

**SYLLABUS OF B.A.**  
**PSYCHOLOGY**  
**PROGRAMME UNDER**  
**CBCS**  
**FY,SY & TY**

Papers for Choice Based Credit System  
**F.Y.B.A. Psychology: Academic year- 2017-2018**  
**&**  
**S.Y.B.A. Psychology: Academic year 2018-2019.**

Semester	Code	Paper Title	Credit
I	PSC101	Fundamentals of Psychology -I	3+1= 4
	PSG101	Child Psychology	4
II	PSC102	Fundamentals of Psychology-II	3+1=4
	PSG102	Psychology of Adolescence	4
III	PSC103	Social Psychology I	3+1=4
	PSG103	Psychology of Gender and Identity	4
	PSS101	Stress Management	4
IV	PSC104	Social Psychology II	3+1=4
	PSG104	Psychology and Media	4
	PSS102	Psychology and Life Adjustment	4

## **SEMESTER I:**

### **COURSE PAPERS PSC 101 -FUNDAMENTALS OF PSYCHOLOGY I**

### **PSG 101 - CHILD PSYCHOLOGY**

#### **B.A General/Honours SEMESTER I PSYCHOLOGY Paper Code: PSC 101 FUNDAMENTALS OF PSYCHOLOGY I**

#### **Objectives**

- *To develop knowledge of major concepts, theoretical perspectives, empirical findings and historical trends in psychology.*
- *To understand research methods in psychology and conduct basic experiments in psychology.*
- *To understand and apply psychological principles to different areas of life.*

**Total no. of credits: 03 (Theory) + 1 (Practicum)**

**Each Lecture is of 01 hour duration**

**Each Practicum is of 02 hours duration**

**Total no. of lectures per Semester: 45**

**No. of lectures per week: 3**

**Total no. of practicum classes per semester: 15**

**Total no. of practicum hours per semester: 30**

**Marking System**

**Total marks: 100**

**ISA: 15**

**SEE: 60**

**Practicum: 25**

#### **I) Nature of Psychology**

**(12 lectures)**

1. Psychology as a Science: Beginnings of psychology as a science, scientific way of thinking, Scientific method.
2. Types of Psychological Research: Descriptive, Correlational & Experimental Research
3. Contemporary Approaches to Psychology: Behavioural, Psychodynamic, Cognitive, Sociocultural Approaches; Behavioural Neuroscience, Evolutionary Psychology, Humanistic Movement and Positive Psychology

#### **II) Biological Foundations of Behaviour**

**(11 lectures)**

1. Divisions of the Nervous System
  2. Neurons: Specialized Cell Structure, Neural Impulse, Synaptic Transmission.
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3. Structures and functions of the Brain: Levels of Organization in the Brain, The Cerebral Cortex, Lobes, Somatosensory and Motor Cortex.
4. Endocrine System
5. Chromosomes, Genes and DNA

### **III) Learning and Conditioning**

**(11 lectures)**

1. Nature of Learning
2. Classical Conditioning
3. Operant Conditioning
4. Cognitive Learning
5. Observational Learning  
(Experiments, principles and applications for each Learning Theory)

### **IV) Memory**

**(11 lectures)**

1. Stages of Memory: Encoding, Storage, Retrieval
2. Methods of Retention: Recall, Recognition, Relearning
3. Models of Memory: Levels of processing, Parallel Distributed Processing, Information Processing Model.
4. Forgetting: Forgetting Curve, Decay theory, Interference Theory

### **Books for Reference:**

1. Santrock, J. W. (2006). *Psychology : Essentials 2*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
2. Ciccarelli, S.K., & Meyer, G.E. (2015). *Psychology*. India: Pearson India. 4th Edition.

### **Suggested Readings:**

1. Nolen – Hoeksema, Fredrickson, Loftus, Wagenaar. (2014). *Atkinson and Hilgard's: Psychology an introduction*. New Delhi: Cengage Learning India Private Limited.
2. Baron, R.A. (2012). *Psychology*. (5<sup>th</sup> Ed.). New Delhi, India: Pearson Prentice Hall.
3. Wade, C., & Tavris, C. (2007). *Psychology* (8<sup>th</sup> Ed.). New Delhi: Pearson Prentice Hall.
4. Lahey, B. (2008). *Psychology an introduction*. (10<sup>th</sup> Ed.). Tata Mc Graw Hill Higher Education.
5. Rathus, S. A. (2002). *Psychology in the new millenium*. (8<sup>th</sup> Ed.).USA: Harcourt College Publishers.

### **Suggested topics for assignments:**

- Careers for psychologists in India
- The difference between male and female brains
- Behaviour modification techniques for dealing with difficult behaviours in children (temper tantrum, acting out, hitting)
- Mnemonics

## SEMESTER I

### PSYCHOLOGY PRACTICUM

No of Credits: 01

No. of hours: 30

No of Experiments: 05

No of Tests: 3

No of students per batch: 15 students

Total marks: 25

#### Experiments

1. Memory for pleasant and unpleasant words
2. Stroop Effect (Cog Lab/ Cards)
3. Serial position effect in verbal learning
4. Learning efficacy of meaningful and meaningless verbal material.
5. Comparative study of recall and recognition as tests of retention.
6. Comparative study of free recall and serial recall.
7. False Memory (Cog Lab / Cards)
8. Conduct a survey on a sample size of 10. Suggested topics: Vocational Interests, Values, Attitudes and Opinions.

#### Recommended book for reference:

- Hussain, Akbar (2014). *Experiment in Psychology*. Publishers: PHI learning Pvt. Ltd.
- Mohanty. G. ( 2010). *Experiments in Psychology*. New Delhi: Kalyani Publishers.
- Dandekar. W.N(1999). *Experimental Psychology*. Pune: Proficient publishing house
- CogLab on a CD – any version may be used.
- Free online versions of few experiments available at the following websites.  
<http://psych.hanover.edu/>  
[www.psychologytoday.com](http://www.psychologytoday.com)  
<http://psychology.about.com>  
<http://opl.apa.org/>  
<http://www.ipsyhexpts.com>

#### Psychological Tests

1. Differential Aptitude Test ( Language Usage Part 1 & 2)
2. Emotional Quotient/Emotional Intelligence Test
3. Palsane Sharma Study Habits Inventory (PSSHI)
4. Mobile Phone Addiction Scale (Velayudhan)

**B.A. General/Honours  
SEMESTER I  
PSYCHOLOGY  
Paper Code: PSG 101  
CHILD PSYCHOLOGY**

**Objectives**

- *To understand the role of heredity and environment on development of children.*
- *To understand the biological, social and cognitive influences on the development of children*
- *To acquaint students with common disorders of childhood.*
- *To sensitize students to the needs of children with disabilities.*

**No. of Credits: 04**

**Total no. of lectures per Semester: 60**

**No. of lectures per week:04**

**Duration of a lecture: 01 hour**

**Marking Scheme**

**Total Marks:100**

**S.E.E: 80 marks**

**I.S.A: 20 marks**

**I) Introduction and Early Beginning of life**

**(15 Lectures)**

1. Heredity and environment
2. Genotype and phenotype
3. Prenatal development and stages and factors affecting prenatal development
4. The birth process, methods of child birth, birth complications

**II) Infancy and Toddlerhood**

**(15 Lectures)**

1. Physical development: Brain development, Sensory and motor skills
2. Nutrition and malnutrition.
3. Cognitive development: Sensory motor development, language development
4. Psychosocial development: Emotional development, Stranger wariness, Separation anxiety, Self-awareness, Self-recognition, Role of parent in psychosocial development, Attachment

**III) Early and Middle Childhood**

**(15 Lectures)**

1. Physical Development: Growth patterns, Physical and motor development, Brain development, Gross and fine motor skills, Changes in size and shape, Injuries and Abuse
2. Cognitive Development: Developmental theories of Piaget and Vygotsky
3. Psychosocial Development: Emotional development and Aggression, Prosocial behaviour, Self-esteem, Social acceptance, Gender differences, Peer group and friendships, Children's moral codes and values, Bullies and victims.

#### **IV) Children with Special Needs**

**(15 Lectures)**

1. Autism Spectrum Disorders
2. Learning Disabilities
3. ADHD
4. The Intellectually Challenged
5. Speech Disorders, Pica, Tics Disorder, Behaviour Problems.

#### **Books for study:**

1. Berk, L. E. (2014). *Child Development*. New Delhi: Pearson Education Dorling Kindersley India pvt Ltd.
2. Papalia, D. E., Olds, S. W., & Feldman, R. (2012). *Human Development*. (12<sup>th</sup>Ed). McGraw Hill, International Edition 2.
3. Santrock, J.W.(2013).*Child Development* (13<sup>th</sup> Edition).New Delhi: Tata McGraw Hill

#### **Books for reference:**

1. Berk, L. E. (2004). *Development through the lifespan*. (3rd Ed). New Delhi: Pearson Education Dorling Kindersley India.
2. Cook, J. L., & Cook, G. (2009). *Child development: principles and perspectives*. Boston: Pearson Education
3. Crandell, T. L., Crandell, C. H., & Zanden, J. W. V. (2009). *Human Development*. (9<sup>th</sup> Ed). New York: McGraw Hill.
4. Dacey, J. S. & Travers, J. F. (2004). *Human Development across the lifespan*. (5<sup>th</sup> Ed). McGraw Hill .
5. Feldman, R. S. (2014). *Development across the life span*. (7<sup>th</sup> Ed). New Jersey: Pearson Education

#### **Suggested Assignments:**

Surveys/Studies using a variety of techniques (Observation /Interviews /Questionnaires/ any other) on the following topics:

1. Care taken during pregnancy
2. Misconceptions regarding factors affecting prenatal development
3. Physical milestones during various stages of childhood
4. Nutrition and diet of children
5. Children's language development
6. Family environment and its influence on children's academic / personality development
7. Peer groups and friendship
8. Bullying and victimization
9. Interventions for children with special needs

**SEMESTER II:**

**COURSE PAPERS  
PSC 102 -FUNDAMENTALS OF PSYCHOLOGY II  
PSG 102- PSYCHOLOGY OF ADOLESCENCE**

**B.A General/Honours  
SEMESTER II  
PSYCHOLOGY  
Paper Code: PSC 102  
FUNDAMENTALS OF PSYCHOLOGY II**

**Objectives**

- *To develop knowledge of major concepts, theoretical perspectives, empirical findings and historical trends in psychology.*
- *To understand research methods in psychology and conduct basic experiments in psychology.*
- *To understand and apply psychological principles to different areas of life.*

**Total no. of credits: 03 (Theory) + 1 (Practicum)**

**Each Lecture is of 01 hour duration**

**Each Practicum is of 02 hours duration**

**Total no. of lectures per Semester: 45**

**No. of lectures per week: 3**

**Total no. of practicum classes per semester: 15**

**Total no. of practicum hours per semester: 30**

**Marking System**

**Total marks: 100**

**ISA: 15**

**SEE: 60**

**Practicum: 25**

**I) Sensation and Perception**

**(12 lectures)**

1. Nature of Sensation and Perception:
2. Visual System; Structure and function of the Eye, Dimensions of Perception: Depth & Motion Perception, Perceptual Constancy
3. Auditory System: Nature of Sound, Structure and Function of the Ear
4. Skin Senses, Chemical Senses, Kinaesthetic and Vestibular Senses

**II) Thinking, Problem Solving, and Reasoning**

**(11 lectures)**

1. Mental Imagery
  2. Concepts: Nature, types, prototypes
  3. Problem Solving: Trial and error, algorithms, heuristics
  4. Reasoning: Deductive and Inductive reasoning
  5. Creativity
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### **III) Motivation and Emotion**

**(11 lectures)**

1. Nature of motivation
2. Approaches to understanding motivation: Instinct, Drive reduction, Arousal, Incentive, Homeostasis
3. Biological Motives: Thirst & Hunger
4. Nature of Emotion: Theories of Emotion: James Lange, Cannon Bard, Cognitive Arousal, Facial Feedback Hypothesis

### **IV) Personality**

**(11 lectures)**

1. Nature of personality
2. Theories of Personality: Psychoanalysis, Humanistic view, Trait theories
3. Assessment of personality

### **Books for Reference:**

1. Santrock, J. W. (2006). *Psychology : Essentials 2*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
2. Ciccarelli, S.K., & Meyer, G.E. (2015). *Psychology*. India: Pearson India. 4th Edition.

