



SOPHIA GIRLS' COLLEGE (AUTONOMOUS), AJMER

Session 2022-23

**Criterion
I**

Curriculum Design and Development

1.1.2 Proof of revision carried out in the syllabus during the year: 2022 – 23

SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)

AJMER



Scheme of Examination
And
SYLLABUS

2022-23 (Batch)

FOR

BACHELOR OF ARTS
(HISTORY)

Under

Choice Based Credit System

Semester I to VI

HIS-102: HISTORY OF INDIAN CULTURE AND HERITAGE-I

Max. Marks: 100

Min. Marks: 40

Credits: 04

Duration: 2 ½ Hrs

Learning Outcomes: On successful completion of the course, the student will be able to:

1. Discover the evolution of religion from Nature worship to Monotheism
2. Understand the basic ethos of Aryan social life
3. Appreciate the literary and scientific heritage of ancient India

Note: Examiners are requested to make questions as per Under Graduate level and refrain from framing PG level questions for the same topic.

Unit - I

1. Indus religion, Vedas and Upanishadic Philosophy.
2. Jainism and Buddhism – Contribution to Indian society and culture.

Unit - II

1. Varnashram System.
2. ShodashSanskars and Purusharths
3. Centres of education in ancient India.

Unit -III

1. Cultural and Literary significance of Ramayan, Mahabharat, Bhagwat Gita and Purans
2. Basic Principles of Shaivism and Vaishnavism
3. Literary and scientific development – Kalidas, Aryabhata, Varahmihir and Charak, **Kautilya.**

Reference Books

- Luniya, B.N., (2009), Life and culture in ancient India, Laxminarayan Agarwal.
- Mookerji, R.K., (2011) Ancient Indian Education: Brahminical and Buddhist (New Ed), Motilal Banarsidas.
- Srivastava, K.C. (2001) Prachin Bharat Ka ItihaasTathaSanskriti, United Book Depot.
- Majumdar, R.C., The History and Culture of Indian People, Bhartiya Vidya Bhawan Series.
- Panikkar, K.M. (1964), Essential features of Indian Culture, Bhartiya Vidya Bhawan Series.
- Brown Percy, Indian Architecture(Buddhist and Hindu), Read Books
- Prakash Om, Cultural history of India, New Age International Publishers
- Sharma, M.L. (1968), Indian Culture and Civilization, India Book House.
- Thapar, Romilla (2006), Ancient Indian Social History: Some Interpretations, Orient Longman.
- Jayapalan, N. (2001) A History of Indian Culture, Delhi, Atlantic Publishers and Distributors.
- Basham, A.L.(1971) The wonder that was India, Vol 1, Mumbai, Roopa,.
- Hiriyanna M.,(1995) Essential of Indian Philosophy, Delhi, Motilal Banarsidas.
- Rizvi S.A.A, (1993) The Wonder that was India Vol. I & II, London, 1987, Delhi Foundation Books.
- Tiwari, Kalika Prasad, (2001) Foundations of Indian Culture, Jaipur, Pointer Publishers.

HIS-102: भारतीय संस्कृति व विरासत का इतिहास.८

अधिकतम अंक:100

न्यूनतम अंक : 40

श्रेय: 04

अवधि रू2½घंटे

Note: Examiners are requested to make questions as per Under Graduate level and refrain from framing PG level questions for the same topic.

इकाई-1

- 1 सैन्धव धर्म, वैदिक व औपनिषदिकदर्शन।
- 2 जैन व बौद्ध धर्म-भारतीय समाज व संस्कृतिमेंयोगदान।

इकाई-2

1. वर्णाश्रमव्यवस्था।
2. षोडशसंस्कार व पुरुषार्थ।
3. प्राचीनभारतमेंशिक्षा के केन्द्र।

इकाई-3

1. रामायण, महाभारत, गीता व पुराणों की सांस्कृतिक व साहित्यिकमहत्ता।
2. शैवमत व वैष्णवमत के मूलभूतसिद्धांत।
3. साहित्यिक ववैज्ञानिकविकास-कालिदास, आर्यभट्ट, वराहमिहिर व चरक,कौटिल्य।

HIS-202: HISTORY OF INDIAN CULTURE AND HERITAGE-II

Max. Marks: 100

Min. Marks: 40

Credits: 04

Duration: 2 ½ Hrs

Learning Outcomes: On successful completion of the course, the student will be able to:

1. Appreciate the nuances of Hindu and Buddhist art forms
2. Trace the growth of Bhakti Movement and Sufism with reference to contemporary literature
3. Study the pioneers of Indian renaissance in colonial India

Note: Examiners are requested to make questions as per Under Graduate level and refrain from framing PG level questions for the same topic.

Unit - I

1. Mauryan, Mathura and Gandhar Art.
2. Hindu Temple Architecture: North India with reference to Guptas and South with reference to Pallava, Ajanta & Ellora Caves.

Unit - II

1. Basic Principles: Bhakti Movement, Islam and Sufism.
2. Features: Mughal Architecture and Painting.
3. Contributions of Amir Khusro, Tulsidas & Surdas to Indian Culture

Unit - III

1. Chief Characteristics of Neo-Classical, Neo-Gothic and Indo-Saracenic Architecture in Bombay, Calcutta and Madras
2. Socio Religious Reform Movement – Brahmo Samaj, Arya Samaj and Ramkrishna Mission.
3. Literary Heritage-Rabindranath Tagore and Premchand, Mahadevi Verma.

Reference Books

- Mitter, Partha (2001) Indian Art, Oxford University Press.
- Nath, R. (1995) Elements of Indian Art and Architecture, Historical Research Documentation Programme.
- Ahir, D.C. (2003) Buddhist sites and shrines in India – History of Art and Architecture, IndiaBookCenter.
- Brown, Percy (2007) Indian painting under the Mughals, Penguin Books.
- Volwahn, Andreas (2004) Splendors of Imperial India: British Architecture in the 18th and 19th Century, Prestel Publishing.
- Pande, Rekha (2005) Religious movements in Medieval India, Gyan Publishing House.
- Losensky Paul; Sharma Sunil (2011) In the bazaar of Love: The selected Poetry of Amir Khusro, Penguin Books
- Michell, George (2000) Hindu Art and Architecture, Thames & Hudson.
- Mishra, D.B. (2006) Heritage of Indian Art and Architecture, Kalyani Publishers.

HIS-202: भारतीय संस्कृति व विरासत का इतिहास-II

अधिकतम अंक:

न्यूनतम अंक :40

श्रेय: 04

अवधि:2½घंटे

Note: Examiners are requested to make questions as per Under Graduate level and refrain from framing PG level questions for the same topic.

इकाई-1

1. मौर्य, मथुरा व गांधारकला ।
2. हिन्दुमंदिरस्थापत्य : उत्तरभारतमें गुप्तों व दक्षिणभारतमें पल्लवों के संदर्भमें, अजंता और एलोरा की गुफाएँ ।

इकाई-2

- 1 मूलसिद्धांत : भक्तिआंदोलन, इस्लाम व सूफीवाद ।
- 2 विशेषतायें : मुगलस्थापत्य व चित्रकला ।
- 3 अमीर खुसरो व तुलसीदास, सूरदास का भारतीय संस्कृतिमें योगदान ।

इकाई-3

1. बोम्बे, कलकत्ता व मद्रासमें निहित निओ – क्लासिकल, निओ-गोथिक व इंडो-सारसेनिकस्थापत्य ।
2. धर्म व समाजसुधारआंदोलन-ब्रह्मसमाज, आर्यसमाज व रामकृष्ण मिशन ।
3. साहित्यिकविरासत: रवीन्द्रनाथटैगोर व प्रेमचंद महादेवी वर्मा ।

HIS-602(A): HISTORY OF MODERN WORLD - II

Max. Marks: 100

Min. Marks: 40

Credits: 04

Duration: 2 ½ Hrs

Learning Outcomes: On successful completion of the course, the student will be able to:

1. Tabulate the events that pushed the world towards two world wars
2. Study the rise of communism and fascism in Asia and Europe
3. Comprehend the epochal events of the first half of the twentieth century and correlate them with India

Note: Examiners are requested to make questions as per Under Graduate level and refrain from framing PG level questions for the same topic.

Unit - I

1. William Kaiser and the Dream of Greater Germany.
2. First World War – Causes and Result.
3. Emergence of Modern Turkey under Mustafa Kamal Pasha.

Unit - II

1. Russian Revolution of 1917
2. Rise of Fascism – Domestic and Foreign Policy of Mussolini.
3. Rise of Nazism – Domestic and Foreign Policy of Hitler

Unit - III

1. Militarization of Japan (Meiji Restoration to 1945)
2. Second World War – Causes and Result, **Formation of UNO.**
3. Emergence of Communist China – Sun Yat-Sen, Chiang Kai Shek, Mao-Tse Tung (1911-1945)

Reference Books

- Hazen, C.D.(1909)Modern European History, Bell
- Sen, S.N. (1991) Europe and the world 1763 – 1945, New Age International.
- Rao, C.V., (2015) World History, Sterling Publishers
- Bhattacharjee, Arun, A History of Europe 1789 – 1950, Himalaya Publications.
- Hayes, J.H. A Political and Cultural History of Modern Europe (Vol I & II)
- Davies, HA, (1968) Outline; History of the World ed.5..
- Thompson David (1957, 1966), Europe since Napoleon, Penguin.,
- Dayal, Raghubir, Textbook of Modern European History 1789 – 1939.
- Grant, Temperley, Europe in the Nineteenth and Twentieth Century.

HIS-602(A): आधुनिक विश्व का इतिहास. II

अधिकतम अंक: 100

न्यूनतम अंक: 40

श्रेय: 04

अवधि रू2½घंटे

Note: Examiners are requested to make questions as per Under Graduate level and refrain from framing PG level questions for the same topic.

इकाई-1

1. विलियमकैसर व वर्हतरजर्मनी का सपना।
2. प्रथमविश्व युद्ध –कारण व परिणाम।
3. आधुनिकतुर्की व मुस्तफाकमालपाशा।

इकाई-2

1. रूसीक्रांति 1917
2. फासीवाद का उदय –मुसोलिनी की गृह व विदेशनीति।
3. नाजीवाद का उदय –हिटलर की गृह व विदेशनीति।

इकाई-3

1. जापान का सैन्यकरण (मेजी युग से 1945 तक)।
2. द्वितीय विश्व युद्ध –कारण व परिणाम, यू.एन.ओ का गठन।
3. साम्यवादीचीन का उदय –सुनयात-सेन, च्यांगकाई-शेक, माओ-त्से-तुंग (1911-1945)

**SOPHIA GIRLS' COLLEGE,
(AUTONOMOUS)
AJMER**



**Scheme of Examination
And
SYLLABUS**

**2022-23(Batch)
FOR
MASTER OF ARTS
(HISTORY)**

**Under
Choice Based Credit System**

Semester - I to IV

HISM 302: Making Of British India-Administrative And Social Reforms

Max. Marks: 100

Min. Marks: 40

Credits: 06

Duration 3 hr

Learning Outcomes: On successful completion of the course, the students will be able to:-

1. Discuss the administrative policies of the Britishers in the Indian sub-continent from 18th-20th century
2. Define how the British legislative policies transformed the political, administrative and social outlook of the region.
3. Understand the various social reforms implemented by the colonial state and how they were perceived by the indigenous population

Unit I-Administrative Reforms

Colonization of Indian Administration - Central, Provincial and Local Self Governments

Arms of British Indian State- Army, Police, Judiciary and Civil Service.

