

**Department of Psychology
Banasthali Vidyapith**

Board of Studies 2009-10

Minutes in Brief

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**Department of Psychology
Banasthali University, Banasthali**

Minutes of the Board of Studies of Psychology was held on 10 February 2010 at 7.00 pm to 9 pm and continued on 11 February 2010 at 8 am to 10 am in the Department of Psychology, Banasthali University

PRESENT

S.No.	Name	Member
1	Dr. Sandhya Gupta	Internal Member
2	Ms. Santosh Meena	Internal Member
3	Ms. Anuraj Singh	Internal Member
4	Prof. Ashum Gupta	Special invitee
5	Prof. Uma Joshi	Convener (in the Chair)

Note: The following member could not attend the meeting:

1. Prof. S. S. Nathawat (External Member),
2. Prof. Anand Prakash (Special Invitee) and
3. Prof. Roopa Mathur (External Member)

Opening statement of the convener:

- The proposed syllabi this year suggests some major changes in the form of relocation, merging and modification of some syllabi and deletion of some courses in order to accommodate interdisciplinary courses in each semester of M. A. psychology.
- The M. Phil course has been designed on the pattern of common syllabi structure.
- Three alternate syllabi “Advanced Statistics and Research Methods” at M.A. level (under interdisciplinary approach), Psychological Assessment: Method and Procedures and Pedagogy at M. Phil level (in order to bring about uniformity in course structure and credit points) have been proposed as the existing syllabi do not suit the needs of the subject. Besides, at M.Phil. level, two Interdisciplinary courses of Psychology in group ‘C’ have been suggested to give wider choices to the students.
- The books outdated and not available are deleted from the syllabi, or are replaced by better books.
- Only the major changes have been highlighted in the comparison of existing and proposed syllabi.

Agenda Item No. 1 of the BOS:

The Board took up for confirmation of the minutes of its last meeting held on 10 February 2010.

Board's Recommendation	Page/ Reference	Remarks /Enclosure
Resolved that the minutes of its last meeting be confirmed		

Agenda Item No. 2 of the BOS:

Board's Recommendation	Page/ Reference	Remarks /Enclosure
The existing panel of examiners has been updated for the session 2010-2011		Enclosure I The panel of examiners for practical & theory papers

Agenda Item No. 3 of the BOS.

Board's Recommendation	Page/ Reference	Remarks / Enclosure
Resolved to recommend certain changes in the syllabi and present a comparison of existing and proposed syllabi		Enclosure II Comparative statements of existing and proposed syllabi highlighting changes

Agenda Item No. 4 of the BOS.

Board's Recommendation	Page/ Reference	Remarks / Enclosure
Resolved to recommend the scheme of examination and syllabi of M. Phil course according to new course structure and semester scheme.		Enclosure III M. Phil syllabi

Agenda Item No. 5 of the BOS.

Board's Recommendation	Page/ Reference	Remarks / Enclosure
Resolved to recommend the list of Journals for BLISS		Enclosure IV List of Journals

Agenda Item No. 6 of the BOS.

Board's Recommendation	Page/ Reference	Remarks / Enclosure
Resolved to recommend that on the basis of the reports received from the examiners of the different examination the performance of students was found satisfactory		Enclosure V Evaluation report of the comments of examiners

Agenda Item No. 7 of the BOS.

Board's Recommendation	Page/ Reference	Remarks / Enclosure
Resolved to recommend that the question papers of periodicals test and annual examination 2009 were found to be appropriate in standard and quality.		Enclosure VI Evaluation report of the quality of question paper

Agenda Item No. 8 of the BOS.

Board's Recommendation	Page/ Reference	Remarks / Enclosure
Resolved to co-opt following external members of Board of Studies for a fresh term of three years commencing from 1st January 2010.		Enclosure VII List of Co-opted external members of the board of studies for the term of three year

The meeting ended with vote of thanks to the Chair.

BANASTHALI VIDYAPITH

DEPARTMENT OF PSYCHOLOGY

COURSES OF STUDY

AND

SCHEME OF EXAMINATION

FOR

B.A. PASS COURSE AND M. A. COURSE

I Semester Examination December 2010
II Semester Examination April-May 2011
III Semester Examination December 2011
IV Semester Examination April-May 2012
V Semester Examination December 2012
VI Semester Examination April-May 2013

BANASTHALI VIDYAPITH

P.O. BANASTHALI VIDYAPITH

RAJASTHAN- 304022

Syllabus applicable for the students seeking admission to the BA and MA Psychology course in the academic year 2010-2013

Department of Psychology
Scheme of Examination for B.A. Pass Course (2010-2013)

Course Code	Subject Name	Contact Hours	Duration Exams	Max. Marks	Cont. Ass. Marks	Sem. Marks	Min. Pass Marks (36%)
BA Part I Semester I							
1.1	Introduction to Psychological Processes						
	Theory	6	3	90	30	60	32
1.2	Practical	3(4)	3	30	10	20	12
BA Part I Semester II							
2.1	Social Psychology						
	Theory	6	3	90	30	60	32
2.2	Practical	3(4)	3	30	10	20	12
BA Part II Semester III							
3.1	Elementary Statistics						
	Theory	6	3	90	30	60	32
3.2	Practical	3(4)	3	30	10	20	12
BA Part II Semester IV							
4.1	Psychological Testing and Research Methodology						
	Theory	6	3	90	30	60	32
4.2	Practical	3(4)	3	30	10	20	12
BA Part III Semester V							
5.1	Developmental Psychology						
	Theory	6	3	90	30	60	32
5.2	Practical	3(4)	3	30	10	20	12
BA Part III Semester VI							
6.1	Physiological Psychology						
	Theory	6	3	90	30	60	32
6.2	Practical	3(4)	3	30	10	20	12
		54	15	720	240	480	

Notes: 4 Contact hour = 1 Credit (Theory), 1 Contact hour = 15 Marks,
4 Contact Hour in Practical = 3 Hours Workload

Department of Psychology
Comparison of Existing Scheme of Examination and Changes Recommended
by BOS for B.A. & M.A. Psychology Courses

Existing Scheme Scheme of Examination 2009-2012		Changes Recommended Scheme of Examination 2010-2013		Justification
(Proposed changes are indicated in bold letters)				
Course Code.	Subject/ paper & Nomenclature	Course Code.	Subject/ paper & Nomenclature	<p>1. Changes are suggested to accommodate four (4) inter Disciplinary courses in four semesters</p> <p>2. Common syllabi (1.4) does not justify the course requirements. Therefore, an alternate course has been suggested as common syllabi</p>
MA Semester I		MA Semester I		
1.2	Applied Psychology	5PSY11T1	Psychopathology	
1.4	Advanced Statistics and Research Methodology	1.4	Research Techniques in Social Sciences (Inter Disciplinary) / Advanced Statistics and Research Methodology	
MA Semester II		MA Semester II		
2.3	Cross-Cultural Psychology	2.4	Computer Application (Inter Disciplinary)	
MA Semester III		MA Semester III		
3.1	Psychopathology	3.4	Social Science Perspective	
MA Semester IV		MA Semester IV		
4.1	Organisational Behaviour	5PSY24T1	Organisational Behaviour and Human Resource Development	
4.2	Human Resource Development: Concept & Theories	5PSY24T3	Gerontology / Rehabilitation Psychology / Cross Cultural Psychology	
4.4	Gerontology/ Rehabilitation Psychology	4.4	Women Studies (Inter Disciplinary)	

NOTE: No changes have been suggested for scheme of examination for B.A. Pass Courses

Department of Psychology
Comparison of Existing Scheme of Examination and Changes Recommended
by BOS for B.A. & M.A. Psychology Courses

Existing Scheme (Proposed changes should be indicated in bold)	Changes Recommended (Changes made should be indicated in bold)	Justification
<p>B A Psychology</p> <p>Semester I</p> <p>Paper (1.1) Introduction to Psychological Processes</p> <p>Unit II:</p> <p>Biological Basis of Behaviour</p> <p>Human evolution, Genes and behaviour. Nervous System: Central, Peripheral, Autonomic, Somatic and Limbic Nervous System. Bio-feedback, Endocrine Glands and Hormones and their Effects on Behaviour. Sensory and Perceptual processes: Eye and Ear, their structure and functions, Theories of Hearing and Vision, Colour Blindness, Attention and Perception– Selectivity of Attention, Determinates of Attention and Perception, Organizing Principles of Perception, Form and Depth Perception.</p> <p>Unit III:</p> <p>Thinking, Learning, Remembering and Forgetting</p>	<p>B A Psychology</p> <p>Semester I</p> <p>Paper (4PSY11T1) Introduction to Psychological Processes</p> <p>Unit II:</p> <p>Biological Basis of Behaviour</p> <p>Nervous System: Central, Peripheral, Autonomic, Somatic and Limbic Nervous System. Sensory and Perceptual processes: Theories of Hearing and Vision, Colour Blindness, Attention and Perception– Selectivity of Attention, Determinates of Attention and Perception, Organizing Principles of Perception, Form and Depth Perception.</p> <p>Unit III:</p> <p>Learning, Remembering and Forgetting</p>	<p>Included in Physiological Psychology (4PSY36T1) & relocate at (4PSY36P1) Practical</p>

<p>Concept formation, Problem solving, Creativity, Inductive and Deductive Reasoning. Basic processes of Classical and Operant conditioning- Acquisition, Extinction, Spontaneous recovery, Generalization and Discrimination. Trial and Error method of Learning, Laws and Curves of learning, Transfer of Training, Cognitive learning, Observational Learning, Motivation and Learning. Verbal Learning and Memory: Encoding, Storage and Retrieval processes Short term and Long term Memory, Mnemonic Methods of Retention. Causes of forgetting: Decay, Interference, Retrieval failure, Motivated Forgetting and Amnesia.</p> <p>Unit IV: Motivation and Emotion Indicators of Motivated Behaviour, Nature and Classification of Motives – Biogenic and Psycho-sociogenic motives, Intrinsic and Extrinsic Motivation, Conflict and Frustration. Techniques of Assessment of Motivation, Maslow’s Need Hierarchy and other theories of Motivation. Emotion: Nature and Development of Emotion, Expression and Control of Emotions. Theories of Emotion, Culture and Emotion, Polygraphic techniques.</p>	<p>Basic processes of Classical and Operant conditioning - Acquisition, Extinction, Spontaneous recovery, Generalization and Discrimination. Trial and Error method of Learning, Cognitive learning, Observational Learning, Laws and Curves of learning, Transfer of Training. Verbal Learning and Memory: Encoding, Storage and Retrieval processes Short term and Long term Memory, Mnemonic Methods of Retention. Motivation and Learning, Causes of forgetting: Decay, Interference, Retrieval failure, Motivated Forgetting and Amnesia.</p> <p>Unit IV: Thinking Motivation and Emotion Concept formation, Problem solving, Creativity, Inductive and Deductive Reasoning. Indicators of Motivated Behaviour, Nature and Classification of Motives – Biogenic and Psycho-sociogenic motives, Intrinsic and Extrinsic Motivation, Conflict and Frustration. Techniques of Assessment of Motivation, Maslow’s Need Hierarchy and other theories of Motivation. Emotion: Nature and Development of Emotion, Expression and Control of</p>	<p>Shifted to unit IV for balancing the units</p>
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<p>Books Recommended:</p> <p>Lefton, L.A. (1985). Psychology. Boston: Allyn & Baron.</p>	<p>Emotions. Theories of Emotion, Culture and Emotion, Polygraphic techniques.</p> <p>Books Recommended:</p> <p>Hockenbury, D. H. & Hockenbury, S.E. (2002). Psychology 3rd Edition New York, Worth Publisher.</p>	<p>Not available, replaced by Improved</p>
<p align="center">B A Psychology Semester I Paper (1.2) Practical</p> <p>3. Familiarization with and use of psychological instruments</p> <p>(iii) Performance tests: Bhatia's Battery Performance Test of Intelligence</p>	<p align="center">B A Psychology Semester I Paper (4PSY11P1) Practical</p> <p>3. Familiarization with and use of psychological instruments</p> <p>(iii) Performance tests: Wechsler Intelligence Scale for Adults.</p>	<p>Reference book</p> <p>Replaced by Better Test</p>
<p align="center">B A Psychology Semester II Paper (2.1) Social Psychology</p> <p>Unit – III Leadership and Communication</p>	<p align="center">B A Psychology Semester II Paper (4PSY12T1) Social Psychology</p> <p>Unit – III Leadership and Communication</p>	

<p>Group structure and Functions, Task performance, Social facilitation and Loafing, De-Individuation and Conformity, Obedience and Social Modelling. Norms and Decision-making. Leadership- Definition, Types and Functions. Trait, Situational and Inter-actional approaches to Leadership, Leadership Effectiveness. Communication: Model, Types (network & channels), Language and Social Interaction, and Barriers in Communication.</p> <p>Unit IV: Attitudes and Pro-Social Behaviour Nature and Functions of Attitude, Measurement of Attitudes, Attitude and behaviour, Theories of reasoned and planned behaviour, Formation and Change of attitude (Balance and cognitive dissonance theories). Pro-social behaviour- Theoretical explanation, Co-operation and Helping behaviour, Personal, Situational and Socio-cultural determinants, Bystander effects. Aggression- Theoretical Perspective, Trait, Situational and Social Learning approaches, Personal and social Determinants of Aggression, Control and Prevention of Aggression.</p>	<p>Leadership- Definition, Types and Functions. Trait, Situational and Inter-actional approaches to Leadership, Leadership Effectiveness. Communication: Model, Types, network & channels, Language and Social Interaction, and Barriers in Communication.</p> <p>Unit IV: Group and Attitudes Group structure and Functions, Task performance and Social facilitation and Loafing, De-Individuation and Conformity, Obedience and Social Modelling. Norms and Decision-making. Nature and Functions of Attitude, Measurement of Attitudes, Attitude and behaviour, Theories of reasoned and planned behaviour, Formation and Change of attitude (Balance and Cognitive Dissonance theories).</p>	<p>Shifted to Unit IV for balancing the units</p> <p>Shifted to Unit V For balancing the unit</p>
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<p>Unit V:</p> <p>Population and Health</p> <p>Psychological factors in population, Factors in birth control.</p> <p>Health behaviours: Illness- prevention and Treatment, Health promotion, Meeting the challenges of health of women and children. Environmental issues- Atmospheric conditions, Noise and Pollution, Personal space and Territoriality. Density and Crowding- Influence of environmental conditions on behaviour, Intervention for environment management.</p> <p>Books Recommended:</p> <p>Oskamp, S: Applied social psychology. Englewood Cliffs, N.J. Prentice Hall, 1984</p> <p>Smith, E.R. & Mackie D.M: Social Psychology 2nd ed. Philadelphia, Psychology Understanding Human Interaction. Prentice Halls of India Private Ltd. New Delhi.</p>	<p>Unit V:</p> <p>Pro-Social Behaviour and Aggression</p> <p>Pro-social behaviour- Theoretical explanation, Co-operation and Helping behaviour, Personal, Situational and Socio-cultural determinants, Bystander effects. Aggression- Theoretical Perspective, Trait, Situational and Social Learning approaches, Personal and social Determinants of Aggression, Control and Prevention of Aggression.</p> <p>Books Recommended:</p>	<p>Deleted and relocated at 5PSY12T2 (Environmental Psychology), 5PSY23T3(Health Psychology)</p> <p>Books Deleted (outdated, not available)</p>
<p>B A Psychology</p> <p>Semester III</p>	<p>B A Psychology</p> <p>Semester III</p> <p>Paper (4PSY23P1) Practical</p>	

<p style="text-align: center;">Paper (3.2) Practical</p> <p>2. (i) Rating scale: Eight State Questionnaire</p>	<p>2. (i) Rating scale: Eight State Questionnaire/ Obedient-Disobedient Tendency Scale (ODTS) / Optimistic Pessimistic Attitude Scale (OPAS) / Adjustment Inventory for College Students (AICS)</p>	<p style="text-align: center;">Given greater choice</p>
<p style="text-align: center;">B A Psychology Semester IV Paper (4.1) Psychological Testing and Research Methodology</p> <p>Unit I: Nature and Scope of Human assessment, Psychological Scaling, Methods of Scaling. Assumption of Science, Characteristics of Scientific Method, Theory and fact, Nature of Psychological Research- Quantitative and Qualitative Research. Recommended Books: Anastasi, A. (1997). Psychological testing. New York: MacMillan Co.</p>	<p style="text-align: center;">B A Psychology Semester IV Paper (4PSY24T1) Psychological Testing and Research Methodology</p> <p>Unit I: Nature and Scope of Human assessment, Scaling Techniques: Psychological Scaling and Psychophysical Scaling. Assumption of Science, Characteristics of Scientific Method, Theory and fact, Nature of Psychological Research- Quantitative and Qualitative Research. Recommended Books:</p>	<p style="text-align: center;">Better organisation of the content</p> <p style="text-align: center;">Books Deleted</p>

<p>Gulliksen, H. (1950). The Theory of Mental Tests. NY: John Wiley.</p> <p>Lewis-Beck, M.S. (1994). Factor analysis and related techniques. Thousand Oaks: Sage.</p>		<p>(out dated, not available)</p>
<p style="text-align: center;">B A Psychology Semester V</p> <p style="text-align: center;">Paper: (5.1) Developmental Psychology</p> <p>Books recommended:</p> <p>Heatherington, E.M., & Parks, R.D. (1986). Child Psychology. NY: McGraw Hill.</p> <p>Hurlock, E.B. (1981). Developmental Psychology, A Life- Span Approach, 5th ed. Tata McGraw Hill, New Delhi.</p> <p>Srivastava, A.K. (1998). Child Development: An Indian Perspectives. New Delhi: NCERT.</p> <p>Thomas, M. (1992). Comparing Theories of Child Development, Belmont: Wadsworth.</p>	<p style="text-align: center;">B A Psychology Semester V</p> <p style="text-align: center;">Paper: (4PSY35T1) Developmental Psychology</p> <p>Books recommended:</p>	<p style="text-align: center;">Books Deleted (out dated, not available)</p>
<p style="text-align: center;">B A Psychology</p>	<p style="text-align: center;">B A Psychology</p>	

<p style="text-align: center;">Semester V Paper (5.2) Practical</p> <p>1. (iv) Assessment of Intelligence: WISC-R for primary children (Familiarization with other forms, e.g., WAIS)</p>	<p style="text-align: center;">Semester V Paper (4PSY35P1) Practical</p> <p>1. (iv) Assessment of Intelligence: WISC for primary children</p>	<p style="text-align: center;">Deleted not required</p>
<p style="text-align: center;">B A Psychology Semester VI Paper (6.1) Physiological Psychology</p> <p>Unit I: Biological Bases of Behavior -. Neurotransmitters- Definition and Types (Neuropeptides, Amino Acids, Monoamines, Acetylcholine, Proteins, and Soluble Gas). Nerve Impulse- Origin, Conduction, Transmission (synaptic). Mechanism of Excitation and Inhibition.</p> <p>Books Recommended</p>	<p style="text-align: center;">B A Psychology Semester VI Paper (4PSY36T1) Physiological Psychology</p> <p>Unit I: Biological Bases of Behavior -. Neurotransmitters- Definition and Types (Neuropeptides, Amino Acids, Monoamines, Acetylcholine, Proteins, and Soluble Gas). Nerve Impulse- Origin, Conduction, Transmission (synaptic).</p> <p>Books Recommended</p>	<p style="text-align: center;">Deleted due to repetition</p> <p style="text-align: center;">Added</p>

<p>Thompson, R.F. (1980). Introduction to Physiological Psychology. Harper. And Row, New York.</p> <p>Gutan, A.C. (2000). Text Book of Medical Physiology. Philadelphia: W.B. Saunders.</p> <p>Grossman, S.P. (1967). A Textbook of Physiological Psychology. Wiley, New York.</p> <p>Morgan, C.T. (1965). Physiological Psychology., McGraw Hill, Kogakusha, Tokyo.</p> <p>Nichalls, J. G. Martin, A. R. Wallace, B. G. 4 Fachs, P.A. (2000). From neuron to brain Sunderland, M.A. Sinus.</p> <p>Rosenzweig, M.R., & Leinan, A.R. (1982). Physiological Psychology, D.C. Health and Laxington. Co.</p> <p>Scharting. M. (1978). Physiological Psychology. Prentice Hall, N.J.</p>	<p>Pinel, J.P.J.(2007). Biopsychology. Pearson Education.</p>	<p style="text-align: center;">Deleted</p>
<p style="text-align: center;">B A Psychology Semester VI Paper (6.2) Practical</p> <p>1. (a) Get familiar with some of the Bio- psychological tests and instruments and methods of investigation seeking collaboration with some medical institution (Visit some Medical College, hospital etc. and witness some demonstrations of these tests.). Write descriptions of any five instruments, methods and tests in</p>	<p style="text-align: center;">B A Psychology Semester VI Paper (4PSY36P1) Practical</p> <p>1. (a) Get familiar with some of the Bio- psychological tests and instruments and methods of investigation seeking collaboration with some medical institution (Visit some</p>	<p style="text-align: center;">Relocated from General Psychology</p>

<p>the file (e.g. Contrast X Rays, CT, MRI, PET, MEG, EEG, TMS, EMG, EOG, SCR)</p> <p>(b) Neuropsychological Assessment Battery by Prof. Surya Gupta (AIIMS)</p>	<p>Medical College, hospital etc. and witness some demonstrations of these tests.). Write descriptions of any five instruments, methods and tests in the file (e.g. Contrast X Rays, CT, MRI, PET, MEG, EEG, TMS, EMG, EOG, SCR) Biofeedback.</p>	<p>Deleted, not required</p>
<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester I</p> <p style="text-align: center;">Paper (1.1) Cognitive Psychology</p> <p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. A Brief History of the Study of Cognition: Structuralism, Functionalism, Behaviorism, Gestalt Psychology, and Genetic Epistemology. 2. The Cognitive Revolution- Current Trends in the study of Cognition. Paradigms of Cognitive Psychology- The Information Processing Approach, The Connectionist Approach, The Evolutionary Approach, The Ecological Approach. 	<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester I</p> <p style="text-align: center;">Paper (5PSY11T1) Cognitive Psychology</p> <p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. The Cognitive Revolution- Current Trends in the study of Cognition. Paradigms of Cognitive Psychology- Information Processing Approach, Connectionist Approach, Evolutionary Approach and Ecological Approach. 2. Research Methods in Cognition: Descriptive Research, Experimental Research. The Tools of Cognitive Neuroscience. 	<p>Paper recognized to improve content</p>

3. Research Methods in Cognition: Descriptive Research, Experimental Research, and the Factorial Design. The Tools of Cognitive Neuroscience.

Section B

1. Attention and Perception: Selective Attention, Filter Theory, Attenuation Theory, Late Selection Theory, Multimode Theory, and Schema Theory.
2. Neuropsychological Studies of Attention: Networks of Visual Attention, Event Related Potential.

Section C

1. Problem Solving and Memory: Memory Distortions, Eyewitness Testimony. Illusory Memories. Autobiographical Memory: Basic Issues, Methodology, Factors affecting Retrieval of Autobiographical Memory and its Functions (Communicative Emotional, and Retention Function).
2. Problem Solving: Approaches

3. Attention : Selective Attention: Filter Theory, Attenuation Theory, Late Selection Theory, Multimode Theory, and Schema Theory. Neuropsychological Studies of Attention: Networks of Visual Attention, Event Related Potential.

Section B

4. Problem Solving Approaches : Behaviorism- (Problem Solving as Associative learning), Gestalt Psychology- (Problem Solving as Insight), Cognitive Psychology- Problem-Solving as Information Processing). General Methods of Solution: Generating and Testing Technique, Means Ends Analysis, Working Backward, Backtracking, Reasoning by Analogy. Blocks to Problem Solving.

Section C

5. Memory: Memory Distortions, Eyewitness Testimony. Illusory Memories. Autobiographical Memory: Basic Issues, Methodology, Factors affecting Retrieval of Autobiographical Memory and its Functions (Communicative, Emotional, and Retention Function).

<p>Behaviorism- (Problem Solving as Associative learning)</p> <p>Gestalt Psychology- (Problem Solving as Insight)</p> <p>Cognitive Psychology- Problem-Solving as Information Processing) General Methods of Solution- Generating and Testing Technique, Means Ends Analysis, Working Backward, Backtracking, Reasoning by Analogy, Blocks to Problem Solving.</p> <p>Books Recommended</p> <p>Albert, D. (Eds.) (1994). Knowledge Structures. NY: Springer Verlag.</p> <p>Brown, J. (1976). Recall and Recognition. London: John Wiley.</p> <p>Hanson, S.J., & Oldson, C.R. (Eds.) (1991). Connectionist Modeling and Brain Function: The Developing Interface. Cambridge, Mass: MIT Press.</p> <p>Snodgrass, J.G., et al, (1985). Human Experimental Psychology.</p>	<p>Books Recommended</p> <p>Solso, R.L., MacLin, M.K., & MacLin, O.H. (2007). Cognitive Psychology (7th edition). Pearson Education.</p>	<p>Added</p> <p>Deleted</p>
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New York: Oxford University Press.

M A Psychology

Semester I

Paper (1.2) Psychopathology

Books Recommended

Kazdin, A.E. (1992). Research Designs in Clinical Psychology. Boston: Allyn & Bacon.

Powson, J.H. & Grounds, A.T. (1995) Personality Disorders: Recognition and Clinical Management. Cambridge University Press.

Sue, R., Sue, D. & Sue, S. (1990) Understanding Abnormal Behavior. Boston: Houghton Mifflin.

Zuckerman, E.L. (1995). Clinician's Thesaurus, (4th edition) New York: Guilford Press.

M A Psychology

Semester I

Paper (5PSY11T1) Psychopathology

Books Recommended

Deleted

<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester I</p> <p style="text-align: center;">Paper (1.3) Theories of Personality</p> <p style="text-align: center;">Section- A</p> <ol style="list-style-type: none"> 1. Life-Span approach to Personality: Erik Erickson. 2. Theory of Needs: Henry Murray <p style="text-align: center;">Section- B</p> <p>Books Recommended</p> <p>Biscoff, L.J. (1970). Interpreting Personality Theories: New York, Harper & Roe.</p>	<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester I</p> <p style="text-align: center;">Paper (5PSY11T1) Theories of Personality</p> <p style="text-align: center;">Section- A</p> <p style="text-align: center;">Section- B</p> <ol style="list-style-type: none"> 1. Life-Span approach to Personality: Erik Erickson. 2. Theory of Needs: Henry Murray <p>Books Recommended</p>	<p style="text-align: center;">Relocated to section B to Balance the units</p> <p style="text-align: center;">Deleted, not</p>
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<p>Magnusson, D., & Endler, N.S. (1977). Personality at Crossroads. New Jersey, Hillsdale: Lawrence Erlbaum Associates.</p>		<p>available</p>
<p>M A Psychology</p> <p>Semester I</p> <p>Paper (1.4) Research Techniques and Social Science (Inter Disciplinary)</p>	<p>M A Psychology</p> <p>Semester I</p> <p>Paper (1.4) Research Techniques and Social Science (Inter Disciplinary)</p> <p>OR</p> <p>Paper (1.4) Advanced Statistics and Research Methodology</p>	<p>Common syllabi (1.4) does not justify the course requirements. Therefore, an alternate course has been suggested as common syllabi</p> <p>Syllabi in Detail is given in Appendix I</p>

M A Psychology

Semester II

Paper (2.1) Community Psychology

Section A

- 1. Introduction: Nature and Scope of Community Psychology – Origins of a New Approach, Concepts of Community and their Implications. Relevance of Psychology to Community studies; Approaches to Community Processes.**
- 2. Models: Mental Health Model, Organizational Model, Social Action Model, and Ecological Model. Social Position and Inequalities in Health. Social Class: Complexities and Controversies. Place and its Influence on Health and Well-Being.**

Section B

- 1. Research and Training: Dimensions of Community**

M A Psychology

Semester II

Paper (5PSY12T1) Community Psychology

Section A

- 1. Introduction: Concept of Community Psychology, Assumption & Practices of Community Psychology, Historical Background of Community Psychology.**
- 2. Social Position and Inequalities in Health, Social Class: Complexities and Controversies, Place and its Influence on Health and Well-Being.**
Models : Bronfenbrenner's Ecological Model, Social Action Model, Coburn's Model of Health.

**Replaced by
better organized
content**

<p>Psychology: Research, Development in Community Psychology Training, Task for Community Psychologist, Psychologist and Community Change.</p> <p style="text-align: center;">Section C</p> <p>1. Intervention: Principles and Methods of Community Intervention – Crisis Intervention, Consultation, Milieu Intervention, Mental Health Education. Social Action and Innovation: Moving to Collective Social Action, Experimental Social Innovation and Dissemination (ESID).</p> <p>Books Recommended</p> <p>Bernard, I.I., Bloom, I. & Spielberger, C.D.(1977). Community Psychology in Transition. John Wiley. N.Y.</p> <p>Shanmughum, T.E. (1988). Community Psychology. Madras: Utsav Shanmughum.</p>	<p style="text-align: center;">Section B</p> <p>3. Research in Community Psychology : Values Applicable to Puralistic Community Research, Participatory and Action Research, Requirements for the Action Researches, A framework for Enhancing the Knowledge base in Community Development, Task for Community Psychologist.</p> <p style="text-align: center;">Section C</p> <p>4. Intervention: Principles and Methods of Community Intervention – Crisis Intervention, Consultation, Mental Health education. Social Action and Innovation: Moving to Collective Social Action, Experimental Social Innovation and Dissemination (ESID).</p> <p>5. Social Capital : Concept, Indicator, Social Capital Theory, Qualitative Studies of Social Capital.</p> <p>Books Recommended</p>	<p style="text-align: center;">Replaced by better organized content</p> <p style="text-align: center;">Added because it is relevant & new concept</p> <p style="text-align: center;">Books Deleted (not available)</p>
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	<p>Dalton, J.H., Elias, M.J., & Wandersman, A. (2006) Community Psychology: Linking Individuals and Communities</p> <p>Rudkin, J.K. (2002) Community Psychology: Guiding Principles and Orienting Concepts. Prentice Hall.</p>	<p>Reference Book Added</p>
<p>M A Psychology</p> <p>Semester II</p> <p>Paper (2.2) Environmental Psychology</p> <p>Books Recommended</p> <p>Erlbaum, L. & Associates (1981). Advances in Environmental Psychology. Vol. I - VI. Erlbaum, L. Associates.</p>	<p>M A Psychology</p> <p>Semester II</p> <p>Paper (5PSY12T2) Environmental Psychology</p> <p>Books Recommended</p>	<p>Deleted, not available</p>

Buchanan, G. and Seligman, M.E.P. (Eds.). (1995). Explanatory Style. Hillsdale, N.J.: Erlbaum.

Buckingham, M. & Clifton, D. O. (2001). Now, discover your strengths. New York

Clifton, D. O. & Nelson, P (1992), Soar with your strength. New York

Colby, A. & Damon, W. (1992). Some do care: Contemporary lives of moral commitment. New York

Csikszentmihalyi, M. (1990). Flow: The psychology of optimum experience. New York

Csikszentmihalyi, M. (1996) Creativity: Flow and the psychology of discovery and invention. New York

Gillham, J.E. (Ed). (2000). The Science of Optimism and Hope: Research Essays in Honor of Martin E. P. Seligman. Radnor, PA: Templeton Foundation Press.

Linley, P. A. & Joseph, S. (Eds.) 2003. Positive psychology in practice. Hoboken, NJ: Wiley.

Lopez, S. & Snyder, C. R. (Eds. 2003). Positive psychological assessment: A handbook of models and measures. Washington,

DC: APA.

McCullough, M. E. Pargament, K. I. & Thoresen, E. E. (Eds 2000). Forgiveness: Theory, research, and practice. New York

McDermott, D & Snyder, C. R. (2000) The great big book of hope. Oakland, CA

McDermott, D. & Snyder, C. R. (1999). Making hope happen: A workbook for turning possibilities into realities. Oakland, CA

Peterson C, & Seligman, M.E.P. (2004). Character Strengths and Virtues A Handbook and Classification. Washington, D.C.: APA Press and Oxford University Press.

Peterson, C., Maier, S., and Seligman, M.E.P. (1993). Learned Helplessness: A Theory for the Age of Personal Control. New York: Oxford.

Saarni, C (1999) Developing emotional intelligence. New York

Seligman, M. E. P. 1999. Learned optimism. NY: Knopf.

Seligman, M. E. P. 2002. Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. NY Free Press.

Seligman, M. E. P., Reivich, K. Jaycox, L & Gillham, J 1995. The

	<p>optimistic child. NY: Houghton Mifflin.</p> <p>Seligman, M.E.P. (1994). What You Can Change and What You Can't. New York: Knop.</p>	
<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester III</p> <p style="text-align: center;">Paper (3.1) Clinical Psychology</p> <p style="text-align: center;">Section-A</p> <p>1. Clinical Interviewing: Types of Clinical Interviews (Intake, Case History, Diagnostic, Mental Status Exam and Crisis), Communication Strategies (Verbal, Non-verbal and Listening Skills), Diagnostic Interviewing (Structured Diagnostic Interviewing), Interviewing with Children.</p> <p>Books Recommended</p> <p>Berman, P.S. (1997). Case Conceptulization and Treatment Planning. Thousand Oaks: Sage.</p> <p>Cooper, D. (1970). Psychiatry and Anti-psychiatry. London: Tavistock.</p>	<p>Snyder C. R. (2000) Handbook of hope: Theory, measures, and applicatrions. San Diego. CA</p> <p>Snyder, C. R. & Lopez, S. J. (2002). The handbook of positive psychology NY</p> <p>Snyder, C. R. (1999). Coping: The psychology of what works. NY</p> <p>Snyder, C. R. (2001). Coping with stress: Effective people and processes. NY</p> <p>Snyder, C. R. (1994/2000). The psychology of hope: You can get there from here. NY</p> <p>Snyder, C. R. McDermott, D. Cook W. & Rapoff M. (2002). Hope for the journey: Helping children through the good times and the bad (rev. ed) Clinton Corners, NY</p> <p>Sternberg, R. J. (1990). Wisdom: Its nature, origins, and development. NY</p> <p>Wong, P. T. & Fry, P. (1998). The human quest for meaning. Mahawah, NJ</p>	<p style="text-align: center;">Deleted (Repetition)</p>

<p>Saddock & Chaplan. Synopsis of Comprehensive Psychiatry.</p> <p>Welberg, L.R. (1989). Techniques of Psychotherapy (4th ed.), Vol1&2. New York, Grune & Stration.</p> <p>Wolman (1965). Handbook of Clinical Psychology. New York, McGraw Hill.</p>	<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester III</p> <p style="text-align: center;">Paper (5PSY23T1) Clinical Psychology</p> <p style="text-align: center;">Section-A</p>	<p style="text-align: center;">Deleted, not available</p>
<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester III</p> <p style="text-align: center;">Paper (3.2) Counseling Psychology</p> <p>Books Recommended</p> <p>Ram, S., Ballentine, R., & Ajaya, S. (1976). Yoga and Psychotherapy. Hinsdale (PA): Himalayan International Institute.</p>	<p>1. Clinical Interviewing: Types of Clinical Interviews (Intake, Case History, Diagnostic Interview, Mental Status Exam and Crisis Interview), Interview with Children, Communication Strategies (Verbal, Non-verbal and Listening Skills).</p> <p>Books Recommended</p>	<p style="text-align: center;">Deleted, not available</p>
<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester IV</p>		

<p>Paper (4.1) Organisational Behaviour</p> <p>Paper (4.2) Human Resource Development: Theories and Practices</p>	<p>M A Psychology</p> <p>Semester III</p> <p>Paper (5PSY23T2) Counseling Psychology</p>	<p>Paper Organisational Behaviour and Human Resource Development merged into one paper to accommodate the inter disciplinary syllabi Detailed paper is given in Appendix II.</p>
<p>M A Psychology</p> <p>Semester IV</p> <p>Paper (4.2) Sports Psychology</p> <p>Section- B</p> <p>1. Team Dynamics: Different Perspectives. Practices of Applied Sports Psychology Performance- Enhancement and Psychological Skills Training. Approaches to Psychological</p>	<p>Books Recommended</p> <p>M A Psychology</p> <p>Semester IV</p>	<p>Reframed for</p>

<p>Skills Training.</p>	<p>Paper (5PSY24T1) Organisational Behaviour and Human Resource Development</p>	<p>better clarity</p>
<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester IV</p> <p style="text-align: center;">Paper (4.3) Gerontology</p> <p style="text-align: center;">Section A</p> <p>1. Theories of Ageing: Biological (Genetic and Non-Genetic Approaches), Psychological (Robert Peck’s theory, Daniel-Levinson’s theory, Personality theory of Ageing), Social (Role theory, Activity theory, Disengagement theory, Indian theory of Ashrama Dharmas).</p> <p style="text-align: center;">Section C</p> <p>1. Services for the Elderly Psychological Services for the Elderly: Counseling services, Counseling needs of the Elderly, Some typical problems, Personal, Emotional-Familial, Intergenerational issues, Bereavement, Death Anxiety, Acceptance of Personal Ageing, Alienation, Depression and Managing Stress.</p>	<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester IV</p> <p style="text-align: center;">Paper (5PSY24T2) Sports Psychology</p> <p style="text-align: center;">Section- B</p> <p>2. Team Dynamics: Different Perspectives. Practices of Applied Sports Psychology, Performance- Enhancement and Psychological Skills Training. (Approaches and Skills Training).</p>	<p style="text-align: center;">Reframed for greater clarity</p> <p style="text-align: center;">Reframed for greater clarity</p>

<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester IV</p> <p style="text-align: center;">Paper (4.3) Cross-Cultural Psychology</p> <p style="text-align: center;">Section A</p> <p>1. Research in Cross-Cultural Settings and their Ethical Considerations.</p> <p style="text-align: center;">Section B</p> <p>1. Methodological Issues in Cross-Cultural Psychology: Experimental and Non-Experimental Methods in Cross-Cultural Psychology.</p>	<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester IV</p> <p style="text-align: center;">Paper (5PSY24T3) Gerontology</p> <p style="text-align: center;">Section A</p> <p>1. Theories of Ageing (Genetic and Non-Genetic Approaches): Biological Theories, Psychological Theories, Social Theories, Indian theory of Ashrama and Dharmas).</p> <p style="text-align: center;">Section C</p> <p>2. Psychological Services for the Elderly: Counseling needs of the Elderly, Some typical problems (Personal, Emotional-Familial, Intergenerational issues, Bereavement, Death Anxiety, Acceptance of Personal Ageing, Alienation, Depression and Managing Stress). Counseling services for elderly.</p>	<p style="text-align: center;">Shifted to section B</p> <p style="text-align: center;">Lifted from section B</p>
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<p style="text-align: center;">Section C</p> <ol style="list-style-type: none">1. Inter cultural Perception and Interaction: Popper’s views on Perception. Words and Language.	<p style="text-align: center;">M A Psychology</p> <p style="text-align: center;">Semester IV</p> <p style="text-align: center;">Paper (5PSY24T3) Cross-Cultural Psychology</p> <p style="text-align: center;">Section A</p> <ol style="list-style-type: none">1. Methodological Issues in Cross-Cultural Psychology: Experimental and Non-Experimental Methods in Cross-Cultural Psychology. <p style="text-align: center;">Section B</p> <ol style="list-style-type: none">2. Research in India: Cultural and Ethical Considerations. Research in Cross-Cultural Settings and their Ethical Considerations.3. Intercultural Perception and Interaction: Popper’s views on Perception. Words and Language. <p style="text-align: center;">Section C</p>	<p style="text-align: center;">Lifted from section C</p> <p style="text-align: center;">Lifted to section B</p> <p style="text-align: center;">Added</p>
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<p>Books Recommended</p> <p>Cole, M. (1990). Cultural Psychology: A once and future discipline? In J.J. Berman (ed.) Nebraska Symposium on Motivation, 1989: Cross Cultural Perspectives. Vol. 37, (pp. 279-336). Lincoln: University of Nebraska Press.</p> <p>Geertz, C. (1973). The Interpretation of Cultures. NY: Basic books.</p>	<p>4. Job related behaviours in Different Culture, Job Satisfaction: Cross culture comparisons cross – cultural studies on work values, Perceived values of work outcome.</p> <p>5. Managerial Behaviors, Individual – collection and the Chinese familism, Managerial behaviour in Chinese family businesses. Psychology of Acculturations; Acculturation processes, groups, attitudes & stress. Cross cultural orientation programme: Goals, Method, the university model the experiential model, culture assimilators.</p> <p>Books Recommended</p>	<p>Deleted, not required</p>
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M A Psychology

Semester I

Paper (1.4) Advanced Statistics and Research Methodology

Exam Duration: 3 Hours.

Total Marks: 75

Contact Hours: 5 hours/week

Semester Exam Marks: 50

Continuous Assessment: 25

Objective: This course enables the students to develop an understanding of advanced statistics and research methodology to conduct and comprehend psychological researches

Note: This paper is divided into three sections. Students are required to attempt five questions in all. Select not more than two questions from a section.

Section A (Contact Hours: 30-34)

1. Definition, Types, and Functions of Statistics. Methods of Data Collection: Observation Method, Interview Method, Questionnaires and Schedules. Sampling Techniques: Types of Sampling, Laws of Sampling. Probability and Non-Probability Sampling. Stratified Sampling. Interpretation of Research Data and Writing Research Report.
2. Concept of Probability: Binomial, Poisson and Normal distribution. Normal Probability Curve (NPC), Characteristics and applications of NPC, Deviations of NPC: Skewness and Kurtosis. Normalization of Skewed Distribution and Kurtosis.
3. Correlation: Pearson's Product Moment Correlation Method, Spearman's Rank Difference Method, Partial and Multiple Correlation, Bi serial and Point Bi serial Correlation, Tetra choric Correlation. Concept and application of Regression Analysis and Multiple Regression Analysis (only theory).

Section B (Contact Hours: 30-34)

4. Significance of Difference between Means. 't'/CR/Z test of significance. Nature, Assumptions, Computation and Interpretation of 't'/CR/Z Distributions for Dependent and Independent samples and Large and Small Samples. One way Analysis of Variance (ANOVA): F-test, Assumptions and Procedure of ANOVA. Two way Analysis of Variance. Types of effects: Main Effect and Interaction effects. Analysis of Co-Variance (ANCOVA): Method, Uses and Applications.

5. Difference between Parametric and Non-Parametric test: Testing Experimental Hypothesis: Chi square test (Test of Goodness of Fit), Median Test, Sign Test, Kruskal- Wallis H Test, and Mann Whitney U Test (Wilcoxon Test).
6. Factor Analysis and Discriminant Analysis: Techniques, Assumptions and Applications (only theory).

Section C (Contact Hours: 30-34)

7. Meaning and Importance of Research. Types of Researches: Experimental, Quasi-Experimental and Ex Post Facto Researches, Field Studies and Survey Research, Quantitative and Qualitative Researches.
8. Research Designs: Meaning, Purposes, and Principles. Types of Research Designs: Randomized Block Designs, Single Factor Experiments: Repeated Measure Designs, Within Group Designs.
9. Factorial Designs: (2x2) Contingency and Multi Factor Designs. Latin Square Designs.

Note: Experiential Learning:

The subject teacher could encourage students to plan some experiential learning activity from each topic. 10 Marks of internal Assessment could be allotted to such activity.

Books Recommended

- Bordons, K.S., & Abbott, B.B. (2006). Research Designs and Methods (6th ed.). Tata McGraw Hill.
- Broota, K.D. (2006). Experimental design in behavioral research. Delhi: New Age International (P) Limited, Publishers.
- Chadha, N. K. (2009) – Applied Psychometry. Sage Publication.
- Coulon, A. (1995). Ethnomethodology. Thousand Oaks: Sage.
- Cozby, P.C. (1997). Methods in Behavioral Research. Mayfields Publishing Company.
- Denzin, N.K., & Lincoln, Y.S. (2005). Handbook of Qualitative Research. Thousand Oaks: Sage.
- Elmes, D.G., Kantowitz, B.H., & Roediger, H.L. (1995). Research Methods in Psychology. West Publishing Company.
- Garret, H.E. (2005). Statistics in Psychology and Education (11th Ed.). Delhi: Paragon International Publishers.
- Giles, D.C. (2002). Advanced Research Methods in Psychology. Routledge Publications.
- John, E., & Klett, C.J. (1972). Applied Multivariate Analysis. McGraw Hill, N.Y.
- Kapil, H.K. (2000) Elements of Statistics in Social Sciences. Agra: Vinod Pustak Mandir.
- Kerlinger, F.N. (1999). Foundations of behavioral research (2nd Ed.). Delhi: Surjeet Publications.
- Kothari, C.R. (2004). Research methodology: Methods and techniques. Delhi: New Age International (P) Limited, Publishers.

- Levin, J., & Fox, J.A. (2006). Elementary statistics in social research (10th Ed.). Delhi: Pearson Education.
- Lewis-Beck, M.S. (1994). Factor analysis and related techniques. Thousand Oaks: Sage.
- McBurney, D.H., & White, T.L. (2004). Research Methods. Thompson Learning, Singapore.
- McGuigan, F.J. (1990). Experimental Psychology, (5th ed.). New Delhi: Prentice hall India.
- McMillan, J.H., & Schumacher, S. (2000). Research in Education: A conceptual Introduction (3rd ed.). Harper Collins College Publishers.
- Miller, G., & Dingwall, R. (1997). Context and Method in Qualitative Research. Thousand Oaks: Sage.
- Minium, E.W., King, B.M., & Bear, G. (1993) (3rd ed.). Statistical Reasoning in Psychology and Education. John Wiley & Sons.
- Montgomery, D.C. (2006). Design and Analysis of Experiments (5th ed.). John Wiley & Sons.
- Newman, W.L. (1991). Social Research Methods: Qualitative and Quantitative. Boston: Allyn & Bacon.
- Panneerselvan, R. (2006). Research Methodology. Prentice Hall of India Private Ltd
- Siegel, S. (1994). Non parametric statistics. New York: McGraw Hill.
- Stenle, A.M. (1972). The Foundations of Factor Analysis. McGraw Hill, N.Y.
- Suleman, M. (1997). Sankhyaki Ke Mool Tatwa. Patna: Shukla Book Depot.
- Verma, P., & Srivastava, D.N. (1996). Manovigyan Aur Shiksha Mein Sankhyiki. Agra: Vinod Pustak Mandir.
- Winer, B.J. (1991). Statistical Principles in Experimental Design. McGraw Hill, N.Y.

