

fCentral University of Haryana
Department of Psychology
Scheme and Syllabi of B.Sc. Psychology (Honors)
STRUCTURE OF PROGRAMME

Semester-I							
Type of Course	Course Title	Course Code	L	T	P	Credits	
FC	Introduction to Psychology	SHSS PSY 03 01 01 FC 4105	4	1	0	5	
FC	Experimental Psychology	SHSS PSY 03 01 02 FC 4105	4	1	0	5	
FC	Practicum-I	SHSS PSY 03 01 03 FC 00105	0	0	10	10/2=5	
AECC	Environmental Sciences	SHSS PSY 03 01 01 AECC 3104	3	1	0	4	
GEC	General Psychology	SHSS PSY 03 01 01 GEC 3104	3	1	0	4	
Total Credits			23				
Semester-II							
Type of Course	Course Title	Course Code	L	T	P	Credits	
FC	Physiological Psychology	SHSS PSY 03 02 04 FC 4105	4	1	0	5	
FC	Cognitive Psychology	SHSS PSY 03 02 05 FC 4105	4	1	0	5	
FC	Practicum-II	SHSS PSY 03 02 06 FC 00105	0	0	10	10/2=5	
AECC	English Communications	SHSS PSY 03 02 02 AECC 3104	3	1	0	4	
GEC	Psychology for Health and Well-Being	SHSS PSY 03 02 02 GEC 3104	3	1	0	4	
Total Credits			23				
Semester-III							
Type of Course	Course Title	Course Code	L	T	P	Credits	
Core Courses							
FC	Social Psychology	SHSS PSY 03 03 07 FC 4105	5	4	1	0	5

FC	Introduction to Personality	SHSS PSY 03 03 08 FC 4105	4	1	0	5
SBC	Understanding the Self and Others	SHSS PSY 03 03 01 SBC 3045	3	0	4	5 (3+4/2=5)
GEC	Psychology and Mental Health	SHSS PSY 03 02 02 GEC 3104	3	1	0	4
Total Credits			19			
Semester-IV						
Type of Course	Course Title	Course Code	L	T	P	Credits
Core Courses						
FC	Basics of Research Methodology	SHSS PSY 03 04 09 FC 4105	4	1	0	5
FC	Developmental Psychology	SHSS PSY 03 04 10 FC 4105	4	1	0	5
SBC	Psychology of Relationships	SHSS PSY 03 04 02 SBC 3045	3	0	4	5 (3+4/2=5)
GEC	Community Psychology	SHSS PSY 03 04 04 GEC 3104	3	1	0	4
SBC	Internship	SHSS PSY 03 04 03 SBC 004020	0	0	40	(40/2=20)
Total Credits			39			
Semester-V						
Type of Course	Course Title	Course Code	L	T	P	Credits
Core Courses						
FC	Psychological Testing	SHSS PSY 03 05 11 FC 4105	4	1	0	5
FC	Practicum-III	SHSS PSY 03 05 12 FC 00105	0	0	10	10/2=5
DSC	Statistics in Psychology	SHSS PSY 03 05 01 DSC 4105	4	1	0	5
DSC	Introduction to Indian Psychological Thoughts	SHSS PSY 03 05 02 DSC 3104	3	1	0	4
GEC	Intergroup Relations	SHSS PSY 03 05 05 GEC 3104	3	1	0	4
Total Credits			23			

Semester-VI						
Type of Course	Course Title	Course Code	L	T	P	Credits
Core Courses						
FC	Abnormal Psychology	SHSS PSY 03 06 13 FC 4105	4	1	0	5
FC	Psychology of Individual Differences	SHSS PSY 03 06 14 FC 4105	4	1	0	5
DSC	Positive Psychology	SHSS PSY 03 06 03 DSC 4105	4	1	0	5
DSC	Research Methodology and Statistics	SHSS PSY 03 06 04 DSC 3104	3	1	0	4
Total Credits			19			

FC= Foundational Course

SBC= Skill Based Course

DSC= Discipline Specific Course

GEC=Generic Elective Course

AECC= Ability Enhancement Compulsory Course (**Syllabus will be provided by concerned Departments**)

B.Sc. Psychology (Hons.)

Semester-I

INTRODUCTION TO PSYCHOLOGY

SHSS PSY 03 01 01 FC 4105

Objective

This course will provide a basic and elementary knowledge of the history, schools, major contributors and basic concepts of psychology.

Learning Outcomes

After the completion of the course the student will be able to

- 1. Identify and explain the origin, nature and scope of Psychology.*
- 2. Describe various schools of psychology & the difference among them.*
- 3. Compare and criticize the contributions of major psychologists.*
- 4. Develop the ability to understand basic concepts in psychology.*

UNIT-I

Psychology: Nature, Psychology as a Science, Fields of Psychology, Psychology and Related Disciplines-Sociology, Education, Economics.

Methods: Experimental, Observation, and Case Study.

Case study/Research article: Analysis of a phobia in a five-year-old boy (Freud, 2001).

UNIT-II

Schools of Psychology: Basic Tenets of Structuralism, Functionalism. Behaviourism and Gestalt.

Case study/Research article: Behaviour as seen by the actor and as seen by the observer (Nisbet, 1973).

UNIT-III

Learning: Nature, Methods, and Factors Affecting.

Types of Learning: Trial and Error, Insight, Observational and Social learning.

Case study/Research article: The Case of Zinermon v. Burch (1990): The Importance of Capacity.

UNIT-IV

Motivation: Nature, Physiological and Psychological Motives.

Emotion: Types and Theories- James-Lange, Canon Bard.

Case study/Research article: Conditioned emotional reactions (Watson & Rayner, 1920).

References

Baron, R. & Misra. G. (2013). *Psychology*. Pearson.

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle

Learning, New Delhi.

- Ciccarelli, S. K., & White, J.N. Adapted by Misra. (2018). *Psychology*, (15th Ed.). New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*.
New Delhi: Tata McGraw-Hill.
- Freud, S. (2001). *Analysis of a phobia in a five-year-old boy*. Standard edition, 10. Gross, R. (2012). *Key Studies in Psychology* 6th Edition.
- Hachette UK. Hook, R. R. (1999). *Forty studies that changed Psychology*. New Jersey: Prentice.
- Hall. Meyer, R. G., & Weaver, C. M. (2013). *Law and mental health: A case-based approach*. Guilford Publications.
- Nisbett, R. E., Caputo, C., Legant, P., & Marecek, J. (1973). Behavior as seen by the actor and as seen by the observer. *Journal of Personality and Social Psychology*, 27(2), 154.

