



PROGRAMME STRUCTURE
Master of Arts in Psychology
MA (Psychology) Semester: III

<p>Programme Outcome (PO) - For MA (Psychology) Programme</p>	<p>Psychology is the study of the mind and human behavior. The subject is about people how those around us think, what kind of feelings they experience, how they act and interact and what motivates them. It is through scientific methods that psychologists explain our behavior. Psychology as a subject is generally included in counselling courses, physiotherapy therapeutic and other medical courses.</p> <p>Psychologists study everything about the human experience from the basic workings of the human brain to motivation, intelligence, emotion, feeling consciousness, memory reasoning, language to Psychological practical and tests with personality at the rapid progress is being made in the development of sophisticated tailor of desired properties and specifications to suit specific needs.</p> <p>Psychology is a multidisciplinary field with many subjects of great importance such as human development, sports, health, clinical, organizations, employee's aspect, social behavior and cognitive processes. The course in this program covers various aspects of each and every branch. This program will help the students to wide scope of knowledge at different science & technology branches, field of humanities and social science braches along with human behaviour.</p>
<p>Programme Specific Outcome (PSO) - For MA (Psychology) Semester - III</p>	<ol style="list-style-type: none">1. Enable students to develop skills and competencies in test construction and standardization to learn application and interpretation of the data2. Students would acquire a historical prospective about the concept and application of Indian psychology.3. Students will obtain knowledge in social psychology including social perception, attitudes, prejudice, discrimination, leadership, group processes etc.4. Student will be clear about the concept of health and health psychology.5. Demonstrate how knowledge of consumer behavior can be applied to marketing.6. Student will gain information regarding crime and criminal psychology turned to crime and risk of commit a crime, prevention and intervention techniques.7. Student will be able explain professional roles and relationship of other human service and counseling psychological providers.8. Student will understand the nature of stress and conflicts in detail along with its effect of on human behavior.9. Students will understand the basic array effectively develop and apply health, physical activity and psychological principles as they related to human performance as well as design conduct and evaluate research, demonstration to effect written and oral skill in various formats.10. Although collective efficacy has been demonstrated to be an important precursor of team performance particular there remains some ambiguity concerning its assessment.11. Sports marketing approaches to achieve gem member's loyalty.





SARDAR PATEL UNIVERSITY
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 Syllabus with effect from the Academic Year 2022-2023

To Pass	At least 40% Marks in the University Examination in each paper and 40% Marks in the aggregate of University and Internal examination in each course of Theory, Practical & 40% Marks in Viva-voce.
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Course type	Course Code	Name of the course	Focus on Employability /Skill Development/ Entrepreneurship	Theory/ Practical	Credit & Contact Hrs Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Total/ Passing	Total/ Passing	Total/ Passing
Core Course	PA03CPSY51	Testing in Psychology	Practical	Practical	5	3 hrs.	30/11	70/28	100/40
	PA03CPSY52	Indian Psychology	Skill Dev.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA03CPSY53	Advanced Social Psychology	Skill Dev.	Theory	5	3 hrs.	30/11	70/28	100/40
Elective Course-I (Any One)	PA03EPSY51	Consumer Behaviour Psychology	Emp.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA03EPSY52	Health Psychology	Emp.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA03EPSY53	Psychology of Criminal Behaviour	Emp.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA03EPSY54	Statistical Inference -I	Skill Dev. & Emp.	Theory	5	3 hrs.	30/11	70/28	
Elective Course-II- (Any One)	PA03EPSY55	Human Resource Management	Emp.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA03EPSY56	Psychology of Rehabilitation	Emp.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA03EPSY57	Psychology and Sport	Skill Dev.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA03EPSY58	Statistical Inference -II	Skill Dev. & Emp.	Theory	5	3 hrs.	30/11	70/28	
		Five papers three core and two elective		Theory	25 Credit	3 hrs.	150/55	350/140	500/200





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**Master of Arts (CBCS)
M.A., Psychology: Semester: III**

Course Code	PA03CPSY51	Title of the Course	Psychological testing (Testing Psychology)
Total Credits of the Course	5	Hours per Week	5

Course Objective	<ol style="list-style-type: none"> 1. To make students understand of Psychological testing knowledge in Testing Psychology 2. Required for students for developed new concepts and developmental Psychological testing skills 3. The Psychological testing is developing through scientific approaches in useful to the daily life.
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Course Content		
Unit	Description	Weightage* (%)
1.	Need for achievement Psychological testing	100%
2.	Personality Insight Psychological testing	
3.	The inferiority questionnaire of Psychological testing	
4.	Insecurity (feeling) Questionnaire of Psychological testing	
5.	Correlations between Feeling of Security Insecurity Questionnaire	
6.	Revised Adjustment questionnaire of Psychological testing	
7.	FIRO-B-Test of Psychological testing	
8.	GCPH-Self-Report Testing of Psychological testing	
9.	Back Inventory (Depression Scale) of Psychological testing	
10.	Type A, Type B Personality of Psychological testing	
11.	Self- Concept of Psychological testing	
12.	Self –Confidence of Psychological testing	
13.	Occupational stress scale of Psychological testing	
14.	Job-involvement Scale of Psychological testing	
15.	Mental Hygiene Inventory of Psychological testing	
Teaching-Learning Methodology	Assignment method, -Group discussion, Seminar. Direct instruction, Lecture methods, ICT , Group Discuss, Class room Seminar, Assignment, Agile, Game and Quizzes Based Techniques.	

Evaluation Pattern		
Sr. No	Details of the Evolution	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continues Assessment in the form of Practical, Viva-voce, Quizzes, Assignments, Attendance As per CBCS R.6.8.3)	15%
3.	University Examination	70%

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Course outcomes: Having completed this course, the learner will be able to	
1.	The psychological testing developing the skill and abilities of subjects.
2.	The test rich information about current level of functioning.
3.	The psychological testing of the subject strengths to be incorporated into his/her treatment.
4.	The test will help information regarding subject to develop intelligently through treatment plan, also evaluation save the serve same purpose.

Suggested References:	
Sr. No	<u>References</u>
1.	1) Anastasi Anne (1966): Psychological testing 6 th edition collier McMillan London.
2.	2) Andreas Burton G: (1968) Experimental Psychology , Wiley Eastern Private limited new Delhi
3.	C.T.Bhopatkar (972): Experimental Psychology: University Granthniman board Ahmedabad
4.	D'Amato, .(1970):Experimental Psychology, McGraw Hill, Kogakusha P.560
5.	Freeman F.S.(1965) : Theory and practice of psychological testing 3 rd edition oxford & IBH Pub...Co.Bombay.
6.	M.R.Kuppuswamy B.: (1954): Elementary experiments in psychology, Madras oxford university press exp.9 p.50.
7.	Munn N.L: (1948): A Laboratory Manual in General experimental Psychology, Houghton Mifflin Company.
8.	Postman Leo & Egan James P , (1966): "Experimental Psychology: An introduction" New York Harper & Row.
9.	S.C.Kanawala:(2000): Experimental Psychology: Exper-Testing University Granthniman board Ahmadabad.
10.	Underwood B.J(1966): Experimental Psychology , N.Y.Appleton-Century Crofts Indian edition
11.	Williams Ray: (1960): An Introduction to Exp. & Design McMillan, N.Y.
12.	Woodworth R.S. & Schlosberg, H.(1971):Experimental Psychology Calcutta. Oxford & IBH Pub..Co.
13.	Yogesh A.Jogsan: (2016): Ad. Experimental Psychology JKPshop Rajkot.

On-line resources to be used if available as reference material
On-line Resource



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Master of Arts (CBCS)
M.A., Psychology: Semester: III

Course Code	PA03EPSY57	Title of the Course	Psychology and sport
Total Credits of the Course	5	Hours per Week	5

Course Objective	<ol style="list-style-type: none"> 1. To trace the development of sports psychology as an independent discipline with its multidimensional perspectives 2. To identify the relationship of personality and situational factors with performance on individual and team events 3. To discuss the role of psychological interventions
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Course Content		
Unit	Description	Weightage* (%)
1.	<u>Basic concept of sports Psychology:</u> Definition of sports Psychology, Nature of sports Psychology, historical background of sports Psychology, scope of sports Psychology, Characteristics of sports Psychology, recent perspective on sports Psychology, different between Indian sport and other countries sports Psychology.	25%
2.	<u>Different level concept as stress, anxiety and attention involve in sports Psychology,:</u> Definition of stress of sports Psychology, The nature of stress of sports Psychology, Types of stress of sports Psychology, Arousal of sports Psychology, Different between NCC/NSS/Athlete, and different player and supervisor staff of sports Psychology. Explanation of Anxiety and Attention as a wide concept in the performance of individual and team sports related to sports Psychology.	25%
3.	<u>Different level concept as Motivation, skills and performance involve in sports Psychology,:</u> Definition of motivation, skill and performance of sports Psychology, Nature of motivation, skill and performance sports Psychology, historical background of motivation, skill and performance sports Psychology, Behavioral and physical symptoms of motivation, skill and performance of sport psychology, Nature, characteristics, measurement and type of personality profiles and Trait of successful sport persons .	25%
4.	<u>Cognitive and social psychological concept of sports Psychology</u> Definition of Cognitive sports Psychology, Nature of Cognitive sports Psychology, historical background of Cognitive sports Psychology and social psychological dimensions of individual and team sports, Training coaching techniques, cognitive and behavioral interventions. The different role of sports psychologists.	25%

Teaching- Learning Methodology	
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Evaluation Pattern		
Sr. No	Details of the Evolution	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continues Assessment in the form of Practical, Viva-voce, Quizzes, Assignments, Attendance As per CBCS R.6.8.3)	15%
3.	University Examination	15%

Course outcomes: Having completed this course, the learner will be able to	
1.	Sports psychology can also help athletes : enhance performance various mental strategies, such as visualization, self talk and relaxation techniques can help athletes over come obstacies and achieve their full potential cop with pressure of completion.
2.	The sports psychology is improve focus and deal with distraction.
3.	To develop coping and communication skill and cohesion to deal with setbacks and error and confidence in athletes who have doubts.
4	The main purpose of sports psychology enhance an individual's athletics performance, mental skill and strategies help athletes concentrate better, dell more effectively with competitive stress and practice by train more efficiently.

Suggested References:	
Sr. No	Reference
1.	Arunkumar & Aashishkumar Sinh (1995) The History and System of Psychology
2.	Arnold D.L.U & Nation J.R.(1989): Sport Psychology Chicago:Nalsion-Hall
	Cratly B.J.(1989):Psychology and contemporary sports. N.J.Prentice Hall
	Hom.t.S.(ed)(1992)Advances in sports psychology. Canada:Herman Kinetics
	Mohan J(1996):Recent Advances in sports psychology. New delhi:Friencs.
	Murphy,E(1995):Advances in sports psychology. ILLInois: Humankinetics
	Murphy, S.M.(1995):Sports psychological interventions, Champaign: Herman Kinetics
	Sandhu G.S.(1992):Psychology in sports: contemporary perspective. New Delhi: Friends

On-line resources to be used if available as reference material
On-line Resource



(Name of the Degree) (Programme Name)
 (Degree abbreviation) (Programme Name) Semester (Use Roman numerals)

Course Code	PA03EPSY58	Title of the Course	Statistical Inference -II
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none"> 1. To acquire basic of statistics and use of statistics in psychology. 2. To know practical knowledge regarding technics and method used in statistics. 3. To acquaint student with understand the parametric and non-parametric statics techniques. 4. To acquaint student special step in using different techniques and analysis of data.
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Course Content		
Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none"> 1) Equal and normal distribution test, 2) One sample test, 3) Two independent samples, 4) More than two independent samples, 5) 2x2 Contingency table. 	25%
2.	<ol style="list-style-type: none"> 1) Median Test 2) Kolmogorov – Smirnov Test <ol style="list-style-type: none"> a) One-sample test b) Two-sample test 3) KS one and Two Sample test 	25%
3.	<ol style="list-style-type: none"> 1) Wilcoxon matched pairs signed rank test 2) Cochran Q test 3) Mann – Whitney Test 4) Sign Test 	25%
4.	<ol style="list-style-type: none"> 1) Friedman Two-way Analysis of Variance 2) Kruskal-Wallis One-way Analysis of Variance by Ranks 3) Mc Nemar Test 4) Fisher Test 	25%
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Teaching-Learning Methodology	-Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student would gain demonstrate the basic knowledge of statistics and use of statics in psychology.
2.	Student would learn determine and illustrate the knowledge regarding various technics and method used in statistics.
3.	Student would learn Comprehend the non-parametric statistics techniques.
4.	Student would gain the essential step in using different techniques and analysis of data.