M A Psychology
Semester IV
Paper (5PSY24T1) Organisational Behaviour and Human Resource
Development

Objective: The objective of this course is to make students aware of the changing trends in designing and managing human resources. The course focuses upon various issues involved in implementation of HRD systems in the changing environment and the need to reposition human resource functions to add value to human and his systems / organizations and to develop an understanding among students of human behaviour in organisations.

Section A (Contact Hours: 30-34)

1. **Defining Organisational Behaviour.** Contributions of Taylor, Weber, and Fayol. The Hawthorne Studies. Human Resource Development: conceptual Basis, Strategic Interventions in HRD Sector, HRD Instruments, Processes and Outcomes. Social System Approach: Human Resource Capitalism.
2. **Theories of Motivation: Content Theories** - Maslow's Hierarchy of Needs, Herzberg's Two-factor Theory, Alderfer's ERG Theory. Process Theories- Vroom's Expectancy Theory, The Porter-Lawler Model. Contemporary Theories of Motivation- Equity theory of Work Motivation.
3. **Decision-Making:** The Decision-Making Process, Behavioural Decision-Making, Participative Decision-Making, and Models of Decision-Making. The Nature of Groups, Stages of Group Development. Teams: Nature and Types of Teams. Team Building.

Section B (Contact Hours: 30-34)

4. **Theories of Leadership:** Behavioural and Contingency. Contemporary issues in Leadership. Stress: Causes and strategies of Stress. Conflict: Individual and Interactive Conflict. Conflict Resolution Strategies.
5. **Cultures within Organisation.** The Role of Culture in Organisations. Types and Underlying Dimensions of Organisational Culture. Organisational Change- Nature, Force, and Approaches to Change Management. Organisational Development- Intervention Techniques.

- 6. Acquisition of Human Resource:** Planning, Assessment, Selection Processes Recruiting, Job Analysis, Job Evaluation, Reward system: Practices and Issues in Wage Payment, Monetary & Non monetary Aspects of Reward System.

Section C (Contact Hours: 30-34)

- 7. Training and Development:** Training Needs, Designing Training Programme and its Implementation, Evaluation of Effectiveness of Training and Development Program. Socialization Process. Performance Appraisal: 360 Degree or Multi-rater Assessment and feedback system (MAFS) Objectives Advantages RSDQ Model of 360 Degree or MAFS.
- 8. Attrition and Retention:** Separation, Employee Engagement (Job Enlargement, Job Enrichment and Rotation), Ways of Motivating Employees, Quality of Work Life.
- 9. Employee Safety & Health:** Employee safety and health issues, Basic facts About Occupational Safety Law. The Supervisor Role in Safety. Causes and prevention of accidents. Employee health Problem, & Remedies.

Note: Experiential Learning:

After every course. The subject teacher could encourage students to plan some experiential learning activity from each topic. 10 Marks of internal Assessment could be allotted to such activity.

Books Recommended

- Costley, D.L. (1994). Human Relations in Organizations. NY: West.
- Davis, K. & Newstorm, J.W. (1989). Human behavior at work : Organizational behavior. NY: McGraw-Hill.
- DeCenzo, D.A., & Robbins, S.P. (1999). Human resource management (6thed.). New York: John Wiley.
- Dessler, G. (2004) Human Resource Management (10th ed.): Prentice Hall
- Dwivedi, R. S. (2001). Human Relations & Organizational Behaviour: Macmillan India Ltd.
- Greenberg, J. & Baron, R.A. (2005). Behavior in Organizations: Understanding and managing the human side of work. Delhi: Pearson Education.
- Hersey, P., Blanchard, K.H., & Johnson, D.E. (2006). Management of Organizational Behavior. Delhi: Pearson
- Johns, G. (1996). Organizational Behaviour : Harper Collins College.
- Jyoti P. & Venkatesh D.N. (2006). Human Resource Management : Oxford
- Kanungo, R.N., & Mendonca, M. (1994). Work Motivation: Models for Developing Countries. ND: Sage.
- Luthans, F. (2005). Organizational Behavior. Delhi: McGraw Hill.

Pareek U & Rao T. V. (2003) : Designing and Managing Human Resource Development System, Oxford and IBH Publishing Co. Pvt. Ltd.

Pareek U: (2002) Training Instruments for HRD : Tara McGraw Hill Publishing company Limited.

Pareek, U. (2004). Understanding Organisational Behavior. Delhi: Oxford University Press.

Pareek, U., Rao, T. V., & Pestonjee, D.M. (1981). Behavioural processes in organizations. ND: Oxford & IBH.

Robbins, S.P. (2003). Organizational Behavior. Delhi: Pearson Education.

Schultz, D.P., & Schultz, S.E. (2004). Psychology and Work Today: An Introduction to Industrial and Organizational Psychology. Delhi: Pearson Education.

Enclosure – III

Department of Psychology

M. Phil.
Psychology
(Psychological Assessment)

2010-11

Banasthali University

**Banasthali Vidyapith
Rajasthan-304022**

M. Phil.

Psychology

(Psychological Assessment)

With the advancements in Technology, Industrialization and Globalization, the cutthroat competition and competence standards required to sustain at work place and life have risen many fold. The hectic routine of people has made them vulnerable to a variety of stresses and strains causing various diseases and mental ill health at work place and in everyday life. The age of vulnerability to such hazards is decreasing day by day. It has put their emotional and psycho social life at a constant threat. The concerns of health, happiness and success of people have occupied a prime position at the micro level as well as planning and policies formulation level of our Nation. A large number of agencies in the diversified fields (Health, Defense, Commerce, Education, and Industry) are concerned about motivating people and enhancing their performance, building on human capital and correcting their weakness. All this has caused a steep rise in the demand of Practicing Psychologists and psychological Consultants across the globe that could make an accurate appraisal of people and their limitations. There is a severe paucity of such practicing psychologists in our country in spite of psychology being a popular subject at college or university level. The absence of such qualified and skilled Practicing Psychologists has encouraged quacks and ill equipped people to claim expertise in the field. This has put the life of common man at stake. Therefore, a need of a systematic, scientific approach towards assessment, screening, diagnosis and desired intervention by skilled and qualified Psychologist has become severe and urgent. It is the responsibility of our educational institution, therefore, to train Psychology Graduate into Practicing Psychologist who could address such issues and challenges. Keeping it in mind this M. Phil Program in Psychological assessment has been tailored. The focus of this course is to impart comprehensive knowledge and train and equip the Budding psychologist with the skills and proficiency in Psychological Assessment Tools, Techniques and Methods, so that they could use them for the purpose of systematic and accurate appraisal, diagnosis and intervention for enhancing human potential by molding their aptitudes, attitudes, interests and assisting them in carving their career plans and hence, counseling them towards actualizing their potential, optimizing their performance and maximizing their satisfaction and success in life and building a strong Nation and serving the mankind.

Course Objectives:

This course shall have a dual purpose of making scholars competent skillful experts in psychological assessment as well as eligible for university teaching and quality research.

Keeping following objectives in mind the course is tailored –

1. To impart a comprehensive conceptual and procedural knowledge of psychological evaluation, its significance and application to the M. Phil scholars.
2. To equip the budding Psychologists with the skills in the methods and procedures required in selecting the appropriate Psychological Evaluation Instruments, Tools and Techniques for diversified purposes and population.
3. To equip them with the skills in construction, modification, adaptation, and translation of the Psychological Evaluation Tools and Techniques and ascertaining and enhancing their reliability, validity, objectivity and developing and updating the norms of the psychological tests and techniques to make them suitable for the purpose.
4. To equip the budding Psychologists with the skills in the administration and interpretation of different types of Psychological Evaluation Tests, Tools and Techniques (clinical interviews, case studies and mental status examination) for mental health assessment and for the other professional, vocational, academic and research purposes
5. To enhance the understanding of the multicultural, ethnic, racial and gender issues related to Psychological Evaluation.
6. To expand the application of psychological evaluation services to diversified fields like Education, Sports, Health Care, Security, Defense Forensic, Industry, Organization just to mention a few.
7. To enhance the understanding of the principals and applications of Legal, Ethical and Professional issues involved in the administration and interpretation of Psychological Evaluation that would enable the budding psychologists an insertion in the academic as well as professional fields and practice as a qualified, certified expert in psychological Assessment in various fields and for different purposes.
8. Students will learn various protocols involved in conducting assessment/diagnostic interviews of individuals, couples, families, children, and adolescents.
9. The students would create a personal library of psychological tools, software packages and test batteries and would develop proficiency in administration of psychological tests and their analysis.
10. This shall enable the budding psychologist to establish themselves as competent experts in psycho Assessment.

Career Options for Psychological Assessment Expert

Scholars with M. Phil in Psychology (Psychological Assessment) shall find their place in the following diversified fields:

- Education: Teaching as well as psychological Assessment Experts in college and universities including Private and Public, Nurseries, Preschools, Schools, Preparatory Schools and Hostels, Professional Institutions, B.Ed. and other training Institutions, Career Counselors and for Screening and Selection purposes.
- Health: Hospitals, Psychiatry Departments and Health-care clinics and other health-enhancement centers (Yoga, Meditation, Positive Health, etc), Behavioral Counseling Clinics.
- Rehabilitation Centers: Reformatories, Jails, Homes for Senior Citizens, Homes for Destitute Children and Women, children with ADHD, Learning disabilities Delinquents, people with special need and care (Handicaps, Mentally Impaired and Retardation), Substance-abuse, HIV/AIDS, Forensic and Crime Department (e.g., CBI)
- Industry: (Government and Corporate: Appraisal, Selection, Recruitment, Placement and Promotion Agencies, Personnel Services cells, training centers.
- Programme Development for Human Resource Training for Appraisal and Enhancement of Motivation, Leadership, Soft and Life Skills, Stress Management and Efficacy, Satisfaction and Happiness,
- Administrative Services: Assistance to State and Central Administrative Services, Judiciary, Police, Railways and Defense Services, Officers' Training Centers/ Academies, and Banks.
- Community Welfare Services: Children, Women and Youth Organizations Non-government Organizations Charity Organizations Religiously-affiliated organizations, non-profit organizations (UNICEF, WHO, UNFPA, CEDPA, NYK etc).
- Research – State and National Census, Evaluation of the Effectiveness of Policy Implementation, Feedback and Follow-up, Meta-analysis and Norms Development, Market Research, etc.
- Almost every human endeavor requires Psychological Assessment Services

Course Structure:

M. Phil Psychology (Psychological Assessment) is one year course divided in two semesters. It is an intensive course that shall run from 10:00 A.M to 05:00 P.M. daily, (5 days a week) and one day / week for library consultation & internet surfing. Course consists of theory classes and intensive practical sessions in the laboratory and outside in the field.

Teaching Strategies:

Learning process in this course shall include Lecturing, Article Review, Interviewing, Videotaping, Demonstrations, Psychological Testing, Role Plays, Group Dynamic Procedure, Practical Experience and Practice, Running Psychological Assessment Cell, Field Work, Brain Storming and SWOT Analysis. Case Presentation and Presentations by each student during the class.

Scheme of Examination:

Under the scheme of continues assessment, Knowledge and Skills imparted through lectures, notes, class discussion and assigned readings shall be tested through the Assignments, Presentations, Quizzes and Final Semester Examinations, Dissertation, Internship and Comprehensive Viva at the end of the Course. Regular grading shall follow after practical sessions, to judge the skills acquired during the training course and for active participation in the course. Participation points shall be allotted and consider in the continuous assessment.

Participation in different forms includes:

Proactive participation in class discussion

Participation in field studies and clinical assessment

Volunteering for Role Plays, Presentation, etc.

Sharing and discussing videotapes, events and incidents

Attendance policy:

Students are expected to be punctual and 100% in attendance as it is and intensive course format. Permission for absence under special circumstances

could be granted by the Professor. Students with less than 75% attendance may affect their performance.

Admission Eligibility:

M.A. Psychology/ M.Sc. Human Development / M.Ed.

Admission shall be on the basis of merit & desirable qualities.

Course Scheme

Group 'A' (Compulsory Papers)

1. Research Methodology in Social Science.

OR

Psychological Assessment Method and Procedures.*

2. Dissertation.
3. Pedagogy

OR

Psychological Assessment Expert into making.**

4. Practical work: Practicing psychological assessment

Group 'B' (Core Papers)

1. Fundamentals of psychological assessment.
2. Psychological Assessment warehouse & Familiarization with psychological Test
3. Practical: Practicing Psychological Assessment
4. Application of Psychological Assessment: Internship

Group 'C' (Interdisciplinary Courses)***

1. Legal, Ethical & Commercial issues of psychological assessment.
2. Psychological Assessment in different settings.

* new paper of group A1 (compulsory papers) has been tailored to suit the course.

** paper B pedagogy has been modified to make it suitable for the subject.

*** two interdisciplinary courses (C1 & C2) are floated from psychology discipline.

Department of Psychology
M. Phil Psychology
Scheme of Examination 2010-2011

Course Code.	Subject/ paper Nomenclature	Contact Hours	Duration of Examination	Max. Marks	Cont. Assessment	Final Assessment	Min. Pass Marks (40%)
SEMESTER I							
6PSY11-T1 Group 'A1'	(1.1) Psychological Assessment Methods and Procedures	4	3	60	20	40	24
6PSY11-T2 Group 'A3'	(1.2) Psychological Assessment Expert into Making	4	3	60	20	40	24
6PSY11-T3 Group 'B1'	(1.3) Fundamentals of Psychological Assessment	4	3	60	20	40	24
6PSY11-P1 Group 'A4'	(1.4) Practical (Practicing Psychological Assessment)	8 (4)	3	60	20	40	24
	Total	12+4=(16)		180+60=(240)	80	160	
6PSY11D1 Group 'A2'	(1.5;2.5) Dissertation: to be continued in the II semester				20		
SEMESTER II							
6PSY12-T1 Group 'C1'	(2.1) Legal, Ethical and Commercial issues of Psychological Assessment	4	3	60	20	40	24
6PSY12-T2 Group 'B2'	(2.2) Psychological Assessment ⁷ Warehouse and Familiarization with different Psychological Tests	4	3	60	20	40	24
6PSY12-P1 Group 'B3'	(2.3) Practical: Practicing Psychological Assessment	7 (3.5)	6	50	15	35	20
6PSY12-P2 Group 'B4'	(2.4) Application of Psychological Assessment: Internship.	2 (30 Days)	-	30	-	30	12
	Total	8+5.5=(14)		120+80=(200)	55	145	
6PSY12-D1 Group 'A2'	(1.5;2.5) Dissertation/Project Work Viva for Dissertation/Project Work & Comprehensive Viva	6.5	-	100	20*	40** 40***	40
	Grand Total	20+16		300+240=540			

* already allotted in the first semester.

** allotted by the internal examiner.

*** marks for evaluation of dissertation by external examiner, viva and comprehensive viva.

Scheme of Examination

Students are expected to attempt five questions out of nine questions in the semester examination.

Mechanism of continuous and final assessment of the dissertation may be as follow:

Phase I: (Last week of August)	
Selection of the Topic and plan of Project approved by the committee	10 Marks
Phase II: (Before Diwali Break)	
Presentation of the Synopsis before the committee	10 Marks
Phase III (Before commencement of Final Semester Examination)	40 Marks
Submission of the Dissertation and Viva by Internal Examiner	
Phase IV: (After submission)	
Evaluation of the Dissertation by the External Examiner	40 Marks (inclusive of
Comprehensive viva (along with Dissertation)	20 Marks)
Total	100 Marks

M. Phil. In Psychology

(Psychological Assessment)

Semester I

Paper (1.1-6PSY11-T1) Psychological Assessment Methods and Procedures Group A1

Exam Duration: 3 Hours
Contact Hours: 4 hours/week

Total Marks: 60
Final Exam Marks: 40
Continuous Assessment: 20

- I. Clinical Testing:**
 1. Signs and symptoms of mental illness, DSM IV indicators.
 2. Interview: Trust building interview, History taking interview, Clinical interview techniques, Interview with children, families and couples, Crisis interview, Interview attending skills
 3. Mental status examination.
 4. Observation: Participant and Non-participant.
 5. Case Studies: Levels of assessment in case studies, Case study guide.
 6. Projective Techniques: Rorschach, Thematic apperception test (TAT), Children apperception test (CAT), Sentence completion test (SCT), Word association test (WAT), Role playing, Doll playing, Picture completion, Picture frustration tests.
 7. Issues of validation and cross-validation of projective techniques and other testing procedures.
 8. Issues of reliability of projective techniques and other testing procedures.
 9. Issues of norms and population of projective techniques and other testing procedures.
 10. Issues of administration of projective techniques and other testing procedures.
 11. Issues of generalization of results of projective techniques and other testing procedures.
 12. Interpretation and clinical uses of projective techniques and other psychological tests and tools.
 13. Other personality assessment techniques: SWOT, Jo-Hari window.
 14. Data recording procedures.
 15. Non-test appraisal techniques.
- II. Process of psychological evaluation in different Fields :**
 1. Educational field
 2. Clinical field
 3. Neuro- psychological field
 4. Field of health psychology
 5. Field of social & cultural psychology
 6. Field of industry & organizations
 7. Field of Sports, Defense and Judiciary
 8. Field of forensic and crime
 9. Field of prevention
- III. Analysis and interpretation of data**
 1. Qualitative and quantitative analysis and social statistics.
 2. Interpretation of data.
 3. Synthesis of information from different sources
 4. Application of diagnosis and treatment planning
- IV. Report writing (structure, content, style and language).**
- V. Evaluation of efficiency of psychological assessment techniques.**
- VI. Evaluation of the efficiency of psychotherapies.**

Books Recommended:

- Anastasi, A., Urbina, S. (1997): Psychological testing (7th Ed.) N.K.: Macmillan.
- Aronow, E., Weiss, K. A., & Reznikoff, M. (2001). A practical guide to the Thematic Apperception Test: The TAT Ink Clinical practice. Philadelphia, PA: Taylor & Francis.
- Babbie, E. (2004). The practice of social research. Singapore: Thomson Asia.
- Butcher, J. N. (2002). Clinical personality assessment: Practical approaches (Ed.). New York: Oxford University Press.
- Ciminaro, A. R. (1984). Handbook of behavioral assessment. New York: John Wiley.
- Cronbach, L. J. (1990): Essentials of Psychological Testing N.Y. :Harper & Row.
- Exner, J. E., Jr. (2001). A Rorschach workbook for the comprehensive system (5th ed.). Ashville, NC: Rorschach Workshops.
- Flanagan, S.J., & Flanagan, S.R. (2003) Clinical Interviewing. New York: John Wiley & Sons.
- Freeman, F.S. (2008): Theory and Practice of Psychological Testing. New Delhi : Oxford & IBH Publishing Co.
- Greene, R. L. (2000). The MMPI-2: An interpretive manual (2nd ed.). Boston: Allyn and Bacon.
- Hecker, J.E., & Thorpe, G.L. (2007). Introduction to Clinical Psychology: Science, Practice & Ethics. Dorling Kindersley Pvt. Ltd.
- Hersen, M., & Turner, S. M. (2003). Adult psychopathology and diagnosis (4th ed.). Hoboken, NJ: Wiley & Sons.
- Holstein, J.A. & Gubrium, F. (1995). Active interview. London: Sage.
- Kamphaus, R. W., & Frick, P. J. (2002). Clinical assessment of child and adolescent personality and behavior (2nd ed.). Boston: Allyn and Bacon.
- Kellerman, H., & Burry, A. (1997). Handbook of psycho diagnostic testing: Analysis of personality in the psychological report (3rd ed.). Boston: Allyn and Bacon.
- Korchin, S.J. (2004). Modern Clinical Psychology: Principal of intervention in the clinical and the community. CBS Publication.
- Millon, T. (1996). Disorders of personality: DSM-IV and beyond (2nd ed.). New York: John Wiley & Sons.

M. Phil. In Psychology
(Psychological Assessment)
Semester I
Paper (1.2-6PSY11-T2) Psychological Assessment Expert in to Making
Group A3

Exam Duration: 3 Hours
Contact Hours: 4 hours/week

Total Marks: 60
Final Exam Marks: 40
Continuous Assessment: 20

- I. Qualities of psychological assessment expert.
- II. Qualifications, rights, obligations and jobs of the psychological assessment expert
- III. Skills of psychological assessment expert for psychological evaluation
- IV. Skills in behavioural counseling: psychoanalytic, psychological, behavioural, cognitive, humanistic and existential, eclectic and other approaches (group, individual and family counseling)
- V. Skills in career counseling
- VI. Skills required for self enterprise
- VII. Role clarity: Dos and don'ts to be observed by the psychological assessment expert.
- VIII. Trust in self, others and psychological tools.
- IX. Professionalism: Professional training and experiences.
- X. Challenges ahead: New areas where psychological evaluation is needed.

Books Recommended:

- Anastasi, A., Urbina, S. (1997): Psychological testing (7th Ed.) N.K.: Macmillan.
- Babbie, E. (2004). The practice of social research. Singapore: Thomson Asia.
- Butcher, J. N. (Ed.). (2002). Clinical personality assessment: Practical approaches. New York: Oxford University Press.
- Cronbach, L. J. (1990): Essentials of Psychological Testing N.Y.: Harper & Row.
- Flanagan, S. J. & Flanagan, S. R. (2003). Clinical Interviewing. New York: John Wiley & Sons.
- Freeman, F.S. (2008): Theory and Practice of Psychological Testing. New Delhi : Oxford & IBH Publishing Co.
- Kellerman, H., & Burry, A. (2001). Handbook of psychodiagnostic testing: Analysis of personality in the psychological report (3rd ed.). Boston: Allyn and Bacon.

M. Phil. In Psychology

(Psychological Assessment)

Semester I

Paper (1.3-6PSY11-T3) Fundamentals of Psychological Assessment

Group B1

Exam Duration: 3 Hours
Contact Hours: 4 hours/week

Total Marks: 60
Final Exam Marks: 40
Continuous Assessment: 20

- I. Foundation and perspective of psychological assessment: Definition, nature, meaning, purpose, importance, uses, and classification of psychological assessment tests, tools and techniques; Test construction: Steps and processes; Psychometric properties of a good psychological measure: Issues of reliability, validity, objectivity & norms and testing population; Culture fare, culture free and culturally loaded tests; Improving face validity of the tests; Problems and challenges in constructing psychological instruments, limitations of psychological tests.
- II. Methodological considerations of psychological evaluation: Contract building and signing of a memorandum of frequency, duration and time; Client intake packet and consent for participation; Release of information form; confidentiality; Arranging appointments; Issues of the punctuality of the appointments; Selection of psychological tests; Modification, adaptation, translation of psychological tests; Introducing testing material, purpose and benefits to the client; follow up appointment and follow up session; Testing procedures; Administration issues; test anxiety (white coat syndrome); Rapport formation (building constructive and favorable attitude towards psychological tools and psychologists); Development of trust and validity of disclosure of information (uncensored disclosures); Time considerations; Efforts economy; Seeking cooperation of the testee; Streamlining procedures; Identification and redefining the problem/need; Examiner's and situation variable, Handling issues of myths and misconceptions regarding psychological testing.
- III. Techniques of information gathering: Psychological tests, techniques
- IV. Multi cultural and diversity issues in psychological testing
- V. Evaluation, judgment and biases in psychological measurement
- VI. Issues related to clinical applications of the psychological tests and & new developments

Books Recommended:

- Anastasi, A., Urbina, S. (1997): Psychological testing (7th Ed.) N.K.: Macmillan.
Babbie, E. (2004). The practice of social research. Singapore: Thomson Asia.
Ciminaro, A. R. (1984). Handbook of behavioral assessment. New York: Wiley.
Cronbach, L. J. (1990): Essentials of Psychological Testing N.Y. :Harper & Row.
Fowler, F.J. Jr. (2002). Survey research methods. Thousand Oaks: Sage.
Freeman, F.S. (2008): Theory and Practice of Psychological Testing.
Henry, G.T. (1995). Graphing data. Newbury Park: Sage.
Holstein, J.A. & Gubrium, F. (1995). Active interview. London : Sage.
Leung, F.T.L. & Austin, J.T. (1996). The psychological research handbook. London: Sage.
Miller, D.C. (1991). Hand book of research design and social instrument. London: Sage.
Morey, L. C. (2003). Essentials of Personality Assessment Inventory (PAI). Hoboken, NJ: John Wiley & Sons.

M. Phil. In Psychology
(Psychological Assessment)
Semester I
Paper (1.4-6PSY11-P1) Practical
Practicing Psychological Assessment
Group A4

Exam Duration: Full Day
Contact Hours: 8 hours/week

Total Marks: 60
Final Exam Marks: 40
Continuous Assessment: 20

- I. Self Administration of a battery of psychological tests.
- II. Market survey of paucity and demand in the field of psychological testing and identifying feeders & backups in your vicinity.
- III.
 1. Construction, modification, adaptation and translation of psychological tests.
 2. Selection of the psychological tests and techniques for different purposes.
 3. Revalidation and reassuring reliability of some psychological tests.
 4. Development of local norms and updating old norms of some psychological tests.
 5. Preparation of a chart of psychological tests with important psychometric properties.
 6. Preparation of convenient packages and test batteries.
- IV. Development of appropriate psychological assessment and clinical skills and ability through SWOT analysis and work on the strengths and weakness and opportunities and threats as a psychological assessment expert and improving on the qualities required to be an efficient and effective psychological assessment expert.
- V. Running a mini psychological assessment cell in the department.

Books Recommended:

- American Psychiatric Association. (2000). The diagnostic and statistical manual of mental disorders – text revision, (4th ed.) Washington, DC: Author.
- Exner, J. E., Jr. (2002). The Rorschach: A comprehensive system (Vol. 1), (4th ed.). New York: John Wiley & Sons.
- Greene, R. L. (2000). The MMPI-2: An interpretive manual (2nd ed.). Boston: Allyn and Bacon.
- Murray, H. A. (1971). Thematic Apperception Test Manual. Cambridge: Harvard University Press.

M. Phil. In Psychology
(Psychological Assessment)
Semester II
Paper (2.1-6PSY12-T1) Legal, Ethical and Commercial Issues of
Psychological Assessment
Group C1

Exam Duration: 3 Hours
Contact Hours: 4 hours/week

Total Marks: 60
Final Exam Marks: 40
Continuous Assessment: 20

I. Legal Issues

1. APA guidelines of psychological testing and their use.
2. Registration as a certified psychological assessment expert, issues of licensing and copy right issues.
3. Issues of commercial use and reproduction of assessment instruments.
4. Guard against quacks and ill practicing, control outlines for the use and selling of psychological services.
5. Psychological testing and civil rights of minorities.

II. Ethical Issues

1. Written consent of the client
2. Protection of privacy and confidentiality
3. Respect and positive regard for the testee
4. Non-damaging procedures
5. Result declaration (challenges and cross validation)
6. Precautions against sweeping generalization
7. Ethical issues of disguising nature and purpose of the test
8. Misuses (abuses) of psychological tests and protection from being misused or made public (popularizing through media)
9. Precautions against the effects of training and coaching on test scores
10. Myths, misconception and prejudices about psychological assessment and expert.
11. Popular jokes, sayings and phrases about psychological assessment and expert (the lighter side)
12. Ethical vs legal dilemma in psychological assessment
13. Social obligations: Extension activities and responsibilities.

III. Commercial issues: self enterprising:

1. Psychological assessment clinic: Size, location, naming, waiting, registration, billing and other physical arrangements and facilities (water, electricity men power, equipment) and formalities.
2. Test procurement procedures: (tender, order, payment, transportation) supply centers, of psychological measures and publishers of psychological tests: National Foundation for Educational Research (NFER), American Psychological Association (APA) and other sources
3. Professionalizing and formalization (but guard against white coat syndrome).
 - Dress code and demeanor.
 - Punctuality of appointment and timely cancellation, if there is any.
 - Preparation of room and material.
4. Promotion, publicity, marketing of services (advertising).

5. Feeders and backup system: clinical counseling clinics (behaviour counseling), educational institutions, professional institutions and universities, screening and entrances, recruiting institutions, employment agencies, census, training centers, research and development department, projects, and NGOS, mental health and ill health clinics. hospitals and private clinics industry, police, judiciary and defense, private and public enterprise. personality grooming centers, behaviour and career counselors. detection of potential liars, criminals drug addicts and drug traffickers and norm violators, for self-appraisal purposes etc.
6. Costing and accounting: Procurement, storage, management and benefit costs (important and in demand), inflation adjustment, maintenance and peripheral benefit/ cost, temporary, permanent, specialist, general, hired assistance (men power) cost, building owning or hiring cost, reconstruction and modification, validation cost, hospitality cost, data pool cost.
7. Handling the limitations of slow results and non tangible benefits of psychological tests.
8. An antibiotic model???
9. Building on the research and development cell.
10. Building psychological assessment experts' society and net working.

Books Recommended:

- Anastasi, A., Urbina, S. (1997): Psychological testing (7th Ed.) N.K.: Macmillan.
- Cronbach, L. J. (1990): Essentials of Psychological Testing N.Y. :Harper & Row.
- Freeman, F.S. (2008): Theory and Practice of Psychological Testing. New Delhi : Oxford & IBH Publishing Co.
- Hecker, J.E., & Thorpe, G.L. (2007). Introduction to Clinical Psychology: Science, Practice & Ethics. Dorling Kindersley Pvt. Ltd.
- Korchin, S.J. (2004). Modern Clinical Psychology: Principal of intervention in the clinical and the community. CBS Publication.
- Leung, F.T.L. & Austin, J.T. (1996). The psychological research handbook. London: Sage.
- Saddock, J. & Saddock. V. (2001) Pocket handbook of clinical psychiatry. (3rd ed.) New York: Lippincott Williams & Wilkins.

M. Phil. In Psychology
(Psychological Assessment)
Semester II
Paper (2.2-6PSY12-T2) Psychological Assessment Warehouse and
Familiarization with Psychological Tests
Group B2

Exam Duration: 3 Hours
Contact Hours: 4 hours/week

Total Marks: 60
Final Exam Marks: 40
Continuous Assessment: 20

- (I) Classification of psychological tests
- (1) Classification of psychological tests into Individual/ Group / Performance, tests Objective/ Subjective/ Projective Tests, Speed/ Power Tests, Inventory/ Check-List/ questionnaire/ Rating Scales. Intelligence/ Aptitude/ Ability/ Attitude/ Interest and Values/ Personality/ Miscellaneous.
 - (2) Culture fare, culture free and culturally loaded tests.
- (II) Familiarization with:
1. Multiple intelligence tests: Binet, Wechsler, Raven's intelligence tests, Bhatia battery of performance test of intelligence, Test of emotional intelligence and spiritual intelligence.
 2. Tests of cognitive functioning: Bender gestalt, PGI memory scale.
 3. Tests of interest, attitude & values: Strong Campbell interest inventory, Kuder preference records, Thurston & Likert attitude scale, Study of values, Work values inventory, Differential aptitude test, General aptitude test battery and other aptitude scales.
 4. Test of diagnostic clarification:
 - (a) Test of thought disorders: Colour and form sorting tests, Object sorting test, Proverb & arithmetic test.
 - (b) Minnesota Multi-Phasic personality inventory (MMPI), Multicultural personality questionnaire (MPQ).
- I Screening instruments to detect psychopathology anxiety, Depression, Mania, Obsessive compulsive disorder (OCD), Phobia, Panic disorder: General health questionnaire (GHQ), Hospital anxiety and depression score (HADS), Leytons' obsessional inventory, Yale-Brown obsessive compulsive scale (Y-BOCS), Beck depression inventory (BDI), Strait trait anxiety inventory (STAI), Hamilton anxiety rating scale (HARS), Scale for assessment of negative symptoms (SANS), Anorexia nervosa symptoms score test (ANSS), Brief psychiatric rating scale (BPRS).
1. Test of adjustment & personality assessment: 16 Personality factors (16 PF), Eysenck's personality inventory (EPI), Eysenck's personality questionnaire (EPQ), Locus of control (LOC), Bell's adjustment inventory.
 2. Tests of well-being: Subjective, social, psychological and emotional wellbeing, Positive psychology & happiness.
 3. Tests for HRD and personality grooming that enhances psychological, social, emotional capital (capacity building).
 4. Psycho diagnostics for children: Psychological assessment of children: Developmental psycho-pathology Check list CBCL, Millon's, WISC-R, Gassell's, Illingworth's and other tests. Developmental schedules, Vineland social maturity scale, AMD for mental retardation, Pieltarr's children's self concept Scale, Children's Depression Inventory (CDI), NIMHANS Index of specific learning disabilities, Test of scholastic ability test of attention, reading, writing, arithmetic, Visio motor gestalt and Integration Raven's controlled projective test, Draw a man test.

5. Test for people and children with special need and gifted: Visually handicapped, Blind, learning difficulties.
 6. Standardized vernacular version of test.
- (III) Library of psychological tests
- (1) Sources, procedures and issues: Gathering information regarding various tests from psycho centers, internet browsing, books & journals, & using existing tests & scales, considering their uses and limitations.
 - (2) Assembling and formation of batteries and need- based packages of psychological tests.
 - (3) Development of computer software packages for conduction, analysis and interpretation of psychological tests.
 - (4) Electronic storage and catalogue system of inventory.
- (IV) Development of diagnostic data pool of client's history, feedback, follow up studies.
- (V) Indian / International psychological institutes and societies concerned with psychology testing.

Books Recommended:

- Adams, R. L.; Parsons, O. A., Culbertson, J. L., & Nixon, S. J.. (1996). Neuropsychology for clinical practice (Eds.). Washington, D.C.: American Psychological Association.
- American Psychiatric Association. (2000). The diagnostic and statistical manual of mental disorders – text revision, (4th ed.) Washington, DC: Author.
- Anastasi, A., Urbina, S. (1997): Psychological testing (7th Ed.) N.K.: Macmillan.
- Aronow, E., Weiss, K. A., & Reznikoff, M. (2001). A practical guide to the Thematic Apperception Test: The TAT Ink Clinical practice. Philadelphia, PA: Taylor & Francis.
- Butcher, J. N.. (2002). Clinical personality assessment: Practical approaches (Ed.). New York: Oxford University Press.
- Greene, R. L. (2000). The MMPI-2: An interpretive manual (2nd ed.). Boston: Allyn and Bacon.
- Kamphaus, R. W., & Frick, P. J. (2002). Clinical assessment of child and adolescent personality and behavior (2nd ed.). Boston: Allyn and Bacon.
- Kamphaus, R. W., & Frick, P.J. (2001). Clinical assessment of child and adolescent intelligence (2nd ed.). Boston: Allyn and Bacon. (for reference and report writing).
- Kellerman, H., & Burry, A. (2001). Handbook of psychodiagnostic testing: Analysis of personality in the psychological report (3rd ed.). Boston: Allyn and Bacon.
- Millon, T. (1996). Disorders of personality: DSM-IV and beyond (2nd ed.). New York: John Wiley & Sons.
- Morey, Leslie C. (2003). Essentials of PAI Assessment. Hoboken, NJ: John Wiley & Sons.
- Neitzel, M.T., Bernstein, D.A., & Millich, R. (2003). Introduction to clinical psychology. (5th Ed.) Upper Saddle River, N.J. : Prentice Hall.
- Saddock, J. & Saddock. V. (2001) Pocket handbook of clinical psychiatry. (3rd ed.) New York: Lippincott Williams & Wilkins.

M. Phil. In Psychology
(Psychological Assessment)
Semester II
Paper (2.3-6PSY12-P1) Practical
Practicing Psychological Assessment
Group B3

Exam Duration: Full Day
Contact Hours: 7 hours/week

Total Marks: 50
Final Exam Marks: 35
Continuous Assessment: 15

- I. Practicing of arranging an appointment & subsequent appointments (language & style) and introducing the test materials:
 - Why you are using them.
 - What you hope they will offer to the client.
 - How the process of taking the test works.
- II.
 1. Administration and interpretation of some already existing important objective tests and techniques in different settings, on different population and for different purposes for the familiarization with the tests and practicing them.
 2. Administration, analysis and interpretation of projective techniques.
 3. Conducting different types of interviews.
 4. Interview of children.
 5. Conducting different types of case studies.
 6. Practicing observation as a source of primary data collection.
 7. Use of secondary data / meta analysis.
 8. Gathering information through SWOT analysis.
 9. Report writing:
 - Initial interview report
 - Testing results report
 - Final clinical assessment report.
- III. Practicing the art of result declaration.
- IV.
 1. Taking measures against faking.
 2. Practicing ways of disputing irrational beliefs, handling jokes, myths & critical attitudes towards psychological testing.
- V.
 1. Creation of web site of your psychological assessment clinic.
 2. Advertising and publicity: Planning a psychological assessment centre (creating an advertisement.)
- VI. Running and managing psychological assessment centre at Banasthali.

Books Recommended:

- American Psychiatric Association. (2000). The diagnostic and statistical manual of mental disorders – text revision, (4th ed.) Washington, DC: Author.
- Exner, J. E., Jr. (2002). The Rorschach: A comprehensive system (Vol. 1), (4th ed.). New York: John Wiley & Sons.
- Greene, R. L. (2000). The MMPI-2: An interpretive manual (2nd ed.). Boston: Allyn and Bacon.
- Murray, H. A. (1971). Thematic Apperception Test Manual. Cambridge: Harvard University Press.
- Saddock, J. & Saddock. V. (2001) Pocket handbook of clinical psychiatry. (3rd ed.) New York: Lippincott Williams & Wilkins.

M. Phil. In Psychology
(Psychological Assessment)
Semester II
Paper (1.5 -6PSY11-D1 - 2.5) Dissertation
Group A2

Total Marks : 100
Dissertation Evaluation Marks : 40
Continuous Assessment : 20
Viva (Dissertation & Comprehensive) : 40

Every student shall evolve a research problem, research design, select appropriate sample and psychological tools, collect data, interpret result and write a dissertation and submit before the stipulated date. The dissertation shall be evaluated by external as well as internal examiners. The viva of the dissertation would include the comprehensive viva.

M. Phil. In Psychology
(Psychological Assessment)
Semester II
Paper (6PSY12-P2-2.4)
Application of Psychological Assessment
Internship
Group B4

Total Marks: 30

Every student shall complete a 30 days internship at some psychological assessment clinic or at some relevant centers. The selection and placement center for internship shall be done in consultation with the head of the department. The students should get a certificate of 30 days internship with a clear indication of attendance and evaluation of her performance by the head of the centre where she is seeking internship. Her completion of the course and award of the degree is subjected to the completion of all the formalities within the stipulated time. Unsatisfactory report by the head of the center may cause students to repeat the internship.

M. Phil. In Psychology
(Psychological Assessment)
Semester II

Comprehensive Viva

Total Marks: 20
(Included in Dissertation Viva)

At the end of the second semester a comprehensive viva of each student shall be conducted by the external examiner to appraise / evaluate the overall understanding, retention and application skills of psychological assessment acquired during the course. This viva could be organized along with dissertation viva.

M. Phil. In Psychology

(Psychological Assessment)

Semester I

Paper (1.1-6PSY11-T1) Psychological Assessment: Methods and Procedures Group A1

Exam Duration: 3 Hours

Contact Hours: 4 hours/week

Total Marks: 60

Final Exam Marks: 40

Continuous Assessment: 20

- I.** Clinical Testing:
 1. Signs and symptoms of mental illness, DSM IV indicators.
 2. Interview: Trust building interview, History taking interview, Clinical interview techniques, Interview with children, families and couples, Crisis interview, Interview attending skills
 3. Mental status examination.
 4. Observation: Participant and Non-participant.
 5. Case Studies: Levels of assessment in case studies, Case study guide.
 6. Projective Techniques: Rorschach, Thematic apperception test (TAT), Children apperception test (CAT), Sentence completion test (SCT), Word association test (WAT), Role playing, Doll playing, Picture completion, Picture frustration tests.
 7. Issues of validation and cross-validation of projective techniques and other testing procedures.
 8. Issues of reliability of projective techniques and other testing procedures.
 9. Issues of norms and population of projective techniques and other testing procedures.
 10. Issues of administration of projective techniques and other testing procedures.
 11. Issues of generalization of results of projective techniques and other testing procedures.
 12. Interpretation and clinical uses of projective techniques and other psychological tests and tools.
 13. Other personality assessment techniques: SWOT, Jo-Hari window.
 14. Data recording procedures.
 15. Non-test appraisal techniques.
- II.** Process of psychological evaluation in different Fields :
 1. Educational field
 2. Clinical field
 3. Neuro- psychological field
 4. Field of health psychology
 5. Field of social & cultural psychology
 6. Field of industry & organizations
 7. Field of Sports, Defense and Judiciary
 8. Field of forensic and crime
 9. Field of prevention
- III.** Analysis and interpretation of data
 1. Qualitative and quantitative analysis and social statistics.
 2. Interpretation of data.
 3. Synthesis of information from different sources
 4. Application of diagnosis and treatment planning
- IV.** Report writing (structure, content, style and language).
- V.** Evaluation of efficiency of psychological assessment techniques.
- VI.** Evaluation of the efficiency of psychotherapies.

Books Recommended:

- Anastasi, A., Urbina, S. (1997): Psychological testing (7th Ed.) N.K.: Macmillan.
- Aronow, E., Weiss, K. A., & Reznikoff, M. (2001). A practical guide to the Thematic Apperception Test: The TAT Ink Clinical practice. Philadelphia, PA: Taylor & Francis.
- Babbie, E. (2004). The practice of social research. Singapore: Thomson Asia.
- Butcher, J. N. (2002). Clinical personality assessment: Practical approaches (Ed.). New York: Oxford University Press.
- Ciminaro, A. R. (1984). Handbook of behavioral assessment. New York: John Wiley.
- Cronbach, L. J. (1990): Essentials of Psychological Testing N.Y. :Harper & Row.
- Exner, J. E., Jr. (2001). A Rorschach workbook for the comprehensive system (5th ed.). Ashville, NC: Rorschach Workshops.
- Flanagan, S.J., & Flanagan, S.R. (2003) Clinical Interviewing. New York: John Wiley & Sons.
- Freeman, F.S. (2008): Theory and Practice of Psychological Testing. New Delhi : Oxford & IBH Publishing Co.
- Greene, R. L. (2000). The MMPI-2: An interpretive manual (2nd ed.). Boston: Allyn and Bacon.
- Hecker, J.E., & Thorpe, G.L. (2007). Introduction to Clinical Psychology: Science, Practice & Ethics. Dorling Kindersley Pvt. Ltd.
- Hersen, M., & Turner, S. M. (2003). Adult psychopathology and diagnosis (4th ed.). Hoboken, NJ: Wiley & Sons.
- Holstein, J.A. & Gubrium, F. (1995). Active interview. London: Sage.
- Kamphaus, R. W., & Frick, P. J. (2002). Clinical assessment of child and adolescent personality and behavior (2nd ed.). Boston: Allyn and Bacon.
- Kellerman, H., & Burry, A. (1997). Handbook of psycho diagnostic testing: Analysis of personality in the psychological report (3rd ed.). Boston: Allyn and Bacon.
- Korchin, S.J. (2004). Modern Clinical Psychology: Principal of intervention in the clinical and the community. CBS Publication.
- Millon, T. (1996). Disorders of personality: DSM-IV and beyond (2nd ed.). New York: John Wiley & Sons.

M. Phil. In Psychology
(Psychological Assessment)
Semester I
Paper (1.4-6PSY11-P1) Practical
Practicing Psychological Assessment
Group A4

Exam Duration: Full Day
Contact Hours: 8 hours/week

Total Marks: 60
Final Exam Marks: 40
Continuous Assessment: 20

- I. Self Administration of a battery of psychological tests.
- II. Market survey of paucity and demand in the field of psychological testing and identifying feeders & backups in your vicinity.
- III.
 1. Construction, modification, adaptation and translation of psychological tests.
 2. Selection of the psychological tests and techniques for different purposes.
 3. Revalidation and reassuring reliability of some psychological tests.
 4. Development of local norms and updating old norms of some psychological tests.
 5. Preparation of a chart of psychological tests with important psychometric properties.
 6. Preparation of convenient packages and test batteries.
- IV. Development of appropriate psychological assessment and clinical skills and ability through SWOT analysis and work on the strengths and weakness and opportunities and threats as a psychological assessment expert and improving on the qualities required to be an efficient and effective psychological assessment expert.
- V. Running a mini psychological assessment cell in the department.

Books Recommended:

American Psychiatric Association. (2000). The diagnostic and statistical manual of mental disorders – text revision, (4th ed.) Washington, DC: Author.

Exner, J. E., Jr. (2002). The Rorschach: A comprehensive system (Vol. 1), (4th ed.). New York: John Wiley & Sons.

Greene, R. L. (2000). The MMPI-2: An interpretive manual (2nd ed.). Boston: Allyn and Bacon.

Murray, H. A. (1971). Thematic Apperception Test Manual. Cambridge: Harvard University Press.

M. Phil. In Psychology
(Psychological Assessment)
Semester II
Paper (2.1-6PSY12-T1) Legal, Ethical and Commercial Issues of
Psychological Assessment
Group C1

Exam Duration: 3 Hours
Contact Hours: 4 hours/week

Total Marks: 60
Final Exam Marks: 40
Continuous Assessment: 20

II. Legal Issues

6. APA guidelines of psychological testing and their use.
7. Registration as a certified psychological assessment expert, issues of licensing and copy right issues.
8. Issues of commercial use and reproduction of assessment instruments.
9. Guard against quacks and ill practicing, control outlines for the use and selling of psychological services.
10. Psychological testing and civil rights of minorities.

II. Ethical Issues

1. Written consent of the client
2. Protection of privacy and confidentiality
3. Respect and positive regard for the testee
4. Non-damaging procedures
5. Result declaration (challenges and cross validation)
6. Precautions against sweeping generalization
7. Ethical issues of disguising nature and purpose of the test
8. Misuses (abuses) of psychological tests and protection from being misused or made public (popularizing through media)
9. Precautions against the effects of training and coaching on test scores
10. Myths, misconception and prejudices about psychological assessment and expert.
11. Popular jokes, sayings and phrases about psychological assessment and expert (the lighter side)
12. Ethical vs legal dilemma in psychological assessment
13. Social obligations: Extension activities and responsibilities.

