

**AMITY INSTITUTE OF BEHAVIOURAL AND
ALLIED SCIENCES**

FLEXILEARN

-Freedom to design your degree



PROGRAMME STRUCTURES (UG)

2017

AMITY UNIVERSITY HARYANA

GURGAON

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1. Amity – A Legacy of Excellence in Quality Education

Amity University Gurgaon is a part of India's leading education group, which has pioneered a global culture in education in India. The Amity Group is home to over 1, 00,000 students, and pursuing 240 Programmers' in 50 diverse disciplines, from pre-school to Ph.D.

1.1 Where Expectations meet Opportunities

Amity University Gurgaon is built on a foundation, which embodies all the qualities that have made Amity institutes world class over the last two decades. Over the years, it has instituted global standards in education, training and research with state-of-the-art infrastructure and the latest teaching methodologies. Students can make a career choice from over 100 programmes (Table 1) with the Choice based credit system, combining technical education with liberal arts. Amity University offers UGC (India's apex education body) recognized degree, valid across the world for job opportunities and higher studies in India and abroad. With the mission to train future leaders of the corporate world, the university strives to blend modernity with tradition in each of its students and is situated in the picturesque 110 acre Amity Education Valley.

Table 1.List of Schools with Programmes

PROGRAMMES SESSION 2013-14		
S.No	PROGRAMME	DURATION (YRS)
AMITY SCHOOL OF ENGINEERING AND TECHNOLOGY		
1	B.Tech. (Aerospace Engg.)	4
2	B.Tech. (Civil Engg.)	4
3	B.Tech (CSE)	4
4	B.Tech (ECE)	4
5	B.Tech (IT)	4
6	B.Tech.(Biomedical Engineering)	4
7	B.Tech (MAE)	4
8	B.Tech. (Electrical & Electronics Engg.)	4
9	M.Tech. (CSE)	2
10	M.Tech. (E&C)	2
11	M.Tech. (Laser Tech. & Optoelectronics)	2
12	M.Tech. (Mechanical Engg.)	2
13	M.Tech(Thermal)	2
14	M.Tech(Production)	2
15	M.Tech. (Civil Engg.)	2
AMITY INSTITUTE OF INFORMATION TECHNOLOGY		
16	B.Sc. (IT)	3
17	BCA	3
18	MCA	2
19	M.Sc. (Network Technology & Management)	2
AMITY INSTITUTE OF BIOTECHNOLOGY		
20	B.Tech (Biotech)	4

21	B.Tech. (Bioinformatics)	4
22	B.Tech+ M.Tech(Biotechnology) Dual	5
23	B.Sc. (H) Biotechnology	3
24	M.Sc. (Bioinformatics)	2
25	M.Tech.(Biotech)	2
26	M.Sc. (Biotechnology)	2
27	PG Diploma in Bioinformatics	1
AMITY SCHOOL OF APPLIED SCIENCES		
28	B.Sc- Physics(Hons)	3
29	B.Sc- Chemistry(Hons)	3
30	B.Sc- Mathematics(Hons)	3
31	B.Sc- Statistics(Hons)	3
32	M.Tech (Solar and Alternate Energy)	2
33	M.Sc. Applied Physics	2
34	M.Sc. Applied Chemistry	2
35	M.Sc. Applied Mathematics	2
36	M.Sc. Statistics	2
37	M.Sc- Environmental Sciences & Management	2
AMITY BUSINESS SCHOOL		
38	BBA	3
39	BBA(Banking & Finance)	3
40	MBA	2
41	MBA (Banking & Finance)	2
42	MBA (IB)	2
43	MBA (M&S)	2
44	MBA (HR)	2
45	MBA (Agri Business)	2
46	MBA (Executive For Working Professionals)	2
47	MBA (Executive Full-Time)	2
48	MBA (Hospital and Healthcare Management)	2
49	Master of Hospital Administration	2
AMITY SCHOOL OF ECONOMICS		
50	B.A.(H)-Economics	3
51	M.A. (Economics)	2
AMITY COLLEGE OF COMMERCE		
52	B.Com (H)	3
53	M.Com.	2
AMITY LAW SCHOOL		
54	B.A., LL.B. (H)	5

55	B.Com, LL.B. (H)	5
56	BBA, LL.B. (H)	5
57	LL.M.	1
AMITY SCHOOL OF COMMUNICATION		
58	BJMC	3
59	B.Sc. (Animation & Visual Graphics)	3
60	MJMC	2
61	M.Sc- Graphics & Animation	2
62	PG Diploma in Journalism & Mass Commn.	1
AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES		
63	B.Sc. (Clinical Psychology)	3
64	B.A. (H) Applied Psychology	3
65	PG Dip. In Counseling Psy. (Part Time)	2
66	PG Dip. In Counseling Psy.	2
67	M.Sc. (Clinical Psychology)	2
68	MA (Counseling Psy)	2
AMITY SCHOOL OF LIBERAL ARTS		
69	B.A. (H) History	3
70	B.A. (H) Philosophy	3
71	B.A. (H) Political Science	3
72	B.A. (H) English Litreture	3
73	M.A. (English)	2
AMITY SCHOOL OF FASHION DESIGN AND TECHNOLOGY		
74	BFA	3
75	B.Sc (FD & T)	3
76	MFA	2
77	M.A. (Fashion Retail Management)	2
AMITY SCHOOL OF ARCHITECTURE AND PLANNING		
78	B.Arch.	4
79	B. Plan	3
80	B.Sc. (ID)	3
81	Master of Architecture	2
82	M. Plan	2
AMITY MEDICAL SCHOOL		
83	B.Sc. (Dietetics & Applied Nutrition)	3
84	B.Sc. (Medical Lab Technology)	3
85	Bachelor of Clinical Optometry	4
86	B.Sc-Home Science(Hons)	3
87	Bachelor of Audiology and Speech Language Pathology(BASLP)	3

88	M.Sc. (Clinical Research)	2
89	M.Sc. (Dietetics & Applied Nutrition)	2
90	M.Sc. (Medical Lab Technology)	2
91	Master of Clinical Optometry	2
92	Master of Clinical Optometry (M.Optom) PT	2
93	M.Sc. (Orthodontics)	2
94	M.Sc. (Prosthodontics)	2
95	Master of Public Health	2
96	Certificate in Clinical Optometry	2
97	PG Diploma in Dietetics and Nutrition	1
98	Master of Health Administration	2
AMITY SCHOOL OF NURSING		
99	B.Sc. (Nursing)	3
100	B.Sc. (Nursing) Post Basic	3

2. Academics

2.1 Definitions

- a. **Academic Program-** This refers to a sequence of study i.e. a combination of courses leading to the award of a qualification such as an undergraduate degree or diploma (ex BBA, BJMC) or postgraduate/ doctoral level qualification (MBA. M.Tech).
- b. **Course-** A distinct unit of study within a program (also referred to as subject) which is evaluated and credits are earned. Each course is completed in a semester and is identified by a unique code. A course can have one or more of the following components associated with the teaching learning process.
 - a. Lecture – L
 - b. Tutorial – T- Tutorial sessions will primarily involve participatory discussion, doubt clearing, Presentation by students, desk work and problem solving or any other method which facilitates the student to absorb more effectively the contents delivered in the lecture session.
 - c. Practical P- Practical session consist of hands on experience/ Laboratory experiments that equip the students to acquire the skill component.
 - d. Clinicals / Field Study/ Self Study

Different courses of study can be labeled as follows

- i. Core course- A course which should compulsorily be studied by every candidate, who is enrolled for a particular academic program is referred to as a core course.
- ii. Concentration Electives- These are courses which can be chosen from a pool of courses in related areas which give the student an in-depth understanding of his core area. These courses can also be referred to as depth courses. These may also include discipline specific workshops, projects or certification courses.
- iii. Open Elective- An elective course chosen generally from an unrelated discipline / area with an intention to give a student exposure and a broader perspective. These courses may also be referred to as breadth courses.

Note: A core course in a program may be an open elective for another program.

- iv. Non credit course- These are courses which a student has to successfully complete to get his degree however such a course does not contribute towards the credits earned by the student. For non-credit courses, evaluation will be done but no credit units will be assigned. They will be reflected in the grade sheet with result as “satisfactory” or “Unsatisfactory”.
- v. Self Study courses-These are courses which a student studies on his own with advisory support from a teacher. These courses generally support or supplement the other courses by helping the student acquire special or advanced knowledge. These courses include projects, term paper, readings etc.

c. Credits- These are numeric values of individual courses which contribute to the total credit requirement of an academic program. It represents the number of hours a student spends in a class each week over the course of the semester.

E.g. A student enrolled in MGT 2003 (3 credits) will spend approximately 3 hours in class per week for the semester (approx. 14 weeks)

Credits for a course can be calculated as follows

- i. One lecture (L) hour per week should be counted as 1 credit per semester
 - ii. One tutorial (T) hour per week should be counted as 1 credit per semester
 - iii. One practical/laboratory/workshop (P) per week should be counted as ½ credit per semester
 - iv. For Clinical Practice 30 hours per semester to be counted as 1 credit per semester.
- d. Major / Minor-** A major is the area in which you choose to concentrate most of your studies e.g. Management Studies, Journalism, Civil Engineering.
A minor is a secondary area of concentrated study that relates to the major or is of purely personal interest.

2.2 Credit Requirements

The credit requirement for the various programs is as follows

Table 2 Credit Requirements

Program	Credit requirement
3 year UG programs	150 credits
4 year UG programs	210 credits
5 year UG program	260 credits
5 year integrated program	280 credits
1 year diploma	65 credits
2year postgraduate program	130 credits
3 year post graduate program	170credits

2.3 Course coding system

Each course is identified by a unique alphanumeric code. The following coding system is applicable to all courses being offered by the university

- The course code comprises of 7 characters (3 alphabetical and 4 numeric)
- The 3 alphabetical characters represent the discipline to which the course belongs and are referred to as **discipline descriptors**. Table 1 shows the disciplines and the discipline descriptors along with the name of the school under which the particular discipline falls the end.

Table 3: Discipline Descriptors

S. No	Discipline	Discipline descriptor	School or organisational unit that will be responsible for administration of the course
1	Management	MGT	Amity Business School (General)
2	Marketing and Sales	MMS	Amity Business School
3	International Business	MIB	Amity Business School
4	Banking and Finance	MBF	Amity Business School
5	Human Resource Management	MHR	Amity Business School
6	Hospital and Health Care	MHM	Amity Business School
7	Commerce/ Accounts	COM	Amity College of Commerce
8	Economics	ECO	Amity School of Economics
9	Journalism	JRN	Amity School of Communication
10	Animation	ANI	Amity School of Communication
11	English	ENG	Amity School of Liberal Arts
12	Humanities	HUM	Amity School of Liberal Arts
13	Communication Skills	CSS	Amity School of Liberal Arts
14	Foreign Language	LAN	Amity School of Languages
15	Behavioural Science	BEH	Amity Institute of Behavioural and App.Sciences
16	Psychology	PSY	Amity Institute of Behavioural and App.Sciences
17	Architecture	ARC	Amity School of Architecture and Planning
18	Planning	PLN	Amity School of Architecture and Planning
19	Mathematics	MTH	Amity School of Applied Sciences
20	Physics	PHY	Amity School of Applied Sciences

21	Chemistry	CHY	Amity School of Applied Sciences
22	Environmental Sciences	ENV	Amity School of Applied Sciences
23	Nanotechnology	NAT	Amity School of Applied Sciences
24	Pharmaceutical	CHY	Amity School of Applied Sciences
25	Civil Engineering	CIV	Amity School of Engineering and Technology
26	Mechanical Engineering	MAE	Amity School of Engineering and Technology
27	Electronics &Electrical Engineering	EEE	Amity School of Engineering and Technology
28	Electronics & Communication Engineering	ECE	Amity School of Engineering and Technology
29	Computer Science	CSE	Amity School of Engineering and Technology
30	Aerospace Engineering	ASE	Amity School of Engineering and Technology
31	Biomedical Engineering	BME	Amity School of Engineering and Technology
32	Information Technology (Non engineering)	IFT	Amity Institute of Information Technology
33	Information Technology (Engineering)	ITE	Amity School of Engineering and Technology
34	Laser technology	LOE	Amity Institute of Laser Tech. and Optoelectronics
35	Fashion and Design	FST	Amity School of Fashion and Design Technology
36	Fine Arts	FNA	Amity School of Fashion and Design Technology
37	Law	LAW	Amity School of Law
38	Biotechnology (Engineering)	BTE	Amity Institute of Biotechnology
39	Bioinformatics	BIF	Amity Institute of Biotechnology
40	Biotechnology ((Non engineering)	BTH	Amity Institute of Biotechnology
41	Nursing	NUR	Amity College of Nursing
42	Solar and Alternate Energy	SAE	Amity School of Applied Sciences
43	Audiology, Speech and Language	ASL	Amity Medical School
44	Optometry	OPT	Amity Medical School
45	Public Health	PUH	Amity Medical School
46	Interior Design	IND	Amity School of Architecture and Planning
47	Home Science	HSC	Amity Medical School
48	Dietetics & Nutrition	DAN	Amity Medical School

- i) The 1st numeric character represents the level of the programme in which the course is being offered i.e. whether it is a Diploma /undergraduate /postgraduate or a doctoral level programme. It will be referred to as the **level indicator**
- 0- Certificate level
 - 1- Undergraduate Diploma Level
 - 2- Undergraduate level
 - 3- Postgraduate Diploma level
 - 4- Postgraduate level
 - 5- MPhil/ doctoral level

6- Both UG and PG level

- ii) The 2nd numeric character represents the semester in which the course is being offered. This is referred to as the **semester indicator**.

1-Semester 1

2- Semester 2

3 - Semester 3

4-Semester 4 and so on

For a five year programme the tenth semester is represented by the digit 0

- iii) The 3rd and 4th numeric character represents the course.

-The series from 50 onwards is reserved for courses being offered as open elective

-The following numeric's are reserved for the given courses

Readings- *****30

Term paper - *****31

Project *****32

Workshop *****33

Study Abroad *****34

Summer Project/ Summer Internship/ Training - *****35

Article Writing/Portfolio *****36

Internship/ Dissertation *****37

- iv) No course code should be repeated

- v) The same course being taught in different programmes of the same level should have the same code

- vi) In case a course appears in two different semesters of two programmes within a discipline then the code of the course in the programme to which it primarily and logically belongs will be considered.

Illustration

MGT2101- Management Foundations

The course is a management course being offered by Amity Business School at UG level in the 1ST Semester

ANI2301- 3D Software

The course is an animation course being offered by Amity School of Communication at UG level in the 3rd Semester

2.4 Introducing new discipline descriptors

~~Whenever a school needs to introduce a new discipline descriptor approval has to be sought from Dean Academics.~~

The following information must be included in the submission:

- proposed alpha code;
- statement of justification;
- academic organization (school or organizational unit that will be responsible for administration of the courses under this discipline.

