

B. A. (NEP) Psychology - FYUP (2024)

Department of Psychology

Faculty of Social Sciences

Jamia Millia Islamia, New Delhi

Department of Psychology
Jamia Millia Islamia
Four Year Undergraduate Course in Psychology (Major)
Structure as per NEP 2020

Semester-I						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-PSY-C-101	Basic Processes in Psychology	4	25	75	4	100
24-PSY-C-102	Developmental Psychology	4	25	75	4	100
MINOR						
24-PSY-M-103	Introduction to Psychology	4	25	75	4	100
MDC						
24-PSY-T-101	Environment and Behaviour	3	19	56	3	75
ABILITY ENHANCEMENT COURSE (AEC)						
AEC 1	General English	2	19	56	3	75
SKILL ENHANCEMENT COURSE (SEC)						
24-PSY-S-101	Stress Management	3	19	56	3	75
VALUE ADDED COURSE						
24-PSY-V-101	Mental Health Care/SWAYAM	02	13	37	2	50
Compulsory Qualifying-I						
	IRC/Islamiyat/HRS	2	13	37	2	50
Compulsory Qualifying-II						
	General Urdu	2				
	Total Credits	26		Total Marks		625

Semester-II						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-PSY-C-151	Cognitive Psychology	4	25	75	4	100
24-PSY-C-152	Abnormal Psychology	4	25	75	4	100
MINOR						
24-PSY-M-151	Foundations of Psychology	4	25	75	4	100
MDC						
24-PSY-T-151	Emotional Intelligence	3	19	56	3	75
ABILITY ENHANCEMENT COURSE (AEC)						
To be issued by the University	General English	3	19	56	3	75
SKILL ENHANCEMENT COURSE (SEC)						
24-PSY-S-151	Personal Growth	3	13	37	3	75
VALUE ADDED COURSE						
24-PSY-V-151	Happiness and Wellbeing/SWAYAM	2	13	37	2	50
Compulsory Qualifying-I						
	IRC/Islamiyat/HRS	2	13	37	2	50
Compulsory Qualifying-II						
	General Urdu	2	13	37	2	50
	Total Credits	27+4		Total Marks		675
Exit-1 UG Certificate (Minimum Credit-44)						

Semester-III						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-PSY-C-201	Social Psychology	4	25	75	4	100
24-PSY-C-202	Counseling Psychology	4	25	75	4	100
MINOR						
24-PSY-M-201	Introduction to Social Psychology	4	25	75	4	100
MDC						
24-PSY-T-201	Community and Psychology	3	19	56	3	75
ABILITY ENHANCEMENT COURSE (AEC)						
24-PSY-A-201	Leadership	2	13	37	2	50
VALUE ADDED COURSE (VAC)						
	SWAYAM	2	13	37	2	50
	Total Credits	19		Total Marks		475

Semester-IV						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-PSY-C-251	History of Psychology	4	25	75	4	100
24-PSY-C-252	Lifespan Development	4	25	75	4	100
24-PSY-C-253	Research Methods in Psychology	4	25	75	4	100
MINOR						
24-PSY-M-251	Psychology of Everyday Life	4	25	75	4	100
ABILITY ENHANCEMENT COURSE (AEC)						
24-PSY-A-251	Social-Emotional Learning	02	13	37	02	50
VALUE ADDED COURSE (VAC)						
	SWAYAM	2	13	37	2	50
	Total Credits	20		Total Marks		450
Exit-II UG Diploma (Minimum Credits-84)						

Semester-V						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-PSY-C-301	Psychopathology	4	25	75	4	100
24-PSY-C-302	Organizational Behaviour	4	25	75	4	100
24-PSY-C-303	Statistics in Psychology	4	25	75	4	100
MINOR						
24-PSY-M-301	Personality and Individual Differences	4	25	75	4	100
SEC						
24-PSY-S-301	Communication Skills	03	19	56	3	75
	Total Credits	19		Total Marks		475

Semester-VI						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-PSY-C-351	Test and Measurement	4	25	75	4	100
24-PSY-C-352	Biopsychology	4	25	75		100
24-PSY-C-353	Interpersonal and Group Processes	4	25	75	4	100
MINOR						
24-PSY-M-351	Basic Research Methods	4	25	75	4	100
	Total Credits	20		Total Marks		400
Exit-III UG Degree (Minimum Credits 124)						

Semester-VII						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-PSY-C-401	Personality Psychology	4	25	75	4	100
24-PSY-C-402	Qualitative Research Methods	4	25	75	4	100
24-PSY-C-403	Cultural and Indigenous Psychology	4	25	75	4	100
24-PSY-C-404	Neuropsychology	4	25	75	4	100
MINOR						
24-PSY-M-401	Psychology at Work	4	25	75	4	100
	Total Credits	20		Total Marks		500

Semester-VIII(A)						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
MAJOR						
24-PSY-C-451	Critical Psychology	4	25	75	4	100
24-PSY-C-452	Health Psychology	4	25	75	4	100
24-PSY-C-453	Positive Psychology	4	25	75	4	100
24-PSY-C-454	Human Resource Management	4	25	75	4	100
MINOR						
24-PSY-M-451	Psychology of Elderly	4	25	75	4	100
	Total Credits	20		Total Marks		500
Exit-IV (A) UG Degree (Hons) Minimum Credits-164						

Semester-VIII(B)						
Course Codes	Paper Title	Credits	Internal Marks	Theory Marks Paper	Weekly Hours	Total Marks
Major						
24-PSY-C-451	Critical Psychology	4	25	75	4	100
Minor						
24-PSY-M-451	Psychology of Elderly	4	25	75	4	100
Research Project						
	Dissertation	12	75	225	12	300
	Total Credits	20		Total Marks		500
Exit-IV(B) UG Degree (Honors with Research) (Minimum Credits-164)						

SEMESTER I

Course Code: 24-PSY-C-101

Marks: 100

BASIC PROCESSES IN PSYCHOLOGY

Course Objectives:

The course will give a basic understanding of the discipline of psychology. Students will get to know about the nature and scope of psychology as well as develop an understanding of some of the basic processes in psychology such as attention, perception, learning, motivation, and emotions.

Learning Outcomes

At the end of this course, students will be able to:

- Understand the nature, history, major perspectives, and scientific methods used in psychology.
- Explain basic psychological processes such as attention, perception, learning, motivation, and emotion, and their role in everyday behaviour.
- Apply psychological concepts and theories to understand human behaviour and experiences in different personal and social contexts.
- To apply basic psychological concepts to observe, analyze, and understand processes related to attention, perception, learning, motivation, and emotions in real-life situations.

Unit I: Introduction to Psychology

- Nature and Definition of Psychology, Brief History of Psychology, Major Subfields of Psychology
- Perspectives of Behavior: Biological, Psychoanalytic, Behavioristic, Cognitive, Humanistic, and Sociocultural Perspectives
- Psychology as a Science, Methods of psychology: Experimental, Observation, Survey

Unit II: Attention, Perception, and Learning

- Attention: Theories of Selective Attention (Broadbent, Triesman), Divided Attention

- Sensation and Perception: Stages of Sensation to Perception, Top-down and Bottom-up Processing, Gestalt laws of Perceptual Organization, Perceptual Constancy, Depth Perception, Illusions, Factors influencing Perception
- Learning: Nature and definition, Classical and Operant conditioning, Social-Cognitive perspectives of learning

Unit III: Motivation and Emotion

- Nature and types of motivation, Instinct theory of motivation (McDougall), McClelland, Maslow, Self-determination Theory
- Nature, expression, and Functions of Emotions
- Theories of emotions: James-Lange, Cannon-Bard, Schachter-Singer, Culture and Emotions (Paul Ekman)

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (**both practicals have to be from different units**):

- Attention
- Perception
- Learning
- Motivation
- Emotions

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2)	4 (3 Theory + 1)

			Practicum)	Practicum)
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Recommended Readings:

- Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill Education
- Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.
- Feldman, R.S. (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw Hill
- Eysenck, M.W. (2009). *Fundamentals of Psychology*. Slovenia: Psychology Press
- Baron, R. A. & Misra, G. (2014). *Psychology*, Indian Subcontinent Edition, Pearson Education
- Gerrig, R. J. & Zimbardo, P. G. (2006). *Psychology and Life*. New Delhi: Pearson Education
- Smith, E.E, Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2014). *Atkinson and Hilgard's Introduction to Psychology*. New York: Thomson-Wadsworth

DEVELOPMENTAL PSYCHOLOGY**Course Objectives:**

The course introduces students to the discipline of developmental psychology. Students will get acquainted with the knowledge of human developmental processes along with the theoretical perspectives to make them understand the role of biological, social, psychological, environmental, and adjustment related factors in the developmental process.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand the nature, history, major perspectives, and methods used in psychology as a scientific discipline.
- Explain basic psychological processes such as sensation, perception, attention, and learning, and understand their role in everyday behaviour.
- Understand major theories of motivation and emotion and examine how motivational and emotional processes influence human behaviour and experiences.
- At the end of this course, students will be able to use concepts of developmental psychology to understand developmental changes, socio-cultural experiences, and the role of heredity and environment in shaping human behaviour and growth.

Unit I: Introduction

- Nature and Nurture of Development, Developmental Processes and Periods, Difference between Growth and Development
- Methods of Study- Longitudinal, Observation, and Cross-sectional studies
- Careers in Developmental Psychology

Unit II: An Overview of Theoretical Perspectives

- Psychoanalytical Theories: Freud's Psychosexual Theory and Erikson's Psychosocial Theory of Development
- Cognitive Theories: Piaget's Cognitive Development Theory, Vygotsky's Socio-cultural Cognitive Theory, Information Processing Theory
- Ecological Theory: Bronfenbrenner's Ecological Theory

Unit III: Biological Beginnings

- Evolutionary Perspectives
- Genetic Foundation of Development and Reproductive Challenges
- Socio-Cultural Contexts of Development

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (**both practicals have to be from different units**):

- Identifying the most important developmental processes and periods
- Psychosocial development
- Socio-cultural interactions
- Influence of environment and genetics to determine human characteristics
- The developmental theory that best explains your development and why?

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Santrock, J. W., Deater-Deckard, K., Lansford, J., Piercy, J., Rosati, A. (2022). *Child Development*. Toronto, ON: McGraw Hill
- John W. Santrock. (2017). *Lifespan Development*. 13th Indian edition, McGraw-Hill Education: New York
- Feldman, R. S. (2023). *Development across the lifespan*. 10th Indian edition, Pearson: New Delhi
- Hurlock, J.B. (1997). *Child Development*. McGraw Hill: New Delhi

Course Code: 24-PSY-M-103

Marks:100

INTRODUCTION TO PSYCHOLOGY

Course Objectives:

The course will introduce students to the discipline of psychology, and give an understanding of some basic concepts like perception, learning, motivation, and emotions.

Learning Outcomes:

At the end of this course, students will be able to:

- Develop a basic understanding of the nature, history, perspectives, and methods of psychology.
- Understand fundamental psychological processes such as sensation, perception, attention, and learning in everyday life.
- Explain basic concepts and theories of motivation and emotion and their role in influencing human behaviour.

Unit I: Emergence of Psychology

- Nature and Brief History of Psychology
- Perspectives of Behavior: Psychoanalytic, Behavioristic, Cognitive, and Humanistic
- Methods of Psychology: Experiment, Survey, and Case study

Unit II: Sensation, Perception and Learning

- Nature of Sensation and Perception: Principles of Perception, Perceptual Constancy, Depth Perception, Illusion
- Definition and Theories of Attention
- Nature of Learning, Classical and Operant conditioning, Social-Cognitive Perspective

Unit III: Motivation and Emotion

- Nature and Types of Motivation, Instinct Theory of Motivation (McDougall), McClelland, Maslow
- Nature, Expression, and Functions of Emotions
- Theories of Emotion: James-Lange, Cannon-Bard, and Schachter-Singer

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 +10 + 5)	4	4

Recommended Readings:

- Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill Education
- Morgan, C.T., King, R.A., Weiss, J.R.; and Schopler, J. (1993). *Introduction to Psychology*. New York: Tata McGraw Hill

- Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.
- Feldman, R.S. (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw Hill
- Eysenck, M.W. (2009). *Fundamentals of Psychology*. Slovenia: Psychology Press
- Baron, R. A. & Misra, G. (2014). *Psychology*, Indian Subcontinent Edition, Pearson Education

ENVIRONMENT AND BEHAVIOR

Course Objectives:

The course will give an understanding of the bi-directional relationship between environment and behavior. It will also create awareness about the role of the built environment on behavior, and suggest ways of promoting pro-environmental behavior and sustainability.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand the relationship between environment and human behaviour, including how natural and social environments influence individuals and communities.
- Examine the role of the built environment in shaping health, mental well-being, and social behaviour.
- Understand the importance of pro-environmental behaviour, resource conservation, and sustainable development in addressing environmental challenges.