III. Commercial issues: self enterprising:

11. Psychological assessment clinic: Size, location, naming, waiting, registration, billing and other physical arrangements and facilities (water, electricity men power, equipment) and formalities.
12. Test procurement procedures: (tender, order, payment, transportation) supply centers, of psychological measures and publishers of psychological tests: National Foundation for Educational Research (NFER), American Psychological Association (APA) and other sources
13. Professionalizing and formalization (but guard against white coat syndrome).
 - Dress code and demeanor.
 - Punctuality of appointment and timely cancellation, if there is any.
 - Preparation of room and material.
14. Promotion, publicity, marketing of services (advertising).

15. Feeders and backup system: clinical counseling clinics (behaviour counseling), educational institutions, professional institutions and universities, screening and entrances, recruiting institutions, employment agencies, census, training centers, research and development department, projects, and NGOS, mental health and ill health clinics. hospitals and private clinics industry, police, judiciary and defense, private and public enterprise. personality grooming centers, behaviour and career counselors. detection of potential liars, criminals drug addicts and drug traffickers and norm violators, for self-appraisal purposes etc.
16. Costing and accounting: Procurement, storage, management and benefit costs (important and in demand), inflation adjustment, maintenance and peripheral benefit/ cost, temporary, permanent, specialist, general, hired assistance (men power) cost, building owning or hiring cost, reconstruction and modification, validation cost, hospitality cost, data pool cost.
17. Handling the limitations of slow results and non tangible benefits of psychological tests.
18. An antibiotic model???
19. Building on the research and development cell.
20. Building psychological assessment experts' society and net working.

Books Recommended:

- Anastasi, A., Urbina, S. (1997): Psychological testing (7th Ed.) N.K.: Macmillan.
- Cronbach, L. J. (1990): Essentials of Psychological Testing N.Y. :Harper & Row.
- Freeman, F.S. (2008): Theory and Practice of Psychological Testing. New Delhi : Oxford & IBH Publishing Co.
- Hecker, J.E., & Thorpe, G.L. (2007). Introduction to Clinical Psychology: Science, Practice & Ethics. Dorling Kindersley Pvt. Ltd.
- Korchin, S.J. (2004). Modern Clinical Psychology: Principal of intervention in the clinical and the community. CBS Publication.
- Leung, F.T.L. & Austin, J.T. (1996). The psychological research handbook. London: Sage.
- Saddock, J. & Saddock. V. (2001) Pocket handbook of clinical psychiatry. (3rd ed.) New York: Lippincott Williams & Wilkins.

M. Phil in Psychology
(Psychological Assessment)
Semester II
Paper 6PSY12-T2 (2.6) Psychological Assessment in different settings:
Interdisciplinary approach
Group C2

Exam Duration: 3 Hours
Contact Hours: 4 hours/week

Total Marks: 60
Final Exam Marks: 40
Continuous Assessment: 20

I. Multi cultural and diversity issues in psychological testing

II. **Process of psychological evaluation in different fields:**

- Educational field
- Different social & cultural settings
- Field of industry & organizations

III. Field of health psychology

- Neuro-Psychological field
- Clinical field

IV. Field of defense and judiciary

- Field of forensic and crime
- Field of prevention.

V. Field of sports

Books Recommended:

- Adams, R. L.; Parsons, O. A., Culbertson, J. L., & Nixon, S. J. (1996). Neuropsychology for clinical practice (Eds.). Washington, D.C.: American Psychological Association.
- Anastasi, A., Urbina, S. (1997): Psychological testing (7th Ed.) N.K.: Macmillan.
- Babbie, E. (2004). The practice of social research. Singapore: Thomson Asia.
- Butcher, J. N. (Ed.). (2002). Clinical personality assessment: Practical approaches. New York: Oxford University Press.
- Cimmaro, A. R. (1984). Handbook of behavioral assessment. New York: Wiley.
- Fowler, F.J. Jr. (2002). Survey research methods. Thousand Oaks: Sage.
- Henry, G.T. (1995). Graphing data. Newbury Park: Sage.
- Holstein, J.A. & Gubrium, F. (1995). Active interview. London: Sage.
- Kellerman, H., & Burry, A. (2001). Handbook of psychodiagnostic testing: Analysis of personality in the psychological report (3rd ed.). Boston: Allyn and Bacon.
- Leung, F.T.L. & Austin, J.T. (1996). The psychological research handbook. London: Sage.

Saddock, J. & Saddock. V. (2001) Pocket handbook of clinical psychiatry. (3rd ed.) New York:
Lippincott Williams & Wilkins.

Verified



Offg. Secretary
Banasthali Vidyapith
P.O. Banasthali Vidyapith
Distt. Tonk (Raj.)-304022

Department of Psychology

Banasthali Vidyapith

Board of Studies 2015-2016

Minutes in Brief

S. No.	CONTENT	Page No.
1	Comparative statements of existing and proposed syllabi highlight changes (B.A. &M.A.)	5-39
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3	Master of Personnel Management and Industrial Relations	63-99
4.	List of Panel of Examiners for Theory and Practical Papers	100-147
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6	Evaluation report of the comments of examiners	151-153
7	List of Co-opted external members of the board of studies for the term of three years	154

**Department of Psychology
Banasthali Vidyapith, Banasthali**

Minutes of the meeting of Board of Studies of Psychology held on 22 April, 2016 at 3.00 pm in
VigyanMandir, Banasthali Vidyapith.

PRESENT

S.No.	Name	Member
1.	Ms. Anuraj Singh	Internal Member
2.	Dr. Balbinder Singh	Internal Member
3.	Mr. Himalaya Tiwari	Internal Member
4.	Dr. Sandhya Gupta	Internal Member
5.	Ms. Vidushi Dixit	Internal Member
6.	Dr. Santosh Meena	Convener (in the Chair)

Note:The following member could not attend the meeting:

1. Prof. Uma Joshi (External Member),
2. Prof. Manika Mohan Saxena(External Member)
3. Dr. Yukti Gill (Internal Member)

S.No.	Agenda Items	Board's Recommendation	Enclosure
1	To confirm the minutes of the last meeting of the Board of Studies held on 12 th March, 2012.	The minutes of its last meeting were confirmed and resolved.	NIL
2	To recommend courses of studies, curricula and scheme of examination for B.A. and M. A.	Recommended certain changes in the syllabi and presented a comparison of existing and proposed syllabi, recommendations were resolved.	<u>Enclosure I</u> Comparative statements of existing and proposed syllabi of B.A. and M.A. with highlighted changes.
3	To revise the curricula of courses of M.A. examination common for all Social Sciencediscipline (Economics, History, Political Science, Sociology, and Psychology)	Recommended certain changes in the syllabi and presented a comparison of existing and proposed syllabi, recommendations were resolved.	1. Social Science Perspective. (Page No. 15-16) 2. Research Techniques in social Sciences. (Page No.26-27) 3. Computer Application. (Page No. 28-29) 4. Women Studies. (Page No. 37-38)
4.	To introduce a PG Diploma in Guidance and Counseling.	Resolved the recommendations of the new course structure, scheme of examination and syllabi of Post Graduate Diploma in Guidance and Counseling	<u>Enclosure II</u> PG Diploma in Guidance and Counseling.
5	To introduce Master of Personnel Management and Industrial Relations	Resolved the recommendations of the new course structure, scheme of examination and syllabi of Master of Personnel Management and Industrial Relations	<u>Enclosure III</u> Master of Personnel Management and Industrial Relations
6	To recommend panel of examiner for each examinations upto and inclusive of Master's Degree Examination keeping in view the Bye – Law 15.3.02 of the Vidyapith	The existing panel of examiners has been updated.	<u>Enclosure IV</u> The panel of examiners for practical & theory papers
7	To evaluate the question papers of periodical tests and semester examination of 2014 -2015 keeping in view the observations of the Vice-Chancellor	Resolved the recommendations that the question papers of periodicals test and annual examination 2014-15 were found to be appropriate in standard and quality at undergraduate and postgraduate level. But the proportion of application based questions was relatively low at Postgraduate level.	<u>Enclosure V</u> Evaluation report of the quality of question papers
8	To evaluate the reports received from the examiners of the different examinations of 2014-2015 and submit a critical report	Resolved to recommend that on the basis of the reports received from the examiners of the different examination the performance of students was found good.	<u>Enclosure VI</u> Evaluation report of the comments of examiners

9	Under Bye-Law 9.2.03 to co-opt external members of the Board of Studies for a fresh term of three years commencing from 1 st January, 2017.	Resolved to co-opt following external members of Board of Studies for a fresh term of three years commencing from 1st January 2017.	<p style="text-align: center;"><u>Enclosure VII</u></p> <p>List of Co-opted external members of the board of studies for the term of three years.</p>
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The meeting ended with vote of thanks to the Chair.

BANASTHALI VIDYAPITH

DEPARTMENT OF PSYCHOLOGY

COURSES OF STUDY

AND

SCHEME OF EXAMINATION

FOR

B.A. AND M.A. COURSES

I Semester Examination December 2016

II Semester Examination April-May 2017

III Semester Examination December 2017

IV Semester Examination April-May 2018

V Semester Examination December 2018

VI Semester Examination April-May 2019

**BANASTHALI
P.O. BANASTHALI VIDYAPITH
RAJASTHAN- 304022**

Syllabus applicable for the students seeking admission to the B. A. and M. A. Psychology course
in the academic year 2016-2019

Department of Psychology
Comparison of Existing Scheme of Examination and Changes Recommended
by BOS for B.A. Courses

NOTE

Gray in italics indicates shifting of the content	<i>Psychology</i>
Strikethrough indicates content omitted.	Psychology
Black background with text in white indicates addition of the new content.	Psychology

Existing							Proposed							Justification
Course Code	Paper	Contact Hours per week	Max Marks	Cont. Assess	Semester Assess	Mini Assess	Course Code	Paper	Contact Hours per week	Max Marks	Cont. Assess	Semester Assess	Mini Assess	
Semester I							Semester I							
	Introduction to Psychological Processes							Introduction to Psychological Processes						No Change
1.1	Theory	6	90	30	60	32	1.1	Theory	6	90	30	60	32	
1.2	Practical	3(4)	30	10	20	12	1.2	Practical	3(4)	30	10	20	12	
Semester II							Semester II							
	Social Psychology							Social Psychology						No Change
2.1	Theory	6	90	30	60	32	2.1	Theory	6	90	30	60	32	
2.2	Practical	3(4)	30	10	20	12	2.2	Practical	3(4)	30	10	20	12	
Semester III							Semester III							
	Elementary Statistics							Elementary Statistics						No Change
3.1	Theory	6	90	30	60	32	3.1	Theory	6	90	30	60	32	
3.2	Practical	3(4)	30	10	20	12	3.2	Practical	3(4)	30	10	20	12	
Semester IV							Semester IV							
	<i>Psychological Testing & Research Methodology</i>							<i>Developmental Psychology</i>						Shifted to Semester V, It becomes monotonous for students to grasp the content of both the papers in continuation, Shifted to Semester IV
4.1	Theory	6	90	30	60	32	4.1	Theory	6	90	30	60	32	
4.2	Practical	3(4)	30	10	20	12	4.2	Practical	3(4)	30	10	20	12	
Semester V							Semester V							
	<i>Developmental Psychology</i>							<i>Psychological Testing & Research Methodology</i>						Shifted to Semester IV
5.1	Theory	6	90	30	60	32	5.1	Theory	6	90	30	60	32	
5.2	Practical	3(4)	30	10	20	12	5.2	Practical	3(4)	30	10	20	12	

Semester VI							Semester VI							
	Physiological Psychology							Physiological Psychology						
6.1	Theory	6	90	30	60	32	6.1	Theory	6	90	30	60	32	
6.2	Practical	3(4)	30	10	20	12	6.2	Practical	3(4)	30	10	20	12	

<p><i>Kurtosis. Normalization of Skewed Distribution, Application of Normal Probability Curve.</i></p> <p>Unit V:</p> <p><i>Standard Error of Mean, Degree of Freedom, Levels of Significance, Type I and Type II error in making inferences. Hypothesis Testing and Making Inferences: Nature and Assumption of 't' Distribution, Computation of 't' value for - large and small samples, Interpretation of 't' values. Nature and Assumption of Chi-square, Computation of Chi-square for -large and small samples, Interpretation of Chi-square.</i></p> <p>Books Recommended:</p>	<p><i>and Making Inferences: Nature and Assumption of 't' Distribution, Computation of 't' value for - large and small samples, Interpretation of 't' values. Nature and Assumption of Chi-square, Computation of Chi-square for -large and small samples, Interpretation of Chi-square.</i></p> <p>Unit V:</p> <p><i>Correlations: Concept of Correlation, Linear and Non-linear Correlation, Pearson's Product Moment and Spearman's Rank Difference Method. Other Correlation Methods – Biserial and Point-biserial Correlation.</i></p> <p>Books Recommended:</p>	<p>No Change</p>
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Department of Psychology
Comparison of Existing Scheme of Examination and Changes Recommended
by BOS for M.A. Courses

Existing							Proposed							Justification
Course Code	Paper	Contact Hours per week	Max Marks	Cont. Assess	Semester Assess	Mini Assess	Course Code	Paper	Contact Hours per week	Max Marks	Cont. Assess	Semester Assess	Mini Assess	
M.A. Semester I							M.A. Semester I							
1.1	Cognitive Psychology	5	75	25	50	27	1.1	Cognitive Psychology	5	75	25	50	27	No Change
1.2	Psychopathology	5	75	25	50	27	1.2	Psychopathology	5	75	25	50	27	
1.3	Theories of Personality	5	75	25	50	27	1.3	Theories of Personality	5	75	25	50	27	
1.4	Research Techniques in Social Sciences (Inter Disciplinary)	5	75	25	50	27	1.4	Social Science Perspective (Inter Disciplinary)	5	75	25	50	27	In congruence with other departments
1.5	Practical	8	75	25	50	27	1.5	Practical	8	75	25	50	27	No Change
M.A. Semester II							M.A. Semester II							
2.1	Community Psychology	5	75	25	50	27	2.1	Advanced Quantitative and Qualitative Analysis	5	75	25	50	27	Shifted to IV semester & new paper added
2.2	Environmental Psychology	5	75	25	50	27	2.2	Environmental Psychology	5	75	25	50	27	
2.3	Positive Psychology & Happiness	5	75	25	50	27	2.3	Positive Psychology	5	75	25	50	27	Not Appropriate
2.4	Computer Applications (Inter Disciplinary)	5	75	25	50	27	2.4	Research Techniques in Social Sciences (Inter Disciplinary)	5	75	25	50	27	In congruence with other departments
2.5	Practical	8	75	25	50	27	2.5	Practical	8	75	25	50	27	No Change
M.A. Semester III							M.A. Semester III							
3.1	Clinical Psychology	5	75	25	50	27	3.1	Clinical Psychology	5	75	25	50	27	No Change
3.2	Counseling Psychology	5	75	25	50	27	3.2	Counseling Psychology	5	75	25	50	27	
3.3	Health Psychology	5	75	25	50	27	3.3	Health Psychology	5	75	25	50	27	
3.4	Social Science Perspective (Inter Disciplinary)	5	75	25	50	27	3.4	Computer Applications (Inter Disciplinary)	5	75	25	50	27	In congruence with other departments
3.5	Practical	8	75	25	50	27	3.5	Practical	8	75	25	50	27	No Change
M.A. Semester IV							M.A. Semester IV							
4.1	Organisational Behaviour and Human Resource Development	5	75	25	50	27	4.1	Organisational Behaviour and Human Resource Development	5	75	25	50	27	
4.2	Sports Psychology	5	75	25	50	27	4.2	Community Psychology	5	75	25	50	27	Dropped this paper for accommodating Advanced Quantitative and Qualitative Analysis in semester II
4.3	A. Gerontology OR B. Rehabilitation Psychology OR	5	75	25	50	27	4.3	A. Gerontology OR B. Rehabilitation Psychology OR	5	75	25	50	27	No Change

	Cross Cultural Psychology								Cross Cultural Psychology						
4.4	Women Studies (Inter Disciplinary)	5	75	25	50	27		4.4	Women Studies (Inter Disciplinary)	5	75	25	50	27	No Change
4.5	Practical	8	75	25	50	27		4.5	Practical	8	75	25	50	27	No Change

MA Psychology
Semester I
Paper (1.2) Psychopathology

Section A

1. ~~Introduction to Psychopathology: Concepts of Normality and Abnormality. DSM-IV and ICD-10. Signs and Symptoms of Mental Illness. Psychological Models of Psychopathology: Psychodynamic, Behavioral, Cognitive, Humanistic and Existential.~~
2. ~~Research Approaches in Abnormal Psychology: Sources of Information, Forming Hypothesis about Behavior, Sampling and Generalization, Criterion and Comparison Group, Observational Research Design, Retrospective versus Proactive Strategies, Experimental Method. Single-case Experimental Designs.~~
3. ~~A brief historical review of Abnormal Behavior.~~
4. ~~Anxiety Disorders: Phobia, Generalized Anxiety Disorder, Panic Disorder, Obsessive-Compulsive Disorder.~~
5. ~~Post-traumatic Stress Disorder.~~

MA Psychology
Semester I
Paper (1.2) Psychopathology

Section – A

1. **Introduction of Abnormal Psychology, Abnormal Behavior: Meaning, Incidence; Classification of Mental disorder: Need, Disadvantages, DSM-V, ICD-10.**
2. Historical and **contemporary** views of abnormal behavior.
3. **Models of Abnormal Behavior: Biogenic,** Psychoanalytic, Humanistic and existential, Behavioral, Cognitive, **Family systems, Multicultural perspectives, psychosocial causal factors.**
4. **Clinical Assessment: Basic Elements, Physical and Psychosocial Assessment; Ethical issues in assessment.**
5. Research Approaches: Sources, Forming Hypotheses, Sampling and generalization, Methods: Experiments, **Observational, Field studies, Single Subject Studies: case study, single subject experiment, Correlation.**

Entire syllabus is updated and restructured according to DSM V

Section B

6. **Somatoform Disorders:** Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder.
7. **Dissociative Disorders:** Amnesia, ~~Fugue~~, Dissociative Identity Disorder, Depersonalization Disorder.
8. Mood disorders: Manic Episode, Depressive Episode, Unipolar, Bipolar.
9. **Personality Disorders:** Paranoid, Schizoid, Schizotypal, Antisocial, Histrionic, Narcissistic, Obsessive Compulsive Personality Disorder, Avoidant, Dependent, Borderline, Provisional Categories of Personality Disorder.

Section C

10. Schizophrenia and other Psychotic Disorders.
11. ~~Psychoactive Substance use Disorder (Alcohol Abuse and Dependence, Drug Abuse and Dependence, Other Addictive Disorders).~~
12. ~~Sexual Disorders: Sexual and Gender Variants (Paraphilias), Sexual Abuse (Childhood Sexual Abuse, Pedophilia, Incest and Rape), Sexual Dysfunction.~~
13. ~~Cognitive Disorders (Alzheimer's Dementia, Vascular Dementia, Delirium).~~

Section - B

(Symptoms, Etiology and Treatment of the disorders)

6. **Anxiety Disorders:** Phobia, Generalized Anxiety Disorder (GAD), Panic disorder, Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder, Panic Disorder, Agoraphobia, Substance/Medication-Induced Anxiety Disorder.
7. **Obsessive-Compulsive and Related Disorders.**
8. **Trauma and Stressor-Related Disorders.**
9. **Depressive Disorders.**
10. **Bipolar and Related Disorders.**

Section - C

(Symptoms, Etiology and Treatment of the disorders)

11. Schizophrenia **Spectrum** and Other Psychotic Disorders.
12. **Personality Disorders:** Cluster A, B, C; Other Personality Disorders.
13. **Dissociative Disorders:** Dissociative Identity Disorder; Dissociative Amnesia.
14. **Depersonalization/ Derealization Disorder; Other Specified Dissociative Disorder.**
15. **Unspecified Dissociative Disorder.**
16. **Somatoform Disorder.**

<p>Books Recommended:</p>	<p>Books Recommended:</p> <p>Diagnostic Statistical Manual for Mental Disorders. (2013). American Psychiatric Publishing.</p> <p>Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2015). <i>Abnormal Psychology</i> (16th edition). Pearson, New Delhi.</p>	<p>Addition of new books</p>
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<p style="text-align: center;">MA Psychology Semester III</p> <p style="text-align: center;">Paper (3.4) Social Science Perspective</p> <p>Rationale: The perspectives in Social Sciences are deeply influenced by values, beliefs and historical concerns. This course introduces the ways in which concepts and theories in social science disciplines are constructed and become instrumental in the understanding of social phenomena - The goal of this course is to acquaint and engage students in discussing different social science disciplines in an integrated manner in terms of perspective, conceptual framework and substantive coverage of relevant social issues. Such a holistic view encompassing different social science disciplines will provide insights to interpret social events at any given point of time. An understanding of the basic ingredients of social science disciplines will help in contextualizing social reality.</p> <p>Section I - Introductory :</p> <ol style="list-style-type: none"> (1) What constitutes social sciences <ol style="list-style-type: none"> (i) Social science as a scientific pursuit (ii) Difference between natural and social sciences (2) Brief history of the growth of social science (using sociology of knowledge framework) (3) Key social sciences disciplines and linkages between them and growth of new specialism with interdisciplinary orientation <p>Section II - Major Paradigm Shifts in Social Sciences :</p> <ol style="list-style-type: none"> (1) Historical, Descriptive, Normative Approach. (2) Structural - Functional Approach (3) Marxist Approach. (4) Phenomenology (5) Systems Approach 	<p style="text-align: center;">MA Psychology Semester I</p> <p style="text-align: center;">Paper (1.4) Social Science Perspective</p> <p>Rationale: The course introduces the ways in which concepts and theories in social science disciplines are constructed and become instrumental in the understanding of social phenomena - The objective of this course is to acquaint and engage students in discussing different social science disciplines in an integrated manner in terms of perspective, conceptual framework and substantive coverage of emerging themes.</p> <p>Section-A The Evolution of Social Science: Philosophy of knowledge and the study of society in Pre-Modern Era; Enlightenment, Modernism and the Idea of Social Sciences'; Idiographic and Nomothetic dichotomy; The Natural and Social Science divide; The Inter-disciplinary relations.</p> <p>Section- B Perspectives to Social Phenomena Historical, Normative Approach, Classical Economy: Critique of Political Economy: Psycho-analytical Interpretation: 'The 'Orient' and 'Occident' Perspective: Lucknow School, Lohian Approach, Amartya Sen (Welfare Economics and Social Justice); Peter Winch, Thomas Kuhn' added.</p> <p>Section- C Emerging Themes Cliometrics and the Quantitative analysis of the Social Change; Science, Technology and Ecology; Developing ideas on 'Self': Self Concept, Self Esteem and Social Identity.</p> <p>References: 1. Allbrow, Martin, The Global Age: State and Society Beyond Modernity,</p>	<p>Syllabus has been modified in order to make it more theoretically sound. The inclusion of Modernism, Idiographic and Nomothetic dichotomy, the addition of Lucknow School, and the philosophical ideas of Amartya Sen and Peter Winch will help to understand the evolution and development of Social Science till the contemporary times. At the same time, fundamentals of the existing syllabus have been kept intact and the developing paradigms in the Social Science Research have been included.</p>
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Section – III Emerging concerns in Social Sciences :

- a. Emerging Approaches - Post - Modernism, Inter-disciplinarity
- b. New Research Foci - Environment, Globalization
- c. Growth of Social Sciences in India, Brief History and Emerging concerns

1. Polity Press, Cambridge, 1996.
2. Almond, G. A. and Powell, G. B., Comparative Politics - A Developmental Approach, Boston, Little Brown and Co., 1966.
3. Atal, Yogesh, Social Science: The Indian Scene, Abhinav Pub., New Delhi, 2003.
4. Bunge, Mario, Social Science under Debate: A Philosophical Perspective, Toronto: University of Toronto Press, 1999.
5. Coolingwood, R.G., The Oxford University Press, New York, 1946.
6. Dube, S.C., Social Sciences and Social Realities, IAS, Shimla, 1976.
7. Easton, David, A System Analysis of Political Life, John Wiley and Sons, Inc. 1965.
8. Flyvbjerg, Bent, Making Social Science Matter: Why Social Inquiry Fails and How it Can Succeed Again, Cambridge University Press, Cambridge, 2003.
9. Gupta, Surendra. K., Emerging Social Science Concerns, Concept Pub., 2004.
10. Harrington, Austin, Hermeneutic Dialogue and Social Science: A Critique of Gadamer and Habermas, Routledge, London and New York, 2005.
11. Hutcheon, L., The Politics of Postmodernism, Routledge, London and New York, 1989.
12. Joshi, P.C., Social Science and Development: Quest for Relevance, Har-Anand, New Delhi, 1995.
13. Kuhn T.S., Structure of Scientific Revolution, University of Chicago Press, 2012.
14. Mckenzie, N, A Guide to Social Sciences, Weidenfeld& Nicolson, 1966.
15. Mehta, V.R., Foundations of Indian Political Thought, Manohar Publications, 1996.
16. Sen, Amartya, The Idea of Justice, Harvard University Press, 2008.
17. Winch, Peter, The Idea of Social Sciences, Routledge, London and New York, 2008.

M A Psychology

Semester IV

Paper (4.2) Sports Psychology

Section A

1. ~~Theory and Research in Sports Psychology. Personality and Individual Differences: Personality in Sport Performance, Stress, Resilience and Vulnerability.~~
2. ~~Moods and Emotions in Sports: Mood and Performance, Mood analyses and Strategies. Stress and Anxiety in Sports: Difference between Arousal, Stress and Anxiety; Arousal Performance and Anxiety Performance Theory; Multidimensional Anxiety; Models of Anxiety; Measures of Anxiety in Sports; Causes, Effects and Treatment of Competitive Anxiety; Coping with Stress and Anxiety.~~
3. ~~Theories in Sports Psychology: Self-Determinant Theory, Cognitive Evaluation Theory, Achievement Goal Theory. Motivation and its Association with related sports outcome.~~

M. A. Psychology

Semester II

Paper (2.1) Advanced Quantitative and Qualitative Analysis

Section A

1. ~~Research Problem, Hypotheses, Variables and Operationalization.~~
2. ~~Methods of Research: Experimental; Quasi-Experimental; Field Experiment; Field Studies; Ex-Post Facto; Survey, Case Study; Ethnographic Study.~~
3. ~~Research Designs: Meaning, purpose, Principles. Between-group; Within-group design.~~

Section B

4. ~~Quantitative Analysis: Conceptual Foundation, ANOVA: Concept; One-Way ANOVA; Two-Way ANOVA; Three-Way; Concept of MANOVA; ANCOVA.~~
5. ~~Factorial Analysis; Discriminant Analysis.~~
6. ~~Correlational Analysis; Regression Analysis.~~

Section C

7. ~~Qualitative Analysis: Conceptual Foundation; Phenomenology; Interpretative. Phenomenological Analysis; Grounded Theory; Narrative Analysis; Conversation Analysis; Discourse Analysis.~~

Books Recommended:

Dropped this paper for accommodating Advanced Quantitative and Qualitative Analysis

Section-B

4. ~~Self Confidence in Sports and Exercise. Self Efficacy in Sports and Exercise. Competitive State: Self Confidence Building, Sport Confidence.~~
5. ~~Team Dynamics: Different Perspectives. Practices of Applied Sports Psychology, Performance Enhancement and Psychological Skills Training. (Approaches and Skills Training).~~
6. ~~Counseling in Applied Sports and Exercise Psychology Development of Expertise, Goal Setting. Practices for Coaches and Athletes: Principles, Importance, Components, and Problems.~~

Section-C

7. ~~Mental Imagery in Sports: Importance, Measurement and Researches. Imagery Training Program.~~
8. ~~Concentration Skills in Sports: Importance of Focusing, Model of Attention, Specific Attentional Training Exercise for Athletes.~~
9. ~~Optimal Experience in Sports: Researches in Flow in Sports. Training and Supervision in Sports Psychology.~~

Breakwell, G. M., Hammond, S., & Fife-Schaw, C. (2000). *Research methods in psychology* (2nd Ed.). London: Sage Publications.

Brota, K. D. (1989). *Experimental designs in behavioural research*. New Delhi: Wiley Eastern.

Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research*. USA: Sage.

Gliner, J. A., Morgan, G. A., & Leech, N.L. (2009). *Research methods in applied settings* (2nd Ed.). New York: Routledge.

Gravetter, F. J. & Forzano, L. B. (2006). *Research Methods for behavioural sciences*. Singapore: Thomson-Wadsworth.

Howell, D. C. (2010). *Statistical Methods for Psychology*. Belmont: CA: Cengage Wadsworth.

Silverman, D. (2012). *Qualitative Research* (3rd ed.). South Asia: Sage.

Smith, J.A. (2008). *Qualitative Psychology: A practical guide to research methods*. London: Sage.

Note: Experiential Learning:

The subject teacher could encourage students to plan some experiential learning activity from each topic. 5 Marks of Internal Assessment could be allotted to such activity.

Books Recommended:

Horn, T.S. (1992) (ed.). *Advances in Sports Psychology*. Canada: Herman Kinetics.

Mohan, J. (1996). *Recent Advances in Sports Psychology*. New Delhi: Friends.

Morris, T., & Summers, J. (2004). *Sports Psychology: Theory, application, and issues*. Milton, Australia: John Wiley & Sons.

Murphy, E. (1995). *Advances in Sports Psychology*, Illinois: Human Kinetics.

Sandhu, G.S. (1992). *Psychology in Sports: A Contemporary Perspective*. New Delhi: Friends.

<p style="text-align: center;">MA Psychology Semester II Paper (2.2) Environmental Psychology</p> <p style="text-align: center;">Section A</p> <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 1. Personal Space: Measurement, Factors, Theories and Designs 2. Territoriality: Measurement, Factors, Theories and Designs 3. Crowding: Measurement, Factors, Theories and Designs 4. Privacy: Measurement, Factors, Theories and Designs 5. Residential Environment: Preferences, Choices and Satisfaction, Residential Mobility and Designs, Stress and Well-Being 6. <i>Community Environment: Neighborhood Satisfaction and Attachment, Antisocial and Helpful Behavior in the Community Environment, Community Environmental Designs and Environmental Psychology of Shopping.</i> <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> 7. Educational Environment : Setting as a whole, Interior Architecture and Design, Noise, Light and Color, Climate, 	<p style="text-align: center;">MA Psychology Semester II Paper (2.2) Environmental Psychology</p> <p style="text-align: center;">Section A</p> <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 1. Personal Space: Measurement, Factors, Theories and Designs. 2. Territoriality: Measurement, Factors, Theories and Designs. 3. Crowding: Measurement, Factors, Theories and Designs. 4. Privacy: Measurement, Factors, Theories and Designs. 5. Residential Environment: Preferences, Choices and Satisfaction, Residential Mobility and Designs, Stress and Well-Being. <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> 6. <i>Community Environment: Neighborhood Satisfaction and</i> 	<p style="text-align: center;">No Change</p> <p style="text-align: center;">Shifted to section C, to balance the section</p>
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<p>Space and Environmental Competence, Learning and Environmental Designs</p> <p>8. Workplace Environment: Environmental Psychology on the Job, Work, Travel and Environmental Design.</p> <p>9. Natural Environment: Extraterrestrial and Atmospheric Forces, Nature as a Restorative Agent, Natural and Technological Hazards and Environmental design.</p> <p>10. Managing Limited Environmental Resources: Public Interest Resource Management, Dilemma of Resource Management, Social Dilemma and its Theories.</p> <p>11. Designing More Fitting Environment: Social Designs and Researches, Stages in Design Processes and Selection of Design Programmes and Post occupancy Evaluations.</p>	<p><i>Attachment, Antisocial and Helpful Behavior in the Community Environment, Community Environmental Designs and Environmental Psychology of Shopping.</i></p> <p>7. Educational Environment: Setting as a whole, Interior Architecture and Design, Noise, Light and Color, Climate, Space and Environmental Competence, Learning and Environmental Designs.</p> <p>8. Workplace Environment: Environmental Psychology on the Job, Work, Travel and Environmental Design.</p> <p>9. Designing More Fitting Environment: Social Designs and Researches, Stages in Design Processes and Selection of Design Programmes and Post occupancy Evaluations.</p>	<p>Omitted to balance the section</p>
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<p style="text-align: center;">MA Psychology Semester II</p> <p style="text-align: center;">Paper (2.3) Positive Psychology & Happiness</p> <p style="text-align: center;">Section- A</p> <ol style="list-style-type: none"> 1. Positive Psychology: Definition, Need, Significance, Principle of Positive Psychology and Other relevant concepts (Happiness, Pleasure, Psychological and subjective wellbeing, etc.). 2. Positive Psychology of Relationship: Meaningful Relationship, Positive Parenting, Love and Social Support. Why we need people to be happy and have Meaningful Life. <i>Forgiveness</i> and Resilience. Work and Creativity, Love and Friendship, Personal Satisfaction, Work and Engagement (Vital Engagement). 3. Positive Emotions: Significance & Amplification of Positive Emotions. 4. Self Fulfilling Prophecy of success and failure. Challenging and Disputing self-defeating beliefs. 5. Positive Psychology of self: Self-Improvement, Self- 	<p style="text-align: center;">MA Psychology Semester II</p> <p style="text-align: center;">Paper (2.3) Positive Psychology</p> <p style="text-align: center;">Section- A</p> <ol style="list-style-type: none"> 1. Introduction to Positive Psychology: Definition, Significance, History, Goals, Perspectives: Western and Eastern. 2. Principles of Pleasure: Concept of Affect, Distinguish between Positive & Negative Affect. <i>Happiness.</i> Concept, Hedonic and Eudaimonic Happiness, Subjective Well-being (Hedonic base of Happiness), Self-Realization (Eudaimonic base of Happiness), Compare Hedonic and Eudaimonic views of Happiness. Positive Emotions: Concept, Positive Emotions and Health Resources, Positive Emotions and Wellbeing, Cultivating Positive Emotions. <i>Sense of Humor:</i> Concept, Cultivation and measurement of Sense of Humor. 3. Positive Relationships: Concept of Attachment, Types and Adult Attachment. Love: Concept, Typologies, Triangular Theory of Love, Self-Expansion Theory. 	<p>Not Appropriate</p> <p>Updated and restructured entire syllabus to make it comprehensive and more informative</p>
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Determination, Self esteem. Six Pillars of self esteem.

6. Theory and facilitation of Intrinsic Motivation and Psychosocial Capital Building.

Section- B

7. Goal Setting: From lofty to earthly vision.

8. Perfectionisms.

9. Mindfulness: Benefits and brain alterations and its contribution to Psychological wellbeing.

10. Resilience: Perspectives, Skills & Applications.

11. Sense of Humor.

Section- C

12. Pursuits of Happiness: Pleasure, Happiness and Kindness,

Flourishing Relationships.

Section- B

4. Prosocial Behavior: Concept of Altruism, Egotism

Motive, Empathy Motive and Empathy-Altruism

Hypothesis, Genetic & Neural foundations of Empathy, Cultivating

Altruism, Measuring Altruism.

Gratitude: Concept, Cultivating, Measuring

Gratitude, Psychophysiological foundations of Gratitude.

Forgiveness: Concept, Cultivating, Measuring, Evolutionary and

Neurological bases of Forgiveness.

5. Positive Cognitive States & Processes-

Self-Efficacy: Concept, Neurobiology of Self-Efficacy, Measuring

Self-Efficacy, Collective Self-Efficacy.

Optimism: Concept, Measuring, Learned Optimism, Neurobiology

of Learned Optimism, Measuring Learned Optimism.

Hope: Concept, Neurobiology of Hope, Measuring

Hope, Collective Hope. Resilience: Concept, Perspectives, Skills

& Applications.

Wisdom: Concept, Theories, Developing Wisdom, Measurement of

Wisdom.

Measurement of happiness (What and How), Happiness and Culture.

13. Genes and Personality (Is happiness hard won or heritable). Brain reward pathways to Happiness, Happiness Contagion (Smile & Laughter).

14. Happiness: Age, Gender, Wealth, Employment and General Issues.

15. Funds, Friends and Faith of happy people. Achieving new sustainable Happiness (Prospects, Practices, and Prescriptions).

16. Pleasures of Body (Sex, food etc.): Pleasures of mind, (Curiosity, and Contemplation), Pleasure of heart and soul (Transcendence, Aesthetic, Bliss, Gratitude and Compassion).

17. Growth by Adversity: Flourishing Under Fire. Overcoming adversities. The Turning points.

18. Paradox of Choice: Satisfying v/s Maximizing.

19. Morality: Philanthropy v/s Pleasure.

Books Recommended:

Courage: Concept, Theories, Becoming Courageous, Measurement, Relationship between Fear & Courage.

Section- C

6. Mindfulness: Concept, Benefits of Mindfulness.

Flow: Flow State, Autotelic Personality, Fostering Flow.

Spirituality: Indian & Western View, Benefits of Spirituality.

7. Positive Institutions: Positive Parenting, Skills of Positive Parenting.

Positive Schooling: Goals, Components and Skills. Organization (Work Place): Goals, Strengths.

Religion: Goals, Strengths.

8. Betterment of Communities-

Individualism: History, Emphases in Individualism.

Collectivism: History, Emphases in Collectivism.

ME/WE Balance.

Books Recommended:

Baumgardner, S.R. & Crothers, M.K. (2009). *Positive psychology*. New Delhi: Dorling Kindersley.

Peterson, C. (2006). *A primer in positive psychology*. New York:

Books added to the existing list

Oxford University.

Snyder, C.R. & Lopez, S.J. (2009). *Positive psychology: The scientific and practical explorations of human strengths*. Lawrence: Sage.

<p style="text-align: center;">MA Psychology Semester I</p> <p style="text-align: center;">Paper (1.4) Research Techniques in Social Sciences (Inter Disciplinary)</p> <p>Rationale- The Social investigation of a social phenomenon requires certain procedures and techniques used in survey research methods which may cut across various disciplines. Research Methodology, thus is not disciplines specific, but may be used by the students of various disciplines, especially in social sciences, are exposed and made aware of the various procedures and techniques of research methods. The present syllabus, which will be common for the students of various social science disciplines, has been designed to achieve dual goals. The emphasis in this paper is more on the procedure and techniques of survey research requires for social investigation.</p> <p>Techniques of Selection</p> <p>Formulation of Research Problem.</p> <p>Devising Research Strategy in terms of—</p> <p>—(i) Goals Exploratory, Descriptive, Explanatory, Comparative (Cross-sectional, longitudinal, spatial comparison)</p> <p>(ii) Selecting Field (Universe)</p> <p>(ii) Selecting a Sample</p> <p>Section-II</p> <p>Techniques of Data Collection</p> <p>(i) Types of Data : Primary and Secondary Data.</p> <p>(ii) Techniques of Primary Data Collection : Observation, Interview, Questionnaire and Schedule</p> <p>(iii) Sources of Secondary Data</p>	<p style="text-align: center;">MA Psychology Semester II</p> <p style="text-align: center;">Paper (2.4) Research Techniques in Social Sciences (Inter Disciplinary)</p> <p>Rationale- The Social investigation of a social phenomenon requires certain procedures and techniques used in survey research methods which may cut across various disciplines. Research Methodology, thus, is not disciplines specific, but may be used by the students of various disciplines, especially in social sciences, are exposed and made aware of the various procedures and techniques of research methods. The present syllabus, which will be common for the students of various social science disciplines, has been designed to achieve dual goals. The emphasis in this paper is more on the procedure and techniques of survey research requires for social investigation.</p> <p>Section- A</p> <p>Formulation of Research Problem.</p> <p>Research Design.</p> <p>Formation and types of hypothesis.</p> <p>Sampling.</p> <p>Section- B</p> <p>Source of Primary and Secondary data including library and e-resources.</p> <p>Techniques of Quantitative & Qualitative Data Collection: interview,</p>	<p>1. Goals are included in Research Design</p> <p>2. Selecting Field and Selecting Sample are included in Sampling in new proposed syllabus.</p> <p>Restructuring and some new additions.</p>
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(iv) Content Analysis

Essential Readings :

1. Sellitz, G., Jahoda M., Cook Stuart W. Holt Runehar & Winston, Research Methods in Social Relations, New York.
2. Goode W.J. and P.K. Hatt : Methods of Social Research, New York, Free Press, 1987.

Section-III

Techniques of Analysis and Presentation

- (i) ~~Coding~~ and Tabulation
 - (ii) ~~Scale and Index Construction~~ : SES, SPE
 - (iii) Tabular Presentation (a) Univariate, Bivariate, Multivariate (b) Interpreting Tables : concept of data matrix and property space.
 - (iv) (a) Analysis of quantitative data : Measures of central tendency (Arithmetic Mean, Median, Mode), Standard deviation, Correlation Coefficient. Chi-square.
(b) Analysis of qualitative data : ~~Association of attributes.~~
 - (v) Graphic Presentation : Histogram, Bar diagram, Pie (Use of computer)
 - (vi) Report Writing ~~and preparation of Bibliography.~~
- Note : Internal assessment will be based on **practical work.**

Reference Books :

1. Sijoberg Gideon and Nett Roger : A Methodology for Social Research, Rawat Publication, Jaipur 2002.
2. Rosenburg Kenneth : Statistics for Behavioural Sciences. W. C. Brown Publishers, 1990.
3. Black Thomas; Understanding Social sciences Research, Sage Publication, New Delhi, 2001.
4. Mariampolski H. ; Quantitative market Research- A comprehensive Guide sage Publication, New Delhi.

Schedule, Questionnaire, Observation & **Oral history.**

Case Study & Content Analysis.

Section- C

Classification & Tabulation.

Graphic Presentation- Histogram, Bar & Pie diagram.

Analysis of Quantitative data: Measures of Central tendency (Mean, Median, Mode), Standard deviation, correlation coefficient.

An Overview of Hypothesis Testing (A detailed discussion of t, F, Z, χ^2 tests and their applications are not required).

Analysis of Qualitative data: **Successive Approximation and The Illustrative Method.**

Report writing and the **writing of research papers.**

References:

1. Sellitz, G., Jahoda M., Cook Stuart W. Holt Runehar & Winston, Research Methods in Social Relations, New York, 2003.
2. Goode W.J. and P.K. Hatt, Methods of Social Research, New York, Free Press, 1987.
3. Babbie, E.R., Survey Research Methods, Wadsworth Publishing Company, Belmont California, 2005.
4. Shah, Vimal P., Reporting Research, RachanaPrakashan, Ahemedabad, 2001.
5. Sijoberg Gideon and Nett Roger, A Methodology for Social Research, Rawat Publication, Jaipur 2002.
6. Kothari, C.R., Research Methodology- Methods and Techniques, Wiley and Eastern Limited New Delhi, 2008.
7. Rosenburg Kenneth, Statistics for Behavioural Sciences, W. C. Brown Publishers, 1990.
8. Black Thomas, Understanding Social Sciences Research, Sage Publication, New Delhi, 2001.
9. Mariampolski H., Quantitative Market Research- A comprehensive Guide Sage Publication, New Delhi, 2001.

