

BANASTHALI VIDYAPITH

Master of Arts (Psychology)



Curriculum Structure

First Semester Examination, December 2020
Second Semester Examination, April/May 2021
Third Semester Examination, December 2021
Fourth Semester Examination, April/May 2022

BANASTHALI VIDYAPITH
P.O. BANASTHALI VIDYAPITH
(Rajasthan)-304022

July, 2020

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No. F. 9-6/81-U.3
Government of India
Ministry of Education and Culture
(Department of Education)

New Delhi, the 25th October, 1983

NOTIFICATION

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby declare that Banasthali Vidyapith, P. O. Banasthali Vidyapith, (Rajasthan) shall be deemed to be a University for the purpose of the aforesaid Act.

Sd/-

(M. R. Kolhatkar)

Joint Secretary of the Government of India

NOTICE

Changes in Bye-laws/Syllabi and Books may from time to time be made by amendment or remaking, and a Candidate shall, except in so far as the Vidyapith determines otherwise, comply with any change that applies to years she has not completed at the time of change.

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Programme Educational Objectives

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

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

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

The main objectives of the programme are:

- To appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills.
- To understand the concepts and practice of ethical principles in a broad range of professional contexts, understand the role of academic, professional, and personal integrity in maintaining a healthy community.
- To design and formulate ideas that expressed in a comprehensible language, culturally sensitive, and non-discriminatory in terms of age, gender and disability.
- To assess the relevance of information critically so that alternative perspectives and solutions can be developed.
- To demonstrate critical awareness of one's own worldview, values, and biases and their influence on one's approach to Psychology, science and practice.

- To understand, express, use and control feelings and emotions that may encourage empathy in terms of relationships with others.
- To develop a range of personal values and beliefs based on a sense of curiosity and respect towards self and others.
- To prepare culturally and ethically competent professionals who are committed to the collaborative practice of psychology and lifelong learning.
- To apply therapeutic and counseling skills to help clients (individuals and groups) to overcome their psychological distress.
- To apply theories, concepts and previous experiences to inform new situations and creatively solve practical problems related to human behavior.
- To demonstrate an understanding of psychological research by having learned how to identify, conduct, and critically evaluate quantitative and qualitative studies used throughout the psychological studies.

Programme Outcomes

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

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

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

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

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

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

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

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

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

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

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

Curriculum Structure
Master of Arts (Psychology)
First Year

Semester-I

Course Code	Course Name	L	T	P	C*
PSY 402	Cognitive Psychology	5	0	0	5
PSY 410	Indigenous Psychology	5	0	0	5
PSY 408	Theories of Personality	5	0	0	5
SSC 402	Social Science Perspective	5	0	0	5
PSY 411L	Psychology Lab - I	0	0	10	5
Semester Total:		20	0	10	25

Semester-II

Course Code	Course Name	L	T	P	C*
PSY 401	Advanced Quantitative and Qualitative Analysis	5	0	0	5
PSY 409	Human Values and Professional Ethics	5	0	0	5
PSY 404	Positive Psychology	5	0	0	5
SSC 401	Research Techniques in Social Sciences	5	0	0	5
PSY 412L	Psychology Lab - II	0	0	10	5
Semester Total:		20	0	10	25

Second Year**Semester-III**

Course Code	Course Name	L	T	P	C*
PSY 501	Clinical Psychology	5	0	0	5
PSY 503	Counseling Psychology	5	0	0	5
PSY 519L	Psychology Lab - III	0	0	10	5
CS 513	Computer Applications	3	0	0	3
CS 513L	Computer Applications Lab	0	0	4	2
	Discipline Elective	5	0	0	5
	Reading Elective – I	0	0	4	2
Semester Total:		18	0	18	27

Semester-IV

Course Code	Course Name	L	T	P	C*
PSY 502	Community Psychology	5	0	0	5
PSY 508	Organisational Behaviour and Human Resource Development	5	0	0	5
SSC 501	Women Studies	5	0	0	5
PSY 514D	Dissertation	0	0	10	5
	Open Elective	5	0	0	5
	Reading Elective – II	0	0	4	2
Semester Total:		20	0	14	27

List of Discipline Elective

Course Code	Course Name	L	T	P	C*
PSY 504	Cross Cultural Psychology	5	0	0	5
PSY 513	Diagnostic Techniques in Psychology	5	0	0	5
PSY 403	Environmental Psychology	5	0	0	5
PSY 516	Foundations of Guidance	5	0	0	5
PSY 506	Gerontology	5	0	0	5
PSY 507	Health Psychology	5	0	0	5
PSY 517	Neuropsychology	5	0	0	5
PSY 407	Psychopathology	5	0	0	5
PSY 521	Sports Psychology	5	0	0	5
PSY 522	System and Theories in Psychology	5	0	0	5
PSY 511	Consumer Psychology	5	0	0	5
PSY 510	Rehabilitation Psychology	5	0	0	5

List of Reading Elective

Course Code	Course Name	L	T	P	C*
PSY 512R	Cultural Intelligence	0	0	4	2
PSY 515R	Ecological Intelligence	0	0	4	2
PSY 518R	Psychology in Digital Age	0	0	4	2
PSY 520R	Publication Manual of the American Psychological Association, Sixth Edition	0	0	4	2

List of Alternative Online Reading Elective

Course Name
1. Cultural Intelligence
2. Ecological Intelligence
3. Psychology in Digital Age
4. Publication Manual of the American Psychological Association, Sixth Edition

* **L - Lecture hrs/week; T - Tutorial hrs/week;
P-Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; C - Credit Points of the Course**

Student can opt open (Generic) elective from any discipline of the Vidyapith with prior permission of respective heads and time table permitting.

Every Student shall also opt for:

Five Fold Education: Physical Education I, Physical Education II,

Five Fold Education: Aesthetic Education I, Aesthetic Education II,

Five Fold Education: Practical Education I, Practical Education II

one each semester

Five Fold Activities

Aesthetic Education I/II	Physical Education I/II
BVFF 101 Classical Dance (Bharatnatyam)	BVFF 201 Aerobics
BVFF 102 Classical Dance (Kathak)	BVFF 202 Archery
BVFF 103 Classical Dance (Manipuri)	BVFF 203 Athletics
BVFF 104 Creative Art	BVFF 204 Badminton
BVFF 105 Folk Dance	BVFF 205 Basketball
BVFF 106 Music-Instrumental (Guitar)	BVFF 206 Cricket
BVFF 107 Music-Instrumental (Orchestra)	BVFF 207 Equestrian
BVFF 108 Music-Instrumental (Sarod)	BVFF 208 Flying - Flight Radio Telephone Operator's Licence (Restricted)
BVFF 109 Music-Instrumental (Sitar)	BVFF 209 Flying - Student Pilot's Licence
BVFF 110 Music-Instrumental (Tabla)	BVFF 229 Aeromodelling
BVFF 111 Music-Instrumental (Violin)	BVFF 210 Football
BVFF 112 Music-Vocal	BVFF 211 Gymnastics
BVFF 113 Theatre	BVFF 212 Handball
Practical Education I/II	BVFF 213 Hockey
BVFF 301 Banasthali Sewa Dal	BVFF 214 Judo
BVFF 302 Extension Programs for Women Empowerment	BVFF 215 Kabaddi
BVFF 303 FM Radio	BVFF 216 Karate - Do
BVFF 304 Informal Education	BVFF 217 Kho-Kho
BVFF 305 National Service Scheme	BVFF 218 Net Ball
BVFF 306 National Cadet Corps	BVFF 219 Rope Mallakhamb
	BVFF 220 Shooting
	BVFF 221 Soft Ball
	BVFF 222 Swimming
	BVFF 223 Table Tennis
	BVFF 224 Tennis
	BVFF 225 Throwball
	BVFF 226 Volleyball
	BVFF 227 Weight Training
	BVFF 228 Yoga

Every Student shall also opt for:

Five Fold Education: Physical Education I, Physical Education II,

Five Fold Education: Aesthetic Education I, Aesthetic Education II,

Five Fold Education: Practical Education I, Practical Education II

one each semester

Evaluation Scheme and Grading System

Continuous Assessment (CA) (Max. Marks)					End-Semester Assessment (ESA) (Max. Marks)	Grand Total (Max. Marks)
Assignment		Periodical Test		Total (CA)		
I	II	I	II			
10	10	10	10	40	60	100

In all theory, laboratory and other non classroom activities (project, dissertation, seminar, etc.), the Continuous and End-semester assessment will be of 40 and 60 marks respectively. However, for Reading Elective, only End semester exam of 100 marks will be held. Wherever desired, the detailed breakup of continuous assessment marks (40), for project, practical, dissertation, seminar, etc shall be announced by respective departments in respective student handouts.

Based on the cumulative performance in the continuous and end-semester assessments, the grade obtained by the student in each course shall be awarded. The classification of grades is as under:

Letter Grade	Grade Point	Narration
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C+	5	Average
C	4	Below Average
D	3	Marginal
E	2	Exposed
NC	0	Not Cleared

Based on the obtained grades, the Semester Grade Point Average shall be computed as under:

$$SGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of courses (with letter grading) registered in the semester, CC_i are the course credits attached to the i^{th} course with letter grading and GP_i is the letter grade point obtained in the i^{th} course. The courses which are given Non-Letter Grades are not considered in the calculation of SGPA.

The Cumulative Grade Point Average (CGPA) at the end of each semester shall be computed as under:

$$CGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of all the courses (with letter grading) that a student has taken up to the previous semester.

Student shall be required to maintain a minimum of 4.00 CGPA at the end of each semester. If a student's CGPA remains below 4.00 in two consecutive semesters, then the student will be placed under probation and the case will be referred to Academic Performance Review Committee (APRC) which will decide the course load of the student for successive semester till the student comes out of the probationary clause.

To clear a course of a degree program, a student should obtain letter grade C and above. However, D/E grade in two/one of the courses throughout the UG/PG degree program respectively shall be deemed to have cleared the respective course(s). The excess of two/one D/E course(s) in UG/PG degree program shall become the backlog course(s) and the student will be required to repeat and clear them in successive semester(s) by obtaining grade C or above.

After successfully clearing all the courses of the degree program, the student shall be awarded division as per following table.

Division	CGPA
Distinction	7.50 and above
First Division	6.00 to 7.49
Second Division	5.00 to 5.99
Pass	4.00 to 4.99

CGPA to % Conversion Formula: % of Marks Obtained = CGPA * 10

First Semester

PSY 402 Cognitive Psychology

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

5 0 0 5

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain the historical development of cognitive psychology.
- Explain the organization of basic cognitive functions from different perspectives.
- Discuss the relevance of higher cognitive processes for understanding people's behavior.
- Explain neuropsychological aspect behind various cognitive processes.

Section A

1. The Cognitive Revolution- Current Trends in the study of Cognition. Paradigms of Cognitive Psychology- Information Processing Approach, Connectionist Approach, Evolutionary Approach and Ecological Approach.
2. Research Methods in Cognition: Descriptive Research, Experimental Research, The Tools of Cognitive Neuroscience.
3. Attention: Selective Attention: Filter Theory, Attenuation Theory, Late Selection Theory, Multimode Theory, and Schema Theory. Neuropsychological Studies of Attention: Networks of Visual Attention, Event Related Potential.

Section B

4. Basic Issues in Perception: Sensation and Perception, Bottom up & Top down processing. Multi-sensory Interaction and Integration- Synesthesia, Comparing the senses, Perception and Action. Consciousness: Varieties of Consciousness, Subliminal Perception.
5. Problem Solving Approaches: Behaviorism- (Problem Solving as Associative learning), Gestalt Psychology- (Problem Solving as Insight), Cognitive Psychology- Problem-Solving as Information

Processing). General Methods of Solution: Generating and Testing Technique, Means Ends Analysis, Working Backward, Backtracking, Reasoning by Analogy. Blocks to Problem Solving.

Section C

6. Memory: Memory Distortions, Eyewitness Testimony. Illusory Memories. Autobiographical Memory: Basic Issues, Methodology, Factors affecting Retrieval of Autobiographical Memory and its Functions (Communicative, Emotional, and Retention Function).
7. Forming and Using New Memory Traces: Sensory Memory, The Icon, The Echo. Short Term Memory: Capacity, Coding, Retention duration & Forgetting. Working Memory: Neurological Studies of Memory Processes.

Recommended Books:

1. Baddeley, A. D. (1996). *Human Memory: Theory and Practice*. Washington, D.C.: Psychology Press.
2. Cohen, G. (1996). *Memory in the Real World*. Washington DC: Psychology Press.
3. Galotti, K. M. (1995). *Cognitive Psychology in and outside Laboratory*. Mumbai: Thompson Asia.
4. Hewes, M. B. (1990). *The Psychology of Human Cognition*. New York: Pergamon Press.
5. Matlin, M. W. (1995). *Cognition* (3rd ed.). Prism Books Pvt. Ltd., Bull Temple Road, Basavasigudi, Bangalore.
6. Reed, & Stephen, K. (1988). *Cognition: Theory and Application* (3rd ed.). Pacific Grove, California: Brooks/Cole Publishing Company.
7. Riegler, V. R., & Riegler, G. L. (2008). *Cognitive Psychology: Applying the Science of Mind*. Pearson Education.
8. Solso, R. L., MacLin, M. K., & MacLin, O. H. (2007). *Cognitive Psychology* (7th edition). Pearson Education.
9. Stephen, K. R. (2006). *Cognition: Theory and Application Brooks/ Cole Publication*.

Suggested E-learning Material:

1. Cognitive Psychology [www.Cognitive%20Psychology%20\(%20PDF Drive.com%20\)%20\(1\).pdf](http://www.Cognitive%20Psychology%20(%20PDF Drive.com%20)%20(1).pdf)

2. The Cognitive Neuroscience of Mind <http://www.brainm.com/software/pubs/brain/Cognitive%20NeuroSci%20of%20the%20Mind.pdf>
3. The Cognitive Neurosciences <https://www.hse.ru/data/2011/06/28/1216307711/Gazzaniga.%20The%20Cognitive%20Neurosciences.pdf>

PSY 410 Indigenous Psychology

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Discuss the appropriateness of Indigenous Psychology.
- Analyze the Assumptions and Approaches of Indian Philosophy.
- Explain types of Yog and the techniques of Meditations.
- Evaluate the Role of Yog and Meditation in improving Holistic Health and Well-being.