Unit 1: Natural and Social Environment

- Introduction to the relationship between Environment and Behavior
- The influence of Environment on Behavior (Air pollution, Noise, Crowding)
- The influence of Behavior on the Environment (Global warming, Greenhouse effect)

Unit 2: Built Environment

- The Built Environment, Social Design
- The Role of Built Environment on Health and Mental Health
- Defensible Space: Defensible Space Theory and Human Behavior

Unit 3: Pro-environmental Behavior and Sustainable Development

- Understanding Resource Dilemmas

- Promoting Pro-environmental Behavior
- Developing a Sustainable Future

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
75	56	19 (10+9)	3	3

Recommended Readings

- Oliver, K. (2002). *Psychology in Practice: Environment*. Oxon: Hodder Education
- Gifford R. (2012). Applying Social Psychology to the Environment, In Schneider, F. W., Gruman J. A., & Coutts, L. M. (Eds.), *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. New Delhi: SAGE Publications
- Steg, L. & Gifford, R. (2008). Social Psychology and Environmental Problems, In Steg, L., Buunk, A. P., & Rothengatter T. (Eds.), *Applied Social Psychology: Understanding and Managing Social Problems*. Cambridge: Cambridge University Press
- Myers, D. G. (2010). *Social Psychology*. New York: McGraw-Hill Companies
- Goleman D. (2009). *Ecological Intelligence*. London: Penguin

STRESS MANAGEMENT

Course Objectives:

The course aims to teach learners the idea of Stress, its sources, and how stress impacts our health. Moreover, the relationship between stress with some personality factors will also be explained to the learners. How to manage stress is another important aspect students will learn. The course will include exercises and activities for students.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand the nature of stress, different types of stressors, and the psychological and environmental factors that contribute to stress.
- Explain the relationship between stress and physical health, including the effects of stress on the immune system and major health conditions.
- Understand the role of personality and coping strategies in stress management and explore healthy ways of managing stress in everyday life.

Unit I: Stress and Stressors

- Core concepts: Stress, Stressors
- Environmental Stressors: Catastrophes, Major Life Changes, and Daily Hassles
- Psychological stressors: Cognitive Appraisal, Uncertainty, and Conflict

Unit II: Stress and Health

- The General Adaptation Syndrome
- Stress and the Immune System
- Stress, Coronary Heart Disease, and Diabetes

Unit III: Stress, Personality, and Managing Stress

- Distress Prone and Distress Resistant Personality Patterns: Type A, Type B, Type C, Optimism, and Hardiness
- Managing Stress: Coping (Adaptive-Maladaptive), Physical exercise, Relaxation, Meditation, and Spirituality
- Know your Stress Level and Manage it: Assessment and Experiential Training

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
75	56	19 (10 + 9)	3	3

Recommended Readings:

- Schafer, W. (2000). *Stress Management*. New Delhi: Cengage Learning
- Ciccarelli, S. K., White, J. N. & Misra, G. (2023) *Psychology*. New Delhi: Pearson Publications
- Carr, A. (2011). *Positive Psychology: The Science of Happiness and Human Strength*. London, UK: Routledge

MENTAL HEALTH CARE

Course Objectives:

The course will help students to understand the intricacies of mental health and mental illness. It will also develop an awareness of the different ways of mental health care (including self-care), allowing individuals to take appropriate measures to deal with mental health related difficulties.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand the concepts of mental health and mental illness, different perspectives on mental health, and the major challenges related to mental well-being.
- Understand the role of mental health services, counseling, psychotherapy, community care, and mental health literacy in promoting psychological well-being and support.

Unit I: Understanding Mental Health and Mental Illness

- Basic Concepts: Mental Health and Illness, Mental Health Continuum
- Perspectives on Mental Health (Psychoanalytic, Behavioral, Cognitive, Interpersonal, Humanistic)
- Mental Health: Issues and Challenges

Unit II: Mental Health Prevention and Care

- Healthcare Systems: Primary, Secondary, Tertiary, Quaternary
- The concept of Counseling and Psychotherapy, Psychological First Aid, Community Mental Health
- Mental Health Capacity Building, Mental Health Literacy

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
50	37	13 (7+6)	2	2

Recommended Readings:

- Westerhof, G. J. & Keyes, C. L. M. (2010). Mental Illness and Mental Health: The Two Continua Model Across the Lifespan. *Journal of Adult Development*, 17, 110 - 119 DOI 10.1007/s10804-009-9082-y
- Keyes, C. L. M. (2005). Mental Illness and/or Mental Illness? Investigating Axioms of the Complete State Model of Health. *Journal of Consulting and Clinical Psychology*, 73 (3), 539 - 548
- Snyder, C. R. & Lopez, S. J. (Eds.) (2002). *Handbook of Positive Psychology*. Oxford: Oxford University Press
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A Dimensional Approach*. Wadsworth: Cengage Learning
- Donev, D., Kovacic L., & Laaser, U. (2013). The Role and Organization of Healthcare Systems. In: *Health: Systems - Lifestyle - Policies*
- Sommers-Flannagan, J. & Sommers-Flannagan, R. (2004). *Counseling and Psychotherapy Theories and Practice: Skills, Strategies, and Techniques*. Hoboken: John Wiley & Sons
- Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. New York: Pearson Education
- Sampaio, F., Gonclaves, P., & Sequeira, C. (2022). Mental Health Literacy: It is now time to put knowledge into practice. *International Journal of Environment Research and Public Health*, 19, 7030 <https://doi.org/10.3390/ijerph19127030>
- Kutcher, S., Wei, Y., & Coniglio, C. (2016). Mental Health Literacy: Past, Present, and Future. *The Canadian Journal of Psychiatry*, 61 (13), 154 - 158 DOI: 10.1177/0706743715616609

- Wainberg, M. L., Scorza, P, Schultz, J. M. et al (2017). Challenges and Opportunities in Global Mental Health: A Research-to-Practice Perspective
- Sultana, S. A. (2021). Building Capacities of Youth Positive Mental Health and Wellbeing. In: Leal Filho, W., Azul, A.M., Brandli, L., Lange Salvia, A., Özuyar, P.G., Wall, T. (eds) *Peace, Justice and Strong Institutions. Encyclopedia of the UN Sustainable Development Goals*. Springer, Cham. https://doi.org/10.1007/978-3-319-71066-2_145-1

SEMESTER II

Course Code: 24-PSY-C-151

Marks:100

COGNITIVE PSYCHOLOGY

Course Objectives:

The course will introduce students to the discipline of cognitive psychology. Students will get to know about cognitive psychology and its emergence as a discipline as well as develop an understanding of some of the higher cognitive processes such as memory, language, reasoning, problem solving, decision making, and intelligence.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand basic concepts of cognitive psychology, including memory, forgetting, and information processing in everyday life.
- Explore how language, thinking, reasoning, problem solving, and decision making influence human behaviour and experiences.
- Understand different perspectives on intelligence, including emotional intelligence, and the role of heredity and environment in shaping intellectual abilities.
- Use concepts from cognitive psychology to observe and understand memory, thinking, problem solving, decision making, and intelligence in real-life situations.

Unit I: Introduction to Cognitive Psychology

- Definition, Brief History of Cognitive Psychology, Artificial Intelligence
- Nature and Processes of Memory, Information Processing Model of Memory (Atkinson & Shiffrin), The Concept of Forgetting
- Autobiographical Memory, Flashbulb Memory, False Memories

Unit II: Language, Thinking, and Decision Making

- Language and Thought: Language Acquisition (Chomsky), Linguistic-relativity Hypothesis
- Reasoning and Problem Solving: Inductive and Deductive Reasoning, Steps and Barriers of Problem Solving
- Decision Making: Individual and Group Decision Making, Heuristics

Unit III: Intelligence

- History of Intelligence; Heredity, Environment, and Intelligence
- Nature of Intelligence: Psychometric and Cognitive approaches
- Theory of Multiple Intelligences (Gardner), Emotional Intelligence

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on **any two** of the following topics (**both practicals have to be from different units**):

1. Memory
2. Language and Thought
3. Problem-Solving
4. Decision Making
5. Intelligence

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill Education
- Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.
- Solso, R. L., MacLin, O. H., & MacLin, M. K. (2014). *Cognitive Psychology*. Harlow: Pearson Education
- Sternberg, R. J. & Sternberg, K. (2012). *Cognitive Psychology* (6th ed.). Wadsworth, Cengage Learning
- Matlin, M. W. (2013). *Cognition* (3rd ed.). John Wiley & Sons
- Galloti, K. M., Fernandes, M. A., Fugelsang, J., & Stolz, J. A. (2010). *Cognitive Psychology: In and Out of the Laboratory* (1st Canadian Edition). Nelson Education Ltd
- Morgan, C. T., King, R. A., Weiss, J. R., & Schopler, J. (1986). *Introduction to Psychology*. New York: Tata McGraw Hill

ABNORMAL PSYCHOLOGY

Course Objectives:

At the end of this course, the student shall be able to understand the concept of normality in its various dimensions and the classification, symptoms, aetiology, and treatment options for various disorders.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand the concept of abnormal behaviour, its causes, and the basic classification of mental disorders using DSM-5-TR.
- Explain the symptoms, causes, and treatment approaches related to anxiety disorders, obsessive-compulsive disorder, and phobias.
- Understand major personality disorders and examine how biological, psychological, and socio-cultural factors influence abnormal behaviour and mental health.
- Use concepts from abnormal psychology to observe and understand symptoms, behaviours, and psychological difficulties in real-life contexts.

Unit I: Introduction

- Historical Background, Concept and Criteria of Abnormal Behavior
- Causes of Abnormal Behavior: Biological, Psychological, Socio-cultural
- DSM-5TR Classification of Mental Disorders

Unit II: Anxiety, Obsessive-Compulsive and Related Disorders

- Generalized anxiety Disorder: Symptoms, Causes, and Treatment
- Obsessive-Compulsive Disorder: Symptoms, Causes, and Treatment
- Phobia: Symptoms, Causes, and Treatment

Unit III: Personality Disorders

- Paranoid Personality Disorder: Symptoms, Causes, and Treatment
- Narcissistic Personality: Symptoms, Causes, and Treatment
- Dependent Personality Disorder: Symptoms, Causes, and Treatment

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on **any two** of the following topics (**both practicals have to be from different units**):

1. DSM
2. Anxiety
3. OCD
4. Phobia
5. Personality disorders

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (11th ed.). New York: Worth Publishers
- Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal Psychology* (18th ed.). UK: Pearson Education Limited
- Kring, A. M., & Johnson, S. L. (2022). *Abnormal psychology: The science and treatment of psychological disorders* (15th ed.). NJ: Wiley

- Nevid, J. S., Rathus, S. A., & Greene, B. S. (2021). *Abnormal Psychology in a Changing World* (11th ed.). Pearson
- Whitbourne, S. (2022). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders* (10th ed.). McGraw-Hill
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
- Ray, W. J. (2020). *Abnormal Psychology* (3rd ed.). CA: Sage Publications
- Nolen-Hoeksema, S., & Jennings, H. (2023). *Abnormal Psychology* (9th ed.). New York, NY: McGraw Hill

FOUNDATIONS OF PSYCHOLOGY

Course Objectives:

The course gives a basic understanding of the discipline of psychology, and introduces students to the concepts of learning, memory, intelligence, problem solving, and decision making.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand the nature of memory and forgetting, including different models of memory and theories explaining forgetting processes.
- Explain major theories of intelligence and emotional intelligence, and understand the role of heredity and environment in shaping intellectual abilities.
- Understand the processes involved in problem solving, creativity, and decision making, and apply these concepts to everyday situations.

Unit I: Memory and Forgetting

- Memory: Nature of Memory, Models of Memory (Information Processing Model)
- Autobiographical Memory, Flashbulb Memory, Memory as a Constructive Process
- Forgetting: Nature of Forgetting, Theories of Forgetting: Decay, Interference Theory, Motivated Forgetting

Unit II: Intelligence

- Concept and History of Intelligence; Heredity, Environment and Intelligence
- Theories of Intelligence: Spearman's two factor theory, Gardner's theory of Multiple intelligences
- Meaning and Definition of Emotional Intelligence (EI), components of EI

Unit III: Problem Solving and Decision Making

- Problem Solving: Steps, Strategies – Trial and Error, Algorithms, Heuristics

- Creativity: Nature, Stages in Creative Thinking, Barriers to Creative Thinking
- Decision Making: Individual versus Group Decision Making, Heuristics

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 +10 + 5)	4	4

Recommended Readings:

- Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill Education
- Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.
- Feldman, R.S. (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw Hill
- Smith, E.E, Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2014). *Atkinson and Hilgard's Introduction to Psychology*. New York: Thomson-Wadsworth
- Baron, R.A. & Misra, G. (2014). *Psychology*, Indian Subcontinent Edition, 5th Edition, New Delhi: Pearson Education
- Morgan, C.T, King, R.A., Weiss, J.R., & Schopler, J. (1993). *Introduction to psychology*, New York: Tata McGraw Hill
- Open Textbook: Lumen Learning (2022). Introduction to Psychology. Lumen Learning <https://courses.lumenlearning.com/waymaker-psychology/>

EMOTIONAL INTELLIGENCE

Course Objectives:

The course aims to introduce the concept of emotional intelligence (EI) to students, and how it can be useful in important domains of our life. The course also will give students a modest understanding of different theoretical perspectives on EI. The course further makes students learn the significance of EI in self-growth, and building effective relationships.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand the concept, history, and major models of emotional intelligence, including ability, trait, and mixed models of EI.
- Develop awareness of personal and social competencies such as self-awareness, emotional regulation, empathy, compassion, and effective communication.
- Understand the role of emotional intelligence in workplaces, relationships, and mental health, including its importance in leadership, conflict management, and coping with stress and anxiety.

