

Bhakta Kavi Narsinh Mehta University, Junagadh



FACULTY OF ARTS

SYLLABUS FOR

M.A. (Psychology)

SEMESTER - 1 to 4

(FOR REGULAR CANDIDATES)

(A draft of C.B.C.S Courses in M.A
Psychology Submitted for Revision of
Curriculum to be executed from June, 2016)

Bhakta Kavi Narsinh Mehta University, Junagadh

Faculty of Arts

SUBJECT: PSYCHOLOGY (M.A. Semester I,II,III& IV Programme)

No.	Core/Elective/ Ict.	Name of Course	Credits	IM	EM	TM	Course/ paper Code
M.A Semester-I							
1	CCT-01	Advanced Experimental Psychology Theory	04	30	70	100	
2	CCT-02	Research Methodology	04	30	70	100	
3	CCT-03	Cognitive Psychology-I	04	30	70	100	
4	ECT-01	Health Psychology OR Advanced Social Psychology	04	30	70	100	
5	ECT-02	Psychology of Emotion-I OR Advanced Physiological Psychology-I	04	30	70	100	
Total			20			500	
No.	Core/Elective/ Ict.	Name of Course	Credits	IM	EM	TM	Course/ paper Code
M.A Semester-II							
1	CCT-04	Practical Psychology OR Counselling Psychology(Only For External Students)	04	00	100	100	
2	CCT-05	Statistics in Psychology	04	30	70	100	
3	CCT-06	Cognitive Psychology-II	04	30	70	100	
4	ECT-03	Rehabilitation Psychology OR Applied Social Psychology	04	30	70	100	
5	ECT-04	Psychology of Emotion-II OR Advanced Physiological Psychology-II	04	30	70	100	
Total			20			500	
No.	Core/Elective/ Ict.	Name of Course	Credits	IM	EM	TM	Course/ paper Code
M.A Semester-III							
1	CCT-07	Neuropsychology-I	04	30	70	100	
2	CCT-08	Psycho-Diagnostic Methods	04	30	70	100	
3	CCT-09	Models of Psycho-Pathology	04	30	70	100	
4	ECT-05	Behavior Modification OR Work Place Counselling	04	30	70	100	
5	ICT-01	Stress and Health OR Positive Psychology	04	30	70	100	
Total			20			500	
No.	Core/Elective/ Ict.	Name of Course	Credits	IM	EM	TM	Course/ paper Code
M.A Semester-IV							
1	CCT-10	Neuropsychology-II	04	30	70	100	
2	CCT-11	Psycho-Diagnostic Testing	04	30	70	100	
3	CCT-12	Psycho-Pathology	04	30	70	100	
4	ECT-06	Psychotherapeutics OR Dissertation	04	30	70	100	
5	ICT-02	Stress Management OR Advanced General Psychology OR Dissertation	04	30	70	100	
Total			20			500	
Grand Total			80			2000	

*IM= Internal Marks, **EM= External Marks, ***TM= Total Marks

DEPARTMENT OF PSYCHOLOGY

**Bhakta Kavi Narsinh Mehta
University - Junagadh**

STRUCTURE OF M.A.SEMESTER-I, II, III& IV PROGRAMME (To be implemented from June-2016)

Students can opt Semester I, II, and III& IV for M.A. Degree in Psychology. There will be fourtypes of courses viz. Core Course, Elective Course, Interdisciplinary Course and Skill Oriented Course. For Core Course, Elective Course, Interdisciplinary Course there will be four hours classroom teaching per week and fifteen week work in a semester. For one hour classroom work per week one credit is to be assigned. There will be five courses with 20 credits in each semester, each course carrying 100 marks. Psychology Degree is considered of 2000 marks with 80 credits. For skill oriented course there will be additional two hours of classroom work and two credits to be assigned in each semester.

For each semester the hours per week and credit will be assigned as under:

Semester	Theory courses			Skill oriented		
	Courses	Hours per week	Credits	Course	Hours per week	Credits
Semester-I	05	20	20	01	02	02
Semester-II	05	20	20	01	02	02
Semester-III	05	20	20	01	02	02
Semester-IV	05	20	20	01	02	02
Total	20	80	80	04	08	08

➤ Allocation of Hours for Practical /Dissertation

(i)Experimental Explanation 20 Hours

Practical Performance 40 Hours

(ii) Personal Guidance 20 Hours

Fieldwork and Report Writing 40 Hours

➤ Marks to be assigned for each course:

For theory course there will be two types of examinations for each course

(i) External Examination-70 Marks

(ii) Internal Examination-30 Marks

- (iii) The Internal examination will consist of theoretical examination carrying 10 marks and 20 marks to be assigned will be divided in to presentation (Seminar -10 marks and Assignment Writing 10 marks).

➤ Marking Scheme for Practical course: (100 Marks)

There will be two divisions in practical course each carrying 50 marks

(1) Scheme for Experiment

- (i) Performance: 10 Marks
- (ii) Report Writing : 15 Marks
- (iii) Viva Voice: 10 Marks
- (iv) Journal Presentation: 15 Marks

Total 50 Marks

(1) Scheme for Testing

- (i) Performance: 10 Marks
- (ii) Report Writing : 15 Marks
- (iii) Viva Voice: 10 Marks
- (iv) Journal Presentation : 15 Marks

Total 50 Marks

➤ Marking Scheme for Dissertation (100 Marks)

- (i) Thesis Evaluation: 70 Marks
- (ii) Viva – Voice Examination: 30 Marks

Format of Question Paper

Q. No.	Type of Question	Marks
1	Essay type question : One out of Two : Unit 1	14
2	Essay type question : One out of Two : Unit 2	14
3	Essay type question : One out of Two : Unit 3	14
4	Essay type question : One out of Two : Unit 4	14
5	Short note : Two out of Four : All Units	14

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **ADVANCED EXPERIMENTAL PSYCHOLOGY/ CCT-01**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Core	CCT-01	ADVANCED EXPERIMENTAL PSYCHOLOGY	04	30	70	100	

Course Objectives:

This course should help Students:

1. Understand the rationale, strengths and limitations of the experimental method of Gaining knowledge about mental and behavioral processes; learn how to do experimental and non-experimental studies.
2. Know how to use the various methods used in experimental psychology, including those for humans, both instrument and non-instrument based.
3. Learn to use Psychology and other information sources.
4. Know how to apply APA ethical guidelines in research with humans and animals.

UNIT: I

Brief History of Experimental Psychology – Conceptual Basis of Psychological Experiments – Methodological Approaches in Psychology – Example of a Psychological Experiment – Characteristics of Experimental Method – Advantages of Experimental Method – Disadvantages of Experimental Method – Types of Experiments – Nature and Kinds of Experimental Psychology – Scope of Experimental Psychology – Theoretical Approaches in Experimental Psychology – Importance of Experimental Psychology. Psychophysics and Signal Detection Theory – Problems of Psychophysics – Psychophysical Methods – Errors in Psychophysical Methods – Experimental Findings – Experimental Procedures in TSD.

UNIT: II

Attention – Nature of Attention – Characteristics of Attention – Types of Attention – Determinants or Conditions of Attention – Shifting and Fluctuation of Attention – Distraction of Attention – Span of Attention or Apprehension – Determinants of Span of Attention – Division of Attention – Theories of Selective Attention – Sustained Attention : Problem of Vigilance – Theories of Sustained Attention – Association – Meaning – Brief History – Methods Used in The

Association Experiments – Law of Association – Classification of Association – Associative Reaction Time (ART) – Determinants of ART – Frequency of Different Responses to the Same Stimulus Word – Value of Association Experiments.

Transfer and Management of Learning – Designs of Transfer Experiments – Measurement of Transfer – Non-specific Transfer – Management of Learning – Theoretical Interpretation – Whole and Part Method.

UNIT: III

Reaction Time – Short History of RT – Types of RT – RT Apparatus – Factors Affecting RT – Use of RT.

Frustration – Meaning of Frustration – Reaction of Frustration or Modes of Frustration – Frustration to Learning – Frustration and Sex – Frustration and Caste – Frustration and Income – Measurement of Frustration – Determinants of Frustration.

UNIT: IV

Visual and Auditory Sensations – meaning of Sensation – Visual Sensitivity – Theories of Colour Vision – Colour Mixing – Colour Contrast – Auditory Sensitivity – Theories of Hearing.

Reporting of the Experiment and Designs – problems Selection of Problem – sources of The Problem – Statement of The Problem – Importance or Functions of Hypothesis – Characteristics of a Usable Hypothesis – Main Difficulties in the Formulation of Hypothesis – Sources of Hypothesis – Types of Hypothesis – Variable – Types of Variable – Control of Variable – Techniques for Controlling Experiments – Experimental Designs – Experimental Procedure – Result, Discussion, Conclusion & Generalization Writing An experiment.

REFERENCE BOOKS

- D'AMATO M. R. (1970) experimental psychology, methodology psycho physic and learning international student education, N.Y.MCGRAW Hill.
- Gould, J. E. (2002). Concise Handbook of Experimental Methods for the Behavioral and Biological Sciences . CRC Press.
- Milinki, A.K. A Cross Section of Psychological Research: Journal Articles for Discussion and Evaluation. Pyczak Publishing.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **RESEARCH METHODOLOGY/CCT-02**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Core	CCT-02	Research Methodology	04	30	70	100	

Course Objectives:

1. Provide students with the fundamental knowledge of research methods and design used in psychology.
2. Facilitate students understanding for how using valid scientific methods can improve and create knowledge in the field of psychology.
3. Guide and mentor students in developing, completing, writing, and presenting a valid and ethical psychology experiment.

UNIT: I

Introduction : Meaning of Research , Meaning of Social Research, Its Nature and Objectives– Steps in Research Process – Types of Research – Types of Psychological Research – Some Other Important Types of Research – Importance Need or Uses of Research – Importance of Knowledge of Research – Research Methods Vs. Methodology – Criteria of Good Research – Problems Encountered by Researchers In India; Research Problem – Characteristics or Criteria of a Good Research Problem –Sources of Research Problem – Selecting The Research Problem – Necessity of Defining the Problem; Hypothesis – Nature, Criteria or Characteristics of a Scientific or a Good Hypothesis – Sources or Bases of Hypothesis – Types of Hypothesis – Suggestions or Considerations For Hypothesis Construction – Significance, Importance, Need or Functions of Hypothesis; Variable – Types of Variables.

Exploratory Study or Research, Descriptive Study or Research -Its Objective or Roles,Scope, Steps, Limitations and Their Solutions – Types of Descriptive Research; Survey Research – Case Study Method – Sources of Information's; Correlational Research – Differences Between Correlational and Experimental Research; Ex-post Facto Research – Difference Between Experimental Research and Ex post facto Research; Field Study or Field Research – Differences

Between Field Study and Survey – Differences Between Field Study and Experimental Study – Types of Field Study – Limitations of Field Study; Experimental Research – Laboratory Experiment – Comparison Between Laboratory Experiment and Field Experiment Experimental Validity.

UNIT: II

Research Design – Purpose, Criteria of A Good and Scientific Research Design, Importance and Types of Research Design – Experimental Design – Advantages and Disadvantages of Experimental Design; Sampling – Census Method or Parametric Method – Sampling Methods or Non-Parametric Methods – Meaning of Sample – Meaning of Sampling – Purposes of sampling Design – Distinction Between Population & Sample – Steps in Sampling Design – Criteria of a Good Sample Design – Advantages and Disadvantages of Sampling – Types of Sampling – Errors in Sampling.

