



Date :- 01/08/2023

NOTIFICATION

Sub :- CBCS Syllabi of M. A. in Psychology (Sem. I & II)

Ref. :- Decision of the Academic Council at its meeting held on 26/07/2023.

The Syllabi of M. A. in Psychology (First and Second Semesters) as per **NATIONAL EDUCATION POLICY - 2020** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2023-24.

Copy of the Syllabi Shall be downloaded from the College Website
(www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

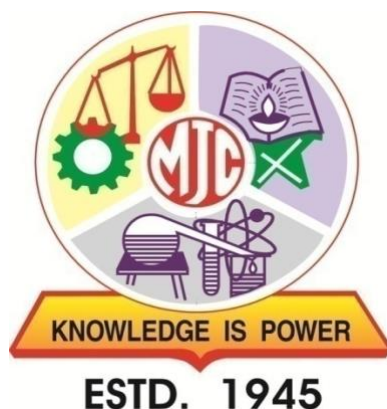
To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

Khandesh College Education Society's
Moolji Jaitha College, Jalgaon
An "Autonomous College"

Affiliated to
Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon-425001



STRUCTURE AND SYLLABUS

M.A. Honours / Honours with Research (F.Y.M.A Psychology)

**Under Choice Based Credit System (CBCS)
and
as per NEP-2020 Guidelines**

[w.e.f. Academic Year: 2023-24]

Preface

Programme Outcomes (PO) for B.Sc. Chemistry honours/ Honours with Research

Upon successful completion of this Programme, student will be able to:

PO No.	PO
1	
2	
3	
4	
5	
6	

Programme Specific Outcome (PSO) for B.Sc. Chemistry Honours/Honours with Research:

After completion of this course, students are expected to:

PSO No.	PSO
1	
2	
3	
4	
5	
6	

Level 1	Sem	Major (Core) Subjects		Minor Subjects (MIN)	GE/ OE	VSC, SEC (VESC)	AEC, VEC, IKS	CC, FP, CEP, OJT/Int, RP	Cumulative Credits/Sem	Degree/ Cumulative Cr.
		Mandatory (DSC)	Elective (DSE)							
4.5	I	DSC-1 (2T) DSC-2 (2T) DSC-3 (2P)	—	MIN-1 (2T) MIN-2 (2P)	OE-1 (2T)	SEC-1 (2T) SEC-2 (1P)	AEC-1 (2T) (ENG) VEC-1 (2T) (ES) IKS (1T)	CC-1 (2)	22	UG Certificate 44
	II	DSC-4 (2T) DSC-5 (2T) (IKS) DSC-6 (2P)	...	MIN-3 (2T) MIN-4 (2P)	OE-2 (2T)	SEC-3 (2T) SEC-4 (1P)	AEC-2 (2T) (ENG) VEC-2 (2T) (CI) IKS (1T)	CC-2 (2)	22	
	Cum. C ₄₄	12	...	8	4	6	4+4+2	4	44	
Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor.										
5.0	III	DSC-7 (2T) DSC-8 (2T) DSC-9 (2P) DSC-10 (2P)	...	MIN-5 (2T) MIN-6 (2P)	OE-3 (2T) OE-4 (2P)		AEC-3 (2T) (MIL)	CC-3 (2) CEP (2)	22	UG Diploma 88
	IV	DSC-11 (2T) DSC-12 (2T) DSC-13 (2P) DSC-14 (2P)	...	MIN-7 (2T) MIN-8 (2P)	OE- 5 (2T) OE-6 (2P)		AEC-4 (2T) (MIL)	CC-4 (2) FP (2)	22	
	Cum. C ₈₈	28	...	16	10	6	8+4+2	8+2+2	88	
Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor.										
5.5	V	DSC-15 (2T) DSC-16 (2T) DSC-17 (2T) DSC-18 (2P) DSC-19 (2P)	DSE-1 (2T) A/B DSE-2 (2P) A/B	MIN-9 (2T/P)	...	VSC-1 (2T) VSC-2 (2P)	...	OJT/Int(2)	22	UG Degree 132
	VI	DSC-20 (2T) DSC-21 (2T) DSC-22 (2T) DSC-23 (2P) DSC-24 (2P)	DSE-3 (2T) A/B DSE-4 (2P) A/B	MIN-10(2T/P)	—	VSC-3 (2T) VSC-4 (2P)	...	OJT/Int(2)	22	
	Cum. C ₁₃₂	48	08	20	10	8+6	8+4+2	8+2+2+4	132	
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor										
6.0	VII	DSC-25 (4T) DSC-26 (4T) DSC-28 (4T) DSC-27 (2P)	DSE-5 (2T) A/B DSE-6(2P) A/B	RM (2T)	—	...	...	OJT/Int (2)	22	UG Honors Degree 176
	VIII	DSC-29 (4T) DSC-30 (4T) DSC-32 (4T) DSC-31 (2P)	DSE-7 (2T) A/B DSE-8(2P) A/B	RM (2T)	—	...	...	OJT/Int (2)	22	
	Cum. C ₁₇₆	76	16	20+4	10	8+6	8+4+2	8+2+2+8	176	
Four Year UG Honors Degree in Major and Minor with 176 credits										
6.0	VII	DSC-25 (4T) DSC-26 (4T) DSC-27 (2P)	DSE-5 (2T) A/B DSE-6 (2P) A/B	RM (2T)	...	...	...	RP (6)	22	UG Honors with Research Degree 176
	VIII	DSC-29 (4T) DSC-30 (4T) DSC-31 (2P)	DSE-7 (2T) A/B DSE-8 (2P) A/B	RM (2T)	...	...	...	RP (6)	22	
	Cum. C ₁₇₆	68	16	20+4	10	8+6	8+4+2	8+2+2+8+12	176	
Four Year UG Honours with Research Degree in Major and Minor with 176 credits										

Sem- Semester, **DSC-** Department Specific Course, **DSE-** Department Specific Elective, **T-** Theory, **P-** Practical, **CC-**Cocurricular **RM-** Research Methodology, **OJT-** On Job Training, **FP-** Field Project, **Int-** Internship, **RP-** Research Project,

Multiple Entry and Multiple Exit options:

The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three-year degree depending upon the number of credits secured;

Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2
5.5	Three Year Bachelor's Degree	120	132	6	3
6.0	Bachelor's Degree- Honours Or Bachelor's Degree- Honours with Research	160	176	8	4

