Elective courses	4	0	0	4
7		Interventions in Organisational Development/Psychology of disability/Counselling Techniques and Strategies	Specialized Elective courses	3	0	0	3
		Total Credits		**Min Required: 26** **Semester Credits: 26**			

COURSE CODE: PSY631 (CHILD PSYCHOPATHOLOGY)

L	T	P	Total Credits
4	**0**	**0**	**4**

Course Contents/syllabus:

			Teaching

	hours
Unit I:	**18**
• Nature, Diagnosis and Assessment of Child Psychopathology. • Causes of Child Psychopathology: Biological, Psychological, Family and Social influences	
Unit II:	**18**
• Intellectual Disabilities Externalizing Disorders: Attention Deficit Hyperactivity Disorders • Disruptive Behavior Disorders: Oppositional Defiant Disorder, Conduct Disorder	
it III:	**18**
• Developmental Disorders: Autism, Childhood Onset Schizophrenia • Communication and Learning disorders	
Unit IV:	**18**
• Feeding and Eating disorders. • Elimination Disorders	

ourse Learning Outcomes: At the end of this course, the students will be able.
- To explore the biological basis of experience and behavior.
- To develop an understanding of the influence of behavior, cognition, and the environment on bodily system.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Bill McHenry , Kathryn C. Maccluskie , Jim McHenry	Testing & Assessment in Counseling	Routledge	2018	9781138228702	228
Richard Nelson-Jones'.	Theory and Practice of Counselling and Therapy	SAGE	2012	978-8132110347	512
Joshua C. Watson & **Brandé Flamez**	Counseling Testing & Evaluation	SAGE	2010	978-1452226248	582
N.Murphy	Treating Personality Disorder	Routledge	2010	9781138871809	320

COURSE CODE: PSY632 (PSYCHOLOGICAL MEASUREMENTS)

L	T	P	Total Credits
3	**0**	**0**	**3**

Course Contents/syllabus:

	Teaching hours

Unit I: .	13
• . Norms: Concept, Types – Development of Norms, Age Norms, Grade Norms, Intergroup Norms, Reliability of Norms.	
Unit II:	**14**
• Intelligence Testing: Nature, Theories of Intelligence – (Spearman, Thurston, Guilford, Cattell). Information Processing Approach and Pass Model, Speed and Power Tests, Individual and Group Tests, Verbal and Performance Tests and Cross-cultural tests.	
it III: .	13
• Personality Testing: Concept of personality, Psychometric tests (Inventory, questionnaire), Projective Techniques - Problems of Reliability and Validity of Projective Tests.	
Unit IV:	**14**
• Tests of Special Abilities: Aptitude testing, Occupational testing, Clinical testing, Educational testing. Ethical aspects: User's Qualification, Confidentiality, Communication of Results, Invasion of Privacy, Civil Rights of Minority, Evaluation of Tests.	

ourse Learning Outcomes: At the end of this course, the students will be able.
- • To explore the biological basis of experience and behavior.
- • To develop an understanding of the influence of behavior, cognition, and the environment on bodily system.
- • To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Ramamurti P. V.	An Introduction to Psychological Measurements	PHI Learning	2021	9788120348813	313
Kaplan and saccuzzo' S	Psychological Testing: Principles, Applications, and Issues	Cengage India Private Limited	2018	9353502187	752
W. Holmes Finch and Brian F. French E.	Introduction to Educational and Psychological Measurement	Routledge	2018	9781138963443	468

COURSE CODE: PSY633 (DISSERTATION)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

COURSE CODE: PSY635 (TRAINING AND CONSULTANCY IN ORGANIZATIONS)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I: Introduction	**18**
• Nature and value of Organizational consultancy, Roles and Responsibilities of organizational consultants, Preparing and contracting with the organization for consultancy, • Building capabilities for consulting, Ethical issues in consulting.	
Unit II: Creating a culture of consulting and coaching	**18**
• the seven-eyed process model of supervision, shadow consultancy and consultant teams, the skills of consultants: core skills and capabilities, key qualities and capacities	
it III: Training	**18**
• Role of Organizational environment, Stages, proactive and reactive route • Training Needs assessment, training objectives, learning and motivational principles involved in training, • Role of trainer in training, the training course: Selection, design and delivery	
Unit IV: Methods of training	**18**
• Their critical evaluation, e-training, • Assessing the effectiveness of training, Competency based Training and Development. • Training and development in India: The National Training policy, Training and Development Scenario of Various sectors in India	

Course Learning Outcomes: At the end of this course, the students will be able to
• To help students understand the various processes and issues inherent in organizations related to human resources.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Hodges J	Consultancy, Organizational Development and Change	Kogan Page	2017	978-0749478636	328

Hawkins, P. & Smith, N.	Coaching Mentoring and Organizational Consultancy: Supervision, Skills and Development, 2nd edition	Open University Press	2013	978-0335247141	347
Chadha, N.K	Human Resource Management, 3rd Edition	SHRI SAI PRINTOGRAPHERS	2012	978-8189996574	652

COURSE CODE: PSY (COUNSELLING AND SOCIOCULTURAL CONTEXT)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Lecture Hours
Unit I: Introduction	**18**
• Meaning and definitions of counseling; Goals and Scope of counseling; • Qualities of an effective Counselor; Counselee-Counselor relationship; Personal and professional development; Ethical and Legal issues in counseling	
Unit II: Counseling Skills	**18**
• Nature and definitions of Acceptance, Genuineness, Respect, Warmth, Immediacy; • (b) Meaning , definitions and types of : Attending, Observing, Encouraging, Paraphrasing, Summarizing, Reflecting feeling, Confronting, Focusing, • Reflecting meaning, Influencing : Interpretation / reframe, Logical consequences , Self disclosure, feedback, information/ suggestions, directive	
it III: Assessment & Diagnosis	**18**
• Assessment and Appraisal and Diagnosis in Counseling: Interest, Aptitude and Personality Assessment for Counseling, Nature and Assessment of Creativity, Data Appraisal in Counseling	
Unit IV: Special Concern in Counseling	**18**
• Counseling for Suicide prevention, Substance abuse, Child abuse. • Expressive Therapies: Art Therapy, Drama Therapy and Psychodrama.	

t of Professional Skill Development Activities (PSDA):

1. Presentation on theoretical basis of counseling skills, counseling models, counselor's personal and professional issues and growth and ethical and legal issues**.**
2. Demonstration of assessment, appraisal and special concerns in Counseling.