Suggested References:	
Sr. No.	References
1.	Broota, K. D. (2018). Experimental Design in Behavioural Research (Indian Reprint). New Age International Publishers: NewDelhi.
2.	Garrett, Henry. E. (2018). Statistics in Psychology and Education. Surjeet Publications:Ahmedabad.
3.	George, W. S. and William, G. C., (1989), Statistical Method, 8 th Edition, Iowa state University Press.
4.	Guildford, J. P. (1956). Fundamental Statistics in Psychology and Education. McGraw Hill Book Company: NewYork.





5.	Kapil, H. K., (2007), Elements of Statistics (In social Science), Vinod Pushtak Mandir, Agara.
6.	Mangal, S. K., (2016), Statistics in Psychology and Education, PHI learning Private Limited, Rimjhim House, Delhi.
7.	Mohanty, B., & Misra, S. (2016). Statistics for Behavioural and Social Sciences. Sage Publications: NewDelhi.
8.	Parekh, S. C. and Dikshit, S. K., (1995), Manovaignanik Shanshodanma Akdashastriya Parikshan, Champa Prakashan, Junaghadh.
9.	Peatman, John. G. (1963). Introduction to Applied Statistics. Harper & Raw: New York.
10.	Siegel, S., & Castellan, N. J. (1988). Nonparametric Statistics for the Behavioural Sciences (2nd ed.) Indian Reprint. McGraw Hill: NewYork.
11.	Veeraraghavan, V., & Shetgovekar, S. (2016). Textbook of Parametric and Non-Parametric Statistics. Sage Publications: NewDelhi.

On-line resources to be used if available as reference material

On-line Resources

https://www.researchgate.net/publication/322681991_STATISTICAL_METHODS_FOR_THE_SOCIAL_SCIENCES

https://www.researchgate.net/publication/334362135_Statistics_in_the_social_sciences_Notes_for_absolute_beginners





(Master of Arts) (Programme Name)
(MA Psychology) (Programme Name) Semester (III)

Course Code	PA03CPSY52	Title of the Course	Indian Psychology
Total Credits of the Course	4+1	Hours per Week	05

Course Objectives:	<ol style="list-style-type: none">1 To encourage the application of concepts and processes of Indian psychology to nurture the development of qualities, capacities and skills relevant to the individual and the society.2 To introduce the concepts of transformation of person as the core objective of Indian Psychology, through the study of different traditions of Asana and Meditations.
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Course Content		
Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none">1.1: Upanishad of definition, nature and characteristics1.2: Sankhya of definition, nature and characteristics,1.3: Vedanta of definition, nature and characteristics1.4: Introduction to Yams and its relevance of self regulation1.5: Introduction to Niyam definition, nature and characteristics and its relevance of self regulation1.6: Definition, nature and characteristics of Pratyahar, and its relevance of self regulation1.7: Concept of karma 'define, nature and characteristics and Attributes of Karma	25%
2.	Yoga Health and Well-being: <ol style="list-style-type: none">1.1: Introduction, Yoga: Its origin, History and Development1.2: Application of Yoga in society1.3: Application of Yoga in Education1.4: Application of Yoga in Therapy1.5 Yoga and Mental Stress, Yoga and Psychology	25%
3.	Introductions to Asana: <ol style="list-style-type: none">1.1: Introduction, Perception for Asana1.2: Asana and Surya Namaskar1.3: Mudras and Pranayama1.4: Sukshma Kriyas1.5: Asana and their practice for physical and mental well-being	25%





4.	Meditations and Attention: 1.1: What is Meditation, Determinants of meditation 1.2: Buddhistic meditation, Neurophysiologic aspects of meditation 1.3: Difference between Meditation and attention 1.4: Important of meditation, Spiritual, Emotional and Cognitive effects of meditation 1.5: Health benefits of meditation	25%
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Teaching-Learning Methodology	Lecture Method Power point presentation
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students would acquire a historical perspective about the concepts and application of Indian Psychology.
2.	Indian psychology would be an effective source to develop the interdisciplinary lens to understand the human behaviour.
3.	Indian psychology will also define the amalgamation of mind and body construct.

Suggested References:	
Sr. No.	References
1.	Ajaya, S, (1983), Psychotherapy east and west: Aunifying paradigm, Pennsylvania: The Himalya Institute.





2.	Aurobindo Sri (1997), The Human Cycle (Collected Works of Sri Aurobindo, Vol,25) , Pondicherry: Sri Aurobindo Ashram Publication Department.
3.	Chakravaborty, S. K. (1991), Management by values toward cultural consequences. Delhi Oxford University Press.
4.	Swami Niranjanananda Saraswati (1993). Yoga Darshan, Munger, Yoga Publications Trust.
5.	Ramnath Sharma and Rachna Sharma, Bhartiya Manovigyan
6.	Shrimati Laxmi Shukla, Bhartiya Manovigyan
7.	Swami Gambharin, (2014). <i>Bhagwad Gita: with the commentary of Shankracharya</i> .Yoga Publications Trust.
8.	Sri Sankaracarya (2009). <i>Vivekacudamani</i> . Translated by Swami Madhavananda. Published by swamiBodhasaranandaAdhyaksha, AdvaitaAshrama
9.	K. Ramakrishana Rao and Anand C. Paranjpe (2008) Yoga Psychology : Theory and application. In Handbook of Indian psychology edited by K. Ramkrishna Rao, Anand C. paranjpe, Ajit k. Dalal Cambridge University press India pvt. Ltd., New Delhi 2008.

On-line resources to be used if available as reference material

On-line Resources

<https://schoolofyoga.in/yoga-concept/yama-overview>

<https://www.yogateacherstrainingrishikesh.com/a-role-of-yoga-in-education.html>

<https://www.siddhiyoga.com/surya-namaskar-sun-salutation>

<https://www.healthline.com/nutrition/12-benefits-of-meditation>





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Syllabus with effect from the Academic year 2022-23
Master of Arts (CBCS)

M.A., Psychology: Semester: III

Course Code	PA03CPSY53	Title of the Course	Advanced Social Psychology
Total Credits of the Course	5	Hours per Week	5

Course Objective	<p>1. To explain the area of psychology in modern context of social setting of advanced social psychology</p> <p>2. To impart knowledge base society required for new developed concepts and developmental energetic skills.</p> <p>3. Studying and spreading the scientific psychology aspects useful to the daily life of citizens.</p> <p>4 To impart knowledge base society required of attitude, leadership, helping behavior and different methods.</p>
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Course Content		
Unit	Description	Weightage* (%)
1.	<p><u>Definition Scope of Basic Social Psychology:</u></p> <p>1.1: Introduction of social Psychology</p> <p>1.2: Definition of Advanced Social Psychology, -6</p> <p>1.3: Nature of Advanced Social Psychology. BA-&DJP,</p> <p>1.4: Nature and levels of social behavior of analysis-8</p> <p>1.5: Characteristics of Social Psychology as a Science. BA-7</p> <p>1.6: Brief history of advanced social psychology.-1</p> <p>1.6.1: Philosophical view point of social psychology-1</p> <p>1.6.2: Early years of social psychology-3</p> <p>1.6.3: Social psychology in between 1940 to 1970-5</p> <p>1.6.4: Social Psychology after 1970-5</p> <p>1.7. Social Psychology's guiding Principles</p> <p>1.8: Importance or Utility of advanced social psychology.23</p> <p>1.9: Social psychology as a applied science of advanced social psychology, 25</p> <p>1.10. Scope of advanced social psychology.</p>	25%
2.	<p><u>Methods of Social Psychology:</u></p> <p>2.1: What are meant by Methods</p> <p>2.2: Experimental Methods- Arun-28/BA-27</p> <p>2.3: Observation Methods- Arun-35/BA-25</p> <p>2.4: Survey Method- Arun-40/BA-33</p> <p>2.4.1: Interview survey- Arun -42/BA-36</p> <p>2.4.2: Questionnaire Survey -Arun-44/BA-35</p> <p>2.4.3: Panel Survey – Arun-44</p> <p>2.4.4: Telephone survey Arun-45</p> <p>2.5: Case history Method-47</p> <p>2.6: Field Study survey Method-48</p> <p>2.7: Socio Metric Method-52/BA-39</p> <p>2.8: Content Analysis Method-BA-40</p> <p>2.9: Cross-Cultural research method-BA-42</p>	25%

	2.10: Projective Techniques –BA-44	
3.	<p>Attitudes and Social Problems:</p> <p>3.1: Meaning and Definition of Attitudes, -132</p> <p>3.2: Characteristics and formation of Psychological attitudes. 135 & 140</p> <p>3.3: Attitudes change of human behavior. 145</p> <p>3.4: Different types tools or measurement of attitudes.-184</p> <p>3.4.1: Likert scaling method. 187</p> <p>3.4.2: Turnstones scaling method.-190</p> <p>3.4.3: A comparative study of Thurston method and likert method -190</p> <p>3.4.4: Bogardus social distance scale method. 191</p> <p>3.5: Meaning, Types and Characteristics of Psychological Social Problems,</p> <p>3.6: Stages involved in Development of Psychological Social Problems</p> <p>3.7: Measures for alleviating of psychological Poverty,</p> <p>3.8: Population explosion and Causes of Psychological Population Growth.</p> <p>3.9: Measures for controlling Psychological Population Growth</p> <p>3.10: Role of Psychological factors in population explosion,</p> <p>3.11: Factors of Psychological Birth control, and Solution of Psychological social problems</p>	25%
4.	<p>Leadership and Helping behavior</p> <p>4.1: Meaning and nature of leadership -384</p> <p>4.2: common trait of (Attribute) leadership -387</p> <p>4.3: Emergence/Origin of leadership-391</p> <p>4.4: Different style of leader-396</p> <p>4.5: Function of leader-393</p> <p>4.6: leadership training-417</p> <p>4.7: what are meant by helping behavior, how can helping behavior be increased?, and explanation of Determinants of helping behavior. (651, 640)</p> <p>4.8: Factors provoking aggression and violence. (722)</p> <p>4.9: Measures of preventing and reducing aggression.(727)</p> <p>4.10: Causes of differences in National character, and Determinants of National character, (765 and)</p> <p>4.11: Characteristics of Indian national character,</p> <p>4.12: Factors promoting National Integration, and Hindrances in the way of National Integration. (775)</p>	25%

Teaching-Learning Methodology	Assignment method, -Group discussion, Seminar. Direct instruction, Lecture methods, ICT , Group Discuss, Class room Seminar, Assignment, Agile, Game and Quizzes Based Techniques
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Evaluation Pattern		
Sr. No	Details of the Evolution	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continues Assessment in the form of Practical, Viva-voce, Quizzes, Assignments, Attendance As per CBCS R.6.8.3)	15%
3.	University Examination	70%