Unit I: Fundamentals of Emotional Intelligence

- Nature of EI, Brief History (Mayer & Salovey, and Goleman)
- Models of EI: Ability (Mayer & Salovey) Model of EI, and Trait model (Davies et al.) Model
- Mixed model of EI: Goleman

Unit II: Personal and Social Competencies:

- Self-Awareness: Identifying one's own strengths and weaknesses
- Self-Management: Managing one's positive emotions (Happiness), and negative emotions (Anger)

- Social Competencies: Empathy, Compassion, and Effective Communication

Unit III: Importance of Emotional Intelligence in Various Life Domains:

- EI in the Workplace: Leadership, Effective Teams/Groups
- EI in Relationships: Empathy, Managing Conflicts
- EI in Mental Health: Managing Stress and Anxiety

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
75	56	19 (10 + 9)	3	3

Recommended Readings:

- Carr A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge
- Bar-On, R. & Parker, J. D. A. (Eds.) (2000). *The Handbook of Emotional Intelligence*. San Francisco, California: Jossey Bros
- Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Book
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books
- Davies, K. A., Lane, A. M., Devonport, T. J., & Scott, J.A. (2010). Validity and Reliability of a Brief Emotional Intelligence Scale (BEIS-10). *Journal of Individual Differences*, 31(4),198–208

PERSONAL GROWTH

Course Objectives:

The course will develop an understanding of the various aspects of personal growth. It will help in understanding the idea of self-concept and enhancing self-esteem. Further, it will help in understanding personal growth through cognitive-behavioral and humanistic models as well as develop self-awareness.

Learning outcomes:

At the end of this course, students will be able to:

- Understand themselves better by learning about self-concept, self-esteem, self-awareness, growth mindset, self-efficacy, self-determination, and personal growth.
- Reflect on how their thoughts, emotions, personality, confidence, strengths, weaknesses, and relationships are shaped by different life experiences.
- Use simple self-awareness activities to build confidence, improve personal growth, and prepare themselves for future academic, personal, and professional life.

Unit I: Self-concept and Self-esteem

- Self and Personality, Self Growth, Personal Growth
- Self-concept, Factors influencing Self-concept
- Self-esteem, Factors influencing Self-esteem, Enhancing Self-esteem

Unit II: Cognitive-Behavioral and Humanistic Models

- Growth Mindset and Fixed Mindset
- Self-efficacy, Self-determination
- Self-actualization, Personal Growth Process Model

Unit III: Developing Strengths, Understanding Weaknesses

- Self-awareness: Definition, Types of self-awareness

- Factors Influencing Self-awareness, Consequences of Self-awareness
- Developing Self-awareness (Tasks, Exercises)

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
75	56	19 (10 + 9)	3	3

Recommended Readings

- Schultz, D. P. & Schultz, S. E. (2009). *Theories of Personality*. Wadsworth: Cengage Learning
- Snyder, C. R. & Lopez, S. J. (Eds.) (2002) *Handbook of Positive Psychology*. Oxford: Oxford University Press
- Myers, D. G. (2010). *Social Psychology*. New York: McGraw-Hill Companies
- Duffy, K. G. & Atwater, E. (2008). *Psychology for Living: Adjustment, Growth, and Behavior Today*. New Delhi: Pearson Education
- Dweck, C. S. (2017). *Mindset*. New York: Random House
- Goleman, D. (2007). *Social Intelligence: The New Science of Human Relationships*. London: Arrow Books
- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strengths*. New York: Routledge
- Maurer, M. M., Maurer, J., Hoff, E., & Daukentaite, D. (2023). What is the process of personal growth? Introducing the Personal Growth Process Model. *New Ideas in Psychology*, 70, 101024 <http://dx.doi.org/10.1016/j.newideapsych.2023.101024>
- Morin, A. (2011). Self-awareness Part I: Definition, Measures, Effects, and Antecedents. *Social and Personality Psychology Compass*, 5(10), 807-823
- Eurich, T. (2019). What Self-awareness Really Is (and How to Cultivate it) In *Self-awareness: HBR Emotional Intelligence Series*. Boston: Harvard Business Review Press
- Fleming, S. M. (2021). *Know Thyself: The New Science of Self-awareness*. London: John Murray Publishers

HAPPINESS AND WELLBEING**Course Objectives:**

The course will help in understanding the concepts of happiness and wellbeing. The students will understand the causes and effects of happiness as well as the different aspects of wellbeing.

Learning Outcomes:

At the end of this course, students will be able to:

- Understand what happiness and wellbeing mean, including concepts like hedonism, eudaimonia, subjective wellbeing, and the PERMA model, and connect them with real-life experiences.
- Recognize how personality, relationships, creativity, productivity, and health contribute to a happier and more meaningful life, and use this understanding for their future personal and social growth.

Unit I: Happiness

- Definition of Happiness, Hedonism and Eudaimonia
- Causes of Happiness: Personality Traits, Relationships
- Effects of Happiness: Creativity and Productivity, Longevity

Unit II: Wellbeing

- Definition of Wellbeing, Difference between Happiness and Wellbeing
- PERMA model of Wellbeing (Martin Seligman)
- Subjective Wellbeing, Domains of Subjective Wellbeing (Diener, Keyes)

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
50	37	13 (7+6)	2	2

Recommended Readings

- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strengths*. New York: Routledge
- Snyder, C. R. & Lopez, S. J. (Eds.) (2002). *Handbook of Positive Psychology*. Oxford: Oxford University Press
- Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.) (2021). *The Oxford Handbook of Positive Psychology*. Oxford: Oxford University Press
- Bornstein, M. H., Davidson, L., Keyes, C. L. M., Moore, K. A., & The Center for Child Wellbeing (Eds.) (2003). *Wellbeing: Positive Development Across the Life Course*. London: Lawrence Erlbaum Associates
- Diener, E. (2000). Subjective Well-Being: The Science of Happiness and a Proposal for a National Index. *American Psychologist*, 55 (1), 34-43
- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective Well-Being: Three Decades of Progress. *Psychological Bulletin*, 125 (2), 276-302
- Lyubomirsky, S., King, L., & Diener, E. (2005). The Benefits of Frequent Positive Affect: Does Happiness Lead to Success? *Psychological Bulletin*, 131(6), 803-855
- Duffy, K. G. & Atwater, E. (2008). *Psychology for Living: Adjustment, Growth, and Behavior Today*. New Delhi: Pearson Education

SEMESTER III

Course Code: 24-PSY-C-201

Marks: 100

SOCIAL PSYCHOLOGY

Course Objectives:

The course will introduce the students to the discipline of social psychology. Students will learn the nature and scope of social psychology, indicating the role of the situation and context on behavior. Further, students will develop an understanding of social processes in shaping the self, and the social-cognitive process involved in behavior. Finally, the students will learn about attitude formation and attitude change, and the different types of beliefs.

Learning outcomes:

At the end of this course, students will be able to:

- Apply social psychological theories and methods to understand social behavior.
- Analyze the role of self and social cognition in everyday interactions.
- Examine attitude formation, persuasion, and belief systems in society.
- Conduct and report practical investigations on social psychological processes.

Unit I: Introduction to Social Psychology

- Nature, Scope, and Brief History of Social Psychology, Difference Between Basic and Applied Social Psychology
- Theoretical Perspectives: Symbolic Interactionism and Social Constructionism
- Methods of Social Psychology: Experiments, Surveys, Ethnomethodology, Action Research

Unit II: Self and Social Cognition

- Social Self: Self-Concept, Self-Awareness, and Self-Esteem
- Heuristics, Schemas, and Errors in Social Cognition
- Theories of Attribution, Attributional Biases; Impression Formation and Impression Management

Unit III: Attitudes and Beliefs

- Nature and Formation of Attitudes, Attitude and Behavior
- Theories of Attitude Change (Heider, Festinger), Persuasion
- Beliefs and Believing, Psychological Factors in Believing in Conspiracy Theories

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (**both practicals have to be from different units**):

- Self
- Errors in Social Cognition
- Impression Formation
- Attitude and Attitude Change
- Beliefs

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Baumeister, R. Y. & Bushman, B. J. (2024). *Social Psychology and Human Nature*. New Delhi: Cengage Learning

- Aronson, E., Wilson, T. D., Akert, R. M., Sommers, S. R. (2016). *Social Psychology*. Boston: Pearson Education
- Baron, R. A. & Branscombe, N. R. (2012). *Social Psychology*. New York: Pearson Education
- Myers, D. G. (2010). *Social Psychology*. New York: McGraw-Hill Companies
- Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology*. New Delhi: Pearson Education
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.) (2012). *Applied Social Psychology: Understanding and Practicing Problems*. New Delhi: SAGE
- Steg, L., Buunk, A. P., & Rothengatter, T. (Eds.) (2008). *Applied Social Psychology: Understanding and Managing Social Problems*. Cambridge: Cambridge University Press
- Shermer, M. (2011). *The Believing Brain: How We Construct Beliefs and Reinforce Them As Truths*. London: Times Books
- Van Prooijen, J. (2018). *The Psychology of Conspiracy Theories*. London: Routledge
- Brotherton, R. (2015). *Suspicious Minds: Why We Believe Conspiracy Theories*. New York: Bloomsbury
- Neuman, W. L. (2015). *Social Research Methods: Qualitative and Quantitative Approaches*. Noida: Pearson Education

COUNSELING PSYCHOLOGY

Course Objectives:

The course will acquaint students with the counseling process, goals of counseling and the skills and techniques involved in counseling. Several major theories in counseling will be examined that focus on the nature of counseling, the client-counselor relationship, and the techniques used. Finally, counseling specific populations have been emphasized.

Learning outcomes:

At the end of this course, students will be able to:

- Apply counseling skills and ethical principles in helping relationships.
- Compare and use major counseling approaches in understanding client concerns.
- Analyze counseling needs and interventions for diverse populations and crisis situations.
- Demonstrate basic counseling techniques through supervised practical work and case reporting.

Unit I: Introduction to Counseling

- Nature and Meaning of Counseling; Outcome and Process Goals of Counseling; Ethical Issues in Counseling.
- Factors that Influence Counseling; Stages of Counseling; Termination and Follow-up.
- Skills of the Counselor; Core Conditions of Counseling: Empathy, Positive Regard, Genuineness and Concreteness.

Unit II: Theories of Counseling

- Psychoanalytic Counseling: The Nature of People; the Role of the Counselor; Goals and Techniques of Counseling.
- Person-centered Counseling: View of Human Nature; the Role of the Counselor and the Counseling Process; Goals and Techniques of Counseling.

- Behavioral Counseling: The Nature of People; the Role of the Counselor and the Counseling Process; Goals and Techniques of Counseling.

Unit III: Counseling Specific Populations

- Counseling Clients in Crisis: Definition of Crisis; Events that Precipitate Crisis and Steps in Crisis Intervention.
- Counseling the Aged or Older Adults: Old Age and the Needs of the Aged; Specific Emphases and Techniques for Older Clients; Working with Families of Older Clients.
- Gender-Based Counseling: Concerns, Issues and Skills in Counseling Women; Concerns, Issues and Skills in Counseling Men.

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for that practical. The practicals will be conducted on **any two** of the following topics (**both the practicals must be from different units**).

- Importance of Ethics in Counseling
- Skills of the Counselor in Counseling
- Person-Centered Counseling
- Behavioral Counseling
- Crisis Counseling

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Welfel, E.R., & Patterson, L.E. (2005). *The Counseling Process. A Multi-cultural Perspective*. Cengage Learning
- Gladding, S.T. (2014). *Counseling. A Comprehensive Profession*. Pearson Education
- Gibson, R. L. & Mitchell, M. H. (2008). *Introduction to Counseling and Guidance*. Pearson Education
- Corey, G (2013). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning
- Capuzzi, D. & Gross, D.R. (2007). *Counseling and Psychotherapy: Theories and Interventions*. Pearson Education

INTRODUCTION TO SOCIAL PSYCHOLOGY

Course Objectives

This course aims to identify patterns of individual's thoughts, feelings, and behaviors in various social settings. By integrating empirical research with practical applications, this course will provide students with valuable insights into the complexities of human behavior in social contexts.

Learning outcomes:

At the end of this course, students will be able to:

- Explain major theories, methods, and ethical issues in Social Psychology.
- Analyze attitude formation, persuasion, and prejudice in social contexts.
- Examine interpersonal attraction, social influence, and prosocial behavior in everyday life.