Unit II-Legislative Reforms

Factors shaping the constitutional Development in India during Colonial Times. The Regulating Act of 1773; The Pitt's India Act of 1784; The Reforming Act of 1786; The 1793 Act

Charter Act of 1813; **Growth of legislature between 1833 to 1909. Charter Act of 1833; The 1853 Act; Govt. of India Act 1858, Indian Council Act 1861, Indian Council Act 1892.**

Unit III-Social Reforms

Christian Missionaries; Social Reforms-Sati, Infanticide, Hindu Widow Remarriage Act, Age of Consent Bill

Modern Western Education and Growth of Press

Reference books:

- Hunter W.W. Earl of Mayo, Obscure Press, 2013
- Moulton, E.D. Lord North brook's Indian Administration 1872-1876, Asia Publishing House, 1968
- Balfaur, E. Lord Lyton's Administration, 1876-80, London, 1899
- Davies C.C. Problem of North West Frontier, Cambridge University Press, 1932
- Gopal S. The viceroyalty of Lord Ripon 1880-84, London, 1899
- Dodwell H. (ed.) Cambridge History of India Vol. VI, Cambridge, 1934

- Dilks, David: Curzon in India 3 Vol.
- S. Chakarvarty : From Khyber to Oxus
- Banerji A C., The conquest of Burma
- Prasad, Bishweshwar, Bondage and Freedom Vol. 2 : The Foundations of India's Foreign Policy, 1860-1882
- Garrett G.T., Thompson, Edward : The Rise and Fulfilment of British Rule in India, London , 1934

HISM 302: ब्रिटिश भारत का निर्माण—प्रशासनिक और समाजिक सुधार

अधिकतम अंक: 100

न्यूनतम अंक : 40

श्रेय 06

अवधि : 3 घंटे

इकाई I—प्रशासनिक सुधार

भारतीय प्रशासन का उपनिवेशीकरण—केंद्रीय, प्रांतीय और स्थानीय स्वशासन
ब्रिटिश भारतीय राज्य के आधार—सेना, पुलिस, न्यायपालिका और सिविल सेवा।

इकाई II—विधायी सुधार

उपनिवेशिक काल के दौरान भारत में संवैधानिक विकास को आकार देने वाले कारक | 1773 का विनियमन अधिनियम, 1784 का भारत अधिनियम, 1786 का सुधार अधिनियम, 1793 अधिनियम,

1813 का चार्टर अधिनियम, 1833 से 1909 के बीच विधायिका का विकास। 1833 का चार्टर अधिनियम, 1853 अधिनियम, भारत सरकार अधिनियम, 1858, भारतीय परिषद् अधिनियम, 1861, भारतीय परिषद् अधिनियम, 1892.

इकाई III—सामाजिक सुधार

ईसाई मिशनरी के सामाजिक सुधार—सती, बालिका शिशु हत्या, हिंदू विधवा पुनर्विवाह अधिनियम, सम्मति आयु अधिनियम, 1891
आधुनिक पश्चिमी शिक्षा और प्रेस की वृद्धि

HISM-304: MODERN INDIAN THINKERS

Max. Marks: 100

Min. Marks: 40

Credits: 06

Duration: 3 hrs.

Learning Outcomes: On successful completion of the course, the students will be able to:-

1. Appreciate the different intellectual traditions that developed in the modern India in relation to the various socio religious reform movements of the 19th and 20th century
2. Understand the liberal and socialist ideologies that developed in modern India and how these thinkers influenced, interacted, adopted and adapted various intellectual thought processes to develop a syncretic intellectual tradition
3. Comprehend the particularist ideologies which were both rooted in their socio cultural milieu as well as was a progression from the existing cognitive tradition.

Unit I-Emergence of Socio-Religious and Nationalist Thinkers

Raja Ram Mohan Roy

Ishwar Chandra Vidyasagar

Swami Dayanand Saraswati

Swami Vivekanand

Bal Gangadhar Tilak

Jyotiba Phule

Unit II-Impact of Liberal and Socialist Thought

Sri Aurobindo

Rabindranath Tagore

Jawaharlal Nehru

Annie Beasant

Subhash Chandra Bose

B.R. Ambedkar

Unit III-Particularist Ideologies

V.D. Savarkar

M.S. Golwalkar

Sir Syed Ahmad Khan

Mohammad Iqbal

Mohammad Ali Jinnah.

Reference books:

- Political Thought in Modern India, Thomas Pantham & Kenneth L. Deutsch (Editors), Sage Publications, New Delhi, 1986.
- Indian Political Thinking in the Twentieth Century: From Naoroji to Nehru- An Introductory Survey, A. Appadorai, Oxford University Press, 1971.
- Modern Indian Political Thought, Sabjar Ghose, Allied Publishers, Delhi, 1973.
- Modern Indian Political Thought, V.P. Verma, Laxmi Narain Agrawal, Agra, 1974.(Also in Hindi Translation)
- Indian's Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose.
- Mahatma Gandhi, Rabindra Bath Tagore, D.G. Dalton. Academic press, Delhi, 1982.
- Indian Politics from Dadabhai Naoroji to Gandhi: A Study of Political Ideas of Modern India, K.P. Karunakaran, Gitanjali, New Delhi, 1975

HISM 305(B): HISTORY OF INDIAN CINEMA AND SOCIAL REALITIES

Max. Marks: 100

Min. Marks: 40

Credits: 06

Duration: 3 hrs.

Learning Outcomes: On successful completion of the course, the students will be able to:-

1. Trace the evolution of Indian Cinema.
 2. Understand and contextualize the socio-political realities as depicted through cinema.
 3. Study the impact of parallel cinema on society and understand the new trends emerging in Indian cinema
- Module

Unit I-Indian Cinema

Approaches to Cinema Studies; Brief History of Indian Cinema; Role of Cinema and Indian Nationalism, Partition and Cinema

Reflections of Social Realities- Caste and Class, Communalism, Gender

Unit II-Spatial Transformations and Cinema

Representation of Village in Cinema; Urbanity and Slums; Globalisation, Diaspora and Indian Cinema

Unit III-Trends in Indian Cinema`

Parallel Cinema; Biopics; Violence, Protest and Subversion, OTT Platforms & Hegemony.

Reference books:

- Baskaran Theodore S, History through the lens -Perspectives on South Indian Cinema, OrientBlackSwan, 2009
- Braudy Leo et al, FilmTheory and Criticism, Oxford University Press, 2009. Breckenridge Carol (ed.), Consuming Culture, University of Minnesota Press, Minneapolis, 1995
- Chakravarty Sumita, National Identity in Indian Popular Cinema, : University of Texas Press, Austin, Texas ,1993
- Chatterjee Gayatri, Mother India, British Film Institute, 2002
- Chopra Anupama, Dilwale Dulhania Le Jayenge, British Film Institute
- Corrigan Timothy, Critical Visions in Film Theory, Bedford, 2010
- Desai Jigna, Beyond Bollywood: The Cultural Politics of South Asian Diasporic Film, Routledge, London, 2004
- Deshpande Aniruddha, Class, Power & Consciousness in Indian Cinema & Television, Primus Books, 2013
- Dissanayake Wimal, Sholay: A Cultural Reading, Wiley Eastern Ltd, New Delhi, 1992
- Dix Andrew, Perter Barry, Beginning of Film Studies, Manchester University Press, 2008
- Dwyer Rachel and Christopher Pinney (eds.), Pleasure and the Nation, OUP, New Delhi, 2001

HISM 305(B): भारतीय सिनेमा का इतिहास और समाजिक वास्तविकताएं

अधिकतम अंक: 100

श्रेय 06

न्यूनतम अंक : 40

अवधि : 3 घंटे

इकाई I—भारतीय सिनेमा

सिनेमा अध्ययन के दृष्टिकोण, भारतीय सिनेमा का संक्षिप्त इतिहास; सिनेमा में भारतीय राष्ट्रवाद की भूमिका, विभाजन और सिनेमा

सामाजिक वास्तविकताओं के प्रतिबिंब—जाति और वर्ग, साम्प्रदायिकता—लैंगिकता

इकाई II—स्थानिक रूपांतरण और सिनेमा

सिनेमामेंगॉव का प्रतिनिधित्व—नगरीयताऔरमलिनबस्तियां—वैश्वीकरण, प्रवासऔरभारतीय सिनेमा

इकाई III—भारतीय सिनेमा की प्रवृत्ति

समानांतरसिनेमा—बायोपिक—हिंसा, विरोध औरविकृति;ओटीटी प्लेटफॉर्म और आधिपत्य।

SGCA

**SOPHIA GIRLS' COLLEGE (AUTONOMOUS)
AJMER**



**Scheme of Examination
And
SYLLABUS**

2022-23 (Batch)

FOR

**Bachelor of Science (Math)
(Mathematics)**

**Under
Choice Based Credit System
Semester – I to VI**

MAT – 501 : Complex Analysis

Max. Marks: 75

Min. Marks: 30

Credit: 03

Duration: 2 ½ Hrs

Learning Outcome:

On successful completion of the course, students will be able to:

1. Analyze Analyticity of function and Construct analytic function by Milne Thomson method.
2. Apply the concepts of the conformal mapping, bilinear transformation in real life problems.
3. This paper will help in skill development in the field of higher order research related to Complex Analysis.

Unit – I

Complex number as ordered pairs, complex plane, geometrical representation of complex numbers, conjugate complex numbers, Connected and Compact sets, Curves and Regions in complex plane, statement of Jordan Curve Theorem, Extended complex plane, Stereographic projection

Unit – II

Limit, Continuity and Differentiability of complex valued function, Analytic function, Necessary and Sufficient condition for analytic function, Cauchy -Riemann Equations (Cartesian and Polar form) Harmonic function, Conjugate Harmonic function, Construction of an analytic function by Milne Thomson method.

Unit – III

Conformal mapping, Isogonal mapping, Necessary and sufficient conditions for a conformal mapping. Some elementary transformations: Translation, Rotation, Magnification, Inversion. Linear transformation,

Bilinear transformation, Properties of Bilinear transformation, Cross ratio, Invariant point of Bilinear transformation.

Reference Books:

- Ponnusamy S.. *Foundations of Complex Analysis*, Narosa Book Distributors.
- Sharma, J.N. *Functions of a Complex Variable*, Krishna Prakashan, Meerut.
- Gokhroo, D.C. and Gokhroo Anil. *Complex Analysis*, Navkar Prakashan, Ajmer.
- Singh, M.P., *Complex Analysis*, Omega Publication.

