

**Annexure A**

**(To be implemented w.e.f. Acad. Year 2025-2026)**

**UG COURSE STRUCTURE**

<b>SEME STER</b>	<b>MAJOR CORE</b>	<b>MINOR/ VOCATIO NAL</b>	<b>MULTIDIS CIPLINAR Y COURSE (MDC)</b>	<b>VALUE ADDED COURSES (VAC)</b>	<b>ABILITY ENHANCE MENT COURSE (AEC)</b>	<b>SKILL ENHANCEME NT COURSE (SEC)</b>
<b>I</b>	<b>UG-PSY-101:</b> Basic Course in Psychology I		<b>UG-PSY- MDC1:</b>  Interpersonal Relationships	<b>UG-PSY- VAC1:</b>  Environmental Psychology  <b>UG-PSY- VAC2:</b>  Psychology of Health Behaviour		<b>UG-PSY- SEC1:</b>  Self-Regulation
<b>II</b>	<b>UG-PSY-102:</b> Basic Course in Psychology II			<b>UG-PSY- VAC3:</b> Positive Psychology		<b>UG-PSY- SEC2:</b>  Basic Counselling Skills
<b>III</b>	<b>UG-PSY-201:</b> Psychopatholog y I		<b>UG-PSY- MDC2:</b> Communicati on and Conflict Management in Groups and Teams			<b>UG-PSY- SEC3:</b> Communication and Interpersonal Skills
	<b>UG-PSY-202:</b> Personality Theories					

<b>IV</b>	<b>UG-PSY-203:</b> Psychopathology II	<b>UG-PSY-VOC1:</b> Fundamentals of Counselling				
	<b>UG-PSY-204:</b> Child Psychology					
	<b>UG-PSY-205:</b> Social Psychology					
	<b>UG-PSY-206:</b> Cognitive Psychology					
<b>V</b>	<b>UG-PSY-301:</b> Experimental Psychology	<b>UG-PSY-VOC2:</b> Counselling Specialties				
	<b>UG-PSY-302:</b> Psychology of Adolescence					
	<b>UG-PSY-303:</b> Neuropsychology					
<b>VI</b>	<b>UG-PSY-304:</b> Psychological Testing	<b>UG-PSY-VOC3:</b> Research Process				
	<b>UG-PSY-305:</b> Gerontology					

	<b>UG-PSY-306:</b> Organizational Behaviour					
	<b>UG-PSY-307:</b> Criminal Psychology					
<b>VII</b>	<b>UG-PSY-401:</b> Counselling Approaches					
	<b>UG-PSY-402:</b> Counselling Therapies I					
	<b>UG-PSY-403:</b> Research Methodology					
	<b>UG-PSY-404:</b> Rehabilitation Psychology					
<b>VIII</b>	<b>UG-PSY-405:</b> Counselling Therapies II					
	<b>UG-PSY-406:</b> Advanced Statistics					
	<b>UG-PSY-407:</b> Research Writing					

	<b>UG-PSY-408:</b> Clinical skills and assessment					
--	---	--	--	--	--	--

**Semester I**  
**NEP**  
**With effect from 2023-24**

## DISCIPLINE SPECIFIC CORE COURSE

Course Title: Basic Course in Psychology I

Course Code: UG-PSY-101

Credits: 3

Marks: 75

Duration: 45 hours

**Prerequisite Courses:** Nil

### Course Objectives

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

### Course Learning Outcome

Upon completion of the course, the student 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 Content

#### Module I: Introduction and Biological Foundation

(15Hours)

- 1.1. Psychology – definition and goals
- 1.2. Founding the Science of Psychology
- 1.3. Contemporary perspectives and specialty areas in psychology
- 1.4. What we know about human behavior: Some starting places
- 1.5. Characteristics of the nervous system
- 1.6. Divisions of the nervous system
  - 1.6.1. Central Nervous System
  - 1.6.2. Peripheral Nervous System
- 1.7. Structures and functions of the brain
- 1.8. Forebrain: Cognition, motivation, emotion and action
- 1.9. Endocrine system and its impact on behaviour

#### Module II: Motivation

(15Hours)

- 2.1 Approaches to motivation
  - 2.1.1 Instinct Approach
  - 2.1.2 Drive-reduction approaches
  - 2.1.3 Arousal approaches
  - 2.1.4 Incentive approaches
  - 2.1.5 Cognitive Approaches
  - 2.1.6 Humanistic approaches
  - 2.1.7 Maslow's Hierarchy of needs
  - 2.1.8 Self-determination theory
  - 2.1.9 Solomon's Opponent-Process theory of acquired motives
  - 2.1.10 Intrinsic and Extrinsic Motives
- 2.2 Biological motives
  - 2.2.1 Hunger
  - 2.2.2 Thirst
  - 2.2.3 Sex
  - 2.2.4 Other motives: Sleep, Temperature Regulation, Pain avoidance
- 2.3 Psychological motives

- 2.3.1 Need for stimulation
- 2.3.2 Need for affiliation
- 2.3.3 Need for achievement
- 2.3.4 Aggression
- 2.3.5 Need for Competence, Power: In brief

### Module III: Emotion

(15Hours)

- 3.1 The three elements of emotion
    - 3.1.1 The physiology of emotion
    - 3.1.2 The behaviour of emotion: emotional expression
    - 3.1.3 Subjective experience: labeling emotion
  - 3.2 Early Theories of Emotions
    - 3.1.4 James-Lange Theory
    - 3.1.5 Cannon-Bard Theory
    - 3.1.6 The facial Feedback Hypothesis
  - 3.3 Cognitive Theories of Emotion
    - 3.3.1 Cognitive arousal theory
    - 3.3.2 Cognitive mediational theory
  - 3.4 Role of learning and culture in emotions
  - 3.5 The functions of emotions
  - 3.6 Emotional Intelligence
    - 3.6.1 Major components of emotional intelligence
    - 3.6.2 EI: Evidence on its existence and effects
- \*Implications of motives to be included for UNIT II as CA/Class activity

### List of books recommended for reference

#### Mandatory Reading

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.). Thomson Business Information India Pvt. Ltd.

#### Online 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=HZh0AlWSmY>
3. Matthew Barry Jensen, Structure of the nervous system,
  - i. <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,
  - ii. <https://courses.lumenlearning.com/wmopen-psychology/chapter/introduction-motivation/>

**Practical: 1 Credit**

**Maximum Marks: 25**

**Course Objectives:**

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

**Course Learning Outcomes:** At the end of this course students will be able to: CLO1: Build rapport, Collect subject's information, Give instructions CLO2: Follow practical reporting format

**Course Content:**

1.1 Introduction to Experimentation and Testing in Psychology

\*Orient students toward elements of practical reports

2.1 Experiments (to be conducted in the order specified below)

2.1.1 Strength of motives

2.1.2 Academic Motivation Scale

2.1.3 Brief Psychological Needs Scale

2.1.4 Judgment of emotions

2.1.5 PANAS

2.1.6 Emotional Intelligence Test

**List of books recommended for reference:**

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



## MULTIDISCIPLINARY COURSES (MDC)

Course Title: Interpersonal Relationship

Course Code: UG-PSY-MDC1

Credits: 03

Marks: 75

Duration: 45 hours

**Prerequisite Courses:** Nil

### Course Objectives

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

### Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1 Examine the factors that influence formation, maintenance and dissolution of interpersonal relationships.

CLO2 Describe the effect of relationships on health.

CLO3 Analyze the individual, social and cultural variations in relationships.

### Course Content

#### Module I: Formation, maintenance, and dissolution of relationships (15 Hours)

- 1.1 Factors determining relationship formation
  - 1.1.1 Proximity
  - 1.1.2 Similarity
  - 1.1.3 Physical attraction
  - 1.1.4 Reciprocal liking
  - 1.1.5 Complementarity
  - 1.1.6 Competence
- 1.2 Maintenance and course of relationships
  - 1.2.1 Kerckhoff and Davis' Filter theory
  - 1.2.2 Murstein: Stimulus-value-role model
  - 1.2.3 Levinger: stage theory model
- 1.3 Conflicts in relationships
- 1.4 Duck's model of relationship dissolution
- 1.5 Rusbult and Zembrodt's model of responses to relationship dissatisfaction

#### Module II Components and effects of relationships (15 Hours)

- 2.1 Components of relationships
  - 2.1.1 Self-disclosure
  - 2.1.2 Rules
  - 2.1.3 Power
- 2.2 Health and happiness

- 2.2.1 Effects on physical health
- 2.2.2 Effects on mental health
- 2.2.3 Effects on happiness
- 2.2.4 Effects of loss of a relationship
- 2.2.5 Gender differences in benefits of relationships
- 2.2.6 Reasons why social support affects health and happiness
- 2.2.7 The negative effects of relationships

### **Module III Individual, social and cultural Variations in Relations**

(15 Hours)

- 3.1 Homosexual relationships
  - 3.1.1 Similarities and differences
- 3.2 Cross-cultural differences in heterosexual relationships
  - 3.2.1 Choosing a partner
  - 3.2.2 Assessing marital happiness
  - 3.2.3 Types of relationships studied.

#### **List of books recommended for reference Mandatory Reading**

Dwyer, D. (2012). *Interpersonal Relationships*. London, Routledge.

#### **Supplementary Reading**

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

Baron, R. A. and Byrne, D. (2004). *Social Psychology* (10th ed.). Pearson education India

Myers, D.G. and Twenge, J.M. (2020). *Exploring Social Psychology* (8th ed.). McGraw Hill

## **SKILL ENHANCEMENT COURSE (SEC)**

**Course Title:** Self-Regulation

**Course Code:** UG-PSY-SEC1

**Credits:** 03

**Marks:** 75

**Duration:** 45 hours

### **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:** Upon completion of the course, the student will be able to:

**CLO1.** Understand emotional processes and effectively handle emotional imbalances

**CLO2.** Use psycho-physiological mechanisms of stress management

**CLO3.** 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.

### **Course Content**

#### **Module I: Regulating Emotions**

**(15 hours)**

- 1.1 Core features of Emotion - Theory
- 1.2 Modal Model of Emotion - Theory
- 1.3 Emotion Regulation : - Activity (Any 3)
  - 1.3.1 Situation Selection
  - 1.3.2 Situation Modification
  - 1.3.3 Attentional Deployment
  - 1.3.4 Cognitive Change
  - 1.3.5 Response Modulation

## **Module II: Stress Management**

**(15 hours)**

2.1 Psychophysiological Mechanisms of Stress – Theory

2.2 Muscle Relaxation - Progressive Relaxation (Method) – Activity

2.3 Mindfulness Meditation – Activity

2.4 Mental ways of coping with stress - Activity

## **Module III: Anger and Conflict Management**

**(15 hours)**

3.1 How does our anger affect us? – Theory

3.2 Interpersonal v/s Intrapersonal conflict - Theory

3.3 Anger and Conflict Management Strategies (Any 4) – Activity

3.3.1 I Messages

3.3.2 Active Listening

3.3.3 Compromising

3.3.4 Postponing

3.3.5 Apologizing / Sincere Regret

3.3.6 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*. (3<sup>rd</sup>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. & Baumeister, R. (2011) *Handbook of Self-Regulation: Research, Theory and Applications*. (2<sup>nd</sup>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

## VALUE ADDED COURSES (VAC)

Course Title: Environmental Psychology

Course Code: UG-PSY-VAC1

Credits: 02

Marks: 50

Duration: 30 hours

**Prerequisite Courses:** Nil

### Course Objectives

1. To acquaint students with the basic concepts of Environmental Psychology
2. To help students understand human environment relation
3. To encourage pro-environmental behaviour

### Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1: Describe the human - environmental relationship

CLO2: Defend the role of an environmental psychologist in bringing about a positive change in the environment

CLO3: Propose pro-environmental behaviours in the Indian setting.

### Course Content

#### Module I. An Introduction to Environmental Psychology (15 Hours)

- 1.1 Environmental psychology
  - 1.1.1 Introduction to Environmental Psychology
    - 1.1.1.1 History
    - 1.1.1.2 Definitions
- 1.2 Orientation
- 1.3 Concepts
- 1.4 Classification of Environment: Natural, Built and Types of Built Environment
- 1.5 Human Environment Relationship
- 1.6 Application and Future

#### Module II. Encouraging Pro-Environmental Behaviour (15 Hours)

- 2.1 Environment Psychology and Saving the Environment
- 2.2 Environment and Health Behaviours
- 2.3 Informational strategies to promote pro-environmental behaviour
- 2.4 Persuasive technology to promote pro-environmental behaviour
- 2.5 Processes of change

### List of books recommended for reference

#### Mandatory reading

1. Tewari, R. & Mathur, A. (2014). *Environmental Psychology*. India Pointer Publishers,

2. Steg, L., Berg, A. & Groot, A. (2012). *Environmental Psychology: An Introduction*. Blackwell, The British Psychological Society.

