Master Programme

A Master’s Programme consists of a set of core courses. Master’s programme consists of a set of compulsory courses (core Courses) and some optional courses (elective courses)

Core courses are basic courses required for each programme. The number and distribution of credits for core courses will be decided by the respective faculties.

Elective courses will be suggested by the respective departments, Elective may be distributed in the all four semesters. progressive learning.

Semesters

An academic year is divided into two semesters, odd semester and even semester. The normal semester periods are:

Odd Semester: July to November (90 working days)
Even Semester: December to April (90 working days)

Credits

The term credit is used to describe the quantum of syllabus for various programmes in terms of hours of study. It indicates differential weightage given according to the contents and duration of the courses in the Curriculum design.

The minimum credit requirement for a Five years Master’s Programme shall be 90.

In the faculty of Science there will be 54 credits of core courses and 18 credits, for elective courses. In other faculties, there will be 72 credits for core courses and 18 credits for elective courses.

Courses

Each course may consist of lectures/tutorials/Laboratory work/Seminar/project work/practical training/Report/Viva-Voce etc.

Course weight

Core and elective course may carry different weights. For example a course carrying one credit, for Lectures, will have instruction of one period per week during the semester, if three hours of lecture is necessary in each week for that course then 3 credits will be assigned on the basis of the Lectures / Tutorials / Laboratory work and other form of learning in a 15 week schedule.

i) One credit for each lecture period per week.
ii) One credit for each tutorial per week
iii) One credit for every three periods of laboratory or practical work per week.
iv) One credit for 3 contact hours of project work in a week.
v) One credit for every two periods of seminar
vi) Six credits for project work distribution.

Eligibility for Admission
A candidate who has passed the Bachelor’s degree in any subject including the professional courses of this University or an examination of any other university accepted by the syndicate as equivalent there to.

Grading System

The term Grading System indicates a 10 point scale of evaluation of the performance of students in terms of marks, grade points, letter grade and class.

Duration

The duration for completion of a Two Years Master’s programme in any subject is four Semesters.

Structure and Programme

The Master’s Programme will consist of:

i) Core courses which compulsory for all students,

ii) Elective course which students can choose from amongst the courses approved within the department or in other departments of the faculty and other Faculties(Arts,Science, Education and Indian Languages).

iii) The elective subjects will be allotted after counseling by a committee of the heads of the departments under the Chairmanship of the Dean.

iv) Dissertation/Project work/Practical training/Field work, which can be done in an organization (Government,Industry,Firm,Public enterprise etc.)

Attendance

Every teaching faculty handling a course shall be responsible for the maintenance of Attendance Register for candidates who have registered for the course.

The instructor of the course must intimate the Head of the Department at least seven calendar days before the last instruction day in the semester about the particulars of all students who have secured an attendance of less than 80%.

Each student should earn 80% attendance in the courses of the particular semester failing which he or she will not be permitted to sit for the end – semester examination.

However, it shall be open to the authorities to grant exemption to a candidate who has failed to obtain the prescribed 80% attendance for valid reasons on payment of a condonation fee and such exemptions should not under any circumstances be granted for attendance below 70%.

Examination

There will be two sessional assessments and one End – Semester examination during each semester.

Sessional Test –I will be held after 35 working days and Sessional Test–II will be held after 70 working days.

Sessional Test–I will be a combination of a variety of tools such as class test, assignment and paper presentation that would be suitable to the course. This requires an element of openness. The students are to be informed in advance about the nature of assessment and the producers. However the tests are compulsory. Test–I may be for one hour duration. The pattern of question paper will be decided by the respectively faculty.

Sessional Test–II will be conducted with a variety of assessment tools. It will also have an element openness. The students are to be informed in advance about the nature of assessment and the procedures. However the tests are compulsory. Test–II may be for two hours duration. The pattern of question paper will be decided by respective Faculty.

There will be one End Semester Examination of three hours duration in each course.
The End Semester Examination will cover all the syllabus of the course for 75% of marks.

**Evaluation**

Evaluation will be done on a continuous basis. Evaluation may be by Objectives Type Questions, Quiz, Short Answers, Essays or a combination of these, but at the End Semester it has to be a Written Examination.

The performance of students in each course is evaluated in terms of percentage of marks (PM) with a provision for conversion to Grade Point (GP). The sum total performance in each semester will be rated by GPA while the continuous performance from the 2nd Semester onwards will be marked by (OGPA).

**Marks and Grading**

A student cannot repeat the assessment Sessional Test I and Sessional II. However, if for any compulsive reason the student could not attend the test the prerogative of arranging special test lies with the teacher in consultation with the Head of the Department.

A minimum of 50% marks in each course is prescribed for a pass. A student has to secure 50% minimum in the End Semester Examination.

If a candidate who has not secured a minimum of 50% of marks in a course shall be deemed to have failed in that course.

The student can repeat the End Semester Examination when it is offered next in the subsequent Odd/Even Semesters till the regulations are in force.

A candidate who has secured a minimum of 50 marks in all courses prescribed in the programme and earned a minimum of 90 credits will be considered to have passed the masters programme.

**Grading**

A ten point rating scale is used for the evaluation of the performance of the student to provide latter grade for each course and overall grade for the master's programme.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade Points</th>
<th>Letter Grade</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>10+</td>
<td>S Exemplary</td>
<td></td>
</tr>
<tr>
<td>85-899.0</td>
<td>D++</td>
<td>Distinction</td>
<td></td>
</tr>
<tr>
<td>80-848.5</td>
<td>D+</td>
<td>Distinction</td>
<td></td>
</tr>
<tr>
<td>75-798.0</td>
<td>D</td>
<td>Distinction</td>
<td></td>
</tr>
<tr>
<td>70-747.5</td>
<td>A++</td>
<td>First Class</td>
<td></td>
</tr>
<tr>
<td>65-697.0</td>
<td>A+</td>
<td>First Class</td>
<td></td>
</tr>
<tr>
<td>60-646.5</td>
<td>A</td>
<td>First Class</td>
<td></td>
</tr>
<tr>
<td>55-596.0</td>
<td>B</td>
<td>Second Class</td>
<td></td>
</tr>
<tr>
<td>50-545.5</td>
<td>C</td>
<td>Second Class</td>
<td></td>
</tr>
<tr>
<td>49 or less</td>
<td>F</td>
<td>Fail</td>
<td></td>
</tr>
</tbody>
</table>

The successful candidate are classified as follows.