Meaning of data – Important Tools of Data Collection – Importance of Data Collection – Some Precaution's in Data Collection – Types and Sources of Data; Observation Method – Meaning, Kinds and Types of Observation; Rating Scale – Check List Rating Scale – Questionnaire – Criteria of a Good Questionnaire – Types of Questionnaire; Interview – Types of Interview – Steps in The Process of Interview or Interview Technique – Errors in Interview; Projective Method – Classification of Projective Test – Evaluation of Projective Technique as Research Tool; Socio-metry Method.

UNIT: III

Secondary Data or Available Data – Personal Documents – Importance or Utility of Personal Documents Limitations of Personal Documents – Public Documents – Merits and Demerits of Secondary Sources.

Psychological Tests – Types of Psychological Tests – Characteristics of a Good Test – Purpose and Utility of Psychological Test.

UNIT: IV

Test Standardization – Test Content & Item Writing- Types of Item – Guidelines for Item Writing – Item Analysis – Difficulty Value of Item – Discrimination Power of Item; Reliability – Methods of Estimating Reliability or Types of Reliability; Validity – Types of Validity; Norms – Types of Norms – Percentile Rank – Standard Score Norms.

Interpretation and Report Writing – Meaning of Interpretation – Importance of Interpretation – Technique of Interpretation – Precautions in Interpretation; Research Report – Meaning of Research Report – Main Purpose of Research Report – Importance of Research Report –

Precautions for Writing Research Report; Computer in Research – Computer and Computer Technology – Some Important Computers Characteristics – Use of Computer in Research.

REFERENCE BOOKS

Schweigert, W. A. (2012). Research methods in psychology: A handbook (3rd ed.). Lone Grove, IL: Waveland Press, Inc.

American Psychological Association. (2010). Publication manual of the American psychological association (6th ed.). Washington, DC: American Psychological Association.

Kothari, C.R (2000) Research Methodology- Methods and Techniques (Ed-II). New Delhi: VishwaPrakasan.

Karlinger, F.N (2000) Foundations of Behavioral Research (Fifth Indian reprint). New Delhi: Surjeet Publication.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **COGNITIVE PSYCHOLOGY-I/CCT-03**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Core	CCT-03	COGNITIVE PSYCHOLOGY-I	04	30	70	100	

Course Objectives:

1. To provide students with a general overview of research on human cognitive abilities
2. To expose students to recent findings and ideas concerning the neural bases of cognitive functions, particularly to those provided by neuropsychology and functional neuroimaging research.
3. To train students in reading original articles in experimental cognitive psychology.

UNIT: I

What is Cognition? Definition of Cognitive Psychology – Properties of Cognitive Process – A Brief History of Cognitive Psychology – Approaches of Cognitive Psychology.

Scope or Domain of Cognitive Psychology – Methods of Cognitive Psychology – Ecological Validity.

UNIT: II

Meaning and Characteristics of Attention – Arousal and Information Processing – Distraction of Attention – Types of Attention – Determinants of Attention.

Nature of Selective Attention – Theories or Models of Selective Attention – Nature of Sustained Attention – Determinants of Sustained Attention – Theories of Sustained Attention – Current Status of Theories of Sustained Attention.

UNIT: II

Meaning and Nature of Sensation – Does Pure Sensation Occur? – Attributes of Sensation – Structure and Function of Human eye – Comparison of Human eye with a Photo Camera – Structure and Function of Human ear.

Nature of Perception – Major Approaches of Theories of Perception – Gestalt Approach or Theory-Directive State Theory – Physiological Approach or Theory of Perception – Gibsonia Approach – Information Processing Approach – Behavioristic Approach or Behavioristic Theory – Is Perceptual Organization Innate or Acquired? Extrasensory Perception – Subliminal Perception – Pictorial Perception – Perceptual Constancy – Stability – Instability Pardon – Some Important Generalization about Constancy – Time Perception : Fourth Dimension – Pattern Recognition : Bottom up and Top Down Approach – Perceptual Learning – Ames' Transactional Approach – Perception of Distance and Depth

UNIT: IV

Meaning and Nature of Learning – Role of Motivation in Learning – Methods of Learning – Classical Conditioning: Parading and Phenomenon – Nature and Types of Instrumental Conditioning – Difference between Pavlovian Condition and Instrumental Conditioning – Cognitive Learning

Theories of Learning – Thorndike's Theory of Connectionism _ Skinner's Theory – Hull's Theory – Tolman's Theory – A Comparative Study of Hull and Tolman – Guthrie's Theory – Insight Theory – Cybernetic Model of Learning – Some Applied Aspects of Learning – Learning to Learn – Transfer of Training or Learning – Transfer Design, Learning Curve – Meaning of Programmed Learning – Skinner's Viewpoints Towards Programmed Learning – Is Programmed Learning Effective ? – Computer Assisted Instruction or CAI – Personalized System of Instruction of PSI – Probability Learning or PL – Verbal Learning

REFERENCE BOOKS

Antonio R. Damasio (1994). Reprinted (2005). Descartes' Error: Emotion, Reason and the Human Brain, Penguin Book. ISBN: 014303622X.

Banich, Marie T. (2004). Cognitive Neuroscience and Neuropsychology. Houston Mifflin Company. ISBN: 0618122109.

Jogsan, Y. A. & Jayesh N. Bhalala (2014). Cognitive Psychology, Akshar Publication, Ahmedabad.

Solso, MacLin&MacLin (2005). Cognitive Psychology (7th ed.). Allyn & Bacon.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **HEALTH PSYCHOLOGY/ ECT-01**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Elective	ECT-01	Health Psychology	04	30	70	100	

Course Objectives:

To acquaint students with

1. Health behavior, health habits
2. Health enhancing behavior
3. Advancing and terminal illness
4. AIDS and Cancer

UNIT-I

Definition of Health Psychology- The Mind–Body Relationship -The Bio–psycho-social Model in Health Psychology, Introduction to Health Behavior: Role of Behavioral Factors in Disease and Disorder-What is Health Behaviors? - Practicing and Changing Health Behaviors-Barrier to Modifying Poor Health Behaviors; Intervening with Children and Adolescents-Interventions with At-Risk People-Health Promotion and the Elderly, Changing Health Habits; Attitude Change and Health Behaviour-The Theory of Planned Behaviour. Cognitive Behavioural Approaches to Health Behaviour Change: Self-Observation and Self-monitoring, Classical Conditioning - Operant Conditioning – Modeling – Stimulus Control - The Self-control of Behaviour-Broad Spectrum Cognitive Behaviour Therapy.

UNIT-II

Health-Enhancing Behaviors: Exercise: Benefits of Exercise-Determinants of Regular Exercise- Characteristics of Interventions; Accident Prevention- Home and Workplace Accidents Motorcycle And Automobile Accidents; Maintaining a Healthy Diet- Why Is Diet Important? -Resistance to Modifying Diet-Interventions to Modify Diet. Weight Control-the Regulation of Eating-Why Obesity is a Health Risk-Obesity in Childhood-Factors Associated

with Obesity- Stress and Eating-Treatment of Obesity; Eating Disorders- Anorexia Nervosa-Bulimia;Sleep- what is Sleep?-Sleep and Health-Apnea;Health-Compromising Behaviors-Characteristics of Health Compromising Behaviors; Alcoholism and Problem Drinking; Smoking- Synergistic Effects of Smoking-Why Do People Smoke?

UNIT-III

Psychological Issues in Advancing and Terminal Illness:Death across the Life Span: -Death in Infancy or Childhood -Death in Young Adulthood -Death in Middle Age -Death in Old Age; Psychological Issues in Advancing Illness -Continued Treatment and Advancing Illness Psychological and Social Issues Related to Dying -The Issue of Nontraditional TreatmentAre there Stages in Adjustment to Dying? : -Kubler-Ross's Five-Stage Theory -Evaluation of Kubler-Ross's Theory; Psychological Management of the Terminally Ill: -Medical Staff and the Terminally Ill Patients -Individual Counseling with the Terminally Ill -Family Therapy with the Terminally Ill -The Management of Terminal Illness in Children- Alternatives to Hospital Care for the Terminally Ill:-Hospital Care -Home Care.

UNIT-IV

AIDS: -Risk Factors-Effects-and treatment of AIDS- Age, Gender and Socio cultural Factors in AIDS-From HIV Infections to AIDS Medical Treatment for People with HIV/AIDS-The Psychosocial Impact of AIDS- Psycho social Interventions for AIDS.

CANCER: -The Prevalence and Types of Cancer-The sites, Effects and Causes of Cancer:-Prognosis and Causes of Cancer.-Age,Gender and Sociocultural Factors in Cancer.-Diagnosing and Treating Cancer-The Psycho-social Impact of Cancer.-Psycho social Interventions for Cancer.

REFERENCES BOOKS:

Edward P. Sarafino,(1990). Health Psychology,JohnWiley&Sons,INC.

Linda Brannon and Jess Feist. (2007). Introduction to Health Psychology, Thomson: Indian Edition.

Shelley E. Taylor. (2007). Health Psychology, Tata McGrawHill Sixth Edition.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **ADVANCED SOCIAL PSYCHOLOGY/ECT-01**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Elective	ECT-01	ADVANCED SOCIAL PSYCHOLOGY	04	30	70	100	

Course Objectives:

1. To help students to develop an understanding about one's-self, how people think about, influence and relate to one another
2. To orient them to the dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.

UNIT- I

Introduction:

Definition – Origins and Development of Social Psychology – Research Methods in Social Psychology – Social Perception: Nonverbal communication, attribution, impression formation and management – Social Cognition: Schemas and prototypes, Heuristics and Errors in social cognition, Affect and Cognition – Attitudes: Forming attitudes, Persuasion and cognitive dissonance.

UNIT- II

Social identity, prejudice and discrimination:

Aspects of Social Identity: The Self, Self functioning, Gender and Social Diversity – Prejudice and Discrimination: What they are and how they differ, Origins of Prejudice, Striking back against prejudice and prejudice based on gender.

UNIT- III

Attraction, joys and sorrows in relationships:

Meeting Strangers, Becoming acquainted and moving toward friendship – Initial interdependent Relationships, Friendship versus loneliness, Romantic Relationships, Love and Physical Intimacy, Marital Relationships.

UNIT- IV

Social influences, prosocial behaviour and aggression:

Conformity and Compliance, Obedience – Prosocially behaviour: Responding to emergency, Factors that influence prosocial behaviour and Theoretical explanations – Aggression: Theoretical Perspectives, Determinants, Personal Causes, Child Abuse and Workplace Violence, Prevention and control of Aggression.

REFERENCE BOOKS

Baron, Robert A. and Byrne, D. (2001). Social Psychology (8th edition) Reprint, New Delhi: Prentice-Hall of India Pvt Ltd.

Brehm, S.S. and Kassin, S.N. (1996). Social Psychology (3rd edition). USA: Houghton Mifflin Company.

Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi: Sage Publications.

Myers, D.G. (2002). Social Psychology (7th international edition). New York: McGraw Hill Companies.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **PSYCHOLOGY OF EMOTION-I/ECT-02**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Elective	ECT-02	Psychology of Emotion-I	04	30	70	100	

Course Objectives:

1. The course aims at understanding the basic issues and state-of- the art knowledge in the field of emotions.
2. To acquaint students to the neurophysiological bases of emotion.
3. It seeks to promote an understanding of bodily changes in emotion and measurements of emotions.