## VALUE ADDED COURSES (VAC)

Course Title: Psychology of Health Behaviours

Course Code: UG-PSY-VAC2

Credits: 02

Marks: 50

Duration: 30 hours

**Prerequisite Courses: nil**

### Course Objectives

1. To understand the relation of our habits and behaviours with our health.
2. To study how certain behaviours compromise our health while some others can promote our health.

### Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1 Describe the influence of behaviours and habits on our health

CLO2 Suggest ways to change health compromising behaviours

CLO3 Strategize plans to encourage health promoting behaviours.

### Course Content

#### Module I: Health Behaviours

(10 Hours)

- 1.1 An introduction to Health Behaviours
- 1.2 Health promotion
- 1.3 Changing health habits
- 1.4 Cognitive-behavioural approaches to health behaviour change
- 1.5 The transtheoretical Model of behaviour change
- 1.6 Changing health behaviours through social engineering
- 1.7 Venues for health habit modification

#### Module II Health Compromising and Health Promoting Behaviours

(20 Hours)

- 2.1 Obesity
  - 2.1.1 Obesity and dieting as risk factors for obesity
  - 2.1.2 Stress and eating
  - 2.1.3 Intervention
  - 2.1.4 Cognitive Behavioural Therapy
  - 2.1.5 Evaluation of Cognitive Behavioural weight loss techniques
  - 2.1.6 Taking a public health approach
- 2.2 Alcoholism
  - 2.2.1 Alcoholism and Problem Drinking
  - 2.2.2 Treatment of alcohol abuse
  - 2.2.3 Evaluation of alcohol treatment programs
  - 2.2.4 Preventive approaches to alcohol abuse
  - 2.2.5 Drinking and driving

## 2.3 Smoking

2.3.1 Why do people smoke?

2.3.2 Nicotine addiction and smoking

2.3.3 Interventions to reduce smoking

2.3.4 Smoking prevention programs

## 2.4 Health promoting behaviours

2.4.1 Exercise

2.4.2 Accident prevention

2.4.3 Vaccination and screening

2.4.4 Developing a healthy diet

2.4.5 Sleep

### **List of books recommended for reference**

#### **Mandatory Reading**

Taylor, S. E. (2018). *Health Psychology* (10<sup>th</sup> ed). McGraw Hill Education.

#### **Supplementary Reading**

Sarafino, E. P. (2008) *Health Psychology Biopsychosocial Interactions* (6<sup>th</sup> ed). John Wiley & Sons, Inc.



**Semester II**  
**NEP**  
**With effect from 2023-24**

## **DISCIPLINE SPECIFIC CORE COURSE**

Course Title: Basic Course in Psychology II

Course Code: UG-PSY-102

Credits: 3

Marks: 75

Duration: 45 hours

**Prerequisite Courses:** Nil

### **Course Objectives**

1. To build the foundation necessary to study Psychology.
2. To equip with basic knowledge of behavioral aspects.
3. To train students to be able to write citations in introduction and references according to the APA guidelines

### **Course Learning Outcomes**

Upon completion of the course, the student will be able to:

**CLO1:** Analyse the factors that influence memory

**CLO2:** Use various techniques to improve memory.

**CLO3:** Apply learning theories to modify behaviour.

**CLO4:** Compare different views of the nature of intelligence

**CLO5:** Explain why people differ in intelligence

### **Course Content**

#### **Module I: Memory and Forgetting**

**(15 Hours)**

- 1.1 Theories of memory
  - 1.1.1 Three Stages of memory: An Information processing view
  - 1.1.2 Levels of processing
- 1.2 Theories of Forgetting
  - 1.2.1 Decay theory
  - 1.2.2 Interference Theory
  - 1.2.3 Reconstruction theory
  - 1.2.4 Motivated forgetting
- 1.3 Application: How to improve memory

#### **Module II: Learning**

**(15 Hours)**

- 2.1 Classical Conditioning
  - 2.1.1 Factors in Classical Conditioning
  - 2.1.2 Applications of Classical Conditioning
- 2.2 Operant Conditioning
  - 2.2.1 Edward Thorndike
  - 2.2.2 B.F. Skinner and Reinforcement
  - 2.2.3 Types of Reinforcers

- 2.2.4 Factors in Operant Conditioning
- 2.2.5 Applications of Operant Conditioning
- 2.3 Cognitive Theories of Learning
  - 2.3.1 Place Learning
  - 2.3.2 Latent Learning
  - 2.3.3 Insight Learning
  - 2.3.4 Modeling
- 2.4 Application: Behaviour Modification

### **Module III: Intelligence**

**(15 Hours)**

- 3.1 Contrasting views of the nature of intelligence
  - 3.1.1 Unitary or multifaceted
  - 3.1.2 Gardner's Theory of Multiple Intelligences
  - 3.1.3 Sternberg's Triarchic Theory
  - 3.1.4 Cattell's theory of Fluid and Crystallized intelligence
  - 3.1.5 PASS theory of intelligence
  - 3.1.6 Culture and intelligence
  - 3.1.7 Intelligence in the Indian Tradition
- 3.2 Measuring Intelligence
  - 3.2.1 IQ: Its meaning then and now
  - 3.2.2 The Wechsler Scales
  - 3.2.3 Individual Tests of intelligence: Measuring the extremes
  - 3.2.4 Group tests of intelligence
  - 3.2.5 The cognitive basis of intelligence
  - 3.2.6 The neurological basis of intelligence
- 3.3 Individual Difference
  - 3.3.1 Evidence for the influence of heredity
  - 3.3.2 Evidence for the influence of environmental factors
- 3.4 Group Differences
  - 3.4.1 Evidence for the role of environmental factors
  - 3.4.2 Is there any evidence for the role of genetic factors?
  - 3.4.3 Gender differences in Intelligence

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

**Practical: 1 credit**

**Maximum Marks: 25**

**(30 hours)**

**CLO1:** Include citations in introduction

**CLO2:** Write references according to the APA guidelines

**Course Content**

- 1.1 Experiments
  - 1.1.1 Measures of Retention
  - 1.1.2 Retroactive inhibition
  - 1.1.3 Levels of Processing
  - 1.1.4 Learning (association or reinforcement)
  - 1.1.5 Insight Learning
- 1.2 Psychological Tests:
  - 1.2.1 Performance test – any one Subtest of WAIS – Indian adaptation

### **List of books recommended for reference**

#### **Mandatory Reading**

1. Baron, R. A. & Misra, G. (2014). *Psychology: Indian Subcontinent Edition (5th ed)*. Pearson
2. Lahey, B.B. (2012). *Psychology: An Introduction (11th Ed.)*. Tata Mc Graw Hill
3. Baron, R.A. (2001). *Psychology (1st Ed)*. Pearson Education
4. Ciccarelli, S. K. & White, J. N. (2018). *Psychology (5th ed.)*. Pearson India Education Services Pvt Ltd.

#### **Supplementary Reading**

1. Feldman, R. S. (2017). *Understanding Psychology (12th ed.)*. McGraw Hill Education
2. Santrock, J.W. (2005). *Psychology Essentials (2nd ed.)*. Tata Mc Graw Hill Publishing Company Limited.
3. 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.

#### **Practical resources**

1. Anastasi, A., Urbina, S. (2008). *Psychological Testing. (7th Ed.)*. Pearson Education.
2. 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.
3. Dandekar, W.N. (1999). *Fundamentals in Experimental Psychology*. Anmol Prakashan.
4. Hussain, A. (2014). *Experiments in Psychology (1st ed.)*. PHI Learning
5. Mohanty, G. (1996). *Experiments in Psychology*. Kalyani Publishers.
6. Mohsin, S.M. (2013). *Experiments in Psychology*. MLBD
7. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Allied Publishers Private Limited.
8. Test Manuals

## **SKILL ENHANCEMENT COURSE (SEC)**

**Course Title:** Basic Counselling Skills

**Course Code:** UG-PSY-SEC2

**Credits:** 3

**Marks:** 75

**Duration:** 45 hours

### **Course Objectives:**

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

**Course Learning Outcomes:** Upon completion of the course, the student will be able to:

**CLO1:** Differentiate between different counselling approaches

**CLO2:** Demonstrate Effective Listening

**CLO3:** Exhibit essential qualities of a counselor

### **UNIT 1: An Introduction to Counselling**

**(05 hours)**

- 1.1 Defining counselling
  - 1.1.1 Examining why counselling is not advice-giving
  - 1.1.2 Examining why counselling is not persuasion
  - 1.1.3 Exploring why counselling is not exercising undue influence
- 1.2 Different counselling approaches
  - 1.2.1 Psycho-dynamic counselling
  - 1.2.2 Person-centred counselling
  - 1.2.3 Cognitive-behaviour therapy
  - 1.2.4 Eclectic and integrative approaches
- 1.3 Barriers to seeking counselling

### **UNIT 2: Listening**

**(10 hours)**

- 2.1 Real vs. Pseudo Listening
- 2.2 Blocks to Listening
- 2.3 Assessing Your Listening Blocks
- 2.4 Four Steps to Effective Listening
- 2.5 Active Listening: Paraphrasing, Clarifying, Giving Feedback
  - 2.5.1 Listening with Empathy
  - 2.5.2 Listening with Openness
  - 2.5.3 Listening with Awareness
- 2.6 Total Listening

### **UNIT 3: Exploring essential Counsellor qualities**

**(20 hours)**

- 3.1 Genuineness
- 3.2 Unconditional Positive Regard
- 3.3 Empathic understanding
- 3.4 Staying in the client's frame of reference
- 3.5 Building a bridge of empathy
- 3.6 Listening with understanding
- 3.7 Six ways of responding
  - 3.7.1 Evaluative responses
  - 3.7.2 Interpretive responses
  - 3.7.3 Supportive responses
  - 3.7.4 Probing responses
  - 3.7.5 Solution responses
  - 3.7.6 Empathic, understanding responses

### **References**

#### **Mandatory:**

- 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.

#### **Supplementary reading**

- 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.

## VALUE ADDED COURSES (VAC)

Course Title: Positive Psychology

Course Code: UG-PSY-VAC3

Marks: 50

Credits: 02

Duration: 30 hours

**Prerequisite Courses: nil**

### 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

Upon completion of the course, the student will be able to:

CLO1: Describe the role of positive emotions in well-being

CLO2: Describe mindfulness as a technique to restore well-being

### Course Content

#### Module I: Positive Psychology, Positive emotions and well-being (15Hours)

- 1.1 Traditional Psychology
- 1.2 Positive Psychology
- 1.3 Positive Psychology: Assumptions, Goals, and Definitions
- 1.4 What are Positive Emotions?
- 1.5 Positive Emotions and Health Resources
  - 1.5.1 Physical Resources
  - 1.5.2 Psychological Resources
  - 1.5.3 Social Resources
  - 1.5.4 The limits of positive emotions
- 1.6 Positive emotions and Well-being
  - 1.6.1 Happiness and positive behaviour
  - 1.6.2 Positive emotions and success
  - 1.6.3 Positive emotions and flourishing
- 1.7 Cultivating Positive Emotions
- 1.8 Flow experiences
- 1.9 Savoring

#### Module II: Life Above Zero (15Hours)

- 2.1 What is Happiness? Two traditions
  - 2.1.1 The paradox of affluence
  - 2.1.2 Money and happiness
- 2.2 What is resilience?
  - 2.2.1 Developmental perspectives
  - 2.2.2 Clinical perspectives

- 2.2.3 Sources of resilience
  - 2.2.3.1 Sources of resilience in children
  - 2.2.3.2 Sources of resilience in adulthood and later life
- 2.3 Mindfulness and Well-being
  - 2.3.1 What is mindfulness?
  - 2.3.2 Mindfulness meditation
  - 2.3.3 Mindfulness and positive psychology research
  - 2.3.4 Mindfulness and psychotherapy
- 2.4 East-West and Positive Psychology

### **List of books recommended for reference**

#### **Mandatory Reading**

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*. (2<sup>nd</sup> Ed.). New Delhi: Sage Publications India Pvt. Ltd.

