

Psychology

PSO1: Attain extensive knowledge in the Fundamentals of Psychology – its nature, biological foundations, key faculties and concepts and the interlinkages between these.

PSO2: Study, examine and evaluate nodal concepts in Child Psychology, Psychology of Adolescence, Social Psychology and Health Psychology, Psychology of Adjustment, Abnormal Psychology, Criminal Psychology, Experimental Psychology, Positive Psychology, Statistics, Personality Theories and Organizational Behaviour towards mapping recurring as well as distinct precedents and patterns in these broad areas.

PSO3: Perform procedures as per laboratory standards as well as undertake experiments in specific topics in order to efficiently integrate the same towards an enhanced understanding of concepts, theories and perceptions.

PSO4: Apply the knowledge and skills acquired towards self and social advancement viz. pursuing higher studies and research in areas of specialisation, being gainfully employed in academics and industry, extending extension and consultancy services to governmental bodies, non-governmental agencies and private institutions and initiating and/or participating in drives, projects and programmes related to mental health.

PSYCHOLOGY

Schedule of papers for Semester I, II, III, IV, V and VI

Semester I

Paper I – Fundamentals of Psychology

Semester II

Paper II – Fundamentals of Psychology

Semester III

Paper III - Social Psychology

Semester III –

Allied related to Major Child Psychology

Semester IV

Paper IV - Psychology of Adolescence.

Semester IV-

Allied Related to Major. Psychology of Adjustment

Semester V

Paper V - Statistics

Paper VI – Health Psychology

Paper VII – Abnormal Psychology I

Paper VIII – Psychological Testing

Paper IX – Experimental Psychology

Paper X – Psychology Practicum I

Project

Semester VI

Paper XII – Criminal Psychology

Paper XIII – Organizational Behaviour

Paper XIV – Abnormal Psychology II

Paper XV – Personality Theories

Paper XVI – Positive Psychology

Paper XVII – Psychology Practicum II

Project

For V & VI Semester Majors (Third Year)

Each semester - 100

Internal Assessment: 20

End Semester: 80

Major Paper (I, II, III, IV) (3 periods of 45 mins.)

Internal Assessment : 15

End Semester : 60

Practicals : 25

Allied related to Major (5 periods of 45 mins.)

Internal Assessment :20

End semester: 80

Project (as per the Project Manual provided by the Goa University)

THREE YEARS B.A. DEGREE PROGRAM
SEMESTER I
MAJOR PSYCHOLOGY
PAPER I – FUNDAMENTALS OF PSYCHOLOGY I

Course Objectives:

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

Total no. of lectures per Semester : 45

No. of lectures per week : 3

No. of practical's per week : 1

Assessment

Total marks : 100

End Semester Exam : 60 marks

ISA (2) : 15 marks

Practicals : 25 marks

I) What is Psychology? (8 lectures / 15 marks)

(i) What makes Psychology a Science?

- a) Beginnings of Psychology as a Science
- b) A Scientific way of Thinking
- c) The Scientific Method

(ii) Types of Psychological Research.

- a) Descriptive Research
- b) Correlational Research
- c) Experimental Research

(iii) Contemporary Approaches to Psychology

- a) Behavioural Approach
- b) Psychodynamic Approach
- c) Cognitive Approach
- d) Behavioural Neuroscience
- e) Evolutionary Psychology
- f) Sociocultural Approach
- g) Humanistic Movement and Positive Psychology

II) Biological Foundations of Behavior (9 lectures / 15 marks)

(i) Divisions of the Nervous system.

(ii) Neurons

- a) Specialized Cell Structure
- b) The Neural Impulse
- c) Synapses and Neurotransmitters
- d) Synaptic Transmission

(iii) Structures of the Brain and their Function.

- a) Levels of Organization in the Brain
- b) The Cerebral Cortex
- c) Lobes
- (iv) Genetic and Evolutionary Blueprints of Behaviour
 - a) The Endocrine System
 - b) Chromosomes, Genes and DNA

III) Sensation and Perception (14 lectures / 15 marks)

(i) Visual System a) Visual Stimuli and the Eye

(ii) Visual Perceptions of Dimension

- a) Shape Perception
- b) Depth Perception
- c) Motion Perception
- d) Perceptual Constancy

(iii) Auditory System

- a) How do we Experience Sound
- b) Structures and Functions of the Ear

(iv) Skin Senses

- a) Touch
- b) Temperature
- c) Pain

(v) Chemical senses

- a) Taste
- b) Smell

(vi) Kinaesthetic and Vestibular Senses

(vii) Extrasensory Perception: Reality or Illusion?

IV) Learning and Conditioning (14 lectures / 15 marks)

(i) Classical Conditioning: New reflexes from the old

- a) Principles of Classical Conditioning
- b) What is actually learned in Classical Conditioning?

- c) Classical Conditioning in real life
- d) Learning to Like
- e) Learning to Fear
- f) Accounting for Taste
- g) Reacting to Medical Treatments
- h) Applications of Classical Conditioning

(ii) Operant Conditioning

- a) The Birth of Radical Behaviorism
- b) The Consequences of Behavior
- c) Principles of Operant Conditioning
- d) Operant Conditioning in Real Life
- e) Applications of Operant Conditioning
- f) The Pros and Cons of Punishment
- g) The Problems with Reward

(iii) Theoretical Interpretations of Learning

- a) Latent Learning
- b) Place Learning
- c) Insight Learning and Learning Sets
- d) Modelling

Learning Outcomes:

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

1. Describe the nature of psychology, biological foundations of behaviour, learning and conditioning, and memory.
2. Explain psychology as a science, differentiate between the various types of psychological research, and identify the contemporary approaches to psychology along with their major concepts and important figures.
3. Examine the divisions of the nervous system, basic structures of a neuron and their functions, the structures and functions of the brain, endocrine system, and the chromosomes, genes and DNA.
4. Analyse learning and conditioning and the experiments, principles and applications for each learning theory.

Books for Reference:

1. Santrock, J. W. (2006). Psychology Essentials 2. (Updated Ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.
2. Wade, C., & Tavis, C. (2007). Psychology (8th Ed.). New Delhi: Pearson Prentice Hall.
3. Lahey, B. (1998). Psychology: An Introduction. (6th Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.
4. Rathus, S. A. (2002). Psychology in the New Millenium. (8th Ed.).USA : Harcourt College Publishers.

Suggested Readings:

1. Nolen – Hoeksema, Fredrickson, Loftus, Wagenaar. (2009). Atkinson and Hilgard's: Psychology An Introduction. (1st India Reprint 2011). New Delhi: Cengage Learning India Private Limited.
2. Smith, E., Nolen – Hoeksema, Susan, Fredrickson, Barbara., & Loftus, Geoffery. (2003). Atkinson and Hilgard's: Introduction to Psychology. (14th Ed.). Bangalore: Thomson Wordsworth.
3. Baron, R.A. (2012). Psychology. (5th Ed.). New Delhi, India: Pearson Prentice Hall.

**SEMESTER I
PRACTICALS**

PAPER I: FUNDAMENTALS OF PSYCHOLOGY I (ANY EIGHT)

1. Muller Lyer Illusion (Optical Illusion) (Mohanty)
2. Division of Attention (Dandekar)
3. Colour Preference
4. Distraction of Attention (Dandekar)
5. Perception (Selection & Grouping) (Dandekar)
6. Spread of Effect (Mohanty)
7. The Stroop Effect (Cognition, Matlin, 1998, Demo 2.5)
8. Learning : Letter – Digit Substitution
9. Mass v/s. Distributed Method of Learning (Mohanty)
10. Coloured Paper and Learning (Downloaded from Internet)

Psychological Tests

1. Personality Test – Neo 5 Personality Inventory or Introversion / Extroversion (Coleston)
2. Aptitude Test – Differential Aptitude Test (Language Usage I and II)
3. Intelligence Test - Standard Progressive Matrices

Books for Reference:

1. Mohanty, G. (1996). Experiments in Psychology. New Delhi : Kalyani Publishers.
2. Dandekaer, W.N. (1999). Fundamentals in Experimental Psychology. Pune : Anmol Prakashan.
3. Kuppusswamy, B. (1954). Elementary Experiments in Psychology. Madras : Geoffrey Cumberlege Oxford University Press.
4. Parry, J., & Adisheshiah, W. (1997). Experimental Psychology. Bombay : Allied Publishers Private Limited.

SEMESTER II
MAJOR PSYCHOLOGY
PAPER II - FUNDAMENTALS OF PSYCHOLOGY II

Course Objectives:

1. To develop knowledge of basic cognitive functions of thinking, and memory.
2. To understand the nature of emotions.
3. To analyse the nature and approaches to personality.

Total no. of lectures per Semester : 45

No. of lectures per week : 3

No. of practical's per week : 1

Assessment

Total marks : 100

End Semester Exam : 60 marks

ISA (2) : 15 marks

Practicals : 25 marks

I) Thinking (8 lectures / 15 marks)

(i) The Elements of Cognition

(ii) Reasoning Rationally

a) Formal Reasoning: Algorithms and Logic

b) Informal Reasoning : Heuristics and Dialectical Thinking

c) Reflective Judgement

(iii) Barriers to Reasoning Rationally

a) Exaggerating the Improbable

b) Avoiding Loss

c) The Hindsight Bias

d) The Confirmation Bias

e) Biases due to Mental Sets

f) The Need for Cognitive Consistency

g) Overcoming our Cognitive Bias

(iv) Creativity

a) Types of Creativity

b) Stages in Creativity

II) Memory (9 lectures / 15 marks)

(i) The Pursuit of Memory:

a) Measuring Memory

b) Models of Memory

(ii) The Three Box Model of Memory

a) The Sensory Register

b) Short Term Memory

c) Long Term Memory

(iii) How Do We Remember?