SEM-I
Experimental Psychology
SHSS PSY 03 01 02 FC 4105

Objectives

Through this course, the students will be introduced to the fields of Psychology. The students will be taught popular theories related with the field and will be acquainted with fundamentals of conducting a Psychology experiment in laboratory setting.

Learning Outcomes

After completing the course, students will be able to:

- *Identify the basic principles of empiricism*
- *Explain the basic principles of experimental psychology applied to implementation of research.*
- *Apply the principle of carrying out an experiment to address questions of causation.*

Unit I

Experimental Psychology: Meaning, Nature and History.
Weber's and Fechner's' Law.
Experimental Method: Meaning and steps.

Unit II

Sensation: Nature and Types.
Psychophysics: Meaning, Problem and Methods.

Unit III

Perception: Meaning, Nature, Organization of stimulus and Factors Affecting.
Perception of Figure-ground, Form and Time.

Unit IV

Classical Conditioning: Meaning, Nature and Steps.
Transfer of Learning: Meaning and Types.
Reaction Time: Meaning and Types.

References

- Anderson, D. C., & Borkowski, J. G. (1978). *Experimental Psychology: Research Tactics and their Applications*. Illinois: Scott foreman.
- Chance. (1988). *Learning and Behaviour*. California: Wadsworth.
- D'Amato, M. R. (1970). *Experimental Psychology: Methodology, Psychophysics, and Learning*. New Delhi, Tata Mc-Graw Hill Publishing Company.

Domjan, M. (2003). *The Principles of Learning and Behaviour*. California: Wadsworth, Thomson.

Flaherty, C. F., Hamilton, L. W., Gandelman, R. J., & Spear, N. E. (1977). *Learning and Memory*. Chicago: Rand McNally.

Goldstein, E. R. (2007). *Psychology of Sensation and Perception*. New Delhi: Cengage Learning.

Kantowitz, B. H., Roediger, H. L., & Elmes, D. G. (2014). *Experimental Psychology*. Cengage Learning.

Liberman, D. A. (1990). *Learning: Behaviour and Cognition*. California: Wadsworth

Riggs, L. A., Woodworth, R. S., Schlosberg, H., & Kling, J. W. (1972). *Woodworth & Schlosberg's Experimental Psychology*. London: Methuen.

Woodworth, R. S., & Schlosberg, H. (1971). *Experimental Psychology*. New Delhi Oxford and IBH.

SEM-I
PRACTICUM-I
SHSS PSY 03 01 03 FC 00105

Objective

This course will enable students to understand and apply the general concepts of psychology through experiments & psychological tests.

Learning Outcomes

At the end of this course, you should be able to able to independently administer the instruments for testing purpose.

Ten of the following practicals shall be conducted during the semester. One practical will be allotted to the candidate during examination and evaluation will be based on Practical Conduction, Report and Viva-Voce during the practical Exam.

1. Simple Reaction Time
2. Transfer of Training
3. Span of Attention
4. Muller-Lyer Illusion
5. Weber Law
6. Intelligence Testing
7. Perception of Time
8. Figural After Effect
9. Maze Learning
10. Depth Perception
11. Mapping of Color Zones
12. Determination of AL
13. Determination of DL
14. Study of Emotions (Facial Expression)
15. Sound Localization
16. Color Mixture
17. Color Contrast
18. Retinal After Image

AECC

Environmental Science

SHSS PSY 03 01 01 AECC 3104

Objective

This paper is designed to help in the understanding of the environment. To aware the students the need for sustainable development, problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer, loss of biodiversity and need of worldwide efforts in its conservation.

Learning Outcomes

After going through this course the students will be able to

- Get the knowledge about trends of biological diversity and conservation strategies and thereafter be able to create awareness for its conservation and development.
- Understanding of issues concerning different natural resources will be helpful to find scientific solution based on participatory approach.
- Know about the local environmental issues, movements and an important role to minimize the impact of these aspects.
- Knowledge about the types of pollution and pollution control

Unit-I

Definition, scope and importance of the environmental science, Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

Unit – II

Introduction, kinds of ecosystem, structure and functions, abiotic and biotic component, Ecological energetics, Energy flow models, Food chain and Food web, Ecological Pyramids-types, Ecological succession,

Introduction, types, structure and function of the following ecosystem: a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems.

Unit- III

Introduction – Definition, value and types: genetic, species and ecosystem diversity. Bio-geographical classification and Hot-spots of India. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: In-situ and Ex-situ conservation.

Unit-IV

Definition, cause, effects and control measures of Air, Water, Soil, Marine and Noise pollution. Solid Waste Management: Causes, effects and control measures of wastes. Seventeen Sustainable Developmental Goals, Environment Protection Act, Air Act, Water Act, Wildlife Protection Act, Forest Conservation Act, Public awareness.

References

1. Bharucha E, (2002) The Biodiversity of India, Mapin Publishing
2. Cao G, Orru R (2014) Current Environmental Issues and Challenges. 2014th edition; Springer
3. Cunningham W P, Cunningham M A (2008) Principles of Environment Science. Enquiry and Applications. 5th Edition. Tata McGraw Hill, New Delhi
4. Dash M C, Dash S P (2009) Fundamentals of Ecology. 3rd McGraw Hill Education
5. Gibbs J, Malcolm L, Sterling J (2008) Problem-Solving in Conservation Biology and Wildlife Management. 2nd ed. Wiley-Blackwell
6. Ginley D, Cahen, D (2011) Fundamentals of Materials for Energy and Environmental Sustainability. Cambridge University Press
7. Gilbert M (2007) An Introduction to Environmental Engineering and Science, Prentice Hall, New Delhi
8. Khan I (2019) Forest Governance and Sustainable Resource Management. SAGE Publications. India.
9. Odum E P, Barrett W, (2005) Fundamentals of Ecology. 5thed. Cengage Learning.
10. Sharma P D (2017) Ecology and Environment. 13thed. Rastogi Publications
11. Thangadurai D, Ching G, Jeyabalan S, Islam S (2019) Biodiversity and Conservation: Characterization and Utilization of Plants, Microbes and Natural Resources for

Sustainable Development and Ecosystem Management. United States: Apple Academic Press

GEC-I
General Psychology
SHSS PSY 03 01 01 GEC 3104

Objective

This course will introduce the students with the basic principles of Psychology. It will further introduce students with the recent advancements in the general Psychology

Learning Outcomes

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

- *Define and explain the basic principles in Psychology.*
- *Demonstrate the principles of the Psychology in daily life.*

UNIT-I

Psychology: Nature and Scope, Schools of Psychology.

Methods of Study: Experimental, Observation, and Case Study.

UNIT-II

Sensation: Nature and Types

Perception: Nature, and Perceptual Organization.

UNIT-III

Motivation: Nature; Theories – Drive and Need Hierarchy Theory.