UNIT-I

Basic Issue in the Study of Emotions:

Definition of Emotion, Components of Emotion-Cognitive, Physiological and Behavioural; Categories of Emotion- Primary and Secondary Emotions- Fear and Anxiety, Anger, Jealousy and Envy, Guilt, Grief, Sadness, Happiness and Love; The Role of Positive Emotions- The Broaden and- Build Theory of Positive Emotion; Approaches to Emotion- Biological, Cognitive, Behavioral and Phenomenological; Functions of Emotion; Emotion as Basis of Social Relationship, Gender and Emotion.

UNIT-II

Physiological Bases of Emotion:

Methods to Study Physiological Bases of Emotion, A Short Introduction to Nervous System, Central Mechanisms and Emotion- Spinal Cord, Medulla, Brainstem, Thalamus, Hypothalamus, Limbic System- Amygdala, Hippocampus, Cingulate Gyrus, Septum, Cortex and Frontal Lobes; Peripheral Mechanism- The role of Autonomous Nervous System; Neurochemistry and Emotion; Laterality and Emotion.

UNIT-III

Bodily Changes in Emotions:

A Short Introduction to Cardiovascular, Respiratory, Digestive, Muscular and Hormonal Systems of Human Body; Short Term Bodily Changes in Emotions- Changes in the Cardiovascular, the Respiratory, the Digestive, the Thermoregulatory, the Galvanic Skin Response and the Hormonal Systems, Changes in Muscle Tension; Hormonal Changes During Stressful Situations; Long term Bodily Changes in Emotion-General Adaption Syndrome (GAS), Psychogenic Ulcer and Some other Psychosomatic Diseases.

UNIT-IV

Measurement of Emotions:

Physiological Methods for Measuring Emotion, EEG, fMRI, PET, Lie detector; Measurement of Facial Expressions, Facial Action Coding System (FACS); Psychological Methods for Measuring Emotion-Verbal Self Report Measures of Affect, Semantic Differential Method– Rating scale, Questionnaire and Psychoanalytic Methods; Non Verbal Self-report Tool- Emotional Slider, Observation, Using Pictograms, Self Assessments Manikin, Projective Techniques etc. Advantages and Disadvantages of Physiological and Psychological Methods of Measurement. Some New Tools to Measure Subjective Feeling of Emotion- Geneva Emotion Wheel, Product Emotion Measuring Instrument (Pr.Emo).

REFERENCE BOOKS

Clarke, M.S. (1992). Emotion. New burry Park CA: Sage.

Ekman, P. and Davidson, R.J. (1994). The Nature of Emotion. New York: Oxford University press.

Kalat, J.K. & Shiota, M.N. (2007). Emotion. Belmont. C.A: Wadsworth.

Lewis, M. & Haviland J.M. (1993). Hand Book of Emotions. New York: Guilford Press.

Oatley, K. Ketner, D. , & Jenkins, J.M. (2006). Understanding emotions. Cambridge. M.A; Blackwell Publishers.

Patel. M.K. (2008). Psychology of Emotion, Rajkot: Saurashtra University Press.

Strongman, K.T. (1989). The Psychology of Emotion. London: Plenum.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **ADVANCED PHYSIOLOGICAL PSYCHOLOGY-I/ ECT-02**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Elective	ECT-02	Advanced Physiological Psychology-I	04	30	70	100	

Course Objectives:

1. To provide an understanding of neuro-physiological bases of behavior.
2. To acquaint students with various complex biological processes related to cognitive and motivational aspects of behavior.

UNIT-I

An Introduction to Physiological Psychology, Nature and Scope; Methods to Study the Working Brain, Degeneration Technique, Lesion Technique, Chemical Methods, Recording Electrical Activity in the Brain, Neuroimaging, Functional Magnetic Resonance Imaging, Transcriptional Magnetic Stimulation (TMS), C.T Scan, PET and fMRI Scans.

Physiological Psychology and Neuroscience: Basic neuroanatomy- Structure, Types and Functions of Neurons, Nervous System Structure, Functions and Divisions-Central Nervous System, Peripheral Nervous System and Autonomous Nervous System; Neural Conduction and Synaptic Transmission, Neurotransmitters.

UNIT-II

The Hemisphere of the Neocortex: The Evolution of Functional Asymmetry-Surgical Studies of Asymmetry-Behavioral Studies of Asymmetry; Capabilities of Right Hemisphere-the Linguistic Potential of the Right Hemisphere-Spatial Skills of the Right Hemisphere-Apraxia And Right Hemispheric Damage-Right Hemisphere and the Language of Emotionality; Variations in the Lateralization of Language – Bilingualism and the Lateralization of Language.

UNIT-III

Brain Chemistry, Drugs and Mental Illness; Brain Metabolism- Blood-Brain Barrier, Major Neurotransmitters in the Brains- Acetylcholine, Norepinephrine, Dopamine, Serotonin; Amino Acid Neurotransmitters- Glutamic Acid Aspartic Acid, Glycine, GABA; Neuropeptides, Opioid Peptides and Receptors in the Brains, Brain Chemistry and the Use of Psychiatric Drugs-Antipsychotic Drugs, Antidepressant Drugs, Anti-Anxiety Drugs; Alcohol and Its Effects in the Brain.

UNIT-IV

The Sensory System: Vision-Stimulus and Anatomy, Structure of Retina and its Photochemistry- Translation of Light into Neural Signals, Cortical Mechanism of Vision, Colour Vision Theories; Audition – Stimulus and Anatomy, Auditory Hair Cells and the Transduction of Auditory Information, Auditory Pathway, Auditory Nerve and Auditory Cortex, Theories of Audition; Kinesthetic and Vestibular Sensation, Kinesthesia: Muscle, Tendon, Joint Sensitivities; Vestibular Sense, Anatomy and Function of Non-auditory Inner Ear.

REFERENCE BOOKS:

Levinthal, C.F. (2005). Introduction to Physiological Psychology. New Delhi: Prentice Hall of India pvt.

Carlson, N.R. (2000). Physiology of Behavior. Boston Allyn & Bacon.

Pinel, J.P.J. (2000). Bio Psychology. Boston Allyn & Bacon.

Kalat, J.W. (2004). Biological Psychology (8th Edition) Belmont: Wadsworth Thompson Learning.

Kandel, E.R, Schwartz, J.H. & Jessel, T.M. (2000). Principles of Neural Science (4th Ed). New York: McGraw hill.

Goldstein, E, B. (2013). Sensation and Perception. Belmont: Wadsworth/Thompson Learning.

Kolb, B. & Whishaw, I.Q.C. (2012) An Introduction to Brain and Behavior (4th ed). New York: Worth Publishers.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **PRACTICAL PSYCHOLOGY/CCT-04**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Practical	CCT-04	Practical Psychology	04	00	100	100	

Course Objectives:

1. To acquaint students with the procedure of conducting experiments on various subjects of psychology.
2. To acquaint students with the administration, scoring and interpretation of various psychological tests.

Any six experiments from the following are to be performed and reported in Journal:

1. Speed of learning as a function of meaningfulness of material.
2. Bilateral transfer of training.
3. Effect of reward & punishment on learning.
4. Retroactive inhibition.
5. Retention as a function of time: Study of retention curve.
6. Problem solving.
7. Study of learning curve: Human Maze Learning.
8. Efficiency of Massed V/s. Distributed practice in learning.
9. Transfer of training in Maze Learning
10. Habit interference
11. Effect of knowledge on performance on ergo graph
12. Brightness constancy
13. Size constancy.
14. Zeigarnik Effect

Any Four Tests from the following are to be performed and reported in Journal:

1. Adjustment Inventory
2. Anxiety Inventory
3. M.R. Kotharis draw – a Flower Intelligence Test

4. Job Satisfaction Scale
5. Job Involvement Scale
6. Occupational Stress Inventory
7. Mental Hygiene Inventory
8. Tests Related to Organizational Behavior
9. Tests Related to Psychometric and Research Methodology
10. Tests Related to Health Psychology

REFERENCE BOOKS:

- D' Amato, M.R: Experimental Psychology: Methodology, (1970): Psycho-Physic & Learning, NewYork: McGraw Hill
- Garret,H.E (1951): Great Experiments in Psychology, New York: Appleton- Century Crafts, Inc Third Edition
- Kuppuswami, B. (1954) Elementary Experiments in Psychology, Madras: Oxford University Press
- Postman, Leo & Egan, James P. (1949) Experimental Psychology: An Introduction, N.Y: Harper & Row
- Underwood, Benton, j. (1963): Experimental: An Introduction, Bombay, The Times of India Press
- Woodworth, Robert S. & Schlosberg, Harold (1971); Experimental Psychology, Calcutta: Oxford & IBH Publishing Co.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **COUNSELLING PSYCHOLOGY/CCT-4**(ONLY FOREXTERNALSTUDENTS)

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Core	CCT-04	COUNSELLING PSYCHOLOGY	04	30	70	100	

Course Objectives:

1. To acquaint students with the concepts and approaches to the counselling.
2. To familiarize students with the counselling process thoroughly.
3. To acquaint students with modern trends in counselling.

UNIT- I

Counselling and Related Fields: Definition of counseling Psycho-therapy – Counselling and Psycho-therapy – Related fields advising–Guidance– Clinical Psychology – Counselling as Hygiology–Counselling as a helping relationship – Counselling as a solution to human problems. Counselling – Expectations and Goals : Expectation of different – individuals – counselling goals – Achievement of positive mental health – Resolution of Problems – Decision making as a goal of Counselling – Modification of Behaviour as a goal.

UNIT -II

Approach to counselling: The directive or authoritarian approach (Psycho-analytic) – Humanistic Approach Behaviouristic – Approach – The existential Point of view – The Minnesota Point of view and the elected Approach. Counselling Process: Preparation for Counselling – Process of counselling – counselling relationship – counselling – content ad process – steps in the counselling process – variables affecting the counselling process – Portrait of an effective counselling and counselee factors.

UNIT -III

Counselling in the Educational setting: Counselling the elementary school child – Counselling in High School & College – The role of teachers in counselling – Educational Counselling and curriculum – Counselling & Home – Evaluation Programme of educational Counselling – Vocational Counselling – The Process of Vocational Counselling – Distincin between vocational Counselling

and Guidance. Special Areas in Counselling : Family group consultation – Counselling with families Concern children as well as parents Counselling with delinquent – Marriage & Pre-marital Counselling – Counselling Women.

UNIT -IV

Professional preparation and Training for Counselling –Counselor preparation & professional issues – Academic preparation – practical skills – Ethical standards – Legal considerations – Selection & Training of Counselors – Conception of a professional worker – Preparation of Counselors and Important Issues. Modern Trends in Counselling: Counselling Movement in India & modern time – present status of counseling & Psycho-therapy – Trends in Counselling – Role of Counselor – Career Guidance – The model of Counselling.

REFERENCES:

Bordin, E. S. (1985): Psychological Counselling, N.Y. : Appleton Century Crofts, Inc.

Curkhuff, R.R. & Berenson, B.G. (1977): Beyond Counselling & Therapy (2nd edi.), N.Y.: Holt, Rinehart & Winston.

Fusfer, J. M. (1964): Psychological Counselling in India, Bombay: MacMillan Publishing Co., Inc.

Hansen J. C. (1978): Counselling Process and Procedures N.Y.: MacMillan Publishing Co., Inc.

