

**M.A./ M.Sc. Psychology**  
**(Effective from Academic Year 2024-2025 onwards)**



शेखावाटी विश्वविद्यालय  
**Shekhawati University**

**Syllabus**  
**(As per NEP 2020)**

**Pandit Deendayal Upadhyaya Shekhawati University,**  
**Sikar (Rajasthan) 307026**

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Website: [www.shekhauni.ac.in](http://www.shekhauni.ac.in)

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Shekhawati University,  
Sikar(Rajasthan)

Curriculum Structure									
Session 2024-2025 onwards									
Name of the Programme: M.A./M.Sc. Psychology									
Year: First			Semester: I (Pawas)						
Course Code	Course Title	Contact Hrs. per Week			Credits	Weightage (%)			
		L	T	P		CW\$	MTE	ETE	
<b>Discipline Specific Core (DSC):</b>									
24MSY9101T	Theoretical Approach in Psychology	4	0	0	4	20	10	70	
24MSY9102T	Psychopathology	4	0	0	4	20	10	70	
24MSY9103T	Research Methods	4	0	0	4	20	10	70	
24MSY9101P	Psychology Laboratory-I	0	0	8	4	--	--	100	
<b>Discipline Specific Elective (DSE):</b>									
24MSY9104T	Development in Psychology	4	0	0	4	20	10	70	
<b>OR</b>									
24MSY9105T	Environmental Psychology	4	0	0	4	20	10	70	
<b>OR</b>									
24MSY9106T	Vocational Psychology	4	0	0	4	20	10	70	
<b>Value Added Course (VAC)</b>									
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<b>Seminar/Internship/Dissertation (S/I/D):</b>									
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<b>Total</b>					<b>22</b>				

Summary: I Semester		
S.N.	Particulars	Credits
1.	Discipline Specific Core (DSC):	16
2.	Discipline Specific Elective (DSE):	04
3.	Value Added Course (VAC):	02
4.	Seminar/Internship/Dissertation(S/I/D):	--
<b>Total</b>		<b>22</b>
\$CW (Class work): It would include attendance, assignments, class test/quiz test/assignments, ppt, play, learn by fun activities etc.		

  
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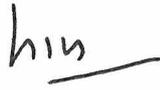
Curriculum Structure									
Session 2024-2025 onwards									
Name of the Programme: M.A./M.Sc. Psychology									
Year: First			Semester: II (Vasant)						
Course Code	Course Title	Contact Hrs. per Week			Credits	Weightage (%)			
		L	T	P		CW\$	MTE	ETE	
<b>Discipline Specific Core (DSC):</b>									
24MSY9201T	Advanced Social Psychology	4	0	0	4	20	10	70	
24MSY9202T	Biopsychology	4	0	0	4	20	10	70	
24MSY9203T	Statistics in Psychology	4	0	0	4	20	10	70	
24MSY9201P	Psychology Laboratory-II	0	0	8	4	--	--	60	
<b>Discipline Specific Elective (DSE):</b>									
24MSY9204T	Psychology of Personality	4	0	0	4	20	10	70	
<b>OR</b>									
24MSY9205T	Clinical Disorders	4	0	0	4	20	10	70	
<b>OR</b>									
24MSY9206T	Counselling Psychology	4	0	0	4	20	10	70	
<b>Value Added Course (VAC)</b>									
--	--	--	--	--	2	--	--	--	
<b>Seminar/Internship/Dissertation (S/I/D):</b>									
--	--	--	--	--	--	--	--	--	
<b>Total</b>					<b>22</b>				

Summary: I Semester		
S.N.	Particulars	Credits
1.	Discipline Specific Core (DSC):	16
2.	Discipline Specific Elective (DSE):	04
3.	Value Added Course (VAC):	02
4.	Seminar/Internship/Dissertation(S/I/D):	--
<b>Total</b>		<b>22</b>
\$CW (Class work): It would include attendance, assignments, class test/quiz test/assignments, ppt, play, learn by fun activities etc.		

  
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Curriculum Structure									
For Session 2024-2025 onwards									
Name of the Program: Master of Psychology							Semester: III (Pawas)		
Year: Second									
Course Code	Course Title	Contact Hrs per Week			Credits	Weightage (%)			
		L	T	P		CWS	MTE	ETE	
<b>Discipline Specific Core (DSC):</b>									
24MSY9301T	Research design & Testing	4	0	0	4	10	20	70	
24MSY9302T	Cognitive Psychology	4	0	0	4	10	20	70	
<b>Discipline Specific Elective (DSE):</b>									
<b>Select any Two out of Three Theory</b>									
24MSY9303T	Health Psychology	4	0	0	4	10	20	70	
24MSY9304T	Organisational Behaviour	4	0	0	4	10	20	70	
24MSY9305T	Neuro disorders & therapeutic Techniques	4	0	0	4	10	20	70	
<b>AND</b>									
24MSY9306T	Positive Psychology	4	0	0	4	10	20	70	
24MSY9301P	General Lab	4	0	0	4	10	20	70	
<b>Value Added Course (VAC):</b>									
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<b>Seminar/Internship/Apprenticeship/Project/Community Outreach (S/I/A/P/C):</b>									
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<b>Total</b>					<b>26</b>				

Summary: III Semester (Pawas)		Credits
S.N.	Particulars	
1.	Discipline Specific Core (DSC):	<b>08</b>
2.	Discipline Specific Elective (DSE):	<b>16</b>
3.	Value Added Course (VAC):	<b>02</b>
4.	Seminar/Internship/Apprenticeship/Project/Community Outreach (S/I/A/P/C):	<b>00</b>
<b>Total</b>		<b>26</b>
\$CW (Class work): It would include attendance, class test/quiz test/assignments, ppt, play, learn by fun activities etc.		

  
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Curriculum Structure									
For Session 2024-2025 onwards									
Name of the Program: Master of Psychology									
Year: Second					Semester: IV (Vasant)				
Course Code	Course Title	Contact Hrs per Week			Credits	Weightage (%)			
		L	T	P		CW\$	MTE	ETE	
<b>Discipline Specific Core (DSC):</b>									
24MSY9401T	Indian Psychology	4	0	0	4	10	20	70	
<b>Discipline Specific Elective (DSE): (Select any two)</b>									
24MSY9402T	Educational Psychology	4	0	0	4	10	20	70	
24MSY9403T	Human Resource Management	4	0	0	4	10	20	70	
24MSY9404T	Applied Psychology	4	0	0	4	10	20	70	
24MSY9405T	Sports Psychology	4	0	0	4	10	20	70	
<b>Value Added Course (VAC):</b>									
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<b>(Select Any One)</b>									
24MSY9401D	Dissertation	0	0	--	8	--	--	100	
24MSY9401V	Project	0	0	--	8	--	--	100	
24MSY9401S	Seminar	0	0	--	8	--	--	100	
<b>Total</b>					<b>20</b>				

Summary: IV Semester (Vasant)			Credits
S.N.	Particulars		
1.	Discipline Specific Core (DSC):		<b>04</b>
2.	Discipline Specific Elective (DSE):		<b>08</b>
3.	Value Added Course (VAC):		00
4.	Seminar/Internship/Apprenticeship/Project/Community Outreach (S/I/A/P/C):		<b>08</b>
<b>Total</b>			<b>20</b>
\$CW (Class work): It would include attendance, class test/quiz test/assignments, ppt, play, learn by fun activities etc.			

