

**CENTRAL UNIVERSITY OF HARYANA****Master of Arts in Psychology (Syllabus)****STRUCTURE OF PROGRAMME**

<b>Semester-I</b>						
<b>Sr.</b>	<b>Course Title</b>	<b>Course Code</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>Core Courses</b>						
1	Theoretical Foundations of Psychology	SHSS PSY 01 01 01 C 4004	4	0	0	4
2	Experimental Psychology	SHSS PSY 01 01 02 C 4004	4	0	0	4
3	Research Methodology	SHSS PSY 01 01 03 C 4004	4	0	0	4
4	Statistics in Psychology	SHSS PSY 01 01 04 C 4004	4	0	0	4
5	Practicum-I (Experiments and Profiling)	SHSS PSY 01 01 05 C 00105	0	0	10	5
<b>Elective Courses (GEC)</b>						
1	General Psychology	SHSS PSY 01 01 01 GEC 4004	4	0	0	4
<b>Semester-II</b>						
<b>Sr.</b>	<b>Course Title</b>	<b>Course Code</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>Core Courses</b>						
1	Biopsychology	SHSS PSY 01 02 06 C 4004	4	0	0	4
2	Cognitive Psychology	SHSS PSY 01 02 07 C 4004	4	0	0	4
3	Research Methodology & Statistics	SHSS PSY 01 02 08 C 4004	4	0	0	4
4	Applied Social Psychology	SHSS PSY 01 02 09 C 4004	4	0	0	4
5	Review Article	SHSS PSY 01 02 10 C 0202	0	2	0	2
6	Practicum-II (Experiments and Profiling)	SHSS PSY 01 02 11 C 00105	0	0	10	5
<b>Elective Courses (DCEC)</b>						
1	Personality	SHSS PSY 01 02 01 DCEC 4004	4	0	0	4
2	Sports Psychology	SHSS PSY 01 02 02 DCEC 4004	4	0	0	4
3	Motivation and	SHSS PSY 01 02 03 DCEC	4	0	0	4

	Emotion	4004				
4	Indian Psychology	SHSS PSY 01 02 04 DCEC 4004	4	0	0	4
5	Child Psychology	SHSS PSY 01 02 05 DCEC 4004	4	0	0	4
6	Environmental Psychology	SHSS PSY 01 02 06 DCEC 4004	4	0	0	4
<b>Elective Course (GEC)</b>						
1	Psychology in Everyday Life	SHSS PSY 01 02 02 GEC 4004	4	0	0	4
<b>Semester-III</b>						
<b>Sr.</b>	<b>Course Title</b>	<b>Course Code</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>Core Courses</b>						
1	Psychopathology	SHSS PSY 01 03 12 C 4004	4	1	0	4
2	Mental Abilities	SHSS PSY 01 03 13 C 4004	4	1	0	4
3	Psychological Testing	SHSS PSY 01 03 14 C 4004	4	1	0	4
4	Practicum-III (Psychological Tests)	SHSS PSY 01 03 15 C 4004	0	0	10	5
<b>Elective Courses (DCEC)</b>						
1	Dissertation	SHSS PSY 01 03 07 DCEC 0404	4	0	0	4
2	Rehabilitation Psychology	SHSS PSY 01 03 08 DCEC 4004	4	0	0	4
3	Military Psychology	SHSS PSY 01 03 09 DCEC 4004	4	0	0	4
4	Criminal and Forensic Psychology	SHSS PSY 01 03 10 DCEC 4004	4	0	0	4
5	Organizational Behaviour and Training	SHSS PSY 01 03 11 DCEC 4004	4	0	0	4
6	Positive Psychology	SHSS PSY 01 03 12 DCEC 4004	4	0	0	4
7	Human Resource Management	SHSS PSY 01 03 13 DCEC 4004	4	0	0	4
8	Consumer Behaviour and Marketing	SHSS PSY 01 03 14 DCEC 4004	4	0	0	4
<b>Elective Course (GEC)</b>						
1	Social and Community Psychology	SHSS PSY 01 03 03 GEC 4004	4	0	0	4
<b>Semester-IV</b>						
<b>Sr.</b>	<b>Course Title</b>	<b>Course Code</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>

<b>Core Courses</b>						
1	Clinical Psychology	SHSS PSY 01 04 16 C 4004	4	0	0	4
2	Psychometrics	SHSS PSY 01 04 17 C 4004	4	0	0	4
3	Guidance and Counselling	SHSS PSY 01 04 18 C 4004	4	0	0	4
4	Practicum-IV (Psychological Tests)	SHSS PSY 01 04 19 C 4004	0	0	10	5
<b>Elective Course (DCEC)</b>						
1	Dissertation	SHSS PSY 01 04 15 C 0404	4	0	0	1
2	Cyber Psychology	SHSS PSY 01 04 16 DCEC 4004	4	0	0	4
3	Educational Psychology	SHSS PSY 01 04 17 DCEC 4004	4	0	0	4
4	Developmental Psychology	SHSS PSY 01 04 18 C 4004	4	0	0	4
5	Health Psychology	SHSS PSY 01 04 19 C 4004	4	0	0	4
6	Cross-Cultural Psychology	SHSS PSY 01 04 20 C 4004	4	0	0	4
7	Asian/Indian Healing Psychotherapies	SHSS PSY 01 04 21 C 4004	4	0	0	4
8	School Counselling	SHSS PSY 01 04 22 C 4004	4	0	0	4
9	Exceptional Children	SHSS PSY 01 04 23 C 4004	4	0	0	4
<b>Elective Courses (GEC)</b>						
1	Stress and Health	SHSS PSY 01 04 04 GEC 4004	4	0	0	4

**Semester I  
CORE COURSE-I  
THEORETICAL FOUNDATIONS OF PSYCHOLOGY  
SHSS PSY 01 01 01 C 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 marks*

*Internal Assessment: 30 Marks*

*Examination: 70 marks*

***Objective***

*To give an overview of historical foundations of Psychology and the developments within the discipline.*

## ***Learning Outcomes***

*After completing the course, student will be able to understand:*

- *Emergence of Psychology as a discipline.*
- *Historical antecedents making Psychology a science.*
- *Contributions of different schools of thoughts in Psychology.*
- *Various methodological issues of Psychology.*
- *Various approaches used in the study of subject matter of Psychology.*
- *Various systems and theories of Psychology.*

### **UNIT – I**

Emergence of Psychology– Psychology as Science, Nature and Scope of Psychology. Schools of Psychology: Basic Tenets of Structuralism, Functionalism

## UNIT – II

Classical Psychoanalysis: Freud, Adler, Jung, Sullivan, Horney.

Behaviorism and Gestalt psychology.

## UNIT- III

Theories of Learning: Thorndike, Hull, Guthrie, Tolman, Bandura.

Motivation: Lewin, Maslow.

Emotions: James Lange, Cannon- Bard, Schachter- Singer.

## UNIT- IV

Type Theories of Personality: Sheldon, Kretchmer. Trait theories: Allport, Eysenck, Cattell.

Eastern Models of Psychology: Vedic and Buddhist.

### **Suggested Readings**

Brenman, J. F. (2004). *History and Systems of Psychology* (6thEd). Delhi. Pearson Pub.

Cornelissen, M; Mishra, G & Verma, S. (2013). *Foundations of Indian Psychology*. New Delhi; Pearson Education.

Dalal, A.K. & Mishra, G. (2002). *New Directions in Indian Psychology: Social Psychology, Vol.1*. New Delhi, Sage Publications.

Marx, M.H. & Hillix, W.A. (1978). *Systems and Theories in Psychology*. New Delhi: Tata McGraw-Hill. Publication Ltd.

Schultz, D. & Schultz, S. (2000). *A History of Modern Psychology*. U.S.A.: Harcourt Brace & Co.

Shiraev, E. (2015). *A History of Psychology- A Global Perspective*. New Delhi. SAGE

Viney, W. & King, D. (1998). *History of Psychology*. Boston: Allyn and Bacon.

Wolman, B.B. (1995). *Contemporary Theories and Systems in Psychology*. Delhi: Freeman.

**CORE COURSE-II**

**EXPERIMENTAL PSYCHOLOGY  
SHSS PSY 01 01 02 C 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 marks*

*Internal Assessment: 30 Marks*

*Examination: 70 marks*

***Objective***

*Through this course, the students will be introduced to branch fields of Psychology. The students will be taught popular theories related with the field and will be made acquainted with fundamentals of conducting a Psychology experiment in laboratory setting.*

***Learning Outcomes***

*After completing the course, student will be able to:*

- *Identify and explain the principles of empiricism, including how these are applied to implementation of research.*
- *Describe the distinct differences and distinguish between the goals of basic vs. applied scientific research.*
- *Describe the fundamental differences between the methods of carrying out an experiment vs. systematic observation and their effect on questions of causation.*

**UNIT-I**

Experimental Psychology: Nature, Historical Background, Contribution of Weber, Fechner, Wundt and Galton. Sensory Processes: Visual and Auditory; Structure and Functions of Eye and Ear.

**UNIT- II**

Perceptual Processes: Nature, Perception of Form, Size, Space, Movement, and Time.

Perceptual Constancy, Illusions, Subliminal Perception.

### UNIT-III

Psychophysics: Problems and Methods of Classical Psychophysics.

Signal Detection Theory: Basic Concepts, Assumptions, Methods and Applications.

### UNIT- IV

Classical Conditioning: Nature and Process; Factors affecting Classical Conditioning.

Instrumental and Operant Conditioning: Basic Concepts, Schedules of Reinforcement; Applications

Verbal Learning: Methods, Organizational Processes, Discrimination Learning: Nature and Paradigms.

### Suggested Readings

Anderson, D.C. and Borkowski, J.G. (1978). *Experimental Psychology: Research Tactics and their Applications*. Illinois: Scott foreman.

Chance. (1988). *Learning and Behaviour*. California: Wadsworth.

D'Amato, M.R. (1970). *Experimental Psychology: Methodology, Psychophysics, and Learning*. New Delhi, Tata Mc-Graw Hill Publishing Company.

Domjan, M. (2003). *The Principles of Learning and Behaviour*. California: Wadsworth, Thomson.

Flaherty, C.F., Hamilton, L.W., Gandelman, R.J., & Spear, N.E. (1977). *Learning and Memory*. Chicago: Rand McNally.

Goldstein, E.R. (2007). *Psychology of Sensation and Perception*. New Delhi: Cengage Learning.

Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2014). *Experimental Psychology*. Cengage Learning.

Liberian, D.A. (1990). *Learning: Behaviour and Cognition*. California: Wadsworth

Riggs, L. A., Woodworth, R. S., Schlosberg, H., & Kling, J. W. (1972). *Woodworth & Schlosberg's Experimental Psychology*. London: Methuen.

Woodworth, R. S., & Schlosberg, H. (1971). *Experimental Psychology*. New Delhi Oxford and IBH.

**CORE COURSE-III  
RESEARCH METHODOLOGY  
SHSS PSY 01 01 03 C 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 marks*

*Internal Assessment: 30 Marks*

*Examination: 70 marks*

### ***Objectives***

*This course introduces the students to the field background and understanding of the scientific foundation of Psychology. It will enable students to develop a knowledge base of human behavior across the broad areas of psychology. It introduces students with research methods used in psychology, apply their knowledge in research design and data analysis. It will enable the students like conduct the psychological research in the professions associated with psychology.*

### ***Learning Outcomes***

*After completing the course student will be able to:*

- *Demonstrate the knowledge of research approaches and findings in Psychology*
- *Critically access information related to the study of behavior and mental processes and use the critical assessment in forming conclusions and arguments.*
- *Develop a set of skills that extend beyond the field of Psychology*
- *Use technology for studying concepts and conducting research*
- *Able to communicate their ideas in writing and speech.*

### **UNIT-I**

Psychological Research: Nature, Characteristics, Need. Univariate vs. Multivariate Approach;  
Variables: Types, Control of relevant variables

Research Problem: Formulation, Sources, and Criteria.

Hypothesis: Types and basic concepts related with hypotheses testing, and Virtues of problem and hypothesis

## **UNIT-II**

Psychological Research: General Steps, Types-Experimental (Field and Laboratory), Ex Post facto, Field studies, Longitudinal, Cross sectional, Cross-cultural and Correlational.

## **UNIT-III**

Sampling: Basic Principles, Probability and Non-Probability sampling techniques. Data Collection Techniques: Case Study, Observation, Interview, Questionnaire.

## **UNIT-IV**

Quantitative v/s Qualitative Research-Nature, Methods-Grounded Theory, Ethnography, In-Depth Interview and Focused Group Discussion.

Analysis- Thematic Analysis, Narrative Analysis, Conversation Analysis and Content Analysis

## **Suggested Readings**

Berg, B. L. (2001). *Qualitative Research Methods for Social Sciences*. Pearson. M.A.

Kerlinger, F.N. (1973). *Foundation of Behavioural Research*. New York: Holt Rinehart and Winston.

McGuigan, F.J. (1983). *Experimental Psychology: Methods of Research (4th Ed.)*. New Jersey: Prentice Hall.

Richards Lyn and Morcse Janice M. (2013). *Read Me First for A User's Guide to Qualitative methods*. (3rd Ed.). Sage Publication.

Shaughnessy, J.J. & Zechmeister, E.B. (1997). *Research Methods in Psychology*. New York: Mc Graw Hill.

Singh, A.K. (1986). *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Tata McGraw Hill.

## CORE COURSE-IV

### STATISTICS IN PSYCHOLOGY

SHSS PSY 01 01 04 C 4004

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 marks*

*Internal Assessment: 30 Marks*

*Examination: 70 marks*

#### ***Objective***

*This course introduces the students to the field of statistics and hypothesis testing. This is the first of the "basic skills" courses for Psychology majors and it is a required course for students in several other disciplines. It is a course concerned with data – or the information we collect when we do empirical research.*

#### ***Learning Outcomes***

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

- *Completely describe a data set (a set of scores) using appropriate descriptive statistics,*
- *Understand the logic and application of hypothesis testing,*
- *Interpret a set of descriptive statistics and understand the limitations of each measure,*
- *Apply the appropriate inferential statistical technique to situations covered in class,*
- *Interpret the results of an inferential test and understand the limitations of each procedure, and*
- *Compute descriptive and inferential statistics using a calculator and computer.*

#### **UNIT-I**

Statistics: Aims and Objectives, Descriptive and Inferential Statistics, Parametric and Non-Parametric Statistics. Organizing Data: Frequency Distribution, Graphical Presentation- Histogram, Polygon, Pie and Ogive.

