

Parvatibai Chowgule College of Arts & Science (Autonomous)

Margao – Goa

DEPARTMENT OF PSYCHOLOGY

PSYCHOLOGY COURSE STRUCTURE (UG)

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	PSY-I.C-1 Basic Course in Psychology	PSY-I.C-2 Emotional Development (Practical Component)				
II	PSY-II.C-3 Personality Theories	PSY-II.C-4 Basics of Counseling (Practical Component)				
III	PSY-V.C-7 Experimental Psychology (Practical Component)		PSY- III.E-2 Child Psychology	PSY- III.E-4 Sports Psychology	PSY-III. E-3 Interpersonal Relationships	PSY- III.E-17 Biological Basis of Behaviour
IV	PSY-VI.C-8 Psychological Testing (Practical Component)		PSY- IV.E-7 Psychology of Adolescence	PSY- IV.E-6 Criminal Psychology	PSY- IV.E-5 Psychology of Adjustment	PSY- V.E-9 Cognitive Psychology
V	PSY-III.C-5 Psychopathology I (Practical Component)	PSY-V.CP Project Paper	PSY- V.E-12 Psychology of Adulthood	PSY- IV.E-8 Positive Psychology	PSY- V.E-11 Environmental Psychology	PSY-V.E-15 Neuropsychology I
VI	PSY-IV.C-6 Psychopathology II (Practical Component)	PSY-VI.CP Project Paper	PSY-VI. E-13 Gerontology	PSY- VI.E-14 Organizational Behaviour	PSY- VI.E-16 Cross Cultural Psychology	PSY- VI.E-18 Neuropsychology II

SEMESTER	INTERDISCIPLINARY COURSES		
V/VI	PSY-INT-1 Business Psychology	PSY-INT-2 Sports Psychology	PSY-INT-3 Environmental Psychology

B.A. in Psychology
PROGRAMME OUTCOMES

Programme Outcomes (PO)	Short Title of the POs	Description of the Programme Outcomes Graduates will be able to :
PO-1	Problem Analysis and Solutions	Think critically, identify, analyze problems/ situations and further attempt to design/ develop solutions that meet the specified goals.
PO-2	Use of Technology	Apply appropriate IT tools efficiently in their daily life-professional and personal.
PO-3	Environment and Sustainability	Be aware of environmental issues and commit towards sustainable development at local/ national and global context.
PO-4	Ethics	Recognize and understand professional ethics /human values and be responsible.
PO-5	Individual and Team work	Function effectively at various levels, capacities and situations.
PO-6	Communication	Communicate proficiently (oral and written) as a responsible member of society.
PO-7	Research Aptitude	Understand general research methods and be able to analyse, interpret and derive rational conclusions.
PO-8	Life Skills	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of domain specific change.
<u>PROGRAMME SPECIFIC OUTCOMES (PSO) of Department of Psychology</u> After successful completion of a Bachelor's degree in Psychology, the students will:		
PSO-1	Testing	Assist in reliability and validity processes of test construction.
PSO-2	Experimentation	Conceptualize and design an experiment in psychology.
PSO-3	Application of knowledge	Generate culturally appropriate solutions to psychosocial problems encountered in real world settings
PSO-4	Cognitive Skills	Demonstrate reasonable scepticism and intellectual curiosity by asking questions about causes of behaviour
PSO - 5	Self-improvement	Demonstrate the application of psychological principles to promote self-improvement

Course Outcomes

Sr. No	Course Code	Course Title	Course Outcomes
1.	PSY-I.C-1 (Non-experimental)	BASIC COURSE IN PSYCHOLOGY	<p>CO1. Distinguish between various schools of psychology.</p> <p>CO2. Describe the functioning of the nervous system.</p> <p>CO3. Use various techniques to improve memory.</p> <p>CO4. Analyze the influence of motives on behaviour.</p> <p>CO5. Apply learning theories to modify behaviour.</p>
2.	PSY-I.C-2 (Experimental – Theory)	EMOTIONAL DEVELOPMENT	<p>CO 1. Differentiate between moods and emotions.</p> <p>CO 2. Describe the process involved in the experience of emotions</p> <p>CO 3. Categorize people according to their temperamental</p> <p>CO 4. Extrapolate how attachment between a parent and child can influence future relationships of the child</p> <p>CO 5. Describe the importance of emotional intelligence.</p>
3.	PSY-II.C-3 (Non-experimental)	PERSONALITY THEORIES	<p>CO 1. To explain personality development through various theoretical perspectives.</p> <p>CO 2. To highlight the importance of personality development.</p> <p>CO 3. To Distinguish between various personality theories.</p> <p>CO 4. To identify one's own personality traits.</p> <p>CO 5. To critically evaluate different personality theories.</p>

4.	PSY-II.C-4 (Experimental: Theory)	BASICS OF COUNSELLING	<p>CO1. List out personal Characteristics of Effective Counsellors</p> <p>CO2. Describe the stages involved in Counselling process</p> <p>CO3. Highlight important elements of establishing an alliance between Counsellor and Counselee</p> <p>CO4. Identify transference and counter-transference in a therapeutic alliance</p> <p>CO5. Compare person centered and cognitive behaviour approaches of Counselling</p> <p>CO6. Identify various areas of counselling</p>
5.	PSY-V.C-7 (Experimental- Theory)	EXPERIMENTAL PSYCHOLOGY	<p>CO1. Identify the variables of an experiment</p> <p>CO2. Design an experiment having one or two variables</p> <p>CO3. Weigh methods of subject selection from subject populations</p> <p>CO4. Examine the criteria for selecting stimuli from stimulus population.</p> <p>CO5 Select the statistical test to be used for the given experimental research</p> <p>CO6. Analyse and minimize/avoid pitfalls in experiments</p>
6.	PSY-III.E-2 (Non- experimental)	CHILD PSYCHOLOGY	<p>CO1. Describe prenatal development</p> <p>CO2. List out the precautions during pregnancy</p> <p>CO3. Highlight the important aspects of cognitive development in children</p>

			<p>CO4. Identify effective strategies to boost self-esteem in children</p> <p>CO5. Describe effective parenting styles</p> <p>CO6. Analyze the effect of different family dynamics on development of children.</p>
7.	PSY-III.E-4 (Non-experimental)	SPORTS PSYCHOLOGY	<p>CO1. Apply the principles of psychology in sports.</p> <p>CO2. Defend the use of healthy aggression in sporting scenarios.</p> <p>CO3. Differentiate between intrinsic and extrinsic motivation in sports.</p> <p>CO4. Identify the source of motivation for a sportsperson.</p> <p>CO5. Explain the importance of goal-setting in sports.</p> <p>CO6. Manage conflicts among teams.</p>
8.	PSY-III.E-3 (Non-experimental)	INTERPERSONAL RELATIONSHIPS	<p>CO1. Apply different theoretical perspectives to understand interpersonal relationships</p> <p>CO2. Identify factors determining relationship formation.</p> <p>CO3. Examine the effects of relationship on various aspects of life.</p> <p>CO4. Identify ways to prevent dissolutions of relationships.</p> <p>CO5. Suggest ways to dissolve relationships in a healthy manner.</p> <p>CO6. Examine variations in relationships.</p>
9.	PSY-III.E-17 (Non-experimental)	BIOLOGICAL BASIS OF BEHAVIOUR	<p>CO1. Describe how genes influence behaviour and cause individual differences.</p>

			<p>CO2. Explain the impact of endocrine system on behaviour.</p> <p>CO3. Explain functioning of the nervous system.</p> <p>CO4. Relate the link between perception and sensation across different sensory systems.</p> <p>CO5. Examine different states/levels of consciousness.</p>
10.	PSY-VI.C-8 (Experimental)	PSYCHOLOGICAL TESTING	<p>CO1. Describe the characteristics, and user guidelines of a psychological test.</p> <p>CO2. Explain the importance and types of norms in testing.</p> <p>CO3. Describe the essential components (reliability and validity) of a psychological test.</p> <p>CO4. Enumerate estimates of reliability.</p> <p>CO5. Enlist types of validity in testing.</p> <p>CO6. Critically evaluate the scientific soundness of a psychological test.</p>
11.	PSY-IV.E-7 (Non-experimental)	PSYCHOLOGY OF ADOLESCENCE	<p>CO1. Compare various theoretical perspectives of adolescence</p> <p>CO2. Describe the psychological dimensions of puberty</p> <p>CO3. Critically evaluate the role of society/culture in identity development in adolescents</p> <p>CO4. Prepare a plan for health awareness among adolescence</p> <p>CO5. Conceptualize ways to deal with various socio-emotional and other issues faced by adolescents.</p>