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Course outcomes: Having completed this course, the learner will be able to	
1.	Students will gain the goal of social Psychology is to very understand social behaviour, groups behavior and, family behavior through motivation, cognition, sensation, perception, feeling and emotion as they naturally occur in a social context.
2.	To front of demonstrate the ability to communicative autonomously and innovatively about human social behavior and the cultural influence that outcome of the behavior
3.	Describe discuss and analyze major issues and concepts in th field social psychology
4.	Compare and contrast the research methodologies used in the scientific study of human social behaviour
5.	Demonstrate the ability to state the fundamental principles of social Psychology

Suggested References:	
Sr. No	Reference
1.	Arunkumar & Aashishkumar Sinh (1995) The History and System of Psychology\
2.	Baron, R.A. & Byrne D. (1999): Social Psychology, new Delhi : Prentice Hall of India.
3	Baron, R.A. & Byrne D. (2002): Social Psychology (9 th Ed.) New Delhi. "Pearson Education Asia PTC Ltd., India Branch.
4	Daniel Bar Tal (2000) : Shared Beliefs in a Society, London : Sage Publications
5	Dr.Dev Prakash (2014) Social Psychology: ISBN-798-81-89005-59-
6	Shah AM., Baviskar, B.S. & Ramaswamy EA (1997): Social Structure and Change Vol.-4, New Delhi : Sage India
7	Smith H.W. (1987): Introduction to Social Psychology: New Jersey: Prentice Hall. Inc.
8	Suresh Makvana & Ankit patel (2013): Introduction to social psychology :ISBN:978-81-925786-5-1
9	Wetherell M. (1996): Identities Group and Social Issues: London: Sage Publications.

On-line resources to be used if available as reference material
On-line Resource



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Master of Arts (CBCS)

M.A., Psychology: Semester: III

Course Code	PA03EPSY51	Title of the Course	Consumer Behaviour Psychology
Total Credits of the Course	5	Hours per Week	5

Course Objective	<p>1. To explanation of basic concept like Consumer, product, buying, industrial consumer, Model and theories of different concept of Consumer bhaviour</p> <p>2. To explain the area of Consumer behaviour in Consumer context with industrial consumer of psychology</p> <p>3. To aware and understanding of market research and brand in context of consumer behavior , purchase of product reference to consumer and society.</p>
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Unit	Description	Weightage* (%)
1.	<p>Basic concept of consumer behaviour</p> <p>1.1: Meaning, Definitions and Origins of industrial Consumer and Consumer behavior.</p> <p>1.2: Different between Consumer, Good and Industrial</p> <p>1.3: Factors affecting industrial Consumer.</p> <p>1.4: Scope/Subject matter of Consumer behavior</p> <p>1.5: Development of Consumer behavior</p> <p>1.6: Nature of consumer behavior</p> <p>1.7: Characteristics of consumer behavior</p> <p>1.8: Classification of consumer bhaviour</p> <p>1.09: Types of consumer problem of consumer bhaviour</p> <p>1.10: Factors affecting consumer psychology</p> <p>1.11: Important (Utility) and Usefulness consumer psychology</p> <p>1.12: Application of consumer behavior</p>	
2.	<p>Model and Theories</p> <p>2.1: Definition of Model, theories and salesmanship</p> <p>2.2: Consumer/Buyer behavior different models like Economic, Pavlovian, Freudian, Beblenia, Hobbesion and Nicosia</p> <p>2.3: Model, Deductive Model, Functional Model</p> <p>2.4: General model of consumer behavior</p> <p>2.5: Other model of consumer behaviour</p> <p>2.6: Psychological theory of of consumer behavior</p> <p>2.7: Economic theory of of consumer behavior</p> <p>2.8: Socio-Cultural theory of of consumer behavior</p> <p>2.9: Theories of motivations</p> <p>2.9.1:Maslow's Need Hierarchy theory</p> <p>2.9.2.Vroom' Velence-Expectancy theory</p> <p>2.10: Financial and non-financial incentive</p>	
3.	<p><u>Buying behavior and product innovation:</u></p> <p>3.1: Meaning of buying motive</p> <p>3.2: Buying process</p> <p>3.3: Type of buying motive</p>	

	3.4: Difficulties in determining buying motives 3.5: Buying behavior of Indian context 3.6: Internal Determinants of Consumer behavior 3.7: meaning of product and product innovation 3.8: Definitions of Product & product innovation Classification 3.9: Persons of product innovation Classification 3.10: importance/profit of product innovation 3.11: Essentials for the success of production innovation 3.12: Process of product innovation	
4.	<u>Salesmanship and Advertisement:</u> 4.1. Meaning of salesmanship, 4.2. Different between Consumer and salesmanship 4.3. Types of Consumer and salesmanship 4.4. Characteristic of successful Salesmanship 4.5. Criteria of successful salesman 4.6. Different method of selection of salesman 4.7. Methods for improving consumer and salesmanship 4.8: Objective and Characteristics of advertisement 4.9: A role of psychology making the industrial advertisement effective, 4.10: Media of advertisement 4.11: Method of evaluating advertisement effectiveness 4.12: Need (Importance) of advertisement in consumer behavior	

Teaching-Learning Methodology	Assignment method, -Group discussion, Seminar. Direct instruction, Lecture methods, ICT , Group Discuss, Class room Seminar, Assignment, Agile, Game and Quizzes Based Techniques
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Evaluation Pattern		
Sr. No	Details of the Evolution	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continues Assessment in the form of Practical, Viva-voce, Quizzes, Assignments, Attendance As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	Students will gain to identified and explain factors which influence consumer behaviour
2.	Students will learn knowledge about how to related internal dynamics of consumer behaviour such as Personality, Perception, Learning, Motivation, and Attitudes
3.	Students will learn knowledge about characteristics, nature and types of advertisement
4.	Students will learn knowledge about different methods of consumer behaviour

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Syllabus with effect from the Academic year 2022-2023

Suggested References:	
Sr. No	Reference
1	Del L.Hawkins, David L.Motherbaugh and Amit Mookerjee: (2014) Consumer behavior :ISBN:13.978-93-513-4479-7-McGraw Hill.P.L
2	Michael I.Norton et.al (2016):The Cambridge handbook of consumer psychology: ISBN:978-1-107-06920-6: Cambridge Uni.Press
3	Michael R.Soloman (2013): Consumer behavior :Buying, Having and Being:ISBN:978-81-203-4698-7, PHI learning P.L
4	Parikh B.A.PhD (1974) System and theorist of Psychology
5	Pasricha Seema Phd ((2007): Consumer Psychology: ISBN:81-7629-921-9, Deep and Deep publications PVT.LTD
6	Shah C.K. Phd (1986): Upbhokta Manovignan: University Granth Nirman board Gujaat rajya Ahmedbad
7	Shrivastav Anujkumar Phd, and Rajnikant dwivedi Phd (2021) Consumer behavior and Marketing Reserch
8	Suleman Mohmaad Phd & Chaudhary VinayPhd (2019) Modern industrial and organizational psychology ISBN-81-208-2719-8

On-line resources to be used if available as reference material	
On-line Resource	
https://en.wikipedia.org/wiki/Consumer_behaviour#Affect:_Emotions,_feelings_and_mood	
httpsen.wikipedia.orgwikiConsumer_behaviour	



MA (Psychology) Sem. 3

Course Code	PA03EPSY52	Title of the Course	Health Psychology
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none"> 1. To know basic knowledge of the field of health psychology. 2. To learn student to identify health and unhealthy behavioural style. To demonstrate and use the knowledge to explain mind-body interactions. 3. To acquaint with basic understanding of the concept stress and stress management. 4. To acquaint students in proving psychosocial care in chronic & severe illness and to create awareness about healthy behaviour style
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Course Content		
Unit	Description	Weightage* (%)
1.	-Meaning of health, -Meaning of health Psychology, -Why do we need health psychology, -The mind-body relationship: a brief history, -Bio-psychosocial model in health psychology, - Why is the field of health psychology needed? -Why the field of health psychology is needed, -What is health psychology training?	25 %
2.	-Nervous system -The endocrine system, -The cardiovascular system, - The respiratory system, -Digestive system and the metabolism of food, -The renal system, -The reproductive system and an introduction to genetics, -The Immune system	25 %
3.	-Coronary heart disease, -Hypertension, -Stroke, -Diabetes, - Psychoneuroimmunology, -AIDS, -Cancer, -Arthritis.	25 %
4.	-Specific health related behavior, Exercise, -Accident prevention, - Developing a healthy diet, -Weight control, Treatment of obesity, - Eating disorder, -Sleep and health, -Health promotion, -Stress and its management, -Management of Serious Illness, -Trends in health and health psychology, -Becoming health psychologist.	25 %
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Teaching-Learning Methodology	-Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student would gain basic knowledge clear about the concept of health and health psychology.
2.	Student would gain to identify the health behavioural style and help in prevention of unhealthy behavioural like substance use.
3.	Student would gain knowledge about the mechanism of stress and stress management techniques
4.	Student would gain knowledge on management of different chronic and severe illness with psychosocial care.

Suggested References:	
Sr. No.	References
1.	Edward P. S. (2010) Health Psychology, John wiley&sons,INC.
2.	Linda B. and Jess F. (2007), Introduction to health psychology, Thomson IndianEdition.





3	Robbin D. M. and Leslie, M. (2017) Health Psychology, Pearson.
4	Sarafina, E. P. and Smith, T. W. (2016) Health Psychology, Seventh Edition, Wiley India pvt.Ltd.
5	Shah, A. S., (2005), Health Psychology, Parshvapublication, Ahmedabad.
6.	Singh, A., (2012), Stress and Health: Emerging trends and challenges, Alfa publication, NewDelhi.
7.	Taylor, S. E., (2007), Health Psychology, Tata McGraw-Hill Sixth Edition. Thou, T., (2011), Health Psychology, ABD Publishers, Jaipur.

On-line resources to be used if available as reference material

On-line Resources

<https://www.apa.org/topics/brochure-request>

<https://study.sagepub.com/anisman>





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Master of Arts (CBCS)

M.A., Psychology: Semester: III

Course Code	PA03EPSY53	Title of the Course	Psychology of criminal behavior
Total Credits of the Course	5	Hours per Week	5

Course Objective	<ol style="list-style-type: none"> 1. To provide an overview of the concept, causation and current developments with respect to criminal behaviour. 2. To emphasis of the understanding of special offender groups and offences. 3. To provide focus on the related intervention rehabilitation and prevention aspects.
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Course Content		
Unit	Description	Weightage* (%)
1.	<u>Basic Introduction:</u> Definition of criminal behaviour , Nature of criminal behaviour , historical background of criminal behaviour , criterion or scope of criminal behaviour, Characteristics of criminal behaviour, Techniques of studying criminal behaviour, recent perspective on criminal behaviour, Analysis of crime among biological, sociological and psychological perspective.	25%
2.	<u>Special offender groups characteristics and behavior Psychology.:</u> Definition of Special offender groups, The nature of Special offender groups, Types of Special offender groups, Causes of Special offender groups, Causes and interventions with respect to the Juvenile delinquency, type and nature of Juvenile delinquency, meaning of substance abuse, Nature of substance abuse and characteristics of substance abuse, meaning of Terrorism, type of terrorism, nature of terrorism, Origin movement of terrorism, causes of terrorism and solutions of terrorism in India and world. Origin of Naxalite movement , causes of Naxalite movement in India and solutions of Naxalite movement in India.Different between Naxalism, Mavovad and terrorism.	25%
3.	<u>Special offences in criminal behaviour</u> Definition of special offences, Nature of special offences, historical background of special offences, Causes of Special offences, characteristics of Special offences, Causes and interventions with respect to the Nature of special offences against woman and broad explanation, suicide, and Homicide.	25%
4.	<u>Violent behavior related crime:</u> Psychology of aggression and violence, Drugs and crime, Cyber crimes-defined governed, cyber-terrorism, bullying, harassment, stalking, Mentally ill offenders, serial killers and rampage killers, sex offenders, crime trends in India and other countries, prevention of crime, the role of law-enforcement voluntary agencies in social deference.	25%
Teaching-Learning Methodology	Assignment method, -Group discussion, Seminar. Direct instruction, Lecture methods, ICT , Group Discuss, Class room Seminar, Assignment, Agile, Game and Quizzes Based Techniques	



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Evaluation Pattern		
Sr. No	Details of the Evolution	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continues Assessment in the form of Practical, Viva-voce, Quizzes, Assignments, Attendance As per CBCS R.6.8.3)	15%
3.	University Examination	15%

Course outcomes: Having completed this course, the learner will be able to	
1.	The learning assessment of criminal and delinquent behavior.
2.	To understand psychology of criminal behavior and learning intervention based on correction and rehabilitation.

