Learning Outcome Based Education

for

Undergraduate Program

BA Psychology
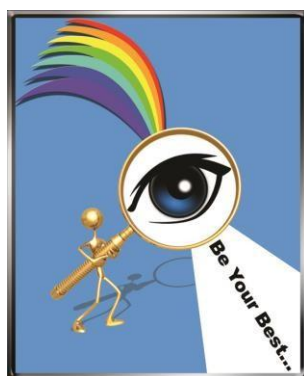
LOCF document w.e.f. 2019-20

Introduction

The Department of Psychology has been in existence ever since the inception of the College i.e. since 1962. Up to 2008 the Department functioned under the Department of Philosophy. In 2008, the department came into independent existence with 3 units being offered at the Third Year level. In 2009, six units were introduced. Prior to this, Psychology was offered as a subject for the first year and second year students only. In 2015 the College attained autonomy and since then the Department offer Single Major, Double Major and Major minor structures.

Today the Department has grown by leaps and bounds as its programs have become among the most sought after by aspirants. Currently the Department of Psychology offers two programs: B.A. in Psychology and M.A. in Child Psychology and Child Development which is the only program of its kind in the state of Goa.

Need of Psychology

Psychology is a scientific study of human behaviour and mental processes. The discipline dates back to 1859 making it a relatively young discipline. However, the application of psychology to human problems has created immense demand for the subject in all walks of life. New areas have emerged as the need and the ability of the discipline to bring about a change are recognized. It is no wonder then that the discipline is one of the most popular and highly in demand among students.

BA Psychology Program in Parvatibai Chowgule College of Arts and Science, Autonomous

The undergraduate program in Psychology provides basic knowledge in Psychology. It enables students to understand application of the subject to real world scenarios.

Emerging fields in Psychology are introduced to the students through courses like Criminal psychology and Sports Psychology.

The department offers unique courses like Emotional Development, Interpersonal Relationships, Biological Basis of Behaviour, Psychology of Adulthood andGerontology.

Practical knowledge is imparted through the use of tests and experiments.

The Project course at TY gives an opportunity to students to research topics of their interests.

Internships provide work life experience to students.

Mission Statement

The Department of Psychology at Parvatibai Chowgule College (Autonomous) offers Undergraduate program aimed at providing a strong foundation in fundamental and applied psychology.

The program offers courses in mental health, human development, social psychology, and research. The teaching methodology involves debates, group discussions, quizzes and problem solving, thereby facilitating critical thinking among the students. Oral presentations and written assignments foster communication skills. Students are trained to administer psychological tests and conduct controlled experiments through practicals. The practicum component also inculcates research skills like observation, case study and survey method. Hands on experiences are provided to students in clinical/counselling/industrial psychology through internship programs. Field visits to various organizations dealing with mental health such as Sethu – Child and Family Diagnostic Centre, Sangath Centre, Kripa Foundation – rehabilitation centre, are conducted once everysemester.

The faculty and students organize awareness programs on substance abuse, domestic violence, and child labour& child abuse for the local community. The department conducts various activities to create awareness about various psychological issues. These activities also hone organizational skills of the students. These include an annual Discussion Forum, which sensitizes students to issues like suicide, sexual abuse and underachievement; Mind Kraft an event with various competitions focused on self-actualization for Higher Secondaryand College students. Experts from various fields of psychology are invited to interact with the students and share their experiences to expose them to different options of a career in psychology.Psychospectrum

The department comprises of four faculty members (two PhD holders)

The department boasts of a well-equipped laboratory with individual cubicles and a number of psychological tests. Students are provided with e-resources for all practical and theoretical courses. Students can avail of scientific journals such as Health and Wellbeing, Applied psychology, Positive Psychology and Humanities and Social Science Studies. Students are guided to participate and present papers at State, National and International level seminars and conferences, as well as publish papers in national and international journals. We are proud to have 08 research articles co-authored by students published in peer reviewed journals.

Upon successful completion of this course, students will be eligible to pursue careers in specialized fields of their choice.

We offer the course on merit to students who have studied psychology at the higher secondary level with a minimum score of 50% aggregate. Such students with basic knowledge of computer and willingness to participate in departmental activities, as also carry on field work are the right candidates for thecourse.

Overview of the Department

- **Facultyexpertise**

The Department of Psychology has qualified faculty with varied interests and expertise.

Dr. Sobita Kirtani has Doctorate in Health Psychology. Her expertise also lies in Experimental Psychology and Research Methodology. She has keen interest in Gerontology.

Mr. Aresh Naik has Master's in Industrial Psychology. His interest lies in Global Mental Health.

Dr. Golda Vas has Doctorate in Positive Psychology. Her expertise lies in Meditation.

Ms. Tanya Keni has Master's in Counselling Psychology. She is involved in varied research projects with Mumbai University

- **Infrastructuralfacilities**

The Department of Psychology has a unique laboratory built in 2008. It has 09 cubicles and is well equipped with tests and equipment. The cubicles allow for conduct of experiments and administration of tests without distraction. An addition is done to the tests and equipment as per requirement. There is a total of 49 tests and 13 apparatus in the Department. These are used for practicals and for projects by students and teachers. In 2017, the laboratory was made noise free and also equipped with a projector. The laboratory is used for both the undergraduate as well as post graduatestudents.

- **Activities**

The Department organizes various activities like

Discussion Forum - is a platform to sensitize people about various psychosocial issues.

MindKraft – an intercollegiate event that provides a platform to students to actualize themselves.

Career talk – to orient students toward various career options available to them.

Field Trips and Tours are organized to provide a glimpse of application of psychology in the real world.

Workshops on Data Collection are organized to empower students with necessary skills for basic research activities.

- **Placement ofstudents**

After the graduation program in Chowgule College most students seek admission for Master's Degree in Psychology in and outside Goa. Students work as Counsellors, in the field of clinical psychology and asTeachers.

Graduate attributes

A graduate of psychology will possess a reasonable degree of understanding of the core psychological concepts; as well as being aware of their applications and linkages with allied disciplines. His/her grasp of the psychology literature will include the following:

- Ability to understand major concepts, theories, principles, perspectives, historical roots and empiricalfindings.
- Ability to apply concepts and principles to solve real world problems at individual and societal levels while also incorporating socio-culturalfactors.
- An attitude of scientific inquiry and criticalthinking.
- An enhanced level of self-awareness, relational well-being and personalgrowth.
- Ability to cultivate empathy in all aspects oflife.
- Superior moral and ethical reasoningprowess.

PLOs

PROGRAMME SPECIFIC OUTCOMES (PSO) of Department of Psychology		
After successful completion of a Bachelor's degree in Psychology, the students will:		
PSO-1	Testing	Assist in reliability and validity processes of test construction.
PSO-2	Experimentation	Conceptualize and design an experiment in psychology.
PSO-3	Application of knowledge	Generate culturally appropriate solutions to psychosocial problems encountered in real world settings
PSO-4	Cognitive Skills	Demonstrate reasonable scepticism and intellectual curiosity by asking questions about causes of behaviour
PSO - 5	Self-improvement	Demonstrate the application of psychological principles to promote self-improvement

Course Structure (2019-20)

Sr. No.	Code	CORE PAPERS	Code	ELECTIVE PAPERS
1.1a	PSY-I.C-1	Basic Course in Psychology		
1.1b	PSY-I.C-2	Emotional Development		
1.2a	PSY-II.C-3	Personality Theories		
1.2b	PSY-II.C-4	Basics of Counselling		
2.1	PSY-V.C-7	Experimental Psychology	PSY-III.E-2	Child Psychology
			PSY-III.E-4	Sports Psychology
			PSY-III.E-3	Interpersonal Relationships
			PSY-III.E-17	Biological Basis of Behaviour
2.2	PSY-VI.C-8	Psychological Testing	PSY-IV.E-7	Psychology of Adolescence
			PSY-IV.E-6	Criminal Psychology
			PSY-IV.E-5	Psychology of Adjustment
			PSY-IV.E-9	Cognitive Psychology
3.1	PSY-III.C-5	Psychopathology I	PSY-V.E-12	Psychology of Adulthood
		Project Paper	PSY-V.E-8	Positive Psychology
			PSY-V.E-11	Environmental Psychology
			PSY-V.E-15	Neuropsychology I
3.2	PSY-IV.C-6	Psychopathology II	PSY-VI.E-13	Gerontology
		Project Paper	PSY-VI.E-14	Organizational Behaviour
			PSY-VI.E-16	Cross Cultural Psychology
			PSY-VI.E-18	Neuropsychology II

<p align="center">**Course Description of Courses taught in 2019-20**</p>

Basic Course in Psychology (PSY-I.C-1)

This is a 4-credit theory course offered in the first semester.

This is an introductory course in psychology which takes the students on a journey of the discipline from the past to the present. Various perspectives and speciality areas in the discipline are introduced as also the biological basis of behaviour. It provides an in-depth understand of concepts like motivation, memory and learning which are most relevant to student life. besides the theoretical explanation of these concepts, the course also explores application of these concepts to real life problems such as dealing with fear and anger management, techniques to improve memory and factors influencing learning.

Emotional Development (PSY-I.C-2)

This is a course with 3 credit theory and 1 credit practical component. It is a unique course designed by the Department to cater to students quest of understanding human nature.

The theory course introduces students to how emotions are expressed and perceived. It provides with an understanding of physiology of emotions. Different theories of emotions are introduced in the course. The course provides an in-depth understanding of development of emotions in human beings. The course discusses two constructs namely, temperament and attachment that are closely connected to the emotional life of an individual. The last unit 'Exploring Emotions' introduces concepts such as Emotional Intelligence and Happiness as also discusses emotions in the context of gender and culture.

The **Practical component** includes hands on experience of how various concepts learnt in theory operate in real life through experiments and tests. The course aims at training students to build rapport, collect subject's information, and give instructions.

Personality Theories (PSY-II.C-3)

This is a four-credit course offered in semester II.

This course begins with definitions of personality. Various methods of assessment of personality are introduced as also various factors that affect personality. The course acquaints with three broad approaches namely, Behavioural approach, humanistic approach and genetic approaches. Some additional theories are also dealt with like the social learning theory, locus of control and learned helplessness. Thus the course aims at providing a base to understanding the vast concept ofpersonality.

Basics of Counselling (PSY-II.C-4)

This is a course with three credits theory and 1 credit practical component, offered in semesterII.

This course is designed to help students understand the nature and significance of Counselling. It lays down the process of counselling and stages involved therein. Personal characteristics and professional ethics are discussed in detail. The course also provides an overview of issues faced by beginning therapists. Two approaches to Counselling namely, person centered approach and cognitive behavioural approach are introduced. The course ends with introducing special areas of counselling such as counselling families, addicts, depression andsuicide.

The **Practical component** includes hands on experience of how various concepts learnt in theory operate in real life through experiments and tests. The course continues to train students to build rapport, collect subject's information, and give instructions.

CLOs of All Courses

Sr. No	Course Code	Course Title	Course Learning Outcomes
1.	PSY-I.C-1 (Non-experimental)	**BASIC COURSE IN PSYCHOLOGY**	CLO1. Distinguish between various schools of psychology. CLO2.Describe the functioning of the nervous system. CLO3. Use various techniques to improve memory. CLO4. Analyse the influence of motives on behaviour. CLO5.Apply learning theories to modify behaviour.
2.	PSY-I.C-2 (Experimental – Theory)	**EMOTIONAL DEVELOPMENT**	CLO 1. Differentiate between moods and emotions. CLO 2. Describe the process involved in the experience of emotions CLO 3. Categorize people according to their temperamental CLO 4. Extrapolate how attachment between a parent and child can influence future relationships of the child CLO 5. Describe the importance of emotional intelligence.
	PSY-I.C-2 (Experimental – Practical)		CLO1. Build rapport, collect subject's information, Give instructions CLO2. Report practicals in the correct format
3.	PSY-II.C-3 (Non-experimental)	**PERSONALITY THEORIES**	CLO1.To explain personality development through various theoretical perspectives. CLO2.To highlight the importance of personality development. CLO3.To Distinguish between various personality theories. CLO4. To identify one's own personality traits. CLO5.To critically evaluate different personality theories.
4.	PSY-II.C-4 (Experimental:	**BASICS OF COUNSELLING**	CLO1. List out personal Characteristics of Effective Counsellors