- a) Effective Encoding
- b) Rehearsal
- c) Mnemonics

(iv) Why We Forget?

- a) Decay
- b) Replacement
- c) Interference
- d) Cue Dependent Forgetting
- e) The Repression Controversy

III) Emotion (14 lectures / 15 marks)

(i) Elements of Emotion 1: The Body

- a) The Face of Emotion : Universal Expressions of Emotions
- b) Facial Expressions in Social and Cultural Context

(ii) Elements Of Emotion 2: The Mind

- a) How Thoughts Create Emotions
- b) Attributions and Emotions
- c) Cognitions and Emotional Complexity

(iii) Elements Of Emotion 3: The Culture

- a) How Culture Shapes Emotions
- b) Culture and Emotional Expression
- c) Display Rules d) Body Language

(iv) Putting the Emotions Together: Emotion and Gender

- a) Emotional Reactivity
- b) Sensitivity to Other People's Emotions
- c) Cognitions
- d) Expressiveness

IV) Theories of Personality (14 lectures / 15 marks)

(i) Psychodynamic Theories Of Personality

- a) Freud and Psychoanalysis
- b) Other Psychodynamic Approaches
- c) Evaluating Psychodynamic Theories

(ii) The Modern Study of Personality

- a) Popular Personality Tests
- b) Core Personality Traits

(iii) Genetic Influences on Personality

- a) Heredity and Temperament
- b) Heredity and Traits

- c) Evaluating Genetic Theories
- (iv) Environmental influences on Personality
 - a) Situations and Social Learning
 - b) The Power of Parents
 - c) The Power of Peers
- (v) Cultural Influences on Personality
 - a) Culture, Values and Traits
 - b) Culture and Traits
 - c) Aggressiveness and Altruism
 - d) Evaluating Cultural Approaches
- (vi) The Inner Experience
 - a) The Humanistic Approaches
 - b) Evaluating Humanistic Theories.

Learning Outcomes:

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

1. Display knowledge regarding reasoning, creativity and emotions.
2. Use mnemonic techniques to enhance their memory.
3. Provide an in depth understanding of the various personality theories.

Books for Reference:

1. Wade, C., & Tavis, C. (2007). Psychology. (8th Ed.). New Delhi: Pearson Prentice Hall.
2. Santrock, J. W. (2006). Psychology Essentials 2. (Updated Ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.

Suggested Readings:

1. Nolen – Hoeksema, Fredrickson, Loftus, Wagenaar. (2009). Atkinson and Hilgard's: Psychology An Introduction (1st India Reprint 2011). New Delhi: Cengage Learning India Private Limited.
2. Smith, E., Nolen – Hoeksema, Susan, Fredrickson, Barbara., & Loftus, Geoffery. (2003). Atkinson and Hilgard's: Introduction to Psychology. (14th Ed.). Bangalore: Thomson Wordsworth.
3. Baron, R.A. (2012). Psychology. (5th Ed.). New Delhi, India: Pearson Prentice Hall.

SEMESTER II

PRACTICALS

PAPER II: FUNDAMENTALS OF PSYCHOLOGY (ANY EIGHT)

1. Completed Tasks vs. Interrupted Tasks (Parry & Adeshesiah)
2. Perseveration Memory (Dandekar)
3. Problem Solving – Code Puzzle (Kuppuswamy)

4. Judgement of Emotions from Facial Expressions (Parry & Adesheshiah)
5. Retroactive Inhibition (Mohanty)
6. Immediate Memory (Downloaded from Internet)
7. Retention and the Amount of Material (Mohanty)
8. Memory for Pleasant and Unpleasant Materials (Mohanty)
9. Chain Method (Kuppuswamy)
10. Introversion – Extroversion (Kuppuswamy)

Psychological Tests

1. Lift Satisfaction Scale (Dr. Promila Singh & George Joseph)
2. Dimensions of Friendship Scale (Sunanda Chandna & N.K. Chadha)
3. Study Habits (M. N. Palsane & Anuradha Sharma)

Books for Reference:

1. Mohanty, G. (1996). Experiments in Psychology. New Delhi : Kalyani Publishers.
2. Dandekaer, W.N. (1999). Fundamentals in Experimental Psychology. Pune : Anmol Prakashan.
3. Kuppuswamy, B. (1954). Elementary Experiments in Psychology. Madras : Geoffrey Cumberlege Oxford University Press.
4. Parry, J., & Adisheshiah, W. (1997). Experimental Psychology. Bombay : Allied Publishers Private Limited.

MAJOR: PSYCHOLOGY
SEMESTER – III
PAPER III – SOCIAL PSYCHOLOGY

Course Objectives:

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

Total no. of lectures per Semester : 45

No. of lectures per week : 3

No. of practical's per week : 1

Assessment

Total marks: 100

End Semester Exam : 60 marks

ISA (2) : 15 marks

Practicals : 25 marks

I) The Field of Social Psychology (5 lectures / 5marks)

(i) Social Psychology: A Working Definition

- a) Social Psychology is Scientific in Nature.
- b) Social Psychology Focuses on the Behavior of Individuals.
- c) Social Psychology seeks to Understand the Causes of Social Behaviour and Thought.

II) Social Perception: Perceiving and Understanding Others (10 lectures / 10 marks)

(i) Nonverbal Communication: The Language of Expressions, Gazes and Gestures

a) Recognizing Deception

(ii) Attribution: Understanding the Causes of Other's Behavior.

- a) Jones & Davis Theory of Correspondent Inference.
- b) Kelley's Theory of Causal Attributions.
- c) Other Dimensions of Causal Attribution (Augmenting & Discounting).

(iii) Attribution: Some Basic Sources of Errors.

- a) The Correspondence Bias
- b) The Actor Observer Effect
- c) The Self Serving Bias

III) Interpersonal Attraction: Meeting, Liking, Becoming Acquainted (10 lectures / 15 marks)

(i) Internal Determinants of Attraction: The Need to Affiliate and the Basic Role of Affect

- a) The Importance of Affiliation for Human Existence.
- b) Affect as a Basic Response System

c) Affect and Attraction

(ii) External Determinants of Attraction: Proximity and Observable Characteristics

- a) The Power of Proximity: Unplanned Contacts
- b) Observable Characteristics: Instant Evaluation

(iii) Interactive Determinants of Attraction: Similarity and Mutual Liking

- a) Similarity: Birds of a Feather Actually do Flock Together
- b) Attraction: Progressing from Bits and Pieces to an Overall Picture
- c) Mutual Evaluations: Reciprocal Liking or Disliking

(iv) Romantic Relationships and falling in Love

- a) Romance: Moving Beyond Friendship
- b) Selecting a Potential Mate
- c) Love: Different Types of Love
- d) Components of Love
- e) Problems Between Spouses
- f) Dealing with Marital Problems
- g) Consequences of a Failed Relationship.

IV) Social Influence: Changing Others Behaviour (10 lectures / 15 marks)

(i) Conformity: Group Influence in Action

- a) Asch's Research on Conformity: Social Pressure - The Irresistible Force?
- b) Factors Affecting Conformity: Variables that Determine the Extent to which we 'Go Along'?
- c) Situational Norms: Automaticity in Normative Behavior
- d) The Bases of Conformity: Why we Often Choose to 'Go Along'?

(ii) Resisting Pressures to Conform: Why, Sometimes we Choose not to 'Go Along'?

(iii) Minority Influence: Does the Majority Always Rule?

(iv) Compliance: To ask Sometimes is to Receive

- a) Compliance: The Underlying Principles
- b) Tactics Based on Friendship or Liking: Ingratiation
- c) Tactics Based on Commitment or Consistency: The Foot-in-the-door and the "Low Ball" Techniques
- d) Tactics Based on Reciprocity: The Door-in-the-face and the "That's not-All" Techniques
- e) Tactics Based on Scarcity: Playing Hard to get and the Fast Approaching Deadline Technique

(v) Obedience to Authority

- a) Obedience in the Laboratory
- b) Destructive Obedience: Why it Occurs
- c) Destructive Obedience: Resisting its Effects

V) Prosocial Behaviour (10 lectures / 15 marks)

(i) Responding to an Emergency

- a) When a Stranger is Distressed: Heroism or Apathy?
- b) Five Crucial Steps Determine Helping v/s Not Helping

(ii) External and Internal Influences on Helping Behavior

- a) Situational Factors that Enhance or Inhibit Helping
- b) Emotional and Prosocial Behavior
- c) Empathy and Other Personality Dispositions Associated with Helping

(iii) Long Term Commitment to Prosocial Action and the Effects of Being Helped

- a) Volunteering
- b) Self Interest, Moral Integrity and Moral Hypocrisy
- c) How Does it feel to be Helped?

(iv) The Basic Motivation for Engaging in Prosocial Behavior

- a) Empathy-Altruism: It feels good to help Others
- b) Negative-State Relief: Helping Makes you Feel Less Bad
- c) Emphatic Joy: Helping as an Accomplishment
- d) Genetic Determinism: Helping as an Adaptive Response

Learning Outcomes:

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

1. Demonstrate fundamental knowledge and comprehension of the basic concepts, scientific nature of social psychology, as well as the changing trends.
2. Interpret social behaviour through the understanding of non-verbal communication, attribution, and impression formation.
3. Explain major theories, concepts, perspectives, and empirical findings in social psychology.

Books for Reference:

1. Baron, R., Byrne, D., & Branscombe, R.N. (2008). Social Psychology. (11th Ed.). New Delhi: Pearson Prentice Hall of India Pvt. Ltd.

