

**Parvatibai Chowgule College of Arts and Science
(Autonomous)**

DEPARTMENT OF PSYCHOLOGY

B.A. COURSE STRUCTURE (2021-22)

SEM	CORE COMPULSORY		CORE ELECTIVE				SKILL ENHANCEMENT COURSES
I	PSY- C-9 Basic Course in Psychology I (Practical Component)	PSY-C-10 Social Psychology					
II	PSY-C-11 Basic Course in Psychology II (Practical Component)	PSY-II.C-3 Personality Theories					
III	PSY-V.C-7 Experimental Psychology (Practical Component)		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	PSY - SEC - 1 Self-Regulation
IV	PSY-VI.C-8 Psychological Testing (Practical		PSY-IV.E-7 Psychology of	PSY-IV.E-6 Criminal Psychology	PSY-IV.E-5 Psychology of Adjustment	PSY-V.E-9 Cognitive Psychology	PSY - SEC - 2 Basic Counselling Skills

	Component)		Adolescence				
V	PSY-III.C-5 Psychopathology I (Practical Component)	PSY-V.CP Project Paper	PSY-V.E-12 Psychology of Adulthood	PSY-IV.E-8 Positive Psychology	PSY-V.E-11 Environmental Psychology	PSY-VI.E-15 Neuropsychology I	
VI	PSY-IV.C-6 Psychopathology II (Practical Component)	PSY-VI.CP Project Paper	PSY-VI.E-13 Gerontology	PSY-VI.E-14 Organizational Behaviour	PSY-VI.E-16 Cross Cultural Psychology	PSY-VI.E-18 Neuropsychology II	
SEM	INTERDISCIPLINARY COURSES						
V/VI	PSY-INT-1 Business Psychology		PSY-INT-2 Sports Psychology		PSY-INT-3 Environmental Psychology		

Course Title: Basic Course in Psychology I

Course Code: PSY- C-9 (Experimental)

Marks: 75

Credits: 3

Course Objectives:

1. To build the foundation necessary to study Psychology.
2. To understand the psychological grounding of human behaviour.

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

CLO1: Distinguish between various schools of psychology.

CLO2: Describe the functioning of the nervous system.

CLO3: Analyze the influence of motives on behavior.

CLO4: Analyze the role of learning and culture on emotions

CLO5: Describe the importance of emotional intelligence

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: Introduction and Biological Foundation

Number of Hours:15

- A. Psychology – definition and goals
- B. Founding the Science of Psychology
- C. Contemporary perspectives and specialty areas in psychology
- D. What we know about human behavior: Some starting places
- E. Characteristics of the nervous system
- F. Divisions of the nervous system
 - A. Central Nervous System
 - B. Peripheral Nervous System
- G. Structures and functions of the brain
- H. Forebrain: Cognition, motivation, emotion and action
- I. Endocrine system and its impact on behaviour

UNIT II: Motivation

Number of Hours:15

- A. Approaches to motivation
 - a. Instinct Approach
 - b. Drive-reduction approaches
 - c. Arousal approaches

- d. Incentive approaches
- e. Cognitive Approaches
- f. Humanistic approaches
 - i. Maslow's Hierarchy of needs
 - ii. Self-determination theory
- g. Solomon's Opponent-Process theory of acquired motives
- h. Intrinsic and Extrinsic Motives
- B. Biological motives
 - a. Hunger
 - b. Thirst
 - c. Sex
 - d. Other motives: Sleep, Temperature Regulation, Pain avoidance
- C. Psychological motives
 - a. Need for stimulation
 - b. Need for affiliation
 - c. Need for achievement
 - d. Aggression
 - e. Need for Competence, Power: In brief

UNIT III: Emotions

Number of Hours:15

- A. The three elements of emotion (Ciccarelli & White)
 - i. The physiology of emotion
 - ii. The behaviour of emotion: emotional expression
 - iii. Subjective experience: labeling emotion
- B. Early Theories of Emotions
 - i. James-Lange Theory
 - ii. Cannon-Bard Theory
 - iii. The facial Feedback Hypothesis
- C. Cognitive Theories of Emotion
 - i. Cognitive arousal theory
 - ii. Cognitive mediational theory
- D. Role of learning and culture in emotions (Lahey; Baron & Misra)
- E. The functions of emotions (Feldman)
- F. Emotional Intelligence
 - i. Major components of emotional intelligence
 - ii. EI: Evidence on its existence and effects