12.	PSY-IV.E-6 (Non-experimental)	CRIMINAL PSYCHOLOGY	<p>CO1. Explain the different approaches to criminal behaviour.</p> <p>CO2. Describe the type of violence in schools, community, and in families.</p> <p>CO3. Enumerate the characteristics of sexual offenders.</p> <p>CO4. Propose techniques to prevent crime in various settings.</p> <p>CO5. Evaluate the use of punishment as a deterrent to criminal activity.</p> <p>CO6. Propose techniques to rehabilitate criminals.</p>
13.	PSY-IV.E-5 (Non-Experimental)	PSYCHOLOGY OF ADJUSTMENT	<p>CO1. Identify the elements of a fully functioning person.</p> <p>CO2. Describe how individuals in a family adjust to changes & respond to challenges.</p> <p>CO3. Analyze the sources of marital conflict and use appropriate resolving techniques.</p> <p>CO4. Examine the relationship between work and psychological adjustment.</p> <p>CO5. Analyze how different areas of adjustment are interrelated</p>
14.	PSY-V.E-9 (Non-experimental)	COGNITIVE PSYCHOLOGY	<p>CO1. Explain the various paradigms of cognitive psychology.</p> <p>CO2. Distinguish between bottom-up and top-down processes in perception.</p> <p>CO3. Demonstrate how we acquire, store, transform and use knowledge.</p> <p>CO4. Apply the concepts of perception, attention and concept formation in daily activities.</p>

			CO5. To map the link between various cognitive processes.
15.	PSY-III.C-5 (Experimental - theory)	PSYCHOPATHOLOGY I	<p>CO1. To impart knowledge and understanding of the basic concepts in Abnormal psychology and the theories about Abnormality</p> <p>CO2. To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour and common classification systems,</p> <p>CO3. To create awareness about Mental Health problems in society</p> <p>CO4. To create a foundation for higher education and for a career in Clinical Psychology.</p>
16.	PSY-V.E-12	PSYCHOLOGY OF ADULTHOOD	<p>CO1. Analyze the progression of physical development from young to middle adulthood.</p> <p>CO2. Describe the process of moral development in young adulthood.</p> <p>CO3 Relate various theories of personality development to young adulthood.</p> <p>CO4 Describe the various types of psychosocial issues that arise in marital and non-marital relationships.</p> <p>CO5. Relate the decline in cognitive abilities to changes in daily functioning during middle adulthood.</p> <p>CO6. Analyze the impact of evolving relationships on psychosocial adjustment in middle adulthood.</p>
17.	PSY-IV.E-8 (Non-experimental)	POSITIVE PSYCHOLOGY	<p>CO1. Describe the methods used to study well-being</p> <p>CO2. Compare Hedonic and Eudaimonic</p>

			<p>Views of Happiness</p> <p>CO3. Identify sources of resilience for children, adolescence and adults available in the society</p> <p>CO4. Identify determinants of happiness in the Indian culture</p> <p>CO5. Evaluate the role of money in the context of positive psychology</p>
18.	PSY-V.E-11	ENVIRONMENTAL PSYCHOLOGY	<p>CO1. Describe the human - environmental relationship</p> <p>CO2. Compare and contrast the theories of environment behaviour relationship.</p> <p>CO3. Analyse the environmental influences on human behaviour.</p> <p>CO4. Defend the role of an environmental psychologist in bringing about a positive change in the environment</p> <p>CO5. Propose pro-environmental behaviours in the Indian setting.</p>
19.	PSY-VI.E-15	NEUROPSYCHOLOGY I	<p>CO1. To explain the process of neural conduction and synaptic transmission</p> <p>CO2. To Describe the development of the nervous system.</p> <p>CO3. To describe the organization, structure, and function of the human central nervous system.</p> <p>CO4. To explain the effects of sleep deprivation and sleep disorders</p> <p>CO5. To explain the role of biopsychology in psychiatric disorders.</p>
20.	PSY-IV.C-6 (Experimental-	PSYCHOPATHOLOGY II	<p>CO1 Identify mental disorders based on the symptoms.</p>

	Theory)		<p>CO2. Differentiate between personality disorders and schizophrenia.</p> <p>CO3. Distinguish between sexual deviance and sexual disorders.</p> <p>CO4. Identify appropriate treatment intervention for mental disorders.</p> <p>CO5. Critically evaluate the portrayal of mental disorders in mainstream media.</p>
21.	PSY-VI.E-13 (Non-experimental)	GERONTOLOGY	<p>CO1. Explain the concept of ageing from different cultural perspectives</p> <p>CO2. Describe the concept of ageing from different theoretical perspectives</p> <p>CO3. Analyze the need for old age homes</p> <p>CO4. Describe challenges faced by elderly today</p> <p>CO5. Prepare a proposal for empowering the aged people</p>
22.	PSY-VI.E-14	ORGANIZATIONAL BEHAVIOR	<p>CO1. Underline the relevance of studying organisational behaviour</p> <p>CO2. Evaluate the various theories of motivation at workplace.</p> <p>CO3. Analyse team situations and adopt appropriate leadership behaviour for them.</p> <p>CO4. Identify the nature and sources of conflict.</p> <p>CO5. Implement effective conflict management strategies in real world settings</p>
23.	PSY-V. E-16	CROSS-CULTURAL PSYCHOLOGY	<p>CO1. Explain the relevance of cross-cultural psychology.</p> <p>CO2. Evaluate ethnocentrism in applicability of research findings to Indian populations.</p>

			<p>CO3. Analyse the impact of globalization on cultural transmission.</p> <p>CO4. Defend personal opinions on individualistic/collectivistic ways of living.</p> <p>CO5. Draw parallels in personality development, emotional expression and language development across cultures.</p> <p>CO6. Explain how cultures can define psychopathologies.</p> <p>CO7. Underline the importance of culture in fostering healthy behaviours.</p>
24.	PSY-VI.E-18	NEUROPSYCHOLOGY II	<p>CO1.To describe Neuroplastic property of the brain in the face of brain damage.</p> <p>CO2. To apply the phenomena of split brain to the study of personality.</p> <p>CO3. To examine the role of the nervous system in the development of learning disorders.</p> <p>CO4. To describe the functioning of the nervous system in drug addicts</p> <p>CO5. To explain the brain reward circuit and its role in addiction</p> <p>CO6. To explain various research methods used to study structure and functions of the brain.</p>
25.	PSY-INT-1 (Non-experimental)	BUSINESS PSYCHOLOGY	<p>CO1. Apply theories of motivation to the workplace.</p> <p>CO2. Explain how communication at work can be improved.</p> <p>CO3. Describe the processes of negotiation and decision making.</p> <p>CO4. Explain how job satisfaction can be enhanced.</p>

			<p>CO5. Differentiate between leadership and management.</p> <p>CO6. Enumerate human resources practices that can increase work productivity.</p> <p>CO7. Identify stressors and propose stress management techniques at work.</p>
26.	PSY-INT-2(Non-experimental)	SPORTS PSYCHOLOGY	<p>CO1. Apply the principles of psychology in sports.</p> <p>CO2. Defend the use of healthy aggression in sporting scenarios.</p> <p>CO3. Differentiate between intrinsic and extrinsic motivation in sports.</p> <p>CO4. Identify the source of motivation for a sportsperson.</p> <p>CO5. Explain the importance of goal-setting in sports.</p> <p>CO6. Manage conflicts among teams.</p>
27.	PSY-V.E-11	ENVIRONMENTAL PSYCHOLOGY	<p>CO1. Describe the human - environmental relationship</p> <p>CO2. Compare and contrast the theories of environment behaviour relationship.</p> <p>CO3. Analyse the environmental influences on human behaviour.</p> <p>CO4. Defend the role of an environmental psychologist in bringing about a positive change in the environment</p> <p>CO5. Propose pro-environmental behaviours in the Indian setting.</p>

Course Title: BASIC COURSE IN PSYCHOLOGY

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

Marks: 100

Credits: 4

Course Objectives:

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

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

1. Distinguish between various schools of psychology.
2. Describe the functioning of the nervous system.
3. Use various techniques to improve memory.
4. Analyze the influence of motives on behavior.
5. Apply learning theories to modify behavior.

Syllabus

UNIT I: Introduction and Biological Foundation

Number of Hours:15

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

UNIT II: Motivation

Number of Hours:15

- A. Approaches to motivation
- B. Biological motives
 - a. Hunger
 - b. Thirst
 - c. Sex
 - d. Sleep

- e. Temperature regulation
 - f. Pain avoidance
- C. Psychological motives
 - a. Need for achievement
 - b. Aggression
 - c. Need for Competence
 - d. Need for power
 - e. Need for affiliation
 - f. Need for novelty
- D. Application: Anger Management/ How to overcome fear

UNIT III: Memory and Forgetting

Number of Hours:15

- A. Theories of memory
 - a. Information processing
 - b. Stage theory of memory
 - c. Levels of processing
- B. Forgetting
 - a. Theories of Forgetting
- C. Application: How to improve memory

UNIT IV: Learning

Number of Hours:15

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

References

Mandatory:

1. Lahey, B.B. (2012). *Psychology: An Introduction* (11th Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.
2. 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.

Supplementary reading:

1. Santrock, J.W. (2005). *Psychology Essentials* (Second edition) New Delhi, Tata Mc Graw Hill Publishing Company Limited.
2. Baron, R.A. (2001). *Psychology* (first Edition) new Delhi, Pearson Education

Course Title: EMOTIONAL DEVELOPMENT

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

Marks: 75

Credits: 03

Course Objectives:

1. To introduce students to the development of emotions in human beings.
2. To help understand emotions of self and others.

