

IIS (deemed to be UNIVERSITY), Jaipur

Department- Behavioural & Health Sciences

Programme- B.A./B.Sc. Psychology

OUTCOMES - Academic Year- 2020-21

PROGRAMME OUTCOMES

PO1	Students will be able to acquire knowledge in the field of social sciences, literature and humanities.
PO2	Students will develop a comprehensive understanding of the theories and practices of different disciplines.
PO3	Students will acquire the ability of effective social interaction.
PO4	Students will be able to act with an informed awareness of issues through voluntary participation in civic life.
PO5	Students will acquire the ability of ethical decision making.
PO6	Students will understand the holistic issues related to environment and sustainable development.
PO7	Students will be able to engage in independent and lifelong learning.
PO8	Students will develop exceptional textual, visual, and verbal communication abilities.
PO9	Students will be able to understand the emergence of various social problems and will acquire the skills to help in the development of strategies to alleviate them.
PO10	Students will be able to appraise the attributes relevant to personal development and social functioning.
PO11	Students will be able to develop core competencies of written and oral communication, quantitative reasoning, information literacy and critical thinking.

PO12	Students will be able to develop a critical temper, communicate effectively on various activities and make effective presentations.
PO13	Students will be able to apply the knowledge to the solution of complex problems.

PROGRAMME SPECIFIC OUTCOMES

PSO1	In-depth knowledge of the research methods and data analysis used in the discipline.
PSO2	Demonstrate professional skills used in psychological testing and assessment.
PSO3	Interpret and relate theoretical concepts with experiences.
PSO4	Derive meaning of various theories and approaches and evaluate their merits/demerits in terms of application.
PSO5	Appraise the attributes relevant to personal development and social functioning.
PSO6	Correlate and collaborate the traditions, socio-cultural context and diversity.
PSO7	Interpret various social issues in context of social dynamics. Acquire skills which help develop an individual to deal effectively with the many choices, challenges, and opportunities that come their way throughout life.
PSO8	Judge the ethical and moral considerations involved in conducting objective and unbiased research work. Assess the implications of research studies.

PSY 403	C045		X						
	C046		X						
	C047		X						
	C048								X
PSY 501	C049	X							
	C050	X							
	C051	X							
	C052	X	X						
PSY 502	C053	X			X				
	C054	X							
	C055					X	X	X	
	C056					X			
PSY 503	C057	X	X						
	C058		X						
	C059		X						
	C060								X
PSY 601	C061	X							X
	C062	X							
	C063	X							
	C064	X			X				
PSY 602	C065							X	
	C066			X		X			
	C067						X	X	
	C068	X							
PSY 603	C069	X	X						
	C070		X						
	C071		X						
	C072								X

B.A./B.SC. PSYCHOLOGY (2020-2021)
COURSE OUTCOMES – Semester I
PAPER CODE- PSY 101
General Psychology – I
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. The course will familiarize students with the basic psychological processes and the relating factors which influence them.
2. It will also focus on some important application areas of Psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 101	General Psychology - I	<p>The students will be able to –</p> <p>CO1: Define and differentiate among various subfields of Psychology. CO2: Identify the primary research methods employed in the study of psychology CO3: Describe key concepts, principles, and overarching themes in psychology and identify the primary objectives (goals) of psychology. CO4: Describe applications of psychology</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction

9 Hrs.

- Definition and Goals of Psychology
- Approaches - Biological, Psychodynamic, Behaviourist, Cognitive
- Methods - Experiment, Observation, Interview, Questionnaire, Case History

Unit II: Biological Basis of Behaviour

9 Hrs.

- Genes and Behaviour
- Nervous System - The Neuron, Central Nervous System and peripheral Nervous System

Unit III: States of Mind

9 Hrs.

- Nature of Consciousness
- Change in Consciousness
- Day Dreaming
- Sleep and Dreaming

Unit IV: Sensory – Perceptual Processes

9 Hrs.

- Attentional Process - Selective and Sustained Attention
- Perceptual Organization
- Determinants of Perception
- Form and Space Perception

Unit V: Motivation and Emotion

9 Hrs.

- Biogenic and Sociogenic Motives.
- Intrinsic – Extrinsic Frame Work - Need Hierarchy Model
- Techniques of assessment of motivation
- Emotions - Physiological correlates of emotions
- Theories of emotion

BOOKS RECOMMENDED

Essential Readings:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.
- Comer, R.J. (2009). *Abnormal psychology*. Haryana: Worth Publishers.
- Oltmanns, T.F., & Emery, R.E. (2016). *Abnormal Psychology*. Delhi: Pearson Education India.
- Sarason, I.G., & Sarason, B.R. (2005). *Abnormal Psychology* (11th ed.). Delhi: Pearson Education India.
- Whitbourne, S.K., & Halgin, R.P. (2015). *Abnormal Psychology*. Noida: Mc Graw Hill Education.

References:

- Balis, Go., Wurmser, L., McDaniel, E., & Grenell, R.G. (1978). *Clinical Psychopathology*. London: Butterworth Publishers Inc.
- Buss, A.H. (1999). *Psychopathology*. New York: John Wiley & Sons.
- Carson, R.C., Butcher, J.N., Mineka, S., & Hooly, J. M. (2007). *Abnormal Psychology*. New Delhi: Pearson Education India.
- Coles, E.M. (1982). *Clinical Psychopathology: An Introduction*. London: Routledge and Kegan Paul.
- Lamm, A. (1997). *Introduction to psychopathology*. New York: Sage Publications.
- Lazars, R.S., & Folkman, S. (1984). *Stress Appraisal and coping*. New York: Springer.
- Schopler, E., & Reicher, R.J. (1983). *Psychopathology and Child Development*. London: Plenum Press.

PAPER CODE- PSY 102 Psychopathology – I (Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To impart knowledge about the concept of normality and abnormality.
2. To make students understand the nature and course of various abnormal conditions.
3. To impart knowledge and skills needed for Psychological assessment of different abnormal conditions.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
		The students will be able to – CO5: Define the basics of abnormal psychology and the differences between what is considered normal and abnormal behaviour	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments,	Class test, Semester end examinations, Quiz, Solving problems in tutorials,

PSY 102	Psychopathology - I	CO6: Understand to what extent do biological, cognitive and sociocultural factors influence abnormal behaviour CO7: Describe symptoms and prevalence of psychological disorders. CO8: Identify the basic standards for the diagnosis and classification of major psychological disorders.	Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Assignments, Presentation, Individual and group projects
---------	------------------------	---	---	--

CONTENTS

Unit I: Introduction to Psychopathology

9 Hrs.

- Definition
- Scope
- Concept of psychopathology

Unit II: Fundamentals of Psychological Models of Psychopathology

9 Hrs.

- Psychoanalytical
- Behavioural
- Cognitive
- Humanistic
- Existential models

Unit III: Psychological Assessment of Psychopathology

9 Hrs.

- Diagnostic Tests, Rating Scales,
- Interview
- General Information about Projective Test
- Diagnostic Criteria - DSM V, ICD-11

Unit IV: Somatic symptoms and related disorders

9 Hrs.

- Conversion disorder
- Factitious Disorder
- Illness Anxiety Disorder
- Other Specified Somatic Symptom and Related Disorders : Clinical Picture

Unit V: Anxiety Disorders and obsessive-compulsive disorder

9 Hrs.

- Panic disorders and Agoraphobia
- Specific Phobias, Social Phobia
- Generalized Anxiety Disorders
- Obsessive – Compulsive Disorders: Clinical Picture

BOOKS RECOMMENDED

Essential Readings:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.
- Comer, R.J. (2009). *Abnormal psychology*. Haryana: Worth Publishers.
- Oltmanns, T.F., & Emery, R.E. (2016). *Abnormal Psychology*. Delhi: Pearson Education India.
- Sarason, I.G., & Sarason, B.R. (2005). *Abnormal Psychology* (11th ed.). Delhi: Pearson Education India.
- Whitbourne, S.K., & Halgin, R.P. (2015). *Abnormal Psychology*. Noida: Mc Graw Hill Education.

References:

- Balis, Go., Wurmser, L., McDaniel, E., & Grenell, R.G. (1978). *Clinical Psychopathology*. London: Butterworth Publishers Inc.
- Buss, A.H. (1999). *Psychopathology*. New York: John Wiley & Sons.
- Carson, R.C., Butcher, J.N., Mineka, S., & Hooly, J. M. (2007). *Abnormal Psychology*. New Delhi: Pearson Education India.
- Coles, E.M. (1982). *Clinical Psychopathology : An Introduction*. London: Routledge and Kegan Paul.
- Lamm, A. (1997). *Introduction to psychopathology*. New York: Sage Publications.
- Lazaurs, R.S., & Folkman, S. (1984). *Stress Appraisal and coping*. New York: Springer.
- Schopler, E., & Reicher, R.J. (1983). *Psychopathology and Child Development*. London: Plenum Press.

PAPER CODE- PSY 103 Psychological Practical (Practical)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 103	Psychological Practical	The students will be able to – CO9: Conduct experiments and administer psychological tests to a subject. CO10: Make interpretations and draw conclusions based on the norms given in the manual.	Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip Learning activities for the students:	Observation, Presentation, Report writing

		CO11: Understand the importance of standardized administration procedure. CO12: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.	Field activities, Simulation, Presentation, Giving tasks	
--	--	---	--	--

CONTENTS

Any four out of the list below:

- Attention
- Perception
- Motivation
- Emotions
- Anxiety
- Sentence Completion Test

BOOKS RECOMMENDED

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA :American Psychiatric Publishing.
- Comer, R.J. (2009). *Abnormal psychology*. Haryana: Worth Publishers.
- Oltmanns, T.F., & Emery, R.E. (2016). *Abnormal Psychology*. Delhi: Pearson Education India.
- Sarason, I.G., & Sarason, B.R. (2005). *Abnormal Psychology* (11th ed.). Delhi: Pearson Education India.
- Whitbourne, S.K., & Halgin, R.P. (2015). *Abnormal Psychology*. Noida: Mc Graw Hill Education.

B.A./B.SC. PSYCHOLOGY (2020-2021)
COURSE OUTCOMES – Semester II
PAPER CODE- PSY 201
General Psychology – II
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. The course will familiarize students with the basic Psychological Process and the studies relating to the factors which influence them.
2. It will also focus on some important application areas of Psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 201	General Psychology - II	<p>The students will be able to –</p> <p>CO13: Define and differentiate among various subfields of Psychology.</p> <p>CO14: Identify the primary research methods employed in the study of psychology.</p> <p>CO15: Describe key concepts, principles, and overarching themes in psychology and identify the primary objectives (goals) of psychology.</p> <p>CO16: Describe applications of psychology.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Classical and Operant Conditioning, Basic Process

9 Hrs.

- Extinction
- Spontaneous Recovery
- Generalization and Discrimination
- Reinforcement Schedules
- Verbal Learning
- Observational Learning

Unit II: Memory and Forgetting

9 Hrs.

- Encoding
- Storage and Retrieval Processes
- Sensory, Short term and Long Term Memories
- Forgetting - Decay, Interference, Retrieval Failure, Motivated Forgetting

Unit III: Personality

9 Hrs.

- Trait and Type Approaches
- Biological and Socio-Culture Determinants
- Techniques of Assessment - Psychometric and Projective.

Unit IV: Intelligence

9 Hrs.

- Definition; Theories - Guilford, Thurstone

- Spearman
- Determinants

Unit V: Thinking and Reasoning

9 Hrs.

- Thinking Process - Concepts, Categories and Cognitive Maps
- Inductive and Deductive Reasoning
- Problem Solving Approaches
- Mental Sets

BOOKS RECOMMENDED

Essential Readings

- Atkinson R.L., Atkinson, R.C., & Hilgard, F.R. (1990). *Introduction to Psychology*. New York : Harcourt Brace.
- Baron. R.A. (1995). *Psychology : The essential Science*. New York : Allyn & Bacon.
- Ciccarelli, S.K., & Meyer, G.E (2017). *Psychology* (south asian edition) United States : Pearson Education,Inc.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1986). *Introduction to General Psychology*. New York : McGraw Hill.
- Zimbardo, P.G., & Weber, A.L. (1997), *Psychology*. New York : Harper Collins College Publishers.

Reference Books

- Crowder, R.G. (1976). *Principles of Learning and Memory*. New York : Lawrence Erlbaum.
- Dember & Warm, J.S. (1979). *Psychology of Perception*. New York : Holt.
- Feldman, R. S. *Understanding Psychology*. New Delhi :Tata McGraw Hill.
- Lefton, L.A. (1985) .*Psychology*.Boston : Allyn & Baron.
- Maliam, T., & Birch, A. (1998) *Introductory Psychology*. London : McMillan.
- Crowder, R.G. (1976). *Principles of Learning and Memory*. New York : Lawrence Erlbaum.
- Newell, A. & Simon, H. (1972). *Human Problem Solving*. New Jersey : Prentice Hall.
- Rock, I. (1995). *Perception* . New York : Scientific American Wilhite.
- S.C. & Payne, D.E. (1992). *Learning and Memory : The Basis of Behaviors*. Needham Heights : Mass Allyn and Bacon.

PAPER CODE- PSY 202 Psychopathology – II (Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To make students understand the nature and types of various psychotic and other disorders.
2. To impart knowledge and skills needed for psychological assessment of different abnormal conditions.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 202	Psychopathology - II	<p>The students will be able to –</p> <p>CO17: Define the basics of abnormal psychology and the differences between what is considered normal and abnormal behaviour</p> <p>CO18: Understand to what extent do biological, cognitive and sociocultural factors influence abnormal behaviour</p> <p>CO19: Describe symptoms and prevalence of psychological disorders.</p> <p>CO20: Identify the basic standards for the diagnosis and classification of major psychological disorders.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Bipolar and Related Disorders

9 Hrs.

- Manic Episode
- Depressive Episode
- Bipolar I
- Bipolar II & Cyclothymia : clinical picture

Unit II: Schizophrenia Spectrum and Other Psychotic Disorders

9 Hrs.

- Delusional disorders
- Brief Psychotic disorder
- Schizoaffective Disorder & Schizophreniform Disorder: clinical picture

Unit III: Substance Related and Addictive Disorders

9 Hrs.

- Alcohol and Drug Dependence - Cocaine and Nicotine: clinical picture

Unit IV: Personality Disorders

9 Hrs.

- Concept, Cluster A - Paranoid, Schizoid
- Cluster B - Antisocial, Borderline
- Cluster C - Dependent personality disorder
- Obsessive compulsive personality disorder: clinical picture

Unit V: Intellectual Developmental Disorders

9 Hrs.

- Definition, levels, clinical picture

BOOKS RECOMMENDED

Essential Readings:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.
- Comer, R.J. (2009). *Abnormal psychology*. Haryana: Worth Publishers.
- Oltmanns, T.F., & Emery, R.E. (2016). *Abnormal Psychology*. Delhi: Pearson Education India.
- Sarason, I.G., & Sarason, B.R. (2005). *Abnormal Psychology*. Delhi: Pearson Education India.
- Whitbourne, S.K., & Halgin, R.P. (2015). *Abnormal Psychology*. Noida: Mc Graw Hill Education.

References:

- Balis, Go., Wurmser, L., McDaniel, E., & Grenell, R.G. (1978). *Clinical Psychopathology*. London: Butterworth Publishers Inc.
- Buss, A.H. (1999). *Psychopathology*. New York: John Wiley & Sons.
- Carson, R.C., Butcher, J.N., Mineka, S., & Hooly, J. M. (2007). *Abnormal Psychology*. New Delhi: Pearson Education India.
- Coles, E.M. (1982). *Clinical Psychopathology: An Introduction*. London: Routledge and Kegan Paul.
- Lamm, A. (1997). *Introduction to psychopathology*. New York: Sage Publications.
- Lazaurs, R.S., & Folkman, S. (1984). *Stress Appraisal and coping*. New York: Springer.
- Schopler, E., & Reicher, R.J. (1983). *Psychopathology and Child Development*. London: Plenum Press.

PAPER CODE- PSY 203 Psychological Practical (Practical)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 203	Psychological Practical	The students will be able to – CO21: Conduct experiments and administer psychological tests to a subject. CO22: Make interpretations and draw conclusions based on the norms given in the manual.	Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip Learning activities for the students:	Observation, Presentation, Report writing

		CO23: Understand the importance of standardized administration procedure. CO24: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.	Field activities, Simulation, Presentation, Giving tasks	
--	--	---	--	--

CONTENTS

Any four of the list below:

- Learning
- Forgetting
- Memory
- Measurement of Personality
- Measurement of Intelligence
- Measurement of Depression

BOOKS RECOMMENDED

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.
- Comer, R.J. (2009). *Abnormal psychology*. Haryana: Worth Publishers.
- Oltmanns, T.F., & Emery, R.E. (2016). *Abnormal Psychology*. Delhi: Pearson Education India.
- Atkinson R.L., Atkinson, R.C., & Hilgard, F.R. (1990). *Introduction to Psychology*. New York : Harcourt Brace.
- Baron. R.A. (1995). *Psychology : The essential Science*. New York : Allyn & Bacon.
- Ciccarelli, S.K., & Meyer, G.E (2017). *Psychology* (south asian edition) United States : Pearson Education,Inc.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1986). *Introduction to General Psychology*. New York : McGraw Hill.

B.A./B.SC. PSYCHOLOGY (2021-2022)
COURSE OUTCOMES – Semester III
PAPER CODE- PSY 301
Psychological Statistics - I
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To develop an understanding of various statistical techniques in terms of their assumptions, applications and limitations.
2. To acquire competencies to organize and analyse data.

3. To acquire elementary knowledge about computer's use in Psychology for statistical analysis.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 301	Psychological Statistics - I	<p>The students will be able to –</p> <p>CO25: Define and identify basic concepts in inferential and descriptive statistics.</p> <p>CO26: Explain and apply the concepts and procedures of descriptive statistics.</p> <p>CO27: Describe and utilize principles of probability and hypothesis testing.</p> <p>CO28: Apply and interpret common inferential statistical tests and correlational methods.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Meaning and Purpose of Statistics

9 Hrs.

- Types of statistics - Descriptive and inferential Statistic
- Parametric and non-parametric statistics
- Scales of measurement

Unit II: Construction of Frequency Distribution and Graphical Representation

9 Hrs.

- Drawing of frequency distribution
- Graphical representation of grouped data : Frequency Polygon
- Histogram
- Calculating percentiles and percentile ranks

Unit III: Measurement of Central Tendency

9 Hrs.

- Purpose and types of measures.
- Characteristics of Mean, Median and Mode
- Computation of Mean, Median and Mode.

Unit IV: Measures of Variability

9 Hrs.

- Concept of variability : Range, Semi Inter – Quartile Range
- Standard Deviation.

Unit V: Correlation

9 Hrs.

- The concept of correlation
- Pearson's correlation (by actual mean, only for ungrouped data)

BOOKS RECOMMENDED

Essential Readings

- Minium, E.W., King, B.M., & Bear G. (1993). *Statistical Reasoning in Psychology and Education*. New York : John Wiley Publication.
- Garrett, H. E. (2004). *Statistics in Psychology and Education*. New Delhi : Paragon International Publishers.
- Mangal, S.K. (2002). *Statistics in Psychology and Education(2nd Edition)*. Delhi : McGraw Hill Publication.

Reference Books

- Broota, K.D. (1992). *Experimental Design in Behavioral Research*. New Delhi : Wiley Eastern Publication.
- Siegel, S. (1994). *Non-Parametric Statistics*. New York : McGraw Hill Publication.
- Guilford, J.P. *Fundamental Statistics in Psychology and Education*. New York : McGraw Hill Publication.
- Sen, A.K. (1976). Sandler's 'A' Test. A Simple Statistics for correlated samples. *Journal of Psychological Researches*. 20, 16-20.
- Welkowitz, J., Ewen, R.B., and Cohen, J. (1982). *Introduction to Statistics for Behavioral Sciences*. New York : Academic Press.
- Winer, B.J. (1971). *Statistical Principles in Experimental Design*. New York : McGraw Hill Publication.
- Fergusen, G.A. (1971). *Statistical Analysis in Psychology and Education. 3rd Edition*. New Delhi : McGraw Hill Publication.

PAPER CODE- PSY 302
Social Psychology - I
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To enable students to appreciate how individual behaviour is influenced by social and cultural contexts.
2. To enable students to develop an understanding of functioning of dyads, groups and organization.
3. To understand the unique features of the Indian socio-cultural context.
4. To understand how social problems can be analysed in terms of various social psychological theories.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
		The students will be able to –	Approach in teaching:	Class test, Semester end examinations,

PSY 302	Social Psychology - I	<p>CO29: Demonstrate fundamental knowledge about need and scope of Social Psychology.</p> <p>CO30: Be aware of the brief history and various related fields of Social Psychology.</p> <p>CO31: Understand the historical and scientific origin and development of the field in the western and Indian context.</p> <p>CO32: Comprehend the nature of scientific methods employed to study behaviour in the social context.</p>	<p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>
---------	-----------------------	--	--	--

CONTENTS

Unit I: Introduction

9 Hrs.

- Nature, Goal And Scope Of Social Psychology
- Social Psychology and Other Social Sciences
- Approaches to Social Psychology - Biological, Learning, Cognitive, Psychoanalytic and Role Theory

Unit II: Methods of Social Psychology

9 Hrs.

- Experimental, Cross-Cultural, Sociometry

Unit III: Social Perception

9 Hrs.

- Perceiving Ourselves - Self Concept, Self-Esteem,
- Self-Expression, Perceiving Others
- Forming Impressions - Role of Non-Verbal Cues
- Group Stereotypes and Central Traits.

Unit IV: Interpersonal Attraction

9 Hrs.

- Determinants
- Theories of Attraction - Heider and Festinger.

Unit V: Attitude

9 Hrs.

- Nature and Function of Attitudes; Formation,
- Change and Measurement of Attitudes
- Theories of Attitude Change.

BOOKS RECOMMENDED

Essential Readings

- Alcock, J.E., Carment, D.W., Sanava, S.W., Collians, J.E., & Green, J.M. (1997). *A Textbook of social psychology*. Scarborough, Ontario : Prentice Hall
- Baron, R.A., & Byrne, D. (1998). *Social Psychology*. New Delhi : Prentice Hall.
- Feldman, R.S. (1985) *Social psychology*.New Delhi: Prentice Hall.
- Myers & David, G. (1994) *Exploring social Psychology* .New York : McGraw Hill.
- Semin, G.R., & Fiedler, K. (1996). *Applied social Psychology* . London : Sage Publications.
- Singh A.K. (2015). *Social Psychology*. Delhi : PHI Learning Private Limited.

Reference Books

- Akolkar, V.V. (1960). *Social Psychology*. Mumbai: Asia Publication House.
- Brigham, J.C. (1991). *Social Psychology*. New York: Harper Collins.
- Doise, W. (1978). *Groups and Individuals: Explanations in Social Psychology*. Cambridge: Cambridge University Press.
- Farr, R.M. (1996). *The Roots of Modern Social Psychology*. Oxford: Blackwell.
- Hewstone, M., Stroebe, W., and Stephenson, G.M. (1996). *Introduction to Social Psychology*. New York: Blackwell.
- Hollander, E.P. (1967). *Principles and Methods of Social Psychology*. London: Oxford University Press.
- Kuppuswamy, B. (1980). *Social Psychology*. Asia Publishing House: Mumbai.
- Lindsey, G., and Aronson. E. (1985). *The Handbook of Social Psychology*. New York: Random House.
- Mathur, S.S. (1980). *Social Psychology*. Agra: Vinod Pustak Mandir.
- Nahavandi, A. (1997). *The Art and Science of Leadership*. New Jersey: Prentice Hall.
- Nyle, J.L. & Brower, A.M. (1996). *What is Social about Social Cognition*. Thousand Oaks: Sage Publications.
- Pandey, J. (1980). *Perspectives on Experimental Social Psychology in India*. New Delhi: Concept.
- Raven, B.H., & Rubin, J. Z. (1983). *Social Psychology*. NT: John Wiley.
- Shaw & Shaw., Kresch & Crutchfield. *Individual in Society*. McGraw Hill.
- Singh, A.K. (2001). *Samaj Manovigyan ki Ruprekha*. Motilal Banarsidas.
- Tajfel, H. (1981). *Human Groups and Social Categories*. London: Cambridge University Press.

PAPER CODE- PSY 303

Psychology Practical (Practical)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 303	Psychology Practical	<p>The students will be able to –</p> <p>CO33: Conduct experiments and administer psychological tests to a subject.</p> <p>CO34: Make interpretations and draw conclusions based on the norms given in the manual.</p> <p>CO35: Understand the importance of standardized administration procedure.</p> <p>CO36: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

CONTENTS

Any four of the list below:

- Measurement of Attitude
- Measurement of Social Distance
- Measurement of Interest
- Measurement of Social Perception
- Measurement of Parent Child Relationship
- Measurement of Self Concept/Self Esteem

BOOKS RECOMMENDED

- Alcock, J.E., Carment, D.W., Sanava, S.W., Collians, J.E., & Green, J.M. (1997). *A Textbook of social psychology*. Scarborough, Ontario : Prentice Hall
- Baron, R.A., & Byrne, D. (1998). *Social Psychology*. New Delhi: Prentice Hall.
- Feldman, R.S. (1985) *Social psychology*. New Delhi: Prentice Hall.
- Myers & David, G. (1994) *Exploring social Psychology*, New York: McGraw Hill.
- Semin, G.R., & Fiedler, K. (1996). *Applied social Psychology*, London: Sage Publications.
- Singh A.K. (2015). *Social Psychology*. Delhi: PHI Learning Private Limited.

B.A./B.SC. PSYCHOLOGY (2021-2022)
COURSE OUTCOMES – Semester IV
PAPER CODE- PSY 401
Psychological Statistics - II
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To develop an understanding of various statistical techniques in terms of their assumptions, applications and limitations.
2. To acquire elementary knowledge about computer's use in Psychology for Statistical analysis.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 401	Psychological Statistics - II	<p>The students will be able to –</p> <p>CO37: Explain the logic and appropriate applications of statistical analyses for univariate or bivariate research designs, problems, or hypotheses.</p> <p>CO38: Calculate the statistics necessary to solve problems (both manually and via computer), including descriptive statistics, statistical significance tests.</p> <p>CO39: Explain and analyse distribution free statistics.</p> <p>CO40: Apply and interpret common inferential statistical tests and Analysis of Variance.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction to Normal Probability Curve

9 Hrs.

- Properties and Deviation from NPC
- Application of NPC

Unit II: Hypothesis testing and making inferences

9 Hrs.

- Sampling, Standard Error : Mean (Small and Large samples)
- Degree of freedom

Unit III: Significance of difference between means **9 Hrs.**

- Null Hypothesis, computation of t' values for independent samples
- Interpretation of t' values; levels of significance
- Type I and Type II errors in inference making.

Unit IV: Non Parametric Test: **9 Hrs.**

- Nature and assumption
- Distribution free Statistics: Chi Square (Equal Probability, 2×2 Contingency tables);
- Rank order correlation.

Unit V: Higher Statistical Analysis **9 Hrs.**

- Purpose and assumption of ANOVA
- One way analysis of Variance (Independent Samples)

BOOKS RECOMMENDED

Essential Readings

- Minimum, E.W., King, B.M., & Bear, G. (1993). *Statistical Reasoning in Psychology and Education*. New York: John Wiley Publication.
- Siegel, S. (1994). *Non Parametric Statistics*. New York : McGraw Hill Publication
- Garrett, H.E. (2004). *Statistics in Psychology and Education*. New Delhi: Paragon International Publishers.
- Mangal, S.K. (2002). *Statistics in Psychology and Education (2nd Edition)*. Delhi: PHI Learning Private Limited.

BOOKS RECOMMENDED:

- Broota, K.D. (1992). *Experimental Design in Behavioral Research*.
- Guilford, J.P. *Fundamental Statistics in Psychology and Education*, New York: McGraw Hill (Asian Student Edition).
- Sen, A.K. (1976). Sandler's 'A' Test. A Simple Statistics for correlated samples, *Journal of Psychological Researches*. 20, 16- 20.
- Welkowitz, J., Ewen, R.B. and Cohen, J. (1982). *Introduction to Statistics for Behavioral Sciences*. New York: Academic Press.
- Winer, B.J. (1971). *Statistical Principles in Experimental Designs*. New York: McGraw Hill Publication.
- Fergusen, G.A. (1971). *Statistical Analysis in Psychology and Education. 3rd Edition*. New Delhi: McGraw Hill Publication.

PAPER CODE- PSY 402
Social Psychology - II
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To enable students to develop an understanding of dyads, groups and organization.
2. To understand how social problems can be analyzed in terms of social psychological theories.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 402	Social Psychology - II	<p>The students will be able to –</p> <p>CO41: Describe the structure and function of different kinds of group behaviour (e.g. deindividuation, group polarization).</p> <p>CO42: Predict the impact of the presence of others on individual behaviour (e.g. bystander effect, social facilitation).</p> <p>CO43: Describe processes that contribute to differential treatment of group members (e.g. in-group/out-group dynamics, ethnocentrism, prejudice).</p> <p>CO44: Apply the knowledge of social issues to understanding the psychological consequences of poverty, gender issues in present world.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Prejudice:

9 Hrs.

- Nature and components of prejudice
- Acquisition of prejudice, Reduction of prejudice

Unit II: Group Behaviour

9 Hrs.

- Group structure and function; Social loafing
- De-individuation, Conformity; Group Cohesiveness

Unit III: Leadership

9 Hrs.

- Group structure and function
- Social loafing
- De-individuation, Conformity
- Group Cohesiveness.

Unit IV: Pro-Social Behavior

9 Hrs.

- Personal, Situational and social-cultural determinants
- Bystander effect
- Theoretical explanations of pro-social behavior

Unit V: Current Social Issues

9 Hrs.

- Poverty and Gender issue in India
- Environmental Issues - Personal space and territoriality

BOOKS RECOMMENDED

Essential Readings

- Alcock, J.E., Carment, D.W., Sanava, S.W., Collians, J.E., & Green, J.M. (1997). *A Textbook of social psychology*. Scarborough, Ontario : Prentice Hall
- Baron, R.A., & Byrne, D. (1998). *Social Psychology*. New Delhi: Prentice Hall.
- Feldman, R.S. (1985) *Social psychology*. New Delhi: Prentice Hall.
- Myers & David, G. (1994) *Exploring social Psychology*. New York: McGraw Hill.
- Semin, G.R., & Fiedler, K. (1996). *Applied social Psychology*, London: Sage Publications.
- Singh A.K. (2015). *Social Psychology*. Delhi : PHI Learning Private Limited

Reference Books

- Akolkar, V.V. (1960). *Social Psychology*. Bombay: Asia Publication House.
- Brigham, J.C. (1991). *Social Psychology*. New York: Harper Collins.
- Doise, W. (1978). *Groups and Individuals: Explanations in Social Psychology*. Cambridge: Cambridge University Press.
- Farr, R.M. (1996). *The Roots of Modern Social Psychology*. Oxford: Blackwell.
- Hewstone, M., Stroebe, W., & Stephenson, G.M. (1996). *Introduction to Social Psychology*. New York: Blackwell.
- Kresch & Crutchfield. *Individual in Society*, McGraw Hill.
- Kuppaswamy, B. (1980). *Social Psychology*. Mumbai: Asia Publishing House.
- Lindsey, G., & Aronson. E. (1985). *The Handbook of Social Psychology*. New York: Random House.
- Mathur, S.S. (1980). *Social Psychology*. Agra: Vinod Pustak Mandir.
- Nahavandi, A. (1997). *The Art and Science of Leadership*. New Jersey: Prentice Hall.
- Nyle, J.L.& Brower, A.M. (1996). *What is Social About Social Cognition*. Thousand Oaks: Sage.

PAPER CODE- PSY 403

**Practical
(Practical)**

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 403	Practical	The students will be able to – CO45: Conduct experiments and administer psychological tests to a subject. CO46: Make interpretations and draw conclusions based on the norms given in the manual. CO47: Understand the importance of standardized administration procedure. CO48: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.	Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks	Observation, Presentation, Report writing

CONTENTS

Any four of the list below:

- Level of Aspiration
- Risk Taking Behaviour
- Sociometry
- Leadership
- Study of Values
- Social Maturity

BOOKS RECOMMENDED

- Alcock, J.E., Carment, D.W., Sanava, S.W., Collians, J.E., & Green, J.M. (1997). *A Textbook of social psychology*. Scarborough, Ontario : Prentice Hall
- Baron, R.A., & Byrne, D. (1998). *Social Psychology*. New Delhi: Prentice Hall.
- Feldman, R.S. (1985) *Social psychology*. New Delhi: Prentice Hall.
- Myers & David, G. (1994) *Exploring social Psychology*. New York: McGraw Hill.

B.A./B.SC. PSYCHOLOGY (2022-2023)
COURSE OUTCOMES – Semester V
PAPER CODE- PSY 501
Psychological Research
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To provide an overview of scientific approaches to psychological research in terms of sampling techniques, experimental designs.
2. To acquaint the students with psychometric, projective techniques and non-testing approaches like interviews and questionnaires.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 501	Psychological Research	<p>The students will be able to –</p> <p>CO49: Understand the basics of research methods used in psychology and demonstrate skills on designing research through various methods and learn to document the research findings.</p> <p>CO50: Demonstrate skills on collecting quantitative data using various methods.</p> <p>CO51: Acquire knowledge about analysis of data.</p> <p>CO52: Effectively learn about the APA style in writing research reports.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Psychological Research

9 Hrs.

- Nature of Psychological Research; Variables
- Hypothesis; Steps in Psychological Research

Unit II: Design of Research

9 Hrs.

- Meaning, Purpose, Principles, Application
- Types - Pretest – Post-test Design, Randomized group design

- Factorial design

Unit III: Tools of Data Collection

9 Hrs.

- Interview
- Questionnaire
- Survey

Unit IV: Methods of Research

9 Hrs.

- Observation
- Experimental
- Ex post factor

Unit V: Analysis of data and report writing

9 Hrs.

- Interpretation and Report Writing

BOOKS RECOMMENDED

Essential Readings

- Kerlinger, F. N. (1983). *Foundation of behavioral research*. New York : Surjeet Publications.
- Broota, K. D. (1992). *Experimental Design in Behavioral Research*. Willey Eastern Ltd.

Reference Books

- Edwards, A. K. (1976). *Experimental Designs in Psychological Research*. New York : Holt.
- Kothari, C. R. (1986). *Research Methodology, Methods and Techniques*. ND : Wiley Eastern Ltd.
- Creswell, J. (1997). *Qualitative Inquiry and Research Design*. London : Sage.
- Guy, R. F., Edgley, C. E., Arefat, J. and Allen, D. E. (1987). *Social Research Methods : Puzzles and Solutions*. Allyn and Bacon, Boston.
- Bailey, K. D. (1978). *Methods of Social Research*. The Free Press : NY.
- Selltitz, C., Jahoda, M. and Cook, S.W. (1961). *Research Methods in Social Relations*. Holt, Rinehart and Winston. New York.
- Underwood, B. J. (1957). *Psychological Research*. Appleton Century Crafts. New York.
- Best, J. W. and Kahn (1995). *Research in education. Seventh Edition*. Prentice Hall of India Pvt. New Delhi.
- Shaugnessy et Al. (1990). *Research Methods in Psychology*. New Delhi. Tata McGraw Hill Publishing Co. Ltd.
- Chaudhary, C. M. (1991). *Research Methodology*. Jaipur. R.B.S.A. Publishers SMS Highway, Jaipur.
- Krishnaswamy, O. R. (1993). *Methodology of researches in Social Sciences*. Delhi. Hemalaye Publishing House.
- McGuigan, F. J. (1969) : *Experimental Psychology*. New Delhi. Prentice Hall of India Pvt. Ltd.

PAPER CODE- PSY 502
Human Development - I
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. This course aims at providing conceptual foundation of human development.
2. It focuses on development in the life span in different domains with an emphasis on the cultural context.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 502	Human Development – I	<p>The students will be able to –</p> <p>CO53: Understand and distinguish major theoretical perspectives and methodological approaches in human development.</p> <p>CO54: Understand the methods of studying human development across life stages.</p> <p>CO55: Understanding the contributions of biological and socio-cultural context toward shaping human development.</p> <p>CO56: Acquire basic knowledge of factors contributing to socialization.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction

9 Hrs.

- Concept of human development
- Theories of human development – Freud, Erikson.

Unit II: Methods of Studying Human Development

9 Hrs.

- Experimental, Longitudinal, Observation

Unit III: Foundation of Human Development

9 Hrs.

- Genetic, cultural and social factors; The nature-nurture debate in human development

Unit IV: Socialization**9 Hrs.**

- Role of family, peers and school; Media and Socialization

Unit V: Cognitive Development**9 Hrs.**

- Nature
- Approaches -Piaget; Language development - Chomsky

BOOKS RECOMMENDED**Essential Readings**

- Berk, L.E. (1989). *Child Development*. Boston: Allyn & Bacon.
- Santrock, J.W. (1999). *Lifespan Development*. New York: McGraw Hill.

Reference Books

- Brodzinsky, D.M., Gormly, A.V., & Aniborn, S.R. (1986). *Life Span Human Development*. New Delhi: CBS Publisher.
- Heatherington, E.M. & Parks, R.D. (1986). *Child Psychology*. New York: McGraw Hill.
- Srivastava, A.K. (1998). *Child Development: An Indian Perspective*. New Delhi: NCERT.
- Berry, J.W., Dasen, D.R. and Saraswathi, T.S. (1997). *Handbook of Cross-cultural psychology: Basic Processes and Human Development*, Vol. 2 M.A.: Allyn and Bacon.
- Van Der Veer, R. & Valsiner, J. (1995). *The Vygotsky reader*. Oxford: Blackwell.
- Vygotsky, L.S. (1962). *Thought and Language*. Cambridge, Mass: NIT Press.
- Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, Mass: Harvard University Press.
- Barnes, P. (1995). *Personal, Social and Emotional Development*. Oxford: Blackwell.
- Sinha, D. (1981). *Socialization of the Indian Child*. New Delhi: Concept.

PAPER CODE- PSY 503**Practical
(Practical)****Credits: 4****Maximum Marks: 100 (CA-30, SEE-70)****Contact Hrs/Week: 4****Total Hrs: 60****Course Objectives (COs):**

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 503	Practical	<p>The students will be able to –</p> <p>CO57: Conduct experiments and administer psychological tests to a subject.</p> <p>CO58: Make interpretations and draw conclusions based on the norms given in the manual.</p> <p>CO59: Understand the importance of standardized administration procedure.</p> <p>CO60: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

CONTENTS

Any four of the list below:

- HSPQ
- Home Environment Inventory
- Bhatia's Test Battery
- Education Aspiration
- Concept Formation
- Study Habit Inventory

BOOKS RECOMMENDED

- Berk, L.E. (1989). *Child Development*. Boston: Allyn & Bacon.
- Santrock, J.W. (1999). *Lifespan Development*. New York : McGraw Hill
- Berry, J.W., Dasen, D.R. and Saraswathi, T.S. (1997). *Handbook of Cross-cultural psychology: Basic Processes and Human Development*, Vol. 2 M.A.: Allyn and Bacon.

B.A./B.SC. PSYCHOLOGY (2022-2023)
COURSE OUTCOMES – Semester VI
PAPER CODE- PSY 601
Measurement and Testing
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with the psychometric and projective technique and test construction.
2. To acquaint the students with non-testing approaches like interviews and questionnaires.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 601	Measurement and Testing	<p>The students will be able to –</p> <p>CO61: Understand the basic principles and need of psychological measurement.</p> <p>CO62: Develop an understanding of functions of tests as well as test construction and standardization.</p> <p>CO63: Acquiring knowledge to effectively understand the psychometric strengths and weaknesses of tests.</p> <p>CO64: Acquiring knowledge about different kinds of intelligence tests and their utilization.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Human Assessment

9 Hrs.

- Nature; Scope
- History of Human Assessment.