Section-A

1. Indigenous Perspectives of Psychology.
2. Contemporary Relevance of Indigenous Psychology.
3. Origin and Historical Development of Indian Psychology.
4. Fundamental assumptions and contemporary trends of Indian Psychology.

Section - B

5. Schools of Indian Philosophy: Nyay, Vaisheshik, Samkhy, Yog, Mīmāṃsā and Vedant.
6. Consciousness and Mind in Vedant.
7. Indian Heterodox Schools.

Section – C

8. Meaning and Types of Yog.
9. Meaning and Types of Meditation.

10. Techniques of Meditation: Vipasana Meditation, Transcendental Meditation, Mindfulness Meditation.
11. Role of Yog and Meditation in improving Holistic Health and Well-being (Physical, Mental, Emotional & Spiritual).

Recommended Books:

1. Coster, G. (1998). *Yoga and Western Psychology*. Delhi: MotilalBanarsiDass Publishers Pvt. Ltd.
2. Dalal, A. S. (2001). *An introduction to the psychological thought of Sri Aurobindo- A Greater Psychology*. Pondicherry: Sri Aurobindo Ashram.
3. Dalal, A. S. (2007). *Sri Aurobindo and the Future Psychology (Supplement to A Greater Psychology)*. Pondicherry: Sri Aurobindo Ashram
4. Grof, S. (2000). *Psychology of the Future*. New York: SUNY Press.
5. Kalghatgi, T. G. (1961). *Some Problems in Jaina Psychology*. Dharwad: Karnatak University.
6. Kalupahana, D. J. (1992). *The Principles of Buddhist Psychology*. Delhi: Sri Satguru Publications.
7. Kiran Kumar, S. K. (2002). *Psychology of Meditation: A contextual approach*. New Delhi: Concept Publishing Co.
8. Mehta, M. L. (2002). *Jaina Psychology: Introduction*. Varanasi: Parshvanath Vidyapeeth.
9. Rhys Davids, C. A. F (1914). *Buddhist Psychology*. London: G. Bell and Sons Ltd.
10. Safaya, R. (1975). *Indian Psychology: A critical and historical analysis of the psychological speculations in Indian philosophical literature*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
11. Salagame, K.K.K. (2011). *Indian Indigenous Concepts and Perspectives: Developments and Future Possibilities*. In G. Misra (Ed.) *Psychology in India, Vol. 4. : Theoretical and Methodological (ICSSR Survey of Advances in Research)* (p. 93-172). New Delhi: Pearson.
12. Salmon, D & Maslow, J. (2007). *Yoga Psychology and the Transformation of Consciousness: Seeing through the eyes of infinity*. St. Paul, MN., USA: Paragon House.

13. Seal, B. (1958). *The Positive Sciences of the Ancient Hindus*. Delhi: Motilal Banarsi Dass.
14. Sen, I. (1998). *Integral Psychology: The Psychological System of Sri Aurobindo*. Pondicherry: Sri Aurobindo International Centre for Education.
15. Srivastava, S. P. (2001). *Systematic Survey of Indian Psychology*. Bahadurgarah, India: Adhyatma Vijnana Prakashan.
16. Taimni, I. K. (1973). *Glimpses into the Psychology of Yoga*. Adyar, Madras: The Theosophical Publishing House.
17. Veereshwar, P. (2002). *Indian Systems of Psychotherapy*. Delhi: Kalpaz Publication.

Suggested E-learning Material:

1. Indigenous and cultural psychology

<https://www.pdfdrive.com/indigenous-and-cultural-psychology-indigenuspsychorg-e10432571.html>

2. Indigenous and westernized psychology

<https://www.pdfdrive.com/indigenous-psychology-westernized-psychology-and-indigenized-psychology-e55085650.html>

PSY 408 Theories of Personality

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Discuss the significance of personality theories and constructs.
- Recognize the complexity of human behavior thought and emotion.
- Explain personality-related processes that underlie individual differences in behavior.
- Examine seminal and current research studies and describe important findings using empirical approach.

Section- A

1. Psychoanalytical theory: Sigmund Freud.
2. (a) Analytical Theory (Post Freudian): Carl Jung.
(b) Individual Theory (Post Freudian): Alfred Adler.
(c) Neo-Psychoanalytical Theory: Karen Horney.
(d) Neo-Psychoanalytical Theory: Erich Fromm.
3. Interpersonal Theory: Harry S. Sullivan.

Section- B

4. Life-Span approach to Personality: Erik Erickson.
5. Theory of Needs: Henry Murray
6. (a) Trait Approach to Personality: Gordon Allport.
(b) Trait Approach to Personality: Raymond Cattell. (Factor Theory)
(c) Trait Approach to Personality: Hans Eysenck. (Factor Theory)
(d) Other Trait Theorists: Robert Mc Crae and Paul Costa (Five-Factor Model).
7. Temperament Theory: Arnold Buss and Robert Plomin
8. Humanistic Theory of Personality: Abraham Maslow and Carl Rogers

Section- C

9. Construct Theory of Personality: George Kelly's.
10. Behavioral Theory of personality: B.F. Skinner.
11. Social Learning Theory: Albert Bandura.
12. Social learning Theory: Julian Rotter.
13. Limited domain Theories of Personality.
(a) Need Achievement Theory: Mc Clelland.
(b) Sensation Seeking: Morvin Zuckerman.
(c) Theory of Learned Helplessness: Martin E.P. Seligman.
14. Field Theory of Personality: Kurt Lewin

Recommended Books:

1. Calvin, S. H., Campbell, J. B., & Lindzey, G. (1998). *Theories of Personality*. John Wiley and Sons Inc.

2. Friedman, H.S., & Schustack, M.W. (2003). *Personality, Classic Theory and Modern Research* (2nd edition), Singapore: Pearson Education.
3. Hjelle, L.A., Zeigler, D.J. (1991). *Personality Theories: Basic Assumptions, Research Applications* (2nd edition) New York: McGraw Hill.
4. Hall, C.S., & Lindzey, G. (1978). *Theories of Personality*, (3rded.). New York: John. Wiley and Sons.
5. Hall, G.C., Lindzey, G., & Campbell, J.C. (2007). *Theories of Personality* (4th edition) New York: J. Wiley.
6. Larson, R.J., & Buss, D.M. (2005). *Personality Psychology: Domains of Knowledge about Human Nature*.
7. Liebert & Liebert, (2006) *Personality: Strategies and Issues*. Pacific Grove, California: Brookes/Cole Publishing Company.
8. Pervin, L.A. (2001). *Personality: Theory, Assessment and Research* (8thed.). New York: Wiley International ed.
9. Ryckman, R.M. (2004). *Theories of Personality*. (8th ed.). Belmont, CA: Wadsworth/Thomson Learning.
10. Schultz, D.P., Schultz, S.E. (2004). *Theories of Personality* (8thed.) Wadsworth Publisher.

Suggested E-learning Material:

1. Personality Theory in a Cultural Context
<https://cnx.org/contents/IISyy6OT@1.1:YjVRK006@2/Introduction-to-Personality>
2. The Cambridge Handbook of Personality Psychology
<https://sangu.ge/images/PersonalityPsychology.pdf>
3. Journal of Personality <https://onlinelibrary.wiley.com/journal/14676494>
4. Journal of Research in Personality <https://www.journals.elsevier.com/journal-of-research-in-personality-in-personality>.

SSC 402 Social Science Perspective

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

5 0 0 5

Learning Outcomes:

After completion of the course, the students will be able to:

- Analyze the holistic view of encompassing different social science disciplines.
- Provide insights to interpret social events at any given point of time.
- Understand the basic ingredients of social science disciplines to contextualise social reality.

Section-A

The Evolution of Social Science:

Philosophy of Knowledge and the study of society in Pre-Modern Era.

Enlightenment, Modernism and the Idea of Social Sciences.

Ideographic and Nomothetic Dichotomy: The Natural and Social Science divide.

The Interdisciplinary Relations.

Section-B

Perspectives to Social Phenomena:

Historical, Normative approach, Classical Economy:

Critique of Political Economy: Psycho-analytical Interpretation;

The 'Orient' and 'Occident' Perspective: Lucknow School, Lohian Approach, Amartya Sen (Welfare Economics and Social Justice); Peter Winch, Thomas Kuhn.

Section-C

Emerging Themes:

Cliometrics and the Quantitative analysis of the Social Change;

Science, Technology and Ecology;

Developing ideas on 'Self': Self Concept, Self Esteem and Social Identity.

Recommended Books:

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

Suggested E-learning Material:

1. Bertens, Hans. (1995). The Idea of Post Modern. A History, Karachi University Research Forum, London, NY: Routledge. Retrieved from <https://archive.org/details/HansBertensTheIdeaOfThePostmodernAHistoBookZZ.org/page/n3>
2. Seligman, Edwin R.A. & Johnson, Alvin. 'Encyclopedia of the Social Sciences', Vol.8, Industrial Revolution- Labour Turnover, Macmillan London. Retrieved from <https://archive.org/details/encyclopaediaoft030467mbp/page/n3>

PSY 411L Psychology Lab-I**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****0 0 10 5****Learning Outcomes:**

After completion of the course, the students will be able to:

- Demonstrate the utility of personality tests.
- Discuss the appropriateness of different intelligence tests.
- Explain various constructs and their tests in term of decision making, Vedic personality, communication etc.
- Analyze the concept of Indian psychology.

1. Practice any three tests from the following tests-

- a) Word Association Test.
- b) Myers – Briggs Type Indicator.
- c) Horney – Coolidge Tridimensional Inventory.
- d) NEO-PI.
- e) Locus of Control.
- f) Maudsley Personality Inventory.
- g) Emotional and Social Competence.
- h) Minnesota Multiphasic Personality Inventory.

2. Practice any three tests from the following tests -

- a) Embedded Figure Test.
- b) Torrance test of Creativity.
- c) Stroop Task.
- d) Cognitive Ability Test.
- e) Guilford Creativity Test.
- f) Kaufman Assessment Battery.
- g) Cognitive Assessment System.

3. Practice any two tests from the following tests -

- a) Vedic Personality Inventory / Positive Personality trait Questionnaire.
- b) Value in Action Inventory.
- c) Sukha – Dukha Scale.
- d) Sat – Chit Ananda Scale.
- e) Anasakti Scale.

Second Semester

PSY 401 Advanced Quantitative and Qualitative Analysis

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain research process and its fundamental steps in terms of hypothesis, problem and variables.
- Discuss quantitative and qualitative analysis techniques for analyzing and interpretation of psychological data.
- Discuss and explain the concept of research design and its types in terms of between and within group design.
- Illustrate factorial, correlational and regression analysis.

Section A

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

Section B

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

Section C

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

Recommended Books:

1. Breakwell, G. M., Hammond, S., & Fife-Schaw, C. (2000). *Research methods in psychology* (2nd Ed.). London: Sage Publications.
2. Broota, K. D. (1989). *Experimental designs in behavioural research*. New Delhi: Wiley Eastern.
3. Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research*. USA: Sage.
4. Gliner, J. A., Morgan, G. A., & Leech, N.L. (2009). *Research methods in applied settings* (2nd Ed.). New York: Routledge.
5. Gravetter, F. J. & Forzano, L. B. (2006). *Research Methods for behavioural sciences*. Singapore: Thomson-Wadsworth.
6. Howell, D. C. (2010). *Statistical Methods for Psychology*. Belmont: CA: Cengage Wadsworth.
7. Silverman, D. (2012). *Qualitative Research* (3rd ed.). South Asia: Sage.
8. Smith, J.A. (2008). *Qualitative Psychology: A practical guide to research methods*. London: Sage.

Suggested E-learning Material:

1. Research Design: Quantitative, Qualitative and Mixed methods
https://www.pdfdrive.com/john-w-creswell-research-design_-qualitative-quantitative-and-mixed-methods-approaches-e24960021.html
2. Social Research Methods: Quantitative and Qualitative approaches
<https://www.pdfdrive.com/social-research-methods-qualitative-and-quantitative-approaches-e19744746.html>
3. Qualitative Research Methods
<https://www.pdfdrive.com/qualitative-research-methods-e18822833.html>

PSY 409 Human Values and Professional Ethics

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

5 0 0 5

Learning Outcomes:

After completion of the course, the students will be able to:

- Describe and evaluate ethical and social value in historical and cultural contexts.
- Evaluate the role of ethical leadership promoting effectiveness of the organizations.
- Identify the competencies and issues professional ethics.
- Distinguish between values and skills, happiness and accumulation of physical facilities, the self and the body, intention and competence of an individual.

Section A

1. Human Values: Meaning, Significance, Types and Theoretical approaches: Rokeach's Model, and Schwartz's Model of Basic Human Values.
2. Self Exploration – content and process: 'Natural Acceptance' and Experiential Validation. Continuous Happiness and Prosperity – basic Human Aspirations.
3. Ancient Scripture and Values: common ethical values in different religions. Values in the world of modernization.

Section B

4. Harmony in the Human Being/ Myself/ Family and Society: Human being as a co-existence of the sentient 'I' and the material 'Body'. Needs of Self ('I') and 'Body' – Sukh and Suvidha.
5. Body as an instrument of 'I'. Characteristics and activities of 'I' and harmony in 'I'. Harmony of I with the Body: Sanyam and Swasthya.
6. Harmony in the family. Values in human relationship; meaning of Nyaya and Ubhay-tripti. Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.

Section C

7. Professional ethics: Conceptual understanding, Ethical inquiry and Ethical perspectives.
8. Natural acceptance of human values. Definitiveness of Ethical Human Conduct.
9. Leadership and Ethics. Ethical Decision making: Factors Promoting Ethical Decision.
10. Competence in professional ethics: augment universal human order, scope and characteristics of people-friendly and eco-friendly production systems.
11. Ethical issues in workplace, Ethical dilemmas.

