

M.A. (PSY) New Syllabus under CBCS of L.N. Mithila University, Darbhanga

Semester	Course Code	Name of paper	Marks	Marks of CIA	Marks of ESE	Passing criterion	Qualifying criterion
Semester-1	CC-1	ADVANCED GENERAL PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-2	ADVANCED SOCIAL PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-3	RESEARCH METHODOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-4	EXPERIMENTS IN PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	AECC-1		100	50	50	45% marks in CIA 45% marks in ESE	Qualify
Semester-2	CC-5	COGNITIVE PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-6	NEUROPSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-7	PSYCHOPATHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-8	STATISTICS FOR PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-9	PSYCHOLOGICAL ASSESSMENT	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	AEC-1		100	50	50	45% marks in CIA 45% marks in ESE	Qualify
Semester-3	CC-10	HEALTH PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-11	COUNSELLING PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-12	EDUCATIONAL PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA

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	CC-13	HUMAN RESOURCE MANAGEMENT	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-14	GENERAL COUNSELLING SKILLS	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	AECC-2		100	50	50	45% marks in CIA 45% marks in ESE	Qualify
Semester-4	EC-1	Paper-1 Elective (select one)- CLINICAL PSYCHOLOGY/ ORGANISATIONAL BEHAVIOUR/ POSITIVE PSYCHOLOGY/ PSYCHOMETRICS/ COMPUTER APPLICATION PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	EC-2	PAPER-related to Practicum-Specialized paper	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	DSE-1/GE		100	50	50	45% marks in CIA 45% marks in ESE	Qualify

SCHEME OF EXAMINATIONS

Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the University.

The System of evaluation shall be as follows: Each course will carry 100 marks, of which 30 marks shall be reserved for internal assessment based on classroom participation, seminar, tests, viva-voce, field and laboratory work, practical and attendance. Remaining 70% shall be reserved for End semester Exam.

Any student who fails to participate in classes, seminars, tests, viva-voce, practical, field and laboratory work will be debarred from appearing in the end semester examination in

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the specific course and no Internal Assessment marks will be awarded. No special classes will be conducted for students who failed to secure 75% attendance.

The remaining 70 marks in each theory paper shall be awarded on the basis of a written examination at the end of each semester. The duration of written examination for each paper shall be three hours.

PASS PERCENTAGE

Minimum marks of passing for Internal Assessment 45% and End Semester Examination 45% in each semester.

Programme Outcomes

On the successful completion of two years course of M.A. Psychology under CBCS system, students will obtain Master's Degree. During four semester courses, following programme objectives will be achieved:

Objective of Programme

- To develop independent thinking, ability to integrate and synthesize from a trans-disciplinary and multicultural perspective.
- To evolve a knowledge based system for preparing citizens of India who would participate effectively in the emergent world order.
- Enhancing the knowledge base and theoretical foundations of the discipline of Psychology.
- Focus on experiential learning, research-driven problem solving and mentoring.
- To bring a deeper sense of belongingness to the community with engagement in socially driven projects, field/laboratory training etc. .
- Have a strong interface between regular as well as innovative teaching pedagogies.
- Development of critical thinking, emotional intelligence, analytical competence, cultural sensitivity, engaging in discovering self and inner potential etc.

Learning Outcomes:

Students would develop:

A. Academic Competence

Knowledge of the subjects taught and methods of study.

Knowledge of data analysis and computer software.

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Professional skills pertaining to psychological testing, assessment and counselling.

Ability to use skills in understanding and analysing discipline specific subjects.

Ability to relate concepts with personal experiences and using critical thinking.

Ability to formulate problems, methods to solve them, scientific writings and effective presentation.

Knowledge to use various e-resources, social media etc.

B. Personal & Behavioural Competence

- Self-development, health and hygiene, self-regulation skills.
- Developing positive attributes such as empathy, compassion, social participation etc.
- Developing cultural and historical sensibility particularly indigenous traditions.
- Having conversational competence including listening, speaking, and observational skills.
- Ability to work independently or in group.

C. Social Competence

- Collaboration, cooperation and realizing the power of groups and community.
- Analysing social problems and understanding social dynamics.
- Gender sensitization including gender respect.
- Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern.
- Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours etc.
- Commitment to health and wellbeing at different levels.

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SEMESTER- I

CC-1. ADVANCED GENERAL PSYCHOLOGY

Objectives

- Appreciation of the scope and the field of psychology.
- To understand the basic concept like psychophysics and its application
- To understand concepts like learning, emotion, motivation etc. and its importance in day to day life.
- To develop an understanding of the concept of individual difference.
- To develop understanding of different approaches to personality and its measurement.

Course Contents:

Unit-I Genetic Influence on Behaviour: Chromosomes and Genes

Psychophysics: Nature and importance of Psychophysics, Psychophysical Methods and Errors in Psychophysical Methods, Signal Detection Theory

Unit-2 Learning:

Classical Conditioning; Operant Conditioning; Cognitive Learning; Skinner's Viewpoints towards Programmed Learning, Computer Assisted Instruction, Verbal Learning.

Unit-III: Motivation and Emotion

Basic motivational concepts, Types of motives, Approaches to the study of motivation: Psychoanalytical, Cognitive, Humanistic approach.

Physiological correlates of emotion; Current theories of emotion- Schachter- Singer Theory, Lazarus Theory

UNIT IV

Intelligence and Personality

Intelligence: Nature of Intelligence, Theories: Spearman's Two Factor, Guilford Theory, Cattell's Theory, Gardner Theory; Emotional Intelligence-Meaning and Models

Personality: Nature, Theories- Freud, Erikson, Cattell, Carl Rogers

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Measurement of Personality:

Psychometric Test- MMPI, Eysenck's Personality Questionnaire (EPQ), Big Five Personality

Projective Tests-TAT, IBT.

Learning Outcomes:

1. Students will enhance knowledge of the various concepts and understand the application to psychology related problems
2. Students will critically evaluate theories taught on learning, motivation, personality etc.
3. Students will understand cultural and historical sensibility and appreciate diverse perspectives.
4. Student will understand ethical, social & ecological responsibility, awareness & reasoning of the concept of intelligence and personality.

Recommended Books:

Ahmad, Anis. (2014). General Psychology. New Delhi: Axis Book

Ciccareli, S. K., & Meyer, G. E. (2009). Psychology. India: Pearson.

Singh, A.K. (2014). Advanced General Psychology. Delhi: Motilal Banarsidas.

Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1993). Introduction to Psychology. New Delhi: McGraw Hill Education.

Passer, M. W., & Smith, R. E., (2011). Psychology: The Science of Mind and Behaviour. India: McGraw Hill.

CC-2. ADVANCED SOCIAL PSYCHOLOGY

Objectives:

- To understand the use of social psychological perspectives to explore human experiences and behaviour within social situations.
- To develop insights about the basic assumptions and scope of social psychological perspectives.

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- To explore the use of social psychological perspectives in addressing the issues and problems of the real world.

Course Contents:

UNIT – I

Nature and Fields of social psychology, Social psychology in the new millennium: Cognitive perspective, Multicultural perspective, Biological and Evolutionary perspective;

Research methods in social psychology: Observation – Non participant and participant observation, Experimental method, Correlational method.

Social Perception-Nature, Factors

Attribution: Nature, Theories- Kelly's Theory, Jones and Davidson Theory, Shaver's Theory and Attribution Biases.

UNIT-2

Impression formation: Nature, Factors affecting impression formation, Impression Management

Attitude: Nature, Factors affecting its change

Aggression: Nature, Ways to manage aggress

Pro-social behaviour-Nature, Factors affecting Pro-social Behaviour

UNIT-3 Intergroup Relations:

Group- Nature, Types, Structure and Function

Leadership-Nature, Leadership Style and Theories- Fiedler, Vroom, Situational

Theories of Intergroup Relations: relative deprivation theory, realistic conflict theory

Unit-4

Challenges of Societal Development: Health, Poverty, Gender Discrimination

Social movements

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Personal Happiness: Nature, Factors that Influence Happiness

Learning Outcomes:

1. Students will learn to enhance knowledge of social concepts
2. Students will develop to enhance professional skills to use its application in various social problems.
3. Students will develop ability to critically evaluate various theoretical approaches in different cultural contexts.
4. Students will able to understand cultural and historical sensibility
5. It will enhance ability to work in groups & teams.

Recommended Books:

Baron, R. A., & Byrne, D. (2000). (8th ed.). Social Psychology. New Delhi: Prentice Hall of India.

Dalal, A.K., & Misra, G. (Ed.) (2001). New Directions in Indian Psychology, Vol. 1: Social psychology. New Delhi: Sage.

Misra G. (Ed.) (2009). Psychology in India, Vol. 2: Social and Organisational Processes. New Delhi: Pearson.

Shaw, M. E., & Costanzo, P. R. (1970). Theories of Social Psychology. USA: McGraw-Hill.

CC-3. RESEARCH METHODOLOGY

Objectives

- To develop an understanding about methods and ethical issues of qualitative and quantitative research
- To develop understanding of research problems and hypothesis formulation
- To learn about different research design and sampling procedure
- To enable students to develop skills and competencies in test construction and standardisation.
- To understand the various biases in psychological testing and assessment.

Course Contents:

Unit-1. Introduction to research:

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Meaning, purpose and dimensions of research

Steps in test development and standardisation,

Ethical issues in psychological testing

Research Problem and Hypothesis

Unit-2 Sampling and Research Design:

Sampling procedures- Types of Sampling, Errors in Sampling

Research Design: Randomized experimental and quasi-experimental approaches, Group vs. single-subject designs, Factorial design.

Unit-3. Methods of Data collection:

Observation, Interview, Questionnaire, Survey research and other non-experimental methods;

Reliability – Methods of Estimating Reliability;

Validity – Types of Validity

Norms – Types of Norms – Percentile Rank, Standard Score Norm.

Unit 4. Qualitative Research

Nature, Formulating research questions, Sampling in qualitative research

Methods of collecting Data: Interview, Narratives, Ethnography, Documents

Generating and analysing qualitative data.

Learning Outcomes:

1. Students will broaden knowledge of various facets of research methodology.
2. Students will develop professional skills to formulate problems, hypothesis, design and other aspects of the development of a test and to undertake research on specific issues.
3. It will broaden knowledge and importance of e-resources & social media.
4. It will help to develop skills in scientific writing and presentation skills.
5. It will help to understand moral and ethical awareness in collecting responses.

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Recommended Books:

Bridget, S., & Cathy, L. (Eds.) (2008). Research Methods in the Social Sciences. New Delhi, India: Vistaar Publication.

Chadha, N. K. (2009). Applied Psychometry. New Delhi, India: Sage.

Howell, D. C. (2002). Statistical methods for psychology (5th ed.). Duxbury, California: Thomson Learning.

Kerlinger, F. N. (1973). Foundations of Behavioural Research. USA: Holt, Rinehart & Winston.

Denzin, N. K., & Lincoln, Y. (2005). Handbook of Qualitative Research (3rd ed.). Thousand Oaks, CA: Sage.

Willig, C., & Stainton-Rogers, W. (Eds.) (2008). Handbook of Qualitative Research in Psychology. London: Sage.

Flick, U. (2009). An Introduction to Qualitative Research, Sage Publication.

Marriam, S.B. 2009). Qualitative Research, Wiley Publication.

CC-4. EXPERIMENTS IN PSYCHOLOGY

Objective

- To develop understanding of designing and conducting experiments
- To provide experimental exposure of bilateral transfer, retroactive and proactive inhibition, RT, psychophysics etc. and its applications.

Course Contents:

Unit-I

1. Speed of learning as a function of meaningfulness of material.
2. Bilateral transfer of training.

Unit-II

1. Efficiency of Massed V/s. Distributed practice in learning.

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2. Study of Retroactive Inhibition

Unit-III

1. Effect of knowledge on result on performance

2. Zeigarnik Effect

Unit-IV

1. Reaction Time

2. Weber's Law

Learning Outcomes

1. Students will learn how to use psychophysical method in sensory and perceptual process.
2. Students will learn the uses of different methods, i.e., controlled experimental method, introspection, observation etc. to understand human behaviour.
3. Students will understand the applications of research on perception, learning, memory etc. in real life setting
4. Demonstrating appropriate skills essential in designing and conducting experiments on personal life and to real life issues.
5. Students will develop conversational competence & Communication skills, and understand gender sensitivity and awareness of gender fluidity issues.

