

Semester III

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: 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

- A. Chromosomes, genes and DNA
- B. Genetic studies of behaviour
 - a. Selective breeding
 - b. Twin studies
 - c. Molecular genetics of behaviour
 - d. Environmental influences on gene action
- C. Genetics and evolution
- D. Genetic testing and genetic counselling

UNIT II. The Biological foundations of behaviour

- A. The Nervous system
- B. Divisions of the nervous system
 - a. Central Nervous System
 - b. Peripheral Nervous System
- C. Structures and Functions of the brain
- D. Endocrine system and its impact on behaviour

UNIT III. Sensation and Perception

- A. Sensation and perception
 - a. The nature of sensation and perception
 - b. Sensory receptors and the brain
 - c. Thresholds
 - d. Sensory adaptation

- B. Visual system
 - a. Visual stimuli and the eye
 - b. Visual processing in the brain
 - c. Visual perceptions of dimensions
- C. Auditory system
 - a. Structure and functions of the ear
 - b. The experience of sound

UNIT IV. Consciousness

- A. Nature of consciousness
- B. Levels of awareness
- C. Consciousness and Electrical activity of the brain
- D. 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 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 onehour 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

- A. What is sport psychology?
- B. A brief history of sport psychology
- C. Who is a sport psychologist?
- D. 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

- A. Defining aggression

- a. Hostile aggression, instrumental aggression and assertiveness
- b. Sanctioned and unsanctioned aggression
- c. The link between aggression and performance
- B. Theories of aggression
 - a. Instinct theory, Social learning theory, Frustration-aggression hypothesis
- C. Situational factors affecting aggression in sport
- D. Does sports increase or reduce aggression?
- E. The reduction of aggression
 - a. Punishment, Catharsis, Role modeling, Contracting, Anger-management
- F. Intrinsic and extrinsic motivation
- G. Humanistic perspectives on motivation: Maslow's hierarchy of needs
- H. Achievement-motivation: McClelland-Atkinson's theory of need achievement
- I. 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

- A. Groups and teams
 - a. Group formation
 - b. Cohesiveness and performance
 - c. Social facilitation and social loafing
 - d. Groupthink
- B. 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

- A. Issues of motivation
- B. Issues of arousal and anxiety

- C. Issues of concentration
- D. Issues of confidence
- E. Injury
- F. 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.

Semester IV

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 2 hours 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: 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
2. Hunt, R. R. and Ellis H. C. (2004), Fundamentals of Cognitive Psychology, 7th edition, New Delhi, Tata McGraw Hill Publishing Company Ltd.
3. Matlin, M. M. (2005), Cognition, 6th edition USA, John Wiley & Sons, Inc.

Web Resources:

1. Gestalt Principals of Perception Retrieved from <https://courses.lumenlearning.com/ws-usandbox/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: 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

Semester V

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 maladaptive behaviour from different theoretical perspectives

CO3: Describe different therapeutic approaches to deal with maladaptive 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: 14

- A. What is abnormal psychology
 - a) Triggers of mental health problems
 - b) The stigma of abnormal behaviour
 - c) Adaptive and maladaptive behaviour
- B. Classification of mental disorders
 - a) Why do we need to classify mental disorders
 - b) What are the advantages and disadvantages of classification
 - c) The DSM V and ICD 11
- C. Assessment: the basic classification

a) The interview

- b) Intelligence tests
- c) Neuropsychological tests
- d) Personality, behavioural, cognitive, relational and bodily assessment.

UNIT II. Theoretical perspectives and Therapies of maladaptive behaviour

Number of Hours: 14

- A. Theoretical perspectives
 - a. The biological perspective
 - b. The psychodynamic perspective
 - c. The behavioural perspective
 - d. The cognitive perspective
 - e. The community-cultural perspective

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

UNIT III: Mood and Anxiety disorders

Number of Hours: 17

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

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%3Ascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cac626fc55>
2. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
3. Mental health resources of the World Health Organization (https://www.who.int/health-topics/mental-health#tab=tab_1)

Course Title: Psychopathology I

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

Marks: 25

Credits: 1

No. of Practicals: 08

Duration: 15 Session of 2 hrs

Practical Session: one session per week

Course Objective:

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

Course 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 (Any four, 4 hrs each)

- a. General health questionnaire (depression/anxiety)
- b. Beck's depression inventory
- c. Leobowitz Social Anxiety scale
- d. OCD scale (YBOCS)
- e. Perceived Stress scale (Sheldon Cohen)
- f. Yale Food Addiction Scale by Gearhardt, Corbin, Brownell, 2009

References:

Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). Abnormal Psychology, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition. [SEP]

1. Salvatore V. Didato. (2003). The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You. Black Dog & Leventhal. [SEP]

2. 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.
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. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). Case Studies in Abnormal Psychology

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: Neuropsychology I

Course Code: PSY-VIE-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.

Semester VI

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: Schizophrenia, Dissociative and Somatic Disorders

Number of Hours: 15

A. Schizophrenia

- a. Positive and Negative symptoms
- b. The Development of Schizophrenia
- c. The Schizophrenia spectrum in DSM V

B. Dissociative Disorders

- a) Dissociative Identity Disorder
- b) Other Specified Dissociative Disorder
 - a. Dissociative Trance

C. Somatic Symptom and Related

Disorders a) Somatic Symptom Disorder

- b) Illness Anxiety Disorder
- c) Conversion Disorder

UNIT II: Personality Disorders

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: Addictive, Substance-related and Non-substance related Disorders

Number of Hours: 12

- A. Substance –Use Disorder
 - a. Features, Severity and Specifiers
 - b. Substance intoxication and withdrawal
 - c. Substance/Medication-Induced Mental Disorders
- B. Alcohol-Related Disorders
 - a. Alcohol Use Disorder
 - b. Alcohol Intoxication
 - c. Alcohol Withdrawal
- C. Other Drugs and related effects
- D. Non-substance related Disorders
 - a. Internet Gaming disorder
 - b. Gambling disorder

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

References: Mandatory:

1. 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%3Ascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cacf626fc55>
2. Publications and Databases of the American Psychological Association
(<https://www.apa.org/pubs/>)
3. Mental health resources of the World Health Organization
(https://www.who.int/health-topics/mental-health#tab=tab_1)

Paper Title: Psychopathology II

Paper Code: PSY-IV.C-6 (Practical Component)

Marks: 25

Credits: 1

No. of Practical: 08

Duration: 15 Session of 2 hrs

Practical Session: one session per week

Course Objective:

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 (Any five, 4 hrs each)

- a. Internet Addiction scale (Internet Addiction Test)
- b. Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al.
- c. Drug Assessment Scale (DAS10)

- d. Severity of Dependence Scale (SDS) By Gossop, M., Darke et al. e. Gambling Scale (Gambling symptoms assessment scale)
- f. Personality Disorder scale (suggestions follow)
 - i. Dependence personality disorder ii. Antisocial personality disorder
 - iii. Narcissistic Personality disorder scale (Jonathan Cheek)

References:

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