2.5 Grading System

The level of student's academic performance as the aggregate of continuous evaluation and end term examination shall be reflected by letter grades on a ten point scale according to connotation as given below

Table 4: Connotation

Grade	Qualitative meaning	Grade Point Attached
A+	Outstanding	10
A	Excellent	9
A-	Very Good	8
B+	Good	7
B	Above Average	6
B-	Average	5

C+	Satisfactory	4
C	Border Line	3
F	Fail	0

This semester performance of a student will be indicated as “Semester Grade Point Average (SGPA). The SGPA will be weighed average of Grade Points of all letter grades received by a student for all the course units in the semester. The formula for computing SGPA is given below

$$SGPA = \frac{U_1G_1 + U_2G_2 + U_3G_3 + \dots}{U_1 + U_2 + U_3 + \dots}$$

Where U_1, U_2, U_3 denote credits associated with courses taken by the student and G_1, G_2, G_3 are the Grade Point of the letter grades awarded in the respective Course.

CGPA is not applicable in first semester. CGPA is calculated on the basis of SGPA.

For example in II Semester the formula for CGPA is

$$CGPA = \frac{\text{Cumulative points secured in all passed course in I \& II Sem}}{\text{Cumulative Associated Credit Units in I \& II semesters}}$$

The successful candidates shall be placed in Divisions as below:

<u>CGPA</u>	<u>EQUIVALENT DIVISION</u>
8.5 & above	First class with Distinction
6.5 but less than 8.5	First Division
5.5 but less than 6.5 for UG programmes	Second Division
6.00 but less than 6.5 for PG programmes	Second Division

3. FLEXILEARN

Achieving **academic excellence** expresses the core philosophy at Amity University Haryana and this is the driving force behind rigorous academic programmes and high quality teaching which instill a spirit of learning amongst students. Our academic processes focus on

- A high level scholastic achievement
- An involving attention to detail.
- Quality Research and innovation.
- Advanced critical analysis

Amity University Haryana has the vision to develop as an **Industry Integrated University** We believe in learning that takes students beyond the classroom and into the real world where they must use instinct, negotiating skills, collaboration and experiential learning with innovation.

Our pedagogy offers the opportunity to explore intellectual possibility. A coherent, integrated curriculum is the backbone. It challenges the young Amityian to risk an opinion, to listen the voice of others, to explore intellectual pathways, to discover new academic passions.

Our academic processes need to be aligned with our philosophy of achieving academic excellence and vision of being an Industry Integrated University. The introduction of the FlexiLearn from January 2013 is a step towards the same. The flexible credit system focuses on leveraging the talent and innovative capabilities of the budding professionals to meet the needs of the contemporary dynamic business environment thus making the student more industry ready.

3.1 What Flexible Credit System means

Flexible credit system offers **cross programme education** i.e. it allows students to opt for courses cutting across disciplines. This enables the students to acquire a more holistic perspective and thus have better understanding of issues. The student has flexibility as he has a wide option of courses to choose from. For example a student pursuing BA Economics Honors can now choose courses from disciplines other than Economics like a course in Photography or Animation. Flexible credit system also permits credit transfers and earning credits through live projects. It gives the students the flexibility to **design their own degree**.

3.2 Objectives of the Flexible Credit System

- A multi disciplinary and application oriented focus is expected to make the student industry ready.
- The student will be able to build on his strength areas by choosing courses in areas which interest him.
- Develop innovative and creative skills by giving the students a wider perspective through a wide array of course offerings

3.3 Flexibility at Amity University Haryana

- Option of choosing a minor along with the major area of study.
- Allow credit transfer from one programme to another (in case the student decides to shift) – subject to meeting the eligibility criteria.
- Freedom to choose courses from other programmes.
- Earn credits through live projects/ community projects/ workshops.
- Option of taking a break after diploma and then continuing to earn a degree.
- Transfer credits to other universities (in case of twinning programme with universities abroad)

3.4 Highlights of Flexi Learn

- The course delivery is a perfect blend of
 - classroom studies
 - Workshops/ Seminars/ Certification programme
 - Substantial project work and Assignments with industry relevance
- Value added courses in Behavioural Science, Communication and Foreign Language which are not discipline specific are already being offered across the university for which the students are being offered credits
- **Study Abroad Program**-The student has the option of earning credits through a well designed 12 day study abroad program which helps the student to get global exposure.
- The course belongs to areas which are important for the holistic development of an individual. These areas includes
 - Values and ethics
 - Environmental Issues
 - Technology
 - Communication
 - Cross Cultural exposure

3.5 Structure of Flexi Learn

To successfully earn a degree a student has to complete certain fixed number of credits. These credits can be earned through the following categories of courses

- 1. Core courses-** Every semester a student compulsorily takes these courses. These courses may include compulsory summer internships and projects, dissertation, field study/ clinical exposure etc.
- 2. Concentration Electives-** These are courses in related areas which a student takes to get a deeper understanding. A student can choose his subjects from a list of subjects available to him. However a **minimum cohort of 10 students** in a subject is mandatory to run a course.

These courses also include Projects, Workshops/ Certification (Discipline specific) , Term papers and Study Abroad Program (12 days)

3. Open Electives- These are the courses being offered across the university by any of the schools/Institutes. The following open electives are compulsory for all students

- Foreign Language – A student can choose from the following languages- French, German, Spanish, Russian, Chinese, Portuguese
- Courses in Behavioural Science (1 Credit per semester)
- Courses in Communication Skill (1 Credit per semester)
- Environmental Studies (for all UG programs)

In addition to the above courses the student can choose from a list of courses being offered by other schools/ centre's of excellence. A student has to earn 3 credits per semester from these courses. These courses have been grouped into various tracks and if a student earns **15-18 credits** from courses in a particular track he is eligible to get a **minor** in that track area. For example if a student follows the Animation track and chooses one course each semester for 5 semesters from that track , at the end of the programme he will get a B.A. (Honors) degree with a minor in Animation.

Mentor- Every student is allocated a faculty mentor to support him in making the right choice of courses.

3.6 Minor Tracks

The following are the tracks with the minimum credit requirement which are available to the students

Table 5: Minor Tracks

S No	Track With details of courses	No of credits to be earned for getting a minor degree	Prerequisites if any
1.	English Literature Semester 1-ENG2151-Shakespearean Comedy Semester 2-ENG2251-Romantic Poetry Semester 3-ENG2351-The Novels of England Semester 4-ENG2451-The English Novels of India Semester 5-ENG2551-Genre Fiction Semester 6-ENG2651-Contemporary Literature	18	No prerequisites
2.	Journalism Semester 1-JRN2151-Print Media: Reporting & Editing Semester 2-JRN2251-Basic Photography Semester 3-JRN2351-TV Journalism Semester 4-JRN2451-TV Production & Presentation Semester 5-JRN2551-New Media	15	No prerequisites
3.	Economics	15	No prerequisites

	Semester 1-ECO2151 Micro Economics 1 Semester 2-ECO2251 Indian Economy Semester 3-ECO2351 Macro Economics 1 Semester 4-ECO2451 Research Methodology Semester 5-ECO2551 Econometrics- Basic Theory and Application		
4.	Management Semester 1-MGT2151-Management Foundations Semester 2-MGT2251-Marketing Management Semester 3-MGT2351-Organizational Behaviour Semester 4-MGT2451-Business Environment Semester 5-MGT2551-Operations Research Semester 6-MGT2651-Business Law	18	No prerequisites
5.	Psychology Semester 1-PSY2151-Introductory Psychology Semester 2-PSY2251-Abnormal Psychology Semester 3-PSY2351-Basic Cognitive Psychology Semester 4-PSY2451-Life Span Development Semester 5-PSY2551-Psychometric Testing Semester 6-PSY2651-Counselling Psychology	18	No prerequisites
6.	Dietetics & Nutrition Semester 1-DAN2151-Principles of Nutrition Semester 2-DAN2251-Family Meal Management Semester 3-DAN2351-Basics Dietetics Semester 4-DAN2451-Advanced Dietetics Semester 5-DAN2551-Community Nutrition	15	No prerequisites
7.	Data Analytics Semester 1- MTH2151-Optimization Techniques Semester 2- MTH2251-Statistics Semester 3- MTH2351-Data Mining Semester 4- MTH2451-Database Management System Semester 5- MTH2551-Introduction to Financial Modeling Semester 6-MTH2651-Statistical Quality Control	18	Mathematics in Class 12 th
8.	Animation Semester 1-ANI2151-Basics of Sketching & Drawing Semester 2-ANI2251-Basics of HTML Semester 3-ANI2351-Introduction to 3D Semester 4-ANI2451-Maya Fundamentals Semester 5-ANI2551-Digital Editing	15	Aptitude Test
9.	Human Rights Semester 1- LAW2152-Concept and Theoretical Understanding of Human Rights Semester 2- LAW2252-Systems, Organizations and Instruments of Human Rights Semester 3- LAW2352-Contemporary Human Rights Situations and Issues Semester 4- LAW2452-Specific Themes in Human Rights Semester 5- LAW2552-Legislation Themes in Human Rights Semester 6- LAW2652-Report Writing and Thesis Preparation (Human Rights)	18	LAW2152,LAW2252, LAW2352,LAW2452, LAW2552
10	Intellectual Property Rights Semester 1-LAW2151-Principles of IPR	15	No prerequisites

	Semester 2- LAW2251-Patent Law and Practices Semester 3- LAW2351-Copyright Law and Practices Semester 4- LAW2451-Trademark Law and Practices Semester 5- LAW2551-Emerging Legal Issues and Challenges		
11	European Studies Semester 1-LAN2160-Contemporary Europe: Social, Political and Economic Systems Semester 2:LAN2260-Multiculturalism,Immigration and Human Rights in Europe Semester 3:LAN2360-The changing Role of Women in Europe from 19 th century onwards Semester 4: LAN2460-European Culture,Multilingualism and Identity Semester 5: LAN2560-European Arts in Particular Cinema and Literature Semester 6: LAN2660-Concepts of Intercultural Communication	18	No prerequisites
12	German Studies Semester 1:LAN2162-Introduction to Linguistics of German Semester 2:LAN2262-Audio-Visual Exercises in German Semester 3:LAN2362-Area Studies of German Speaking countries Semester 4:LAN2462-Preparatory Course for A1 level Examination at the Goethe Institute Semester 5: LAN2562-Culture of German Speaking Countries through Cinema and Literature. Semester 6:LAN2662-Theatre Project Faust	18	No prerequisites LAN2152,LAN2162 LAN2252,LAN2262 LAN2352,LAN2362 LAN2452,LAN2462 LAN2552,LAN2562
13	French Studies Semester 1:LAN2161 –Francais professionnel et des affaires I Semester 2: LAN2261-Francais professionnel et des affaires II Semester 3: LAN2361-Francais professionnel et des affaires III Semester 4:LAN2461- Francais professionnel et des affaires	15	No prerequisite LAN2151,LAN2161 LAN2251, LAN2261 LAN2351,LAN2361 LAN2451,LAN2461
14.	Environmental Management Semester 1- ENV2151 -Environmental Studies - I Semester 2- ENV2251 - Environmental Studies - I I Semester 3- ENV2351-Environmental Pollution and Waste Management Semetser4- ENV2451-Environmental Management and Industrial Safety Semester 5- ENV2551-Environmental Economics and Globalization Semester 6- ENV2651-Sustainable Development Practices	18	No prerequisites
15.	Home Management Semester 1-HSC2151-Human Ecology and Family Science-I Semester 2-HSC2251-Human Ecology and Family Science-II Semester 3-HSC2351-Resource Management Semester 4-HSC2451-Housing Semester 5-HSC2551-Residential Interior Space Design & Landscaping-I Semester 6-HSC2651- Residential Interior Space Design & Landscaping-II	18	No prerequisites

16	Fashion Management Semester 1-FDT2151- Fashion Art Illustration and Model Drawing Semester 2- FDT 2251-Fashion Theory Semester 3- FDT 2351-Computer Aided Manufacturing Semester 4- FDT 2451-Fashion Management Semester 5- FDT 2551-Fashion Forecasting	15	No prerequisites
17	Instrumentation Engineering Semester 1-ECE2351-Basic Instrumentation Semester 2-ECE2451-Virtual Instrumentation Semester 3-ECE2551-Biomedical Instrumentation Semester 4-ECE2651-Analytical Instrumentation Semester 5-ECE2751-Industrial Process Control Semester 6-ECE2851-Project (Instrumentation Engineering)	18	Physics ,Chemistry, Maths in class 12 th
18	Embedded System Semester 1-ECE2352-Introduction to Microprocessor System Semester 2-ECE2452-Microcontroller Semester 3-ECE2552-PCB Fabrication Semester 4-ECE2652-Robotics and Automation Semester 5-ECE2752-Simulation and Modelling Semester 6-ECE2852-Project (Embedded System)	18	Physics ,Chemistry, Maths in class 12 th
19	Mechanical Engineering Semester 1-MAE2351-Thermodynamics Semester 2-MAE2451-Basics of Kinematics of Machines Semester 3-MAE2551- Metrology Semester 4-MAE2651- Fluid Power Systems Semester 5-MAE2751-Basics of Dynamics of Machines Semester 6-MAE2851-Project (Mechanical Engineering)	18	Physics ,Chemistry, Maths in class 12 th
20	Laser System Semester 1-LOE2351-Basics of Lasers Semester 2 –LOE2451-Laser Technology & Applications Semester 3-LOE2551- Laser Systems & Devices Semester 4-LOE2651- Lasers in Defense Applications Semester 5-LOE2751- Lasers in Industrial Applications Semester 6 –LOE2851-Lasers in Medical Applications	18	No prerequisites
21	Artificial Intelligence Semester 1-CSE2351-Basics of Artificial Intelligence Semester 2-CSE2451- Artificial Neural Networks Semester 3-CSE2551–Fuzzy Logic Semester 4-CSE2651-Introduction to Genetic Algorithm Semester 5-CSE2751- Soft Computing Semester 6-CSE2851-Project (Artificial Intelligence)	18	Physics ,Chemistry, Maths in class 12 th
22	AeroSpace Engineering Semester 1-ASE2351- Elements of Aerospace Engineering Semester 2-ASE2451- Elements of Space Engineering Semester 3-ASE2551- Aircraft System Semester 4-ASE2651- Aircraft Stability & Control Semester 5-ASE2751- Aircraft Structure Semester 6-ASE2851- Introduction to Automatic Flying Control	18	Physics ,Chemistry, Maths in class 12 th
23	Cloud Computing Semester 1-CSE2352- Computer Network Semester 2----- Semester 3-CSE2552- Storage & Compute Virtualization	15	Physics ,Chemistry, Maths in class 12 th

