



**K. R. MANGALAM UNIVERSITY**

**THE COMPLETE WORLD OF EDUCATION**

**SCHOOL OF HUMANITIES**

**Bachelor of Arts (Honors) Psychology**

**Programme Code: 79**

**Programme Level: Undergraduate**

**Year: 2020-2023**

**Approved in 23<sup>rd</sup> Meeting of Academic Council**

**Held on 23 June 2020.**



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 curriculum 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.

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## **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.

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### **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 researches being carried out, as also knowledge of the sub fields of psychology.

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➤ **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/TEAM WORK**

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 in still 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

**PO 3 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

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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 team work (OB)** - Apprise with methodological intricacies in research and application

**PO10 Communication and communication error** - Develop open-minded and clear approach toward life, career and diversity.

#### **4. PROGRAMMES OFFERED IN PSYCHOLOGY**

##### **4.1. B.A (Hons.) Psychology**

The three year B.A. 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 an 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

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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 Bachelor of Education is

<b>Name of the Program</b>	<b>Duration</b>
B.A. (Hons.) Psychology	3 Years (6 Semesters)

### **7. SYLLABI**

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

**SCHEME OF STUDIES AS PER CHOICE BASED CREDIT SYSTEM (CBCS) AND LEARNING  
OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)- 2020-23**

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	SHPS131A	INTRODUCTION TO PSYCHOLOGY	3	1	0	4	1	SHPS132A	STATISTICAL METHOD FOR PSYCHOLOGICAL RESEARCH-I(CORE -3)	5	1	0	6
2	SHPS121A	INTRODUCTION TO PSYCHOLOGY PRACTICUM	0	0	4	2	2	SHPS133A	PERSPECTIVE IN SOCIAL PSYCHOLOGY	5	1	0	6
3	SHCH125A	ENVIRONMENTAL STUDIES	3	0	0	3	3	SHPS134A	BIOPSYCHOLOGY(CORE-4)	5	1	0	6
4	SHDM301A	DISASTER MANAGEMENT	3	0	0	3	4	SHPS122A	BIOPSYCHOLOGY PRACTICUM	0	0	4	2
5	SHEL145A	COMMUNICATION SKILLS	2	0	0	2	5	SHPS136A	PSYCHOLOGY AT WORK PLACE(OE-2)	5	1	0	6
6	SHPSM011A	PSYCHOLOGY IN EVERYDAY	2	0	0	2							
7	SHPS106A	YOUTH PSYCHOLOGY	5	1	0	6							
<b>TOTAL=</b>			<b>16</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>TOTAL=</b>			<b>20</b>	<b>4</b>	<b>4</b>	<b>2</b>
<b>SEMESTER-III</b>							<b>SEMESTER-IV</b>						
Sr. No.	Course Code	Course Title	L	T	P	C	Sr. No.	Course Code	Course Title	L	T	P	C
1	SHPS231A	ABNORMAL PSYCHOLOGY	5	1	0	6	1	SHPS232A	FUNDAMENTAL OF COGNITIVE PSYCHOLOGY	5	1	0	6
2	SHPS233A	INTRODUCTION TO PERSONALITY	3	1	0	4	2	SHPS234A	COUNSELING SKILL	4	0	0	4
3	SHPS123	INTRODUCTION	0	0	4	2	3	SHPS1	COUNSELING	0	0	4	2

	A	TO PERSONALITY PRACTICUM/ LAB						24A	SKILL PRACTICUM				
4	SHPS235 A	LIFE SPAN DEVELOPMENTAL	5	1	0	6	4	SHPS2 36A	STSTATISTICAL METHOD FOR PSYCHOLOGICAL RESEARCH- II	5	1	0	6
5	SHPS237 A	PSYCHOLOGY OF RELATIONSHIPS	4	0	0	4	5	SHPS2 38A	RESEARCH PUBLICATION AND PRESENTATION (AECC)	4	0	0	4
6	SHPS241 A	INTERGROUP RELATIONS	5	1	0	6	6	SHPS2 40A	PSYCHOLOGY AND MEDIA (GE/ OE-4)	5	1	0	6
							7		VAC				0
<b>TOTAL=</b>			<b>22</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>TOTAL=</b>			<b>23</b>	<b>3</b>	<b>4</b>	<b>2</b>
<b>SEMESTER-V</b>							<b>SEMESTER-VI</b>						
<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	SHPS331 A	ORGANIZATIONAL PSYCHOLOGY	5	1	0	6	1	SHPS3 32A	ADVANCE SOCIAL PSYCHOLOGY	5	1	0	6
2	SHPS333 A	PSYCHOLOGICAL RESEARCH	4	0	0	4	2	SHPS3 34A	PSYCHOTHERAPUTIC INTERVENTION	4	0	0	4
3	SHPS335 A	CLINICAL PSYCHOLOGY	5	1	0	6	3	SHPS3 36A	FORENSIC PSYCHOLOGY	5	1	0	6
4	SHPS337 A	HEALTH PSYCHOLOGY	5	1	0	6	4	SHPS1 26A	PSYCHOTHERAPUTIC INTERVENTION PRACTICUM LAB	0	0	4	2
5	SHPS125 A	PSYCHOLOGICAL RESEARCH PRACTICUM LAB	0	0	4	2	5	SHPS3 38A	PROJECT & DESSERTATION	5	1	0	6
									VAC				0
<b>TOTAL=</b>			<b>19</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>TOTAL=</b>			<b>19</b>	<b>3</b>	<b>4</b>	<b>2</b>
TOTAL HOURS: Lecture (L)+ Tutorial (T)+ Practical (P)= 162													
TOTAL CREDITS ( C )= 152													