Unit II: Parameters of Assessment

9 Hrs.

- Rating Scale: Numerical, Graphic, Percentage, Standard, forced choice, q sort, Semantic Differential, Sociometry

- Psychological Scaling Technique: Order of Merit, Paired Comparison, Method of Successive Categories, Likert Type Scale.

Unit III: Standardization of Test

9 Hrs.

- Reliability, Validity, Test Norms

Unit IV: Assessment Techniques

9 Hrs.

- Assessment of Intelligence:- Binet, Weschler, Raven Progressive Matrices;
- Assessment of Personality: Psychometric- MMPI, Cattell personality questionnaire, EPQR Myers's Brigg's Type Indicator
- Neo-PI and Projective Techniques: Rorschach and TAT

Unit V: Principles of Psychological Test Construction

9 Hrs.

- Steps in Test Construction, Item Analysis

BOOKS RECOMMENDED

Essential Readings

- Anastasi, A. (1998). *Psychological testing*. New York: Macmillan.
- Freeman, F.S. (1972). *Theory and Practice of Psychological testing*, New Delhi: Oxford & IBH
- Guilford, J.P. (1951). *Psychometric testing*, New York: McGraw Hill.

Reference Books

- Edwards, A. K. (1976). *Experimental Designs in Psychological Research*. New York: Holt.
- Kothari, C. R. (1986). *Research Methodology, Methods and Techniques*. ND: Wiley Eastern Ltd.
- Creswell, J. (1997). *Qualitative Inquiry and Research Design*. London: Sage.
- Guy, R. F., Edgley, C. E., Arefat, J. & Allen, D. E. (1987). *Social Research Methods: Puzzles and Solutions*. Allyn and Bacon, Boston.
- Bailey, K. D. (1978). *Methods of Social Research*. The Free Press: NY.
- Selltitz, C., Jahoda, M. & Cook, S. W. (1961). *Research Methods in Social Relations*. Holt, Rinchart and Winston. New York.
- Underwood, B. J. (1957). *Psychological Research*. Appleton Century Crafts. New York.

PAPER CODE- PSY 602
Measurement and Testing
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

1. This course aims at providing conceptual foundation of human development.
2. It focuses on development in the life span in different domains with an emphasis on the cultural context.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 602	Human Development - II	<p>The students will be able to –</p> <p>CO65: Developing knowledge regarding the development in cognitive, affective and behavioural domains.</p> <p>CO66: Developing the concepts of self-related aspects.</p> <p>CO67: Applying the knowledge in various areas of life as academics, vocation, etc.</p> <p>CO68: Acquiring an ability to decipher key developmental challenges and issues faced in the Indian societal context.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Self and Identity

9 Hrs.

- Emergence of Self, Development of Personal Identity
- Physical and Sexual Maturation.

Unit II: Emotional, Social And Moral Development

9 Hrs.

- Development of Morality And Self- Control; Development of Gender Differences and Gender Roles.

Unit III: Development Concerns During Adulthood

9 Hrs.

- Marriage, Family and Work.

Unit IV: Problems Of Ageing

9 Hrs.

- Factors Influencing Ageing.

Unit V: Developmental Psychopathologies

9 Hrs.

- Behavior Problems During Childhood and Adolescence
- Learning Disabilities - Dyslexia, Mental Retardation, Autism, Attention Deficit Disorder.

BOOKS RECOMMENDED

Essential Readings:

- Berk, L.E. (1989). *Child Development*. Boston: Allyn & Bacon.
- Brodzinsky, D.M., Gormly, A.V., & Aniborn, S.R. (1986). *Life Span Human Development*. New Delhi: CBS Publisher.
- Heatherington, E.M. & Parks, R.D. (1986). *Child Psychology*. New York: McGraw Hill.
- Santrock, J.W. (1999). *Lifespan Development*. New York: McGraw Hill.
- Srivastava, A.K. (1998). *Child Development: An Indian Perspective*, New Delhi: NCERT.

- Berry, J.W., Dasen, D.R. and Saraswathi, T.S. (1997). *Handbook of Cross-cultural psychology: Basic Processes and Human Development*, Vol. 2 M.A.: Allyn and Bacon.
- Van Der Veer, R. & Valsiner, J. (1995). *The Vygotsky reader*. Oxford: Blackwell.
- Vygotsky, L.S. (1962). *Thought and Language*. Cambridge, Mass: NIT Press.

Reference Books

- Edwards, A. K. (1976). *Experimental Designs in Psychological Research*. New York: Holt.
- Kothari, C. R. (1986). *Research Methodology, Methods and Techniques*. ND: Wiley Eastern Ltd.
- Creswell, J. (1997). *Qualitative Inquiry and Research Design*. London: Sage.
- Guy, R. F., Edgley, C. E., Arefat, J. & Allen, D. E. (1987). *Social Research Methods: Puzzles and Solutions*. Allyn and Bacon, Boston.
- Bailey, K. D. (1978). *Methods of Social Research*. The Free Press: NY.
- Selltiz, C., Jahoda, M. & Cook, S. W. (1961). *Research Methods in Social Relations*. Holt, Rinehart and Winston. New York.
- Underwood, B. J. (1957). *Psychological Research*. Appleton Century Crafts. New York.

PAPER CODE- PSY 603

Practical (Practical)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 603	Practical	<p>The students will be able to –</p> <p>CO69: Conduct experiments and administer psychological tests to a subject.</p> <p>CO70: Make interpretations and draw conclusions based on the norms given in the manual.</p> <p>CO71: Understand the importance of standardized administration procedure.</p> <p>CO72: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.</p>	<p>Approach in teaching:</p> <p>Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students:</p> <p>Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

CONTENTS

Any four of the list below:

- Adjustment Inventory
- Work Motivation
- 16 Personality Factor
- Sentence Completion
- Career Maturity
- Job Satisfaction

BOOKS RECOMMENDED

- Berk, L.E. (1989). *Child Development*. Boston: Allyn & Bacon.
- Brodzinsky, D.M., Gormly, A.V., & Aniborn, S.R. (1986). *Life Span Human Development*. New Delhi: CBS Publisher.
- Heatherington, E.M. & Parks, R.D. (1986). *Child Psychology*. New York: McGraw Hill.
- Santrock, J.W. (1999). *Lifespan Development*. New York: McGraw Hill.
- Srivastava, A.K. (1998). *Child Development: An Indian Perspective*, New Delhi: NCERT.
- Atkinson R.L., Atkinson, R.C., & Hilgard, F.R. (1990). *Introduction to Psychology*. New York: Harcourt Brace.
- Baron. R.A. (1995). *Psychology: The essential Science*. New York: Allyn & Bacon.
- Ciccarelli, S.K., & Meyer, G.E (2017). *Psychology* (south asian edition) United States: Pearson Education, Inc.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1986). *Introduction to General Psychology*. New York: McGraw Hill.

Programme- B. A/B.Sc./B. Com(PC)
PHYSICAL EDUCATION (PHE) (ELECTIVE)
OUTCOMES - Academic Year- 2020-21

PROGRAMME SPECIFIC OUTCOMES

PSO-1	Ability to design, implement, and evaluate process or program to meet desired needs in the field of physical education and to analyze them into account in the selection, creation, evaluation, and administration of physical education
PSO-2	To select and create learning experiences those are appropriate for curriculum goals, relevant to learners, show evidence of sequential learning, incorporate modifications for variations in learning styles and performance, and are based on the principles of effective instruction and Demonstrate competence in movement skills, analyze the performance of motor skills
PSO-3	To demonstrate the fundamental skills knowledge, etiquette and vocabulary used in the practice and performance of Combative activities and also recognize the importance of and practice participation in regular moderate physical activity for at least 30 min a day.
PSO-4	To develop individual and team Offensive /defensive programmes applicable to Specific goals, evaluate various techniques to effectively in demonstrate Skills at an advanced level and concepts in to practice.
PSO-5	To apply Physiological and Biomechanical concepts related to skillful movement, patterns, motor development and motor learning, biomechanics and developmental readiness to learn Physical Education
PSO-6	To demonstrate effective communication and pedagogical skills, utilize strategies to enhance student engagement and learning, and create appropriate managerial rules and routines in order to create a safe effective learning environment in Physical Education.
PSO-7	To develop a health-enhancing level of fitness throughout the program as well as be able to collect and analyze personal fitness data and demonstrate basics of nutrition and fitness as applied to weight Management and to design caloric requirements for various sports and age groups.
PSO-8	Knowledge about the sports management skills, planning, decision making, communication skills and employ principles of Strategic planning

	financial and human resource management and to Design Physical and Recreation activities that reflect cultural and social diversity to meet the needs of individual /groups with varied physical, social, mental and emotional abilities.
PSO-9	To understand the positive impact of outdoor education and Camping experiences can have on individuals and teams and work the intent to provide the best learning experience possible for all participants.

COURSE ARTICULATION MATRIX: (MAPPING OF COS WITH PSOs)

Course	COs	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9
PHE-101	CO1	x								X
	CO2	x								X
	CO3	X								X
	CO4	x					x			X
PHE-102	CO5		X							
	CO6		X							
	CO7		X							X
	CO8		X							X
	CO9		X							X
PHE-103	CO10			X						
	CO11			X						
	CO12			X						
	CO13			X						
	CO14			X						
	CO15			X						
PHE-201	CO16	x			x		x			
	CO17				x	x		X	x	
	CO18							X		
	CO19				x			x		

	C020					x		x		
	C021					x				
	C022									
PHE202	C023	x								
	C024	x								
	C025	x					x	x		
	C026	x	X				x			
PHE-203	C027			X						
	C028			X						
	C029			X						
	C030			X						
	C031			X						
	C032			X						
PHE-301	C033					X				
	C034					X				
	C035					X				
	C036					x				
	C037					x				
PHE-302	C038								X	
	C039						x	X		
	C040						x			
	C041						x			
	C042						x	X		
PHE-303	C043			X						
	C044			X						
	C045			X						
	C046			X						
	C047			X						
	C048			X						
PHE-401	C049		X							
	C050		X							

	C051									
	C052	X	X							
	C053	x								
PHE-402	C054		X			X				
	C055		X			X				
	C056		X			X				
	C057		X			X				
	C058					x				
	C059					x				
PHE-403	C060			X						
	C061			X						
	C062			X						
	C063			X						
	C064			X						
PHE-501	C065	X				X				
	C066	X				x				
	C067					x				
	C068									
	C069	X								
	C070									
PHE-502	C071									
	C072					X				
	C073					X		x		
	C074									
	C075					X				
PHE-503	C076			X						
	C077			X						
	C078			X						
	C079			X						
	C080			X						
	C081			x						

PHE- 601	C082	X	X					X		
	C083	X	X		x			X		
	C084	X	X		x			X		
	C085	X			x					
	C086	X	X							
	C087	X	X					X		
PHE- 602	C088					X				
	C089				X	X				
	C090				x					
	C091				x	X				
	C092					x				
PHE- 603	C093			X						
	C094			X						
	C095			X						
	C096			X						
	C097			X						

B. A/B.Sc./B. Com(PC) Physical Education (2020-2021)

COURSE OUTCOMES - Semester I

PAPER CODE: PHE – 101

History of Physical Education

(Theory)

Credit - 3

Time Duration – 45 hrs

Course Objectives:

This course will enable the students to –

1. Physical education is gearing towards helping to promote fitness and physical wellness.
2. To main objectives is fostering physical education and teaching how to implement it in social, professional, physical and recreational activities.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-101	History of Physical Education (Theory)	The students will be able to – CO1: To gain the knowledge and function of Physical Education. CO2: To understand the historical perspectives of Physical Education in India. CO3: Distinguish the functional operations on National and International Olympic Federations. CO4: Analyse the concepts and issues pertaining to Physical Education.	Approach in teaching: Interactive Lectures, Discussion, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self learning assignments, Effective questions, Project presentation, Giving tasks,	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I Physical Education 10hrs

- Meaning, Definition of Physical Education
- Aims, Objectives and Scope of Physical Education
- Need and Importance of Physical Education
- Misconception about Physical Education
- Place of Physical Education in the Total Education Process

Unit II Physical Education in Ancient periods 8 hrs

- Physical Education in Ancient India (Pre & Post Independence)
- Physical Education in the City-States of Greece

Unit III Survey of Modern Physical Education in India 10 hrs.

- Physical Education and Sports - Training Institutions in India
- Sports Authority of India, Rajasthan State Sports Council
- Sports Awards - Rajeev Gandhi Khel Ratan Award, Arjuna Award, Dronacharya Award, Maulana Abul Kalam Azad Trophy, Maharana Pratap Award, and Guru Vashistha Award

Unit IV Olympics Games, Asian Games and Commonwealth Games 7 hrs.

- Olympic Games: History, Aim & Objectives, Olympic Motto and Flag, Opening and Closing Ceremonies
- Asian Games: History and Objectives
- Commonwealth Games: History and Objectives

Unit V Contribution by Leaders and Movements 10 hrs

- Y.M.C.A and its contribution, A.A.H.P.E.R., Different Sports Federations of India
- Contributors from India: G. D. Sodhi, Raj Kumari Amrit Kaur, Shri H.C. Buck, Prof. Karan Singh, Prof. Ajmer Singh

BOOKS RECOMMENDED

- Williams, (2011). Principles of Physical Education. College book House, Meerut.
- Kamlesh, M.L., (2015). Physical Education and Objective Approach an Exercise Sciences. Friends Publication, New Delhi. Kamlesh, M. L. et. all. (1996). Physical Education: Facts and Foundations. PB Publications.
- Singh, A., (2016). Basis of Physical Education, Health and Sports. Kalyani Publications

- Ludhiana.R.N. Singer. (2001). Physical Education: Foundations. Hall Rinehart and Winston, New York:
- Kamlesh. M.L. & Sangral, (1996). History of Principle of Physical Education, Prakash Brothers, Ludhiana.
- Shekar, K.C., (2004). Principles & History of Physical Education. Khel Sahitya, New Delhi Kendra.
- Gurjar, K. S., (2013). History and Foundation of Physical Education. Khel Sahitya, New Delhi.
- Jain,D., (2018). Principles of Physical Education. Khel Sahitya, New Delhi Kendra.
- Singer, R. N. (1980). Motor learning and human performance. An application to motor skills and movement behaviors. New York: Macmillan.
- Emmett. R. A., (1960). A brief history of Physical Education. The Penold Press Company, New York.
- Sharma, O.P., (1998). History of Physical Education. Khel Sahitya. New Delhi Kendra,
- Singh, A. et. all, (2016). "Essentials of Physical Education". Kalyani Publication Ludhiana.
- Rajgopalan, K.A. (1962). Brief History of Physical Education in India. Army Publishers, Delhi.

PAPER CODE: PHE – 102

**Foundations of Physical Education - I
(Theory)**

Credit - 3

Time Duration 45 hrs

Course Objectives:

This course will enable the students to

1. To educate students through physical activities.
2. Knowledge about the growth development of human body.
3. Physical education teacher, the importance of physical health to students.
4. Sports psychology plays a vital role in enhancing the performance of sports person.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-102	Foundation of Physical Education (Theory)	<p>The students will be able to –</p> <p>CO5:To gain the knowledge and function of Physical Education.</p> <p>CO6:To understand the historical perspectives of Physical Education in India.</p> <p>CO7: Distinguish the functional operations on National and International Olympic Federations.</p> <p>CO8:Analyse the concepts and issues pertaining to Physical Education</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Discussion, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self learning assignments, Effective questions, Project presentation, Giving</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

CONTENTS

Unit I Biological Foundations

10 hrs

- Movement basis of Growth
- Structure Function of Growth
- Age Classification- Chronological, Anatomical, Physiological and Mental
- Implications in developing and implementing Programme of Physical Education

Unit II Growth and Development

8 hrs

- Definition of Growth and Development
- Factors influencing Growth and Development
- Principles governing Physical and Motor Growth and Development
- Stages of Growth and Development
- Importance of Heredity and Environment in Growth and Development

Unit III Psychological Foundation**7 hrs**

- Definition of Psychology and Sports Psychology
- Scope of Sports Psychology
- Importance and Implication of Psychological elements in Physical Education
- Psycho-physical unity of man

Unit IV Learning**10 hrs**

- Definition and its theories
- Laws of learning
- Conditions and factors affecting learning
- Transfer of learning

Unit V Play & Personality**10 hrs**

- Meaning of Play
- Theories of Play
- Types of Play, & Play and Work
- Definition of Personality and its types
- Factors affecting Personality
- Sports and Ethics
- Discipline and Sportsmanship

BOOKS RECOMMENDED:

- Singh, A. (2016). "Essentials of Physical Education". Kalyani Publication Ludhiana.
- Kamlesh, M. L. (1988). Physical Education: Facts and Foundations. PB Publications.
- Bhatt, D. P., (2007). A Comparative Study of Sports Psychology. Sports Publications, Delhi.
- Singh, S. K., (2009). Psychology for Sports. Khel Sahitya, New Delhi,
- Sharma, N.K., (2011). Psychology of Coaching. Educational Publishers, Delhi.
- Williams, (2010). Principle of Physical Education: Khel Sahitya, Daryaganj, New Delhi.
- Beniwal S.D., (2013). Psychology in sports and physical education. Sports Publication. New Delhi.
- Wankahde, S., (2013). Sports Sociology. Sports Publications, Delhi.
- Kumar, V., (2007). From Mental Illness to Mental Health. PrernaPrakashan, Delhi.

- Dube, R., Gupta, & Agnihotri, M., (2010). Fundamentals of Sports and Exercise Science (Part-I & II), friendsPublication, New Delhi
- Jaiswal, D., (2013). Foundation of Sports and Exercise Physiology. Khel Sahitya, New Delhi Kendra. Kamlesh, M.L., (2011). Fundamental Elements of Physical Education. KSK Publishers & Distributors, Delhi.

COURSE OUTCOMES - Semester I

PAPER CODE: PHE – 103

Practical Games and Sports

(Practical)

Credit - 2

Time Duration – 60 hrs

Course Objectives:

This course will enable the students to

1. To know the practical knowledge of Sports
2. Knowledge about rules and regulation of different sports

Course Outcomes (COs):

Course		Course	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Code			
PHE-103	Practical: Games & Sports (Practical)	<p>The students will be able to –</p> <p>CO9: The development or maintain of skills related to strength, agility, flexibility movement and stamina including aerobic exercise.</p> <p>CO10: The development of knowledge and skills regarding teamwork and fair play.</p> <p>CO11: Nurture sportsmanship in all aspects of competition.</p> <p>CO12: Basketball students are able to play passing Catching and dribbling games</p>	<p>Approach in teaching:</p> <p>Demonstration, Explanation. Verbal Instruction, Field Practical. Audio -Visual aids, Project method, Rules and regulation of the game</p> <p>Learning activities for the students:</p> <p>Field activities, Task of Observation Study,</p>	<p>Class test, Semester end examinations, Quiz, fundamental skill test, Assignments, Individual and group projects, competition, Demonstrate the Correct Position of the game,</p>

		CO13: To Throw the shotput as for as possible through a pushing action.	Presentation, Competition exercise.	
--	--	--	-------------------------------------	--

CONTENTS

- Physical Fitness Training –Warming-up -Jogging, Free Hand Exercises, Bending Exercises
- Athletics- Track Events, Sprints: - 100 mt. Fundamental Skills, Types of Starts
- Throw Events –Shot-Put: -Measurement and Rules & Regulation
- A Candidate may choose any one of the following Games:
- Basketball- Introduction, FundamentalSkill: -: Holding, Stance, Passing, Dribbling, Dodging,Pivoting, Shooting, Team defence& Team offenceRules & Regulation of the game.
- Handball-Introduction, Fundamental Skill: - Passing, Throwing,Catching,Dribbling, Guarding, Fakingor Feinting.
- Rules & Regulation of the game.

BOOKS RECOMMENDED

- Aneja, O. P., (2016). How to Play Basketball. PrernaPrakashan.
- Jain,D., (2016). How to Play Handball. PrernaPrakashan,
- Mathur, A., (2016). How to Play Minor Games. lakshay Publication, New Delhi.
- Qureshi,S.S., (2016). How to Play Shot Put.PrernaPrakashan,
- Kumar, P., (2012). Introduction to Exercise Science. Khel Sahitya, New Delhi.

REFERENCE BOOKS:

- Jain, P., (2009). Kinesiology, Care of Athletic Injuries and Health Education. Khel Sahitya Kendra. New Delhi.
- Sharma, O.P., (2013). Rules of Games and Sports. Khel Sahitya Kendra, New Delhi.
- Ashok, &Lohar, (1998). Handball Basic Techniques. Khel Sahitya Kendra, New Delhi.
- Vijaya, L., (2011). Physical Fitness. Khel Sahitya Kendra, New Delhi.
- Vijaya, L., (2016). Principles of Athletic Training. Khel Sahitya Kendra, New Delhi.
- R.N. Singer. (2001). Physical Education: Foundations. Hall Rinehart and Winston, New York .
- V.D. Sharma, (2004). Practical Physical Education: Arya Book Depot, Karolbagh, New Delhi.

COURSE OUTCOMES - Semester II

PAPER CODE: PHE – 201

**Health and Safety Education
(Theory)**

Credit - 3

Time Duration – 45 hrs

Course Objectives:

This course will enable the students to –

1. To identify their health problem and needs.
2. Establishes to build normal human behavior and team work
3. To know about the prevention from sports injury and their precaution in physical education.
4. Knowledge about how making a healthy nation.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-201	Health and Safety Education (Theory)	The students will be able to – CO14: To understand the nature and importance of Health Education in Physical Education and Sports. CO15: To gain Knowledge about Adverse effects of drug and doping. And its rehabilitation. CO16: To Understand the malnutrition and misconception about food.	Approach in teaching: Interactive Lectures, Discussion, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self learning assignments,	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		<p>CO17:To gain knowledge About adverse effects of Drug and Doping and its rehabilitation.</p> <p>CO18:A student will acquire knowledge and demonstrate skills to safety engage in physical activity.</p>	Effective questions, Seminar presentation, Posters and Charts preparation.	
--	--	---	--	--

CONTENTS

Unit I Health Education

8 Hrs

- Meaning of Health and Health Education
- Need and Scope of Health Education
- Aims, Objectives and Principles of Health Education.

Unit II Health and Fitness

7 hrs

- Concept of Health-Related Fitness
- The Importance of Health to Individual, Family, Community and the State
- Meaning of Mental Health and its relationship with Physical Education

Unit III Diet and Nutrition

12 hrs

- Balanced Diet and Nutrition
- Malnutrition, Misconceptions about food
- Function of food in the body
- Essential body Nutrients and other components of food
- Required Diet for Sportspersons
- Adverse effects of Drugs & Doping

Unit IV Hygiene and Posture

10 hrs

- Need and importance of -
- Personal hygiene
- Environmental hazards

- Food hygiene
- Communicable Disease and its prevention (HIV-AIDS, Hepatitis B,
- Tuberculosis, Malaria, Tetanus)
- Posture: Common Postural Defects and Remedies

Unit V Safety Education

8 hrs

- Importance and general principles of safety education for preventing
- Injuries in Physical Education and Sports
- Common injuries in games and sports and their immediate treatment &
- Rehabilitation (Sprain, Strain & CPR Training)

BOOKS RECOMMENDED

- Singh, A. (2016). 'Essentials of Physical Education". Kalyani Publication Ludhiana
- Thakur K.J. and Aneja O.P., (2013). "Teaching Health Education. "Khel Sahitya Kendra, New Delhi.
- Goswami J., (2014). "Health and Nutrition" Khel Sahitya Kendra, New Delhi.
- Uppal, A. K. & Gautam, G., (2016). Physical Education Health and the study of sports. Friends Publication, New Delhi.
- Lawrence, & Gordan, T., (1969). Your Health and Safety. Schriver, Alico : Powers; Har Court, Brace and World, Douglas F. and VerhansLevia J. Inc. New York .
- Johns, & Edward P. (1970). Health for Effective Living. Sutton, Wilfred C., No Crow Hill Book Company and Webster, Lloyd E., New York.

REFERENCE BOOKS:

- Sharma D.V., (2005). Introduction to Physical and Health Education. Avichal Publishing Company, New Delhi.
- Punnya L.I., (2018). "Health Education and Sports Nutrition." Khel Sahitya Kendra, New Delhi
- Ambast, A., (2000). Prevention and Treatment of Sports Injuries. Khel Sahitya Kendra, New Delhi,
- Avinashi, (2014). Fundamentals of Health Education. Arya Book Depot.
- Buchha, A.N., (2015). Contemporary Issues in Physical Education, Fitness and Wellness. Sports Educational Technologies, New Delhi.
- Sharma, V.P. & Sharma, V.K., (2001). Health and Physical Education Theory and Practical for Class-12. Sarswati House Mandir, Delhi
- Walters, (2006). Physiology and Hygiene. Khel Sahitya, New Delhi.
- Khatri, (2005). Health & Physical Education. Ajmera Book Co. Education (Hindi)
- Narang, (2004). Handbook of Sports Injuries. Sports Publications, Delhi,

COURSE OUTCOMES - Semester II

PAPER CODE: PHE – 202

**Foundation of Physical Education
(Theory)**

Credit - 3

Time Duration – 45 hrs

Course Objectives:

This course will enable the students to –

1. To develop student's physical competence and knowledge of movement and safety.
2. To know how Physical Education is associated with the development of an active and health lifestyle.
3. To know how Physical Education is important to promote social values, develop team work, sportsmanship and cooperation.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE- 202	Foundations of Physical Education –II (Theory)	The students will be able to – CO19: To understand the various aims to become familiar with Indian philosophy. CO20: To know how physical education is important to promote social values, develop team work, sportsmanship and cooperation CO21: Formulate the principles, philosophy and concepts about Physical Education CO22: Demonstrate the ability to discuss sociological theories, concepts, and ideas in large and small groups and to express	Approach in teaching: Interactive Lectures, Discussion, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self learning assignments, Effective questions, Simulation, Seminar presentation	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		empirically as well as theoretically-based opinions.		
--	--	--	--	--

CONTENTS

Unit I Philosophical Foundation

8 hrs

- Meaning of Philosophy
- Philosophy and Science
- Component of Philosophy
- Importance of Philosophy in Physical Education

Unit II Various Philosophies of Physical Education

10 hrs

- Naturalism and Physical Education
- Idealism and Physical Education
- Pragmatism and Physical Education
- Realism and Physical Education

Unit III Physiological Foundation

7 hrs

- General benefits of Exercise
- Effect of Exercise to the various systems
- Basic concept of Second Wind, Oxygen Debt, Fatigue and Staleness.

Unit IV Sociological Foundation

12 hrs

- Physical Education and Sports as a need of the Society
- Sociological implication of Physical Education and Sports
- Physical Activities and Sports as a Cultural Heritage
- Social Recognition, Competition, Cooperation, Character Development through Physical Education
- Role of Physical Education in promoting social values - Sympathy, Brotherhood, Cooperation, Tolerance, Helpfulness, Patience, Honest

Unit V Leadership and Family

8 hrs

- Leadership qualities and Importance of leader
- Family-Meaning & its Functions

- Role of Parents in childcare
- Individual and Society

BOOKS RECOMMENDED

- Wankahde K. S., (2013). "Sports Sociology". Sports Publication, New Delhi
- Kamlesh, M. L. et. all. (1996). Physical Education: Facts and Foundations. PB Publications, Delhi.
- Singh, A. (2016). "Essentials of Physical Education". Kalyani Publication, Ludhiana.
- Beniwal, S.,(2013). Psychology in Sports and Physical Education. Sports Publications, Delhi.
- Srivastava, A.K., (2009). Psychology of Sports. Sports Publications, Delhi.
- Singh,H., (2017).Sports Psychology.Khel Sahitya Kendra. New Delhi.
- Singh, B., (2004).Sports Sociology. Friends Publication, New Delhi.
- Satyanarayana, V., (2016). Sports Training Educational Technologies. Sports Publication, New Delhi.
- Jain, R., (2002).Sports Psychology. Khel Sahitya Kendra., New Delhi.
- Shekar, K.C., (2005). Women in Sports. Khel Sahitya Kendra., New Delhi.
- Dube , R., Gupta ,& Agnihotri , M., (2010).Fundamentals of Sports and Exercise Science (Part-I & II), friends Publication, New Delhi .
- Lal, D.C., (2008). Sports and Society. Sports Publications, Delhi.
- Bhawe , (1990). Fundamental of Health Education, National Book Trust India publishing house, Vasant Kunj, Delhi
- Lawrence.& Gordan, T.,(1969). Your Health and Safety Schriver, Alico . Powers; Har Court, Brace and World. Douglas F. and VerhansLevia J. Inc. New York.
- Johns, & Edward P., (1970). Health for Effective Living. Suttan, Wilfred C., No Craw Hill Book Company and Webster, Lloyd E., New York.
- Stack., et. All. (1966). Education for Safe Living. Englewood Cliffs, New Jersey, Prentice Hall Inc.

COURSE OUTCOMES - Semester II

PAPER CODE: PHE – 203

Practical Games and Sports (Practical)

Credit - 2

Time Duration – 60 hrs

Course Objectives:

This course will enable the students to –

1. To know the practical knowledge about games and sports.
2. Knowledge about rules and regulation regarding to sports.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-203	Practical: Games & Sports (Practical)	<p>The students will be able to:</p> <p>CO23:the development of knowledge and skills regarding nutrition and physical fitness as a part of healthy life style</p> <p>CO24:Shot put requires immense muscular strength and good balance upon body.</p> <p>CO25:Basketball Students are able to appropriately apply with fellows dribbling techniques in modified games.</p> <p>CO26:Able to understand the rules of the basketball game.</p>	<p>Approach in teaching:</p> <p>Demonstration, Explanation. Verbal Instruction, Field Practical. Audio -Visual aids, Project method, Rules and regulation of the game</p> <p>Learning activities for the students:</p> <p>Field activities, Task of Observation Study, Presentation, Competition exercise.</p>	<p>Assessment Strategies</p> <p>class test, Semester end examinations, Quiz, fundamental skill test, Assignments, Individual and group projects, competition, Demonstrate the Correct Position of the game</p>

CONTENTS

- Physical Fitness Training-Warming-up- Jogging, Running, Jumping and Floor Exercise, Cool Down Exercises
- Athletics - Track events –4x100 meter and 4x400 meter Relay Race, Rules & Regulations of the Relay Race, Field events –Shot Put: Fundamental Skills, Type of styles, Rules & Regulations.
- A Candidate may choose any one of the following Games:
- Basketball - Introduction, Fundamental Skill: -: Holding, Stance, Passing, Dribbling, Dodging, Pivoting, Shooting, Team defence & Team offence, Rules & Regulation of the game.
- Handball: -Introduction, Fundamental Skill: - Passing, Throwing, Catching, Dribbling, Guarding, Faking or Feinting, Rules & Regulation of the game.

BOOKS RECOMMENDED

- Kalmadi S., (1996). Competition Rules Hand Book. AAFI, Sahitya Niketan, Glis Bazar, Kanpur
- Sing K.S.' (2009). Rules of Games and Sports. Khel Sahitya Kendra, New Delhi. (7)
- Aneja, O. P., (2016). How to Play Basketball. Prerna Prakashan.

- Jain,D., (2016). How to Play Handball. PrernaPrakashan,
- Mathur, A., (2016). How to Play Minor Games. lakshay Publication, New Delhi.
- Qureshi, S.S., (2016). How to Play Shot Put.PrernaPrakashan,
- Kumar, P., (2012). Introduction to Exercise Science. Khel Sahitya, New Delhi.
- Mies,(2018). Official Basket Ball Rules by FIBA,Switzerland
- Jain, P., (2009). Kinesiology, Care of Athletic Injuries and Health Education. Khel Sahitya Kendra. New Delhi.
- Sharma, O.P., (2013). Rules of Games and Sports. Khel Sahitya Kendra, New Delhi.
- Ashok, &Lohar, (1998). Handball Basic Techniques. Khel Sahitya Kendra, New Delhi.
- Vijaya, L.,(2011). Physical Fitness. Khel Sahitya Kendra, New Delhi.
- Vijaya, L.,(2016). Principles of Athletic Training. Khel Sahitya Kendra, New Delhi.
- R.N. Singer. (2001). Physical Education: Foundations. Hall Rinehart and Winston, New York.
- V.D. Sharma, (2004). Practical Physical Education: Arya Book Depot, Karolbagh, New Delhi.

COURSE OUTCOMES - Semester III

PAPER CODE: PHE – 301

Anatomy and Physiology

(Theory)

Credit: 3

Time Duration – 45 Hrs

Course Objectives:

This course will enable the students to –

1. To know the body parts and their function.
2. To know about the various components of physical fitness.
3. To know how to be physically fit with the knowledge of different exercise and their benefits

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-301	Anatomy and Physiology	The students will be able to:	Approach in teaching: Interactive Lectures, Tutorials, Discussion, Reading assignments,	Assessment Strategies Class test, Semester end

		<p>CO27:To make the students to learn the fundamental concepts and terminology of anatomy and physiology</p> <p>CO28:To understand the support and movement of systems of the body.</p> <p>CO29. Understand the physiology, unique anatomical features, and the Functions of the major systems of the body.</p> <p>CO30.To make them acquire a strong foundation in anatomy which will facilitate the study of biomechanics</p>	<p>Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, project presentation, Giving tasks, Field practical</p>	<p>examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>
--	--	---	--	--

CONTENTS

Unit I Introduction

8 hrs

- Meaning and Concept of Anatomy and Physiology
- Need and Importance of Anatomy and Physiology
- Concept of Cell and its constituents
- Tissue and its types

Unit II Skeletal & Muscular System

9 hrs

- Structure and Functions of Human Skeleton
- Joints – Definition, Classification and Movements
- Minute structure of Voluntary muscles
- Type of Muscles (Voluntary, Involuntary, and Cardiac muscles)

Unit III Circulatory and Respiratory System

8 hrs

- Circulatory system – Organs and Function
- Respiratory system – Functions and Mechanism

Unit IV Nervous, Digestive, Glandular System

10 hrs

- Nervous System- Functions & Classification
- Digestive System – Chief organs and Function
- Types and Functions of Exocrine and Endocrine glands

Unit V Physical Fitness & Training

10 hrs

- Meaning, Importance and Factors affecting Physical Fitness
- Different Training Methods- Circuit, Interval, Weight and Fartlek training
- Introduction to Motor Fitness Component
- Warming-up and Cooling down, its Physiological advantages

BOOKS RECOMMENDED:

- Singh, A. (2019). "Essentials of Physical Education". Kalyani Publication Ludhiana
- Kumar N., (2016). Anatomy, Physiology and Health Education. Medical Publishers, Delhi.
- Singh, R.P., (2013). Anatomy, Physiology and Kinesiology in Physical Education. Khel Sahitya, New Delhi Kendra.
- Manocchia, (2007). Anatomy of Exercise: A Trainer's Inside Guide to your Workout. New York:
- Raeburn, A.H., (1997). Anatomy, Physiology and Hygiene. John Murray Publishers Ltd, London.
- Guyton, A. C. (1974). *Function of the human body*. Saunders Limited
- Goswami, (2014). *Diet, Health and Nutrition*. Khel Sahitya, Khel Sahitya, New Delhi Kendra,
- Wilmore, J.H., (2004) *Physiology of Sport and Exercise*.
- Khanna, G. L., (2002). *Exercise Physiology and Nutrition*. Friends Publication, New Delhi.
- Glenister, A.W., (1985). *Anatomy and Physiology for Nurses*. CBS Publishers & Distributors, New Delhi.
- Evelyn, C.P., (1993). *Anatomy and Physiology for Nurses*. Jaypee Brothers Medical Publishers (P) LTD. New Delhi.
- Windwood, R.S., (1985). *Anatomy and Physiology for Nurses*. Division of Hodder & Stoughton, London.

COURSE OUTCOMES - Semester III

PAPER CODE: PHE – 302

Recreation and Camping

(Theory)

Credit – 3

Time Duration – 45 hrs

Course Objectives:

This course will enable the students to –

1. Recreation can relax and recharge the individual.
2. To encourage appropriate peer interactions.
3. To provide students with a comprehensive Outdoor Education experience.
4. Recreation includes enjoyment, Socialization and the developing your personality.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-302	Recreation and Camping (Theory)	<p>The students will be able to –</p> <p>CO31: Recreation provides opportunities to impart training and activities to use leisure time intelligently in a constructive manner.</p> <p>CO32: Recreation play and important role in the life of children, youngster and youth in order to avoid crime.</p> <p>CO33: socialisation and the developing of individuals recreation includes enjoyment Knowledge with a comprehensive outdoor education experience</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Tutorials, Discussion, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, project presentation, Giving tasks</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

CONTENTS

Unit I Introduction

10 hrs

- Recreation can relax and recharge the individual.
- To encourage appropriate peer interactions.
- To provide students with a comprehensive Outdoor Education experience.
- Recreation includes enjoyment, Socialization and the developing your personality
- Physical Education and Recreation
- Misconception of Recreation

Unit II Play and Recreation

8 hrs

- Natural process of Recreation
- Player and Recreation
- Spectator and Recreation
- Healthy and Unhealthy Recreation
- Hazards from Recreation

Unit III Recreation Programming

12 hrs

- Recreation in Rural area
- Recreation in Urban area
- Recreation in Industrial area
- Recreation in Education area
- Recreation in Hilly area
- Recreation in Coastal area
- Leadership in Recreation Programming

Unit IV Camping

9 hrs

- Meaning of Camping
- Types of Camping
- Preparing and Planning for Camping
- Equipments for Camping
- Health, Sanitation and First aid
- Health and Hygiene

Unit V Mobile Camping

6 hrs

- Nature of Mobile Camping
- Equipments for Mobile Camping
- Planning of Meals
- Cooking and Dietary

- Recreation and Activities

BOOKS RECOMMENDED:

- Jain D., (2005). Physical Education and Recreational Activities. Khel Sahitya Kendra, New Delhi
- Navdeve K. B., (2013). Health Education and Recreation in Physical Education. Khel Sahitya Kendra, New Delhi.
- Chauhan, S., (2014). Education Administration and Management. Khel Sahitya Kendra , New Delhi.
- Sati, V. P., (2012). Tourism Development in India. Pointer Publishers, Jaipur.
- Thour M., (2006).Camping Management in Physical Education. Friends Publication, New Delhi.
- Kinetics, J. (2014). Introduction to Recreation and Leisure. Human Kinetic Publication, Delhi.
- Navdeve, B.K., (2013). Health Education and Recreation in Physical Education .Khel Sahitya , New Delhi
- Jain, P.,(2016). Yoga and Recreation. Khel Sahitya Kendra, New Delhi.
- Macias, G., (2019). Physical Education and Sports Training.ETP ED Tech Press
- Chauhan, (2011). Sports and Recreation Tourism. Arise Publishers & Tourism.
- Jagirdar, A. Md., (2014). Organization Administration and Supervision in Physical Education. Khel Sahitya Kendra, New Delhi.