*Implications of motives to be included for UNIT II as CA/Class activity

Books for Study:

1. Baron, R. A. & Misra, G. (2014). *Psychology: Indian Subcontinent Edition* (5th ed). Pearson
2. Baron, R.A. (2001). *Psychology* (1st Ed). Pearson Education
3. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd.
4. Feldman, R. S. (2017). *Understanding Psychology* (12th ed.). McGraw Hill Education
5. Lahey, B.B. (2012). *Psychology: An Introduction* (11th Ed.). Tata Mc Graw Hill Publishing Company Limited.
6. Santrock, J.W. (2005). *Psychology Essentials* (2nd ed.). Tata Mc Graw Hill Publishing Company Limited.
7. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Thomson Business Information India Pvt. Ltd.

Web Resources:

1. Psychology, The basis of human behaviour (43-53),
<http://ncert.nic.in/ncerts/l/kepy103.pdf>
2. Paul Anderson, The Neuron, <https://www.youtube.com/watch?reload=9&v=HZh0A-IWSmY>
3. Matthew Barry Jensen, Structure of the nervous system,
<https://www.khanacademy.org/science/high-school-biology/hs-human-body-systems/hs-the-nervous-and-endocrine-systems/v/structure-of-the-nervous-system>
4. Introduction to psychology, Emotion and Motivation,
<https://courses.lumenlearning.com/wmopen-psychology/chapter/introduction-motivation/>

Course Title: Basic Course in Psychology I

Course Code: PSY- C-9 (Experimental)

Marks: 25

Credits: 1

Course Objectives:

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

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

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

CLO2: Follow practical reporting format

Syllabus:

- A. Introduction to Experimentation and Testing in Psychology
*Orient students toward elements of practical reports
- B. Experiments (to be conducted in the order specified below)
 - a. Strength of motives
 - b. Judgment of emotions
 - c. Emotional Intelligence Test
 - d. Conformity
 - e. Attribution
 - f. Attitude scale
 - g. Compliance

Books for study:

1. Anastasi, A., Urbina, S. (2008). *Psychological Testing*. (7th Ed.). Pearson Education.
2. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd
3. Cohen, J.R., & Swerdlik, M.E. (2010). *Psychological Testing and Assessment: An Introduction to Test and Measurements*. (7th Ed.). Mc Graw-Hill Publishing International Edition Company Ltd.
4. Dandekar, W.N. (1999). *Fundamentals in Experimental Psychology*. Anmol Prakashan.
5. Hussain, A. (2014). *Experiments in Psychology* (1st ed.). PHI Learning
6. Mohanty, G. (1996). *Experiments in Psychology*. Kalyani Publishers.

7. Mohsin, S.M. (2013). *Experiments in Psychology*. MLBD
8. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Allied Publishers Private Limited.
9. Test Manuals

Course Title: Social Psychology

Course Code: PSY- C-10 (Non-experimental)

Marks: 100

Credits: 4

Course Objective:

1. To help students to develop an understanding of how we influence the society and how society influences our behaviour.
2. To help students learn various tactics to prevent negative influence of others on self.

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

- CLO1: Identify sources of error in attribution
- CLO2: Describe tactics for impression management
- CLO3: Discuss ways to resist persuasion
- CLO4: Explain techniques to counter prejudices
- CLO5: Analyze the influence of others on our behaviour

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 and Understanding others

Number of Hours: 15

- A. Social Psychology: what it is and what not
- B. Social cognition
 - a. Heuristics: how we employ simple rules in social cognition
 - b. Potential sources of error in social cognition
- C. Attribution: understanding the causes of behaviour
 - a. Theories of attribution
 - b. Basic sources of error in attribution
- D. Impression formation and impression management
 - a. Foundational research on first impressions: central and peripheral traits
 - b. How quickly and accurately are first impressions formed?
 - c. Can first impressions be changed?
 - d. Impression management – tactics for ‘looking good’ to others
 - e. How well do impression management tactics work?

