

B.A. (Hons.) Applied Psychology
CBCS
2020-2023

Syllabus: Bird's eye view

<p>BA I Introductory Psychology Applied Social Psychology Experimental Psychology Biological Basis of Behavior Practicum I</p> <p>Foreign Language Communication Skill Behavioral Science</p>	<p>BA II Life Span Development Basic Cognitive Processes Statistics in Psychology Gender Dynamics and Gender Studies Practicum II</p> <p>NTCC: Readings in Psychology Term Paper</p> <p>Foreign Language Communication Skill Behavioral Science Minor track: Life Span Development</p>
<p>BA III Psychopathology Counseling Psychology Psychometric Testing and Assessment Theories of Personality Practicum III</p> <p>NTCC: Readings in Psychology Article/ Feature Writing</p> <p>Domain Electives: Psychology of Ageing Community Psychology</p> <p>Foreign Language Communication Skill Behavioral Science Minor track: Theories of Personality</p>	<p>BA IV Educational Psychology Psychology of Peace Research Methodology Clinical Psychology Practicum IV</p> <p>NTCC: Project</p> <p>Domain Electives: Science of well-being Psychology at work</p> <p>Foreign Language Communication Skill Behavioral Science Minor track: Educational Psychology Summer Internship</p>
<p>BA V Indian Psychology and Logic Crime and Delinquency Organizational Psychology Health Psychology Practicum V</p> <p>NTCC: Scientific Research Paper Dissertation – I Summer Internship evaluation</p> <p>Domain Electives: Human Rights, Values and Ethics Forensic Psychology</p> <p>Foreign Language Communication Skill Behavioral Science Minor track: Organizational Psychology</p>	<p>BA VI Sports Psychology Positive Psychology Human Resource Management Environmental Psychology Practicum VI</p> <p>NTCC: Seminar Dissertation – II</p> <p>Minor track: Positive Psychology</p>

Semester I

INTRODUCTION TO PSYCHOLOGY

Course Code: PSY101

L:2,T:1,P:0,C:03

Course Objective:

This course is designed to introduce the science of psychology. It identifies and defines the theories, terms, methods, and various fields of psychology. This course can be used as a foundation towards continued education in more specific areas of psychology. Upon completion of this course, student should have completed the following objectives:

To know the major psychologist and the ideas, theories and schools with which they are associated.
To understand the major concepts of general psychology.

Course Contents:

Module I: Introduction – 7 hours

Meaning, Definition, Nature, Goals, Scope and Branches of Psychology

Module II: Methods – 7 hours

Methods of Psychology: Introspection, Observation, Experimental, Interview, Questionnaire and Field Survey

Module III: Historical Perspective – 7 hours

Background and historical perspectives of Psychology

Structuralism, Functionalism, Psychoanalysis

Contemporary schools of psychology: Behaviorism, Gestalt, Humanism, Existentialism.

Module IV: Intelligence and Personality – 8 hours

Intelligence: Meaning and Nature of intelligence, Factors influencing intelligence and Theories of intelligence: Unitary Theory, Two Factor Theory, Multifactor Theory and Group Factor Theory.

Personality: Meaning, Nature and Theories of personality: Trait and Type Theory

Module V: Emotion and Motivation – 7 hours

Emotion: Meaning, Nature and Theories of emotions

Motivation: Meaning, Nature and Theories of motivation

Texts:

Morgan, C.T. & King, R. (2001). *Introduction to psychology*. (7th ed.). New Delhi: Tata McGraw Hill Publishing Company Limited.

Baron, R. A. (2001). *Psychology* (5th ed.). Needham Heights, MA: Allyn and Bacon.

References:

Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (2000). *Hilgard's introduction to psychology*. (13th ed.). Fort Worth, TX: Harcourt Brace.

Mishra, B. K (2008). *Psychology: The study of human behaviour*. Kolkata: PHI Learning Pvt. Ltd.

Myers, D. (2004). *Psychology*. (7th ed.). New York: Worth.

Nairne, J. S. (2003). *Psychology: The adaptive mind*. (3rd ed.). Belmont, CA: Thomson/Wadsworth.

Nevid, J. S. (2003). *Psychology: Concepts and applications*. Boston: Houghton Mifflin.

Passer, M., & Smith, R. (2004). *Psychology: The science of mind and behavior*. (2nd ed.). Boston: McGraw Hill.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

APPLIED SOCIAL PSYCHOLOGY

Course Code: PSY102

L:2,T:1,P:0; C: 03

Course Objective:

Social Psychology is the study of social interaction and social influence on human behaviour. This course has following objectives.

To expand knowledge about social psychology and human behavior.

To foster respect for human diversity, particularly with regard to matters of gender, race and ethnicity.

To enable students to (a) understand the forces that create group differences in patterns of social behavior, (b) understand and adjust to the behavior of other people, (diverse array of groups and social categories to which they do belong) (c) recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and (d) understand the dynamics of intergroup relationships, conflict, and cooperation.

Course Contents:

Module I: Introduction – 7 hours

Meaning and Nature of Social Psychology

Scope and Development of Social Psychology

Methods and their Application: Correlation Method, Sociometry method, Cross sectional method.

Relationship of Social Psychology with other discipline

Module II: Social Perception and Cognition – 7 hours

Perceiving ourselves: Self-Concept, Self-esteem and Self-Presentation

Perceiving others: Forming impressions and role of verbal and non-verbal cues

Attribution: Understanding the causes of others' behavior

Attribution Biases

Module III: Interpersonal Attraction – 7 hours

Concept and Meaning of interpersonal attraction

Factors affecting interpersonal attraction,

Theories of interpersonal attraction: Reinforcement Theory, Complementary Theory, Exchange Theory

Module IV: Collective Behaviour – 8 hours

Prosocial Behaviour: Meaning, Nature, and Determinants, Bystander effect

Crowd behavior: Nature, Types and Theories, Social exchange theory

Aggression: Meaning, Theories of Aggression Social, Cultural, Personal and Situational factors,

Prevention and Control of Aggression

Module V: Social influences and Leadership – 7 hours

Social influence: Conformity, Compliance, and Obedience

Leaderships: Types and theories-Fiedler's, Theory Mc Gregor's Theory, Transactional and

Transformational Theory, Trait Theories, Path-Goal Theory, Mount and Blake model of leadership

Texts:

Baron, R. A., & Byrne, D. (1987). *Social psychology: Understanding human interaction*. (5th ed). Boston, MA: Allyn & Bacon

M. A. Hogg & J. Cooper. (2007). *The Sage handbook of social psychology*. London: Sage.

References:

Baumeister, R.F. (2005). *The cultural animal: Human nature, meaning, and social life*. New York: Oxford University Press.

Kuppuswamy, B. (1972). *Introduction to social psychology*. New Delhi: Asia Publishing House

Allen, V. L. (1975). *Social support for nonconformity*. In L. Berkowitz (ed.) *Advances in experimental social psychology* (Vol. 8, pp. 1–41). New York: Academic Press

Allport, F. H. (1924). *Social psychology*. Boston, MA: Houghton Mifflin.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

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EXPERIMENTAL PSYCHOLOGY

Course Code: PSY 103

L:2,T:1,P:0 ; C:03

Course Objectives: Through this course, the students will be introduced to a branch considered as one of the most scientific fields of psychology. The students will be taught popular theories related with the field and will be made acquainted with fundamentals of conducting a psychology experiment in laboratory setting.

Course Contents:

Module I: Introduction – 7 hours

History of Experimental Psychology

Nature of Science and Scientific Methods, Scope of Experimental Psychology

Module II: Experimental Methods – 7 hours

Steps of Experimental Method

Problem and Hypothesis: Nature, Types and Sources

Variables: Nature and types and controlling techniques

Types of experiments

Module III: Memory – 8 hours

Memory Stages (Encoding, Storage and Retrieval)

Information Processing Model

Types of Memory: Sensory Register, Short Term and Long Term Memory

Methods of Measuring Memory Techniques of Improving Memory

Module IV: Forgetting – 7 hours

Nature, Causes and Theories of Forgetting: Trace Decay Theory, Interference Theory, Consolidation

Theory and Repressive Forgetting

Amnesia

Module V: Fundamentals of Psychophysics – 7 hours

Definition, basic concepts, subject matter, theories and principles

Text:

Morgan, C. T., & King, R. A. (1966). *Introduction to psychology*. New Delhi: Tata McGraw Hill Publishing Company Limited.

Myers, A., & Hansen, C. (2011). *Experimental psychology*. New Delhi: Cengage Learning.

Mishra, B. K. (2008). *Psychology: The study of human behaviour*. New Delhi: PHI Learning Pvt. Ltd

Postman, L., & Egan, J. P. (1949). *Experimental psychology: An introduction*. Ludhiana: Kalyani Publishers.

Munn, N.L. (1932). *Psychology*. New Delhi: Oxford & IBH Publishing Co Pvt. Ltd.

References:

Atkinson, Hilgard, Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C.

(2014). *Introduction to psychology*. New Delhi: Cengage Learning EMEA.

Sdorow, L. (2002). *Psychology*. (5th ed.). USA: McGraw Hill.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

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BIOLOGICAL BASIS OF BEHAVIOR

Course Code: PSY 104

L:2,T:1,P:0,C:03

Course Objective:

The paper on Physiological Psychology correlates the discipline to the physiological aspect of human life and emphasizes the need to study physiology for complete understanding of human beings.

Course Contents:

Module I: Introduction – 7 hours

Physiology & Behavior

Physiological Psychology- Definition, Techniques used to study brain

Module II: Neural conduction Mechanism – 7 hours

Neurons: Structure of Neuron, synapse, reflexes

Neural Impulse Transmission

Neurotransmitters

Module III: Nervous system – 8 hours

Central and Peripheral Nervous System

Lateralization of brain (Left and Right brain)

Role of nervous system in Behavior

The Endocrine system and behavior

Module IV: Biological basis of behavior – 7 hours

Learning and memory

Motivation and emotion

Module V: Sleep and Circadian Rhythm – 7 hours

Homeostasis, Consciousness and its states, Circadian Rhythm, Dreams, Disorders of sleep

Text:

Carlson, N. R. (2012). *Physiology of behavior*. (11th ed.). USA: Allyn & Bacon.