MAT - 501 सम्मिश्र विप्लेषण

अधिकतम अंक : 75

न्यूनतम अंक : 30

क्रेडिट : 3

अवधि : 2 ½ घंटे

इकाई – I

दूरीक कर्मित युगम के रूप में सम्मिश्र संख्याएँ, सम्मिश्र समतल, सम्मिश्र संख्याओं का ज्यामिति निरूपण, संयुग्मी सम्मिश्र संख्याएँ, संबंध तथा संहत समुच्चय, सम्मिश्र तल में वक्र तथा क्षेत्र, जार्डन वक्र प्रमेय का कथन, विस्तारित सम्मिश्र तल तथा त्रिविम प्रक्षेप।

इकाई – II

सम्मिश्र चरों के सम्मिश्र फलनों की सांतत्यता एवं अवकलनीयता, विप्लेषिक फलन, विप्लेषिक फलन के लिए आवश्यक एवं पर्याप्त प्रतिबन्ध, कोषी-रीमान समीकरण (कार्तिय एवं ध्रुवीय रूप), प्रसंवादी फलन, संयुग्मी प्रसंवादी फलन, मिलने थॉम्सन विधि द्वारा विप्लेषिक फलन की रचना।

इकाई – III

अनुकोण प्रतिचित्रण, तुल्याकोणी प्रतिचित्रण, अनुकोण प्रतिचित्रण के लिए आवश्यक एवं पर्याप्त प्रतिबन्ध, कुछ प्रारम्भिक रूपान्तरण : स्थानान्तरण, घूर्णन, आवर्धन, प्रतिलोमन, रैखिक रूपान्तरण, द्विरैखिक रूपान्तरण, द्विरैखिक रूपान्तरण के गुणधर्म, वज्रानुपात, द्विरैखिक रूपान्तरण के निष्चर बिन्दु।

निर्देशांक पुस्तकें

- गोखरु, डी. सी. एवं गोखरु, अनिल, सम्मिश्र विश्लेषण, नवकार प्रकाशन, अजमेर।
- चौरसिया, गोयल, शर्मा, सम्मिश्र विप्लेषण, आर . बी . डी . ।

MAT-503: Practical

Max. Marks: 50

Min Marks: 20

Credit: 02

Duration: 3 Hrs

1. The MATLAB Environment, MATLAB Basics - Variables, Numbers, Operators, Expressions, Input and output.
2. Vectors, Arrays - Matrices.
3. Built-in Functions and User defined Functions.
4. Files and File Management - Import/Export, Basic 2D, 3D plots, Graphic handling.

5. Use of MATLAB in Matrix Addition, multiplication, subtraction.
6. Symbolic Calculation-symbols, differentiation, integration, etc.
7. Conditional Statements, Loops.

Reference Books:

- Agam Kumar Tyagi, "MATLAB and Simulink for Engineers", Oxford.

MAT-503: प्रायोगिक

अधिकतम अंक: 50

न्यूनम अंक: 20

क्रेडिट: 02

अवधि : 3 घंटे

1. MATLAB पर्यावाण MATLAB मूल बातें – चर, संख्याएं, ऑपरेटर, अभिव्यक्ति, इनपुट और आउटपुट।
2. सदिष, सरणिया, मैट्रिसेज
3. अंतर्निहित कार्य और उयोगकर्ता परिभाषित कार्य।
4. फाइले और फाइल प्रबंध – आयात / निर्यात, मूल 2D, 3 D प्लॉट, ग्राफिक हैडलिंग।
5. मैट्रिक्स जोड, गुणा, घटाव में MATLAB का उपयोग।
6. प्रतीकात्मक गणना – प्रतीक, अवकलन समाकलन।
7. सषर्त विवरण, लूप्स।

**SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER**



Scheme of Examination

And

SYLLABUS

2022-23 (Batch)

FOR

**MASTER OF ARTS
(PSYCHOLOGY)**

Under

Choice Based Credit System

Semester – I to IV

PSYM-101: Systems and Theories of Personality

Max Marks: 100
Credit: 06

Min. Marks: 40
Duration: 03 hrs

Learning Outcomes:

On successful completion of the course, the student will be able to:-

1. Summarize and interpret the psychodynamic theories of personality.
2. Discuss the significance of personality theories and constructs.
3. Analyze personality related processes that underlie individual differences in behavior.

UNIT-I

- **The Psychoanalytical theory:** Sigmund Freud.
- **Analytical Theory (PostFreudian):** Carl Jung.
 - Individual Theory (PostFreudian): Alfred Adler.
 - Neo-Psychoanalytical Theory: Karen Horney.
 - Neo-Psychoanalytical Theory: Erich Fromm.
- **Interpersonal Theory:** Harry S. Sullivan.

UNIT-II

- **Life-Span approach to Personality:** Erik Erickson.
- **Theory of Needs:** Henry Murray.
- **Trait Approach to Personality:** Gordon Allport.
 - Trait Approach to Personality: Raymond Cattell. (Factor Theory)
 - Trait Approach to Personality: Hans Eysenck. (Factor Theory)
 - Other Trait Theorists: Robert McCrae and Paul Costa (Five-Factor Model).
- **Temperament Theory:** Arnold Buss and Robert Plomin.
- **Humanistic Theory of Personality:** Abraham Maslow and Carl Rogers.

UNIT-III

- **Construct Theory of Personality:** George Kelly.
- **Behavioral Theory of Personality:** B.F. Skinner.

- **Social Learning Theory: Albert Bandura.**
- **Social Learning Theory: Julian Rotter.**
- **Limited domain Theories of Personality.**
 - **Need Achievement Theory: McClelland.**
 - **Sensation Seeking: Morvin Zuckerman.**
 - **Theory of Learned Helplessness: Martin E.P. Seligman.**
- **Field Theory of Personality: Kurt Lewin.**

Reference Books

- Frager, R. & Fadiman, J. (2007). *Personality and personal growth*. (6th Ed). India: Pearson Prentice Hall.
- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. (4th Ed). India: Wiley.
- Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). *Introduction to personality*. John Wiley & Sons.
- Hall, C.S., Lindzey, G. & Campbell, J. B. (1998). *Theories of Personality*. (3rd Ed) New York: John Wiley & Sons.
- Pervin, L.A. (1996). *The science of personality*. NY: John Wiley & Co.
- Feshbach, S. & Weiner, B. (1991) (3rd Ed). *Personality*. Toronto: Health & Co.

Pedagogy: Students should be acquainted with the different elements of Psychology, various philosophies and contributions made by various Scholars of different schools. They should be motivated to interact amongst themselves to explore more in Psychology.

PSYM-102: Cognitive Psychology- I

Max Marks: 100

Credit: 06

Min. Marks: 40

Duration: 03 hrs

Learning Outcomes:

On successful completion of the course, the student will be able to:

1. Understand the historical development of Cognitive Psychology.
2. Explain the organization of basic cognitive functions with respect to perception, emotion and cognition.
3. Discuss the relevance of higher cognitive processes for understanding human behavior.

UNIT – I

- **Introduction to Cognitive Psychology:**
 - **Definition, History of Cognitive Psychology (Brief Introduction).**
 - **Cognitive Neuroscience (Brief Introduction).**

- **Approaches**

- Information Processing, Ecological, Connectionist and Evolutionary

- **Attention**

- Processing Capacity and Selective Attention
- Models of Selective Attention
- Automaticity and Effect of Practice
- Divided Attention- Dual- Task Performance, The Attention Hypothesis of Automatization

UNIT – II

- **Perceptual Processes**

- Theoretical Approaches- Gestalt, Ecological, Physiological, Computational, Bottom-Up and Top-Down Processing
- Perceptual Learning, Culture and Perception
- Signal Detection Theory- Assumptions and Applications
- Subliminal Perception and related factors

- **Emotion and Cognition**

- Dimensional approaches, manipulating and measuring emotion
- Emotional Learning
- Emotion and Declarative Memory
- Emotion, Attention & Perception

UNIT – III

- **Memory and Forgetting**

- **Sensory Memory**

- Iconic and Echoic Memory

- **Short Term Memory**

- Capability and Coding , Retention duration and Forgetting, Retrieval of information
- Working Memory

- **Long-Term Memory**

- Capacity and Coding, Retention duration and Forgetting, Retrieval of information.

- Sub Divisions- Semantic- Episodic memory, Implicit – Explicit memory, Declarative – Procedural memory
- **Reconstructive nature of memory-** Autobiographical memory, Flashbulb Memories, Eyewitness memory, The Recovered / False Memory Debate

Reference Books

- Galotti, K.M. (2014). *Cognitive Psychology In and Outside Laboratory*(5th Ed). Greater Noida: Sage Publications India
- Solso R.L., Maclin O.H. &Maclin M.K. (2014). *Cognitive Psychology* (8th Ed). Noida: Pearson India Education.
- Riegler G.B. &Riegler B.R. (2008). *Cognitive Psychology – Applying the Science of the Mind*. New Delhi: Pearson India Education.
- Hunt R. & Ellis H. (2007). *Fundamentals of Cognitive Psychology* (7thEd.) Delhi: Tata McGraw.
- Smith E.E. &Kosslyn S.M. (2007). *Cognitive Psychology – Mind and Brain*. New Delhi: Prentice Hall India.
- Sternberg, R.J. (1999). *COGNITIVE PSYCHOLOGY*(4TH ED). Fort Worth : Harcourt Brace College Publisher

Pedagogy: The nature, meaning and other basic elements regarding cognition, attention, perception, emotion and memory will be discussed in the class.

PSYM – 103: Neuro-Psychology- I

Max Marks: 100
Credit: 06

Min. Marks: 40
Duration: 03 hrs

Learning Outcomes:

On successful completion of the course, the student will be able to:

1. Understand the foundations of Neuro Psychology.
2. Explain the neuropsychological basis of attention and perception.
3. Discuss the neuropsychological basis of memory, sleeping and waking.

Unit - I

○ Introduction to Neuropsychology

- Definition, History of Neuropsychology (Brief Introduction)
- Methods/ Techniques
- Laterality

○ Neuroanatomy

- Structure and Functions - Neurons, CNS, PNS and Neurotransmitters

Unit - II

○ Neuropsychology of Attention

- Sub Cortical Structure influencing Attention
- Cerebral Cortex and Attention;
- Disorders of Attention

○ Neuropsychology of Sensory and Perceptual Processes

- Sensory and Perceptual Processes - Visual, Auditory and Somatosensory
- Neuropsychology of Motor Skills
- Disorders of Sensory and Perceptual Processes

Unit - III

○ Neuropsychology of Memory

- Neuropsychological Basis of LTM, STM and Working Memory
- Disorders of Memory

○ Neuropsychology of Sleeping and Waking

- Psychological and Neurobiological aspects
- Disorders of Sleep

Reference Books:

- Kalat, J. (2022). *Biological Psychology* (13th Ed): India.Cengage Learning India Pvt Ltd
- Elias, L. & Saucier, D. (2018). *Neuropsychology: Clinical and Experimental Foundations*. Pearson Education Limited.
- Klein, S.B. & Thorne, M.B. (2006). *BIOLOGICAL PSYCHOLOGY*. New York: Worth Publishers.
- Solso, R.L. (2004). *COGNITIVE PSYCHOLOGY (8TH ED)*. ND: Person Education.
- Zilmer, E.A. & Spears, M.V. (2001). *PRINCIPLES OF NEUROPSYCHOLOGY*. Canada: Wadsworth.
- Sternberg, R.J. (1999). *COGNITIVE PSYCHOLOGY (4TH ED)*. Fort Worth: Harcourt Brace College Publisher.
- Carlson, N. (2007). *PHYSIOLOGY OF BEHAVIOR (6TH ED)*. Boston: Allyn and Bacon.
- Best, J.B. (1995). *COGNITIVE PSYCHOLOGY*. MN: West Publishing Co.
- Walsh, K. (1994). *NEUROPSYCHOLOGY: A CLINICAL APPROACH*. ND: Churchill Livingstone.