Text / Reference Books:

Author	Title	Publisher	Year of publication	ISBN	Pag es

AUTHOR	TITLE	Publisher	Year	ISBN	pages
Gladding .T.S	Counseling: A Comprehensive Profession. (7th ed.)	Pearson	2017	9780132657976	656
Edward E., Jacobs; Robert L., Masson & Riley L., Harvill	Group Counseling: Strategies and Skills. (8th edi)	Cengage learning	2016	9781305087309	478
Malchiodi, C.A. (Ed.)	Expressive Therapies	The Guilford Press	2005	9781593853792	220

COURSE CODE: PSY636 (DISORDERS OF PSYCHO-SOMATIC DYSFUNCTION AND SUBSTANCE ABUSE)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit – I: Somatoform Disorders	**18**
Introduction, Types – Characteristics and Symptoms of Somatization Disorder, Pain Disorder, Hypochondriasis, Conversion Disorder, and Body Dysmorphic Disorder. Dissociative Disorders: Introduction, Types – Symptoms and Causes of Dissociative Amnesia, Fugue States, Dissociative Identity Disorder, Depersonalization Disorder.	
Unit – II: Dementia	**18**
Introduction, Characteristics and Causes of Alzheimer's Disease and Vascular Dementia, Parkinson's Disease, Huntington's Disease.	
Unit – III: Substance Abuse and Dependence	**18**
Introduction, Addictive Behavior, Meaning of Drug Abuse, Dependence, Withdrawal and Tolerance; Classes of Psychoactive Substance Involved in Drug Abuse, Dependence and Abuse of Tobacco (Nicotine), Caffeine, Cocaine, Amphetamines, Cannabis, Opium, and its Derivatives (Morphine and Heroin), Alcohol, Hallucinogens and Sedatives, Hypnotics, Anxiolytics, and Inhalants	
Unit – IV: Psychosomatic Disorders	**18**
Theory of Stress, Neurochemical and Endocrine Reactions to Stress; Psychosomatic Disorders of Gastrointestinal (Peptic Ulcer, Ulcerative Colitis), Cardiovascular (Coronary Heart Disease, Hypertension), Respiratory (Asthma)	

Course Learning Outcomes: At the end of this course, the students will be able.

- account too and apply a biopsychosocial perspective on mental/psychosomatic disease, long pain, and stress-related troubles.
- account for body therapy, affect focused and behavioural interventions and their applications.
- co-operate in a multi-disciplinary team and argue for the own specific field of knowledge and the role in the rehabilitation of patients with mental/psychosomatic problems, long lasting pain, and stress-related problems.
- demonstrate a scientific and critical thinking and a reflective attitude to one's own perspectives/values and realise the needs of life-long learning.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
American Psychiatric Association	Diagnostic and Statistical Manual of Mental Disorders – IV-Text Revision (DSM-IV-TR).	Tapee Brothers Medical Publishers	2000	9781315857664	980
Carson, R.C., Butcher, J.W., Mineka, S., Hooley, J.M.	Abnormal Psychology	Pearson Education	2007	9780765622624	816
Sarason, I.G. and Sarason, B.R.	Abnormal Psychology,	Pearson Education Asia	2002	978-0131927674	728

COURSE CODE: PSY637 (ORGANIZATIONAL PSYCHOLOGY-II)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I:	**18**
• Communication: Nature, models, types and methods to improve communication.	
Unit II:	**18**
• Organizational Power and Politics: Concept, Sources of Power, Politics, Functioning of organizations.	
it III:	**18**
• Stress Management. Time Management	
Unit IV:	**18**
• Organizational Climate. Organizational Change.	

ourse Learning Outcomes: At the end of this course, the students will be able.
• To help students understand the various processes and issues inherent in organizations related to human resources.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
McCormick.E.J.& IIgen.D.R	Industrial & Organizational Psychology	Pearson Prentice Hall	1984	9780134630922	480
Blum.M.L.& Naylor.J.C	Industrial Psychology	Harper and Row	1984	9788123908601	-

AUTHOR	TITLE	Publisher	Year	ISBN	pages
Schultz,D.and Schultz,S.E	Psychology and Work Today: An Introduction to Industrial and Organisational Psychology.	Pearson	2001	978-0130341310	608
Noe,R.A. & Amitabh Deo Kodwani	Employee Training and Development-7th Edition	Tata McGraw Hill.	2000	9789353161651	572

COURSE CODE: PSY638 (INTERVENTION IN CLINICAL PSYCHOLOGY)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I:	**18**
• Clinical Intervention: Nature, Models- Biological, Psychodynamic, Behavioural, Cognitive, Humanistic. Psychotherapy: Nature, General principles, Types, Process.	
Unit II:	**18**
• Clinical Intervention: Psychodynamic, Behavioural- Systematic desensitization, Contingency management, Token economy. Cognitive: CBT, REBT; Humanistic- Client- centered, Gestalt.	
it III:	**18**
• Community Mental Health: History of community movement, Concept and types of prevention. Community Intervention: Meaning, Principles, Methods: Crisis intervention- Concept, conditions and techniques of crisis intervention; Consultation- Concept, types, general characteristics.	
Unit IV:	**18**
• Use of Non- Professionals in Community Intervention: Why non- professionals, non-professional programs, Problems in use of non- professionals. Epidemiology of Mental Health: Fields and Uses of mental health epidemiology, social correlates of mental disorders.	

ourse Learning Outcomes: At the end of this course, the students will be able to
- To develop an understanding of basic concepts, processes, and techniques of Counseling.
- To acquaint the learner with the challenges of Counseling.
- To highlight theory and new advance inl Assessment
- To delineate specific competencies and interventions