COURSE OUTCOMES - Semester III

PAPER CODE: PHE – 303

Practical Games and Sports

(Practical)

Credit - 2

Time Duration – 60 hrs

Course Objectives:

This course will enable the students to –

1. To know the practical knowledge about games and sports.
2. Knowledge about rules and regulation regarding sports.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-303	Practical: Games & Sports (Practical)	<p>The students will be able to –</p> <p>CO34: Builds movements competence and confidence</p> <p>CO35: Discuss throw the athlete need to hold the discus in her hand with proper placement of fingers.</p> <p>CO36: Students are able to perform an underhand serve and participate in games with underhand passes.</p>	<p>Approach in teaching:</p> <p>Demonstration, Explanation. Verbal Instruction, Field Practical. Audio - Visual aids, Project method, movement practice, Rules and regulation of the game.</p> <p>Learning activities for the students:</p> <p>Field activities, Task of Observation Study, Presentation, Competition exercise.</p>	<p>Class test, Semester end examinations, Quiz, fundamental skill test, Assignments, Individual and group projects, competition, Demonstrate the Correct Position of the game</p>

CONTENTS

- Physical Fitness – Warming-up, Flexibility and Stretching exercises, Suryanamaskar (Yoga Exercise)
- Athletics - Track Events, Long distance races: 800m., 1500m, Throw Events, Discus Throw: Fundamental Skills, Rules & Regulations
- A Candidate may choose any one of the following Games: Volleyball, Introduction, Fundamental Skill: - Serving, passing (Underhand, Overhand) Attack, Blocking, Stance of offence and defense, Rules of volleyball
- Table Tennis- Introduction, Fundamental Skills: -Grip, positioning for receiving service, forehand & Backhand Strokes, Spin, Serving, Attack and defensive, Tactics, Rules of Table Tennis

BOOKS RECOMMENDED:

- Kalmadi S., (1996). Competition Rules Hand Book. AAFI, Sahitya Niketan, Glis Bazar, Kanpur
- Sing K.S.' (2009). Rules of Games and Sports. Khel Sahitya Kendra, New Delhi.
- Verma, H., (2016). How to Play Table Tennis. PrernaPrakashan.
- Aneja, O. P., (2016). How to Play Volleyball. PrernaPrakashan
- FIVB, (2012). Official Volleyball Rules, Published by FIVB
- Srivastava A.K., (2010). Rules of Games and Sports. Sports Publication, New Delhi.
- Aneja, O. P., (2013). Khel keMaidanonkiMaap. Sports Publications, Delhi.
- Solanki,V., (2009). Kinanthropometry in Physical Education and Sports, Khel Sahitya Kendra, New Delhi.
- Jain, P., (2009). Kinesiology, Care of Athletic Injuries and Health Education. Khel Sahitya Kendra, New Delhi.
- Vijaya, L., (2004). Principles of Athletic Training. Khel Sahitya Kendra, New Delhi.
- Karne, J.V., (2004). Basketball Skills and Drill: Khel Sahitya Kendra, New Delhi.

COURSE OUTCOMES - Semester IV

PAPER CODE: PHE –401

Methods of Physical Education

(Theory)

Credit – 3

Time Duration – 45 Hrs

Course Objectives:

This course will enable the students to –

1. Knowledge how to organize the tournament of all different levels.
2. Knowledge about meaning, importance and factors who influence teaching in physical Education
3. To know how to keep the Office Management and Budget.
4. Knowledge of equipments related to games and sports.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-401	Methods of Physical Education (Theory)	<p>The students will be able to –</p> <p>CO37: Knowledge about meaning, importance and factors who influence teaching in physical Education</p> <p>CO38: To know how to keep the Office Management and Budget.</p> <p>CO39: Knowledge how to organize the tournament of all different levels.</p> <p>CO40: Knowledge of equipments related to games and sports.</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Tutorials, Discussion, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, project presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

CONTENTS

Unit I Introduction

9 hrs

- Meaning and Importance of Teaching Methods
- Scope of Teaching Methods
- Types of Teaching Methods
- Micro and Macro Teaching
- Factors influencing Teaching in Physical Education

Unit II Presentation Technique and Teaching Aids.

8 hrs

- Meaning and planning presentation technique.
- Principles of Preparation: Personal and Technical Preparation.
- Presenting activities
- Meaning and Importance of Teaching Aids
- Criteria of Audio – Visual Teaching Aids

Unit III Organization

8 hrs

- Organization Set up and Functions of National, State and District level/

Federations/Associations

- Organization Set up and Functions of School, College and University level

Unit IV Tournaments / Competition

10 hrs

- Meaning & Types of Tournament
- Method of drawing fixtures
- Merits and Demerits of various types of Tournament

Unit V Facilities and Equipments

10 hrs

- Need and Importance of equipments for Physical Education
- An ideal list of equipment for Physical Education
- Purchasing Principles- Realistic approach in purchases and purchase procedures
- Store keeping

BOOKS RECOMMENDED:

- Chakraborty S., (2007). Sports Management. Prerna Prakashan, Delhi
- Tripathi, R., (2010). Methods of Physical Education, Khel Sahitya Kendra, New Delhi.
- Kamlesh, M. L., (1996). Methods in Physical Education. Parash Brothers, Ludhiana.
- Singh, S., (2007). Modern Methods of Teaching Physical Education. Srishti Book Distributors.
- Shrivastava A., (2005). Management of Sports and Physical Education. Sports Publication, New Delhi
- Welpton W.P., (2014). Principles and Methods of Physical Education and Health. Sports Education Technologies. New Delhi
- Bailey, R., (2007). Teaching Physical Education. Kogan, New Delhi.
- Welpton, (2014). Principles and Methods of Physical Education and Health, Sports Publication, New Delhi.
- Yousufzai, N.S., (2014). Officiating, Coaching and Training Methods in Physical Education & Sports. Khel Sahitya Kendra, New Delhi.
- Jagirdar, A. Md., (2014). Organization Administration and Supervision in Physical Education. Khel Sahitya Kendra, New Delhi
- Chauhan, S., (2014). Education Administration and Management. Khel Sahitya Kendra, New Delhi.

COURSE OUTCOMES - Semester IV

PAPER CODE: PHE – 402

Kinesiology & Biomechanics

(Theory)

Credit: 3

Time Duration – 45 Hrs

Course Objectives:

This course will enable the students to –

1. To understand the knowledge about plans and movements of the human body.
2. To understand the nature, scope of Kinesiology and different terminology of various types of movements in Games and Sports.
3. Identify biomechanical, health, physiological, and psychological
4. limitations to and interventions for improving physical performance.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE- 402	Kinesiology & Biomechanics (Theory)	<p>The students will be able to –</p> <p>CO41:To understand the nature, scope of Kinesiology and different terminology of various types of movements in Games and Sports.</p> <p>CO42:To understand the knowledge about plans and movements of the human body.</p> <p>CO43:To gain knowledge of the application of mechanical principles to fundamental skills and sports techniques.</p> <p>CO44:Identify biomechanical, health, physiological, and psychological limitations to and interventions for improving physical</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Tutorials, Discussion, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, project presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		performance.		
--	--	--------------	--	--

CONTENTS

Unit I Kinesiology

8 hrs

- Meaning of Kinesiology and Biomechanics
- Brief History of Kinesiology
- Importance of Kinesiology in Physical Education
- Limitation of Kinesiology in sports coaching
 - a. Mechanical
 - b. Physiological
 - c. Psychological

Unit II Anatomic fundamentals

8 hrs

- Basic concepts and definition of the terms related to Kinesiology
- Starting Position of body –
- Fundamental Starting Position
- Anatomic Starting Position
- Centre of Gravity, Line of Gravity
- Centre of Gravity and Line of Gravity according to Kinesiology

Unit III Planes & Movements

10 hrs

- Bodily Planes- Sagittal, Frontal, Horizontal planes and Axis
- Principles of Planes and Axis in Movement
- Terminology of various types of movements – Flexion, Extension,
- Abduction, Adduction, Rotation, Circumduction, Elevation, Depression, Pronation, Supination, Dorsiflexion, Planter, Flexion, Inversion, Eversion
- Bony – Joints and their types

Unit IV Motion & Lever

9 hrs

- Motion - Definition and Types
- Newton's Law of Motion

- Lever, Kinds and Principles of Leverage, Law of Leverage
- Application of Lever in Sports

Unit V Equilibrium & Force

10 hrs

- Meaning and Concept of Equilibrium
- Principles of Equilibrium
- Definition of Force and its types
- Factors influencing Force – Friction Force, Air Resistance,
- Force of Gravity, Water Resistance

BOOKS RECOMMENDED

- Bird J., (2018). Kinesiology in Physical Education. ED-Tech Press. UK
- Singh h., (2013). Biomechanics in Sports Training. Khel Sahitya Kendra, New Delhi
- Agashe,S., (2013). Kinesiology in Physical Education. Khel Sahitya Kendra, New Delhi.
- Shaw,D.,(2007).Mechanical Basic of Biomechanics. Sports Publications, Delhi.
- Shaw, D., (2007). Pedagogy Kinesiology. Sports Publications, Delhi.
- Singh, H., (2013). Introduction to Kinesiology. Khel Sahitya, New Delhi.
- Uppal, A. K. K. & Lawrence G., (2009). *Biomechanics in Physical Education and Exercise Science*. Friends Publication, New Delhi.
- Singh, A. (2019). "Essentials of Physical Education". Kalyani Publication Ludhiana
- Kumar N., (2016). Anatomy, Physiology and Health Education. Medical Publishers, Delhi.
- Aneja, O. P., (2012). Biomechanics and Kinesiology of Human Motion. Khel Sahitya Kendra, New Delhi.
- Gulhance, A.V., (2018). Sports Biomechanics and Kinesiology. Sports Educational Technologies, New Delhi.
- (2012). Physiology of Exercise and Kinesiology. Khel Sahitya Kendra, New Delhi.
- Floyd, R.T. & Thompson, (2001). Manual of Structural Kinesiology. McGraw-Hill Book Company, London.
- Singh,S.K., (2011). Sports Training and Biomechanics in Physical Education. Khel Sahitya, New Delhi.
- Floyd, R.T & Thompson, (2001). Manual of Structural Kinesiology (CD). McGraw-Hill Book Company, London.
- Jain, P., (2009). Kinesiology, Care of Athletic Injuries and Health Education. Khel

Sahitya. New Delhi Kendra,

- Raman, (2009). Biomechanics in Physical Education and Sports. Sports Publications, Delhi

COURSE OUTCOMES - Semester IV

PAPER CODE: PHE – 403

Practical Games and Sports

(Practical)

Credit - 2

Time Duration – 60 hrs

Course Objectives:

This course will enable the students to –

1. To know the practical knowledge about games and sports.
2. Knowledge about rules and regulation regarding to sports.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-403	Practical: Games & Sports (Practical)	<p>The students will be able to –</p> <p>CO45:Promotes active life style.</p> <p>CO46:Perform underhand serves and overhand and underarm passes in modified games</p> <p>CO47:Able to understand the rules of the Volleyball Games</p> <p>CO48:Learn the techniques of Surya Namaskar practices.</p> <p>CO49:Explore the variety of passes in volleyball.</p>	<p>Approach in teaching:</p> <p>Demonstration, Explanation. Verbal Instruction, Field Practical. Audio - Visual aids, Project method, Rules and regulation of the game</p> <p>Learning activities for the students:</p> <p>Learning activities for the students:</p> <p>Field activities, , Task of Observation</p>	<p>class test, Semester end examinations, Quiz, fundamental skill test, Assignments, Individual and group projects, competition, Demonstrate the Correct Position of the game</p>

			Study, Presentation, Competition exercise.	
--	--	--	---	--

CONTENTS

- Physical Fitness –Warming-up, Shuttle run, Aerobic exercise,
- Athletics - Track Events, 200 mts race, Throw Events, Discus Throw: Measurement and Grip, Stance, Turns and Rules & Regulation
- A Candidate may choose any one of the following Games:Volleyball, Introduction, Fundamental Skill: - Serving, passing (Underhand, Overhand) Attack, Blocking, Stance of offence and defence, Rules of volleyball,
- Table Tennis- Introduction, FundamentalSkills: - Grip, positioning for receiving service, forehand & Backhand Strokes, Spin,Serving, Attack and defensive, Tactics, Rules of Table Tennis

BOOKS RECOMMENDED:

- Kalmadi S., (1996). Competition Rules Hand Book. AAFI, Sahitya Niketan,Glis Bazar,
- KanpurSing K.S., (2009). Rules of Games and Sports. Khel Sahitya Kendra, New Delhi.
- Verma, H., (2016). How to Play Table Tennis. PrernaPrakashan.
- Aneja, O. P., (2016). How to Play Volleyball. PrernaPrakashan
- FIVB,(2012).Official Volleyball Rules, Published by FIVB
- Srivastava A.K., (2010). Rules of Games and Sports. Sports Publication, New Delhi.
- Aneja, O. P., (2013). Khel keMaidanonkiMaap. Sports Publications, Delhi.
- Solanki,V., (2009). Kinanthropometry in Physical Education and Sports, Khel Sahitya Kendra, New Delhi.
- Jain, P., (2009). Kinesiology, Care of Athletic Injuries and Health Education. Khel Sahitya, Kendra, New Delhi.
- Vijaya, L., (2004). Principles of Athletic Training. Khel Sahitya Kendra, New Delhi.
- Karne, J.V., (2004). Basketball Skills and Drill.Khel Sahitya Kendra, New Delhi.
- Floyd, R.T. & Thompson, (2001). Manual of Structural Kinesiology. McGraw-Hill Book Company, London.
- Singh,S.K., (2011). Sports Training and Biomechanics in Physical Education. Khel Sahitya, New Delhi.
- Floyd, R.T & Thompson, (2001). Manual of Structural Kinesiology (CD). McGraw-Hill Book Company, London.
- Jain, P., (2009). Kinesiology, Care of Athletic Injuries and Health Education. Khel Sahitya. New Delhi Kendra,
- Raman, (2009). Biomechanics in Physical Education and Sports. Sports Publications,
 - Delhi

COURSE OUTCOMES - Semester V

PAPER CODE: PHE – 501

Test and Measurement

(Theory)

Credit – 3

Time Duration – 45 hrs

Course Objectives:

This course will enable the students to –

1. Test and Measurement helps in setting the target or goal according to the need and requirement, adopting the techniques by the teachers.
2. Test and Measurement helps in collection of data which further helps in evaluating the learner's ability separately, and also helps the sports person in enhancing his sports performance.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE- 501	Test & Measurement (Theory)	<p>The students will be able to –</p> <p>CO50:To understand the concept of Measurement, Evaluation and Assessment Procedure in Physical Education.</p> <p>CO51:To acquire the knowledge of various tests regarding Physical fitness, motor and health related fitness.</p> <p>CO52:To understand and application of simple statistical procedures for evaluation.</p> <p>CO53:To understand the fitness norms and prepare fitness report of the clients</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Tutorials, Discussion, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, project presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations , Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

CONTENTS

Unit I Introduction

12 hrs

- Meaning of Test, Measurement and Evaluation
- Need and Importance of test and measurement in Physical Education
- Administration of testing programme
- Objective and Subjective tests
- Criteria of Test Selection

Unit II Fundamentals of Statistics

8 hrs

- Meaning and Importance of Statistics
- Frequency Tables - Meaning, Construction and Uses
- Measures of Central Tendency- Mean, Mode and Median, Quartile 1, Quartile 3, Percentile

Unit III Test Evaluation and Construction

7 hrs

- Graphical Representation of Data - Meaning, Uses and Techniques
- Measures of Variability – Range, Standard Deviation
- Correlation, Normal Curve and its properties

Unit IV Measurement of Physical Fitness and Skill Performance

10 hrs

- Fitness Tests: AAHPER test, JCR test, Canadian fitness test, Cooper test
- Sports Skill Tests: Johnson Basketball ability test, SAI Goal Shooting test
- (Hockey), Brady test (Volleyball)

Unit V Dimensions and Marking of Playfields

8 hrs

- Dimensions and marking of playfield Handan ball, Cricket, Hockey, Badminton
- Marking of Track & field.

BOOKS RECOMMENDED

- Karad, P.L., (2017). Text, Measurement and Evaluation in Physical Education. Khel Sahitya Kendra, New Delhi.
- Sharma, J.P., (2016). Evaluation in Physical Education & Sports. Khel Sahitya Kendra, New Delhi.
- Shaw, D., (2001). Research Methodologies in Physical Education: Sports and Exercise Science. Khel Sahitya Kendra, New Delhi.

- Ahuja, R., (2006). Research Methods. Rawat Publication, Jaipur.
- Best J.&kahn, J.V., (2006) Physical in Education. Prentice Hall of India. New Delhi.
- Shriram, T. & Singh, V., (2013). Coaching and Officiating in Sports and Games. Sports Publications Khel Sahitya, New Delhi.
- Mishra, S.C., (2009). Tests and Measurements in Physical Education. Sports Publications, Delhi.
- Chauhan, S., (2013). Test and Measurement in Physical Education. Khel Sahitya Kendra, New Delhi.
- Burns, R. B., (2000). Introduction to Research Methods. Sage Publications, New Delhi.
- Kothari, C.R., (1989). Research Methods: Methods and Techniques. Wiley Eastern, Bangalore.
- Saravananavel, p., (2003). Research Methods. Kitab Mahal. Allahabad.
- Shanlla, K. R., (2002). Research Methods. National Publishing House. New Delhi

COURSE OUTCOMES - Semester V

PAPER CODE: PHE – 502

Officiating and Coaching

(Theory)

Credit – 3

Time Duration – 45 hrs

Course Objectives:

This course will enable the students to –

1. Officiating builds skills for a life time teamwork, loyalty, sacrifice, study, decision-making, fair mindedness, accountability and honesty to developing positive skills and qualities that can be learned and implemented through officiating.
2. To analyse development tendencies in their selected sports discipline and to take this into consideration when planning their own training process.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-502	Officiating & Coaching (Theory)	<p>The students will be able to –</p> <p>C054:To understand basic concepts & principles of officiating and coaching of different sports</p> <p>C055:To enable the students to understand the rules, regulations and officiating in different sports.</p> <p>C056:To acquaint the students with the duties and responsibilities of officials and coaches.</p> <p>C057:Able to mark Track and Field.</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Tutorials, Discussion, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, project presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

CONTENTS

Unit I Officiating

7 hrs

- Definition and Importance of Officiating
- Principles of Officiating
- Duties of Official

Unit II Quality of Official

8 hrs

- Qualities of a good official
- Suggestion for improving the standard of officiating
- Officials for athletics and other major games and their responsibilities.

Unit III Coaching

10 hrs

- Meaning and Definition of coaching
- Importance of coaching
- Principles of coaching
- Qualities of a good coach
- Duties of a coach

Unit IV Training

10 hrs

- Meaning and Definition of training
- Types of training
- Principles of sports training
- Factors affecting training

Unit V Skills

10 hrs

- Demonstration and Analysis of skills
- Criteria of Selection of players
- Principles of Offence and Defence
- Training Schedules
- Requisites of a Champion

BOOKS RECOMMENDED

- Sharma P.D. (2000). "Officiating and Coaching", A.P. Publishers, 19, Books, Market, Chowk Adda, Jalandher.
- Singh, H. (1984). Sports Training—General Theory and Technique. Patiala: NSNIS, Publication, 8
- Bee, C. F. (1959). The science of coaching. Ronald Press Company, New York.
- Shriram, T. & Singh, V., (2013). Coaching and Officiating in Sports and Games. Sports
- Reddy, (2009). Sports Officiating and Coaching. Sports Publications, Delhi.
- Sharma, N.K., (2011). Psychology of Coaching. Educational Publishers, Delhi.
- Singh, A.J., (2013). Sports Psychology for Coaches. Khel Sahitya Kendra, New Delhi.
- Sharma, N.P., (2008). Officiating and Coaching in Sports. Khel Sahitya Kendra, New Delhi.
- Yousufzai, N.S.,(2014).Officiating, Coaching and Training Methods in Physical Education & Sports. Khel Sahitya Kendra, New Delhi
- Weatherburu, C. E. A., (1946) A First Course in Mathematical Statistics. Cambridge.
- Singh,V., (2013). Coaching & Officiating in Sports and Games. Khel Sahitya Kendra,, New Delhi
- Singh ,,Y., (2005). Sports Officiating and Coaching. Sports Publications, Delhi.

- Shriram, T. & Vishwambhar, (2013). Coaching & Officiating in Sports and Games. Sports Publications, Delhi

COURSE OUTCOMES - Semester v

PAPER CODE: PHE – 503

Practical Games and Sports

(Practical)

Credit - 2

Time Duration – 60 hrs

Course Objectives:

This course will enable the students to –

1. To know the practical knowledge about games and sports.
2. Knowledge about rules and regulation regarding to sports.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-503	Practical: Games & Sports (Practical)	<p>The students will be able to –</p> <p>CO58:The Students will be performed breathing techniques.</p> <p>CO59:Surya Namaskar regularly can siease hand grip, strength and endurance.</p> <p>CO60:Understand the different spinal movements related to yoga asanas</p> <p>CO61:Learn the techniques of Surya Namaskar practice</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Tutorials, Discussion, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, project presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations , Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

CONTENTS

- Physical Fitness –Warming-up, Cooper test- 12 minutes run and walk, Yogasana (sitting, standing, lying)
- Athletics - Track Events, 800 mts race, Javelin throw: Fundamental Skills, Measurement, Rules & Regulations
- A Candidate may choose any one of the following Games -Softball, Introduction, Fundamental Skill, Catching, Throwing, Fielding, Hitting, Base Running, Rules
- Badminton- Introduction, Fundamental Skill-Grip, Serving, Strokes, Clear, Smash, Drive, Drop Shot, Net Strokes, Game Plan Singles, System of play in Doubles, Rules and Regulation

BOOKS RECOMMENDED:

- Kalmadi S., (1996). Competition Rules Hand Book. AAFI, Sahitya Niketan, Glis Bazar, Kanpur.
- Sing K.S.' (2009). Rules of Games and Sports. Khel Sahitya Kendra, New Delhi. (7)
- Aneja, O. P., (2016). How to Play Badminton. Prerenal Prakashan, Delhi.
- Pothuvaal, R. S., (2016). How to Play Javelin Throw. Prerna Prakashan,
- Srivastava A.K., (2010). Rules of Games and Sports. Sports Publication, New Delhi.
- Shaw, D. C., (2005). Instant Notes on Sport & Exercise Psychology. Bios Scientific Publishers, London.
- Solanki, V., (2009). Kinanthropometry in Physical Education and Sports, Khel Sahitya Kendra, New Delhi.
- Jain, P., (2009). Kinesiology, Care of Athletic Injuries and Health Education. Khel Sahitya. New Delhi Kendra,
- Singh, L., (2014). Principles and Practice of Sport Management. Jones and Bartlett Publishers, London.

COURSE OUTCOMES - Semester VI

PAPER CODE: PHE – 601

Management in Physical Education

(Theory)

Credit - 3

Time Duration – 45 hrs

Course Objectives:

This course will enable the students to –

1. To develop and apply critical thinking and abstract reasoning skills in analyzing sport management issues and in managerial planning and decision making.
2. To demonstrate information literacy and communication skills.
3. To know how to plan, execute and evaluate a sports event.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-601	Management in Physical Education (Theory)	<p>The students will be able to –</p> <p>CO62:To understand the concept and to equip with the essential skills of sports management.</p> <p>CO63:To understand the qualities and to equip with competencies required for the sports manager.</p> <p>CO64:To gain the knowledge of the concept of leadership and its known forms.</p> <p>CO65:Able to mark Track and Field.</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Tutorials, Discussion, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, project presentation, giving tasks, Field practical assignments, Effective questions, project presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

CONTENTS

Unit I Responsibility of Sports Management

12 hrs

- Meaning and Definition of Management.
- Basic Responsibilities and Qualities of a good manager.
- Functions of Physical Education manager.
- Types of Management.
- Meaning, Areas and Importance of organization.
- Principles of organization.

Unit II Time Table of Management

10 hrs

- Meaning, Need and Importance of Time Table.
- Principles of Time Table.
- Factors affecting Time Table.
- Preparing Time Table and Scheduling for general school and sports school.
- Annual Sports Meet.
- Intramural and Extramural.

Unit III Facilities of Management

8 hrs

- Construction and Care of play ground – Volleyball and Basketball.
- Indoor and Outdoor facilities
- Records and different Registers

Unit IV Budget and Office Management

7 hrs

- Meaning and Purpose of Budget.
- Planning and Types of Budget.
- Criteria of Budget
- Principles and Preparation of Budget (sources)
- Maintenance of Records, filing and office correspondence.

Unit V Supervision

8 hrs

- Meaning and Definition
- Purpose and Need of Supervision
- Types of Supervision
- Principles of Supervision
- Inspection and Follow-up

BOOKS RECOMMENDED:

- Dheer S., (2002). Organization and Administration of Physical Education. Friends Publication. Delhi.
- Ali, J., and Bhatia, R. K., (2005). Sports Management Processes and Procedures, New Delhi: Khel Sahitya Kendra.
- Chakraborty, S., (2007). Sports Management. Sports Publications, Delhi.
- Borkar, S., (2015). Organization and Administration of Physical Education. Sports Publications, Delhi.
- Shrivastava, A.K., (2005). Management of Sports and Physical Education. Sports Publications, Delhi.
- Krotee, B. (2010) Management of Physical Education and Sport. TataMcGraw-Hill Publishing, New Delhi .
- Choudhari, S. (2013) Management in Physical Education . Khel Sahitya Kendra Publisher , New Delhi .
- Choudhari, S., (2014). Management in Physical Education. Khel Sahitya Kendra Publisher, New Delhi.
- Chakraborty., (2007). Sports Management. Sports Publications, Delhi.
- Chowdhary, B., (2012). Sports Management. Khel Sahitya Kendra, New Delhi.
- Solanki, V., (2010). Sports Management. Khel Sahitya Kendra, New Delhi.
- Patil, Y., (2018). Sports Management. Khel Sahitya Kendra, New Delhi.
- Yousufzai, N.S., (2014). Fundamental of Sports. Khel Sahitya Kendra, New Delhi.
- Baker, R.E., (2013). Fundamentals of Sport Management. Human Kinetics, New Delhi.

- Masteralexis, L., (2014). Principles and Practice of Sport Management. Jones and Bartlett Publishers, London.
- VFMahaboobjan, A., (2013). Organization & Administration in Physical Education. Khel Sahitya Kendra, New Delhi. Patel, R.G., (2011). Supervision in Physical Education. KSK Publishers & Distributors, Delhi.

COURSE OUTCOMES - Semester VI

PAPER CODE: PHE – 602

Sports Training in Physical Education (Theory)

Credit – 3

Time Duration – 45 hrs

Course Objectives:

This course will enable the students to –

1. Sports is especially focused on optimal performance in Particular Sports.
2. The main aim is to develop the performance capacity of sports person so that they could achieve highest possible performance.
3. Sports Training focuses on achieving maximum individual or team efficiency in selected
4. sports discipline which are limited by rules

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE- 602	Sports Training in Physical Education (Theory)	<p>The students will be able to –</p> <p>CO66:Interactive Lectures, Tutorials, Discussion, Reading assignments, Demonstration, Team teaching</p> <p>CO67:To understand the qualities and to equip with competencies required for the sports manager.</p> <p>CO68:To gain the knowledge of the concept of leadership and it's known forms.</p> <p>CO69:Able to mark Track and Field.</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Tutorials, Discussion, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Field activities, Task of Observation Study, Presentation, Competition exercise.</p>	<p>class test, Semester end examinations, Quiz, fundamental skill test, Assignments, Individual and group projects, competition, Demonstrate the Correct Position of the game</p>

CONTENTS

Unit I Fundamentals of Training

10hrs

- Meaning and Aims of sports training
- Training Means and Methods
- Principles of Sports Training
- Training Load– Meaning, Types and Factors

Unit II Motor Components

10 hrs

- Strength - Meaning, Types and Development
- Speed- Meaning, Types and Development
- Endurance - Meaning, Types and Development
- Flexibility- Meaning, Types and Development
- Coordinative Abilities - Meaning, Types and Development

Unit III Technique and Tactics

8 hrs

- Technique – Definition, Skill and Style of technique training
- Tactics – Aims and Principles

Unit IV Training Process – I

8 hrs

- Periodization – Meaning, Aim, and Types
- Planning – Definition and Principles

Unit V Training Process – II

9 hrs

- Training periods – Meaning – Meso and Micro cycle plans
- Meaning and Importance of Short- and Long-term training plans
- Talent Identification – Meaning and Principles

BOOKS RECOMMENDED:

- Singh, H. (1984). Sports Training–General Theory and Technique. NSNIS, Publication,Patiala: (8)
- Mishra, S.C., (2009). Sports Training. Sports Publications, Delhi.
- Neilson N.P., (1960). An Elementary Course in Statistics Test and Measurement in Physical Education. Khel Sahitya Kendra. New Delhi.
- Karadl.p, (2017). Test, Measurement and Evaluation in Physical Education. Khel Sahitya Kendra, New Delhi.
- Dabas,S., (2016). Theory of Sports Training. Sports Educational Technologies, New Delhi.
- Chauhan S., (2013). Test and Measurement in Physical Education. Khel Sahitya Kendra, New Delhi.
- Mahaboobjan, (2010). Sports Training. Khel Sahitya Kendra, New Delhi.
- Satyanarayana,V., (2016).Sports Training. Sports Educational Technologies, New Delhi.

- Jadhav, K.G., (2009). Principles of Sports Training. Khel Sahitya Kendra, New Delhi.
- Mishra, S.C., (2009). Sports Training. Sports Publications, Delhi
- Karmarkar, Dhananjay, (2016). How to Play Physical Training. Lakshay, New Delhi.
- Karmarkar, Dhananjay, (2016). How to Play Strength Training. Lakshay, New Delhi
- Bergstrom, j. et.All., (1967). Diet, Muscle Glycogen and Physical Performance. In. Acta. Physical Scand.
- Cratty, B.j., (1967). Psychology and Physical Activity. Engelwood cliffs N.J. Prentice Holl.

COURSE OUTCOMES - Semester VI

PAPER CODE: PHE – 603

Practical Games and Sports

(practical)

Credit - 2

Time Duration – 60 hrs

Course Objectives:

This course will enable the students to –

1. To know the practical knowledge about games and sports.
2. Knowledge about rules and regulation regarding to sports.

Course Outcomes (COs):

Course		Learning outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PHE-603	Practical: Games & Sports (Practical)	<p>The students will be able to –</p> <p>CO70: Learn about the essentials Skills of the yogic practices</p> <p>CO71: understand the Skills of 'net drop', foot position, body position, arm position in 'net drop' technique,</p> <p>CO72: Develop javelin throwing skills to point where they are comfortable and confident to perform the events.</p> <p>CO73: Oriented to some of the moderate level of asanas, pranayama</p>	<p>Approach in teaching:</p> <p>Demonstration, Explanation. Verbal Instruction, Field Practical. Audio - Visual aids, Project method, Rules and regulation of the game</p> <p>Learning activities for the students:</p>	<p>Class test, Semester end examinations, Quiz, fundamental skill test, Assignments, Individual and group projects, competition, Demonstrate the Correct Position of the game</p>

			Field activities, Task of Observation Study, Presentation, Competition exercise	
--	--	--	---	--

CONTENTS

- Physical Fitness –Warming-up, Cooper test – (12 min run & walk), Weight training exercise
- Yogaasans – Pranayama and Aassans (Sukhasana, Tadasana, Bhunjangasana, Dhanuasana, Halasana, Pavanmuktasana, Sarvangasana) & Meditation
- Athletics -Track Events –800 mts race, Throwing Events,Javelin throw : fundamental Skills, Measurement, Rules & Regulations
- A Candidate may choose any one of the following Games:Softball, ntroduction
- Fundamental Skill: - Catching, Throwing,Fielding, Hitting, Base Running.Rules and Regulation, Badminton, Introduction
- Fundamental Skill: - Grip, Serving, Strokes, Clear, Smash, Drive, Drop Shoot,
- Net Strokes, Game Plan Singles, System of play in Doubles. Rules and Regulation

BOOKS RECOMMENDED:

- Kalmadi S., (1996). Competition Rules Hand Book. AAFI, Sahitya Niketan, Glis Bazar, Kanpur.
- Sing K.S.' (2009). Rules of Games and Sports. Khel Sahitya Kendra, New Delhi. (7)
- Aneja, O. P., (2016). How to Play Badminton. PrernaPrakashan, Delhi.
- Pothuvaal, R. S., (2016). How to Play Javelin Throw. PrerenalPrakashan,
- Srivastava A.K., (2010). Rules of Games and Sports. Sports Publication, New Delhi.
- Shaw, D. C., (2005). Instant Notes on Sport & Exercise Psychology. Bios Scientific Publishers, London.
- Solanki, V., (2009). Kinanthropometry in Physical Education and Sports, Khel Sahitya Kendra, New Delhi.
- Jain, P., (2009). Kinesiology, Care of Athletic Injuries and Health Education. Khel Sahitya. New Delhi Kendra,
- Singh, L., (2014). Principles and Practice of Sport Management. Jones and Bartlett Publishers, London.

Department- Behavioural& Health Sciences
Programme- B.A./B.Sc.(H) Psychology
OUTCOMES - Academic Year- 2020-21

PROGRAMME OUTCOMES

PO1	Students will demonstrate advanced critical thinking skills.
PO2	Students will be able to communicate to diverse audiences in a variety of contexts and genres.
PO3	Students will be able to demonstrate empathetic social concern and equity centred national development.
PO4	Students will acquire the ability to recognize different value systems and ethical issues pertaining to different disciplines.
PO5	Students will be able to indulge in independent and lifelong learning in context to the changing socio-technological scenario.
PO6	Students will have the ability to use, analyze, and learn concepts, skills and theoretical orientation in a wide context and evaluate their merits/demerits in terms of application.
PO7	Students will be able to develop philanthropic attitude and empathetic understanding.
PO8	Students will be able to develop the competence to undertake subject specific as well as multidisciplinary research.
PO9	Students will be able to interpret and apply theoretical concepts in real life situations.
PO10	Students will be able to use innovation based knowledge and creative methods for the synthesis of information to provide valid conclusions.

PO11	Students will be able to pertain to ethical principles and entrust to professional ethics and responsibilities.
PO12	Students will be able to exhibit comprehension and understanding of the programmes and apply them in a multidisciplinary environment.
PO13	Students will be ignited to think and act over the solution of various issues prevailing in the human life to make the world a better place to live.

PROGRAMME SPECIFIC OUTCOMES

PSO1	In-depth knowledge of the methods of data analysis used in the discipline.
PSO2	Demonstrate professional skills used in psychological testing and assessment.
PSO3	Interpret and relate theoretical concepts with experiences.
PSO4	Derive meaning of various theories and approaches and evaluate their merits/demerits in terms of application.
PSO5	Appraise the attributes relevant to personal development and social functioning.
PSO6	Correlate and collaborate the traditions, socio-cultural context and diversity.
PSO7	Develop communication skills to facilitate effective interaction in personal and social context.
PSO8	Demonstrate competence in observation, listening and speaking skills.
PSO9	Interpret various social issues in context of social dynamics. Acquire skills which help develop an individual to deal effectively with the many choices, challenges, and opportunities that come their way throughout life.
PSO10	Judge the ethical and moral considerations involved in conducting objective and unbiased research work. Assess the implications of research studies.

COURSE ARTICULATION MATRIX: (MAPPING OF COs WITH PSOs)

Paper Code	Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
PSY 111	CO 1	X						X			
	CO 2	X			X						
	CO 3	X	X								
	CO 4	X		X	X						
PSY 112	CO 5		X	X							
	CO 6		X	X		X		X			
	CO 7	X				X					
	CO 8				X						
PSY 113	CO 9			X	X						
	CO 10			X		X	X				
	CO 11			X		X	X			X	
	CO 12	X								X	
PSY 114	CO 13						X	X		X	
	CO 14			X	X						
	CO 15				X		X				
	CO 16	X									
PSY 115	CO 17	X	X								
	CO 18	X									X
	CO 19		X								X
	CO 20		X								X
PSY 211	CO 21			X	X		X				
	CO 22		X			X			X	X	
	CO 23			X			X				
	CO 24			X	X	X					
PSY 212	CO 25			X	X						

	CO 26			X	X	X					
	CO 27			X							
	CO 28		X						X		
PSY 213	CO 29			X	X						
	CO 30			X		X					
	CO 31			X						X	
	CO 32			X	X					X	
PSY 214	CO 33							X	X		
	CO 34			X		X				X	
	CO 35			X		X	X			X	
	CO 36			X			X			X	
PSY 215	CO 37	X	X								
	CO 38	X									X
	CO 39	X	X								
	CO 40		X								X
PSY 311	CO 41			X	X						
	CO 42			X							
	CO 43			X		X					
	CO 44			X							
PSY 312	CO 45		X	X	X				X		
	CO 46		X					X			X
	CO 47					X	X			X	
	CO 48						X			X	
PSY 313	CO 49			X							
	CO 50			X	X	X		X			
	CO 51			X	X						
	CO 52			X	X					X	
PSY 314	CO 53			X							
	CO 54			X	X						

	CO 55			X			X				
	CO 56			X			X			X	
PSY 315	CO 57	X	X								
	CO 58							X			X
	CO 59	X									X
PSY 411	CO 60			X							
	CO 61					X					
	CO 62			X							
	CO 63			X						X	
PSY 412	CO 64	X									
	CO 65	X			X						
	CO 66										X
	CO 67	X	X								X
PSY 413	CO 68			X	X						
	CO 69			X	X		X			X	
	CO 70			X	X	X					
	CO 71					X	X	X		X	
PSY 414	CO 72			X							
	CO 73			X	X						
	CO 74			X			X				
	CO 75			X			X			X	
PSY 415	CO 76	X	X								
	CO 77							X			X
	CO 78	X									X
PSY 511	CO 79	X		X							
	CO 80	X	X								
	CO 81		X								X
	CO 82	X			X						
PSY 512	CO 83			X	X						
	CO 84			X	X						

	CO 85				X	X	X				
	CO 86			X	X	X					
PSY 513	CO 87	X	X								
	CO 88	X	X								
	CO 89	X			X						X
	CO 90				X						X
PSY 514 (A)	CO 91			X							
	CO 92			X	X						
	CO 93	X		X							
	CO 94			X	X						
PSY 514 (B)	CO 95			X						X	
	CO 96			X			X			X	
	CO 97			X		X					
	CO 98			X	X						
PSY 514 (C)	CO 99			X							
	CO 100			X							
	CO 101			X	X						
	CO 102			X	X					X	
PSY 515	CO 103		X								
	CO 104		X						X		X
	CO 105	X	X								X
PSY 611	CO 106		X	X							
	CO 107		X	X		X					
	CO 108			X		X					
	CO 109	X	X		X	X			X		
PSY 612	CO 110			X	X						
	CO 111			X	X						
	CO 112				X	X	X				
	CO 113			X	X	X					
PSY 613	CO 114	X	X								

	CO 115	X	X								
	CO 116	X			X						X
	CO 117				X						X
PSY 614 (A)	CO 118			X							
	CO 119					X	X			X	
	CO 120			X			X			X	
	CO 121			X	X		X				
PSY 614 (B)	CO 122			X	X						
	CO 123				X		X				
	CO 124			X	X				X		
	CO 125				X					X	
PSY 614 (C)	CO 126			X		X		X			
	CO 127			X		X					
	CO 128					X	X	X		X	
	CO 129			X	X			X	X		
PSY 615	CO 130	X	X	X							X
	CO 131	X	X								
	CO 132	X									
	CO 133			X					X		X

B.A. (H)/ B.SC (H) PSYCHOLOGY (2020-2021)

COURSE OUTCOMES – Semester I

PAPER CODE - PSY 111
Basic Psychological Processes - I
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. The course will familiarize students with the basic psychological processes and the relating factors which influence them.
2. It will also focus on some important application areas of Psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 111	Basic Psychological Processes - I	The students will be able to – CO1: Identify how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us. CO2: Identify how psychologists' study human behaviour and how this knowledge can be used to explain, predict, and influence behaviour. CO3: Learn about different methods that are used to assess psychological attributes. CO4: Identify the various approaches, fields, and sub fields of psychology and important figures along with their major concepts and processes like learning and thinking.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction

9 Hrs.

- Definition and Goals of Psychology
- Approaches - Biological, Psychodynamic, Behaviorist, Cognitive

- Methods - Experimental, Observation and Case Study;
- Fields of Application

Unit II: Sensory-Perceptual Processes

9 Hrs.

- Attention - Nature Of Attention and its Determinants
- Perception - Perceptual Organization, Perceptual Constancy, Determinants of Perception,
- Types of Perception - Form, Space, Depth

Unit III: Learning

9 Hrs.

- Definition
- Classical and Operant Conditioning
- Verbal Learning
- Observational Learning and Application of Learning Principles

Unit IV: Memory And Forgetting

9 Hrs.

- Process of Memory - Encoding, Storage, Retrieval
- Stages of Memory - Sensory, Short Term and Long Term
- Improving Memory
- Constructive Memory
- Forgetting, Theories of Forgetting

Unit V: Thinking And Reasoning

9 Hrs.

- Concepts, Categories and Cognitive Maps
- Inductive and Deductive Reasoning
- Problem Solving Approaches
- Solution Strategies and Mental Sets

BOOKS RECOMMENDED

1. Essential Readings

- Baron, R.A. (2000). *Psychology*. New York : Allyn & Bacon.
- Baron, R.A., Misra, G. (2000). *Psychology- Indian Subcontinent Edition*. Uttar Pradesh: Pearson Education India.
- Ciccarelli, S.K. (2008). *Psychology*. Uttar Pradesh: Pearson Education India.
- Morgan, C.T. King, R.A. & Weisz J.R., Schopler, J (2017). *Introduction to General Psychology*. New Delhi: Tata McGraw Hill.
- Zimbardo, P.G., & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.

2. Reference Books:

- Atkinson R.L., Atkinson, R.C. and Hilgard, F.R. (1990). *Introduction to Psychology*. New York: Harcourt Brace.
- Crowder, R.G. (1976). *Principles of Learning and Memory*. New York: Lawrence Erlbaum.
- Dember and Warm, J.S. (1979). *Psychology of Perception*. New York: Holt
- Feldman, R.S. (1998). *Understanding Psychology*. New Delhi: Tata McGraw Hill.

- Lefton, L.A. (1985). *Psychology*. Boston: Allyn & Baron.
- Maliam, T. and Birch, A. (1998). *Introductory Psychology*. London: McMillan.
- Wilhite, S.C. and Payne, D.E. (1992). *Learning and Memory The Basis of Behaviors*. Needham Heights: Allyn and Bacon.
- Zimbardo (1998). *Psychology and Life*. New York: Harper and Row.

PAPER CODE - PSY 112
Understanding Psychological Disorders - I
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with the concept of normality and abnormality.
2. To make students understand the nature and course of various abnormal conditions.
3. To impart knowledge and skills needed for Psychological assessment of different abnormal conditions.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 112	Understanding Psychological Disorders - I	<p>The students will be able to –</p> <p>CO5: Define the basics of abnormal psychology and the differences between what is considered normal and abnormal behaviour.</p> <p>CO6: Understand to what extent do biological, cognitive and sociocultural factors influence abnormal behaviour.</p> <p>CO7: Identify the basic standards for the diagnosis and classification of major psychological disorders.</p> <p>CO8: To apply the principles of abnormal psychology and develop insight for a better understanding of themselves and others and use the same in day-to-day life.</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Abnormal Psychology

9 Hrs.

- Definitions, Nature and Scope
- Concept of Normality and Abnormality

- Classification of Abnormal Behavior - DSM V and ICD 11

Unit II: Current Paradigms in Psychopathology

9 Hrs.

- Biological; Psychodynamic
- Cognitive; Behavioral
- Humanistic-Existential
- Sociocultural

Unit III: Introduction To Personality Disorders

9 Hrs.

- Types (Clinical Picture Only)
- Etiology

Unit IV: Intellectual Developmental Disorder

9 Hrs.

- Definition
- Levels of Mental Retardation
- Etiology

Unit V: Substance Related and Addictive Disorders

9 Hrs.

- Clinical Picture and Etiology of Alcohol
- Amphetamine and Cocaine
- Opiates

BOOKS RECOMMENDED

Essential Readings:

- Buss, A. H. (1999). *Psychopathology*. New York: John Wiley.
- Carson, R.C. Butcher, J.N. and Mineka.S. (1997). *Abnormal Psychology and Modern Life*. New York: Harper Collins.
- Comer, R.J. (2005). *Fundamentals of Abnormal Psychology*. (5th ed). New York: Worth Publishers.
- Davison, G.C., & Neale, J.M. (1990). *Abnormal Psychology*. (7th ed). New York: John Wiley.
- Lamm, A. (1997). *Introduction to Psychopathology*, New York: Sage.
- Oltmanns, T.F., & Emery, R.E. (2016). *Abnormal Psychology*. (8th ed). India : Pearson Education.
- Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11th Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press
- Whitbourne, S.K., & Halgin, R.P. (2015). *Abnormal Psychology*. Mc Graw Hill Education.

Reference Books:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.
- Adams, H.E., & Sutker, P.B. (1984). *Comprehensive Handbook of Psychopathology*. New York : Plenum Press.
- Coles, E.M. (1982) *Clinical Psychopathology : An Introduction*. London: Routledge and Kegan Paul,.
- Kaplan, H.I., Saddock, B.J., & Grebb, J.A. (1994). Kaplan, and Saddock. *Synopsis of Psychology*. (7th Ed). ND: Waverly Press.
- Schopler, E., & Reicher, R.J. (1983). *Psychopathology and Child Development*, London : Plenum Press.
- Warner, J.N. (1976). *Clinical Methods in Psychology*. New York: John Wiley and Sons.

Zuckerman, E.L. (1995). *Clinicians thesaurus*, (4th ed). New York : Guilford Press.

**PAPER CODE - PSY 113
Human Development I
(Theory)**

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. This course aims at providing conceptual foundation of human development.
2. It focuses on development in the life span in different domains with an emphasis on the cultural context.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 113	Human Development - I	<p>The students will be able to –</p> <p>CO9: Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approaches in human development.</p> <p>CO10: Developing an ability to identify the milestones in diverse domains of human development across life stages.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		CO11: Understanding the contributions of biological and socio-cultural context toward shaping human development. CO12: Acquire understanding of gender typing, expectancies and gender-role development.	Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	
--	--	---	---	--

CONTENTS

Unit I: Introduction

9 Hrs.

- Concept of Human Development
- Theories: Psychoanalytical, Behaviouristic, social learning, Ethology, Evolutionary and Ecological
- Methods of Studying Human Development. Methods: observation, longitudinal.

Unit II: Foundation of Human Development

- Biological factors in Human Development
- Genetics, Congenital defects, and prenatal influences
- Birth process and complications
- Nature-nurture debate in Human Development.

Unit III: Context of Human Development – Family

9 Hrs.

- Role of Family - The Ecological Systems Viewpoint : Bronfenbrenner's Contexts for Development, Understanding the Family
- Parental Socialization During Childhood and Adolescence
- Social Class and Ethnic Variations in Child Rearing
- Influence of Siblings and Sibling Relationships
- Sibling Relationships over the Course of Childhood
- Positive Contributions of Sibling Relationships

Unit IV: Context of Human Development - Social Milieu

9 Hrs.

- Peers as Agents of Socialization
- School as a Socialization Agent
- The Effects of Television on Child Development
- Child Development in the Digital Age

Unit V: Sex Differences and Gender-Role Development:

9 Hrs.

- Defining Sex and Gender
- Categorizing Males and Females: Gender-Role Standards
- Developmental Trends in Gender Typing
- Theories of Gender Typing and Gender-Role Development

BOOKS RECOMMENDED

1. Essential Readings:

- Berk, L.E. (1989). Child Development, Boston : Allyn & Bacon.
- Santrock , J.W. (1999). Lifespan Development. New York : McGraw Hill.

- Shaffer, D.A.(2014). *Developmental Psychology: Childhood and Adolescence*, 9th, USA: Cengage Learning

BOOKS RECOMMENDED:

- Barnes, P. (1995). *Personal, Social and Emotional Development*. Oxford : Blackwell.
- Berry, J.W., Dasen, D.R. and Saraswathi, T.S. (1997). *Handbook of Cross-cultural psychology : Basic Processes and Human Development*. New York: Allyn and Bacon.
- Bickerton, D. (1996). *Language and Human Behavior*. Washington D.C.: Psychology Press.
- Bloom, L. and Margaret. (1978). *Language Development and Language Disorders*. New York : John Wiley.
- Gilligan, C. (1982). *In a Different Voice : Psychological Theory and Women's Development*. Cambridge: Harvard University Press.
- Mishra, G. (Ed. 1999). *Psychological Perspective on Stress and Health*. New Delhi: Concept.
- Pestonjee, D.M. (1999). *Stress and Coping: The Indian Experience*. New Delhi: Sage Publications.
- Schaeffer, R. (1996). *Social Development*. Oxford: Blackwell.
- Sinha, D. (1981). *Socialization of the Indian Child*. New Delhi: Concept.
- Taylor, I. (1976). *Introduction to Psycholinguistics*. New York: Holt.
- Thompson, R.A. (Ed.) (1990). *Socio Emotional Development: Nebraska Symposium on Motivation, 1988*. Lincoln: University of Nebraska Press.
- Van Der Veer, R. &Valsiner, J. (1995). *The Vygotsky reader*. Oxford: Blackwell.
- Vygotsky, L.S. (1962). *Thought and Language*. Cambridge: NIT Press.
- Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press

PAPER CODE - PSY 114
Social Psychology I
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To enable students to appreciate how individual behaviour is influenced by social and cultural contexts.
2. To enable students to develop an understanding of functioning of dyads, groups and organization.
3. To understand the unique features of the Indian socio-cultural context.
4. To understand how social problems can be analysed in terms of various social psychological theories.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 114	Social Psychology - I	<p>The students will be able to –</p> <p>CO13: Demonstrate fundamental knowledge about need and scope of Social Psychology.</p> <p>CO14: Be aware of the brief history and various related fields of Social Psychology</p> <p>CO15: Understand the historical and scientific origin and development of the field in the western and Indian context.</p> <p>CO16: Comprehend the nature of scientific methods employed to study behaviour in the social context.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Nature and Scope of Social Psychology Social Psychology **9 Hrs.**

- Methods
- Relationship with other social sciences

Unit II: Person Perception **9 Hrs.**

- Impression Formation
- Impression Management
- Attribution with Special References to Self Biases

Unit III: Social Relationships **9 Hrs.**

- Nature
- Types of Relationships
- Theories - Reinforcement, Social Exchange and Cognitive
- Social Learning

Unit IV: Attitude **9 Hrs.**

- Nature
- Formation and Change
- Measurement
- Attitudes as an Effective Social Process

Unit V: Group Behaviour **9 Hrs.**

- Structural and Functional Properties
- Group Formation
- Process
- Types
- Effectiveness

- Group Ideology

BOOKS RECOMMENDED

Essential Readings

- Baron, R. A., Branscombe, N. R. (2012). Social psychology. (13th ed.) Boston: Pearson.
- Baron, R.A. Branscombe, Nyla, R., Donn, Byrne, Bhardwaj, G. (2010). Social Psychology. (12th ed.) Delhi: Pearson.
- Baumeister, R. F., Bushman, B. J. (2014). Social Psychology and Human Nature (3rd ed). Belmont, CA: Wadsworth.
- Feldman, R.S. (1995). Social Psychology: N.J. Prentice Hall.
- Myers, David G., Sahajpal, P., Behera, P. (2010). Social Psychology (10th ed). New Delhi: McGraw Hill.

Reference Books

- Aronson, E. Ellsworth, P. ,Calsmith, J.M. & Gonzales, M.H. (1990). Methods of Research in Social Psychology. NY: McGraw Hill.
- Farr, R.M. (1996). The Roots of Modern Social Psychology. Oxford: Blackwell.
- Delamater, J. (2003). Handbook of Social Psychology. New York: Kluswer Academic.
- Ruscher, J.B. (2001). Prejudiced Communication : A Social Psychological Perspective. New York: The Guilford Press.
- Semin, G.R. and Fiedler, K. (1996). Applied Social Psychology. Delhi: Sage.
- Vago, S. (1990). Social Change. New Jersey: Prentice Hall.

PAPER CODE - PSY 115 General Experiments (Practicals)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 8

Total Hrs: 120

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
		The students will be able to –	Approach in teaching:	Observation, Presentation, Report writing

PSY 115	General Experiments	CO17: Conduct experiments and administer psychological tests to a subject. CO18: Make interpretations and draw conclusions based on the norms given in the manual. CO19: Understand the importance of standardized administration procedure. CO20: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.	Discussion, Demonstration, Action Research, Project, Field Trip Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks	
---------	---------------------	--	---	--

CONTENTS

Any five out of the list below:

- Attention
- Perception
- Psychophysics
- Learning
- Memory
- Forgetting
- Problem Solving
- Concept Formation

BOOKS RECOMMENDED

- Baron, R. A., Branscombe, N. R. (2012). *Social psychology*. (13th ed.) Boston: Pearson.
- Baron, R.A. Branscombe, Nyla, R., Donn, Byrne, Bhardwaj, G. (2010). *Social Psychology*. (12th ed.) Delhi: Pearson.
- Ciccarelli, S.K. (2008). *Psychology*. Uttar Pradesh: Pearson Education India.
- Morgan, C.T. King, R.A. & Weisz J.R., Schopler, J (2017). *Introduction to General Psychology*. New Delhi: Tata McGraw Hill.
- Zimbardo, P.G., & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.

PAPER CODE - PSY 211 Basic Psychological Processes II (Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. The course will familiarize students with the basic psychological process and the relating to the factors which influence them.
2. It will also focus on some important application areas of Psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 211	Basic Psychological Processes - II	<p>The students will be able to –</p> <p>CO21: Relate biological and socio-cultural factors in understanding human behaviour.</p> <p>CO22: Understand psychological attributes on which people differ from each other and how are these differences assessed.</p> <p>CO23: Understand the nature of human motivation as well as emotional expression and understand the relationship between culture and emotion.</p> <p>CO24: Explain the concept of personality and differentiate between various approaches to the study of personality.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Biological Basis of Human Behaviour

9 Hrs.

- Structure and Organization of the Nervous System
- Function of the Brain
- Autonomic Nervous System

Unit II: Motivation

9 Hrs.

- Biogenic and Sociogenic Motives
- Intrinsic and Extrinsic Frame Work
- Theories of Motivation – Drive Reduction, Arousal, Incentive, Opponent Process
- Cognitive and Need Hierarchy
- Techniques of Assessment of Motivations
- Frustration and Conflict

Unit III: Emotions

9 Hrs.

- Concept
- Development
- Expression
- Theories of Emotions
- Physiological Correlates and Polygraphic Techniques

Unit IV: Intelligence

9 Hrs.

- Nature

- Theories
- Genetic and Environmental Approach
- Concept of Multiple Intelligence
- Measurement - Emotional and Spiritual Intelligence

Unit V: Personality

9 Hrs.

- Nature
- Approaches
- Determinants
- Theories – Psychoanalytical, Learning, Humanistic
- Techniques of Assessment - Psychometric and Projective Techniques.

BOOKS RECOMMENDED

1. Essential Readings

- Baron, R.A. (2000). *Psychology*. New York : Allyn & Bacon.
- Baron, R.A., Misra, G. (2000). *Psychology- Indian Subcontinent Edition*. Uttar Pradesh: Pearson Education India.
- Ciccarelli, S.K. (2008). *Psychology*. Uttar Pradesh: Pearson Education India.
- Morgan, C.T. King, R.A. & Weisz J.R., Schopler, J (2017). *Introduction to General Psychology*. New Delhi: Tata McGraw Hill.
- Zimbardo, P.G., & Weber, A.L. (1997). *Psychology*. New York : Harper Collins College Publishers.

2. Reference Books :

- Atkinson R.L., Atkinson, R.C. and Hilgard, F.R. (1990). *Introduction to Psychology*. New York: Harcourt Brace.
- Crowder, R.G. (1976). *Principles of Learning and Memory*. New York: Lawrence Erlbaum.
- Dember and Warm, J.S. (1979). *Psychology of Perception*. New York: Holt
- Feldman, R.S. (1998). *Understanding Psychology*. New Delhi: Tata McGraw Hill.
- Lefton, L.A. (1985). *Psychology*. Boston : Allyn & Baron.
- Maliam, T. and Birch, A. (1998). *Introductory Psychology*. London : McMillan.
- Wilhite, S.C. and Payne, D.E. (1992). *Learning and Memory : The Basis of Behaviors*. Needham Heights: Allyn and Bacon.
- Zimbardo (1998). *Psychology and Life*. New York: Harper and Row.

PAPER CODE - PSY 212
Understanding Psychological Disorders
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with the concept of normality and abnormality.
2. To make students understand the nature and course of various abnormal conditions.
3. To impart knowledge and skills needed for Psychological assessment of different abnormal conditions.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 212	Understanding Psychological Disorders - II	<p>The students will be able to –</p> <p>CO25: Define the basics of abnormal psychology and the differences between what is considered normal and abnormal behaviour.</p> <p>CO26: Understand to what extent do biological, cognitive and sociocultural factors influence abnormal behaviour.</p> <p>CO27: Describe symptoms and prevalence of psychological disorders.</p> <p>CO28: Identify the basic standards for the diagnosis and classification of major psychological disorders.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Anxiety Disorders and Obsessive Compulsive Disorder	9 Hrs.
<ul style="list-style-type: none"> • Clinical Picture and Etiology of, Generalized Anxiety Disorders • Panic Disorder • Phobic Disorder • Obsessive Compulsive Disorder 	
Unit II: Somatic Symptom and Related Disorders	9 Hrs.
<ul style="list-style-type: none"> • Clinical Picture and Etiology of Conversion Disorder • Somatic Symptom Disorder 	
Unit III: Schizophrenia and Other Psychotic Disorders: Delusional Disorders	9 Hrs.
<ul style="list-style-type: none"> • Clinical Picture and Etiology of Schizophrenia and Brief Psychotic Disorder 	
Unit IV: Bipolar and Related Disorders	9 Hrs.
<ul style="list-style-type: none"> • Clinical Picture and Etiology of Bipolar Disorder I • Bipolar Disorder II • Cyclothymia 	
Unit V: Therapeutic Techniques for Psychological Disorders	9 Hrs.

BOOKS RECOMMENDED

Essential Readings :

- Buss, A. H. (1999). *Psychopathology*. New York: John Wiley.
- Carson, R.C. Butcher, J.N. and Mineka.S. (1997). *Abnormal Psychology and Modern Life*. New York: Harper Collins.
- Comer, R.J. (2005). *Fundamentals of Abnormal Psychology*. (5th ed). New York: Worth Publishers.
- Davison, G.C., & Neale, J.M. (1990). *Abnormal Psychology*. Holt Wiley.
- Lamm, A. (1997). *Introduction to Psychopathology*, New York: Sage.
- Oltmanns, T.F., & Emery, R.E. (2016). *Abnormal Psychology*. (8th ed). India: Pearson Education.
- Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11th Ed.). New Delhi: Pearson Education.
- Whitbourne, S.K., & Halgin, R.P. (2015). *Abnormal Psychology*. Mc Graw Hill Education.

Reference Books :

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.
- Adams, H.E., & Sutker, P.B. (1984). *Comprehensive Handbook of Psychopathology*. New York : Plenum Press.
- Coles, E.M. (1982) *Clinical Psychopathology : An Introduction*. London: Routledge and Kegan Paul,.
- Kaplan, H.I., Saddock, B.J., & Grebb, J.A. (1994). Kaplan, and Saddock *Synopsis of Psychology*. (7th Ed). ND: Waverly Press.
- Schopler, E., & Reicher, R.J. (1983). *Psychopathology and Child Development*, London : Plenum Press.
- Warner, J.N. (1976). *Clinical Methods in Psychology*. New York: John Wiley and Sons.
- Zuckerman, E.L. (1995). *Clinicians thesaurus*, (4th ed). New York : Guilford Press.

PAPER CODE - PSY 213
Human Development II
(Theory)

Credits: 3
Maximum Marks: 100 (CA-30, SEE-70)
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. This course aims at providing conceptual foundation of human development.
2. It focuses on development in the life span in different domains with an emphasis on the cultural context.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 213	Human Development - II	<p>The students will be able to –</p> <p>CO29: Developing knowledge regarding the development in cognitive, affective and behavioural domains.</p> <p>CO30: Understanding the basics of emotional and moral development.</p> <p>CO31: Acquiring an ability to decipher key developmental challenges and issues faced in old age.</p> <p>CO32: Applying the knowledge in various areas of life as academics, vocation, etc.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Development of Self Concept

9 Hrs.

- Development of Self concept
- Self-Esteem: The Evaluative Component of Self
- Development of Achievement Motivation and Academic Self-Concepts
- Identity Formation

Unit II: Cognitive Development

9 Hrs.

- Nature and Approaches
- Piaget
- Vygotsky

- Information-Processing Perspective
- Introduction to Multistore model
- Language: Structure of language
- Theories of language development

Unit III: Aggression, Altruism, and Moral Development

9 Hrs.

- Development of aggression
- Development of Prosocial Self
- Development of Affective, Cognitive, and Behavioral Components of Morality

Unit IV: Emotional Development, Temperament, and Attachment

9 Hrs.

- Emotional Development: The Development of Emotional, Expressions, Recognizing and Interpreting Emotions
- Temperament and Development
- Hereditary and Environmental Influences on Temperament
- Stability of Temperament
- Attachment and Development
- Attachments as Reciprocal Relationships
- Fathers as Caregivers
- Factors That Influence Attachment Security
- Attachment and Later Development

Unit V: Problems of Ageing

- Physical, Cognitive and Psychological development in late adulthood
- Problems of ageing
- Successful ageing

BOOKS RECOMMENDED

1. Essential Readings:

- Berk, L.E. (1989). Child Development. Boston: Allyn & Bacon.
- Santrock, J.W. (1999). Lifespan Development. New York : McGraw Hill.
- Shaffer, D.A.(2014). Developmental Psychology: Childhood and Adolescence. 9th, USA: Cengage Learning.
- Srivastava, A.K. (1998). Child Development: An Indian Perspective. New Delhi: NCERT.

References:

- Barnes, P. (Ed.) (1995) Personal, Social and Emotional Development. Oxford: Blackwell.
- Berry, J.W., Dasen, D.R. & Saraswathi, T.S. (1997). Handbook of Cross-cultural psychology: Basic Processes and Human Development. (Vol. 2). M.A.: Allyn and Bacon.
- Bickerton, D. (1996). Language and Human Behavior. Washington D.C.: Psychology Press.
- Bloom, L. and Margaret. (1978). Language Development and Language Disorders. New York: John Wiley.

- Gilligan, C. (1982). In a Different Voice: Psychological Theory and Women's Development. Cambridge. Mass: Harvard University Press.
- Mishra, G. (Ed. 1999). Psychological Perspective on Stress and Health. New Delhi: Concept.
- Pestonjee, D.M. (1999). Stress and Coping: The Indian Experience. New Delhi: Sage Publications.
- Schaeffer, R. (1996). Social Development. Oxford: Blackwell.
- Sinha, D. (1981). Socialization of the Indian Child. New Delhi: Concept.
- Taylor, I. (1976). Introduction to Psycholinguistics. New York: Holt.
- Thompson, R.A. (Ed.) (1990). Socio Emotional Development: Nebraska Symposium on Motivation, 1988. Lincoln : University of Nebraska Press.
- Van Der Veer, R.andValsiner, J. (1995). The Vygotsky reader. Oxford: Blackwell.
- Vygotsky, L.S. (1962). Thought and Language. Cambridge: NIT Press.
- Vygotsky, L.S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge: Harvard University Press.

PAPER CODE - PSY 214
Social Psychology II
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To enable students to appreciate how individual behaviour is influenced by social and cultural contexts.
2. To enable students to develop an understanding of functioning of dyads, groups and organization.
3. To understand the unique features of the Indian socio-cultural context.
4. To understand how social problems can be analysed in terms of various social psychological theories.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
		The students will be able to –	Approach in teaching:	Class test, Semester end examinations, Quiz, Solving

PSY 214	Social Psychology - II	<p>CO33: Understand verbal and non-verbal communication process and identify barriers to communication.</p> <p>CO34: Describe the development of the self and the dynamics of interpersonal attraction, prosocial behaviour.</p> <p>CO35: Understand how prejudice, group processes and attitude formation affect human interactions in a social context.</p> <p>CO36: Apply the knowledge of social issues to understanding the psychological consequences of terrorism, female feticide & infanticide in present world.</p>	<p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>problems in tutorials, Assignments, Presentation, Individual and group projects</p>
---------	------------------------	---	--	--

CONTENTS

Unit I: Interpersonal Communication

9 hrs.

- Communication Process
- Verbal and Non-Verbal Communication
- Factors Affecting Communication

Unit II: Interpersonal Attraction

9 Hrs.

- Nature
- Theories
- Affective Basis of Attraction

Unit III: Intergroup Relations

9 Hrs.

- Nature
- Strategies
- Intergroup Conflict
- Stereotypes and Prejudices – Formation Maintenance and Change

Unit IV: Prosocial Behaviour

9 Hrs.

- Altruism - Diffusion of Responsibility
- Pluristic Ignorance
- Confusion of Responsibility
- Empathy
- Attribution
- Emotion and Mood
- Norms and Helping

Unit V: Terrorism, Poverty, Female Infanticide and Feticide

9 Hrs.

BOOKS RECOMMENDED

Essential Readings:

- Baron, R. A., Branscombe, N. R. (2012). Social Psychology. (13th Ed.) Boston, MA: Pearson.

- Baron, Robert A. Branscombe, Nyla R. Donn, Byrne, Bhardwaj, Gopa (2010). Social Psychology. (12th Ed.) Delhi: Pearson.
- Baumeister, R. F., Bushman, B. J. (2014). Social Psychology and Human Nature (3rd Ed). Belmont, CA: Wadsworth.
- Feldman, R.S. (1995). Social Psychology : N.J. Prentice Hall.
- Myers, David G., Sahajpal, P., Behera, P. (2010). Social Psychology (10th Ed). New Delhi: McGraw Hill.
- Sinha D. (1990). Interventions for Development Out of Poverty. New Delhi: Sage.

Reference Books:

- Aronson, E. Ellsworth, P. ,Calsmith, J.M. & Gonzales, M.H. (1990). Methods of Research in Social Psychology. New York: McGraw Hill.
- Farr, R.M. (1996). The Roots of Modern Social Psychology. Oxford: Blackwell.
- Delamater, J. (2003). Handbook of Social Psychology. New York: Kluswer Academic.
- Ruscher, J.B. (2001). Prejudiced Communication : A Social Psychological Perspective. New York: The Guilford Press.
- Semin, G.R. and Fiedler, K. (1996). Applied Social Psychology. Delhi: Sage.
- Vago, S. (1990). Social Change. New Jersey: Prentice Hall.

PAPER CODE - PSY 215 **Mental Testing** **(Practicals)**

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 8

Total Hrs: 120

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 215	Practical (Mental Testing)	<p>The students will be able to –</p> <p>CO37: Conduct experiments and administer psychological tests to a subject.</p> <p>CO38: Make interpretations and draw conclusions based on the norms given in the manual.</p> <p>CO39: Understand the importance of standardized administration procedure.</p> <p>CO40: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

CONTENTS

Any five out of the list below:

- Personality
- Intelligence
- Motivation
- Anxiety
- Depression
- Adjustment
- Mental Health
- Creativity

BOOKS RECOMMENDED

- Baron, R. A., Branscombe, N. R. (2012). Social psychology. (13th ed.) Boston: Pearson.
- Baron, R.A. Branscombe, Nyla, R., Donn, Byrne, Bhardwaj, G. (2010). Social Psychology. (12th ed.) Delhi: Pearson.
- Ciccarelli, S.K. (2008). *Psychology*. Uttar Pradesh: Pearson Education India.
- Morgan, C.T. King, R.A. & Weisz J.R., Schopler, J (2017). *Introduction to General Psychology*. New Delhi: Tata McGraw Hill.
- Zimbardo, P.G., & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.

PAPER CODE - PSY 311
Physiological Psychology I
(Theory)

Credits: 3
Maximum Marks: 100 (CA-30, SEE-70)
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. Teaching a student, the basics of biological bases of behaviour including psychophysiology and behaviour genetics.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 311	Physiological Psychology - I	<p>The students will be able to –</p> <p>CO41: To understand the fundamental physiological processes, historical development and scientific methods underlying human behaviour.</p> <p>CO42: To explain the principles cell functioning.</p> <p>CO43: To understand the role of nervous system in governing human behaviour.</p> <p>CO44: To identify the role of various endocrinal glands in bodily functioning.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction to Biopsychology

9 Hrs.

- Definition
- Historical Background
- Methods

Unit II: Nerve Physiology

9 Hrs.

- Structure and Functions of Neuron
- Types of neurons
- Nerve Impulse Transmission-Electrical and Chemical

Unit III: Central Nervous System

9 Hrs.

- Brain and Spinal Cord

Unit IV: Peripheral Nervous System

9 Hrs.

- Somatic; Autonomic

Unit V: Endocrine System

9 Hrs.

- Structure and Function of Pituitary Gland
- Thyroid Gland
- Adrenal Gland
- Pancreas
- Gonads
- Pineal Gland

BOOKS RECOMMENDED

1. Essential Readings:

- Klein, S.B., & Thorne, M.B. (2006). *Biological Psychology*. New York: Worth Publishers.
- Leukel, F. (1985). *Introduction to Physiological Psychology*. New Delhi: C.B.S. Publishers and Distributors.
- Levinthal, C.F. (1996). *Introduction to Physiological Psychology*. (3rd ed). Prentice Hall.
- Morgan, C.T. (1965). *Physiological Psychology*. New York: McGraw Hill Inc.
- Rosenzweig, M.R. & Lieman, A.R. (1982). *Physiological Psychology*. D.C. Health and Co. Lexington.

2. Reference Books:

- Carlson, N. (2000). *Psychology of Behavior*. Boston : Allyn & Bacon.
- Gale, A., & Edwards, J. A. (1983). *Physiological Correlates of Human Behavior*. London : Academic Press.
- Greenfield, S. (1996). *The Human Mind Explained*. London: Castle Publishers Ltd.
- Hay, D. (1985). *Essentials of Behavior Genetics*. Blackwell Scientific.
- Morgan, C.T. & Stellar, E. (1950). *Physiological Psychology*. New York: McGraw Hill Inc.
- Pinel, J.P.J. (2000). *Biopsychology*. Allyn and Bacon.
- Plomin, R. (1994). *Genetics and Experience*. New Delhi : Sage.
- Plomin, R., DeFries, J.C., & McClearn, G.E. (2000). *Behavioral Genetics*. W.H.: Freeman and Co.
- Steen, R.G. (1996). *DNA & Density: Nature and Nurture in Human Behavior*. Plenum.
- Wegner, M.A., Jones, F.N. & Jones, M.H. (1956). *Physiological Psychology*. New York : Henry Holt.
- Zillmer, E., & Spiers, M. (2001). *Principles of Neuropsychology*. Australia : Wadsworth, Thomson Learning.

PAPER CODE - PSY 312

Skills In Counselling (Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. This course familiarizes the students with nature and process of counselling, its major theories and techniques and exposes them to the different fields of application of Counselling.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 312	Skills in Counselling	<p>The students will be able to –</p> <p>CO45: Understand the various approaches to counselling and implement therapeutic techniques.</p> <p>CO46: Understand counselling skills required in order to be good counsellors.</p> <p>CO47: Examine their own attitudes, behaviours, perceptions, and biases to developing culturally aware approaches to teaching, counselling, and /or administration.</p> <p>CO48: Apply skills for cognitive awareness to seeking clarity to enhance understanding.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Counselling

9 Hrs.

- The Art and Scheme of Helping - Meaning
- Purpose and Goals of Counselling
- Professional Issues
- Ethics
- Education and Training of the Counsellor

Unit II: Theories and Techniques of Counselling

9 Hrs.

- Assessment and Case Formulation
- Structuring Work with Client
- Psychodynamic Approach – Freudian
- Humanistic Approach - Client-centered
- Cognitive Approach : Rational Emotive, Transactional Analysis

Unit III: Skills to Facilitate Communication in Psychotherapy and Counselling

9 Hrs.

- Attending Skills
- Non-verbal Communication
- Listening skills
- Questions to Encourage Communication

Unit IV: Response Types

9 Hrs.

- Verbal Communication and Client Disclosure
- Encouraging Phrases
- Restatements and Paraphrases
- Reflections
- Interfacing Response Type
- Summarization

Moving Beyond Simple Communication

- The Process of Empathy

Unit V: Skills For Cognitive Awareness

9 Hrs.

- Imparting Information
- Pointing Out Patterns
- Asking Clarification Questions
- Confrontation
- Here-and-Now cognitive processing And Interpretation

BOOKS RECOMMENDED

1. Essential Readings

- Brems, C. (2000). *Basic Skills of Psychotherapy and Counseling*. Canada: Nelson Thomson Learning.
- Feltham, C. & Horton, I. (2006): *The SAGE handbook of counselling and psychotherapy(2nd Ed)*. New Delhi: SAGE publications
- Gladding, S. T. (2014). *Counselling: A comprehensive Profession (7th Ed)*. India: Dorling Kinsesley.
- Rao, S. N. & Sahajpal, P. (2013). *Counselling and Guidance (3rd Ed.)*. New Delhi: Mc Graw Hills.

PAPER CODE - PSY 313 Business Psychology I (Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. This course, designed for the students of human behaviour, aims at understanding the behaviour of individuals along with organizational assets.
2. Students are expected to learn not only the theoretical aspects of the course but also to familiarize themselves with the skills, techniques and their implications.
3. The course would create an enabling experience in the students to understand the organizational processes and its linkages with the societal contexts.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 313	Business Psychology - I	<p>The students will be able to –</p> <p>CO49: Explain major concepts, theoretical perspectives, empirical findings, and historical trends in relevant areas of management and psychology.</p> <p>CO50: Understand and apply the individual, team and organizational mechanisms</p> <p>CO51: Identify characteristics that affect the primary outcomes of organizational behaviour.</p> <p>CO52: Differentiate theoretical and empirical frameworks that have defined and shaped these fields through selection, training and evaluation of employees in various work settings.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: History

9 Hrs.

- Historical Background of Industrial and Organizational Psychology
- Scope of Industrial Psychology

Unit II: The Workplace

9 Hrs.

- Time and Motion Study

Unit III: Selection

9 Hrs.

- Principles and Techniques

Unit IV: Training

9 Hrs.

- Importance
- Kinds of Training
- Steps in Training Programme
- Improving Effectiveness of Training

Unit V: Job Analysis and Job Evaluation

9 Hrs.

- Definitions
- Uses and Methods
- Organizational Structure
- Theory: X,Y,Z
- Structure - Tall and Flat.

BOOKS RECOMMENDED

Essential Readings :

- Schultz D.P. and Schultz, S.E. (1998). *Psychology and Industry Today: An Introduction to Industrial and Organizational Psychology* (6th Edition). NY: Mac Millen.
- Luthans, F. (1998). *Organizational Behavior* (8th Edition). Irwin. McGraw Hill.

Reference Books :

- Robbins, S. P. (1980). *Organizational Behavior: Concepts, Controversies and applications*. New Delhi: Prentice Hall.
- Khandwalla, P. N. (1994). *Designing Organizational Effectiveness*. New Delhi: Tata McGraw Hill.
- Hollway, W. (1991). *Work Psychology and Organizational Behavior: Managing the Individual at work*. New Delhi: Sage.
- Muchinsky, P. M. 1997). *Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology*. California: Brooks Cole.
- Rao, T.V. (1990). *Human Resource Development*. New Delhi: U.B.S.

PAPER CODE - PSY 314
Systems And Theories Of Psychology I
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To familiarize students with the paradigmatic issues involved in the development of psychology as discipline.
2. To help students to develop a critical appreciation of basic issues and scientific enterprises.
3. To introduce the alternative voices in the discipline of psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 314	Systems and Theories of Psychology - I	<p>The students will be able to –</p> <p>CO53: To describe the key contributions of major figures in the history of psychology.</p> <p>CO54: To relate the major perspectives in psychology with the individuals responsible for articulating them.</p> <p>CO55: To understand how historical trends and events have influenced the development of psychology as a scientific discipline.</p> <p>CO56: To demonstrate an understanding of major questions/ideas that has driven psychological thought throughout its history.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Understanding the nature of science

9 Hrs.

- Positivist approach
- Explanation
- Casual approach
- pragmatic approach & phenomenology
- Basic issues of psychology
- Consciousness and mind-body relationship
- Determinism and Free will
- Empiricism and rationality

Unit II: Antecedents of Psychology

9 Hrs.

- Philosophical antecedents
- Rene Descartes
- Aristotle and Plato
- Physiological antecedents
- Weber, Fechner, Helmholtz

Unit III: Associationism

9 Hrs.

- Associationism of S-R
- Pavlov
- Thorndike
- Associationism as a System
- Criticism

Unit IV: Structuralism

9 Hrs.

- Wundt

- Titchener
- Structuralism as a System
- Criticism

Unit V: Functionalism

9 Hrs.

- James
- Dewey
- Functionalism as a System
- Criticism

BOOKS RECOMMENDED

Essential Readings

- Brennan, J.F. (1991). *History and Systems of Psychology*. New Jersey. : Prentice Hall.
- Leahey, T.H. (1994). *A History of Modern Psychology*. New J: Prentice Hall.
- Marx, M.H. and Hillix, W.A. (1986). *Systems and Theories in Psychology*. New York: McGraw Hill.
- Schultz, D.A. (1981). *History of Modern Psychology*. Academic Press.

Reference Books

- Boring, E.G. (1950). *A History of Experimental Psychology*. New Jersey: Appleton Century Craft.
- Chaplin, T. and Kraweic, T.S. (1979). *Systems and Theories of Psychology*. New York: Holt Rinehart and Winston
- Heidbreder, E. (1993). *Seven Psychologies*. New York: Appleton Century Crofts.
- Singh, A.K. (2015). *The Comprehensive History of Psychology*. New Delhi: Motilal Banarasidas.
- Woodworth, R.S. and Schehan, N.R. (1974). *Contemporary Schools of Psychology*. New York: Ronald Ross Press.

PAPER CODE - PSY 315 (Practicals)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 8

Total Hrs: 120

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 315	Practical	<p>The students will be able to –</p> <p>CO57: To conduct experiments and administer psychological scales to the subject</p> <p>CO58: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject result</p> <p>CO59: Use simple statistical techniques for carrying out group based small quantitative research projects and write reports.</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

CONTENTS

Any five out of the list below:

- Person Perception
- Attribution Style
- Attitude
- Social relationships (friendship)
- Social Networking Addiction Scale
- Work Environment
- Experiential Exercise
 - Swot Analysis
 - Group Effectiveness

BOOKS RECOMMENDED

- Baron, R. A., Branscombe, N. R. (2012). Social psychology. (13th ed.) Boston: Pearson.
- Baron, R.A. Branscombe, Nyla, R., Donn, Byrne, Bhardwaj, G. (2010). Social Psychology. (12th ed.) Delhi: Pearson.
- Ciccarelli, S.K. (2008). *Psychology*. Uttar Pradesh: Pearson Education India.
- Morgan, C.T. King, R.A. & Weisz J.R., Schopler, J (2017). *Introduction to General Psychology*. New Delhi: Tata McGraw Hill.
- Zimbardo, P.G., & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.
- Schultz D.P. and Schultz, S.E. (1998). *Psychology and Industry Today: An Introduction to Industrial and Organizational Psychology* (6th Edition). NY: Mac Millen.
- Luthans, F. (1998). *Organizational Behavior* (8th Edition). Irwin. McGraw Hill.