M.A. History / Structure (With Effect From June-2023)							
Class	Sem	Course Module	Credit	Hours	TH / PR	Paper Code	Title
MA Part - I	I	DSC	4	4	T	PSY-DSC-511	Cognitive psychology
		DSC	4	4	T	PSY-DSC-512	Approaches and aspects of
		DSC	4	4	T	PSY-DSC-513	Advance psychological testing
		DSC	2	4	T	PSY-DSC-514	Practical (Testing)
		DSE	4	4	T	PSY-DSE-515-A	Modern applied psychology
						PSY-DSE-515-B	Industrial Psychology
		RM	2	2	T	PSY-RM-516	Research Methodology in Psychology
		OJT/Int	2	4	PR	PSY-OJT-517	Project report
	II	DSC	4	4	T	PSY-DSC-521	Cognitive phenomenon
		DSC	4	4	T	PSY-DSC-522	Motivation and emotion
		DSC	4	4	T	PSY-DSC-523	Statistics in psychology
		DSC	2	2	T	PSY-DSC-524	Practical (Testing)
		DSE	4	4	T	PSY-DSE-525-A	Applied psychology and modern life
						PSY-DSE-525-B	Industrial Psychology
		RM	2	2	T	PSY-RM-526	Research Methodology
		OJT/Int	2	4	PR	PSY-OJT-527	Internship

F. Y. B. Structure and Syllabus

DSC : Department-Specific Core course
DSE : Department-Specific elective
:
RM : Research methodology

IKS : Indian Knowledge System
CC : Co-curricular course
TH : Theory
PR : Practical

OJT/INt:-

Exam Pattern

- Each theory and practical course will be of 50 marks comprising of 10 marks internal and 40 marks external examination.: ***Please specify the marks division between Internal and External Examination. For example, Internal Examination-10, and External Examination-40 for 2 credits. At the same time Internal Examination-40, and External Examination-60 Marks for 4 credits.**

PSY-DSC- 511 cognitive psychology

Total Hours: 60

Credits: 4

Course objectives	• To introduce the nature and basic processes of cognitive psychology to students. • To acquaint the students with the application of cognitive process in day-to-day life	
Course outcomes	Understanding basic processes of cognitive psychology to students. Acquaint the students with the application of cognitive process in day-to-day life	
Unit	Topic Particulars	Hours
Unit I	Introduction to cognitive psychology 1.1 Definition and origin of cognitive psychology 1.2 Modern cognitive psychology and theories of cognitive psychology 1.3 Some Isms of Cognitive Psychology 1.4 Current status of cognitive psychology 1.5 Methods and paradigms of cognitive psychology	
Unit II	Attention processes 2.1 Attention Processes : Nature and Definition and Types 2.2 Processing capacity and Selective attention 2.3 Models of selective attention-The Filter model, Broadbent and The Attenuation model, Treisman 2.4 Divided attention-Dual -Task performance, The Attention hypothesis of Automatisation, The psychological refractory period 2.5 Automaticity and the effect of practice-The stroop task , Automatic versus attentional (controlled) processing, Feature integration theory	

Unit III	Perception 3.1 Definition of perception and nature of perception 3.2 pattern recognition 3.3 Gestalt approaches to perception- Bottom up processes, Top down processes 3.4 Feature analysis- Eye moment and pattern perception 3.5 Prototype matching- abstraction of visual information, Pseudomemory, Prototype theory	
Unit IV	Concept formation and problem solving 4.1 Concept formation strategies, Acquiring Prototypes, Tip of the tongue phenomenon 4.2 Meta cognition, Meta memory 4.3 Problem solving-classification of problem 4.4 Problem solving approaches- Problem space theory, Means-end hypothesis, The analogy approaches, Algorithm technique, Heuristics 4.5 Application- Finding Creative solution, critical thinking	
Study Resources	• Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub. • Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.	

	• • Kellogg, R.T.(2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications. • • Solso, R. L. (2004). Cognitive Psychology (6th ed). Delhi: Pearson Education. • • . Wade, C. and Tavris, C. (2007). Psychology. ND: Pearson Education. • • . Jahnke, J. C. & Nowaczyk, R. H. (1998). Cognition. Upper Saddle NJ: Prentice Hall. • • Burne, L.E., Dominowski, R.L. & Loftus, E.E. (1979). Cognitive processes. NJ: Prentice-Hall. • • Gavin, H. (1998). The essence of cognitive psychology. London: Prentice-Hall. • • Corens, S., Ward, L.M., & Enns, J. (1994). Sensation and perception. NY: Harcourt Brace & Co. • • Messer, D. & Miller, S. (1999). Exploring developmental psychology. London:Arnold. • • Flavell, J.H. (1985). Cognitive development (2nd ed) NJ: Prentice Hall. • • Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co. • • . Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall.	
--	--	--

CHE-DSC-512: Approaches and aspects of personality

Total Hours: 60

Credits: 4

Course objectives	• To introduce students the basic aspects of personality. • To help students to understand the development of personality.	
Course outcomes	• Understand the basic aspects of personality. • Understand how to develop personality. • Application of personality theories in day to day life. • How to shape behavior by using techniques- Shaping, Systematic	
Unit	Topic Particular	Hours
Unit I	Psycho-analytic and Neo-analytic aspect of personality 1.1 Personality: Nature, Definition, History of Personality personality 1.2 Sigmund Freud: Psych-analysis. Basic concepts of psychoanalysis, Structure of personality, Psycho-sexual stages. 1.3 Neo Analytic aspects of Personality, Alfred Adler: Individual Psychology, Unity of personality, Inferiority Complex, Striving for Superiority, Social Interest, Birth Order. Carl Jung: Analytical Psychology, Structure of Personality, Archetypes, Typology, Functions and Attitudes. 1.4 Erik Erikson: Ego Psychology, Structure of Personality, Eight Ages of Man 1.5 Application: Defense mechanisms	
Unit II	Behaviouristic and Biological Aspect of personality 2.1 Ivan Pavlov: Classical Conditioning of Personality, Learning of Neurotic Behavior. B.F. Skinner: Operant Conditioning in Personality, Schedule of Reinforcement. 2.2 J.B. Watson: Applying Conditioning to Little Hans, Learning of fear. 2.3 Biological Contributions to Personality: Natural selection, Genetic Effect through temperament, Minnesota twin study. 2.4 Sexual identity and homosexuality: Homosexuality, Exotic becomes Erotic, Kin selection, Sex hormones and experience. 2.5 Applying behaviourism : shaping systematic	
Unit III	Cognitive and Trait Approaches to personality 3.1 Albert Bandura: Social Cognitive Learning theory,	