Emotion: Emotional expression, and Theories of Emotions - Canon-Bard, James-Lange.

UNIT-IV

Intelligence: Nature, Theories- Two Factor, Group Factor, and Multiple Intelligence.

Personality: Nature, Determinants, Theories of H.J. Eysenck, R.B.Cattell.

References

Baron. A. Robert (2002). *Psychology*. (5th Edition) Pearson Education. New Delhi.

Clifford T. Morgan, Richard King, John R. Weis, and John Schopler (1993). *Introduction to Psychology (7th Edition)*. Tata McGraw Hill Book Co. New Delhi.

Ernest R. Hillgard, Richard C. Atkinson, Rita L. Atkinson (1975). *Introduction to Psychology. (6th Edition)*, Oxford IBH publishing Co. Pvt. Ltd. New Delhi.

Gazzaniga, M. Heatherton, T. Halpern, D. & Heine Steve (2012). *Psychological Science*. WW Norton & Company. Inc. New York.

Semester-II
Foundation Course
Physiological Psychology
SHSS PSY 03 02 04 FC 4105

Objective

This paper is designed to provide an understanding about the physiological bases of behaviour. It will further introduce the structure and functions of neural organization

Learning Outcomes

- *Appreciating the biological bases of human behavior including neural, biochemical, evolutionary, and genetic mechanisms.*
- *Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.*
- *Having basic knowledge about the structures of nervous system, division and functions.*
- *Understanding biological mechanisms involved in psychological processes such as motivation and emotion.*

UNIT-I

Physiological Psychology: Nature and Scope.

Methods- Stimulation, Imaging techniques, Ablation, Recording Techniques.

Case study/Research article: Never, ever shake a baby (Heffelfinger, 2010).

UNIT-II

Cell: Structure and Functions. Neuron: Structure, Types and Functions.

Neurotransmitters.

Case study/Research article: Association of specific overt behavior pattern with blood and cardiovascular findings (Friedman & Rosenman, 1959).

UNIT-III

Nervous System: Central Nervous System- Brain and Spinal Cord; Peripheral Nervous System- Somatic and Autonomic.

Case study/Research article: Brain abnormalities in murderers indicated by positron emission topography (Raine, Buchsbaum & LaCasse, 1997).

UNIT-IV

Glandular System: Hormones and their action; Physiological bases of Motivation and Emotion; Exocrine vs Endocrine.

Endocrine Gland: Structure, Location, and Functions.

Case study/ Research article: Development of the Adolescent brain (Blakemore & Choudhury, (2006).

References

- Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
- Carlson, N. R. (2012). *Foundations of physiological psychology*. (Sixth Edition). Delhi: Pearson Education.
- Green, S. (1995). *Principles of biopsychology*. UK: Lawrence Erlbaum Associates Ltd. Pinel, J. P. J. (2011). *Biopsychology*, 8th Edition. Pearson Education, New Delhi.
- pps, J. N., & Roberts, L. W. (2008). *Pediatric Neuropsychology Case Studies*. Springer.
- Blakemore, S. J., & Choudhury, S. (2006). Development of the adolescent brain: implications for executive function and social cognition. *Journal of child psychology and psychiatry*, 47(3-4), 296-312.
- Friedman, M., & Rosenman, R. H. (1959). Association of specific overt behaviour pattern with blood and cardiovascular findings: blood cholesterol level, blood clotting time, incidence of arcus senilis, and clinical coronary artery disease. *Journal of the American medical association*, 169(12), 1286-1296.
- Gross, R. (2012). *Key Studies in Psychology* (6th Ed.). UK.
- Hachette Heffelfinger, K. (2010). *Never, Ever Shake a Baby: Pass It On*. In *Pediatric Neuropsychology Case Studies* (pp. 13-22). Springer, New York, NY.
- Hook, R. R. (1999). *Forty studies that changed Psychology*. New Jersey: Prantice Hall.
- Raine, A., Buchsbaum, M., & LaCasse, L. (1997). *Brain abnormalities in murderers indicated by positron emission tomography*. *Biological psychiatry*, 42(6), 495-508.

Foundation Course
Semester-II
COGNITIVE PSYCHOLOGY
SHSS PSY 03 02 05 FC 4105

Objective

The main objective is to develop core competency in the area of cognitive psychology. To acquaint students with the different approaches of cognitive psychology. To explain the various models of attention and memory, and basic understanding of thinking, language acquisition, and problem-solving behavior. They will be able to explain how the human brain interprets and manipulates information.

Learning Outcomes

After completing the course, students will be able to:

- *Comprehend various cognitive phenomena*
- *Elaborate different approaches of cognitive psychology.*
- *Describe various models of attention, memory, and forgetting.*

UNIT-I

Cognitive Psychology: Historical Background, Scope, Approaches- Top-Down, Bottom-Up, and Information Processing.

Case study/Research article: An Analysis of Thoughts, Behaviours, and Emotions in Daily Decision-Making (Kalahasthi, Bhuptani, & Kapoor, 2017).

UNIT- II

Attention: Nature, and Capacity. Selective Attention: Nature, Models- Filter and Attenuation. Divided Attention.

Case study/Research article: An adapted serial reaction time task for sequence learning measurements (Sengottuvel, & Rao, 2013).

UNIT-III

Memory: Nature, Types, Models-Atkinson and Shiffrin, Levels of Processing.

Forgetting: Nature, Factors, and Theories-Interference and Decay.

UNIT-IV

Thinking: Nature and Types. Problem Solving- Nature and Strategies.

Language: Nature, Process and Acquisition.

References

- Benjafield, J. G. (2000). *Cognition*. Oxford University Press, Delhi.
- Eysenck, M.W., and Keane, M. P. (2000). *Cognitive Psychology: A student's guide*. Psychology Press.
- Galotti, K. M. (2011). *Cognitive Development*. Sage Publication.
- Galotti, K. M. (2000). *Cognitive Psychology in and out of the Laboratory*. Delhi: Thomson.
- Goldstein, B. E. (2005). *Cognitive Psychology*. Wadsworth, London.
- Kellogg, R. T. (2012). *Fundamentals of Cognitive Psychology*. Lab Angles: Sage.
- Solso, R. L. (2001). *Cognitive Psychology*. Delhi: Pearson Education.
- Sternberg, R. J. (2007). *Cognitive Psychology*. Delhi: Thomson.
- Sternberg, R. J., & Sternberg, K. (2011). *Cognitive Psychology. 8th Edition*. Wadsworth Publishing Co Inc; International edition.
- Thomas, A. M. & Matlin, M. W. (2019). *Cognition (10th Ed.)*. New York: Wiley.
- Dunbar, G. (2008). *Evaluating research methods in psychology: A case study approach*. John Wiley & Sons.
- Gross, R. (2012). *Key Studies in Psychology 6th Edition*. Hachette UK.
- Hamlin, J. K., Mahajan, N., Liberman, Z., & Wynn, K. (2013). Not like me bad: Infants prefer those who harm dissimilar others. *Psychological science*, 24(4), 589-594
- Treffert, D. A., & Christensen, D. D. (2005). *Inside the mind of a savant*. *Scientific American*, 293(6), 108-113

PRACTICUM-II
SHSS PSY 03 02 06 FC 00105

Objectives

To enable the students to acquire skills in various experiment and applying those skills and information in conducting experiments.