Pedagogy: Classroom discussions may focus the structure, functions of nervous system with special reference to its effects on Behaviour.

PSYM-104: Basic Research Methods and Statistics

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hr

Learning Outcomes:

On successful completion of the Course the student will be able to:

- Understand the meaning, nature and other related concepts to research
- Enumerate various sources and techniques of data collection
- Inspect the application of qualitative and quantitative analysis in behavioural sciences

UNIT – I

○ Research

- Meaning, Objectives, Types and Formulation- Research Problem, Hypothesis and Variables

○ Research Design

- Meaning, purpose, principles and important concepts related to research design.
- Research designs in case of Exploratory, Descriptive, Diagnostic and Hypothesis testing research designs.
- **Research Designs:** Between-group; Within-group design.

○ Sampling

- Probability, Non Probability and Complex random sampling designs.

UNIT – II

○ Sources of Primary and Secondary data

- Including Library and E-resources

○ Techniques of Quantitative and Qualitative Data Collection

- Interview, Schedule, Questionnaire, Observation & Oral history.
- Case Study & Content Analysis.

○ Qualitative Analysis (Conceptual Foundation)

- Phenomenological Analysis; Grounded Theory; Narrative Analysis; Conversation Analysis and Discourse Analysis.

UNIT – III

○ Analysis of Quantitative data (Conceptual Foundations)-

- Characteristics of Normal Probability Curve
- Measures of Central tendency (Mean, Median, Mode)
- Measures of Dispersion (Standard deviation, Quartile Deviation)
- Correlational Analysis
- Regression Analysis
- Factorial Analysis

○ An Overview of Hypothesis Testing (Conceptual Foundations)-

- A detailed discussion of t, F, Z, Chi-square tests

○ Analysis of Qualitative data (Conceptual Foundations)-

- Successive Approximation and The Illustrative Method

Reference Books:

- Aron, A., Coups, E. & Aron, E. (2019). *Statistics for Psychology* (6th Ed). India: Pearson Publications.
- Kerlinger F.N. (2017). *Foundation of behavioral research* (3rd Ed). New Delhi: Surjeet Publications.
- Veeraraghavan, V and Shetgovekar, S. (2016). *Textbook of Parametric and Non Parametric Statistics*. SAGE India: Sage Publications Ind Pvt Ltd.
- Garrett H. E. (2022). *Statistics in Psychology and Education*. Vakils. Feffer & Simons Ltd.
- Kothari, C.R. (2008). *Research Methodology- Methods and Technique*. New Delhi: Wiley and Eastern Limited
- Babbie, E.R. (2005). *Survey Research Methods*. Belmont California: Wadsworth Publishing Company.
- Singh, A.K. (2002). *Tests, Measurements and Research Methods in Behavioral Sciences*. Patna: BB printers
- Sellitz, et al. (2003). *Research Methods in Social Relations*. New York.
- Black, T. (2001). *Understanding Social Sciences Research*. New Delhi: Sage Publication.
- Mangal, S.K. (2000) *Statistics in Psychology and Education*. McGraw Hill Publication
- Broota, K.D. (1992). *Experimental Design in Behavioral Research*. Willey Eastern Ltd.
- Rosenburg, K. (1990). *Statistics for Behavioural Sciences*. W.C. Brown Publishers.

Pedagogy Students will be encouraged to have discussion on published research articles to understand the nature, meaning, methodology, the various steps and process involved in research.

PSYM-105: PRACTICALS

Max Marks: 100

Credit: 6

Min. Marks: 40

Duration: 05 hr

Learning Outcomes:

On successful completion of the Course the student will be able to :-

- Conduct and administer psychological experiments and tests.
- Apply different research designs to plan research proposal
- Sensitize students to understand the concerns related to special population.

1. Personality – Self Report Inventory (any 1)
2. Personality – Projective Test (any 1)
3. Experiment – Forgetting Curve
4. Test of Adjustment
5. Test of Emotional Intelligence
6. Plan Research Study on any two of the following Research Designs :-
 - i. Exploratory Design
 - ii. Descriptive Design
 - iii. Diagnostic Design
 - iv. Hypothesis testing Design
7. Outreach Programme (Volunteer Services) for a duration of 7-10 days in any one of the following psychologically relevant settings:-
 - i. Schools
 - ii. N.G.O.
 - iii. Old Age Homes
 - iv. Inclusive institutions
 - v. Orphanages etc.

Pedagogy: The students will be acquainted by the process of psychological test administration and conduction of psychological experiments.

Written Test and Lab Work	50 Marks
Record Work	30 Marks
Viva	20 Marks

PSYM-201: Applied Social Psychology

Max Marks: 100
Credit: 06

Min. Marks: 40
Duration: 03 hrs

Learning Outcomes:

On successful completion of the course, the students will be able to:

1. Examine the concept of social behavior and interpersonal approaches.
2. Explain the concept of communication and sensitize towards social issues
3. Assess the concerns raised by population problems and environmental issues.

UNIT I

○ **Social Behaviour and Social Relations:**

- **Prosocial Behaviour and aggression:** Nature and Bio-psycho-social causes with theoretical explanations. Promoting prosocial behaviour and controlling aggression.
- **Interpersonal Attraction:** nature, determinants and theoretical approaches.

UNIT II

○ **Self and Communication:**

- **The Self in a Social world:** self-concept, self-esteem, perceived self-control, self serving bias and self presentation
- **Communication:** Types of communication, Barriers in communication

○ **Social Problems:**

- Gender Discrimination and Violence against Women
- Human Rights of children, women and disabled
- Mass media - Effect on social behaviour
- Casteism, Communalism, Terrorism - Causes and consequences

UNIT III

○ **Problems of Population and Globalization:**

- Causes and Consequences of population explosion in India, community awareness programmes for population control
- Globalization and its psychosocial effects
- Causes and consequences of unemployment

○ **Environmental issues:**

- Stress and health hazards in relation to crowding, density, territoriality, privacy and personal space
- Causes and psychosocial consequences of urbanization, problems of urban development and intervention strategies
- Environmental protection

Reference Books :

- Crisp, R.J. and Turner, R.N. (2017). *Essential Social Psychology*. (3rd Ed). Sage Publications India Pvt. Ltd.
- Ahuja, R. (2014). *Social Problems in India*. (3rd Ed). Rawat Publication.
- Bechtel, R. B. (1997). *Environment and Behaviour – An introduction*. Sage Publications.
- Baron, R. A., Byrne, D. and Branscombe, N.R. (2007). *Social Psychology*. (11thEd). Pearson. Practice Hall.
- Chadha, N. K. (2012). *Social Psychology*. New Delhi: Macmillan Publishes India Limited.
- Brickman, L & Rag, D.J. (1997). *Handbook of social research*, Sage.

PSYM-202: Cognitive Psychology- II

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hr

Learning Outcome

On successful completion of the course, the students will be able to:-

- Understand the basic concepts in the field of Psycholinguistics
- Inspect the concept of creativity and intelligence.
- Evaluate the theories and perspective of decision making and reasoning.

UNIT I

○ Language:

- Psycholinguistics- Nature versus nurture and Linguistic- relativity Hypothesis
- Properties, Structure, Acquisition, Comprehension and Production
- Comprehension- Top-down, Bottom up, Model of Text Comprehension.
- Language, thought and bilingualism.

UNIT II

○ Creativity and Human Intelligence:

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

UNIT III

- Reasoning and decision making
 - Types, Deductive, Inductive
 - Everyday Decision Making - Process, theories
 - Cognitive illusions in decision making
 - Cognition in cross cultural perspective

Reference Books

- Galotti, K.M. (2014). *Cognitive Psychology In and Outside Laboratory*(5th Ed). Greater Noida: Sage Publications India
- Solso R.L., Maclin O.H. and Maclin M.K. (2014). *Cognitive Psychology* (8th Ed). Noida: Pearson India Education.
- Riegler G.B. and Riegler B.R. (2008). *Cognitive Psychology – Applying the Science of the Mind*. New Delhi: Pearson India Education.
- Hunt R. and Ellis H. (2007). *Fundamentals of Cognitive Psychology* (7th Ed.) Delhi: Tata McGraw.
- Smith E.E. and Kosslyn S.M. (2007). *Cognitive Psychology – Mind and Brain*. New Delhi: Prentice Hall India.
- Sternberg, R.J. (1999). *COGNITIVE PSYCHOLOGY*(4TH ED). Fort Worth : Harcourt Brace College Publisher

PSYM-203: Neuro-Psychology- II

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hrs

Learning Outcome

On successful completion of the course, the students will be able to:-

- Understand components of language and neuropsychological correlates of emotion and motivation.
- Illustrate the effect of hormones on behavior, learning and memory
- Evaluate neural developmental disorder and theoretical approaches to rehabilitation.

UNIT I

- Language:
 - Language systems in the brain,

- Hemispheric Specialization
- Brain Mechanisms of Speech Comprehensions and Production
- Disorders of language and auditory perception

○ **Neuropsychological Correlates of Motivation and Emotion:**

- Hypothalamus and Limbic System in Emotions
- Stress, Emotionality and Endorphins
- Role of sub- cortical and cortex in emotional states, Disorders of emotions
- Motivation – Chemical senses of taste and smell, Hypothalamic factors in eating and mechanisms of drinking

UNIT II

○ **Hormones and Behavior:**

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

UNIT III

○ **Neural development and Developmental Disorders**

○ **Applications of Neuropsychology:**

- **Neuropsychological Rehabilitation** - Theoretical approaches to cognitive rehabilitation, brain injury and psychological problems, issues and intervention, neuro-rehabilitation strategies for people with neuro-degenerative disorders, Psychopharmacology

Reference Books:

- Klein, S.B., & Thorne, M.B. (2006). *BIOLOGICAL PSYCHOLOGY*. New York: Worth Publishers.
- Solso, R.L. (2004). *COGNITIVE PSYCHOLOGY (8TH ED)*. ND : Person Education.
- Zilmer, E.A., & Spears, M.V. (2001). *PRINCIPLES OF NEUROPSYCHOLOGY*. Canada : Wadsworth.
- Sternberg, R.J. (1999). *COGNITIVE PSYCHOLOGY (4TH ED)*. Fort Worth : Harcourt Brace College Publisher.
- Carlson, N. (1999). *PHYSIOLOGY OF BEHAVIOR*. Boston : Allyn and Bacon.
- Best, J.B. (1995). *COGNITIVE PSYCHOLOGY*. MN : West Publishing Co.
- Walsh, K. (1994). *NEUROPSYCHOLOGY : A CLINICAL APPROACH*. ND : Churchill Livingstone.

PSYM-204: Developmental Psychology

Max Marks: 100
Credits: 06

Min. Marks: 40
Duration: 03 hrs

Learning Outcome

On successful completion of the course, the students will be able to:-

- Understand the basic concepts and contexts of human development.
- Evaluate the perspective of cognitive, behavioural and moral development
- Assess the aspects of emotional development and successful aging.