PAPER CODE - PSY 411
Physiological Psychology II
(Theory)

Credits: 3
Maximum Marks: 100 (CA-30, SEE-70)
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. Teaching a student, the basics of biological bases of behaviour including psychophysiology and behaviour genetics.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 411	Physiological Psychology - II	<p>The students will be able to –</p> <p>CO60: To understand the fundamental physiological processes underlying human behaviour like sleep and waking, emotions, learning.</p> <p>CO61: To have awareness about the role of biological factors in emotion.</p> <p>CO62: To understand the role of genetics in governing human behaviour.</p> <p>CO63: To develop an understanding of the biopsychology of schizophrenia and depressive disorders.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Biological Control of Sleep and Dreaming

9 Hrs.

- Stages of Sleep
- Theories of Sleep
- Brain Areas
- Sleep Disorders
- Dreams-Theories; Lucid Dreams
- Functions

Unit II: Emotions

9 Hrs.

- Definition
- Theories
- Role of ANS and Brain

Unit III: Biological Basis of Learning and Memory **9 Hrs.**

Unit IV: Science of Genetics **9 Hrs.**

- Mitosis
- Meiosis
- Mendels Law
- Linkage and Cross Over
- Introduction to the Theory of Evolution by Darwin

Unit V: Biopsychology of Schizophrenia and Depressive Disorders **9 Hrs.**

BOOKS RECOMMENDED

Essential Readings :

- Klein,S.B., & Thorne,M.B. (2006). *Biological Psychology*. New York: Worth Publishers.
- Leukel, F. (1985). *Introduction to Physiological Psychology*. New Delhi: C.B.S. Publishers and Distributors.
- Levinthal, C.F. (1996). *Introduction to Physiological Psychology*. (3rded). New Jersey: Prentice Hall.
- Morgan, C.T. (1965). *Physiological Psychology*. New York: McGraw Hill Inc.
- Rosenzweig, M.R. & Lieman,A.R. (1982). *Physiological Psychology*. Washington D.C.: Health and Co. Lexington.

Reference Books :

- Carlson, N. (2000). *Psychology of Behavior*. Boston: Allyn & Bacon.
- Gale, A., & Edwards, J. A. (1983). *Physiological Correlates of Human Behavior*. London: Academic Press.
- Greenfield, S.(1996). *The Human Mind Explained*. London: Castle Publishers Ltd.
- Hay, D. (1985). *Essentials of Behavior Genetics*. Blackwell Scientific.
- Morgan, C.T. & Stellar, E. (1950). *Physiological Psychology*. New York: McGraw Hill Inc.
- Pinel, J.P.J. (2000). *Biopsychology*. Allyn and Bacon.
- Plomin, R. (1994). *Genetics and Experience*. New Delhi: Sage.
- Plomin, R., DeFries, J.C., & McClearn, G.E. (2000). *Behavioral Genetics*. W.H. Freeman and Co.
- Steen, R.G. (1996). *DNA & Density: Nature and Nurture in Human Behavior*. Plenum.
- Wegner, M.A., Jones, F.N. & Jones, M.H. (1956). *Physiological Psychology*. New York: Henry Holt.
- Zillmer, E., & Spiers, M.(2001). *Principles of Neuropsychology*. Australia: Wadsworth & Thomson Learning,.

PAPER CODE - PSY 412
Research Methods In Psychology
(Theory)

Credits: 3
Maximum Marks: 100 (CA-30, SEE-70)
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To develop an understanding of various statistical techniques in terms of their assumptions, applications and limitations.
2. To acquire competencies to organize data for computer analysis.
3. To acquire elementary competencies in using computer packages of statistical analyses.
4. This course deals with research methods that are employed in field settings. Also, familiarity with multivariate techniques is expected.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 412	Research Methods in Psychology	<p>The students will be able to –</p> <p>CO64: Understand the basics of research methods used in psychology</p> <p>CO65: Appreciate the importance of scientific research</p> <p>CO66: Understand ethical issues in research</p> <p>CO67: Demonstrate skills on designing research through various methods and learn to document the research findings.</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

CONTENTS

Unit I: Overview of Psychological Research

9 Hrs.

- Goals of Psychological Research
- Sources of Research Ideas
- Scientific Approach & Psychology
- Empiricism, Determinism, Parsimony, Testability
- Basic & Applied Research

Unit II: Research Traditions**9 Hrs.**

- Quantitative & Qualitative Orientations Towards Research
- Comparing Qualitative & Quantitative Research Traditions
- Steps in Research

Unit III: Methods of Data Collection**9 Hrs.**

- Case study
- Observation
- Interview & Focus Group Discussion
- Survey
- Use of Secondary Data

Unit IV: Research Designs**9 Hrs.**

- Uses
- Theoretical Orientation to Types of Design
- Pre & Post Test
- Randomized Group Design
- Factorial Design.

Unit V: Documentation in Psychology**9 Hrs.**

- Format and Style of Research Report
- Oral Presentations
- Research Proposals
- Ethics in Psychological Research

BOOKS RECOMMENDED**Essential Readings:**

- Elmes, D.G., Kantowitz, B.H, & Roediger, H.L. (2006). *Research Methods in Psychology* (8th ed.). Belmont: Thomson Wadsworth.
- Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Ed.) Boston: Pearson Education.
- Bryman, A. (2004). *Quantity and Quality in Social Research*. Routledge.
- Kerlinger, F. N. & Lee, H.B.(2000). *Foundation of Behavioral Research* (4th Ed.). Orlando: Harcourt College Publishers.
- Shaughnessy, J.J. & Zechmeister, E.B. (1997). *Research Method in Psychology* (4th Ed.). London: McGraw Hill.

PAPER CODE - PSY 413
Business Psychology II
(Theory)

Credits: 3
Maximum Marks: 100 (CA-30, SEE-70)
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. This course, designed for the students of human behaviour, aims at understanding the behaviour of individuals along with organizational assets.
2. Students are expected to learn not only the theoretical aspects of the course but also to familiarize themselves with the skills, techniques and their implications.
3. The course would create an enabling experience in the students to understand the organizational processes and its linkages with the societal contexts.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 413	Business Psychology - II	<p>The students will be able to –</p> <p>CO68: Understand and apply the primary outcomes of organizational behaviour necessary for organizational effectiveness.</p> <p>CO69: Understand and apply concepts relating to job satisfaction, stress, motivation, ethics and decision making.</p> <p>CO70: Analyse and compare different models used to explain individual behaviour related to motivation and rewards</p> <p>CO71: Identify the various leadership styles and the role of leaders in a decision-making process.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Motivation

9 Hrs.

- Concept of Incentives and Rewards
- Theories of Work Motivation
- Context, Processes and Contemporary

Unit II: Leadership

9 Hrs.

- Concept

- Traditional and Modern Theories
- Functions
- Leadership Traits
- Types of Leadership
- Leader Effectiveness

Unit III: Stress

9 Hrs.

- Causes
- Effects and Coping Strategies
- Organizational Role Stress

Unit IV: Organizational Change And Development

9 Hrs.

- Approaches to Organizational Change
- Resistance to Change
- Managing Change
- Approaches and Techniques of Organizational Development

Unit V: Human Resource Development

9 Hrs.

- Introduction
- Historical Development Concept
- Characteristics and Objectives
- HRD as a Total System

BOOKS RECOMMENDED

1. Essential Readings :

- Schultz D.P. and Schultz, S.E. (1998). *Psychology and Industry Today: An Introduction to Industrial and Organizational Psychology* (6th Edition). New York: Mac Millen.
- Luthans, F. (1998). *Organizational Behavior* (8th Edition). Irwin: McGraw Hill.

2. Reference Books :

- Robbins, S. P. (1980). *Organizational Behavior: Concepts, Controversies and applications*. New Delhi: Prentice Hall.
- Khandwalla, P. N. (1994). *Designing Organizational Effectiveness*. Tata McGraw Hill.
- Hollway, W. (1991). *Work Psychology and Organizational Behavior: Managing the Individual at work*. New Delhi: Sage.
- Muchinsky, P. M. 1997). *Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology*. California: Brooks & Cole.
- Rao, T.V. (1990). *Human Resource Development*. New Delhi: U.B.S.

PAPER CODE - PSY 414
Systems and Theories Of Psychology II
(Theory)

Credits: 3
Maximum Marks: 100 (CA-30, SEE-70)
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To familiarize students with the paradigmatic issues involved in the development of psychology as discipline
2. To help students to develop a critical appreciation of basic issues and scientific enterprises
3. To introduce the alternative voices in the discipline of psychology

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 414	Systems and Theories of Psychology - II	<p>The students will be able to –</p> <p>CO72: To describe the key contributions of major figures in the history of psychology.</p> <p>CO73: To relate the major perspectives in psychology with the individuals responsible for articulating them.</p> <p>CO74: To understand how historical trends and events have influenced the development of psychology as a scientific discipline.</p> <p>CO75: To demonstrate an understanding of major questions/ideas that has driven psychological thought throughout its history.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Behaviorism

9 Hrs.

- Watson
- Skinner
- Behaviorism as a System
- Criticism

Unit II: Gestalt Psychology

9 Hrs.

- Antecedents of Gestalt Movement

- Berlin and Leipzig School
- Gestalt Psychology as a System
- Criticism

Unit III: Traditional psychoanalysis

9 Hrs.

- Freud and Jung
- Object relations
- Melanie Klein
- Sullivan
- Fromm

Unit IV: Dynamic Psychology

9 Hrs.

- Woodworth and McDougall

Unit V: Contemporary developments in psychology

9 Hrs.

- Feminism- Karen Horney and Anna Freud.
- Social Constructionism

BOOKS RECOMMENDED

Essential Readings:

- Brennan, J.F. (1991). *History and Systems of Psychology*. New Jersey: Prentice Hall.
- Leahey, T.H. (1994). *A History of Modern Psychology*. New Jersey: Prentice Hall.
- Marx, M.H. and Hillix, W.A. (1986). *Systems and Theories in Psychology*. New York: McGraw Hill.
- Schultz, D.A. (1981). *History of Modern Psychology*. Academic Press.

Reference Books:

- Boring, E.G. (1950). *A History of Experimental Psychology*. New Jersey: Appleton Century Craft.
- Chaplin, T. and Kraweic, T.S. (1979). *Systems and Theories of Psychology*. New York: Holt Rinehart and Winston
- Heidbreder, E. (1993). *Seven Psychologies*. New York: Appleton Century Crofts.
- Singh, A.K. (2015). *The Comprehensive History of Psychology*. New Delhi: Motilal Banarasidas.
- Woodworth, R.S. and Schehan, N.R. (1974). *Contemporary Schools of Psychology*. New York: Ronald Ross Press.

**PAPER CODE - PSY 415
(Practical)**

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 8

Total Hrs: 120

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 415	Practical	<p>The students will be able to –</p> <p>CO76: To conduct experiments and administer psychological scales to the subject</p> <p>CO77: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject result</p> <p>CO78: Use simple statistical techniques for carrying out group based small quantitative research projects and write reports.</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

CONTENTS

Any five out of the list below:

- Value
- Communication
- Organizational Climate
- Leadership
- Parent Child Relationship
- Organizational Role Stress – Udai Pareek
- Experiential Exercise
 - Prejudice and stereotypes
 - Communication/Interpersonal Attraction

BOOKS RECOMMENDED

- Baron, R. A., Branscombe, N. R. (2012). *Social psychology*. (13th ed.) Boston: Pearson.
- Baron, R.A. Branscombe, Nyla, R., Donn, Byrne, Bhardwaj, G. (2010). *Social Psychology*. (12th ed.) Delhi: Pearson.
- Ciccarelli, S.K. (2008). *Psychology*. Uttar Pradesh: Pearson Education India.
- Morgan, C.T. King, R.A. & Weisz J.R., Schopler, J (2017). *Introduction to General Psychology*. New Delhi: Tata McGraw Hill.
- Zimbardo, P.G., & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.
- Schultz D.P. and Schultz, S.E. (1998). *Psychology and Industry Today: An Introduction to Industrial and Organizational Psychology* (6th Edition). NY: Mac Millen.
- Luthans, F. (1998). *Organizational Behavior* (8th Edition). Irwin. McGraw Hill.

PAPER CODE - PSY 511

Psychometrics - I (Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

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

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 511	Psychometrics - I	<p>The students will be able to –</p> <p>CO79: Understand the basic principles and need of psychological measurement.</p> <p>CO80: Develop an understanding of functions of tests as well as test construction and standardization.</p> <p>CO81: Demonstrate an understanding of ethical and legal issues involved in psychological testing.</p> <p>CO82: Acquiring knowledge to effectively understand the psychometric strengths and weaknesses of tests.</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

CONTENTS

Unit I: The Need of Psychological Measurement and Testing **9 Hrs.**

- The Origin of Psychological Measurement and Testing

Unit II: Psychological Tests **9 Hrs.**

- Definition and Functions of a Test
- Current Uses of Psychological Tests
- Kinds of Tests
- Characteristics of a Good Test
- Steps of Test Construction

Unit III: Problems In The Test Administration **9 Hrs.**

- Professional Ethics
- Controlling The Use of Psychological Tests
- Problems of Rapport and Administration

Unit IV: Test Construction **9 Hrs.**

- Theory of Measurement of Error
- Classical Theory
- Drafting and Compilation of Test Items
- Item Analysis
- Item Response Theory

Unit V: Establishing The Characteristics of a Good Test **9 Hrs.**

- Reliability and Validity - Types, Factors and Methods

BOOKS RECOMMENDED

1. Essential Readings:

- Anastasi, A. (1979). *Fields of Applied Psychology*. New York: McGraw Hill (International Ed.).
- Cronbach, L. (1970). *Essentials of Psychological Testing*. Tokyo:Harper International Edition.
- Freeman (1963). *F.S. Theory and Practice of Psychological Testing*. New Delhi:Oxfordand IBH Publishing Co.
- Guilford, J.P. (1943). *Psychometric Methods*. New York:McGraw Hill Book Co. Inc.

2. Reference Books :

- N. K. Chaddha, (1996). *Theory and Practice of Psychometry*. New Delhi:New Age International Ltd. Publishers.
- Singh, A.K., (2011). *Test Measurements and Research Methods in BehavioralSciences*. New Delhi: Bharti Bhawan Publishers.

- Ciminero, A.R. (1986). *Handbook of Behavioral Assessment*. New York: John Wiley.
- Gulliksen, H. (1950). *The Theory of Mental Test*. New York: John Wiley and Sons.
- Nunnally, J.C. (1967). *Psychometric Theory*. New York: McGraw Hill Publication.
- Kline, P. (1975). *Psychological Testing*. London: Malabay.
- Murphy, K.R. & Davidshofer, C.O. (1994). *Psychological Testing: Principles and Applications*. New Jersey: Prentice Hall.

PAPER CODE - PSY 512
Theories of Personality - I
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. This course helps the students to understand the diverse psychological strategies used for the analysis of personality.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 512	Theories of Personality- I	<p>The students will be able to –</p> <p>CO83: Demonstrate knowledge of major theories, concepts, perspectives, empirical findings, methods, and techniques used in personality psychology.</p> <p>CO84: Apply knowledge of major theories, concepts, perspectives, and empirical findings in personality psychology to explain behaviour.</p> <p>CO85: Integrate different perspectives discussed in class to identify individual differences.</p> <p>CO86: Critically dissect, integrate, and apply scientific literature of personality theories.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction to the Psychology of Personality

9 Hrs.

- Meaning of personality

- Methodological Viewpoints: Idiographic and Nomothetic approaches
- Determinants of Personality - Biological and Socio-cultural
- Type Approaches.

Unit II: Assessment of Personality

9 Hrs.

- Psychological Scaling Techniques
- Rating Scales
- Personality Inventories with special reference to 16PF, EPQR, MMPI, Type A & B, big five and Projective Techniques
- Rorschach, TAT, SCT, WAT.

Unit III: Trait Approach

9 Hrs.

- Allport, Cattell

Unit IV: Psychoanalytical Approaches

9 Hrs.

- Freud, Jung

Unit V: Intrapsychic Approaches

9 Hrs.

- Adler, Sullivan

BOOKS RECOMMENDED

Essential Readings:

- Hall, C. S, Lindzey, G. & Campbell, J. B. (2004). *Theories of Personality*. New York: Wiley and Sons.
- Anastasi, A (1997). *Psychological Testing*. New York: McMillan Co.
- Engler, B. (2009). *Personality Theories*. USA: Wadsworth.
- Feist, J. & Feist, G. J. (2006). *Theories of personality (6th ed.)*. New York: Mc Graw Hills.

PAPER CODE - PSY 513
Statistical Methods of Psychological Research - I
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 513	Statistical Methods of Psychological Research - I	<p>The students will be able to –</p> <p>CO87: Define and identify basic concepts in inferential and descriptive statistics.</p> <p>CO88: Explain and apply the concepts and procedures of descriptive statistics.</p> <p>CO89: Describe and utilize principles of probability and hypothesis testing.</p> <p>CO90: Apply and interpret common inferential statistical tests and correlational methods.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction

9 Hrs.

- Introduction to Statistics
- Descriptive and Inferential Statistics
- Variables and Constants
- Measurement Scales
- Constructing a Grouped Frequency Distribution

Graphic Representation of Data

- Basic Procedures
- The Histogram
- The Frequency Polygon
- The Bar Diagram
- The Pie Chart
- The Cumulative Frequency Graph

Unit II: Measures of Central Tendency

9 Hrs.

- The Mode
- The Median
- The Mean
- Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean

Unit III: Measures of Variability

9 Hrs.

- The Range
- The Interquartile and the Semi-Interquartile Range
- The Variance
- The Standard Deviation
- Calculation of Standard Deviation from Raw Scores and Grouped Scores
- Properties and Comparison of Measures of Variability

Unit IV: Correlation**9 Hrs.**

- The Meaning of Correlation
- Historical Perspective
- Correlation: A Matter of Direction
- Correlation: A Matter of Degree
- The Coefficient of Correlation
- Calculating Pearson's Correlation Coefficient from Deviation Scores
- Calculating Pearson's Correlation Coefficient from Raw Scores
- Spearman's Rank-Order Correlation Coefficient
- Correlation and Causation

Unit V: The Normal Distribution**9 Hrs.**

- The Nature and Properties of the Normal Probability Distribution
- Standard Scores and the Normal Curve
- The Standard Normal Curve: Finding areas when the score is known
- The Standard Normal Curve: Divergence from Normality (Skewness and Kurtosis)

BOOKS RECOMMENDED**Essential Readings:**

- Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for Psychology*. (4th Ed.) India: Pearson Education.
- Chadha, N. K. (1991). *Statistics for Behavioral and Social Sciences*. New Delhi: Reliance Pub. House.
- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.
- Howell, D. (2009). *Statistical methods for Psychology*. Boston: Cengage Learning.
- King, B. M. & Minium, E.W, (2007). *Statistical Reasoning in the behavioral Sciences*. USA: John Wiley & Sons.
- Mangal, S. K. (2012). *Statistics in Psychology & Education*. 2nd Edition. New Delhi: PHI learning Pvt. Ltd.

PAPER CODE - PSY 514 (A)
Environmental Psychology - I
(Theory)

Credits: 3**Maximum Marks: 100 (CA-30, SEE-70)****Contact Hrs/Week: 3****Total Hrs: 45****Course Objectives (COs):****This course will enable the students to –**

1. To highlight the simultaneous and mutual interaction of environment and behaviour.
2. To delineate psychological approaches to the study of environment.
3. To discuss the impact of ecological degradation and the need for enhanced awareness programmes.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 514 (A)	Environmental Psychology - I	<p>The students will be able to –</p> <p>CO91: Understand the key concepts in the field of environmental psychology.</p> <p>CO92: Demonstrate an understanding of major theories dealing with human-environment relations.</p> <p>CO93: Reflect upon and evaluate research designs and methods in this topic area.</p> <p>CO94: Analyse environment related issues with relevant concepts and theories from psychology.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Nature and Scope of Environmental Psychology

9 Hrs.

- Methodological Approaches to Environmental Psychology

Unit II: Environmental Perception

9 Hrs.

- Nature and Factors

Unit III: Attitude toward Environment

9 Hrs.

- Formation and Change

Unit IV: Behaviour Theories of Environment

9 Hrs.

Unit V: Environmental Stress

9 Hrs.

- Pollution and Behavior

BOOKS RECOMMENDED

1. Essential Readings:

- Fisher, J.D., Bell, P.A. and Baum, A. (1984). Environmental Psychology. NY : Holt, Rinehart and Winston.
- Holahan, C.J. (1982). Environmental Psychology. NY : Random House.

- **Reference Books :**

- Dreze, J. & Sen, A. (Eds.) (1992). Indian Development. Delhi : Oxford University Prss.

- Gadgil, M. & Guha, R. (1995). Ecology and Equality. New Delhi : Penguin Books.
- Goldsmith, E. (1991). The Way : The Ecological World-View. Boston: Shambhala It Elson.
- W.H., Proshansky, H.M. Rilvin, E.G.; Winkle, G.H. & Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Rinehart and Winston.
- Jain. U. (1987). The Psychological Consequences of Crowding. New Delhi : Sage.
- Mishra, R.C. Sinha, D. & Berry, J.W. (1996). Ecology, Community and lifestyle. New Delhi.
- Odum, E.P. (1997). Ecology : A Bridge Between Science and Society. Massachussttes : Sinauer Associates.
- Pandey J., Sinha D. & Bhawuk, D.P.S. (Eds.) (1996). Asian Contribution to Cross-Cultural Psychology. New Delhi : Saga Publications.
- Sinha, D. Tripathi, R.C. & Mishra G. (Eds.) (1982). Deprivation : Its Social roots and Psychological Consequences. New Delhi : Concept Publishing Company.
- Stokols, D. and Altmann, I. (Eds.) (1987). Handbook of Environmental Psychology. New York : Wiley.
- Ittelson, W.H., Proshansky, H.M., Rilvin, E.G., Winkel, G.H. and Dempsey, D. (1974). An Introduction to Environmental Psychology. New York : Holt, Rinehart and Winston.
- Clad, A. (1984). Environmental Challenges. ND : UBH Publishers.

PAPER CODE - PSY 514 (B)
Consumer Psychology
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. This course familiarizes the students with conceptual and foundation theories of personality, which influence consumer behaviour.
2. It acquaints the students with the behavioural techniques and skills in the field of advertising.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 514 (B)	Consumer Psychology	<p>The students will be able to –</p> <p>CO95: Identify the dynamics of human behaviour and the basic factors that influence the consumers decision process</p> <p>CO96: Knowledge of perceptual selection, organization and interpretation in display and product positioning and principles of learning involved in buying behaviour& brand loyalty.</p> <p>CO97: Understanding the theoretical basis of personality in consumer behaviour and psychographic segmentation.</p> <p>CO98: Application of core concepts of psychology in understanding and manipulating consumer behaviour.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction

9 Hrs.

- Definition Of Consumer Behaviour
- Marketing Concept
- Current Trends in Consumer Behavior
- Approaches to Studying Consumer Behaviour
- Managerial vs Holistic Approaches
- Model of Consumer Behaviour

Unit II: Consumer Needs And Motivation

9 Hrs.

- Motives
- Classification of Motive
- Theories of Motivation - Maslow, Trio of Needs
- Motivational Theory and Marketing Strategy

Unit III: Consumer Perception

9 Hrs.

- Perceptual Selection
- Perceptual Organization
- Perceptual Interpretation
- Product Positioning

Unit IV: Consumer and Learning

9 Hrs.

- Principles of Conditioning

- Stimulus Generalization
- Stimulus Discrimination and Reinforcement
- Habit Formation
- Learning and Brand Loyalty.

Unit V: Personality And Consumer Behaviour

9 Hrs.

- Definition
- Nature
- Theories - Freud, Jung, Myers Briggs, Horney
- Psychographic Segmentation

BOOKS RECOMMENDED

Essential Readings:

- David L.L and Della Batia A.J. 2nd Ed. (1984). *Consumer Behavior Concepts and Applications*. New York: McGraw Hill.
- Eli P. Cox III(1979) : *Marketing Research – Information for Decision Making*. New York: Harper and Row.

Reference Books :

- Mahajan B. M. (1980): *Consumer Behavior in India: An Economic Study*. New Delhi: Concept Publishing Company.
- Reynolds F. D. and Wolls W. D. (1977): *Consumer Behavior*. New Delhi: McGraw Hill.
- Schiffaman L.G. and Kanak L.L. 2nd Ed. (1983): *Consumer Behavior*. New Jersey: Prentice Hall.
- Batra, R, Myres, J. G. and Aakes, D.A. (1996), *Advertising Management*. New Delhi: Prentice Hall of India.
- Sengupta, S. (1998). *Brand Positioning: Strategies for Competitive Advantage*. New Delhi: Tata McGraw Hill.
- Kotler, P. (1997). *Marketing Management: Analysis, Planning, Implementation and Control*. New Delhi: Prentice Hall of India.

PAPER CODE - PSY 514 (C)
Health Psychology - I
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with the nature and significance of the emerging area of health psychology within a life-span perspective.
2. To highlight the importance of social and psychological processes in the experience of health and illness.
3. To focus on the behavioural risk factors vis-à-vis disease prevention and health promotion.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 514 (C)	Health Psychology - I	<p>The students will be able to –</p> <p>CO99: Demonstrating knowledge of health psychology.</p> <p>CO100: Demonstrate the knowledge of Indian conceptualization of health and models on health behaviours.</p> <p>CO101: Demonstrating the application of preventive care at different levels.</p> <p>CO102: Application of a variety of health enhancing, health protective, and health compromising behaviours.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction to Health Psychology

9 Hrs.

- The Mind-Body Relationship: A Brief History
- Psychosomatic Medicine
- Biopsychosocial Model
- Advantages of the Biopsychosocial Model
- Clinical Implications of the Biopsychosocial Model
- The Need for Health Psychology: Changing Patterns of Illness
- Advances in Technology and Research
- Expanded Health Care Services
- Increased Medical Acceptance
- Role of health Psychologist

Unit II: Behaviour & Health**9 Hrs.**

- Role of Behavioral Factors in Disease and Disorder
- Health-Compromising Behaviors: Characteristics of Health-Compromising Behaviors
- Obesity
- Eating Disorders (Anorexia Nervosa, Bulimia)
- Substance Abuse (Alcoholism, Smoking)
- Mechanisms of Drug Action
- Models of Addiction- Biomedical Models, Reward Models, Social Learning Models

Unit III: Health Promotion: An Overview, Changing Health Habits**9 Hrs.**

- Attitude Change and Health Behavior
- The Health Belief Model
- The Theory of Planned Behavior
- Self-Determination Theory
- Criticisms of Attitude Theories
- Implementation Intentions
- Health Behavior Change and the Brain

Unit IV: Using Health Care Services**9 Hrs.**

- Recognition and Interpretation of Symptoms
- Who Uses Health Services?
- Misusing Health Services

Unit V: Stress and Health**9 Hrs.**

- Basic Concepts
- Stressors
- The Physiology of Stress
- Models of Stress and Illness
- **Coping with Stress**
- Responding to Stress
- Coping strategies
- Understanding Gender Differences in coping Styles
- Factors Affecting the Ability to Cope, Optimism, Coping Interventions

BOOKS RECOMMENDED**Essential Readings:**

- Misra, G. (Ed.) (1999). *Psychological Perspective on Stress and Health*. New Delhi : Concept.
- Sarafino, E.P. (1994). *Health Psychology Bio-Psychological Interactions*. New York : Wiley.
- Straub, R.A. (2014). *Health Psychology*. USA: Worth Publisher.
- Taylor, S. (1986). *Health Psychology*. New York: Random House.

Reference Books :

- Pastonjee, D. M., Pareek, U. and Agarwal, R. (Eds.) (1999). *Studies in Stress and its Management*. New Delhi: Oxford IBH Publishing Company.
- Schmidt, L. R., Schwenkenezger, P., Weinman, J. and Maes, S. (Eds.) (1990). *Theoretical and Applied Aspects of Health Psychology*. London: Harwood/Academic.
- Spielberger, C. D. And Sarson, I. G. (Eds.) (1996). *Stress and Emotions: Anxiety, Anger and Curiosity*. (Vol. 16). Washington, D. C.: Taylor and Francis.

PAPER CODE - PSY 515 (Practical)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 8

Total Hrs: 120

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 515	Practical	The students will be able to – CO103: To conduct experiments and administer psychological scales to the subject CO104: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject result CO105: Use simple statistical techniques for carrying out group based small quantitative research projects and write reports.	Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks	Observation, Presentation, Report writing

CONTENTS

Any five out of the list below:

- Thematic Apperception Test/Rorschach

- 16 Personality Factors
- Locus of Control (Hardiness)
- DAQ Dysfunctional Analysis
- Weschler's Adult Intelligence Scale
- 8 SQ
- Measurement of Stress
- Picture Frustration Test

BOOKS RECOMMENDED

- Baron, R. A., Branscombe, N. R. (2012). Social psychology. (13th ed.) Boston: Pearson.
- Baron, R.A. Branscombe, Nyla, R., Donn, Byrne, Bhardwaj, G. (2010). Social Psychology. (12th ed.) Delhi: Pearson.
- Ciccarelli, S.K. (2008). *Psychology*. Uttar Pradesh: Pearson Education India.
- Morgan, C.T. King, R.A. & Weisz J.R., Schopler, J (2017). *Introduction to General Psychology*. New Delhi: Tata McGraw Hill.
- Zimbardo, P.G., & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.
- Hall, C. S, Lindzey, G. & Campbell, J. B. (2004). *Theories of Personality*. New York: Wiley and Sons.
- Anastasi, A (1997). *Psychological Testing*. New York: McMillan Co.
- Engler, B. (2009). *Personality Theories*. USA: Wadsworth.

PAPER CODE - PSY 611
Psychometrics - II
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

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

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
		The students will be able to – CO106: Develop an understanding of kinds of norms necessary for test standardization.	Approach in teaching: Interactive Lectures, Discussion, Tutorials,	Class test, Semester end examinations, Quiz, Solving problems in tutorials,

PSY 611	Psychometrics - II	CO107: Acquiring knowledge about different kinds of intelligence tests and their utilization. CO108: Demonstrating an understanding of various interest, attitude and vocational tests and their importance in different fields. CO109: Understand the various projective tests of personality and their theoretical background strengths and weaknesses of tests.	Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Assignments, Presentation, Individual and group projects
---------	-----------------------	--	--	--

CONTENTS

Unit I: Standardization of Tests

9 Hrs.

- Establishment of Norms
- Interpretation and Application of Test Scores

Unit II: Intelligence Tests

9 Hrs.

- Tests of Intelligence
- Three Kinds - Verbal Tests
- Non-language Tests
- Performance Test
- Test for Measuring Adult Intelligence
- Wechsler, SPM,
- Tests of Creativity (Torrance Test of Creativity & RAT)

Unit III: Interest Tests

9 Hrs.

- The Strong Campbell Interest Inventory
- The KuderOccupational Interest Survey
- the Minnesota Vocational Interest Inventory
- Attitude Tests : Major Types – Thurston, Likert and Guttman
- Aptitude Tests : Uses
- General Aptitude Test Battery, Academic Tests, DAT

Unit IV: Personality Tests

9 Hrs.

- Self-Report Tests and Inventories
- Projective Techniques : T.A.T and Rorschach
- Situational Tests.

Unit V: Assessment in Organizational Set-up

9 Hrs.

- Organizational Climate Inventory / Organizational Culture Profile

BOOKS RECOMMENDED

Essential Readings :

- Anastasi, A.(1997). *Psychological Testing*. New York: McMillan Co.
- Guilford, J.P. *Psychometric Methods*. New York: McGraw Hill.
- Freeman, F.S. *Theory and Practice of Psychological Testing*. New Delhi: Oxford and IBH Publishing Co.

- Ciminero, A.R. (1986). *Handbook of Behavioral Assessment*. New York: John Wiley Publications.

Reference Books :

- Poffenberger, A. (1942). *Principles of Applied Psychology*. London: D. Appleton & Company.
- N.K. Chaddha, (1996). *Theory and Practice of Psychometry*. New Delhi : New Age International Ltd. Publishers.
- Singh, A.K . (2011). *Test Measurements and Research Methods in BehavioralSciences*. New Delhi : Bharti Bhawan Publishers.
- Gulliksen, H. (1950). *The Theory of Mental Test*. New York :John Wiley and Sons.
- Nunnally, J.C. (1967). *Psychometric Theory*. New York: McGraw Hill Publication.
- Kline, P. (1975). *Psychological Testing*. London :Malabay.
- Murphy, K.R, &Davidshofer, C.O. (1994). *Psychological Testing. Principles and Applications*. New Jersey : Prentice Hall.

PAPER CODE - PSY 612
Theories of Personality - II
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. This course helps the students to understand the diverse psychological theories to understand personality.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 612	Theories of Personality- II	The students will be able to – CO110: Demonstrate knowledge of major theories, concepts, perspectives, empirical findings, methods, and techniques used in personality psychology. CO111: Apply knowledge of major theories, concepts, perspectives, and	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students:	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		empirical findings in personality psychology to explain behaviour. CO112: Integrate different perspectives discussed in class to identify individual differences. CO113: Critically dissect, integrate, and apply scientific literature of personality theories.	Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	
--	--	--	---	--

CONTENTS

Unit I: Cognitive & Cognitive Behavioural Approaches

9 Hrs.

- Kelly and Beck

Unit II: Behavioural Approaches

9 Hrs.

- Dollard & Miller and Skinner

Unit III: Social Learning Approaches

9 Hrs.

- Bandura and Rotter

Unit IV: Personality Structure Approaches

9 Hrs.

- Murray and Eysenck

Unit V: Humanistic/ Existential Approaches

9 Hrs.

- Maslow and May

BOOKS RECOMMENDED

Essential Readings :

- Hall, C. S, Lindzey, G., & Campbell, J. B. (2004). *Theories of Personality*. New York: Wiley and Sons
- Anastasi, A (1997). *Psychological Testing*. New York: McMillan Co.
- Engler, B. (2009). *Personality Theories*. USA: Wadsworth.

PAPER CODE - PSY 613
Statistical Methods of Psychological Research - II
(Theory)

Credits: 3
Maximum Marks: 100 (CA-30, SEE-70)
Contact Hrs/Week: 3
Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To educate students with the techniques of inferential statistics and hypothesis testing.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 613	Statistical Methods of Psychological Research - II	<p>The students will be able to –</p> <p>CO114: Apply and interpret common inferential statistical tests and correlational methods.</p> <p>CO115: Apply and interpret parametric and non-parametric tests and understand their utility.</p> <p>CO116: Recognize the importance of the use of statistical analyses and the reporting of statistical results in research publications.</p> <p>CO117: Evaluate the advantages and limitations of different research methods used in psychological research.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction to Inferential Statistics

9 Hrs.

- Sampling
- Standard Error of Measurement- Mean, SD
- Inference from Large and Small Samples
- Degrees of Freedom
- Setting up Confidence Intervals for the Population Mean

Unit II: Hypothesis Testing

9 Hrs.

- The Difference between Two Independent Means
- Null and the Alternative Hypotheses
- One-Tailed and Two-Tailed Tests

- Computation and Interpretation of t values
- Errors in Hypothesis Testing

Unit III: One-Way Analysis of Variance (ANOVA)

9 Hrs.

- Purpose and Assumptions
- One-Way Analysis of Variance (Independent Samples)
- Comparison of t and F

Unit IV: Hypothesis Testing for Categorical Variables and Inference about Frequencies 9 Hrs.

- Calculation of the Chi-Square- One Way Classification
- Two Classification Variables-Contingency Table Analysis

Unit V: Nonparametric Approaches to Data

9 Hrs.

- Introduction to Distribution-free Nonparametric Tests
- Comparison with Parametric Tests
- Mann Whitney U Test
- Spearman Correlation

BOOKS RECOMMENDED

Essential Readings:

- Aron, A., & Aron, E. N., & Coups, E. J. (2007). *Statistics for Psychology (4th Ed)*. India: Prentice Hall.
- Chadha, N. K. (1991). *Statistics for Behavioral and Social Sciences*. New Delhi: Reliance Pub. House.
- Field, A. (2009). *Discovering Statistics using SPSS (3rd Ed)*. New Delhi :Sage
- King, B. M. &Minium, E. W. (2007). *Statistical Reasoning in the Behavioral Sciences(5th Ed)*. USA: John Willey

**PAPER CODE - PSY 614 (A)
Environmental Psychology - II
(Theory)**

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To highlight the simultaneous and mutual interaction of environment and behaviour.
2. To delineate psychological approaches to the study of environment.
3. To discuss the impact of ecological degradation and the need for enhanced awareness programmes.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 614 (A)	Environmental Psychology - II	<p>The students will be able to –</p> <p>CO118: Understands key concepts in the field of environmental psychology</p> <p>CO119: Demonstrates knowledge of how crowding affects social behaviour.</p> <p>CO120: Reflects upon urban problems and their possible solutions</p> <p>CO121: Apply knowledge in planning for a sustainable development and a better environment.</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students:</p> <p>Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Personal Space and Territoriality

9 Hrs.

- Definition
- Functions, and Determinant

Unit II: Crowding and Environment

9 Hrs.

- Density and Social Behaviour

Unit III: Environment and Community Health

9 Hrs.

- Urban Problems and their Solutions

Unit IV: Environmental Deprivation

9 Hrs.

- Nature & Consequences
- Psychological Adaptation
- Ecology and Development
- Resource Use
- Ecology Acculturation
- Sustainable Development

Unit V: Towards a Better Environment

9 Hrs.

- Planning

- Changing Behavior to Save the Environment
- Contributions of NGO's
- Social Movements - Tehri, Narmada

BOOKS RECOMMENDED

Essential Readings :

- Fisher, J.D., Bell, P.A. and Baum, A. (1984). *Environmental Psychology*. New York: Holt, Rinehart and Winston.
- Holahan, C.J. (1982). *Environmental Psychology*. New York: Random House.

Reference Books:

- Dreze, J. & Sen, A. (Eds.) (1992). *Indian Development*. New Delhi: Oxford University Prss.
- Gadgil, M. & Guha, R. (1995). *Ecology and Equality*. New Delhi: Penguin Books.
- Goldsmith, E. (1991). *The Way: The Ecological World-View*. Boston: Shambhala Ittelson.
- W.H., Proshansky, H.M.; Rilvin, E.G.; Winkel, G.H. & Dempsey, D. (1974). *An Introduction to Environmental Psychology*. New York: Rineheart and Winston.
- Jain. U. (1987). *The Psychological Consequences of Crowding*. New Delhi: Sage.
- Mishra, R.C. Sinha, D. & Berry, J.W. (1996). *Ecology, Acculturation and Psychological Adaptation*. New Delhi: Sage Publications.
- Odum, E.P. (1997). *Ecology: A Bridge Between Science and Society*. Massachussttes : Sinauer Associates.
- Sinha, D. Tripathi, R.C. & Mishra G. (Eds.) (1982). *Deprivation : Its Social roots and Psychological Consequences*. New Delhi: Concept Publishing Company.
- Stokols, D. and Altmann, I. (1987). *Handbook of Environmental Psychology*. New York: Wiley & Sons.
- Ittelson, W.H., Proshansky, H.M., Rilvin, E.G., Winkel, G.H. and Dempsey, D. (1974). *An Introduction to Environmental Psychology*. New York: Holt, Rinehart and Winston.
- Clad, A. (1984). *Environmental Challenges*. New Delhi: UBH Publishers.