### **Suggested Readings:**

1. Nolen – Hoeksema, Fredrickson, Loftus, Wagenaar. (2014). *Atkinson and Hilgard's: Psychology an introduction*. New Delhi: Cengage Learning India Private Limited.
2. Baron, R.A. (2012). *Psychology*. (5<sup>th</sup> Ed.). New Delhi, India: Pearson Prentice Hall.
3. Wade, C., & Tavis, C. (2007). *Psychology* (8<sup>th</sup> Ed.). New Delhi: Pearson Prentice Hall.
4. Lahey, B. (2008). *Psychology: An Introduction*. (10<sup>th</sup> Ed.). Tata Mc Graw Hill Higher Education.
5. Rathus, S. A. (2002). *Psychology in the New Millenium*. (8<sup>th</sup> Ed.).USA : Harcourt College Publishers.

### **Suggested topics for assignments:**

- Extrasensory Perception: Reality or Illusion
- Developing creativity in children through art.
- Case study of any eating disorder.
- Personality testing on the internet

**SEMESTER II  
PSYCHOLOGY PRACTICUM**

**No of Credits: 01**

**No. of hours: 30**

**No of Experiments: 05**

**No of Tests: 3**

**No of students per batch: 15 students**

**Experiments**

1. Identification of Emotions from Facial Expressions
2. Set in problem solving
3. Colour preference by the method of paired comparison
4. Prototypes: CogLab / Cards
5. Zeigarnik effect
6. Immediate Memory Span for letters and digits
7. Mental Imagery
8. Optical Illusion: Muller – Lyer.

**Recommended book for reference:**

- Hussain, Akbar (2014). *Experiments in Psychology*. Publishers: PHI learning Pvt. Ltd.
- Mohanty. G. ( 2010). *Experiments in Psychology*. New Delhi: Kalyani Publishers.
- Dandekar. W.N(1999). *Experimental Psychology*. Pune: Proficient publishing house
- CogLab on a CD – any version may be used.
- Free online versions of few experiments are available at the following websites:  
<http://psych.hanover.edu/>  
[www.psychologytoday.com](http://www.psychologytoday.com)  
<http://psychology.about.com>  
<http://opl.apa.org/>  
<http://www.ipsyhexpts.com>

**Psychological Tests**

1. Differential Aptitude Test (Verbal Reasoning)
2. Dimension of Friendship scales
3. Spiritual Quotient/Spiritual Intelligence Test
4. Self-Esteem Scale
5. NEO-PI - Personality Test.

**B.A. General/Honours  
SEMESTER – II  
PSYCHOLOGY  
Paper Code: PSG: 102  
PSYCHOLOGY OF ADOLESCENCE**

**Objectives**

- *To develop knowledge of major concepts and trends in adolescent psychology.*
- *To understand and apply psychological principles to different areas of adolescent life.*
- *To identify the problems occurring in adolescence with a focus on prevention.*

**No. of Credits: 04**

**Total no. of lectures per Semester:60**

**No. of lectures per week:4**

**Duration of Class: 01 hour**

**Marking System**

**Total Marks: 100**

**S.E.E: 80 marks**

**I.S.A: 20 marks**

**I) Nature of Adolescence.**

**(15 lectures)**

1. The Historical Perspective: Hall's Storm and Stress View, Mead's Socio-cultural view of Adolescence.
2. The Nature of Development: Processes and Periods, Developmental Transitions
3. Puberty: Determinants of Puberty, Growth Spurt, Sexual Maturation, Psychological Dimensions of Puberty.
4. Adolescence Health: Nutrition, Exercise, Sports and Sleep

**II) The Self, Personality and Achievement in Adolescence.**

**(15 lectures)**

1. The Self: Self Understanding, Self- Esteem and Self Concept
2. Identity: Erickson's Ideas on Identity, Developmental Changes in Identity, Identity and Social Contexts, Identity and Social Intimacy
3. The Importance of Achievement in Adolescence: Achievement Motivation Process, Time Management, Mentoring, Motivational Obstacles to Achievement.

**III) The Adolescent's Social World.**

**(15 lectures)**

1. Family Processes: Reciprocal Socialization and the family as a system.
2. Adolescent's and Emerging Adult's Relationship with Parents: Parents as Managers, Parenting Styles, Gender, Parenting and Co-parenting, Parent- adolescent conflict
3. Sibling Relationships: Sibling Roles, Birth order.
4. The Changing Family in a changing society: Divorced Families, Stepfamilies, Working Parents

**IV) Adolescent Sexuality and other Problems**

**(15 lectures)**

1. The Sexual Culture and developing a Sexual Identity
2. Sexual Attitudes and Behaviour: Self –stimulation, Contraceptive Use, Adolescent Pregnancy, Sexually Transmitted Infections, Sources of Sex Information

3. Problems in Adolescence and Prevention: Drug Use, Juvenile Delinquency, Depression, Suicide and Self-harm, Problems related to Media and Technology.

**Books for Reference:**

- 1) Santrock, J.W. (2015). *Adolescence*. (16th Ed.). New York: Tata McGraw Hill.
- 2) Dolgin, K.G. (2010). *The Adolescent: Development, relationships, and culture* (13th Edition) 13th Edition.
- 3) Geldard, K. (2009). *Practical interventions for young people at risk*. New Delhi: Sage Publications Pvt. India Ltd.
- 4) Swanson, D.E., Edwards, M.C., Spencer, M.B. (2010). *Adolescence-Development during a global era*. (1<sup>st</sup> Edition) Academic Press.

**Suggested Readings:**

- 1) Thamarasseri, I.(2016). *Adolescence education*. New Delhi: Dominant Publishers & Distributors Pvt. Ltd.
  - 2) Gardner, H., Davis, K. ( 2014).*The app generation: How today's youth navigate identity, intimacy, and imagination in a digital world*. U.S.A: Yale University Press.
  - 3) Shaffer, D. R., & Kipp, K. (2008). *Developmental psychology: Childhood and adolescence*. ( 8<sup>th</sup> Edition).U.S.A: Thomson Learning Pvt. Limited.
  - 4) Schab, L.M. (2013).*The self-esteem workbook for teens: Activities to help you build confidence and achieve your goals*. U.S.A: New Harbinger Publications, Inc.
  - 5) Collins-Donnelly, K. (2012). *Starving the anger gremlin: A cognitive behavioural therapy workbook on anger management for young people*. U.S.A: Trafford Publishing.
  - 6) Madeline, L. (2008).*The price of privilege: How parental pressure and material advantage are creating a generation of disconnected and unhappy kids*. New York: Harper Collins Publishers.
  - 7) Serafini, T., Rye.B.J., Draydale, M. (2008).*Taking sides: Clashing views in adolescence* (3rd Edition) U.S.A: McGraw-Hill Higher Education.
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**Semester III:**  
**COURSE PAPERS**

PSC103	Social Psychology I
PSG103	Psychology of Gender and Identity
PSS101	Stress Management

**BA. GENERAL/HONOURS**  
**SEMESTER III**  
**PSYCHOLOGY**  
**PAPER CODE: PSC103**  
**SOCIAL PSYCHOLOGY I**

*Objectives:*

- To understand basic concepts and changing trends in Social Psychology.
- To develop a psychological analysis of relations between the individual and society.

**Total no. of credits: 03 (Theory) + 1 (Practicum)**

**Each Lecture is of 01 hour duration**

**Each Practicum is of 02 hours duration**

**Total no. of lectures per Semester: 45**

**No. of lectures per week: 3**

**Total no. of practicum classes per semester: 15**

**Total no. of practicum hours per semester: 30**

**Marking System**

**Total marks: 100**

**ISA: 15**

**SEE: 60**

**Practicum: 25**

**I) The Field of Social Psychology (12 lectures)**

1. Definition, scientific nature and main ideas of Social Psychology.
2. Social Psychology in the new millennium: cognition, social neuroscience, multicultural perspective, implicit processes & application.
3. Social Psychology and human values
4. The role of theory in Social Psychology
5. Social behaviour and social thought in India.

## **II) Understanding the social world (11 lectures)**

1. Social cognition: Schemas, heuristics and errors
2. Non-verbal communication: Basic channels
3. Attribution – Theories, sources and errors
4. Impression formation and management: Asch's research, Tactics for “looking good” to others.

## **III) Evaluating the social world (11 lectures)**

1. Attitude formation.
2. Determinants of attitude- behaviour link
3. Persuasion: Models, determinants, peripheral cues & resistance
4. Cognitive Dissonance

## **IV) Affiliation and Attraction (11 lectures)**

1. Affiliation: Determinants and problems.
2. Ostracism and discrimination
3. Interpersonal attraction: Target –centered; Perceiver- centered determinants and Online attraction
4. Romantic relationships – Love and types of love
5. Determinants of a lasting relationship: Satisfaction and commitment

### **Books for Reference :**

1. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). *Social psychology*. (12<sup>th</sup> ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009.
2. Baron, R.A., Byrne, D. & Bhardwaj, G (2010). *Social psychology* (12<sup>th</sup> Ed). New Delhi: Pearson.
3. Crisp, R.J., Turner, R.N. (2014). *Essential social psychology*, Third Edition, New-Delhi: Sage publications India Private Ltd.
4. Myers, D.J., Sahagpal, P., Behera, P. (2012). *Social psychology*, Tenth Edition, McGraw Hill Education India Private Ltd. (Reprint 2013).
5. Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems*. New Delhi: Sage.

### **Suggested Readings:**

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). *Social psychology*. (6<sup>th</sup> ed.), New Jersey: Pearson Education, Prentice Hall
2. Baumeister, R. F., & Bushman, B. J. (2008). *Social psychology and human nature*. International student edition. USA: Thomson Wadsworth.
3. Delamater, J. D., & Myers, D. J. (2007). *Social psychology*. (6<sup>th</sup> ed.), USA: Thomson Wadsworth, International student edition.

### **Suggested topics for assignments:**

1. Study of non-verbal channels of communication among college students
2. Conduct a workshop on the power of assertiveness

3. Conduct a survey on factors determining attraction among college students
4. Identify 5 cases of cognitive dissonance and provide an analysis in the form of an assignment.

**SEMESTER III  
PSYCHOLOGY PRACTICUM**

**No of Credits: 01**

**No. of hours: 30**

**No of Experiments: 05**

**No of Tests: 3**

**No of students per batch: 15 students**

**Total marks: 25**

**Experiments**

1. Reliability of Testimony/ Suggestibility
2. Impression Formation
3. Verbal Imagination
4. Role of Emotions in Learning
5. Semantic Differential
6. Nature of Task and Task Performance
7. Word Superiority Effect (Coglab)
8. Conduct an interview (sample size = 5) to study any one of the following: determinants of interpersonal attraction, non-verbal communication patterns among college students, determinants of marital satisfaction.