	Reciprocal determinism, Observational Learning (Modeling) Self Efficiency 3.2 George Kelly: Personal Construct Theory, Structure of Personality, Characteristics of Personal Construct, Human as a Scientist. 3.3 Gordon Allport: Trait Theory, Structure of Personality, Classification of Personality traits, Proprium. 3.4 Big Five Trait Approach: Development of Big Five OCEAN 3.5 Application: Contemporary HEXACO Model.	
Unit IV	Humanistic and Existential Aspects of personality 4.1 Carl Rogers: Person Centered Theory, Basic Concepts: Actualisation, Empathy, Genuineness, Need for positive Regard, Structure of Personality, Experience and Organismic, Valuing process, The self Concept and Self Actualisation. 4.2 Abraham Maslow: Self Actualisation Theory, Deficiency and Growth Motives, Hierarchical Model of personality and Motivation, Development of Self Actualizing person. 4.3 Erich Fromm: Escape from Freedom, Loving as an art, Organic and Non-Organic drives, Evidence supporting Fromm's approach. 4.4 a) Rollo May: Anxiety and Dread. b) Victor Frankl: Free Will. 4.5 Application: Positive Psychology and importance of positive thinking.	
Study Resources	• • Friedman Howard S and Schustack Miriam W.-Personality: Classic Theories and Modern Research. IIIrd edition, Pearson Education, Delhi. • Ewen, R., B., (2010): An Introduction to theories of Personality, Psychology press, Taylor and Francis group, New York. • Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India. • • Barve, B., N., (2006): Vyaktimatwa Siddhant, Vidya Prakashan, Nagpur. • • Schultz, D.P & Schultz, E.S. (2005). Theories of personality, Delhi, Thomson Wordsworth. • Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). Theories of Personality. New York: John Wiley & sons.	

PSY-DSC-: 513 Advance Psychological Testing

Total Hours: 60

Credits: 4

Course objective	1. To acquaint student with the characteristics of standardized tests. 2. To familiarize the students with psychometric theories and principles of test construction. 3. To develop occupational skills in student related with psychological testing. 4. Define reliability, including the different types and how they are assessed.	
Course outcomes	1. Acquaint student with the characteristics of psychological tests. 2. To Understand psychometric theories and principles of test construction 3. Develop occupational skills in student related with psychological testing 4. To understand and differentiate validity types and the relevance of statistical analysis for each type	
Unit	Topic Particulars	Hours
Unit I	Measurement and Psychological test 1.1 Measurement and Evaluation, History of Psychological Measurement 1.2 Levels and Function of Measurement (Scales) 1.3 Psychological test: Meaning, Nature and Types 1.4 Characteristics and ethical issues of psychological test 1.5 Importance and Uses of psychological test	7
Unit II	Test Construction and Norms 2.1 Test construction: Meaning and Nature 2.2 Steps of Test construction 2.3 Norms: Meaning and Development 2.4 Within-group norms- Percentiles, standard scores 2.5 the Deviation IQ Relativity of norms	8
Unit III	Item analysis 3.1 Meaning and Purpose 3.2 Item difficulty and Discrimination 3.3 Item response theory 3.4 Item analysis of speed test. 3.5 Factor analysis: Concept and Characteristics	7
Unit IV	Reliability and Validity 4.1 Meaning and types reliability 4.2 Reliability coefficient 4.3 Factors influencing reliability	8

	4.4 Meaning and Types of validity 4.5 Test validity and decision theory	
Study Resources	Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhavan. Singh A.K. (2006). Research Methods in Psychology, Sociology and Education. Delhi Motilal Banarasis Publication. Anastasi, A. (1988). Psychological testing. NY: Macmillan. Freeman, F.S. (1965). Psychological testing. 3rd Ed. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd. Miller, McIntire and Lovler (2011). Foundation of psychological testing, 3rd, Sage publication, California. Cronbach, L. J. (1990). Essentials of psychological testing. 5th Ed. New York: Harper Collins Publishers: Ghiselli, E.E. and Campbell, J.P., Zedek, S. (1981). Measurement theory for the behavioral sciences. W.H. Freeman. Murphy, K. R., Davidshofer, R. K. (1988): Psychological testing: Principles and applications. New Jersey: Prentice Hall Inc. Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). Measurement theory for the behavioral sciences. W.H. Freeman. Chadha, N. K. (1996). Theory and practice of psychometric. New Delhi: New Age International Ltd. Kothari C.R. (2004). Research Methodology. 2nd ed. New Delhi: New Age International Ltd.	

PSY-DSC-514: Practical (Testing)

Total Hours: 30

Credits: 2

Course objectives	• To create interest in Psychological Phenomenon. • To know applying psychological parameters for Counseling and guidance • To provide the students with the practical knowledge of conducting various experiments and Psychological Tests •	
Course outcomes	• To develop awareness of Psychological tools, test and test and techniques. • Evaluation and prediction of specific aspects of human behavior • Enables students to learn the importance of psychological testing and the types of tests used • Ability to administer, analyse and interpret results from various psychological tools.	
Unit	Topic Particular	Hours
Unit I	Group A: Clinical (Any Two) 1. Beck's Depression Inventory 2. Depression proneness 3. Kundu Neurotic Personality Inventory 4.. Children Apperception Test (CAT)	15
Unit II	Group B. Counseling (Any Two) 1. Self Concept 2.. Marital Adjustment Questionnaire 3. Locus of Control Scale 4. Social Maturity Scale	15
Unit III	Group C. Other Tests (Any Two) 1. Raven's Standard Progressive Matrices 2. Spiritual Personality Inventory 3. Prejudice Scale (PSBS) 4. Leadership Performance Scale	15
Unit IV	External Evaluation: 40 Marks 1. Instruction and administered -- 10 Marks 2. Journal --- 10 Marks	15

