

NOIDA INTERNATIONAL UNIVERSITY



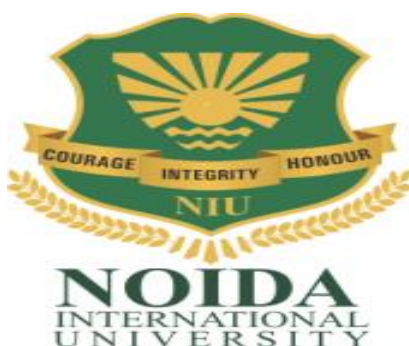
NOIDA
INTERNATIONAL
UNIVERSITY

SCHOOL OF LIBERAL ARTS
Department of Psychology

COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME (CBCS)

B.A. (H.) PSYCHOLOGY

NOIDA INTERNATIONAL UNIVERSITY



SCHOOL OF LIBERAL ARTS

Department of Psychology

COURSE STRUCTURE AND SYLLABUS OF UNDER-GRADUATE PROGRAMME B.A. (H.) PSYCHOLOGY

COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME

Scheme, Syllabi and Courses of Reading:-

The study courses in B.A. (Hons.) Psychology have been redesigned with the objective of making the entire program more comprehensive and to enhance skill based learning among students to help them understand different aspects of behavioral and cognitive development of an individual in social, organizational and across over all life span of an individual by acquiring knowledge of theories and concepts that have been developed in the field so far. Understanding of research methods, experimental psychology and psychological testing have also been kept as integral components of the programme both at theoretical as well as at practical levels.

The duration of the course leading to the degree of Bachelors of Arts (Hons.) in Psychology will be of six semesters.

- ❖ In first year there will be two semesters—Semester I and Semester II. Both semester will have three theory papers of 100 marks each and one practical paper of 100 marks each.

- ❖ In second year, there will be two semesters—Semester III and Semester IV with three theory papers (100 marks each) and one practicum of 100 marks each.
- ❖ In third year again, there will be two semesters--- Semester V and Semester VI. Both will have three theory papers of 100 marks each, including one 100 marks school core paper on Research methods pertaining to the discipline in V semester and one practical paper of 100 marks.
- ❖ In Semester-VI, with three theory papers, there will be one 100 marks project/ dissertation.
- ❖ External and internal examiners will evaluate dissertation/viva-voice jointly.

The papers included in the curriculum will be based on Choice based credit system.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

- 1. Core Course:** A course which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of

study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

The University also offers discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

The B.A. (Psychology CBCS) is divided into three parts as under. Each part will consist of two semesters.

Part 1	First Year	Semester I	Semester II
Part 2	Second year	Semester III	Semester IV
Part 3	Third Year	Semester V	Semester VI

Department of Psychology, School of Liberal Arts
BA (H) Psychology, Course Structure under CBCS
(w. e. f. Session 2019-20)

		Periods			Evaluation Scheme					Credit
					Internal			ESE	Total	
		L	T	P	MT	TA	Total			
		Semester I								
PYB-101	Perspective in Psychology	3	1	0	20	20	40	60	100	4
PYB-102	Biopsychology	3	1	0	20	20	40	60	100	4
PYB-103	Perspectives in Social Psychology	3	1	0	20	20	40	60	100	4
PYB-P1	Psychology Practicum	0	0	2	00	00	40	60	100	2
	Subsidiary Paper	3	1	0	20	20	40	60	100	4
EVS-101	Environmental Studies-I	2	1	0	20	20	40	60	100	3
SLAGE-101	Generic Elective	3	0	0	20	20	40	60	100	3
TOTAL										24
		Semester II								
PYB-201	Cognitive Psychology	3	1	0	20	20	40	60	100	4
PYB-202	Introduction to Psychological Inquiry	3	1	0	20	20	40	60	100	4
PYB-203	Understanding Self & Others	3	1	0	20	20	40	60	100	4
PYB-P2	Psychology Practicum	0	0	2	00	00	40	60	100	2
	Subsidiary Paper	3	1	0	20	20	40	60	100	4
EVS-201	Environmental Studies-II	2	1	0	20	20	40	60	100	3
SLAGE-201	Generic Elective	3	0	0	20	20	40	60	100	3
TOTAL										24
		Semester III								
PYB-301	Developmental Psychology	3	1	0	20	20	40	60	100	4
PYB-302	Introduction to Personality	3	1	0	20	20	40	60	100	4
PYB-303	Psychological Assessment	3	1	0	20	20	40	60	100	4
PYB-P3	Psychology Practicum	0	0	2	00	00	40	60	100	2
	Subsidiary Paper	3	1	0	20	20	40	60	100	4
GEB-301	General English	2	1	0	20	20	40	60	100	3
SLAGE-301	Generic Elective	3	0	0	20	20	40	60	100	3
TOTAL										24
		Semester IV								
PYB-401	Psychological Disorders	3	1	0	20	20	40	60	100	4
PYB-402	Communication Skills	3	1	0	20	20	40	60	100	4
PYB-403	Psychology of Relationships	3	1	0	20	20	40	60	100	4
PYB-P4	Psychology Practicum	0	0	2	00	00	40	60	100	2
	Subsidiary Paper	3	1	0	20	20	40	60	100	4

BABC-401	Business Communication	2	1	0	20	20	40	60	100	3
SLAGE-401	Generic Elective	3	0	0	20	20	40	60	100	3
	TOTAL									24
	Semester V									
PYB-501	Organizational Psychology	4	1	0	20	20	40	60	100	5
PYB-502	Positive Psychology	4	1	0	20	20	40	60	100	5
PYB-503	Research Methodology	4	1	0	20	20	40	60	100	5
PYB-P5	Psychology Practicum	0	1	2	00	00	40	60	100	3
BACBCS-501	Human Rights: Theory and Practice	2	1							3
				0	20	20	40	60	100	
SLAGE-501	Generic Elective	3	0	0	20	20	40	60	100	3
	TOTAL									24
	Semester VI									
PYB-601	Clinical Psychology	4	1	0	20	20	40	60	100	5
PYB-602	Counseling Psychology	4	1	0	20	20	40	60	100	5
PYB-603	Forensic Psychology	4	1	0	20	20	40	60	100	5
PYB-604	Dissertation	1	2	2	20	20	60	40	100	5
BACBCS-601	Gender and Women Studies in India	2	1	0	20	20	40	60	100	3
SLAGE-601	Generic Elective	3	0	0	20	20	40	60	100	3
	TOTAL									26

Grand Total -- 4000

Total Credits- 146

*= Specific course code Indicator

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendances (75% mandatory)

The schedule of Papers prescribed for various semesters shall be as follows:

B.A. (H.) Psychology Semester Wise Syllabus

Semester-I

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-101	Perspective in Psychology	3	1	0	4	40	60	100
2	PYB-102	Biopsychology	3	1	0	4	40	60	100
3	PYB-103	Perspectives in Social Psychology	3	1	0	4	40	60	100
4	PYB-P1	Psychology Practicum	0	0	2	2	40	60	100
5	EVSBS-101	Environmental Studies-1	2	1	0	3	40	60	100
6		Subsidiary	3	1	0	4	40	60	100
7		Generic Elective	3	0	0	3	40	60	100
Total			17	5	2	24	280	420	700

Semester-II

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-201	Cognitive Psychology	3	1	0	4	40	60	100
2	PYB-202	Introduction to Psychological Inquiry	3	1	0	4	40	60	100
3	PYB-203	Understanding Self & Others	3	1	0	4	40	60	100
4	PYB-P2	Psychology Practicum-P2	0	0	2	2	40	60	100
5	EVSBS-201	Environmental Studies – II	2	1	0	3	40	60	100
6		Subsidiary	3	1	0	4	40	60	100
7		Generic Elective	3	0	0	3	40	60	100
Total			17	5	2	24	280	420	700

Semester-III

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-301	Developmental Psychology	3	1	0	4	40	60	100
2	PYB-302	Introduction to Personality	3	1	0	4	40	60	100
3	PYB-303	Psychological Assessment	3	1	0	4	40	60	100
4	PYB-P3	Psychology Practicum- P3	0	0	2	2	40	60	100
5	GEB-301	General English	2	1	0	3	40	60	100
6		Subsidiary	3	1	0	4	40	60	100
7		Generic Elective	3	0	0	3	40	60	100
Total			17	5	2	24	280	420	700

Semester-IV

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-401	Psychological Disorders	3	1	0	4	40	60	100
2	PYB-402	Communication Skills	3	1	0	4	40	60	100
3	PYB-403	Psychology of Relationships	3	1	0	4	40	60	100
4	PYB-P4	Psychology Practicum-P3	0	0	2	2	40	60	100
5	BABC-401	Business Communication	2	1	0	3	40	60	100
6		Subsidiary	3	1	0	4	40	60	100
7		Generic Elective	3	0	0	3	40	60	100
Total			17	5	2	24	280	420	700

Semester-V

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-501	Organizational Psychology	4	1	0	5	40	60	100
2	PYB-502	Positive Psychology	4	1	0	5	40	60	100
3	PYB-503	Research Methodology	4	1	0	5	40	60	100
4	PYB-P5	Psychology Practicum-P5	0	1	2	3	40	60	100
5	BACBCS-501	Human Rights; Theory and Practice	2	1	0	3	40	60	100
6		Generic Elective	3	0	0	3	40	60	100
Total			17	5	2	24	240	360	600

Semester-VI

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	PYB-601	Clinical Psychology	4	1	0	5	40	60	100
2	PYB-602	Counseling Psychology	4	1	0	5	40	60	100
3	PYB-603	Forensic Psychology	4	1	0	5	40	60	100
4	PYB-604	Dissertation	1	2	2	5	60	40	100
5	BACBCS-601	Gender and Women Studies in India	2	1	0	3	40	60	100
6		Generic Elective	3	0	0	3	40	60	100
Total			18	6	3	26	260	340	600

Grand Total -- 4000

Total Credits- 146

*= Specific course code Indicator

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendances (75% mandatory)

Programme: B.A. (H.) Psychology

SYLLABI of CORE COURSES

SEMESTER-I

PERSPECTIVES IN PSYCHOLOGY

Course Name: Perspectives in Psychology

Course Code: PYB-101

Credits: 04

Total Marks: 100 (Internal: 40, External: 60)

Course Objectives:

- This course will help students to understand what psychology is, and what are the fields of psychology.
- An understanding of the way psychology as a discipline has developed in India and applications of psychology
- An overall understanding of different theoretical perspectives in psychology

Course Contents:

Unit 1: Introduction

1.1 Nature and goals; Status of Psychology as Science & Art

1.2 Historical development of the discipline

1.3 Early schools—Structuralism, Functionalism, Gestalt

1.4 Current status of discipline- Cognitive, Bio psychosocial model

Unit 2: Theoretical Perspectives in Psychology

2.1 Biological and Evolutionary

2.2 Psychodynamic; Humanistic-existential

2.3 Behaviouristic—Learning paradigms

2.4 Socio-Cultural, Social Constructionism, Spiritual and Feminism

Unit 3: Psychology in India

3.1 Brief history

3.2 Some classical works of psychology in India

3.3 Contributions of Indian psychologists

3.4 Present status & Psychologist Associations in India

Unit 4: Applications of psychology

4.1 Psychology as a profession: Fields of psychology-- Clinical, Social, Organizational, Developmental, Neuropsychology, Community, Health, Criminal & Forensic, Military, Sport

4.2 Other Fields of Psychology--Transpersonal, Environmental, Positive, Spiritual and Integral

4.3 Professional bodies-- National/International levels

4.4 Job opportunities and allied fields

Suggested Books/Readings:

- Ciccarelli, S.K., & Meyer, G.E. (2007). *Psychology*. (South Asian Edition). India: Pearson Education Inc.
- Morgan, C. T., & King, R. (1993). *Introduction to psychology*. New Delhi, India: Tata McGraw Hill Publishing Company Limited .
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson.
- Feldman, R.S., (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw-Hill.
- Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company.
- Eysenck, M.W., (2009). *Fundamentals of Psychology*. Slovenia:Psychology Press.

- Khatoon, N. (2012). *General psychology*. New Delhi, India: Pearson Education.
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.). (2008). *Handbook of Indian psychology*. New Delhi, India: Foundation Books.
- Sdorow, L. M. (1998). *Psychology* (4th Ed.) Boston: McGraw-Hill.
- Wade, C., & Tavris, C. (2006). *Psychology*. Upper Saddle River, NJ: Pearson Education Inc.

SEMESTER I

BIOPSYCHOLOGY

Course Name: Biopsychology

Course Code: PYB-102

Credits: 04

Total Marks: 100 (Internal: 40, External: 60)

Course Objectives:

- To introduce the biological bases of psychological processes and behavior.
- The knowledge of basic brain functions and their role in human behaviour with the elaboration on brain dysfunction and its impact on human behaviour.

Course Contents:

Unit 1: Introduction to Biopsychology

- 1.1 Concept of biopsychology, Methods, Reductionism, ethical issues
- 1.2 The Neurons: Structure, Impulse conduction, Synapse, Role of Neurotransmitters
- 1.3 The nervous system: Basic subdivisions- Peripheral and Central.
- 1.4 Hemisphere function: Cortical Lobes (Frontal, Parietal & Temporal) and their functions,
Corpus Callosum and the split-brain studies, Hemispheric specialization across two lobes.

Unit 2: Learning and Memory

- 2.1 Neuro-biological basis of Learning and memory
- 2.2 Neuropathology--Anterograde and Retrograde Amnesia
- 2.3 Dementia & Alzheimer's disease
- 2.4 Korsakoff's Syndrome

Unit 3: Sleep, Arousal and Biological Rhythms

- 3.1 Concept of arousal; Physiological measures of arousal (EEG Brain waves)
- 3.2 Reticular Formation and Central arousal

3.3 Sleep—REM and Non-REM sleep, Functions of sleep

3.4 Other Biological rhythms & Role of Endocrine glands

Unit 4: Emotion and Motivation

4.1 Psychophysiology of Emotions-Peripheral & Central route

4.2 Physiological mechanism of Stress and Anxiety

4.3 Physiological basis of Hunger & Thirst motivation

4.4 Homeostasis: Obesity & Anorexia

Suggested Books/Readings:

- Leukel, F. (). Introduction to Physiological Psychology
- Morgan, C. T., & King, R. (1993). *Introduction to psychology*. New Delhi, India: Tata McGraw Hill Publishing Company Limited.
- Ciccarelli, S.K., & Meyer, G.E. (2007). *Psychology*. (South Asian Edition). India: Pearson Education Inc.
- Feldman, R.S., (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw-Hill.
- Green, S. (1995). *Principles of biopsychology*. UK: Lawrence Erlbaum Associates Ltd.
- Annett, M. (1984). *Left, right, hand and brain: The right shift theory*. London: Lawrence Erlbaum Associates Ltd.
- Pinel, J. P. J. (2004). *Biopsychology*. Boston, MA: Allyn & Bacon.
- Sperry, R.W. (1982). Some effects of disconnecting the cerebral hemispheres. *Science*, 217, 1223-1226.
- Rosenzweig, M. R., Leiman, A. L., & Breedlove, S. M. (1996). *Biological psychology*. Sunderland, Mass: Sinauer Associates.
- Carlson, N. R. (2012). *Foundations of physiological psychology*. (Sixth Edition). Delhi: Pearson Education.

SEMESTER I **PERSPECTIVES IN SOCIAL PSYCHOLOGY**

Programme: B.A. (H.) Psychology (Part –I)

Semester-I

Course code: PYB-103

Course Name: PERSPECTIVES IN SOCIAL PSYCHOLOGY

Credits: 04

Total Marks: 100 (Internal: 40, External: 60)

Course Objectives:

- The objective is to introduce students to the powerful influence of society in shaping their thinking and behaviour
- It also aims to enable them to apply their understanding to contemporary social issues

Course Contents:

Unit 1: Introduction

1.1 Definition and nature of social psychology

1.2 Brief history of social Psychology

1.3 Methods of social psychology: Quantitative and qualitative methods

1.4 Application of social psychology to social issues: Environment, intergroup conflicts, health and gender issues

Unit 2: Social Cognition

2.1 Social cognition and information processing: Schemas, Stereotypes and cognitive strategies

2.2 Perceiving Self: Self-concept and self-esteem

2.3 Perceiving Others: Forming impression, Sources contributing to impression formation

2.5 Attribution: Inferring traits and motives of others

Unit 3: Psychology of attitudes

3.1 Attitudes: Concept and characteristics

3.2 Determinants of attitude; Relationship between Attitude and Behaviour

3.3 Attitude change & Persuasion (with special reference to application in the context of marketing and social marketing, health communication etc.)

3.4 Prejudice & Discrimination: Formation & strategies to combat prejudice

Unit 4: Group and leadership

4.1 Group: Nature and function

4.2 Impact of group on performance: Social facilitation, Social loafing and social Conformity

4.3 Leadership: Qualities of leaders

4.4 Types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader

Suggested Books/Readings:

- Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th Ed.). New Delhi, India: Pearson.
- Singh, A.K. (2015). *Social Psychology*. PHI Learning Private Limited, Delhi.
- Hogg, M. A., & Vaughan, G. M. (2005). *Social psychology*. Harlow: Pearson Prentice Hall.
- Husain, A. (2012). *Social psychology*. New Delhi, India: Pearson.
- Myers, D. G. (2008). *Social psychology*. New Delhi, India: Tata McGraw-Hill.
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th Ed.). New Delhi, India.
- Feldman, R.S. (1985). *Social Psychology* (2nd Edition) New Jersey: Prentice Hall (1998).
- Alcock, J.E., Carment, D.W., Sadava, S. W., Collins, J. E., & Green, J.M. (1997). *A textbook of Social Psychology*. Ontario: Prentice Hall.
- Secord, P.F. & Backman, C.W (1964). *Social Psychology*, New York: McGraw Hill
- Wrightsman, L.S (1997). *Social Psychology* (2nd Edition) California: Brooks/Col.
- Kuppaswamy, B. (1980). *Introduction to Social Psychology*, Bombay Media Promoters

SEMESTER-I

Syllabus

PSYCHOLOGY PRACTICUM-P1

Programme: B.A. (H.) Psychology (Part –I)

Semester-II

Course code: PYB-P1

Course Name: PSYCHOLOGY PRACTICUM-P1

Credits-- 2

Max. Marks: 100

Course Objectives:

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup. Students are supposed to conduct at least two experiments on the following topics along with a detailed introductory report on 'Experimentation in Psychology'.

- i) Digit Span Test
- ii) Primary & Recency Effect in Memory
- iii) Incidental & Intentional Learning

Suggested Books/ Readings:

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.
- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IBH

SEMESTER-II

Syllabus

COGNITIVE PSYCHOLOGY

Course Name: Cognitive Psychology

Course Code: PYB-201

Credits: 04

Total Marks: 100 (Internal: 40, External: 60)

Course Objectives:

1. To learn about basic cognitive processes through scientific methods.
2. To understand various mental processes: Attention & Perception, memory processes, reasoning and decision making.

Course Contents:

Unit 1. Cognitive Processes

1.1 Nature, emergence and stages.

1.2 Methods to study cognitive Psychology: Observation, Introspection, Experimental, Quasi-Experimental and Neuropsychological.

Unit 2. Attention and Perception

2.1 Types: Selective Attention, Divided Attention and Sustained Attention.

2.2 Theories: Early and Late Selection, Capacity and Mental Effort Models.

2.3 Sensation & Perception: Nature of Perception.

2.4 Theories of Perception, Form Perceptions & Third Dimension of Perception

Unit 3. Memory & Thinking

3.1 Memory; Its Component & Stages, Types of Memory.

3.2 Models of Memory & Forgetting.

3.3 Thinking; Nature & Process.

3.4 Concept Formation; Types of Concept, Visual Imagery & Creative Thinking.

Unit 4. Reasoning and Decision Making

4.1 Types of Reasoning: Inductive and Deductive.

4.2 Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models.

4.3 Cognitive Illusions in Decision Making: Availability, Representativeness, Framing Effect and Hindsight Bias.

Suggested Books/Readings:

- Eysenck M. W., & Keane M. T. (2005). *Cognitive psychology: A student's handbook* (5th Ed.). New York: Psychology Press.
- Galotti, K. M. (2008). *Cognitive psychology: In and out of the laboratory* (2nd Ed.). Bangalore: Wadsworth, Cengage Learning.
- Galotti, K. M. (2008). *Cognitive psychology: Perception, attention and memory*. New Delhi: Cengage Learning.
- Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology* (7th Ed.). New Delhi: Tata McGraw-Hill.
- Matlin, M. W. (2008). *Cognition* (7th Ed.). CA: John Wiley & Sons.
- Riegler, B. R., & Riegler, G. R. (2008). *Cognitive psychology: Applying the science of the mind* (2nd Ed.). New Delhi: Dorling Kindersley.
- Sternberg, R. J., Sternberg, K. (2012). *Cognitive psychology* (6th Ed.). USA: Wadsworth, Cengage Learning.
- Ciccarelli, S.K., & Meyer, G.E. (2007). *Psychology*. (South Asian Edition). India: Pearson Education Inc.

SEMESTER-II

Syllabus

INTRODUCTION TO PSYCHOLOGICAL INQUIRY

Programme: B.A. (H.) Psychology (Part –I)

Semester-II

Course code: PYB-202

Course Name: INTRODUCTION TO PSYCHOLOGICAL INQUIRY

Credits: 4

Total Marks: 100

Course Objectives:

- Developing insights into the positivist paradigm of psychological inquiry
- Understanding the nature and value of quantitative data and their analysis
- Developing the knowledge-base of hypothesis testing for the purpose of generalizing sample-based relationship among variable to the population under study
- Developing insights into the use of software for data analysis

Course Contents:

Unit 1. Research Inquiry in Psychology

1.1 Need for Sampling: Population and Sample

1.2 Types of inquiry/research in Psychology

1.3 Qualitative & Quantitative Data

1.4 Role of Statistic in Psychological inquiry

Unit 2. Nature of Quantitative Data and Descriptive Statistics in Psychology

2.1 Level/Scale of measurement; categorical and continuous variables; bivariate frequency distribution

2.2 Measures of central tendency: characteristics and computation of mean, median and mode

2.3 Measures of variability: Characteristics and computation of range, semi-interquartile range, standard deviation, variance and co-efficient of variation

2.4 Graphic representation of Data

Unit 3. Inferential Statistics (parametric) in Psychology

3.1 Concept of probability; Characteristics and application of Normal Probability Curve (NPC); deviation from NPC; skewness and kurtosis

3.2 Hypothesis testing: RSDM; random sampling, estimation of standard deviation and standard error; assumption of Student 's t-distribution; computation and levels of significance of Student 's t-values for independent and dependent sample; Type I and Type II errors

3.3 Correlation: Pearson 's product moment correlation; Spearman 's rank order correlation;

3.4 ANOVA: Assumptions and computation of ANOVA; one-way and two-way ANOVA

4. Non-parametric tests and Software-based analysis

4.1 Nature and assumptions

4.2 Chi-square; Contingency co-efficient

4.3 Median and Sign Rank tests; Friedman 's F test

4.4 Introduction to basic software packages for statistical analysis

Suggested Books/Readings:

- Anastasi, A. (1988). Psychological testing. New York: MacMillan
- Broota, K. D. (1992). Experimental design in behavioural research. New Delhi: Wiley Eastern.
- Freeman, F. S. (1972). Theory and practice of psychological testing. New Delhi: Oxford & IBH.
- Kerlinger, F. N. (1983). Foundations of behavioural research. New Delhi: Surjeet Publications.
- Minium, E. W., King, B. M., & Bear, G. (1993). Statistical reasoning in psychology and education. New York: John Wiley.

SEMESTER-II

Syllabus

UNDERSTANDING SELF AND OTHERS

Programme: B.A. (H.) Psychology (Part –I)

Semester-II

Course code: PYB-203

Course Name: Understanding Self & Others

Credits: 4

Total Marks: 100

Course Objectives:

- To help students initiate a personal journey of self-discovery and transformation.
- To explore psychological skills and attitudes that can help students grow consciously and facilitate change within themselves and the society.
- To practice mindfulness, meditation and contemplation as ways of deepening insight into the predicament of life, combating stress, non-violent communication and compassion.

Course Contents:

Unit 1. Exploring the Self

1.1 Self as an object & subject

1.2 Component of Self

1.3 Phenomenological & Relational Self

Unit 2. Development of Self

2.1 Self- concept, Self- esteem and Self- efficacy

2.2 Adjustment: Stability Vs. Discrepancies

2.3 Conflicts within the self

2.4 Engaging with emotional self

Unit 3. Different Perspective of Self

3.1 Self from Psychoanalytic Perspective

3.2 Self from Developmental Perspective

3.3 Self from Social Perspective

3.4 Self from Indigenous Perspective

Unit 4. Self-Growth

4.1 Buddhist ethics & practicing Mindfulness

4.2 Karmic Philosophy of self

4.3 Creative exploration into self: Art, music, nature, creativity & flow

4.4 Self evolution: Accountability & responsibility

Suggested Books/Readings:

- Rosenberg, M. (2012). Living nonviolent communication. Boulder: Sounds True Pub.
- Csikszentmihalyi, M. (1990). Flow. New York: Harper and Row.
- Fromm, E. (2006). The art of loving. New York: The Harper Perennial Modern Classics.
- The Mother. (2002). The science of living, in On education (pp. 3-8). Complete works of The Mother (2nded., Vol.12). Pondicherry: Sri Aurobindo Ashram Press.
- Thich N. H. The miracle of mindfulness: Introduction to the practice of meditation. Boston: Beacon Press.
- Kumar, S. (2006). You are therefore I am: A declaration of dependence. New Delhi: Viveka Foundation.
- Dweck, C. (2006). Mindset: The new psychology of success. New York: Ballantine Books.
- Virmani, S. Had anhad: Journey with Ram and Kabir. An Audio-Video Resource

SEMESTER-II

Syllabus

PSYCHOLOGY PRACTICUM-P2

Programme: B.A. (H.) Psychology (Part –I)

Semester-II

Course code: PYB-P2

Course Name: PSYCHOLOGY PRACTICUM-P2

Credits-- 2

Total Marks: 100

Course Objectives:

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup. Students are supposed to conduct at least two experiments on the following topics along with a detailed introductory report on 'Experimentation in Psychology'.

- i) Span of attention
- ii) Serial Position Effect
- ii) Paired Associate Learning
- iii) Role of set in problem solving
- iv) Memory--Recall and recognition

Suggested Books/ Readings:

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.
- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IBH

SEMESTER-III
Syllabus
DEVELOPMENTAL PSYCHOLOGY

Programme: B.A. (H.) Psychology (Part –II)
Semester-III
Course code: PYB-301
Course Name: DEVELOPMENTAL PSYCHOLOGY

Credits: 4
Total Marks: 100

Course objectives:

- To equip the learner with an understanding of the concept and process of human development across the life span.
- To introduce the issues and theories related to human development.
- To understand different domains of development across life span.
- To understand the socio-cultural context of development with specific reference to the Indian context.

Course Contents:

Unit 1: Introduction

- 1.1 Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development.
- 1.2 Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioural (classical and operant conditioning; social cognitive learning theory).
- 1.3 Cognitive (Piaget, information processing approaches).
- 1.4 Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner).
- 1.5 Research methods: Longitudinal, cross sectional and sequential; ethics in research.

Unit 2: Domains of Development across life span

- 2.1 Physical development
- 2.2 Cognitive development
- 2.3 Language development
- 2.4 Socio-emotional development and Moral development

Unit 3: Socio Cultural Context and Human Development

- 3.1 Family
- 3.2 Peer
- 3.3 Media
- 3.4 Schooling

Unit 4: Developmental issues in Indian context

- 4.1 Issues of social relevance (gender, disability and poverty)
- 4.2 Developmental issues in children and adolescents
- 4.3 Challenges of adulthood; Aging
- 4.4 Childhood Disorders--- Autistic spectrum disorders, ADHD, Emotional disorders, MR & SLD

Suggested Books/ Readings:

- Ciccarelli, S.K & Meyer,G.E. (2008). *Psychology: South Asian Edition*. New Delhi: Pearson India.
- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- Feldman, R.S.&Babu.N. (2011). *Discovering the Lifespan*. Pearson.
- Hurlock, E.B. (2007). *Growth and Development*. (3rd Ed.) Kessinger Publishing, LLC.
- Stanrock, J.W. (2008). (11th Ed.) *Child Development*. Tata McGraw- Hill.

- Srivastava, A.K. (1998). *Child Development: An Indian perspective*. N.C.E.R.T, New Delhi.
- Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.
- Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development (9th Ed.)*. New Delhi: McGraw Hill.
- Santrock, J.W. (2012). *Life Span Development (13th ed.)* New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

SEMESTER-III
Syllabus
INTRODUCTION TO PERSONALITY

Programme: B.A. (H.) Psychology (Part –II)

Semester-III

Course code: PYB-302

Course Name: Introduction to Personality

Credit: 4

Total Marks: 100

Course Objectives:

- To develop an understanding of the concept of individual difference
- To develop an appreciation of the biological and social impact on personality
- To study approaches to personality

Course Contents:

1 Introduction

1.1 Concept and Definition of personality: Eastern and Western Approach

1.2 Self and Personality: Views on Self and Personality: Upanishadic, Gita, Buddha, Nyaya-Vaisheshika, Samkhya-Yoga, Vedanta

1.3 Types of Personality: Gita typologies, Personality in Vedanta, Personality in Mimamsa; Sheldon and Jung's typology

1.4 Personality as a set of traits: Cattell and Allport's trait psychology

2 Role of Factors in the Development of Personality

2.1 Importance of heredity and environment in the development of personality

2.2 Role of biological factors: Direct genetic effect; mediated effect through environmental toxins

2.3 Role of environmental factors: Physical and socio-cultural impact

2.4 How is personality studied and assessed?

3 Psychology of individual differences

3.1 Biological and Social explanation of gender differences in personality

3.2 Developmental aspects of Personality: Development of Personality based on Mimamsa, Vedanta, Purusa, and Samkhya-Yoga

3.3 Vedic and Sufi tradition

4 Approaches to Personality

4.1 Psychoanalytical Approach to Personality

4.2 Social learning Approach to Personality

4.3 Cognitive Approach to Personality

4.4 Humanistic Approach to Personality

Suggested Books/Readings:

- Adams, D. P. (2000). *The person: An integrated introduction to personality psychology*. Hoboken, NJ: John Wiley.
- Carducci, B. J. (2009). *The psychology of personality: Viewpoints, research & application*. Hong Kong: Wiley-Blackwell.
- Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian edition*. New Delhi, India: Pearson Education.
 - Delhi, India: Pearson Education.
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson.

- Friedman, H. S., & Schustack, M. W. (2006). *Personality: Classic theories and modern research*. New Delhi, India: Pearson.
- Kuppuswamy, B. (2001). *Elements of ancient Indian psychology*. New Delhi, India:
 - Konark Publishers Pvt. Ltd.
- Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*.
 - New Delhi, India: Concept Publishing Company.
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of east and west*. New York: Plenum Press.
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). *Handbook of Indian psychology*. New Delhi, India: Foundation Books.

SEMESTER-III
Syllabus
PSYCHOLOGICAL ASSESSMENT

Programme: B.A. (H.) Psychology (Part –II)
Semester-III
Course code: PYB-303
Course Name: PSYCHOLOGICAL ASSESSMENT

Credits: 4

Total Marks: 100

Course objectives:

- To make the students familiar with the field of psychological testing in general
- To acquaint the students with the nature and uses of psychological test with the specific examples of intelligence, ability and personality tests

Course Contents:

1. Introduction to Psychological Testing and Assessment

- 1.1. Definition of a test, Types of tests, Uses of testing
- 1.2. Similarity and difference between test and measurement
- 1.3. Psychological assessment: Nature and purpose; Principle of assessment
- 1.4. Psychological testing Versus Psychological Assessment

2. Characteristics of a Good Test

- 2.1. Standardization of test
- 2.2. Reliability and validity
- 2.3. Development of norms
- 2.4. Ethical and professional Issues and challenges

3. Individual Test of Intelligence and Group tests of Ability

- 3.1. The Wechsler scales of intelligence
- 3.2. The Wechsler sub-tests: description and analysis
- 3.3. Stanford – Binet Intelligence Scales: 5th Edition
- 3.4. Culture Fair Intelligence Test (CFIT), Raven’s Progressive Matrices (RPM)

4. Applications of psychological tests

- 4.1. Testing in educational setting
- 4.2. Testing in counselling and guidance
- 4.3. Testing in clinical setting
- 4.4. Testing in organizational setting

Suggested Books/Readings:

- Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th Ed.). New Delhi: Pearson Education.
- Anastasi, A., & Urbina, S. (2003). *Psychological testing* (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.
- Barve, B. N., & Narake, H. J. (2008). *Manomapan*. Nagpur, India: Vidya Prakashana.
- Desai, B., & Abhyankar, S. (2007). *Manasashatriya mapan*. Pune, India: Narendra Prakashana.
- Gregory, R. J. (2014). *Psychological testing: History, principals and applications*. (6th Ed.). Boston: Pearson Education.
- Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.
- Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues* (8th Ed.). New Delhi, India: Cengage.

SEMESTER-III

Syllabus

Programme: B.A. (H.) Psychology (Part –II)

Semester-III

Course code: PYB-P3

Course Name: PSYCHOLOGY PRACTICUM-P3

Credits: 2

Total Marks: 100

Course Objectives:

To enable the students to understand the processes and steps involved in conducting the advanced psychological experiments in laboratory setup. Students are supposed to conduct any three experiments based on the following.

- i) Phenomenon of retroactive and proactive inhibition
- ii) Division of Attention
- iv) Depth Perception
- v) Role of set in problem solving
- vi) Bilateral Transfer

Suggested Books/ Readings:

- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.
- Woodworth, R.S. & Schlosberg, H. (1971). Experimental psychology. Oxford & IBH.

SEMESTER-IV
Syllabus
PSYCHOLOGICAL DISORDERS

Programme: B.A. (H.) Psychology (Part –II)

Semester-IV

Course code: PYB-401

Course Name: PSYCHOLOGICAL DISORDERS

Credits: 4

Total Marks: 100

Course objectives:

- Examine multiple probable causes and correlates of behaviour.
- Learn descriptions, and theories underlying diagnostic nosology of psychiatric disorders.
- Learn and understand benefits, critiques, limitations, and implications of diagnosis and classification.

Course Contents:

1. Introduction

1.1. Concept of Abnormal Behavior and Criteria for Determining Abnormality.

1.2. Historical Background of Abnormality.

1.3. Causes of Abnormal Behavior: Biological, Psychological, and Socio-Cultural; Critical Evaluation of these causes.

1.4. Current Diagnostic Systems: Introduction to the International Classification of Diseases (ICD-10) and Diagnostic & Statistical Manual of Mental Disorders (DSM-5).

2. Anxiety and Obsessive Compulsive Disorders

- 2.1. Generalized Anxiety Disorder: Symptoms, diagnostic criteria, and causes.
- 2.2. Specific Phobia and Social Anxiety Disorder (Social Phobia): Symptoms, diagnostic criteria, and causes.
- 2.3. Panic Disorder: Symptoms, diagnostic criteria, and causes.
- 2.4. Obsessive-Compulsive disorder: Symptoms, diagnostic criteria, and causes.

3. Bipolar, Depressive Disorders, Schizophrenia, and Delusional Disorder

- 3.1. Bipolar-I and Bipolar-II Disorders: Symptoms, diagnostic criteria, and causes.
- 3.2. Major Depressive Disorder: Symptoms, diagnostic criteria, and causes.
- 3.3. Schizophrenia: Symptoms, diagnostic criteria, and causes.
- 3.4. Delusional disorder: Symptoms, diagnostic criteria, and causes.

4. Trauma & Stressor-related and Personality Disorders

- 4.1. Adjustment Disorder: Symptoms, diagnostic criteria, and causes.
- 4.2. Post-Traumatic Stress Disorder: Symptoms, diagnostic criteria, and causes.
- 4.3. Dissociative Identity Disorder: Symptoms, diagnostic criteria, and causes.
- 4.4. Odd Personality Disorders (Paranoid, Schizoid, and Schizotypal): Symptoms.

Suggested Books/Readings:

- Comer, R. J. (2015). *Abnormal psychology*. New York: Worth publishers.
- Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2013). *Abnormal psychology* (15th Ed.). New York: Harper Collins.
- *Diagnostic and Statistical Manual of Mental Disorders*. (2013). Washington, D.C.
- Nevid, J., Rathus, S., & Greene, B. (2014). *Abnormal psychology in a changing world*. Upper Saddle River, NJ: Pearson Prentice Hall.
- *The ICD-10 Classification of Mental and Behavioral Disorders*. (1992). Geneva.

SEMESTER-IV
Syllabus
COMMUNICATION SKILLS

Programme: B.A. (H.) Psychology (Part –II)

Semester-IV

Course code: PYB-402

Course Name: Communication Skills

Credits: 4

Total Marks: 100

Course objectives:

- To understand communication process and become aware of the verbal and non-verbal communication patterns of oneself and others.
- To improve personal communication skills of students by reflecting on barriers in communication and overcoming them.
- To improve communication in group setting especially with reference to engagement with diversity.

Course Contents:

1 Basic Concepts in Communication

1.1 Nature and process of communication, Developing listening skills.

1.2 Towards communication competence.

1.3 Choosing appropriate channel and medium of communication.

1.4 Personal Attitudes and Communication.

2 Communication Styles: Verbal and Non-verbal

2.1 Bodily communication in human society.

2.2 The implication of appropriate communication.

2.3 Nonverbal communication: Proxemics, Posture, Facial expression, Eye Contact, Paralanguage, Movement, Silence etc.

3 Communication Barriers and Breakdowns

3.1 Psychological barriers in communication.

3.2 Identifying personal barriers and overcoming barriers for effective communication.

3.3 Learning how to make communication effective and meaningful.

4 Communication in Relational Contexts

4.1 Understanding dynamics of interpersonal communication.

4.2 Conflict resolution and harmony: Art of non-violent communication.

4.3 Communication and diversity.

4.4 Public and Mass communication: Influence on collective psyche.

4.5 Cultural differences in International Communication.

Suggested Books/Readings:

- Argyle, M. (1975). *Bodily communication*. London: Methuen & Co. Ltd.
- Civinkly, J. M. (Ed.) (1974). *Messages: A reader in human connection*. New York: Random House.
- Danziger, K. (1976). *Interpersonal communication*. New York: Pergamon Press.
- Gudykunst, W. B. (Ed.) (2003). *Cross-cultural and intercultural communication*. Thousand Oaks, CA: Sage Publications.
- Prasad, L. M. (2012). *Organizational behaviour*. New Delhi: Sultan Chand & Sons.
- Rosenberg, M. B. (2012). *Living nonviolent communication: Practical tools to connect and communicate skillfully in every situation*. Boulder, CO: Sounds True.

SEMESTER-IV
Syllabus
PSYCHOLOGY OF RELATIONSHIPS

Programme: B.A. (H.) Psychology (Part –II)

Semester-IV

Course code: PYB-403

Course Name: PSYCHOLOGY OF RELATIONSHIPS

Credits: 2

Total Marks: 100

Course objectives:

- To understand the philosophical and psychological basis of relational connectedness.
- To understand the dynamics of broken, marginalized and flourishing relationships.
- To examine the relational dynamics from a developmental perspective.
- To examine the importance of the practice of positive relational attitudes in creating relationships and communities that are nourishing and supportive.

Course Contents:

1. On Relational Interconnectedness:

- 1.1. Understanding our connected self
- 1.2. Importance of nurturing the self and practicing self-extension to nurture others;
- 1.3. Exploring relationship with animals, plants and nature and cosmos.

2. The Social Psychology of Relationships:

- 2.1. Developmental perspective on relating with children, adolescents, adults and the elderly;
- 2.2. Understanding the relational dynamics of social exclusion, violence and marginalization (e.g., disabled, LGBT, caste and tribal status etc.).

3. On Loss, Grief and Healing:

- 3.1. Understanding the effect of loss of relationships (death, divorce, break-up) on

people;

3.2. Healing through deeper listening, mindfulness and compassion.

4. The Making and Breaking of Relationships:

4.1. Understanding the dynamics of broken and flourishing relationships.

4.2. Practicing Positive Relational Attitudes like self-acceptance, gratitude, forgiveness;

4.3. Emotional calm and somatic awareness etc.;

4.4. Creating future flourishing communities.

Suggested Books/Readings:

- Diener, E., & Oishi, S. (2005). The nonobvious social psychology of happiness. *Psychological Inquiry*, 16, 162-167.
- Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13, 81-84
- Durkin, K. (1995). *Developmental Social Psychology: From Infancy to Old Age*. MA: Blackwell Publishing.
- Gala, J., & Kapadia, S. (2013). Romantic Relationships in Emerging Adulthood: A Developmental Perspective. *Psychological Studies*. 58(4), 406-418.
- Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.
- Kumar, S. (2002). *You are Therefore I am: A Declaration of Dependence*. New Delhi, India: Viveka Foundation.
- Saint-Exupery, Antoine de. (1977). *The Little Prince*. London: Piccolo Books.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi, India: Sage Pub. Chapter 12: Attachment, love and Flourishing relationships.
- Axiline, V. M. (1964). *Dibs: In Search of Self*. London: Penguin Books.
- Valmiki, O. P. (2008). *Joothan: An untouchable's life*. New Delhi, India: Timeless Books.

SEMESTER-IV

Syllabus

PSYCHOLOGY PRACTICUM-P4

Programme: B.A. (H.) Psychology (Part –II)

Semester-IV

Course code: PYB-P4

Course Name: PSYCHOLOGY PRACTICUM-P4

Credits: 2

Total Marks: 100

Course Objectives:

To enable the students to understand the processes and steps involved in administered the psychological Tests in laboratory setup. The students are supposed to administer at least two tests based on the following along with a detailed introductory report on ‘Psychological Testing and Assessment’

- i) Intelligence Testing—SPM/ CPM
- ii) Sentence Completion Test
- iii) Test of Aptitude assessment
- iv) Interest Assessment
- v) Creativity Assessment
- vi) Verbal Learning and Recognition

Suggested Books/ Readings:

- Anastasi, A. & Urbina, S. (1977). Psychological testing. N J: Practice Hall.
- Freeman, F. S. (1962). Theory and practice of psychological testing. New York: Kinchart & Winston.
- Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues (6th edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
- Kline T.J.B (2005). Psychological testing: A practical approach to design and evaluation. Sage Publication Inc.

SEMESTER-V
Syllabus
ORGANIZATIONAL PSYCHOLOGY

Programme: B.A. (H.) Psychology (Part –III)

Semester-V

Course code: PYB-501

Course Name: ORGANIZATIONAL PSYCHOLOGY

Credits: 4

Total Marks: 100

Course objectives:

- To provide insights into the historical development and key concepts of the organization.
- To help the students to comprehend the role of human factor in the management of organization.
- To get acquainted with the employees' motivation job attitudes, and leadership behavior and the influence process.

Course Contents:

1 Introduction

- 1.1 Nature and facets of organizational Psychology, Contribution of other social science subjects to Organizational psychology.
- 1.2 Historical Developments: The Early Years, Classical School: Taylor, Fayol & Weber. Human Relations Approach.
- 1.3 European contribution and contemporary scenario: Socio-technical Approach, The Aston Studies. System approach and the contemporary challenges to organizations.
- 1.4 Organizational Psychology in the Indian context: Replication, disenchantment and integration.

2 Employees Motivation and Employees Job Attitudes

- 2.1 Nature of Work motivation, five key concepts (Behavior, performance, ability, situation and motivation), The role of self-esteem, intrinsic motivation and need for achievement in the development of motivation.

2.2 Theories of Work motivation: Content theory (Maslow, Herzberg), Vroom's Expectancy Theory, Equity Theory, Goal Setting theory and Self-Regulation theory. Integration of theories.

2.3 Perception and Attitude: Understanding perception. Brief Introduction to Organizational Commitment, Organizational Citizenship Behaviour, Employee engagements and Organizational justice. Psychological Contract: Development and Breach.

2.4 Indian Scenario: Nishkaam Karm, Giving Theory of motivation, Work Values (Sinha, 1990), Content and process theory of work motivation from Islamic perspective.

3 Leadership and the Influence process

3.1 Conceptual Foundations: Leaders versus managers, Themes in Leadership: positional power, the leader, the led, the influence process, the situation, Leader emergence versus leader effectiveness.

3.2 Theoretical Approaches: Trait approach, Behavioral approach, Power and influence approach, Leader-Member Exchange theory.

3.3 The Situational Approach: Fiedler Hersen, Blanchard Situational Leadership and Path Goal theory. Transformational and Charismatic leadership. The Implicit leadership theory.

3.4 Indigenous Theories: Performance-Maintenance theory, Nurturant Task participative (NT-P) Model of Leadership, Consultative Style of Management, Pioneering-Innovative Theory of Leadership.

4 Group Behavior, Teams and conflicts

4.1 Nature, functions and types of groups. Group Structure: Role differentiation, Status differentiation, Norms formation and group cohesiveness.

4.2 Factor Affecting group performance: Homogeneity of group, stability of membership, Group size, Group status, communication structure, Social facilitation and inhibition.

4.3 Co-operation, competition and co-opetition, conflicts and its management, Negotiation process.

4.4 Team Work: Genesis, teams and groups, cultural influences on team work:

Teams in the Indian context and Building teams in the Indian organization.

Suggested Books/Readings:

- Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Boston: Cengage Learning.
- Bhatti, O. K., & Aslam, U. S. (2016). Employee motivation: An Islamic perspective. *Humanomics*, 32(1), 33-47.
- Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee, & C. Sengupta (Eds.), *Indigenuity and universality in social sciences: A south asian response*. New Delhi, India: Sage India Publications.
- Muchinsky, P. M., & Culbertson, S. S. (2016). *Psychology applied to work*. Summerfield, NC: Hypergraphic Press.
- Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University Press.
- Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.
- Sinha, J. B. P. (2008). *Culture and organizational behavior*. New Delhi, India: Sage Publications.

SEMESTER-V
Syllabus
POSITIVE PSYCHOLOGY

Programme: B.A. (H.) Psychology (Part –III)

Semester-V

Course code: PYB-502

Course Name: POSITIVE PSYCHOLOGY

Credits: 4

Total Marks: 100

Course objectives:

- To recognize what contributes/does not contribute to happiness.
- To recognize the role of positive emotions and traits in enhancing happiness.
- To understand the right kind of vocation, relationship, and values in life that enhances one's well-being.

Course Contents:

1. Introduction

- 1.1. Positive psychology: Meaning, definition, assumptions and goals; Relation with other fields.
- 1.2. Meaning and measures of happiness and well-being: Hedonic and eudaimonic traditions.
- 1.3. Indian perspectives and positive psychology.

2. Happiness & Wellbeing

- 2.1. Happiness: Concept & Definitions.
- 2.2. Happiness and the facts of life: Gender, love, marriage, close relationships and others.
- 2.3. Happiness across the life span: Happiness and well-being across culture and nationalities.

3. Emotions, personality, traits and well- being

- 3.1. Positive emotions and well-being.
- 3.2. Cultivating positive emotions
- 3.3. Positive traits: Personality, emotions, and biology.
- 3.4. Positive beliefs and illusions.

4. Virtues, character strengths and well- being

4.1. Classification of human virtues.

4.2. Wisdom as a foundational strength and virtue; Character strengths and health.

4.3. Religion, spirituality and transcendence.

4.4. Religion and virtues: Buddhism, Confucianism, Islam, and Hinduism.

Suggested Books/Readings:

- Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi, India: Pearson.
- Kumar, U., Archana, & Prakash, V. (2015). Positive psychology – Applications in work, health and well-being. Delhi & Chennai, India: Pearson.
- David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press.
- Husain, A., & Saeeduzzafar. (2011). Islamic virtues and human development. New Delhi, India: Global Vision Publishing House.
- Joseph, S. (Ed.) (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life. Hoboken, NJ: John Wiley & Sons.
- Snyder, C. R., & Lopez, S. J. (2002). Handbook of positive psychology. New York: Oxford University.

SEMESTER-V
Syllabus
RESEARCH METHODOLOGY

Programme: B.A. (H.) Psychology (Part –III)

Semester-V

Course code: PYB-503

Course Name: RESEARCH METHODOLOGY

Credits: 4

Total Marks: 100

Course Objectives:

- To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

Course Contents:

Unit 1: Basics of Research in Psychology:

- 1.1. Definition and Nature of Psychological Research.
- 1.2. The Goals and Purpose of Psychological Research.
- 1.3. Paradigms of Research.
- 1.4. Ethics in Psychological Research.

Unit 2: Psychological testing & Sampling:

- 2.1. Probability & Non probability sampling methods.
- 2.2. Characteristics of a test – standardization, reliability, validity, norms.
- 2.3. Principles of Good Research.

Unit 3: Methods of Data Collection:

- 3.1. Case study, Interview & Focus group discussion.
- 3.2. Observation, Questionnaire, Experiment, Survey & Field Research.
- 3.3. Use of Secondary Data.

Unit 4: Problem, Hypothesis & Research Traditions

4.1. Formulating a problem & developing a testable research question.

4.2. Research hypothesis.

4.3. Comparing Quantitative & Qualitative.

4.4. Steps in a Research.

Suggested Readings:

- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Krishnaswami, O., R. & Ranganathan, M. (2014). Methodology of Research in Social Sciences, Mumbai: Himalaya Publishing House PVT. LTD.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:
- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). Statistical Methods, New Delhi: Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

SEMESTER-V

Syllabus

PSYCHOLOGY PRACTICUM-P5

Programme: B.A. (H.) Psychology (Part –III)

Semester-V

Course code: PYB-P5

Course Name: PSYCHOLOGY PRACTICUM-P5

Credits: 2

Total Marks: 100

Course Objectives:

This practicum introduces the conceptual and theoretical basis of personality testing and of various psychological and behavioral attributes in school, clinical or organizational setting, and thus familiarize the students with the application of psychological tests in professional setting.

- i) Objective tests in personality testing: 16 PF/ NEO-PI/ EPQ
- ii) Projective tests: Draw-a-person test (DAPT)
- iii) Anxiety Scale: IPAT Anxiety Scale
- iv) General Health Questionnaire (GHQ)
- v) Youth Problem Inventory
- vi) Rey Ostereith Complex Figure Test (ROCFT)

Suggested Books/ Readings:

1. Anastasi, A. & Urbina, S. (1977). *Psychological testing*. N J: Practice Hall.
2. Freeman, F. S. (1962). *Theory and practice of psychological testing*. New York: Kinchart & Winston.
3. Gegory, J. R. (2004). *Psychological testing: History, principles and applications*. Allyn & Bacon.
4. Kaplan, R.M. & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues* (6th edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
5. Kline T.J.B (2005). *Psychological testing*

SEMESTER-VI
Syllabus
CLINICAL PSYCHOLOGY

Programme: B.A. (H.) Psychology (Part –III)

Semester-VI

Course code: PYB-601

Course Name: CLINICAL PSYCHOLOGY

Credits: 4

Total Marks: 100

Course Objectives:

- To get acquainted with the professional activities and employment setting for clinical psychologists.
- To train students how to do clinical diagnosis by using different methods.
- To get acquainted with the competence models in clinical psychology.
- Eastern approaches to therapy and their effectiveness in the treatment of psychological disorders.

Course Contents:

1. Introduction

- 1.1. Definition of Clinical Psychology, Historical development of Clinical Psychology in India.
- 1.2. Professional Activities of Clinical Psychologists.
- 1.3. Clinical psychology in practice, Employment settings for Clinical Psychologists.
- 1.4. Ethics and values of the profession.

2. Diagnostic Techniques

- 2.1. Nature and purpose of clinical diagnosis and assessment.
- 2.2. Behavioral assessment and case study.

2.3. Psychological Assessment: Interviewing and Observing behavior.

2.4. Cognitive and Personality Assessment.

3. Competencies and Models in Clinical Psychology

3.1 The core competencies: Assessment, Formulation, Intervention, Evaluation, Communication/consultation, and service delivery, leadership

3.2 Therapeutic Models: Behavioural approaches, cognitive therapy and cognitive-behaviour therapy, Psychodynamic therapy, Systemic and group approaches, Eclectic and integrative approaches.

4. Approaches to Therapy

4.1. Psychoanalytic Therapy

4.2. Rogers Client Centered Therapy

4.3. Guru-Chela relationship

4.4. Logo therapy: Vedantic Approach

Suggested Book/Readings:

- Llewelyn, S., Murphy, D. (Eds.) (2014). *What is clinical psychology?* Oxford UK: Oxford University Press.
- Bellack, A. S., & Hersen, M. (1980). *Introduction to clinical psychology*. New York: Oxford University Press.
- Korchin, S. J. (1986). *Modern clinical psychology*. Delhi: CRR Publishers and Distributors.
- Ray, S. D. (1996). *The practice of psychotherapy*. New Delhi: New Age International.
- Plante, T. G. (2011). *Contemporary clinical psychology*. (3rd edition). New York: John Wiley & Sons.
- Pomerantz, A. M. (2008). *Clinical psychology: Science, practice and culture*. New Delhi: Sage Publications.
- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology*. Delhi: Pearson Education.
- Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). *Psychology of humanity and spirituality*. New Delhi: Research India Press.
- Beg, M. A., & Beg, S. (1996). Logo therapy and the Vedantic view of life and mental well-being. *Journal des Viktor-Frankl-Instituts, 1*, 97-112.

SEMESTER-VI
Syllabus
COUNSELLING PSYCHOLOGY

Programme: B.A. (H.) Psychology (Part –III)

Semester-VI

Course code: PYB-602

Course Name: COUNSELLING PSYCHOLOGY

Credits: 4

Total Marks: 100

Course Objectives:

To develop an understanding of basic concepts, processes, and techniques of Counselling. To acquaint the learner with the challenges of Counselling the special groups in need of counselling.

Course Content:

Unit 1: Introduction

- 1.1 Concept, history and recent trends in counselling (e-counselling; tele-counselling)
- 1.2 Distinction between Guidance & counselling
- 1.3 Status of Counselling Psychology in India
- 1.4 Ethical and legal aspects of counselling

Unit 2: Counselling Process

- 2.1 Building a counselling relationship
- 2.2 Virtues and traits of an effective counsellor
- 2.3 Goals and Stages of Counselling process
- 2.4 Role of Psychological testing and assessment in counselling

Unit 3: Approaches and techniques of Counselling

- 3.1 Person-Centered/ Humanistic Approach
- 3.2 Existential Approach
- 3.3 Behavioristic Approach

3.4 Cognitive Approach

Unit 4: Domains of Application

4.1 Child and Parental counselling

4.2 Counselling the Aged

4.3 Substance Abuse Counselling

4.4 Crisis intervention: Suicide or Grief reaction, disability

Suggested Books/ Readings:

- Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy. Theories and Interventions (4th Edition). Delhi: Pearson Education, Inc.
- Corey, G. (2009). Counseling and Psychotherapy. Theory and Practice. Delhi: Cengage Learning India Private Limited.
- Gibson, R.L., & Mitchell, M.H. (2006). Introduction to Counseling and Guidance (6th Edition). Delhi: Pearson Education Inc.
- Kinra, A.K. (2008). Guidance and Counseling. Delhi: Pearson Education.
- Kottler, J.A., & Shepard, D.S. (2008). Counseling. Theories and Practices. New Delhi: Brooks/Cole Cengage Learning.
- Patterson, L.E., & Welfel, E.R. (2000). The Counseling Process (5th Edition). Bangalore: Eastern Press Ltd.

SEMESTER-VI
Syllabus
FORENSIC PSYCHOLOGY

Programme: B.A. (H.) Psychology (Part –III)

Semester-VI

Course code: PYB-603

Course Name: FORENSIC PSYCHOLOGY

Credits: 4

Total Marks: 100

Course Objectives:

- Help students learn the roles of forensic psychologists, the psychologists in court, eyewitness testimony and false confession as the central issue in forensic psychology.
- Students will also learn about the methods of offender profiling in different stages.

Course Contents:

Unit 1: Introduction

- 1.1 Defining forensic psychology
- 1.2 History of forensic psychology
- 1.3 The roles of the Forensic Psychologist: Clinical and Experimental

Unit 2: The Psychologist in Court

- 2.1 Expert evidence, Forensic reports
- 2.2 Pre-trial preparation, Forensic portfolio
- 2.3 Examination in chief, Cross Examination

Unit 3: Eyewitness Testimony and False Confession

- 3.1 The accuracy of witness evidence
- 3.2 Eyewitness evidence in court
- 3.3 Consequences and types of false confession

Unit 4: Profile Analysis

4.1 Nature of profiling work

4.2 FBI Profiling –

4.2.1 Stage 1: Data assimilation stage;

4.2.2 Stage 2: Crime scene classification;

4.2.3 Stage 3: Crime scene reconstruction;

4.2.4 Stage 4: Profile generation

4.3 Statistical/Actuarial profiling

Suggested Books/Readings:

- Batchman, R., & Schutt, R. K. (2008). *Fundamentals of research in criminology and criminal justice*. London: Sage.
- Wrightsman, L. S. & Fulero, S. M. (2008). *Forensic psychology* (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
- Haward, L. (1981). *Forensic psychology*. London: Batsford Academic and Educational Ltd.
- Howitt, D. (2002). *Forensic and criminal psychology*. New Delhi, India: Prentice Hall.
- Loftus, E. F. (1996). *Eyewitness testimony: With a new preface*. Cambridge, MA: Harvard University Press.
- Ross, F. D., Read, D. J., & Toglia, M. P. (1994). *Adult eyewitness testimony*. New York: Cambridge University Press.
- Webb, D. (2013). *Criminal profiling: An introductory Guide*. UK: Independent Publishing Platform

SEMESTER-VI

Syllabus

DISSERTATION IN PSYCHOLOGY

Programme: B.A. (H.) Psychology (Part –III)

Semester-VI

Course code: PYB- 604

Course Name: DISSERTATION IN PSYCHOLOGY

Credits: 6

Total Marks: 100

DISSERTATION

Objectives: Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

The students will be allowed at least two hours in a week by the supervisor for discussion and will also be allowed to go to the field for data collection as per the demand of the dissertation topic.

Reference: Latest APA manual for dissertation.

Evaluation: Viva will be taken jointly by one internal and one external examiner.