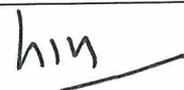
  
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**Semester- I**

Course Title:	Theoretical Approach in Psychology	Course Code: 24MSY9101T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Psychological foundations:</b> Helmholtz, Weber and Fechner, Structuralism; Wundt and Titchener. <b>Functionalism:</b> William James, John Dewey, Galton	<b>16</b>
<b>Unit II</b>	<b>Associationism:</b> Ebbinghaus, Thorndike, Pavlov, Behaviorism, Watson and Tolman	<b>17</b>
<b>Unit III</b>	<b>Psychoanalysis:</b> Freud, Jung, Adler, Horney. <b>post psychoanalysis:</b> Erikson and Sullivan; <b>Gestalt psychology:</b> Wertheimer, Koffka, Kohler	<b>12</b>
<b>Unit IV</b>	<b>Humanistic:</b> Rogers and Maslow; <b>Cognitive psychology:</b> Piaget and Chomsky	<b>15</b>
<b>Reference Books:</b>		
<b>1</b>	Hergenhahr, B.R. (2001). An Introduction to the history of psychology, New Delhi: Cengage learning.	
<b>2</b>	Leahey T.H.(2006). History of psychology: Main currents in psychological thoughts. New Delhi: Pearson education	
<b>3</b>	Shultz D.P (2003) History of psychology. New Delhi: Pearson Education	
<b>4</b>	Singh A. k (1997). The comprehensive history of psychology. New Delhi: Motilal banarsidas	

Course Title:	Psychopathology	Course Code: 24MSY9102T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Introduction:</b> Normality and pathology; Mental health and mental disorder. Indicators of Abnormality, Vulnerability, resilience and coping paradigm. prevention of Mental disorders: levels and prevention, situation – focused and competency – focused prevention.	<b>16</b>
<b>Unit II</b>	<b>Classification of mental disorders:</b> Latest APA and WHO classification. Development, Advantages and disadvantages of classification system.	<b>17</b>
<b>Unit III</b>	<b>Theoretical Models:</b> Bio – Medical, Psychodynamic, Cognitive, Behavioral, Humanistic, Existential, Family systems, Integrative and Biopsychosocial Model.	<b>12</b>
<b>Unit IV</b>	<b>Casual factors and symptomology:</b> Biological, Psycho- social and socio-cultural casual factors, Diathesis – stress Models. Cognitive, conative and affective symptoms	<b>15</b>
<b>Reference Books:</b>		
<b>1</b>	Kaplan, H.J., and Sa dock, B. J. (2024). Comprehensive Textbook of psychiatry. Balti more e: Williams and Wilkins.	
<b>2</b>	Diagnostic and statistical Manual of Mental Disorders. (DSM - IV – TR ,2000; DSM – V,2013. Washi ngton, D. C: APA Publication.	
<b>3</b>	The ICD -10 Classification of mental and behavioral Disorders, (2007). WHO.	
<b>4</b>	Sarason, I. G. & Sarason, B.R. (2005). Abnormal psychology: The problem of Maladaptive Behavior. Delhi: Pearson India Education.	
<b>5</b>	Butcher, J. N. Hooley, J. M, Mineka, S. Dwivedi B.C (2015). Abnormal Psychology. Delhi: Pearson India education.	
<b>6</b>	Barlow, D.H, & Durand V.M, (2007). Abnormal psychology New Delhi Thomason	

Course Title:	Research Methods	Course Code: 24MSY9103T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Psychology and Science:</b> Theory Building, developing a Research Questions. Research Process: Research Problem, Hypothesis and Variables (Operationalization and Control). Sampling: Probability and Non probability Techniques of Sampling.	<b>16</b>
<b>Unit II</b>	<b>Experimental and Non-Experimental Research Methods:</b> Experimental- True and Quasi Experiments. Non-Experimental - Observation, Archival and Case Study.	<b>17</b>

  
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<b>Unit III</b>	<b>Qualitative Research Methods:</b> Focus Groups, Interviews, Thematic Analysis, Discourse Analysis.	<b>12</b>
<b>Unit IV</b>	<b>Report Writing:</b> Research Report Writing (APA Style): Ethics in Psychological Research.	<b>15</b>
<b>Reference Books:</b>		
1	Broota, K.D. (1992). Experimental designs in Behavioral Research, New Delhi: Wiley.	
2	Howitt, D. & Cramer, D. (2005). Introduction to Research Methods in Psychology. New Delhi: Pearson.	
3	Guthrie, G. (2010). Basic Research Method. New Delhi: Sage.	
4	Kline, T.J.B. (2005). Psychological Testing. New Delhi: Vistaar Publication.	
5	Me Burney, D.H. & White, T.L. (2007). Research Methods. New Delhi: Cengage Learning.	
6	Newman, W.L. (1991). Social Research Methods: Qualitative and Quantitative. Boston: Allyn and Bacon.	

<b>Course Title:</b>	<b>Development in Psychology</b>	<b>Course Code: 24MSY9104T</b>
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Human Development:</b> Nature and Scope Methods of studying Developmental Behavior. Foundations of Development: Biological, Socio-Environmental and Cultural	<b>16</b>
<b>Unit II</b>	<b>Self and Identity:</b> Self Awareness, Self-Concept and Self-Esteem; Cognitive Social and Cultural Influences; Identity: Nature and Meaning, Construction and Influences on Identity Development	<b>17</b>
<b>Unit III</b>	<b>Psychoanalytic and Psychodynamic Theories:</b> Freud, Erikson and Bowlby. Social Learning and Cognitive Theories: Bandura, Piaget, Vygotsky	<b>12</b>
<b>Unit IV</b>	<b>Emotional and Moral Development:</b> Functions of Emotions, Development of Emotional Expression. Moral Development: Piaget's and Kohlberg's Theories. Influences on Moral Reasoning.	<b>15</b>
<b>Reference Books:</b>		
1	Berk, L.E. (2003). Child Development. Delhi: Prentice-Hall	
2	Santrock, J.W. (1999). Lifespan Development. New York: McGraw Hill.	
3	Hurlock, E. (2003). Developmental Psychology, Delhi: Tata McGraw Hill.	
4	Papalia, S. & Feldman, C. (2002). Adult Development and Aging. Delhi: Tata McGraw H.	
5	Berk, L.E. (2010). Development through the Life Span. Delhi: Pearson Education	
6	Segelman, C.K. & Rifer, E.A. (2009). Human Development, Wadsworth: Cengage Learning.	