Suggested Readings:

1. Taylor, S.E., Peplau, L.A., & Sears, D.A. (2000). Social Psychology. (10th Ed.). New Jersey, U.S.A: Prentice Hall International.
2. Baron, R. A., Byrne, D. (2008). Social Psychology. (10th Ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
3. Myers, D. G. (2007). Social Psychology. (10th Ed.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
4. Worchel, S., Cooper, J., Goethals, George, R., Olson, J.M. (2000). Social Psychology.

SEMESTER III
PRACTICALS (ANY EIGHT)

1. Social Facilitation (Parmeshwaran and Rao.)
2. Extrapolative Gap Filling to Study the Process of Filling Gaps in Evidence by the Exercise of the Thought Process. (Parry & Adisheshiah)
3. Suggestibility (Parmeshwaran and Rao)
4. Verbal Imagination (Parmeshwaran and Rao)
5. Effects of Groups' Opinion on the Individual's Judgement (Parmeshwaran and Rao)
6. The Semantic Differential to Measure Meaning Held by Different People Regarding Certain Concepts by the Use of a Rating Scale (Parry & Adisheshiah)
7. Formation of Spontaneous Groups (Parmeshwaran and Rao)
8. Competition, Co-operation and Work Output (Parmeshwaran and Rao)

Psychological Tests

1. Personality Test (any one) e.g. Aggression Scale
2. Attitude Test (any one) e.g. Sodhi's Attitude Scale
3. Intelligence Scale (any one) e.g. Social Intelligence Scale
4. Interest Inventory: Chatterji's Non Language Preference Record.

Books for Reference:

1. Parmeshwaran, E.G., & Rao, B.T. (1962). Manual of Experimental Psychology. Bombay: Lalvani Publishing House.
2. Parry, J., & Adisheshiah, W. (1977). Experimental Psychology. Bombay: Allied Publishers Pvt. Ltd.

MAJOR: PSYCHOLOGY
SEMESTER – III
ALLIED TO MAJOR
CHILD PSYCHOLOGY

Course Objectives:

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

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20 Marks

Semester End: 80 Marks

I) Important Considerations in Development (15 lectures / 16 marks)

(i) Principles of Development

(ii) Developmental Processes: Biological, Cognitive and Socio-Emotional

(iii) Periods of Development

(iv) Influences on Development:

- a) Heredity, Environment and Maturation
- b) Major Contextual Influences
- c) Normative and Non-Normative Influences

(v) Patterns of Genetic Inheritance

- a) Dominant-Recessive Relationship
- b) Co-Dominance
- c) X-linked Inheritance
- d) Genetic Imprinting
- e) Mutation
- f) Polygenic Inheritance

(vi) Genetic Counseling

- a) Prenatal Diagnosis

II) Prenatal Development and Birth (18 lectures / 20 marks)

- (i) From Zygote to Newborn
 - a) The Germinal Period
 - b) The Period of Embryo
 - c) The Period of Foetus
- (ii) Teratology and Hazards to Prenatal Development
 - a) Teratology
 - b) Maternal Disease and Condition
 - c) AIDS
 - d) Drugs
 - e) Environmental Hazards
- (iii) Stages of Birth
- (iv) Childbirth Practices
 - a) Prepared/Natural Childbirth
 - b) Medicated Delivery
 - c) Caesarean Delivery
 - d) Medical Monitoring
- (vi) Settings for Childbirth and Attendants.
- (vii) Assessing the Newborn
- (viii) Low Birth Weight and Preterm Infants.
- (ix) Types of Low Birth Weight.
- (x) Risk Factors of Low Birth Weight.
- (xi) Consequences of Low Birth Weight.
- (xii) Treatment of Low Birth Weight
- (xiii) The Post Partum Period.
- (xiv) Birth Complications
 - a) Oxygen Deprivation
 - b) Preterm and Low-Birth Weight Infants
 - c) Sudden Infant Death Syndrome

III) Physical Growth and Development (Birth to late Childhood) (15 lectures / 16marks)

- (i) Physical Characteristics: Neonate, Body Systems, The Brain (Infancy– adolescence, New Born Reflexes, Nutrition and Eating Behavior (Infancy – Late Childhood)
- (ii) Motor Development: Fine Motor Skills (Infancy - Late Childhood; Handedness and its Characteristics in Children) (iii) Perceptual Development (Infancy – Early Childhood)

IV) Cognitive, Psychosocial and Moral Development (Birth to late Childhood) (13 lectures / 12 marks)

- (i) Piaget's Stages of Cognitive Development
- (ii) Erikson's Psycho-Social Development
- (iii) Moral Development: Kohlberg's Theory

V) Disorders of Childhood (14 lectures / 16 marks)

- (i) Externalizing Disorders
 - a) Attention Deficit Hyperactivity Disorder
 - b) Tic Disorders and Tourette's Disorders
 - c) Oppositional Defiant Disorder
 - d) Conduct Disorders
- (ii) Internalizing Disorders
 - a) Separation Anxiety Disorders
- (iii) Autism
- (iv) Learning Disorders (Dyslexia)
- (v) Exceptional Children
- (vi) Mentally Challenged

Learning Outcomes:

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

1. Explain the concepts and theories in the discipline of child psychology.
2. Examine prenatal development and the birth process.
3. Determine the physical, cognitive and psychosocial development from birth to late childhood.
4. Assess factors that impact a child's growth and development.

Books for Reference:

1. Santrock, John. W. (2007). Child Development. (11th Ed). New Delhi: McGraw Hill.
2. Papalia, D., Olds, S., Feldman, R. (2004). Human Development. New Delhi: Tata McGraw Hill. 5th Ed.
3. Sarson, I.G., & Sarason, B.R. (2007). Abnormal Psychology: The Problem Of Maladaptive Behaviour. (11th Ed). New Delhi: Pearson Education Hall, Indian Reprint, Taj Press.
4. Berk, L. E. (2006). Child Development. (7th Ed). New Delhi: Pearson Education Dorling Kindersley (India) Pvt. Ltd.

Suggested Readings:

1. Hurlock, Elizabeth. (1985). *Child Development*. 6th Ed. New Delhi: Tata McGraw Hill.
2. Schickendanz, J. Schickendanz. D., Hansen, K., & Forsyth, P. (1993). *Understanding Children*. 2nd Ed. Mayfield Publishing Company.
3. Feldman, R. S. (2009). *Discovering the Life Span*. Pearson Prentice Hall. Indian Reprint.
4. Cook, J. L., & Cook, G. (2009). *Child Development: Principles and Perspectives*. Boston: Pearson Education.
5. Shaffer, D. R., & Kipp, K. (2007). *Developmental Psychology: Childhood and Adolescence*. (7th Ed). Thomson Learning, Indian Reprint 2007.

MAJOR – PSYCHOLOGY
SEMESTER IV
PSYCHOLOGY OF ADOLESCENCE – PAPER IV

Course Objectives:

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

Total no. of lectures per Semester : 45

No. of lectures per week : 3

No. of practical's per week : 1

Assessment

Total marks : 100

End Semester Exam : 60 marks

ISA (2) : 15 marks

Practicals : 25 marks

I) Introduction (8 lectures / 10 marks)

- (i) The Historical Perspective - Stanley Hall, Margaret Mead
- (ii) Theories of Adolescence – Freud, Erikson, Vygotsky, Piaget, Bronfenbrenner, Skinner
- (iii) Puberty and Sexual Maturation
 - a) Determinants of Puberty
 - b) Growth Spurt
 - c) Sexual Maturation
- (iv) Psychological Dimensions of Puberty

II) The Self and Personality (8 lectures / 10 marks)

- (i) Self Understanding
- (ii) Self Esteem and Self Concept
- (iii) Consequences of Low Self Esteem
- (iv) Improving Adolescents' Self Esteem
- (v) Identity
 - a) Erikson's Ideas on Identity
 - b) Four Stages of Identity

III) The Adolescent's Social World (8 lectures / 10 marks)

- (i) Family (ii) Parent – Adolescent Relationships

- a) Parenting Styles
- b) Parent- Adolescent Conflict

(iii) Siblings

a) Sibling Roles and Birth Order

(iv) Peer Relations

a) Peer Group Functions and Conformity

b) Adolescence Friendships (Its Importance, Intimacy and Similarity)

IV) Achievement in Adolescence (7 lectures / 10 marks)

(i) The Importance of Achievement in Adolescence

(ii) Achievement Processes

(iii) Time Management

(iv) Mentoring

(v) Some Obstacles to Achievement

V) Issues Related to Adolescent Sexuality (7 lectures / 10 marks)

(i) Self Stimulation

(ii) Contraceptive Use

(iii) Pregnancy During Adolescence

(iv) Sexually Transmitted Infections

(v) The Importance and Nature of Sex Education

VI) Problems During Adolescence (7 lectures / 10 marks)

(i) Drug Use

(ii) Juvenile Delinquency

(iii) Depression and Suicide

(iv) Adolescent Runaways

(v) Influence of the Media and Technology

Learning Outcomes:

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

1. Explain the biological, cognitive, and social changes that occur during adolescence.
2. Compare and contrast various theoretical frameworks that relate to the study of human development.

3. Describe and analyze multiple levels of contextual and interactive influences on adolescent development and sexual identity.
4. Articulate how typical changes occurring during adolescence are implicated in problems that can occur during adolescence.

Books for reference:

1. Santrock, J. W. (2011). Adolescence. (14th Ed.). New York: McGraw Hill.
2. Steinberg, L. (2010). Adolescence. (9th Ed.). New York: McGraw Hill.
2. Steinberg, L. (2010). Adolescence. (9th Ed.). New York: McGraw Hill.