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

1. Differentiate between moods and emotions.
2. Describe the process involved in the experience of emotions
3. Categorize people according to their temperament
4. Extrapolate how attachment between a parent and child can influence future relationships of the child
5. Describe the importance of emotional intelligence

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

Syllabus

UNIT I. Introduction to emotions

Number of Hours: 12

- A. Introduction
 - a. Expression and perception of emotions
 - b. The physiology of emotions
 - i. The autonomic nervous system
 - ii. Patterns of bodily response in emotion
 - iii. The brain and emotion
 - iv. Arousal
- B. Theories of Emotions
 - a. Emotions and bodily states
 - i. James-Lange Theory
 - ii. Cannon-Bard Theory
 - iii. Schachter Singer Theory
 - b. A Cognitive Appraisal Theory of Emotions
 - c. A theory of relationships among emotions

- d. Opponent process theory

UNIT II. Development of Emotions

Number of Hours: 12

- A. Development of emotional expression
 - a. Basic emotions
 - b. Self-conscious emotions
 - c. Emotional self-regulation
 - d. Acquiring emotional display rules
- B. Understanding and responding to the emotions of others
 - a. Social Referencing
 - b. Emotional Understanding in childhood
 - c. Empathy and sympathy

UNIT III. Temperament and Attachment

Number of Hours:12

- A. Temperament
 - a. Structure of Temperament
 - b. Measuring temperament
 - c. Stability of temperament
 - d. Genetic and environmental influences
 - e. Temperament as a predictor of children's behaviour
 - f. Temperament and child rearing: goodness of fit model
- B. Attachment
 - a. Bowlby's Ethological Theory
 - b. Measuring the security of attachment
 - c. Stability of attachment
 - d. Cultural variations
 - e. Factors that affect attachment security
 - f. Multiple attachment
 - g. Attachment and later development

UNIT IV. Exploring Emotions

Number of Hours:09

- A. Emotional Intelligence
 - a. Major components of emotional intelligence
 - b. EI: Evidence on its existence and effects
- B. Emotions, Gender and Culture
- C. Pursuit of Happiness

Books for study:

1. Baron, R. A. (2012) Psychology (5th Edition) New Delhi, Dorling Kindersley.
2. Berk, L. E. (2013). *Exploring Lifespan Development* (3rd ed.). Pearson Education
3. Berk, L. E. (2014). *Development Through the Lifespan* (4th ed.). Pearson Education
4. Lahey, B.B. (2012). Psychology An Introduction (11th Edition). New York, McGraw Hill
5. Morgan, C.T., King, R. A., Weisz, J. R., & Schopler, J. (1993) Introduction to Psychology (7th edition) Chennai, McGraw Hill Education Pvt Ltd.
6. 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.

Course Title: Emotional Development

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

Marks: 25

Credits: 1

Course Objectives:

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

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

1. Build rapport,
2. Collect subject's information,
3. Give instructions

Syllabus:

- A. An overview of research in Psychology
- B. Experiments (Any six)
 - a. Strength of motives
 - b. Immediate memory span
 - c. Reading v/s recitation
 - d. Completed v/s Interrupted tasks,
 - e. Part v/s whole
 - f. Judgment of emotions
 - g. Emotional Intelligence Test
 - h. Attachment styles

Books for Study:

1. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.
2. Kuppaswamy, B. (1954). *Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
3. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.
4. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). Atkinson & Hilgards's Introduction to Psychology (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

Course Title: PERSONALITY THEORIES

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

Marks: 100

Credits: 4

Course objective:

1. To help students to develop an understanding of personality.

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

1. To explain personality development through various theoretical perspectives.
2. To highlight the importance of personality development.
3. To Distinguish between various personality theories.
4. To identify one's own personality traits.
5. To critically evaluate different personality theories.

Syllabus

UNIT I: Studying Personality

Number of Hours: 15

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

UNIT II: Behavioral approach

Number of Hours:12

- A. Contribution of E.L. Thorndike
- B. Law of Effect
- C. Contribution of B.F. Skinner
- D. Reinforcement - the basis of behaviour
- E. Operant conditioning and the Skinner's box
- F. Applications of Operant Conditioning

UNIT III: Humanistic Approach

Number of Hours:12

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

UNIT IV: The Genetic Approach and Some Additional Theories

Number of Hours:12

- A. Raymond Cattell: Trait theory
 - a. Cattell's Approach to personality
 - b. Source Traits: the basic factors of personality
 - c. Dynamic Traits: the motivating factors
 - d. The influences of Heredity and Environment
 - e. Stages of personality development
- B. Hans Eysenck: The Five Factor Model
 - a) The dimensions of personality
 - b) The five factor model
 - c) Personality traits and the internet
- C. The social learning theory
- D. Locus of Control
- E. Learned helplessness

References

Mandatory:

1. Schultz, D., & Schultz, S. (2001). *Theories of Personality*. (7th Ed.). USA: Wadsworth Thomson Learning. ISBN 0-534-55107-6.
2. Ryckman, R. (2000). *Theories Of Personality*. (7th Ed.). USA: Wadsworth Thomson Learning. ISBN 0-534-34898-X.
3. Hurlock, E.B. 2008 , *Personality Development*, Tata Mc Graw-Hill Publishing Company limited.(TMH Edition). Noida, NewDelhi.
4. David, G.M and Nathan Dewall, C. (2014). *Psychology in Everyday Life*, (3rd Ed)Worth Publishers.

Supplementary reading:

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

Course Title: BASICS OF COUNSELLING

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

Marks: 75

Credits: 3

Course Objectives:

1. To help students understand the nature and significance of Counselling
2. To help students understand basic approaches of Counselling.

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

1. List out personal Characteristics of Effective Counsellors
2. Describe the stages involved in Counselling process
3. Highlight important elements of establishing an alliance between Counsellor and Counselee
4. Identify transference and countertransference in a therapeutic alliance
5. Compare person centered and cognitive behaviour approaches of Counselling
6. Identify various areas of counselling

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

Syllabus

UNIT I. Understanding Counselling as a Process

Number of Hours:09

- A. Definition of Counselling
- B. Outcome goals of Counselling
- C. Process Goals of Counselling
- D. Stages of Counselling process
- E. Focusing on strengths, skills and resources
 - a. From distress to healing
 - b. Two sides of a story
 - c. Coping with problems

UNIT II. The Counselor: Person and Professional Number of Hours:09

- A. Personal Characteristics of Effective Counsellors
- B. Building a Therapeutic Alliance
 - a. Respectful curiosity

- b. Problem free talk
 - c. Self- awareness
 - d. Humour
- C. Issues faced by Beginning Therapists
 - D. Working with transference and countertransference
- E. Ethical Guidelines

UNIT III. Two approaches to Counselling

Number of Hours:09

- A. Person Centered approach
 - a. Key concepts
 - b. The therapeutic process
- B. Cognitive Behaviour approach
 - a. Key concepts
 - b. The therapeutic process

UNIT IV. Special areas of Counselling

Number of Hours:09

- A. Counselling Families
- B. Counselling Addicts(Substance Users)
- C. Working with suicidal adolescents
 - a. Depression and suicide
 - b. A Strengths-based approach to suicide risk.

References:

1. Gerald, C. (1996) Theory and Practice of Counselling and Psychotherapy, USA, Brooks/Cole Publishing Company.
2. Leukefeld, C.G. ; Gullotta, T.P and Tindall M.S. (2009) Adolescent Substance Abuse: Evidence Based Approaches to Prevention and Treatment, Springer Science, New York, NY 10013, USA, Springer Publications.
3. Rao, S.N. (1991) Counselling and Guidance, New Delhi, Tata McGraw Hill Publishing Company Limited.
4. Sharry, J. (2004) Counselling Children, Adolescents and Families, New Delhi, Sage Publications.
5. Welfel, E.R. and Patterson, L.E. (2005) The Counselling Process, New Delhi, Cengage Learning

Course Title: Basics of Counselling

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

Marks: 25

Credits: 1

Syllabus

Psychological Tests: (Any 06)

- a. Recall and Recognition
- b. NeymanKohlstedt Test for Intraversion Extraversion
- c. Retroactive inhibition, (Parmeshwaran and Rao, Pg. 132)
- d. Imagery (Galton's Questionnaire Method)
- e. Distraction of Attention
- f. Locus of Control
- g. Self Concept Scale
- h. Sports Specific Personality Test
- i. Type A/B Behavioural Pattern Scale

Books for study:

1. Anastasi, A., Urbina, S.(2008). Psychological Testing. (7th Ed.). New Delhi: Pearson Education.
2. Cohen, J.R., &Swerdlik, M.E.(2010). Psychological Testing and Assessment: An Introduction to Test and Measurements. (7th Ed.). NewYork: Mc Graw-Hill Publishing International Edition Company Ltd.
3. Dandeker, W.N. (1999). Fundamentals in Experimental Psychology. Pune : Anmol Prakashan.
4. Kuppaswamy, B. (1954). Elementary Experiments in Psychology. Madras : Geoffrey Cumberlege Oxford University Press.
5. Mohanty, G. (1996). Experiments in Psychology. New Delhi : Kalyani Publishers.
6. Parry, J., &Adisheshiah, W. (1997). Experimental Psychology. Bombay : Allied Publishers Private Limited.
7. Test Manuals