Recommended Books:

1. Gaur, R. R., Sangal, R., & Bagaria, G. P. (2009). *A Foundation Course in Human Values and Professional Ethics*. Excel books Pvt.Ltd
2. Gaur, R. R., Sangal, R., & Bagaria, G. P. (2009). *Teacher's Manual*.
3. Goel, A. & Goel, S. L. (2008). *Human Values Principles and Practice*, Deep and Deep Publications PVT. LTD, New Delhi.
4. Tripathy, A. N. (2003). *Human values*, New Age International Publishers.
5. Banerjee, B. P. (2005). *Foundations of Ethics and Management*, Excel books.
6. Bajpai, B.L. (2008). *Indian Ethos and Modern Management*, New Royal book Co; Lucknow.
7. Dhar, P. L., & Gaur, R. R. (1990). *Science and Humanism*, Commonwealth Publishers.
8. George, S. (1991). *How the Other Half Dies*, Penguin Press.
9. Donella, H. M., Meadows, D. L., Randers, W., & Behrens, W. (1972). *Limits to Growth*. Club of Rome's Report, Universe Books.
10. Palekar, S. (2000). *How to practice Natural Farming*. Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
11. Nagraj, A. (1998). *Jeevan Vidyaek Parichay*. Divya Path Sansthan, Amarkantak.
12. Schumacher, E. F. (1973). *Small is Beautiful: a study of economics as if people mattered*. Blond & Briggs, Britain.

Suggested E-learning Material:

1. Introduction to Ethics http://samples.jbpub.com/9781449649005/22183_CH01_Pass3.pdf
2. Introduction to Ethics https://www.soas.ac.uk/cedep-demos/000_P563_EED_K3736-Demo/module/pdfs/p563_unit_01.pdf
3. Basic Human Values in the Workplace <https://helda.helsinki.fi/bitstream/handle/10138/23465/basicum.pdf?sequence=2>

PSY 404 Positive Psychology**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****5 0 0 5****Learning Outcomes:**

After completion of the course, the students will be able to:

- Analyze the importance of positive emotions in well-being and mental health.
- Apply concepts of positive psychology for the development of positive values.
- Analyze the role and importance of positive relationships in the lives of human-beings.
- Synthesize the role of flexibility and complexity in intra- and interpersonal well-being.

Section- A

1. Introduction to Positive Psychology: Definition, Significance, History, Goals, Perspectives: Western and Eastern.
2. Principles of Pleasure: Concept of Affect, Distinguish between Positive & Negative Affect.

Happiness: Concept, Hedonic and Eudaimonic Happiness, Subjective Well-being (Hedonic base of Happiness), Self-Realization (Eudaimonic base of Happiness), Compare Hedonic and Eudaimonic views of Happiness.

Positive Emotions: Concept, Positive Emotions and Health Resources, Positive Emotions and Wellbeing, Cultivating Positive Emotions.

Sense of Humor: Concept, Cultivation and measurement of Sense of Humor.

3. Positive Relationships: Concept of Attachment, Types and Adult Attachment.

Love: Concept, Typologies, Triangular Theory of Love, Self-Expansion Theory.

Flourishing Relationships.

Section- B

4. Prosocial Behavior: Concept of Altruism, Egotism Motive, Empathy Motive and Empathy-Altruism Hypothesis, Genetic & Neural foundations of Empathy, Cultivating Altruism, Measuring Altruism.

Gratitude: Concept, Cultivating, Measuring Gratitude, Psychophysiological foundations of Gratitude. Forgiveness: Concept, Cultivating, Measuring, Evolutionary and Neurological bases of Forgiveness.

5. Positive Cognitive States & Processes-

- a) Self-Efficacy: Concept, Neurobiology of Self-Efficacy, Measuring Self-Efficacy, Collective Self-Efficacy.

- b) Optimism: Concept, Measuring, Learned Optimism, Neurobiology of Learned Optimism, Measuring Learned Optimism.

- c) Hope: Concept, Neurobiology of Hope, Measuring Hope, Collective Hope. Resilience: Concept, Perspectives, Skills & Applications.

- d) Wisdom: Concept, Theories, Developing Wisdom, Measurement of Wisdom.

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

Section- C

6. Mindfulness: Concept, Benefits of Mindfulness.

Flow: Flow State, Autotelic Personality, Fostering Flow. Spirituality: Indian & Western View, Benefits of Spirituality.

7. Positive Institutions: Positive Parenting, Skills of Positive Parenting.
Positive Schooling: Goals, Components and Skills. Organization
(Work Place): Goals, Strengths.
Religion: Goals, Strengths.
8. Betterment of Communities-
Individualism: History, Emphases in Individualism.
Collectivism: History, Emphases in Collectivism.
ME/WE Balance.

Recommended Books:

1. Aspinwall, L. G. & Staudiger, U. M. (2002). *A Psychology of human strengths: Fundamental questions and future directions for a positive psychology*. Washington, (Eds.)
2. Averill, J. R. & Nunley, E. P. (1992), *Voyages of the heart: Living an emotionally creative life*. New York: Free Press.
3. Baltes, P. B. (2005). *Wisdom: The orchestration of mind and character*. Boston: Basil Blackwell.
4. Baumgardner, S. R. & Crothers, M. K. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley.
5. Branden, N. (1994). *The six pillars of self-esteem*. New York: Bantam Books.
6. Buchanan, G. and Seligman, M.E.P. (1995). *Explanatory Style* (Eds.). Hillsdale, N.J.: Erlbaum.
7. Buckingham, M. & Clifton, D. O. (2001). *Now, discover your strengths*. New York: Free Press.
8. Carr, A. (2007). *Positive Psychology: The science of happiness and human strength*. Routledge Taylor & Francis group London, New York.
9. Csikszentmihalyi, M. (1990). *Flow: The psychology of optimum experience*. New York: Harper & Row.
10. Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: Harper Collins.
11. DC: American Psychological Association.

12. Gillham, J.E. (2000). *The Science of Optimism and Hope: Research Essays in Honor of Martin* (Ed.) E. P. Seligman. Radnor, PA: Templeton Foundation Press.
13. Linley, P. A. & Joseph, S. (2003). *Positive psychology in practice*. (Eds.) Hoboken, NJ: Wiley.
14. Lopez, S. & Snyder, C. R. (2003). *Positive psychological assessment: A handbook of models and measures* (Eds). Washington, DC: APA.
15. McCullough, M. E. Pargament, K. I. & Thoresen, C. E. (2000). *Forgiveness: Theory, research, and practice* (Eds.). New York: Guilford Press.
16. McDermott, D., & Snyder, C. R. (1999). *Making hope happen: A workbook for turning possibilities into realities*. Oakland, CA: New Harbinger Publication.
17. McDermott, D., & Snyder, C. R. (2000). *The great big book of hope*. Oakland, CA: New Harbinger Publications.
18. Peterson C, & Seligman, M.E.P. (2004). *Character Strengths and Virtues A Handbook and Classification*. Washington, D.C.: APA Press and Oxford University Press.
19. Peterson, C. (2006). *A primer in Positive Psychology*. New York: Oxford University.
20. Saarni, C. (1999). *Developing emotional intelligence*. New York: Guilford.
21. Seligman, M. E. P. (1999). *Learned optimism*. NY: Knopf.
22. Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. NY: Free Press.
23. Seligman, M. E. P., Reivich, K., Jaycox, L., & Gillham, J. (1995). *The optimistic child*. NY: Houghton Mifflin.
24. Snyder, C. R. (2000). *Handbook of hope: Theory, measures, and applications*. San Diego, CA: Academic Press.
25. Snyder, C. R., & Lopez, S. J. (2002). *The handbook of positive psychology* NY: Oxford University Press.
26. Snyder, C. R., McDermott, D. Cook W., & Rapoff, M. (2002). *Hope for the journey: Helping children through the good times and the bad* (Rev. ed) Clinton Corners, NY: Percheron.

27. Snyder, C. R. & Lopez, S. J. (2009). *Positive Psychology: The scientific and practical explorations of human strengths*. Lawrence: Sage.
28. Synder, C. R., & Lopez, S. J. (2009). *Positive Psychology*. Sage Publication India Pvt. Ltd.

Suggested E-learning Material:

1. Positive psychologist on positive psychology <https://www.pdfdrive.com/positive-psychologists-on-positive-psychology-e26890470.html>
2. Positive psychology in practice <https://www.pdfdrive.com/positive-psychology-in-practice-researchgate-e13947710.html>
3. Positive psychology <https://www.pdfdrive.com/positive-psychology-e33549648.html>

SSC 401 Research Techniques in Social Sciences

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

5 0 0 5

Learning Outcomes:

After completion of the course, the students will be able to:

- Develop aptitude for social science research.
- Identify various sources of primary and secondary data.
- Formulate hypothesis.
- Identify and apply various quantitative and qualitative methods of research.
- Summarize, analyze and interpret qualitative and quantitative data in social science research.
- Write a coherent report and research paper.

Section- A

Formulation of Research Problem.

Research Design.

Formation and types of hypothesis.

Sampling.

Section- B

Source of Primary and Secondary data including library and e-resources.

Techniques of Quantitative & Qualitative Data Collection: Interview, Schedule, Questionnaire, Observation & Oral history.

Case Study & Content Analysis.

Section- C

Classification & Tabulation.

Graphic Presentation- Histogram, Bar & Pie diagram.

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

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

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

Report writing and the writing of research papers.

Recommended Books:

1. Sellitz, et al. (2003). *Research Methods in Social Relations*. New York.
2. Goode, W. J. & Hatt, P. K. (1987). *Methods of Social Research*. New York: Free Press.
3. Babbie, E. R. (2005). *Survey Research Methods*. Belmont California: Wadsworth Publishing Company.
4. Shah, V. P. (2001). *Reporting Research*. Ahmedabad: RachanaPrakashan.
5. Sijoberg, G. & Nett, R. (2002). *A Methodology for Social Research*. Jaipur: Rawat Publication.
6. Kothari, C. R. (2008). *Research Methodology- Methods and Technique*. New Delhi: Wiley and Eastern Limited.
7. Rosenburg, K. (1990). *Statistics for Behavioural Sciences*. W. C. Brown Publishers.
8. Black, T. (2001). *Understanding Social Sciences Research*. New Delhi: Sage Publication.
9. Mariampolski, H. (2001). *Quantitative Market Research- A comprehensive Guide*. New Delhi: Sage Publication.

Suggested E-learning Material:

- Social Research Methods: Qualitative and Quantitative Approaches. Retrieved from http://letrunghieutvu.yolasite.com/resources/w-lawrence-neuman-social-research-methods_-_qualitative-and-quantitative-approaches-pearson-education-limited-2013.pdf
- Fundamental of Research Methodology and Statistics. Retrieved from <http://cache3.pdfdrive.com/dl.php?id=10442087&h=e90bd7771c3c9674c6672e678aea224&u=cache>
- Research Methodology a step-by-step guide for beginners. Retrieved from http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf

PSY 412L Psychology Lab – II**Max. Marks : 100****(CA: 40 + ESA: 60)**

L	T	P	C
0	0	10	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain conceptual foundation of Life skills
- Apply life skills in various domains of life.
- Develop skills in the operationalization of SPSS software.
- Conduct data analysis and its interpretation using SPSS software.

1. Assessment and Development of Life Skills / Soft Skills.

- Self-Awareness.
- Empathy.
- Critical Thinking.
- Creative Thinking.
- Communication.

- f) Interpersonal Relation (Building on Social support and Social Capital, Conflict Resolution, Cooperation, Competition)
 - g) Problem Solving,
 - h) Decision Making.
 - i) Handling Emotions.
 - j) Stress Management (Stress Appraisal, Hardiness, Type A/B Personality and Yoga Techniques).
2. Using SPSS: Assess and Evaluate the Application of following Statistical Techniques -
- a) Measures of Central Tendency and Variability.
 - b) Correlation and Regression.
 - c) T-test and Chi Square.
 - d) ANOVA.

Third Semester

PSY 501 Clinical Psychology

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Identify how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior.
- Identify and critically evaluate psychological research methods.
- Explain various methods for collecting information from the client.
- Perform personality assessment by using various methods and approaches.

Section-A

1. Introduction to Clinical Psychology: Definition, Historical background, Separation of Clinical Psychology from related Professionals, Work Settings of Clinical Psychologists.
2. Psychological Models and Interventions: Biological, Psychoanalysis, Interpersonal, Humanism, Behavioral, Cognitive, Social, Clinical, Custodial, and Community.
3. Clinical Interviewing: Types of Clinical Interviews (Intake, Case History, Diagnostic Interview, Mental Status Exam and Crisis Interview), Interview with Children, Communication Strategies (Verbal, Non-verbal and Listening Skills).

Section-B

4. Psychological Assessment: Process of Psychological Assessment (Planning, Data Collection, Processing Assessment Data, Communicating Assessment Findings).
5. Intellectual and Educational Assessment: Intelligence (Definition, Theories and Measurement), Issues and Controversies (Correlates of IQ, Heritability of IQ, Malleability of IQ). Educational Assessment: Aptitude tests and Achievement tests.

6. Personality Assessment: Projective Methods (Rorschach, TAT, Projective Drawings), Self-Report Technique/Objective Methods (MMPI), NEO-Personality (Millon's Clinical Multi-axial Inventory). Behavioral Assessment: Concept, Traditional Approaches (Syndrome-based Diagnosis, Empirically based Classification and Traditional Psychodynamic Approaches), Behavioral Assessment Methods (Behavioral Interviews, Structured Interviews, Questionnaires, Behavior Rating Scales, Analogue Techniques, Self-Monitoring, Direct Observation, Psycho-physiological Recording Methods), Functional Analysis (Problem Description, Identifying Controlling Variables, Adaptive Significance of the Problem Behavior, Selection of Treatment, Evaluation of Treatment Progress and Outcome), Assessment of Dysfunctional Cognitions.