Marks Distribution

Internal Assessment: 30 Marks

End Semester Practical Examination: 70 Marks

Conduction of two Experiments: $25 \times 2 = 50$ Marks

Notebook: 10 Marks

Viva-voce: 10 Marks

Recommended Books:

D' Amato, M.R: Experimental Psychology: Methodology, (1970): Psycho-Physic & Learning, New York: McGraw Hill

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Underwood, B. J. (1963): Experimental: An Introduction, Bombay: The Times of India Press

Woodworth, Robert S. & Schlosberg, Harold (1971). Experimental Psychology, Calcutta: Oxford & IBH Publishing Co.

SEMESTER-II

CC-5. COGNITIVE PSYCHOLOGY

Objectives:

- To learn about basic cognitive processes through scientific methods.
- To understand various mental processes like Attention, Perception, Memory processes, Reasoning and Decision making.
- To understand the applications of research in real life settings

Course Contents

UNIT- 1 Cognitive Psychology:

Origin and current status

Attention and perception: Nature of Attention, Theories of Selective Attention- Bottleneck Theory, Neisser's Theory, Sustained Attention- nature, determinants

Perception: Perceptual organisation, Depth Perception-Monocular Cues and Binocular cues; Time Perception: Bottom up and Top down Approach

Unit-2

Memory Processes: Sensory Memory, Short Term and Long Term Memory- types, coding and retrieval; working memory,

Forgetting: nature, Incidental and Motivated Forgetting;

UNIT-3

Thinking and problem solving: types of thinking, Components of thinking: images, concepts.

Unit-4

Decision Making: Nature and Theories; Complex, Uncertain Decision Making;

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Human Problem Solving: Strategies and Heuristics; Artificial Intelligence.

Learning Outcomes:

1. Students will broaden knowledge of cognitive concepts like perception, memory, thinking etc.
2. Students will develop professional skills and its application in understanding cognition.
3. Students will be able to develop experiential learning and critical thinking about psychology related problems
4. Students will develop skills to critically evaluate theoretical approaches of perception, memory and problem solving issues.
5. Students will learn to respect moral and ethical issues in interpreting findings.

Recommended Books:

Babbeley, A., Eysenck, M.W., & Anderson, M.C.(2015). Memory. New York: Psychology Press. Chance, P.(1988). Learning and Behaviour. California: Wadsworth.

Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). Psychology (8th Ed.). N.Y.: Houghton

Miffin Smith, E. E. & Kosslyn, S. M. (2007) Cognitive Psychology Mind and Brain. Prentice – Hall of India Private Limited.

Kellog, R.T. (2007). Fundamentals of Cognitive Psychology, Sage Publication, New Delhi.

Matlin, M. W. (2006). Cognition, John Wiley & Sons, Inc. U.S.A.

Baron, R. (2004). Psychology, New Delhi: Prentice – Hall of India.

CC-6. NEURO PSYCHOLOGY

Objectives

- To introduce the biological bases of psychological processes and behaviour.
- To understand various methods in studying cortical functions.
- The knowledge of basic brain functions and their role in human behaviour
- To elaborate various brain dysfunctions and its impact on human behaviour.

Course Contents:

Unit 1: Brain, Mind and Behaviour:

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Emerging research areas in Neuropsychology,

Methods of Investigating Brain: Electrophysiological procedures; Neuro-imaging techniques;
Function of cortex, Neuro-endocrine system.

Unit 2:

Neuropsychological deficits in stroke, head injury, tumours, epilepsy

UNIT-3:

Frontal Lobe Syndrome: Neuropsychology of motivation, Neuro-physiological base of learning and memory, speech and hearing disturbances.

Parietal Lobe Syndrome: Coma and altered consciousness Disturbance of visual, memory, reading and writing disturbances.

UNIT-4:

Occipital Lobe Syndromes: Visual Theory, Disturbance of visual Perceptions

Temporal Lobe Syndromes: Hearing Theory, Disturbances of hearing and Vestibular functions.

Learning Outcomes:

1. It will broaden knowledge of structure and functions/dysfunctions of brain.
2. It will develop skills to understand causes and possible therapies of various psychological problems associated with brain dysfunctions.
3. It will develop the critical evaluation to understand cortical abnormalities.
4. It will develop multilevel commitment to health and wellbeing

Recommended Books:

Heilman, K.M. & Valenstein, E. (1993). Clinical Neuropsychology. New York: Oxford University Press.

Kolb, B., & Whisaw, I.Q. (1990). Fundamentals of Human Neuropsychology. New York: Freeman, W.H

Gupta, Ashum (2006). Cognitive rehabilitation: A Multimodal Approach. Journal of Indian Health Psychology, 1 (1), 98-106.

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Pinel, J.P. (2006). Biopsychology. Pearson Education, Inc.

Singh, A.K. Nero Manovigyan, Patna: Motilal Banarsidas

CC-7. PSYCHOPATHOLOGY

Objectives:

- To develop understanding of the various manifestations of psychopathology.
- To familiarise with DSM V and ICD 10 classificatory systems in the context of diagnosis of various psychological disorders.
- Examine multiple probable causes and correlates of behaviour.
- To understand theories and techniques of major psychotherapy approaches

Course Contents

Unit 1. Psychopathology:

Nature, Historical background, Perspectives-Biological and Psychological. Classification: DSM & ICD-latest.

UNIT-2 Anxiety and Obsessive Disorders:

Generalised Anxiety Disorder (GAD), Obsession-Compulsion Disorder (OCD), Panic, Specific phobia, Post Traumatic Stress Disorder (PTSD).

Dissociative Disorders: Dissociative identity disorder, Dissociative amnesia,

UNIT-3 Somatoform Disorders: Somatisation disorder, Illness anxiety disorder, Body dysmorphic disorder, Conversion disorder.

Bipolar and related disorders: Bipolar I disorder, Bipolar II disorder.

UNIT-4 Schizophrenia and Delusional Disorders: Clinical picture, Etiology and Treatment approaches.

Substance Use Disorders: Alcohol abuse and dependence, Drug abuse and dependence.

Learning Outcomes:

.1. Student will broaden their knowledge about abnormality, their causes, symptoms and uses of various psychological therapy.

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2. Students will develop their skills to critically evaluate theoretical approach and psychological problems.

3. Students will come to know the ethical issues and social responsibility towards mentally ill.

Recommended Books:

Adams P.B. and Sutker, H.E. (2001) Comprehensive Handbook of Psychopathology. Third edition. NY: Springer.

Hersen, M and Beidel, D (2012) Adult Psychopathology and diagnosis, 6th edition. NY: Wiley.