## UNIT-II

Four Levels of Measurement; Measures of Central Tendency- Mean, Median, and Mode. Measures of Variability- Range, Average Deviation, Quartile Deviation, Standard Deviation, and Variance.

## UNIT-III

Normal Probability Curve: Characteristics, Applications; Divergence from Normality-Skewness and Kurtosis. Hypothesis Testing: Chi-square- Testing, Equal Probability, Normal Probability and Independence Hypothesis; z/t-test.

## UNIT-IV

Correlation: Concept, Product-Moment and Rank Difference Methods. Other methods of correlation: Biserial, Point Biserial, Tetra-choric, Phi-Coefficient. Partial Correlation (first order), Multiple Correlation (three variables).

### Suggested Readings

- Coolican, H. (2004). *Research methods and Statistics in Psychology*. Hoddes Arnold. London.
- Heiman, G.W. (2001). *Understanding research methods and statistics: An integrated introduction for psychology (2nd Ed.)*. Houghton Mifflin Company. Boston
- Garrett, H.E. (1981). *Statistics in Psychology and Education*. Bombay: Vakils.
- Guilford, J.P. (1981). *Fundamental Statistics in Psychology and Education (6th Ed.)*. New Delhi: McGraw Hill.
- Howell D.C. (1997). *Statistical Methods for Psychology (4th Ed.)*. Duxbury. Pacific Grove, CA.

Winer, B.J. (1971). *Statistical principles and experimental design*. Kogakusha: McGraw.

**CORE COURSE-V**  
**PRACTICUM-I (EXPERIMENTS AND PROFILING)**  
**SHSS PSY 01 01 05 C 00125**

*Credits: 5 (Hrs. /week: 10)*

*Total: 100 marks*

*Internal Assessment: 30 Marks*

*Examination: 70 marks*

## **Objective**

*This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.*

## **Learning Outcomes**

*At the end of this course, you should be able to:*

- *Know about the profile basic experiments and instruments in Psychology.*
- *Able to independently administer the instruments for testing purpose.*

## **Part-A**

Any ten practicals out of the following are to be conducted during the semester. One Practical will be allotted to the candidate during examination, and evaluation will be based on Conduction, Report, and Viva-Voce.

1. Depth Perception
2. Perceptual Constancy
3. Discrimination Learning.
4. Perception of Time
5. Muller Lyer Illusion
6. Retinal Colour Zones

7. Experiment of Classical Conditioning
8. Maze Learning
9. Autokinetic Movement
10. Verbal Learning.
11. Achievement Motivation
12. Emert's Law/ Weber Law
13. Determination of AL/ DL
14. Incidental Versus Intentional Learning
15. Signal Detection Theory (SDT)
16. Survey.
17. Phi-Phenomenon
18. Data Entry and analysis using SPSS/Excel
19. Colour Contrast.
20. Colour Mixture.

### **Part-B Profiling of Equipment-**

Candidate is required to prepare profile of 5 equipments. Profile of one equipment will be allotted to the candidate during the examination and evaluation will be based on Profile Record, Report and Viva –Voce.

**GENERIC ELECTIVE COURSE-I  
GENERAL PSYCHOLOGY  
SHSS PSY 01 01 01 GEC 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 marks*

*Internal Assessment: 30 Marks*

*Examination: 70 marks*

***Objective***

*This course will introduce the students with the basic principles of Psychology. It will further introduce students with the recent advancements in the general Psychology*

***Learning Outcomes***

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

- *Define and explain the basic principles in Psychology.*
- *Demonstrate the principles of the Psychology in daily life.*

**UNIT-I**

Psychology: Nature and Scope and Schools of Psychology

Methods of Study: Case Study, Observation, Interview and Experimental Method

**UNIT-II**

Sensation: Nature and Types

Perception: Nature, and Perceptual Organization.

### **UNIT-III**

Learning: Definition, how do we learn: Trial and Error, Insight, Conditioning and Social Learning

Motivation: Nature, Theories: Drive Theory, Maslow's Need Hierarchy Theory Emotion: Emotional expression, and Theories of Emotions.

### **UNIT-IV**

Intelligence: Nature, Theories: Two Factor and Group Factor Theories and Measurement of Intelligence.

Personality: Nature, Determinants and Measurement.

### **Suggested Readings**

Baron. A. Robert (2002). *Psychology*. (5<sup>th</sup> Edition) Pearson Education. New Delhi.

Clifford T. Morgan, Richard King, John R. Weis, and John Schopler (1993). *Introduction to Psychology (7<sup>th</sup> Edition)*. Tata McGraw Hill Book Co. New Delhi.

Ernest R. Hillgard, Richard C. Atkinson, Rita L. Atkinson (1975). *Introduction to Psychology. (6<sup>th</sup> Edition)*, Oxford IBH publishing Co. Pvt. Ltd. New Delhi.

Gazzaniga, M. Heatherton, T. Halpern, D. & Heine Steve (2012). *Psychological Science*. WW Norton & Company. Inc. New York.

### **SEMESTER-II**

### **CORE COURSE-VI**

**BIOPSYCHOLOGY**  
**SHSS PSY 01 02 06 C 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 Marks*  
*Internal Assessment: 30*  
*Marks*  
*Examination: 70 Marks*

***Objectives***

*By the end of this course, students will be able to recognize different methods of studying the brain and its structure. They will be able to recognize the structure of the human brain, how transmission of information takes place within its structures. They will be able to explain the neural organization by which the coordination in the body takes place along with the associated systems which help in making neural coordination effective and how different physiological processes such as hunger, thirst and sleep are regulated by bodily functions.*

***Learning Outcomes***

*After completing the course, students will be able to:*

- Recognize various methods to study the brain, structure of neurons, and organization of the nervous system.*
- Describe various functions of neurons, synapse's, neurotransmitters, and endocrine glands.*
- Explain the mechanism involved in various physiological processes such as hunger, thirst and sleep.*
- Apply the information of different methods to study the brain and its structure and physiological processes in understanding and managing human behavior.*

**UNIT- I**

Biopsychology: Nature, Scope and Approaches; Methods of study: Lesion, Ablation, Brain Stimulation, Scanning methods – CT, MRI, fMRI and PET; Electrophysiological Recordings - EMG, EEG, AEP.

**UNIT-II**

Cell: Structure and Functions, Neuron: Structure, Functions and Types; Supporting Cells in Nervous System: Structure and Functions of Glial Cells.

Nerve Impulse: Conduction; Synaptic Transmission: Structure of Synapse, Process of Synaptic Transmission (Chemical events at synapse); Neurotransmitters: Types and functions.

### **UNIT-III**

Nervous System: Organization; CNS: Structure and Functions.

Peripheral Nervous System: Somatic System, Spinal and Cranial Nerves; Autonomic Nervous System: Sympathetic and Parasympathetic.

### **UNIT-IV**

Endocrine Glands: Structure, Location and Functions. Ingestive Behaviour: Neural Mechanisms of Hunger and Thirst. Physiological mechanisms of Sleep and Waking; Stages and Types of sleep; Sleep Disorders.

#### **Suggested Readings**

Bannett, T. L. (1977). *Brain and Behaviour*. California: Brooks/Cole.

Carlson, N. R. (2005). *Foundations of Physiological Psychology*, 6th ed. Pearson Education and Dorling Kindersley (India): New Delhi.

Gazzaniga, M. S., Lvry, R. B., & Mangun, G. R. (2002). *Cognitive Neuroscience: The Biology of the Mind* 2nd Edition. New York; W.W. Norton & Company, Inc.

Kalat, J. N. (2001). *Biological Psychology*. California: Wadsworth.

Pinel, John P. J., & Stevens, J. B. (2016). *Introduction to Biopsychology*. 9<sup>th</sup> ed. Pearson  
Pearson (India): New Delhi.

### **CORE COURSE-VII COGNITIVE PSYCHOLOGY SHSS PSY 01 02 07 C 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 Marks  
Internal Assessment: 30 Marks*

**Objectives**

*By the end of this course, students will be able to develop core competency in the area of cognitive psychology. They will be able to define various cognitive phenomena and explain various models of attention, memory, and basic process of thinking, language acquisition, and problem-solving behavior. They will be able to explain how the human brain interprets and manipulates information.*

**Learning Outcomes**

*After completing the course, student will be able to:*

- *Define various cognitive phenomena*
- *Describe different approaches of cognitive psychology.*
- *Describe various models of attention and memory, basic process of thinking, language acquisition, and problem-solving behavior.*
- *Evaluate the impact of research done in the area of cognition.*

**UNIT-I**

Cognitive Psychology: Historical Background, Scope, Approaches- Top down, Bottom-Up, and Information Processing, Methods of study- Behavioral and Physiological.

**UNIT- II**

Attention: Nature, Capacity, and Information Processing. Selective Attention: Nature, Models Filter and Attenuation. Divided Attention. Pattern Recognition: Template Matching, and Feature Analysis.

**UNIT-III**

Memory: Nature, Methods of Study; Types of Memory, Models of Memory: Atkinson and Shiffrin, Levels of Processing, Parallel Distributed Processing. Autobiographical memory.

Eye-Witness Testimony. Mnemonics. Forgetting: Nature, Factors, and Theories.

**UNIT-IV**

Thinking: Nature; Problem Solving: Nature and Strategies. Concept Formation.

Language: Properties; Structure; and Processes of Language Acquisition. Reasoning: Nature and Types.

### **Suggested Readings**

Benjafield, J. G. (2000). *Cognition*. Oxford University Press, Delhi.

Eysenck, M.W., and Keane, M.P (2000). *Cognitive Psychology: A student's guide*. Psychology Press.

Galotti, K. M. (2011). *Cognitive Development*. Sage Publication.

Galotti, K.M. (2000). *Cognitive Psychology in and out of the Laboratory*. Delhi: Thomson.

Goldstein, B. E. (2005). *Cognitive Psychology*. Wadsworth, London.

Kellogg, R. T. (2012). *Fundamentals of Cognitive Psychology*. Lab Angles: Sage.

Solso, R. L. (2001). *Cognitive Psychology*. Delhi: Pearson Education.

Sternberg, R. J. (2007). *Cognitive Psychology*. Delhi: Thomson.

Sternberg, R. J., & Sternberg, K. (2011). *Cognitive Psychology*. 8<sup>th</sup> Edition. Wadsworth Publishing Co Inc; International edition.

Thomas, A. M. & Matlin, M. W. (2019). *Cognition (10<sup>th</sup> Ed.)*. New York: Wiley.

## SHSS PSY 01 02 08 C 4004

Credits: 4 (Hrs. /week: 4)

Total: 100 Marks  
Internal Assessment: 30 Marks  
Examination: 70 Marks

### **Objectives**

*By the end of this course, students will be able to provide basic understanding of different types of research designs and know about various techniques of statistics. Further, to demonstrate and describe the basic understanding of SPSS and research writing format. To provide a foundation for better understanding of research methodology and the uses of the right statistical tool for conducting research meaningfully.*

### **Learning Outcomes**

*After completing the course, student will be able to:*

- *Identify different types of research designs.*
- *Identify the appropriate statistical tools and tests for a research study.*
- *Identify and control the errors in a research study.*
- *Acquaint themselves with SPSS and format of research writing.*

### **UNIT-I**

Research Design: Criteria and Principles, Between Groups and Within Groups Designs: Single Factor and Factorial.

Quasi-experimental designs: Non-equivalent comparison groups and Time Series.

### **UNIT-II**

Analysis of Variance: Basic Concepts, One way ANOVA (Separate and Repeated measures). Two Way ANOVA: (Separate groups), Post-Hoc Tests: Newman-keuls Test, Duncan Multiple Range Test, Tukey Test; Trends Analysis.

### **UNIT-III**

Nonparametric Statistics: Importance, Sign Test, Wilcoxon Signed Ranks Test, MannWhitney-Wilcoxon U-Test. Median Test, and Kendall Coefficient of Concordance; ANOVA: Kruskal-Wallis One Way ANOVA, Friedman Two Way ANOVA.

### **UNIT-IV**

Regression Prediction (bivariate); Multiple Regression (three variables); Factor Analysis:

Basic Concepts.

Ethical Issues in Research; Preparing a Research Proposal (APA Style).

## **Suggested Readings**

Bordens, K. S., & Abbott, B. B. (2006). *Research Design and Methods: A Process Approach*. 10<sup>th</sup> Edition. McGraw Hill.

Broota, K. D. (1989). *Experimental Design in Behavioral Research*. New Delhi: Wiley Eastern.

Coolican, H. (2017). *Research methods and statistics in psychology*. Psychology Press.

Goodwin, C. J., & Goodwin, K. A. (2016). *Research in psychology methods and design*. John Wiley & Sons.

Gravetter, F. J., & Forzano, L. B. (2018). *Research Methods for Behavioral Sciences*. 6<sup>th</sup> Edition. Cengage Learning, Canada.

Gravetter, F. J., & Wallnau, L. B. (2016). *Statistics for the Behavioral Sciences*. 10<sup>th</sup> Edition. Cengage Learning, Canada.

Guilford, J. P. (1954). *Psychometric Methods*. McGraw-Hill Inc., US.

Kerlinger, F. N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart and Winston.

McGuigan, F. J. (1983). *Experimental Psychology: Methods of research (4th Ed.)*. New Jersey: Prentice Hall.

Shaughnessy, J. J., & Zechmeister, E.B. (1997). *Research Methods in Psychology*. New York: McGraw Hill.

Siegel, S., & Castellan, N. J. (1988). *Nonparametric statistics for the behavioral sciences*. Kogakusha: McGraw Hill.

Singh, A. K. (2017). *Tests, measurements, and research methods in behavioral sciences*. New Delhi: Tata McGraw Hill.

Winer, B. J. (1971). *Statistical principles and experimental design*. Kogakusha: McGraw Hill.