Unit II: Attitudes and Persuasion

Number of Hours: 15

- A. Attitudes

- a. Attitude formation
 - b. When and why do attitudes influence behaviour?
 - c. How do attitudes guide behaviour?
- B. Persuasion
 - a. The science of Persuasion: how attitudes are changed
 - b. Resisting persuasion attempts
- C. Cognitive dissonance

Unit III: Stereotyping, Prejudice and Discrimination

Number of Hours: 15

- A. How members of different groups perceive inequality
- B. The nature and origins of stereotyping
- C. Prejudice: feelings toward social groups
- D. Discrimination: prejudice in action
- E. Techniques for countering prejudice

Unit IV: Social influence

Number of Hours: 15

- A. Conformity: How Groups and norms influence our behaviour
 - a. Social pressure the irresistible force
 - b. How social norms emerge
 - c. Factors affecting conformity
 - d. Social foundations of conformity
 - e. The downside of conformity
 - f. Why we sometimes choose not to go along
 - g. Minority influence: Does the majority always rule?
- B. Compliance
 - a. The underlying principles
 - b. Tactics based on friendship or liking
 - c. Tactics based on commitment or consistency
 - d. Tactics based on reciprocity
 - e. Tactics based on scarcity
 - f. Do compliance tactics work?
- C. Prosocial Behaviour
 - a. Why people help: Motives for prosocial behaviour
 - b. Responding to emergency: will bystanders help
 - c. Factors that increase or decrease the tendency to help
 - d. Emotions and prosocial behaviour

Books for study:**Mandatory:**

1. Baron, R. A. & Branscombe, N. R. (2017). *Social Psychology* (14th ed.). Pearson Education Ltd.

Supplementary Reading:

1. Baron, R. A. & Branscombe, N. R., Byrne, D., and Bharadwaj, G. (2011). *Fundamentals of Social Psychology* (1st ed.). Pearson education India
2. Baron, R. A. and Byrne, D. (2004). *Social Psychology* (10th ed.). Pearson education India
3. Myers, D.G. and Twenge, J.M. (2020). *Exploring Social Psychology* (8th ed.). McGraw Hill

Course Title: Basic Course in Psychology II

Course Code: PSY- C-11 (experimental)

Marks: 75

Credits: 3

Course Objectives:

1. To build the foundation necessary to study Psychology.
2. To equip with basic knowledge of behavioral aspects.

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

CLO1: Analyze the factors that influence memory

CLO2: Use various techniques to improve memory.

CLO3: Apply learning theories to modify behavior.

CLO4: Compare different views of the nature of intelligence

CLO5: Explain why people differ in intelligence

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: Memory and Forgetting

Number of Hours:15

- A. Theories of memory
 - a. Three Stages of memory: An Information processing view
 - b. Levels of processing
- B. Theories of Forgetting
 - a. Decay theory
 - b. Interference Theory
 - c. Reconstruction theory
 - d. Motivated forgetting
- C. Application: How to improve memory

UNIT II: Learning

Number of Hours:15

- A. Classical Conditioning

- a. Factors in Classical Conditioning
 - b. Applications of Classical Conditioning
- B. Operant Conditioning
 - a. Edward Thorndike
 - b. B.F. Skinner and Reinforcement
 - c. Types of Reinforcers
 - d. Factors in Operant Conditioning
 - e. Applications of Operant Conditioning
- C. Cognitive Theories of Learning (Ref: Lahey)
 - a. Place Learning
 - b. Latent Learning
 - c. Insight Learning
 - d. Modeling
- D. Application: Behaviour Modification

UNIT III: Intelligence

Number of Hours:15

- A. Contrasting views of the nature of intelligence (Baron & Misra)
 - a. Unitary or multifaceted
 - b. Gardner's Theory of Multiple Intelligences
 - c. Sternberg's Triarchic Theory
 - d. Cattell's theory of Fluid and Crystallized intelligence
 - e. PASS theory of intelligence
 - f. Culture and intelligence
 - g. Intelligence in the Indian Tradition
- B. Measuring Intelligence
 - a. IQ: Its meaning then and now
 - b. The Wechsler Scales
 - c. Individual Tests of intelligence: Measuring the extremes
 - d. Group tests of intelligence
 - e. The cognitive basis of intelligence
 - f. The neurological basis of intelligence
- C. Individual Difference
 - a. Evidence for the influence of heredity
 - b. Evidence for the influence of environmental factors
- D. Group Differences
 - a. Evidence for the role of environmental factors
 - b. Is there any evidence for the role of genetic factors?
 - c. Gender differences in Intelligence

*All applications should be made mandatory as the topic of CA rather than a part of the syllabus.