<p style="text-align: center;">MA Psychology Semester II</p> <p style="text-align: center;">Paper (2.4) Computer Applications (Inter Disciplinary)</p> <p>Rationale- Day by day, the use of computer is increasing in the society. Computer application is included in the syllabus to harness its use in Social Science Research. But since, the students of social sciences may have a faint idea of computers, basic concept is included. This will help student to generate interest in computers. Thereafter, software packages which are used in analysis of Social research have been included, so that, it would prepares students in their research. Knowledge about internet will be provided to enable students in search of knowledge. Lab works were included to help students translate their acquired knowledge into practice.</p>	<p style="text-align: center;">MA Psychology Semester III</p> <p style="text-align: center;">Paper (3.4) Computer Applications (Inter Disciplinary)</p> <p>Rationale- Day by day, the use of computer is increasing in the society. Computer application is included in the syllabus to harness its use in Social Science Research. But since, the students of social sciences may have a faint idea of computers, basic concept is included. This will help student to generate interest in computers. Thereafter, software packages which are used in analysis of Social research have been included, so that, it would prepares students in their research. Knowledge about internet will be provided to enable students in search of knowledge. Lab works were included to help students translate their acquired knowledge into practice.</p>	
<p>Section-A</p> <p>Introduction to Computers</p> <p>Elements of a Computer System, Block Diagram of Computer System and Functions of its Components, Evolution of Computers and Classification, Concept of Hardware and Software. Introduction to Operating Systems (DOS, Windows and UNIX).</p>	<p>Section- A</p> <p>Introduction: What is Computer, Applications of computer, Elements of computer: Hardware & Software, Block Diagram of Computer System Functions of the computer components, Concept of Data and Information, Evolution and Classification of Computer</p> <p>Software: What is Software and Types of Software</p> <p>Operating System: Introduction and function of Operating System</p> <p>Programming languages: Generation of languages, Language Translators: Assembler, Compiler and Interpreter</p> <p>Database Management Systems: Concepts & Applications</p>	<p>Some parts are moved from Section-B & C of exiting syllabus to Section-A of the proposed syllabus (with details of sub-topics)</p>
<p>Section- B</p> <p>PC Software</p> <p>Word Processing: Creating and Saving Documents, Formatting, Inserting Tables and Pictures, and Mail Merge. Spread</p>	<p>Section- B</p> <p>PC Software:Word Processing: Creating, opening and Saving Documents, Formatting, Inserting Tables and Pictures and Mail Merge</p> <p>Spreadsheets Package: Creating, Opening & Saving</p>	<p>Some parts are moved from Section-C of exiting syllabus to Section-B of the proposed syllabus</p>

<p>Sheet: Creating Worksheet, Use of Functions and Creating Charts. Introduction to Presentation Packages, Graphics and Animation packages.</p> <p>(b) Introduction to Computing</p> <p>Programming languages, System and Application Software, Compiler and Interpreters, Concept of a Program, Program Design & Development, Algorithms and Flowchart Development.</p>	<p>Worksheets, Use of Formulas & Functions, Charts: types, creation, editing. Sorting and Filtering of Data, What-if analysis: Scenarios & pivot table, Goal Seek.</p> <p>Presentation Packages: Introduction to Presentation Packages, Inserting Slides, Templates, Slide views, Graphics and Animation</p> <p>Introduction to Computer Network: What is Network, Advantages, types of Network: LAN, WAN, MAN</p> <p>Internet: Applications, Web browsers, Servers, Internet Services-WWW, E-mail, URL, Search Engines, Concept of Blogging</p>	
<p>Section- C Internet & Web</p> <p>Introduction to Popular Packages on Concept of Computer Communication, Compute Network (LAN, WAN, MAN), Internet, Internet Services-www, Email etc.</p> <p>(b) Introduction to Computer Applications in Social Science Data Base Management Systems, Statistical Packages, Expert Systems, Multilingual Applications.</p> <p>Text Books: Text Reference/Books : Suggested</p> <p>T1. Sinha P. K., Computer Fundamentals : concepts , systems and application, BPB Publications</p> <p>Reference Book:</p> <p>R1. Anita Goel, Computer Fundamental, Pearson . R2. Govil, Mahesh Chand, Computer Fundamental and Programming in C, Jaipur Pub.House R3. Behrouz A Forouzan, Data Communication and Networking</p>	<p>Section- C</p> <p>Lab Work</p> <p>Analysis through Statistical Packages (SPSS): Types of Variables, Classification and Tabulation of Data, Graphical presentation of Data: Histogram, Bar, and Pie Diagram. Import/Export of Data, Measures of Central tendency: Mean, Mode, and Median. Measure of Dispersion: Standard Deviation. Correlation analysis, Chi-Square Test</p> <p>Text Books:</p> <p>T1. Sinha P. K., Computer Fundamentals: Concepts , Systems and Application, BPB Publications</p> <p>Reference Books:</p> <p>R1. Anita Goel, Computer Fundamental, Pearson. R2. Govil, Mahesh Chand, Computer Fundamental and Programming in C, Jaipur Publication House. R3. Behrouz A Forouzan, Data Communication and Networking</p>	<p>Section-C of the proposed syllabus is new to cover Lab work related to course stream.</p>

<p style="text-align: center;">M A Psychology Semester IV Paper (4.1) Organisational Behaviour and Human Resource Development</p> <p style="text-align: center;">Section A</p> <p>1. Defining Organisational Behaviour. Contributions of Taylor, Weber, and Fayol. The Hawthorne Studies.</p> <p>Human Resource Development: conceptual Basis</p> <p>Strategic Interventions in HRD Sector, HRD Instruments, Processes and Outcomes. Social System Approach: Human Resource Capitalism.</p> <p>2. Theories of Motivation: Content Theories- Maslow's Hierarchy of Needs, Herzberg's Two-factor Theory, Alderfer's ERG Theory. Process Theories- Vroom's Expectancy Theory, The Porter-Lawler Model. Contemporary Theories of Motivation- Equity theory of Work Motivation.</p>	<p style="text-align: center;">M A Psychology Semester IV Paper (4.1) Organisational Behaviour and Human Resource Development</p> <p style="text-align: center;">Section A</p> <p>1. Historical development of Organisational Behaviour: Contributions of Taylor, Weber, and Fayol. The Hawthorne Studies. Concept of OB: Definition, disciplines contributing to OB. Theoretical Framework: Cognitive, Behaviouristic and Social Cognitive.</p> <p>2. Theories of Motivation: Content Theories - Maslow's Hierarchy of Needs, Herzberg's Two-factor Theory, Alderfer's ERG Theory. Process Theories- Vroom's Expectancy Theory, The Porter-Lawler Model. Contemporary Theories of Motivation- Equity theory of Work Motivation.</p> <p>Employee Engagement: Job characteristics Model, Job Enrichment, Job Rotation, Ways of Motivating Employee.</p>	<p>Entire syllabus updated and restructured</p> <p>Addition for making it more specific</p> <p>Shifted to Section B</p> <p>Not appropriate</p> <p>Shifted from Section C</p>
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<p>3. Decision Making: The Decision Making Process, Behavioural Decision Making, Participative Decision Making, and Models of Decision Making. The Nature of Groups, Stages of Group Development. Teams: Nature and Types of Teams. Team Building.</p>	<p>3. Stress: Causes and strategies of Stress. Conflict: Individual and Interactive Conflict. Conflict Resolution Strategies. Causes and prevention of accidents.</p>	<p>Not appropriate Shifted from section B and C</p>
<p style="text-align: center;">Section B</p> <p>4. Theories of Leadership: Behavioural and Contingency. Contemporary issues in Leadership.</p>	<p style="text-align: center;">Section B</p> <p>Theories of Leadership: Trait, Behavioural, Contingency and Contemporary theories. Leadership styles and skills, Contemporary issues in leadership.</p>	<p>Content is further elaborated</p>
<p>Stress: Causes and strategies of Stress. Conflict: Individual and Interactive Conflict. Conflict Resolution Strategies.</p>		<p>Shifted to Section A, Unit3</p>
<p>5. Cultures within Organisation. The Role of Culture in Organisations. Types and Underlying Dimensions of Organisational Culture.</p>	<p>5. Organizational Culture: Definition of organizational culture, Types and Underlying Dimensions of Organisational Culture. Functions of Organizational Culture. Culture as a Liability. Creating and Sustaining Culture. Methods of learning culture.</p>	<p>Further additions in existing unit</p>
<p>Organisational Change Nature, Force, and Approaches to Change Management. Organisational Development- Intervention Techniques.</p>		<p>Shifted to Section C. Not appropriate</p>
<p>6. Acquisition of Human Resource: Planning, Assessment,</p>	<p>6. Human Resource Development: Functions and goals of HRM, HRM</p>	<p>Shifted from Section A</p>

<p>Selection Processes Recruiting,</p> <p><i>Job Analysis, Job Evaluation, Reward system: Practices and Issues in Wage Payment, Monetary & Non-monetary Aspects of Reward System.</i></p>	<p>in changing Environment. Planning: Definition and Process of Planning in Organizational Framework.</p> <p>Assessment: Human Resource Management System, Replacement Charts, Demands and Supply of Labor.</p>	<p>Existing Content further elaborated</p> <p>Shifted to Section C</p> <p>Shifted to Section C</p>
<p style="text-align: center;">Section C</p> <p>7. Training and Development: Training Needs, Designing Training Programme and its Implementation, Evaluation of Effectiveness of Training and Development Program. Socialization Process. Performance Appraisal: 360 Degree or Multi rater Assessment and feedback system (MAFS): Objectives, Advantages, RSDQ Model of 360 Degree or MAFS.</p> <p>8. Attrition and Retention: Separation, <i>Employee Engagement (Job Enlargement, Job Enrichment and</i></p>	<p style="text-align: center;">Section C</p> <p>7. Job Analysis: Definition and Methods, Steps in a job analysis, techniques of structured job analysis, Purpose of job analysis. <i>Reward system: Monetary & Non-monetary Aspects of Reward System. Job Evaluation, Practices and Issues in Wage Payment.</i></p> <p>8. Recruiting: Goals, Sources, alternatives.</p> <p>Selection: Goals, Process Key elements for successful</p>	<p>Addition for making it more specific</p> <p>Shifted from Section B</p> <p>Not appropriate</p> <p>Shifted to Section A</p> <p>Shifted from</p>

<p><i>Rotation), Ways of Motivating Employees, Quality of Work Life</i></p>	<p>selection, Predictors: Reliability, Validity. Selection Devices. Socialization Process.</p>	<p>Section B Not appropriate</p>
<p>9. Employee Safety & Health: Employee safety and health issues, Basic facts About Occupational Safety Law. The Supervisor Role in Safety. Causes and prevention of accidents. Employee health Problem, & Remedies.</p> <p>Books Recommended:</p>	<p>9 Training and Development: Training Needs, Training Approaches, Concept of Employee Development. Employee Development Methods, Organization Development: Intervention Techniques. Evaluation of Effectiveness of Training and Development Program.</p> <p>Books Recommended:</p> <p>Blum, N.L. & Naylor, J. C. (2004). Industrial Psychology: Its Theoretical and Social Foundations. New Delhi: CBS Publications.</p> <p>Prasad, L. M. (2013). Organizational Behaviour. Delhi: Sultan Chand & Sons.</p> <p>Aswathappa, K. (2005). Human Resource Management. New Delhi: McGraw Hill.</p>	<p>Not appropriate Shifted to Section B</p> <p>New books are added</p>

<p style="text-align: center;">M A Psychology Semester II Paper(2.1)Community Psychology</p> <p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Introduction: Concept of Community Psychology, Assumption & Practices of Community Psychology, Historical Background of Community Psychology. 2. Community Psychology's Core Values: Empowerment, Liberation Psychology, and Social Justice. 3. <i>Social Position and Inequalities in Health, Social Class: Complexities and Controversies, Place and its Influence on Health and Well-Being.</i> Models: Bronfenbrenner's Ecological Model, Social Action Model, Coburn's Model of Health. <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 4. <i>Research in Community Psychology : Values Applicable to Puralistic Community Research, Participatory and Action Research, Requirements for the Action Researches,</i> 	<p style="text-align: center;">MA Psychology Semester IV Paper (4.2) Community Psychology</p> <p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Introduction: Concept of Community Psychology, Historical Background of Community Psychology. 2. Community Psychology's Core Values: Empowerment, Liberation Psychology, and Social Justice. 3. <i>Research in Community Psychology: Values Applicable to Pluralistic Community Research, Participatory and Action Research, Requirements for the Action Researches, Task for Community Psychologist.</i> 4. Models: Bronfenbrenner's Ecological Model, Social Action Model, <i>Social Action and Innovation: Moving to Collective Social Action, Experimental Social Innovation and Dissemination (ESID).</i> Coburn's Model of Health. <p style="text-align: center;">Section B</p>	<p>Paper shifted to IVthsem</p> <p>Part of concept of community Psychology</p> <p>Shifted from sec B</p> <p>Shifted from sec C</p> <p>Shifted to sec A</p>
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<p>A framework for Enhancing the Knowledge base in Community Development, <i>Task for Community Psychologist</i>.</p> <p>5. The Experience of Disempowerment: Disempowerment by War, Immigration, Homelessness, and Unemployment. Disempowerment because of Income, Gender, or Sexual Orientation: The poor and socially excluded, Women, Lesbian, Gay, Bisexual, and Trans-gendered people (LGBT).</p> <p>6. Strengthening Social Support for Members of Disempowered Groups: Social Support for Young People, Social Support Interventions for Women, Social Support for those with Illness or Disability for their Families, Responding to Domestic Violence, Support for LGBT groups.</p>	<p>5. The Experience of Disempowerment: Disempowerment by War, Immigration, Homelessness, and Unemployment. Disempowerment because of Income, Gender, or Sexual Orientation: The poor and socially excluded, Women, Lesbian, Gay, Bisexual, and Trans-gendered people (LGBT).</p> <p>6. Strengthening Social Support for Members of Disempowered Groups: Social Support for Young People, Social Support Interventions for Women, Social Support for those with Illness or Disability for their Families, Responding to Domestic Violence, Support for LGBT groups.</p> <p>7. <i>Social Position and Inequalities in Health, Social Class: Complexities and Controversies, Place and its Influence on Health and Well-Being.</i></p>	<p>Omitted as is was part of action research</p>
<p style="text-align: center;">Section C</p> <p>7. Intervention: Principles and Methods of Community Intervention – Crisis Intervention, Consultation, Mental Health education. <i>Social Action and Innovation: Moving to Collective Social Action, Experimental Social Innovation and Dissemination (ESID).</i></p> <p>8. Social Indicators: Problems of Population, Poverty</p>	<p style="text-align: center;">Section C</p> <p>8. Intervention: Principles and Methods of Community Intervention Crisis Intervention, Consultation, Mental Health education.</p> <p>9. Social Indicators: Problems of Population, Problems of Education, Problems of Delinquency and Crime, Problems of Alcoholism and Drug Dependence.</p> <p>10. Social Capital : Concept, Indicator, Social Capital</p>	<p>Sifted from sec A</p> <p>Shifted to sec A</p>

<p>and Unemployment, Problems of Women and Problems of Education, Problems of Delinquency and Crime, Problems of Alcoholism and Drug Dependence.</p> <p>9. Social Capital: Concept, Indicator, Social Capital Theory, Qualitative Studies of Social Capital.</p> <p>10. Empowering Communities: The Theory of Community Coalitions, Collaborations, Consortia, and Coalition. Participation and Liberation: Participation in Local Liberation, Projects to Protect and Sustain Natural Resources, and Towards Liberation for the Poor and Oppressed.</p>	<p>Theory, Measurement of Social Capital</p> <p>11. Empowering Communities: The Theory of Community Coalitions, Collaborations, Consortia, and Coalition. Participation and Liberation: Participation in Local Liberation, Projects to Protect and Sustain Natural Resources, and Towards Liberation for the Poor and Oppressed.</p> <p>Books Recommended:</p> <p>Kloos, B. (2012). Community Psychology- Linking Individuals and Communities.</p>	<p>Already included in sec B Updated with recent topic</p> <p>Not appropriate</p> <p>Recent and Informative</p>
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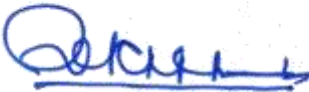
<p style="text-align: center;">M A Psychology Semester IV</p>	<p style="text-align: center;">M A Psychology Semester IV</p>	
<p style="text-align: center;">Paper (4.4) Women Studies (Inter Disciplinary)</p> <p>Rationale- The paper focuses “Women Studies” as a discipline, where students would be able to know status of women in society, their strategies of development, issues concerning women, special laws and institutional mechanism for protection of women at National and International level and the role of NGO’s for women’s development in Indian context.</p> <p>Section:-1 Women studies as a discipline <i>Status of Women in terms of Cultural milieu: family structure, Caste, Class and Community</i> <i>Women in India: Demographic Profile, Social Profile (Education, Health, Violence Related to Women)</i> <i>Economic status (Female work participation, Property Rights)</i> <i>Political profile of Indian Women</i></p> <p>Section :-2</p> <p>Strategies for women’s development in India (from welfare to empowerment) Role of NGOS in women’s development in India Development Index (Human Development Index, Gender Development Index and Gender Empowerment Measure- GEM) <i>Emerging Concepts- Gender, ,Women Empowerment, Gender sensitization, Gender Bias & Gender Discrimination</i> <i>Women in Media</i> Factors affecting decision making by women</p>	<p style="text-align: center;">Paper (4.4) Women Studies (Inter Disciplinary)</p> <p>Rationale- The paper focuses “Women Studies” as a discipline, where students would be able to know status of women in society, their strategies of development, issues concerning women, special laws and institutional mechanism for protection of women at National and International level and the role of NGO’s for women’s development in Indian context.</p> <p>Section- A Women’s studies as a discipline</p> <p><i>Emerging Concepts- Gender, ,Women Empowerment, Gender sensitization, Gender Bias & Gender Discrimination</i> <i>First, Second and Third Waves of Feminism</i> <i>Feminist Thought and Theories: Liberal, Marxist and Radical feminism</i> <i>Developmental approaches:</i> <i>Women in Development (WID)</i> <i>Women and Development (WAD)</i> <i>Gender and Development(GAD)</i></p> <p>Section- B Women in India: <i>Status of Women in terms of Socio-cultural milieu: family structure, Caste, Class and Community</i> <i>Demographic Profile, Social Profile (Education, Health, Violence Related to Women)</i> <i>Economic Profile (women and work)</i> <i>Political profile of Indian Women</i> Development Index: Human Development Index (HDI), Gender Development Index (GDI) and Gender Empowerment Measure (GEM) Strategies for women’s development in India (from welfare to empowerment) Role of NGOS in women’s development in India</p>	<p>Shifted from Section 2 to Section 1 This area is added to make the course more comprehensive and improve theoretical understanding. This topic is added to highlight developmental approaches which have contemporary relevance Shifted from Section 1 to Section 2</p> <p>Shifted from Section 1 to Section 2.</p> <p>Shifted from Section 2 to Section 1.</p>

<p>Section 3</p> <p>International norms for protection of women Special laws for protection of women Immoral Traffic (Prevention) Act, 1956 Indecent Representation of women (prohibition) Act, 1986 Commission of Sati (prevention) Act, 1987 Medical Termination of pregnancy Act, 1971 Maternity Benefit Act, 1961 Equal remuneration act , 1976 Dowry Prohibition Act, 1961</p> <p>Institutional mechanism for women: National commission for women, State commissions, National Human Right commission (Organizational Setup and Functions)</p> <p>References:</p> <ol style="list-style-type: none"> 1. Altekar, A.S., The Position of Women in Hindu Civilization, MotilalBanarsidas, Second Edition. Fifth reprint, Delhi, 1983. 2. Chanana, Karuna, Socialization, Women and Education: Exploration in Gender Identity, Orient Longman, New Delhi, 1988. 3. Chodrow, Nancy, The Reproduction of Mothering. Berkeley: University of California Press, 1978. 4. Desai, Neera and M. Krishnraj, Women and Society in India, Delhi : Ajanta Press, 1987. 5. Dube, Leela et. al. (eds.), Visibility and Power. Essays on Women in Society and Development. New Delhi, OUP, 1986. 6. Dube,Leela, Women and Kinship, Comparative Perspectives on Gender in South and South-East Asia. Tokyo:United Nations University Press, 1997. 7. Gandhi, N. and N. Shah, The Issue at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi, 1992. Ghadially, Rehana (ed.) 1988. Women in Indian Society. New Delhi: Sage Publication. 9. Maccoby, Eleanor and Carol Jacklin. 1975. The Psychology of 	<p>Section- C</p> <p>International declarations for protection of women: Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)</p> <p>Institutional mechanism for women: National commission for women, State commissions, National Human Rights commission (Organizational Setup and Functions)</p> <p>Significance and importance of legal provisions for safeguarding the rights of women</p> <p>Case Studies:</p> <p>Grassroot employee: Bhanwari Devi, Women in sport: Mary Kom, Social activist: Sunitha Krishnan, Women in administration: Kiran Bedi</p> <p>References:</p> <ol style="list-style-type: none"> 1. Altekar, A.S., The Position of Women in Hindu Civilization, MotilalBanarsidas, Second Edition. Fifth reprint, Delhi, 1983. 2. Chanana, Karuna, Socialization, Women and Education: Exploration in Gender Identity, Orient Longman, New Delhi, 1988. 3. Chodrow, Nancy, The Reproduction of Mothering. Berkeley : University of California Press, 1978. 4. Desai, Neera and M. Krishnraj, Women and Society in India, Delhi : Ajanta Press, 1987. 5. Dube, Leela et. al. (eds.), Visibility and Power. Essays on Women in Society and Development. New Delhi, OUP, 1986. 6. Dube,Leela, Women and Kinship, Comparative Perspectives on Gender in South and South-East Asia. Tokyo:United Nations University Press, 1997. 7. Gandhi, N. and N. Shah, The Issue at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi, 1992. Ghadially, Rehana (ed.) 1988. Women in Indian Society. New Delhi : Sage Publication. 	<p>The term 'legal provisions' has been used in broader sense to include all Acts. This part is introduced to highlight the struggle and success stories of women</p>
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<p>Sex Differences. Stanford: Stanford University Press.</p> <p>10. McCormack, C. and M. Strathern (ed.) 1980. Nature, Culture and Gender Cambridge: Cambridge University Press.</p> <p>11. Oakley, Ann. 1972. Sex, Gender and Society. New York: Harper and Row.</p>	<p>9. Maccoby, Eleanor and Carol Jacklin. 1975. The Psychology of Sex Differences. Stanford : Stanford University Press.</p> <p>10. McCormack, C. and M. Strathern (ed.) 1980. Nature, Culture and Gender Cambridge : Cambridge University Press</p>	
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<p style="text-align: center;">MA Psychology Semester IV</p> <p style="text-align: center;">Paper (4.5) Practical and Dissertation</p> <p>I. Interpersonal Communication and Personal Effectiveness: (25 Marks)</p>	<p style="text-align: center;">MA Psychology Semester IV</p> <p style="text-align: center;">Paper (4.5) Practical and Dissertation</p> <p>I. Interpersonal Communication and Personal Effectiveness (any five): (25 Marks)</p>	<p>To balance the workload of dissertation</p>
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Verified



Offg. Secretary
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Department of Psychology
Banasthali Vidyapith, Banasthali

**Minutes of the Board of Studies held on 29.12.2018 at 11.00 A.M in the
CMS Conference Hall, Banasthali Vidyapith.**

Present

- | | | |
|----------------------------|---|-----------------|
| 1. Ms. Anjali Sharma | : | Internal Member |
| 2. Ms. Anu raj Singh | : | Internal Member |
| 3. Dr. Arun Kumar | : | Internal Member |
| 4. Dr. Ratna Dixit Sharma | : | Internal Member |
| 5. Dr. Sandhya Gupta | : | Internal Member |
| 6. Dr. Santosh Meena | : | Convener |
| 7. Prof. A. V. S. Madnavat | : | External Member |

Note: Prof. Archana Shukla, Department of Psychology, Lucknow University, (External Member) and Ms. Rubi Singh (Internal Member) could not attend the meeting.

The meeting started with a welcome of the members, by the convener of the Board of Studies for Psychology, Dr. Santosh Meena, Head of Psychology, Banasthali Vidyapith, Rajasthan

1. The Board took up the minutes of its last meeting held on April, 22, 2016.

The Board resolved that the minutes to be confirmed.

2. The Board reviewed the existing panel of examiners and suggested to update the address and phone numbers of the existing examiners and inclusion of the names of new experts for each examination of undergraduate and postgraduate degree examination keeping in view the by-law 15.03.02 of the Vidyapith. Updated panel is sent to the secrecy section.
3. The board reviewed the Study/Curricula, scheme of examination and proposed revisions in various courses of study as follows:

3 I B.A. Examinations:

i.	First Semester Curricula Examination, December, 2019	Minor Change ^{a,b}
ii.	Second Semester Curricula Examination, April/May, 2020	Minor Change ^{c,d}
iii.	Third Semester Curricula Examination, December, 2020	Change ^{e,f}
iv.	Fourth Semester Curricula Examination, April/May, 2021	Minor Change ^g
v.	Fifth Semester Curricula Examination, December, 2021	Change ^{h,i}
vi.	Sixth Semester Curricula Examination, April/May, 2022	Change ^j

The Board reviewed the programme objectives, syllabi, learning outcomes, recommended books and e-learning material of the B.A. (Psychology) programme.

- (a) In B.A. I Semester, revision in the syllabus of *Introduction to Psychology Processes* (Course Code: PSY 101) was proposed. The Board discussed the revision proposed and agreed upon the suggested syllabus. The Board also recommended implementing the proposed revision in syllabus of *Introduction to Psychology Processes* by I Semester Examination, December, 2019.
- (b) In B.A. I Semester, revision in the syllabus of *Introduction to Psychology Processes Lab* (Course Code: PSY 101L) was proposed. The Board discussed the revision proposed and agreed upon the suggested syllabus. The Board also recommended implementing the proposed revision in syllabus of *Introduction to Psychology Processes Lab* by I Semester Examination, December, 2019.
- (c) In B.A. II Semester, revision in the syllabus of *Social Psychology* (Course Code: PSY 102) was proposed. The Board discussed the revision proposed and agreed upon the suggested syllabus. The Board also recommended implementing the proposed revision in syllabus of *Social Psychology* by II Semester Examination, April/May, 2020.

- (d) In B.A. II Semester, revision in the syllabus of *Social Psychology Lab* (Course Code: PSY 102L) was proposed. The Board discussed the revision proposed and agreed upon the suggested syllabus. The Board also recommended implementing the proposed revision in syllabus of *Social Psychology Lab* by II Semester Examination, April/May, 2020.
- (e) In B.A. III Semester, the Board reviewed the syllabus of Elementary Statistics III semester and Psychological Testing and Research Methodology V semester. It was found that there is familiarity and relevance between Elementary Statistics and Psychological Testing and Research Methodology. For that purpose, major parts of both papers have been incorporated in one core paper, renamed as Statistics and Research Methodology in Psychology (*Course code: to be generated*). The Board recommended the implementation of proposed revision of the III Semester Examination by December, 2020.
- (f) In B.A. III Semester, the Board proposed the syllabus of *Statistics and Research Methodology in Psychology Lab* (Course Code: *to be generated*). The content of this course have been redesigned according to the theory course (*Statistics and Research Methodology in Psychology*) of III Semester. Thus, *Elementary Statistics Lab* (Course Code: PSY 202L) should be replaced by *Statistics and Research Methodology in Psychology Lab* (Course Code: *to be generated*). The Board recommended implementing the proposed revision of the III Semester Examination by December, 2020.
- (g) In B.A. IV Semester, revision in the syllabus of *Developmental Psychology* (Course Code: PSY 201) was proposed. The Board discussed the revision proposed and agreed upon the suggested syllabus. The Board also recommended implementing the proposed revision in syllabus of *Developmental Psychology* by IV Semester Examination by April/May, 2021.
- (h) The Board proposed elective in B.A. III Year (semester V and VI):
- i. In B.A. III Year, the Board proposed the syllabus of *Abnormal Psychology* (Course Code: *to be generated*). It was found that it is one of the basic and important courses for understanding deviant human behaviour. So, in B.A. (Psychology) III Year, the course *Psychological Testing & Research Methodology* (Course Code: PSY 303) should be replaced by *Abnormal Psychology* (Course Code: *to be generated*).
 - ii. In B.A. III Year, the Board proposed the syllabus of *Abnormal Psychology Lab* (Course Code: *to be generated*). The content of this course have been redesigned according to the theory course (*Abnormal Psychology*) of III Year. Thus, *Psychological Testing Lab* (Course Code: PSY 303L) should be replaced by *Abnormal Psychology Lab* (Course Code: *to be generated*).
 - iii. In B.A. III Year, the Board proposed the syllabus of *Experimental Psychology* (Course Code: *to be generated*). It was important to introduce this course as it is one of the basic courses for understanding human

behavior. The Board discussed the syllabus proposed and agreed upon the suggested syllabus.

- iv. In B.A. III Year, the Board proposed the syllabus of *Experimental Psychology Lab* (Course Code: *to be generated*). The content of the lab has been design according to the Experimental Psychology course. The Board discussed the syllabus proposed and agreed upon the suggested syllabus.
- v. In B.A. III Year, revision in the syllabus of *Physiological Psychology* (Course Code: PSY 302) was proposed. The Board discussed the revision proposed and agreed upon the suggested syllabus.
- vi. In B.A. III Year, the Board proposed the syllabus of *Introduction to Clinical Psychology* (Course Code: *to be generated*). It was important to introduce this course as it is one of the basic courses for understanding human behavior. The Board discussed the syllabus proposed and agreed upon the suggested syllabus.
- vii. In B.A. III Year, the Board proposed the syllabus of *Introduction to Clinical Psychology Lab* (Course Code: *to be generated*). The content of the lab has been designed according to the Introduction to Clinical Psychology course. The Board discussed the syllabus proposed and agreed upon the suggested syllabus.

The Board also recommended implementing the electives in B.A. III Year (semester V and VI) Examination, December, 2021 and April/May, 2022, respectively.

Programme Educational Objectives, Programme Outcomes and the list of disciplinary courses of the B.A. (Psychology) programme is attached and marked as **Annexure-I**

The revised syllabus, learning outcomes, list of suggested books and suggested e-learning material of the B.A. (Psychology) programme is attached and marked as **Annexure-II**

3 II. M.A. (Psychology) Examination:

The Board discussed the recent trends in psychology at postgraduate level and found that application of psychology is of paramount importance in today's environment. In addition to this, the Board suggested to give more weightage to self-learning and independent research activities.

i.	First Semester Curricula Examination, December, 2019	Change ^{a,b}
ii.	Second Semester Curricula Examination, April/May, 2020	Change ^{c,d}
iii.	Third Semester Curricula Examination, December, 2020	Change ^{e,f,g}
iv.	Fourth Semester Curricula Examination, April/May, 2021	Change ^{g,h,i}

The Board reviewed the programme educational objectives, syllabi, learning outcomes, recommended books and e-learning material of the M.A. (Psychology) programme.

- (a) In M.A. I Semester, the Board proposed the syllabus of *Indigenous Psychology* (Course Code: *to be generated*). It was found that there is difference between western thoughts and Indian thoughts regarding various aspects of human behavior. So, it seems important to introduce Indian psychological thoughts to foster original and critical thinking among students. The course *Psychopathology* (Course Code: PSY 407) should be replaced by *Indigenous Psychology* (Course Code: *to be generated*). The Board recommended implementing the proposed revision of the I Semester by December, 2019.
- (b) In M.A. I Semester, the Board reviewed the syllabus of *Psychology Lab-I* (Course Code: PSY 405L). The content of this course has been redesigned according to the theory courses of I Semester. The Board recommended implementing the proposed revision by I Semester Examination, December, 2019.
- (c) In M.A. II Semester, the Board proposed the syllabus of *Human Values and Professional Ethics* (Course Code: *to be generated*). It was found that this course suits the semester scheme as well as the relevance and need of today's time. The course *Environmental Psychology* (Course Code: PSY 403) should be replaced by *Human Values and Professional Ethics* (Course Code: *to be generated*). The Board recommended implementing the proposed revision of the II Semester by April/May, 2020.
- (d) In M.A. II Semester, the Board reviewed the syllabus of *Psychology Lab-II* (Course Code: PSY 406L). The content of this course has been redesigned according to the theory courses of II Semester. The Board recommended implementing the proposed revision of the I Semester Examination by April/May, 2020.
- (e) In M.A. III Semester, the Board reviewed the syllabus of *Psychology Lab-III* (Course Code: PSY 509L). The content of this course has been redesigned according to the theory courses of III Semester. The Board recommended implementing the proposed revision of the III Semester Examination by December, 2020.
- (f) The Board proposed the discipline electives for enhancement of wider choice in M.A. III semester. The proposed courses are of emerging trends and they would enable the students to develop their critical thinking and analytical abilities.

List of Discipline Electives

- Health Psychology (PSY 507)
- Rehabilitation Psychology (PSY 510)
- Psychopathology (PSY 407)
- Diagnostic Techniques in Psychology (Course code: *to be generated*)
- Neuropsychology (Course code: *to be generated*)

- Foundations of Guidance (Course code: *to be generated*)
- Cross Cultural Psychology (PSY 504)
- Environmental Psychology (PSY 403)
- Gerontology (PSY 506)
- Consumer Psychology (Course code: *to be generated*)
- Sports Psychology (Course code: *to be generated*)
- Systems and Theories in Psychology (Course code: *to be generated*)

The Board also recommended implementing the electives in M.A. III Semester Examination, December, 2020.

(g) The board recommended introduction of reading electives in M.A. III and IV semester to promote self-learning. The board has proposed following reading electives -

- Ecological Intelligence (Course code: *to be generated*)
- Psychology in Digital Age (Course code: *to be generated*)
- Publication Manual of the American Psychological Association, Sixth Edition (Course code: *to be generated*)
- Cultural Intelligence (Course code: *to be generated*)
- Ecological Intelligence (Online Course)
(<https://swayam.gov.in/courses/4905-july-2018-ecology-and-environment>)
- Psychology in Digital Age (Online Course)
(<https://www.coursera.org/learn/mindware>)
- Publication Manual of the American Psychological Association, Sixth Edition (Online Course) (<https://www.apastyle.org/learn/courses/4210701>)
- Cultural Intelligence (Online Course)
(www.coursera.org/specializations/team-building)

The Board also recommended implementing the reading electives in M.A. Semester III and IV Examination, December, 2020 and April/May, 2021, respectively.

(h) The Board proposed to introduce open elective (Generic) course in M.A. IV Semester. The board recommended to implement open elective in M.A. IV Semester Examination, April/May, 2021

(i) In M.A. (Psychology) IV Semester, revision in the *Dissertation* (Course Code: PSY 505D) was proposed. The Board discussed the revision proposed and agreed upon the suggested syllabus. The Board also recommended implementing the proposed revision in *Dissertation* by IV Semester Examination by April/May, 2021.

Programme Educational Objectives, Programme Outcomes and the list of disciplinary courses of the M.A. (Psychology) programme is attached and marked as **Annexure-III**

The revised syllabus, learning outcomes, list of suggested books and suggested e-learning material of the M.A. (Psychology) programme is attached and marked as **Annexure-IV**

4. The Board reviewed and discussed the reports of the examiners in the subject of Psychology of various examinations of 2017-2018. It was found that the examiners have generally reported answers as “to the point” and have found methods of expression/representation satisfactory and good. The analysis of the reports received is enclosed in **Annexure-V**
5. The Board thoroughly analyzed and evaluated the quality of question papers of semester examinations conducted during the academic year of 2017-18 for U.G. and P.G. and the quality of question papers were found to be satisfactory. The board recommended that the proportion of application based questions should be increased. The analysis of question papers is enclosed in **Annexure-VI**
6. The Board recommended to introduce a course of Science of Happiness as a foundation course in B.A. **Annexure-VII**
7. The Board analysed that constant concern over alternate source of learning has been rising since past few years. Board suggested introduction of online modules to various subjects which can help students in learning the courses at one’s own pace. The board recommended to implement online courses as an alternate to core courses in M.A. program.
List of online courses is enclosed in **Annexure-VIII**.

Meeting ended with vote of thanks.

Name of Programme: B.A.**Programme Educational Objectives**

In compatibility with Banasthali Vidyapith's aim to materialize the ethos of nation-building, Indian Culture and Panchmukhi Shiksha, the B.A. Psychology Programme develops an enlightened and human value based education along with the academic and competitive pursuits of the students. This Graduation Program offers an in-depth study of human beings in relation to one another. It also allows exploration of the interaction between human and environment. This is a dynamic course which attempts to be relevant to current events worldwide including topics; global concerns of mental sufferings in relation to the evolution of mind and brain. The program is pursued through mutual deliberation between students and faculties on philosophical outlook of psychological concepts and natural phenomena which are relevant for society.

The main objectives of the programme are:

- To develop the ability to understand, disseminate, and/or evaluate scientific knowledge directed toward understanding and improving human functioning.
- To develop a strong research background and understanding of the scientific foundation of Psychology.
- To Apply and exchange knowledge to solve a diverse range of complex psychological problems individually or in multidisciplinary teams for the benefit of society.
- To involve students in fostering innovative activities that support and promote the sustainable psychological development to improve the quality of life.
- To exhibit a reasoned understanding of professional ethics and the roles of regulations and guidelines in the profession, including global cultural awareness and environmental impacts.
- To prepare scholar-practitioners who are well grounded in the discipline of Psychology conceived broadly as a human science.
- To educate students to conduct themselves with professionalism appropriate to the complex nature of psychology founded on reflexivity, interpersonal competence, ethical principles, and a deep respect for cultural diversity.
- To understand some biological and learned differences that affect development, thinking, and rationality.

Programme Outcomes

PO1: Psychological Knowledge: Fundamental knowledge of psychology and its principles in different areas of human behavior including developmental psychology, social and physiological psychology along with knowledge of research techniques and analysis of data statistically.

PO2: Planning Abilities: Demonstrate the formulation of the research problem, formulation of hypothesis, operationalization of variables and steps of conducting scientific studies.

PO3: Problem Analysis: Knowledge of systematic investigation of research problems, applicability of research design to various conditions depending upon the nature of research problem, analysis of data collected through various sources in terms of survey, interview and questionnaire method.

PO4: Modern Tool Usage: knowledge of various techniques for collecting and analysis of the data in research, demonstrate the use of different tests for diagnosis purpose in personality and ability testing.

PO5: Leadership Skills: conceptualization of leadership and leader at societal level, explaining the characteristics of effective leader in terms of vision, communication skills and personality influence.

PO6: Professional Identity: explanation of ethics and values in conducting behavior, importance of values and ethics in making decision towards family, peers and professional settings.

PO7: Psychological Ethics: explanation of ethics and values in conducting behavior, importance of values and ethics in making decision towards family, peers and professional settings.

PO8: Communication: Demonstrating the fundamental assumption of communication, communication skills of communicator, characteristics of audience and importance of communication in interpersonal relationship, professional and family dynamics.

PO9: The Psychologist and Society: Knowledge of society and societal concerns such as community mental health, counseling services and care of mentally disabled persons suffering from various problems, formulation of intervention and strategic ways towards improving mental health of people globally.

PO10: Environment and Sustainability: Generating awareness about the environment including physical, psychological and social facets and also provide theoretical framework regarding natural phenomena of the nature in terms of earthquake and climate change and its impact on human behavior.

PO11: Lifelong Learning: knowledge of psychological principles enables to understand various crises occurring during lifespan in the form of identity formation, maintain relationships, dealing effectively with emotional problems and providing constructive solution of such issues.

Programme Scheme: B.A.

Semester: I

Existing					
Course Code	Course Name	L	T	P	C
PSY 101	Introduction to Psychological Processes	6	0	0	6
PSY 101L	Introduction to Psychological Processes Lab	0	0	4	2
Semester Wise Total		6	0	4	8

Proposed					
Course Code	Course Name	L	T	P	C
Course Code to be filled by the office	Introduction to Psychological Processes	6	0	4	8
Semester Wise Total		6	0	4	8

Semester: II

Existing					
Course Code	Course Name	L	T	P	C
PSY 102	Social Psychology	6	0	0	6
PSY 102L	Social Psychology Lab	0	0	4	2
Semester Wise Total		6	0	4	8

Proposed					
Course Code	Course Name	L	T	P	C
Course Code to be filled by the office	Social Psychology	6	0	4	8
Semester Wise Total		6	0	4	8

Semester: III

Existing					
Course Code	Course Name	L	T	P	C
PSY 202	Elementary Statistics	6	0	0	6
PSY 204L	Statistics Lab	0	0	4	2
Semester Wise Total		6	0	4	8

Proposed					
Course Code	Course Name	L	T	P	C
Course Code to be filled by the office	Statistics and Research Methodology in Psychology	6	0	4	8
Semester Wise Total		6	0	4	8

Semester: IV

Existing					
Course Code	Course Name	L	T	P	C
PSY 201	Developmental Psychology	6	0	0	6
PSY 201L	Developmental Psychology Lab	0	0	4	2
Semester Wise Total		6	0	4	8

Proposed					
Course Code	Course Name	L	T	P	C
Course Code to be filled by the office	Developmental Psychology	6	0	4	8
Semester Wise Total		6	0	4	8

Semester: V

Existing					
Course Code	Course Name	L	T	P	C
PSY 303	Psychological Testing & Research Methodology	6	0	0	6
PSY 303L	Psychological Testing Lab	0	0	4	2
Semester Wise Total		6	0	4	8

Proposed					
Course Code	Course Name	L	T	P	C
	Discipline Elective Course-I	6	0	4	8
Semester Wise Total		6	0	4	8

Semester: VI

Existing					
Course Code	Course Name	L	T	P	C
PSY 302	Physiological Psychology	6	0	0	6
PSY 302L	Physiological Psychology Lab	0	0	4	2
Semester Wise Total		6	0	4	8

Proposed					
Course Code	Course Name	L	T	P	C
	Discipline Elective Course – II	6	0	4	8
Semester Wise Total		6	0	4	8

	List of Discipline Electives	L	T	P	C
Course Code to be filled by the office	Abnormal Psychology	6	0	4	8
	Experimental Psychology	6	0	4	8
	Physiological Psychology	6	0	4	8
	Introduction to Clinical Psychology	6	0	4	8

NOTE

Gray indicates shifting of the content	Psychology
Strikethrough indicates content omitted.	Psychology
Black background with text in white indicates addition of the new content.	Psychology

Course Details:

Name of Programme: B.A.