Course Title: EXPERIMENTAL PSYCHOLOGY

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

Marks: 75

Credits: 3

Course Objectives:

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

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

1. Identify the variables of an experiment
2. Design an experiment having one or two variables
3. Weigh methods of subject selection from subject populations
4. Examine the criteria for selecting stimuli from stimulus population.
5. Select the statistical test to be used for the given experimental research
6. Analyse and minimize/avoid pitfalls in experiments

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

Syllabus:

UNIT I: Designing the Experiment Number of Hours: 09

- A. The experimental approach
- B. Independent, Control and Dependent Variables
- C. Types of experimental research
- D. A single independent variable
- E. Two independent variables
- F. Role of randomization and control in experiments

UNIT II Selecting Experimental Components Number of Hours: 12

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

f. Deciding What Test to Use

UNIT III: Pitfalls in Experimentation Number of Hours: 12

- A. Pitfalls in designing the experiment
- B. Pitfalls in running the experiment
- C. Pitfalls in data analysis
- D. Pitfalls in interpreting the results

UNIT IV: Some Classic Experiments Number of Hours: 12

- A. Mental Chronometry:
 - a. Donders' Subtraction Method
 - b. Issues in Using Reaction Time as a Dependent Variable
- B. Psychophysics:
 - a. Detections and discrimination
 - b. Classical (High Threshold) Theory
 - c. Signal Detection Theory
- C. Reasoning:
 - a. Deductive Reasoning
 - b. Inductive Reasoning

References:

1. Goodwin, J., & Goodwin, K. (2012). Research In Psychology: Methods and Design, (7th Ed.). US: Wiley-Blackwell.
2. Sani, F., & Todman, J. (2005). Experimental Design and Statistics for Psychology: A First Course. US: Wiley-Blackwell.
3. Snodgrass, J. G., Levy-Berger, G., Haydon, M. (1985). Human Experimental Psychology. USA: Oxford University Press.

Course Title: Experimental Psychology

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

Marks: 25

Credits: 1

Syllabus:

A. APA guidelines – ethical guidelines (APA Publication 6th edition)

Practical component: write a report on any two research works that have been criticized for breach of ethics.

B. Experiments

a. Psychophysics:

- a. Signal detection (Cog lab)
- b. Method of constant stimuli

b. Memory:

- a. Encoding specificity (Cog lab)
- b. Word superiority (Cog lab)

c. Perception:

- a. Visual depth perception
- b. Muller Lyer Illusion (Cog lab)

d. Concepts:

- a. Concept formation
- b. Prototypes (Cog lab)

e. Attention:

- a. Stroop effect (Cog lab)
- b. Spatial cueing (Cog lab)

f. Environmental:

- a. Effect of music on performance
- b. Effect of frustration on performance

C. Tests

- a. Parenting
- b. Memory
- c. Stress and coping
- d. Family environment

References:

1. American Psychological Association, (2009), *Publication Manual of the American Psychological Association*, (6th Ed.). USA: American Psychological Association.
2. Dandekaer, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune, Anmol Prakashan.
3. Kuppuswamy, B. (1954). *Elementary Experiments in Psychology*. Madras, Geoffrey Cumberlege Oxford University Press.
4. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publisher

Course Title: CHILD PSYCHOLOGY

Course Code: PSY-III.E-2 (Non-experimental)

Marks: 100

Credits: 4

Course Objectives:

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

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

1. Describe prenatal development
2. List out the precautions during pregnancy
3. Highlight the important aspects of cognitive development in children
4. Identify effective strategies to boost self-esteem in children
5. Describe effective parenting styles
6. Analyze the effect of different family dynamics on development of children.

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

Syllabus

UNIT I. Prenatal development and birth

Number of Hours 12

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

UNIT II. Cognitive development (birth to late childhood)

Number of Hours 12

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

UNIT III. Self and Social Understanding (birth to late childhood) Number of Hours 12

- A. Emergence of self and development of self concept
- B. Self esteem
- C. Erikson's theory of Psychosocial development (4 stages) (Papalia)

UNIT IV. The family (birth to late childhood) Number of Hours 12

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

***Fertilization and Heredity should be covered through CA**

References

Mandatory:

1. Papalia, D. Olds, S. Feldman, R. (2004) Human development, Tata McGraw Hill, 9th edition

Supplementary reading:

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

Course Title: SPORTS PSYCHOLOGY

Course Code: PSY-III.E-4(Non-experimental)

Marks: 100

Credits: 4

Course Objectives:

1. To study the relation between sports and psychological characteristics.
2. To acquire skills and knowledge about Sports Psychology and its application.

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

1. Apply the principles of psychology in sports.
2. Defend the use of healthy aggression in sporting scenarios.
3. Differentiate between intrinsic and extrinsic motivation in sports.
4. Identify the source of motivation for a sportsperson.
5. Explain the importance of goal-setting in sports.
6. Manage conflicts among teams.

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

Syllabus

UNIT I. Introduction to Sports Psychology

Number of Hours 12

- A. What is sport psychology?
- B. A brief history of sport psychology
- C. Who is a sport psychologist?
- D. Development of sport psychology
- E. Fundamental types of research in sports psychology

UNIT II. Attitude to Sports

Number of Hours 12

- A. The nature of attitudes
- B. Measuring attitudes
- C. The formation of attitudes to sport
- D. Attitudes to sport and sporting behaviour
- E. Changing people's attitudes to sport

UNI III. Aggression in Sports

Number of Hours 12

- A. Defining aggression
- B. Theories of aggression
- C. Situational factors affecting aggression in sport
- D. Does sports increase or reduce aggression?

- E. The reduction of aggression
- F. Player related variables
- G. Implications for sports

UNIT IV. Motivation and Sports

Number of Hours 12

- A. Intrinsic and extrinsic motivation
- B. Humanistic perspectives on motivation
- C. Achievement-motivation
- D. Cognitive approaches to motivation
- E. Contemporary research on motives for sports participation
- F. Motivation and sport performance

UNIT V. Coaching Psychology

Number of Hours 12

- A. Planning with the athletes
- B. Planning by the coach
- C. Making the plans work
- D. Group structure and process
- E. Contracting between coaches and athletes and athlete-to-athlete
 - a. Developing ground rules for assistance
 - b. Developing ground rules for assisting one another
- F. Conflict resolution
- G. Goal setting, planning, and evaluation
- H. Commitment and goals

References

Mandatory:

1. Jarvis, M. (1999). Sport psychology. Routledge modular psychology series, USA and Canada.
2. Singh, Y. (2005), sports Psychology, Sports publication, Delhi.

Supplementary reading:

1. Burton, D., & Raedeke, T. (2008). Coaching philosophy. Sport psychology for coaches. Champaign, IL: Human Kinetics.
2. Burton, D., & Raedeke, T. (2008). Introduction to mental skills training. Sport psychology for coaches. Champaign, IL: Human Kinetics.
3. Burton, D., & Raedeke, T. (2008). Relaxation/Energization. Sport psychology for coaches. Champaign, IL: Human Kinetics.

Course Title: INTERPERSONAL RELATIONSHIPS

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

Marks: 100

Credits: 4

Course Objectives:

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

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

1. Apply different theoretical perspectives to understand interpersonal relationships
2. Identify factors determining relationship formation.
3. Examine the effects of relationship on various aspects of life.
4. Identify ways to prevent dissolutions of relationships.
5. Suggest ways to dissolve relationships in a healthy manner.
6. Examine variations in relationships.

Syllabus

UNIT I: Introduction to Interpersonal Relationships

Number of Hours: 15

- A. Affiliation – the basic need
- B. Types of relationships
- C. What is love?
 - a. Rubin's model of liking and loving
 - b. Sternberg's triangle of love
 - c. Lee's six styles of loving
 - d. Types of love and attachment styles
- D. Theories of interpersonal attraction
 - a. Learning theory
 - b. Social exchange theory
 - c. Equity theory
 - d. Sociobiology

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

Number of Hours: 15

- A. Factors determining relationship formation
 - a. Proximity

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

UNIT III: Components and effects of relationships

Number of Hours: 15

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

UNIT IV: Individual, social and

cultural variations in Relationships

Number of Hours: 15

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

References

Mandatory

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

Supplementary reading:

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

Course Title: BIOLOGICAL BASIS OF BEHAVIOUR

Course Code: PSY-III.E-17 (Non-experimental)

Marks: 100

Credits: 4

Course objectives:

1. To orient students to biological basis of behaviour.
2. To guide students' understanding of functioning of the brain
3. To help students to apply, evaluate and analyse concepts learnt in the course.

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

1. Describe how genes influence behaviour and cause individual differences.
2. Explain the impact of endocrine system on behaviour.
3. Explain functioning of the nervous system.
4. Relate the link between perception and sensation across different sensory systems.
5. Examine different states/levels of consciousness.