	Theory)		CLO2.Describe the stages involved in Counselling process CLO3. Highlight important elements of establishing an alliance between Counsellor and Counselee CLO4. Identify transference and countertransference in a therapeutic alliance CLO5. Compare person centered and cognitive behaviour approaches of Counselling CLO6. Identify various areas of counselling
	PSY-II.C-4 (Experimental: Practical)		CLO1. Include citations in introduction CLO2. Write references according to the APA guidelines CLO3. Administer a personality test and write a report CLO4. Exhibit basic skills of counselling
5.	PSY-V.C-7 (Experimental-Theory)	**EXPERIMENTAL PSYCHOLOGY**	CLO1. Design an experiment having one or two variables CLO2. Weigh methods of subject selection from subject populations CLO3. Examine the criteria for selecting stimuli from stimulus population. CLO4 Select the statistical test to be used for the given experimentalresearch CLO5. Minimize pitfalls inexperiments
	PSY-V.C-7 (Experimental-Practical)		CLO1. Write the methodology i.e. operationally define the variables, write hypothesis and state the design of the experiment
6.	PSY-III.E-2 (Non-experimental)	**CHILD PSYCHOLOGY**	CLO1.Describe prenatal development CLO2. List out the precautions during pregnancy CLO3. Highlight the important aspects of cognitive development in children CLO4. Identify effective strategies to

			boost self-esteem in children
			CLO5. Describe effective parenting styles
			CLO6. Analyze the effect of different family dynamics on development of children.
7.	PSY-III.E-4(Non-experimental)	**SPORTS PSYCHOLOGY**	CLO1. Apply the principles of psychology in sports.
			CLO2. Defend the use of healthy aggression in sporting scenarios.
			CLO3. Differentiate between intrinsic and extrinsic motivation in sports.
			CLO4. Identify the source of motivation for a sportsperson.
			CLO5. Explain the importance of goal-setting in sports.
			CLO6. Manage conflicts among teams.
8.	PSY-III.E-3 (Non-experimental)	**INTERPERSONAL RELATIONSHIPS**	CLO1. Apply different theoretical perspectives to understand interpersonal relationships
			CLO2. Identify factors determining relationship formation.
			CLO3. Examine the effects of relationship on various aspects of life.
			CLO4. Identify ways to prevent dissolutions of relationships.
			CLO5. Suggest ways to dissolve relationships in a healthy manner.
			CLO6. Examine variations in relationships.
9.	PSY-III.E-17 (Non-experimental)	**BIOLOGICAL BASIS OF BEHAVIOUR**	CLO1. Describe how genes influence behaviour and cause individual differences.
			CLO2. Explain the impact of endocrine system on behaviour.
			CLO3. Explain functioning of the nervous system.
			CLO4. Relate the link between perception and sensation across different

			sensory systems.
			CLO5. Examine different states/levels of consciousness.
10.	PSY-VI.C-8 (Experimental - Theory)	**PSYCHOLOGICAL TESTING**	CLO1. Describe the characteristics, and user guidelines of a psychological test.
			CLO2. Explain the importance and types of norms in testing.
			CLO3. Describe the essential components (reliability and validity) of a psychological test.
			CLO4. Critically evaluate the scientific soundness of a psychological test.
			CLO5. Draft items for a psychological test
	PSY-VI.C-8 (Experimental - Practical)		CLO1. Administer, score and interpret different types of tests
			CLO2. Differentiate between different types of tests
			CLO3. Construct a consent form and socio demographic form
11.	PSY-IV.E-7 (Non-experimental)	**PSYCHOLOGY OF ADOLESCENCE**	CLO1. Compare various theoretical perspectives of adolescence
			CLO2. Describe the psychological dimensions of puberty
			CLO3. Critically evaluate the role of society/culture in identity development in adolescents
			CLO4. Prepare a plan for health awareness among adolescence
			CLO5. Conceptualize ways to deal with various socio-emotional and other issues faced by adolescents.
12.	PSY-IV.E-6 (Non-experimental)	**CRIMINAL PSYCHOLOGY**	CLO1. Explain the different approaches to criminal behaviour.
			CLO2. Describe the type of violence in schools, community, and in families.
			CLO3. Enumerate the characteristics of sexual offenders.

			CLO4. Propose techniques to prevent crime in various settings.
			CLO5. Evaluate the use of punishment as a deterrent to criminal activity.
			CLO6. Propose techniques to rehabilitate criminals.
13.	PSY-IV.E-5 (Non-Experimental)	**PSYCHOLOGY OF ADJUSTMENT**	CLO1. Identify the elements of a fully functioning person.
			CLO2. Describe how individuals in a family adjust to changes & respond to challenges.
			CLO3. Analyze the sources of marital conflict and use appropriate resolving techniques.
			CLO4. Examine the relationship between work and psychological adjustment.
			CLO5. Analyze how different areas of adjustment are interrelated
14.	PSY-V.E-9 (Non-experimental)	**COGNITIVE PSYCHOLOGY**	CLO1. Distinguish between bottom-up and top-down processes in perception.
			CLO2. Demonstrate how we acquire, store, transform and use information.
			CLO3. Apply the concepts of perception, attention, memory, and concept formation in daily activities.
			CLO4. To map the link between various cognitive processes.
15.	PSY-III.C-5 (Experimental - theory)	**PSYCHOPATHOLOGY I**	CLO1. To describe various forms of assessment used to classify mental disorders/conditions.
			CLO2. Analyse maladaptive behaviour from different theoretical perspectives
			CLO3. Describe different therapeutic approaches to deal with maladaptive behaviour
			CLO4. Differentiate between symptoms of various mood, disorders
			CLO5. Differentiate between

			symptoms of various anxiety disorders
			CLO6. Differentiate between symptoms of various eating disorders.
	PSY-III.C-5 (Experimental - practical)		CLO1. Administer, score and interpret different types of tests
			CLO2. Differentiate between different types of tests
			CLO3. Construct a consent form and socio demographic form
16.	PSY-V.E-12	**PSYCHOLOGY OF ADULTHOOD**	CLO1. Analyse the progression of physical development from young to middle adulthood.
			CLO2. Describe the process of moral development in young adulthood.
			CLO3 Relate various theories of personality development to young adulthood.
			CLO4 Describe the various types of psychosocial issues that arise in marital and non-marital relationships.
			CLO5. Relate the decline in cognitive abilities to changes in daily functioning during middle adulthood.
			CLO6. Analyze the impact of evolving relationships on psychosocial adjustment in middle adulthood.
17.	PSY-IV.E-8 (Non-experimental)	**POSITIVE PSYCHOLOGY**	CLO1. Describe the methods used to study well-being
			CLO2. Compare Hedonic and Eudaimonic Views of Happiness
			CLO3. Identify sources of resilience for children, adolescence and adults available in the society
			CLO4. Identify determinants of happiness in the Indianculture
			CLO5. Evaluate the role of money in the context of positivepsychology
18.	PSY-V.E-11	**ENVIRONMENTAL PSYCHOLOGY**	CLO1. Describe the human - environmentalrelationship

			CLO2. Compare and contrast the theories of environment behaviour relationship.
			CLO3.Analyse the environmental influences on human behaviour.
			CLO4. Defend the role of an environmental psychologist in bringing about a positive change in the environment
			CLO5.Proposepro-environmental behaviours in the Indian setting.
19.	PSY-VI.E-15	**NEUROPSYCHOLOGY I**	CLO1. To explain the process of neural conduction and synaptic transmission
			CLO2. To Describe the development of the nervous system.
			CLO3. To describe the organization, structure, and function of the human central nervous system.
			CLO4. To explain the effects of sleep deprivation and sleepdisorders
			CLO5. To explain the role of biopsychology in psychiatric disorders.
20.	PSY-IV.C-6 (Experimental-Theory)	**PSYCHOPATHOLOGY II**	CLO1 Describe the symptoms of schizophrenia.
			CLO2. Describe the symptoms of Dissociative disorders.
			CLO3. Differentiate between various types of somatic symptoms based disorders.
			CLO4. Differentiate between various types of personality disorders.
			CLO5. Explain the symptoms of gender dysphoria.
			CLO6. Contrast addictive, substance related and non-substance related disorders.
	PSY-IV.C-6 (Experimental-Practical)		CLO1. Analyse the symptoms of a case to diagnose it and suggest appropriate therapy
			CLO2. Administer screening tools and

			interpret the findings
21.	PSY-VI.E-13 (Non-experimental)	**GERONTOLOGY**	CLO1. Explain the concept of ageing from different cultural perspectives CLO2. Describe the concept of ageing from different theoretical perspectives CLO3. Analyze the need for old age homes CLO4. Describe challenges faced by elderly today CLO5. Prepare a proposal for empowering the aged people
22.	PSY-VI.E-14	**ORGANIZATIONAL BEHAVIOR**	CLO1. Underline the relevance of studying organisational behaviour CLO2. Evaluate the various theories of motivation at workplace. CLO3. Analyse team situations and adopt appropriate leadership behaviour for them. CLO4. Identify the nature and sources of conflict. CLO5. Implement effective conflict management strategies in real world settings
23.	PSY-V. E-16	**CROSS-CULTURAL PSYCHOLOGY**	CLO1. Explain the relevance of cross-cultural psychology. CLO2. Evaluate ethnocentrism in applicability of research findings to Indian populations. CLO3. Analyse the impact of globalization on cultural transmission. CLO4. Defend personal opinions on individualistic/collectivistic ways of living. CLO5. Draw parallels in personality development, emotional expression and language development across cultures. CLO6. Explain how cultures can define psychopathologies. CLO7. Underline the importance of

			culture in fostering healthy behaviours.
24.	PSY-VI.E-18	**NEUROPSYCHOLOGY II**	CLO1.To describe Neuroplastic property of the brain in the face of brain damage. CLO2. To apply the phenomena of split brain to the study of personality. CLO3. To examine the role of the nervous system in the development of learning disorders. CLO4. To describe the functioning of the nervous system in drugaddicts CLO5. To explain the brainreward circuit and its role inaddiction CLO6. To explain various research methods used to study structure and functions of the brain.
25.	PSY-INT-1 (Non-experimental)	**BUSINESS PSYCHOLOGY**	CLO1. Apply theories of motivation to the workplace. CLO2. Explain how communication at work can be improved. CLO3. Describe the processes of negotiation and decision making. CLO4. Explain how job satisfaction can be enhanced. CLO5. Differentiate between leadership and management. CLO6. Enumerate human resources practices that can increase work productivity. CLO7. Identify stressors and propose stress management techniques at work.
26.	PSY-INT-2(Non-experimental)	**SPORTS PSYCHOLOGY**	CLO1. Apply the principles of psychology in sports. CLO2. Defend the use of healthy aggression in sporting scenarios. CLO3. Differentiate between intrinsic and extrinsic motivation in sports. CLO4. Identify the source of motivation for a sportsperson.

			CLO5. Explain the importance of goal-setting in sports.
			CLO6. Manage conflicts among teams.
27.	PSY-V.E-11	**ENVIRONMENTAL PSYCHOLOGY**	CLO1. Describe the human - environmentalrelationship
			CLO2. Compare and contrast the theories of environment behaviour relationship.
			CLO3. Analyse the environmental influences on human behaviour.
			CLO4. Defend the role of an environmental psychologist in bringing about a positive change in the environment
			CLO5. Propose pro-environmental behaviours in the Indiansetting.

Pedagogy

Teaching Learning Methods

Over the years, the Department has developed innovative pedagogical methods like: problem solving methodology, assignments focusing on research, ICT using CLAAP, organizational visits and study tours, presentations, group discussions, case studies as also film reviews. In keeping with the present requirement of enhancing quality of education through research, the Department endeavors to promote research conducted by faculty and students. The Faculty and students actively participate in workshops and seminars. Students are encouraged and guided to present papers at state level, national level as also international level seminars and conferences.

Evaluation methods

Presentations

This method is used across courses where students are allotted a topic for presentation. Teaching a concept strengthens one's knowledge of the same. It is a popular means of assessment.

Literature Reviews

In this method, students are given a research article to review. This method is also used for assessment. Nevertheless, it ensures that students read research in different areas and understand the nuances of research.

Problem Based Learning

This method is used to encourage in depth learning of the subject. Letting students to widen the scope of the subject at hand. Group work is mandatory in this method which also gives an opportunity for students to work in teams as also to gain from sharing information with others. Students are risen to higher order thinking

Role Plays

This method helps students to empathise with and gain insight into the life of the characters that they are portraying. Used as a method of assessment as also classroom teaching, students are often prompted to create a video of the same.

Case studies

This method is used to delve deeper into a given topic. Students are presented with cases and questions to direct their thinking. Analysis of the case is either shared in class as a teaching-learning method or may be used for assessments.

Survey

Students are given hands-on experience of conducting surveys and compiling the information. This is generally used as an assessment method. Through this method, students learn how to ask relevant questions, how to record responses and analyse the same.

Activities of the Department

To help students realize their potentials, the Department actively conductsthe following annual events for the students

- *Discussion Forum*: Eminent speakers are invited to discuss and thus sensitize the audience about contemporary topics ofimportance.
- *MindKraft*: A psychology based inter-collegiate festival to promote a spirit of 'healthy competition' and 'learning beyond the classroom' instudents.
- *PsychoSpectrum*: An exhibition showcasing psychology-based models, charts, games, tests and equipment, executed by the UG/PG students of the department of psychology, for the benefit of the local higher-secondarystudents.
- *Career Talks*: These are held as and when needed and serve to orient the current students of the department towards various career options available tothem.
- *Talks on topics of importance*: These are half-day sessions conducted by guest speakers on topics of importance e.g. 'Handling abuse inrelationships'
- *PsychoScoop*: A quarterly newsletter showcasing departmental activities, events, student achievements andcontributions.

Apart from the above, the Department publishes in-house quarterly newsletter 'Psychoscoop' which helps students to hone their writing skills as well as skills such as editing, designing etc.

Course Title: Basic Course In Psychology

Course Code: PSY-I.C-1 (Non-experimental)

Marks: 100

Credits: 4

<u>**Course Objectives**</u>:
1. To build the foundation necessary to studyPsychology.
2. To equip with basic knowledge of behavioralaspects.

<u>**Course Learning Outcomes:**</u> At the end of this course students will be able to:

CLO1: Distinguish between various schools ofpsychology.
CLO2: Describe the functioning ofthe nervoussystem.
CLO3: Use various techniques to improvememory.
CLO4: Analyze the influence of motives onbehavior.
CLO5: Apply learning theories to modifybehavior.