## COURSES FOR B.A. (HONS) PSYCHOLOGY (2020-21)

### SEMESTER-I

PSY101A / SHPS131A	INTRODUCTION PSYCHOLOGY	TO	L	T	P	C
			3	1	0	4

### 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, Socio-cultural, Cognitive.

#### UNIT III

**Methods of Assessment in Psychology :**Goals of Psychological Enquiry, Introspective Method, Observation Method, Experimental Method, Correlation Method, Case Study Method, 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, Space, Movement etc., Depth Perception, Life-span Changes in Perception, Extra 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: McGraw Hill.
- 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 (6th Ed). Delhi. Pearson Pub.
- Cornelissen, M; Mishra, G & Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pearson Education.
- Dalal, A.K. & Mishra, G (2002). New Directions in Indian Psychology: Social Psychology, Vol.1. New Delhi, Sage Publications.
- Marx, M.H. & Hillix, W.A. (1978). Systems and Theories in Psychology. New Delhi: Tata McGraw-Hill. Publication Ltd.
- Schultz, D. & Schultz, S. (2000). A History of Modern Psychology. U.S.A.: Harcourt Brace & Co.

- Shiraev, E. (2015). A History of Psychology- A Global Perspective. New Delhi. SAGE
- Viney, W. & King, D. (1998) History of Psychology. Boston: Allyn and Bacon.
- Wolman, B.B. (1995). Contemporary Theories and Systems in Psychology. Delhi: Freeman.

<b>SHPS121A</b>	<b>INTRODUCTION TO PSYCHOLOGY PRACTICUM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

### 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 four 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/
- iv. Maze learning

### Suggested 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

### **Ability Enhancement compulsory course**

<b>SHCH125A/ UCES125A</b>	<b>ENVIRONMENTAL STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **UNIT I**

**Introduction of Environmental Studies:** Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development.

**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 tribal populations.

**Water:** Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

**Energy resources:** Renewable and non- renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

### **UNIT II**

**Ecosystems:** Definition and Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession.

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; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots ; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

### UNIT III

**Environmental Pollution:** Types, causes, effects and controls; Air, water, soil and noise pollution. Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies.

**Environmental Policies and practices:** Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. International agreements: Montreal & Koyoto protocol and convention on 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 health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan; Environmental ethics: Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

#### 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) Lt. New Delhi

### 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 Publication, New Delhi.

### Ability Enhancement Compulsory Course-3

SHDM301A/ UCDM301A	DISASTER MANAGEMENT	L	T	P	C
		3	0	0	3

**COURSE OBJECTIVE:** The objective of the course is to create awareness about various types of disasters and to educate the learners about basic disaster management strategies. The course examines disaster profile of our



country and illustrates the role played by various governmental and non- governmental organizations in its effective management. It also acquaints learners with the existing legal frame work for disaster management.

**LEARNING OUTCOME:** The course will -

5. Provide students an exposure to disasters, their significance and types.
6. Ensure that the students begin to understand the relationship between vulnerability, disasters, disaster prevention and risk reduction.
7. Provide the students a preliminary understanding of approaches of Disaster Risk Reduction (DRR)
8. Develop rudimentary ability to respond to their surroundings with potential disaster response in areas where they live, with due sensitivity.

**UNIT I Introduction to Disasters:** Concept and definitions- Disaster, Hazard, vulnerability, resilience, 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, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & 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, International and NGO Bodies.
- 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 Nodal Agencies, National Disaster Management Authority

- **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 work on reducing disaster risks and to build a culture of safety. Projects must be conceived based on the geographic location and hazard profile of the region where the institute is located.

#### Reference Books:

- Government of India, Department of Environment, Management of Hazardous Substances Control
- Act and Structure and Functions of Authority Created There under.
- Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).
- 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 Publications
- C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication
- Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability: The Bhopal Case (1986)
- Indian Law Institute, Upendra Baxi (ed.), Environment Protection Act: An Agenda for Implementation (1987)
- 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) Pvt. Ltd.
- Leela Krishnan, P, The Environmental Law in India, Chapters VIII, IX and X (1999), Butterworths, New Delhi.

#### Ability Enhancement Compulsory Course

SHEL101A/ UCCS125A	COMMUNICATION SKILLS	L	T	P	C
		2	0	0	2

#### 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; Principles of Effective Communication/7Cs, Barriers in Communication.