Section- C

7. Clinical Neuro-Psychology: Brain-behavior Relationship, Causes of Brain Dysfunction (Trauma, Cerebro-vascular Disease, Degenerative Diseases, Tumors, Chronic Alcohol abuse and Nutrition Deficits), Neuropsychological Assessment (Comprehensive Batteries, Individualized Neuropsychological Assessment).
8. Clinical Health Psychology: Concept, Models of illness and health (Biomedical, Bio-psycho-social), Behavior and Health, Illness (Diabetes mellitus, Headache, Cancer).
9. Forensic Psychology: Definition, Expert Witnesses, Psychology and Criminal Laws, Civil Commitment (Laws and Procedures), Child Abuse, Child Custody in Divorce.

Recommended Books:

1. Feltham. C. (1997). *Which Psychotherapy?* Thousand Oaks: Sage.
2. Hecker, J. E., & Thorpe, G. L. (2007). *Introduction to Clinical Psychology: Science, Practice & Ethics*. Dorling Kindersley Pvt. Ltd.
3. Jopfer, S. J. (1988). *Modern Clinical Psychology*. Delhi: C.S. Publication.
4. Kendall & Norton-Ford (1982). *Modern Clinical Psychology*. New York, Wiley.

5. Korchin, S. J. (2004). *Modern Clinical Psychology: Principal of intervention in the clinical and the community*. CBS Publication.
6. Shaffer, G. W., & Lazarus, R.S. (2007). *Fundamental concepts in Clinical Psychology*. Surjeet Publications.

Suggested E-learning Material:

- Contemporary Clinical Psychology
<http://www.al-edu.com/wp-content/uploads/2014/05/Plante-Contemporary-Clinical-Psychology.pdf>
- The Technique Of Psychotherapy
https://www.israppsych.org/books/wp-content/uploads/2015/05/technique_of_psychotherapy.pdf
- Living With Chronic Depression: A Rehabilitation Approach
<https://freepsychotherapybooks.org/psychotherapy/checkout/task-step/step-1>

PSY 503 Counseling Psychology

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

After completion of the course the students will be able to:

- Summarize the process of counseling and its principles.
- Analyze the basic concept, approaches, history and trends in counseling.
- Explain implication of Indian and integrative approaches of counseling.
- Describe the counseling processes and its relationship involve in different classical and modern counseling therapies.

Section A

1. Counseling- Meaning & Nature, Distinction Between Counseling, Guidance & Psychotherapy, Goals of Counseling, Basic assumptions behind Counseling, Characteristics of Effective Counselors.

2. Approaches to Health and Wellness: Personal Characteristics Models, Psychological Health Models, Multi-Dimensional Health and Wellness Models.
3. History of and Trends in Counseling, Movement in India, Current trends in the Twenty-first century. Ethical issues in Counseling.

Section-B

4. Counseling Process and Relationship: Stages in Counseling Rapport Building, Assessment of client's problem and concerns, Mechanism of Entering, Maintaining, and Terminating Relationship.
5. Psychoanalytic & Existential Therapies: Classical & Modern, Transactional Analysis, Gestalt Counseling, Logotherapy & Reality Therapy
6. Behavior Therapies: Systematic Desensitization, Flooding, Aversive Therapy, Biofeedback Technique, Assertiveness Training
7. Cognitive & Humanistic Therapies: REBT, Beck's cognitive therapy, Roger's Client Centered Therapy

Section C

8. Indian Approach: Yoga and Meditation, Reality Therapy. Chemical Therapies: Drug Therapy, ECT and Psychosurgery.
9. Career Planning and Decision Making in Schools, Multicultural Counseling: Difficulties and issues, The Development of Clinical Mental Health counseling. Marriage, Couple, family, Feminist, Individual and Group counseling,
10. Integrative approaches: Expressive Arts, Narrative & Symbolism, eclectic Approach.

Recommended Books:

1. Brown, S. D., & Lent, R. W. (2000). *Handbook of Counseling Psychology* (3rd Ed.). John Wiley & Sons, Inc.
2. Capuzzi, D., & Gross, D. R. (2008). *Counseling and Psychotherapy: Theories and Interventions*. Dorling Kindersley Pvt. Ltd.
3. Chaudhury, H. (1975). *Yoga Psychology*. In C. T. Tart (Ed.), *Transpersonal Psychologies*. London: Routledge & Kegan Paul.
4. Erford, B. T. (2007). *Assessment for Counselors*. Lahaska Press, Houghton Mifflin Company: New York.

5. Gibson, R.L. & Mitchell, M.H.(2005). *Introduction to Counseling and Guidance*. New Delhi: Pearson education
6. Gladding S.T. (2014) *Counseling: A Comprehensive Profession*. (7th Ed) Dorling Kindersley Pvt. Ltd. of Pearson Education. New Delhi, India.
7. Kakar, S. (1982). *Shamans, Mystics and Doctors: A Psychological Enquiry into India and its Healing Traditions*. Bombay: Oxford University Press.
8. Kottler J.A. and Shepard D.S. (2008). *Counseling theory and Practices*. Cengage learning India Pvt. Ltd. New Delhi
9. Pederson, P. B., Draguns, J.G., Lonner, W. J., & Trimble, J. (1996). *Counseling across Cultures*. Thousand Oaks: sage.
10. Rao, S.N. (2006). *Counseling and guidance* (2nd Ed). Tata McGraw-Hill Publishing Co. Ltd. New Delhi
11. West, M. A. (Ed.) (1987). *The Psychology of Meditation*. Oxford: Clarendon Press.

Suggested E-learning Material:

- How To Stop Worrying And Start Living , Dale Carnegie
http://www.coachcurran.com/media/Dale_Carnegie_How_To_Stop_Worrying_And_Start_Living.pdf
- Counseling Psychology www.researchgate.net/publication/16827917_Counseling_Psychology
- Module 2 Counselling http://www.unesco.org/education/mebam/module_2.pdf
- Guidance and Counselling <http://ncert.nic.in/textbook/pdf/lehe108.pdf>

PSY 519L Psychology Lab – III

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
0	0	10	5

Learning Outcomes:

After completion of the course the students will be able to:

- Conduct case study by using various psychological tests.

- Develop skills in the administration and interpretation of various projective tests.
- Discuss ethical issues in the administration of various tests.
- Identify and handle problems in data collection and dealing with the clients.

1. Assessment of Health Status and Attitudes:

- (i) Assessment of Personality (Millan's Multi-Axial Clinical Inventory)
- (ii) Identification of Health beliefs / Health Loci
- (iii) Assessment of Mental Health (General Health Questionnaire-GHQ)
- (iv) Assessment of Depression (Beck's Depression Inventory)

2. Projective Techniques: Rorschach Inkblot, TAT, CAT, SCT, Picture Completion, WAT, and Role Playing.

CS 513 Computer Applications

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
3	0	0	3

Learning Outcomes:

After completion of the course, the students will be able to:

- Demonstrate knowledge of the computer system.
- Have the ability to define operating system, databases and Network application.
- Have and understanding of the proper contents of a computer system and these software tools like MS-WORD, MS-EXCEL, MS-Power Point and SPSS.

Section- A

Introduction:

What is Computer, Applications of computer, Elements of computer: Hardware & Software, Block Diagram of Computer System Functions of the computer components, Concept of Data and Information, Evolution and Classification of Computer.

Software: What is Software and Types of Software.

Operating System: Introduction and function of Operating System.

Programming languages: Generation of languages, Language Translators: Assembler, Compiler and Interpreter.

Database Management Systems: Concepts & Applications.

Section- B

PC Software: Word Processing:

Creating, opening and Saving Documents, Formatting, Inserting Tables and Pictures and Mail Merge.

Spreadsheets Package:

Creating, Opening & Saving Worksheets, Use of Formulas & Functions, Charts: types, creation, editing. Sorting and Filtering of Data, What-if analysis: Scenarios & pivot table, Goal Seek.

Presentation Packages:

Introduction to Presentation Packages, Inserting Slides, Templates, Slide views, Graphics and Animation.

Introduction to Computer Network:

What is Network, Advantages, types of Network: LAN, WAN, MAN.

Internet:

Applications, Web browsers, Servers, Internet Services-WWW, E-mail, URL, Search Engines, Concept of Blogging.

Section- C

Analysis through Statistical Packages (SPSS):

Types of Variables, Classification and Tabulation of Data, Graphical presentation of Data: Histogram, Bar, and Pie Diagram. Import/Export of Data, Measures of Central tendency: Mean, Mode, and Median. Measure of Dispersion: Standard Deviation. Correlation analysis, Chi-Square Test.

CS 513L Computer Application Lab

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

0 0 4 2

S. No.	Practical
1	Introduction to SPSS
2	Introduction to Different Table
3	How we represent data in SPSS (Data View and Variable View)
4	How we import and export the file in SPSS
5	Creation of Histogram, Bar and Pie diagram
6	Import the file in SPSS and Perform following operation (i) Frequency Analysis for each variable and draw Histogram. (ii) Descriptive Analysis for each variable.
7	Perform frequency analysis Generate Pie chart showing age in X axis, Gender in Y axis Slice by name, age, gender.
8	Perform the Mean Mode and Median operation using SPSS on given data set.
9	Perform frequency analysis Generate Bar chart between age and education. Define, id, Name, Age, Gender, Educational Qualification, Educational course.
10	Find out the standard deviation using SPSS on given data set.
11	Perform correlation analysis
12	Perform nonparametric chi Square test.

Recommended Books:

1. Sinha, P. K. (2004). Computer Fundamentals: Concept, Systems and Applications. BPB Publications.
2. Goel, A. Computer Fundamentals. Pearson Education
3. Jaiswal, S., (1996) P.C.Software Bible. Galgotia, New Delhi.
4. Garg, P., Gupta, S. (2013). Computer Fundamentals & Office Automation. Shubham Publications.

5. Govil, M.C. Computer Fundamentals and Programming in C. Jaipur Publication House.
6. Forouzan, A. B. Data Communications & Networking (4th ed.). Tata McGraw-Hill.

Suggested E-learning Material:

1. Computer Fundamental by P.K. Sinha.
<https://www.edutechlearners.com/computer-fundamentals-p-k-sinha-free-pdf/>
2. Introduction to Computer System and sub module
<https://nptel.ac.in/courses/106103068/>
3. Introduction to SPSS
<https://lo.unisa.edu.au/mod/book/view.php?id=646443&chapterid=106605>
4. Introduction to MS Office <https://support.office.com/>

Fourth Semester

PSY 502 Community Psychology

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

5 0 0 5

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain different communities of society in terms of advantaged and disadvantaged groups.
- Explain the concept of disempowerment and disadvantage groups in terms of excluded community.
- Discuss the feature of empowered group and social capital globally.
- Demonstrate the knowledge of human behavior and psychological health.

Section A

1. Introduction: Concept of Community Psychology, Historical Background of Community Psychology.
2. Community Psychology's Core Values: Empowerment, Liberation Psychology, and Social Justice.
3. Research in Community Psychology: Values Applicable to Pluralistic Community Research, Participatory and Action Research, Requirements for the Action Researches, Task for Community Psychologist.
4. Models: Bronfenbrenner's Ecological Model, Social Action Model, Social Action and Innovation: Moving to Collective Social Action, Experimental Social Innovation and Dissemination (ESID). Coburn's Model of Health.

Section B

5. The Experience of Disempowerment: Disempowerment by War, Immigration, Homelessness, and Unemployment. Disempowerment because of Income, Gender, or Sexual Orientation: The poor and socially excluded, Women, Lesbian, Gay, Bisexual, and Trans-gendered people (LGBT).

6. Strengthening Social Support for Members of Disempowered Groups: Social Support for Young People, Social Support Interventions for Women, Social Support for those with Illness or Disability for their Families, Responding to Domestic Violence, Support for LGBT groups.
7. Social Position and Inequalities in Health, Social Class: Complexities and Controversies, Place and its Influence on Health and Well-Being.

Section C

8. Intervention: Principles and Methods of Community Intervention Crisis Intervention, Consultation, Mental Health education.
9. Social Indicators: Problems of Population, Problems of Education, Problems of Delinquency and Crime, Problems of Alcoholism and Drug Dependence.
10. Social Capital: Concept, Indicator, Social Capital Theory, Measurement of Social Capital.
11. Empowering Communities: The Theory of Community Coalitions, Collaborations, Consortia, and Coalition. Participation and Liberation: Participation in Local Liberation, Projects to Protect and Sustain Natural Resources, and Towards Liberation for the Poor and Oppressed.

Recommended Books:

1. Bernard, I. I., Bloom, I. & Spielberger, C. D.(1977). *Community Psychology in Transition*. John Wiley. N.Y.
2. James H. Dalton, Maurice J. Elias, and Abraham Wandersman. (2006) *Community Psychology: Linking Individuals and Communities*
3. Jennifer KofkinRudkin. (2002) *Community Psychology: Guiding Principles and Orienting Concepts*. Prentice Hall.
4. John Moritsugu, Frank Y. Wong, and Karen Grover Duffy. (2009) *Community Psychology* (4th Edition).
5. Kloos, B. (2012). *Community Psychology- Linking Individuals and Communities*.
6. Mann, P. A. (1978). *Community Psychology: Concepts and Applications*. N.Y.: The Free Press.

7. Nelson, G., & Prilleltensky, I. (2002). *Community Psychology: In Pursuit of Liberation and Well-Being*. Palgrave MacMillan.
8. Orford, J. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. Wiltshire: John Wiley & Sons Ltd.
9. Rappaport J. Seidman (2006). *Community Psychology, Handbook of Community Psychology*. Springer.
10. Rappaport, J. (2006). *Community Psychology*. Holt, Rinehart & Winston. NY.