Unit I: Introduction

- Nature, Historical Roots, and Methods of Social Psychology
- Theories of Social Psychology: Evolutionary, Behavioral, and Cognitive
- Research Ethics in Social Investigation

Unit II: Attitude and Prejudice

- Concept and Theories of Attitude: Cognitive Consistency, Cognitive Dissonance
- Model of Persuasion Process: The Communicator, the Communication, and the Target
- Prejudice: Concept, Cognitive Biases of Prejudice, Techniques of Reducing Prejudice

Unit: III Interpersonal Attraction, Social Influence and Prosocial Behavior

- Need to Belong, Bases of Interpersonal Attraction
- Social Influence: The Classical Studies of Conformity (Sherif and Asch); Compliance: Principles and Tactics

- Concept and Perspective of Prosocial Behavior: Sociocultural and Decision making Perspective; Prosocial Behavior: Theories, Factors, Bystander Intervention Model

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 +10 + 5)	4	4

Recommended Readings

- Baron, R.A. & Branscombe, N.R. (2011). *Social Psychology*. Pearson Education
- Baumeister, R. F. & Bushman, B. J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning
- Franzoi, S.L. (2009). *Social Psychology*. New York: McGraw-Hill
- Myers, D.G. (2010). *Social Psychology*. New York: McGraw Hill
- Taylor, S. E., Peplau, L.A., & Sears, O. (2006). *Social Psychology*. Pearson Education

COMMUNITY AND PSYCHOLOGY

Course Objectives:

The course will give an understanding of individual behavior in the context of communities. Students will learn about the concept of community and the different types of communities. The students will also develop an understanding of diversity, community mental health, and social change.

Learning outcomes:

At the end of this course, students will be able to:

- Explain the relationship between individuals, communities, and ecological contexts.
- Analyze diversity, stress, coping, and community mental health support systems.
- Evaluate strategies for empowerment, citizen participation, and community change initiatives.

Unit I: Foundations

- Linking the Individual to the Community: Persons, Contexts, and Change
- Definition of Community, Types of Communities; Sense of Community
- Core Values of Community and Psychology; Ecological Levels of Analysis (Bronfrenbrener)

Unit II: Diversity and Community Mental Health

- Understanding Human Diversity in Context
- Stress and Coping: An Ecological-Contextual Model
- Social Support, Mutual Help Groups

Unit III: Social Change

- Empowerment and Citizen Participation
- Community Organization Techniques

- Elements of Effective Community Change Initiatives

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
75	56	19 (10 + 9)	3	3

Recommended Readings

- Kloos, B., Hill, J. Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community Psychology: Linking Individuals and Communities*. New Delhi: Cengage Learning
- Moritsugu, J., Vera, E., Wong, F. Y., Duffy, K. G. (2014). *Community Psychology*. New York: Pearson Education
- Trickett, E. J. (2009). Community Psychology: Individuals and Interventions in Community Context. *Annual Review of Psychology*, 60, 395–419
- McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6–23

LEADERSHIP

Course Objectives:

This course is about understanding the psychological principles that underpin effective leadership, such as communication, empathy, emotional intelligence, and managing the motivation of fellow employees. The course will also help students to understand their own leadership potential and limitations.

Learning outcomes:

At the end of this course, students will be able to:

- Explain major leadership theories and their relevance in contemporary organizations.
- Apply emotional intelligence, empathy, and conflict management skills in leadership situations.

Unit I: Introduction

- Nature and the Importance of Leadership in Contemporary Organizations
- Evolution of Leadership Theories: Great Man, Trait, Behavioral, Contingency (Fielder, Hersey, & Blanchard).
- Contemporary Theories: Transformational, Charismatic, Nurturant-Task, Authentic, and Servant leadership

Unit II: Leadership Skills

- Emotions and Leadership: Empathy, Emotional Intelligence, and Emotion Regulation
- Interpersonal Core of Leadership: Building Trust and Managing Interpersonal Conflict
- Know Your Leadership Style and Skills: Least Preferred Co-worker (LPC) Scale, Assessment of Leadership Styles (Sinha, 2008), Measure Your Empathy (Perth Empathy Scale), Check Your EI (Davies et al., 2010), Know Your Conflict Management Style (Worksmart Conflict Management Styles Assessment, 2020, or any Other Measure).

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
50	37	13 (7+6)	2	2

Recommended Readings

- Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage Publications
- Torrence, B.S., & Connelly, S. (2019). Emotion Regulation Tendencies and Leadership Performance: An Examination of Cognitive and Behavioral Regulation Strategies. *Frontiers in Psychology*. 10:1486. doi: 10.3389/fpsyg.2019.01486.
- Zeffane, R. (2010). Towards a two-factor theory of interpersonal trust: a focus on trust in leadership. *International Journal of Commerce and Management*. 20 (3). 246-257. DOI: <https://doi.org/10.1108/10569211011076938>
- Brett, J. D., Becerra, R., Maybery, M. T., & Preece, D. A. (2023). The Psychometric Assessment of Empathy: Development and Validation of the Perth Empathy Scale. *Assessment*, 30(4), 1140-1156. <https://doi.org/10.1177/10731911221086987>.
- Davies, K. A., Lane, A. M., Devonport, T. J., & Scott, J. A. (2010). Validity and reliability of a Brief Emotional Intelligence Scale (BEIS-10). *Journal of Individual Differences*, 31(4), 198–208. <https://doi.org/10.1027/1614-0001/a000028>
- [worksmart.ConflictStyleAssessment.pdf](#).

SEMESTER IV

Course Code: 24-PSY-C-251

Marks: 100

HISTORY OF PSYCHOLOGY

Course Objectives:

This course will give an understanding to students about the historical perspective of the discipline of psychology. At the end of the course, students will develop an awareness of the philosophical antecedents of psychology, and the pioneers of modern psychology. The students will also learn about the classical schools of psychology. Further, the students will also develop an understanding about the theoretical and conceptual reorientations in psychology, including the cognitive and evolutionary perspectives, the phenomenological movement, and postmodernism.

Learning outcomes:

At the end of this course, students will be able to:

- Explain the philosophical and scientific foundations of modern Psychology.
- Compare the major classical schools and systems of psychology and their contributions.
- Analyze contemporary reorientations in psychology, including cognitive, humanistic, evolutionary, and postmodern perspectives.
- Develop a critical understanding of the historical evolution and changing perspectives of psychology.

Unit I: Foundations of Psychological Thought

- Philosophical Traditions: Rationalism, Empiricism, Romanticism; Science and Psychology (Popper and Kuhn)
- Precursors of Modern Psychology: Charles Darwin, Hermann von Helmholtz, Gustav Theodor Fechner
- The Beginning of Modern Psychology: Wilhelm Wundt, Franz Brentano, William James; The Beginning of Modern Psychology in India

Unit II: Classical Schools and Systems of Psychology

- Structuralism: Contributions of Edward Titchener; Functionalism: Contributions of John Dewey, James Rowland Angell, and Harvey Carr
- Gestalt Psychology: Contributions of Max Wertheimer, Behaviorism: Contributions of John Watson
- Psychoanalysis: Freudian Psychoanalysis

Unit III: Theoretical and Conceptual Reorientations

- Cognitive Revolution and the Founding of Cognitive Psychology; Evolutionary Psychology
- The Phenomenological Movement: Existential and Humanistic Psychology
- Postmodernism: Social Constructionism, Feminist Psychology

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (**both practicals have to be from different units**):

- Life History of a Psychologist (Historical Figures)
- Development of any Classical School of Psychology
- Cognitive Revolution
- Phenomenological Movement
- Postmodernism

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Hergenhahn, B. R. & Henley, T. B. (2014). *An Introduction to the History of Psychology*. Belmont: Cengage Learning
- Shultz, D.P. & Schultz, S. E. (2008). *A History of Modern Psychology*. Belmont: Thomson Wadsworth
- Brenan, J. F. & Houde, K. A. (2017). *History and Systems of Psychology*. Cambridge: Cambridge University Press
- Benjafield, J. G. (2015). *A History of Psychology*. Oxford: Oxford University Press
- Chung, M. E. & Hyland, H. E. (2012). *History and Philosophy of Psychology*. Chichester: John Wiley & Sons Ltd
- Leahy, T. H. (2014). *A History of Psychology: From Antiquity to Modernity*. Essex: Pearson Education
- Richards, G. & Stenner, P. (2023). *Putting Psychology in its Place: Critical Historical Perspectives*. New York: Routledge
- Jones, D. & Elcock, J. (2001). *History and Theories of Psychology: A Critical Perspective*. London: Arnold
- Pickren, W. E. & Rutherford, A. (2010). *A History of Modern Psychology in Context*. Hoboken: John & Wiley Sons
- Bhushan, B. (Ed.) (2017). *Eminent Indian Psychologists: 100 Years of Psychology in India*. New Delhi: SAGE
- Wolman, B. B. (1980). *Contemporary Theories and Systems in Psychology*. New York: Plenum Press

LIFESPAN DEVELOPMENT

Course Objectives:

This course will enable students to articulate the principles of development approach. It will impart the understanding of developmental concerns during the different periods of development. It will also inculcate sensitivity to various sociocultural concerns in relation to human development.

Learning outcomes:

At the end of this course, students will be able to:

- Explain physical, cognitive, social, and moral development during infancy and childhood.
- Analyze developmental changes and challenges during adolescence across physical, emotional, cognitive, and social domains.
- Examine developmental processes, socioemotional changes, and aging-related issues in adulthood.
- Apply lifespan development concepts through observation, case analysis, and practical reporting across different developmental stages.

Unit I: Infancy and Childhood

- Physical and Motor Skills Development
- Cognitive Development
- Social and Moral Development

Unit II: Adolescence

- Nature and Physical Changes
- Social and Moral Development
- Cognitive and Emotional Development

Unit III: Adulthood

- Physical and Cognitive Development

- Socioemotional Development in Early and Middle Adulthood
- Aging Problem, Geriatric Issues

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (**both practical must be from different units**):

- Types of Parenting Styles (Authoritarian, Authoritative, Indulgent, Neglectful)
- Early Motor and Verbal Development During Infancy and Early Childhood Period
- Tasks of Identity Development (Cognitive, Moral and Social)
- Role of Social Media in Adolescent Development (Physical, Social and Cognitive Domains)
- Unique Challenges of Older Adults (e.g. Coping with Losing a Life Partner During Late Middle Adulthood Period)

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Berk, L.E. (2011). *Child Development* (8th Ed.). New Delhi: Prentice Hall
- Santrock, J.W. (2011). *Child Development* (11th Ed.). New Delhi: McGraw-Hill
- Santrock, J.W. (2012). *Life Span Development* (12th Ed.). New Delhi: McGraw-Hill
- Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi
- Hurlock, E.B. (2007). *Developmental Psychology: A Life-span Approach*. New Delhi: McGraw Hill.

RESEARCH METHODS IN PSYCHOLOGY

Course Objectives:

The course aims to teach students how to plan and conduct quantitative research. The course intends to teach the students steps involved in conducting quantitative research beginning from aims/hypotheses, to choose appropriate research design, select the best data collection tools, to get the relevant sample, and finally report the research reports.

Learning outcomes:

At the end of this course, students will be able to:

- Formulate research aims, hypotheses, and variables for psychological investigations.
- Differentiate and apply appropriate quantitative research designs in psychological research.
- Select suitable sampling methods, data collection tools, and APA style reporting techniques for research studies.
- Design and critically evaluate psychological research studies using scientific research methods.

Unit I: Introduction

- Meaning and Importance of Research in Psychology; Reviewing Literature
- Variables: Types of Variables (Independent, Dependent, Confounding, Moderating, Mediating Variables); Managing Confounding Variables
- Aims and Hypothesis: Introduction and Difficulties in Formulating Aims and Hypotheses; Introduction to Hypothetico-Deductive Method; Types of Hypotheses (Null vs Alternative), Directional (Causal/Non-Causal), and Non-Directional (Causal/Non-Causal).

Unit II: Quantitative Research Design

- Meaning and Functions of Research Design; Types of Research Design (Between, Within, and Mixed)
- True Laboratory Experiments: Introduction, Between Group Experiments; Characteristics (Experimental Manipulation, Standardization of Procedures, and Random Assignment to Condition/Order); Within Subjects Experiments: Factors Affecting Within Subjects' Experiments (Fatigue/Boredom, Practice, Carryover Effects) and Controlling these (Counterbalancing); Social Psychology of Laboratory Experiments: Placebo Effect, Experimenter Effect, Experimenter Expectancy Effect, Demand Characteristics; Field Experiments and Laboratory Experiments
- Cross-Sectional or Correlational Research: Meaning and Importance of Cross-Sectional Research; Key Concepts: Varying Reliability of Measures, the Issue of Third Variable, Restricted Variation of Scores; Longitudinal Studies: Panel Study and Retrospective Study

Unit III: Sampling, Tools of Data Collection, and Writing a Research Report

- Sampling: Introduction, Probability and Non-Probability Sampling Methods
- Data Collection Tools: Survey, Online Survey, Psychological Testing, and Interviews
- Writing a Research Report in APA 7 Style

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for that practical. The practicals will be conducted on ***any two*** of the following topics (both the practicals must be from different units).