**Tests/ Scales**

1. Intelligence scale – verbal or non-verbal ( e.g SPM / NVTI).
2. Interest inventory – VIR/any other scale of interest.
3. Personality test – HSPQ/ any other scale of personality
4. Abstract Reasoning – DAT.
5. Adolescent's Coping Scale – e.g Frydenberg and Lewis 1993

**Books for Reference**

1. Baron, R., Byrne, D., & Branscombe, R.N. *Social psychology*. (10<sup>th</sup> Ed.). New Delhi: Pearson Prentice Hall of India Pvt. Ltd.
2. Mohanty, G. (1996). *Experiments in psychology*. New Delhi: Kalyani Publishers.
3. Dandekar, W.N. (1999). *Fundamentals in experimental psychology*. Pune: Anmol Prakashan.

4. Kuppuswamy, B. (1954). *Elementary experiments in psychology*. Madras: Geoffrey Cumberledge Oxford University Press.
5. Parry, J., & Adisheshiah, W. (1997). *Experimental psychology*. Bombay: Allied Publishers Private Limited.
6. Parmeshwaran, E.G. & Rao, B. Taramanohar, (1962). *Manual of Experimental Psychology*, Lalvani Publishing House, Bombay.

**B.A General/Honours**

**SEMESTER III**

**PSYCHOLOGY**

**Paper Code: PSG103**

**PSYCHOLOGY OF GENDER AND IDENTITY**

**Objectives**

- *To understand the biological, social and cognitive influences on gender*
- *To comprehend the origins of gender stereotyping*
- *To understand contemporary gender issues*

**Number of credits: 04**

**Total no. of lectures per Semester: 60**

**No. of lectures per week: 4**

**Duration of a lecture: 01 hour**

**Marking System**

**Total Marks: 100**

**SEE: 80 marks**

**ISA: 20 marks**

**I) Introduction to Gender and Identity (15 lectures)**

1. Concepts of Gender: Sexuality, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes.
2. Concepts of Identity: Multiple identities.
3. Influences on gender: Biological, Social and Cognitive.
4. Gender similarities and differences: Physical, Cognitive and Socio-emotional.
5. Gender in context

**II) Gender Identity (15 lectures)**

1. Emergence of Gender Identity
2. Gender Identity in middle childhood and adolescence
3. Gender schema theory
4. Gender differences in development, communicating and aging

### **III) Gender in Transition**

*(15 lectures)*

1. Social behaviour of men and women
2. Changing roles for men and women
3. Glass ceiling effect
4. Consequences of token women in high places
5. Encouraging non-gendered attitudes

### **IV) Gender Differences**

*(15 lectures)*

- 1 Independence versus connectedness
- 2 Social dominance
- 3 Aggression
- 4 Sexuality
- 5 Culture and gender

### **Books for Reference:**

1. Berk, L. E. (2014). *Child development* (9th edition ed.). Delhi: PHI Learning Private Limited.
2. Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2013). *Social psychology*. Delhi: Dorling Kindersley Pvt. Ltd.
3. Myers, D. G. (2010). *Exploring social psychology* (4th edition ed.). New York: Tata McGraw-Hill Edition.
4. Santrock, J. W. (2008). *A topical approach to life-span development* (3rd Edition ed.). New Delhi: Tata McGraw Hill Edition.
5. Santrock, J. W. (2013). *Child development* (13th edition ed.). New Delhi: Tata McGraw Hill Edition.
6. Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). *Social psychology*. New Delhi: Pearson.

### **Suggested Readings:**

1. Alice, H., Eagly, Beal. E., Anne, J. Robert.,(2004). *The psychology of gender*. Sternberg Guilford Press.
2. Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). *Social psychology*. South Asia: Dorling Kindersely (India).

3. Myers, D. G. (2007). *Social psychology*. (8. Edition, Ed.) New Delhi: Tata McGraw Hill Edition.
4. Vicki, S. Helgeson. (2017). *The psychology of gender*. (5<sup>th</sup> Edition). New York: Pearson Education

**Assignments topics:**

1. Community Visit to an agency that provides some type of social services to women and children. Students will write a reflection about their experience
2. Listing characteristics of ideal man, woman, person and ideal characteristics associated with certain jobs-similarities, overlap and differences.
3. Film review of instances of violence/abuse, objectifying and discrimination of women.
4. Interview/study of single or separated /divorced persons.
5. Study of at least two women who are pioneers in a male dominated profession.
6. Select a stereotype and translate into psychological terms and discuss.

**B.A. GENERAL/HONOURS  
SEMESTER – III  
PSYCHOLOGY  
Paper Code: PSS101  
STRESS MANAGEMENT**

**No. of Credits: 04**

**Total no. of lectures per Semester: 60**

**No. of lectures per week: 4**

**Duration of a lecture: 01 hour**

**Marking System**

**Total Marks:100**

**S.E.E: 80 marks**

**I.S.A: 20 marks**

*Objectives:*

- *To understand the concept of stress*
- *To study the impact of stress on health*
- *To learn strategies to cope/ manage stress*

**I ) Understanding Stress (15 Lectures )**

1. Nature of stress: components, stress appraisals, characteristics of stressful events, good stress v/s bad stress.
2. Dimensions of stress: biological aspects & psychosocial aspects of stress.
3. Sources of stress: within the person, family & community/society.
4. Individual differences in coping with stress.
5. Potential effects of stress: impaired task performance, disruption of cognitive functions, PTSD, Psychological problems and disorders, physical illness, positive effects.

**II) Stress and Health (15 Lectures )**

1. Diathesis stress model
2. Burnout: meaning, Burnout Stress Syndrome, Distinct stages of burnout.
3. Stress behaviour and illness
4. Psychoneuroimmunology
5. Stress and cardiovascular disorders: hypertension, coronary heart diseases.
6. Psychophysiological disorders and stress

**III ) Managing Stress – 1 ( 15 hours )**

1. Psychosocial modifiers of stress: Social support, Sense of personal control, Personality as resilience and vulnerability.
2. Methods: Yoga, Meditation, Relaxation techniques

#### **IV) Managing Stress – 2**

**( 15 hours )**

1. Stress management strategies: Avoid unnecessary stress, Alter the situation, Adapt to the stressor, Accept the things that can't change, Make time for fun and recreation/ hobbies, Adopt a healthy lifestyle.
2. Approaches to coping:
  - A) Coping patterns of limited value: giving up, striking out at others, Self-indulgence, blaming self, using defensive coping.
  - B) Constructive coping:
    - i. Appraisal focused coping: Ellis Rational Thinking, Humour as a stress reducer, Positive reinterpretation.
    - ii. Problem -focused coping: Using systematic problem solving, seeking help, using time more effectively, improving self-control.
    - iii. Emotion- focused coping: Enhancing emotional awareness, releasing pent-up emotions, managing hostility and forgiving others.

#### **Books for References:**

4. Carr, A. (2004). *Positive psychology: The science of happiness and human strength*. UK: Routledge.
5. DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson
6. Ghosh, M.(2015). *Health psychology-concepts in health and wellbeing*. New Delhi: Pearson
7. Weiten, W. & Lloyd, M.A (2007). *Psychology applied to modern life*. New Delhi: Thomson Delmar Learning.
8. Sarafino, E.P. (2012). *Health psychology: Bio psychosocial interactions ( 7th Ed.)*. NY: Wiley.

#### **Suggested topics for assignments:**

6. Assess yourself on stress using „ Hassles Assessment Scale for students in college“(HASS/col)
  7. Conduct a survey using the adolescent coping scale with sample size 10 and identify the coping styles among adolescents.
  8. Develop a workshop on stress management for college students
  9. Keep a diary of stress management strategies used in daily life for 3 months
-

## SEMESTER IV

### COURSE PAPERS

PSC104	Social Psychology II
PSG104	Psychology and Media
PSS102	Psychology and Life Adjustment

**BA. GENERAL/HONOURS  
SEMESTER IV  
PSYCHOLOGY  
PAPER CODE: PSC104  
SOCIAL PSYCHOLOGY II**

*Objectives:*

- To impart knowledge of the basic concepts and understand changing trends in Social Psychology.
- To foster interest in Social Psychology as a field of study and research.
- To understand the applications of Social Psychology in everyday life.

**Total no. of credits: 03 (Theory) + 1 (Practicum)**

**Each Lecture is of 01 hour duration**

**Each Practicum is of 02 hours duration**

**Total no. of lectures per Semester: 45**

**No. of lectures per week: 3**

**Total no. of practicum classes per semester: 15**

**Total no. of practicum hours per semester: 30**

**Marking System**

**Total marks: 100**

**ISA: 15**

**SEE: 60**

**Practicum: 25**

**I) Prosocial Behavior (11 lectures)**

1. Definition and origins of prosocial behaviour.
2. Determinants of helping: Situation, perceiver and recipient centered factors.
3. Decision to help in an emergency: Five essential steps.
4. Egoistic and altruistic routes to helping.
5. Promoting prosocial behavior

## **II) Social Influence (12 lectures)**

1. Conformity: Reflections on classic studies, determinants and asserting uniqueness.
2. Compliance: Tactics of compliance.
3. Obedience to authority: Milgram's research, determinants.
4. Prejudice: Sources, consequences and ways to reduce prejudice.
5. Aggression: Determinants, forms and prevention

## **III) Group Processes (11 lectures)**

1. Types of groups
2. Social facilitation
3. Social loafing and deindividuation
4. Group polarization and group think
5. Conflicts: Factors creating conflict and ways to achieve peace.

## **IV) Applying Social Psychology (11 lectures)**

1. Social Psychology and health: Promoting healthy lifestyles
2. Social Psychology in the court: Eyewitness testimony
3. Social Psychology and the world of work: Job satisfaction and organizational citizenship behaviours
4. Social Psychology and the sustainable future: Enabling sustainable living, socio-moral responsibility; the Indian example.

### **Books for Reference :**

1. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). *Social psychology*. (12<sup>th</sup> ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009.
2. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social psychology* (12<sup>th</sup> Ed).New Delhi: Pearson.
3. Crisp, R.J., Turner, R.N. (2014). *Essential social psychology*, Third Edition, New-Delhi: Sage publications India Private Ltd.
4. Myers, D.J., Sahagpal, P., Behera, P. (2012). *Social psychology*, Tenth Edition, McGraw Hill Education India Private Ltd. (Reprint 2013).
5. Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems*. New delhi: Sage publications.

### **Suggested Readings:**

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). *Social psychology*. (6<sup>th</sup> ed.), New Jersey: Pearson Education prentice Hall
2. Baumeister, R. F., & Bushman, B. J. (2008). *Social psychology and human nature*. International student edition, Thomson Wadsworth USA.
3. Delamater, J. D., & Myers, D. J. (2007). *Social psychology*. (6<sup>th</sup> ed.), ThomsonWadsworth International student edition, USA

### **Suggested topics for assignments:**

- a. Evaluate the applications of social psychology in relationships

- b. Analyse the concepts of groupthink and social loafing in group work
- c. Identify ways of being proactive in the community
- d. Critically analyse the concept of prejudice at work.

**SEMESTER IV  
PSYCHOLOGY PRACTICUM**

**No of Credits: 01**

**No. of hours: 30**

**No of Experiments: 05**

**No of Tests: 3**

**No of students per batch: 15 students**

**Total marks: 25**

**Experiments**

1. Effect of group opinion on individual judgment
2. Free association
3. Strength of Motives
4. Extrapolative gap filling
5. Memory for names and faces
6. Bias in Reasoning
7. Risky decisions (Coglab)
8. Conduct an interview (sample size = 5) to study any one of the following: aggression in relationships, tactics of compliance, and initiatives towards pro-social behavior among college students.