## **CORE COURSE-IX**

### **APPLIED SOCIAL PSYCHOLOGY**

## SHSS PSY 01 02 09 C 4004

Credits: 4 (Hrs. /week: 4)

Total: 100 Marks  
Internal Assessment: 30 Marks  
Examination: 70 Marks

### **Objectives:**

*By the end of this course, students will be able to describe the nature and application of social psychology, research methods used in understanding social behavior. They will be able to describe, discuss and analyze major issues and concepts in the field of Social Psychology. They will be able to describe the ways of attitude formed and changed. They will be able to define and describe the concept and theories of pro-social behavior, aggression, interpersonal attraction and intergroup relations.*

### **Learning Outcomes:**

*After completing the course, student will be able to:*

- *Define Social Psychology and methods of study.*
- *Identify various processes of socialization, social perception and social influence.*
- *Describe the formation and change of attitudes.*
- *Explain the theories and dynamics of groups (roles, norms, and cohesiveness).*
- *Compare and apply various theories of aggression.*

### **UNIT-I**

Introduction: Nature and Scope of Social Psychology

Methods: Experimental, Survey, Ethnography, and Sociometry.

Ethical Issues in Social Psychological Research.

### **UNIT-II**

Socialization Processes: Nature, Approaches, Agencies

Social Perception: Communication, Attribution, Impression Formation and Management.

Group: Types, Dynamics and Norms. Social Identity, Crowd Behavior.

### **UNIT-III**

Attitude: Nature, Formation, Maintenance and theories of Change (Heider and Festinger)

Social Influence: Conformity, Compliance, and Obedience.

Stereotyping, Prejudice, and Discrimination: Causes and Effects.

#### **UNIT-IV**

Aggression: Nature, Sources; and Theories- Biological, Social Learning and Cognitive.

Strategies of Aggression Control.

Helping Behavior: Altruism and Prosocial Behavior, Bystander Effect.

Application of Social Psychology: Health, Environment, Law and Personal Space.

#### **Suggested Readings:**

Baron, R. A., & Byrne, D. (2004). *Social Psychology*. Singapore: Pearson Education

Baron, R. A., Byrne, D., & Johnson, B. T. (1998). *Exploring Social Psychology*. USA: Allyn and Bacon.

Fiske, S. T., Gilbert, D. T., & Lindzey, G. (Eds.). (2010). *Handbook of Social Psychology*. (Vol. 1 & 2). John Wiley and Sons.

Myers, D. G., Sahajpal, P., & Behera, P. (2012). *Social Psychology*. New Delhi: Tata McGraw-Hill.

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology*. New Jersey: Pearson Prentice Hall.

#### **CORE COURSE-X**

**REVIEW ARTICLE**  
**SHSS PSY 01 02 10 C 0202**

*Credits: 2 (Hrs. /week: 2)*

*Total: 50 Marks*  
*Internal Assessment: 50 Marks*

***Objectives***

*By the end of this course, students will be able to enable the students to conduct review of literature on specific areas of interest. To enable the students to develop the ability to infer specific outcomes from a large pool of research studies.*

***Learning Outcomes***

*After completing the course, student will be able to:*

- *Practice their critical thinking and writing skills which will be useful to further their career prospects*
- *Conduct review of literature and make practical conclusions and scope of research from it.*

At the end of their semester the students shall submit the written review article as per the Guidelines prescribed below.

**Briefing Session**

A briefing session for all the students and concerned faculty guides will be organized by the department in the beginning/mid of even semester to enable them to prepare well & proceed for the course as per guidelines and to make sure that the students are able to finalize the broad area of work.

**Finalization and approval of topic of Review and schedule of activities**

Students shall finalize the broad area /topic, and work schedule of his / her review article in consultation with the faculty guide. The area/topic, work schedule of review article shall be approved by the department.

**Allocation of Faculty Guide**

Each student shall be assigned a faculty guide for their review article well in advance in a formal manner depending on the number of students per faculty member, the available specialization among the faculty guides by department. - The faculty guide must closely interact with the student and monitor the progress of the student.

**The layout guidelines for the submission of the Report**

The final review paper is compulsory for the semester. Therefore, students must adhere to the following parameters.

Word length: 3000 to 4000 words.

No. of Copies 01,

Spiral binding

**Language: English**

**Paper: A4**

**Margin:** According to APA guidelines

### **Suggested Readings**

American Psychological Association. (2010). *Publication manual of the American*.

Hartley, J. (2008). *Academic writing and publishing: A practical handbook*. Routledge.

Sternberg, R. J., & Sternberg, K. (2016). *The psychologist's companion: a guide to professional success for students, teachers, and researchers*. Cambridge University Press.

**CORE COURSE- XI**  
**PRACTICUM-II (EXPERIMENTS AND PROFILING)**  
**SHSS PSY 01 02 11 C 00105**

*Credits: 5 (Hrs. /week: 5)*

*Total: 100 Marks*  
*Internal Assessment: 30 Marks*  
*Examination: 70 Marks*

***Objectives***

*By the end of this course, students will be able to acquire skills in various experiments. To acquaint students with the profiling of various experimental instruments. Further, to enable students in applying those skills and information in conducting experiments.*

***Learning Outcomes***

*After completing the course, student will be able to:*

- *Conduct the various experiments to verify the psychological theories.*
- *Prepare profile of the experimental Equipment.*

**Part-A** Any ten practical's out of the following are to be conducted during the semester. One practical will be allotted to the candidate during examination and evaluation will be based on Practical Conduction, Report and Viva-Voce during the practical Exam.

1. Dichotic Listening
2. Measurement of divided/ Selective Attention.
3. Transfer of Training.
4. Short Term Memory (STM)
5. Long Term Memory (LTM)
6. Zeigarnik Effect
7. Schedule of Reinforcement (Instrumental Conditioning)
8. Concept Formation.
9. Forgetting.
10. TAT
11. Sociometry
12. Study of Emotions (Facial Expression)
13. GSR – Galvanic Skin Response
14. Data entry and Analysis using Software (SPSS/Excel).

15. Hemispheric Specialization.
16. Measurement of Motives
17. Complex Reaction Time
18. Stroop Test.
19. Tower of Hanoi
20. Psytoolkit, IOWA Gambling Task

**Part-B** Profiling of Equipment's- Candidate is required to prepare a profile of 5 equipment's. Profiles of one equipment will be allotted to the candidate during the examination and evaluation will be based on Profile Record, Report and Viva –Voce.

**DISCIPLINE CENTRIC ELECTIVE COURSE-I  
PERSONALITY  
SHSS PSY 01 02 01 DCEC 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 Marks  
Internal Assessment: 30 Marks  
Examination: 70 Marks*

***Objectives***

*By the end of this course, students will be able to define and describe various aspects of personality. They will be able to identify various factors affecting personality. They will be able to conduct personality profiling and techniques to assess an individual's personality. They will be able to compare and contrast various theories of personality.*

***Learning Outcomes:***

*After completing the course, student will be able to:*

- *Identify various aspects of personality.*
- *Describe and predict personality assessment profile.*
- *Compare and contrast various theories of personality.*
- *Administer different personality assessment techniques.*

**UNIT- I**

Introduction: Nature, Conceptual History; Basic Assumptions about Human Nature; Genetic and Environmental Determinants of Personality.

Type Theories: Galen's Theory, Personality Typology (Sheldon and Kretschmer), and Triguna theory.

## UNIT- II

Approaches to Study Personality: Psychoanalytic, Individual, Analytic, Cognitive, Social Learning, and Humanistic.

## UNIT-III

Trait Theories: Allport's Theory, Cattell's Theory; Basic Concepts, Identification of Temperament, Ability, and Dynamic traits.

Eysenckian Model: Structure, Physiological Basis and Behavioural Correlates.

Emergence and Structure of Five Factor and Alternative Five Factors Models of Personality.

## UNIT-IV

Assessment of Personality: Questionnaire and Self Report (16 PF, EPQ-R, Neo-PI-R); Projective Techniques; Rorschach, TAT, SIS, Rotter's Incomplete Sentences Blank; Objective Analytic Tests.

### Suggested Readings

Boyle, G. J., Matthews, G., & Saklofske, D. H. (Eds.). (2008). *The SAGE handbook of personality theory and assessment, (Vol. 1&2) Personality theories and models*. Sage Publications, Inc.

Cattell, R. B., & Kline, P. E. (1977). *The scientific analysis of personality and motivation*. Academic Press.

Eysenck, H. J. (1981). *Model for personality*. New York: Springer-Verlag. Page 23 of 52

Eysenck, H. J., & Eysenck, M. W. (1985). *Personality and Individual Differences: A Natural Science Approach*. Plenum Press- New York and London

Hall G. S., & Lindzey, G. (1988). *Theories of Personality (4Ed.)* New Delhi: Wiley Eastern.

Hjelle, L. L., & Ziegler, D. J. (1992). *Personality theories: Basic assumptions, research, and applications* (3rd Ed.). McGraw-Hill Book Company.

John, O. P., Robins, R. W., & Pervin, L. A. (2008). *HB of Personality: Theory and Research (3<sup>rd</sup> Ed.)*. NY: Oxford Press.

Larsen, R. J., & Buss, D. M. (2011). *Personality Psychology: Domains of Knowledge about Human Nature*. New Delhi: Tata McGraw-Hill.

Pervin, L. A. (1978). *Personality Theory Assessment and Research*. New York: John Wiley

Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). *HB of Indian Psychology*. Delhi: Foundation Sons.

Verma, N. & Singh, U. (2019). *Personality Assessment Objective Analytic Test Approach*. Index International. ISBN- 978-8193618523.

**DISCIPLINE CENTRIC ELECTIVE COURSE-II  
SPORTS PSYCHOLOGY  
SHSS PSY 01 02 02 DCEC 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 Marks  
Internal Assessment: 30 Marks  
Examination: 70 Marks*

***Objectives***

*By the end of this course, students will be able to acquaint themselves with the key aims and concerns of sport psychology. To enable students, explore the role of different psychological aspects, group dynamics and leadership on performance of sports persons. This will enable the students to establish the links among personality, motivation and sports.*

***Learning Outcomes***

*After completing the course, students will be able to:*

- *Identify the aims of sports psychology, and aspects that affect the performance of a sports person.*
- *Describe the role of various psychological factors, group dynamics, and leadership on overall well-being and performance.*
- *Explain the importance of personality, motivation, leadership, group dynamics strategies to reduce stress among sports persons.*
- *Apply the knowledge of personality, motivation, leadership and group dynamics to reduce stress and enhance the performance and overall well-being of sports persons.*

**UNIT-I**

Sports Psychology: Nature, History, Regulatory Bodies (National and International)

Sports Psychology as a Profession: Roles and Ethics.

Type of Sports: Individual Sports, Team Sports, and Combat Sports.

Competition and Cooperation: Concept, Methods to Enhance.

## **UNIT-II**

Personality and Sports: Major perspectives of Personality; Personality and Sports Performance; Examining cognitive strategies and success.

Motivation: Nature; Major approaches of Motivation; Achievement Motivation in Professional Practice; Psychological Momentum in Sports.

## **UNIT-III**

Leadership and Coaching: Components of effective Leadership; Sports oriented interactional approaches to Leadership; Recognizing Breakdowns and Communication, Dealing with Confrontation.

Team cohesion: Nature; Relationship between Cohesion and Performance, Strategies for enhancing Cohesion; Building Self-confidence; Effectiveness of Goal setting.

## **UNIT-IV**

Sports and Psychological Well-Being: Reducing Anxiety and Depression with Exercise Enhancing Quality of Life with Exercise; Relationship between Stress and Injury, Role of Sports Psychology in Injury Rehabilitation.

Overtraining and Burnout: Factors leading to Athlete; Relaxation strategies for Sports: Progressive Relaxation, Autogenic Training, Yoga, Meditation and Biofeedback Training

### **Suggested Readings**

Cox, R. H., & Cox, R. H. (2002). *Sport psychology: Concepts and applications*.

Singh, R. (2014). *Sport Psychology*. New Delhi: Friends Publications.

Weinberg, R.S., Gould, D. (2011). *Foundations of Sport and Exercise Psychology*. United States of America. Human Kinetics.

Woods, R.B. (2011). *Social Issues in Sport*. U.S.A.: Human Kinetics.

**DISCIPLINE CENTRIC ELECTIVE COURSE  
MOTIVATION & EMOTION  
SHSS PSY 01 02 03 DCEC 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 Marks  
Internal Assessment: 30 Marks  
Examination: 70 Marks*

***Objectives:***

*By the end of this course, students will be able to acquaint themselves with various aspects of motivation and emotions. Enable students to gain meaning, nature, and various components. Enable students to identify different techniques of measuring motivation. Facilitate students to understand various theories related to motivation and emotion.*

***Learning Outcomes:***

*After completing the course, students will be able to:*

- Identify the meaning and various components of motivation and emotion.*
- Describe the nature of motivation and emotion.*
- Compare and contrast various theories related to motivation and emotion.*
- Apply various theories into day to day life.*

**UNIT-I**

Motivation: Meaning and Nature. Basic Motivational Concepts

Types of Motives: Biological, Psychological and Social.

Measurement of Motives: Projective Technique, Questionnaire Method, Situational Tests, Analysis of Historical Events.

**UNIT-II**

Theories of Motivation: Instinct Theories, Drive Theory, Incentive Theories, Opponent Process Theory, Optical-Level Theory, Need Hierarchy Theories, Vector Valence Theory

**UNIT-III**

Emotions: Nature, Characteristics, Types, Functions, and Physiological Correlates.

Role of Hemisphere in Emotions, Facial Feedback Hypothesis, Emotional Stroop, Measurement of Human Emotions.

#### UNIT-IV

Theories of Emotions: James-Lange's Theory, Cannon-Bard's Theory, Schachter-Singer, Lazarus Theory of Emotion, Lindzey Activation Theory, Papez-Maclean, Affective Events Theory.

#### Suggested Readings:

Borod, J. (Ed.) (2000). *The neuropsychology of emotions*. Oxford: Oxford University Press.

Campbell, J. B., Hall, C. S., & Lindzey, G. (2007). *Theories of Personality*. 4<sup>th</sup> Ed. Wiley:  
India

Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.