Suggested E-learning Material:

- Psychology of the oppressed
<https://www.pdfdrive.com/psychology-of-the-oppressed-encounters-with-community-psychology-in-palestine-e19743554.html>
- International community psychology
<https://www.pdfdrive.com/international-community-psychology-myctborg-e12698463.html>
- Community psychology and social integration <https://www.pdfdrive.com/community-psychology-social-integration-e22008859.html>

**PSY 508 Organisational Behaviour and Human
Resource Development**

Max. Marks : 100
(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Analyze challenges and issues of organizational behavior.
- Identify and apply the theories, principal and skills of organizational behavior and HRM.
- Compare and evaluate approaches and methodology of organizational behavior.
- Examine challenges of effective functions of HRM organizational communication.

Section A

1. Historical development of Organisational Behaviour: Contributions of Taylor, Weber, and Fayol. The Hawthorne Studies. Concept of OB: Definition, disciplines contributing to OB. Theoretical Framework: Cognitive, Behaviouristic and Social Cognitive.
2. Theories of Motivation: Content Theories - Maslow's Hierarchy of Needs, Herzberg's Two-factor Theory, Alderfer's ERG Theory. Process Theories- Vroom's Expectancy Theory, The Porter-Lawler Model. Contemporary Theories of Motivation- Equity theory of Work Motivation.

Employee Engagement: Job characteristics Model, Job Enrichment, Job Rotation, Ways of Motivating Employee.
3. Stress: Causes and strategies of Stress. Conflict: Individual and Interactive Conflict. Conflict Resolution Strategies. Causes and prevention of accidents.

Section B

4. Theories of Leadership: Trait, Behavioural, Contingency and Contemporary theories. Leadership styles and skills, Contemporary issues in leadership.
5. Organizational Culture: Definition of organizational culture, Types and Underlying Dimensions of Organisational Culture. Functions of Organizational Culture. Culture as a Liability. Creating and Sustaining Culture. Methods of learning culture.
6. Human Resource Development: Functions and goals of HRM, HRM in changing Environment. Planning: Definition and Process of Planning in Organizational Framework.

Assessment: Human Resource Management System, Replacement Charts, Demands and Supply of Labor.

Section C

7. Job Analysis: Definition and Methods, Steps in a job analysis, techniques of structured job analysis, Purpose of job analysis. Reward system: Monetary & Non-monetary Aspects of Reward System. Job Evaluation, Practices and Issues in Wage Payment.
8. Recruiting: Goals, Sources, alternatives.

Selection: Goals, Process Key elements for successful selection, Predictors: Reliability, Validity. Selection Devices.

Socialization Process.

9. Training and Development: Training Needs, Training Approaches, Concept of Employee Development. Employee Development Methods, Organization Development: Intervention Techniques. Evaluation of Effectiveness of Training and Development Program.

Recommended Books:

1. Aswathappa, K. (2005). *Human Resource Management*. New Delhi: McGraw Hill.
2. Beardwell, I. & Holden, L. (1996). *Human resource management: A contemporary perspective*. New Delhi: Macmillan India Ltd.
3. Beer, M., Spector, B. (1988). *Resources Development*. London : Free Press
4. Bhatia, S.K., & Singh, N. (2000). *Principal techniques of personnel management/human*
5. Blum, N. L. & Naylor, J. C. (2004). *Industrial Psychology: Its Theoretical and Social Foundations*. New Delhi: CBS Publications.
6. Costley, D.L. (1994). *Human Relations in Organizations*. NY: West.
7. Davis, K. & Newstorm, J.W. (1989). *Human behavior at work : Organizational behavior*. NY: McGraw-Hill.
8. DeCenzo, D.A., & Robbins, S.P. (1999). *Human resource management (6thed.)*. New York: John Wiley.
9. Dessler, G. (2004) *Human Resource Management (10th ed.)*: Prentice Hall
10. Dwivedi, R. S. (2001). *Human Relations & Organizational Behaviour*: Macmillan India Ltd.
11. French, W.H., & Bell, C.H. (1995). *Organizational development*. ND: Prentice Hall.
12. Greenberg, J. & Baron, R.A. (2005). *Behavior in Organizations: Understanding and managing the human side of work*. Delhi: Pearson Education.
13. Hersey, P., Blanchard, K.H., & Johnson, D.E. (2006). *Management of Organizational Behavior*. Delhi: Pearson Education.
14. Johns, G. (1996). *Organizational Behaviour* : Harper Collins College.

15. Jyoti P. & Venkatesh D.N. (2006). *Human Resource Management* : Oxford
16. Kanungo, R.N., & Mendonca, M. (1994). *Work Motivation: Models for Developing Countries*. ND: Sage.
17. Luthans, F. (2005). *Organizational Behavior*. Delhi: McGraw Hill.
18. Pareek U & Rao T. V. (2003) : *Designing and Managing Human Resource Development System*, Oxford and IBH Publishing Co. Pvt. Ltd.
19. Pareek U: (2002) *Training Instruments for HRD* : Tata McGraw Hill Publishing company Limited.
20. Pareek, U. (2004). *Understanding Organisational Behavior*. Delhi: Oxford University Press.
21. Pareek, U. Rao, T. V., & Pestonjee, D.M. (1981). *Behavioural processes in organizations*. ND: Oxford & IBH.
22. Prasad, L. M. (2013). *Organizational Behaviour*. Delhi: Sultan Chand & Sons.
23. Robbins, S.P. (2003). *Organizational Behavior*. Delhi: Pearson Education.
24. Schultz, D.P., & Schultz, S.E. (2004). *Psychology and Work Today: An Introduction to Industrial and Organizational Psychology*. Delhi: Pearson Education.

Suggested E-learning Material:

- Organizational Behaviour, Stephen P. Robbins & Timothy A. Judge, by Pearson Education, Inc., publishing as Prentice Hall http://bba12.weebly.com/uploads/9/4/2/8/9428277/organizational_behavior_15e_-_stephen_p_robbins__timothy_a_judge_pdf_qwerty.pdf
- Organizational Behaviour, Luthans, McGraw Hill https://bdpad.files.wordpress.com/2015/05/fred-luthans-organizational-behavior_-_an-evidence-based-approach-twelfth-edition-mcgraw-hill_irwin-2010.pdf
- Organizational Behaviour, V.G.Kondalkar http://www.damits.ac.in/library_doc/Organizational_Behaviour.pdf
- Harvard Business Review, Magazine <https://hbr.org/topic/psychology>
- Organizational Behavior and Human Decision Processes <https://www.sciencedirect.com/journal/organizational-behavior-and-human-decision-processes>

- Annual Review of Organizational Psychology and Organizational
<https://www.annualreviews.org/journal/orgpsych>
- Journal of Organization Behaviour Management, Taylor & Francis
online <https://www.tandfonline.com/loi/worg20>

SSC 501 Women Studies

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

5 0 0 5

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain Women's Studies as an interdisciplinary subject and develop a conceptual understanding of different aspects of feminist history.
- Understand the feminist thought and development approaches in the contribution of gender bias, discrimination and empowerment.
- Develop an understanding about women's socio-economic profile and their role in development process.
- Critically analyse various institutional and legislative mechanisms for protecting women's human rights.

Section A

Women's Studies as a discipline.

Emerging Concepts- Gender, Women Empowerment, Gender Sensitization, Gender Bias & Gender Discrimination.

First, Second and Third Waves of Feminism.

Feminist Thought and Theories Liberal: Marxist and Radical Feminism. Developmental Approaches:

Women in Development (WID)

Women and Development (WAD)

Gender and Development (GAD)

Section B

Women in India:

Status of Women in terms of Socio-Cultural Milieu: family structure, Caste, Class and Community.

Demographic Profile, Social Profile (Education, Health, Violence Related to Women).

Economic Profile (Women and Work).

Political Profile of Indian Women Development Index: Human Development Index (HDI), Gender Development Index (GDI) and Gender Empowerment Measure (GEM) Strategies for Women's Development in India (From Welfare to Empowerment) Role of NGOS in Women's Development in India.

Section C

International Declarations for Protection of Women: Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

Institutional Mechanism for Women: National Commission for Women, State Commissions, National Human Rights Commission (Organizational Setup and Functions)

Significance and Importance of Legal Provisions for Safeguarding the Rights of Women

Case Studies:

Grassroot Employee: Bhanwari Devi

Women in Sport: Mary Kom, Social Activist: Sunitha Krishnan

Women in Administration: Kiran Bedi.

Recommended Books:

1. Altekar, A.S. (1983). The Position of Women in Hindu Civilization. Delhi. Motilal Banarsidas.
2. Chanana, Karuna. (1988). Socialization, Women and Education: Exploration in Gender Identity. New Delhi. Orient Longman.
3. Chodrow, Nancy. (1978). The Reproduction of Mothering. Berkeley University of California Press.

4. Desai, Neera & M. Krishnaraj. (1987). Women and Society in India. Delhi. Ajanta Press.
5. Dube, L. (1986). Visibility and Power. Essays on Women in Society and Development. New Delhi. OUP.
6. Dube, L. (1997). Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia. Tokyo United Nations University Press.
7. Gandhi, N., & Shah, N. (1992). The Issue at Stake, Theory and Practice in the Contemporary Women's Movement in India. New Delhi. Kali for Women.
8. Ghadially, R. (1988). Women in Indian Society. New Delhi, Sage Publication.
9. Maccoby, E. & Jacklin. (1975). The Psychology of Sex Differences. Stanford. Stanford University Press.
10. McCormack, C., & Strathern, M. (ed.) (1980). Nature, Culture and Gender. Cambridge. Cambridge University Press.
11. Oakley, A. (1972). Sex, Gender and Society. New York. Harper and Row.
12. Jain, D., & Rajput, P. (2003). Narratives from the Women's Studies Family, Recreating Knowledge (ed.). New Delhi. Sage Publication.
13. Tong, R. (1989). Feminist Thought: a Comprehensive Introduction. London. Routledge.

Suggested E-learning Material:

- **Why Women Studies, Economic and Political**
Weekly: <https://www.epw.in/node/148856/pdf>
- Introduction to Women, Gender, Sexuality Studies, University of Amherst:
https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1000&context=wost_ed_materials
- Gender and Development, Development Bulletin :
<https://crawford.anu.edu.au/rmap/devnet/devnet/db-64.pdf>

PSY 514D Dissertation

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

0 0 10 5

Learning Outcomes:

After completion of the course, the students will be able to:

- Develop their analytical thinking.
- Enhance their writing skills.
- Refine their research aptitude.

The students will have to write a dissertation of about 60-75 pages on any topic of their area of research interest under the supervision of a mentor.

Guidelines for writing the Dissertation: Size minimum 60-maximum 75 pages, double line space, in TNR 12 Font size. For Hindi type font to be used DevLys 010, size 14. Sequence of content - Title page, certificate of the supervisor, declaration by the student, content page, list/s of tables, graphs, charts, maps, illustrations, photographs and plates, acknowledgement, preface pages (to be numbered in small Roman digits, i, ii, iii... x). From chapter 1 to last pages Arabic numerals (1,2,3..75). If any, the Appendices and list of technical terms/glossary will follow the conclusion chapter and will not be numbered. Reference section/Bibliography will similarly not be numbered. Reference style - APA.

Synopsis: 8-10 pages including the research problem, tentative chapterisation, literature review, objectives, methodology, and references / bibliography, with TNR 12 Font, double space.

Process: The allocation of supervisor for guiding dissertation may preferably be done in MA III Semester itself. The synopsis presentation should be done by December end. Student would also submit hard copy of the same. The mid-term presentation/assessment is to be done by February end. Dissertation submission to be made by March end. Viva date will be added in the date sheet of final Semester examinations. The viva will be done by External Examiner / Dean, Social Sciences, Head of the Department and Supervisor. Viva will carry 60 marks.

Continuous Assessment: This would comprise of Synopsis presentation/Evaluation (15 marks) and Mid-term Presentation (25 marks). The continuous assessment will be done by the board of examiners, comprise HOD + Supervisor + 1 Faculty Member.

Discipline Elective

PSY 504 Cross-Cultural Psychology

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	5	0	0	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Demonstrate understanding of the major concepts, theoretical perspectives and historical trends in a cross-cultural psychology.
- Evaluate the ethical implication tied to culture in psychological research.
- Evaluate the theoretical positions in culture and cognition.
- Identify and critique the influence of culture on social issues.

Section A

1. Meaning and Definition of Culture. Conceptions of Culture: Academic Conceptions of Culture; Anthropological Perspective and Psychological Perspective.
2. Nature and Rationale of Cross-Cultural Psychology. Multiculturalism and Cultural Diversity. Theoretical Model of Cross-Cultural Differences: Individualism-Communalism, Cognitivism-Emotionalism, Freewill-Determinism, and Materialism-Spiritualism.
3. Methodological Issues in Cross-Cultural Psychology: Experimental and Non-Experimental Methods in Cross-Cultural Psychology.

Section B

4. Research in India: Cultural and Ethical Considerations. Research in Cross-Cultural Settings and their Ethical Considerations.

5. Family Structures and Child-Rearing Practices: Definition and Types of Family Structure, Impact of Globalization on Family Life in India.
6. Intercultural Perception and Interaction: Popper's views on Perception. Words and Language.

Section C

7. Cross-Cultural Considerations in Health, Happiness, and Illness: The 'Freedom From' Model of Health and Happiness in Psychology. Western and Eastern Conceptions of Happiness. Death and Bereavement: Cross-Cultural Perspectives. Western and Eastern Approaches to Death.
8. Job related behaviours in Different Culture, Job Satisfaction: Cross culture comparisons cross – cultural studies on work values, Perceived values of work outcome.
9. Managerial Behaviors, Individual – collection and the Chinese familism, Managerial behaviour in Chinese family businesses. Psychology of Acculturations; Acculturation processes, groups, attitudes & stress. Cross cultural orientation programme: Goals, Method, the university model the experiential model, culture assimilators.