UNIT I

- **Introduction:**
 - Concept of Human Development
 - Nature-nurture debate in Human Development.
- **Context of Human Development - Family:**
 - Role of Family
 - Parental Socialization During Childhood and Adolescence
 - Social Class and Ethnic Variations in Child Rearing
 - Influence of Siblings and Sibling Relationships
 - Sibling Relationships over the Course of Childhood
 - Positive Contributions of Sibling Relationships
- **Context of Human Development - Social Milieu:**
 - Peers as Agents of Socialization
 - School as a Socialization Agent
 - The Effects of Television on Child Development
 - Child Development in the Digital Age

UNIT II

- **Cognitive Development:**
 - Nature and Approaches- Piaget, Vygotsky, Information-Processing Perspective. Introduction to Multistore model
 - Language: Structure of language and Theories of language development
- **Aggression, Altruism, and Moral Development:**
 - Development of Aggression
 - Development of Prosocial Self
 - Development of Affective, Cognitive, and Behavioral Components of Morality

UNIT III

- **Emotional Development, Temperament, and Attachment:**

- Emotional Development: The Development of Emotional Expressions, Recognizing and Interpreting Emotions
 - Temperament and Development
 - Hereditary and Environmental Influences on Temperament
 - Stability of Temperament
 - Attachment and Development
 - Factors That Influence Attachment Security
- Ageing:
 - Physical, Cognitive and Psychological development in late adulthood
 - Problems of ageing
 - Successful ageing

Reference Books:

- Berk, L.E. (2017). *Child Development*(9th Ed), Boston :Allyn& Bacon.
- Shaffer. D.A.(2014). *Developmental Psychology: Childhood and Adolescence*, 9th, USA: Cengage Learning
- Santrock , J.W. (1999). *Lifespan Development*. New York : McGraw Hill.
- Barnes, P. (1995). *Personal, Social and Emotional Development*. Oxford : Blackwell.
- Berry, J.W., Dasen, D.R. and Saraswathi, T.S. (1997). *Handbook of Cross-cultural Psychology : Basic Processes and Human Development*. New York: Allyn and Bacon.
- Bickerton, D. (1996). *Language and Human Behavior*. Washington D.C.: Psychology Press.
- Mishra, G. (Ed. 1999). *Psychological Perspective on Stress and Health*. New Delhi: Concept.
- Pestonjee, D.M. (1999). *Stress and Coping: The Indian Experience*. New Delhi: Sage Publications.
- Schaeffer, R. (1996). *Social Development*. Oxford: Blackwell.
- Sinha, D. (1981). *Socialization of the Indian Child*. New Delhi: Concept.
- Taylor, I. (1976). *Introduction to Psycholinguistics*. New York: Holt.
- Thompson, R.A. (Ed.) (1990). *Socio Emotional Development: Nebraska Symposium on Motivation, 1988*. Lincoln: University of Nebraska Press.

PSYM-205: Practical

Max Marks: 100

Credits: 06

Min. Marks: 40

Duration: 05 hrs

Learning Outcomes:

On successful completion of the Course the student will be able to :-

- Conduct, administer and interpret psychological experiments.
- Conduct, administer and interpret psychological tests.
- Analyze a published research article /paper/study.

1. Test of Aggression
2. Test of Prosocial Behaviour
3. Stress Assessment (Stressors/ Coping styles)
4. Test of Creativity
5. Test of Intelligence Measurement
6. Test of Attachment styles/Emotional maturity
7. Analysis of a published Research Paper/ Article from UGC CARE listed Journals.

Written Test and Lab Work 50 Marks

Record Work 30 Marks

Viva 20 Marks

Paper Code	Nomenclature	Type	Contact Hours Per Sem	Credits	Total Marks		Max Marks	Min Marks	Duration
					CIA	ESE			
PSYM-301	Applications of Psychology- I	Core	06	06	30	70	100	40	3 hrs
PSYM-302	Positive psychology	Core	06	06	30	70	100	40	3 hrs
PSYM-303	DSE – A Psychopathology / DSE- B Organizational Behaviour	DSE	06	06	30	70	100	40	3 hrs
PSYM-304	DSE- A Counselling Skills and Practice- I / DSE- B- Advanced Research Methods and Statistics	DSE	06	06	30	70	100	40	3 hrs
PSYM-305	Practicals	Practical	12	06	30	70	100	40	5 hrs

Course Structure in Semester - III

PSYM-301- APPLICATIONS OF PSYCHOLOGY- I

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hrs

Learning Outcomes:

On successful completion of the course, the students will be able to:

- Understand the relationship between human behaviour and Environment

- Assess the importance of health in the present times
- Evaluate and inspect the beliefs and attitudes with respect to Health.

UNIT I

Introduction to Environmental Psychology:

Human Behaviour and Environment, Relationship of individuals with their physical settings, Natural Environment and Built Environment. Climate Change and Human Behaviour. Cognitive adaptation to global warming.

Pro-Environmental Behaviour: Pro-environmental attitudes, values and behaviour as Volunteerism etc. Environmental awareness, Challenges of increasing Pro-environmental behaviour health needs, Eco-anxiety (Introduction)

UNIT II

Health Psychology: Nature, Mind-body relationship, Models of Health Psychology: Biomedical, Biopsychosocial model. Biological bases of Health-Nervous system, Health Behaviour, Hazardous Lifestyle for Drug and Substance usage

Health Beliefs: Health belief model, Theory of reasoned action, Theory of planned behaviour, Cognitive-behavioural approaches to health change. Stress & Coping: sources of stress, Transactional model of stress, coping with stress, Suicide and self harm.

Chronic Diseases: Psychosocial factors, Psychological Intervention and management: Hypertension, Diabetes, HIV, Cancer, Obesity and Trauma

UNIT III

FORENSIC PSYCHOLOGY

Psychological and Judicial Processes: Court Structure and Jurisdiction; Judicial Process- Pretrial Stage, Trial Stage, Disposition Stage, Appellate Stage; Eyewitness Testimony, Expert Witness; Development of Delinquent and Criminal Behaviour- Juvenile Offenders,

Development Perspective of Juvenile Offending: Development theory and Coercive Development Theory, A Developmental dual System Model of Adolescent Risk Taking, Developmental Factors in Formation of Persistent Criminal Behaviour, Biological Factors, Additional Social Influences.

Reference Books:

- Gifford, R. (2014). *Environmental Psychology Matters. Annual Review of Psychology*, 2014, 65, 541-579.
- Gifford, R. (2013). *Environmental Psychology: Principles and Practice*. Allyn and Bacon Inc :Massachusetts.
- Jain, U. (2012). Cultural Construction of Environmental Problems. *Procedia : Social and Behavioural Sciences*, 68, 6-15.
- Bechtel, R.B and Churchman A. (2002). *Handbook of Environmental Psychology*. New York: John Wiley and Sons.
- Hansen, A. (1991). Media and the Social Construction of the Environment. *Media Culture and Society*, 13, 443-458.
- Edward P. Sarafino, (1990). *Health Psychology*, John Wiley & Sons, INC.
- Linda Brannon and Jess Feist. (2007). *Introduction to Health Psychology*, Thomson: Indian Edition.
- Shelley E. Taylor. (2007). *Health Psychology*. New Delhi: Tata McGraw Hill
- Malhotra, S.M., Batra, P. & Yadava, A. (2007). *Health Psychology: Psycho-Social Perspective*. New Delhi: Common Wealth Publishers.
- Singh, R., Yadava, A. & Sharma, N.R. (2015). *Health Psychology*. New Delhi: Global Vision Publishing House.
- Taylor, S. E., & Sirois, F. M. (1995). *Health psychology*. New York: McGraw-Hill.
- Ogden, J. (2012). *Health psychology*. McGraw-Hill Education (UK).
- Davey, G.C. (2011). *Applied Psychology*. US: Willey-Blackwell
- Gregory, W.L. and Burroughs, W.J. (1989). *Introduction to Applied Psychology*, Illinois Scott: Foresman & Co.
- Anastasi, Anne. (1979). *Fields of Applied Psychology*, International Student Edition (2nd Ed.), Tokyo: McGraw Hill.
- Galliher, John H. (1989) (Ed) *Criminology – Human Rights, Criminal Law and Crime*. US: Prentice Hall Inc.
- Cressey, D.R. and Ward, D.A. (1969). *Delinquency: Crime and Social Process*. New York: Harper & Row,

PSYM-302: POSITIVE PSYCHOLOGY

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 Hrs

Learning Outcomes:

On successful completion of the course, the students will be able to:

- Explore the historical, cultural, and recent trends in which the field of Positive Psychology
- Critically analyze the potential pathways to well-being through experiential learning.
- Engage in a proactive and thoughtful process of self – examination with regard to life enhancement strategies.

UNIT I

○ Positive Psychology:

- Past, Present and Future (Historical background)
- Eastern and Western Perspectives on Positive Psychology
- Perspectives on happiness and well being
- Virtues and character strengths
- Recent trends and future directions
- Positive neuroscience.

UNIT II

- **Identifying and measuring strengths:**
 - Positive self, traits, Emotional strength, Resilience, and Flow
- **Promoting positive self and relationships:**
 - Compassion, Forgiveness, Gratitude, Empathy, Authenticity and positivity in social relationships
- **Mindfulness meditation:**
 - Theory, research and practice

UNIT III

- **Application of Positive Psychology:**
- **Living well at every Stage of Life :**
 - Children and Youth – Protective Factors for Psychosocial Resilience in Children and Youth
 - Strategies for Promoting Resilience in Children and Youth
 - Positive Youth Development
- **Midlife re-evaluation; The Concept of Successful Aging**
- **Life Enhancement Strategies: Love, Work and Play**

Reference Books:

- Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge. ~ 50 ~
- Snyder, C.R. & Lopez, S.J. (2002). Handbook of Positive Psychology. New York : Oxford University Press.
- Haidt , J. (2006). The Happiness Hypothesis; Finding Modern Truth in AncientWisdom. New York: Basic Books.
- Huppert, F, F.A., Baylis ,N. &Keverne, B. (2005). The science of well being. Oxford; Oxford University press.
- Lyubomirsky, S. (2007). The how of happiness: A scientific approach to getting the life you want. New York : Penguin.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
- Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.

PSYM-303: DSE (A) PSYCHOPATHOLOGY

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hrs

Learning Outcomes:

On successful completion of the course, the students will be able to:

- Understand the meaning, models and diagnostic classification related to Psychopathology
- Able to understand the clinical picture of major Psychological Disorders
- Explore career opportunities as mental health professionals

UNIT I

○ Introduction to Psychopathology :

- Explanation in psychopathology
- Models of psychopathology-Ethological model; Community disaster model; Psychodynamic model, Biopsychosocial model, Information processing model, Biographical and literate model
- Psychopathology and Behaviour- Psychopathology of everyday behaviour and general appearance
- Diagnostic Classification of disorders according to DSM 5

UNIT II

○ Nature, types, Clinical picture and causal factors

- Schizophrenic Spectrum disorders
- Bipolar and Related Disorders
- Depressive Disorder
- Obsessive-Compulsive and other anxiety related disorders
- Trauma- and Stressor-Related Disorders
- Personality Disorder

UNIT III

○ Nature, types, Clinical picture and causal factors

- Dissociative Disorder
- Somatic Symptom and Related Disorder
- Sexual dysfunctions
- Substance abuse and addictive related disorders
- Neurocognitive Disorders
- Childhood Disorders

Reference Books

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5)*. American Psychiatric Pub.
- Butcher, Hooley & Mineka (2014). *Abnormal Psychology*. Pearson publication, New Delhi.
- Zillmer E.A. and Spears, M.V. (2001) *Principles of Neuropsychology*. Canada: wadsworth Publishers.
- Davis, D. R. (1984). *An Introduction to Psychopathology*. Fourth Edition, Chapter 1 to 7, Pages 1-168.
- Taylor, M. A., &Vaidya, N. A. (2008). *Descriptive psychopathology: the signs and symptoms of behavioral disorders*. Cambridge University Press.Pp-133-351.
- Srivastava, S. K. (2012).*Psychopathological Disorders: Biopsychosocial Analysis*, First Edition. Pp.309-332.
- Walker , C.E. and Roberts M.C. (2001) *Handbook of Clinical Child Psychology*. 3rd edition New York : J. Wiley & Sons.