Ekman, P. E., & Davidson, R. J. (1994). *The nature of emotion: Fundamental questions*. Oxford University Press.

Franken, R. E. (2007). *Human motivation*. USA: Thomson Higher Education.

Oatley, K. & Jenkins, J. M. (1992). *Understanding emotions*. Cambridge: Blackwell publishers

Salovey, P. E., & Sluyter, D. J. (1997). *Emotional development and emotional intelligence: Educational implications*. Basic Books.

Weiner, B. (2012). *Human Motivation*. 2<sup>nd</sup> Ed. Springer.

**DISCIPLINE CENTRIC ELECTIVE COURSE  
INDIAN PSYCHOLOGY  
SHSS PSY 01 02 04 DCEC 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 Marks*

*Internal Assessment: 30 Marks*

*Examination: 70 Marks*

***Objectives:***

*By the end of this course, students will be able to acquaint themselves with knowledge, nature and applicability of Indian Psychology and the importance of Indian Mythology in the field of psychology. To develop understanding of Psychological Perspectives of Indian Psychology. To help students understand Personality, Self, Motivation and Emotion in Indian perspective. To enable them to understand the role of Indian Psychology in the field of Mental Health, Education and Social Conflicts.*

***Learning Outcomes:***

*After completing the course, student will be able to:*

- Elaborate the contribution of Indian knowledge systems in generating a comprehensive system of psychology.*
- Compare and contrast various systems of philosophy in India.*
- Describe core psychological concepts available in the Indian traditions.*
- Demonstrate the inherent holism in Indian thought – a view of the person as a biopsychosocial-spiritual entity.*

**UNIT- I**

The Core and context of Indian Psychology

The Indian paradigm on psychological knowledge.

Science and Spirituality: Avidya and Vidya.

**UNIT-II**

Introduction to Indian Perspectives: Upanishads, Samkhya, Vedanta, Jainism, Buddhism, Nyaya, Charvak, Bhagavad Gita.

**UNIT –III**

Personality in Indian Psychology; Self and Identity in Indian Psychology;

Motivation and Emotion in Indian Psychology.

#### UNIT –IV

Applications of Indian Psychology: Management of Mental Health, Resolution of Social Conflicts, Yoga: Health and Well-Being

#### **Suggested Readings:**

Cornelissen, M., R.M., Mishra, G., & Verma, S. (2014). *Foundations and applications of Indian psychology*. Indian: Pearson.

Guba, E. G. (1990). *The alternative paradigm dialog*. In E.G. Guba (Ed.), *the Paradigm Dialog*, pp. 17-30, New Delhi: Sage.

Heehs, P. (Ed.) (2002). *Indian Religions: The spiritual traditions of South Asia*. Delhi: Permanent Black.

Perry, C. (1985). Ajaya, Swami. *Psychotherapy East and West: A Unifying Paradigm*. Honesdale, Pennsylvania, The Himalayan International Institute o. *Journal of Analytical Psychology*, 30(2), 216-217.

Rao, K. R., Paranjpe, A.C., & Dalal, A. K. (2008). *Handbook of Indian Psychology*. New Delhi: Foundation Book

Smith, H. (1994). *The illustrated world's religions: A guide to our wisdom traditions* (p. 256). San Francisco: Harper San Francisco.

**DISCIPLINE CENTRIC ELECTIVE COURSE-V  
CHILD PSYCHOLOGY  
SHSS PSY 01 02 05 DCEC 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 Marks  
Internal Assessment: 30 Marks  
Examination: 70 Marks*

***Objectives***

*By the end of this course, students will be able to understand various aspects of child psychology through several theories. To enable them to understand about various developmental stages of a child and also to identify the different methods to study a child's behavior.*

***Learning Outcomes***

*After completing the course, students will be able to:*

- *Distinguish different stages of child development.*
- *Describe different research methods to study a child's behaviour.*
- *Explain and predict a child's behaviour in day-to-day life.*

**UNIT-I**

Child Psychology: Nature and Scope, Genetic and Environmental Determinants of Development, Heredity-Environment interaction. Basic Issues in study of Child Development

Methods of study: Case Study, Interview, Observation, Longitudinal, and Cross-sectional.

**UNIT-II**

Prenatal Development: How life begins, Birth Process, Major periods in Prenatal Development, Prenatal Environmental Influences, Maternal Factors.

Postnatal Development: Adjustment to Postnatal Life, Complications, and Postpartum Period.

**UNIT-III**

Physical Development: Course of Physical Growth, Development of Brain, Factors affecting Physical Growth.

Motor Development: Development in Early and Middle Childhood, Hormonal Influences, Sex Differences in Motor Development and Perceptual

#### UNIT-IV

Theories of Development: Contribution of Freud, Erikson, Piaget, Vygotsky, and Kohlberg.

Stages of Development and related issues.

### Suggested Readings

Berk, L. E. (2017). *Child Development*. 9<sup>th</sup> Ed. Pearson, India

Demon, W. and Lerner, R. M. (2008). *Child and Adolescent Development*. Wiley. Hoboken, New Jersey.

Hurlock, EB (2004): *Developmental Psychology: A Life span Approach* (5th Ed. New Delhi) Tata McGraw- Hill publishing Co. Ltd.

Sandrock, J.W. (2017). *Life-Span Development*. 13<sup>th</sup> Ed. Mc-Graw Hill, India.

Sandrock, J.W. (2017). *Child Development*. 13<sup>th</sup> Ed. Mc-Graw Hill, India.

Valsiner, J. & Connolly, K. (2003). *Handbook of Developmental Psychology*. New Delhi: Sage Publication.

### DISCIPLINE CENTRIC ELECTIVE COURSE-VI ENVIRONMENTAL PSYCHOLOGY SHSS PSY 01 02 06 DCEC 4004

Credits: 4 (Hrs. /week: 4)

Total: 100 Marks

Internal Assessment: 30 Marks

Examination: 70 Marks

### Objectives

*By the end of this course, students will be able to provide acquaintance with the contribution of psychology in understanding people's responses to environmental problems. It will enable students to understand the psychological and social consequences of environmental degradation, pollution, crowding, congestion, and encroachment of personal space. To acquaint students with the human-environment transaction, and possibility of behavioral intervention strategies to minimize the adverse effects. At the end, students will be able to understand how pro-environment behaviour is needed to reduce the ill effects of environmental quality.*

### Learning Outcomes

*After completing the course, students will be able to:*

- *Identify the people's responses to environmental problems.*
- *Describe the psychological and social consequences of environmental degradation, pollution, crowding, congestion, and encroachment of personal space.*
- *Explain the human-environment transaction, and possibility of behavioral intervention strategies to minimize the adverse effects.*
- *Apply the techniques of pro-environment behaviour which is highly needed to reduce the ill effects of environmental quality.*

### **Unit-I**

Emergence of Environmental Psychology: Nature, History and Scope. Research Methods of Environmental Psychology: Laboratory Experiments, Field Studies, Case Studies. Questionnaires, and Computer Simulation.

Environmental stress: Concept and type of stress.

Sources of stressors: Cataclysmic, ambient stressors, daily hassles.

Pollutions: noise, air, water, chemicals and their consequences.

### **Unit-II**

Human-environment transaction: Personal space, territoriality, crowding.

Indian research on crowding and personal space.

Theoretical models: stimulus overload, behavioral constraint, ecological and adaptation.

### **Unit-III**

Human-Nature Interaction: Concept, Mechanism, Green-Space and Public Health.

Restorative Environment: Concept Theories, Application and Implication.

### **Unit-IV**

Pro-environmental Behaviour: Concept Model and Information Strategies

Intervention: Changing the environmental destructive mind-set, Environmental Education, Environmental Prompts, and Cues,

## **Suggested Readings**

Jain, U. (1987). *The psychological consequences of crowding*. Sage Publications, Inc.

Jain, U., & Palsane, M. N. (2004). Environment and behaviour. *Psychology in India revisited: Developments in the discipline*, 3, 261-308.

Pandey, J. (Ed.). (2004). *Psychology in India Revisited-Developments in the Discipline, Volume 3: Applied Social and Organizational Psychology* (Vol. 3). Sage.

Steg, L., Berg, A. E. V. D., & DeGroot, J. I. M. (2013). *Environmental Psychology*. Wiley, UK.

**GENERIC ELECTIVE COURSE-II**  
**PSYCHOLOGY IN EVERYDAY LIFE**  
**SHSS PSY 01 02 02 GEC 4004**

*Credits: 4 (Hrs. /week: 4)*

*Total: 100 Marks*

*Internal Assessment: 30 Marks*

*Examination: 70 Marks*

***Objectives***

*By the end of this course, students will be able to gain the knowledge and to get them acquainted with the applications of basic concepts in different fields of psychology. To enable students, identify different methods to study psychology, to explore one's self, personality, and Intelligence. Further to make students understand how attitude is formed and how it can be altered in a time of need. To gain the science of influencing. Enabling students to know about the science of abnormal behaviour, its definition and Disorders as per the diagnostic manual.*

***Learning Outcomes***

*After completing the course, students will be able to:*

- Understand & apply psychology in daily life.*
- Describe various components of human behaviour.*
- Apply the knowledge of self, attitude change and social influence to manage one's own and other's behaviour.*
- Identify the Abnormal behaviour, stress and related health problems.*

**UNIT-I**

Psychology: Nature, Scope and Applications

Methods of Study: Experimental, Interview, Cross-Cultural, Observation; and Case Study

## **UNIT-II**

Know Thyself: I & Me, Real-Self, Self-Concept, Self-Esteem; and Self-Efficacy.

Personality: Nature, Development and Assessment.

Intelligence: Nature, Theories and Measurement.

## **UNIT-III**

Social Group: Nature, Types and Norms.

Attitude: Formation, Functions and Change of Attitude

Social Influence: Conformity, Compliance and Obedience; Helping Behaviour- Altruism and Prosocial Behaviour

## **UNIT-IV**

Abnormality: Meaning, Nature, Criteria. Mental Disorders: Symptoms and Causes of Anxiety, Mood, Psychosomatic, and Eating Disorders.

## **Suggested Readings**

Baron, R.A. & Byrne, D. (2004). *Social Psychology*. Singapore: Pearson Education

Carson, R.C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2007). *Abnormal Psychology* (13).  
Ed. Pearson Education. New Delhi, India.

Heatherton, T., Halpern, D., & Heine S. (2012). *Psychological Science*. WW Norton & Company. Inc. New York.

Larsen, R.J. & Buss, D.M. (2011). *Personality Psychology: Domains of Knowledge about Human Nature*. New Delhi: Tata McGraw-Hill.

## **SEMESTER-III**

## CORE COURSE

### PSYCHOPATHOLOGY SHSS PSY 01 03 12 C 4004

*Credits: 4 (Hrs/Week:4)*

*Total Marks=100  
Internal Assessment = 30 marks  
Examination: 70 marks*

#### ***Objective***

*By the end of this course the students will get acquainted with various types of abnormality and psychological disorders, identification of various factors affecting various psychological disorders and will be able to explain various models of abnormality. This will provide an understanding of clinical pictures and causes of several psychological disorders.*

#### ***Learning Outcomes***

*After completing the course contents, students would be able to;*

- *Examine various aspects and factors affecting of abnormality.*
- *Understand various models of abnormality.*
- *Understand classification system (DSM-5 and ICD-11) of abnormality.*
- *Understand the clinical pictures and causes severe mental disorders like, schizophrenia and Bipolar disorders.*

#### **UNIT - I**

Psychopathology: Meaning, Criteria, Models of Clinical Psychology-Psychodynamic, Behavioural, Phenomenological and Interpersonal.  
Classification of Abnormal Behaviour: Meaning, Purpose. Classification Systems-DSM-5 and ICD-11.

#### **UNIT - II**

Clinical Picture and Etiology: GAD, Panic Disorder, Phobia, OCD, Conversion Disorder, Dissociative disorders, and Post-Traumatic Stress Disorder.

#### **UNIT- III**

Clinical Picture and Etiology: Schizophrenia, Delusional Disorders, Mood Disorders, Organic Mental Disorders, and Alcoholism.

#### UNIT- IV

Clinical Picture and Etiology: CHD, Asthma, Hypertension, Peptic Ulcer, Sexual and Gender Identity Disorders, ADHD, Conduct Disorders, and Mental Retardation.

#### Suggested Readings

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. American Psychiatric Pub.

Barlow, D. H. & Durand, V. M. (1999). *Abnormal psychology: An integrative approach* (2nd Ed). Pacific Grove: Brooks/Cole.

Buss, A. H. (1999). *Psychopathology*. New York: John Wiley.

Butcher, J.N. (2014). *Abnormal Psychology*. New Delhi: Pearson Education

Carson, R. C., Butcher, J. N., & Mineka, S. (2001). *Abnormal psychology and modern life* (11th Ed.). New York. Allyn and Bacon

Kaplan, H. J., & Sadock, B. J. (2004). *Synopsis of comprehensive textbook of psychiatry* (10th Ed.). Baltimore: Williams & Wilkins.

Sarason. I. G. & Sarason, B. R. (2006). *Abnormal psychology*. (11th Ed). Delhi: Prentice Hall India.

Carr, A. (2012). *Clinical Psychology: An Introduction*, New York: Routledge.

Carson, R. C., Butcher, T. N., & Mineka, S. (2014). *Abnormal Psychology*. (16th ed.). Pearson. New Delhi

Comer, R. J. (2003). *Abnormal Psychology*, New York: Freeman

#### CORE COURSE

**MENTAL ABILITIES**  
**SHSS PSY 01 03 13 C 4004**

*Credits: 4 (Hrs/Week:4)*

*Total Marks=100*  
*Internal Assessment = 30 marks*  
*Examination: 70 marks*

**Objective**

*This course will acquaint the students with various aspects of individual differences in terms of mental abilities, identify various factors affecting of intelligence and creativity and understand various theories of intelligence and creativity. It will provide an understanding of assessment techniques of intelligence, and will make intelligence profiling. Help them in identifying various dimensions of creativity, and to learn programs and strategies for enhancement of creativity.*

**Learning Outcomes**

*After completing the course contents, students would be able to:*

- *Examine various aspects and factors affecting of intelligence and creativity.*
- *Understand various theories of intelligence and creativity.*
- *Prepare profiling of intelligence through various techniques of assessment.*
- *Identify dimensions of creativity through projective and psychometric methods.*
- *Apply enhancement programs and strategies for creativity.*
- *Apply aspects of intelligence and creativity in day to day life.*

**UNIT-I**

Intelligence: Nature, Historical Views, Neurological Foundation, Genetic Basis, Environmental Influences. Racial and Gender differences.