Narayanrao, S. (1989): Counselling Psychology, (3rd edi.), N.D. Tata McGraw Hill Book Co. Ltd.,

Steffler, B. (Ed.) (1965): Theories of Counselling, New York: MacGraw Hill Book Company.

Tyler, L.E. (1969): The work of a counselor (3rd edi.) N.Y. Appleton Century Crafts.

Warters, J. (1964): Techniques of Counselling, (2nd edi.), N.Y.: MacGraw Hill Book Company.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: STATISTICS IN PSYCHOLOGY/ CCT-05

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Core	CCT-05	Statistics in Psychology	04	30	70	100	

Course Objectives:

1. Acquire the concepts, terms, and symbols used in data analysis.
2. Learn to formulate research ideas that can be evaluated with statistical analysis.
3. Learn to perform appropriate operations to draw conclusions from data.
4. Become skilled in interpreting and communicating quantitative information via numerical analysis and graphical display.

UNIT: I

Introduction of Statistics – Short History – Meaning of Statistic – Characteristics of Statistics – Types of Statistics – Importance of Statistics – Important Function of Statistics – Application and Importance of Statistics in Social Science – Limitations of Statistics – Data or Score – Meaning of Score – Measurement in Psychology & Education – Meaning of Measurement – Uses of Measurement – Levels of Measurement or Scales – Statistical Series.

Measures of Central Tendency – Mean – Median – Mode – Geometric Mean – Harmonic Mean – Combined Mean Characteristics, Uses and Disadvantages of Mean – Characteristics, Uses and Disadvantages of Median – Characteristic, Uses and Disadvantages of Mode.

UNIT: II

Relationship Between Hypothesis and Theory of Probability – What is Significant Difference ? Null Hypothesis – Correction for Continuity – Checking the Significance of Difference Between Mean of Two Groups – Testing the Significance of Difference Between Means of Two Large and Independent Groups – Testing the Significance of Difference Between Means of Two Small groups – Critical Ratio Test Vs. t-test – Testing Significance of Difference Between Two

Correlated Means – Calculation of SED in Small and Correlated groups – Sendler's A – Test – Duncan's Range Test.

Correlation – Directions of Correlation – Kinds of Correlation – Correlation and Causal Relationship – What is Co-efficient of Correlation – Methods of the Calculation of Coefficient of Correlation – r by Scatter Diagram Method – How to Prepare a Scatter Diagram ? – Uses of Coefficient of Correlation – Reliability of Co-efficient of Correlation.

UNIT: III

Derived Scores -Percentage – Z scores – T Scores – Stanine Scores – Sten Scores – C – Scores Regression and Prediction – Difference Between Regression and Correlation – Regression Lines – Regression Equation – Prediction – Standard Errors of Estimate – Accuracy of Group Prediction – Accuracy of Individual Prediction – Accuracy of Group Prediction – Coefficient of Alienation & Prediction – Efficiency of recasting.

UNIT: IV

Analysis of Variance – Relation Between Analysis of Variance and t-test – Utility of Analysis of Variance – Meaning of Analysis of Variance – Analysis of Variance Technique – Basic Ideas – Some Basic Assumptions in the Use of Analysis of Variance – Homogeneity of Variance – Analysis of Covariance.

Limitations of t-test and Non-parametric Methods – Nature of Parametric Statistics and Non Parametric Statistics – Non-parametric Methods – χ^2 or Chi-square test – Median Test – Sign Test – Sign Rank Test of Difference – The Composite Rank Method – Mann Whitney U Test .

REFERENCE BOOKS

Maindonald, J. & Braun, W. J. (2010). Data Analysis and Graphics Using R, 3rd Ed. Cambridge University Press. ISBN-10: 0521762936. ISBN-13: 978-0521762939.

Garrett, H. E. (1973). Statistics in Psychology & Education – Longmans.

Jogsan, Y. A., Dhara D. R. and Pandya M. M. (2014).Statistic in the Social Science, Vasuki Publication, Rajkot.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **COGNITIVE PSYCHOLOGY-II/CCT-06**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Core	CCT-06	COGNITIVE PSYCHOLOGY-II	04	30	70	100	

Course objectives:

1. To provide students with a general overview of research on human cognitive abilities
2. To expose students to recent findings and ideas concerning the neural bases of cognitive functions, particularly to those provided by neuropsychology and functional neuroimaging research.
3. To train students in reading original articles in experimental cognitive psychology.

UNIT: I

Meaning of Memory and Its Components or Stages – Types of Memory – Sensory Memory – Types of Sensory Memory – A Comparative Study of Iconic Memory and Echoic Memory – Short Term Memory of STM – Long Term Memory or LTM – Major Types of Long Term Memory: Episodic Memory and Semantic Memory – Motivation and Long Term Memory – A Comparative Study of LTM and STM: Differences – Methods of Measuring Memory – Nature of Remembering.

Nature of Forgetting – Forgetting Curve or Ebbinghaus Curve – Determinant's or Causes of Forgetting – Theories of Forgetting – Decay Theory or Disuse Theory – Perseveration – Consolidation Theory – Inter-Ference Theory – Two Factor Theory- Autobiographical Memory – Retrospective Memory and Prospective Memory – Measure of Improving Memory or Memory Training.

UNIT: II

Definition and Nature of Intelligence – Types of Intelligence – Mental Age – Intelligence Quotient – Measurement of Intelligence – Binet Test – Evaluation of Intelligence Scales –

Raven's Progressive Matrices – Goddough Draw – a – Man Test – Peabody Picture Vocabulary Test or PPVT – Cattell's Culture – Free Intelligence Test – The Kaufman Assessment Battery for Children or K – ABC – Some Important Indian Intelligence Tests – Uses of Intelligence Tests – Types of Intelligence Tests.

Theories of Intelligence – Spearman's Two Factor Theory – Thurston's Group p Factor Theory – Multi Factor Theory – Hierarchical Theory – Cattell's Theory – Gardner's Theory of Multiple Intelligence – Piaget's Theory – Sternberg's Triarchic Theory – General Conclusions Regarding Theories of Intelligence.

UNIT: III

Definition and Nature of Thinking – Types of Thinking – Thinking and Imagination – Role of Language in Thinking – Role of Set in Thinking – Role of Trial and Error In Thinking – Role of Images in Thinking – Theories of Thinking – Theories of Cognitive Development – Piaget's Theory of Cognitive Development – Bruner's Theory of Cognitive Development – Information Processing Theories of Cognitive Development – Meaning and Nature of Problem Solving – Methods or Strategies of Solving the Problem – Factors Influencing Problem Solving – Steps or Problem Solving – Sex Differences in Problem Solving Ability – Individual Differences in Cognitive Style; Nature and Importance of Concept – Types of Concept – Factors Influencing Concept Formation – Methods or Procedure of Concept Learning.

UNIT: IV

Definition and Nature of Creativity – Stages of Creative Thinking – Characteristics of Creative Thinker – Measurement of Creativity – Aspects of Creativity – Encouraging or Fostering Creativity – Artificial Intelligence.

Meaning and Nature of Reasoning – Decision Process and Judgement – Difference Between Reasoning and Decision Making – Difference Between Decision Making and Judgment – Major Heuristics in Decision Making Biases and Errors in Decision Making – Framing and Decision Making – Some Guidelines for Taking Better Decision.

REFERENCE BOOKS:

Antonio R. Damasio (1994). Reprinted (2005). Descartes' Error: Emotion, Reason and the Human Brain, Penguin Book. ISBN: 014303622X.

Banich, Marie T. (2004). Cognitive Neuroscience and Neuropsychology. Houghton Mifflin Company. ISBN: 0618122109.

Jogsan, Y. A. & Jayesh N. Bhalala (2014). Cognitive Psychology, Akshar Publication, Ahmedabad.

Solso, MacLin&MacLin (2005). Cognitive Psychology (7th ed.). Allyn & Bacon.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **REHABILITATION PSYCHOLOGY/ECT-03**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Elective	ECT-03	REHABILITATION PSYCHOLOGY	04	30	70	100	

Course objective:

Disability sector is one of the areas that has been especially overlooked by social scientists. It is need of the time to acquire knowledge about Professional issues regarding understanding the disabled, its causes, concerns, management and intervention. The present paper aims at providing the same.

UNIT- I

Nature and Scope of Rehabilitation psychology:

Definition, historical perspective, scope and methods, Functions of Rehabilitation

Psychology: General functions and special functions, History and Philosophy of

Disability Rehabilitation

Goals and objectives of rehabilitation, Multi-disciplinary approach to rehabilitation:

Biological, medical, psychological, educational and social aspects.

UNIT- II

Disabilities:

Disability - Concept and definitions, Classification of various disabilities, Incidence and prevalence

Types of disabilities: Visual impairment, Hearing and speech impairment, Loco motor disability,

Mental retardation, Cerebral palsy, Autism, Mental illness, Learning disabilities,

Multiple handicaps

Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors

Prevention of disabilities

UNIT- III

Personality Development of Disabled Persons and intervention:

Factors influencing personality development of disabled individuals, Life span development of people with disabilities, Assessment of personality of disabled individuals, Screening and early identification of people with developmental disabilities.

Social, Psychological Perspective in Rehabilitation Psychology.

Early intervention: definition, assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India

Special education: – aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled

UNIT- IV

Psychological Intervention

Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counseling Strategies. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need.

REFERENCE BOOKS:

Diverse Populations, Volume 9. Elsevier Science, Pergamon.

Alan Hilton & Ravic Ringlaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.

Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.

Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. SAGE Publications, New Delhi.

John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers – Enabling Environments. SAGE Publications, New Delhi.

Jose Murickan & Georgekutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.

Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **APPLIED SOCIAL PSYCHOLOGY/ECT-03**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Elective	ECT-03	Applied Social Psychology	04	30	70	100	

Course Objectives:

To understand-

1. Applied social psychology
2. Social psychology and health
3. Social psychology and environment
4. Aggression and violence
5. Social psychology and consumer behavior

UNIT-I

Introduction to applied social psychology:

Definition, relationship with basic social psychology, historical developments and major concerns.

UNIT-II

Social psychology and health:

Health belief model, health compromising behaviors; health promotion, cognitive response and dual process models of persuasive change; stress and health.

UNIT-III

Social psychology and environment:

Human interaction with environment, environmental hazards and challenges; environmental attitudes, risk perceptions, encouraging proenvironmental behavior.

UNIT-IV

Aggression and violence:

Conceptual issues and theoretical explanations; determinants;
Interpersonal and intergroup forms of aggression, dynamics of violence, strategies for
Reducing aggression and violence. Social psychology and consumer behavior:
Economic and social-psychological approaches,
Meanings of money, social beliefs and value systems, consumer socialization.

REFERENCE BOOKS:

Baron, R. A., Branscombe, N. R. & Byrne, D. (2009). Social psychology (12th ed.). New York: Pearson Education.

Myer, D.G. (2012). Social psychology (11th ed.). New York: McGraw Hill.

Semin, G., & Fiedler, K. (1996). Applied social psychology. London: Sage.

Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). Social psychology (12th ed.). New Jersey: Pearson Education.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **PSYCHOLOGY OF EMOTION-II/ECT-04**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Elective	ECT-04	Psychology of Emotion-II	04	30	70	100	

Course Objectives:

1. To acquaint students with various theories of emotions
2. To provide an understanding of linkage between culture and various aspects of emotions.
3. To help students gain insight into emotional behavior of self and others.