#### **Suggested Reading**

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



**Semester III**  
**NEP**  
**With effect from 2024-25**

## **DISCIPLINE SPECIFIC CORE COURSE**

Course Title: Psychopathology I

Course Code: UG-PSY-201

Credits: 3

Marks: 75

Duration: 45 hours

**Prerequisite Courses:** Nil

### **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.
5. To introduce students to different psychological screening tools
6. To enhance students ability to identify a disorder based on the symptoms

### **Course Learning Outcomes**

Upon completion of the course students will be able to:

**CLO1:** Describe various forms of assessment used to classify mental disorders/conditions

**CLO2:** Suggest ways to address stigma associated with various mental disorders.

**CLO3:** Differentiate between symptoms of various mood disorders, anxiety disorders and eating disorders.

**CLO4:** Analyse abnormal behaviour from different theoretical perspectives

**CLO5:** Describe different therapeutic approaches to deal with abnormal behaviour

**CLO6:** Carry out a survey on mental health and compile a report

**CLO7:** Analyse the symptoms of a case to diagnose it and suggest appropriate therapy

**CLO8:** Administer screening tools and interpret the findings

### **Course Content**

#### **Module I: Psychology of Abnormal Behaviour: An overview**

**(15 hours)**

##### **1.1 What do we mean by Abnormality?**

###### **1.1.1 Indicators of Abnormality**

###### **1.1.2 The DSM 5, 5-TR and ICD 11**

##### **1.2 Classification of disorders**

###### **1.2.1 What are the advantages and disadvantages of classification?**

###### **1.2.2 How can we reduce prejudicial attitude (stigma) against the mentally ill?**

##### **1.3 Clinical Assessment and Diagnosis**

###### **1.3.1 Assessment of the Physical organism: General Physical examination, Neurological examination, Neuropsychological examination**

###### **1.3.2 Psychosocial assessment: Assessment interview, Clinical observation, Psychological tests**

**Module II: Mood and Anxiety disorders****(12 hours)**

- 2.1 Depression
  - 2.1.1 Major Depressive Disorder
- 2.2 Bipolar Disorder
  - 2.2.1 Bipolar I and Bipolar II Disorders
- 2.3 Anxiety Disorders
  - 2.3.1 Social Anxiety Disorder
  - 2.3.2 Panic Disorder
  - 2.3.3 Generalized Anxiety Disorder
  - 2.3.4 Obsessive Compulsive Disorder
  - 2.3.5 PTSD
- 2.4 Eating Disorders
  - 2.4.1 Anorexia Nervosa
  - 2.4.2 Bulimia Nervosa
  - 2.4.3 Binge-eating disorder

**Module III: Theories and Treatment of Abnormality****(18 hours)**

- 3.1 Biological approaches
  - 3.1.1 Causes: Brain dysfunction, Biochemical imbalances, The endocrine system, Genetic abnormalities
  - 3.1.2 Treatment: Drug Therapies, Electroconvulsive Therapy and Brain Stimulation, Psychosurgery
  - 3.1.3 Assessing Biological approaches
- 3.2 Psychological approaches
  - 3.2.1 Behavioral approaches and therapies
  - 3.2.2 Cognitive approaches and therapies
  - 3.2.3 Psychodynamic approaches and therapies
  - 3.2.4 Humanistic approaches and therapies
  - 3.2.5 Family systems approaches and therapy
  - 3.2.6 Third-wave approaches and therapy
  - 3.2.7 Assessing psychological approaches
- 3.3 Socio-cultural approaches
  - 3.3.1 Cross-cultural issues in treatment
  - 3.3.2 Culturally specific therapies
  - 3.3.3 Assessing socio-cultural approaches

**Practical: 1 Credit****Maximum marks: 25**

- 2.1 Survey (Mental Health)\
- 2.2 Case Study Analysis (Mental Disorder)
- 2.3 Tests (Any five)
  - 2.3.1 General health questionnaire (depression/anxiety)
  - 2.3.2 Beck's depression inventory
  - 2.3.3 Leobowitz Social Anxiety scale
  - 2.3.4 OCD scale (YBOCS)
  - 2.3.5 Perceived Stress scale (Sheldon Cohen)
  - 2.3.6 Eating Attitudes Tests

## List of books recommended for reference

### Mandatory Reading:

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 fifth edition*. 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*. (4<sup>th</sup> ed). Worth publishers.
2. Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7<sup>th</sup> ed). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
3. Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3<sup>rd</sup> Edi) the McGraw-Hill companies, New York.

### Web References:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, fifth edition*. Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascde%3AUS%3A907fa51f-b6cb-494c-95b1-5cac626fc55>
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
4. Mental health resources of the World Health Organization ([https://www.who.int/health-topics/mental-health#tab=tab\\_1](https://www.who.int/health-topics/mental-health#tab=tab_1))

### Practical Resources:

1. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, (13th ed.) Pearson Education Inc and Dorling Kindersley Publishing Inc.
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 Behaviour*. (11th ed.). 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). Thomson Business Information India Pvt. Ltd.
5. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Cas Studies in Abnormal Psychology*. (7th ed.). Wiley.

## **DISCIPLINE SPECIFIC CORE COURSE**

Course Title: Personality Theories

Course Code: UG-PSY-202

Credits: 4

Marks: 100

**Prerequisite Courses:** Nil

### **Course Objectives:**

To help students to develop an understanding of personality.

### **Course Learning Outcomes:**

Upon completion of the course, the student 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 Content**

#### **Module I: Studying Personality**

(15 Hours)

- 1.1 Study of Personality
  - 1.1.1 Definitions of Personality
  - 1.1.2 Personality, Internet and Social Networking
- 1.2 Ethnic and Gender Issues in Personality
  - 1.2.1 Assessment of Personality
  - 1.2.2 Self-report personality tests
  - 1.2.3 Projective techniques
  - 1.2.4 Clinical interviews
  - 1.2.5 Behavioural assessment procedures
- 1.3 Personality in perspective
  - 1.3.1 Genetic factor
  - 1.3.2 Environmental factor
  - 1.3.3 Learning factor
  - 1.3.4 Parental factor
  - 1.3.5 Developmental factor

## **Module II: Psychoanalytic and Neo-psychoanalytic approach**

(15 Hours)

- 2.1 Sigmund Freud
  - 2.1.1 Instincts
  - 2.1.2 Levels of personality
  - 2.1.3 The structure of personality
  - 2.1.4 Anxiety
  - 2.1.5 Defense mechanisms
  - 2.1.6 Psychosexual stages
- 2.2 Alfred Adler
  - 2.2.1 Inferiority feelings: the course of human striving
  - 2.2.2 Striving for superiority or perfection
  - 2.2.3 The style of life
  - 2.2.4 Social interest
  - 2.2.5 Birth order
- 2.3 Karen Horney
  - 2.3.1 The childhood need for safety
  - 2.3.2 Basic anxiety: the foundation of neurosis
  - 2.3.3 Neurotic needs and trends
  - 2.3.4 The idealized self-image
  - 2.3.5 Feminine Psychology

## **Module III: Humanistic Approach**

(15 Hours)

- 3.1 Abraham Maslow: Needs Hierarchy Theory
  - 3.1.1 Personality development: The Hierarchy of Needs
  - 3.1.2 The study of self-actualizers
- 3.2 Carl Rogers: Self Actualization Theory
  - 3.2.1 The development of the Self in childhood
  - 3.2.2 The self and the tendency toward actualization
  - 3.2.3 Characteristics of fully functioning persons

## **Module IV: The Genetic Approach**

(15 Hours)

- 4.1 Raymond Cattell: Trait theory
  - 4.1.1 Cattell's Approach to personality
  - 4.1.2 Source Traits: the basic factors of personality
  - 4.1.3 Dynamic Traits: the motivating factors
  - 4.1.4 The influences of Heredity and Environment
  - 4.1.5 Stages of personality development
- 4.2 Hans Eysenck's dimensions of personality
- 4.3 The Five Factor Model
  - 4.3.1 Cross-cultural consistency

- 4.3.2 Stability of factors
- 4.3.3 Emotional correlates
- 4.3.4 Behavioural correlates

**List of books recommended for reference**

**Mandatory Reading**

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

**Supplementary Reading:**

1. Larsen, R.A.(2005).*Personality Psychology* .McGraw-Hill.
2. Ryckman,R.(2000).*TheoriesOfPersonality*.(7<sup>th</sup>Ed.).WadsworthThomsonLearning.ISBN0-534-34898-X.

## MULTIDISCIPLINARY COURSES (MDC)

Course Title: Communication and Conflict Management in Groups and Teams

Course Code: UG-PSY-MDC2

Credits: 03

Marks: 75

Duration: 45 contact hours

**Prerequisite Courses:** Nil

### Course objectives

1. To help students understand effective patterns of communication and ways to avoid miscommunication
2. To understand formation and working of groups and teams
3. To help students understand the causes of conflicts at workplace and how to resolve them.

### Course Learning Outcomes

Upon completion of the course, the student will be able to:

CLO1: Identify defensive and non-defensive communication patterns

CLO2: Describe factors that affect group effectiveness

CLO3: Identify the nature and sources of conflict.

CLO4: Implement effective conflict management strategies in real world settings.

### Course Content

#### Module I: Communication

(15 Hours)

- 1.1 Meaning and functions of communication
- 1.2 The elements of communication
- 1.3 A generalized graphic model of interpersonal communication
- 1.4 Measures of accuracy of communication
- 1.5 Messages intended to mislead: understanding misrepresentation and deceit
- 1.6 Toward effective communication: discerning the meaning that matters
- 1.7 Effective communication, sharing and feedback: the Johari framework

#### Module II Understanding Groups and Teams

(15 Hours)

- 2.1 What are groups?
- 2.2 Increasing importance of working effectively in Groups
- 2.3 How are groups formed?
- 2.4 How groups develop
- 2.5 Synergies of group-working: process gains and their contributors
- 2.6 Negative aspects of group working and group process losses
- 2.7 Roles in groups: Member Dispositional and Functional roles
- 2.8 Factors affecting group effectiveness
- 2.9 Understanding Teams: Are teams different from groups?
- 2.10 Popular types of teams



## 2.11 Making teams effective

### **Module III: Conflict and Conflict Management**

(15 Hours)

- 3.1 Understanding conflict
- 3.2 Meaning and causes of conflict
- 3.3 Sources of conflict at various levels
- 3.4 Managing conflict
- 3.5 Styles of handling interpersonal conflict
- 3.6 Recognizing tolerance for conflict across cultures

### **List of books recommended for reference**

#### **Mandatory Reading:**

1. Parikh, M., & Gupta, R. (2012). *Organizational Behaviour*. Tata McGraw Hill Education Private Limited

#### **Supplementary Reading:**

1. Baron, R.A. (2001). *Psychology* (1st Ed). Pearson Education
2. Baron, R. A. & Branscombe, N. R. (2017). *Social Psychology* (14th ed.). Pearson Education Ltd.
3. Quick, J. C., Nelson, L. D. & Khandelwal, P. (2013). *Organizational Behaviour A South-Asian Perspective*, (7<sup>th</sup> Edition). Cengage Learning India Pvt. Ltd.
4. Robbins, S. P., Judge, T. A., & Vohra, N. (2013). *Organizational Behavior* (15<sup>th</sup> edition). Dorling Kindersley (India) Pvt. Ltd, Licensees of Pearson Education.