<b>Course Title:</b>	<b>Environmental Psychology</b>	<b>Course Code: 24MSY9105T</b>
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Introduction:</b> Nature, Scope and Research Methods Theories and Approaches: Arousal, Overload, Behaviour Constraint, Control, Stress Approaches; Trait, Interactional, organismic and Transactional Theories	<b>16</b>
<b>Unit II</b>	<b>Environmental Perception and Cognition:</b> Nature, Characteristics and Factors; Theories of environmental Cognition.	<b>17</b>
<b>Unit III</b>	<b>Space Behaviour and Territoriality:</b> Personal Space Nature, Types, Functions, and Theories. Territoriality: Meaning, Measurement, Theories.	<b>12</b>
<b>Unit IV</b>	<b>Residential Environmental Psychology:</b> Nature and Characteristics; Environment and Behavior in the Residence; Residential Environmental Design.	<b>15</b>
<b>Reference Books:</b>		
1	Bell, P.A. Green, T.C., Fisher J.D. & Baum, A. (2001). Environmental Psychology. New York: Harcourt.	
2	Bechtel, R.B. (1997). Environment and Behaviour: An Introduction, New Delhi: Sage.	
3	Bonnes, M. & Secchiaroli, G.F. (1995). Environmental Psychology: A Psychosocial Introduction. New Delhi: Sage.	
4	Gifford, R. (1997). Environmental Psychology: Principles and Practices. 2nd Ed., USA	
5	Susan D. C. (2012). The Oxford Handbook of Environmental and Conservation Psychology. UK.	

6	Tiwari, P.S. (2008). Paryavaran Mano Vigyan. Jaipur: Motilal Banarsidas.
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<b>Course Title:</b>	<b>Vocational Psychology</b>	<b>Course Code:</b> <b>24MSY9106T</b>
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Introduction:</b> Definition, Meaning, History of Vocational Psychology; Current issues and Innovations in Vocational Psychology; Work Adjustment, Career Counselling.	<b>16</b>
<b>Unit II</b>	<b>Theoretical Perspectives:</b> Trait and Factor Theories: Holland, Dawis; Value - Based Theory of Occupational Choice: Brown; Developmental Theories; Super, Gottfredson Learning Theories: Krumholtz and Bandura.	<b>17</b>
<b>Unit III</b>	<b>Vocational Choice:</b> Meaning, Definition, Vocational Decision-Making Process, Decision-Making Styles, Vocational Rehabilitation.	<b>12</b>
<b>Unit IV</b>	<b>Clients with Special Needs:</b> Individuals with Disabilities, Women in the Workforce, Displaced Workers, Economically Disadvantaged Group.	<b>15</b>
<b>Reference Books:</b>		
1	Brown, D. (2007). Career Information, Career Counselling and Career Development. Boston: Pearson.	
2	Walsh, W.B., & Savickas, M.L. (2005). Handbook of Vocational Psychology. New Jersey: Lawrence Erlbaum.	
3	Crites, J.O. (1969). Vocational Psychology. New York: Mc Graw Hill	

<b>Course Title:</b>	<b>Psychology Laboratory-I</b>	<b>Course Code:</b> <b>24MSY9101P</b>
	<ul style="list-style-type: none"> <li>• Psychological Experiments (RL/DL)</li> <li>• Paired Comparison Method (Feeling Value / Preferences)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Differential Aptitude Test</li> <li>• Wechsler Adult Intelligence Scale</li> </ul>	
	<ul style="list-style-type: none"> <li>• Sixteen Personality Factors</li> <li>• Creative Thinking (Verbal and nonverbal) Test</li> <li>• Mental Health (Subjective, Psychological, &amp; social wellbeing)</li> <li>• Clinical Analysis Questionnaire</li> <li>• Cognitive Capabilities Test for Transition Period</li> <li>• Pro Environmental Behaviour Scale</li> <li>• Self-directed search</li> <li>• Career Decision Scale</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Project work (any two of Following)</b></li> <li>• Clinical and health</li> <li>• Social and Environment</li> <li>• Vocational and Organizational</li> <li>• Self and personality</li> </ul>	
<b>Reference Books:</b>		
1	Brown, D. (2007). Career Information, Career Counselling and Career Development. Boston: Pearson.	
2	Walsh, W.B., & Savickas, M.L. (2005). Handbook of Vocational Psychology. New Jersey: Lawrence Erlbaum.	
3	Crites, J.O. (1969). Vocational Psychology. New York: McGraw Hill	

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## Semester II

Course Title:	Advanced Social Psychology	Course Code: 24MSY9201T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	Introduction: Theoretical orientations; Scientific Nature, Applications and Methods of Social Psychology. Application in Work Setting: Work related Attitudes, Nature and Effects of Job Satisfaction, Organizational Citizenship Behavior, Social Psychology of Entrepreneurship.	16
<b>Unit II</b>	Attitudes and Prejudices: Attitude-Meaning, Theories, Attitude change; Prejudice - Origin and Cognitive basis; Techniques to Control Prejudice. Social Influence: Conformity Nature, Characteristics and Theories; Factors affecting Conformity; Compliance Meaning, Nature and Principles; Obedience-Basis and Experimental Studies.	17
<b>Unit III</b>	Personal Relationship: Family Interaction and Close Friendship, Romantic Relationship Love and Physical Intimacy; Martial Relationship, Interdependence, Self-Disco Intimacy, Balance of Power and Conflict.	12
<b>Unit IV</b>	Understanding of Self: Personal Vs. Social Identity, Self-Concept, Self-Esteem; Identity; Gender Differences in Self-Esteem, Social Comparison and Self; at target of Prejudice.	15
<b>Reference Books:</b>		
1	Baron, R.A., & Byrne, D. (2010). Social Psychology, New Delhi: Pearson Education.	
2	Mohammad, S. (2009), Muchtar samajmanovigyan. New Delhi: Motilal Bansari Das.	
3	Singh, A.K. (2009). Samaj Manovigyankeruprekha. New Delhi: MotilalBansari Das.	
4	Taylor, S.E., David, L.A. & Sears, O. (2009). Social psychology. New Delhi: Pearson Education.	
5	Myers, D. (2007). Social psychology. New Delhi: Cengage learning	

Course Title:	Biopsychology	Course Code: 24MSY9202T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	Introduction: Definition and Scope; Evolution of Human Brain. Research Methods and Tools of Biopsychology.	16
<b>Unit II</b>	Nervous System: Neuron-Structure, Types and Functions; Spinal cord; Central Nervous System and Peripheral Nervous System-Structure and Functions. Neural conductors and Synaptic Transmission; Neurotransmitters.	17
<b>Unit III</b>	Learning and Memory: Nature of learning and Memory Neural Mechanism of Learning and Memory; Disorders of Memory, Cortical Localization and Language Disorders.	12
<b>Unit IV</b>	Biological Causes of Psychiatric Disorders: Schizophrenia, Affective Disorders and Anxiety Disorders	15
<b>Reference Books:</b>		
1	Carlson, N.R. (2007). Foundation of Physiological Psychology. New Delhi: Pearson Education.	
2	Grossman, S.P. (1967). A Textbook of Physiological Psychology. New York: Wiley	
3	Levinthal, C.F. (1990). Introduction to Physiological Psychology. New Delhi: Printice Hall	
4	Pinel. J.P. (2007). Biopsychology. New Delhi: Person Education.	
5	Thompson, R.F. (1980). Introduction to Physiological Psychology. New York: Harper and Row.	