Gale, A. & Edwards, J. A. (1983). *Physiological correlates of human behavior*. London: Academic Press.

References:

Levinthal, C. F. (1996). *Introduction to physiological psychology* (3rd ed.). New Delhi: Prentice Hall Inc.

Morgan, C.T. & Stellar, E. (1950). *Physiological psychology*. New York: McGraw Hill Inc.

Sdorow, L. (2002). *Psychology*. (5th ed.). USA: McGraw Hill.

Examination Scheme:

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Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC-Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PRACTICUM-I

Course Code: PSY 120

L:0,T:0,P:4,C: 02

Course Objective:

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Every student is expected to perform and write any 06 experiments & tests mentioned below.

List of Practicals:

Memory drum

Stroop test

Span of attention

2-point threshold

Attitude scale

Aggression scale

Achievement test

Movie/Film/TV serial analysis (Psychology theme)

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

DOMAIN ELECTIVES

SYSTEMS AND APPROACHES

Course Code: PSY 105

L:2,T:1,P:0,C:03

Course Objective:

The paper on System and Theories gives a brief history of psychology and the developments within the discipline.

Course Contents:

Module I: Science & Scientific Theory – 7 hours

Psychology as a Science

Module II: Structuralism & Functionalism – 8 hours

Structuralism – Contribution of Wundt and Titchner, Criticisms

Functionalism – Contributions of William James & others, Criticisms

Module III: Psychoanalysis – 7 hours

Classical Psychoanalysts – Sigmund Freud

Neo- Freudism – Eric Erickson, Alfred Adler and Carl Jung

Module IV: Behaviorism – 7 hours

Contributions of Pavlov, Skinner, Watson and Thorndike

Module V: Phenomenology and Gestalt – 7 hours

Contributions of Edmund Husserl

Continuity theory

Text:

Leahy, T H, (1991), A History of Modern Psychology; New York: Prentice Hall

Wolman B B, (1979), Contemporary Theories and Systems in Psychology; London: Freeman Book Company

References:

Chaplin, J P & Krawice, T S, (1979), Systems and Theories in Psychology; New York: Holt Rinechart & Winston

Marx M H & Hillix W A, (1986), Systems and Theories in Psychology; New York: McGraw Hill

Sartre, J P (1956), History & Theories of Psychology

Paranj, A C, (1994), Meeting East and West; New York: Plenum Press

Examination Scheme:

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Weightage (%)	15	15	15	5	50

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PSYCHOLOGY OF AGEING

Course Code: PSY 106

L:2,T:1,P:0,C:03

Course Objective:

This paper will enable the students to have a better understanding of the needs, theories and processes of ageing. Also, to empower the students with the wider knowledge on how to deal with the issues and problems related to old age.

Course Contents:

Module I: Introduction – 7 hours

Gerontology- Meaning, Nature & Scope, Historical perspective of Ageing
Morbidity & Mortality, Ageing- Myths & Facts
Major Needs and Global Picture- Researches & Studies

Module II: Aspects of Ageing – 7 hours

Developmental, Biological, Physiological, Psychological & Social aspects

Module III: Palliative Care – 7 hours

Assessment, Diagnosis & Planning
Major issues and its care- Physical and Psychological

Module IV: Individual & Social Issues – 7 hours

Adjustment to Old Age, Attitudes towards Old People
Adjustment to Changes: Family Patterns, Loss of Spouse, Living Alone, Remarriage in Old Age,
Physical, Motor & Mental Abilities

Module V: Ethical, Legal & Financial Issues – 8 hours

Welfare Policy and shelter homes for Elderly
Identifying Excellence in Care of Elderly
Ethical Theories & Principles
Constitutional Rights, Public Policy & Services

Text:

Kenneth F. Ferraro: Gerontology: perspectives and issues, Published by Springer Pub. Co., 1990

References:

Coni, N., Davison, W. & Webster, S. (1984). *Ageing: the facts*. UK: Oxford Medical Publications
Hamilton, I.S. (2006). *The Psychology of Ageing: An Introduction*, 4th Edition. UK: Jessica Kingsley Publications.

Examination Scheme:

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Weightage (%)	15	15	15	5	50

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Semester II

LIFE SPAN DEVELOPMENT

Course Code: PSY201

L:2,T:1,P:0,C:03

Course Objective:

The paper will familiarize the students with the psycho-physiological development of infants and children. The course includes the development and changes during adolescence, adulthood and old age.

The objective of this paper is:

To critically evaluate the role of heredity, maturation, and the environment in development.

To critically examine the relationship between scientific theories of development and the reality of development in everyday life.

Course Contents:

Module I: Introduction – 7 hours

Meaning and Concept of Development: Life Span Perspective, Theoretical Perspective on Development, Factors influencing development; Principles of growth & development: Difference between growth, maturation, development & learning.

Module II: Start to Life and Development in Infancy and Toddlerhood (birth to 2years) – 7 hours

Conception and Prenatal Development: The Interaction of Heredity and Environment;

Birth and newborn: Birth Complications, Competent Newborn.

Module III: Development in Childhood The Preschool years (3-6 Years) & The Middle Childhood (6-12 Years) – 7 hours

Physical Development Cognitive Development: Intellectual and Language development

Social and Personality Development, Moral and Emotional Development

Module IV: Development in Adolescence and Young Adulthood Adolescence (12-19 years) – 8 hours

Adolescence:

Physical and Cognitive development in Adolescence and School Performance

Contexts of development: Family, School Peers, Role of Media

Contemporary Psychosocial Issues

Social, Personality, Moral and Emotional Development

Young Adulthood (19-35 years):

Physical Development: Physical Limitations and Challenges

Cognitive Development: Intelligence and Higher Education

Social and Personality Development: Forming Relationship and Choosing Career

Contemporary Psychosocial Issues

Module V: Development in Middle and Late Adulthood Middle Adulthood (35-55 years) – 7 hours

Middle Adulthood:

Physical Development: Sexuality and Health

Cognitive Development: Memory and Remembering

Social and Personality Development: Cultural Dimensions

Late Adulthood (55 years to death):

Physical Development: Health and Wellness

Cognitive Development: Memory and Forgetting

Social and Personality Development: Successful Aging

Death, Dying and Bereavement

Text:

Feldman, R. S. (2014). *Discovering the life span* (2nd ed.). USA: Prentice Hall.

Berk, L.E. (2013). *Child development*. New Delhi: Pearson Education.

Hurlock, E. B. (2001). *Developmental psychology*. USA: McGraw-Hill.

Heatherington, E.M. & Parke, R.D. (1987). *Child psychology: A contemporary viewpoint*. New York: McGraw-Hill

References:

Kail, R. V. (1998). *Children and their development*. New Delhi: Prentice Hall Inc.

Newman, B.M. & Newman, P.R. (2005). *Development through life: A psychosocial approach*. New York: Wadsworth Publishing Company.

Santrock, J. W. (2013). *A topical approach to life span development*. New Delhi: Tata McGraw Hill.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

BASIC COGNITIVE PROCESSES

Course Code: PSY 202

L:2,T:1,P:0;C:03

Course Objective:

The course deals with the understanding of higher mental processes and their relevance in daily living. The study of normal processes is essential to enable the understanding of neurological or abnormal dysfunctions. The objectives of this course are (a) to provide an understanding of normal mental processes and their relationship to brain, mind and behavior, and (b) to study the concept of cognition and its application.

Course Contents:

Module I: Introduction and Sensation – 7 hours

Introduction, History and Background of Cognitive Psychology
Sensory Process: Meaning and Types of Senses, Sensation and Sensitivity

Module II: Attention and Perception – 8 hours

Attention: Nature, Process Types and Determinants of attention
Theories of attentions
Perceptual Process: Meaning and Nature of Perception
Principles of Perceptual organization
Perception of Space, Depth–Visual Monocular Cues and Binocular Cues, Perception of Distance and Direction
Perceptual constancy
Perceptual Illusions, Delusions and Hallucinations

Module III: Learning – 7 hours

Learning: Meaning, Nature and Types of learning (Verbal, Motor, Concept etc)
Theories of Learning –Trial and Error Theory, Classical Conditioning Theory, Operant / Instrumental Conditioning, Insight Learning Theory
Transfer of Training: Meaning, Types and Theories of Transfer

Module IV: Thinking, Problem Solving & Language – 7 hours

Thinking: Nature, and Types of Thinking
Tools of thinking: Images, Concept, Symbols and Signs, Language, Muscle Activities and Brain Function
Problem solving: Meaning and Methods of Problem solving.
Role of set in problem solving
Decision Making: Meaning, Types and Hindrances
Language: Definition, Elements of Language, Development, Acquisition, Influence of Culture

Module V: Intelligence – 7 hours

Intelligence: Meaning and Nature
Theories of intelligence: Unitary Theory, Two Factor Theory, 3-D Model of Intellect, Process Theories of Intelligence, Multi-factor Theory (Howard Gardener), Emotional Intelligence, Social Intelligence, Spiritual Intelligence and Cultural Intelligence

Texts:

Neisser, U. (1967). *Cognitive psychology*. New York: Appleton-Century-Crofts.
Solso, R. L. (2007). *Cognitive psychology*. (8th ed.). New Delhi: Pearson Education.
Eysenck, M.W. & M. T. Keane. (2000). *Cognitive psychology - A student's handbook*, Psychology Press Ltd.

References:

Goldstein, E. B. (2015). *Cognitive Psychology: Connecting mind, research, and everyday experience*. (4th ed.). Belmont, CA: Wadsworth/Cengage.

Mesulam, M. M. (2000). *Principles of behavioral and cognitive neurology*. New York: Oxford University Press.