PAPER CODE - PSY 614 (B)

Advertising (Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. It acquaints the students with the behavioural techniques and skills in the field of advertising.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 614 (B)	Advertising	<p>The students will be able to –</p> <p>CO122: Demonstrate the ability to evaluate, integrate, and apply appropriate information from various examples of advertisements to create cohesive, persuasive arguments towards understanding of the field.</p> <p>CO123: Analyse the influence and strategic applications of various reference groups that influence individual buying behaviour.</p> <p>CO124: Identify and real-world marketing research process & techniques through case studies.</p> <p>CO125: Develop a scientific attitude comprising the ability of reflection and logic reasoning towards the advertising campaign that builds the basis of influencing buying behaviour.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Marketing Communication

9 Hrs.

- Definition
- Process
- Barriers to Communication
- Results of Communication
- Source Effects in Marketing Communication
- Effects of Message
- Media Effect

Unit II: Group Influences

9 Hrs.

- Reference Group
- Influence of Reference Group
- Types and Nature of Reference Group
- Reference Group Influence on Consumer
- Strategic Application of Reference Group Influences.

Unit III: Marketing Research

9 Hrs.

- Introduction
- Process Of Marketing Research
- Marketing Survey Techniques - Personal Telephonic, Mail Interview, Panel Research, Media
- Research Motivational Research
- Advertising Research and Campaign Development.

Unit IV: Psychology Of Advertising**9 Hrs.**

- Message Reception
- Perception Awareness
- Understanding
- Persuasion
- Memorability

Unit V: Advertising Appeals**9 Hrs.**

- Human Needs for Bases for Appeals
- Buying Motives
- Appeals and Advertising Message
- Types of Appeal
- Essentials of Advertising Appeal
- Selling Points and Appeals

BOOKS RECOMMENDED**Essential Readings :**

- David L.L and Della Batia A.J. 2nd Ed. (1984): *Consumer Behavior Concepts and Applications*. New York: McGraw Hill.
- Eli P. Cox, I. (1979). *Marketing Research – Information for Decision Making*. New York: Harper and Row.

Reference Books :

- Mahajan, B. M. (1980): *Consumer Behavior in India: An Economic Study*. New Delhi: Concept Publishing Company.
- Reynolds F. D. and Wolls W. D. (1977): *Consumer Behavior*. New Delhi: McGraw Hill.
- Schiffman L.G. and Kanak L.L. 2nd Ed. (1983): *Consumer Behavior*. New Jersey: Prentice Hall.
- Batra, R, Myres, J. G. and Aakes, D.A. (1996), *Advertising Management*. New Delhi: Prentice Hall of India.
- Sengupta, S. (1998) *Brand Positioning: Strategies for Competitive Advantage*. New Delhi: Tata McGraw Hill.
- Kotler, P. (1997). *Marketing Management: Analysis, Planning, Implementation and Control*. New Delhi: Prentice Hall of India.

PAPER CODE - PSY 614 (C)
Health Psychology - II
(Theory)

Credits: 3

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 3

Total Hrs: 45

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with the nature and significance of the emerging area of health psychology within a life-span perspective.
2. To highlight the importance of social and psychological processes in the experience of health and illness.
3. To focus on the behavioural risk factors vis-à-vis disease prevention and health promotion.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 614 (C)	Health Psychology - II	<p>The students will be able to –</p> <p>CO126: Developing an understanding of human strengths and virtues, and gain insights into positive aspects of work.</p> <p>CO127: Demonstrating adequate knowledge about issues related to stress, stress management and coping.</p> <p>CO128: Acquire knowledge of crisis intervention in community.</p> <p>CO129: Apply the knowledge about the promotion of healthy behaviour in chronic illness management.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Chronic and Life-Threatening Illnesses

9 Hrs.

- Quality of Life
- Emotional Responses to Chronic Illness
- Personal Issues
- Coping
- Co-management of Chronic Illness
- Psychological Interventions

Unit II: Managing Pain

9 Hrs.

- What Is Pain

- Measuring Pain
- The Physiology of Pain
- Factors That Influence the Experience of Pain
- Treating Pain

Unit III: Social Psychology & Health

9 Hrs.

- Personality and health behaviour-Optimism
- Type A Behaviour & Hostility
- Neuroticism
- Extraversion
- Conscientiousness
- Personality linkage with diseases: Coronary Heart Disease, Hypertension, Type II Diabetes
- Social Support

Unit IV: Positive Psychology and Thriving

9 Hrs.

- Allostasis and Neuroendocrine Health
- Neurobiology of Resilience
- Psychosocial Factors and Physiological Thriving
- Features of Psychological Thriving
- Beyond Positive Psychology

Stress and Resilience

- Personality and Coping
- Psychosocial Resources
- Religion, Coping, and Well-Being Resilience
- Coping Style- Problem-Focused and Emotion-Focused Coping
- Coping and External Resources
- Coping Outcomes

Unit V: Health Psychology- Challenges for the Future

9 Hrs.

- Health Promotion
- Stress and its management
- Management of Serious Illness
- Trends in Health and Health Psychology

BOOKS RECOMMENDED

Essential Readings :

- Misra, G. (Ed.) (1999). *Psychological Perspective on Stress and Health*. New Delhi : Concept.
- Sarafino, E.P. (1994). *Health Psychology Bio-Psychological Interactions*. New York: Wiley.
- Straub R.A. (2014). *Health Psychology*. USA: Worth Publisher.
- Taylor, S. (1986). *Health Psychology*. New York : Random House.

References:

- Lyons, A.C, Chamberlain. (2006). *Health Psychology: A Critical Introduction*. New York: Cambridge University Press.

- Pastonjee, D. M., Pareek, U. and Agarwal, R. (1999). *Studies in Stress and its Management*. New Delhi: Oxford IBH Publishing Company.
- *Psychology and Developing Societies: A Journal, Special Issue. Indigenous Health Beliefs and Practices*, Vol. 12, -Jan-June, 2000.
- Schmidt, L. R., Schwenkenezger, P., Weinman, J. and Maes, S. (Eds.) (1990). *Theoretical and Applied Aspects of Health Psychology*. London: Harwood/Academic.
- Spielberger, C. D. And Sarson, I. G. (Eds.) (1996). *Stress and Emotions: Anxiety, Anger and Curiosity*, Vol. 16, Washington, D. C.: Taylor and Frances

PAPER CODE - PSY 615
Research Project
(Practical)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 8

Total Hrs: 120

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the student with basics of conducting a research and using statistical techniques to compile results.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 615	Research Project	<p>The students will be able to –</p> <p>CO130: To understand the basics of conceptualization and formulation of a simple research project.</p> <p>CO131: Acquire understanding of selection and administration of tools for data collection in the field.</p> <p>CO132: Apply statistical methods to conduct analysis of data and/or qualitative research methods.</p> <p>CO133: Write a report of research project in APA format.</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

CONTENTS

- Viva and Report on Research Project

BOOKS RECOMMENDED

- Chadha, N. K. (1991). *Statistics for Behavioral and Social Sciences*. New Delhi: Reliance Pub. House.
- Field, A. (2009). *Discovering Statistics using SPSS (3rd Ed)*. New Delhi :Sage
- King, B. M. &Minium, E. W. (2007). *Statistical Reasoning in the Behavioral Sciences(5th Ed)*. USA: John Willey

Department- Behavioural & Health Sciences

Programme- MA Psychology

OUTCOMES - Academic Year- 2020-21

PROGRAMME OUTCOME

P01	Students will develop substantial knowledge in their respective areas of specialization.
P02	Students will acquire analytical skills in understanding and explicating data and recognizing value conflicts in various issues.
P03	Students will be able to engage in research projects and will attain proficiency in research report writing.
P04	Students will acquire the skills necessary to apply the attained knowledge in appropriate work settings.
P05	Students will be prepared for responsible informed citizenship through the development of ethical decision making skills.
P06	Students will be able to examine ideas and theories against existing conventions while dealing with questions of facts and values.
P07	Students will be able to develop values and attitudes to be the agents of social change.
P08	Students will be able to acquire decisive and influential skills and will also be able to use them strategically.
P09	Students will acquire the cognitive and technical skills to critically assess and evaluate current issues with reference to international and domestic standards

PROGRAMME SPECIFIC OUTCOMES

PS01	Acquire knowledge of key concepts, theories and findings in three broadly defined areas of psychology: Applied Psychology, Social, Cognitive & Developmental Psychology, and Neuropsychology & Research Methodology and Statistics, Psychometrics, Organizational, Counselling and Clinical Psychology.
PS02	Describe and demonstrate theories and methods of cognitive and personality assessment.

PSO3	Identify current methods of clinical/counselling/organizational psychology and evaluation research in context of the multifaceted dynamic environment.
PSO4	Comprehensively develop understanding of the principles and theories of human and family development from infancy to old age, including their effects upon individuals, couples and family relationships, and comprehend the unique developmental and psychological needs of the population in different age groups.
PSO5	Knowledge of career development theories and techniques, including career development decision making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development in various work settings.
PSO6	Demonstrate (through practice sessions with peers) ability to conduct beginning stages of therapy by demonstrating active listening skills, and skills of observing and describing interpersonal process.
PSO7	Students will perform professional activities related to I/O Psychology including administering employee surveys, evaluating organizational interventions, conducting job analyses and more.
PSO8	Achieve personal goals to enhance interpersonal effectiveness in personal/clinical/work or any social environment.
PSO9	Apply methods of assessing cognitive and personality functioning
PSO10	Evaluate and apply scholarship to practice Students learn to reason scientifically, interpret and use statistics, and critically assess and conduct psychological research.
PSO11	Achieve personal goals to enhance interpersonal effectiveness in personal/clinical/work or any social environment.
PSO12	Apply methods of assessing cognitive and personality functioning
PSO13	Evaluate and apply scholarship to practice Students learn to reason scientifically, interpret and use statistics, and critically assess and conduct psychological research.
PSO14	Achieve personal goals to enhance interpersonal effectiveness in personal/clinical/work or any social environment.
PSO15	Apply methods of assessing cognitive and personality functioning

PSY 325 C	CO120	X		X		X		X								
	CO121	X		X		X		X					X			
PSY 326	CO122	X									X		X	X		
	CO123	X									X			X	X	
	CO124	X									X			X	X	
PSY 327	CO125	X		X				X				X	X			
	CO126	X		X		X		X				X				
	CO127	X		X		X		X				X		X		
	CO128	X		X				X	X			X				
	CO129	X		X		X		X	X			X	X			
PSY 421	CO130	X									X		X			
	CO131	X			X				X			X	X			
	CO132	X									X		X			
	CO133	X			X				X			X	X			
	CO134	X									X		X			
PSY 422	CO135	X				X	X		X	X			X			
	CO136	X							X	X			X		X	
	CO137	X							X	X			X			
	CO138	X							X	X			X	X		
PSY 423	CO139	X											X			
	CO140	X		X					X				X			
	CO414	X							X				X			
	CO142	X		X		X			X				X			
PSY 424 A	CO143	X		X					X				X			
	CO144	X		X					X				X			
	CO145	X		X		X			X				X			
	CO146	X		X					X				X			
	CO147	X							X				X			
PSY 424 B	CO148	X		X					X				X	X		
	CO149	X		X		X			X				X			
PSY 424 C	CO150	X		X				X					X			
	CO151	X		X						X						
	CO152	X		X												
PSY 425A	CO153	X		X					X	X			X			
	CO154	X		X									X			
	CO155	X		X									X	X		
	CO156	X		X		X			X	X			X			
	CO157	X		X									X	X		
PSY 425 B	CO158	X		X					X							
	CO159	X		X		X			X				X	X		

PSY 425 C	CO160	X		X									X			
	CO161	X		X									X			
	CO162	X		X									X			
	CO163	X		X									X			
	CO164	X		X									X	X		
PSY 426	CO165	X								X					X	
	CO166	X								X					X	
	CO167	X								X					X	X
	CO168	X								X					X	X

MA/M.Sc. PSYCHOLOGY (2020-2021)

COURSE OUTCOMES – Semester I

PAPER CODE - PSY 121

Cognitive Psychology – I

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To acquaint students with the processes involved in cognition and to develop critical understanding about cognitive processes.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 121		The students will be able to – CO1: Knowledge regarding the historical development of cognitive psychology, understanding of basic cognitive functions like attention, perception, memory and emotion through different perspectives/theoretical approaches.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

	Cognitive Psychology - I	CO2: Appreciate the complexity of cognitive processes underlying people's behaviour. CO3: Reflect on the importance of empirical evidence for theoretical positions within various processes of cognitive psychology. CO4: Reflect on how the cognitive perspective helps our understanding of human behaviour and experience.	Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	
--	---------------------------------	---	---	--

CONTENTS

Unit I: Introduction to the Cognitive Psychology

12 Hrs

- History of Cognitive Psychology,
- Cognitive Renaissance,
- Current Status: Computer Model and Cognitive Neuroscience.
- Approaches
- Information Processing,
- Ecological,
- Connectionist
- Evolution Perspective.

Unit II: Attention

12 Hrs

- Processing Capacity and Selective Attention,
- Model of Selective Attention,
- Capacity Models of Attention,
- Source of dual task, Interference,
- Divided Attention.
- Automaticity and Effect of Practice.
- Neurological Basis of Attention.

Unit III: Perceptual Processes

12 Hrs

- Theories of Perception,
- Perceptual Learning and Development,
- Signal Detection Theory,
- Mental Images: Properties and Representation

Unit IV: Memory and Forgetting

12 Hrs

- Sensory, Short Term and Long-Term Memory,
- Working Memory,
- Semantic and Episodic,
- Eyewitness,
- Implicit vs Explicit;
- Models of Semantic Knowledge,
- The Procedural – Declarative Distinction;
- Theories of forgetting,
- Mnemonics.

Unit V: Emotion and Cognition**12 Hrs**

- Dimensional Approaches,
- Theoretical Approaches;
- Mood and Memory,
- Emotional Learning,
- Emotion and Declarative Memory,
- Emotion
- Attention
- Perception.

BOOKS RECOMMENDED

- Solso R.L., Maclin O.H., Maclin M.K. (2014). *Cognitive Psychology* (8th Ed). Noida: Pearson India Education.
- Riegler G.B. and Riegler B.R. (2008). *Cognitive Psychology – Applying the Science of the Mind*. New Delhi: Pearson India Education.
- Smith E.E. and Kosslyn S.M. (2007). *Cognitive Psychology – Mind and Brain*. New Delhi: Prentice Hall India.
- Hunt R. and Ellis H. (2007). *Fundamentals of Cognitive Psychology* (7th Ed.) Delhi: Tata McGraw.
- Galotti, K.M. (2014). *Cognitive Psychology In and Outside Laboratory*. Greater Noida: Sage Publications India.

PAPER CODE - PSY 122**Statistics in Behavioural Sciences****(Theory)****Credits: 4****Maximum Marks: 100 (CA-30, SEE-70)****Contact Hrs/Week: 4****Total Hrs: 60****Course Objectives (COs):****This course will enable the students to –**

1. To develop an understanding of various statistical techniques in terms of their assumptions, applications and limitations.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 122	Statistics in Behavioural Sciences	<p>The students will be able to –</p> <p>CO5: Define and identify basic concepts in inferential and descriptive statistics.</p> <p>CO6: Describe and utilize principles of probability and hypothesis testing.</p> <p>CO7: Developing skills to use quantitative techniques in psychology.</p> <p>CO8: Explain and apply the concepts and procedures of descriptive statistics</p> <p>CO9: Apply and interpret common inferential statistical tests and correlational methods.</p> <p>CO10: Apply and interpret parametric and non-parametric tests and understand their utility</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Definition and Purpose Of Statistics

12 Hrs

- Cumulative Distribution,
- Normal Distribution,
- Nature of Normal Distribution,
- Divergence from Normality
- Kurtosis and Skewness;
- Application of Normal Probability Curve

Unit II: Special Correlational Methods

12 Hrs

- Biserial,
- Point Biserial,
- Phi-Co-Efficient,
- Tetra Choric Correlation;
- Regression and Prediction Analysis;
- Least Square Solution – Linear

Unit III: Inferential Statistics

12 Hrs

- Significance of Mean,
- S.D.,
- Coefficient of Correlation;
- Testing Experimental Hypothesis- Z Test, t-Test, Chi-Square, rho.

Unit IV: Analysis of Variance

12 Hrs

- One Way and Two Way,

- General Uses and Limitations

Unit V: Non-Parametric Statistics

12 Hrs

- Median Test;
- Mann-Whitney 'U' Test;
- Friedman Two-Way Analysis Of Variance

BOOKS RECOMMENDED

Essential Readings

- Garrett, H.E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International Publishers.
- Mangal, S.K. (2002). *Statistics in Psychology and Education*. New Delhi: Prentice Hall India.
- Minium, E.W. , King B.M. & Bear, G. (1995). *Statistical Reasoning in Psychology and Education*. New York : John Wiley & Sons.
- Seigel S. (1988). *Nonparametric Statistics in Behavioral Sciences*. New York: McGraw Hill.

Reference Books

- Glenburg, A. (1988). *Learning From Data: An Introduction to Statistical Reasoning*. New York: Harcourt Brace.
- Singh, A.K. (2017). *Tests, Measurements and Research Method in Behavioral Science*. Patna : Bharti Bhavan.
- Welkowitz, J., Ewen, R.B. & Chocen J. (1982). *Introduction to Statistics for Behavioral Sciences*. New York: Academic Press.
- Winer, B.J. (1971). *Statistical Principles in Experimental Designs*. New York: McGraw Hill.

PAPER CODE - PSY 123

Psychological Research

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. Provide students with the fundamental knowledge of research methods used in Psychology.

- Facilitate students' understanding for how using valid scientific methods can improve and create knowledge in the field of psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 123	Research Methods in Psychology	<p>The students will be able to –</p> <p>CO11: Develop a basic understanding of qualitative and quantitative research.</p> <p>CO12: Understanding of various research paradigms like positivism, social constructionism, and more.</p> <p>CO13: Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.</p> <p>CO14: Demonstrating an understanding of interpreting results of research and writing a research report.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: An Introduction to Inquiry

12 Hrs

- Dialectics of Psychological Research- Idiographic vs. Nomothetic Explanation,
- Inductive vs. Deductive Theory,
- Qualitative vs. Quantitative Data,
- Pure vs. Applied Research;
- Paradigms- Logical Positivism,
- Social Construction,
- Feminist Paradigm and Critical perspective.
- Ethics of Research

Unit II: Quantitative Research

12 Hrs

- Measurement: Levels of Measurement,
- Principles of good measurement;
- Variables: Independent variables,
- Approaches to manipulate independent variables,
- Dependent variables,
- Quasi-Independent Variables;
- Scales of Measurement: Likert scaling, Thurstone scaling, Guttman scale, Semantic differential scale; Psychological scaling methods.

Unit III: Qualitative Research

12 Hrs

- Issues- Subjectivity,
- Reflexivity,
- Power,

- Validity and
- Triangulation;
- Field Research Paradigms- Naturalism, Ethnography, Grounded Theory, Case Studies & Extended case Studies

Unit IV: Analysis of Data

12 Hrs

- Qualitative Data Analysis:
- Linking Theory
- Analysis, Data Processing-
- Coding, Memoing,
- Concept Mapping,
- Qualitative Analysis of Quantitative Data;
- Quantitative Data Analysis-
- Quantification of Data,
- Univariate Analysis, Bivariate analysis

Unit V: Interpreting the Results of Research

12 Hrs

- Interpreting Specific Results- Problem of Scale Attenuation,
- Regression Artifacts;
- Interpreting Patterns of Research- Reliability & Replication,
- Converging Operations.
- Writing the Research Report: The Quantitative Research Report,
- The Qualitative Research Report.

BOOKS RECOMMENDED

- Kerlinger, F. N. & Lee, H.B.(2000). *Foundation of Behavioral Research (4th Ed.)*. Orlando: Harcourt College Publishers.
- Elmes, D. G., Kantowitz, B.H & Roediger, H. L. (2006). *Research Methods in Psychology (8th Ed.)*. Belmont: Thomson Wadsworth Publications.
- Babbie, E. (2004). *The Practice of Social Research (10th Ed.)*. Singapore: Thomson Asia Publications.
- Gravetter, F. J. & Forzano, L.B. (2006). *Research Methods for the Behavioral Sciences (2nd Ed.)*.United States of America: Graphic World Publishing Services.
- Shaughnessy, J.J. & Zechmeister, E.B. (1985). *Research Methods in Psychology (4th Ed.)*. United States of America: The McGraw-Hill Companies.

PAPER CODE - PSY 124

Neuropsychology – I

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

5. To help students to understand neuropsychology of human behaviour.
6. To develop understanding about the linkage between cognition and neuropsychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 124	Neuropsychology - I	The students will be able to – CO15: To understand the fundamental physiological processes, historical development and scientific methods underlying human behaviour. CO16: To have awareness about the role of biological factors in emotion. CO17: To understand the fundamental physiological processes underlying human behaviour like attention, memory and sensory-perceptual processes. CO18: To apply knowledge of basic physiological phenomenon to daily events involving attending to stimuli, memorizing, etc.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction to Neuropsychology	12 Hrs
• Definition;	
• History and Scope;	
• Methods	
Unit II: Neuroanatomy	12 Hrs
• Structure and Functions - Neurons,	
• CNS,	
• PNS and	
• Neurotransmitters	
Unit III: Neuropsychology of Attention	12 Hrs
• Sub cortical Structure Influencing Attention;	
• Cerebral Cortex and Attention;	
• Disorders of Attention	
Unit IV: Neuropsychology of Sensory and Perceptual Processes	12 Hrs
• Sensory and Perceptual Processes - Visual, Auditory, Chemical & Somatosensory;	
• Neuropsychology of Motor Skills;	
• Disorders of Sensory and	
• Perceptual Processes	
Unit V: Neuropsychology of Memory	12 Hrs
• Neuropsychological Basis of LTM, STM	

BOOKS RECOMMENDED

Essential Readings

- Best, J.B. (1995). *Cognitive Psychology*. MN : West Publishing Co.
- Carlson, N. (1999). *Physiology of Behavior*. Boston : Allyn and Bacon.
- Klein, S.B., & Thorne, M.B. (2006). *Biological Psychology*. New York: Worth Publishers.
- Solso, R.L. (2004). *Cognitive Psychology*. ND : Person Education.
- Sternberg, R.J. (1999). *Cognitive Psychology*. Fort Worth : Harcourt Brace College Publisher.
- Walsh, K. (1994). *Neuropsychology : A Clinical Approach*. ND : Churchill Livingstone.
- Zilmer, E.A., & Spears, M.V. (2001). *Principles of Neuropsychology*. Canada : Wadsworth.

Reference Books

- Baddeley, A. (1990). *Human Memory : Theory and Practice*. Boston : Allyn and Bacon.
- Beaumont, J.G., Kenealy, P.M., & Rogers, M.J.C. (Ed.). *The Blackwell Dictionary of Neuropsychology*. Oxford : Blackwell Publishers.
- Berry, J.W., Poortinga, Y.H., Segal, M.H., & Dason, P.R. (2002). *Cross-cultural Psychology. Research and Perspective*. Cambridge : CUP.
- Carruther, P., & Chamberlain, A. (Ed.). (2000). *Evolution and the Human Mind : Modularity, Language and Meta-cognition*.
- Finger, S. (1994). *Origin of Neuroscience : A History of Explorations into Brain Function*. NY : OUP.
- Franken, R.E. (2002). *Human Motivation*. Australia : Wadsworth.
- Glass, A.L., & Hjuljoak, K.J. (1986). *Cognition Psychology*. NY : Random House.
- Green, D.W. (1996). *Cognitive Science : An Introduction*. Oxford Blackwell.
- Johnson, M.H. (1997). *Development Cognitive Neuroscience*. Blackwell Publishers.
- Kellogg, R.T. (1997). *Cognitive Psychology*. London : Sage.

- Lewis, M., & Haviland-Jones, J.M. (ed.). (2000). *Handbook of Emotions*. NY : The Guilford Press.
- Lezak, M.D. (1976). *Neuropsychological Assessment*. NY : OUP.
- Matlin, M.W. (1995). *Cognition*. Bangalore: Prism.
- Nelson, T.O. (1992). *Metacognition : Core Readings*. Boston : Allyn and Bacon.
- Pinel, J.P.J. (1997). *Biopsychology*. Boston : Allyn and Bacon.
- Purves, D., Augustine, G.J., Fitzpatrick, D., Katz, L.C., LaMantia, A.S., & McNamara, J.O. (1997). *Neuroscience*. Massachusetts : Sinaur Associates.
- Reed, S.K. (2000). *Cognition : Theory and Applications*. Australia : Wadsworth.
- Thagard, P. (1998). *Mind Readings : Introductory Selections on Cognitive Science* : Cambridge : MIT, Bradford.

PAPER CODE - PSY 125 (A)

Psychopathology

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To impart knowledge about the normality and abnormality of behaviour.
2. To make students understand the nature and course of various abnormal conditions.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 125 (A)	Psychopathology	<p>The students will be able to –</p> <p>CO19: Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section)</p> <p>CO20: To have knowledge of different aspects of abnormal behaviour.</p> <p>CO21: Developing a foundational knowledge of Clinical Psychology, its historical development</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		<p>(especially w.r.t India) and professional ethics.</p> <p>CO22: To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour, common classification systems, and range of disorders including anxiety disorders, mood disorders, schizophrenia, disorders generally observed at childhood and adolescence, and personality disorders.</p> <p>CO23: Understand various behavioural dysfunctions and use the same in day-to-day life</p>		
--	--	--	--	--

CONTENTS

Unit I: Nature and Problems of Clinical Psychology

12 Hrs

- Brief History of Clinical Psychology;
- The Nature and Status of Clinical Psychology;
- Role of Clinical Psychologist;
- Professional Ethics, Training, Responsibilities of a Clinical Psychologist;
- Future of Clinical Psychology

Unit II: Genesis of Psychopathology

12 Hrs

- Clinical Manifestations of Schizophrenia Spectrum and other Psychotic Disorders,
- Bipolar and other Related Disorders,
- Depressive Disorder,
- Anxiety Disorder,
- Somatic Symptoms
- Related Disorders
- OCD

Unit III: Clinical Manifestation of Neuro-Cognitive and Neuro-Developmental Disorders

12Hrs

- Delirium,
- Major or Mild Neuro-Cognitive Disorder due to Alzheimer's, Parkinson's,
- Huntington disease;
- Intellectual Disability,
- Autism,
- ADHD.

Unit IV: Personality Disorders

12 Hrs

- Types and their Clinical Manifestation

Unit V: Substance related and Addictive Disorders

12 Hrs

- Sleep Wake Disorders;
- Feeding and Eating Disorder;
- Disruptive Disorders: Impulse Control and Conduct Disorder.

BOOKS RECOMMENDED

Essential Readings

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.
- Kaplan, H. J. & Sadock, B. J. (2004). *Synopsis of Comprehensive Textbook of Psychiatry*, Baltimore: Williams and Wilkins.
- Korchin, S. J. (1976). *Modern Clinical Psychology*, Tokyo, Harper International.
- Wolman (1965). *Handbook of Clinical Psychology*, New York, McGraw Hill,

Reference Books

- Mayer, R. G. & Deutsch, S. E. (1996). *The Child Clinician's Handbook*. Mass: Allyn and Bacon.
- Pinel, P. J. (1997). *Biopsychology*, Mass: Allyn and Bacon.
- Zillmer, E. A. & Spears, M.V. (2000). *Principles of Neuropsychology*. Canada: Thomson Wadsworth Publishers.
- Walker, C. E. & Roberts, M. C. (2001). *Handbook of Clinical Child Psychology* (3rd Ed). New York: J. Wiley & Sons.
- Batchelor I.R.C. 10th Ed. (1968). Henderson Gillepie's Textbook of Psychiatry. London, Oxford University Press.
- Cameron, N. & Margaret. (1951). *Behavior Pathology*. Houghton Mifflin Company, Boston.
- Ludwig, A. (1986). *Principles of Clinical Psychiatry*. The Free Press, New York.
- Nicoli, A.M. Ed. (1978). *The Harvard Guide to Modern Psychiatry*. Harvard University Press, Cambridge.

PAPER CODE - PSY 125 (B)

Guidance and Counselling Psychology

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with the recent trends in Counselling and Guidance.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 125(B)	Guidance and Counselling Psychology	The students will be able to – CO24: Developing a basic understanding of counselling as a profession. CO25: Demonstrate the ability to apply psychological knowledge and guidance principles to prevent and solve human problems existing at individual, group and societal levels. CO26: Develop related skills that promote human welfare, and optimal human functioning.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Counselling Psychology

12 Hrs

- Definition,
- Nature and Scope,
- Historical Development
- Current Status

Unit II: Guidance

12 Hrs

- Meaning and Definition of Guidance;
- Aims and Importance of Guidance;
- Basic Principles of Guidance;

- Types of Guidance;
- Group Guidance

Unit III: Guidance Services In Schools

12 Hrs

- Importance, Scope and Problems;
- Educational and Vocational Guidance;
- Organization of Guidance Services;
- Follow up Services in Guidance;
- Evaluation of Guidance Services.

Unit IV: Counselling Process

12 Hrs

- Counselling Process and Content,
- Characteristics of the Counselor and the Counselee

Unit V: Approaches And Techniques of Counselling

12 Hrs

- Expectancy and
- Goals of Counselling

BOOKS RECOMMENDED

Essential Readings

- Belkin, G.S. (1988). *Introduction to Counselling*. W.G. : Brown Publishers.
- Nelson, J. (1982). *The Theory and Practice of Counselling Psychology*. New York: Holt Rinehart & Winston.
- Ben, Ard, Hr. (Ed.) (1977). *Counselling and Psychotherapy : Classics on Theories and Issues*. Science & Behavior Books Co.
- Brammer, L.M. and Shostrom, B.L. (1977). *Therapeutic Psychology : Fundamentals of Counselling Psychotherapy*. (3rd Ed.) (1977). Englewood Cliffs: Prentice Hall.
- Brown, D; Brooks, L. (1991). *Career Counselling Techniques*. Allyn and Baron.
- Clough, P; Pardeck, J.T.; Yuen, F. (2005). *Handbook Emotional and Behavioral Difficulties*. New Delhi: Sage Publication.
- Drummond, R.J. and Ryan, C.W. (1995). *Career Counselling a Developmental Approach*. Prentice Hall.

Reference Books

- Geldard, K. and Gilford, D. (2003). *Counselling Children*, (2nd Ed). New Delhi: Sage. Publications.
- Geldard, K. and Geldard, D. (2004). *Counselling Adolescents*. New Delhi: Sage. Publications.
- Gothard B; Mignot, P; Offer; M and Ruff; M. (2001). *Career Guidance in Context*. New Delhi: Sage. Publications.
- Herr, E.L. and Cramer, S.H. (1987). *Career Guidance and Through the Life Span Systematic Approach*. Scott, London: Foresman and Company.
- Ponterotto, D.B; Casas, J.M.; Suzuki, L.A. and Alexander, C.M. (2001). *Handbook of Multicultural Counselling*. New Delhi: Sage Publications.
- Sherry, J. (2004). *Counselling Children, Adolescents and Families*, New Delhi: Sage Publications.
- Swanson, J.L.; and Foud, N.A. (1991). *Career Theory and Practice*. New Delhi: Sage Publications.

PAPER CODE - PSY 125 (C)

**Principles of Organizational Behaviour
(Theory)**

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To understand the concepts, nature and principles of organizational behaviour.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 125(C)	Principles of Organizational Behaviour	The students will be able to – CO27: Understanding of the foundations of organizational behaviour, its challenges and opportunities in the current scenario. CO28: Understanding of the implications of organizational behaviour on the process of management & the extent of the role of people skills of managers that contribute to the definition of organizational behaviour. CO29: Analyse individual human behaviour in the workplace as influenced by personality, values, perceptions, and attitudes. CO30: Critically evaluate the potential effects of important developments in the external environment (such as globalisation and advances in technology) on organisational behaviour. CO31: Understanding your own management style as it relates to influencing and managing behaviour in the organization systems. CO32: Enhance critical thinking and analysis skills through the use of management case studies and small group exercises.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: The Foundation of Organizational Behavior

12 Hrs

- Introduction to Organizational Behavior;
- Challenges and Opportunities for OB;
- Historical Background: The Hawthorne Studies,
- Theoretical Foundation for Organizational Behaviour,
- Developing an OB Model.
- Diversity in the Workplace,
- Ethics and Ethical Behavior in Organizations

Unit II: Organizational Design & Culture

12 Hrs

- The Organizational Theory Foundation,
- Modern Organization Designs,
- The Organizational Culture-Definition and Characteristics,
- Uniformity of Culture, Creating and Maintaining a Culture.
- Creating an Ethical Organizational Culture,
- Creating a Positive Organizational Culture,
- Spirituality and
- Organizational Culture.

Unit III: Attitudes and Job Satisfaction

12 Hrs

- Work-Related Attitudes: PA/NA, Employee Attitudes-components & major attitudes at workplace,
- Job Satisfaction-Influences,
- Outcomes.
- Organizational Commitment-Meaning,
- Outcomes,
- Enhancing Organizational Commitment.
- Organizational Citizenship Behaviors.

Unit IV: Personality and Values

12 Hrs

- The Myers-Briggs Type Indicator,
- The Big Five Personality Model,
- Other Personality Traits Relevant to OB.
- Values-Importance of Values,
- Terminal vs Instrumental Values,
- Generational Values.
- Person-Job Fit,
- Person-Organization Fit

Unit V: Perception and Individual Decision Making

12 Hrs

- Factors Influencing Perception,
- Person Perception: Making Judgments About Others,
- Attribution Theory, Common Shortcut & Applications,
- The Link Between Perception and Individual Decision Making,
- Decision Making in Organizations: The Rational Model,
- Bounded Rationality, and Intuition,
- Common Biases and Errors,
- Influences: Individual Differences and Organizational Constraints,

- Ethics in Decision Making,
- Improving Creativity in Decision Making.

BOOKS RECOMMENDED

Essential Readings

- Luthans, F. (2013). *Organizational Behavior- An evidence based approach*. (12th Ed) New Delhi: Tata McGraw Hill,
- Robbins, S.P., Timothy A.J and Vohra N. (2013). *Organizational Behavior* (15th Ed.) Noida: Pearson India Education,

**PAPER CODE - PSY 126
(Practical)**

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 8

Total Hrs: 120

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 126	Practical	<p>The students will be able to –</p> <p>CO33: Conduct experiments and administer psychological tests to a subject.</p> <p>CO34: Make interpretations and draw conclusions based on the norms given in the manual.</p> <p>CO35: Understand the importance of standardized administration procedure.</p> <p>CO36: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

CONTENTS

Section I Experiments common for all the students of MA/M.Sc. (Prev.) Semester I. Each student has to do at least 5 problems from the list of experiment given below:

List of the Experiments (Any two out of the list below)

- Psychophysics
- Attention
- Perceptual Processes
- Signal Detection

Section II (A): Practical based on paper 125 (Group A)

List of the Experiments (Any three out of the list below)

- TAT
- Rorschach
- IQ- Malin's, DST
- 16 PF

Section II (B): Practical based on paper 125 (Group B)

- Each student will have to take a group of at least 5 cases from standard IX or X and administered the following tests.

List of the Tests (Any three out of the list below)

- Aptitude and Interest
- Intelligence
- Personality
- Attitude

Based on the results a detailed report should be prepared. Educational and career Counselling should be provided at group level and personal Counselling at the individual level.

•

Section II (C): Practical based on paper 125 (Group C)

List of the Tests (Any three out of the list below)

- Ergonomus Stress
- Communication
- Organizational Politics Scale
- Manegerial Effectiveness Scale
- Field Visit

PAPER CODE - PSY 127

Seminar

(Practical)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To acquaint students with the basic knowledge and skills required to conduct research and with knowledge of theoretical, scientific, empirical, and contextual bases of research.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 127	Seminar	The students will be able to – CO37: Students will acquire and demonstrate knowledge and skills necessary to plan and conduct research in areas relevant to psychology. CO38: Develop a writing style utilized in scientific journals CO39: Critically evaluate and review academic writing and articles CO40: Understand the varied forms through which scientific findings might be presented CO41: Demonstrate an understanding of APA guidelines and rules governing the styles of academic writing CO42: Demonstrate basic skills of assembling essential aspects of research in a concise presentation.	Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks	Observation, Presentation, Report writing

PAPER CODE - PSY 221
Cognitive Psychology - II
(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To acquaint students with the processes involved in cognition and to develop critical understanding about cognitive processes.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 221	Cognitive Psychology - II	<p>The students will be able to –</p> <p>CO43: Knowledge regarding higher order cognitive processes.</p> <p>CO44: Understanding of cognitive functioning involved in language, creativity, decision making & problem solving through different perspectives.</p> <p>CO45: Appreciate the complexity of cognitive processes underlying people's behaviour from life span perspective.</p> <p>CO46: Appreciate research and theories of cognition from diverse fields of study, including neuroscience, neuropsychology, evolutionary psychology, and behavioural economics.</p> <p>CO47: Apply research in cognitive psychology to everyday events and challenges.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Language

12 Hrs

- Structure of Language,

- Field of Linguistics,
- Syntactic Formalisms,
- Relation bit Language and Thought,
- Language Acquisition,
- Psycholinguistics,
- Language and Neurology,
- Lexical-Decision task,
- Comprehension,
- Top-down, Bottom up,
- Model of Text Comprehension.

Unit II: Creativity and Human Intelligence

12 Hrs

- Creative Process,
- Creativity and Functional Fixedness,
- Investment Theory,
- Adaptive Function of creativity,
- Judging creativity.
- Creativity and Insight.
- Human Intelligence – Problem of definition,
- Cognitive theories – Information processing,
- General Knowledge and reasoning and Problem solving.
- Cognitive Neuroscience support.
- Artificial Intelligence.

Unit III: Thinking

12 Hrs

- Concept Formation,
- Logic,
- Reasoning-Deductive & Inductive,
- Judgments: Based on memory,
- Similarity,
- Estimates.
- Decision Making: Nature,
- Decision Tree,
- Approaches: Expected Utility and Prospect Theory.
- Decision Making in the Real World.

Unit IV: Problem Solving

12 Hrs

- Gestalt Psychology and Problem Solving,
- Representation of the Problem,
- Types of Problem (Well defined vs ill defined, routine vs non-routine);
- Problem Space Theory,
- Approaches to Problem Solving.

Unit V: Cognition Across Lifespan

12 Hrs

- Cognitive Development,
- Neural Development,
- Development of Cognitive Abilities.
- Cognition and Aging.

BOOKS RECOMMENDED

Essential Readings

- Solso R.L., Maclin O.H., Maclin M.K. (2014). *Cognitive Psychology* (8th Ed). Noida: Pearson India Education.
- Riegler G.B. and Riegler B.R. (2008). *Cognitive Psychology – Applying the Science of the Mind*. New Delhi: Pearson India Education.
- Smith E.E. and Kosslyn S.M. (2007). *Cognitive Psychology – Mind and Brain*. New Delhi: Prentice Hall India.
- Hunt R. and Ellis H. (2007). *Fundamentals of Cognitive Psychology* (7th Ed.) Delhi: Tata McGraw.
- Galotti, K.M. (2014). *Cognitive Psychology In and Outside Laboratory*. Greater Noida: Sage Publications India.

