

Amity Institute of Behavioral and Allied Sciences

Bachelor of Arts (Honors) Applied Psychology

FLEXILEARN
-Freedom to design your degree



Programme Structure

Curriculum & Scheme of Examination

2021

AMITY UNIVERSITY CHHATTISGARH

RAIPUR

B.A (Honors) Applied Psychology (Total Credits: 140)

Programme Structure

I- Semester

Sl. No.	Course Code	Course Name	Sem.	No. of Credits				Course Type Theory / Practical / NTCC	Examination Scheme		Remarks
				L	T	P	Total		IE	EE	
1	PSY 2101	Introduction to Psychology	I	2	1	-	3	Theory	30	70	
2	PSY 2102	Biological Basis of Psychology	I	2	1	-	3	Theory	30	70	
3	PSY 2103	Cognitive Psychology	I	2	1	-	3	Theory	30	70	
4	PSY 2104	Research Methodology	I	2	1	-	3	Theory	30	70	
5	PSY 2105	Psychological Practical- I	I			4	2	Practical	75	25	
Value Added											
6	LAN2101	Introduction to French as a Foreign Language	I	2	-	-	2	Theory	50	50	
7	CSS2102	Essentials of Communication	I	1	-	-	1	Theory	50	50	
8	BEH 2151	Understanding Self for Effectiveness	I	1	-	-	1	Theory	50	50	
Open Elective :											
		Minor Track	I	2	1	-	3	Theory	30	70	
Professional Electives: Student has to select 3 credits from the list of following PE electives											
9	PSY 2106	Human Right Value and Ethics	I	1	1	-	2	Theory	30	70	
10	PSY 2107	Reading in Psychology	I				1	NTCC	75	25	
11	PSY 2108	Project (with Presentation & Evaluation)	I				3	NTCC	75	25	
12	PSY 2109	Article/ Feature Writing	I				1	NTCC	50	50	
13	PSY 2110	Psychology of Happiness	I	2	1	-	3	Theory	30	70	
TOTAL CREDITS							24				

II- Semester

Sl. No.	Course Code	Course Name	Sem.	No. of Credits				Course Type Theory / Practical / NTCC	Examination Scheme		Remarks
				L	T	P	Total		IE	EE	
1	PSY 2201	Life Span Development	II	2	1	-	3	Theory	30	70	
2	PSY 2202	Applied Social Psychology	II	2	1	-	3	Theory	30	70	
3	PSY 2203	Statistics in Psychology	II	2	1	-	3	Theory	30	70	
4	PSY 2205	Psychological Practical- II	II			4	2	Practical	75	25	
5	ENV2252	Environmental Studies	II			4	4	Theory	30	70	
Value Added											
6	LAN 2201	French Basic Grammar and Comprehension	II	2	-	-	2	Theory	50	50	
7	CSS2202	Effective Listening	II	1	-	-	1	Theory	50	50	
8	BEH2251	Problem solving and Creative Thinking	II	1	-	-	1	Theory	50	50	
Open Elective :											
		Minor Track	II	2	1	-	3	Theory	30	70	
Professional Electives: Student has to select 3 credits from the list of following PE electives											
9	PSY 2204	Psychology of Ageing	II	1	1	-	2	Theory	30	70	
10	PSY 2206	Reading in Psychology	II				1	NTCC	75	25	
11	PSY 2207	Project (with Presentation & Evaluation)	II				3	NTCC	75	25	
12	PSY 2208	Article/ Feature Writing	II				1	NTCC	50	50	
TOTAL CREDITS							25				

III- Semester

Sl. No.	Course Code	Course Name	Sem.	No. of Credits				Course Type	Examination Scheme		Remarks
				L	T	P	Total	Theory / Practical / NTCC	IE	EE	
1	PSY 2301	Educational Psychology	III	2	1	-	3	Theory	30	70	
2	PSY 2302	Theories of Personality	III	2	1	-	3	Theory	30	70	
3	PSY 2303	Psychometric Testing	III	2	1	-	3	Theory	30	70	
4	PSY 2305	Psychological Practical- III	III			4	2	Practical	75	25	
Value Added											
5	LAN 2301	FRENCH WRITTEN EXPRESSION	III	2	-	-	2	Theory	50	50	
6	CSS2302	Dynamics of Presentation	III	1	-	-	1	Theory	50	50	
7	BEH 2351	Group Dynamics and Team Building	III	1	-	-	1	Theory	50	50	
Open Elective :											
8		Minor Track	III	2	1	-	3	Theory	30	70	
Professional Electives: Student has to select 3 credits from the list of following PE electives											
9	PSY 2304	Reading in Psychology	III				1	NTCC	75	25	
10	PSY 2306	Term Paper	III				2	NTCC	75	25	
11	PSY 2307	Project (with Presentation & Evaluation)	III				3	NTCC	75	25	
12	PSY 2308	Article/ Feature Writing	III				1	NTCC	50	50	
TOTAL CREDITS							21				

IV- Semester

Sl. No.	Course Code	Course Name	Sem.	No. of Credits				Course Type	Examination Scheme		Remarks
				L	T	P	Total	Theory / Practical / NTCC	IE	EE	
1	PSY 2401	Abnormal Psychology	IV	2	1	-	3	Theory	30	70	
2	PSY 2402	Health Psychology	IV	2	1	-	3	Theory	30	70	
3	PSY 2403	Counseling Psychology	IV	2	1	-	3	Theory	30	70	
4	PSY 2405	Psychological Practical- IV	IV			4	2	Practical	75	25	
Value Added											
5	LAN 2401	Communicative French	IV	2	-	-	2	Theory	50	50	
6	CSS2402	Reading And Comprehension	IV	1	-	-	1	Theory	50	50	
7	BEH2451	Stress and Coping Strategies	IV	1	-	-	1	Theory	50	50	
Open Elective :											
8		Minor Track	IV	2	1	-	3	Theory	30	70	
Professional Electives: Student has to select 3 credits from the list of following PE electives											
9	PSY 2404	Term Paper	IV				1	NTCC	75	25	
10	PSY 2406	Workshop	IV				1	NTCC	60	40	
11	PSY 2407	Developing Emotional Intelligence	IV	2	1	-	3	Theory	30	70	
12	PSY 2408	Article/ Feature Writing	IV				1	NTCC	50	50	
TOTAL CREDITS							21				

Summer Internship

V- Semester

Sl. No.	Course Code	Course Name	Sem.	No. of Credits				Course Type Theory / Practical / NTCC	Examination Scheme		Remarks
				L	T	P	Total		IE	EE	
1	PSY 2501	Psychology of Peace	V	2	1	-	3	Theory	30	70	
2	PSY 2502	Community Psychology	V	2	1	-	3	Theory	30	70	
3	PSY 2503	Positive Psychology	V	2	1	-	3	Theory	30	70	
4	PSY 2504	Summer Internship Evaluation	V				4	NTCC	50	50	
5	PSY 2505	Psychological Practical- V	V			4	2	Practical	75	25	
Value Added											
6	LAN 2501	French Advance Grammar And Comprehension	V	2	-	-	2	Theory	50	50	
7	CSS2502	Effective Writing And Professional Ethics	V	1	-	-	1	Theory	50	50	
8	BEH2553	Interpersonal Communication	V	1	-	-	1	Theory	50	50	
Open Elective :											
9		Minor Track	IV	2	1	-	3	Theory	30	70	
Professional Electives: Student has to select 3 credits from the list of following PE electives											
10	PSY 2506	Project (with Presentation & Evaluation)	V				3	NTCC	75	25	
11	PSY 2507	Movie Review (Based on Psychological Theme)	V				1	NTCC	70	30	
12	PSY 2508	Seminar	V			-	2	NTCC	70	30	
13	PSY 2509	Article/ Feature Writing	V				1	NTCC	50	50	
14	PSY 2510	Scientific Research Paper	V				2	NTCC	70	30	
TOTAL CREDITS							25				

VI- Semester

Sl. No.	Course Code	Course Name	Sem.	No. of Credits				Course Type	Examination Scheme		Remarks
				L	T	P	Total	Theory / Practical / NTCC	IE	EE	
1	PSY 2601	Sports Psychology	VI	2	1	-	3	Theory	30	70	
2	PSY 2602	Organizational Psychology	VI	2	1	-	3	Theory	30	70	
3	PSY 2603	Environmental psychology	VI	2	1	-	3	Theory	30	70	
4	PSY 2604	Neuro Linguistic Programming	VI	2			2	Theory	30	70	
5	PSY 2605	Psychological Practical- VI	VI			4	2	Practical	75	25	
6	PSY 2606	Dissertation	VI				5	NTCC	70	30	
Open Elective :											
7		Minor Track	IV	2	1	-	3	Theory	30	70	
Professional Electives: Student has to select 3 credits from the list of following PE electives											
8	PSY 2607	Workshop	VI				1	NTCC	60	40	
9	PSY 2608	Seminar	VI				1	NTCC	70	30	
10	PSY 2609	Scientific Research Paper	VI				2	NTCC	70	30	
TOTAL CREDITS							24				

MINOR TRACK COURSES : AIBAS doesn't offer any Minor track

Sl. No.	Course Code	Course Name	Sem.	No. of Credits				Course Type	Examination Scheme		Remarks
				L	T	P	Total	Theory / Practical / NTCC	IE	EE	
	NIL										

Dr. Sumita Dave
Signature of the Chairperson (BoS) / HoI

Syllabus - First Semester

INTRODUCTION TO PSYCHOLOGY

Course Code: PSY 2101

Credit Units: L: 2, T:1, P:0 =03

Course Objective:

This course is designed to introduce the science of psychology. It identifies and defines the theories, terms, methods, and various fields of psychology. This course can be used as a foundation towards continued education in more specific areas of psychology. Upon completion of this course, student should have completed the following objectives:

- To know the major psychologist and the ideas, theories and schools with which they are associated.
- To understand the major concepts of general psychology.

Course Contents:

Module I: Introduction

Meaning, Definition, Nature, Goals, Scope
Branches of Psychology
Recent Trends in Psychology
Indian Approach to Psychology

Module II: Methods of Psychology

Experimental,
Questionnaire and Interview,
Observation and Field Survey

Module III: History and Schools

Background and historical perspectives of Psychology
Structuralism, Functionalism, Psychoanalysis
Contemporary schools of psychology: Behaviorism, Gestalt, Humanism, Existentialism.

Module IV: State of Consciousness and Personality

State of Consciousness: Controlled and Automatic Processing, Self Awareness, Sleep
Personality: Meaning, Nature and Theories of personality: Trait and Type Theory, Psychoanalytical Theories

Module V: Emotion and Motivation

Emotion: Meaning, Nature and Theories of emotions
Motivation: Meaning, Nature and Theories of motivation

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; MT- Mid term; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Text and References:

- Morgan, C.T. & King, R. (2001). Introduction to Psychology. (7th ed.). New Delhi: Tata McGraw Hill Publishing Company Limited.
- Nevid, J. S. (2003). Psychology: Concepts and applications. Boston: Houghton Mifflin Company
- Baron, R. A. (2001). Psychology (5th ed.). Needham Heights,MA: Allyn and Bacon.
- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (2000). Hilgard's introduction to psychology (13th ed.). Fort Worth, TX: Harcourt Brace.
- Mishra, B. K (2008). Psychology. The study of human Behaviour. Kolkata.PHI Learning Pvt. Ltd.
- Myers, D. (2004). Psychology (7th ed.). New York: Worth.
- Nairne, J. S. (2003). Psychology: The adaptive mind (3rd ed.). Belmont, CA: Thomson/Wadsworth.
- Passer, M., & Smith, R. (2004). Psychology: The science of mind and behavior (2nd ed.).Boston: McGraw Hill.

BIOLOGICAL BASIS OF PSYCHOLOGY

Course Code: PSY2102

Credit Units : L:2, T:1,P:0 = 03

Course Objective:

The paper on physiological psychology correlates the discipline to the physiological aspect of human life and emphasizes the need to study physiology for complete understanding of human beings.

Course Contents:

Module I: Introduction

Physiology & Behavior
Physiological Psychology- Definition, Techniques used to study brain

Module II: Neural conduction Mechanism

Neurons: Structure of Neuron, synapse, reflexes
Neural Impulse Transmission
Neurotransmitters

Module III: Nervous system

Central and Peripheral Nervous System
Lateralization of brain (Left and Right brain)
The Endocrine system and behavior

Module IV: Physiological basis of behavior

Learning and memory
Motivation and emotion

Module V: Sleep and Circadian Rhythm

Homeostasis, Consciousness and its states, Circadian Rhythm, Dreams, Disorders of sleep

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **MT**- Mid Term; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text and References:

- Leukel, F., (1968), Introduction to Physiological Psychology
- Levinthal, G. G., (1990), Introduction to Physiological Psychology
- Anthony, C.P & Thobidean G.A., (1987), Text Book of Anatomy & Physiology, New Jersey.

COGNITIVE PSYCHOLOGY

Course Code: PSY2103

L:2,T:1,P:0 =C:03

Course Objective:

The course deals with the understanding of higher mental processes and their relevance in daily living. The study of normal processes is essential to enable the understanding of neurological or abnormal dysfunctions. The objectives of this course are (a) to provide an understanding of normal mental processes and their relationship to brain, mind and behavior, and (b) to study the concept of cognition and its application.

Course Contents:

Module I: Introduction and Sensation

Introduction, History and Background of Cognitive Psychology

Sensory Process: Meaning and Types of Senses, Sensation and Sensitivity

Module II: Attention and Perception

Attention: Nature, Process Types and Determinants of attention

Perceptual Process: Meaning and Nature of Perception

Principles of Perceptual organization

Perception of Space, Depth–Visual Monocular Cues and Binocular Cues, Perception of Distance and Direction

Perceptual constancy

Perceptual Illusions, Delusions and Hallucinations

Module III: Learning

Learning: Meaning, Nature and Types of learning (Verbal, Motor, Concept etc)

Theories of Learning –Trial and Error Theory, Classical Conditioning Theory, Operant / Instrumental Conditioning, Insight Learning Theory

Transfer of Training: Meaning, Types and Theories of Transfer

Module IV: Thinking, Problem Solving & Language

Thinking: Nature, and Types of Thinking

Tools of thinking: Images, Concept, Symbols and Signs, Language, Muscle Activities and Brain Function

Problem solving: Meaning and Methods of Problem solving.

Role of set in problem solving

Decision Making: Meaning, Types and Hindrances

Language: Definition, Elements of Language, Development, Acquisition, Influence of Culture

Module V: Intelligence and types

Intelligence: Meaning and Nature

Types: Emotional Intelligence, Social Intelligence, Spiritual Intelligence and Cultural Intelligence

Theories of intelligence: Unitary Theory, Two Factor Theory, 3-D Model of Intellect , Process Theories of Intelligence, Multi-factor Theory (Howard Gardener),

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **MT**- Mid Term; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text and References:

Kellogg, R. T. (2012). Fundamentals of Cognitive Psychology. New Delhi: Sage Publication

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

Tiwari, G. & Pal, R. (2001). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir.

Solso, R. L. (2006). Cognitive Psychology. New Delhi. Pearson Education

Esgate, A., & Groome, D. (2005). An Introduction to Applied Cognitive Psychology. New York: Psychology Press.

Hilgard, E.R. Atkinson, R.C. & Atkinson, R.L. (1975). Introduction to Psychology (6th ed.) New Delhi: Oxford and IBH Publishing Co.

Mishra, B. K. (2008). Psychology. New Delhi; PHI Learning Pvt. Ltd

Snyder, C. R. & Lopez, S. J. (2007). Positive Psychology. London: Sage Publications.

RESEARCH METHODOLOGY

Course Code: PSY2104

L:2,T:1,P:0=C:03

Course Objectives: The paper on Research Methodology introduces manner of research conducted in psychology, its range and scope. Various techniques of data collection, research designs and report writing will be covered in this paper.

Course Contents:

Module I: Introduction

Meaning, nature, Importance and limitations of scientific researches. Problem and hypothesis – sources, types, characteristics, errors . Variables approach: IV, DV, intervening variables, confounding variables, moderating and extraneous variable; Data Collection approach : Primary and secondary data;

Module II: Stages in research

Problem identification, Hypothesis formulation, Identification and manipulation of variables, Formulation research design, Tool development, Data collection. Data analysis, Summarizing and Conclusion

Module III Sampling

Fundamental of sampling: Statistics and parameter, sampling frame, Sampling: Types and Importance of Probability and non-probability sampling, Sampling error

Module IV Data Collection and Research design

Method of data collection – Observation, Questionnaire, Interview, Survey, Sociometric technique, Field studies,

Types of Research design: Experimental Research design –Fundamentals; Between Group and Within Group Design Non-experimental research design – Correlation, ex-post facto Quasi –experimental design

Module V Proposal writing

Report writing-APA style

Ethical consideration in research

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **MT**- Mid Term; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text and References:

Anastasi A, (1988), Psychological Testing; 6th Edition, New York: McMillan Publishing Company

Kerlinger F N, (1933), Foundations of Behavioral Research; New Delhi: Surjeet Publication

Freeman S, (1962), Theories and Practice of Psychological Testing; New Delhi: Oxford IBH

Pandey J, (1988), Psychology in India: The State of the Art Vol I (Personality & Mental Processes), New Delhi;
Sage

Psychological Practical-I

Course Code: PSY2105

Credit Units: L:0,T:0,P:4 = 02

Course Objective:

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Every student is expected to perform and write any 07 experiments & tests mentioned below.

List of Practicals:

1. Muller Lyer Illusion
2. Stroops Test
3. Movie/Film/TV serial analysis (Psychology theme)
4. Test of Intelligence (Raven's Standard Progressive Matrices)
5. Test of Personality (MBTI)
6. Learning Disability
7. Multiple IQ
8. Learning Style Questionnaire
9. Finger Dexterity
10. Bilateral Transfer of Training
11. Span of attention
12. **PROJECT:** Visit to hospital to understand the techniques of studying physiological behavior (MRI, CT Scan, etc.)

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce (External)	Record Book	A	Total
40 Marks	25 Marks	30 Marks	5 Marks	100 Marks

Text and References:

- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology. New Delhi; Tata McGraw Hill
- Munn N.L.(1967). Introduction to Psychology. Oxford and I.B.H. Pub Co. Bombay, 6th Ed
- Solso, R. L. (2006). Cognitive Psychology. New Delhi. Pearson Education
- Tiwari, G., &Pal, R. (2001). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir.
- Hilgard. E.R. Atkinson, R.C., & Atkinson, R.L. (1975). Introduction to Psychology (6th Ed.) New Delhi: Oxford and IBH Publishing Co.
- Kerlinger F.N. (2004). Foundations of Behavioural Research. 8th print

INTRODUCTION TO FRENCH AS A FOREIGN LANGUAGE
Semester I

Course Code: LAN2101

Credit Units : 02

Course Objective: This course teaches the students to understand French as a foreign language, to express themselves in basic French and familiarizes them with the Present tense. Students will be able to engage in basic conversation in French and will be able to frame sentences using negation, interrogation, etc.

Course Contents:

Module I : Introduction to French Language					
<ul style="list-style-type: none"> • Française Langue Etranger. • Les alphabets français • Nommer des objets, s'adresser poliment à quelqu'un • Se présenter, présenter quelqu'un • Dire où on travaille, ce qu'on fait 		<ul style="list-style-type: none"> • French as a foreign language • French Alphabets • Name objects, politely address someone • Introduce yourself, introduce someone • Tell where we work, what we do 			
Module II : Regions of France					
<ul style="list-style-type: none"> • Régions française et ses territoires de l'outre mer. • À propos de la France • Identifier des objets, expliquer leur usage • dire l'heure et la date, faire un achat, discuter le prix. 		<ul style="list-style-type: none"> • French Regions and its overseas territories. • About France • Identify objects, explain their use • Say time and date, make a purchase, discuss the price. 			
Module III: Grammar					
<ul style="list-style-type: none"> • Articles définis et indéfinis, masculin et féminin des noms, pluriel des noms • Je, il, elle sujets, verbes parler, habiter, s'appeler, être, avoir, masculin et féminin des adjectifs de nationalité • Tu, vous sujets, verbes parler, aller, être, c'est moi/c'est toi • Démonstratif adjectif (ce, cet, cette, and ces) 		<ul style="list-style-type: none"> • Definite and Indefinite Articles, masculine and feminine nouns, plural nouns • I, he, she subjects, verbs to speak, to live, to call, to be, to have, masculine and feminine adjectives of nationality • You, you(formal) subjects, verbs to speak, to go, to be, it's me / it's you • Demonstrative adjective adjectif (ce, cet, cette, and ces) 			
Examination Scheme:					
Components	Mid-Term	Home Assign.	Viva-voce	Attendance	End -Term
Weightage (%)	10	15	20	5	50

Text & References:

- Andant, Christine et al. A propos A1 Livre de l'élève and Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.
- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

References:

- Modern French course by Mathurin Dondo, Oxford
- 450 exercices de grammaire, Clé International
- 3-in-1 French Grammar, Vocabulary & Verbs, Collins
- French-English-French dictionary, Larousse

ESSENTIALS OF COMMUNICATION

Course Code: CSS2102

Credit Units: 1

Course Objective:

The course is intended to develop a deep understanding of the fundamentals of communication, and to improve communication skills by appreciating the importance of non-verbal communication. Effective communication facilitates efficient information sharing between company employees and can substantially contribute to its commercial success.

Course Contents:

Module I: Fundamentals of Communication

Communication: Definition, Process
Importance of Communication
Principles of Communication: 7C's
Role of Critical and Creative Thinking in Effective Communication

Module II: Forms of Communication

Verbal Communication
Non-verbal Communication
Intrapersonal Communication
Interpersonal Communication
Media Communication
Formal and Informal Communication

Module III: Barriers to Communication

Verbal Barriers
Non-Verbal Barriers
Semantic
Listening Barriers
Physical and Mechanical Barriers
Psychological Barriers

Examination Scheme:

Components	Written Test	CAF	CT	V/P	GD/Extempore	A
Weightage (%)	50	10	10	15	10	5

CAF- Communication Assessment File, V/P- Viva/Presentation, GD- Group Discussion, A- Attendance

Text & References:

1. Ramon & Prakash, 'Business Communication', Oxford.
2. Sydney Greenbaum 'Oxford English Grammar', Oxford.
3. MalraTreece (Allyn and Bacon), 'Successful Communications'
4. M. Ashraf Rizvi, 'Effective Technical Communication'
5. Anjanees Sethi & Bhavana Adhikari, 'Business Communication' Tata McGraw Hill

UNDERSTANDING SELF FOR EFFECTIVENESS

Course Code: BEH2151

Credit Units: 01

Course Objective:

This course aims at imparting:

- Understanding self & process of self exploration
- Learning strategies for development of a healthy self esteem
- Importance of attitudes and its effective on personality
- Building Emotional Competence

Course Contents:

Module I: Self: Core Competency

Understanding of Self

Components of Self – Self identity

Self concept

Self confidence

Self image

Module II: Techniques of Self Awareness

Exploration through Johari Window

Mapping the key characteristics of self

Framing a charter for self

Stages – self awareness, self acceptance and self realization

Module III: Self Esteem & Effectiveness

Meaning and Importance

Components of self esteem

High and low self esteem

Measuring your self esteem

Module IV: Building Positive Attitude

Meaning and nature of attitude

Components and Types of attitude

Importance and relevance of attitude

Module V: Building Emotional Competence

Emotional Intelligence – Meaning, components, Importance and Relevance

Positive and Negative emotions

Healthy and Unhealthy expression of emotions

Module VI: End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Examination Scheme:

Components	Social Awareness Project (SAP)	Journal For Success (JoS)	A	Mid Term/Class Test	Viva/Presentation	End term Examination
Weightage	15	10	5	10	10	50

Text & References:

- Organizational Behaviour, Davis, K.
 - Hoover, Judith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
 - Dick, McCann & Margerison, Charles: Team Management, 1992 Edition, viva books
 - Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
 - Dressler, David and Cans, Donald: The Study of Human Interaction
 - Lapiere, Richard. T – Social Change
 - Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
 - Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
 - LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
 - J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
 - Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers
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HUMAN RIGHTS, VALUES AND ETHICS

Course Code: PSY 2106

Credit Units: L:1,T:1,P:0 = 02

Course Objective:

The course will address the evolution of international human rights and of the legal instruments designed for their protection. It is a study the theoretical foundations of the idea of human rights in India.

Course Contents:

Module I: Introduction to Human Rights

Historical Perspective of Human rights
Meaning and Evolution of Human rights
Theories of Human Rights
Universalization of Human Rights

Module II: Human Rights in Indian Context

Indian constitution and Human rights
Fundamental Rights, Directive Principles of State
Policy Implementation of human rights in India
Personal and family rights

Module III: Human Rights Education

History and Determinants if Human Right Education
Awareness of Human Rights in Children
Principles of Human Rights Education
Protection of Human Rights in School
Global Need of Human Right Education

Module IV: Human and Civil Rights

Property Rights - Copyright - Intellectual Property
Crime and Social Deviance
National Human Rights Commission: Structure and Powers
Police — Law Enforcement: International Law Enforcement Agencies and National Law Enforcement Agencies, Interpol

Module V: Values and ethics In India

Values and Ethics : Concept and classification
Indian and Western Values and Ethics: Review and Interpretation of Indian and foreign scriptures
Global values

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	05	5	5	5	70

CT-Class Test; **MT**- Mid term ;**H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text and References:

- Shelley Wright (2001). International Human Rights, Decolonization and Globalization: Becoming Human. London: Rutledge.
- Anthony J. Langlois. (2001), The Politics of Justice and Human Rights: Southeast Asia and Universalist Theory. Cambridge: Cambridge University Press.
- Parish, Steven M. (1994). Moral Knowing in a Hindu Sacred City. N.Y.: Columbia University Press.

READINGS IN PSYCHOLOGY

Course Code: PSY2107

Credit Units: L:0,T:0,P:0 = 02

Course Objective:

The objective of this paper is to inculcate reading habit along with value addition to the existing understanding of the subject. The book reading would be a kind of knowledge enhancer that would envision the student about some current thoughts related to the discipline. The book reading and its critical analysis would help broaden the intellectual horizon of the student and develop the ability of critical analysis and synthesis. A contemporary and relevant book will be selected by the student.

Guidelines:

The student is expected to thoroughly go through the discipline related prescribed book with the objective of critically reviewing each aspect and character of the book. The student is supposed to have a detailed insight into the following:

1. Content
2. Writing style
3. Information/learning
4. Content handling
5. Characters(if any)
6. Thematic Clarity

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing. Headings in Font Size 16.

Evaluation Scheme:

Report on the Book in 3000 words (Continuous Evaluation) (50 Marks)					Internal Presentation	External Viva & Presentation on Report
Selection of the Book	Content	Writing style	Learning	Thematic Clarity		
10	10	10	10	10	25 marks	25 Marks

PROJECT (WITH PRESENTATION & EVALUATION)

Course code: PSY2108

Credit Units: L:0,T:0,P:0 = 03

Course Objective:

The project can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach of gathering and analysis of information / data, leading to production of a structured report. The aim of the project is to provide the students with an opportunity to apply their knowledge of psychology in understanding human behavior in field setting.