Theories of Intelligence: Spearman, Thurstone, Guilford, Cattell, Horn, Carroll, and Gardner's Multiple Intelligence.

**UNIT-II**

Information Processing Theories: Jensen, Sternberg, Goleman, Das, Kar & Parrila.

Measurement of Intelligence: Issues and approaches- Psychometric Tests, Biological Measures.

Aptitude: Nature, Types and Measurement.

### UNIT- III

Creativity: Nature and Theories-Psychodynamic, Humanistic, Developmental, and Psychometric.  
Factors Affecting Creativity: Genetic, Neurobiological, and Sociocultural.

### UNIT- IV

Creativity and Intelligence, Creativity and Personality, Creativity and Motivation, Creativity and Culture, Creativity in Everyday Life, Creativity in Eminent People.

Assessment of Creativity: Projective-Inkblot, Word Association; Psychometric Batteries-Torrance, Guilford. Enhancing Creativity: Programs and Strategies.

### Suggested Readings

Anastasi, A. (1988). *Psychological Testing* (6<sup>th</sup> Ed.). New York: McMillan.

Cattell, R.B. (1987). *Intelligence: Its Structure, Growth, and Action*. North Holland: Amsterdam

Eysenck, H.J. (1982). *A Model for Intelligence*. New York: Springer-Verlag.

Guilford, J.P. (1967). *The nature of Human Intelligence*. New York: McGraw Hill.

Kaufman, J.C., & Sternberg, R.J. (2010). *The Cambridge Handbook of Creativity*. NY: Cambridge University Press.

Rickards, T., Runco, M.A., & Moger, S. (2009). *The Routledge Companion to Creativity*. London: Routledge.

Runco, M.A. (2007). *Creativity Theories and Themes: Research Development and Practice*. NY: Academic Press.

Sternberg, R. J., & Berg, C.A. (1992). *Intellectual Development*. London: Cambridge University Press.

Sternberg, R.J., & Grigorenko, E. (1997). *Intelligence, Heredity, and Environment*. London: Cambridge University Press.

Sternberg, R.J. (1990). *Metaphors of Mind: Conceptions of the Nature of Intelligence*. London: Cambridge University Press.

Sternberg, R.J. (1999). *Handbook of Creativity*. NY: Cambridge University Press.

Sternberg, R.J.(1982).*Advances in the Psychology of Human Intelligence* (Vol.1.).NJ: Erlbaum.

Sternberg, R.J.(2003).*Handbook of Human Intelligence*. London: Cambridge University Press.

Torrance, E.P. (1965). *Rewarding Creative Behaviour*, NJ: Prentice Hall.

Wolman, B.B. (1985). *Handbook of Intelligence: Theories, Measurements and Applications*. New York: John Wiley & Sons.

**Core Course**  
**PSYCHOLOGICAL TESTING**  
**SHSS PSY 01 03 14 C 4004**

*Credits: 4 (Hrs/Week:4)*

*Total Marks=100*  
*Internal Assessment = 30 marks*  
*Examination: 70 marks*

***Objective***

*By the end of this course students will be familiar with the field of psychological testing in general and will be able to understand the nature and uses of psychological test.*

***Learning Outcomes***

*After completing the course contents, students would be able to:*

- *Create critical understanding of measurement issues and techniques in psychological inquiry.*
- *Apply knowledge and skills in selecting a good test according to the research needs.*
- *Assess intelligence, personality, interest, attitude and values using suitable tests*
- *Explore how psychological tests may be applied to various fields.*

**UNIT-I**

Psychological Test: Meaning, Characteristics, Types and Uses.

Historical Antecedents, Modern Testing, Ethics in Psychological Testing.

**UNIT-II**

Ability Testing: Types of Intelligence Tests.

Stanford Binet Intelligence Scales, Wechsler Intelligence Scales, DAS-Naglieri Cognitive Assessment Scales, RPM, Culture Fair Tests, Bhatia Battery.

### UNIT- III

Personality Testing: Types of Personality Tests- Self-Report Questionnaires and Objective Analytic Tests. Projective Techniques: Unstructured Tests- RIT, SIS; Semi-Structured Tests- TAT, Draw A Man; Structured Tests-WAT, Sentence Completion Test.

### UNIT- IV

Interest and Aptitude Testing: Interest Inventories; Differential Aptitude Test.

Application of Psychological Testing: Educational Settings, Counselling, Guidance and Organizational Settings.

### *Suggested Readings*

- Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological Testing and Assessment* (12th Ed.). New Delhi: Pearson Education.
- Anastasi, A., & Urbina, S. (2003). *Psychological Testing* (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.
- Barve, B. N., & Narake, H. J. (2008). *Manomapan*. Nagpur, India: VidyaPrakashana.
- Desai, B., & Abhyankar, S. (2007). *Manasashatriyamapan*. Pune, India: NarendraPrakashana.
- Gregory, R. J. (2014). *Psychological testing: History, principals and applications*. (6th Ed.). Boston: Pearson Education.
- Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.
- Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues* (8th Ed.). New Delhi, India: Cengage.
- Rust, J., & Golombok, S. (2009). *Modern psychometrics: The science of psychological assessment*. London and New York: Routledge.

**Practicum-III (Psychological Tests)**  
**SHSS PSY 01 03 15 C 4004**

*Credits: 5 (Hrs. /week: 5)*

*Total: 100 Marks*  
*Internal Assessment: 30 Marks*  
*Examination: 70 Marks*

***Objectives***

*By the end of this course, students will be able to acquire skills in various tests. To acquaint students with the administration of various tests. Further, to enable students in applying those skills and information in conducting tests.*

***Learning Outcomes***

*After completing the course, student will be able to;*

- *Administer the various psychological tests in different areas.*
- *Interpretation and assessments of the test scores.*

Total fifteen practicals out of the following are to be conducted during the semester. One practical will be allotted to the candidate during examination and evaluation will be based on Practical Conduction, Report and Viva-Voce during the practical Exam.

1. Clinical Analysis Questionnaire (CAQ)
2. Minnesota Multiphasic Personality Inventory (MMPI)
3. Millon Clinical Multiaxial Inventory (MCMI)
4. Post Graduate Institute Battery of Brain Dysfunctions (PGI-BBD)
5. Beck Depression Inventory
6. Bender Visual Motor Gestalt Test
7. Anxiety Test
8. Raven's Progressive Matrices
9. Weschler Adult Intelligence Scales (WAIS)
10. Cattell's Culture Fair Test of Intelligence
11. Koh's Block Design Test
12. Relationship of Level-I and II abilities

13. Intelligence-Creativity Relationship
14. Torrance Tests of Creative Thinking (Verbal and Figural Forms)
15. Aptitude Test
16. Head size and Intelligence
17. Organizational Commitment
18. Job Satisfaction
19. Autism
20. ADHD
21. Seguin Form Board

## DCEC

### **DISSERTATION** **SHSS PSY 01 03 07 DCEC 0404**

*Credits: 4 (Hrs/Week:4) Total Marks=100*

*Internal Assessment = 30 marks*

*Examination: 70 marks*

At the end of their semester the students shall submit the research dissertation on any selected topic in Psychology.

### **Objective**

*This course will enable the students to write their dissertation on specific areas of interest, learn research methodology by applying in their dissertation. And will make them aware about different types of research problems, hypothesis, process of data collection and writing a scientific research paper.*

### **Learning Outcomes**

*After completing the course contents, students would be able to:*

- *Practice their critical thinking and writing skills which will be useful to further their career prospects*
- *Conduct review of literature and make practical conclusions and scope of research from it.*

- *Examine research problems, hypothesis, process of data collection and writing a scientific research paper.*

### **Briefing Session**

A briefing session for all the students and concerned faculty guides will be organized by the department in the beginning/mid of semester to enable them to prepare well & proceed for the dissertation work as per guidelines and to make sure that the students are able to finalize their dissertation on time.

### **Finalization and approval of topic and schedule of activities**

- a) Student shall finalize the broad area /topic, and work schedule of his / her dissertation in consultation with the faculty guide.
- b) The area/topic, work schedule of the dissertation shall be approved by the department.

### **Allocation of Faculty Guide**

Each student shall be assigned a faculty guide for their dissertation well in advance in a formal manner depending on the number of students per faculty member, the available specialization among the faculty guides by department. - The faculty guide must closely interact with the student and monitor the progress of the student.

The layout guidelines for the submission of the Report

Students must adhere to following parameters.

Word length: 6000 to 7000 words.

No. of Copies 03,

Spiral binding

1. Language: English

2. Paper: A4

**Margin:** According to APA guidelines

### **Suggested Readings**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. Essential Reading / Recommended Reading

Hartley, J. (2008). *Academic Writing and Publishing: A Practical Guide*, New York: Taylor and Francis.

Sternberg, R. J. & Sternberg, K. (2010). *The Psychologist's Companion: A guide to writing scientific papers for students and researchers* (5<sup>th</sup> Ed.). Cambridge University Press.

**REHABILITATION PSYCHOLOGY**  
**SHSS PSY 01 03 08 DCEC 4004**

*Credits: 4 (Hrs/Week:4)*

*Total Marks=100*  
*Internal Assessment = 30 marks*  
*Examination: 70 marks*

**Objective**

*By the end of this course the student will learn profession of Rehabilitation Psychology, Psychological Assessment of persons with disabilities, Psychological Interventions and dealing with families.*

***Learning Outcomes***

*After completing the course contents, students would be able to:*

- Recognize the psychological problems, needs and setting goals as relevant to rehabilitation of persons with disabilities.*
- Recognize the network of psychological, social, biological, and environmental factors that affect the functioning and impeding the rehabilitation process.*
- Plan interventions for lifestyles and personality functioning to accommodate performance limitations and to successfully deal with situations involving conflict/crisis.*
- Understand the characteristics of various disabilities.*

**UNIT- I**

Introduction to Rehabilitation Psychology: Nature, Scope, Historical Background, Needs of Persons with Disabilities. Role of Psychologist in Rehabilitation, Current Issues and Trends.

**UNIT-II**

Models of Rehabilitation: Medical, Psychological, Socio-cultural, Institutional, and Bio-Psychosocial.

### UNIT-III

Personality Development of Persons with Disabilities.

Lifespan Development of Persons with Disabilities.

Rehabilitation Problems in India.

### UNIT-IV

Psychological Approach to Rehabilitation: Assessment, Diagnosis, Treatment, and Certification.

Understanding Psychological Needs of Caregivers and Working with Families of Persons with Disabilities. Acts in the areas of Disability.

### Suggested Readings

B. Van Hasselt, P. S., Strain, & M. Hersen.(1988). *Handbook of Developmental and Physical Disabilities*. Pergamon Press, New York. Vincent

Murickan, J., &Kaveparampil. (1995) – *Persons with disabilities in society*.

Nirbhay, N., & Singh,(1998). *Comprehensive Clinical Psychology: Application in Diverse Populations*, Volume 9, Elsevier Science, Pergamon.

Robert, G., Frank, T. R., &Elliott. (2000). *Handbook of Rehabilitation Psychology*, APA Washington.

Zigler, E., Gates, D.B. (1999). *Personality development in individuals with Mental Retardation*, New York: Cambridge University Press.

**MILITARY PSYCHOLOGY**  
**SHSS PSY 01 03 09 DCEC 4004**

Credits: 4 (Hrs/week: 4)

Total: 100 marks  
Internal Assessment: 30 marks  
Examination: 70 marks

## **Objective**

*The course will help you to explore the nature of work a military psychologist engages in. Further it will provide the detail step-by-step process in the selection and training procedure and role of psychological testing. Later you will be identifying the nature of leadership in the military setup and explore the ways to make it effective. At last, you will acknowledge the sources of human errors and ways to eliminate them how military is a unique organization.*

## **Learning Outcomes**

*After completing the course contents, students would be able to:*

- *Identify the unique nature of military as an organization, the process of selection and training, nature of leadership and human error and ways to eliminate it.*
- *Describe the need of psychological testing, in personnel selection and training, leadership and its effectiveness and cause of various human errors.*
- *Apply the knowledge of psychological testing and assessment in selection training and leadership and in ways to reduce human error.*

### **UNIT- I**

Military Psychology: Nature, Scope, Historical Perspective, Application, Developments, Contemporary Issues and Emerging Trends. Use of Psychological Tests in Selection in the Defence Services

### **UNIT-II**

Selection and Training of Military Personnel: Assessment of Psychomotor, Spatial Abilities, Interest, Aptitudes, and Personality; Training- Training Needs Analysis, Types and Methods of Training, Evaluation and Monitoring.

### UNIT- III

Leadership in Military: Effective leadership, Leading small and large units, Leadership in peace and war, Leadership for change and stability, Leadership and subordination, Group cohesion and morale.

### UNIT- IV

Human Factors in Military Organizations: Human Errors, Safety and Accidents, Ergonomics and System Design; Vigilance, Complacency.

Military as a Unique Organization: Structural and Functional Issues and Future Perspectives. Issues relating to Training and Performance in Special Situations, Futuristic Warfare.

### **Suggested Readings**

Budd, F.C., & Kennedy, C. H. (2006). *Introduction to Clinical Military Psychology*. New York, NY: Guilford Press.

Kennedy, C. H., & McNeil, J. A. (2006). *A History of Military Psychology*. New York, NY: Guilford Press.

Kennedy, C. H., & Zillmer, E. A. (2006). *Military psychology: Clinical and operational applications*. New York, NY: Guilford Press.