Suggested Readings:

1. Swanson, Edwards, Spencer. (2010). Adolescence – Development During a Global Era. (1st Ed.). Academic Press.

**SEMESTER IV
PRACTICALS
PAPER IV - PSYCHOLOGY OF ADOLESCENCE (ANY EIGHT)**

1. Impression Formation (Baron and Byrne)
2. Problem Solving (Pyramid Puzzle) (Rajamanickam) (Available at Anand Agencies)
3. Memory for Names and Faces (Kuppuswamy)
4. Nature of Task and Task Performance (Parmeshwaran and Rao)
5. Role of Emotions in Learning (Parmeshwaran and Rao)
6. Free Association Test (Mohanty)
7. Strength of Motives (Parmeshwaran and Rao)

Psychological Tests

1. Emotional Competence Scale
2. Locus of Control Scale (Hasnain and Joshi)
3. Vocational Interest Record (Kulshetra)

Books for Reference:

1. Baron, R., Byrne, D., & Branscombe R.N. Social Psychology. (10th Ed.). New Delhi: Pearson Prentice Hall of India Pvt. Ltd.
2. Mohanty, G. (1996). Experiments in Psychology. New Delhi: Kalyani Publishers.

3. Dandekar, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune: Anmol Prakashan.
4. Kuppuswamy, B. (1954). *Elementary Experiments in Psychology*. Madras: Geoffrey Cumberlege Oxford University Press.
5. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay: Allied Publishers Private Limited.

MAJOR – PSYCHOLOGY
SEMESTER IV ALLIED TO MAJOR
PSYCHOLOGY OF ADJUSTMENT

Course Objectives:

1. To understand basic concepts and modern trends in Psychology of Adjustment.
2. To apply principles of adjustment in every-day life.
3. To develop skills required to adjust to life situations.
4. To understand the concept of stress
5. To learn strategies to cope/ manage stress

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20 Marks

Semester End: 80 Marks

I) Adjusting to Modern life (12 lectures / 12 marks)

- (i) Definition of Adjustment
- (ii) The Roots of Happiness: An Empirical Analysis.
- (iii) Adjustment and Normality
- (iv) Adjustment State or Process
- (v) Characteristics of Effective Adjustment
 - a. Accurate Perception of Reality
 - b. Ability to Cope with Stress and Anxiety
 - c. A Positive Self Image
 - d. Good Interpersonal Feelings
- (vi) Controlling your own Behavior
- (vii) The 10 Hallmarks of Well Being

II) Emotional Intelligence (5 lectures / 6 marks)

- (i) Our Two Minds
- (ii) A Different Kind of Intelligence
- (iii) Can Emotions be Intelligent?
- (iv) IQ and Emotional Intelligence – Pure Types
- (v) Emotional Intelligence Applied – Managing with the Heart
 - a) Dealing with Diversity

b) Organizational Savvy and Group IQ

III) Stress and Stress Management (20 lectures / 17marks)

(i) Definition of Stress.

(ii) Major Types of Stress

a) Frustration

b) Conflict

c) Change

d) Pressure

(iii) Responding to Stress

a) Emotional Responses

b) Physiological Responses

c) Behavioral Responses

(iv) The Potential Effects of Stress

a) Impaired Task Performance

b) Disruption of Cognitive Functioning

c) Burnout

d) Posttraumatic Stress Disorders

e) Psychological Problems and Disorders

f) Physical Illness

g) Beneficial Effects of Stress

(v) Factors Influencing Stress Tolerance

a) Social Support

b) Hardiness

c) Optimism and Conscientiousness

(vi) Common Coping Patterns

a) Giving Up

b) Striking out at Others

c) Indulging Oneself

d) Blaming Oneself

e) Defensive Coping

f) Using Relaxation Procedures

g) Releasing Pent-Up Emotions

h) Managing Hostility and Forgiving Others

i) Meditating

IV) Development and Expression of Sexuality (12 lectures / 11 marks)

(i) Becoming a Sexual Person

- a) Key Aspects of Sexual Identity
- b) Physiological Influences
- c) Psychosocial Influences
- d) Gender Differences in Sexual Socialization
- e) Sexual Orientation

(ii) The Paraphilias

- a) Fetishism
- b) Incest
- c) Pedophilia
- d) Voyeurism
- e) Exhibitionism
- f) Rape
- g) Sexual Sadism and Sexual Masochism

(iii) Paraphilias not Otherwise Specified

V) Marriage and Intimate Relations (13 lectures / 17 marks)

(i) Challenges to the Traditional Model of Marriage

(ii) Moving Toward Marriage

a) The Motivation to Marry

b) Selecting a Mate

c) Predictors of Marital Success

(iii) Marital Adjustment Across the Family Life Cycle

a) Between Families: The Unattached Young Adult

b) Joining Together: The Newly Married Couple

c) Family with Young Children

d) Family with Adolescent Children

(iv) Vulnerable Areas in Marital Adjustment

a) Gaps in Role Expectations

b) Work and Career Issues

c) Financial Difficulties

d) Inadequate Communication

(v) Divorce

a) Increasing Rate of Divorce

b) Deciding on a Divorce

c) Adjusting to Divorce

d) Effects of Divorce on Children

e) Remarriage

VI) Careers and work (13 lectures / 17 marks)

(i) Choosing a Career

- a) Examining Family Influences and Personal Characteristics
- b) Researching Job Characteristics
- c) Using Psychological Tests for Career Decisions
- d) Taking Important Considerations into Account

(ii) Models of Career Choice and Development

- a) John Holland's Trait Measurement and Matching Model
- b) Donald Super's Developmental Model
- c) Women's Career Development

(iii) The Changing World of Work

- a) Workplace Trends
- b) Education and Earnings
- c) The Changing Workforce
- d) The Challenges of Change

(iv) Coping with Occupational Hazards

- a) Job Stress
- b) Sexual Harassment
- c) Unemployment

(v) Balancing Work and Other Spheres of Life.

Learning Outcomes:

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

1. Define and understand the concepts of stress and adjusting.
2. Explain factors that are related to happiness.
3. Distinguish between adjustment and normality.
4. Understand sexual identity, human sexual expression, and related issues.
5. Demonstrate knowledge of life management skills by explaining career development and goal setting, describing family and personal influences on job choice, and describing ways to balance multiple roles.
6. Discuss factors that affect the establishment and growth of personal relationships (of friendship, of love).
7. Describe the process of mate selection and factors in marital adjustment.
8. Apply the knowledge gained to in their own lives and effectively adjust to an ever changing world.

Books for reference :

1. Weiten, W., & Lloyd, A. M. (2003). Psychology Applied to Modern Life: Adjustment in the 21st Century. (8thEd.). New Delhi: Thomson Learning.

2. Audrey, H., & Runyon, R. (1984). Psychology of Adjustment. Illinois: The Dorsey Press.
3. Davison, C., & Neale John M. (1990). Abnormal Psychology. (5thEd.). USA: John Wiley & Sons Inc.

Suggested Readings:

1. Duffy, K., & Atwater, E. (2005). Psychology for Living: Adjustment, Growth and Behavior Today. (8thEd.). Delhi: Dorling Kindersley Pvt. Ltd.

MAJOR: PSYCHOLOGY
SEMESTER V
PAPER V: STATISTICS

Course Objectives:

1. To understand statistical techniques and their use in research
2. To analyse and graphically represent data

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20 Marks

Semester End: 80 Marks

I) Introduction to Basic Concepts (12 lectures / 12 marks)

- (i) Descriptive Statistics and Inferential Statistics
- (ii) Relationship and Prediction
- (iii) Applied Statistics and its Role
- (iv) Random Samples
- (v) Variables and Constants
- (vi) Scales of Measurement and Problems in Statistical Treatment
- (vii) Frequency Distribution and Graphical Representation of Grouped Data (Frequency Polygon, Histogram, Cumulative Frequency Graph)

II) Measures of Central Tendency (10 lectures / 12 marks)

- (i) Mean, Median, Mode
- (ii) Calculations of Mean, Median, Mode
- (iii) Properties of Mean, Median, Mode
- (iv) The Assumed Mean Method

III) Measures of Variability (10 lectures / 12 Marks)

- (i) Quartile Deviation (Calculation)
- (ii) Standard Deviation (Calculation)
- (iii) Properties of These Measures of Variability

IV) Normal Probability Curve and Standard Scores (13 lectures / 16 Marks)

- (i) Normal Curve and its Relationship to Mean and Standard Deviation
- (ii) Measuring Divergence from Normality: Skewness and Kurtosis (No Calculations)
- (iii) Z scores and Calculating Z scores
- (iv) Percentile and Percentile Ranks
- (v) Ogive Curve

V) Hypothesis Testing (18 lectures / 16 Marks) (Please note no calculations in this chapter)

- (i) The Core Logic of Hypothesis Testing
- (ii) Testing Significance of the Difference Between Two Means
- (iii) The Null Hypothesis, Standard Error, Levels of Significance
- (iv) Independent Samples : T Test (Two Independent Means)
- (v) One-Tail and Two-Tail Test
- (vi) Errors in Making Inferences: Type 1 and Type Two Errors

VI) Correlation (12 lectures / 12 Marks)

- (i) The Meaning of Correlation
- (ii) The Product Moment Coefficient of Correlation
- (iii) The Rank Order Correlation of Coefficient
- (iv) Calculation of Product Moment and Rank Order Correlation of Coefficient

Learning Outcomes:

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

1. Define descriptive and inferential statistics and distinguish between the two.
2. Calculate measures of central tendency, variability and correlation.
3. Design a research project based on understanding of hypothesis, data collection and analysis.

Books for Reference:

1. Minium, E.W., King, B.M., & Bear, G. (2008). Statistical Reasoning in Psychology and Education.(3rd Ed.). Indian Reprint. New Delhi: Wiley India (P.) Ltd.
2. Garrert, H.E. (2009). Statistics in Psychology and Education. 12th Indian Reprint. New Delhi: Paragon International Publishers.
3. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4th Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.
4. Mangal, S.K. (1987). Statistics in Psychology and Education. New Delhi: Tata McGraw- Hill Publishing Co.