PSYM-303 (B): DSE (B) ORGANISATIONAL BEHAVIOUR

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hrs

Learning Outcomes:

On successful completion of the course, the students will be able to:

- Assess the organizational behaviour and processes in Indian Context.
- Inspect the role of societal culture in an organization.
- Evaluate the concept, process and resistance to organizational change.

UNIT I

Organizational Behaviour and Processes: Organizations as Open systems, Organization and the individual: Nature and types of organizations, organizations as sub systems of society, Indigenization of OB research and its challenges. , Issues of Diversity in Indian Organizations: Attitudes of Mitri, Karuna, Mudita in relationships at work

UNIT II

Societal Culture and Organizations: Dimensions of Culture: Models and Approaches, The Indian cultural context and Organizations: context sensitivity of Indians, indigenous work values, and modern management, Challenges of cultural change, Socialization and the integration of individuals with organizations.

UNIT III

Organizational Change and Effectiveness: Concept of organizational, change and models of change, Restructuring Processes, Resistance to Change, Role of Leadership and creating conditions for successful change management. Competency Mapping and Psychological Processes

Reference Books

- Pareek ,U. (2006). Understanding Organizational Behaviour.Oxford University Press: New Delhi
- Katz,D, and Kahn,R.L.(1967). Social Psychology of Organizations. Prentice Hall.30Tripathi,R.C. and Dwivedi,R. (2016). Organizational Studies in India. Orient Blackswan:New Delhi.
- Bhawuk,D.P.S.(2008). Towards an Indian Organizational Psychology. In
- K.RamakrishnaRao (Ed.), Handbook of Indian Psychology (pp. 471-491). Cambridge University Press: New Delhi.
- Gupta, R.K.& Panda, A. (2003). Individualised familial self: The evolving self of qualified technocrats in India. Psychology and Developing Societies, 15, 1-29.
- Gupta, R.K.& Panda, A. (2009).Culture, Institutions and organizations in India,In G. Misra (2009) Vol II, ,Psychology in India, Pearson, New Delhi

PSYM-304 : DSE (A) - COUNSELLING SKILLS AND PRACTICES - I

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hrs

Learning Outcomes:

On successful completion of the course, the students will be able to:

- Understand the meaning, historical background and ethical issues in Counselling
- Appraise the approaches and process of counselling.
- Examine the applications of counselling skills in different settings

UNIT I

○ Introduction and overview of Counselling:

- Defining counselling, Guidance, psychotherapy
- Historical Background of counselling and psychotherapy
- Goals, Therapeutic alliance; Personal and professional qualities of counsellor
- Legal and Ethical Issues in Counseling.

UNIT II

○ Approaches to counselling and therapy:

- Psychoanalytic, Existential, Person - Centered, Cognitive and Behavioural, Indigenous

○ Process of Counseling:

- Common Problems of beginning counsellors,
- Stages of Counselling -Relationship building, Assessment and diagnosis,
- Formulation of counselling goals, Intervention and problem solving,
- Termination and follow-up

UNIT III

○ Applications of Counselling Skills:

- Educational and Career Counseling, Child and Adolescent
- Geriatric, Marriage and Family Counseling
- Counseling for diverse groups, Multi-cultural counseling.

Reference Books:

- Gladding, S.T. (2014). *Counseling: A comprehensive profession*. (7th ed.), New Delhi: Pearson Publications.
- Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.
- Jones, N.R. (2012). *Basic counseling skills*. New Delhi: Sage Publications.
- Belkin, G.S. (1988). *Introduction to counseling*. W.G.: Brown Publishers.
- Gerald, C. (2001). *Case approach to counseling psychology*. Australia: Brooks Cole.

PSYM-304 : DSE (B) - ADVANCED RESEARCH METHODS AND STATISTICS

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hrs

Learning Outcomes:

On successful completion of the course the student will be able to:

1. Understand and interpret the importance of Inferential Statistics in Behavioural Science.
2. Examine the application of correlation and regression methods of data analysis.
3. Evaluate data analysis with the help of Factor analysis.

UNIT-I

Inferential Statistics:

Parametric and nonparametric statistics. Single case designs, Group Design-Randomized Group design (between group design) and repeated measures design (within group design), single factor multiple group design, two factor designs, factorial designs.

UNIT-II

Correlation and Regression:

Applications of Correlation Methods such as Pearson correlation, Bi serial, point-bi-serial, partial, canonical and multiple correlation. Introduction to Regression: Simple linear regression, multiple linear regression, Nonlinear regression and logistic regression.

UNIT - III

Multivariate data analysis:

Principal component analysis, cluster analysis (Conceptual foundations). Threats to Experiment -internal validity and external validity, Type-1 and Type-2 Error, Statistical power of the test

Special experimental designs: randomized complete block design, Latin square designs and Post-Hoc testing: multiple comparison of means.

Reference Books-

- Broota, K.D. (1992). Experimental Design in Behavioural Research. ND: New Age International Pub.

- Hair, Joseph F., et al. *Multivariate Data Analysis: A Global Perspective*. 7th ed. ♣ Upper Saddle River: Prentice Hall, 2009.
- Ferguson, G. A. (1959). *Statistical analysis in psychology and education*.
- Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings* . Oxford University Press.
- Keller, G. (2014). *Statistics for management and economics*. Nelson Education.
- Seltman, H. J. (2014). *Experimental design and analysis*. Retrieved January, 15, 2015.
- Siegel, S. (1986). *Non parametric statistics*. NY: McGraw Hill.
- Winer, B. J. (1971). *Statistical principles in experimental design*. NY: McGraw Hill.

PSYM-305: PRACTICAL

Max Marks: 100

Min. Marks: 40

Credit: 06

Duration: 05 hrs

Learning Outcomes:

On successful completion of the course the student will be able to:

- Integrate their theoretical and practical knowledge for better understanding.
- Illustrate the process of counselling children and adolescents.
- Examine the nature and meaning of counselling in the present times.

1. **Test of Gratitude/Happiness/ Forgiveness**
2. **Test of Mental Health / Psychological Well being**
3. **Aptitude/ Achievement test**
4. **Organizational climate/culture/ change**
5. **Case study**
 - **Case Study report**
 - **Workshop/Seminar report**

Written Test and Lab Work	50 Marks
Record Work	30 Marks
Viva	20 Marks

PSYM-401: APPLICATIONS OF PSYCHOLOGY

Max Marks: 100

Min. Marks: 40

Credit: 06

Duration: 03 hrs

Learning Outcomes:

On successful completion of the course the student will be able to:

- Examine the application of Psychology in the field of Sports and Gender
- Inspect the importance of Peace Psychology and technology interface
- Assess the elements related to community mental health and rehabilitation in the present times

UNIT I

o Sports Psychology:

- Nature and Scope
- Cognitive Factors: Self Efficacy & Self Esteem, Memory, Attention & Decision Making, Emotion-Concentration Interplay, Risk Taking
- Social Factors: Culture, Group Cohesion
- Biological Factors: Physiological Stress & Factors Associated with Sports and Exercise, Impact of Extreme Environment on Physiological and Psychological Variables

o Gender and Psychology:

- History of social movements of gender, Gender and LGBTQIA allies,
- Gender socialization and stereotypes
- Gender at workplace, women empowerment
- Gender sensitization, bias and discrimination

UNIT II

o Peace Psychology:

- Violence, non-violence, conflict resolution at the macro level, the role of media in conflict resolution.
- Peace Education: Nature and Challenges of peace education

o Psychology and Technology Interface:

- Digital learning; Digital etiquette - Cyberbullying
- Cyber pornography: Consumption, implications
- Parental mediation of digital usage

UNIT III

o **Community mental health:**

- Meaning, Models and Strategies- Preventive approach
- Integrating mental health services in general health care- issues and challenges, mental health literacy and education, addressing social stigma and social inclusion
- Community based intervention- Role of psychiatry and counseling, Psychosocial rehabilitation, governmental, non-governmental organizations and self-help groups.

o **Disaster, Rehabilitation & Community Problems:**

- Role of Psychologists in disaster management & rehabilitation;
- Use of Psychological techniques; Community Problems – Urban Slums – role of psychologists;
- Psychology in Rehabilitation Work
- Trauma & Post Traumatic Stress Disorder & Growth (PTSD & PTG)

Reference Books:

- De Rivera,J.(2009.). Handbook on Building Cultures of Peace. Springer:MA.
- Worthington Jr.,E.(2005). Handbook on Forgiveness. Taylor and Francis:NY.
- McBride, Dorothy & Mazur, Amy. (2008). Women's movements, feminism and feminist movements. 219-243.
- B, M. (2017). Happily Ever After? "Successful Ageing" and the heterosexual imaginary. European Journal of Cultural Studies , 363-381.
- E, B. (2010). Explaining Religious Market Failure: A gendered critique of the Religious Economies Model. Sociological Theory .
- E, C. (2016). What Is a Woman Created For? The Image of Women in Russia through the Lens of the Russian Orthodox Church. Feminist Theology .
- J, H. (1998). The Violences of Men: How Men Talk about and How Agencies Respond to Men's Violence to Women. Sage Publications.
- K, B., & J, G. (2005). Beyond the mask: women's experiences of public and private ageing during midlife and their use of age-resisting activities. Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine .
- S, L. (2013). A Cross-Cultural Exploration of Masculinity and Relationships in Men From Turkey, Norway, and the United States. Journal of Cross-Cultural Psychology , 84-105.
- V, M. (2018). Humhandara and hujaya: Virginity, Culture, and Gender Inequalities Among Adolescents in Zimbabwe. Reproductive Health in Sub-Saharan Africa , 1-11
- Kapur, R. L. (1946). The story of community mental health in India. Mental health: An Indian Perspective 1946–2003, 92-100.
- Kawachi, I., & Berkman, L. F. (2001). Social ties and mental health. Journal of Urban health, 78(3), 458-467.
- Mosher, L. R., & Burti, L. (1989). Community mental health: Principles and practice (pp. 323-346). New York: Norton.

PSYM-402: INDIGENOUS PSYCHOLOGY

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hr

Learning Outcomes:

On successful completion of the course the student will be able to:

1. Understand the meaning, relevance, historical development of Indigenous Psychology
2. Examine the notions of different schools of Indian Philosophy
3. Assess the importance of Yog and Mediation in improving overall well being.

UNIT I

- Indigenous Perspectives of Psychology.
- Contemporary Relevance of Indigenous Psychology.
- Origin and Historical Development of Indian Psychology.
- Fundamental assumptions and contemporary trends of Indian Psychology.