Morgillo, F. S., Moore, B. A., & Freeman, A. (2009). *Living and Surviving in Harm's Way: A Psychological Treatment Handbook for Pre-and Post-Deployment of Military Personnel*. New York, NY: Routledge

**CRIMINAL AND FORENSIC PSYCHOLOGY**  
**SHSS PSY 01 03 10 DCEC 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

## **Objective**

*The course will help you to explore to explore the reasons individuals and their experiences that causes them to commit crime and/or to become criminals. Further, it focuses on theory – ‘explaining’ crime and criminality using an integrative approach. At last, you will understand how forensics works in coordination with justice system and role of eye witness and different tools in profiling of the criminals such as polygraph.*

## **Learning Outcome**

*After completing the course contents, students would be able to:*

- Identify the reasons and the different types of criminals*
- Describe the theories associated with varied type of criminality.*
- Explain the reasons and biological, social and psychological context of criminality.*
- Apply the knowledge in identifying the actual criminals and ways for their correction and reformation.*

### **UNIT-I**

Nature and History of Criminal and Forensic Psychology; Social context of Crime: Extent of Criminality,

Changing nature of Crime: Conservative and Radical interpretations in view of complexity of victimization.

### **UNIT-II**

Types of Offenders: Juvenile Offender: Criminogenic factors in child and adult antisocial behavior. Specific explanations of antisocial behavior in Childhood: Moral Reasoning and Cycles of Abuse.

Violent Offenders: Media influences and Research Statistics, Theories of Homicide: Psychological disposition, Socio-Biological theory and Multi-Factorial Approach.

### UNIT-III

Sexual Offenders: Nature of Rape, Rape myths, Theories: Feminist theory, Social learning and Evolutionary theory. Mental Illness and Crime: Problem of evidence; Mental illness and Crime in general.

Eyewitness Testimony: Accuracy of witness evidence in Court, Witness confidence and improving the validity of line-up

### UNIT- IV

Profile Analysis: Polygraph process and detection of lying. Measures to prevent and control

Crime: Role of Jury decision rules and real Jury deliberations;

Risk assessment and dangerousness issues: Political context, Clinical approaches in Risk and danger assessment.

### Suggested Readings

Howitt, D. (2002) (5th Ed.). *Introduction to Forensic and criminal psychology*. England: Pearson education ltd.

Petherick, Turvey, B. E. & Ferguson, C. E. (2010). *Forensic Criminology*. Elsevier Academic Press.

Shipeay, S., & Arrigo, B. (2012). *Introduction to forensic Psychology*. USA: Academic press.

Canter, D. (2010). *Forensic Psychology: A Very Short Introduction*. Oxford University Press.

## **ORGANIZATIONAL BEHAVIOUR**

### **SHSS PSY 01 03 11 DCEC 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

### **Objective**

*By the end of this course the students will be able to understand concepts, theories and research of industrial psychology. And learn applications of industrial psychology in various organizational settings.*

### **Learning Outcomes**

*After completing the course contents, students would be able to:*

- *Describe concepts of psychology in the process of manpower training.*
- *Enable to apply knowledge in the working of training & development process of an organizations.*
- *Apply various methods in organizational setting.*

### **UNIT-I**

Organizational Behavior: Historical Background, Nature and Scope. Theories: Cognitive, Behaviorist, Social and Cognitive.

Trends & Challenges of OB: Globalization, Diversity, and Ethics. Organizational Culture: characteristics, purpose, types, creating and transmitting organizational culture.

### **UNIT-II**

Organization Structure and Design: Classical and Contemporary Designs (Matrix, Vertical, Horizontal, Network). Motivating by Structuring Jobs: VIE model, Porter & Lawler model, Quality of Work Life model, job enrichment and job enlargement.

Motivation in Organization: Motivating by Meeting Needs and Managerial Applications: Maslow, Alderfer, Herzberg, and McClelland.

### UNIT-III

Leadership and Empowerment: Meaning, process, and programs. Behavioral Approach to Leadership Style. Contingency Approach to Leadership: Fiedler's contingency model; Hersey & Blanchard's situational leadership model; path goal model; and Vroom's decision-making model.

Emerging Approaches to Leadership: Transactional leadership, transformational leadership; substitutes and enhancers for leadership; and self & super leadership.

### UNIT-IV

Organizational Communication: Meaning, functions, directions types (formal-informal, electronic) and techniques for improving communication skills.

Conflict and Stress: Conflicts- Types, Sources and Resolutions. Stress- Sources, Consequences and Management.

### Suggested Readings

- Greenberg, J., & Baron R.A. (2005). *Behavior in Organizations*. Pearson Education. New Delhi.
- Ivancevich, J.M.,Konsopaske R.,& Matteson M.T. (2005). *Organizational behavior and management*. Tata McGraw-Hill. New Delhi.
- Luthans, F. (2013). *Organizational Behavior: An Evidence-based Approach* (12thEd.) McGraw-Hill Edu. (India) Pvt. Ltd. New Delhi.
- Muchinsky, P. (2001). *Psychology Applied to work*. (6th Ed.). Wadsworth. New Delhi.
- Mullins, L.J. (2007). *Management and organizational behavior* 7 ed. Pearson Edu. New Delhi.
- Newstrom, J. W. (2007). *Organizational behavior: Human behavior at work*. Tata McGrawHill. New Delhi.
- Pareek, U., &Rao, T.V. (2003). *Designing and managing human resource system*. Oxford & IBH. New Delhi.
- Robbinns, S. (2001). *Organization behaviour*. (9th ed.). Prentice Hall of India. New Delhi.
- Robbins, S.P., Judge T.A., &Sanghi, A. (2009). *Organizational Behavior* Pearson Prentice Hall. New Delhi.
- Sinha, J.B.P. (2008). *Culture & Organization Behaviour*. Sage. New Delhi.

**POSITIVE PSYCHOLOGY**  
**SHSS PSY 01 03 12 DCEC 4004**

Credits: 4 (Hrs/week: 4)

Total: 100 marks  
Internal Assessment: 30 marks  
Examination: 70 marks

***Objective***

*This course will provide students with an introduction to the core ideas of theories on happiness, well-being and human flourishing as well as acquainting them with the growing body of research evidence on creating, maintaining and developing positive individuals, relationships, organizations and communities.*

***Learning Outcomes***

*After completing the course contents, students would be able to:*

- *Explore the context in which the field of positive psychology has emerged.*
- *Identify and explain their character strengths.*
- *Explain the role of positive emotions in psychological wellbeing and health.*
- *Explore the importance of close relationships.*

**UNIT-I**

Introduction to Positive Psychology: Origin, Assumptions and Goals of Positive Psychology, Eastern Perspective of Positive Psychology. Virtues and Strengths of Character: Classification and measurement of Human Virtues and Strengths.

**UNIT-II**

Positive Emotional States and Well- being: Broaden and Build theory of Positive Emotions; Positive Emotions and Health Resources- Physical, Psychological and Social. Happiness, Flow and Savoring: Different viewpoints of Happiness.

**UNIT-III**

Cognitive States and Processes: Wisdom, Self-efficacy, Hope and Optimism; Mindfulness and Well-being. Life satisfaction and fulfillment and Gratitude and Forgiveness

## UNIT-IV

Close relationships: Characteristics of close relationships;

Love and Flourishing relationships

Pro-Social Behavior: Empathy, Altruism.

### Suggested Readings

Baumgardner, S. R., & Crothers, M. K. (2009). *Positive psychology*. New Delhi, India: Pearson.

Bryant, F.B., & Veroff (2007). *Savoring: A new model of positive experience*. Mahwah, New Jersey: Lawrence Erlbaum.

Carr, A. (2013). *Positive psychology: The science of happiness and human strengths*. Routledge.

David, S. A., Boniwell, I., & Ayers, A. C. (2013). *The Oxford handbook of happiness*. Oxford: Oxford University Press.

Joseph, S. (Ed.) (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life*. Hoboken, NJ: John Wiley & Sons.

Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. Sage Publications.

Seligman, M. E. (2004). *Positive psychology in practice* (pp. 713-731). P. A. Linley, & S. Joseph (Eds.). Hoboken, NJ: Wiley.

Snyder, C. R., & Lopez, S. J. (2002). *Handbook of positive psychology*. New York: Oxford University.

Snyder, C.R., & Lopez, S.J. (2008). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage

## **HUMAN RESOURCE MANAGEMENT**

### **SHSS PSY 01 03 13 DCEC 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

### **Objective**

*This course will provide each student with an exposure to aspects of Planning, Recruitment & Selection as HR personnel. From the initial phase of understanding the basic HR policies and practices, students will be introduced to planning process for the hiring personnel in an organization. Useful models and frameworks, complemented by practical advice and guidelines, shall provide students with a solid foundation to apply Planning, Recruitment & Selection.*

### **Learning Outcomes**

*After completing the course contents, students would be able to:*

- *Design and develop viable innovative techniques for recruitment and selection.*
- *Analyze and attract the vital resources required to turn a planning of the selection procedure into reality.*
- *Identify the need for strategic planning for recruitment and selection.*
- *Apply the concept of recruitment and selection process at workplace.*

### **UNIT-I**

Human Resource Management: Concept, Scope and Importance.

HRM-Models, HRM in Dynamic Environment.

### **Unit II**

HRM Planning: Nature, Process and Importance.

Job analysis: Nature, Process and Barriers and Role of Psychological Testing, Induction, Placements and Socialization.

### **UNIT-III**

Training and Development: Nature, need, methods, impediments of effective training and evaluation of training Programme; Career Planning and Development; Performance and potential appraisal. HR policies in India.

### **Unit IV**

Contemporary issues in HRM: Work force diversity management, work family balance, Sexual Harassment at workplace, Pressures of Globalization, e-HRM.

### **Suggested Readings**

- Bhatia R. C. (2011). *Business Organization and Management*. Ane Books Pvt. Ltd., New Delhi India.
- Chhabra, T. N. (2009). *Business Organization and Management*. Sun India Publications, New Delhi, India.
- Gupta, C. B. (2014). *Business Organization and Management*. Mayur Paperbacks, Noida, India.
- Kaul, V. K. (2011). *Business Organization and Management*. Text and Cases, Pearson Education.
- Rao, V. S. P. (2012). *Business Organization and Management*. Himalaya Publishing House, New Delhi India.

## **CONSUMER BEHAVIOUR AND MARKETING**

### **SHSS PSY 01 03 14 DCEC 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks  
Internal Assessment: 30 marks  
Examination: 70 marks*

### **Objective**

*After completing this course, you will be able to explore how consumer analysis is a powerful tool not only for organizing consumer behavior knowledge but also for understanding consumers and for guiding the development of successful marketing strategies. Further you will be able to recognize how the consumer behavior is linked with the consumers affect and cognition along with their environment. It will help you to design the market strategies to guide you to shape your consumers to reach out to the product and services of your needs.*

### **Learning Outcomes**

*After completing the course contents, students would be able to:*

- *Identify the component of wheel of consumer analysis.*
- *Describe the role of each component in understanding and shaping the consumers.*
- *Explain how they are interlinked with each other.*
- *Apply the conceptual knowledge in developing the marketing strategies to shape and guide the consumers to reach out your services and products.*

### **Unit I**

Consumer Behavior: Nature, Scope and appreciation, Framework of Consumer Analysis.

Marketing Strategies: Introduction, Cognitive and Affective aspects, Product knowledge and Involvement, Attention and Comprehension, Attitude and Intention, Consumer decision making.

### **Unit II**

Behavior and Marketing Strategy: Introduction; Conditioning and Learning Process; Influencing Consumers Behavior.

### **UNIT III**

Environment and Marketing Strategy: Introduction, Cultural and Cross-Cultural Influences; Subculture and Social Class; Reference groups and Family.

## Unit IV

Consumer Analysis and Marketing strategy: Market Segmentation and Product Positioning;  
Consumer Behavior and Product Strategy; Consumer Behavior and Promotion Strategy;  
Consumer Behavior and Pricing Strategy; Consumer Behavior, Electronic Commerce and  
Channel Strategy

### Suggested Readings

East, R., Singh J., Wright, M., & Vanhuele, M. (2016). *Consumer Behavior: Applications in Marketing*. SAGE Publications Ltd.

Mothersbaugh, D.L., Hawkins, D.I., & Mookerjee, A. (2019). *Consumer Behavior: Building Marketing Strategies* (13<sup>th</sup> Ed.). McGraw-Hill.

Peter, J.P., & Olson, J.C. (2010). *Consumer behavior & marketing strategy* (9<sup>th</sup> Ed.). The McGraw-Hill Companies, Inc.

Schiffman, L.G. (2010). *Consumer Behavior*. (10<sup>th</sup> Ed.). Pearson.

**GENERIC ELECTIVE COURSE**  
**SOCIAL AND COMMUNITY PSYCHOLOGY**  
**SHSS PSY 01 03 03 GEC 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

***Objective***

*This course attempts to understand people in their social contexts. It integrates social phenomena and psychological research in culturally diverse contexts. The purpose of this course is to introduce the student to the breadth of topics, social issues, and research approaches that characterize community psychology*

***Learning Outcomes***

*After completing the course contents, students would be able to:*

- Compare and contrast the concepts, empirical findings, methods and techniques used in social psychology*
- Explain major concepts and perspectives in social psychology*
- Implement the understanding in social psychology to explain human behavior*
- Integrate different perspectives to explain human behavior in community life*

**UNIT-I**

Introduction- Nature and Scope of Social Psychology;  
Social Psychology of Everyday (Social Perception)  
Methods- Survey, Ethnography, Cross-Cultural; and Sociometric.

**UNIT-II**

Attitude: Formation, Functions and Factors contributing on Change of Attitude  
Social Influence: Conformity, Compliance and Obedience  
Helping Behavior- Altruism and Pro-Social Behavior

**UNIT-III**

Community psychology: Nature, and Scope.  
Use of small groups in social action

Arousing community consciousness and action for handling social problems;

#### UNIT-IV

Group decision making and leadership for social change; Effective strategies for social change.

The concepts of disadvantaged & deprivation: Social, physical, cultural and economic

Consequences of disadvantaged and deprived groups

### Suggested Readings

Alcock, J., & Sadava, S. (2014). *An Introduction to School Psychology: Global Perspectives*. New Delhi: Sage Publication.