	3.Report writing --- 10 Marks 4.Viva-voce --- 10 Marks	
Study Resources	• Anastasi, A. & Urbina, S. (1997). Psychological Testing. N. D.: Pearson Education. • Chadha, N. K. (1996). Theory and Practice of Psychometry. N. D.: New Age International Ltd. • Cronbach L. J. (1984). Essentials of Psychological Testing (4thEd) • Kaplan, R. M. & Saccuzzo, D. P. (2007). Psychological Testing: principles. Application and Issues. Australia: Thomson Wadsworth. • Singh, A. K. (2006). Tests, Measurements and Research Methods in Behavioral	

PSY-DSC-515A : Modern applied psychology

Total Hours: 30

Credits: 2(

Course objectives	• To facilitate the learning of traditional emerging fields of psychology. • To understand the relationship between theoretical and practical psychological principals. • To prepare the students to function effectively and confidently in wide range of society •	
Course outcomes	• Understand how psychological theories and principles relate to everyday life and applied Knowledge of Behaviour modification and life skill training. • Students are exposed to basic scientific research methods, techniques, counselling skills, ethics and evaluate skills of Psychology. • Apply psychological principles to personal and social issues and problems	
Unit	Topic Particular	Hours
Unit I	Introduction to Applied 1.1 Definitions and Nature of applied psychology 1.2 Fields of Applied Psychology-Community Psychology, Clinical Psychology, of Law, Criminal Psychology, Health Psychology, Cognitive Psychology, Forensic Psychology and Psychology of traffic. 1.3 Approaches to Applied psychology- Experimental Method. 1.4 Non Experimental Method-Field and Ex-Post Facto Field Studies. 1.5 Techniques of data collection- Observation, Interview, Questioners.	15
Unit II	Community Application 2.1 Nature and definition of Community Psychology 2.2 Fields of Community Psychology- Ecological, Environmental and Cross-Cultural Psychology. 2.3 Community Issues- Littering, Energy, Safety, Social Planning 2.4 Prevention Programs- Indirect Method and Direct Methods- Primary, secondary and tertiary program 2.5 Application in maintaining Community Mental Health	15

Unit III	Clinical Application 3.1 Psychotherapy Differences and Commonalities 3.2 Importance of Therapist-patient relationships 3.3 Types of Therapies –Cognitive Behavioral Therapy (CBT) Psychodynamic therapy- free association, dream analysis and hypnosis. 3.4 Behavior therapy-Systematic desensitization (for PHOBIA) and Family Therapy. 3.5 Application in life-Positive thoughts and Self Hypnotism.	15
Unit IV	Health Application 4.1 Nature, definitions and types of health 4.2 Stress and stressors- Nature and definitions and types (Lack of control, Suddenness, Ambiguity, Life events, Hassles and Environmental factors) 4.3 Major Effects Stress –Illness, Heart Diseases, Hypertensions, Cancer (Brain Tumor) 4.4 Stress Reduction- Bio Feedback, Relaxation Training, Exercise, Modifying Cognitive Antecedents. 4.5 Application in Life-Yoga, Meditation, Relaxation and Assertiveness as a	15
Study Resources	1. Atwater Eastwood (1994). Psychology for living. (5thed.) Prentice Hall of India Private Limited, New Delhi. 2. Choube J.N.(2008).Development Human Skills. Vision Publications, Pune. 3. Crookes, Robert L. & Stein, Jean (1988).Psychology: Science Behavior and Life.Holt, Finehart and Winston Inc. New york.Estern Limited, Publisharsh, Bombay 4. Friedman, M. (1985).The hidden image of Women. In P. Fernando and F. Yasas (Eds). Woman’s image: Making and Shaping, Pune :Ishvani Kendra. 5. GoldstainA.and Krasner L. (1989).Modern Applied Psychology. Maxwell and MacMillan,Singapore 6. Palsane M. N. &NavreSavita (1993).UpyogitManasshastra. YailiEstern Limited Publishers, Bombay.	

PSY-DSC-515 B: industrial and organizational psychology

Total Hours: 30

Credits: 2

Course objectives	•The principles and challenges related to Industrial and Organizational Psychology at the levels of individual , team and organization . •Compare different theories of motivation. •To enable students to understand concepts, theories and research of industrial psychology. • Describe the concept of industrial and organizational psychology, selection and training,evaluation and motivation at workplace.	
Course outcomes	•Students will be able to describe concepts of psychology in the process of manpower training. •The goal of this course is to understand how psychological principal improve efficiency and quality of employee life •Students gain knowledge about the history of I/O psychology, job analysis, motivation, leadership, job satisfaction, work stress and health. •To help students understand motivation and Evaluating Job Performance	
Unit	Topic Particular	Hours
Unit I	Industrial and Organizational (I/O) Psychology- 1.1 I/O Psychology: Meaning, subject matter and functions of Industrial Psychology 1.2 The history of I/O Psychology 1.3 I/O Psychology in the present 1.4 Future of I/O Psychology 1.5 Application: Industry- Academia Connect	15
Unit II	Motivation at the Workplace 2.1 Concept and Classification of work Motivation. 2.2Need Theories-: Maslow's, Herzberg, Achievement Theory. 2.3Cognitive Theories-: Equity Theory, Goal Setting Theory, Self Efficacy Theory 2.4Motivation-: Self-Discipline Model – Seven Step Process 2.5Application-: Using motivation theory at work	15
Unit III	Engineering Psychology 3.1 History and scope of engineering psychology 3.2Time and Motion Study, Person-Machine System 3.3 Workspace Design, Displays Information (Visuals and Auditory) 3.4 Computers, Industrials Robots	15

	3.5 Application- Advances in Engineering Psychology.	
Unit IV	Leadership 4.1 What is Leadership 4.2 Approches to Leadership 4.3 Fiedler's Contingency Model 4.4-Specific Leadership Skills 4.5 Leadership Through Vision Transformation Leadership	15
Study Resources	Luthans, F. (1995). Organizational behavior (7th ed). New York: McGraw- Hill, inc. Robbins, S.P. & Sanghi, S. (2007). Organizational behavior (11th Ed.). New Delhi: Pearson Education. Robbins, S.P.; Judge, T.A; and Sanghi, A (2009). Organizational behavior. N.D.: Pearson PrenticeHall. Pandit, R., Kulkarni, AV. & Gore, C. (1999). Manasashastra: Audyogikaanivyavasayikupayojan. Nagpur: Pimpalapure & Co. Gadekar, Jamale, Rasal(2013), Audyogikva Sanghatanatmak Manasshastra Aamodt, M.G. (2007). Industrial and organizational psychology: An applied approach. US: Thomson & Wadsworth. McShane, et al. (2006). 1st reprint. Organizational behavior. N.D.: Tata McGraw-Hill Miner, J.B. (1992). Industrial-Organizational Psychology. N.Y.: McGraw-Hill Schultz, D. and Schultz, S. E. (2006). Psychology and work today. 8th ed. N.D.: Pearson Edu. Singh (2015). Organizational Behaviour : Text and Cases, 2/e - Pearson, Education.	