**Tests/ scales**

1. Aggression Scale e.g. Pal and Naqvi
2. Friendship Scale e.g. Chandna and Chadha
3. Space Relations-DAT
4. Locus of Control Scale e.g. Levenson Scale
5. Internet Addiction Scale e.g. Young 1998

**Books for Reference**

1. Baron, R., Byrne, D., & Branscombe, R.N. *Social psychology*. (10<sup>th</sup> Ed.). New Delhi: Pearson Prentice Hall of India Pvt. Ltd.
2. Mohanty, G. (1996). *Experiments in psychology*. New Delhi: Kalyani Publishers.
3. Dandekar, W.N. (1999). *Fundamentals in experimental psychology*. Pune: Anmol Prakashan.
4. Kuppaswamy, B. (1954). *Elementary experiments in psychology*. Madras: Geoffrey Cumberlege Oxford University Press.
5. Parry, J., & Adisheshiah, W. (1997). *Experimental psychology*. Bombay: Allied Publishers Private Limited.
6. Parmeswaran, E.G. & Rao, B. Taramanohar, (1962). *Manual of Experimental Psychology*. Bombay: Lalvani Publishing House.

**B.A. GENERAL/HONOURS**  
**SEMESTER IV**  
**PSYCHOLOGY**  
**Paper Code: PSG104**  
**PSYCHOLOGY AND MEDIA**

**Objectives:**

- *To understand the interaction between Psychology and Media*
- *To understand the underlying psychological processes and mechanisms used in media*
- *To study the ways in which the predominance of media and its technologies have influenced the behaviour of people*

**Number of credits: 04**

**Total no. of lectures per Semester: 60**

**No. of lectures per week: 4**

**Duration of a lecture: 01 hour**

**Marking System**

**Total Marks: 100**

**SEE: 80 marks**

**ISA: 20 marks**

**I) Introduction to Media Psychology**

**(15 lectures)**

1. Defining “Mass Media” and its Territory
2. Psychology and Media: An uneasy relationship?
3. Practising media psychology
4. Media and social responsibility.

**II) Media and Advertising.**

**(15 lectures)**

1. Role of psychology in advertising.
2. Cognitive and behavioural effects of advertising.
3. Rhetorical effects of advertising.
4. Advertising and children.
5. Ethical dimensions in Indian Advertising.

### **III) Issues in Media Psychology.**

**(15 lectures)**

1. Children: Development of children's understanding of fantasy-reality distinction in TV, children's socialisation through media.
2. Media use in Adolescence: Media influence on adolescent body image.
3. Media violence: Immediate effects of watching violent media.
4. Mass media and mental illness.
5. Sports and media.

### **IV) Interaction with Media.**

**(15 lectures)**

1. History and appeal of audience-participation media.
2. The viewer as a psychologist: Identification and parasocial interaction.
3. Social aspects of internet use.
4. Guidelines and training for media performance.
5. Impact of mass media: Mass media and modern culture.

### **Books For Reference:**

1. Giles, D. (2003). *Media psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.
2. Rajsekhar, T. (2007). *Journalism: Ethics and objectives*. New Delhi: Sonali Publications.
3. Aggarwal, V. B. (2002). (Ed.). *Media and society: Challenges and opportunities*. New Delhi: Concept Publication Company.

### **Suggested readings:**

Wood, R. N. (1983). *Mass media and individual*. Minnesota: Woods.

Haugtvedt, C. P., Herr, P. M. & Kardes, F. R. (Eds). (2008). *Handbook of consumer psychology*. NY: Psychology press.

Krish, S. J. (2006). *Children, adolescents and media violence*. New York: SAGE.

Wanke, M. (Ed) (2009). *Social psychology of consumer behavior*. NY: Taylor and Francis Group.

Dill, K. E. (2009). *How fantasy becomes reality. Seeing through media influence*. New York: Oxford University Press.

Jansson-Boyd, C. V. (2010). *Consumer psychology*. England: Open University Press.

Montgomery, K. C. (2007). *Generation digital*. MIT press.

**Suggested Topics For Assignments:**

1. Film/TV review of any film/TV serials that indicate influence of mass media on people, i. e., No one killed Jessica/Madmen.
2. Media and politics in terms of influencing viewer thoughts.
3. Role of TV/Print media in promotion/disruption of communal harmony.
4. Role of media in moral policing.
5. Classic Indian advertisements.
6. Value conflicts in advertising.
7. Portrayal of women in media.
8. WhatsApp as a news medium.
9. Virtual relationships.

**B.A. GENERAL/HONOURS  
SEMESTER IV**

**PSYCHOLOGY**

**Paper Code: PSS102**

**PSYCHOLOGY AND LIFE ADJUSTMENT**

**Objectives:**

- *To understand basic concepts and modern trends in Psychology of Adjustment.*
- *To apply principles of adjustment in every-day life.*
- *To develop skills required to adjust to life situations.*

**Number of credits: 04**

**Total no. of lectures per Semester: 60**

**No. of lectures per week: 04**

**Duration of a lecture: 01 hour**

**Marking System**

**Total Marks: 100**

**SEE: 80 marks**

**ISA: 20 marks**

**I) Adjusting to Modern Life**

**(15 Lectures)**

1. Adjustment: Definition
2. The Roots of Happiness: An empirical analysis.
3. Characteristics of Effective Adjustment: Accurate perception of reality, ability to cope with stress and anxiety, positive self-image, good interpersonal feelings.
4. The 10 Hallmarks of well-being.
5. Skill Based Activities: Process of knowing yourself- SWOC Analysis, developing a positive attitude, improving self –esteem.

**II) Sexuality and Intimate Relationships**

**(15 Lectures)**

1. Men and Women: Changing view of sexuality, sexual communication, Individual differences, love and sex.
2. Adjusting to Intimate Relationships: Sharing responsibilities, communication and conflict, mindfulness, making the relationship better.
3. Divorce and its Consequences.
4. Skill Based Activities: Developing the art of communication- listening, speaking, and body language, building relationships with friends, family, intimate relationships.

### III) Emotions and Coping

(15 Lectures)

1. Understanding Emotions: What are emotions? Experiencing, expressing, managing emotions, special emotions, emotional intelligence.
2. Death and dying: Awareness of death, near-death experiences, the experience of dying, bereavement and grief.
3. Skill Based Activities: Strategies to enhance emotional intelligence, coping with anger, fear and failure, conflict management.

### IV) Careers and Decision Making

(15 Lectures)

1. Choosing a career: Family influences and personal characteristics, researching job characteristics, using psychological tests for career decisions.
2. The changing world of work: Work place trends, education and earnings, challenges of change, work life balance.
3. Decision making and personal growth: Identifying basic decisions, making new decisions, making better decisions, practical applications.
4. Skill Based Activities: Goal setting, team work, preparing a CV/Resume, interview skills, time Management.

**ALL SKILL BASED ACTIVITIES SHOULD BE RECORDED IN A JOURNAL AND MARKED AS PART OF ISA**

#### Books for Reference:

5. Alex, K. (2011). *Soft skills: Know yourself & know the world*. New Delhi: S. Chand & Company Ltd.
6. Duffy K.G., Atwater E. (2014) *Psychology for Living: Adjustment, growth and behaviour today*. (11<sup>th</sup> Ed.)India. Pearson Education.
7. Sherfield, R.N., Montgomery, R.J., & Moody, P.G. (2010). *Cornerstone: Developing soft skills*. Delhi: Pearson. 4<sup>th</sup> Edition.
8. Wadkar, A. (2016). *Life skills for success*. New Delhi: Sage.
9. Weiten W., Lloyd M. A., (2004). *Psychology applied to modern life* (8<sup>th</sup> Edition). New Delhi: Thomson Learning Inc.
10. Baumgardner, S.R. Crothers M.K. (2010). *Positive Psychology*. Upper Saddle River,NJ: Prentice Hall.

#### Suggested Readings:

3. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
4. Laurance, S. F. (1936). *The Psychology of adjustment*. Houghton Mifflin Company.  
Gorlow, L., Kalkovsky, W. (1959). *Readings in the psychology of adjustment*. London. McGraw Hill.
5. Rathus, S. A. &Nevid, J.S. (2002). *Psychology and the challenges of life :Adjustment in the new millennium* (8th Ed.). New York : John Wiley & Sons.
6. Patel, M.K. &Nasit, T.B. (2008). *Stress, emotions, coping and health*. Rajkot : Saurashtra University Press.
7. Zinta, R. L. &Kumari, S. (2016). *Psychology of marriage*. New Delhi: Indu Book Services.

The Question Paper Format for a course paper of 4 credits (only theory) is having SEE of 80 marks and for a course paper of 4 credits (theory + practicum) having SEE of 60 marks.

**A. QUESTION PAPER FORMAT FOR SEE OF 80 MARKS:**

Each chapter will carry equal weightage of 20 marks as specified below:

QUESTION NO.	QUESTION TYPE	MARKS ALLOTTED
Q.NO. I (Based on chapter one only)	<b>A.</b> Short notes on <b><u>any two</u></b> out of three given. i) ii) iii)	<b><u>10</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. II (Based on chapter two only)	<b>A.</b> Short notes on <b><u>any two</u></b> out of three given. i) ii) iii)	<b><u>10</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. III (Based on chapter three only)	<b>A.</b> Short notes on <b><u>any two</u></b> out of three given. i) ii) iii)	<b><u>10</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. IV (Based on chapter four only)	<b>A.</b> Short notes on <b><u>any two</u></b> out of three given. i) ii) iii)	<b><u>10</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
<b>Total marks: 80</b>		

**B. QUESTION PAPER FORMAT FOR SEE OF 60 MARKS:**

Each chapter will carry equal weightage of 15 marks as specified below:

QUESTION NO.	QUESTION TYPE	MARKS ALLOTTED
Q.NO. I (Based on chapter one only)	<b>A.</b> Short notes on <u>any one</u> out of two given. i) ii)	<b>5</b>
	<b>B.</b> Essay type: answer <u>any one</u> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. II (Based on chapter two only)	<b>A.</b> Short notes on <u>any one</u> out of two given. i) ii)	<b>5</b>
	<b>B.</b> Essay type: answer <u>any one</u> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. III (Based on chapter three only)	<b>A.</b> Short notes on <u>any one</u> out of two given. i) ii)	<b>5</b>
	<b>B.</b> Essay type: answer <u>any one</u> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. IV (Based on chapter four only)	<b>A.</b> Short notes on <u>any one</u> out of two given. i) ii)	<b>5</b>
	<b>B.</b> Essay type: answer <u>any one</u> out of the two given. i) ii)	<b><u>10</u></b>
<b>Total Marks: 60</b>		

## ANNEXURE I

### CBCS T.Y.B.A. PSYCHOLOGY-GENERAL

Papers for Choice Based Credit System for T.Y.B.A. Psychology commencing in 2019-2020.

**Semester V:** PSC 105 is a compulsory core paper. One discipline specific elective paper will be selected from PSD 101/ PSD 102/ PSD 103/ PSD 104.

**Semester VI:** PSC 108 is a compulsory core paper. One discipline specific elective paper will be selected from PSD 105/ PSD 106/ PSD 107. However, PSP (Project in Psychology) may be offered in lieu of the discipline specific elective paper in semester VI.

Semester	Code	Course Title	Credit
V	PSC105	Understanding Psychological Disorders	4
	PSD101/ PSD102/ PSD103/ PSD104	Statistics for Psychology/ Health Psychology/ Educational Psychology/ Criminal Psychology	4
VI	PSC108	Human Resource Management	4
	PSD105/ PSD106/ PSD107 PSP	Developmental Psychology/ Treatment of Psychological Disorders/ Community Psychology Project	4

**ANNEXURE II**  
**CBCS T.Y.B.A PSYCHOLOGY-HONOURS**

Papers for Choice Based Credit System for T.Y.B.A. Psychology commencing in 2019-2020.

**Semester V:** PSC 105, PSC 106, PSC 107 are compulsory core papers. Three discipline specific elective papers will be selected from PSD 101, PSD 102, PSD 103 & PSD 104.

**Semester VI:** PSC 108, PSC 109, PSC 110 are compulsory core papers. Two discipline specific elective papers will be selected from PSD 105, PSD 106, & PSD 107. PSP (Project in Psychology) is compulsory.