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages

Cormier, S., & Hackney, H.	Counseling strategies and interventions-8th Edition	Pearson	2011	978-0137070183	240
Gladding, S. T	Counseling: A comprehensive profession-8th Edition	Pearson Education	2018	978-9353061807	776
Jones E	Therapeutic Action: A Guide to Psychoanalytic Therapy	Jason Aronson, Inc.	2000	978-0765702432	381
Beck, J. S	Cognitive behavior therapy: Basics and beyond	Guilford press	2011	9781609185060	414

COURSE CODE: PSY (COUNSELLING CHILDREN AND ADOLESCENTS)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Hours
Unit I: Establishing the relationship	**18**
• Goals for counselling children and adolescents, adapting counselling theories to children and adolescents, child counsellor relationships, ethical considerations, attributes of a counsellor, cultural factors	
Unit II: Assessment, Goal-setting and Intervention	**18**
• Constructive Understanding-formulation and diagnosis, practice frameworks-understanding internal processes of therapeutic change in children, facilitating change. • Terminating the process	
Unit III: Child and adolescent counselling skills and techniques	**18**
• Active listening, use of minimal responses, use of reflection, dealing with resistance and transference, paraphrasing and summarizing, dealing with self-destructive beliefs. Group counselling, play therapy, art therapy, use of narratives	
Unit IV: Counselling in specialized contexts	**18**
• Trauma focused care-child abuse and neglect, juvenile-justice involved adolescents, working with suicidal adolescents, school counselling and career planning	

Course Learning Outcomes: On completion of the course students will be able to-
- Adapt and apply counselling theories to children and adolescents.
- Appreciate issues pertaining to specialized context and intervene accordingly.

Reference Books:

Author	Title	Publisher	Year of publication	ISBN	Pages

AUTHOR	TITLE	Publisher	Year of	ISBN	pages
Thompson, C. L., Rudolph, L. B., & Henderson, D. A.	Counseling children. Pacific Grove	CA: Brooks/Cole	2000	978-0534363277	656
Sharry, J.	Counselling children, adolescents and families: A strengths-based approach	Sage	2004	978-0761949510	183
Geldard, K., Geldard, D., & Foo, R. Y.	Counselling children: A practical introduction	Sage	2017	978-1473953321	384

COURSE CODE: PSY 624 (ORGANIZATIONAL CULTURE AND CLIMATE)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Teaching hours
Unit I: Introduction	**18**
• Historical antecedents of Organizational culture and climate and current state of the field, differences between Organizational culture and climate. • Foundations of Organizational culture: approaches to understanding organizational cultures and methods of studying them	
Unit II: Theories & Models	**18**
• Theories/models of organizational culture, • Culture as a variable and root metaphor, the emergence, effectiveness and change of organizational cultures.	
it III: Cultural Intelligence	**18**
• Sources of Cultural Intelligence, Self-Assessment of Cultural Quotient (CQ). • Culture shock and Acculturation: Nature of culture shock and Coping, Reverse culture shock, • Art of Negotiation, Dos' and Don'ts of Cross-cultural Negotiation, Challenges of Cross cultural Negotiations.	
Unit IV: Cross Cultural Dimensions	**18**
• Intercultural communication Ethics; complexities in managing across cultures; cross cultural communication, cross cultural misperceptions, cross cultural misinterpretations, need for linguistic proficiency in international business, linguistic diversity. Developing global managers.	

Course learning Outcomes: At the end of this course, the students will be able.
- know an overview of the key concepts, topics and issues in personnel psychology.
- understand the potential characteristics of employee.
- identify the effective development and training programs.
- examine the process of performance evaluation.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of	ISBN	pages

			publication		
Ehrhart, M.G., Schneider, B. & Macey, W.H	Organizational Climate and Culture: An Introduction to Theory, Research and Practice	Routledge	2013	9781315857664	384
Ang, S & Dyne, L.V	Handbook of Cultural Intelligence	Routledge	2008	9780765622624	432
Ferraro, G.P	The Cultural Dimensions of International Business (5th Ed.).	Taylor & Francis	2005	978-0131927674	216
Schein, E. H.	Organizational Culture and Leadership, 4 th Edition	John Wiley & Sons	2010	978-0470190609	-
James, R., & Gilliland, B.	Crisis intervention strategies (8th ed.).	Cengage Learning.	2016	978-1305271470	752

COURSE CODE: PSY (COGNITIVE BEHAVIORAL APPROACHES TO COUNSELING)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Lecture Hours
Unit I: Introduction	**18**
• Introduction to A Psychoanalytic approach to Understanding ourselves, • Development of Psychodynamic Approach: Theory and The Therapy.	
Unit II: Psychoanalysis	**18**
• Psychoanalysis, The therapeutic techniques used in psychoanalysis, Dream • Analysis, The post-Freudian evolution of the psychodynamic approach, , Alderian Counselling	
it III: CBT	**18**
• Cognitive and Behavioral Therapy and Approaches to Counseling: • Understanding, Defining and assessment of the issue: History taking, Observation, Empathy, Integration of intake. Interventions: Exposure Therapies, Flooding and Implosion, Modeling, Systematic Desensitization, Assertiveness training, EMDR	
Unit IV: REBT	**18**
• The Rational Emotive Behavioral Therapy, Self-Instructional and Stress • Inoculation Training. Thought Blocking, Problem Focused Brief Counseling, • Narrative Counseling, and Transactional Analysis	

course Learning Outcomes: At the end of this course, the students will be able to
- Understand, apply, and analyze Skills of effective therapist.