PSY-DSC-: 516 Research Methodology

Total Hours: 30

Credits: 2

Course objectives	• To introduce the basic principles of Research Methodology. • To discuss in-detail the sampling, data collection, analysis of data and report writing. • To Provide an overview of scientific research, sampling technique, methods & research design to the students •	
Course outcomes	• students will think critically about research in psychology by using basic research methods and analysing and interpreting data. Interpret, design, and conduct basic psychological research. • Design and Develop the strategy, to conduct research • Students will be able to design research, do sampling, data collection . •	
Unit	Topic Particulars	Hours
Unit I	Research Methods and Nature 1.1 Nature and definition of research 1.2 Types of research 1.3 criteria and resources of research 1.4 variable definition and types 1.5 importance of objectives	7
Unit II	Research Problem and Hypothesis 2.1 Nature and characteristics of research problem 2.2 Sources and Evaluation of Research problem 2.3 meaning and nature of hypothesis 2.4 difference between problem and hypothesis, characteristic of good hypothesis. 2.5 Function of hypothesis	8
Unit III	Sampling and Methods of Data Collection 1.1 concepts of Universe and sample 1.2 Types of probability sampling a) Simple random sampling b) stratified random sampling c) area or cluster sampling 1.3 Types of non probability sampling a) quota sampling b) accidental or convenience sampling	7

	c) purposive or judgemental sampling 1.4 Methods of data collection a) experimental b) field experiment c) field studies d) questionnaire e) interview f) survey g) observation h) testing i) case study 1.5 Secondary data a) Publications b) newspapers and periodicals c) unpublished record	
Unit IV	Research Design 4.1 objectives of Research Design 4.2 Research Design- definition, principles and control of variance 4.3 between group design- single group and two group design 4.4 factorial design-simple factorial design, multifactorial design 4.5 Quasi experimental design- time series, equivalent time series, non equivalent control group design	8
Study Resources	1. Anastasi, A. (1990). Psychological Testing. McMillan 2. Kerlinger, F.N. (1994). Foundations of Behavioural Research (3rd ed.) 3. Goodwin, J. (2009). Research in psychology: Methods in Design. (6th ed.) Wiley. 4. Shaughnessy, J.J. & Zechmeister, E.B. (1997). Research Methods in Psychology (4th ed.) 5. Edward, A.L. (1985). Experimental Designs in Psychological Research, Harper and Row 6. Singh, A.K. (2006). Tests, Measurement and Research Methods in Behavioural Sciences. Bharti Bhavan. Patana. 7. Gregory, R. J. (2008). Psychological Testing- History, Principles and Applications. 8. Borude, R. R. (2008). Research Methodology. Pune vidyarthi Gruh Prakashan, Pune	

PSY-DSC-517 project reports

Total Hours: 30

Credits: 2

Course objectives	•Determine that the student is able to undertake the work of the project report		
Course outcomes	• Demonstrate the use of APA style in writing. • Demonstrate the ethical issues related to academic writing.		
Unit	Topic Particular		Hours
Unit I	Internal Examination :- 10 marks		15
	Regularity and punctuality	Report	
	5	5	
Unit II	External Examination :- 40 marks		15
	Report writing	Presentation	
Unit III	Internal evaluation will be done by the concerned teacher or guide. 1. External Examination will be conducted by two examiners one of whom will be internal and two will be external examiners (appointed by 32(5) (a) committee by NMU). 2. Each batch will consist of only eight students. 3. Duration of examination for each batch will be four hours. 4. Marks for Project Report and Presentation and viva-voce will be given by both examiner and the average of the same will be considered as final marks of candidate		15

PSY-DSC-5: cognitive phenomenon

Total Hours: 60

Credits: 4

Course objectives	• To Improving decision making skills . • To Understand Memory and Cognitive Phenomenon • To Understand language production and language and cognition •	
Course outcomes	•Understanding the function of brain •Create awareness about the role of biological factors in learning and memory process •Getting theoretically and practically focused on concepts of attention, perception, thinking, concept formation, language formation. •Analyze each situation rationally and take decisions better and faster than others.	
Unit	Topic Particular	Hours
Unit I	Learning and Thinking 1.1 Definition and Method of learning 1.2 Theories of learning- Pavlovian classical conditioning 1.3 Thorndike's instrumental learning and law of effect 1.4 Skinner radical behaviour 1.5 Theories of thinking-Central theory, Peripheral theory, Associationism, Gestalt theory, Information processing theory	15
Unit II	Memory and Related Cognitive Phenomenon 2.1 Episodic memory-Theories of memory 2.2 a) Short term memory-Fragility, Capacity, Coding b) Long term memory-Determinants of accuracy, Effect of context 2.3 Models of memory-Craik and Lockhart's level of processing approach, Tulvings model, Encoding specificity model 2.4 Semantic memory- The semantic and episodic distinction, Concepts categories and its prototype 2.5 Theories of semantic memory-Feature comparison model,	15