## **SKILL ENHANCEMENT COURSE (SEC)**

Course Title: Communication and Interpersonal Skills

Course Code: UG-PSY-SEC3

Credits: 3

Marks: 75

### **Course Objectives:**

- a) To improve communication skills of the students

**Course Learning Outcomes:** Upon completion of the course, the student will be able to:

**CLO1:** Demonstrate effective interpersonal skills

**CLO2:** Demonstrate effective communication skills with family members

**CLO3:** Demonstrate effective public speaking skills

### **Module I: Interpersonal Skills**

**(15 Hours)**

- 1.1 Body Language
  - 1.1.1 Body Movements
  - 1.1.2 Spatial Relationships
- 1.2 Assertiveness Training
  - 1.2.1 Your legitimate rights
  - 1.2.2 Three communication styles
  - 1.2.3 Assertiveness Goals
  - 1.2.4 Assertiveness expression
  - 1.2.5 Assertive Listening
  - 1.2.6 Responding to Criticism
  - 1.2.7 Special Assertive strategies
  - 1.2.8 Assertiveness Skills Practice
- 1.3 Negotiation
  - 1.3.1 Four stages of negotiation
  - 1.3.2 Dealing with conflict
  - 1.3.3 Rules of Principled negotiation
  - 1.3.4 When the going gets tough

### **Module II: Family Skills**

**(15 Hours)**

- 2.1 Couples Skills
  - 2.1.1 Schemas
  - 2.1.2 Couples Systems
  - 2.1.3 Keeping your relationship strong
- 2.2 Communicating with Children
  - 2.2.1 Listening
  - 2.2.3 Expressing
  - 2.2.3 Joint Problem solving

- 2.2.4 When to let go
- 2.2.5 When you have to say No
- 2.3 Family Communication
  - 2.3.1 Family Communication Disorders
  - 2.3.2 Family Pathology
  - 2.3.3 Family Systems
  - 2.3.4 How to keep family communications healthy

### **Module III: Public Skills**

**(15 hours)**

- 3.1 Influencing Others
  - 3.1.1 Ineffective Strategies for influencing others
  - 3.1.2 Effective strategies for influencing others
  - 3.1.3 A plan for influencing change
- 3.2 Public Speaking
  - 3.2.1 Planning your talk
  - 3.2.2 Organizing your talk
  - 3.2.3 Audience analysis
  - 3.3.4 Style
  - 3.3.5 Supporting materials
  - 3.3.6 The outline
  - 3.3.7 Delivery
  - 3.3.8 Dealing with stage fright
- 3.4 Interviewing
  - 3.4.1 Clarifying what you want
  - 3.4.2 When you are the interviewer
  - 3.4.3 If you are the interviewee

### **References**

#### **Mandatory:**

- McKay, M., Davis, M., & Fanning, P. (2018). *Messages: The communications skills book*. New Harbinger Publications.

**Semester IV**  
**NEP**  
**With effect from 2024-25**

## DISCIPLINE SPECIFIC CORE COURSE

**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 (12 hours)

- 1.1 Substance –Use Disorder
  - 1.1.1 Features, Severity and Specifiers
  - 1.1.2 Substance intoxication and withdrawal
  - 1.1.3 Substance/Medication-Induced Mental Disorders
- 1.2 Alcohol-Related Disorders
  - 1.2.1 Alcohol Use Disorder
  - 1.2.2 Alcohol Intoxication
  - 1.2.3 Alcohol Withdrawal
- 1.3 Other Drugs and related effects
- 1.4 Non-substance related Disorders
  - 1.4.1 Internet Gaming disorder
  - 1.4.2 Gambling disorder

#### UNIT II: Personality Disorders (18 Hours)

- 2.1 Classification of Personality Disorders
- 2.2 Cluster A Personality Disorders
  - 2.2.1 Paranoid Personality Disorder
  - 2.2.2 Schizoid Personality Disorder
  - 2.2.3 Schizotypal Personality Disorder
- 2.3 Cluster B Personality Disorders
  - 2.3.1 Antisocial Personality Disorder
  - 2.3.2 Borderline Personality Disorder

- 2.3.3 Histrionic Personality Disorder
- 2.3.4 Narcissistic Personality Disorder
- 2.4 Cluster C Personality Disorders
  - 2.4.1 Avoidant Personality Disorder
  - 2.4.2 Dependent Personality Disorder
  - 2.4.3 Obsessive-Compulsive Personality Disorder

### **UNIT III: Schizophrenia, Dissociative and Somatic Disorders**

(15 Hours)

- 3.1 Schizophrenia
  - 3.1.1 Positive and Negative symptoms
  - 3.1.2 The Development of Schizophrenia
  - 3.1.3 The Schizophrenia spectrum in DSM V
- 3.2 Dissociative Disorders
  - 3.2.1 Dissociative Identity Disorder
  - 3.2.2 Other Specified Dissociative Disorder
- 3.3 Dissociative Trance**
- 3.4 Somatic Symptom and Related Disorders
  - 3.4.1 Somatic Symptom Disorder
  - 3.4.2 Illness Anxiety Disorder
  - 3.4.3 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, fifth edition*. 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*. (7<sup>th</sup> 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*. (4<sup>th</sup> 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 fifth edition*. Washington, DC. Retrieved from <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3A907fa51f-b6cb-494c-95b1-5cac626fc55>
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. Publications and Databases of the American Psychological Association (<https://www.apa.org/pubs/>)
4. Mental health resources of the World Health Organization ([https://www.who.int/health-topics/mental-health#tab=tab\\_1](https://www.who.int/health-topics/mental-health#tab=tab_1))

**Course Title:** Psychopathology II

**Course 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:**

- 1.1 Case Study Analysis (Mental Disorder).
- 1.2 Experiments
  - 1.2.1 Internet Addiction scale (Internet Addiction Test)
  - 1.2.2 Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al.
  - 1.2.3 Drug Assessment Scale (DAS10)
  - 1.2.4 Severity of Dependence Scale (SDS) By Gossop, M., Darke et al.
  - 1.2.5 Gambling Scale (Gambling symptoms assessment scale)
  - 1.2.6 Personality Disorder scale (any two, suggestions follow)
    - 1.2.6.1 Dependence personality disorder
    - 1.2.6.2 Antisocial personality disorder
    - 1.2.6.3 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. DiIorio. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
3. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
4. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M,

- (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
5. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11<sup>th</sup>Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.



## DISCIPLINE SPECIFIC CORE COURSE

**Course Title:** Child Psychology

**Course Code:** UG-PSY- 204

**Credits:** 4

**Marks:** 100

**Duration:** 60 hours

**Prerequisite Courses:** Nil

### Course Objectives:

1. To study the basic factors that influence the growth and development of children.
2. To study various aspects of development.

### Course Learning Outcomes:

Upon completion of the course, the student will be able to:

**CLO1.** Describe prenatal development

**CLO2.** List out the precautions during pregnancy

**CLO3.** Highlight the important aspects of cognitive development in children

**CLO4.** Identify effective strategies to boost self-esteem in children

**CLO5.** Describe effective parenting styles

**CLO6.** Analyze the effect of different family dynamics on development of children.

### Course Content

#### Module I. Prenatal development and birth

(15 Hours)

- 1.1 Conception
- 1.2 Period of the zygote
- 1.3 Period of the embryo
- 1.4 Period of the fetus
- 1.5 Prenatal environmental influences
- 1.7 Teratogens
- 1.7 Other maternal factors
- 1.8. Childbirth
  - 1.8.1 Approaches to Childbirth
  - 1.8.2 Birth complications

#### Module II. Cognitive development (birth to late childhood)

(15 Hours)

- 2.1 Piaget's stages of Cognitive development
- 2.2 Vygotsky's theory of Cognitive development
- 2.3 Development of Language

#### Module III. Self and Social Understanding (birth to late childhood)

(15 Hours)

- 3.1 Emergence of self and development of self-concept
- 3.2 Self esteem
- 3.3 Erikson's theory of Psychosocial development (4 stages)
- 3.4 Attachment Styles

## **Module IV. The family (birth to late childhood)**

(15 hours)

- 4.1 Origins and functions of the family
- 4.2 The family as a social system
- 4.3 Socialization within the family
- 4.4 Family lifestyles and transition
- 4.5 Vulnerable families

### **List of books recommended for reference**

#### **Mandatory Reading**

1. Santrock, J. (2011). *Child Development* (13th ed.). Tata McGraw Hill.
2. Papalia, D. Olds, S. Feldman, R. (2004). *Human development* (9<sup>th</sup> ed.). Tata McGraw Hill,
3. Berk, L. (2013). *Child Development* (9<sup>th</sup> ed.). PHI Learning Pvt. Ltd.

#### **Supplementary Reading**

1. Berger, K and Thompson, R. (1998). *The Developing person: Through the Life Span* (4<sup>th</sup> ed.). Worth publishers
2. Hurlock, E. (1978). *Child Development* (6<sup>th</sup> ed.). Tata McGraw Hill.
3. Schickendanz, J., Schickendanz D., Hansen, K. and Forsyth, P. (1993). *Understanding Children* (2<sup>nd</sup> ed.). Mayfield Publishing Company.

## **DISCIPLINE SPECIFIC CORE COURSE**

Course Title: Social Psychology

Course Code: UG-PSY-205

Credits: 4

Marks: 100

Duration: 60 hours

**Prerequisite Courses:** Nil

### **Course Objectives:**

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:**

Upon completion of the course, the student 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 Content**

#### **Module I: Perceiving and Understanding others**

(15 Hours)

- 1.1 Social Psychology: what it is and what not
- 1.2 Social cognition
  - 1.2.1 Heuristics: how we employ simple rules in social cognition
  - 1.2.2 Potential sources of error in social cognition
- 1.3. Attribution: understanding the causes of behaviour
  - 1.3.1 Theories of attribution
  - 1.3.2 Basic sources of error in attribution
- 1.4 Impression formation and impression management
- 1.5 Foundational research on first impressions: central and peripheral traits
- 1.6 How quickly and accurately are first impressions formed?
- 1.7 Can first impressions be changed?
- 1.8 Impression management –tactics for ‘looking good’ to others
- 1.9 How well do impression management tactics work?

#### **Module II: Attitudes and Persuasion**

(15 Hours)

- 4.6 Attitudes

- Attitude formation
  - When and why do attitudes influence behaviour?
  - How do attitudes guide behaviour?
- 4.7 Persuasion
- The science of Persuasion: how attitudes are changed
  - Resisting persuasion attempts
- 4.8 Cognitive dissonance

### **Module III: Stereotyping, Prejudice and Discrimination**

(15 Hours)

- 3.1 How members of different groups perceive inequality
- 3.2 The nature and origins of stereotyping
- 3.3 Prejudice: feelings toward social groups
- 3.4 Discrimination: prejudice in action
- 3.5 Techniques for countering prejudice

### **Module IV: Social Influence**

(15 Hours)

- 4.1 Conformity: How Groups and norms influence our behaviour
  - 4.1.1 Social pressure their resistible force
  - 4.1.2 How social norms emerge
  - 4.1.3 Factors affecting conformity
  - 4.1.4 Social foundations of conformity
  - 4.1.5 The downside of conformity
  - 4.1.6 Why we sometimes choose not to go along
  - 4.1.7 Minority influence: Does the majority always rule?
- 4.2 Compliance
  - 4.2.1 The underlying principles
  - 4.2.2 Tactics based on friendship or liking
  - 4.2.3 Tactics based on commitment or consistency
  - 4.2.4 Tactics based on reciprocity
  - 4.2.5 Tactics based on scarcity
  - 4.2.6 Do compliance tactics work?
- 4.3 Prosocial Behaviour
  - 4.3.1 Why people help: Motives for prosocial behaviour
  - 4.3.2 Responding to emergency: will bystanders help
  - 4.3.3 Factors that increase or decrease the tendency to help
  - 4.3.4 Emotions and prosocial behaviour

### **List of books recommended for reference**

#### **Mandatory Reading**

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

#### **Supplementary Reading:**

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

## DISCIPLINE SPECIFIC CORE COURSE

Course Title: Cognitive Psychology

Course Code: UG-PSY-206

Credits:04

Marks: 100

Duration: 60 hours

**Prerequisite Courses:** Nil

### Course Objectives:

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

### Course Learning Outcomes:

Upon completion of the course, the student will be able to:

**CLO1:** Distinguish between bottom-up and top-down processes in perception.

**CLO2:** Demonstrate how we acquire, store, transform and use information.

**CLO3:** Apply the concepts of perception, attention, memory and concept formation in daily activities.

**CLO4:** To map the link between various cognitive processes.

### Course Content

#### Module I: Perceiving objects and recognizing patterns

(15 Hours)

- 1.1 Gestalt approaches to perception
- 1.2 Bottom up processes
  - 1.2.1 Template matching
  - 1.2.2 Feature analysis
  - 1.2.3 Prototype matching
- 1.3 Top down processes
  - 1.3.1 Perceptual learning
  - 1.3.2 The word superiority effect
  - 1.3.3 A connectionist model of word perception
  - 1.3.4 A neuropsychological perspective on word perception
- 1.4 Direct perception
- 1.5 Disruptions of perception: visual agnosias

#### Module II: Attention

(15 Hours)

- 2.1 Selective attention
  - 2.1.1 Filter theory
  - 2.1.2 Attenuation theory
  - 2.1.3 Late selection theory
  - 2.1.4 Multimode theory
  - 2.1.5 Attention, capacity and mental effort
  - 2.1.6 Schema theory
- 2.2 Neuropsychological studies of attention
  - 2.2.1 Networks of visual attention
  - 2.2.2 Event-related potentials and selective attention
- 2.3 Automaticity and the effects of practice
  - 2.3.1 The stroop task
  - 2.3.2 Automatic versus attentional processing
  - 2.3.3 Feature integration theory
  - 2.3.4 Attentional capture

- 2.4 Divided attention
  - 2.4.1 Dual task performance
  - 2.4.2 The attention hypothesis of automatization
  - 2.4.3 The psychological refractory period
  - 2.4.4 Divided attention outside the laboratory

### **Module III: Memory**

**(15 Hours)**

- 3.1 The semantic/episodic distinction
- 3.2 Semantic memory models
  - 3.2.1 The hierarchical semantic network model
  - 3.2.2 The feature comparison model
  - 3.2.3 Other network models
  - 3.2.4 Connectionist models
- 3.3 Schemata
  - 3.3.1 Script
- 3.4 Implicit versus explicit memory
  - 3.4.1 The process dissociation framework

### **Module IV: Concepts and categorization**

**(15 Hours)**

- 4.1 Theoretical descriptions of the nature of concepts
  - 4.1.1 The classic view
  - 4.1.2 The prototype view
  - 4.1.3 The exemplar view
  - 4.1.4 The schemata view
  - 4.1.5 The knowledge based view
- 4.2 Forming new concepts and classifying new instances
  - 4.2.1 Concept attainment strategies
  - 4.2.2 Acquiring prototypes
  - 4.2.3 Implicit concept learning
  - 4.2.4 Using and forming scripts
  - 4.2.5 Psychological essentialism

**List of books recommended for reference**  
**Mandatory Reading**

1. Galotti, K. M. (2004). *Cognitive psychology in and out of the laboratory* (3rd ed.). Thomson Wadsworth (India edition).
2. Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology* (7th ed.). Tata McGraw Hill Publishing Company Ltd.
3. Matlin, M. M. (2005). *Cognition* (6th ed.). John Wiley & Sons, Inc.