I-Class 60% marks and above in overall percentage of marks (OPM).

II-Class 50-59% marks in overall percentage of marks.

Candidate who obtain 75% and above but below 91% of marks (OPM) shall be deemed to have passed the examination in FIRST CLASS (Distinction) provided he/she passes all the course prescribed for the programme at the first appearance.
Candidates who obtain 90% and above (OPM) shall be deemed to have passed the examination in FIRST CLASS (Exampler) provided he/she passes all the papers prescribed for the programmes at the First Appearance.

For the internal Assessment evaluation the Brake up marks shall be as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>10 Marks</td>
</tr>
<tr>
<td>Assignment</td>
<td>5 Marks</td>
</tr>
<tr>
<td>Case study/Roll play/Viva/Short Answers etc.</td>
<td>5 Marks</td>
</tr>
<tr>
<td>Attendance</td>
<td>5 Marks</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25 Marks</strong></td>
</tr>
</tbody>
</table>

The award of marks shall be as bellow:

<table>
<thead>
<tr>
<th>Faculty of Science</th>
<th>Theory</th>
<th>2100 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of arts, Indian Languages &amp; Education</td>
<td>Theory</td>
<td>2100 Marks</td>
</tr>
</tbody>
</table>

Course – Wise letter grades

The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other that F. A letter grade F in any course implies a failure in that course. A course successfully completed cannot be repeated for the purpose of improving the grade point.

The F grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully letter. The grade acquired later by the students will be indicated in the grade sheet of the odd/even semester in which the candidate has appeared for clearance of the arrears.

A student who secures F grade in any course which is listed as core course has to repeat it compulsorily when the course, the student has the option to repeat it when it is offered next or to choose a new elective if he/she is chosen in the place of failed elective, failed optional will be indicated as dropped in the subsequent grade card.

If a student secures F grade in the Project work/Field work/Practical work/dissertation. Either he/she shall improve it and resubmit it if it involves only rewriting incorporating the clarification of the evaluators of he/she can re-register and carry out in the subsequent semesters for evaluation.

Withdrawl from the course by the student.

Within 2 weeks from the date of commencement of the semester.
<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>PSYC 101</td>
<td>General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>PSYC 102</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>PSYC 103</td>
<td>Lifespan Psychology</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>PSYC 104</td>
<td>Criminal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>PSYE 105</td>
<td>General Psychology (Elective)</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>PSYE 105*</td>
<td>Personality Development (Elective)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credit</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td>II Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>PSYC 201</td>
<td>Theories of Personality</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>PSYC 202</td>
<td>Research Methodology &amp; Psychological Statistics</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>PSYC 203</td>
<td>Positive Psychology</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>PSYC 204</td>
<td>Psychological Experiments and Testing Practical-I</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>PSYE 205</td>
<td>Industrial Psychology (Elective)</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>PSYE 205*</td>
<td>Health Psychology (Elective)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credit</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td>III Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>PSYC 301</td>
<td>Psychopathology</td>
<td>5</td>
</tr>
<tr>
<td>14.</td>
<td>PSYC 302</td>
<td>Health Psychology</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>PSYC 303</td>
<td>Counselling Psychology</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>PSYC 304</td>
<td>Yoga &amp;Aging</td>
<td>4</td>
</tr>
<tr>
<td>17.</td>
<td>SOSC 306</td>
<td>Soft Skills</td>
<td>4</td>
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<tr>
<td>18.</td>
<td>PSYE 305</td>
<td>Adolescence Psychology (Elective)</td>
<td>2</td>
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<tr>
<td>19.</td>
<td>PSYE 305*</td>
<td>Counselling Psychology (Elective)</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td><strong>Total Credit</strong></td>
<td><strong>23</strong></td>
</tr>
<tr>
<td>IV Semester</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20.</td>
<td>PSSC 401</td>
<td>Human Resource Management</td>
<td>5</td>
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<tr>
<td>21.</td>
<td>PSSC 402</td>
<td>Organizational Behaviour</td>
<td>4</td>
</tr>
<tr>
<td>22.</td>
<td>PSSP 403</td>
<td>Psychological Experiments and Testing Practical II</td>
<td>4</td>
</tr>
<tr>
<td>23.</td>
<td>PSSC 404</td>
<td>Dissertation and Institutional Training</td>
<td>6</td>
</tr>
<tr>
<td>24.</td>
<td>PSSE 405*</td>
<td>Stress Management (Elective)</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>PSSE 405</td>
<td>Consumer Behaviour and Marketing (Elective)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

* Elective Paper taken
FIRST YEAR: I SEMESTER

PSYC 101: GENERAL PSYCHOLOGY

OBJECTIVES
The Students should know
i) the scientific orientation of psychology
ii) the various characteristics of behaviour
iii) a working knowledge about memory, motivation and emotion
iv) the cognitive and intellectual factors
v) the personality types and assessment

Unit-I
Psychology - A science
  Modern psychology. Definition - Goals - Schools of psychology - Methods: Introspection - Observation - Experiment - Case study - Developmental methods - Brief history of psychology - Fields in psychology.