Semester	Code	Course Title	Credit
V	PSC105	Understanding Psychological Disorders	4
	PSC106	Psychological Testing	3+1=4
	PSC107	Positive Psychology	4
	PSD101	Statistics for Psychology	4
	PSD102	Health Psychology	4
	PSD103	Educational Psychology	4
	PSD104	Criminal Psychology	4
VI	PSC108	Human Resource Management	4
	PSC109	Psychological Research	3+1=4
	PSC110	Counseling Psychology	4
	PSD105	Developmental Psychology	4
	PSD106	Treatment of Psychological Disorders	4
	PSD107	Community Psychology	4
	PSP	Project	4

### **ANNEXURE III**

The syllabi of Semester V and VI for General and Honours B.A. in Psychology CBCS commencing 2018-2019

#### **B.A. General/Honours**

Semester V

Psychology

**Paper Code: PSC 105**

#### **UNDERSTANDING PSYCHOLOGICAL DISORDERS**

##### Objectives:

1. To acquire knowledge of the clinical picture of various psychological disorders
2. To understand the classification and types of psychological disorders (DSM 5).
3. To use the case study approach to understand psychological disorders.

Number of credits: 04

Total no. of lectures per Semester: 60

No. of lectures per week: 4

Duration of a lecture: 01hour

Marking System

Total Marks: 100

SEE: 80 marks

ISA: 20 marks

##### I) Overview of Abnormal behavior

(15 lectures)

1. DSM-5 mental disorders: definition, classification & stigma.
2. Historical and contemporary views.
3. Epidemiology, prevalence, incidence & co-morbidity.
4. Treatment: Mental health professionals & psychosocial approaches to treatment.

##### II) Disorders of Anxiety and Mood

(15 lectures)

1. Anxiety disorders & Phobias: types & clinical picture
2. Obsessive Compulsive Disorder: clinical picture
3. Major depressive disorder: characteristics & symptoms
4. Mood disorder: characteristics & types
5. Suicide: clinical picture, causal pattern & prevention

##### III) Common Psychological Disorders

(15 lectures)

1. Major Eating Disorders-characteristics & types
2. Substance related disorders: abuse, dependence & pattern of addiction
3. Types of sexual abuse, dysfunctions and paraphilias
4. Gender dysphoria: development & characteristics
5. Types of somatoform & dissociative disorders

##### IV) Schizophrenia, Personality & Neuro-cognitive Disorders

(15 lectures)

1. Schizophrenia: clinical picture & subtypes
3. Clinical features of personality disorders: Cluster A, B & C

4. Personality Disorders & typical personality traits
5. Clinical picture of Dementia, Parkinson's and Alzheimer's disease

**Books for reference:**

1. Ray, W.J. (2018). *Abnormal Psychology*, 2<sup>nd</sup> edition. Sage Publications, Inc.
2. Butcher, J.N., Mineka, S. & Hooley, J.M. (2014). *Abnormal Psychology*. 15<sup>th</sup> edition, Pearson India.

**Suggested readings**

1. Kearney, C.A. & Trull, T. J (2017). *Abnormal Psychology and Life. A dimensional approach*. (3<sup>rd</sup> Edition) Cengage Learning.
2. Barlow D.H. & Durand V.M. (2015). *Abnormal Psychology: An Integrated Approach*. (7th Edition). New York: Wadsworth.

**Suggested Topics for assignment**

1. Field trip to IPHB & special children school
  2. Case studies on the types of schizophrenia
  3. Case studies on bipolar disorders
  4. Current treatments for drug abuse in Goa
  5. Creating an eclectic therapy
  6. The prevalent trend in sexual disorders
  7. Film review
-

**B.A. Honours**

Semester V

Psychology

**Paper Code: PSC106**

**PSYCHOLOGICAL TESTING**

Objectives:

- To develop knowledge and understanding of the nature, uses, administration and technical features of psychological tests.
- To apply this knowledge and understanding to various contexts in which psychological assessment is applied.

Total no. of credits: 03 (Theory) + 01 (Practicum)

Each theory lecture is of 01 hour duration

Each Practicum class is of 02 hours duration

Total no. of theory lectures per semester: 45

No. of theory lectures per week: 03

Total no. of practicum classes per semester: 15

Total no. of practicum hours per semester: 30

Marking System

Total Marks: 100

SEE: 60 marks

ISA: 15 marks

Practicum: 25

I) Nature, Concepts and Principles of Psychological Testing (12 lectures)

1. Definition of a Psychological test
2. Types of tests
3. Uses of tests in various settings
4. Fundamentals of administering a psychological test
5. Rights of test takers
6. Computerized test administration and scoring
7. Reference source of tests

II) Norms in Psychological Testing (11 lectures)

1. Norms
2. The normative sample
3. Developing norms for a standardized test
4. Type of norms and Standard scores
5. Criterion and Domain referenced test interpretation

III) Reliability and Validity (11 lectures)

1. Concept of reliability, sources of error variance

2. Reliability estimates: Test-retest, Parallel/alternate form, Split-half, Kuder Richardson Formulas, Inter-scorer reliability
3. Concept of validity
4. Types of validity: Face validity, Content validity, Criterion related validity, Construct validity
5. Validation procedures

#### IV) Test Development

(11 lectures)

1. A brief overview of five stages in the process of test development
2. Test conceptualization
3. Test construction
4. Test try-out
5. Item analysis and test revision

#### **Books for reference:**

1. Cohen, J. R. & Swerdlik, M. E. (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. (9<sup>th</sup>ed.). New Delhi: McGraw-Hill Education.
2. Gregory, R. J. (2017). *Psychological Testing: History, Principles, and Applications* (7<sup>th</sup> Ed.).New Delhi: Pearson (India) Pvt. Ltd.

#### **Suggested Readings:**

1. Kaplan, R. M., & Saccuzzo, D. P. (2013). *Psychological Testing – Principles, Applications and Issues*. (8<sup>th</sup>ed.). Wadsworth Thomson Learning, Indian reprint 2007.
2. Kline, T.J.B. (2009). *Psychological Testing: A Practical approach to design and evaluation*. New Delhi: Vistaar (Sage) Publications.
3. Publication Manual of American Psychological Association. (5<sup>th</sup>ed.).American Psychological Association (2002). Ethical Principles of Psychologists and Code of Conduct. [www.apa.org/ethics/code2002.html](http://www.apa.org/ethics/code2002.html) (Standard 9:Assessment).
4. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. (7th ed.). Pearson Education, Indian reprint 2002.

#### **Suggested topics for assignments:**

1. Evaluate a psychological test and determine the adequacy of the test based on literature.
2. Choose a psychologist involved in psychological testing and create a portrait of an author and his times and assess his work.
3. Conduct a survey utilizing any psychological test.
4. Design a psychological test including norms and interpretation and conduct a survey utilizing that test using psychological variables.
5. Write a report on a field visit to any institute which conducts psychological testing for career guidance or psychological assessment

**B.A. Honours  
SEMESTER V**

**Paper Code: PSC106**

**PSYCHOLOGICAL TESTING: PSYCHOLOGY PRACTICUM**

**Objectives**

- Learning to administer psychological tests and analyze and interpret test scores.

Total no. of credits: 01

No. of hours: 30

2 lectures of one hour duration each per batch of 15 students

No. of students per batch: 15

Total marks: 25

**List of tests**

1. Aptitude Test Battery: DAT : Numerical Ability, Mechanical Reasoning, Clerical Speed And Accuracy – administration and preparation of profile scores
  2. Intelligence test – individual administration – WAIS
  3. Wellbeing scale – Ryff’s wellbeing scale
-

**B.A. Honours**  
**SEMESTER-V**  
**PSYCHOLOGY**  
**Paper Code: PSC107**  
**POSITIVE PSYCHOLOGY**

Objectives:

- To learn basic concepts of Positive Psychology.
- To understand positive emotional and cognitive states of meaningful life.
- To learn the applications of Positive Psychology in various domains.

Number of credits: 04

Total no. of lectures per Semester: 60

No. of lectures per week: 4

Duration of a lecture: 01hour

Marking System

Total Marks: 100

SEE: 80 marks

ISA: 20 marks

I) Introduction to Positive Psychology (15 lectures)

1. Traditional v/s Positive Psychology
2. Positive Psychology: definition, assumptions & goals
3. Perspectives: Western & Eastern
4. Life below at and above zero
5. Contours of a positive life: meaning and means
6. Positive Psychology: culture free v/s culture embedded
7. VIA ( Values in Action Project) classification of virtues and strengths

II) Positive Emotional States and Processes (15 lectures)

1. Happiness and Wellbeing: Hedonic and Eudaimonic perspective, personality, genetics and relationships with reference to happiness, dimensions of well-being, Paradox of Affluence.
2. Positive Emotions: Broaden- and Build theory of positive emotions, cultivating positive emotions: Flow experiences and Savouring. Hedonic treadmill.
3. Resilience: meaning, Protective factors for psychosocial resilience in children and youth, Strategies for promoting resilience in children and youth, Effects of trauma, Growth through trauma – post-traumatic growth (PTG) Research.

III) Positive Cognitive States and Processes (15 lectures)

1. Self Control and Self Regulation: meaning, theories, explanations for self-control failure.
2. Wisdom: fundamental virtue, SOC model of effective life management: wisdom in action.
3. Mindfulness: Definition and mindfulness qualities.

4. Self-Efficacy: meaning, developmental antecedents of Self- Efficacy, role in psychological adjustment, physical health and psychotherapy.
5. Hope and Optimism: Hope theory of Snyder, Dispositional optimism, explanatory style, benefits of optimism.

IV ) Applications of Positive Psychology (15 lectures)

1. Work: characteristics of gainful employment, career self-efficacy, engagement and involvement at work, strength-based approach to work, Human capital, the dark side: Workaholics, burnout and job loss.
2. Education: Goal setting, matching hypothesis, Commitment, confidence, happiness and success in college- research focus.
3. Ageing: Factors that promote successful ageing, socio-emotional selectivity theory of successful ageing.
4. Religion/spirituality: Religious orientations, Attachment theory and relationship to God, Styles of religious coping.

**Books for Reference:**

1. Baumgardner, S.R. Crothers M.K. (2015). *Positive psychology*. Indian sub continent adaptation, Dorling Kindersley (India) Pvt.Ltd, Pearson Education.
2. Snyder, C.R., Lopez, S.J., & Pedrotti, J.T.(2011). *Positive psychology: The scientific and practical explorations of human strengths*.2<sup>nd</sup> Edition. Sage publications.

**Suggested Readings:**

1. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.
2. Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
3. Seligman, M.E.P. (2002). *Authentic Happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press/Simon and Schuster.
4. Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York: Oxford University Press.