<u>**Syllabus**</u>

UNIT I: Introduction andBiologicalFoundation   Number ofHours:15

A. Psychology – past andpresent
B. Contemporary perspectives and specialty areas inpsychology
C. What we know about human behavior: Some startingplaces
D. Characteristics of the nervoussystem
E.   Divisions of the nervoussystem
   a. Central NervousSystem

   b. Peripheral NervousSystem

F. Structures and functions of thebrain
G. Forebrain: Cognition, motivation, emotion andaction
H. Endocrine system and its impact onbehaviour

UNITII:Motivation   Number ofHours:15

A. Approaches tomotivation
B. Biologicalmotives
   a. Hunger
   b. Thirst
   c. Sex
   d. Sleep
   e. Temperatureregulation
   f. Painavoidance

C. Psychologicalmotives
   a. Need forachievement
   b. Aggression
   c. Need forCompetence
   d. Need forpower
   e. Need foraffiliation
   f. Need fornovelty
D. Application: Anger Management/ How to overcomefear

UNIT III: Memory andForgetting   Number ofHours:15

A. Theories ofmemory
   a. Informationprocessing
   b. Stage theory ofmemory
   c. Levels ofprocessing
B. Forgetting
   a. Theories ofForgetting
C. Application: How to improvememory

UNITIV:Learning   Number ofHours:15

A. ClassicalConditioning
   a. Factors in ClassicalConditioning
   b. Applications of ClassicalConditioning
B. OperantConditioning
   a. EdwardThorndike
   b. B.F. Skinner andReinforcement
   c. Types ofReinforcers
   d. Factors in OperantConditioning
   e. Applications of OperantConditioning
C. Cognitive Theories of Learning (Ref:Lahey)
   a. Place Learning
   b. LatentLearning
   c. InsightLearning
   d. Modeling
D. Application: Factors influencinglearning

References

Mandatory:
   1. Lahey, B.B. (2012). *Psychology: An Introduction* (11[th]Ed.). USA: Tata Mc Graw Hill Publishing CompanyLimited.
   2. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006).*Atkinson &Hilgards's Introduction to Psychology* (14[th]Ed.- 4[th]Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

Supplementary reading:
1. Santrock, J.W. (2005). Psychology Essentials (Second edition) New Delhi, Tata Mc Graw Hill Publishing CompanyLimited.
2. Baron, R.A. (2001). Psychology (first Edition) new Delhi, PearsonEducation

Course Title: Emotional Development

Course Code: PSY-I.C-2 (Experimental – Theory)

Marks: 75

Credits: 03

Course Objectives:
1. To introduce students to the development of emotions in humanbeings.
2. To help understand emotions of self andothers.

Course Learning Outcomes: At the end of this course students will be able to:
CLO1: Differentiate between moods and emotions.
CLO2: Describe the process involved in the experience ofemotions
CLO3: Categorize people according to theirtemperamental
CLO4: Extrapolate how attachment between a parent and child can influence future relationships of the child
CLO5: Describe the importance of emotionalintelligence

Course Duration: Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

Syllabus

UNIT I. Introductionto emotions   Number of Hours:12

A. Introduction
   a. Expression and perception ofemotions
   b. The physiology ofemotions
      i. The autonomic nervoussystem
      ii. Patterns of bodily response inemotion
      iii. The brain andemotion
      iv. Arousal
B. Theories ofEmotions
   a. Emotions and bodilystates
      i. James-Lange Theory
      ii. Cannon-BardTheory

        iii.   Schachter Singer Theory
    b. A Cognitive Appraisal Theory ofEmotions
    c. A theory of relationships amongemotions
    d. Opponent processtheory

UNIT II. DevelopmentofEmotions   Number of Hours:12

A. Development of emotionalexpression
  a. Basic emotions
  b. Self-consciousemotions
  c. Emotionalself-regulation
  d. Acquiring emotional display rules
B. Understanding and responding to the emotions ofothers
  a. SocialReferencing
  b. Emotional Understanding in childhood
  c. Empathy andsympathy

UNIT III. TemperamentandAttachment   Number ofHours:12

A. Temperament
  a. Structure of Temperament
  b. Measuringtemperament
  c. Stability of temperament
  d. Genetic and environmentalinfluences
  e. Temperament as a predictor of children'sbehaviour
  f. Temperament and child rearing: goodness of fitmodel
B. Attachment
  a. Bowlby's EthologicalTheory
  b. Measuring the security ofattachment
  c. Stability of attachment
  d. Culturalvariations
  e. Factors that affect attachment security
  f. Multiple attachment
  g. Attachment and laterdevelopment

UNIT IV.ExploringEmotions   Number ofHours:09

A. EmotionalIntelligence
  a. Major components of emotionalintelligence
  b. EI: Evidence on its existence andeffects
B. Emotions, Gender andCulture
C. Pursuit of Happiness

Books for study:

Baron, R. A. (2012) Psychology (5thEdition) New Delhi, Dorling Kindersley.

Berk, L. E. (2013). *Exploring Lifespan Development* (3rd ed.). Pearson Education

Berk, L. E. (2014). *Development Through the Lifespan* (4th ed.). Pearson EducatioLahey, B.B. (2012). Psychology An Introduction (11thEdition). New York, McGraw Hill

Morgan, C.T., King, R. A., Weisz, J. R., &Schopler, J. (1993) Introduction to Psychology (7thedition) Chennai, McGraw Hill Education Pvt Ltd.

Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006).*Atkinson&Hilgards's Introduction to Psychology* (14thEd.- 4thReprint). Bangalore: Thomson Business Information India Pvt. Ltd.

Course Title: Emotional Development

Course Code: PSY-I.C-2 (Experimental component)

Marks: 25

Credits: 1

Course Objectives:

To train students to build rapport, collect subject's information, and give instructions

Course Learning Outcomes: At the end of this course students will be able to:

> CLO1: Build rapport,
> CLO2: Collect subject's information,
> CLO3: Give instructions

Syllabus:

  A. An overview of research in Psychology
  B. Experiments (Anysix)
  a. Strength ofmotives
  b. Immediate memoryspan
  c. Reading v/srecitation
  d. Completed v/s Interruptedtasks,
  e. Part v/swhole
  f. Judgment ofemotions
  g. Emotional IntelligenceTest
  h. Attachmentstyles

Books for Study:

1. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.

2. Kuppuswamy, B. (1954).*Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford UniversityPress.

3. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : KalyaniPublishers.

4. Parry, J., &Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.

5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson &Hilgards's Introduction to Psychology* (14thEd.- 4thReprint). Bangalore: Thomson Business Information India Pvt.Ltd.

Course Title: Personality Theories

Course Code: PSY-II.C-3 (Non-experimental)

Marks: 100

Credits: 4

Course objective:
1. To help students to develop an understanding ofpersonality.

Course Learning Outcome: At the end of this course students will be able to:

CLO1: To explain personality development through various theoreticalperspectives.
CLO2: To highlight the importance of personalitydevelopment.
CLO3: To Distinguish between various personalitytheories.
CLO4: To identify one's own personalitytraits.
CLO5: To critically evaluate different personalitytheories.

Syllabus

UNIT I: StudyingPersonality   Numberof

Hours: 15

A. Study of Personality
   a. Definitions ofPersonality
   b. Personality, Internet and SocialNetworking
B. Ethnic and Gender Issues inPersonality
C. Assessment ofPersonality
   a. Self report personalitytests
   b. Projective techniques
   c. Clinicalinterviews
   d. Behavioural assessmentprocedures

D. Personality inperspective
    a. Genetic factor
    b. Environmentalfactor
    c. Learningfactor
    d. Parentalfactor
    e. Developmentalfactor

UNIT II:Behavioralapproach   Number ofHours:12
    A. Contribution of E.L.Thorndike
    B. Law ofEffect
    C. Contribution of B.F.Skinner
    D. Reinforcement - the basis ofbehaviour
    E. Operant conditioning and the Skinner's box
    F. Applications of OperantConditioning

UNIT III:HumanisticApproach   Number ofHours:12

    A.   Abraham Maslow: Needs HierarchyTheory
        a.   Personality development: The Hierarchy ofNeeds
        b.   The study of selfactualizers
    B.   Carl Rogers: Self ActualizationTheory
        a.   The development of the Self inchildhood
        b.   The self and the tendency toward actualization
        c.   Characteristics of fully functioningpersons

UNIT IV: The Genetic Approach and SomeAdditionalTheories   Number of
Hours:12

    A.   Raymond Cattell: Traittheory
    a.   Cattell's Approach topersonality
    b.   Source Traits: the basic factors ofpersonality
    c.   Dynamic Traits: the motivatingfactors
    d.   The influences of Heredity andEnvironment
    e.   Stages of personalitydevelopment
    B.   Hans Eysenck: The Five FactorModel
        a)   The dimensions ofpersonality
        b)   The five factormodel
        c)   Personality traits and theinternet
    C.   The social learningtheory
    D.   Locus ofControl
    E.   Learnedhelplessness

References

Mandatory:

1.   Schultz, D., & Schultz, S. (2001). *Theories of Personality.* (7thEd.). USA: Wadsworth Thomson Learning. ISBN0-534-55107-6.
2.   Ryckman, R. (2000). *Theories Of Personality*. (7thEd.). USA:Wadsworth Thomson Learning. ISBN 0-534-34898-X.

3.   Hurlock, E.B. 2008 ,*Personality Development*, Tata Mc Graw-Hill Publishing Company limited.(TMH Edition). Noida,NewDelhi.
4.   David, G.M and Nathan Dewall, C. (2014). *Psychology in Everyday Life*, (3rd Ed)WorthPublishers.

Supplementary reading:

1. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006).*Atkinson &Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
2. Pervin, L. (2003). *The Science Of Personality*. (2nd Ed.). New York: Oxford University Press. ISBN–0-19-515102-X.

Course Title: Basics of Counselling

Course Code: PSY-II.C-4 (Experimental: Theory)

Marks: 75

Credits: 3

Course Objectives: 1. To help students understand the nature and significance of Counselling
2. To help students understand basic approaches ofCounselling.

Course Learning Outcomes: At the end of this course students will be able to understand:
      a)   List out personal Characteristics of EffectiveCounsellors
      b)   Describe the stages involved in Counsellingprocess
      c)   Highlight important elements of establishing an alliance between Counsellor andCounselee
      d)   Detect transference and countertransference in a therapeutic alliance
      e)   Compare person centered and cognitive behaviour approaches ofCounselling
      f)   Identify various areas ofcounselling

Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental

paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

Syllabus

Unit I. Understanding Counselling asaProcess   Number ofHours:09

   a.   Definition of Counselling
   b.   Outcome goals ofCounselling
   c.   Process Goals ofCounselling
   d.   Stages of Counsellingprocess
   e.   Focusing on strengths, skills andresources
   - From distress tohealing
   - Two sides of astory
   - Coping withproblems

Unit II. The Counselor: PersonandProfessional   Number ofHours:09

   a.   Personal Characteristics of EffectiveCounsellors
   b.   Building a TherapeuticAlliance
   - Respectfulcuriosity
   - Problem freetalk
   - Self-awareness
   - Humour
   c. Issues faced by BeginningTherapists
   d. Working with transference andcountertransference
   e. EthicalGuidelines

Unit III. Two approachestoCounselling   Number ofHours:09

   A. Person Centeredapproach
       a.   Keyconcepts
       b.   The therapeuticprocess
       B. Cognitive Behaviourapproach
       a.   Keyconcepts
       b.   The therapeuticprocess

Unit IV. Special areasofCounselling   Number ofHours:09

   A.   Counselling Families

   (https://youtu.be/bOrnOcHWXgA)

   https://www.youtube.com/watch?v=3CgYkRWucb4

https://www.youtube.com/watch?v=Z6ck4-D2nCk
B.   Counselling Addicts (SubstanceUsers)
C.   Working with suicidaladolescents
       a.   Depression andsuicide
       b.   A Strengths-based approach to

suicide   risk.

https://www.youtube.com/watch?v=R

gi9GjhW3Ss

https://www.youtube.com/watch?v=R

anDdvzHkjA

Books for study:

Rao, S.N. (1991) Counselling and Guidance, New Delhi, Tata McGraw Hill Publishing Company Limited.

Welfel, E.R. and Patterson, L.E. (2005) The Counselling Process, New Delhi, Cengage Learning

Sharry, J. (2004) Counselling Children, Adolescents and Families, New Delhi, Sage Publications.

Gerald, C. (1996) Theory and Practice of Counselling and Psychotherapy, USA, Brooks/Cole Publishing Company.

Leukefeld,C.G. ; Gullotta.T.P and Tindall M.S.(2009) Adolescent Substance Abuse: Evidence Based Approaches to Prevention and Treatment, Springer Science,New York, NY 10013,USA,Springer Publications.

Course Title: Experimental Psychology

Course Code: PSY-V.C-7 (Experimental- Theory)

Marks: 75

Credits: 3

Course Objectives:
1. To introduce students to basics of experimentation
2. To help students to design an experiment
3. To analyse experiments along various dimensions

Course Learning Outcomes: At the end of this course, students will be able to

CLO1: Design an experiment having one or two variables
CLO2: Weigh methods of subject selection from subject populations
CLO3: Examine the criteria for selecting stimuli from stimulus population.
CLO4: Select the statistical test to be used for the given experimental research
CLO5: Minimize pitfalls in experiments

Course Duration: Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

Syllabus:

UNIT I: Designing the Experiment   Number of Hours: 15
   A. The experimental approach
   B. Independent, Control and Dependent Variables
   C. Types of experimental research
   D. A single independent variable
   E. Two independent variables
   F. Role of randomization and control in experiments

UNIT II: Selecting Experimental Components   Number of Hours: 15
   A. Selecting subjects from subject populations
   B. Selecting stimuli from stimulus populations
   C. Selecting conditions from trials or trial blocks
   D. Selecting a Statistical Test: (Sani and Todman)
        a. The Nature of the Research Question
        b. Type of Experimental Design
        c. Type of Measurement Used
        d. Deciding Whether Your Data Are Parametric or Non-Parametric
        e. The Nature of the Specific Hypothesis to be Tested
        f. Deciding What Test to Use

UNIT III: Pitfalls in Experimentation   Number of Hours: 15
   A. Pitfalls in designing the experiment
   B. Pitfalls in running the experiment
   C. Pitfalls in data analysis
   D. Pitfalls in interpreting the results

References:

1. American Psychological Association, (2009), *Publication Manual of the American Psychological Association*, (6th Ed.). USA: American Psychological Association.
2. Goodwin, J., & Goodwin, K. (2012). *Research In Psychology: Methods and Design*, (7th Ed.). US: Wiley-Blackwell.
3. Sani, F., & Todman, J. (2005). *Experimental Design and Statistics for Psychology: A First Course.* US: Wiley-Blackwell.