UNIT II

- **Schools of Indian Philosophy:** Nyay, Vaisheshik, Samkhy, Yog, Mīmāṃsā and Vedant.
- Consciousness and Mind in Vedant.
- Indian Heterodox Schools.

UNIT II

- Meaning and Types of Yog.
- Meaning and Types of Meditation.
- Techniques of Meditation: Vipasana Meditation, Transcendental Meditation, Mindfulness Meditation.
- Role of Yog and Meditation in improving Holistic Health and Well-being (Physical, Mental, Emotional & Spiritual).

Reference Books:

- Dalal, A. S. (2001). An introduction to the psychological thought of SriAurobindo- A Greater Psychology. Pondicherry: Sri Aurobindo Ashram.
- Dalal, A.S. (2007). SriAurobindo and the Future Psychology (Supplement to A Greater Psychology). Pondicherry: Sri Aurobindo Ashram
- Grof, S. (2000). Psychology of the Future. New York: SUNY Press.
- Coster, G. (1998). Yoga and Western Psychology. Delhi: Motilal Banarsi Dass Publishers Pvt. Ltd.

- Kalghatgi, T.G. (1961). Some Problems in Jaina Psychology. Dharwad: Karnatak University.
- Kalupahana, D.J. (1992). The Principles of Buddhist Psychology. Delhi: Sri Satguru Publications.
- Kiran Kumar, S. K. (2002). Psychology of Meditation: A contextual approach. New Delhi: Concept Publishing Co.
- Mehta, M.L. (2002). Jaina Psychology: Introduction. Varanasi: Parshvanath Vidyapeeth.
- Rhys Davids, C. A. F. (1914). Buddhist Psychology. London: G. Bell and Sons Ltd.
- Safaya, R. (1975). Indian Psychology: A critical and historical analysis of the psychological speculations in Indian philosophical literature. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Salagame, K.K.K. (2011). Indian Indigenous Concepts and Perspectives: Developments and Future Possibilities. In G. Misra (Ed.) Psychology in India, Vol. 4. : Theoretical and Methodological (ICSSR Survey of Advances in Research) (p.93-172). New Delhi: Pearson.
- Salmon, D. & Maslow, J. (2007). Yoga Psychology and the Transformation of Consciousness: Seeing through the eyes of infinity. St. Paul, MN., USA: Paragon House.

PSYM-403(A): DSE (A) – CLINICAL PSYCHOLOGY

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hrs

Learning Outcomes:

On successful completion of the course the student will be able to:

- Examine the objectives, types, ethical issues related to Psychotherapies
- Evaluate the elements related to Behaviour and cognitive behavioural therapies
- Inspect the effectiveness of Client Centered, Existential, Gestalt and Indigenous therapies

UNIT I

▪ **Introduction to Clinical Psychology**

Clinical Psychology – Historical perspective, Nature and Scope, Current status, Role of clinical Psychologists in Mental Hospitals, Educational Institutions, Vocational guidance. Mental Health: Concept, Components, Intervention Models – Clinical Model, Community Model, Social Action Model.

○ **Psychodynamic Psychotherapies:**

- Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications
- Psychoanalysis
- Short Term Psychodynamic Psychotherapies

UNIT II

○ **Behaviour and Cognitive Behaviour Therapies:**

- Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications
- Behaviour Therapy
- Cognitive Behaviour Therapy

- Third Wave Behaviour Therapies: Acceptance and Commitment Therapy, Dialectical Behaviour Therapy, Mindfulness Based Cognitive Therapy
- Rational Emotive Behaviour Therapy

UNIT III

- **Client Centered, Existential and Gestalt Therapy:**
 - Techniques, Stages, Effectiveness, Limitations, Indications and Contraindications
- **Play Therapy, Art and Music Therapy, Indigenous therapies**
 - Group Therapy, Psychodrama and Role Playing, Family Therapy and Couples Therapy
 - LGBTQIA Therapy
 - Trauma informed Therapy

Reference Books:

- Korchin, S.J. (1976). *Modern Clinical Psychology*. CBS Publication, Delhi.
- Alonso, A., Swiller, H.I. (Eds.) (1993). *Group Therapy in clinical practice*. Washington DC. APA Press.
- Archer, J & McCarthy, C.J. (2007). *Theories of Counseling and Psychotherapy*.
- Hayes S. C., Strosahl K.D. and Wilson K. G., (2003). *Acceptance and Commitment Therapy: An Experiential Approach to Behaviour Change*. New York: The Guilford Press.
- Bandura, A (1969). *Principles of Behavior Modification* Holt, Rinehart and Winston, N.Y.
- Bannister, D.(1973). *Issues and Approaches in Psychological Therapies*. Wiley International, N.Y.
- Brown, D. & Pedder, J. (1991). *Introduction to Psychotherapy: An outline of Psychodynamic principles and practice*. London: Routledge

PSYM-403(B): DSE (B) -INDUSTRIAL PSYCHOLOGY

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hrs

Learning Outcomes:

On successful completion of the Course the student will be able to:

1. Understand the principles, development, techniques related to Industrial Psychology.
2. Summarize the impact of training, development, motivation on job productivity of employees.
3. Analyze the application of motivation theory at work place.

UNIT I

- **Introduction of Industrial Psychology:**
 - Principles, Development of Industrial psychology, Industrial psychology: present and future, research methods in Industrial psychology.
 - Principles and techniques of selection and recruitment, psychological testing, determining job requirements: uses and types of job information, and job analysis, recruitment techniques, assessment and testing in organizations- Interviews, psychological testing and assessment methods.

UNIT II

Training, Development and Job Performance Evaluation:

- Training design, training programme evaluation, Appraisal :Uses of performance evaluation, sources of evaluation- the evaluator and performance information, appraisal rating systems and non-rating evaluation methods.
- **Work and Motivation:**

- Meaning of work motivation, theories of work motivation-need theories (McClelland, Herzberg), cognitive theories, goal setting theory, self-efficacy theory; job satisfaction and job involvement.

UNIT III

- **Leadership:**
 - Meaning, nature and styles, theories of leadership; Specific leader skills for effective leadership; Women in leadership roles.
- **Application of Industrial Psychology:**
 - Application of motivation theory at work place

Reference Books:

- Blum, M.L. & Naylor, J.C. (2002). *Industrial psychology: Its theoretical and social foundations*. New Delhi: CBS Publishers & Distributors.
- Schultz, D. & Schultz, E. (2009) *Psychology and Work Today*. 10/E, New Delhi: Pearson Publications.
- Luthans, F. (2010). *Organizational Behavior* (12th ed.). New Delhi: McGraw Hill.
- Robbins, S.R., Judge, T.A. & Vohra, N. (2013). *Organizational Behavior* (15th ed.). New Delhi: Pearson.

PSYM-404 (A):DSE (A) - COUNSELLING SKILLS AND PRACTICES - II

Max Marks: 100

Min. Marks: 40

Credits: 06

Duration: 03 hrs

Learning Outcomes:

On successful completion of the course the student will be able to:

- Understand and examine the Psychology of Disability.
- Illustrate the process of counselling children and adolescents.
- Examine the nature and meaning of counselling in the present times.

UNIT I

- **Psychology of Disability:**
 - **Introduction to Disability** – Concept and Definition of Disability, Disability in India, Issues and Challenges, Family and Disability, Peers and Disability, Disability in School, Disability at Old Age, Ethical and legal issues, Disability and Mental Health, Disability and Human Rights, Psychological Approaches to Disability, Peer and Family Counseling.

UNIT II

- **Counselling Children and Adolescents:**
 - **Establishing the relationship** - Goals for counseling children and adolescents, child counselor relationships, cultural factors.
 - **Practice frameworks**- understanding internal processes of therapeutic change in children, facilitating change. Terminating the process.
 - **Skills and techniques** – active listening, use of minimal responses, use of reflection, dealing with resistance and transference, paraphrasing and summarizing, dealing with self-destructive beliefs, use of narratives.

UNIT III

○ Counselling in Indian context/present scenario

- Importance of Inclusive Education
- Responsibility of a Counselor (Case management, certification and referral)
- Centre for excellence – NCERT, NIMHANS, IHBAS, CIP
- Rehabilitation Council of India
- Recent trends in counselling- Online Counselling
- Mental health Acts In India (An Introduction)

Reference Books:

- Gladding, S.T. (2014). *Counseling: A comprehensive profession*. (7th ed.), New Delhi: Pearson Publications.
- Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.
- Mandal, K.C. (2021) National Education Policy 2020: The Key to Development in India. Notion Press.
- Chavan, B.S., Ahmad W., Gupta R.K., ((2022) Comprehensive Textbook on Disability. Jaypee Brothers Medical Publishers

PSYM-404 (B): Dissertation

Max Marks: 100

Min. Marks: 40

Credits: 06

Data Collection and Report Writing : 70

Presentation and Viva : 30

Learning Outcomes:

On successful completion of the course the student will be able to:

1. Apply the knowledge of quantitative techniques to analyze data through field surveys by constructing questionnaires.
2. Develop research aptitude and formulate an intensive micro level dissertation work.
3. Hone & develop employability related skills for holistic development.

The dissertation work requires the students to utilize advanced research techniques to undertake empirical research on relevant topics based on strong theoretical framework. The dissertation thesis has to be prepared on the following outline -

- Introduction
- Objectives of the study
- Methodology
- Results and discussion
- Conclusion
- References

PSYM-405: PRACTICAL

Max Marks: 100
Credits: 06

Min. Marks: 40
Duration: 05 hr

Learning Outcomes:

On successful completion of the course the student will be able to:

- Conduct and administer psychological tests.
- Integrate their theoretical & practical knowledge for better understanding
- Sensitize students to understand the concerns related to special population.

1. Test of Anxiety/Depression
2. Job motivation/ Job satisfaction
3. Interest Inventory / Preference Record
4. Test of Hope / Resilience/ Mindfulness/ Optimism/ Spirituality
5. Internship In Psychological relevant Settings (Time period 30 -45 days)

Written Test and Lab Work	50 Marks
Record Work	30 Marks
Viva	20 Marks

SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER



Scheme of Examination
And
SYLLABUS

2022-23 (Batch)

FOR
BACHELOR OF ARTS
(SOCIOLOGY)

Under

Choice Based Credit System

Semester – I to VI

SOC-502 (B) : Society and Culture of Rajasthan-I

Max. Marks: 100

Min. Marks: 40

Credits: 04

Duration: 2 ½ Hrs

Learning Outcome:

On successful completion of the course, the students will be able to:

1. Recognize and understand the various cultural multiplicity of Rajasthan
2. Get acquainted with the literature of Rajasthan, its diverse dialects.
3. Distinguish the Rajasthani styles of paintings.
4. Build competency and academic excellence for competitive exams.
5. Hone and develop employability related skills for holistic development.

Unit I

1. Social system of Tribal Communities of Rajasthan:
Bhil, Meena, Garasiya, Sahariya.
2. Tribal Movement of Rajasthan-
Eki, Bhagat, Meena
3. Social Customs & evils of Rajasthan.