**Suggested topics for assignments:**

- Assess the importance and strength of virtues in the life of an adolescent- survey/interview
  - Evaluate the importance of positive emotions , using the PANAS SCALE – conduct a small research study with a sample size of 10 adolescents.
  - Assess Self-Efficacy scores and relate them to levels of psychological wellbeing.
  - Assess the levels of optimism and relate them to levels of psychological wellbeing.
  - Identify differences in resilient responses among adolescents in the face of challenges and difficulties by using the adolescent coping scale.
  - Prepare a list of flow experiences and savouring as a means of cultivating positive emotions by keeping a daily diary for 3 months.
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**B.A. General/Honours**  
Semester V  
PSYCHOLOGY  
**Paper Code: PSD 101**  
**STATISTICS FOR PSYCHOLOGY**

Objectives

- To understand statistical techniques and their use in research
- To analyze and graphically represent data

Number of credits: 04

Total no. of lectures per Semester: 60

No. of lectures per week: 4

Duration of a lecture: 01hour

Marking System

Total Marks: 100

SEE: 80 marks

ISA: 20 marks

- I) Understanding Basic Concepts (15 lectures)
1. Descriptive Statistics and Inferential Statistics
  2. Variables & Scales of Measurements
  3. Frequency Distribution and Graphical Representation of Data  
(Frequency Polygon, Histogram, Ogive, Bar graphs & Pie chart)
- II) Measures of Central Tendency & Variability (15 lectures)
1. Calculations of Mean, Median & Mode
  2. Properties and uses of Mean, Median, Mode
  3. Standard Deviation & Properties
- III) Normal Probability Curve (15 lectures)
1. Normal probability curve : Properties and Divergence: Skewness and Kurtosis  
(No calculations )
  2. Z scores and Calculating Z scores
  3. Hypothesis Testing-Null Hypothesis, Levels of Significance, One-Tail and Two-Tail Test & Type 1 and Type Two Errors
  4. Testing Significance of Difference Between Two Means & Calculations of t test (student)
- IV) Percentile and Correlation (15 lectures)
1. Percentile and Percentile Ranks: calculation & uses
  2. Correlation: meaning, methods-Product Moment Method & Rank Order Method

**Books for Reference:**

1. Pathak, R.P. (2011) *Statistics in psychology and education*. 1<sup>st</sup> edition. New Delhi: Pearson

2. Garrett, H.E. (2014). *Statistics in psychology and education*. New Delhi: Lakshi Publishers.
3. Mangal, S.K. (2011). *Statistics in psychology and education*. 2<sup>nd</sup> revised edition. New Delhi: PHI.

**Suggested Readings:**

1. Ferguson, G.A.(1981). *Statistical analysis in psychology and education*. Tokyo: McGraw-Hill International Book Co, 1981.
  2. Edwards, Allen L. (1974).*Statistical analysis*. New York: Holt, Rinehart & Winston.
  3. Aron, A., Aron, E.N. & Coups, E.J.(2007). *Statistics for psychology*. (4<sup>th</sup> Ed.) New Delhi: Dorling Kindersley (India) Pvt.Ltd.
  4. Minium, E.W., King, B.M., & Bear, G. (2008). *Statistical reasoning in psychology and education*.(3<sup>rd</sup> Ed.). Indian Reprint. New Delhi: Wiley India (P.) Ltd.
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**B.A. General /Honours**  
**SEMESTER V**  
**PSYCHOLOGY**  
**Paper Code: PSD 102**  
**HEALTH PSYCHOLOGY**

**Objectives:**

1. To understand the relationship between psychological factors and physical health & wellbeing.
2. To apply health concepts for better health management.
3. To evaluate psychosocial interventions for treatment and prevention of illness.

Number of credits: 04

Total no. of lectures per Semester: 60

No. of lectures per week: 4

Duration of a lecture: 01hour

Marking System

Total Marks: 100

SEE: 80 marks

ISA: 20 marks

- I) Understanding Psychology and Health (15 lectures)
1. Health : An Illness/Wellness Continuum
  2. Role of Psychology in Health: Problems in the Health Care Systems, “The Person” in Health and Illness.
  3. Current Perspectives on Health and Illness: The Biopsychosocial Perspectives, Lifespan and Gender Perspective
  4. Goals for Health Psychology
  5. Careers and Training in Health Psychology
- II) Lifestyle to Enhance Health and Prevent Illness (15 lectures)
1. Health and Behaviour: Lifestyles, Risk Factors and Health, Inter-Disciplinary Perspective on Preventing Illness, Problems in Promoting Wellness.
  2. Determinants of People’s Health Related Behaviour: General factors, Role of Beliefs and Intentions & Less Rational Processes.
  3. Programs for Health Promotion: Methods, Promoting Health in Schools and Religious Organizations, Worksite and Community based Wellness Programs & Electronic Interventions.
  4. Health Enhancing Behaviours: Exercise, Maintaining a Healthy Diet, Modifying Diet: Weight Control, Sleep, & Accident Prevention.
- III) Chronic Illnesses (15 lectures)
1. Diabetes: type, causes, health implications, psychosocial factors in diabetes care, diabetic children/ adolescents.
  2. Heart Disease: Risk factors, Treatment and Rehabilitation, Psychosocial Impact, & Interventions for Heart Disease

3. Stroke: Causes, Effects and Rehabilitation of Stroke victims, Psycho-Social Aspects of Stroke.
4. Cancer: Prevalence and Types, Sites, Effects and Causes, Diagnoses and Treatment, Psychosocial Impact & Interventions, Childhood Cancer.

IV) Health Compromising Behaviours & AIDS (15 lectures)

1. Characteristics of Health Compromising Behaviours
2. Alcoholism and Problem drinking: Treatment and Preventive Approaches
3. Smoking: Interventions and Prevention.
4. AIDS: Risk factors, effects, treatment, psychosocial impact & interventions

**Books for Reference:**

1. Sarafino, E.P. & Smith, T.W. (2016). *Health Psychology-Biopsychosocial Interactions*. (9<sup>th</sup> Ed.), New York: Wiley students choice.
2. Taylor, S.E. (2012). *Health Psychology*. (7<sup>th</sup> Ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited. Indian Edition.
3. Marks, D.F., Murray, M.P., Evans, B. & Estacio, E.V. *Health Psychology: Theory, Research & Practice*. (2011). (3<sup>rd</sup> Edition). New Delhi: Sage Publications India Pvt. Ltd.

**Suggested Readings:**

1. Odgen, J. (2012) *Health Psychology - A Text Book*. (5<sup>th</sup> Ed.) New York: Tata McGraw-Hill Publishing Company Limited.
2. Brannon L., Feist, J. & Updegraff, J.A. (2014) *Health Psychology - An Introduction to Behaviour and Health*. (8<sup>th</sup> Ed.). U.S.A. Wadsworth Cengage Learning.
3. Morrison, V. & Bennett, P. (2012). *Introduction to Health Psychology*. U.K: Pearson Education Limited.
4. Dimatteo, R.M., Martin, Leslie, R. (2008) *Health Psychology*. (1<sup>st</sup> Ed.) New York: Pearson Education Inc.
5. Gosh, M. *Health Psychology Concepts in Health and Well Being*. New Delhi: Pearson Publishing Limited.
6. Ragin, D.F. (2015). *Health Psychology: An Interdisciplinary Approach to Health*. (2<sup>nd</sup> Ed.). New York: Pearson Education, Inc.

**Suggested topics for assignments :**

- Nutrition, Substance Use and Abuse, Yoga and other Relaxation Techniques
  - Practical application of any one theory to assess the health behaviours of an individual.
  - An analysis of the psychosocial development of a substance abuser.
  - A study evaluating the weight loss of an individual over a period of time.
  - Field survey to find out food habits or exercise of individuals.
  - Field survey to find out prevalence of Substance Abuse
  - Yoga and other Relaxation Techniques
  - Review of a Short Film depicting eating disorders/substance abuse, etc.
  - Case study to assess the health behaviours of an individual.
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**BA General/Honours**  
**SEMESTER V**  
**PSYCHOLOGY**  
**Paper Code: PSD103**  
**EDUCATIONAL PSYCHOLOGY**

**Objectives:**

- To understand the nature, aim and purpose of education.
- To learn the principles and techniques of learning and teaching.
- To apply the principles and techniques of teaching and learning towards better adjustment of students

Number of credits: 04

Total no. of lectures per Semester: 60

No. of lectures per week: 4

Duration of a lecture: 01hour

Marking System

Total Marks: 100

SEE: 80 marks

ISA: 20 marks

I) Educational Psychology: A Tool for Effective Teaching *(15 Lectures)*

1. Educational Psychology: Nature, scope & Importance for the Teacher
2. Exploring Educational Psychology: Historical Background, Teaching: Art and Science
3. The Role of Educational Psychology: Educational Psychology Today
4. Effective Teaching: Professional Knowledge and Skills, Commitment and Motivation
5. Multicultural Education

II) Planning, Instruction and Technology *(15 Lectures)*

1. Planning
2. Teacher – Centred Lesson Planning and Instruction
3. Learner – Centred Lesson Planning and Instruction
4. Technology and Education Teaching, Learning and Technology
5. Gifted Children
6. Educational Issues Involving Children with Disabilities

III) Teaching, Learning and Managing the Classroom *(15 Lectures)*

1. Teachers and Peers as Joint Contributors to Student Learning
2. Structuring Small - Group Work
3. Learning and Thinking Styles
4. Effective Classroom Management
5. Dealing with Problem Behaviours

IV) Motivation, Achievement and Educational Performance *(15 Lectures)*

1. Exploring Motivation
2. Achievement Processes
3. Motivation, Relationships and Socio-cultural Contexts
4. Students with Achievement Problems
5. The Classroom as an Assessment Context

**Books for Reference:**

1. Woolfolk A. (2018). *Educational Psychology* (14<sup>th</sup> Ed.). Pearson.
2. Santrock J.W. (2017). *Educational Psychology* (6<sup>th</sup> Ed.). McGraw Hill Higher Education.
3. Kundu C. L., Tutoo D.N. (2012). *Educational Psychology*. New Delhi: Sterling Publishers Private Limited.

**Suggested Readings:**

1. Aggarwal J. C. (2014). *Essentials of Educational Psychology*. New Delhi: Shipra Publishers
2. Chatterjee S. K. (2000) *Advanced Educational Psychology*. New Delhi: Books & Allied Private Limited.
3. Mangal S. K. (2004). *Educational Psychology*. Tandon Publishers: Ludhiana
4. Slavin, R. (2012). *Educational psychology: Theory and practice*, (10th Ed.). Boston: Allyn and Bacon.

**Suggested Topics for Assignments:**

1. Discuss and evaluate different types of psychometric tests used in education. Outline and compare gender differences, giving explanations for these differences.
  2. Imagine you are a newly qualified teacher in a typical primary school. How would you set about determining whether or not any of the pupils in your class have special educational needs.
  3. Identify your learning style and teaching styles you experience. Do they vary from subject to subject? Do you think changing your learning style is possible, desirable, or more trouble than it's worth?
  4. Imagine you are a teacher and your students have failed a mock exam. How would you motivate your students to improve their performance for the real exam?
  5. Find out what policies three or more colleges are using to deal with disruptive behaviours.
  6. Conduct experiments in an educational setting. For example: Rearrange the lighting/seating in your classroom and note any differences in behaviour or learning,
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**B.A. General/Honours**  
**SEMESTER V**  
**PSYCHOLOGY**  
**Paper Code: PSD 104**  
**CRIMINAL PSYCHOLOGY**

**Objectives:**

- To understand crime and criminal psychology
- To evaluate the prevalence and causes of crime in society
- To develop a holistic perspective towards prevention of crime

Number of credits: 04

Total no. of lectures per Semester: 60

No. of lectures per week: 4

Duration of a lecture: 01hour

Marking System

Total Marks: 100

SEE: 80 marks

ISA: 20 marks

- I) Understanding Crime and Criminal Psychology. (15 lectures)
1. Defining crime and criminal psychology
  2. Measuring crime and criminal behaviour
  3. Causes of crime
  4. Developmental and Biological approaches to crime
  5. Crime & Justice in India: types, causes, age -specific prevalence, rehabilitation & justice.
- II) Theories of Crime (15 lectures)
1. Neuropsychology of Offending
  2. Psychoanalyses and Crime
  3. Addiction to Crime
  4. Eysenck's Biosocial Theory of Crime
- III) General & Sexual Offences (15 lectures)
1. Community violence against men, women and children
  2. Gelles harmful acts against children, Neonaticide, Infanticide, Filicide
  3. Terrorism – the “Six Floor Model by Moghaddum”
  4. Property Thefts: Shoplifting and Kleptomania
  5. Sexual Predators: child molesters, pedophilia, nature of rapists & use of technology
- IV) Rehabilitation & Prevention of Crime (15 lectures)
1. Rehabilitation
  2. Restorative justice
  3. Social interventions to reduce crime
  4. Strategies to reduce crime

**Books for Reference:**

1. Durant, R. (2013). *An Introduction to Criminal Psychology*. (2nd Ed.). Britain: British Library Publication.
2. Howitt, D. (2009). *An Introduction to Forensic and Criminal Psychology*. (3rd Ed.). England: Pearson Education Publications.
3. Howitt, D., & Sheldon, K. (2012). *Sex Offenders and the Internet*. (2nd Ed.). Britain: British Library
4. Unnithan, N.P. (2013) *Crime and Justice in India*. Sage Publications India Pvt.Ltd.