Baron, R. A., & Byrne, D. (2004). *Social Psychology*. Singapore: Pearson Education

Baron, R. A., Byrne, D., & Johnson, B. T. (1998). *Exploring Social Psychology*. USA: Allyn and Bacon.

Kloos, B., Hill, J., Thomas, E., Wandersman, A., & Elias, M. (2011). *Community psychology: Linking individuals and communities*. Nelson Education.

Moritsugu, J., Vera, E., Wong, F. Y., & Duffy, K. G. (2019). *Community psychology*. Routledge.

Myers, D. G., Sahajpal, P., & Behera, P. (2012). *Social Psychology*. New Delhi: Tata McGraw-Hill.

Taylor, S. E., Peplau, L. A. & Sears D. O. (2006). *Social Psychology* (12th Ed.). Pearson. Prentice Hall.

**SEMESTER-IV**  
**CORE COURSE**  
**CLINICAL PSYCHOLOGY**  
SHSS PSY 01 04 16 C 4004

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

**Objectives**

*Acquaint the students with nature, scope and history of clinical psychology. To illustrate the different models of clinical psychology, and provide the basic understanding of various techniques and tests of clinical assessment. Further, use the neuropsychological assessment. Also provide the detail description of several psychotherapies. Moreover, help the students about intervention techniques.*

**Learning Outcomes**

*After completing the course, students will be able to:*

- Identify various aspects of clinical psychology.*
- Understand various models of clinical psychology.*
- Acquaint with various methods of clinical assessment.*
- Understand the different therapeutic techniques and intervention programme of clinical psychology.*

**UNIT- I**

Clinical Psychology: Nature, Scope and History. Role of Clinical Psychologist-Training, Professional Regulations and Ethics.

Models: Biological, Psychodynamic, Behavioral, Cognitive and Humanistic.

**UNIT- II**

Clinical Assessment: Meaning and purposes. Case History, Interview, Mental Status Examination.

Neuropsychological Assessment. AIIMS Battery, Bender Visual Motor Gestalt Test, Halstead-Reitan Neuropsychological Battery.

### UNIT- III

Psychotherapies: Nature, Goals and course. Psychoanalysis, Hypnosis, Behavior, Cognitive and CBT.

Clinical Intervention-I: Biological Therapies- ECT, Chemotherapy / Drugs.

### UNIT- IV

Clinical Intervention-II: Stress Inoculation, Client-Centered Therapy, Family Therapy, Group Therapy.

Community Intervention: Meaning, Principles, Methods. Crisis intervention- Concept, conditions and techniques. Eastern Approaches: Yoga, Meditation and Vipasana.

### Suggested Readings

Bellack, A.S., & Hersen, M. (1980). *Introduction to Clinical Psychology*. Oxford University Press, New York.

Hales, R. E., Yudofsky, S. C. & Talbott, J. A. (1999). *Textbook of Psychiatry Vol. I & II*. Washington: American Psychiatric Press.

Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to Clinical Psychology: Science, Practice, and Ethics*. Pearson Education, Delhi.

Kolb. L.C., & Brodie, H.K.H. (1982). *Modern Clinical Psychiatry*. (10th Ed.). London: Saunders.

**PSYCHOMETRICS**  
**SHSS PSY 01 04 17 C 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

**Objectives**

*To acquaints the students with various aspects of Psychological Measurement and learn different methods of Psychological Scaling. To understand the steps of test construction and standardization. Thoroughly understanding about Factor Analysis, advanced statistical technique.*

**Learning Outcomes**

*After completing the course contents, students would be able to:*

- Understand various aspects of Psychological Measurement and methods of Psychological Scaling.*
- Understand and apply process of test construction and standardization.*
- Acquaint and apply Factor Analysis through theoretical, and SPSS demonstration.*
- Learn for psychometric evaluation.*

**UNIT-I**

Psychological Measurement: Nature and Theory, Errors in Measurement, Levels of Measurement

Psychological Scaling: Nature, Methods–Paired Comparisons, Rank Order, and Equal Appearing Interval.

**UNIT-II**

Psychological Test: Meaning and Classification. Test Construction: Meaning, Steps.

Item Writing: General Guidelines. Item Analysis (Index of Difficulty and Discrimination).

**UNIT-III**

Reliability: Meaning, Rationale, Methods to Estimate, and Sources of Unreliability.

Validity: Meaning, Methods to Estimate, and Influencing Factors.

Norms: Meaning and Types (Grade, Age, Percentile and Standard).

**UNIT-IV**

Factor Analysis: General Concepts, Assumptions; Methods: Centroid and Principal Components.

Rotation of Factors: Criteria, Orthogonal and Oblique Approaches; Applications and Major Pitfalls of Factor Analysis.

### **Suggested Readings**

- Anastasi, A. (1988). *Psychological testing (6thEd.)*. New York: McMillan.
- Guilford, J.P. (1954). *Psychometric Methods (2nd Ed.)* New York: McGraw Hill.
- Gulliksen, H. (1950). *The Theory of Mental Tests*. NY: John Wiley.
- Nunnally, J. (1978). *Psychometrics Theory (2nd Ed.)*. New York: McGraw Hill.
- Singh, A.K. (2017). *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Bharat Bharti.
- Chadha, N. K. (2009). *Applied Psychometry*. SAGE, New Delhi.
- Edward, A.L. (1983). *Technique of Attitude Scale Construction*. Irvington Publishers, New York

## **GUIDANCE & COUNSELLING**

**SHSS PSY 01 04 18 C 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*

*Internal Assessment: 30 marks*

*Examination: 70 marks*

### **Objectives**

*To provide the basic skills of guidance and counseling by applying principles of psychology. Acquaint the students about different counseling processes in different areas like career, family, marital etc. Further, familiarize the students about different assessment techniques and testing process.*

### **Learning outcomes**

*After the completion of course student will be able to:*

- *Understand basic skills of guidance and counseling.*
- *Apply different counseling processes in the areas of career, family, marital etc.*
- *Learn several assessment techniques of guidance and counseling.*
- *Apply psychometric tests.*

### **UNIT- I**

Guidance and Counselling: Nature, Scope. Skills of a counselor, Building Counselling Process. Historical Developments in Counselling and Guidance, Trends in Counselling and Guidance. Guidance movement in India. Ethical and legal issues.

### **UNIT- II**

Assessment in Guidance and Counseling: Interview, Observation, Rating scales Anecdotal Records, Autobiography  
Psychological Test-Neo FFI, EPQ-R, Projective techniques: Inkblot tests, TAT, CAT, Sentence Completion Tests.

### **UNIT- III**

Career Development Theories: Trait-and-Factor theory, Developmental Theories, Social Cognitive Career Theory (SCCT) Career Planning and Decision Making in Schools,  
Counselling Approaches: Psychoanalytic, Behavioristic approaches: Systematic Desensitization, Flooding, Aversive Therapy, Biofeedback Technique, Assertiveness Training.

## UNIT-IV

Cognitive: REBT, CBT, Humanistic & Existential Therapies: Roger's Client Centered, Gestalt Therapy, Reality Therapy and Logo Therapy.

Multicultural Counselling: Difficulties and issues, Marriage, Couple, family and Group Counselling.

### **Suggested Readings**

Capuzzi's (2008). *Counselling and Psychotherapy (4<sup>th</sup> Ed.)*. New Delhi. Pearson Education.

Gibson, R.L. & Mitchell, M.H.(2005). *Introduction to Counseling and Guidance*. New Delhi: Pearson education.

Gladding, S.T. (2014). *Counseling: A Comprehensive Profession. (7<sup>th</sup> Ed.)* Dorling Kindersley Pvt. Ltd. of Pearson Education. New Delhi, India.

Kottler, J.A., & Shepard, D.S. (2008). *Counselling theory and Practices*. Cengage learning India Pvt. Ltd. New Delhi.

Rao, S.N. (2006). *Counseling and Guidance (2nd Ed)*. Tata McGraw-Hill Publishing Co. Ltd. New Delhi.

## **Practicum-IV (Psychological Tests)**

**SHSS PSY 01 04 19 C 4004**

**Credits: 5**

*Total: 100 marks*

*Internal Assessment: 30 marks*

*Examination: 70 marks*

### **Objectives**

*To provide the detail understanding of course contents through practical demonstration.*

*Further, conduct the psychological tests and report their results.*

### **Learning Outcomes**

*After the completion of course students will be able to;*

- *Know about psychological tests.*
- *Able to conduct the tests and report their results.*

Total fifteen practicals out of the following are conducted during the semester. One practical to be allotted to the candidate during examination and evaluation will be based on conduction, report, and viva-voce.

1. California Psychological Inventory (CPI)
2. Personality Assessment Inventory (PAI)
3. Differential Aptitude Test (DAT)
4. IPAT Anxiety Scale
5. Beck's Suicide Ideation Scale
6. Eight State Questionnaire
7. Aggression Questionnaire
8. Ways of Coping Questionnaire
9. Internal Consistency Reliability
10. Test-retest Reliability
11. Alternate Form Reliability
12. Construct Validity
13. Eysenck Personality Questionnaire -R
14. 16 PF
15. Indian Adaptation of Zuckerman-Kuhlman Personality Questionnaire
16. Subjective Well-Being Scale
17. Motivational Analysis Test

18. General Health Questionnaire
19. Guidance Need Inventory
20. Chatterjee Non -language Preference Record
21. Vocational Interests Inventory

**DCEC IV SEMESTER**  
**DISSERTATION**  
**SHSS PSY 01 03 07 DCEC 0404**

*Credit: 04*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

*Students will continue the dissertation work which was started from semester 3<sup>rd</sup> and same will be submitted at the end of semester. The process of opted dissertation work for students and allocation of supervisors is already described in 3<sup>rd</sup> semester.*

**Objectives**

*Enable the students to write their dissertation on specific areas of interest. Provide the basic training of research aptitude and writing skills. Further, familiarize about different steps of research methodology. Train regarding summarize the findings of previous studies and compare with present findings.*

**Learning Outcomes**

*After completing the course, students will be able to:*

- Practice their critical thinking and writing skills which will be useful to further their career prospects.*
- Search the review of literature and summarize the findings in view of research gaps.*
- Very much aware about formulation of research problem and hypotheses, process of data collection and analyses.*

**CYBER PSYCHOLOGY**  
**SHSS PSY 01 04 16 DCEC 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

**Objectives**

*To explore the field of Cyber psychology in terms of individuals, societies and digital technologies and the psychology of how these interact. To enable with psychological theory to explain how individuals interact in cyberspace and how these interactions might affect our offline lives. To engage students with novel and relevant issues—encouraging them to critically evaluate the current literature and to take their own personal stance on particular issues.*

**Learning Outcomes**

*After completing the course, students will be able to:*

- *Identify how individual interacts in cyberspace with society and digital technology.*
- *Describe psychological theories of individuals' interactions with cyber space.*
- *Explain the individual-cyberspace interaction in various setup and its related hazards.*
- *Apply real-world problems and events, and considers how theories in this field might shed further light on our understanding of these issues.*

**UNIT-I**

Cyber psychology: Introduction, “Self” in cyberspace, Disembodied Self in cyber space, Cyber-self, Possible self in Cyberspace, Social identities in cyber space.

**UNIT-II**

Online Relationships: Traditional Relations in online realm, applying old and new theories to online relationships, contemporary online space, interacting in various spaces, Future development.

Online Dating: Meaning, Online dating sites, Motives behind using, Psychological characteristics of online daters, presenting oneself on online dating sites, Dating deception, Stages in online dating process.

### **UNIT-III**

Children and Teens use of digital technologies: Internet Usages, the digital divide, Illegal content and illegal activities, Cyber-bullying and cyber harassment, Scam children and teens, Identity development, Activism, Radicalization.

Online Education: Technology and learning, E-learning, E-learning versus Face-to-face learning, synchronous and Asynchronous communication within E learning, Media Richness Theory, Salmon's stage Model of E-learning, 3-D learning Environment.

### **UNIT-IV**

Online Crimes I: Cyber Harassment and Stalking, Psychological Profiling of Criminals and Victims; Hate Crimes; and Cyber Warfare, Surveillance and Monitoring.

Online Crimes II: Child pornography and Paedophilia-Introduction, Pseudo-photographs, Types of offenders, Characteristics of offenders, Theories and approaches.

#### **Recommended Books**

Attrill, A. (2015). *Cyberpsychology*. Oxford

Norman, K. (2017). *Cyberpsychology: An Introduction to Human-Computer Interaction* (2<sup>nd</sup>Ed.). Cambridge University Press.

Serna, J.M.D.L. (2019). *Cyberpsychology: Mind and Internet Relationship*. Itlay: Tektime.

Witty, M.T., & Young, G. (2017). *Cyberpsychology: the study of individuals, society and digital technologies*. UK: British Psychological Society and John Wiley & Sons, Ltd.

**Educational Psychology**  
**SHSS PSY 01 04 17 DCEC 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

**Objectives**

*Illustrate the nature and scope of educational psychology in view of the fundamental aspects of psychology. To familiarize about different methods like experimental, clinical and differential of educational psychology. To define cognitive development in the areas of theories related to learning, motivation, and transfer of learning. Further, describe individual differences and problems of adjustment in the classroom.*

**Learning Outcomes**

*After completion of the course students will be able to:*

- *Understand and Apply knowledge of various concepts of psychology in educational setup.*
- *Acquaint about different methods suited to educational psychology.*
- *Learn development based theories of learning, motivation, adjustment and personality.*

**UNIT-I**

Educational Psychology: Nature, Scope, Methods-Differential, Clinical and Experimental.  
Exceptional Children: Gifted, Mental Retardation, Educational Implications.

**UNIT-II**

Physical, Cognitive, Social and Emotional Development during childhood and adolescence.

**UNIT-III**

Learning: Nature & Theories, Trial Error Insight, Conditioning, ; Gestalt, Perpetual approach to learning; Gagne's hierarchy of learning types; Factors influencing learning, Educational Implications.

## UNIT-IV

Individual Differences: Concept and Areas, Determinants of Individual Differences, Implications of Individual differences for organizing educational programs, Trait and type approaches to personality.

Role of teacher in fostering individual's personality.

### **Suggested Readings**

Mangal, S. K. (2011). *Advanced Educational Psychology*. Prentice Hall of India Pvt. Ltd.