Suggested References:	
Sr. No	Reference
1.	Chockalingam.K(1991):Reading in victimo12U Madras:r.R.Publication
2.	Curra, J.(1999):The relativity of deviance:New delhi.Sage
3	Feldman M.P(1977):Criminal behaviour:APsycho-social analysis:London:Wiley.
4	Joshi A.C.& Bhatiya V.B.(1981)Reading in social defense.Delhi:Wheelers publishing company.
5	Kushenr w.w.(1998):The future of terrorism New delhi:sa

On-line resources to be used if available as reference material	
On-line Resource	
http://www.ijifr.com/pdfs/save/31-10-2015520V2-E8-048.pdf	
http://www.unipune.ac.in/Syllabi_PDF/revised_2013/mms/Criminal	



MA (Psychology) Semester-3

Course Code	PA03EPSY54	Title of the Course	Statistical Inference -I
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none"> 1. To acquire basic of statistics and use of statistics in psychology. 2. To know practical knowledge regarding technics and method used in statistics. 3. To acquaint student with understand the parametric and non-parametric statics techniques. 4. To acquaint student special step in using different techniques and analysis of data.
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Course Content		
Unit	Description	Weightage* (%)
1.	<ol style="list-style-type: none"> 1.) Meaning of Statistics, 2.) Need and Importance of statistics in Psychology, 3.) Prerequisites for studying statistic, 4.) 't' Test. 	25%
2.	<ol style="list-style-type: none"> 1) One way Analysis of Variance 2) Two Way Analysis of Variance 3) Three way Analysis of Variance 	25%
3.	<ol style="list-style-type: none"> 1.) Product moment correlation method 2.) The Biserial Correlation 3.) The Point Biserial Correlation 	25%
4.	<ol style="list-style-type: none"> 1.) Analysis of Covariance 2.) Regression 3.) Multiple Regression and Prediction 	25%
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Teaching-Learning Methodology	-Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar.
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Evaluation Pattern





Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student would gain demonstrate the basic knowledge of statistics and use of statics in psychology.
2.	Student would learn determine and illustrate the knowledge regarding various technics and method used in statistics.
3.	Student would learn Comprehend the parametric statistics techniques.
4.	Student would gain the essential step in using different techniques and analysis of data.

Suggested References:	
Sr. No.	References
1.	Broota, K. D. (2018). Experimental Design in Behavioural Research (Indian Reprint). New Age International Publishers: NewDelhi.
2.	Garrett, Henry. E. (2018). Statistics in Psychology and Education. Surjeet Publications:Ahmedabad.
3.	George, W. S. and William, G. C., (1989), Statistical Method, 8 th Edition, Iowa state University Press.
4.	Guildford, J. P. (1956). Fundamental Statistics in Psychology and Education. McGraw Hill Book Company: NewYork.
5.	Kapil, H. K., (2007), Elements of Statistics (In social Science), Vinod Pushtak Mandir, Agara.
6.	Mangal, S. K., (2016), Statistics in Psychology and Education, PHI learning Private Limited, Rimjhim House, Delhi.





7.	Mohanty, B., & Misra, S. (2016). Statistics for Behavioural and Social Sciences. Sage Publications: NewDelhi.
8.	Parekh, S. C. and Dikshit, S. K., (1995), Manovaignanik Shanshodanma Akdashastriya Parikshan, Champa Prakashan, Junaghadh.
9.	Peatman, John. G. (1963). Introduction to Applied Statistics. Harper & Raw: New York.
10.	Siegel, S., & Castellan, N. J. (1988). Nonparametric Statistics for the Behavioural Sciences (2nd ed.) Indian Reprint. McGraw Hill: NewYork.
11.	Veeraraghavan, V., & Shetgovekar, S. (2016). Textbook of Parametric and Non-Parametric Statistics. Sage Publications: NewDelhi.

On-line resources to be used if available as reference material

On-line Resources

https://www.researchgate.net/publication/322681991_STATISTICAL_METHODS_FOR_THE_SOCIAL_SCIENCES

https://www.researchgate.net/publication/334362135_Statistics_in_the_social_sciences_Notes_for_absolute_beginners





(Master of Arts) (Programme Name)
(MA Psychology) (Programme Name) Semester (IV)

Course Code	PA03EPSY55	Title of the Course	Human Resource Management
Total Credits of the Course	4+1	Hours per Week	05

Course Objectives:	<ol style="list-style-type: none">1. To understand perspective on human resource issues and builds a foundation for assisting organizations in resolving human resource problems.2. To develop broader understanding of the core HR functions ranging from Human Resource Acquisition to Separation and gain insight into current HR issues and elements of the human resource system.
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Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Human Resource Management 1.1: Nature and Scope of Human Resource Management 1.2: Functions of Human Resource Management 1.3: HR Philosophy and HR Policy 1.4: Structure of HR Management 1.5: Qualities of HR Management	25%
2.	Human resource planning, Recruitment and Selection 1,1 Meaning and characteristics of Human resource planning 1,2 Objectives , needs and importance of Human resource planning 1.3: Concept and characteristics of Recruitment , Sources and process of Recruitment 1.4: Selection, Concept and Characteristics of Selection 1.5Difference between Recruitment and Selection 1.5. Process of Selection	25%
3.	Health, Safety and Social Well-being 1,1 Occupational safety. Health and well-being 1,2 Workplace health hazards. Problems and remedies. Employee assistance programmed. Health promotion and wellness programmed 1.3 : Statutory Provisions for Health 1.4: Meaning of Employee welfare, Objectives. Scope and Types of Employee welfare work 1.5: Agencies and new dimensions of employee welfare work	25%





4.	Compensation Management 1.1 Wage and Salary administration 1.2 Methods of wage payment 1.3: Incentive payment and plans 1.4: Union management relations. Role of trade union 1.5: Collective bargaining. Settlement of disputes and grievance handling procedures. Labour legislation	25%
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Teaching- Learning Methodology	Lecture Method Power point presentation
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The learning of HRM would enhance student's knowledge about the role and functions of HRM in the organization.\
2.	Students would acquire the expertise about the fundamental concepts such as recruitment and industrial health.
3.	Students would gain the knowledge and applications about organizational laws and policies.

Suggested References:	
Sr. No.	References





1.	Anderson N.Ones. D. S., Sinagil,H.K& Viswesvarn. (Eds.), Hadoop of Industrial and Organizational Psychology (vol.1),New DELHI; Sage PUBLICATIONS, New Delhi
2.	Armstrong,(2005), A Handbook of Human Resource Management Practice (9 th ed.), New Dellhi:Kogan Page India,
3.	Aswathappa, K. (2010), Human Resource Management:Text and Cases (8 th ed), New Delhi: Tata McGraw-Hill Education Private Limited.
4.	Bratton, J. & Gold. J, (2009), Human Resource Management Theory and Practices (4 th ed), New York, NY: Palgrave Macmillan.
5.	Deb. T. (2006),Strategic Approach to Human Resource Management: Concepts, Tools, & Application. New Delhi: Atlantic Publications.
6.	Dessler, G. (2011), A Frame work for Human Resource Management (6 th ed.), New Delhi: Pearson Education Inc.
7.	Dessler, G & Varkkey , B. (2011),c (12 th ed.), New Delhi: Pearson Education Inc,
8.	Greer, C.R. (2009), Strategic Human Resource Management (2 nd ed.) New Delhi : Pearson Education Inc
9.	Luthans, F. (2008), Organizational Behaviour (11 th ed.), New York, NY: McGraw Hill International Edition, New York, USA.
10.	Mamoria, C.B,& Gankar, S. V. (2001), Personnel Management (21 st revised ed.), Mumbai Himalaya Publishing House.
11.	Pareek, U & Rao. T. V. (2003),Designing and Managing Human Resource System(3 rd ed.) New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
12.	Pattnayak, B. (2009), Human Resource Management (3rd ed.),New Delhi: PHI Learning Private Limited.
13	Subba, R. P. (2009), Personnel and Human Resource Management : Text and Cases, Mumbai: Himalaya Publishing House.

On-line resources to be used if available as reference material

On-line Resources

<https://www.digitalhrtech.com/human-resources-functions/>

<https://www.iedunote.com/interview>





<https://www.yourarticlelibrary.com/industries/8-steps-to-prevent-industrial-accidents/34456>

<https://www.businessmanagementideas.com/wage/methods-of-wage-payments-to-employees-human-resource-management/12079>





MA (Psychology) Semester-3

Course Code	PA03EPSY56	Title of the Course	Psychology of Rehabilitation
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none">1. To know knowledge of different aspect of rehabilitation psychology the historic development.2. To learn student aware about various types of disabilities.3. To know different disability Act in India like persons with disability Act, Rehabilitation council of India -Act, National Trust Act,4. To acquaint student understand the classification of Intellectual disability and various training and vocation program for the same.
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Course Content		
Unit	Description	Weightage* (%)
1.	-Meaning of rehabilitation psychology, -Historical Perspective, -objective of rehabilitation psychology, -Area of rehabilitation Psychology, -Study method of rehabilitation Psychology, - Approaches of rehabilitation Psychology, -Types of disability, - Visual impairment, -Hearing impairment, -Intellectual disability (ID), -Locomotor Disability, -Learning Disabilities, -Leprosy-cured person, -Mental Illness.	25 %
2.	-Eye disorder and visual impairment, -Function of Eye, -Power of accommodation of eye, -Defects of Vision, -Characteristics of Blindness, -Causes of Blindness, -Blindness & Child development, - Hearing impairment, -Hearing procedure, -Causes of hearing loss, - Calcification of hearing loss.-Classification and characteristics of Intellectual disability (ID) – Causes and Prevention of Intellectual disability (ID).	25 %
3.	-Autism, -Meaning of Mental illness, -Characteristics of mental illness, -Causes of mental illness, -Therapy of mental illness, - Biological therapies, Psycho-social Therapies, CBR Programme, - Implementation of CBR Programme, -Acts in the field of disability, - Persons with disability Act, -Rehabilitation council of India -Act, National Trust Act.	25 %
4.	-Vocational training, -Job analysis, -Need of vocational guidance,- Types of employment, -Vocational Transition of disabled persons, - Empowerment of women with disabilities, -Benefits and concession	25 %





	for disabled people.	
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Teaching-Learning Methodology	-Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student would acquire knowledge and skills necessary to Rehabilitation Psychology and professions related different Acts.
2.	Student would gain knowledge about identify the person with different disabilities.
3.	Student would learn identify and work with intellectual disabled child.
4.	Student would gain the different vocation and management programs of rehabilitation.