Unit II

1. Rajasthani Language and Literature: Origin & Development
2. Main Dialects
3. Famous writers & their works :- Suryamal Mishran, Vijaydan Detha,
Laxmi Kumari Chundawat, Pandit Gauri Shankar,
Heerachand Ojha, Muhnot Nainsi.

Unit III

1. Famous writers & their works :- Suryamal Mishran, Vijaydan Detha, Laxmi Kumari Chundawat, Muhnot Nainsi, Pandit Gauri Shankar, HerachandOjha.

Reference Books:

- Pooja Rima, A History of Rajasthan, 2006, Rupa publications, New Delhi.
- Mathur G.L. Folk tales of Rajasthan, 1973, India Book House, Education trust, Delhi.
- Todd James, Annals and antiquities of Rajasthan, 1997, Rupa Publications, Delhi.
- Sharma Sangeeta *et al.* History and culture of Rajasthan: Significant dimensions, 2019,

SOC-502(B) : राजस्थान का समाज एवं संस्कृति- I

अधिकतम अंक : 100

न्यूनतम अंक : 40

श्रेय : 04

अवधि : 2½ घंटे

इकाई I

1. राजस्थान की जनजातियों की सामाजिक व्यवस्था :
भील, मीणा, गरासिया, सहरिया
2. राजस्थान के जनजातिय आन्दोलन : एकी, भगत, मीणा
3. राजस्थान के रीति-रिवाज़ एवं सामाजिक कुरीतियाँ

इकाई II

1. राजस्थानी भाषा एवं साहित्य : उदभव एवं विकास
2. प्रमुख बोलियाँ
3. प्रमुख लेखक : सूर्यमल मिश्रा, विजयदान देथा, लक्ष्मी कुमारी चुंडावात, पं. गौरी"ाकर हीराचंद ओझा, मुहणोत नैनसी

इकाई III

चित्रकला की विभिन्न शैलियाँ
प्रसिद्ध चित्रकार

SOC-601: Masters of Sociological Thought-II

Max. Marks: 100

Min. Marks: 40

Credits: 04

Duration: 2 ½ Hrs

Learning Outcome:

On successful completion of the course, the students will be able to:

1. Develop theoretical insights to know, analyze and interpret the social scenario around them
2. Get familiarized them with the different sociological perspectives and theories.
3. Critically analyze writings of these thinkers.
4. Build competency and academic excellence for competitive exams.
5. Hone and develop employability related skills for holistic development.

Unit I

The classical tradition:

Emile Durkheim: social facts, anomie

Max Weber: social action, bureaucracy

Karl Marx: class struggle, concept of alienation

Unit II

The classical tradition:

Emile Durkheim: suicide and forms of solidarity

Max Weber: ideal type and religion

Karl Marx : Dialectical Materialism

Unit III

The indigenous tradition :

Radha Kamal Mukherji: life sketch and works.

Radha Kamal Mukherji: social ecology, social value

Reference Books :

- Giddens, Anthony 1997: Capitalism & Modern Social Theory– An Analysis of writing of Marx, Durkheim and Weber, Cambridge University Press Whole Book
- Abraham and Morgan, 1985. Sociological Thought. Delhi: McMillan India Ltd.
- Coser, Lewis A. 1979. Masters of Sociological Thought. New York: Harcourt Brace Jovanovich

SOC-601 : समाजशास्त्रीय चिंतन के गुरु (मास्टर)–II

अधिकतम अंक : 100

श्रेय : 04

न्यूनतम अंक : 40

अवधि : 2½ घंटे

इकाई I

शास्त्रीय परम्परा:

इमार्शल दुर्खीम : सामाजिक तथ्य, समाज में श्रम विभाजन

मेक्स वेबर: सामाजिक क्रिया, नौकरशाही

काल मार्क्स : वर्ग संघर्ष, अलगाव की अवधारणा

इकाई II

शास्त्रीय परम्परा

इमार्शल दुर्खीम : आत्महत्या एवं सामाजिक एकरूपता के स्वरूप

मेक्स वेबर : आदर्श प्रारूप एवं धर्म

तिस उतंगरु क्पंसमबज डंजमतपंसपेउ

इकाई III

भारतीय परम्परा

राधा कमल मुखर्जी

जीवन चरित्र एवं पुस्तके

राधाकमल मुखर्जी : सामाजिक पारिस्थिकी, सामाजिक मूल्य

संदर्भ पुस्तके :

- रावत हरिकृष्ण, 2007, रावत पब्लिकेशन्स, नई दिल्ली
- दोषी, जैन (2001), प्रमुख समाजशास्त्रीय विचारक, रावत पब्लिकेशन्स, नई दिल्ली
- महाजन धर्मवीर महाजन कमलेश, (2004), सामाजिक विचारधारा के आधार, विवेक प्रकाशन ,जवाहर नगर, नई दिल्ली
- शर्मा रामनाथ, शर्मा राजेन्द्र, 1996, प्रमुख समाजशास्त्रीय विचारक, एटलांटिक पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स
- गुप्ता सम.एल., 2012, समाजशास्त्रीय चिन्त के आधार, साहित्य भवन पब्लिकेशन्स, आगरा

SOC-602 (B) : Society and Culture of Rajasthan–II

Max. Marks: 100

Min. Marks: 40

Credits: 04

Duration: 2 ½ Hrs

Learning Outcome:

On successful completion of the course, the students will be able to:

1. Recognize and understand the cultural multiplicity of Rajasthan in the folk forms.
2. Get acquainted with the literature of Rajasthan, its continuity and changes.
3. Understand the significance of folk gods and goddesses and the various religious sects.
4. Build competency and academic excellence for competitive exams.
5. Hone and develop employability related skills for holistic development.

Unit I

Folk culture of Rajasthan

Folk music, Folk songs, folk dance, Musical instruments

Musician Castes of Rajasthan

Unit II

Fairs & Festivals of Rajasthan

Dress, Ornaments and Handicrafts

Unit III

Folk Gods & Goddesses

Saints & Sects:- Dadu Dayal, Mira Bai, Lal Das, Pipa Ji, Bishnoi, Jasnathi, Ramsnehi, Charandasi & Nath cults.

Reference Books:

- Pooja Rima, A History of Rajasthan, 2006, Rupa publications, New Delhi.

- Mathur G.L. Folk tales of Rajasthan, 1973, India Book House, Education trust, Delhi.
- Todd James, Annals and antiquities of Rajasthan, 1997, Rupa Publications, Delhi.
- Sharma Sangeeta *et al.* History and culture of Rajasthan: Significant dimensions, 2019.

SOC-602 (B) : राजस्थान का समाज एवं संस्कृति-II

अधिकतम अंक : 100

न्यूनतम अंक : 40

श्रेय : 04

अवधि : 2½ घंटे

इकाई I

राजस्थान की लोक संस्कृति

लोकसंगीत: लोकगीत, लोकनृत्य एवं वाद्ययंत्र

राजस्थान की संगीत जीवी जातियां

इकाई II

राजस्थान के मेले और त्यौहार

वेशभूषा , आभूषण और हस्तकला

इकाई III

लोक देवी देवताएँ

संत एवं सम्प्रदाय :-दादू दयाल, मीरा बाई, लाल दास, पीपा जी, बिश्नोई, जसनाथी, रामस्नेही, चरणदासी और नाथ सम्प्रदाय ।

**SOPHIA GIRLS' COLLEGE
(AUTONOMOUS)
AJMER**



Scheme of Examination

And

SYLLABUS

2022-23 (Batch)

FOR

**MASTER OF ARTS
(SOCIOLOGY)**

Under

Choice Based Credit System

Semester – I to IV

SOCM – 202 : Social Statistics

Max. Marks: 100
Credits: 06

Min. Marks: 40
Duration: 3 Hrs

Learning Outcomes:

On successful completion of the course, the students will be able to:

1. Examine and explain the fundamental concepts of statistics.
2. Comprehend introductory notions about qualitative and quantitative researches.
3. Get equipped with the knowledge & skills of various statistical tools and their uses.
4. Hone and develop employability related skills for holistic development.

UNIT I

Social Statistics: Meaning and Measurement, Importance, Usage, Limitations Diagrammatic or Graphical Representation of data.

UNIT II

Measures of Central Tendency- Mean, Mode, Median.

Measures of dispersion: Range, Quartile deviation, Mean Deviation, Standard deviation.

UNIT III

1. Correlation Analysis
2. Test of hypothesis- Two tailed & one tailed, T-test.
3. Introduction to non parametric test (Chi- square)
4. Introduction to SPSS

Reference Books:

- Chandlers: Statistical calculations for beginners
- Fisher: Statistical methods for research work.
- Gupta SP: Statistical methods
- Hagood M and others: Statistics for Sociologists.
- Kothari C R: Research Methodology

SOCM – 202 : सामाजिक सांख्यिकी

अधिकतम अंक : 100

श्रेय : 06

न्यूनतम अंक : 40

अवधि : 3 घंटे

इकाई-I

सांख्यिकी : अर्थ, माप, महत्व, उपयोग, सीमाएं
तथ्यों का वर्गीकरण प्रदान : सारणीय व चित्रमय

इकाई— I I

केन्द्रीय प्रवृत्ति की माप : माध्य, बहुलक, मध्यािका (गणना व अर्थ)
विक्षेपण की माप : रेंज, चतुर्थक विचलन, माध्य विचलन, मानक विचलन

इकाई— I I I

1. सहसम्बन्ध विश्लेषण
2. उपकल्पना के परीक्षण— एक वृद्धि पुच्छीय, टी—परीक्षण।
3. अप्राचालिय परीक्षण – परिचय (काई—स्कायर)
4. एस.पी.एस.एस— परिचय

SOCM–404 : Development of Indian Sociological Thought

Max. Marks: 100

Credits: 06

Min. Marks: 40

Duration: 3 Hrs

Learning Outcome:

On successful completion of the course, the students will be able to:

1. Get acquainted with the varying perspectives in order to understand the Indian society.
2. Recognize and comprehend the valuable contributions made by Indian sociologists.
3. Analyze the debate regarding Indian Sociology and Sociology in India
4. Build competency and academic excellence for competitive exams.

Unit I

Sociology for India:An Issue for Indian Sociology

N.K. Bose

David Hardiman

Unit II

Yogendra singh

D.P.Mukherjee

Amartya Sen

Unit III

DD Kosambi

Louis Dumont

D.N.Dhanagare

Reference books:

- Singh, Yogendra : Indian Sociology ,Delhi : Vistaar
- Dhanagare, D.N. 1993: Themes and Perspectives in Indian Sociology, Jaipur : Rawat
- Dumont, Louis, 1970: Homo Hierarchus: The caste system and its implications, New Delhi : Vikas
- Gore, M.S. 1993 The Social Context of a Ideology, New Delhi, SAGE

SOCM-404 : भारतीय समाजशास्त्रीय विचार का विकास

अधिकतम अंक : 100

श्रेय : 06

न्यूनतम अंक : 40

अवधि : 3घंटे

इकाई-I

भारत के लिए समाज शास्त्र : भारतीय समाज शास्त्र के लिए मुद्दा

एन.के. बोस

डेविड हॉरडीमैन

इकाई-II

योगेन्द्र सिंह

डी पी मुखर्जी

अमर्त्य सेन

इकाई-III

डी डी कौशम्बी

लूईस ड्यूमो

डी. एन. धनाग्रे

Sr Pearl

Dr. Sr. Pearl

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