Chapter Scheme and distribution of marks:

Chapter 1: Introduction – 10 marks

Chapter 2: Conceptual Framework – 10 marks

Chapter 3: Presentation, Analysis & Findings -- 15 marks

Chapter 4: Conclusion & Recommendations -- 10 marks

Chapter 5: Bibliography -- 05 marks

Components of a Project Report

The outcome of Project Work is the Project Report. A project report should have the following components:

- 1) Cover Page:** This should contain the title of the project proposal, to whom it is submitted, for which degree, the name of the author, name of the supervisor, year of submission of the project work, name of the University.
- 2) Acknowledgement:** Various organizations and individuals who might have provided assistance /co-operation during the process of carrying out the study.
- 3) Table of Content:** Page-wise listing of the main contents in the report, i.e., different Chapters and its main Sections along with their page numbers.
- 4) Body of the Report:** The body of the report should have these four logical divisions
 - a) **Introduction:** This will cover the background, rationale/ need / justification, brief review of literature, objectives, methodology (the area of the study, sample, type of study, tools for data collection, and method of analysis), Limitations of the Study, and Chapter Planning.
 - b) **Conceptual Framework / National and International Scenario:** (relating to the topic of the Project).
 - c) **Presentation of Data, Analysis and Findings:**(using the tools and techniques mentioned in the methodology).
 - d) **Conclusion and Recommendations:** In this section, the concluding observations based on the main findings and suggestions are to be provided.
- 5) Bibliography or References:** This section will include the list of books and articles which have been used in the project work, and in writing a project report.
- 6) Annexure:** Questionnaires (if any), relevant reports, etc.
(The main text of the Project should normally be in the range of 5000 words. However, there may be annexure in addition to the main text)

The Steps of a Project Report

Step I : Selection of the topic for the project by taking following points into consideration:

- Suitability of the topic.
- Relevance of the topic
- Time available at the disposal.
- Feasibility of data collection within the given time limit.
- Challenges involved in the data collection (time & cost involved in the data collection, possibility of getting responses, etc.)

Step II: Finalization of the Topic and preparation of Project Proposal in consultation with the Supervisor.

Step III: Collection of information and data relating to the topic and analysis of the same.

Step IV: Writing the report dividing it into suitable chapters, viz.,

Chapter 1: Introduction,

Chapter 2: Conceptual Framework / National & International Scenario,

Chapter 3: Analysis & Findings

Chapter 4: Conclusion and Recommendations.

Step V: The following documents are to be attached with the Final Project Report.

1) Approval letter from the supervisor (Annexure-IA)

2) Student's declaration (Annexure-IB)

3) Certificate from the Competent Authority of the Organization / Institution, if the student undertakes the Project Work in any Organization / Institution.

Guidelines for evaluation:

- Each of the students has to undertake a Project individually under the supervision of a teacher and to submit the same following the guidelines stated below.
- Language of Project Report and Viva-Voce Examination may be English. The Project Report must be typed and hard bound.
- Failure to submit the Project Report or failure to appear at the Viva-voce Examination will be treated as —Absent in the Examination. He /she has to submit the Project Report and appear at the Viva-Voce Examination in the subsequent years (within the time period as per University Rules).
- No marks will be allotted on the Project Report unless a candidate appears at the Viva-Voce Examination. Similarly, no marks will be allotted on Viva-Voce Examination unless a candidate submits his/her Project Report.
- Evaluation of the Project Work to be done jointly by one internal expert and one external expert with equal weightage, i.e., average marks of the internal and external experts will be allotted to the candidate.

Project Report (Continuous Evaluation)	Internal Presentation & Viva on Project	External Presentation & Viva on Project
50 marks	25 marks	25 marks

ARTICLE/FEATURE WRITING

Course Code: PSY 2109

Credit Units L:0,T:0,P:0 = 01

Course Objective:

The objective of this course is to develop the scientific bent of mind and judge the understanding as well as application of the knowledge gained by the students. The aim of an article is to provide the students an opportunity to further enhance their knowledge in an area of their choice by undertaking different **aspects of human behavior and analyzing it** at a level commensurate with the learning outcomes of the various courses taken up by them in the ongoing semester.

The purpose of the article is for the students to draw upon their interest in currently published research literature with the aim of furthering theoretical work in the field of interest.

Guidelines:

1. The article will be related to the contemporary Psychological issue and the topic will be given by the department. The article will be written in around 3000 words.
2. The presentation of the article is scheduled to be held before the commencement of Semester examinations.
3. The article will carry 100 marks that will be marked on the basis of selection of topic, article writing and viva.
4. There are a number of types of articles that are published in psychological journals, including reports of empirical studies (psychological reports), review articles, case studies and theoretical articles. Students may critically assess existing theories, identifying flaws or arguing for the superiority of one theory over another. This is often done through examining a theory's internal consistency and evaluating the level of empirical support for the theory (i.e. studies/experiments). This type of theoretical analysis is what we are expecting from students at undergraduate level.

Examples of a few broad areas for articles (List is indicative, not exhaustive)

- Personality theories
- Emotional Intelligence
- Positive thinking
- Learning
- Self concept
- Motivation
- Emotion
- Cognitive process
- Cross cultural Psychology
- Memory enhancement

Evaluation Scheme:

Selection of topic & its significance	Article writing		External Viva & Presentation	Total
	Content	References(studies quoted)		
10	20	20	50	100

PSYCHOLOGY OF HAPPINESS

Course Code: PSY 2110

L:2,T:1,P:0=C:03

Objective:

To bring an experience of positive emotions and also enable students to communicate effectively and express themselves freely and creatively and to understand their expectations in relationships, develop empathy Build relevant competencies for experiencing and sharing happiness as lived experience and its implications.

Module I: Introduction

Meaning and nature of happiness, Determinants of happiness, and measurement of happiness, misconceptions about happiness

Module II: Understanding health and wellbeing

Subjective wellbeing, Psychological wellbeing, Quality of life. Happiness in work and relationships.

Module III: Understanding Stress & Anxiety and its management:

Nature and sources of stress and anxiety ; Effects of stress and anxiety on physical and mental health; Coping mechanisms for stress and anxiety

Module IV: Positive Psychology

Positive Psychology: History, Positive subjective experiences: Positive Moods, Positive Emotions and Flow.

Module V: Applications of science of happiness into daily life:

Human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance, Resilience. mindfulness, yoga and mediation

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Reference Reading

- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.
- DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson.
- Forshaw, M. (2003).*Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
- Hick, J.W. (2005).*Fifty signs of Mental Health.A Guide to understanding mental health*.Yale University Press.
- Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
- Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.
- Adler, A. (2016). Teaching Well-Being increases Academic Performance: Evidence From Bhutan, Mexico, and Peru. Publicly Accessible Penn Dissertations. 1572.
- Helliwell, J. F., Huang, H., & Wang, S. (2017). The Social Foundations of World Happiness. World Happiness Report.

Syllabus - Second Semester

LIFE SPAN DEVELOPMENT

Course Code: PSY2201

Credit Units: L:2,T:1,P:0 =03

Course Objective:

The paper will familiarize the students with the psycho-physiological development of infants and children. The course includes the development and changes during adolescence, adulthood and old age. The objective of this paper is:

- To critically evaluate the role of heredity, maturation, and the environment in development.
- To critically examine the relationship between scientific theories of development and the reality of development in everyday life.

Course Contents:

Module I: Introduction -

Meaning and Concept of Development: Life Span Perspective, Theoretical Perspective on Development, Factors influencing development, Indian Perspective

Principles of growth & development: Difference between growth, maturation, development & learning.

Research in life-span development: methods and designs.

Module II: The Start to Life and Development in Infancy and Toddlerhood (birth to 2years) -

Conception and Prenatal Development: The Interaction of Heredity and Environment;

Birth and newborn: Birth Complications, Competent Newborn.

Module III: Development in Childhood The Preschool years (3-6 Years) & The Middle Childhood(6-12 Years)

Physical Development Cognitive Development: Intellectual and Language development

Social and Personality Development, Moral and Emotional Development

Module IV: Development in Adolescence and Young Adulthood Adolescence (12-19 years) – Adolescence:

Physical and Cognitive development in Adolescence and School Performance

Contexts of development: Family, School Peers, Role of Media, Contemporary Psychosocial Issues- Indian Perspective

Social, Personality, Moral and Emotional Development

Young Adulthood (19-35 years):

Physical Development: Physical Limitations and Challenges

Cognitive Development: Intelligence and Higher Education

Social and Personality Development: Forming Relationship and Choosing Career

Contemporary Psychosocial Issues

Module V: Development in Middle and Late Adulthood Middle Adulthood (35-55 years) –

Middle Adulthood:

Physical Development: Sexuality and Health

Cognitive Development: Memory and Remembering

Social and Personality Development: Cultural Dimensions

Late Adulthood (55 years to death):

Physical Development: Health and Wellness

Cognitive Development: Memory and Forgetting

Social and Personality Development: Successful Aging

Death, Dying and Bereavement

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	05	5	5	5	70

CT-Class Test; MT- Mid term; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Text and References:

- Berk, L.E. (1989), Child Development; Boston: Allyn & Bacon.
- Brodzinsky, D.M., Gormly, A.V., & Anibron, S.R. (1986) Life Span Human Development; New Delhi:
- Heatherington, E.M., & Parke, R.D. (1986), Child Psychology; New York: McGraw-Hill
- Hurlock, E.B., (1981), Developmental Psychology; A Life Span Approach; Tata McGraw-Hill
- Asthana, H.S. & J. Pandey, (1998) Psychology in India: The State of the Art Vol. I; New Delhi, Sage
- American Psychologist (1989), Special issue, Children and their Development: Knowledge base Research Agenda and Social Policy Application 44(2), 95-490.
- Daton, R.A. (1987), Adult Development and Ageing; Annual Review of Psychology, 38, 153-280
- Kirmel, D.C. (1980). Adulthood and Ageing – An Inter disciplinary Developmental view; New York: John Wiley & Sons.
- Maier, H.W. (1969) Three Theories of Child Development; New York: Harper & Row.
- Rogoff, B. (1981). Schooling and the Development of Cognitive Skills, In H.C. 'Triandis & Heron (Eds.) Handbook of Cross Cultural Psychology, Vol 4; Boston: Allyn & Bacon.
- Peterson, A.C. (1988) Adolescent Development; Annual Review of Psychology. 38, 583-607.
- Saraswati, T.S. & Dutta, R. (1988). Current trends in Developmental Psychology In J. Pandey (Ed.) Psychology in India: The state of the Art. Vol.1. Personality and Mental processes; New Delhi: Sage

APPLIED SOCIAL PSYCHOLOGY

Course Code: PSY2202

L:2,T:1,P:0C: 03

Course Objective:

Social Psychology is the study of social interaction and social influence on human behaviour. This course has following objectives.

- To expand knowledge about social psychology and human behavior.
- To foster respect for human diversity, particularly with regard to matters of gender, race and ethnicity.
- To enable students to (a) understand the forces that create group differences in patterns of social behavior, (b) understand and adjust to the behavior of other people, (diverse array of groups and social categories to which they do belong) (c) recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and (d) understand the dynamics of intergroup relationships, conflict, and cooperation.

Course Contents:

Module I: Introduction

Meaning and Nature of Social Psychology

Scope and Development of Social Psychology

Methods and their Application: Correlation Method, Sociometry method, Cross sectional method.

Relationship of Social Psychology with other discipline

Module II: Social Perception and Cognition

Perceiving ourselves: Self-Concept, Self-esteem and Self-Presentation

Perceiving others: Forming impressions and role of verbal and non-verbal cues

Attribution: Understanding the causes of others' behavior

Attribution Biases

Module III: Interpersonal Attraction

Concept and Meaning of interpersonal attraction

Factors affecting interpersonal attraction,

Theories of interpersonal attraction: Reinforcement Theory, Complementary Theory, Exchange Theory

Module IV: Collective Behaviour

Prosocial Behaviour: Meaning, Nature, and Determinants, Bystander effect

Crowd behavior: Nature, Types and Theories, Social exchange theory

Aggression: Meaning, Theories of Aggression Social, Cultural, Personal and Situational factors, Prevention and Control of Aggression

Module V: Social influences and Leadership

Social influence: Conformity, Compliance, and Obedience

Leaderships: Types and theories-Fiedler's, Theory Mc Gregor's Theory, Transactional and Transformational Theory, Trait Theories, Path-Goal Theory, Mount and Blake model of leadership

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	05	5	5	5	70

CT-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam
Text and References:

- Baron R.A,(2009) Social Psychology. Pearson. 12th ed.
- Merton R. K. (1972). Social Theory and Social Structure; New Delhi: Amerind Publishing Co.
- Robert S. Feldman, Social Psychology, Edition: 3, Prentice Hall, 2000
- Seccord & Beckman, Introduction to Social Psychology
- Sherriff & Sherriff, Social Psychology
- Kuppusawmi, (2002), Introduction to Sociology; Media Promoters and Publishers, Bombay

STATISTICS IN PSYCHOLOGY

Course Code: PSY2003

Credit Units: L:2,T:1,P:0= 03

Course Objectives: The paper on statistics introduces quantification and interpretation of data related to psychology. The students will learn primary concepts and methods of statistical analysis in psychology.

Course Contents:

Module I: Introduction

Meaning, Definition, Importance and Limitations of Statistics in Psychology
Population and Sample, Graphical presentation of Data: Histograms, Frequency polygon, Frequency Curve, Cumulative Frequency Curve (Ogive), Cumulative Percentage Curve

Module II: Central tendency & variation

Measures of Central Tendency: Meaning, Application and Computation of Mean, Median and Mode
Measures of Variability: Range and Variation; Average deviation, Quartile deviation and Standard deviation
The Normal Probability Curve: The Standard Normal Curve, Characteristics and its application.

Module III: Parametric Statistics

Introduction, Assumptions
t-Test (Independent & correlated)
ANOVA (One way) and Factorial
Correlation-Pearson Product moment correlation (Linear correlation).

Module IV: Non-Parametric Statistics

Introduction, Assumptions
Chi square- Equal probability, 2x2 contingency and 3x3 contingency
Mann Whitney and Wilcoxon rank test
Spearman's Rank Order Correlation

Module V: SPSS

SPSS- training in parametric and non-parametric data analysis.

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; MT - Mid Term; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Text and References:

- Garrett, H. E., & Woodworth, R.S. (2011). Statistics in psychology and education. Mumbai: Paragon International Publishers.
- Gupta, S. C. (2007). Fundamentals of statistics. New Delhi: Himalaya.
- Siegel, S. (1956). Non parametric statistics. New York: McGraw Hill.
- Broota, K. D. (1989). Experimental design in behavioural research. New Delhi: New Age International.
- Guilford, J. P. (1942). Fundamental statistics in psychology and education. USA: McGraw Hill.
- Minimum, E. W., King, H. M., & Bear G. (1993). Statistical reasoning in psychology & education. (3rd ed.). New York: John Willey & Sons.

Psychological Practical-II

Course Code: PSY2205

Credit Units: L:0,T:0,P:4 = 02

Course Objective:

This course will enable the students to understand and apply the general concepts of psychology through experiments & psychological tests.

The students are required to perform & write any 07 practical.

List of Experiments/Tests:

1. Locus of Control
2. Test of Well-being
3. Youth Problem Inventory
4. Academic Achievement Need
5. Reading and Writing Motivation
6. Risk taking behavior Inventory
7. Hardiness
8. Old age fears
9. Life Satisfaction
10. Attachment Style
11. Parent child relationship test
12. Case study of an adolescent problem behaviour/old age/ any childhood behaviour problem.

Examination Scheme:

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	A	Total
40 Marks	30 Marks	25 Marks	05 Marks	100 Marks

Text and References:

- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology. New Delhi; Tata McGraw Hill
- Munn N.L.(1967). Introduction to Psychology. Oxford and I.B.H. Pub Co. Bombay, 6th Ed
- Solso, R. L. (2006). Cognitive Psychology. New Delhi. Pearson Education
- Tiwari, G., & Pal, R. (2001). Experimental Psychology: A Dynamic Approach. Vinod PustakMandir.
- Hilgard. E.R. Atkinson, R.C., & Atkinson, R.L. (1975). Introduction to Psychology (6th Ed.) New Delhi: Oxford and IBH Publishing Co.
- Kerlinger F.N. (2004). Foundations of Behavioural Research. 8th print

FRENCH BASIC GRAMMAR AND COMPREHENSION

Semester II

Course Code: LAN2201

Credit Units : 02

Course Objective: This course enables the students to apply their knowledge of possessive and demonstrative adjectives in the present and near future tense, in conversation- using different groups of verbs, and to conjugate the French -ER regular and irregular verbs.

Course Content:

Module I : About oneself					
<ul style="list-style-type: none"> • L'arbre généalogique • La salle de classe • Ma vie quotidienne • À la maison • À l'université 		<ul style="list-style-type: none"> • Family tree • The classroom • My daily life • At home • At the university 			
Module II: Personal activities					
<ul style="list-style-type: none"> • Préparatifs pour assister à une fête • À l'arrêt de bus • Lettre à un ami 		<ul style="list-style-type: none"> • Preparations to attend a party • At the bus-stop • Letter to a friend 			
Module III : Grammar					
<ul style="list-style-type: none"> • Les articles contractés, les quantités indéterminées et déterminées • Les adverbes de fréquences • Verbes- Parler, Manger, Essayer, Préférer, faire, prendre, venir, pouvoir, vouloir, les verbes pronominaux • La comparaison de l'adjectif • La négation • La future proche 		<ul style="list-style-type: none"> • Articles contracted, indeterminate and determined quantities • Frequency adverbs • Verbs - to speak, to eat, to try, to prefer, to make, to take, to come, to be able, to want, the pronominal verbs • The comparison of the adjective • The negation • The near future 			
Examination Scheme:					
Components	Mid-Term	Home Assign.	Viva-voce	Attendance	End -Term
Weightage (%)	10	15	20	5	50

Text & References:

- Andant, Christine et al. A propos A1 Livre de l'élève and Cahier d'exercices. Grenoble: Presses universitaires de Grenoble, 2010.
- Girardeau, Bruno et Nelly Mous. Réussir le DELF A1. Paris: Didier, 2010.

References:

- Modern French course by Mathurin Dondo, Oxford
- 450 exercices de grammaire, Clé International
- 3-in-1 French Grammar, Vocabulary & Verbs, Collins
- French-English-French dictionary, Larousse

EFFECTIVE LISTENING

Course Code: CSS2202

Credit Units: 1

Course Objective:

The course is intended to help the students to improve their listening skills and language competence; to develop the ability to identify difficult sounds, words and phrases to support listening comprehension. The students will analyze and have an increased understanding of the techniques of effective listening, discuss the skills of communication and focus on the art of listening and apply their new skills actively in the working environment.

Course Contents:

Module I: Developing Effective Listening Skills

Listening: Definition, Process, Hearing vs Listening
Advantages of Good Listening
Types of Listening

Module II: Barriers to Effective Listening

Physical Barrier
Psychological Barrier
Linguistic Barrier
Cultural Barrier

Module III: Enhancing Listening Skills

Effective Listening Strategies
Listening and Note Taking
Activity

Examination Scheme:

Components	Written Test	CAF	CT	V/P	GD/Extempore	A
Weightage (%)	50	10	10	15	10	5

CAF- Communication Assessment File, V/P- Viva/Presentation, GD- Group Discussion, A- Attendance

Text & References:

6. Ramon & Prakash, 'Business Communication', Oxford.
7. Sydney Greenbaum 'Oxford English Grammar', Oxford.
8. MalraTreece (Allyn and Bacon), 'Successful Communications'
9. M. Ashraf Rizvi, 'Effective Technical Communication'
10. Anjane Sethi & Bhavana Adhikari, 'Business Communication' Tata McGraw Hill

PROBLEM SOLVING AND CREATIVE THINKING

Course Code: BEH 2251

Credit Units: 01

Course Objective:

To enable the students:

- Understand the process of problem solving and creative thinking.
- Facilitation and enhancement of skills required for decision-making.

Course Contents

Module I: Thinking as a tool for Problem Solving

What is thinking: The Mind/Brain/Behaviour

Critical Thinking and Learning:

- Making Predictions and Reasoning
- Memory and Critical Thinking
- Emotions and Critical Thinking

Thinking skills

Module II: Hindrances to Problem Solving Process

Perception

Expression

Emotion

Intellect

Work environment

Module III: Problem Solving Process

Recognizing and Defining a problem

Analyzing the problem (potential causes)

Developing possible alternatives

Evaluating Solutions

Resolution of problem

Implementation

Module IV: Plan of Action

Construction of POA

Monitoring

Reviewing and analyzing the outcome

Module V: Creative Thinking

Definition and meaning of creativity

The nature of creative thinking

- Convergent and Divergent thinking
- Idea generation and evaluation (Brain Storming)
- Image generation and evaluation
- Debating

The six-phase model of Creative Thinking: ICEDIP model

Module VI:End-of-Semester Appraisal

Viva based on personal journal

Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Examination Scheme:

Components	Social Awareness Project (SAP)	Journal For Success (JoS)	A	Mid Term/Class Test	Viva/Presentation	End term Examination
Weightage	15	10	5	10	10	50

Text & References:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Richard Y. Chang and P. Keith, Kelly: Wheeler Publishing, New Delhi, 1998.
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management (1996); Pfeiffer &Company
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.

ENVIRONMENTAL STUDIES

Course Code: ENV2252

Credit Units: 4

Course Objective:

The term environment is used to describe, in the aggregate, all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms. At present a great number of environment issues, have grown in size and complexity day by day, threatening the survival of mankind on earth. A study of environmental studies is quite essential in all types of environmental sciences, environmental engineering and industrial management. The objective of environmental studies is to enlighten the masses about the importance of the protection and conservation of our environment and control of human activities which has an adverse effect on the environment.

Course Contents:

Module I: The multidisciplinary nature of environmental studies

Definition, scope and importance, Need for public awareness

Module II: Natural Resources

Renewable and non-renewable resources:

Natural resources and associated problems

Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies.

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles.

Module III: Ecosystems

Concept of an ecosystem. Structure and function of an ecosystem, Producers, consumers and decomposers, Energy flow in the ecosystem, Ecological succession, Food chains, food webs and ecological pyramids.

Introduction, types, characteristic features, structure and function of the following ecosystem:

- Forest ecosystem
- Grassland ecosystem
- Desert ecosystem
- Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

Module IV: Biodiversity and its conservation

Introduction – Definition: genetic, species and ecosystem diversity, Biogeographical classification of India, Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values, Biodiversity at global, national and local levels, India as a mega-diversity nation, Hot-spots of biodiversity, Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts, Endangered and endemic species of India, Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

Module V: Environmental Pollution

Definition, Causes, effects and control measures of:

- Air pollution
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution
- Thermal pollution
- Nuclear pollution

Solid waste management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management: floods, earthquake, cyclone and landslides.

Module VI: Social Issues and the Environment

From unsustainable to sustainable development, Urban problems and related to energy, Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people; its problems and concerns. Case studies, Environmental ethics: Issues and possible solutions, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies., Wasteland reclamation, Consumerism and waste products.

Environmental Protection Act

Air (Prevention and Control of Pollution) Act Water

(Prevention and control of Pollution) Act Wildlife

Protection Act

Forest Conservation Act

Issues involved in enforcement of environmental legislation, Public awareness

Module VII: Human Population and the Environment

Population growth, variation among nations, Population explosion – Family Welfare Programmes, Environment and human health, Human Rights, Value Education, HIV / AIDS, Women and Child Welfare, Role of Information Technology in Environment and Human Health, Case Studies

Module VIII: Field Work

Visit to a local area to document environmental assets-river / forest/ grassland/ hill/ mountain.

Visit to a local polluted site – Urban / Rural / Industrial / Agricultural, Study of common plants, insects, birds. Study of simple ecosystems-pond, river, hill slopes, etc.

Examination Scheme:

Components	CT/ MT	HA	S/V/Q	Presentation	A	EE
Weightage (%)	10	5	5	5	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, A: Attendance, EE: End Semester Examination

Text &References:

- Agarwal, K.C. 2001 Environmental Biology, Nidhi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad 380 013, India, Email:mapin@icenet.net (R)
- Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment (R)
- Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- Heywood, V.H &Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
- Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
- Mckinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.
- Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
- Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
- Survey of the Environment, The Hindu (M)
- Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
- Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

PSYCHOLOGY OF AGEING

Course Code: PSY 2204

Credit Units: L:1,T:1,P:0 = 02

Course Objective:

This paper will enable the students to have a better understanding of the needs, theories and processes of ageing. Also, to empower the students with the wider knowledge on how to deal with the issues and problems related to old age.

Course Contents:

Module I: Introduction

Gerontology- Meaning, Nature & Scope
Historical perspective of Ageing
Global Picture- Researches & Studies in Indian and Western Context
Morbidity & Mortality
Ageing- Myths & Facts
Major Needs of Older Adults

Module II: The Process of Ageing

Developmental Aspects of Ageing
Biological & Physiological Aspects of Ageing
Psychological Aspects of Ageing
Social Aspects of Ageing

Module III: Health Needs & Care for Older Adults

Assessment, Diagnosis & Planning
Major Illnesses- Physical & Psychological
Care giving- Mild & Chronic Illnesses
Mental Health
Geriatric care

Module IV: Individual & Social Issues

Adaptation to Old Age, Attitudes towards Old People
Adjustment to Changes:
* Family Patterns
* Loss of Spouse
* Living Alone
* Remarriage in Old Age
* Physical, Motor & Mental Abilities

Module V: Ethical, Legal & Financial Issues

Welfare Policy for Elderly
Old Age/Shelter Homes for Elderly, Retirement
Identifying Excellence in Care of Elderly
Ethical Theories & Principles
Constitutional Rights, Policy & Services

Legislation & Public Policy

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	05	5	5	5	70

CT-Class Test; **MT**- Mid Term ; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text and References:

- Kenneth F. Ferraro: Gerontology: perspectives and issues, Published by Springer Pub. Co., 1990
- Nicholas Coni, William Davison, Stephen Webster: Ageing: the facts
- Ian Stuart-Hamilton: The Psychology of Ageing: An Introduction, 4th Edition

READINGS IN PSYCHOLOGY

Course Code: PSY 2206

Credit Units: L:0,T:0,P:0 = 02

Course Objective:

The objective of this paper is to inculcate reading habit along with value addition to the existing understanding of the subject. The book reading would be a kind of knowledge enhancer that would envision the student about some current thoughts related to the discipline. The book reading and its critical analysis would help broaden the intellectual horizon of the student and develop the ability of critical analysis and synthesis. A contemporary and relevant book will be selected by the student.

Guidelines:

The student is expected to thoroughly go through the discipline related prescribed book with the objective of critically reviewing each aspect and character of the book. The student is supposed to have a detailed insight into the following:

- Content
- Writing style
- Information/learning
- Content handling
- Characters(if any)
- Thematic Clarity

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing. Headings in Font Size 16.

Evaluation Scheme:

Report on the Book in 3000 words (Continuous Evaluation) (50 Marks)					Internal Presentation	External Viva & Presentation on Report	Total
Selection of the Book	Content	Writing style	Learning	Thematic Clarity			
10	10	10	10	10	25 marks	25 Marks	100

PROJECT (WITH PRESENTATION & EVALUATION)

Course code: PSY2207

Credit Units: L:0,T:0,P:0 = 03

Course Objective:

The project can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach of gathering and analysis of information / data, leading to production of a structured report. The aim of the project is to provide the students with an opportunity to apply their knowledge of psychology in understanding human behavior in field setting.

Chapter Scheme and distribution of marks:

Chapter 1: Introduction – 10 marks

Chapter 2: Conceptual Framework – 10 marks

Chapter 3: Presentation, Analysis & Findings -- 15 marks

Chapter 4: Conclusion & Recommendations -- 10 marks

Chapter 5: Bibliography -- 05 marks

Components of a Project Report

The outcome of Project Work is the Project Report. A project report should have the following components:

7) Cover Page: This should contain the title of the project proposal, to whom it is submitted, for which degree, the name of the author, name of the supervisor, year of submission of the project work, name of the University.

8) Acknowledgement: Various organizations and individuals who might have provided assistance /co-operation during the process of carrying out the study.

9) Table of Content: Page-wise listing of the main contents in the report, i.e., different Chapters and its main Sections along with their page numbers.

10) Body of the Report: The body of the report should have these four logical divisions

a) **Introduction:** This will cover the background, rationale/ need / justification, brief review of literature, objectives, methodology (the area of the study, sample, type of study, tools for data collection, and method of analysis), Limitations of the Study, and Chapter Planning.

b) **Conceptual Framework / National and International Scenario:** (relating to the topic of the Project).

c) **Presentation of Data, Analysis and Findings:**(using the tools and techniques mentioned in the methodology).

d) **Conclusion and Recommendations:** In this section, the concluding observations based on the main findings and suggestions are to be provided.

11) Bibliography or References: This section will include the list of books and articles which have been used in the project work, and in writing a project report.