Suggested References:	
Sr. No.	References
1.	Baquer A. and Sharma A. (1997), Disability: Challenges vs Responses, Concerned Action Now, NewDelhi.
2.	Chadha N.K. & Nath S., 1993. Issue and Trends in Rehabilitation Research. Friends Publication, Delhi.
3.	Seline, D. (1979), Mental Retardation Nature, Need and Advacacy, Alin &Backone Ink Publication, London.





4.	Joseph R. A. (2004) Punarvas kea yam, samakalan publisher, Varansee, U.P.
5.	Jogsan, Y. A. and Doshi D.R. (2017), Psychology of Rehabilitation, JK Print Shop,Rajkot.
6.	Smith B. N. and et. al. (1994), Mental Retardation, Forth addition, Maxwell McMillan Publication, NewYork.
7.	Paramily, X. D. and et. al. (2000), Child and Adolescence Psychiatric, NessbiPublication,London.
8.	Gerald, H. (1996), Beyound Disability, Towards an Enabling Society, Sage Publication, NewDelhi.
9.	Rakesh Agarwal, Lal Advani & Rajinder Raina. Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi.

On-line resources to be used if available as reference material

On-line Resources

<https://cpa.ca/sections/clinicalpsychology/resources/>

<http://nivh.org.in/hindi/rehabilitation-psychology/>





PROGRAMME STRUCTURE
Master of Arts in Psychology
MA (Psychology) Semester: IV

<p>Programme Outcome (PO) - For MA (Psychology) Programme</p>	<p>Psychology is the study of the mind and human behavior. The subject is about people how those around us think, what kind of feelings they experience, how they act and interact and what motivates them. It is through scientific methods that psychologists explain our behavior. Psychology as a subject is generally included in counselling courses, physiotherapy therapeutic and other medical courses.</p> <p>Psychologists study everything about the human experience from the basic workings of the human brain to motivation, intelligence, emotion, feeling consciousness, memory reasoning, language to Psychological practical and tests with personality at the rapid progress is being made in the development of sophisticated tailor of desired properties and specifications to suit specific needs.</p> <p>Psychology is a multidisciplinary field with many subjects of great importance such as human development, sports, health, clinical, organizations, employee's aspect, social behavior and cognitive processes. The course in this program covers various aspects of each and every branch. This program will help the students to wide scope of knowledge at different science & technology branches, field of humanities and social science braches along with human behaviour.</p>
<p>Programme Specific Outcome (PSO) - For MA (Psychology) Semester - IV</p>	<ol style="list-style-type: none">1. Students would be able to design, conduct and report Experimental research.2. Explain concepts, assumptions and approaches related to general theories of psychology which explain social behavior.3. To obtain the basic knowledge of the field of counselling, nature, role and importance of counselling psychology to demonstrate the training & skill abilities of counselling process & ethical issues in counselling.4. Student will learn concept of different Theories of Social Psychology contribution of various areas of social perspectives.5. The learning of human Resource Management would enhance student's knowledge about the role and functions of human resource in the organization.6. Students would gain advanced, theoretical, empirical and applied knowledge of basic mental processes from a cognitive perspective.7. Student will learn concept of personality and contribution of various theories of personality.8. Understand the theoretical framework of Psychology that can be applied to make an organization more effective and efficient.9. Students will able to explain the major perspective of psychology e.g. biological, cognitive, behavioral socio-cultural etc.





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 Syllabus with effect from the Academic Year 2022-2023

To Pass	At least 40% Marks in the University Examination in each paper and 40% Marks in the aggregate of University and Internal examination in each course of Theory, Practical & 40% Marks in Viva-voce.
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Course type	Course Code	Name of the course	Focus on Employability /Skill Development/ Entrepreneurship	Theory/ Practical	Credit & Contact Hrs Per Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Total/ Passing	Total/ Passing	Total/ Passing
Core Course	PA04CPSY51	Environmental Psychology	Emp.		5	3 hrs.	30/11	70/28	100/40
	PA04CPSY52	Cognitive Psychology	Skill Dev.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA04CPSY53	Guidance and Counseling in Psychology	Emp.	Theory	5	3 hrs.	30/11	70/28	100/40
Elective Course-I (Any One)	PA04EPSY51	Dissertation	Emp.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA04EPSY52	Theories of Social Psychology	Emp.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA04EPSY53	Project Work	Emp.	Theory	5	3 hrs.	30/11	70/28	100/40
Elective Course-II (Any One)	PA04EPSY54	Organizational Development Psychology	Skill Dev.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA04EPSY55	Psychology of Personality	Skill Dev. & Emp.	Theory	5	3 hrs.	30/11	70/28	100/40
	PA04EPSY56	Essential Psychology	Skill Dev.	Theory	5	3 hrs.	30/11	70/28	100/40
		Five papers three core and two elective		Theory	25 Credit	3 hrs.	150/55	350/140	500/200





MA (Psychology) Semester-4

Course Code	PA04CPSY51	Title of the Course	Environmental Psychology
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	<p>1. To Know the basic concept of environmental psychology.</p> <p>2. To learn trained students in identify role of environmental factor in human behaviour.</p> <p>3. To acquaint student recognize issues related to over-crowd and population and territorial behaviour.</p>
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Course Content		
Unit	Description	Weightage* (%)
1.	-Meaning of environmental psychology,-Nature and characteristics of environmental psychology-Historical development of environmental psychology, -Human life and environmental problem,-Goals of environmental psychology, -Specialtyof environmental psychology, - Types of environments, -General orientation to nature and environment, - Theoretical approaches of environmental psychology, -Fields of environmental psychology.	25 %
2.	-Specific methods of environmental psychology, -Change in environment, - Environmental restriction, -Research on environment,- effect of environment, - Reaction to environmental stimulation, - Stimulation level and human reaction, - Meaning of environmental pollution, -Origin of environmental pollutants, -Causes of increase in pollution -Pollution Control, -Unusual environmental stimulation.	25 %
3.	-The structure of auditory system and sound, -Characteristics of sound, -Natural disaster, -Noise, -Aggression, -Heat, - Air pollutants,-Effect of various levels of temperature and atmosphere, -Atmospheric influences on behaviour,-Effect of cold temperature, -social and cultural influences on environmental perception, -Substantive area of environment cognition, Environmental attitude.	25 %
4.	-Characteristics of Territory, -Meaning of Territorial behavior, -Types of territorial, -Dominance on the territory, -Consequence of Territorial Disputes, -Crowding, -Residential environment, -Housing, -School environment, -Work environment.	25 %
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Teaching-Learning Methodology	-Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student would understand and acquire basic knowledge the field of environmental psychology
2.	Student would learn about the effect of pollution on human behaviour
3.	Student would gain identify the environmental perception and influence of attitude, cultural & social on environment.
4.	Student would understand issues related to over crowd and population and territorial behaviour.

Suggested References:	
Sr. No.	References
1.	Bechtel, R. B. & Churchman, A. (2002) (Eds.), Handbook of environmental psychology (pp. 427–442). New York: Wiley & Sons
2.	Dave, C. B., Patel, N. S. and Panchal D. J (2003), Environmental Psychology, Suchita Prakashan.Ahmedanad.





3.	Gifford, R. (2015) (Ed.), Research methods for environmental psychology (pp. 137–161). Chicester: Wiley Blackwell
4.	Parmar, N. R. and Prajapati M., (2008), Paryavaran Manovignan, DivainPublication
5.	Sharma D. and Kumar, M., (2012), Paryavaran Niyojan, Arjun publishing Housh, NewDelhi.
6.	Tivari P. N, (2015), Paryavaraniya Manovignan, . Motilal Banarasidas,Delhi.
7.	Tripathi, D. Y. (2007), Environmental Studies, Motilal Banarasidas,Delhi.
8.	Valentín, J. & Gamez, L. (2010) (Eds.), Environmental psychology: New developments. New York, Nova Science Publishers

On-line resources to be used if available as reference material

On-line Resources

<https://www.teachgreenpsych.com/environmental-psychology/>

<https://www.journals.elsevier.com/journal-of-environmental-psychology>





MA (Psychology) Semester-4

Course Code	PA04CPSY52	Title of the Course	Cognitive Psychology
Total Credits of the Course	4+1	Hours per Week	05

Course Objectives:	<p>1. To know theoretical, empirical and applied knowledge of basic mental processes from cognitive perspective</p> <p>2. To acquainted with higher mental processes and its applications for cognitive research</p>
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Meaning, Nature and some related concept of Cognitive Psychology</p> <p>1.1: Meaning and definition of cognitive psychology 1.2: Nature , Scope and methods of cognitive psychology 1.3: Properties of cognitive psychology. 1.4: A brief history of cognitive psychology 1.5 Contribution of Noam Chomsky 1.6 Criticisms of cognitive psychology 1,7 Approaches of cognitive psychology</p>	25%
2.	<p>Attention</p> <p>1.1: Meaning and characteristics of Attention 1.2:Arousal and information processing, 1.3: Types of Attention 1.4: Determinants of Attention 1.5: Nature of selective attention, Norman and brow's Mpdel, Neisser model, Bottleneck theory 1.6 Determinants of Sustained Attention, Theories of Sustained Attention</p>	25%
3.	<p>Unit: 3 Sensation and Perception</p> <p>1.1: Meaning and nature of Sensation 1.2: Major theories or approaches of perception 1.3: Extra sensory perception, Subliminal perception, Pictorial perception 1.4: Depth perception, Factors influencing perception 1.5:Colour vision, Illusion, difference between perception and illusion</p>	25%





C	Thinking and Creativity 1.1: Nature and Types of Thinking 1.2: Theories of Thinking 1.3: Theories of Cognitive development 1.4: Definition and nature of Creativity 1.5: Stages of creative thinking	25%
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Teaching-Learning Methodology	Lecture Method Power point Presentation
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Students would gain knowledge of comprehensive learning, memory perception and problem solving skill.
2.	Students will acquire knowledge and skills relevant to. the research in cognitive psychology

Suggested References:	
Sr. No.	References
1.	Eysenck, M.W., and Keane, M.P (2000). Cognitive Psychology: A student's guide, Psychology Press.
2.	Kellogg, R.T. (2012). Fundamentals of Cognitive Psychology. Lab Angles: Sage.
3.	Solso, R.L. (2001). Cognitive Psychology. Delhi: Pearson Education





4.	Galotti, K.M.(2011). Cognitive Development: Sage Publication.
5	Smith, E.E. &Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.
6	Edward, E. S., & Stephen, M.K. (2007). Cognitive Psychology: Mind and Brain. New Jersey: Prentice Hall India.