**Online 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](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))  
Concepts Retrieved from <https://en.m.wikipedia.org/wiki/Concept>
8. Concept formation Retrieved from <https://www.britannica.com/topic/concept-formation>

## **VOCATIONAL COURSE (VOC)**

Course Title: Fundamentals of Counselling

Course Code: UG-PSY- VOC1

Credits: 4

Marks: 100

### **Course Objectives:**

1. To study ethical and legal aspects of counselling
2. To explore issues involved in counselling diverse population
3. To understand the process of counselling

### **Course Learning Outcomes:**

Upon completion of the course, the student will be able to:

**CLO1.** Describe ethical and legal issues involved in counselling in India

**CLO2.** Describe issues involved in counselling diverse populations in India

**CLO3.** Analyse the factors involved in building counselling relationships in India

**CLO4.** Identify factors that determine when and how to end a counselling session

### **Module I. Ethical and Legal Aspects of Counselling**

**(15 Hours)**

- 1.1. Definitions: Ethics, Morality, and Law
- 1.2. Ethics and Counselling
- 1.3. Professional code of ethics and standards
- 1.4. Making ethical decisions
- 1.5. Educating counselors in ethical decision making
- 1.6. Ethics in specific counseling situations
- 1.7. Multiple relationships
- 1.8. Working with counsellors who may act unethically
- 1.9. The law and counselling
- 1.10. Law and counseling in India
- 1.11. Legal recognition of counseling
- 1.12. Legal recognition of counseling in India
- 1.13. Civil and Criminal Liability
- 1.14. Legal issues involved when counseling minors
- 1.15. Client rights and records
- 1.16. Minimizing legal liability
- 1.17. The counsellor in court
- 1.18. Counselor in the courtroom in India
- 1.19. Ethics and Law: two ways of thinking

### **Module II. Counselling With Diverse Populations**

**(15 Hours)**

- 2.1 Counseling aged populations
- 2.2 Gender based counseling
- 2.3 Concerns in counseling women
- 2.4 Issues and theories of counseling women in India
- 2.5 Issues and theories of counseling men many myths
- 2.6 Issues and theories of counseling men in India
- 2.7 Counselling and sexual orientation
- 2.8 Counselling and sexual orientation in India
- 2.9 Counselling and spirituality
- 2.10 Spirituality bases of counselling in India



**Module III. Building Counselling relationships****(15 Hours)**

- 3.1 Factors that influence the Counselling Process
- 3.2 Handling initial inhibitions and Stigma in India
- 3.3 Types of Initial Interviews
- 3.4 Conducting the initial Interview
- 3.5 Empathy: Its Origin and Existence in India
- 3.6 Tendency to lecture and being judgmental as barriers to counselling in India
- 3.7 Exploration and Identification of Goals

**Module IV. Working in and closing a Counselling relationship****(15 Hours)**

- 4.1 Counsellor Skills in the Working stage of Counselling
- 4.2 Understanding and action
- 4.3 Transference and Counter transference
- 4.4 The real relationship
- 4.5 Function of closing a counselling relationship
- 4.6 Timing of closing
- 4.7 Issues in closing
- 4.8 Resistance to closing
- 4.9 Counselor-initiated closing
- 4.10 Ending on a positive note
- 4.11 Issues related to closing: follow-up and referral
- 4.12 Counselling skills and the Indian Scenario

**Reference Books****Mandatory Reading:**

- Galdding, S.T. &Batra, P. (2018).*Counselling a comprehensive profession* (8<sup>th</sup>ed.). Pearson India Education Service Pvt. Ltd.

**Supplementary Reading:**

- Sutton, J., & Steward, W. (2008).*Learning to Counsel* (3rd ed.). How To Books Ltd.
- 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. & Patterson, L.E. (2005).*The Counselling Process*. Cengage Learning
- Gerald, C. (1996).*Theory and Practice of Counselling and Psychotherapy*. Brooks/Cole Publishing Company.

**Semester V**  
**NEP**

**With effect from 2025-26**

## DISCIPLINE SPECIFIC CORE COURSE

Course Title: Experimental Psychology

Course Code: UG-PSY-301

Credits: 3

Marks: 75

Duration: 45 lectures

**Prerequisite courses:** nil

### **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:**

Upon completion of the course, the student will be able to:

**CLO1:** Design an experiment having one or two variables

**CLO2:** Examine the methods of subject selection, criteria for selecting stimuli, and select a statistical test to be used for the given experimental research

**CLO3:** Minimize pitfalls in experiments

### **Course Content**

#### **Module I: Designing the Experiment (15 Hours)**

- 1.1 The experimental approach
- 1.2 Independent, Control and Dependent Variables
- 1.3 Types of experimental research
- 1.4 A single independent variable
- 1.5 Two independent variables
- 1.6 Role of randomization and control in experiments

#### **Module II: Selecting Experimental Components (15 Hours)**

- 2.2 Selecting subjects from subject populations
- 2.3 Selecting stimuli from stimulus populations
- 2.3 Selecting conditions from trials or trial blocks
- 2.4 Selecting a Statistical Test: (Sani and Todman)
  - 2.4.1 The Nature of the Research Question
  - 2.4.2 Type of Experimental Design
  - 2.4.3 Type of Measurement Used
  - 2.4.4 Deciding Whether Your Data Are Parametric or Non-Parametric
  - 2.4.5 The Nature of the Specific Hypothesis to be Tested
  - 2.4.6 Deciding What Test to Use

#### **Module III: Pitfalls in Experimentation (15 Hours)**

- 3.1 Pitfalls in designing the experiment
- 3.2 Pitfalls in running the experiment
- 3.3 Pitfalls in data analysis

### 3.4 Pitfalls in interpreting the results

#### List of books recommended for reference:

##### Mandatory Reading:

1. American Psychological Association, (2020), *Publication Manual of the American Psychological Association*, (7th ed.). American Psychological Association.
2. Sani, F., & Todman, J. (2005). *Experimental Design and Statistics for Psychology: A First Course*. Wiley-Blackwell.
3. Snodgrass, J. G., Levy-Berger, G., Haydon, M. (1985). *Human Experimental Psychology*. Oxford University Press.

##### Supplementary Reading:

1. Goodwin, J., & Goodwin, K. (2012). *Research In Psychology: Methods and Design*, (7<sup>th</sup> ed.). Wiley-Blackwell.
2. Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2015). *Experimental Psychology* (10th ed.). Cengage

##### Online Resources:

1. 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>
2. Paul C. P, Jhangiani, R& I-Chant (2015). Experimental research, Research Methods in Psychology. <https://opentextbc.ca/researchmethods/chapter/experimental-design/>
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>

#### Practical: 1 Credits

(30 hours)

#### Maximum Marks: 25

#### 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:

1.1 APA guidelines – ethical guidelines (APA Publication 7<sup>th</sup> edition)

1.2 Experiments (*Any one from set a to e; f is compulsory*)

1.2.1 Psychophysics:

1.2.1.1 Signal detection (Cog lab) (Introduction should include the Signal detection theory)

1.2.1.2 Method of constant stimuli (Introduction should include classical theory)

1.2.2 Memory:

1.2.2.1 Encoding specificity (Cog lab)

1.2.2.2 Word superiority (Cog lab)

1.2.3 Perception:

1.2.3.1 Visual depth perception

1.2.3.2 Muller Lyer Illusion

1.2.4 Concepts:

1.2.4.1 Concept formation

1.2.4.2 Prototypes (Cog lab)

1.2.5 Attention:

1.2.5.1 Stroop effect (Cog lab)

1.2.5.2 Spatial cueing (Cog lab)

1.2.6 Mental Chronometry

1.2.6.1 Reaction time (simple/choice)(Cog lab)(Introduction should include methodological issues of dealing with outliers)

## **List of books recommended for reference:**

### **Mandatory Reading:**

4. American Psychological Association, (2020), *Publication Manual of the American Psychological Association*, (7th ed.). American Psychological Association.
5. Sani, F., & Todman, J. (2005). *Experimental Design and Statistics for Psychology: A First Course*. Wiley-Blackwell.
6. Snodgrass, J. G., Levy-Berger, G., Haydon, M. (1985). *Human Experimental Psychology*. Oxford University Press.

### **Supplementary Reading:**

3. Goodwin, J., & Goodwin, K. (2012). *Research In Psychology: Methods and Design*, (7<sup>th</sup> ed.). Wiley-Blackwell.
4. Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2015). *Experimental Psychology* (10th ed.). Cengage

### **Online Resources:**

4. 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>
5. Paul C. P, Jhangiani, R& I-Chant (2015). Experimental research, Research Methods in Psychology. <https://opentextbc.ca/researchmethods/chapter/experimental-design/>
6. 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>

## DISCIPLINE SPECIFIC CORE COURSE

Course Title: Psychology of Adolescence

Course Code: UG-PSY-302

Credits: 04

Marks: 100

Duration: 60 Hours

**Prerequisite Courses:** Nil

### 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

Upon completion of the course, the student will be able to:

**CLO1:** Compare various theoretical perspectives of adolescence

**CLO2:** Describe the physical cognitive and psychological dimensions of puberty

**CLO3:** Critically evaluate the role of society/culture in the development of adolescents

**CLO4:** Conceptualize ways to deal with various issues faced by adolescents.

### Course Content

#### Module I: Introduction to Psychology of Adolescence

(15 Hours)

- 1.1 The Historical Perspective
  - 1.1.1 Early history
  - 1.1.2 The twentieth and twenty first centuries
  - 1.1.3 Stereotyping of adolescents
  - 1.1.4 A positive view of Adolescence
- 1.2 The nature of development
  - 1.2.1 Processes and periods
  - 1.2.2 Development transitions
- 1.3 Theories of Adolescent Development
  - 1.3.1 Psychoanalytic theories
  - 1.3.2 Cognitive theories
  - 1.3.3 Behavioural and social cognitive theories
  - 1.3.4 Ecological theory

#### Module II: Physical and Cognitive Development

(15 Hours)

- 2.1 Puberty
  - 2.1.1 Determinants of puberty
  - 2.1.2 Growth spurt
  - 2.1.3 Sexual maturation
  - 2.1.4 Secular trends in puberty
  - 2.1.5 Psychological dimensions of puberty
- 2.2 Cognitive development
  - 2.2.1 Experience and plasticity

- 2.2.2 Social cognition
  - 2.2.2.1 Adolescent egocentrism
  - 2.2.2.2 Perspective taking

### **Module III: Self, Identity, Emotions and Personality**

**(15 Hours)**

- 3.1 The self
  - 3.1.1 Self-understanding
  - 3.1.2 Self-esteem and self-concept
- 3.2 Identity
  - 3.2.1 Erikson's ideas on identity
  - 3.2.2 The four statuses of identity
  - 3.2.3 Developmental changes in identity
  - 3.2.4 Identity and social contexts
  - 3.2.5 Identity and intimacy
- 3.3 Emotional development
  - 3.3.1 Emotions
  - 3.3.2 Hormones, experience and Emotions
  - 3.3.3 Emotional competence
- 3.4 Personality development
  - 3.4.1 Personality
  - 3.4.2 Temperament

### **Module IV: Issues in Adolescence**

**(15 Hours)**

- 4.1 Physical
  - 4.1.1 Early and late maturation
  - 4.1.2 Nutrition Exercise and Sports
  - 4.1.3 Sleep
- 4.2 Social-emotional
  - 4.2.1 Parent-adolescent conflict
  - 4.2.2 Loneliness
  - 4.2.3 Dating
  - 4.2.4 Adolescent pregnancy
- 4.3 Other issues
  - 4.3.1 Drug and Alcohol abuse
  - 4.3.2 Delinquency
  - 4.3.3 Depression
  - 4.3.4 Eating disorders
  - 4.3.5 E-gadget addiction

### **List of books recommended for reference**

#### **Mandatory Reading:**

1. Santrock, J. W. (2019). *Adolescence* (17th ed.). McGraw-Hill.
2. Papalia, D., Olds, S.W., Feldman, R.D. (2009). *Human Development*, 11th ed. Tata McGraw Hill
3. Steinberg, L. (2020). *Adolescence* (12th ed.). McGraw Hill



**Supplementary Reading:**

1. Arnett, J. J. (2023). *Adolescence and Emerging Adulthood* (7th ed.). Pearson.
2. Crockett, L. J., Carlo, G., & Schulenberg, J. E. (Eds.). (2023). *APA handbook of adolescent and young adult development*. American Psychological Association.  
<https://doi.org/10.1037/0000298-000>
3. Nevid, J.S. (2018). *Essentials of Psychology*, 5<sup>th</sup> ed. Cengage Learning.