Suggested Readings:

1. Ferguson, G.A. (1981). *Statistical Analysis in Psychology and Education*. Tokyo: Mc. Graw-Hill International Book Cn, 1981.
2. Edwards, Allen L. (1974). *Statistical Analysis*. New York: Holt, Rinehart & Winston, Inc.

MAJOR: PSYCHOLOGY
SEMESTER – V
PAPER VI: HEALTH PSYCHOLOGY

Course Objectives:

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

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20

Marks Semester End: 80 Marks

I) An Overview of Psychology and Health (10 lectures / 12 marks)

(i) What is Health?

- a) An Illness / Wellness Continuum
- b) Illness Today and in The Past

(ii) Seeing a Need: Psychology's Role in Health

- a) Problems in the Health Care System
- b) "The Person" in Health and Illness
- c) How the Role of Psychology Emerged
- d) Health Psychology: The Profession

(iii) Current Perspectives on Health and Illness

- a) The Biopsychosocial Perspective
- b) Life -Span and Gender Perspectives

(iv) What is Health Psychology? Goals for Health Psychology

II) Health-Related Behaviour and Health Promotion (15 lectures / 16 marks)

(i) Health and Behaviour

- a) Lifestyles, Risk Factors and Health
- b) Inter-Disciplinary Perspective on Preventing Illness
- c) Problems in Promoting Wellness

(ii) What Determines People's Health Related Behavior?

- a) General Factors in Health - Related Behavior
- b) The Role of Beliefs and Intentions
- c) The Role of Less-Rational Processes

(iii) Programs for Health Promotion

- a) Methods for Promoting Health
- b) Promoting Health in the Schools
- c) Worksite Wellness Programs d) Community-Based Wellness Programs

III) Chronic Illness (17 lectures /20 marks)

(i) Diabetes

- a) The Types and Causes of Diabetes
- b) Health Implications of Diabetes
- c) Medical Regimens for Diabetes
- d) Do Diabetics Adhere to Their Regimens?
- e) Psychosocial Factors in Diabetes Care
- f) When the Diabetic is a Child or Adolescent

(ii) Heart Disease

- a) Who is at Risk of Heart Disease and Why?
- b) Medical Treatment and Rehabilitation of Cardiac Patients
- c) The Psycho-Social Impact of Heart Disease
- d) Psycho-Social Interventions for Heart Disease

(iii) Stroke

- a) Causes, Effects and Rehabilitation of Stroke
- b) Psycho-Social Aspects of Stroke

(iv) Cancer

- a) The Prevalence and Types of Cancer
- b) The Sites, Effects and Causes of Cancer
- c) Diagnosing and Treating Cancer
- d) The Psycho-Social Impact of Cancer
- e) Psycho-Social Interventions for Cancer

(v) The Acquired Immune Deficiency Syndrome (AIDS)

- a) Risk Factors, Effects and Treatment of AIDS
- b) The Psycho-Social Impact of AIDS
- c) Psycho-Social Intervention of AIDS

IV) Substance Use and Abuse (17 lectures / 16 marks)

- (i) Substance Abuse
 - a) Addiction and Dependence
 - b) Processes Leading to Dependence
- (ii) Smoking Tobacco
 - a) Who Smokes and How Much?
 - b) Why People Smoke?
 - c) Smoking and Health
- (iii) Alcohol Use and Abuse
 - a) Who Drinks and How Much?
 - b) Why People Use and Abuse Alcohol?
 - c) Drinking and Health
- (iv) Drug Use and Abuse
 - a) Who Uses Drugs and Why
 - b) Drug Use and Health
- (v) Reducing Substance Use And Abuse
 - a) Preventing Substance Use
 - b) Quitting a Substance Without Therapy
 - c) Treatment Methods to Stop Substance Use and Abuse
 - d) Dealing with the Relapse Problem

V) Nutrition, Weight Control and Diet, Exercise (16 lectures / 16 marks)

- (i) Nutrition
 - a) Components of Food
 - b) What People Eat?
 - c) Nutrition and Health
- (ii) Weight Control and Diet
 - a) Desirable and Undesirable Weights
 - b) Becoming Overly Fat
 - c) Dieting and Treatments to Lose Weight
 - d) Anorexia and Bulimia
- (iii) Exercise
 - a) The Health Effects of Physical Activity
 - b) Who gets Enough Exercise, Who Does Not and Why?
 - c) Promoting Exercise Behaviour

Learning Outcomes:

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

1. Define health and describe the role of psychology in health.
2. Explain the determinants of health behaviour from various theoretical perspectives.
3. Justify psychosocial intervention to promote adherence to medical recommendations among patients and to reduce their stress.
4. Evaluate the methods of reducing substance use and dealing with relapse problem.

Books for Reference:

1. Sarafino, E. P. (2012). Health Psychology – Bio-Psychosocial Interactions. (8th Ed.). New York: John Wiley & Sons Inc.

Suggested Readings:

1. Sarafino, E. P. (2008). Health Psychology – Bio-Psychosocial Interactions. (8th Ed.). New York: John Wiley & Sons Inc. 2. Taylor, S.E. (2006). Health Psychology. (6th Ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited.

3. Dimatteo, R. M., Martin, Leslie. R. (2008). Health Psychology. (1st Ed.). Pearson Education, Inc. and Dorling Kindersley Publishing Inc.

4. Ogden, Jane. (2012). Health Psychology – A Text Book. (5th Ed.). Tata McGrawHill Publishing Company Limited.

5. Brannon Linda, Jess, Feist. (2010). Health Psychology – An Introduction to Behaviour and Health. (7th Ed.). Wadsworth Cengage Learning.

MAJOR: PSYCHOLOGY
SEMESTER V
PAPER VII: ABNORMAL PSYCHOLOGY I

Course Objectives:

1. To acquire knowledge of the clinical picture of and treatment approaches to various psychological disorders
2. To understand the classification and types of psychological disorders (DSM IV-TR).
3. To understand the theoretical perspectives on abnormality.
4. To use the case study approach to understand psychological disorders.

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20 Marks

Semester End: 80 Marks

I) Abnormal Psychology: An Overview (18 lectures / 20 marks)

(i) What Do We Mean By Abnormal Behavior?

- a) Triggers of Mental Health Problems
- b) The Stigma of Abnormal Behaviors
- c) Adaptive and Maladaptive Behaviors

(ii) Classification of Mental Disorders

- a) Advantages and Disadvantages of Classification
- b) Vulnerability, Resilience and Coping
- c) The Multiaxial Approach
- d) DSM-IV-TR
- e) The Major Diagnostic Categories
- f) Evaluation of DSM Multiaxial Approach
- g) Research on Classification

(iii) The Epidemiology of Maladaptive Behavior

a) Incidence, Prevalence and Risk Factors

(iv) Seeking Help for Abnormal Behavior

- a) Reasons for Clinical Contact
- b) Sources of Help

(v) Psychological Assessment: The Structured Interviews, The Diagnostic Interview Schedule and Mental Status Examination

(vi) Assessment of the Physical Organism

(vii) Behavioral Assessment, Cognitive Assessment, Relational Assessment and Bodily Assessment

II) Theoretical Perspectives (12 lectures / 12 marks)

(i) Historical Views of Abnormal Behavior

(ii) The Biological Perspective

(iii) The Psychodynamic Perspectives

(iv) The Behavioral Perspectives

(v) The Cognitive Perspectives

(vi) The Humanistic-Existential Perspective

(vii) The Community-Cultural Perspective

(viii) Causes and Risk Factors for Abnormal Behavior

III) Somatoform and Dissociative Disorders (15 lectures /16 marks)

(i) Somatoform Disorders

a) Hypochondriasis

b) Somatization Disorders

c) Conversion Disorders

d) Body Dysmorphic Disorders

e) Factitious Disorder and Malingering

(ii) Dissociative Disorders

a) Depersonalization Disorder

b) Dissociative Amnesia and Fugue

c) Dissociative Identity Disorders

(iii) General Socio-Cultural Causal Factors, Treatment and Outcome

IV) Panic, Anxiety and Their Disorders (15 lectures / 16 marks)

(i) Phobias, Specific Phobia, Social Phobias,

(ii) Panic Disorders With and Without Agoraphobia

(iii) GAD

(iv) OCD

(v) Posttraumatic Stress Disorder

(vi) Interpreting and Treating Anxiety Disorders: The Psychodynamic Perspective, The Behavioral Perspective, The Cognitive and Biological Perspective

V) Mood Disorder and Suicide (15 lectures / 16 marks)

(i) Unipolar Mood Disorders and Causal Factors

(ii) Bipolar Disorders and Causal Factors

(iii) Socio Cultural Factors Affecting Unipolar and Bipolar Disorders

(iv) Treatment and Outcomes

(v) Suicide and Unsolved Issues.

Learning Outcomes:

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

1. State the diagnostic criteria for various mental disorders.
2. Distinguish between the clinical features of different types of mental disorders and explain the causal factors involved.
3. Compare the different perspectives in treating various disorders.
4. Determine the treatment outcomes for various disorders.

Books for Reference:

1. Sarason, I. G., & Sarason, B.R. (2007). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11thEd.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
2. Carson, R. C., Butcher. J.N. Mineka.S., & Hooley, J. M. (2009). *Abnormal Psychology* (13th Ed.). New Delhi: Indian Reprint by Pearson Prentice Hall, Taj Press.