	Network model , Exemplar model.	
Unit III	Language 3.1 The structure of language 3.2 Language comprehension and production- Speech perception, speech errors in production, sentence comprehension, comprehending text passages 3.3 Language and cognition-The modularity hypothesis, 3.4 The Whorfian modularity hypothesis 3.5 Neuropsychological views and evidence	15
Unit IV	Decision Making 4.1 Phases of decision making 4.2 Basic concepts of probability 4.3 Availability heuristics- Regency, Effect of familiarity 4.4 Overconfidence- Causes , Improving decision making 4.5 The Hindsight Bias	15
Study Resources	Matlin, M. (1994). Cognition. Bangalore: Harcourt Brace Pub. Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth. Kellogg, R.T.(2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications. Solso, R. L. (2004). Cognitive Psychology (6th ed). Delhi: Pearson Education. Wade, C. and Tavris, C. (2007). Psychology. ND: Pearson Education. Jahnke, J. C. & Nowaczyk, R. H. (1998). Cognition. Upper Saddle NJ: Prentice Hall. Burne, L.E., Dominowski, R.L. & Loftus, E.E. (1979). Cognitive processes. NJ: Prentice-Hall. Gavin, H. (1998). The essence of cognitive psychology. London: Prentice-Hall. Corens, S., Ward, L.M., & Enns, J. (1994). Sensation and perception. NY: Harcourt Brace & Co. Messer, D. & Miller, S. (1999). Exploring developmental psychology. London:Arnold. Flavell, J.H. (1985). Cognitive development (2nd ed) NJ: Prentice Hall. Best, J. B. (1999). Cognitive Psychology. USA: Wadsworth Publishing Co. Guenther R. K. (1998). Human Cognition. New Jersey: Prentice-Hall	

PSY-DSC-522: Motivation And Emotion

Total Hours: 60

Credits: 4

Course objectives	•	
Course outcomes		
Unit	Topic Particular	Hours
Unit I	Foundations of Motivation 1.1. Definition and Basic Motivational Concepts: instincts, needs, drives, motivational cycle 1.2. Approaches to the study of motivation: Physiological, Ethological, Cognitive, Socio-cultural, Developmental 1.3. Mechanism of hunger and thirst, 1.4 Mechanism of sleep and sex 1.5 Cognitive bases of motivation: Intrinsic motivation Attribution, Competence	15
Unit II	Theories and Measurement of Motivation 2.1. Murray's theory of psychogenic needs 2.2. Maslow's Need Hierarchy 2.3. McClelland's Human Motivation Theory 2.4. Measurement of motives: Issues and Techniques 2.5 Cross – Cultural perspective of motivation	15
Unit III	Foundations of Emotion 3.1. Concepts and Components of Motivation 3.2. Types of Emotion 3.3. Physiological correlates of emotions	15

	3.4. Cerebral lateralization of cognition and emotion 3.5 Emotion and culture: Etic and Emic approach	
Unit IV	Theories and Measurement of Emotion 4.1. James-Lange Theory of Emotion 4.2. Cannon-Bard Theory of Emotion 4.3. Schachter-Singer Theory of Emotion 4.4. Emotional intelligence: Models and Measurements 4.5 Facial feedback hypothesis	15
Study Resources	Franken, R. E. (2007). Human motivation. USA: Thomson Higher Education. Buck, R. (1976) Human Motivation and Emotion, New York: Wiley. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India.. Hall, C.S., Lindsey, G. & Campbell, J. B. (1998). Theories of Personality. Carlson, N. R. (2007). Foundations of physiological psychology. N.D.: Pearson Edu. Pinel, J.P.J. (2007). Biopsychology. N.D.: Pearson Edu. Endler, N.S., & Magnusson, D. (1976) Interactional Psychology and Personality. Hemisphere Pub. Corporation. Kalat, J. W. (2000). Biological psychology. Wadsworth, Inc. Ryckman, R.M. (1978). Theories of Personality. D.Van Nostrand Company: New York. Misra, G. (ed) (1999). Psychological perspectives on stress and health. ND: Concept. Salovey, P. & Sluyter, D. (eds) (1997). Emotional development and emotional intelligence: Implications for educators. NY: Basic Books. Frager, R. & Fadiman, J. (2007). Personality and personal growth. 6th Edn. Pearson Prentice Hall, India. Mayer, F.S & Sutton, K. (1996). Personality: An integrative approach. N.J.: Prentice-Hall. Pestonjee, D.M., Pareek, U. & Agrawal, R. (eds) (1999). Studies in stress and its management. ND: Oxford & IBH. Kassinove, H. (ed) (1995). Anger disorders: Definition, diagnosis and treatment. Washington,	

PSY-DSC-523. Statistics in psychology

Total Hours: 3600

Credits: 4

Course objectives		
Course outcomes		
Unit	Topic Particulars	Hours
Unit I	Statistics and Probability 1.1 Statistics: Meaning, Types, Need and Importance 1.2 Characteristics of Central tendency and Variability 1.3 Principles of Probability 1.4 Characteristic and Properties of Normal distribution curve. 1.5 Application of Normal distribution curve.	7
Unit II	Correlation and Regression 2.1 Meaning and Nature of correlation 2.2 Pearson's Product-Moment Correlation, Bi-serial and Point-bi-serial correlation 2.3 Tetra-choric, Phi coefficient, Partial and Multiple Correlation 2.4 Regression: Concept and uses 2.5 Types of Linear and Multiple regression	
Unit III	Significance of the Difference between Means 3.1 Need and Importance. 3.2 Fundamental Concept: Standard error, Null hypothesis, Level of confidence, Size of sample, One-tailed and Two-tailed test. 3.3 Determine the significance of difference between two means. 3.4 Independent sample t test	

	3.5 Correlated sample t test	
Unit IV	Analysis of Variance and Nonparametric Statistics 4.1 Meaning, Need and Assumptions of analysis of variance 4.2 One-way and Two-way analysis of variance 4.3 Difference between Parametric and Non parametric statistics, 4.4 Chi Square test: Assumptions, Uses and Procedure 4.5 Non-parametric tests for correlated sample: Rank Difference Correlation, Sign Test, Non-parametric tests for uncorrelated sample: Mann-Whitney U-test, Median test	
Study Resources	1) Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: BharatiBhavan. 2) Mangal S.K. (2004). Statistics in Psychology and Education. Prentice Hall of India, NewDelhi. 3) Minium E.W., King B. M., Bear G. (1995). Statistical Reasoning in Psychology and Education. 4) Miller, McIntire and Lovler (2011). Foundation of psychological testing. 3rd ed. Sage publication, California. 5) Cronbach, L. J. (1990). Essentials of psychological testing. 5th Ed. New York: Harper Collins Publishers: 6) Aron & Aron (2008). Statistics for Psychology. 5th ed. Pearson: New Delhi. 7) Howell, D. (2009). Statistical Methods for Psychology. 7th ed. Wadsworth. 8) Minium, E. W., King, B. M., & Bear, G. (2001). Statistical reasoning in psychology and Education. Singapore: John-Wiley. 9) Guilford, J. P., & Fructore, B. (1978). Fundamental statistics for psychology and education. 10) Borude R.R. (2005). Research Methodology. Pune Vidhyarthi ghras Publication, Pune. 11) Broota K.D. (2002). Experimental design in Psychological research. New age International, New Delhi. 12) Barve B. N. (2007). Shaishkashnik Mansashashtriya Sankhyashatra, 1st edition, Vidhya Prakashan , Nagpur.	