## **DISCIPLINE SPECIFIC CORE COURSE**

Course Title: Neuropsychology

Course Code: UG-PSY-303

Credits: 04

Marks: 100

Duration: 60 Hours

**Prerequisite Courses:** Nil

### **Course Objectives:**

1. To acquaint students with the detailed knowledge of neural conduction and transmission.
2. To acquaint student to central nervous system's role in language and addiction
3. To provide understanding of brain damage and neuroplasticity in human beings

### **Course Learning Outcomes**

Upon completion of the course, the student will be able to:

**CLO1** Explain the process of Neural Conduction and synaptic transmission

**CLO2** Explain the brain reward circuit and its role in addiction

**CLO3** Apply the phenomenon of split brain to the study of personality

**CLO4** Describe Neuroplastic property of the brain in the face of brain damage

### **Course Content**

#### **Module I: Neural Conduction and Synaptic Transmission (15 hours)**

- 1.1 The neurons resting membrane potential
- 1.2 Generation and conduction of postsynaptic potentials
- 1.3 Integration of postsynaptic potentials and generation of action potential
- 1.4 Conduction of action potential
- 1.5 Synaptic transmission: chemical transmission of signals from one neuron to another

#### **Module II: Drug Addiction and the brain's reward circuits (15 hours)**

- 2.1 Basic principles of drug action
- 2.2 Role of learning in drug tolerance and drug withdrawal
- 2.3 Biopsychological theories of addiction
- 2.4 Intracranial self-stimulation and the pleasure centres of the brain

#### **Module III: Lateralization, Language, and the Split Brain (15 hours)**

- 3.1 Cerebral lateralization of function: introduction
- 3.2 The split brain
- 3.3 Differences between the left and the right hemispheres
- 3.4 Cortical localization of language: The Wernicke-Geschwind Model
- 3.5 The cognitive neuroscience approach and dyslexia.

## **Module IV: Brain Damage and Neuroplasticity**

**(15 hours)**

- 4.1 Causes of brain damage
- 4.2 Neuropsychological diseases
- 4.3 Neuroplastic responses to nervous system damage: degeneration, regeneration, reorganisation and recovery
- 4.4 Neuroplasticity and the treatment of nervous system damage.

### **List of books recommended for reference**

#### **Mandatory Reading**

- 1. Pinel, J. (2018). *Biopsychology*, 10th ed. Pearson.
- 2. Carlson, N. (2008). *Foundations of Physiological Psychology*, 7<sup>th</sup> ed. Allyn and Bacon.
- 3. Kalat, J.W. (2013). *Biological Psychology*, 11<sup>th</sup> ed. Cengage Learning

#### **Supplementary Reading**

- 1. Santrock, J.W. (2006) *Psychology Essentials*, 2<sup>nd</sup> ed. Tata McGraw Hill Publication,
- 2. Nolen-Hoeksema, , Fredrickson, Loftus and Wagenaar (2009) *Atkinson and Hilgard's Psychology an Introduction*, Cengage Learning
- 3. Lahey, B.B. (2012). *Psychology: An Introduction*, 11th ed. Tata Mc Graw Hill Publishing Company Limited.

#### **Online resources**

- 1. Keshav Kumar, J., & Sadasivan, A. ([2016](#)). Neuropsychology in India. *The Clinical Neuropsychologist*, 30(8), 1252-1266.

## **VOCATIONAL COURSE (VOC)**

Course Title: Counselling Specialities

Course Code: UG-PSY-VOC2

Credits: 4

Marks: 100

Duration: 60 lectures

**Prerequisite courses:** VOC 1

### **Course Objectives:**

1. To understand the specialities of counselling
2. To understand the issues pertaining to varied areas of counselling in India

### **Course Outcomes:**

Upon completion of the course, the student will be able to:

**CLO1:** Describe the process of career counselling in India

**CLO2:** Describe the process of couple and family counselling in India

**CLO3:** Suggest strategies based on specific objectives of Guidance and Counselling at Different stages of School

**CLO4:** Devise a plan for counselling people with abuse, addiction, and disability

### **Course Content**

#### **Module I: Career Counselling over the Lifespan**

**(15 Hours)**

- 1.1 The importance of Career Counselling
- 1.2 Career Counselling Associations and Credentials
- 1.3 Scope of Career Counselling and Careers
- 1.4 Career Information
- 1.5 Career Development Theories and Counselling
- 1.6 Career Counselling in India: Relevance and present status
- 1.7 Career Counselling with Diverse Populations
- 1.8 Counselling Women and Ethnic Minorities in India

#### **Module II: Couple and Family Counselling**

**(15 Hours)**

- 2.1 The changing forms of Family life
- 2.2 The beginnings of couple and family counselling
- 2.3 The beginnings of couple and family counselling in India – Trends and relevance
- 2.3 Family Life and Family Cycle
- 2.4 Couple/Family Counselling versus Individual/Group Counselling
- 2.5 Overview of Couple and Family Counselling
- 2.6 The process of couple and family counselling
- 2.7 The existing scenario and challenges in family counselling in India

#### **Module III: Professional School Counselling**

**(15 Hours)**

- 3.1 The ASCA National Model

- 3.2 Elementary School Counselling
- 3.3 Middle School Counselling
- 3.4 Secondary School Counselling
- 3.5 21<sup>st</sup> Century School Counselling
- 3.6 Beginning of School Counselling in India
- 3.7 Guidance and Counselling at Different stages of School
- 3.8 The current scenario

#### **Module IV. Abuse, Addiction, Disability, and Counselling**

**(15 Hours)**

- 4.1 The cycle of abuse
- 4.2 Interpersonal abuse
- 4.3 Intrapersonal abuse and addiction
- 4.4 Process addictions
- 4.5 Treating women and minority cultural groups in abuse and addiction
- 4.6 Counselling and disability
- 4.7 Affiliation, certification, and education of counsellor who work with people who have disabilities

#### **List of books recommended for reference:**

##### **Mandatory Reading:**

1. Galdding, S.T. &Batra, P. (2018). *Counselling a comprehensive profession* (8th ed.).
2. Pearson India Education Service Pvt. Ltd.
3. Sutton, J., & Steward, W. (2008). *Learning to Counsel* (3rd ed.). How To Books Ltd.
4. Hargie, O. (Ed.). (2019). *The Handbook of Communication Skills* (4th ed.). Routledge.

##### **SupplementaryReading:**

1. McKay, M., Davis, M., & Fanning, P. (2018). *Messages: The communications skills*
2. *book*. New Harbinger Publications.
3. Rao, S.N. (1991). *Counselling and Guidance*, Tata McGraw Hill Publishing Company Limited.
4. Welfel, E.R. & Patterson, L.E. (2005). *The Counselling Process*. Cengage Learning.
5. Gerald, C. (1996). *Theory and Practice of Counselling and Psychotherapy*.
6. Brooks/Cole Publishing Company.

##### **Web References:**

1. Hirschi, A., & Froidevaux, A. (2020). Career counselling. In H. Gunz, M. Lazarova, & W. Mayrhofer, *Routledge Companion to Career Studies* (pp. 331-345).  
<https://doi.org/10.4324/9781315674704>
2. Thomas, T.R.M. (n.d.). *School Counselling Need and Scope*. In *Child Guidance and Counseling*. <https://ebooks.inflibnet.ac.in/hsp11/chapter/school-counselling-need-and-scope/>
3. Jamal, G. (n.d.). *Couple and Family Counselling*. Egyankosh.  
<https://egyankosh.ac.in/bitstream/123456789/77475/1/Unit-12.pdf>

4. Egyankosh. (n.d.). *Addiction/anxiety Counselling*.  
<https://egyankosh.ac.in/bitstream/123456789/21220/1/Unit-4.pdf>
5. Bishop, M., Zhou, K. Fry, C.R., Park, S. Wiegmann, S. Blackstone, G. & Kim, J. (2024). *Disability Adjustment Counseling: Experiences and Perspectives of Certified Rehabilitation Counselors*. *Rehabilitation Counselors and Educators Journal*, 13(1).  
<https://doi.org/10.52017/001c.92320>

**Semester VI**  
**NEP**  
**With effect from 2023-24**

## **DISCIPLINE SPECIFIC CORE COURSE**

Course Title: Psychological Testing

Course Code: UG-PSY-304

Credits: 03

Marks: 75

Duration: 45 Hours

**Prerequisite Courses:** Nil

### **Course Objectives**

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**

Upon completion of the course, the student will be able to:

**CLO1:** Describe the characteristics, and user guidelines of a psychological test.

**CLO2:** Explain the significance and types of norms, reliability and validity in psychological testing.

**CLO3:** Critically evaluate the scientific soundness of a psychological test.

### **Course Content**

#### **Module I: Nature and Use of Psychological Tests (15 Hours)**

- 1.1 What is a psychological test and characteristics of a good test?
- 1.2 Uses and varieties and control of use of psychological tests
- 1.3 Test administration Examiner and situational variables and test-takers perspective.
- 1.4 Effects of training on test performance
- 1.5 Sources of information about tests
- 1.6 Some assumptions about psychological Testing and Assessment

#### **Module II: Norms, Reliability and Validity in Testing (15 Hours)**

- 2.1 What are norms?
- 2.2 Sampling to develop norms
- 2.3 Types of norms
- 2.4 The concept of Reliability
- 2.5 Estimates of Reliability
- 2.6 The concept of Validity
- 2.7 Content validity
- 2.8 Criterion- related validity
- 2.9 Construct validity



## Module III: Test Development

(15 Hours)

- 3.1 Test Conceptualization
  - 3.1.1 Some preliminary questions
  - 3.1.2 Pilot work
- 3.2 Test Construction
  - 3.2.1 Scaling
  - 3.2.2 Writing items
  - 3.2.3 Scoring items
- 3.3 Test Tryout
- 3.4 Item Analysis
  - 3.4.1 Item-reliability index
  - 3.4.2 Item-validity index
  - 3.4.3 Item-discrimination index
  - 3.4.4 Qualitative item analysis
- 3.5 Test Revision\ul style="list-style-type: none;">- 3.5.1 As a Stage in New Test Development
- 3.5.2 In the Life Cycle of an Existing Test

### List of books recommended for reference

#### Mandatory Reading:

1. Anastasi, A., & Urbina, S. (2016). *Psychological Testing* (7th ed.). Prentice Hall/Pearson Education.
2. Cohen, R. J. & Swerdlik, M. E. (2018) *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (9th ed.). McGraw-Hill.
3. Gregory, R. J. (2015). *Psychological Testing: History, Principles, and Applications* (7th ed.). Pearson.