Biological Bases of Behaviour

Unit-II
Sensation and Perception

States of Consciousness

Learning

Unit-III
Memory and Forgetting

Motivation and Emotion

Unit-IV
Cognition: Thinking

Unit-V
Cognition: Intelligence and Creativity


Personality

Meaning - Determinants - Types and traits -Measuring personality: Subjective, Objective tests and Projective techniques.

Text Books

Reference Books

PSYC 102: SOCIAL PSYCHOLOGY

OBJECTIVES
The Students should know
i) the definition, historical development and the methods of social psychology,
ii) the factors of social perception, attribution, impression formation,
iii) the nature, formation and change of attitudes.
iv) the causes of prejudice, discrimination and pro-social behaviour,
v) the nature, functions of group, decision making and the leadership influence.

Unit-I
The Field of Social Psychology


Unit-II
Social Perception
Social Perception - Non-verbal communication: The basic Channels, Non-Verbal behaviours and social interaction: Self-Presentation and the detection of Deception Attribution Theories of Attribution: Jones and Davis theory - Kelley's theory of casual attribution - Attribution: Some basic facts and impression formation: Some basic facts and impression Management.

Unit-III
Attitudes

Unit-IV
Prejudice and Discrimination

Pro-Social Behaviour
Pro-social behaviour - Responding to an Emergency: Behaviour of Bystanders - Bystander apathy versus Diffusion of responsibility - Five necessary cognitive steps - Internal and External factors that influence altruistic behaviour - Explanations of Pro-social behaviour: Empathy - Altruism theory - Egoistic theory – Empathic joy and Genetic selfishness.

Unit-V
Groups and Individuals
Groups: their nature and function - Group formation and how groups function - Groups and task performance social facilitation - Group versus individuals - Social loafing - Social facilitation and social loafing - Decision making by groups: The decision making process - Nature of group decisions - Some potential pitfalls - Leadership: Its nature and impact in groups: The traits approach - Gender difference in Leadership - Leader effectiveness: Two influential views - Transformational Leadership: Leadership through vision and charisma.

Text Books
OBJECTIVES

The students should know
   i) the biological foundations behind the developments extending from conception to old age.
   ii) the principles and pattern of maturation, learning, social expectations, individuals differences,
      the steps involved in the physical, intellectual, social and personality development various aspects of speech, emotional and play development
      the meaning and development of creativity, moral and discipline, sex role and family relationships.

Unit-I
Human Development

Unit-II
Conception to Birth

Unit-III
Infancy and Toddler hood

Unit-IV
Early Childhood

Unit-V
Middle Childhood
   Aspects of physical development – Health and safety – Cognitive development – Piagetian approach – Language and literacy – Child in school – Psychosocial development child in family – Child in peer group – Mental health.

Text Book
PSYC 104: CRIMINAL PSYCHOLOGY

OBJECTIVES

The students should know
i) Understanding of Criminal Psychology
ii) Clear Idea of the nature and extent of juvenile offending
iii) Nature and Extend of violent offending
iv) Nature and Scope Criminal Justice
v) Understand restorative justice and how is effective in the reducing crime

Unit-I:
Criminal Behaviour

Criminal behaviour an overview- crime- criminal Psychology-the nature of explanation-the causes of crime-evolutionary approaches-developmental approaches-psycological approaches-biological approaches-situational approaches

Juvenile Delinquency and development theories of crime

Juvenile delinquency and development theories of crime- Juvenile deliquency-the nature and extent of juvenile offending – the age-crime curve-risk and protecting factors-developmental theories of offending-applying developmental theories of offending.

Unit-II
Mental Disorder and Crime

Mental disorder and crime-the concept of mental disorder-major mental disorders- the association between mental and crime-the relationship between mental disorder and crime-psychopath

Aggression and Violence

Aggression and violence-aggression and violence: conceptual issues-concept check-evolutionary approaches-situational approaches-psychological approaches-biological approaches-social-structural and cultural approaches-general theories of aggression

Unit-III
Violent Offending

Violent offending-the nature and extent of violent crime-community violence-family violence-school violence-multiple homicide.

Collective Violence

Collective violence-the nature and extent of collective violence-evolutionary approaches-situational approaches-psychological approaches-mechanisms of moral disengagement-understanding the Rwandan genocide: key psychological and situational process-social-structural and cultural approaches

Unit-IV
Sexual Offending

Sexual offending - the nature and extent of sexual offending - characteristics of sexual offenders - theoretical approaches to understanding sexual offending-integrated models of sexual offending.

Drugs and Crime

Drugs and crime-what are drugs-who uses drugs-drug use and misuse-theories of drug use and misuse- illegal drug markets-the associations between drugs and crime-understanding the relationship between drugs and crimes

Unit-V

Punishment

Punishment-the nature and scope of criminal justice responses to crime- the harms of punishment-rationales for punishment-does punishment work-to copy or not to copy.

Prevention, rehabilitation

Prevention, rehabilitation and restorative justice-prevention-rehabilitation

Text Book:
1. Russil Durrant, 2013, An Introduction To Criminal Psychology, New York, Rouledge Taylor & Francis Group

Reference Book:

PSYE – 105 PERSONILTY DEVELOPMENT (Elective)

Objectives

The students must know

i) the meaning of personality
ii) physical and intellectual determinants of personality development
iii) emotional and social determinants of personality development
iv) aspirations, achievement and gender as a determinants of personality
v) educational and family determinants of personality development

Unit – I

An approach to personality – Psychology and individuality – Personality – Character – Temperament – Insights from the past.

Unit – II

Personality Determinates:


Intellectual Determinates:
Intellectual development – Conditions influencing intellectual capacities – Deviant intelligence – Major areas of adjustment affected by intelligence.