Recommended Books:

1. Berry, J. W., Dasen, D.R., & Saraswathi, T.S. (1997). *Handbook of Cross-Cultural Psychology*, Vol.2: Basic Processes and Human Development, NA: Allyn& Bacon.
2. Berry, J. W., Poortinga, Y.H., Gall, M.H. & Dasen, P.R. (1992). *Cross-cultural Psychology: Research and Applications*. New York: Cambridge University Press.
3. Brisling (eds.) (1990). *Applied Cross Cultural Psychology*. Beverly Hills: Sage Publication.
4. Cole, M. (1990). *Cultural Psychology: A once and future discipline?* In J.J. Berman (ed.) Nebraska Symposium on Motivation, 1989: Cross Cultural Perspectives. Vol. 37, (pp. 279-336). Lincoln: University of Nebraska Press.
5. Gall, M. H., Dasen, P. R., Berry, J. W. & Poortinga, Y. H. (1999). *Human behaviour in global perspective*. Boston: Allyn& Bacon.

6. Goldberger, N. R., & Veroff, J.B . (Eds.) (1995). *The Culture and Psychology Reader*. NY: New York University Press.
7. Kakar, S. (1997). *Culture and Psyche*. Delhi: Oxford University Press.
8. Laungani, D. P. (2007). *Understanding cross-cultural psychology*. Delhi: Sage Publications.
9. Lindzey, & Aronson, E. (Eds.) (1997). *The Handbook of Cross-Cultural Psychology* (3rd edition). Vol. 1-3, New York, Random House.
10. Pandey, J., Sinha, D., & Bhawuk, D. P. S. (1996). *Asian Contributions to Cross-Cultural Psychology*. New Delhi (Sage).
11. Triandis, H. C. (1995). *Individualism and Collectivism*. Boulder, Co: Westview Press.

Suggested E-learning Material:

- Cross Cultural Psychology
<https://www.pdfdrive.com/cross-cultural-psychology-e34328988.html>
- Cross cultural psychological assessment
<https://www.pdfdrive.com/cross-cultural-psychological-assessment-issues-and-procedures-for-the-psychological-appraisal-e22393656.html>
- Cross cultural psychology
<https://www.pdfdrive.com/cross-cultural-psychology-e42921342.html>

PSY 513 Diagnostic Techniques in Psychology

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain the process of psychological assessment and evaluation.
- Discuss various approaches to psychological assessment in terms of rational, theoretical and empirical views.
- Evaluate different personality test in terms of MMPI, NEO-FFI, TAT, and Rorschach tests.

- Explain the concepts of behavioural techniques and types in personality assessment.

Section A

1. Meaning of assessment and evaluation in psychological research.
2. Nature of Psychological assessment and its characteristics.
3. Types of assessment techniques and brief introduction of various techniques: Psychological, psycho social and neurological techniques.

Section B

4. Meaning of Personality assessment and its features.
5. Types of personality assessment including projective and self-report techniques.
6. Brief introduction of MMPI, NEO FFI, TAT and Rorschach test in personality assessment.

Section C

7. Approaches to Personality assessment: Rational, theoretical, empirical and factor analytic.
8. Concept of behavioral techniques in assessment and its types: Self-monitoring, naturalistic observation and participant observation techniques.

Recommended Books:

1. Feltham. C. (1997). *Which Psychotherapy?* Thousand Oaks: Sage.
2. Hecker, J. E., & Thorpe, G. L. (2007). *Introduction to Clinical Psychology: Science, Practice & Ethics*. Dorling Kindersley Pvt. Ltd.
3. Jopfer, S. J. (1988). *Modern Clinical Psychology*. Delhi: C.S. Publication.
4. Kendall & Norton-Ford (1982). *Modern Clinical Psychology*. New York, Wiley.
5. Korchin, S. J. (2004). *Modern Clinical Psychology: Principal of intervention in the clinical and the community*. CBS Publication.
6. Shaffer, G. W., & Lazarus, R.S. (2007). *Fundamental concepts in Clinical Psychology*. Surjeet Publications.

Suggested e-learning material:

- Child psychology and Psychiatry

<https://www.pdfdrive.com/child-psychology-and-psychiatry-e11109478.html>

- Contemporary Clinical Psychology
<https://www.pdfdrive.com/contemporary-clinical-psychology-e609226.html>
- Research Methods in clinical Psychology
<https://www.pdfdrive.com/research-methods-in-clinical-psychology-e33504589.html>

PSY 403 Environmental Psychology

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

5 0 0 5

Learning Outcomes:

After completion of the course, the students will be able to:

- Evaluate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.
- Explain the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.
- Apply systems, concepts and methodologies to analyze and understand interactions between social and environmental processes.

Section A

1. Nature and Scope of Environmental Psychology.
2. Theories and Approaches and Research methods of Environmental Psychology.
3. Environmental Perception and Cognition.
4. Environmental Attitudes, Appraisals and Assessments.
5. Personality and Environment: Dimensions, some uses of personality in environmental Design.

Section B

6. Personal Space: Measurement, Factors, Theories and Designs

7. Territoriality: Measurement, Factors, Theories and Designs
8. Crowding: Measurement, Factors, Theories and Designs
9. Privacy: Measurement, Factors, Theories and Designs
10. Residential Environment: Preferences, Choices and Satisfaction, Residential Mobility and Designs, Stress and Well-Being

Section C

11. Community Environment: Neighborhood Satisfaction and Attachment, Antisocial and Helpful Behavior in the Community Environment, Community Environmental Designs and Environmental Psychology of Shopping.
12. Educational Environment : Setting as a whole, Interior Architecture and Design, Noise, Light and Color, Climate, Space and Environmental Competence, Learning and Environmental Designs
13. Workplace Environment: Environmental Psychology on the Job, Work, Travel and Environmental Design
14. Managing Limited Environmental Resources: Pubic Interest Resource Management, Dilemma of Resource Management, Social Dilemma and its Theories.

Recommended Books:

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

Suggested E-learning Material:

- Psychology of environmental psychology
<https://www.pdfdrive.com/psychology-of-environmental-psychology-e52254718.html>
- Environmental psychology: Developmental approaches
<https://www.pdfdrive.com/environmental-psychology-new-developments-e33425685.html>
- Handbook of environmental psychology
<https://www.pdfdrive.com/handbook-of-environmental-psychology-e33549991.html>

PSY 516 Foundations of Guidance**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****5 0 0 5****Learning Outcomes:**

After completion of the course, the students will be able to:

- Describe the different basic concepts and challenges of guidance.
- Demonstrate knowledge, principles and functions of guidance to ensure a safe learning environment in school settings.
- Analyze the concepts, scope, history, theories and techniques that govern the process of guidance.
- Explain practical implications of educational, vocational, and group guidance.

Section A

1. Introduction- Nature and Meaning, Basic assumptions involved in Guidance, Aims and Principles for understanding Guidance
2. Guidance in a comparative perspective: Present status of guidance, guidance movement in India and the United States, Europe and Philippines.
3. Guidance personnel, procedure in evolving guidance program, Scope and Challenges.

Section B

4. Guidance services: Definition, scope, history, characteristics, forms, group guidance; individual guidance.
5. Models-trait and factor, economic, social structure, information-processing, need reduction.
6. Techniques used in the Guidance process: Anecdotal records; recording data-cumulative record; interview; types of tests.

Section C

7. Educational Guidance: Pre-school guidance, guidance in the elementary school, special aspects of guidance, guidance in school and college, functions of a college guidance program, aspects of a guidance program in college, guidance of the adult.
8. Vocational Guidance: Purposes; history of vocational guidance; attempts at systematized vocational guidance; organization of vocational guidance; occupational outlook.
9. Guidance and counseling in Groups: Choice and decision-making in a group context, Presentation of information in group guidance, group counseling, practical considerations in group counseling.

Recommended Books:

1. Bennett, M.E. (1963). *Guidance and Counseling in groups*. New York: McGraw-Hill.
2. Bhatnagar, Asha & Gupta, Nirmala (Eds) (1999). *Guidance and Counseling*, Vol. I: A theoretical perspective, New Delhi, Vikas.
3. Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to Guidance*, New York, McMillan.
4. Kapunan, R. (1974). *Fundamentals of Guidance and Counseling*. Manila: Rex Book.
5. Mathewson, R.H. (1962). *Guidance Policy and Practice*, 3rd Edn, New York, Harper and Row.
6. Nayak, A. (2007). *Guidance and Counseling*. New Delhi: APH Publishing Corporation.
7. Pietrofesa, J.J., Bernstein, B., Minor, J. & Stanford, S. (1980). *Guidance: An Introduction*, Chicago : Rand McNally.

Suggested E-learning Material:

1. Career Counseling <http://www.school-counselor.org/>
2. American Counseling Association: Introduction, Ethics <https://www.counseling.org/knowledge-center>
3. Counselor Blogs and sites for current trends
<http://www.elementaryschoolcounseling.org/resources.html>

PSY 506 Gerontology**Max. Marks : 100****(CA: 40 + ESA: 60)**

L	T	P	C
5	0	0	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain the key concepts associated with the study of aging and gerontology.
- Apply theoretical perspective to analyze contemporary issues associated with the study of aging and gerontology.
- Describe the physical, social, familial, and community support system of old age people.
- Explain old age issue and psychological impact of bereavement, grief, and mourning.

Section A

1. Evolution: Life and Longevity
2. Population Ageing in Developed and Developing world, its impact on the Individual, Society and on the Nation's Economy and Development.
3. Methodological Issues of Ageing Researches: Cohort, Lifespan Development, Cross-Sectional, Longitudinal and Sequential Strategies (young-old, old-old, oldest-old).
4. Theories of Ageing (Genetic and Non-Genetic Approaches): Biological Theories, Psychological Theories, Social Theories, Indian theory of Ashrama and Dharmas).

5. Needs of the Elderly: Physiological, Psychological, Social and Economic.

Section B

6. Factors determining successful Survivorship, World Trends, Longitudinal Studies: Duke, Baltimore and, Bonn Studies.
7. Psychological Aspects of Ageing: Changes in Attention, Perception, Reaction Time, Psychomotor functions, Learning and Memory, General Ability, Creativity, Reasoning and Problem-solving, Personality, Self-Concept, Values and Meaning in Life.
8. Social Aspects of Ageing: Aged in the Family (Family Dynamics - Intergenerational Differences).
9. Age as a Determinant of Status, Power and Class. Public Perception of the Elderly, Attitude towards Ageing.
10. Successful/Graceful ageing and planning life stages in Anticipation.

Section C

11. Care of Elderly: Role of Family, Community and State.
12. Elder Abuse and Interventions in the Care set-up and Family.
13. Social and National Policies for Elderly and its action Plan, Integration, Co-ordination and Evaluation. Politics, Bureaucracy, Resources and National Priorities as mediating variables in effective policy implementation.
14. Psychological Services for the Elderly: Counseling needs of the Elderly, Some typical problems (Personal, Emotional-Familial, Intergenerational issues, Bereavement, Death Anxiety, Acceptance of Personal Ageing, Alienation, Depression and Managing Stress). Counseling services for elderly.
15. Institutional services for elderly: Old-age Homes, Day-Care centers, Nursing Homes, Rehabilitation services, Acute and Infirmary care.
16. Legal Services: Constitutional and legal provisions for the protection of Elderly and creating awareness of legal provisions for the support of Elderly.

Recommended Books:

1. Belsky, J. K. (1990). *The Psychology of Ageing: Theory, Research and Intervention* (2nded.). CA: Brooks/Cole Publication.

2. Bhatia, H. S. (1983). *Ageing and Society*. Udaipur: The Aryas Books Centre Co.
3. Birren, J. E. (1982). *Handbook of Psychology of Aging*. CA: Van Nostrand Reinhold Co.
4. Birren, J. E., & Schaie, W. (1987). *Ageing and the Social Sciences*. New York: Van Nostrand Reinhold Co.
5. Birren, J. E., Sloane, R. B., & Cohen, G. D. (1992). *Handbook of Mental Health and Ageing*. CA: Academic Press.
6. Desai, K. G. (1982). *Ageing in India*. Bombay: Tata Institute of Social Sciences.
7. Estes, C. L., & Swan, J. H. (1993). *The Long-term Care Crisis*. Thousand Oak: Sage Publications.
8. Harper, M. S. (1991). *Management and Care of Elderly*. London: Sage Publications.
9. Lavalette, M., & Pratt, A. (1996). *Social Policy: Conceptual and Theoretical Perspectives*. London: Sage Publications.
10. Lazarus, R. S. (1969). *Patterns of Adjustment*. New Delhi: Tata McGraw Hill Publications Ltd.
11. Petersen, M. D., & White, D. L. (1989). *Health Care of the Elderly: An Information Source Book*, New Delhi: Sage Publications India Pvt. Ltd

Suggested E-learning Material:

- Gerontology
<https://www.pdfdrive.com/gerontology-e31243182.html>
- Indian journal of gerontology
<https://www.pdfdrive.com/indian-journal-of-gerontology-indian-gerontological-association-e14994465.html>
- Asian journal of gerontology
<https://www.pdfdrive.com/asian-journal-of-gerontology-geriatrics-e41085257.html>

PSY 507 Health Psychology

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

5 0 0 5

Learning Outcomes:

After completion of the course, the students will be able to:

- Demonstrate understanding of biological, behavioural, cognitive and social determinants of health.
- Manifest advanced knowledge of individual, group and community based approaches to the management and presentation of major health problem (Both acute and chronic conditions).
- Plan and critically evaluate research in health psychology and behavioural medicines.
- Determine the risk factor for health compromising behaviour and strategies for their modification, across the age range from childhood to old age.

Section- A

1. Health Psychology: a) Meaning of Health Psychology b) Epistemological Approaches c) Mind body relationship. d) Bio-psychosocial Model. Research Methodology: Experimental Method Correlation research, Case study, Cross section and Longitudinal research, Historical and Diary techniques.
2. Culture and Health. Health Belief Systems (western and Non-western).
3. Illness beliefs and Explanations. Health Behaviour (Promotion and Modifications).

Section- B

4. Health Enhancing Behaviours: a) Exercise (Benefits and Determinates) b) Immunization and Screening c) Weight Control (Obesity, Eating disorders and Regulation of eating) d) Meditation.
5. Health Compromising Behaviour: a) Alcoholism, and Problem Drinking (Reasons for use and abuse of alcohol, Prevention and treatment). b) Tobacco and Smoking (Reason, Preventions and Treatment).