12) Annexure: Questionnaires (if any), relevant reports, etc.

(The main text of the Project should normally be in the range of 5000 words. However, there may be annexure in addition to the main text)

The Steps of a Project Report

Step I : Selection of the topic for the project by taking following points into consideration:

- Suitability of the topic.
- Relevance of the topic
- Time available at the disposal.
- Feasibility of data collection within the given time limit.
- Challenges involved in the data collection (time & cost involved in the data collection, possibility of getting responses, etc.)

Step II: Finalization of the Topic and preparation of Project Proposal in consultation with the Supervisor.

Step III: Collection of information and data relating to the topic and analysis of the same.

Step IV: Writing the report dividing it into suitable chapters, viz.,

Chapter 1: Introduction,

Chapter 2: Conceptual Framework / National & International Scenario,

Chapter 3: Analysis & Findings

Chapter 4: Conclusion and Recommendations.

Step V: The following documents are to be attached with the Final Project Report.

4) Approval letter from the supervisor (Annexure-IA)

5) Student's declaration (Annexure-IB)

6) Certificate from the Competent Authority of the Organization / Institution, if the student undertakes the Project Work in any Organization / Institution.

Guidelines for evaluation:

- Each of the students has to undertake a Project individually under the supervision of a teacher and to submit the same following the guidelines stated below.
- Language of Project Report and Viva-Voce Examination may be English. The Project Report must be typed and hard bound.
- Failure to submit the Project Report or failure to appear at the Viva-voce Examination will be treated as —Absent in the Examination. He /she has to submit the Project Report and appear at the Viva-Voce Examination in the subsequent years (within the time period as per University Rules).
- No marks will be allotted on the Project Report unless a candidate appears at the Viva-Voce Examination. Similarly, no marks will be allotted on Viva-Voce Examination unless a candidate submits his/her Project Report.
- Evaluation of the Project Work to be done jointly by one internal expert and one external expert with equal weightage, i.e., average marks of the internal and external experts will be allotted to the candidate.

Project Report (Continuous Evaluation)	Internal Presentation & Viva on Project	External Presentation & Viva on Project	Total
50 marks	25 marks	25 marks	100

ARTICLE/FEATURE WRITING

Course Code: PSY2208

L:0,T:0,P:0 C: 02

Course Objective:

The objective of this course is to develop the scientific bent of mind and judge the understanding as well as application of the knowledge gained by the students. The aim of an article is to provide the students an opportunity to further enhance their knowledge in an area of their choice by undertaking different **aspects of human behavior and analyzing it** at a level commensurate with the learning outcomes of the various courses taken up by them in the ongoing semester.

The purpose of the article is for the students to draw upon their interest in currently published research literature with the aim of furthering theoretical work in the field of interest.

Guidelines:

5. The article will be related to the contemporary Psychological issue and the topic will be given by the department.

The article will be written in around 3000 words.

6. The presentation of the article is scheduled to be held before the commencement of Semester examinations.

7. The article will carry 100 marks that will be marked on the basis of selection of topic, article writing and viva.

8. There are a number of types of articles that are published in psychological journals, including reports of empirical studies (psychological reports), review articles, case studies and theoretical articles. Students may critically assess existing theories, identifying flaws or arguing for the superiority of one theory over another. This is often done through examining a theory's internal consistency and evaluating the level of empirical support for the theory (i.e. studies/experiments). This type of theoretical analysis is what we are expecting from students at undergraduate level.

Examples of a few broad areas for articles (List is indicative, not exhaustive)

- Personality theories
- Emotional Intelligence
- Positive thinking
- Learning
- Self concept
- Motivation
- Emotion
- Cognitive process
- Cross cultural Psychology
- Memory enhancement

Evaluation Scheme:

Selection of topic & its significance	Article writing		External Viva & Presentation	Total
	Content	References(studies quoted)		
10	20	20	50	100

SEMESTER III

EDUCATIONAL PSYCHOLOGY

Course Code: PSY2301

Credit Units: L: 2, T:1, P:0 = 03

Course Objective:

Through this course students will be able to apply the knowledge of experimental, social and child psychology and theories related to learning, motivation and transfer of learning to educational setup. Course also spans knowledge about individual differences, problems of adjustment in the classroom and also about special education.

Course Contents:

Module I: Educational Psychology: Conceptual Framework

Nature and Scope of Educational Psychology

Methods of Educational Psychology: Differential, Clinical and Experimental

Concept of Growth and Development: Physical, Mental, Social and Emotional Development during childhood and adolescence.

Module II: Theories of Growth and Development:

Cognitive development theories: Piaget, Vygotsky

Language development- meaning of growth and development

Stages of growth and development

Factors influencing growth and development

Erikson theory of psychosocial development

Kohlberg theory of moral development-emotional development and their

Applications of theories in educational setting

Module III: Individual Differences

Individual Differences: Concept and Areas

Determinants of Individual Differences

Role of Heredity and Environment in developing Individual Differences

Implications of individual differences in educational setting

Module IV: Conceptual and theoretical perspectives of Intelligence, Creativity & Personality

Conceptual and Theoretical Perspective: Personality, Intelligence and Creativity

Intelligence: Nature and factors of intelligence; Intelligence Theorists: Spearman, Thorndike, Thurston and Guilford;

Tests of intelligence: Introduction, applications and limitations.

Creativity: Nature and factors of creativity; theories of creativity: ICEDIP model;

Tests of creativity: Introduction, applications and limitations

Personality: Nature and determinants of personality

Personality theories: Psychoanalytic, Big Five

Tests of personality: Introduction, applications and limitations

Module V: Children with special needs & education:

Exceptional Children: Gifted, Mentally retarded, Children with disabilities, Autism, ADHD & slow learners

Implications in the field of education

Examination Scheme:

Components	CT/MT	HA	P	V/Q	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **MT**- Mid Term; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text and References:

- Woolfolk A., (2014). Educational Psychology. Person 12th ed.
- Mangal S K.(2002) Advanced Educational Psychology; Prentice Hall of India Pvt. Ltd.
- Ormrod J.E. (2015). Educational Psychology. Developing Learners. Pearson 8th ed.
- Slavin R.E. (2006) Educational Psychology : Theory and Practice. Pearson 8thed.

THEORIES OF PERSONALITY

Course Code: PSY2302

L: 2, T:1,P:0 C: 03

Course Objective:

This course introduces description and critical evaluation of different theories of personality in the background of the empirical evidence. It enables students to :

- Become familiar with the major theories related to the study of personality.
- To understand the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behavior.
- To orient the students in application of this knowledge in case analysis and therapeutic formulation
- To develop the skills in personality assessment.

Course Contents:

Module I: Introduction

Concept and Definition of Personality and determinants of personality, components of personality theories

Module II: Trait and Type Theories of Personality

Hippocrates, Sheldon, Kretschmer, Allport, Cattell, Eysenck, Friedman and Rosenman, Kobasa

Module III: Psychoanalytical theories of personality

Sigmund Freud, Alfred Adler, Erich Fromm, Karen Horney and Erik Erikson's Theories, Eric Bern, Carla Jung

Module IV: Social, Cognitive and Humanistic Theories of Personality

Behavioural Theory: Skinner

Social-Cognitive Theory: Miller & Dollard; Bandura

Humanistic Theory: Abraham Maslow; Carl Rogers

Module V: Assessment of Personality and Emerging trends:

Projective and Non projective techniques, Case Study, Observation, Self Report, questionnaire and interview method,

Emerging trends: Biological & Evolutionary approach & cultural approach

Examination Scheme:

Components	CT/MT	HA	P	V/Q	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Text and References:

- Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
- Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston

- Paranjpe, A.C. (1984), *Theoretical Psychology, Meeting of East and West*; New York, Penguin Press
- Mairet, P. (1977), *Existentialism & Humanism of J.P. Sartre*; London, Methuen
- Kuppuswamy, B. (1990), *Elements of Ancient Indian Psychology*; Delhi: Konark publishers
- Allport, G.W. (1996), *Pattern in Growth in Personality*; New York: Holt Rinechart & Winton

PSYCHOMETRIC TESTING

Course Code: PSY 2303

L:2,T:1,P:0 C:03

Course Objectives: The course enables students to understand the concepts and methodology of psychological tests' development, administration and interpretation of test data. The students will also know about application of some popular psychological tests

Course Contents:

Module I: Introduction: Conceptual Framework of psychological testing

Brief Historical perspectives, Meaning and types of classification of psychological tests based on criteria of scoring, administration, time limit, content

Characteristics of a good psychological test

Uses of psychological test

Ethical consideration

Module II: Measurement & Assessment

Nature and significance of Measurement

Distinction between assessment and measurement

Levels of measurement

Module III: Psychometric properties of psychological test

Reliability and validity - Meaning, types, ways of improving, factor influencing.

Relationship between reliability and validity

Norms-Types of norms and their application

Module IV Test Construction

Item framing, Item analysis-Item selection, Item discrimination, Item difficulty

Module V: Application of Testing

Administration and interpretation of Speed and Power tests of intelligence, aptitude, achievement, interest, personality, attitude/value tests; Application in diverse fields

Examination Scheme:

Components	CT/MT	HA	P	V/Q	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Text and References:

- Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
- Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.
- Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH
- Pandey, J. (1988). Psychology in India: The State of the Art Vol. I (Personality and Mental Processes) New Delhi; Sage.

READINGS IN PSYCHOLOGY

Course Code: PSY2304

L:0,T:0,P:0

C:02

Course Objective:

The objective of this paper is to inculcate reading habit along with value addition to the existing understanding of the subject. The book reading would be a kind of knowledge enhancer that would envision the student about some current thoughts related to the discipline. The book reading and its critical analysis would help broaden the intellectual horizon of the student and develop the ability of critical analysis and synthesis. A contemporary and relevant book will be selected by the student.

Guidelines:

The student is expected to thoroughly go through the discipline related prescribed book with the objective of critically reviewing each aspect and character of the book. The student is supposed to have a detailed insight into the following:

- Content
- Writing style
- Information/learning
- Content handling
- Characters(if any)
- Thematic Clarity

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing. Headings in Font Size16.

Evaluation Scheme:

Report on the Book in 3000 words (Continuous Evaluation) (50 Marks)					Internal Presentation	External Viva & Presentation on Report	Total
Selection of the Book	Content	Writing style	Learning	Thematic Clarity			
10	10	10	10	10	25 marks	25 Marks	100

PROJECT (WITH PRESENTATION & EVALUATION)

Course code: PSY2307

L:0,T:0,P:0 C:03

Course Objective:

The project can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach of gathering and analysis of information / data, leading to production of a structured report. The aim of the project is to provide the students with an opportunity to apply their knowledge of psychology in understanding human behavior in field setting.

Chapter Scheme and distribution of marks:

Chapter 1: Introduction – 10 marks

Chapter 2: Conceptual Framework – 10 marks

Chapter 3: Presentation, Analysis & Findings -- 15 marks

Chapter 4: Conclusion & Recommendations -- 10 marks

Chapter 5: Bibliography -- 05 marks

Components of a Project Report

The outcome of Project Work is the Project Report. A project report should have the following components:

- 13) **Cover Page:** This should contain the title of the project proposal, to whom it is submitted, for which degree, the name of the author, name of the supervisor, year of submission of the project work, name of the University.
- 14) **Acknowledgement:** Various organizations and individuals who might have provided assistance /co-operation during the process of carrying out the study.
- 15) **Table of Content:** Page-wise listing of the main contents in the report, i.e., different Chapters and its main Sections along with their page numbers.
- 16) **Body of the Report:** The body of the report should have these four logical divisions
 - a) **Introduction:** This will cover the background, rationale/ need / justification, brief review of literature, objectives, methodology (the area of the study, sample, type of study, tools for data collection, and method of analysis), Limitations of the Study, and Chapter Planning.
 - b) **Conceptual Framework / National and International Scenario:** (relating to the topic of the Project).
 - c) **Presentation of Data, Analysis and Findings:**(using the tools and techniques mentioned in the methodology).
 - d) **Conclusion and Recommendations:** In this section, the concluding observations based on the main findings and suggestions are to be provided.
- 17) **Bibliography or References:** This section will include the list of books and articles which have been used in the project work, and in writing a project report.
- 18) **Annexure:** Questionnaires (if any), relevant reports, etc.
(The main text of the Project should normally be in the range of 5000 words. However, there may be annexure in addition to the main text)

The Steps of a Project Report

Step I : Selection of the topic for the project by taking following points into consideration:

- Suitability of the topic.
- Relevance of the topic
- Time available at the disposal.
- Feasibility of data collection within the given time limit.
- Challenges involved in the data collection (time & cost involved in the data collection, possibility of getting responses, etc.)

Step II: Finalization of the Topic and preparation of Project Proposal in consultation with the Supervisor.

Step III: Collection of information and data relating to the topic and analysis of the same.

Step IV: Writing the report dividing it into suitable chapters, viz.,

Chapter 1: Introduction,

Chapter 2: Conceptual Framework / National & International Scenario,

Chapter 3: Analysis & Findings

Chapter 4: Conclusion and Recommendations.

Step V: The following documents are to be attached with the Final Project Report.

7) Approval letter from the supervisor (Annexure-IA)

8) Student's declaration (Annexure-IB)

9) Certificate from the Competent Authority of the Organization / Institution, if the student undertakes the Project Work in any Organization / Institution.

Guidelines for evaluation:

- Each of the students has to undertake a Project individually under the supervision of a teacher and to submit the same following the guidelines stated below.
- Language of Project Report and Viva-Voce Examination may be English. The Project Report must be typed and hard bound.
- Failure to submit the Project Report or failure to appear at the Viva-voce Examination will be treated as —Absent in the Examination. He /she has to submit the Project Report and appear at the Viva-Voce Examination in the subsequent years (within the time period as per University Rules).
- No marks will be allotted on the Project Report unless a candidate appears at the Viva-Voce Examination. Similarly, no marks will be allotted on Viva-Voce Examination unless a candidate submits his/her Project Report.
- Evaluation of the Project Work to be done jointly by one internal expert and one external expert with equal weightage, i.e., average marks of the internal and external experts will be allotted to the candidate.

Project Report (Continuous Evaluation)	Internal Presentation & Viva on Project	External Presentation & Viva on Project	Total
50 marks	25 marks	25 marks	100

ARTICLE/FEATURE WRITING

Course Code: PSY 2308

L:0,T:0,P:0 C:01

Course Objective:

The objective of this course is to develop the scientific bent of mind and judge the understanding as well as application of the knowledge gained by the students. The aim of an article is to provide the students an opportunity to further enhance their knowledge in an area of their choice by undertaking different **aspects of human behavior and analyzing it** at a level commensurate with the learning outcomes of the various courses taken up by them in the ongoing semester.

The purpose of the article is for the students to draw upon their interest in currently published research literature with the aim of furthering theoretical work in the field of interest.

Guidelines:

9. The article will be related to the contemporary Psychological issue and the topic will be given by the department.

The article will be written in around 3000 words.

10. The presentation of the article is scheduled to be held before the commencement of Semester examinations.

11. The article will carry 100 marks that will be marked on the basis of selection of topic, article writing and viva.

12. There are a number of types of articles that are published in psychological journals, including reports of empirical studies (psychological reports), review articles, case studies and theoretical articles. Students may critically assess existing theories, identifying flaws or arguing for the superiority of one theory over another. This is often done through examining a theory's internal consistency and evaluating the level of empirical support for the theory (i.e. studies/experiments). This type of theoretical analysis is what we are expecting from students at undergraduate level.

Examples of a few broad areas for articles (List is indicative, not exhaustive)

- Personality theories
- Emotional Intelligence
- Positive thinking
- Learning
- Self concept
- Motivation
- Emotion
- Cognitive process
- Cross cultural Psychology
- Memory enhancement

Evaluation Scheme:

Selection of topic & its significance	Article writing		External Viva & Presentation	Total
	Content	References(studies quoted)		
10	20	20	50	100

TERM PAPER

Course Code: PSY 2306

L:0,T:0,P:0 C: 01

Course Objective:

The rationale behind introducing the term paper for BA Students (III Sem) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills, which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

Guidelines for Term Paper:

1. Topic 05 Marks
2. Introduction: 10 marks
3. Review research: 10 Marks
4. Key Learning : 10 marks
5. Conclusion: 10 Marks
6. References: 05 Marks
7. No. of pages in the compilation of the work (minimum 25 pages).

Examination Scheme:

Total: 100 Marks

Compilation of Term a paper	Internal Presentation of Term Paper	External Viva & Presentation on Term paper	Total Marks
50 marks	25 marks	25 Marks	100 marks

Psychological Practical-III

Course Code: PSY2305

Credit Units: L:0,T:0,P:4 = 02

Course Objective:

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Every student is expected to perform and write any 07 experiments & tests mentioned below.

List of Practical:

13. Test of Creativity
14. Aptitude Test
15. Assessment of Interest
16. Test of Achievement
17. Test for special needs for children
18. Bhatia's Battery of Intelligence
19. 16 PF
20. Sentence Completion Test
21. Computing Reliability and validity of standardized test
22. Role of Association in Learning
23. Family Environment Scale
24. Retroactive Inhibition
25. **Project:** Observation report of the characteristic feature of the child with ADHD or Autism.

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Internal Viva Voce	Record Book (Internal)	A	External Viva	Total (Internal evaluation & External evaluation)
30	10	30	05	25	100

Text and References:

- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology. New Delhi; Tata McGraw Hill
- Munn N.L.(1967). Introduction to Psychology. Oxford and I.B.H. Pub Co. Bombay, 6th Ed
- Solso, R. L. (2006). Cognitive Psychology. New Delhi. Pearson Education
- Tiwari, G., &Pal, R. (2001). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir.
- Hilgard. E.R. Atkinson, R.C., & Atkinson, R.L. (1975). Introduction to Psychology (6th Ed.) New Delhi: Oxford and IBH Publishing Co.
- Kerlinger F.N. (2004). Foundations of Behavioural Research. 8th print

SEM IV

ABNORMAL PSYCHOLOGY

Course Code: PSY2401

L:2,T:1,P:0 C:03

Course Objectives: Abnormal psychology introduces the students to a comprehensive study of abnormal behavior including the identification, etiology and classification on the basis of symptomatology of psychological disorders.

Course Contents:

Module I: Introduction to abnormal psychology: Concept, nature & scope

Abnormal behavior: meaning, historical background; meaning of prevalence, incidence and risk factors
Causes of abnormal behavior: psychosocial, biological, socio-cultural and neuropsychological
Typical signs and symptoms of mental disorders
Orientation to classification system: DSM-V and ICD 10 & 11

Module II: Anxiety Disorders : Meaning & types

Generalized anxiety disorders : symptoms, causes & treatment
Obsessive-Compulsive disorders : symptoms, causes & treatment
Phobic Disorders: symptoms, causes & treatment
Panic Disorders: symptoms, causes & treatment

Module III: Personality Disorders

Cluster A: Paranoid, Schizoid, Schizotypal

Cluster B: Antisocial, Hysterionic, Borderline and narcissistic

Cluster C: Avoidant, Dependent and Obsessive Compulsive

Module IV: Somatoform & Dissociative Disorders

Hypochondriasis, Psychosomatic Disorder, Somatoform Disorders
Conversion, Dissociative Amnesia, Dissociative Fugue, Dissociative Identity

Module V: Mood Disorders & Schizophrenia : Meaning & types

Depression & paranoia, Bipolar Disorders, Mania and Schizophrenia

Module VI: Conditions of clinical attention for major maladaptive behavior

Substance Abuse Disorders, Impulse Control, Self-harm disorder Eating and Sleep Disorders
Childhood Disorders, Sexual dysfunctional disorders, Suicide: Ideation and Intention

Examination Scheme:

Components	CT/MT	HA	Presentation	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text and References:

- Carson, R.C. & Butcher, J.N. (1992), *Abnormal Psychology and Modern Life*; (1st Ed.) New York: Harper Collins.
- Davsion, G.S, & Neale, J.M. (1990): *Abnormal Psychology*; (Vth Ed.), New York: John Wiley and Sons.
- Kaplan, H.I. & Saddock, B.J. (Eds.) (1998), *A Comprehensive Text Book of Psychiatry*; (4th Ed.) Volume I & II Baltimore: Williams and Wilkins.
- Korchin, S.J. (1986). *Modern Clinical Psychology*; New York: Harper/ Delhi: C behavioural Science Publications.

HEALTH PSYCHOLOGY

Course Code: PSY2402

L:2,T:1,P:0 C:03

Course Objectives: This course will acquaint the students with key theories and perspectives of health psychology. The students will be familiarized with causes of illnesses and coping mechanisms and ways to maintain good health.

Course Contents:

Module I: Introduction

Definition of Health Psychology; health: Social, emotional, cognitive and physical aspects. Mind-Body Relationship; Goals of Health Psychology

Models of health Psychology: Bio-Psycho-Social Model vs Biomedical model

Module II: Behavior & Health:

Characteristic of health behavior

Barriers of health behaviors and their implications

Immune System & immune functioning. Disorders of the Immune System- Infectious Diseases AIDS (Transmission of HIV-AIDS, prevention, its consequences, coping with AIDS); Cancer-(Psychological factors in Cancer, causes of cancer)

Module III Theories of Health Behavior

Health Belief Model, Theories of Reasoned Action/Planned Behavior, Learning Theories, Social Cognitive Theory, Application of health behavior model in accident prevention, Treatment compliance and health behavior

Module IV: Health promotion & management

Definition and meaning

Health promotion approaches: community development approached, self empowerment approach, behavior change approach

Ideology of health promotion

Health enhancing behavior: Exercise, nutrition, accident prevention, safety, controlling pain

Health protective behavior & illness management

Module V: Health & wellbeing

Happiness, Life satisfaction, Resilience, Optimism, Hope

Examination Scheme:

Components	CT/MT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text and Reference:

- Banyard P. (2002). Psychology in Practice: Health. Book Point Ltd.
- Lyons A.C. & Cham (2006) Health Psychology: Critical Analysis. Cambridge University Press.
- Ogden J. (2004) Health Psychology: A Text Book. Open University Press. 3rd. ed.
- Taylor, S.E. (2009) Health Psychology. Mc Graw Hill. 8th ed.

COUNSELING PSYCHOLOGY

Course Code: PSY2403

L:2,T:1,P:0 C:03

Course Objectives: This course will introduce the students to key theories, approaches and skills required for counseling oneself and others. The scope of counseling in varied professional settings will also be made known through this paper.

Course Contents:

Module I: Introduction

Meaning, Definitions, Goals and Scope of counseling, Characteristics of a good counselor, Counseling process and relationships; current & emerging trends in counselling

Module II: Counseling Theories & Approaches

Insight-Oriented Counseling: Client-Centered

Action-Oriented Counseling: Behavioral

Psychodynamic Approaches

Gestalt Approach

Humanistic Approach

Module III: Counseling Process:

Building Counseling Relationship, Working in a Counseling Relationship, Termination of Counseling Relationship, Basic Counseling Skills: Building rapport, demonstrating empathy, observing, listening, unconditional positive regard, genuineness, verbal & non verbal communication skills

Ethical issues: client therapist relationship, confidentiality, legal liability, malpractices

Testing, Assessment and Diagnosis in Counseling

Module IV: Counseling Techniques

Psychoanalytical technique, Humanistic technique, Behavioral, Cognitive techniques,

Indian techniques: Yoga & meditation,

Recreational techniques: Play, Art, Drama, Music, Dance

Module V: Applications of counseling: Personal & career

Child counseling; adolescence counseling, family counseling; couple counseling; geriatric, career counseling

Module VI: Interventions in counseling & current trends in counseling

Psychoanalytic, Humanistic, Gestalt, Behavior, Cognitive Behavior Therapy

Crisis interventions: suicide, grief, sexual abuse, social justice and advocacy, violence

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text and References:

- Corey, G. (2009), Theory and Practice of Counseling and Psychotherapy. CA Thomson Brooks/Cole
- Capuzzi, D. and Gross, D. R. (1982) Counselling and Psychotherapy. Delhi: Pearson Prentice Hall
- Windy, D. (1988) (ed.) Counselling in Action. New York: Sage Publication.
- Brammer, L. M. & Shostrom, E. L. (1977) Therapeutic psychology: Fundamentals of Counselling Psychotherapy; (3rd Ed.). Englewood Cliffs: Prentice Hal
- Udupa, K. N. (1985) Stress and its Management by Yoga. Delhi: Moti Lal Bansari Das.

Psychological Practical-IV

Course Code: PSY2405

Credit Units: L:0,T:0,P:4 = 02

Course Objective:

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Every student is expected to perform and write any 07 experiments or tests mentioned below.

List of Practical:

1. Mental Health Assessment (Anxiety, Depression, Stress, Schizophrenia)
2. Test of Suicide Ideation: Beck Depression Scale
3. Eating Behaviour Disorder tests
4. Alcohol and Nicotine Addiction Assessment.
5. Happiness Scale
6. General Well being Scale
7. Eyesenck Personality Questionnaire
8. Mental Health Battery
9. MSE : Mental Status Examination
10. Counseling Need questionnaire
11. Project: Psychological Impact of Positive Media –Case Study

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Internal Viva Voce	Record Book (Internal)	A	External Viva	Total (Internal evaluation & External evaluation)
30	10	30	05	25	100

Text and References:

- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology. New Delhi; Tata McGraw Hill
- Munn N.L.(1967). Introduction to Psychology. Oxford and I.B.H. Pub Co. Bombay, 6th Ed
- Solso, R. L. (2006). Cognitive Psychology. New Delhi. Pearson Education
- Tiwari, G., &Pal, R. (2001). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir.
- Hilgard. E.R. Atkinson, R.C., & Atkinson, R.L. (1975). Introduction to Psychology (6th Ed.) New Delhi: Oxford and IBH Publishing Co.
- Kerlinger F.N. (2004). FoundationGeneral Well being Scale

TERM PAPER

Course Code: PSY2404

L:0,T:0,P:0 C: 01

Course Objective:

The rationale behind introducing the term paper for BA Students (III Sem) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills, which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

Guidelines for Term Paper:

1. Topic 05 Marks
2. Introduction: 10 marks
3. Review research: 10 Marks
4. Key Learning : 10 marks
5. Conclusion: 10 Marks
6. References: 05 Marks
7. No. of pages in the compilation of the work (minimum 25 pages).

Examination Scheme:

Total: 100 Marks

Compilation of Term a paper	Internal Presentation of Term Paper	External Viva & Presentation on Term paper	Total Marks
50 marks	25 marks	25 Marks	100 marks

WORKSHOP

Course Code: PSY2406

L:0,T:0,P:0 C: 01

Course Objective

A workshop is primarily an activity based academic event that is organized to provide the students a one to one and hands on experience on any aspect of their learning. The communication in a workshop has to be necessarily two way. The trainer has to make sure that the aspects covered are practically practiced by the participants. The student will choose the option of workshop from amongst their professional electives. The evaluation will be done by Board of examiners comprising of the faculties.

Major Themes for Workshop

The workshop may be conducted on any of the following major themes:

- Positive Psychology
- Health Psychology
- Industrial Psychology
- Community Psychology

These themes are merely indicative and other recent and relevant topics of study may be included.

Guidelines for Workshop

The procedure for earning credits from workshop consists of the following steps:

1. Relevant study material and references will be provided by the trainer in advance.
2. The participants are expected to explore the topic in advance and take active part in the discussions held
3. Attending and participating in all activities of the workshop
4. Group Activities have to be undertaken by students as guided by the trainer.
5. Evaluation of workshop activities would be done through test and quiz at the end of the workshop.
6. Submitting a write up of at least 500 words about the learning outcome from the workshop.

Methodology The methodology followed at the workshop could be based on any one or more of the following methods (Not Limited):

Case Study

Group Activity

Role Play

Quiz

Evaluation Scheme:	Active Participation in Workshops	Multiple Choice Questions/ Quiz	Solving the case/ Assignment/ Write up (External panel)	Total
	30	30	40	100

DEVELOPING EMOTIONAL INTELLIGENCE

Course Code: PSY2407

L:2,T:1,P:0 C: 03

Course Objective: To help the students learn how to understand and manage their emotions and develop emotional competencies

Module I: Understanding Emotions

Nature, Components and Theories of Emotions –James- Lange Theory, Cannon-Bard theory, Schachter-Singer Theory, Opponent-Process Theory.