Suggested Readings:

1. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4th Ed.). New Delhi: Wadsworth Cengage Learning.
2. Nolen-Hoeksema,S. (2008). *Abnormal Psychology*. (4th Ed.). New York: McGraw-Hill.
3. Alloy, B.L., Riskino, J.H., & Manos, M.J., (2006). *Abnormal Psychology: Current Perspective*. (6th Ed.). New Delhi: Tata McGraw-Hill.
4. Beidel,D.C., Bulki, C.M., & Stanley, M.A.(2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall.
5. Bennet, P. (2003). *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
6. Oltmanns, T.F., & Emery, R.E. (2010). *Abnormal Psychology*. (6thEd.). New Jersey: Pearson Prentice Hall.

MAJOR: PSYCHOLOGY
SEMESTER V
PAPER VIII: PSYCHOLOGICAL TESTING

Course Objectives:

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

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20 Marks

Semester End: 80 Marks

I) Nature, Concepts and Principles of Psychological Testing (15 lectures / 16 marks)

(i) Definition of a Psychological Test

a) Psychometric Properties of a Psychological Test

(ii) Types of Tests

a) Individual v/s Group Tests

b) Speed v/s Power Tests

c) Verbal v/s Performance Tests

d) Tests Categorized on the Basis of the Type of Behavior they Measure: Aptitude Tests, Achievement Tests, Personality Tests, Interest Inventories, Creativity Tests, Neuropsychological Tests

(iii) Uses of Tests in Various Settings

a) Education

b) Geriatrics

c) Counseling

d) Clinical

e) Business

f) Industry

g) Armed forces

h) Courts

(iv) Fundamentals of Administering a Psychological Test

a) Advance Preparation of the Examiner

- b) Testing Conditions
- c) Examiner and Situational Variables
- d) Rapport and Test Anxiety
- (v) Rights of Test Takers
 - a) Informed Consent
 - b) Right to Test Findings
 - c) Privacy and Confidentiality
- (vi) Computerized Test Administration and Scoring
- (vii) Reference Source of Tests
 - a) Test Catalogues
 - b) Test Manuals
 - c) Reference Manuals
 - d) Reference Volumes
 - e) Journal Articles
 - f) Online Data Bases

II) Norms in Psychological Testing (15 lectures / 16 marks)

- (i) Norms
- (ii) The Normative Sample
- (iii) Developing Norms for a Standardized Test
- (iv) Type of Norms
 - a) Percentiles
 - b) Age Norms
 - c) Grade Norms
 - d) National Anchor Norms
 - e) Sub-Group Norms
 - f) Local Norms
- (v) Standard Scores
- (vi) Criterion/Domain Referenced Test Interpretation

III) Reliability (15 lectures / 16 marks)

- (i) Test-Re-Test Reliability
- (ii) Alternative Forms Reliability
- (iii) Measures of Internal Consistency
 - a) Split-Half
 - b) Cronbach's Alpha
 - c) Coefficient Theta

d) Kuder Richardson Formulas

(iv) Inter-Scorer Reliability

IV) Validity (15 lectures / 16 marks)

(i) The Concept of Validity

(ii) Types of Validity

a) Face Validity

b) Content Validity and Validation Procedures

c) Criterion Related Validity and Validation Procedures

d) Construct Validity and Validation Procedures

V) Test Development (15 lectures and 16 marks)

A Brief Overview of Five Stages in the Process of Test Development

a) Test Conceptualization

b) Test Construction

c) Test Try-Out

d) Item Analysis and Test Revision

Learning Outcomes:

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

1. Define a psychological test, describe types of tests and list their uses.
2. Explain technical criteria of psychological tests i.e. reliability, validity, norms.
3. Judge the steps in construction of various psychological tests and estimate their applicability in different situations.

Books for Reference:

1. Cohen, J. R., & Swerdlik, M.E. (2010). Psychological Testing and Assessment: An Introduction to Tests and Measurements. (7th Ed.). New York: McGraw-Hill Publishing International Edition Company Ltd.
2. Gregory, R. J. (2004). Psychological Testing: History, Principles and Applications. (4th Ed.). Pearson Indian Reprint 2008, New Delhi: Dorling Kindersley India Pvt. Ltd, Education Inc.
3. Kline, T.J.B. (2005). Psychological Testing: A Practical Approach to Design and Evaluation. New Delhi: Vistaar (Sage) Publications.

Suggested Readings:

1. Anastasi, A., & Urbina, S. (2008). Psychological Testing. (7th Ed.). New Delhi: Pearson Education.
2. Murphy, K. R., & Davidshofer, C. O. (2005). Psychological Testing: Principles and Applications. (6th Ed.). Upper Saddle River, NJ: Prentice Hall.

3. Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological Testing – Principles, Applications and Issues*. (6th Ed.). Wadsworth Thomson Learning, Indian Reprint 2007.

MAJOR: PSYCHOLOGY
SEMESTER V
PAPER IX: EXPERIMENTAL PSYCHOLOGY

Course Objectives:

1. To understand the essentials of experimental research and various types of experimental designs.
2. To understand some classic experiments in Psychology.
3. To learn how to analyze data.
4. To understand the ethics to be followed in conducting research and writing research paper.

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20 Marks

Semester End: 80 Marks

I) Experimental Research: An Introduction (17 lectures / 20 marks)

- (i) Essentials of Experimental Research
- (ii) Manipulated Versus Subject Variables
- (iii) Validity of Experimental Research
- (iv) Threats to Validity of Experimental Research
- (v) Control Problems in Experimental Research
 - a) Between Subjects Design
 - b) Within Subjects Design
- (vi) Other Experimental Designs:
 - a) Single Factor Designs
 - b) Factorial Designs
 - c) Quasi Experimental Designs
 - d) Small N Designs

II) Some Classic Experiments (20 lectures / 20 marks)

- (i) Mental Chronometry :
 - a) Donders' Subtraction Method
 - b) Issues in Using Reaction Time as a Dependent Variable
- (ii) Psychophysics:

- a) Measuring Sensations
- b) Methods of Detections: Methods of Constant Stimuli, Limits, Staircase
- c) Signal Detection Theory

(iii) Perception:

- a) Visual Word Perception
- b) Speech Perception
- c) Picture Perception

(iv) Attention:

- e) Selective Attention
- f) Divided Attention

(v) Memory:

- b) Recall versus Recognition: Methods for Testing Recognition Memory, Theoretical Differences Between Recall and Recognition

III) Dealing with Data (20 lectures / 20 marks)

(i) Describing Data:

- a) Organising Data
- b) Summarising Data
- c) Normal Distribution and its Properties

(ii) Selecting a Statistical Test:

- a) The Nature of the Research Question
- b) Type of Experimental Design
- c) Type of Measurement Used
- d) Deciding Whether Your Data Are Parametric or Non-Parametric
- e) The Nature of the Specific Hypothesis to be Tested
- f) Deciding What Test to Use

IV) American Psychological Association Guidelines: Writing & Ethics in Research (18 lectures / 20 marks)

(i) Writing for Behavioural & Social Sciences :

- a) Types of Articles
- b) Ethical and Legal Standards in Publication
- c) Ensuring the Accuracy of Scientific Knowledge
- d) Protecting Intellectual Property Rights

(ii) Ethics in Psychological Research:

- a) Ten General Principles Governing Conduct of Research with Human Participants
Publication
- b) Informed Consent and Deception Manual of the

- c) Freedom to Withdraw
- d) Protection from Harm and Debriefing Kantowitz &
- e) Removing Harmful Consequences Roediger
- f) Confidentiality

(iii) Ethics in Research with Animals:

- a) Arguments Against Research with Animals
- b) Arguments for Research with Animals
- c) Guidelines for use of Animals in Research

Course Outcomes:

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

1. Describe the nature of experimental research, classical experiments conducted in the past, dealing with data, and the American Psychological Association guidelines.
2. Explain the basics of experimental research and the various experimental designs.
3. Critically examine the various experiments conducted in the past related to mental chronometry, psychophysics, perception, attention, and memory.
4. Analyse and apply the ethical guidelines put forth by the American Psychological Association for writings for behavioural and social sciences and research with humans and animals.

Books for Reference:

1. Goodwin, J., & Goodwin, K. (2012). Research In Psychology: Methods and Design, (7th Ed.). US: Wiley-Blackwell.
2. Sani, F., & Todman, J. (2005). Experimental Design and Statistics for Psychology: A First Course. US: Wiley-Blackwell.
3. Elmes, D., Kantowitz, B., & Roediger, H. L. (2008). Experimental Psychology, (9th Ed.). US: Wadsworth Publishing Company.
4. Snodgrass, J. G., Levy-Berger, G., Haydon, M. (1985). Human Experimental Psychology. USA:Oxford University Press.
5. American Psychological Association, (2009), Publication Manual of the American Psychological Association, (6th Ed.). USA: American Psychological Association.

MAJOR: PSYCHOLOGY
SEMESTER V
PAPER X: PSYCHOLOGY PRACTICUM I (ANY EIGHT)

Course Objectives:

1. To understand how to conduct experiments to measure reaction time, level of aspiration.
2. To understand various experimental procedures to study human memory, concept formation, and signal detection.
3. To understand how to administer and interpret some psychological tests.

Assessment

Total marks (Semester End) : 100

1. Serial position effect in learning (Mohanty Girishbala)
2. Knowledge of results (Mohanty)
3. Reaction time(SRT v/s DRT) (Mohanty)
4. Method of Constant Stimuli (Mohanty)
5. Level of aspiration (Mohanty)
6. Concept Formation (Rajamanickam)
7. Signal Detection (Cog Labs)
8. Memory Processing (Cog Labs)

Psychological Tests

1. Palsane's Adjustment Inventory
2. 16 Personality Factor (PF)
3. Myers Briggs Type Indicator (MBTI)

Learning Outcomes:

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

1. Conduct experiments to measure Reaction time, level of aspiration.
2. Use experimental procedures to study human memory, concept formation, and signal detection.
3. Administer and interpret some psychological tests.