6. Stress and Coping: Meaning and Theories of Stress. Responses to Stress. Dimensions of Stress. Coping with Stress. Role of Yoga in Stress Management.

Section- C

7. Patient-Practitioner Communication: a) Nature of Communication b) Improvement of Communication. Adherence (Definition and Assessment) and Non-adherence.
8. Pain: a) Theories of Pain b) Assessment c) Pain Control Techniques.
9. Chronic Illness: Cancer, CHD and HIV/ AIDS (understanding the diseases, Risk factors, Living/ adaption with the disease, Caring for someone with disease). Behavioral Medicine.

Recommended Books:

1. Baum, A., Revenson, T. A., & Singer, J. E. (2001). *Handbook of Health Psychology*. Mahwah, J.: Lawrence Erlbaum.
2. Baum, A. Gatchel, R.J .,& Krantz, D. S. (1997). *An Introduction to Health Psychology*. New York: McGraw Hill.
3. Dimatteo, M. R., & Martin, L. R. (2002). *Health Psychology*. Boston: Allyn and Bacon.
4. Feist, J., & Linda, B. (1992). *An Introduction to Behavior and Health* (2nded.). Books/ Publishing Company.
5. Marks, D., Murray, M., Evans, B., & Willig, C. (2002). *Health Psychology: Theory, Research, and Practice*. New Delhi: Sage.
6. Richard, S. O. (2002). *Health Psychology*. New York: Worth Publishers.

Suggested E-learning Material:

- Ogden, Jane. Health Psychology A Textbook <http://vct.qums.ac.ir/portal/file/?180462/Health-Psychology-A-Textbook-4th-edition.pdf>
- Eating Disorders, National Institute Of Mental Health <https://oyc.yale.edu/sites/default/files/EatingDisorders.pdf>
- Signs of cancer; Symptoms, Screening and Staying Healthy [https://www.macmillan.org.uk/documents/cancerinfo/easyreadpdfs/signsofcancer\[pdf,500mb\].pdf](https://www.macmillan.org.uk/documents/cancerinfo/easyreadpdfs/signsofcancer[pdf,500mb].pdf)

PSY 517 Neuropsychology

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

5 0 0 5

Learning Outcomes:

After completion of the course, the students will be able to:

- Describe methods used in developmental neuropsychological research and practice.
- Identify the stages of brain development, major subdivisions of the brain, and specialized brain circuits that support neuropsychological functions.
- Explain neuropsychological bases behind various psychiatric conditions.
- Perform neuropsychological assessment for rehabilitation purpose.

Section A

1. Neuropsychological Assessment: Introduction, principles, relevance and scope, Indications for neuropsychological assessment and issues involved in neuropsychological assessment.
2. Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury and brain disease; scope of computer-based retraining and neurofeedback.
3. Neuropsychological Tests or Battery: Brief introduction of Bender Visual-Motor Gestalt, Luria Nebraska Neuropsychological Battery, Halstead-Reitan Test Battery.

Section B

4. Relationship between structure and function of the brain: The rise of neuropsychology as a distinct discipline, Frontal lobe syndrome: Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions.
5. Temporal lobe syndrome: Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions; language, emotions, time perception and consciousness. Parietal and occipital lobe syndromes.

6. Disturbances in sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability.

Section C

7. Neuropsychological profile of various neurological and psychiatric conditions: Huntington's disease, Parkinson's disease, progressive supranuclear palsy
8. Brief conceptualization of thalamic degenerative disease, multiple sclerosis, cortical and subcortical dementias, Alzheimer's dementia, AIDS dementia complex
9. Brief conceptualization of Principal psychiatric syndromes such as psychosis, mood disorders, suicide, anxiety disorders, and other emotional and behavioral syndromes.

Recommended Books:

1. Gazzaniga, M. S. (2002). *Cognitive neuroscience: The biology of mind* (2nd Ed.). New York: W. W. Norton & Company.
2. Kolb, B., Whisaw, I. Q. (1990). *Fundamentals of neuropsychology*. New York: Freeman, W.H.
3. Naatanen, R. (1992). *Attention and brain function*. Hillsdale: LEA.
4. Parsuraman, R. (1998). *Attentive brain*. London: MIT Press.
5. Rapp, B. (Ed.) (2001). *The handbook of cognitive neuropsychology*. Chestnut Street: Psychology Press.
6. Snell, R.S. (1992). *Clinical Neuroanatomy for Medical Students*, Little Brown & Co.: Boston.
7. Walsh K. (1994). *Neuropsychology, a clinical approach*, Churchill Livingstone: Edinburgh.
8. Guyton, A.C. Saunders. *Textbook of Medical Physiology*, Company: Philadelphia.
9. Kirshner H.S, (1986). *Behavioral Neurology*, Churchill Livingstone: NY.
10. Kandel, E. R, & Schwartz, J. H (1985). *Principles of neural science*, Elsevier: NY
11. Carlson, N.R. (2005). *Foundations of physiological psychology*, 6th ed., Pearson Education.

12. Jain, A. K. (2005). *Textbook of physiology*, Vol 2, Avichal Publishing Company: New Delhi.
13. Vinken, P. J., & Bruyn, G W, (1969). *Handbook of clinical neurology*, Vols, 2, 4, 45 and 46, North Holland Publishing Co.: Amsterdam
14. Walsh, K (2003). *Neuropsychology, a Clinical approach*, 4th ed.,. Churchill Livingstone: Edinburgh
15. Gazaaniga, M. S. (1984). *Handbook of Cognitive Neuroscience*, Plenum Press: NY
16. Vyas, J.N. & Ahuja, N (1999). *Textbook of postgraduate psychiatry*, 2nd ed., Vol 1 & 2,.Jaypee brothers: New Delhi.

Suggested E-learning Material:

- Fundamentals of Neuropsychology
<https://www.pdfdrive.com/fundamentals-of-human-neuropsychology-5th-edpdf-e33420998.html>
- Human neuropsychology
<https://www.pdfdrive.com/human-neuropsychology-e33537025.html>
- Introduction to Neuropsychology
http://www.brainm.com/software/pubs/books/Brain-Behavior-Easy-Intro_Neuropsychology.pdf

PSY 407 Psychopathology

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Apply various psychological theories to the conceptualization of individual with various mental disorders.
- Identify the major mental disorder throughout the life span.
- Describe the principles of the Diagnostic and Statistical Manual of Mental Disorders (DSM5).

- Discuss various research approaches used for the study of various mental problems.

Section-A

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

Section-B

(Symptoms, Etiology and Treatment of the disorders)

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

Section-C

(Symptoms, Etiology and Treatment of the disorders)

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

15. Unspecified Dissociative Disorder.
16. Somatoform.

Recommended Books:

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

Suggested E-learning Material:

- DSM-5
<https://psychiatryonline.org/pb-assets/dsm/update/DSM5Update2015.pdf>
- Abnormal Psychology
<https://www.pdfdrive.com/abnormal-psychology-e27099525.html>
- Clinical Psychology
<https://www.pdfdrive.com/clinical-psychology-e19366899.html>

PSY 521 Sports Psychology

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Discuss the applications and scopes of sport psychology.
- Identify principles of sport psychology in sporting events, athletes, and various personalities.

- Demonstrate an understanding of the use of psychological methods in enhancing personal development and human performance in sport and physical activity.
- Evaluate the challenges and effect of counseling in sports.

Section A

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

Section B

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

Section C

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

Recommended Books:

1. Horn, T.S. (1992) (ed.). *Advances in Sports Psychology*. Canada: Herman Kinetics.
2. Mohan, J. (1996). *Recent Advances in Sports Psychology*. New Delhi: Friends.
3. Morris, T., & Summers, J. (2004). *Sports Psychology: Theory, application, and issues*. Milton, Australia: John Wiley & Sons.
4. Murphy, E. (1995). *Advances in Sports Psychology*, Illinois: Human Kinetics.
5. Sandhu, G.S. (1992). *Psychology in Sports: A Contemporary Perspective*. New Delhi: Friends.

Suggested E-learning Material:

- Sport Psychology: The Psychology of Athletic Excellence
https://www.researchgate.net/profile/Yuri_Hanin/publication/235966567_Sport_Psychology_The_Psychology_of_Athletic_Excellence/links/02e7e52d3a707ef78800000/Sport-Psychology-The-Psychology-of-Athletic-Excellence.pdf
- Handbook of Sport Psychology
<https://onlinelibrary.wiley.com/doi/book/10.1002/9781118270011>
- The Sport Journal <http://thesportjournal.org/article/category/sports-studies-and-sports-psychology/>
- Journal of Sport, Exercise, and Performance Psychology
<http://psycnet.apa.org/PsycARTICLES/journal/spy/7/4>

PSY 522 System and Theories in Psychology**Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****5 0 0 5****Learning Outcomes:**

After completion of the course, the students will be able to:

- Demonstrate ability to recognize theories, and arguments in psychology, and reason in ways that link psychology with other disciplines.

- Demonstrate ability to identify important contemporary areas of psychology and theology.
- Explain the creative aspects of theory construction, and application of collaborative work in psychology.
- Recognize the interaction of situational and individual characteristics on the development of personality.

Section A

1. Understanding Science, History, and Philosophy; Psychology and Science; Persistent questions in Psychology and approaches/methods for answering the questions: Mind-Body, nativism-empiricism, mechanism-vitalism, reason – non-reason, objectivity-subjectivity, origin of human knowledge.
2. Beginnings of Psychology as a Discipline. The Study of the History of Psychology: Philosophical Influences on Psychology, Physiological Influences on Psychology. Historical survey of the development of psychology from Greek period to the middle of the 19th Century
3. The founding of Experimental Psychology: Contributions of Weber, Fechner, Wundt and Ebbinghaus, William James and Galton.

Section B

4. Gestalt psychology: Contribution of Koffka's, Kohler's Wertheimer's
5. Behaviorism: Contribution of Watson, Hebb, Lashley, Pavlov
6. Neo Behaviorism: Contribution of Skinner and Tolman.

Section C

7. Psychoanalysis: Contribution of Freud and Jung.
8. Humanistic: Contribution of Rogers and Maslow. Cognitive Revolution.
9. History of Psychology in India; Contemporary Psychology; Impact of Globalization; Post Modernism and Multicultural movements. Women in the History of Psychology; Impact of Religions on Psychology.

Recommended Books:

1. Hergenhahn, B.R. (1992). *An Introduction to the History of Psychology*. (2nd ed.). Wadsworth Publishing Company: Belmont, California.

2. Leahey, T.H. (2004). *A history of psychology: Main currents in psychological thought.*(6th ed.). Pearson Education: Delhi.
3. Brennan, J. F. (2003). *History and Systems of Psychology.* (6th ed.). Pearson Education:Delhi
4. Gentile, B.F. & Miller, B.O. (2009). *Foundations of psychological thought: A history of psychology.* Sage: New Delhi.
5. Giles, B. (2002). (Ed.). *History of Psychology.* Delhi: Pearson
6. Gross, R. 1995: *Themes, issues and debates in psychology.* London: Hodder and Stoughton.
7. Harris, B. 1997: *Depoliticizing the history of psychology.* In Critical psychology: an introduction. D. Fox and I. Prilleltensky (eds), London: Sage Publication.
8. Jones, D. &Elcock, J. (2001). *History and theories of psychology: A critical perspective.* Arnold: London.
9. Lawson, R.B., Graham, J.E., & Baker, K.M. (2007). *A history of psychology: Globalization, ideas, and applications.* Prentice Hall: New Delhi.
10. McGhee, P. 2001: *Thinking Psychologically.* Basingstoke: Palgrave.
11. Nandy, A 2004: *Towards an alternative politics of psychology,* (in 'Bonfire of creeds: The essential Ashish Nandy) pp 324-338; Delhi: Oxford University Press.
12. Kuppuswamy B. (1980) *Elements of Indian Psychology* New Delhi.
13. Chaplin, J.P. and Krawiec, T.S. (1979). *Systems and Theories of Psychology.*
14. Murphy, Gardner and Kovack, Joseph, K. (1972). *Historical Introduction to Modern Psychology.* Rout ledge & Kagan, Limited : Landon.
15. Watson, Robert (1963). *The Great Psychologists* J.B. Lippincott Company : New York.
16. Sahakian, William, S. Ed. (1981). *History of Psychology,* F.E. Peacock, Publishers, Inc. Itasca, Illinois (U.S.A.).
17. Schultz, D. P., & Schultz, S. E. (2000). *A history of modern psychology* (7th ed.). Fort Worth, Texas:Harcourt.

18. Huber, R. J., Edwards, C., & Heining-Boynton, D. (2000). *Cornerstones of psychology: Readings in the history of psychology*. Fort Worth, Texas: Harcourt.

Suggested E-learning Material:

1. History of Psychology - Part Two
http://www.social-psychology.de/do/history_II.pdf
2. History of Psychology - Part III
http://www.social-psychology.de/do/history_III.pdf
3. History of Psychology - Part IV
http://www.social-psychology.de/do/history_IV.pdf
4. A History of Modern Psychology
<https://www.uv.mx/rmipe/files/2017/05/A-history-of-modern-psychology.pdf>

PSY 511 Consumer Psychology

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

After completion of the course, the students will be able to:

- Discuss decision making process, leadership, modeling, branding and other related concepts of consumer behavior.
- Analyze communication skills involve in written text, oral messages and multi-media presentations used in business.
- Apply their substantive knowledge to marketing situations (cases, scenarios) in an analytical manner.
- Analyze the cross cultural aspects of consumer behavior in different social and cultural settings.

Section A

1. Consumer Behaviour- Nature, scope and application. Consumers and market segments, limitations of Demographics in predicting consumer behavior, lifestyle and psychographic segmentation.

2. Consumer as an Individual: consumer needs and motivation, theories of personality and their implications for consumer behavior, consumer perception and attitude. Theories of learning and communications.