UNIT-I

Theories of Emotion: James – Lange Theory, Cannon – Bard Theory, Schachter's Two-Factor Theory, Cognitive Appraisal Theory of Lazarus, Facial Feedback Hypothesis, Lindsley's Activation Theory, Papez-McLean Theory, Major Arguments of Evolutionary Theories, Robert Plutchik's Psycho-Evolutionary Theory.

UNIT-II

Non-Verbal Communication and Emotion : Meaning of Non-Verbal Communication, Types of Non-Verbal Communication – Paralanguage, Proxemics, Body Language- Gestures, Postures, Gazes, Stares, Startle Pattern, Facial Expressions; Culture and Emotional Expression – Definition and Nature of Culture, Cultural Differences in Emotion and Cultural Similarities in Emotion.

UNIT-III

Emotional Disorders: Stress and Emotion Disorders – Meaning of Stress, Sources of Stress, Effects of Stress, Emotional Responses to Stress; Anxiety Disorders – Generalized Anxiety

Disorder, Panic Disorder, Phobia, Obsessive – Compulsive Disorder; Mood Disorders – Depressive Disorder; Bipolar Disorders, Theories of Depression.

UNIT-IV

Managing Emotion: What is Emotion Management? Managing Anger and Hostility, Managing Anxiety and Fear, Managing Depression; Managing Emotion by Developing Emotional Intelligence – Models of Emotional Intelligence – The Mayer Salovey Model, Goleman Model, Bar-On Model; Intelligence at Work; Assessment of Emotional Intelligence – Ability Measures, Self-Report Measures and Observer Rating Scales; Developing Emotional Intelligence.

REFERENCE BOOKS:

Bar-On, R. & Parker, J.D.A. (2000). Handbook of Emotional Intelligence, San Francisco : Jossey –Bass.

Cooper, R. (1996). Executive EQ: Emotional Intelligence in Leadership and Organizations. NY: Berkley Publishing Group.

Ekman, P., Friesen, W.V. & Ellsworth, P. (1972). Emotion in the Human Face. Pergammon, New York: Oxford

Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More than IQ. New York: Bantam Books.

Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.

Gross, J. J. (2009). Handbook of Emotion Regulation. New York: Guilford Press.

Patel, M. K. (2008). Psychology of Emotion. Rajkot: Saurashtra University Press

Salovey, P. & Sluyter, D. (1997). Emotional Development and Emotional Intelligence: Implications for Educators. New York: Basic Books.

Scherer, K. R. & Ekman, P. (1984). Approaches to Emotion. New Jersey: Lawrence Erlbaum Associates.

Strongman, K. T. (2000). The Psychology of Emotion: Theories of Emotion in Perspective (4th Eds.). New York: John Wiley & Sons.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **ADVANCED PHYSIOLOGICAL PSYCHOLOGY-II/ECT-04**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Elective	ECT-04	Advanced Physiological Psychology-II	04	30	70	100	

Course Objectives:

At the end of course students will be able to:

1. Understand the physiology of cognitive functions
2. Understand the physiology of motivation
3. Understand the physiology of arousal and sleep

UNIT-I

Bio Psychology of Arousal: Physiological Correlates of Arousal, EEG as the Measure of Arousal, Factors Affecting Consciousness; Sleep- Rhythms of Sleeping and Waking, Physiological Conception of Wake and Sleep, Conception of Sleep, Temporal Patterns of Slow Wave sleep and REM Sleep, REM Sleep and Dreaming, Neural Mechanism and Biochemistry of Slow Wave sleep and REM Sleep, The Functions of Sleep and REM, Disorders of Arousal and Sleep, Narcolepsy, Insomnia, Other Disorders of Sleep such as Somnambulism, Night-Terrors and Sleep apnea; Circadian Rhythms and Clocks-Neural Control Over Circadian Rhythms.

UNIT-II

Chemical Sense and the Mechanism of Eating and Drinking: The Chemical Sense of Taste and Smell; Hunger and Eating- Peripheral Factors in Eating, Hypothalamic factors in Eating-The Ventral Medial Hypothalamus, Lesion Syndrome-Theories of Why the VMH Syndrome Occurs, The Biochemistry of Hypothalamus Stimulation; The Problem of Human Obesity- Current Factors on the Condition of Obesity- Set Point Conception of Human Obesity. Mechanism of Drinking- Peripheral Factors in Water Regulation- Central Factors in Water Regulation-Cellular Dehydration Thirst- Hypovolemic Thirst.

UNIT-III

Learning: Physiological Changes during Learning- Environmental Complexity and the Brain- Electrophysiological Changes During Learning Process; The Anatomical Requirement for Learning –Complex learning and the Neocortex- Complex Visual Processing and the Inferotemporal Cortex – Information Processing and the Prefrontal Cortex- The role of the Cerebellum in Classical Conditioning , Learning to Change Physiological Process in the Body- Biofeedback Training of Autonomic Response- Biofeedback Training of EMG and EEG Signals.

UNIT-IV

Mechanism for Remembering: Concept of Short Term and Long Term Memory, The Anatomy of Human Memory; Studies of Memory and Amnesia in Animals –Testing the Consolidation Hypothesis –Alternatives of ‘Classical Consolidation Theory ; Physiological Mechanism of Memory in the Brain- Long Term Potential- Protein Synthesis- Effects of Protein Enzymes- The Chronological Hypothesis; Triggers for Memory Retrieval- The Optional –Hologram Hypothesis – The Phenomenon of State- Dependent Learning Amnesia, Dementia and Alzheimer’s Disease.

REFERENCE BOOKS

- Levinthal, C.F. (2005). Introduction to Physiological Psychology. New Delhi: Prentice Hall of India pvt.
- Carlson, N.R. (2000). Physiology of Behavior. Boston Allyn & Bacon.
- Pinel, J.P.J. (2000) Bio Psychology.. Boston Allyn & Bacon.
- Kalat, J.W. (2004). Biological Psychology (8th Edition) Belmont: Wadsworth Thompson Learning.
- Kandel, E.R, Schwartz, J.H & Jassel, T.M. (2000). Principles of Neural Science (4th Ed). New York: McGraw hill
- Goldstein, E, B. (2013). Sensation and Perception. Belmont: Wadsworth/Thompson Learning.
- Kolb, B & Whishaw, I.Q.C (2012) An Introduction to Brain and Behavior (4th ed). New York: Worth Publishers.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **NEURO PSYCHOLOGY-I/CCT-07**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	CORE	CCT-07	Neuro Psychology -I	04	30	70	100	

Course Objectives:

To acquaint the students with, this course is to cater to knowledge in the area of brain and behavior. The emphasis of this course lies on the study of patients with neurological disorders for assessment, diagnosis, intervention and rehabilitation.

UNIT-I

Introduction of Neuro psychology:

Definition of Neuro psychology. - Topography of the brain- The cerebral hemispheres internal structures - Fibers & Function of cortex - Pineal gland in brain - Pituitary Gland in brain.

UNIT-II

Neuro – Chemical and Vascular Systems:

Neuro Chemical - Blood Vascular systems of brain — Spinal cord & its function - Peripheral Nervous system - Radiological Method - Neuro anatomical method - Brain tumour.

UNIT-III

Frontal & Parietal lobe Syndromes:

Frontal lobe syndrome - Neuropsychology of Motivation - Neuro physiological base of learning and memory and its disturbance - Parietal lobe syndrome - Coma and Altered consciousness
Disturbance of psycho – somatic.

UNIT-IV

Occipital & Temporal lobe Syndromes:

Occipital lobe syndromes - Visual Theory - Disturbance of Visual Perceptions - Temporal Lobe Syndromes - Hearing Theory - Disturbances of hearing and Vestibular functions - Disturbance of Reading & Writing

REFERENCEBOOKS

Whitaker, H.A. (1988). Neuropsychological studies of confocal brain damage. New York: Springer Verlag.

Walsh K. (1994). Neuropsychological : A clinical approach. New Delhi : Churchill Livingstone.

Heilman, K.M. &Valenstein, E. (1993). Clinical Neuropsychology. New York: Oxford University Press.

Kolb, B., &Whisaw, I.Q. (1990). Fundamentals of human Neuropsychology. New York: Freeman, W.H.

Boller, F., & Grafman, J. (1988). Handbook of Neuropsychology. New York: Elsevier.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **PSYCHO-DIAGNOSTICS METHODS/CCT-08**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	CORE	CCT-08	Psycho-Diagnostics Methods	04	30	70	100	

Course Objectives:

1. To acquaint them with the process of Psycho-diagnostics.
2. Understand the theoretical foundation of Various Psycho-diagnostics methods.
3. To Understand of Various Projective Techniques as a diagnostic Methods.
4. The students will also be able to apply their theoretical knowledge to different setting requiring Psycho-diagnostics methods.

UNIT-I

Brief History and Scope of Psycho-diagnostics- Clinical Diagnosis –Types – Limitations – Importance of Clinical Diagnosis. In clinical Psychology also. Role of Psychologist in Diagnosis.

Clinical observation and Rating Scale : Scientific observation – Application of Clinical observation in Mental Hospital or Clinic – Observation Guide – Reliability & Validity of Clinical Observation – Limitations and Rating Scale.

UNIT-II

Different Research Methods in clinical or Psycho-diagnostics : Clinical Interview as major method of Psycho-diagnostics Importance of Clinical Interview – Types – Needs of Clinical Interview – Output of clinical Interview – Limitations. Clinical case study Method : Sources of Clinical case study – Planning of case study – Limitations of case study – Different types of forms for Admission in Clinic or Mental Hospital.

UNIT-III

Rorschach Ink-Blot Test as Projective Technique-Speciality of Rorschach Ink Blot Test – scoring method of Rorschach Test Hadley's classification of the Rorschach Responses – Classification of Rorschach responses – Diagnostic contribution of the Rorschach Test – Evaluation of Rorschach Test and Evaluation of the Projective Technique.

UNIT-IV

Projective Techniques – Process – Explanation – Different types of Projective methods namely Verbal Tests–semi Projective Techniques – Unstructured Techniques – Rosenzweig's Picture Frustration Test- Thematic Apperception Test T.A.T. Utility and analysis of the TAT – Bellak Analysis sheet Wyatt Analysis sheet – Rotter Analysis sheet –C.A.T. (Children apperception test) 3 to 10 years – The clinical significance of the TAT.

REFERENCE BOOKS :

- Anderson, H.H. & Anderson, G.L. (Ed.) (1955): An Introduction to Projective Techniques, N.Y. : John Willey & Sons.
- Chowdhury, U. (1960): An Indian Modification of the Thematic Apperception Test, Calcutta :ShriSaraswathy Press.
- Chowdhury, U. (1961): An Indian Modification of the Children's Apperception Test, N.D. :Manasayan.
- Pareek, U. Devi, R. S. &Rosenzweig, S. (1968): Manual of the Indian Adaptation of the Rosenzweig Picture- frustration study – Adult Form, New Delhi :Rua Psychological corporation.
- Watson, R.I. (1983): The Clinical Method in Psychology, New York : John Willey & Sons.
- Weiner, I.B. (1976): Clinical Methods in Psychology, New York : Willey Interscience Publication.
- Wolman, B.B. (1965): (Ed.). Hand book of Clinical Psychology, New York: McGraw Hill Book Co.
- Cameron, N.(1963): Personality Development and Psycho-pathology, N.Y. Houghton Mifflin.
- Seitiz. C. Johoda, N. Deutsch, M. & Cook, S. (1959). Research Methods in Social Sciences, N.Y. Holt.
- Shaffer, G. W. &Lazerus, R. S. (1952): Fundamental Concepts of clinical Psychology, N.Y. McGraw Hill Book. Co.,

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **MODELS OF PSYCHO-PATHOLOGY/CCT-09**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	CORE	CCT-09	Model of Psycho-Pathology	04	30	70	100	

Course Objectives:

Upon successful completion of this course, the student should:

- 1.Be familiar with and able to discuss several different theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.
- 2.Be able to apply these theoretical perspectives in reviewing each of the psychopathological conditions covered in the course.
- 3.Be familiar with and able to discuss the DSM-IV multi-axial classification of mental disorders and the criteria for diagnosing these disorders.
- 4.Be able to apply the DSM-IV classification system in determining the appropriate diagnosis of clinical cases.
5. Have a substantial foundation of knowledge about psychopathology to apply in formulating appropriate and effective intervention strategies to treat a broad spectrum of psychopathological conditions.