Learning Outcomes

After completing the course, student will be able to conduct the various experiments to verify the psychological theories.

Ten practicals shall be conducted during the semester. One practical will be allotted to the candidate during examination and evaluation will be based on Practical Conduction, Report and Viva-Voce during the practical Exam.

1. Short Term Memory (STM)
2. Long Term Memory
3. Concept Formation.
4. Retroactive Inhibition.
5. Proactive Inhibition
6. Serial Position Effect
7. Forgetting Curve
8. Divided Attention
9. Hemispheric Specialization.
10. Stroop Test
11. Sociometry
12. Problem Solving
13. Bender-Gestalt Test
14. Visual Activity
15. Finger Dexterity

SEM-II
English Communications
SHSS PSY 03 02 02 AECC 3104

Objectives

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

Learning Outcomes

- *After completing this course, student is expected to develop the following skills:*
- *Ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. Enhancement in effective communication.*
- *Various dimensions of communication skills.*
- *Enhancement in writing skills such as report writing, note-taking etc.*

Unit-I

Introduction: Theory of Communication, Types and modes of Communication. Language of Communication: Verbal and Non-verbal (Spoken and Written) Personal, Social and Business Barriers and Strategies Intra-personal, Inter-personal and Group communication

Unit-II

Speaking Skills: Monologue Dialogue, Group Discussion, Effective Communication/ Mis-Communication, Interview Public Speech

Unit-III

Reading and Understanding, Close Reading, Comprehension Summary, Paraphrasing, Analysis and Interpretation, Translation (from Indian language to English and vice-versa), Literary/Knowledge Texts

Unit-IV

Writing Skills, Documenting, Report Writing, Making notes, Letter writing

References

- O. Blackswan, Language, Literature and Creativity, 2013.
- Business English, Pearson, 2008.
- Fluency in English-Part II, Oxford University Press, 2006.

- Dr. G. Mishra, Dr. R. Kaul and Dr. B. Biswas, Language through Literature (forthcoming) Edition.

GEC SEM-II

PSYCHOLOGY FOR HEALTH AND WELL-BEING

Psychology for Health and Well-Being

SHSS PSY 03 02 02 GEC 3104

Objectives

- To understand the spectrum of health and illness for better health management.
- To impart knowledge about stress management and psychological intervention of health.
- To understand health beliefs and various aspects of approaches to health change.
- To acquaint the students with concepts of character strengths and virtues.

Learning outcomes

At the end of this course students will be able:

- *To understand stress and methods to cope with it.*
- *To understand various models of health.*
- *To identify various health compromising behaviours and health protective behaviours.*

Unit 1

Continuum and models of health and illness: medical, bio psychosocial, holistic health; health and well-being.

Unit 2

Nature and sources of stress; effects of stress on physical and mental health; coping and stress management.

Unit 3

Health-enhancing behaviour: exercise, nutrition, health compromising behaviours.

Unit 4

Classification of human strengths and virtues; cultivating inner strengths: hope and optimism.

References

- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge. DiMatteo, M.R. & Martin, L.R.(2002). Health psychology. New Delhi: Pearson.
- Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton.
- Hick, J.W. (2005). Fifty signs of Mental Health. A Guide to understanding mental health. Yale University Press.
- Misra, G. (1999). Stress and Health. New Delhi: Concept.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.). NY: Wiley.

Snyder, C.R., & Lopez, S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

B.Sc. Psychology (Hons.)
Semester- III
SOCIAL PSYCHOLOGY
SHSS PSY – 03 03 07 FC 4105

Introduction

Social psychology is the scientific study of the nature and causes of human behaviour in a social context. This course is designed to introduce the students to the field of social psychology, to explain how social psychologists think about and study human behaviour; to introduce the body of knowledge and underlying principles that currently exist in the field and to encourage reflection about the implications of social psychology for the situations we encounter in everyday life.

Learning Objectives

- *To help students develop awareness of the concepts, problems and issues in the discipline of social psychology*
- *To make students understand the individuals and groups in respect to patterns of social behaviour and attitudes*
- *To help students gain insight into the dynamics of intergroup relationships, conflict, prejudice and cooperation.*

Unit I

Psychology of the Social: The meaning of ‘social’; Key assumptions and approaches to social psychology
Overview of the history of social psychology (including India); Relationship with sociology and anthropology; Areas of application: Health, Law, Workplace. Social psychology and sustainable future.

Unit II

Understanding and evaluating the social world: Self and its processes: Self-concept, Self-esteem, and self-presentation; Social identity and its functions.
Social Cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change.

Unit III

Social interaction and Influence: Interpersonal attraction, Pro-Social Behaviour, Aggression, Social influence.

Unit IV

Group Dynamics and inter-group relations: Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict.
Nature of intergroup relations-prejudice, inter-group conflict, Intervention techniques.

References

- Baron, R., A. and Byrne, D. (1999). Social psychology. New Delhi: Prentice Hall and the latest Indian edition of this book.
- Baron, R., Byrne, D and Johnson, Blair, T. (1998). Exploring social psychology. (4 th ed.), USA, Allyn&Bacon.
- Brehm, Sharon. S, Kassin, Saul. M and Fein, Steven. (4 th ed.). Social psychology. Boston, New York, Houghton Mifflin Co.
- Forsyth, D. (2006). Group process. (Indian ed.), New Delhi, Cengage Learning.
- Forsyth, D. (1990). Group dynamics. (2nd ed.). Pacific Grove; Brooks/Cole Publication.
- Myers, David. G (1999). Social psychology. (6 th ed). McGraw Hill Publication.
- Wiggins, James. A., Wiggins, Beverly. & Zanden, James. V, (1994). Social psychology. (5th ed). NA, McGraw Hill Publication

B.Sc. Psychology (Honors)
Semester- III
INTRODUCTION TO PERSONALITY
SHSS PSY – SHSS PSY 03 03 08 FC 4105

Objective

This paper is designed to provide an in-depth and critical study of personality. It provides understanding about the nature of personality, its various models and theories along with an introduction to the measures of assessment of personality.