Text / Reference Books:

Author	Title	Publisher	Year of publication	ISBN	pages
Cormier, S., & Hackney, H.	Counseling strategies and interventions-8th Edition	Pearson	2011	978-0137070183	240
Gladding, S. T	Counseling: A comprehensive profession-8th Edition	Pearson Education	2018	978-9353061807	776
Jones E	Therapeutic Action: A Guide to Psychoanalytic Therapy	Jason Aronson, Inc.	2000	978-0765702432	381
Beck, J. S	Cognitive behavior therapy: Basics and beyond	Guilford press	2011	9781609185060	414

COURSE CODE: PSY (CLINICAL ASSESSMENT AND DIAGNOSIS)

L	T	P	Total Credits
4	0	0	4

Course Contents/syllabus:

	Hours
Unit I: Basic Elements in Assessment	**18**
• Epistemological issues of assessment and diagnosis, addressing the presenting problems, taking social and behavioral history, mental status examination (MSE), making assessment decisions- micro, mezzo and macro perspectives, importance of culturally sensitive assessment procedures-cultural competence of the clinician, clinician and client relationship	
Unit II: Classification	**18**
• Differing models of classification of disorders-prototypal and dimensional approach, Formal diagnostic classifications-ICD and DSM, unresolved issues in DSM 5-a critical approach, cultural roots of abnormal behavior and its impact on classification	
Unit III: Assessment and Diagnostic Tools	**18**
• Assessment interviews, clinical observation, psychological testing, neurological examination-MRI, fMRI, CAT, PET. Integration of data	
Unit IV: Situating disorders	**18**
• Narratives of illness, difference and personhood, contextualized and person-centered diagnosis, examining the psychosocial context, psychopathology in Ayurveda	

Course Learning Outcomes: On completion of the course students will be able to-
- Adapt and apply counselling theories to children and adolescents.
- Appreciate issues pertaining to specialized context and intervene accordingly.

Reference Books:

Author	Title	Publisher	Year of publication	ISBN	Pages
American Psychiatric Association	Diagnostic and statistical manual of mental disorders (DSM-5®)	American Psychiatric Pub	2013	9780890425541	991
Castillo, R. J.	Culture & mental illness: A client-centered approach	Thomson Brooks/Cole Publishing Co.	1997	*0534345581*	339
Gupta, S. P.	Psychopathology in Indian Medicine (Ayurveda)	Varanasi: Chaukhamba Sanskrit Pratishthan	2011	8170842808	568

COURSE CODE: PSY (INTERVENTIONS IN ORGANISATIONAL DEVELOPMENT)

L	T	P	Total Credits
3	0	0	3

Course Contents/syllabus:

	Lecture Hours
Unit I:	**14**
• Organization Development: Nature, History and Dimensions of Organization Development; Process, Values and Assumptions of Organization Development. Foundation of Organization Development: Models, Theories of Planned change; Teams and Teamwork; Parallel Learning Structures, Applications in Applied Behavioral Science	
Unit II:	**13**
• Interventions in Organizations: Nature and types of Interventions; Need and relevance of Interventions in Organization Development (OD). Organization Development Interventions: Managing, Diagnosis, Action Component, Programmme Management Component.	
it III:	**14**
• Team Interventions I: Board Team, Formal Group Diagnostic meeting and Team Building, Process Consultation, Gestalt Approach to Team Building. Team Interventions II: Role Analysis, Role Negotiation, Interdependency Exercise, Responsibility, Charting, Visioning and Force Field Analysis.	
Unit IV:	**13**
• Comprehensive Interventions: Strategic Management Activities, Survey Feedback, Stream Analysis, Grid Organization Development, Confrontation meeting. Structural Interventions: Sociotechnical Systems, Self-Managed Teams, Work Redesign, MBO and Appraisal Quality Circle, Quality of work life, TQM.	

Course Learning Outcomes: At the end of this course, the students will be able to
facilitate students on effective & smooth functioning of organizations.

Text / Reference Books:

	Author	Title	Publisher	Year	ISBN	pages
COURSE PSY	McCormick.E.J.& IIgen.D.R	Industrial & Organizational Psychology	Pearson Prentice Hall	1984	9780134630922	480
	Blum.M.L.& Naylor.J.C	Industrial Psychology	Harper and Row	1984	9788123908601	-
	Schultz,D.and Schultz,S.E	Psychology and Work Today: An Introduction to Industrial and Organisational Psychology.	Pearson	2001	978-0130341310	608
	Noe,R.A. & Amitabh Deo Kodwani	Employee Training and Development-7th Edition	Tata McGraw Hill.	2000	9789353161651	572

CODE: appears to the right of the table at the COURSE PSY row.

(COUNSELLING TECHNIQUES & STRATEGIES)

L	T	P	Total Credits
3	0	0	3

Course Contents/syllabus:

	Lecture Hours
Unit I: Introduction	**13**
• Strategies of Counselling: Directive, Non-Directive Approach to Counselling; Elements of Effective Therapeutic Position, Goals Directed Nature of Counselling & Psychotherapy, Need for Pragmatic Therapeutic Position. Counselling vs. Psychotherapy. Psychoanalytic Approach: View of Human Nature, Development of Personality, Defense Mechanisms, Major methods & techniques.	
Unit II: Counseling Approaches/Techniques	**14**
• Affectively Oriented Approaches: Existential therapy; Person-centered therapy; Gestalt therapy; Theoretical analysis of affective approaches. Cognitively Oriented Approaches: Rational Emotive Therapy; Beck's Model; Transactional Analysis. Theoretical analysis of cognitive approaches	
it III: Counseling Approaches/Techniques	**13**

	Teaching hours
• Behaviorally Oriented Approaches: Behavior Therapy: Meaning & Goals, Behavioral Connections; Systematic Desensitization, Relaxation, Flooding Therapies; Behavioral Contingencies: Reinforcement, Punishment, Shaping; Modelling Techniques; Self Instructional Training, Self-Inoculation. Theoretical analysis of behavioral approaches.	
Unit IV: Counseling Strategies	**14**
• Family Systems Approach: Bowen's Intergenerational Approach, Structural Family Therapy, Strategic Therapy and Current Trends in Family Systems Therapy. Promotional Approaches: Creative Art Therapies, Yoga and Meditation, Mindfulness.	

course Learning Outcomes: At the end of this course, the students will be able to

• Understanding on theoretical basis of counseling skills, counseling models, counselor's personal and professional issues and growth and ethical and legal issues**.**

Text / Reference Books:

Author	Title	Publisher	Year of publication	ISBN	pages
Gladding. T.S	Counseling: A Comprehensive Profession. (7th ed.)	Pearson	2017	9780132657976	528
Edward E., Jacobs; Robert L., Masson & Riley L., Harvill	Group Counseling: Strategies and Skills. (8th edi)	Cengage learning	2016	9781305087309	496
Malchiodi, C.A. (Ed.)	Expressive Therapies	The Guilford Press	2005	9781593853792	220

COURSE **CODE:**
PSY164 (PSYCHOLOGY OF DISABILITY)

L	T	P	Total Credits
3	0	0	3

Course Contents/syllabus:

	Teaching hours
Unit I: Stress and Coping Style	**14**
• Stress due to disability, threat to life and physical well being, body image, independency, autonomy and control, self-concept, self esteem, life goals and future plan, invisible disabilities, marginalization, Denial, regression, compensation, rationalization, emotional reaction – grief, loss, guilt and fear, coping styles and strategies, stages of adaptation and adjustment, factors impeding adjustment to disability and disabling processes, psychological control	
Unit II: Mental health issues	**13**

• Psychopathological reactions such as anxiety, depression, adjustment problems, other co-existing mental morbidity, emotional and behavioral disorders in children and adolescents, problems related to marital and sexual life, abuse and exploitation, substance use, interventions for mental illnesses	
it III: Social issues	**13**
• Societal attitudes toward disabilities, measurement of attitude and strategies for attitude change, social environment, social participation, social interaction, social network and support, disabling factors, prejudice, stigma, discrimination, marginalization, gender disparity	
Unit IV: Vocational issues	**14**
• Career competency, career development issues, work related stress, economic independence, well-being, assistive devices for activities of daily living, mobility aids, at work place, sensory devices, environment modifications and universal designs, needed support system	

Course Learning Outcomes:

- An understanding of basic physical, sensory, developmental and cognitive impairments and effects such impairments have on functional performance.
- Demonstrate an understanding of caregiver and family burden, suggest and/ or undertake interventions drawing on their knowledge and problem-solving skills.
- Knowledge of commonly accepted interventions for various impairments and skill in communicating verbally and in writing the decisions made and explaining and answering questions.
- Ability to develop plans for vocational rehabilitation clients, and counsel, motivate, and inspire clients.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Ghai, A	Rethinking Disability in India	Routledge	2015	9780815373216	392
Goodley, D. & Lawthom, R.	Disability and Psychology: Critical Introductions and Reflections.	Bloomsbury Publishing	2006	9781403936011	248
Sally French John Swain	Understanding Disability	EHS	2008	9780443101397	256

COURSE CODE: PSY611 (CONFLICT RESOLUTION & MANAGEMENT)

L	T	P	Total Credits
1	0	0	1

Course content and syllabus

		Teaching Hours
Unit I: Conflict Management, Resolution and Management		**5**
• Meaning and Nature of Conflict, Types of Conflicts • Styles and Techniques of conflict management • Conflict management and interpersonal communication • Conflict Resolution Strategies • Ways of Managing Conflict (Healthy & Unhealthy) Impact of Conflict Resolution & Management		
Unit II: Behavioural & Interpersonal Communication		**5**
• Importance of Interpersonal Communication • Rapport Building – NLP, Communication mode • Steps to improve interpersonal communication • Meaning and Nature of Behavioural Communication • Relevance of Behavioural Communication		
Unit III: Relationship Management for Personal and professional Development		**4**
• Importance of Relationships • Maintaining Healthy Relationship • Communication Style • Types of Interpersonal Relationships		
Unit IV: Stress Management		**4**
• Understanding of Stress & GAS Model Symptoms of Stress. • Individual and Organizational consequences with special focus on health Healthy and Unhealthy strategies for stress management • Social support for stress management and well being • Stress free, Successful and Happy Life		

Course Learning Outcomes:
1. To recognize Conflict and How to Manage them.
2. To learn Communication and interpersonal behavior
3. To understand the significance & Importance of Relationship
4. To learn to live stress free and happy life.

Text / Reference Books:
(Mention only those Text / Reference Books which are available in the library)

Authors	Title	Publisher	Ed/year	ISBN No	Pages
Dr. Abha Singh	Achieving Behavioral Excellence for Success	Wiley Publication	2013	**9788126538027**	248
Vangelist L. Anita, Mark N. Knapp	Inter Personal Communication and Human Relationships	Pearson	2014	9780205006083	464
Christine Simons and Belinda Naylor-Stables	Effective Communication for Managers: Getting your message across	Cengage Learning	1997	978-0304331208	320

COURSE CODE: PSY611 (Group Dynamics and Team Building)

L	T	P	Total Credits
1	0	0	1

Course Content/ Syllabus

	Lecture Hours
Unit-1 – Group Formation and Factors affecting Groups	**5**
• Definition and Characteristics ♣ Importance of groups ♣ Classification of groups ♣ Stages of group formation ♣ Benefits of group formation. External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc. ♣ Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict. ♣ Group Cohesiveness and Group Conflict ♣ Adjustment in Groups	
Unit-2 – Introduction to Teams	**4**
• Meaning and nature of teams External and internal factors effecting team Building Effective Teams Consensus Building Collaboration	
it-3- Concept of Leadership	**4**

• Meaning, Nature and Functions Self leadership. Leadership styles in organization Leadership in Teams	
Unit-4- Power to empower: Individual and Teams	**5**
• Meaning and Nature Types of power Relevance in organization and Society	

Course Learning Outcomes: By the end of this course, students will be able to

- demonstrate understanding of principles of group dynamics, including group process components,
- To explain the dynamics of Team & Team Building.
- demonstrate understanding of group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles.
- become more conscious of his/her personal growth through participation as a group member.