Unit – III

Emotional Determinants:

Social Determinants:

Unit – IV

Aspirations and Achievements:
- Aspirations – Level of aspiration – Achievements – Meaning of success and failure – Age of achievement.

Gender Orientations:
- Effects of sexuality on Personality Interest in sexuality – Attitudes towards sexuality – Attitudes towards own sex – Attitudes towards sex differences – Sex appropriateness – Sex roles – Sexual behaviour.

Unit – V

Educational Determinants:

Family Determinants:

Text Books:

Reference Books:
Objectives
The students must know
i) personality and scientific outlook and psychoanalytic and neo analytic perspectives,
ii) personality development and assessment techniques and given by Horney, Fromm and Erikson.
iii) trait perspectives of personality given by Allport, Cattell and Eysenck.
iv) cognitive, humanistic and existential perspectives of personality (Kelly, Maslow, Roger and May),
v) social behaviouristic perspectives of personality as given by Skinner, Rotter and Bandura.

Unit–I
Personality and Scientific Outlook
Definition of personality - The scientific orientation - Theory and research methodology.
Psychoanalytic and Neo analytic Perspectives
Concepts and principles - Personality development - Assessment techniques.
in Freud’s Psychoanalytic Theory
in Jung’s Analytical Psychology
in Adler’s Individual Psychology

Unit–II
Personality development
Concepts and principles - Personality development - Assessment techniques. in Horney’s Social and Cultural Psychoanalysis in Fromm’s Humanistic Psychoanalysis in Erikson’s Psychoanalytic Ego Psychology

Unit–III
Trait Perspectives
Concepts and principles - Personality development - Assessment techniques-
in Allport’s Trait Theory
in Cattell’s Structure Based Systems Theory
in Eysenck’s Biological Typology

Unit–IV:
Cognitive - Humanistic - Existential perspectives
Concepts and principles - Personality development - Assessment techniques
in Kelly’s Theory of Personal Constructs
in Maslow’s Self-Actualization Position
in Roger’s Person-Centered Theory
in May’s Existential Analytic Position.

Unit–V
Social Behaviouristic Perspectives
Concepts and principles - Personality development - Assessment techniques
in Skinner’s Operant Analysis
in Rotter’s Expectancy Reinforcement Value Model
in Bandura’s Social Cognitive Theory
The future of Personality psychology.

Text Books
Reference Books

**PSYC 202: RESEARCH METHODOLOGY AND PSYCHOLOGICAL STATISTICS**

**OBJECTIVES**
The students should know
i) the nature, meaning and types of research and problem
ii) formulation and testing of hypotheses, the types of experimental variables and the methods of control
iii) the different research designs and sampling designs
iv) the various methods of data collection, interpretation and writing the report
v) meaning and types of correlation and the tests of significance

**Unit-I**
Introduction
Meaning of research - Objectives of research - Motivation in research - Types of research - Research approaches - Significance of research - Research methods versus methodology - Research and scientific method - Importance of knowing how research is done - Research process - Criteria of good research - Problems encountered by researchers in India.

The Problem
Meaning of a problem - Ways in which a problem is manifested - The solvable problem - Degree of probability - A working principle for the experimenter - Unsolvable problems - Vicious circularity - Some additional considerations of problems.

**Unit-II**
Hypotheses
Meaning of hypothesis - Basic concepts concerning testing of hypotheses - Procedure for hypothesis testing - Flow diagram for hypothesis testing - Measuring the power of a hypothesis test - Test of hypotheses.

The Experimental Variables and the Methods of Control:
The independent variable - The dependent variable - Types of empirical relationships in psychology - The nature of experimental control.

**Unit-III**
Research Design
Meaning of research design - Need for research design - Features of a good design - Important concepts relating to research design - Different research designs - Basic principles of experimental designs.

Sampling Design
Census and sample survey - Implications of a sample design - Steps in sampling design - Criteria for selecting a sampling procedure - Characteristics of a good sample - Random sample from an infinite universe - Complex random sampling design.

Unit-IV
Methods of Data Collection
Collection of primary data: Collection of data through questionnaires and schedules - Some other methods of data collection - Collection of secondary data - Selection of appropriate method for data collection: Case study method.

Interpretation and Report Writing
Meaning of interpretation - Technique of interpretation - Precaution in interpretation - Significance of report writing - Different steps in writing report - Layout of the research report - Types of reports: Oral presentation - Mechanics of writing a research report - Precautions for writing research reports.

Unit-V
Correlational Methods
Meaning - Computation - Pearson - Rank - Bi-Serial - Point biserial - Tetra choric - Phi - Co-efficient – Scatter gram.

Test of Significance
T-test - Chi square - ANOVA - One way - Two way.

Text Books

Reference Books

PSYC 203: POSITIVE PSYCHOLOGY

Unit-I
Western perspectives on Positive Psychology
Greek Mythology – Western Civilization – History of Hope in Western civilization - Industrial revolution

Eastern Perspectives on Positive Psychology

Classifications and measures of Human Strengths and Positive outcomes:
Gallup’s Clifton Strength Finder-The VIA Classification of Strengths-The Search Institute’s 40 Developmental Assets-Distinguishing Among the Measures of Human Strength-Identifying Your Personal Strengths-Discovering and Capitalizing on your strength- The case of shane- positive outcomes for all- Dimensions of well-being – toward a better understanding of Positive outcomes – Identifying strength and moving toward a vital Balance.
Unit-II
Living well at every stage of life
  Resilience in childhood – the case of Jackson – roots of resilience research – resilience
resources. Positive youth development – youth development programs – the life tasks and adulthood – the trajectories of precocious children – primary task of adult hood – successful aging-adult development study – a more developmental focus in positive psychology.
  Positive emotional states and process
  – principles of pleasure: understanding positive affect, positive emotions, happiness and
well-being – emotional terms – affect – emotion – happiness – subjective well-being – positive and
the negative – affect schedule – positive emotions: expanding the repertoire of pleasure –
personal mini-experiences – joy and lasting happiness – emotion styles linked to the common
cold – happiness and subjective well-being – living a pleasurable life – age –old definitions of
happiness – well-being as a synonym for happiness – satisfaction with life scale – determinants
of subjective well-being -happiness – meaning – autheic happiness.