Murlidhar, D., & Neena, D. (2003). *Fundamentals of Educational Psychology*. Atlantic Publishers & Distributors, New Delhi.

Vygotsky, L. S. (1999). *Educational Psychology*. Vanit Books, New Delhi.

Prithi., R. K. (2004). *Educational Psychology*. Discovery Publishing House, New Delhi.

## **DEVELOPMENTAL PSYCHOPATHOLOGY**

**SHSS PSY 01 04 18 DCEC 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks  
Internal Assessment: 30 marks  
Examination: 70 marks*

### **Objectives**

*To acquaint students with the nature, scope, and assessment methods of Developmental Psychopathology. To provide the basic understanding of the classification of Childhood Disorders. Further explain the students in detail about the Understanding of assessment, aetiology, symptoms, and management of the major developmental psychological disorders.*

### **Learning Outcome**

*After completing the course, students will be able to:*

- Identify the scope and describe the nature of the Developmental Psychopathology.*
- Use terms of abnormal psychology especially as outlined in the Diagnostic and Statistical Manual to understand the Developmental Psychopathology.*
- Identify the various aetiological factors of the Developmental Psychopathology.*
- Apply the knowledge related to the study of abnormal psychology with respect to how to manage the childhood disorders better.*

### **UNIT- I**

Developmental Psychopathology: Nature, Scope, and Clinical Assessment & Diagnosis.

Classification of Childhood Disorders: Principles and Models.

### **UNIT-II**

Mental Retardation: Classification, Aetiology, Diagnosis and Management. Pervasive Developmental Disorder: Autistic Disorder, Asperger's Disorder, Rett's Disorder, and Childhood Disintegrative Disorder.

### **UNIT-III**

Internalizing Disorders: Anxiety disorder- Generalized Anxiety Disorder, Separation Anxiety Disorder, Social Phobia, Obsessive Compulsive Disorder and Panic Disorder.

Childhood Mood Disorders, Somatic Complaints, and Teenage Suicide.

### **UNIT-IV**

Externalizing Disorders: Attention Deficit Hyperactivity, Disorder Conduct disorder, and Oppositional Defiant Disorder.

Eating and Elimination Disorders.

### **Suggested Readings**

American Psychiatric Association, (2013). *Diagnostic and statistical manual of mental Disorders* (5th ed.) Arlington, VA: American Psychiatric Publishing.

Cicchetti, D., & Cohen, D. J. (Eds.). (2006). *Developmental Psychopathology: Theory and Method (Hnded.)*. John Wiley & Sons, Inc..

Comer, R. J. (2010). *Abnormal Psychology (7th ed.)*, Worth Publishers, New York.

Freedom, A., Felgoise, S. H., & Davis, D. D. (2008). *Clinical Psychology: Integrating Science and Practice*, John Wiley & Sons, New Jersey.

Nevid, J. S., Rathus, S. A., & Greene, B. S. (2017). *Abnormal Psychology in a Changing World* (10th ed.). Pearson.

Nietzel, M.T.,& Bernstein, D. A. (1987). *Introduction to Clinical Psychology*. New Jersey: Prentice Hall.

Sameroff, A. J., Lewis, M., & Miller, S. M. (Eds.). (2000). *Handbook of Developmental Psychopathology (2nd ed.)*. Kluwer Academic Publishers.

Trull, T.J. (2005). *Clinical Psychology (7th ed.)*. Wadsworth Cengage learning. Australia.

World Health Organization, (1992). *The ICD -10 classification of mental and behavioral disorders: clinical descriptions and diagnostic guidelines*, WHO Press. Geneva.

**DCEC**  
**HEALTH PSYCHOLOGY**  
**SHSS PSY 01 04 19 DCEC 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

**Objective**

*To acquaint the students with meaning and concept of health psychology. To understand the different models, cross cultural perspective and approaches of health psychology. To help them understand physiology and psychology of pain and its management. To help them understand the different curative and promotive aspect of health. To identify the different approaches of health promotion.*

**Learning Outcomes**

*After completing the course contents, students would be able to;*

- Learn meaning and concept of health psychology.*
- Understand various models and approaches of health psychology.*
- Understand the curative and promotive aspect of health.*
- Identify the various system of health, choice of medicinal system in India.*

**UNIT- I**

Introduction- Meaning and Concept of Health, Aims and future of Health Psychology, Historical Development, Individual and Cross-Cultural Perspectives.

Approaches to study Health psychology, Bio-Psycho-Social Model of Health.

**UNIT-II**

Social Environment and Health: Global health trends; Health care systems, socio-economic factors in health; Gender and health.

Stress and Health: Definition, nature, types, causes and consequences of stress. Stress management. Stress disorders. Health promoting and health endangering lifestyles and beliefs.

**UNIT-III**

Pain and Pain Management: Physiology of Pain. Gate Control Theory. Psychological influences on Pain Perception. Specific Pain treatment methods, Medical Settings and Patient Behavior

Hospitalization. Coping with chronic illness. Complementary Health-Care systems in India.

#### UNIT-IV

Health problems: Management, Prevention, and Cure, choice of medicinal systems; patient-doctor relationship, treatment adherence.

Health Promotion: Definition and Meaning, Health Promotion Approaches: Community Development Approach, Self-Empowerment Approach, Behavior change Approach, Ideology of Health Promotion

#### **Suggested Readings**

Baum, A., Gatchel, R. J., & Krantz, D.S. (1997). *An Introduction to Health Psychology*. New York: McGraw Hill.

Baum, A., Revenson, T.A., & Singer, J.E. (2001). *Handbook of Health Psychology*. New Jersey, Lawrence Erlbaum.

Dimmarteo, M.R., & Martin, L.R. (2002). *Health Psychology*. Boston: Allyn and Bacon.

Feist, J., & Linda, B. (1992). *An Introduction to Behavior and Health*. (2nd Ed.) Books/Publishing Company.

Marks, D., Murray, M., Evans, B., & Willig, C. (2002). *Health Psychology: Theory, Research and Practice*. New Delhi: Sage.

**School Counseling**  
**SHSS PSY 01 04 22 DCEC 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

**Objective**

*To enable the students to develop an understanding of counseling within school setup, which is collaborative work of counselor and other school staff. It would also focus on prevention and intervention of mental health and disorders of children and adolescents. It presents various approaches & strategies (interventions & prevention) for use when counseling children and adolescents.*

**Learning Outcomes**

*After the completion of course students will be able to;*

- *Apply guidance & counseling skills in schools at various level.*
- *Analyze career counseling as an important aspect of assessment.*
- *Design and develop holistic plan for various types of students and their needs.*
- *Comprehend the challenges and risk involved in the management of a classroom with individual differences.*

**UNIT-I**

Historical and Current Issues, Need, Scope of School Counselling, Difference between Educational Psychologist and School Counsellor, Transformations of the Roles, Responsibilities; skills of School Counselors; Professional and Ethical Codes.

Guidance & Counseling, Need and importance of guidance and counseling at school settings.

**UNIT-II**

Professional Roles of School Counsellor: Program Coordinator, Educational Leader, The Guidance Curriculum/Demonstrating Accountability, Becoming a Systematic Change Agent-Advocacy.

Counselling at different levels: Elementary School, Middle School, Secondary School; Higher Secondary School.

### **UNIT-III**

Counseling and Curriculum Development; Counseling; Family Intervention for Children  
Counselling & School Management, Holistic Model-5 aspects: Personal, Temperamental, Professional, Social, Environmental.

### **UNIT-IV**

Working with problematic students: mental and emotional disorders; Substance Dependence, Oppositional Deviance Disorder ; Anger Control, ADHD, Depression, Suicide Ideation, Self-esteem/ social anxiety disorder, Eating disorders, Sexual Abuse.

### **Suggested Readings**

- Belkin, G.S. (1998). *Introduction to Counselling*. W.C.: Brown Publishers
- Nelson, J. (1982). *The Theory and Practice of Counselling Psychology*. New York: Holt Rinehart & Winston.
- Ben, N., & Ard, Jr. (1997). *Counselling and Psychotherapy: Classics on Theories and Issues*, Science and Behavior Books Co.
- Brammer, L.M., & Shostrom, E.L. (1977). *Therapeutic Psychology: Fundamentals of Counselling Psychotherapy*. (3rd Ed.), Englewood Cliffs: Prentice Hall.
- Udupa, K.N. (1985). *Stress and its Management by Yoga*. Delhi: Moti Lal Bansari Das.
- Windy, D. (1988). *Counselling in Action*; New York: Sage Publication.

**EXCEPTIONAL CHILDREN**  
**SHSS PSY 01 04 23 DCEC 4004**

*Credits: 4 (Hrs/week: 4)*

*Total: 100 marks*  
*Internal Assessment: 30 marks*  
*Examination: 70 marks*

**Objectives**

*To acquaint students with the nature, scope, concept, and history of Special Education. To provide the basic understanding of the Exceptional children and their characteristics. Further, know the students in detail about the understanding of assessment, aetiology, symptoms, and management of the major developmental psychological disorders.*

**Learning Outcomes**

*After completing the course, students will be able to:*

- *Identify the scope, understand the concept, and describe the nature of Special Education.*
- *Identify the characteristics of Exceptional Children.*
- *Understand characteristics and needs of students who are members of special populations.*
- *Identify various disabilities and impairments related to Exceptional Children.*
- *Identify techniques for communicating effectively to support collaboration with families and other professionals serving.*
- *Explore the roles of Apex Bodies on Special Education.*

**UNIT- I**

Special Education: Concept, Nature, History, Objectives, Need and Scope of Special Education.

Exceptional Children: Meaning and Characteristics of Exceptional Children.

**UNIT-II**

Intellectual Disability: Classification, Aetiology, Diagnosis and Management.

Gifted Children: Definition, Characteristics, and Classification. Causes and Problems of Gifted Children, Teaching Strategies.

Learning Disabilities, ADHD and Autism. Identification, Causes, Prevention, and Teaching Strategies.

### UNIT-III

Physical Disabilities: Definition and Classification, Cause, and Problems of Physical Challenged. Teaching Strategies.

Various Impairments: Visual Impairment, Hearing Impairment, Speech Impairment, Language Disorder, Emotional or Behaviour Problems.

### UNIT-IV

Apex bodies on Special Education: RCI, NIMH, NIVH, NIOH.

Rehabilitation of exceptional children: Role of Peers, Role of Family, Role of Community and Government.

### Suggested Readings

American Psychiatric Association, (2013). *Diagnostic and statistical manual of mental Disorders* (5th ed.) Arlington, VA: American Psychiatric Publishing.

Cicchetti, D., & Cohen, D. J. (Eds.). (2006). *Developmental psychopathology: Theory and method* (2nd ed.). John Wiley & Sons, Inc..

Comer, R. J. (2010). *Abnormal Psychology* (7th ed.), Worth Publishers, New York.

Freedom, A., Felgoise, S. H., & Davis, D. D. (2008). *Clinical Psychology: integrating science and practice*, John Wiley & Sons, New Jersey.

Nevid, J. S., Rathus, S. A., & Greene, B. S. (2017). *Abnormal psychology in a changing world* (10th ed.). Pearson

Nietzel, M.T.,& Bernstein, D. A. (1987). *Introduction to clinical Psychology*. New Jersey: Prentice Hall.

Sameroff, A. J., Lewis, M., & Miller, S. M. (2000). *Handbook of Developmental Psychopathology* (2nd ed.). Kluwer Academic Publishers.

Trull, T.J. (2005). *Clinical Psychology* (7th ed.). Wadsworth Cengage learning. Australia.

World Health Organization, (1992). *The ICD -10 classification of mental and behavioral disorders: clinical descriptions and diagnostic guidelines*, WHO Press. Geneva.

## **GENERIC ELECTIVE COURSE**

### **STRESS AND HEALTH**

#### **SHSS PSY 01 04 04 GEC 4004**

*Credits: 4 (Hrs/Week:4)*

*Total Marks: 100*

*Internal Assessment: 30 marks*

*Examination: 70 marks*

#### **Objectives**

*To provide the option to other discipline students to understand the role of stress and health aspect of life. Acquaint the students with different aspect of stress, its impact and consequences. To help them identify various factors affecting the health of individuals. Explain various theories and models of stress. To provides understanding of severe consequences of stress on immune system, on mental health and on cancer. Identify the role of commonly used drugs and their relation with stress and health. Identify various stress management techniques, like, assertiveness training, vipasana and yoga.*

#### **Learning Outcomes**

*After completing the course contents, students would be able to:*

- *Able to learn various aspects and factors affecting the health.*
- *Able to understand various theories and models of stress.*
- *Identify the physical, social and biological stressors and its consequences on health.*
- *Identify the consequences of prolonged stress, effect of stress on immune system and mental health.*
- *Understand and apply the techniques of stress management.*

#### **UNIT-I**

Stress: Meaning, Impact and Sources, Stress Cycle, Appraisal of Stress. Coping Styles.

GAS and Transaction models of Stress. The Fight or Flight Response (Stress and Physiology).

#### **UNIT-II**

Stressors- Physical, Social, Biological, Familial and Psychological (Bio-psychosocial Aspects).

Life Events and Daily Hassles. Habits and Stress. PTSD. Hardiness.

### **UNIT-III**

Stress Responses: Consequences of prolonged stress, stress and immune system. Stress and Cardiovascular Illness, Stress and Musculoskeletal Illness, Stress and Mental Health. Stress and Cancer.

### **UNIT-IV**

Assertiveness Training, Communication Skills and Time Management  
Meditation and Visualization, Vipasana, Relaxation Techniques and Yoga.

### **Suggested Readings**

- Brehm, A. B. (1998). *Stress Management: Increasing Your Stress Resistance*. Pearson, New Delhi.
- Sarafino, E.P. & Smith, T.W. (2012). *Health Psychology: Bio-psychosocial Interactions*. Wiley, New Delhi.
- Komoroff, A. L. (2008). *Stress Management: Approaches for Preventing and Reducing Stress*. Boston, Harvard University, Harvard Health Publication.
- Lovallo, W.R. (2016). *Stress & Health: Biological and Psychological Interactions*. Sage Publication, Oklahoma, USA.