PSY-DSC-524: practical (Testing

Total Hours: 30

Credits: 2

Course objectives	• To acquaint the students with Skills of scientific techniques of conducting experiments in psychology •The different areas of experimental research in psychology	
Course outcomes	•Acquaint the students with Skills of scientific techniques of conducting experiments in psychology •Application of experimental findings in day to day life	
Unit	Topic Particular	Hours
Unit I	Group A Other Tests(Any Two) Raven's Standard Progressive Matrices Spiritual Personality Inventory 3.. Social Distance Scale 4.Prejudice Scale	15
Unit II	Group B. Other Tests (Any Two) 1.Emotional Intelligence Scale 2. Social Distance Scale 3. Parental encouragement 4. Children Curiosity (CC-K)	15
Unit III	External Evaluation: 40 Marks 1.Instruction and administered -- 10Marks 2.Journal -- 10Marks 3.Report writing -- 10 Marks 4.Viva-voce -- 10 Marks	15
Unit IV		15
Study Resources	. Anastasi, A. & Urbina, S. (1997). Psychological Testing. N. D.: Pearson Education. 2. Chadha, N. K. (1996). Theory and Practice of Psychometry. N. D.: New Age International Ltd 3. Cronbach L. J. (1984). Essentials of Psychological Testing (4thEd)	

	4. Kaplan, R. M. & Saccuzzo, D. P. (2007). Psychological Testing: principles. Application and Issues. Australia: Thomson Wadsworth. 5. Singh, A. K. (2006). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhavan.	
--	---	--

PSY-DSC-525A : Applied psychology & Modern Life

Total Hours: 30

Credits: 2

Course objectives		
Course outcomes		
Unit	Topic Particular	Hours
Unit I	Social Applications 1.1 Psychology of Apathetical behavior- Social and Political apathy, causes and prevention. 1.2 Psychology of terror- causes and prevention. 1.3 Psychology of corruption- causes and prevention. 1.4 Psychology of Social Change- Positive and Negative Effects. 1.5 Psychology of Propaganda-Effects on Social Behavior.	15
Unit II	Psychology of Crime 2.1 Nature and Definition of crime. 2.2 Causes of Crime-Social causes-(Broken Family, Absence of social Control, Education Media, Addiction, Religion, Changes in social values) and Economical, Political, Geographical and Judiciary causes. 2.3 Types of crime-Juveniles, White Collar crime, Drug Addiction. 2.4 Remedies – Parole, Probation, Open Jail, Reformations, Value education and awareness of law. 2.5 Application in controlling criminal behavior-Social awareness and Social Responsibility	15
Unit III	Positive Psychology 3.1 Assumption, goals, definitions and importance of Positive Psychology. 3.2 Psychology of well-being- Nature and necessity. 3.3 Happiness-Definition, type (Hedonic and Eudemonic) and its effect on life. 3.4 Subjective wellbeing-The hedonic basis of happiness, measuring subjective well-being and life satisfaction. 3.5 Application in life-Emotional, Psychological and social life.	15

Unit IV	Communication and Interview Applications 4.1 Communication Process: Nature, Definitions and Types 4.2 Effective Communication – Preparation for Speech, analysis of audience and skill of presentation. 4.3 Definition, Nature and Types of Interview – Face to Face, Preliminary and Depth, Sequential and Panel, Directive and Non Directive and Stress interview. 4.4 General Etiquettes about- Nametag, Hand Shake, Cell Phone, Entry and Exit, Do and Don't during the Interview. 4.5 Application in professional life- sales and negotiations and responding through proper gesture and knowledge.	15
Study Resources	1. Atwater Eastwood (1994). Psychology for living. (5th ed.) Prentice Hall of India Private Limited, New Delhi. 2. Choube J.N.(2008).Development Human Skills. Vision Publications, Pune. 3. Crookes, Robert L. & Stein, Jean (1988).Psychology: Science Behavior and Life.Holt, Rinehart and Winston Inc. New York.Estern Limited, Publishers, Bombay 4. Friedman, M. (1985).The hidden image of Women. In P. Fernando and F. Yasas (Eds). Woman's image: Making and Shaping, Pune :Ishvani Kendra. 5. Goldstein A. and Krasner L. (1989).Modern Applied Psychology. Maxwell and MacMillan, Singapore 6. Palsane M. N. & Navre Savita (1993).Upyogit Manasshastra. Yaili Estern Limited Publishers, Bombay. 7. Pandit R. V., Kulkarni & Gore C. V. (2000).Upyogit Mannas Shastra.Pimplapure & Co. Publishers, Nagapur. 8. Pandit, Kulkarni & Gore (1999).Audyogic and Vaysaik Upyojan.Pimplapure & Co. Publishers, Nagapur. 9. Sam V. (2011).A Text Book Of Applied Clinical Psychology. Dominant Publishers and Distributors, New Delhi. 10. Sharma R. (2004).Advance Applied Psychology. Atlantic Publishers and Distributors, New Delhi. Vol.1 and Vol.2 11. Synder C.R., Shane J. Loper, Jennifer & Termoto P. (2011). Positive Psychology. (2nd) edition, Sage Publication, South Asia Edition, Delhi. 12. Tadsare V. D. & Tambake K. B. (2004).Upyogit Mannas Shastra.Fadake Prakashan,	