Newell, A. (1990). *Unified theories of cognition*. Cambridge, MA: Harvard University Press.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

STATISTICS IN PSYCHOLOGY

Course Code: PSY 203

L:2,T:1,P:0 ;C:03

Course Objectives:

The paper on Statistics introduces quantification and interpretation of data related to psychology. The students will learn primary concepts and methods of statistical analysis in psychology.

Course Contents:

Module I: Introduction – 7 hours

Meaning, Definition, Importance and Limitations of Statistics in Psychology
Population and Sample, Graphical presentation of Data: Histograms, Frequency polygon, Frequency Curve, Cumulative Frequency Curve (Ogive), Cumulative Percentage Curve
The Normal Curve: Characteristics and Problems in Normal Probability Curve (NPC), The Standard Normal Curve.

Module II: Central tendency & variation – 7 hours

Measures of Central Tendency: Meaning, Application and Computation of Mean, Median and Mode
Measures of Variability: Range and Variation; Average deviation, Quartile deviation and Standard deviation

Module III: Parametric Statistics – 7 hours

Assumptions: t-Test (Independent & correlated)
ANOVA (One way) and Factorial
Correlation-Pearson Product moment correlation (Linear correlation).

Module IV: Non-Parametric Statistics – 8 hours

Introduction, Assumptions
Chi square- Equal probability, 2x2 contingency and 3x3 contingency
Mann Whitney and Wilcoxon rank test
Spearman's rank order correlation

Module V: SPSS – 7 hours

SPSS- training in parametric and non-parametric data analyses.

Text:

Garrett, H. E., & Woodworth, R.S. (2011). *Statistics in psychology and education*. Mumbai: Paragon International Publishers.
Gupta, S. C. (2007). *Fundamentals of statistics*. New Delhi: Himalaya.
Siegel, S. (1956). *Non parametric statistics*. New York: McGraw Hill.
Broota, K. D. (1989). *Experimental design in behavioural research*. New Delhi: New Age International.

References:

Guilford, J. P. (1942). *Fundamental statistics in psychology and education*. USA: McGraw Hill.
Minimum, E. W., King, H. M., & Bear G. (1993). *Statistical reasoning in psychology & education*. (3rd ed.). New York: John Willey & Sons.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

GENDER DYNAMICS AND GENDER STUDIES

Course Code: PSY204

L:2,T:1,P:0,C:03

Course Objective:

This course is designed to introduce students to primary concepts of gender psychology. The course will familiarize them with psychological theories and research findings regarding the differences and similarities between men and women and the effects of gender in social situations. Students will learn to understand the complexity and diversity of gendered experiences in the society.

Course Contents:

Module I: Introduction to Gender Psychology – 7 hours

Key Concepts

Historical development: Role of Early Schools, eminent women, role of assessment

Module II: Various Perspectives – 7 hours

Biological: Role of Heredity, Hormones and Nervous System

Psychological: Freudian and Neo-Freudian, Socio- Cognitive, Humanistic

Sociological and Economic perspectives: Social Norms, Social Conflict, Economic models

Module III: Gender Constructs & Stereotypes – 7 hours

Gender Role and Gender Identity: Components of Gender Constructs

Stereotype in Religious, Global/Cultural Contexts

Effects of stereotypes and roles, Media and Depiction of gender

Module IV: Gender Differences – 8 hours

Areas of gender difference: Physical, cognitive, affective and social abilities,

Health & Fitness, Stress, Coping & Psychopathology,

Internalizing and Externalizing Behavioral Problems

Module V: Contemporary Issues – 7 hours

Third gender issues: Transgender concept and approaches, global scenario

Women empowerment: Feminism: Movement and Branches

Need for gender sensitization

Text:

Helegson, V. S. (2009). *The Psychology of Gender*, New York: Pearson Publications.

Trew, K., & Kremer, J. (1998). *Gender and psychology*. New York: Routledge

Golombok, S., & Fivush, R. (1994). *Gender development*. Cambridge: Cambridge University Press.

Maccoby, E.E., & Jacklin, C.N. (1974). *The psychology of sex differences*. Stanford: Stanford University Press.

References:

Butler, J. (1990). *Gender trouble: feminism and the subversion of identity*. New York: Routledge.

Halsey, A.H., Heath, A.F., & Ridge, J.M. (1980). *Origins and destinations: Family, class and education in modern Britain*. Oxford: Clarendon Press.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

PRACTICUM-II

Course Code: PSY 220

L:0,T:0,P:4,C:02

Course Objective:

This course will enable the students to understand and apply the general concepts of psychology through experiments & psychological tests.

The students are required to perform & write any 06 practical.

List of Experiments/Tests:

Muller Lyer test

Bilateral transfer of training

Intelligence test (Raven's)

Learning style

Reading and writing motivation

Masculinity and Feminity scale

Attachment style

Parent child relationship

Adjustment scale

Examination Scheme:

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

TERM PAPER

Course Code: PSY230

L:0,T:0,P:0,C:01

Course Objective:

The rationale behind introducing the term paper is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills, which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

Guidelines for Term Paper:

Topic

Introduction

Review research

Key Learnings

Conclusion

References

Examination Scheme:

Compilation of Term Paper: 50 Marks

Viva Voce: 25 Marks

Presentation of Term Paper: 25 Marks

Total: 100 Marks

READINGS IN PSYCHOLOGY

Course Code: PSY235

L:0,T:0,P:0,C:01

Course Objective:

The objective of this paper is to inculcate reading habit along with value addition to the existing understanding of the subject. The book reading would be a kind of knowledge enhancer that would envision the student about some current thoughts related to the discipline. The book reading and its critical analysis would help broaden the intellectual horizon of the student and develop the ability of critical analysis and synthesis. A contemporary and relevant book will be selected by the concerned department.

Guidelines:

The student is expected to thoroughly go through the discipline related prescribed book with the objective of critically reviewing each aspect and character of the book. The student is supposed to have a detailed insight into the following:

1. Content
2. Writing style
3. Information/learning
4. Content handling
5. Characters (if any)
6. Thematic Clarity

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing. Headings in Font Size16.

Evaluation Scheme:

Report on the Book	Written Test
50 marks	50 marks

Semester III

PSYCHOPATHOLOGY

Course Code: PSY 301

L:2,T:1,P:0,C:03

Course Objectives: Abnormal psychology introduces the students to a comprehensive study of abnormal behavior including the identification, etiology and classification on the basis of symptomatology of psychological disorders.

Course Contents:

Module I: Introduction – 8 hours

Concept and Criteria of abnormality: DSM 5 classification

DSM IV-R and DSM 5: Comparison

Causal factors in Psychopathological Behaviour: (a) Biological determinants (b) Psychological determinants (c) Socio-cultural determinants

Neurosis and Psychosis: Concept and Difference

Module II: Anxiety Disorders and OCD (Obsessive-Compulsive disorders): Symptoms and Etiology – 7 hours

Generalized anxiety disorders; separation anxiety disorder; Phobic Disorders and Panic disorder

OCD (Obsessive-Compulsive disorders)

Module III: Mood Disorders & Schizophrenia: Symptoms and Etiology – 7 hours

Depression and Bipolar Disorder, Suicide

Schizophrenia; Types of schizophrenia

Module IV: Dissociative Disorders and Somatic Symptoms Related Disorders: Symptoms and Etiology – 7 hours

Somatic symptom disorder, illness anxiety disorder, conversion disorder and factitious disorder

Dissociative Amnesia, Dissociative Fugue, Dissociative Identity

Module V: Personality Disorders and other types – 7 hours

Cluster I: Paranoid, Schizoid and Schizotypal Personality Disorder

Cluster II: Antisocial, Borderline, Histrionic and Narcissistic Personality Disorder

Cluster III: Avoidant, Dependent and Obsessive-Compulsive Personality Disorder

Substance Abuse Disorders, Impulse Control, Eating and Sleep Disorders

Childhood Disorders

Text:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5®). American Psychiatric Pub. Davison, G. C., & Neale, J. M. (2000). Abnormal psychology, Study Guide. New York: John Wiley and Sons.

Butcher, J. N., Mineka, S., & Hooley, J. M. (2017). Abnormal psychology. Pearson Education India.

Carson, R.C., Butcher, J.N., & Mineka, S. (2000). Abnormal Psychology and Modern Life. Delhi: & Person Education, 2000

References:

Comer, R. J. (2010). Abnormal psychology. Macmillan.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

COUNSELING PSYCHOLOGY

Course Code: PSY 302

L:2,T:1,P:0,C:03

Course Objectives: This course will introduce the students to key theories, approaches and skills required for counseling oneself and others. The scope of counseling in varied professional settings will also be made known through this paper.

Course Contents:

Module I: Introduction – 7 hours

Meaning, Definitions and Goals of counseling
Role of Counselor in different Setting
Characteristics of a good counselor

Module II: Counseling Process – 7 hours

Building Counseling Relationship
Working in a Counseling Relationship
Termination of Counseling Relationship

Module III: Counseling Theories & Approaches – 7 hours

Insight-Oriented Counseling: Client-Centered
Action-Oriented Counseling: Behavioural
Psychodynamic Approaches
Humanistic Approach
Testing, Assessment and Diagnosis in Counseling

Module IV: Counseling Applications – 8 hours

Child Counseling and Counseling in School
Adolescent Counseling and Counseling in College
Career Counseling: Theories of Career Development
Counseling: Individual, Couple, Group and Family Counseling
Addiction Counseling

Module V: Current Issues in Counseling – 7 hours

Ethical and Legal Issues
Mental Health Counseling
Counseling in a Multicultural Society
Counseling with Diverse Population

Text:

Williams, E.N., Hayes, J.A., & Fauth, J. (2008). *Therapist self-awareness: Interdisciplinary connections and future directions*. In S. Brown & R. Lent (Eds.), *Handbook of Counseling Psychology* (4th ed) (pp. 267–283). NY: Wiley.

Ladany, N., & Inman, A. (2008). *Handbook of Counseling Psychology*. (4th ed.). New York: John Wiley & Sons.