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

Syllabus

UNIT I. Genetic blueprints of behaviour

Number of Hours: 15

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

UNIT II. The Biological foundations of behaviour

Number of Hours: 15

- A. Characteristics of the nervous system
- B. Divisions of the nervous system
 - a. Central Nervous System
 - b. Peripheral Nervous System
 - c. Limbic system
- C. Endocrine system and its impact on behaviour

UNIT III. Sensation and Perception

Number of Hours: 15

- A. Sensation and perception

- a. The nature of sensation and perception
 - b. Sensory receptors and the brain
 - c. Thresholds
 - d. Sensory adaptation
- B. Visual system
 - a. Visual stimuli and the eye
 - b. Visual processing in the brain
 - c. Visual perceptions of dimensions
- C. Auditory system
 - a. Structure and functions of the ear
 - b. The experience of sound

UNIT IV. Consciousness

Number of Hours: 15

- A. Nature of consciousness
- B. Levels of awareness
- C. Consciousness and Electrical activity of the brain
- D. Sleep and dreaming
- E. Hypnosis – an altered state of consciousness

References

Mandatory:

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

Supplementary reading:

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

Course Title: PSYCHOLOGICAL TESTING

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

Marks: 75

Credits: 03

Course Objective:

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

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

1. Describe the characteristics, and user guidelines of a psychological test.
2. Explain the importance and types of norms in testing.
3. Describe the essential components (reliability and validity) of a psychological test.
4. Enumerate estimates of reliability.
5. Enlist types of validity in testing.
6. Critically evaluate the scientific soundness of a psychological test.

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

Syllabus:

UNIT I: Nature and Use of Psychological Tests

Number of Hours- 10

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

UNIT II: Norms and Test Bias

Number of Hours- 10

- A. What are norms
- B. Sampling to develop norms
- C. Types of norms
- D. Fixed reference group scoring system
- E. Norm- referenced versus criterion-referenced evaluation

- F. The question of test bias
- G. Social values and test fairness

UNIT III: Reliability

Number of Hours- 12

- A. The concept of Reliability
- B. Estimates of Reliability
- C. Using and interpreting a coefficient of reliability
- D. Standard error of measurement
- E. Reliability applied to mastery testing and cut-off scores

UNIT IV: Validity

Number of Hours- 13

- A. Definition
- B. Content validity
- C. Criterion- related validity
- D. Construct validity
- E. Approaches to construct validity
- F. Theory – consistent group differences
- G. Extra validity concerns and the widening scope of test validity

References:

Mandatory

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

Supplementary Reading

1. N.J. Salkind, (2013), Test Measurement for People Who (Think They) Hate Test & Measurements, 2nd edition, Delhi. American
2. Psychological Association, (2009), Publication Manual of the American Psychological Association, (6th Ed.). USA: American Psychological Association.

Course Title: Psychological testing (Practical component)

Course Code: PSY-VI. C-8

Marks: 25

Credits: 01

Syllabus:

- A) Test construction: Examining procedures mentioned in test manuals.
- B) Constructing a consent form and socio demographic form
- C) Psychological tests: (any six)
 - a) Ability testing
 - b) Aptitude tests
 - c) Projective techniques
 - d) Performance tests
 - e) Attitude test
 - f) Adjustment inventory
 - g) Social maturity scale
 - h) Malines intelligence test

References:

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

Course Title: PSYCHOLOGY OF ADOLESCENCE

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

Marks: 100

Credits: 4

Course Objectives:

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

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

1. Compare various theoretical perspectives of adolescence
2. Describe the psychological dimensions of puberty
3. Critically evaluate the role of society/culture in identity development in adolescents
4. Prepare a plan for health awareness among adolescence
5. Conceptualize ways to deal with various socio-emotional and other issues faced by adolescents.

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

Syllabus:

UNIT I: Introduction to Psychology of Adolescence

Number of Hours 15

A. The Historical Perspective

- a. Early history
- b. The twentieth and twenty first centuries
- c. Stereotyping of adolescents
- d. A positive view of Adolescence

B. The nature of development

- a. Processes and periods
- b. Development transitions

C. Theories of Adolescent Development

- a. Psychoanalytic theories
- b. Cognitive theories
- c. Behavioural and social cognitive theories
- d. Ecological theory

UNIT II: Physical and Cognitive Development

Number of Hours 15

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

UNIT III: Self, Identity, Emotions and Personality

Number of Hours 15

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

UNIT IV: Issues in Adolescence

Number of Hours 15 A.

- Physical
 - a. Early and late maturation
 - b. Nutrition Exercise and Sports
 - c. Sleep
- B. Social-emotional
 - a. Parent-adolescent conflict
 - b. Loneliness
 - c. Dating
 - d. Adolescent pregnancy
- C. Other issues
 - a. Drug and Alcohol abuse
 - b. Delinquency
 - c. Depression
 - d. Eating disorders

e. E-gadget addiction

References:

Mandatory:

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

Supplementary:

1. Arnett, J. J. (2013) Adolescence and Emerging Adulthood, New Delhi, Pearson, (5th Edition).
2. Steinberg, L. (2010). Adolescence, New York, McGraw Hill (9th Ed.)

Course Title: CRIMINAL PSYCHOLOGY

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

Marks: 100

Credits: 4

Course Objectives:

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

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

- a) Explain the different approaches to criminal behaviour.
- b) Describe the type of violence in schools, community, and in families.
- c) Enumerate the characteristics of sexual offenders.
- d) Propose techniques to prevent crime in various settings.
- e) Evaluate the use of punishment as a deterrent to criminal activity.
- f) Propose techniques to rehabilitate criminals.

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

Syllabus

UNIT I. Understanding Criminal Behaviour

Number of Hours 15

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

UNIT II. Violent and sexual Offending

Number of Hours: 15

- A. The nature of violent offending
- B. Community violence – male-male violence
- C. Family violence
 - a. Intimate partner violence

- b. Violence against children
- c. Elder abuse
- D. School violence

UNIT III Sexual offending

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

UNIT IV Punishment, Rehabilitation and Prevention

Number of Hours: 15

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

References:

Mandatory:

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

Supplementary reading:

1. Hagan, F. (2011). *An Introduction to Criminology - Theories, Methods and Criminal Behavior*. (1st Ed.). Thousand Oaks, California, Sage Publications.
2. Pakes, F. (2012). *Criminal Psychology*. (2nd Ed.). Britain. British Library Publication.

3. Clifton, D. (2001). Encyclopedia of Criminal and Deviant Behavior. (1st Ed.) Taylor & Francis Group Publication.
4. Bartal, R. (1999). Criminal Behavior - A Psychosocial Approach. (5th Ed.). New Delhi: Prentice Hall Publication.
5. Routledge, H.C., & Paul, K. (1989). Psychology and Crime - An Introduction to Criminal Psychology. (1st Ed.). London Group

Course Title: PSYCHOLOGY OF ADJUSTMENT

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

Marks: 100

Credit: 4

Course Objectives:

1. To understand the nature of adjustment
2. To enable students to prepare for effective adjustment in various fields.

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

1. Identify the elements of a fully functioning person.
2. Describe how individuals in a family adjust to changes & respond to challenges.
3. Analyze the sources of marital conflict and use appropriate resolving techniques.
4. Examine the relationship between work and psychological adjustment.
5. Analyze how different areas of adjustment are interrelated

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

Syllabus

UNIT I: The Fully Functioning Person

Number of Hours 15

- A. Personal adjustment from four perspectives
- B. Self and Role
- C. Decisions, Values and Conflicts
- D. The Challenges of Adjustment: A Synthesis

UNIT II: Adjustment in Family

Number of Hours 15

- A. What is a fully functioning family?
- B. Effective parenting
- C. The birth order and relationships with siblings
- D. Challenges of family adjustment

UNIT III: Adjustment in Marriage

Number of Hours 15

- A. Initial Expectations
- B. Power and Responsibility
- C. Sources of Marital Conflict
- D. Resolving Marital Conflict

UNIT IV: World of Work

Number of Hours 15

- A. Situation today
- B. Choosing your work
- C. Work and human needs
- D. Finding the Right Job
- E. Work and Adjustment

References:

Mandatory:

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

Supplementary:

1. Audrey, H., & Runyon, R. (1984). Psychology of Adjustment. Illinois: The Dorsey Press.
2. Davison, C., & Neale John M. (1990). Abnormal Psychology. (5thEd.). USA: John Wiley & Sons Inc.
3. Weiten, W., & Lloyd, A. M. (2003). Psychology Applied to Modern Life: Adjustment in the 21st Century. (8thEd.). New Delhi: Thomson Learning.

Course Title: COGNITIVE PSYCHOLOGY

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

Marks: 100

Credits: 4

Course Objectives:

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

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

1. Explain the various paradigms of cognitive psychology.
2. Distinguish between bottom-up and top-down processes in perception.
3. Demonstrate how we acquire, store, transform and use knowledge.
4. Apply the concepts of perception, attention and concept formation in daily activities.
5. To map the link between various cognitive processes.