UNIT-I

Introduction – The Comprehensive History of Abnormal Psychology – Nature and Criteria of Abnormal Behaviour – Characteristics or Elements of Abnormal Behaviour – Difference Between Normal Behavior and Abnormal Behavior – Definition of Abnormal Psychology – Research Methods of Abnormal Psychology – Mental Health Professionals, Classification of DSM-IV.

UNIT-II

Diagnostic Classification of Abnormal Behaviours – Approaches to Classify Abnormal Behaviour – Difference Clinical Assessment.

Meaning of Model of Abnormality – Biological Theory of Model – Psychosocial Theory or Model – Psychodynamic Viewpoint – Behaviouristic Viewpoints – Cognitive View Point – Humanistic Existential Viewpoints – Interpersonal viewpoints – Socio-cultural Theory or Model – Diathesis Stress Model: An Integrative Approach.

UNIT-III

General Categories or Causes of Abnormal Behaviour – Biological Causes – Psychosocial causes – Socio-cultural Causes.

Freudian Psychoanalytic Viewpoints – Proof for Existence of unconscious – A Comparative Study of Conscious, Subconscious and Unconscious – Adler's and Jung's Viewpoints Regarding Unconscious – Comparison of Freud's and Jung's Theories of Unconscious – Psychopathologies of Everyday life – Mental Conflicts and Mental Mechanisms or Defense Mechanisms – Theory of Psychosexual Development.

UNIT-IV

Meaning of Dream – Characteristics of Dream – Types of Dream – Theories of Dream – Physiological Correlates of Dream.

Meaning and Characteristics of Stress – Reactions to Stress – Measurement of Stress – categories of stressors – Strategies for Coping Stress – Management of Stress – Theories of Stress – Predisposing Factors to Stress – DE compensation under Excessive Stress – Adjustment Disorder – Posttraumatic Stress Disorder or PTSD.

REFERENCE BOOKS:

Barlow, D.H. & Durand, V.M. (1998). Abnormal Psychology: An Integrative Approach, 2nd Ed. Pacific Grove, CA: Brooks/Cole.

American Psychiatric Association (1994). Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition. (DSM-IV). Washington: American Psychiatric Association.

Carson & Butcher : The Advance Abnormal Psychology & Modern life.

Diagnostic & Statistical Manual of Mental Disorders. 4th ed. (DSM-IV) Washington, D.C. APA Publication.

- Jogsan, Y. A. (2005). *Psycho-pathology*, Akshar Publication, Ahmedabad.
- Strauss, M.E., & Smith, G.T. (2009). Construct validity: Advances in theory and methodology. *Annual Review of Clinical Psychology*, 5, 1-25.
- Baker, T.B., McFall, R.M., & Shoham, V. (2009). Current status and future prospects of clinical psychology: Toward a scientifically principled approach to mental and behavioral health care. *Psychological Science in the Public Interest*, 9, 67-103.
- Lilienfeld, S.O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. *American Psychologist*, 67, 111-129.
- Kendler, K.S. (2005). Toward a philosophical structure for psychiatry. *American Journal of Psychiatry*, 162, 433-440.
- American Journal of Psychiatry*, 163, 1138-1146.
- Paus, T., Keshevan, M., & Giedd, J.N. (2008). Why do so many psychiatric disorders emerge during adolescence? *Nature Reviews Neuroscience*, 9, 947-957.
- Eisch, A.J., Cameron, H.A., Encinas, J.M., Meltzer, L.A., Ming, G., & Overstreet Wadiche, L.S. (2008). Adult neurogenesis, mental health, and mental illness: Hope or hype? *The Journal of Neuroscience*, 28, 11785-11791. September 12: Research Issues in the Study of Mental Disorders Discussants:
- Miller, G.A. (2010). Mistreating psychology in the decades of the brain. *Perspectives on Psychological Science*, 5, 716-743.
- Marshall, P.J. (2009). Relating psychology and neuroscience. *Perspectives on Psychological Science*, 4, 113-125.
- Kendell, R., & Jablensky, A. (2003). Distinguishing between the validity and utility of psychiatric diagnoses. *American Journal of Psychiatry*, 160, 4-12.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **BEHAVIOR MODIFICATION/ECT-05**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Inter disciplinary (ICT)	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	Elective	ECT-05	Behavior Modification	04	30	70	100	

Course Objectives:

To understand

- 1.Behavior Modification: Foundations
- 2.Classical and Social conditioning
- 3.Operant Conditioning techniques
- 4.Cognitive behavior modification techniques

UNIT-I

Introduction: Basic Concepts of Behavior Modification – Assumptions of Behavior Modification –

Foundations of Behavior Modification: Classical, Operant and Social Conditioning.

UNIT-II

Classical Conditioning and Social ConditioningTechniques

Relaxation Procedures – Systematic Desensitization –Assertion Training –

Modeling and Behavior Rehearsal Procedures.

UNIT- III

Operant Conditioning Techniques

Establishing a Reinforcement Program – Types of Rein

Forcers – Schedules of Reinforcement –

Shaping and Chaining New Behaviors – Token Economy –

Contingency Management.

UNIT-IV

Cognitive Behavior Modification Techniques:

Self-Instruction Training – Problem Solving Training – Anger Control Training – Self Management Training – Rational Emotive Behavioral Therapy – Beck’s Cognitive Therapy.

REFERENCE BOOKS

Gambrill, E.D., (1977) A Hand Book of Behavior Modification, London: Jossey Bass.

Masters, J.C., Hollon, S.D., Burish, T.G., and Rimm, D.C. (1987) Behavior Therapy. New York: Harcourt Brace and Company.

William O’Donhue (1998) Learning and Behavior Therapy. New Jersey: Allyn and Bacon Company.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **WORK PLACE COUNSELLING/ECT-05**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Inter disciplinary (ICT)	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	ELECTIVE	ECT-05	WORK PLACE COUNSELLING	04	30	70	100	

Course Objectives:

To understand

1. Work place counseling concept
2. Individual employee counseling
3. Stress at work place
4. Group Counseling and Industrial Counseling

UNIT- I

Understanding Work place Counseling; concept, history, functions,

Models of workplace Counseling;

Training of Work Place Counseling.

UNIT-II

Integrating model of individual employee counselling : Preparation ,

Assessment, contract, counseling process, terminating workplace counselling.

UNIT-III

Stressful job factors, Occupational Stress;

Dealing with difficult people, sexual harassment,

unethical behaviour in the work place, Travel stress, Time stress,

Work stress and families.

UNIT- IV

Group Counselling: Conflict resolution, interpersonal, familial, team building, negotiation and arbitrating skills.

Industrial Counselling: Employee Problem Counselling – Problems of absenteeism turnover, Burnout, Burnout, Depression, Substance abuse.

REFERENCE BOOKS:

Carrol, Michael(1996),Work Place Counselling, Sage Publications, 1996.

Mearns, Dave(1999) Person-centered counselling training

Managing Workplace Stress By Susan Cartwright, Cary L. Cooper, 1997.

Managing Groups and Teams by Hank Williams, 1996.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **STRESS AND HEALTH/ICT-01**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/ Inter disciplinary (ICT)	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	Inter disciplinary	ICT-01	STRESS AND HEALTH	04	30	70	100	

Course Objectives:

1. To introduce concept, types and sources of stress phenomenon.
2. To acquaint students with correlates/ consequences of stress.
3. To acquaint students with measurements of various types of stress.

UNIT-I

Nature and Type of Stress: Conceptualization of Stress – Stimulus Based Model, Response Based Model, Shortcomings of Stimulus and Response Models, Stress as an Interaction, Lazarus and Folkman's Transactional Model, Criticisms of the Transactional Model, General Nature of Stress, Basic Sources of Stress – Frustration, Conflict, Change and Pressure.

UNIT-II

Causes of Stress/ Types of Stressor: Life Events Stress, Daily Hassles – Household Hassles, Health Hassles, Time Pressure Hassles, Inner Concern Hassles, Environmental Hassles, Financial Responsibility Hassles, Work Hassles, Future Security Hassles etc; Occupational / Work Related / Organizational Stressors – Luthans's Classification of Occupational Stressors, Cooper's Classification of Occupational Stressors, Pareek's Classification of Organizational Role Stressors, Executive Stress; Examination Stress; Environmental Stressors – Natural Disasters, Technology – when High-Tech Fails, Noise, Temperature, Aromas and Air Pollution, Crowding etc., Individual Stressors – Type A Personality Characteristics, Irrational Beliefs. Factors Influencing Severity of Stress.

UNIT-III

Stress and Physical Health: Concept of Health, Physiological Consequences of Stress – Fight-or-Flight Response, Hans Selye's Concept of General Adaptation Syndrome (GAS), Other Effects of Stress on Health- (1) Indirect Effects: Altered Life Style (2) Direct Effects – Changes in Brain, Cardiovascular System, Endocrine System and Immune System; Other Physiological Consequences – High Blood Pressure, High Cholesterol and some other Psychosomatic Disorders like Ulcer, Arthritis etc.

UNIT-IV

Stress and Psychological Health: Psychological Consequences of Stress: Cognitive Impairment – Poor Concentration, Increased Distractibility, Reduced Short-term Memory Capacity, Reduced Ability for Creative Thinking and Decision Making; Emotional Effects – Fear, Anxiety, Post-Traumatic Stress Disorder, Anger and Hostility, Depression; Burnout Stress Syndrome (BOSS) – Definition, Components and Causes of BOSS; Psychological Disorders in General; Sleep disorders, Eating disorders; Behavioral Consequences of Stress – Aggression, Learned Helplessness, Indulging Self, Using Defense Mechanisms.

REFERENCE BOOKS

- Beck, A. T. (1972). Depression: Causes and Treatment. Philadelphia: University of Pennsylvania Press.
- Cooper, C. & Payne, R. (1988). Causes, Coping and Consequences of Stress at Work. Chichester: Wiley.) Lazarus, R. S. & Folkman, S. (1984). Stress, Appraisal and Coping. New York: Springer.
- Mishra, G. (1999). Psychological Perspectives on Stress and Health. New Delhi: Concept Publishing Company.
- Pareek, U. (1993). Making Organizational Roles Effective. New Delhi: Tata McGraw Hill.
- Patel, M.K. & Nasit, T.B. (2008). Stress, Emotions, Coping and Health. Rajkot: Saurashtra University Press.
- Pestonjee, D. M. (1999). Stress and Coping: The Indian Experience. New Delhi: Sage.
- Rathus, S. A. & Nevid, J.S. (2002). Psychology and the Challenges of Life: Adjustment in the New Millennium (8th Ed.). New York: John Wiley & Sons.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **POSITIVE PSYCHOLOGY/ICT-01**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/ Inter disciplinary (ICT)	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	Inter disciplinary	ICT-01	POSITIVE PSYCHOLOGY	04	30	70	100	

Course Objectives:

1. To introduce concepts of positive psychology
2. The paper helps the Students to explore what makes people happy.
3. To equip students to enhance subjective well-being.