Section B

3. Consumers in their social and cultural settings: Group dynamics, reference groups and consumer behavior. Influence of family and social class. Influence of cultural, sub cultural and cross-cultural aspects of consumer behavior.
4. Consumer decision processes: Problem recognition, search and evaluation, purchasing processes and post purchase behavior, opinion leadership and its dynamics. Diffusion of innovation. High involvement and low involvement consumer decisions.

Section C

5. Modeling Consumer Behaviour: Traditional models of consumer behavior, organizational buying behavior. Influences, the buying situation, decision making process, concept of customer relationship management and its managerial application consumer behaviour in nonprofit sectors.
6. Consumer Behaviour and Branding: Concept, importance, learning principles, E-mode of brand positioning.

Recommended Books:

1. Berman, B., & Evans, J. R. (2007). *Retail Management: A Strategic Approach*. (Ninth Edition). Delhi: Pearson Education.
2. Kumar, S. R. (2009). *Consumer Behaviour and Branding: Concept, Readings and Cases*. New Delhi: Pearson Education.
3. Nicosia, F. M. (1966). *Consumer Decision Process*. USA: Prentice Hall.
4. Roger, D., Blackwell, P. W., Miniard, J. & Engel, F. (2005). *Consumer Behaviour*. USA: South-Western College Pub.
5. Schiffman, L., & Kanuk, L. (2009). *Consumer Behaviour*. USA: Prentice Hall.

Suggested E-learning Material:

- Handbook of Consumer Psychology
[https://the-eye.eu/public/Books/Medical/texts/Handbook%20of%20Consumer%20Psychology%](https://the-eye.eu/public/Books/Medical/texts/Handbook%20of%20Consumer%20Psychology%20)

20-%20Curtis%20P.%20Haugtvedt%2C%20et.%20al.%2C%20%28LEA%2C%202008%29%20WW.pdf

- Understanding Consumer Behaviour
http://164.100.133.129:81/econtent/Uploads/Understanding_Consumer_Behaviour.pdf
- Introduction to Consumer Behaviour
http://shodhganga.inflibnet.ac.in/bitstream/10603/6538/7/07_chapter%202.pdf

PSY 510 Rehabilitation Psychology

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

5 0 0 5

Learning Outcomes:

After completion of the course, the students will be able to:

- Apply the principles of disability-related legislation including the rights of people with disabilities to the practice of rehabilitation counseling
- Describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.
- Describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services.
- Perform assessment of various disabilities.

Section A

1. Introduction: Meaning, nature and rationale of rehabilitation.
2. Biological, Psychosocial and Vocational Aspects of Disabilities.
3. Disabilities: Sensory Disabilities (Visual and Auditory), Degree of Blindness, Cognitive Development Perception and Representation, Lateralization and hand ability Space without Vision, Social Factors and Blindness. Hearing Disability: Degree of deafness, Language and thinking in deaf People, Working Memory and Inner Speech, Lateralization and related Effects, Social Factors and Deafness.

4. Learning Disorders, Reading, Writing and Mathematics and Children with Behavioural and Emotional Disturbances: (Definition and Categorization Paradigms in Conceptualizing Causes)
5. Learning and Behavioral Disabilities: Methods and Curriculum.
6. Classroom Management for Students with Learning and Behavioral Disabilities.

Section B

7. Intellectual Disability
8. At Risk Students: Alcoholism, Drug Abuse and HIV/AIDS.
9. Assessment of Disabilities: Basic Principles of Assessment and Evaluation. Types of Assessment: Norm based, Criterion based and Function based, Psychological Tests as screening and Assessment Tools.
10. Rehabilitation Techniques: Basic Principles and Types of Intervention.
11. Behavioural Therapeutic Approaches in Rehabilitation.

Section C

12. Rehabilitation services: Selling and Agencies involved in Rehabilitation Services.
13. Collaborating with Families of Individuals with Disabilities.
14. Government Schemes and Policies for Rehabilitation, Role of NGOs, Legislation and Legal aspects, Policies and Acts. Ethical Issues in Rehabilitation.

Recommended Books:

1. Adelman, H. S., & Taylor, L. (1993). *Learning problems and learning disabilities: Moving forward*. California: Brooks/Cole.
2. Advani, S. L., Ghate, P., Goel, H. C., & Reddy, V. R. L. (2002). *Foundation course on education of children with disability*. Hyderabad: G. Guru Publication.
3. Damon, W. (1997). *Handbook of child psychology*, Vol. 3. NY: John Wiley.
4. Firth, U. (1989). *Autism*. Oxford: Blackwell.
5. Gupta, A. (1989). *Word reading processes among congenitally blind and sighted children*. In A. F. Bennett & K. M. McCankey (Eds.) *Cognition in individual and social context*. Amsterdam: Elsevier.

6. Kumar, S. (2007). *Children with Mental Retardation and associated disabilities*. In Rehabilitation Council of India. Kanishka Publisher, Distributors: New Delhi.
7. Kundu, C. L. (2000). *Status of Rehabilitation in India*. New Delhi: Rehabilitation Council of India.
8. Narain, J. & Kutty, A. C. T. (1990). *Skill training for M.R. Persons*. Hyderabad: J. S. Graphics.
9. Pati, D. C. (2009). *Causes, Prevention, Identification and Assessment of Mental Retardation*. In Rehabilitation Council of India. Kanishka Publisher, Distributors: New Delhi.
10. Peshawaria, R. (1994). *Moving forward*. Hyderabad: J.S. Graphics.
11. Stromer, D. C. & Prout (1995) (Eds.). *Counselling and Psychotherapy for persons with mental retardation and borderline intelligence*. Vermont: Clinical Psychology Publishing Co.
12. Verma, L. (1990). *The management of children with emotional and behavioural difficulties*. London: Routledge

Suggested E-learning Material:

- Mpfu, E., & Oakland, T. (2010). Rehabilitation and health assessment: Applying ICF guidelines.
<http://www.isaarsci.ir/conference%20sci/scibookfair/titlebook/Rehabilitation%20and%20Health%20Assessment.pdf>
- Jigau, M. (2007). Career Counselling: Compendium of methods and techniques.
www.rajaleidja.ee/public/Suunaja/Career_Counselling._Compendium_of_Methods_and_Techniques.pdf
- Paszkowska-Rogacz, A., Olczak, E., Kownacka, E., & Cieřlikowska, D. (2008). Vocational guidance and multicultural challenges
www.career.pdf

Reading Elective – I

PSY 512R Cultural Intelligence

Max. Marks : 100

(ESA: 100)

L	T	P	C
0	0	4	2

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain the concept of cultural intelligence.
- Analyze the role of culture in human behavior.
- Analyze the role of leaders in creating and navigating culture.
- Apply the foundational concept of culture and the dynamics that influence human interaction and communication and cross cultural.

This course provides an insight that how cultures are similar and different including cultural values. Awareness and ability to understand cultural differences will help to plan and adapt when relating and working inter culturally. Overview of cultural intelligence, cultural intelligence for global leaders developing cultural intelligence: Drive, knowledge, ten cultural value dimensions, improve cultural quotient action, leveraging cultural intelligence: Culturally intelligent leaders and team.

Recommended Books:

1. Livermore, D. A. (2010). *Leading with cultural intelligence: The new secret to success*. New York: American Management Association.

Suggested E-learning Material:

2. <http://davidlivermore.com/blog/wp-content/uploads/2011/03/CQ-Difference-Chapter-1.pdf>
3. <http://acgmoscow.com/media/1819/cultural%20intelligence.pdf>
4. <https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/Cultural-Intelligence.pdf>

PSY 515R Ecological Intelligence

Max. Marks : 100
(ESA: 100)

L	T	P	C
0	0	4	2

Learning Outcomes:

After completion of the course, the students will be able to:

- Demonstrate a competency to respond to a design brief and develop critical thinking skills in analyzing environmental projects and scenarios within the context of ecological intelligence.
- Discuss application of ecological intelligence.
- Develop ‘Green Infrastructure’ principles from historic, theoretical and case studies and the relationship of Ecological Intelligence
- Demonstrate a competency to articulate, communicate and critically evaluate design intentions, applications and outcomes using a variety of technologies and techniques.

Course Contents

This course is designed to understand the concept and practice of Ecological Intelligence that constant interplay of consciousness, embodied experience within different cultural and environmental contexts. Ecological Intelligence examines the profound environmental, social, and health consequences of our everyday choices. This course introduces the core principles of modern thoughts and Decision making cycle for Environment and the hidden Price of What We Buy. This course includes the boundary lines that separate such fields of study as cultural linguistics, the sociology of knowledge, phenomenology, political economy, ecologically-oriented cultures, community development, intellectual and economic history—all of which have something to contribute to understanding both the nature of ecological intelligence and why it has not been valued by educated communities.

Recommended Books:

1. Goleman, D. (2010). *Ecological Intelligence: The Coming Age of Radical Transparency*. Penguin UK.
2. Goleman, D., Bennett, L. & Barlow, Z. (2012). *Eco literate: How Educators Are Cultivating Emotional, Social, and Ecological Intelligence*. Jossey-Bass.

Suggested E-learning Material:

1. http://arts.brighton.ac.uk/__data/assets/pdf_file/0018/5922/Ecological-Intelligence2.pdf
2. <http://www.cabowers.net/pdf/Book%20on%20E-Intell.doc>
3. <http://ijsse.com/sites/default/files/issues/2016/v6i2/Paper-09.pdf>
4. https://www.ecoliteracy.org/sites/default/files/uploads/shared_files/Ecological_Intelligence_teacher_guide.pdf

PSY 518R Psychology in Digital Age**Max. Marks : 100****L T P C****(ESA: 100)****0 0 4 2****Learning Outcomes:**

After completion of the course, the students will be able to:

- Describe the relevance and applications of digital psychology
- Analyze the importance of understanding human behavior when working with media applications in educational, entertainment, health services, commercial or public policy environments
- Discuss how media be used effectively for socially constructive purposes?
- Elaborate the distinction between online and offline in how we communicate and make meaning of the world around us?

This course offers insights for improving lifestyles and enhancing wellbeing in the digital age. The field of cyber psychology explains its fundamental principles across a wide variety of topics, including online identity management, disinhibition, communication via text and photographs, intimacy and misunderstandings in online relationships, conflicting attitudes toward social media, addiction, deviant behavior, virtual reality, artificial intelligence, and media overload. This course provides a new framework, the 'Eight Dimensions of Cyber psychology Architecture'; in cyber psychology can apply as a valuable tool for creating and understanding different digital realms. The course of Psychology of the Digital Age focuses on the individual, shedding new light on our conscious as well as subconscious reactions to online experiences and our intrinsic human need to self-actualize.

Recommended Books:

1. Suler, J. R. (2016). *Psychology of the digital age: Humans become electric*. Cambridge University Press.
2. Rosen, L. D., Cheever, N., & Carrier, L. M. (Eds.). (2015). *The Wiley handbook of psychology, technology, and society*. John Wiley & Sons.

Suggested e-learning material:

1. http://assets.cambridge.org/97811071/28743/frontmatter/9781107128743_frontmatter.pdf
2. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.691.4901&rep=rep1&type=pdf>
3. <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol-61-no-2/pdfs/why-spy-why-leak.pdf>

**PSY 520R Publication Manual of the American
Psychological Association, Sixth Edition**

Max. Marks : 100
(ESA: 100)

L	T	P	C
0	0	4	2

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain all parts of a scholarly manuscript.
- Organize the table and figure in APA style.
- Write references and bibliography in APA format.
- Apply the rules of APA in writing manuscript.

This course provided invaluable guidance on all aspects of the writing process, from the ethics of authorship to the word choice that best reduces bias in language. The APA Style course is intended to help all students in psychology and related fields learn how to apply the basic rules of APA Style in writing term papers, research reports, and journal articles. It includes manuscript structure and content, writing principles and style, mechanics of style, displaying results and reference list.

Recommended Books:

1. American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6thed.) Washington, DC: Author.

Suggested E-learning Material:

1. https://www.academia.edu/28257126/APA_Manual_6th_Edition_1_pdf?auto=download

List of Online Reading Elective Cultural Intelligence (Online Course)

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain the concept of cultural intelligence.
- Analyze the role of culture in human behavior.
- Analyze the role of leaders in creating and navigating culture.
- Apply the foundational concept of culture and the dynamics that influence human interaction and communication and cross cultural.

Culture-Driven Team Building Specialization (Online Course)

www.coursera.org/specializations/team-building

Ecological Intelligence

Learning Outcomes:

After completion of the course, the students will be able to:

- Demonstrate a competency to respond to a design brief and develop critical thinking skills in analyzing environmental projects and scenarios within the context of ecological intelligence.
- Discuss application of ecological intelligence.
- Develop ‘Green Infrastructure’ principles from historic, theoretical and case studies and the relationship of Ecological Intelligence
- Demonstrate a competency to articulate, communicate and critically evaluate design intentions, applications and outcomes using a variety of technologies and techniques.

Ecology and Environment (Online Course)

<https://swayam.gov.in/courses/4905-july-2018-ecology-and-environment>

Psychology in Digital Age

Learning Outcomes:

After completion of the course, the students will be able to:

- Describe the relevance and applications of digital psychology
- Analyze the importance of understanding human behavior when working with media applications in educational, entertainment, health services, commercial or public policy environments
- Discuss how media be used effectively for socially constructive purposes?
- Elaborate the distinction between online and offline in how we communicate and make meaning of the world around us?

Psychology in Digital Age (Online Course)

<https://www.coursera.org/learn/mindware>

<https://www.edx.org/course/reputation-management-digital-world-curtinx-mkt2x-2>

Publication Manual of the American Psychological Association, Sixth Edition (Online Course)

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain all parts of a scholarly manuscript.
- Organize the table and figure in APA style.
- Write references and bibliography in APA format.
- Apply the rules of APA in writing manuscript.

Basics of APA Style (Online Course)

<https://www.apastyle.org/learn/courses/4210701>