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

Syllabus

UNIT I: A brief introduction to Cognitive psychology

Number of Hours: 05

- A. The cognitive revolution^[1]_[SEP]
- B. Paradigms of Cognitive Psychology
 - a. The information processing approach^[1]_[SEP]
 - b. The connectionist approach
 - c. The evolutionary approach
 - d. The ecological approach

UNIT II: Perceiving objects and recognizing patterns

Number of Hours: 10

- A. Gestalt approaches to perception
- B. Bottom up processes

- a. Template matching
 - b. Feature analysis
 - c. Prototype matching
- C. Top down processes
 - a. Perceptual learning
 - b. The word superiority effect
 - c. A connectionist model of word perception
 - d. A neuropsychological perspective on word perception [L][SEP]
- D. Direct perception
- E. Disruptions of perception: visual agnosias [L][SEP]

UNIT III: Attention

Number of Hours: 15

- A. Selective attention
 - a. Filter theory
 - b. Attenuation theory
 - c. Late selection theory
 - d. Multimode theory
 - e. Attention, capacity and mental effort
 - f. Schema theory
- B. Neuropsychological studies of attention
 - a. Networks of visual attention
 - b. Event-related potentials and selective attention
- C. Automaticity and the effects of practice
 - a. The stroop task
 - b. Automatic versus attentional processing
 - c. Feature integration theory
 - d. Attentional capture
- D. Divided attention
 - a. Dual task performance
 - b. The attention hypothesis of automatization
 - c. The psychological refractory period
 - d. Divided attention outside the laboratory

UNIT IV: Memory

Number of Hours: 15

- A. The semantic/episodic distinction
- B. Semantic memory models
 - a. The hierarchical semantic network model

- b. The feature comparison model
 - c. Other network models
 - d. Connectionist models
- C. Schemata
 - a. Script
- D. Implicit versus explicit memory
 - a. The process dissociation framework

UNIT V: Concepts and categorization

Number of Hours: 15

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

References:

Mandatory

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

Course Title: PSYCHOPATHOLOGY I

Course Code: PSY-III.C-5 (Experimental - theory)

Marks: 75

Credits: 03

Course Objectives

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

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

1. Evaluate the theoretical perspectives of maladaptive behavior
2. Differentiate between DSM-IV-TR and DSM-5 diagnostic categories
3. Apply the DSM 5 to understand case history.
4. Suggest appropriate treatment intervention for maladaptive behaviours
5. Identify misconceptions portrayed in movies/books regarding maladaptive behaviors.

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

Syllabus

UNIT I: Abnormal Psychology: An Overview Number of Hours: 13

- A. What is abnormal psychology
 - a. Triggers of mental health problems
 - b. The stigma of abnormal behaviour
 - c. Adaptive and maladaptive behaviour
- B. Classification of mental disorders
 - a. Why do we need to classify mental disorders
 - b. What are the advantages and disadvantages of classification
 - c. The multi-axial approach

- d. DSM-IV-TR
 - e. The major diagnostic categories
- C. Assessment: the basic classification

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

UNIT II. Theoretical Perspectives of Maladaptive Behaviour

Number of Hours:10

- A. The biological perspective
- B. The psychodynamic perspective
- C. The behavioural perspective
- D. The cognitive perspective
- E. The community-cultural perspective

UNIT III: Somatoform and Dissociative Disorders

Number of Hours:11

- A. Somatoform Disorders
 - a. Hypochondriasis
 - b. Somatization Disorders
 - c. Conversion Disorders
 - d. Body Dysmorphic Disorders
 - e. Factitious Disorder and Malingering
- B. Dissociative Disorders
 - a. Depersonalization Disorder
 - b. Dissociative Amnesia and Fugue
 - c. Dissociative Identity Disorders
- C. Treatment and Outcome

Unit IV: The Therapeutic Enterprise: Choices, Techniques, Evaluation Number of Hours:11

- A. Psychotherapy
- B. Humanistic and existential therapies
- C. Brief psychotherapies

- D. Cognitive-behavioural approaches
- E. Group approaches
- F. Biological therapies
- G. Hospitalization

References

Mandatory

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. Sarason, I. G., & Sarason, B.R. (2013). Abnormal Psychology: The Problem Of Maladaptive Behavior. (11thEd.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

Supplementary

1. Comer, R.J. (2005). Fundamentals of Abnormal psychology. (4thedi). Worth publishers. 41 Madison Avenue.
2. Davison, G.C. & Neale, J.M. (1998). Abnormal Psychology. (7thedi). 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

Course Title: Psychopathology I

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

Marks: 25

Credits: 1

No. of Practicals: 08

Duration: 15 Session of 2 hrs

Practical Session: one session per week

Syllabus:

A. Research in Abnormal Psychology (3 hrs each)

- a) Case Study Analysis (Mental Disorder)
- b) Survey (Mental Health)

B. Experiments (Any Six, 4 hrs each)

- a) Personality test
- b) Sentence completion test
- c) Intelligence test
- d) General health questionnaire
- e) Beck's depression inventory
- f) Vineland social maturity scale
- g) Self-acceptance scale
- h) Life satisfaction
- i) ANDI

References:

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

Course Title: PSYCHOLOGY OF ADULTHOOD

Course Code: PSY-V.E-12

Marks: 100

Credits: 4

Course objectives:

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

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

1. Analyze the progression of physical development from young to middle adulthood.
2. Describe the process of moral development in young adulthood.
3. Relate various theories of personality development to young adulthood.
4. Describe the various types of psychosocial issues that arise in marital and non-marital relationships.
5. Relate the decline in cognitive abilities to changes in daily functioning during middle adulthood.
6. Analyze the impact of evolving relationships on psychosocial adjustment in middle adulthood.

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

Syllabus

UNIT I. Physical and Cognitive Development in Young Adulthood Number of Hours 15

- A. Physical development
 - a. Health and physical condition
 - b. Sexual and reproductive issues
- B. Cognitive development
 - a. Perspective on adult cognition
 - b. Moral development

Unit II. Psychosocial Development in Young Adulthood Number of Hours 15

- A. Personality development: four views
- B. Foundations of intimate relationships
- C. Nonmarital and marital lifestyles
- D. Parenthood

- E. When marriage ends

UNIT III. Physical and Cognitive Development in Middle Adulthood

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

UNIT IV. Psychosocial Development in Middle Adulthood Number of Hours 15

- A. Looking at the life course in middle age
- B. Change at midlife: classic theoretical approaches
- C. The self at midlife: issues and themes
- D. Changes in relationships at midlife
- E. Consensual relationships
- F. Relationships with maturing children
- G. Other kinship ties

References:

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

Course Title: POSITIVE PSYCHOLOGY

Course Code: PSY-IV.E-8 (Non-experimental)

Marks: 100

Credits: 4

Course objectives:

1. To understand the nature and need of happiness.
2. To appreciate the importance of various factors related to well-being.

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

1. Describe the methods used to study well-being
2. Compare Hedonic and Eudaimonic Views of Happiness
3. Identify sources of resilience for children, adolescence and adults available in the society
4. Identify determinants of happiness in the Indian culture
5. Evaluate the role of money in the context of positive psychology

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

Syllabus

UNIT I: Positive Psychology

Number of Hours 15

- A. Traditional Psychology
- B. Positive Psychology
- C. Positive Psychology: Assumptions, Goals, and Definitions
- D. What are Positive Emotions?
- E. Positive Emotions and Health Resources
 - a. Physical Resources
 - b. Psychological Resources
 - c. Social Resources

UNIT II: Happiness

Number of Hours 15

- A. Why a Psychology of Well-Being?
 - a. Objective versus Subjective Measures
 - b. Negative versus Positive Functioning
- B. What is Happiness? Two Traditions
 - a. Hedonic Happiness
 - b. Eudaimonic Happiness
- C. Focus on Research: Positive Affect and a Meaningful Life
- D. Subjective Well-Being: The Hedonic Basis of Happiness
 - a. Measuring Subjective Well-Being
 - b. Life Satisfaction

- c. Positive Affect, Negative Affect, and Happiness
- E. Focus on Research: Is Your Future Revealed in Your Smile
- F. Self-Realization: The Eudaimonic Basis of Happiness
 - a. Psychological Well-Being and Positive Functioning
 - b. Need Fulfillment and Self-Determination Theory
 - c. Focus on Research: What Makes a “Good” Day?
- G. Comparing Hedonic and Eudaimonic Views of Happiness
 - a. Definition and Causes of Happiness and Well-Being
 - b. Complementarity and Interrelations

UNIT III: Resilience

Number of Hours 15

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

UNIT IV: Money, Happiness and Culture

Number of Hours 15

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

Books for Reference:

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

Suggested Readings:

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

Paper Title: ENVIRONMENTAL PSYCHOLOGY

Paper Code: PSY-V.E-11

Marks: 100

Credits: 04

Course objectives:

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

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

1. Describe the human - environmental relationship
2. Compare and contrast the theories of environment behaviour relationship.
3. Analyse the environmental influences on human behaviour.
4. Defend the role of an environmental psychologist in bringing about a positive change in the environment
5. Propose pro-environmental behaviours in the Indian setting.

