

ETERNAL UNIVERSITY

(ESTABLISHED UNDER HIMACHAL PRADESH GOVERNMENT ACT NO.3 OF 2009)

BARU SAHIB
HIMACHAL PRADESH



WORLD PEACE THROUGH VALUE BASED EDUCATION

AKAL COLLEGE OF ARTS & SOCIAL
SCIENCES

M. SC. PSYCHOLOGY CURRICULAM (REVISED)

APPROVED VIDE ITEM NO 10 IN THE 83rd ACADEMIC
COUNCIL MEETING HELD ON 28th FEBRUARY, 2024

(TO BE EFFECTIVE FROM THE ACADEMIC SESSION 2023-24)

Item No.

ITEM No. 83/10/24

Dated:

To

The Registrar
Eternal University
Baru Sahib (H.P.)

Through
Dean, Academic
Eternal University
Baru Sahib (H.P.)

Subject: Submission for Approval of Minor Changes in the Curriculum of M.Sc. (Psychology)
in
the Academic Council Meeting

Respected Sir


With reverence, the curriculum of M.Sc. (Psychology) with Minor changes has been submitted after incorporating suggestions given by BoS members and external subject expert through email which are attached for your kind consideration.

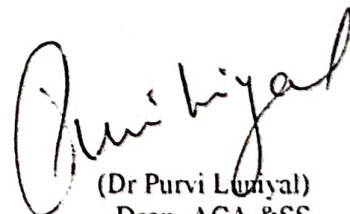
The Dissertation/Thesis has been made optional as it is not mandatory as per UGC guidelines for master in Psychology. The credits of Dissertation/thesis have been fulfilled by adding allied subjects in semester IV. Overall 88 credits have been made in totality.


The amended curriculum of M.Sc. (Psychology) without or with Dissertation/thesis is enclosed herewith for kind consideration and approval by the Academic Council.

Thanking you

Yours Sincerely


06/02/2024
(Dr. Neelam Kumari)
HoD, Department of Psychology
Eternal University, Baru Sahib, H.P.


(Dr. Purvi Luniyal)
Dean, ACA & SS
Eternal University
Baru Sahib, H.P.


CoE, Eternal University
Baru Sahib, H.P.


Dean Academic Affairs
Eternal University
Baru Sahib, H.P.

Sir,
will be placed in
83/10/24
ACM.

Add Registrar To be discussed
with CoE for
Error got from minor error
corrected
HOD psychology
06/02/2024
15/2/2024

(1)

Ref No : EU /ACA&SS/BoS/ 05 /03

Dated : 26/12/2023

Academic Proceedings

1st BoS Meeting of Akal College of Arts and Social Sciences

Executive Summary: The First Board of Studies meeting of the Odd session 2023 was held on **December 15, 2023** at 4pm in the Governing Body Hall , Eternal University, Baru Sahib. It was attended by the worthy **Chairperson, Dr. Purvi Luniyal**, the **Member Secretary, Dr. Ambika Sharma** and the distinguished panel members. The session was chaired by Dr. Purvi Luniyal and kept in accord with the agendas listed in the notification **Ref No. EU/ACA&SS/BoS/05/02** dated **December 13, 2023**.

The meeting was attended by:

- | | |
|-------------------------------------|-------------------|
| 1. Dr. Purvi Luniyal (Dean, ACA&SS) | - Chairperson |
| 2. Dr. Neelam K Verma | - Member |
| 3. Dr. Simranjit Singh | - Member |
| 4. Dr. Meenakshi Gupta | - Member |
| 5. Dr. Geeta Sharma | - Member |
| 6. Dr. Yashpal Azad | - Member |
| 7. Dr. Rani | - Member |
| 8. Dr. Amandeep Kaur | - Member |
| 9. Dr. Harsimar Kaur | - Member |
| 10. Dr. Manpreet Kaur | - Member |
| 11. Mr. Gurtej Singh | - Member |
| 12. Ms. Nivedita Bhardwaj | - Member |
| 13. Dr. Ambika Sharma | -Member Secretary |

Agenda Items discussed were as follows:

SR.N O	ITEM NO.	DEPARTMENTS / COLLEGE	AGENDA ITEM	PRESENTED BY
1.	ITEM NO 1.	MUSIC / ACA&SS	SHIFTING OF UG HUMAN VALUES AND EVS COURSE FROM V /VI SEM TO I/II SEM	DR PURVI LUNIYAL
2.	ITEM NO 2.	MUSIC /ACA&SS	COURSES FOR HUMANITIES AND MUSIC TO BE CLUBBED TOGETHER	DR PURVI LUNIYAL
3.	ITEM NO 3.	ENGLISH /ACA&SS	MODIFICATION OF FUNCTIONAL ENGLISH COURSE FOR BA HUMANITIES 1 ST YEAR	DR HARSIMAR KAUR
4.	ITEM NO 4.	ENGLISH/ACA&SS	MINOR MODIFICATION W.R.T. MERGED COURSES (ENG 116 / ENG 101, ENG 216/ ENG 201, ENG 316/ ENG 301)	MS NIVEDITA BHARDWAJ
5.	ITEM NO 5.	ENGLISH/ACA&SS	MODIFICATIONS W.R.T MA ENGLISH MASTERS RESEARCH PAPER	DR AMBIKA SHARMA

6.	ITEM NO 6.	PSYCHOLOGY/ ACA&SS	REVISION OF ELIGIBILITY CRITERIA FOR M.Sc. PSYCHOLOGY	DR NEELAM KUMARI
7.	ITEM NO 7.	PSYCHOLOGY/ ACA&SS	MINOR CHANGES IN MSc PSYCHOLOGY CURRICULUM	DR NEELAM KUMARI

Agenda Item 1: Shifting of the UG Courses 'Human Values' and 'Environmental Sciences' from Vth and VIth semester to Ist and IInd Semester.

Dr. Purvi Luniyal, Dean ACA&SS, proposed the first item on the agenda list and presented that given the predicament of the Final Year students, it is best suited that the UG courses on Human Values and Environmental Sciences should be reassigned to Semester I and II, making it convenient for the candidates to pursue their academic as well as the extracurricular activities such as the Music Tour. On this, Dr. Simranjit Singh, HoD, Department of Punjabi, suggested that, rather than reassigning the courses, the mode of instruction can be switched from English to Punjabi or Hindi, since, these courses are Ability Enhancement Compulsory Courses in nature. Dr. Purvi Luniyal furthered the stance by saying that the point is valid and will be raised by her in the Academic Council Meeting. The house agreed with her statement of the possibility of reassigning the courses to semester I and II as well as with Dr. Simranjit's point of diversifying the medium of instruction to make it more comprehensible for the students.

Agenda Item 2: The courses on 'Punjabi' and 'English' for Humanities and Music to be clubbed together.

Dr. Purvi Luniyal continued with the second agenda and proposed that the principle language courses on 'Compulsory Punjabi' and 'Compulsory English' need not be taught separately to the two sections of students in Humanities and Music therefore, in order to avoid any anomaly and bring uniformity the courses are to be clubbed. Therefore, the course code as well as the syllabus for 'Compulsory English' and 'Compulsory Punjabi' are to be brought under a unified lens for both the sections. It was acknowledged and agreed upon by the entire house.

Agenda Item 3: Major modification of Functional English course for BA Humanities Ist Year.

The third item on the agenda list was proposed by Dr. Harsimar Kaur and she presented the argument that a major modification is needed in the syllabus of Functional English for BA Humanities First year. As elucidated by Dr. Ambika Sharma, HoD, Department of English and Communication Studies, that the redesigned courses cater to the cognitive capacities of the students being initiated into the undergraduate program. It will attempt at polishing the LSRW skills since the syllabus is designed according to the needs of the candidates. The recommended books for the syllabus are readily available in the university library and make it easier for the students to access the material. Dr. Simranjit Singh, HoD, Department of

(11)

Punjabi, also pointed out the discrepancy in the Course Code w.r.t ENG 104 and ENG 124 to which Dr. Ambika Sharma responded with affirmation and agreed to have a discussion with Dr. B. S. Sohal, Dean, PGS. The house agreed upon the same.

Agenda Item 4: Minor modification w.r.t merged courses of ENG 116 / ENG 101; ENG 216/ ENG 201 and ENG 316/ ENG 301.

Ms. Nivedita Bhardwaj presented the item no. 4 on the agenda list and proposed the argument regarding minor modification in the syllabus of merged courses of ENG 116 / ENG 101; ENG 216/ ENG 201 and ENG 316/ ENG 301. There is no clear distinction in the prescribed syllabus and therefore, in order to bring in unanimity, the courses are being unified as one particular course code for the respective streams. Dr. Simranjit Singh aligned his views with the house on this matter and stated that the merger should be done in order to bring about ease of business in academic setting. He also illustrated the importance of clubbing the content for the distinguished streams. Then Dr. Purvi Luniyal presented her views regarding the approval of the same.

Agenda Item 5: Modifications w.r.t. M.A. English Masters Research Paper.

Dr. Ambika Sharma, HoD, Department of English and Communication Studies, presented the item no. 5 on the agenda list, proposing to the house certain minor modifications with respect to the Master's Research Paper. She opined that instead of the dissertation in Master's we can replace the dissertation with a choice based scenario wherein the student can either opt for MA Dissertation or can be accorded a research topic for Research Paper Writing and Seminar by the HOD, (for the same, certain Courses will be taught to the candidate for which they will be marked as 'S or U/S'. This way the credits shall remain unaltered as was the case before). This aligns with the standards of research writing and for the same, an External examiner within the department will be appointed who will take a seminar presentation examination of the student and critically evaluate the candidate. The total credits will remain unaltered and will align with the previous weightage. Dr. Ambika Sharma envisions that this choice will give an edge to the student and develop the students analytical and critical thought process which is in line with NEP standards as well as the UGC guidelines and the student will be able to add a research paper to their academic credentials. This will also provide a critical acumen to the candidate for pursuing her further research in terms of Doctoral studies. On the other hand, Dr. Simrajit Singh, HoD, Department of Punjabi, presented the argument that the credit seminar should be modified and replaced with an additional course that aligns with the cumulative credits of Master's program. Dr. Purvi Luniyal, Dean, ACA&SS, also agreed and proposed the addition of courses to which Dr. Ambika Sharma, HoD, Department of English responded with an affirmation of having a discussion with Dr. B. S. Sohal, Dean, PGS.

Agenda Item 6: Revision of Criterion for M.Sc. Psychology from Academic Session 2023.

Dr. Neelam Kumari, HoD, Department of Psychology, presented the item no. 6 given in the agenda list and proposed the revised criteria for M.Sc. Psychology from the currently

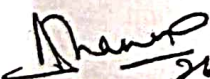
(17)


ongoing academic session of 2023-24 as per the directions of Dr. Purvi Luniyal, Dean, ACA&SS and with the prior approval of Hon'ble Vice Chancellor, Eternal University.

Agenda Item 7: Minor Changes to M.Sc. Psychology Curriculum.

Last Agenda was to make minor changes regarding writing of thesis in the curriculum of M.Sc. Psychology as it was directed in the Academic Council dated June 30, 2022. Dr. Neelam Kumari HoD, Department of Psychology, discussed that writing of thesis has been made optional for M.Sc. Psychology and even it is not made mandatory by UGC also. The Credits of dissertation/ Thesis have been fulfilled by adding courses (Allied Courses) in IV semester. Overall 88 credits have been made in totality. The members of the house have given some valuable suggestions, Dr. Simranjit Singh, HoD, Department of Punjabi, suggested that one course of Psychology should be taught with allied courses in semester 4th as well, which was accepted by Dr. Neelam Kumari and agreed to incorporate the same. Subsequently, all members of the house reached a consensus on agenda items 6 and 7 and forwarded it to the Academic Council for its final approval.

After a thorough discussion the House came to a consensus and the meeting came to an end at 4:50PM with a vote of thanks by Member Secretary, Dr. Ambika Sharma, HoD, Department of English and Communication Studies. Ms. Nivedita Bhardwaj, the coordinator for the meeting then gave a formal closure to the session.


26/12/23
Member Secretary
Dr. Ambika Sharma


22/12/23
Chairperson
Dr. Purvi Luniyal

(v)



Print Official <printeuofficial@gmail.com>

Fwd: Regarding Minor Changes in M.Sc. Psychology Curriculum

1 message

Dr. Neelam Kumari Verma <neelamkumari@eternaluniversity.edu.in>

Tue, Feb 6, 2024 at 8:08 PM

To: printeuofficial@gmail.com

----- Forwarded message -----

From: Dr. Neelam Kumari Verma <neelamkumari@eternaluniversity.edu.in>

Date: Tue, Feb 6, 2024 at 8:06 AM

Subject: Re: Regarding Minor Changes in M.Sc. Psychology Curriculum

To: Roshan Zinta <zinta.roshan@gmail.com>

Thank you sir for your response.