Books for Study:

1. Baron, R. A. & Misra, G. (2014). *Psychology: Indian Subcontinent Edition* (5th ed). Pearson
2. Baron, R.A. (2001). *Psychology* (1st Ed). Pearson Education
3. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd.
4. Feldman, R. S. (2017). *Understanding Psychology* (12th ed.). McGraw Hill Education
5. Lahey, B.B. (2012). *Psychology: An Introduction* (11th Ed.). Tata Mc Graw Hill Publishing Company Limited.
6. Santrock, J.W. (2005). *Psychology Essentials* (2nd ed.). Tata Mc Graw Hill Publishing Company Limited.
7. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Thomson Business Information India Pvt. Ltd.

Web Resources:

1. Australian Academy of Science, <https://www.science.org.au/curious/people-medicine/how-memory-develops>
2. Jeffrey Walsh, Positive and negative reinforcement, <https://www.khanacademy.org/test-prep/mcat/behavior/learning-slug/v/operant-conditioning-positive-and-negative-reinforcement-and-punishment>

Course Title: Basic Course in Psychology II

Course Code: PSY- C-10 (experimental)

Marks: 25

Credits: 1

Course Objectives:

1. To train students to be able to write citations in introduction and references according to the APA guidelines
2. To Introduce students to personality tests

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

CLO1: Include citations in introduction

CLO2: Write references according to the APA guidelines

CLO3: Administer a personality test and write a report

Syllabus

- A. Experiments
 - a. Measures of Retention
 - b. Retroactive inhibition
 - c. Learning (association or reinforcement)
- B. Psychological Tests:
 - a. Self-report inventory - Big Five Inventory
 - b. Projective technique – sentence completion test
 - c. Performance test – any one Subtest of WAIS – Indian adaptation

Books for study:

1. Anastasi , A. , Urbina, S.(2008). *Psychological Testing*. (7th Ed.). Pearson Education.
2. Ciccarelli, S. K. & White, J. N. (2018). *Psychology* (5th ed.). Pearson India Education Services Pvt Ltd
3. Cohen, J.R. ,&Swerdlik, M.E.(2010). *Psychological Testing and Assessment: An Introduction to Test and Measurements*. (7th Ed.). Mc Graw-Hill Publishing International Edition Company Ltd.
4. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Anmol Prakashan.

5. Hussain, A. (2014). Experiments in Psychology (1st ed.). PHI Learning
6. Mohanty, G. (1996). *Experiments in Psychology*. Kalyani Publishers.
7. Mohsin, S.M. (2013). *Experiments in Psychology*. MLBD
8. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Allied Publishers Private Limited.
9. Test Manuals

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 of personality.

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

- CLO1: Describe different methods of assessment of personality
- CLO2: Explain personality development through various perspectives.
- CLO3: Distinguish between various personality theories.
- CLO4: Identify one's own personality traits.

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: Studying Personality

Number of Hours: 15

- A. Study of Personality
 - a. Definitions of Personality
 - b. Personality, Internet and Social Networking
- B. Ethnic and Gender Issues in Personality
- C. Assessment of Personality
 - a. Self report personality tests
 - b. Projective techniques
 - c. Clinical interviews
 - d. Behavioural assessment procedures
- D. Personality in perspective
 - a. Genetic factor
 - b. Environmental factor
 - c. Learning factor
 - d. Parental factor
 - e. Developmental factor

UNIT II: Psychoanalytic and Neo-psychoanalytic approach

Number of Hours: 15

- A. Sigmund Freud
 - a. Instincts
 - b. Levels of personality
 - c. The structure of personality
 - d. Anxiety
 - e. Defence mechanisms
 - f. Psychosexual stages
- B. Alfred Adler
 - a. Inferiority feelings: the source of human striving
 - b. Striving for superiority or perfection
 - c. The style of life
 - d. Social interest
 - e. Birth order
- C. Karen Horney
 - a. The childhood need for safety
 - b. Basic anxiety: the foundation of neurosis
 - c. Neurotic needs and trends
 - d. The idealized self-image
 - e. Feminine Psychology