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

Syllabus

UNIT I. An Introduction to Environmental Psychology

Number of Hours 15

- A. Environmental psychology
 - a. Introduction to Environmental Psychology
 - History
 - Definitions
- B. Orientation
- C. Concepts
- D. Classification of Environment: Natural, Built and Types of Built Environment
- E. Human Environment Relationship
- F. Application and Future

UNIT II. Theories of Environment Behavior Relationship

Number of Hours 15

- A. Arousal Theory
- B. Environmental Load or Overstimulation Approach
- C. The Adaptation Level Theory
- D. Ecological Theories
- E. The Environmental Stress Approach
- F. Behaviour constraint theory
- G. Attention Restoration Theory

UNIT III. Environmental Influences

Number of Hours 15

- A. Crowding
- B. Personal Space
- C. Territoriality

UNIT IV. Encouraging Pro-Environmental Behavior

Number of Hours 15

- A. Environment Psychology and Saving The Environment
- B. Environment and Health Behaviors

References

Mandatory:

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

Course Title: NEUROPSYCHOLOGY I

Course Code: PSY-VI.E-15

Marks: 100

Credits: 04

Course objective:

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

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

1. To explain the process of neural conduction and synaptic transmission
2. To Describe the development of the nervous system.
3. To describe the organization, structure, and function of the human central nervous system.
4. To explain the effects of sleep deprivation and sleep disorders
5. To explain the role of biopsychology in psychiatric disorders.

Syllabus

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

- A. The neurons resting membrane potential
- B. Generation and conduction of postsynaptic potentials
- C. Integration of postsynaptic potentials and generation of action potential
- D. Conduction of action potential
- E. Synaptic transmission: chemical transmission of signals from one neuron to another

UNIT II: Development of the Nervous System

Number of

Hours: 15

- A. Phases of neurodevelopment
- B. Postnatal cerebral development in human infants
- C. Effects of experience on the early development, maintenance and reorganisation of neural circuits.
- D. Disorders of neurodevelopment: autism

UNIT III: Sleep, Circadian Rhythms and Sleep Disorders

Number of

Hours: 15

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

UNIT IV: Biopsychology of Psychiatric disorders

Number of Hours: 15

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

References

Mandatory:

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

Course Title: PSYCHOPATHOLOGY II

Course Code: PSY-IV.C-6 (Experimental- Theory)

Marks: 75

Credit: 03

Course Objective:

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

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

1. Identify mental disorders based on the symptoms.
2. Differentiate between personality disorders and schizophrenia.
3. Distinguish between sexual deviance and sexual disorders.
4. Identify appropriate treatment intervention for mental disorders.
5. Critically evaluate the portrayal of mental disorders in mainstream media.

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

Syllabus:

UNIT I: Schizophrenia and Other Psychotic Disorders

Number of Hours: 12

- A. Schizophrenia
- B. Positive Negative symptoms
- C. The Development of Schizophrenia
- D. DSM-IV-TR Subtypes of Schizophrenia and changes in DSM V
- E. Therapeutic Approaches

UNIT II: Personality Disorders

Number of Hours: 12

- A. Classification of Personality Disorders
- B. Odd or Eccentric Behavior
- C. Dramatic, Emotional, or Erratic Behavior
- D. Anxious or Fearful Behavior
- E. Treatment of Personality Disorders

UNIT III: Sexual Variants and Disorders

Number of Hours: 12

- A. Changing Views of Sexual Behavior
- B. The sexual response cycle (Carson)
- C. Sexual Dysfunctions and Treatment
- D. Gender Identity Disorders
- E. The Paraphilias
- F. Psychological interventions

UNIT IV: Substance-Related Disorders

Number of Hours: 09

- A. Substance –Use Disorder
- B. Substance-Induced Disorders
- C. Alcohol-Related Disorders
- D. Other Drugs and related effects
- E. Treatment and rehabilitation

References:

Mandatory:

1. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11th Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

Supplementary:

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

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

Course Title: Psychopathology II

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

Marks: 25

Credits: 1

Syllabus:

A. Research in Abnormal Psychology (3 hrs each)

- a) Submit case report on any one type of psychopathology.
- b) Research facts about serious mental illness from 2010

B. Experiments (Any Six, 4 hrs each)

- a) Word Association Test
- b) Sexual Attitudes
- c) Attitudes Toward Homosexuality by Mary E. Kite
- d) Obsessive Compulsive Drinking Scale
- e) Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al. f) Yale Food Addiction Scale by Gearhardt, Corbin, Brownell, 2009
- g) Severity of Dependence Scale (SDS) By Gossop, M., Darke et al.
- h) The Multidimensional Measurement of the Positive Symptoms of Psychosis i) Sensation-Seeking Scale by Marvin Zuckerman

References:

1. *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing
2. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008).Inc., New Delhi, 13th Edition.
3. Salvatore, V. Didato. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
4. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11th Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
5. 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.
6. Thomas, F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7th Edition. Wiley

Course Title: GERONTOLOGY

Course Code: PSY-VI.E-13 (Non-experimental)

Marks: 100

Credits: 4

Course objectives:

1. To raise students' awareness about the later stages of human life cycle.
2. To sensitize students toward issues of old age.

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

1. Explain the concept of ageing from different cultural perspectives
2. Describe the concept of ageing from different theoretical perspectives
3. Analyze the need for old age homes
4. Describe challenges faced by elderly today
5. Prepare a proposal for empowering the aged people

Syllabus

UNIT I. Imagining old age: cultural interpretation

Number of hours:15

- A. Social and cultural variables affecting the process of ageing
- B. Time as a relative concept
- C. Ageing across cultures
- D. Changing demography of India

UNIT II. Theories and concepts of gerontology

Number of hours:15

- A. Biological theories
- B. Psychological theories
- C. Sociological theories and social gerontology
- D. Disengagement theory
- E. Activity theory
- F. Continuity theory
- G. Exchange theory
- H. Modernization theory
- I. Social theories: a critical analysis
- J. Recent development in social gerontology

UNIT III. Issues in old age

Number of hours:15

- A. Physical and mental health
- B. Cognitive development
- C. Living arrangements
- D. Death and loss
 - i. Confronting one's own death
 - ii. Patterns of grieving

UNIT IV. Prospective approach to healthy ageing

Number of hours:15

- A. Epidemiological transition and implications
- B. Health care and ageing
- C. The future perspective of healthy ageing

References

Mandatory References:

1. Paltasingh, T. and Tyagi, R. (Eds.) (2015) *Caring for the elderly*, New Delhi, Sage Publications.
2. Papalia et al. (2004). *Human Development* (9th ed.). United States: Tata McGraw Hill.

Supplementary reading:

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

Course Title: ORGANIZATIONAL BEHAVIOR

Course Code: PSY-VI.E-14

Marks: 100

Credits: 04

Course objectives:

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

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

1. Underline the relevance of studying organisational behaviour
2. Evaluate the various theories of motivation at workplace.
3. Analyse team situations and adopt appropriate leadership behaviour for them.
4. Identify the nature and sources of conflict.
5. Implement effective conflict management strategies in real world settings.

Syllabus

UNIT I: Organizational Behavior and Opportunity

Number of Hours: 15

- A. Human Behaviour in organizations
- B. The organizational Context
- C. Change Creates Opportunities
- D. Learning about Organizational Behavior
- E. Managerial Implications: Foundations for the Future

UNIT II: Motivation at Work

Number of Hours: 15

- A. Motivation at Work and Behavior
- B. Maslow's Need Hierarchy
- C. Theory X & Theory Y
- D. ERG Theory
- E. McClelland's Need Theory
- F. Herzberg's Two Factor Theory
- G. Two New Ideas in Motivation
- H. Social Exchange and Equity Theory
- I. Expectancy Theory of Motivation
- J. Managerial Implications: Many Ways to Motivate People

UNIT III: Leadership and Followership

Number of Hours: 15

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

UNIT IV: Conflict and Negotiation

Number of Hours: 15

- a) The Nature of Conflicts in Organizations
- b) Causes of Conflicts in Organization
- c) Globalization and conflict
- d) Forms of Conflict in Organizations
- e) Intrapersonal & Interpersonal Conflicts
- f) Conflict Management Strategies and Techniques
- g) Conflict Management Styles
- h) Managerial Implications: Creating a Conflict-Positive organization

References

Mandatory:

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

Supplementary:

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

Course Title: CROSS-CULTURAL PSYCHOLOGY

Course Code: PSY-V. E-16

Marks: 100

Credits: 04

Course objective:

This course provides an introduction to cross-cultural psychology. Cross-cultural psychology offers an opportunity to develop an appreciation of the interplay of individual, ethnic, and cultural contributions to personal and group growth and well-being and their role in psychotherapy and cross-cultural interactions.

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

1. Explain the relevance of cross-cultural psychology.
2. Evaluate ethnocentrism in applicability of research findings to Indian populations.
3. Analyse the impact of globalization on cultural transmission.
4. Defend personal opinions on individualistic/collectivistic ways of living.
5. Draw parallels in personality development, emotional expression and language development across cultures.
6. Explain how cultures can define psychopathologies.
7. Underline the importance of culture in fostering healthy behaviours.

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

Syllabus

UNIT I: Introduction to cross-cultural psychology

Number of Hours: 15

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

UNIT II: Cultural transmission and individual development

Number of Hours: 15

- A. Cultural and biological transmission
- B. Early development and caretaking
- C. Enculturation and socialization

- D. Adolescence
- E. Moral development
- F. Conceptualizations of development
 - a. Is childhood a cultural notion?
 - b. Culture as context for development
- G. Individualism and collectivism
- H. Gender behavior and gender stereotype.