References:

Levy, K. N., & Scala, J. (2012). Transference, transference interpretations, and transference focused psychotherapies. *Psychotherapy*, 49(3), 391-403. doi:10.1037/a0029371

Brems, C., & Johnson, M. E. (1997). Comparison of recent graduates of clinical versus counseling psychology programs. *Journal of Psychology*, 131, 91-99.

Whyte, C. (1978). Effective Counseling Methods for High-Risk College Freshmen. *Measurement and Evaluation in Guidance*, 6(4), 198-200.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

PSYCHOMETRIC TESTING AND ASSESSMENT

Course Code: PSY 303

L:2,T:1,P:0,C:03

Course Objectives: The course enables students to understand the concepts and methodology of psychological tests' development, administration and interpretation of test data. The students will also know about application of some popular psychological tests

Course Contents:

Module I: Introduction – 7 hours

Brief Historical perspectives, Meaning and types of classification of psychological tests based on criteria of scoring, administration, time limit, content
Characteristics of a good psychological test
Uses and abuses of psychological test
Ethical consideration

Module II: Measurement – 7 hours

Nature and significance of Measurement
Distinction between assessment and measurement
Levels of measurement
Techniques of Attitude Measurement

Module III Reliability and validity – 7 hours

Reliability and validity - Meaning, types, ways of improving, factor influencing.
Relationship between reliability and validity

Module IV Test Construction – 7 hours

Item framing, Item analysis, Item selection, Item discrimination, Item of difficulty
Norms-Types of norms and their application.

Module V: Application of Testing – 8 hours

Administration and interpretation of major test of intelligence, personality, aptitude, achievement, interest, attitude/value in diverse fields

Text:

Anastasi, A. & Urbina, S. (1997). *Psychological testing*. USA: Prentice Hall International Inc.
Graham, J. R., & Lilly, R. S. (1984). *Psychological testing*. Englewood Cliffs, NJ: Prentice-Hall.
Kaplan, R., & Saccuzzo, D. (2012). *Psychological testing: Principles, applications, and issues*. Cengage Learning.

References:

Hasan, Q. (1997). *Personality assessment. A fresh psychology look*. New Delhi: Gyan Publishing House
Kline, T. J. (2005). *Psychological testing: A practical approach to design and evaluation*. New Delhi: Vistaar Publication

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

THEORIES OF PERSONALITY

Course Code: PSY 304

L:2,T:1,P:0,C:03

Course Objective:

This course introduces description and critical evaluation of different theories of personality in the background of the empirical evidence. It enables students to

1. Become familiar with the major theories related to the study of personality.
2. To understand the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behavior.
3. To orient the students in application of this knowledge in case analysis and therapeutic formulation
4. To develop the skills in personality assessment.

Course Contents:

Module I: Introduction – 7 hours

Concept and Definition of Personality: Western Perspective, Eastern Perspective
Methods of Personality Assessment.

Module II: Determinants of Personality – 7 hours

Nature / Nurture Controversy:

Biological Determinants: Role of Genes and Endocrine Glands

Role of Physical Environment: Natural Environment, Constructed Environment, Behavioural

Role of Socio – Cultural Environment: Early Social Experiences and Impact of parenting styles

Role of family in the formation of personality

Module III: Trait and Type Theories of Personality – 7 hours

Hippocrates, Sheldon, Kretschmer, Allport, Cattell, Eysenck, Sheldon, and Friedman, Kobasa

Module IV: Psychoanalytic Theories of Personality - 9 hours

Sigmund Freud, Alfred Adler, Erich Fromm, Karen Horney and Erik Erikson's Theories

Module V: Social, Cognitive and Humanistic Theories of Personality – 7 hours

Behavioural Theory: Skinner

Social-Cognitive Theory: Miller & Dollard; Bandura

Humanistic Theory: Abraham Maslow; Carl Rogers

Texts:

Hall, C. S., Lindzey, G., & Campbell, J. B. (1997). *Theories of personality* (5th ed.). NY: John Wiley & Sons.

Allport, G. W. (1955). *Becoming: Basic considerations for a psychology of personality*. New Haven: Yale University Press.

Adler, A. (1957). *Understanding human nature*. New York: Greenberg.

References:

Eysenck, H. J. (1947). *Dimensions of personality*. London: Routledge & Kegan Paul.

Jung, C. G. (1934). *Archetypes of the collective unconscious*. New Jersey: Princeton University Press.

Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). New York: Harper & Row.

Ewen, R. B. (1980). *An introduction to theories of personality* (1st ed.). New York: Academic Press.

Cattell, R. B., & Dreger, R. N. (1975). *Handbook of modern personality theory*. New York: Appleton-Century-Crofts.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

PRACTICUM-III

Course Code: PSY 320

L:0,T:0,P:4;C:02

Course Objective:

This paper will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

The students are required to perform & write any 06 practical enlisted.

List of Experiments/Tests:

Personality test (NEO-FFI)

SCT

Suicidal Ideation

General Health Questionnaire

Mental Health Assessment

Old age fears

Life satisfaction

Adjustment scale

Home Environment Scale

Examination Scheme:

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

DOMAIN ELECTIVES

SCIENCE OF HAPPINESS

Course Code: PSY 305

L:2,T:1,P:0;C: 03

Course Objective:

To enable the students to acquire meaningful knowledge of various aspects of happiness. Also to apply the concepts with a holistic view to deal with the barriers in day-to-day life.

Course Contents:

Module I: Happiness – 8 hours

Positive and Negative Affectivity
The Effects & Causes of Happiness
Culture and Happiness
Relationships and Happiness

Module II: Happiness and its Physical Aspects – 7 hours

The Problem of Happiness
Physical Needs
Sound Bodies
How to Sleep

Module III: Happiness and its Mental Aspects – 7 hours

Seeing and remembering
Thinking
Self Knowledge

Module IV: Happiness and its Social Aspects – 7 hours

Work and Play
Youth V/s Age
Gold V/s Ideal

Module V: Happiness and Morality – 7 hours

The Religious and Spiritual Concepts of Happiness

Text:

Williams, H.S., The Science of Happiness, Oxford University
C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology

References:

Gilman, R., Furlong, M., & Huebner, E.S. (2009). *A Handbook of Positive Psychology in Schools*. USA: Routledge
Boniwell, I. (2012). *Positive Psychology in a Nutshell*. UK: Open University Press
Goleman, D. (2009). *Emotional Intelligence*. UK: Bloomsbury Publications.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

COMMUNITY PSYCHOLOGY

Course Code: PSY 306

L:2,T:1,P:0,C: 03

Course Objectives: This course would help the students be acquainted with the students about the history & present status of community mental health services. It would also help them develop a community based orientation towards mental health.

Module I: Introduction to community psychology – 7 hours

Social Psychology: Introduction to social psychology; Process of socialization; Group influence; Group dynamics; Social perception; Attitudes

Community psychology: Definition and perspectives with reference to mental health, organizational health and social action.

Module II: Mental health and Community Psychology – 8 hours

Mental health: Definition and characteristics of good mental health. Characteristics of positive health. Global epidemic of mental disorders. Prevention, identification and intervention services with regard to mental health problems and disability at the community level and quality of life,

Module III: Community based rehabilitation – 7 hours

Community based rehabilitation (CBR): Issues, principles, Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

Module IV: Crisis Intervention – 7 hours

The concept of crisis and the techniques of intervention.

Module V: Interventions in Community mental health – 7 hours

Unit V: Different levels of intervention at the community level with special reference to mental retardation, learning disability, autism, and common mental health problems.

Text:

Duffy, Karan (2002). Community Psychology (3rd Ed.), Allyn & Bacon.

Iscoe, I. Block, B.L. & Spielberger, CD (Eds.) (1997). Community psychology: Perspectives in training and research. Appleton Century Crofts. NY.

Kapur, M. (1995). Mental health of Indian Children, Sage Pub.

References:

Mandelbawn, B. (1972). Society in India. Popular Prakashan. Bombay.

Mann, P.A. (1978). Community Psychology: Concepts and Applications. The Free Press. Moritsugu,

John, Duffy, Karan and Worg Frank (2009). Community Psychology,

Korchin, S.J. (1976). Modern Clinical Psychology, Part 5 on Community Psychology, New Delhi, CBS Publications.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz; **FC-** Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance; **EE-**End Session Exam

READINGS IN PSYCHOLOGY

Course Code: PSY335

L:0,T:0,P:0;C:01

Course Objective:

The objective of this paper is to inculcate reading habit along with value addition to the existing understanding of the subject. The book reading would be a kind of knowledge enhancer that would envision the student about some current thoughts related to the discipline. The book reading and its critical analysis would help broaden the intellectual horizon of the student and develop the ability of critical analysis and synthesis. A contemporary and relevant book will be selected by the concerned department.

Guidelines:

The student is expected to thoroughly go through the discipline related prescribed book with the objective of critically reviewing each aspect and character of the book. The student is supposed to have a detailed insight into the following:

1. Content
2. Writing style
3. Information/learning
4. Content handling
5. Characters (if any)
6. Thematic Clarity

The report is to be submitted in about 3000 words on A4 size sheets, Font 12pt., Times New Roman, 1.5 spacing. Headings in Font Size16.

Evaluation Scheme:

Report on the Book	Written Test
50 marks	50 marks

ARTICLE/FEATURE WRITING

Course Code: PSY340

L:0,T:0,P:0;C:01

Course Objective:

The objective of this course is to develop the scientific bent of mind and judge the understanding as well as application of the knowledge gained by the students. The aim of an article is to provide the students an opportunity to further enhance their knowledge in an area of their choice by undertaking different **aspects of human behavior and analyzing it** at a level commensurate with the learning outcomes of the various courses taken up by them in the ongoing semester.

The purpose of the article/feature writing is for the students to draw upon their interest in currently published research literature with the aim of furthering theoretical work in the field of interest.