- Review of Literature Electronically on any Topic, Using any Data Base (Individually/In Small Groups)
- Design a Research, any Social Issues from the Newspapers/Internet (of the last one Week), Stating the Aim and Hypotheses

- Design an Experiment (Lab/Field) and Report How the Independent Variable will be Manipulated
- Design a Longitudinal Study Based on a Published Research Paper (Q-1 Journal) in Which Cross-Sectional Design has been Used
- Critically Evaluate any Classical Studies in Psychology (Sherief's Robber's Cave Experiment, Milgram's Experiment, Darley & Latane's Bystander Effect, etc.) in Terms of Aims, Hypotheses, Design, Sample, and Reporting of the Results

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Howitt, D. & Cramer, D. (2017). *Research Methods in Psychology*. UK: Pearson Education Limited
- Nestor, P. G. & Schutt, R. K. (2019). *Research Methods in Psychology: Investigating Human Behavior*. Sage Publications
- Shaughnessy, J. J., Zechmeister, E.B., & Zechmeister, J.S. (2018). *Research Methods in Psychology*. New York: McGraw Hill
- Neuman, W. L. (2015). *Social Research Methods: Qualitative and Quantitative Approaches*. Noida: Pearson Education

PSYCHOLOGY OF EVERYDAY LIFE

Course Objectives:

This course is interdisciplinary in nature and aims to equip students from diverse academic backgrounds with essential psychological insights and practical tools for navigating contemporary life challenges.

Learning outcomes:

At the end of this course, students will be able to:

- Identify major psychological disorders and their impact on everyday functioning and well-being.
- Analyze the role of self, social change, and personal growth in contemporary life.
- Apply decision-making and personal control strategies to manage life challenges effectively.

Unit I: Mental Health

- Understanding Psychological Disorders: Description and Classification
- Generalized Anxiety Disorder; Phobias; Obsessive-Compulsive Disorder
- Mood Disorders: Depression; Suicidality

Unit II: Self in a Changing World

- Social Change: Living in a Technological World, Living with Other and Social Changes
- The Challenge of Self-Direction: Self-Direction and Society, The Ambiguity of Personal Freedom, Taking Charge of Our Lives
- Themes of Personal Growth: Living with Contradictions and Uncertainty, Continuity and Change, The Experience of Personal Growth

Unit III: Taking Charge of Life

- Mastery and Personal Control: Perceived Control, Consequences of Perceived Control

- Resolve and Decision Making: The Process of Decision Making, Making Better Decisions
- Decisions and Personal Growth: Identifying the Basic Decisions in Your Life, Making New Decisions

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 +10 + 5)	4	4

Recommended Readings

- Duffy, K. G. & Atwater, E. (2008). *Psychology for Living: Adjustment, Growth and Behaviour Today*. Pearson Education
- Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (11th ed.). New York: Worth Publishers
- Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal Psychology* (18th ed.). UK: Pearson Education Limited
- Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill Education
- Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.

SOCIAL-EMOTIONAL LEARNING

Course Objectives:

This course will enable students to understand the concept of social-emotional learning and its significance. Students will learn about the role of emotional intelligence in SEL, various SEL frameworks, and the application of SEL in higher education as well as real-world settings.

Learning outcomes:

At the end of this course, students will be able to:

- Explain the concept, frameworks, and emotional intelligence components of Social-Emotional Learning (SEL).
- Apply SEL principles to educational settings, teacher-student relationships, and community development.

Unit I: Conceptualization

- Defining Social-Emotional Learning (SEL), The Need for SEL
- SEL Frameworks: CASEL 5, Big Five-Based Frameworks, ACT's Behavioral Skills Framework, and Behavioral, Emotional, and Social Skills Model
- The Role of Emotional Intelligence in SEL, SEL skills (Social, Practical, Emotional)

Unit II: Application

- SEL in Higher Education
- SEL and Teacher-Student Relationship
- Promoting the 3 Cs of SEL: Cooperative Community, Constructive Conflict Resolution, and Civic Values

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
50	37	13 (7+6)	2	2

Recommended Readings

- Kaufman, A. S. & Kaufman, A. L. (Eds.) (2022). *Essentials of Social-Emotional Learning*. Hoboken: John & Wiley Sons, Inc
- Durlak, J. A., Domitrovitch, C. E., Weissberg, R. P., & Gullota, T. P. (Eds.) (2015). *Handbook of Social and Emotional Learning: Research and Practice*. New York: Guilford Press
- Elias, M. J. et al. (1997). *Promoting Social and Emotional Learning: Guideline for Educators*. Alexandria: Association for Supervision and Curriculum Development
- Burrus, J., Rikoon, S. H., & Brenneman, M. W. (Eds) (2023). *Assessing Competencies of Social and Emotional Learning: Conceptualization, Development, and Applications*. New York: Routledge
- Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.) (2004). *Building Academic Success on Social and Emotional Learning: What Does Research Say?* New York: Teachers College Press
- Frey, N., Fisher, D., & Smith, D. (2022). *The Social-Emotional Learning Playbook: A Guide to Student and Teacher Well-being*. London: SAGE
- Goleman, D. (1995). *Emotional Intelligence: Why It Matters More Than IQ*. Bantam Books

SEMESTER V

Course Code: 24-PSY-C-301

Marks: 100

PSYCHOPATHOLOGY

Course Objectives:

This course is an extension of the course of Abnormal Psychology (Semester II), where students will learn about more psychological disorders. At the end of this course, the student shall be able to understand the symptoms, aetiology, and treatment for these various disorders.

Learning outcomes:

At the end of this course, students will be able to:

- Identify the symptoms, causes, and treatment approaches of depressive and bipolar disorders.
- Explain the nature, etiology, and management of dissociative disorders.
- Analyze somatic symptoms and related disorders and their psychological impact on individuals.
- Apply psychopathological concepts through case analysis, symptom identification, and practical reporting.

Unit I: Depressive and Bipolar Disorders

- Major Depressive Disorder: Symptoms, Causes and Treatment
- Bipolar I Disorder: Symptoms, Causes and Treatment
- Persistent Depressive Disorder (Dysthymia): Symptoms, Causes and Treatment

Unit II: Dissociative Disorders

- Dissociative Identity Disorder: Symptoms, Causes and Treatment
- Dissociative Amnesia: Symptoms, Causes and Treatment
- Depersonalization/Derealization Disorder: Symptoms, Causes and Treatment

Unit III: Somatic Symptom and Related Disorders

- Somatic Symptoms Disorder: Symptoms, Causes and Treatment
- Functional Neurological Symptom Disorder: Symptoms, Causes and Treatment
- Illness Anxiety Disorder: Symptoms, Causes and Treatment

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (**both practicals have to be from different units**):

- Depression and its Variations
- Dissociative Identity Disorder
- Dissociative Amnesia
- Somatic Symptoms Disorder
- Illness Anxiety Disorder

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (11th ed.). New York: Worth Publishers.
- Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal Psychology* (18th ed.). UK: Pearson Education Limited.

- Kring, A. M., & Johnson, S. L. (2022). *Abnormal psychology: The science and treatment of psychological disorders* (15th ed.). NJ: Wiley.
- Nevid, J. S., Rathus, S. A., & Greene, B. S. (2021). *Abnormal Psychology in a Changing World* (11th ed.). Pearson.
- Whitbourne, S. (2022). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders* (10th ed.). McGraw-Hill.
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
- Ray, W. J. (2020). *Abnormal Psychology* (3rd ed.). CA: Sage Publications.
- Nolen-Hoeksema, S., & Jennings, H. (2023). *Abnormal Psychology* (9th ed.). New York, NY: McGraw Hill.

ORGANIZATIONAL BEHAVIOR

Course Objectives:

This course introduces students to the discipline of organizational behavior. The students will get to understand macro-level organizational processes such as organizational structure and culture, as well as individual-level processes like job attitudes and work motivation. The course will also familiarize students about leadership processes in organizations and develop an understanding of the inherent use and misuse of politics in organizational settings.

Learning outcomes:

At the end of this course, students will be able to:

- Explain organizational structure, culture, and major concepts of Organizational Behavior.
- Analyze job attitudes, job satisfaction, and motivational processes in workplace settings.
- Evaluate leadership styles, power dynamics, and organizational politics in organizations.
- Apply organizational behavior concepts through practical analysis of workplace situations and organizational processes.

Unit I: Introduction

- Basic Nature of Organizational Behavior; Brief History; Challenges, Opportunities, and Prominent Trends in Organizational Behavior
- Organizational Structure: Elements of Organizational Structure; Common and New Designs
- Organizational Culture: Definition, Characteristics, and Forms

Unit II: Job Attitudes and Work Motivation

- Definition and Components of Job Attitudes; Major Job Attitudes
- Job Satisfaction: Nature, Causes, Consequences, Theories
- Work Motivation: Nature; Content (Maslow, Herzberg, McClelland) and Process Theories (Goal-Setting, Equity, Expectancy)

Unit III: Leadership, Power and Politics

- Nature and Characteristics of Leadership; Contingency Theories of Leadership
- Charismatic and Transformational Leadership; Authentic Leadership
- Power and Politics in Organizations

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on **any two** of the following topics (**both practicals have to be from different units**):

- Organizational Structure
- Organizational Culture
- Job Attitudes
- Work Motivation
- Leadership

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Greenberg, J., & Baron, R. A. (2019). *Behavior in Organizations*. Pearson Education
- Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*. Pearson Education
- Luthans, F. (2015). *Organizational Behavior: An Evidence-Based Approach*. McGraw-Hill Education
- Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2025). *Psychology and Work Today*. Routledge

- McShane, S. L., Olekalns, M., & Travaglione, T. (2018). *Organizational Behavior: Emerging Knowledge, Global Reality*. McGraw-Hill Education
- Jex, S.M. (2010). *Organizational Psychology*. New Delhi: Wiley India
- Millward, L. (2005). *Understanding Occupational and Organizational Psychology*. London: SAGE
- Trenerry, B., Cheng, S., Wang, Y., Suhaila, Z. S., Lim, S. S., Lu, H. Y., & Oh, P. H. (2021). Preparing workplaces for digital transformation: An integrative review and framework of multi-level factors. *Frontiers in psychology*, 12, 620766.
- Dvořáková, Z., & Kulachinskaya, A. (Eds.). (2023). *Digital Transformation: What is the Impact on Workers Today?*. Springer.

STATISTICS IN PSYCHOLOGY

Course Objectives:

The course aims to teach students both descriptive and inferential (basic) statistical techniques so that they get the familiarity and understanding of quantitative data analysis in psychology.

Learning outcomes:

At the end of this course, students will be able to:

- Apply descriptive statistical techniques and graphical methods for organizing and summarizing psychological data.
- Analyze relationships between variables using correlation and chi-square techniques.
- Interpret inferential statistical tests, including z-test, t-test, and ANOVA, in psychological research.
- Use statistical software to analyze, interpret, and report quantitative psychological data.

Unit I: Introduction

- Descriptive and Inferential Statistics. Parametric and Non-Parametric Statistics
- Frequency Distribution and Graphical Presentation of Data (Histogram, Bar Chart, Frequency Polygon, and Ogive)
- Measures of Central Tendency (Mean, Median, & Mode), and Variability (AD, Variance, SD, & Quartile Deviation).

Unit II: Correlation and Chi-square

- Concept, Types, and Examining Relationship Between two Variables with Different Levels of Measurement (Nominal, Ordinal, Interval, and Ratio)
- Product Moment and Rank Order Correlations
- Chi Square: Utility of Chi-square, Goodness of Fit, and Independence Hypotheses

Unit III: Inferential Statistics

- Z-Score, Nature and Characteristics of Normal Curve

- Core Logic of Hypothesis Testing, One Tailed Versus two Tailed Test, Type 1 & Type 2 Errors. Level of Significance, Statistical Significance Versus Practical Significance. Hypothesis Testing with Means of Samples, Student's t-Test (Dependent and Independent Groups)
- One Way ANOVA, Mann Whitney U Test, Wilcoxon Signed Rank Test

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for that practical. The practicals will be conducted on ***any two*** of the following topics (**both the practicals must be from different units**).

- Planning and Designing Quantitative Research (May Involve Descriptive and Inferential Statistics)
- Graphical Presentations of Data (Secondary Sources) by Using any Statistical Software/s
- Correlation as a Statistical Technique to Analyze Data by Using any Statistical Software/s (Individually or In Small groups)
- Using t-Test as a Statistical Technique by Using any Statistical Software (Individually or In Small Groups)
- Using One Published Research Paper (Q-1 Journals), Make a Report on How Specific Statistics have been Used in that Research Paper

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Aron, A., Coups, E. J., & Aron, E.N. (2013). *Statistics for Psychology*, New Delhi: Pearson Education
- King, B.M., Rosopa, P.J., & Minium, E.W. (2018). *Statistical Reasoning in Behavioral Sciences*. New York: Wiley
- Howitt, D., & Cramer, D. (2011). *Introduction to Statistics in Psychology*. England: Pearson Education Limited

PERSONALITY AND INDIVIDUAL DIFFERENCES

Course Objectives:

This course will introduce students to the fundamental concepts of personality and individual differences. It will familiarize students with major theories of personality and provide them with a theoretical understanding of the various methods used to assess personality.

Learning outcomes:

At the end of this course, students will be able to:

- Explain the nature of personality, temperament, and individual differences among people.
- Compare major theoretical perspectives of personality and their applications in understanding behavior.
- Evaluate different methods and tools used for personality assessment.