Learning Outcomes

After the completion of the course the student will be able to understand:

- *Various determinants of personality.*
- *Various approaches and theories of personality.*
- *Techniques of Assessment of personality.*

UNIT-I

Personality: Meaning, Nature and Determinants.
Approaches to Personality: Idiographic and Nomothetic.

UNIT-II

Type Theories: Triguna, Tridosha, Galen, Sheldon, Kreshmer.

UNIT-III

Theories of Personality: Freud, Jung, Adler, Erickson, Rogers, and Bandura.

UNIT-IV

Trait Theories: Allport, Cattell, Eysenck.
Assessment of Personality: 16 PF, EPQ and TAT.

References

- Engler, B. (1991). Personality Theories: Introduction. Houghton: Mifflin Co. Boston.
- Hall C.S., & Lindzey, G. (1978). Theories of Personality. New York: Wiley Eastern Limited.
- Hogan, R., Johanson, J., & Briggs, S. (1997). Handbook of Personality Psychology. New York: Academic Press.
- John, O.P., Robins, R.W., & Pervin, L.A. (2008). Handbook of Personality: Theory and Research (3rd Ed). NY: Oxford Press.
- Larsen, R.J., & Buss, D.M. (2011) Personality Psychology: Domains of knowledge about human nature. New Delhi: Tata McGraw-Hill.

B.Sc. Psychology (Honors)
Semester- III
UNDERSTANDING THE SELF & OTHERS
SHSS PSY – 03 03 01 SBC 3045

Objective

This course aims at imparting an understanding of self and the process of self-exploration, learning strategies for development of a healthy self-esteem, importance of attitudes and its effect on personality, and building emotional competence to deal with others.

Learning Outcomes

After the completion of the course the student will be able to understand:

- *Self and Core Competency*
- *Techniques of Self- Awareness*
- *Building a positive attitude*
- *Building emotional competence*

Unit- 1

Self: Core Competency

- Understanding of Self
- Components of Self – Self identity
- Self-concept
- Self confidence
- Self-image
- Exploration through Johari Window
- Mapping the key characteristics of self

Unit II

Techniques of Self Awareness

- Framing a charter for self
- Stages – self-awareness, self-acceptance and self-realization
- Meaning & Importance
- Components of self esteem
- High and low self esteem
- Measuring your self esteem

Unit III

Building Positive Attitude

- Meaning and Nature of Attitude
- Components and Types of Attitudes
- Relevance and Importance of Attitudes
- Dealing with problems using a positive attitude.

Unit IV

Building Emotional Competence

- Emotional Intelligence – Meaning, Components, Importance and Relevance
- Positive and Negative Emotions
- Healthy and Unhealthy expression of Emotions

References

Dressler, David and Cans, Donald: The Study of Human Interaction.

Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.

J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company.

Psychology and Mental Health
General Elective Course - Semester-III
SHSS PSY 03 02 02 GEC 3104

Learning Objectives

1. To develop the understanding about the concept and issues of mental health.
2. To gain knowledge and care about Anxiety, depression and suicide.

Learning Outcomes:

1. *Understanding the status of mental health problem in India and the world.*
2. *Starting conversations around mental health and creating mental health awareness amongst non-Psychology students.*
3. *being able to identify people suffering from common mental health problems like anxiety and depression.*
4. *Learning to provide psychological first aid to people*
5. *Understanding and enhancing positive mental health and wellbeing*

Unit-I

Concept of mental health: Issues of mental health in India and the globe: Some common conditions and their epidemiology, Importance of mental health, identify mental health challenges to help reduce the stigma of mental illness.

Unit-II

The invisible monsters: Anxiety, Depression and Suicide,
Anxiety: Signs and Symptoms, Depression: Signs and Symptoms, Causes.
Suicide: Preventative treatment measures, becoming gatekeepers of suicide.

Unit-III

Reaching out and providing initial help: Recognizing the signs that someone may need support,
Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition).

Unit-IV

Mental Health Practice and Care: Counseling, therapy, guidance, mentoring; Peer mentoring: concept and skills

References

1. Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). Abnormal Psychology. New Delhi: Pearson.
2. Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). Pocketbook of Mental Health (3rd Edition). Elsevier
3. Snider, Leslie and WHO (2011). Psychological First Aid: Guide for Field Workers. Retrieved from http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf
4. WHO (2003). Investing in Mental Health. Retrieved from https://www.who.int/mental_health/media/investing_mnh.pdf

B.Sc. Psychology (Honors)
Semester- IV
Basics of Research Methodology
SHSS PSY – SHSS PSY 03 04 09 FC 4105

Objective

To introduce the basic concepts and make the students familiarize with the use of research methodology in psychological research.

Learning Outcomes

After completing the course, students will be able to:

- *Identify the basic principles and steps of Research.*
- *Demonstrate the knowledge of research approaches and findings in Psychology.*

Unit I

Psychological Research: Meaning and Nature.

Research Problem: Meaning, Characteristics, Causes, Sources, Importance.

Unit II

Hypothesis: Meaning, Types, Importance.

Type-I and Type-II errors; Experimental and Control Groups.

Unit III

Variables: Nature and Types, Controlling techniques of extraneous variables.

Unit IV

Experimental Research (Laboratory, Field); Quasi-Experimental Research, Ex Post Facto Research, Cross-Cultural Research.

References

Elmes, D.G., Kontawitz, B.H., Roedigor, H.L. (1985). Research methods in psychology. New York: West.

Guy, R.F., Edgley, C.E., Arefat, J. & Allen, D.E. (1987). Social Research Methods. Puzzles and Solutions. Allyn and Bacon: Boston.

Kerlinger, F.N. (1964). Foundations of Behavioural Research. New York: Holt Rinehart and Winston.

Singh, A.K. (1986). Tests, Measurements and Research Methods in Behavioral Sciences.

B.Sc. Psychology (Honors)
Semester- IV
DEVELOPMENTAL PSYCHOLOGY
SHSS PSY – SHSS PSY 03 04 10 FC 4105

Objective

To make students acquaintance with the concept of development, its stages, domains and different context.