CC-8. STATISTICS FOR PSYCHOLOGY

Objectives

- To inform students about the basics of scientific research in psychology.
- To understand the nature of data distribution.
- To learn the usefulness of different parametric and non-parametric statistical tools in analysing psychological data.
- To make them learn the higher statistical techniques in designing research and processing data.
- To develop understanding of different statistical software

Course Contents

UNIT I

- a. Distributions: discrete distributions; continuous distributions, jointly distributed random variables.
- b. Inference: estimation theory, statistical hypothesis testing, types of errors.
- c. Normal Probability Curve and Deviation (Skewness and Kurtosis)

UNIT II

- a. Correlation Statistics:
Product Moment Correlation- Assumptions; uses and computation
Rank Order Correlation- Assumptions; uses and computation

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- b. Biserial Correlation- Assumptions; uses and computation
- Point-biserial correlation- Assumptions; uses and computation
- Phi-coefficient- Assumptions; uses and computation
- c. Inferential Statistics:
 - t-test- Assumption, uses and computation;

Unit-III

- a. ANOVA (One way & two ways) - Assumptions, uses and computation
- b. Chi square- Assumptions, uses and computation
- c. Mann-Whitney U-test- Assumptions, uses and computation

Unit 4.

- a. Multiple Regression: basic concepts, methods and uses
- b. Factor Analysis- Basic concept, methods.
- c. Important Statistical Packages

Learning Outcomes:

1. Students will develop conceptual and practical statistical knowledge.
2. Students will learn to apply particular statistical techniques appropriate to the nature of data.
3. Students will also develop skills to interpret results considering ethical and moral issues.
4. Developing practical knowledge of various statistical packages.

Recommended Books:

1. Howell, D. (2009). Statistical Methods for Psychology (7th ed.). Wadsworth.
2. Wilcox R. R. (2009). Basic Statistics: Understanding Conventional Methods and Modern Insights. NY: OUP.
3. Minimum, E. W., King, B. M., & Bear, G. (2001). Statistical Reasoning in Psychology and Education. Singapore: John-Wiley.
4. Aron & Aron (2008). Statistics for Psychology (5th ed). New Delhi: Pearson

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CC-9. PSYCHOLOGICAL ASSESMENT

Objectives:

- To make the students familiar with the field of psychological testing in general
- To acquaint the students with the nature and uses of psychological tests related to intelligence, ability, personality, wellbeing etc.
- Practice of its applications and Report Writing

Course Contents:

Unit 1: Introduction to Psychological Assessment:

Meaning of Psychological Assessment

Types of test, scale, batteries

Ethical and Professional standards for tests,

Report writing

Unit 2:

Assessment of Ability and Aptitude:

Assessment of intelligence- WAIS; Raven's Progressive Matrices

Assessment of Aptitude: Differential Aptitude Test

Achievement Test- Scholastic Achievement Test

Unit 3: Assessment of Personality:

Cattell's 16 PF

Rorschach's Test (RT),

TAT

Big Five personality Test

Unit 4:

Assessment in other related areas:

Emotional Intelligence Test

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Well-being scale

Learning Outcomes:

- Students will develop familiarity with different kinds of measures and techniques for assessing individual differences.
- Students will understand the important components of different types of research report and observing the precautions to maintain ethical and moral integrity of the researcher.
- Acquiring knowledge to effectively evaluate the appropriateness and quality of psychological tests and their psychometric strengths and weaknesses.
- Developing knowledge about the application of tests in a variety of settings
- Developing communication skills to develop rapport.
- It will develop awareness of gender fluidity issues.

Marks Distribution

Internal Assessment:	30 Marks
End Semester Practical Examination:	70 Marks
Conduction of two Tests: 25 x 2=	50 Marks
Notebook:	10 Marks
Viva-voce:	10 Marks

Recommended Books:

Garret, H.E (1951): Great Experiments in Psychology, New York: Appleton- Century Crafts, Inc Third Edition

Kuppuswamy, B. (1954) Elementary Experiments in Psychology, Madras: Oxford University Press

Woodworth, Robert S. & Schlosberg, Harold (1971); Experimental Psychology, Calcutta: Oxford & IBH Publishing Co.

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Semester- III

CC-10. HEALTH PSYCHOLOGY

Objectives:

- To understand the integration between biological, psychological and social factors in health and disease.
- To explore the effects of the various psychological factors in health.
- To study the methods to improve health and leading a healthy life.

Course Contents

UNIT-I

Health Psychology: Nature, Mind-body relationship, Models of health psychology: Biomedical, Bio-psychosocial model, Need of health psychology.

UNIT-II

Health Beliefs: Health belief model, Theory of reasoned action, Theory of planned behaviour, Cognitive-behavioural approaches to health change.

Stress- sources of stress, coping with stress.

UNIT-III

Hypertension & Diabetes: Psychosocial factors of hypertension, Psychological Intervention of hypertension;

Types of diabetes, Problems in self-management of diabetes, Psychological management of diabetes;

Obesity - Factors Associated with Obesity, Treatment of Obesity;

Eating Disorders - Anorexia Nervosa - Bulimia;

Alcoholism and Problem Drinking

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UNIT-IV

AIDS: Psychological intervention; Psycho-social factors of AIDS, Coping with AIDS, Effects and treatment of AIDS;

CANCER: -The Prevalence and types of Cancer, Causes of Cancer, diagnosing and treating Cancer, the psycho-social impact of Cancer, psycho- social Interventions for Cancer.

Learning Outcomes:

1. Students will enhance their knowledge about health and wellbeing, and different health related issues.
2. Developing understanding to appreciate diverse perspectives.
3. Developing multilevel commitment to health & wellbeing

Recommended Books:

Edward P. Sarafino (1990). Health Psychology, John Wiley & Sons, INC.

Linda Brannon and Jess Feist. (2007). Introduction to Health Psychology, Thomson: Indian Edition.

Shelley E. Taylor. (2007). Health Psychology, Tata McGraw Hill, Sixth Edition.

Malhotra, S.M., Batra, P. & Yadava, A. (2007). Health Psychology: Psycho-Social Perspective. New Delhi: Common Wealth Publishers.

Singh, R., Yadava, A. & Sharma, N.R. (2015). Health Psychology. New Delhi: Global Vision Publishing House.