Unit I: Understanding Personality and Individual Differences

- Nature and Definition of Personality
- Trait, Types and Temperament
- Aspects of Personality and Individual Differences

Unit II: Theoretical Perspectives of Personality

- Freudian Psychoanalysis; Erikson's Psychosocial Theory of Development
- Social-Cognitive Perspectives (Bandura, Kelly)
- Humanistic Approach (Maslow, Rogers)

Unit III: Assessment of Personality

- Interviews and Behavioural Assessment
- Personality Inventories and Scales

- Projective Tests

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 +10 + 5)	4	4

Recommended Readings

- Schultz, D. P, & Schultz, S. E. (2017). *Theories of Personality*. Cengage Learning
- Ciccarelli, S. K., & White, J. N. (2018). *Psychology*. Pearson Education
- Passer, M. W. & Smith, R. E. (2015). *Psychology: The Science of Mind and Behavior*. McGraw-Hill Education

COMMUNICATION SKILLS

Course Objectives:

The course will enable students to understand the process of communication, both verbal and non-verbal. Students will be acquainted with the nuances of interpersonal communication that may affect their style and skills of communication. An understanding of the dynamics of communication will help in understanding and managing conflicts in life.

Learning outcomes:

At the end of this course, students will be able to:

- Explain the principles, contexts, and processes of interpersonal communication.
- Apply effective verbal and non-verbal communication skills in everyday interactions.
- Analyze interpersonal conflicts and use communication strategies for conflict resolution.

Unit I: Interpersonal Communication

- Definition and Features of Interpersonal Communication
- Principles of Communication
- Contexts and Interpersonal Communication

Unit II: Verbal and Non-Verbal Communication

- Meaning, Contexts and Principles of Verbal Communication
- Non-Verbal Communication: Meaning, Types and Principles
- Skills for Improving Verbal and Non-Verbal Communication

Unit III: Conflict Resolution

- Interpersonal Conflict: Meaning and Types.
- Orientations, Responses and Patterns During Interpersonal Conflict
- Interpersonal Skills in Conflict Resolution

Evaluation:

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
75	56	19 (10 + 9)	3	3

Recommended Readings

- Wood, J.T. (2010). *Interpersonal communication. Everyday encounters*. Wadsworth Cengage Learning.
- Lane, S.D. (2010). *Interpersonal communication. Competence and contexts*. Allyn & Bacon.
- Hargie, W., & Dickson, D. (2004). *Skilled interpersonal communication. Research, theory and practice*. Routledge.

SEMESTER VI

Course Code: 24-PSY-C-351

Marks: 100

TEST AND MEASUREMENT

Course Objectives:

This course introduces students to the foundations of psychological measurement, including the nature and levels of measurement and sources of error in testing. It familiarizes students with major psychological tests as measuring tools and develops an understanding of key psychometric properties such as item analysis, reliability and validity. The course also gives an understanding of score interpretation using norms and addresses issues of bias and fairness in testing.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic concepts and uses of psychological measurement.
- Analyse key psychometric properties required for psychological testing.
- Interpret test results with awareness of fairness, accuracy and ethical concerns.
- Apply basic testing procedures through practical activities and report writing.

Unit I: Foundations of Psychological Measurement

- Meaning, Nature and Levels of Psychological Measurements
- Source of Errors in Psychological Measurement
- Tools of Psychological Measurement of (Binet, WAPIS, WISC, SPM).

Unit II: Psychometric Properties of Psychological Tests

- Item Facility Index and Item Discriminating Index
- Forms of Reliability and Methods of Estimating Reliability
- Forms of Validity and Methods of Estimating Validity

Unit III: Norms, Fairness of Tests, and Psychological Assessment

- Norms: Meaning and Types (Percentile and Standard Scores)
- Biasness and Fairness of the Test

- Measurement of Personality (16PF and MMPI)

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics **(both practicals have to be from different units)**:

- Estimation of Reliability Index
- Estimation of Validity Index
- Calculation of Percentile and Standard Scores
- Measurement and Applications of Intelligence
- Assessment and Application of Personality

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Anastasi, A. & Urbana, S. (1997). *Psychological Testing*. Person Education
- Cronback, I. J. (1970). *Essential Psychological Testing*. New York: Harper & Row
- Murphy, K. R. & Davidshafer, C. D. (1994). *Psychological Testing: Principles and Applications*. New Jersey: Prentice Hall, Englewood Cliffs
- Singh, A. K. (1997). *Tests, Measurement and Research Methods in Behavioural Sciences*. New Delhi: Bharat Bhawan

BIOPSYCHOLOGY

Course Objectives:

This course introduces the students to the discipline of Biopsychology. The course enables a systematic examination of the biological mechanisms of behavior, including genetic influences, neural mechanisms, sensory processes, endocrine regulation and biological rhythms.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic concepts, nature and scope of biopsychology.
- Explain the biological foundations of behaviour and mental processes.
- Develop an understanding of the relationship between biological processes and human behaviour.
- Apply biopsychological concepts through practical activities, observation, and report writing.

UNIT I: Foundations of Biopsychology

- Nature and Scope of Biopsychology; Methods of Biopsychology (Experimental Ablation, Electrical Stimulation, Neurochemical)
- Evolutionary Perspectives of Behavior; Genetics and Behavior
- Neuron and Neuronal Communication (Action Potential, Synaptic Transmission)

UNIT II: Biopsychological Systems and Functions

- Nervous System and its Divisions
- Neuroanatomical Organization of the Brain
- Biological Basis of Sensation and Perception (Visual, Auditory, Somatosensory and Olfactory Systems)

UNIT III: Hormones and Behavior

- The Endocrine System: Hypothalamus, Pituitary and other glands
- Hunger and Eating: Theories of Hunger and Satiety Centers
- Sleep Stages, Circadian Cycles and Sleep Disorders

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical's as instructed by the course teacher and submit a report for each practical. Practical's will be done on **any two** of the following topics (**both practical's have to be from different units**):

- Genetics and Behavior
- Central and Peripheral Nervous System
- Specific Glands, Hormones and Related Behaviors
- Hunger Regulation
- Sleep Cycle

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Pinel, J. P. J., & Barnes, S. J. (2018). *Biopsychology*. Harlow: Pearson Education
- Carlson, N. R. (2009). *Foundations of Physiological Psychology*. New Delhi: Pearson Education
- Kalat, J. W. (2013). *Biological Psychology*. Belmont: Wadsworth
- Corr, P. J. (2006). *Understanding Biological Psychology*. Carlton: Blackwell Publishing

INTERPERSONAL AND GROUP PROCESSES

Course Objectives:

This course is an extension of the course of Social Psychology (Semester III). The course will enable students to understand the basic interpersonal processes and get acquainted with the different aspects of group dynamics and social influence. The course will also familiarize students with aspects of intergroup relationships such as stereotypes, prejudice and conflict. All this constitutes core issues of social psychology.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic concepts and processes involved in interpersonal behaviour.
- Explain the role of group dynamics and social influence in shaping individual and collective behaviour.
- Develop a critical understanding of cooperation, influence, fairness and conflict in social settings.
- Apply social-psychological concepts through practical activities.

Unit I: Interpersonal Processes

- Factors related to Interpersonal Attraction
- Motives for Prosocial Behavior, the Bystander Effect, Factors that Increase or Decrease Helping Behavior
- Nature and Causes of Aggression

Unit II: Group Dynamics and Social Influence

- Group and its Influences (Social Facilitation, Social Loafing), Perceived Fairness in Groups, Decision-making in Groups
- Conformity; Minority Influence
- Obedience; Compliance and its techniques

Unit III: Intergroup Relationships

- Nature and Origins of Stereotyping
- Prejudice and Discrimination, Reducing Prejudice
- Diversity, Conflict and Conflict Management

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for that practical. The practicals will be conducted on **any two** of the following topics (**both the practicals must be from different units**).

- Interpersonal Attraction
- Prosocial Behavior
- Conformity
- Prejudice
- Conflict Management

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Baumeister, R. Y. & Bushman, B. J. (2024). *Social Psychology and Human Nature*. New Delhi: Cengage Learning
- Aronson, E., Wilson, T. D., Akert, R. M., Sommers, S. R. (2016). *Social Psychology*. Boston: Pearson Education

- Baron, R. A. & Branscombe, N. R. (2012). *Social Psychology*. New York: Pearson Education
- Myers, D. G. (2010). *Social Psychology*. New York: McGraw-Hill Companies
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.) (2012). *Applied Social Psychology: Understanding and Practicing Problems*. New Delhi: SAGE
- Steg, L., Buunk, A. P., & Rothengatter, T. (Eds.) (2008). *Applied Social Psychology: Understanding and Managing Social Problems*. Cambridge: Cambridge University Press

BASIC RESEARCH METHODS

Course Objectives:

The course aims to teach students how to plan and conduct quantitative research. The course intends to teach the students steps involved in conducting quantitative research beginning from aims/hypotheses, to choose appropriate research design, select the best data collection tools, to get the relevant sample, and finally report the research reports.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic meaning, purpose and importance of research in psychology.
- Explain the major steps involved in planning and conducting research.
- Develop an understanding of sampling, data collection, and scientific research reporting.

Unit I: Introduction

- Meaning and Importance of Research in Psychology. Quantitative, Qualitative and Mixed Methods
- Variables: Types of Variables (independent, dependent, confounding, moderating, mediating variables); Managing Confounding Variables
- Aims and Hypothesis: Introduction and Difficulties in Formulating Aims and Hypotheses. Introduction to Hypothetico-deductive Method. Types of Hypotheses (Null vs alternative), Directional (causal/non-causal), and Non-directional (causal/non-causal).

Unit II: Quantitative Research Design

- Meaning and Functions of Research Design. Types of Research Design (Between, Within and Mixed)
- Laboratory Experiments, Field Experiments and Field Studies: Similarities and Differences

- Cross-sectional or Correlational research: Meaning and Importance of Cross-sectional Research. Laboratory Experiments vs. Correlational Research

Unit III: Sampling and Tools of Data Collection

- Sampling: Introduction, Probability and Non-probability Sampling Methods
- Data Collection Tools: Survey, Interview Schedule and Interviews
- Psychological Testing: Introduction and Characteristics (Reliability and Validity)

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 +10 + 5)	4	4

Recommended Readings

- Howitt, D., & Cramer, D. (2017). *Research Methods in Psychology*. UK: Pearson Education Limited
- Nestor, P. G. & Schutt, R. K. (2019). *Research Methods in Psychology: Investigating Human Behavior*. Sage Publications
- Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2018). *Research Methods in Psychology*. New York: McGraw Hill

SEMESTER VII

Course Code: 24-PSY-C-401

Marks: 100

PERSONALITY PSYCHOLOGY

Course Objectives:

This course introduces students to the discipline of personality psychology. Through this course, students will understand the foundational concepts, assessment strategies, and research practices essential for understanding personality in psychology. The course will also enable familiarity with the classical and contemporary theories of personality, and develop an understanding of the application of theoretical knowledge through administration and interpretation of personality assessment tools.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic nature and determinants of personality.
- Explain major classical and contemporary approaches to personality.
- Develop an understanding of the role of individual, social, biological and cultural factors in personality.
- Apply theoretical concepts through practical assessment, interpretation and report writing.

Unit I: Introduction to Personality Psychology

- Nature and Determinants of Personality
- Approaches to Personality Assessment
- Research Methods in Personality Psychology

Unit II: Major Approaches to Personality

- Psychoanalytic Perspective (Freud)

- Neo-Freudian Perspectives (Adler, Jung, Sullivan)
- Humanistic Approach (Maslow, Roger)

Unit III: Contemporary Perspectives on Personality

- Trait Approach (Allport, Cattell)
- Socio-cognitive Perspective (Bandura, Kelly)
- Biological and Cultural Approaches (Eysenck, Hofstede)

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (both practicals have to be from different units):

- Unconscious Processes
- Self-actualization
- Personality traits
- Self-efficacy
- Culture and Personality

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Schultz, D. P., & Schultz, S. E. (2017). *Theories of Personality*. Cengage Learning
- Feist, J. & Feist, G. J. (2008). *Theories of Personality*. McGraw-Hill

- Passer, M. W. & Smith, R. E. (2015). *Psychology: The Science of Mind and Behavior*. McGraw-Hill Education
- Ciccarelli, S. K. & White, J. N. (2018). *Psychology*. Pearson Education
- Maltby, J., Day, L., & Macaskill, A. (2010). *Personality, Individual Differences, and Intelligence*. Pearson Education

QUALITATIVE RESEARCH METHODS

Course Objectives:

The course will introduce qualitative research to students that will acquaint them with a qualitative methodology in psychological research. Issues pertinent to qualitative research such as planning and designing a qualitative study, ethics in research, method of data generation and analysis will enable students to explore and examine their topics of interest in an insightful and in-depth manner.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic nature and assumptions of qualitative research.
- Explain the process of planning and designing qualitative studies.
- Develop an understanding of ethical, interpretive, and reflective aspects of qualitative inquiry.
- Apply qualitative research skills through data generation, analysis, interpretation, and report writing.