Learning Outcomes

After completing the course student will be able to:

- 1. To equip the learner with an understanding of the concept and process of human development across the life span.*
- 2. To impart an understanding of the various domains of human development.*
- 3. To inculcate sensitivity to socio-cultural context of human development.*

UNIT 1

Introduction a) Concept of Human Development b) Theories, themes and research designs

UNIT 2

Periods of Life Span Development: a) Prenatal development b) Birth and Infancy c) Childhood d) Adolescence e) Adulthood

UNIT 3

Domains of Human Development: a) Cognitive development: perspectives of Piaget and Vygotsky b) Language development c) Physical development d) Emotional development e) Moral development f) Personality development

UNIT 4

Socio-Cultural Contexts for Human Development: a) Family b) Peers, Media & Schooling c) Human Development in the Indian context

References

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
- Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.
- Santrock, J.W. (2012). Life Span Development (13th ed) New Delhi: McGraw Hill.
- Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
- Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

B.Sc. Psychology, (Honors)
Semester- IV
PSYCHOLOGY OF RELATIONSHIPS
SHSS PSY – 03 04 02 SBC 3045

Objective

This course aims at imparting an understanding of Interpersonal communication and relationship, Strategies for healthy interpersonal relationship, effective management of emotions building interpersonal competence

Learning Outcomes

After the completion of the course the student will be able to understand:

- *Various interpersonal styles*
- *Conflict management and negotiation*
- *Interpersonal relationship development*

UNIT I: Interpersonal Communication

- Importance of Behavioural/ Interpersonal Communication
- Types – Self and Other Oriented
- Rapport Building – NLP, Communication Mode
- Steps to improve Interpersonal Communication

UNIT II: Interpersonal Styles

- Transactional Analysis
- Life Position/Script Analysis
- Games Analysis
- Interactional and Transactional Styles
- Bridging differences in Interpersonal Relationship through TA
- Communication Styles

UNIT III: Conflict Management and Negotiation

- Meaning and Nature of conflicts
- Styles and techniques of conflict management
- Meaning of Negotiation
- Process and Strategies of Negotiation
- Interpersonal Communication: Conflict Management and Negotiation

UNIT IV: Interpersonal Relationship Development

- Importance of Interpersonal Relationships
- Interpersonal Relationship Skills
- Types of Interpersonal Relationships
- Relevance of Interpersonal Communication in Relationship Development
- Meaning & Components of Impression Management
- Impression Management Techniques. Impression Management Training: Self-help and Formal approaches

References

Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon

Julia T. Wood. Interpersonal Communication everyday encounter

Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.

Rosenfeld, P., Giacalone, R.A. and Catherine, A.R. (2003). Impression Management: Building and Enhancing Reputations at Work. Thomson Learning, Singapore.

B.Sc. Psychology (Hons.)
Semester- IV
COMMUNITY PSYCHOLOGY
SHSS PSY – 03 04 04 GEC 3104

Course Description

This course offers a unique perspective for understanding the individuals within their environment which includes the larger social systems that affect their lives. The course will be dealing with some core values like empowerment, liberation and social justice. The course on community psychology emphasizes upon services toward the community as well as the research on social environmental processes.

Course Objectives

- *Understand how the life of the individual gets shaped by the society*
- *Understand how many times putting the responsibility on the individual does not solve any purpose*
- *Appreciate the knowledge of non-scientific community*
- *Understand the community related problem specifically to Indian context*

Learning Outcome

After the completion of the course, students will be able to:

- *Understand the role of the society and its impact on individual with theoretical basis*
- *Appraise the problems of the individual from the ecological level*
- *Critically examine the socio-economic indicators and its impact on development*
- *Appraise the role of human development and family structure on Mental Health*
- *Develop preventive measures and design promotion programmes for better community development*

Unit- 1

Introduction: Definition of community psychology; types of communities; models.

Unit- 2

Core values: Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

Unit- 3

Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

Unit- 4

Interventions: community development and empowerment; case studies in Indian context.

References

- Shanmugam, T.E. (1988). Community Psychology. Utsav Shanmugam pub.
- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities, Wadsworth, Cengage Learning: Belmont, CA, USA.
- Sinha, D., Misra, G., & Dalal A.K. (2015). Psychology in India. New Delhi

- Orford, J. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. John Wiley & Sons.
- Mohanty, A. K., & Misra, G. (2000). *Psychology of poverty and disadvantage*. New Delhi: Concept Pub. Co
- Zax, M. & Spector, G. A. (1974). *An introduction to community psychology*. New York: John Wiley & Sons.
- Henry, N., & Powell, A. (2014). *Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture*. New York: Palgrave Macmillan.
- Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006). *Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India*, World Bank Policy Research, Working Paper No.3967
- Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) *Empowerment Evaluation*, New Delhi : Sage Publication.
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning.
- McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). *An introduction to community health*. United States: Jones and Bartlett Publishers.
- Misra, G. (Ed). (2010) *Psychology in India*. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
- Poland, B. D., Green, L.W. & Rootman, I.(2000) *Setting for Health Promotion: Linking Theory and Practice*, Sage Publication, New Delhi.

B.Sc. Psychology (Hons.)
Semester- IV
Internship
SHSS PSY 03 04 03 SBC 00105

Course Description

Students have to undertake internship in any of their interested sectors during fourth semester vacation of the course. Students will be attached to various agencies where they will be trained and supervised in acquiring skills competencies. They will be mentored by a supervisor at the department also. Students have to periodically meet their supervisors and submit a report at the end of their practicum period. The format of the report and the type of cases to be presented will be decided by the Department Council.

Course Objectives

This course aims to:

- *Gain hands-on experience in various subfields of psychology.*
- *Witness various ethical guidelines in practice.*
- *Explore areas of interest in psychology.*

Course Outcomes

- *Appreciate and respect the ethical guidelines of organization with which they work*
- *Demonstrate amicable relationship with their colleagues and co-workers*
- *Effectively conceptualize the client's concerns, demonstrate and apply psychological skills and write reports.*

Working in various organizational setups for a period of 150 hours.

Requirements:

- Certificate of Internship (with specific mention of engagement hours)
- Log Book
- Case Report
- Academic Review
- Seminar
- One Creative Presentation of Internship Work (i.e., poster, video etc.)

Evaluation

- Internal Supervisor: 30 marks
- External Expert: 70 marks

References

Students are to refer sources according to the requirement of their internship organization.

B.Sc. Psychology (Honors)
Semester- V
Psychological Testing
SHSS PSY 03 05 11 FC 4105

Objective

This paper is designed to provide an in-depth and critical study in psychological testing. The paper covers introduction psychological testing, helping students understand the key concept of psychological testing, data collection and usage of intelligence, personality, interest, aptitude and creativity.

Learning Outcomes

After completing the course, students will be able to understand:

- *Emergence and application of psychological testing.*
- *Various measurement scales*
- *Assessment of intellectual abilities, personality, aptitude and interest.*

Unit I

Psychological Testing: Meaning, History, Nature, Applications.
Ethical Issues in Psychological Testing.

Unit II

Measurement Scales: Nominal, Ordinal, Interval, Ratio.
Test: Meaning, Nature, Classification.

Unit III

Assessment of Intelligence test: (Stanford-Binet Scale, WAIS, Raven's Standard Progressive Matrices, Bhatia Battery) and Aptitude (DAT).

Unit IV

Assessment of Personality Test: (HSPQ, WAT, MBTI) and Creativity (TTCT).