	Semester 4-CSE2652- Network Virtualization Semester 5-CSE2752-Cloud Computing Semester6- INT2851- Information Storage And Management		
24	Geotechnical Engineering Semester 1- CIV2351- Engineering Geology Semester 2 –CIV2451-Geo informatics Semester 3–CIV2551-Geotechnical Engineering - I Semester 4-CIV2651- Geotechnical Engineering – II Semester 5-CIV2751-Project (Geotechnical Engineering) Semester 6- CIV2851-Seminar - Geotechnical Engineering	18	Physics ,Chemistry, Maths in class 12 th
25	Painting Arts Semester 1- FNA2151-Basics of Drawing and Asian Landscape Semester 2 –FNA2251-Basics of Drawing and Monochrome Folk Composition Semester 3 –FNA2351-Advanced Drawing and Illustration of Indian Temple Sculpture Semester 4-FNA2451- Advanced Drawing with Ink with brush Illustration Semester 5-FNA2551-Advanced Drawing and Illustration with Mural Art Semester 6 –FNA2651- Advanced Drawing and Illustration with Visual Design	18	No prerequisites
26	Nanotechnology Semester 1 -NAT2151- Basics of Nanotechnology Semester 2 –NAT2251- Spintronics Semester 3 –NAT2351 –Graphene Electronics Semester 4 –NAT2451- Composites and Non -Composites Semester 5 –NAT2551- High Density Memonics Semester 6 –NAT2651- Nano particles and their Applications	18	No prerequisites
27	Pharmaceuticals Semester 1 –CHY2151- Cosmetic Formulation Semester 2 – CHY2251- Industrial Management and Safety Process Semester 3 – CHY2351 –Drug Design Semester 4 – CHY2451- Application of Nanotechnology in Medicine Semester 5 – CHY2551- Intellectual Property Rights and Quality Assurance Semester 6 – CHY2651- Pharmaceutical and Cosmetics Sciences Lab	18	No prerequisites
28	Accounting Semester 1 –COM2151 -Financial Accounting-I Semester 2 – COM2251- Financial Accounting-II Semester 3 – COM2351 –Coporate Accounting Semester 4 – COM2451- Financial Management Semester 5 – COM2551- Cost Accounting Semester 6 – COM2651- Management Accounting	18	No prerequisites
29	Biomedical Semester 1 –BME2351 –Human Anatomy and Physiology I Semester 2 – BME2451- Bioinstrumentation Semester 3 – BME2551 –Tissue Engineering Semester 4 – BME2651- Biomechanic Semester 5 – BME2751- Medical Image Processing	18	Physics ,Chemistry, Maths in class 12 th

	Semester 6 – BME2851- Seminar –Biomedical Engineering		
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5 Sample Programme Profile Sheet

Name of Programme: **B.Sc. Clinical Psychology**

Total 150 Credits

Semester 1 (25 Credits) Core Courses 4 (12 Credits) Concentration Electives (3 Credits) Open Electives (10 Credits) • Foreign Language (3 Credits) • Effective Listening (1 Credit) • Understanding Self for Effectiveness (1 Credits) • Environmental Studies-I (2 Credits) • Others (3 Credits) 	Semester 2 (25 Credits) Core Courses 4 (12 Credits) Concentration Electives (3 Credits) Open Electives (10 Credits) • Foreign Language (3 Credits) • Presentation Skills (1 Credit) • Problem Solving and Creative thinking (1 Credit) • Environmental Studies-II (2 credits) • Others (3 Credits)
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Semester 3 (25 Credits) Core Courses 5 (15 Credits) Concentration Electives (3 Credits) Open Electives (7 Credits) • Foreign Language (2 Credits) _____ • Reading & Comprehension (1 Credit) • Group Dynamics and Team Building (1 Credit) • Others (3 Credits) 	Semester 4 (25 Credits) Core Courses 5 (15 Credits) Concentration Electives (3 Credits) Open Electives (7 Credits) • Foreign Language (2 Credits) _____ • Corporate Communication (1 Credit) • Stress and Coping Strategies (1 Credit) • Others (3 Credits)
Semester 5 (25 Credits) Core Courses + Summer Project (15 Credits) Concentration Electives (3 Credits) Open Electives (7 Credits) • Foreign Language (2 Credits) _____ • Employment Skills(1 Credit) • Individual, Society and Nation (1 Credit) • Others (3 Credits) 	Semester 6 (25 Credits) Core Courses+ Internship (17 Credits) Concentration Electives (3 Credits) Open Electives (5 Credits) • Workplace Communication (1 Credit) • Interpersonal Communication and Relationship Management (1 Credit) • Others (3Credits)

BA (H) Applied Psychology (Total Credits 150)

FIRST SEMESTER

Course Code	Course Title	Lectures (L) Hours per week	Tutorial (T) Hours per week	Practical (P) Hours per week	Total Credits
PSY2151	Introductory Psychology	2	1		3
PSY2101	Elementary Statistics	2	1		3
PSY2102	Experimental Psychology-I	2	1		3
PSY2103	Psychological Practical-I			6	3
Concentration Electives					3
PSY2104	System and Approaches in Psychology	2	1		3
PSY2105	Human Rights, Values and Ethics	2	1		3
PSY2130	Readings in Psychology				2
PSY2132	Project (with Presentation & Evaluation)				3
PSY2136	Article/ Feature Writing				1
Open Electives					7*+3
LAN2151	Foreign Language-I*	3			3
LAN2152	French-I				
LAN2153	German-I				
LAN2154	Spanish-I				
LAN2155	Russian-I				
LAN2156	Chinese-I				
LAN2156	Portuguese-I				
CSS2151	Effective Listening*	1	-	-	1
BEH2151	Understanding Self for Effectiveness*	1	-	-	1
ENV2151	Environmental Studies-I*	2	-	-	2
	TOTAL				25

SECOND SEMESTER

Course Code	Course Title	Lectures (L) Hours per week	Tutorial (T) Hours per week	Practical (P) Hours per week	Total Credits
PSY2251	Abnormal Psychology	2	1		3
PSY2201	Advance Statistics	2	1		3
PSY2202	Experimental Psychology-II	2	1		3
PSY2203	Psychological Practical-II			6	3
Concentration Electives					3
PSY2204	Industrial Psychology	2	1		3
PSY2205	Organizational Behaviour	2	1		3
PSY2230	Readings in Psychology				2

PSY2232	Project (with Presentation & Evaluation)				3
PSY2236	Article/ Feature Writing				1
	Open Electives				7*+3
LAN2251 LAN2252 LAN2253 LAN2254 LAN2255 LAN2256	Foreign Language – II* French-II German-II Spanish-II Russian-II Chinese-II Portuguese-II	3	0	0	3
CSS2251	Presentation Skills*	1	-	-	1
BEH2251	Problem Solving and Creative Thinking*	1	-	-	1
ENV2251	Environmental Studies – II*	2	-	-	2
	TOTAL				25

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SUMMER PROJECT-I

Course Code	Course Title	Lectures (L) Hours per week	Tutorial (T) Hours per week	Practical (P) Hours per week	Total Credits
PSY2351	Basic Cognitive Psychology	2	1		3
PSY2301	Social Psychology	2	1		3
PSY2302	Psychological Practical-III			6	3
PSY2304	Sports Psychology	2	1		3
PSY2335	Summer Project –I (Evaluation)			6	3
	Concentration electives				3
PSY2303	Health Psychology	2	1		3
PSY2330	Readings in Psychology				2
PSY2331	Term paper				2
PSY2332	Project (with Presentation & Evaluation)				3
PSY2333	Workshop / Certification (Discipline Specific) 1 Credit per workshop)				1
PSY2336	Article/ Feature Writing				1
	Open Electives				4*+3
LAN2351 LAN2352 LAN2353 LAN2354 LAN2355 LAN2356	Foreign Language – III* French-III German-III Spanish-III Russian-III Chinese-III Portuguese-III	2	-	-	2
CSS2351	Reading & Comprehension*	1	-	-	1
BEH2351	Group Dynamics and Team Building*	1	-	-	1
	TOTAL				25

FOURTH SEMESTER

Course Code	Course Title	Lectures (L) Hours per week	Tutorial (T) Hours per week	Practical (P) Hours per week	Total Credits
PSY2451	Life Span Development	2	1		3
PSY2401	Personality	2	1		3
PSY2402	Psychological Practical-IV			6	3
PSY2405	Environmental Psychology	2	1		3
PSY2406	Applied Social Psychology	2	1		3
Concentration Electives					3
PSY2403	Physiological Psychology	2	1		3
PSY2404	Advance Cognitive Process	2	1		3
PSY2430	Readings in Psychology				2
PSY2431	Term paper				2
PSY2432	Project (with Presentation & Evaluation)				3
PSY2433	Workshop / Certification (Discipline Specific) 1 Credit per workshop)				1
PSY2436	Article/ Feature Writing				1
Open Electives					4*+3
LAN2451 LAN2452 LAN2453 LAN2454 LAN2455 LAN2456	Foreign Language – IV* French-IV German-IV Spanish-IV Russian-IV Chinese-IV Portuguese-IV	2	-	-	2
CSS2451	Corporate Communication *	1	-	-	1
BEH2451	Stress and Coping Strategies*	1	-	-	1
	TOTAL				25

SUMMER PROJECT-II

FIFTH SEMESTER

Course Code	Course Title	Lectures (L) Hours per week	Tutorial (T) Hours per week	Practical (P) Hours per week	Total Credits
PSY2551	Psychometric Testing	2	1		3
PSY2501	Psychological Practical-V			6	3
PSY2503	Educational Psychology	2	1		3
PSY2535	Summer Project-II(Evaluation)				6
Concentration Electives					3
PSY2502	Clinical Psychology	2	1		3
PSY2504	Child Psychology	2	1		3

PSY2505	Scientific Research Paper-I		3		3
PSY2532	Project (with Presentation & Evaluation)				3
Open Electives					4*+3
LAN2551 LAN2552 LAN2553 LAN2554 LAN2555 LAN2556	Foreign Language –V* French-V German-V Spanish-V Russian-V Chinese-V Portuguese-V	2	-	-	2
CSS 2551	Employability Skills*	1	-	-	1
BEH 2551	Individual , Society and Nations	1	-	-	1
TOTAL					25

SIXTH SEMESTER

Course Code	Course Title	Lectures (L) Hours per week	Tutorial (T) Hours per week	Practical (P) Hours per week	Total Credits
PSY2651	Counseling Psychology	2	1		3
PSY2601	School Counseling	1	1		2
PSY2602	Psychological Practical-VI			6	3
PSY2637	Dissertation (based on Applied Psychology)				9
Concentration Electives					3
PSY2605	Scientific Research Paper-II				3
PSY2606	Positive Psychology	2	1		3
PSY2607	Gender Psychology	2	1		3
PSY2632	Project (with Presentation & Evaluation)			6	3
Open Electives					2*+3
CSS2651	Workplace Communication*	1	-	-	1
BEH2651	Interpersonal Communication and Relationship Management*	1	-	-	1
TOTAL					25

*Compulsory

INTRODUCTORY PSYCHOLOGY

Course Code: PSY 2151

Credit Units: 3

Course Objective:

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

- To know the major personalities important to the field of general psychology and the ideas, theories, and schools with which they are associated.
- To know the major terms associated with general psychology and their meanings.
- To know the major concepts associated with the area of general psychology.

Course Content

Module I:

Meaning, Definition and Goals of Psychology, Psychology as a Science vs Art

Module II:

Scope of Psychology; Fields of Psychology; Branches (Theoretical and Applied) of Psychology

Module III:

Historical Perspective, Journey of Psychology from Philosophy to Psychology

Module IV:

Schools of Psychology: Structuralism, Functionalism, Behaviorism, Gestaltism, Psychoanalysis, Humanism, Existentialism, Cognitive

Module V:

Methods and Techniques of Data Collection: Introspection, Observation: Natural, Systematic, Controlled, and Participative vs. Non-participative, Experimental: Laboratory experiments, field experiments and field studies, Interview and Questionnaire, Survey, Case Study

Examination Scheme:

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

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

Text & References:

Text:

- Morgan & King: Introduction to Psychology. Tata McGraw Hill Publishing Company Limited, N. Delhi

- Munn, N.L.: Psychology. Oxford & IBH Publishing Co Pvt. Ltd, N. Delhi
- Hilgard & Atkinson: Introduction to Psychology, 6th Ed. New Delhi: Oxford & IBH Publishing Co
- Sdorow: Psychology. 3rd Edition Broalu & Benewmark Publishers
- Guilford, J. P.: General Psychology. New York: D. Van Nostrand
- Mohsin, S.M.: Elementary Psychology. Motilal Banarasidas.
- Mishra, B. K.: Psychology. PHI Learning Pvt. Ltd
- Morris, C. G. & Maisto, A. A.: Psychology: An Introduction. (12thed.).Upper Saddle River, NJ: Prentice Hall.

References:

- Atkinson & Hilgard: Psychology: An Introduction. Cengage Learning EMEA
- Kosslyn & Rosenberg : Psychology (3rded.). Allyn & Bacon
- Lahey, B. B. & Majors, M.: Psychology: An Introduction. Tata McGraw Hill Humanities/Social Sciences/Lingua

ELEMENTARY STATISTICS

Course Code: PSY2101

Credit Units: 03

Course Objective:

The paper on Statistics introduces quantification of psychological data and gives primary research orientation to the students. Understanding Statistics and basic logic of Statistics is crucial to being able to read Psychology research article. Further by mastering the basic logic and ways of thinking about Statistics, students will be unusually well prepared for the advanced courses.

Course Contents:

Module I:

Meaning, Definition, Importance and Limitations of Statistics in Psychology

Population and Sample: Types of Sampling / Sampling Techniques: Basic concepts, Sampling methods: Requisites and advantages, Types of probability sampling, Types of non-probability sampling, Sampling: Distribution and error

Module II:

Primary and Secondary Data

Classification and Tabulation of Data,

Frequency Distribution

Module III:

Graphical presentation of Data: Histograms, Frequency polygon, Frequency Curve, Cumulative Frequency Curve (Ogive), Cumulative Percentage Curve

Module IV:

Measures of Central Tendency: Meaning, Application and Computation of Mean, Median and Mode

Module V:

Measures of Variability: Range and Variation; Average deviation, Quartile deviation and Standard deviation

Examination Scheme:

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

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

Text & References:

Text:

- Garrett, H. E.: Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd. Bombay
- Aron/Aron & Coups: Statistics for Psychology (5th Ed). Pearson Education
- Howitt, D. & Introduction to Statistics in Psychology (5th Ed). Cramer, D. England: Pearson Education Limited.
- Sprinthall, R.C. : Basic Statistical Analysis. Prentice Hall College Div
- Downie, N. M.: Basic Statistical Methods. Harper & Row Publishers, New York
- Colman, A. M.: Psychological Research Methods and Statistics. London and New York: Longman.
- Gupta, S. C.: Fundamentals of Statistics. N. Delhi: Himalaya

- Siegel, S.: (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota, S.: (1992), Experimental Design in Behaviour Research, New Delhi
- Mohsin, S. M.: Fundamental Statistics for the Behavioural Sciences .Motilal Banarasidas, Patna

References:

- Agrawal, B. L.: Basic Statistics. New Age International
- Guilford, J.P.: Fundamental Statistics in Psychology and Education. McGraw Hill Kogakusha Ltd.
- Minimum, E. W., King, H. M. & Bear G., (1993), Statistical Reasoning in Psychology & Education, 3rd Edition, New York: John Willey & Sons
- Freeman: Statistics in Psychology

EXPERIMENTAL PSYCHOLOGY- I

Course Code: PSY2102

Credit Units: 03

Course Objective:

The basic general objective of Experimental Psychology is to familiarize the student with a basic and broad understanding of the scientific method and its application to the problems of Psychology. The course focuses on the logic, principles and practices of modern science and how it is applied to understanding the nature of reality. Successful completion of this course will prepare the student for graduate work and advanced experimental concepts.