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Course Title:	Statistics in Psychology	Course Code: 24MSY9203T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	Normal Distribution: Meaning and Importance; Properties of Normal Probability Distribution; Application of Normal Probability Curve; Divergence from Normality.	16
<b>Unit II</b>	Parametric Statistics Correlation Product Moment Method (Real Mean Method, Assumed Mean Method), construction of Scatter Diagram, Biserial and Point Biserial Method, Significance of Difference between Means (Large Small, Correlated and Independent Groups) Analysis of Variance One Way and Two-Way Analysis of Variance.	17
<b>Unit III</b>	Non-Parametric Statistics: Difference between Parametric and Non parametric Statistics, Chi-Square Test (Equal and Normal Probability Hypothesis); Sign Test, Median Test, Mann-Whitney U Test, Freidman Test, Two-way ANOVA.	12
<b>Unit IV</b>	Multiple Regression: Meaning, Types and Uses; Interpretation of Data. Factor Analysis: Meaning, Types and Uses; Interpretation of Data	15
<b>Reference Books:</b>		
1	Aron, A., Aron, E. & Coups, E. (2007). Statistics for psychology. New Delhi: Pearson Education.	
2	Garrett, H. (1981). Statistics in psychology and education. Mumbai: Vakilfebber and Simons	
3	Guilford, J.P. (1975). Fundamental statistics in psychology and education. New York: McGraw Hill	
4	Siegel, S. (1988). Nonparametric Statistics for Behavioral Sciences. New York, Mo	
5	Veeraraghavan, V. & Shetgovekar, S. (2016). Textbook of Parametric and Non-Para Statistic. New Delhi: Sage.	

Course Title:	Psychology of Personality	Course Code: 24MSY9204T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	Personality: Nature and Concept, Historical Development and Basic Issues.	16
<b>Unit II</b>	Psychoanalytic, Neo-analytic Freud, Jung, Adler, Horney. Biological and Behavioural Theories: Temperament, Socio-Biology and Evolutionary Personality: Pavlov, Watson, Skinner, Dollard and Miller.	17
<b>Unit III</b>	Cognitive and Social Cognitive Theories: Lewin, Kelley, Seligman, Bandura. Trait Theories: Cattell, Allport, Big Five Model.	12
<b>Unit IV</b>	Humanistic, Existential and Person - Situation Interactionist Theories: Rogers, Frankl, Maslow, Sullivan, Murray and Mischel	15
<b>Reference Books:</b>		
1	Fragar, R.G. & Fadiman, J. (2007). Personality and Personal Growth. New Delhi: Pearson Education.	
2	Friedman, H.S. & Substack, M.W. (2006). Personality: Classic Theories and Modern Research. New Delhi: Pearson Education.	
3	Hall, G.C., Lindzey, G. & Campbell, J.C. (1998). Theories of Personality. New York: Wiley	

Course Title:	Clinical Disorders	Course Code: 24MSY9205T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	Anxiety, Obsessive-Compulsive, Trauma and Stressor-related Disorders: Nature, Types, Clinical Picture and Causal Factors	16
<b>Unit II</b>	Depressive, Bipolar and Dissociative, Somatic Symptom and Related Disorders: Nature, Types, Clinical Picture and Causal Factors	17
<b>Unit III</b>	Schizophrenia Spectrum and other Psychotic Disorders: Nature, Types, Clinical Picture and Causal Factors	12

<b>Unit IV</b>	Personality and Substance-Related and Addictive Disorders: Nature, Types, Picture and Causal Factors Clinical	<b>15</b>
<b>Reference Books:</b>		
1	Kaplan, H. J. & Sadock, B.J. (2004). Comprehensive Textbook of Psychiatry. Baltimore: Williams and Wilkins	
2	Diagnostic and Statistical Manual of Mental Disorders. (DSM-IV-TR, 2000; DSM-5, 2013) Washington, D. C: APA Publication. The ICD-10 Classification of Mental and Behavioral Disorders (2007) WHO.	
3	Sarasan, I. G. & Sarason, B. R. (2005). Abnormal Psychology: The Problem of Maladaptive Behavior. Delhi: Pearson Education.	
4	Butcher, J. N., Hoolley, J. M., Mineka, S. & Dwivedi B. C. (2019). Abnormal Psychology. Pearson Education.	

<b>Course Title:</b>	<b>Counselling Psychology</b>	<b>Course Code:</b> <b>24MSY9206T</b>
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	Introduction: Nature and Historic Perspectives; Development of Institutional Counselling Programs; Professional Counsellor Roles and Functions. Ethical and Legal Guidelines: Nature of Ethics, Ethical Issues, Counsellor and Law, Legal Concerns of Counsellors, Confidentiality, Competence and Malpractice, Counsellors as Expert Witnesses	<b>16</b>
<b>Unit II</b>	Counselling Process and Skills: Counselling Relationship Meaning and Nature, Basic Communication Skills, Counselling Interview; Counselling Skills Rapport Building. Assessment of Problem, Setting Goals, Selecting and Designing, Interventions Termination of counseling	<b>17</b>
<b>Unit III</b>	Theories of Counselling: Psychoanalytic Theory, Individual Psychology, Person Centered Theory, Behavioral Theory, Rational Emotive Behavior Therapy, Reality Therapy, Transactional Analysis, Gestalt Counselling.	<b>12</b>
<b>Unit IV</b>	Group Techniques, Group Counselling Sensitivity Groups, Encounter Groups, Task Groups, Psycho-education Groups, Group Process Ethnic Groups and Multicultural Counselling	<b>15</b>
<b>Reference Books:</b>		
1	Gladding, S. (2009). Counselling: A comprehensive profession. New Delhi: Pearson education.	
2	Gibson, R.L. & Mitchell, M.H. (2005). Introduction to Counselling and Guidance. New Delhi: Pearson education.	
3	George, R.L. & Cristiani, T.S. (1994). Counselling Theory and Practice. New Delhi: Prentice Hall	
4	Capuzzi, S. (2008). Counselling and Psychotherapy. New Delhi: Pearson education	
5	Burnard, P. (1992). Counselling skills training: A source book of activities for Trainers. New Delhi: Viva Books.	