Course Details:

Semester - I					
S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
1	PSY 101 Introduction to Psychological Processes	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> Describe the scope and applications of psychology. Evaluate the basic psychological theories, approaches, principles, and concepts of general psychology. Apply psychological theories and principles to their own lives and experiences. Discuss and Integrate different perspectives to explain human behavior in everyday life. 	<p>Unit 1: Introduction Definition, Nature, Scope and applications of Psychology. Approaches of psychology: Biological, Psychological, Psychodynamic, Behavioural, Cognitive, Humanistic and Evolutionary approach, Social, Cultural and Multi Cultural perspective. Methods of psychology: Experimental, Observation, Interview, Questionnaire, Case Study, Survey, and Meta analysis.</p> <p>Unit 2: Biological Basis of Behaviour Nervous System: Central, Peripheral, Autonomic, Somatic and Limbic Nervous System. Sensory and Perceptual processes: Theories of Hearing and Vision, Colour Blindness, Attention and Perception– Selectivity of Attention, Determinates of Attention and Perception, Organizing Principles of Perception, Form and Depth Perception.</p> <p>Unit 3: Learning, Remembering and Forgetting Basic processes of Classical and Operant conditioning - Acquisition, Extinction, Spontaneous recovery, Generalization and Discrimination. Trial and Error method of Learning, Cognitive learning, Observational Learning, Laws and Curves of learning, Transfer of Training. Verbal Learning and Memory: Encoding, Storage and Retrieval processes Short term and Long term Memory, Mnemonic Methods of Retention. Motivation and Learning, Causes of</p>	<p>Unit 1: Introduction Definition, Nature, Scope and applications of Psychology. Approaches of psychology: Biological, Psychological, Psychodynamic, Behavioural, Cognitive, Humanistic and Evolutionary approach, Social, Cultural and Multi-Cultural perspective. Methods of psychology: Experimental, Observation, Interview, Questionnaire, Case Study, Survey, and Meta-analysis.</p> <p>Unit 2: Attention and Perception Attention and Perception– Selectivity of Attention, Determinates of Attention and Perception, Organizing Principles of Perception, Form and Depth Perception.</p> <p>Unit 3: Learning, Remembering and Forgetting Basic processes of Classical and Operant conditioning - Acquisition, Extinction, Spontaneous recovery, Generalization and Discrimination. Trial and Error method of Learning, Cognitive learning, Observational Learning, Laws and Curves of learning, Transfer of Training. Verbal Learning and Memory: Encoding, Storage and Retrieval processes Short term and Long term Memory, Mnemonic Methods of Retention. Motivation and Learning, Causes of forgetting: Decay, Interference,</p>	<p>Omitted content of unit 2 has been included in the semester VI course</p>

		<p>forgetting: Decay, Interference, Retrieval failure, Motivated Forgetting and Amnesia.</p> <p>Unit 4: Thinking Motivation and Emotion Concept formation, Problem solving, Creativity, Inductive and Deductive Reasoning. Indicators of Motivated Behaviour, Nature and Classification of Motives – Biogenic and Psycho-sociogenic motives, Intrinsic and Extrinsic Motivation, Conflict and Frustration. Techniques of Assessment of Motivation, Maslow’s Need Hierarchy and other theories of Motivation. Emotion: Nature and Development of Emotion, Expression and Control of Emotions. Theories of Emotion, Culture and Emotion, Polygraphic techniques.</p> <p>Unit 5: Intelligence and Personality Intelligence- Nature, Measurement and Theories of Intelligence. Genetic/Biological and Environmental influences, Cross-Cultural issues in Intelligence. Personality: Meaning and Nature, Trait and Type theories of Personality and Psycho-analytical theory by Freud. Biological and Socio-Cultural Determinants of Personality. Assessment of Personality.</p> <p>Books Recommended:-</p> <ul style="list-style-type: none"> • Atkinson, R.L., Atkinson, R.C., & Hilgard, E.R. (2005). Introduction to Psychology, (10th ed.), New York: Harcourt Brace Jovanovich. • Baron, R.A. (2007). Psychology. New Delhi: Pearson Education. • Cohen, R.J. (1994). Psychology and Adjustment. Allyn & Bacon. 	<p>Retrieval failure, Motivated Forgetting and Amnesia.</p> <p>Unit 4: Thinking Motivation and Emotion Concept formation, Problem solving, Creativity, Inductive and Deductive Reasoning. Indicators of Motivated Behaviour, Nature and Classification of Motives – Biogenic and Psycho-sociogenic motives, Intrinsic and Extrinsic Motivation, Conflict and Frustration. Techniques of Assessment of Motivation, Maslow’s Need Hierarchy and other theories of Motivation. Emotion: Nature and Development of Emotion, Expression and Control of Emotions. Theories of Emotion, Culture and Emotion, Polygraphic techniques.</p> <p>Unit 5: Intelligence and Personality Intelligence- Nature, Measurement and Theories of Intelligence. Genetic/Biological and Environmental influences, Cross-Cultural issues in Intelligence. Personality: Meaning and Nature, Trait and Type theories of Personality and Psycho-analytical theory by Freud. Biological and Socio-Cultural Determinants of Personality. Assessment of Personality.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Atkinson, R.L., Atkinson, R.C., & Hilgard, E.R. (2005). <i>Introduction to Psychology</i>, (10th ed.), New York: Harcourt Brace Jovanovich. 2. Baron, R.A. (2007). <i>Psychology</i>. New Delhi: Pearson Education. 3. Cohen, R.J. (1994). <i>Psychology and Adjustment</i>. Allyn & Bacon. 4. Hockenbury, D. H. & Hockenbury, S.E. (2002). <i>Psychology</i> 3rd Edition New York, Worth Publisher. 	
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		<ul style="list-style-type: none"> • Hockenbury, D. H. & Hockenbury, S.E. (2002). Psychology 3rd Edition New York, Worth Publisher. • Morgan, C. T., & King, R. A. (2005). Introduction to Psychology. Delhi: Tata McGraw Hill. • Singh, A. K. (1997). Uchhtar Samanya Manovigyan. Varanasi: Motilal Banarsi Das. • Weiten, W., & Margaret, A.L. (2007). Psychology Applied to Modern Life. Thompson Woods worth. • Zimbardo, P.G., & Weber, A.L. (1997). Psychology. New York: Harper Collins College Publishers 	<ol style="list-style-type: none"> 5. Morgan, C. T., & King, R. A. (2005). <i>Introduction to Psychology</i>. Delhi: Tata McGraw Hill. 6. Singh, A. K. (1997). <i>Uchhtar Samanya Manovigyan</i>. Varanasi: Motilal Banarsi Das. 7. Weiten, W., & Margaret, A.L. (2007). <i>Psychology Applied to Modern Life</i>. Thompson Woods Worth. 8. Zimbardo, P.G., & Weber, A.L. (1997). <i>Psychology</i>. New York: Harper Collins College Publishers. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Introduction To Psychology http://dept.cicillinois.edu/psy/IntroductionToPsychologyText.pdf 2. Psychology https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/Psychology-OP_cNrqlqM.pdf 3. Psychology today https://www.psychologytoday.com/intl 4. Simply Psychology https://www.simplypsychology.org/ 	
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Course Details: (To be provided in the below mentioned table)

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
2	<p>PSY 101L Introduction to Psychological Processes Lab</p>	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Articulate ethical views of research. • Describe the process and steps of psychological testing. • Demonstrate the use of various psychological tests in term of memory and learning. • Critically assess the relevance of psychological tests in demonstrating different phenomena's. 	<p>1. Facilitating understanding of self:</p> <p>(i) Maintain a Personal Diary and describing personal experiences</p> <p>(ii) Use of psychological tools to learn about themselves and to enhance self-awareness (eg- Johari Window, SWOT Analysis, Psychological tests).</p> <p>2. Replication of various psychological phenomena</p> <p>(i) Learning curve</p> <p>(ii) Chunking</p> <p>(iii) Serial Position Effect</p> <p>(iv) Level of Aspiration (Individual Differences)</p> <p>(v) Transfer of Training (Bilateral)</p> <p>3. Familiarization with and use of psychological instruments</p> <p>(i) Psychometric tests: 16PF/MMPI/ Five Factor Personality Test (any one)</p> <p>(ii) Verbal tests: Anxiety Test/JGMA Test/any other test</p> <p>(iii) Performance tests: Wechsler Intelligence Scale for Adults.</p> <p>(iv) Interest / Aptitude tests: CNPR/KRIR or any other Aptitude Test</p> <p>4. Collection of Pictures depicting Depth and Perception Cues</p>	<p>1. Facilitating understanding of self:</p> <p>(i) Maintain a Personal Diary and describing personal experiences</p> <p>(ii) Use of psychological tools to learn about themselves and to enhance self-awareness (E.g.- Johari Window, SWOT Analysis, Psychological Tests).</p> <p>2. Replication of various psychological phenomena (Any Three)</p> <p>(i) Learning curve</p> <p>(ii) Chunking</p> <p>(iii) Serial Position Effect</p> <p>(iv) Transfer of Training (Bilateral)</p> <p>3. Familiarization with and use of psychological instruments (Any Three)</p> <p>(i) Verbal Test</p> <p>(ii) Non-Verbal Test</p> <p>(iii) Performance Test</p> <p>(iv) Non-Verbal Performance Test</p>	<p>Omitted content has little relevance in comparison to others</p> <p>Reorganization of the content under four categories</p>

Semester -II

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
3	PSY 102 Social Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain the major theories, concepts, empirical findings, methods and techniques used in social psychology. • Evaluate major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior. • Explain group dynamics and attitude formation in term of human behavior. • Discuss how individual differences influence beliefs, values, and interactions with others. 	<p>Unit 1: Introduction</p> <p>Nature, Goals, and Scope of Social Psychology; Social Psychology and its relation with other sciences, Methods of Study in Social Psychology– Experimental Methods, Non-Experimental methods, Correlation approach & Cross-Cultural research.</p> <p>Unit 2: Social Perception and Cognition</p> <p>Perceiving Ourselves: Self-Concept, Self-Esteem, Self-Presentation, and Self expression.</p> <p>Perceiving others – Forming Impressions, Verbal and Non-verbal cues, Central traits, Models of information integration, Primacy & Recency effects, Prejudices-nature and Components, Acquisition and Reduction of Prejudices. Stereotypes, Attribution of Causality – Theories and Biases, Interpersonal Attraction and its determinants.</p> <p>Unit – 3 Leadership and Communication</p> <p>Leadership- Definition, Types and Functions. Trait, Situational and Inter-actional approaches to Leadership, Leadership Effectiveness. Communication: Model, Types, network & channels, Language and Social Interaction, and Barriers in Communication.</p>	<p>Unit 1: Introduction</p> <p>Nature, Goals, and Scope of Social Psychology; Social Psychology and its relation with other sciences, Methods of Study in Social Psychology– Experimental Methods, Non-Experimental methods, Correlation approach & Cross-Cultural research.</p> <p>Unit 2: Social Perception and Cognition</p> <p>Perceiving Ourselves: Self-Concept, Self-Esteem, Self-Presentation, and Self-expression.</p> <p>Perceiving others – Forming Impressions, Verbal and Non-verbal cues, Central traits, Models of information integration, Primacy & Recency effects, Prejudices-nature and Components, Acquisition and Reduction of Prejudices. Stereotypes, Attribution of Causality – Theories and Biases.</p> <p>Unit – 3 Leadership and Communication</p> <p>Leadership- Definition, Types and Functions. Trait, Situational and Interactional approaches to Leadership, Leadership Effectiveness. Interpersonal Attraction and its determinants. Theories of Interpersonal attraction (Heider’s Balance Theory, Social Exchange Theory and Cognitive Dissonance Theory).</p>	<p>To make the content relevant and consistent with the course</p>

			<p>Unit 4: Group and Attitudes</p> <p>Group structure and Functions, Task performance and Social facilitation and Loafing, De-Individuation and Conformity, Obedience and Social Modelling. Norms and Decision-making.</p> <p>Nature and Functions of Attitude, Measurement of Attitudes, Attitude and behaviour, Theories of reasoned and planned behaviour, Formation and Change of attitude (Balance and Cognitive Dissonance theories).</p> <p>Unit 5: Pro-Social Behaviour and Aggression</p> <p>Pro-social behaviour- Theoretical explanation, Co-operation and Helping behaviour, Personal, Situational and Socio-cultural determinants, Bystander effects. Aggression- Theoretical Perspective, Trait, Situational and Social Learning approaches, Personal and social Determinants of Aggression, Control and Prevention of Aggression.</p> <p>Books Recommended:-</p> <ul style="list-style-type: none"> • Alcock, J. E., Carment, D.W., Sadava, S. W., Collins, J. E., & Green, J. M. (1997). <i>A textbook of social psychology</i>. Scarborough, Ontario: Prentice Hall/Allyn & Bacon. • Baron, R. A., & Byrne, D. (1998). <i>Social psychology</i>. New Delhi: Prentice Hall. • Feldman, R. S. (1985). <i>Social psychology: Theories, research and application</i>. New York: McGraw Hill. • Hogg, M. A. & Vaughan, G. M. (2002). <i>Social Psychology</i> (3rd ed). New York. Prentice Hall. • Lindgren (1974). <i>Introduction to Social Psychology</i>, 	<p>Unit 4: Group and Attitudes</p> <p>Group structure and Functions, Task performance and Social facilitation and Loafing, De-Individuation and Conformity, Obedience and Social Modelling. Norms and Decision-making.</p> <p>Nature and Functions of Attitude, Measurement of Attitudes, Attitude and behaviour, Theories of reasoned and planned behaviour, Formation and Change of attitude (Balance and Cognitive Dissonance theories).</p> <p>Unit 5: Pro-Social Behaviour and Aggression</p> <p>Pro-social behaviour- Theoretical explanation, Co-operation and Helping behaviour, Personal, Situational and Socio-cultural determinants, Bystander effects. Aggression- Theoretical Perspective, Trait, Situational and Social Learning approaches, Personal and social Determinants of Aggression, Control and Prevention of Aggression.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Alcock, J. E., Carment, D.W., Sadava, S. W., Collins, J. E., & Green, J. M. (1997). <i>A textbook of social psychology</i>. Scarborough, Ontario: Prentice Hall/Allyn & Bacon. 2. Baron, R. A., & Byrne, D. (1998). <i>Social psychology</i>. New Delhi: Prentice Hall. 3. Feldman, R. S. (1985). <i>Social psychology: Theories, research and application</i>. New York: McGraw Hill. 4. Hogg, M. A. & Vaughan, G. M. (2002). <i>Social Psychology</i> (3rd ed). New York. Prentice Hall. 5. Lindgren (1974). <i>Introduction to Social Psychology</i>, Willey, New Delhi. 6. Mishra, G. (1990). <i>Applied Social Psychology in India</i>. Sage, New 	
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			<p>Wiley, New Delhi.</p> <ul style="list-style-type: none"> • Mishra, G. (1990). <i>Applied Social Psychology in India</i>. Sage, New Delhi. • Myers D. G (2006). <i>Social Psychology</i>, Tata Mcgraw-Hill, New Delhi. • Paliwal, S. (2002). <i>Social Psychology</i>. RBSA publishers, Jaipur. • Semin, G. R., & Fiedler, K. (1996). <i>Applied social psychology</i>. London: Sage. 	<p>Delhi.</p> <ol style="list-style-type: none"> 7. Myers D. G (2006). <i>Social Psychology</i>, Tata Mcgraw-Hill, New Delhi. 8. Paliwal, S. (2002). <i>Social Psychology</i>. RBSA publishers, Jaipur. 9. Semin, G. R., & Fiedler, K. (1996). <i>Applied social psychology</i>. London: Sage. <p>Suggested e-learning material :</p> <ol style="list-style-type: none"> 1. Social Psychology https://fpsiuht2012.files.wordpress.com/2013/10/social-psychology-baron.pdf 2. Social Psychology https://epdf.tips/download/social-psychology-10th-edition.html 3. Psychology as a Social Science https://open.umn.edu/opentextbooks/textbooks/psychology-as-a-social-science 4. Journal of Applied Social Psychology https://onlinelibrary.wiley.com/loi/15591816 	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
4	PSY 102L Social Psychology Lab	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Develop recognizing of social psychology of group life and the cognitive, attitudinal and behavioural consequences of social psychology of group life including interdependence and categorization. • Demonstrate, how social identity and self-categorization process affect the pattern and progression of group life. • Explain empirically attitude measurement and also formation of socio-metric matrix and sociogram to issues of social psychology. • Manifest the assessment of leadership and examine the interactive influence of different leadership styles and group productivity norms. 	<p>1. Understanding others through development of Observation skills</p> <p>(i) Observe TV programme for some themes (e.g. image of child/woman) and write a report.</p> <p>(ii) Observe behaviour of people in different settings (family relationships, religious belief, coping with stressors like death, accident etc.) and write a report.</p> <p>2. Analysis of psychologically relevant literary text</p> <p>(i) Read literary / creative writing – Novel / Story / Book / Poem/Newspaper.</p> <p>(ii) Identify and Analyse psychological substance in it (mood, emotion, anxiety, conflicts, stresses.) and write a report.</p> <p>3. Analysis of a Film for a specific theme and write a report.</p> <p>4. Attitude Measurement (Bogardus Social Distance scale).</p> <p>5. Formation of Socio-metric Matrix and Sociogram on some social issue.</p> <p>6. Leadership Assessment and Development.</p>	<p>1. Understanding others through development of Observation skills:</p> <p>Observe TV programme for some themes (e.g. image of child/woman) and write a report.</p> <p>2. Analysis of psychologically relevant literary text</p> <p>Read literary / creative writing – Novel / Story / Book / Poem/Newspaper. Identify and Analyse psychological substance in it (mood, emotion, anxiety, conflicts, stresses.) and write a report.</p> <p>3. Analysis of a Film for a specific theme and write a report.</p> <p>4. Attitude Measurement (Bogardus Social Distance scale).</p> <p>5. Formation of Socio-metric Matrix and Sociogram on some social issue.</p> <p>6. Leadership Assessment.</p>	<p>Content has been omitted as it has been included in other sub-units of the course</p>

Semester - III					
S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
5	<p>PSY 202 Elementary Statistics</p> <p>Statistics and Research Methodology in Psychology</p>	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain the role of basic statistics technique in analysis of the data. • Discuss the signification of hypothesis testing in psychological research. • Explain the process of representing psychological data and its issues. • Evaluate ethical issues associated to research process. 	<p>Unit 1:</p> <p>Nature of Psychological Data and Psychological Measurement, Levels and types of Measurement, Univariate and Bivariate frequency distribution, Graphical representation of data. Application and Importance of Statistics in Psychology.</p> <p>Unit 2:</p> <p>Concept of Laws of Probability. Binomial Distribution. Normal Distribution: Concept and Laws of Probability, Characteristics of Normal Probability Curve and Deviations— Skewness and Kurtosis. Normalization of Skewed Distribution, Application of Normal Probability Curve.</p> <p>Unit 3:</p> <p>Measures of Central tendency: Significance and Types of Central Tendency Mean, Median, and Mode. Measures of Variability: Significance and Types of Variability, Range, Quartile Deviation, Average deviation, Standard deviation, Variance and Coefficient of Variation. Moments (raw and central).</p>	<p>Unit 1:</p> <p><u>Measurement and its levels, nature of psychological data and score, graphical representation of the data using frequency polygon, ogive, cumulative frequency curve, histogram and bar graph methods, scope and utility of statistics in psychological research.</u></p> <p>Unit 2:</p> <p><u>Concepts and laws of probability distribution, characteristics of normal probability curve, skewness and kurtosis, application of normal probability curve in research. Measures of central tendency, computation of Mean using long method for grouped & ungrouped data, computation of median using long method for grouped & ungrouped data and computation of mode using long method for grouped & ungrouped data. Measures of variability: Computation of range, average deviation, quartile deviation and standard deviation using long method for grouped & ungrouped data.</u></p> <p>Unit 3:</p> <p><u>Hypothesis testing, nature and types of hypothesis, type I and type II error, degree of freedom, standard error of mean, one tailed and two tailed test, level of significance. Conceptualization of sample, sample size, determination of sample size. Concept of t test and computation for large and small samples, interpretation of results, concept of chi square test and computation for large and small samples, interpretation of results.</u></p>	<p>There is relevance and familiarity of statistics with research methodology.</p> <p>For that purpose, major part of research methodology has been incorporated in statistics course at UG level.</p> <p>Since, both the courses merged in one core course.</p> <p>Therefore, it has also been renamed as statistics and</p>

			<p>Unit 4:</p> <p>Standard Error of Mean, Degree of Freedom, Levels of Significance, Type I and Type II error in making inferences. Hypothesis Testing and Making Inferences: Nature and Assumption of 't' Distribution, Computation of 't' value for large and small samples, Interpretation of 't' values. Nature and Assumption of Chi square, Computation of Chi square for large and small samples, Interpretation of Chi square.</p> <p>Unit 5:</p> <p>Correlations: Concept of Correlation, Linear and Non linear Correlation, Pearson's Product Moment and Spearman's Rank Difference Method. Other Correlation Methods—Biserial and Point biserial Correlation.</p> <p>Books Recommended:-</p> <ul style="list-style-type: none"> • Garrett, H.E. (2005). <i>Statistics in Psychology and Education</i> (11th Ed.). Delhi: Paragon International Publishers • Guilford, J.P., & Fruchter. (1973). <i>Fundamentals of Statistics in Psychology and Education</i>. Tokyo: Kogakusha. • Kapil, H.K. (1980). <i>Sankhyaki Ke Mool Tatwa</i>. Agra: Vinod Pustak Mandir. • Minium, E.W., King, B.M., & Bear, G. (1993). <i>Statistical reasoning in psychology and education</i>. New York: John Wiley. • Siegel, S. (1994). <i>Non parametric statistics</i>. New York: McGraw Hill. 	<p>Unit 4:</p> <p>Concept of correlation techniques, Pearson and spearman correlation techniques, computation of Pearson correlation method and spearman methods, concept of biserial and point biserial correlation techniques, nature of social sciences research, types and characteristics, criteria's of scientific method in psychology researches. Research problems and nature, sources of identifying research problem.</p> <p>Unit 5:</p> <p>Introduction of research design, concept & characteristics of experimental design, factorial design, sampling techniques and its types, principles of test construction, validity and its types, reliability and its types, norms and standardization of the test.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Anastasi, A., & Urbina, S. (1997). <i>Psychological Testing</i>. NJ: Prentice Hall. 2. Ciminero, A.R. (1986). <i>Handbook of behavioral assessment</i> (Eds.). New York: John Wiley. 3. Dillon, R.F. (Ed.) (1997). <i>Handbook on Testing, U.S.A.:</i> Greenwood Press. 4. Freeman, F.S. (2008). <i>Theory and practice of psychological testing</i>. New Delhi: Oxford & IBH. 5. Garrett, H.E. (2005). <i>Statistics in Psychology and Education</i> (11th Ed.). Delhi: Paragon International Publishers 6. Guilford, J.P., & Fruchter. (1973). <i>Fundamentals of Statistics in Psychology and Education</i>. Tokyo: Kogakusha. 7. Kapil, H.K. (1980). <i>Sankhyaki Ke Mool Tatwa</i>. Agra: Vinod Pustak Mandir. 8. Kerlinger, F.N. (2008), <i>Foundations of behavioural research</i>. New Delhi: Surjeet Publications. 9. Kulkarni, S.S., & Puhan, B.N. (1988). <i>Psychological</i> 	<p>research methodology in psychology</p>
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				<p><i>assessment</i>. In J. Pandey (ed.). <i>Psychology in India: The state-of-the-Art</i>, Vol. I. New Delhi: Sage.</p> <p>10. Minium, E.W., King, B.M., & Bear, G. (1993). <i>Statistical reasoning in psychology and education</i>. New York: John Wiley.</p> <p>11. Neuman, W.L. (1991). <i>Social research methods: Qualitative and quantitative</i>. Boston: Allyn & Bacon.</p> <p>12. Nunnally, I.C. (1994). <i>Psychometric theory</i>. NY: McGraw Hill.</p> <p>13. Puhan, B.N. (1982). <i>Issues in Psychological Testing</i>. Agra: National Psychological Corporation.</p> <p>14. Salking, N.J. (1997). <i>Exploring Research</i>. NJ: Prentice Hall.</p> <p>15. Siegel, S. (1994). <i>Non parametric statistics</i>. New York: McGraw Hill.</p> <p>16. Whitley, Jr., B.E. (1997). <i>Principles of Research in Behavioral Science</i>. London & Toronto: Mayfield.</p> <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Research Design: quantitative, qualitative and mixed methods https://www.pdfdrive.com/research-design-qualitative-quantitative-and-mixed-methods-e14218579.html 2. Research Methods and statistics https://www.pdfdrive.com/research-methods-and-statistics-e20154756.html 3. Statistical methods for psychology https://www.pdfdrive.com/statistical-methods-for-psychology-e32280668.html 	<p>New books have been added according to the content of the course</p>
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
6	PSY 204L- Statistics- Lab Statistics and Research Methodology in Psychology Lab	After completion of the course the students will be able to: <ul style="list-style-type: none"> • Explain the concepts and uses of various statistical techniques. • Discuss and demonstrate the utility of various psychological tests in terms of personality and intelligence. • Relate and restate theoretical concepts to a real-world problem in a written report in terms of a statistical model or algorithm. • Make appropriate use of statistical software to communicate the analysis accurately and effectively. 	1. From various books or journals select at least one research each where following Statistics are used and evaluate their applications- (i). Measures of Central Tendency (ii) Measures of Variability (iii) Correlation (iv) Chi Square (v) One-way Analysis of Variance (vi) Two Way Analysis of Variance (vii) Levels of Significance (viii) 2 x 2 Contingency Table 2. To get acquainted with the various types and forms of psychological tests and techniques collect at least one sample of each of the following with the help of the teacher and practice any four/five different types of tests or techniques from the list given below: (i) Rating scale: Eight State Questionnaire/ Obedient-Disobedient Tendency Scale (ODTS) / Optimistic Pessimistic Attitude Scale (OPAS) / Adjustment Inventory for College Students (AICS) (ii) Questionnaire: Multiple Intelligence / Emotional Intelligence, Spiritual Intelligence, etc. (iii) Check List: Fear/Problem/Concept (iv) Semantic Differential Technique (v) Speed/Accuracy Tests: Any test in consultation with the teacher (vi) Ability Test: Any test in consultation with the teacher (vii) Personality Tests: RAISEC Personality Test by Holland or any test in consultation with the teacher (viii) Aptitude Test: Any General/Special Aptitude Test Battery	1. Test Construction: Develop a test of at least 30 items in a suitable area, using following steps <ol style="list-style-type: none"> 1. Item selection 2. Population Selection 3. Sampling techniques to administer the test (sample of minimum 50). 4. Item analysis (Preliminary level) and Finalization of the test. 5. Determine Reliability and Validity. 6. Development of Software Package (working). 7. Writing a report on the test construction. 2. Critical analysis of a published research: Review an article from a journal for methodology by taking into consideration: <ul style="list-style-type: none"> • Purpose and plan of research. • The variable studied in the research. • Sampling procedures used in the research. • Instruments used / constructed to measure the variable. • Statistical analysis done. • Result obtained. 	<p>Content has been shifted from Semester V according to the course</p>

			(ix) Group Test: Any Group Test in consultation with the teacher (x) Individual Test: Bhatia Battery		
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Semester - IV					
S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
7	PSY 201 Developmental Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Distinguish between major theoretical perspectives in developmental psychology. • Explain the respective contributions of “nature” and “nurture” to human development. • Identify the major issues and developmental task of human development. • Demonstrate knowledge of research method and finding related to development throughout the life span. 	<p>Unit 1:</p> <p>Introduction- Concept and Meaning of Development. Determinants of Development: Biological and Socio-Cultural. Methodological Approach- Longitudinal and Cross-Sectional. Methods of Study- Experimental, Observational, Case Study, Interview and Psychological Testing.</p> <p>Unit 2:</p> <p>Theories of Human Development- Freud’s Psychoanalytic Theory, and Erikson’s Theory of Psychosocial Development. Learning Theories: Watson and Skinner. Bandura’s Social Cognitive Theory. Piaget’s Cognitive Development Theory. The Information Processing Theory. Ethological Theory. Ecological Theory, Bronfenbrenner’s Context of Development.</p> <p>Unit 3:</p> <p>Prenatal Development- Stages and Factors Affecting Prenatal Development. The Neonate: Physical Characteristics, Reflexes, Sensory and Motor Capacities. Development during Infancy- Physical Growth and Motor Development, Perceptual, Language, Emotional and Social Development.</p>	<p>Unit 1:</p> <p>Introduction- Concept and Meaning of Development. Determinants of Development: Biological and Socio-Cultural. Methodological Approach- Longitudinal and Cross-Sectional. Methods of Study- Experimental, Observational, Case Study, Interview and Psychological Testing.</p> <p>Unit 2:</p> <p>Theories of Human Development- Freud’s Psychoanalytic Theory, and Erikson’s Theory of Psychosocial Development. Learning Theories: Watson and Skinner. Bandura’s Social Cognitive Theory. Piaget’s Cognitive Development Theory. The Information Processing Theory.</p> <p>Unit 3:</p> <p>Prenatal Development- Stages and Factors Affecting Prenatal Development. The Neonate: Physical Characteristics, Reflexes, Sensory and Motor Capacities. Development during Infancy- Physical Growth and Motor Development, Perceptual, Language, Emotional and Social Development.</p>	<p>Content has been omitted because it has little relevance in comparison to other topics in the unit</p>

	<p>Unit 4:</p> <p>Development during Childhood- Cognitive, Moral and Emotional Development. Puberty and Adolescence- Physical, Emotional and Social Development, Sex role Adjustment</p> <p>Unit 5:</p> <p>Adulthood- Vocational Adjustment, Adjustment to Careers, Marriage and Family. Old Age- Physical, Physiological, Psychological and Social changes. Adjustment Problems and Specific issues.</p> <p>Books recommended:</p> <ul style="list-style-type: none"> • Bee, H. L. (1996). <i>The Journey of Adulthood</i> (3rd ed.). Prentice Hall, New Jersey. • Berk, L. E. (2007). <i>Development through the Lifespan</i> (3rd ed.). Dorling Kindersely (India) Pvt. Ltd. • Brodzinsky, D. M., Gormly, A. V., & Anibron, S. R. (1986). <i>Life-Span Human Development</i>. New Delhi: CBS Publisher. • Damon, W. (1997). <i>Handbook of Child Psychology</i>. N.Y: John Wiley. • Papalia, D. E, Olds, S.W. Fieldman, R.D (2004). <i>Human Development</i>, 9th ed. Tata McGraw Hill, New Delhi. • Santrock, J. W. (2008). <i>Lifespan Development</i>. NY: McGraw Hill. • Shaffer, D. R. (2008). <i>Developmental Psychology</i>, 	<p>Unit 4:</p> <p>Development during Childhood- Cognitive, Moral and Emotional Development. Puberty and Adolescence- Physical, Emotional and Social Development, Sex role Adjustment.</p> <p>Unit 5:</p> <p>Adulthood- Vocational Adjustment, Adjustment to Careers, Marriage and Family. Old Age- Physical, Physiological, Psychological and Social changes. Adjustment Problems and Specific issues.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Bee, H. L. (1996). <i>The Journey of Adulthood</i> (3rd ed.). Prentice Hall, New Jersey. 2. Berk, L. E. (2007). <i>Development through the Lifespan</i> (3rd ed.). Dorling Kindersely (India) Pvt. Ltd. 3. Brodzinsky, D. M., Gormly, A. V., & Anibron, S. R. (1986). <i>Life-Span Human Development</i>. New Delhi: CBS Publisher. 4. Damon, W. (1997). <i>Handbook of Child Psychology</i>. N.Y: John Wiley. 5. Papalia, D. E, Olds, S.W. Fieldman, R.D (2004). <i>Human Development</i>, 9th ed. Tata McGraw Hill, New Delhi. 6. Santrock, J. W. (2008). <i>Lifespan Development</i>. NY: McGraw Hill. 7. Shaffer, D. R. (2008). <i>Developmental Psychology</i>, 6th ed. California: Brooks & Cole. 8. Wolman, B. (1995). <i>Handbook of Developmental Psychology</i>. New Jersey, Prentice Hall. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Developmental Psychology http://elibrary.bsu.az/books_163/N_44.pdf 	
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			<p>6th ed. California: Brooks & Cole.</p> <ul style="list-style-type: none"> • Wolman, B. (1995). Handbook of Developmental Psychology. New Jersey, Prentice Hall 	<p>2. The Oxford Handbook of Developmental Psychology, Vol. 1 http://ilabs.washington.edu/meltzoff/pdf/13Meltzoff_Williamson_Handbook_Chapter.pdf</p> <p>3. Child Development http://krishikosh.egranth.ac.in/bitstream/1/2027544/1/HS1857.pdf</p> <p>4. Handbook of Psychology http://public.sxdtdx.edu.cn/jpkc/ggx1x1/news/%E5%BF%83%E7%90%86%E5%AD%A6%E5%9B%BE%E4%B9%A6%E5%BA%93/Wiley%20(2003)%E5%BF%83%E7%90%86%E5%AD%A6%E6%89%8B%E5%86%8C-%E5%8F%91%E5%B1%95%E5%BF%83%E7%90%86%E5%AD%A6.pdf</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
8	PSY 201L Developmental Psychology Lab	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate determining of major developmental milestones in human cognitive, perceptual, social emotional and language development. • Exhibit a scientific attitude in critically thinking about, and learning about, behavior creativity and programmatic problem solving. • Collaborate effectively, demonstrating an ability to work with groups and to complete case study projects with reasonable time frames in an ethical manner. • Write effectively the reports including short summary, paper, report sections, proposals for various purposes. 	-	-	No Change

Semester - V					
S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
9	<p>PSY 201 Psychological Testing and Research-Methodology</p> <p>Abnormal Psychology</p>	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Discuss the recent conceptualization of abnormality and psychological disorders as per DSM –V approach. • Explain recent developments in the area of diagnostic and treatment approaches. • Explain the relevance of DSM-V approach in dealing with psychological and neurological disorders. • Discuss research design and its types. 	<p>Unit 1: Nature and Scope of Human assessment, Scaling Techniques: Psychological Scaling and Psychophysical Scaling. Assumption of Science, Characteristics of Scientific Method, Theory and fact, Nature of Psychological Research –Quantitative and Qualitative Research.</p> <p>Unit 2: Nature and Types of Psychological tests and Techniques- Verbal, Performance, Individual/group, Personality, Achievement, Ability and Aptitude tests, Inventory, Rating scales, Checklists, Questionnaire, Objective and Projective techniques. Uses and Limitations of Psychological Tests. Precautions and Problems in test Administration, Controlling the use of Psychological Tests.</p> <p>Unit 3: Principles of Psychological Test Construction –Item Analysis: Item Difficulty and Item Discrimination. Reliability and Validity: Meaning, Types and Comparison. Norms: Meaning, Types, and Comparison. Standardization of Test.</p> <p>Unit 4: Assessment of General Ability, Special Ability and Assessment of Personality. Assessment in Educational Setup. Occupational tests and Assessment in Occupational setup. Socio-Cultural Factors in Psychological Assessment.</p>	<p>Electives</p> <p>Unit-1 Introduction of Abnormal Psychology, Abnormal Behavior: Meaning, Incidence. Classification of Mental disorder: Need, Disadvantages, DSM-V, ICD-11. Historical and contemporary views of abnormal behavior.</p> <p>Unit-2 Models of Abnormal Behavior: Biogenic, Psychoanalytic, Humanistic and existential, Behavioral, Cognitive, Family systems, Psychosocial causal factors. Clinical Assessment: Basic Elements, Physical and Psychosocial Assessment; Ethical issues in assessment.</p> <p>Unit-3 (Symptoms, Etiology and Treatment of the disorders) Anxiety Disorders: Generalized Anxiety Disorder, Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder, Panic Disorder, Agoraphobia, Substance/Medication-Induced Anxiety Disorder. Obsessive-Compulsive Disorders.</p> <p>Unit-4 (Symptoms, Etiology and Treatment of the disorders) Unipolar Depressive Disorders and Bipolar Mode Disorders. Schizophrenia and other Psychotic Disorders (Schizophreniform Disorder, Delusional Disorder, Brief Psychotic Disorder and Shared Psychotic Disorder).</p> <p>Unit-5</p>	<p>This course has been introduced as it is one of the basic courses for understanding human behavior</p>

Unit 5:

Experimental Designs Pre-test Post-Test Design, Factorial Design and Randomized Block Design. Sampling Probability and Non Probability Samples, Sample Size and Sample Errors. Problem, Hypothesis, Variables and Controls in Experiments, Analysis of Data and Report Writing.

Books Recommended:-

- Anastasi, A., & Urbina, S. (1997). Psychological Testing. NJ: Prentice Hall.
- Ciminero, A.R. (1986). Handbook of behavioral assessment (Eds.). New York: John Wiley.
- Dillon, R.F. (Ed.) (1997). Handbook on Testing, U.S.A.: Greenwood Press.
- Freeman, F.S. (2008). Theory and practice of psychological testing. New Delhi: Oxford & IBH.
- Kerlinger, F.N. (2008), Foundations of behavioural research. New Delhi: Surjeet Publications.
- Kulkarni, S.S., & Puhan, B.N. (1988). Psychological assessment. In J. Pandey (ed.). Psychology in India: The state of the Art, Vol. I. New Delhi: Sage.
- Neuman, W.L. (1991). Social research methods: Qualitative and quantitative. Boston: Allyn & Bacon.
- Nunnally, I.C. (1994). Psychometric theory. NY: McGraw Hill.
- Puhan, B.N. (1982). Issues in Psychological Testing. Agra: National Psychological Corporation.
- Salking, N.J. (1997). Exploring Research. NJ: Prentice Hall.
- Whitley, Jr., B.E. (1997). Principles of Research in Behavioral Science. London & Toronto: Mayfield.

(Symptoms, Etiology and Treatment of the disorders)

Somatoform Disorders: Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder.
Disorder of Childhood: Attention – Deficit/ Hyperactivity Disorder, Autism, and Intellectual Disability (Intellectual Developmental Disorder).

Recommended Books:

1. Buss, A. H. (1999), *Psychopathology*. New York John Wiley.
2. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2015). *Abnormal Psychology* (16th edition). Pearson, New Delhi.
3. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2006). *Abnormal Psychology* (13th edition). Dorling Kindersley Pvt. Ltd.
4. Diagnostic Statistical Manual for Mental Disorders. (2013). *American Psychiatric Publishing*.
5. Korchin, S. J. (2004). *Modern Clinical Psychology*, Tokoyo. Harper International Edition.
6. Lamm, A. (1997), *Introduction to Psychopathology*. New York. Sage.
7. Sarason, I. G. & Sarason, B. R. (2006) *Abnormal Psychology: The problem of Maladaptive Behavior*. XI Edition, Prentice Hall of India.

Suggested e-learning material:

- **DSM-5**
<https://psychiatryonline.org/pb-assets/dsm/update/DSM5Update2015.pdf>
- **Child psychopathology**
<https://www.pdfdrive.com/essentials-of-child-psychopathology-linda-wilmshurst-e12024626.html>
- **Abnormal Psychology**
<https://www.pdfdrive.com/abnormal-psychology-e27099525.html>
- 4. **Clinical Psychology**
<https://www.pdfdrive.com/clinical-psychology-e19366899.html>

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
10	PSY 303L Psychological Testing Lab Abnormal Psychology Lab	After completion of the course the students will be able to: <ul style="list-style-type: none"> Assess various types of psychopathology through various tests objectively. Demonstrate various personality and self-inventories. Analyze information and ideas from multiple sources regarding personality. Explain neurosis by applying various psychological tests. 	1. Test construction Develop a test of at least 30 items in a suitable area, using following steps <ol style="list-style-type: none"> Item selection Population selection Sampling techniques to administer the test (sample of minimum 50) Item analysis (Preliminary level) and Finalization of the test Determine Reliability and Validity Development of Software Package (working) Writing a report on the test construction 2. Critical analysis of a published research Review an article from a journal for methodology by taking into consideration: <ol style="list-style-type: none"> Purpose and plan of research The variable studied in the research Sampling procedures used in the research Instruments used / constructed to measure the variable Statistical analysis done Results obtained. 3. Plan a Psychological Study by taking into consideration:- <ol style="list-style-type: none"> Purpose and plan of research- The variable to be studied- Sampling procedures to be followed Instruments to be used / constructed- Statistical analysis to be conducted Results, recommendations, suggestions, application-anticipated. 	Practice any six tests from the following tests: <ol style="list-style-type: none"> Beck Anxiety Inventory. Beck Depression Inventory. Bells Adjustment Inventory. CMI Health Questionnaire. Fear Personal Stress Source Inventory. Kohen (Perceived Stress Scale). Mental Health Inventory. Neurosis Measure/ NSQ. Self-Rating Anxiety Scale. 	Practicals have been designed according to the course

Semester - V

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
11	<p align="center">PSY</p> <p align="center">Experimental Psychology</p>	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of experimental psychology in understanding psychological process empirically. • To implicate the principles of psychophysics in sensation and perception theoretically. • To formulate scientific knowledge as out memory learning and other psychological process. • To apply the fundamental concepts of empirical researches. 		<p>Unit I Definition and Nature of experimental Psychology, Contribution of Weber, Fechner, and William Wundt in origin of experimental psychology.</p> <p>Unit II Concept of sensation and perception, Difference between sensation and perception, types of sensory process, empirical studies of visual and auditory sensory process.</p> <p>Unit III Definition and characteristics of learning, types of learning: classical, operant, and verbal learning, empirical studies of verbal learning.</p> <p>Unit IV Ebbhinghaus contributions to memory, stage model of memory, empirical studies on sensory memory, short term memory and long term memory.</p> <p>Unit V Concept and nature of psychophysics, methods of detection, signal detection theory, and subliminal perception.</p> <p>Recommended Books:</p> <p>Anderson, D. C. and Borkowski, J. G. (1978). Experimental Psychology: Research Tactics and their Application. Illinois: Scott foreman.</p> <p>Chance, P. (1988). Learning and Behaviour. California:</p>	<p>This course has been introduced as it is one of the basic courses for understanding human behavior</p>

				<p>Wadsworth.</p> <p>D'Amato, M. R. (1970). <i>Experimental Psychology: Methodology, Psychophysics, and Learning</i>.</p> <p>Domjan, M. (2003). <i>The Principles of Learning and Behaviour</i>, California: Wadsworth / Thomson.</p> <p>Flaherty, C. F., Hamilton, L. W., Gendelman, R. J. & Spear, N. E. (1977). <i>Learning and Memory</i>. Chicago: Rand McNally.</p> <p>Goldstein, E. R. (2007). <i>Psychology of Sensation and Perception</i>. New Delhi: Cengage Learning.</p> <p>Suggested e-learning material:</p> <p>https://www.pdfdrive.com/handbook-of-psychology-volume-4-experimental-psychology-e19231511.html</p> <p>https://www.pdfdrive.com/stevens-handbook-of-experimental-psychology-methodology-in-experimental-psychology-e159829118.html</p> <p>3. https://www.pdfdrive.com/handbook-of-psychology-experimental-psychology-e158502968.html</p>
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
12	PSY Lab Experimental Psychology Lab	After completion of the course the students will be able to: <ul style="list-style-type: none"> • To analyze the major theoretical perspectives in the primary substantive sub-disciplines of experimental psychology. • To demonstrate proficiency in writing experimental summaries and findings. • To understand how psychologists study human behavior and mind. • To develop the understanding of research procedure and systematic steps in conducting experiments. 		<p style="text-align: center;">Practice any six tests from the following tests:</p> <ol style="list-style-type: none"> 1. Divided Attention(Auditory Distraction) 2. Span of Attention (Zeigarnik Effect) 3. Illusion(Muller Lyer Illusion) 4. Bilateral Transfer 5. Serial Learning 6. Recall and Recognition 7. Method of Limits - RL or DL(determination of DL for weight lifting) 8. Method of Average Error: PSE and CE (Muller Lyer Illusion) 9. Retinal Color Zones (Ishihara color-blindness test) 10. Weber's Two point Threshold 	<p>Practicals have been designed according to the course</p>

Semester - VI					
S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
13	PSY 302 Physiological Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain physiological mechanism of the brain and nervous system. • Analyze the different methods of genetic, pharmacological and physiological studies. • Describe the nerve impulse and biological basis of behavior. • Explain the neural and physiological mechanism of sleep and waking, hunger and thirst. 	<p>Unit 1:</p> <p>Biological Bases of Behavior - Neurotransmitters- Definition and Types (Neuropeptides, Amino Acids, Monoamines, Acetylcholine, Proteins, and Soluble Gas). Nerve Impulse-Origin, Conduction, Transmission (synaptic).</p> <p>Unit 2:</p> <p>Methods of Physiological Psychology- Electrical Stimulation, Lesions and Types, Anatomical, Chemical, Electrical Recording (EEG, MEG, MSI) and Scanning Methods (CAT, MRI, PET, SQUID), TMS, Muscle Tension, Eye Movement, Skin Conductance, Cardiovascular activity, Stereotaxic surgery, Invasive Electrophysiological Recording Methods, Pharmacological Research Methods and Genetic Engineering.</p> <p>Unit 3:</p> <p>Nervous System-Classification, and Function. Central Nervous System and Peripheral Nervous System. Specialization of Cerebral Hemispheres. Split Brain. Neuropsychological Assessment- Modern Approaches, Bender- Visual Motor- Gestalt, Luria-Nebraska Neuropsychological Battery and Helstead-Reitan Neuropsychological Battery. Endocrine System- Pituitary, Adrenal, Thyroid, Parathyroid, Pancreas, Gonads, Pineal,</p>	<p>Unit 1:</p> <p>Structure of Neuron, Nervous System- Classification, and Function. Central Nervous System and Autonomic nervous system-Peripheral Nervous System and Somatic Nervous System. Endocrine System- Pituitary, Adrenal, Thyroid, Parathyroid, Pancreas, Gonads, Pineal, and Thymus.</p> <p>Unit 2:</p> <p>Methods of Physiological Psychology- Electrical Stimulation, Lesions and Types, Anatomical, Chemical, Electrical Recording (EEG, MEG, MSI) and Scanning Methods (CAT, MRI, PET, SQUID), TMS, Muscle Tension, Eye Movement, Skin Conductance, Cardiovascular activity, Stereotaxic surgery, Invasive Electrophysiological Recording Methods, Pharmacological Research Methods and Genetic Engineering.</p> <p>Unit 3:</p> <p>Biological Bases of Behavior - Neurotransmitters- Definition and Types (Neuropeptides, Amino Acids, Monoamines, Acetylcholine, Proteins, and Soluble Gas). Nerve Impulse-Origin, Conduction, Transmission (synaptic).</p>	<p>Few existing topics merged and new content has been added according to the course</p>

		<p>and Thymus. Classification of Hormones Protein, Steroid, Amine.</p> <p>Unit 4:</p> <p>Sleep and Waking- Kleitman's Evolutionary Theory of Sleep & Wakefulness, Types of Sleep, Stages of Sleep, Disorders of Sleep, Neural Mechanism of Sleep and Waking. Ingestive behavior- Physiological and Neural Mechanism of Hunger and Thirst.</p> <p>Unit 5:</p> <p>Biological Bases of Emotions. Stress and Psychosomatic Relationship Normal Stressors and Metabolic Activity (Diet, Endocrine factors, Exercise, Fatigue, Hypoxia, Sleep, and Aging) and Abnormal Stressors (Isolation and Drug Effects). Pharmacology Psychotherapeutics; Psychotropics (drugs); Sedatives and Hypnotics; Anesthetics, Analgesics and Paralytics; Neurohumors (neurotransmitters).</p> <p>Books Recommended</p> <ul style="list-style-type: none"> • Bloom, F. L., & Langeon, A. (1996). <i>Brain, Mind and Behavior</i>: New York: Freeman & Co. • Brodal, P. (1992). <i>The Central Nervous System: Structure and function</i>. New York: Oxford University Press. • Carlson, N. R. (2000). <i>Physiology of Behavior</i>. Boston : Allyn & Bacon. • Ganang, W. F. (2000). <i>Review of medical Physiology</i>. Norwalk, C.T.: Appleton & Lange. • Kalat, J.W. (2001). <i>Biological Psychology</i>. CA: Wadsworth. 	<p>Unit 4:</p> <p>Sleep and Waking- Kleitman's Evolutionary Theory of Sleep & Wakefulness, Types of Sleep, Stages of Sleep, Disorders of Sleep, Neural Mechanism of Sleep and Waking.</p> <p>Unit 5:</p> <p>Ingestive behavior- Physiological and Neural Mechanism of Hunger and Thirst. Physiological and neural mechanism of emotions.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Bloom, F. L., & Langeon, A. (1996). <i>Brain, Mind and Behavior</i>: New York: Freeman & Co. 2. Brodal, P. (1992). <i>The Central Nervous System: Structure and function</i>. New York: Oxford University Press. 3. Carlson, N. R. (2000). <i>Physiology of Behavior</i>. Boston : Allyn & Bacon. 4. Ganang, W. F. (2000). <i>Review of medical Physiology</i>. Norwalk, C.T.: Appleton & Lange. 5. Kalat, J.W. (2001). <i>Biological Psychology</i>. CA: Wadsworth. 6. Kolb, B., & Winshaw, I.Q. (2008). <i>Fundamentals of Human Neuro-psychology</i>. New York: W. H. Fleeman & Co. 7. Leukel, F. (2002). <i>Introduction to Physiological Psychology</i> [3rd 	<p>Shifted to unit 1</p> <p>Shifted to unit 5</p> <p>Less relevant content has been omitted and few relevant topics have been added</p>
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			<ul style="list-style-type: none"> • Kolb, B, & Winshaw, I.Q. (2008). <i>Fundamentals of Human Neuro-psychology</i>. New York: W. H. Fleeman & Co. • Leukel, F. (2002). <i>Introduction to Physiological Psychology</i> [3rd edition]. New Delhi: CBS Publishers & Distributors. • Levinthal, C. F. (1996). <i>Introduction to Physiological Psychology</i>, 3rd ed. Prentice Hall. • Pinel, J. P. J. (2007). <i>Biopsychology</i>. Pearson Education. • Teubel, F. (2002). <i>Introduction to Physiological Psychology</i> [3rd Ed.]. New Delhi: CBS Publishers & Distributors 	<p>edition]. New Delhi: CBS Publishers & Distributors.</p> <ol style="list-style-type: none"> 8. Levinthal, C. F. (1996). <i>Introduction to Physiological Psychology</i>, 3rd ed. Prentice Hall. 9. Pinel, J. P. J. (2007). <i>Biopsychology</i>. Pearson Education. 10. Teubel, F. (2002). <i>Introduction to Physiological Psychology</i> [3rd Ed.]. New Delhi: CBS Publishers & Distributors <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Understanding Biological Psychology http://www.philipcorr.net/uploads/downloads/105.pdf 2. Textbook of Medical Physiology http://jpkc.hactcm.edu.cn/2012yxslx/file/Textbook%20of%20Medical%20Physiology.pdf <p>Human Physiology http://web.mef.hr/web/images/pdf/human_physiology.pdf</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
14	PSY 302L Physiological Psychology Lab	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Analyze and synthesize practical information regarding physiological process. • Explain the mechanism of neuro imaging devices. • Demonstrate report writing activity through different approaches in term of primary and secondary data. • Demonstrate Ravens Standard, Advanced and Coloured Progressive Matrices. 	-	-	No Change

Semester - VI

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
15	PSY Introduction to Clinical Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Identify how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior. • Identify and critically evaluate psychological research methods. • Explain various methods for collecting information from the client. • Perform personality assessment by using various methods and approaches. 		<p>Unit 1 Clinical Psychology: Historical development, Nature and Scope, Work setting of clinical psychologist. Psychological Models: Psychoanalytical, Humanism, Behavioral</p> <p>Unit 2 Diagnostic Assessment and Clinical tools: Interview, case study, behavioral assessment and psychological Tests</p> <p>Unit 3 Clinical Application of Psychological Tests: Tests of Intelligence-Stanford Binet (iv ed).WAIS(3rd Ed.), Personality Tests: MMPI2,NEO-FFI,TAT and Rorschach.</p> <p>Unit 4 Nature and Rationale of Therapies: Systematic desensitization, aversion, modeling, rational emotive therapies.</p> <p>Unit 5 Clinical Health Psychology: Concept, models of illness and health (Biomedical, Bio-psycho-social), Behavior and health, Illness (Diabetes mellitus, Headache, Cancer)</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Corey, G. (2009). Theory and practice of counselling and psychotherapy. Belmont, C.A.: Brooks / Cole. 2. Goldenberg, H. (1983). Contemporary clinical psychology (2nd Ed.) New York: Brooks / Cole. 	<p>This course has been introduced as it is one of the basic courses for understanding human behavior</p>

				<p>3. Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). Introduction to clinical psychology, (5th Ed.). Upper Saddle River NJ: Prentice Hall.</p> <p>4. Prohesska, J. O. & Norcross, J. C. (2010). Systems of Psychotherapy A t ranstheoretical analysis. USA: Brooks / Cole.</p> <p>5. Singh, A. K. (2004). Naidanik manovigyan. Varanasi: Motilal Banarsasi Das.</p> <p>6. Hecker, J. E., & Thorpe, G. L. (2007). Introduction to Clinical Psychology: Science, Practice & Ethics. Dorling Kindersley Pvt. Ltd.</p> <p>Suggested e-learning material:</p> <p>1. Contemporary Clinical Psychology http://www.al-edu.com/wp-content/uploads/2014/05/Plante-Contemporary-Clinical-Psychology.pdf</p> <p>2. The Technique Of Psychotherapy https://www.israppsych.org/books/wp-content/uploads/2015/05/technique_of_psychotherapy.pdf</p> <p>3. Living With Chronic Depression: A Rehabilitation Approach https://freepsychotherapybooks.org/psychotherapy/checkout/task-step/step-1</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
16	PSY Introduction to Clinical Psychology Lab	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Develop skills in the administration and interpretation of various projective tests. • Discuss ethical issues in the administration of various tests. • Identify and handle problems in data collection and dealing with the clients. 	-	<p>Practice any six tests from the following tests:</p> <ul style="list-style-type: none"> Sentence Completion Test Word Association Test General Health Questionnaire NEO – FFI Wechsler Tests: WAIS / WISC / WPPSI Draw –a-man Test / House-Tree-Person Tests MMPI Depression, Anxiety, Stress Scale Raven’s Advanced Progressive Matrices Davis’s Battety of Differential Ability 11. Kaufman Assessment Battery 	

Name of Programme: M.A. (Psychology)

Programme Educational Objectives

In compatibility with Banasthali Vidyapith's aim to materialize the ethos of nation-building, Indian Culture and Panchmukhi Shiksha, the M.A. Psychology Programme develops an enlightened and human value based education along with the academic and competitive pursuits of the students.