Guidelines:

1. The article will be related to the contemporary Psychological issue and the topic will be given by the department. The article will be written in around 3000 words.
2. The presentation of the article is scheduled to be held before the commencement of Semester examinations.
3. The article will carry 100 marks that will be marked on the basis of selection of topic, article writing and viva.
4. There are a number of types of articles that are published in psychological journals, including reports of empirical studies (psychological reports), review articles, case studies and theoretical articles. Students may critically assess existing theories, identifying flaws or arguing for the superiority of one theory over another. This is often done through examining a theory's internal consistency and evaluating the level of empirical support for the theory (i.e. studies/experiments). This type of theoretical analysis is what we are expecting from students at undergraduate level. x

Examples of a few broad areas for articles (List is indicative, not exhaustive)

Personality theories
Emotional Intelligence
Positive thinking
Learning
Self concept
Motivation
Emotion
Cognitive process
Cross cultural Psychology
Memory enhancement

Evaluation Scheme:

Selection of topic & its significance	Article writing		Viva	Total
	Content	References (studies quoted)		
10	30	20	40	100

Semester IV

EDUCATIONAL PSYCHOLOGY

Course Code: PSY 401

L:2,T:1,P:0;C:03

Course Objective:

Through this course students will be able to apply the knowledge of experimental, social and child psychology and theories related to learning, motivation and transfer of learning to educational setup. Course also spans knowledge about individual differences, problems of adjustment in the classroom and about special education.

Course Contents:

Module I: Relationship of Psychology to Education – 7 hours

Nature and Scope of Educational Psychology

Methods of Educational Psychology: Differential, Clinical and Experimental

Concept of Growth and Development: Physical, Mental, Social and Emotional Development during childhood and adolescence

Module II: Individual Differences – 7 hours

Individual Differences: Concept and Areas

Determinants of Individual Differences

Role of Heredity and Environment in developing Individual Differences

Implications of Individual differences for organizing educational program

Module III: Learning & Motivation – 8 hours

Concept and Theories of learning: Trial & Error learning, Conditioning and Cognitive learning theory, Contribution of Gestalt.

Perpetual approach to learning; Gagne's hierarchy of learning types;

Factors influencing learning, Educational Implications

Theories of motivation, Factors affecting motivation, Educational Implications

Module IV: Personality & Creativity – 7 hours

Meaning of personality, Trait and Type Approaches to Personality

Assessment of personality by subjective, objective and projective techniques

Role of teacher in fostering individual's personality.

Creativity: nature and characteristics

Development of creativity, Theories, Assessment and identification of creativity.

Role of teachers in fostering creativity.

Module V: Children with Special needs and Education – 7 hours

Exceptional Children: Gifted, Mentally Retarded, Backward children, Children with learning disabilities

Educational Implications

Text:

Dash, M. & Dash, N. (2005). *Fundamentals of educational psychology*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

Mangal, S. K. (2002). *Advanced educational psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.

References:

Pathak, R.P. (2011). *Educational psychology*. New Delhi: Pearson

Chauhan, S.S. (2009). *Advanced educational psychology*. New Delhi: Vikas Publishing House.

Aggarwal, J.C. (1996). *Theory and principles of education*. New Delhi: Vikas Publishing House.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

PSYCHOLOGY OF PEACE

Course Code: PSY 402

L:2,T:1,P:0,C:03

Course Objectives:

Through this course students will be able to understand about the efforts to develop sustainable societies through prevention of destruction, conflict and violence. It will help students develop a sense of empowerment for individual to promote peace related values and disseminate perspectives to build culture of peace and harmony in community life.

Course Contents:

Module I: Introduction to psychology of peace – 7 hours

Peace psychology: nature, scope and relevance

Psychological causes and effects of violence

Module II: Peace and nonviolence – 7 hours

Nonviolence through the Indian perspective: thoughts of Gandhi,

Peace through Indian Scriptures like Bhagvad Gita etc.

Module III: Structural Violence – 8 hours

Social Injustice and Human rights violations as structural violence, Children and structural violence, Women and structural violence

Module IV: Conflict Resolution and Peace building – 7 hours

Conflict resolution: Theoretical and practical issues, towards a psychology of structural peace building

Introducing cooperation and conflict resolution in schools

Module V: Ways to achieve personal peace – 7 hours

Mindfulness

Yoga

Other Relaxation techniques

Text:

Aber, L., Brown, J., & Henrich, C. (1999). Teaching conflict resolution: An effective school based approach to violence prevention. New York: National Center for Children in Poverty

Christie, D.J. Wagner, R.V., & Winter, D.A. (Eds.) (2007). Peace Conflict & Violence : Peace Psychology for the 21 Century. Eaglewood Cliffs, New Jersey : Prentice-Hall

Malley-Morrison, K., Mercurio, A., & Twose, G. (2013). International Handbook of Peace and Reconciliation (Eds.). New York, NY: Springer

References:

Bretherton, D., Law, S.F. (2015). Methodologies in Peace Psychology: Peace Research by Peaceful Means. New York, NY: Springer.

Tropp, L.R. (2012). The Oxford Handbook of intergroup conflict (Ed.). Oxford University Press.

Blumberg, H.H., Hare, P.A., & Costin, A. (2006). Peace Psychology: A Comprehensive Introduction. Cambridge.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

RESEARCH METHODOLOGY

Course Code: PSY403

L:2,T:1,P:0,C:03

Course Objectives:

The paper on Research Methodology introduces manner of research conducted in psychology, its range and scope. Various techniques of data collection, research designs and report writing will be covered in this paper.

Course Contents:

Module I: Introduction – 8hrs

Scientific Research: Meaning, nature, Importance and limitations

Hypothesis - types, characteristics, errors

Understanding data: Independent variables, dependent variables, intervening variables, confounding variables, moderating and extraneous variable; Primary and secondary data.

Module II: Steps in Research – 7 hours

Problem identification, Hypothesis formulation, Identification and manipulation of variables, Formulation research design, Tool development, Data collection. Data analysis, Summarizing and Conclusion

Module III Sampling – 7 hours

Sampling: Sample, Sampling Procedure and Design, Probability and Non-Probability Sampling techniques

Sampling error

Statistics vs parameter, confidence interval and level of significance

Module IV Data Collection and Research design – 7 hours

Method of data collection – Observation, Questionnaire, Interview, Survey, Sociometric technique, Field studies,

Types of Research design: Experimental Research design –Fundamentals; Between Group and Within Group Design

Non-experimental research design – Correlation, ex-post facto

Quasi –experimental design

Module V Proposal Writing – 7 hours

Report writing-APA style

Ethical consideration

Text:

Myers, J. L., Well, A. D., & Lorch Jr, R. F. (2013). *Research design and statistical analysis*. Routledge.

Anastasi, A. (1988). *Psychological testing*. (6th ed.). New York: McMillan Publishing Company.

Kerlinger, F. N. (1933). *Foundations of behavioral research*. New Delhi: Surjeet Publication.

References:

Freeman, S. (1962). *Theories and practice of psychological testing*. New Delhi: Oxford IBH.

Pandey, J. (1988). *Psychology in India: The state of the art Vol I (Personality & Mental Processes)*. New Delhi: Sage.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

CLINICAL PSYCHOLOGY

Course Code: PSY 404

L:2,T:1,P:0;C:03

Course Objectives:

This course will familiarize the students with scope of clinical psychology and role of clinical psychologist. The paper will provide students knowledge about techniques used by a clinical psychologist for diagnosis and treatment of psychological disorders.

Course Contents:

Module I: Foundation of Clinical Psychology – 7 hours

Introduction to Clinical Psychology: Meaning and nature of discipline,
Historical Development of Clinical Psychology

Module II: Contemporary Issues – 7 hours

Professional Activities of Clinical Psychologist
Subspecialties of Clinical Psychology
Organizations in Clinical Psychology
Ethical and Legal Issues in Clinical Psychology

Module III: Diagnosis and Assessment – 7 hours

Nature and Purpose of Clinical Diagnosis and Assessment
Stages in the Assessment Process
Clinical Assessment Techniques: Clinical Interview, Personality and Behavioural Assessment

Module IV: Psychotherapy – 8 hours

Definition, Goals and Stages of Psychotherapy
Essential Process in Psychotherapy
Models of Psychotherapy: Individual Therapy, Group Therapy, Couples Therapy, Family Therapy

Module V: Approaches to Psychotherapy – 7 hours

Psychodynamic Psychotherapy
Behavioral Psychotherapy
Cognitive Psychotherapy
Humanistic Psychotherapy

Text:

Plante, T. G. (2010). *Contemporary clinical psychology*. New York: John Wiley & Sons.
Korchin, S. J. (1976). *Modern clinical psychology: Principles of intervention in the clinic and community*. New Delhi: CRR Publishers and Distributer

References:

Hecker, J. E., & Thorpe, G. L. (1992). *Agoraphobia and panic: A guide to psychological treatment*. Boston, USA: Allyn & Bacon.
Pomerantz, A. M. (2008). *Clinical psychology: Science, practice, and culture*. New Delhi: Sage Publications.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

PRACTICUM-IV

Course Code: PSY 420

L:0,T:0,P:4,C:02

Course Objective:

This paper will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

The students are required to perform & write any 06 practical.

List of practicals:

Interest test
Aptitude test
Test of creativity
Picture Frustration test
PGI memory test
Psychological well-being
Quality of life
PANAS
Stress at work
Examination Scheme:

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

DOMAIN ELECTIVES

DEFENCE PSYCHOLOGY

Course Code: PSY 405

L:2,T:1,P:0,C:03

Course Objectives:

Students will learn about fundamental research in contemporary defence psychology (democracies of the western world). Students will be given a review of current status of defense system.

Course Contents:

Module I: Military psychology – 7 hours

Nature, scope, historical perspective, contemporary issues and emerging trends in military psychology.

Module II: Selection and Training of Military Personnel – 8 hours

Assessment of psychomotor, spatial abilities, interest, aptitudes, and personality; Training- training needs analysis, types and methods of training, evaluation and monitoring.