On-line resources to be used if available as reference material

On-line Resources

<https://www.homeobook.com/attention-in-psychology/>

<https://www.psychologydiscussion.net/notes/psychology-notes/attention-and-perception/notes-on-attention-meaning-types-and-determinants-psychology/1965>

<https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-sensation/>

<https://courses.lumenlearning.com/wmopen-psychology/chapter/outcome-sensation-and-perception/>

<https://www.psychologydiscussion.net/thinking/thinking-types-development-and-tools-psychology/2058>

<https://courses.lumenlearning.com/waymaker-psychology/chapter/reading-creativity/>





MA (Psychology) Semester-4

Course Code	PA04CPSY53	Title of the Course	Guidance and Counselling Psychology
Total Credits of the Course	4+1	Hours per Week	5

Course Objectives:	<ol style="list-style-type: none">1. To know the basic knowledge of the field of counselling, nature, role and importance of counselling psychology.2. To learn demonstrate the training and skill, abilities of counsellors counselling process3. To know the ethical issues in counselling.4. To Acquaint student the field of vocational guidance and role of psychologist.
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Course Content		
Unit	Description	Weightage* (%)
1.	-Definition of counselling, -Indian Problem and need of counselling, -Counselling psychology and other related fields, -Goals of counselling, -Objective of counselling, -Formulations of counselling Goals and difficulties in it, -Functions of counselling, expectations from counselling, -Distinction between effective and ineffective counselor, -Professional and ethical standards of counselors.	25 %
2.	-Personal qualities, experience and professional training of counselors, -Skill of the counselor, -Counselling profession, -Professional issues in counselling, -Ethical issues in counselling, -Ethical and legal dilemmas, -Other professional issues, -Opportunities in the area of counselling. -Counselling relationship and counselling climate, -Characteristics of the counselling climate, -Creation of counselling climate, -Structuring the counselling process, -Stages of counselling, -Phases of Counselling, -Intervention strategies in the counselling process.	25 %
3.	-Vocational guidance, -Vocational choice, -Vocational Development, Development tasks, -Determinants of vocational choice and development, Theories of vocational development, -Vocational selection and personal selection, -Job analysis - Sources of information in job analysis -Vocational adjustment, -Theories of vocational adjustment, -Role of psychologists in vocational guidance.- Counselling in workplace.	25 %





4.	-Problem related to hunger, -Psychosomatic problems, -Marital and sexual problems, -Stress management, -Sexual abuse, -HIV/AIDS, Drug Abuse, -Counselling in Indian context, -Nature of the counselling needs and available service in India, -Modern counselling approaches in Indian context, -Indian techniques of counselling and Psychotherapy, -Yoga system of health and psychotherapy, -Mental problems and Yoga, -Transcendental meditation programme, - Buddhist approach.	25 %
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Teaching-Learning Methodology	-Assignment method, -Group discussion, Lecture method, -Power point presentation, -Seminar.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Student Acquire basic knowledge of counselling & role of counsellors.
2.	Student would learn and acquire the professional qualities to practice as counsellors.
3.	Student would Apply psychological method in school setting and working with students.
4.	Student would gain grasp the knowledge of vocational guidance and role of psychologist.

Suggested References:	
Sr. No.	References
1.	Allen E. L., Michael, J. D. and Mary, B. L. (1993), Theories of Counselling and Psychotherapy, Sage Publication, NewDelhi.





2.	Allen L., Mary, L, Jane, M. and Thomas, S. (2004), Development Counselling and therapy: Promoting Wellness over the lifespan, Lahaskapress.
3.	Belkin, G. S., (1988) Introduction to Counseling, Brown (William C.) Co, U.S.
4.	Bhatt K., (2007) Counselling Psychology, University granthnirman, Bord, Gujarat State,Ahmedabad.
5.	Capuzzi, D. and Gross D. (2017), Introduction to the Counseling Profession, Routledge publisher..
6.	Gibson, R. L and Mitchell M. H. (2015), Introduction to Counselling and Guidance, Pearson India Education ServicesPvt.Ltd.
7.	Gladding, S. T. (2017) Counseling: A Comprehensive Profession, Pearsoneducation.
8.	Golvalkar, S. Sharma, M. Vyas, D. and Sharma G, (2017), Nirdeshan and Paramarsha, Radha Prakashan Mandir,Agra.
9.	NarayanRao,(2005),CounsellingandGuidance,TataMcGrawhill publishingCompanylimited,NewDelhi.
10.	PatelS.,(2001)CounsellingPsychology,Universitygranthnirman,Bord,GujaratState,Ahmedabad.
11.	Ray,A.andAshthana,M.(2012),ModernCounsellingPsychology,Motilalbanarasidas,NewDelhi.
12.	Samual T. Gladding, (2018) Counselling: A Comprehensive profession. Sage publication, New Delhi.
13.	Sinh,D.(2013),TechniquesandTheoriesofGuidanceandCounselling,NoveltyandCompany,Patana.

On-line resources to be used if available as reference material

On-line Resources

<http://www.effectivechildtherapy.com>



**M.A. SEMESTER-IV-
CORE COURSES & ELECTIVE COURSES
(In Force from June – 2022-23)
MA (Psychology) Semester – IV**

Course Code	PA04EPSY51	Title of the Course	Dissertation
Total Credits of the Course	5	Hours per Week	5

Course Objectives	<ul style="list-style-type: none"> • To know the practical knowledge and steps of research • To learn Research methodology and research report writing skills • To acquaint students with new idea with about research • Student's aware about psychological tools, analysis of statistical techniques.
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Course outline		
Unit	Unit Description	Weightage*
	<p>1.1: Criteria of Dissertation:</p> <p>1: Eligibility Criterion for admission of dissertation Should be entrance test</p> <p>2: Duration and submission of the dissertation as per end semester or maximum six month</p> <p>3. Procedure : Dissertation should be “A.P.A” style</p> <p>4. Allocation of the Guide: As per decided by DARC</p> <p>5. Evaluation and assessment system: 70% divided in two, external expert marks and internal guide marks, a total marks in divide in two parts. 30% marks by internal guide should be viva-Voce examination</p> <p>would guide line: 1. Dissertation would guide line:</p> <p>1.1: Students take-up a research project related to Psychological areas.</p> <p>1.2: The project should have all the steps of research includes instruction, review of literature, methodology, result and discussion and conclusion.</p> <p>1.4: The Project Report should be submitted in original in A-4 Size (29 x 20 cm), typed in double space.</p> <p>1.5: The report should be written in A.P.A. format</p> <p>2. The Project Report would contain:</p> <p>2.1: Cover Page –</p> <p>2.2.1: Entitled the project , heading of mediate in the front page</p> <p>2.2.2: Must have present in mentioned with department and university</p> <p>2.2.3: Candidate have the name and enrolment number in the cover page</p> <p>2.2.4: Candidates have published in the front pages that have his/her</p>	100%

	<p>guide/supervisor name and designation department and other detail of the Project.</p> <p>2.2: Detailed table and contents in the details with page nos.</p> <p>2.3: All pages of the Project Report must be numbered as reflected in the table of contents.</p> <p>2.4: Certificate of originality- duly signed by the student and the guide with dates. Introduction to the Project and Review of Literature along with brief details of the organisation/s under study.</p> <p>3. Following main point will publish in the project by researcher</p> <ul style="list-style-type: none"> • Rationale/Introduction • Statement of problem • Objectives of the Project • Scope of the study • Research Methodology: • Research Design • Nature and Source of data/information collected • Sample and Sampling method with rationale • Details of the tools: • The Questionnaire and other methods used and their purpose • Reliability and Validity of the tools used • Administration of tools and techniques • Data collection • Data Analysis • Data Interpretation and Findings • Recommendations • Summary and Conclusion • Limitations of the Study • Direction for further research (optional) <p>4. Reference/Bibliography</p> <p>5. Annexure/Appendices (Questionnaire used etc.)</p>	
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Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, writing assignments, viva-voce, seminars presentations, browsing online-resources relevant to the content, participating in co-curricular, extra-curricular activities.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Project Report	70%
2.	Viva-voce	30%

Note: Students will have to score a minimum of 40 (Forty) percent to pass the course.

Course Outcomes: Having completed this course, student should be able to :	
1.	Students would gain basic knowledge and steps of research.

2.	Students would learn report writing skills
3.	Students would gain knowledge about new ideas of research work and its utility
4.	Find out the solutions of related to Psychological research problems.

Suggested References:	
Sr. No.	Reference Books / Research papers / Reports / Any reference material used for teaching / learning the content in the course outline
1.	Kothari C.R. (2009), "Research Methodology- Methods and Techniques", New Age International Publishers, New Delhi
2.	
3.	Raiyani J. R. (2012), "Research Methodology- Theory and Techniques", New Century Publications, New Delhi
4.	
5.	Gupta S C; Fundamental of Applied Statistics. S. Chand & Sons, New Delhi.
6.	Grewal P S; Numerical Methods of Statistical Analysis, S P Pvt. Ltd., New Delhi.
7.	Bose D.; An Introduction to Mathematical Economics, H P H. Bombay, Delhi.
8.	Gupta C.B.; An Introduction to Statistical Methods, Delhi.
9.	Patel R.K. & Patel L.B.; Business Statistic, C. Jamanadas Co. Ahmedabad.
10.	Patel Balubhai; Dhandhakiya Ankadashastra, Uni. Granthnirman Board, Ahmedabad.
11.	Zala M.L.; Arthshastrama Ganitshastra, Purbiti Prakashan, Vallabh Vidyanagar.
12.	Jaiswal M.C.; Arthvishayak Ankadashastra, Uni. Granthnirman Board, Ahmedabad.
13.	Sir Claus Moser & G. Kalton; Survey Methods on Social Investigation.
14.	Goode W.J. & Hatt P.K. - Methods in Social Research
15.	Gaitung J. - Theory and Methods of Social Research
16.	Cochran W.G. - Sampling Techniques
17.	Glock C.Y., - Survey Research in Social Science

Other rules and regulation for dissertation

1. Applicants who hold completed the 3rd Semester of Master degree in subject of Psychology an approved By Sardar Patel University. However he/she has to appear admission of dissertation should be in the 4th semester dissertation.
2. A 4th semester dissertation shall be for a minimum duration of one semester, including, his/her other related four paper like three core paper and other one elective course paper semester program with maximum of 1 year from due to extension beyond the allowed one year period post submission of the dissertation may be given for the submission of the dissertation if recommended by the DRAC and approved by the committee member like Department head, Board of study Chairman and psychology subject related dean and guide of the researcher. Beyond which no further extension is permissible in any case.
3. Women candidates and Persons with Disability (more than 40% disability) may be allowed relaxation for maximum of more two month of end of 4th semester. Also in the case of women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of dissertation for more 60 days.
4. A candidate of Sardar Patel University whose 3rd semester of master level of Psychology, has been DRAC deciding for the 4th semester admit 3rd semester master level scholar as per eligible criteria for admission to dissertation shall be offered only in the semester of master in psychology subject preferably in passed 3rd semester levels degree student must have submit final mark sheet of 3rd semester at the time of dissertation counseling.
5. The DRAC for the 4th semester in psychology subject shall admit 3rd semester scholars as per the eligibility criteria for admission to dissertation admissions shall be offered only in the semester preferably in passed 3rd semester every year in subject.
6. Decide on semester basis through their DRAC a predetermined and manageable number of 4th semester dissertation researcher to be admitted depending on the number of available Guides and other academic and physical facilities available, keeping in mind the norms regarding the scholar-teacher ratio, as per teacher workload, laboratory, library and such other facilities; Notify well in advance on the department notice board and through telephonic his/ her 3rd semester given mobile number, the number of seats for admission, guide wise distribution of available seats, criteria for admission, procedure for admission, examination at the time in the department where entrance test(s) shall be conducted and all other relevant information for the benefit for the candidates;
7. The admission shall be based on the criteria notified by the department and University, keeping in view the guidelines/norms in this regard issued by the department, University, UGC and other statutory bodies concerned, and taking into account the reservation policy of the Central/State Government from time to time.
8. An entrance test with qualifying marks as 50%. A relaxation of 5% marks will be given to SC/ST/OBC/EWS (non-creamy layer) / differently-abled candidates on production of relevant valid documents.
9. The syllabus of the Entrance Test shall be prepared by the department faculty members and shall cover the contents related to core and elective courses only offered in psychology subject. The Entrance Test shall be conducted by the departmental committee under the chairmanship of Head.
10. The Entrance Test shall be of 50 marks and one and half hours' duration. The format of the Entrance Test Paper shall be as follows:
Section-I (20 marks: 20, Objective type MCQ., related to the Psychology subject of one mark each).
Section-II (30 marks; Three out of five subjective type questions, each of 10 marks).
The question paper- with separate university answer book provide by department under each of the test items for candidates to write answers to the question
11. The list of entrance qualified candidates shall be prepared by the department as per merit and shall be shown department notice board. The fulfillment of this qualification alone shall not be a secured admission to the sem-4 dissertation.