Module II: Physiology & Emotions

Limbic System and Emotions, Role of Autonomic Nervous System, Patterns of Bodily Responses in emotions.

Module III: Intelligence & Emotions

Intelligence-Definition, Intelligence Quotient, Theories-Theory of Multiple Intelligence by Sternberg, Gardner, Triarchic Theory of Intelligence by Sternberg.
Relationship between intelligence and emotions

Module IV: Emotional Intelligence & Competencies

Emotional Intelligence: Nature, components, self –awareness, motivation, empathy and interpersonal skills. Emotional Quotient, Characteristics of Emotionally intelligent Persons.
Need of emotional intelligence in different spheres of life span .

Examination Scheme:

Components	CT/MT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

References:

- Baron, R.A. (2003). Psychology (5th ed.). Delhi: Pearson Education.
- Cicarelli, S.K., & Meyer, G.E. (2007). Psychology. New Delhi: Pearson Publishers.
- Coon, D. & Mitterer, J.O. (2007). Introduction to Psychology (11th ed.). New Delhi: Thomson Wadsworth Publishers.
- Goleman, D. (1995) Emotional intelligence. New York: Bantam Book.
- Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. (1986). Introduction to psychology (7th ed.). New Delhi: McGraw-Hill book company.

ARTICLE/FEATURE WRITING

Course Code: PSY2408

L:0,T:0,P:0 C: 01

Course Objective:

The objective of this course is to develop the scientific bent of mind and judge the understanding as well as application of the knowledge gained by the students. The aim of an article is to provide the students an opportunity to further enhance their knowledge in an area of their choice by undertaking different **aspects of human behavior and analyzing it** at a level commensurate with the learning outcomes of the various courses taken up by them in the ongoing semester.

The purpose of the article is for the students to draw upon their interest in currently published research literature with the aim of furthering theoretical work in the field of interest.

Guidelines:

13. The article will be related to the contemporary Psychological issue and the topic will be given by the department. The article will be written in around 3000 words.
14. The presentation of the article is scheduled to be held before the commencement of Semester examinations.
15. The article will carry 100 marks that will be marked on the basis of selection of topic, article writing and viva.
16. There are a number of types of articles that are published in psychological journals, including reports of empirical studies (psychological reports), review articles, case studies and theoretical articles. Students may critically assess existing theories, identifying flaws or arguing for the superiority of one theory over another. This is often done through examining a theory's internal consistency and evaluating the level of empirical support for the theory (i.e. studies/experiments). This type of theoretical analysis is what we are expecting from students at undergraduate level.

Examples of a few broad areas for articles (List is indicative, not exhaustive)

- Personality theories
- Emotional Intelligence
- Positive thinking
- Learning
- Self concept
- Motivation
- Emotion
- Cognitive process
- Cross cultural Psychology
- Memory enhancement

Evaluation Scheme:

Selection of topic & its significance	Article writing		External Viva & Presentation	Total
	Content	References(studies quoted)		
10	20	20	50	100

SEM V

PSYCHOLOGY OF PEACE

Course Code: PSY2501

L:2,T:1,P:0=

C:03

Course Objectives: The paper on Psychology of peace introduces manner of core concepts and methods involved in peace psychology. Also explains familiar with various forms of direct violence ranging from intimate violence to mass violence and war and examine the psychological aspects of peacebuilding as individuals, groups, and communities move from intervention to reconciliation and reconstruction.

Course Contents:

Module I: Introduction

What is Peace Psychology: Its Core Concepts, Understanding the theoretical/conceptual foundations ,Factors affecting Peace :External and Internal Peace

Module II: Understanding violence

Direct Violence: Intimate Violence, Violence against Minorities, Genocide, Democide, and War, Terrorism
Structural Violence: Social Justice, Women and Children, Globalism and Human Rights

Module III Conflict Resolution

Resolving conflicts and making peace, Personal and institutional Cultural context, Building Cultures of Peace,
Social injustice & collective resistance.

Module IV Peacebuilding

Reconciliation and Issues of Forgiveness, Transitioning into peacebuilding, reducing trauma & encouraging reconciliation, Nationalism Vs patriotism, Militarism & globalization.

Module V Peace through Personal Transformation

Setting the context for behavior: Empathy and moral values, coping with suffering, Dynamics of personal commitment. Dynamics of group work and alternative lifestyles: Yoga and Mindfulness.

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **MT**- Mid Term; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text and References:

Opotow, S. (2001). Social injustice
 Schwebel, M., & Christie, D. (2001). Children and structural violence.
 Lykes, M. B. (2001). Human rights violations as structural violence.

Christie, D. J., Wagner, R. V., & Winter, D. (2001). Introduction to peace psychology.
 Anderson, A., & Christie, D. J. (2001). Some contributions of psychology to policies promoting cultures of peace.
 Vollhardt, J., & Bilali. Social psychology's contribution to the psychological study of peace: A review Social Psychology

COMMUNITY PSYCHOLOGY

Course Code: PSY2502

L:2,T:1,P:0=C:03

Course Objective: To learn the link between individuals and communities and deal with social issues more effectively with people’s participation.

Module I : Historical and social contexts of community psychology: Concept, evolution and nature of community mental health.

Module II Models of mental health services: Mental, social, organizational and ecological Family model, school model

Module III Community mental health intervention and community based rehabilitation
 Community based rehabilitation (CBR): Issues, principles and programs; evaluation of CBR; training of the para-professional and non-professionals.

Module IV Role of mental health professionals in community:

Crisis intervention – (a) the concept of crisis (b) crisis intervention (c) necessary conditions for crisis intervention program (d) the technique of crisis intervention and (e) anticipatory crisis intervention
Consultation – (a) definition (b) types (c) general characteristics (d) faces in the consultation process and (e) consultation with groups.
Non-professional in community psychology – (a) why non-professionals (b) what can non-professionals contribute (c) selection and training of non-professionals (d) changes in the non-professional himself (e) problems in the use of non-professionals.
Mental health education – (a) goals and problems (b) what do people know and believe about mental illness (c) effectiveness of mental health education.

Module V: Community mental health in India: Issues & challenges

Victims of abuse, orphanage, elderly people, special children, divorce, delinquency and truancy, HIV rehabilitation.

Examination Scheme:

Components	CT	HA	P	V	A	EE
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Weightage (%)	10	5	5	5	5	70
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CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Reference

Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Kindersley (India) Pvt Ltd. Pearson Education.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community and Practice. Sage Publication, New Delhi.

Zinta, R. L. (2010). Psychology Manual. New Delhi: HG Publications.

Misra, G. (Ed).(2010) Psychology in India.Indian Council of Social Science Research.Dorling Kindersley (India) Pvt Ltd. Pearson Education.

Poland, B. D., Green, L.W. &Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

Mann P.A.: Community Psychology, Concepts and Applications, New York Press, 1978.

Shanmugam, T.E.: Community Psychology, Madras, Utsam Shanmugam Publishers, 1988

Zax, M. and Spector, G.A.: Introduction to Community Psychology, New York, John Wiley, 1984.

Korchin, S.J.: Modern Clinical Psychology, Part 5 on Community Psychology, New Delhi, CBS Publications, 1976.

POSITIVE PSYCHOLOGY

Course Code: PSY2503

L:2,T:1,P:0=C:03

Objective : To enable the students to Understand the aims and scope of positive Psychology . To apply the basic concepts from the course to an analysis of their own lives and personal strength.

Course Contents:

Module I: Introduction to Positive Psychology

Introduction to Positive Psychology Positive Psychology: Concept, History, Nature, Dimension and scope of Positive Psychology Seligman's PERMA, Theoretical background: Association between positive psychology and counseling: Autogenic vs pathogenic models.

Module II: Role Positive Emotional and Cognitive States

Positive Emotions and well-being: Hope & Optimism, Love. The Positive Psychology of Emotional Intelligence Influence of Positive Emotions, wisdom and courage; faith; flow and spirituality.

Module III: Enhancement of Subjective Well-Being and Quality of Life

Introduction to Psychology of happiness, well-being and scope, Types of happiness- Eudemonic and Hedonic History of Happiness, Theories, Measures and Positive correlates of happiness Traits associated with Happiness Setting Goals for Life and Happiness

Module IV: Role of Promoting Positive Relationships

Self and consciousness; mindfulness; positive personal traits; positive coping strategies; positive relationships: Love; Compassion, Forgiveness, Altruism, Gratitude, Empathy. Application of the above in family, parental, caregivers' and marital counseling.

Module V: Applications of Positive Psychology in counseling diverse populations

Ageing; Health; Work; Mental Health and Behavior; Stress Management; Communities ME/WE balance.

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

References

Steve, B.R. & Marie, C.K. (2009). Positive Psychology. Dorling Kindersley: India.

Boniwell, I. (2006). Positive Psychology in a Nutshell. PWBC (Personal Well-Being Centre).

Snyder. R, S. (2007). Positive Psychology: The Scientific & Practical exploration of human strengths. New Delhi: Sage Publications

Snyder, C.R., & Lopez, S.J. (2002). *Handbook of positive psychology*. (eds.). New York: Oxford University Press.

Seligman, M. (1994). *What you can change and what you can't*. New York: Knopf.

SUMMER INTERNSHIP EVALUATION

Course Code: PSY 2504

L:0, T:0,P:0 C: 04

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals/ schools , Rehabilitation Centres/ consultant

psychologist's/ therapist set up etc.), which in turn will be the pathway to their personal and professional training.

- It will also help students to develop report writing skills.

Methodology:

Students have to do internship in diversified Institutes e.g. Corporate Sector, Schools, NGOs, Rehabilitation centres hospitals etc. They will be guided by an internal and external supervisor. Students will submit their reports after the completion of Internship with their supervised daily reporting. The student will submit the Log Sheet to their internal supervisor on weekly basis with regular updates. The total duration for internship period should cover 240 hrs- 360 hrs (30-45 days). Student has to submit the certificate of Summer Internship Completion from his/her external supervisor/ employer. External supervisor will evaluate the student during his/her stay in the organization

Student has to compile and submit an Internship Report which will have the record of all the work he/she has done during the internship along with overview of cases and the intervention carried out by the student.

After submission there is a viva and presentation by external faculty. External Faculty will assess the student on the kind of work they have done during internship, presentation of the work they have done and also on the practical knowledge they have gained.

The Layout Guidelines for Internship Report

- A4 size Paper
- Font: Arial (10 points) or Times New Roman (12 points)
- Line spacing: 1.5
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

Examination Scheme:

Components	Internal Supervisor (Continuous Evaluation)	External Supervisor evaluation	External Viva Voce & Presentation	Summer Internship Report	Total
Weightage (%)	20	25	25	30	100

Psychological Practical-V

Course Code: PSY2505

Credit Units: L:0,T:0,P:4 = 02

Course Objective:

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Every student is expected to perform and write any 07 experiments & tests mentioned below.

List of Practical:

1. Study of attitudes
2. Peace Attitude Scale
3. Peace Awareness
4. Coping Strategies Scale
5. Social Conformity, social perception
6. Attitude towards family planning
7. General Health Questionnaire
8. Stereotypes
9. Ethnic prejudices (Bogardus’s social distance scale)
10. Study of Altruism
11. Character Strengths Assessment
12. Adult Hope assessment
13. Health Behaviour
14. Attributional Style Questionnaire
15. Quality of Life Inventory
16. Semi structured interview of people from different ethnic background on gender role attitude.

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Examination Scheme

Practical (Continuous)	Internal Viva Voce	Record Book (Internal)	A	External Viva	Total (Internal evaluation & External evaluation)
30	10	30	05	25	100

- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology. New Delhi; Tata McGraw Hill
- Munn N.L.(1967). Introduction to Psychology. Oxford and I.B.H. Pub Co. Bombay, 6th Ed
- Solso, R. L. (2006). Cognitive Psychology. New Delhi. Pearson Education
- Tiwari, G., &Pal, R. (2001). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir.
- Hilgard. E.R. Atkinson, R.C., & Atkinson, R.L. (1975). Introduction to Psychology (6th Ed.) New Delhi: Oxford and IBH Publishing Co.
- Kerlinger F.N. (2004). Foundations of Behavioural Research. 8th print

INTERPERSONAL COMMUNICATION

Course Code: BEH 2555

Credit Units: 01

Course Objective:

This course provides practical guidance on

- Enhancing personal effectiveness and performance through effective interpersonal communication
- Enhancing their conflict management and negotiation skills

Course Contents:

Module I: Interpersonal Communication: An Introduction

Importance of Interpersonal Communication

Types – Self and Other Oriented

Rapport Building – NLP, Communication Mode

Steps to improve Interpersonal Communication

Module II: Behavioural Communication

Meaning and Nature of behavioural communication
Persuasion, Influence, Listening and Questioning
Guidelines for developing Human Communication skills
Relevance of Behavioural Communication for personal and professional development

Module III: Interpersonal Styles

Transactional Analysis
Life Position/Script Analysis
Games Analysis
Interactional and Transactional Styles

Module IV: Conflict Management

Meaning and nature of conflicts
Styles and techniques of conflict management
Conflict management and interpersonal communication

Module V: Negotiation Skills

Meaning and Negotiation approaches (Traditional and Contemporary)
Process and strategies of negotiations
Negotiation and interpersonal communication

Module VI: End-of-Semester Appraisal

Viva based on personal journal
Assessment of Behavioural change as a result of training

Exit Level Rating by Self and Observer

Examination Scheme: Total Internal (100)

Components	SAP	Journal for Success (JOS)	A	Mid Term Test / CT / Assignment	VIVA / Presentation
Weightage (%)	25	10	5	30	30

Text & References:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon.
- Julia T. Wood. Interpersonal Communication everyday encounter
- Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassel
- Goddard, Ken: Informative Writing, 1995 1st Edition, Cassell
- HarvardBusinessSchool, Effective Communication: United States of America
- Foster John, Effective Writing Skills: Volume-7, First Edition 2000, Institute of Public Relations (IPR)
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers

PROJECT (WITH PRESENTATION & EVALUATION)

Course code: PSY2506

Credit Units: L:0,T:0,P:0 = 03

Course Objective:

The project can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach of gathering and analysis of information / data, leading to production of a structured report. The aim of the project is to provide the students with an opportunity to apply their knowledge of psychology in understanding human behavior in field setting.

Chapter Scheme and distribution of marks:

- Chapter 1: Introduction – 10 marks
- Chapter 2: Conceptual Framework – 10 marks
- Chapter 3: Presentation, Analysis & Findings -- 15 marks
- Chapter 4: Conclusion & Recommendations -- 10 marks
- Chapter 5: Bibliography -- 05 marks

Components of a Project Report

The outcome of Project Work is the Project Report. A project report should have the following components:

19) Cover Page: This should contain the title of the project proposal, to whom it is submitted, for which degree, the name of the author, name of the supervisor, year of submission of the project work, name of the University.

- 20) **Acknowledgement:** Various organizations and individuals who might have provided assistance /co-operation during the process of carrying out the study.
- 21) **Table of Content:** Page-wise listing of the main contents in the report, i.e., different Chapters and its main Sections along with their page numbers.
- 22) **Body of the Report:** The body of the report should have these four logical divisions
- a) **Introduction:** This will cover the background, rationale/ need / justification, brief review of literature, objectives, methodology (the area of the study, sample, type of study, tools for data collection, and method of analysis), Limitations of the Study, and Chapter Planning.
 - b) **Conceptual Framework / National and International Scenario:** (relating to the topic of the Project).
 - c) **Presentation of Data, Analysis and Findings:**(using the tools and techniques mentioned in the methodology).
 - d) **Conclusion and Recommendations:** In this section, the concluding observations based on the main findings and suggestions are to be provided.
- 23) **Bibliography or References:** This section will include the list of books and articles which have been used in the project work, and in writing a project report.
- 24) **Annexure:** Questionnaires (if any), relevant reports, etc.
(The main text of the Project should normally be in the range of 5000 words. However, there may be annexure in addition to the main text)

The Steps of a Project Report

Step I : Selection of the topic for the project by taking following points into consideration:

- Suitability of the topic.
- Relevance of the topic
- Time available at the disposal.
- Feasibility of data collection within the given time limit.
- Challenges involved in the data collection (time & cost involved in the data collection, possibility of getting responses, etc.)

Step II: Finalization of the Topic and preparation of Project Proposal in consultation with the Supervisor.

Step III: Collection of information and data relating to the topic and analysis of the same.

Step IV: Writing the report dividing it into suitable chapters, viz.,

Chapter 1: Introduction,

Chapter 2: Conceptual Framework / National & International Scenario,

Chapter 3: Analysis & Findings

Chapter 4: Conclusion and Recommendations.

Step V: The following documents are to be attached with the Final Project Report.

10) Approval letter from the supervisor (Annexure-IA)

11) Student's declaration (Annexure-IB)

12) Certificate from the Competent Authority of the Organization / Institution, if the student undertakes the Project Work in any Organization / Institution.

Guidelines for evaluation:

- Each of the students has to undertake a Project individually under the supervision of a teacher and to submit the same following the guidelines stated below.
- Language of Project Report and Viva-Voce Examination may be English. The Project Report must be typed and hard bound.
- Failure to submit the Project Report or failure to appear at the Viva-voce Examination will be treated as —Absent in the Examination. He /she has to submit the Project Report and appear at the Viva-Voce Examination in the subsequent years (within the time period as per University Rules).
- No marks will be allotted on the Project Report unless a candidate appears at the Viva-Voce Examination. Similarly, no marks will be allotted on Viva-Voce Examination unless a candidate submits his/her Project Report.
- Evaluation of the Project Work to be done jointly by one internal expert and one external expert with equal weightage, i.e., average marks of the internal and external experts will be allotted to the candidate.

Project Report (Continuous Evaluation)	Internal Presentation & Viva on Project	External Presentation & Viva on Project
50 marks	25 marks	25 marks

Movie Review (Based on Psychological Theme)

PSY 2507

Credit Units: L:0,T:0,P:0 =01

Course Objectives:

To enable the student to explain various psychological & social phenomenon and psyche through the review of movies/ films.

To impart basic methodological skill to the student in understanding and analysing movies/ films

To familiarize the students with classic works in the analysis of movie/ film

Methodology: Student has to understand the methodology of psychological movie analysis which includes: Narrative analysis, content analysis, visual interpretation, qualitative interpretation.

Students need to watch and analyse a popular movie that has a plot that involves a mental health/ psychological concept. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

Movie review report/ term paper must be in APA style includes references, grammar, spelling, organization etc.. The length is to be min 1200 words maximum 2000 words for the body of the work not including title page or references. Student has to submit the report for plagiarism check. Plagiarism will result in failing rejection of the report.

Format of Movie review Report/Term paper

- Introduction and defining the psychological concept/ problem or disorder/
 - a. Introduce the paper the paper, where it is going, and what you want to show
 - b. Define the psychological problem as a diagnosable disorder
 - c. What are the key features of this disorder?
 - d. What is the known prevalence of the problem and how does it cost the culture?
- Treatment of the disorder
 - a. What theoretical perspective is used here?
 - b. What is the assumption of etiology or cause of the disorder from the perspective used for this treatment?
 - c. What is the mechanism of change according to the treatment?
- Empirical evidence
 - a. Summarize the empirical evidence for this treatment
 - b. Describe follow up effectiveness and how long the treatment seems to last
- Conclusion
 - a. State what you have found with this treatment for this problem
 - b. What are concerns you have about the treatment?
 - c. What have the researchers left off or not addressed yet
 - d. What might be solutions to those concerns?
 - e. Where should future research focus?
- References

Examination Scheme:

Components	Selection of the movie	Movie Review Report (Term Paper)	Character Diagnosis	Diagnosis with justification	Presentation & Viva (External)	Total
Weightage (%)	10	20	20	20	30	100

SEMINAR**Course Code: PSY2508****L:0,T:0,P:0 C: 01****Course Objective:**

This course would help to develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Seminar discussion.

Examination Scheme: NTCC

Components	Faculty Interaction (External Panel)	Research paper documentation	Research Paper Presentation	Viva	Peer Assessment	Total
Weightage (%)	30	20	20	20	10	100

ARTICLE /FEATURE WRITING

Course Code: PSY 2509

Credit Units L:0,T:0,P:0 = 01

Course Objective:

The objective of this course is to develop the scientific bent of mind and judge the understanding as well as application of the knowledge gained by the students. The aim of an article is to provide the students an opportunity to further enhance their knowledge in an area of their choice by undertaking different **aspects of human behavior and analyzing it** at a level commensurate with the learning outcomes of the various courses taken up by them in the ongoing semester.

The purpose of the article is for the students to draw upon their interest in currently published research literature with the aim of furthering theoretical work in the field of interest.

Guidelines:

17. The article will be related to the contemporary Psychological issue and the topic will be given by the department. The article will be written in around 3000 words.
18. The presentation of the article is scheduled to be held before the commencement of Semester examinations.
19. The article will carry 100 marks that will be marked on the basis of selection of topic, article writing and viva.
20. There are a number of types of articles that are published in psychological journals, including reports of empirical studies (psychological reports), review articles, case studies and theoretical articles. Students may critically assess existing theories, identifying flaws or arguing for the superiority of one theory over another. This is often done through examining a theory's internal consistency and evaluating the level of empirical support for the theory (i.e. studies/experiments). This type of theoretical analysis is what we are expecting from students at undergraduate level.

Examples of a few broad areas for articles (List is indicative, not exhaustive)

- Personality theories
- Emotional Intelligence
- Positive thinking
- Learning
- Self concept
- Motivation
- Emotion
- Cognitive process
- Cross cultural Psychology
- Memory enhancement

Evaluation Scheme:

Selection of topic & its significance	Article writing		External Viva & Presentation	Total
	Content	References(studies quoted)		
10	20	20	50	100

SCIENTIFIC RESEARCH PAPER

Course Code: PSY2510

L:0,T:0,P:0 C: 02

Students are required to publish a research paper under faculty supervision. The publication should be in a refereed peer reviewed National/International Journal(viz. Scopus/web of science/ ABDC/ UGC approved). Every student has to provide the Plagiarism certificate along with the research paper.

Examination Scheme: NTCC

Components	Internal Supervisor (Continuous Evaluation)	Publication of Research paper	Presentation of Research paper (External)	Total
Weightage (%)	30	40	30	100

VI-SEMESTER

SPORTS PSYCHOLOGY

Course Code: PSY 2601

Credit Units: L: 2, T:1, P:0 =03

Course Objective:

To provide an overview about the field of sports psychology. To familiarize the different application principles and techniques in the field of sports

Module I: Introduction to Sports Psychology

Introduction: Meaning, Definition,
Goals and Objectives of Sports Psychology
Approaches to sports psychology
Importance of Sport Psychology

Module 2: Motivation, Goal Setting and Self Confidence in Sports

Need, Drive, Motive and Motivation Types in Sports
Basic Types of Goals and Their Effectiveness: Outcome Goals – Performance Goals-
Process Goals.
Principles of Effective Goal Setting : Make Goal Specific, Measurable, Observable –Clearly

Module 3: Leadership and Group dynamics in Sports

Introduction to Leadership in Sport
Types of Leadership
Inter-personnel Communication and Coach-Athlete Relationship
Group Dynamics & Team Management : Group/Team Cohesion , Development of Team Cohesion

Module 4: Arousal, Stress and Anxiety in Sports

Arousal regulation, The Relationship among Arousal, Anxiety and Athletic Performance
Understanding Energy Management – Arousal affecting Performance, Effects of Under arousal and Over arousal in Performance
Emotional States and their Effect on Performance

Module 5: Coping and Intervention Strategies in Sports

Introduction, mental skill training in sports, Performance focus, psychological well being and its importance in sports
Psychosocial antecedents of sport injury and intervention for risk reduction.
Cognitive Strategies: Imagery, Thought Stopping and Centering, Self-Talk, Self Efficacy

Examination Scheme:

Components	CT/MT	Presentatio n	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; MT- Mid term; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Text and References:

- Gardner, F.L. & Moore, Z.E. (2004). A mindfulness-commitment-based approach to athletic performance enhancement: Theoretical considerations. *Behavior Therapy*, 35, 707-723.
- Weinberg, R.S. & Gould, D. (2015). *Foundations of sport and exercise psychology* (6th Edition). Champaign, IL: Human Kinetics
- Roberts, G.C., Spink, K. Pemberton, C. (1999). *Learning experiences in sport psychology*. Human Kinetics Publishing. Rotella, B., Boyce, B.A. & Allyson, B. (1998). *Case studies in sports psychology*. Jones and Bartlett Publishers
- VanRaalte, J.L. & Brewer, B.W. (Eds). (1996). *Exploring sport and exercise psychology*. Washington, DC: American Psychological Association.
- Cox, R.H. (2002). *Sport Psychology: Concepts and Applications, 5th Edn. Mc. Graw Hill*.
- Wann, D.L. (1997). *Sport Psychology. Prentice Hall, Inc.*
- Alderman, R.B. (1974). *Psychological Behaviour in Sports. W.B. Saunders Company*.
- Cratty, B.J. (2000) *Psychology of Contemporary sports*, Human Kinetics Publishers, Champaign Illinois.
- Carron, A.V., Hausenlas, H.A. Mark Eys (2005). *Group Dynamics in Sport*. Morgantown, WV: Fitness Information Technology, INC, US.
- Kamlesh, M.L. (2011) *Psychology in Physical Education and Sport*, 3rd ed. Metropolitan Book Co. Pvt. Ltd Delhi.
- Richard M. Suinn, (2002) *Psychology in Sports, Methods & Application*, Surjeet Publication, Kolhapur Road, Kamla Nagar, New Delhi-07
- Mark R. Beauchamp, Mark A. Eys (2008) *Group Dynamics In Exercise and Sport Psychology: Contemporary Themes* Routledge Publisher
- Tenenbaum, Gershon (2001) *The Practice of Sport Psychology* Fitness Information Technology, INC, US
- Gurbakhsh S. Sandhu (2002), *Psychology in Sports – A Contemporary Approach*, Friends publications, New Delhi.
- Murphy, S.M. (1995), *Sport Psychology Interventions*, Human Kinetics, Auckland

ORGANIZATIONAL PSYCHOLOGY

Course Code: PSY2602

L:2,T:1,P:0 C: 03

Course Objective:

- (1) To understand how the findings of psychology are applied to the problems involving human behavior in the workplace for providing optimum solutions.
- (2) To demonstrate the application of relevant psychological theory and research problems faced by employees and organizations.
- (3) To understand how the findings of psychology are applied to the problems involving human behavior in the workplace for providing optimum solutions.

Course Contents:

Module 1: Introduction

History of organizational psychology,
Current status (Context to India and Global) and its Scope
Research methods and ethical consideration
Application of key principles

Module II: Organizational Functioning

Job analysis
Organization and work teams
Performance Appraisal
Training and development

Module III: Work related Attitude

Job Satisfaction
Group influence and individual behavior
Work engagement
Work motivation and commitment
Concept, Laws, Types; Perceptual Judgments; Displays: Perceptual and Attention related Constraints Spatial Displays and Virtual Displays

Module IV: Human Relations

Principles of Industrial relations
Industrial fatigue and burn out
Consumer psychology & its Importance

Module V: Ergonomics

Human Engineering
Relevance of environmental psychology
Work design
Physical conditions and psychological conditions

Examination Scheme:

Components	CT/MT	HA	Presentation	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Texts & Reference:

Schultz, D. and Schultz, S.E. (2002). *Psychology and Work Today*. (8th ed.). New Delhi: Pearson Education.

Prasad, L. M. (2006). *Organisational Behaviour*. Sultan Chand & Sons: New Delhi.

Kinicki,A. and Kreitner,R. (2009). *Organisational Behaviour: Key concepts, skills & best practices*. Tata McGraw-Hill: New Delhi.