Emily Dickinson: "A Bird Came Down the Walk"

##### UNIT II

Essentials of Grammar: Parts of Speech: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection; Using tenses; Articles; Types of sentences; Reported Speech; Punctuation Robert Frost: "Stopping by Woods"

##### UNIT III

Building Vocabulary: Word Formation (by adding suffixes and prefixes); Common Errors; Words Often Confused; One word substitution, Homonyms and Homophones; Antonyms & Synonyms, 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-esteem & Self-reliance; Public Speaking; Body Language: Posture, Gesture, Eye Contact, 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*. Orient Blackswan, 1976

**Open Elective**

SHPS106A/ SHPS135A	YOUTH PSYCHOLOGY	L	T	P	C
		5	1	0	6

**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 21st Century*. 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

## Course Missing- Psychology in Everyday

### SEMESTER-II

#### Core Paper

PSY103/ SHPS132A	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. Inferential Statistics, Frequency Distributions. The Cumulative Frequency Distribution Percentiles and Percentile Rank

##### UNIT II

**Measures of Central Tendency and Variability:** Measures of central tendency – mean, median, mode. Measures of variability – range, quartile deviation, standard deviation, coefficient of variation

##### UNIT III

**Normal distribution curve and linear correlation:** Normal Probability curve – properties and applications, Characteristics.

##### UNIT IV

**Parametric vs. non-parametric:** Assumptions of Parametric and Non parametric tests. Parametric tests – t – test, ANOVA-one way. Non parametric tests - Chi square, Mann – Whitney test, Contingency coefficient

## Suggested Readings

- Chow, S. L. (2002). STATISTICS AND ITS ROLE IN PSYCHOLOGICAL RESEARCH. In Methods in Psychological Research, In Encyclopedia of Life Support Systems (EOLSS), Eolss Publishers, Oxford, UK.
- Verma, and Ghufuran, M. (2012). Statistics for Psychology. N. Delhi: Tata McGraw Hill
- Garrett, H. E. (2011) STATISTICS IN PSYCHOLOGY AND EDUCATION 6<sup>th</sup> Ed, Paragon Publishers
- Minium, E. W., King, B. M. & Bear, G. (2009) STATISTICAL REASONING IN PSYCHOLOGY AND EDUCATION. John Wiley & Sons.
- Mangal, S. K. (2013) STATISTICS IN PSYCHOLOGY AND EDUCATION 2<sup>nd</sup> Ed. PHI Learning Pvt. Ltd.

<b>SHPS133A</b>	<b>Perspective in Social Psychology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

## COURSE LEARNING OUTCOMES

- Understanding the basic social psychological concepts and familiarize with relevant methods.
- Developing skills pertaining to mapping of social reality and understanding how people Evaluate social situations.
- Developing an understanding pertaining to social influence processes particularly the Influence of others on individual behavior and performance.
- Develop an understanding of the individual in relation to the social world

### Course Content

#### UNIT I

Introduction: Nature and scope of Social Psychology; Levels of social analysis; Critique to Social Psychology; Overview of the history and current trends of Social Psychology (Including development in India)

#### UNIT II

Understanding self and evaluating the social world: Making of the self; Social Cognition, Social Perception, Impression Management; Attitudes (Attitude-Behavior Link; Strategies for attitude change)

#### UNIT III

Social Interaction and Influence: Interpersonal Attraction, Prosocial Behavior, Aggression, Social Influence Processes (Conformity, Compliance and Obedience)

#### UNIT IV

Group Dynamics: Nature of Groups; Basic Processes, Group Performance, Group Decision Making; Group Interaction (Facilitation, Loafing)

## Suggested Readings

- Husain, A. (C.E) **Social Psychology**. New Delhi: Pearson. ISBN: 978-81-317-6000-0.
- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2018). Social Psychology and Human Nature. New Delhi: Cengage Learning.
- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2008). Social Psychology. Upper Saddle Rives, New Jersey: Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin.
- Misra, G. (2009). Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.) New Delhi: Pearson.
- Branscombe, N.R., Baron, R.A., Baumeister, R.F., & Kapur, P. (2019). Social Psychology, 14th Ed. New Delhi: Pearson.
- Crisp, R.J., & Turner, R.N. (2014). Essential Social Psychology. New Delhi: Sage
- Forsyth, D.R. (2014). Group Dynamics, 3rd Ed. New Delhi: Cengage Learning.

- Stainton-Rogers, W. (2003). Social Psychology: Experimental and Critical Approaches UK Higher Education, Oxford University Press

<b>PSY104A/ SHPS134A</b>	<b>BIOPSYCHOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

### **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 of biopsychology.

#### **UNIT II:**

**The Functioning brain:** Structure and functions of neurons; Neural conduction and synaptic transmission.

#### **UNIT III:**

**Organization of Nervous system:** Central nervous System (Brain and Spinal Cord) Functional abnormalities of neurotransmitters:

#### **UNIT IV:**

**Neuroendocrine system: Structure, functions and abnormalities of major glands:** Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal etc.