Unit I: Introduction

- Definition and Characteristics of Qualitative Research; Philosophical Assumptions in Qualitative Research
- Paradigms or Worldviews; Principles of Qualitative Research Design
- Research problem, Purpose Statement; Qualitative Research Questions; Sampling

Unit II: Qualitative Research Design

- Qualitative Strategies of Inquiry; Theory Use in Qualitative Research
- Researcher's Role and Researcher Reflexivity; Methods of Data Collection/Generation
- Data Analysis and Interpretation

Unit III: Qualitative Approaches

- Case Study Research
- Narrative Research

- Thematic Analysis

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical's as instructed by the course teacher and submit a report for each practical. Practical's will be done on **any two** of the following topics (**both practical's have to be from different units**):

- Philosophical Assumptions in Qualitative Research
- Planning and Designing Qualitative Research
- Strategies of Inquiry in Qualitative Research
- Qualitative Methods of Data Collection/Generation
- Approaches in Qualitative Research

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Creswell, J.W. (2009). *Research design: Qualitative, Quantitative, and Mixed Methods approaches*. Sage Publications
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications
- Willig, C. (2008). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method*. Open University Press
- Howitt, D. & Cramer, D. (2008). *Research Methods in Psychology* (2nd ed.). Prentice Hall

CULTURAL AND INDIGENOUS PSYCHOLOGY

Course Objectives:

This course gives an understanding of psychological concepts from a cultural perspective. Through this course, students will learn about the foundational concepts and frameworks of cultural psychology and indigenization. The course will also give an understanding of self, identity, cognition, emotion, and morality from a cultural perspective.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic concepts and approaches of cultural and indigenous psychology.
- Analyse the relationship between culture, self, identity, cognition, emotion and morality.
- Develop an understanding of cultural diversity and indigenous perspectives in psychology.
- Apply cultural and indigenous psychological concepts through practical activities.

Unit I: Introduction

- Foundational Concepts: Absolutism, Universalism, and Relativism; Approaches to the Psychology of Culture (Cultural, Cross-cultural and Indigenous Psychology)
- Theoretical Perspectives: Ecocultural Framework, Individualism-Collectivism
- Indigenization of Psychology: Types and Levels of Indigenization, Indigenization and Universalization

Unit II: Culture, Self, and Identity

- Self-construals, Tripartite Model of Self
- Culture and Social Identity, Multicultural Identity
- Culture and Gender

Unit III: Culture, Cognition, Emotion and Morality

- Culture and Cognition: Theoretical Approaches, Influence of Culture on Cognitive Processes
- Culture and Emotion: Historical Perspectives, Recognition and Judgment of Emotions Across Cultures
- Culture and Morality: Cultural Approaches to Moral Development

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on *any two* of the following topics (**both practicals have to be from different units**):

- Indigenization
- Culture and Self
- Multicultural Identity
- Culture and Cognition
- Culture and Emotions

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Matsumoto, D. (Ed.) (2002). *The Handbook of Culture and Psychology*. Oxford: Oxford University Press

- Kitayama, S. & Coven, D. (Eds.) (2007). *Handbook of Cultural Psychology*. New York: Guilford Press
- Berry, J. W., Poortinga, Y. P., & Pandey, J. (Eds.) (1997). *Handbook of Cross-cultural Psychology, Volume 1: Theory and Method*. Boston: Allyn & Bacon
- Greenfield, P. M. (2000). Three Approaches to the Psychology of Culture: Where do they come from? Where do they go? *Asian Journal of Social Psychology*, 3, 223-240
- Berry, J. W., Poortinga, Y. P., Segall, M. H., & Dasen, P. R. (2002). *Cross-cultural Psychology: Research and Applications*. Cambridge: Cambridge University Press
- Keith, K. D. (Ed.) (2011). *Cross-cultural Psychology: Contemporary Themes and Perspectives*. West Sussex: John Wiley & Sons Ltd.
- Schaller, M. & Crandall, C. S. (Eds.) (2004). *The Psychological Foundations of Culture*. London: Lawrence Erlbaum Associates
- Squire, C. (Ed.) (2000). *Culture in Psychology*. London: Routledge
- Valsinar, J. (Ed.) (2012). *The Oxford Handbook of Culture and Psychology*. Oxford: Oxford University Press

NEUROPSYCHOLOGY

Course Objectives:

This course introduces students to the discipline of neuropsychology. Through this course, students will learn about the development of neuropsychology, the various methods used to study the brain, as well as contemporary developments. Further, students will develop an understanding of the various aspects of brain and behavior, and an understanding of brain damage, and neuroplasticity.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic nature, scope, and development of neuropsychology.
- Explain the relationship between brain processes and human behaviour.
- Develop an understanding of brain structures, brain damage, recovery, and neuroplasticity.
- Apply neuropsychological concepts through practical activities.

Unit I: Introduction

- Nature, Scope and History of Neuropsychology
- Methods of Neuropsychology: Lesions, Neuropsychological Testing, Electrophysiological Methods, Brain Imaging
- Contemporary Developments: Social Neuroscience, Neuropsychoanalysis

Unit II: Brain and Behavior

- Theoretical Foundations: Lateralization, Localization, Equipotentiality; Functions of Cortical and Subcortical Areas
- Neuropsychology of Language and Memory
- Neuropsychology of Emotions

Unit III: Brain Damage and Recovery

- Definition and Types of Brain Damage
- Neuropsychological Disorders: Aphasia, Amnesia
- Neuroplasticity and Spontaneous Recovery

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on **any two** of the following topics (**both practicals have to be from different units**):

- Methods of Neuropsychology
- Structure and Function of Major Brain Areas
- Neuropsychology of Language/Memory/Emotions
- Brain Damage
- Neuroplasticity

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Pinel, J. P. J. & Barnes, S. J. (2018). *Biopsychology*. Harlow: Pearson
- Zillmer, E. A., Spiers, M. V., & Culbertson, W. C. (2008). *Principles of Neuropsychology*. Belmont: Thomas-Wadsworth
- Kolb, B. & Wishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology*. New York: Worth Publishers

- Stirling, J. & Elliot, R. (2008). *Introducing Neuropsychology*. New York: Psychology Press
- Carlson, N. R. (2005). *Foundations of Physiological Psychology*. New Delhi: Pearson Education
- Kalat, J. W. (2013). *Biological Psychology*. Belmont: Wadsworth
- Harmon-Jones, E. & Winkielman, P. (Eds.) (2007). *Social Neuroscience: Integrating Biological and Psychological Explanations of Social Behavior*. New York: Guilford Press

PSYCHOLOGY AT WORK

Course Objectives:

This course will familiarize students with psychological concepts at the workplace and give an understanding of organizational behavior. The course will enable students to understand the nature and theories of job satisfaction and motivation at work. The course will also help students to develop an understanding of the meaning and perspectives of leadership at work.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic concepts and nature of psychology in workplace settings.
- Explain the role of organizational structure, culture, and behaviour in work life.
- Develop an understanding of leadership, workplace relationships, and organizational effectiveness.

Unit I: Introduction

- Basic Nature of Organizational Behavior; Brief History; Challenges, Opportunities, and Prominent Trends in Organizational Behavior
- Organizational Structure: Elements of Organizational Structure; Common and New Designs
- Organizational Culture: Definition, Characteristics and Forms

Unit II: Job Satisfaction and Work Motivation

- Job Satisfaction: Nature, Causes, Consequences, Theories
- Concept and Nature of Motivation: Intrinsic and extrinsic motivation relevance at workplace
- Theories of Motivation: Content (Maslow, ERG and McClelland) and Process (Expectancy, Equity, and Goal-setting) Theories

Unit III: Leadership at Workplace

1. Meaning, and importance of leadership; Leadership skills
2. Theories of leadership: Trait, Behavioral, and Contingency approaches
3. Leadership styles: Transformational, transactional, charismatic, ethical leadership.

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 +10 + 5)	4	4

Recommended Readings

- Greenberg, J., & Baron, R. A. (2019). *Behavior in Organizations*. Pearson Education
- Luthans, F. (2015). *Organizational Behavior: An Evidence-Based Approach*. McGraw-Hill Education
- McShane, S. L., Olekalns, M., & Travaglione, T. (2018). *Organizational Behavior: Emerging Knowledge, Global Reality*. McGraw-Hill Education
- Miner, J. B. (2015). *Organizational Behavior 1: Essential Theories of Motivation and Leadership* (2nd ed.). Routledge
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2017). *Fundamentals of Human Resource Management*. McGraw-Hill Education
- Pinder, C. C. (2014). *Work Motivation in Organizational Behavior*. Psychology Press
- Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*. Pearson Education.

SEMESTER VIIIA (UG DEGREE - HONORS)

Course Code: 24-PSY-C-451

Marks: 100

CRITICAL PSYCHOLOGY

Course Objectives:

This course enables an understanding of the foundations of critical psychology and the different perspectives in critical psychology. It equips students to critically evaluate mainstream psychological theories with respect to ideological and cultural contexts. Further, the course facilitates an examination of the relationship between psychology, power, and politics.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic nature and scope of critical psychology.
- Explain major critical perspectives used to examine psychology and human behaviour.
- Develop a critical understanding of social relations, identity, difference, and marginalisation.
- Apply critical psychological concepts through reflective inquiry, analysis, practical activities and report writing.

Unit I: Foundations of Critical Psychology

- Critical Psychology: Nature; Critical Theory: Origins, The Frankfurt School
- Repoliticizing the History of Psychology; Theoretical Psychology
- Critical Pedagogy; Qualitative Inquiry and Critical Analysis

Unit II: Perspectives on Critical Psychology

- Marxist Psychology; Liberation Psychology
- Postcolonial Theory; Deconstruction
- Activity Theory

Unit III: Areas of Critical Psychology

- Critical Perspectives of Abnormality; Critical Social Psychology
- Psychoanalysis and Critical Psychology; Critical Approaches to Social Relations
- The Politics of Gender; Queer Theory

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on **any two** of the following topics (**both practicals have to be from different units**):

- Qualitative Inquiry and Critical Analysis
- Marxist Psychology
- Postcolonial Theory
- Critical Perspectives of Abnormality
- Critical Approaches to Power and Politics

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Fox, D. & Prilleltensky, I. (Eds.) (1997). *Critical Psychology: An Introduction*. New Delhi: SAGE Publications
- Parker, I. (Ed.) (2015). *Handbook of Critical Psychology*. London: Routledge
- Parker, I. (2007). Critical Psychology: What It Is and What It Is Not. *Social and Personality Compass*, 1/1, 1-15
- Bronner, S. E. (2011). *Critical Theory: A Very Short Introduction*. Oxford: Oxford University Press

- Gough, B. (Ed.) (2017). *The Palgrave Handbook of Critical Social Psychology*. London: Palgrave MacMillan
- Hooks, D. (Ed.) (2014). *Critical Psychology*. Claremont: Juta and Compant Ltd.
- Ibanez, T. & Iniguez, L. (Ed.) (1997). *Critical Social Psychology*. London: SAGE Publications
- Tyson, L. (2006). *Critical Theory Today*. London: Routledge

HEALTH PSYCHOLOGY

Course Objectives:

This course introduces students to the discipline of health psychology. The course examines how psychological, behavioural, biological, and socio-cultural factors influence health, illness, help-seeking, treatment adherence, and recovery. The course equips students to understand health as more than a medical outcome by integrating models of health, health behaviour theories, culture and healing, disease-specific psychological processes, and evidence-informed intervention approaches.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic nature, scope and models of health psychology.
- Explain the role of psychological, behavioural, biological, and socio-cultural factors in health and illness.
- Develop an understanding of illness, disease, prevention, health promotion, and psychosocial aspects of major health conditions.
- Apply health psychology concepts through practical activities, intervention-oriented understanding and report writing.

Unit I: Foundations of Health Psychology

- Definitions and scope: health; aims of health psychology; Mind-Body Relationship
- Models of Health: Biomedical and Biopsychosocial Model
- Process of Illness: Illness and Disease; Illness as an Expression of Emotional Needs – Psychosomatic Illnesses (somatization, conversion, hypochondriasis).

Unit II: Behavior and Health - Theories and Applications

- Characteristics of Health Behavior; Barriers and Facilitators; Risk and Protective Behaviors (prevention and health promotion)

- Health Behavior Theories: Health Belief Model; Theory of Planned Behavior; Transtheoretical Model
- Self-regulation and Motivation in Health: Self-determination Perspective; Adherence and Relapse Prevention

Unit III: Stress and its Implications

- Stress and Coping: Appraisal, Coping Styles, Resilience; Measurement of Stress; Stress-management Techniques (including Eastern Perspectives)
- Psychophysiology and Psychoneuroimmunology: Stress Pathways (endocrine/immune) and implications for illness
- Cardiovascular disease, Diabetes/metabolic Health, Cancer (psychosocial dimensions), Asthma and Gastrointestinal disorders; HIV/AIDS and stigma/adherence

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for that practical. The practicals will be conducted on ***any two*** of the following topics (**both the practicals must be from different units**):

- Illness as an expression of Emotional Needs
- Models of Health
- Health Behaviors/Health Promotion
- Motivation and Health
- Stress and its Implications

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Allen, F. (1998). *Health Psychology: Theory and Practice*. Allen & Unwin Pty Ltd.
- Brannon, L., Updegraff, J. A., & Feist, J. (2022). *Health Psychology: An introduction to behavior and health*. Cengage Learning
- DiMatteo, M. R. (2007). *Health psychology*. Pearson Education
- DiMatteo, M. R. & Martin, L. R. (2025). *Health behavior, Change and Treatment Adherence: Evidence-based Guidelines for Improving Healthcare*. Oxford University Press
- Gurung, R. A. R. (2023). *Health Psychology: Well-being in a diverse world*. SAGE
- Marks, D. F., Murray, M. & Evans, B. (2023). *Health Psychology*. SAGE
- Stanton, A. L. & Taylor, S. E. (2025). *Health Psychology*. McGraw Hill
- Straub, R. O. (2023). *Health Psychology*. Worth Publishers/Macmillan Learning.