ENVIRONMENTAL PSYCHOLOGY

Course Code: PSY 2603

Credit Units: L: 2, T:1, P:0 =03

Course Objective:-

To understand the interactional relationships between environment and behavior
to understand the problems occurring to ecology and environment at the present time
to understand different psychological approaches to the study of man-environment relationship
To help the students to acquire the basic knowledge about the environment and the social norms that provide unity with environmental characteristics and create a positive attitude about the environment.

Module 1: Introduction to Environmental Psychology

Developmental History of Environmental Psychology
Definition, Nature and characteristics of Environmental Psychology
Fields or scope of Environmental Psychology;
Goals and Utility of Environmental Psychology

Modul 2 : Environment and Human Behaviour

Effects of behaviour on environment: Perception, preferences and awareness of environment. Environmental Perception, Environmental Cognition and Attitudes; Social and cultural influences,
Effects of environment on behaviour: Pollution, crowding and personal space, territoriality.

Module 3: Psychological Approaches and Theories to Environment

Eco-cultural Psychology (Berry);
Bio-social Psychological approach (Dawson);
Ecological psychology (Barker);
Person Environment Transaction (Stokols; Ittelson)
Theories of Environment- Behaviour Relationships(Briefly)-Arousal, Environmental Load, Adaptation Level and Ecological Approach, Environmental Stress Approach.

Module 4: Environment Assessment

Socio-psychological dimensions of environmental impact.

Environmental deprivation: Nature and consequences.

Experimental, correlational and descriptive methods of data collection in environmental Research; Naturalistic Observation and field surveys.

Creating environmental awareness: Social movements (Chipko, Narmada).

Module 5: Environmental wisdom

Evolving environmental ethics from values about Nature in the ancient Indian systems.

The Gaia Hypothesis and the Deep ecology

Changing behaviour to save the environment: environmental education, prompt, reinforcement, techniques

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; MT- Mid term; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Text and References:

- Gifford, R. (2007). *Environmental psychology: Principles and practice* (4th ed.). Colville, WA: Optimal Books.
- Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental Psychology* (5th ed.). Toronto: Harcourt Brace College Publishers.
- Karan, P.P. (1994). Environmental Movements in India. *Geographical Review*, 84 (1), 32-41.
- Gadgil, M. & Guha, R. (1994). Ecological Conflicts and the Environmental Movement in India. *Development and Change*, 25, 101–136. doi: 10.1111/j.1467-7660.1994.tb00511.x
- Sadler, B. & McCabe, M. (2002). *Environmental Impact Assessment, Training Resource Manual, Social Impact Assessment-Topic 13* (2nd ed.). Geneva: United Nations Environment Programme (UNEP), Division of Technology, Industry and Economics, Economics and Trade Branch.
- Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
- Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha
- Gadgil, M & Guha, R. 1995. *Ecology and Equity*. New Delhi: Penguin Books.
- Ittelson, W.H., Proshansky, H.M., Rilvin, E.G., Winkel, G.H., & Dempsey, D. 1974. *An Introduction to Environmental Psychology*. New York: Holt, Rinehart and Winston.
- Jain, U. 1987. *The Psychological Consequence of Crowding*. New Delhi: Sage.
- Misra, R.C. Sinha, D. & Berry, J.W, 1996. *Ecology, Community and Lifestyle*. New Delhi.
- Stokols, D. and Altmann, I. (Eds.) 1987. *Handbook of environmental psychology*. New York: Wiley.
- Altman, I. (1975) **The Environmental and Social Behavior**, Meoneterrey California : Brooks/Cole, Publication Company.
- Cone D. & Hayes C. (1984) **Environmental Problems behavioral solutions**, Meoneterrey California : Brooks/Cole, Publication Company.
- Wiere Alian, W. (1984) **An Introduction to Ecological Psychology**, Cambridge Univ. Press.
- Sahoo, F.M. Mishra P.K. & Pinta, R.S. (1985) **Environment and Behavior: Ecology Perspective**. New Delhi: Akshat Publications.

NEURO LINGUISTIC PROGRAMMING

Course Code : PSY 2604

L:2,T:0,P:0,C: 02

Course Objectives:

This course would help the students to understand the importance and need of NLP techniques for maximizing ones own potential for managing their thoughts, feelings and behaviour.

Course Contents:

Module I: Introduction: Meaning of NLP, Scope of NLP; NLP communicating model; NLP filters, causes & Effect

Module II: Pillars of NLP; Sensory acuity; Rapport, flexibility; Techniques of NLP

Module III: Presumptions of NLP; Stages of competence; Metacognition; Outcome & ecology; Introducing frames

Module IV: Negotiations, persuasion; emotionality; Stage Fear-I, Stage fear- II

Module V: Personal Growth: Effective self -relationship

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; MT- Mid term; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Text &References:

- Knight Sue (2006), NLP at Work, Nicholas Brealey Publishing.
- Molden David (2008), NLP Business Masterclass, Pearson Education.
- Robbins Anthony (2001), Unlimited Power, Pocket Books

Psychological Practical-VI

Course Code: PSY2605

Credit Units: L:0,T:0,P:4 = 02

Course Objective:

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Every student is expected to perform and write any 07 experiments & tests mentioned below.

List of Practical:

1. Types, Assessment of Sports Anxiety (STAI by Speilberger, Martens , SCAT)
2. Measurement of Motivation (Incentive Motivation , SMS-28, Achievement Motivation)
3. Goal setting
4. Personal Values Questionnaire
5. Team effectiveness scale
6. Organizational Behaviour and effectiveness
7. Organizational Effectiveness Scale,
8. Work Motivation
9. Ergonomic Stress
10. Employee's Mental Health
11. Job Satisfaction, Job Value
12. Study of attitudes and values towards environment
13. Bob Simpson's Environment literacy and awareness survey questionnaire.
14. Environmental Behaviour and Attitudes
15. Climate Change Perception

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as

follows:

Practical (Continuous)	Internal Viva Voce	Record Book (Internal)	A	External Viva	Total (Internal evaluation & External evaluation)
30	10	30	05	25	100

Text and References:

- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology. New Delhi; Tata McGraw Hill
- Munn N.L.(1967). Introduction to Psychology. Oxford and I.B.H. Pub Co. Bombay, 6th Ed
- Solso, R. L. (2006). Cognitive Psychology. New Delhi. Pearson Education
- Tiwari, G., &Pal, R. (2001). Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir.
- Hilgard. E.R. Atkinson, R.C., & Atkinson, R.L. (1975). Introduction to Psychology (6th Ed.) New Delhi: Oxford and IBH Publishing Co.
- Kerlinger F.N. (2004). Foundations of Behavioural Research. 8th print

DISSERTATION

Course Code : PSY2606

L:0,T:0,P:0 C:05

Course Objective:

This course allows students to follow a particular topic in depth and develop independent research skills. It helps the students to gather **primary data**, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein. The aim of present course is to enable students to get a first hand understanding of research issues and their implications in the field of psychology.

- (a) Dissertations are in the nature of monographs based on students' own research work under their respective Guides.
- (b) Length of Dissertations should be between 100-125 pages (typed in 12 points, double-spaced, on A-4 size paper, hard-bound).
- (c) Title-page of the Dissertation should mention its title followed by the words "submitted to Amity Institute Behavioural & Allied Sciences" in part fulfillment of requirements for BA (H) Applied Psychology degree of Amity University Chhattisgarh" and should bear the student's name and year of submission.
- (d) Contents-page of the Term Paper should give its chapter-plan consisting of proper headings and sub-headings. This will be followed by a Preface.

- (e) Each chapter of the Dissertation should begin on a fresh page and references in the prescribed style (given below) for each chapter should be given at the end of that chapter.
- (f) Table of Statutes, Table of Cases and Bibliography must be given in the Dissertation after the last chapter.

Dissertation format

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words) titled: **Executive Summary**
- Next is the „acknowledgements“.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions, possibly with a suggestion of the direction of future research on the area.
- After this concluding chapter, you should give a list of all the references you have used. These should be cross - references with your text. For articles from journals, the following details are required e.g.

DISSERTATION REPORT FORMAT

The Dissertation Report is the research report that the student has to prepare on the project assigned by the organization. (In case a student is not assigned a specific research project in the organization, he has to select any one aspect of the organization and prepare a research report on it). The lay out of the report should be as per the standard layout prescribe.

- Title or Cover Page : The title page should contain Project Title; Student’s Name; Programme; Year and Semester and Name of the Faculty Guide.
- Acknowledgements: Acknowledgment to any advisory or financial assistance received in the course of work may be given. It is incomplete without student’s signature.
- Abstract :A good "Abstract" should be straight to the point; not too descriptive but fully informative. First paragraph should state what was accomplished with regard to the objectives. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. It should not exceed more than 1000 words.
- Table of Contents: Titles and subtitles are to correspond exactly with those in the text.
- Introduction : Here a brief introduction to the problem that is central to the project and an outline of the structure of the rest of the report should be provided. The introduction should aim to catch the imagination of the reader, so excessive details should be avoided.
- Materials and Methods This section should aim at experimental designs, materials used (wherever applicable). Methodology should be mentioned in details including modifications undertaken, if any. It includes organization site(s), sample, instruments used with its validation, procedures followed and precautions.
- Data Analysis: This section covers the statistical methods used for projects and data analysis done.
- Results and Discussion: Present results, discuss and compare these with those from other workers, etc. In writing this section, emphasis should be laid on what has been performed and achieved in the course of the work, rather than discuss in detail what is readily available in text books. Avoid abrupt changes in contents from section to section and maintain a lucid flow throughout the thesis. An opening and closing

paragraph in every chapter could be included to aid in smooth flow. Note that in writing the various sections, all figures and tables should as far as possible be next to the associated text, in the same orientation as the main text, numbered, and given appropriate titles or captions. All major equations should also be numbered and unless it is really necessary, do not write in “point” form. While presenting the results, write at length about the the various statistical tools used in the data interpretation. The result interpretation should be simple but full of data and statistical analysis. This data interpretation should be in congruence with the written objectives and the inferences should be drawn on data and not on impression. Avoid writing straight forward conclusion rather, it should lead to generalization of data on the chosen sample. Results and its discussion should be supporting/contradicting with the previous research work in the given area. Usually one should not use more than two researches in either case of supporting or contradicting the present case of research.

- **Conclusion(s) & Recommendations** :A conclusion should be the final section in which the outcome of the work is mentioned briefly. Check that your work answers the following questions: · Did the research project meet its aims (check back to introduction for stated aims)? · What are the main findings of the research? · Are there any recommendations? · Do you have any conclusion on the research process itself?
- **Implications for Future Research**: This should bring out further prospects for the study either thrown open by the present work or with the purpose of making it more comprehensive.
- **Appendices**: The Appendices contain material which is of interest to the reader but not an integral part of the thesis and any problem that have arisen that may be useful to document for future reference.
- **References**: References should include papers, books etc. referred to in the body of the report. These should be written in the alphabetical order of the author's surname. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system.

Examination Scheme:

Weightage	Internal Supervisor	Report (50)					References	Viva & Presentation External	Total
		Content & Layout	Review of Literature	Methodology	Data Analysis	Conclusion & Implications			
%	20	10	05	10	10	05	10	30	100

WORKSHOP

Course Code: PSY2607

L:0,T:0,P:0 C: 01

Course Objective

A workshop is primarily an activity based academic event that is organized to provide the students a one to one and hands on experience on any aspect of their learning. The communication in a workshop has to be necessarily two way. The trainer has to make sure that the aspects covered are practically practiced by the participants. The student will choose the option of workshop from amongst their professional electives. The evaluation will be done by Board of examiners comprising of the faculties.

Major Themes for Workshop

The workshop may be conducted on any of the following major themes:

- Positive Psychology
- Health Psychology
- Industrial Psychology
- Community Psychology

These themes are merely indicative and other recent and relevant topics of study may be included.

Guidelines for Workshop

The procedure for earning credits from workshop consists of the following steps:

1. Relevant study material and references will be provided by the trainer in advance.
2. The participants are expected to explore the topic in advance and take active part in the discussions held
3. Attending and participating in all activities of the workshop
4. Group Activities have to be undertaken by students as guided by the trainer.
5. Evaluation of workshop activities would be done through test and quiz at the end of the workshop.
6. Submitting a write up of at least 500 words about the learning outcome from the workshop.

Methodology The methodology followed at the workshop could be based on any one or more of the following methods (Not Limited):

Case Study

Group Activity

Role Play

Quiz

Evaluation Scheme:	Active Participation in Workshops	Multiple Choice Questions/ Quiz	Solving the case/ Assignment/ Write up (External panel)	Total
	30	30	40	100

SEMINAR

Course Code: PSY2608

L:0,T:0,P:0 C: 01

Course Objective:

This course would help to develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Seminar discussion.

Examination Scheme: NTCC

Components	Faculty Interaction (External Panel)	Research paper documentation	Research Paper Presentation	Viva	Peer Assessment	Total
Weightage (%)	30	20	20	20	10	100

SCIENTIFIC RESEARCH PAPER**Course Code: PSY2609****L:0,T:0,P:0 C: 02**

Students are required to publish a research paper under faculty supervision. The publication should be in a refereed peer reviewed National/International Journal(viz. Scopus/web of science/ ABDC/ UGC approved). Every student has to provide the Plagiarism certificate along with the research paper.

Examination Scheme: NTCC

Components	Internal Supervisor (Continuous Evaluation)	Publication of Research paper	Presentation of Research paper (External)	Total
Weightage (%)	30	40	30	100

AMITY INSTITUTE OF BEHAVIOURAL & ALLIED SCIENCES

Master of Arts Applied Psychology

Programme Structure

Curriculum &

Scheme of Examination

2021

AMITY UNIVERSITY CHHATTISGARH

RAIPUR

I- Semester

Sl. No.	Course Code	Course Name	Sem.	No. of Credits				Course Type Theory / Practical / NTCC	Examination Scheme		Remarks
				L	T	P	Total		IE	EE	
1	PSY 4101	Advanced General Psychology	I	2	1	-	3	Theory	30	70	
2	PSY 4102	Biological and Psychosocial Basis of Behavior	I	2	1	-	3	Theory	30	70	
3	PSY 4103	Psychological Measurement	I	3	1	-	4	Theory	30	70	
4	PSY 4104	Personality Theories	I	2	1	-	3	Theory	30	70	
5	PSY 4105	Research Methodology	I	2	1	-	3	Theory	30	70	
6	PSY 4106	Psychological Practical- I	I			4	2	Practical	75	25	
Professional Elective: Student has to select 06 credits from the list of following PE											
7	PSY 4107	Multiculturalism: Theory & Practices	I	2	1	-	3	Theory	30	70	
8	PSY 4108	Group Dynamics & Team Cohesiveness	I	2	1	-	3	Theory	30	70	
9	PSY 4109	Positive Psychology	I	2	1	-	3	Theory	30	70	
10	PSY 4110	Field Practice	I				1	NTCC	70	30	
TOTAL CREDITS							21				

II- Semester

Sl. No.	Course Code	Course Name	Sem.	No. of Credits				Course Type Theory / Practical / NTCC	Examination Scheme		Remarks
				L	T	P	Total		IE	EE	
1	PSY 4201	Applied Statistics in Psychology	II	2	1	-	3	Theory	30	70	
2	PSY 4202	Developmental Psychology	II	2	1	-	3	Theory	30	70	

3	PSY 4203	Cognitive Neuro- Science	II	3	1	-	4	Theory	30	70	
4	PSY 4204	Psychological Practical- II	II			4	2	Practical	75	25	
Out of 03 specialization any one : Clinical (A) / Counseling (B)/ Industrial (C) (8 credits)											
A. Clinical Psychology											
5	PSY 4205	Introduction to Clinical Psychology	II	3	1	-	4	Theory	30	70	
6	PSY 4206	Psychopathology	II	3	1	-	4	Theory	30	70	
B. Counseling Psychology											
7	PSY 4207	Introduction to Counseling Psychology	II	3	1	-	4	Theory	30	70	
8	PSY 4208	Theories and Approaches of Counselling	II	3	1		4	Theory	30	70	
C. Industrial Psychology											
9	PSY 4209	Industrial Psychology	II	3	1		4	Theory	30	70	
10	PSY 4210	Personnel Psychology	II	3	1		4	Theory	30	70	
Domain Elective: Student has to select 06 credits from the list of following DE											
11	PSY 4211	Indian Approaches To Psychology	II	2	1	-	3	Theory	30	70	
12	PSY4212	Stress Management	II	2	1	-	3	Theory	30	70	
13	PSY 4213	Transactional Analysis	II	2	1	-	3	Theory	30	70	
14	PSY 4214	Seminar	II	-	-	-	3	NTCC	50	50	
TOTAL CREDITS							26				

III- Semester

Sl. No.	Course Code	Course Name	Sem.	No. of Credits				Course Type Theory / Practical / NTCC	Examination Scheme		Remarks
				L	T	P	Total		IE	EE	
1	PSY 4301	Dissertation	III	-	-	-	10	NTCC	70	30	

2	PSY 4302	Psychological Practical- III	III			4	2	Practical	75	25	
Out of 03 specialization any one : Clinical (A) / Counseling (B)/ Industrial (C) (8 credits)											
A. Clinical Psychology											
3	PSY 4303	Psycho diagnostics	III	3	1	-	4	Theory	30	70	
4	PSY 4304	Psychotherapy	III	3	1	-	4	Theory	30	70	
B. Counseling Psychology											
5	PSY 4305	Counseling Processes & Skills	III	3	1	-	4	Theory	30	70	
6	PSY 4306	Special Areas in Counseling	III	3	1		4	Theory	30	70	
C. Industrial Psychology											
7	PSY 4307	Organizational Behavior	III	3	1		4	Theory	30	70	
8	PSY 4308	Organizational Development	III	3	1		4	Theory	30	70	
Domain Elective: Student has to select 06 credits from the list of following DE											
9	PSY 4309	Psychology of Happiness & Wellbeing	III	2	1	-	3	Theory	30	70	
10	PSY 4310	Gender Psychology	III	2	1	-	3	Theory	30	70	
11	PSY 4311	Soft Skills & Personality Development	III	2	1	-	3	Theory	30	70	
12	PSY4312	Research paper	III	-	-	-	3	NTCC	70	30	
TOTAL CREDITS							26				

IV- Semester

Sl. No.	Course Code	Course Name	Sem.	No. of Credits				Course Type Theory / Practical / NTCC	Examination Scheme		Remarks
				L	T	P	Total		IE	EE	
1	PSY 4401	Internship in Clinical/ Counseling /Industrial Psychology	IV	-	-	-	24	NTCC	100	100	
TOTAL CREDITS							24				

Syllabus – First Semester

ADVANCED GENERAL PSYCHOLOGY

Course Code: PSY 4101

Credit Units: 03

Module I: Introduction

- Meaning, Definition, Nature, Goals, Scope
- Branches of Psychology
- Schools of Psychology

Module II: Intelligence & Creativity

- Intelligence and creativity
- Development of intelligence
- Biological bases of intelligence: nature & nurture
- Theories of intelligence, diversity of mental abilities.
- Contextual intelligence, Perceived intelligence, Artificial intelligence
- Creativity: Meaning, problem
- Creativity and intelligence relationship, Brain storming

Module III: Memory & State of Consciousness

- Memory: Biological bases of memory, models of memory, information processing approach to memory
- Altered States of consciousness: sleep, hypnosis, drug induced alteration, meditation
- Forensic Psychology: Meaning, Nature, scope, applications
- Lie detection, eye witness testimony, and Psychological autopsy.

Module IV: Emotion and motivation

- Emotion: physiological bases of emotion, role of limbic system,
- Theories of emotion: evolutionary, neo-Jamesian, and cognitive.
- Motivation: process of motivation, theories of motivation.

Module V: Human development:

- Major theories of development: intellectual, moral, social, cognitive.
- Adolescence: physical, cognitive, social and emotional development, anxiety and problems faced .Adulthood and aging: theories of aging. Death and bereavement.

Module VI: Emerging trends in psychology

- Positive Psychology : positive emotions, happiness, wellbeing, Mindfulness, virtues, spirituality
- Psycho-pharmacology: basic principles of psychopharmacology , adverse effects of psychotropic medications
- Artificial Intelligence & mental health: Concept of artificial intelligence, significance of Webot in counseling
- Ethical issues in psychopharmacology & artificial intelligence with reference to psychology

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Text & references:

- Matlin, M. W. (2006) Cognition, John Wiley & Sons, Inc. U.S.A.
- Baddeley, A. (1986). Working memory. Oxford: Clarendon Press.
- Baron, R.(2004) . Psychology. New Delhi : Prentice – Hall of India.
- Jahnke, IC.,Nowaczyk, R.H.(1998). Cognition. New Jersey : Prentice Hall.
- Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). Psychology (8th Ed.). N.Y.: Houghton Mifflin
- Snyder, C. R., Lopez, S.J.(2007).Positive Psychology; The Scientific and Practical Explorations of Human Strengths.Sage publications@ www,sagepublication.com
- Shafter, D.R., Kipp,K. (2007).Developmental Psychology; Childhood & Adults. Haryana: Thomson Wadsworth
- Papalia,D.E.,Olds,S.W.(1994).Human development. New Delhi : Tata McGraw Hill
- Papalia,D.E.,Olds,S.W, Feldman,R.D.(2004).Human development (9th Ed.). New Delhi : Tata McGraw Hill

BIOLOGICAL AND PSYCHO SOCIAL BASIS OF BEHAVIOUR

Course Code: PSY 4102

L:2,T:1,P:0,C: 03

Course Objective: Students would get an orientation towards the dynamics of brain behaviour complexity. Each unit would deliberate on psycho physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.

Module - I Brain behavior dynamics: Bio psychology-

- Nature and Scope of biopsychology
- Methods of studying the brain: Ablation, Recording and Stimulation methods, Neurochemical methods.
- Nervous systems: Structure and functions. Divisions -Central and Peripheral NS.
- Localization of function intelligence, memory, learning in brain,
- Endocrine system –functions and effects of endocrine glands

Module- II Neuro psychology –

- Neurons Structure, types and functions of neuron. Neuronal conduction communication between neurons, synaptic conduction
- Neurotransmitters –categories and functions.
- Neurological disorders-Tumors, Seizures, Parkinson’s disease, Huntington’s disease, Alzheimer’s disease, Multiple Sclerosis

Module –III Behaviour genetics-

- Behaviour genetics: Nature and scope,
- Methods of study and research techniques,
- Chromosomal functions,
- Hereditary determinants of behavior.
- Eugenics, genetic engineering.

Module IV: Psycho Social Basis of Behavior

- Pro Social Behavior
- Social Loafing
- Group dynamics
- Models of Social behavior (Social psychology): Social Learning Theories
- Eco Cultural Model : Berry

Module V: Attitude

- Meaning and Definition, Types of Attitude, Formation of Attitude, Negative Attitude and objective, Building positive attitude, Situational analysis of Attitude, Perception.
- Attitude formation--- classical conditioning, instrumental conditioning, observational learning.
- b) Attitude and Behavior--- strength of attitudes, attitude extremity, attitude certainty
- c) Persuasion
- d) Cognitive Dissonance

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Texts:

Carlson, N. R. (2005). Foundations of physiological psychology. (6th ed.). New York: Pearson Education.

Eyessenk, H.J. (2006). Biological basis of personality. (3rd ed.). New Jersey: Transactional Publishers.

References:

Buss, D.M. (2005). The handbook of evolutionary psychology. NY: John Wiley and Sons.

Lerner, R.M., & Lerne, J.V. (1999). Theoretical foundations and biological bases of development in adolescence. USA: Taylor and Francis.

PSYCHOLOGICAL MEASUREMENT

Course Objective: The course will enable the students to understand the concepts and principles of psychological testing and evaluation and the use of standardized instruments to examine how assessment has influenced our lives and how clinical assessment can significantly affect the clients with whom we work. It will also help you to interpret and draw conclusions based on the scores and results obtained when these psychological measurement are administered in group setting using appropriate statistics.

Course Contents:

Module I: Introduction

History of Testing and Assessment, Nature and significance of Measurement
Distinction between assessment and measurement, Levels of measurement.

Module II: Test Construction

Classification and characteristics of psychological tests
Steps to develop psychological test, Ethical consideration
Item analysis: item difficulty, item discrimination, item response theory

Module III: Test Standardization

Validity, Reliability, Various methods of estimating reliability and Validity
Test Norms- its types, development of norms

Module IV: Test taking response styles

- Major psychological test: Personality , Intelligence, aptitude, achievement , interest
- Faking
- Equisience
- Social desirability
- Response Distortion

Module V: Applications of psychological Test in different areas:

- Education
- Industries
- Health
- Clinical diagnosis

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Texts:

- Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.

- Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.

References:

- Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH.

PERSONALITY THEORIES

Course Code: PSY4104

L:2,T:1,P:0,C: 03

Course Objective:

This course enables students to become familiar with the major theories and traditions related to the study of personality and personal growth. It further enables the student to articulate the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behavior.

Course Contents:

Module I: Introduction to Personality-

- Nature of personality theory: Present status
- Theory in Broader perspective
- Grouping among theories: Different perspectives on personality

Module II: Psychoanalytic Approach-

- The Freudian Theory of personality: Structure, Dynamic & Development, researches & current trends
- Alfred Adler: Striving for superiority; parental influence on personality development, birth order
- Carl Jung: Collective Unconscious: Structure, Dynamic & Development
- Erik Erikson: Concept of Ego, Stages of Personality Development Structure, Dynamic & Development

Module III: The Dispositional Perspective-

- Type and trait approaches to personality:

- Allport, Cattell & Eysenck,
- Big Five factor Model.

Module IV: Humanistic & Phenomenological Perspectives-

- Maslow’s Hierarchy of Motives
- Roger’s Person Centered Theory
- May’s Existential Analytic tradition
- Murray Need pattern Theory

Module V: Behavioural & Cognitive Approach-

- Albert Bandura’s Social-Cognitive theory
- Rotter’s expectancy reinforce model
- Kelly’s theory of personal constructs

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text:

Allport, G.W. (1961). *Pattern & growth in personality*. New York: Halt
 Hall, G.S., & Lindzey, G. (1985). *Theories of personality* (3rd ed.). New Delhi: Wiley Eastern.

References:

Eysenck, H.J. (1981). *Model of personality*. New York: Springer & Verlog.
 Cattell, R.B., & Klings, P. (1977). *The scientific analysis of personality & motivation*. London: Academic Press.

RESEARCH METHODOLOGY

Course Code: PSY 4105

L:2,T:1,P:0,C: 03

Objectives:

- To inform students about the basics of scientific research in applied psychology.
- To make them learn the qualitative and quantitative research design and processing data.

Course Contents:

Module - I Introduction to research & research design

- Meaning, Scope Objectives, types and dimensions of research
- Qualitative research
- Quantitative research
- Research Design: Formulating research questions , Problem, hypothesis, variables
- Ethical problems and principles.

Module II: Data collection methods & methods of inquiry

- Types of data
Scaling techniques, Ratio, Interval, Ordinal and Nominal scales, Likert's scale, Thurstone scale,
- Semantic differentiation method
- Observation methods and questionnaire method, Questionnaire design, Steps in constructing a questionnaire, Types of questions, introduction to Projective techniques and perceptual mapping.
- Developing semi-structured interview schedule.
- Building research relationship.
- Generating qualitative data: The role of researcher's reflexivity.

Module III: Sampling

- Meaning, nature , types
- Sample selection methods - Probability and non probability,
- Sample size, sampling error,
- Application of sampling methods in psychological research.

Module - V: Analyzing quantitative data

- Test of significance Z, t, F and chi-square,
- Correlation and Regression techniques,
- Cluster Analysis,
- Introduction to Statistical Package

Module - VI: Analyzing qualitative data: A reflexive exercise

- Researcher's reflexivity about his/her experiential and theoretical standpoint.
- Empathy and reflexivity in qualitative data analysis.
- Coding and memo writing.
- Identifying and developing narrative structure.
- Theoretical saturation and theoretical sampling.
- Quality and rigour in qualitative research.