UNIT-I

In Introduction to positive Psychology: Definition, Goals and Assumption of Positive Psychology, The role of positive emotion in positive Psychology- The Broaden and Build Theory of Positive Emotion, Basic Areas of Positive Psychology, Research Approaches to Study positive Psychology- Positive Psychology in India.

UNIT-II

Positive Emotions States and Process: Happiness and Well-being- Defining Happiness; Antecedents and Consequences of Happiness, Measuring Happiness, Happiness across culture, Happiness and Well-being in Indian culture; Emotion focused Coping and Emotional Intelligence.

UNIT-III

Positive Cognitive Status and Processes: Self efficacy and Self-acceptance, Wisdom learned Optimism and Hope Snyder's theory of hope, Theories of Wisdom, Implicit and Explicit; Mindfulness, Flow, and Spirituality, Resilience, Trauma and Subjective wellbeing- Resiliency Factors; Positive Parenting and Resiliency Factors.

UNIT-IV

Pro Social Behavior and Well-being; Altruism; Gratitude and Forgiveness- Definition, Cultivation and Stoical Implications; Developing Strength and Living Well Living Well across Life Stages, Successful aging; Future trends of Positive Psychology, Application in Community Life.

REFERENCE BOOKS:

Carr, A. (2004). Positive Psychology a Science of Happiness and Human Strength. NY; BR Publication

Snyder, C.R.& Lopez, S.J. (2007). Positive Psychology in India. New Delhi. Sage Publication.

Crothers, M.K.&Banumgeardner, S.R. (2009). Positive Psychology. New Delhi Pearson Education.

Kumar S. & Yadav, S.B. (2011). Positive Psychology New Delhi: Global Vision Publication Home.

Seligman, M.E.P. (1991). Learned Optimism, NY, Knopf

Seligman, M.E.P. & Csikszentmihalyi, (2000). Positive Psychology: An Introduction. American Psychologist, 55,5-14.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **NEURO PSYCHOLOGY –II/CCT-10**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	IV	Core	CCT-10	Neuro Psychology -II	04	30	70	100	

Course Objectives:

To acquaint the Students with, this course is to cater to knowledge in the area of brain and behavior. The emphasis of this course lies on the study of patients with neurological disorders for assessment, diagnosis, intervention and rehabilitation.

UNIT – I

Hemispheric Asymmetry of functions.

Structural asymmetry of cerebral hemispheres - Functional asymmetry of cerebral hemispheres. - Functions of cerebral hemispheres - Thalamus & Hypothalamus of functions- Elements of behavioral neurology.

UNIT – II

Physiological Bases & Disorder

Neuro

physiological base of emotion - Neuro physiological base of wakefulness, sleep and dream - Brain Viral diseases - Degenerative disorder. Motor Neuron Diseases. - Cerebro Vascular disorder. Spinal cord Disease.

UNIT – III

Clinical Assessment

Assessment of personality. - Neuro psychological Assessment. - Halsteal Battery. - Lucia Nebraska Neurological battery. - Method of electrical stimulation. - Dmensiya.

UNIT –IV

Diseases and Therapeutic Interventions:

Epilepsy. - Muscular Disease. - Migraine. - Supportive Psychotherapies. - Chemical Therapy, Shock Therapy, Sleeping Therapy, Stimulants Therapy.

REFERENCE BOOKS:

Whitaker, H.A. (1988). Neuropsychological studies of confocal brain damage. New York: Springer - Verlag.

Walsh K. (1994). Neuropsychological : A clinical approach. New Delhi : Churchill Livingstone.

Heilman, K.M. &Valenstein, E. (1993).Clinical Neuropsychology. New York : Oxford University Press.

Kolb, B., &Whisaw, I.Q. (1990).Fundamentals of human Neuropsychology. New York : Freeman, W.H.

Boller, F., &Grafman, J. (1988).Handbook of Neuropsychology. New York : Elsevier.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **PSYCHO-DIAGNOSTIC TESTING/CCT-11**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	IV	Core	CCT-11	Psycho-Diagnostic Testing	04	30	70	100	

Course Objectives:

1. To acquaint them with the characteristics of standardized tests and its utilities in diagnostics fields.
2. To understand of application of psychological tests in diagnostic fields.
3. To understand of psycho diagnostic procedures
4. Understand the theoretical foundation of personality test in psycho-diagnostic fields.

UNIT-I

General issues in Diagnostics Testing – Approach Clinical Vs. Statistical Prediction – Methodology-Psychological Test- Characteristics – Types- Utilities – Clinical Implications of Psychological Test Results – Ethical Issues – Biases influencing – other factors – The concept of Test Construction – Item Analysis – Reliability – Validity and Norms.

UNIT-II

Different – Types of Intelligence Test- Stanford –Binet Scales – Wechsler Intelligence Scales – WAIS – WISC – Revised – WPPSI – Group Intelligence Tests –Tests of Intellectual Deficit namely– Minnesota Test for Brain Damage – The Goldstein –Goldstein color sorting Test – The Goldstein, Gelb, Weigl&Scheerer object sorting Test – Wood Cock Jonson test of achievement (2 to 90+ Age)-Wide range Achievement Test - BKT- Barrier free test for all(IQ Test)-Bhatia Battery (for Normal Child-IQ, 11 to 16 Age)-The Bender Visual -Motor Gestalt – Test-II- Godart form board-IQ

UNIT-III

Bell Adjustment – Inventory–Bernreuter personality Inventory –Eysenck Personality Inventory(MPI)–Minnesota Multiphasic Personality Inventory (MMPI) –California Psychological Inventory – Comrey Personality Scales – Cattell's 16 P.F. Inventories – D. J. Bhatt's 13 P.F. Inventory – Personality Research Form (PRF)- D. J. Bhatt & others Mental Hygiene Inventory – General outline for Interest Inventories viz., Strong – Campbell Interest Inventory – Kuber Preference Records as diagnostics Testing – Behavior Assessment Scale for Indian Children with Mental Retardation (BASIC-MR).-Vinland Social Maturity Scale (VSMS)

UNIT-IV

Meaning and purpose of Neuro-Psychological Assessment-concept of Minimum Brain Dysfunction or MBD –Psycho-Physiological indices of Arousal, Anxiety e.g. P.G.R./ G.S.R. – Heart Rate and to Correlate with those of subjective reports of the same.

The model of report writing for client ad Patient – The model including the following points – patient's family back ground, - Diagnostic tool, symptoms of mental disorders, Diagnosis, therapy applied and suggestions, synthesizing and integrating different test results, Neurological Psychological assessment-Nimhans Battery-Aiims Battery, Autism Diagnostic test (C.A.R.S., Corner parents rating scale, I.S.A.-Indian scale for autism).

REFERENCE BOOKS:

- Anastasi, A. & Urbana, S. (2002). Psychological Testing, (7th Edi.) N.D.: Pearson Education Pte. Ltd., 482, FIE, PratapGanj, India.
- Bhatt, D. J. & others (2009).13 P.F. Inventory & Mental Hygiene Inventory Department of Psychology, Saurashtra University, Rajkot (Guj.)
- Compbell, J.P. & others (1973). The Development and Evaluation of Behaviorally Based Scales, Journal of Applied Psychology, Vol. 54, 15-22.
- Freeman, F.S. (1971). Theory & Practice of Psychological Testing (3d edi.) New Delhi : Oxford IBH.
- Greene, Roger, L. (1991). MMPI : An Interpretive Manual Massachusettes : Anyu& Bacon.
- Golden, C. G. Iuoses, J. A., Miller, W.R. & Strider F.D. (1983). Clinical Neuro Psychology Interface with Neurological & Psychiatric disorders. U.K. Grane& Stratton.
- Harsen, M. &Bellack, A.S. (Eds.) (1981). Behavioural Assessment : A Practical Hand Book, N.Y. : Pergamon Press.
- Rapport, D. Gill, M.M. & Schafer, R. (1968). Diagnostic Psychological Testing (Revised edition, Edited by Hott. R.R.), New York : International Universities Press

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **PSYCHOPATHOLOGY**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	IV	Core	CCT-12	PSYCHO PATHOLOGY	04	30	70	100	

Course Objectives:

Upon successful completion of this course, the student should:

- 1.Be familiar with and able to discuss several different theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.
- 2.Be able to apply these theoretical perspectives in reviewing each of the psychopathological conditions covered in the course.
- 3.Be familiar with and able to discuss the DSM-IV multi-axial classification of mental disorders and the criteria for diagnosing these disorders.
- 4.Be able to apply the DSM-IV classification system in determining the appropriate diagnosis of clinical cases.
5. Have a substantial foundation of knowledge about psychopathology to apply in formulating appropriate and effective intervention strategies to treat a broad spectrum of psychopathological conditions.

UNIT-I

Nature and Types of Anxiety Disorders – Phobias – Panic Disorder – Generalized Anxiety Disorder or GAD – Obsessive – Compulsive Disorder or OCD – Meaning and Types of Mood Disorder – Etiological Viewpoints of Depressive disorders – Bipolar Disorder.

Nature of Dissociative Disorder – Types of Dissociative Disorder – Dissociative Amnesia – Dissociative Fugue – Dissociative Identity Disorder or DID – Depersonalization Disorder – Suicide – Theoretical Explanation of Suicide – Suicide in Different Age Groups – Treatment and Prevention of Suicide.

UNIT-II

Meaning and Nature of Psychosomatic Disorder – Type of Psychosomatic Disorder – Psychophysiological Cardiovascular Disorder – Psychophysiological Gastrointestinal Disorders – Psychophysiological Respiratory Disorders – Psychophysiological skin Disorders – Psychophysiological Genitourinary disorders – General etiology of Psycho-physiological disorders – Treatment of Psychosomatic disorders – Distinction Between Psychosomatic Disorder and Conversion reaction.

Meaning and Nature of Personality Disorder – Problems Involved in Recognition or Diagnosis of Personality Disorder – Clinical Picture of Personality Disorder – Types of Personality Disorder – Causal Factors in Personality Disorder – Treatment and Outcomes of Personality Disorder
Meaning of Anti-social Personality – Clinical Picture of Antisocial Personality – Etiology of Antisocial Personality – Treatment and Outcomes of Antisocial Personality.

UNIT-III

Meaning of Schizophrenia – Schizophrenia : A Historical Perspective – Course, Incidence and Prevalence of Schizophrenia – Clinical Symptoms of Schizophrenia – Diagnosing the Schizophrenia – Types of schizophrenia – Dimension of Schizophrenia – Etiology of Schizophrenic – methods of Studying genetic transmission and environmental factors – treatment of schizophrenia – nature of paranoid disorder – Types of paranoid Disorder – Symptoms of Clinical Picture of Paranoid Disorder – Etiology of Paranoia – Treatment of Paranoia.