Course Contents:

Module I:

Meaning and Nature of Science, Scientific Methods and Experimental Psychology
Scope of Experimental Psychology

Module II:

Basic concepts in Psychophysics: Sensitivity, Threshold, Point of Subjective Equality,
Constant and Variable Errors
Method of Limits: Computation of RL and DL
Method of Constant Stimuli: Computation of RL and DL
Method of Average Error: Computation of PSE & CE

Module III:

Steps of Experimental Method
Problem: Sources, types, and criteria of a good problem
Hypothesis: Nature, Types, Sources and Criteria
Variables: Meaning, Operational and constitutive definition of variables, Types and Control of Variables

Module IV:

Attention: Nature, Definition and Determinants of attention
Kinds of attention: Voluntary, involuntary, habitual, selective, divided and sustained
Theories of attention: Automatic Vs Controlled Processing, Feature Integration

Module V:

Perceptual Process: Meaning, Nature, Characteristics and process of Perception
Principal / Laws of Perceptual organization
Perception of Visual-Space, Monocular Cues and Binocular Cues, Perception of Distance and Direction Perceptual constancy

Examination Scheme:

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

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

Text & References:

Text:

- Morgan & King: Introduction to Psychology. Tata McGraw Hill Publishing Company Limited, N. Delhi
- Myers, A. & Wadsworth Hansen, C. H. : Experimental Psychology (6thed.).
- Mishra, B. K.: Psychology. PHI Learning Pvt. Ltd
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction
- Munn, N.: Psychology. Oxford & IBH Publishing Co Pvt. Ltd, New Delhi
- Hilgard & Atkinson: Introduction to Psychology, 6th Ed. New Delhi: Oxford & IBH Publishing Co.
- Sdorow: Psychology. 3rd Edition Broalu & Benewmark Publishers
- D'Amato, M, R: Experimental Psychology: Methodology Psycho- Physics and Learning. TMH Ed. Tata McGraw Hill Publishing Company Limited, New Delhi.

References:

- Sharma, R. N. & Sharma, R.: Experimental Psychology. Atlantic
- Sharan, A. K.: Experimental Psychology. Anmol Publication
- Kantowitz: Experimental Psychology. USA: Wadsworth Cengage Learning

PSYCHOLOGICAL PRACTICAL- I

Course Code: PSY2103

Credit Units: 03

Course Objective:

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

Note: Total 5 practicals will be conducted in the first semester among the list of following practicals out of which first three practicals are compulsory.

Course Content:

1	Alexander Pass-a-long Test of Intelligence	Intelligence
2	Muller Lyre Apparatus with stand	Perception Illusion
3	Division of Attention Board with reset 6 digit Impulse counter	Attention
4	Leadership Style Scale	Leadership
5	Depth Perception	Perception
6	Marital Coping Scale	Relationship

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

SYSTEMS AND APPROACHES IN PSYCHOLOGY

Course Code: PSY2104

Credit Units: 03

Course Objective:

The paper on System and Theories gives a brief history of psychology and the developments within the discipline.

Course Contents:

Module I: Development of Psychology as a Discipline

Contribution of Weber, Fechner, Helmholtz, Galton, Ebbinghaus, Mc Keen Cattell.

Module II: Structuralism, Functionalism

Wundt and Titchner as the founder of structuralism, structuralism as a system
Founding of Functionalism: Dewey and Angell

Module III: Behaviourism

Watsonian Behaviourism: systematic criteria and critical evaluation.

Module IV: Gestalt psychology

Founding the Gestalt psychology, Gestalt qualities, factors in organization, insight and productive thinking, Gestalt psychology as a system,

Module V: Psychoanalysis

Basic postulates, Freud, Jung and Adler's contributions to Psychoanalysis, critical evaluation.

Examination Scheme:

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

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

Text & References:

Text:

- Leahy, T. H., (1991): A History of Modern Psychology; New York: Prentice Hall
- Wolman, B. B. (1979): Contemporary Theories and Systems in Psychology; London: Freeman Book Company
- Chaplin, J. P. & Krawice, T. S. (1979): Systems and Theories in Psychology; New York: Holt Rinechart & Winston
- Mar, M. H. & Hillix, W. A. (1986): Systems and Theories in Psychology; New York: McGraw Hill

References:

- Paranj, A. C. (1994): Meeting East and West; New York: Plenum Press
- Sartre, J. P. (1956): History & Theories of Psychology

HUMAN RIGHTS, VALUES AND ETHICS

Course Code: PSY2105

Credit Units: 03

Course Objective:

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

Course Contents:

Module I: Introduction to Human Rights

Historical Perspective of Human rights
Meaning and Evolution of Human rights
Theories of Human Rights
Universalization of Human Rights
General Conditions Underlying the idea of human rights

Module II: Human Rights in Indian Context

Indian constitution and Human rights
Implementation of human rights in India
Personal and family rights
Group rights and right to equality

Module III: Human Rights Education

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

Module IV: Human and Civil Rights

Property Rights - Copyright - Intellectual Property
Crime and Social Deviance: Anomie
Ethics
Police — Law Enforcement: International Law Enforcement Agencies and National Law Enforcement Agencies

Module V: Values and ethics In India

Human Rights: Values and Ethics
Indian and Western Values and Ethics

Examination Scheme:

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

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

Text & References:

Text:

- Shelley, Wright (2001): International Human Rights, Decolonisation and Globalization: Becoming Human. London: Routledge.
- Anthony J. Langlois. (2001): The Politics of Justice and Human Rights: Southeast Asia and Universalist Theory. Cambridge: Cambridge University Press.

References:

- Parish, Steven M. (1994): Moral Knowing in a Hindu Sacred City. N.Y.: Columbia University Press.

READINGS IN PSYCHOLOGY

Course Code: PSY2130

Credit Units: 02

Course Objective:

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

Guidelines:

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

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

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

Evaluation Scheme:

Report on the Book in 3000 words	Written Test
50 marks	50 marks

PROJECT (WITH PRESENTATION & EVALUATION)

Course code: PSY2132

Credit Units: 03

Course Objective:

The aim of the project is to provide the students with an opportunity to further their intellectual and personal development in the chosen field by undertaking a significant practical unit of activity. The project can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Chapter Scheme and distribution of marks:

Chapter 1: Introduction – 10 marks

Chapter 2: Conceptual Framework/ National/International Scenario – 25 marks

Chapter 3: Presentation, Analysis & Findings -- 25 marks

Chapter 4: Conclusion & Recommendations -- 10 marks

Chapter 5: Bibliography -- 05 marks

Project Report	Power Point Presentation & Viva
75 marks	25 marks

Components of a Project Report

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

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

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

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

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

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

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

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

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

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

6) Annexures: Questionnaires (if any), relevant reports, etc.

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

The Steps of a Project Report

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

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

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

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

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

Chapter 1: Introduction,

Chapter 2: Conceptual Framework / National & International Scenario,

Chapter 3: Analysis & Findings

Chapter 4: Conclusion and Recommendations.

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

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

2) Student's declaration (Annexure-IB)

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

Guidelines for evaluation:

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

ARTICLE / FEATURE WRITING

Course Code: PSY2136

Credit Units: 01

Course Objective:

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

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

Guidelines:

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

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

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

EVALUATION

Selection of topic & its significance	Article writing		Viva	Total
	Content	References (studies quoted)		
10	30	20	40	100

ABNORMAL PSYCHOLOGY

Course Code: PSY2251

Credit Units: 03

Course Objective:

Abnormal psychology is a branch of psychology that deals with psychopathology and abnormal behavior that causes suffering to the individual and others around him or her, and interferes with functioning in a significant way. The term covers a broad range of disorders, from depression to obsession-compulsion to sexual deviation and many more. The study of abnormal psychology also includes learning about the factors, situations, and conditions that cause mental disorders and how they may be best treated.

Course Content:

Module I: Introduction

Concept of abnormality: Criteria and Perspectives

Classification: DSM IV-R, conceptual and operational evaluation.

Casual factors in Psychopathological Behaviour

(a) Biological determinants

(b) Psychological determinants

(c) Socio-cultural determinants

Module II: Neurosis and Psychosis

Signs, Symptoms and Etiology of Anxiety disorder – Generalized anxiety disorder, phobia and obsessive compulsive disorder

Module III: Neurotic Disorder

Signs, Symptoms and Etiology of Depression and Bipolar Disorder: Manic, Depressive, Mixed

Module IV: Mood Disorders

Signs, Symptoms and Etiology of Psychotic depression, Delusional Disorder and Schizophrenia

Module V: Psychotic Disorder

Bipolar disorders: Manic, Depressive, Mixed

Psychotic depression

Delusional Disorder

Schizophrenia

Module VI: Mental Retardation and Development Disorders

Alcoholism and Drug Addition

Psychosomatic / Somatoform Disorder: – Somatization and Conversion

Personality Disorders

Module VII: Substance Abuse Disorders

Alcoholism

Drug Addition

Module VIII:

Psychosomatic Disorder

Somatoform Disorders

Personality Disorders

Examination Scheme:

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

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

Text & References:**Text:**

- Page, J.D.: Abnormal Psychology. New Delhi: Tata McGraw Hill Publishing Company Limited
- Shanmugam, T.E.: Abnormal Psychology. New Delhi: Tata McGraw Hill Publishing Company Limited
- Coleman, J.C.: Abnormal Psychology and Modern Life. Bombay: D.B. Taraporewala Sons.&OCLtd.
- Davison G.C. & Neale, J. M.: Abnormal Psychology. New York: John Willey & Sons.
- Carson, R.C., Butcher, J.N. & Mineka, S.: Abnormal Psychology and Modern Life. Delhi: & Person Education, 2000
- Sarason, I. G. & Sarason, B. R.: Abnormal Psychology: The Problem of Maladaptive Behaviour, 11th Ed. Prentice-Hall
- Mangal, S. K.: Abnormal Psychology. New Delhi: Sterling Publishers Pvt Ltd

References:

- Comer, R. J.: Abnormal Psychology, 5th Ed. Worth Publishers
- Kumar, V.: Abnormal Psychology: Causes and Treatment. Aadi Publications
- Kaur, R.: Abnormal Psychology: New Trends and Innovations Delhi: Deep & Deep Publications (P) Ltd.

ADVANCED STATISTICS

Course Code: PSY2201

Credit Units: 03

Course Objective:

The paper on statistics introduces quantification of psychological data and gives primary research orientation to the students.

Course Contents:

Module I: The Normal Curve

Characteristics and Problems in Normal Probability Curve (NPC), The Standard Normal Curve.

Module II: Significance of mean

Computation of the standard error of mean, application and interpretation, Z-test, The 't' distribution, Degrees of freedom, Levels of significance, Standard error of difference between two independent means (t-test: Large & small samples), Type I and Type II errors

Module III: Chi-Square Test (Non-Parametric Method)

Meaning, Test of Hypothesis with equal probability, Chi-Square with 2*2 table

Module IV: Analysis of Variance

Hypothesis testing with the help of One way ANOVA (f-test)

Module V: Parametric Vs Non-parametric Statistics

Introduction, Assumptions, basic differences, uses of parametric and Non-parametric tests

Examination Scheme:

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

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

Text & References:

Text:

- Garrett, H. E.: Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd. Bombay
- Aron/Aron & Coups: Statistics for Psychology (5th Ed). Pearson Education
- Howitt, D. &: Introduction to Statistics in Psychology (5th Ed). Cramer, D. England: Pearson Education Limited.
- Sprinthall, R.C. : Basic Statistical Analysis. Prentice Hall College Div
- Downie, N. M.: Basic Statistical Methods. Harper & Row Publishers, New York
- Colman, A. M.: Psychological Research Methods and Statistics. London and New York: Longman.
- Gupta, S. C.: Fundamentals of Statistics. N. Delhi: Himalaya
- Siegel, S.: (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota, S.: (1992), Experimental Design in Behaviour Research, New Delhi
- Mohsin, S. M.: Fundamental Statistics for the Behavioural Sciences .Motilal Banarasidas, Patna

References:

- Agrawal, B. L.: Basic Statistics. New Age International
- Guilford, J.P.: Fundamental Statistics in Psychology and Education. McGraw Hill Kogakusha Ltd.
- Minimum, E. W., King, H. M. & Bear G., (1993), Statistical Reasoning in Psychology & Education, 3rd Edition, New York: John Wiley & Sons
- Freeman: Statistics in Psychology

EXPERIMENTAL PSYCHOLOGY-II

Course Code: PSY2202

Credit Units: 03

Course Objective:

The basic general objective of Experimental Psychology is to familiarize the student with a basic and broad understanding of the scientific method and its application to the problems of Psychology. The course focuses on the logic, principles and practices of modern science and how it is applied to understanding the nature of reality. Successful completion of this course will prepare the student for graduate work and advanced experimental concepts

Course Contents:

Module I: Psychophysics

Meaning, Definition and Nature of Motivation, Motivational Cycle, Types – Biological and Social

Needs– Biological and Psychosocial, Concept of Drive and Incentive

Theories of Motivation–Need and Drive Reduction Theory, Instinctive and Social Theory, Self-Urges Theory, Maslow's Need Hierarchy Theory and Mc Clelland's Theory of Motivation

Module II: Motivation

Meaning, Definition and Nature of Motivation, Motivational Cycle

Needs– Biological and Psychosocial, Drive and Incentive

Classification of Motives– Biogenic and Psycho-social Motives

Theories of Motivation–Need and Drive Reduction Theory, Instinctive and Social Theory, Self-Urges Theory, Goal-oriented Actualization Theory.

Module III: Emotion

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

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

Transfer of Training: Meaning, Types and Theories of Transfer of Training

Programme learning

Module IV: Learning

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

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

Transfer of Training: Meaning, Types and Theories of Transfer of Training

Module V: Learning disabilities

Reading Disorder / Developmental dyslexia

Disorder of written expression/Dysphasia/Aphasia

Math Disability / Dyscalculia.

Examination Scheme:

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

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

Text & References:

Text:

- Morgan & King: Introduction to Psychology. Tata McGraw Hill Publishing Company Limited, N. Delhi
- Myers, A. & Wadsworth Hansen, C. H. : Experimental Psychology (6thed.).
- Mishra, B. K.: Psychology. PHI Learning Pvt. Ltd
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction
- Munn, N.: Psychology. Oxford & IBH Publishing Co Pvt. Ltd, New Delhi
- Hilgard & Atkinson: Introduction to Psychology, 6th Ed. New Delhi: Oxford & IBH Publishing Co.
- Sdorow: Psychology. 3rd Edition Broalu & Benewmark Publishers
- D'Amoto, M, R: Experimental Psychology: Methodology Psycho- Physics and Learning. TMH Ed. Tata McGraw Hill Publishing Company Limited, New Delhi.