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Text:

- Cozby, Paul, Bates, Scott. Methods in behavioural research, 13th Edition, Mc Graw Hill.
- Luck, David J and Rubin, Ronald S., Marketing Research, Seventh edition, Prentice Hall of India

References:

- Aaker, David A; Kumar V and George S., Marketing Research, Sixth edition, John Wiley & Sons
- Boyd, Harper W, Westphall, Ralph & Stasch, Stanely F, Market Research – Text & Cases, Richard D. Irwin Inc. Homewood, Illinois.
- Sekaran, Uma (2003), Research Methods for Business 4th Edition, Willey.

Psychological Practical - I

Course Code: PSY4106

L:0,T:0,P:4,C: 02

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To familiarize the students with the use of elementary statistical techniques
4. To encourage and guide the students to undertake a small-scale research project.
5. Student has to conduct any 7 practical out of the prescribed list

Course Content:

1. **Intelligence Test:** WAIS/WISC; Bhatia’s Battery of Performance Tests; Raven’s Progressive Matrices ; Seguin Form Board Test
2. **Aptitude and & Interest Inventories :** Differential Aptitude Test; Vocational Interest Bank; Minnesota Rate of Manipulation Test; Study Habits and Attitude Inventory
3. **Personality Tests :** Eysenck Personality Inventory, NEO-PIR; 16 PF, Sentence Completion/TAT/Rorschach
4. **Cognitive Functioning:** Retroactive and proactive interference; effect of knowledge of results of performance; Zeigarnik effect; Set in Thinking, Laterality – left and right hemisphere specialization, Bender Gestalt Test
5. **Need Hierarchy -** Motivation Questionnaire; McGregor’s Theory X and Y Questionnaire; Stress Assessment Questionnaire; Emotional Intelligence Scale; Mental Health Inventory; Bell’s Adjustment Inventory, etc
6. **Drug Use Questionnaire (AUDIT)**
7. **Beck Depression Inventory**

8. Effect of group pressure
9. Biofeedback
10. Locus of control
11. Learning Disabilities
12. Differential Aptitude Test

Examination Scheme:

Practical (Continuous)	Internal Viva Voce	Record Book (Internal)	A	External Viva	Total (Internal evaluation & External evaluation)
30	10	30	05	25	100

MULTICULTURALISM: THEORY AND PRACTICE

Course Code: PSY 4107

L:2,T:1,P:0,C: 03

Course Objectives: To understand issues of identity, stereotyping and discrimination in a multicultural society; to explore issues of diversity and conflict in organizations; to highlight theory and important considerations in Multicultural Assessment; to delineate specific multicultural competencies and interventions in an organization

Course Contents:

Module I: Multiculturalism & Society

- Culture and cultural identity development.
- Understanding major cultural variables in Indian context: gender, religion, caste, social class, language and regionalism.
- Cultural transition and Acculturation.

Module II: Prejudice and Discrimination

- Understanding prejudice and discrimination.
- Rights – based approach.
- Equity and social justice.

Module III: Multicultural Assessment

- Cross cultural sensitivity in assessment: using tests in culturally appropriate ways.
- Ethical issues in multicultural assessment.
- Writing psychological and educational reports for culturally and linguistically diverse client.

Module IV: Multiculturalism and Organizations

- Multicultural workplace setup. Organization’s awareness of the world-view, developing multicultural competencies and culturally appropriate workplace environments.
- Barriers to multicultural set ups.

- Managing diversity and conflicts in organizations.

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Texts & Reference Books:

- Cox, T., Jr. (2001). University Of Michigan Business School Management Series. Creating The Multicultural Organization: A Strategy For Capturing The Power Of Diversity. San Francisco, CA, US: Jossey-Bass.
- Elrich, H. (2003). The Social Psychology of Prejudice: A systematic Theoretical Review and Propositional Inventory of the American. New York, Wiley.
- 2. Gamst, G.C., Liang, C.T.H., Der-Karabetian, A. (2011). Handbook of Multicultural Measures, La Verne: SAGE
- 3. Garrett McAulifee & Associates (2008). Culturally Alert Counselling: A Comprehensive Introduction, Sage Publications.
- 4. Nancy J. Adler, Allison Gundersen (2007). International Dimensions of Organizational Behavior. Cengage Learning.
- 5. Sue, D.W., Sue, D. (2012). Counselling The Culturally Diverse: Theory and Practice (6th Ed.). Hoboken, NJ: John Wiley & Sons, Inc.

GROUP DYNAMICS AND TEAM COHESIVENESS

Course Code: PSY 4108

L:2,T:1,P:0,C: 03

Module I: Orientation, Social Facilitation, Social Loafing and Deindividuation

Orientation: The Nature and Functions of Group- The Nature of Group Dynamics
Social Facilitation: The Presence of others affects- Crowding- The Effects of Social Arousal.

Social Loafing: Many hands make light work- Everyday life experiences of Social Loafing.

Deindividuation : People lose sense of Self in Group- Doing together what one would not do alone- Diminished self awareness

Module II : Group Polarization and Group Think

Group Polarization: Group intensifies individual opinion- Risky Shift phenomenon- Everyday life experiences and group polarization

Group Think: Groups hinder as well as assist group decision- Symptoms of Group Think- Critiquing Group think- Preventing Group Think- Group Problem Solving

Module III: Individual Influencing the Group and Leader and Leadership

Individuals Influencing the Group: Consistency and Self-Confidence- Defection from the majority.

Leader and Leadership: An investigation of Leader Flexibility across Multiple Group Situations- the Contingency Model: A theory of Leadership Effectiveness- Self Categorization and Leadership: Effects of Group Prototypically and Leader Stereotypically- The Romance of Leadership

Module IV: Prejudice

Prejudice: Disliking others- Nature and Power of Prejudice- Social, Motivational Cognitive sources of Prejudice- The effects of Prejudice- Discrimination

Aggression: Hurting others- Nature and theories of aggression- Influence of aggression- Management of Aggression- Intervention for Aggression

Module V: Prosocial Behaviour

Pro Social Behavior: Helping others- Reasons for helping- Time for helping- Who will help? - Steps to increase helping behavior

Conflict and Peace Making: Reasons for conflict- Types of Conflict- Achieving

Peace.

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Reference Books

1. John M.L. & Richard L.M. (2006). Small Groups. New York. Psychology Press.
2. Myers D.G (2006). Social Psychology. New Delhi. Tata Mc- Graw Hill Publishing

POSITIVE PSYCHOLOGY

Course Code: PSY 4109

L:2,T:1,P:0,C: 03

Course Objectives:

The course examines paradigm shift from pathologies to positive subjective experience and positive individual traits to improve quality of life. A framework for a science of positive psychology is built on the aim to promote positive relationships which has implications in various areas of psychology. The course helps the students to acquire insights into their own strengths and utilize them to increase their own and others' wellbeing.

Course Contents:

Module I: Introduction to Positive Psychology

Perspectives on positive psychology
History and three pillars of positive psychology
Character strengths & virtues & classification and measures of strength
Association between positive psychology and counseling;
Counseling using positive psychology: Indian and Western tradition

Module II: Positive Emotional and Cognitive States and process

Using elements of positivity in counseling: Principles of pleasure; Positive emotions, emotional states and positive health; emotional intelligence; optimism and hope; self efficacy; wisdom and courage; faith; flow and spirituality.

Module III: Subjective Well-Being and Quality of Life

Model of wellbeing, subjective wellbeing and positive emotions, flow experience

Fully functioning positive individual: role of life satisfaction and happiness; well-being, quality of life and meaning in life.

Module IV: Promoting Positive Relationships

Self and consciousness; mindfulness; positive personal traits; positive coping strategies; positive relationships: Love; Compassion, Forgiveness, Altruism, Gratitude, Empathy.
Application of the above in family, parental, caregivers' and marital counseling.

Module V: Applications of Positive Psychology in counseling diverse populations

Ageing; Health; Work; Mental Health and Behavior; Stress Management; Communities ME/WE balance.

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Texts:

Snyder, C.R., & Lopez, S.J. (2002). *Handbook of positive psychology*. (eds.). New York: Oxford University Press.

Seligman, M. (1994). *What you can change and what you can't*. New York: Knopf.

References:

Anderson, N.B. (2003). *Emotional longevity*. New York: Viking.

Andrews, F.M., & Withey, S.D. (1976). *Social indicators of wellbeing*. New York: Plenum Press.

Baltes, P., & Staudinger, U.M. (2000). Wisdom: A metaheuristic (pragmatic) to orchestrate mind and virtue toward excellence. *American Psychologist*, 55, 122- 136.

Bradburn, N., & Caplovitz, D. (1965). *Reports of happiness*. Chicago: Aldine.

Buss, D.M. (2000). The Evolution of Happiness. *American Psychologist*, 55, 15- 23.

Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety*. San Francisco: Jossey-Bass.

FIELD PRACTICE

Course Code: PSY4110

L:0,T:0,P:0,C: 03

Course Objective:

To develop, in students the skills of observation, collection and documentation of data for conducting theoretically correct and practically relevant research.

Methodology

Each student will engage themselves in interaction and observation of psychological processes in a subject/ field of their choice.

Student will then present their findings in the form of a paper for seminar discussions.

Similarly, field work will be done by students in their area of interest and present their practical observations, as a report with analysis and suggestions.

Note: The schedule will be announced during the 1st week of commencement of the semester.

Examination Scheme:

Components	continuous evaluation	Progress report	Final Presentation/ Viva/ Report	Total
Evaluation by	Internal Panel	External Supervisor	Internal Panel	
Weightage (%)	20	30	50	100

Syllabus – Second Semester

APPLIED STATISTICS IN PSYCHOLOGY

Course Code: PSY 4201

L:2,T:1,P:0,C: 03

Objectives:

- To know key terms and major contributors pertaining to psychological statistics.
- To know how to set up and interpret datasets in charts, graphs, and distributions in meaningful ways.
- To understand the concepts of central tendency and dispersion, and be able to compute relative statistics.
- To understand correlation, and other inferential methods covered in this class.
- To understand the difference between descriptive and inferential statistics
- To be able to do calculations for descriptive and inferential statistics, and test hypotheses using the appropriate inferential distributions and formulae.
- To be able to apply the basic methods studied in this class in limited research endeavours.

Module I: Introduction to general statistical concepts:

Definition and purpose of psychological statistics
Cumulative Distribution; Graphic Methods and percentile;
Normal distribution; Nature of Normal Curve,
Measuring divergence from Normality,
Applications of normal probability curve.

Module II: Measures of Central Tendency & Descriptive statistics :

Measures of central tendency and variability;

Significance of Mean, Difference between Means and other statistics- Mean, Standard Deviation, Percentage and Correlation Coefficient, Testing Experimental Hypothesis- Chi Square Test
Product moment correlation, Biserial, Point Biserial, Partial Correlation and Multiple Correlation, Regression & prediction Analysis

Module III Inferential Statistics :

Type I & type II error, Independent sample t test, one tailed & two tailed tests dependent sample t test, Analysis of variance- F test , One way & Two way, MANOVA and Post-hoc tests, General uses and limitations of Analysis of Variance

Module IV: Difference between Parametric & Non parametric Tests:

Sign Test, Wilcoxon Matched Pairs Sign- Ranks Test; Median Test; Mann-Whitney U Test; Kendall Coefficient of Concordance; Friedman Two Way Analysis of Variance by Ranks

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Texts & references:

- Garrett, H.E.: Statistics in Psychology & Education, Mumbai, VakilFeffer and Simous Pvt. Ltd.
- Guilford: JP: Fundamental Statistics in Psychology and Education, New York, McGraw Hill.
- Siegal, S.: Non parametric Statistics for Behavioural Sciences, New York, McGraw Hill
- Kerlinger, F.N. : Foundations of Behavioral Research, IInd Edition, Holt Rinehart and Winston.Inc, New York.1973
- Mohsin,S.M.: Research Methods in Behavioral Sciences, Orient Longman Ltd.

DEVELOPMENTAL PSYCHOLOGY

Course Code: PSY 4202

L:2,T:1,P:0,C: 03

Objectives:

- To engage with the major theoretical frameworks in study of human development
- To understand the dynamics of development in the early and middle childhood, adolescence, adulthood and old age
- To contextualize the developmental concerns in the social context of contemporary India

Course Contents:

Module 1: Theoretical frames in human development: An overview

- Psychoanalytical (Freud, Mahler, Winnicott, Kakar)
- Individual-constructivist (Piaget, Kohlberg)
- Social-constructivist (Vygotsky, Valsiner)
- Life-cycle (Erikson) and life span (Baltes) approaches
- Dynamic systems theories and transpersonal/integral theories

Module 2: Understanding Pre natal, Infancy early and middle childhood

- Physical development, cognitive development, socio-emotional development, moral-ethical development, development of self and inner lives during pre natal, infancy and early and middle childhood
- Childhood and care in India: Government policies and concerns (Anganwadis, day care policy, child rights, child labour, RTE, mid-day meal scheme, school dropouts etc.)

Module 3: Adolescence: Developmental issues and social concerns

- Entering adolescents' world-issues and crises: A reflective analysis. Does adolescence exist as a stage in India? A critical cultural analysis
- Physical development; cognitive development: The nature of thought process and its complexity, intuitive thinking and higher cognition; moral development: The nature of moral reasoning, ideas of a just and ideal world; socio-emotional development; development of self and identity: The dynamics of identity formation and personal-integrational process; Developmental challenges: Negative identity, totalism; models of positive development

Module 4: Adulthood and old age: Developmental issues and social concerns

- Adulthood and old age in India: Images and constructs – A reflective analysis
- Physical development; cognitive development: The nature and complexity of thought, post-formal thought, higher cognition; moral development: Nature of moral thinking, higher stages of moral development; socio-emotional development: The nature of work and human relations in adulthood, lifegoals, personal satisfaction and mid-life crisis; development of self: Understanding the complexity of self and personal-integrational process, inter-generational relations; potential for inner growth and development
- Adulthood and old age in India: Overview of government policy and social concerns (work and labour laws, marriage laws, laws on social security and care of elderly etc.)

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

References:

- Alexander, C., & Langer, E. (Eds.) (1991). *Higher stages of human development*. New York: Oxford University Press.
- Anandlakshmy, S. (2013). Through the lens of culture studies on childhood and education in India. In G. Misra (ed.), *Psychology and Psychoanalysis (vol. XIII, Part 3) History of Science, Philosophy and Culture in Indian Civilization* (pp. 191–218). New Delhi, India: Centre for Studies in Civilizations.

- Aries, P. (1962). *Centuries of childhood*. New York: Alfred A. Knopf.
- Erikson, E., & Erikson, J. (1998). *The life cycle completed*. New York: W. W. Norton & Co.
- Gilligan, C. (1982). *In a different voice*. Cambridge, USA: Harvard University Press.
- Gupta, M. (2014). *Sri Aurobindo's vision of integral human development: A future discipline of study*. New Delhi, India: Springer.
- Kakar, S. (2008). *The inner world: A psychoanalytic study of childhood and society in India*. New Delhi, India: Oxford University Press.
- Kapur, M., & Mukundan, H. (2003). *Childcare in ancient India from the perspectives of developmental psychology and paediatrics*. New Delhi, India: Sri Satguru Publications.

COGNITIVE NEURO SCIENCE

Course Code: PSY 4203

L:3,T:1,P:0,C: 04

Course Objective:

The objective of this course is to study the concept of cognition and its application in cognitive psychology. This will facilitate the students develop the cognitive skills in themselves and others.

Course Contents:

Module I: Introduction to Cognitive Neuropsychology

Introduction to Cognitive Psychology: Definition; A brief history, Emergence of different approaches to cognitive psychology: information processing, connectionism & ecological perspective. Research

methods, The Brain and Cognition: Cerebral Cortex and Parallel Processing; Cognitive Neuroscience techniques: PET, CT, Functional MRI, ERP and other imaging techniques.

Module II: Attention & Perception

Basic Concepts: Divided attention, Selective Attention, Visual attention and Auditory attention; Theories and current developments: Bottleneck and Capacity theories; Automatic and Controlled processing, switching attention; Brain and attention

Theories of perception: top down and bottom up perspective, pattern recognition, disruptions of perception.

Module III: Memory

Theories and models of memory: two store model, Information processing approach, levels of processing, levels of recall. Sensory memory, Short term memory, working memory models. Storage: Long –term memory: episodic and semantic memory, autobiographical memory, declarative and procedural memory, Implicit and explicit memory. Retrieval: Recall, reconstruction in memory. Forgetting: Theories; interference, decay, organic causes, encoding failure, failure of reconstruction, Amnesia

Module IV: Categorization, language and problem solving

Theories of concept formation. Structure of language, language comprehension and production, language and cognition

Problem solving: methods of solution, hindrances.

Thinking: Convergent & divergent thinking, creative and critical thinking

Reasoning: Inductive & deductive reasoning, patterns and approaches

Decision making: Basic concepts, cognitive illusions, models and theories

Module V: Behavioural and Cognitive Neuroscience-

Cognitive development, Piaget perspective, Vygotsky perspective

Individual and Gender differences in cognition

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text:

- Solso, R.L. (2004). *Cognitive Psychology*. (6th ed.). Delhi: Pearson Education.

References:

- Mark, L.E. (1978). *Unity of the senses*. London: Academic Press
- Newell, A., & Simon H. (1972). *Human problem solving*. New Jersey: Prentice Hall.
- Posner, M. (1989). *Foundations of cognitive science*. London: MIT Press

Introduction to Clinical Psychology

Course Code: PSY 4205

L:3,T:1,P:0,C: 04

Course Objectives:

- To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity.

- To orient students to major theoretical models which guide clinical psychological practice and research.
- To orient about clinical assessment process and its applications in various domains.

Course Contents:

Module – I: Foundations

- Historical background: Early & recent history .
- Nature of discipline: Theory and research .
- Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.

Module – II: Psychodynamic approach

- Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self psychology
- Understanding psychological defenses, regression, and the true and false self-systems

Module – III: Other major approaches

- Behavioural and cognitive-behavioural
- Humanistic
- Existential
- Family systems
- Biological
- Attempt at integration: Bio-psycho-social

Module – IV: Clinical assessment

- Rationale and planning
- Clinical interviewing
- Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

References:

Aiken, L. R. (2000). *Psychological testing and assessment* (10th ed.). Boston: Allyn & Bacon.
 Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi, India: Pearson Education.
 Fernandes-Ballesteros, R. (Ed.) (2003). *Encyclopedia of psychological assessment* (Vol. I & II). New Delhi, India: Sage.
 Freeman, F. S. (1965). *Theory and practice in psychological testing* (3rd ed.). New Delhi, India: Oxford and IBH.

- Gregory, R. J. (2000). *Psychological testing: History, principles, and applications* (3rd ed.). Boston: Allyn & Bacon.
- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology: Science, practice, and ethics*. Delhi, India: Pearson Education.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). *The clinical psychology handbook* (2nd ed.). New York: Pergamon Press.
- Holt, R. R. (Ed.) (1984). *Diagnostic psychological testing* (Revised edition). New York: International Universities Press.
- Kaplan, R. M., & Saccuzzo, D. P. (2001). *Psychological testing: Principles, applications, and issues* (5th ed.). New Delhi, India: Asian Books Pvt. Ltd.
- Koocher, G. P., Norcross, J. C., & Hill, S. S. (Eds.) (1998). *Psychologists' desk reference*. Oxford: Oxford University Press.
- Marks, D. F., & Yardley, L. (Eds.) (2004). *Research methods for clinical and health psychology*. New Delhi, India: Sage.
- Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). *Case analysis for abnormal psychology: Learning to look beyond the symptoms*. Philadelphia, USA: Psychology Press.
- Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi, India: Sage Publications.
- Trull, T. J., & Phares, E. J. (2001). *Clinical psychology: Concepts, methods, and profession* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

PSYCHOPATHOLOGY

Course Code: PSY4206

L:3,T:1,P:0,C: 04

Objectives:

- To develop understanding of the various manifestations of psychopathology.
- To familiarize with DSM V and ICD 10 & 11 classificatory systems in the context of diagnosis of various psychiatric/psychological disorders.

Course Contents:

Module – I: Classification and models of psychopathology

- Psychopathology and systems of classification.
- Basic features of DSM-V & ICD-11: Similarities, differences and critical evaluation.
- Major theoretical models of psychopathology.
- Critical evaluation.

Module – II: Disorders of mood, anxiety, somatoform & behavioural syndromes

- Clinical characteristics and etiology of depression, bipolar affective disorders.
- Clinical characteristics and etiology of phobia, panic, OCD, PTSD, adjustment disorder.
- Clinical characteristics and etiology of dissociative disorder, somatoform disorder, other neurotic disorders.
- Clinical characteristics and etiology of eating disorder, sleep disorder.

Module – III: Psychotic spectrum disorders

- Clinical characteristics and etiology of schizophrenia, delusion, other psychotic disorders.
- Schizophrenia and its spectrum.
- Delusional, brief and shared psychotic disorders.
- Schizo-affective disorders and related manifestations.
- Other psychotic disorders, cultural specific manifestations, organic overlay.

Module – IV: Disorders of infancy, childhood and adolescence

- Clinical characteristics and etiology of specific developmental disorder of scholastic skills.
- Pervasive developmental disorders.
- Behavioural and emotional disorders.
- Disorders of social functioning.

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

References:

Adams, P. B., & Sutker, H. E. (2001). *Comprehensive handbook of psychopathology* (3rd ed.). New York: Springer.

- Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2008). *Psychopathology: History, diagnosis and empirical foundations*. New York: John Wiley and Sons.
- Hersen, M., & Beidel, D. (2012). *Adult psychopathology and diagnosis* (6th ed.). New York: Wiley.
- Maddux, J. E., & Winstead, B. A. (2007). *Psychopathology: Foundations for a contemporary understanding*. New York: CRC Press.
- Blaney, P. H., Krueger, R. F., & Millon, T. (2015). *Oxford textbook of psychopathology* (3rd ed.). New York: Oxford University Press.
- Millon, T., Krueger, R. F., & Simonsen, E. (2011). *Contemporary directions in psychopathology*. New York: Guilford Press.
- Sadock, B. J., & Sadock, V. A. (2015). *Kaplan and Sadock's synopsis of psychiatry* (11th ed.). PA, USA: Lipincott, Williams and Wilkins.

Introduction to Counseling Psychology

Course Code : PSY4207

L:3,T:1, P:0, C:04

Course Content:

Module I: Introduction to Counseling

Definition of Counselling and Psychotherapy, History of Counselling and Psychotherapy, Goals of Counselling, Counselling as a distinct Profession, Current trends in the 21st Century, Personal and Professional aspects of Counselling, Personality and Background of Counsellor, Personal qualities of the effective Counsellor, Attribution and Systematic framework of Counselling, Supervision.

Module II : Counselling process:

Counselling Models : Stage I, Stage II and Stage III

Counselling relationship

Counselling interview

Types of Counselling: Counsellor –oriented counselling; Counseee – oriented counselling; Eclectic – Counselling equally oriented to both the counsellor and counseee.

Module III: Group Counselling

Group techniques for counselors: Definitions and Explanations, Group counseling, Group leadership, Group process, Group guidance activities and Values. Goals of Counseling. Special counseling populations

Module IV: Human assessment for counseling

Standardized tests: Meaning. Presenting and Selecting test: Reliability, Validity and Practicality. Types of standardized test: Intelligence testing, Aptitude testing, Interest inventories, Personality tests, and Achievement tests. Observation: Rating scales, Checklists, Inventories and Anecdotal reports. Self-reporting and Other techniques: Autobiography, Interviews, Diaries, and self-Expression essays. Group assessment techniques: Sociometric techniques, Ecological assessment and Records. Consultation process: models and skills.

Module V: Prevention and Ethical issues

Prevention: Definitions and Explanations, Prevention in non-school setting, Wellness, Stress management and Recreation and leisure. Counseling and technology: Counseling and internet and technology and its impact. Ethical and legal issues: Nature of ethics, Ethical issues, the counselor and the law, Legal concerns for counselors.

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

THEORIES AND APPROACHES TO COUNSELLING

Course Code : PSY4208

L:3,T:1, P:0, C:04

Course Content:

Module I: THE HUMANISTIC APPROACH (PERSON-CENTERED THERAPY)

- Historical Context of the Humanistic approach
- Carl Roger's Contribution
- Abraham Maslow's Contribution
- Key Concepts and Techniques in the Humanistic Approach
- The Counsellor-Client Relationship
- Application of the Humanistic Approach
- Limitations

Module II : BEHAVIOUR THERAPY

- Historical Context of the Behaviourist Approach
- Behaviour Therapy: Key Concepts and Techniques
- The Therapeutic Process
- New Directions in Behaviour Therapy
- Applications of Behaviour Therapy
- Limitations

Module III : COGNITIVE BEHAVIOUR THERAPY

- Historical Context of Cognitive Behaviour Therapy
- Meichenbaums Cognitive Behaviour Modification
- Albert Ellis' Contribution: Rational Emotive Therapy
- Beck's Contribution
- Cognitive Behavioural Therapy, Key Concepts and Techniques
- The Therapeutic Process
- Applications of Cognitive Behaviour Therapy
- Limitations

Module IV : GESTALT THERAPY

- Historical Context of Gestalt Therapy

- Contribution of Fritz Perls
- Gestalt Therapy: Key Concepts and Techniques
- The Therapeutic Process
- Applications of Gestalt Therapy
- Limitations

Module V: PSYCHOANALYTIC THERAPY

- Historical Context of Psychoanalytical Therapy
- Sigmund Freud’s Contribution, Erickson’s Contribution
- Eric Berne’s Contribution: Transactional Analysis
- Psychoanalytic Therapy: Key Concepts and Techniques
- The Therapeutic Process
- Application of Psychoanalytical Therapy
- Limitations

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

INDUSTRIAL PSYCHOLOGY

Course Code: PSY4209

L:3,T:1,P:0,C: 04

Module I: Introduction :

History of industrial psychology, nature and scope of engineering psychology and its application to industry, role of psychologists in industry, field of Occupational Psychology: Study of behavior in work situation. Applications of psychological principles to problems of selection, placement, counseling and training.

Module II: Design of Work environment:

Human engineering and physical environment techniques of job analysis, social environment group dynamics in industry. Study of boredom, fatigue and accidents. Industrial morale.

Module III: Efficiency at work:

Work methods: hours of work, nature of work, fatigue, rest pauses

Personal factor: age, abilities, interest, job satisfaction

Working environment: noise, illumination, atmospheric conditions

Module IV: Increasing efficiency at work: Improving the work methods

Time and motion study, its contribution and failure, resistance to time and motion studies, need for allowance in Time and Motion Study

Work and equipment Design: Human factors, Engineering information, Input Processes, mediation processes, action processes, Method, design, work space, and arrangement, human factors in job design

Module V: Accidents and safety:

Human and economic costs of accidents , accidents record and statistics, causes of accidents, situational and individual factors related to accident reduction.

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Recommended Readings:

- Tiffin.J. and Mc Cormik, E.J. Industrial Psychology. Prentice Hall, 6th Edn., 1975.
- Mc Cormik, E.J. Human Factors Engineering and Design. Mc Graw Hill, 4th Edn.1976.
- Mair, N.R.F. Principles of Human Relations
- Blum & Naylor: Industrial Psychology
- Dunnette, M.D. Handbook of Industrial and Organizational Psychology
- Ghiselli and Brown. Personnel & Industrial Psychology
- Glimer. Industrial Psychology

PERSONNEL PSYCHOLOGY

Course Code: PSY4210

L:3,T:1,P:0,C: 04

Course Objectives: The basic concepts in Personnel Psychology, Importance of job analysis and competency mapping in organization, The process of recruitment and selection and performance management

Module I: INTRODUCTION TO PERSONNEL PSYCHOLOGY

Nature, scope and functions of personnel psychology, Introduction to organization-Types of organization, stakeholders, family business, entrepreneurship, MNCs., Current practices and emerging trends, Case studies in personnel psychology, Application-changing nature and role personnel management.