References

- Aiken, L.R. (1994). *Psychological Testing and Assessment*. Boston: Allyn and Bacon.
- Anastasi, A., & Urbina, S (1997). *Psychological Testing*. (7th edition) upper saddle River (NJ): Prentice Hall.
- Freeman, F.S. (1974). *Theory and practice of psychological testing*. New Delhi: Oxford and IBH.
- Friedenberg, L. (1995). *Psychological Testing: Design, Analysis and use* Boston: Allyn and Bacon.
- Singh, A.K. (1986). *Tests, Measurements and Research Methods in Behavioral Sciences*.

PRACTIUM – III
SHSS PSY 03 05 12 FC 00105

Objective

This course will enable students to understand and apply the general concepts of psychology through experiments and psychological tests.

Learning Outcome

At the end of this course, you should be able to able to independently administer the instruments for testing purpose.

Ten of the following practicals shall be conducted during the semester. One practical will be allotted to the candidate during examination and evaluation will be based on Practical Conduction, Report and Viva-Voce during the practical Exam.

1. Social Intelligence
2. Antisocial Behaviour
3. Problem Solving
4. Draw a Person Test
5. Job Satisfaction Scale
6. Aggression Scale
7. Beck Depression Inventory
8. Social Conformity
9. Ahamkara
10. Raven's Progressive Matrices
11. TTCT – Torrance Test of Creative Thinking
12. Self Esteem
13. Perceived Stress Scale
14. Tridosha
15. Family Environment Scale
16. Body Mass Index
17. Indian Adaption of Zuckerman–Kuhlman Personality Questionnaire

B.SC. PSYCHOLOGY (HONORS)
STATISTICS IN PSYCHOLOGY
Semester- V
SHSS PSY – SHSS PSY 03 05 01 DSC 4105

Objective

To introduce the basic concepts and make the students familiarize with the use of statistical methods in psychological research.

Learning Outcomes

After completing the course, students will be able to:

- *Identify the basic principles of Statistics in Research.*
- *Explain the basic principles of Statistics applied to implementation of research.*
- *Apply the principle of carrying out an experiment to address questions of causation.*

Unit I

Introduction: Meaning, Characteristics, Types, Need and emergence of statistics. Relevance and Application of Statistics in Psychology. Limitations of Statistics.

Unit II

Graphic Representation of Data: Basic procedures, The Histogram, The Frequency Polygon, The Bar Diagram, The Pie Chart, The Cumulative Frequency Graph, Factors affecting the Shape of Graphs.

Measures of Central Tendency: Mean, Median and Mode.

Unit III

Measures of Variability: Range, Average Deviation, Standard Deviation and Quartile Deviation.

Normal Probability Curve: Characteristics, Applications, Divergence from Normalcy (Skewness and Kurtosis).

Unit IV

Correlation: Meaning and Concept. Methods: Pearson's Product Moment, Spearman's Rank Difference, Biserial, Point Biserial.

References

Balalock, H.M. (1979). Social Statistics. New York: Mc Graw Hill.

Garrett, H.E. (1986). Statistics in Psychology and Education. New York: David, Mc Kay Co. Inc.

Gullford, J.P., and Fruchter, B. (1978). Fundamental statistical in Psychology and education. New York: Mc Graw Hill.

Kanji, G.K. (1993). 100 statistical Tests. New Delhi: Sage.

Kiss, H.O. (1996). Statistical Methods for Behavioural Sciences. Boston: Allyn and Baon.

Robson C. (1982). Experimental Design and Statistics in Psychology. Middlesex: Penguin.

B.Sc. Psychology (Hons.)
Semester- V
INTRODUCTION TO INDIAN PSYCHOLOGICAL THOUGHTS
SHSS PSY – 03 05 02 DSC 3104

Objectives

- *To acquaint the students about psychological perspectives in Indian context.*
- *To orient the students towards schools of Indian Psychology*

Learning Outcomes

After the completion of the course the students will be able to understand:

- *Various Indian philosophies*
- *Various theories and approaches to understand Indian Psychology*
- *Individual Differences in Indian and Western perspectives*

UNIT I

Introduction to Indian philosophy, Upnishads, Yoga – Vasishtha.
Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India.

UNIT II

Foundational Basis of Indian Psychology. Shad-Darshane in Indian Psychology, Maharshi Patanjali Ashtang Yog
Psychosomatic Theory of Ayurveda

UNIT III

Personality Development in Indian and Western Perspective
Nature of Personality: Internal & External
Panchkosh: Indian Perspective of Personality
Personality Imbalance in Indian Perspective: Tridosh, Trigun, Tritap, Pradnaparadh
Psycho-Somatic disease: effects on person`s Lifestyle.

UNIT IV

Intelligence Indian & Western Perspective
Concept, Scope and Factors of intelligence (in Indian Perspective) Reference - a) Ved b) Upnishad c) Ayurveda d) Yoga-Darshan
Emotional Intelligence, Spiritual Intelligence, Intelligence - in Indian and Western Perspective

References

- Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
- Chiu, C., & Hong, Y. (2006). Social Psychology of Culture. New York: Psychology Press.
- Jain, U. (2002). An Indian perspective on emotions. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company.
- Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. . In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.

- Roa, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), *Foundation of Indian Psychology: Theories and concepts*, Vol, 1. New Delhi: Pearson.
- Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 440-457. New Delhi: Concept Publishing Company.
- Smith, P.B., Bond, M. H., & Kagitcibasi, C. (2006). *Understanding Social Psychology across cultures: Living and working in a changing world*. London: Sa. Zinta, R. L. & Kumari, D. (2016). *Religious psychology*. New Delhi: Indu Publications.

GEC-V Semester
INTER-GROUP RELATIONS
SHSS PSY 03 05 05 GEC 3104

Objective

This course will enable the student to understand group dynamics & apply their knowledge in improving relationship.

Learning Outcomes

- *Understanding Group dynamics*
- *Identify the nature of relationships between groups.*
- *Recognizing social Categorization & its consequences*
- *Identify and apply the ways of conflict resolution*

UNIT-I

Group Dynamics: Stages and Formation. Nature and Types of Groups; Group Norms- Nature, Formation and Functions.

Nature of Intergroup Relations: Cooperation vs. Competition

UNIT-II

Group Conflicts: Social Categorization, In-group vs. Out-group; Consequences of Social Categorization: Cognitive Biases and Stereotypes, Conflicts, Prejudice and Discrimination.

UNIT-III

Attitude: Nature, Types, Formation and Changes.

Prejudice: Nature, Formation and Changes.

UNIT-IV

Cultural Aspects of Intergroup Relations: Social Identity.

Leadership- Nature, Styles and Theories.