UNIT III: Humanistic Approach

Number of Hours: 15

- A. Abraham Maslow: Needs Hierarchy Theory
 - a. Personality development: The Hierarchy of Needs
 - b. The study of self-actualizers
- B. Carl Rogers: Self Actualization Theory
 - a. The development of the Self in childhood
 - b. The self and the tendency toward actualization
 - c. Characteristics of fully functioning persons

UNIT IV: The Genetic Approach

Number of Hours: 15

- A. Raymond Cattell: Trait theory
 - a. Cattell's Approach to personality
 - b. Source Traits: the basic factors of personality
 - c. Dynamic Traits: the motivating factors
 - d. The influences of Heredity and Environment
 - e. Stages of personality development
- B. Hans Eysenck's dimensions of personality
- C. The Five Factor Model
 - a. Cross-cultural consistency

- b. Stability of factors
- c. Emotional correlates
- d. Behavioural correlates

Books for Study:

Mandatory:

1. Schultz, D., & Schultz, S. (2013). *Theories of Personality*. (10th Ed.). Wadsworth Thomson Learning. ISBN 0-534-55107-6.

Supplementary Reading:

1. Larsen, R. A. (2005). *Personality Psychology*. McGraw-Hill.
2. Ryckman, R. (2000). *Theories Of Personality*. (7th Ed.). Wadsworth Thomson Learning. ISBN 0-534-34898-X.

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

CO1: Design an experiment having one or two variables

CO2: Weigh methods of subject selection from subject populations

CO3: Examine the criteria for selecting stimuli from stimulus population.

CO4: Select the statistical test to be used for the given experimental research

CO5: 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*, (7thEd.). 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 Outcomes: At the end of this course, students will be able to

CO1: 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. Kuppaswamy, 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 Outcomes: At the end of this course, students will be able to:

- CO1. Describe prenatal development
- CO2. List out the precautions during pregnancy
- CO3. Highlight the important aspects of cognitive development in children
- CO4. Identify effective strategies to boost self-esteem in children
- CO5. Describe effective parenting styles
- CO6. 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 Outcomes: At the end of this course, students will be able to:

- CO1: Describe the role of a sport psychologist
- CO2: Analyse the impact of aggression in a sporting situation
- CO3: Describe how motivation can be applied to sports performance
- CO4: Analyse group dynamics in a sports team
- CO5: Evaluate the leadership styles used by different sportspersons
- CO6: 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. Weinberg, R. S., & Gould, D. (2015). *Foundations of Sport and Exercise Psychology* (Sixth Edition). Courier Companies, Inc.
3. 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 Outcome: After completion of the course students will be able to:

- CO1: Apply different theoretical perspectives to understand interpersonal relationships
- CO2: Identify factors determining relationship formation.
- CO3: Examine the effects of relationship on various aspects of life.
- CO4: Identify ways to prevent dissolutions of relationships.
- CO5: Suggest ways to dissolve relationships in a healthy manner.
- CO6: 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-17 (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 outcome: At the end of this course students will be able to:

- CO1. Describe how genes influence behaviour and cause individual differences.
- CO2. Explain the impact of the endocrine system on behaviour.
- CO3. Explain functioning of the nervous system.
- CO4. Relate the link between perception and sensation across different sensory systems.
- CO5. Examine different states/levels of consciousness.

SYLLABUS

UNIT I. Genetic blueprints of behaviour

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

1. The Nervous system
2. Divisions of the nervous system
 - a. Central Nervous System
 - b. Peripheral Nervous System
3. Structures and Functions of the brain
4. Endocrine system and its impact on behaviour

UNIT III. Sensation and Perception

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

1. Nature of consciousness
2. Levels of awareness
3. Consciousness and Electrical activity of the brain
4. Sleep and dreaming

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
3. Lahey, B.B. (2012). *Psychology: An Introduction* (11th Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.

Supplementary reading:

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

Course: Self-Regulation

Course Code: PSY-SEC-1

Marks: 100

Credits: 04

Course Objectives:

1. To acquaint students with importance of self-regulation.
2. To help students develop and use effective strategies of self-regulation

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

CLO1. Understand emotional processes and effectively handle emotional imbalances

CLO2. Use psychophysiological mechanisms of stress management

CLO3. Develop effective decision - making and problem solving skills

CLO4. Manage anger and conflicting situations effectively

Course Description:

The ability to understand and manage our own behaviors and reactions is important of personal development. This course aims to help students understand how problems at different fronts, may it be emotional imbalance, out of control anger, extreme stress or indecisiveness, can affect us and move us away from our psychological equilibrium. It further trains them in techniques and procedures aimed at achieving this equilibrium again.