PAPER CODE - PSY 222

Experimental Designs

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To develop an understanding of various experimental designs in terms of their assumption, applications and limitations.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 222	Experimental Designs	The students will be able to – CO48: Demonstrate ability to plan simple experiments and state its requirements. Also, to develop awareness of the critical components of experimental design and its conduction. CO49: Evaluate competing causal explanations through experimental designs.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students:	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		<p>CO50: Evaluate hypotheses for consistency with scientific methods and results.</p> <p>CO51: Evaluate the appropriateness of scientific procedures for investigating a question of Causation and appropriateness of statistical procedures for a given hypothesis and data set.</p> <p>CO52: Apply research design concepts to novel contexts.</p>	<p>Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	
--	--	---	--	--

CONTENTS

Unit I: Experimental Design

12 Hrs

- Experimental Design as Variance Control;
- Randomized Group Design;
- Randomized Block Design

Unit II: Nested Design

12 Hrs

- Two Factors Only;
- Latin Square Design-with One Observation In Each Cell;
- Crossover Design-Replication With The Same Square

Unit III: Repeated Measure Design

12 Hrs

- Single Factor
- Two Factors-With Repeated Measure On One Factor
- No Trend Analysis

Unit IV Comparison Among Treatment Means

12 Hrs

- Dunnett,
- Duncan,
- Tukey.

Unit V: Simple Analysis Of Covariance

12 Hrs

- Only Theory And Step

BOOKS RECOMMENDED

Essential Readings

- Broota, K.D. (1989). *Experimental Design in Behavioral Research*. New Delhi: Wiley Eastern.
- Guilford J.P. (1954). *Psychometric Method*. New York: McGraw Hill.
- Kerlinger, F.N. (2017). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
- Minium, E.W., King, B.M. & Bear, G. (2011). *Statistical Reasoning in Psychology and Education*. New York : John Wiley& Sons.

Reference Books

- Edward A.L. (1976). *Experimental Design in Psychological Research*. New York: Holt Rinehart Winston.
- Garrett, H.E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International Publications.
- Maxwell, A.E. (1968). *Experimental Design for behavioral and Medical Sciences*. New York : Holt Rinehart Winston.
- McNemar (1989). *Experimental Design*. New York: McGraw Hill.
- Singh, A.K. (2017). *Tests Measurements and Research Method in Behavioral Science*. Patna : Bharti Bhavan.
- Winer, B.J. (1971). *Statistical Principles in Experimental Designs*. New York: McGraw Hill.

PAPER CODE - PSY 223**Psychometrics****(Theory)****Credits: 4****Maximum Marks: 100 (CA-30, SEE-70)****Contact Hrs/Week: 4****Total Hrs: 60****Course Objectives (COs):****This course will enable the students to –**

2. To equip students with basic skills in the application of measurement procedure and the statistical analysis of measurements.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 223	Psychometrics	<p>The students will be able to –</p> <p>CO53: Understand the basic principles and need of psychological measurement and the problems associated with it.</p> <p>CO54: Developing an understanding of approaches of item construction and concept of constructs.</p> <p>CO55: Demonstrating the ability to understand various kinds of items which can be included in the test.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation,</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		<p>CO56: Acquiring the knowledge to score close ended and open-ended responses.</p> <p>CO57: Developing a basic understanding of factor analysis.</p>	Giving tasks, Field practical	
--	--	---	-------------------------------	--

CONTENTS

Unit I: Theory of Psychological Tests

12 Hrs

- Problems of Measurement in Tests;
- Classical test theory, Item Response theory;
- Reliability of test scores;
- Validity of test scores;
- Validity of test scores

Unit II: The Process of Test Development

12 Hrs

- The concept of latent variables;
- Constructs and Measures;
- Identifying the Construct,
- links between constructs,
- construct cleanliness
- Item Construction; Empirical, Theoretical and Rational Approaches to Item Construction;
- Sources of Items- Related Literature, Subject Matter Experts;
- Speed and Power tests

Unit III: Item Writing

12 Hrs

- Open ended and Close ended Items;
- Guiding Rules for Writing Items;
- Multiple Choice Items (Distractors, Guessing);
- Item difficulty,
- Item discrimination;
- Test administration;

Unit IV: Scoring Responses

12 Hrs

- Scoring Open Ended Responses,
- Close Ended Responses;
- The practicalities of scoring tests,
- Cleaning data;
- Omitted and Partial Credit

Unit V: Factor Analysis

12 Hrs

- Uses of Factor Analysis
- Exploratory factor analysis;
- Factor structure matrix and Factor loadings,
- Eigen values and Communities,
- Orthogonal factors and Oblique factors,
- Principal Factors method

BOOKS RECOMMENDED

Essential Readings

- Bryman, A. (2004). *Quantity and Quality in Social Research*. Routledge.
- Neuman, W. L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches*. (6th Ed.). Boston: Pearson Education.
- Shaughnessy, J. J. & Zechmeister, E.B. (1997). *Research Method in Psychology*. (4th Ed). United States of America: Mcgraw Hill Publications

PAPER CODE - PSY 224

Neuropsychology - II

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To help students to understand neuropsychology of human behaviour.
2. To develop understanding about the linkage between cognition and neuropsychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 224	Neuropsychology - II	The students will be able to – CO58: To understand the fundamental physiological processes underlying human behaviour like sleep and waking, learning. CO59: To have awareness about the role of biological factors in motivation and emotion. CO60: To have knowledge about the role of hormones in regulating human behaviour CO61: To have awareness about the application of neurological assessment techniques and rehabilitation methods.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Language 12 Hrs

- Hemispheric Specialization;
- Brain Mechanisms of Speech Comprehensions and Production;
- Disorders

Unit II: Psychological and Neurobiological Aspects of Sleep and Awakening 12 Hrs

Unit III: Neuropsychological Correlates of Motivation and Emotion 12 Hrs

- Hypothalamus,
- Limbic System,
- Amygdala,
- Neocortex;
- Motivation - Ingestive Behaviors

Unit IV: Hormones and Behavior 12 Hrs

- Mechanism of Hormone Action,
- Main Endocrine Glands and Their Hormones,
- Effects of Hormones on Learning and Memory

Unit V: Applications of Neuropsychology 12 Hrs

- Neuropsychological Assessment; Rehabilitation

BOOKS RECOMMENDED

Essential Readings

- Best, J. B. (1995). *Cognitive Psychology*. MN : West Publishing Co.
- Carlson, N. (1999). *Physiology of Behavior*. Boston : Allyn and Bacon.
- Klein, S. B., & Thorne, M. B. (2006). *Biological Psychology*. NewYork: Worth Publishers.
- Solso, R. L. (2004). *Cognitive Psychology*. ND: Person Education.
- Sternberg, R. J. (1999). *Cognitive Psychology*. Fort Worth: Harcourt Brace College Publisher.
- Walsh, K. (1994). *Neuropsychology: A Clinical Approach*. ND: Churchill Livingstone.
- Zilmer, E.A., & Spears, M.V. (2001). *Principles of Neuropsychology*. Canada: Wadsworth.

Reference Books

- Baddeley, A. (1990). *Human Memory: Theory and Practice*. Boston: Allyn and Bacon.
- Beaumont, J.G., Kenealy, P.M., & Rogers, M.J.C. (Ed.). *The Blackwell Dictionary of Neuropsychology*. Oxford: Blackwell Publishers.
- Berry, J.W., Poortinga, Y.H., Segal, M.H., & Dason, P.R. (2002). *Cross-cultural Psychology. Research and Perspective*. Cambridge: CUP.
- Carruther, P., & Chamberlain, A. (Ed.). (2000). *Evolution and the Human Mind: Modularity, Language and Meta-cognition*.
- Finger, S. (1994). *Origin of Neuroscience: A History of Explorations into Brain Function*. NY: OUP.

- Franken, R.E. (2002). *Human Motivation*. Australia: Wadsworth.
- Glass, A.L., & Hjuljoak, K.J. (1986). *Cognition Psychology*. NY: Random House.
- Green, D.W. (1996). *Cognitive Science : An Introduction*. Oxford Blackwell.
- Johnson, M.H. (1997). *Development Cognitive Neuroscience*. Blackwell Publishers.
- Kellogg, R.T. (1997). *Cognitive Psychology*. London: Sage.
- Lewis, M., & Haviland-Jones, J.M. (ed.). (2000). *Handbook of Emotions*. NY: The Guilford Press.
- Lezak, M.D. (1976). *Neuropsychological Assessment*. NY: OUP.
- Matlin, M.W. (1995). *Cognition*. Bangalore: Prism.
- Nelson, T.O. (1992). *Metacognition: Core Readings*. Boston: Allyn and Bacon.
- Pinel, J.P.J. (1997). *Biopsychology*. Boston: Allyn and Bacon.
- Purves, D., Augustine, G.J., Fitzpatrick, D., Katz, L.C., LaMantia, A.S., & McNamara, J.O. (1997). *Neuroscience*. Massachusetts: Sinaur Associates.
- Reed, S.K. (2000). *Cognition: Theory and Applications*. Australia: Wadsworth.
- Thagard, P. (1998). *Mind Readings : Introductory Selections on Cognitive Science* : Cambridge : MIT, Bradford.

PAPER CODE - PSY 225 (A)

Psycho-diagnostics and Assessment

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To train students in psycho diagnosis and psychological assessment.
2. To impart knowledge and skills required for psychological assessment and diagnostic testing.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
		The students will be able to – CO62: Developing competencies for assessing the psychological functioning of individuals through techniques such as psychological assessment, observation and interviewing.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation,

PSY 225(A)	Psychodiagnostics and Assessment	<p>CO63: Make a multi axial diagnosis of clinical conditions and develop a psycho diagnostic formulation.</p> <p>CO64: Demonstrate active listening skills and aspects of writing a clinical case history and developing treatment plans.</p> <p>CO65: Demonstrate awareness of ethico-legal issues and other critical issues associated with psychotherapy.</p> <p>CO66: Understanding the essence of a reflective practitioner by engaging in reflective processes that make him or her aware of his or her strengths and vulnerabilities.</p>	<p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Individual and group projects
-------------------	---	--	--	-------------------------------

CONTENTS

Unit I: Classification of Psychiatric Disorders 12 Hrs

- International Classification ICD 11, and DSM V;
- Problems of Differential Diagnosis

Unit II: Diagnostic Formulation and Treatment 12 Hrs

- Case History;
- Mental Status Examination and
- Observation of the Mental And Physical Status of The Patient.

Unit III: Clinical Assessment 12 Hrs

- Psychiatric Interview,
- Psychiatric Report;
- Psychological testing of Intelligence and Personality,
- Brain damage.
- Medical assessment of Psychiatric patient.

Unit IV: Emergency Interventions 12 Hrs

- Approach to the Patient;
- Risk management for common psychiatric emergency,
- Psychosis,
- Mania,
- Anxiety,
- Disposition.

Unit V: Ethics in Clinical Psychological and Allied Sciences 12 Hrs

- Current bioethical Principles: Autonomy, non-maleficence, beneficence, justice, professionalism;
- Ethics in Psychiatry: boundaries, informed consent, dual roles, training, research;
- Cultural themes and Essential Skills Psychiatry.

BOOKS RECOMMENDED

Essential Readings

- Kaplan, H. I. & Sadock, B. J. (1989). *Modern Synopsis of Comprehensive Text Book of Psychiatry (4th Ed.)*. London: William and Wilkins.
- Wolman, B. B. (1965). *Handbook of Clinical Psychology*. USA: Tata Mc Graw Hills.
- Cutler, J.L. & Marcus, E.R. (2010). *Psychiatry (2nd ed.)*. New York: Oxford.
- Robert, L. W., Layde, J. B., & Balon, R. (2013). *International Handbook of Psychiatry*.

PAPER CODE - PSY 225 (B)

Special areas of Counselling

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To appraise students with the different areas in counselling.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 225(B)	Special areas of Counselling	The students will be able to – CO67: Acquire basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard) CO68: Develop qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity. CO69: Learn the appropriate counselling approaches for different age groups and dealing with different mild and chronic problems.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation,	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

			Giving tasks, Field practical	
--	--	--	-------------------------------	--

CONTENTS

Unit I: Counselling Children and Adolescents 12 Hrs

- Emotionally Disturbed;
- Learning Disability;
- Children With Academic Problems;
- Socially Disadvantaged;
- Multi-Cultural Counselling

Unit II: Psycho-Social Problems 12 Hrs

- Identification of Psychosocial Problems;
- Counselling for Attempted Suicides,
- Drug Addicts and Alcoholics

Unit III: Mentally and Physically Challenged 12 Hrs

- Psycho-social and vocational evaluation,
- counselling,
- rehabilitation

Unit IV: Terminal Diseases/Chronic Illness 12 Hrs

- Cancer,
- HIV/AIDS Evaluation and counselling,
- counselling caretakers

Unit V: Counselling for the Aged 12 Hrs

- Identification of Psychological problems and counselling

BOOKS RECOMMENDED

Essential Readings

- Brown, D. Brooks, L. (1991). *Career Counselling Technique*. Allyn & Baron.
- Clough, P. Pardeck, J.T; Yuen, F. (2005). *Handbook of Emotional and Behavioral Difficulties*. New Delhi: Sage Publications.
- Drummond, R.J. and Ryan, C.W. (1995). *Career Counselling a Developmental Approach*, Prentice Hall.
- Geldard, K. and Geldard, d. (2003). *Counselling Children*, (2nd Ed). New Delhi: Sage Publications.
- Gothard, B; Mignot, P; Offer; M and Ruff; M (2001). *Career Guidance in Context*. New Delhi: Sage Publications.
- Herr, E.L. Carmer S.H. (1998). *Career Guidance and Counselling Through the Life Span. Systematic Approaches*. (3rd Ed). London: Scott, Foresman and Company.
- Norton, K. and McCauley, G. (1998). *Counselling Difficult Clients*, New Delhi: Sage Publications.
- O,Leary, C.J. (1999). *Counselling Couples and Families*. New Delhi: Sage Publications.
- Ponte Otto, D.B. Casas, J.M; Suzuki, I.A. And Alexander, C.M. (2001) *Handbook of Multicultural Counselling*. New Delhi: Sage Publications.

- Rivers, P.C. (1994). *Alcoholic and Human Behavior: Theory Research and Practice*. New Jersey: Prentice Hall.
- Sherry, J. (2004). *Counselling Children, Adolescents and Families*, New Delhi: Sage Publications.
- Swanson, J.L, and Ford, N.A. (1991). *Career Theory and Practice*. New Delhi: Sage Publications.

Reference Books:

- Betz, N.E. and Fitzgerald, L.F. (1987). *The Career Psychology of Women*. New York: Academic Press.
- Carroll, M. (1996). *Workplace Counselling: A Systematic Approach to Employee Care*. New Delhi: Sage Publications.
- Kopala, M. and Keitel, M. (eds) (2003). *Handbook of Counselling Women*, New Delhi: Sage Publications.
- Norton, K. and McCauley, G (1998). *Counselling Difficult Clients*. New Delhi: Sage Publications New Delhi.
- Scott, M.J. and Stradling, S.G. (2001). *Counselling for Post-Traumatic Stress Disorder*, New Delhi: Sage Publications.
- Velleman, R. (2001). *Counselling for Alcoholic Problems*, New Delhi: Sage Publications.
- Wolfe, R. Dryden, W. and Star bridge, S. (2003). *Handbook of Counselling Psychology*, New Delhi: Sage Publications.

PAPER CODE - PSY 225 (C)

Organizational Dynamics

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To introduce behavioural science principles and practices in organizational psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
		The students will be able to – CO70: Understanding the integration of the concept of motivation and behaviour of individuals within organizations	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments,	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments,

<p>PSY 225(C)</p>	<p>Organizational Dynamics</p>	<p>CO71: Explaining the effect of introducing organizational change and culture in working relationships within the organizations. CO72: Evaluating the group behaviour management principles & techniques, and complexities pertaining to organizations. CO73: Identifying and comparing multiple perspectives on people and work in organizations. CO74: Navigating systemic dynamics at the individual, team, and organizational levels. CO75: Application of introductory level several generic skills important for future academic study and professional practice.</p>	<p>Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	<p>Presentation, Individual and group projects</p>
--------------------------	---------------------------------------	--	--	--

CONTENTS

Unit I: Motivation

12 Hrs

- Early Theories of Motivation,
- Contemporary Theories of Motivation,
- Motivating by Job Design: The Job Characteristics Model,
- Employee Involvement,
- Motivational Application through Job Design

Unit II: Groups and Teams

12 Hrs

- The Nature of Groups,
- The Dynamics of Informal Groups,
- The Dysfunctions of Groups and Teams,
- Types of Teams,
- Creating Effective Teams,
- Turning Individuals into Team Players.

Unit III: Leadership

12 Hrs

- Definition,
- Historical development of Leadership,
- Traditional Theories of Leadership,
- Modern Theoretical Processes of Leadership,
- Leadership Styles,
- The Roles and Activities of Leadership,
- Leadership Skills.

Unit IV: Power and Politics

12 Hrs

- Contrasting Leadership and Power,
- Bases of Power, Dependence: The Key to Power,
- Power Tactics, Sexual Harassment: Unequal Power in the Workplace,
- Organizational Politics,
- Causes and Consequences of Political Behavior,

- Political Implications of Power,
- The Ethics of Behaving Politically,
- Case of Empowerment.

Unit V: Organizational Change and Stress Management

12 Hrs

- Forces for Change, Planned Change,
- Resistance to Change,
- Approaches to Managing Organizational Change,
- Creating a Culture for Change.
- Work Stress and Its Management - The Causes of Stress,
- Intraindividual Conflict,
- Interactive Conflict,
- The Effects of Stress and Intraindividual Conflict,
- Coping Strategies for Stress and Conflict

BOOKS RECOMMENDED

Essential Readings

- Luthans F (2013). *Organizational Behavior- An evidence based approach*. (12th Ed) New Delhi: Tata McGraw Hill
- Robbins S.P., Timothy A.J and Vohra N. (2013). *Organizational Behavior* (15th Ed.) Noida: Pearson India Education.

PAPER CODE - PSY 226

(Practical)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 8

Total Hrs: 120

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with various psychological tests and experiments and their applications in various settings.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 226	Practical	<p>The students will be able to –</p> <p>CO76: Conduct experiments and administer psychological tests to a subject.</p> <p>CO77: Make interpretations and draw conclusions based on the norms given in the manual.</p> <p>CO78: Understand the importance of standardized administration procedure.</p> <p>CO79: Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

CONTENTS

Section I Experiments common for all the students of M.A./M.Sc (Prev.) Semester II. Each student has to do at least 5 problem form the list given below.

List of the Experiments (Any two out of the list below)

- Learning
- Memory
- Forgetting
- Creativity
- Thinking and Problem Solving

Section II (A): Based on paper 225 (Group A)

List of the Tests (Any three out of the list below)

- Assessment of Development Progress
- Cognitive Assessment of Children
- Cognitive Assessment of Adults
- Neuro Psychological Assessment
- Clinical Scales

Section II (B): Based on paper 225 (Group B)

List of the Tests (Any three out of the list below)

- Assessment of Learning Disability
- Assessment of Emotional Maturity
- Assessment of Study Habit
- Vocational Interest
- Assessment of Environment

Section II (C): Based on paper 225 (Group C)

List of the Tests (Any three out of the list below)

- Quality of work life
- Work Values Inventory
- Leadership
- Job Satisfaction
- MBTI

PAPER CODE - PSY 227

**Seminar
(Practical)**

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To acquaint students with the basic knowledge and skills required to conduct research and with knowledge of theoretical, scientific, empirical, and contextual bases of research.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 227	Seminar	<p>The students will be able to –</p> <p>CO80: Students will acquire and demonstrate knowledge and skills necessary to plan and conduct research in areas relevant to psychology.</p> <p>CO81: Develop a writing style utilized in scientific journals</p> <p>CO82: Critically evaluate and review academic writing and articles</p> <p>CO83: Understand the varied forms through which scientific findings might be presented</p> <p>CO84: Demonstrate an understanding of APA guidelines and</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

		rules governing the styles of academic writing CO85: Demonstrate basic skills of assembling essential aspects of research in a concise presentation.		
--	--	--	--	--

PAPER CODE - PSY 321
Psychology of Social Behaviour
(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To familiarize students with some of the major theoretical perspectives in social psychology
2. To appreciate interpersonal and group level psychological processes in the cultural context.
3. To acquaint students with the processes involved in cognition and to develop critical understanding about cognitive processes.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 321	Psychology of Social Behaviour	<p>The students will be able to –</p> <p>CO86: Understand the historical and cultural context of social psychology as a discipline internationally and India</p> <p>CO87: Examine theoretical frameworks underlying social interaction and its relationship to social identity</p> <p>CO88: Relate knowledge of theory as well as current and past research in social psychology to situations in everyday life such as interpersonal and group relations.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		<p>CO89: Understand the nature, dynamics and dimensions of interpersonal behaviour</p> <p>CO90: Examine their own attitudes, behaviours, perceptions, and biases to developing culturally aware social beings.</p>		
--	--	--	--	--

CONTENTS:

Unit I: Historical Background

12 Hrs

- Growth of Social Psychology as a Modern Discipline
- Tradition of Social Psychology-Psychological, Sociological, Societal and Applied
- Culture and Social Psychology - Relationship with Other Social Sciences

Unit II: Theoretical Perspectives

12Hrs

- Cognitive Dissonance
- Social Comparison
- Reactance
- Social Identity
- Field
- Psycho-Dynamic
- Social Constructionism
- Social Representation
- Theory of Planned Behaviour

Unit III: Social Thinking

12Hrs

- Self in a Social World – Self Concept
- Self – Esteem
- Perceived Self-control
- Self-serving Bias
- Social Beliefs and Judgments – Social Cognition
- Priming
- Heuristics
- Attribution – Theories of Attribution
- Errors in Attribution

Unit IV: Social Influence

12Hrs

- Attitudes-Attitude & Behaviour
- Attitude Formation
- Persuasion-Resistance to Persuasion
- Group Influence-Social Facilitation
- Social Loafing
- Deindividuation
- Group Polarization
- Influence of Minority; Groupthink

Unit V: Prejudice

12Hrs

- Nature
- Sources of Prejudice
- Methods for Reducing Prejudice
- Aggression-Theories
- Causes and Controlling Aggression
- Interpersonal Attraction- Factors and Theories
- Prosocial Behaviour.

BOOKS RECOMMENDED:

Essential Readings:

- Baron, R. A., Branscombe, N. R. (2012). *Social Psychology*. (13th ed.) Boston, MA: Pearson.
- Baron, Robert A. Branscombe, Nyla R. Donn, Byrne, Bhardwaj, Gopa (2010). *Social Psychology*. (12th ed.) Delhi: Pearson.
- Baumeister, R. F., Bushman, B. J. (2014). *Social Psychology and Human Nature* (3rd ed). Belmont, CA: Wadsworth.
- Feldman, R.S. (1995). *Social Psychology* : N.J. Prentice Hall.
- Myers, David G., Sahajpal, P., Behera, P. (2010). *Social Psychology (10th ed)*. New Delhi: McGraw Hill.
- Schneider, Frank W., Gruman, Jamie A. & Coutts, Larry M. (2012). *Applied Social Psychology*. New Delhi: Sage.
- Schneider, Frank W., Gruman, Jamie A. & Coutts, Larry M. (2017). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*.(3rd ed.). Los Angeles: Sage.
- Sinha D. (1990). *Interventions for Development Out of Poverty*. New Delhi: Sage.

Reference Books:

- Aronson, E. Ellsworth, P. , Calsmith, J.M. & Gonzales, M.H. (1990). *Methods of Research in Social Psychology*. NY: McGraw Hill.
- Farr, R.M. (1996). *The Roots of Modern Social Psychology*. Oxford: Blackwell.
- Delamater, J. (2003). *Handbook of Social Psychology*. New York: Kluswer Academic.
- Fisher, R.J (1982). *Social Psychology: An Applied Approach*. NY: St. Martin's.
- Ruscher, J.B. (2001). *Prejudiced Communication: A Social Psychological Perspective*. New York: The Guilford Press.
- Semin, G.R. and Fiedler, K. (1996). *Applied Social Psychology*. Delhi: Sage.
- Vago, S. (1990). *Social Change*. New Jersey: Prentice Hall.

PAPER CODE - PSY 322
Applications of Psychology - I
(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To provide an understanding about the applications of psychology and provide an interface between society and psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 322	Applications of Psychology - I	<p>The students will be able to –</p> <p>CO91: Demonstrating the ability to apply psychological knowledge to prevent and solve human problems existing at individual, group and societal levels and develop related skills that promote human welfare, and optimal human functioning.</p> <p>CO92: Understand the ethics and proficiencies required for practitioner psychologists.</p> <p>CO93: Acquiring knowledge about Indian psychological concepts and their applications.</p> <p>CO94: To understand the COse relation of applied psychology with research.</p> <p>CO95: To be able to communicate effectively to persuade and educate others about solutions to their problems.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS:

Unit I: Health Psychology

12Hrs

- An Academic Discipline and a Profession

- Biopsychosocial Model & Health
- Health-related Behavioural Patterns & Health Promotion
- Identifying Individual Level Change Targets
- A Multilevel Framework for Promoting Health Behavioural Change
- Predicting Health Behaviour: The Health Belief Model
- Theory of Planned Behaviour
- Integrated Models of the Determinants of Health Behaviour
- Planning Health Behavioural Change Intervention

Unit II: Military Psychology

12Hrs

- Fitness for Duty Evaluations
- Assessment & Management of Acute combat Stress on the Battlefield
- Military Roles in Post disaster Mental Health
- Suicide Prevention in the Military
- Ethical Dilemmas.

Unit III: Sports Psychology

12Hrs

- Nature & Scope
- Performance Enhancement v/s Health Debate
- Cognitive Factors: Self Efficacy & Self Esteem
- Memory, Attention & Decision Making
- Emotion-Concentration Interplay
- Risk Taking
- Social Factors: Culture, Group Cohesion
- Biological Factors: Physiological Stress & Factors Associated with Sports and Exercise
- Impact of Extreme Environment on Physiological and Psychological Variables

Unit IV: Occupational Psychology-The Individual

12Hrs

- The Employee Life Cycle
- Entering & Induction
- Managing Performance & Performing the Job
- Training & Feedback
- Interpretation to Employment Cycle: Stress, Work life Balance, and Maternity

The Organization

- Organization Behaviour
- The Group as a Source of Motivation
- Leadership as Motivation
- Organizational Developmental and Change
- The Work Environment.

Unit V: Disaster, Rehabilitation & Community Problems

12Hrs

- Role of Psychologists in disaster management & rehabilitation
- Use of Psychological techniques
- Community Problems – Urban Slums – role of psychologists
- Psychology in Rehabilitation Work
- Trauma & Post Traumatic Stress Disorder & Growth (PTSD & PTSG)

BOOKS RECOMMENDED:

Essential Readings

- Anastasi, Anne. (1979). *Fields of Applied Psychology*, International Student Edition (2nd Ed.), Tokyo: McGraw Hill
- Davey, G.C. (2011). *Applied Psychology*. US: Willey-Blackwell
- Gragory, W.L. and Burroughs, W.J. (1989). *Introduction to Applied Psychology*, Illinois Scott, Foresman & Co.
- Kennedy, C.H., Zillmer, E.A. (2006). *Military Psychology*. John Wiley & Sons, Inc.
- Krochn, S.J. (1976) *Modern Clinical Psychology*. New York: Basic Inc. Publishers

Reference Books

- Galliher, John H. (1989). *Criminology-Human Rights, Criminal Law and Crime*. US: Prentice Hall Inc.
- Geron, E. (Ed) (1985). *Handbook of Sports Psychology*. Vol. I Aviv. Wingate Institute.
- Jospe, Micheal; Nieberding Joseph; Cohon, Barry d. (1980). *Psychological Factors in Health Care*. Toronto: Lexington Books.
- Shanmugam. T.E. (1987). *Community Psychology*. Madras: Utsav Publishers.
- Silverman, W.G.H. (ed.) (1981). *Community Mental Health – A Source Book for Professionals*. New York: Praeger Publishers,
- Steve, G.C. Cohen, F. and Adler. N.E. (1988). *Health Psychology – A Handbook*. San Francisco: Jersey Bass.

PAPER CODE - PSY 323

Positive Psychology - I

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. This course seeks to help the students in understanding the emergence of self from developmental, experimental, humanistic and Indian perspectives, with the goal to enhance their personal growth & well-being and that of others in their contact.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 323	Positive Psychology - I	<p>The students will be able to –</p> <p>CO96: Appreciating and understanding the meaning and conceptual approaches to happiness and well-being.</p> <p>CO97: Being able to locate the diversity in the experiences of happiness with individual's life span and across different domains.</p> <p>CO98: Learning the various pathways through which positive emotions and positive traits contribute to happiness and well-being.</p> <p>CO99: Being able to identify the key virtues and character strengths which facilitate happiness and well-being.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS:

Unit I: Positive psychology

12Hrs

- Definition
- Goals & assumptions
- Eastern & Western Perspectives on Positive Psychology.

Unit II: Positive Emotional States and Processes

12Hrs

- Defining Emotional Terms: Affect, Emotions, Happiness
- SWB: living a Pleasurable Life
- Subjective Well Being: History
- Theoretical Approaches and Demographics
- PERMA model of well-being.

Unit III: Positive Cognitive States and Processes

12Hrs

- Optimism: Expectancy-Value Models of Motivation
- Relation with subjective well-being
- Pessimism and coping
- Hope: Introduction to hope theory
- Looking through positive psychology lens
- Mindfulness
- Flow

Unit IV: Strengths and Positive Outcomes

12Hrs

- Strength: Concept, Classification and Measures-Gallup's Clifton Strengths finder
- VIA Classification
- 40 Developmental assets
- Identifying Personal Strengths
- Wisdom as a Strength: Optimal development and study of wisdom as scientific discourse about good life
- Psychological Theories of Wisdom
- Berlin Wisdom Project
- Linkages with psychological theories of Motivation and Values

Unit V: Classification of Values

12Hrs

- Relationship connection: History
- Minding Model-Knowing and Being Known
- Attribution, Acceptance & Respect
- Reciprocity in Minding, Continuity and Minding
- Compassion: Basic Requirement and Classification
- Absence and Evidence of compassion
- Nature of suffering and Knowing others
- Forgiveness: meaning and measures of forgiveness
- Gratitude: Emotional Response of life and Basic Virtue of Insight

BOOKS RECOMMENDED:

Essential Readings

- Baumgardner, S. R. & Crothers M. K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.
- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
- Seligman, M. E. P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize: Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
- Snyder, C. R., & Lopez, S. J. (2007). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Thousand Oaks, CA: Sage.
- Snyder, C. R., & Lopez, S. J. (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.

PAPER CODE - PSY 324 (A)

Systems and Skills Interventions in Psychology-I

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

4. To acquaint students with various systems of psychotherapy.
5. To train students in skills for intervention in psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 324(A)	Systems and Skills Interventions in Psychology-I	The students will be able to – CO100: Understand the major therapeutic approaches and the use of psychological forms of intervention CO101: Acquire basic counselling skills of problem identification, and relationship building CO102: Demonstrate knowledge of therapist's role and the values by which the therapist conducts counselling CO103: Identify primary intervention techniques of the major counselling systems and the skills that are used across most forms of psychotherapy. CO104: Formulate and conceptualize cases; plan and implement interventions utilizing consistent theoretical orientation.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS:

Unit I: Psychoanalysis 12Hrs

- Freud's drive theory
- Object-relations psychology
- Self-psychology
- Psychoanalytical approaches to treatment
- Brief psychoanalytic therapy

Unit II: Therapy System Emphasizing Background and Content 12Hrs

- Jungian analysis and therapy- theory of personality, analysis and therapy
- Adlerian therapy: theory of personality, theory of therapy and counselling

Unit III: Therapy Systems Emphasizing Background and Content 12Hrs

- Development of Psychodynamic Theories
- Transactional Analysis
- Brief Psychodynamic Therapy
- Psychodrama

Unit IV: Therapy Systems Emphasizing Emotions and Sensations 12Hrs

- Person-Centred theory of personality and psychotherapy
- Existential theory of personality and psychotherapy
- Logotherapy

Unit V: Therapy Systems Emphasizing Emotions and Sensations 12Hrs

- Gestalt Therapy: history
- Theory of personality and psychotherapy

BOOKS RECOMMENDED:

Essential Readings

- Corey, G. (2000). *Theory and Practice of Counselling and Psychotherapy*. Delhi: S. Chand & Company Ltd.
- Seligman. L. (2011). *Theories of Counseling and Psychotherapy: Systems, Strategies and Skills*. Delhi: Prentice Hall India.
- Sharf, R.S. (2011). *Theories of Psychotherapy and Counseling: Concepts and Cases*. Nashville: Broadman & Holman Publishers.

Reference Books

- Beck, J.S. (1995). *Cognitive Therapy : Basics and Beyond*. New York: Guildford Press.
- Dryden, W. (1989) *Rational Emotive Counselling in Action*. Delhi: Sage Publications.

- Kaslow, H.W. (2004). *Comprehensive Handbook of Psychotherapy. (Vol. I to IV)*. Noida: John Wiley and Sons.
- McMullin, R.E. (1999). *The New Handbook of Cognitive Therapy Techniques*. New York: W.W. Norton & Company.
- Nelson-Jones, R. (2012). *Theory and Practice of Counselling and Psychotherapy*. London: Sage Publications.

PAPER CODE - PSY 324 (B)

Behaviour Dysfunction

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To impart knowledge about the normality and abnormality of behaviour.
2. To make students understand the nature and course of various abnormal conditions.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 324(B)	Behaviour Dysfunction	<p>The students will be able to –</p> <p>CO105: Have working knowledge and understanding of the major psychological disorders and critically review their signs and symptoms.</p> <p>CO106: Develop a basic knowledge of the various treatments for abnormal behaviour.</p> <p>CO107: Start conversations around mental health and creating mental health awareness amongst non-Psychology students.</p> <p>CO108: Identify people suffering from common mental health problems like anxiety and depression.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction

12Hrs

- Concepts of mental health and illness
- Meaning and definition of normality and abnormality
- Models for understanding psychopathology (Psychoanalytical, behavioral, interpersonal and humanistic)
- Need for and types of classification of mental disorders (DSM and ICD systems of classification).

Unit II: Genesis of Psychopathology

12Hrs

- Clinical Manifestations of Anxiety Disorder
- Disorders of Bodily Preoccupation
- Mood Disorders
- Schizophrenia and other Psychotic Disorders

Unit III: Clinical Manifestation of Cognitive Impairment Disorders

12Hrs

- Delirium
- Dementia
- Amnesic Disorders and Mental Retardation

Unit IV: Personality Disorders

12Hrs

- Types and their Clinical Manifestation.

Unit V: Other Disorders

12Hrs

- Attention Deficit Hyperactivity Disorder
- Eating
- Learning Disability
- Sleeping Disorders
- Impulse Control Disorder
- Substance Abuse Disorders.

BOOKS RECOMMENDED

Essential Readings

- Kaplan, H.J. and Sadock, B.J. Ninth Edition (2004) Synopsis of Comprehensive Textbook of Psychiatry, Baltimore : Williams and Wilkins.
- Korchin, S.J. : Modern Clinical Psychology, Tokyo, Harper International Edition, 1976.
- Wolman : Handbook of Clinical Psychology, New York, McGraw Hill, 1965.
- Kendall and Norton-ford : Modern Clinical Psychology, New York, Wiley, 1980.

Reference Books

- Mayer, R.G. and Deutsch, S.E. (1996). The Child Clinician's Handbook. Mass : Allyn and Bacon.
- Pinel, P.J. (1997) Biopsychology, Mass : Allyn and Bacon.
- Purves, D. et al (Ed) Neuroscience. Mass : Allyn and Bacon.
- Zillmer E.A. and Spears, M.V. (2001) Principles of Neuropsychology. Canada : wadsworth Publishers.
- Walker , C.E. and Roberts M.C. (2001) Handbook of Clinical Child Psychology 3rd edition New York : J. Wiley & Sons.

- Batchelor I.R.C. 10th Ed. (1968).Henderson Gillepie’s Textbook of Psychiatry. London, Oxford University Press.
- Cameron N. & Margaret (1951). Behavior Pathology. Houghton Mifflin Company, Boston.
- Ludwig A. (1986). Principles of Clinical Psychiatry. The Free Press, New York.
- Nicoli A.M. Ed. (1978). The Harvard Guide to Modern Psychiatry. Harvard University Press, Cambridge.

PAPER CODE - PSY 324 (C)

Interventions in Organizational Behaviour

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To acquaint students with the processes involved in cognition and to develop critical understanding about cognitive processes.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY324(C)	Interventions in Organizational Behaviour	<p>The students will be able to –</p> <p>CO109: Understanding and applying the individual, team and organizational mechanisms within the formal system.</p> <p>CO110: Differentiate theoretical and empirical frameworks that have defined and shaped these fields through soft-wares and systems used in organizations</p> <p>CO111: To understand and apply the software in planning, selection, training and evaluation of employees in various work settings.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Human Resource Information System 12Hrs

- Nature
- Framework
- Benefits
- Trends case study – Types of HRIS in use

Unit II: Performance Appraisal Systems 12Hrs

- Purpose
- Performance evaluation
- System
- Problems in objectivity
- Appraisal interview
- Effect of rewards on behavior and perception of rewards
- Case Study

Unit III: Culture Changing Management 12Hrs

- Model
- Case study
- Effective teams – Team development, roles, effectiveness
- Case study.

Unit IV: Positive Perspective 12Hrs

- Historical perspective
- Categories of positive approach
- Positive thinking
- Interventions
- Case Study

Unit V: Corporate Restructuring 12Hrs

- Mergers & Acquisitions – Process
- Behavioural issues
- Case Study

BOOKS RECOMMENDED

Essential Readings

- Pareek U. (2010). *Understanding Organizational Behaviour* (2ndEd). New Delhi: Oxford University Press.
- Kaila H.L. (2011). *Organizational Behaviour and HRM* (3rd Ed). Delhi:AITBS Publishers.

PAPER CODE - PSY 325 (A)
Perspectives in Mental Health
(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To acquaint the students with the nature and significance of the emerging area of mental health psychology within a life-span perspective.
2. To highlight the importance of social and psychological processes in the experience of health and illness.
3. To focus on the behavioural risk factors vis-à-vis disease prevention and health promotion.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY325(A)	Perspectives in Mental Health	<p>The students will be able to –</p> <p>CO112: Understand the importance of social and psychological processes in the experience of health and illness.</p> <p>CO113: Use community psychology concepts and models to analyse an organization conducting community interventions.</p> <p>CO114: Identify stressors in one's life and how to manage them through different prevention and intervention strategies.</p> <p>CO115: Developing insights with respect to mental health promotion programs in communities. Gain the applied knowledge about crisis management and intervention</p> <p>CO116: Developing sensitivity towards individual and cultural diversity and understanding its implication in clinical work.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Community Psychology

12Hrs

- Evolution and Orientation
- Introduction
- Core Values and Principles of Community Psychology
- Emergence and Development of Community Psychology
- Ecological level of analysis.

Unit II: Community Mental Health in India

12Hrs

- Mental Health Act (Latest) and Its Implications (Mental Health Act of 1987, National Mental Health Program 1982, the Persons With Disabilities Act 1995)
- Rehabilitation Council of India (RCI) Act of 1992
- Mental Health Care Bill 2011)
- Perspective on Ethical Issues in Community Psychology.

Unit III: Coping

12Hrs

- An ecological framework-risk and preventive processes
- Distal factors
- Proximal stressors
- Stress reaction
- Resources activated for coping
- Coping processes
- Coping outcomes
- Intervention to promote coping
- Spirituality and coping
- Social Support-generalized and specific support
- Relationship context of support
- Social support network
- Community Psychology and Routes to Psychological Wellness

Unit IV: Preventions in Mental Health

12Hrs

- Primary, Secondary and Tertiary
- Crisis Intervention
- Mental Health Consultation
- Role of NGO's & Self Help Groups in Community Mental Health
- Mutual Help Groups.