<b>Course Title:</b>	<b>Psychology Laboratory-II</b>	<b>Course Code:</b> <b>24MSY9201P</b>
	<ul style="list-style-type: none"> <li>• Concept Formation</li> <li>• Level of Aspiration</li> <li>• Minnesota Multiphasic Personality Inventory</li> <li>• Anxiety Depression Stress Skills (ADSS)</li> <li>• Sociometry</li> <li>• Free Association Test (FAT)</li> <li>• RINPAS Family Relations Test</li> <li>• Psycho-Physiological State Inventory</li> <li>• LP Scale</li> <li>• Edwards Personal Preference Schedule</li> <li>• Psychiatric Rating Scales</li> <li>• Measurement of Prejudice</li> </ul>	

	<ul style="list-style-type: none"> <li>• Counselling Skills:                             <ol style="list-style-type: none"> <li>1. Interviewing skills</li> <li>2. Empathy Skills</li> <li>3. Problem Solving Skills</li> <li>4. Coping with feelings</li> </ol> </li> <li>• Internship/Field Work                             <ol style="list-style-type: none"> <li>1. Capacity Building Workshops and Trainings</li> <li>2. Report Writing and Presentation of the Work/ Training Undertaken.</li> </ol> </li> </ul>	
<b>Reference Book:</b>		
1	Philip Burnard (1992) Counselling skills training: A Sourcebook of Activities for Trainers, Viva Books, New Delhi	

  
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**Semester- III**  
**Research Designs & Testing**

**Course Objective:-**

1. To learn Single Factor designs and their applications
2. To understand factorial designs and their layouts.
3. To explore single- subject designs and Latin Square designs.
4. To know types of quasi- experimental designs.

**Course Outcomes:-**

1. Identify the Nature, types, and uses of Psychological Tests.
2. Construct and evaluate psychological test using appropriate scaling methods.
3. Analyze reliability, validity and norms in psychological testing
4. Apply Psychological tests effectively in educational, clinical, Counselling and Organizational Setting.

Course Title:	Research Designs & Testing	Course Code: 24MSY9301T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Design Of Research :</b> Research Design: Meaning, Purposes and Principal Research Design and Applications; Randomized Groups and Correlated Groups Design. <b>Types of Research:</b> Ex- Post Facto Research, Laboratory Experimental, Field Experiments.	<b>15</b>
<b>Unit II</b>	<b>Methods of Data Collection:</b> Interview Schedules; Semantic Differential Methodology, Sociometry. Sampling and Randomness, Interpretations of research Data and Research, Research Report	<b>15</b>
<b>Unit III</b>	<b>Psychological Test: Nature,</b> Types of Psychological Test, Uses of Testing. Historical Antecedents of Modern Testing, Contribution of Francis Galton, Binet Group Testing. <b>Test Construction:</b> Defining the test, Selecting a Sealing Method. Constructing the Items Testing the items and Revising and publishing the Test.	<b>15</b>
<b>Unit IV</b>	<b>Reliability:</b> Concept and Types, <b>Validity:</b> Concept and Types. Norms,: Statistical Concepts Types of Norms. Development Norms, Within group Norms, <b>Application of Psychological Testing:</b> Educational Setting, Counselling and Guidance. Clinical Setting and Organizational Setting.	<b>15</b>
<b>Reference Books:</b>		
<b>1</b>	Singh A.K (2019) Tests, Measurements and Research methods in behavioral Sciences (6 <sup>th</sup> Eddition). Bharti Bhawan.	
<b>2</b>	Kalplan, R.m. & Saccuzzo D.P (2017). Psychological Testing: Principles, Applications and Issues(9 <sup>th</sup> ed) Cengage Learning.	
<b>3</b>	Anastasi. A. Urbina. S. (2016). Psychological Testing.(7 <sup>th</sup> ed) New Delhi: Pearson education	
<b>4</b>	Bhargva, M. (2015) Aadhunik Manovaigyanik Parikshan evam Mapan. Motilal Banarsidas Publishing House.	
<b>5.</b>	Gregory, R. J (2014) Psychological Teesting: History, Principles and Applications(7 <sup>th</sup> ed) Pearson Education.	
<b>6.</b>	Chaddha N.K (2009). Applied Psychometry. New Delhi: Sage.	

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## Cognitive Psychology

### Course Objective:-

1. To understand the meaning, Historical antecedents and emergence of cognitive Psychology
2. To learn about research methods, tools, and cognition across the lifespan, including metacognition.
3. To know the Nature of attention, models of selective attention, theories of visual pattern recognition and the basics of psycholinguistics.
4. To understand memory models, semantic organization of Knowledge, and theories of visual representation.

### Course Outcomes:-

1. Describe the key concepts and methods of cognitive psychology
2. Analyze attention, visual pattern recognition and psycholinguistics.
3. Apply memory models and knowledge organization theories.
4. Evaluate problem- solving, decision making and states of consciousness.

Course Title:	Cognitive Psychology	Course Code: 24MSY9302T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Introduction:</b> Meaning, Historical, Antecedents, and Emergence: Research Methods and Tools in Cognitive Psychology: Cognition across Life Span: Metacognition.	<b>15</b>
<b>Unit II</b>	<b>Attention:</b> Nature of Attention , Models of Selective Attention, <b>Object Recognition:</b> Theories of Visual Pattern Recognition: <b>Language:</b> Basic Structure, Linguistic Hierarchy, Psycholinguistics	<b>15</b>
<b>Unit III</b>	<b>Memory:</b> Dualist Models of Memory, <b>Working Memory of Model.</b> <b>Representation of Knowledge:</b> Semantic Organization of Knowledge, Proportional Networks, Theories of Visual representation	<b>15</b>
<b>Unit IV</b>	<b>Problem- Solving:</b> Representation of the Problem. Internal Representation Model, <b>Logic and Decision Making:</b> Nature and Types: <b>Consciousness:</b> Consciousness frames, Functions and States of Consciousness	<b>15</b>
<b>Reference Books:</b>		
<b>1</b>	Robinson- Riegler, B. & Robinson- Riegler, G.L. (2016). Cognitive Psychology: Applying the Science of the Mind (4 <sup>th</sup> ed.) Pearson	
<b>2</b>	Sternberg. R.J. & Sternberg, K.(2016) Cognitive Psychology(7 <sup>th</sup> ed) Cengage Learning	
<b>3</b>	Smith, E.E. & Kosslyn,S/M (2013). Cognitive Psychology. Mind and Brain(Pearson New International Edition). Pearson.	
<b>4</b>	Srinivasan, N. Kar. B.R & Pandey J. (2010). Advances in Cognitive Sciences. New Delhi: sage	
<b>5.</b>	Solso, R. L , MacLin. O.H & Maclin. M.K.(2007). Cognitive Psychology (8 <sup>th</sup> ed. ) Pearson Education.	

## Health Psychology

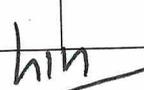
### Course Objective:-

1. To learn the foundational concepts and aims of Health Psychology
2. To understand theories of Health, including biomedical and social cognition models.
3. To explore factors influencing Adherence to medical care.
4. To examine future challenges and Women's health in health Psychology

### Course Outcomes:-

1. Understand the Fundamental Principles and aims of Health psychology
2. Analyze various health theories, including the biomedical and Social Cognition Models.
3. Identify factors influencing adherence to medical care and propose improvement strategies
4. Evaluate future challenges in health Psychology, Including Professional Roles and Women's health issues.