Unit 1 - Regulating Emotions

Hours: 15

Marks: 25

- a. Core features of Emotion - Theory
- b. Modal Model of Emotion - Theory
- c. Emotion Regulation : - Activity (Any 3)
 1. Situation Selection
 2. Situation Modification
 3. Attentional Deployment
 4. Cognitive Change
 5. Response Modulation

Unit 2- Stress Management

Hours: 15

Marks: 25

- a. Psychophysiological Mechanisms of Stress - Theory
- b. Muscle Relaxation - Progressive Relaxation (Method) - Activity
- c. Mindfulness Meditation - Activity
- d. Mental ways of coping with stress - Activity

Unit 3 – Handling Indecisiveness

Hours: 15

Marks: 25

- a. Art of Effective Decision Making – Theory and Activity
- b. Generating Ideas - Brainstorming - Activity
- c. Problem Solving Process - Activity

Unit 4 – Anger and Conflict Management

Hours: 15

Marks: 25

- a. How does our anger affect us? – Theory
- b. Anger and Conflict Management Strategies (Any 4) – Activity
 - a. I Messages
 - b. Active Listening
 - c. Compromising
 - d. Postponing
 - e. Apologizing / Sincere Regret
 - f. Problem Solving

References:

Mandatory:

Gross, J. (2007). *Handbook of Emotion Regulation*. The Guilford Press

Lehrer, P., Woolfolk, R. & Sime, W. (2007). *Principles and Practices of Stress Management*.

(3rd ed). The Guilford Press

McNamara, S. (2003). *A Stress Management Program for Secondary School Students: A Practical Resource for Schools*. Routledge

Adair, J. (2007). *Decision Making and Problem Solving Strategies* (2nd Ed). Kogan Page

Dunne, G., &Alberson, D. (2003). *Anger and Conflict Management: Personal Handbook* Personhood Press. USA

Supplementary reading:

Vohs, K. &Baumetser, R. (2011) *Handbook of Self-Regulation: Research, Theory and Applications*. (2nd ed). The Guilford Press

Davidson, J., & Sternberg, R. (2003). *The Psychology of Problem Solving*. Cambridge

Heckhausen. J. &Dweck, C. (2000). *Motivation and Self-Regulation across Lifespan*. Cambridge University Press

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

- CO1: Describe the characteristics, and user guidelines of a psychological test.
- CO2: Explain the importance and types of norms in testing.
- CO3: Describe the essential components (reliability and validity) of a psychological test.
- CO4: Critically evaluate the scientific soundness of a psychological test.
- CO5: 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.psychosphere.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 Outcomes: At the end of this course students will be able to:

CO1: Administer, score and interpret different types of tests

CO2: Differentiate between different types of tests

CO3: 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 Outcomes: At the end of this course, students will be able to:

CO1: Compare various theoretical perspectives of adolescence

CO2: Describe the psychological dimensions of puberty

CO3: Critically evaluate the role of society/culture in identity development in adolescents

CO4: Prepare a plan for health awareness among adolescence

CO5: 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 Outcomes: At the end of this course, students will be able to:

- CO1. Explain the different approaches to criminal behaviour.
- CO2. Describe the type of violence in schools, community, and in families.
- CO3. Enumerate the characteristics of sexual offenders.
- CO4. Propose techniques to prevent crime in various settings.
- CO5. Evaluate the use of punishment as a deterrent to criminal activity.
- CO6. 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 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.). Britain, British Library Publication.
2. Howitt, D. (2009). *An Introduction to Forensic and Criminal Psychology*. (3rdEd.). 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. Clifton, 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

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

CO1: Identify the elements of a fully functioning person.

CO2: Describe how individuals in a family adjust to changes & respond to challenges.

CO3: Analyze the sources of marital conflict and use appropriate resolving techniques.

CO4: Examine the relationship between work and psychological adjustment.

CO5: 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 Outcome: After completion of the course students will be able to:

CO 1: Distinguish between bottom-up and top-down processes in perception.