MAJOR: PSYCHOLOGY
SEMESTER – VI
PAPER XII: CRIMINAL PSYCHOLOGY

Course Objectives:

1. To understand crime and criminal psychology
2. To evaluate the prevalence and causes of crime in society
3. To develop a holistic perspective towards prevention of crime

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20 Marks

Semester End: 80 Marks

I) What is Criminal Psychology? (20 lectures / 16 marks)

- (i) What is Crime? The Definitions
- (ii) Measuring Crime and Criminal Behavior
- (iii) What is Criminal Psychology?
- (iv) Causes and Explanations of Crime - The Macro Level Explanation and Micro Level Explanation, Distal Explanation, Developmental Explanation and Proximate Explanation
- (v) Developmental Approaches - Are Criminals Born or Made?
- (vi) Biological Approaches
- (vii) The History of Forensic and Criminal Psychology – Early Work, European Contribution and American Contribution

II) Theories of Crime (10 lectures / 16marks)

- (i) Introduction
- (ii) Neuropsychology of Offending
- (iii) Intelligence and Crime
- (iv) Psychoanalyses and Crime
- (v) Addiction to Crime
- (vi) Eysencks Biosocial Theory of Crime
- (vii) Social Learning Theory

III) General Offences: Aggression and Violence (15 lectures / 16 marks)

- (i) Theories of Aggression
- (ii) Community Violence: Violence Against Men, Violence Against Women, Violence Against Children (Neonaticide, Infanticide, Filicide and Familicide), Harmful Acts Against Children
- (iii) Imbalance of Power Hypothesis
- (iv) Social Influences in Aggression
- (v) Psychological Approaches to Aggression- Ingroups and Outgroups
- (vi) Aggression as a Medium Used in Terrorism – the “Six Floor Model by Moghaddum”
- (vii) Property Thefts: Shoplifting and Kleptomania
- (viii) Domestic Violence and Anger Management
- (ix) Theories of Homicide: Societal Level, Psychological Disposition Theory and Sociobiological Theory

IV) Sexual Offending and the Misuse of Technology (20 lectures / 20marks)

- i) Sexual Offences Against Children and its Causes
- ii) Mental Illness and Sexual Predators
- iii) Classification of Child Molesters
- iv) Pedophilia - Internet Pedophile Offenders – A View to Protect Children in Society
- v) Sexual Offenders:
 - a) Youthful Sex Offenders
 - b) The Nature of Rapists
 - c) Theories of Rape: Feminist Theory, Social Learning Theory, Evolutionary Theory
- (v) Sex Offending on the Internet - An Introduction and its Prevention

V) Prevention of Crime in Society, Rehabilitation and Restorative Justice (10 Lectures / 12 marks)

- (i) Strategies for Prevention of Crime
- (ii) Rehabilitation
- (iii) Restorative Justice
- (iv) Social Interventions to Reduce Criminality
- (v) Psychological Help for Victims

Learning Outcomes:

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

1. Define crime and criminal behaviour, and describe the approaches to criminal behaviour.

2. Explain the causal factors involved in aggression, violence and sexual offending.
3. Compare the different theories of crime.
4. Determine the strategies for prevention

Books for Reference:

1. Durant, R. (2013). *An Introduction to Criminal Psychology*. (2nd Ed.). Britain: British Library Publication.
2. Howitt, D. (2009). *An Introduction to Forensic and Criminal Psychology*. (3rd Ed.). England: Pearson Education Publications.
3. Howitt, D., & Sheldon, K. (2012). *Sex Offenders and the Internet*. (2nd Ed). Britain: British Library Publication.

Suggested Readings:

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

MAJOR: PSYCHOLOGY
SEMESTER VI
PAPER XIII: ORGANISATIONAL BEHAVIOUR

Course Objectives:

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

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20 Marks

Semester End: 80 Marks

I) Fundamentals of Organizational Behaviour (10 Lectures / 12 Marks)

- (i) Understanding OB: Definition, Goals, Forces
- (ii) Fundamental Concepts of OB
- (iii) Basic Approaches to OB: Human Resources, Contingency, Systems
- (iv) Application: Challenges and Opportunities for OB

II) Communication - Robbins (15 Lectures / 16 Marks)

- (i) Functions of Communication
- (ii) The Communication Process
- (iii) Direction of Communication
- (iv) Organizational Communication
- (v) Five Keys to Effective Supervisory Communication
- (vi) Positive, Healthy Communication
- (vii) Barriers to Effective Communication
- (viii) Global Implications

III) Motivation Theories and its Implications (15 Lectures / 16 Marks)

- (i) Content Theories: Maslow, Herzberg, Alderfer
- (ii) Process Theories: Vroom's Expectancy Model, and Porter Lawler Model of Motivation
- (iii) Contemporary Theories: Equity

(iv) McGregor's Theory X and Y

(v) Theory Z

IV) Leadership (20 Lectures / 20 Marks)

(i) Nature of Leadership

- a) What is Leadership
- b) Management and Leadership
- c) Leadership Behaviour

(ii) Behavioural Approaches

- a) Autocratic
- b) Consultative and Participative Leaders
- c) Blake and Mouton's Managerial Grid

(iii) Contingency Approaches

- a) Fiedler's Contingency Model
- b) Hershey and Blanchard's Situational Leadership
- c) Path-Goal Theory

(iv) Charismatic Leadership and Transformational Leadership

(v) Leading for the Future: Mentoring

V) Understanding Work Teams (15 Lectures / 16 Marks)

(i) Differences Between Teams and Groups

(ii) Types of Teams

(iii) Creating Effective Teams

(iv) Turning Individuals into Team Players

(v) Nature of Conflicts, Sources of Conflicts and Model of Conflicts

(vi) Global Implications

Learning Outcomes:

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

1. Define and explain concepts such as communication, motivation, and work teams and their role in organizations.
2. Compare case studies of organizational behaviour in terms of communication, motivation, leadership and work teams.
3. Critique theories of leadership in organizations.

Books for Reference:

1. Nelson, D.L., Quick, J.C. (2008). Organization Behaviour. (5th Ed.). New Delhi: Cengage Learning India Private Limited.
2. Newstrom, J.W. (2010). Organizational Behaviour, Human Behaviour at Work. (12th Ed.). New Delhi: Tata McGraw Hill Education Private Limited.
3. Prasad, L.M. (2011). Organizational Behaviour. (5th Ed.). New Delhi: Sultan Chand and Sons.
4. Robbins, S.P., Judge T.A., & Vohra, N. (2012). Organizational Behaviour. (14th Ed.). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Suggested Readings:

1. Chatterjee, B.K. (2004). Organizational Behavior and Beyond. (1st Ed.). New Delhi: Asian Books Publication.
2. Davis, K., & Newstrom, J.W. (2002). Organisational Behavior- Human Behavior at Work. (11th Ed.). New Delhi: Tata Mc Graw Hill Publishing Co. Limited.
3. Fincham, R., & Rhodes, P. (2009). Principles of Organizational Behavior. (4th Ed.). New Delhi: Oxford University Press, Roopak Printers
4. French, W. L., & Bell, C.H. (1995). Organizational Development. (4th Ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
5. Hersey, P., & Blanchard, K.H. (1996). Management of Organizational Behaviour - Utilizing Human Resources. (6th Ed.). New Delhi: Prentice Hall Publication.
6. Nelson, D. L., & Quick, J.C. (2008). Organizational Behaviour - Foundations, Realities and Challenges. (5th Ed.). New Delhi: South Western Publishers.
7. Steven, L., Mc Shane., & Glinow, M.V. (2001). Emerging Realities for Workplace Revolution. (2nd Ed.). New Delhi: Tata Mc Graw Hill Publishing Co. Limited.
8. Singh, P., & Verma, S. (2010). Organizing and Managing the Era of Globalization. (1st Ed.). New Delhi: Sage Publications, New Response Books.

MAJOR: PSYCHOLOGY
SEMESTER VI
PAPER XIV: ABNORMAL PSYCHOLOGY II

Course Objectives:

1. To understand the clinical features of common psychological disorders.
2. To explain the causal factors of common psychological disorders.
3. To analyse the various approaches to treatment of psychological disorders.

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20 Marks

Semester End: 80 Marks

I) Personality Disorders (15 lectures / 16 marks)

- (i) Clinical Features of Personality Disorders
- (ii) Categories of Personality Disorders
- (iii) Treatment and Outcomes of Personality Disorders
- (iv) Antisocial Personality and Psychopathy

II) Sexual Variants and Disorders (12 lectures / 12 marks)

- (i) Changing Views of Sexual Behavior
- (ii) Sexual Dysfunctions and Treatment
- (iii) Gender Identity Disorders
- (iv) The Paraphilias
- (v) Sexual Victimization

III) Schizophrenia and Other Psychotic Disorders (18 lectures / 20marks)

- (i) Schizophrenia
- (ii) The Clinical Picture in Schizophrenia
- (iii) Subtypes of Schizophrenia
- (iv) Causes of Schizophrenia
- (v) Treatment and Clinical Outcome

IV) Cognitive Disorders (15 lectures / 16 marks)

- (i) Brain Impairments in Adults

- (ii) Delirium
- (iii) Dementia
- (iv) Amnestic Syndrome
- (v) Disorders Involving Head Injuries.