References:

- Sharma, R. N. & Sharma, R.: Experimental Psychology. Atlantic
- Sharan, A. K.: Experimental Psychology. Anmol Publication
- Kantowitz: Experimental Psychology. USA: Wadsworth Cengage Learning

PSYCHOLOGICAL PRACTICAL- II

Course Code: PSY2203

Credit Units: 03

Course Objective:

- To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
- To acquaint the students with the basic procedure and design of psychology experiments.
- To familiarize the students with the use of elementary statistical techniques
- To encourage and guide the students to undertake a small-scale research project.

Note: Total 5 practicals will be conducted in the second semester among the list of following practicals out of which first three practicals are compulsory.

Course Content:

1	Mirror Drawing	Motor Learning
2	Rey Auditory Verbal Learning Test	Verbal Learning
3	Emotions & Expressions	Emotion
4	Coopersmith Self Esteem Inventory	Self Esteem
5	Emotional Intelligence Test	Intelligence
6	Quality Of Marital Relationship scale	Relationship

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

INDUSTRIAL PSYCHOLOGY

Course Code: PSY2204

Credit Units: 03

Course Objective:

Industrial psychology is the branch of psychology that applies psychological theories and principles to organizations. Often referred to as I/O psychology, this course focuses on the topics like increasing workplace productivity and related issues such as the physical and mental well-being of employees.

Course Contents:

Module I: Introduction to Industrial Psychology

Definition, Subject matter, & Goals

Development of Industrial Psychology, Present status & future prospects

Module II: Personnel selection

Determining job requirements: Uses and types of job information, and job analysis

Recruiting job applicants: Recruitment techniques

Personal history assessment: Standard application blanks, bio data items, resume and letter of reference

Assessment of current behavior: Interviews, psychological testing and assessment Centers

Module III: Employee training and Development

Training needs assessment

Training design

Techniques for training knowledge and skill

Training programme evaluation

Module IV: Evaluating Job Performance

Uses of performance evaluation: Downsizing, fair employment, employment-at-will and seniority

Sources of evaluation: The evaluator and performance information

Appraisal rating systems: Graphic rating scales and rating errors

Non-rating evaluation methods: Checklists and comparison method

Module V: Conditions of Work & Accidents

Conditions of Work: Physical Conditions for work- Illumination, Noise, Colour, Temperature, Humidity.

Temporal Condition for Work- Hours for Work, Length of Work Week, Flexible Working Hours, Rest Pauses and Shift work

Psychological Conditions of Work-Boredom, Monotony and Fatigue

Industrial Accident- Definition, Causes and Prevention

Examination Scheme:

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

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

Text & References:

Text:

- Robbins, S.P. & Sanghi, S. (2007). Organizational behavior (11th ed.). New Delhi: Pearson Education

- Berry, L.M. (1998), reprint 2010. Psychology at work: An introduction to Industrial and Organizational Psychology. N.Y. McGraw-Hill International Editions
- Blum & Naylor. Industrial Psychology, CBS Publishers & Distributors.
- Aamodt, M.G. (2007). Industrial and Organizational Psychology: An applied approach .US: Thomson & Wadsworth.
- Robbins, S.P.; Judge, T.A.; and Sanghi, A. (2009). Organizational Behaviour. N.D.: Pearson Prentice Hall.
- Miner, J.B. (1992). Industrial-Organizational Psychology. N.Y.: McGraw-Hill
- Luthans, F. (1995). Organizational behavior (7th ed). New York: McGraw- Hill, inc.

References:

- Pandit, R., Kulkarni, A.V. & Gore, C. (1999). Manasashastra: Audyogik aani vyavasayikupayojan. Nagpur: Pimpalapur & Co.
- Schultz, D. and Schultz, S. E. (2006) Psychology and work today. 8th ed. N.D.: Pearson Edu.
- McShane, et al. (2006). 1st reprint. Organizational Behaviour. N.D.: Tata McGraw-Hill

ORGANIZATIONAL BEHAVIOUR

Course Code: PSY2205

Credit Units: 03

Course Objective:

To learn how the findings of psychology are applied to the problems involving human behavior in the workplace for providing optimum solutions.

Course Contents:

Module I: Nature and Scope of Organizational Psychology

Organizational Psychology: Meaning, subject matter and functions of Organizational Psychology Development, Current status and Future of Organizational Psychology

Module II: Work Motivation

Theories

Job Design: Job enlargement, Job enrichment and Job characteristics models

Module III: Organizational Attitude and Behaviour

Job Satisfaction, Job Involvement, Organizational Commitment: Concepts, Determinants and Consequences.

Module IV: Influence, Power and Politics in Organization

Introduction: Individual bases of Power, Group or Subunit power

Structural determinants, Organizational Politics and its ethical implication

Module V: Organizational Culture

Nature, Formation and maintenance of organizational culture

Consequences of organizational culture

Work culture in the Indian context

Examination Scheme:

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

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

Text & References:

Text:

- Robbin's S.P. (1993). Organizational Behaviour: Concepts Controversies and Applications; (6th Ed.) New Delhi: Prentice Hall.
- Bass, B.H. & Berrett, G.V. (1981). People, Work, and Organizations an Introduction to Industrial and Organizational Psychology; Boston: Allyn and Bacon, INC.
- Feldman, D.C. & Aenold, H.J. (1985). Managing Individual and Group Behaviour in Organizations; New York: McGraw-Hill.
- Smith, R.D., (1988). Organizational Behaviour; New York: McGraw-Hill.
- Luthans, F. (1998). Organizational Behaviour; New York: McGraw-Hill

References:

- Davis, K. & Newstroms, J.W. (1989). Human Behaviour at Work: Organizational Behaviour; New York: McGraw-Hill
- Sekaran, U. (1989). Organizational Behaviour: Text and Cases; New Delhi: Tata Mcdraw Hill
- Cascio, W. (1993). Applied Psychology in Personal Management; New York: Prentice Hall

READINGS IN PSYCHOLOGY

Course Code: PSY2230

Credit Units: 02

Objectives:

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

Guidelines:

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

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

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

Evaluation Scheme:

Report on the Book in 3000 words	Written Test
50 marks	50 marks

PROJECT (WITH PRESENTATION & EVALUATION)

Course code: PSY2232

Credit Units: 03

Course Objective:

The aim of the project is to provide the students with an opportunity to further their intellectual and personal development in the chosen field by undertaking a significant practical unit of activity. The project can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Chapter Scheme and distribution of marks:

Chapter 1: Introduction – 10 marks

Chapter 2: Conceptual Framework/ National/International Scenario – 25 marks

Chapter 3: Presentation, Analysis & Findings -- 25 marks

Chapter 4: Conclusion & Recommendations -- 10 marks

Chapter 5: Bibliography -- 05 marks

Project Report	Power Point Presentation & Viva
75 marks	25 marks

Components of a Project Report

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

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

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

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

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

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

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

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

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

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

6) Annexures: Questionnaires (if any), relevant reports, etc.

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

The Steps of a Project Report

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

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

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

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

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

Chapter 1: Introduction,

Chapter 2: Conceptual Framework / National & International Scenario,

Chapter 3: Analysis & Findings

Chapter 4: Conclusion and Recommendations.

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

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

2) Student's declaration (Annexure-IB)

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

Guidelines for evaluation:

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

ARTICLE/FEATURE WRITING

Course Code: PSY2236

Credit Units: 01

Course Objective:

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

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

Guidelines:

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

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

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

EVALUATION

Selection of topic & its significance	Article writing		Viva	Total
	Content	References(studies quoted)		
10	30	20	40	100

BASIC COGNITIVE PSYCHOLOGY

Course Code: PSY2351

Credit Units: 03

Course Objective:

Cognitive Psychology is an objective, empirical discipline that tends to favor an experimental approach. This paper of Psychology is crucial to understand the basis of mental activity and human behaviour. The students of Psychology will need to have this knowledge about the normal mental operation of adults in order to understand more complex processes and their disorder. The subject emphasizes cognitive aspects to show the more up to date developments. In this paper of Psychology, Students will:

- Gain factual knowledge of the terminology, methods, and research findings in the field of cognitive psychology.
- Learn the fundamental theories and principles of cognitive psychology including being able to critique them.
- Learn how professionals in the field of cognitive psychology go about the process of gaining new knowledge.

Course Content:

Module I:

Introduction, History and Background of Cognitive Psychology

Module II:

Thinking: Nature, and Types of Thinking:

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

Module III:

Reasoning: Meaning and Types of Reasoning: Deductive and Inductive Reasoning

Module IV:

Problem solving: Meaning and Method of Problem solving

Decision Making: Meaning, types and hindrances

Barriers to Problem solving

Module V:

Intelligence: Meaning, Nature and Theories of intelligence: Unitary Theory, Multifactor Theory, Two Factor Theory, and Group Factor Theory.

Genetic and Environmental Influence on Intelligence

Classification of Intelligence Test

Concept of Mental Age and IQ

Examination Scheme:

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

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

Text & References:

Text:

- Kellogg, R. T.: Fundamentals of Cognitive Psychology. New Delhi: Sage Publication
- Morgan & King: Introduction to Psychology. Tata McGraw Hill Publishing Company Limited, N. Delhi
- Munn, N.L.: Psychology. Oxford & IBH Publishing Co Pvt. Ltd, New Delhi
- Solso, R. L.: Cognitive Psychology (8th ED.). Delhi: Pearson Education
- Hilgard & Atkinson: Introduction to Psychology, 6th Ed. New Delhi: Oxford & IBH Publishing Co
- Sdorow: Psychology. 3rd Edition Broalu & Benewmark Publishers
- Mishra, B. K.: Psychology. PHI Learning Pvt. Ltd
- Haberlandt, K.: Cognitive Psychology. Allyn & Bacon

References:

- Esgate, A. & Groome, D.: An Introduction to Applied Cognitive Psychology. England: Psychology Press.
- Best, B. J.: Cognitive Psychology. (3rded.). West Publishing Company

SOCIAL PSYCHOLOGY

Course Code: PSY2301

Credit Units: 03

Course Objective:

Social Psychology is the study of social interaction and social influence. As such, it remains one of the most comprehensive and personally relevant areas within the field of psychology. This course has following objectives.

- To expand your knowledge about social psychology and human behavior.
- To foster respect for human diversity, particularly with regard to matters of gender, race and ethnicity.
- To enable students to (a) understand the forces that create group differences in patterns of social behavior, (b) understand and tolerate the behavior of other people, particularly that of members of the diverse array of groups and social categories to which they do not belong, (c) recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and (d) understand the dynamics of intergroup relationships, conflict, and cooperation.

Course Contents:

Module I: Introduction

Meaning and Nature of Social Psychology

Scope and Development of Social Psychology

Methods and their Application: Experimental Method, Observation Method, Correlational Method, Interview and Questionnaire

Socio-metry

Relationship of Social Psychology with other discipline

Module II: Social Perception and Cognition

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

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

Attribution: Understanding the causes of others' behavior

Attribution Biases

Impression management

Module III: Interpersonal Attraction

Concept and Meaning of interpersonal attraction

Factors affecting interpersonal attraction,

Determinants of interpersonal management

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

Module IV: Prosocial Behaviour

Meaning and Nature

Social exchange theory, Bystander effect

Determinants of prosocial behavior

Module V: Aggression

Meaning and Determinants of Aggression: Social, Cultural, Personal and Situational

Prevention and Aggression management

Examination Scheme:

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

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

Text & References:**Text:**

- Myers, D. G.: Social Psychology (10th Ed). New York: McGraw Hill
- Feldman, R. S.: Social Psychology: Theories, Research and Application. New York: McGraw Hill
- Secord, P.F. & Backman, C. N.: Social Psychology. USA: McGraw-Hill
- Baran, R.A. & Byrne, D.: Social Psychology. Boston, MA: Pearson Allyn and Bacon.
- Aronson, E., Wilson, T. D.: [Social Psychology](#) (7th ed.). Upper Saddle & Akert, R. M. River, NJ: Prentice Hall.
- Wrightsman, L. S.: Social Psychology. Brooks/Cole Pub. Co.
- Alcock, J. E.; Carment, D. W.; Sadava, S. W.; Collins, J. E. & Green, J. M.: A textbook of Social Psychology (6th Ed) Scarborough, Ontario: Prentice Hall / Alliy & Bacon
- Sharma, R. K. & Sharma, R.: Social Psychology. New Delhi: Atlantic Publishers and Distributors

References:

- Krutchfield, R. S.: Theories and Problems of Social Psychology
- Baumeister, R. F. & Belmont, C.A.: Social Psychology and Human Nature (2nd Bushman, B. J. ed). Thomson/Wadsworth
- Kuppaswamy: Introduction to Social Psychology

PSYCHOLOGICAL PRACTICAL- III

Course Code: PSY2302

Credit Units: 03

Course Objective:

- To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
- To acquaint the students with the basic procedure and design of psychology experiments.
- To familiarize the students with the use of elementary statistical techniques
- To encourage and guide the students to undertake a small-scale research project.

Note: Total 5 practicals will be conducted in the third semester among the list of following practicals out of which first three practicals are compulsory.

Course Content:

1	Aggression Questionnaire	Aggression
2	Draw A Person Intellectual Ability Test	Intelligence
3	Multidimensional Self Concept Scale	Self-Concept
4	Swaroop Mehta Test Of Thinking Strategy	Thinking
5	Critical Thinking For Activities of Daily Living and Communication	Thinking
6	Marital Compatibility Index	Relationship

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

HEALTH PSYCHOLOGY

Course Code: PSY2303

Credit Units: 03

Course Objective:

To enable students to understand the concept of social gerontology and health and its relationship to the well-being of the individual in everyday life

Course Contents:

Module I: Introduction & Methodology

Definition of Health Psychology; Mind-Body Relationship; Changing Patterns of Illness; Medical Acceptance; Health care services
Research Methodology- Anecdotal method, Case Study method, Correlation Research, Experimental method

Module II: Models of Health

Bio-Psycho-Social Model

Module III: The Immune System

Psycho-Neuro Immunology- the Immune System & immune functioning. Disorders of the Immune System- Infectious Diseases (viral infections & disease); Co-factor theory; Behavioral factors and common cold; AIDS (Transmission of HIV-AIDS & its consequences, coping with AIDS); Cancer-(Psychological factors in Cancer, causes of cancer)

Module IV: Health Promotion & Disease Prevention

Stress- Meaning of stress; Theories of stress (Selye & Lazarus); Responses to stress; Dimensions of Stress; Coping with Stress. Health compromising behavior- Alcohol abuse, Drug abuse, Smoking

Module V: Health Enhancing Behaviour

Improving health & wellbeing: Personality and Individual Differences
Stress- Hardiness; Motive patterns; gaining a sense of control; Enhancing Support

Examination Scheme:

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

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

Text & References:

Text:

- Allen Felicity. Health Psychology: theory and practice, Published by Allen & Unwin, 1998
- Friedma. Health Psychology: Health Psychology, 2nd Edition, Published by Academic Internet Publishers Incorporated, 2006
- Shelley E. Taylor. Health Psychology (McGraw-Hill Companies (2011)
- Dimatteo, M.R. & Martin, L.R.: Health Psychology. Allyn and Bacon

SUMMER PROJECT - I

Course Code: PSY2335

Credit Units: 03

Course Objective:

To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.