The Department of Psychology carries out its programme within the context and spirit of the university's vision for excellence. It supports and reinforces the aims of Banasthali Vidyapith by valuing all students equally as individuals. The Department strives to build a community which encourages all its members to develop respect for one another.

In addition, we provide a happy, stimulating and caring environment where there are opportunities, encouragement and stimuli to develop each student to her full potential. It ensures value driven commitment to reducing psychological distress and enhancing and promoting psychological well-being through the systematic application of knowledge derived from psychological theories and develop a democratic attitude that respects the worth, uniqueness, and potential for growth and development of all individuals.

The main objectives of the programme are:

- To appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.
- To understand the concepts and practice of ethical principles in a broad range of professional contexts, understand the role of academic, professional, and personal integrity in maintaining a healthy community.
- To design and formulate ideas that expressed in a comprehensible language, culturally sensitive, and non-discriminatory in terms of age, gender and disability.
- To assess the relevance of information critically so that alternative perspectives and solutions can be developed.
- To demonstrate critical awareness of one's own worldview, values, and biases and their influence on one's approach to Psychology, science and practice.
- To understand, express, use and control feelings and emotions that may encourage empathy in terms of relationships with others.
- To develop a range of personal values and beliefs based on a sense of curiosity and respect towards self and others.
- To prepare culturally and ethically competent professionals who are committed to the collaborative practice of psychology and lifelong learning.
- To apply therapeutic and counseling skills to help clients (individuals and groups) to overcome their psychological distress.
- To apply theories, concepts and previous experiences to inform new situations and creatively solve practical problems related to human behavior.
- To demonstrate an understanding of psychological research by having learned how to identify, conduct, and critically evaluate quantitative and qualitative studies used throughout the psychological studies.

Programme Outcomes

PO1: Psychological Knowledge: Fundamental knowledge of theoretical and applied perspectives of psychology in terms of counseling psychology, clinical psychology, health psychology, organizational behavior and positive psychology.

PO2: Planning Abilities: Mastery in completions of projects, formulation of research problems in terms of hypothesis testing, identification of variables and implications of the research findings or results in the form of generalization of results.

PO3: Problem Analysis: Competence in making solution of the problem through deep investigation of the problems in systematic ways including identification of the problem, hypothesis testing, design of research problem that encourage analysis ability among students.

PO4: Modern Tool Usage: An implication of modern advancement of tools and tests over research in terms of data collection, analysis of the data and organization of the results, application and conceptual understanding of scientific methods in researches.

PO5: Leadership Skills: Cultivation of leadership skills and competence, development of vision of becoming a leader, concern about societal issues and problem, competence in dealing with conflictual situation through strategic ways.

PO6: Professional Identity: Self-awareness about own identity and identity crisis while working and behaving in particular formal situations, knowledge of teamwork and working skills of teamwork, handling stressful situations.

PO7: Psychological Ethics: Development of ethical principles and consideration regarding appropriateness of conducts in different situations such as professional settings and university settings. Learning of values and ethics promotes effectiveness of dealing with variety of issues.

PO8: Communication: Demonstration of communication skills and development of assertiveness that foster improvement in interpersonal relationship during different phases of life including work, family and university phases.

PO9: The Psychologist and the Society: Application of theoretical approaches in understanding human phenomena's occurring in society and implication of contextual factors in ruling out the causes of these phenomena's along with intervention strategies.

PO10: Environment and Sustainability: Generating awareness about the environment including physical, psychological and social facets and also provide theoretical framework regarding natural phenomena of the nature in terms of earthquake and climate change and its impact on human behavior.

PO11: Lifelong Learning: Mastery over self in terms of regulating and monitoring own behavior during diverse phases of life, deeper understanding of lifelong learning process including developmental and degeneration phases of age and competence in dealing with these crisis effectively.

Programme Scheme: M.A.

Semester: I

Existing					
Course Code	Course Name	L	T	P	C
PSY 402	Cognitive Psychology	5	0	0	5
PSY 407	Psychopathology	5	0	0	5
PSY 408	Theories of Personality	5	0	0	5
SSC 402	Social Science Perspective	5	0	0	5
PSY 405L	Psychology Lab-I	0	0	10	5
Semester Wise Total		20	0	10	25

Proposed					
Course Code	Course Name	L	T	P	C
PSY 402	Cognitive Psychology	5	0	0	5
Course Code to be filled by the office	Indigenous Psychology	5	0	0	5
PSY 408	Theories of Personality	5	0	0	5
SSC 402	Social Science Perspective	5	0	0	5
Course Code to be filled by the office	Psychology Lab-I	0	0	10	5
Semester Wise Total		20	0	10	25

Semester: II

Existing					
Course Code	Course Name	L	T	P	C
PSY 401	Advanced Quantitative and Qualitative Analysis	5	0	0	5
PSY 403	Environmental Psychology	5	0	0	5
PSY 404	Positive Psychology	5	0	0	5
SSC 401	Research Techniques in Social Sciences	5	0	0	5
PSY 406L	Psychology Lab-II	0	0	10	5
Semester Wise Total		20	0	10	25

Proposed					
Course Code	Course Name	L	T	P	C
PSY 401	Advanced Quantitative and Qualitative Analysis	5	0	0	5
Course Code to be filled by the office	Human Values and Professional Ethics	5	0	0	5
PSY 404	Positive Psychology	5	0	0	5
SSC 401	Research Techniques in Social Sciences	5	0	0	5
Course Code to be filled by the office	Psychology Lab-II	0	0	10	5
Semester Wise Total		20	0	10	25

Semester: III

Existing					
Course Code	Course Name	L	T	P	C
	Elective-I	5	0	0	5
CS 513	Computer Applications	3	0	0	3
CS 513L	Computer Application Lab	0	0	4	2
PSY 501	Clinical Psychology	5	0	0	5
PSY 503	Counseling Psychology	5	0	0	5
PSY 509L	Psychology Lab-III	0	0	10	5
Semester Wise Total		18	0	14	25

Proposed					
Course Code	Course Name	L	T	P	C
CS 513	Computer Applications	3	0	0	3
CS 513L	Computer Application Lab	0	0	4	2
PSY 501	Clinical Psychology	5	0	0	5
PSY 503	Counseling Psychology	5	0	0	5
Course Code to be filled by the office	Psychology Lab-III	0	0	10	5
	Discipline Elective	5	0	0	5
	Reading Elective-I	0	0	0	2
Semester Wise Total		18	2	14	27

Elective-I					
Course Code	Course Name	L	T	P	C
ECO 502	Economics of Growth and Development	5	0	0	5
HIST 504	Indian since Independence	5	0	0	5
POL 502	Indian Polity – I	5	0	0	5
PSY 507	Health Psychology	5	0	0	5
SOC-403	Indian Society: Structure and Change	5	0	0	5

Semester: IV

Existing					
Course Code	Course Name	L	T	P	C
	Elective-II	5	0	0	5
	Elective-III	5	0	0	5
PSY 505D	Dissertation	0	0	10	5
PSY 508	Organisational Behaviour and Human Resource Development	5	0	0	5
SSC 501	Women Studies (Inter Disciplinary)	5	0	0	5
	Semester Wise Total	20	0	10	25

Proposed					
Course Code	Course Name	L	T	P	C
PSY 502	Community Psychology	5	0	0	5
PSY 508	Organisational Behaviour and Human Resource Development	5	0	0	5
SSC 501	Women Studies	5	0	0	5
	Dissertation	0	0	10	5
Course Code to be filled by the office	Open Elective	5	0	0	5
	Reading Elective -II	0	0	0	2
	Semester Wise Total	20	2	10	27

	Elective-II				
PSY 504	Cross Cultural Psychology	5	0	0	5
PSY 510	Rehabilitation Psychology	5	0	0	5
PSY 506	Gerontology	5	0	0	5
	Elective-III				
ECO 505	Indian Economic Development	5	0	0	5
HIST 503	Gender History	5	0	0	5
POL 503	Indian Polity – II	5	0	0	5
PSY 502	Community Psychology	5	0	0	5
SOC 401	Globalization and Society	5	0	0	5

	List of Discipline Electives	5	0	0	5
PSY 507	Health Psychology	5	0	0	5
PSY 510	Rehabilitation Psychology	5	0	0	5
PSY 407	Psychopathology	5	0	0	5
Course Code to be filled by the office	Diagnostic Techniques in Psychology	5	0	0	5
	Neuropsychology	5	0	0	5
	Foundations of Guidance	5	0	0	5
PSY 504	Cross Cultural Psychology	5	0	0	5
PSY 403	Environmental Psychology	5	0	0	5
PSY 506	Gerontology	5	0	0	5
Course Code to be filled by the office	Consumer Psychology	5	0	0	5
	Sports Psychology	5	0	0	5
	Systems and Theories in Psychology	5	0	0	5
	Reading Electives				
	Ecological Intelligence	0	0	0	2
	Psychology in Digital Age	0	0	0	2
	Publication Manual of the American Psychological Association, Sixth Edition	0	0	0	2
	Cultural Intelligence	0	0	0	2
	Ecological Intelligence (Online Course) URL:https://swayam.gov.in/courses/4905-july-2018-ecology-and-environment	0	0	0	2
	Psychology in Digital Age (Online Course) URL:https://www.edx.org/course/reputation-management-digital-world-curtin-x-mkt2x-2	0	0	0	2
	Publication Manual of the American Psychological Association, Sixth Edition (Online Course) URL:https://www.apastyle.org/learn/courses/4210701	0	0	0	2
	Cultural Intelligence (Online Course) URL:www.coursera.org/specializations/team-building	0	0	0	2

NOTE

Gray indicates shifting of the content	Psychology
Strikethrough indicates content omitted.	Psychology
Black background with text in white indicates addition of the new content added.	Psychology

Name of Programme: M.A. Psychology

Course Details:

Semester - I					
S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
1	PSY 402 Cognitive Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain the historical development of cognitive psychology. • Explain the organization of basic cognitive functions from different perspectives. • Discuss the relevance of higher cognitive processes for understanding people's behavior. • Explain neuropsychological aspect behind various cognitive processes. 	-	-	No Change
			<p>Books Recommended</p> <ul style="list-style-type: none"> • Baddeley, A. D. (1996). <i>Human Memory: Theory and Practice</i>. Washington, D.C.: Psychology Press. • Cohen, G. (1996). <i>Memory in the Real World</i>. Washington DC: Psychology Press. • Galotti, K. M. (1995). <i>Cognitive Psychology in and</i> 	<p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Baddeley, A. D. (1996). <i>Human Memory: Theory and Practice</i>. Washington, D.C.: Psychology Press. 2. Cohen, G. (1996). <i>Memory in the Real World</i>. Washington DC: Psychology Press. 3. Galotti, K. M. (1995). <i>Cognitive Psychology in and outside</i> 	

			<p>outside Laboratory. Mumbai: Thompson Asia.</p> <ul style="list-style-type: none"> • Hewes, M. B. (1990). <i>The Psychology of Human Cognition</i>. New York: Pergamon Press. • Matlin, M. W. (1995). <i>Cognition</i> (3rd ed.). Prism Books Pvt. Ltd., Bull Temple Road, Basavasigudi, Bangalore. • Reed, & Stephen, K. (1988). <i>Cognition: Theory and Application</i> (3rd ed.). Pacific Grove, California: Brooks/Cole Publishing Company. • Riegler, V. R., & Riegler, G. L. (2008). <i>Cognitive Psychology: Applying the Science of Mind</i>. Pearson Education. • Solso, R. L., MacLin, M. K., & MacLin, O. H. (2007). <i>Cognitive Psychology</i> (7th edition). Pearson Education. • Stephen, K. R. (2006). <i>Cognition: Theory and Application</i> Brooks/ Cole Publication. 	<p><i>Laboratory</i>. Mumbai: Thompson Asia.</p> <ol style="list-style-type: none"> 4. Hewes, M. B. (1990). <i>The Psychology of Human Cognition</i>. New York: Pergamon Press. 5. Matlin, M. W. (1995). <i>Cognition</i> (3rd ed.). Prism Books Pvt. Ltd., Bull Temple Road, Basavasigudi, Bangalore. 6. Reed, & Stephen, K. (1988). <i>Cognition: Theory and Application</i> (3rd ed.). Pacific Grove, California: Brooks/Cole Publishing Company. 7. Riegler, V. R., & Riegler, G. L. (2008). <i>Cognitive Psychology: Applying the Science of Mind</i>. Pearson Education. 8. Solso, R. L., MacLin, M. K., & MacLin, O. H. (2007). <i>Cognitive Psychology</i> (7th edition). Pearson Education. 9. Stephen, K. R. (2006). <i>Cognition: Theory and Application</i> Brooks/ Cole Publication. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Cognitive Psychology www. Cognitive%20Psychology%20(%20PDF Drive.com%20)%20(1).pdf 2. The Cognitive Neuroscience of Mind http://www.brainm.com/software/pubs/brain/Cognitive%20NeuroSci%20of%20the%20Mind.pdf <p>The Cognitive Neurosciences https://www.hse.ru/data/2011/06/28/1216307711/Gazzaniga.%20The%20Cognitive%20Neurosciences.pdf</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
2	PSY 407 Psychopathology Indigenous Psychology	After completion of the course the students will be able to: <ul style="list-style-type: none"> • Discuss the appropriateness of Indigenous Psychology. • Analyze the Assumptions and Approaches of Indian Philosophy. • Explain types of Yog and the techniques of Meditations. • Evaluate the Role of Yog and Meditation in improving Holistic Health and Well-being. 	<p style="text-align: center;">Section-A</p> <ol style="list-style-type: none"> 1. Introduction of Abnormal Psychology, Abnormal Behavior: Meaning, Incidence; Classification of Mental disorder: Need, Disadvantages, DSM-V, ICD-10. 2. Historical and contemporary views of abnormal behavior. 3. Models of Abnormal Behavior: Biogenic, Psychoanalytic, Humanistic and existential, Behavioral, Cognitive, Family systems, Multicultural perspectives, psychosocial causal factors. 4. Clinical Assessment: Basic Elements, Physical and Psychosocial Assessment; Ethical issues in assessment. 5. Research Approaches: Sources, Forming Hypotheses, Sampling and generalization, Methods: Experiments, Observational, Field studies, Single Subject Studies: case study, single subject experiment, Correlations. <p style="text-align: center;">Section-B</p> <p>(Symptoms, Etiology and Treatment of the disorders)</p>	<p style="text-align: center;">Section-A</p> <ol style="list-style-type: none"> 1. Indigenous Perspectives of Psychology. 2. Contemporary Relevance of Indigenous Psychology. 3. Origin and Historical Development of Indian Psychology. 4. Fundamental assumptions and contemporary trends of Indian Psychology. <p style="text-align: center;">Section - B</p> <ol style="list-style-type: none"> 5. Schools of Indian Philosophy: Nyay, Vaisheshik, Samkhy, Yog, Mīmāṃsā and Vedant. 6. Consciousness and Mind in Vedant. 	<p>Semester III is dedicated to clinical aspect of psychology. That's why psychopathology course shifted to semester III as elective. There is difference between western thoughts and Indian thoughts regarding various aspects of human behavior. So, it seems important to introduce Indian psychological thoughts or psychology to foster original and critical thinking among students.</p>

6. Anxiety Disorders: Phobia, Generalized Anxiety Disorder (GAD), Panic disorder. Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder, Panic Disorder, Agoraphobia, Substance/Medication-Induced Anxiety Disorder.

7. Obsessive-Compulsive and Related Disorders.

8. Trauma- and Stressor-Related Disorders.

9. Depressive Disorders.

10. Bipolar and Related Disorders.

Section-C

(Symptoms, Etiology and Treatment of the disorders)

11. Schizophrenia Spectrum and Other Psychotic Disorders.

12. Personality Disorders: Cluster A, B, C; Other Personality Disorders.

13. Dissociative Disorders: Dissociative Identity Disorder; Dissociative Amnesia.

14. Depersonalization/ Derealization Disorder; Other Specified Dissociative Disorder.

15. Unspecified Dissociative Disorder.

16. Somatoform.

Books Recommended:

- Buss, A. H. (1999), Psychopathology. New York John Wiley.

7. Indian Heterodox Schools.

Section – C

8. Meaning and Types of Yog.

9. Meaning and Types of Meditation.

10. Techniques of Meditation: Vipasana Meditation, Transcendental Meditation, Mindfulness Meditation.

11. Role of Yog and Meditation in improving Holistic Health and Well-being (Physical, Mental, Emotional & Spiritual).

Recommended Books:

1. Coster, G. (1998). *Yoga and Western Psychology*. Delhi: Motilal

		<ul style="list-style-type: none"> • Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2015). <i>Abnormal Psychology</i> (16th edition). Pearson, New Delhi. • Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2006). <i>Abnormal Psychology</i> (13th edition). Dorling Kindersley Pvt. Ltd. • Diagnostic Statistical Manual for Mental Disorders. (2013). American Psychiatric Publishing. • Korchin, S. J. (2004). <i>Modern Clinical Psychology</i>, Tokyo. Harper International Edition. • Lamm, A. (1997), <i>Introduction to Psychopathology</i>. New York. Sage. • Sarason, I. G. & Sarason, B. R. (2006) <i>Abnormal Psychology: The problem of Maladaptive Behavior</i>. XI Edition, Prentice Hall of India. 	<ol style="list-style-type: none"> 2. Dalal, A. S. (2001). <i>An introduction to the psychological thought of Sri Aurobindo- A Greater Psychology</i>. Pondicherry: Sri Aurobindo Ashram. 3. Dalal, A. S. (2007). <i>Sri Aurobindo and the Future Psychology (Supplement to A Greater Psychology)</i>. Pondicherry: Sri Aurobindo Ashram. 4. Grof, S. (2000). <i>Psychology of the Future</i>. New York: SUNY Press. 5. Kalghatgi, T. G. (1961). <i>Some Problems in Jaina Psychology</i>. Dharwad: Karnatak University. 6. Kalupahana, D. J. (1992). <i>The Principles of Buddhist Psychology</i>. Delhi: Sri Satguru Publications. 7. Kiran Kumar, S. K. (2002). <i>Psychology of Meditation: A contextual approach</i>. New Delhi: Concept Publishing Co. 8. Mehta, M. L. (2002). <i>Jaina Psychology: Introduction</i>. Varanasi: Parshvanath Vidyapeeth. 9. Rhys Davids, C. A. F (1914). <i>Buddhist Psychology</i>. London: G. Bell and Sons Ltd. 10. Safaya, R. (1975). <i>Indian Psychology: A critical and historical analysis of the psychological speculations in Indian philosophical literature</i>. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. 11. Salagame, K.K.K. (2011). <i>Indian Indigenous Concepts and Perspectives: Developments and Future Possibilities</i>. In G. Misra (Ed.) <i>Psychology in India, Vol. 4. : Theoretical and Methodological (ICSSR Survey of Advances in Research)</i> (p. 93-172). New Delhi: Pearson. 12. Salmon, D & Maslow, J. (2007). <i>Yoga Psychology and the Transformation of Consciousness: Seeing through the eyes of infinity</i>. St. Paul, MN., USA: Paragon House. 13. Seal, B. (1958). <i>The Positive Sciences of the Ancient Hindus</i>. Delhi: Motilal Banarsi Dass. 14. Sen, I. (1998). <i>Integral Psychology: The Psychological System of Sri Aurobindo</i>. Pondicherry: Sri Aurobindo International Centre for Education. 15. Srivastava, S. P. (2001). <i>Systematic Survey of Indian Psychology</i>. Bahadurgarah, India: Adhyatma Vijnana Prakashan. 	<p>Books have been added according to the course</p>
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				<p>16. Taimni, I. K. (1973). <i>Glimpses into the Psychology of Yoga</i>. Adyar, Madras: The Theosophical Publishing House.</p> <p>17. Veereshwar, P. (2002). <i>Indian Systems of Psychotherapy</i>. Delhi: Kalpaz Publication.</p> <p>Suggested e-learning material:</p> <p>1. Indigenous and cultural psychology https://www.pdfdrive.com/indigenous-and-cultural-psychology-indigenouspsychorg-e10432571.html</p> <p>2. Indigenous and westernized psychology https://www.pdfdrive.com/indigenous-psychology-westernized-psychology-and-indigenized-psychology-e55085650.html</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
3	PSY 408 Theories of Personality	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Discuss the significance of personality theories and constructs. • Recognize the complexity of human behavior thought and emotion. • Explain personality-related processes that underlie individual differences in behavior. • Examine seminal and current research studies and describe important findings using empirical approach. 	<p style="text-align: center;">-</p> <p>Books Recommended:</p> <ul style="list-style-type: none"> • Calvin, S. H., Campbell, J. B., & Lindzey, G. (1998). <i>Theories of Personality</i>. John Wiley and Sons Inc. • Friedman, H.S., & Schustack, M.W. (2003). <i>Personality, Classic Theory and Modern Research</i> (2nd edition), Singapore: Pearson Education. • Hjelle, L.A., Zeigler, D.J. (1991). <i>Personality Theories: Basic Assumptions, Research Applications</i> (2nd edition) New York: McGraw Hill. • Hall, C.S., & Lindzey, G. (1978). <i>Theories of Personality</i>, (3rd ed.). New York: John.Wiley and Sons. • Hall, G.C., Lindzey, G., & Campbell, J.C. (2007). <i>Theories of Personality</i> (4th edition) New York: J. Wiley. 	<p style="text-align: center;">-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Calvin, S. H., Campbell, J. B., & Lindzey, G. (1998). <i>Theories of Personality</i>. John Wiley and Sons Inc. 2. Friedman, H.S., & Schustack, M.W. (2003). <i>Personality, Classic Theory and Modern Research</i> (2nd edition), Singapore: Pearson Education. 3. Hjelle, L.A., Zeigler, D. J. (1991). <i>Personality Theories: Basic Assumptions, Research Applications</i> (2nd edition) New York: McGraw Hill. 4. Hall, C.S., & Lindzey, G. (1978). <i>Theories of Personality</i>, (3rd ed.). New York: John. Wiley and Sons. 5. Hall, G.C., Lindzey, G., & Campbell, J.C. (2007). <i>Theories of Personality</i> (4th edition) New York: J. Wiley. 6. Larson, R.J., & Buss, D.M. (2005). <i>Personality Psychology:</i> 	<p style="text-align: center;">No Change</p>

			<ul style="list-style-type: none"> • Larson, R.J., & Buss, D.M. (2005). <i>Personality Psychology: Domains of Knowledge about Human Nature</i>. • Liebert & Liebert, (2006) <i>Personality: Strategies and Issues</i>. Pacific Grove, California: Brookes/Cole Publishing Company. • Pervin, L.A. (2001). <i>Personality: Theory, Assessment and Research</i> (8th ed.). New York: Wiley International ed. • Ryckman, R.M. (2004). <i>Theories of Personality</i>. (8th ed.). Belmont, CA: Wadsworth/Thomson Learning. • Schultz, D.P., Schultz, S.E. (2004). <i>Theories of Personality</i> (8th ed.) Wadsworth Publisher 	<p><i>Domains of Knowledge about Human Nature</i>.</p> <ul style="list-style-type: none"> 7. Liebert & Liebert, (2006) <i>Personality: Strategies and Issues</i>. Pacific Grove, California: Brookes/Cole Publishing Company. 8. Pervin, L.A. (2001). <i>Personality: Theory, Assessment and Research</i> (8th ed.). New York: Wiley International ed. 9. Ryckman, R.M. (2004). <i>Theories of Personality</i>. (8th ed.). Belmont, CA: Wadsworth/Thomson Learning. 10. Schultz, D.P., Schultz, S.E. (2004). <i>Theories of Personality</i> (8th ed.) Wadsworth Publisher. <p>Suggested e-learning material:</p> <ul style="list-style-type: none"> 1. Personality Theory in a Cultural Context https://cnx.org/contents/lISyy6OT@1.1:YjVRK0O6@2/Introduction-to-Personality 2. The Cambridge Handbook of Personality Psychology https://sangu.ge/images/PersonalityPsychology.pdf 3. Journal of Personality https://onlinelibrary.wiley.com/journal/14676494 Journal of Research in Personality https://www.journals.elsevier.com/journal-of-research-in-personality-in 	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
4	SSC 402 Social Science Perspectives Course coordinator: Prof. Preeti Sharma, and Prof. Nirmala Singh	After completion of the course the students will be able to: <ul style="list-style-type: none"> • Analyze the holistic view of encompassing different social science disciplines. • Provide insights to interpret social events at any given point of time. • Understand the basic ingredients of social science disciplines to contextualise social reality. 	<p style="text-align: center;">-</p> <p>References:</p> <ol style="list-style-type: none"> 1. Allbrow, Martin, <i>The Global Age: State and Society Beyond Modernity</i>, Polity Press, Cambridge, 1996. 2. Almond, G. A. and Powell, G. B., <i>Comparative Politics - A Developmental Approach</i>, Boston, Little Brown and Co., 1966. 3. Atal, Yogesh, <i>Social Science: The Indian Scene</i>, Abhinav Pub., New Delhi, 2003. 4. Bunge, Mario, <i>Social Science under Debate: A Philosophical Perspective</i>, Toronto: University of Toronto Press, 1999. 5. Coolingwood, R.G., <i>The Idea of History</i>, Oxford University Press, New York, 1946. 6. Dube, S.C., <i>Social Sciences and Social Realities</i>, 	<p style="text-align: center;">-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Martin, A. (1996). <i>The Global Age: State and Society Beyond Modernity</i>. Cambridge: Polity Press. 2. Almond, G. A., & Powell, G. B. (1966). <i>Comparative Politics - A Developmental Approach</i>. Boston: Little Brown and Co. 3. Atal, Yogesh. (2003). <i>Social Science: The Indian Scene</i>. New Delhi: Abhinav Pub. 4. Bunge, Mario. (1999). <i>Social Science under Debate: A Philosophical Perspective</i>. Toronto: University of Toronto Press. 5. Collingwood, R. G. (1946). <i>The Idea of History</i>. New York: Oxford University Press. 6. Dube, S. C. (1976). <i>Social Sciences and Social Realities</i>. Shimla: IAS. 7. Easton, David. (1965). <i>A System Analysis of Political Life</i>. John Wiley and Sons, Inc. 	No Change

			<p>IIAS, Shimla, 1976.</p> <ol style="list-style-type: none"> 7. Easton, David, <i>A System Analysis of Political Life</i>, John Wiley and Sons, Inc. 1965. 8. Flyvbjerg, Bent, <i>Making Social Science Matter: Why Social Inquiry Fails and How it Can Succeed Again</i>, Cambridge University Press, Cambridge, 2003, 9. Gupta, Surendra. K., <i>Emerging Social Science Concerns</i>, Concept Pub., 2004. 10. Harrington, Austin, <i>Hermeneutic Dialogue and Social Science: A Critique of Gadamer and Habermas</i>, Routledge, London and New York, 2005. 11. Hutcheon, L., <i>The Politics of Postmodernism</i>, Routledge, London and New York, 1989. 12. Joshi, P.C., <i>Social Science and Development: Quest for Relevance</i>, Har-Anand, New Delhi, 1995. 13. Kuhn T.S., <i>Structure of Scientific Revolution</i>, University of Chicago Press, 2012. 14. Mckenzie, N, <i>A Guide to Social Sciences</i>, Weidenfeld & Nicolson, 1966. 15. Mehta, V. R., <i>Foundations of Indian Political Thought</i>, Manohar Publications, 1996. 16. Sen, Amartya, <i>The Idea of Justice</i>, Harvard University Press, 2008. 17. Winch, Peter, <i>The Idea of Social Sciences</i>, Routledge, London and New York, 2008. 	<ol style="list-style-type: none"> 8. Flyvbjerg, Bent. (2003). <i>Making Social Science Matter: Why Social Inquiry Fails and How it Can Succeed Again</i>. Cambridge: Cambridge University Press. 9. Gupta, S. K. (2004). <i>Emerging Social Science Concerns</i>. Concept Pub. 10. Harrington, Austin, <i>Hermeneutic Dialogue and Social Science: A Critique of Gadamer and Habermas</i>. London and New York: Routledge. 11. Hutcheon, L. (1989). <i>The Politics of Postmodernism</i>. London and New York: Routledge. 12. Joshi, P. C. (1995). <i>Social Science and Development: Quest for Relevance</i>. New Delhi: Har-Anand. 13. Kuhn T. S. (2012). <i>Structure of Scientific Revolution</i>. University of Chicago Press. 14. Mckenzie, N. (1966). <i>A Guide to Social Sciences</i>. Weidenfeld & Nicolson: London. 15. Mehta, V. R. (1996). <i>Foundations of Indian Political Thought</i>. Manohar Publications. 16. Sen, A. (2008). <i>The Idea of Justice</i>. Harvard University Press. 17. Winch, P. (2008). <i>The Idea of Social Sciences</i>. London and New York: Routledge. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Bertens, Hans. (1995). <i>The Idea of Post Modern. A History</i>, Karachi University Research Forum, London, NY: Routledge. Retrieved from https://archive.org/details/HansBertensTheIdeaOfThePostmodernAHistoBookZZ.org/page/n3 2. Seligman, Edwin R.A. & Johnson, Alvin. 'Encyclopedia of the Social Sciences', Vol.8, Industrial Revolution- Labour Turnover, Macmillan London. Retrieved from https://archive.org/details/encyclopaediaoft030467mbp/page/n3 	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
5	PSY 405L Psychology Lab-I	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the utility of personality tests. • Discuss the appropriateness of different intelligence tests. • Explain various constructs and their tests in term of decision making, Vedic personality, communication etc. • Analyze the concept of Indian psychology. 	<p>Assessment and Development of Life Skills / Soft Skills.</p> <ol style="list-style-type: none"> 1. Self Awareness. 2. Empathy. 3. Critical Thinking. 4. Creative Thinking. 5. Communication. 6. Interpersonal Relation (Building on Social support and Social Capital, Conflict Resolution, Cooperation, Competition) 7. Problem Solving, 8. Decision Making. 9. Handling Emotions. <p>Stress Management (Stress Appraisal, Hardiness, Type A/B Personality and Yoga Techniques).</p>	<p>1. Practice any three tests from the following tests-</p> <ol style="list-style-type: none"> a) Word Association Test. b) Myers – Briggs Type Indicator. c) Horney – Coolidge Tridimensional Inventory. d) NEO-PI. e) Locus of Control. f) Maudsley Personality Inventory. g) Emotional and Social Competence. h) Minnesota Multiphasic Personality Inventory. <p>2. Practice any three tests from the following tests -</p> <ol style="list-style-type: none"> a) Embedded Figure Test. b) Torrance Test of Creativity. c) Stroop Task. d) Cognitive Ability Test. e) Guilford Creativity Test. f) Kaufman Assessment Battery. g) Cognitive Assessment System. <p>3. Practice any two tests from the following tests -</p> <ol style="list-style-type: none"> a) Vedic Personality Inventory / Positive Personality trait Questionnaire. b) Value in Action Inventory. c) Sukha – Dukha Scale. d) Sat – Chit Ananda Scale. e) Anasakti Scale. 	<p>Semester I practical shifted to semester II and semester I has new practicals in accordance with the courses</p>

Semester – II					
S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
6	PSY 401 Advanced Quantitative and Qualitative Analysis	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain research process and its fundamental steps in terms of hypothesis, problem and variables. • Discuss quantitative and qualitative analysis techniques for analyzing and interpretation of psychological data. • Discuss and explain the concept of research design and its types in terms of between and within group design. • Illustrate factorial, correlational and regression analysis. 	<p style="text-align: center;">-</p> <p>Books Recommended:</p> <ul style="list-style-type: none"> • Breakwell, G. M., Hammond, S., & Fife-Schaw, C. (2000). <i>Research methods in psychology</i> (2nd Ed.). London: Sage Publications. • Broota, K. D. (1989). <i>Experimental designs in behavioural research</i>. New Delhi: Wiley Eastern. • Corbin, J. & Strauss, A. (2008). <i>Basics of Qualitative Research</i>. USA: Sage. • Gliner, J. A., Morgan, G. A., & Leech, N.L. (2009). <i>Research methods in applied settings</i> (2nd Ed.). New 	<p style="text-align: center;">-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Breakwell, G. M., Hammond, S., & Fife-Schaw, C. (2000). <i>Research methods in psychology</i> (2nd Ed.). London: Sage Publications. 2. Broota, K. D. (1989). <i>Experimental designs in behavioural research</i>. New Delhi: Wiley Eastern. 3. Corbin, J. & Strauss, A. (2008). <i>Basics of Qualitative Research</i>. USA: Sage. 4. Gliner, J. A., Morgan, G. A., & Leech, N. L. (2009). <i>Research methods in applied settings</i> (2nd Ed.). New York: Routledge. 5. Gravetter, F. J. & Forzano, L. B. (2006). <i>Research Methods for</i> 	No Change

			<p>York: Routledge.</p> <ul style="list-style-type: none"> • Gravetter, F. J. & Forzano, L. B. (2006). <i>Research Methods for behavioural sciences</i>. Singapore: Thomson-Wadsworth. • Howell, D. C. (2010). <i>Statistical Methods for Psychology</i>. Belmont: CA: Cengage Wadsworth. • Silverman, D. (2012). <i>Qualitative Research</i> (3rd ed.). South Asia: Sage. • Smith, J.A. (2008). <i>Qualitative Psychology: A practical guide to research methods</i>. London: Sage 	<p><i>behavioural sciences</i>. Singapore: Thomson-Wadsworth.</p> <ol style="list-style-type: none"> 6. Howell, D. C. (2010). <i>Statistical Methods for Psychology</i>. Belmont: CA: Cengage Wadsworth. 7. Silverman, D. (2012). <i>Qualitative Research</i> (3rd ed.). South Asia: Sage. 8. Smith, J.A. (2008). <i>Qualitative Psychology: A practical guide to research methods</i>. London: Sage. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Research Design: Quantitative, Qualitative and Mixed methods https://www.pdfdrive.com/john-w-creswell-research-design-qualitative-quantitative-and-mixed-methods-approaches-e24960021.html 2. Social Research Methods: Quantitative and Qualitative approaches https://www.pdfdrive.com/social-research-methods-qualitative-and-quantitative-approaches-e19744746.html 3. Qualitative Research Methods https://www.pdfdrive.com/qualitative-research-methods-e18822833.html 	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
7	PSY 403- Environmental- Psychology Human Values and Professional Ethics	After completion of the course the students will be able to: <ul style="list-style-type: none"> • Describe and evaluate ethical and social value in historical and cultural contexts. • Evaluate the role of ethical leadership promoting effectiveness of the organizations. • Identify the competencies and issues professional ethics. • Distinguish between values and skills, happiness and accumulation of physical facilities, the self and the body, intention and competence of an individual. 	<p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Nature and Scope of Environmental Psychology 2. Theories and Approaches and Research methods of Environmental Psychology 3. Environmental Perception and Cognition 4. Environmental Attitudes, Appraisals and Assessments 5. Personality and Environment: Dimensions, some uses of personality in environmental Design <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 6. Personal Space: Measurement, Factors, Theories and Designs 7. Territoriality: Measurement, Factors, Theories and Designs 8. Crowding: Measurement, Factors, Theories and Designs 9. Privacy: Measurement, Factors, Theories and Designs 10. Residential Environment: Preferences, Choices and Satisfaction, Residential Mobility and Designs, Stress and Well Being 	<p style="text-align: center;">Human Values and Professional Ethics</p> <p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Human Values: Meaning, Significance, Types and Theoretical approaches: Rokeach's Model, and Schwartz's Model of Basic Human Values. 2. Self Exploration – content and process: 'Natural Acceptance' and Experiential Validation. Continuous Happiness and Prosperity – basic Human Aspirations. 3. Ancient Scripture and Values: common ethical values in different religions .Values in the world of modernization. <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 4. Harmony in the Human Being/ Myself/ Family and Society: Human being as a co-existence of the sentient 'I' and the material 'Body'. Needs of Self ('I') and 'Body' – Sukh and Suvidha. 5. Body as an instrument of 'I'. Characteristics and activities of 'I' and harmony in 'I'. Harmony of I with the Body: Sanyam and Swasthya. 6. Harmony in the family. Values in human relationship; meaning of Nyaya and Ubhay-tripti. Trust (Vishwas) and Respect (Samman) as the foundational values of relationship. 	<p>Semester IV is dedicated to application aspect of psychology. That's why environmental psychology course shifted to semester IV as elective</p> <p>Semester II is dedicated to positive aspect of human behavior and Human Values and Professional Ethics course suits the semester scheme as well</p>

		<p style="text-align: center;">Section C</p> <p>11. Community — Environment: — Neighborhood Satisfaction and Attachment, Antisocial and Helpful Behavior in the Community Environment, Community — Environmental — Designs — and Environmental Psychology of Shopping.</p> <p>12. Educational Environment : Setting as a whole, Interior Architecture and Design, Noise, Light and Color, Climate, Space and Environmental Competence, Learning and Environmental Designs</p> <p>13. Workplace — Environment: — Environmental Psychology on the Job, Work, Travel and Environmental Design</p> <p>14. Managing Limited Environmental Resources: Public Interest Resource Management, Dilemma of Resource Management, Social Dilemma and its Theories.</p> <p>Books Recommended:</p> <ul style="list-style-type: none"> • Altman, I. (1976): Human Behavior & Environment: Advances in Theory and Research. Plenum Press. • Altman, I. (1986): Advances in Environment, Behavior & Design. Vol. I-IV. Plenum Press. • Bell, A.P., Fisher J.D., & Looms, R.S. (1978). Environmental Psychology. W.B. Sanders and Company. • Gifford. R. (1997). Environmental Psychology (2nd edition). Allyn and Bacon. • McGurk, H. (1978). Ecological factors in Human Development (Eds.). North Hollow Publishing Company: Amsterdam Oxford. • Nickerson, R.S. (2003). Psychology and Environmental Change. Lawrence Erlbaum Associates. • Stokols, D. & Altman, I. (1987). Handbook of Environmental Psychology (Edited). Wiley Publication. 	<p style="text-align: center;">Section C</p> <p>7. Professional ethics: Conceptual understanding, Ethical inquiry and Ethical perspectives.</p> <p>8. Natural acceptance of human values. Definitiveness of Ethical Human Conduct.</p> <p>9. Leadership and Ethics. Ethical Decision making: Factors Promoting Ethical Decision.</p> <p>10. Competence in professional ethics: augment universal human order, scope and characteristics of people-friendly and eco-friendly production systems.</p> <p>11. Ethical issues in workplace, Ethical dilemmas.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Gaur, R. R., Sangal, R., & Bagaria, G. P. (2009). <i>A Foundation Course in Human Values and Professional Ethics</i>. Excel books Pvt. Ltd 2. Gaur, R. R., Sangal, R., & Bagaria, G. P. (2009). <i>Teacher's Manual</i>. 3. Goel, A. & Goel, S. L. (2008). <i>Human Values Principles and Practice</i>, Deep and Deep Publications PVT. LTD, New Delhi. 4. Tripathy, A. N. (2003). <i>Human values</i>, New Age International Publishers. 5. Banerjee, B. P. (2005). <i>Foundations of Ethics and Management</i>, Excel books. 6. Bajpai, B.L. (2008). <i>Indian Ethos and Modern Management</i>, New Royal book Co; Lucknow. 7. Dhar, P. L., & Gaur, R. R. (1990). <i>Science and Humanism</i>, Commonwealth Publishers. 8. George, S. (1991). <i>How the Other Half Dies</i>, Penguin Press. 9. Donella, H. M., Meadows, D. L., Randers, W., & Behrens, W. 	<p>as the relevance and need of today's time</p>
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				<p>(1972). <i>Limits to Growth</i>. Club of Rome's Report, Universe Books.</p> <p>10. Palekar, S. (2000). <i>How to practice Natural Farming</i>. Pracheen(Vaidik) Krishi Tantra Shodh, Amravati.</p> <p>11. Nagraj, A. (1998). <i>Jeevan Vidya ek Parichay</i>. Divya Path Sansthan, Amarkantak.</p> <p>12. Schumacher, E. F. (1973). <i>Small is Beautiful: a study of economics as if people mattered</i>. Blond & Briggs, Britain.</p> <p>Suggested e-learning material:</p> <p>1. Introduction to Ethics http://samples.jbpub.com/9781449649005/22183_CH01_Pass3.pdf</p> <p>2. Introduction to Ethics https://www.soas.ac.uk/cedep-demos/000_P563_EED_K3736-Demo/module/pdfs/p563_unit_01.pdf</p> <p>3. Basic Human Values in the Workplace https://helda.helsinki.fi/bitstream/handle/10138/23465/basicum.pdf?sequence=2</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
8	PSY 404 Positive Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Analyze the importance of positive emotions in well-being and mental health. • Apply concepts of positive psychology for the development of positive values. • Analyze the role and importance of positive relationships in the lives of human-beings. • Synthesize the role of flexibility and complexity in intra- and interpersonal well-being. 	<p style="text-align: center;">-</p> <p>Books Recommended:</p> <ul style="list-style-type: none"> • Aspinwall, L. G. & Staudiger, U. M. (2002). <i>A Psychology of human strengths: Fundamental questions and future directions for a positive psychology.</i> Washington, (Eds.) • Averill, J. R. & Nunley, E. P. (1992), <i>Voyages of the heart: Living an emotionally creative life.</i> New York: Free Press. • Baltes, P. B. (2005). <i>Wisdom: The orchestration of mind and character.</i> Boston: Basil Blackwell. • Baumgardner, S. R. & Crothers, M. K. (2009). <i>Positive Psychology.</i> New Delhi: Dorling Kindersley. • Branden, N. (1994). <i>The six pillars of self-esteem.</i> New York: Bantam Books. 	<p style="text-align: center;">-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Aspinwall, L. G. & Staudiger, U. M. (2002). <i>A Psychology of human strengths: Fundamental questions and future directions for a positive psychology.</i> Washington, (Eds.) 2. Averill, J. R. & Nunley, E. P. (1992), <i>Voyages of the heart: Living an emotionally creative life.</i> New York: Free Press. 3. Baltes, P. B. (2005). <i>Wisdom: The orchestration of mind and character.</i> Boston: Basil Blackwell. 4. Baumgardner, S. R. & Crothers, M. K. (2009). <i>Positive Psychology.</i> New Delhi: Dorling Kindersley. 5. Branden, N. (1994). <i>The six pillars of self-esteem.</i> New York: Bantam Books. 6. Buchanan, G. and Seligman, M.E.P. (1995). <i>Explanatory Style</i> (Eds.). Hillsdale, N.J.: Erlbaum. 7. Buckingham, M. & Clifton, D. O. (2001). <i>Now, discover your strengths.</i> New York: Free Press. 	<p style="text-align: center;">No Change</p>