V) Society's Response to Maladaptive Behavior (15 lectures / 16 marks)

- (i) Types of Prevention
 - a) Levels of Prevention
 - b) Situation Focused and Competency Focused
- (ii) Sites of Prevention
 - a) The Family, School and the Community
- (iii) The Diverse Path to Prevention
 - a) Community Psychology
 - b) Paraprofessionals
 - c) Self-Help Groups
- (iv) Treatment in the Community
 - a) Problems with Community Programs
 - b) Improving Treatment in the Community
- (v) Legal Aspects of Treatment and Prevention
 - a) Institutionalization
 - b) The Rights of Patients
 - c) Confidentiality and the Duty to Warn

Learning Outcomes:

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

1. Describe the clinical features of schizophrenia and personality disorders.
2. Explain the causal factors involved in sexual dysfunctions and paraphilias.
3. Compare the different types of cognitive disorders and their treatment.
4. Determine the diverse path to prevention of mental disorders and assess the legal aspects of treatment and prevention

Books for Reference:

1. Sarason, I. G., & Sarason, B.R. (2007). Abnormal Psychology: The Problem Of Maladaptive Behavior. (11th Ed.). Indian Reprint by Pearson Education Hall, New Delhi: Taj Press.
2. Carson. R.C., Butcher. J.N., Mineka.S., & Hooley. J. M. (2009). Abnormal Psychology. (13th Ed.). Indian Reprint by Pearson Prentice Hall, New Delhi: Taj Press.

Suggested Readings:

1. Barlow, D.H., & Durand, V.M. (2005). *Abnormal Psychology: An Integrative Approach*. (4thEd.). New Delhi: Wadsworth Cengage Learning.
2. Nolen-Hoeksema, S. (2008). *Abnormal Psychology*. (4thEd.). New York: McGraw-Hill.
3. Alloy, B.L., Riskino, J.H., & Manos, M.J. (2006). *Abnormal Psychology: Current Perspective*. (6th Ed.). New Delhi: Tata McGraw-Hill.
4. Beidel, D. C., Bulki, C.M., & Stanley, M.A. (2010). *Abnormal Psychology*. New Jersey: Pearson Prentice Hall.
5. Bennet, P. (2003) *Abnormal and Clinical Psychology: An Introductory Textbook*. Open University Press.
6. Oltmanns, T.F., & Emery, R.E. (2010). *Abnormal Psychology*. (6th Ed.). New Jersey: Pearson Prentice Hall.

MAJOR: PSYCHOLOGY
SEMESTER VI
PAPER XV - PERSONALITY THEORIES

Course Objectives:

1. To understand the concept of personality and research in studying personality.
2. To understand various perspectives to personality development.

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20 Marks

Semester End: 80 Marks

I) The Study Of Personality: Research, Issues & Perspectives (12 lectures / 14 marks)

- (i) Definition Of Personality
- (ii) Research In The Study Of Personality
- (iii) Theory In The Study Of Personality
- (iv) Questions About Human Nature
- (v) Personality In Perspective
- (vi) The Happy Personality

II) Psychoanalytic & Neoanalytic Perspectives (20 Lectures / 20 marks)

- (i) Freud's Psychoanalytic Theory
- (ii) Jung's Analytical Psychology
- (iii) Adler's Individual Psychology
- (iv) Horney's Social and Cultural Psychoanalysis
- (v) Erickson's Psychoanalytic Ego Psychology
- (vi) Kohut's Self Psychology

III) Trait Perspectives & Cognitive Perspective (15 Lectures / 18 Marks)

- (i) Allports Trait Theory
- (ii) Catell's Structure - Based Systems Theory
- (iii) Eysenck's Biological Typology

(iv) Kelly's Theory Of Personal Constructs

IV) Humanistic/Existential Perspectives (14 Lectures / 14 Marks)

(i) Maslow's Self Actualization Position

(ii) Roger's Person Centered Theory

(iii) May's Existential-Analytic Position

V) Social – Behavioural Perspectives (14 Lectures / 14marks)

(i) Skinner's Operant Analysis

(ii) Bandura's Social Cognitive Theory

(iii) Rotter's Expectancy-Reinforcement Value Model.

Each theory will be explored as follows:

1. Concepts and Principles
2. Personality Development
3. Theory's Implications for Therapy

Learning Outcomes

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

1. Define and explain concepts and principles of various theories of personality.
2. Compare and differentiate various theories of personality in terms of personality development.
3. Critique various theories of personality in terms of their implications for therapy.

Books for Reference:

1. Schultz, D., & Schultz, S. (2001). Theories of Personality. (7th Ed.). USA: Wadsworth Thomson Learning. ISBN 0-534-55107-6.
2. Ryckman, R. (2000). Theories Of Personality. (7th Ed.). USA: Wadsworth Thomson Learning. ISBN 0-534-34898-X.

Suggested Readings:

1. Pervin, L. (2003). The Science Of Personality. (2nd Ed.). New York: Oxford University Press. ISBN– 0-19-515102-X.

MAJOR: PSYCHOLOGY
SEMESTER VI
PAPER XVI - POSITIVE PSYCHOLOGY

Course Objectives:

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

Total No. of Lectures per Semester: 75

Duration of Class: 45 mins

No. of Lectures per Week: 5

Assessment

Total marks : 100

ISA (2): 20 Marks

Semester End: 80 Marks

I) What is Positive Psychology (12 lectures / 12 marks)

- (i) Traditional Psychology
- (ii) Positive Psychology
- (iii) Positive Psychology: Assumptions, Goals, and Definition
- (iv) Eastern and Western Perspectives on Positive Psychology
- (v) Positive Psychology: Culture Free or Culture Embedded
- (vi) Putting Positive Psychology in a Cultural Context

II) Positive Traits, Virtue and Strength of Character (14 lectures / 12 marks)

- (i) What makes a Positive Trait
- (ii) Personality Emotions and Biology
- (iii) Positive Beliefs
- (iv) Developing a Classification of Human Values
- (v) Wisdom as a Foundational Strength and Virtue
- (vi) Transcendence: Religion and Spirituality
- (vii) Religion and Virtue

III) Happiness (14 lectures / 12 marks)

- (i) What is Happiness? Two Traditions
- (ii) Subjective Well-Being: The Hedonic Basis of Happiness

- (iii) Self- Realization: The Eudaimonic Basis of Happiness
- (iv) Comparing hedonic and Eudaimonic Views of Happiness
- (v) “The Paradox of Affluence”
- (vi) Understanding Money and Happiness

IV) Personal Goals as Windows to Well-Being (11 lectures / 16 marks)

- (i) Goals Connect “Having” and “Doing”
- (ii) What are Personal Goals?
- (iii) The Search for Universal Human Motive
- (iv) The Personalization of Goals in Self-Concept
- (v) What Goals Contribute Most to Well-Being
- (vi) Materialism and its Discontents

V) Self-regulation and Self-Control (9 lectures / 8 marks)

- (i) The Value of Self Control
- (ii) Personal Goals and Self-Regulation
- (iii) Planning for Self-Regulation Success
- (iv) Goals that Create Self-Regulation Problems
- (v) Everyday Explanations for Self-Control Failure
- (vi) Goal Disengagement.

VI) Resilience (7 lectures / 12 marks)

- (i) What is Resilience: Developmental and Clinical Perspective
- (ii) Resilience Research
- (iii) Growth Through Trauma

VII) Life Above Zero (8 lectures / 8 marks)

- (i) Positive Psychology Revisited
- (ii) Interconnections of the “Good” and “Bad”
- (iii) Contours of a Positive Life: Meaning and Means
- (iv) Mindfulness and Well-Being

Learning Outcomes:

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

1. Describe the concept of positive psychology, positive traits, virtue and strength of character, happiness, personal goals as windows to well-being, self-regulation and self-control, resilience, and life above zero.
2. Compare traditional psychology and positive psychology.
3. Explain the assumptions, goals, and various perspectives related to positive psychology.
4. Discuss positive traits, virtue and strength of character, personality emotions and biology, wisdom, and religion and spirituality
5. Examine the two traditions of happiness, “the paradox of affluence”, and money and happiness.
6. Compare hedonic and Eudaimonic Views of Happiness
7. Explain the importance of personal goals as a factor that influences well-being.
8. Explicate the value of self-control, the importance of personal goals and self-regulation, everyday explanations for self-control failure, and goal disengagement.
9. Examine the concept of resilience, resilience research, and growth through trauma.

Books for Reference:

1. Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt Ltd.
2. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). Positive Psychology- The Scientific and Practical Explorations of Human Strengths. (2nd Ed.). New Delhi: Sage Publications India Pvt. Ltd.

Suggested Readings:

1. Kumar, S., & Yadav, S. B. (2011). Positive Psychology. New Delhi: Global Vision Publishing House.

MAJOR: PSYCHOLOGY
SEMESTER VI
PAPER XVII: PSYCHOLOGY PRACTICUM II (ANY EIGHT)

Course Objectives:

1. To understand how to conduct experiments to measure bilateral transfer of training, visual depth perception and method of average error.
2. To understand various experimental procedures to study human memory and verbal conditioning.
3. To understand how to administer and interpret some psychological tests.

Assessment

End Semester Exam : 100 marks

- 1) Coding and Retrieval
- 2) Method of Average Error (Postman and Egan)
- 3) Visual Depth Perception (Rajamanickam)
- 4) Bilateral Transfer of Training (Postman and Egan)
- 5) Verbal Conditioning /Role of reinforcement in learning
- 6) Retention as a function of method of measurement (Dandekar)
- 7) Spatial Cueing (Attention) Cog Labs
- 8) Imagery (Mental Rotation) Cog Labs
- 9) Working Memory (Memory Span) Cog Labs

Psychological Tests

- 1) Intelligence Test (WAIS)
- 2) Rosenweig's Picture Frustration Test

Learning Outcomes:

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

1. To conduct experiments to measure bilateral transfer of training, visual depth perception and method of average error.
2. To use various experimental procedures to study human memory and verbal conditioning.
3. To administer and interpret some psychological tests.