CC-11. COUNSELLING PSYCHOLOGY

Objectives:

- To understand the nature of the counselling process
- To lay the groundwork for understanding the use of basic and specialized counselling skills
- To engage with different models of counselling skills

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Course Contents:

UNIT-I

Definition of Counselling, Counselling and psycho-therapy, counselling as a helping relationship, as a solution to human problems; Counselling – expectations and goals, Achievement of positive mental health

UNIT -II

Approach to counselling: The directive or authoritarian approach (Psycho-analytic), Humanistic Approach, Behaviouristic Approach, The existential Point of view; Counselling Process: preparation, process, content, steps in the counselling process, variables affecting the counselling process.

UNIT -III

Counselling in the Educational setting: Counselling of students related to behavioural problems; the role of teachers in counselling

Special Areas in Counselling: Family group consultation – Counselling with families Concern children as well as parents, Marriage & Pre-marital Counselling.

UNIT -IV

Training for Counselling – Counsellor preparation & professional issues, Academic preparation, practical skills, Ethical standards, Legal considerations, Conception of a professional worker, Modern Trends in Counselling: Counselling Movement in India, present status of counselling & Psychotherapy.

Learning Outcomes:

1. Students will learn to broaden their understanding on counselling.
2. It will develop professional skills to use skill in interpreting real life situation.
3. It broaden critical thinking about different counselling techniques.
4. It will help students to learn collaboration, cooperation & community feeling.
5. It will develop understanding of social dynamics & social problems.

Recommended Books:

Bordin, E. S. (1985): Psychological Counselling, N.Y. : Appleton Century Crofts, Inc.

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Narayanrao, S. (1989): Counselling Psychology, (3rd ed.), N.D. Tata McGraw Hill Book Co. Ltd.,

Steffler, B. (Ed.) (1965): Theories of Counselling, New York: McGraw Hill Book Company.

Tyler, L.E. (1969): The Work of a Counsellor (3rd edition) N. Y. Appleton Century Crafts.

Warters, J. (1964): Techniques of Counselling, (2nd ed.), N.Y.: McGraw Hill Book Company.

CC-12. ADVANCED EDUCATIONAL PSYCHOLOGY

Objectives:

- To familiarise students with the aims of education and their psychological significance.
- To give an overview of the ways in which children think and learn.
- To understand the process of teaching and learning through a dialogue between major theoretical frames in educational psychology
- To engage with the relational dynamics of the classroom and reflect on ways of creating a harmonious classroom ethos
- To learn from the major innovations and experiments in education

Course Contents

UNIT - I

Nature of educational psychology and its applications; Historical perspective to Educational Psychology

Education, learning and adjustment: Gifted children, Mentally retarded, Backward children and Physically handicapped children

Moral Development: Piaget & Kohlberg Theory

UNIT - II Understanding disability:

Range of disabilities- locomotors, hearing, visual, specific learning disabilities and mental disability

Addressing learning difficulties in the classroom: Pedagogic strategies for children with special needs

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UNIT – III Educational assessment:

Assessment methods: Formative and summative assessment, Comprehensive and continuous assessment;

Standardised and diagnostic tests

Unit-IV Psychological Vulnerability and Distress in Schools:

Examination Anxiety, Negative Media Influences (including social media), School Pressures, Child Abuse, Consumerism, Crisis of Values

Learning Skills:

1. Students will develop broader understanding of knowledge.
2. Student will learn to critically evaluate different approaches on educational issues.
3. It will develop social skills and accountability.
4. Developing understanding of social and educational problems and their dynamics.

Recommended Books:

Puri, M., & George, A. (2004). Handbook of Inclusive Education for Educators, administrators, and planners. New Delhi, India: Sage Publications.

Thapan. M. (Ed.) (2014). Ethnographies of Schooling in Contemporary India. New Delhi, India: Sage.

Kakar, S. (2008). The Inner World: A psychoanalytic study of childhood and society in India. New Delhi, India: Oxford University Press.

Alexander, C., & Langer, E. (Eds.) (1991). Higher stages of human Development. New York: Oxford University Press.

CC-13. HUMAN RESOURCE MANAGEMENT

Objectives:

- To understand perspective on human resource issues and build a foundation for assisting organisations in resolving human resource problems.

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- To develop broader understanding of the core HR functions ranging from Human Resource Acquisition to Separation and gain insight into current HR issues and elements of the human resource system.

- Insights into Human Resource Management in India and the global context.

Course Contents

Unit-I Human Resource Management:

Objectives; Relationship with the internal and external environment;

Roles and Responsibilities of HRM Department

Emerging trends in HRM

UNIT – II Recruitment and Selection:

Importance of recruitment and selection

Recruiting methods: external recruiting; internal recruiting

Effectiveness of various recruiting methods

Selection process- Fundamentals of personnel measurement

Measurement of individual differences: Application blanks; Personality assessment.

UNIT – III Training and Development:-

Importance of training and development

Types of training: Apprenticeship, Lecture Method, Simulated Training, Computer & Internet Based Learning

Models for evaluation of program effectiveness: Kirkpatrick's four level model, and CIRO models.

UNIT - IV Performance Appraisal System:-

Performance appraisal process and procedures

Methods of Performance Appraisal – Behavioural methods, MBO; Output Methods, 360

Degree Performance Appraisal

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Self-appraisal- advantages, disadvantages

Learning Outcomes:

1. Students will learn and enhance their conceptual knowledge of HRM.
2. Students will develop professional skill to understand the phenomena in real life situations.
3. It help to develop communication skills and organisational ethics.

Books Recommended:

Ashwathappa, K. (2008) Human Resource Management: Text and Cases (5th Ed.) Tata McGraw Hill, New Delhi.

Dwivedi, R.S. (2006) Managing Human Resources: Personnel Management in Indian Enterprises (2nd Ed.) Galgotia Publishing Company, New Delhi.

Mondy, W. R. & Noe R.M., (2006) Human Resource Management (9th Ed.) Pearson Education.

Mamoria, C.B. & Gankar, S.V. (2006) Personnel Management: Text & Cases Himalaya Publishing House, Mumbai.

Dessler, G. (2013). Human Resource Management. Pearson.

DeCenzo, David A, Robbins, Stephen P. (2010). Fundamentals of Human Resource Management—10th ed., Wiley.

CC-14. GENERAL COUNSELLING SKILLS

Objectives:

- To demonstrate basic attending and listening skills.
- Appreciate the counselling process and its dynamics.
- Appreciate the ethical, legal, and cultural issues associated with counselling.
- Examine how their own attitudes and beliefs affect the counselling outcome.
- To engage with different models of counselling skills

Course Contents:

Unit-I

Journal article evaluation- Student shall critically evaluate one recent research article and present the same in counselling - journal club meeting orally using audio- visual aids.