Meaning and Nature of Mental Deficiency – Historical Background of Mental Retardation – Major Characteristics of Mental Deficiency – Levels or Types of Mental Deficiency – General Etiology or Causes of Mental Deficiency – Treatment and Prevention of Mental Deficiency – Difference Between Mental Deficiency and Mental Disease – Learning Disabilities – Etiology of Learning Disabilities – Treatment of Learning Disabilities.

UNIT-IV

Nature of Cognitive Disorder – Aging – Amnesic Disorders – Delirium – Dementia – Dementia of Alzheimer's Type or DAT – Vascular Dementia – Other Medical Conditions Causing Dementia – Substance – Induced Dementia.

Meaning of Mental Health and Its Distinction From Mental Illness – Components of Mental Health – Characteristics of Mentally Healthy People – Meaning of Normality – Importance of Mental Health – Factors Influencing Mental Health – Measures for Promoting Mental Health – Models of Mental Health Intervention – Clinical Model – Community Model – Social Action Model.

REFERENCE BOOKS:

- Barlow, D.H. & Durand, V.M. (1998). *Abnormal Psychology: An Integrative Approach*, 2nd Ed. Pacific Grove, CA: Brooks/Cole.
- American Psychiatric Association (1994). *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition.(DSM-IV). Washington: American Psychiatric Association.
- Carson &Butcher : *The Advance Abnormal Psychology & Modern life*.
- Diagnostic & Statistical Manual of Mental Disorders*.4th ed. (DSM-IV) Washington, D.C. APA Publication.
- Jogsan, Y. A. (2005). *Psycho-pathology*, Akshar Publication, Ahmedabad.
- Strauss, M.E., & Smith, G.T. (2009). Construct validity: Advances in theory and methodology. *Annual Review of Clinical Psychology*, 5, 1-25.
- Baker, T.B., McFall, R.M., &Shoham, V. (2009). Current status and future prospects of clinical psychology: Toward a scientifically principled approach to mental and behavioral health care. *Psychological Science in the Public Interest*, 9, 67-103.
- Lilienfeld, S.O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. *American Psychologist*, 67, 111-129.
- Kendler, K.S. (2005). Toward a philosophical structure for psychiatry. *American Journal of Psychiatry*, 162, 433-440.
- American Journal of Psychiatry*, 163, 1138-1146.
- Paus, T., Keshevan, M., &Giedd, J.N. (2008). Why do so many psychiatric disorders emerge during adolescence? *Nature Reviews Neuroscience*, 9, 947-957.
- Eisch, A.J., Cameron, H.A., Encinas, J.M., Meltzer, L.A., Ming, G., & Overstreet Wadiche, L.S. (2008). Adult neurogenesis, mental health, and mental illness: Hope or hype? *The Journal of Neuroscience*, 28, 11785-11791. September 12: Research Issues in the Study of Mental Disorders Discussants:
- Miller, G.A. (2010). Mistreating psychology in the decades of the brain. *Perspectives on Psychological Science*, 5, 716-743.
- Marshall, P.J. (2009). Relating psychology and neuroscience. *Perspectives on Psychological Science*, 4, 113-125.
- Kendell, R., &Jablensky, A. (2003).Distinguishing between the validity and utility of psychiatric diagnoses. *American Journal of Psychiatry*, 160, 4-12.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **PSYCHO THERAPUTICS/ECT-06**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	IV	ECT	ECT-06	PSYCHO THERAPUTICS	04	30	70	100	

Course Objectives:

To acquaint the Students with,

- (1) Various Psychotherapies and its basic Procedure.
- (2) Effectiveness of specific psychotherapy in solution of particular problem.
- (3) Different psychotherapeutic skills.

UNIT – I

Introduction to Psychotherapies & Psychoanalytic Therapy: Meaning of Psychotherapy - Goals of Psychotherapy - Types of Psychotherapy - The Therapist's values and the Therapeutic Process. Psychoanalytic Therapy: Key Concepts: Human - Structure of Personality - Consciousness and Unconsciousness - Ego-defense Mechanisms - Development of Personality. The Therapeutic Process : Goals - Therapist's Function and Role - Client's Experience - Relationship between Therapist and Client - Application : Therapeutic Techniques and Procedure - Free Association - Interpretation - Dream Analysis - Analysis and interpretation of Resistances.

UNIT – II

Adlerian Therapy and Existential Therapy

Adlerian Therapy - Important Theoretical Concept - Treatment using Individual Psychology - Application and Current use - Evaluation - Skill Development.

Existential Psychotherapy - Important Theoretical Concept - Treatment using Individual Psychology - Application and Current use - Evaluation - Skill Development.

UNIT - III

Person Centered Therapy and Family Therapy:

Person Centered Therapy (Carl Roger's) - Important Theoretical Concepts - Treatment using Individual psychology - Application and Current use - Evaluation and Skill.

Family Therapy: Goals of Family Therapy - Types of Formation of Family Therapy - Application and Current use - Evaluation And Skill.

UNIT - IV

Cognitive Behavior Therapy:

Gestalt Therapy - Important Theoretical Concepts - Treatment using Individual psychology - Application and Current use - Evaluation and Skill.

Cognitive Behavior Therapy - A-B-C Theory of Personality - Important Theoretical Concepts - Treatment using Individual psychology - Application and Current use - Evaluation and Skill.

The Development of Rational Emotive Behavior therapy - Important Theoretical Concepts - Format of sessions - Treatment - Application of REBT - Evaluation and Skill - Aaron Beck's Cognitive Therapy.

REFERENCE BOOKS:

Beck,A. T.(1976). Cognitive therapy and Behavior disorder.

Bur E. Gilliland and Richard K. James. (1998). Theories and Strategies in Counseling and psychotherapy, London, Allyn and Bacon.

Capuzzi,D.& Gross,D.R. (2008). Counseling and psychotherapy:theories and interventions (4th Ed.).

Corey,G.(2008). Theory and practice of group counseling.Thomson Brooks/Cole Belmont CA.

Gerald Corey. (2001). Theory and Practice of Counseling and Psychotherapy, 6 Edition, California. Wadsworth, Brooks/ Cole.

John C. Masters. Thomas G. Burish, Steven D. Hollon and David C. Rimm (1987). Behavior Therapy, 3 Edition. New York, Harcourt Brace Jovanovic College Publishers.

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FACULTY OF ARTS

Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **STRESS MANAGEMENT/ICT-02**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Inter Disciplinary	Course/ Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A .	IV	Inter Disciplinary	ICT-02	STRESS MANAGEMENT	04	30	70	100	

Course Objectives:

1. To Introduce students to the role of moderating variables in Stress-health/well-being linkage
2. To identify and evaluate the relative efficacy of various cognitive and behavioral intervention for coping with stress in its various forms and manifestation
3. To Practice a wide range of Stress Management Techniques and evaluate their effectiveness in dealing with own personal challenges.

UNIT-I

Situational and Social Moderators of Stress:

Difference between Mediators and Moderators of Stress, Theories about Mediators of Stress Response- Psychoanalytic, Behavioral and Cognitive Theory; Categories of Moderator Variables in Stress Processes. Perceived Control Over the Environment as the Situational Moderators of Stress, Social Support as Social Moderator of Stress- Definition of Social Support- Types of Social Support - Sources of Social Support - Direct Effect and Buffering Effect Hypothesis - Benefits of a Social Support Network - Cultivating Support Network.

UNIT-II

Personality Moderators of Stress:

Definition of Personality; Some Personality Traits as Moderators of Stress - Well-Being Relationship – Hardiness – Optimism - Self –Esteem and Self-Efficacy - Locus of Control- Negative Affectivity - Type-A Behavior Pattern (TABP); Concept - TABP and Stress - TABP and Health - Bio Psycho-social Factors in Type-A behavior - modifying Type-A Behavior; Type C and Type D Personality Traits; Sensation Seeking Personality.

UNIT-III

Stress and Coping;

Concept of Coping as a Cause (an independent Variable) and Effect (a Dependent Variable), Coping as Mediator and Moderator of Stress - Strain Relationship; Classification of Coping Strategies - Coping Strategies having Limited Value- Giving up, Striking Out at Others, Indulging Self, Blaming Self, Using Defensive Coping; Categories of Constructive Coping - Appraisal Focused Constructive Coping – Ellis's Rational Thinking, Positive Reinterpretation; Problem Focused Constructive Coping – Using Systematic Problem Solving, Seeking Help, Using Time more Effectively, Improving Self-control; Emotion Focused Constructive Coping – Releasing Pent up Emotions, Distracting (putting Problem out of your mind), Managing Hostility and Forgiving Others, Meditating, Using Relaxation Procedure.

UNIT-IV

Other Strategies of Managing Stress:

Yoga-Buddhist Vipasyana, Bio-Feed Back, Assertiveness Training, Autogenic Training, Nutrition, Exercise, and Sleep, StressInoculationTraining (Meichenbaum's Cognitive Restructuring), Stress Management by Music, Massage Therapy, Stress Management by Adopting Healthy Life Style, Guided Imagery, Achieving Behavioral Control, Preventing Stress at Work, Managing Executives Stress.

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FACULTY OF ARTS

Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **ADVANCED GENERAL PSYCHOLOGY/ ICT-02**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Inter Disciplinary	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	IV	Inter Disciplinary	ICT-02	Advanced General Psychology	04	30	70	100	

Course Objectives

1. To generate interest in psychology
2. To familiarize the students with the concepts of basic psychological processes
3. To understand the basics of various theories in psychology
4. To provide basic knowledge about systems and processes like attention, learningAnd memory

UNIT-I

Introduction: Definition, Nature, Scope and Application of Psychology. Methods: Experimental, Observation, Interview, Questionnaire.

Contemporary Perspectives: Biological, Cognitive, Psychoanalytical, Humanistic.

Biological Bases of Behavior: Neurons, Structure and Function of Brain And Spinal Cord, Autonomic Nervous System.

States of mind: topographical aspect of mind, dynamic aspect of mind, day dream, types of dream, causes of dream.

UNIT -II

Sensory Processes: knowledge of word, meaning and definitions of sensation, aspects of sensation, Structure and Function of Eye and Ear.

Perceptual Processes: Nature and Determinants, Perceptual Organization From, Space and Depth Perception. Perceptual Consistency and Illusion.

Attention: definition, characteristics, Nature and Determinants.

UNIT-III

Learning: Nature of Learning Process. Classical and Operant Conditioning, Basic Principal and Types, Thorndike's Trial and Error Theoretical, Gestalt Theatrical of Insight. Transfer of Training.

Memory and Forgetting: Meaning, Type and Measurement. Theories of Forgetting: Decay Preservation and Consolidation and Interference Theoretical.

Motivation and Emotion: Meaning And Classification Of Motive: Biogenic, Social Motive- Power, Aggression, Approval And Achievement. Nature and Dimension of Emotion. Theories Of Emotion.

UNIT-IV

Thinking: Meaning, Type. Concept Formation, Determinants.

Intelligence: Meaning, Concept of IQ Theories of Intelligence- Spearman. Turnstone and Guilford.

Personality: Meaning, Trait and Type Approaches to Personality, Determinants of Personality- Biological, Social And Cultural.

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Clifford T. Morgan. (2002). Introduction to Psychology. Seventh Edition. Tata McGraw Hill.

John W. Santrock. (2002). Psychology. Sixth Edition. McGraw Hill Higher Education.

Dennis Coon. (1999). Psychology-Exploration and Applications. Eighth Edition. Wadsworth Thomson Learning.

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