Unit V: Community psychology and Interventions

12Hrs

- Community and Social Change – Approaches
- Issues and Strategies

BOOKS RECOMMENDED:

Essential Readings

- Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). *Community Psychology: Linking Individuals and Communities*. Australia: Wadsworth Pub.
- Levine, M. & Perkins, D.V. (1987). *Principles of Community Psychology. Perspective and Applications*. NY : Oxford University Press.

- Mann, P.A. (1978). *Community Psychology: Concepts and Applications*. NY: The Free Press.
 - Nelson, G. B., & Prilleltensky, I. (2010). *Community Psychology: In pursuit of Liberation and Well-being*. Basingstoke, UK: Palgrave Macmillan.
 - Rappaport, J. (1977). *Community Psychology : Values , Research and Action*. NY: Holt, Reindhart & Winston.
 - Rappaport, J., & Seidman, E. (2000). *Handbook of Community Psychology*. New York: Kluwer Academic/Plenum.
 - Shanmughum, T.E. (1988). *Community Psychology*. Madras: Utsav Shanmungan.
- **Reference Books**
 - Bloom, B. (1973). *Community Mental Health: A Critical Analysis*, N. Jersey: General Learning Press.
 - Cohen, E.L. (1973). Social Community Interventions. *Annual Review of Psychology*, 423-472.
 - Gown, E.L. Chinsky, J.M. & Rappaport J. (1970). An Undergraduate Practicum in Community Mental Health. *CMH Journal*, 6, 91-100.
 - Glidewell. J.C. (1971). *Frontiers for Psychologist in Community Mental Health*. In G. Rosenbaum (Eds.). *Issues in Community Psychology and Community Mental Health*. New York: Bell Publication.
 - Glidewell, J.C. (1973). Preventive and Therapeutic Effects of two school Mental Health Programmes. *American Journal of Community Psychology* Vol. I, 295-329.
 - Goldstlin, S.E. (Ed.) (1965). *Concepts of Community Psychiatry: A Framework for Training*. Public U.S. Deptt. of Health: Health Service Publications no. 1319
 - Hobbs, N. (1988). Re-education, reality and Community responsibility. In J.W. Carter (Ed.). *Research contributions from Psychology to Community Mental Health*. New York: Bell Publications
 - Koch, Hugh C.H. (Ed.)(1986). *Community Clinical Psychology*. London: Croon Helm.
 - Rappaport, J. (1977). From Noah to Babel: Relationship between conceptions, values, analysis levels and social intervention strategies. Iscoe Bloom, B. Spielberger. E.D. (Eds) *Clinical Psychology in transition*. New York: Hemisphere Press.

PAPER CODE - PSY 325 (B)

Therapeutics in Counselling

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To familiarize students with the theoretical standpoints in therapeutic intervention.

- To train them in skills of therapy.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY325(B)	Therapeutics in Counselling	<p>The students will be able to –</p> <p>CO117: Develop a basic understanding of counselling as a profession</p> <p>CO118: Gain an overview of basic approaches, theories and techniques in counselling</p> <p>CO119: Develop awareness about the contemporary issues and challenges in counselling Learn about the Indian forms of therapy.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS:

Unit I: The Therapeutic Relationship

12Hrs

- The Process of Helping
- Counsellor Characteristics and Values
- Professional Issues and Skills-Listening, Reflecting, Summarizing, Confronting, Interpreting and Informing
- Issues Faced by the Therapist - Dealing With Anxiety, Disclosing Oneself, Avoiding Perfectionism, Being Honest With Client, Understanding Silence, Dealing With Demanding and Uncommunicative Clients, Accepts Slow Results, Learning our Limits, Avoiding Losing Oneself in Our Clients, Establishing Realistic Goals

Unit II: Psychodynamic Approach to Counselling

12Hrs

- Freudian
- Neo-Freudian

Unit III: Behavioral and Cognitive Approach Operant Conditioning

12Hrs

- Behaviour Modification
- Social Skills Training
- Rational Emotive Therapy
- Transactional Analysis

Unit IV: Humanistic and Existential Approach

12Hrs

- Client Centered
- Logotherapy

Unit V: Indian Perspective

12Hrs

- Yoga
- Meditation

BOOKS RECOMMENDED:

Essential Readings

- Corey, G. (1996). *Theory and Practice of Counselling and Psychotherapy*. California: Brooks/Cole Publishing.
- Kaslow, H.W. (2002) *Comprehensive Handbook of Psychotherapy* (Vols. I to IV). John Wiley and Sons.
- Nelson-Jones, R. (2001), *Theory and Practice of Counselling and Therapy Skills*. (3rd Ed). London: Continuum.
- Corsini, R.J. (2001). *Handbook of Innovative Therapy*. (2nd Ed). N.Y.: John Willey.

Reference Books

- Beck, J.S. (1995). *Cognitive Therapy: Basics and Beyond*. N.Y.: The Guilford Press.
- Bond, F.W. and Dryden W. (Ed.) (2002). *Handbook of Brief Cognitive Behavior Therapy*. N.Y.: John Wiley and Sons.
- Brownell, J. (2002). *Listening: Attitudes, Principles and Skills*. (2nd Ed). Boston: Allyn and Bacon.
- Caballo, V.E. (Ed.) (1998). *International Handbook of Cognitive and Behavioral Treatment of Psychological Disorders*. Oxford: Pergammon.
- Corey, G. (2000). *Theory and Practice Group Counselling*. Australia: Brooks/Cole.
- McMullin, R.F, (2000). *The New Handbook of Cognitive Therapy Techniques*. New York: W.W. Norton and Co.
- Nichols, M.P. & Schwartz, R.C. (1998). *Family Therapy: Concepts and Methods*. (4th Ed). Boston: Allyn and Bacon.

PAPER CODE - PSY 325 (C)
Essentials of Human Capital
(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To understand the concepts, nature and principles of industrial psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 325 (C)	Essentials of Human Capital	<p>The students will be able to –</p> <p>CO120: Understanding and applying the individual, team and organizational mechanisms within the formal system.</p> <p>CO121: Differentiate theoretical and empirical frameworks that have defined and shaped these fields through software and systems used in planning, selection, training and evaluation of employees in various work settings</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS:

Unit I: Introduction to Human Resource Management

12Hrs

- Definition
- Important Trends in HRM
- Employment laws in India
- Diversity management & affirmative action plans

Unit II: Strategic Human Resource Management

12Hrs

- Strategic management process

- Strategies and policies
- Adjusting HR policies to challenging times
- HRD scorecard
- Building high performance work system.

Unit III: Job Analysis

12Hrs

- Basics of job analysis
- Methods of collecting job analysis information
- Writing job descriptions
- Writing job specifications

Unit IV: Human Resource Planning and Recruiting

12Hrs

- Process, Planning & Forecasting
- Need for Effective Recruiting
- Sources
- Developing and Using Application Forms.

Unit V: Employee Testing and Selection

12Hrs

- Basic concepts
- Types
- Work samples & simulations
- Background investigations & other selection methods.

BOOKS RECOMMENDED:

Essential Reading

- Dessler, G. and Varkkey, B. (2016). *Human Resource Management* (12th Ed.). Pearson India Education : Noida

PAPER CODE - PSY 326

Synopsis

(Practical)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 8

Total Hrs: 120

Course Objectives (COs):

This course will enable the students to –

1. To acquaint students with the preliminary requisites of conducting psychological research.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 326	Synopsis	<p>The students will be able to –</p> <p>CO122: Ability to comprehend the concepts relevant to research like hypotheses, research design, etc.</p> <p>CO123: Develop the ability to review various sources of literature and present the research findings in a prescribed form.</p> <p>CO124: Students will be able to formulate a research proposal.</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

PAPER CODE - PSY 327

Internship

(Practical)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Course Objectives (COs):

This course will enable the students to –

1. To acquaint students with the preliminary requisites of conducting psychological research.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 327	Internship	<p>The students will be able to –</p> <p>CO125: Experience the connection between classroom learning and the world outside, to link the abstract concepts and principles of psychology to actual experience observe in action theories and principles taught in academic classes</p> <p>CO126: Apply interpersonal problem solving and decision-making skills.</p> <p>CO127: Learn to cope more effectively with stress and real-life difficulties in the work setting, to</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing

		<p>learn, understand, and follow a professional code of ethics.</p> <p>CO128: Learn While Serving in a Psychology Internship to adapt to organizational procedures and professional practices at the internship site</p> <p>CO129: Sample areas of potential career specialization in order to evaluate their attractiveness and suitability.</p>		
--	--	---	--	--

PAPER CODE - PSY 421

Applied Social Psychology

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To help student understand social problems and gain knowledge about intervention strategies.
2. To learn how social psychology is used in applied settings to understand and ameliorate social problems.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 421		<p>The students will be able to –</p> <p>CO130: Understand the key issues and theoretical concepts related to applied social psychology and compare and contrast the research methodologies used in the scientific study of human Social behaviour.</p> <p>CO131: Understand the applications of social psychology to social issues like gender, environment, health, intergroup conflicts, etc.</p> <p>CO132: Demonstrate the ability to articulate independently and</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation,</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects</p>

	Applied Social Psychology	<p>creatively about human Social behaviour and the cultural influences that affect our behaviour.</p> <p>CO133: Develop an awareness of the role of mass media in shaping public psyche, beliefs and perceptions about social realities and building an informed and critical perspective</p> <p>CO134: Develop an understanding to enable sustainable living pertaining to social influence processes particularly the influence of materialism and wealth.</p>	Giving tasks, Field practical	
--	----------------------------------	--	-------------------------------	--

CONTENTS:

Unit I: Foundations of Applied Social Psychology

12Hrs

- Nature
- Research Methods
- Methods of Data Collection-Self Report Methods
- Observational Methods
- Research Designs-True Experiments
- Experiments
- Correlational Studies
- Descriptive Studies
- Qualitative Research Methods-Creswell's Research Methods

Unit II: Intervention and Evaluation

12Hrs

- Design of Interventions- Nature
- Key Tasks and Delivery
- Evaluation of Interventions
- Reasons for Evaluation
- Types of Evaluation
- Importance of Research Design in Evaluating Interventions
- An Intervention Example with Steps
- Influencing Social Policy
- Intervention Issues

Unit III: Applying Social Psychology to the Arenas of Life I

12Hrs

- Applying Social Psychology to the Media
- Effect of Media Violence
- Effect of Pornography
- Affect of Political News Coverage
- Applying Social Psychology to the Court
- Eyewitness Testimony
- Jurors as Individuate & Jury as a Group
- Factors Influencing Juror Judgments.

Unit IV: Applying Social Psychology to the Arenas of Life II

12Hrs

- Applying Social Psychology to the Community- Definition
- Origin
- Sense of Community
- Diversity versus Prejudice and Stigmatization
- Bringing about Social Change
- Applying Social Psychology to Diversity-Cultural Diversity
- Demographics
- Challenges
- Conflict and Conflict Management

Unit V: Social Psychology and Sustainable Future

12Hrs

- Social Psychology of Environment
- Personal Space & Psychology of Crowding
- Enabling Sustainable Living
- Social Psychology of Materialism & Wealth.

BOOKS RECOMMENDED:

Essential Readings:

- Myers, David G., Sahajpal, P., Behera, P. (2010). *Social Psychology (10th ed)*. New Delhi: McGraw Hill Education (India) Private Limited.
- Schneider, F.W., Gruman, J.A., & Coutts, L.A. (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems (2nd ed)*. Thousand Oaks, CA: Sage.
- Schneider, F.W., Gruman, J.A., & Coutts, L.A. (2016). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems (3rd ed)*. Thousand Oaks, CA: Sage.

Reference Books

- Aronson, E. Ellsworth, P., Calsmith, J.M. & Gonzales, M.H. (1990). *Methods of Research in Social Psychology*. NY: McGraw Hill.
- Baron, Robert A., Branscombe, Nyla, Byrne, R., Donn, Erwin (2008). *Social psychology*. Delhi: Pearson
- Baron, Robert A. Branscombe, Nyla R. Donn, Byrne, Bhardwaj, Gopa (2010). *Social Psychology*. (12th ed.) Delhi: Pearson.
- Baumeister, R. F., Bushman, B. J. (2014). *Social Psychology and Human Nature* (3rd ed). Belmont, CA: Wadsworth.
- Bunk, Abraham, P. and Vugt, Mark Van (2013). *Applying Social Psychology: From Problems to Solutions* (2nd ed.). Netherlands: Sage.
- Feldman, R.S. (1995). *Social Psychology* : N.J. Prentice Hall.
- Kool, V. K. and Agarwal, Rita (2008). *Applied Social Psychology: A Global Perspective*. New Delhi: Atlantic.
- Misra, G.(1990). *Applied Social Psychology in India*. ND : Sage.
- Ruscher, J.B. (2001). *Prejudiced Communication: A Social Psychological Perspective*. New York: The Guilford Press.

- Semin, G.R. and Fiedler, K. (1996). *Applied Social Psychology*. Delhi: Sage Publications.
- Vago, S. (1990). *Social Change*. New Jersey: Prentice Hall.

PAPER CODE - PSY 422
Applications of Psychology - II
(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To acquaint students with the processes involved in cognition and to develop critical understanding about cognitive processes.
2. To understand the close relation of applied psychology with research.
3. To be able to communicate effectively to persuade and educate others about solutions to their problems.

Course Outcomes (COs):

This course will enable the students to –

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 422	Applications of Psychology - II	<p>The students will be able to –</p> <p>CO135: Demonstrating the ability to apply psychological knowledge to prevent and solve human problems existing at individual, group and societal levels and develop related skills that promote human welfare, and optimal human functioning.</p> <p>CO136: Knowing the career opportunities that exist within the discipline and profession of psychology and through self-reflection develop insights into appropriate career choices.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		<p>CO137: Having knowledge about the ethics and proficiencies required for practitioner psychologists.</p> <p>CO138: Acquiring knowledge about Indian psychological concepts and their applications.</p>		
--	--	--	--	--

CONTENTS:

Unit I: Forensic Psychology

12Hrs

- Psychological and Judicial Processes
- Court Structure and Jurisdiction
- Judicial Process- Pretrial Stage, Trial Stage, Disposition Stage, Appellate Stage
- Eyewitness Testimony
- Expert Witness
- Development of Delinquent and Criminal Behaviour- Juvenile Offenders
- Development Perspective of Juvenile Offending
- Development theory and Coercive Development Theory
- A Developmental dual System Model of Adolescent Risk Taking
- Developmental Factors in Formation of Persistent Criminal Behaviour
- Biological Factors
- Additional Social Influences

Unit II: Educational Psychology

12Hrs

- Nature and Scope
- Educational Technology
- Learning Difficulties
- Socio motivational Process at School
- Academic Motivation
- Socialization of Academic Motivation
- Behavioural Emotional and Social Difficulties in Classism
- Aetiology and Intervention

Unit III: Environmental Psychology

12Hrs

- Environmental Influences on Human Behaviour and Health
- Environmental Risk Subjective Risk Judgment
- Emotional Reaction to Environmental Risk

Unit IV: Clinical Psychology and Mental Health Problems

12Hrs

- Domain of Clinical Psychology
- Conceptual and Classification Issues in Clinical Psychology
- Categories of Common Mental Health Problem
- Axis I Disorders, Axis II Disorders
- Treating Mental Health Problems – Theoretical Approaches to Treatment

Unit V: Indian Psychology

12Hrs

- Indian Psychology in India
- Indigenous Psychology

- Model of Indian Psychology
- Scope of Subject Matter
- Conceptual Roots of Indian Psychology: Pluralism & Motion Multiple Perspective, States of Consciousness and Types of Knowledge, Relationship between Human & Nature, Concept of Karma, Dharma, Implications of Karma & Dharma for Psychology, Ubiquitous Suffering, Human Quest
- Applications of Indian Psychology: A Model of Applied Psychology, Therapeutic Implications, Mental Health & Hygiene- Prevention of Illness, Cure-Serving the System
- Indian Psychology & Positive Psychology

BOOKS RECOMMENDED:

Essential Readings

- Davey, G.C. (2011). *Applied Psychology*. US: Willey-Blackwell
- Gregory, W.L. and Burroughs, W.J. (1989). *Introduction to Applied Psychology*, Illinois Scott: Foresman & Co.
- Anastasi, Anne. (1979). *Fields of Applied Psychology*, International Student Edition (2nd Ed.), Tokyo: McGraw Hill.
- Krochin, S.J.(1976). *Modern Clinical Psychology*, New York: Basic Inc. Publishers.
- Pandey, *Psychology in India Revisited; Developments in the Discipline*. Vol. 1, 2 and 3. New Delhi: Sage Publications.
- Rao, K.R., Paranjpe, C.A. (2016). *Psychology in the Indian Tradition*. India: Printworld

Reference Books

- Alt Man; Arthur, I (1985). *Substance abuse and Psychopathology*, New York: Plenum Press.
- Fisher, J.D. Bell, P.A. & Baum, A. (1984). *Environmental Psychology* International.
- Galliher, John H. (1989) (Ed) *Criminology – Human Rights, Criminal Law and Crime*. US: Prentice Hall Inc.
- Reynolds S. (1980) *Handbook of School Psychology*. New York: McGraw Hill
- Cressey, D.R. and Ward, D.A. (1969). *Delinquency: Crime and Social Process*. New York: Harper & Row,
- Semin, G.R. and Fidler K. (1996). *Applied Social Psychology*. New Delhi: Sage Publications.

PAPER CODE - PSY 423

Positive Psychology - II

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY423	Positive Psychology - II	<p>The students will be able to –</p> <p>CO139: Grasp basic cognitive states and processes in positive psychology. Transfer the theoretical concepts into practical setting.</p> <p>CO140: Develop an awareness of applications and implications of positive psychology concepts and theories.</p> <p>CO141: Promoting self-understanding, reflexivity and personal growth.</p> <p>CO142: Equip himself/herself with the skill and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS:

Unit I: Resilience

12Hrs

- Developmental & Clinical Perspectives
- Sources of resilience in children
- Sources of resilience in adulthood and later
- Successful aging
- Growth through trauma
- Conceptual models of resilience
- Fostering resilience

Unit II: The Social Construction of Self-esteem

12Hrs

- The Conventional View
- Deconstructing Self Esteem
- Cultural Emphasis and the Discourse of Self Esteem
- Experience of Self Esteem
- Social Import of Mood
- Mood, Self Esteem and Discourse

Unit III: Self Efficacy

12Hrs

- Introduction
- Source of Self Efficacy

- Importance of Self Efficacy
- Collective Efficacy
- Enhancement of Self Efficacy

Unit IV: Specific Coping Strategies

12Hrs

- Humor: Early responses to the phenomenon of humor
- Current model and individual differences in humor
- Current research findings
- Spirituality: Defining spirituality, Discovery and Conservation of sacred
- The Pursuit of Meaningfulness in Life: nature and needs of Meaning

Unit V: Applications of Positive Psychology

12Hrs

- Positive schooling-Components
- Positive coping strategies
- Gainful employment
- Mental health: Moving toward balanced conceptualization
- Lack of a developmental perspectives.

BOOKS RECOMMENDED:

Essential Readings

- Baumgardner, S. R. & Crothers M. K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.
- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. UK: Routledge.
- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
- Seligman, M. E. P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize:Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
- Snyder, C. R., & Lopez, S. J. (2007). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Thousand Oaks, CA: Sage.
- Snyder, C. R., & Lopez, S. J. (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.

PAPER CODE - PSY 424 (A)

**Systems and Skills Interventions in Psychology - II
(Theory)**

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To acquaint students with various systems of psychotherapy.
2. To train students in skills for intervention in psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY424(A)	Systems and Skills Interventions in Psychology- II	The students will be able to – CO143: Apply evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. CO144: Evaluate intervention progress and modify intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or feedback. CO145: Acquire and demonstrate knowledge of and clinical proficiency in developing effective professional relationships, conducting psychological assessments, and selecting and conducting interventions that are appropriate to the individual's needs and supported by scientific evidence CO146: Have a value driven commitment to reducing psychological distress and enhancing and promoting psychological well-being through the systematic application of	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

		<p>knowledge derived from psychological theory and evidence.</p> <p>CO147: The skills, knowledge and values to conduct research and reflect upon outcomes in a way that enables the profession to develop its knowledge base and to monitor and improve the effectiveness of its work.</p>		
--	--	---	--	--

CONTENTS:

Unit I: Therapy Systems Emphasizing Thoughts I **12Hrs**

- Cognitive Therapy: Theory of Personality and Therapy
- Emerging approaches emphasizing thoughts

Unit II: Therapy Systems Emphasizing Thoughts II **12Hrs**

- Albert Ellis & Rational Emotive Behavior Therapy

Unit III: Therapy Systems Emphasizing Actions **12Hrs**

- Behavior Therapy- history
- Theory of Personality
- Goals, Assessment and General Treatment Approach
- Reality Therapy: Choice Theory and Therapy
- Solution Focused Therapy

Unit IV: Cognitive behavior therapy **12Hrs**

- Major Constructs
- Importance of Cognitions
- Learning and Functional Analysis
- Goals, Process of Change
- Traditional Intervention Strategies and Brief Intervention Strategies
- Group Therapy- Models, Process, Therapeutic Milieu

Unit V: Integrated and Eclectic Treatment System I **12Hrs**

- Overview
- Theories of Integrated and Eclectic Treatment- Cyclical Psychodynamics, Trans-Theoretical, Multimodal

BOOKS RECOMMENDED:

Essential Readings

- Corey, G. (1996). *Theory and Practice of Counselling and Psychotherapy*. New Delhi: S. Chand & Publications.
- Capuzzi, D. (1998). *Counseling and psychotherapy: Theories and Interventions*. New Delhi: Pearson Education India.

- Korchin, S.J. (2004). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New Delhi: CBS Publishers.
- Sharf, R.S., (2011). *Theories of Psychotherapy and Counseling: Concepts and Cases*. Broadman & Holman Publishers.

Reference Books

- Beck, J.S. (1995). *Cognitive Therapy: Basics and Beyond*. New York: Guildford Press.
- Dryden, W. (1989) *Rational Emotive Counselling in Action*. Delhi: Sage Publications.
- Kaslow, H.W. (2004). *Comprehensive Handbook of Psychotherapy. (Vol. I to IV)*. Noida: John Wiley and Sons.
- McMullin, R.E. (1999). *The New Handbook of Cognitive Therapy Techniques*. New York: W.W. Norton & Company.
- Nelson-Jones, R. (2012). *Theory and Practice of Counselling and Psychotherapy*. London: Sage Publications.

PAPER CODE - PSY 424 (B)
Assessment in Counselling and Guidance
(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To equip students with various standardized and non-standardized techniques of assessment in the field of counselling and guidance.
2. To train the students for administration of tests and interpretation of scores.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY424(B)		<p>The students will be able to –</p> <p>CO148: Develop familiarity with different kinds of measures and techniques for assessing individual differences.</p> <p>CO149: Develop competencies for assessing the psychological</p>	<p>Approach in teaching:</p> <p>Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p>	<p>Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation,</p>

	Assessment in Counselling and Guidance	functioning of individuals through various techniques of psychological assessment.	Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Individual and group projects
--	---	--	---	-------------------------------

CONTENTS:

Unit I: Nature of Psychological Assessment

12Hrs

- Interview and Observation
- Taking Case History
- Selection of Tests
- Implications of Psychological Test Results
- Ethics of Psychological Testing

Unit II: Assessment of in educational setting

12Hrs

- Differential Aptitude Test
- General Aptitude Test Battery
- Assessment of Interests - Chatterjee's Non Language Preference Record
- Intelligence - Wechsler's Adult Intelligence Scale-Revised, Bhatia's Performance Test of Intelligence

Unit III: The Objective Assessment of Personality

12Hrs

- High School Personality Questionnaire
- 16 Personality Factors
- Eysenck's Personality Inventory
- The Projective Assessment of Personality: Thematic Apperception Test; Rosenzweig Picture Frustration Study, Sentence Completion Test

Unit IV: Behavioral Techniques and Tests

12Hrs

- Behavioral Questionnaires
- Self Monitoring
- Problem Checklist Observation in Natural Environment

Unit V: Report Writing

12Hrs

- Writing Case Study Reports
- Preparing a Profile Of Individual and Group Career Guidance in the Report Form.

BOOKS RECOMMENDED:

Essential Readings

- Herr, E.L. Carmer S.H. (1998). Career Guidance and Counselling Through the Life Span. Systematic Approaches, 3rd edition, Scott, Foresman and Company London.
- Murphy K.R. Davidshofer C.O. (1994). Psychology Testing Principles ad Applications. Prentice Hall of India, New Delhi.
- Walsh, W.B.; and Betz, N.E. (1997). Test and Assessment, 3rd Ed., Prentice Hall Inc., Englewood Clifts, New Jersey.
- Manuals of the following Psychological Tests :
- Wechsler's Intelligence Scale for Children-R
- Wechsler's Adult Intelligence Scale-Revised
- Bhatia's Performance Test of Intelligence
- Raven's Progressive Matrices
- Vineland Social Maturity Scale
- Children Personality Questionnaire
- High School Personality Questionnaire and 16 Personality Factors
- Eysenck's Personality Inventory
- Children Apperception Test and Thematic Apperception Test
- Rosenzweig Picture Frustration Test (Children & Adult)
- Differential Aptitude Test
- General Aptitude Test Battery
- Chatterji's Non-Language Preference Record

Reference Books

- Aaron, P.G. (1989). Dyslexia and Hyperlexia Kluwer Academic, London.
- Anderson, H.H. and Anderson, G.M. (1951). An Introduction to Projective Techniques. NJ Prentice Hall.
- Bellack, L. (1954). The Thematic Apperception Test and Children's Apperception Test in Clinical Use. New York, Grune and Stratton.
- Campbell, J.P. and others (1973). The Development and Evaluation of Behavioral bases scales. Journal of Applied Psychology Vo. 54, 15-22.
- Ciminero, A.R. and other (Eds.) (1986). Handbook of behavioral Assessment. New York : John Willey and Sons.
- Condon, M.E. And Lisa, A. (2002). Exercise in Psychological Testing. Allyn and Bacon, London.
- Herson, M. of Bellack, A.S. (1981). Behavioral Assessment A Practical Handbook, Pergammon Press, New York.
- Kaufman, N (1996). Intelligence Testing Using WISC – R.
- Lichenberg, J.W. and Goodyear R.K.(1999) Scientist Practitioner Perspective on Test Interpretation. Allyn and Bacon.
- Lundy, A. (1985). The Reliability of TAT. Journal of Personality assessment, 49 (2), 141-145.
- Murphy Kevin, R. and Davidshofer Charles, O (1994) Psychology Testing Principles and Applications (3rd Ed) Prentice Hall, New Delhi.
- Norman Tailent (1992). The Practice of Psychological Assessment, N.D. Prentice Hall.
- Palmer S. and Gladeana Memahon (Ed) (1997) Client Assessment, Sage Publications.

PAPER CODE - PSY 424 (C)

Interventions in Organizational Behaviour - II

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To acquaint students with the processes involved in cognition and to develop critical understanding about cognitive processes.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 424 (C)	Interventions in Organizational Behaviour - II	The students will be able to – CO150: Apply knowledge towards bridging the gap between academia and industry through various case studies. CO151: Understanding of wholesome development of employees as well as organization through different perspectives. CO152: Appreciate the complexity of processes in individual behaviour and their contribution towards encouraging positive changes in the organization.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Attributional Process

12 Hrs

- Internality- Externality,
- consequences of internality,
- developing internality,
- Optimism,
- hope,
- rumination and
- hope.
- Case Study.

Unit II: Organization Development**12 Hrs**

- Definition,
- operational goals,
- conditions for success of OD,
- Phases of OD,
- Guidelines,
- Interventions,
- development of internal OD facilitators.
- Case Study

Unit III: Developing Collaboration**12 Hrs**

- Levels of partnership,
- Concept,
- functional & dysfunctional cooperation & competition,
- academia-industry collaboration,
- supply chain collaboration,
- intervention to build collaboration.
- Case Study

Unit IV: Developing Leadership for Tomorrow**12 Hrs**

- Paradigm shift on leadership, Profile of leaders,
- Process, mechanisms and models of leadership development.
- Case study.

Unit V: Organizational Learning & Learning Organization**12 Hrs**

- Meaning,
- Policy implications,
- Diffusion & Institutionalization.
- Learning Organization – concept, processes & development.
- Case Study

BOOKS RECOMMENDED:**Essential Readings**

- Pareek U. (2010). *Understanding Organizational Behaviour* (2ndEd). New Delhi: Oxford University Press.
- Kaila H.L. (2011). *Organizational Behaviour and HRM* (3rd Ed). Delhi:AITBS Publishers.

PAPER CODE - PSY 425 (A)

Psychological treatment of Mental Disorders

(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To familiarize students with the therapeutic intervention and train them in skills of therapy.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 425 (A)	Psychological Treatment of Mental Disorders	The students will be able to – CO153: The nature and objectives of psychotherapies and how their effectiveness can be enhanced. CO154: A range of approaches to psychological therapies and interventions and how they are applied in practice. CO155: How therapies have relevance across different clinical populations and presentations CO156: Developing competencies for assessing the psychological functioning of individuals through techniques adopted from behaviourist, cognitive and other distinguished schools of psychology. CO157: Developing an understanding of indigenous Indian thought and being able to characterize the Indian psyche.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Introduction to Psychotherapy

12 Hrs

- Definitions,
- Objectives,
- Concept,

- Definition,
- Nature & Scope of Psychotherapies & Counselling,
- Goals & Effectiveness of Psychotherapies & Counselling.

Unit II: Behaviour Therapies

12 Hrs

- Origin, Foundations,
- Principles & Methodologies,
- Problems and Criticisms,
- Empirical Status,
- Systematic Desensitization,
- Extinction- Graded Exposure,
- Flooding and Response Prevention,
- Implosion,
- Covert Extinction,
- Negative Practice,
- Stimulus Satiation;
- Skill Training- Assertiveness Training,
- Modelling, Behavioural Rehearsal;
- Operant Procedures - Token Economy,
- Contingency Management;
- Aversion,
- Biofeedback.

Unit III: Cognitive Therapies

12 Hrs

- Cognitive Model,
- Techniques,
- Indications and Current Status of Rational Emotive Behaviour Therapy,
- Cognitive Behaviour Therapy,
- Cognitive Analytic Therapy,
- Problem-Solving Therapy and
- Schema Focused Therapy.

Unit III: Behaviour Medicine

12 Hrs

- Scope and Application of Psychological Principles in Health:
- Cardiovascular,
- Respiratory,
- Gastrointestinal,
- Oncology,
- Dermatology.

Unit V: Indian Approaches To Psychotherapy

12 Hrs

- Yoga, Meditation,
- Mindfulness –Based Intervention,
- Mindfulness-Based Cognitive Therapy (MBCT),
- Mindfulness-Based Stress Reduction (MBSR),
- Mindfulness-Based Relapse Prevention (MBRP),
- Acceptance and Commitment Therapy (ACT),
- Dialectical Behaviour Therapy (DBT) Methods,
- Processes and Outcome.

BOOKS RECOMMENDED:

Essential Readings

- Bergin, A.E. & Grasfield, S.L. (1970) (Eds). *Handbook of Psychology and Behavior Change*. N.Y.: John Wiley.
- Erskine, Richard, (1988), *Integrative Psychotherapy in Action*. N.Y.: Morrison, Janet. P. And Sage Publications,
- Veeraraghavan, Vimla (1985) *A Textbook of Psychotherapy*, New Delhi: Sterling Publishers.
- Wolberg, L.R. (1967). *The Techniques of Psychotherapy*, Vol. I & II. N.Y.: Bruner Grune Stratton.
- Tunks, E & Bellismo, A. (1991). *Behavioral medicine: Concepts & procedures*. New York: Pergamon Press.

Reference Books

- Bandura, A (1969), *Principles of Behavior Modification*. N.Y.: Holt, Rinehart and Winston.
- Bannister, D. (Ed.)(1973). *Issues and Approaches in Psychological Therapies*, N.Y.: Wiley International.
- Sen, A.K. (1982). *Mental Retardation: An Indian Perspective*. Varanasi: Rupa Publishers
- Sen Anima (1988), *Psychological Integration of the Handicapped a Challenge to the Society*. New Delhi: Mittal Publications.

PAPER CODE - PSY 425 (B)

Therapeutics in Counselling-II (Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To equip students with various standardized and non-standardized techniques of assessment in the field of counselling and guidance.
2. To train the students for administration of tests and interpretation of scores.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 425 (B)	Assessment in Counselling and Guidance	The students will be able to – CO158: Develop familiarity with different kinds of measures and techniques for assessing individual differences. CO159: Develop competencies for assessing the psychological functioning of individuals through various techniques of psychological assessment.	Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

Contents

Unit I: Therapy Systems Emphasizing Thoughts:

- Cognitive therapy
- Albert Ellis
- Rational Emotive Behaviour Therapy.

12 Hrs

Unit II: Therapy Systems Emphasizing Actions:

- Behavior Therapy- history

- Theory of personality
- Goals, assessment
- General treatment approach (Behaviour Modification, Social Skills Training) **12 Hrs**

Unit III:

- Solution Focused Therapy
- Grief Therapy
- Group Counselling
- Transactional Analysis **12 Hrs**

Unit IV: Indian Perspective :

- Yoga,
- Meditation
- Mindfulness

Unit V: Integrated and Elective Treatment System:

- Overview
- Theories of Integrated
- Theories of Elective Treatment. **12 hrs**

Books Recommended:

Essential Readings

- Herr, E.L. Carmer S.H. (1998). *Career Guidance and Counselling Through the Life Span. Systematic Approaches*, (3rd Ed), London: Scott, Foresman and Company.
- Murphy K.R. Davidshofer C.O. (1994). *Psychology Testing Principles ad Applications*. New Delhi: Prentice Hall of India.
- Walsh, W.B.; and Betz, N.E. (1997). *Test and Assessment*, (3rd Ed). New Jersey: Prentice Hall Inc., Englewood Clift.
- Manuals of the following Psychological Tests :
 - Wechsler's Intelligence Scale for Children-R
 - Wechsler's Adult Intelligence Scale-Revised
 - Bhatia's Performance Test of Intelligence
 - Raven's Progressive Matrices
 - Vineland Social Maturity Scale
 - Children Personality Questionnaire
 - High School Personality Questionnaire and 16 Personality Factors
 - Eysenck's Personality Inventory
 - Children Apperception Test and Thematic Apperception Test
 - Rosenzweig Picture Frustration Test (Children & Adult)
 - Differential Aptitude Test
 - General Aptitude Test Battery
 - Chatterji's Non-Language Preference Record

Reference Books

- Aaron, P.G. (1989). *Dyslexia and Hyperlexia*. London: Kluwer Academic.
- Anderson, H.H. and Anderson, G.M. (1951). *An Introduction to Projective Techniques*. NJ: Prentice Hall.
- Bellack, L. (1954). *The Thematic Apperception Test and Children's Apperception Test in Clinical Use*. New York: Grune and Stratton.

- Campbell, J.P. and others (1973). The Development and Evaluation of Behavioral bases scales. *Journal of Applied Psychology* Vol. 54, 15-22.
- Ciminero, A.R. and other (Eds.) (1986). *Handbook of Behavioral Assessment*. New York: John Willey and Sons.
- Condon, M.E. And Lisa, A. (2002). *Exercise in Psychological Testing*. London: Allyn and Bacon.
- Herson, M. of Bellack, A.S. (1981). *Behavioral Assessment A Practical Handbook*, New York: Pergammon Press.
- Kaufman, N (1996). *Intelligence Testing Using WISC – R*.
- Lichenberg, J.W. and Goodyear R.K.(1999). *Scientist Practitioner Perspective on Test Interpretation*. Allyn and Bacon.
- Lundy, A. (1985). *The Reliability of TAT*. *Journal of Personality assessment*, 49 (2), 141-145.
- Murphy Kevin, R. and Davidshofer Charles, O (1994) *Psychology Testing Principles and Applications* (3rd Ed). New Delhi: Prentice Hall
- Norman Tailent (1992). *The Practice of Psychological Assessment*, N.D.: Prentice Hall.
- Palmer S. and GladeanaMemahon (Ed) (1997) *Client Assessment*, Sage Publications.

PAPER CODE - PSY 425 (C)
Development of Human Capital
(Theory)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 4

Total Hrs: 60

Course Objectives (COs):

This course will enable the students to –

1. To understand the concepts, nature and principles of industrial psychology.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 425(C)	Development of Human Capital	<p>The students will be able to –</p> <p>CO160: Understanding and applying the primary outcomes of organizational behaviour necessary for organizational effectiveness.</p> <p>CO161: Understanding and applying concepts relating to training & development, performance management, ethics.</p> <p>CO162: Analysing and comparing different models used to explain individual behaviour related to motivation and rewards</p> <p>CO163: Identifying the various factors related to safety and their importance.</p> <p>CO164: Explaining human resource in terms of its international applicability and systems.</p>	<p>Approach in teaching: Interactive Lectures, Discussion, Tutorials, Reading assignments, Demonstration, Team teaching</p> <p>Learning activities for the students: Self-learning assignments, Effective questions, Simulation, Seminar presentation, Giving tasks, Field practical</p>	Class test, Semester end examinations, Quiz, Solving problems in tutorials, Assignments, Presentation, Individual and group projects

CONTENTS

Unit I: Training and Development

12 Hrs

- Orienting employees,
- analyzing needs and designing programs,
- implementing training programs,
- implementing management development programs,

- evaluating training effort.

Unit II: Performance Management and Appraisal

12 Hrs

- Basic concepts,
- techniques for appraising performance,
- problems in appraisal,
- appraisal interview,
- Performance management,
- Talent Management.

Unit II: Ethics, Justice and Fair Treatment in HRM

12 Hrs

- Meaning,
- determining ethical behavior,
- methods promoting ethical and fair treatment,
- managing discipline,
- privacy and dismissals

Unit IV: Employee safety & Health

12 Hrs

- Importance,
- safety law,
- causes,
- prevention and reduction.
- Workplace health hazards: problems & Remedies.

Unit V: Managing Global & Entrepreneurial Human Resources

12 Hrs

- Internationalization of business,
- Staffing.
- Small business challenge,
- tools to support HR,
- leveraging small size,
- using professional employer organizations,
- managing HR systems.

BOOKS RECOMMENDED:

Essential Readings

- Dessler G. and Varkkey B. (2016). *Human Resource Management* (12th Ed.). Noida: Pearson India Education.

PAPER CODE - PSY 426
Research Project/Dissertation
(Practical)

Credits: 4

Maximum Marks: 100 (CA-30, SEE-70)

Contact Hrs/Week: 8

Total Hrs: 120

Course Objectives (COs):

This course will enable the students to –

1. To acquaint students with the process of conducting and evaluating psychological research.

Course Outcomes (COs):

Course		Learning Outcomes (at course level)	Learning and teaching strategies	Assessment Strategies
Paper Code	Paper Title			
PSY 426	Research Project/Dissertation	<p>The students will be able to –</p> <p>CO165: Students will be able to conduct research in an ethical manner.</p> <p>CO166: Students will learn the procedures of statistical analysis.</p> <p>CO167: Demonstrate an understanding of APA style referencing and utilizing in writing of research report.</p> <p>CO168: Students will be able to write a research report in a comprehensible manner.</p>	<p>Approach in teaching: Discussion, Demonstration, Action Research, Project, Field Trip</p> <p>Learning activities for the students: Field activities, Simulation, Presentation, Giving tasks</p>	Observation, Presentation, Report writing