It will also help students to develop report writing skills.

Duration: Two Months (June- July)

Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting. Immediately after returning from their summer vacations. This would require primary data collection.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks

Total	100 Marks
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SPORTS PSYCHOLOGY

Course Code: PSY2304

Credit Units: 03

Course Objectives:

- To trace the development of sports psychology as an independent discipline with its multidimensional perspectives;
- to identify the relationship of personality and situational factors with performance on individual and team events; and
- to apply the psychological interventions in sports

Course Contents:

Module I:

Nature, Historical & recent perspectives on sports psychology

Module II:

The role of stress, arousal, anxiety and attention in the performance of individual and team sports
Stress management techniques

Module III:

Motivation, skills and performance, personality profiles of successful sports persons

Module IV:

Cognitive and social psychological dimensions of individual & team sports

Module V:

Training/Coaching techniques, cognitive and behavioral interventions, the role of Sports Psychologists

Examination Scheme:

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

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

Text & References:

Text:

- Jarvis, M.: Sport Psychology. Routledge Publication
- Sejwal, S. M. (2011): Sport Psychology. Pacific Publication.

References:

- Thatcher: Sports and Exercise Psychology

READINGS IN PSYCHOLOGY

Course Code: PSY2330

Credit Units: 02

Course Objective:

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

Guidelines:

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

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

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

Evaluation Scheme:

Report on the Book in 3000 words	Written Test
50 marks	50 marks

TERM PAPER

Course Code: PSY2331

Credit Units: 02

Course Objective:

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

Guidelines for Term Paper:

1. Topic
2. Introduction
3. Review Research
4. Key Learning: minimum 5 pgs handwritten
5. Conclusion
6. References
7. No. of pages in the compilation of the paper 25-30 (minimum 25 pages)

Examination Scheme:

Compilation of Term Paper	50 Marks
Viva Voce	25 Marks
Presentation of Term Paper	25 Marks

Total **100 Marks**

PROJECT (WITH PRESENTATION & EVALUATION)

Course code: PSY2332

Credit Units: 03

Course Objective:

The aim of the project is to provide the students with an opportunity to further their intellectual and personal development in the chosen field by undertaking a significant practical unit of activity. The project can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Chapter Scheme and distribution of marks:

Chapter 1: Introduction – 10 marks

Chapter 2: Conceptual Framework/ National/International Scenario – 25 marks

Chapter 3: Presentation, Analysis & Findings -- 25 marks

Chapter 4: Conclusion & Recommendations -- 10 marks

Chapter 5: Bibliography -- 05 marks

Project Report	Power Point Presentation & Viva
75 marks	25 marks

Components of a Project Report

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

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

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

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

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

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

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

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

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

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

6) Annexures: Questionnaires (if any), relevant reports, etc.

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

The Steps of a Project Report

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

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

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

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

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

Chapter 1: Introduction,

Chapter 2: Conceptual Framework / National & International Scenario,

Chapter 3: Analysis & Findings

Chapter 4: Conclusion and Recommendations.

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

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

2) Student's declaration (Annexure-IB)

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

Guidelines for evaluation:

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

WORKSHOP/CERTIFICATION

Course Code: PSY2333

Credit Units: 01

Course Objective

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

Major Themes for Workshop

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

- Experimental Psychology
- Health Psychology
- Industrial Psychology
- Organizational Behaviour
- Sports Psychology
- Social Psychology
- Cognitive Psychology

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

Guidelines for Workshop

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

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

Methodology

The methodology followed at the workshop could be based on any one or more of the following methods:

Case Study
Group Activity
Role Play
Quiz

Evaluation Scheme:

Attendance	Active Participation	Multiple Choice Questions/ Quiz	Solving the case/ Assignment/ Write up	Total
10	30	30	30	100

ARTICLE/FEATURE WRITING

Course Code: PSY2336

Credit Units: 01

Course Objective:

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

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

Guidelines:

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

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

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

EVALUATION

Selection of topic & its significance	Article writing		Viva	Total
	Content	References(studies quoted)		
10	30	20	40	100

LIFE SPAN DEVELOPMENT

Course Code: PSY2451

Credit Units: 03

Course Objective:

Developmental psychology, also known as human development, is the scientific study of systematic psychological changes, emotional changes, and perceptual changes that occur in human beings over the course of their life span. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire life span. Developmental psychology includes issues such as the extent to which development occurs through the gradual accumulation of knowledge versus stage-like development, or the extent to which children are born with innate mental structures versus learning through experience. The objective of this paper is:

1. To provide an understanding of Physical, cognitive, affective, moral, social and neural development during infancy, childhood, and adolescence.
2. To critically evaluate the role of heredity, maturation, and the environment in development.
3. To critically examine the relationship between scientific theories of development and the reality of development in everyday life.

Course Content

Module I: Introduction

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

Module II: The Start to Life

Conception and Prenatal Development: The Interaction of Heredity and Environment;
Birth and newborn: Birth Complications, Competent Newborn.

Module III: Development in Infancy and Toddlerhood (birth to 2years)

Physical Development
Cognitive Development: Roots of Language
Social and Personality Development

Module IV: Development in Childhood

The Preschool years (3-6 Years)

Physical Development;
Cognitive Development: Language Development
Social and Personality Development

The Middle Childhood (6-12 Years)

Physical Development
Cognitive Development: Intellectual and Language development
Social and Personality Development

Module V: Development in Adolescence and Young Adulthood

Adolescence (12-19 years)

Physical Development
Cognitive development in Adolescence and School Performance
Social and Personality Development

Young Adulthood (19-35 years)

Physical Development: Physical Limitations and Challenges
Cognitive Development: Intelligence and Higher Education
Social and Personality Development: Forging Relationship and Choosing Career

Module VI: Development in Middle and Late Adulthood

Middle Adulthood (35-55 years)

Physical Development: Sexuality and Health

Cognitive Development: Memory and Remembering

Social and Personality Development: Cultural Dimensions

Late Adulthood (55 years to death)

Physical Development: Health and Wellness

Cognitive Development: Memory and Forgetting

Social and Personality Development: Successful Aging

Death, Dying and Bereavement

Examination Scheme:

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

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

Text & References:

Text:

- Hurlock, E. B.: Developmental Psychology. McGraw-Hill
- Papalia, D. E.; Olds, S. W. & Feldman, R.D: Human Development (10th Ed.).New York: McGraw-Hill.
- Feldman, R. S.: Discovering the Life Span (2nd Ed.). Prentice Hall
- Berk, L.E.: Child Development. New Delhi: Pearson Education.
- Heatherington, E.M. & Parke, R.D.: Child Psychology: A Contemporary Viewpoint New York: McGraw-Hill
- Kail R. V.: Children and their development. Prentice Hall Inc.
- Bee, H. & Boyd, D.: Life Span Development, Boston, M.A.: Allyn and Bacon.
- Crain, W.: Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
- Newman, B.M. & Newman, P.R.: Development Through Life: A Psychosocial Approach. New York: Wadsworth Publishing Company.

References:

- Brodzinsky, D.M.; Gormly, A.V. & Anibron, S.R.: Life Span Human Development; New Delhi: CBS Publication
- Santrock, J.W.: A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.
- Bukatko, D. & Daehler, M.W.:Child Development: A Thematic Approach. New York: Houghton Mifflin Company.

PERSONALITY

Course Code: PSY2401

Credit Units: 03

Course Objective:

The paper introduces description, evaluation and application of major personality theories for personality development. The objective of studying Personality may be defined in its importance because the more you know about personalities, the better you will be able to understand why people do the things they do, and how to communicate with them. By studying personality types, one can find out if he or she is an extrovert, an introvert, phobic, narcissist and so forth. The study of Personality can also bring awareness to the truth that there are many different types of people who require certain sensitivities. Following are the objectives that can be achieved after a study of personality:

- 1) Increment in personal integrity
- 2) Increment in personal freedom
- 3) Objectification of self and other
- 4) Increasing tolerance and understanding of others:

Course Contents:

Module I: Introduction

Concept and Definition of Personality: Western Perspective, Eastern Perspective

Personality as a Trait, Personality as Types

Methods of Personality Assessment: Testing Method, Observational method

Module II: Determinants of Personality

Nature / Nurture Controversy:

Biological Determinants: Role of Genes and Endocrine Glands

Role of Physical Environment: Natural Environment, Constructed Environment, Behavioural

Role of Socio – Cultural Environment: Early Social Experiences and Impact of parenting styles

Module III: Trait and Type Theories of Personality

Trait (Biological) and Type Theories: Allport, Cattell, Eysenck, Sheldon, and Friedman

Module IV: Psychoanalytic Theories of Personality

Sigmund Freud, Alfred Adler, Erich Fromm, Karen Horney and Erik Erikson's View

Module V: Social-Cognitive and Humanistic Theories of Personality

Behavioural Theory: Skinner

Social-Cognitive Theory: Miller & Dollard; Bandura

Humanistic Theory: Abraham Maslow; Carl Rogers

Examination Scheme:

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

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

Text & References:

Text:

- Adams, D.P. (1990). An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- Hall, C.S. & Lindzey, G. (1998). Theories of Personality: New Delhi: Wiley Eastern Ltd.
- Feist, J. (1985), Theories of personality: New York, Holt Rineharat & Winston
- Mairet, P. (1977). Existentialism & Humanism of J.P. Sartre; London, Methuen
- Kuppuswamy, B. (1990). Elements of Ancient Indian Psychology: Delhi: Konark publishers
- Allport, G.W. (1996). Pattern in Growth in Personality: New York: Holt Rinechart & Winton
- McCelland, D.C. (1951). Personality: New York: Holt Rinechart & Winston.

References:

- Paranjpe, A.C. (1984). Theoretical Psychology, Meeting of East and West; New York, Penguin Press
- Monte, F. E. (1977). Beneath the Mask-An Introduction to Theories of Personality: New York: Prager.
- Cambridge, M.A. (1982). The Evolving Self Problem and Process in Human Development: New York: Harvard University Press

PSYCHOLOGICAL PRACTICAL- IV

Course Code: PSY2402

Credit Units: 03

Course Objective:

- To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
- To acquaint the students with the basic procedure and design of psychology experiments.
- To familiarize the students with the use of elementary statistical techniques
- To encourage and guide the students to undertake a small-scale research project.

Note: Total 5 practicals will be conducted in the Fourth semester among the list of following practicals out of which first three practicals are compulsory.

Course Content:

1	Developmental Screening Test	Development
2	Memory Drum Apparatus	Memory
3	Vocational Preference Inventory	Personality-Non Projective
4	Students Stress Scale	Stress
5	Authentic Leadership Questionnaire	Leadership
6	Thematic Apperception Test	Personality-Projective

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

PHYSIOLOGICAL PSYCHOLOGY

Course Code: PSY2403

Credit Units: 03

Course Objective:

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

Course Contents:

Module I:

Introduction: Psychology and Behaviour

Physiological Psychology: Definition, History and Techniques used

Module II:

Neural Conduction Mechanism: Structure of Neuron, Synapses, Reflexes and Nerve Impulse Transmission

Module III:

Nervous System: Central Nervous System: Brain and Spinal Cord

Peripheral Nervous System

Module IV:

Influence of Nervous System on Behaviour

Endocrinal glands: their location and function

Module V:

Impact of the functioning of Endocrine Gland on Behaviour

Genes and Behaviour

Examination Scheme:

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

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

Text & References:

Text:

- Levinthal, C. F.: Introduction to Physiological Psychology (3rd Ed.). Prentice Hall, Inc
- Carlson, N. R.: Physiology of Behaviour, 10th Ed. Allyn & Bacon
- Kalat, J. W.: Biological Psychology. USA: Wadsworth Cengage Learning
- Jafar M.: Physiological Psychology. APH Publishing Corporation.
- Morgan & King: Introduction to Psychology. Tata McGraw Hill Publishing Company Limited, N. Delhi
- Munn, N.L.: Psychology. Oxford & IBH Publishing Co Pvt. Ltd, New Delhi
- Mishra, B. K.: Psychology. PHI Learning Pvt. Ltd

References:

- Sdorow: Psychology. 3rd Edition Broalu & Benewmark Publishers

- Lahey, B. B. & Majors, M.: Psychology: An Introduction: Humanities/Social Sciences/Lingua. Tata McGraw Hill
- Hilgard & Atkinson: Introduction to Psychology, 6th Ed. New Delhi: Oxford & IBH Publishing Co

ADVANCE COGNITIVE PROCESS

Course Code: PSY2404

Credit Units: 03

Course Objective:

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

Course Contents:

Module I: Intelligence

New dimensions of intelligence: Social Intelligence & Emotional Intelligence

Module II: Memory

Meaning and Definition, Memory Stages (Encoding, Storage and Retrieval)

Information Processing Model

Types of Memory: Sensory Register, Short Term and Long Term Memory

Methods of Measuring Memory

Techniques of Improving Memory

Module III: Forgetting

Nature, Causes and Theories of Forgetting: Trace Decay Theory, Interference Theory, Consolidation Theory and Repressive Forgetting

Module IV: Language

Meaning, Definition and Elements of Language: Phonology, Syntax, Semantics, Morphology, Pragmatics

Module V: Language disorders

Communication disorders

Semantic pragmatic disorders

Brocas area

Examination Scheme:

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

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

Text & References:

Text:

- Kellogg, R. T.: Fundamentals of Cognitive Psychology. New Delhi: Sage Publication
- Morgan & King: Introduction to Psychology. Tata McGraw Hill Publishing Company Limited, N. Delhi
- Munn, N.L.: Psychology. Oxford & IBH Publishing Co Pvt. Ltd, New Delhi
- Solso, R. L.: Cognitive Psychology (8th ED.). Delhi: Pearson Education
- Hilgard & Atkinson: Introduction to Psychology, 6th Ed. New Delhi: Oxford & IBH Publishing Co
- Sdorow: Psychology. 3rd Edition Broalu & Benewmark Publishers
- Mishra, B. K.: Psychology. PHI Learning Pvt. Ltd
- Haberlandt, K.: Cognitive Psychology. Allyn & Bacon

References:

- Esgate, A. & Groome, D.: An Introduction to Applied Cognitive Psychology. England: Psychology Press.
- Best, B. J.: Cognitive Psychology. (3rded.). West Publishing Company

ENVIRONMENTAL PSYCHOLOGY

Course Code: PSY2405

Credit Units: 03

Course Objective:

The paper on Environmental Psychology imparts knowledge on individual's relation to environment, the processes involved therein and manner of research done.

Course Contents:

Module I: Introduction to Environmental Psychology

Concept of Environment: Physical, Social and Institutional, Origin & Scope

Module II: Approaches to the study of Environmental Psychology

Approaches in Environmental Psychology: Arousal Approach, Understanding Approach, Adaptation Level Approach, Behavior Constraint Approach

Module III: Environmental Stress

Environmental Stress: Population, Pollution, Environmental Remodeling, Environmental Competence, Environmental Awakening, Social Accommodation
Coping with environmental Stress

Module IV: Environmental Assessment

Management of Natural Environment, Natural Hazards, Development and changing environment.