Text / Reference Books:

Author	Title	Publisher	Year of publication	ISBN	Pages
Stanley A. McChrystal	Team of Teams	CreateSpace Independent Publishing Platform,	2016	9781523618880	70
R.K.sahu	Group Dynamics and Team Building	Excel Books; First edition	2012	B00AOO341O	669
Hiriyappa B	Team Building and Group Dynamic Management	Smashwords Edition	2017	9781370260096	45

COURSE CODE: PSY111 (INDIVIDUAL, SOCIETY AND NATION)

L	T	P	Total Credits
1	**0**	**0**	**1**

Course content and syllabus

		Teaching Hours
Unit I: Individual differences & Personality		**5**
• Personality: Definition& Relevance • Importance of nature & nurture in Personality Development • Importance and Recognition of Individual differences in Personality Accepting and Managing Individual differences Intuition, Judgment, Perception & Sensation (MBTI) BIG5 Factors		
Unit II: Managing Diversity		**4**
• Defining Diversity • Affirmation Action and Managing Diversity • Increasing Diversity in Work Force		

• Barriers and Challenges in Managing Diversity			
Unit III: Socialization, Patriotism and National Pride			**5**
• Nature of Socialization • Social Interaction • Interaction of Socialization Process • Contributions to Society and Nation • Sense of pride and patriotism • Importance of discipline and hard work Integrity and accountability			
Unit IV: Human Rights, Values and Ethics			**4**
• Meaning and Importance of human rights • Human rights awareness • Values and Ethics- Learning based on project work on Scriptures like- Ramayana, Mahabharata, Gita etc.			

Course Learning Outcomes:
 1.To recognize individual differences
 2. To mange individual differences
 3. To develop patriotic feelings
 4. To recognized their self in relation to society & nation

Text / Reference Books:

Authors	Title	Publisher	Ed/year	ISBN No	Pages
Department of English, University of Delhi	The Individual & Society	Pearson Education	2010	978-8131704172	266
Umang Malhotra	Individual, Society, and the World	iUniverse	2004	978-0595662401	188
Tonja R. Conerly & Kathleen Holmes	Introduction to Sociology 3e	Openstax	2015	9781711493978	458
Daksh Tyagi	"A Nation of Idiots"	Every Protest	2019	978-8194275015	350

COURSE CODE: (PROFESSIONAL VALUES AND ETHICS)

L	T	P	Total Credits
1	0	0	1

Course Content/ Syllabus

	Lecture Hours
Unit-1 – Introduction to Value Based Education System	4
• Value based Education, Definition, Concept and Need for Value based Education	
• The Content and Process of Value based Education	
• Self-Exploration as a means of Value based Education	
• Happiness and Prosperity as parts of Value based Education	
• Method to fulfill the above human aspirations: understanding and living in harmony at various levels.	
Unit-2 – Harmony in the Human Being	5
• Harmony in Myself Understanding human being as a co-existence of the sentient 'I' and the material 'Body',	
• Understanding the needs of Self ('I') and 'Body' – Sukh and Suvidha,	
• Understanding the Body as an instrument of 'I' (I being the doer, seer, and enjoyer),	
• Understanding the characteristics and activities of 'I' and harmony in 'I',	
• Understanding the harmony of I with the Body: Sanyam and Swasthya;	
• a correct appraisal of Physical needs,	
• meaning of Prosperity in detail	
it-3- Harmony in Human-Human Relationship	4
• Understanding harmony in the Family- the basic unit of human interaction,	
• Understanding values in a human-human relationship;	
• meaning of Nyaya and program for its fulfillment to ensure Ubhay-trip;	
• Trust (Vishwas) and Respect (Samman) as the foundational values of relationships,	
• Understanding the meaning of Vishwas; the Difference between intention and competence,	
• Understanding the meaning of Samman,	
• Difference between respect and differentiation; the other salient values in a relationship,	
• Understanding the harmony in the society (society being an extension of the family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals, Undivided Society (Akhand Samaj), Universal Order (Sarva bhaum Vyawastha).	

Unit-4- Professional Ethics	5
• Value Based Life and Profession • Professional Ethics and Right Understanding • Competence in Professional Ethics • Issues in Professional Ethics – The Current scenario • Vision for Holistic Technologies, Production System and Management Models	

Course Learning Outcomes: By the end of this course, students will be able to

- To understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need.

- To understand the meaning of Harmony in the Self the Co-existence of Self and Body and distinguish between the Self and the Body,

- Distinguish between ethical and unethical practices and start working out the strategy to actualize a harmonious environment wherever they work.

- To understand the universal human values and morals for social harmony and holistic understanding of harmony on Professional Ethics.

Text / Reference Books:

Author	Title	Publisher	Year of publication	ISBN	Pages
A.N.Tripathi	Human Values-3rd Edition	New Age International Pvt Ltd	2019	9788122425895,	342
Premvir Kapoor	Professional Values and Human values	Khanna Book Publishing	2018	978-9386173652	499
Karen Lebacqz	*Professional Ethics: Power and Paradox*	Abingdon Press	1985	978-0687343256	192

COURSE CODE: (Problem Solving and Creative Thinking)

L	T	P	Total Credits
1	0	0	1

Course Content/ Syllabus

	Lecture Hours
Unit I: Thinking as a tool for Problem Solving	**4**
What is thinking: The Mind/Brain/Behavior Critical Thinking and Learning: Making Predictions and Reasoning Memory and Critical Thinking Emotions and Critical Thinking Thinking skills.	
Unit II: Hindrances to Problem Solving Process	**4**
Perception Expression Emotion Intellect Work environment	
Unit III: Problem Solving and Plan of Action	**4**
Recognizing and Defining a problem Analyzing the problem (potential causes) Developing possible alternatives Evaluating Solutions Resolution of problem Implementation. Construction of POA Monitoring Reviewing and analyzing the outcome	
Unit IV: Creative Thinking	**4**
Definition and meaning of creativity The nature of creative thinking Convergent and Divergent thinking Idea generation and evaluation (Brain Storming) Image generation and evaluation Debating The six-phase model of Creative Thinking: ICEDIP model	

Course Learning Outcomes: On completion of the course the students will be able to:
- practice Problem Solving strategies in their life.
- recognize beerier in Problem Solving Process
- apply creative thinking in various situations for problem solving.