Module III: Social Factors in military – 7 hours

Leadership and subordination - Conformity, compliance and obedience, maintaining interpersonal relations, group cohesion, morale and motivation.

Module IV: Human factors in Military Organizations – 7 hours

Human errors, safety and accidents, ergonomics and system design; Vigilance, Complacency.

Module V: Environmental factors and Health Issues – 7 hours

Effects of extreme environmental conditions and deprivation on military performance; Mental health issues in military: depression, alcoholism, substance abuse, suicide, combat stress, post-traumatic stress, coping with stress.

Text:

Anastasi, A., & Urbina, S. (2003). *Psychological testing*. Prentice Hall: New Delhi.

Hall, R., & Mangelsdroff, D. (1991). *Handbook of military psychology*. John Wiley: USA.

Kennedy, C.H., & Zillmer, E.A. (2006). *Military psychology: Clinical and operational applications*.

Guilford: New York, USA.

References:

Ramachandran, K. (in press). *Handbook of military psychology*. Delhi: DIPR.

Shalit, B. (1988). *The psychology of conflict and combat*. Praeger: NY.

Reuven, G., A David, M., & Dorff, A. (1991). *Handbook of Military Psychology*. USA, John Wiley Sons.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

SCHOOL COUNSELLING

Course Code: PSY406

L:2,T:1,P:0,C:03

Course Objective:

This is to enable the students to develop an understanding of counseling within school setup, which is collaborative work of counselor and other school staff.

Course Contents:

Module I: Introduction – 7 hours

Guidance & Counseling

Need and importance of guidance and counseling in school

Module II: Counselor in Educational Setting – 7 hours

Elementary School, Middle School, Secondary School & Higher Secondary

Counseling & Curriculum, Counseling & Family

Module III: Role of Personal Guidance – 7 hours

Principal, Teacher, Counselor, Career Counselor, Parents & other Specialists

Importance of holistic approach in counseling

Module IV: Mental Health of Students – 8 hours

Major difficulties of students and Supportive Services

Students' perspective of Mental Health

Role of Faith & Spirituality in Students' mental Health

Module V: Experience of Transition – 7 hours

Concept of change, Adjustment & Transition

Transition & Students' experiences

Text:

Belkin, G.S. (1998), Introduction to Counselling; W.C.: Brown Publishers

Nelson, J. (1982), The Theory and Practice of Counselling Psychology; New York: Holt Rinehart & Winston.

References:

Ben, N. Ard, Jr. (Ed.) (1997), Counselling and Psychotherapy: Classics on Theories and Issues; Science and Behaviour Books Co.

Brammer, L.M. & Shostrom, E.L. (1977), Therapeutic psychology: Fundamentals of Counselling Psychotherapy; (3rd Ed.). Englewood Cliffs: Prentice Hall

Udupa, K.N. (1985). Stress and its Management by Yoga; Delhi: Moti Lal Bansari Das.

Windy, D. (1988) (ed.), Counselling in Action; New York: Sage Publication.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC-Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

PROJECT (WITH PRESENTATION & EVALUATION)

Course code: PSY 460

L:0,T:0,P:0,C:02

Course Objective:

The project can be defined as a scholarly inquiry into a problem or issues, involving a systematic approach of gathering and analysis of information / data, leading to production of a structured report. The aim of the project is to provide the students with an opportunity to apply their knowledge of psychology in understanding human behavior in field setting.

Chapter Scheme and distribution of marks:

Chapter 1: Introduction – 10 marks

Chapter 2: Conceptual Framework/ National/International Scenario – 25 marks

Chapter 3: Presentation, Analysis & Findings -- 25 marks

Chapter 4: Conclusion & Recommendations -- 10 marks

Chapter 5: Bibliography -- 05 marks

Project Report	Power Point Presentation & Viva
75 marks	25 marks

Components of a Project Report

The outcome of Project Work is the Project Report. A project report should have the following components:

1) Cover Page: This should contain the title of the project proposal, to whom it is submitted, for which degree, the name of the author, name of the supervisor, year of submission of the project work, name of the University.

2) Acknowledgement: Various organizations and individuals who might have provided assistance /co-operation during the process of carrying out the study.

3) Table of Content: Page-wise listing of the main contents in the report, i.e., different Chapters and its main Sections along with their page numbers.

4) Body of the Report: The body of the report should have these four logical divisions

a) **Introduction:** This will cover the background, rationale/ need / justification, brief review of literature, objectives, methodology (the area of the study, sample, type of study, tools for data collection, and method of analysis), Limitations of the Study, and Chapter Planning.

b) **Conceptual Framework / National and International Scenario:** (relating to the topic of the Project).

c) **Presentation of Data, Analysis and Findings:** (using the tools and techniques mentioned in the methodology).

d) **Conclusion and Recommendations:** In this section, the concluding observations based on the main findings and suggestions are to be provided.

5) Bibliography or References: This section will include the list of books and articles which have been used in the project work, and in writing a project report.

6) Annexures: Questionnaires (if any), relevant reports, etc.

(The main text of the Project should normally be in the range of 5000 words. However, there may be annexure in addition to the main text)

The Steps of a Project Report

Step I: Selection of the topic for the project by taking following points into consideration:

Suitability of the topic.

Relevance of the topic

Time available at the disposal.

Feasibility of data collection within the given time limit.

Challenges involved in the data collection (time & cost involved in the data collection, possibility of getting responses, etc.)

Step II: Finalisation of the Topic and preparation of Project Proposal in consultation with the Supervisor.

Step III: Collection of information and data relating to the topic and analysis of the same.

Step IV: Writing the report dividing it into suitable chapters, viz.,

Chapter 1: Introduction,

Chapter 2: Conceptual Framework / National & International Scenario,

Chapter 3: Analysis & Findings

Chapter 4: Conclusion and Recommendations.

Step V: The following documents are to be attached with the Final Project Report.

1) Approval letter from the supervisor (Annexure-IA)

2) Student's declaration (Annexure-IB)

3) Certificate from the Competent Authority of the Organisation / Institution, if the student undertakes the Project Work in any Organisation / Institution.

Guidelines for evaluation:

Each of the students has to undertake a Project individually under the supervision of a teacher and to submit the same following the guidelines stated below.

Language of Project Report and Viva-Voce Examination may be English. The Project Report must be typed and hard bound.

Failure to submit the Project Report or failure to appear at the Viva-voce Examination will be treated as —Absentl in the Examination. He /she has to submit the Project Report and appear at the Viva-Voce Examination in the subsequent years (within the time period as per University Rules).

No marks will be allotted on the Project Report unless a candidate appears at the Viva-Voce Examination. Similarly, no marks will be allotted on Viva-Voce Examination unless a candidate submits his/her Project Report.

Evaluation of the Project Work to be done jointly by one internal expert and one external expert with equal weightage, i.e., average marks of the internal and external experts will be allotted to the candidate.

SEMESTER V

INDIAN PSYCHOLOGY AND LOGIC

Course Code: PSY501

L:2,T:1,P:0,C:03

Course Objective:

This course would help students understand basic concepts of logic and philosophy to facilitate their thinking, clearly & cogently through the philosophical & conceptual problems. Through this students would be able to express themselves in a coherent & persuasive manner.

Course Contents:

Module I: Linkage between philosophy and psychology – 7 hours

Schools of Indian Philosophy;
Scope and Subject Matter, Sources of Indian Psychology.
Research Methods in Indian Psychology.
Buddhism & Jainism: Primary principles

Module II: Yoga Psychology – 7 hours

Eight-fold means of Yoga
Three Types of Personality in the Bhagavad Gītā
Concept of Purusa, Prakriti & Bharata on Emotions
Consciousness, Different levels of Consciousness

Module III: Logic – 8 hours

Definition, Nature and scope of logic, Utility of logic
Deductive reasoning, Difference between deduction and induction.
The traditional Square of opposition
Exercises based on the relations of opposition
Education: Conversion, Obversion, Contraposition

Module IV: Categorical syllogisms – 7 hours

Standard form categorical syllogisms
Rules and fallacies, Proving Validity by Venn diagram
Reasoning exercises based on syllogistic rules

Module V: Definition of Truth Function – 7 hours

Negation, Conjunction, Alternation (or Disjunction)
Conditional (or Material Implication)
Bi-conditional (or Material Equivalence),
Use of truth table for deciding consistency (contingency)
Inconsistency (contradiction)
Validity (tautology)

Text and Reference:

Copi I. M. Cohen C. Kenneth M. (2015) Introduction to logic. Pearson Education 14th ed.
Chatterjee S. & Datta D. (2010) Introduction to Indian Philosophy. Rupa Publications India.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

CRIME AND DELINQUENCY

Course Code: PSY 502

L:2,T:1,P:0,C:03

Course Objective:

This course would help students understand importance of criminology, the causes of criminal behavior, the significance of criminal profiling to mitigate crime. They will also learn the consequences of crime in society and the elements of criminal justice system.

Course Contents:

Module I: Basics of Criminology – 7 hours

Definition, aims and scope. The History of Psychological Perspectives on Crime. Theories of criminal behaviour – classical, positivist, sociological. Criminal anthropology. Understanding modus operandi. Investigative strategy. Role of media.

Module II: Crime Elements – 7 hours

Nature, causes and consequences of crime, types of crime, approaches to understand criminal behaviour: biological, cognitive, psychological and social perspectives, Psychological Disorders and Criminality.

Module III: Psychology and Criminal Behaviour – 8 hours

Psychopathology and personality disorder. Psychological assessment and its importance. Serial murderers, Psychology of terrorism. Biological factors and crime – social learning theories, psycho-social factors, abuse.

Module IV: Crime and Delinquency – 7 hours

Juvenile delinquency – theories of offending (social cognition, moral reasoning), Child abuse (physical, sexual, emotional), juvenile sex offenders, legal controversies.

Module V: Crime and Punishment – 7 hours

Definition, Theories of punishment: Deterrent, Retributive and Reformatory Punishment
Coping with criminal victimization, rehabilitation of victim and offender

Text:

James, S. H., & Nordby, J. J. (2002). Forensic science: an introduction to scientific and investigative techniques. CRC press.