### **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 Delhi.
- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts. \

<b>SHPS122A</b>	<b>BIOPSYCHOLOGY PRACTICUM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

### **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 for experiments/test 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 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

**OPEN ELECTIVE**

<b>SHPS136A</b>	<b>PSYCHOLOGY AT WORK PLACE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**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 (workforce diversity, sexual harassment, technology, corporate social responsibility, 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 to effective communication, managing communication

**UNIT IV**

Leadership: Early approaches to leadership (trait, behavioral, contingency- Fiedler), Contemporary approaches to leadership- Charismatic, Transformational & Transactional Leadership

**Suggested Readings**

- De Cenzo and Robbins, S.P. (2006). Fundamentals of human resource management (8thed). New York: Wiley.
- Greenberg, J. , & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). Noida: Dorling Kindersley.
- Griffin, R.W., & Moorhead, G. (2009).Organizational Behaviour: Managing People & Organizations. New Delhi: Biztantra publishers.
- Robbins, S. P., & Judge, T.A. (2007). Organizational Behaviour (12th Edition). New Delhi: Prentice Hall of India.
- Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), Handbook of Gender and Work, (pp. 239-261). Thousand Oaks, CA, US: Sage Publications.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, 18(3), 19-31.
- Herzberg, F. (1966). Work and the Nature of Man. Cleveland: World Publishing Company.
- Pareek, U. (2010). Understanding Organizational Behaviour. Oxford: Oxford University Press.

## Core Paper

PSY201A/ SHPS231A	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 of determining abnormality.
- Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section).
- Acquiring knowledge about Anxiety Disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.
- Developing sensitivity towards individual and cultural diversity.

**Course Content****UNIT I**

**Introduction:** Concept of Normality & Abnormality, Historical overview of abnormal psychology, Causal factors of psychopathology, Classification systems of Mental Disorders –ICD -10 & DSM-V

**UNIT II**

**Anxiety Disorders:** Anxiety Disorders (Sign, symptoms, prevalence), Generalized Anxiety Disorder, Panic disorder, Obsessive Compulsive Disorder, Phobic & PTSD

**UNIT III**

**Mood Disorders:** Major Depressive Disorder--Sign, symptoms and Prevalence, Mania& Hypomania—sign and symptoms, Bipolar Disorders-I & II Causal factors of mood disorders.

**UNIT IV**

**Schizophrenia:** Schizophrenic Spectrum Disorders, Sign, symptoms and Prevalence, Type of Schizophrenia and causal factors.

**Suggested Readings**

- Coleman, James C. (1964). *Abnormal Psychology and modern life*. Glenview, IL: Scott Foresman and Company.
- Nolen-Hoeksema, S. (2010). *Abnormal Psychology*. New Delhi: Tata McGraw-Hill.
- Alloy, L.B., Riskino, J.H. and Manos, M.I. (2006). *Abnormal Psychology; Current Perspectives*. New Delhi: Tata McGraw Hill
- Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology*, 15<sup>th</sup> Ed. Pearson education: New Delhi.
- Barlow, D.H. & Durand, V.M. (2010). *Textbook of Abnormal Psychology*. New Delhi: Cengage Learning India Pvt. Ltd.

PSY203A/ SHPS233A	INTRODUCTION TO PERSONALITY	L	T	P	C
		3	1	0	4



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## **COURSE LEARNING OUTCOMES**

- At the end of this course student will be able to learn about what are the main theories of personality that are used to explain and understand personality and how personality influences thought and behavior
- Students learn that personality is complex and includes thoughts, behaviors and emotions and also learn that several theories can be used to explain and understand personality and that each theory has advantages and disadvantages.

### **Course Content**

#### **UNIT- I**

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

#### **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, and Dynamic traits

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 Kong: Wiley-Blackwell.
- Adams, D. P. (2000). *The person: An integrated introduction to personality psychology*. Hoboken, NJ: John Wiley
- Friedman, H. S., & Schustack, M. W. (2006). *Personality: Classic theories and modern research*. New Delhi, India: Pearson
- Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). *Handbook of Indian psychology*. New Delhi, India: Foundation Books.
- John, O.P., Robins, R.W. & Pervin, L.A. & (2008). *HB of Personality: Theory and Research* (3Ed.). NY: Oxford Press.
- Larsen, R.J. & Buss, D.M. (2011). *Personality Psychology: Domains of Knowledge about Human Nature*. New Delhi: Tata McGraw-Hill.
- Misra, G., & Mohanty, A. K. (Eds.) (2002). *Perspectives on indigenous psychology*. New Delhi, India: Concept Publishing Company.
- Rao, K.R., Paranjpe, A.C. & Dalal, A.K. (2008). *HB of Indian Psychology*. Delhi: Foundation Sons.

SHPS143A/ SHPS123A	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 psychological experiments in laboratory setup. Students are supposed to conduct any 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.

SHPS205A/ SHPS235A	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 approaches in human development.
- 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 Development

**(b) Developmental Processes:** Biological, Cognitive and Socio-Emotional Processes.

**(c) Influences on Development:** Heredity, Environment and Maturation, Major Contextual Influences, Basic Theoretical Issues, Some Characteristics Influenced by Heredity and Environment.

**UNIT II**

**Perspectives and Methods of Studies on Child Development :**(a) **Perspectives:** Psychoanalytic, Learning, Cognitive, Evolutionary/Socio-Biological, Ethological.