Text / Reference Books:

Author	Title	Publisher	Year of publication	ISBN	Pages

Michael Stevens	How to Be a Better Problem Solver	Kogan Page	1997	978-0749419011	NA
Geoff Petty	How to be better at creativity	Sultan Chand & Sons	1999	978-9351610434	NA
J.William Pfeiffer	Theories and Models in Applied Behavioural Science	Pfeiffer & Company	1996	NA	NA

COURSE CODE: (PROFESSIONAL COMPETENCE AND CAREER DEVELOPMENT)

L	T	P	Total Credits
1	0	0	1

Course Content/ Syllabus

	Lecture Hours
Unit I: Professional Competence	**4**
- Understanding Professional Competence - Component of Competence: - Knowledge, Skills ,Attitude - Self awareness, Self Promotion& Presentation, Self confidence - Political awareness, Coping with uncertainty, - Developing positive attributes at work place (personal and professional) - Time management - Handling criticism and interruptions - Managing difficult people	
Unit II: Managing Personal Effectiveness & Components of Excellence	**4**

• Dimensions of personal effectiveness (self disclosure, openness to feedback andperceptiveness) • Integration of personal and organizational vision for effectiveness • A healthy balance of work and play • Positive Imagination & Focused • SMART Goal • Controlling Distraction • Commitment • Constructive Evaluation • Creativity & Success	
Unit III: Career Development	**4**
• Understanding Development Process • Knowing and assessing one's Interest • Knowing and assessing one's Aptitude • Selecting from available resources • Career planning and development.	
Unit IV: Personal & Professional Success	**4**
• Career Selection & Motivation • Action planning, Networking, Negotiation • Accept Change & Challenge for Successful Career	

Course Learning Outcomes: On completion of the course:

- To recognize Conflict and How to Manage them.
- To learn Communication and interpersonal behaviour
- To understand the significance & Importance of Relationship
- To learn to live stress free and happy life.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Dr. Abha Singh	Behavioural Science: Achieving Behavioural Excellence for Success	Wiley	2013	978-8126538027	356
Mark L. Knapp, Anita L. Vangelisti	Interpersonal Communication and Human Relationships	Allyn and Bacon	2005	NA	452
John Foster	Effective Writing Skills for Public Relations	Kogan Page Business Books	2005	9780749443818	180
Richard Blonna	Coping with Stress in a Changing World	McGraw-Hill	2006	9780073026602	432

COURSE CODE: (PROFESSIONAL ETHICS AND RESPONSIBILITIES-I)

L	T	P	Total Credits
1	0	0	1

Course Contents/syllabus:

		Teaching Hours
Unit I: Introduction to Ethics		**5**
Origin of Ethics, Ethics: definition, moral philosophy, nature of moral judgments and reactions.		
Unit II: Ethical Issues at workplace		**4**
Ethical Dilemma's, Challenges in ethical decision making, Redressal of grievances		
Unit III: Code of Ethics		**5**
Principle of Ethics, Compliance based and values-based code of ethics, Professional obligation, Role of regulatory authority, Respect for Privacy, Confidentiality, Inform Consent and debriefing		
Unit IV: Different theories of ethics		**4**
Theories of Ethics (Utilitarian Theory, Right Theory & Casuist Theory), Benefit of Ethics. Freedom in ethical discourse		

Professional Skills Development Activities:
- Students will carry out an industrial survey /interview /focus group discussion to identify and understand the translation of professional values and ethics in daily work practices. Students will compile a minor project report based on it.
- The students will develop a case study based on any major violation of professional ethics by studying newspaper articles, policy documents, discussions paper in parliament media interviews and documentaries etc (Give presentation in team of 3).
- The students will carry out a home assignment by writing a review of literature on ethical issues and practices in his/ her area of study.

Course Learning Outcomes: After studying this course students will be able to:

1. Relate code of ethics with appropriate profession
2. Comprehend the concept of professional ethics
3. Analyze various ethical issues at workplace
4. Interpret theories of ethics and their implications

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN
R Boatright John, D Smith Jeffrey, Prasan Patra Bibhu	Ethics and the Conduct of Business	Pearson	2017	978-9352862306
Edmund G Seebauer and Robert L Barry	Fundamentals of Ethics for Scientists and Engineers	Oxford University	2008	978-0195698480
Richard Rowson	Working Ethics: How to Be Fair in a Culturally Complex World	Jessica Kingsley	2006	978-1853027505
Laura P. Hartman and Joe Desjardins	Business Ethics: Decision Making for Personal Integrity and Social Responsibility	Mc Graw Hill	2013	978-1259098277
Michael Davis, Andrew Stark	Conflict of Interest in the Professions	OUP, USA	2001	978-0195128635

COURSE CODE: (PROFESSIONAL ETHICS AND RESPONSIBILITIES-II)

L	T	P	Total Credits
1	0	0	1

Course Contents/syllabus:

		Teaching Hours
Unit I: Philosophy		**4**
Introduction to philosophy; definition, nature and scope, concept, branches		
Unit II: Practices at workplace		**5**

Employee Rights, Conflicts of Interest, Employee Relationship at workplace.		
Unit III: Ethics in different domains		**4**
Role of ethics in different domain, Ethics in Research, Medicine, Engineering, Sciences, Entrepreneurship, Psychology, Journalism, Management, law, Humanities etc.		
Unit IV: Sustainable practices		**5**
Green Practices, Ethics to handle VUCA environment, Importance of sustainability, Sustainable Business practices, Corporate Social Responsibility, Inclusive development.		

Professional Skills Development Activities:
- Students will carry out an industrial survey /interview /focus group discussion to identify and understand the translation of professional values and ethics in daily work practices. Students will compile a minor project report based on it.
- The students will develop a case study based on any major violation of professional ethics by studying newspaper articles, policy documents, discussions paper in parliament media interviews and documentaries etc. (Give presentation in team of 3).
- The students will carry out a home assignment by writing a review of literature on ethical issues and practices in his/ her area of study.