4. Snodgrass, J. G., Levy-Berger, G., Haydon, M. (1985). *Human Experimental Psychology.*USA: Oxford University Press.

Web Resources:

1. Paul C. P, Jhangiani, R& I-Chant (2015).Experimental research, Research Methods in Psychology,Retrieved from https://opentextbc.ca/researchmethods/chapter/experimental-design/
2. Mendonça, Gulnar Azevedo Silva. (1995). Selection of subjects in case-controls studies. Sao Paulo Medical Journal, 113(2, Suppl.), 41-42. https://doi.org/10.1590/S1516-31801995000700024
3. Suresh K. (2011). An overview of randomization techniques: An unbiased assessment of outcome in clinical research. Journal of human reproductive sciences, 4(1), 8–11. https://doi.org/10.4103/0974-1208.82352

Course Title: Experimental Psychology

Course Code: PSY-V.C-7 (Experimental component)

Marks: 25

Credits: 1

Course Objectives:
1. To bridge the gap between theory and experimentation
2. To introduce students to various experimental designs

Course Learning Outcomes: At the end of this course, students will be able to

CLO1: Write the methodology i.e. operationally define the variables, write hypothesis and state the design of the experiment

Syllabus:

A. APA guidelines – ethical guidelines (APA Publication 7th edition)

B. Experiments (*Any one from set a to e; f is compulsory*)
   a. Psychophysics:
      a. Signal detection (Cog lab) (Introduction should include the Signal detection theory)
      b. Method of constant stimuli (Introduction should include classical theory)
   b. Memory:
      a. Encoding specificity (Cog lab)
      b. Word superiority (Cog lab)
   c. Perception:
      a. Visual depth perception
      b. Muller Lyer Illusion
   d. Concepts:
      a. Concept formation
      b. Prototypes (Cog lab)

e. Attention:
        a. Stroop effect (Cog lab)
        b. Spatial cueing (Cog lab)
f. Mental Chronometry
        a. Reaction time (simple/choice)(Cog lab)(Introduction should include
          methodological issues of dealing with outliers)

References:
1. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune, Anmol Prakashan.
2. Kuppuswamy, B. (1954). *Elementary Experiments in Psychology*. Madras, Geoffrey Cumberlege Oxford University Press.
3. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publisher

Course Title: Child Psychology
Course Code: PSY-III.E-2 (Non-experimental)
Marks: 100
Credits: 4
Course Objectives:
1. To study the basic factors that influence the growth and development of children.
2. To study various aspects of development.

Course Learning Outcomes: At the end of this course, students will be able to:
    CLO1.Describe prenatal development
    CLO2. List out the precautions during pregnancy
    CLO3. Highlight the important aspects of cognitive development in children
    CLO4. Identify effective strategies to boost self-esteem in children
    CLO5. Describe effective parenting styles
    CLO6. Analyze the effect of different family dynamics on development of children.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.
Syllabus
UNIT I. Prenatal development and birth (birth to late childhood)   Number of Hours: 15

A. Conception
B. Period of the zygote
C. Period of the embryo
D. Period of the fetus
E. Prenatal environmental influences
    a. Teratogens
    b. Other maternal factors
F. Childbirth
G. Approaches to Childbirth
H. Birth complications

UNIT II. Cognitive development (birth to late childhood)　　　Number of Hours: 15

    A. Piaget's stages of Cognitive development
    B. Vygotsky's theory of Cognitive development
    C. Development of Language

UNIT III. Self and Social Understanding (birth to late childhood)　　Number of Hours: 15
    A. Emergence of self and development of self concept
    B. Self esteem
    C. Erikson's theory of Psychosocial development (4 stages) (Papalia)

UNIT IV. The family (birth to late childhood)　　　Number of Hours: 15

    A. Origins and functions of the family
    B. The family as a social system
    C. Socialization within the family
    D. Family lifestyles and transition
    E. Vulnerable families

*Fertilization and Heredity should be covered through CA
References: the following books are mandatory:
1. Papalia, D. Olds, S. Feldman, R. (2004) Human development, Tata McGraw Hill, 9th edition

Supplementary:
1. Berger, K and Thompson, R. (1998) The Developing person: Through The Life Span, New York, Worth publishers, 4th edition
2. Hurlock, E. (1978) Child Development, New Delhi, Tata McGraw Hill, 6th edition
3. Santrock, J. (2007) Child Development, New Delhi, Tata McGraw Hill, 11th edition
4. Schickendanz, J., Schickendanz D., Hansen, K. and Forsyth, P. (1993) Understanding Children, Mayfield Publishing Company, 2nd edition.

Course Title: Sport Psychology
Course Code: PSY-III.E-4
Marks: 100
Credits: 4
Course Objectives:
    a) To introduce sport psychology as a career option for students.
    b) To impart basic knowledge about the field of sport psychology.
    c) To impart basic skills of applying psychological knowledge to sports.

Course Learning Outcomes: At the end of this course, students will be able to:

    CLO1: Describe the role of a sport psychologist
    CLO2: Analyse the impact of aggression in a sporting situation

CLO3: Describe how motivation can be applied to sports performance
CLO4: Analyse group dynamics in a sports team
CLO5: Evaluate the leadership styles used by different sportspersons
CLO6: Construct a plan for performance enhancement for a sportsperson

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.
Syllabus

UNIT I. Introduction to Sport psychology   Number of Hours: 10
1. What is sport psychology?
2. A brief history of sport psychology
3. Who is a sport psychologist?
4. Research in sports
   a. Experiments, case studies and observations
   b. Qualitative and Quantitative research

UNIT II. Aggression and Motivation in Sports   Number of Hours: 20
1. Defining aggression
   a. Hostile aggression, instrumental aggression and assertiveness
   b. Sanctioned and unsanctioned aggression
   c. The link between aggression and performance
2. Theories of aggression
   a. Instinct theory, Social learning theory, Frustration-aggression hypothesis
3. Situational factors affecting aggression in sport
4. Does sports increase or reduce aggression?
5. The reduction of aggression
   a. Punishment, Catharsis, Role modeling, Contracting, Anger-management
6. Intrinsic and extrinsic motivation
7. Humanistic perspectives on motivation: Maslow's hierarchy of needs
8. Achievement-motivation: McClelland-Atkinson's theory of need achievement
9. Cognitive approaches to motivation
   a. Weiner's model of attribution
   b. Learned helplessness and reattribution training
   c. Self-efficacy

UNIT III: Group processes   Number of Hours: 15
1. Groups and teams
   a. Group formation
   b. Cohesiveness and performance
   c. Social facilitation and social loafing
   d. Groupthink
2. Leadership
   a. Leadership style
   b. Theories of leadership: trait theories, Fiedler's contingency theory

UNIT IV: Performance enhancement and other issues   Number of Hours: 15
1. Issues of motivation
2. Issues of arousal and anxiety
3. Issues of concentration

4. Issues of confidence
5. Injury
6. Burnout and over-training

References:
1. Jarvis, M. (1999). *Sport psychology*. Routledge modular psychology series, USA and Canada.

2. Shaw, D., Gorely, T., and Corban, R. (2007). *Sport and Exercise Psychology*. The Instant Notes series, BIOS Scientific Publishers, UK and USA.

Course Title: Interpersonal Relationships

Course Code: PSY-III.E-3 (Non-experimental)

Marks: 100

Credits: 4

Course Objectives:

1. To understand the basic nature governing human relationships.
2. To study how interpersonal relationships affect our well-being.

Course Learning Outcomes: After completion of the course students will be able to:

CLO1: Apply different theoretical perspectives to understand interpersonal relationships

CLO2: Identify factors determining relationship formation.

CLO3: Examine the effects of relationship on various aspects of life.

CLO4: Identify ways to prevent dissolutions of relationships.

CLO5: Suggest ways to dissolve relationships in a healthy manner.

CLO6: Examine variations in relationships.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

UNIT I: Introduction to Interpersonal Relationships　　　　　　Number of Hours: 15
   A. Affiliation – the basic need
   B. Types of relationships
   C. What is love?
        a. Rubin's model of liking and loving
        b. Sternberg's triangle of love
        c. Lee's six styles of loving
        d. Types of love and attachment styles
   D. Theories of interpersonal attraction
        a. Learning theory
        b. Social exchange theory

c. Equity theory
d. Sociobiology

UNIT II: Formation, maintenance, course and dissolution of relationships

Number of Hours: 15

A. Factors determining relationship formation
   a. Proximity
   b. Similarity
   c. Physical attraction
   d. Reciprocal liking
   e. Complementarity
   f. Competence
B. Maintenance and course of relationships
   a. Kerckhoff and Davis' Filter theory
   b. Murstein: Stimulus-value-role model
   c. Levinger: stage theory model
C. Conflicts in relationships
   a. Duck's model of relationship dissolution
   b. Rusbult and Zembrodt's model of responses to relationship dissatisfaction

UNIT III: Components and effects of relationships

Number of Hours: 15

A. Components of relationships
   a. Self-disclosure
   b. Rules
   c. Power
   d. Health and happiness
B. Effects on physical health
C. Effects on mental health
D. Effects on happiness
E. Effects of loss of a relationship
F. Gender differences in benefits of relationships
G. Reasons why social support affects health and happiness
H. The negative effects of relationships

UNIT IV: Individual, social and cultural variations in Relationships

Number of Hours: 15

A. Homosexual relationships
   a. Similarities and differences

B. Cross-cultural differences in heterosexual relationships
   a. Choosing a partner
   b. Assessing marital happiness
   c. Types of relationships studied.

References

Mandatory
1. Dwyer, D. (2012). Interpersonal Relationships, London, Routledge.

Supplementary reading:
1. Baron, R. A., Byrne, D. (2008). Social Psychology. (10th Ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
2. Myers, D. G. (2007). Social Psychology. (10th Ed.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
3. Taylor, S.E., Peplau, L.A., & Sears, D.A. (2000). Social Psychology. (10th Ed.). New Jersey, U.S.A: Prentice Hall International.

Course Title: Biological Basis of Behaviour
Course Code: PSY-III.E- (Non-experimental)
Marks: 100
Credits: 4
Course objectives:
1. To orient students to biological basis of behaviour.
2. To guide students' understanding of functioning of the brain
3. To help students to apply, evaluate and analyse concepts learnt in the course.

Course Learning outcomes: At the end of this course students will be able to:

CLO1. Describe how genes influence behaviour and cause individual differences.

CLO2. Explain the impact of endocrine system on behaviour.

CLO3. Explain functioning of the nervous system.

CLO4. Relate the link between perception and sensation across different sensory systems.

CLO5. Examine different states/levels of consciousness.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

UNIT I. Genetic blueprints of behaviour   Number of Hours: 15
  1. Chromosomes, genes and DNA
  2. Genetic studies of behaviour
          a. Selective breeding
          b. Twin studies
          c. Molecular genetics of behaviour
          d. Environmental influences on gene action
  3. Genetics and evolution
  4. Genetic testing and genetic counselling

UNIT II. The Biological foundations of behaviour   Number of Hours: 15
  1. Characteristics of the nervous system
  2. Divisions of the nervous system
          a. Central Nervous System
          b. Peripheral Nervous System
          c. Limbic system
  3. Endocrine system and its impact on behaviour

UNIT III. Sensation and Perception   Number of Hours: 15
  1. Sensation and perception
          a. The nature of sensation and perception
          b. Sensory receptors and the brain
          c. Thresholds
          d. Sensory adaptation
  2. Visual system
          a. Visual stimuli and the eye
          b. Visual processing in the brain

        c.   Visual perceptions of dimensions
   3. Auditory system
        a.   Structure and functions of the ear
        b.   The experience of sound

UNIT IV. Consciousness   Number of Hours: 15

1. Nature of consciousness
2. Levels of awareness
3. Consciousness and Electrical activity of the brain
4. Sleep and dreaming
5. Hypnosis – an altered state of consciousness

References:
1. Santrock, J.W. (2006) Psychology Essentials, New Delhi, Tata McGraw Hill Publication, 2nd edition
2. Nolen-Hoeksema, , Fredrickson, Loftus and Wagenaar (2009) Atkinson and Hilgard's Psychology an Introduction, Delhi, Cengage Learning

Supplementary reading:
1. Baron, R.A. (2012) Psychology, New Delhi, Pearson Education, 5th edition.

Course Title: Psychological Testing

Course Code: PSY-VI.C-8 (Experimental)

Marks: 75

Credits: 03

Course Objective:
1. The course will provide students an understanding of the principles of assessment
2. The course will provide students beginning competency in the application of assessment principles to selecting and using assessment instruments.

Course Learning Outcomes: At the end of the course students will be able to
CLO1: Describe the characteristics, and user guidelines of a psychological test.
CLO2: Explain the importance and types of norms in testing.
CLO3: Describe the essential components (reliability and validity) of a psychological test.
CLO4: Critically evaluate the scientific soundness of a psychological test.
CLO5: Draft items for a psychological test.