12. The eligibility of the candidate who qualified the Entrance Test is forever apply for the admission, an interview during the counseling for admission shall be arranged by head. The candidate is required to discuss his/her research interest/area through a presentation his/her research work on or before decide as per the time of counseling of the committee nominated by head. For selection of candidates from the entrance test category, a weightage of 70% to the entrance test and 30% to the performance in the interview/ viva - voce/ presentation during the counselling shall be adopted
13. The Head and supervisor in the psychology subject shall submit the list of qualified/short listed candidates along with name of allocated Guides to inform the University for Dissertation Admission. If the candidate does not join and register for 4th semester dissertation after admission without any valid reason committee has cancelled and he/she choose other elective subject.
14. A panel of the dissertation of the committee for faculty of arts constituted under section 31 of the Sardar Patel university act will be held at the time of university office to draw up lists of examiners for appointment to the various university examinations. The internal and external both referees shall conduct the examination for dissertation evaluation and viva-voce examination conducted as per 70% marks divided in two. Internal marks out of 30% separately conducted shall be evaluation of viva-voce examination by internal guide. After evaluation and assessment by both 70% and 30% mark make a joint mark sheet together and submit it to the concerned section through head.
15. **Rate of Honorarium:**
The University shall decide on the external and internal supervisor, honorarium for conduct, evaluation assessment and, viva- voce, TA/DA, remuneration other secretarial work etc. shall be as per the prevailing rules governing university examinations of master level dissertation
16. These are note is Compulsory: Dissertation procedure should be "A.P.A" style, Allocation of the Guide: As per decided by DARC, and Evaluation and assessment system as per 70% divided in two, external expert marks and internal guide marks, a total marks in divide in two parts. 30% marks by internal guide should be viva-Voce examination



Sardar Patel University
Vallabh Vidyanagr, Gujarat

(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)

Syllabus with effect from the Academic year 2022-2023

Master of Arts (CBCS)

M.A., Psychology: Semester: IV

Course Code	PA04CPSY52	Title of the Course	Theories of Social Psychology
Total Credits of the Course	5	Hours per Week	5

Course Objective	<ol style="list-style-type: none"> 1. To impart knowledge for human behavior context of the sociological and psychological theories. 2. To explain and understanding the different characteristic of theories and systems of human behavior. 3. To introduce new concept of known theory of social behavior in psychology
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Course Content		
Unit	Description	Weightage* (%)
1.	<u>Meaning and some primary theories:</u> Definition of theories, Factors of theory construction, Characteristics and nature of theories, Nature and level of social behaviour, Utility or important of theories of social perspectives Primary Perspectives Behavioural theories of advanced social psychology 1: Experimental theory; 2: Observational theory;3: Survey method; 4: Field study method; 5: Sociometric method	25%
2.	<u>Crowd and Group theories:</u> 1.Some important theories of crowd behavior; .A: Theory of group mind; .B: Theory of McDougall's mental Homogeneity; C: Theory of Emergent norms; .D: Smelser's Value-added theory; 2.Theories of crowding behavior; A: Overloading crowding theory, B: Controlled crowding theory; C: Attribution crowding theory ; 3: Theories of Improving group morale behavior ;A: Expert method; .B: Spy method;.C: Counsellor Method;.D: Member of Problems method	25%
3.	<u>Socialization and Leadership theories</u> Theories of Socializations;1: Psychoanalytic theory ;.2: Social learning theory ;.3: Theory of Mead; 2: Some important theory of leaderships;.1: Trait theory; 2: Situational theory;.3: Path-goal theory;.4: Vroom and Yetton's theory;.5: Fielder's contingences theory	25%
4.	<u>Social tension, Role & Group conflict, Aggression theories:</u> 1.Measures or methods of reducing social tension, 2.Theories of role conflict resolution A. Gross et al, theory, B.Goode's theory of Role bargaining, 3: Method of group conflict resolution, 4.Theories of Aggression, A: Instincts theory, B: Frustration-Aggression theory, C: Modified frustration-aggression theory	25%

Teaching-Learning Methodology	Assignment method, -Group discussion, Seminar. Direct instruction, Lecture methods, ICT , Group Discuss, Class room Seminar, Assignment, Agile, Game and Quizzes Based Techniques
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Evaluation Pattern		
Sr. No	Details of the Evolution	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continues Assessment in the form of Practical, Viva-voce, Quizzes, Assignments, Attendance As per CBCS R.6.8.3)	15%
3.	University Examination	15%

Course outcomes: Having completed this course, the learner will be able to	
1.	To familiarize students with some of the major theoretical perspectives in social psychology
2.	To students will gain knowledge about the leaderships
3.	To students will obtain knowledge in theories of social psychology including social perception, attitudes, biased discriminations and , group processes about the leaderships

Suggested References:	
Sr. No	Reference
1.	Arunkumar & Aashishkumar Sinh (1995) The History and System of Psychology,
2.	Atkison et al (1983): Introduction to Psychology, N.Y,:Wiley
3.	Bergen, D (2007) Human development: Traditional and contemporary theories.
4.	Brennan James: Readings in the history and systems of Psychology
5.	Chaplin J.P and Krawiec (1979) system and theories of psychology
6.	Darwin, c (1859) On the Origin of species New York .
7.	Dennis Coon: Introduction to psychology-Exploration and Application-8 th edition
8.	Dr.B.A.Parikh (1974 & '88) System and theories of psychology
9.	ICSSR-A Survey of Research in Psychology 1971 to 2010
10	Marx M.H and Hilix W. (1973) system and theories in psychology
11.	Pandey, Janak: Psychology in India-the state of the art.Sage.Delhi
12.	Particia. Miller: Theories of Developmental Psychology
13.	William E.Glassman & Marilyn Hadad (2010) Approaches to Psychology
14.	Wolman B.B (1960) Contemporary theories and system in psychology

On-line resources to be used if available as reference material
On-line Resource

**M.A. SEMESTER-IV-
CORE COURSES & ELECTIVE COURSES
(In Force from June – 2022-23)
MA (Psychology) Semester – IV**

Course Code	PA04EPSY53	Title of the Course	Project Work
Total Credits of the Course	5	Hours per Week	5

Course Objectives	<ul style="list-style-type: none"> • To help the student develop ability to apply multi- disciplinary concepts. • Student's aware about psychological tools and statistical techniques. • Students know the basic research concept and technique of analysis.
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Course outline		
Unit	Unit Description	Weightage*
	<p>1. Project Report would be:</p> <p>1.1: Students take-up a research project related to Psychological areas.</p> <p>1.2: The project should have all the steps of research includes instruction, review of literature, methodology, result and discussion and conclusion.</p> <p>1.4: The Project Report should be submitted in original in A-4 Size (29 x 20 cm), typed in double space.</p> <p>1.5: The references should be presented in latest APA format</p> <p>2. The Project Report would contain:</p> <p>2.1: Cover Page –</p> <p>2.2.1: Entitled the project , heading of mediate in the front page</p> <p>2.2.2: Must have present in mentioned with department and university</p> <p>2.2.3: Candidate have the name and enrolment number in the cover page</p> <p>2.2.4: Candidates have published in the front pages that have his/her guide/supervisor name and designation department and other detail of the Project.</p> <p>2.2: Detailed table and contents in the details with page nos.</p> <p>2.3: All pages of the Project Report must be numbered as reflected in the table of contents.</p> <p>2.4: Certificate of originality- duly signed by the student and the guide with dates. Introduction to the Project and Review of Literature along with brief details of the organisation/s under study.</p> <p>3. Following main point would be included in the project by researcher</p> <ul style="list-style-type: none"> • Rationale/Introduction • Statement of problem • Objectives of the Project • Scope of the study 	100%

	<ul style="list-style-type: none"> • Research Methodology: • Research Design • Nature and Source of data/information collected • Sample and Sampling method with rationale • Details of the tools: • The Questionnaire and other methods used and their purpose • Reliability and Validity of the tools used • Administration of tools and techniques • Data collection • Data Analysis • Data Interpretation and Findings • Recommendations • Summary and Conclusion • Limitations of the Study • Direction for further research (optional) <p>4. Reference/Bibliography</p> <p>5. Annexure/Appendices (Questionnaire used etc.)</p>	
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Teaching-Learning Environment	The course would be taught /learnt through various means like lectures, discussions, writing assignments, viva-voce, seminars presentations, browsing online-resources relevant to the content, participating in co-curricular, extra-curricular activities.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Project Report	70%
2.	Viva-voce	30%

Note: Students will have to score a minimum of 40 (Forty) percent to pass the course.

Course Outcomes: Having completed this course, student should be able to :	
1.	Conduct research work.
2.	Students would learn basic research concept and techniques of analysis
3.	Establish relationship with different people and organizations
4.	Find out the solutions of related to Psychological research problems.

Suggested References:

Sr. No.	Reference Books / Research papers / Reports / Any reference material used for teaching / learning the content in the course outline
1.	Kothari C.R. (2009), "Research Methodology- Methods and Techniques", New Age International Publishers, New Delhi
2.	
3.	Raiyani J. R. (2012), "Research Methodology- Theory and Techniques", New Century Publications, New Delhi
4.	
5.	Gupta S C; Fundamental of Applied Statistics. S. Chand & Sons, New Delhi.
6.	Grewal P S; Numerical Methods of Statistical Analysis, S P Pvt. Ltd., New Delhi.
7.	Bose D.; An Introduction to Mathematical Economics, H P H. Bombay, Delhi.
8.	Gupta C.B.; An Introduction to Statistical Methods, Delhi.
9.	Patel R.K. & Patel L.B.; Business Statistic, C. Jamanadas Co. Ahmedabad.
10.	Patel Balubhai; Dhandhakiya Ankadashastra, Uni. Granthnirman Board, Ahmedabad.
11.	Zala M.L.; Arthshastrama Ganitshastra, Purbiti Prakashan, Vallabh Vidyanagar.
12.	Jaiswal M.C.; Arthvishayak Ankadashastra, Uni. Granthnirman Board, Ahmedabad.
13.	Sir Claus Moser & G. Kalton; Survey Methods on Social Investigation.
14.	Goode W.J. & Hatt P.K. - Methods in Social Research
15.	Gaitung J. - Theory and Methods of Social Research
16.	Cochran W.G. - Sampling Techniques
17.	Glock C.Y., - Survey Research in Social Science



Sardar Patel University
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Syllabus with effect from the Academic year 2022-23

Master of Arts (CBCS)
M.A., Psychology: Semester: IV

Course Code	PA04EPSY54	Title of the Course	Organizational Development Psychology
Total Credits of the Course	5	Hours per Week	5