#### Supplementary Reading:

1. N.J. Salkind.(2017). *Test Measurement for People Who (Think They) Hate Test & Measurements* (3rd ed.). Sage.
2. American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

#### Online Resources:

1. National Centre for Biotechnology Information (NCBI)- Bookshelf. (2015, June 29). *Overview of Psychological Testing*.  
[https://www.ncbi.nlm.nih.gov/books/NBK305233/#sec\\_000071](https://www.ncbi.nlm.nih.gov/books/NBK305233/#sec_000071)
2. American Psychological Association. (2022, August 18). *Understanding psychological testing and assessment*. <https://www.apa.org/topics/psychological-testing-assessment>

3. Naglieri, J. A., Drasgow, F., Schmit, M., Handler, L., Prifitera, A., Margolis, A., & Velasquez, R. (2004). Psychological testing on the internet: new problems, old issues. In *American Psychologist* (Vols. 59–59, pp. 150–162). <https://doi.org/10.1037/0003-066X.59.3.150>
4. Russell, R. (2021, June 21). *What is a psychological evaluation?* Psych Central. <https://psychcentral.com/lib/what-is-psychological-assessment/>

**Practical: 01 Credit**

**(30 hours)**

**Marks: 25**

**Course Objectives:**

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

**Course Content:**

1.1 Constructing a consent form and socio demographic form

1.2 Psychological tests (any five):

- 1.2.1 Individual test (projective technique or intelligence test)
- 1.2.2 Group tests (personality/aptitude/interest/attitude/well-being etc)
- 1.2.3 Speed test (clerical aptitude)
- 1.2.4 Power test (ability test)
- 1.2.5 Verbal (intelligence/personality)
- 1.2.6 Performance tests (any two components of WAIS)

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

**List of books recommended for reference:**

1. Anastasi, A., & Urbina, S. (2009). *Psychological testing* (7th ed.). Prentice Hall/Pearson Education.
2. Cohen, R. J. & Swerdlik, M. E. () *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (7th ed.). McGraw-Hill.
3. Gregory, R. J. (2015). *Psychological Testing: History, Principles, and Applications* (7th ed.). Pearson.

## **DISCIPLINE SPECIFIC CORE COURSE**

Course Title: Organizational Behavior

Course Code: UG-PSY-306

Credits: 04

Marks: 100

Duration: 60 hours

**Prerequisite Courses:** Nil

### **Course objectives**

1. To reinforce the core concepts of the study of organisational behaviour.
2. To acquaint students with the various individual and group level factors affecting job performance and job satisfaction.
3. To help students understand organisational culture, workplace stress and managing conflict at work.

### **Course Learning Outcomes**

Upon completion of the course, the student will be able to:

**CLO1:** Underline the relevance of studying organisational behaviour

**CLO2:** Evaluate the various theories of motivation at the workplace.

**CLO3:** Analyse team situations and adopt appropriate leadership behaviour for them.

**CLO4:** Implement effective stress management strategies in work settings.

### **Course Content**

#### **Module I: What is Organizational Behavior?**

**(08 Hours)**

##### **1.1 Management and Organizational Behavior**

1.1.1 Management Roles

1.1.2 Management Skills

1.1.3 Effective versus Successful Managerial Activities

##### **1.2 Complementing Intuition with Systematic Study**

1.2.1 The value of OB to systematic study

1.2.2 Big Data

##### **1.3 Disciplines That Contribute to Organizational Behaviour**

1.3.1 Psychology, Social Psychology, Sociology, Anthropology

##### **1.4 Challenges and Opportunities to Organizational Behaviour**

1.4.1 Economic Pressures, Continuing Globalization, Workforce Demographics, Workforce Diversity, Customer Service, People Skills, Networked Organizations, Social Media, Employee Well-Being at Work, Positive Work Environment, Ethical Behavior

## **Module II: The Individual**

**(16 Hours)**

### **2.1 Attitudes and Job Satisfaction**

- 2.1.1 The Components Of An Attitude
- 2.1.2 Attitude and Behaviour
- 2.1.3 Job Attitudes: Job Satisfaction and Job Involvement, Organizational Commitment, Perceived Organizational Support, Employee Engagement

### **2.2 Personality and Values**

- 2.2.1 What Is Personality?
- 2.2.2 Personality Frameworks: MBTI and the Big Five models

### **2.3 Perception and Individual Decision Making**

- 2.3.1 What Is Perception?
- 2.3.2 Factors That Influence Perception
- 2.3.3 Attribution Theory
- 2.3.4 Common Shortcuts in Judging Others
- 2.3.5 Decision Making: The Rational Model, Bounded Rationality, and Intuition; Common Biases and Errors in Decision Making

### **2.4 Emotions and Moods**

- 2.4.1 What Are Emotions and Moods?
- 2.4.2 The Basic Emotions
- 2.4.3 The Basic Moods: Positive and Negative Affect
- 2.4.4 Emotional Labor
- 2.4.5 Emotion Regulation Techniques

### **2.5 Motivation**

- 2.5.1 Early Theories of Motivation: Hierarchy of Needs Theory, Two-Factor Theory, McClelland's Theory of Needs,
- 2.5.2 Contemporary Theories of Motivation: Self-Determination Theory, Goal-Setting Theory, Self-Efficacy Theory, Reinforcement Theory, Expectancy Theory

## **Module III: The Group**

**(18 Hours)**

### **3.1 Foundations of Group Behavior**

- 3.1.1 Group Properties:
  - 3.1.1.1 Roles: Role Perception, Role Expectations, Role Conflict, Role Play and Assimilation
  - 3.1.1.2 Norms: Norms and Emotions, Norms and Conformity, Norms and Behavior, Positive/Negative Norms and Group Outcomes
  - 3.1.1.3 Status
  - 3.1.1.4 Size and Dynamics
  - 3.1.1.5 Cohesiveness
  - 3.1.1.6 Diversity
- 3.1.2 Group Decision Making: Groupthink, Groupshift,

### **3.2 Understanding Work Teams**

- 3.2.1 Differences Between Groups and Teams
- 3.2.2 Types of Teams

- 3.2.3 Creating Effective Teams
- 3.3 Communication
  - 3.3.1 Functions of Communication
  - 3.3.2 Direction of Communication
  - 3.3.3 Modes of Communication
  - 3.3.4 Barriers to Effective Communication
- 3.4 Leadership
  - 3.4.1 Contemporary Theories of Leadership: Leader–Member Exchange (LMX) Theory; Charismatic Leadership; Transactional and Transformational Leadership
  - 3.4.2 Responsible Leadership: Authentic Leadership; Ethical Leadership; Abusive Supervision; Servant Leadership

#### **Module IV: The Organization System**

**(18 Hours)**

- 4.1 Organizational Culture
  - 4.1.1 What Is Organizational Culture?
    - 4.1.1.1 Definition of Organizational Culture; Do Organizations Have Uniform Cultures?; Strong versus Weak Cultures
  - 4.1.2 What Do Cultures Do?
    - 4.1.2.1 The Functions of Culture; Culture Creates Climate; The Ethical Dimension of Culture; Culture and Innovation; Culture as an Asset; Culture as a Liability
- 4.2 Stress Management
  - 4.2.1 Stress at Work
  - 4.2.2 Potential Sources of Stress at Work
  - 4.2.3 Consequences of Stress at Work
  - 4.2.4 Managing Stress: Individual and Organisational approaches
- 4.3 Conflict and Negotiation
  - 4.3.1 Types of Conflict
  - 4.3.2 Loci of Conflict
  - 4.3.3 Bargaining Strategies in Negotiations
  - 4.3.4 The Negotiation Process

#### **List of books recommended for reference:**

##### **Mandatory Reading:**

1. Robbins, S. P., Judge, T. A., & Vohra, N. (2022). *Organizational Behavior* (18<sup>th</sup> ed), Pearson Education.

##### **Supplementary Reading:**

1. Quick, J.C., Nelson, D. L., & Khandelwal, P. (2014). *Organizational Behaviour A South-Asian Perspective*, (7<sup>th</sup> ed). Cengage Learning India Pvt. Ltd.
2. Newstrom, J. W. (2010). *Organizational Behaviour Human Behavior at Work* (12<sup>th</sup> ed). Tata McGraw Hill Private Limited
3. Prasad, L.M (2011). *Organizational Behavior* (5<sup>th</sup> ed). Sultan Chand & Sons

### Web References:

1. Benmira, S., & Agboola, M. (2021). Evolution of leadership theory. *BMJ Leader*, 5(1), 3–5. <https://doi.org/10.1136/leader-2020-000296>
2. Erdogan, B., & Bauer, T. N. (2015). Leader–Member Exchange theory. In *Elsevier eBooks* (pp. 641–647). <https://doi.org/10.1016/b978-0-08-097086-8.22010-2>
3. Sağbaş, M., & Erdoğan, F. A. (2022, February 18). *Digital Leadership: A Systematic Conceptual Literature Review*. <https://dergipark.org.tr/tr/pub/itbfkent/issue/68585/1024253>
4. Folger, J. P., Poole, M. S., & Stutman, R. K. (2021). Working through conflict. In *Routledge eBooks*. <https://doi.org/10.4324/9781003027232>
5. Bankins, S., Ocampo, A. C., Marrone, M., Restubog, S. L. D., & Woo, S. E. (2023). A multilevel review of artificial intelligence in organizations: Implications for organizational behavior research and practice. *Journal of Organizational Behavior*, 45(2), 159–182. <https://doi.org/10.1002/job.2735>
6. Mishra, M., Ghosh, K., & Sharma, D. (2021). Unethical Pro-organizational Behavior: A Systematic Review and future Research agenda. *Journal of Business Ethics*, 179(1), 63–87. <https://doi.org/10.1007/s10551-021-04764-w>

## **DISCIPLINE SPECIFIC CORE COURSE**

Course Title: Organizational Behavior

Course Code: UG-PSY-306

Credits: 04

Marks: 100

Duration: 60 hours

**Prerequisite Courses:** Nil

### **Course objectives**

1. To reinforce the core concepts of the study of organisational behaviour.
2. To acquaint students with the various individual and group level factors affecting job performance and job satisfaction.
3. To help students understand organisational culture, workplace stress and managing conflict at work.

### **Course Learning Outcomes**

Upon completion of the course, the student will be able to:

**CLO1:** Underline the relevance of studying organisational behaviour

**CLO2:** Evaluate the various theories of motivation at the workplace.

**CLO3:** Analyse team situations and adopt appropriate leadership behaviour for them.

**CLO4:** Implement effective stress management strategies in work settings.

### **Course Content**

#### **Module I: What is Organizational Behavior ?**

**(08 Hours)**

##### **1.1 Management and Organizational Behavior**

1.1.1 Management Roles

1.1.2 Management Skills

1.1.3 Effective versus Successful Managerial Activities

##### **1.2 Complementing Intuition with Systematic Study**

1.2.1 The value of OB to systematic study

1.2.2 Big Data

##### **1.3 Disciplines That Contribute to Organizational Behaviour**

1.3.1 Psychology, Social Psychology, Sociology, Anthropology

##### **1.4 Challenges and Opportunities to Organizational Behaviour**

1.4.1 Economic Pressures, Continuing Globalization, Workforce Demographics, Workforce Diversity, Customer Service, People Skills, Networked Organizations, Social Media, Employee Well-Being at Work, Positive Work Environment, Ethical Behavior



## **Module II: The Individual**

**(16 Hours)**

### **2.1 Attitudes and Job Satisfaction**

- 2.1.1 The Components Of An Attitude
- 2.1.2 Attitude and Behaviour
- 2.1.3 Job Attitudes: Job Satisfaction and Job Involvement, Organizational Commitment, Perceived Organizational Support, Employee Engagement

### **2.2 Personality and Values**

- 2.2.1 What Is Personality?
- 2.2.2 Personality Frameworks: MBTI and the Big Five models

### **2.3 Perception and Individual Decision Making**

- 2.3.1 What Is Perception?
- 2.3.2 Factors That Influence Perception
- 2.3.3 Attribution Theory
- 2.3.4 Common Shortcuts in Judging Others
- 2.3.5 Decision Making: The Rational Model, Bounded Rationality, and Intuition; Common Biases and Errors in Decision Making

### **2.4 Emotions and Moods**

- 2.4.1 What Are Emotions and Moods?
- 2.4.2 The Basic Emotions
- 2.4.3 The Basic Moods: Positive and Negative Affect
- 2.4.4 Emotional Labor
- 2.4.5 Emotion Regulation Techniques

### **2.5 Motivation**

- 2.5.1 Early Theories of Motivation: Hierarchy of Needs Theory, Two-Factor Theory, McClelland's Theory of Needs,
- 2.5.2 Contemporary Theories of Motivation: Self-Determination Theory, Goal-Setting Theory, Self-Efficacy Theory, Reinforcement Theory, Expectancy Theory