**(b) Methods:-** Observational Studies, Interview, Experimental Studies, Co relational Studies, Developmental Studies, Cross-sectional Studies, Longitudinal Studies, Sequential Studies, 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 Delhi: McGraw Hill.
- 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 (8th Ed.) New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood New York: Psychology Press.
- Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development India: Pearson.
- Papalia, D.E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.) New Delhi: McGraw Hill.
- Santrock, J.W. (2008). Child Development (11th Ed.) New Delhi: McGraw Hill. Santrock, J.W. (2006). Adolescence. New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.

### Ability Enhancement Elective course

SHPS207A/ SHPS237A	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 process
- Appreciating the importance of positive relational attitudes like self-acceptance, gratitude and forgiveness for healthy relationships

#### Course content

##### UNIT 1

Social Psychology of Relationships: Psychology of Friendship (making friends, friendship and social media; benefits and maintenance of friendships); Marriage (marriage for love versus arranged marriage; the marital ideal: characteristics of an ideal partner, factors affecting marital happiness)

##### UNIT 2

Love: Understanding love, Types of love; Theories of love (love styles; two-factor theory of love; Sternberg's triangular theory); Relationship satisfaction

##### UNIT 3

Distress in relationships: Jealousy, Infidelity, Breakup, Divorce

##### UNIT 4

Healing: Understanding the dynamics of broken and flourishing relationships; practicing positive relational attitudes like self-acceptance, gratitude, forgiveness

### 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 Intimacy in University Students. *Psychology*, 1(03), 173-177.
- 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.
- Hatfield, E., Mo, Y.U., & Rapson, R.L. (2015). Love, sex and marriage across cultures. In Jenson, L.A. (Ed.), *The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective*. New York: Oxford University Press.
- Hojjat, M. & Moyer, A. (2016)(Eds.). *The Psychology of Friendships*. UK: Oxford University Press.
- Rye, M. S. & Kenneth I.P. (2002). Forgiveness and Romantic Relationships in College: Can It Heal the Wounded Heart? *Journal of Clinical Psychology*, 58(4), 419–441.
- 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. Sternberg, R.J. & Weis, K. (2006)(Eds.). *The New Psychology of Love*. New Haven, CT, US: Yale University Press.
- Wilerton, J. (2010). *The Psychology of Relationships*. New York: Red Globe Press
- Diener, E., & Oishi, S. (2005). the nonobvious social psychology of happiness. *Psychological Inquiry*, 16, 162-167.
- Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies*, 58(4), 406-418.
- Salvatore, J.E., Kuo, S.I., Steele, R.D., Simpson, J.A., & Collins, W.A. (2011). Recovering from conflict in romantic relationships: A developmental perspective. *Psychological Science*, 22, 376-383.
- Sharma, S. & Khandelwal, K. (2014). Effect of gender and life-stage on love styles in the Indian context. *Psychological Studies*, 59(1), pp. 22-29.
- Schachter, S. & Singer, J. (1962). Cognitive, social and physiological determinants of emotional state. *Psychological Review*, 69, 379-399.

#### Generic Elective

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

### Course Outcomes

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

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 place
4. List how groups become cohesive and how they enhance performance
5. Elaborate how group relationships can be managed, improved upon and evaluated
6. Explain how conflicts are managed within groups

#### 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.
- Zorsyth, D.R. (2009) Group dynamics.Broke/Cole: Wadsworth

Generic Elective

SHPS241A	INTER-GROUP RELATIONS	L	T	P	C
		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 place
4. 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.

#### SEMESTER- IV

##### Core Paper

SHPS202A/ SHPS232A	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, Introspection, Experimental, Quasi-Experimental and Neuropsychological.

##### UNIT- II

**Attention and Consciousness:**

Types: Selective Attention, Divided Attention and Sustained Attention. Theories: Early and Late Selection, Capacity and Mental Effort Models, Consciousness: Nature, Types and Functions.

**UNIT-II**

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

**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.

<b>SHPS204A/ SHPS234A</b>	<b>COUNSELLING SKILLS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE LEARNING OUTCOMES**

- To develop an understanding of basic concepts, processes, and techniques of Counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.

**Course Content**

**UNIT I**

**Counselling:** Definition, Purpose and Goals of Counselling, Ethics in Counselling

**UNIT II**

**Theories of Counselling:** Person Centred Counselling, Cognitive Counselling, Behavioral counselling.

**UNIT III**

**Areas of Counselling:** Group counselling, counselling with Families, Child counselling, counselling the Delinquent, Pre-marital counselling, Marriage counselling, counselling Drug Addicts, Crisis Intervention counselling, Career counselling.

## UNIT IV

**Counselling Process:** Stages of the counselling Process, Basic skills for counselling: communication and relationship skills. Assessment and formulation in counselling

### Suggested Readings

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

SHPS144A/ SHPS124A	COUNSELLING 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 Tests in laboratory setup. The students are supposed to administer four tests based 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 (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.