Resolving Intergroup Conflict: Intergroup Contact; Promoting Intergroup Cooperation; Conflict Management Strategies.

References

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

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

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

Zorsyth, D. R. (2009). *Group Dynamics*. Broke/Cole: Wadsworth.

Semester-VI
Abnormal Psychology
SHSS PSY 03 06 13 FC 4105
FC

Objectives

The paper aims at providing an overview about the concept of abnormality and the clinical picture and dynamics of various psychological disorders. This will sensitize the students to information on psychopathology and dispel myths regarding it.

1. To acquire knowledge for differentiating normal and abnormal behaviour.
2. To develop familiarity with DSM-V (Diagnostic and Statistical Manual of Mental Disorders)
3. To gain knowledge about Anxiety disorders, Personality disorders, Developmental, Conversion and Somatoform Disorders

Learning outcomes

1. *Distinguish abnormal behaviour from normal behaviour*
2. *Identify psychological disorders pertaining to DSM*
3. *Classify the different types of psychological disorders and its symptoms*

Unit-I

Understanding abnormality: Definition and criteria of abnormality, classification System (DSM-5 & ICD-11), Clinical Assessment.

Unit-II

Clinical States: Anxiety disorders- Panic Disorder, Phobias, Generalized Anxiety Disorder; Somatoform and Conversion Disorders.

Unit -III

Obsessive Compulsive and related Disorders: OCD, Body Dysmorphic disorder, Hoarding Disorder, and Excoriation Disorder. Disruptive Impulse Control and Conduct Disorders: ADHD, Oppositional Defiant Disorder, and Conduct Disorder.

Unit -IV

Bipolar and related Disorders: Bipolar-I, Bipolar-II and Cyclothymic disorder. Depressive Disorders: Disruptive mood dysregulation disorder, Major depressive disorder, Persistent depressive disorder and premenstrual dysphoric disorder (dysthymia).

References

- Kring, A. M., & Johnson, S. L. (2022). *Abnormal Psychology: The Science and Treatment of Psychological Disorders, DSM-5-TR*. (15th Edition). John Wiley & Sons Inc.
- Barlow D. H. & Durand V. M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.
- Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
- Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers
- Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J. M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning.

Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2010). *Abnormal Psychology*. (11th Ed.). NY: John Wiley.

B.Sc. Psychology (Honors)
Psychology of Individual Differences
Semester- VI
SHSS PSY – SHSS PSY 03 06 14 FC 4105

Objective

To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others. This course will provide the student acquaintance with the theories, models and approaches of personality and intelligence.

Learning Outcomes

After completing the course, students will be able to:

- *Demonstrate the theories, models, and approaches of individual differences in view of personality and intelligence.*
- *Approaches of individual differences in view of Aptitude and Creativity.*
- *Enhancing Individual's Potential*

Unit I

Individual Differences: Meaning, Nature and History.

Basis of Individual Differences: Biological, Psychological and Socio-Cultural.

Unit II

Intelligence: Meaning and Theories (Spearman, Cattell, Guilford, Thurstone, Gardner, Goleman).

Unit III

Aptitude: Meaning and Nature.

Creativity: Meaning, Nature, 4P's of Creativity, Fostering Creativity.

Unit IV

Enhancing Individual's Potential: Self-Determination Theory; Enhancing Cognitive potential, Self-regulation and self enhancement.

References

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. Pinnacle Learning, New Delhi.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.

Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), *Foundations of Indian Psychology (Vol. 1), Theories and concepts*. Pearson.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behavior*. New Delhi: Tata McGraw-Hill.

Baron, R. A. & Mishra, G. (2015). *Psychology*. Pearson Education Limited. ISBN-13: 9788131773444.

Aleem, S. (2012). *Theories of Personality*. Published by Dorling Kindersley (India) Pvt. Ltd.

Sinha, D., Misra, G., & Dalal, A.K. (2015, September). *Psychology for India*. SAGE Publications.

B.Sc. Psychology (Honors)
POSITIVE PSYCHOLOGY
Semester- VI

SHSS PSY – SHSS PSY 03 06 03 DSC 4105

Course Description

The course in Positive Psychology introduces concepts related to positive psychology and its applications in the contemporary context.

Course Objectives

1. Understand basic concepts related to positive psychology.
2. Discuss the concepts in the context of altruism and spirituality
3. Discuss its applications in different settings.

Learning Outcome

At the end of the course, students will display:

- Ability to analyse various perspectives from the eastern and western contexts on positive psychology
- Ability to critically evaluate the role of different factors influencing positive emotions, happiness, subjective well-being, spirituality and altruism
- Ability to design interventions to enhance positive relationships, subjective wellbeing, gratitude as well as other concepts in positive psychology among educational institutions, work environments, and communities

UNIT 1

Introduction: Positive Psychology: An Introduction

Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

UNIT 2

Positive Emotional States and Processes: Happiness and Well-being

Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

UNIT 3

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

UNIT 4

Applications: Work, education, ageing, health Practicum: Any one practicum can be designed from the syllabus so as to enhance the Understanding of the concepts and applications of positive psychology.

References

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.
- Mohanty, G.B. (2018). Positive Psychology. Kalyani Publisher, New Delhi
- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practical in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
- Seligman, M.E. (2012). Flourish: A Visionary New Understanding of Happiness and Wellbeing. Oxford University Press
- Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
- Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
- Snyder, C.R. & Shane, J.L. (2005). Handbook of Positive Psychology. Oxford University Press
- Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

B.Sc. Psychology (Honors)
RESEARCH METHODOLOGY AND STATISTICS
Semester- VI

SHSS PSY – SHSS PSY 03 06 04 DSC 3104

Objective

To introduce the basic concepts and make the students familiarize with the use of research methodology and statistical methods in psychological research.

Learning Outcomes

After completing the course, students will be able to:

- *Identify the basic principles and steps of Research.*
- *Demonstrate the knowledge of research approaches and findings in Psychology.*
- *Explain the basic principles of Statistics applied to implementation of research.*
- *Apply the principle of carrying out an experiment to address questions of causation.*

Unit I

Data Collection Techniques: Observation, Case Study, Interview (Structured and Semi-structured, Unstructured), Questionnaire and Schedule, Checklist.

Unit II

Sampling: Meaning, Fundamentals, Probability (Simple Random, Stratified, Cluster) and Non probability (Quota, Purposive, Snowball) Sampling.

Unit III

Significance of Descriptive Statistics: Standard error of Mean, Median, Standard Deviation, Quartile Deviation, and Correlation Coefficient.

Unit IV

Non-Parametric Statistics: Meaning and Assumptions.
Sign Test, Wilcoxon Signed Ranks Test, Chi Square Test, Mann-Whitney *U* test.

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