Course Title:	Health Psychology	Course Code: 24MSY9303T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Introduction to health Psychology:</b> Definition of Health, Aims of Health Psychology, Changing Field of Health, psychological Involvement in Health Psychology in Medical Setting Rise, Decline and Fall Of Psychosomatic Medicine. Emergence of Behavioral Medicine, The emergence of Health Psychology.	<b>15</b>

  
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<b>Unit II</b>	<b>Theories of Health:</b> Biomedical Model. Cognition Model. Social Cognition Models, Illness Cognition Leventhal's Self-Regulatory Model of Illness Cognition, Using Self-Regulatory model to Predict Outcomes.	<b>15</b>
<b>Unit III</b>	<b>Adherence To medical Care.:</b> Theories of Adherence : Behavioral , Self- Efficacy. Theories of Reasoned Action and Planned Behavior, Trans theoretical Model adherence, Measurement, factors predicting Adherence, Personal, Environment, Cultural, Practitioner, Patient Interaction, Improving Adherence, Barriers to Adherence.	<b>15</b>
<b>Unit IV</b>	<b>Future of Challenges:</b> Assuming health Life, The profession Of Health Psychology: Progress Training and work of Health Psychologist, Women Health Issues, and Future challenges of health Psychology.	<b>15</b>
<b>Reference Books:</b>		
<b>1</b>	Ogden, J. (2023) Health Psychology (7 <sup>th</sup> ed) Open University Press.	
<b>2</b>	Brannon, L, Updegraff, J. A & Feist. J. (2022) Health Psychology: An Introduction to behavior and Health (10 <sup>th</sup> ed.) Cengage Learning	
<b>3</b>	DimATTEO, m. r. & Martin L.R.(2017) Health Psychology. Pearson India	

### Organizational Behavior

#### Course Objective:-

1. To understand the basics and theoretical frameworks of organizational Behavior.
2. To learn motivational theories, job satisfaction and related processes.
3. To explore Decision-making, stress, conflict and coping Strategies.
4. To study leadership theories and organizational communication.

#### Course Outcomes:-

1. Understand the theoretical frameworks and concepts of organizational Behavior.
2. Apply motivational theories to analyze job satisfaction and work behavior
3. Analyze decision- making processes, stress, conflict, and coping mechanism in organizations.
4. Evaluate leadership styles and enhance organizational communication skills.

<b>Course Title:</b>	<b>Organizational Behavior</b>	<b>Course Code:</b> <b>24MSY9304T</b>
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Introduction:</b> Definition and Relationship to other Fields, <b>Theoretical Frameworks-</b> Cognitive Behavioristic, Social Cognitive; Ethics, and Ethical Behaviors In Organizations; <b>Organizational Commitment-</b> Meaning, Out Sources And Guidelines to Enhance	<b>15</b>
<b>Unit II</b>	<b>Motivational Needs and Processes:</b> Meaning, Work Motivational Approaches: <b>Content Theories:</b> Maslow's Hierarchy of Needs: Herzberg's Two Factor Theory; Alderfer's ERG Theory: <b>Process Theories;</b> Vroom's Expectancy Theory: Porter Lawler Modal. Contemporary Theories: Equity Theory; <b>Job Satisfaction-</b> Meaning, Influences and Outcomes	<b>15</b>
<b>Unit III</b>	<b>Decision- making :</b> Nature and Process; Behavioral Decision Making, Participative Decision Making techniques, Creativity and Group Decision Making <b>Stress and Conflict :</b> Meaning of Stress and Burnout, Causes of Stress – Extra Organizational, Organizational, Group Stressors and Individual Stressors, Effects of Stress, Intra Individual Conflict, Interactive Conflict, Coping Strategic for Stress and Conflict	<b>15</b>
<b>Unit IV</b>	<b>Leadership and Communication :</b> Theories of Leadership Trait, Group, Exchange, Contingency, Path, Goal Leadership Theory, Modern Theoretical Processes; Leadership Style: Managerial Grid, Blake and Mouton Managerial Grid, Hersey and Blanchard's situational Approach. <b>Communication:</b> Nature and Functions: Non- Verbal Communication, Interpersonal Communication, Downward and upward Communication, Interactive Communication.	<b>15</b>
<b>Reference Books:</b>		
<b>1</b>	Robbins, S.P & Judge T.A (2023). Organizational behavior (19 <sup>th</sup> ed.) Pearson Education	
<b>2</b>	Luthans, F Lathan's, B.C. & Luthans , K.W. (2021). Organizational behavior: An evidence- based approach (14 <sup>th</sup> ed) Information Age Publishing.	

  
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## Neurodisorders & Therapeutic Techniques

### Course Objective:-

1. To Learn about Intellectual Disabilities and Specific Learning Disorders.
2. To understand Communications and Motor Skills Disorders
3. To Explore Attention- Deficit/ Hyperactivity And Autism Spectrum Disorders.
4. To know About Delirium, Major, and Mild Neurocognitive Disorders.

### Course Outcomes:-

1. Conduct clinical assessments, including interviews and observations.
2. Apply psychometric and neuropsychological tools in diagnosis and their applications.
3. Differentiate between various psychotherapeutic approaches and their applications.
4. Utilize humanistic, Gestalt, behavioral, and cognitive therapies effectively.

Course Title:	Neurodisorders & Therapeutic Techniques	Course Code: 24MSY9305T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Intellectual Disabilities and Specific Learning Disorders:</b> Nature; Types, Clinical Picture And Casual Factors <b>Communication and Motor Skills Disorders:</b> Nature, Types, Clinical Picture And Casual Factors	<b>15</b>
<b>Unit II</b>	<b>Attention- Deficit/ Hyperactivity and Autism Spectrum Disorders:</b> Nature, Types, Clinical Picture And Casual Factors <b>Delirium Major and Mild Neurocognitive Disorders:</b> Nature, Types, Clinical Picture And Casual Factors	<b>15</b>
<b>Unit III</b>	<b>Clinical Assessment:</b> Basic elements, Clinical Observation, Mental and Physical Status Examination case History Talking, Clinical Interview, Behavioral, Cognitive, Relational and Bodily Assessment. <b>Psychometric and Neuropsychological Assessment:</b> Objective, Projective, Individual, group and Battery Tests of Intellectual and Personality Psychiatric Rating Scales, Neuropsychological Assessment of Cognitive , Sensory Motor and Perceptual Problems.	<b>15</b>
<b>Unit IV</b>	<b>Psychoanalytic and Psychodynamic Therapies:</b> Sigmund Freud, Alfred Adler, Erik Erikson, Heinz Kohut, Interpersonal and Systemic Therapies : Eric Berne, Gerald Klerman, Virginia Satir, Salvador Minchin <b>Humanistic, Existential and Gestalt Psychotherapies:</b> Carl Rogers, Ludwig Binswanger, James Bugental, Rollo May, Victor Frankl, Fritz Perls and Alvin Mahrer. <b>Behavior and Cognitive Therapies:</b> Joseph Wolpe, Donald Meichenbaum, Thomas Stampfl, Francine Shapiro, Albert Ellis, and Aaron Beck.	<b>15</b>
<b>Reference Books:</b>		
1	Prochaska, J. O., Norcross, J. C., & Prochaska, J. M. (2024). Systems of Psychotherapy: A Transtheoretical Analysis (11th ed.). Oxford University Press.	
2	Corey, G. (2024). Theory and Practice of Counseling and Psychotherapy (11th ed.). Cengage.	
3.	Hunsley, J., Nock, M. K., & Butcher, J. N. (2020). Introduction to Clinical Psychology: Bridging Science and Practice (6th ed.). Wiley.	
4.	Bornstein, D. A., & Lilienfeld, S. O. (2020). Introduction to Abnormal Psychology (10th ed.). Cambridge University Press.	
5.	Plante, T. G. (2020). Contemporary Clinical Psychology (4th ed.). Wiley.	