On Tue, Feb 6, 2024, 1:33 PM Roshan Zinta <zinta.roshan@gmail.com> wrote:

Dear Dr Neelam,

I am satisfied with the modification you have made as per UGC norms and EU guidelines

Please go ahead and do it final

Prof R L Zinta

Psychology Dept

HPU Shimla

On Tue, 6 Feb 2024, 12:53 pm Dr. Neelam Kumari Verma, <neelamkumari@eternaluniversity.edu.in> wrote:

Respected Sir

I Humbly submit to you that Akal College of Arts and Social Sciences has made a minor change in the curriculum of M.Sc. Psychology. The Dissertation /Thesis have been removed (made optional) from the Curriculum as it is not made mandatory by UGC. The credits of Dissertation/ thesis have been fulfilled by adding one more subject from optional in semester III and extra 5 allied subjects in semester IV(as per EU guidelines). Overall 88 credits have been made in totality. Old & modified programme structure with curriculum of M.sc Psychology is shared for your needful action.

Kindly send your feedback and valuable comments

Thanking you

Yours Sincerely

Thanks & Regards

Dr. Neelam Kumari

Assistant Professor, Department of Psychology

AKASS, Eternal University, Baru Sahib 173101

Thanks & Regards

Dr. Neelam Kumari

Assistant Professor, Department of Psychology

AKASS, Eternal University, Baru Sahib 173101

Cv12

COURSE STRUCTURE FOR M.Sc. (PSYCHOLOGY) Without THESIS

Semester	Course Code	Course Title	L	T	P	C
I	PSYM 501	Principles of Psychology	4	0	0	4
	PSYM 502	Psychology of Life Span Development	4	0	0	4
	PSYM 503	Research Methods in Psychology	4	0	0	4
	PSYM 504	Advanced Social Psychology	4	0	0	4
	PSYM 505	Practicum 1	0	0	2	2
	PSYM 506*	Seminar	0	0	0	2
		Sub-Total	16	0	2	20
II	PSYM 521	Cognitive Psychology	4	0	0	4
	PSYM 522	Personality Psychology	4	0	0	4
	PSYM 523	Counselling and Guidance	4	0	0	4
	PSYM 524	Qualitative Research methods	4	0	0	4
	PSYM 622	Health Psychology	4	0	0	4
	PSYM 525	Practicum 2	0	0	2	2
		Sub-Total	20	0	2	22
III	PSYM 601	Organizational Behaviour, Development and Change	4	0	0	4
	PSYM 602	Clinical Psychology	4	0	0	4
	ECON 510*	Contemporary Issues In Indian And World Economy	4	1	0	5
	ECON 512*	Environmental Economics	4	1	0	5
	PSYM 606	Practicum 3	0	0	2	2
		Optional (any two)				
	PSYM 604	Neuropsychology	4	0	0	4
	PSYM 605	Genetic, Environment and Behaviour	4	0	0	4
	PSYM 623	Forensic Psychology	4	0	0	4
	PSYM 624	Therapeutic Techniques	4	0	0	4
		Sub-Total	24	2	2	28
IV	PSYM 603	Quantitative Techniques for Psychology	4	0	0	4
	PSYM 621	Indigenous Psychology	4	0	0	4
	MBA-508*	Human Resource Management	3	0	0	3
	EDU- 416*	Learner and Learning Process	3	1	0	4
	FT-307*	Bakery ,Confectionery & Snack Products	2	0	1	3
		** Compulsory Internship after the End Semester Examination or in between the Semester Break				
		Sub-Total	16	1	1	18
		TOTAL	76	3	7	88
		OVERALL CREDITS	60 +6 +22*= 88			

***In these courses the result will be submitted as Satisfactory/Unsatisfactory**

(2+5+5+3+4+3)= 22 Credits

COURSE STRUCTURE FOR M.Sc. (PSYCHOLOGY) With THESIS

Semester	Course Code	Course Title	L	T	P	C
I	PSYM 501	Principles of Psychology	4	0	0	4
	PSYM 502	Psychology of Life Span Development	4	0	0	4
	PSYM 503	Research Methods in Psychology	4	0	0	4
	PSYM 504	Advanced Social Psychology	4	0	0	4
	PSYM 505	Practicum 1	0	0	2	2
	PSYM 506*	Seminar	0	0	0	2
		Sub-Total	16	0	2	20
II	PSYM 521	Cognitive Psychology	4	0	0	4
	PSYM 522	Personality Psychology	4	0	0	4
	PSYM 523	Counselling and Guidance	4	0	0	4
	PSYM 524	Qualitative Research methods	4	0	0	4
	PSYM 622	Health Psychology	4	0	0	4
	PSYM 525	Practicum 2	0	0	2	2
	PSYM 600*	Lab/Field work (Dissertation)	0	0	0	2
		Presentation/Submission of Synopsis				
			Sub-Total	20	0	2
III	PSYM 601	Organizational Behaviour, Development and Change	4	0	0	4
	PSYM 602	Clinical Psychology	4	0	0	4
	PSYM 606	Practicum 3	0	0	2	2
		Optional (any two)				
	PSYM 604	Neuropsychology	4	0	0	4
	PSYM 605	Genetic, Environment and Behaviour	4	0	0	4
	PSYM 623	Forensic Psychology	4	0	0	4
	PSYM 624	Therapeutic Techniques	4	0	0	4
	PSYM 600*	Data Analysis (Dissertation)	0	0	0	4
		Sub-Total	16	0	2	22
IV	PSYM 603	Quantitative Techniques for Psychology	4	0	0	4
	PSYM 621	Indigenous Psychology	4	0	0	4
	PSYM 600*	Dissertation/Thesis Submission Viva-Voce	0	0	0	14
		** Compulsory Internship after the End Semester Examination or in between the Semester break				
		Sub-Total	8	0	0	22
		TOTAL	60	0	6	88
		OVERALL CREDITS	60 + 6 + 22*= 88			

*Parts of Dissertation/ Thesis (2+2+4+14=22 Credits)

** Compulsory Internship for one month after the IV End Semester Examination or in between the Semester break.

ETERNAL UNIVERSITY, BARU SAHIB (HP)

(Established under Himachal Pradesh Government Act No. 3 of 2009)



PROPOSED SYLLABUS FOR M.Sc. PSYCHOLOGY wef 2019-21 Session

**DEPARTMENT OF PSYCHOLOGY
AKAL COLLEGE OF ARTS & SOCIAL SCIENCES**

PROPOSED SYLLABUS FOR M.Sc. PSYCHOLOGY

1. **TITLE:** M.Sc. Psychology
2. **THE DURATION OF COURSE:** Two Year Full /Four Semester Programme
3. **PATTERN:** Pattern of Examination will be Semester.
4. **ATTENDANCE:** Mandatory minimum attendance of a semester will be 75% of the total number of theory and practical periods in each Semester.
5. **MEDIUM OF INSTRUCTION:** Medium of instruction and Examination shall be English.
6. **ELIGIBILITY:** Students who have graduate in any stream from UGC recognised institutions with 50% marks.

M.Sc. Psychology Course

This course is an integration of science, theory & clinical knowledge for understanding normal and abnormal behavioural issues to solve problems and promote wellbeing and personal development of human beings.

It will be a two year full time post-graduate degree course which is divided into 4 semesters. It provides opportunities to students to learn not only about the important branches of psychology but also to acquire and apply practical skills to various fields of psychology and life at large. M.Sc. degree differs from Master of Arts (M.A.) as the former involves more focus on scientific psychology and research, while the latter involves more liberal arts focus.

This degree is designed to prepare graduates for professional practice in their specific area. M.Sc. degree may well serve as preparation for further study at the doctoral level as well as for employability. Students will be involved in research to yield new information; the findings may become part of the body of knowledge that may be useful for various individuals and institutions and people at large. By completion of this course, students will be able to demonstrate critical psychological evaluation of human functioning, performance and well-being in different contexts. It will develop advanced research skills in the domain of Psychology.

M.Sc. students will study both normal and abnormal individuals in respect of their psychological characteristics in different life domains and help them for better mental health, effective functioning as well as for prevention, diagnosis & treatment of mental problems/ illness of mentally afflicted people.

Learning Outcomes

- Advanced knowledge regarding key theories and methods in psychology.
- In-depth understanding of application of Psychological principles in different behavioural contexts.
- Knowledge and use of research methods and statistics in psychology.
- Ability to appraise the efficacy of different interventions to promote psychological well-being and performance.
- Translation of theory into professional practice and applied research.
- Application of psychological research methods to a novel research topic.
- Planning and execution of an original piece of research.
- Ability to identify and address ethical and professional issues in psychology.
- Developing professional attitude and expertise in the field of psychology.
- Development of independent and flexible approach to effective learning.

Faculty Details of Psychology Department

Sr.No.	Name of Faculty	Designation	Qualification	Specialization	Teaching Experience
1.	Dr. N.L Gupta	Associate Professor & HOD	MA, M.Phil, PhD	General & Clinical Psychology	37 years
2.	Dr. Neelam Kumari	Assistant Professor	MA, M.Phil, PhD	General and Clinical Psychology	2.8 years
3.	Dr. Yash Pal Azad	Assistant Professor	MA, M.Phil, PhD	Organizational Change and development, Cognitive Psychology	7.2 years

The students enrolled for M.Sc. Psychology, in Eternal University will be offered various papers of total 86 credits during the four semesters. The papers offered during the first two semesters (first year of the study) will be of compulsory nature. In the first semester, there will be four compulsory papers, each of 4 credits, one practicum course with 2 credits and preparation of synopsis of 2 credits. Thus, courses, during the first semester will be of 20 credits. In the second semester, there will be 4 compulsory papers each of 4 credits, one practicum of 2 credits and laboratory/fieldwork for dissertation of 4 credits and submission/presentation of synopsis of 2 credits. Therefore, total credits in 2nd semester will be 24.

During the third semester, there will be of three compulsory papers, each of 4 credits, one optional paper from the available courses as per student's interest of 4 credits, one practicum course of 2 credits and data analysis of dissertation/ thesis of 4 credits. Therefore, total credits in this semester will be 22. In the fourth semester, there will be two compulsory papers each of 4 credits, one optional paper from the available courses as per student's interests of 4 credits and dissertation/thesis with Viva voce of 8 credits. Thus, total credits of this semester will be 20. In addition, there will be Clinical Posting in Psychiatric /& Drug Deaddiction Hospital Centre for 2 weeks.

The new special features included are as follows-

- Each MSc student will be involved for evaluation of intellectual and educational disabilities by adopting 5 students of Akal Academy, Baru Sahib, and to provide psychological help for their overall development throughout their PG Course.

****Compulsory Clinical Posting for 2 week during Semester III under the supervision of Psychiatrist, with the focus on Orientation to Psychiatry, Pharmacotherapy, Clinical Assessment and Case presentation of various patients, Medico-legal aspects, Psychodynamic Approach etc. in Akal Psychiatric Services cum Drug De-addiction Centre, ACH, Baru Sahib.**

*****There will also be Compulsory Internship for one month under the Kalgidhar Trust after 4th End Semester Exam to complete the MSc Psychology Degree Course.**

COURSE STRUCTURE FOR M.Sc. (PSYCHOLOGY)

Semester	Course Code	Course Title	L	T	P	C
I	PSYM 501	Principles of Psychology	4	0	0	4
	PSYM 502	Psychology of Life Span Development	4	0	0	4
	PSYM 503	Research Methods in Psychology	4	0	0	4
	PSYM 504	Advanced Social Psychology	4	0	0	4
	PSYM 505	Practicum 1	0	0	2	2
	PSYM 600*	Synopsis preparation	0	0	0	2
		Sub-Total	16	0	2	20
II	PSYM 521	Cognitive Psychology	4	0	0	4
	PSYM 522	Personality Psychology	4	0	0	4
	PSYM 523	Counselling and Guidance	4	0	0	4
	PSYM 524	Qualitative Research methods	4	0	0	4
	PSYM 525	Practicum 2	0	0	2	2
	PSYM 600*	Lab/Field work (Dissertation)	0	0	0	4
		Presentation/Submission of Synopsis	0	0	0	2
		Sub-Total	16	0	2	24
III	PSYM 601	Organizational Behavior, Development and Change	4	0	0	4
	PSYM 602	Clinical Psychology	4	0	0	4
	PSYM 603	Quantitative Techniques for Psychology	4	0	0	4
		Optional (any one)				
	PSYM 604	Neuropsychology	4	0	0	4
	PSYM 605	Genetic, Environment and Behavior	4	0	0	4
	PSYM 606	Practicum 3	0	0	2	2
	PSYM 600*	Data Analysis (Dissertation)	0	0	0	4
		**Compulsory Clinical Posting				
		Sub-Total	16	0	2	22
IV	PSYM 621	Indigenous Psychology	4	0	0	4
	PSYM 622	Health Psychology	4	0	0	4
		Optional (any One)				
	PSYM 623	Forensic Psychology	4	0	0	4
	PSYM 624	Therapeutic Techniques	4	0	0	4
	PSYM 600*	Dissertation/Thesis Submission Viva-Voce	0	0	0	8
		*** Compulsory Internship after the End Semester Examination or in between the Semester break				
		Sub-Total	12	0	0	20
		TOTAL	60	0	6	86
		OVERALL CREDITS	60 + 6 + 20 = 86			

*Parts of Dissertation/ Thesis (2+2+4+4+8=20 Credits)

**Compulsory Part-time Clinical Posting under Psychiatrist for 2 week in 3rd Semester in Akal Psychiatric Services cum De-addiction & Rehabilitation Centre, ACH, Baru Sahib

*** Compulsory Internship for one month in between Semesters & after the IV End Semester Examination

Detailed Syllabus

SEMESTER - I

PSYM 501	PRINCIPLES OF PSYCHOLOGY	L-T-P
		4- 0 -0

Principles of Psychology are fundamental to understand complications involved in understanding behavioural science, psychology. The subject matter is organized into roots of psychology that focus mainly on five areas of psychological functioning: cognition, learning, motivational, emotional and personality dimensions. This principle gives an explanation of the concepts, experiences or related context of behavior to understand the life pursuits.