Module II: PEOPLE RESOURCING

Strategic workforce planning and forecasting, Nature and factors determining recruitment, Staffing and selection, Recruitment for higher position , Application: Role of assessment centers In recruitment

Module III: JOB ANALYSIS

Job Analysis : Meaning, purpose, Methods of job analysis, Behaviour Event Interview, Competence mapping, Uses of competency mapping, Application : Writing Key Result Areas

Module IV: PERFORMANCE MANAGEMENT AND IMPROVEMENT

Job evaluation and performance, Competence based Talent management, Employee appraisal Models for 360 degree feedback, Conducting and documenting performance appraisal, Application: Reward Strategy

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Recommended Readings:

- DeCenzo, D. A. & Robbins, S. P. (2008). Personnel/ human resource management New Delhi:Prentice-Hall Pvt. Ltd.
- Cascio, W.F. & Aguinis H. (2008).Applied Psychology in human Resource Management (6thEd.).New Delhi: Prentice-Hall India Pvt. Ltd.
- Aamodt, M.G. (2007).Industrial and organizational psychology: An applied approach. US: Thomson & Wadsworth
- Pareek, U. and Rao, T.V. (2003). Designing and managing human resource systems.N.D.: Oxford & IBH.
- Miner, J.B. (1992). Industrial and organizational psychology.McGraw-Hill.
- Schultz, D. and Schultz, S.E.(2006). Psychology and work today. 8thed. N.D.: Pearson Edu.
- Cascio, W.F. (2006). Managing human resources; Productivity, quality of work life,profits. N.Y.: Tata McGraw Hill.
- Ivancevich, J.M. & Gluek, W.F.(1983).Foundation of personnel / human resourcemanagement. Plane Texas : U.S.A. Business Pub.Inc.
- McCormick, E.J. & Ilgen, D.(1980). Industrial psychology (7thed). London: George Allen and Unwin.

Psychological Practical - II

Course Code: PSY4204

L:0,T:0,P:4,C: 02

Course Objective:

1. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
2. To acquaint the students with the basic procedure and design of psychology experiments.
3. To familiarize the students with the use of elementary statistical techniques
4. To encourage and guide the students to undertake a small-scale research project.
5. Student has to conduct any 5 practical out of the below mentioned list

Course Content:

Practicum in Clinical Psychology:

The following practical are to be conducted:

- Sentence Completion Test
- Rorschach Inkblot Test
- Neuropsychological Test (AIIMS Neuropsychological Battery)
- Interviewing Practice in Laboratory (Case Study and Mental Status Examination)
- Draw a Person Test
- Beck's Depression Inventory
- State – Trait Anxiety Scale

Note: Out of the above, any 6 needs to be completed and noted down in the practical note book. However, TAT, Rorschach Inkblot Test, Neuropsychological test, and Interviewing practice in laboratory (case study, Mental Status Examination) are compulsory.

Practicum in Counseling Psychology:

The following practical are to be conducted

- Interviewing Skill Practice
- Intelligence Testing (WAIS, Standard Progressive Matrices)
- Sentence Completion Test
- Bender Gestalt Test
- Differential Aptitude Test (DAT)
- Interest Inventory
- Career Preference

Record Note: Out of the above, any five needs to be completed and noted down in the practical note book. However, interviewing skill practice is compulsory.

Practicum in Industrial / Organizational Psychology

The following practical are to be conducted

- MBTI (Myers Briggs Typology Indicator)
- Achievement Orientation Test (Dev Mohan Achievement Test)
- Value System Test (Personal Value Scale)
- Personality Test (Multidimensional Personality Assessment Test)
- Sentence Completion Test
- Conflict Resolution Technique
- Competition Entrepreneurship Scale
- Job Stress Scale

Examination Scheme:

Practical (Continuous)	Internal Viva Voce	Record Book (Internal)	A	External Viva	Total (Internal evaluation & External evaluation)
30	10	30	05	25	100

INDIAN APPROACHES TO PSYCHOLOGY

Course Code : PSY4211

L:2,T:1,P:0,C: 03

Course Objective:

This course enables students to gather knowledge about concept of Indian Psychology. It is further designed to equip students with indigenous psychological practices.

Module : I Scope and Methods of Study

- Psychology in the Indian Tradition
- Scope and Subject Matter , Sources of Indian Psychology.
- Research Methods in Indian Psychology
- Experimental Methods, Phenomenological Methods , Other Methods of Relevance

Module :II Centrality of Consciousness

- Advaita Metaphysics of Consciousness
- Buddhist Phenomenology of Consciousness
- Elements of Consciousness , Four Planes of Consciousness
- Psychology of Consciousness in Sāṃkhya-Yoga

Module : III Mind–Body Complex .

- Mind in Indian Psychology
- Vedic Conception of the Mind , Sāṁkhya Yoga Conception of Mind
- Mind in Advaita Vedānta, Mind in Buddhism

Module :IV Self and Personality

- Theories of the “SELF” in Indian Thought
- The Concept of Anattā and the Denial of the Self in Buddhism
- The Concept of Self in Vedānta and Sāṁkhya-Yoga
- of Personality in the Bhagavad Gītā and According to Āyurveda
- A Buddhist Perspective on Personality Types .
- Psychometric Studies of Guṇa

Module : V Cognition and Emotion

- Śāṅkara’s Views of Cognition and Knowledge
- Bharata on Emotions and Aesthetic Moods
- Implications of the Concept of Rasa
- Rasa in the Context of Modern Psychology
- Karma Yoga as Means to Liberation

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text & References

- Tart C. T. (1992). *Transpersonal psychologies*.(2nd Ed.). New York ; Harper Collins.
- Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press India Pvt. Ltd.
- Kuppaswamy, B. (1985). *Elements of Ancient Indian Psychology*, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road. (Paper back edition available)
- Vyas R. N. (1984). *From Consciousness to Super Consciousness: Fundamentals of Indian Philosophical Psychology*, New Delhi-110 002: Cosmo Publications, 24-B, Ansari Road, Daryaganj. (Paper back edition available)
- Ajaya, S. (1983). *Psychotherapy east and west: A unifying paradigm*. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.
- Vrinte, J. (1996). *The quest for the inner man – Transpersonal psychotherapy and integral sadhana*. Pondicherry, India: Sri Mira Trust.

REFERENCE BOOKS

- Sinha J. (1985). *Indian Psychology Vol. 1 Cognition,; Vol.2 Emotion; and Will; Vol.3 Epistemology of Perception*. New Delhi: Motilal Banarasidas.
- Dalal, A.S. (2001). *A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo*, Pondicherry: Sri Aurobindo Ashram Publication Department.
- Misra G. & Mohanty, A.K.(2001). *Perspective on indigenous psychology*. New Delhi: Sage.
- Kim U. & Berry, I.W.(1993). *Indigenous psychologies: Research and experience in cultural context*. New Delhi, India: Sage.
- Paranjpe A.C.(1998). *Self and Identity in modern psychology and Indian thought*. New York: Plenum Press.
- Paranjpe A.C.(1994). *Theoretical psychology. Meeting of east and west*. New York: Plenum Press.
- Rama, S. Ballentine, R., Ajaya, S. (1976). *Yoga and psychotherapy*. Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.

Stress Management

Course Code : PSY4212

L:2,T:1,P:0,C: 03

Course Content:

Module I: Introduction:

Nature of stress; Different perspectives on stress - Stress as response, stress as stimulus, stress as transaction. Types of stress; frustration, conflict, change, pressure.

Module II: Responding to stress:

Emotional response, physiological response, behavioural response. Factor influencing stress tolerance – social support, hardiness, optimism and conscientiousness.

Module III: Potential effects of stress:

Impaired task performance, disruption of cognitive functioning, burnout; psychological problems and disorders, physical illness.

Module IV: Nature and characteristics of coping:

Different views of coping – psychodynamic, transactional, internal and external resource perspective.

Module V: Common coping strategies and patterns:

Giving up, striking out at others, indulging and blaming self, defensive coping; appraisal focused, problem focused, emotion focused coping.

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **HA**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Recommended Books:

1. Weiten, W., Dunn, D. S., & Hammer, E. Y. (2012). Psychology applied to modern life: Adjustment in 21st century (10th ed.). Belmont, CA: Wadsworth, Cengage Learning.
2. Lazarus, R.S. (1980). Patterns of adjustment, New Delhi: McGraw-Hill.
3. Martin, L.G.; Osborne, G. (1989). Psychology: Adjustment and everyday living. N.J.: Prentice-Hall, Englewood Cliffs.
4. Lazarus, R. S. & Folkman, S. (1984). Stress, appraisal and coping. New York, NY: Springer Publishing.
5. Aldwin, C. M. & Werner, E. E. (2004). Stress, coping and development: An integrative perspective. New York: Guilford.

TRANSACTIONAL ANALYSIS

Course Code : PSY4213

L:2,T:1,P:0,C: 03

Module I: Introduction –

- Transactional Analysis- Analysis of Ego states-
- What makes Transactional Analysis to be T.A.?
- History of TA and its creator

Module II: Transactional Analysis

- The Analysis of Transactions-
- The Analysis of Strokes- The Contents of Communication.

Module III: Principles of TA:

- Different parts of self
- Transactions
- Games
- Script

Module IV: Games Analysis - Games that are played

Script Analysis - Life Management and History of the Person
The Analysis of Relationships - Person to person- Analysis of Organizations- Person to Person In-Group.

Module V: TA as a diagnostic tool in therapy

Diagnostic Criteria

Making a complete diagnosis

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Reference Books

1. ERIC BERN (1961). Transactional Analysis in Psychotherapy, New York: Ballantine.
2. IAN STEWART (1989). Transactional Analysis Counselling in Action , New Delhi: Sage.
3. GOULDING , R AND M.GOULDING (1975). The Power is in the Patient , San Francisco : TA Publication
4. SCHIFF, J et.al(1987). TA Today: A New Introduction to Transactional Analysis , Nottingham: Life Space.
5. THOMAS, A HARRIS (1967). I'M O.K.- YOU ' RE O.K., New York: Harper and Row.

SEMINAR

Course Code: PSY4214

L:0,T:0,P:0 C: 03

Course Objective:

Course Objective:

This course would help to develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Seminar discussion.

Examination Scheme: NTCC

Components	Faculty Interaction (External Panel)	Research paper documentation	Research Paper Presentation	Viva	Peer Assessment	Total
Weightage (%)	30	20	20	20	10	100

**Third Semester
DISSERTATION****Course Code : PSY4301****L:0,T:0,P:0 C:10****Course Objective:****Course Objective:**

This course allows students to follow a particular topic in depth and develop independent research skills. It helps the students to gather **primary data**, to write a report covering a review of relevant

literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein. The aim of present course is to enable students to get a first hand understanding of research issues and their implications in the field of psychology.

- (a) Dissertations are in the nature of monographs based on students' own research work under their respective Guides.
- (b) Length of Dissertations should be between 100-125 pages (typed in 12 points, double-spaced, on A-4 size paper, hard-bound).
- (c) Title-page of the Dissertation should mention its title followed by the words "submitted to Amity Institute Behavioural & Allied Sciences" in part fulfillment of requirements for BA (H) Applied Psychology degree of Amity University Chhattisgarh" and should bear the student's name and year of submission.
- (d) Contents-page of the Term Paper should give its chapter-plan consisting of proper headings and sub-headings. This will be followed by a Preface.
- (e) Each chapter of the Dissertation should begin on a fresh page and references in the prescribed style (given below) for each chapter should be given at the end of that chapter.
- (f) Table of Statutes, Table of Cases and Bibliography must be given in the Dissertation after the last chapter.

Dissertation format

All students must follow the following rules in submitting their dissertation.

- Front page should provide title, author, Name of degree/diploma and the date of submission.
- Second page should be the table of contents giving page references for each chapter and section.
- The next page should be the table of appendices, graphs and tables giving titles and page references.
- Next to follow should be a synopsis or abstract of the dissertation (approximately 500 words) titled: **Executive Summary**
- Next is the „acknowledgements“.
- Chapter I should be a general introduction, giving the background to the dissertation, the objectives of the dissertation, the rationale for the dissertation, the plan, methodological issues and problems. The limitations of the dissertation should also be hinted in this chapter.
- Other chapters will constitute the body of the dissertation. The number of chapters and their sequence will usually vary depending on, among others, on a critical review of the previous relevant work relating to your major findings, a discussion of their implications, and conclusions, possibly with a suggestion of the direction of future research on the area.
- After this concluding chapter, you should give a list of all the references you have used. These should be cross - references with your text. For articles from journals, the following details are required e.g.

The Dissertation Report is the research report that the student has to prepare on the project assigned by the organization. (In case a student is not assigned a specific research project in the organization, he has to select any one aspect of the organization and prepare a research report on it). The lay out of the report should be as per the standard layout prescribe.

- Title or Cover Page : The title page should contain Project Title; Student's Name; Programme; Year and Semester and Name of the Faculty Guide.
- Acknowledgements: Acknowledgment to any advisory or financial assistance received in the course of work may be given. It is incomplete without student's signature.
- Abstract :A good "Abstract" should be straight to the point; not too descriptive but fully informative. First paragraph should state what was accomplished with regard to the objectives. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. It should not exceed more than 1000 words.
- Table of Contents: Titles and subtitles are to correspond exactly with those in the text.
- Introduction : Here a brief introduction to the problem that is central to the project and an outline of the structure of the rest of the report should be provided. The introduction should aim to catch the imagination of the reader, so excessive details should be avoided.
- Materials and Methods This section should aim at experimental designs, materials used (wherever applicable). Methodology should be mentioned in details including modifications undertaken, if any. It includes organization site(s), sample, instruments used with its validation, procedures followed and precautions.
- Data Analysis: This section covers the statistical methods used for projects and data analysis done.
- Results and Discussion: Present results, discuss and compare these with those from other workers, etc. In writing this section, emphasis should be laid on what has been performed and achieved in the course of the work, rather than discuss in detail what is readily available in text books. Avoid abrupt changes in contents from section to section and maintain a lucid flow throughout the thesis. An opening and closing paragraph in every chapter could be included to aid in smooth flow. Note that in writing the various sections, all figures and tables should as far as possible be next to the associated text, in the same orientation as the main text, numbered, and given appropriate titles or captions. All major equations should also be numbered and unless it is really necessary, do not write in "point" form. While presenting the results, write at length about the the various statistical tools used in the data interpretation. The result interpretation should be simple but full of data and statistical analysis. This data interpretation should be in congruence with the written objectives and the inferences should be drawn on data and not on impression. Avoid writing straight forward conclusion rather, it should lead to generalization of data on the chosen sample. Results and its discussion should be supporting/contradicting with the previous research work in the given area. Usually one should not use more than two researches in either case of supporting or contradicting the present case of research.
- Conclusion(s) & Recommendations :A conclusion should be the final section in which the outcome of the work is mentioned briefly. Check that your work answers the following questions: · Did the research project meet its aims (check back to introduction for stated aims)? · What are the main findings of the research? · Are there any recommendations? · Do you have any conclusion on the research process itself?
- Implications for Future Research: This should bring out further prospects for the study either thrown open by the present work or with the purpose of making it more comprehensive.

- Appendices: The Appendices contain material which is of interest to the reader but not an integral part of the thesis and any problem that have arisen that may be useful to document for future reference.
- References: References should include papers, books etc. referred to in the body of the report. These should be written in the alphabetical order of the author's surname. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system.

Examination Scheme:

Weightage	Internal Supervisor	Report (50)					References	Viva & Presentation External	Total
		Content & Layout	Review of Literature	Methodology	Data Analysis	Conclusion & Implications			
%	20	10	05	10	10	05	10	30	100

Psychological Practicum II

Course Code: PSY 4302

L:0,T:0,P:4,C: 02

Objectives:

1. To familiarize students with hands on work in the field of clinical psychology
2. To develop in students the knowledge and skills required to work with persons suffering from psychiatric disorders, severe psychological distress, neuropsychological disability and other related conditions.
3. To acquaint students with knowledge and skills required for history and mental status examination, differential diagnosis and therapy planning.

Practical in Clinical Psychology

Interview in clinical settings

- a. Behavioral observation
- b. History taking
- c. Mental status examination
- d. Collecting information from various information sources

Test administration in clinical settings

- a. Ability assessment: Clinical Profiling based on Wechsler Tests,(WAIS, WISC,etc)

- b. Personality assessment: MMPI, MCMI, Rorschach, SIS(1 normal & 1 psychopathological case) , NEOFFI
- c. Neuropsychological assessment: BGT and BGT- II, NIMHANS battery, Unitary measures of neuropsychological dysfunctions.
- d. Scale and questionnaire administration, choice of tools- HARS, HDRS, SCL 90, BDI, CARS
- e. Anxiety and Mood Disorders Assessment

Practicum in Counselling Psychology

Objectives:

- To understand the role of interview, observation and case-history in assessment
- 2. To learn the assessment of development, cognitive abilities, aptitude, personality and interest
- 3. To train students in skills for counseling exceptional population
- 4. To develop skills of counseling

Behavioural Techniques of Assessment and Skill Development Exercise

- A. Interview, Observation techniques and Case History
- B. Case Appropriate Test Selection; School/Functional Behavioural Assessment
- C. Role Play; Transcription and Analysis, Case studies/ book reviews/ movie screenings/ video analysis
- D. Case Presentations and Group discussions

Psychological Assessment in Counselling

- A. Assessment of Development: Vineland Social Maturity Scale, Dyslexia screening Tests, Screening for Autism
- B. Assessment of Cognitive Abilities & Aptitude: Kamat- Binet test of Intelligence, Wechsler Scales of Intelligence (Adult/Children), Seguire Form Board, Child and Adolescent cognitive assessment, Differential Aptitude Test
- C. Personality and Interests Assessment: CPQ/HSPQ/ 16PF, MBTI, NEO- PI-3, NEO- FFI, Holland's Self- Directed Search
- D. Projective Test: CAT/ TAT, Rosenzweig Picture Frustration Study (Children/ Adult)
- E. Aptitude and Interest Scales

Practicum in Industrial Psychology

Objective:

- 1. To acquaint students with the applications of Psychometric tools and inventories in organizations
- 2. To acquaint the students with the tools of behavioural and organizational interventions
- 3. To develop the skills to analyze behavioural issues in organizations

Assessment tools: (Any Five: Administered, Scored, Interpreted and Discussed)

Motivation, Role Efficacy, Role Stress, Coping Styles, HRD Climate, TOBI, SPRIO, MAO-B, Emotional Intelligence, Enneagram, Conflict Management Styles, OCTAPACE, Leadership, Trust, Life and Goal Planning or any recent developments.

Organisational Behaviour assessment, Job Satisfaction and Job Value, Organisational culture and environment.

Case Study Analysis(Any Two):

Motivation, Selection, Training, Performance Appraisal, Group Dynamics, Team Building, Best Practices of Organization, Organization Culture, Organizational Behaviour, Force Field Analysis, Change Management, or any recent developments

Examination Scheme:

Practical (Continuous)	Internal Viva Voce	Record Book (Internal)	A	External Viva	Total (Internal evaluation & External evaluation)
30	10	30	05	25	100

PSYCHODIAGNOSTICS

PSY4303

L-3, T-1Credit 4

Course Objective: the course provides students with an opportunity to develop skills in assessment, administration and scoring and interpretation of psychological test (projective, aptitude and neuropsychological)

Module I: Psychodiagnostics as a science:

Historical background of Contemporary psychodiagnostics; Goals and objectives of Psychodiagnostics; The Object and Features of Contemporary Psychodiagnostics ; Comparative Characteristic of Psychological Diagnostics and Assessment ;Ethical Issues and Dilemmas of Psychodiagnostics ;Current International Standards Psychologist -Psychodiagnostics Activity

Module II: Psycho-diagnostic Procedure-I: Structured clinical interview for DSM (SCID-I & II edit.)-Definition &types-Patient and Non Patient version, Clinical trial (SCID-CT), Clinician version (SCID-CV). DSM-5 Self-Rated levels-1, Cross-Cutting symptom Measure: Adult form, Parent/Guardian-Rated. DSM-5 levels-1 Cross-Cutting symptom Measure: Child form. DSM-5 Clinician-Rated Dimensions of Psychosis Symptom Severity. WHO Disability Assessment Schedule

Module III: Psycho-diagnostic Procedure-II: Personality Inventories: MMPI-2, EPQ-R. Depression & Mania Measure: Becks Depressive Inventory, Hamilton Depression Scale, Altman Self-Rating Mania Scale. Anxiety & Anger Measures: Taylor’s Manifest Anxiety Scale, Spielberger Anger Inventory & Trait Anxiety Inventory. Intelligence Tests: Wechsler’s Intelligence Scale for Children, Wechsler’s Adult Intelligence Scale

Module IV: Psycho-diagnostic Procedure-III: Neuropsychological Test: Bender Visual Motor Gestalt Test, Luria-Nebraska Neuropsychological Battery, Halstead-Reitan Neuropsychological Battery. Projective Techniques: Rorschach Ink-Blot Test, Murray TAT, Children Apperception Test. Diagnostic Test for Special Populations: Infant Development Measures: Bayley Scales of Infant and Toddler Development, Gesell Developmental Schedules. Intellectual Disability Assessment Techniques: Draw a Man/ Draw a Person Test, Wechsler's Preschool and Primary Scale of Intelligence, Raven's Colored Progressive Matrices Test, Seguin Form Board, Social Maturity Scale

Module V: Cognitive Assessment & Clinical Report Writing Clinical Report. Mental State Assessment. Dementia & Cognitive Impairment Assessment Techniques. Family Conflict Assessment Technique: DAS, Family Conflict Scale

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **MT**- Mid term; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

PSYCHOTHERAPY

Course Code: PSY 4304

Course Credit L:3, T:1, P:0=C: 04

Course Content:

Module 1: Psychotherapy

Definition Psychotherapy, History of Psychotherapy, Foundations: Becoming a psychotherapist: Training and supervision; Characteristics and skills ; Stages of therapy; Modes of therapy: Individual, group, couples & family; Critical/controversial issues in psychotherapy.

Module 2: Psychoanalytic and Psychodynamic Theories

Psychoanalytic Therapy, Key concepts of Sigmund Freud, Therapeutic process; Ego Psychology; Object Relations Theory; Self Psychology; Comparing and Contrasting Psychoanalytic and Psychodynamic Theories. Attachment Theory; Relational analysis; Brief Psychodynamic Therapy : Key concepts of Carl Jung, Jung's Theory of Personality, Personality types, Jungian Psychotherapy Research and Evaluation: Case Analysis

Module 3: Adlerian Psychotherapy and Gestalt Therapy:

Brief overview, Key Concepts ,The Therapeutic Process, Research and Evaluation :Case Analysis.
 Gestalt Therapy: Overview, Influence of Existential on Gestalt Therapy, Key Concepts in, Therapeutic Process, Research and Evaluation: Case Analysis

Module 4: Existential Therapy and Person-Centred Therapy:

Overview, Key Concepts in, Therapeutic Process, Research and Evaluation. Person-Centred Therapy: Overview, Key Concepts, Therapeutic Process, Research and Evaluation.

Module 5: Transactional Analysis and Reality or Choice Therapy

Brief Overview, Key Concepts, Therapeutic process, Research and Evaluation: Case Analysis.
 Reality or Choice Therapy: Brief Overview, Key Concepts, Therapeutic process, Research and Evaluation: Case Analysis.

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **MT**- Mid term; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

References and text-

- Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.
- Corey, G. (1996). Theory and practice of counseling and psychotherapy (5th ed.). Pacific Grove, CA: ThomsonBrooks/ Cole.
- Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.
- Corey, G. (2015). Theory and practice of counseling and psychotherapy. Boston: Cengage Learning.
- Feltham, C. (Ed.) (1999). Controversies in psychotherapy and counseling. New Delhi: Sage.
- Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi, India: Pearson Education.
- Palmer, S. (Ed.) (2006). Introduction to counseling and psychotherapy: The essential guide. New Delhi, India: Sage

Course Code: PSY 4305

L:3, T:1, P:0= C:04

Course Content:

Module 1: Initial Process

Pre-counselling issues-interview, assessment (standardized and nonstandardized measures), setting goals, contracting, informed consent, formulation, conceptualization, referrals, issues of confidentiality, verbatim recording and analysis, interpretation, termination, reporting

Module 2: Counselling Relationship

Personal Self and Professional Self - importance of a professional relationship - mapping relationship - dimensions of relationship - transference and counter transference -conditions facilitating the counselling relationship: physical setting

Module 3: Skills in Stage 1

Preparatory Stage: Attitudes in preparatory stage, attending skills and Basic communication Skills Attending behaviour, Observing, Listening Attending Behaviour, Questions, Skills of active listening, Observation Skills; Paraphrasing, Empathy and Basic Listening Sequence, Social Skills, Contracting. Reflection of Content; Reflection of Feeling; Responding to content: Attitudes - Concreteness, Self Disclosure; responding/reflective skills - responding to feeling, questions, summarizing.

Module 4: Skills in Stages 2, 3 and subsequent stages

Personalizing Skills, Initiating, Integrating, Listening Skills. Stage 2 - Personalizing: Attitudes - Confrontation, Immediacy, Personalizing skills – Personalizing the problem and goal. Integrative skills, influencing skills, capacity forming skills, eliciting and reflecting skills. Stage 3: initiating, subsequent stage -Initiating: Working with the problem - trying out solutions, attitudes at this stage, initiating skills. Subsequent Stage: Evaluating.

Module 5: Counseling Techniques

Psychoanalytic techniques: Dream analysis, hypnosis, and free association (in brief), Behavioral Modification Techniques: Systematic Desensitization, Flooding, and Contingency management. REBT, Reality

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; MT- Mid term; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

References and texts:

- Gibson, R. L., and Mitchell, M.H. (2006). Introduction to counseling and guidance (6thEdition). Prentice-Hall of India Pvt. Ltd, New Delhi.
- Narayana Rao, S. (2002). Counseling and Guidance (Rev. Second Edition). Tata McGraw-Hill, New Delhi.
- Rai,N&Sahajpal,P.(2013). Counseling & Guidance .3rd Ed.Tata MC Graw - Hill,New Delhi
- Jones,R.N.(2012). Theory and Practice of Counseling and Therapy.5th Ed. New Delhi:Sage publications.
- Gladding, S.T. (2009). *Counselling: A comprehensive profession*(6th ed.). New Delhi: Pearson India.
- Jones, R.N. (2012). *Basic counseling skills –A Helper’s Manual*; 3rd ed. Sage south Asia ed.
- Bond, Tim (1997). Standards and Ethics for Counsellors in Action. New Delhi: Sage.
- Brammer, L., M. & MacDonald, G. (1996). The helping relationship process and Skills. Boston: Allan & Bacon.
- Carkhuff. Robert, R., (2000) The Art of Helping in the 21st Century. (8thEd.) New York: HRD Press.
- Colin Felthman& Ian Horton. (2000) (Ed.) Handbook of Counselling & Psychotherapy. Delhi: Sage.
- Connor, M. (1994). Training Counsellor: An integrative model, London: Routledge.
- Corey, M., S. & Corey, G. (1998). Becoming a helper (3rd Edi). Pacific Grove CA: Brooks/Cole.
- Corey, G. (2001) Student video &work book for the art of integrative counselling. Pacific Grove, CA: Brooks/Cole.
- Corey, (2001). Manual for theory and practice of counselling and psychotherapy.(6th ed.). Pacific

SPECIAL AREAS IN COUNSELING

Course Code: PSY 4306

L:3, T:1, P:0= C: 04

Course content:-

Module 1: Children and Adolescents

- a) Scholastically backward, slow learners, under achievers.
- b) Exceptional children: children with Learning disability, ADHD, Talented/gifted
- c) Emotional and Behavioural issues.
- d) Socially disadvantaged

Module 2: Counselling Adults & Elderly

- a) Premarital and Marital Counselling: Role Conflict, Sex and sexuality issues and Relationship Enrichment Skills.
- b) Workplace Counselling: Multicultural career counselling.
- c) Elderly: Pre-retirement and Retirement Counselling, Coping with loss of Spouse and age related health problems.

Module 3: Counselling Special Groups

- a) Suicide prevention and management.
- b) Drug addicts and alcoholics
- c) Trauma and sexual abuse counselling
- d) Physical, Psychological, Vocational and Social rehabilitation and counselling of Persons with Disabilities and Mental Retardation.