Course Learning Outcomes: After studying this course students will be able to:

1. Relate code of ethics with appropriate profession
2. Comprehend the concept of professional ethics.
3. Analyze various ethical issues at workplace.
4. Interpret theories of ethics and their implications

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN
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Edmund G Seebauer and Robert L Barry	Fundamentals of Ethics for Scientists and Engineers	Oxford University	2008	978-0195698480
Richard Rowson	Working Ethics: How to Be Fair in a Culturally Complex World	Jessica Kingsley	2006	978-1853027505
Laura P. Hartman and Joe Desjardins	Business Ethics: Decision Making for Personal Integrity and Social Responsibility	Mc Graw Hill	2013	978-1259098277
Michael Davis, Andrew Stark	Conflict of Interest in the Professions	OUP, USA	2001	978-0195128635

COURSE CODE: (SELF DEVELOPMENT AND INTERPERSONAL SKILLS)

L	T	P	Total Credits
2	0	0	2

Course Contents/syllabus:

	HOURS
Unit I: Understanding Self and Worth	**4**
Formation of self-concept Dimension of Self Components of self; Self Competency; Meaning and Nature of Self Esteem Importance & need of Self Esteem; Steps to enhance Self Esteem; Self Esteem at work	
Unit II: Emotional Intelligence: Brain Power	**5**
Introduction to EI; Difference between IQ, EQ and SQ Relevance of EI at workplace; Self-assessment, analysis and action plan	
Unit III: Managing Emotions and Building Interpersonal Competence	**4**
Need for and importance of Emotions; Healthy and Unhealthy expression of emotions Anger: Conceptualization and Cycle Developing emotional and interpersonal competence; Self-assessment, analysis and action plan	
Unit IV: Leading Through Positive Attitude	**5**
Understanding Attitudes; Formation of Attitudes; Types of Attitudes; Effects of Attitude on: Behavior, Perception, Motivation, Stress, Adjustment, Time Management, Effective Performance Building Positive Attitude	

Course Learning Outcomes: At the end of this course, the students will be able to:

- To apply cutting edge scientific insights about human behaviour and learn how to change human behaviour by altering the "context" in which people act rather than how they think.
- Understand state-of-the-art methodological and statistical approaches that are necessary to evaluate the effectiveness of behavioural change.
- Apply behavioral science knowledge and skills to develop insights on individuals and society.
- Analyse the nature of human behaviour and the impact of factors that influence how humans feel, think and act at an individual, group and societal level.
- Evaluate the influence of values and attitudes on human behaviour.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Singh A.	Achieving Behavioural Excellence for Success	Wiley Publication	2012	978812658027	248
Towers, Marc	Self Esteem	American Media	1995	9781884926297	68
Pedler Mike, Burgoyne John, Boydell Tom	A Manager's Guide to Self-Development	McGraw-Hill	2006	978-0077114701	288
Covey, R. Stephen	Seven habits of Highly Effective People	Simon & Schuster Ltd	2013	978-1451639612	432
Khera Shiv	You Can Win	Macmillan	2005	978-0333937402	290
Gegax Tom	Winning in the Game of Life	Harmony Books	1999	978-0609603925	318
Singh, Dalip	Emotional Intelligence at Work	Sage Publications	2006	9780761935322	196
Goleman, Daniel	Emotional Intelligence	Bantam Books	2007	9780553095036	352
Goleman, Daniel	Working with E.I	Bantam Books	1998	9780553104622	383

COURSE CODE: (UNDERSTANDING SELF FOR EFFECTIVENESS)

L	T	P	Total Credits

| | 1 | 0 | 0 | 1 |

Course Contents/syllabus:

	HOURS
Unit I: Self: Core Competency	**5**
Understanding of Self, Components of Self – Self-identity, Self-concept, Self-confidence, Self-image , BIG5 Factors	
Unit II: Techniques of Self Awareness	**4**
Exploration through Johari Window, Mapping the key characteristics of self, Framing a charter for self-Stages – self-awareness, self-acceptance, and self-realization	
it III: Self Esteem & Effectiveness	**5**
Meaning, Importance, Components of self-esteem, High and low self-esteem, Measuring your self esteem	
Unit IV: Building Positive Attitude and Emotional Competence	**4**
Meaning and nature of attitude, Components and Types of attitude, Importance and relevance of attitude Emotional Intelligence – Meaning, components, Importance and Relevance Positive and negative emotions, Healthy and Unhealthy expression of emotions	

Course Learning Outcomes: At the end of this course, the students will be able to:

- The student will apply self-introspection as a tool for self-awareness.
- The student will understand self-concept for self-recognition, self-improvement, and perception of others.
- The student will be able to analyse their physical self, social self, the competent self, and psychological self.
- The student will be able to analyse what motivates his/her actions and the actions of others.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Singh A.	Achieving Behavioural Excellence for Success	Wiley Publication	2012	978812658027	248
Towers, Marc	Self Esteem	American Media	1995	9781884926297	68
Pedler Mike, Burgoyne John, Boydell Tom	A Manager's Guide to Self-Development	McGraw-Hill	2006	978-0077114701	288

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COURSE CODE: (VALUES AND ETHICS FOR PERSONAL AND PROFESSIONAL DEVELOPMENT)

L	T	P	Total Credits
1	0	0	1

Course Contents/syllabus:

	Lecture Hours
Unit I: Introduction to Values & Ethics	4
Meaning & its type Relationship between Values and Ethics Its implication in one's life.	
Unit II: Values Clarification & Acceptance	5
Core Values-Respect, Responsibility, Integrity, Resilience, Care, & Harmony Its process-Self Exploration Nurturing Good values	
Unit III: Morality and Ethical practice	4
Difference between morality, ethics &values Significance of moral values Ethical Decision making Challenges in its implementation. Prevention of Corruption &Crime	
Unit IV: Personal & Professional Values	5
Personal values-Empathy, honesty, courage, commitment Professional Values-Work ethics, respect for others Its role in personality development Character building- A "New Self-awareness"	

Course Learning Outcomes: By the end of this course, students will be able to
- Formulate solution to problems in ethical manner.
- Develop value-based insight to deal effectively in Personal & Professional life. Development
- Demonstrate good character and moral value-based behaviour in various situations.
- Analyse personal values and apply the same in personal and professional space.

Text / Reference Books:

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Abha Singh	Behavioural Science: Achieving Behavioural Excellence for Success	Wiley	2013	978-8126538027	356