UNIT –I

Historical origins of psychology as a science: Philosophical antecedents: Classical Greek thought (Democritus, Plato, Aristotle); Continental Renaissance (Descartes); British Empiricism (John Locke, James Mill and John S. Mill); Nativism (Kant).

UNIT –II

Beginning of experimental era and Emergence of schools of psychology:

Psychophysics (Weber, Fechner, Helmholtz, Wundt) and Scaling Techniques. Emergence of Schools: Structuralism, Functionalism, Behaviourism, Gestalt, Psychoanalysis, Cognitive Psychology, Humanistic Psychology and Positive Psychology.

UNIT –III

Emotion: Biological, Cognitive and Cultural bases of emotions, Theories of emotion: James-Lange, Cannon-Bard, Cognitive theories. Managing negative emotions.

UNIT –IV

Motivation: Theories of motivation: Freud's Unconscious Motivation Theory, Maslow's Theory of Hierarchy of Needs, And McClelland's Achievement Motivation Theory.

UNIT –V

Personality: Psychoanalytic Theories: Freud, Jung, and Adler, Type and Trait approaches: Eysenck and Cattell, Developmental approach: Erik Erikson, Behavioral and Soio-Cognitive Theories and Humanistic Theories.

Recommended Books:

1. Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
2. Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
3. Marx, M.H. & Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
4. Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.
5. Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.
6. Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.
7. James, W. (1983). The Principles of Psychology, Volumes I and II. Cambridge, MA: Harvard University Press (with introduction by George A. Miller).
8. Benjamin, Jr. L.T. (1988). A History of Psychology: Original Sources and Contemporary Research. London: McGraw Hill.

Further Readings:

1. Nevid, Jeffrey S. *Essentials Of Psychology: Concepts And Applications*. Belmont, CA : Wadsworth, Cengage Learning, 2012. Print.
2. *Encyclopedia of human intelligence*. (2 vol.). (1994). New York: Macmillan. Includes ove 250 articles by notable scholars dealing with all aspects of human intelligence. [BF 431 .E59 1994]
3. *Encyclopedia of learning and memory*. (1992). New York: Macmillan. [BF 431 .E59]
4. *Encyclopedia of psychology*. (4 vol.). (1994). 2nd ed. New York: Wiley. The most comprehensive encyclopedia of general psychology available. [BF 31 .E52 1994]
5. *Encyclopedia of sleep and dreaming*. (1993). New York: Macmillan. [BF 1078 .E63]
6. Rutherford, Raymond E. Fancher, Alexandra (2012). *Pioneers of psychology: a History* (4th ed.). New York: W.W. Norton. ISBN 9780393935301.

PSYM 502	PSYCHOLOGY OF LIFE SPAN DEVELOPMENT	L-T-P
		4-0-0

Psychology of Life Span Development Developmental psychology is the scientific study of how and why human beings change over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire lifespan. It also describes important aspects of development and factors influencing development. Apart from the characteristics of each stage of life emphasis is given to various theoretical viewpoints.

UNIT-I

Beginnings of Life: Important aspects of development in the pre-natal and post-natal period. Factors influencing development: Heredity, Environment, Development in Infancy and Toddlerhood: Physical and motor skills, Learning and Maturation. Cognitive, Language, Personality and Social development.

UNIT-II

Development in Early Childhood: Physical and motor skills, Cognitive, Language, Personality, Moral and Social development. Role of rearing practices: Gender roles and gender stereotyping, Gender schema theory of Bem. Development in Middle Childhood: Physical and motor skills development, Cognitive, Language, Personality, Social and Moral development. Development of self-concept Influence of peer relationships.

UNIT-III

Development in Adolescence: Physical development and maturation, Cognitive development: Piaget. Adolescent Ego-centrism, Moral development: Kohlberg, Personality and social development: Contribution of Hall, Mead, Freud and Erikson, Identity formation.

UNIT-IV

Development in Young Adulthood: Physical development, Cognitive development: Schaie's stages of cognitive development, Theories of intelligence, Moral development: Kohlberg's / Gilligan theory. Personality and social development; Intimate relationships of Marriage, Parenthood, Vocational development. Development in Middle Adulthood: Physical changes, Aspects of intellectual development, Personality and social development: Jung, Erikson, Peck. Psychological developments critical to adjustment. Issues related to occupation.

UNIT-V

Late Adulthood: Physical changes, Issues related to intellectual functioning, Personality and social development: Erikson, Peck's three adjustments of late adulthood; Vaillant's factors in emotional health.

Old Age: Personal relationships in late life, Attitudes towards death, dying and bereavement, Hazards in Old Age.

Recommended Books:

1. Hurlock, E.B. (1980). Developmental Psychology: A life span Approach. New Delhi: Tata McGraw-Hill.
2. Papalia, D.E. & Olds, S.W. (1992). Human Development. New Delhi: Tata McGraw-Hill
3. Beck, L. (2003). Child Development. New Delhi: Pearson1. Bee, H. (1985) The Developing Child. Fourth Edition, Harper & Row Publishers, USA.
4. Berk, L. E. (1993) Infants, Children and Adolescents. Allyn& Bacon, USA.

5. Berndt, T. J. (1997) Child Development. Second Edition, Brown and Benchmark Publishers, USA.
6. Brophy, J. E. (1997) Child Development and Socialization. Science Research Associates, Chicago.
7. Berk, L.E. (2004) Development through the Lifespan, pearson Education, New Delhi
8. Gillibrand, R., Lam, V. And O'donnell, V.L(2011). Developmental Psychology. England: pearson education limited, pp.150,249,250.
9. Agarwal, A. & Saxena, A. K. (Eds.) (2003). Psychological perspectives in environmental and developmental issues. New Delhi: Concept.

Further Readings

1. Beckett, C. and Taylor, H. (2010). Human Development and Growth. 2nd ed. england: sage, pp.23,42,72-91.
2. Crandell, T., Crandell, C. and Zanden, J. (2012). Human Development. 9th ed. newyork: McGraw-Hill, pp.213,244.
3. Burman, E. (2008). Deconstructing Developmental Psychology. New York: Taylor & Francis.
4. Gauvain, M. (2002). The Social Context of Human development. New York: Guilford Press.
5. Lerner, R.M., Jacobs, F., & Wertlieb, D. (2005). Applied Developmental Science: An Advanced Textbook. Thousand Oaks: Sage publication. Lamb & Bornstein (Eds.) (Year). Developmental Science: An advanced textbook. (Place): Psychology Press
6. Saraswathi, T. S. (Ed.) (2003). Cross Cultural Perspectives in Human Development: Theory, research and applications. New Delhi: Sage.

PSYM 503	RESEARCH METHODS IN PSYCHOLOGY	L-T-P
		4-0 -0

Research Methods in Psychology Psychologists conduct research to understand exactly why people think, feel, and behave the way they do. Like other scientists, psychologists use the scientific method, a standardized way to conduct research. A scientific approach is used in order to avoid bias or distortion of information. After collecting data, psychologists organize and analyze their observations, make inferences about the reliability and significance of their data, and develop testable hypotheses and theories.

UNIT-I

Research Process: Definitions of research, science and scientific methods, limitations of scientific research. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, Collecting data, Data analysis, Report writing/ thesis writing); Ethical issues for research.

UNIT-II

Variables, Probability and Hypothesis testing; Variables: IV, DV, control and extraneous variables; Hypothesis- definition, characteristics, types; Hypothesis testing; Concept of Probability, Normal Probability Curve, Characteristics of the Curve: probabilistic estimation and limitations (Type I & type II errors). Parametric and non-parametric, descriptive, inferential, correlational, tests of significance, tests for homogeneity of variance, regression, data reduction.

UNIT-III

Sampling and Data Collection, Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size; Data collection methods: Observation: naturalistic, laboratory, participant and non-participant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

UNIT- IV

Research designs; Experimental Designs: True Experimental (Between group, within groups, factorial), Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes), Non-experimental (Observational, survey, correlational), Designs based on the purpose of the study-Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Evaluation designs, Action research designs; Cross sectional research designs, Longitudinal research designs.

UNIT- V

Report Writing; General Guidelines, Need for a report, Types of Writing, Purpose of writing, Avoiding plagiarism, Organizing information, Report writing in APA format, references in APA format.

Recommended Books:

1. D.Amto, M.R. (1979). Experimental Psychology, Methodology Psychophysics and Learning. New Delhi: Tata Mc-Graw Hill.
2. Garrett, H.E. (1966) Statistics in Psychology and Education. Bombay: VakilsFeefer& Simon Pvt. Ltd.
3. Guilford J.P. (1965). Fundamental Statistics in Psychology and Education (4th Edn.). New Delhi: Subject Publications.
4. Herson, M. & Barlow, D.H. (1980) Single – Case Experimental Designs New Delhi: Prentice – Hall of India Limited.
5. Kerlinger, F.N. (1978) Foundations of Behavioural Research, New Delhi: Subject Publications.

6. Kurtz, A.K. & Mayo, S.T. (1980). Statistical methods in Education and Psychology. New Delhi: Narosa Publishing House.
7. Anastasi, A. & Urbina S (2005). Psychological testing. (7thed).
8. Cohen. R. J., Swerdlik. M. E., Phillips. S. M. (1996) Psychological testing and assessment: an introduction to tests and measurements (3rded).
9. Kothari, C. R. (1998). Research Methods and techniques. New Delhi: Wiley Eastern.

Further Readings

1. Cozby. P. C. (1997) Methods in behavioural research (6th ed)
2. Kaplan. R. M. & Saccuzzo. D. P. (2005) Psychological testing: principles, applications, and issues (6th ed).
3. Garret, H. E. (2005). Statistics in Psychology and Education. New Delhi: Paragon International.
4. Krishna Swamy, O. P. (1993). Methodology of research in Social Sciences. Himalaya Publishing house.
5. Miles, J. (2001). Research Methods and Statistics. Exeter, Crucial.
6. Race, N., Kemp, R., & Snelgar, R. (2009) SPSS for Psychologists (4th edn.). Palgrave: Macmillan.

PSYM 504	ADVANCED SOCIAL PSYCHOLOGY	L-T-P
		4-0 -0

Advanced Social Psychology This course Introduce students to the latest developments and data in the field of Social Psychology. They will have deeper knowledge of applied areas of Social Psychology. They will know about methodological tools of Advanced Social Psychology and also learn building project activities skills in the field of Applied Social Psychology.

UNIT-I

Introduction: Current trends in social psychology, approaches to the study of social behavior, methodological and ethical issues.

UNIT-II

Social Cognition: Heuristics and other short-cut strategies; effects of framing and anchoring; counterfactual thinking and mental simulation, affect and social cognition, action identification, self-reference effects.

UNIT-III

Social Categorization, Groups and Leadership: Social identity and social comparison models, categorical differentiation and groups, group cohesiveness, group decision making; emergence of leader, theoretical approaches to leadership, leader characteristics and effectiveness.

UNIT-IV

Social Influence Processes: Social norms and their perception, conformity to social norms, factors influencing conformity; compliance and its consequences; types and conditions of obedience, ethical issues, cultural perspectives.

UNIT-V

Intergroup Relations: Relative deprivation, realistic conflict and social identity approaches, dynamics of intergroup behavior, conditions of social harmony; structure and type of social conflicts, pre-dispositional variables, conflict resolution strategies.