## Positive Psychology

### Course Objective:-

1. To learn about human strengths and pro-social behaviors.
2. To understand positive emotional states and well-being.
3. To explore positive cognitive states like optimism and mindfulness.
4. To know the concepts of resilience and self-regulation.

### Course Outcomes:-

1. Identify and analyze human strengths and pro-social behaviors.
2. Demonstrate an understanding of positive emotional states and their role in well-being.
3. Apply concepts of positive cognitive states, including mindfulness and optimism, in real-life scenarios
4. Evaluate resilience strategies and self-regulation techniques for personal growth.

  
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<b>Course Title:</b>	<b>Positive Psychology</b>	<b>Course Code:</b> 24MSY9306T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Human Strengths and Pro-Social Behavior:</b> Human Strengths: Gallup's Clifton Strength Finder and VIA Classification. Pro-Social Behavior: Empathy, Altruism, Gratitude and Forgiveness.	<b>15</b>
<b>Unit II</b>	<b>Positive Emotional States:</b> Principle of Pleasure, Nature and Definition of Positive Affect and Positive Emotion, Happiness and Well Being, Emotional Focus Coping and Emotional Intelligence; Socio-Emotional Selectivity and Emotional Story Telling.	<b>15</b>
<b>Unit III</b>	<b>Positive Cognitive States:</b> Self Efficacy, Optimism, Hope, Mindfulness, Flow, Spirituality, Wisdom and Courage.	<b>15</b>
<b>Unit IV</b>	<b>Resilience:</b> Meaning, Developmental and Clinical Perspectives, Sources of Resilience; Successful Aging, and Growth through Trauma. Self-Regulation, and Self-Control: Theories, and Planning for Self-Regulation Success.	<b>15</b>
<b>Reference Books:</b>		
1.	Snyder, C.R. & Lopez, S.J. & Pedrotti, J.J. (2024). Positive Psychology (2nd ed.). New Delhi: Sage.	
2.	Snyder, C.R. & Lopez, J. (2021). Handbook of Positive Psychology. New York: Oxford.	
3.	Baumgardner, S. & Crothers, M. (2019). Positive Psychology. Noida: Pearson Education India.	
4.	Carr, A. (2022). Positive Psychology, (3rd Edition). Routledge.	

### General Lab

#### Course Objective:-

1. To understand and practice experimental tasks like the Lexicon Decision Task and Knowledge of Results.
2. To learn the administration and scoring of major psychological tests like the Wisconsin Card Sorting Test and Thematic Apperception Test.
3. To familiarize students with minor tests assessing cognitive, emotional, and behavioral dimensions.
4. To develop skills in qualitative methods like case studies, content analysis, and focus group discussions.

<b>Course Title:</b>	<b>General Lab</b>	<b>Course Code:</b> 24MSY9301P
<b>Total Lecture hour</b>		
1- Case Study 2- Educational Inspirations 3- Study of Home Environment 4- Job Satisfaction 5- Mental Health 6- Roeschach Test 7- TAT 8- MMPI 9- Work Aptitude Test 10- Work Motivational Test		
<b>Internship/Field Work</b>		
<b>Reference Books:</b>		
1.	Snyder, C.R. & Lopez, S.J. & Pedrotti, J.J. (2024). Positive Psychology (2nd ed.). New Delhi: Sage.	
2.	Snyder, C.R. & Lopez, J. (2021). Handbook of Positive Psychology. New York: Oxford.	
3.	Baumgardner, S. & Crothers, M. (2019). Positive Psychology. Noida: Pearson Education India.	
4.	Carr, A. (2022). Positive Psychology, (3rd Edition). Routledge.	

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**Semester-IV**  
**Indian Psychology**

**Course Objective:-**

1. To understand the basics of Indian Psychology and its key differences from Western Psychology.
2. To learn Indian perspectives on mind, ego, and personality models.
3. To explore Indian views on knowledge and consciousness.
4. To know therapeutic approaches like Ayurveda and Integral Yoga Psychology.

**Course Outcomes:-**

1. Understand the foundational principles of Indian Psychology and its unique perspectives.
2. Analyze Indian models of mind, personality, and ego in psychological contexts.
3. Apply Indian concepts of knowledge and consciousness in practical scenarios.
4. Integrate therapeutic approaches like Ayurveda and Integral Yoga into psychological practices.

Course Title:	Indian Psychology	Course Code: 24MSY9401T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Indian Psychology:</b> Introduction, Theoretical Models based on Classical Indian Psychological Thoughts. Meta-Theory, Possible Hypotheses, Methodological Issues and Integral Research Skills, Implications and Applications; Differences with Western Psychology.	<b>15</b>
<b>Unit II</b>	<b>Mind and Personality:</b> Beyond Mind; Ego and Ahamkara, Advaita Vedantic Model, Budehist Models, Sri Aurobindo's perspective.	<b>15</b>
<b>Unit III</b>	<b>Knowledge and Consciousness:</b> Indian Perspectives and Sri Aurobindo's Reflection on Knowledge, Attitude, and Means of Knowledge; Integral View on Consciousness.	<b>15</b>
<b>Unit IV</b>	<b>Healing and Therapeutic Psychology:</b> Ayurveda and Pratyahara: Concept and Scope; Psychotherapy and Indian Thought; Integral Yoga Psychology	<b>15</b>
<b>Reference Books:</b>		
1.	Comelissen, M., Mishra, G. & Varma, S. (2014). Foundations and Applications of Indian Psychology. New Delhi: Pearson Education.	
2.	Cornelissen, R. M. M., Misra, G., & Varma, S. (2013). Foundations and Applications of Indian psychology (2nd ed.). Pearson Education India	
3.	Rao, K.R., Paranjpe, A. & Dalal, A. K. (2008). Handbook of Indian Psychology. Foundation	

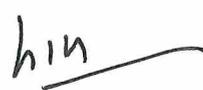
**Educational Psychology**

**Course Objective:-**

1. To learn the concept of educational Psychology and its role in teaching and learning.
2. To understand learner differences, including intelligence, learning styles, and the needs of diverse students.
3. To explore teaching approaches, including differentiated instruction and adaptive teaching methods.
4. To analyze the impact of culture, socio-economic status, and gender on teaching and learning.

**Course Outcomes:-**

1. Demonstrate an understanding of the role of educational psychology in effective teaching and learning.
2. Analyze learner differences and apply strategies to address diverse learning needs.
3. Implement various teaching approaches, including differentiated and adaptive instruction, in educational settings.
4. Evaluate the influence of culture, socio-economic status, and gender on educational practices and student experiences.