CO2: Demonstrate how we acquire, store, transform and use information.

CO3: Apply the concepts of perception, attention, memory and concept formation in daily activities.

CO4: 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 Principles 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_\(psychology\)](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: Basic Counselling Skills

Course Code: PSY-SEC-2

Marks: 100

Credits: 4

Course Objectives:

- a) To impart training in basic counselling skills.
- b) To empower students to engage with peers on topics of distress

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

CO1: Demonstrate the practice of mindful meditation

CO2: Utilize verbal and non-verbal communication techniques to enhance communication

CO3: Identify warning signs for distressful mental health conditions

CO4: Engage with their peers in times of the distress for the latter

UNIT 1: An Introduction to Counselling

Number of Hours: 05

1. Defining counselling
 - a. Examining why counselling is not advice-giving
 - b. Examining why counselling is not persuasion
2. Different counselling approaches
3. Barriers to seeking counselling

UNIT 2: Listening skills

Number of Hours: 10

1. Mindfulness based Active listening
2. Listening with Empathy
3. Listening without judgement

UNIT 3: Verbal and Non-verbal communication

Number of Hours: 20

1. Verbal communication
 - a. Conversing with respect
 - b. Using silence in communication
 - c. Tele-counselling
2. Gestures and facial expressions
3. Body language

UNIT 4: Engaging with the client

Number of Hours: 25

1. Asking open-ended questions
2. Summarizing and Paraphrasing
3. Reflecting feelings
4. Handling Specific issues
 - a. Self-harm / Suicidal ideation
 - b. Depression
 - c. Interpersonal Conflict

Brief Note: This course is to be offered as Skill Enhancement Course (SEC). It has to be comprised of 25% theory and 75% skill learning. Thus, there will be extra emphasis on skill acquisition of the student through the course. The course teacher will dedicate adequate amount of time to ensure that each student is able to learn the skills that will be explored in the course. The teacher is to use various activities such as demonstrations, role-plays, presentations, etc. so as to enable maximum transfer of learning.

Books for study

- Sutton, J., & Steward, W. (2008). *Learning to Counsel* (3rd ed.). How To Books Ltd., UK.
- McKay, M., Davis, M., & Fanning, P. (2018). *Messages: The communications skills book*. New Harbinger Publications.
- *The Handbook of Communication Skills* (4th ed.). (2019). Routledge, London and New York.
- 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
- Gerald, C. (1996) *Theory and Practice of Counselling and Psychotherapy*, USA, Brooks/Cole Publishing Company.

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 Outcomes: At the completion of the course students will be able to:

- CO1: Describe various forms of assessment used to classify mental disorders/conditions
- CO2: Analyse abnormal behaviour from different theoretical perspectives
- CO3: Describe different therapeutic approaches to deal with abnormal behaviour
- CO4: Differentiate between symptoms of various mood disorders
- CO5: Differentiate between symptoms of various anxiety disorders
- CO6: 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: 15

- A. What do we mean by Abnormality?
 - a) Indicators of Abnormality
 - b) The DSM V and ICD 11
- B. Classification of disorders
 - a) What are the advantages and disadvantages of classification?
 - b) How can we reduce prejudicial attitude (stigma) against the mentally ill?
- C. Clinical Assessment and Diagnosis
 - a) Assessment of the Physical organism: General Physical examination, Neurological examination, Neuropsychological examination
 - b) Psychosocial assessment: Assessment interview, Clinical observation, Psychological tests

UNIT II: Mood and Anxiety disorders

Number of Hours: 12

- 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

UNIT III. Theories and Treatment of Abnormality

Number of Hours: 18

- A. Biological approaches
 - a. Causes: Brain dysfunction, Biochemical imbalances, The endocrine system, Genetic abnormalities
 - b. Treatment: Drug Therapies, Electroconvulsive Therapy and Brain Stimulation, Psychosurgery
 - c. Assessing Biological approaches
- B. Psychological approaches
 - a. Behavioral approaches and therapies
 - b. Cognitive approaches and therapies
 - c. Psychodynamic approaches and therapies
 - d. Humanistic approaches and therapies
 - e. Family systems approaches and therapy
 - f. Third-wave approaches and therapy
 - g. Assessing psychological approaches
- C. Socio-cultural approaches
 - a. Cross-cultural issues in treatment
 - b. Culturally specific therapies
 - c. Assessing socio-cultural approaches

References:

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). *Abnormal Psychology* (17th Edition). Pearson Education Limited.
2. Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th Edition). McGraw-Hill Education.