Recommended Books:

1. Aronson, E., Wilson, T.D., & Akert, R.M. (2010). Social psychology (7thed.). Upper Saddle River, NJ: Prentice Hall.
2. Baron, R. A., Branscombe, N. R. & Byrne, D. (2009). Social psychology (12thed.). New York: Pearson Education.
3. Myer, D.G. (2012). Social psychology (11thed.). New York: McGraw Hill.
4. Sanderson, C.A., & Safdar, S. F. (2012). Social psychology. Ontario, Canada: John Wiley.
5. Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). Social psychology (12thed.). New Jersey: Pearson Education.
6. Jervis, M. (2005). Social Psychology: A Student Handbook. New York: Routledge Publication.
7. Baron, R. A., & Byrne, D. (2003). Social Psychology (10th Ed). New Delhi: Prentice-Hall of India pvt.Ltd.
8. Baron R.A. & Branscombe N.R. (2015) Social Psychology (13th Ed.) Social Psychology, Delhi, Pearson

9. Mayers, D.G. (1999). Social Psychology New York McGraw-Hill College Ward, C.D. (1970) Laboratory Manual in Experimental Social Psychology Holt, Rinehart And Winston INC
10. Giles, B (2002), Introducing Social Psychology, London, The Brown Reference Group Plc.
- Forsyth, D.R (1997) Group Dynamics, India Edition, Delhi, Thomson Wadsworth Myers,

Further Readings

- 1 D.G. Social Psychology (2005), Eighth Edition, Boston, McGraw Hill
- 2 Franzoi, S.L.(1996), Social Psychology, London, Brown & Benchmark
- 3 Delamater, J. (2003). Handbook of social psychology. New York: Kluswer Academic. Flick, U. (1998). The psychology of social. Cambridge: Cambridge University press.
- 4 Burke, Peter J. (2006). Contemporary social psychological theories. Stanford: Stanford social sciences.
- 5 Hogg, M.A. & Cooper, Joel (2003). Sage handbook of social psychology. Los Angeles: SAGE

PRACTICUM-1

PSYM 505		L-T-P
		0-0-2
Subject Name		Practical (any one from subject)
Principles of Psychology		Assessment of Emotional Intelligence
		Measurement of Personality
		Rorschach Test
Psychology of Lifespan Development		Conduct Disorder
		Childhood Depression
		Mental Retardation&Learning Disability: *Evaluation of intellectual and educational disabilities of 5 Akal Academy students with continuous monitoring.
Research Methods in Psychology		Natural Experiments
		Lab Experiments
		Field Experiments
Advanced Social Psychology		Assessment of aggression
		Cognitive Dissonance
		Milgram Experiments

Synopsis: Students have to write Synopsis at the end of this semester

SEMESTER- II

PSYM 521	COGNITIVE PSYCHOLOGY	L-T-P
		4 -0- 0

Cognitive Psychology is the scientific study of the mind as an information processor. It is concerned with advances in the study of attention, memory, language processing, perception, problem solving, and thinking. It helps gain a deeper and richer understanding of the many mental events that contribute to our daily existence and overall well-being. Fundamentally, cognitive psychology studies how people acquire and apply knowledge or information.

UNIT-I

Cognitive approach to psychology: Origin and current status of cognitive psychology, assumptions and methods of cognitive psychology.

UNIT-II

Attention: Concept and mechanism; Types and theories; Applications.

UNIT-III

Memory Processes: Current models and directions. Types of memory - working memory, semantic, episodic, procedural, eye-witness and flashbulb memory, traumatic and false memory, everyday memory; Approaches to memory- information processing & connectionist.

UNIT-IV

Language processes: Language acquisition, models of reading and language comprehension; Meaning and beyond; Language production; Language and thought.

UNIT-V

Decision Making and problem solving: Models & theories; Complex and uncertain decision making; Human problem solving strategies- heuristics and algorithmic; expert and novice problem solvers; Artificial Intelligence.

Recommended Books:

1. Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press.
2. Harley, Treror, A. (2002). The psychology of language: From data to theory. Taylor Francis.
3. Smith, E.E. & Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
4. Tripathi, A.N. & Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.
5. Robinson-Riegler, G. & Robinson-Riegler, B. (2008). Cognitive Psychology. USA: Pearson
6. Solso, R. (2005). Cognitive Psychology. India: Pearson Education. Kathy Pazdek, Applied psychology, Lawrence Erlbaum associates publishers, 2006 New Jersey.
7. Matlin. M. W. (2012). Cognitive psychology. (8th ed). Wiley John and Sons.
8. A.N. & Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education
9. Eysenck, M., & Keane, M., Cognitive Psychology. A students Handbook, Hillsdale, N. J, Earlbaum (2000).

Further Readings

1. Galotti, K. (1999). Cognitive Psychology: in and out of Laboratory. New Delhi- Wiley.
2. Hofmann, S. G. (2012). An introduction to Modern CBT. USA: Wiley-blackwell.
3. Jena, S. P. K. (2008). Behaviour Therapy- techniques Research and Applications. New Delhi: Sage Publications.
4. Sternberg, R. J., Cognitive Psychology. Thomson Wadsworth (2007).
5. Beck, J. S. Cognitive Behavior Therapy, Second Edition: Basics and Beyond. N.Y.: Guilford Press.

PSYM 522	PERSONALITY PSYCHOLOGY	L-T-P
		4 -0- 0

Personality Psychology has been widely evolved over the time and many theories have been given to explain the complex concept of personality. Personality is the combination of behavior, emotion, motivation, and thought patterns that define an individual. Personality psychology attempts to study similarities and differences in these patterns among different people and groups. In this branch of psychology in-depth study is done about each theory on personality to understand the personality of individuals in a appropriate perspective.

UNIT-I

Nature, Dimensions and measurement of personality, Definition and Approaches to study personality, the trait approach to personality, Methods of personality assessment, Structural models of personality, The Five-Factor model of personality traits.

UNIT-II

Personality in the social and cultural context, the storied construction of personality, Personality and social support processes, Social pain and hurt feelings, Personality in cross-cultural perspective, Culture and personality, Personality and politics.

UNIT-III

Personality in the educational context, Personality development of students; Factors influencing personality development.

UNIT-IV

Personality in the work context, Personality and personnel selection, Personality correlates of job performance.

UNIT-V

Personality and Criminal psychology: Crime and Personality, Personality Modification in the criminal justice system.

Recommended Books:

1. Cervone,D. &Lawrence,P.A.(2013). Personality Psychology (ed.12).New York:Wiley.
2. Cloninger S.C. (2012).Theories of Personality: Understanding Persons (6th Edition).Pearson Education.
3. Feist, J. &Fiest, G. J. (2009). Theories of personality. New York: McGraw Hill.
4. Friedman, H. S. &Schustack, M. W. (2003). Personality: Classic theory and modern research(2nded.). Singapore: Pearson Education.
5. Hall, G. C., Lindzey, G., & Campbell, J. C. (1998). Theories of personality (4thed.). New York: Wiley.
6. Larsen, R. J., & Buss, D. M. (2013). Personality Psychology: Domains of knowledge about human nature (5thed.). New York: McGraw Hill.
7. Hall, C.S. Lindzey, G. & Campbell, J. B. (2007). Theories of Personality. Wiley Mumbai: Wiley
8. Rickman, R., Theories of Personality. Wadworth Cengage Learning (2012).
9. Mishra G, &Mohanty A. K.(2002).Perspectives on Indigenous psychology(edited). New Delhi: Concept Publishing Company.

Further readings

1. Frager, R., & Fadiman, J. (2007). Personality and Personal Growth, USA: Pearson Education, Inc.

2. Janis, I. L., Mahl, G. F., Kagan, J., & Holt, R. R. (1969). Personality; dynamics, development & assessment. Harcourt, Brace & World, Inc.
3. Pervin, L. A. (1985). Personality – Theory and research. New York: John Wiley & sons.
4. Schultz, D., & Schultz, S. E. (1994). Theories of personality, Brooks/Cole Publishing Company.
5. Libet, R. M. & Spiegler, M.D. Personality – Strategies and issues. USA: Dorsey Press Hurlock (1978).
6. Hjellev, L.A. & Ziegler, D.J. Personality Theories. N.Y.: Mc Graw -Hill, Inc (1992).

PSYM 523	COUNSELLING AND GUIDANCE	L-T-P
		4 -0- 0

Counselling and Guidance emphasizes on training students to intervene maladaptive behaviors. Focuses on developing skills and techniques of guidance and counselling. Orients students towards acquainting theories and principles of guidance and counselling. Provides experiential learning to students to specialize in various modes of counselling.

UNIT-1

Historical background, Basic concepts, types and scope, principles of guidance and counselling, present status of counselling in India.

UNIT-II

Theoretical approaches: Directive/Non-Directive/Eclectic: Psychoanalytic, Behavioural, Cognitive, Humanistic, Holistic/Integrative approaches; Family therapy, Psycho-education; Therapeutic community development.

UNIT-III

Qualities of a good counsellor: personal and professional, the role of gender; moral values and ethics in counselling, legal considerations.

UNIT-IV

Counselling process – steps and procedures of counselling; Importance of observations, Non-verbal behaviour, Listening, Communication, Silence, use of questions, transference/non-transference. Termination of counselling process.

UNIT-V

Areas of counselling –personal, and social, Marital and familial counselling, Guidance and career counselling, Rehabilitation counselling, mental health counselling, Substance abuse counselling, Educational counselling, Counselling with parents, Adolescent and Juvenile counselling and Genetic counselling.

Recommended Books:

1. Gibson, Robert L. & Marianne H.Mitchell. Introduction to counselling and guidance. Counselling: The skills of finding solutions to Problems: London, Rout ledge. (1997).
2. Whiston, S.C. Principles ad applications of assessment in counseling, Wadsworth, Belmont. Brooks- Clole (1999).
3. Nayak A.K. 2007 Guidance and counselling APH Publishing New Delhi
4. Barki B.G. & Mukhyopadhyay B 2008 Guidance and counselling A Manual 10th reprint Sterling
5. Corey G 2008 Theory and practice of group counselling 7th edition Stanford :Cengage Learning.
6. Nelson-Jones, Richard. Basic Counseling Skills: A Helper's Manual. New Delhi:Sage Publications (2008).
7. Asch M. Principles of guidance and counseling 1st ed New Delhi: Sarup& Son (2000)
8. Gladding, S.T., Counseling: A Comprehensive Profession. Pearson (2014).

Further Readings:

1. Harson, J.C.: Counselling Processes and Procedures. New York, McMillan Publishing Co. Inc. (1978).
2. Steffler, B.(Ed.). Theories of counselling. New York, McGraw Hill Book Co. (1965).
3. Peterson, J.A., Counselling and Values. Scranton: International Textbook. (1970).
4. Ivey, Allen E. & Ivey, Mary B., Intentional Interviewing and Counseling. Thomson: Brooks/Cole. (2007).
5. Evans, David R., Hearn, Margaret T., Uhlemann, Max R. & Ivey, Allen E., Essential Interviewing: A Programmed Approach to Effective Communication. Thomson: Brooks/Cole. (2008).

PSYM 524	QUALITATIVE RESEARCH METHODS	L-T-P
		4 -0- 0

Qualitative research is empirical research where the data are not in the form of numbers. It is a research method that systematically uses a predefined set of procedures to find out present evidence based answer to the question produces findings that are not determined in advance. It is especially effective in obtaining culturally specific complex information / description about the intangible factors such as values, opinions, behaviors, and social contexts of particular populations. Thus, it helps to gain a rich and complex understanding of a specific social context or phenomenon. But the data of this method is not quantifiable.

UNIT-I

Nature and characteristics of qualitative research: The history of qualitative research; The main steps in qualitative research; Reliability and validity in qualitative research; Critique of qualitative research: Application of qualitative research.

UNIT-II

Designing Qualitative Research: Theory and concepts; Conceptual mapping; research questions; Defining the case; Sampling and Instrumentation. Mixed methods; Design a qualitative study to suit a Psychology research.

UNIT-III

Paradigms of Qualitative research: The Paradigm of Qualitative research methods – Ethnography; Participant Observation; Interviews in qualitative research.

UNIT-IV

Qualitative Research Techniques: Focus Group Discussion; Conversation Analysis; Discourse Analysis; Life history method; Document based methods.

UNIT-V

Data Analysis: Strategies of qualitative data analysis: Analytic induction; Grounded theory. Steps in qualitative data analysis - Coding, Within-case analysis, Cross-case analysis, Matrix displays; Triangulation; Ethical issues in Analysis.

Recommended Books:

1. Banister, P., Burman, E., Parker, I., Taylor, M., & Tindall, C. (1998). *Qualitative Methods in Psychology: A Research Guide*. Buckingham: Open University Press.
2. Bryman, A. (2004). *Social Research Methods* (2 ed.). Oxford: Oxford University Press.
3. Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand oaks, Califf.: Sage Publications.
4. Denzin, N. K., & Lincoln, Y. S. (2003). Introduction: The discipline and practice of qualitative research. In N.K.Denzin & Y.S.Lincoln (Eds.), *Strategies of Qualitative Inquiry*. Thousand oaks: Sage Publications.
5. Frost, N. (2012). *Qualitative Research Methods in Psychology: Combining Core Approaches*. Middlesex: Open University Press.
6. Glaser, B. G., & Strauss, A. L. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine Publishing Company.
7. King, G., Keohane, R., & Verba, S. (1994). *Designing Social Inquiry*. Princeton: Princeton university press.
8. Pidgeon, N., & Henwood, K. L. (1996). Grounded theory: practical implication. In J. T. E. Richardson (Ed.), *Handbook of Qualitative Research Methods For Psychology and Social Sciences*. United Kingdom: The British Psychological Society.

9. Silverman, D. (2001). *Interpreting Qualitative Data: Methods for Analysing Talk, Text, and Interaction* (2 ed.). London: Sage Publications.
10. Travers, M. (2001). *Qualitative Research Through Case Studies*. London: Sage Publications.

Further Readings

1. Flick, U. (2010). *Introduction to Qualitative Research* (fourth edition). New Delhi: Sage Publications,
2. Garret, H. E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International.
3. Krishna Swamy, O. P. (1993). *Methodology of research in Social Sciences*. Himalaya Publishing house.
4. Kothari, C. R. (1998). *Research Methods and techniques*. New Delhi: Wiley Eastern.
5. Miles, J. (2001). *Research Methods and Statistics*. Exeter, Crucial.
6. Race, N., Kemp, R., & Snelgar, R. (2009) *SPSS for Psychologists* (4th edn.). Palgrave: Macmillan.