PSY-DSC-525 B: industrial and organisational behaviour

Total Hours: 30

Credits: 2

Course objectives	To acquaint the students with -: The Principles and challenges related to Industrial and Organizational Psychology at the levels of individual, team and organization. The work done in Industrial and Organizational Psychology The personnel selection and training. The Create a plan to improve their own personal leadership skills.	
Course outcomes		
Unit	Topic Particular	Hours
Unit I	Importance of Organizational Behaviour and Organizational Development 1.1 Meaning and nature of Organizational Behavior (OB) 1.2 Trends and challenges to OB- globalization, diversity, ethics 1.3 Meaning and nature of Organizational Development (OD) 1.4 Systems Theory of Organizational Development (OD) 1.5-Application - Organizational change	15
Unit II	PERSONNEL SELECTION AND TRAINING 2.1 Job Profile, job analysis and Recruitment techniques 2.2 Personnel Selection -Non-Testing Methods a) Selection Interview b) Application Blanks C) Biological Inventories D) Projective Personality Analysis of Application Blanks 2.3 Personnel Selection – Testing Methods Measurement of Abilities Special Aptitude Tests Measurement of Personality Measurement of skills and Achievement. 2.4 Psychological Principles in training and training for knowledge and skill 2.5-Evaluation of Training Programmed	15
Unit III	JOB SATISFACTION 3.1 Job satisfaction as a job attitude 3.2-Components of job satisfaction: Satisfaction with work, with pay and with Supervision 3.3 Measuring job satisfaction: Job Descriptive Index, Minnesota Satisfaction 3.4 Theories of job satisfaction: Motivator-Hygiene Theory, Dispositional approach 3.5-: Application: Relationship of job satisfaction to	15

	productivity and withdrawal behavior.	
Unit IV	Evaluating Job Performance 4.1 The Uses of Performance Evaluation ii . Sources of Evaluation 4.2 . Appraisal Rating System 4.3 . Non - Rating Evaluation Methods 4.4 Application - 360 Degree Evaluation Job Satisfaction	15
Study Resources	Luthans F. (1995) Organizational behavior (7 " ed) New York : McGraw - Hill , Robbins , S.P. & Sanghi , S. (2007) Organizational behavior (11 Ed) , New Delhi : Pearson Education . Robbins , S.P. , Jude , T.A ; and Sanghi , A (2009) . Organizational behavior N.D. Pearson Prentic Hall Pandit , R . , Kulkarni , AV . & Gore , C. (1999) Manasashastra : Audyogikaanivyavasayikupayojan Nagpur : Pimpalapure & Co. Ciadekar , Jamale , Rasal (2013) , Audyogikva Sanghatanatmak Manasshastra Aamodt , M.G. (2007) . Industrial and Organizantioal psychology : An applied approach US : Thomson & Wadsworth . Meshane , et al . (2006) .1 " reprint . Organizational behavior . N.D .: Tata McGraw - Hall Miner J.B. (1992) . Industrial and Organizational psychology : N.Y. Megraw - Hill Singh (2015) , Organizational Behaviour : Text and Cases , 2 / e - pearson Education Hak	

PSY-DSC-526: Research Method in Psychology

Total Hours: 30

Credits: 2

Course objectives	This course aims at enabling students to – 1. The basic research concepts 2. Steps in research process 3. The basic terminology of advanced research techniques	
Course outcomes	1 To understand the process of research methodology in psychology. 2. Demonstrate knowledge of research process	
Unit	Topic Particular	Hours
Unit I	Correlation Research Design 1.1 nature of correlation 1.2 advanced correlational methods a) rank difference correlation b) biserial correlation c) Point biserial correlation d) tetrachoric correlation e) phi-coefficient f) multiple and partial correlation 1.3multiple regression 1.4linear relationship	15
Unit II	Multivariate Data Analysis 2.1factor analysis- nature and concept in factor Analysis 2.2 factor analysis, regression analysis and cluster Analysis 2.3 steps of factor analysis 2.4 techniques of factor analysis	15
Unit III	Scaling Techniques 3.1 process of scaling techniques 3.2problems in scaling techniques 3.3 importance of scaling techniques 3.4 Types of scaling	15

Unit IV	Report Writing 4.1 scientific communication 4.2 preparing research proposal- APA style 4.3 Research report- report writing steps, report structure report writing style 4.4 evaluation of report	15
Study Resources	Anastasi, A. (1990). Psychological Testing. McMillan 2. Kerlinger, F.N. (1994). Foundations of Behavioural Research (3rd ed.) 3. Goodwin, J. (2009). Research in psychology: Methods in Design. (6th ed.) Wiley. 4. Shaughnessy, J.J. & Zechmeister, E.B. (1997). Research Methods in Psychology (4th ed.) 5. Edward, A.L. (1985). Experimental Designs in Psychological Research, Harper and Row 6. Singh, A.K. (2006). Tests, Measurement and Research Methods in Behavioural Sciences. Bharti Bhavan. Patana. 7. Gregory, R. J. (2008). Psychological Testing- History, Principles and Applications. 8. Borude, R. R. (2008). Research Methodology. Pune vidyarthi Gruh Prakashan, Pune.	

PSY-DSC-527: internship

Total Hours: 30

Credits: 2

Course objectives	1. The course leads to develop the students to perform the role of
--------------------------	---

	counsellor who can link the school, college and society for healthy development and effective adjustment. 2. Explain and describe the need of counselling in specific situations Explain, describe and realize the diversity issues impacting the role of a counsellor	
Course outcomes	1. Asses interests and abilities in their field of study. 2. Develop work habits and attitudes necessary for field of counselling. 3. Develop communication, interpersonal and other critical skills in tcounselling process. 4. Build a record of work experience in counselling Special Features:	
Unit	Topic Particular	Hours
Unit I	•Related to the needs of school, organization, society. .Field experience in various types of schools, organizations etc •Exposure to various psychological tools •Training in administration of selected psychological tests •Immediate applicability of the knowledge •Self-study and project work •Highly educated, eminent, expert staff •Group and individual Guidance to school students and social organizations. *Practical / Internship	15
Unit II	The Internship work consists of class observation, preparing checklists, administration of some psychological tests to individuals and groups, interpretation of scores, writing testing test reports, conducting group and individual Counselling and guidance session. □ Fieldwork : Centre are given below.. 1. Centre for learning disabilities 2. De-addiction centers 3. Hospital for Mental Health Industries 4. Old age home 5. Orphanage 6. Rehabilitation Centre 7. School (Private / Government) 8. Special Education School	15
Unit III	* Assignments as given below. 1. Individual Counselling Sessions Minimum 10 2. Group Guidance Sessions Minimum 10 3. Classroom / Students observationsMinimum 02 4. N.G.O. Visit Minimum 02	15
Unit IV	*Note : 1. Reports of Guidance & Counselling sessions must be signed by your supervisor on time. 2. Prior discussion about session / presentation with supervisor is mandatory. 3. Assignments/ Reports should be printed. Transaction Methodology : Village Visit and Group-Wise Project Work	15

--	--	--