Course Duration: Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

Syllabus:

UNIT I: Nature and Use of Psychological Tests   Number of Hours- 15
  A. What is a psychological test and characteristics of a good test?
  B. Uses and varieties and control of use of psychological tests
  C. Test administration Examiner and situational variables and test-takers perspective.
  D. Effects of training on test performance
  E. Sources of information about tests
  F. Some assumptions about psychological Testing and Assessment

UNIT II: Norms, Reliability and Validity in Testing   Number of Hours- 15
  A. What are norms
  B. Sampling to develop norms
  C. Types of norms
  D. The concept of Reliability
  E. Estimates of Reliability
  F. Definition
  G. Content validity
  H. Criterion- related validity
  I. Construct validity

UNIT III: Test Development   Number of Hours- 15
  A. Test Conceptualization
      a. Some preliminary questions
      b. Pilot work
  B. Test Construction
      a. Scaling
      b. Writing items
      c. Scoring items
  C. Test Tryout
  D. Item Analysis
      a. Item-reliability index
      b. Item-validity index
      c. Item-discrimination index
      d. Qualitative item analysis
  E. Test Revision
      a. As a Stage in New Test Development
      b. In the Life Cycle of an Existing Test

References:
Mandatory
  1. Anastasi. A. Psychological testing, 7th ed. By Pearson Education, Inc., Publishing as Prentice Hall.
  2. Cohen, R. J. &Swerdlik, M. E, Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition). New York: McGraw-Hill
  3. Gregory, R. J. (2011). Psychological Testing: History, Principles, and Applications (6th Ed.). Boston: Allyn & Bacon.

Supplementary Reading
  1. N.J. Salkind, (2013), Test Measurement for People Who (Think They) Hate Test & Measurements, 2nd edition, Delhi. American

2. Psychological Association, (2009), Publication Manual of the American Psychological Association, (6th Ed.). USA: American Psychological Association.

Web Resources:
1. Overview of Psychological Testing. (2015). Retrieved from https://www.ncbi.nlm.nih.gov/books/NBK305233/#sec_000071

2. Understanding psychological testing and assessment. (2013). Retrieved from https://www.apa.org/topics/psychological-testing-assessment

3. Naglieri, J. A.; et. al. (2004). Psychological Testing on the Internet: New Problems, Old Issue. American Psychologist. 59 (3). 150-162.
   Retrieved from https://www.psycholosphere.com/Psych%20Testing%20on%20the%20Internet%20by%20Naglieri%20et%20al..pdf

4. Framingham, J. (2018). What is Psychological Assessment. Retrieved from https://psychcentral.com/lib/what-is-psychological-assessment/

Course Title: Psychological testing (Practical component)
Course Code: PSY-VI. C-8
Marks: 25
Credits: 01
No. of Practical: 8
Duration: 15 sessions of 2hours each Practical session: one session per week

Course Objectives:
1. To train students to administer, score and interpret different types of tests

Course Learning Outcomes: At the end of this course students will be able to:
   CLO1: Administer, score and interpret different types of tests
   CLO2: Differentiate between different types of tests
   CLO3: Construct a consent form and socio demographic form

Syllabus:

A. Constructing a consent form and socio demographic form

B. Psychological tests (any five):
   a. Individual test (projective technique or intelligence test)
   b. Group tests (personality/aptitude/interest/attitude/well-being etc)
   c. Speed test (clerical aptitude)
   d. Power test (ability test)
   e. Verbal (intelligence/personality)
   f. Performance tests (any two components of WAIS)

*Special emphasis to be given to the test construction procedures mentioned in test manuals.

References:

1) Anastasi. A. Psychological testing, 7th ed. By Pearson Education, Inc., Publishing Prentice Hall.
2) Gregory, R. J. (2011). Psychological Testing: History, Principles, and Applications (6th Ed.). Boston: Allyn & Bacon.
3) Cohen, R. J. & Swerdlik, M. E, Psychological Testing and Assessment: An Introduction to Tests and Measurement (seventh Edition). New York: McGraw-Hill.

Course Title: Psychology of Adolescence

Course Code: PSY-IV.E-7 (Non-experimental)

Marks: 100

Credits: 4

Course Objectives:
1. To study the basic factors influencing the growth and development of adolescents.
2. To study various aspects and issues in adolescent development.

Course Learning Outcomes: At the end of this course, students will be able to:
CLO1: Compare various theoretical perspectives of adolescence
CLO2: Describe the psychological dimensions of puberty
CLO3: Critically evaluate the role of society/culture in identity development in adolescents
CLO4: Prepare a plan for health awareness among adolescence
CLO5: Conceptualize ways to deal with various socio-emotional and other issues faced by adolescents.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus:

UNIT I: Introduction to Psychology of Adolescence   Number of Hours 15
  A. The Historical Perspective
       a. Early history
       b. The twentieth and twenty first centuries
       c. Stereotyping of adolescents
       d. A positive view of Adolescence
  B. The nature of development
       a. Processes and periods
       b. Development transitions
  C. Theories of Adolescent Development
       a. Psychoanalytic theories
       b. Cognitive theories
       c. Behavioural and social cognitive theories
       d. Ecological theory

UNIT II: Physical and Cognitive Development   Number of Hours 15
  A. Puberty

a. Determinants of puberty
  b. Growth spurt
  c. Sexual maturation
  d. Secular trends in puberty
  e. Psychological dimensions of puberty
B. Cognitive development
  a. Experience and plasticity
  b. Social cognition
    i. Adolescent egocentrism
    ii. Perspective taking

UNIT III: Self, Identity, Emotions and Personality   Number of Hours 15
  A. The self
    a. Self-understanding
    b. Self-esteem and self-concept
  B. Identity
    a. Erikson's ideas on identity
    b. The four statuses of identity
    c. Developmental changes in identity
    d. Identity and social contexts
    e. Identity and intimacy
  C. Emotional development
    a. Emotions
    b. Hormones, experience and Emotions
    c. Emotional competence
  D. Personality development
    a. Personality
    b. Temperament

UNIT IV: Issues in Adolescence   Number of Hours 15
  A. Physical
    a. Early and late maturation
    b. Nutrition Exercise and Sports
    c. Sleep
  B. Social-emotional
    a. Parent-adolescent conflict
    b. Loneliness
    c. Dating
    d. Adolescent pregnancy
  C. Other issues
    a. Drug and Alcohol abuse
    b. Delinquency
    c. Depression
    d. Eating disorders
    e. E-gadget addiction

References:
Mandatory:
  1. Santrock, J.W. (2011) Adolescence, New Delhi, Tata McGraw Hill 12th Edition

Supplementary:
  1. Arnett, J. J. (2013) Adolescence and Emerging Adulthood, New Delhi, Pearson, (5th Edition).

2. Steinberg, L. (2010). Adolescence, New York, McGraw Hill (9th Ed.)

Course Title: Criminal Psychology

Course Code: PSY-IV.E-6 (Non-experimental)

Marks: 100

Credits: 4

Course Objectives:
1. To study crime from different theoretical viewpoints.
2. To understand ways of preventing crime and of dealing with criminals

Course Learning Outcomes: At the end of this course, students will be able to:
CLO1. Explain the different approaches to criminal behaviour.
CLO2. Describe the type of violence in schools, community, and in families.
CLO3. Enumerate the characteristics of sexual offenders.
CLO4. Propose techniques to prevent crime in various settings.
CLO5. Evaluate the use of punishment as a deterrent to criminal activity.
CLO6. Propose techniques to rehabilitate criminals.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus:

UNIT I: Understanding Criminal Behaviour   Number of Hours: 15

A. What is Crime?
B. What is Criminal Psychology?
C. The nature of explanation
     a. Evolutionary approaches
     b. Social-structural and cultural approaches
     c. Developmental approaches
     d. Psychological approaches
     e. Biological approaches
     f. Situational approaches

UNIT II: Violent and Sexual Offending   Number of Hours: 15

A. The nature of violent offending
B. Community violence – male-male violence
C. Family violence
     a. Intimate partner violence
     b. Violence against children
     c. Elder abuse
D. School violence

UNIT III: Sexual offending   Number of Hours: 15

A. Nature and extent

B. Characteristics of sexual offenders – adult and child sex offenders
C. Social cognitive approach to sexual offending
D. Nature of rape and rape myths (Howitt)

UNIT IV: Punishment, Rehabilitation and Prevention   Number of Hours: 15

A. Punishment
   a. The nature and scope of criminal justice responses to crime.
   b. The harms of punishment
   c. Rationales for punishment
   d. Does punishment work?
B. Rehabilitation
   a. Nature of rehabilitation
C. Approaches to Prevention
   a. What is crime prevention?
   b. Social crime prevention
   c. Situational crime prevention

References:

Mandatory:

1. Durant, R. (2013). *An Introduction to Criminal Psychology.* (2nd Ed.). Britian, British Library Publication.
2. Howitt, D. (2009). *An Introduction to Forensic and Criminal Psychology.* (3rd Ed.). England: Pearson Education Publications.

Supplementary:

1. Hagan, F. (2011). *An Introduction to Criminology - Theories, Methods and Criminal Behavior.* (1st Ed.). Thousand Oaks, California, Sage Publications.
2. Pakes, F. (2012). *Criminal Psychology.* (2nd Ed.). Britain. British Library Publication.
3. Cliffon, D. (2001). *Encyclopedia of Criminal and Deviant Behavior.* (1st Ed.) Taylor & Frances Group Publication.
4. Bartal, R. (1999). *Criminal Behavior - A Psychosocial Approach.* (5th Ed.). New Delhi: Prentice Hall Publication.
5. Routledge, H.C., & Paul, K. (1989). *Psychology and Crime - An Introduction to Criminal Psychology.* (1st Ed.). London Group

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Course Title: Psychology of Adjustment

Course Code: PSY-IV.E-5 (Non-Experimental)

Marks: 100

Credit: 4

Course Objectives:
1. To understand the nature of adjustment

2. To enable students to prepare for effective adjustment in various fields.

Course Learning Outcomes: At the end of this course, students will be able to:
CLO1: Identify the elements of a fully functioning person.
CLO2: Describe how individuals in a family adjust to changes & respond to challenges.
CLO3: Analyze the sources of marital conflict and use appropriate resolving techniques.
CLO4: Examine the relationship between work and psychological adjustment.
CLO5: Analyze how different areas of adjustment are interrelated

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

UNIT I: The Fully Functioning Person   Number of Hours 15
   A. Personal adjustment from four perspectives
   B. Self and Role
   C. Decisions, Values and Conflicts
   D. The Challenges of Adjustment: A Synthesis

UNIT II: Adjustment in Family   Number of Hours 15
   A. What is a fully functioning family?
   B. Effective parenting
   C. The birth order and relationships with siblings
   D. Challenges of family adjustment

UNIT III: Adjustment in Marriage   Number of Hours 15
   A. Initial Expectations
   B. Power and Responsibility
   C. Sources of Marital Conflict
   D. Resolving Marital Conflict

UNIT IV: World of Work   Number of Hours 15
   A. Situation today
   B. Choosing your work
   C. Work and human needs
   D. Finding the Right Job
   E. Work and Adjustment

References:

Mandatory:
1. Belkin, S. G. & Nass, S. (1984). Psychology of Adjustment. Library of congress cataloging in publication data. United States of America

Supplementary:
1. Audrey, H., & Runyon, R. (1984). Psychology of Adjustment. Illinois: The Dorsey Press.

2. Davison, C., & Neale John M. (1990). Abnormal Psychology. (5thEd.). USA: John Wiley & Sons Inc. 3. Weiten, W., & Lloyd, A. M. (2003). Psychology Applied to Modern Life: Adjustment in the 21st Century. (8thEd.). New Delhi: Thomson Learning.

Course Title: Cognitive Psychology

Course Code: PSY-V.E-9 (Non-experimental)

Marks: 100

Credits: 4

Course Objectives:
1. To introduce students to a field of psychology that describes how we acquire, store, transform and use knowledge.
2. To help students understand mental processes.

Course Learning Outcome: After completion of the course students will be able to:

CO 1: Distinguish between bottom-up and top-down processes in perception.
CLO2: Demonstrate how we acquire, store, transform and use information.
CLO3: Apply the concepts of perception, attention, memory and concept formation in daily activities.
CLO4: To map the link between various cognitive processes.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

UNIT I: Perceiving objects and recognizing patterns   Number of Hours: 15
   A. Gestalt approaches to perception
   B. Bottom up processes

        a. Template matching

        b. Feature analysis

        c. Prototype matching

  C. Top down processes

        a. Perceptual learning

        b. The word superiority effect

        c. A connectionist model of word perception

        d. A neuropsychological perspective on word perception

  D. Direct perception

  E. Disruptions of perception: visual agnosias

UNIT II: Attention   Number of Hours: 15

  A. Selective attention

        a. Filter theory

        b. Attenuation theory

        c. Late selection theory

        d. Multimode theory

        e. Attention, capacity and mental effort

        f. Schema theory

  B. Neuropsychological studies of attention

        a. Networks of visual attention

        b. Event-related potentials and selective attention

  C. Automaticity and the effects of practice

        a. The stroop task

        b. Automatic versus attentional processing

        c. Feature integration theory

        d. Attentional capture

  D. Divided attention

        a. Dual task performance

        b. The attention hypothesis of automatization

        c. The psychological refractory period

        d. Divided attention outside the laboratory

UNIT III: Memory   Number of Hours: 15

  A. The semantic/episodic distinction

  B. Semantic memory models

        a. The hierarchical semantic network model

        b. The feature comparison model

        c. Other network models

        d. Connectionist models

  C. Schemata

        a. Script

  D. Implicit versus explicit memory

        a. The process dissociation framework

UNIT IV: Concepts and categorization   Number of Hours: 15

A. Theoretical descriptions of the nature of concepts
   a. The classic view
   b. The prototype view
   c. The exemplar view
   d. The schemata view
   e. The knowledge based view
B. Forming new concepts and classifying new instances
   a. Concept attainment strategies
   b. Acquiring prototypes
   c. Implicit concept learning
   d. Using and forming scripts
   e. Psychological essentialism

References:

Mandatory
1. Galotti, K. M. (2004), Cognitive Psychology in and out of the laboratory, Delhi, Thomson Wadsworth (India edition) 3rd edition ⌞SEP⌟
2. Hunt, R. R. and Ellis H. C. (2004), Fundamentals of Cognitive Psychology, 7th edition, New Delhi, Tata McGraw Hill Publishing Company Ltd. ⌞SEP⌟
3. Matlin, M. M. (2005), Cognition, 6th edition USA, John Wiley & Sons, Inc. ⌞SEP⌟

Web Resources:
1. Gestalt Principals of Perception Retrieved from https://courses.lumenlearning.com/wsu-sandbox/chapter/gestalt-principles-of-perception/
2. How bottom up processing works Retrieved from https://www.verywellmind.com/bottom-up-processing-and-perception-4584296
3. Top down processing and perception Retrieved from https://www.verywellmind.com/what-is-top-down-processing-2795975
4. Theories of attention (2018) Retrieved from https://www.simplypsychology.org/attention-models.html
5. Divided attention - cognitive skills Retrieved from https://www.cognifit.com/science/cognitive-skills/divided-attention
6. Semantic memory Retrieved from https://en.m.wikipedia.org/wiki/Semantic_memory#ACT-R:_a_production_system_model
7. Schema Retrieved from https://en.m.wikipedia.org/wiki/Schema_(psychology)
8. Concepts Retrieved from https://en.m.wikipedia.org/wiki/Concept
9. Concept formation Retrieved from https://www.britannica.com/topic/concept-formation

Course Title: Psychopathology I
Course Code: PSY-III.C-5 (Experimental)
Marks: 75

Credits: 03

Course Objectives:

1. To impart knowledge and understanding of the basic concepts in Abnormal Psychology and the theories about Abnormality
2. To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour and common classification systems,
3. To create awareness about Mental Health problems in society
4. To create a foundation for higher education, and for a career in Clinical Psychology.