PSYM 622	HEALTH PSYCHOLOGY	L-T-P
		4- 0-0

Health psychology is the broad field that applies psychological theory and research to health, illness and health care. Whereas clinical psychology focuses on mental health and neurological illness, health psychology is concerned with the psychology of a much wider range of health-related behavior including healthy eating, the doctor-patient relationship, a patient's understanding of health information, and beliefs about illness. Health psychologists may be involved in public health campaigns, examining the impact of illness or health policy on quality of life or in research into the psychological impact of health and social care.

UNIT-I

Health and wellbeing: Concept and indicators, medical and bio-psycho-social models of health, cross-cultural perspectives on health, Goals of health psychology, approaches to health.

UNIT-II

Health behaviour: Role of behavioural factors in disease and disorders; Changing health habits; Models and approaches to health behavior change – cognitive behavioural and social engineering approaches, and transtheoretical model.

UNIT-III

Health problems and their cognitive representation: General and chronic health problems; causal factors and explanations, health belief systems; HIV/AIDS.

UNIT-IV

Stress and coping: Conceptual models, Stress born health problems; coping strategies.

UNIT-V

Management of health problems: Preventive, promotive and curative aspects of health; choice of medicinal systems; patient-doctor relationship, treatment adherence, alternative medicines.

Recommended Books:

1. Baum, A., Gatchel, R. J., & Krantz, D. S. (1997). An introduction to health psychology. New York: McGraw Hill.
2. Baum, A., Revenson, T. A., & Singer, J. E. (2001). Handbook of health psychology. Mahwah, NJ: Lawrence Erlbaum.
3. Dimatteo, M. R. & Martin, L. R. (2002). Health psychology. Boston: Allyn & Bacon.
4. Marks, D., Murray, M., Evans, B., & Willig, C., Woodall, C., & Sykes, C.M. (2008). Health psychology: Theory, research and practice. New Delhi: Sage.
5. Radley, M. (1994). Health psychology: Bio-psycho-social interaction. New York: John Wiley.
6. Durand, V. M., & Barlow, D. H. (2013). Essentials of abnormal psychology (6th ed). Belmont, CA: Wadsworth Cengage Learning.
7. Marks, D., Murray, M., & Estacio, E. V. (2018). Health psychology: theory, research and practice (5th edition). London: SAGE.

Further Reading:

1. Gurung, R. A. R. (2014). Health psychology: a cultural approach Third edition). Belmont, CA: Wadsworth Cengage Learning.
<http://proxy.library.lincoln.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781473711594>
2. Jones, K., & Creedy, D. (2012). Health and human behaviour (3rd ed). South Melbourne, Vic: Oxford University Press.

3. Ogden, Jane. (2012). Health psychology (5th ed). London: McGraw-Hill/Open University Press.
<http://proxy.library.lincoln.ac.uk/login?url=http%3A%2F%2Fwww.dawsonera.com%2Fdpp%2Freader%2Fprotected%2Fexternal%2FAbstractView%2FS9780335243846>
4. Pilgrim, D. (2014). Key concepts in mental health (Third edition, Vol. SAGE key concepts). London: SAGE.

PRACTICUM-2

PSYM 525		L-T-P
		0-0-2
Subject Name		Practical (any one from subject)
Cognitive Psychology		Problem Solving
		Reading and Language Comprehension
		Memory
Personality Psychology		Assessment of self
		Cattell's 16 P.F.
		Objective Personality testing
Counselling and Guidance		Assessment of aptitude
		Group counselling in school setting.
		Conducting counselling interviews
Qualitative Research methods		Interview Schedule

Workshop: Workshop will be organized on the basis of need felt as per curriculum.

Synopsis: Students have to submit Synopsis at the end of this semester

SEMESTER-III

PSYM 601	ORGANIZATIONAL BEHAVIOR, DEVELOPMENT AND CHANGE	L-T-P
		4- 0-0

Organizational Behavior, Development and Change is one of the branches of psychology with an objective of understanding people at work place. The factors related to individual differences like perception, learning, personality, motivation, etc., would contribute to satisfaction and effectiveness at both individual and organisational level.

UNIT-I

Organizational behaviour (OB), Historical background, Globalization, Diversity and Technology. Changing Expectations. Organizational Justice: Nature and Strategies. Ethical Behaviour in Organizations; Individual Differences in Cognitive Moral Development, Situational Determinants of Unethical Behaviour, Corporate ethics programmes. Beyond Ethics: Corporate Social Responsibility.

UNIT-II

Personality: nature and measurement. Big five dimension. Work related aspects of personality-achievement motivation. Abilities and skills: intelligence, physical abilities, social skills. Stress: nature, stressors in organizations, cognitive appraisal, bodily responses. Causes and effects of stress. Reducing stress.

UNIT-III

Communication: Nature and types of communication in organizations, Decision making: meaning and model of decision-making process, Organizational decisions, Factors affecting decisions in organizations. Leadership: Nature and characteristics. Trait approach, Leadership behaviour, Contingency theories- IPC theory, Situational and path-goal theory; Leadership development.

UNIT-IV

Power and politics in organizations: Bases of power and power tactics. Politics: Power in action, factors related with political behavior: Conflict and negotiation: Intra-individual, Interpersonal, and Inter-group conflicts; Conflict process; Negotiation strategies and process; Organizational culture: Nature and types; Developing, maintaining organizational culture and Customer responsive culture; Promoting ethics in organizational culture.

UNIT-V

Organizational development and Change: Nature and characteristics, historical development; Process of management of change; Management of organizational development: Foundations, process and action research; Organizational development interventions: Team, third-party, and training experiences; Management of change: Organizational structure, organizational culture, employee relations and involvement strategies; Evaluating change and future of organizational development.

Recommended Books:

1. Hellriegel, D., & Slown, J. W. (2004). Organizational behavior. South Western: Thompson
2. Luthans, F. (2005). Organizational behavior (12th Ed.). New York: McGraw Hill.
3. Riggio, R. E. (2003). Introduction to industrial/organizational psychology (4th Ed.). Upper Saddle River, NJ: Prentice-Hall.
4. Robbins, S., Judge, T.A., & Sanghi, S. (2009). Organizational behavior. (13th Ed.). New Delhi: Pearson Education.
5. French, W. L. & Bell, C. H. (2006). Organisation Development (6th ed.). New Delhi: Pearson Education.
6. French, W. L., Bell, C. H., & Zawacki, R. A. (2005). Organization development and

transformation: Managing effective change (6th Ed.). New York: McGraw Hill.

7. Senior, B., & Fleming, J. (2009). Organizational change (3rd ed.). New Delhi: Pearson Education.

Further Readings

1. Jerald Greenberg: Behaviour in Organisations. 10th ed. PHI Learning Pvt Ltd. ND 2012
2. Jerald Greenberg and Robert A. Baron: Behaviour in Organisations. 9th ed. PHI Learning Pvt Ltd. ND 2009
3. George, J. M. & Jones, G. R. (2005). Understanding and managing organizational behavior (4th Ed.). Upper Saddle River, NJ: Prentice Hall.
4. Thornhill, A., Lewis, P. Millmore, M., & Saunders, M. (2000). Managing Change: A human resource strategy approach (1st ed.). New Delhi: Pearson Education.
5. Cummings, T. G. & Worley, C. G. (2009). Theory of Organization Development and Change (8th ed.). New Delhi: Cengage.

PSYM 602	CLINICAL PSYCHOLOGY	L-T-P
		4- 0-0

Clinical psychology is an exciting and challenging field of psychology that involves the training and practice of clinical psychologists with consideration of ethical issues in this profession, and anticipated future directions. Basically, it deals with identification, assessment, diagnosis, treatment and prevention of mental health problems. This is an advanced course that draws on research to provide scientific basis for clinical psychology practice.

Unit I

Nature and Scope of Clinical Psychology, Classification and characteristics of mental disorders, Basic concepts and diagnostic Process. Psycho-neuro-immunology new directions in clinical psychology. Cultural and social aspects of mental illness. Problem identification, definition and analysis of the problem, specification of change of goals, relationship establishment, implementing techniques and procedures for change, recording and termination. Behavioural assessment, MSE, analysis and formulations.

Unit II

Intervention Techniques and Therapies: Behaviour therapy – systematic desensitization, modelling, assertiveness training, contingency management, operant methods in self-control, extinction procedure, aversive conditioning, cognitive methods, novel uses and applications. Client-centred therapy, Rational-emotive therapy, Other Techniques: Hypnosis, Family therapy, Marriage therapy for couples, Social skills training, Occupational therapy, Group therapy and Psychodrama.

Unit III

Treatment Methods for Childhood and Adolescent disorders: Play therapy, graphic and plastic material: Essential conditions, process symbolism and evaluation. Mental retardation – behavioural and emotional problems, Communication disorders – articulation, phonation, language, prosodic Pervasive developmental disorder – Autism Attention deficit and disruptive disorders – hyperkinetic children Elimination disorders – enuresis and encopresis Conduct disorders – noncompliant, coercive behaviour, aggression and violence, non-attendance. Psychopathic behaviour.

Unit IV

Stress-related Disorders and Treatment Methods: Cardiovascular, gastrointestinal and urino-genital Somatoform disorders – conversion, pain and hypochondriasis Sexual and gender identity disorders Eating disorders – anorexia nervosa, bulimia nervosa, obesity Substance abuse related disorder.

Unit V

Ethical Issues: Perspectives, decision making, incompetent and unethical behaviour, marketing therapeutic services, ethics in group work, issues in deviance, diagnosis and assessment, value problems, individual conduct. Problems in psychotherapy – the suspicious patient, the suicidal patient, the patient with somatic symptoms, the patient not ready for behaviour therapy, the distressed parent of the disabled child, the silent patient in the group.

Recommended Books:

1. Culari, S. (1998). (Ed.) *Foundations of clinical psychology*. New York: Allyn& Bacon.
2. Neitzel, M.T., Bernstein, D.A. & Millich, R. (1998). *Introduction to clinical psychology* (5th Ed). Upper Saddle River, New Jersey: Prentice Hall.
3. Page, A.C. & Stritzke, W.G.K. (2006). *Clinical Psychology for trainees: Foundations of science informed practice*. New York: Cambridge University Press.
4. Planate, T.J. (2005). *Contemporary clinical psychology*. New Jersey: John Wiley & Sons.
5. Beck, A.; Davis, D.; Freeman, A. (2007). *Cognitive Therapy of Personality Disorders* (2nd ed.). New York: Guilford Press. ISBN 978-1-59385-476-8.
6. Benjamin, Ludy (2005). "A history of clinical psychology as a profession in America (and a glimpse at its future)". *Annual Review of Clinical Psychology*. 1: 1–30.
7. Mundt, Christoph & Backenstrass, Matthias (2005). "Psychotherapy and classification: Psychological, psychodynamic, and cognitive aspects". *Psychopathology*. 38 (4): 219–22. doi:10.1159/000086096. PMID 16145279
8. APA. (2003). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved July 28, 2007.

Further Readings:

1. McFall, Richard M. (2006). "Doctoral Training in Clinical Psychology". *Annual Review of Clinical Psychology*. 2(1): 21–9. doi:10.1146/annurev.clinpsy.2.022305.095245. ISSN 1548-5943. PMID 17716063
2. Compas, Bruce & Gotlib, Ian. (2002). *Introduction to Clinical Psychology*. New York, NY: McGraw-Hill Higher Education. ISBN 0-07-012491-4
3. Jablensky, Assen (2005). "Categories, dimensions and prototypes: Critical issues for psychiatric classification". *Psychopathology*. 38 (4): 201–5. doi:10.1159/000086092. PMID 16145275
4. Paul Meehl (1 February 2013). *Clinical Versus Statistical Prediction: A Theoretical Analysis and a Review of the Evidence*. Echo Point Books & Media. ISBN 978-0-9638784-9-6.
5. Price, Michael (2008). "Culture matters: Accounting for clients' backgrounds and values makes for better treatment". *Monitor on Psychology*. Vol. 39 no. 7. pp. 52–53.