Unit -III
Positive Cognitive States and Process
  Seeing our futures through self- efficacy, optimism and hope –fascination with the future
– being busy not and end in itself – self-efficacy – changing behavior through Tv Heroes –
Optimism – Hope – Life Enhancements strategies – Personal mini-Experiments: Balancing your
perspective on time- cultural caveats about temporal.

Unit –IV
Wisdom And Courage
  Theories of wisdom– Implicit theories of wisdom – explicit theories of wisdom – being
wise – developing wisdom – wise people and their characteristics –the measurement of wisdom –
relationships between wisdom and intelligence – implicit theories of courage .
  Becoming And Being Courageous
  take on courage - courage research – the measurement of courage – wisdom and
courage in daily life – courage be learned – life enhancement strategies – the value of wisdom and
courage.

Unit -V
Mindfulness  Flow And Spirituality
  Optimal experiences – Moment – to-moment searches – mindfulness – living with
mindfulness – the benefits of mindfulness – personal mini- experiments- flow state –
enhancement strategies- Spirituality: In search of the sacred – true benefits of Spirituality – the
search continues

Prosocial Behaviour
  Empathy and egotism: Portals to Altruism, Graditude, and Forgiveness –Altruism –
Defining Altruism- Egotism Motive – Motivated Altruism – the Hypothesis the genetic and Neural
foundations of Empathy – cultivating altruism – Cultivating Forgiveness- measuring forgiveness–
the evolutionary and neurobiological bases of forgiveness-Societal implications of Altruism,
Gratitude, and forgiveness.

TextBook
Reference Books
  Random house
    New York:Wiley
PSYC 204 PSYCHOLOGICAL EXPERIMENTS AND TESTING
PRACTICALS – I

Candidates are required to perform at least 15 experiments from the list given below and prepare a record which the same should be submitted at the time of practical examinations duly signed by the course teacher and with a bonafide certificate from the Head of the Department.

Objectives

The students must know
i. how to use the general principles and aim of Psychology – to verify certain problems in experimental situations.
ii. the method of giving instruction to the subjects and to conduct the experiment.
iii. to collect the data, interpret them using suitable statistical techniques.
iv. how the human behavior is made to manifested in the experimental situations – and how it can be experimentally studied.
v. to make generalization from data and to point out their implications

Paper Pencil Test

1. Self Concept scale
2. Bell’s Adjustment Inventory (BAI)
3. Maslowian’s Assessment Survey (MAS)
4. Advance Progressive Matrices (APM)
5. Ecological Attitude Survey
6. Mental Health Inventory
7. Religious Attitude Scale
8. Eysenck’s Personality Questionnaire (EPQ)
9. Emotional Intelligence
10. Marital Adjustment Inventory
11. PGI Memory Scale
12. Assertiveness Questionnaire
13. Radicalism-Reactionism Scale
14. Mental Ability Test
15. Neuroticsm Scale Questionnaire (NSQ)

Instruments

1. Concept formation
2. Role of insight learning
3. Transfer of Training
4. Habit Interference
5. Alexander Pass along Test
Objectives

The students must know
i. the meaning of health psychology
ii. sources and coping mechanism of stress
iii. AIDS and heart problems
iv. pain and related illness
v. intervention strategies and research techniques

Unit – I
Foundation Of Health Psychology

Unit – II
Stress Model
Stress Model: Symptoms – Sources and coping – Substance abuse I: Kicking harmful habits- Substance abuse II: Use and misuse of alcohol; Eating behaviour: healthy and unhealthy habits.

Unit – III
The AIDS pandemic

Unit – IV
The Problem Of Pain
The problem of pain: Head aches and low back pain - Chronic illness: Cancer and Arthritis - Aging and health: myths, realities and actions.

Unit – V
Interventions
Interventions: Cognitive, Behavioural, Pharmacotherapy and Positive Behaviour Therapy. Research techniques in health psychology- Experimental, Clinical and Epidemiological strategies

Text Books:

Reference Books:
OBJECTIVES
The Students should know
i) the essential differences between normal and abnormal behaviour,

ii) to identify the etiological factors contributing to abnormal behaviour and the various theories that explain mal-adjustments.

iii) the symptoms of abnormal behaviour and the classification of different kinds of mental disorders,

iv) the various kinds of psychotic, neurotic and other forms of disorders,

v) the nature of various personality and substance abuse disorders.

Unit-I
Perspectives on Abnormal Behaviour
Abnormal Behaviour in our times - Popular Views - Classification of Mental Disorder - Research in Abnormal Psychology. Historical views of abnormal behaviour: Abnormal Behaviour in Ancient Times - Early Philosophical and Medical Concepts - Growth toward Humanitarian approaches - Foundations of 20th Century views - Changing Attitude towards Mental Health - Roots of the Biological views - Psychodynamic Perspectives.


Unit-II
Patterns of Abnormal (Maladaptive) Behaviour

Unit-III
Patterns of Abnormal (Maladaptive) Behaviour
Mood Disorders and Suicide: Unipolar Mood Disorders - Bipolar Disorders - Casual Factors in Mood Disorders - Socio-cultural factors - Treatment and outcomes - Suicide prevention.

Unit-IV
Personality and Substance Abuse Disorders

Unit-V
Contemporary Issues in Abnormal Psychology
Perspectives on Prevention: Controversial issues and Mental Disorders - Organized Efforts for Mental Health - Challengers for Future - Psychotherapies.