Course Learning Outcomes: At the completion of the course students will be able to:
    CLO1: Describe various forms of assessment used to classify mental disorders/conditions
    CLO2: Analyse maladaptive behaviour from different theoretical perspectives
    CLO3: Describe different therapeutic approaches to deal with maladaptive behaviour
    CLO4: Differentiate between symptoms of various mood disorders
    CLO5: Differentiate between symptoms of various anxiety disorders
    CLO6: Differentiate between symptoms of various eating disorders.

Course Duration: Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

Syllabus

Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

UNIT I: Abnormal Psychology: An overview   Number of Hours: 14
    A. What is abnormal psychology
        a) Triggers of mental health problems
        b) The stigma of abnormal behaviour
        c) Adaptive and maladaptive behaviour
    B. Classification of mental disorders
        a) Why do we need to classify mental disorders
        b) What are the advantages and disadvantages of classification
        c) The DSM V and ICD 11

    C. Assessment: the basic classification
        a) The interview
        b) Intelligence tests
        c) Neuropsychological tests
        d) Personality, behavioural, cognitive, relational and bodily assessment.

UNIT II. Theoretical perspectives and Therapies of maladaptive behaviour
                                          Number of Hours: 14
        A. Theoretical perspectives
            a. The biological perspective

b. The psychodynamic perspective
c. The behavioural perspective
d. The cognitive perspective
e. The community-cultural perspective

B. The Therapeutic enterprise: Choices, Techniques and Evaluation
a. Psychotherapy
b. Humanistic and existential therapies
c. Brief psychotherapies
d. Cognitive-behavioural approaches
e. Group approaches
f. Biological therapies
g. Hospitalization

UNIT III: Mood and Anxiety disorders   Number of Hours: 17

A. Depression
a. Major Depressive Disorder
B. Bipolar Disorder
a. Bipolar I and Bipolar II Disorders
C. Anxiety Disorders
a. Social Anxiety Disorder
b. Panic Disorder
c. Generalized Anxiety Disorder
d. Obsessive Compulsive Disorder
e. PTSD
D. Eating Disorders
a. Anorexia Nervosa
b. Bulimia Nervosa
c. Binge-eating disorder

*For disorders in UNIT III discuss only diagnostic criteria from DSM V

References:

1. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior.* (11thEd.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
2. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Suggested Reading:

1. Comer, R.J. (2005). Fundamentals of Abnormal psychology. (4th edi). Worth publishers. 41 Madison Avenue.

2. Davison, G.C. & Neale, J.M. (1998). Abnormal Psychology. (7th edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
3. Koeksema-susan Nolen. (2007). Abnormal Psychology. (3rd Edi) the McGraw-Hill companies, New York.

Web Resources:
1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC. Retreived from https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A9 07fa51f-b6cb-494c-95b1-5cacf626fc55
2. Publications and Databases of the American Psychological Association (https://www.apa.org/pubs/)
3. Mental health resources of the World Health Organization (https://www.who.int/health-topics/mental-health#tab=tab_1)

Course Title: Psychopathology I
Course Code: PSY-III.C-5 (Practical Component)
Marks: 25
Credits: 1
No. of Practicals: 08
Duration: 15 Session of 2 hrs
Practical Session: one session per week
Course Objective:
1. To introduce students to different psychological screening tools
2. To enhance students ability to identify a disorder based on the symptoms

Course Learning Outcomes: At the end of this course, students will be able to
CLO1: Carry out a survey on mental health and compile a report

CLO2: Analyse the symptoms of a case to diagnose it and suggest appropriate therapy

CLO3: Administer screening tools and interpret the findings

Syllabus:

A. Survey (Mental Health)

B. Case Study Analysis (Mental Disorder)

C. Experiments (Any four, 4 hrs each)

    a. General health questionnaire (depression/anxiety)

b. Beck's depression inventory

c. Leobowitz Social Anxiety scale

d. OCD scale (YBOCS)

e. Perceived Stress scale (Sheldon Cohen)

f. Yale Food Addiction Scale by Gearhardt, Corbin, Brownell, 2009

References:

1. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). Abnormal Psychology, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition. ¦sep¦
2. Salvatore V. Didato. (2003). The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You. Black Dog & Leventhal. ¦sep¦
3. Sarason, I. G., &Sarason, B.R. (2013). Abnormal Psychology: The Problem of Maladaptive Behavior. (11thEd.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
4. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). Atkinson & Hilgards's Introduction to Psychology (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd. ¦sep¦
5. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). Case Studies in Abnormal Psychology. 7th Edition. Wiley. ¦sep¦

Course Title: Psychology of Adulthood

Course Code: PSY-V.E-12

Marks: 100

Credits: 4

Course objectives:
1. To acquaint students with an understanding of physical and cognitive development in adulthood – young and middle age
2. To acquaint students with an understanding of psychosocial development in adulthood – young and middle age

Course Learning Outcomes: At the end of the course students will be able to:

CLO1: Analyze the progression of physical development from young to middle adulthood.

CLO2: Describe the process of moral development in young adulthood.

CLO3: Relate various theories of personality development to young adulthood.

CLO4: Describe the various types of psychosocial issues that arise in marital and non-marital relationships.

CLO5: Relate the decline in cognitive abilities to changes in daily functioning during middle adulthood.

CLO6: Analyze the impact of evolving relationships on psychosocial adjustment in middle adulthood.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

UNIT I. Physical and Cognitive Development in Young Adulthood   Number of Hours 15
   A. Physical development
       a. Health and physical condition
       b. Sexual and reproductive issues
   B. Cognitive development
       a. Perspective on adult cognition
       b. Moral development

UNIT II. Psychosocial Development in Young Adulthood   Number of Hours 15
   A. Personality development: four views
   B. Foundations of intimate relationships
   C. Nonmarital and marital lifestyles
   D. Parenthood
   E. When marriage ends

UNIT III. Physical and Cognitive Development in Middle Adulthood
   A. Physical development   Number of Hours 15
       a. Physical changes
       b. Health
   B. Cognitive development
       a. Measuring cognitive abilities in middle age
       b. Distinctiveness of adult cognition
       c. Work and education

UNIT IV. Psychosocial Development in Middle Adulthood   Number of Hours 15
   A. Looking at the life course in middle age
   B. Change at midlife: classic theoretical approaches
   C. The self at midlife: issues and themes
   D. Changes in relationships at midlife
   E. Consensual relationships
   F. Relationships with maturing children
   G. Other kinship ties

References:
1. Papalia et al. (2004). *Human Development* (9th ed.). United States: Tata McGraw Hill.

Course Title: Positive Psychology
Course Code: PSY-IV.E-8 (Non-experimental)
Marks: 100
Credits: 4
Course objectives:
1. To understand the nature and need of happiness.
2. To appreciate the importance of various factors related to well-being.

Course Learning Outcomes: At the end of this course, students will be able to

> CLO1: Describe the methods used to study well-being
>
> CLO2: Compare Hedonic and Eudaimonic Views of Happiness
>
> CLO3: Identify sources of resilience for children, adolescence and adults available in the society
>
> CLO4: Identify determinants of happiness in the Indian culture
>
> CLO5: Evaluate the role of money in the context of positive psychology

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

UNIT I: Positive Psychology   Number of Hours 15
    A. Traditional Psychology
    B. Positive Psychology
    C. Positive Psychology: Assumptions, Goals, and Definitions
    D. What are Positive Emotions?
    E. Positive Emotions and Health Resources
        a. Physical Resources
        b. Psychological Resources
        c. Social Resources

UNIT II: Happiness   Number of Hours 15
    A. Why a Psychology of Well-Being?
        a. Objective versus Subjective Measures
        b. Negative versus Positive Functioning
    B. What is Happiness? Two Traditions
        a. Hedonic Happiness
        b. Eudaimonic Happiness
    C. Focus on Research: Positive Affect and a Meaningful Life
    D. Subjective Well-Being: The Hedonic Basis of Happiness
        a. Measuring Subjective Well-Being
        b. Life Satisfaction
        c. Positive Affect, Negative Affect, and Happiness
    E. Focus on Research: Is Your Future Revealed in Your Smile
    F. Self-Realization: The Eudaimonic Basis of Happiness
        a. Psychological Well-Being and Positive Functioning
        b. Need Fulfillment and Self-Determination Theory
        c. Focus on Research: What Makes a "Good" Day?
    G. Comparing Hedonic and Eudaimonic Views of Happiness
        a. Definition and Causes of Happiness and Well-Being
        b. Complementarity and Interrelations

UNIT III: Resilience   Number of Hours 15
  A. What is Resilience?
       a. Developmental Perspectives
       b. Clinical Perspectives
  B. Resilience Research
       a. Sources of Resilience
       b. The Dangers of Blaming the Victim
       c. Sources of Resilience in Children
       d. Focus on Research: Resilience Among Disadvantaged Youth
       e. Sources of Resilience in Adulthood and Later Life
       f. Successful Aging
  C. Growth Through Trauma
       a. Negative Effects of Trauma
       b. Positive Effects of Trauma
       c. Explanations for Growth Through Trauma
       d. Focus on Research: In Their Own Words—Making Sense of Loss

UNIT IV: Money, Happiness and Culture   Number of Hours 15
  A. The Paradox of Affluence
  B. Well-Being across Nations
       a. Between-Nations comparisons
       b. Within-Nation Comparisons
  C. Understanding Money and Happiness
       a. Focus on Research: Do Happy People Make More Money?
       b. Focus on Research: adaptation to Extreme Events—Lottery Winners and
          Accident Victims
  D. The Meaning of Happiness: Relative or Universal?
  E. Culture and Well-Being
       a. The Self in Individualistic and Collectivist Cultures
       b. Culture and the Meaning of Happiness
       c. The American-Individualistic Style of Happiness
       d. The Asian-Collectivist Style of Happiness

References:
Mandatory:

  1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology.* New Delhi:
     Dorling Kindersley India Pvt Ltd.
  2. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive Psychology- The Scientific
     and Practical Explorations of Human Strengths.* (2nd Ed.). New Delhi: Sage
     Publications India Pvt. Ltd.

Suggested Readings:

  1. Kumar, S., & Yadav, S. B. (2011). *Positive Psychology.* New Delhi: Global Vision
     Publishing House.

Course Title: Environmental Psychology
Course Code: PSY-V.E-11
Marks: 100
Credits: 04
Course Objectives:
1. To acquaint students with the basic concepts of Environmental Psychology
2. To help students understand environmental influences on human behavior
3. To encourage pro-environmental behaviour.

Course Learning Outcomes: At the end of the course students will:
CLO1: Describe the human - environmental relationship
CLO2: Compare and contrast the theories of environment behaviour relationship.
CLO3: Analyse the environmental influences on human behaviour.
CLO4: Defend the role of an environmental psychologist in bringing about a positive change in the environment
CLO5: Propose pro-environmental behaviours in the Indian setting.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.
Syllabus
UNIT I. An introduction to Environmental Psychology   Number of Hours 15
    A. Environmental psychology
        a. Introduction to Environmental Psychology
          i. History
         ii. Definitions
    B. Orientation
    C. Concepts
    D. Classification of Environment: Natural, Built and Types of Built Environment
    E. Human Environment Relationship
    F. Application and Future

UNIT II. Theories of Environment Behavior Relationship   Number of Hours 15
    A. Arousal Theory
    B. Environmental Load or Overstimulation Approach
    C. The Adaptation Level Theory
    D. Ecological Theories
    E. The Environmental Stress Approach
    F. Behaviour constraint theory
    G. Attention Restoration Theory

UNIT III. Environmental Influences   Number of Hours 15
    A. Crowding
    B. Personal Space
    C. Territoriality

UNIT IV. Encouraging Pro-Environmental Behavior   Number of Hours 15
    A. Environment Psychology and Saving The Environment
    B. Environment and Health Behaviors

Books for study:

1. Tewari, R. & Mathur, A. (2014). Environmental Psychology, Jaipur (Raj.) India Pointer Publishers,.
2. Steg, L., Berg, A. & Groot, A. (2012). Environmental Psychology: An Introduction, Blackwell, The British Psychological Society.