SHPS206A/ SHPS236A	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:** Difference between Two Independent Means: The meaning of Statistical Inference and Hypothesis Testing; **Hypothesis Testing about the difference between Two Independent means;** Null and the Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means

**Unit II:**

**Hypothesis Testing Difference between Two Dependent (Correlated) Means:** The Null and Alternative Hypotheses; Applying Formulae of t-test; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means.

**Unit III:**

**Hypothesis Testing Differences among Three or More Groups:** One-Way Analysis of Variance (ANOVA) The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the 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-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic and assumptions of the Chi-Square Test; Calculation of the Chi-Square: Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test.

**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

**Ability Enhancement Electivity course**

<b>SHPS208A/ SHPS238A</b>	<b>RESEARCH PUBLICATION AND PRESENTATIONS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE LEARNING OUTCOMES**

- To understand the role of ethics in research and learn best practices for conducting, presenting and publishing research.
- 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 journals, book chapters.
- To develop the skill of presenting research findings in conferences/seminars and sharing views and interacting with fellow researchers.

**UNIT I**

Ethics in Behavioral Research: Conduction (sample selection, tools used etc.), Collaboration, Plagiarism, Self-plagiarism, Sharing Publication Credits, Determining Authorship

**UNIT II**

Designing of Behavioral Research: Getting ideas for research; Review of literature using library search using e resources; Choosing a research design, research setting

**UNIT III**

Manuscript Structure and Content: Planning and writing an article, research/empirical paper, review paper, APA style of manuscript writing (Introduction, review, method, analysis, 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, results and implications), displaying results (Tables and Figures), how to present oral papers, posters, symposiums in Conferences and seminars.

**Suggested Readings**

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

Generic /Open elective

SHPS240A	PSYCHOLOGY AND MEDIA	L	T	P	C
		5	1	0	6

**Course 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 culture, Media and ethics, regulation.

**UNIT II:**

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

for social marketing. Case studies in the Indian context.

**UNIT III:**

Audio-Visual media (TV and movies) and Print media: Nature and their impact; Developmental issues: fantasy Vs reality, socialization, stereotyping, violence, and cybercrime. Case studies in the Indian context.

**UNIT IV:**

Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction. Case studies in the Indian context

**Text Books**

- Dill, K.E. (2009). How Fantasy becomes Reality Seeing Through Media Influence. New York: Oxford University Press.
- Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.
- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). Handbook of Consumer Psychology. NY: Psychology Press.
- Jansson-Boyd, C. V. (2010). Consumer Psychology. England: Open University Press.
- Wanke, M. (Ed.). (2009). Social Psychology of Consumer Behaviour. NY: Taylor & Francis Group.
- Kirsh, S.J. (2006). Children Adolescents and Media Violence. New York: Sage.
- Montgomery, K.C. (2007) Generation Digital. MIT Press.
- Wood, R.N. (1983). Mass Media and Individual. Minnesota: Woods.

**Reference Books/Materials**

- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopedia, Santa Barbara: ABC-CLIO, Inc.
- Dill, K.E. (2009). How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press.
- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.).(2008). Handbook of Consumer Psychology. New York: Psychology Press.
- Audio-Visual Sources Documentary: ‘No Logo: Brands, Globalization and Resistance’ by Naomi Klein Documentary: ‘Killing Us Softly 4’ by Jean Kilbourne Documentary: ‘Century of Self-Part 1: Happiness Machines’ by Adam Curtis

**SEMESTER-V**

**Core paper**

<b>SHPS301A/ SHPS331A</b>	<b>ORGANIZATIONAL PSYCHOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**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, for instance diversity, corporate social responsibility, etc.
- Developing a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
- Understanding leadership processes from different theoretical perspectives.

**Course Content**

**UNIT I**

**Introduction:** Organizational Behaviour: Scope, Challenges and Opportunities. (b) Foundations of Individual Behaviour: Ability, Biographical Characteristics, Learning, Attitudes and Job Satisfaction, Personality and Values

**UNIT II**

**Perception, Motivation and Emotion** (a) Perception and Individual Decision Making (b) Motivation and Application in Organisation(c) Emotions and Emotional Intelligence.

**UNIT III**

**Foundation of Group Behaviour:** Groups and Teams: Stages of Group Development, Group Characteristics, Group Decision Making, Effective Teams.

**UNIT IV**

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

**Suggested Readings**

- Luthans, F. (2005). *Organisational Behaviour*. 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). *Organisational Behaviour*. New Delhi: McGraw Hill.
- Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Boston: Cengage Learning.
- Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University Press.
- Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.

<b>SHPS303A/ SHPS333A</b>	<b>PSYCHOLOGICAL RESEARCH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**COURSE LEARNING OUTCOMES**

- Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.
- Demonstrate ability to plan simple researches and state its requirements.
- Developing familiarity with different kinds of measures and techniques for assessing individual differences.
- Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.
- 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 research traditions.