Module 4: Theories of Career Development and Use of Technology

- a) Overview of Career Development theories: Super's and Holland's Theory.
- b) Career Counselling: Elementary, Middle and High school.
- c) The usage of Information technology in career development interventions
- d) Ethical issues in Career counselling

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **MT**- Mid term; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

References and text:-

- Bor, R., Jo Bbner-Landy, Gilli, S., Brace,C. (2002) Counselling in Schools. Sage Publications Ltd
- Clough, P; Pardeck, J., Yuen, F.(eds) (2005) Handbook of Emotional and Bheavioural difficulties,New Delhi, Sage Publications.
- Geldard, K and Geldard, D (2004) Counselling Adolesnents. Sage Publications, New Delhi
- Gurman, A.S (4th Edition) (2008). Clinical Handbook of Couple Therapy
- Gothard, B; Mignot, P; Offer; M and Ruff; M (2001).Career Guidance in Context Sage.
- King B.M. (1996) Human Sexuality Today, Second edition, Prentice Hall, New Jersey
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- O’Leary, C.J (1999) Counselling Couples and Familiies . Sage Publications, New Delhi
- Adams, H.E., Sutker, P.B. (2001). Comprehensive handbook of psychopathology (3rd Ed.). New York: Kluwer Academic publishers.
- Cloitre, M, et al. (2009). A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity
- Dana, R.Q & Blevins A , G (2011). Substance Abuse Counselling, 4th edition, Brooks/Cole, Cengage , Belmont, USA.James, R. K. & Gilliland, B. E., (2013). Crisis
- Intervention Strategies, 7th Edition. Belmont, CA: Brooks/Cole.

ORGANIZATIONAL BEHAVIOUR

Course Code: PSY 4307

L:3, T:1, P:0=C: 04

Course Objectives:

- To understand the concepts, nature and principles of Organizational Behavior and Positive Psychology at Work.
- To introduce applied behavioral science principles and practices into the ongoing organization towards the goal of improving organizational effectiveness.
- To develop an understanding of Motivation, Leadership, Organizational Culture and to become an Organizational Behavior Practitioner.
- To grasp an understanding of the basic organizational behavior.

Course Content:

Module 1: Introduction: Concepts, Nature and Principles of Organizational Behavior

Scope of organizational behavior, organizational processes, importance of organizational behavior
Disciplines that contribute to organizational behavior field, challenges and opportunities for organizational behavior. Foundations of individual behavior, globalization and organizational behavior, limitations of organizational behavior. Introduction to management, importance of management, management functions.

Module 2: Individual Processes and Behavior

Attitudes and Job Satisfaction, Emotions and Moods in organization. Personality and Values. Perception and Individual Decision Making. Motivation: Concepts and Applications.

Module 3: Group Processes and Behavior

Foundations of Group Behavior and Understanding Work Teams. Communication. Leadership; Power and Politics. Conflict and Negotiations

Module 4: Positive Organizational Behavior

Positive organizational behavior scholarship. Optimism and hope in the workplace. Resiliency in the workplace. Mindfulness and gratitude at workplace

Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; **MT**- Mid term; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **A**-Attendance; **EE**-End Session Exam

Text :

Kreitner, R and Kinicki, A. (2008) Organizational Behavior, Tenth Edition, Tata McGraw Hill Publishing Company Limited, New Delhi, India

Luthans, F. (2011) Organizational Behavior: An Evidenced based approach. Thirteenth Edition. New York Nelson, D.L. & Cooper, C.L. (2007).Positive Organizational Behavior. Sage

Publications New Delhi.

Pareek, U (2009).Understanding Organizational Behavior. Second Edition. Oxford University Press, New Delhi

Robbins, S.P, and Judge, T.A. (2016). Organizational Behavior, 17th Edition. Pearson Prentice Hall, New Delhi. India

Schultz, D and Schultz, S.E (2006).Psychology and Work Today. Pearson Education Inc. Tenth Edition, New Jersey, USA.

Reference:

Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (Editors) (2005).Handbook of Industrial and Organizational Psychology. Vol 1 Personnel Psychology. Sage Publications, New Delhi.

Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (Editors) (2005) Handbook of Industrial and Organizational Psychology. Vol 2 Organizational Psychology, Sage Publications, New Delhi.

Ashkanasy, N.M; Wilderom, C.P. M and Peterson, M.F Editors (2000) Handbook of Organizational Culture and Climate. Sage Publications, New Delhi.

Butler, M and Rose, E (2011) Introduction to Organisational Behaviour. Jaico Publishing House,

Mumbai. Clegg, S., Korberger, M and Pitsis, T (2012) Managing and Organizations: An Introduction to Theory and Practice. Sage Publications, New Delhi.

Cooper, C.L (2011) Organizational Health and Wellbeing. Vol 1, 2, 3. Sage Publications, New Delhi

Greenberg, J and Baron, R.A (2009) Behavior in Organizations. Ninth Editions. Prentice Hall India Learning Private Limited, New Delhi.

Janasz, S.C. de., Dowd, K.O and Schneider, B.Z (2012) Interpersonal Skills in Organizations. 3rd edition. Tata- McGraw Hill edition. New Delhi

Kreitner, R, Kinicki, A and Buelens, M (1999) Organizational Behaviour. McGraw Hill Publishing Co. England

McShane, S.L, Glinow, MAV and Sharma, R.R (2011) Organizational Behavior. 5th Edition, Tata McGraw Hill Education Private Limited, New Delhi.

Lamberton, L.H and Minor, L (2012) Human Relations: Strategies for Success. 4th Edition. Tata McGraw Hill Education Pvt Ltd, New Delhi.

Landy, F.J and Conte, J. M (2004) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology, McGraw Hill. New York. USA

Lewis, Sarah (2011) Positive Psychology at Work. Wiley Blackwell, United Kingdom

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Mamoria, C.B and Rao, V.S.P (2012) Personnel Management. Thirtieth Edition. Himalaya Publishing House, New Delhi.

Pauchant, T. C (2002) Ethics and Spirituality at Work. Quorum Books London

Robbins, S.P., Judge, T.A., and Sanghi, S (2009) Organizational Behavior, 13th Edition, Pearson Prentice Hall, New Delhi, India.

Schermerhorn, J.R Jr., Hunt, J.G, Osborn, R.N (2001) Organizational behavior, Seventh Edition, John Wiley and Sons, Inc New York

Shani, A.B., Chandler, D., Coget, H.F and Law, J.B (2009) Behavior in Organizations. An Experiential Approach. Ninth Edition. McGraw-Hill Irwin, New York, USA.

Sinha, J.B.P (2008) Culture and Organizational Behavior. Sage Publications, New Delhi, India.

ORGANIZATIONAL DEVELOPMENT

Course Code: PSY 4308

L:3, T:1, P:0=C: 04

Course Objective:

- To acquaint the student with Nature, Foundations and Overview of Organization Development
- To understand the Values, Assumptions and Beliefs in Organization Development
- To help students understand the Process and Intervention in Organization Development
- To acquaint students with the concept of Learning Organizations as a process of making the organization adaptable and change proof.

Module 1. Introduction to Organization Development

Definition, Nature and History of Organization Development. Approaches to OD: Laboratory Training Stem, Survey Research and Feedback Stem, Action Research Stem and Sociotechnical Stem. Values, Assumptions and Beliefs in Organization Development. Competencies of an Effective Organization Development Practitioner

Module 2. Managing the Organization Development Process

Models and Theories of Planned Change. Diagnosis: Diagnose the State of the Systems, its Subunits and Organizational Processes. Action Research and Organization Development. The Program Management Component

Module 3. Building Learning Organization

Meaning and Importance. The Five Disciplines. The 7 Learning Disabilities. The 11 Laws of the Fifth Discipline

Module 4: Implementation and assessment of OD : Introduction. Organization Assessment, Basic Components of Assessment of OD, Criteria for Assessment, Measurement, Prerequisites to Success of OD, Failures in OD Efforts, Assessment of OD and Change in Organizational Performance: Goal Setting, Performance Appraisal, Reward Systems

Module 5. Organizational Development Interventions

Team Interventions. Intergroup and Third-Party Peacemaking Interventions. Structural Interventions. Comprehensive OD Intervention

Module6: Future trends in OD: Introduction, Future Trends, Macro system Trends, Interpersonal Trends, Individual Trends, The Future of OD. Embrace Transformative Change for Relevance of OD in Modern Organizations

. Examination Scheme:

Components	CT/MT	Presentation	H	Viva/Quiz	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; MT- Mid term; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Reference

Cummings, T.G and Worley, C.G (2001) Organization Development and Change.. Thomson Learning. USA
French, W.L., Bell,Jr, C.H and Vohra, V (2011) Organization Development. Sixth Edition. Eleventh

Impressions. Pearson Prentice Hall, New Delhi

Ramnarayan, S and Rao, T.V (2011) Organization Development: Accelerating Learning and Transformation. Revised and Updated 2nd edition. Sage Publication. New Delhi.

Rothwell, W. J and Sullivan, R. L (Editors) (2005) Practicing Organization Development: A Guide for consultants Second Editor. Pfeiffer A Wiley Imprint. Sanfrancisco, California, USA

Seth Allcorn (2006) Organizational Dynamics and Intervention: Tools for Changing the Workplace. Prentice-Hall of India Private Limited, New Delhi

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Senge, P.M (2006) The Fifth Discipline – the art of and practice of the learning organisation. Currency. USA

PSYCHOLOGY OF HAPPINESS AND WELL-BEING

Course Code: PSY4309

L:2,T:1,P:0=C:03

Objective:

To develop self-awareness and mindfulness amongst learners also enable learners to communicate effectively and express themselves freely and creatively and to understand their expectations in relationships, develop empathy, and ensure healthy relationships with family, peers & teachers. Also help learners to apply life skills to deal with stressful & conflicting situations around them.

Module I: Exploring Happiness through Learning and Awareness

Meaning and nature of happiness, Sources of happiness, Theories of Happiness-Set-point theory, Life satisfaction and Affective state theories

Module II: Illness, Health and Well-being:

Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well-being. Understanding of subjective, psychological and general well-being

Module III: Stress and Coping:

Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

Module IV: Health Management:

Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviors; Health Protective behaviors, Illness Management

Module V: Human strengths and life enhancement

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance, Resilience.

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Reference Reading

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson. Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton. Hick,

J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.

Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

Taylor, S.E. (2006). *Health psychology, 6th Edition*. New Delhi: Tata McGraw Hill.

Adler, A. (2016). *Teaching Well-Being increases Academic Performance: Evidence From Bhutan, Mexico, and Peru*. Publicly Accessible Penn Dissertations. 1572.

Helliwell, J. F., Huang, H., & Wang, S. (2017). *The Social Foundations of World Happiness*. World Happiness Report.

GENDER PSYCHOLOGY

Course Code: PSY4310

L:2,T:1,P:0=C:03

Objective:

To equip the learner with an understanding of the concepts of Gender and Identity and their interface. To inculcate sensitivity to issues related to Gender and Identity within the socio-cultural context.

Module I: Introduction

Conceptualization and measurement of gender roles and gender role attitudes, Sex related comparisons: Cognitive abilities, social, emotion, moral domains.

Module II: History and Gender Theories

Evolutionary and Sociobiology, Psychodynamic, Social learning, Gender Role Socialization, Social Role Cognitive Development

Module III: Understanding sex and gender Stereotyping

Gender and sex: Definition, similarity and Differences, Descriptive and Prescriptive gender, the origin of gender stereotype, stigma and discrimination

Module IV: Gender Role/ Gender differences

Aggression, achievement, communication, friendship, romantic relationships, mental health. Concepts of Gender: Sex, Gender Identity, Gender Fluidity, Sexual Orientation

Module V: Gender Related Issues

Family and Gender, Culture and Gender, Influence of globalization on Gender identity

Gender and violence, Enhancing work-life balance Encouraging non-gender stereotyped attitudes in youth

Examination Scheme:

Components	CT	HA	P	V	A	EE
Weightage (%)	10	5	5	5	5	70

CT-Class Test; HA-Home Assignment; P-Presentation; V-Viva; Q-Quiz; A-Attendance; EE-End Session Exam

Reference Reading

Helgeson, V.S. (2006). Psychology of Gender. Pearson education.

Rudman, L. A. & Glick, P. G. (2008) The Social Psychology of Gender. New York: Guilford Press.

Vivien Burr (2002) Gender and social Psychology. New York: Routledge

Vicki S. Hegelson. (2012) The Psychology of Gender.4th Edition. New Jersey: Pearson

SOFT SKILLS & PERSONALITY DEVELOPMENT

PSY4311

L:2,T:1,P:0 C: 03

Course Objective:

To develop a basic awareness about the significance of soft skills in professional and inter-personal communications and facilitate an all-round development of personality. Hard or technical skills help securing a basic position in one's life and career. But only soft skills can ensure a person retain it, climb further, reach a pinnacle, achieve excellence, and derive fulfillment and supreme joy. Soft skills comprise pleasant and appealing personality traits as self-confidence, positive attitude, emotional intelligence, social grace, exibility, friendliness and effective communication skills

Module I: Introduction: A New Approach to Learning, Planning And Goal-Setting, Human Perceptions: Understanding People, Types of Soft Skills: Self-Management Skills, Aiming For Excellence: Developing Potential And Self-Actualization, Need Achievement And Spiritual Intelligence.

Module II: Perception, attitudes & personality types:, Perception – Definition, Perceptual Process.. Attitude – Concept -Significance -Factors affecting attitudes – Positive attitude–Advantages –Negative attitude-Disadvantages -Ways to develop a positive attitude. Define Personality, Determinants of Personality Development

Module III: Conflict Resolution Skills: Seeking Win-Win Solution, Inter-Personal Conflicts: Types of Conflicts: Becoming A Conflict Resolution Expert, Types of Stress: Self-Awareness About Stress, Regulating Stress: Making The Best out of Stress, Eustress.

Module IV: Communication: Significance of Listening, Active Listening, Barriers to Active Listening; Effective Communication; Barriers to Communication: Interpersonal Transactions, Miscommunication; Non-Verbal Communication: Introduction And Importance, Interpreting Non-Verbal Cues; Body Language: For Interviews, For Group Discussions.

Module V: Leadership: meaning & definition; Role & Functions of a Good Leader; Traits of Leadership; Leadership styles. Presentation Skills: Overcoming Fear, Becoming A Professional, The Role of Body Language, Using Visuals, Reading Skills: Effective Reading, Human Relations: Developing Trust and Integrity.

Examination Scheme:

Components	CT/MT	HA	Presentation	V	A	EE
Weightage (%)	10	5	5	5	5	70

Text Book::

SOFT SKILLS, 2015, Career Development Centre, Green Pearl Publications.

Reference

1. Covey Sean, Seven Habit of Highly Effective Teens, New York, Fireside Publishers, 1998.
2. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
3. Thomas A Harris, I am ok, You are ok , New York-Harper and Row, 1972
4. Daniel Coleman, Emotional Intelligence, Bantam Book, 2006

RESEARCH PAPER

Course Code: PSY4312

L:0,T:0,P:0 C: 03

Students are required to publish a research paper under faculty supervision. The publication should be in a refereed peer reviewed National/International Journal(viz. Scopus/web of science/ ABDC/ UGC approved). Every student has to provide the Plagiarism certificate along with the research paper.

Examination Scheme:

Components	Internal Supervisor (Continuous Evaluation)	Publication of Research paper	Presentation of Research paper (External)	Total
Weightage (%)	30	40	30	100

FOURTH SEMESTER

INTERNSHIP

PSY 4401

L-0,T,0,P-0, C=24

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals/ schools , Rehabilitation Centres/ consultant psychologist's/ therapist set up/ etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Methodology:

Students have to do internship in diversified Institutes e.g. Corporate Sector, Schools, NGOs, Rehabilitation centres hospitals etc. They will be guided by an internal and external supervisor. Students will submit their reports after the completion of Internship with their supervised daily reporting. The student will submit the Log Sheet to their internal supervisor on weekly basis. The total duration for internship period should cover at least 90 days. Student has to submit the certificate of Internship Completion from his/her external supervisor/ employer.

After submission there is a viva and presentation by concerned faculty. They assess the student on the kind of work they have done during internship, presentation of the work they have done and also on the practical knowledge they have gained.

Internship in Clinical Psychology

Each student has study cases in hospital / clinic / correctional institution / NGO set up/ schools/ psychologist/ therapist set up/ corporate sector/ industry etc. Students should select at least 7 types of cases in consultation with the internal & external supervisor and prepare detailed report of 5 cases. Students should present at least two cases. The following stages should be followed (wherever applicable):

- a. Taking of case history.
- b. Assessment and multi-axial diagnosis.
- c. Validation in consultation with teachers.
- d. Prognosis.
- e. News breaking.
- f. Contracting of therapy sessions.
- g. Writing session report of each case.
- h. Presentation of 2 cases for final viva & presentation

Industrial Psychology Internship

Each student shall complete internship on a problem of his / her choice (in consultation with the external & internal supervisor) from Industrial psychology. Student should select 7 types of Structured Exercises (SE) viz. Job analysis, performance appraisal, competency mapping, group testing, test validation, construction of psychometric test, interview of entrepreneurs, personality profile, case study, organizational structure, etc. Each student is required to complete an internship report on five reports of conducted structured exercises and field work project report and shall submit the same for evaluation. Students should present at least two cases/exercises.

Structured Exercises may be conducted on:

Stress management, Conflict resolution techniques for effective management, Assertiveness Training, Importance of verbal and non verbal communication, Significance of body language in communication, Key communication skills: Active listening & feedback; Presentation Skills; Emotional intelligence and leadership effectiveness; Time management: tips and strategies)

Counselling Psychology Internship

Each student shall complete field-work project based on a problem of his / her choice from counselling psychology in consultation with internal & external supervisor.

Each student shall evaluate 7 problem cases (scholastic, adjustment or emotional problems) in internship period and subsequently submit reports for 5 cases for evaluation. The report of evaluated cases will include

- Case problem observation
- case history
- identification of problem: forming impression
- suggested and employed intervention strategies
(*Counselling skills / Listening skills / Communication skills / Decision making skills / stress inoculation / Swot analysis. Topic(s) / area

Examination Scheme

Internal Supervisor (Continuous Evaluation)	External Supervisor (Continuous Evaluation)	Report	Viva & Presentation External Examination	Total
50	50	50	50	200



AMITY UNIVERSITY
— CHHATTISGARH —

Amity Institute of Behavioural & Allied Sciences

Doctor of Philosophy (Ph.D.) – Psychology

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**Programme Structure
Curriculum & Scheme of Examination
2020**

**AMITY UNIVERSITY CHHATTISGARH
RAIPUR**



**Doctor of Philosophy (Ph.D.)
w.e.f. 2020-21**

Course Work Objectives:

The course is designed for Ph.D. scholars beginning their research work. The objective of the course is to provide students the procedure to conceptualize their Ph.D. work in terms of research questions and design, methodology, data collection, quantitative & qualitative analysis. The focus of the course is applied and decisional. The students will be familiarized to theory formation and hypothesis testing: literature survey and review: research design process: errors in research. Further more it would help in understanding the significance of assessment and measurement, descriptive and causal inference, relative importance of different research designs, data collection, analyzing quantitative and qualitative data and finally Ph.D. write.

Learning Outcomes:

The outcome of this course will enable the scholar : (a) To formulate a viable research question; (b) To understand the principles of theory/model building;(c) To distinguish probabilistic from deterministic explanations;(d) To examine the role of the comparison in controlling for variation;(e) To evaluate the benefits and drawbacks of different methodologies;(f) To identify and interpret patterns in data; (g) To eliminate alternative explanations; and (h) To prepare and execute a feasible research project.

**PROGRAM STRUCTURE
FIRST SEMESTER**

S.No	Course Title	Course Category	Lecture	Tutorial	Practical	Total Credits
1	Research Methodology	Professional Core	3	-		3
2	Review of Published Research	Practicum Research/Teaching with attendance	3	-		3
3	Seminar/ Case Study/ Research Discussion (Emerging Trends in Area of Research)	Practicum Research/Teaching with attendance	-	-	-	3
4	Research and Publication Ethics	Professional Cory/Theory	2	-		2
5	Elective –I (subject based on relevant field of research))	Professional Elective/Theory	3			3
	TOTAL					14



Paper-I : Research Methodology

Course Credit: 03

Module I Introduction

Meaning, Concept, Nature, Steps, Types and Characteristics of research, Scientific Inquiry

Philosophical and Sociological foundations of research, Interdisciplinary approach and its implications in various research areas.

Module II Methods of Research

Qualitative and quantitative methods of research like Historical, case study, ethnography,

exposit facto, documentary and content analysis, survey (Normative, descriptive, evaluative etc.) field and laboratory experimental studies, Characteristics of methods and their implications in research area.

Module III Development of Research

Proposal

Research proposal and its elements, Formulation of research problem-criteria of sources and definition, Development of objectives and characteristics of objectives, Development hypotheses and applications.

Module IV Methods of Data

Collection

Concept of sampling and other concepts related to sampling, Probability and non-probability samples, their characteristics and implications. Tools of data collections, their types, attribute and use, Redesigning, research tools-like questionnaire, Opinionnaire, observation, interviews, scales and tests etc.

Module V Methods of Data

Analysis

Analysis of qualitative data based on various tools, Analysis of quantitative data and its presentation with tables, graphs etc., Statistical tools and techniques of data analysis- measures of central tendency, dispersion, Decision making with hypothesis testing through parametric and non-parametric tests, Validity and delimitations of research findings.

Module VI Report Writing and

Evaluations

Principles of report writing and guide lines according to style manuals, Writing and

presentation of preliminary, main body and reference section of report, Picture and Graphs, Introduction to SPSS, Evaluation of research report.

References:

1. Wilkinson & Bhandarkar: Methodology and Techniques of Social Research.
2. Pauline Vyoung: Scientific Social Surveys and Research.
3. Panneerselvam,R., Research Methodology, Prentice Hall Of India, New Delhi,2004



4. Kothari: Research Methodology.
5. Festinger. L & D. Katz: Research Methods in Behavioral Science.
6. Sellitz, Et Al: Research Methods in Social Relations.

Examination Scheme:

Components	Internal Assessment	End Semester Examination
Weightage (%)	30	70



Paper –II Review of Published Research Work

Module I: Introduction to Literature Review/Scholarly Writing:

Need for Literature Review, Theoretical and Conceptual framework, Sources of Review of Literature, Chronological reporting of review of literature both Indian & foreign, Gap in Research on topic of the study. Web Search and using Advanced Search Techniques for research through internet.

Module II: Referencing style:

Referencing and various formats for reference writing of books and research papers. APA Reference Style Guide, Electronic references 6th Edition (2012), APA DoI 2017. Reference style in engineering and other fields.

Module III: Ethical considerations in research:

Ethical considerations for conducting research and publication in psychosocial, behavioural & natural sciences. Acquaintance with ethics research committee.

Module IV: Practical training in Literature review:

Selecting one of the major key concepts and variables from the topic of the research and writing review literature with different sources and its assessment by the supervisor. Resubmission of practical review following supervisor's feedback.

Module V: Practical training of research paper writing:

Familiarity with Professional Journals – National & International. Selection of topic for writing research paper, practical procedure for writing research paper based on modules of paper I & paper II.

Reference Books:

1. Arlene Fink, Conducting Research Literature Reviews: From the Internet to Paper, 3rd ed., Sage Publications,
2. Cooper, H., Synthesizing research: A guide for literature reviews. Thousand Oaks, CA: Sage.
3. Hart, C., Doing a literature review: Releasing the social science
4. research imagination. London: Sage.
5. Kerlinger F.N., Foundations of Behavioural Research: Educational and Psychological Inquiry, New York: Holt, Rineheart & Winston, Inc.
6. Winkel, A & Hart, B, Report writing style guide for engineering students, 3rd edn, University of South Australia, The Levels, Adelaide.

Examination Scheme:

Components	Internal Assessment	End Semester Examination
Weightage (%)	100	--



Paper-III: Seminar/ Self Study/ Research Discussion (Emerging Trends in Area of Research)

Course Credit: 03

This course should be carried out under the concern supervisor in the area of related research for dissertation as suggested by the supervisor. Syllabus to be given by local supervisor and the related research work should be presented. The research reading is evaluated by the concern supervisor and seminar is evaluated by the seminar evaluation committee.

Examination Scheme:

Components	Internal Assessment	End Semester Examination
Weightage (%)	100	--



Paper – IV: Elective
(Subject based on Relevant Field of Research Study)

Psychology

Positive Psychology

Course Code: PHPHY101

Credit Units: 03

Course work objectives: This course is designed keeping in mind the to the topic the area of research the Ph. D scholar shall be pursuing. It will render the knowledge and understanding of key concepts in positive psychology. It will equip the scholars with different areas of positive psychology and the researches pursued in the field

Learning Outcomes: The scholar shall be well informed about the broader area of Positive Psychology to which the topic of the research belongs. The scholar shall have the knowledge of the type of researches been conducted in this area. This course would help the scholar to relate the research pursued to the broader areas of the field.

Module I: -Introduction

Introduction & importance of positive psychology
Eastern & western perspective

Module II – Positive emotions across the lifespan

Relate the concepts of subjective well being, resilience, and flow in the context of positive psychology
Link resilience and emotional intelligence to work across the lifespan
Subjective well being
Resilience
Flow
Emotional intelligence and emotional creativity

Module III – Interpersonal focus and its role through life

Appreciate the role of optimism, hope, self-efficacy in the context of positive psychology.
Relate these factors to success and satisfaction through the various life stages
Optimism
Hope
Self-efficacy
Gratitude, empathy and altruism;

Module IV-Applications of Positive psychology

Describe the role of positive psychology as applied to various domains through life
Link positive psychology concepts to life at the workplace
Positive approaches to intervention
Positive organizational behaviour
Building better communities
Assessment in positive psychology

Module V- Emerging Trends in positive psychology

Recent trends and researches in positive psychology
The future directions of Researches in positive psychology



References:

- Snyder, Shane J. Lopez, (2004) The Handbook of Positive Psychology, Sage Publications
- Snyder, C. R. Shane J. Lopez, (2000) Positive Psychology: The Scientific and Practical Explorations of Human Strengths, Sage Publications
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools Iona Boniwell, Positive Psychology in a Nutshell
- Seligman, M.E.P. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. American Psychologist, 55 (1), 5-14.
- Gable, S.L., & Haidt, J. (2005). What (and why) is positive psychology? Review of General Psychology, 9, 103-110.
- Duckworth, A.L. & Seligman, M.E.P. (2005). Self-discipline outdoes IQ in predicting academic performance in adolescents. Psychological Science, 16, 939-944.
- Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. Journal of Personality and Social Psychology, 92, 1087-1101
- Seligman, M.E.P., Ernst, R.M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: positive psychology and classroom interventions. Oxford Review of Education, 35, 293-311.
- Oades, L.G., Robinson, P., Green, S. & Spence, G.B. (2011). Towards a positive university. Journal of Positive Psychology, 6, 432-439.
- Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B (1997). Jobs, careers, and callings: People's relations to their work . Journal of Research in Personality, 31, 21-33.
- Steger, M. F., & Dik, B. J. (2010). Work as meaning. In Linley, P. A., Harrington, S., & Page, N. (Eds.), Oxford handbook of positive psychology and work (pp.131-142). Oxford, UK: Oxford University Press
- Seligman, M.E.P., Steen, T.A., Park, N. & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. American psychologist, 60(5), 410-421.
- Parks, A.C. & Biswas-Diener, R. (2012). Positive interventions: Past, present and future. To appear in T. Kashdan & J. Ciarrochi, Bridging Acceptance and commitment Therapy and Positive Psychology: A practitioner's guide to a unifying framework. Oakland, CA: New Harbinger Press.
- Meyer, P.S., Johnson, D.P., Parks, A.C., Iwanski, C. & Penn, D.L. (in press). Positive living: A pilot study of group positive psychotherapy for people with schizophrenia. To appear in the Journal of Positive Psychology

Examination scheme:

Examination Scheme:

Components	Internal Assessment	End Semester Examination
Weightage (%)	30	70