UNIT I

Structural Changes in Indian Economy: Changing Structure of Indian Economy, Imbalance in Occupational Pattern and Contribution to GDP, Determinants of Acceleration in Growth Rate of GDP in India, Behaviour of Saving and Investment in Recent Years. Infrastructure Bottlenecks in Indian Economy, Impact of Institutional Factors on Development of Indian Economy

UNIT II

Recent Reforms in Indian Economy: Stagnancy in Productivity in Agriculture Sector and Trends in its Diversification; Issues of Competitiveness of Indian Manufacturing Sector, Emergence of Knowledge Intensive Industries in India, Centre-State Finance Relations; Recent Finance Commission, NITI Ayog; Other Sources of Transfer; Tax Revenue of The Central And State Governments; Evaluation Of Indian Tax Structure; Goods And Services Tax In India

UNIT III

Introduction to World Economy: An Overview of the World Economy; Major Economies of the World, Income and Income Growth of World Economy During the Last Two Decades. Linkages in the Major Economies- Trade, Investment and Capital Flows, Major Economic Groups

UNIT IV

Demographic Transition: Demographic dimension, Recent Trends in world population, Birth Rate, Death Rate, Infant Mortality Rate, Child Mortality Rate, Total Fertility Rate, Life Expectancy at birth in US, UK, Germany, France, Japan, China, India, Sri Lanka, Australia and Bangladesh

Selected Readings:

- Daniels, J. P. and David, D. V. (2011): Global Economic Issues and Policies, Routledge, New York.
- Kapila, U. (2015), Indian Economy since Independence, Academic Foundations, Routledge, New York.
- Kapila, U. (2015), Indian Economy: Performance and Policies, 16th edition, Academic Foundation, Routledge, New York.
- Misra, S. K. & Puri, V. K. (2015), Indian Economy, Himalaya Publishing House, New Delhi, India.
- Rangarajan, C., (2004), Select Essays on Indian Economy, Vol.1&2, Academic Foundation, New Delhi, India.
- Rosser, J. B. and Rosser, M.V. (2005), Comparative Economics in a Transforming World Economy, Prentice Hall, New Delhi, India.
- Salvatore, D. (1997), International Economics, Prentice Hall, Upper Saddle, NJJ, New York.
- Thirlwall, A. P. (1999), Growth and Development, Macmillan, London.
- Timothy, B. (2016), Contemporary Issues in Development Economics, Palgrave Macmillan.
- Yarbrough B.V. and Yarbrough R.M. (2007), The World Economy, Trade and Finance, Cengage Learning.

UNIT I

Economy and Environment: The Historical Development of Environmental Economics– Early Economic Paradigms and Environment, Post War Economics and Rise of Environmentalism, Interaction Between Ecological and Economic Systems; Environment-Development-Poverty Nexus, Institutional Economics Paradigm, the Market Model of Environmental Values

UNIT II

Environment and Sustainable Development: The Concept of Sustainable Development, Measuring of Sustainable Development, Sustainable Macroeconomics Accounting of National Income and Wealth, Green Accounting, Environment Kuznets Curve, Theory of Krutilla-Fisher Equation for Preservation or Development; Environmental Cost-Benefit Analysis for Sustainable Development, Rationale of Discounting Future in the Context of Sustainability; Endogenous Growth Theory and Sustainable Development; Technological Change and Environment

UNIT III

Environmental Valuation: Meaning of Environmental Valuation, the Uses of Economic Value, Costs, Benefits, Willingness to Pay and Willingness to Accept, Total Economic Value, Option Value, Existence Value, Empirical Measures of Option and Existence Value, Total Economic Value and Decision Making; Description of Valuation Methodologies: Revealed Preference Versus Stated Preference, Hedonic Price Approach, Household Production Function, Travel Cost Approach, Defensive and Contingent Valuation Method.

UNIT IV

Economics of Pollution: The Optimal Level of Pollution, Pollution as Externality, Alternative Definitions of Pollution, Market Achievement and Optimal Pollution, Property Rights and Market Bargain Theorems, Coase Theorem, Optimal Pigovian Tax, Pollution Charges and Abatement Costs, Pollution Reduction Subsidies, Marketable Pollution Permits, Theory of Marketable Permits, Advantages of Marketable Permits, Types of Permit System, Permit Trading In Practice

Selected Readings:

Baumol, W. J. and Oates, W. E. (1988), The Theory of Environmental Policy, 2nd Edition, Cambridge University Press, Cambridge.

Bhattacharya, R. N. (latest edition), Environmental Economics: An Indian Perspective, Oxford University Press, New Delhi.

Dasgupta, P. (2001), Human Well Being and Natural Environment, Oxford University Press, New Delhi,

Fisher, A. C. (1981), Resource and Environmental Economics, Cambridge University Press, Cambridge.

Kolstad, C. D. (1999), Environmental Economics, Oxford University Press, New Delhi.

Murty, M. N. (Latest), Environment, Sustainable Development and Well-being, Oxford University Press, New Delhi.

Pearce, D.W. and Turner, R. K. (1991), Economics of Natural Resource Use and Environment, John Hopkins University Press, Baltimore.

Singh, K. and Shishodia, A. (Latest), Environmental Economics: Theory and Application, Sage Publication, New Delhi.

Tietenberg, T. and Lewis, L. (1994) Environmental Economics Policy, Harper Collins, New York.

PRACTICUM-3

PSYM 606		L-T-P
		0- 0-2
Community Psychology		Assessment of stress and coping in community settings
		Assessment of risk perception in community settings
		Assessment of resilience in community setting
Clinical Psychology		Case Study
		Case study
Quantitative Techniques for Psychology		Construction of questionnaire
		Construction of interview schedule
		Planning a cross-sectional study
		Neuropsychological testing: Anxiety/Depression, Attitude
		Comparison of neuropsychological functioning using group comparison design
		Development of experimental protocol for EEG/ERP study
Genetics, Environment and Behaviour		Spatial cognition
		Genetics and intelligence: evidence for heritability
		Environment and cognition – development of cognitive map

PSYM 604	NEUROPSYCHOLOGY	L-T-P
		4- 0-0

Neuropsychology is a branch of psychology that is concerned with how the brain and the rest of the nervous system influence a person's cognition and behaviors. It is both an experimental and clinical field of psychology that aims to understand how behavior and cognition are influenced by brain functioning and is concerned with the diagnosis and treatment of behavioural and cognitive effects of neurological disorders. It differs from neurology that focuses on the pathology of the nervous system.

UNIT-I

Experimental and cognitive Psychology methods: Neuropsychological testing, Clinical methods; electrochemical stimulation and perturbation methods.

UNIT-II

Electrophysiological methods: EEG, ERP, Transcranial magnetic stimulation and Virtual lesions; single unit recordings.

UNIT-III

Neuroimaging techniques: CAT, MRI, DTI, PET, MEG and optical brain imaging. Multi methodological approaches.

UNIT-IV

Research design and analysis: Exploratory and hypothesis driven design; cognitive vs. stimulus-driven responses; Group comparison and experimental designs; Issues and limitations.

UNIT-V

Behavioural-computational Methods: Overview of computational modelling – Parallel Distributed Processing, interactionist and connectionist models; Artificial neural network model

Recommended Books:

1. Constable, R.T. (2006). Challenges in fMRI and its limitations. In S.H. Faro, & F.B. Mohamed (Eds.), Functional MRI: Basic principles and clinical applications. New York: Springer.
2. Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2009). Cognitive neuroscience: The biology of the mind (3rded.). New York, NY, Norton & Norton.
3. Purves, D., Cabeza, R., Huettel, S.A., LaBar, K.S., Platt, M.L., & Woldroff, M.G. (2012). Principles of cognitive neuroscience (2nded.). Sunderland, MA, USA: Sinauer Associates Inc. Publishers
4. Ulham, J.C. (2006). Functional neuroimaging: Experimental design and analysis. Book chapter in R. Cabeza & A. Kingstone (Eds.), Handbook of functional neuroimaging of cognition (2nd ed., pp. 53-82). Cambridge MA: MIT Press.
5. Ward, J. (2010). The student's guide to cognitive neuroscience. New York: Psychology Press.
6. Stringer, Anthony Y. 2011. Clinical neuropsychology. In Encyclopedia of clinical neuropsychology. Vol. 1. Edited by Jeffrey Kreutzer, John DeLuca, and Bruce Caplan, 591–594. New York: Springer.
7. Banich, M. and Compton, R. (2011). Cognitive Neuroscience. 3rd ed. Belmont, CA: Wadsworth, Cengage Learning.
8. Gazzaniga (2013). Cognitive Neuroscience: The Biology of the Mind, 4th Edition. ISBN 978-0393913484

Further Reading

1. "The Great Canadian Psychology Website - Researchers". University of Calgary. Retrieved 14 August 2017.
2. Finger, Stanley (2000). *Minds Behind the Brain: A History of the Pioneers and their discoveries*. New York: Oxford. p. 22. ISBN 978-0-19-518182-1.
3. Highfield, Roger. "How Imhotep gave us medicine". *The Daily Telegraph*. Retrieved 24 March 2018.
4. Benton, Arthur (2000). *History of Neuropsychology: Selected Papers*. USA: Oxford.
5. Stebbins, Glenn T. (2007), "Neuropsychological Testing", *Textbook of Clinical Neurology*, Elsevier, pp. 539–557, doi:10.1016/b978-141603618-0.10027-x, ISBN 9781416036180
6. Boyle, G.J., Saklofske, D.H., & Matthews, G. (2012). (Eds.), *SAGE Benchmarks in Psychology: Psychological Assessment, Vol. 3: Clinical Neuropsychological Assessment*. London: SAGE. ISBN 978-0-85702-270-7

PSYM 605	GENETICS, ENVIRONMENT AND BEHAVIOUR	L-T-P
		4- 0-0

Genetics, Environment and Behavior is the study of genetic and environmental influences on behaviors. By examining genetic influence, more information can be gleaned about how the environment operates to affect behavior. Almost all behaviors studied by psychologists are affected by our genetic makeup, and hence, it involves the whole research using different methodologies and findings regarding nature–nurture relationship are studied in length to explore the mysteries of behavior to update our knowledge in this context.

UNIT-I

Nature versus nurture: Genetics, environment and Behavior; Methodological Considerations.

UNIT-II

Nature of Genetic influences: cognitive abilities; specific mental abilities, personality and Interests, occupational interest and Psychopathology

UNIT-III

The Search for behaviourally relevant genes: Genetics of dyslexia, Schizophrenia, Alzheimer's disease, Intellectual disability, Alcoholism and other characteristics.

UNIT-IV

The nature of environmental influence: Shared vs Non-Shared environmental influence, Heritability of experience, the nature of non-shared environment influence, Models of joint influences of genes and environment: Genotype-Environment correlation, Genotype-Environment interaction.

UNIT-V

Genetics of non-cognitive aspect of behavior: Genetics of social, criminal and psychopathic behavior.

Recommended Books:

1. Eysenck, H.J. (1982). Personality, genetics, and behavior: Selected papers. Praeger.
2. Goldberg, T.E., & Weinberger, D.R. (2009). The genetics of cognitive neuroscience. PHE: New Delhi.
3. Greenwood, P.M., & Parasuraman, R. (2012). Nurturing the older brain and mind. MIT, London, England.
4. Rutter, M. (2006). Genes and behavior: Nature-Nurture interplay explained. Wiley.
5. Wasserman, D., & Wachbroit, R. (2001). Genetics and criminal behavior. Cambridge University Press.
6. Loehlin JC (2009). "History of behavior genetics". In Kim Y (ed.). Handbook of behavior genetics (1 ed.). New York, NY: Springer. pp. 3–11. doi:10.1007/978-0-387-76727-7_1. ISBN 978-0-387-76726-0.
7. Blum K, Noble EP, eds. 1997. Handbook of Psychiatric Genetics. New York: CRC Press. 498 pp. Blum K,

Further Reading

1. Ayorech Z, Selzam S, Smith-Woolley E, Knopik VS, Neiderhiser JM, DeFries JC, Plomin R (September 2016). "Publication Trends Over 55 Years of Behavioral Genetic Research". *Behavior Genetics*. 46 (5): 603–7. doi:10.1007/s10519-016-9786-2. PMC 5206393. PMID 26992731
2. Plomin R, DeFries JC, Knopik VS, Neiderhiser JM (24 September 2012). *Behavioral Genetics*. Worth Publishers. ISBN 978-1-4292-4215-8. Lay summary (4 September 2013).
3. Eaves L, Foley D, Silberg J (2003). "Has the "Equal Environments" assumption been tested in twin studies?". *Twin Research : The Official Journal of the International Society for Twin Studies*. 6 (6): 486–9. doi:10.1375/136905203322686473. PMID 14965458
4. McCarthy MI, Abecasis GR, Cardon LR, Goldstein DB, Little J, Ioannidis JP, Hirschhorn JN (May 2008). "Genome-wide association studies for complex traits: consensus, uncertainty and challenges". *Nature Reviews Genetics*. 9 (5): 356–69. doi:10.1038/nrg2344. PMID 18398418
5. Kendler KS, Baker JH (May 2007). "Genetic influences on measures of the environment: a systematic review". *Psychological Medicine*. 37 (5):61526. doi:10.1017/S0033291706009524. PMID 17176502.

PSYM 623	FORENSIC PSYCHOLOGY	L-T-P
		4-0- 0

Forensic psychology and criminal psychology is a relatively young fascinating subfield that seeks to understand the interaction between psychology and the law in a better way. A primary mission of forensic psychologists is to protect individual human rights, ensure justice, and enhance well-being by applying psychological concepts to legal issues for use of the of criminal, court and corrections systems. The course will enable such psychologists to works with law enforcement agencies to develop a behavioural profile of criminals for provide justice.

UNIT-I

Introduction to Forensic Psychology: Historical overview, Functions of Forensic Psychologists, Psychology and law.

UNIT- II

Psychology of Crime: Developmental Theories and Psychobiological bases of crime, Risk Assessment & Violence Prediction, Eyewitness Testimony and Expert Testimony.

UNIT-III

Psychological Investigation of Crime: Scientific Lie Detection: Polygraph, Verbal & Non-Verbal Cues, Hypnosis and Narcoanalysis, Behavioural Analysis; Understanding the criminal personality- antisocial personality, psychopath & sociopath; Personality Profiling.

