**B.Sc. Psychology Honours**

**Syllabus – 2020-2023 – UGC Format**

**Curriculum and Syllabus**

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| **Semester I** | **Semester II** | **Semester III** | **Semester IV** | **Semester V** | **Semester VI** |
| Foundation course 1 | Foundation course 4 | Foundation course 6 | Elective 1(b) | Guidance and Counseling (DC)  PSY 301 | Organizational Behaviour  (DE)  PSY 307 |
| Foundation course 2 | Foundation course 5 | Elective 1(a)  (GE) | Elective 2(b) | Human Resources Psychology (AEC)  PSY 302 | Positive Psychology (AEC)  PSY 308 |
| Foundation course 3 | Introductory Psychology II (DC)  PSY 104 | Elective 2(a) | Abnormal Psychology II (DC)  PSY 204 | Health Psychology (DE)  PSY 303 | Forensic Psychology (DE)  PSY 309 |
| Introductory Psychology I (DC)  PSY 101 | Developmental Psychology II  (DC)  PSY 105 | Abnormal Psychology I (DC)  PSY 201 | Statistics for Social Sciences (DC)  PSY 205 | Educational Psychology (DE)  PSY 304 | Sports Psychology (DE)  PSY 310 |
| Developmental Psychology I  (DC)  PSY 102 | Social Psychology II  (DC)  PSY 106 | Research Methodology (DC)  PSY 202 | Cognitive Psychology (DE)  PSY 206 | Psychology Practicals II (SEC-Practical)  PSY 305L | Psychological Assessment  (SEC-Practical)  PSY 311L |
| Social Psychology I  (DC)  PSY 103 | Biological Psychology (DC)  PSY 107 | Theories of Personality (DE)  PSY 203 | Psychology Practicals I (SEC-Practical)  PSY 207L | Field Project PSY 306P | Group Research Project  PSY 312P |
| 24 Credits | 24 Credits | 24 Credits | 24 Credits | 24 Credits | 24 Credits |

**Total Credits: 144**

DC-Departmental Core

DE-Departmental Elective (Discipline Specific Elective)

GE- Generic Elective

AEC- Ability Enhancement Course (FC)

SEC- Skill Enhancement Course

**Semester I**

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| **PSY 101** | **INTRODUCTORY PSYCHOLOGY I** | | | **L** | **T** | **P** | **C** |
| 4 | 0 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To understand the different approaches to the study of psychology 2. To understand the fundamental processes underlying human behaviour 3. To make applications of various psychological concepts | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Explain various perspectives in psychology | |  |  |  |  |  |  |  |
| 2. | Implement of creative ideas using fundamental psychological processes | |  |  |  |  |  |  |  |
| 3. | Apply the understanding in different settings and contexts | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Nature of Psychology** |  |  |  |  |
|  | Definition and goals of psychology | 3 |  |  |  |
|  | Nature of Psychology: art or science | 3 |  |  |  |
|  | Traditional schools of thought in psychology | 6 |  |  |  |
|  | **Unit II: Recent Schools of Psychology** |  |  |  |  |
|  | Contemporary perspectives in psychology | 6 |  |  |  |
|  | Schools of thought: Psychoanalysis Gestalt, Behaviourism, Humanistic, Cognitive, Evolutionary | 6 |  |  |  |
|  | **Unit III: Consciousness** |  |  |  |  |
|  | Consciousness – Definitions | 3 |  |  |  |
|  | Sleep and dreams | 4 |  |  |  |
|  | Altering consciousness – hypnosis, meditation, biofeedback and drugs | 5 |  |  |  |
|  | **Unit IV**: **Sensation and Perception** |  |  |  |  |
|  | Definitions; Absolute and differential threshold | 3 |  |  |  |
|  | Signal detection theory | 3 |  |  |  |
|  | Perception: Understanding perception, Gestalt laws of organization | 3 |  |  |  |
|  | Perceptual constancy - depth perception, size perception, perception of movement | 3 |  |  |  |
|  | **Unit V: Learning** |  |  |  |  |
|  | Learning – Definitions | 1 |  |  |  |
|  | Classical conditioning – experiments and concepts | 3 |  |  |  |
|  | Operant conditioning – experiments and concepts Schedules of reinforcement | 3 |  |  |  |
|  | Adult Learning | 1 |  |  |  |
|  | Cognitive learning; Observational learning | 2 |  |  |  |
|  | Insight learning; Experiential learning | 2 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Baron, R. A. (2001). *Psychology.* 5th Ed. New Delhi: Pearson Education India. |
| 2. | Nolen-Hoeksema, S., Fredrickson, B.L. & Loftus, G.R. (2014).*Atkinson &Hilgard's Introduction to Psychology.*16th Ed. United Kingdom: Cengage Learning. |
| 3. | Morgan, C. T., King, R. A., & Schopler, J. (2017). *Introduction to Psychology*.7th Ed. New Delhi: Tata McGraw Hill. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 102** | **DEVELOPMENTAL PSYCHOLOGY I** | | | **L** | **T** | **P** | **C** |
| 4 | 0 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To understand basic concepts and issues in individual development 2. To understand and integrate various domains of human development 3. To comprehend human development as progressing through different stages. | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Ability to evaluate various developmental perspectives. | |  |  |  |  |  |  |  |
| 2. | Ability to identify developmental milestones/tasks at various stages of life. | |  |  |  |  |  |  |  |
| 3. | Ability to integrate various domains of human development | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Developmental Psychology** |  |  |  |  |
|  | Definitions and concepts of human development | 3 |  |  |  |
|  | Domains and periods of lifespan development | 2 |  |  |  |
|  | Themes in the study of human development | 2 |  |  |  |
|  | Heredity, environment and behavior | 2 |  |  |  |
|  | History of developmental psychology | 3 |  |  |  |
|  | **Unit II: Theories of Development** |  |  |  |  |
|  | Theories of development: The psychoanalytic viewpoint | 4 |  |  |  |
|  | The learning viewpoint | 2 |  |  |  |
|  | The cognitive-development viewpoint | 3 |  |  |  |
|  | Ecosystems and ethological approach | 3 |  |  |  |
|  | **Unit III: Prenatal Development and Birth** |  |  |  |  |
|  | Basic genetics and conception | 3 |  |  |  |
|  | Prenatal developmental milestones | 3 |  |  |  |
|  | Psychological implications during the prenatal period | 3 |  |  |  |
|  | Child birth and complications | 3 |  |  |  |
|  | **Unit IV: Physical Development: Infancy and Childhood** |  |  |  |  |
|  | Newborn’s readiness for life | 3 |  |  |  |
|  | Development of the brain | 3 |  |  |  |
|  | Sensory development in infancy and childhood | 3 |  |  |  |
|  | Motor development in infancy and childhood | 3 |  |  |  |
|  | **Unit V: Physical Development: Puberty** |  |  |  |  |
|  | Physical transition into adolescence | 3 |  |  |  |
|  | Gender differences in puberty | 2 |  |  |  |
|  | Psychological impact during puberty | 2 |  |  |  |
|  | Sexuality in adolescents and its consequences | 2 |  |  |  |
|  | Correlates of physical development | 3 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Berk, L.C. (2013). *Child Development*. 9th Ed. New Delhi: Prentice Hall of India (Pvt) Ltd. |
| 2. | Shaffer, D.R. & Kipp, K. (2000). *Developmental Psychology: Childhood and Adolescence*, 8th Ed., Belmont, USA: Cengage Learning. |
| 3. | Rathus, S. A. (2017). *Human Development* - HDEV, 3rd ed. Belmont, |
| 4. | Feldman, R.S. (2016). *Development across the Life Span*. 8th Ed, New Delhi: Pearson. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 103** | **SOCIAL PSYCHOLOGY-I** | | | **L** | **T** | **P** | **C** |
| 4 | 0 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To develop an understanding of the relationship between individual and the social world. 2. To understand concepts of social influence and behaviour, the way individuals think, feel and behave in social situations. 3. To understand the dynamics of interpersonal attraction, group processes in the social context. | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Apply knowledge of social psychology concepts to understand the social behaviour and thought. | |  |  |  |  |  |  |  |
| 2. | Make applications based on awareness of social influence such as conformity, compliance and obedience. | |  |  |  |  |  |  |  |
| 3. | Be aware of the role of interpersonal attraction and group dynamics in the social context | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Social Psychology** |  |  |  |  |
|  | Nature and scope of social psychology | 2 |  |  |  |
|  | History of social psychology | 4 |  |  |  |
|  | Social behavior and thought | 3 |  |  |  |
|  | Methods of research in social psychology | 3 |  |  |  |
|  | **Unit II: The Self in the social world** |  |  |  |  |
|  | Self-concept, self-presentation | 2 |  |  |  |
|  | Self-knowledge | 2 |  |  |  |
|  | Personal identity versus social identity | 3 |  |  |  |
|  | Social comparison | 3 |  |  |  |
|  | Self-esteem | 2 |  |  |  |
|  | **Unit III: Interpersonal Attraction** |  |  |  |  |
|  | Internal sources of attraction (importance of affiliation and the role of affect) | 3 |  |  |  |
|  | External sources of attraction (proximity, familiarity and physical beauty) | 3 |  |  |  |
|  | Liking based on social interaction | 3 |  |  |  |
|  | Closed relationships | 3 |  |  |  |
|  | **Unit IV: Attitude Formation and Change** |  |  |  |  |
|  | Attitude and behaviour | 2 |  |  |  |
|  | Attitude formation through classical conditioning, instrumental conditioning and observational learning | 4 |  |  |  |
|  | Persuasion and attitude change | 3 |  |  |  |
|  | Resisting attitude change | 2 |  |  |  |
|  | Cognitive dissonance | 1 |  |  |  |
|  | **Unit V: Social Influence** |  |  |  |  |
|  | Conformity | 4 |  |  |  |
|  | Compliance | 4 |  |  |  |
|  | Obedience | 4 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Baron and Branscombe (2017) Social Psychology (14th Ed).New Delhi: Pearson |
| 2. | Baumeister.R.F. and Bushman,B.J. (2014) Social Psychology and Human nature 3rd Ed. Wadsworth Cengage learning. |
| 3. | Myers, D.G. (2013). Social psychology 11th Ed New Delhi: Tata McGraw-Hill. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage:** | | | | | | 50 | |

**Semester II**

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| **PSY 104** | **INTRODUCTORY PSYCHOLOGY II** | | | **L** | **T** | **P** | **C** |
| 4 | 0 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To understand the psychological processes in everyday living 2. To understand the fundamental processes underlying human behaviour 3. To make applications of various psychological concepts | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Explain various psychological processes in everyday life | |  |  |  |  |  |  |  |
| 2. | Implement of creative ideas using fundamental psychological processes | |  |  |  |  |  |  |  |
| 3. | Apply the understanding in different settings and contexts | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Motivation** |  |  |  |  |
|  | Definition and types of motivation | 3 |  |  |  |
|  | Psychological aspects of various forms of motivation (hunger and thirst) | 3 |  |  |  |
|  | Theories of motivation: drive theory, arousal theory, expectancy theory, goal-setting theory | 3 |  |  |  |
|  | Sexual, aggressive and achievement motivation | 3 |  |  |  |
|  | **Unit II: Emotion** |  |  |  |  |
|  | Definition and nature of emotions | 3 |  |  |  |
|  | Biological basis of emotions | 3 |  |  |  |
|  | Expression of emotions, emotional intelligence | 3 |  |  |  |
|  | Correlates of emotions: cognition, culture and subjective well-being | 3 |  |  |  |
|  | **Unit III: Intelligence** |  |  |  |  |
|  | Definitions and nature of intelligence | 3 |  |  |  |
|  | Theories of intelligence: Catell’s theory of intelligence, Thurstone’s primary mental ability, Sternberg’s triarchic theory, Gardener’s theory of multiple intelligences, | 6 |  |  |  |
|  | Measuring intelligence and tests of intelligence | 3 |  |  |  |
|  | **Unit IV**: **Individual, Gender and Group Differences** |  |  |  |  |
|  | Role of heredity and environment; twin studies | 3 |  |  |  |
|  | Group differences in psychological processes: intelligence and emotions | 3 |  |  |  |
|  | Gender differences in various psychological processes: Intelligence, memory, aggression, social behaviour and empathy | 3 |  |  |  |
|  | Creativity: Definition and process | 3 |  |  |  |
|  | **Unit V: Stress and Coping** |  |  |  |  |
|  | Stress: causes and effects | 4 |  |  |  |
|  | Models of stress: The stimulus- based model of stress, Response based model of stress, Transactional model of stress. | 4 |  |  |  |
|  | Managing stress and coping mechanisms | 4 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Baron, R. A. (2001). *Psychology.* New Delhi: Pearson Education India. |
| 2. | Nolen-Hoeksema, S., Fredrickson, B.L. & Loftus, G.R. (2014).*Atkinson &Hilgard'sIntroduction to Psychology.*16th Ed. United Kingdom: Cengage Learning. |
| 3. | Morgan, C. T., King, R. A., & Schopler, J. (2017). *Introduction to Psychology*.7th Ed. New Delhi: Tata McGraw Hill. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 105** | **DEVELOPMENTAL PSYCHOLOGY II** | | | **L** | **T** | **P** | **C** |
| 4 | 0 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To understand basic concepts and issues in cognitive development 2. To understand and integrate various domains of adult development 3. To comprehend human development as progressing from childhood to adulthood. | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Ability to evaluate various developmental perspectives to cognition. | |  |  |  |  |  |  |  |
| 2. | Ability to identify developmental milestones/tasks at various adult stages of life. | |  |  |  |  |  |  |  |
| 3. | Ability to integrate various domains of human development | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Cognitive Development** |  |  |  |  |
|  | Cognitive development in infancy | 4 |  |  |  |
|  | Piaget’s approach to cognitive development | 4 |  |  |  |
|  | Information processing approaches to cognitive development | 4 |  |  |  |
|  | **Unit II: Language & Moral Development** |  |  |  |  |
|  | Beginnings of language, stages of language development | 3 |  |  |  |
|  | Components of language, Language Acquisition device | 3 |  |  |  |
|  | Theories of moral development: Kohlberg’s model, Piaget’s theory, Damon’s view of moral identity, Gilligan’s theory of women’s moral development, Rest’s neo-Kolbergian approach. | 6 |  |  |  |
|  | **Unit III: Psychosocial Development** |  |  |  |  |
|  | Emotional development in infancy and childhood | 3 |  |  |  |
|  | Theories of attachment | 3 |  |  |  |
|  | Theory of psychosocial development | 3 |  |  |  |
|  | Theory of mind | 3 |  |  |  |
|  | **Unit IV: Adulthood** |  |  |  |  |
|  | Developmental milestones in adulthood | 4 |  |  |  |
|  | Mid-life crises and empty-nest syndrome | 4 |  |  |  |
|  | Parenting and parenting styles | 4 |  |  |  |
|  | **Unit V: Old age, death and dying** |  |  |  |  |
|  | Challenges of old-age; Retirement: stages and challenges | 4 |  |  |  |
|  | Facing existential questions and nearing death | 4 |  |  |  |
|  | Dealing with grief and loss | 4 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Berk, L.C. (2013). *Child Development*. 9th Ed. New Delhi: Prentice Hall of India (Pvt) Ltd. |
| 2. | Rathus, S. A. (2017). *Human Development* - HDEV, 3rd ed. Belmont, |
| 3. | Feldman, R.S. (2016). *Development across the Life Span*. 8th Ed, New Delhi: Pearson. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 106** | **SOCIAL PSYCHOLOGY- II** | | | **L** | **T** | **P** | **C** |
| 4 | 0 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To develop an understanding of the concept of social perception. 2. To understand concepts of attitude formation and change. 3. To understand the dynamics of prosocial behaviour, aggression, and prejudice in a social context. | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Apply knowledge of social perception concepts to understand attribution and impression management. | |  |  |  |  |  |  |  |
| 2. | Be aware of the role of attitude formation and change. | |  |  |  |  |  |  |  |
| 3. | Make applications based on awareness of social prejudice and aggression and internalize the value of prosocial behaviour. | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Social Perception** |  |  |  |  |
| 1. | Non-verbal communication | 3 |  |  |  |
| 2. | Theories of attribution | 3 |  |  |  |
| 3. | Attribution errors | 3 |  |  |  |
| 4. | Impression formation and management | 3 |  |  |  |
|  | **Unit II: Group Dynamics** |  |  |  |  |
| 5. | Nature Nature of group, types of groups | 2 |  |  |  |
| 6. | Stages of group formation | 2 |  |  |  |
| 7. | Group decision making | 3 |  |  |  |
| 8. | Social facilitation and loafing | 2 |  |  |  |
| 9. | Leadership and its styles | 3 |  |  |  |
|  | **Unit III: Aggression: Nature, Causes and Control** |  |  |  |  |
| 10. | Theories on Aggression | 3 |  |  |  |
| 11. | Causes of aggression: social, cultural, personal and situational. | 3 |  |  |  |
| 12. | Aggression in classroom and workplace | 3 |  |  |  |
| 13. | Prevention and control of aggression | 3 |  |  |  |
|  | **Unit IV: Stereotyping, Prejudice and Discrimination** |  |  |  |  |
| 14. | Nature and origin of stereotyping | 4 |  |  |  |
| 15. | Prejudice and discrimination | 4 |  |  |  |
| 16. | Cures of prejudice | 4 |  |  |  |
|  | **Unit V: Prosocial Behaviour** |  |  |  |  |
| 17. | Prosocial behaviour | 3 |  |  |  |
| 18. | Motives for prosocial behaviour | 3 |  |  |  |
| 19. | Bystander effect | 3 |  |  |  |
| 20. | Crowdfunding and factors influencing prosocial behaviour | 3 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Baron and Branscombe (2017) Social Psychology (14th Ed).New Delhi: Pearson |
| 2. | Baumeister.R.F. and Bushman,B.J. (2014) Social Psychology and Human nature 3rd Ed. Wadsworth Cengage learning. |
| 3. | Myers, D.G. (2013). Social psychology 11th Ed New Delhi: Tata McGraw-Hill. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 107** | **BIOLOGICAL PSYCHOLOGY** | | | **L** | **T** | **P** | **C** |
| 4 | 0 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To understand the biological bases of human behaviour, its nature and scope 2. To discern the use of scientific techniques in biological psychology 3. To impart knowledge about the structure and function of the nervous system | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Delineate the role of biological processes in understanding human behavior | |  |  |  |  |  |  |  |
| 2. | Choose suitable scientific techniques in biological psychology | |  |  |  |  |  |  |  |
| 3. | Demonstrate association and implications of the structure and function of the nervous system | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Biopsychology** |  |  |  |  |
|  | Introduction to Biopsychology | 2 |  |  |  |
|  | Philosophical issues in Biopsychology | 4 |  |  |  |
|  | Methods and Ethics in Biopsychology; Comparative studies | 3 |  |  |  |
|  | Divisions of Biopsychology | 3 |  |  |  |
|  | **Unit II: The Functioning Brain** |  |  |  |  |
|  | Types of Neurons | 3 |  |  |  |
|  | Structure and Functions of Neurons | 3 |  |  |  |
|  | Neural Conduction | 3 |  |  |  |
|  | Synaptic Transmission | 3 |  |  |  |
|  | **Unit III: Organization of Central Nervous System** |  |  |  |  |
|  | Brain: Structure and Function; Role in psychology | 6 |  |  |  |
|  | Spinal Cord: Structure and Function | 3 |  |  |  |
|  | Neuroplasticity of The Brain | 3 |  |  |  |
|  | **Unit IV: Organization of Peripheral Nervous System** |  |  |  |  |
|  | PNS: Structure and Functions | 4 |  |  |  |
|  | Somatic Nervous System and psychological implications | 4 |  |  |  |
|  | Autonomic Nervous System and psychological implications | 4 |  |  |  |
|  | **Unit V: Endocrine System** |  |  |  |  |
|  | Structure and function of Endocrine System | 6 |  |  |  |
|  | Major Glands and their psychological functions | 6 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Kalat, J. (2019). *Biological Psychology*. 13th Ed. Boston: Cengage Learning. |
| 2. | Carlson, N. R. (2009). *Foundations of Physiological* Psychology. 8th Ed. New Delhi: Pearson Education. |
| 3. | Pinel, J. P. J. (2011). *Biopsychology*, 8th Edition. New Delhi: Pearson Education. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

**Semester III**

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| **PSY 201** | **ABNORMAL PSYCHOLOGY I** | | | **L** | **T** | **P** | **C** |
| 4 | 0 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To acquire knowledge for differentiating normal and abnormal behaviour 2. To develop familiarity with DSM-V (Diagnostic and Statistical Manual of Mental Disorders) 3. To gain knowledge about Anxiety disorders, Personality disorders, Trauma & Stressor-related disorders | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Distinguish abnormal behaviour from normal behaviour | |  |  |  |  |  |  |  |
| 2. | Identify psychological disorders pertaining to DSM-5 | |  |  |  |  |  |  |  |
| 3. | Classify the different types of psychological disorders and its symptoms | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Abnormal Psychology** |  |  |  |  |
|  | Abnormal behaviour | 2 |  |  |  |
|  | Classification and causal factors | 4 |  |  |  |
|  | Clinical assessment –DSM-5 and ICD-10 | 6 |  |  |  |
|  | **Unit II: Stress and Anxiety Disorders** |  |  |  |  |
|  | Clinical symptoms of Stress, post-traumatic stress disorder. | 4 |  |  |  |
|  | Generalized Anxiety Disorder | 4 |  |  |  |
|  | Phobia and OCD (Obsessive Compulsive Disorder) | 4 |  |  |  |
|  | **Unit III: Mood Disorders** |  |  |  |  |
|  | Clinical Symptoms of mood disorders | 4 |  |  |  |
|  | Depressive disorder | 4 |  |  |  |
|  | Bipolar disorder | 4 |  |  |  |
|  | **Unit IV: Somatic and Dissociative Disorders** |  |  |  |  |
|  | Somatic symptoms and related disorders | 6 |  |  |  |
|  | Conversion disorder | 3 |  |  |  |
|  | Dissociative identity disorder | 3 |  |  |  |
|  | **Unit V: Common Disorders of Childhood** |  |  |  |  |
|  | Specific Learning disability | 4 |  |  |  |
|  | Autism spectrum disorder | 4 |  |  |  |
|  | Attention deficit hyperactivity disorder | 4 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXTBOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Barlow H. & Durand V. Mark (2014). *Abnormal Psychology*: An Integrative Approach. Delhi: Cengage Learning India. |
| 2. | Bennett, P. (2006). *Abnormal and Clinical Psychology: An Introductory Textbook*. New York: Open University Press. |
| 3. | American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.) |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 202** | **RESEARCH METHODOLOGY** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To understand the various types of research carried out with human beings 2. To understand the importance of ethical constraints and moral integrity in conducting research 3. To equip students with the knowledge of qualitative and quantitative research | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Acquire knowledge of different types of research on humans | |  |  |  |  |  |  |  |
| 2. | Be aware of the importance of ethics and moral integrity as a researcher | |  |  |  |  |  |  |  |
| 3. | Demonstrate ability to plan simple qualitative and quantitative research | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Basics of Research in Psychology** |  |  |  |  |
|  | The purpose of psychological research | 3 |  |  |  |
|  | Types of quantitative research- fundamental, action, exploratory, descriptive and experimental. | 3 |  |  |  |
|  | Nature of qualitative research | 3 |  |  |  |
|  | Ethics in psychological research | 3 |  |  |  |
|  | **Unit II: Qualitative and Quantitative Research** |  |  |  |  |
|  | Comparison of qualitative and quantitative research | 3 |  |  |  |
|  | Variables -Nature and types | 3 |  |  |  |
|  | Problem formation | 3 |  |  |  |
|  | Hypothesis – meaning and types | 3 |  |  |  |
|  | **Unit III: Sampling Techniques** |  |  |  |  |
|  | Probability sampling techniques | 6 |  |  |  |
|  | Non-probability sampling techniques | 6 |  |  |  |
|  | **Unit IV: Data Collection Methods** |  |  |  |  |
|  | Primary data and secondary data | 4 |  |  |  |
|  | Case study, observation, interview, group discussion, survey | 4 |  |  |  |
|  | Characteristics of a good test | 4 |  |  |  |
|  | **Unit V: Basic Research Designs** |  |  |  |  |
|  | Exploratory research design | 4 |  |  |  |
|  | Common qualitative research designs | 4 |  |  |  |
|  | Descriptive research design | 4 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXTBOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Bordens, K.S., & Abbott, B.B. (2018). *Research and design methods: A process approach* 10th ed.). New Delhi: Tata McGraw-Hill Company Limited |
| 2. | Coolican H. (2004). *Research methods and Statistics in Psychology*  London: Hoddes Arnold. |
| 3. | Bryman,A. (2007) *Sage Benchmarks in social science research methods*Vol.I,Vol.II, Vol.III,and Vol. IV.New Delhi Sage Publications |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 203** | **THEORIES OF PERSONALITY** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To understand the various theories of personality  2. To gain exposure to personality assessment  3. To understand and appreciate human diversity | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Compare and contrast various theories of personality | |  |  |  |  |  |  |  |
| 2. | Administer various personality tests and generate reports | |  |  |  |  |  |  |  |
| 3. | Appreciate diversity in human personality | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Personality** |  |  |  |  |
|  | Introduction to personality: Definition and concepts | 4 |  |  |  |
|  | Factors influencing personality | 4 |  |  |  |
|  | Assessment and methods of research in personality | 4 |  |  |  |
|  | **Unit II: Psychodynamic Theories** |  |  |  |  |
|  | Classical psychoanalysis: Freud | 4 |  |  |  |
|  | Neo-Freudian theories: Jung, Adler, Erickson and Horney | 4 |  |  |  |
|  | Personality Assessment: Myers-Briggs Type Indicator | 4 |  |  |  |
|  | **Unit III: Behavioral and Trait Theories** |  |  |  |  |
|  | Hippocrates and Sheldon | 3 |  |  |  |
|  | Behaviorism: Skinner | 3 |  |  |  |
|  | Social Learning: Bandura | 3 |  |  |  |
|  | Trait theories: Allport and Cattell | 3 |  |  |  |
|  | **Unit IV: Existential and Humanistic Theories** |  |  |  |  |
|  | Existential theories: Rollo May and Victor Frankl | 6 |  |  |  |
|  | Humanistic theories: Abraham Maslow and Carl Rogers | 6 |  |  |  |
|  | **Unit V: Theories on Specific Facets of personality** |  |  |  |  |
|  | Psychology of reversals: Smith and Apter | 3 |  |  |  |
|  | Rotter’s Locus of control | 3 |  |  |  |
|  | Seligman: Learned helplessness, explanatory style | 3 |  |  |  |
|  | Zukerman: Sensation-seeking | 3 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Schultz, D.P. & Schultz, S.E. (2013). *Theories of Personality* (10 Ed.). New Delhi: Cengage Learning. |
| 2. | Hall, C.S., Lindzey, G. & Campbell, J.B. (2007). *Theory of personality* (4th ed.).New York: John Wiley |
| 3. | Cornelissen, R.M.M., Misra, G &Varma, S (2014).*Foundations and Applications of Indian Psychology.* Pearson Education. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 204** | **ABNORMAL PSYCHOLOGY II** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To understand the therapeutic interventions for the various psychological disorders 2. To understand the psychological disorders of childhood 3. To generate awareness on personality disorders and substance related disorders | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Identify and apply the therapeutic interventions pertaining to psychological disorders. | |  |  |  |  |  |  |  |
| 2. | Identify and classify the childhood psychological disorders | |  |  |  |  |  |  |  |
| 3. | Acquire knowledge on personality and substance related disorders. | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Schizophrenia Spectrum and Psychotic Disorders** |  |  |  |  |
|  | Clinical symptoms of schizophrenia spectrum disorder | 6 |  |  |  |
|  | Clinical Symptoms of psychotic disorders | 6 |  |  |  |
|  | **Unit II: Substance Use and Related Disorders** |  |  |  |  |
|  | Alcohol related disorders | 6 |  |  |  |
|  | Drug abuse and addiction | 6 |  |  |  |
|  | **Unit III: Personality Disorders** |  |  |  |  |
|  | Antisocial personality disorder | 6 |  |  |  |
|  | Borderline personality disorder | 6 |  |  |  |
|  | **Unit IV: Sexual Dysfunction and Paraphilic Disorders** |  |  |  |  |
|  | Sexual dysfunction | 6 |  |  |  |
|  | Paraphilic Disorders | 6 |  |  |  |
|  | **Unit V: Interventions in Abnormal Psychology** |  |  |  |  |
|  | Psychological intervention | 3 |  |  |  |
|  | Rehabilitation and psychotherapy | 5 |  |  |  |
|  | Biological intervention: pharmacological therapy and convulsive therapy | 4 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXTBOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.) |
| 2. | Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal Psychology* (16th Ed). New York: Pearson |
| 3. | Barlow, D.H. & Durand, V.M. (2013). *Abnormal Psychology: An Integrative Approach* (7th Ed). Noida: Cengage Learning India Edition |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

**Semester IV**

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| **PSY 205** | **STATISTICS FOR SOCIAL SCIENCES** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To familiarize students with the use of statistical methods in social science research 2. To foster an understanding of the techniques of descriptive and basic inferential statistics for quantitative research. 3. To teach the application of the statistics in the field of Psychology | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Identify the use of suitable statistical methods in social science research | |  |  |  |  |  |  |  |
| 2. | Identify suitable techniques of descriptive and basic inferential statistics for quantitative research | |  |  |  |  |  |  |  |
| 3. | Apply knowledge of the statistics in the field of Psychology | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Statistics** |  |  |  |  |
|  | Statistics in social science research | 2 |  |  |  |
|  | Relevance of Statistics in Psychological Research | 2 |  |  |  |
|  | Variables and constants | 3 |  |  |  |
|  | Determination of size of the sample | 3 |  |  |  |
|  | Scales of measurement | 2 |  |  |  |
|  | **Unit II: Measurement, Descriptive Statistics and Normal Distribution** |  |  |  |  |
|  | Central tendency: mean, median, mode | 4 |  |  |  |
|  | Variability: range, variance, standard deviation | 4 |  |  |  |
|  | Graphical representation: histogram, bar chart, frequency polygon, ogive | 4 |  |  |  |
|  | Frequency distributions/ (Normal distribution) | 3 |  |  |  |
|  | z-scores and standardization | 3 |  |  |  |
|  | **Unit III: Hypotheses and Levels of Significance** |  |  |  |  |
|  | Hypothesis testing; levels of significance | 3 |  |  |  |
|  | Errors in hypothesis testing: type I & type I | 3 |  |  |  |
|  | **Unit IV: Correlation & Regression** |  |  |  |  |
|  | Correlation: nature, measurement, significance | 4 |  |  |  |
|  | Pearson’s product moment and Spearman’s Rho | 4 |  |  |  |
|  | Regression: linear equation, significance of regression equation, predictability | 4 |  |  |  |
|  | **Unit V: Basic Inferential Statistics** |  |  |  |  |
|  | Parametric and non-parametric tests, assumptions | 3 |  |  |  |
|  | Use of parametric tests: t test, ANOVA | 3 |  |  |  |
|  | Use of non-parametric tests: Chi-square: test of association, Wilcoxon signed ranks; Mann-Whitney U test. | 3 |  |  |  |
|  | Software for statistical analysis | 3 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Gravetter, F. J., & Forzana, L. A. B. (2009). *Research methods for behavioral sciences* . Wordsworth: Cengage Learning. |
| 2. | Singh, A.K. (2010). *Test, measurements and research methods in behavioural sciences*. 5th Ed. Patna: BharathiBhavan Publishers and Distributors. |
| 3. | Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed.). Delhi: Prentice Hall of India. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 206** | **COGNITIVE PSYCHOLOGY** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | E | Departmental Elective |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | * 1. To understand the history of cognitive psychology and its concepts.   2. To understand the research in cognitive and neuro-psychological fields and its methods.   3. To understand various important cognitive processes. | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Acquire knowledge of the concepts of cognitive psychology and its history | |  |  |  |  |  |  |  |
| 2. | Identify the cognitive and neuro- psychological research fields | |  |  |  |  |  |  |  |
| 3. | Implement problem solving and decision-making process | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Cognitive Psychology** |  |  |  |  |
|  | History of cognitive psychology | 4 |  |  |  |
|  | Cognitive Approach and Neurosciences approach | 4 |  |  |  |
|  | Methods of Cognitive Psychology and Neurosciences | 4 |  |  |  |
|  | **Unit II: Attention** |  |  |  |  |
| 4. | Attention: Nature and its concepts, theories | 4 |  |  |  |
| 5. | Types of attention, practice -Stroop task | 4 |  |  |  |
| 6. | Adaption and Habituation | 4 |  |  |  |
| 7. | **Unit III: Memory and its processes** |  |  |  |  |
|  | Short term, long term memory, semantic and episodic memory, autobiographical memory, flashbulb memory and prospective memory | 4 |  |  |  |
| 8. | Eyewitness testimony, suggestibility | 2 |  |  |  |
| 9. | Process and models of memory: Atkinson-Shiffrin model, Level of processing model, Tulving’s model of memory and parallel distributed processing, Baddeley’s working memory | 3 |  |  |  |
| 10. | Memory enhancing strategies, surface and deep learning. | 3 |  |  |  |
|  | **Unit IV: Language, Problem Solving and Decision Making** |  |  |  |  |
| 11. | Language: components, cognitive factors, bilingualism and multilingualism | 4 |  |  |  |
| 12. | Concept of problem solving and its methods | 4 |  |  |  |
| 13. | Decision making models: Rational, Administrative and Retrospective | 4 |  |  |  |
|  | **Unit V: (Cognitive Neuroscience)** |  |  |  |  |
| 14. | Emergence of cognitive neuroscience; cognitive revolution | 3 |  |  |  |
| 15. | Localization and aggregate field view | 3 |  |  |  |
| 16. | Brain mapping | 3 |  |  |  |
| 17. | Recent trends in cognitive neuroscience | 3 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXTBOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Galotti, K.M. (2017). *Cognitive Psychology: In and Out of the Laboratory* (6th Edition). SAGE Publications |
| 2. | Smith. E.E. & Kosslyn, S.M. (2013). *Cognitive Psychology: Mind and Brain.* Upper Saddle River, N.J.: Pearson/Prentice Hall |
| 3. | Sternberg, R.J. & Sternberg, K. (2016). *Cognitive Psychology* (6th Edition). Wadsworth: Cengage Learning |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 207L** | **PSYCHOLOGY PRACTICALS I** | | | **L** | **T** | **P** | **C** |
| 2 | 0 | 4 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | P | Practical |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To gain exposure to various experiments in psychology 2. To acquire skills of rapport building and conduction 3. To learn how to write an experimental report | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Display knowledge of various important experiments in psychology | |  |  |  |  |  |  |  |
| 2. | Demonstrate skills of effective conduction of experiments | |  |  |  |  |  |  |  |
| 3. | Engage in experimental report writing skills for human participants | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Experimental Psychology** |  |  |  |  |
|  | Definition and nature of experimental psychology | 8 |  |  |  |
|  | History and evolution of experimental psychology | 8 |  |  |  |
|  | **Unit II: Methods of Experimentation** |  |  |  |  |
|  | The experimental research method | 8 |  |  |  |
|  | Experiment conduction skills | 6 |  |  |  |
|  | Types of experiments | 6 |  |  |  |
|  | **Unit III: Measuring Cognitive Functions (any 2)** |  |  |  |  |
|  | Memory testing | 12 |  |  |  |
|  | Intelligence Testing | 12 |  |  |  |
|  | Reasoning | (any 2) |  |  |  |
|  | **Unit IV: Measuring Psychophysiological Variables (any 2)** |  |  |  |  |
|  | Sensation | 10 |  |  |  |
|  | Perception | 10 |  |  |  |
|  | Illusion | (any 2) |  |  |  |
|  | **Unit V: Measuring Performance Variables (any 1)** |  |  |  |  |
|  | Vigilance | 10 |  |  |  |
|  | Mental rotation | (any 1) |  |  |  |
|  | **Total contact hours** | 90 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Myers, A., & Hansen, C. (2016). Experimental Psychology. 7th Ed. Belmont, CA,  US: Thomson Wadsworth. |
| 2. | Manuals of various experiments |

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| **Course nature** | | | | **Practical** | | |  |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |  |
| **In-semester** | **Assessment tool** | Observation I | Observation II | Observation III | Observation IV | | Observation V | **Total** |
| **Weightage** | 10 | 10 | 10 | 10 | | 10 | 50 |
| **End semester examination Weightage (Record+Viva) :** | | | | | |  | | 50 |

**Semester V**

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| **PSY 301** | **GUIDANCE AND COUNSELLING** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | E | Departmental Elective |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To equip students understand the meaning and process of counselling 2. To gain exposure to conventional and contemporary approaches in counselling 3. To learn basic counselling skills | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Delineate the process of counselling | |  |  |  |  |  |  |  |
| 2. | Display understanding of conventional and contemporary approaches in counselling | |  |  |  |  |  |  |  |
| 3. | Demonstrate effectiveness in basic counselling skills | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Basic Concepts in Counselling** |  |  |  |  |
|  | Definition and goals of counselling | 2 |  |  |  |
|  | Guidance, counselling and psychotherapy | 3 |  |  |  |
|  | Qualities of and effective counsellor | 2 |  |  |  |
|  | Historical development of counselling | 3 |  |  |  |
|  | Status of counselling in India and trends in counselling | 2 |  |  |  |
|  | **Unit II: Process of Guidance** |  |  |  |  |
|  | Assessment in guidance | 4 |  |  |  |
|  | Educational and vocational guidance | 4 |  |  |  |
|  | Guidance techniques: individual and group guidance process | 4 |  |  |  |
|  | **Unit III: The Counselling Process** |  |  |  |  |
|  | Building counselling relationships | 4 |  |  |  |
|  | Working in a counselling relationship | 4 |  |  |  |
|  | Termination of counselling relationships | 4 |  |  |  |
|  | **Unit IV: Conventional Approaches to Counselling** |  |  |  |  |
|  | Freudian approach and Adlerian approach | 4 |  |  |  |
|  | Rogerian person-centered therapy | 3 |  |  |  |
|  | Gestalt therapy | 2 |  |  |  |
|  | Behaviour therapy, CBT and REBT | 3 |  |  |  |
|  | **Unit V: Contemporary Approaches to Counselling** |  |  |  |  |
|  | Family systems therapy | 2 |  |  |  |
|  | Creative and expressive arts therapies (art, music, dance, etc) | 6 |  |  |  |
|  | Narrative therapy | 2 |  |  |  |
|  | Bibliotherapy | 2 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Gladding, S.T. (2012). *Counselling: A Comprehensive Profession*. 7th Ed. New Delhi: Pearson |
| 2. | Corey, G. (2019). *Theory and practice of counseling and psychotherapy*. Pacific Grove, |
| 3. | Sharf, R.S. (2000). *Theories of psychotherapy and counseling: Concepts and cases* (2nd Ed.). |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 302** | **HUMAN RESOURCES PSYCHOLOGY** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | E | Departmental Elective |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | * 1. To develop knowledge of human resource management and development concepts   2. To acquire knowledge on human resource practices such as selection, training, and performance evaluation   3. To acquire knowledge on organizational change and development models | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Demonstrate knowledge of human resource management and development concepts | |  |  |  |  |  |  |  |
| 2. | Apply principles of psychological practices in human resource management | |  |  |  |  |  |  |  |
| 3. | Understand the importance of organizational change and development process | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Human Resources Psychology** |  |  |  |  |
|  | History of HRM and HRD | 4 |  |  |  |
|  | Major concepts in human resource management | 4 |  |  |  |
|  | Importance of HRM and the challenges faced | 4 |  |  |  |
|  | **Unit II: Human Resource Practices** |  |  |  |  |
| 4. | Job Analysis | 5 |  |  |  |
| 5. | Recruitment and Selection | 7 |  |  |  |
|  | **Unit III: Training and Evaluation** |  |  |  |  |
| 6. | Types of training | 6 |  |  |  |
| 7. | Performance Appraisals | 6 |  |  |  |
|  | **Unit IV: International Human Resource Management** |  |  |  |  |
| 8. | Globalization and Cross-national organizations and its types | 3 |  |  |  |
| 9. | Role of IHRM | 3 |  |  |  |
| 10. | Cultural differences | 3 |  |  |  |
| 11. | Policies and practices in the multi-national enterprises | 3 |  |  |  |
|  | **Unit V: Retention and Motivation** |  |  |  |  |
| 12. | Theories of Job dissatisfaction (Hawthorne, Maslow, Herzberg, McGregor, Carrot and stick) | 6 |  |  |  |
| 13. | Models and techniques of performance appraisal. | 6 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXTBOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Chadha, N.K. (2002). Human Resource Management: Issues, Case Studies & Experiential Exercises. New Delhi: Shri Sai Printographers |
| 2. | De Cenzo and Robbins, S.P. (2016). Fundamentals of human resource management (8thed). NY: Wiley. Muchinsky, P. (2006). Pearson Education. |
| 3. | Smither, R.D. (1988). The psychology of work and human performance. NY: Harper and Row |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 303** | **HEALTH PSYCHOLOGY** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | E | Departmental Elective |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | * 1. To understand the psychological and other factors contributing to health issues.   2. To identify the problematic health behaviours   3. To learn coping strategies for health issues and realize the role of positive emotions in health psychology | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Develop the understanding of the role of psychological factors contributing to health issues. | |  |  |  |  |  |  |  |
| 2. | Realize different problematic health behaviors | |  |  |  |  |  |  |  |
| 3. | Implement coping strategies and assimilate positive emotions to overcome health problems | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Health Psychology** |  |  |  |  |
|  | Definition, need and goals of health psychology | 4 |  |  |  |
|  | Health beliefs; cognitive- behavioural approaches, health-illness and mind-body continuum | 4 |  |  |  |
|  | Bio-Psychosocial model of health and its implications | 4 |  |  |  |
|  | **Unit II: Health Behaviour** |  |  |  |  |
| 4. | Health behaviour, its types and characteristics | 4 |  |  |  |
| 5. | Factors influencing health behaviour and the barriers to health behaviour | 4 |  |  |  |
| 6. | Theories of health behaviour | 4 |  |  |  |
|  | **Unit III: Lifestyle disorders and Illness** |  |  |  |  |
| 7. | Addiction (substance abuse), its stages and the role of intervention. | 3 |  |  |  |
| 8. | Coronary Heart Disease (CHD) -Nature and its relationship with depression and hostility as contributing factors. | 5 |  |  |  |
| 9. | Stress and hypertension | 4 |  |  |  |
|  | **Unit IV: Enhancing Health Behaviour** |  |  |  |  |
| 10. | Importance of health enhancing behaviour | 4 |  |  |  |
| 11. | Role of exercise, yoga, healthy diet, weight management and sleep | 4 |  |  |  |
| 12. | Psychology of pain management, its theories and pain management techniques | 4 |  |  |  |
|  | **Unit V: Health and Well-being** |  |  |  |  |
| 13. | Coping strategies and the role of positive emotions in well-being | 4 |  |  |  |
| 14. | Meditation: types and techniques | 2 |  |  |  |
| 14. | Resilience and its role in health and well-being | 6 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXTBOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Allen, F. (2011). *Health psychology and behaviour*.Tata McGraw Hill Edition. |
| 2. | Marks, D. F., Murray, M., Evans, B., &Estacio, E.V. (2011). Health Psychology.3rd Ed. India: SAGE Publications. |
| 3. | Sarafino, E. P. and Timothy W Smith(2016). Health Psychology. John Wiley & Sons Inc. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 304** | **EDUCATIONAL PSYCHOLOGY** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | E | Departmental Elective |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | * 1. To realize the importance of behavioural and social skills in imparting education.   2. To develop and enhance the skills that will facilitate effective teaching among various groups of learners   3. To promote the skills pertaining to the teaching children with special needs | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Recognize the role of behavioral and social skills in teaching | |  |  |  |  |  |  |  |
| 2. | Be aware of the skills required for effective teaching | |  |  |  |  |  |  |  |
| 3. | Apply the skills required for teaching children with special needs | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Educational Psychology** |  |  |  |  |
|  | Nature, scope & relevance of educational psychology | 4 |  |  |  |
|  | Conceptual and theoretical perspectives in educational psychology | 4 |  |  |  |
|  | Perspectives on learning: behavioristic and social learning, cognitive & humanistic perspectives, constructivism | 4 |  |  |  |
|  | **Unit II: Diversity in Learning** |  |  |  |  |
|  | Types of cognitive styles | 3 |  |  |  |
|  | Mnemonics, learning strategies, meta-cognitive strategies | 3 |  |  |  |
|  | Readiness for learning and classroom achievement | 3 |  |  |  |
|  | Demographic factors influencing learning | 3 |  |  |  |
|  | **Unit III: Effective Teaching and Classroom Management** |  |  |  |  |
|  | The characteristics of effective teachers | 4 |  |  |  |
|  | Types of learners and learning methods | 4 |  |  |  |
|  | Teaching-learning process (Using technology, interviews and observation) | 4 |  |  |  |
|  | **Unit IV: Special education and Exceptional Children** |  |  |  |  |
|  | Concept and categorization of exceptionality | 4 |  |  |  |
|  | Gifted children and educational implications | 4 |  |  |  |
|  | Role of teachers in dealing with children with special needs. | 4 |  |  |  |
|  | **Unit V: Mental Health in Educational Setup** |  |  |  |  |
|  | Common developmental delays and learning disability | 6 |  |  |  |
|  | Intervention techniques for children: Play therapy and various expressive arts therapies | 6 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXTBOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Santrock, John W. (2017). *Educational Psychology (*4th ed.). New Delhi: Tata McGraw-Hill publishing company limited. |
| 2. | Mangal, S. K. (2007) *Essentials of Educational Psychology*. New Delhi: Prentice Hall of India. |
| 3. | Ramalingam, Panch. (2016). School Psychology in Indian Context, Delhi: Sage Publications |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 305L** | **PSYCHOLOGY PRACTICALS II** | | | **L** | **T** | **P** | **C** |
| 2 | 0 | 4 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | P | Practical |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To gain exposure to various experiments in personality psychology and workplace psychology. 2. To efficiently conduct the of health and well-being experiments 3. To acquire knowledge on various other psychological experiments in the areas of positive psychology | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Display knowledge of various important experiments in workplace psychology and identify the personality types and its significance. | |  |  |  |  |  |  |  |
| 2. | Demonstrate skills of effective conduction of health and well-being experiments | |  |  |  |  |  |  |  |
| 3. | Efficiently conduct the experiments in the areas of positive psychology. | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Personality Testing** |  |  |  |  |
| 1. | 16 PF/ MMPI/ CPI | 6 |  |  |  |
| 2. | Rorschach Inkblot Test, TAT | 6 |  |  |  |
|  | **Unit II: Career Choice Testing** |  |  |  |  |
| 3. | Vocational choice and Interest | 6 |  |  |  |
| 4. | Occupational Interest Inventory (Holland Code Career test)/ Career Test Inventory | 6 |  |  |  |
| 5. | DISC (Disc Behaviour Inventory) | 6 |  |  |  |
|  | **Unit III: Health and Well being** |  |  |  |  |
| 6. | Subjective well-being scale | 12 |  |  |  |
| 7. | Family environment scale/ The scale of general well-being (SGWB) | 12 |  |  |  |
| 8. | The Warwick-Edinburgh Mental Well-being scale (WEMWBS) | (any 2) |  |  |  |
|  | **Unit IV: Stress, Anxiety and Depression** |  |  |  |  |
| 9. | STAXI / Beck Anxiety Inventory/ Hamilton Anxiety Rating Scale (HAM-A)/ Generalized Anxiety Disorder (GAD-&)/ DASS | 10 |  |  |  |
| 10. | Cohen Perceived Stress Scale (PSS)/ Student Stress Inventory (SSI)/ Holmes- Rahe Stress Inventory | 10 |  |  |  |
| 11. | Hamilton Depression Rating Scale (HDRS)/ Beck Depression Inventry | (any 2) |  |  |  |
|  | **Unit V: Positive Psychology Scales** |  |  |  |  |
| 12. | The Gratitude Questionnaire (GQ-6)/ Gratitude scale (GS) | 4 |  |  |  |
| 13. | The Subjective Happiness Scale | 4 |  |  |  |
|  | The Adult Hope Scale (AHS) | 4 |  |  |  |
|  | The Meaning of Life Questionnaire (MLQ) | 4 |  |  |  |
|  | **Total contact hours** | 90 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXTBOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Myers, A., & Hansen, C. (2016). Experimental Psychology (7th ed.). Belmont, CA,  US: Thomson Wadsworth. |
| 2. | Manuals of various experiments. |

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| **Course nature** | | | | **Practical** | | |  |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |  |
| **In-semester** | **Assessment tool** | Observation I | Observation II | Observation III | Observation IV | | Observation V | **Total** |
| **Weightage** | 10 | 10 | 10 | 10 | | 10 | 50 |
| **End semester examination Weightage (Record+Viva) :** | | | | | |  | | 50 |

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| **PSY 306P** | **FIELD PROJECT** | | | **L** | **T** | **P** | **C** |
| 0 | 0 | 8 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | P | Project |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To gain a hands-on experience in various sub-fields of psychology 2. To witness various ethical guidelines in practice 3. To explore areas of interest in psychology | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Appreciate and respect the ethical guidelines of organizations with which they work | |  |  |  |  |  |  |  |
| 2. | Demonstrate amicable relationship with their colleagues and co-workers | |  |  |  |  |  |  |  |
| 3. | Effectively conceptualize the client’s concerns, demonstrate and apply psychological skills and write reports. | |  |  |  |  |  |  |  |

**Course Description**

Students are to undertake field work in any of their interested sector in areas like schools, NGOs, corporate sector, industry, etc. Students will be attached to various agencies or institutions where they will be trained and supervised in acquiring skills and competencies. Students are required to complete minimum 120 hours in the field. They will also be mentored by a supervisor at the department. Students are required to periodically meet their supervisors and submit a report at the end of their field work period.

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| **Course nature** | | | | **Project** | |  |
| **Assessment Method (Weightage 100%)** | | | | | |  |
| **In-semester** | **Assessment tool** | Field work Diary | Field Report | Critical Reflection | Viva | **Total** |
| **Weightage** | 30 | 30 | 20 | 20 | 100 |

**Semester VI**

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| **PSY 307** | **ORGANIZATIONAL BEHAVIOUR** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | C | Core |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1.To develop an awareness of organizational behaviour concepts.  2.To understand the evolution and applications of organizational behaviour.  3.To understand the leadership types and its perspectives. | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Demonstrate knowledge of organizational behaviour concepts | |  |  |  |  |  |  |  |
| 2. | Apply concepts of organizational behaviour | |  |  |  |  |  |  |  |
| 3. | Draft implications based on various leadership types and theories | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **Ios** | **Reference** |
|  | **Unit I: Introduction to Organizational Behaviour** |  |  |  |  |
| 1. | History of organizational behaviour | 4 |  |  |  |
| 2. | Major fields of organizational behaviour and fundamental concepts | 4 |  |  |  |
| 3. | Importance of organizational behaviour and the challenges faced | 4 |  |  |  |
|  | **Unit II: Individual Behaviour Processes** |  |  |  |  |
| 4. | Job satisfaction its antecedents, consequences and measurement | 5 |  |  |  |
| 5. | Theories of work motivation | 7 |  |  |  |
|  | **Unit III: Dynamics of Organizational Behaviour**) |  |  |  |  |
| 6. | Organizational culture and climate | 3 |  |  |  |
| 7. | Organizational politics | 3 |  |  |  |
| 8. | Positive organizational behaviour and work ethics | 3 |  |  |  |
| 9. | Organizational commitment | 3 |  |  |  |
|  | **Unit IV: Leadership and its theories** |  |  |  |  |
| 10. | Theories of Leadership | 3 |  |  |  |
| 11. | Types of leadership | 5 |  |  |  |
| 12. | Indian perspective of leadership and the challenges faced | 4 |  |  |  |
|  | **Unit V: Problems related to workplace** |  |  |  |  |
| 13. | Work-life balance and stress management | 4 |  |  |  |
| 14. | Attrition | 2 |  |  |  |
| 15. | Addiction | 2 |  |  |  |
| 16. | Aggression in workplace, bullying, harassment, sexual harassment and workplace violence. | 4 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXTBOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Pareek, U. & Khanna (2018). *Understanding Organizational Behaviour*.4th Ed Oxford: Oxford University Press. |
| 2. | Schermerhorn, Jr., Osborn, J.G.& Uhl-Bien, M. (2016).13th Ed *Organizational Behaviour*. New Delhi: Wiley India. |
| 3. | Schultz, D.P. Bulgar A.C.& Schultz E.S., (2020), *Psychology and Work Today*, 11th Ed., Routledge Publishers. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 308** | **POSITIVE PSYCHOLOGY** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | E | Departmental Elective |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To understand basic concepts related to positive psychology. 2. To relate positive psychology concepts to individual and collective growth and development 3. To understand the applications of positive psychology in different settings | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Ability to analyze the role of positive psychology in | |  |  |  |  |  |  |  |
| 2. | Ability to critically evaluate the role of different factors influencing positive emotions, happiness, subjective well-being. spirituality and altruism | |  |  |  |  |  |  |  |
| 3. | Ability to design interventions to enhance positive relationships, subjective wellbeing, gratitude as well as other concepts in positive psychology among educational institutions work environments and communities. | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit: I: Introduction to Positive Psychology** |  |  |  |  |
|  | Definitions and nature of positive psychology | 3 |  |  |  |
|  | Emergence of positive psychology | 3 |  |  |  |
|  | Theoretical background of positive psychology: eastern and western perspectives | 3 |  |  |  |
|  | Critical psychology, challenges and scope of positive psychology | 3 |  |  |  |
|  | **Unit II: Happiness and Well-being** |  |  |  |  |
|  | Positive emotions, happiness: theories | 3 |  |  |  |
|  | Subjective well-being | 3 |  |  |  |
|  | Optimism and hope: antecedents, theories and effects | 3 |  |  |  |
|  | Character strengths and virtues: classification and development | 3 |  |  |  |
|  | **Unit III: Positive Psychology Practices** |  |  |  |  |
|  | Mindfulness: theory and practice | 4 |  |  |  |
|  | Flow and performance | 4 |  |  |  |
|  | Self-compassion, gratitude and forgiveness | 4 |  |  |  |
|  | **Unit IV: Applications of Positive Psychology** |  |  |  |  |
|  | In relationships: attachment and love, interpersonal relationships | 4 |  |  |  |
|  | Positive schooling and work | 4 |  |  |  |
|  | Positive communities | 4 |  |  |  |
|  | **Unit V: Alternative Positive Practices** |  |  |  |  |
|  | Spirituality and religiosity | 6 |  |  |  |
|  | Healing practices: energy healing, reiki, crystal healing and others | 6 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Synder,C.R., Lopez, S.J. & Pedrotti, J.T. (2018). *Positive Psychology*. 4th Ed. New Delhi: Sage Publishing House. |
| 2. | Carr, A. (2011). *Positive Psychology: The Science of Happiness and Human Strengths*. London: Brunner Routledge. |
| 3. | Boniwell, I. (2012). *Positive Psychology In a Nutshell: The Science of Happiness* *(3rd*  *edition).* London: Mc Graw Hill. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 309** | **FORENSIC PSYCHOLOGY** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | E | Departmental Elective |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To understand basics of forensic psychology 2. To appreciate the role of forensic psychologists 3. To understand basic techniques used in forensic psychology that helps criminal investigation | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Apply knowledge of forensic psychology in analyzing cases | |  |  |  |  |  |  |  |
| 2. | Appreciate the role of forensic psychologist in crime scene analysis, offender profiling and eyewitness testimony | |  |  |  |  |  |  |  |
| 3. | Apply choice of correct techniques in criminal investigation | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Forensic Psychology** |  |  |  |  |
|  | Forensic sciences; forensic psychology: past and present | 4 |  |  |  |
|  | Psychology & law | 4 |  |  |  |
|  | Psychologist as an expert witness | 4 |  |  |  |
|  | **Unit II: Understanding Criminal Behavior** |  |  |  |  |
|  | Psychology of crime | 4 |  |  |  |
|  | Determinants of criminal behavior biological, psychological, neuropsychological and social | 4 |  |  |  |
|  | **Unit III: Forensic Psychology in Crime Investigation** |  |  |  |  |
|  | Psychological examination of crime scene | 4 |  |  |  |
|  | Offender profiling; examination of high-risk offenders | 4 |  |  |  |
|  | Forensic interviewing | 4 |  |  |  |
|  | **Unit IV: Forensic Psychology as an Aid to Investigation** |  |  |  |  |
|  | Psychological profiling | 4 |  |  |  |
|  | Detection of deception: polygraph examination, fmri, lie detection, brain electrical oscillation signature profiling, narcoanalysis, forensic hypnosis, voice-stress analysis | 6 |  |  |  |
|  | Theories, techniques, instrumentation, methodology, procedure & critical evaluation | 6 |  |  |  |
|  | **Unit V: Forensic Psychology in Criminal Proceedings** |  |  |  |  |
|  | Competency to stand trial | 4 |  |  |  |
|  | Criminal responsibility, diminished capacity, risk assessment | 4 |  |  |  |
|  | Eye-witness testimony | 4 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Fulero, S ,& Wrightsman , L,. (2014). *Forensic Psychology.* New York: Wadsworth Publishers. |
| 2. | Goldstein A.M (2012) *Forensic Psychology: Emerging Topics and Expanding Roles.* New York; John Wiley |
| 3. | Bartol, C., & Bartol, A. (2018). *Introduction to Forensic Psychology: Research and Application* (Fifth ed.). London: SAGE. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 310** | **SPORTS PSYCHOLOGY** | | | **L** | **T** | **P** | **C** |
| 3 | 1 | 0 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | E | Departmental Elective |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To understand the scope and perspectives of sports psychology. 2. To understand the cognitive and social psychological dimensions in sports. 3. To understand the effect of arousal, anxiety and stress on performance. | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Make applications based on the scope and perspective of sports psychology | |  |  |  |  |  |  |  |
| 2. | Incorporate cognitive and social dimensions in understanding behavior of sports persons | |  |  |  |  |  |  |  |
| 3. | Design effective interventions in areas of arousal, anxiety and stress for sports persons | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Sports Psychology** |  |  |  |  |
|  | History, nature, and scope of sports psychology | 4 |  |  |  |
|  | Recent perspectives - issues of race, gender and sexual orientation in sports | 4 |  |  |  |
|  | Role of a sports psychologist | 4 |  |  |  |
|  | **Unit II: Cognitive and Psychosocial Aspects in Sports Psychology** |  |  |  |  |
|  | Personailty traits and sports behaviour: Trait theories and mental toughness | 3 |  |  |  |
|  | Personality development and sports: Social learning theory | 3 |  |  |  |
|  | Attitude to sport | 3 |  |  |  |
|  | Motivation and sport: Theories of motivation; intrinsic and extrinsic motivation, self-efficacy; counterfactual thinking | 3 |  |  |  |
|  | **Unit III: Group Aspects in Sports** |  |  |  |  |
|  | Groups and teams; social facilitation | 4 |  |  |  |
|  | Negative effects of team leadership; leadership | 4 |  |  |  |
|  | Aggression; theories of aggression; reduction of aggression; aggression, injury, and addictive behaviors | 4 |  |  |  |
|  | **Unit IV: Arousal, Anxiety, Stress and Sports Performance** |  |  |  |  |
|  | Definitions of arousal, anxiety and stress; factors inducing anxiety and stress | 3 |  |  |  |
|  | The relationship between arousal and performance | 3 |  |  |  |
|  | Burnout, overtraining & overreaching | 3 |  |  |  |
|  | Drug abuse in sport and exercise | 3 |  |  |  |
|  | **Unit V: Interventions in Sports Psychology** |  |  |  |  |
|  | Cognitive and behavioral interventions: relaxation, self- talk, hypnosis, imagery | 6 |  |  |  |
|  | Psychological skills training; classifying skills; stages of skill acquisition | 6 |  |  |  |
|  | **Total contact hours** | 60 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXT BOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Jarvis, Matt (2006) *Sports Psychology: A Student’s Handbook.* New York: Routledge. |
| 2. | Horn, T. S (Ed) (2008). *Advances in sports psychology.* 3rd Ed Canada: Herman Kinetics. |
| 3. | Murphy, E. (1995) *Advances in Sports Psychology*. Illinois: Human Kinetics. |

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| **Course nature** | | | | **Theory** | | |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |
| **In-semester** | **Assessment tool** | Mid-term I | Mid-term  II | Assignment  I | Assignment  II | | **Total** |
| **Weightage** | 15 | 15 | 10 | 10 | | 50 |
| **End semester examination Weightage :** | | | | | | 50 | |

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| **PSY 311L** | **PSYCHOLOGICAL ASSESSMENT** | | | **L** | **T** | **P** | **C** |
| 2 | 0 | 4 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | E | Departmental Elective |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | * 1. To develop an understanding of the basic principles underlying psychological assessment.   2. To understand the ethical, legal and cultural issues involved in psychological assessments.   3. To demonstrate familiarity with different types of psychological assessments and its psychometric properties. | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Demonstrate knowledge of the basic principles of psychological assessments | |  |  |  |  |  |  |  |
| 2. | Delineate ethical dilemmas in psychological assessments | |  |  |  |  |  |  |  |
| 3. | Identify and apply various psychological assessments in various contexts and settings. | |  |  |  |  |  |  |  |

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| **Session** | **Description of Topic** | **Contact hours** | **C-D-I-O** | **IOs** | **Reference** |
|  | **Unit I: Introduction to Psychological Assessment** |  |  |  |  |
|  | Nature and purpose of assessment | 6 |  |  |  |
|  | Psychological test and psychological assessment | 6 |  |  |  |
|  | Multi-cultural context, ethical and professional challenges | 6 |  |  |  |
|  | **Unit II: Introduction to Psychological Testing** |  |  |  |  |
|  | Definition, types and characteristics of a good test | 6 |  |  |  |
|  | Reliability and validity | 6 |  |  |  |
|  | Norms and standardization | 6 |  |  |  |
|  | **Unit III: Tests of Cognitive Ability** |  |  |  |  |
|  | General mental ability tests  (The Wechsler scales of intelligence, Raven’s Progressive Matrices – any one) | 6 |  |  |  |
|  | Aptitude tests: Differential Aptitude test | 6 |  |  |  |
|  | Information-processing tests: Cognitive Assessment System (CAS) | 6 |  |  |  |
|  | **Unit IV: Tests of Personality** |  |  |  |  |
|  | Inventories: NEO-FFI and 16 PF (HEXACO- 60) Ashton and Lee (2009) (any one) | 4 |  |  |  |
|  | Projective test: Thematic Apperception Test | 4 |  |  |  |
|  | Semi-projective tests: an overview | 4 |  |  |  |
|  | Questionnaires | 4 |  |  |  |
|  | **Unit V: Advancement in psychological assessment** |  |  |  |  |
|  | Computer assisted assessment | 9 |  |  |  |
|  | Biofeedback and assessment | 9 |  |  |  |
|  | **Total contact hours** | 90 | | | |

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| **LEARNING RESOURCES** | |
|  | **TEXTBOOKS/REFERENCE BOOKS/OTHER READING MATERIAL** |
| 1. | Anastasi, A., &Urbina, S. (2016). *Psychological testing* (7th Ed.). Pearson Education |
| 2. | Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications and issues* (9th Ed.). New Delhi, India: Cengage. |
| 3. | Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education. |

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| **Course nature** | | | | **Practical/Lab** | | |  |  |
| **Assessment Method (Weightage 100%)** | | | | | | |  |  |
| **In-semester** | **Assessment tool** | Observation I | Observation II | Observation III | Observation IV | | Observation V | **Total** |
| **Weightage** | 10 | 10 | 10 | 10 | | 10 | 50 |
| **End semester examination Weightage (Record+Viva) :** | | | | | |  | | 50 |

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| **PSY 312P** | **GROUP RESEARCH PROJECT** | | | **L** | **T** | **P** | **C** |
| 2 | 0 | 4 | 4 |
| *Co-requisite:* | NIL | | | | | | |
| *Prerequisite:* | NIL | | | | | | |
| *Data Book / Codes/Standards* | NIL | | | | | | |
| *Course Category* | P | Project |  | | | | |
| *Course designed by* | DEPARTMENT OF PSYCHOLOGY | | | | | | |
| *Approval* | -- Academic Council Meeting -- , 2020 | | | | | | |

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| **PURPOSE** | | 1. To engage students in the research process as a group 2. To enable students to conduct and report research according to standard protocols (APA guidelines) 3. To understand the application of ethics in psychology research | | | | | | | |
| **LEARNING OBJECTIVES** | | | **STUDENT OUTCOMES** | | | | | | |
| At the end of the course, student will be able to | | |  |  |  |  |  |  |  |
| 1. | Comprehensively engage in the research process | |  |  |  |  |  |  |  |
| 2. | Conduct and report research according to standard protocols (APA guidelines) | |  |  |  |  |  |  |  |
| 3. | Ensure ethicality at all stages of research | |  |  |  |  |  |  |  |

**Course Description**

Students will be required to engage with quantitative, qualitative or mixed method in conducting a research study in groups. They are to identify a problem, formulate hypothesis, conceive a research design, collect data, analyze data and report the findings in the APA format. They will be supervised by concerned faculty at various stages of the research process.

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| **Course nature** | | | | **Project** | |  |
| **Assessment Method (Weightage 100%)** | | | | | |  |
| **In-semester** | **Assessment tool** | Research Design | Data Collection & Analysis | Research Report | Viva | **Total** |
| **Weightage** | 20 | 20 | 40 | 20 | 100 |