Zulawski, D. E., Wicklander, D. E., Sturman, S. G., & Hoover, L. W. (2001). Practical aspects of interview and interrogation. CRC press.

References:

Cooper, S., & Tiffin, P. A. (2006). Psychological assessment and treatment of adolescent offenders with psychopathic personality traits. Journal of Educational and Child Psychology, 62-74.

Verma, R., & Thakur, S. (2020). Sexual Harassment of Women at Workplace: Its Magnitude and Prevalence in India. Studies in Indian Place Names, 40(71), 3209-3220.

Brettell, T. A., Butler, J. M., & Saferstein, R. (2005). Forensic science. Analytical chemistry, 77(12), 3839-3860.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC-Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

ORGANIZATIONAL PSYCHOLOGY

Course Code: PSY 503

L:2,T:1,P:0,C:03

Course Objective:

To understand how the findings of psychology are applied to the problems involving human behavior in the workplace for providing optimum solutions.

To demonstrate the application of relevant psychological theory and research problems faced by employees and organizations.

To understand how workplace can be designed so that both efficiency and the quality of employee life are improved.

Course Contents:

Module 1: Introduction – 7 hours

History of organizational psychology,
Research methods and ethical consideration
Challenges, Opportunities and Application OP

Module IV: Human Relations – 7 hours

Principles of Industrial relations
Industrial fatigue and burn out
Importance of Consumer psychology

Module II: Perspectives on Individual behaviour – 8 hours

Personality and values, Perception and the perceptual process
Attitudes and Job satisfaction, Diversity in the organisation
Work Motivation: concepts to applications
Theories related to work motivation (Early theories and Contemporary theories)

Module III: Dynamics of Organizational Behavior – 7 hours

Communication Process and barriers
Foundations of group behaviour
Work Attitude
Working with Teams
Occupational Stress and its Management

Module IV: Workplace Management and Leadership – 7 hours

Organisational Culture and Structure
Leadership Theories (early and contemporary)
Power and Politics

Module V: Contemporary concepts in OP – 7 hours

Human Engineering in work design
Perceptual Judgments : Physical conditions and psychological conditions
Ergonomics and Human Behaviour

Texts:

Schultz, D. and Schultz, S.E. (2002). *Psychology and Work Today*. (8th ed.). New Delhi: Pearson Education.

Prasad, L. M. (2006). *Organisational Behaviour*. Sultan Chand & Sons: New Delhi.

References:

Kinicki, A. and Kreitner, R. (2009). *Organisational Behaviour: Key concepts, skills & best practices*. Tata McGraw-Hill: New Delhi.

Luthans, F. (1998). *Organizational Behaviour*. New York: McGraw-Hill

Mayers D.G. (2013). *Psychology*, Worth Psychology 10th ed.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

HEALTH PSYCHOLOGY

Course Code: PSY 504

L:2,T:1,P:0,C:03

Course Objectives

This course will acquaint the students with key theories and perspectives of health psychology. The students will be familiarized with causes of illnesses and coping mechanisms and ways to maintain good health.

Course Contents:

Module I: Introduction – 7 hours

Definition of Health Psychology; Mind-Body Relationship; Changing Patterns of Illness; Medical Acceptance; Health care services
Models of health Psychology: Bio-Psycho-Social Model vs Biomedical model

Module II: The Immune System – 7 hours

Psycho-Neuro Immunology- the Immune System & immune functioning. Disorders of the Immune System- Infectious Diseases (viral infections & disease); Co-factor theory; Behavioral factors and common cold; AIDS (Transmission of HIV-AIDS & its consequences, coping with AIDS); Cancer- (Psychological factors in Cancer, causes of cancer)

Module III Theories of Health Behavior – 8 hours

Health Belief Model, Theories of Reasoned Action/Planned Behavior, Learning Theories, Social Cognitive Theory, Transtheoretical or Stages of Change Model, Precaution Adoption Process Model
Application of health behavior model in accident prevention, AIDs prevention, regulation of eating, weight control
Treatment compliance and health behaviors: in life terminal illness

Module IV: Health Promotion & Disease Prevention – 7 hours

Stress- Theories of stress (Selye & Lazarus); Responses to stress; Dimensions of Stress; Coping with Stress. Health compromising behavior- Alcohol abuse, Drug abuse, Smoking.
Improving health & wellbeing: Personality and Individual Differences
Personality and Social Support in context of stress

Module V: Management of Pain – 7 hours

Definition, Measurement, Psycho-social factors,
Techniques to control pain: Physical Methods: Medication, Surgery, Physical Therapy/Exercise, Physical Stimulation
Psychological Methods: Hypnosis, Biofeedback, Relaxation and Distraction

Text:

Ogden, J. (2000). *Health psychology*. UK: McGraw-Hill Education.
Taylor, S.E. (2011). *Health psychology*. New Delhi: McGraw-Hill Companies.

References:

Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions*. New York: John Wiley & Sons.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

PRACTICUM- V

Course Code: PSY520

L:0,T:0,P:4,C:02

Course Objective:

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Every student is expected to perform and write any 06 experiments & tests mentioned below.

Course Objective:

To apply the general concepts of psychology through the medium of experiments

Every student is expected to perform and write any 06 experiments out of the following.

List of Practical:

Conflict resolution

Leadership style

Personality test (MBTI)

Coping style

Hardiness scale

Character strength

Triguna scale

Work motivation

Time management

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

DOMAIN ELECTIVES

HUMAN RIGHTS, VALUES AND ETHICS

Course Code: PSY 505

L:2,T:1,P:0,C:03

Course Objective:

The course will address the evolution of international human rights and of the legal instruments designed for their protection. It is a study the theoretical foundations of the idea of human rights in India.

Course Contents:

Module I: Introduction to Human Rights – 7 hours

Historical Perspective of Human rights
Meaning and Evolution of Human rights
Theories of Human Rights
Universalization of Human Rights
General Conditions Underlying the idea of human rights

Module II: Human Rights in Indian Context – 7 hours

Indian constitution and Human rights
Implementation of human rights in India
Personal and family rights
Group rights and right to equality

Module III: Human Rights Education – 8 hours

History and Determinants of Human Right Education
Principles of Human Rights Education
Awareness of Human Rights in Children
Protection of Human Rights in School
Global Need of Human Right Education

Module IV: Human and Civil Rights – 7 hours

Property Rights - Copyright - Intellectual Property
Crime and Social Deviance
Police — Law Enforcement: International Law Enforcement Agencies and National Law Enforcement Agencies, Interpol

Module V: Values and ethics In India – 7 hours

Values and Ethics : Concept and classification
Indian and Western Values and Ethics: Review and Interpretation of Indian and foreign scriptures
Global values

Text:

Wright, S. (2001). *International human rights, decolonization and globalization: Becoming human*. London: Routledge.

Langlois, A.J. (2001). *The politics of justice and human rights: Southeast Asia and Universalist theory*. Cambridge: Cambridge University Press.

References:

Parish, S. M. (1994). *Moral knowing in a Hindu sacred city*. NY: Columbia University Press.

Sinha, J. (2009). *A Manual of ethics*. (13th ed.). Kolkata: New Central Book Agency (P) Ltd.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz; **FC**- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance; **EE**-End Session Exam

FORENSIC PSYCHOLOGY

Course Code: PSY 506

L:2,T:1,P:0,C:03

Course Objective:

This course will give an overview of forensic psychology and its applications. This would help students understand the legal aspects of forensic psychology, the significance of criminal profiling. They will know the importance of psychological assessment in gauging criminal behavior.

Course Contents:

Module I: Basics of Forensic Psychology – 7 hours

Introduction to Forensic Psychology: Historical overview, Functions of Forensic Psychologists, Psychology and law, Ethical issues in forensic psychology

Module II: Psychology of Crime – 7 hours

Developmental Theories and Psychobiological bases of crime, Risk Assessment & Violence Prediction. Psychology of evidence – eyewitness testimony, expert testimony, confession evidence. Criminal profiling. Psychology in the courtroom, with special reference to Section 84 IPC.

Module III: Psychological Investigation of Crime – 8 hours

Scientific Lie Detection: Polygraph, Verbal & Non-Verbal Cues, statement analysis, Hypnosis and Narcoanalysis, Behavioural Analysis; brain electrical oscillation signatures – principle and theory,

Module IV: Psychology of Violence – 7 hours

Workplace and domestic violence, Victim Psychology
Understanding the criminal personality- antisocial personality, psychopath & sociopath; Personality Profiling

Module V: Criminal Justice System Board – 7 hours

Components of criminal justice system. Policing styles and principles. Police's power of investigation. Filing of criminal charges. Community policing. Policing a heterogeneous society. Human rights and criminal justice system in India.

Text:

Snyder, J. W. (1997). Review of Scientific Evidence in Civil and Criminal Cases. *Journal of Forensic Science*, 42(1), 162-165.

Brettell, T. A., Butler, J. M., & Saferstein, R. (2005). Forensic science. *Analytical chemistry*, 77(12), 3839-3860.

References:

DeLadurantey, J. C., & Sullivan, D. R. (1980). *Criminal investigation standards*. New York: Harper & Row.

Niehaus, J. (1998). *Investigative forensic hypnosis*. CRC Press.

Siegel, J. A., & Saukko, P. J. (2012). *Encyclopedia of forensic sciences*. Academic Press.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz; FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance; EE-End Session Exam

SCIENTIFIC RESEARCH PAPER

Course Code: PSY 565

L:0,T:0,P:0,C:01

Students are required to publish a research paper under faculty supervision. The publication should be in a refereed peer reviewed National/International Journal.

Evaluation scheme:

Internal Supervisor Evaluation	30 marks
Publication	70 marks

DISSERTATION - I

Course Code: PSY 555

L:0,T:0,P:0,C:02

Course Objective:

This course allows students to follow a particular topic in depth and develop independent research skills. It helps the students to gather **primary data**, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein. The aim of present course is to enable students to get a first hand understanding of research issues and their implications in the field of counselling psychology.