POSITIVE PSYCHOLOGY

Course Objectives:

This course will introduce students to the key theories and mechanisms of positive psychology. Through this course, students will be able to identify and explain major theoretical frameworks and underlying mechanisms in positive psychology. The course will enable students to apply positive psychology concepts across various aspects of life.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic nature and goals of positive psychology.
- Explain the role of strengths, values, resilience, optimism, and emotional intelligence in human development.
- Develop an understanding of positive functioning from individual, social and cultural perspectives.
- Apply positive psychology concepts through practical activities.

Unit I: Introduction to Positive Psychology

- Introduction to Positive Psychology: history, goals, and assumptions
- Eastern and Western Perspectives on Positive Psychology; Balancing *Me* with *We*
- Classification and Measure of Strengths and Values (VIA Classification)

Unit II: Positive emotional states and processes

- Happiness and Well-being
- Resilience and post traumatic growth
- Emotional intelligence: Models and Theories

Unit III: Positive Cognitive States and Processes

- Optimism, Flow
- Self-regulation and self-control

- Broaden-and-Build Theory; Cultivating Positive Emotions

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on *any two* of the following topics (**both practicals have to be from different units**):

- Character Strengths
- Optimism
- Resilience
- Subjective Well-being
- Positive Emotions

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Baumgardner, S.R. & Crothers M.K. (2010). *Positive Psychology*. Upper Saddle River, N.J.: Prentice Hall
- Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. UK: Routledge
- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press
- Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfilment*. New York: Free Press/Simon and Schuster

- Snyder, C.R., & Lopez, S. J. (Eds.) (2007). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Thousand Oaks, CA: SAGE
- Joseph, S. (Ed.). (2015). *Positive Psychology in Practice: Promoting Human Flourishing in Work, Health, Education, and Everyday Life*. Wiley.
https://students.aiu.edu/submissions/profiles/resources/onlineBook/L3Y2z4_positive%20psychology%202.pdf

HUMAN RESOURCE MANAGEMENT

Course Objectives:

This course is an extension of the course of Organizational Behavior (Semester V). The course aims to introduce students to the basic concepts and functions of Human Resource Management and the evolution of management thought. It seeks to develop understanding of job analysis, job design, and their relevance in organizations. The course also aims to familiarize learners with recruitment, selection, and training processes, including contemporary training practices for continuous employee development.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic concepts, scope, objectives and functions of HRM.
- Explain the development of management thought and its relevance to organisational practices.
- Develop an understanding of employee development, workplace efficiency, and contemporary HR practices.
- Apply HRM concepts through practical activities related to job analysis, recruitment, selection, training and report writing.

Unit I: Introduction to Human Resource Management

- Meaning, Characteristics, Scope, and Policy Goals of Human Resource Management
- Objectives and Functions of Human Resource Management
- Evolution and Schools of Management Thoughts; Approaches to Management

Unit II: Job Analysis and Design

- Job Analysis: Meaning, Features, and Goals
- Techniques of Data Collection for Job Analysis, Job Description and Job Specification

- Job Design: Meaning, Components, Challenges, and Recent Trends

Unit III: Recruitment, Selection, and Training

- Recruitment and Selection: Definition, Features, Process, and Steps
- Difference between Training, Development, and Learning; On-the-job vs Off-the-job training
- Contemporary Training Practices: Competency-based Training, e-training, Coaching and Mentoring, and Continuous Learning Culture

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on **any two** of the following topics (**both practicals have to be from different units**):

- HR Functions
- Job Analysis and Job Description
- Recruitment
- Selection
- Training

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory + 2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings

- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*. London: Kogan Page
- Cummings, T.G. & Worley, C.G. (1997). *Organizational Development and Change*. South Western College Publishing
- Durai, P. (2012). *Human Resource Management*. Delhi: Pearson Education
- Goldstein, I. L. & Ford, J. K. (2002). *Training in Organizations: Needs Assessment, Development, and Evaluation*. Wadsworth
- Kondalkar, V. G. (2007). *Organizational Behaviour*. New Delhi: New Age International Pvt Ltd.
- Monappa, A. & Saiyadain, M.S. (1993). *Personnel Management*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
- Noe, R. A. (2020). *Employee Training and Development*. McGraw-Hill Education
- Robbins, S.P. (1996). *Organizational behaviour*. New Delhi: Prentice Hall

PSYCHOLOGY OF ELDERLY

Course Objectives:

This course aims to develop an understanding of aging and the elderly by examining age-related changes, theories of aging, mental health issues, and the role of family and society, while fostering a sensitive and informed perspective toward later life.

Learning Outcomes

After completing this course, students will be able to:

- Understand the basic concepts, characteristics, and changes associated with aging.
- Explain major theoretical and psychosocial perspectives on ageing and elderly life.
- Develop a sensitive understanding of family, society, adjustment, resilience and mental health in old age.

Unit I: Introduction

- Definition, Meaning, Concept and Characteristics of Elderly People
- Myths and Stereotypes about Aging
- Cognitive, Physical, Psychological and Social Changes due to Aging

Unit II: Theories and Psychosocial Dimensions of Aging

- Social-role, Social Stratification and Ashrama Dharma Theories of aging
- Psychosocial Theories of Erickson, Buhler, and Jung
- Religiosity, Resilience, and Mental Health Problems of Aging

Unit III: Family, Society, and Adjustment in Old Age

- Family and Intergenerational Relationships of Elderly People
- Physical, Psychological, Social and Economic Needs of Elderly

- Adjustment of Elderly in Family and Society

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 +10 + 5)	4	4

Recommended Readings

- McInnis-Dittrich, K. (2009). *Social Work with Older Adults: A Biopsychosocial Approach to Assessment and Intervention*. Boston: Allyn & Bacon
- Pachana, N. A., Laidlaw, K., & Knight, B. (2011). *Casebook of Clinical Geropsychology: International Perspectives on Practice*. Oxford: Oxford University Press
- Knight, B. G. (2004). *Psychotherapy with Older Adults*. Thousand Oaks: SAGE
- Laidlaw, K., Thompson, L. W., Thompson, D., & Siskin, L. (2003). *Cognitive-Behavior Therapy with Older People*. Chichester: Wiley
- Harrigan, M., & Farmer, R. (1992). The myths and facts of aging. In R. L. Schneider & N. P. Knopf (Eds.), *Gerontological social work: Knowledge, service settings, and special populations* (pp. 29-67). Chicago, IL: Nelson Hall
- Subramanian, S. & Surani, S. (2007). Sleep disorders in the elderly. *Geriatrics*, 62(12), 10-32
- Kilbane, T., & Spira, M. (2010). Domestic violence or elder abuse? Why it matters for older women. *Families in Society*, 91(2), 165-170
- Behura N. K. & R. P. Mohanthy (2005). *Ageing in Changing Social System- Their Problems*. New Delhi: Discovery Publishers House
- Modi, I (2001). *Ageing Human Development*. New Delhi: Rawat Publications
- Santrock, J. W. (1999). *Life Span Development*. NewYork. The McGraw-Hill Companies
- Johnson, M. L (2005). *The Cambridge Handbook of Age and Ageing*. New York: Cambridge University Press

SEMESTER VIIIB (UG - HONORS WITH RESEARCH)

Course Code: 24-PSY-C-451

Marks: 100

CRITICAL PSYCHOLOGY

Course Objectives:

This course enables an understanding of the foundations of critical psychology and the different perspectives in critical psychology. It equips students to critically evaluate mainstream psychological theories with respect to ideological and cultural contexts. Further, the course facilitates an examination of the relationship between psychology, power and politics.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic nature, concepts, and foundations of critical psychology.
- Explain major critical perspectives used to study psychology and human behaviour.
- Develop a critical understanding of identity, difference, marginalisation and social relations.
- Apply critical psychological concepts through practical inquiry, analysis, reflection and report writing.

Unit I: Foundations of Critical Psychology

- Critical Psychology: Nature and Concepts; Critical Theory: Origins, The Frankfurt School
- Repoliticizing the History of Psychology; Theoretical Psychology
- Critical Pedagogy; Qualitative Inquiry and Critical Analysis

Unit II: Perspectives on Critical Psychology

- Marxist Psychology; Liberation Psychology
- Postcolonial Theory; Deconstruction
- Activity Theory

Unit III: Areas of Critical Psychology

- Critical Perspectives of Abnormality; Critical Social Psychology
- Psychoanalysis and Critical Psychology; Critical Approaches to Power and Politics
- The Politics of Gender; Queer Theory

Practicum:

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on *any two* of the following topics (**both practicals have to be from different units**):

- Qualitative Inquiry and Critical Analysis
- Marxist Psychology
- Postcolonial Theory
- Critical Perspectives of Abnormality
- Critical Approaches to Power and Politics

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 Sessionals + 15 Practicum)	5 (3 Theory +2 Practicum)	4 (3 Theory + 1 Practicum)

Recommended Readings:

- Fox, D. & Prilleltensky, I. (Eds.) (1997). *Critical Psychology: An Introduction*. New Delhi: SAGE Publications
- Parker, I. (Ed.) (2015). *Handbook of Critical Psychology*. London: Routledge
- Parker, I. (2007). Critical Psychology: What It Is and What It Is Not. *Social and Personality Compass*, 1/1, 1-15

- Bronner, S. E. (2011). *Critical Theory: A Very Short Introduction*. Oxford: Oxford University Press
- Gough, B. (Ed.) (2017). *The Palgrave Handbook of Critical Social Psychology*. London: Palgrave MacMillan
- Hooks, D. (Ed.) (2014). *Critical Psychology*. Claremont: Juta and Compant Ltd.
- Ibanez, T. & Iniguez, L. (Ed.) (1997). *Critical Social Psychology*. London: SAGE Publications
- Tyson, L. (2006). *Critical Theory Today*. London: Routledge

PSYCHOLOGY OF ELDERLY

Course Objectives:

This course aims to develop an understanding of aging and the elderly by examining age-related changes, theories of aging, mental health issues, and the role of family and society, while fostering a sensitive and informed perspective toward later life.

Learning Outcomes:

After completing this course, students will be able to:

- Understand the basic concepts, characteristics, and changes related to aging.
- Explain major theoretical and psychosocial perspectives on ageing.
- Develop a sensitive understanding of family, society, resilience and mental health in old age.

Unit I: Introduction

- Definition, Meaning, Concept and Characteristics of Elderly People
- Myths and Stereotypes about Aging
- Cognitive, Physical, Psychological and Social Changes due to Aging

Unit II: Theories and Psychosocial Dimensions of Aging

- Social-role, Social Stratification and Ashrama Dharma Theories of Aging
- Psychosocial Theories of Erickson, Buhler and Jung
- Religiosity, Resilience and Mental health problems of Aging

Unit III: Family, Society and Adjustment in Old Age

- Family and Intergenerational Relationships of Elderly People
- Physical, Psychological, Social and Economic Needs of Elderly
- Adjustment of Elderly in Family and Society

Evaluation

Total Marks	Theory	Internal Assessment	Weekly Hours	Credits
100	75	25 (10 +10 + 5)	4	4

Recommended Readings

- McInnis-Dittrich, K. (2009). *Social Work with Older Adults: A Biopsychosocial Approach to Assessment and Intervention*. Boston: Allyn & Bacon
- Pachana, N. A., Laidlaw, K., & Knight, B. (2011). *Casebook of Clinical Geropsychology: International Perspectives on Practice*. Oxford: Oxford University Press
- Knight, B. G. (2004). *Psychotherapy with Older Adults*. Thousand Oaks: SAGE
- Laidlaw, K., Thompson, L. W., Thompson, D., & Siskin, L. (2003). *Cognitive-Behavior Therapy with Older People*. Chichester: Wiley
- Harrigan, M., & Farmer, R. (1992). The myths and facts of aging. In R. L. Schneider & N. P. Knopf (Eds.), *Gerontological social work: Knowledge, service settings, and special populations* (pp. 29-67). Chicago, IL: Nelson Hall
- Subramanian, S. & Surani, S. (2007). Sleep disorders in the elderly. *Geriatrics*, 62(12), 10-32
- Kilbane, T., & Spira, M. (2010). Domestic violence or elder abuse? Why it matters for older women. *Families in Society*, 91(2), 165-170
- Behura N. K. & R. P. Mohanthy (2005). *Ageing in Changing Social System- Their Problems*. New Delhi: Discovery Publishers House
- Modi, I (2001). *Ageing Human Development*. New Delhi: Rawat Publications
- Santrock, J. W. (1999). *Life Span Development*. NewYork. The McGraw-Hill Companies
- Johnson, M. L (2005). *The Cambridge Handbook of Age and Ageing*. New York: Cambridge University Press

	Credits
Research Project	12