## 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 Research.

### Unit II

#### Psychological testing & Sampling:

Probability & Non probability sampling methods, Characteristics of a test – standardization, reliability, validity, norms, Principles of Good Research

### 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) **Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)** Oxford: Blackwell Publishers
- **Anastasi, A., & Urbina, S. (2017). Psychological Testing, 7th Edition. Noida: Pearson India.**
- **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). **Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.)** Boston: Pearson Education.
- 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 Methods.** New York: Routledge.
- Broota, K.D. (1989) **Experimental Design in Behavioural Research**, NEW AGE INTERNATIONAL PUBLISHERS LTD.-NEW DELHI

### Discipline Specific Elective

SHPS305A/ SHPS335A	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 and to train students how to do clinical diagnosis by using different methods
- Developing an understanding of pursuing research in clinical psychology domains and developing interventions.

### Course Content

#### UNIT I

**Introduction:** Definition of Clinical Psychology, Historical development of Clinical Psychology in India. Professional Activities of Clinical Psychologists, Clinical psychology 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. Behavioural assessment and case study. Psychological Assessment: Interviewing and Observing behaviour. Cognitive and Personality Assessment

#### UNIT III

**Competencies and Models in Clinical Psychology** The core competencies: Assessment, Formulation, Intervention, Evaluation, Communication/consultation, and service delivery, leadership, Therapeutic Models: Behavioural approaches, cognitive therapy and cognitive-behaviour therapy, Psychodynamic therapy, Systemic and group approaches, Eclectic and integrative approaches.

#### UNIT IV

**Psychotherapies** Cognitive Behaviour Therapy, Rogers Client Centered Therapy, Guru-Chela relationship, Logotherapy: Vedantic Approach.

### Suggested 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.
- Plante, T. G. (2011). *Contemporary clinical psychology*. (3<sup>rd</sup> 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.
- 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 Delhi: Research India Press.
- Beg, M. A., & Beg, S. (1996). Logotherapy and the Vedantic view of life and mental well-being. *Journal des Viktor-Frankl-Instituts*, 1, 97-112.

SHPS337A	HEALTH PSYCHOLOGY	L	T	P	C
		5	1	0	6

### COURSE LEARNING OUTCOMES

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

1. Understand the close inter-relationship between mind-body.
2. Learn about how the mind contributes the diseases in the body
3. Learn about the role of life style patterns and diseases linked to it.
4. Learn how the behavioural principles explain healthy and unhealthy habits
5. Understanding the role of positive emotions in developing resilience
6. Demonstrate adequate knowledge about issues related to stress, stress management and coping.

## Course content

### UNIT I

Introduction: Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health

### Unit II

Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

### Unit III

Health Enhancing Behaviours: Exercise, nutrition, safety, pain, stress management

### Unit IV

Health and Well-being: Happiness; Life satisfaction; Resilience; Optimism and Hope

### Text Books

- Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Kindersley.
- Misra, G. (1999). Stress and Health. New Delhi: Concept.

### Reference Books/Materials

- Routledge. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.). NY: Wiley.
- Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). Positive psychology: The scientific and practical explorations of human strengths. New Delhi: Sage.
- Taylor, S.E. (2006). Health psychology. (6th Ed.) New Delhi: Tata McGraw Hill.

<b>SHPS145A/ SHPS125A</b>	<b>PSYCHOLOGICAL RESEARCH PRACTICUM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

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 familiarizes the students with the application of psychological tests in professional setting. The students are supposed to administer four tests.

- 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 edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
5. Kline T.J.B (2005). *Psychological testing*
6. Husain, A. (C.E) **Psychological Testing**. New Delhi: Pearson.ISBN: 978-81-317-7023-8.

**SEMESTER-VI**

**Core Paper**

<b>SHPS302A/ SHPS332A</b>	<b>ADVANCE SOCIAL PSYCHOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**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 methods

**UNIT II**

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

**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 Indian Context

**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, Delhi: Pearson.



- Myers, D., Sahajpal, P., Behera, P. (2011). Social Psychology (10th Edition). New Delhi: McGraw Hill.
- Mikkelson, B. (1995). Methods for Development Work and Research: A Guide for Practioners. New Delhi: Sage.
- Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). Applied Social Psychology: Understanding and Addressing Social and Practical Problems. New Delhi: Sage Publications.
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding Social Psychology across Cultures. New Delhi: Sage Publications.
- Ahuja, K. K., Dhillon, M., Juneja, A., Deepak, S. & Srivastava, G. (2019). Subverting Heteronormativity: An Intervention to Foster Positive Attitudes toward Homosexuality Among Indian College Students. Journal of Homosexuality, 66(6), 746-768. DOI: 10.1080/00918369.2018.1484230
- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. (2012). Community Psychology: Linking Individuals and Communities. Boston, MA: Engage Learning.
- Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Belmont, California: Wadsworth.
- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- Hewstone, M. (1996). Contact and categorization: Social psychological interventions to change intergroup relations. In N. Macrae, M. Hew stone, & C. Stangor (Eds.), Foundations of 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: A solution or a source of discrimination. Vision, 18(4), 317-325.
- Kapur, P., & Misra, G. (2011). Social identity in India: Continuities and fractures. In G. Misra (Ed.), Contemporary Indian Psychology. New Delhi: Oxford University Press.
- Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and 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. Austin & S. Worchel (Eds.), The social psychology of intergroup relations (pp. 33–48). Monterey, CA: Brooks/Cole.