## **Module III: The Group**

**(18 Hours)**

### **3.1 Foundations of Group Behavior**

- 3.1.1 Group Properties:
  - 3.1.1.1 Roles: Role Perception, Role Expectations, Role Conflict, Role Play and Assimilation
  - 3.1.1.2 Norms: Norms and Emotions, Norms and Conformity, Norms and Behavior, Positive/Negative Norms and Group Outcomes
  - 3.1.1.3 Status
  - 3.1.1.4 Size and Dynamics
  - 3.1.1.5 Cohesiveness
  - 3.1.1.6 Diversity
- 3.1.2 Group Decision Making: Groupthink, Groupshift,

### **3.2 Understanding Work Teams**

- 3.2.1 Differences Between Groups and Teams
- 3.2.2 Types of Teams

- 3.2.3 Creating Effective Teams
- 3.3 Communication
  - 3.3.1 Functions of Communication
  - 3.3.2 Direction of Communication
  - 3.3.3 Modes of Communication
  - 3.3.4 Barriers to Effective Communication
- 3.4 Leadership
  - 3.4.1 Contemporary Theories of Leadership: Leader–Member Exchange (LMX) Theory; Charismatic Leadership; Transactional and Transformational Leadership
  - 3.4.2 Responsible Leadership: Authentic Leadership; Ethical Leadership; Abusive Supervision; Servant Leadership

#### **Module IV: The Organization System**

**(18 Hours)**

- 4.1 Organizational Culture
  - 4.1.1 What Is Organizational Culture?
    - 4.1.1.1 Definition of Organizational Culture; Do Organizations Have Uniform Cultures?; Strong versus Weak Cultures
  - 4.1.2 What Do Cultures Do?
    - 4.1.2.1 The Functions of Culture; Culture Creates Climate; The Ethical Dimension of Culture; Culture and Innovation; Culture as an Asset; Culture as a Liability
- 4.2 Stress Management
  - 4.2.1 Stress at Work
  - 4.2.2 Potential Sources of Stress at Work
  - 4.2.3 Consequences of Stress at Work
  - 4.2.4 Managing Stress: Individual and Organisational approaches
- 4.3 Conflict and Negotiation
  - 4.3.1 Types of Conflict
  - 4.3.2 Loci of Conflict
  - 4.3.3 Bargaining Strategies in Negotiations
  - 4.3.4 The Negotiation Process

#### **List of books recommended for reference:**

##### **Mandatory Reading:**

1. Robbins, S. P., Judge, T. A., & Vohra, N. (2022). *Organizational Behavior* (18<sup>th</sup> ed), Pearson Education.

##### **Supplementary Reading:**

1. Quick, J.C., Nelson, D. L., & Khandelwal, P. (2014). *Organizational Behaviour A South-Asian Perspective*, (7<sup>th</sup> ed). Cengage Learning India Pvt. Ltd.
2. Newstrom, J. W. (2010). *Organizational Behaviour Human Behavior at Work* (12<sup>th</sup> ed). Tata McGraw Hill Private Limited
3. Prasad, L.M (2011). *Organizational Behavior* (5<sup>th</sup> ed). Sultan Chand & Sons

### Web References:

1. Benmira, S., & Agboola, M. (2021). Evolution of leadership theory. *BMJ Leader*, 5(1), 3–5. <https://doi.org/10.1136/leader-2020-000296>
2. Erdogan, B., & Bauer, T. N. (2015). Leader–Member Exchange theory. In *Elsevier eBooks* (pp. 641–647). <https://doi.org/10.1016/b978-0-08-097086-8.22010-2>
3. Sağbaş, M., & Erdoğan, F. A. (2022, February 18). *Digital Leadership: A Systematic Conceptual Literature Review*. <https://dergipark.org.tr/tr/pub/itbfkent/issue/68585/1024253>
4. Folger, J. P., Poole, M. S., & Stutman, R. K. (2021). Working through conflict. In *Routledge eBooks*. <https://doi.org/10.4324/9781003027232>
5. Bankins, S., Ocampo, A. C., Marrone, M., Restubog, S. L. D., & Woo, S. E. (2023). A multilevel review of artificial intelligence in organizations: Implications for organizational behavior research and practice. *Journal of Organizational Behavior*, 45(2), 159–182. <https://doi.org/10.1002/job.2735>
6. Mishra, M., Ghosh, K., & Sharma, D. (2021). Unethical Pro-organizational Behavior: A Systematic Review and future Research agenda. *Journal of Business Ethics*, 179(1), 63–87. <https://doi.org/10.1007/s10551-021-04764-w>

## **DISCIPLINE SPECIFIC COURSE**

Course Title: Criminal Psychology  
Course Code: UG-PSY-307 (Non-experimental)  
Credits: 4  
Marks: 100  
Duration: 60 hours

### **Course Objectives:**

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

### **Course Learning Outcomes:**

Upon completion of the course, the student will be able to:

- CLO1.** Explain the different approaches to criminal behaviour.  
**CLO2.** Describe the various types of violent offenses in the community.  
**CLO3.** Explain the social cognitive approach to sexual offending.  
**CLO4.** Evaluate the use of punishment and rehabilitation in the criminal justice system

### **Course Content**

#### **Module I: Understanding Criminal Behaviour**

**(15 hours)**

- 1.1 What is Crime?
- 1.2 What is Criminal Psychology?\
- 1.3 The nature of explanation
  - 1.3.1 Evolutionary approaches: key theoretical constructs; evolutionary psychology
  - 1.3.2 Social-structural and cultural approaches: key theoretical approaches;
  - 1.3.3 Developmental approaches: Social learning theory; developmental criminology
  - 1.3.4 Psychological approaches: Personality; Cognition; psychological disorders
  - 1.3.5 Biological approaches: Genetic factors; Hormones and neurotransmitters; Neuropsychology
  - 1.3.6 Situational approaches: the social environment; the physical environment and criminal opportunities

#### **Module II: Violent Offending**

**(15 hours)**

- 2.1 The nature of violent offending
- 2.2 Community violence – male-male violence
- 2.3 Family violence
  - 2.3.1 Intimate partner violence
  - 2.3.2 Violence against children
  - 2.3.3 Elder abuse
- 2.4 Multiple Homicide
  - 2.4.1 Serial Homicide
  - 2.4.2 Mass Homicide

#### **Module III: Sexual offending**

**(15 hours)**

- 3.1 Nature and extent
- 3.2 Characteristics of sexual offenders – adult and child sex offenders

- 3.3 Social cognitive approach to sexual offending
- 3.4 Nature of rapists (Howitt)
- 3.5 Rape myths (Howitt)
- 3.6 Socio-cultural factors and Sexual Violence (Howitt)

#### **Module IV: Punishment, Rehabilitation and Prevention**

**(15 hours)**

- 4.1 Punishment
  - 4.1.1 The nature and scope of criminal justice responses to crime.
  - 4.1.2 The harms of punishment
  - 4.1.3 Rationales for punishment
  - 4.1.4 Does punishment work?
- 4.2 Rehabilitation
  - 4.2.1 Nature of rehabilitation
- 4.3 Approaches to Prevention
  - 4.3.1 What is crime prevention?
  - 4.3.2 Social crime prevention
  - 4.3.3 Situational crime prevention

#### **List of books recommended for reference**

##### **Mandatory Reading:**

1. Durant, R. (2017). *An Introduction to Criminal Psychology*. (2nd Ed.). Britain, British Library Publication.
2. Howitt, D. (2022). *An Introduction to Forensic and Criminal Psychology*. (7th ed.). England: Pearson Education Publications.
3. Howexpert.(2024). *HowExpert Guide to Forensic Psychology: The Ultimate Handbook for Understanding Criminal Behavior, Legal Processes, and Psychological Assessments*.
4. Harding, D. (2024). *The Criminal Mind*. Micheal Joseph.

##### **Supplementary Reading:**

1. Hagan, F. (2019). *An Introduction to Criminology - Theories, Methods and Criminal Behavior*. (10th Ed.). Thousand Oaks, California, Sage Publications.
2. Bartol, C. R., & Bartol, A. M. (2014). *Criminal Behavior: A Psychological Approach* (10th ed.). Pearson.
3. Cullen, F. T., Jonson, C. L., & Stohr, M. K. (2014). *Correctional Theory: Context and Consequences* (2nd ed.). SAGE

## **VOCATIONAL COURSE (VOC)**

Course Title: Research Process

Course Code: UG-PSY-VOC3

Credits: 4

Marks: 100

Duration: 60 lectures

**Prerequisite courses:** Experimental Psychology and Psychological Testing courses

### **Course Objectives:**

1. To understand the process of research
2. To appreciate the considerations in research

### **Course Outcomes:**

Upon completion of the course, the student will be able to:

**CLO1:** Formulate a research problem

**CLO2:** Formulate research hypothesis

**CLO3:** Differentiate between quantitative and qualitative research designs

**CLO4:** Identify appropriate methods of data collection for a given research problem

**CLO5:** Identify appropriate methods of data analysis for a given research problem

### **Course Content**

#### **Module I: Foundations of research**

**(15 Hours)**

- 1.1 Identifying the problem
  - 1.1.1 Meaning and characteristics of a research problem
  - 1.1.2 Sources of stating a research problem
  - 1.1.3 Important considerations in selecting a research problem
  - 1.1.4 Ways in which a problem is manifested
  - 1.1.5 Types of research problems
  - 1.1.6 Importance of formulating a research problem
  - 1.1.7 Steps in formulating a research problem
- 1.2 Reviewing the Literature
  - 1.2.1 Purpose of the review
  - 1.2.2 Types of literature review
  - 1.2.3 Sources of review
  - 1.2.4 Types of literature
  - 1.2.5 Writing process of the literature review
- 1.3 Formulating the Hypothesis
  - 1.3.1 Types of hypotheses

#### **Module II: Designing the Research**

**(15 Hours)**

- 2.1 Quantitative Designs
  - 2.1.1 Randomized experimental designs
  - 2.1.2 Quasi experimental designs
  - 2.1.3 Non-experimental designs

- 2.2 Qualitative Designs
  - 2.2.1 Case study
  - 2.2.2 Ethnography
  - 2.2.3 Phenomenology
  - 2.2.4 Narrative
  - 2.2.5 Grounded theory

### **Module III: Methods of Data Collection**

**(15 Hours)**

- 3.1 Methods of data collection
- 3.2 Observation method
- 3.3 Interview method
- 3.4 Questionnaire method
- 3.5 Other methods – documents, and audiovisual materials

### **Module IV. Data Analysis and Report Writing**

**(15 Hours)**

- 4.1 Quantitative Data analysis
  - 4.1.1 Descriptive statistics
  - 4.1.2 Inferential statistics
- 4.2 Qualitative Data analysis
  - 4.2.1 Analysing textual data
  - 4.2.2 Analysing non-textual qualitative data
- 4.3. Research Report Writing
  - 4.3.1 General purpose of writing a research report
  - 4.3.2 Structure or Format of a research report
  - 4.3.3 Styles of writing a research report

### **List of books recommended for reference:**

#### **Mandatory Reading:**

1. Burkholder, G. J., Cox, K. A., Crawford, L. M., & Hitchcock, J.H. (Eds.). (2020). *Research design and methods an applied guide for the scholar practitioner*. Sage Publications.
2. Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> ed.). Pearson India Education Services Pvt. Ltd.
3. Kothari, C.R. & Garg, G. (2023). *Research methodology: Methods and techniques* (4<sup>th</sup> ed.). New Age International (P) Limited
4. Sani, F., & Todman, J. (2005). *Experimental design and statistics for psychology: A First Course*. US: Wiley-Blackwell.
5. Singh, A. K. (2020). *Tests, measurements and research methods in behavioural sciences* (6<sup>th</sup> ed.). Bharati Bhavan.

#### **Supplementary Reading:**

1. American Psychological Association, (2020), *Publication Manual of the American Psychological Association*, (7th Ed.). American Psychological Association.
2. Goodwin, J., & Goodwin, K. (2012). *Research In Psychology: Methods and Design*, (7<sup>th</sup>Ed.). Wiley-Blackwell.

#### **Web References:**

1. Mundkur, S. (2023). *What is Research Process: Steps to Understand the Research Process* [BLOG]. <https://sumanmundkur.com/research-process-simplified>
2. Singh, A. (2021). *Significance of Research Process in Research Work*. SSRN. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3815032](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3815032)