  
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Course Title:	Educational Psychology	Course Code: 24MSY9402T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Introduction to Educational Psychology:</b> Role of Educational Psychology, Learning and Thinking, Models and Measure of Effective Teaching, Diversity in Indian Society, Role of Research in Teaching.	<b>15</b>
<b>Unit II</b>	<b>Learner Differences and Learning Needs:</b> Intelligence, Multiple Intelligence, Measuring IQ. Learning and Thinking Styles, Students with Learning Challenges, Students who are gifted and talented	<b>15</b>
<b>Unit III</b>	<b>Teaching Every Student:</b> Planning, Teaching Approaches, Differentiated Instruction and Adaptive Teaching, Teachers Expectation, Cooperation Learning.	<b>15</b>
<b>Unit IV</b>	<b>Culture, Teaching and Learning:</b> Role of Socio-Economic Status, Role of Ethnicity, Language Difference and Bilingualism, Multicultural Education, Gender, Gender Bias and School Experience.	<b>15</b>
<b>Reference Books:</b>		
1.	Woolfolk, A., & Usher, E. (2023). Educational Psychology (15th ed.). Pearson.	
2.	Slavin, R. E. (2020). Educational Psychology: Theory and Practice (13th ed.). Pearson.	

### Human Resource Management

#### Course Objective:-

1. To understand the meaning and scope of Human Resource Management.
2. To learn the concepts of Human Resource Planning and Job Design.
3. To explore recruitment, selection, and performance appraisal processes.
4. To know strategies for motivation and industrial relations..

#### Course Outcomes:-

1. Analyze the meaning and scope of Human Resource Management in various contexts.
2. Apply concepts of Human Resource Planning and Job Design in organizational settings.
3. Evaluate recruitment, selection, and performance appraisal processes effectively.
4. Develop strategies for motivation, industrial relations, and human resource audits.

Course Title:	Human Resource Management	Course Code: 24MSY9403T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Introduction:</b> Meaning and Scope; Environment of Human Resource Management: External Forces, Internal Forces and Environmental Scanning.	<b>15</b>
<b>Unit II</b>	<b>Planning:</b> Nature and Importance; Factors Affecting Human Resource Planning and Planning Process. <b>Job Analysis and Design:</b> Methods of Job Analysis; Factors Affecting Job Design and Techniques of Job Design.	<b>15</b>
<b>Unit III</b>	<b>Acquisition of Human Resource:</b> Recruitment Nature and Sources; Selection - Purpose and Process of Selection. Development of Human Resources: Training and Development - Need and Importance; Performance Appraisal and Job Evaluation Appraisal Process and Methods of Appraisal.	<b>15</b>
<b>Unit IV</b>	<b>Motivation and Maintenance of Human Resources:</b> Scope and Types of Incentive Schemes, Work Scheduling and its Effect on Job Motivation; Industrial Relations: Importance, Approaches and Strategy, Human Resource Audit - Nature, Benefit and Scope of Audit.	<b>15</b>
<b>Reference Books:</b>		
1.	Aswathappa, K., & Dash, S. (2023). Human Resource Management: Text and Cases (10th ed.). McGraw Hill.	
2.	Robbins, S. P., & DeCenzo, D. A. (2021). Fundamentals of Human Resource Management (14th ed.). Wiley.	

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## Applied Psychology

### Course Objective:-

1. To understand the nature, scope, and ethical aspects of forensic psychology.
2. To learn psychological interventions in sports and military settings.
3. To explore the impact of information technology and media on psychology.
4. To analyze gender and community psychology in addressing social issues.

### Course Outcomes:-

1. Apply forensic psychology concepts in practical and ethical contexts.
2. Utilize psychological interventions in sports and military settings.
3. Evaluate the psychological impact of information technology and mass media.
4. Address social issues through gender and community psychology frameworks.

Course Title:	Applied Psychology	Course Code: 24MSY9404T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	Forensic Psychology: Nature and Importance Work of Forensic Psychologist, Training and Ethical Issues in Forensic Psychology. Crimsychology	15
<b>Unit II</b>	Military Psychology: Meaning, Nature, and Scope; Mental Health of Army Personal Psychological Tests for Selection and Training; Psychological Interventions. Was & Peace Psychology	15
<b>Unit III</b>	Psychology of Information Technology and Mass Media: Understanding Wellbeing and Human Rights through Information Technology, Media and Communication; Media Violence, Media Management (Advertising and Public Relations), Cyber Crime.	15
<b>Unit IV</b>	Psychology of Gender: Issues of Discrimination, Glass Ceiling, Diversity Management, Women and Indian Society, Issues of 3rd Gender. Community Psychology: Concept, Social Change, Social Action, Leadership in Group Decision Making, Arousing Community Consciousness	15
<b>Reference Books:</b>		
1.	Davey, G. C. (Ed.). (2023). Applied Psychology (2nd ed.). BPS Blackwell.	
2.	Swain, S. (2019). Applied psychology: India Specific and Cross-Cultural Approaches (3rd ed.). Oak Bridge Publishing.	
3.	Singh, S. (2018). Psychology of Sports Performance: Applications, Interventions and Methods. Global Vision Publishing House.	

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## Sports and Exercise Psychology

### Course Objective:-

1. This paper aims at imparting and understanding about sports psychology and its relation to different sports

- (i) Historical development and scope
- (ii) Understanding personality, motivation, emotion and its relationship with performance

Course Title:	Sports and Exercise Psychology	Course Code: 24MSY9405T
<b>Total Lecture hour 60</b>		<b>Hours</b>
<b>Unit I</b>	<b>Basics of Sport &amp; Exercise Psychology</b> Introduction (Meaning, Definition, Historical Development need and scope of Exercise and sports psychology, History of Sports Psychology in India) Relationship of Sports Psychology with other Sports Sciences. Methods of Psychology (Introspection method, Observation method, Experimental method, Case study method, Questionnaire method, Interview method, Survey method) Importance of Sport Psychology for Athletes, Coaches and other related to Sport Setting	<b>15</b>
<b>Unit II</b>	<b>Personality and Performance</b> Personality and Performance (Meaning, Definition and Structure of Personality) Personality theories [Psychoanalysis, Humanistic, Trait Theories and models] Constitutional theories (Sheldon, Trait) and Social Learning (Bandura) Personality and Performance in Sports (Ice Berg Profile by Morgan)	<b>15</b>
<b>Unit III</b>	<b>Motivation and Performance</b> Motivation & Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types] Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self-Determination model Techniques for Developing Motivation, Goal Setting -Locke GST Motivation-Performance Relationship	<b>15</b>
<b>Unit IV</b>	<b>Emotion and Performance</b> Meaning and Definition of Emotion Meaning, Definition of Anxiety, Types of Anxiety Meaning, Definition and Nature of Arousal and Stress, Theories [Drive theory, Inverted - U theory & IZOF] Emotion Performance Relationship	<b>15</b>
<b>Reference Books:</b>		
1.	Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson	
2.	Glassman,W.E.(2000) Approaches to Psychology(3rd Ed.) Buckingham: Open University Press	
3.	Passer, M.W., Smith, R.E., Holt, N. and Bremner, A. (2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education.UK	
4.	Weinberg, R. S., & Gould, D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kinetics.	

  
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