Module V: Applications of Environmental Psychology to Community Problems

The Built Environment: Architectural Factors and Social behaviour in Housing, Human responses to protect the environment

Examination Scheme:

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

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

Text & References:

Text:

- Nagar, D. Environmental Psychology. New Delhi: Concept Publishing Company.
- Paul, A. Bell; Thomas C Greene; Jeffery D. Fisher; Andrew S. Baum. Environmental Psychology Published by Routledge, 2005
- Mirilia Bonnes, Gianfranco Secchiaroli, Claire Montagna, Environmental Psychology: a Psycho-social Introduction. Published by SAGE, 1995

References:

- Trivedi, P.R. Environmental Education. New Delhi: APH Publishing Corporation.

APPLIED SOCIAL PSYCHOLOGY

Course Code: PSY2406

Credit Units: 03

Course Objective:

Social Psychology is the study of social interaction and social influence. As such, it remains one of the most comprehensive and personally relevant areas within the field of psychology. This course has following objectives.

- To expand your knowledge about social psychology and human behavior.
- To foster respect for human diversity, particularly with regard to matters of gender, race and ethnicity.
- To enable students to (a) understand the forces that create group differences in patterns of social behavior, (b) understand and tolerate the behavior of other people, particularly that of members of the diverse array of groups and social categories to which they do not belong, (c) recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and (d) understand the dynamics of intergroup relationships, conflict, and cooperation.

Course Contents:

Module I: Introduction

Social Psychology in the workplace, Social Psychology in the clinic,
Social Psychology of poverty and deprivation, Psychology of collective behaviour

Module II: Group Process

Group Structure: Nature and Function
Task Performance: Social Interaction, Social facilitation, Social Loafing
Conformity: Factors affecting Conformity
Coordination in Groups and Group Cohesiveness

Module III: Attitude

Nature and Determinants of Attitude
Formation, Change and Measurement of Attitudes: Likert Scale, Thurstone Scale, Bogardus Scale

Module IV: Prejudices, Discrimination and Stereotypes

Nature and Components of Prejudice, Discrimination and Stereotypes
Acquisition and techniques of Reduction

Module V: Leadership

Definition, Nature and Function of Leadership
Transactional vs. transformational leadership
Types, Qualities and Theories of Leadership: Trait Approach, Situational Approach, Interactional Approach

Examination Scheme:

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

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

Text & References:

Text:

- Myers, D. G.: Social Psychology (10th Ed). New York: McGraw Hill

- Feldman, R. S.: Social Psychology: Theories, Research and Application. New York: McGraw Hill
- Secord, P.F. & Backman, C. N.: Social Psychology. USA: McGraw-Hill
- Baran, R.A. & Byrne, D.: Social Psychology. Boston, MA: Pearson Allyn and Bacon.
- Aronson, E., Wilson, T. D.: Social Psychology (7th ed.). Upper Saddle & Akert, R. M. River, NJ: Prentice Hall.
- Wrightsman, L. S.: Social Psychology. Brooks/Cole Pub. Co.
- Alcock, J. E.; Carment, D. W.; Sadava, S. W.; Collins, J. E. & Green, J. M.: A textbook of Social Psychology (6th Ed) Scarborough, Ontario: Prentice Hall / Alllyn & Bacon
- Sharma, R. K. & Sharma, R.: Social Psychology. New Delhi: Atlantic Publishers and Distributers

References:

- Krutchfield, R. S.: Theories and Problems of Social Psychology
- Baumeister, R. F. & Belmont, C.A.: Social Psychology and Human Nature (2nd Bushman, B. J. ed). Thomson/Wadsworth
- Kuppuswamy: Introduction to Social Psychology

READINGS IN PSYCHOLOGY

Course Code: PSY2430

Credit Units: 02

Course Objective:

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

Guidelines:

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

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

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

Evaluation Scheme:

Report on the Book in 3000 words	Written Test
50 marks	50 marks

TERM PAPER

Course Code: PSY2431

Credit Units: 02

Course Objective:

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

Guidelines for Term Paper:

1. Topic
2. Introduction
3. Review Research
4. Key Learning: minimum 5 pgs handwritten
5. Conclusion
6. References
7. No. of pages in the compilation of the paper 25-30 (minimum 25 pages)

Examination Scheme:

Compilation of Term Paper	50 Marks
Viva Voce	25 Marks
Presentation of Term Paper	25 Marks

Total **100 Marks**

PROJECT (WITH PRESENTATION & EVALUATION)

Course code: PSY2432

Credit Units: 03

Course Objective:

The aim of the project is to provide the students with an opportunity to further their intellectual and personal development in the chosen field by undertaking a significant practical unit of activity. The project can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Chapter Scheme and distribution of marks:

Chapter 1: Introduction – 10 marks

Chapter 2: Conceptual Framework/ National/International Scenario – 25 marks

Chapter 3: Presentation, Analysis & Findings -- 25 marks

Chapter 4: Conclusion & Recommendations -- 10 marks

Chapter 5: Bibliography -- 05 marks

Project Report	Power Point Presentation & Viva
75 marks	25 marks

Components of a Project Report

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

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

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

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

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

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

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

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

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

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

6) Annexures: Questionnaires (if any), relevant reports, etc.

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

The Steps of a Project Report

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

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

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

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

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

Chapter 1: Introduction,

Chapter 2: Conceptual Framework / National & International Scenario,

Chapter 3: Analysis & Findings

Chapter 4: Conclusion and Recommendations.

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

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

2) Student's declaration (Annexure-IB)

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

Guidelines for evaluation:

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

WORKSHOP/CERTIFICATION

Course Code: PSY2433

Credit Units: 01

Course Objectives:

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

Major Themes for Workshop

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

- Experimental Psychology
- Health Psychology
- Industrial Psychology
- Organizational Behaviour
- Sports Psychology
- Social Psychology
- Cognitive Psychology

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

Guidelines for Workshop

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

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

Methodology

The methodology followed at the workshop could be based on any one or more of the following methods:

Case Study
Group Activity
Role Play
Quiz

Evaluation Scheme:

Attendance	Active Participation	Multiple Choice Questions/ Quiz	Solving the case/ Assignment/ Write up	Total
10	30	30	30	100

ARTICLE/FEATURE WRITING

Course Code: PSY2436

Credit Units: 01

Course Objective:

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

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

Guidelines:

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

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

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

EVALUATION

Selection of topic & its significance	Article writing		Viva	Total
	Content	References(studies quoted)		
10	30	20	40	100

PSYCHOMETRIC TESTING

Course Code: PSY2551

Credit Units: 03

Course Objective:

Psychological assessment is a process of testing that uses a combination of techniques to help arrive at some hypotheses about a person and their behavior, personality and capabilities. Psychological assessment is also referred to as psychological testing, or performing a psychological battery on a person. A psychological assessment is the attempt of a skilled professional, usually a psychologist, to use the techniques and tools of psychology to learn either general or specific facts about another person, either to inform others of how they function now, or to predict their behavior and functioning in the future. Psychologists are the only profession that is expertly trained to perform and interpret psychological tests. Below are the objectives of studying this particular paper of Psychology:

- To train the students in various psychological assessment techniques.
- To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training and rehabilitation.

Course Content:

Module 1: Introduction

History of Psychological Testing

Meaning, Definition and Types of Psychological Testing

Ethical issues in Psychological Testing

Module 2: Measurement

Nature and significance of Measurement

Distinction between assessment and measurement

Levels of measurement

Techniques of Attitude Measurement

Module 3: Construction of Test

Steps of constructing a Psychological Test

Reliability: Meaning, types and factors

Validity: Meaning, types and factors

Module 4: Assessment of General and Special Abilities

Aptitude: Multidimensional aptitude Battery-II

Creativity: Creativity Assessment Packet (CAP)

Learning: Human Maze learning

Module 5: Application of Testing

Assessment in Educational and Occupational Set-up: Achievement Test

Assessment in Clinical Set-up and in Counselling

Examination Scheme:

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

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

Text & References:

Text:

- Anastasi, A. & Urbina, S.: Psychological Testing. U.S.A.: Prentice Hall International Inc.
- Graham, J. R. & Lilly, R. S.: Psychological Testing. New Jersey: Prentice Hall Inc.
- Kaplan, R. K. & Saccuzzo, D. P.: Psychological Testing- Principles, Applications and Issues. New Delhi: Cengage Learning India Pvt. Ltd
- Aiken, L.R. & Groth-Marnat, G.: Psychological Testing and Assessment (12th Ed.) Pearson Education
- Freeman, F. S.: Psychological Testing. Oxford University Press

References:

- Hasan, Q.: Personality Assessment: A fresh Psychological Look. New Delhi: Gyan Publishing House
- Kline, T. J. B.: Psychological Testing – A Practical Approach to Design and Evaluation. New Delhi: Vistaar Publication

PSYCHOLOGICAL PRACTICAL- V

Course Code: PSY2501

Credit Units: 03

Course Objective:

- To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
- To acquaint the students with the basic procedure and design of psychology experiments.
- To familiarize the students with the use of elementary statistical techniques
- To encourage and guide the students to undertake a small-scale research project.

Note: Total 5 practicals will be conducted in the Fifth semester among the list of following practicals out of which first three practicals are compulsory.

Course Content:

1	Multidimensional aptitude Battery-II (MAB-II)	Aptitude
2	Human Maze Learning	Learning
3	Creativity Assessment Packet	Creativity
4	Childrens Inventory of Anger(CHIA)	Aggression
5	Constructive Thinking Inventory(CTI)	Thinking
6	D2 Test of Attention	Attention

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

EDUCATIONAL PSYCHOLOGY

Course Code: PSY2503

Credit Units: 03

Course Objective:

Students will be able to apply the findings of experimental, social and child psychology to cognitive development in the areas of theories related to learning, motivation, and transfer of learning. Students will also be able to describe individual differences and problems of adjustment in the classroom

Course Contents:

Module I: Relationship of Psychology to Education

Nature and Scope of Educational Psychology

Methods of Educational Psychology: Differential, Clinical and Experimental.

Module II: Concept of Growth and Development

Physical, Mental, Social and Emotional Development during childhood and adolescence

Module III: Individual Differences

Individual Differences: Concept and Areas

Determinants of Individual Differences

Role of Heredity and Environment in developing Individual Differences

Module IV: Learning

Concept of learning

Theories of learning; Connectionism, Trial Error conditioning and Gestalt

Perpetual approach to learning; Gagne's hierarchy of learning types;

Module V: Motivation

Theories of motivation

Factors affecting motivation, Educational Implications

Module VI: Personality

Meaning of personality

Trait and type approaches to personality

Assessment of personality by subjective, objective and projective techniques

Role of teacher in fostering individual's personality

Module VII: Creativity

Creativity: nature and characteristics

Development of creativity

Module VIII: Special education for:

Exceptional Children: Gifted, Mental Retardation

Educational Implications

Examination Scheme:

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

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

Text & References:

Text:

- Dash, M. & Dash, N.: Fundamentals of Educational Psychology
- Mangal, S. K.: Advanced Educational Psychology; Prentice Hall of India Pvt. Ltd
- Pathak, R.P.: Educational Psychology. Pearson
- Chauhan, S.S.: Advanced Educational Psychology. Vikas Publishing House

References:

- Chandra, S.S.: Educational Psychology Evaluation & Statistics. R Lall

SUMMER PROJECT - II

Course Code: PSY2535

Credit Units: 06

Course Objective:

To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.

It will also help students to develop report writing skills.

Duration: Two Months (June- July)

Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting. Immediately after returning from their summer vacations. This would require primary data collection.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks

Total	100 Marks
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CLINICAL PSYCHOLOGY

Course Code: PSY2502

Credit Units: 03

Course Objective:

Clinical Psychology is an integration of science, theory and clinical knowledge for the purpose of understanding, preventing, and relieving psychologically-based distress or dysfunction and to promote subjective well-being and personal development. In many countries, clinical psychology is a regulated mental health profession. Keeping pace with the disciplinary advances and with the goal of acquiring specialized knowledge, the paper would allow students to nurture their academic interest in clinical and other research domains of psychology, along with personal growth and citizenship. The faculty is expected to perform the following functions so that the objective of the concerned programme can be obtained:

- Integrate the course contents with the clinical viewpoint in a service setting.
- To train them into skills and competencies which are required for practice as a psychologist.
- To sensitize them to the ethics of profession.
- To impart knowledge and skills required for diagnosis of psychopathological conditions.
- To prepare students in specific areas in which professional psychological services can be rendered.
- To develop self-reflective skills.

Course Content:

Module I: Foundation of Clinical Psychology

Introduction to Clinical Psychology: Meaning and nature of discipline,
Historical Development of Clinical Psychology

Module II: Contemporary Issues

Professional Activities of Clinical Psychologist
Subspecialties of Clinical Psychology
Organizations in Clinical Psychology
Ethical and Legal Issues in Clinical Psychology

Module III: Diagnosis and Assessment

Nature and Purpose of Clinical Diagnosis and Assessment
Stages in the Assessment Process
Clinical Assessment Techniques

Module IV: Psychotherapy

Definition, Goals and Stages of Psychotherapy
Essential Process in Psychotherapy
Models of Psychotherapy: Individual Therapy, Group Therapy, Couples Therapy, Family Therapy

Module V: Approaches to Psychotherapy

Psychodynamic Psychotherapy
Behavioural Psychotherapy
Cognitive Psychotherapy
Humanistic Psychotherapy

Examination Scheme:

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

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

Text & References:

Text:

- Plante, T. G.: Contemporary Clinical Psychology. New York: John Willey & Sons, Inc.
- Bellack, A. S. & Hersen, M.: Introduction to Clinical Psychology. New York: Oxford University Press
- Korchin, S. J.: Modern Clinical Psychology. Delhi CRR Publishers and Distributors
- Ray, S. D.: The Practice of Psychotherapy. New Delhi: New Age International
- Hecker, J. E. & Thorpe, G. L: Introduction to Clinical Psychology. Delhi: Pearson Education
- Herbert, M.: Clinical Child Psychology: Social Learning, Development and Behaviour. New York: John Willey & Sons, Inc.
- Field, A. P. & Field: Clinical Psychology. Learning Matters
- Hatton, C. Bromley, J., & Craine, A.: Clinical Psychology. New York: John Willey & Sons, Inc

References:

- Pomerantz, A. M.: Clinical Psychology- Science, Practice and Culture. New Delhi: Sage Publications
- Matthews, J. R.: Introduction to Clinical Psychology. New York: Oxford Anton, B. S. University Press
- Kumar, A.: Clinical Psychology. Anmol Publications

CHILD PSYCHOLOGY

Course Code: PSY2504

Credit Units: 03

Course Objective:

This paper introduces the students to the biological foundations, various developmental stages and theories from prenatal to childhood. The Students will also learn the applications of child psychology in various settings.