Examination Scheme:

Selection of topic	10 Marks
Rationale of the study	10 Marks
Presentation of the synopsis	50 Marks
Feedback from the supervisor	30 Marks
Total	100 Marks

SUMMER INTERNSHIP EVALUATION

Course Code: PSY 550

L:0,T:0,P:0,C:02

Course Objective:

This course enables the students to develop an understanding of the counselor's role in rendering services in a specific organization setting (hospitals, NGO, schools, corporate etc). It further develops the individual's attitudes and skills required in their profession which would facilitate professional growth.

Methodology:

Students will get placed in school, NGOs, hospitals or corporate sector of their interest. They will be jointly supervised by internal faculty and an external supervisor from the respective institute. Students are required to submit a field report of the work done during the tenure of the training. They also have to maintain a field diary of every day experience of training which will be periodically reviewed by the supervisors.

Note: The schedule will be announced during the 1st week of commencement of the semester.

Examination Scheme:

Components	<i>Synopsis</i>	<i>Progress report</i>	<i>Final Presentation/ Viva/ Report</i>	<i>Total</i>
Evaluation by	<i>Internal Panel</i>	<i>External Supervisor</i>	<i>Internal Panel +External</i>	
Weightage (%)	30	20	50	100

SEMESTER VI

SPORTS PSYCHOLOGY

Course Code: PSY 601

L:2,T:1,P:0,C:03

Course Objectives:

This course would help the student trace the development of sports psychology as an independent discipline with its multidimensional perspectives; to identify the relationship of personality and situational factors with performance on individual and team events; and to apply the psychological interventions in sports.

Course Contents:

Module I: Introduction – 7 hours

Nature, Historical & recent perspectives on sports psychology

Module II: Stress Management in Sports – 7 hours

Role of stress, arousal, anxiety and attention in the performance of individual and team sports

Module III: Individual Psychological Attributes – 7 hours

Motivation, skills and performance, personality profiles of successful sports persons

Module IV: Enhancing individual and team performance – 8 hours

Cognitive and social psychological dimensions of individual & team sports

Module V: Coaching & Intervention – 7 hours

Training/Coaching techniques, cognitive and behavioral interventions

Role of Sports Psychologists and Physiotherapist

Text:

Tenenbaum G. & Eklund R.C. (2007). Handbook of Sports Psy. John & Sons 3rd ed.

Dosil J., (2006) The Sports Psychologists Handbook. John Wily & Sons.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; CT-Class Test; H-Home Assignment; P-Presentation; V-Viva; Q-Quiz;
FC- Flip class; MA- Movie Analysis; CS- Case study; DP- Discursive paper; A-Attendance;
EE-End Session Exam

POSITIVE PSYCHOLOGY

Course Code: PSY 602

L:2,T:1,P:0,C:03

Course Objective:

This course would enable students to understand the theory and research related to positive psychology and equip students to develop and apply positive psychology for enhancement of their self and others.

Course Contents:

Module I: Introduction to Positive Psychology – 8 hours

Positive Psychology: Meaning, Concept & Historical Overview
Goals of Positive Psychology: Culture and meaning of good life

Module II: Positive Emotional States and Processes – 7 hours

Broaden & Build Theory of Positive Emotions
Positive Emotions: Hope & Optimism, Love, Empathy
Emotional Intelligence: Mayer and Salovey' and Goleman' concept

Module III: Identifying Strengths – 7 hours

VIA Classification
Character Strengths and Virtues
Discovering Strengths

Module IV: Positive Psychology and Health – 7 hours

Positive Psychology and Health Psychology
Positive Prevention
Positive Psychotherapy

Module V: Positive Psychology at Work – 7 hours

Leadership and well-being
Positive and creative organizations

Text:

Cherniss, C., Extein, M., Goleman, D., & Weissberg, R. P. (2006). Emotional intelligence: what does the research really indicate? *Educational psychologist*, 41(4), 239-245.
Snyder, C. R. & Lopez S.J. (2009) *Oxford Handbook of Positive Psychology*. Oxford University Press.

References:

Seligman M.E. Csikszentmihalyi, M. (2014). *Positive Psychology: An Introduction*. Springer.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz;
FC- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance;
EE-End Session Exam

HUMAN RESOURCE MANAGEMENT

Course Code: PSY 603

L:2,T:1,P:0,C:03

Course Objective:

This course would enable students to understand perspective on human resource issues and build a foundation for assisting organizations in resolving human resource problems.

Course Contents:

Module I: Introduction to Human Resource Management – 7 hours

Concepts and nature of human resource management
Foundation and functions of human resource management

Module II: Employees Selection – 7 hours

Selection process and methods, Job analysis
Biographical information; interviews; references and letters of recommendation
Psychological testing; types of psychological tests

Module III: Training and development – 7 hours

Scope and goals of training programme
Training needs analysis; training methods

Module IV: Performance management – 7 hours

Nature and methods. Performance appraisal for managers
Biases in performance appraisal; post-appraisal interview

Module V: Stress in the workplace – 7 hours

Occupational health; work-family conflicts
Causes and of stress at the workplace
Management of stress

Text:

Schultz & Schultz (2006). Psychology & Work Today, Pearson Education
Glimer, B.V.H. (1991). Industrial and organizational psychology, Tokyo: McGraw Hill.
Kogakushra.
Wexley, K.N., & Yukl, G.A. (1987). Organizational behaviour and personal psychology. Illinois:
Richard Irvin.

References:

Decenzo, D.A., & Robbins, S.P. (2003). Foundations of Human Resource Management
Beardwell, I. & Hadden, L. (1996). Human Resource Management: A contemporary perspective,
New Delhi: Macmillan India Ltd.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT**-Class Test; **H**-Home Assignment; **P**-Presentation; **V**-Viva; **Q**-Quiz;
FC- Flip class; **MA**- Movie Analysis; **CS**- Case study; **DP**- Discursive paper; **A**-Attendance;
EE-End Session Exam

ENVIRONMENTAL PSYCHOLOGY

Course Code: PSY604

L:2,T:1,P:0,C:03

Course Objective:

The paper on Environmental Psychology imparts knowledge on individual's relation to environment, the processes involved therein and manner of research done.

Course Contents:

Module I: Introduction to Environmental Psychology – 7 hours

Concept of Environment: Physical, Social and Institutional, Origin & Scope

Module II: Approaches to the study of Environmental Psychology – 7 hours

Approaches in Environmental Psychology: Arousal Approach, Understanding Approach, Adaptation Level Approach, Behavior Constraint Approach

Module III: Environmental Stress – 7 hours

Environmental Stress: Population, Pollution, Environmental Remodeling, Environmental Competence, Environmental Awakening, Social Accommodation
Coping with environmental Stress

Module IV: Environmental Assessment – 7 hours

Management of Natural Environment,
Natural Hazards, Development and changing environment.

Module V: Applications of Environmental Psychology to Community Problems – 7 hours

The Built Environment: Architectural Factors and Social behaviour in Housing, Human responses to protect the environment

Text:

Nagar D., Environmental Psychology. New Delhi: Concept Publishing Company.
Trivedi, P.R., Environmental Education. New Delhi: APH Publishing Corporation.

References:

Paul A. Bell, Thomas C Greene, Jeffery D. Fisher, Andrew S. Baum, Environmental Psychology
Published by Routledge, 2005
Mirilia Bonnes, Gianfranco Secchiaroli, Claire Montagna, Environmental psychology: A psycho-social introduction. Published by SAGE, 1995.

Examination Scheme:

Components	MTE	CT/H/P/V/Q	FC/MA/CS/DP	A	EE
Weightage (%)	15	15	15	5	50

MTE- Mid Term Exam; **CT-**Class Test; **H-**Home Assignment; **P-**Presentation; **V-**Viva; **Q-**Quiz;
FC- Flip class; **MA-** Movie Analysis; **CS-** Case study; **DP-** Discursive paper; **A-**Attendance;
EE-End Session Exam

PRACTICUM- VI

Course Code: PSY 620

L:0,T:0,P:4,C:02

Course Objective:

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Every student is expected to perform and write any 06 experiments & tests mentioned below.

List of Practical:

Sports motivation scale

Sports anxiety scale

Locus of control

Attribution style

Resilience scale

Psychological Capital

Mindfulness scale

Job Satisfaction scale

Emotional maturity scale

A student will be examined in any one experiment/test as assigned to him. Classification of marks will be as follows:

Practical (Continuous)	Viva Voce	Record Book	Total
40 Marks	30 Marks	30 Marks	100 Marks

SEMINAR

Course Code: PSY 645

L:0,T:0,P:0,C:01

Course Objective:

This course would help to develop in students the skills of documentation of data for conducting theoretically correct and practically relevant research.

Methodology:

Each student will engage themselves in interaction and observation of Psychological Processes in a subject/field of their choice.

Students will then present the findings in the form of a paper for Seminar discussion.

Evaluation Scheme of Seminar

International Faculty Interaction	-	10 Marks
Research Paper Documentation	-	20 Marks
Research Paper Presentation	-	30 Marks
Peer Assessment	-	20 Marks
Questions & Answers	-	20 Marks

Total **100 Marks**

DISSERTATION - II

Course Code: PSY 655

L:0,T:0,P:0,C:06

Course Objective:

This course allows students to follow a particular topic in depth and develop independent research skills. It helps the students to gather **primary data**, to write a report covering a review of relevant literature, the research question, and explanation and justification of the design, a description of the conduct and analysis of the data, and a discussion of the findings therein. The aim of present course is to enable students to get a first hand understanding of research issues and their implications in the field of counselling psychology.

Evaluation Scheme:

Internal Faculty Interaction	10 Marks
Daily Dairy Report	10 Marks
Feedback from External Supervisor	20 Marks
Viva Voce	30 Marks
Field Report	30 Marks
Total	100 Marks