Text Books

PSYC: 302 HEALTH PSYCHOLOGY

Objectives
The students must know
i. the meaning of health psychology
ii. sources and coping mechanism of stress
iii. AIDS and heart problems
iv. pain and related illness
v. intervention strategies and research techniques

Unit – I
Foundation Of Health Psychology

Unit – II
Stress Model
Symptoms – Sources and coping – Substance abuse I: Kicking harmful habits- Substance abuse II: Use and misuse of alcohol; Eating behaviour: healthy and unhealthy habits.

Unit – III
The Aids Pandemic

Unit – IV
The Problem Of Pain
Head aches and low back pain - Chronic illness: Cancer and Arthritis - Aging and health: myths, realities and actions.

Unit – V
Intervention
Cognitive, Behavioural, Pharmacotherapy and Positive Behaviour Therapy
Research techniques in health psychology- Experimental, Clinical and Epidemiological strategies

Text Books:

Reference Books:

**PSYC 303: COUNSELLING PSYCHOLOGY**

OBJECTIVES

The students should know

i) the nature and theories of counselling

ii) the application of Psychoanalysis theory

iii) the application of theories Adler, Erick Bern to counselling

iv) the application of theories of Rogers and Skinner to counseling

v) the rational and emotive approaches to counselling

Unit-I

Toward a Personal Theory of Counselling

The Nature of Counselling - Theory - Theory in Counselling.

Unit-II

Classical Psychoanalytic Theory


Ego-Counselling

Theory of Personality - The Development of Abnormal Behaviour - The Goals of Counselling - Techniques of Ego-Counselling.

Unit-III

The Individual Psychology of Adler

Theory of Personality Development - Abnormal Development - goals of Counselling - Techniques of Counselling.

Transactional Analysis

Theory of Personality - Maladaptive Personality Development - Transactional Analysis in Counselling.

Unit-IV

Self-Theory

Background - Theory of Personality -The Development of maladaptive Behaviour - The Counselling Process - Recent extensions of Self-Theory.

Behaviour Approaches to Counselling


Unit-V

Rational Approaches to Counselling


Text Book


PSYC 304: YOGA AND AGING

Unit-I
Aging

Premature Aging
Premature Aging: The Effect of Stress on the Muscular System-Effect of Stress on the Gastrointestinal System-The Effects of Stress on the Cardiovascular System-Headaches-Migraine Headaches-Cluster Headaches-Muscle Contraction Headaches-Peptic Ulcers-Psychodermatitis-Raynands Disease-Psychorespiratory Disease-Allergies and Addictions-Malnutrition-Unrighteous Karmas

Physical Health :Hatha Yoga and Psychotheraphy

Unit-II
Pranayama
Pranayama-Respriation and Breathing:The Five Sheaths-Diseases of the Thyroid Gland-Disease of the Pituitary Gland-The Adrenal Glands.

Warm

Unit –III
Spiritual Health
Spiritual Health: The Kundalini Yoga-Location of Chakaras-Moolandhara Chakara- Svadhishthana-Manipura Chakra –Anahata Chakra-Vishuddhi Chakara-Ajna Chakara- Sahasrara Chakara.

The Yoga of Concentration and Mediation-Practice of Concentration

Mental Health

Unit-IV
Bhakti Yoga and Philosophy of Love

Karma Yoga and the Philosophy of Action

Environmental Health –Air Pollution –Water Pollution –Soil Pollution-Polluted Living Spaces

Unit V
SOSC 305: SOFT SKILLS

Objective: To train the students in soft skills such as personality development, effective listening, interpersonal communication, public speaking, and writing skills which are essential for their employability.

Unit I: Personality Development

Personal effectiveness skills – Managerial and supervisory skills – Leadership skills – Creativity skills – Problem solving skills – Team spirit – Culture building.

Unit II: Effective Listening

Registration of ideas – Crystallization – Listening – What does listening mean? – Why are people inherently poor listeners? – Poor listening habits – Types of listening – Effective and ineffective listening skills – Pay-offs of effective listening – Barriers to listening – Active and passive listening

Unit III: Interpersonal Communication

Characteristics of interpersonal relationships – Intimacy in interpersonal relationship – Relationship development and maintenance – Self disclosure in interpersonal relational relationships

Unit IV: Public Speaking


Unit V: Writing Skills


Text Books:


Reference Books:

**PSYE 303 COUNSELLING PSYCHOLOGY [ELECTIVE]**

**OBJECTIVES**

The Students should know
i) the role of counselling as a service oriented profession
ii) the various theoretical bases of counselling
iii) the uses and interpretations of various kind of psychological tests used in counselling
iv) the various kinds of problems where counselling can be useful
vi) the role of counsellors and the required training

Unit-I
Introduction

Emergence and Growth of Counselling Psychology.

Factors contributing to the emergence of counseling - Moral and Philosophical issues - Economic changes and challenges - Educational aspects - Mental measurement - Mental hygiene movement - Progress in Psychotherapy - Social theories.


Counselling and Related Fields

Definitions of counselling - Psychotherapy Counselling and psychotherapy - Related fields - Advising - Guidedance - Clinical Psychology - Counselling as Hygiology - Counselling as a helping relationship -Counselling as a solution to human problems.

Developmental characteristics of Youth, Common Concerns and Special problems.


Unit-II
Counselling - Expectations and Goals

Expectations of different individual - Counselling goals - Achievement of positive mental health -Resolution of problems - Improving personal effectiveness -Counselling to help change - Decision making as a goal of counseling - Modification of behaviour as a goal.