Course Title: Neuropsychology I

Course Code: PSY-VI.E-15

Marks: 100

Credits: 04

Course objective:

1. To acquaint students with the detailed knowledge of neural conduction and transmission.
2. To provide an understanding of the neural process involved in sleep and dreams
3. To provide an understanding of role of biopsychology in psychiatric disorders.

Course Learning Outcomes: At the end of this course students will be able to:

CLO1: Explain the process of neural conduction and synaptic transmission
CLO2: Describe the development of the nervous system.
CLO3: Describe the organization, structure, and function of the human central nervous system.
CLO4: Explain the effects of sleep deprivation and sleep disorders
CLO5: Explain the role of biopsychology in psychiatric disorders.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

UNIT I: Neural Conduction and Synaptic Transmission   Number of Hours: 15

    A. The neurons resting membrane potential

    B. Generation and conduction of postsynaptic potentials

    C. Integration of postsynaptic potentials and generation of action potential

    D. Conduction of action potential

    E. Synaptic transmission: chemical transmission of signals from one neuron to another

UNIT II: Development of the Nervous System   Number of Hours: 15

    A. Phases of neurodevelopment

    B. Postnatal cerebral development in human infants

C. Effects of experience on the early development, maintenance and reorganisation of neural circuits.
D. Disorders of neurodevelopment: autism

UNIT III: Sleep, Circadian Rhythms and Sleep Disorders   Number of Hours: 15

    A. The physiological and behavioral events of sleep
    B. Effects of deprivation
    C. Four areas of the brain involved in sleep
    D. Sleep disorders
    E. The effects of long –term sleep reduction

UNIT IV: Biopsychology of Psychiatric disorders   Number of Hours: 15

    A. Schizophrenia
    B. Affective disorders: depression and mania
    C. Anxiety disorders
    D. Tourette Syndrome
    E. Clinical trials: Development of new psychotherapeutic drugs

References

Mandatory:
1. John P. J. Pinel (2007), Biopsychology, sixth edition, Dorling Kindersly (India) PVT. Ltd.
2. Fienberg, T. and Farah, M. (1996) Behavioural Neurology and Neuropsychology, New Delhi, Tata McGraw Hill Publication.

Course Title: Psychopathology II
Course Code: PSY-IV.C-6 (Experimental)
Marks: 75
Credit: 03

Course Objective:

1. To create awareness about mental health problems
2. To provide students with a foundation for both future clinical work and future empirical studies focused on the development of psychopathology across the lifespan.

Course Learning Outcomes: At the completion of the course students will be able to:
    CLO1: Describe the symptoms of schizophrenia
    CLO2: Describe the symptoms of dissociative disorders
    CLO3: Differentiate between various types of somatic symptom based disorders
    CLO4: Differentiate between various types of personality disorders
    CLO5: Explain the symptoms of gender dysphoria
    CLO6: Contrast between addictive, substance-related and non-substance related disorders

Course Duration: Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

Syllabus:

UNIT I: Schizophrenia, Dissociative and Somatic Disorders   Number of Hours: 15
- A. Schizophrenia
    - a. Positive and Negative symptoms
    - b. The Development of Schizophrenia
    - c. The Schizophrenia spectrum in DSM V
- B. Dissociative Disorders
    - a) Dissociative Identity Disorder
    - b) Other Specified Dissociative Disorder
        - a. Dissociative Trance
- C. Somatic Symptom and Related Disorders
    - a) Somatic Symptom Disorder
    - b) Illness Anxiety Disorder
    - c) Conversion Disorder

UNIT II: Personality Disorders and Gender Dysphoria   Number of Hours: 18
- A. Classification of Personality Disorders
- B. Cluster A Personality Disorders
    - a. Paranoid Personality Disorder
    - b. Schizoid Personality Disorder
    - c. Schizotypal Personality Disorder

- C. Cluster B Personality Disorders
    - a. Antisocial Personality Disorder
    - b. Borderline Personality Disorder
    - c. Histrionic Personality Disorder
    - d. Narcissistic Personality Disorder

- D. Cluster C Personality Disorders
    - a. Avoidant Personality Disorder
    - b. Dependent Personality Disorder
    - c. Obsessive-Compulsive Personality Disorder

- E. Gender Dysphoria
    - a. In Children
    - b. In Adolescents and Adults

UNIT III: Addictive, Substance-related and Non-substance related Disorders
       Number of Hours: 12
- A. Substance –Use Disorder
    - a. Features, Severity and Specifiers
    - b. Substance intoxication and withdrawal
    - c. Substance/Medication-Induced Mental Disorders

B. Alcohol-Related Disorders
   a. Alcohol Use Disorder
   b. Alcohol Intoxication
   c. Alcohol Withdrawal
C. Other Drugs and related effects
D. Non-substance related Disorders
   a. Internet Gaming disorder
   b. Gambling disorder

*Probable CA idea: Research facts about serious mental illness from 2010

References: Mandatory:
1. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior.* (11thEd.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
2. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). Abnormal *Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Supplementary:
1. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
2. Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7th edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
3. Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3rdEdi) the McGraw-Hill companies, New York.
4. Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4th edi). Worth publishers. 41 Madison Avenue.

Note: Additional articles and web resources will be provided to students as required.

Web Resources:
1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC. Retreived from https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cacf626fc55
2. Publications and Databases of the American Psychological Association (https://www.apa.org/pubs/)
3. Mental health resources of the World Health Organization (https://www.who.int/health-topics/mental-health#tab=tab_1)

Paper Title: Psychopathology II
Paper Code: PSY-IV.C-6 (Practical Component)
Marks: 25
Credits: 1
No. of Practical: 08
Duration: 15 Session of 2 hrs
Practical Session: one session per week
Course Objective:
   3. To introduce students to different psychological screening tools
   4. To enhance students ability to identify a disorder based on the symptoms

Course Learning Outcomes: At the end of this course, students will be able to
   1. Analyse the symptoms of a case to diagnose it and suggest appropriate therapy

   2. Administer screening tools and interpret the findings

Syllabus:

   A. Case Study Analysis (Mental Disorder).
   B. Experiments (Any five, 4 hrs each)
         a. Internet Addiction scale (Internet Addiction Test)
         b. Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al.
         c. Drug Assessment Scale (DAS10)
         d. Severity of Dependence Scale (SDS) By Gossop, M., Darke et al.
         e. Gambling Scale (Gambling symptoms assessment scale)
         f. Personality Disorder scale (suggestions follow)
               i. Dependence personality disorder
               ii. Antisocial personality disorder
               iii. Narcissistic Personality disorder scale (Jonathan Cheek)

References:
   1. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7th Edition. Wiley.
   2. Salvatore V. Didato. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
   3. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
   4. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
   5. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior.* (11[th]Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

Course Title: Gerontology
Course Code: PSY-VI.E-13 (Non-experimental)
Marks: 100
Credits: 4
Course Objectives:
    1. To raise students' awareness about the later stages of human life cycle.
    2. To sensitize students toward issues of old age.

Course Learning Outcomes: At the end of this course, students will be able to understand:

    CLO1. Explain the concept of ageing from different cultural perspectives
    CLO2. Describe the concept of ageing from different theoretical perspectives
    CLO3. Analyze the need for old age homes
    CLO4. Describe challenges faced by elderly today
    CLO5. Prepare a proposal for empowering the aged people

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

UNIT I. Imagining old age: cultural interpretation   Number of Hours: 15
    A. Social and cultural variables affecting the process of ageing
    B. Time as a relative concept
    C. Ageing across cultures
    D. Changing demography of India

UNIT II. Theories and concepts of gerontology   Number of Hours: 18
    A. Biological theories
    B. Psychological theories
    C. Sociological theories and social gerontology
    D. Disengagement theory
    E. Activity theory
    F. Continuity theory
    G. Exchange theory
    H. Modernization theory
    I. Social theories: a critical analysis
    J. Recent development in social gerontology

UNIT III. Issues in old age   Number of Hours: 14
    A. Physical and mental health
    B. Cognitive development
    C. Living arrangements
    D. Death and loss
            a) Confronting one's own death
            b) Patterns of grieving

UNIT IV. Prospective approach to healthy ageing   Number of Hours: 13
    A. Epidemiological transition and implications
    B. Health care and ageing
    C. The future perspective of healthy ageing

References:
Mandatory:
1. Paltasingh, T. and Tyagi, R. (Eds.) (2015) Caring for the elderly, New Delhi, Sage Publications.

2. Papalia et al. (2004). *Human Development* (9th ed.). UNITed States: Tata McGraw Hill.

Supplementary:

1. Sharma, K.L. (Ed) (2007). *Studies in gerontology*, Jaipur, Rawat Publications.

Course Title: Organizational Behavior

Course Code: PSY-VI.E-14

Marks: 100

Credits: 04
Course objectives:

1. To help students understand the basic concepts of organizational behavior.
2. To acquaint students with the different theories of motivation and leadership and their applications.
3. To help students understand the causes of conflicts at workplace and how to resolve them.

Course Learning Outcomes: At the end of this course students will be able to:
        CLO1: Underline the relevance of studying organisational behaviour
        CLO2: Evaluate the various theories of motivation at workplace.
        CLO3: Analyse team situations and adopt appropriate leadership behaviour for them.
        CLO4: Identify the nature and sources of conflict.
        CLO5: Implement effective conflict management strategies in real world settings.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus
UNIT I: Organizational Behavior and Opportunity   Number of Hours: 15
    A. Human Behaviour in organizations
    B. The organizational Context
    C. Change Creates Opportunities
    D. Learning about Organizational Behavior
    E. Managerial Implications: Foundations for the Future

UNIT II: Motivation at Work   Number of Hours: 15
    A. Motivation at Work and Behavior
    B. Maslow's Need Hierarchy
    C. Theory X & Theory Y
    D. ERG Theory
    E. McClelland's Need Theory
    F. Herzberg's Two Factor Theory

G. Two New Ideas in Motivation
H. Social Exchange and Equity Theory
I. Expectancy Theory of Motivation
J. Managerial Implications: Many Ways to Motivate People

UNIT III: Leadership and Followership   Number of Hours: 15
A. Leadership and Management
B. Early Trait Theories
C. Behavioral Theories
D. The leadership Grid: a Contemporary Extension
E. Contingency Theories
F. The Emergence of Inspirational Leadership Theories
G. Emerging Issues in Leadership
H. Cultural Differences in Leadership
I. Followership
J. Guidelines for Leadership

UNIT IV: Conflict and Negotiation   Number of Hours: 15
A. The Nature of Conflicts in Organizations
B. Causes of Conflicts in Organization
C. Globalization and conflict
D. Forms of Conflict in Organizations
E. Intrapersonal & Interpersonal Conflicts
F. Conflict Management Strategies and Techniques
G. Conflict Management Styles
H. Managerial Implications: Creating a Conflict-Positive organization

References

Mandatory:
1. James Campbell Quick, Debra L. Nelson &PreetamKhandelwal (2013), *Organizational Behaviour A South-Asian Perspective,* (7th Edition), Cengage Learning India Pvt. Ltd.; Delhi.

Supplementary:
1. John W. Newstrom (2010), *Organizational Behaviour Human Behavior at Work* (12th edition), Tata McGraw Hill Private Limited; New Delhi.
2. L.M Prasad (2011), *Organizational Behavior* (5th edition), Sultan Chand & Sons; New Delhi.
3. Stephen P. Robbins, Timothy A. Judge &Neharika Vohra (2013), *Organizational Behavior* (15th edition), Dorling Kindersley (India) Pvt. Ltd, Licensees of Pearson Education, South Asia.

Course Title: Cross-cultural Psychology
Course Code: PSY-V. E-16
Marks: 100
Credits: 04

Course Objectives:

1. To understand how culture influences behaviour.

2. To appreciate similarities and differences in behavior across cultures.

Course Learning Outcomes: At the end of the course students will be able to:

CLO1. Explain the relevance of cross-cultural psychology.

CLO2. Evaluate ethnocentrism in applicability of research findings to Indian populations.

CLO3. Analyse the impact of globalization on cultural transmission.

CLO4. Defend personal opinions on individualistic/collectivistic ways of living.

CLO5. Draw parallels in personality development, emotional expression and language development across cultures.

CLO6. Explain how cultures can define psychopathologies.

CLO7. Underline the importance of culture in fostering healthy behaviours.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

 Syllabus

UNIT I: Introduction to cross-cultural psychology   Number of Hours: 15

A. What is cross-cultural psychology?
B. Goals of cross-cultural psychology
C. Relationships with other disciplines
D. Ethnocentrism in psychology
E. A general framework for cross-cultural psychology

UNIT II: Cultural transmission and individual development Number of Hours: 15

A. Cultural and biological transmission

B. Early development and caretaking

C. Enculturation and socialization

D. Adolescence

E. Moral development

F. Conceptualizations of development

      a. Is childhood a cultural notion?

      b. Culture as context for development

G. Individualism and collectivism

H. Gender behavior and gender stereotype.

UNIT III: Personality, emotions and language   Number of Hours: 15

   A. Traits across cultures
   B. Self in social context
   C. Conceptions of the person
   D. Understanding others
   E. Universality of emotions
   F. Emotions as cultural state
   G. Language development
   H. Bilingualism

UNIT IV: Health behavior   Number of Hours: 15

   A. Culture and health
   B. Psychopathologies across cultures
   C. Positive mental health
   D. Cultural factors in psychotherapy
   E. Cultural factors in health behavior
   F. Ecology, population, and health

References:

Mandatory:
1. Berry, J.W., Poortinga, Y. H., Segall, M.H., and Dasen, P.R, *Cross- Cultural Psychology Research and Applications,* 2nd ed , published in the United states of America by Cambridge University Press, New York.
2. Kenneth D. Keith, *Cross- Cultural Psychology contemporary themes and perspectives,* SPi publisher services, Pondicherry, India.