UNIT-IV

Psychology of Violence: Workplace and domestic violence, Child Abuse, Victim Psychology

UNIT-V

Correctional Psychology: Recognizing the suffering: Rape Trauma Syndrome and Post traumatic Stress Disorder, Coping with criminal victimization, rehabilitation of victim and offender

Recommended Books

1. Bartol, C. R., & Bartol, A. M. (1999). History of Forensic Psychology. In A. K. Hess & Irving B. Weiner (Eds.), Handbook of Forensic Psychology (2nd ed.,). London: John Wiley and Sons.
2. Adler, J. R. (Ed.). (2004). Forensic Psychology: Concepts, debates and practice. Cullompton: Willan.
3. Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology. Thousand Oaks, CA: Sage Publications.
4. Brown, J. M., & Campbell, E. A. (Eds.) (2010). The Cambridge handbook of forensic psychology. Cambridge, England: Cambridge University Press.
5. Costanzo, M. & Krauss, D. (2010). Legal and forensic psychology. New York: Worth Publishers.
6. G., Hollin, C., & Bull, R. (Eds.) (2008). Forensic psychology. Chichester, England: John Wiley & Sons, Ltd.
7. Huss Matthew T. (2009). Forensic psychology: Research, clinical practice, and applications. West Sussex, UK: Wiley-Blackwell.
8. Joanna R. Adler, Jacqueline M Gray (Eds) (2010) Forensic psychology, N.Y.: William Publishing,
9. Towl, Graham J., & Crighton, David A. (Eds) (2010) Forensic psychology, West Sussex: N.J. John Wiley & Sons Ltd.

Further Readings

1. Blackburn, R. (1996). What is forensic psychology? Legal and Criminological Psychology. 1996 Feb; Vol 1(Part 1) 3-16.

2. Dalby, J. T. (1997) Applications of Psychology in the Law Practice: A guide to relevant issues, practices and theories. Chicago: American Bar Association. ISBN 0-8493-0811-9
3. Davis, J. A. (2001). Stalking crimes and victim protection. CRC Press. 538 pages. ISBN 0-8493-0811-9. (hbk.)
4. Gudjonsson, G. (1991). Forensic psychology - the first century. Journal of forensic psychiatry, 2(2), 129.
5. Melton, G. B., Petrila, J., Poythress, N. G., Otto, R. K., Mossman, D., & Condie, L. O. (2017). Psychological evaluations for the courts: A handbook for mental health professionals and lawyers (4th ed.). New York, NY: Guilford. ISBN 9781462532667
6. O'Mahony, B. (2013). So, You Want to Be a Forensic Psychologist? Create Space. ISBN 9781482011814.
7. Roesch, R., & Zapf, P. A. (Eds.). (2012). Forensic assessments in criminal and civil law: A handbook for lawyers. NY: Oxford University Press. ISBN 9780199766857

PSYM 624	THERAPEUTIC TECHNIQUES	L-T-P
		4-0- 0

Theurapeutic Techniques are very important in treating and managing mental health and mental illness. The various psychotherapeutic practices are framed within five main groups: the behavioural approach, the cognitive approach, the psychodynamic approach, the humanistic approach, and the family approach. In addition, interpersonal therapeutic approach has been of great importance. All therapeutic interventions, though based on different theoretical model, involve at the start assessment and a clinical formulation or conceptualisation of the problem or problems as a guide to the psychotherapeutic strategy.

UNIT-I

Nature of specific therapeutic variables—the client and the therapist, client- therapist relationship; features common to many therapies. Course of therapeutic intervention: initial contact, assessment, goals of treatment, implementing treatment, termination, evaluation, and follow-up. Issues in psychotherapy.

UNIT-II

Psychoanalytic therapy (Freudian): Goals and assumptions; Steps; Therapeutic techniques - Free association, analysis of dreams, analysis of resistance, transference, confrontation and clarification, interpretation and working through; Role of maintaining analytic framework.

UNIT-III

Phenomenological and Humanistic existential psychotherapy: Client-centered therapy; origins, theoretical propositions, therapeutic process, diagnosis and applications; Gestalt therapy; Existential therapy.

UNIT-IV

Behavioural and Interpersonal perspective: Origins; Techniques - systematic desensitization, exposure therapy, Modeling, behavioural rehearsal, contingency management, aversion therapy. Cognitive behaviour therapy- Eliss' and Beck's approach; Group, family and couples therapy.

UNIT-V

Psychopharmacological therapy: Overview of psychopharmacological therapy; Indications, mode of action and major concerns in the use of neuroleptics, anxiolytics, hypnotics, antidepressants, mood stabilizers, and psycho-stimulants.

Recommended Books:

1. Corey, G. (2009). Theory and practice of counselling and psychotherapy. (8thEd). Belmont, C.A: Brooks/Cole.
2. Culari, S. (1998). (Ed.) Foundations of clinical psychology. New York: Allyn& Bacon.
3. Neitzel, M.T., Bernstein, D.A. &Millich, R. (1998). Introduction to clinical psychology (5thEd). Upper Saddle River, New Jersey: Prentice Hall.
4. Page, A.C. &Stritzke, W.G.K. (2006). Clinical Psychology for trainees: Foundations of science informed practice. New York: Cambridge University Press.
5. Planate, T.J. (2005). Contemporary clinical psychology. New Jersey: John Wiley & Sons.
6. Psychotherapy in a Traditional Society: Context, Concept and Practice Archived 16 July 2015 at the Wayback Machine Vijoy K Varma, Nitin Gupta. Jaypee Brothers Publishers. 2008. Page 230.

Further Reading

1. Jeremy Schwartz (14 July 2017). "5 Reasons to Consider Group Therapy". US News. Archived from the original on 22 July 2017.
2. Jump up to:a b "psychotherapy, n.". OED Online. March 2015. Oxford University Press. <http://www.oed.com/view/Entry/153946?rskey=jNoItF&result=1> (accessed 23 May 2015).
3. Jump up to:a b Campbell LF, Norcross JC, Vasquez MJ, Kaslow NJ (March 2013). "Recognition of psychotherapy effectiveness: the APA resolution". *Psychotherapy*. 50 (1): 98–101. doi:10.1037/a0031817. PMID 23505985. Archived from the original on 1 January 2016.
4. APA Recognition of Psychotherapy Effectiveness Archived 29 July 2015 at the Wayback Machine Approved August 2012.
5. History of Counselling & Psychotherapy Greg Mulhauser, CounsellingResource Library, 2014.

SEMESTER –IV

PSYM 603	QUANTITATIVE TECHNIQUES FOR PSYCHOLOGY	L-T-P
		4- 0-0

Quantitative Techniques The methods used in this course have been very useful to field of psychology as they emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaires/ inventories, scales, polls and surveys, or by manipulating pre-existing statistical data (review of previous data) using computational techniques. It involves less in-depth but more breadth of information across a large number of cases. Research using these methods are more generalizable.

UNIT-I

Introduction to Quantitative Method; Object of Measurement in Psychology ;Tests as a tool measurement; Measurement in Psychology; Concept of objectivity; Types of tests. Test Construction; Topic Selection and Item Selection; Item Analysis; Item total correlation.

UNIT-II

Test Standardization: Inter rater reliability; Concept of reliability; Methods of Established reliability; Concept of validity; Type of validity; Research Designs: Informal research designs; Pretest - Post-test Design Before and after with control; after control designs; Experimental and Formal Research Designs; Randomized Group Design; Randomized Block Design; Latin Square Design; 2*2 Factorial Design.

UNIT-III

Data Processing and Data Analysis: Introduction to Statistics; Definition and Scope of Statistics; Classification of Data; Tabulation of Data; Frequency Distribution; Descriptive Statistics: Diagrammatic & Graphic Representation of the Data; Measures of Central Tendency; Measures of variability; Correlation Techniques.

UNIT-IV

Inferential Statistics: Normal distribution; Concept of Statistical Inference; Probability Theory; Logic of hypothesis testing; Procedures adopted in hypothesis testing; Type 1 and Type 2 errors.

UNIT-V

Test Of Significance - Computation and Interpretation: Large Sample Tests; Small Sample Tests; F Test, Analysis of Variance - One way, Two way.

Recommended Books:

1. Statistics of Psychology of Education by Garret. 1956.
2. Statistics for the Behavioural Sciences - 2nd ed. James Jaccard, Michael and Becker, Wadsworth Publishing Company, 1980.
3. Measurements and Evaluation of Psychology and Education. 4th ed. by Robert L. Thorndike, Elizabeth P.Hagen, Wiley Eastern Limited : New Delhi, 1977.
4. Quantitative Techniques by Kothari. 1996.
5. Aneshensel, C. S. 2002. Theory Based Data Analysis for the Social Sciences. Pine Forge Press.
6. Chatterjee, S., A. S. Hadi and B. Price. 1999. Regression Analysis by Example, 3rd Edition. Wiley-Interscience.

Further Reading

1. Undergraduate Minor in Social and Behavioral Sciences Methodology". University of Kansas. Retrieved 13 December 2014
2. Mitchell J. Prinstein (31 August 2012). *The Portable Mentor: Expert Guide to a Successful Career in Psychology*. Springer Science & Business Media. p. 24. ISBN 978-1-4614-3993-6.
3. Cousineau, Denis (2005). "The rise of quantitative methods in psychology"(PDF). *Tutorial in Quantitative Methods for Psychology*.1 (1): 1–3. Archived from the original (PDF) on 4 March 2016. Retrieved 1 January 2015.
4. Given, Lisa M. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. Los Angeles: SAGE Publications. ISBN 1-4129-4163-6.
5. Corrine, Glesne (2011). *Becoming Qualitative Researchers: An Introduction* (4th ed.). Boston: Pearson. ISBN 0137047975. OCLC 464594493.

PSYM 621	INDIGENOUS PSYCHOLOGY	L-T-P
		4- 0-0

Indigenous Psychology is an approach to psychology based on the Indian ethos, the characteristic spirit of the Indian civilization. It is a psychology rooted in the consciousness-based Indian worldview, yoga and a life-affirming spirituality. Indian tradition can make valuable contributions to the psychological understanding of all human beings, irrespective of their descent or cultural background. Indian approaches such as consciousness, the concept of self in different religions, yoga, to psychology can make a crucial, and urgently needed contribution to our global civilization. To support this development,

UNIT-1

Introduction to Indian Perspectives: Upanishads, Samkhya, Vedanta, Jainism, Buddhism, Nyaya, Charvak, Bhagvadgita; Methods of knowing.

Unit - 2

Consciousness and Self: the Indian concept of self: Hinduism, Sikhism, Jainism, Zoroastrianism, Buddhism and Islam; the western concept of self: The concept of Consciousness and Identity; the concept of personality.

Unit - 3

Mental health and wellbeing through Yoga; Panchakosha: the five layers of our existence; yogic tools for mental health and wellbeing; Mechanisms of yoga.

Unit - 4

Dynamics of Action: Feeling and Doing (including Bhakti), Theories of Cognition and Consciousness in ancient Indian Thought Systems; values; Sanskara; yama and niyama, perception, emotion, creativity, education, and spirituality.

Unit - 5

Indian perspectives on suffering—Illness, healing—Therapy, and wellbeing—Health.

Recommended Books:

1. Cornelissen, R. M. M., Misra, G., Varma, S. (2014). Foundations and Applications of Indian Psychology. New Delhi: Pearson.
2. This is the second edition. The first edition was in two volumes: Vol. 1, Concepts and Theories and Vol. 2, Practical applications. Some old chapters have been omitted; two new ones were added. Every chapter in this book has something important to contribute. The new chapter by AnandParanjpe, "Healing and counselling in a traditional spiritual setting", is especially recommended.
3. Rao, K. R., Paranjpe, A. C., Dalal, A. K. (2008). Handbook of Indian Psychology. New Delhi: Foundation Books.
4. Rao, K. R. & Marwaha, S. B. (2005). Towards a spiritual psychology: Essays in Indian Psychology. New Delhi: Samvad India Foundation.
5. Joshi, K. & Cornelissen, M. (2004). Consciousness, Indian Psychology and Yoga. New Delhi: Centre for Studies in Civilizations.
6. Cornelissen, M. (2001). Consciousness and its Transformation. Pondicherry: Sri Aurobindo International Centre for Education.
7. This book is out of print, but the entire text is available on the IPI website. Pl. click on the title.
8. Misra, G. & Mohanty, A. K. (2001). Perspectives on Indigenous Psychology. New Delhi: Concept Publishing Co.

Further Readings

1. Aurobindo Sri (1997). The human cycle (Collected Works of Sri Aurobindo, Vol. 25). Pondicherry: Sri Aurobindo Ashram Publication Department Chakravabarty,
2. S. K. (1991). Management by values towards cultural consequences. Delhi Oxford University Press. 23 Dalal, A. S.(2001). A greater psychology. Pondicherry: Sri Aurobindo Ashram.
3. Murphy, M., & Donovan, S. (1997). The Physical and Psychological Effects of Meditation. Sausalito, CA: Institute of Noetic Sciences.
4. Kim, U., Yang, K. S., & Hwang, K. K. (2006). Contributions to indigenous and cultural psychology. In U. Kim, K. S. Yang, & K. K. Hwang (Eds.), Indigenous and cultural psychology: Understanding people in context (pp. 3–25). New York: Springer.
5. Sorenson, E. R. (2008). The emptying of ontology: The Tibetan Tantric view. In H. Wautischer (Ed.), Ontology of consciousness: Percipient action (pp. 5-78). Boston: MIT Press.
6. Pandey, J. (2001). Psychology in Indian Revisited: Developments in the discipline (Ed.) Vol.2: Personality and Health. New Delhi : Sage Publications.