**Suggested Readings:**

1. Hagan, F. (2011). *An Introduction to Criminology - Theories, Methods and Criminal Behavior*. (1st Ed.). Thousand Oaks, California, Sage Publications.
  2. Pakes, F. (2012). *Criminal Psychology*. (2nd Ed.). Britain. British Library Publication.
  3. Clifton, D. (2001). *Encyclopedia of Criminal and Deviant Behavior*. (1st Ed.). Taylor & Francis Group Publication.
  4. Bartal, R. (1999). *Criminal Behaviour - A Psychosocial Approach*. (5th Ed.). New Delhi: Prentice Hall Publication.
  5. Routledge, H.C., & Paul, K. (1989). *Psychology and Crime - An Introduction to Criminal Psychology*. (1st Ed.). London Group
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**B.A General /Honours**  
**SEMESTER VI**  
**PSYCHOLOGY**  
**Paper Code: PSC108**  
**HUMAN RESOUCE MANAGEMENT**

**Objectives**

- To understand concepts and functions of HRM and its relationship to organizational effectiveness
- To apply human resource planning and strategic management in attaining organizational goals.

Number of credits: 04

Total no. of lectures per Semester: 60

No. of lectures per week: 4

Duration of a lecture: 01hour

Marking System

Total Marks: 100

SEE: 80 marks

ISA: 20 marks

I) Understanding Human Resource Management (15 lectures)

1. Human Resource Management: definition, goals and scope.
2. HRM: Objectives and functions
3. Strategic human resource management: process, stages (SWOT) & need
4. Trends shaping HRM: technology, globalization, indebtedness, deregulation, demographic and cultural factors
5. Challenges before HRM: Equal Employment Opportunity & Expatriate management

II) Organizational behavior and Human Resource Management (15 lectures)

1. Organizations: significance, organization as a system, principles & structure
2. Motivational application-Management by objectives, job enlargement & quality circle
3. Corporate social responsibility (CSR): HRM dimensions
4. Discrimination & sexual harassment: effects on the victim & organization
5. Collective bargaining: scope, procedure & impact on organizational culture

III) Human Resource Planning (15 lectures)

1. HRP: definition & human resource information system (HRIS)
2. Process of human resource planning
3. Functions of HRP: job analysis - purpose & key factors
  - Job enrichment- process & Job Characteristic Model
  - Recruitment – process, methods used, online interview
4. Performance appraisal v/s performance management
5. Workforce planning and forecasting

#### IV) Human Resource Development

(15 lectures)

1. HRD: functions, scope & need for HRD in the Indian context
2. Human Resource Audit: definition, objectives, areas and advantages
3. Career Development: benefits to the employee and the organization
4. Training and development: training needs and methods & executive development.
5. ACES (Actors Context Environment Situation) a model for holistic leadership development and practice

#### **Books for Reference:**

1. Tripathi, D.K.(2009). *Human Resource Management: Text and Cases* (1<sup>ST</sup> edition .). Delhi: Wisdom publications(India).
2. Gilley, A., Gilley, J.W., Quatro, & S.A., Dixon, P.(2009). *The Praeger Handbook of Human Resource Management*, vol.1& 2, London: Praeger Publishers.
3. Aswathappa, K. (2014). *Human Resource Management: Text and Cases* (7th edition ed.). New Delhi: McGraw Hill Education (India) Pvt. Ltd.
4. Dessler, G., & Varkkey, B. (2016). *Human Resource Management* (14th edition ed.). India: Pearson India Education Services.
5. Lepak, D., & Gowan, M. (2009). *Human Resource Management: Managing Employees for the Competitive Advantage*. India: Dorling Kindersley Pvt. Ltd.

#### **Suggested Readings:**

1. Bernardin, J. H. (2013). *Human Resource Management: An Experiential Approach* (5th Edition ed.). New Delhi: McGraw Hill Education (India) Pvt. Ltd.
  2. Khanka, S. S. (2014). *Human Resource Management: Text and Cases*. New Delhi: S. Chand and Company.
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**B.A. Honours**  
**SEMESTER VI**  
**PSYCHOLOGY**  
**Paper Code: PSC109**  
**PSYCHOLOGICAL RESEARCH**

Objectives:

- To understand the process of research in psychology.
- To learn methods of qualitative & quantitative research
- To apply the knowledge and understanding of psychological research to conduct psychological research on a small scale.

Total no. of credits: 03 (Theory) + 01 (Practicum)

Each theory lecture is of 01 hour duration

Each Practicum class is of 02 hours duration

Total no. of theory lectures per semester: 45

No. of theory lectures per week: 03

Total no. of practicum classes per semester: 15

Total no. of practicum hours per semester: 30

Marking System

Total Marks: 100

SEE: 60 marks

ISA: 15 marks

Practicum: 25

- I) Basics of Research in Psychology (12 lectures)
1. Meaning of psychological research
  2. Goals of psychological research
  3. Ethics of psychological research
  4. Communicating research results
  5. APA research publication guidelines
- II) Types of Research & Research Process (11 lectures)
1. Basic v/s applied research
  2. Descriptive v/s inferential
  3. Quantitative v/s Qualitative
  4. Sampling methods
  5. Research process and criteria of good research
- III) Experimental Research (11 lectures)
1. Essential features of an experiment
  2. Types of experiments
  3. Experiment design
  4. Experimental error
  5. Reliability and validity of experimental research

IV) Non- experimental Methods of Psychological Research (11 lectures)

1. Case Studies
2. Observations: types, design & planning, data collection & analysis
3. Surveys & questionnaires
4. Interviews; types, planning, psychological processes
5. Psychological Testing

**Books for reference:**

1. Dyer, C. (2013). *Research in Psychology: A practical guide to methods and statistics*, Delhi: Wiley India.
2. Gavin, H., (2008). *Understanding research methods and statistics in Psychology*. New Delhi: Sage Publications.
3. Goodwin, C. J. (2010). *Research in Psychology: Methods and design*, 6<sup>th</sup> edition. U.S.A: Wiley.
4. Kothari, C.R., Carg, G. (2018). *Research Methodology: Methods and techniques*, 4<sup>th</sup> edition. New Delhi: New Age International Publishers.
5. Kumar, R. (2014). *Research Methodology: A step by step guide for beginners*, 4<sup>th</sup> edition. New Delhi: Sage publications.

**Suggested Readings:**

1. Neuman, W.L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th Ed.) Boston: Pearson Education.
2. Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia : Open University Press.

B.A. Honours, SEMESTER V, Paper Code: PSC109  
**PSYCHOLOGICAL RESEARCH: PRACTICUM**

Total no. of credits: 01

No. of hours: 30

2 lectures of one hour duration each per batch of 15 students

No. of students per batch: 15

Total marks: 25

1. Two experiments based on any two experimental designs e.g. Before and after design/ Between subject design /Quasi experimental design. Planning, designing, (macro and micro) choosing variables, conduct, analysis, report to be done in groups of 5 students with the guidance of the lecturer.
2. Any 1 field work practicum using non-experimental methods to be done in groups of five students
  - a) Focus group discussion on areas related to youth/ adolescents: goal setting, values, peer pressure, relationships, academic stress etc.
  - b) Develop an interview schedule/ questionnaire and conduct an Interview with at least 3 professionals in the various field of psychology (application focus).

**Students will have to complete the practicum of 30 hours which involves demonstration, experimentation & field work, reference work along with journal/ file writing to completion. The teacher will have to certify each practicum completion on the journal/file to award credits to students.**

**B.A. (Honours)**  
**SEMESTER VI**  
**PSYCHOLOGY**  
**Paper Code: PSC110**  
**COUNSELING PSYCHOLOGY**

**Objectives: -**

- To develop an understanding of the basic concepts, processes, techniques of Counselling Psychology
- To acquaint the learner with the challenges of counselling

Number of credits: 04

Total no. of lectures per Semester: 60

No. of lectures per week: 4

Duration of a lecture: 01hour

Marking System

Total Marks: 100

SEE: 80 marks

ISA: 20 marks

*1.*

- I) Understanding the process of Counseling (15lectures)
1. Meaning and goals
  2. Counseling as a profession: training, skills and ethics
  3. The effective Counselor: personality and self of the counselor
  4. Counseling process and relationship
- II) Techniques of Counseling (15 lectures)
1. Psychoanalytic techniques
  2. Humanistic approaches
  3. Behavioural Techniques
  4. Cognitive Techniques
- III) Counseling Applications (15 lectures)
1. Child Counseling
  2. Family Counseling
  3. Career Counseling
  4. Crisis intervention: suicide, grief and sexual abuse
  5. Peer Counseling and self-help groups
- IV) Contemporary Trends (15lectures)
1. Indian approaches: Yoga and meditation
  2. Counseling and technology
  3. Expressive techniques: art, music, dance.

### **Books for Reference:**

1. Welfel, E. R., & Patterson, L. E. (2012). *The Counseling Process: A Multi-theoretical Integrative Approach*. (6th ed.). Cengage learning
2. Nelson-Jones, R. (2009). *Introduction to Counseling Skills: Text and Activities*. 4<sup>th</sup> ed., London: Sage publications
3. Rao, N. S. (2017). *Counseling and Guidance*. New Delhi: Tata McGraw-Hill.
4. Swami, S., & Swami. S. ( 2013). *Counseling Methods And Techniques* , New Delhi: Black prints

### **Suggested Readings:**

1. Arulmani, G., & Nag-Arulmani, S. (2004). *Career Counseling – a handbook*. New Delhi: Tata McGraw-Hill
2. Gelso, C.J., & Fretz, B.R. (2001). *Counseling Psychology: Practices, Issues, and Intervention*. First Indian reprint 2009 by Cengage Learning India
3. Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counseling and Guidance*. 7th ed., Pearson Education, Dorling Kindersley India, New Delhi
4. Nelson-Jones, R. (2008). *Basic Counseling Skills: A helper's manual*. 2nd ed., Sage South Asia edition

### **Suggested topics for assignments:**

1. Present laws related to confidentiality and ethics in counselling in the Indian context
  2. Reviewing interviewing skills from a talk show.
  3. Interviewing a counselor/psychotherapist on counseling skills
  4. Case study analysis
  5. Film reviews on topics related to mental health and counseling
  6. Attend group therapy session/ AA meeting and write a report
  7. Visit to a counseling center
  8. List local traditions in bereavement
  9. Laws that deal with child sexual abuse/ rape/ that the counselors need to be aware of.
  10. Analyze online counselling
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**B.A General/Honours**  
**SEMESTER VI**  
**PSYCHOLOGY**  
**Paper Code: PSD 105**  
**DEVELOPMENTAL PSYCHOLOGY**

**Objectives:**

- To understand the basic concepts, principles, perspectives and modern trends in Developmental Psychology.
- To apply concept and theories of Developmental Psychology in daily life.