Course Contents:

Module I: Introduction to Child Psychology

Definition and Concept of Childhood

Early history and beginnings of Child Psychology

Biological factors in Child Psychology (Prenatal, Natal and New-Natal Development,

Nature Vs Nurture: Genetics and Social atmosphere

Module II: Biological Foundation

Biology and Heredity

Stages in Prenatal Development: The germinal period, the period of embryo, the period of the foetus

Influences on Prenatal Development

Child Birth and Birth complication

Module III: Motor and Sensory Development

Motor Development: Contributions of Motor Development, Principles of Motor Development, Sequence of Motor Development and Motor Skills,

Environmental influences on Motor Development

Module IV: Cognitive Development and Development of Language

Piaget's cognitive development theory of intelligence- Structure and processes, stages, evaluation

Language Development- What is Language? Components of language and its development

Pre-linguistic development- receptivity to language, first speech sound

Bilingual Vs Multilingualism

Module V: Emotional and Social Development

Functions of emotions, Production and recognition of emotion

Early emotional development- Smiling, laughter, attachment, fear, jealousy, aggression, Izzard's Theory of Differential Emotions

Emotional Intelligence, Social intelligence

Social Development- Agents of socialization: Family- Parental control, sibling relationship; School; Peer group; Media-TV, books/journals, computers

Module VI: Moral Development

Meaning of moral behavior, How morality is learned? Patterns of moral development, Kohlberg's Theory

Meaning of discipline, essentials and techniques of discipline, evaluation of discipline

Hazards in moral development

Examination Scheme:

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

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

Text & References:

Text:

- Hurlock, E. B.: Developmental Psychology. McGraw-Hill
- Papalia, D. E.; Olds, S. W. & Feldman, R.D.: Human Development (10th Ed.).New York: McGraw-Hill.
- Feldman, R. S.: Discovering the Life Span (2nd Ed.). Pearson
- Berk, L.E.: Child Development. New Delhi: Pearson Education.
- Heatherington, E.M. & Parke, R.D.: Child Psychology: A Contemporary Viewpoint New York: McGraw-Hill
- Kail R. V.: Children and their development. Prentice Hall Inc.
- Bee, H. & Boyd, D.: Life Span Development, Boston, M.A.: Allyn and Bacon.
- Shrimali, S. S.: Child Development
- Prasad, D.C.: Fundamentals of Child Psychology. MD Publications Pvt. Ltd.
- Bukatko, D. & Daehler, M.W.: Child Development: A Thematic Approach. New York: Houghton Mifflin Company.

References:

- Brodzinsky, D.M.; Gormly, A.V. & Anibron, S.R.: Life Span Human Development; New Delhi: CBS Publication
- Santrock, J.W.: A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.
- Newman, B.M. & Newman, P. R.: Development Through Life: A Psychosocial Approach. New York: Wadsworth Publishing Company.

SCIENTIFIC RESEARCH PAPER-I

Course Code: PSY2505

Credit Units: 03

Course Objective:

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

Guidelines for Scientific Research Papers:

- Topic :-
- Introduction :-
- Review Research :-
- Objective
- Methodology
- Analysis
- Discussion
- Conclusion :-
- References & Bibliography:-

No. of pages in the compilation of the paper 20-30 (minimum 20 pages)

Examination Scheme:

Components	Compilation	Viva	Presentation
Weightage (%)	50	25	25

PROJECT (WITH PRESENTATION & EVALUATION)

Course code: PSY2532

Credit Units: 03

Course Objective:

The aim of the project is to provide the students with an opportunity to further their intellectual and personal development in the chosen field by undertaking a significant practical unit of activity. The project can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Chapter Scheme and distribution of marks:

Chapter 1: Introduction – 10 marks

Chapter 2: Conceptual Framework/ National/International Scenario – 25 marks

Chapter 3: Presentation, Analysis & Findings -- 25 marks

Chapter 4: Conclusion & Recommendations -- 10 marks

Chapter 5: Bibliography -- 05 marks

Project Report	Power Point Presentation & Viva
75 marks	25 marks

Components of a Project Report

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

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

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

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

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

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

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

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

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

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

6) Annexures: Questionnaires (if any), relevant reports, etc.

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

The Steps of a Project Report

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

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

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

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

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

Chapter 1: Introduction,

Chapter 2: Conceptual Framework / National & International Scenario,

Chapter 3: Analysis & Findings

Chapter 4: Conclusion and Recommendations.

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

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

2) Student's declaration (Annexure-IB)

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

Guidelines for evaluation:

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

COUNSELLING PSYCHOLOGY

Course Code: PSY2651

Credit Units: 03

Course Objective:

The paper of Counselling Psychology covers its history, theories, activities, specialties and trends. It concentrates on the importance of the personhood of counselors and of the multicultural, ethical and legal environments in which counselors operate. This paper focuses on the context and process of counseling to provide a range of high quality and responsive counseling skills and its applications to help oneself and others.

Course Contents:

Module I: Introduction

Meaning, Definitions and Goals of counselling
Role of Counsellor in different Setting
Characteristics of a good counsellor

Module II: Counselling Process

Building Counselling Relationship
Working in a Counselling Relationship
Termination

Module III: Counselling Approaches

Insight-Oriented Counselling: Client-Centred
Action-Oriented Counselling: Behavioural
Assessment and Diagnosis in Counselling

Module IV: Counselling Applications

Adolescent Counselling and Counselling in College
Career Counselling: Theories of Career Development
Group Counselling and Family Counselling
Addiction Counselling

Module V: Theories and Techniques of Counselling

Psychodynamic Approaches
Humanistic Approach
Cognitive Approach
Behavioural Approaches

Module VI: Current Issues in Counselling

Ethical and Legal Issues
Mental Health Counselling
Counselling in a Multicultural Society
Counselling with Diverse Population

Examination Scheme:

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

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

Text & References:

Text:

- Rao, S. N.: Counselling and Guidance (2nd Ed.). Tata McGraw Hill
- Belkin, G.S.: Introduction to Counselling. W.C.: Brown Publishers
- Nelson, J.: The Theory and Practice of Counselling Psychology. New York: Holtt Rinehart & Winston
- Gibson, R. L. & Mitchell, M. H.: Introduction to Counselling and Guidance (7th).New Delhi Prentice-Hall of India Pvt. Ltd
- Gladding, S. T.: Counselling: A Comprehensive Profession (6th Ed.). Dorling Kindersley India Pvt. Ltd.
- Hansen, J. H. & Rosberg, R.H: Counselling: Theory and Process (5th Ed.). Allyn & Bacon
- Pal, O. B.: Guidance and Counselling. New Delhi: Motilal Banarsidas Publishers Private Ltd.
- Milner, J., Byrne, P. O. & Campling, J.: Assessment in Counselling: Theory, Process and Decision-Making. Palgrave MacMillan
- Patterson, L.E.: The Counselling Process. Wadsworth Publishing

References:

- Welfel, E.R., & Patterson, L.E: The Counselling Process: A Multi-theoretical Integrative Approach. Thomson Brooks / Cole

SCHOOL COUNSELLING

Course Code: PSY2601

Credit Units: 02

Course Objective:

This is to enable the students to develop an understanding of counseling within school setup, which is collaborative work of counselor and other school staff.

Course Contents:

Module I: Introduction

Guidance & Counseling

Need of guidance and counseling in school

Importance of guidance and counseling in school

Module II: Counselor in Educational Setting

Elementary School, Middle School, Secondary School & Higher Secondary

Counseling & Curriculum

Counseling & Family

Module III: Role of Personal Guidance

Principal, Teacher, Counselor, Career Counselor, Parents & other Specialists

Importance of holistic approach in counseling

Module IV: Mental Health of Students

Typical difficulties of students

Self Help Material

Role of Faith & Spirituality in Students mental Health

Module V: Experience of Transition

Concept of Change, Adjustment & Transition

Transition & Students' experiences

Module VI: Indian Education System: The Changing Perspective

Examination Scheme:

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

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

Text & References:

Text:

- Belkin, G.S. (1998). Introduction to Counselling; W.C.: Brown Publishers
- Nelson, J. (1982). The Theory and Practice of Counselling Psychology; New York: Holt Rinehart & Winston.
- Ben, N. Ard, Jr. (Ed.) (1997). Counselling and Psychotherapy: Classics on Theories and Issues; Science and Behaviour Books Co.
- Brammer, L.M. & Shostrom, E.L. (1977). Therapeutic psychology: Fundamentals of Counselling Psychotherapy (3rd Ed.). Englewood Cliffs: Prentice Hall

References:

- Udupa, K.N. (1985). Stress and its Management by Yoga; Delhi: Moti Lal Bansari Das.
- Windy, D. (1988) (ed.). Counselling in Action; New York: Sage Publication.

PSYCHOLOGICAL PRACTICAL-V I

Course Code: PSY2602

Credit Units: 03

Course Objective:

- To give practical experience to the students in administering and scoring psychological tests and interpreting the scores.
- To acquaint the students with the basic procedure and design of psychology experiments.
- To familiarize the students with the use of elementary statistical techniques
- To encourage and guide the students to undertake a small-scale research project.

Note: Total 5 practicals will be conducted in the sixth semester among the list of following practicals out of which first three practicals are compulsory.

Course Content:

1	Multidimensional Anxiety Questionnaire(MAQ)	Anxiety
2	College Adjustment Scale(CAS)	Adjustment
3	Career Attitude And Strategies Inventory(CASI)	Career Attitude
4	Educational Assessment Checklist For Children With Intellectual Disability(EACCID)	Child Disability
5	Sensory Processing Measure(SPM)	Sensation
6	Self Esteem Index(SEI)	Self Esteem

Text & References:

- Mohsin, S. M.: Experiments in Psychology. Motilal Banarasidas
- Woodworth, R.S.: Experimental Psychology. Oxford & IBH & Schlosberg, H. Publishing
- Postman, L. & Egan, J. P.: Experimental Psychology: An Introduction. Harper and Row

Examination Scheme:

Components	A	File Demonstration	Viva	EE
Weightage (%)	5	35	35	25

DISSERTATION (BASED ON APPLIED PSYCHOLOGY)

Course Code: PSY2637

Credit Units: 09

Course Objective:

- To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training.
- It will also help students to develop report writing skills.

Duration: Four Months (Jan. - April)

Methodology:

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor. Students will submit their reports after **90 Hrs of Fieldwork (15 days* 6hrs per day)**, with their supervised daily reporting, at the end of the academic year. **The days for fieldwork are two days in a week including Saturday.** The student will submit the Log Sheet to their internal supervisor on every Monday.

Examination Scheme:

Internal Faculty Interaction	20 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Report Writing	30 Marks
Total	100 Marks

SCIENTIFIC RESEARCH PAPER-II

Course Code: PSY2605

Credit Units: 03

Course Objective:

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

Guidelines for Research Article or Scientific Papers:

- Topic :-
- Introduction :-
- Review Research :-
- Objective
- Methodology
- Discussion
- Conclusion :-
- References & Bibliography:-

No. of pages in the compilation of the paper 25-30 (minimum 25 pages)

Examination Scheme:

Components	Compilation	Viva	Presentation
Weightage (%)	50	25	25

POSITIVE PSYCHOLOGY

Course Code: PSY2606

Credit Units: 03

Course Objective:

To enable students to understand the theory and research related to positive psychology and equip students to develop and apply positive psychology for enhancement of their self and others.

Course Contents:

Module I: Introduction to Positive Psychology

Introductory & Historical Overview

Positive Psychology, Prevention & Positive Therapy

Module II: Positive Emotional States and Processes

Broaden & Build Theory of Positive Emotions

Positive Emotions: Hope & Optimism, Love, Empathy

The Positive Psychology of Emotional Intelligence

Module III: Positive Psychology and Relationship to Goals

Importance of Goals

Values in actions

Developing Positive Personality

Module IV: Strengths & Virtues & Positive Institutions

Tyranny of Wisdom

Character Strengths and Virtues

Resilience in the phase of challenge & Loss

Module V: Applications of Positive Psychology

Going Positive

Understanding & Changing Human Behaviour

Examination Scheme:

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

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

Text & References:

- C. R. Snyder, Shane J. Lopez. The Handbook of Positive Psychology
- C. R. Snyder, Shane J. Lopez. Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner. A Handbook of Positive Psychology in Schools
- Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011): Positive Psychology: The Scientific and Practical Explorations Of Human Strengths (2nd Ed). Sage Publication, Inc.

References:

- Goleman, Daniel: Emotional Intelligence
- Ilona Boniwell. Positive Psychology in a Nutshell

GENDER PSYCHOLOGY

Course Code: PSY2607

Credit Units: 03

Course Objective:

This course is designed to introduce students to psychological theories and research regarding the differences and similarities between men and women and the effects of gender in social situations. Students will learn to understand the complexity and diversity of gendered experiences in the social settings of their own and other cultures

Course Contents:

Module I: Introduction to Gender Psychology

Historical antecedents of sex and gender within Psychology

Defining Sex and Gender

Perspectives in Gender: Social, Economic, Political & Biological

Gender Identity: Biological basis of Gender

Module II: Gender and Life Course

Physical, Social, Moral and Cognitive Development

Module III: Gender Roles & Stereotypes

Masculinity and Femininity

Religious Context

Global/Cultural Context

Effects of stereotypes and roles

Media and Depiction of gender

Module IV: Gender Difference

Defining gender differences (Physical and Cognitive)

Emergence of Gender Differences: Intellectual and Cognitive abilities

Determinants of gender differences: Social and affective behavior

Gender Identity & Sex Stereotype Behavior

Module V: Gender and Mental Health

Health & Fitness,

Stress, Coping & Psychopathology,

Treatment for Mental Disorders

Examination Scheme:

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

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

Text & References:

Text:

- Brannon L. Gender Psychological Perspectives , 2/E. Misclenious Publishers
- Brannon, L. (2001). Gender: Psychological Perspectives (3rd edition). Needam Heights, MA: Allyn and Bacon.
- Mustin R.T. & Marecek J., (1990). Making a Difference: Psychology and the Construction of Gender. New Haven: CT: Yale UP
- Golombok S. & Fivush R. (1994). Gender Development. Cambridge, UK: Cambridge UP

References:

- Kimmel, M. S. and Aronson, A. (2000). The Gendered Society Reader; New York: Oxford University Press.

PROJECT (WITH PRESENTATION & EVALUATION)

Course code: PSY2632

Credit Units: 03

Objectives:

The aim of the project is to provide the students with an opportunity to further their intellectual and personal development in the chosen field by undertaking a significant practical unit of activity. The project can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach to gathering and analysis of information / data, leading to production of a structured report.

Chapter Scheme and distribution of marks:

Chapter 1: Introduction – 10 marks

Chapter 2: Conceptual Framework/ National/International Scenario – 25 marks

Chapter 3: Presentation, Analysis & Findings -- 25 marks

Chapter 4: Conclusion & Recommendations -- 10 marks

Chapter 5: Bibliography -- 05 marks

Project Report	Power Point Presentation & Viva
75 marks	25 marks

Components of a Project Report

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

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

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

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

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

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

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

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

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

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

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

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

The Steps of a Project Report

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

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

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

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

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

Chapter 1: Introduction,

Chapter 2: Conceptual Framework / National & International Scenario,

Chapter 3: Analysis & Findings

Chapter 4: Conclusion and Recommendations.

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

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

2) Student's declaration (Annexure-IB)

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

Guidelines for evaluation:

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