UNIT III: Personality, emotions and language

Number of Hours: 15

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

UNIT IV: Health behaviour

Number of Hours: 15

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

References:

Mandatory:

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

Supplementary reading:

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

Course Title: NEUROPSYCHOLOGY II

Course Code: PSY-VI.E-18

Marks: 100

Credits: 04

Course objectives:

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

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

1. To describe Neuroplastic property of the brain in the face of brain damage.
2. to apply the phenomena of split brain to the study of personality.
3. To examine the role of the nervous system in the development of learning disorders.
4. To describe the functioning of the nervous system in drug addicts
5. To explain the brain reward circuit and its role in addiction
6. To explain various research methods used to study structure and functions of the brain.

Syllabus

UNIT I: Brain Damage and neuroplasticity

Number of Hours: 15

- A. Causes of brain damage
- B. Neuropsychological diseases
- C. Neuroplastic responses to nervous system damage: degeneration, regeneration, reorganisation and recovery.
- D. Neuroplasticity and the treatment of nervous system damage.

UNIT II: Lateralization, Language, and the Split Brain

Number of Hours: 15

- A. Cerebral lateralization of function: introduction
- B. The split brain
- C. Differences between the left and the right hemispheres
- D. cortical localization of language: The Wernicke-Geschwind Model
- E. The cognitive neuroscience approach and dyslexia

UNIT III: Drug addiction and the brains reward circuits

Number of Hours: 15

- A. Basic principles of drug action
- B. Role of learning in drug tolerance and drug withdrawal
- C. Biopsychological theories of addiction
- D. Intracranial self-stimulation and the pleasure centres of the brain
- E. Neural mechanisms of motivation and addiction.

UNIT IV: The Research Methods of Biopsychology

Number of Hours: 15

- A. Methods of visualizing and stimulating the living human brain.
- B. Recording human psychophysiological activity ^[L]_[SEP]
- C. Invasive physiological research methods
- D. Pharmacological research methods ^[L]_[SEP]
- E. Genetic engineering ^[L]_[SEP]

References**Mandatory**

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

Course Title: BUSINESS PSYCHOLOGY

Course Code: PSY-INT-1 (Non-experimental)

Marks: 100

Credits: 4

Course objectives:

1. To help students understand the use of psychology in business
2. Use the different concepts of psychology in understanding human behavior at work place

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

1. Apply theories of motivation to the workplace.
2. Explain how communication at work can be improved.
3. Describe the processes of negotiation and decision making.
4. Explain how job satisfaction can be enhanced.
5. Differentiate between leadership and management.
6. Enumerate human resources practices that can increase work productivity.
7. Identify stressors and propose stress management techniques at work.

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

Syllabus:

UNIT I: Introduction To Business Psychology

Number of Hours 15

- A. What is psychology? Major subfields of psychology.
- B. What is Business Psychology?
- C. Historical perspectives of business psychology
- D. Ethics: Work and business

UNIT II: The Individual At The Workplace

Number of Hours 15

- A. Motivation
 - a. Need Theories of Motivation
 - b. Culture and Motivation
 - c. Problems With Motivation
- B. Job Design
 - a. Job Specialization
 - b. Job Enlargement
 - c. Job Enrichment
 - d. Further Perspectives
- C. Communication
 - a. Processes

- b. Barriers
- c. Problems
- d. Improving Communication
- D. Decision making
 - a. Decision cycle
 - b. Negotiation
- E. Job Satisfaction
 - a. Emotions
 - b. Causes of Job Satisfaction
 - c. Measuring Job Satisfaction
 - d. Organizational Commitment

UNIT III: Working In Groups

Number of Hours 15

- A. Groups
 - a. Types of Group
 - b. Characteristics of a Group
 - c. Reasons for Joining a Group
- B. Teambuilding
 - a. Types of Teams
 - b. Problems With Teambuilding
 - c. Team Management Wheel
- C. Leadership
 - a. Leadership Versus Management
 - b. Contemporary Trends
- D. Power and Conflict
 - a. Power Tactics
 - b. Politics: causes of political behavior
 - c. Conflict: Types, sources and management

UNIT IV: The Organization

Number of Hours 15

- A. Organizational culture
 - a. What is culture?
 - b. Benefits of cultures
- B. Human resource practices
 - a. Personnel selection: job analysis, selection methods
 - b. Performance appraisal: goals, techniques, problems
 - c. Training process: needs assessment, training methods
- C. Health and Work Stress
 - a. Physiological reactions
 - b. burnout
 - c. PTSD
 - d. Stressors: within organization
- D. Stress management techniques

- a. cognitive strategies
- b. social support

References:

1. Vohra .N; Robbins S.P and Judge T.A.(2014). *Organizational Behavior*, (Fifteenth Edition)Published by Pearson Education.
2. McKenna, E. (2002). *Business Psychology and Organisational Behaviour: A Student's Handbook* (3rd Edition). USA: Psychology Press.
3. Lahey, B.B. (1998). *Psychology: An Introduction* (6th Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.

Course Title: SPORTS PSYCHOLOGY

Course Code: PSY-INT-2(Non-experimental)

Marks: 100

Credits: 4

Course Objectives:

1. To study the relation between sports and psychological characteristics.
2. To acquire skills and knowledge about Sports Psychology and its application.

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

1. Apply the principles of psychology in sports.
2. Defend the use of healthy aggression in sporting scenarios.
3. Differentiate between intrinsic and extrinsic motivation in sports.
4. Identify the source of motivation for a sportsperson.
5. Explain the importance of goal-setting in sports.
6. Manage conflicts among teams.

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

Syllabus

UNIT I. Introduction to Sports Psychology

Number of Hours 12

- A. What is sport psychology?
- B. A brief history of sport psychology
- C. Who is a sport psychologist?
- D. Development of sport psychology
- E. Fundamental types of research in sports psychology

UNIT II. Attitude to Sports

Number of Hours 12

- A. The nature of attitudes
- B. Measuring attitudes
- C. The formation of attitudes to sport
- D. Attitudes to sport and sporting behaviour
- E. Changing people's attitudes to sport

UNI III. Aggression in Sports

Number of Hours 12

- A. Defining aggression
- B. Theories of aggression
- C. Situational factors affecting aggression in sport
- D. Does sports increase or reduce aggression?
- E. The reduction of aggression
- F. Player related variables

G. Implications for sports

UNIT IV. Motivation and Sports

Number of Hours 12

- A. Intrinsic and extrinsic motivation
- B. Humanistic perspectives on motivation
- C. Achievement-motivation
- D. Cognitive approaches to motivation
- E. Contemporary research on motives for sports participation
- F. Motivation and sport performance

UNIT V. Coaching Psychology

Number of Hours 12

- A. Planning with the athletes
- B. Planning by the coach
- C. Making the plans work
- D. Group structure and process
- E. Contracting between coaches and athletes and athlete-to-athlete
 - a. Developing ground rules for assistance
 - b. Developing ground rules for assisting one another
- F. Conflict resolution
- G. Goal setting, planning, and evaluation
- H. Commitment and goals

References

Mandatory:

1. Jarvis, M. (1999). Sport psychology. Routledge modular psychology series, USA and Canada.
2. Singh, Y. (2005), sports Psychology, Sports publication, Delhi.

Supplementary reading:

1. Burton, D., & Raedeke, T. (2008). Coaching philosophy. Sport psychology for coaches. Champaign, IL: Human Kinetics.
2. Burton, D., & Raedeke, T. (2008). Introduction to mental skills training. Sport psychology for coaches. Champaign, IL: Human Kinetics.
3. Burton, D., & Raedeke, T. (2008). Relaxation/Energization. Sport psychology for coaches. Champaign, IL: Human Kinetics.

Paper Title: ENVIRONMENTAL PSYCHOLOGY

Paper Code: PSY-INT-3 (Non-experimental)

Marks: 100

Credits: 04

Course objectives:

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

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

1. Describe the human-environmental relationship.
2. Compare and contrast the theories of environment behaviour relationship.
3. Analyse the environmental influences on human behaviour.
4. Defend the role of an environmental psychologist in bringing about a positive change in the environment.
5. Propose pro-environmental behaviours in the Indian setting.

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

Syllabus

UNIT I. An introduction to Environmental Psychology

Number of Hours 15

- G. Environmental psychology
 - b. Introduction to Environmental Psychology
 - History
 - Definitions
- H. Orientation
- I. Concepts
- J. Classification of Environment: Natural, Built and Types of Built Environment
- K. Human Environment Relationship
- L. Application and Future

Tewari & Mathur pages 01-23

UNIT II. Theories of Environment Behavior Relationship

Number of Hours 15

- H. Arousal Theory
- I. Environmental Load or Overstimulation Approach
- J. The Adaptation Level Theory
- K. Ecological Theories

Tewari & Mathur
pages 25-37

- L. The Environmental Stress Approach
- M. Behaviour constraint theory
- N. Attention Restoration Theory

UNIT III. Environmental Influences

Number of Hours 15

- D. Crowding
- E. Personal Space
- F. Territoriality

Tewari & Mathur
pages 93-111
& 133-153

UNIT IV. Encouraging Pro-Environmental Behavior

Number of Hours 15

- C. Environment Psychology and Saving The Environment
- D. Environment and Health Behaviors

Tewari & Mathur
pages 154-162 & 191-204

References

Mandatory:

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