Supplementary:
1. Berry, J. W., Dalal, A., &Pande, N. (1994). *Disability attitudes, beliefs and behaviors: Across-cultural study*. Kingston: International Centre for CommUNITy-Based Rehabilitation.
2. Berry, J.W., Poortinga, Y. H., Pandey, J., Dasen, P. R., Saraswathi, T. S. Segall, M.H., Kagitcibasi, C. (1997) Handbook of cross cultural psychology

Course Title: Neuropsychology II

Course Code: PSY-VI.E-18

Marks: 100

Credits: 04

Course objectives:

1. To acquaint students causes of brain damage
2. To provide an understanding of neuroplasticity
3. To provide an understanding of lateralization of the brain.

Course Learning Outcome: At the end of this course students will be able to:

CLO1: Describe Neuroplastic property of the brain in the face of brain damage.
CLO2: Apply the phenomena of split brain to the study of personality.
CLO3: Examine the role of the nervous system in the development of learning disorders.
CLO4: Describe the functioning of the nervous system in drug addicts
CLO5: Explain the brain reward circuit and its role in addiction
CLO6: Explain various research methods used to study structure and functions of the brain.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

UNIT I: Brain Damage and neuroplasticity   Number of Hours: 15
   A. Causes of brain damage
   B. Neuropsychological diseases
   C. Neuroplastic responses to nervous system damage: degeneration, regeneration, reorganisation and recovery.
   D. Neuroplasticity and the treatment of nervous system damage.

UNIT II: Lateralization, Language, and the Split Brain   Number of Hours: 15
   A. Cerebral lateralization of function: introduction
   B. The split brain
   C. Differences between the left and the right hemispheres
   D. cortical localization of language: The Wernicke-Geschwind Model
   E. The cognitive neuroscience approach and dyslexia

UNIT III: Drug addiction and the brains reward circuits   Number of Hours: 15
   A. Basic principles of drug action
   B. Role of learning in drug tolerance and drug withdrawal
   C. Biopsychological theories of addiction
   D. Intracranial self-stimulation and the pleasure centres of the brain
   E. Neural mechanisms of motivation and addiction.

UNIT IV: The Research Methods of Biopsychology   Number of Hours: 15

   A. Methods of visualizing and stimulating the living human brain.
   B. Recording human psychophysiological activity
   C. Invasive physiological research methods
   D. Pharmacological research methods
   E. Genetic engineering

References

Mandatory
   1. John P. J. Pinel (2007), Biopsychology, sixth edition, Dorling Kindersly (India) PVT. Ltd.
   2. Fienberg, T. and Farah, M. (1996) Behavioural Neurology and Neuropsychology, New Delhi, Tata McGraw Hill Publication.

Mapping of COs and POs

<div align="center">

MATRIX -1 *(Entire Programme)*
MAPPING COURSES/ACTIVITIES TO PROGRAMME LEARNINGOUTCOME
PROGRAMME: _____

(use ☑ if linked, ⊠ if not linked)

</div>

PLOS / Course / Activity		PLO-1: Use of Technology, Problem Analysis and Solutions	PLO-2: EnvironmentSustainability & Ethics	PLO-3: Individual and Team work, Communationa& Life Skills	PLO-4: Research Aptitude & Social responsibility	PLO-5: *Testing and Experimentation*	PLO-6 Application of Knowledge	PLO-7: Cognitive Skills	PLO-8: Self-improvement
Courses Component A									
Basic Course in Psychology	CLO 1	⊠	⊠	⊠	⊠	⊠	☑	⊠	⊠
	CLO 2	⊠	⊠	⊠	⊠	⊠	☑	⊠	⊠
	CLO 3	☑	⊠	☑	⊠	⊠	☑	☑	☑
	CLO 4	☑	⊠	☑	⊠	⊠	☑	☑	☑
	CLO 5	☑	⊠	☑	⊠	⊠	☑	☑	☑
Emotional Development (theory component)	CLO 1	⊠	⊠	☑	⊠	⊠	☑	⊠	☑
	CLO 2	⊠	⊠	☑	⊠	⊠	☑	☑	☑
	CLO 3	⊠	⊠	☑	⊠	⊠	☑	☑	☑
	CLO 4	⊠	⊠	☑	⊠	⊠	☑	☑	☑
	CLO 5	⊠	⊠	☑	⊠	⊠	☑	☑	☑
Emotional Development (practical component)	CLO 1	⊠	☑	☑	⊠	⊠	⊠	⊠	☑
	CLO 2	⊠	⊠	☑	☑	⊠	⊠	⊠	☑
Personality Theories	CLO 1	⊠	⊠	☑	⊠	⊠	☑	☑	⊠
	CLO 2	⊠	⊠	⊠	⊠	⊠	☑	⊠	⊠
	CLO 3	⊠	⊠	⊠	⊠	⊠	⊠	⊠	⊠
	CLO 4	⊠	⊠	☑	⊠	⊠	☑	☑	☑
	CLO 5	⊠	⊠	☑	⊠	⊠	☑	☑	⊠
Basics of Counselling (theory component)	CLO 1	⊠	☑	☑	⊠	⊠	☑	⊠	☑
	CLO 2	⊠	☑	⊠	⊠	⊠	☑	⊠	⊠
	CLO 3	☑	☑	⊠	⊠	⊠	☑	⊠	⊠
	CLO 4	☑	☑	⊠	⊠	⊠	☑	⊠	⊠
	CLO 5	☑	⊠	⊠	⊠	⊠	☑	⊠	⊠
	CLO 6	⊠	⊠	⊠	⊠	⊠	☑	⊠	⊠
Basics of Counselling (practical component)	CLO 1	⊠	☑	⊠	☑	⊠	⊠	⊠	☑
	CLO 2	⊠	☑	⊠	☑	⊠	⊠	⊠	☑
	CLO 3	⊠	⊠	☑	☑	⊠	⊠	⊠	☑
	CLO 4	⊠	⊠	☑	☑	⊠	⊠	⊠	☑
Activities	Discussion Forum	☑	☑	☑	☑	⊠	☑	☑	☑
	PsychoSpectrum	⊠	⊠	⊠	⊠	☑	☑	⊠	☑
	MindKraft	☑	⊠	☑	⊠	⊠	☑	☑	☑
	PsychoScoop	⊠	⊠	⊠	☑	⊠	⊠	⊠	☑
	Career Talk	⊠	⊠	☑	⊠	⊠	☑	⊠	☑

MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs

PROGRAMME: BA Psychology

Course: Basic Course in Psychology

(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)

Level of Blooms Taxonomy (1-6)	T-L-E modes	CLO-1	CLO2	CLO 3	CLO 4	CLO5	PLO-1: Use of Technology, Problem Analysis and Solutions	PLO-2 : Environment Sustainability & Ethics	PLO -3:Individual and Team work, Communicationa & Life Skills	PLO-4: Research Aptitude & Social responsibility	PLO-5: Testing and Experimentation	PLO-6 Application of Knowledge	PLO-7: Cognitive Skills	PLO-8: Self -improvement
1	Traditional Lecture Method	☑	☑	☑	☑	☑	☑	☒	☒	☒	☒	☒	☒	☒
1,2,3,4	Group Discussion	☑	☒	☑	☑	☑	☒	☒	☑	☒	☒	☑	☑	☑
1,2,3,4	Brain storming	☒	☒	☒	☒	☑	☒	☑	☒	☒	☑	☑	☑	☑
3,4,5,6	Problem solving	☒	☒	☒	☑	☑	☑	☒	☑	☒	☒	☑	☑	☑
3,4,5,6	Case study method	☒	☒	☑	☑	☒	☑	☒	☑	☒	☒	☑	☑	☑
1,2,3	Assignment	☑	☒	☒	☒	☒	☑	☒	☑	☒	☒	☑	☑	☑
1,2,3,4,5	Laboratory Work	☒	☒	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
1,2,3,4	SEE	☑	☑	☑	☑	☑	☑	☒	☑	☒	☒	☑	☑	☑

Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating

MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs

PROGRAMME: BA Psychology

Course: Emotional Development

(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)

Level of Blooms Taxonomy (1-6)	T-L-E modes	CLO-1	CLO2	CLO 3	CLO 4	CLO5	PLO-1: Use of Technology, Problem Analysis and Solutions	PLO-2 : Environment Sustainability & Ethics	PLO -3:Individual and Team work, Communication& Life Skills	PLO-4: Research Aptitude & Social responsibility	PLO-5: Testing and Experimentation	PLO-6 Application of Knowledge	PLO-7: Cognitive Skills	PLO-8: Self - improvement
1	Traditional Lecture Method	☑	☑	☑	☑	☑	☑	☒	☒	☒	☒	☒	☒	☒
1,2,3,4	Group Discussion			☑	☑	☑	☑	☒	☑	☒	☒	☑	☑	☑
1,2,3,4	Brain storming	⊟	⊟	⊟	☑	⊟	☑	☒	☑	☒	☒	☑	☑	☑
3,4,5,6	Problem solving	⊟	⊟	⊟	⊟	⊟	☒	☒	☒	☒	☒	☒	☒	☒
3,4,5,6	Case study method	⊟	☑	☑	☑	⊟	☑	☒	☑	☒	☒	☑	☑	☑
1,2,3	Assignment	☑	⊟	⊟	⊟	⊟	☑	☒	☑	☒	☒	☑	☑	☑
1,2,3,4,5	Laboratory Work	⊟	⊟	⊟	⊟	⊟	☒	☒	☒	☒	☒	☒	☒	☒
1,2,3,4	SEE	☑	☑	☑	☑	☑	☑	☒	☑	☒	☒	☑	☑	☑

Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating

MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs

PROGRAMME: BA Psychology

Course: Basics of Counselling

(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)

Level of Blooms Taxonomy (1-6)	T-L-E modes	CLO-1	CLO2	CLO 3	CLO 4	CLO5	PLO-1: Use of Technology, Problem Analysis and Solutions	PLO-2 : Environment Sustainability & Ethics	PLO -3:Individual and Team work, Communationa& Life Skills	PLO-4: Research Aptitude & Social responsibility	PLO-5: Testing and Experimentation	PLO-6 Application of Knowledge	PLO-7: Cognitive Skills	PLO-8: Self - improvement
1	Traditional Lecture Method	☑	☑	☑	☑	☑	☑	☒	☑	☒	☒	☑	☒	☑
1,2,3,4	Group Discussion	☑	☑	☑	☑	☒	☒	☒	☑	☒	☒	☑	☑	☑
3,4,5,6	Brain storming	☑	☑	☑	☑	☒	☑	☒	☑	☒	☒	☑	☑	☑
3,4,5,6	Problem solving	⊟	⊟	⊟	⊟	⊟	☑	⊟	⊟	⊟	⊟	☑	⊟	☑
3,4,5,6	Case study method	☑	☒	☑	☑	☒	☑	☒	☑	☒	☒	☑	☑	☑
2,3,4,6	Assignment	☒	☒	☒	☒	☑	☑	☒	☑	☑	☒	☑	☑	☑
2,3,6	Role play	☑	☒	☑	☑	☑	☑	☒	☑	☑	☒	☑	☑	☑
1,2,3	Classroom Examination	☑	☑	☑	☑	☑	☒	☒	☒	☒	☒	☑	☑	☑

Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating

MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs

PROGRAMME: BA Psychology

Course: Personality Theories

(use ☑ if linked, ☒ if not linked and ⊟ if mode not used)

Level of Blooms Taxonomy (1-6)	T-L-E modes	CLO-1 To explain personality development through various theoretical perspectives	CLO2 To highlight importance of personality development	CLO 3 To distinguish between various personality theories	CLO 4 To identify one's own personality traits	CLO5 Evaluate personality theories	PLO-1: Use of Technology, Problem Analysis and Solutions	PLO-2: Environment Sustainability & Ethics	PLO -3: Individual and Team work, Communications & Life Skills	PLO-4: Research Aptitude & Social responsibility	PLO-5: *Testing and Experimentation*	PLO-6 Application of Knowledge	PLO-7: Cognitive Skills	PLO-8: Self-improvement
1,2,	Traditional Lecture Method	☑	☑	☑	☑	☑	☑	☒	☒	☑	☒	☒	☒	☒
1,2,3,4	Group Discussion	☑	☑	☑	☑	☒	☒	☑	☑	☑	☑	☑	☑	☑
1,2,3,4	Expert documentary/ Video screening and discussion	☑	☒	☑	☒	☑	☑	☑	☑	☑	☒	☑	☑	☑
3,4,5,6	Problem solving	☑	☒	☑	☒	☑	☑	☒	☑	☑	☒	☑	☑	☑
3,4,5,6	Case study method	☒	☒	☑	☑	☒	☑	☒	☑	☑	☒	☑	☑	☑
2,3,4,5	Assignments	☑	☒	☑	☑	☑	☑	☒	☑	☒	☑	☑	☑	☑
1,2,3,4,5	Role-Play	☑	☒	☑	☒	☑	☑	☑	☑	☑	☒	☑	☑	☑

1,2,3	Engagement of Students Employing Digital Tools- Self Study Notes Provided, Activities	☑	☑	☑	☑	☑	☑	☒		☑	☒	☒	☑	☑	☑
1,2,3	Classroom Examination	☑	☒	☑	☒	☑	☑	☒		☑	☒	☒	☑	☑	☑

Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating