K. R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

SCHOOL OF HUMANITIES

Bachelor of Arts (Honors) Psychology

Programme Code: 79

Programme Level: Undergraduate

Year: 2019-2022

Approved in 20th Meeting of Academic Council

Held on 16 July 2019.

Registrar
K.R. Mangalam University
Sohna Road, Gurugram, (Haryana)

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PREFACE

The KRMU envisions all its programmes in the best interest of their students and in this endeavour, it offers a new vision to all its courses. It imbibes an outcome based curriculums for all its programmes to provide a focused, student-centric syllabus with an agenda to structure teaching-learning experiences in a more outcome-based fashion.

The outcome-based curriculum strengthens students' experiences and prepare the students for academia and employability, sustainability and life-long learning.

Each programme reflects the promise to accomplish the learning outcomes by studying the courses. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for entrepreneurship.

The redesigned curriculum elaborates in-depth background knowledge required in the practice of psychology. Individuals who want to pursue their careers in psychology will get diverse exposure to different branches in psychology at KRMU. We help students grow into mature and conscientious psychologists through rigorous learning and research and intensive internship programmes.

The K.R. Mangalam University hopes the outcome-based curriculum will help students in making informed decisions at the time of working with prospective client groups in the field of psychology.

CONTENT

1. INTRODUCTION

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, education, journalism, management, media and other study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

K. R. Mangalam University is unique because of its

1. Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.

2. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

2. OBJECTIVES

1. Enhance leadership qualities among the youth having understanding of ethical values and environmental realities.
2. Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology.
3. Instill notion of lifelong learning through stimulating research, outcomes-based education and innovative thinking.
4. Integrate global needs and expectations through collaborative programs with premier universities, research centers, industries and professional bodies.

3. ABOUT THE SCHOOL OF HUMANITIES

The School of Humanities at KRMU comprises five disciplines (English, Economics, Psychology, Chinese and Historical Studies)

3.1. School Vision

Our vision is to equip the students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

3.2. School Mission

In order to achieve its vision, SOHS intends to focus on the following mission objectives:

1. To promote cross-curricular innovation with a focus on developing a strong knowledge and skills base.
2. To contribute significantly towards the larger institutional mission of instilling lifelong learning.
3. To promote humanitarian goals of global peace, sensitivity and cooperation through inclusive and dynamic curriculum.
4. To promote analytical and critical research skills, scientific enquiry and creative thinking among the students.
5. To provide opportunities to acquire language proficiency and socio-cultural-philosophical awareness.
6. To promote awareness on socio-economic issues at regional, national, and global levels through cooperative learning reinforced by classroom teaching, experiential learning, and research.

3.3. Psychology in SOHS

The Psychology programme at School of Humanities aims to providing the psychology students with theoretical foundation and practical knowledge in the areas of clinical psychology, general psychology, research methods, psychological testing, abnormal psychology, development psychology, organizational psychology, child and adolescent psychology, industrial psychology as well as the upcoming fields such as positive psychology, health psychology and environmental psychology.

3.4. Aims of Bachelor Degree Programme

Since 2019, Psychology in SOHS has been striving to inculcate excellence in academics and contribute towards students' all-round development. Through its innovative pedagogy, our program has been trying to bring an attitudinal change in prospective psychologists for their advancement into accountable agents of change in the society who are sensitive to local, national, and global issues vital for human survival, progress, and development. At present, in Psychology SOHS offers a Bachelor degree programme designed to help students develop an insight into the nuances of human behavior and functioning in society. Through a blend of pedagogical approaches, we aims to facilitate students' theoretical understanding and practical application of acquired knowledge.

3.5. Graduate Attributes

The graduate attributes are as follows:

➢ **DISCIPLINARY KNOWLEDGE**

Ability to understand core psychological concepts, models, classical theories, varied perspectives, evolution of the field, new research being carried out, as also knowledge of the sub fields of psychology.

➢ **COMMUNICATION SKILLS**

Acquiring the skill for self-presentation and self-management, communicating effectively in writing and orally, asking questions, conveying information to others in a simple and unambiguous way, active listening, giving and receiving feedback, making presentations, and report writing.

➢ **CRITICAL THINKING**

The ability to engage in independent thinking, identify, construct and evaluate arguments, solve problems systematically, reason clearly, rigorously question ideas and critique theories and research in psychology.

➢ **PROBLEM SOLVING**

Applying one's knowledge to solve real life issues and problems of society at large, finding solutions that are context-specific, being able to use technology, use of methods such as simulation, brainstorming, and experimentation.

➢ **ANALYTICAL REASONING**

The ability to break complex problems into simpler components, scrutinize a situation, inductive and deductive reasoning, drawing inferences.

➢ **RESEARCH RELATED SKILLS**

The ability to plan, design and conduct research while adhering to ethical guidelines is critical for psychology graduates, as the participants are human. This also includes collecting data using qualitative and quantitative research methods.

➢ **COOPERATION/ TEAMWORK**

Working in groups for projects, presentations and practical, knowledge sharing and appreciation of diversity- essential attributes for a graduate in psychology.

➢ **SCIENTIFIC REASONING**

The values of accuracy, objectivity and open mindedness are desirable to instill in graduates of psychology to develop a scientific temperament. Towards this end, breaking stereotypes, thinking out-of-the-box, imagining, analyzing and trying alternatives, and questioning conclusions based on newer evidence is required.

➢ **REFLECTIVE THINKING**

Awareness of one's own knowledge, assumptions and past experiences, interpreting and evaluating as one responds to new experiences will help a graduate in psychology to create meaning, solve problems and plan. It also includes becoming aware of one's strengths and weaknesses, having insight into the trajectories of life and plan so as to move further in the desired direction. The use of introspection may be helpful in not only constructing experience, but also distancing students from social pressure, take different perspectives, and take responsibility for their actions.

➢ **SELF-DIRECTED LEARNING**

Taking initiative for one's own learning, diagnosing their own learning needs, implementing appropriate learning strategies is desirable for a psychology graduate. Keeping a journal, setting goals, planning, taking action, and evaluating outcomes will help this process.

➢ **MULTICULTURAL COMPETENCE**

An ability to incorporate socio-cultural context in scientific inquiry, understanding psychological realities in varies cultural contexts, appreciating the non-universality of principles and theories, awareness of indigenous Indian perspectives, as also the ability to relate to others from diverse backgrounds is required.

> ➢ **MORAL AND ETHICAL AWARENESS**

Training students to become ethical and morally sound psychologists is important. This includes teaching the APA Ethics Code, understanding the issue of plagiarism, appreciation of rights and dignity of participants as a researcher, and upholding values in academic work. Students should also be able to explore the world of marginalized people with empathy and compassion, and also develop an understanding of social injustice and strive for justice.

> ➢ **LEADERSHIP QUALITIES**

The ability to articulate, motivate oneself, inspire others, organize and plan well, have a sense of abundant positivity that energizes everyone around them, having a clear sense of purpose, self-awareness and adaptability.

> ➢ **LIFELONG LEARNING**

Approaching life with curiosity and wonder, pursuing knowledge, learning how to learn will enhance active citizenship, personal development and self-sustainability. This will turn mistakes into possibilities and encourage ownership of learning. To achieve this, students need to spend time seeking out new information, understandings, and strategies to make incremental daily improvements that will help move their life forward in a positive way.

3.5. Programme Educational Objectives (PEO)

PEO1. To prepare future psychologists and thought leaders who will be able to solve personal, interpersonal and social problems by applying disciplinary knowledge and skills.
PEO2. To develop strong competencies in undergraduate-level students in broad fields of psychology and its applications in an interactive environment.
PEO3. To develop strong student skills in research, data analysis, and interpretation.
PEO4. To prepare students to successfully compete for employment as well as prepare them for self-employment.
PEO5. To prepare socially responsible, rational and enlightened citizens who will work for the continual progress of the society.

3.6. Programme Outcomes

PO1 Analytical skill - Build capacity to explore the wide array of dimension of human experience.

PO2 Problem analysis - Capable of accepting the challenges of individual and group life using psychological factors.

PO3 Design/development of disorder - Understand significance and meaning of everyday experience.

PO4 Conduct investigations of complex problems - Use methodologies that celebrate richness and multidimensionality of human behavior.

PO5 Modern tool usage in clinical and OB field - Enhance the ability to qualitative/ quantitative measure and interpret the data.

PO6 Gender perspectives in Psychology - Empower the students in dealing with issues and problems of self and others.

PO7 Environment and sustainability - Create a generality of developmental social and other fields and be able to solve issues of self and others

PO8 Ethics in clinical psychology - Enable students for critical thinking.

PO9 Individual or teamwork (OB) - Apprise with methodological intricacies in research and application.

PO10 Communication and communication error - Develop open-minded and clear approach toward

Name of the Program	Duration

life, career and diversity.

4. PROGRAMMES OFFERED IN PSYCHOLOGY

4.1. B.A (Hons.) Psychology

The three year BA Honors degree in Psychology (6 semesters) is an eclectic mix of pure and applied psychology. The grounding for writing case studies and dissertation is laid in 5th and 6th semester. Students are trained in psychological testing and assessment in a well-equipped laboratory.

4.1.1 Eligibility Criteria

1. Students who have passed (10+2) standard (any stream) from a recognized board are eligible to pursue this course.
2. The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the central Government/ state government, whichever is applicable.

4.1.2. Career Opportunities

The Bachelor degree program provides students entry to a rewarding career as a psychologist. Multiple career opportunities await students upon successful completion of the program. They may either opt for a career in the clinical-counseling domain or may opt for a career in such fields as industrial/organizational psychology, educational psychology, psychological assessment or rehabilitation psychology. They may also opt for a career in research and teaching. Relatively new super-specializations such as sports, forensic and environmental psychology offer excellent career opportunities to students with training in these domains.

4.1.3. Programme Specific Outcomes

PSO1 Project management - Enable the student for active engagement in intellectual practices and relate to practices of the practitioners

PSO2 Life-long Learning - sensitizes the student to changing context and situations for both understanding theories and their practices.

PSO3 Research Skills- Application of Psychological Theories and tools to understand/explain the mental process of individuals, in particular and society in general

5. CLASS TIMINGS

The class will be held from Monday to Friday from 9.10 A.M. to 4.10 P.M.

6. PROGRAM DURATION

The program duration of B.A. (Hons.) Psychology is

B.A. (Hons.) Psychology	3 Years (6 Semesters)

7. SYLLABI

The syllabi of the B.A. (Hons.) Psychology are given in the following pages:

THREE YEAR B.A. (HONS) PSYCHOLOGY

COURSE STRUCTURE FOR B.A. (HONS) PSYCHOLOGY PROGRAMME

SCHEME OF STUDIES AS PER CHOICE BASED CREDIT SYSTEM (CBCS)- 2019-22												
SEMESTER-I							**SEMESTER-II**					
Sr. No.	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Sr. No.**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	PSY101A	INTRODUCTION TO PSYCHOLOGY	5	1	0	6	1	SHPS102A	PSYCHOLOGY OF INDIVIDUAL DIFFERENCE	5	1	0	6
2	PSY103A	STATISTICAL METHOD FOR PSYCHOLOGICAL RESEARCH-I(CORE-2)	5	1	0	6	2	SHPS104A	BIOPSYCHOLOGY	5	1	0	6
3	SHCS-125A	ENVIRONMENTAL STUDIES	3	0	0	3	3	SHEL101A	COMMUNICATION SKILLS	4	1	0	5
4	PSY106A	YOUTH PSYCHOLOGY/OPEN ELECTIVE	3	1	0	4	4	PSY105A	PSYCHOLOGY AT WORK PLACE/OPEN ELECTIVE (GE/OE)	3	1	0	4
		TOTAL=	16	3	0	19			**TOTAL=**	17	4	0	21
SEMESTER-III							**SEMESTER-IV**					
Sr. No.	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**	**Sr. No.**	**Course Code**	**Course Title**	**L**	**T**	**P**	**C**
1	SHPS201A	ABNORMAL PSYCHOLOGY	5	1	0	6	1	SHPS202A	FUNDAMENTALS OF COGNITIVE PSYCHOLOGY	5	1	0	6
2	SHPS203A	INTRODUCTION TO PERSONALITY	3	1	0	4	2	SHPS204A	COUNSELLING SKILLS	4	0	0	4
3	SHPS205A	LIFE SPAN DEVELOPMENT	5	1	0	6	3	SHPS206A	STATISTICAL METHOD FOR PSYCHOLOGICAL RESEARCH-II	5	1	0	6
4	SHPS143A	INTRODUCTION TO PERSONALITY PRACTICUM	0	0	4	2	4	SHPS144A	CONSELLING SKILLS PRACTICUM	0	0	4	2
5	SHPS209A	GENERAL PSYCHOLOGY (GE/OE)	5	1	0	6	5	SHPS208A	RESEARCH PUBLICATION AND PRESENTATIONS (AECC)	4	0	0	4
6	SHDM301A	DISASTER MANAGEMENT	3	0	0	3	6	SHPS210A	PSYCHOLOGY AND MEDIA	5	1	0	6

										(GE/OE)					
7	SHPS207A	PSYCHOLOGY OF RELATIONSHIPS (AEEC)	4	0	0	4									
8	SHPS337A	POSITIVE PSYCHOLOGY (DSE)	2	0	0	2				TOTAL=	23	3	4	28	
		TOTAL=	27	4	4	33									

SEMESTER-V

SEMESTER-VI

Sr. No.	Course Code	Course Title	L	T	P	C	Sr. No.	Course Code	Course Title	L		T	P	C
1	SHPS301A	ORGANIZATIONAL PSYCHOLOGY	5	1	0	6	1	SHPS302A	ADVANCE SOCIAL PSYCHOLOGY	5		1	0	6
2	SHPS303A	PSYCHOLOGICAL RESEARCH	4	0	0	4	2	SHPS304A	PSYCHOTHERAPEUTIC INTERVENTION	3		1	0	4
3	SHPS145A	PSYCHOLOGICAL RESEARCH PRACTICUM/ LAB	0	0	4	2	3	SHPS146A	PSYCHTHERAPUTIC INTERVENTION PRACTICUM	0		0	4	2
4	SHPS305A	CLINICAL PSYCHOLOGY	5	1	0	6	4	SHPS306A	FORENSIC PSYCHOLOGY (DSE)	5		1	0	6
5	SHPS307A	HEALTH PSYCHOLOGY	5	1	0	6	5	SHPS308A	PROJECT/ DISSERTATION	0		0	0	6
		TOTAL=	19	3	4	24			TOTAL=	13	3	4		24
TOTAL HOURS: Lecture (L)+ Tutorial (T)+ Practical (P)= 151														
TOTAL CREDITS (C)= 149														

OPEN ELECTIVE (OE) ONE IN 1ST-4TH SEMESTER
(i)General Psychology
(ii)Psychology at Work Place
(iii) Psychology and Media
(iv) Inter-Group Relations
(v) Youth Psychology
(vi)Psychology for Living
(vii) MOOC Course

PSY101A	INTRODUCTION TO PSYCHOLOGY	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES

• To introduce students to the basic concepts of the field of psychology with an emphasis on
Applications of psychology in everyday life
• Appreciation of the scope and the field of psychology
• Developing familiarity with basic concepts related to some foundational themes of study in
Psychology such as learning, memory, perception, and thinking

Course Content

UNIT I

Introduction: Nature, Scope, Origin, Definition, Psychology- as a Science, Specialties within Psychology**.**

UNIT II

Approaches in Psychology: Psychodynamic, Behavioral, Humanistic, Bio-psychological, Evolutionary, So

UNIT III

Methods of Assessment in Psychology : Goals of Psychological Enquiry, Introspective Method, Observa
Clinical Method, Genetic Method, Interview Method, Survey Method, Cross-cultural Method.

UNIT IV

Attention and Perception

(a) Attention: Definition, Characteristics, Types, Determinants of Attention

(b) Perception: Principles of Perceptual Organization, Constancies in Perception - Size, Shape, Form, Sp
Sensory Perception (ESP), Illusions.

Suggested Readings

- Baron, R.A. (1996).Psychology. 3ed. New Delhi: Prentice Hall.
- Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata McGraw Hill.
- Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata McGraw Hill.
- Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: M
- NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT.
- Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.
- Parameshwaran, E. G. &Beena, C. (2006). An Invitation to Psychology. Hyderabad: Neelkamal
- Brenman, J. F. (2004). History and Systems of Psychology (6thEd). Delhi. Pearson Pub.
- Cornelissen, M; Mishra, G &Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pears
- Dalal, A.K. & Mishra, G (2002). New Directions in Indian Psychology: Social Psychology, Vol.1. N
- Marx, M.H. &Hillix, W.A. (1978). Systems and Theories in Psychology. New Delhi: Tata McGraw-
- Schultz, D. & Schultz, S. (2000). A History of Modern Psychology. U.S.A.: Harcourt Brace & Co.
- Shiraev, E. (2015). A History of Psychology- A Global Perspective. New Delhi. SAGE
- Viney, W. & King, D. (1998) History of Psychology. Boston: Allyn and Bacon.
- Wolman, B.B. (1995). Contemporary Theories and Systems in Psychology. Delhi: Freeman.

PSY103A	STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES

• To familiarize students with the use of statistical methods in psychological research
• To foster an understanding of the techniques of descriptive statistics for quantitative research.

• To teach the application of the same in the field of Psychology

Course Content
UNIT I
Introduction: Relevance of Statistics in analyzing Psychological Data, Descriptive Statistics vs. Inferent
Percentiles and Percentile Rank
UNIT II
Measures of Central Tendency and Variability: Measures of central tendency – mean, median, mode. M
of variation
UNIT III
Normal distribution curve and linear correlation: Normal Probability curve – properties and applications
UNIT IV
Parametric vs. non-parametric: Assumptions of Parametric and Non parametric tests. Parametric tests –
test, Contingency coefficient

Suggested Readings
- Chow, S. L. (2002). STATISTICS AND ITS ROLE IN PSYCHOLOGICAL RESEARCH. In Met
Eolss Publishers, Oxford, UK.
- Verma, and Ghufran, M. (2012). Statistics for Psychology. N. Delhi: Tata McGraw Hill

- Garrett, H. E. (2011) STATISTICS IN PSYCHOLOGY AND EDUCATION 6th Ed, Paragon Publish
- Minium, E. W., King, B. M. & Bear, G. (2009) STATISTICAL REASONING IN PSYCHOLOGY A
- Mangal, S. K. (2013) STATISTICS IN PSYCHOLOGY AND EDUCATION 2nd Ed. PHI Learning P

Ability Enhancement compulsory

SHCH 125A	ENVIRONMENTAL STUDIES	L	T	P	C
		3	0	0	3

Course Learning Outcomes
UNIT I
Introduction of Environmental Studies: Multidisciplinary nature of environmental studies; Scope and imp
Natural Resources: Renewable and Non-renewable Resources
Land resources: land use change; Land degradation, soil erosion and desertification.
Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and t
Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (inter
Energy resources: Renewable and non- renewable energy sources, use of alternate energy sources, growing
UNIT II
Ecosystems: Definition and Structure and function of ecosystem; Energy flow in an ecosystem: food chains
Case studies of the following ecosystems:
a) Forest ecosystem
b) Grassland ecosystem
c) Desert ecosystem
d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Biological Diversity: Levels of biological diversity; genetic, species and ecosystem diversity; Biogeograph
as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Ha
Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversi
value.

UNIT III

Environmental Pollution: Types, causes, effects and controls; Air, water, soil and noise pollution. Nuclea
urban and industrial waste; Pollution case studies.

Environmental Policies and practices: Climate change, global warming, ozone layer depletion, acid rain a
Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water
Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian con
biological diversity. Nature reserves, tribal population and rights, human wild life conflicts in Indian context

UNIT IV

Human Communities and the Environment: Human population growth: Impacts on environment, human
case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movemen
Indian and other religions and cultures in environmental conservation; Environmental communication and p

Field work

Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.

Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.

Study of common plants, insects, birds and basic principles of identification

Study of simple ecosystems-pond, river, Delhi Ridge, etc.

TEXT BOOKS:

1. Erach Bharucha, Textbook of Environmental Studies, Universities Press (P) Ltd., Hyderabad, India.
2. Anubha Kaushik and C. P. Kaushik,Environmental Studies, New Age International Publishers (P) Ltd. N

REFERENCE BOOKS:

1. A.K. De, Environmental Chemistry, New Age International Publishers (P) Ltd. New   Delhi.
2. P. H. Raven, D. M. Hassenzahl & L. R. Berg, Environment, John Wiley & Sons, New Delhi.
3. J. S. Singh, S. P. Singh and S. R. Gupta, Ecology, Environmental Science and   Conservation, S. Chand F

<div align="center">Open Elective</div>

SHPS106A	Youth Psychology	L	T	P	C
		3	1	0	4

COURSE LEARNING OUTCOMES

• To help students understand the notion of youth, youth across cultures, youth identity,
Significant concerns among the youth

• To inculcate sensitivity to issues related to youth with special emphasis on gender
Stereotypes/discrimination and risky behavior

• To develop an understanding of ways of empowering the youth

Course content

UNIT I

Introduction: Defining Youth (Transition to Adulthood); Youth Across Cultures; Formulation of Youth Identity (
Orientation

UNIT II

Youth Development: Influence of Globalization on Youth; Body Image concerns among youth; Peer Pressure an

UNIT III

Issues and Challenges for Today's Youth: Gender Stereotypes and Gender Discrimination Impacting Youth
Behaviour

UNIT IV

Developing Youth: Women Empowerment in the Indian Context, Encouraging Non-Gender Stereotyped Attitud

Suggested Readings

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed).New Delhi: Pe
- Berk, L. (2013). Child Development. New York: Pearson.
- Brannon, L. (2017). Gender: Psychological Perspectives (7th edition). New Delhi Routledge.
- Brown, B.B., & Larson, R.W. (2002). The Kaleidoscope Of Adolescence: Experiences o

R. Larson, & T. S. Saraswathi. (Eds)., The World's Youth: Adolescence in Eight Regions of The G

- Cambridge: Cambridge University Press. Carson, RC, Butcher, J. N, Mineka, S., & Hooley,
- Pearson Education. Cash, T.F., & Smolak, L. (2011) (Eds). Body Image: A Handbook of S
Guilford Press.
- Ghosh, B. (2011). Cultural changes and challenges in the era of globalization: The case of In
- Snyder, C.R., Lopez, S.J. & Pedrotti, J. (2011). Positive Psychology: The Scientific and Prac
- Arnett, J.J. (2013). Adolescence and Emerging Adulthood (5th Ed). Delhi: Pearson.
- Bansal, P. (2012). Youth in Contemporary India: Images of Identity and Social Change. Ne
- Baumgardner, SR & Crothers, MK (2009). Positive Psychology. Delhi: Pearson.
- Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. New
- Connidis, I. A. & Barnett, A.E. (2010). Family Ties and Aging. London: Sage.
- Helgeson, V.S. (2018). Psychology of Gender (5th Edition). New Delhi: Routledge.
- Shaffer, D.R. & Kipp, K. (2010). Developmental Psychology: Childhood and Adolescence
- Tomé G., Matos M., Simões C., Diniz J.A., & Camacho I. (2012). How can peer group influe
Science, 4(2), 26-35. Online resource:

SEMESTER II
Core Paper

SHPS102A	PSYCHOLOGY OF INDIVIDUAL DIFFERENCE	L	T	P	C
		5	1	0	**6**

COURSE LEARNING OUTCOMES
- At the end of the course student will able to understanding the concept of individual differences with
- At the end of this course student will able to learn about what is the main theories of personality that
and behavior
- Students learn that personality is complex and includes thoughts, behaviors and emotions and also lea

Course Content
UNIT I:
Individual Difference: Biological approach of individual difference, Gender identity and Gender role, Env
UNIT II:
Personality Perspectives: Psychodynamic, Phenomenological- humanistic and social cognitive.
UNIT III:
Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's mu
UNIT IV:
Test for Individual difference: Test of personality, creativity, adjustment, aptitude

Suggested Readings
- Carr, A. (2011): Positive psychology. Routledge.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Educ
- Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009).Bridging learning: Unlocking cognit
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Ta
- Larsen, R.J. & Buss, D.M. (2011). Personality Psychology: Domains of Knowledge about Human Na
- Misra, G., &Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, I
- Rao, K.R., Paranjpe, A.C. &Dalal, A.K. (2008). HB of Indian Psychology. Delhi: Foundation Sons.

SHPS104A	BIOPSYCHOLOGY	L	T	P	C
		5	1	0	**6**

COURSE LEARNING OUTCOMES
• Understanding the biological bases of human behavior, its nature and scope
• Developing critical thinking to use scientific techniques for biological psychology and
Developing an awareness of ethical issues accompanying them
• Having basic knowledge about the structures of human brain, their functions and impact on
Human behavior
• Realizing the importance of hormones in behavior, cognition and emotions

Course Content
UNIT I:
Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions
UNIT II:
The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transm
UNIT III:
Organization of Nervous system: Central nervous System (Brain and Spinal Cord) Functional abnormaliti
UNIT IV:
Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, C

Suggested Readings
- Pinel, J. P. J. (2011). Biopsychology. 8th Edition. Pearson Education, New Delhi.
- Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New
- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introducti
Inc., Sunderland, Massachusetts. \

Ability Enhancement Compulsory C

SHEL101A	COMMUNICATION SKILLS	L	T	P	C
		4	1	0	5

Course Level Learning Outcomes
1. Understand the basics of Grammar to improve written and oral communication skills.
2. Understand the correct form of English with proficiency
3. Improve student's personality and enhance their self-confidence.
4. Improve professional communication.
5. Enhance academic writing skills.

Course Content
UNIT I
Introduction to Communication: Meaning, Forms & Types of Communication; Process of Communication; Princ
Emily Dickinson: "A Bird Came Down the Walk"
UNIT II
Essentials of Grammar: Parts of Speech: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Int
Robert Frost: "Stopping by Woods"

UNIT III
Building Vocabulary: Word Formation (by adding suffixes and prefixes); Common Errors; Words Often Con
Phrasal Verbs, Idioms & Proverbs (25 each); Commonly used foreign words(15 in number);
O'Henry: *The Gift of Magi*
UNIT IV
Personality Development: Etiquette & Manners; Leadership; Inter & intra personal skills; Attitude, Self-estee
Facial Expressions; Presentation Skills/ Techniques.
Rabindranath Tagore: "My Prayer to Thee"
Suggested Readings:
Kumar, Sanjay and Pushplata. *Communication Skills*, Oxford University Press, 2015
Mitra, Barun K. *Personality Development and Soft Skills* Oxford University Press, 2012
Tickoo, M.L., A. E. Subramanian and P.R. Subramaniam . *Intermediate Grammar, Usage and Composition.* Ori

PSY105A	PSYCHOLOGY AT WORK PLACE	L	T	P	C
		3	1	0	4

COURSE LEARNING OUTCOMES
• To understand the meaning and theoretical foundations of I/O Psychology
• To understand the evolution of the field of I/O psychology and to appreciate challenges faced
By the field today
• To develop an understanding of how the various theories and methods of I/O Psychology
Apply to real work settings
• To develop an appreciation of the process of communication in organizations and to manage
Communication effectively

Course Content

UNIT I
Introduction to I/O Psychology: Definition, Brief History, Contemporary Challenges faced by the field (w
globalization, lab our supply, quality management, etc.)

UNIT II
Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, and Equity

UNIT III
Communication in Organizations: Communication process, Purpose of communication in organizations, Barriers

UNIT IV
Leadership: Early approaches to leadership (trait, behavioral, contingency- Fiedler), Contemporary approach

Suggested Readings
- De Cenzo and Robbins, S.P. (2006). Fundamentals of human resource management (8thed).
- Greenberg, J. , & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). Noida: Dorlin,
- Griffin, R.W., & Moorhead, G. (2009).Organizational Behaviour: Managing People & Orga
- Robbins, S. P., & Judge, T.A. (2007). Organizational Behaviour (12th Edition). New Delhi
- Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), Handbook
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share th
- Herzberg, F. (1966). Work and the Nature of Man. Cleveland: World Publishing Company
- Pareek, U. (2010). Understanding Organizational Behaviour. Oxford: Oxford University Pres

COURSES FOR B.A. (HONS) PSYCHOL
(for Semester III to VI)

SEMRSTER III
Core Paper

SHPS201A	ABNORMAL PSYCHOLOGY	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES
• Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria o
• Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statis
Mental Disorder section).
• Acquiring knowledge about Anxiety Disorders and Trauma & Stressor-related, Dissociative and Pers
• Developing sensitivity towards individual and cultural diversity.

Course Content

UNIT I
Introduction: Concept of Normality & Abnormality, Historical overview of abnormal psychology, Causal
10 & DSM-V
UNIT II
Anxiety Disorders: Anxiety Disorders (Sign, symptoms, prevalence), Generalized Anxiety Disorder, Panic

UNIT III

Mood Disorders: Major Depressive Disorder--Sign, symptoms and Prevalence, Mania& Hypomania—sig

UNIT IV

Schizophrenia: Schizophrenic Spectrum Disorders, Sign, symptoms and Prevalence, Type of Schizophreni

Suggested Readings

- Coleman, James C. (1964). Abnormal Psychology and modern life. Glenview, IL: Scott Foresman an
- Nolen-Hoeksema,S.(2010).*AbnormalPsychology*.NewDelhi:TataMcGraw-Hill.
- Alloy,L.B.,Riskino,J.H.andManos,M.I.(2006).*AbnormalPsychology;Current Perspectives*. N
- Butcher,J.N.,Mineka,S.&Hooley,J.M.(2007).*Abnormal Psychology*,15th Ed.   Pearson education: New
- Barlow,D. H. & Durand, V.M. (2010).*Text book of Abnormal Psychology*. New Delhi: Cengage Lear

SHPS203A	INTRODUCTION TO PERSONALITY	L	T	P	C
		3	1	0	4

COURSE LEARNING OUTCOMES
- At the end of this course student will able to learn about what is the main theories of personality that
and behavior
- Students learn that personality is complex and includes thoughts, behaviors and emotions and also
each theory has advantages and disadvantages.

Course Content
UNIT- I
Introduction: Nature and Definitions, Conceptual History; Basic Assumptions about Human Nature; Genet

UNIT- II

Theories of Personality
Psychoanalytic Theories: Sigmund Freud, Alfred Adler, Carl Gustav Jung.
Phenomenological Perspective: Carl Rogers, Abraham Maslow

UNIT-III

Theories of Temperament and Trait Theories
Galen's Theory of Temperament; Sheldon's and Kretschmer's Personality Typology
Trait Theories: Allport's Theory, Cattell's Theory; Basic Concepts, Identification of Temperament, Ability,
Eysenck's Theory: Structure, Physiological Basis and Behavioral Correlates.

UNIT-IV
Models of Personality

Five Factor Model: Domains, Behavioral Correlates
Zuckerman's Alternative Five Factor Model.
Triguna theory of Personality, Ancient Model of Personality by Upanishads: Indian Perspective

Suggested Readings

- Carducci, B. J. (2009). *The psychology of personality: Viewpoints, research & application*. Hong
- Adams, D. P. (2000). *The person: An integrated introduction to personality psychology.* Hoboke
- Friedman, H. S., & Schustack, M. W. (2006). *Personality: Classic theories and modern research*
- Rao, K. R., Paranjpe, A. C., &Dalal, A. K. (Eds.) (2008). *Handbook of Indian psychology*. New
- John, O.P., Robins, R.W. & Pervin, L.A. & (2008). HB of Personality: Theory and Research (3Ed.).
- Larsen, R.J. & Buss, D.M. (2011). Personality Psychology: Domains of Knowledge about Human Na
- Misra, G., &Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi,
- Rao, K.R., Paranjpe, A.C. &Dalal, A.K. (2008). HB of Indian Psychology. Delhi: Foundation Sons.

SHPS205A	LIFE SPAN DEVELOPMENT	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES
• Demonstrating an ability to understand and distinguish major theoretical perspectives and methodological approache
• Developing an ability to identify the milestones in diverse domains of human development across life stages
• Understanding the contributions of socio-cultural context toward shaping human development.

Course Content

UNIT I

Introduction (a) Human Development: Early Approaches to the Study of Human Development, stages of
(b) Developmental Processes: Biological, Cognitive and Socio-Emotional Processes.
(c) Influences on Development: Heredity, Environment and Maturation, Major Contextual Influences
Environment.

UNIT II

Perspectives and Methods of Studies on Child Development :**(a) Perspectives:** Psychoanalytic, Learning
(b) Methods:- Observational Studies, Interview, Experimental Studies, Co relational Studies, Developme
Psycho-physiological Studies.

UNIT III

Development in Infancy, childhood, adulthood and old Age:
Physical Development, Cognitive Development, Psychosocial Development

UNIT IV

Developmental Hazards: Infancy, childhood, adulthood and old Age.
Factors that affect Development: Family, Media, School and Neighborhood.

Suggested readings

- Papalia, D. E., Olds, S.W., &Feldman, R.D. (2004). Human Development. 9th ed. New Delh
- Santrock, J. W. (2007). Child Development. 11th Ed. New Delhi: Tata McGraw Hill.
- Travers, D. (1999). Human Development. Across the Life Span. 4th ed. London: McGraw Hill.
- Berk,L.E.(2010).Child Development(8thEd.).New Delhi: Prentice Hall.
- Mitchell,P.and Ziegler,F.(2007).Fundamentals of development: The Psychology of Childhood. NewY
- Misra,G.(2009).Psychology in India,Vol1: Basic Psychological Processes and Human Development.
- Papalia, D.E., Olds, S.W. & Feldman, R.D. (2006). Human development (9thEd.). New Delhi: Mc Gr
- Santrock, J.W.(2008).Child Development (11thEd.).NewDelhi: Mc Graw Hill. Santrock,J.W. (2006).
- Saraswathi,T.S.(2003).Cross cultural perspectives in Human Development: Theory, Research and Ap

SHPS143A	INTRODUCTION TO PERSONALITY PRACTICUM	L	T	P	C
		0	0	4	2

Course Objectives:

To enable the students to understand the processes and steps involved in conducting the advanced psycho
four experiments/test 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
vii) Test of personality

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.

Generic Elective/OE

SHPS209A	General Psychology	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES
• Developing knowledge of the basic concepts in psychology
• Understanding the psychology of individual differences
• Developing skills for applying psychological knowledge to real life situations
 UNIT II
Introduction to Psychology: Nature, Fields and Application of Psychology; Cognitive Processes:
Learning and Memory; Motivation, Types of Motives (Sociogenic/Psychogenic Motives)
 UNIT II
Psychology of Individual Differences: Theories of Personality: Freudian Psychoanalysis, Type and Trait; Hu
Emotional Intelligence
UNIT III
Understanding Developmental Processes: Cognitive Development: Piaget; Moral Development: Kohlberg; Psych
UNIT IV
Applications of Psychology: Work; Health

Suggested Readings
- Ciccarelli , S. K., & Meyer, G.E. (2008). Psychology (South Asian Edition). New Delhi: Pear
Delhi: Tata McGraw Hill.
- Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open Universit
- Michael, W., Passer, & Smith, R.E. (2007). Psychology: The Science of Mind and Behavior
- Chadha, N.K., & Seth, S. (2014). the Psychological Realm: An Introduction. New Delhi: P
- Craik, F.I.M., & Lockhart, R.S. (1972). Levels of processing: A framework for memory res
- Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). Introduction to Psychology (7

SHDM301A	DISASTER MANAGEMENT	L	T	P
		3	0	0

COURSE OBJECTIVE: The objective of the course is to create awareness about various types of disasters and to disaster profile of our country and illustrates the role played by various governmental and non- governmental organ frame work for disaster management.

LEARNING OUTCOME: The course will -
1. Provide students an exposure to disasters, their significance and types.
2. Ensure that the students begin to understand the relationship between vulnerability, disasters, disaster
3. Provide the students a preliminary understanding of approaches of Disaster Risk Reduction (DRR)
4. Develop rudimentary ability to respond to their surroundings with potential disaster response in areas

UNIT I Introduction to Disasters: Concept and definitions- Disaster, Hazard, vulnerability, resilience and risks.

Different Types of Disaster: Causes, effects and practical examples for all disasters.
- Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc
- Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters Terrorism etc.

UNIT- II Disaster Preparedness and Response Preparedness
- Disaster Preparedness: Concept and Nature
- Disaster Preparedness Plan
- Prediction, Early Warnings and Safety Measures of Disaster.
- Role of Information, Education, Communication, and Training, Role of Government, Interna
- Role of IT in Disaster Preparedness
- Role of Engineers on Disaster Management.
- Relief and Recovery
- Medical Health Response to Different Disasters

UNIT III Rehabilitation, Reconstruction and Recovery
- Reconstruction and Rehabilitation as a Means of Development.
- Damage Assessment
- Post Disaster effects and Remedial Measures.
- Creation of Long-term Job Opportunities and Livelihood Options,
- Disaster Resistant House Construction
- Sanitation and Hygiene
- Education and Awareness,
- Dealing with Victims' Psychology,
- Long-term Counter Disaster Planning
- Role of Educational Institute.

UNIT IV Disaster Management in India
- **Disaster Management Act, 2005:**
Disaster management framework in India before and after Disaster Management Act, 2005, National Level N

- **Liability for Mass Disaster**
  - Statutory liability
  - Contractual liability
  - Tortious liability
  - Criminal liability
  - Measure of damages

- **Epidemics Diseases Act, 1897: Main provisions, loopholes.**

- **Project Work**: The project/ field work is meant for students to understand vulnerabilities and to wor based on the geographic location and hazard profile of the region where the institute is located.

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Reference Books:
- Government of India, Department of Environment, Management of Hazardous Substances Control
- Act and Structure and Functions of Authority Created Thereunder.
- Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the
- Author Title Publication Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
- Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
- Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
- J. P. Singhal Disaster Management Laxmi Publications.
- Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publ
- C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmad
- Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability
- Indian Law Institute, Upendra Baxi (ed.), Environment Protection Act: An Agenda for Implementatio
- Asian Regional Exchange for Prof. Baxi., Nothing to Lose But our Lives: Empowerment to Oppose
- Industrial Hazards in a Transnational world (1989)
- Gurudip Singh, Environmental Law: International and National Perspectives (1995), Lawman (India
- Leela Krishnan, P, The Environmental Law in India, Chapters VIII, IX and X (1999), Butterworths, N

Ability Enhancement Elective course

SHPS207A	Psychology of Relationship	L	T	P	C
		4	0	0	4

COURSE LEARNING OUTCOMES

• Increasing understanding regarding the dynamics of establishing, maintaining, and dissolving relationships

• To foster an understanding of love as a psychological construct

• Developing insights about distress in relationships (divorce, break-up, etc.) As well as the healing proce

• Appreciating the importance of positive relational attitudes like self-acceptance, gratitude and forgiveness for he

Course content

UNIT I

Social Psychology of Relationships: Psychology of Friendship (making friends, friendship and social media
arranged marriage; the marital ideal: characteristics of an ideal partner, factors affecting marital happiness)

UNIT II

Love: Understanding love, Types of love; Theories of love (love styles; two-factor theory of love; Sternb

UNIT III

Distress in relationships: Jealousy, Infidelity, Breakup, Divorce

UNIT IV

Healing: Understanding the dynamics of broken and flourishing relationships; Practicing positive relational attitu

Suggested Readings

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
- Diener, E., & Seligman, M. E. P. (2002). Very happy people. Psychological Science, 13, 81-84
- Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010). Breakup Distress and Loss of Intir
- Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Grati
Social Psychology, 103, 257-274.
- Hatfield, E., Mo, Y.U, & Rapson, R.L. (2015). Love, sex and marriage across cultures. In Jenson, L
- Interdisciplinary Perspective. New York: Oxford University Press. Hojjat, M. & Moyer, A. (2016)(
- Rye, M. S. & Kenneth I.P. (2002). Forgiveness and Romantic Relationships in College: Can It Hea
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practi
- Attachment, love and Flourishing relationships. Sternberg, R.J. & Weis, K. (2006)(Eds.). The New
- Wilerton, J. (2010). The Psychology of Relationships. New York: Red Globe Press
- Diener, E., & Oishi, S. (2005). the nonobvious social psychology of happiness. Psychological Inquir
- Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental pers
- Salvatore, J.E., Kuo, S.I., Steele, R.D., Simpson, J.A., & Collins, W.A. (2011). Recovering from con
22, 376-383.
- Sharma, S. & Khandelwal, K. (2014). Effect of gender and life-stage on love styles in the Indian cont
- Schachter, S. & Singer, J. (1962). Cognitive, social and physiological determinants of emotional state

SHPSMO31A	Positive psychology	L	T	P	C
Version 1.0		2	0	0	2

Course Learning Outcomes

1. Appreciating and understanding the meaning and conceptual approaches to positive psychology.

2. Being able to understand the how positive emotional states contribute to resilience, happiness, and we

3. Learning the various pathways through which cognitive states and processes influence self-effi

4.Being able to identify the applications of positive psychology

5. Demonstrate comprehension of research and current theories in Positive Psychology CO6. Employ Po

Course content
UNIT I

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and East

UNIT II

Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive

Emotions, Emotional Intelligence, Resilience

UNIT III

Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow,

Mindfulness

UNIT IV

Applications: Work, Education, Ageing

Text Books

- Husain, A., & Nazam, F. (2018). Applied Positive Psychology. New Delhi: Research India Press. IS

- Baumgardner, S.R. Crothers M.K. (2010).Positive psychology. Upper Saddle River, N.J.: Prentice H

- Snyder, C.R., & Lopez, S.J.(2007). Positive psychology: The scientific and practical explorations of

- Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford Un

Reference Books/Materials

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.

- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.

- Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize You

- Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.

SHPS202A	FUNDAMENTALS OF COGNITIVE PSYCHOLOGY	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES
• To study the history and concepts of cognitive psychology.
• To understand different methods of cognitive and neuro-psychological research.
• Being able to understand attention, language, problem solving and decision making processes.

Course Content

UNIT – I

Cognitive Processes: Nature, emergence and stages, Methods to study cognitive Psychology: Observation, Intro

UNIT- II

Attention and Consciousness:
Types: Selective Attention, Divided Attention and Sustained Attention. Theories: Early and Late Selection, Capa

UNIT-II

Memory Process; Encoding, Storage and retrieval Metaphors of Memory: Sensory, Short-term and Long-term.

UNIT-IV
Reasoning and Decision Making: Types of Reasoning: Inductive and Deductive,
Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models.
Cognitive Illusions in Decision Making: Availability, Representativeness, Framing Effect and Hindsight Bias.

Suggested Readings
- Eysenck, M.W., and Keane, M.P (2000). Cognitive Psychology: A students guide, Psychology Press.
- Galotti, K.M. (2000), Cognitive Psychology in and out of the Laboratory. Delhi: Thomson
- Kellogg, R.T. (2012). Fundamentals of Cognitive Psychology. Lab Angles: Sage.
- Matlin, M.W. (2008), Cognitive. New York: Wiley.
- Solso, R.L. (2001). Cognitive Psychology. Delhi: Pearson Education.
- Sternberg, R.J. (2007). Cognitive Psychology. Delhi: Thomson.
- Galotti, K.M.(2011). Cognitive Development: Sage Publication.

SHPS204A	COUNSELLING SKILLS	L	T	P	C
		4	0	0	4

COURSE LEARNING OUTCOMES
• To develop an understanding of basic concepts, processes, and techniques of Counseling.
• Having a comprehensive understanding of the profession of counseling, particularly in the Indian context
• Acquiring basic counseling skills of problem identification, and relationship building (e.g. empathy, liste
• Developing qualities of an effective counselor including increasing self-awareness, reflexivity, self-monito
• Helping clients having mild concerns in life; for instance acting as peer counselors in the college/cor

Course Content
UNIT I
Counseling: Definition, Purpose and Goals of Counselling, Ethics in Counselling

UNIT II
Theories of Counselling: Person Centred Counselling, Cognitive Counselling, Behavioural counselling.

UNIT III
Areas of Counselling: Group counselling, counselling with Families, Child counselling, counselling the
Addicts, Crisis Intervention counselling, Career counselling

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UNIT IV
Counselling Process: Stages of the counselling Process, Basic skills for counselling: communication and re

Suggested Readings

- Patterson, L. W. & Welfel, E. R. (2000). The Counseling Process. 5th ed. Belmount, CA: Brook/Cole
- Corey, G. (1996). Theory and Practice of Counseling and Psychotherapy. 5th ed. Belmount, CA: Bro
- Belkin, G. S. (1988). Introduction to Counseling. W. G.: Brown Publishers.
- Nelson, J. (1982). The Theory and Practice of Counseling Psychology. New York: Hollt Rinehart & V

SHPS206A	Statistical Method for Psychological research-II	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES
• Developing an understanding of the nature of qualitative and quantitative inquiry
• To educate students with the techniques of inferential statistics and hypothesis testing
• Developing a basic knowledge of how to analyze data quantitatively
Course content

Unit I:
Introduction to Inferential Statistics and Hypothesis Testing: meaning of Statistical Inference and Hypothesis Testing; **Hypothesis Testing about the difference** Random Sampling Distribution of the Difference between Two Sample Means; Properties of the San

Unit II:
Hypothesis Testing Difference between Two Dependent (Correlated) Means: The Null and Alternative Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formu Hypothesis about the Difference between Two Dependent Means.

Unit III:
Hypothesis Testing Differences among Three or More Groups: One-Way Analysis of Variance (A of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Partition F Ratio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Variance only;

Unit IV:
Hypothesis Testing for Categorical Variables and Inference about Frequencies: The Chi-Squ Frequencies; Logic and assumptions of the Chi-Square Test; Calcu Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpr

Suggested Readings
- Aron, A., Aron, E.N., & Coups, E.J. (2007).Statistics for Psychology (4th Ed). India: Prentice Hall .
- Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi
- Field, A. (2009). Discovering Statistics using SPSS (3rdEd). New Delhi :Sage.
- King, B.M. &Minium, E.W. (2007).Statistical Reasoning in the Behavioral Sciences
(5th Ed).USA: John Willey.
- Mangal, S.K. (2012).Statistics in Psychology & Education.(2nd Ed). New Delhi:
PHI learning Pvt. Ltd

SHPS144A	CONSELLING SKILLS PRACTICUM	L	T	P	C
		0	0	4	2

Course Objectives:

To enable the students to understand the processes and steps involved in administered the psychological Tes on the following along with a detailed introductory report on 'Psychological Testing and Assessment'

i) Intelligence Testing—SFB/ Koh Block design

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 (6t
- Kline T.J.B (2005). Psychological testing: A practical approach to design and evaluation. Sage Public

Ability Enhancement Electivity course

SHPS208A	RESEARCH PUBLICATION AND PRESENTATIONS	L	T	P	C
		4	0	0	4

COURSE LEARNING OUTCOMES

• To understand the role of ethics in research and learn best practices for conducting, presenting and publishing re

• To learn the advanced techniques of data collection and analysis using e-resources and software's.

• To learn the skill planning and writing the article for publication in scientific /academic journals, online

• To develop the skill of presenting research findings in conferences/seminars and sharing views and interacting v

UNIT I

Ethics in Behavioral Research: Conduction (sample selection, tools used etc.), Collaboration, Plagiarism, Self-pl

UNIT II

Designing of Behavioral Research: Getting ideas for research; Review of literature using library search using e re

UNIT III

Manuscript Structure and Content: Planning and writing an article, research/empirical paper, review paper,
references, quotes) for publication in scientific journals, book chapters, or online journals.

UNIT IV

Presentation of Research: Preparing power point presentations (aim, objective, method, sample, tools, resul
papers, posters, symposiums in Conferences and seminars.

Suggested Readings

- Publication Manual of the American Psychological Association (2010), 6th edition. Washington, DC
- Baldwin, S.A. (2017). Writing your Psychology Research Paper. Washington, DC: American Psych
- Kimmel, A.J. (2007). Ethical Issues in Behavioral Research: Basic and Applied Perspectives (2nd Ec
- Kail, R.V. (2019). Scientific Writing for Psychology: Lessons in Clarity and Style. New York: Sage
- Newsome, B.O. (2015). An Introduction to Research, Analysis and Writing. New York: Sage Publi

Generic /Open elective

SHPS210A	PSYCHOLOGY AND MEDIA	L	T	P	C
Version 1.0		5	1	0	6

Course Learning Outcomes

On completion of this course, the students will be able to

1.Define core concepts and theories of media psychology.

2.Identify different kinds of media effects.

3.Explain the psychological processes underlying media effects.

4.Analyze and synthesize relevant research.

5.Write about media effects phenomena.

6.Understand the critical issues of media influence.

Course Content

UNIT I:

Media and User: understanding mass media; Issues in Media psychology: Construction of reality, media and

UNIT II:

Media and advertising: Developing an effective advertising programme /media promotions/ campaigns for s

UNIT III:

Audio-Visual media (TV and movies) and Print media: Nature and their impact; Developmental issues: fant

studies in the Indian context.

UNIT IV:

Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet ad

Text Books

- Dill, K.E. (2009). How Fantasy becomes Reality Seeing Through Media Influence.New York: Oxfo

- Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers. Haugtv

- Handbook of Consumer Psychology. NY: Psychology Press. Jansson-Boyd, C. V. (2010). Consumer

- Wanke, M. (Ed.). (2009). Social Psychology of Consumer Behaviour. NY: Taylor & Francis Group.
  Sage.

- Montgomery, K.C. (2007) Generation Digital. MIT Press. Wood, R.N. (1983). Mass Media and Indi

Reference Books/Materials

- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encycl

- How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press
  Consumer Psychology. New York: Psychology Press.

- Audio-Visual Sources Documentary: 'No Logo: Brands, Globalization and Resistance' by Noami K
  'Century of Self-Part 1: Happiness Machines' by Adam Curtis

SEMESTER V
Core Paper

SHPS301A	ORGANIZATIONAL PSYCHOLOGY	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES
• To develop an awareness of the concepts related to organizational behaviour.
• Help the students develop a connection between concepts and practices of organizations.
• Understanding the evolution of the field of organizational behaviour and the challenges faced by the   field today, f
• Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work a

• Understanding leadership processes from different theoretical perspectives.
Course Content
UNIT I
Introduction: Organizational Behaviour: Scope, Challenges and Opportunities. (b) Foundations of Individu
Job Satisfaction, Personality and Values
UNIT II
Perception, Motivation and Emotion (a) Perception and Individual Decision Making (b) Motivation and A

UNIT III
Foundation of Group Behaviour : Groups and Teams: Stages of Group Development, Group Characterist

UNIT IV
Leadership (a) Nature, Types, Theories, Contemporary Issues
(b) Conflict and Negotiation.

Suggested Readings
- Luthans, F. (2005). OrganisationalBehaviour.10th ed. McGraw Hill International Edition.
- Robbins, S. P., & Judge, T. A. (2007). Organizational Behaviour. New Delhi: Prentice Hall.
- Moorhead, G. & Griffin, R. W. (2005). Organisational Behaviour. New Delhi: Biztantra.
- McShane, S. L. & Von Glinow, M. A. (2007). Organisational Behaviour. New Delhi: McGraw Hill.
- McShane, S. L. & Von Glinow, M. A. (2007). OrganisationalBehaviour. New Delhi: McGraw Hill.
- Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Boston: Cengag
- Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University Pres
- Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.

SHPS303A	PSYCHOLOGICAL RESEARCH	L	T	P	C
		4	0	0	4

COURSE LEARNING OUTCOMES
• Awareness of the basic features of various types of research undertaken with human beings and underst
• Demonstrate ability to plan simple researches and state its requirements.
• Developing familiarity with different kinds of measures and techniques for assessing individual differenc
• Understanding the distinctive features of a select qualitative research methods and plan small qualitative resear
• Understanding the importance of maintaining ethical and moral integrity of the researcher.
• To educate students with the process and the methods of quantitative and qualitative psychological resea
Course Content
Unit I
Basics of Research in Psychology: Definition and Nature of Psychological Research,
The Goals and Purpose of Psychological Research, Paradigms of Research, Ethics in Psychological Researc

Unit II
 Psychological testing &Sampling:
Probability & Non probability sampling methods, Characteristics of a test – standardization, reliability, vali

Unit III
Methods of Data Collection: Case study, Interview & Focus group discussion.
Observation, Questionnaire, Experiment, Survey & Field Research, Use of Secondary Data

Unit IV
Problem, Hypothesis & Research Traditions

Formulating a problem & developing a testable research question, Research hypothesis.
Comparing Quantitative& Qualitative, Steps in a Research.

Suggested Readings
- Husain, A. (C.E) **Psychological Testing**. New Delhi: Pearson. ISBN: 978-81-317-7023-8.
- Dyer,C.(2001)ResearchinPsychology:APracticalGuidetoResearchMethodologyandStatistics(2ndEd.)Ox
- **Anastasi, A., & Urbina, S. (2017). Psychological Testing, 7thEdition. Noida: Pearson In**
- **Bryman, A. (2004). Quantity and Quality in Social Research. London, UK: Routledge.**
- Murphy, K.R. & Davidshofer, C. O. (2019). Psychological Testing: Principles & Applications
(6th Ed)New Jersey: Pearson

- Neuman, W.L. (2006). SocialResearch Methods: Qualitative and Quantitative Approaches (6thEd.)Bo
- Deb, S., Gireesan, A., & Prabhavalkar, P. (2019). Social Psychology in Everyday Life. Delhi:
- Sage Texts.Valery, C. (2016). Fundamentals of Research on Culture and Psychology: Theory and Me
- Broota,K.D.(1989) Experimental Design in Behavioural Research, NEW AGE INTERNATIONAL F

SHPS145A	PSYCHOLOGICAL RESEARCH PRACTICUM	L	T	P	C
		0	0	4	2

Course Objectives:

This practicum introduces the conceptual and theoretical basis of personality testing and of various psychol
thus familiarizes the students with the application of psychological tests in professional setting. The student

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 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 e
5. Kline T.J.B (2005). *Psychological testing*
6. Husain, A. (C.E) **Psychological Testing**. New Delhi: Pearson.ISBN: 978-81-317-7023-8.

Discipline Specific elective

SHPS305A	Clinical Psychology	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES
- Understanding mental health and the relation between mind and body.
- Identifying the characteristics of healthy behaviours and promoting them.
- To acquainted with the professional activities and employment setting for clinical psychologists an
- Developing an understanding of pursuing research in clinical psychology domains and developing int

Course Content

UNIT I

Introduction: Definition of Clinical Psychology, Historical development of Clinical Psychology in In
practice, Employment settings for Clinical Psychologists Ethics and values of the profession

UNIT II

Diagnostic Techniques: Nature and purpose of clinical diagnosis and assessment. Behavioral   assessme
behavior.   Cognitive and Personality Assessment

UNIT III

Competencies and Models in Clinical Psychology The core competencies: Assessment, Formulation,
leadership, Therapeutic Models: Behavioural approaches, cognitive therapy and cognitive-behaviour the
integrative approaches.

UNIT IV

Psychotherapies Cognitive Behaviour Therapy, Rogers Client Centered Therapy, Guru-Chela relationship,

Suggested Readings

- Llewelyn, S., Murphy, D. (Eds.) (2014). *What is clinical psychology?* Oxford UK: Oxford University
- Bellack, A. S., &Hersen, M. (1980). *Introduction to clinical psychology*. New York: Oxford Universi
- Korchin, S. J. (1986). *Modern clinical psychology*. Delhi: CRR Publishers and Distributors.
- 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 Publ
- Hecker, J. E., & Thorpe, G. L. (2005). *Introduction to clinical psychology*. Delhi: Pearson Education.
- Ray, S. D. (1996). *The practice of psychotherapy*. New Delhi: New Age International.
- Husain, A., Beg, M. A., &Dwivedi, C. B. (2013). *Psychology of humanity and spirituality*. New Delh
- Beg, M. A., & Beg, S. (1996). Logotherapy and the Vedantic view of life and mental well-being. *Jou*

SEMESTER VI

<table>
<tr><td colspan="6" style="text-align:right">Core Paper</td></tr>
<tr><td>SHPS302A</td><td>ADVANCE SOCIAL PSYCHOLOGY</td><td>L</td><td>T</td><td>P</td><td>C</td></tr>
<tr><td></td><td></td><td>5</td><td>1</td><td>0</td><td>6</td></tr>
</table>

COURSE LEARNING OUTCOMES

• Understanding the key issues and theoretical concepts related to social inequalities, especially in the Indian context.
• Developing insights into one's own behaviours as a man (or as a woman) through self reflexivity.
• Learning to apply theoretical knowledge of social psychology in designing intervention systems.
• Developing insights into issues related to groups, environment and the legal system.

Course Content

UNIT I

Introduction: Nature of Applied Social Psychology, Social influences on behavior, Levels of Analysis, Overview of

UNIT II

Applications: Intergroup Relations (Prejudice, Conflict, Conflict Management); Health; Environment and Legal Syst

UNIT III

Discrimination and Diversity (Economic, Culture, Religious, Social, Gender)

UNIT IV

Intervention and Evaluation: Process of Intervention; Need for evaluation for effective Programmes; Case Studies in

Suggested Reading

- Husain, A. (C.E) **Social Psychology**. New Delhi: Pearson. ISBN: 978-81-317-6000-0.
- Aronson, E., Wilson,T.D., Akert, R.M., & Sommers, S.R. (2017). Social Psychology, 9th edition, De
- Myers, D., Sahajpal, P., Behera, P. (2011). Social Psychology (10th Edition). New Delhi: McGraw
- Mikkelson, B. (1995). Methods for Development Work and Research: A Guide for Practioners. New
- Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). Applied Social Psychology: Understand
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding Social Psychology across Culture
- Ahuja,   K.   K.,   Dhillon,   M.,   Juneja,   A.,   Deepak,
  Heteronormativity: An Intervention to Foster Positive Attitudes toward Homosexuality Among

- Indian College Students. Journal of Homosexuality, 66(6), 746-768. DOI: 10.1080/00918369.2018.
- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. (2012). Community Psychology: Linki
- Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Belmont, Califor
- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- Hewstone, M. (1996). Contact and categorization: Social psychological interventions to change inte stereotypes and stereotyping (pp. 323–368). New York: Guilford Press.
- Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system:
- Kapur, P., & Misra, G. (2011). Social identity in India: Continuities and fractures. In G. Misra (Ed
- Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Do Delhi. Psychological Studies, 59(4), 427-435. (ISSN: 0033-2968)
- Pettigrew, T.F. (1998) Intergroup Contact Theory. Annual Review of Psychology, 49, 65-85.
- Tajfel, H., & Turner, J.C. (1979). An integrative theory of intergroup conflict. In W.G. Austi 48). Monterey, CA: Brooks/Cole.

SHPS304A	PSYCHOTHERAPEUTIC INTERVENTION	L	T	P	C
		3	1	0	4

COURSE LEARNING OUTCOMES
• To introduce the etiological understanding and therapeutic interventions for the various psychological disorde
• Develop an understanding of Childhood disorders
• To introduce personality disorders and substance related disorders.

Course content
UNIT I
Behavioral and Cognitive behavioral: Systematic desensitization, Token economy, Beck's cognitive thera
UNIT II
Humanistic and Existential: Client centered therapy, Logo therapy, Existential therapy
UNIT III
Religions and Spiritual: Meditation: Types, Clinically Standardized Meditation
Religious: Prayer, Reading scripture; Yoga therapy
UNIT IV
Relaxation training and bio medical therapies Concept of relaxation and purpose of relaxation trainin training

Suggested Readings
- Schaffer G.W. and Lazarus R.S. (1966). Fundamental concepts in Clinical Psychology –McGraw – H
- Ellis A. (1975). A New Guide to Rational Living –Hollywood, California, Wilshire.
- Charles C.Thomas, 1975.Group Therapy – A Behavioral Approach – Rose S.D., Prentice – Hall.
- Husain, A., &Hasan, A. (2020). Psychology of Meditation. A Practical Guide to Self-Discovery. Nev

SHPS146A	PSYCHTHERAPUTIC INTERVENTION PRACTICUM	L	T	P	C
		0	0	4	2

Course Objectives:

This practicum introduces the conceptual and theoretical basis of personality testing and of various psychol thus familiarizes the students with the application of psychological tests in professional setting. The student

i) Personality profile
ii) Depression Scale
iii) Mental status Examination
iv) Vocational interest test
            or
        Case study
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 e
5. Kline T.J.B (2005). *Psychological testing*

Discipline Specific Elective

SHPS306A	FORENSIC PSYCHOLOGY	L	T	P	C
		4	0	4	6

COURSE LEARNING OUTCOMES
• Being able to conceptualize forensic psychology as a distinct discipline within the wider field of psychology as
• Developing an understanding how various theories and principles of psychology are applied in the court of law
• Understanding the roles of forensic psychologists and psychologists in court, and demonstrating know
false confession.
• Developing a working knowledge and understanding of the basic theory and methods of investigation u

Course Content

UNIT I

 INTRODUCTION: Defining forensic psychology, History of forensic Psychology, The roles of the Foren

UNIT II

The Psychologist in Court Expert evidence, Forensic reports, Pre-trial preparation, Forensic po

UNIT III

Eyewitness Testimony and False Confession The accuracy of witness evidence Eyewitness evidence in co

UNIT IV

Nature of profiling work: FBI Profiling – Stage 1: Data assimilation stage; Stage 2: Crime scene cla
Statistical/Actuarial profiling

Suggested Readings
- Batchman, R., &Schutt, R. K. (2008). Fundamentals of research in criminology and criminal
- 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 U
- 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 Platfor

SHPS308A	PROJECT/ DISSERTATION	L	T	P	C
		1	0	5	6

COURSE LEARNING OUTCOMES
• Conceptualizing a research problem based on the basic and applied orientation of research.
• Executing a research plan through systematic application of knowledge about appropriate sampling, s
e data analysis techniques and adhering to ethical guidelines.
• Reporting research outcomes in a standardized, universally acceptable and comprehendible format.
• Gaining insights about the domain researched and critically reflecting on the steps of the research proce

Course Content

UNIT I

Abstract & Introduction: Understanding the area of research, ethical guidelines of research, and finalization of To

UNIT II

Review of Literature: Understanding and exploration of related research in the discipline

UNIT III

Methodology: Designing the Study, Methods of Data Collection as per the requirements of the topic and

UNIT IV

Data Analysis & Discussion: Qualitative and/or Quantitative Analysis as per the design and aims of the research

REFERENCES

Latest APA manual for dissertation

ADDITIONAL RESOURCES

As per the area of work

Thesis Evaluation- The research done can either be empirical/data base d (quantitative, qualitative, or mixed - r
for Project are one class per week per student (1 credit). The remaining 5 credits shall be endorsed by the su
collection, data analysis, and other project related work. The dissertation must be written in the APA format, not
typed and soft bound. The marks distribution for Project should be as follows: (a) Report: 75 marks (b) Viva
Abstract: 5 marks Introduction (includes literature review and present study): 15 marks Method: 20 marks Result
and one external examiner to evaluate the thesis and for viva.

Generic Elective/OE

SHPS210A	Psychology For Living	L	T	P	C
		5	1	0	6

COURSE LEARNING OUTCOMES

- To develop a better understanding of oneself and others by focusing on concepts such as health and wellbeing.
- To develop skills for applying various interventions of stress and health management in everyday life to enhance engagement, morale and productivity within the society.

Course content

UNIT 1

Illness, health and well - being: Conceptualizing illness, health and wellbeing; Models: Medical, bio-psycho -social, holistic health.

UNIT 2

Stress and coping: Nature and sources of stress; Personal and social mediators of stress; Effects of stress on physical and mental health; Stress management.

UNIT 3

Health management: Health-enhancing behaviours: Exercise, nutrition, meditation; Health compromising behaviours: Alcoholism and smoking; Health protective behaviours: Immuniz-ation, maintaining hygiene and pollution-free environment; Illness management.

UNIT 4

Promoting human strengths: Human strengths and virtues in Indian context; cultivating inner strengths: Hope and optimism, Gainful employment and Me/We balance.

Suggested Readings

- Carr, A. (2004). Positive psychology: The science of happiness and human strength.UK:
- Routledge. (UNIT 4: Ch. 3,) DiMatteo, M.R. & Martin, L.R. (2002).Health psychology. New Delhi: Pearson (UNIT 1: Ch. 1, Ch. 7 & 9, UNIT 2: Ch. 9 & 10,)
- Forshaw, M. (2003). Advanced psychology: Health psychology. London: Hodder and Stoughton.
- Snyder, C.R., & Lopshps206aez,

S.J.(2007). Positive psychology: The scientific and practical

- Explorations of human strengths. Thousand Oaks, CA: Sage (UNIT 1: Ch. 1, Ch. 2 UNIT 2: Ch.
- 4, UNIT 3: Ch. 3,) 49

Mishra, G. (Ed.). (2011). Handbook of Psychology in India. New Delhi, India: Oxford University

Open Elective

SHPS106A	Youth Psychology	L	T	P	C
		3	1	0	4

COURSE LEARNING OUTCOMES

• To help students understand the notion of youth, youth across cultures, youth identity, Significant concerns among the youth
• To inculcate sensitivity to issues related to youth with special emphasis on gender Stereotypes/discrimination and risky behavior
• To develop an understanding of ways of empowering the youth

Course content

UNIT I

Introduction: Defining Youth (Transition to Adulthood); Youth Across Cultures; Formulation of Youth Identity (Erikson And Marcia's Work on Identity), Gender Identity, Gender Roles, Sexual Orientation

UNIT II

Youth Development: Influence of Globalization on Youth; Body Image concerns among youth; Peer Pressure and Bullying

UNIT III

Issues and Challenges for Today's Youth: Gender Stereotypes and Gender Discrimination Impacting Youth, Substance (Alcohol) Use among Youth, Juvenile Delinquency, Risky Sexual Behaviour

UNIT IV

Developing Youth: Women Empowerment in the Indian Context, Encouraging Non-Gender Stereotyped Attitudes; Building Resources (Optimism; Resilience)

Suggested Readings

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed).New Delhi: Pearson.
- Berk, L. (2013). Child Development. New York: Pearson.
- Brannon, L. (2017). Gender: Psychological Perspectives (7th edition). New Delhi Routledge.
- Brown, B.B., & Larson,

R.W. (2002). The Kaleidoscope Of Adolescence: Experiences of the

World's Youth at the beginning of the 21stCentury. In Brown, B. B., R. Larson, & T. S. Saraswathi. (Eds)., The World's Youth: Adolescence in Eight Regions of The Globe (pp. 1-19).

- Cambridge: Cambridge University Press. Carson, RC, Butcher, J. N, Mineka, S., & Hooley, J. (2007). Abnormal Psychology. Delhi:
- Pearson Education. Cash, T.F., & Smolak, L. (2011) (Eds). Body Image: A Handbook of Science, Practice, and Prevention. Chapters 9 & 10 (pp. 76-92). New York: The Guilford Press.
- Ghosh, B. (2011). Cultural changes and challenges in the era of globalization: The case of India. Journal of Developing Societies, 27(2), 153-175.
- Snyder, C.R., Lopez, S.J. & Pedrotti, J. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage
- Arnett, J.J. (2013). Adolescence and Emerging Adulthood (5th Ed). Delhi: Pearson.
- Bansal, P. (2012). Youth in Contemporary India: Images of Identity and Social Change. New Delhi: Springer.
- Baumgardner, SR & Crothers, MK (2009). Positive Psychology. Delhi: Pearson.
- Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. New York: Brunner- Routledge.
- Connidis, I. A. & Barnett, A.E. (2010). Family Ties and Aging. London: Sage.
- Helgeson, V.S. (2018). Psychology of Gender (5th Edition). New Delhi: Routledge.

- Shaffer, D.R. & Kipp, K. (2010). Developmental Psychology: Childhood and Adolescence. California: Wadsworth.
- Tomé G., Matos M., Simões C., Diniz J.A., & Camacho I. (2012). How can peer group influence the behavior of adolescents: Explanatory model? Global Journal of Health Science, 4(2), 26-35. Online resource:

Generic Elective

SHPS241A	INTER-GROUP RELATIONS	L	T	P	C
Version 1.0		5	1	0	6

Course Learning Outcome

1. Explain what groups are and what they mean in the work place

2. Identify the various types of groups

3. Explain how groups are formed and what roles they play in the work place4. List how groups become cohesive and how they enhance performance

4. Elaborate how group relationships can be managed, improved upon and evaluated

5. Explain how conflicts are managed within groups

Course Content

Unit I:

Nature of intergroup relations: Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

Unit II:

Social categorization and conflict: In-group vs. out-group; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.

Unit III:

Cultural aspects of intergroup relations: Social identity, Stereotypes, case studies in the Indian context.

Unit IV:

Resolving intergroup conflict: Intergroup contact; Promoting intergroup cooperation; Conflict management strategies

Text Books

- Baron, R.A., Branscombe, N.R, Byrne,D. &Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.

- Keyton, J. (2006). Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.

Reference Books/Materials

- Smith, P.B., Bond, M.H &Kagitcibasi, C.(2006) Understanding social psychology across culture. New Delhi: Sage Publications.