SHPS304A/ SHPS334A	PSYCHOTHERAPEUTIC INTERVENTION	L	T	P	C
		4	0	0	4

### **COURSE LEARNING OUTCOMES**

- To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.
- 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 therapy, Ellis’s rational emotive behavior therapy.

#### **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 training, Bio-feedback relaxation, Jacobson muscular relaxation, Benson’s relaxation training

**Suggested Readings**

- Schaffer G.W. and Lazarus R.S. (1966). *Fundamental concepts in Clinical Psychology* – McGraw – Hill.
- 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.* New Delhi: Psycho Information Technologies. ISBN: 978-81-939227-6-7

**Discipline Specific elective**

SHPS306A/ SHPS336A	FORENSIC PSYCHOLOGY	L	T	P	C
		5	1	0	6

**COURSE LEARNING OUTCOMES**

- Being able to conceptualize forensic psychology as a distinct discipline within the wider field of psychology as well as an understanding of its historical roots.
- Developing an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.
- Understanding the roles of forensic psychologists and psychologists in court, and demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.
- Developing a working knowledge and understanding of the basic theory and methods of investigation used in forensic psychology

**Course Content**

**UNIT I**

**INTRODUCTION:** Defining forensic psychology, History of forensic Psychology, The roles of the Forensic Psychologist: Clinical and Experimental

**UNIT II**

**The Psychologist in Court** Expert evidence, Forensic reports, Pre-trial preparation, Forensic portfolio, Examination in chief, Cross Examination

**UNIT III**

**Eyewitness Testimony and False Confession** The accuracy of witness evidence Eyewitness evidence in court Consequences and types of false confession

**UNIT IV**

**Nature of profiling work: FBI Profiling** – Stage 1: Data assimilation stage; Stage 2: Crime scene classification; Stage 3: Crime scene reconstruction; Stage 4: Profile generation Statistical/Actuarial profiling

**Suggested 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* (3<sup>rd</sup> 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

<b>SHPS146A/ SHPS126A</b>	<b>PSYCHOTHERAPEUTIC INTERVENTION PRACTICUM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**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 familiarizes the students with the application of psychological tests in professional setting. The students are supposed to administer four tests.

- 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 edition). US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
5. Kline T.J.B (2005). *Psychological testing*

<b>SHPS308A/ SHPS338A</b>	<b>PROJECT/ DISSERTATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>5</b>	<b>1</b>	<b>0</b>	<b>6</b>

**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, suitable research designs, relevant research tools, standardized conduction, accurate data analysis techniques and adhering to ethical guidelines.
- Reporting research outcomes in a standardized, universally acceptable and comprehensible format.
- Gaining insights about the domain researched and critically reflecting on the steps of the research process.

**Course Content**

**UNIT 1**

Abstract & Introduction: Understanding the area of research, ethical guidelines of research, and finalization of Topic; Theoretical underpinnings

**UNIT 2**

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

**UNIT 3**

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

#### UNIT 4

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

**Thesis Evaluation-** As per the area of work the research done can either be empirical/data base d (quantitative, qualitative, or mixed - methods) or it can be in the form of a critical review of research and theory. The norms for Project are one class per week per student (1 credit). The remaining 5 credits shall be endorsed by the supervisor for library visits, field visits, laboratory work, participants' engagement, data collection, data analysis, and other project related work. The dissertation must be written in the APA format, not more than 50 pages (excluding references and appendices), with 1.5 spacing, both sides typed and soft bound. The marks distribution for Project should be as follows: (a) Report: 75 marks (b) Viva: 25 marks The thesis is to be evaluated for 75 marks as per the following breakup: Abstract: 5 marks Introduction (includes literature review and present study): 15 marks Method: 20 marks Results and Discussion: 30 marks References: 5 marks There should be one internal examiner and one external examiner to evaluate the thesis and for viva

<b>SHPSMO11A</b>	<b>Psychology in Everyday</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

#### COURSE LEARNING OUTCOMES

1. The students will be able to learn the ways in which psychology can be used in everyday life and in which insights from psychology as a discipline can be made available to a wider audience.
2. The students will get the insights about the processes that influence thoughts, emotions and behaviour including fallacies in thinking.

#### Unit 1:

Everyday psychology, Folk psychology, Psychology in the media & Popular psychology and its appeal.

#### Unit 2:

Everyday reasoning Irrationality Motivated reasoning, Social processes Identity and Interpersonal processes  
Within and between group behaviour.

#### Unit 3:

Applications of psychology Applying psychology Professional roles in psychology Issues in the application of psychology.

#### Unit 4:

Psychology in society Addressing discrimination and prejudice Psychology and race Psychology and women  
Environmental psychology and sustainability.

#### References:

1. Aronson, E., Wilson, T. D., and Akert, R. M. (2010). Social Psychology (7th Ed.). Upper Saddle River, NJ: Prentice Hall
2. Schultz, D. and Schultz, S.E. (2009). Psychology and Work Today (10th ed.). New Jersey: Pearson/Prentice Hall