Course Objective	<ol style="list-style-type: none"> 1. To impart knowledge about the Organizational Developmental Psychology, Context to related problems and solutions 2. To exercise of Organizational Developmental Psychology related methods like interview, observation and questionnaire explain in the areas of behavioral sciences 3. How can help of organizational Development for human behavior like morale increase of employees. 4. How can help of organizational Development for accident, job-satisfaction and job-analysis for human behavior.
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Course Content		
Unit	Description	Weightage * (%)
1.	<p><u>Organizational Development and change</u></p> <p>1.1: What are meant about O.D -378 1.2: Need for organizational development change-376 1.3: Stages of Organizational Development Psychology-380 1.4: Condition or measures for success of Organizational Development Psychology-383 1.5: problems of Personal Selection-P-11 1.6: Role of Psychologist in modern business organization-P-15 1.7: Resistance Change of Organizational Development Psychology-377 1.8: Measures for overcoming resistance Organizational Development Psychology-377 1.9: Forces or factors of Organizational Development change-376 1.10: Methods of organizational change in Organizational Development Psychology-353(સંસ્થાકીય ગતિ મનોવિજ્ઞાન-૩૫૩) 1.11: Field and scope of Organizational development Psychology- 8 and 372</p>	25%
2.	<p><u>Methods and of Organization Development Psychology</u></p> <p>2.1: Definition and nature of methods 2.2: Observation Methods: 2.2.1: Participants observation 2.2.2: Non- Participants observation 2.3: interview Methods : 2.3.1: Classification based on formality-26 2.3.2: Classification based on number of respondents-29</p>	25%

	2.3.3: Classification based on place of the interview-31 2.3.4: Interview based on the role of the interviewer-32 2.4: Questionnaire Methods-36(Approximately) 2.4.1: Type of questionnaire methods 2.4.2: Questionnaire evaluation methods 2.4.3: Limitation of Questionnaire Methods	
3.	<u>Accident and Organizational Morale:</u> 3.1: What are meant by Accidents 3.2: Proneness and Proofs for existence of accidents proneness-106 3.3: Effects of Accidents -107 3.4: Causes of organizational Accidents-111 3.5: Prevention of Accidents-128 3.6: Nature(Characteristics) of organizational morale-129 3.7: Criteria or measures of organizational morale-130 3.8 :Determinations of Organizational Morale-132 3.9: Methods of measuring organizational Morale-138 3.10: Methods of increasing organizational Morale-144 3.11: Importance (effect) of organization morale-149	25%
4.	<u>Job-satisfaction and Job-analysis in Organizations</u> 4.1: Meaning of Job satisfaction-202 4.2: Factors relating to/Determinants of Job Satisfaction- 205 4.3: Criteria or Measures of Job-satisfaction-215 4.4: Job-satisfaction and productivity-218 4.5: Methods of improving job satisfaction-227 4.6 :Theories of Job satisfaction: (220 to 227) 4.6.1: Maslow's, 4.6.2: Vroom's, 4.6.3: Herzberg's two factors 4.7: Role of supervisors-441 4.8: Characteristics of good supervisor-443 4.9: Effective supervision-444 4.10: Purpose or Aims of Job analysis-234 4.11: method or techniques of job analysis-235 4.12: Uses, needs or importance of job analysis-241	25%

Teaching-Learning Methodology	Assignment method, -Group discussion, Seminar. Direct instruction, Lecture methods, ICT , Group Discuss, Class room Seminar, Assignment, Agile, Game and Quizzes Based Techniques
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Evaluation Pattern		
Sr. No	Details of the Evolution	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continues Assessment in the form of Practical, Viva-voce, Quizzes, Assignments, Attendance As per CBCS R.6.8.3)	15%
3.	University Examination	15%

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Course outcomes: Having completed this course, the learner will be able to	
1.	Students will learn about Methods of industrial and Organizational Psychology
2.	Students will obtain the knowledge regarding Job-satisfaction, Morale, Accident and Job-analysis
3.	Students will be able to gain various theories regarding Organizational development Psychology

Suggested References:	
Sr. No	Reference
1.	Bechtel, R. B. & Churchman, A. (2002) (Eds.), Handbook of environmental psychology (pp. 427–442). New York: Wiley & Sons
2.	Dave, C. B., Patel, N. S. and Panchal D. J (2003), Environmental Psychology, Suchita Prakashan.Ahmedanad.
3.	Gifford, R. (2015) (Ed.), Research methods for environmental psychology (pp. 137–161). Chicester: Wiley Blackwell
4.	Parmar, N. R. and Prajapati M., (2008), Paryavaran Manovignan, DivainPublication
5.	Sharma D. and Kumar, M., (2012), Paryavaran Niyojan, Arjun publishing Housh, NewDelhi.
6	Suresh Makvana (ISBN-978-81-909906-1-5, March-2010) :To study the role of perceived organizational health in the relationship of work involvement and job satisfaction in different organizations: Publication department Bhaikaka library-Knowledge Resource Centre) Sardar Patel University Vallabhvidyanagar,
7.	Suleman Mohmaad Phd & Chaudhary VinayPhd (2019) Modern industrial and organizational psychology ISBN-81-208-2719-8
8.	Tivari P. N, (2015), Paryavaraniya Manovignan, . Motilal Banarasidas,Delhi.
9.	Tripathi, D. Y. (2007), Environmental Studies, Motilal Banarasidas,Delhi.
10.	Valentín, J. & Gamez, L. (2010) (Eds.), Environmental psychology: New developments. New York, Nova Science Publishers

On-line resources to be used if available as reference material
On-line Resource



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Master of Arts (CBCS)
M.A., Psychology: Semester: IV

Course Code	PA04EPSY55	Title of the Course	Psychology of Personality
Total Credits of the Course	5	Hours per Week	5

Course Objective	1. A study of personality traits, factors, dimension and an approaches 2. To examine the various psychological test of personality
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Course Content		
Unit	Description	Weightage* (%)
1.	-Meaning of personality, Theoretical approach of personality, Methodological view- point: Idiographic and homothetic approach, Data of personality psychology, Type Approach: A General interpretation, Trait Approach General Interpretation, Biological and physical determinants, Psychological determinants, Environmental determinants, Social determinants, Educational determinants, Family determinants.	25%
2.	-Meaning of dimension of personality, Motivational dimensions, Trait dimension, Meaning of personality development, Methods of studying development of personality, Process of personality development, Theoretical explanation of personality development, Meaning and Nature of self, Determinants of development of self, theories of development of self.	25%
3.	Sigmund Freud : Psychoanalytic theory of personality, Jung's Analytical theory, Adler's Theory of personality, Personality theory of Karen Horney, Personality theory of Erich Fromm, Sullivan's theory of personality.	25%
4.	Erik Erikson : Psychosocial theory of personality, Personality theory of Sheldon, Henry Murray: Need theory of personality, Gordon Allport: Trait theory of personality, R. B. Cattell : Factor analytic theory of personality, Kurt Lewin : Field theory of personality, Carl Rogers : Phenomenological theory of personality.	25%

Teaching-Learning Methodology	Assignment method, -Group discussion, Seminar. Direct instruction, Lecture methods, ICT , Group Discuss, Class room Seminar, Assignment, Agile, Game and Quizzes Based Techniques
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Evaluation Pattern		
Sr. No	Details of the Evolution	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continues Assessment in the form of Practical, Viva-voce, Quizzes, Assignments, Attendance As per CBCS R.6.8.3)	15%
3.	University Examination	15%

Course outcomes: Having completed this course, the learner will be able to	
1.	Students will learn about theories of Personality of Psychology
2.	Students will gain knowledge about personality, wellbeing, and health
3.	Students will learn about knowledge types of personality and projective test of personality of
4.	To enquire knowledge about personality traits, factors, dimension and an approaches

Suggested References:	
Sr. No	Reference
1.	• Guthri, E. R. (1952), The Psychology of learning, .
2	Holland J. G. and Skinner B. F. (1961), The analysis of Behaviour, Magraw Hill book company.
3	Friedman H. S. and Schustach, M. W. (2004), Handbook of personality, Theory of research, Guilford press, New York
4	Kathiyara, M. A. (2007), Psychology of Personality, Akshar publication, Ahmedabad
5	Murphy, G. (), An historical introduction to modern psychology,
6	Shah, G. B. (), Learning in Educational Psychology
7	Singh A. And Singh A. (2012), The Psychology of Personality, Motilal Banarasidas, Delhi.
8	Wolman, B. B. (1960), Contemporary theories and systems of psychology,
9	Woodworth R. S. and Contemporary R. S. (), School of Psychology

On-line resources to be used if available as reference material	
On-line Resource	



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Master of Arts (CBCS)
M.A., Psychology: Semester: IV

Course Code	PA04EPSY56	Title of the Course	Essential Psychology
Total Credits of the Course	5	Hours per Week	5

Course Objective	1. To know the major concept perspectives historical trends empirical findings research methods and ethics in the field of psychology. 2. To demonstrate skill in research, communication, ethical behavior and complex cognitive processes and professional development.
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Course Content		
Unit	Description	Weightage* (%)
1.	-Meaning of perception, figure ground perception, Grouping and perceptual constancies, -Shape constancy, -Size constancy, Brightness constancy, Depth perception, Monocular cues. Perception of movement, Role of personal factors in perception, Role of social factors in perception, Role of cultural factors in perception, Gestalt approach	25%
2.	-Meaning and nature of motivation, Basic motivational concepts, Inborn motives, Acquired motives, Highly important human motive, level of aspiration, Intrinsic motivation and extrinsic motivation, Criteria of motivated behavior, Measurement of animal drive, Measurement of human motive, Need –hierarchy model, Frustration and conflict of motives, Resolution of conflict of motives.	25%
3.	Meaning and nature of learning, Role of motivation in learning, Thorndike theory of connectionism, factors influencing operant conditioning, Insight theory of learning, Classical conditioning : theory of Pavlov, factors influencing classical conditioning, Nature and types of Instrumental conditioning, difference between Pavlovian conditioning and Instrumental conditioning, factors affecting stimulus generalization, Verbal learning.	25%
4.	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, Long-term memory, Motivation and long-term memory, A comparative study of LTM and STM: Differences, Methods of measuring memory, Experimental studies of memory Definition and Nature of Intelligence, Types of Intelligence, Mental age, Intelligence quotient, Measurement of Intelligence, Types of intelligence tests, Individual difference in intelligence: Heredity-Environment controversy, Artificial intelligence.	25%

Teaching-Learning Methodology	Assignment method, -Group discussion, Seminar. Direct instruction, Lecture methods, ICT , Group Discuss, Class room Seminar, Assignment, Agile, Game and Quizzes Based Techniques
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Evaluation Pattern		
Sr. No	Details of the Evolution	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continues Assessment in the form of Practical, Viva-voce, Quizzes, Assignments, Attendance As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course outcomes: Having completed this course, the learner will be able to	
1.	Student will be able to describe the major concepts, language and major theories of the discipline to account for psychological phenomena.
2.	Student will be able to explain the major perspectives of psychology e.g. biological, cognitive, behavioural and socio cultural ect.
3.	Describe the ethical principal pertaining to all aspects of the science and practice psychology.

Suggested References:	
Sr. No	Reference
1.	Morgan, C. T., King, R. A. and Robinson, N. M. (1979), Introduction to Psychology, McGraw Hill, Kogakusha LTD, Tokyo.
2.	Underwood B. J. and Shaughnessy, J. (1975), Experimental method in Psychology.
3.	Atkinson and Hilgard, (2007), Introduction to Psychology, Thomson Wadsworth.
4.	Coon D. and Mitterer J. O. (2007) Introduction to Psychology, Thomson Indian edition.
5.	Baron R. A. and Misra G. (2000), Psychology, Indian subcontinent Edition, Pearson Education India..
6.	Singh, A. and Singh, A. (2011), Modern General Psychology, Motilal Banarasidas, Delhi.
7.	Sulaiman, M. (2011), General Psychology: Fundamental Processes and Cognitive Processes, Motilal Banarasidas, Delhi.
8.	Alam, K. G., Sharma, G. and at. Al. (2002), Advanced General Psychology, Motilal Banarasidas, Delhi.
On-line resources to be used if available as reference material	
On-line Resource	