Number of credits: 04

Total no. of lectures per Semester: 60

No. of lectures per week: 4

Duration of a lecture: 01 hour

Marking System

Total Marks: 100

SEE: 80 marks

ISA: 20 marks

I) Introduction to Human Development

*(15 lectures)*

- 1) The science of Human Development: Five characteristics of development, Research Methods – cross sectional studies and longitudinal studies
- 2) Heredity and Environment: Genetic Code, Beginnings of Life, From Genotype to Phenotype
- 3) Prenatal Development, Birth, The Newborn

II) Physical Development

*(15 lectures)*

- 1) Infancy: Body growth, Brain development, Development of Senses, Motor development
- 2) Childhood: Body Changes, Brain Development, Improving Motor Skills
- 3) Adolescence: Pubertal changes, Brain development
- 4) Early Adulthood: Growth, Strength and Health
- 5) Middle adulthood: Physical changes, Health status
- 6) Late adulthood: The aging brain, Senses, Health

III) Cognitive Development

*(15 lectures)*

- 1) Theories of cognitive development: Piaget, Vygotsky
- 2) Infancy: Information Processing, Language Development
- 3) Childhood: Intellectual and Language Development, Schooling
- 4) Adolescence: Cognitive developmental changes, Learning in high school
- 5) Early Adulthood: Cognitive growth, Higher education
- 6) Middle Adulthood: Expert cognition, Expertise and age
- 7) Late adulthood: Intellectual decline, Degenerative neurological disorders

#### IV) Emotional and Social Development

(15 lectures)

- 1) Infancy: Emotional development, Development of social bonds
- 2) Childhood: Emotional development, Gender typing, Family, Peer Relations
- 3) Adolescence: Identity, Family, Peer relations, Dating and romantic relationships
- 4) Early Adulthood: Marriage and Family, Careers, work and leisure
- 5) Middle Adulthood: Personality throughout adulthood, Generativity
- 6) Late adulthood: Work and retirement, Mental health of older adults, Family and social relationships

#### **Books for Reference:**

- 1) Berger, K.S. (2014). *The Developing Person through the Life Span*. (9<sup>th</sup>Ed). New York: Worth Publishers.
- 2) Santrock, J.W. (2011). *Life Span Development*. (13<sup>th</sup> Ed). New Delhi: Mc Graw-Hill College.
- 3) Berk, L. E. (2013). *Child Development*. (9<sup>th</sup> Ed). Pearson Education  
Dorling Kindersley (India) Pvt Ltd.

#### **Suggested Readings:**

1. Papalia, D., & Martorell, G. (2014). *Experience Human Development*. (13<sup>th</sup> Ed). McGraw-Hill Education.
2. Crandell, T., & Crandell, C. (2012). *Human Development*. (9<sup>th</sup> Ed). New Delhi: McGraw Hill Education.
3. Feldman, R. (2014). *Development Across the Life Span*. (7<sup>th</sup> Ed.). New Delhi: Pearson Education.
4. Kuther, T. L. (2015). *Lifespan Development: Lives in Context*. New Delhi: Sage Publications.
5. Sushila, S. & Sudha, R. K. (2016). *Textbook of Human Development*. New Delhi: S Chand & Company.

#### **Suggested topics for assignments:**

- Relevance and applications of new research findings in the Indian context.
  - Field survey to find out milestones of development
  - Impact of Socio- cultural factors on cognitive development
  - Effect of nutrition on brain development
  - Careers for developmental psychologists in India
  - Teratogens and prenatal growth
  - Cultural differences in parenting styles
  - Measuring infant temperament
  - Secure and insecure attachment
-

**B.A. General/Honours**  
**SEMESTER VI**  
**PSYCHOLOGY**  
**Paper Code: PSD 106**  
**TREATMENT OF PSYCHOLOGICAL DISORDERS**

**Objectives: -**

- To learn the different approaches to treatment of psychological Disorders.
- To develop an understanding of therapeutic interventions for various psychological Disorders.

Number of credits: 04

Total no. of lectures per Semester: 60

No. of lectures per week: 4

Duration of a lecture: 01 hour

Marking System

Total Marks: 100

SEE: 80 marks

ISA: 20 marks

- I) Approaches to understanding Psychopathology (15 lectures)
1. Biological approach
  2. Psychological causal factors and psychodynamic perspectives on treatment
  3. Relation of Evolution and Culture to Psychopathology
  4. Neuroscience Perspectives: brain scan - EEG, ERP, MEG, PET, FMRI, DTI & STRI
  5. Genetics & Psychopathology
- II) Treatment for Anxiety and Mood Related Disorders (15 lectures)
1. Phobia: treatments
  2. Panic disorder: Cognitive theory of panic, cognitive biases and treatments
  3. Mood disorders: treatment
  4. GAD & OCD: treatment
  5. Depression: psychological treatment
- III) Treatment for Psychopathological Disorders (15 lectures)
1. Dissociative disorders & Somatic Symptoms Disorder: treatment and outcomes
  2. Eating disorders and Obesity: treatments
  3. Sexuality and gender related disorders: treatments
  4. Treatment for substance related disorders: principles of effective treatment, psychosocial therapies & addiction and 12 step program.
- IV) Major Psychological Disorders: Treatment and Overview. (15 lectures)
1. Treatment for schizophrenia: Antipsychotic medication & Psychosocial interventions
  2. Personality disorders: treatments

3. Neuro-cognitive disorders: prevention, treatment & support
4. Overview of treatment: reasons to seek therapy, therapeutic relationship, combined treatments & prevention interventions.

### **Books for reference:**

1. Ray, W.J (2018). *Abnormal Psychology*, 2<sup>nd</sup> edition. SAGE Publications, Inc.
2. Butcher, J.N., Mineka, S., Hooley, J.M. (2014) *Abnormal Psychology*. 15<sup>th</sup> edition, Pearson India.

### **Suggested readings**

1. Brewer, K. (2001). *Clinical Psychology: An Introductory text book*. New York: Open University Press
2. Kearney, C.A & Trull, T. J (2018) *Abnormal Psychology and Life. A dimensional approach*: Boston: Cengage Learning.
3. Barlow D.H and Durand V.M. (2015). *Abnormal Psychology: An Integrated Approach* (7<sup>th</sup> Ed.). Wadsworth: New York
4. Carson R.C., Butcher, J.N., Mineka, S. & Hooley, J.M (2017). *Abnormal Psychology*. (16<sup>th</sup> Ed.). Pearson: New Delhi.
5. Barlow D.H and Durand V.M. (2015). *Abnormal Psychology: An Integrated Approach* (7<sup>th</sup> Ed.). Wadsworth: New York

### **Suggested topics for assignment**

1. Field trip to IPHB & a school for special children
  2. Case studies on the types of schizophrenia
  3. Case studies on bipolar disorders
  4. Current treatments for drug abuse in Goa
  5. Creating an eclectic therapy
  6. The prevalent trend in sexual disorders
  7. Film review
-

**B.A. General /Honours**  
**SEMESTER VI**  
**PSYCHOLOGY**  
**Paper Code: PSD 107**  
**COMMUNITY PSYCHOLOGY**

**Objectives:**

- To understand concepts and theories of community life
- To apply knowledge of concepts and theories for health promotion and interventions within a community setting.

Total no. of lectures per Semester: 60 hrs

No. of lectures per week: 04

Total number of credits: 04

Duration of Lecture: 01 Hour

**Marking System:**

Total: 100 marks

ISA 20 marks

SEE 80 marks

- I) Understanding the field of community psychology *(15 lectures)*
1. Definition of community psychology
  2. Elements of the psychological sense of community
  3. Types of communities.
  4. Core values of community psychology
  5. Ecological levels of analysis in community psychology
- II) Models in Community Psychology *( 15 lectures)*
1. Conceptual models: Kelly's Four Ecological Principles, Moos' Social Climate Dimensions, Seidman's Social Regularities & Environmental Psychology
  2. Linking neighbourhood context with psychological outcomes: Neighbourhood Disorder, Environmental Stress & Strengthening Neighbourhoods and Families
- III) Organizing & Building Communities *(15 hours)*
1. Organizing and Building Communities: Need, Assumptions & Methods.  
The Process of Organizing/Building Communities
  2. Health Promotion Programming: Basic Understanding of Program Planning and Creation
- IV) Community development and empowerment *(15 hours)*
1. Citizen participation and examples of citizen participation
  2. Empowerment: Qualities and Psychological Elements
  3. Empowerment evaluation: Definition, Purpose and Principles
  4. Major community interventions in the Indian context

### **Books for reference:**

1. Dalton, J.H., Elias, M.J. & Wandersman, A. (2006). *Community psychology: linking individuals and communities*, 2<sup>nd</sup> ed. Cengage Learning.
2. Fetterman, D.M., Kaftarian, S.J. & Wandersman, A. (Eds) (2015). 2<sup>nd</sup> ed. *Empowerment evaluation*. Sage Publication Inc.
3. McKenzie, J. F., Pinger, R. R. & Kotecki, J. E. (2005). *An introduction to community health*. United States: Jones and Bartlett Publishers.
4. Misra, G. (Ed). (2010). *Psychology in India*. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
5. Banerjee, A., Banerji, R., Duflo, E., Gleneske, R. & Khenani, S. (2006). Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967

### **Suggested readings:**

1. Kloos, B., Hill, J. Thomas, E., Wandersman, A., Elias M.J. & Dalton J.H. (2012). *Community psychology: Linking individuals and communities*, Wadsworth Cengage Learning.
2. Poland, B. D., Green, L.W. & Rootman, I. (2000). *Setting for Health Promotion: Linking Theory and Practice*. , New Delhi: Sage Publication

### **Suggested topics for assignments:**

- Community psychology in the Indian context
  - Approaches to community development
  - Plan a programme for the local community using the Generalized Model for Programme Planning. The following themes maybe considered:
    - Reduce road accidents.
    - Help parents cope with their child's academic stress.
    - Help the community make healthy lifestyle choices.
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## ANNEXURE IV

The Question Paper Format for a course paper of 4 credits (only theory) having SEE of 80 marks and for a course paper of 4 credits (theory + practicum) having SEE of 60 marks.

### **A. QUESTION PAPER FORMAT FOR SEE OF 80 MARKS:**

**Each chapter will carry equal weightage of 20 marks as specified below:**

<b>QUESTION NO.</b>	<b>QUESTION TYPE</b>	<b>MARKS ALLOTTED</b>
Q.NO. I (Based on chapter one only)	<b>A.</b> Short notes on <b><u>any two</u></b> out of three given. i) ii) iii)	<b><u>10</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. II (Based on chapter two only)	<b>A.</b> Short notes on <b><u>any two</u></b> out of three given. i) ii) iii)	<b><u>10</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. III (Based on chapter three only)	<b>A.</b> Short notes on <b><u>any two</u></b> out of three given. i) ii) iii)	<b><u>10</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. IV (Based on chapter four only)	<b>A.</b> Short notes on <b><u>any two</u></b> out of three given. i) ii) iii)	<b><u>10</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
<b>Total marks: 80</b>		

**B. QUESTION PAPER FORMAT FOR SEE OF 60 MARKS:****Each chapter will carry equal weightage of 15 marks as specified below:**

<b>QUESTION NO.</b>	<b>QUESTION TYPE</b>	<b>MARKS ALLOTTED</b>
Q.NO. I (Based on chapter one only)	<b>A.</b> Short notes on <b><u>any one</u></b> out of two given. i) ii)	<b><u>5</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. II (Based on chapter two only)	<b>A.</b> Short notes on <b><u>any one</u></b> out of two given. i) ii)	<b><u>5</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. III (Based on chapter three only)	<b>A.</b> Short notes on <b><u>any one</u></b> out of two given. i) ii)	<b><u>5</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
Q.NO. IV (Based on chapter four only)	<b>A.</b> Short notes on <b><u>any one</u></b> out of two given. i) ii)	<b><u>5</u></b>
	<b>B.</b> Essay type: answer <b><u>any one</u></b> out of the two given. i) ii)	<b><u>10</u></b>
		<b>Total Marks: 60</b>

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**THE END**