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Unit-II

Case problem observation (Maximum Five Cases) - Case history, identification of problem: forming impression suggested and employed intervention strategies history taking and writing report of the same and submits for perusal.

Unit-III

Assessment of Social maturity Scale, Dyslexia Screening Test, Screening of autism, ADHD Scale

Personality and Interests Assessment: MBTI, EPQ/EPI.

4. Unit-IV

Outreach program: Guidance and/or Counselling workshop for specified groups as decided by the concerned teachers' committee

Institutional visits

Learning Outcomes:

- Students will learn to do regular journal writing, critically evaluate articles published in journals, conduct interview, counselling etc.
- This will help to build conversational skills, interviews skills, content analysis, professional ethics etc.
- Students will get practical exposure of mental patient's problems and their treatment processes.
- It will develop understanding of respecting diverse perspectives, empathy, cultural sensibility etc.
- It will develop communication skills and ability to work in a team.

Scheme of Examination

Each student is required to complete practical file containing five testing reports, two case history reports, institutional visit report and workshop report and submit the same for practical examination.

Internal Assessment: 30 Marks

End Semester Practical Examination: 70 marks.

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- a. Viva voce examination: 40 marks
b. Conduction of Two Tests: 30 marks

Recommended Books:

Australia, E. (2005). Understanding Autism. Elsevier Australia.

Niles, S. & HarrisBowsbey, J. (2009). Career Development Interventions in the 21st century (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Semester-IV

Students will have to choose any one Elective Special Paper Group. Each Group consists of two papers: one Theory and one Practicum.

Paper-EC-1: Theory

Paper- EC-2: Practical/Dissertation

Dissertation work will be given only to 5 top students in order of merit (if students opt) who have cleared all the papers of Semester I and Semester II.

Dissertation (to be taken up under the Supervision of one of the faculty members of the Department). Each student will have to carry out research on the separate topic mutually decided by the student and supervisor. Students will submit and present their typed Research Project/Dissertation duly signed by their supervisors before External Examiners on the scheduled date of End Semester Practical Examination.

Like theory paper, Dissertation will carry 100 marks (30 CIA and 70 End Semester Exam).

Distribution of Marks of End Semester Examination of Dissertation- 70 Marks

Dissertation- 50 Marks

Viva-voce- 20 Marks

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ELECTIVE SPECIAL- GROUP- A
ORGANISATIONAL BEHAVIOUR

EC-1- ORGANISATIONAL BEHAVIOUR

Objectives:

- To provide insights into the historical development and key concepts of the organisation.
- To understand what steps can be taken to improve performance effectiveness.
- To help the students to comprehend the role of human factor in the management of organisation.
- To get acquainted with the employees' motivation job attitudes, and leadership behaviour and the influence process.

Course Contents

UNIT-I Traditional and Modern Approach

Indian cultural context: History of OB in India

Model of OB: Models and theories of planned change- Kurt Lewin, Burke-Litwin Model, Porras and Robertson Model.

Unit-II Understanding Indian view of self

Productive behaviour: Organisational citizenship behaviour and Organisational commitment.

Stress at Work: Nature, Causes, Consequences

UNIT-III Groups and teams:

Group-Nature, Types, Difference between groups and teams, Types of team

Building effective team- Stages of team building

Concept of work motivation

Job satisfaction-Nature, Determinants

Unit-IV Leadership:

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Leadership styles congruent with Indian culture: Pioneering-Innovative (PI) style; Nurturant Task Leadership style, Transactional Leadership; Transformational Leadership, Servant Leadership, Authentic Leadership

Organisational Culture: Nature, Related Concept, Types of organisational culture,

Indian patterns of work culture

Learning Outcomes:

1. Students will learn and enhance their conceptual knowledge of OB.
2. Students will develop professional skill to understand the phenomena in real life situations.
3. It help to develop communication skills and organisational ethics.
4. It will develop critical thinking ability to evaluate different theoretical models and approaches.
5. It will develop collaboration, cooperation, and community feelings and respecting of cultural diversity.

EC-2 PRACTICUM: ORGANISATIONAL BEHAVIOUR

Objectives

- To familiarise with different tests/measures used in measurement of various concepts
- To understand the importance of rapport development
- To familiarise with administration of tests in organisational setting

Course Contents

01. Measurement of Organisational Culture
02. Measurement of Positive Organisational Behaviour
03. Measurement of Organisation Commitment
04. Measurement of Leadership Styles
05. Studying Job Satisfaction
06. Effect of Self Efficacy on Employees Performance

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07. Study of Stress

08. Study of Team Building

Learning Outcomes:

- Students will learn to administer various psychological tests in understanding of organisational behaviour.
- Students will develop skills to interpret data for hypothesis testing.
- Students will develop tolerance for ambiguity and ethical issues.

Marks Distribution

Internal Assessment: 30 Marks

End Semester Examination: 70 Marks

Marks Distribution of End Semester Examination

Conduction of two Tests: 25 x 2= 50 Marks

Notebook: 10 Marks

Viva-voce: 10 Marks

Recommended Books:

Robbins, P.S. (2003). Organizational Behaviour. New Delhi: Prentice Hall of India Private Limited.

Pareek, U. (2007). Understanding Organizational Behaviour (2nd ed.). Delhi, India: Oxford University Press.

Parikh, M., & Gupta, R. K. (2010). Organizational Behaviour. New Delhi: McGraw Hill.

Sinha, J. B. P. (2009). Culture and organizational Behaviour. New Delhi: Sage Publications.

Jex, S. M. (2002). Organizational Psychology. New York: John Wiley & Sons

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ELECTIVE SPECIAL GROUP-B: CLINICAL PSYCHOLOGY

EC-1: CLINICAL PSYCHOLOGY

Objectives:

- To get acquainted with the professional activities and employment setting for clinical psychologists.
- To train students how to do clinical diagnosis by using different methods.
- To get acquainted with the competence models in clinical psychology.
- Eastern approaches to therapy and their effectiveness in the treatment of psychological disorders.

Course Contents:

Unit-1 Foundations:

Historical background: Early and Recent history

Developing a professional identity: Education & training, professional activities and employment setting

Subspecialties of Clinical Psychology: Clinical Health Psychology, Forensic Psychology, Gero-psychology, Clinical Neuropsychology, and Child Clinical Psychology.

Unit-2 Becoming a psychotherapist: Training and supervision

Stages of therapy

Modes of therapy: Individual, group, couples & family

Unit-3 Clinical assessment:

The Assessment of Intelligence, Personality Assessment, Behavioural Assessment, Clinical Judgment

Unit-4 Therapy

Psychoanalytic therapy, Behavioural therapy, Cognitive therapy, Client-centred therapy

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Learning Outcomes:

1. Enhancing knowledge of clinical psychology.
2. Professional Skills, Application of Skills to chosen specialization, Application to Psychology related Problems, Critical evaluation of theoretical approaches, Clinical- Conversational Competence & Communication skills, Clinical- Understanding social dynamics & social problems, Gender Sensitivity & awareness of gender fluidity issues, Ethical, Social & Ecological responsibility

EC-2: PRACTICUM IN CLINICAL PSYCHOLOGY

Objectives:

- To understand different methods used in the diagnosis in clinical settings.
- To understand the conduction of different test on clients.
- To understand the integration of findings.
- To understand about report generation and suggested management plan

Course Contents:

Unit-1. Interview in clinical settings

- a. Behavioural observation
- b. History taking

Unit 2. Test administration in clinical settings

- a. Ability assessment: clinical profiling based on Wechsler Tests
- b. Personality assessment: MMPI, Rorschach, TAT

Unit 3. Integration of findings

- a. Test profile generation and integration
- b. Communication of diagnosis to patients and family members

Unit 4. Helping behaviour

- a. Explanation of condition and psycho-education

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b. Report generation, Suggested therapies, suggested management plan

Learning Outcomes

- Students will get acquainted with the professional activities and employment setting for clinical psychologists.
- Students will train how to do clinical diagnosis by using different methods.
- Students will be get acquainted with both eastern and western approaches of therapy in the treatment of psychological disorders.
- Student will develop skills for a better communicator by understanding body language and other non-verbal aspects of communication

Marks Distribution

Internal Assessment: 30 Marks

End Semester Examination: 70 Marks

Marks Distribution of End Semester Examination

Conduction of two Tests: 25 x 2= 50 Marks

Notebook: 10 Marks

Viva-voce: 10 Marks

Recommended Books:

Corey, G. (2015). Theory and Practice of Counselling and Psychotherapy. Boston: Cengage Learning.

Fernandes-Ballesteros, R. (Ed.) (2003). Encyclopaedia of Psychological Assessment (Vol.I & II). New Delhi, India: Sage.

Feltham, C. (Ed.) (1999). Controversies in Psychotherapy and Counselling. New Delhi: Sage.

Fontes, L. A. (2008). Interviewing clients across cultures: A practitioners' guide. NY: The Guilford Press.

Hecker, J. E., & Thorpe, G. L. (2005). Introduction to Clinical Psychology: Science, practice, and ethics (Low Price Edition). Delhi, India: Pearson Education.

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Pomerantz, A. M. (2008). Clinical Psychology: Science, practice, and culture. New Delhi, India: Sage Publications.

Palmer, S. (Ed.) (2006). Introduction to Counselling and Psychotherapy: The essential guide. New Delhi, India: Sage.

Trull, T.J & Prinstein (2013). Clinical Psychology, Wordsworth: Cinnage Learning.

ELECTIVE SPECIAL GROUP-C PSYCHOMETRICS

EC-1: PSYCHOMETRICS

Objectives:

- To learn the basics of scientific research in psychology.
- To understand the statistical rigours in designing research and processing data.
- To learn the usefulness of different methods to analyse psychological data.

Course Contents:

Unit-I

Analysis of variance (ANOVA): one-way and two-way.

Correlation- Partial and Multiple correlations

Unit-II

Regression- Simple and Multiple Regressions

Non-parametric statistics: Mann-Whitney-Wilcoxon test, Kendal coefficient of concordance, Sign test.

Unit-III

Process of test construction: Knowledge-based and person-based questionnaire

Item analysis: Processes, Classical item analysis statistics for knowledge-based tests, person-based tests, criterion-referenced testing.

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Factor analysis: Concept, Exploratory and Confirmatory factor analysis, Eigen value, factor loading, Kaiser Criterion and other techniques for identifying the number of Factors.

Unit-IV

Standardisation of tests: Reliability: Concept and forms of error; Factors influencing reliability, Methods: Spearman-Brown correction, K-R Formula.

Validity: Concepts and types of validity; Political validity.

Bias in testing and assessment: forms of bias, item bias: Identifying item bias, differential item functioning, item offensiveness, intrinsic and extrinsic test bias

Learning Outcomes:

- Students will develop skills to use quantitative techniques such as measures of Correlation, ANOVA, Multiple Regression and Factor Analysis.
- Students will be grasp concepts related to hypothesis testing and developing related computational skills
- Students will learn to compute reliability and validity of a test
- Student will learn to understand biasness in test construction and administration

EC-2 PRACTICUM IN PSYCHOMETRICS

Objectives:

- To recognize what contributes and what does not contribute to happiness.
 - To recognize the role of positive emotions and traits in enhancing happiness.
- To create critical understanding of measurement issues and techniques in psychological inquiry.
- To enable students to develop skills and competencies in test construction and standardisation.
 - To understand the report writing of newly develop tests.

Course Contents:

Unit 1. Test construction

Item analysis, reliability, validity and norms, Ethical issues in psychological testing

Unit 2. Test administration and reporting

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Two tests- Intelligence, Motivation, Emotion, Personality, Attitude

Item analysis, reliability and validity to be computed and reported in the file

Unit 3. Test development

Each group of 10 students will select one specific psychological construct and each group will developed a test.

Unit 4: Reporting of newly developed tool

Administration of that scale on 30 samples, the item analysis, reliability and validity, norms are to be computed and reported in the file.

Learning Outcomes:

- Students will develop skills to compute reliability, validity and norms.
- Students will learn to develop psychological tests for various purposes.
- Students will learn to write report as per APA parameters.

Marks Distribution of End Semester Examination

Conduction of two Tests: 25x2= 50 Marks

Notebook: 10 Marks

Viva-voce: 10 Marks

Recommended Books:

Chadha, N. K. (2009). Applied Psychometry. New Delhi: Sage.

Anastasi, A., & Urbina, S. (1997). Psychological Testing (Seventh Ed.). New Delhi: Prentice Hall.

Garrett, H. E. (1966). Statistics in Psychology and Education. Bombay, India: Vakils Feefer & Simon Pvt Ltd.

Guilford, J. P. (1965). Fundamental Statistics in Psychology and Education (4th ed.). New Delhi, India: Subject Publications.

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Rust, J., & Golombok, S. (2009). Modern Psychometrics: The Science of Psychological Assessment. London and New York: Routledge.

ELECTIVE SPECIAL GROUP- D: POSITIVE PSYCHOLOGY

EC-1: POSITIVE PSYCHOLOGY

Objectives:

- To recognize what contributes/does not contribute to happiness
- To recognize the role of positive emotions and traits in enhancing happiness
- To understand the right kind of vocation, relationship, and values in life that enhances one's well-being

Course Contents:

Unit-I

Psychology from a positive perspective, Eastern and Western perspectives on Positive Psychology

Happiness and Well-being: Nature and Models, Complementary roles of hedonia and eudemonia

Unit-II

Making Emotional experiences: Emotion-focused coping, emotional intelligence

Positive personality traits - Self-efficacy, optimism and hope

Mindfulness, flow, and spirituality: In search of the optimal experiences.

Unit-III

Pro-social behaviour: Empathy, gratitude and forgiveness, Positive Organisational Behaviour

UNIT-IV

Balanced conceptualisations of mental health and behaviour

Positive Schooling and good work

The power and practice of gratitude; positive aging

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Learning Outcomes

1. Students will develop understanding and enhance knowledge of positive behaviour.
2. It will enhance experiential learning and critical thinking
3. It will develop skill to enhance multilevel commitment to health & wellbeing and respect cultural values.

EC-2: PRACTICUM IN POSITIVE PSYCHOLOGY

Objectives:

- To familiarise students with the positive psychology perspective on illness and health.
- To familiarise with the specific techniques of intervention anchored in Positive Psychology perspective.
- To familiarise with the specific application of Positive Psychology based interventions in clinical and community work.

Course Contents

1. Measurement of Forgiveness.
2. Measurement of Gratitude.
3. Measurement of Spiritual Health or Spiritual Well-Being.
4. Measurement of Happiness
5. Measurement of Flourishing.
6. Measurement of Self-efficacy
7. Measurement of Emotional Intelligence
8. Measurement of Mental Health Status.

Learning Outcomes

1. Students will enhance skills to the practical exposure about different measures of positive behaviour.
2. Students will learn how to administer different tests/measures

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3. Students will learn what consideration/ethical issues to be kept in mind in test administration
4. Students will develop skills to implement intervention strategies for wellbeing.

Marks Distribution

Internal Assessment: 30 Marks

End Semester Examination: 70 Marks

Marks Distribution of End Semester Examination

Conduction of two Tests: 25 x 2= 50 Marks

Notebook: 10 Marks

Viva-voce: 10 Marks

Recommended Books:

Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology. New Delhi: Pearson Education.

David, S. A., Boniwell, I., & Ayers, A. C. (Eds.) (2013). The Oxford Handbook of Happiness. Oxford, UK: Oxford University Press.

Kumar, U., Archana, & Prakash, V. (Eds.) (2015). Positive Psychology – Applications in work, health and well-being. Delhi & Chennai: Pearson.

Lopez, S. J., & Snyder, C. R. (2011). The Oxford Handbook of Positive Psychology. New York: Oxford University Press.

Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.

Seligman, M. P. (2002). Authentic Happiness. New York: Free Press.

ELECTIVE SPECIAL GROUP-E: COMPUTER APPLICATIONS IN PSYCHOLOGY

EC-1: COMPUTER APPLICATIONS IN PSYCHOLOGY

Objectives

To provide understanding of different software

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To provide understanding of statistical software for data analysis

To familiarise with different computer based tests used in different fields of psychology

Course Contents:

Unit-I

MSOffice (MS Word, Power Point, MS Excel), Statistical Package for Social Science (SPSS)/PSPP

Data entry, screening, transformation and computation of new variable

Descriptive Statistics, Compare Means (Independent and Correlated)

Unit-II

Concept and Computation of Correlation, Chi-square, Analysis of Variance (ANOVA)

Simple and Multiple regression analysis: Concept, Uses and Computation

Factor Analysis: Concept, Uses and Computation

Unit-III Clinical/Child Psychology: Computer mediated psychological testing, Virtual psychotherapy, computer assisted counsellor training, neuropsychological assessment - MRI, PET, computerized report writing, effects of computer/internet on mental health

Unit-IV Cognitive Psychology – GPS, Artificial intelligence, expert systems, simulation/virtual reality

Organisational: Selection and placement - computer assisted assessment for recruitment, appraisal and screening. Simulated training programs

Learning Outcomes:

1. Developing understanding of application of computer in understanding computer mediated psychological testing in the field of child/ clinical/ cognitive or organisational psychology.
2. It will develop knowledge of the use of new investigating methods for better understanding of behaviour.

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PAPER-CC-16 PRACTICUM IN COMPUTER APPLICATION IN PSYCHOLOGY

Objectives

To provide practical exposure to MS Office

To provide practical exposure with statistical software in data analysis

Course Contents

1. Prepare and edit spread sheet on any statistical package
2. Computation of Descriptive Statistics
3. Correlation
4. Compare of Means
5. Regression
6. Factor Analysis

Learning Outcomes

Students will develop skills to operate MS Office for report writings, make presentation and do computation through Excel.

Students will develop skills and understanding of different statistical software.

Marks Distribution

Internal Assessment: 30 Marks

End Semester Examination: 70 Marks

Marks Distribution of End Semester Examination

Conduction of two Tasks: $25 \times 2 = 50$ Marks

Notebook: 10 Marks

Viva-voce: 10 Marks

Recommended Books:

Crumlish, C. (1998). The ABC's of Internet. New Delhi: BPB Publications

A Hand Book of Statistical Analyses using SPSS. Chapman & Hall/CRC Press LLC

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Singh, A.K. (2002). Tests, Measurements and Research Methods in Behavioural Sciences.

Patna: Bharti Bhawan

IBM SPSS brief guide (online) 4. Sabine, L. & Brian S. E. (2004).

Arthur Griffith (2010). SPSS for Dummies. Wiley Publishing, Inc.

Baskin, D. (1990). Computer Applications in Psychiatry and Psychology. London: Routledge
-Taylor-Francis.

Rajaraman V. (1999). Fundamentals of Computers. New Delhi: Prentice Hall, India.

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