MBA- 508*	HUMAN RESOURCE MANAGEMENT	L-T-P
		3-0- 0

Course Objective: The objective of this course is to make the students conversant with Human Resource Management practices and role of Human Resource Management in the changing environment and to comprehend that in present business scenario human resource management has acquired a strategic role in the functioning of any business organization.

COURSE CONTENT:

UNIT-1

Introduction: Meaning, scope, objectives functions, policies & roles and importance of Human Resource Management, HRM & HRD a comparative analysis, organizing the Human Resource Management department in the organization. Human Resource Management practices in India.

UNIT-2

Human Resource Planning: Definition, objectives, process and importance Job analysis, description, specification & job evaluation Recruitment, selection, placement and induction process. Human Resource Development: Concept, Employee training & development Career Planning & development.

UNIT-3

Compensation management: concept & process, performance appraisal, Potential Appraisal. Job Compensation: Wage & salary administration, incentive plans & fringe benefits. Promotions, demotions, transfers, separation, absenteeism & turnover.

UNIT-4

Quality of work life (QWL): Meaning, origin, development and various approaches to QWL, techniques for improving QWL. Quality circles: concept, structure, role of management quality circles in India. Job satisfaction and morale. Health, Safety & Employee welfare. Counseling for effective Human Resource Development.

UNIT-5

Industrial Relations: definition, objectives & approaches to human relations, Employee grievances and discipline, participation & empowerment, Introduction to collective bargaining HR Audit. Introduction to Business Ethics. E-HRM/HRIS: Measuring Intellectual Capital, impact of HRM practices on organizational performance, implications for HRD, contemporary issues in human resource management, global HR practices.

BOOKS RECOMMENDED

1. V.S.P. Rao, Human Resources Management, Excel Publications.
2. C. B. Memoria, Personnel Management, Himalaya Publication House.
3. Edwin B. Filippo, Personnel Management, Tata McGraw Hill.
4. Aswathappa, Human Resources Management, Tata McGraw Hill.
5. Arun Monappa & Saiyadain, Personnel Management, Tata McGraw Hill.
6. V.P.Michael, HRM & Human Relations, HPH.
7. R.S.Dwivedi, HRD in Indian Companies, McMillan India.

***COURSE TITLE: LEARNER AND LEARNING PROCESS**

Course Code : EDU- 416*
Course Title : LEARNER AND LEARNING PROCESS
Semester : II
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives:

- To create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.
- To acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning.
- To enable them to reflect on their own implicit understanding of the nature and kinds of learning.
- To develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning.
- To familiarize them with the concept and nature of Intelligence, Personality and Adjustment.

Course Content:

Unit I: Development and Learning

- Learning and Teaching – Nature, Relevance and Relationship.
- Nature and Nurture, Growth and Maturation.
- Relationship between Development and Learning
- Key Cognitive Processes: Perception, Attention, Memory, Language, Thinking, Problem Solving, Emotions and Motivation.

Unit II Cognition and Learning

- Approaches to Learning:
 - (a) Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist.
 - (b) Theories of Learning (Concepts, Principles and applicability in different learning situations): -Thorndike, Pavlov, Skinner, Kohler, , Rogers, Bandura ,Vygotsky
- Meaning of ‘Cognition’ and its role in learning.

Unit-III Intelligence and Motivation

- Defining Intelligence (Definitions given by different Psychologists)
- Nature of Intelligence and the role of Heredity and Environment
- Theories of Intelligence
 - (a) Spearman’s Two Factor theory
 - (b) Guilford’s Factor Analytical Theory
 - (c) Cattell and Horn’s Theory of Intelligence
 - (d) Sternberg’s Information Processing Theory
 - (e) Howard Gardner’s Theory of Multiple Intelligence
- Assessment of Intelligence
 - (a) Individual Tests – Verbal Tests
 - (b) Group Tests : Verbal/Non Verbal
- Use, Misuse and Abuse of Intelligence Testing
- Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Need and Strategies.

Unit – IV Personality and Adjustment

- Meaning and Nature of Personality
- Theories of Personality

- (a) Type Approach – Hippocrates, Kretschmer, Sheldon, Jung
- (b) Trait Approach – Cattell
- (c) Type cum Trait Approach – Eysenck
- (d) Psychoanalytic Approach – Adler
- Meaning and nature of Adjustment –(in the context of teaching and learning)
- Methods of Adjustment – Direct methods/Indirect methods
- Characteristics of a Well Adjusted Person

Practical Work:

- The student-teacher does observation of children at play and maintain diaries to acquaint themselves with the different strategies of children employ in Learning and Cognition - 2 hours each across 4 observations; observations can be carried out in the schools. The students could identify different games that children play; Individual and Group behaviour in play; friendships and social relationships. (The analysis could include the following aspects: Motor Skills, Language used during Play, Group Structure and Interactions, arriving at rules and following them, Gender Behaviour, Patterns of Negotiation and Resolving Conflict, Folk Songs and Games, Popular Culture). The above field engagement is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.
- Student-teachers shall conduct Individual and Group Intelligence Testing through appropriate culture fair Tests chosen by Faculty Mentors and prepare an e-portfolio of the entire project.

Suggested Readings:

- Cox M. (2005). *The Pictorial World of the Child*. New York: Cambridge University Press.
- Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.
- Erikson, Eric, H. (1972). *Play and Development*. New York: W.W. Norton.
- Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences*. London: Paladin Books.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality.
- *Harvard Educational Review*, 47 (4), 481-517.
- Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
- Hergerhahn, B.R.(1976). *An Introduction to Theories of Learning*, Englewood Cliffs
- ,NJ:Prentice Hall.
- Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
- Mangal, S.K(1997) *Advanced Educational Psychology*; New Delhi :Prentice Hall of India
- Walia, J.S(2013) *Development of The Learner and Teaching Learning Process*: Ahim Paul Publishers, Jalandhar, India
- Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.)

FT-307*	BAKERY, CONFECTIONERY AND SNACK PRODUCTS	L-T-P
		2- 0 -1

COURSE CONTENT:

UNIT-I

1. Bakery products Types, specifications, compositions, ingredients, formulations, processing equipment, packaging storage and quality testing

UNIT-II

2. Confectionery and chocolate products: Types, specifications, compositions, ingredients, formulations, processing equipment, packaging, storage and quality testing, Product quality characteristics, defects, causes and corrective measures

UNIT-III

3. Snack foods: Types, specifications, compositions, ingredients, formulations, Processing equipment, packaging, storage and quality testing: Snack food seasonings,

UNIT-IV

4. Breakfast cereals, macaroni products and malts: Specifications, compositions, Ingredients formulations processing equipment, packaging storage and quality testing

PRACTICAL

- 1.** Identifications and composition of various ingredients for snacks, bakery and confectionery products
- 2.** Flours, their classifications and characterization preparation, packaging and quality valuation of selected snack items
- 3.** Preparation, packaging and quality evaluation of selected bakery items, Preparation, packaging and quality evaluation of selected confectionery items.
- 4.** Preparation, packaging and quality evaluation of selected chocolates.
- 5.** Preparation of traditional Indian confection. Visit to bakery, confectionary and snack units (Industry)

BOOKS RECOMMENDED

- 1.** NIR Board of Consultants & Engineers: 2014. The Complete Technology Book on Bakery Products (Baking Science with Formulation & Production), 3rd Ed. NIIR, New Delhi
- 2.** Peter P. Grewing 2013 Chocolates & Confections, 2nd Ed. John Wiley & Sons, Inc. Hoboken, New Jersey, USA

- 3.** EJ Pyler and LA. Gorton, 2009. Baking Science & Technology, Vol. It Formulation & Production, 4th Ed. Sosland Publishing Company, Kansas City, MO, USA.
 - 4.** E.J. Pyler and LA Garton. 2008. Baking Science & Technology, Vol. 1: Fundamentals & Ingredients, 4th Ed Sosland Publishing Company, Kansas City, MO, USA
 - 5.** YH. Hu 2007 Handbook of Food Products Manufacturing Principles, Bakery, Beverages, Cereals, Cheese, Confectionary, Fats, Fruits, and Functional Foods. John Wiley & Sons, Inc. Hoboken, New Jersey. USA
 - 6.** John J. Kingslee. 2006. A Professional Text to Bakery and Confectionery New Age International, New
 - 7.** Harold Corke, Ingrid De Leyn, Nanna A. Croan, Wai-Kit Nip, YH. Hul, 2006. Bakery Products: Science and Technology. Blackwell Publishing Ltd, Oxford, UK.
 - 8.** Joseph Amendola and Nicole Rees, 2003. Understanding Baking The Art and Science of Baking, 3rd Ed. John Wiley & Sons, Inc, Hoboken, New Jersey, USA
 - 9.** Duncan Manley 2000 Technology of Biscuits, Crackers and Cookies, 3rd Ed. Woodhead Publishing Limited, Cambridge, England.
 - 10.** N.L. Kent and A.D. Evers 1994 Kent's Technology of Cereals: An Introduction for Students of Food Science and Agriculture, 4th Ed. Elsevier Science Ltd. Oxford, UK.
 - 11.** EB Jackson 1995. Sugar Confectionery Manufacture, 2nd Ed. Springer-Verlag, US
- DEPARTMENT OF FOOD TECHNOLOGY AKAL COLLEGE OF AGRICULTURE
ETERNAL UNIVERSITY BARU SAHIS
- 12.** Samuel A. Matz 1976. Snack Food Technology, 2nd Ed. AVI Publishing Co., Inc., Westport Connecticut, USA
 - 13.** US Wheat Associates Baker's Handbook on Practical Baking

OR

PSYM 600*	DISSERTATION/THESIS	L-T-P-C
		0-0-0-22

Students will be required to submit their dissertation/thesis before the end of fourth semester.

The preliminary work for dissertation/thesis needs to be initiated with preparation of synopsis writing in the first semester (2 credits) and students need to present/submit synopsis (2 credits) and start Lab/fieldwork for dissertation/thesis (4 credits) in the second semester. In third semester, students will have to start data analysis for dissertation/thesis (4 credits) and finally in the fourth semester they will have to submit complete dissertation/thesis (8 credits) therefore, there are total 20credits. The writing of dissertation/ thesis must be in accordance with the Publication Manual of the American Psychological Association and should be within 70 to 80 pages including references and appendices. The dissertation/thesis will be evaluated as per the Eternal University rules.

Note: There will also be Compulsory Internship for one month under the Kalgidhar Trust after 4th End Semester Examination to complete the MSc Psychology Degree Course.

TENTATIVE MARKS DISTRIBUTION FOR DIFFERENT CREDIT HOUR COURSES

Credits T+P	Theory			Practical		
	Total	Mid-Session	End Term	Total	Mid-Session	End Term
1+0 2+0 3+0 4+0	100	40 (30+10*)	60	---	----	-----
0+2	---	---	---	100	50	50

*Assignment marks (No marks for attendance). Mandatory to have 75% attendance for appearing in final examination.

SCHEME OF EXAMINATION FOR M.Sc. (PSYCHOLOGY), 2019-20

The entire course will be of four semesters. In each of the first two semesters, there will be four theory papers and one practicum course carrying 100 marks each. In the third semester, there will be three compulsory papers, one optional paper, one practicum course of 100 marks each and data analysis of dissertation. In the fourth semester, there will be two compulsory papers and one optional, each of 100 marks, and submission of dissertation/thesis. Total marks for the entire course will be 1800.

(MID-SESSION AND END-SEMESTER EXAMINATION) THEORY COURSES

Sub Component	Weightage
Mid-session	30+10*
End Semester examination	60

*Assignment

PRACTICAL COURSES

Examination	Sub Component	Weightage	Total
Mid Term Practical Exam (Internal Examination)	Viva-voce + written exam	20	50
	Practical Record File	10	
	Lab Performance	10	
	Attendance	10	
End Semester examination (External Examination)	Viva-voce + written exam	25	50
	Practical Record File	15	
	Lab Performance	10	

MID-SEMESTER EXAMINATION PATTERN**Paper Setting Scheme for Psychology (Theory Paper) For Mid-Semester Examination**

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Question to be attempted	Marks	Total Marks
A	10	Complete	Objective Type (MCQ)	10	1 each	10
B	3	Complete	Short answer type (100-150 words)	2	5 each	10
C	2	Complete	Long answer (About 500 words)	1	10 each	10
Total						30

END SEMESTER EXAMINATION PATTERN**Paper Setting Scheme for Psychology (Theory Paper) For End Semester Examination**

Section	No of Questions	Syllabus Coverage	Nature of Questions and Answers	Question to be attempted	Marks	Total Marks
A	10	Complete	Objective Type (MCQ)	10	1 each	10
B	6	Complete	Short answer type (100-150 words)	5	4 each	20
C	5	Complete	Long answer (About 500 words)	3	10 each	30
Total						60