Approaches to Counselling

The directive or authoritarian approach (psychoanalytic) - Relevance of psychoanalysis to counseling - Humanistic approach - Rojer’s self theory -Development of self-concept - The counseling process -Experiencing of responsibility - Essential conditions for
personality change - Stages in the counselling process - Behaviouristic approach to counselling - Reciprocal inhibition technique - Behaviour Modification The existential point of view - The Minnesota Point View - Nature of Counselling - How Counselling is effected - The eclectic approach.

Counselling Process

Preparation for Counselling - Readings - Pre-counseling Interview - Case history - Process of counselling - Reasons for making an appointment - Referral - Anxiety - The first interview - Reassurance - Winning confidence - Advising - Counselling relationship - Ambiguity - Responsibility - Counselling - Content and process - Physical setting - Privacy - Value, belief and attitude change - Value orientations - Acceptance - Understanding - Rapport - Communications and empathy - Attentiveness - Counselling relationship - Counselling process - Steps in the counselling process - Counselling interactions - Limiting counselling relations - Pressures towards extended relationships - Factors contributing to control of relationship - Endings, interruptions and follow-up - Preparing for ending - Variables affecting the counselling process - Counsellor variables - Counsellor's skills - Portrait of an effective counsellor - Counsellee factors.

Unit-III

Psychological Testing and Diagnosis


Counselling Interview


Case for group counselling - Emerging field of group counselling - Structuring groups - Limitations and assumptions of group counselling - Mechanics of group counselling - Types of groups - Group counselling - its value - The process of group counselling - Individual and group counselling similarities - Differences between Individual and group counselling.

Unit-IV

Counselling in the Educational Setting Educational Counselling

Counselling the elementary school child - Counselling at high school - Counselling at college - The role of teachers in counselling - Educational counselling and curriculum - Counselling and home - Evaluation programmes of educational counselling - Limitations Inherent in evaluation.

Vocational Counselling

Theories of vocational development - The process of vocational counselling - Exploration and contract setting - The state of critical decision - Distinction between Vocational counselling and vocational guidance.

Special Areas in Counselling
Family group consultation - Counselling families - Counselling with families concerning children - Counselling with parents - counselling the delinquent - "Counselling reluctant clients - Marriage counselling - Pre-marital counselling - Structuring - Counselling women.

Evaluation of Counselling
Problems of evaluation - Approaches to evaluation - Survey approach - Case study approach - Experimental approach - Problems of measuring change - Usefulness of counselling - Criteria for evaluation - Internal and External Criteria - Objective Vs Subjective criteria - Control of extraneous variance - Studies of counseling effectiveness in educational settings - Counselling with elementary school children - Wisconsin secondary - School counselling study - Minnesota College students counselling study.

Unit-V
Professional Preparation and Training for Counselling
Introduction
Counsellor preparation and professional issues - Academic preparation - Practical skills - Ethical standards - Legal considerations - Selection and training of counsellors - Conception of a professional worker - Preparation of counsellors - Important issues - The Counsellor prerequisites - Specialists or General Counsellors.

Modern Trends in Counselling
Counselling and psychotherapy - Trends in counselling - Role of a counsellor - Career guidance - The model of Counselling - The three-dimensional Model -Values in counselling.
The Status of the Counselling Movement in India.
Counselling movement in modern times - Counselling movement after independence - The role of the Government of India and universities - Present status of counselling.

Text Book

Reference Books
4) Blum and Bolinsky, B. *Counselling and Psychology*. Bombay: Asia publishing house, 1961.
OBJECTIVES
The students should now
i) the concepts and importance of human resource management
ii) the theories and techniques of recruitment
iii) know the need, importance, and technique of training
iv) the characteristics of manager and the techniques of executive development
v) the process of effective communication

Unit-I
Basic aspect of Human Resource Management

Unit-II
Human Resource Planning

Unit-III
Management and Executive Development

Unit-IV
Performance Appraisal

Unit-V
Communication
Definition and Characteristics - Key elements of C - Importance of C in Management - Objectives of Communication. Functions of C - Communication process model - Organizational C - Advantage - Transmission of informal messages systems of direction of communication - Vertical communication - Downward C - Upward C - Horizontal C - Media of Communication - Communication with the Public Channels of C - Barriers to C – Conditions for Effective C - Management of Communication.

Text Books

PSYC 402: ORGANIZATIONAL BEHAVIOUR

The students should know
i) the meaning of organizational behaviour
ii) the influence of individual behaviour in organizations
iii) the importance of perception, decision making, values, attitudes and job satisfaction in organizations
iv) the influence of power and politics in organizations
v) the types of stress and the strategies to manage the stress in workplace

Unit-I
Meaning of Organizational Behaviour
Managers work - Management functions Management roles - Management skills - Effective vs successful managerial activities - A review of the manager's self - Organizational Behaviour (OB) - Replacing intuition with systematic study Generalizations about behaviour - Consistency Vs. Individual differences - Challenges and opportunities for OB - Contributing disciplines to the OB field - Psychology - Sociology - Social Psychology - Anthropology - Political Science - Developing an OB model - An overview - The dependent variable.

Unit-II
Foundations of Individual Behaviour
Biographical characteristics - Ability - Personality - Major personality attributes influencing OB - Personality and national culture - Matching personalities and job - Learning - Definition - Theories - Shaping: A managerial tool - Some specific organizational applications.

Unit-III
Perception and Individual Decision Making
Perception and its importance - Factors influencing perception - The target - The situation - Person perception: Making judgment about others - Specific applications in organizations - The link between perception and individual decision making - Decision
Values, Attitude and Job Satisfaction
- Values - Importance, Sources and types
- Values, loyalty and ethical behaviour
- Values across cultures
- Attitudes - Sources and types
- Attitudes and consistency
- Cognitive dissonance theory
- Measuring the A-B relationship
- Attitude surveys
- Attitudes and workforce diversity
- Job satisfaction
- The effect of job satisfaction on employee performance
- Employee's expression of dissatisfaction.