3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
4. World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

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. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%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)

Course Title: Psychopathology I

Course Code: PSY-III.C-5 (Practical Component)

Marks: 25

Credits: 1

No. of Practicals: 06

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

CO1: Carry out a survey on mental health and compile a report

CO2: Analyse the symptoms of a case to diagnose it and suggest appropriate therapy

CO3: Administer screening tools and interpret the findings

Syllabus:

A. Survey (Mental Health)

B. Case Study Analysis (Mental Disorder)

C. Experiments

- 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.
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. Sarason, I. G., & Sarason, B.R. (2013). Abnormal Psychology: The Problem of Maladaptive Behavior. (11th Ed.). 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.
5. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). Case Studies in Abnormal Psychology. 7th Edition. Wiley.

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

CO1: Analyze the progression of physical development from young to middle adulthood.

CO2: Describe the process of moral development in young adulthood.

CO3: Relate various theories of personality development to young adulthood.

CO4: Describe the various types of psychosocial issues that arise in marital and non-marital relationships.

CO5: Relate the decline in cognitive abilities to changes in daily functioning during middle adulthood.

CO6: 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, adolescents 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 Outcomes: At the end of the course students will:

CO1: Describe the human - environmental relationship

CO2: Compare and contrast the theories of environment behaviour relationship.

CO3: Analyse the environmental influences on human behaviour.

CO4: Defend the role of an environmental psychologist in bringing about a positive change in the environment

CO5: 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 Outcome: At the end of this course students will be able to:

CO1: Explain the process of neural conduction and synaptic transmission

CO2: Describe the development of the nervous system.

CO3: Describe the organization, structure, and function of the human central nervous system.

CO4: Explain the effects of sleep deprivation and sleep disorders

CO5: 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 Outcomes: At the completion of the course students will be able to:

- CO1: Describe the symptoms of schizophrenia
- CO2: Describe the symptoms of dissociative disorders
- CO3: Differentiate between various types of somatic symptom based disorders
- CO4: Differentiate between various types of personality disorders
- CO5: 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: 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

UNIT II: Personality Disorders

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

UNIT III: 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

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

References: Mandatory:

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S. (2017). *Abnormal Psychology* (17th Edition). Pearson Education Limited.
2. Nolen-Hoeksema, S. (2020). *Abnormal Psychology* (8th Edition). McGraw-Hill Education.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
4. World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

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. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%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:

1. To introduce students to different psychological screening tools
2. To enhance students ability to identify a disorder based on the symptoms

Course 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

- 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 (any two, 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. DiMatteo. (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*. (11thEd.). 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 Outcomes: At the end of this course, students will be able to understand:

- CO1. Explain the concept of ageing from different cultural perspectives
- CO2. Describe the concept of ageing from different theoretical perspectives
- CO3. Analyze the need for old age homes
- CO4. Describe challenges faced by elderly today
- CO5. 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 outcomes: At the end of this course students will be able to:

- CO1: Underline the relevance of studying organisational behaviour
- CO2: Evaluate the various theories of motivation at workplace.
- CO3: Analyse team situations and adopt appropriate leadership behaviour for them.
- CO4: Identify the nature and sources of conflict.
- CO5: 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 & Preetam Khandelwal (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 outcome: At the end of the course students will be able to:

CO1. Explain the relevance of cross-cultural psychology.

CO2. Evaluate ethnocentrism in applicability of research findings to Indian populations.

CO3. Analyse the impact of globalization on cultural transmission.

CO4. Defend personal opinions on individualistic/collectivistic ways of living.

CO5. Draw parallels in personality development, emotional expression and language development across cultures.

CO6. Explain how cultures can define psychopathologies.

CO7. 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 outcome: At the end of this course students will be able to:

CO1: Describe Neuroplastic property of the brain in the face of brain damage.

CO2: Apply the phenomena of split brain to the study of personality.

CO3: Examine the role of the nervous system in the development of learning disorders.

CO4: Describe the functioning of the nervous system in drug addicts

CO5: Explain the brain reward circuit and its role in addiction

CO6: 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.