		<ul style="list-style-type: none"> • Buchanan, G. and Seligman, M.E.P. (1995). Explanatory Style (Eds.). Hillsdale, N.J.: Erlbaum. • Buckingham, M. & Clifton, D. O. (2001). Now, discover your strengths. New York: Free Press. • Carr, A. (2007). Positive Psychology: The science of happiness and human strength. Routledge Taylor & Francis group London, New York. • Csikszentmihalyi, M. (1990). Flow: The psychology of optimum experience. New York: Harper & Row. • Csikszentmihalyi, M. (1996). Creativity: Flow and the psychology of discovery and invention. New York: Harper Collins. • DC: American Psychological Association. • Gillham, J.E. (2000). The Science of Optimism and Hope: Research Essays in Honor of Martin (Ed.) E. P. Seligman. Radnor, PA: Templeton Foundation Press. • Linley, P. A. & Joseph, S. (2003). Positive psychology in practice. (Eds.) Hoboken, NJ: Wiley. • Lopez, S. & Snyder, C. R. (2003). Positive psychological assessment: A handbook of models and measures (Eds). Washington, DC: APA. • McCullough, M. E. Pargament, K. I. & Thoresen, C. E. (2000). Forgiveness: Theory, research, and practice (Eds.). New York: Guilford Press. • McDermott, D., & Snyder, C. R. (1999). Making hope happen: A workbook for turning possibilities into realities. Oakland, CA: New Harbinger Publication. • McDermott, D., & Snyder, C. R. (2000). The great big book of hope. Oakland, CA: New Harbinger Publications. • Peterson C, & Seligman, M.E.P. (2004). Character Strengths and Virtues A Handbook and Classification. Washington, D.C.: APA Press and Oxford University Press. • Peterson, C. (2006). A primer in Positive Psychology. New York: Oxford University. • Saarni, C. (1999). Developing emotional intelligence. 	<ol style="list-style-type: none"> 8. Carr, A. (2007). <i>Positive Psychology: The science of happiness and human strength</i>. Routledge Taylor & Francis group London, New York. 9. Csikszentmihalyi, M. (1990). <i>Flow: The psychology of optimum experience</i>. New York: Harper & Row. 10. Csikszentmihalyi, M. (1996). <i>Creativity: Flow and the psychology of discovery and invention</i>. New York: Harper Collins. 11. DC: American Psychological Association. 12. Gillham, J.E. (2000). <i>The Science of Optimism and Hope: Research Essays in Honor of Martin</i> (Ed.) E. P. Seligman. Radnor, PA: Templeton Foundation Press. 13. Linley, P. A. & Joseph, S. (2003). <i>Positive psychology in practice</i>. (Eds.) Hoboken, NJ: Wiley. 14. Lopez, S. & Snyder, C. R. (2003). <i>Positive psychological assessment: A handbook of models and measures</i> (Eds). Washington, DC: APA. 15. McCullough, M. E. Pargament, K. I. & Thoresen, C. E. (2000). <i>Forgiveness: Theory, research, and practice</i> (Eds.). New York: Guilford Press. 16. McDermott, D., & Snyder, C. R. (1999). <i>Making hope happen: A workbook for turning possibilities into realities</i>. Oakland, CA: New Harbinger Publication. 17. McDermott, D., & Snyder, C. R. (2000). <i>The great big book of hope</i>. Oakland, CA: New Harbinger Publications. 18. Peterson C, & Seligman, M.E.P. (2004). <i>Character Strengths and Virtues A Handbook and Classification</i>. Washington, D.C.: APA Press and Oxford University Press. 19. Peterson, C. (2006). <i>A primer in Positive Psychology</i>. New York: Oxford University. 20. Saarni, C. (1999). <i>Developing emotional intelligence</i>. New York: Guilford. 21. Seligman, M. E. P. (1999). <i>Learned optimism</i>. NY: Knopf. 22. Seligman, M. E. P. (2002). <i>Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment</i>. NY: Free Press. 23. Seligman, M. E. P., Reivich, K., Jaycox, L., & Gillham, J. (1995). <i>The optimistic child</i>. NY: Houghton Mifflin. 24. Snyder, C. R. (2000). <i>Handbook of hope: Theory, measures, and</i> 	
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			<p>New York: Guilford.</p> <ul style="list-style-type: none"> • Seligman, M. E. P. (1999). <i>Learned optimism</i>. NY: Knopf. • Seligman, M. E. P. (2002). <i>Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment</i>. NY: Free Press. • Seligman, M. E. P., Reivich, K., Jaycox, L., & Gillham, J. (1995). <i>The optimistic child</i>. NY: Houghton Mifflin. • Snyder, C. R. (2000). <i>Handbook of hope: Theory, measures, and applications</i>. San Diego, CA: Academic Press. • Snyder, C. R., & Lopez, S. J. (2002). <i>The handbook of positive psychology</i> NY: Oxford University Press. • Snyder, C. R., McDermott, D. Cook W., & Rapoff, M. (2002). <i>Hope for the journey: Helping children through the good times and the bad</i> (Rev. ed) Clinton Corners, NY: Percheron. • Snyder, C. R. & Lopez, S. J. (2009). <i>Positive Psychology: The scientific and practical explorations of human strengths</i>. Lawrence: Sage. • Synder, C.R., & Lopez, S. J. (2009). <i>Positive Psychology</i>. Sage Publication India Pvt. Ltd 	<p><i>applications</i>. San Diego, CA: Academic Press.</p> <p>25. Snyder, C. R., & Lopez, S. J. (2002). <i>The handbook of positive psychology</i> NY: Oxford University Press.</p> <p>26. Snyder, C. R., McDermott, D. Cook W., & Rapoff, M. (2002). <i>Hope for the journey: Helping children through the good times and the bad</i> (Rev. ed) Clinton Corners, NY: Percheron.</p> <p>27. Snyder, C. R. & Lopez, S. J. (2009). <i>Positive Psychology: The scientific and practical explorations of human strengths</i>. Lawrence: Sage.</p> <p>28. Synder, C.R., & Lopez, S. J. (2009). <i>Positive Psychology</i>. Sage Publication India Pvt. Ltd.</p> <p>Suggested e-learning material:</p> <p>1. Positive psychologist on positive psychology https://www.pdfdrive.com/positive-psychologists-on-positive-psychology-e26890470.html</p> <p>2. Positive psychology in practice https://www.pdfdrive.com/positive-psychology-in-practice-researchgate-e13947710.html</p> <p>Positive psychology https://www.pdfdrive.com/positive-psychology-e33549648.html</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
9	SSC 401 Research Techniques in Social Sciences Course coordinator: Prof. Seema Sharma, and Dr. Santosh Meena	After completion of the course the students will be able to: <ul style="list-style-type: none"> • Develop aptitude for social science research. • Identify various sources of primary and secondary data. • Formulate hypothesis. • Identify and apply various quantitative and qualitative methods of research. • Summarize, analyze and interpret qualitative and quantitative data in social science research. • Write a coherent report and research paper. 	<p style="text-align: center;">-</p> <p>References:</p> <ol style="list-style-type: none"> 1. Sellitz, G., Jahoda M., Cook Stuart W. Holt Rinehart & Winston, Research Methods in Social Relations, New York, 2003. 2. Goode W.J. and P.K. Hatt, Methods of Social Research, New York, Free Press, 1987. 3. Babbie, E.R., Survey Research Methods, Wadsworth Publishing Company, Belmont California, 2005. 4. Shah, Vimal P., Reporting Research, Rachana Prakashan, Ahmedabad, 2001. 5. Sijoberg Gideon and Nett Roger, A Methodology for Social Research, Rawat Publication, Jaipur 2002. 6. Kothari, C.R., Research Methodology- Methods and 	<p style="text-align: center;">-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Sellitz, et al. (2003). <i>Research Methods in Social Relations</i>. New York. 2. Goode, W. J. & Hatt, P. K. (1987). <i>Methods of Social Research</i>. New York: Free Press. 3. Babbie, E. R. (2005). <i>Survey Research Methods</i>. Belmont California: Wadsworth Publishing Company. 4. Shah, V. P. (2001). <i>Reporting Research</i>. Ahmedabad: Rachana Prakashan. 5. Sijoberg, G. & Nett, R. (2002). <i>A Methodology for Social Research</i>. Jaipur: Rawat Publication. 6. Kothari, C. R. (2008). <i>Research Methodology- Methods and Technique</i>. New Delhi: Wiley and Eastern Limited. 	No Change

			<p>Techniques, Wiley and Eastern Limited New Delhi, 2008.</p> <p>7. Rosenberg Kenneth, Statistics for Behavioural Sciences, W. C. Brown Publishers, 1990.</p> <p>8. Black Thomas, Understanding Social Sciences Research, Sage Publication, New Delhi, 2001.</p> <p>9. Mariampolski H., Quantitative Market Research- A comprehensive Guide Sage Publication, New Delhi, 2001.</p>	<p>7. Rosenberg, K. (1990). <i>Statistics for Behavioural Sciences</i>. W. C. Brown Publishers.</p> <p>8. Black, T. (2001). <i>Understanding Social Sciences Research</i>. New Delhi: Sage Publication.</p> <p>9. Mariampolski, H. (2001). <i>Quantitative Market Research- A comprehensive Guide</i>. New Delhi: Sage Publication.</p> <p>Suggested e-learning material:</p> <p>1. Social Research Methods: Qualitative and Quantitative Approaches. Retrieved from http://letrunghieutvu.yolasite.com/resources/w-lawrence-neuman-social-research-methods-qualitative-and-quantitative-approaches-pearson-education-limited-2013.pdf</p> <p>2. Fundamental of Research Methodology and Statistics. Retrieved from http://cache3.pdfdrive.com/dl.php?id=10442087&h=e90bd7771c3cf9674c6672e678aea224&u=cache</p> <p>3. Research Methodology a step-by-step guide for beginners. Retrieved from http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
10	PSY 406L Psychology Lab – II	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain conceptual foundation of Life skills • Apply life skills in various domains of life. • Develop skills in the operationalization of SPSS software. • Conduct data analysis and its interpretation using SPSS software. 	<p>(i) Assessment of Attribution Style (ASUFA) (ii) Assessment of Organizational Climate- (iii) Assessment of Effects of Crowding (Population Density) (iv) Assessment of Gender Stereotype/ Women Empowerment (v) Assessment of Alienation (vi) Ziegarnik Effect (vii) Skagg Robinson Effect (viii) Self Fulfilling Prophecy (ix) Illusion Effect (x) Signal Detection Test/Method of Average Error/ Method of Limit/ Method of Constant Stimuli. (xi) Test and Development of Signature Strengths- (xii) Write your own self improvement plan/ Design a Perfect Day</p> <p>Note: Small studies could be planned using above mentioned tests.</p> <p>2. Plan a Project/ Seminar (Paper Presentations) on the environmental /Community issues relating to the Protection and Promotion of Natural/Social/Psychological Resources.</p>	<p>1. Assessment and Development of Life Skills / Soft Skills.</p> <ol style="list-style-type: none"> Self-Awareness. Empathy. Critical Thinking. Creative Thinking. Communication. Interpersonal Relation (Building on Social support and Social Capital, Conflict Resolution, Cooperation, Competition) Problem Solving. Decision Making. Handling Emotions. Stress Management (Stress Appraisal, Hardiness, Type A/B Personality and Yoga Techniques). <p>2. Using SPSS: Assess and Evaluate the Application of following Statistical Techniques -</p> <ol style="list-style-type: none"> Measures of Central Tendency and Variability. Correlation and Regression. T-test and Chi Square. ANOVA. 	<p>Shifted from semester I in order to be in agreement with the theory courses</p> <p>New practicals have been added according to theory courses</p>

Semester III

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
11	CS 513 Computer Applications Course coordinator: Prof. C. K. Jha	After completion of the course the students will be able to: <ul style="list-style-type: none"> • Describe the usage and importance of computer and its peripheral devices. • Learn the basic concepts Internet services. • Describe various types of networks and OSI/ISO standards. • Prepare documents; make PowerPoint presentations and working with spreadsheets. • Use SPSS for data evaluation. 	<p align="center">-</p> <p>Text Books: T1. Sinha P. K., Computer Fundamentals: Concepts, Systems and Application, BPB Publications</p> <p>Reference Books: R1. Anita Goel, Computer Fundamental, Pearson. R2. Govil, Mahesh Chand, Computer Fundamental and Programming in C, Jaipur Publication House. R3. Behrouz A Forouzan, Data Communication and Networking.</p>	<p align="center">-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Sinha, P. K. (2004). Computer Fundamentals: Concept, Systems and Applications. BPB Publications. 2. Goel, A. Computer Fundamentals. Pearson Education 3. Jaiswal, S., (1996) P.C.Software Bible. Galgotia, New Delhi. 4. Garg, P., Gupta, S. (2013). Computer Fundamentals & Office Automation. Shubham Publications. 5. Govil, M.C. Computer Fundamentals and Programming in C. Jaipur Publication House. 6. Forouzan, A. B. Data Communications & Networking (4th ed.). Tata McGraw-Hill. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Computer Fundamental by P.K. Sinha. https://www.edutechlearners.com/computer-fundamentals-p-k-sinha-free-pdf/ 	<p align="center">No Change</p>

				<p>2. Introduction to Computer System and sub module https://nptel.ac.in/courses/106103068/</p> <p>3. Introduction to SPSS https://lo.unisa.edu.au/mod/book/view.php?id=646443&chapterid=106605</p> <p>4. Introduction to MS Office https://support.office.com/</p>	
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Semester – III					
S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
12	PSY 501 Clinical Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Identify how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior. • Identify and critically evaluate psychological research methods. • Explain various methods for collecting information from the client. • Perform personality assessment by using various methods and approaches. 	<p>-</p> <p>Books Recommended:</p> <ul style="list-style-type: none"> • Feltham. C. (1997). <i>Which Psychotherapy?</i> Thousand Oaks: Sage. • Hecker, J. E., & Thorpe, G. L. (2007). <i>Introduction to Clinical Psychology: Science, Practice & Ethics.</i> Dorling Kindersley Pvt. Ltd. • Jopfer, S. J. (1988). <i>Modern Clinical Psychology.</i> Delhi: C.S. Publication. • Kendall & Norton-Ford (1982). <i>Modern Clinical Psychology.</i> New York, Wiley. • Korchin, S. J. (2004). <i>Modern Clinical Psychology: Principal of intervention in the clinical and the community.</i> CBS Publication. 	<p>-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Feltham. C. (1997). <i>Which Psychotherapy?</i> Thousand Oaks: Sage. 2. Hecker, J. E., & Thorpe, G. L. (2007). <i>Introduction to Clinical Psychology: Science, Practice & Ethics.</i> Dorling Kindersley Pvt. Ltd. 3. Jopfer, S. J. (1988). <i>Modern Clinical Psychology.</i> Delhi: C.S. Publication. 4. Kendall & Norton-Ford (1982). <i>Modern Clinical Psychology.</i> New York, Wiley. 5. Korchin, S. J. (2004). <i>Modern Clinical Psychology: Principal of intervention in the clinical and the community.</i> CBS Publication. 6. Shaffer, G. W., & Lazarus, R.S. (2007). <i>Fundamental concepts in Clinical Psychology.</i> Surjeet Publications. 	No Change

			<ul style="list-style-type: none"> • Shaffer, G. W., & Lazarus, R.S. (2007). Fundamental concepts in Clinical Psychology. Surjeet Publications. 	<p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Contemporary Clinical Psychology http://www.al-edu.com/wp-content/uploads/2014/05/Plante-Contemporary-Clinical-Psychology.pdf 2. The Technique of Psychotherapy https://www.israpsych.org/books/wp-content/uploads/2015/05/technique_of_psychotherapy.pdf 3. Living With Chronic Depression: A Rehabilitation Approach https://freepsychotherapybooks.org/psychotherapy/checkout/task-step/step-1 	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
13	PSY 503 Counseling Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> Summarize the process of counseling and its principles. Analyze the basic concept, approaches, history and trends in counseling. Explain implication of Indian and integrative approaches of counseling. Describe the counseling processes and its relationship involve in different classical and modern counseling therapies. 	<p style="text-align: center;">Section- A</p> <ol style="list-style-type: none"> Counseling: Meaning and Nature, Distinction between Counseling and Guidance, Counseling and Psychotherapy, Goals of counseling, Basic Assumptions behind Counseling, Some Ethical issues in Counseling and the Characteristics of Effective Counselors. Approaches to Health and Wellness: Personal Characteristics Models, Psychological Health Models, Multi-dimensional Health and Wellness Models. Types of Counseling: Individual Counseling, Group Counseling, Peer Counseling, Marital and Family Counseling. <p style="text-align: center;">Section- B</p> <ol style="list-style-type: none"> Counseling Process: Stages in Counseling-Rapport building, Assessment of Client's Problem and Concerns, Setting desired Goals, Selecting/Designing Interventions and Termination of Counseling. Counseling Relationship: Meaning and Nature, Mechanics of Entering, Maintaining and Terminating Relationship. Theories and Techniques of Counseling: Psychodynamic Approach: Freudian, Neo-Freudian, Existential and Client-centered approach. Cognitive Approach (Cognitive Behavioral Therapies): Aaron Beck's Cognitive Therapy, Rational Emotive Approach, Gestalt Approach, Transactional Approach, Psycho-diagnostic Approach <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> Indian Approach: Yoga and Meditation, Reality Therapy Theory, Chemical Therapies: Drug therapy, ECT and Psychosurgery. 	<p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> Counseling- Meaning & Nature, Distinction Between Counseling, Guidance & Psychotherapy, Goals of Counseling, Basic assumptions behind Counseling, Characteristics of Effective Counselors. Approaches to Health and Wellness: Personal Characteristics Models, Psychological Health Models, Multi-Dimensional Health and Wellness Models. History of and Trends in Counseling, Movement in India, Current trends in the Twenty-first century. Ethical issues in Counseling. <p style="text-align: center;">Section-B</p> <ol style="list-style-type: none"> Counseling Process and Relationship: Stages in Counseling Rapport Building, Assessment of client's problem and concerns, Mechanism of Entering, Maintaining, and Terminating Relationship. Psychoanalytic & Existential Therapies: Classical & Modern, Transactional Analysis, Gestalt Counseling, Logo therapy & Reality Therapy Behavior Therapies: Systematic Desensitization, Flooding, Aversive Therapy, Biofeedback Technique, Assertiveness Training Cognitive & Humanistic Therapies: REBT, Beck's cognitive therapy, Roger's Client Centered Therapy <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> Indian Approach: Yoga and Meditation, Reality Therapy. Chemical Therapies: Drug Therapy, ECT and Psychosurgery. Career Planning and Decision Making in Schools, Multicultural 	<p>Restructured the syllabus of this course.</p> <p>Added historical part of counseling in Indian context</p> <p>Added Behaviour Therapies</p>

			<p>9. Family Therapy and Feminist Therapy, Non-traditional approaches: Body-Centered Counseling and Psychotherapy, Transpersonal Theories.</p> <p>10. Integrative Approaches: Expressive arts, Narrative and Symbolism, Eclectic Approach.</p> <p>Books Recommended:</p> <ul style="list-style-type: none"> • Brown, S. D., & Lent, R. W. (2000). <i>Handbook of Counseling Psychology</i> (3rd Ed.). John Willey & Sons, Inc. • Capuzzi, D., & Gross, D. R. (2008). <i>Counseling and Psychotherapy: Theories and Interventions</i>. Dorling Kindersley Pvt. Ltd. • Chaudhury, H. (1975). <i>Yoga Psychology</i>. In C. T. Tart (Ed.), <i>Transpersonal Psychologies</i>. London: Routledge & Kegan Paul. • Erford, B. T. (2007). <i>Assessment for Counselors</i>. Lahaska Press, Houghton Mifflin Company: New York. • Kakar, S. (1982). <i>Shamans, Mystics and Doctors: A Psychological Enquiry into India and its Healing Traditions</i>. Bombay: Oxford University Press. • Pederson, P. B., Draguns, J.G., Lonner, W. J., & Trimble, J. (1996). <i>Counseling across Cultures</i>. Thousand Oaks: sage. • West, M. A. (Ed.) (1987). <i>The Psychology of Meditation</i>. Oxford: Clarendon Press. 	<p>Counseling: Difficulties and issues, The Development of Clinical Mental Health counseling, Marriage, Couple, family, Feminist, Individual and Group counseling,</p> <p>10. Integrative approaches: Expressive Arts, Narrative & Symbolism, eclectic Approach.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Brown, S. D., & Lent, R. W. (2000). <i>Handbook of Counseling Psychology</i> (3rd Ed.). John Willey & Sons, Inc. 2. Capuzzi, D., & Gross, D. R. (2008). <i>Counseling and Psychotherapy: Theories and Interventions</i>. Dorling Kindersley Pvt. Ltd. 3. Chaudhury, H. (1975). <i>Yoga Psychology</i>. In C. T. Tart (Ed.), <i>Transpersonal Psychologies</i>. London: Routledge & Kegan Paul. 4. Erford, B. T. (2007). <i>Assessment for Counselors</i>. Lahaska Press, Houghton Mifflin Company: New York. 5. Gibson, R.L. & Mitchell, M.H.(2005). <i>Introduction to Counseling and Guidance</i>. New Delhi: Pearson education 6. Gladding S.T. (2014) <i>Counselling: A Comprehensive Profession</i>. (7th Ed) Dorling Kindersley Pvt. Ltd. of Pearson Education. New Delhi, India. 7. Kakar, S. (1982). <i>Shamans, Mystics and Doctors: A Psychological Enquiry into India and its Healing Traditions</i>. Bombay: Oxford University Press. 8. Kottler J.A and Shepard D.S (2008). <i>Counseling theory and Practices</i>. Cehgage learning India Pvt. Ltd. New Delhi 9. Pederson, P. B., Draguns, J.G., Lonner, W. J., & Trimble, J. (1996). <i>Counseling across Cultures</i>. Thousand Oaks: sage. 10. Rao, S.N. (2006). <i>Counseling and guidance</i> (2nd Ed). Tata McGraw-Hill Publishing Co. Ltd. New Delhi 11. West, M. A. (Ed.) (1987). <i>The Psychology of Meditation</i>. Oxford: Clarendon Press. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. How To Stop Worrying And Start Living , Dale Carnegie http://www.coachcurran.com/media/ 	<p>Added new practices in counseling</p> <p>New books have been added according to the modified content</p>
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				<p>Dale_Carnegie_How_To_Stop_Worrying _And_Start_Living.pdf</p> <p>2. Counseling Psychology www.researchgate.net/publication/16827917 _Counseling_Psychology</p> <p>3. Module 2 Counselling http://www.unesco.org/education/mebam/module_2.pdf</p> <p>4. Guidance and Counselling http://ncert.nic.in/textbook/pdf/lehe108.pdf</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
14	PSY 509L Psychology Lab - III	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Conduct case study by using various psychological tests. • Develop skills in the administration and interpretation of various projective tests. • Discuss ethical issues in the administration of various tests. • Identify and handle problems in data collection and dealing with the clients. 	<p>1. Assessment of Health Status and Attitudes:</p> <p>(i) Assessment of Personality (Millan’s Multi-Axial Clinical Inventory)</p> <p>(ii) Identification of Health beliefs / Health Loci</p> <p>(iii) Assessment of Mental Health (General Health Questionnaire-GHQ)</p> <p>(iv) Assessment of Depression (Beck’s Depression Inventory)</p> <p>1. Projective Techniques: Rorschach Inkblot, TAT, CAT, SCT, Picture Completion, WAT, P-F Test and Role Playing.</p> <p>3. Interpersonal Communication and Personal Effectiveness- (Any Five)</p> <p>1. Workshop on communication.-</p> <p>2. Reading, Writing Telling and Listening Skills.-</p> <p>3. Negotiation and Assertiveness Skills.-</p> <p>4. Communication Network and Channels of Communication.-</p> <p>5. Identification of Pattern of Communication.-</p>	<p>1. Assessment of Health Status and Attitudes:</p> <p>(i) Assessment of Personality (Millan’s Multi-Axial Clinical Inventory)</p> <p>(ii) Identification of Health beliefs / Health Loci</p> <p>(iii) Assessment of Mental Health (General Health Questionnaire-GHQ)</p> <p>(iv) Assessment of Depression (Beck’s Depression Inventory)</p> <p>2. Projective Techniques: Rorschach Inkblot, TAT, CAT, SCT, Picture Completion, WAT, and Role Playing.</p>	<p>It is an outdated test and not in use in clinical settings</p> <p>It is not related to the theory</p>

			6. Supervision and Communication. 7. Interview and discussion. 8. Art of writing of CV. 9. Body Language (Non Verbal Communication). 10. Improving Communication by Hot Seat Method and Fish Bowl Method. 11. Distortion and Barriers of Communication (Rumor).		papers of this semester
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Semester IV

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
15	PSY 502 Community Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain different communities of society in terms of advantaged and disadvantaged groups. • Explain the concept of disempowerment and disadvantage groups in terms of excluded community. • Discuss the feature of empowered group and social capital globally. • Demonstrate the knowledge of human behavior and psychological health. 	<p align="center">-</p> <p>Books Recommended:</p> <ul style="list-style-type: none"> • Bernard, I. I., Bloom, I. & Spielberger, C. D.(1977). <i>Community Psychology in Transition</i>. John Wiley. N.Y. • James H. Dalton, Maurice J. Elias, and Abraham Wandersman. (2006) <i>Community Psychology: Linking Individuals and Communities</i> • Jennifer Kofkin Rudkin. (2002) <i>Community Psychology: Guiding Principles and Orienting Concepts</i>. Prentice Hall. • John Moritsugu, Frank Y. Wong, and Karen Grover Duffy. (2009) <i>Community Psychology</i> (4th Edition). • Kloos, B. (2012). <i>Community Psychology- Linking</i> 	<p align="center">-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Bernard, I. I., Bloom, I. & Spielberger, C. D.(1977). <i>Community Psychology in Transition</i>. John Wiley. N.Y. 2. James H. Dalton, Maurice J. Elias, and Abraham Wandersman. (2006) <i>Community Psychology: Linking Individuals and Communities</i> 3. Jennifer Kofkin Rudkin. (2002) <i>Community Psychology: Guiding Principles and Orienting Concepts</i>. Prentice Hall. 4. John Moritsugu, Frank Y. Wong, and Karen Grover Duffy. (2009) <i>Community Psychology</i> (4th Edition). 5. Kloos, B. (2012). <i>Community Psychology- Linking Individuals and Communities</i>. 	No Change

			<p>Individuals and Communities.</p> <ul style="list-style-type: none"> • Mann, P. A. (1978). <i>Community Psychology: Concepts and Applications</i>. N.Y.: The Free Press. • Nelson, G., & Prilleltensky, I. (2002). <i>Community Psychology: In Pursuit of Liberation and Well-Being</i>. Palgrave MacMillan. • Orford, J. (2008). <i>Community Psychology: Challenges, Controversies and Emerging Consensus</i>. Wiltshire: John Wiley & Sons Ltd. • Rappaport J. Seidman (2006). <i>Community Psychology, Handbook of Community Psychology</i>. Springer. • Rappaport, J. (2006). <i>Community Psychology</i>. Holt, Rinehart & Winston. NY. 	<p>6. Mann, P. A. (1978). <i>Community Psychology: Concepts and Applications</i>. N.Y.: The Free Press.</p> <p>7. Nelson, G., & Prilleltensky, I. (2002). <i>Community Psychology: In Pursuit of Liberation and Well-Being</i>. Palgrave MacMillan.</p> <p>8. Orford, J. (2008). <i>Community Psychology: Challenges, Controversies and Emerging Consensus</i>. Wiltshire: John Wiley & Sons Ltd.</p> <p>9. Rappaport J. Seidman (2006). <i>Community Psychology, Handbook of Community Psychology</i>. Springer.</p> <p>10. Rappaport, J. (2006). <i>Community Psychology</i>. Holt, Rinehart & Winston. NY.</p> <p>Suggested e-learning material:</p> <p>1. Psychology of the oppressed https://www.pdfdrive.com/psychology-of-the-oppressed-encounters-with-community-psychology-in-palestine-e19743554.html</p> <p>2. International community psychology https://www.pdfdrive.com/international-community-psychology-myctborg-e12698463.html</p> <p>3. Community psychology and social integration https://www.pdfdrive.com/community-psychology-social-integration-e22008859.html</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
16	PSY 508 Organisatio nal Behaviour and Human Resource Developme nt	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> Analyze challenges and issues of organizational behavior. Identify and apply the theories, principal and skills of organizational behavior and HRM. Compare and evaluate approaches and methodology of organizational behavior. Examine challenges of effective functions of HRM organizational communication. 	<p style="text-align: center;">-</p> <p style="text-align: center;">Books Recommended:</p> <ul style="list-style-type: none"> Aswathappa, K. (2005). Human Resource Management. New Delhi: McGraw Hill. Beardwell, I. & Holden, L. (1996). Human resource management: A contemporary perspective. New Delhi: Macmillan India Ltd. Beer, M., Spector, B. (1988). Resources Development. London : Free Press Bhatia, S.K., & Singh, N. (2000). Principal techniques of personnel management/human Blum, N. L. & Naylor, J. C. (2004). Industrial Psychology: Its Theoretical and Social Foundations. New Delhi: CBS Publications. Costley, D.L. (1994). Human Relations in Organizations. NY: West. Davis, K. & Newstorm, J.W. (1989). Human behavior 	<p style="text-align: center;">-</p> <p style="text-align: center;">Recommended Books:</p> <ol style="list-style-type: none"> Aswathappa, K. (2005). <i>Human Resource Management</i>. New Delhi: McGraw Hill. Beardwell, I. & Holden, L. (1996). <i>Human resource management: A contemporary perspective</i>. New Delhi: Macmillan India Ltd. Beer, M., Spector, B. (1988). <i>Resources Development</i>. London : Free Press Bhatia, S.K., & Singh, N. (2000). <i>Principal techniques of personnel management/human</i> Blum, N. L. & Naylor, J. C. (2004). <i>Industrial Psychology: Its Theoretical and Social Foundations</i>. New Delhi: CBS Publications. Costley, D.L. (1994). <i>Human Relations in Organizations</i>. NY: West. Davis, K. & Newstorm, J.W. (1989). <i>Human behavior at work : Organizational behavior</i>. NY: McGraw-Hill. 	No Change

			<p>at work : Organizational behavior. NY: McGraw-Hill.</p> <ul style="list-style-type: none"> • DeCenzo, D.A., & Robbins, S.P. (1999). Human resource management (6thed.). New York: John Wiley. • Dessler, G. (2004) Human Resource Management (10th ed.): Prentice Hall • Dwivedi, R. S. (2001). Human Relations & Organizational Behaviour: Macmillan India Ltd. • French, W.H., & Bell, C.H. (1995). Organizational development. ND: Prentice Hall. • Greenberg, J. & Baron, R.A. (2005). Behavior in Organizations: Understanding and managing the human side of work. Delhi: Pearson Education. • Hersey, P., Blanchard, K.H., & Johnson, D.E. (2006). Management of Organizational Behavior. Delhi: Pearson Education. • Johns, G. (1996). Organizational Behaviour : Harper Collins College. • Jyoti P. & Venkatesh D.N. (2006). Human Resource Management : Oxford • Kanungo, R.N., & Mendonca, M. (1994). Work Motivation: Models for Developing Countries. ND: Sage. • Luthans, F. (2005). Organizational Behavior. Delhi: McGraw Hill. • Pareek U & Rao T. V. (2003) : Designing and Managing Human Resource Development System, Oxford and IBH Publishing Co. Pvt. Ltd. • Pareek U: (2002) Training Instruments for HRD : Tata McGraw Hill Publishing company Limited. • Pareek, U. (2004). Understanding Organisational Behavior. Delhi: Oxford University Press. • Pareek, U. Rao, T. V., & Pestonjee, D.M. (1981). Behavioural processes in organizations. ND: Oxford & IBH. • Prasad, L. M. (2013). Organizational Behaviour. Delhi: Sultan Chand & Sons. • Robbins, S.P. (2003). Organizational Behavior. Delhi: 	<ol style="list-style-type: none"> 8. DeCenzo, D.A., & Robbins, S.P. (1999). <i>Human resource management</i> (6thed.). New York: John Wiley. 9. Dessler, G. (2004) <i>Human Resource Management</i> (10th ed.): Prentice Hall 10. Dwivedi, R. S. (2001). <i>Human Relations & Organizational Behaviour</i>: Macmillan India Ltd. 11. French, W.H., & Bell, C.H. (1995). <i>Organizational development</i>. ND: Prentice Hall. 12. Greenberg, J. & Baron, R.A. (2005). <i>Behavior in Organizations: Understanding and managing the human side of work</i>. Delhi: Pearson Education. 13. Hersey, P., Blanchard, K.H., & Johnson, D.E. (2006). <i>Management of Organizational Behavior</i>. Delhi: Pearson Education. 14. Johns, G. (1996). <i>Organizational Behaviour</i> : Harper Collins College. 15. Jyoti P. & Venkatesh D.N. (2006). <i>Human Resource Management</i> : Oxford 16. Kanungo, R.N., & Mendonca, M. (1994). <i>Work Motivation: Models for Developing Countries</i>. ND: Sage. 17. Luthans, F. (2005). <i>Organizational Behavior</i>. Delhi: McGraw Hill. 18. Pareek U & Rao T. V. (2003) : <i>Designing and Managing Human Resource Development System</i>, Oxford and IBH Publishing Co. Pvt. Ltd. 19. Pareek U: (2002) <i>Training Instruments for HRD</i> : Tata McGraw Hill Publishing company Limited. 20. Pareek, U. (2004). <i>Understanding Organisational Behavior</i>. Delhi: Oxford University Press. 21. Pareek, U. Rao, T. V., & Pestonjee, D.M. (1981). <i>Behavioural processes in organizations</i>. ND: Oxford & IBH. 22. Prasad, L. M. (2013). <i>Organizational Behaviour</i>. Delhi: Sultan Chand & Sons. 23. Robbins, S.P. (2003). <i>Organizational Behavior</i>. Delhi: Pearson Education. 24. Schultz, D.P., & Schultz, S.E. (2004). <i>Psychology and Work Today: An Introduction to Industrial and Organizational Psychology</i>. Delhi: Pearson Education 	
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			<p>Pearson Education.</p> <ul style="list-style-type: none"> Schultz, D.P., & Schultz, S.E. (2004). Psychology and Work Today: An Introduction to Industrial and Organizational Psychology. Delhi: Pearson Education 	<p>Suggested e-learning material:</p> <ol style="list-style-type: none"> Organizational Behaviour, Stephen P. Robbins & Timothy A. Judge, by Pearson Education, Inc., publishing as Prentice Hall http://bba12.weebly.com/uploads/9/4/2/8/9428277/organizational_behavior_15e_-_stephen_p_robbins_timothy_a_judge_pdf_qwerty.pdf Organizational Behaviour, Luthans, McGraw Hill https://bdpad.files.wordpress.com/2015/05/fred-luthans-organizational-behavior_-an-evidence-based-approach-twelfth-edition-mcgraw-hill_irwin-2010.pdf Organizational Behaviour, V.G.Kondalkar http://www.damits.ac.in/library_doc/Organizational_Behaviour.pdf Harvard Business Review, Magazine https://hbr.org/topic/psychology Organizational Behavior and Human Decision Processes https://www.sciencedirect.com/journal/organizational-behavior-and-human-decision-processes Annual Review of Organizational Psychology and Organizational https://www.annualreviews.org/journal/orgpsych Journal of Organization Behaviour Management, Taylor & Francis online https://www.tandfonline.com/loi/worg20 	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
17	SSC 501 Women Studies Course coordinator: Prof. Manju Singh	After completion of the course the students will be able to: <ul style="list-style-type: none"> • Explain Women's Studies as an interdisciplinary subject and develop a conceptual understanding of different aspects of feminist history. • Understand the feminist thought and development approaches in the contribution of gender bias, discrimination and empowerment. • Develop an understanding about women's socio-economic profile and their role in development process. • Critically analyse various institutional and legislative mechanisms for protecting women's human rights. 	<p style="text-align: center;">-</p> <p>Essential Readings:</p> <ol style="list-style-type: none"> 1. Altekar, A.S. 1983. : The Position of Women in Hindu Civilization, Delhi, Motilal Banarsidas, Second Edition. Fifth reprint. 2. Chanana, Karuna. 1988. : Socialization, Women and Education : Exploration in Gender Identity. New Delhi : Orient Longman. 3. Chodrow, Nancy. 1978. : The Reproduction of Mothering. Berkeley University of California Press. 4. Desai, Neera and M. Krishnraj. 1987. : Women and Society in India, Delhi Ajanta Press. 5. Dube, Leela et. al. (eds.). 1986. : Visibility and Power. Essays on Women in Society and Development. New 	<p style="text-align: center;">-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Altekar, A.S. (1983). <i>The Position of Women in Hindu Civilization</i>. Delhi. Motilal Banarsidas. 2. Desai, Neera & M. Krishnraj. (1987). <i>Women and Society in India</i>. Delhi: Ajanta Press. 3. Dube, L. (1986). <i>Visibility and Power: Essays on Women in Society and Development</i>. New Delhi: OUP. 4. Gandhi, N., & Shah, N. (1992). <i>The Issue at Stake, Theory and Practice in the Contemporary Women's Movement in India</i>. New Delhi: Kali for Women. 5. Ghadially, R. (1988). <i>Women in Indian Society</i>. New Delhi: 	No Change

		<p>Delhi : OUP.</p> <ol style="list-style-type: none"> 6. Dube, Leela. 1997. <i>Women and Kinship : Comparative Perspectives on Gender in South and South-East Asia</i>. Tokyo United Nations University Press. 7. Gandhi, N. and N. Shah. 1992. : <i>The Issue at Stake, Theory and Practice in the Contemporary Women's Movement in India</i>. New Delhi Kali for Women. 8. Ghadially, Rehana (ed.). 1988. : <i>Women in Indian Society</i>. New Delhi, Sage Publication. 9. Maccoby, Eleanor and Carol Jacklin. 1975. : <i>The Psychology of Sex Differences</i>. Stanford. Stanford University Press. 10. McCormack, C. and M. Strathern (ed.) 1980. : <i>Nature, Culture and Gender</i> Cambridge : Cambridge University Press. 11. Oakley, Ann. 1972. : <i>Sex, Gender and Society</i>. New York, Harper and Row. 12. Jain, Devki & Rajput, Pam. 2003. : <i>Narratives from the Women's Studies Family, Recreating Knowledge</i> (ED.), New Delhi : Sage Publication. 13. Tong, Rosemarie. 1989. : <i>Feminist Thought : a Comprehensive Introduction</i>. London : Routledge. <p>Web links :</p> <ol style="list-style-type: none"> 14. https://en.wikipedia.org/wiki/Bhanwari_Devi 15. https://en.wikipedia.org/wiki/Mary_kom 16. https://en.wikipedia.org/wiki/Sunitha_Krishnan 17. https://en.wikipedia.org/wiki/Kiran_Bedi <p>Reference Books :</p> <ol style="list-style-type: none"> 1. Anderson, Margaret L. 1997. : <i>Thinking about Women, Sociological Perspectives on Sex and Gender</i>. 4th ed. Boston, Allyn and Bacon. 2. Avasthi, Abha and A.K. Srivastava (eds.) 2001. : <i>Modernity, Feminism and Women Empowerment</i>, Jaipur, Rawat Publication. 3. Desai, Neera and Vibhuti Patel. 1990. <i>Indian Women, Change and Challenge in the International Decade 1975-</i> 	<p>Sage Publication.</p> <ol style="list-style-type: none"> 6. Oakley, A. (1972). <i>Sex, Gender and Society</i>. New York: Harper and Row. 7. Tong, R. (1989). <i>Feminist Thought: a Comprehensive Introduction</i>. London. Routledge. 8. Anderson, M.L. (1997). <i>Thinking about Women, Sociological Perspectives on Sex and Gender</i>. Boston: Allyn and Bacon. 9. Avasthi, A., & Srivastava, A.K. (2001). <i>Modernity, Feminism and Women Empowerment</i>. Jaipur: Rawat Publication. 10. Desai, N., & Patel, V. (1990). <i>Indian Women, Change and Challenge in the International Decade 1975-85</i>. Bombay: Popular Prakashan. 11. Kumar, R. (1992). <i>Women in Decision Making</i>. New Delhi: Vikas Publishing House Pvt. Ltd. 12. Apte, P. (1996). <i>Bharatiya Samaj Mein Nari</i>. Jaipur: Classic Publishing House. 13. Biswal, T. (2009). <i>Manav Adhikar: Gender Evam Paryavaran</i>. New Delhi: Viva Books Pvt. Ltd. <p>Suggested e-learning material :</p> <ol style="list-style-type: none"> 1. Why Women Studies, Economic and Political Weekly: https://www.epw.in/node/148856/pdf 2. Introduction to Women, Gender, Sexuality Studies, University of Amherst: https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1000&context=wost_ed_materials 3. Gender and Development, Development Bulletin: https://crawford.anu.edu.au/rmap/devnet/devnet/db-64.pdf 	
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			<p>85. Bombay : Popular Prakashan.</p> <p>4. Kumar, Ranjana (ed.) 1992. Women in Decision Making, New Delhi : Vikas Publishing House Pvt. Ltd.</p> <p>5. Mishra, Anil Dutta (ed.) 1999. Gender Perspective : Participation, Empowerment and Development, New Delhi : Radha Publication.</p> <p>6. Ollenburger, Jane C. and Helen A. Moore. 1992. A Sociology of Women: The Intersection of Patriarchy, Capitalism and Colonization, New Jersey: Prentice Hall.</p> <p>7. Roy, Kalpana, 1999. Women's Oppression and Protective Law, Delhi : Rajat Publications.</p> <p>8. Sahai, Shailly. 1996. Social Legislation and Status of Hindu Women, Jaipur : Rawat Publication.</p> <p>9. Sarkar, Lotika and B. Sivararamayya (ed.) 1994. Women and Law, New Delhi : Vikas Publishing House.</p> <p>10. Srivastava, T.N. 1985. Women and Law, New Delhi, Intellectual Publishing House.</p> <p>11. Tapan, Neeta. 2000. Need for Women Empowerment, Jaipur : Rawat Publication.</p> <p>12. Jackson, S. 1998. Contemporary Feminist Theories. Edinburg : Edinburg University Press.</p> <p>13. Desai, Neera & Thakkar, Usha, 2004. : Women in Indian Society, National Book Trust.</p> <p>14. Apte, Prabha, 1996. : Bharatiya Samaj Mein Nari, Jaipur : Classic Publishing House.</p> <p>15. Biswal, Tapan, 2009. : Manav Adhikar, Gender Evam Paryavaran, New Delhi : Viva Books Pvt. Ltd.</p>		
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks						
18	PSY 505D Dissertation	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Develop their analytical thinking. • Enhance their writing skills. • Refine their research aptitude. 	<p>In order to develop critical thinking and applied orientation among students,</p> <p>Students shall be assigned a mentor under whose supervision student is supposed to make a synopsis, collection of data and write a report (about 50-70 pages) on the topic of interest.</p> <p>The dissertation will be evaluated externally and the marks of the Continuous Assessment will be compiled by the mentor based on interim reports / presentation. The plan of evaluation will be as follows:</p> <table border="0" data-bbox="822 844 1534 1006"> <tr> <td>Dissertation writing</td> <td style="text-align: right;">-60</td> </tr> <tr> <td>Continuous Assessment (Interim Report / Presentation)</td> <td style="text-align: right;">-40</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">-100</td> </tr> </table>	Dissertation writing	-60	Continuous Assessment (Interim Report / Presentation)	-40	Total	-100	<p>The students will have to write a dissertation of about 60-75 pages on any topic of their area of research interest under the supervision of a mentor. Guidelines for writing the Dissertation: Size minimum 60-maximum 75 pages, double line space, in TNR 12 Font size. For Hindi type font to be used DevLys 010, size 14. Sequence of content - Title page, certificate of the supervisor, declaration by the student, content page, list/s of tables, graphs, charts, maps, illustrations, photographs and plates, acknowledgement, preface pages (to be numbered in small Roman digits, i, ii, iii... x). From chapter 1 to last pages Arabic numerals (1,2,3..75). If any, the Appendices and list of technical terms/glossary will follow the conclusion chapter and will not be numbered. Reference section/Bibliography will similarly not be numbered. Reference style - APA.</p> <p>Synopsis: 8-10 pages including the research problem, tentative chapterisation, literature review, objectives, methodology, and references / bibliography, with TNR 12 Font, double space.</p> <p>Process: The allocation of supervisor for guiding dissertation may preferably be done in MA III Semester itself. The synopsis presentation should be done by December end. Student would also submit hard copy of the same. The mid-term presentation/assessment is to be done by February end. Dissertation submission to be made by March end. Viva date will be added in the date sheet of final Semester examinations. The viva will be done by External Examiner / Dean, Social Sciences, Head of the Department and Supervisor. Viva will carry 60 marks.</p> <p>Continuous Assessment: This would comprise of Synopsis presentation/Evaluation (15 marks) and Mid-term Presentation (25 marks) The continuous assessment will be done by the board of examiners, comprise HOD + Supervisor + 1 Faculty Member.</p>	<p>To make it in uniformity with other disciplines of Social Sciences</p>
Dissertation writing	-60										
Continuous Assessment (Interim Report / Presentation)	-40										
Total	-100										

Discipline Electives

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
19	PSY 507 Health Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of biological, behavioural, cognitive and social determinants of health. • Manifest advanced knowledge of individual, group and community based approaches to he management and presentation of major health problem (Both acute and chronic conditions). • Plan and critically evaluate research in health psychology and behavioural medicines. • Determine the risk factor for health compromising behaviour and strategies for their modification, across the age range from childhood to old age. 	-	<p>Discipline Electives</p> <p style="text-align: center;">-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Baum, A., Revenson, T. A., & Singer, J. E. (2001). <i>Handbook of Health Psychology</i>. Mahwah, J.: Lawrence Erlbaum. 2. Baum,A. Gatchel,R.J ., & Krantz, D. S. (1997). <i>An Introduction to Health Psychology</i>. New York: McGraw Hill. 3. Dimatteo, M. R., & Martin, L. R. (2002). <i>Health Psychology</i>. Boston: Allyn and Bacon. 4. Feist, J., & Linda, B. (1992). <i>An Introduction to Behavior and Health</i> (2nd ed.). Books/ Publishing Company. 5. Marks, D., Murray, M., Evans, B., & Willig, C. (2002). <i>Health Psychology: Theory, Research, and Practice</i>. New Delhi: Sage. 6. Richard, S. O. (2002). <i>Health Psychology</i>. New York: Worth Publishers. 	No Change

			<ul style="list-style-type: none"> • Marks, D., Murray, M., Evans, B., & Willig, C. (2002). Health Psychology: Theory, Research, and Practice. New Delhi: Sage. • Richard, S. O. (2002). Health Psychology. New York: Worth Publishers. 	<p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Ogden, Jane. Health Psychology A Textbook http://vct.qums.ac.ir/portal/file/?180462/Health-Psychology-A-Textbook-4th-edition.pdf 2. Eating Disorders, National Institute Of Mental Health https://oyc.yale.edu/sites/default/files/EatingDisorders.pdf 3. Signs of cancer; Symptoms, Screening and Staying Healthy https://www.macmillan.org.uk/documents/cancerinfo/easyreadpdfs/signsofcancer[pdf,500mb].pdf 	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
20	PSY 510 Rehabilitati on Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Apply the principles of disability-related legislation including the rights of people with disabilities to the practice of rehabilitation counseling • Describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability. • Describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services. • Perform assessment of various disabilities. 	<p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Introduction: Meaning, nature and rationale of rehabilitation. 2. Biological, Psychosocial and Vocational Aspects of Disabilities. 3. Disabilities: Sensory Disabilities (Visual and Auditory), Degree of Blindness, Cognitive Development Perception and Representation, Lateralization and hand ability Space without Vision, Social Factors and Blindness. Hearing Disability: Degree of deafness, Language and thinking in deaf People, Working Memory and Inner Speech, Lateralization and related Effects, Social Factors and Deafness. 4. Mental Retardation : Learning Disorders, Reading, Writing and Mathematics and Children with Behavioural and Emotional Disturbances: (Definition and Categorization Paradigms in Conceptualizing Causes) 5. At Risk Students: Alcoholism, Drug Abuse and HIV/AIDS. <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 6. Assessment of Disabilities: Basic Principles of Assessment and Evaluation. Types of Assessment: Norm based, Criterion based and Function based, Psychological Tests as screening and Assessment Tools. 7. Rehabilitation Techniques: Basic Principles and Types of Intervention. 8. Behavioural Therapeutic Approaches in Rehabilitation and Vocational Counseling. 9. Learning and Behavioral Disabilities: Methods and Curriculum. 10. Classroom Management for Students with Learning 	<p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Introduction: Meaning, nature and rationale of rehabilitation. 2. Biological, Psychosocial and Vocational Aspects of Disabilities. 3. Disabilities: Sensory Disabilities (Visual and Auditory), Degree of Blindness, Cognitive Development Perception and Representation, Lateralization and hand ability Space without Vision, Social Factors and Blindness. Hearing Disability: Degree of deafness, Language and thinking in deaf People, Working Memory and Inner Speech, Lateralization and related Effects, Social Factors and Deafness. 4. Learning Disorders, Reading, Writing and Mathematics and Children with Behavioural and Emotional Disturbances: (Definition and Categorization Paradigms in Conceptualizing Causes) 5. Learning and Behavioral Disabilities: Methods and Curriculum. 6. Classroom Management for Students with Learning and Behavioral Disabilities. <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 7. Intellectual Disability 8. At Risk Students: Alcoholism, Drug Abuse and HIV/AIDS. 9. Assessment of Disabilities: Basic Principles of Assessment and Evaluation. Types of Assessment: Norm based, Criterion based and Function based, Psychological Tests as screening and Assessment Tools. 10. Rehabilitation Techniques: Basic Principles and Types of Intervention. 11. Behavioural Therapeutic Approaches in Rehabilitation. <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> 12. Rehabilitation services: Selling and Agencies involved in Rehabilitation Services. 	<p>This course has been shifted from semester IV as elective with certain modifications</p> <p>Content has been restructured</p> <p>Renamed according to DSM V terminology</p> <p>Repetition of the content</p>

			<p>Clinical Psychology Publishing Co.</p> <ul style="list-style-type: none"> • Verma, L. (1990). <i>The management of children with emotional and behavioural difficulties</i>. London: Routledge 	<p>11. Stromer, D. C. & Prout (1995) (Eds.). <i>Counselling and Psychotherapy for persons with mental retardation and borderline intelligence</i>. Vermont: Clinical Psychology Publishing Co.</p> <p>12. Verma, L. (1990). <i>The management of children with emotional and behavioural difficulties</i>. London: Routledge</p> <p>Suggested e-learning material:</p> <p>1. Mpofu, E., & Oakland, T. (2010). Rehabilitation and health assessment: Applying ICF guidelines. http://www.isaarsci.ir/conference%20sci/scibookfair/titlebook/Rehabilitation%20and%20Health%20Assessment.pdf</p> <p>2. Jigau, M. (2007). Career Counselling: Compendium of methods and techniques. www.rajaleidja.ee/public/Suunaja/Career_Counselling_Compndium_of_Methods_and_Techniques.pdf</p> <p>3. Paszkowska-Rogacz, A., Olczak, E., Kownacka, E., & Cieřlikowska, D. (2008). Vocational guidance and multicultural challenges www.career.pdf</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
21	PSY 407- Psychopathology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Apply various psychological theories to the conceptualization of individual with various mental disorders. • Identify the major mental disorder throughout the life span. • Describe the principles of the Diagnostic and Statistical Manual of Mental Disorders (DSM5). • Discuss various research approaches used for the study of various mental problems. 		<p style="text-align: center;">Section-A</p> <ol style="list-style-type: none"> 1. Introduction of Abnormal Psychology, Abnormal Behavior: Meaning, Incidence; Classification of Mental disorder: Need, Disadvantages, DSM-V, ICD-10. 2. Historical and contemporary views of abnormal behavior. 3. Models of Abnormal Behavior: Biogenic, Psychoanalytic, Humanistic and existential, Behavioral, Cognitive, Family systems, Multicultural perspectives, psychosocial causal factors. 4. Clinical Assessment: Basic Elements, Physical and Psychosocial Assessment; Ethical issues in assessment. 5. Research Approaches: Sources, Forming Hypotheses, Sampling and generalization, Methods: Experiments, Observational, Field studies, Single Subject Studies: case study, single subject experiment, Correlations. <p style="text-align: center;">Section-B</p> <p style="text-align: center;">(Symptoms, Etiology and Treatment of the disorders)</p> <ol style="list-style-type: none"> 6. Anxiety Disorders: Phobia, Generalized Anxiety Disorder (GAD), Panic disorder. Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder, Panic Disorder, Agoraphobia, Substance/Medication-Induced Anxiety Disorder. 7. Obsessive-Compulsive and Related Disorders. 	Shifted from semester I as elective

8. Trauma- and Stressor-Related Disorders.

9. Depressive Disorders.

10. Bipolar and Related Disorders.

Section-C

(Symptoms, Etiology and Treatment of the disorders)

11. Schizophrenia Spectrum and Other Psychotic Disorders.

12. Personality Disorders: Cluster A, B, C; Other Personality Disorders.

13. Dissociative Disorders: Dissociative Identity Disorder; Dissociative Amnesia.

14. Depersonalization/ Derealization Disorder; Other Specified Dissociative Disorder.

15. Unspecified Dissociative Disorder.

16. Somatoform.

Recommended Books:

1. Buss, A. H. (1999), Psychopathology. New York John Wiley.
2. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2015). Abnormal Psychology (16th edition). Pearson, New Delhi.
3. Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2006). Abnormal Psychology (13th edition). Dorling Kindersley Pvt. Ltd.
4. Diagnostic Statistical Manual for Mental Disorders. (2013). American Psychiatric Publishing.
5. Korchin, S. J. (2004). Modern Clinical Psychology, Tokoyo. Harper International Edition.
6. Lamm, A. (1997), Introduction to Psychopathology. New York.

				<p>Sage.</p> <p>7. Sarason, I. G. & Sarason, B. R. (2006) Abnormal Psychology: The problem of Maladaptive Behavior. XI Edition, Prentice Hall of India.</p> <p>Suggested e-learning material:</p> <p>1. DSM-5 https://psychiatryonline.org/pb-assets/dsm/update/DSM5Update2015.pdf</p> <p>2. Abnormal Psychology https://www.pdfdrive.com/abnormal-psychology-e27099525.html</p> <p>3. Clinical Psychology https://www.pdfdrive.com/clinical-psychology-e19366899.html</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
22	PSY Diagnostic Techniques in Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain the process of psychological assessment and evaluation. • Discuss various approaches to psychological assessment in terms of rational, theoretical and empirical views. • Evaluate different personality test in terms of MMPI, NEO-FFI, TAT, and Rorschach tests. • Explain the concepts of behavioural techniques and types in personality assessment. 		<p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Meaning of assessment and evaluation in psychological research. 2. Nature of Psychological assessment and its characteristics. 3. Types of assessment techniques and brief introduction of various techniques: Psychological, psycho social and neurological techniques. <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 4. Meaning of Personality assessment and its features. 5. Types of personality assessment including projective and self-report techniques. 6. Brief introduction of MMPI, NEO FFI, TAT and Rorschach test in personality assessment. <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> 7. Approaches to Personality assessment: Rational, theoretical, empirical and factor analytic. 8. Concept of behavioral techniques in assessment and its types: Self-monitoring, naturalistic observation and participant observation techniques. <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Feltham. C. (1997). <i>Which Psychotherapy?</i> Thousand Oaks: Sage. 	<p>New elective has been added keeping in mind the course scheme of this semester</p>

				<p>2. Hecker, J. E., & Thorpe, G. L. (2007). <i>Introduction to Clinical Psychology: Science, Practice & Ethics</i>. Dorling Kindersley Pvt. Ltd.</p> <p>3. Jopfer, S. J. (1988). <i>Modern Clinical Psychology</i>. Delhi: C.S. Publication.</p> <p>4. Kendall & Norton-Ford (1982). <i>Modern Clinical Psychology</i>. New York, Wiley.</p> <p>5. Korchin, S. J. (2004). <i>Modern Clinical Psychology: Principal of intervention in the clinical and the community</i>. CBS Publication.</p> <p>6. Shaffer, G. W., & Lazarus, R.S. (2007). <i>Fundamental concepts in Clinical Psychology</i>. Surjeet Publications.</p> <p>Suggested e-learning material:</p> <p>1. Child Psychology and Psychiatry https://www.pdfdrive.com/child-psychology-and-psychiatry-e11109478.html</p> <p>2. Contemporary Clinical Psychology https://www.pdfdrive.com/contemporary-clinical-psychology-e609226.html</p> <p>3. Research Methods in Clinical Psychology https://www.pdfdrive.com/research-methods-in-clinical-psychology-e33504589.html</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
23	PSY Neuropsychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Describe methods used in developmental neuropsychological research and practice • Identify the stages of brain development, major subdivisions of the brain, and specialized brain circuits that support neuropsychological functions • Explain neuropsychological bases behind various psychiatric conditions. • Perform neuropsychological assessment for rehabilitation purpose. 		<p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Neuropsychological Assessment: Introduction, principles, relevance and scope, Indications for neuropsychological assessment and issues involved in neuropsychological assessment. 2. Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury and brain disease; scope of computer-based retraining and neurofeedback. 3. Neuropsychological Tests or Battery: Brief introduction of Bender Visual-Motor Gestalt, Luria Nebraska Neuropsychological Battery, Halstead-Reitan Test Battery. <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 4. Relationship between structure and function of the brain: The rise of neuropsychology as a distinct discipline, Frontal lobe syndrome: Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions. 5. Temporal lobe syndrome: Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions; language, emotions, time perception and consciousness. Parietal and occipital lobe syndromes. 6. Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability. <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> 7. Neuropsychological profile of various neurological and psychiatric conditions: Huntington’s disease, Parkinson’s disease, progressive supranuclear palsy 8. Brief conceptualization of thalamic degenerative disease, multiple sclerosis, cortical and subcortical dementias, Alzheimer’s dementia, AIDS dementia complex 9. Brief conceptualization of Principal psychiatric syndromes such as 	<p>New elective has been added keeping in mind the course scheme of this semester</p>

psychosis, mood disorders, suicide, anxiety disorders, and other emotional and behavioral syndromes.

Recommended Books:

1. Gazzaniga, M. S. (2002). *Cognitive neuroscience: The biology of mind* (2nd Ed.). New York: W. W. Norton & Company.
2. Kolb, B., Whisaw, I. Q. (1990). *Fundamentals of neuropsychology*. New York: Freeman, W.H.
3. Naatanen, R. (1992). *Attention and brain function*. Hillsdale: LEA.
4. Parsuraman, R. (1998). *Attentive brain*. London: MIT Press.
5. Rapp, B. (Ed.) (2001). *The handbook of cognitive neuropsychology*. Chestnut Street: Psychology Press.
6. Snell, R.S. (1992). *Clinical Neuroanatomy for Medical Students*, Little Brown & Co.: Boston.
7. Walsh K. (1994). *Neuropsychology, a clinical approach*, Churchill Livingstone: Edinburgh.
8. Guyton, A.C. Saunders. *Textbook of Medical Physiology*, Company: Philadelphia.
9. Kirshner H.S, (1986). *Behavioral Neurology*, Churchill Livingstone: NY.
10. Kandel, E. R, & Schwartz, J. H (1985). *Principles of neural science*, Elsevier: NY
11. Carlson, N.R. (2005). *Foundations of physiological psychology*, 6th ed., Pearson Education.
12. Jain, A. K. (2005). *Textbook of physiology, Vol 2*, Avichal Publishing Company: New Delhi.
13. Vinken, P. J., & Bruyn, G W, (1969). *Handbook of clinical neurology*, Vols, 2, 4, 45 and 46, North Holland Publishing Co.: Amsterdam
14. Walsh, K (2003). *Neuropsychology, a Clinical approach*, 4th ed., Churchill Livingstone: Edinburgh
15. Gazaaniga, M. S. (1984). *Handbook of Cognitive Neuroscience*, Plenum Press: NY
16. Vyas, J.N. & Ahuja, N (1999). *Textbook of postgraduate psychiatry*, 2nd ed., Vol 1 & 2,. Jaypee brothers: New Delhi.

				<p>Suggested e-learning material:</p> <ol style="list-style-type: none">1. Fundamentals of Neuropsychology https://www.pdfdrive.com/fundamentals-of-human-neuropsychology-5th-edpdf-e33420998.html2. Human neuropsychology https://www.pdfdrive.com/human-neuropsychology-e33537025.html3. Introduction to Neuropsychology http://www.brainm.com/software/pubs/books/Brain-Behavior-Easy-Intro_Neuropsychology.pdf	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
24	PSY Foundation s of Guidance	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Describe the different basic concepts and challenges of guidance. • Demonstrate knowledge, principles and functions of guidance to ensure a safe learning environment in school settings. • Analyze the concepts, scope, history, theories and techniques that govern the process of guidance. • Explain practical implications of educational, vocational, and group guidance. 		<p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Introduction- Nature and Meaning, Basic assumptions involved in Guidance, Aims and Principles for understanding Guidance 2. Guidance in a comparative perspective: Present status of guidance, guidance movement in India and the United States, Europe and Philippines. 3. Guidance personnel, procedure in evolving guidance program, Scope and Challenges. <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 4. Guidance services: Definition, scope, history, characteristics, forms, group guidance; individual guidance. 5. Models-trait and factor, economic, social structure, information-processing, need reduction. 6. Techniques used in the Guidance process: Anecdotal records; recording data-cumulative record; interview; types of tests. <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> 7. Educational Guidance: Pre-school guidance, guidance in the elementary school, special aspects of guidance, guidance in school and college, functions of a college guidance program, aspects of a guidance program in college, guidance of the adult. 8. Vocational Guidance: Purposes; history of vocational guidance; 	<p>New elective has been added keeping in mind the course scheme of this semester</p>

				<p>attempts at systematized vocational guidance; organization of vocational guidance; occupational outlook.</p> <p>9. Guidance and counseling in Groups: Choice and decision-making in a group context, Presentation of information in group guidance, group counseling, practical considerations in group counseling.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Bennett, M.E. (1963). <i>Guidance and Counseling in groups</i>. New York: McGraw-Hill. 2. Bhatnagar, Asha & Gupta, Nirmala (Eds) (1999). <i>Guidance and Counseling</i>, Vol. I: A theoretical perspective, New Delhi, Vikas. 3. Gibson, R.L. & Mitchell, M.H. (1986). <i>Introduction to Guidance</i>, New York, McMillan. 4. Kapunan, R. (1974). <i>Fundamentals of Guidance and Counseling</i>. Manila: Rex Book. 5. Mathewson, R.H. (1962). <i>Guidance Policy and Practice</i>, 3rd Edn, New York, Harper and Row. 6. Nayak, A. (2007). <i>Guidance and Counselng</i>. New Delhi: APH Publishing Corporation. 7. Pietrofesa, J.J., Bernstein, B., Minor. J. & Stanford, S. (1980). <i>Guidance: An Introduction</i>, Chicago : Rand McNally. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Career Counseling http://www.school-counselor.org/ 2. American Counseling Association: Introduction, Ethics https://www.counseling.org/knowledge-center <p>Counselor Blogs and sites for current trends http://www.elementaryschoolcounseling.org/resources.html</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
25	PSY 504 Cross- Cultural Psychology	After completion of the course the students will be able to: <ul style="list-style-type: none"> • Demonstrate understanding of the major concepts, theoretical perspectives and historical trends in a cross-cultural psychology. • Evaluate the ethical implication tied to culture in psychological research. • Evaluate the theoretical positions in culture and cognition. • Identify and critique the influence of culture on social issues. 	<p style="text-align: center;">-</p> <p>Books Recommended:</p> <ul style="list-style-type: none"> • Berry, J. W., Dasen, D.R., & Saraswathi, T.S. (1997). <i>Handbook of Cross-Cultural Psychology, Vol.2: Basic Processes and Human Development</i>, NA: Allyn & Bacon. • Berry, J. W., Poortinga, Y.H., Gall, M.H. & Dasen, P.R. (1992). <i>Cross-cultural Psychology: Research and Applications</i>. New York: Cambridge University Press. • Brisling (eds.) (1990). <i>Applied Cross Cultural Psychology</i>. Beverly Hills: Sage Publication. • Cole, M. (1990). <i>Cultural Psychology: A once and future discipline?</i> In J.J. Berman (ed.) Nebraska 	<p style="text-align: center;">-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Berry, J. W., Dasen, D.R., & Saraswathi, T.S. (1997). <i>Handbook of Cross-Cultural Psychology, Vol.2: Basic Processes and Human Development</i>, NA: Allyn & Bacon. 2. Berry, J. W., Poortinga, Y.H., Gall, M.H. & Dasen, P.R. (1992). <i>Cross-cultural Psychology: Research and Applications</i>. New York: Cambridge University Press. 3. Brisling (eds.) (1990). <i>Applied Cross Cultural Psychology</i>. Beverly Hills: Sage Publication. 4. Cole, M. (1990). <i>Cultural Psychology: A once and future discipline?</i> In J.J. Berman (ed.) Nebraska Symposium on Motivation, 1989: Cross Cultural Perspectives. Vol. 37, (pp. 279-336). Lincoln: University of Nebraska Press. 5. Gall, M. H., Dasen, P. R., Berry, J. W. & Poortinga, Y. H. 	No Change

			<p>Symposium on Motivation, 1989: Cross Cultural Perspectives. Vol. 37, (pp. 279-336). Lincoln: University of Nebraska Press.</p> <ul style="list-style-type: none"> • Gall, M. H., Dasen, P. R., Berry, J. W. & Poortinga, Y. H. (1999). <i>Human behaviour in global perspective</i>. Boston: Allyn & Bacon. • Goldberger, N. R., & Veroff, J.B . (Eds.) (1995). <i>The Culture and Psychology Reader</i>. NY: New York University Press. • Kakar, S. (1997). <i>Culture and Psyche</i>. Delhi: Oxford University Press. • Laungani, D. P. (2007). <i>Understanding cross-cultural psychology</i>. Delhi: Sage Publications. • Lindzey, & Aronson, E. (Eds.) (1997). <i>The Handbook of Cross-Cultural Psychology</i> (3rd edition). Vol. 1-3, New York, Random House. • Pandey, J., Sinha, D., & Bhawuk, D. P. S. (1996). <i>Asian Contributions to Cross-Cultural Psychology</i>. New Delhi (Sage). • Triandis, H. C. (1995). <i>Individualism and Collectivism</i>. Boulder, Co: Westview Press 	<p>(1999). <i>Human behaviour in global perspective</i>. Boston: Allyn & Bacon.</p> <ol style="list-style-type: none"> 6. Goldberger, N. R., & Veroff, J.B . (Eds.) (1995). <i>The Culture and Psychology Reader</i>. NY: New York University Press. 7. Kakar, S. (1997). <i>Culture and Psyche</i>. Delhi: Oxford University Press. 8. Laungani, D. P. (2007). <i>Understanding cross-cultural psychology</i>. Delhi: Sage Publications. 9. Lindzey, & Aronson, E. (Eds.) (1997). <i>The Handbook of Cross-Cultural Psychology</i> (3rd edition). Vol. 1-3, New York, Random House. 10. Pandey, J., Sinha, D., & Bhawuk, D. P. S. (1996). <i>Asian Contributions to Cross-Cultural Psychology</i>. New Delhi (Sage). 11. Triandis, H. C. (1995). <i>Individualism and Collectivism</i>. Boulder, Co: Westview Press. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. Cross Cultural Psychology https://www.pdfdrive.com/cross-cultural-psychology-e34328988.html 2. Cross cultural psychological assessment https://www.pdfdrive.com/cross-cultural-psychological-assessment-issues-and-procedures-for-the-psychological-appraisal-e22393656.html 3. Cross cultural psychology https://www.pdfdrive.com/cross-cultural-psychology-e42921342.html 	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
26	PSY 403 Environmental Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Evaluate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. • Explain the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales. • Apply systems, concepts and methodologies to analyze and understand interactions between social and environmental processes. 		<p style="text-align: center;">Elective</p> <p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Nature and Scope of Environmental Psychology. 2. Theories and Approaches and Research methods of Environmental Psychology. 3. Environmental Perception and Cognition 4. Environmental Attitudes, Appraisals and Assessments 5. Personality and Environment: Dimensions, some uses of personality in environmental Design <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 6. Personal Space: Measurement, Factors, Theories and Designs 7. Territoriality: Measurement, Factors, Theories and Designs 8. Crowding: Measurement, Factors, Theories and Designs 9. Privacy: Measurement, Factors, Theories and Designs 10. Residential Environment: Preferences, Choices and Satisfaction, Residential Mobility and Designs, Stress and Well-Being <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> 11. Community Environment: Neighborhood Satisfaction and 	<p>Shifted from semester II as elective keeping in mind the course scheme of this semester</p>

Attachment, Antisocial and Helpful Behavior in the Community Environment, Community Environmental Designs and Environmental Psychology of Shopping.

12. Educational Environment : Setting as a whole, Interior Architecture and Design, Noise, Light and Color, Climate, Space and Environmental Competence, Learning and Environmental Designs

13. Workplace Environment: Environmental Psychology on the Job, Work, Travel and Environmental Design

14. Managing Limited Environmental Resources: Pubic Interest Resource Management, Dilemma of Resource Management, Social Dilemma and its Theories.

Recommended Books:

1. Altman, I. (1976): *Human Behavior & Environment: Advances in Theory and Research*. Plenum Press.
2. Altman, I. (1986): *Advances in Environment, Behavior & Design*. Vol. I-IV. Plenum Press.
3. Bell, A.P., Fisher J.D., & Looms, R.S. (1978). *Environmental Psychology*. W.B. Sanders and Company.
4. Gifford. R. (1997). *Environmental Psychology* (2nd edition). Allyn and Bacon.
5. McGurk, H. (1978). *Ecological factors in Human Development* (Eds.). North-Hollow Publishing Company: Amsterdam Oxford.
6. Nickerson, R.S. (2003). *Psychology and Environmental Change*. Lawrence Erlbaum Associates.
7. Stokols, D. & Allman, I. (1987). *Handbook of Environmental Psychology* (Edited). Wiley Publication

Suggested e-learning material:

1. **Psychology of environmental psychology**

				<p>https://www.pdfdrive.com/psychology-of-environmental-psychology-e52254718.html</p> <p>2. Environmental psychology: Developmental approaches https://www.pdfdrive.com/environmental-psychology-new-developments-e33425685.html</p> <p>3. Handbook of environmental psychology https://www.pdfdrive.com/handbook-of-environmental-psychology-e33549991.html</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
27	PSY 506 Gerontology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain the key concepts associated with the study of aging and gerontology. • Apply theoretical perspective to analyze contemporary issues associated with the study of aging and gerontology. • Describe the physical, social, familial, and community support system of old age people. • Explain old age issue and psychological impact of bereavement, grief, and mourning. 	<p style="text-align: center;">-</p> <p>Books Recommended:</p> <ol style="list-style-type: none"> 1. Belsky, J. K. (1990). <i>The Psychology of Ageing: Theory, Research and Intervention</i> (2nd ed.). CA: Brooks/Cole Publication. 2. Bhatia, H. S. (1983). <i>Ageing and Society</i>. Udaipur: The Aryas Books Centre Co. 3. Birren, J. E. (1982). <i>Handbook of Psychology of Aging</i>. CA: Van Nostrand Reinhold Co. 4. Birren, J. E., & Schaie, W. (1987). <i>Ageing and the Social Sciences</i>. New York: Van Nostrand Reinhold Co. 	<p style="text-align: center;">-</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Belsky, J. K. (1990). <i>The Psychology of Ageing: Theory, Research and Intervention</i> (2nd ed.). CA: Brooks/Cole Publication. 2. Bhatia, H. S. (1983). <i>Ageing and Society</i>. Udaipur: The Aryas Books Centre Co. 3. Birren, J. E. (1982). <i>Handbook of Psychology of Aging</i>. CA: Van Nostrand Reinhold Co. 4. Birren, J. E., & Schaie, W. (1987). <i>Ageing and the Social Sciences</i>. New York: Van Nostrand Reinhold Co. 5. Birren, J. E., Sloane, R. B., & Cohen, G. D. (1992). <i>Handbook of Mental Health and Ageing</i>. CA: Academic Press. 6. Desai, K. G. (1982). <i>Ageing in India</i>. Bombay: Tata Institute of 	No Change

			<p>5. Birren, J. E., Sloane, R. B., & Cohen, G. D. (1992). Handbook of Mental Health and Ageing. CA: Academic Press.</p> <p>6. Desai, K. G. (1982). Ageing in India. Bombay: Tata Institute of Social Sciences.</p> <p>7. Estes, C. L., & Swan, J. H. (1993). The Long-term Care Crisis. Thousand Oak: Sage Publications.</p> <p>8. Harper, M. S. (1991). Management and Care of Elderly. London: Sage Publications.</p> <p>9. Lavalette, M., & Pratt, A. (1996). Social Policy: Conceptual and Theoretical Perspectives. London: Sage Publications.</p> <p>10. Lazarus, R. S. (1969). Patterns of Adjustment. New Delhi: Tata McGraw Hill Publications Ltd.</p> <p>11. Petersen, M. D., & White, D. L. (1989). Health Care of the Elderly: An Information Source Book, New Delhi: Sage Publications India Pvt. Ltd</p>	<p>Social Sciences.</p> <p>7. Estes, C. L., & Swan, J. H. (1993). <i>The Long-term Care Crisis</i>. Thousand Oak: Sage Publications.</p> <p>8. Harper, M. S. (1991). <i>Management and Care of Elderly</i>. London: Sage Publications.</p> <p>9. Lavalette, M., & Pratt, A. (1996). <i>Social Policy: Conceptual and Theoretical Perspectives</i>. London: Sage Publications.</p> <p>10. Lazarus, R. S. (1969). <i>Patterns of Adjustment</i>. New Delhi: Tata McGraw Hill Publications Ltd.</p> <p>11. Petersen, M. D., & White, D. L. (1989). <i>Health Care of the Elderly: An Information Source Book</i>, New Delhi: Sage Publications India Pvt. Ltd.</p> <p>Suggested e-learning material:</p> <p>1. Gerontology https://www.pdfdrive.com/gerontology-e31243182.html</p> <p>2. Indian journal of gerontology https://www.pdfdrive.com/indian-journal-of-gerontology-indian-gerontological-association-e14994465.html</p> <p>3. Asian journal of gerontology https://www.pdfdrive.com/asian-journal-of-gerontology-geriatrics-e41085257.html</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
28	PSY Consumer Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Discuss decision making process, leadership, modeling, branding and other related concepts of consumer behavior. • Analyze communication skills involve in written text, oral messages and multi-media presentations used in business. • Apply their substantive knowledge to marketing situations (cases, scenarios) in an analytical manner. • Analyze the cross cultural aspects of consumer behavior in different social and cultural settings. 		<p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Consumer Behaviour- Nature, scope and application. Consumers and market segments, limitations of Demographics in predicting consumer behavior, lifestyle and psychographic segmentation. 2. Consumer as an Individual: consumer needs and motivation, theories of personality and their implications for consumer behavior, consumer perception and attitude. Theories of learning and communications. <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 3. Consumers in their social and cultural settings: Group dynamics, reference groups and consumer behavior. Influence of family and social class. Influence of cultural, sub cultural and cross-cultural aspects of consumer behavior. 4. Consumer decision processes: Problem recognition, search and evaluation, purchasing processes and post purchase behavior, opinion leadership and its dynamics. Diffusion of innovation. High involvement and low involvement consumer decisions. <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> 5. Modeling Consumer Behaviour: Traditional models of consumer behavior, organizational buying behavior. Influences, the buying situation, decision making process, concept of customer relationship management and its managerial application consumer behaviour in nonprofit sectors. 6. Consumer Behaviour and Branding: Concept, importance, learning principles, E-mode of brand positioning. <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Berman, B., & Evans, J. R. (2007). <i>Retail Management: A Strategic Approach</i>. (Ninth Edition). Delhi: Pearson Education. 2. Kumar, S. R. (2009). <i>Consumer Behaviour and Branding:</i> 	<p>New elective has been added keeping in mind the course scheme of this semester</p>

				<p><i>Concept, Readings and Cases</i>. New Delhi: Pearson Education.</p> <p>3. Nicosia, F. M. (1966). <i>Consumer Decision Process</i>. USA: Prentice Hall.</p> <p>4. Roger, D., Blackwell, P. W., Miniard, J. & Engel, F. (2005). <i>Consumer Behaviour</i>. USA: South-Western College Pub.</p> <p>5. Schiffman, L., & Kanuk, L. (2009). <i>Consumer Behaviour</i>. USA: Prentice Hall.</p> <p>Suggested e-learning material:</p> <p>1. Handbook of Consumer Psychology https://the-eye.eu/public/Books/Medical/texts/Handbook%20of%20Consumer%20Psychology%20-%20Curtis%20P.%20Haugtvedt%2C%20et.%20al.%2C%20%28LEA%2C%202008%29%20WW.pdf</p> <p>2. Understanding Consumer Behaviour http://164.100.133.129:81/econtent/Uploads/Understanding_Consumer_Behaviour.pdf</p> <p>3. Introduction to Consumer Behaviour http://shodhganga.inflibnet.ac.in/bitstream/10603/6538/7/07_chapter%202.pdf</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
29	PSY Sports Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Discuss the applications and scopes of sport psychology. • Identify principles of sport psychology in sporting events, athletes, and various personalities. • Demonstrate an understanding of the use of psychological methods in enhancing personal development and human performance in sport and physical activity. • Evaluate the challenges and effect of counseling in sports. 		<p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Theory and Research in Sports Psychology. Personality and Individual Differences: Personality in Sport Performance, Stress, Resilience and Vulnerability. 2. Moods and Emotions in Sports: Mood and Performance, Mood analyses and Strategies. Stress and Anxiety in Sports: Difference between Arousal, Stress and Anxiety; Arousal-Performance and Anxiety-Performance Theory; Multidimensional Anxiety; Models of Anxiety; Measures of Anxiety in Sports; Causes, Effects and Treatment of Competitive Anxiety; Coping with Stress and Anxiety. 3. Theories in Sports Psychology: Self-Determinant Theory, Cognitive-Evaluation Theory, Achievement Goal Theory. Motivation and its Association with related sports outcome. <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 4. Self-Confidence in Sports and Exercise. Self-Efficacy in Sports and Exercise. Competitive State: Self-Confidence Building, Sport Confidence. 5. Team Dynamics: Different Perspectives. Practices of Applied Sports Psychology, Performance- Enhancement and Psychological Skills Training. (Approaches and Skills Training). 6. Counseling in Applied Sports and Exercise Psychology Development of Expertise, Goal-Setting. Practices for Coaches and Athletes: Principles, Importance, Components, and Problems. <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> 7. Mental Imagery in Sports: Importance, Measurement and Researches. Imagery Training Program. 8. Concentration Skills in Sports: Importance of Focusing, Model of Attention, Specific Attentional Training Exercise for Athletes. 9. Optimal Experience in Sports: Researches in Flow in Sports. Training and Supervision in Sports Psychology. <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Horn, T.S. (1992) (ed.). <i>Advances in Sports Psychology</i>. Canada: Herman Kinetics. 	<p>New elective has been added keeping in mind the course scheme of this semester</p>

				<p>2. Mohan, J. (1996). <i>Recent Advances in Sports Psychology</i>. New Delhi: Friends.</p> <p>3. Morris, T., & Summers, J. (2004). <i>Sports Psychology: Theory, application, and issues</i>. Milton, Australia: John Wiley & Sons.</p> <p>4. Murphy, E. (1995). <i>Advances in Sports Psychology</i>, Illinois: Human Kinetics.</p> <p>5. Sandhu, G.S. (1992). <i>Psychology in Sports: A Contemporary Perspective</i>. New Delhi: Friends.</p> <p>Suggested e-learning material:</p> <p>1. Sport Psychology: The Psychology of Athletic Excellence https://www.researchgate.net/profile/Yuri_Hanin/publication/235966567_Sport_Psychology_The_Psychology_of_Athletic_Excellence/links/02e7e52d3a707ef788000000/Sport-Psychology-The-Psychology-of-Athletic-Excellence.pdf</p> <p>2. Handbook of Sport Psychology https://onlinelibrary.wiley.com/doi/book/10.1002/9781118270011</p> <p>3. The Sport Journal http://thesportjournal.org/article/category/sports-studies-and-sports-psychology/</p> <p>Journal of Sport, Exercise, and Performance Psychology http://psycnet.apa.org/PsycARTICLES/journal/spy/7/4</p>	
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S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
30	PSY Systems & Theories in Psychology	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate ability to recognize theories, and arguments in psychology, and reason in ways that link psychology with other disciplines. • Demonstrate ability to identify important contemporary areas of psychology and theology. • Explain the creative aspects of theory construction, and application of collaborative work in psychology. • Recognize the interaction of situational and individual characteristics on the development of personality. 		<p style="text-align: center;">Section A</p> <ol style="list-style-type: none"> 1. Understanding Science, History, and Philosophy; Psychology and Science; Persistent questions in Psychology and approaches/methods for answering the questions: Mind-Body, nativism-empiricism, mechanism-vitalism, reason – non-reason, objectivity-subjectivity, origin of human knowledge. 2. Beginnings of Psychology as a Discipline. The Study of the History of Psychology: Philosophical Influences on Psychology, Physiological Influences on Psychology. Historical survey of the development of psychology from Greek period to the middle of the 19th Century 3. The founding of Experimental Psychology: Contributions of Weber, Fechner, Wundt and Ebbinghaus, William James and Galton. <p style="text-align: center;">Section B</p> <ol style="list-style-type: none"> 4. Gestalt psychology: Contribution of Koffka's ,Kohler's Wertheimer's 5. Behaviorism: Contribution of Watson, Hebb, Lashley, Pavlov 6. Neo Behaviorism: Contribution of Skinner and Tolman. <p style="text-align: center;">Section C</p> <ol style="list-style-type: none"> 7. Psychoanalysis: Contribution of Freud and Jung. 8. Humanistic: Contribution of Rogers and Maslow. Cognitive Revolution. 9. History of Psychology in India; Contemporary Psychology; Impact of Globalization; Post Modernism and Multicultural movements. Women in the History of Psychology; Impact of Religions on Psychology. <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Hergenhahn, B.R. (1992). <i>An Introduction to the History of Psychology</i>. (2nd ed.).Wadsworth Publishing Company: Belmont, California. 2. Leahey, T.H. (2004). <i>A history of psychology: Main currents in psychological thought</i>.(6th ed.). Pearson Education: Delhi. 3. Brennan, J. F. (2003). <i>History and Systems of Psychology</i>. (6th 	<p>New elective has been added keeping in mind the course scheme of this semester</p>

				<p>ed.). Pearson Education:Delhi</p> <ol style="list-style-type: none"> 4. Gentile, B.F. & Miller, B.O. (2009). <i>Foundations of psychological thought: A history of psychology</i>. Sage: New Delhi. 5. Giles, B. (2002). (Ed.). <i>History of Psychology</i>. Delhi: Pearson 6. Gross, R. 1995: <i>Themes, issues and debates in psychology</i>. London: Hodder and Stoughton. 7. Harris, B. 1997: <i>Depoliticizing the history of psychology</i>. In <i>Critical psychology: an introduction</i>. D. Fox and I. Prilleltensky (eds), London: Sage Publication. 8. Jones, D. & Elcock, J. (2001). <i>History and theories of psychology: A critical perspective</i>. Arnold: London. 9. Lawson, R.B., Graham, J.E., & Baker, K.M. (2007). <i>A history of psychology: Globalization, ideas, and applications</i>. Prentice Hall: New Delhi. 10. McGhee, P. 2001: <i>Thinking Psychologically</i>. Basingstoke: Palgrave. 11. Nandy, A 2004: <i>Towards an alternative politics of psychology</i>, (in 'Bonfire of creeds: The essential Ashish Nandy) pp 324-338; Delhi: Oxford University Press. 12. Kuppaswamy B. (1980) <i>Elements of Indian Psychology</i> New Delhi. 13. Chaplin, J.P. and Krawiec, T.S. (1979). <i>Systems and Theories of Psychology</i>. 14. Murphy, Gardner and Kovack, Joseph, K. (1972). <i>Historical Introduction to Modern Psychology</i>. Rout ledge & Kagan, Limited : Landon. 15. Watson, Robert (1963). <i>The Great Psychologists</i> J.B. Lippincott Company : New York. 16. Sahakian, William, S. Ed. (1981). <i>History of Psychology</i>, F.E. Peacock, Publishers, Inc. Itasca, Illinois (U.S.A.). 17. Schultz, D. P., & Schultz, S. E. (2000). <i>A history of modern psychology</i> (7th ed.). Fort Worth, Texas:Harcourt. 18. Huber, R. J., Edwards, C., & Heining-Boynton, D. (2000). <i>Cornerstones of psychology: Readings in the history of psychology</i>. Fort Worth, Texas: Harcourt. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. History of Psychology - Part Two 	
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				<p>http://www.social-psychology.de/do/history_II.pdf</p> <p>2. History of Psychology - Part III http://www.social-psychology.de/do/history_III.pdf</p> <p>3. History of Psychology - Part IV http://www.social-psychology.de/do/history_IV.pdf</p> <p>A History of Modern Psychology https://www.uv.mx/rmipe/files/2017/05/A-history-of-modern-psychology.pdf</p>	
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Reading Electives

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
31	PSY Ecological Intelligence	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a competency to respond to a design brief and develop critical thinking skills in analyzing environmental projects and scenarios within the context of ecological intelligence. • Discuss application of ecological intelligence. • Develop ‘Green Infrastructure’ principles from historic, theoretical and case studies and the relationship of Ecological Intelligence • Demonstrate a competency to articulate, communicate and critically evaluate design intentions, applications and outcomes using a variety of technologies and techniques. 		<p>Course Contents</p> <p>This course is designed to understand the concept and practice of Ecological Intelligence that constant interplay of consciousness, embodied experience within different cultural and environmental contexts. Ecological Intelligence examines the profound environmental, social, and health consequences of our everyday choices. This course introduces the core principles of modern thoughts and Decision making cycle for Environment and the hidden Price of What We Buy. This course includes the boundary lines that separate such fields of study as cultural linguistics, the sociology of knowledge, phenomenology, political economy, ecologically-oriented cultures, community development, intellectual and economic history—all of which have something to contribute to understanding both the nature of ecological intelligence and why is has not been valued by educated communities.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Goleman, D. (2010). <i>Ecological Intelligence: The Coming Age of Radical Transparency</i>. Penguin UK. 2. Goleman, D., Bennett, L. & Barlow, Z. (2012). <i>Eco literate: How Educators Are Cultivating Emotional, Social, and Ecological Intelligence</i>. Jossey-Bass. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. http://arts.brighton.ac.uk/_data/assets/pdf_file/0018/5922/Ecological-Intelligence2.pdf 2. http://www.cabowers.net/pdf/Book%20on%20E-Intell.doc 3. http://ijsse.com/sites/default/files/issues/2016/v6i2/Paper-09.pdf 4. https://www.ecoliteracy.org/sites/default/files/uploads/shared_files/Ecological_Intelligence_teacher_guide.pdf 	<p>To give more weight-age to self-learning.</p>

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
32	PSY Psychology in Digital Age	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Describe the relevance and applications of digital psychology • Analyze the importance of understanding human behavior when working with media applications in educational, entertainment, health services, commercial or public policy environments • Discuss how media be used effectively for socially constructive purposes? • Elaborate the distinction between online and offline in how we communicate and make meaning of the world around us? 		<p>This course offers insights for improving lifestyles and enhancing wellbeing in the digital age. The field of cyber psychology explains its fundamental principles across a wide variety of topics, including online identity management, disinhibition, communication via text and photographs, intimacy and misunderstandings in online relationships, conflicting attitudes toward social media, addiction, deviant behavior, virtual reality, artificial intelligence, and media overload. This course provides a new framework, the 'Eight Dimensions of Cyber psychology Architecture'; in cyber psychology can apply as a valuable tool for creating and understanding different digital realms. The course of Psychology of the Digital Age focuses on the individual, shedding new light on our conscious as well as subconscious reactions to online experiences and our intrinsic human need to self-actualize.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Suler, J. R. (2016). <i>Psychology of the digital age: Humans become electric</i>. Cambridge University Press. 2. Rosen, L. D., Cheever, N., & Carrier, L. M. (Eds.). (2015). <i>The Wiley handbook of psychology, technology, and society</i>. John Wiley & Sons. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. http://assets.cambridge.org/97811071/28743/frontmatter/9781107128743_frontmatter.pdf 2. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.691.4901&rep=rep1&type=pdf 3. https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol-61-no-2/pdfs/why-spy-why-leak.pdf 	To give more weight-age to self-learning.

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
33	PSY Publication Manual of the American Psychologic al Association, Sixth Edition	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain all parts of a scholarly manuscript. • Organize the table and figure in APA style. • Write references and bibliography in APA format. • Apply the rules of APA in writing manuscript. 		<p>This course provided invaluable guidance on all aspects of the writing process, from the ethics of authorship to the word choice that best reduces bias in language. The APA Style course is intended to help all students in psychology and related fields learn how to apply the basic rules of APA Style in writing term papers, research reports, and journal articles. It includes manuscript structure and content, writing principles and style, mechanics of style, displaying results and reference list.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. American Psychological Association. (2010). <i>Publication Manual of the American Psychological Association</i> (6th ed.) Washington, DC: Author. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. https://www.academia.edu/28257126/APA_Manual_6th_Edition_1_.pdf?auto=download 	<p>To give more weight-age to self-learning.</p>

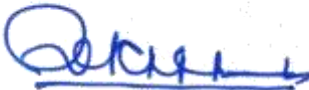
S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
34	PSY Cultural Intelligence	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain the concept of cultural intelligence. • Analyze the role of culture in human behavior. • Analyze the role of leaders in creating and navigating culture. • Apply the foundational concept of culture and the dynamics that influence human interaction and communication and cross cultural. 		<p>This course provides an insight that how cultures are similar and different including cultural values. Awareness and ability to understand cultural differences will help to plan and adapt when relating and working inter culturally. Overview of cultural intelligence, cultural intelligence for global leaders developing cultural intelligence: Drive, knowledge, ten cultural value dimensions, improve cultural quotient action, leveraging cultural intelligence: Culturally intelligent leaders and team.</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Livermore, D. A. (2010). <i>Leading with cultural intelligence: The new secret to success</i>. New York: American Management Association. <p>Suggested e-learning material:</p> <ol style="list-style-type: none"> 1. http://davidlivermore.com/blog/wp-content/uploads/2011/03/CQ-Difference-Chapter-1.pdf 2. http://acgmoscow.com/media/1819/cultural%20intelligence.pdf 3. https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/Cultural-Intelligence.pdf 	To give more weight-age to self-learning.

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
35	PSY Ecological Intelligence	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a competency to respond to a design brief and develop critical thinking skills in analyzing environmental projects and scenarios within the context of ecological intelligence. • Discuss application of ecological intelligence. • Develop ‘Green Infrastructure’ principles from historic, theoretical and case studies and the relationship of Ecological Intelligence • Demonstrate a competency to articulate, communicate and critically evaluate design intentions, applications and outcomes using a variety of technologies and techniques. 		<p>Link:</p> <ol style="list-style-type: none"> 1. Ecology and Environment (Online Course) https://swayam.gov.in/courses/4905-july-2018-ecology-and-environment 	To give more weight-age to self-learning.

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
36	PSY Psychology in Digital Age	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Describe the relevance and applications of digital psychology • Analyze the importance of understanding human behavior when working with media applications in educational, entertainment, health services, commercial or public policy environments • Discuss how media be used effectively for socially constructive purposes? • Elaborate the distinction between online and offline in how we communicate and make meaning of the world around us? 		<p>Link:</p> <ol style="list-style-type: none"> 1. Psychology in Digital Age (Online Course) https://www.coursera.org/learn/mindware https://www.edx.org/course/reputation-management-digital-world-curtinx-mkt2x-2 	To give more weight-age to self-learning.

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
37	PSY Publication Manual of the American Psychologic al Association, Sixth Edition	After completion of the course the students will be able to: <ul style="list-style-type: none"> • Explain all parts of a scholarly manuscript. • Organize the table and figure in APA style. • Write references and bibliography in APA format. • Apply the rules of APA in writing manuscript. 		Link: 1. Basics of APA Style (Online Course) https://www.apastyle.org/learn/courses/4210701.	To give more weight-age to self-learning.

S N	Course List	Learning Outcome	Existing Syllabus	Suggested Syllabus	Remarks
38	PSY Cultural Intelligence	<p>After completion of the course the students will be able to:</p> <ul style="list-style-type: none"> • Explain the concept of cultural intelligence. • Analyze the role of culture in human behavior. • Analyze the role of leaders in creating and navigating culture. • Apply the foundational concept of culture and the dynamics that influence human interaction and communication and cross cultural. 		<p>Link: 1. Culture-Driven Team Building Specialization(Online Course) www.coursera.org/specializations/team-building</p>	To give more weight-age to self-learning.

Verified

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