Unit-IV
Power and Politics
- A definition of power
- Contrasting leadership and Power
- Bases of power
- Dependency: The key to power
- Identifying where the power is
- Power tactics
- Power in groups: Coalitions
- Sexual harassment: Unequal power in the workplace
- Politics: Power in action
- Impression management
- Defensive behaviours
- The ethics of behaving politically.

Conflict, Negotiation and Inter group Behaviour
- A definition of conflict
- Transitions in conflict thought
- Functional Vs. Dysfunctional conflict
- The conflict process
- Negotiation
- Bargaining strategies
- The negotiation process
- Issues in negotiation
- Inter group relations
- Factors affecting inter group relations
- Methods for managing inter group relations.

Unit-V
Work Stress and its Management
- Meaning of stress
- Understanding stress and its consequences
- Potential sources of stress
- Individual differences
- Consequences of stress
- Managing stress.

Organizational Change and Development
- Forces for change
- Managing planned change
- Changes done by change agents
- Structure, technology, physical setting and people
- Resistance to change
- Organizational resistance
- Overcoming resistance to change
- The politics of change
- Approaches to managing organizational change
- Lewin's three step model
- Action research
- Organizational development
- Contemporary change issues for today's managers.

Text Book

Reference Books

PSYC 403: PSYCHOLOGICAL EXPERIMENTS AND TESTING

(PRACTICAL - II)
Candidates are required to perform at least 15 Experiments from the areas given below and prepare a record which the same should be submitted at the time of Practical Examination duly signed by the course teacher and with a bonafide Certificate from the Department.

Major Objectives
The Students must know
i) the various kinds of testing, situations and comprehend the testing procedures
ii) teh administration of psychological tests for various purpose like selection and recruitment and for finding out the aptitudes and inte4rests and motivation is organizational personnel
iii) to verify certain hypothesis study some personal and social problems
iv) to analysis and interpret the data collected in the experiments.
v) To record the experiments using the proper format.

1. Aptitude Tests
2. Interest Inventories (Throstone’s Interest Schedule)
3. Job satisfaction
4. Leader Ship Behaviour
5. MBTI
6. FIRO B
7. Problem Solving (Prymid Puzzle)
8. Achievement Motivation
10. Steadiness Test (An Experiment in Hand/Finger)
11. Job Involvement
12. Eysenck’s Personality Questionnaire
13. Scales Comprehension
14. Consumer Behaviour Attitude scale
15. Type A/B stress Test.
16. Self Directed Search

PSYC 404: DISSERTATION AND INSTITUTION TRAINING
Among the 6 credits of the course, Dissertation is given 4 and Institutional Training 2 credits.

Dissertation will have 100 marks and the thesis will be evaluated for 60 marks and the Viva-voce is for 40 marks. Both evaluation and Viva-voce will be done internally by two internal examiners of the Department as appointed by the Head of the Department.

Institutional Training will have 100 marks and the report is to be evaluated for 60 marks and the Viva-voce is for 40 marks. Both the report and Viva-voce will be done by two Internal Examiners as appointed by the Head of the Department.

The average of the Dissertation and Institutional Training marks will be the mark awarded to this course against the course credit of 6.

PSYE-405 STRESS MANAGEMENT (Elective)
Objectives
The students must know

i. the nature and sources of stress
ii. to identify the physiological, psychological and personality factors of stress.
iii. stress and psycho-somatic illness
iv. job stress and related factors
v. stress coping strategies

Unit-I
Nature of stress
Definition- Nature of stress- Alaram and adaptation- illness and immunology. The Psychology of Stress- Stress prone Personalities - Measurement of Stress- Social Readjustment Rating Scale- Stress symptom check list- Healthy coping at work- Completing your own diagram- Resources.

Unit -II
Physiological Arousal
Physiological arousal- flight or flight response- Activation of the fight or flight response. Situational Stresses- Frustration- Burnout- Cultural differences. Personality factors- locus of control and stress- Type A personality- The Disease prone personality.

Unit –III
Acute Stress Disorder
Acute Stress Disorder- Post Traumatic stress disorder- Stress and psychosomatic illness- Prevalence of psychosomatic illness.

Unit -IV
Work Stress
Work Stress - Individual vulnerability- Organizational stressors, Job satisfaction and anxiety- Off the job stressors- Stressful events and conditions at work events- Conditions. Personal Stress Management
Personal stress management – Planning- Life changing Philosophy- Philosophical and intellectual exercises- more active coping strategies- Positive Therapy.

Unit – V
Stress Attacking Problem
Coping with stress by attacking the problem- Relaxation- Exercise- Inoculation- Social support- Distraction- Belief as coping strategies.
Exploring stress Management

Text Books:

Reference Books:
Objectives

The students must know

i. the meaning of health psychology
ii. sources and coping mechanism of stress
iii. AIDS and heart problems
iv. pain and related illness
v. intervention strategies and research techniques

Unit – I

Foundation Of Health Psychology

Definition – Foundation of health psychology – Growing Partnership in health care –
Meaning of decease – Bio medical and Psychological foundation of health & illness. Social –
Ecological theories of health and illness.

Unit – II

Stress Model

Stress Model: Symptoms – Sources and coping – Substance abuse I: Kicking harmful habits- Substance abuse II: Use and misuse of alcohol; Eating behaviour: healthy and unhealthy habits.

Unit – III

The AIDS pandemic


Unit – IV

The Problem Of Pain

The problem of pain: Head aches and low back pain - Chronic illness: Cancer and Arthritis - Aging and health: myths, realities and actions.

Unit – V

Interventions

Interventions: Cognitive, Behavioural, Pharmacotherapy and Positive Behaviour Therapy.

Research techniques in health psychology - Experimental, Clinical and Epidemiological strategies

Text Books:

Reference Books: