

# University of Lucknow



## Department of Psychology Undergraduate Program in Psychology (2023) (Under NEP 2020 Framework)

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**Department of Psychology**  
**University of Lucknow**

**Program Outcomes**

- The B.A. research course aims to make students familiar with the basic concepts of Psychology related to almost all walks of life. At the same time, the course also focuses on applying these theoretical concepts into practical application in the form of practical and lab work.
- Further, all four years focus on the applied aspect of Psychology and lastly the final semester will not only apply the concept to their daily life's but will reach out to the masses in the form of field work and survey. Thus witnessing, the concept of applied research in Psychology.

**Program Specific Outcomes**

- To provide an understanding to the student of the basic psychological processes and the core psychophysics and statistical techniques.
- To help the student understand the developmental stages and patterns of individuals and the basics of social behavior and interaction.
- This course will try to introduce to the students the various approaches to personality as well as orient them to the psychopathological behavior and psychological testing and assessment.
- Through this course students will also gain insight into Applied Psychology with its focus on environmental psychology, school psychology and health psychology. Students will also get an idea of fundamentals of research methods.

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Proposed Structure UG-Psychology															
Year	Semester	Major 1			Major 2		Minor	CC/VC			Total credits	Award/Degree			
		Courses	Credits	Courses	Credits	Courses	Credits	Courses	Credits						
1	Semester 1	Paper 1	Basic Psychological Processes - I	4	Paper 1	4	Q1 (Paper 1) (BPP)II	2	CC-1	2	20	Certificate			
		Paper 2	Psychology of Individual differences	4	Paper 2	4									
	Semester 2	Paper 3	Statistics & Psychophysics - I	4	Paper 3	4	Q2 (Paper 2) (S&P)III	2	VC-1	2					
		Paper 4	Lab Work/ Practical	4	Paper 4	4									
2	Semester 3	Paper 5	Developmental Psychology I (A)	4	Paper 5	4	Q3 (Paper 3) (DP I)II	2	CC-2	2	20	Diploma			
		Paper 6	Social Psychology	4	Paper 6	4									
	Semester 4	Paper 7	Developmental Psychology II (A)	4	Paper 7	4	Q4 (Paper 4) (DP II)II	2	VC-2	2					
		Paper 8	Lab Work/ Practical	4	Paper 8	4									
3	Semester 5	Paper 9	Psychology of Personality	4	Paper 9	4	Internship/ Term Paper/ Minor Project in Major 1	4		20	Graduation B.A. Degree				
		Paper 10	Psychopathology: Understanding Deviant Behavior I	4	Paper 10	4									
	Semester 6	Paper 11	Lab Work/ Practical	4	Paper 11	4									
		Paper 12	Approaches of Personality	4	Paper 12	4									
		Paper 13A	Psychological Testing and Assessment	4											
		Paper 13B	Environmental Psychology: Threats and Challenges												
		Paper 13C	School Mental Health												
		Paper 14	Environmental Protection	4											
4	Semester 7	Paper 15	Psychopathology: Understanding Deviant Behavior II	4							20	Gradua- tion Honors with Research			
		Paper 16	Psychology Applied to life I	4											
		Paper 17	Stress and Health: Psychological Perspective	4											
		Paper 18A	School Psychology: Basic Concepts and Issues	4											
		Paper 18B	Health Psychology												
		Paper 18C	Assessment of Personality Mental Ability												
	Semester 8	Paper 19	Research Methods: Case Study/ Survey	4									Major Research Project or Dissertation	12	20
		Paper 20	Term- Paper	4											
Rashtra Gaurav (Compulsory Non-credited)**															
Total credits											160				

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## Paper 1

### Title of the Paper: Basic Psychological Processes -I

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

#### Course Outcome:

- The course aims to enable students to acquire the knowledge about the basic concepts related to Psychology in daily life and gradual progression.
- To gain knowledge about ways to gain knowledge of Psychology.
- To seek knowledge about the mechanism of various phenomenon in the realm of Sensory processes, Perception etc.
- It will also give them theoretical knowledge to understand the causal factor of motivation, learning and thinking.

#### Unit I: Introduction

- Psychology as a Science: Nature, Goals and Scope.
- Development of Psychology as a Discipline.
- Methods: Experimental, Observation, Questionnaire.
- Perspectives-Psychoanalytic, Behavioristic.

#### Unit II : Cognitive Processes

- Sensory Processes: Receptors, the concept of Transduction.
- Attention Processes: Selective and Sustained Attention.
- Perception: Meaning, Gestalt Principles of Perception(Perceptual Organization), Perceptual Constancies: Size, Shape
- Memory: Memory Processes, Encoding, Storage and Retrieval Processes, Structural Model (Atkinson and Shiffrin)

#### Unit III: Learning and Thinking

- Learning: Principles, Basic processes of Classical Conditioning (extinction, generalization, spontaneous recovery), Operant Conditioning (reinforcement).
- Verbal Learning: Concept and Methods of Verbal Learning (Free Recall, Serial Learning and Paired Associate Learning).
- Thinking: Process, Elements, Cognitive Map, and Concepts.
- Types of Thinking: Inductive and Deductive Reasoning.

#### Unit IV: Motivation and Emotion

- Motivation: Need, Drive, and Incentive, Motivational Cycle.
- Classification of Motives: Biological-Hunger, Thirst, Sex, Sleep, Social-Approval, Affiliation, Achievement and Power.
- Emotion: Physiological changes and process.
- Theories of Emotion: Classical (James- Lange and Cannon-Bard), Modern, (Schachter and Singer).

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## References:

### Text Books:

- Baron, R.A. (1995). Psychology: The Essential science (5<sup>th</sup> Edition) New York: Allyn & Bacon.
- Bernstein, D.A., Roy, E. J., Srull, T.K., Wickens, D.C. (1991). Psychology. Houghton Mifflin Co.
- Hilgard, E.R. and Atkinson, R. (1976). Introduction to Psychology. Harcourt, Brace and World Inc.
- Lefton, L.A. (1985). Psychology. Boston: Allyn & Bacon.
- Morgan, C.T. (1961). An Introduction to Psychology. New Delhi: Tata McGraw and Hill.
- Morgan, C.T; King, R.A. Weisz, J.R. & Schopler, J. (2001). Introduction to Psychology, Tata McGraw and Hill.
- McGeehan. (1990), Experimental Psychology (Indian Edition). Prentice Hall of India Pvt. Ltd.
- Singh, A.K. (2000). Uchchar Samanya Manovigyan, New Delhi: Motilal Banarsidass.
- Snodgrass, J.A., Berger, G.L. and Maydon, M. (1985) Human Experimental Psychology, Oxford University Press.
- Spear, P.D, Penrod, S.D. & Baker, T.B. (1998). Psychology Perspectives on Behavior. John Wiley and Sons.
- Zimbardo, P.G. & Weber, A.L. (1997). Psychology. New York: Harper Collins College Publishers.

### Suggested Readings:

- Reeve, J (2009). Understanding motivation and emotion (5 ed.). Hoboken, NJ: Wiley.
- Deci, E. L. (1975). Intrinsic motivation. New York: Plenum. Ally, M. (2008). Foundations of educational theory for online learning.
- In T. Anderson (Ed.) Theory and practice of online learning. Mart 2012'de <http://www.aupress.ca/index.php/books/120146> (retrieved).
- Kimble, G.A., Wertheimer, M., & White, Charlotte L. (Eds.) (1991). Portraits of Pioneers in Psychology. Washington, D.C.: American Psychological Association.
- Barker, L.M. (1997). Learning and Behavior. New Jersey: Prentice Hall.

### Web References:

- <http://www.slideshare.net/jobitonio/basic-motivation-concept-and-application>
- <http://www.slideshare.net/rajeskamath82/ob-c-8-motivation-from-concepts-to-applications>
- Cognitive Processes in Learning: Types, Definition & Examples
- <https://study.com> > Courses > Psychology Courses

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# Paper 1

## Title of the Paper: Basic Psychological Processes -II

Credits - 02

L	T	P	Total Credit Units
02	00	00	02

### Course Outcome:

- The course aims to enable students to acquire the knowledge about the basic concepts related to Psychology in daily life and gradual progression.
- To gain knowledge about ways to gain knowledge of Psychology.
- To seek knowledge about the mechanism of various phenomenon in the realm of Sensory processes, Perception etc.
- It will also give them theoretical knowledge to understand the causal factor of motivation, learning and thinking.

### Unit I: Introduction

- Psychology as a Science: Nature, Goals and Scope.
- Development of Psychology as a Discipline.
- Methods: Experimental, Observation, Questionnaire.

### Unit II: Cognitive Processes

- Sensory Processes: Receptors, the concept of Transduction.
- Perception: Meaning, Gestalt Principles of Perception(Perceptual Organization), Perceptual Constancies: Size, Shape
- Memory: Memory Processes, Encoding, Storage and Retrieval Processes.

### Unit III: Learning and Thinking

- Learning: Principles, Basic processes of Classical Conditioning, Operant Conditioning.
- Verbal Learning: Concept and Methods of Verbal Learning (Free Recall, Serial Learning and Paired Associate Learning).
- Thinking: Process, Elements, Cognitive Map, and Concepts.

### Unit IV: Motivation and Emotion

- Motivation: Need, Drive, and Incentive, Motivational Cycle.
- Classification of Motives: Biological-Hunger, Thirst, Sex, Sleep, Social-Approval, Affiliation, Achievement and Power.
- Emotion: Physiological changes and process.

### References:

#### Text Books:

- Baron, R.A. (1995). Psychology: The Essential science (5<sup>th</sup> Edition) New York: Allyn & Bacon.
- Bernstein, D.A., Roy, E. J., Srull, T.K., Wickens, D.C. (1991). Psychology. Houghton Mifflin Co.
- Hilgard, E.R. and Atkinson, R. (1976). Introduction to Psychology. Harcourt, Brace and World Inc.
- Lefton, L.A. (1985). Psychology. Boston: Allyn & Bacon.
- Morgan, C.T. (1961). An Introduction to Psychology. New Delhi: Tata McGraw and Hill.

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- Morgan, C.T; King, R.A. Weisz, J.R. & Schopler, J.(2001).Introduction to Psychology, Tata McGraw and Hill.
- McGeehan.(1990), Experimental Psychology (Indian Edition).Prentice Hall of India Pvt. Ltd.
- Singh, A.K.(2000).Ucchitar Samanya Manovigyan, New Delhi: Motilal Banarsidass.
- Snodgrass, J.A., Berger, G.L. and Maydon, M.(1985) Human Experimental Psychology, Oxford University Press.
- Spear, P.D, Penrod, S.D.& Baker, T.B.(1998).Psychology Perspectives on Behavior. John Wiley and Sons.
- Zimbardo, P.G.& Weber, A.L.(1997).Psychology. New York: Harper Collins College Publishers.

#### Suggested Readings:

- Reeve, J (2009). Understanding motivation and emotion (5 ed.). Hoboken, NJ: Wiley.
- Deci, E. L. (1975). Intrinsic motivation. New York: Plenum.
- In T. Anderson (Ed.) Theory and practice of online learning. Mart 2012'de  
http://www.aupress.ca/index.php/books/120146 (retrieved).
- Kimble, G.A., Wertheimer, M., & White, Charlotte L. (Eds.) (1991). Portraits of Pioneers in Psychology. Washington, D.C.: American Psychological Association.
- Barker, L.M. (1997). Learning and Behavior. New Jersey: Prentice Hall.

#### Web References:

- <http://www.slideshare.net/jobitonio/basic-motivation-concept-and-application>
- <http://www.slideshare.net/rajeskamath82/ob-c-8-motivation-from-concepts-to-applications>
- Cognitive Processes in Learning: Types, Definition & Examples
- <https://study.com> > Courses > Psychology Courses

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## Paper 2

### Title of the Paper: Psychology of Individual Differences

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

#### Course Outcome:

- To enrich the students with various issues related to the role of heredity and environment in understanding human behavior, the neurological basis of behavior, nature-nurture controversy and understanding of personality from different perspectives.
- Practical and experiential understanding would train student to prove their subject specific cognitive excellence at different academic and professional platforms.
- Exclusive and detailed theoretical information in the area of human development would also promote students to better adjust and undergo advance studies in the area of child development in future.

#### Unit I: Hereditary and Environment

- Principles of Hereditary Transmission: Chromosomes, Genes, Meiosis and Zygote Formation.
- Methods of Studying Hereditary Influences : Selective Breeding, Family Studies.
- Estimation of contribution of Gene and Environment.
- Chromosomal and Genetic Abnormalities: Causes, Sex linked Abnormalities, Autosomal Abnormalities.

#### Unit II: Nervous system

- Neurons and Nerves: Structure of Neuron, nerve impulse, Synapse.
- Neurotransmitters and their functions.
- Central Nervous System: The Brain and Spinal Cord.
- Peripheral Nervous System: Somatic and Autonomic.

#### Unit III: Intelligence

- Intelligence: Concept, Intelligent Quotient (IQ)
- Individual Differences in Intelligence: Developmental Delay, Giftedness.
- Nature and Nurture Controversy
- Theories of Intelligence: Spearman, Thurston, Gardner.

#### Unit IV: Personality

- Concept and Nature of Personality.
- Determinants of Personality: Biological and Family Determinants.
- Typology of Personality: Sheldon and Kretschmer.
- Perspectives of Personality: Psychodynamic and Phenomenological.

#### References:

#### Text Books:

- Baron, R.A.(1995).Psychology: The Essential Science. New York: Allyn and Bacon.
- Hilgard, E.R and Atkinson, R.(1976). Introduction to Psychology, Harcourt Brace and World Inc.

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- Levinthal, C.F. (1996). Physiological Psychology (3<sup>rd</sup> Edition). Prentice Hall of India Pvt Ltd.
- Morgan, C.T.(1961).An Introduction to Psychology, Tata McGraw and Hill.

### Suggested Readings:

- Hurlock, B.(1976).Personality Development .New Delhi : Tata McGraw Hill.
- Singh, A.K.(2000).Ucchta Samanya Manovigyan. New Delhi : Motilal Banarsidass.
- Shaffer, D.R.(2001).Developmental Psychology Childhood and Adolescence. Wadsworth Thomson Learning.

### Web References:

- <https://pathways.org/all-ages/milestones/>
- <https://www.verywellmind.com/freud-and-erikson-compared-2795959>
- [https://www2.education.uiowa.edu/hhttps://www.news-medical.net/health/Environmental-Hazards-in-Pregnancy.aspx#eportfolio/tep/07p075folder/Piaget\\_Vygotsky.htm](https://www2.education.uiowa.edu/hhttps://www.news-medical.net/health/Environmental-Hazards-in-Pregnancy.aspx#eportfolio/tep/07p075folder/Piaget_Vygotsky.htm)
- [https://www.researchgate.net/publication/292047347\\_Sociobiology](https://www.researchgate.net/publication/292047347_Sociobiology)
- <https://www.news-medical.net/health/Environmental-Hazardsinpregnancy.aspxhttps://raisingchildren.net.au/pregnancy.aspx>
- <https://raisingchildren.net.au/pre-teens/development/puberty-sexual-development/physical-changes-in-puberty>

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## Paper 3

### Title of the Paper: Statistics and Psychophysics-I

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

#### Course Outcome:

- It will help the students to learn quantitative aspects of psychological data. It enables them to understand how to use the statistical concepts in minor researches.
- It also enhances their knowledge about how by applying the psychophysical experiments we can learn about the relationship between stimuli and response. Course outcome.
- Understanding the neurological basis of behavior would infuse curiosity in them to achieve in depth knowledge about science of behavior.

#### Unit I: Statistics and Measurement

- Introduction to Statistics and Measurement: Descriptive and Inferential Statistics, and Levels of Measurement (Nominal, Ordinal, Interval and Ratio).
- Frequency Distribution: Graphical Representation of Data (Histogram, Bar-Diagram, Frequency Polygon).
- Measures of Central Tendency: Mean, Median and Mode.
- Measures of Variability: Range, Quartile Deviation, Average Deviation, Standard Deviation.

#### Unit II: Correlation and Significance testing

- Normal Distribution and Concept of Probability, Skewness and Kurtosis.
- Correlation: Concept, Linear Correlation, Pearson's Product Moment Correlation
- Inference and Prediction: Standard Error of Mean and Median.
- Significance of Difference between Means in Independent and Correlated Samples: Type I and Type II error.

#### Unit III: Psychophysics: Concept and Methods

- Concept and Problem of Psychophysics, Physical vs. psychological continuum.
- Threshold: AL, DL, TL
- Method of Average Error.
- Method of Limits.

#### Unit IV: Methods and Application of Psychophysics

- Method of Constant Stimuli.
- Rank Order Method
- Pair Comparisons.
- Application of different methods of Psychophysics.

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## References:

### Text Books:

- Garrett, H.C.(1981).Statistics in Psychology and Education. New York : Longmans, Green & Co.
- Garrett, H.C.(2003).Manovigyan aur Shiksha mein Sankhyaki. New Delhi: Motilal Banarasi Das.
- Guilford, J.P.(1984) Psychometric Methods, Tata McGraw Hill.
- Snodgrass, J.G.(1985) Human Experimental Psychology. Oxford University Press.
- Woodworth, R.S. and Schlosberg, H.(1971). Experimental Psychology. USA: Holt, Rinehart and Winston Inc.
- Upadhyay, S. and Bhargava, U. (2010). Manobhautikiya Vidhiya. Varanasi: US Publishers

### Suggested Readings:

- Garrett, H.C.(2003).Manovigyan aur Shiksha mein Sankhyaki. New Delhi: Motilal Banarsidass.
- Guilford, J.P.(1984) Psychometric Methods, Tata McGraw Hill.

### Web References:

- <https://www.cns.nyu.edu/~msl/courses/0044/handouts/Weber.pdf>
- <https://www.statisticshowto.com/probability-and-statistics/normal-distributions/>
- <https://www3.nd.edu/~rwilliam/stats1/x21.pdf>
- <https://ncert.nic.in/ncerts/l/kest107.pdf>

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## Paper 3

### Title of the Paper: Statistics and Psychophysics-II

Credits - 02

L	T	P	Total Credit Units
02	00	00	02

#### Course Outcome:

- It will help the students to learn quantitative aspects of psychological data. It enables them to understand how to use the statistical concepts in minor researches.
- It also enhances their knowledge about how by applying the psychophysical experiments we can learn about the relationship between stimuli and response. Course outcome.
- Understanding the neurological basis of behavior would infuse curiosity in them to achieve in depth knowledge about science of behavior.

#### Unit I: Statistics and Measurement

- Introduction to Statistics and Measurement: Descriptive and Inferential Statistics, and Levels of Measurement (Nominal, Ordinal, Interval and Ratio).
- Measures of Central Tendency: Mean, Median and Mode.
- Measures of Variability: Range, Quartile Deviation, Average Deviation, Standard Deviation.

#### Unit II: Correlation and Significance testing

- Normal Distribution and Concept of Probability, Skewness and Kurtosis.
- Correlation: Concept, Linear Correlation, Pearson's Product Moment Correlation.
- Inference and Prediction: Standard Error of Mean and Median.

#### Unit III: Psychophysics: Concept and Methods

- Concept and Problem of Psychophysics, Physical vs. psychological continuum.
- Threshold: AL, DL, TL.
- Method of Average Error.

#### Unit IV: Methods and Application of Psychophysics

- Method of Limits.
- Method of Constant Stimuli.
- Pair Comparison.

#### References:

##### Text Books:

- Garrett, H.C.(1981).Statistics in Psychology and Education. New York : Longmans, Green & Co.
- Garrett, H.C.(2003).Manovigyan aur Shiksha mein Sankhyaki. New Delhi: Motilal Banarasi Das.
- Guilford, J.P.(1984) Psychometric Methods, Tata McGraw Hill.

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## Paper 4

### Title of the Paper: Lab Work / Practical

Credits - 04

L	T	P	Total Credit Units
00	00	08	04

(Any 10 Practicals)

1. Maze Learning
2. Motivation
3. Retroactive Inhibition
4. Reaction time
5. Pair Comparison
6. Muller Lyer Illusion
7. Two-Point Threshold
8. Weight Discrimination
9. Maudsley Personality Inventory
10. Paired Associates-Verbal Learning
11. Alexander Pass along Test
12. General Mental Ability Test

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## Paper 5

### Title of the Paper: Developmental Psychology I (A)

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

**Course Outcome:** At the end of this course, the student will

- Be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.
- Be able to demonstrate an understanding of different stages of development through the lifespan.
- Identify major theorists that contribute to the field of developmental psychology.

#### Unit I: Overview of concepts and perspectives

- Development: Concept, Principles, Milestones, Growth and Development, Determinant-Biological, Social
- Developmental Perspectives: Psychoanalytic (Freud and Erikson), Behavioristic (Skinner and Bandura)
- Developmental Perspectives: Cognitive (Piaget and Vygotsky), Socio-biological (Wilson), Moral (Kohlberg)

#### Unit II: How Life Begins: Prenatal Development

- Prenatal Period and Hereditary Endowment: Conception to Birth
- Period of Ovulation, Zygote, Embryo & Fetus
- Factors Influencing Development: Physical, Psychological and Environmental

#### Unit III: Childhood Development

- Early and Late Childhood: Characteristics and Growth
- Major Milestones of Childhood: Physical, Psychomotor and Speech
- Enculturation: Socialization, Moral Development and Emotional Development

#### Unit IV: Development in Puberty and Adolescence

- Puberty: Characteristics and Growth (Body Changes and Puberty Growth Spurt)
- Developmental tasks during adolescence: Physical, Emotional, Social, Morality during Adolescence
- Personality Changes and Challenges :Self Esteem, Self-Concept, Identity Crisis

#### References:

#### Text Books:

- Shaffer, D.R. (1985) Developmental Psychology. Brooks and Cole Publications, First Edition.
- Hurlock, C. (1981). Developmental Psychology. New York: McGraw Hill Book Company, Fifth Edition.

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### Suggested Readings:

- Mishra, P.C. (1999). Aaj ka Vikasatmak Manovigyan. Agra: Sahitya Prakashan; First Edition.
- Santrock, J.W. (2002) A Topical Approach to Life Span Development. New York: McGraw Hill Book Company; Second Edition.

### Web References:

- <https://www.yourgenome.org/facts/what-is-inheritance>
- <https://www.msmanuals.com/en-in/home/fundamentals/genetics/genes-and-chromosomes>
- <https://www.medicalnewstoday.com/articles/145554#treatment>
- <https://www.healthline.com/health/turner-syndrome>
- <https://www.everydayhealth.com/xyy-syndrome/guide/>
- <https://www.everydayhealth.com/xyy-syndrome/guide/>

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**Paper 5**

**Title of the Paper: Developmental Psychology I (B)**

Credits - 02

L	T	P	Total Credit Units
02	00	00	02

**Course Outcome:** At the end of this course, the student will

- Be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.
- Be able to demonstrate an understanding of different stages of development through the lifespan.
- Identify major theorists that contribute to the field of developmental psychology.

**Unit I: Overview of concepts and perspectives**

- Development: Concept, Principles, Milestones, Growth and Development,
- Developmental Perspectives: Psychoanalytic (Freud and Erikson), Behavioristic (Skinner and Bandura)
- Developmental Perspectives: Cognitive (Piaget and Vygotsky), Socio-biological (Wilson), Moral (Kohlberg)

**Unit II: How Life Begins: Prenatal Development**

- Prenatal Period and Hereditary Endowment: Conception to Birth
- Period of Ovulation, Zygote, Embryo & Fetus
- Factors Influencing Development: Physical, Psychological and Environmental

**Unit III: Childhood Development**

- Early and Late Childhood: Characteristics and Growth
- Major Milestones of Childhood: Physical, Psychomotor and Speech
- Enculturation: Socialization, Moral Development and Emotional Development

**Unit IV: Development in Puberty and Adolescence**

- Puberty: Characteristics and Growth (Body Changes and Puberty Growth Spurt)
- Developmental tasks during adolescence: Physical, Emotional, Social, Morality during Adolescence
- Personality Changes and Challenges :Self Esteem, Self-Concept, Identity Crisis

**References:**

**Text Books:**

- Shaffer, D.R. (1985) Developmental Psychology. Brooks and Cole Publications, First Edition.
- Hurlock, C. (1981). Developmental Psychology. New York: McGraw Hill Book Company, Fifth Edition.

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### Suggested Readings:

- Mishra, P.C. (1999). Aaj ka Vikasatmak Manovigyan. Agra: Sahitya Prakashan; First Edition.
- Santrock, J.W. (2002) A Topical Approach to Life Span Development. New York: McGraw Hill Book Company; Second Edition.

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- <https://www.medicalnewstoday.com/articles/145554#treatment>
- <https://www.healthline.com/health/turner-syndrome>
- <https://www.everydayhealth.com/xyy-syndrome/guide/>
- <https://www.everydayhealth.com/xyy-syndrome/guide/>

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## Paper 6

### Title of the Paper: Social Psychology

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

#### Course Outcome:

- To facilitate students in developing an understanding of historical background, methods and status of Social Psychology in India.
- To enable them to relate with different phenomena of personal and social perception, interpersonal interaction, attribution, pro-social behavior and various aspects of interpersonal communication in their daily living.
- Students would learn about the factors influencing social perception, social thinking and interpersonal influences; ways to be more effective in social situations and identify and reduce prejudices to make society a better place to live in.

#### Unit I: Introduction and Development of Social Psychology

- Introduction: Nature and Scope of Social Psychology Relation with other Social Sciences
- Methods: Experimental and Sociometry.
- Approaches: Correlational and Cross-Cultural.
- Social Psychology in India.

#### Unit II: Social Perception

- Person Perception: Forming Impressions: Central Traits and Non-Verbal cues.
- Social Cognition and Social Perception: Concept, Linguistics and Cultural Context.
- Attribution: Concept and Theories (Jones, Davis and Kelly).
- Interpersonal Attraction: Nature and Theories (Equity, Similarity, and Proximity) and Determinants.

#### Unit III: Social Thinking and Social Influence

- Attitudes: Concept and Measurement of Attitudes.
- Attitude Behavior Link: Attitude Formation and Change of Attitude.
- Pro-social Behavior: Helping, Altruism, Social Facilitation.
- Aggression: Determinants of Personal and Social Perspectives.

#### Unit IV: Interpersonal Communication

- Group Dynamics: Structure & Functions, Cooperation & Conflict, Group Decision Making.
- Social Influence: Conformity, Obedience and Compliance.
- Social Biases: Understanding and dealing with Stereotypes and Prejudices.
- Leadership: Concept, Functions & Types.

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- Alcock, J.E., Carment, D.W., Sadana, S.W., Collins, J.E. and Green, J.W.(1997). A Textbook of Social Psychology. Scarborough, Ontario: Prentice Hall /Allyn and Bacon.
- Baron, R.A. and Byron, D (1998). Social Psychology. New Delhi : Prentice Hall.
- Feldman, R.S.(1985).Social Psychology: Theories, Research and Applications. New York: McGraw Hill.
- Krech, D., Crutchfield, R.S. and Ballachey, E.L.(1983). Individual in Society. McGraw Hill, International Book Company.
- Myers, D.G.(1994). Exploring Social Psychology. New York: McGraw Hill Ltd.
- Secord, P.F. and Backman, C.W.(1974).Social Psychology. McGraw Hill Ltd.
- Singh, R.N.(2001). Samajik Manovigyan. Motilal Banarsidass, Varanasi.

### Suggested Readings:

- Misra, G. (2009). Psychology in India, Vol.4: Theoretical and methodological Developments (*ICSSR Survey of Advances in Research*). New Delhi: Pearson.
- Taylor, S.E., Peplau, L.A.& Sears, D.O.(2006). Social Psychology(12thedition).New Delhi : Pearson.

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- [www.socialpsychology.org](http://www.socialpsychology.org)
- [www.simplypsychology.org](http://www.simplypsychology.org)
- <http://psychology.iresearchnet.com/>
- [www.britannica.com/science/social-psychology](http://www.britannica.com/science/social-psychology)

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## Paper 7

### Title of the Paper: Developmental Psychology II (A)

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

**Course Outcome:** At the end of this course, the student will

- Be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.
- Be able to demonstrate an understanding of different stages of development through the lifespan.
- Identify major theorists that contribute to the field of developmental psychology.

#### Unit I: Human Development: Approaches and Methods

- Approaches: Longitudinal, Cross sectional, Sequential and Cohort
- Methods: Biographical, Case Study and Observational Method
- Life Span Perspective: Concept, Characteristics

#### Unit II: Developmental Hazards in Prenatal Period

- Genetic Inheritance (Dominant and Recessive Genes, Genotype, Phenotype, DNA)
- Gene linked abnormalities and chromosomal aberrations (Down's Syndrome, Turner's Syndrome, XXY syndrome, Phenylketonuria)
- Factors affecting Mother's Health and Well-being

#### Unit III: Developmental Hazards of Childhood

- Physical Hazards: Illness, accidents, Attractiveness, Awkwardness
- Psychological Hazards: Speech, Emotional, Social, Moral, Play, Sex-role typing.
- Ineffective parenting and Pressure in School: Resulting mental health issues.

#### Unit IV: Developmental Hazards of Puberty and Adolescence

- Physical Hazards: Insufficient growth hormone, Deviant Maturity, Suicide, Physical Defects, Sex-inappropriate body build
- Psychological Hazards: Unfavorable Self-Concept, Lack of preparation for Puberty changes, Deviance in Sexual Maturity
- Adolescence as crisis age: Maladjustment and Mental Health Issues

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## References:

### Text Books:

- Shaffer, D.R. (1985). Developmental Psychology. Brooks and Cole Publications.
- Hurlock, C. (1981). Developmental Psychology. New York: McGraw Hill Book Company
- Berk, L.E. (2003). Child Development. Boston: Allyn and Bacon
- Hurlock, C. (1981). Developmental Psychology. New York: McGraw Hill Book Company

### Suggested Reading:

- Lal, J.N. (2001). Vikasatmak Manovigyan.
- Mishra, P.C. (1999). Aaj ka Vikasatmak Manovigyan. Agra: Sahitya Prakashan.
- Singh, R.N.(2000). Adhunik Vikasatmak Manovigyan. Varanasi: Motilal Banarsidass Publications.

### Web References:

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- <https://www.everydayhealth.com/xyy-syndrome/guide/>
- <https://www.everydayhealth.com/xyy-syndrome/guide/>

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## Paper 7

### Title of the Paper: Developmental Psychology II (B)

Credits - 02

L	T	P	Total Credit Units
02	00	00	02

**Course Outcome:** At the end of this course, the student will

- Be able to demonstrate a broad working knowledge of developmental psychology by providing an overview of basic principles related to biosocial, cognitive and psychosocial changes throughout the entire lifespan.
- Be able to demonstrate an understanding of different stages of development through the lifespan.
- Identify major theorists that contribute to the field of developmental psychology.

#### Unit I: Human Development: Approaches and Methods

- Approaches: Longitudinal, Cross sectional, Sequential and Cohort
- Methods: Biographical, Case Study and Observational Method
- Life Span Perspective: Concept, Characteristics

#### Unit II: Developmental Hazards in Prenatal Period

- Genetic Inheritance (Dominant and Recessive Genes, Genotype, Phenotype, DNA)
- Gene linked abnormalities and chromosomal aberrations (Down's Syndrome, Turner's Syndrome, XXY syndrome, Phenylketonuria)
- Factors affecting Mother's Health and Well-being

#### Unit III: Developmental Hazards of Childhood

- Physical Hazards: Illness, accidents, Attractiveness, Awkwardness
- Psychological Hazards: Speech, Emotional, Social, Moral, Play, Sex-role typing.
- Ineffective parenting and Pressure in School : Resulting mental health issues.

#### Unit IV: Developmental Hazards of Puberty and Adolescence

- Physical Hazards: Insufficient growth hormone, Deviant Maturity, Suicide, Physical Defects, Sex-inappropriate body build
- Psychological Hazards: Unfavorable Self-Concept, Lack of preparation for Puberty changes, Deviance in Sexual Maturity
- Adolescence as crisis age: Maladjustment and Mental Health Issues

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### Text Books:

- Shaffer, D.R. (1985). Developmental Psychology. Brooks and Cole Publications.
- Hurlock, C. (1981). Developmental Psychology. New York: McGraw Hill Book Company
- Berk, L.E. (2003). Child Development. Boston: Allyn and Bacon
- Hurlock, C. (1981). Developmental Psychology. New York: McGraw Hill Book Company

### Suggested Reading:

- Lal, J.N. (2001). Vikasatmak Manovigyan.
- Mishra, P.C. (1999). Aaj ka Vikasatmak Manovigyan. Agra: Sahitya Prakashan.
- Singh, R.N.(2000). Adhunik Vikasatmak Manovigyan. Varanasi: Motilal Banarsidass Publications.

### Web References:

- <https://www.yourgenome.org/facts/what-is-inheritance>
- <https://www.msmanuals.com/en-in/home/fundamentals/genetics/genes-and-chromosomes>
- <https://www.medicalnewstoday.com/articles/145554#treatment>
- <https://www.healthline.com/health/turner-syndrome>
- <https://www.everydayhealth.com/xyy-syndrome/guide/>
- <https://www.everydayhealth.com/xyy-syndrome/guide/>

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Paper 8

Title of the Paper: Lab Work / Practical

Credits - 04

L	T	P	Total Credit Units
00	00	08	04

(Any 10 Practicals)

1. Social Perception
2. Social Facilitation
3. Senguin Form Board/Prayag Mehta
4. Emotional Expressiveness
5. Sociometry
6. Youth Problem Inventory
7. Mohsin Significant other Attitude Scale
8. Locus of Control(Rotter)
9. Moral Judgment
10. Emotional Intelligence Scale (A.K. Sinha & Ajay Jain)
11. Observation Method
12. Gender Stereotypes (Bem Sex Role Inventory/Adjective Checklist)

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## Paper 9

### Title of the Paper: Psychology of Personality

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

#### Course Outcome:

- This course aims to familiarize the students with definition, approaches, determinants of Personality and Self-Concept.
- Students will get to know various ways in which personality has been understood including trait and type approaches, genetic and constitutional determinants of personality.
- The course will also provide a basic understanding of Self Concept – its nature and components and types as well as Indian Perspectives on Self

#### Unit I: Concept of Personality

- Nature, concept and approaches to understand personality
- Personality, character and individuality
- Molding personality pattern-Hereditary and environmental influences

#### Unit II: Determinants of Personality

- Biological Determinants of Personality
- Emotional Determinants of Personality
- Social Determinants of Personality

#### Unit III: Manifestation of self in Personality

- Self: Nature, components, types and symbols of self
- Development of self: Pattern, self-schema, self esteem
- Stability of self, adjustment and self-growth paradigm

#### Unit IV: Indian Approach to Personality

- Satvik, Rajsik and Tamsik
- Asakti and Anasakti
- Panchkosha

#### References:

#### Text Books:

- Frager, R. & Fadman, J. (2005). Personality and personal growth. New Delhi: Pearson.
- Hall, C.S. and Lindzey, C.T. (1985), Theories of Personality, 3<sup>rd</sup> Edition. New York: Wiley Eastern Ltd.
- Hjelle, L.A. and Ziegler, D.J. (1976). Personality Theories. New York: McGraw Hill.
- Hurlock, E.S. (1976). Personality Development. New Delhi: Tata McGraw Hill.

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- Kundu, C.(1977). Personality Development: A critique of Indian Studies. Vishal Publications.
- Pervin, L.A.(1984).Personality: Theory and Research,4<sup>th</sup> Edition. John Willey and Sons.

#### Suggested Readings:

- Mischel, W.(1976).Introduction to Personality (2<sup>nd</sup> Edition). New York: Holt Rinehart and Winston.
- Swami Gambhirananda (2014).Bhagavad Gita: with the commentary of Shankaracharya. Yoga Publications Trust.

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## Paper 10

### Title of the Paper: Psychopathology: Understanding Deviant Behaviour I

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

#### Course Outcome:

- Students will be able to summarize and understand difference between normal and abnormal characters and personality.
- They will be able to know about the classification of mental disorder which will help to know more about diagnosis and mental health problems.
- Students will be able understand about one's adjustment problem, causes and etiology of various disorders.

#### Unit I: Basics of Psychopathology

- Normality: Concept and Criterion, Understanding Maladaptive Behaviour
- Approaches to understand Abnormal Behaviour: Psychodynamic, Behaviouristic, Humanistic and Existential
- Contemporary Trends: Cognitive, Biomedical, Neurological and Behavioural Medicine

#### Unit II : Mental Health Problems: State of Art

- Diagnostic Classification, Need for Classification
- Classification Systems:ICD-10, DSM-IV&V
- Incidence and Prevalence of Mental Health Problems

#### Unit III: Anxiety Disorders

- Generalized Anxiety Disorder, Phobias: Etiology, Clinical Picture and Treatment
- Panic Disorder and Obsessive-Compulsive Disorder: Etiology, Clinical Picture and Treatment
- Clinical Picture, Incidence in India and Case Studies

#### Unit IV: Stress Disorders

- Adjustment Disorder: Etiology, Clinical Picture and Treatment
- Acute Stress Disorder and PTSD: Etiology, Clinical Picture and Treatment
- Stress related Physical Disorders (CHD, Ulcers, Allergies and Skin Disorders), Clinical Picture and Treatment

#### References:

#### Text Books:

- Carson, R.C., Butcher, J.N., Mineka, S.& Hooley, J.M.(2010). Abnormal Psychology & Modern life (7<sup>th</sup> edition). Pearson Education Inc. and Dorling Kindersley Publishing Inc.

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- Sarason, G.I. & Sarason, R.V. (2007). Abnormal Psychology. The Problem of Maladaptive Behavior (11<sup>th</sup> ed.). Prentice Hall Publishing Inc.

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- Bhatnagar, P. (1990). Abnormal Psychology: The Inside Story, A Self-assessment Quiz. Lucknow: Bharat Publications.
- Buss, A.H. (1999) Psychopathology (3<sup>rd</sup> edition). New York: John Wiley.
- Lamm, A. (1997) Introduction to Psychopathology (4<sup>th</sup> Edition). New York: Sage Publications.

**Web References:**

- <https://www.ncbi.nlm.nih.gov>
- <https://www.verywellmind.com>

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**Paper 11**  
**Title of the Paper: Lab Work / Practical**

**Credits - 04**

L	T	P	Total Credit Units
00	00	08	04

**(Any 10 Practicals)**

1. Sinha Anxiety Scale
2. Adjustment
3. Sack Sentence Completion Test
4. Self-Concept
5. Reliability
6. NEO-Five
7. Word Association Test
8. CMI
9. Item Writing
10. 16P.F./ H.S.P.Q.
11. Standard Progressive Matrices
12. Stress Log for One Week and Coping

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## Paper 12

### Title of the Paper: Approaches of Personality

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

#### Course Outcome:

- This course aims to familiarize the students with basics of assessment of personality and mental ability, history of personality assessment, ethical issues in Personality Assessment as well as learn about psychometric, projective, intelligence, aptitude and achievement tests.
- Students get familiarized with various methods of assessment of Interest and Values, Behavioural assessment as well as assessment of mental ability .
- In addition, this course will enable the students to understand the basics of research in Psychology, its nature, process and goals to further the knowledge of personality.

#### Unit I: Overview of Personality

- Criteria for Evaluating Personality Theories
- Basic assumptions Concerning Human Nature
- Comparison of Nomothetic vs. Idiographic Approach, Trait-Type Theories.

#### Unit II: Trait and Type theories

- General assumptions of Trait and Type Theories
- Allport and Cattell's theory of Personality
- Eysenck and Jung's theory of Personality

#### Unit III: Psychodynamic Theories

- General assumptions of Psychodynamic Theories
- Sigmund Freud's Psychoanalytic Theory
- Extension of Psychoanalytic theory: Adler and Object Relations Theory

#### Unit IV: Humanistic and Existential Theories

- General assumptions of Humanistic and Existential Theories
- Humanistic Theories: Maslow and Rogers
- Existential Theories: Frankl and Rollo May

#### References:

#### Text Books:

- Burger, J.M.(1986). Personality: Theories and Research. Wordsworth Pub. Co.
- Frager, R.& Fadman, J.(2005).Personality and personal growth. New Delhi: Pearson.
- Hall, C.S. and Lindzey, C.T. (1985), Theories of Personality, 3<sup>rd</sup> Edition. New York: Wiley Eastern Ltd.
- Hjelle, L.A. and Ziegler, D.J.(1976).Personality Theories. New York: McGraw Hill.

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- Hurlock, E.S.(1976) Personality Development, (First Edition) New Delhi: Tata McGraw Hill.
- Pervin, L.A.(1984).Personality-Theory and Research, 4<sup>th</sup> Edition. John Wiley and Sons.

#### Suggested Readings

- Kundu, C.(1977). Personality Development: A critique of Indian Studies. Vishal Publications.
- Mischel, W.(1976).Introduction to Personality. New York: Holt Rinehart and Winston.
- Arkoff, A.A.(1985).Psychology and Personal Growth.

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- [www.simplypsychology.org/Sigmund-Freud.html](http://www.simplypsychology.org/Sigmund-Freud.html)
- [www.verywellmind.com/what-is-humanistic-psychology](http://www.verywellmind.com/what-is-humanistic-psychology)

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- Hurlock, E.S.(1976) Personality Development, (First Edition) New Delhi: Tata McGraw Hill.
- Pervin, L.A.(1984).Personality-Theory and Research, 4<sup>th</sup> Edition. John Wiley and Sons.

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- Mischel, W.(1976).Introduction to Personality. New York: Holt Rinehart and Winston.
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- [www.verywellmind.com/what-is-humanistic-psychology](http://www.verywellmind.com/what-is-humanistic-psychology)

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**Paper 13 A (Optional Paper 1)**  
**Title of the Paper: Psychological Testing and Assessment**

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

**Course Outcome:**

- It will help the students to know the importance of psychological assessment.
- It will also enhance the concept of psychometric tests and its characteristics.
- It will enable the students to develop various psychological tests and their standardization.

**Unit I:**

- Assessment: Concept and Need.
- Distinction between Assessment and Measurement.
- Errors in Measurement: Examiner Variables, Testee, Variables, Situational Variables.
- Types of Assessment

**Unit II: Psychological Test**

- Definition and uses of Psychological Test.
- Brief History of Psychological Testing.
- Type of Tests:(Administration) Individual vs. Group, Speed vs. Power
- Type of Tests:(Content) Verbal vs. Performance, Culture Fair, Objective vs. Projective

**Unit III: Characteristics of Psychological Test**

- Reliability: Concept and Internal Consistency.
- Methods of determining Reliability: Test-Retest, Cronbach Alpha & Split Half.
- Validity: Concept and Types.
- Factors influencing Reliability and Validity.

**Unit IV: Test Construction**

- Item Writing and Pre-testing.
- Item Analysis and Test Administration.
- Standardization: Meaning, Norms development & Types of Norms.
- Self-Administering Scales: Rating Scales and Types.

**References:**

**Text Books:**

- Anastasi, A. & Urbina, S.(1999).Psychological testing (7<sup>th</sup> International Edition), Macmillon Co.
- Anastasi, A.(1997).Psychological Testing. New York, Macmillon Co.
- Singh, A.K. (2000). Test, Measurements and Research Methods. Patna: Bharati Bhawan (P&D)

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### Suggested Readings:

- Srivastava, D.N.(2003). Manovigyanik Nirdharan. Agra: Vinod Pustak Mandir.
- Kaplan, R.N.& Saccuzzo, D.P.(2001).Psychological Testing: Principles, Applications and Issues (5<sup>th</sup> ed.) USA: Wadsworth Thomson Learning
- Festinger, L. and Katz, D.(1976).Research Methods in Behavioral Sciences. Amerind Publication Co. Pvt.
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- <https://lindnercenterofhope.org/blog/psychological-assessment-what-is-it-and-how-can-it-help/>
- <https://schoolworkhelper.net/psychological-testing-construction-administration-validity/>

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**Paper 13 B (Optional Paper 2)**  
**Title of the Paper: Environmental Psychology:**  
**Threats and Challenges**

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

**Course Outcome:** At the end of this course, the students will

- Know key concepts in the field of environmental psychology.
- Know major theories dealing with human- environment relations.
- Know research methods applied to study human- environment relations.

**Unit I: Introduction to Environmental Psychology**

- General Orientation of Environment: Definition, characteristics, nature
- Research methods in Environmental Psychology: Experimental and Correlational Research, Descriptive Research, self-report measures and observation techniques
- Cognitive Maps: history of cognitive map and methods, scenic environment and landscapes

**Unit II: Theories of Environmental Psychology**

- The nature and function of theory in Environmental Psychology: Hypothesis and Laws
- Perspectives on Environmental Psychology: The Arousal Perspective, Environment Load Perspective, Environmental Stress Perspective
- Theories of Environmental Psychology: The Understanding Theory, The Behaviour Constraint Theory, Adaptation Level Theory

**Unit III: Threats to Life**

- Threats to nature: Deforestation, soil erosion, extinction of wild life
- Pollution: Water, Air, Noise
- Climatic changes: Global Warming, toxic hazards and energy crisis.

**Unit IV: Hazards and Solutions**

- Changing meaning of nature in urban life
- The negative effects of urban life: Expansion of industries, Crowding
- Common dilemma as an Environment Behaviours Problem and way finding

**References:**

**Text Books:**

- Bell, P.A., Greene, T.C., Fisher, J.D. and Baum, A. (2001). Environmental Psychology. Hartcourt Publications

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### Suggested Readings:

- Valentin, J. and Gamez, L. Environmental Psychology: New Developments (Psychology Research Progress).
- Winter, D.D.N. and Koger, S.M. (2004). The Psychology of Environmental Problems: Psychology for Sustainability.
- Tewari, P.S.N. (2000). Paryavarniya Manovigyan. Motilal Banarsidass Publications.

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**Paper 13 C (Optional Paper 3)**  
**Title of the Paper: School Mental Health**

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

**Course Outcome:**

- It will help the students to know about various mental health problems related to school environment.
- It will develop the understanding of various assessment techniques and models used for special children.
- They will know about the applicability of school counsellors in real school settings.

**Unit I: Assessment in School Mental Health**

- Assessment: Concept and need in School Setting
- Types of Assessment Techniques: Intelligence, Achievement and Aptitude
- Behavioural Assessment: Assessment of Environment and Student Learning, Applied Behaviour analysis (ABA), Assessment Planning, Implementation, Review and Evaluation (ASPIRE)

**Unit II: Behaviour Management in Schools**

- Understanding behaviour problems
- Step by Step procedure for Assessment of Behaviour Problems
- Steps in Conduction of Formal Behaviour Management Programme.

**Unit III: Interventions in School Mental Health**

- Training of Teachers for Mental Health Problems of Children and Adolescence
- Difference between Specific and Global Interventions
- Approaches to Treatment: Medical, Behavioural, Ecological, Classroom Peer Tutoring ( CWP), Peer Assisted Learning Strategy (PALS), Promotion of Mental Health and Well Being of adolescents in Schools (PMHWP) Model (NIMHANS)

**Unit IV: Counselling and Education**

- Training of Teacher Counsellors: Skill Building
- Promoting School Counselling at Elementary, Middle and Secondary School level
- School Counsellor as a link between Student-Parents and Management

**References:**

**Text Books:**

- Reynolds, C.R., Elliot, S.N., Gutkin, T.B.& Witt, J.C.(1984).School Psychology. Wiley: Essentials of Theory and Practice. John Wiley & Sons
- DeCecco, J.P.& Crawford, W.(1988).The Psychology of Learning and Instruction: Education

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## Paper 14

### Title of the Paper: Environmental Protection

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

**Course Outcome:** At the end of this course, the students will

- Know key concepts in the field of Environmental Psychology.
- Know major theories dealing with human- environment relations.
- Know research methods applied to study human- environment relations.

#### Unit I: Environmental Health and Development: Indicators and Attitudes

- Creating changes in mindsets and behaviour to save the environment
- Changing Behaviour to save the environment: Action Plan
- Environmental solutions to urban life

#### Unit II: Strategies

- Antecedent Strategies: intervening before the behaviour, attitude change and education
- Consequent Strategies: intervening after the behaviour, rewards and punishments
- Beyond traditional behavioral interventions: removal of barriers, individual sacrifice, commitment to conservation

#### Unit III: Environmental Concerns: State of Art

- India's environmental concern and its management: Namami Gange, Preserving the Taj Mahal: Marble Cancer
- Ethical consideration in environmental Psychology: informed consent, invasion of privacy
- Environmental Movements in India: Chipko Movement (Sundar Lal Bahuguna) and Narmada Bachao Andolan (Baba Amte and Medha Patekar)

#### Unit IV: Government's Initiatives

- Environmental Policy in India (2006): Strategies and Actions
- Environmental Impact assessment (EIA): Statutory model, administrative model
- Environmental Laws: Environment Action Program (EAP)

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#### Text Books:

- Bell, P.A., Greene, T.C., Fisher, J.D. and Baum, A. (2001). Environmental Psychology. Hartcourt Publications
- Valentin, J. and Gamez, L. (). Environmental Psychology: New Developments (Psychology Research Progress).

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#### Suggested Reading:

- Mishra, P.C. (1999). Aaj ka Vikasatmak Manovigyan. Agra: Sahitya Prakashan.
- Santrock, J.W. (2002) A Topical Approach to Life Span Development. New York: McGraw Hill Book Company.

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**Paper 15**  
**Title of the Paper: Psychopathology: Understanding**  
**Deviant Behaviour II**

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

**Course Outcome:**

- Students will be able to understand about various disorders and paper will help them know about clinical picture of disorders.
- They will be able to know about how mental health problems lead to physical illness like somatoform disorders etc. they will be to know etiology.
- Students will be able to understand about delusional and mood disorders and may understand the clinical picture of the disorders.

**Unit I: Disorders of Mood**

- Concept, Incidence, Prevalence and Types
- Major Depressive Disorders: Clinical Picture, Etiology and Treatment
- Unipolar and Bipolar Disorders: Clinical Picture, Etiology and Treatment

**Unit II: Somatic (Somatoform) Disorders**

- Concept, Types and Prevalence
- Somatic symptom disorder, diagnosis, etiology and treatment
- Hypochondriasis and conversion disorder: Clinical Picture, Etiology and Treatment

**Unit III: Dissociative disorder**

- Concept, types and prevalence
- Amnesia and fugue: Clinical Picture, Etiology and Treatment
- Dissociative Identity Disorder: Clinical Picture, Etiology and Treatment

**Unit IV: Psychotic Disorder**

- Schizophrenia: Clinical Picture, Types and Treatment
- Etiology of Schizophrenia
- Delusional Disorder (Paranoia): Clinical Picture, Etiology and Treatment

**References:**

**Text Books :**

- Buss, A.H. (1999). Psychopathology. New York: John Wiley.
- Lamm, A. (1997). Introduction to Psychopathology. New York: Sage Publications.

**Suggested Reading:**

- Carson, R.C. ; Butcher, J.N.& Mineka, S.(2010). Abnormal Psychology & Modern life. Pearson Education, Inc. and Dorling Kindersley Publishing Inc.

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- Bhatnagar, P.(1990)Abnormal Psychology: The Inside Story, A Self-Assessment Quiz, Bharat Publications, Lucknow.
- Sarason, G. I. and Sarason, R.V.(2007). Abnormal psychology. The Problem of maladaptive behavior, 11<sup>th</sup> edition, Prentice Hall Publishing Inc.

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## Paper 16

### Title of the Paper: Psychology Applied to Life - I

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

#### Course Outcome:

- This course aims to develop the understanding among individuals of the applied part of psychological concepts related to industries, health education and social exclusion.
- It will help the students to learn about how to deal with and help the disadvantaged groups when in need.
- It would facilitate the individuals to learn about various policies, which will help them understand the initiatives taken by government and how to improve upon such initiatives.
- Enable students to recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and understand the dynamics of intergroup relationships, conflict, and cooperation.

#### Unit I: Psychology and Wellness

- Wellness: Concept, Model and Types, Wellness Industry
- Transition from Medical Model to Health Oriented Models
- Mental Health models of Preventive Intervention

#### Unit II: Quality of Work Life

- Quality of work life- Nature, Objectives, Determinants and Categories, Ways for Increasing Quality of Work Life
- Employee Empowerment - Concept, Objectives and Prerequisite of Employee Empowerment, Empowerment Process, ways to Employee Empowerment
- Employee Counselling: Concept, Objectives, Process, Skills and Techniques

#### Unit III: Psychology and Counselling in Schools

- Use of Psychological Tests in Education for Screening and Assessment of Potential
- Vocational guidance and Career Counselling
- Personality Development and Life Skills Training in Schools

#### Unit IV: Equity and Empowerment: The Indian Scene

- Constructional Provision: Mental Health Act, PWD act
- Differentially disabled people: physical mentally challenged
- Women: Issues of Discrimination, Management of Diversity, Women in Indian Scene

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- Martin, P.R., Cheung, F.M., Knowles, M.C., Kyrios, M., Littlefield, L., Overmier, J.B. & Prieto, J.M. (2011). Handbook of Applied Psychology. Wiley-Blackwell.
- Donaldson, S.I. (2006). Applied Psychology-New Frontiers and Rewarding Careers. Psychology Press, U.K.

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- Strongman, K.T. (2006). Applying Psychology to Everyday Life: A Beginner's Guide. John Wiley & Sons Inc.
- Muchinsky, P.M. (2011). Psychology Applied to Work. Hypergraphic Press.

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## Paper 17

### Title of the Paper: Stress and Health- A Psychological Perspective

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

#### Course Outcome :

- At the end of the course students will have a practical understanding of why stress occurs and affects people.
- They will also learn effective coping skills and managing it successfully.
- They will learn how to change life style and gain social support to avoid illness and promote health

#### Unit I: Conceptualizing Stress Perspectives

- Understanding Stress Stimulus, Response, Transactional and Cognitive Perspective
- Sources of Stress- Catastrophes, Significant Life Changes and Daily Hassles
- Types of Adjustive Demands: Frustration, Pressure and Conflict.

#### Unit II: Stress: Models & Response System

- Models of Stress: General Adaptation Syndrome (GAS) and Diathesis Stress Model
- Coping with Stress: Problems Focused vs. Emotional Focused Strategies, Task Oriented vs. Ego Defense Mechanism
- Dual Response System: Sympathetic System, Adrenal Gland and Stress Hormones

#### Unit III: Stress and Personality

- Stress and Performance: The Inverted U Curve, Three Faces of Stress (Distress, Eustress and Neutral Stress )
- Factor Influencing Stress: Control and Predictability, environmental and social factors (Poverty and Exclusion )
- Stress and Personality: Type A, Type C, Hardy Personality

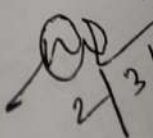
#### Unit IV: Promoting Health

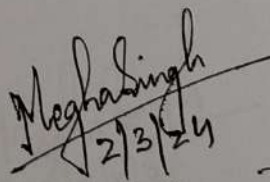
- Stress management: Exercise and Biofeedback
- Life styles changes and Social Support
- Spirituality and Alternative Therapy

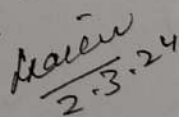
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#### Text books:

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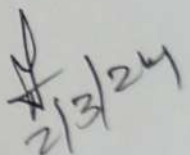
  
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**Suggested Reading:**

- Brannon, L. & Feist, J. (2000). Health Psychology: An Introduction to Behavior and Health ( 4<sup>th</sup> ed.) U.S.A. :Wadsworth.
- Broom, A. K. (1989). Health Psychology: Processes and Applications London: Chapman and Hall.
- De Wall, C.N. & Myers, D.G. (2015). Psychology (11<sup>th</sup>ed.).Worth Publishers, Inc.
- Sarafine. E. P (2006). Health Psychology: Bio-psychosocial Interactions (5<sup>th</sup>ed.). USA: John Wiley & Sons.

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- <https://www.verywellmind.com/what-is-health-psychology>
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**Paper 18 A (Optional Paper 1)**

**Title of the Paper: School Psychology: Basic Concepts and Issues**

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

**Course Outcome:**

- Students will learn about the basics and concepts of School Psychology
- It will develop the understanding of various government policies related to education field
- It will enhance the knowledge of various mental health problems of children and adolescence

**Unit I: Introduction to School Psychology**

- School Psychology: Concept and History
- School Systems in India: Gurukul, Private, Public, Government Schools, Balwadis, Navodaya, Bachpan, Eklavya and Kastoorba Schools
- School Psychologist: Role and Functions

**Unit II: Schooling: Indian Scenario**

- Schools in India: Demographic Profile
- Teacher as a Community Change Agent
- Government Initiatives for Boosting Literacy in India- EFA, Sarv Shiksha Abhiyan, Integrated Education Policy, Special Schools and Mainstreaming

**Unit III: Understanding and addressing Intellectual Deviance**

- Intellectually Superior States-Gifted Children
- Intellectually Sub-average States-Down's Syndrome, Mental Retardation and PDD
- Learning deficits-Learning Disabilities and Attention Deficits

**Unit IV: Problems of Children and Adolescence**

- Internalized Disorders: Separation Anxiety, OCD and Depression
- Externalized Disorders: Conduct Disorder, ODD, and ADHD
- Physically Challenged Children and their Problems

**References:**

**Text Books:**

- Reynolds, C.R., Elliot, S.N., Gutkin, T.B.& Witt, J.C.(1984). School Psychology. Wiley: Essentials of Theory and Practice. John Wiley & Sons.
- DeCecco, J.P.& Crawford, W.(1988).The Psychology of Learning and Instruction: Education Psychology. Prentice Hall.
- Gibson. J.T. (1976).Psychology for the Classroom. Prentice Hall.

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### Suggested Readings:

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- Gladding, S.T.(1996).Counseling -A Comprehensive Profession (3<sup>rd</sup> ed.).Englewood Cliffs, New Jersey: Prentice-Hall.
- Glover, J.A.& Bruning, R.H.(1987).Educational Psychology. Little Brown, U.S.A.
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- Lermans (1998).Parent Awareness Training. A &W Publications.
- Maher, C.A.& Zins, J.E.(1987).Psychoeducational Interventions in the School. New York: Pergamon Press.
- Snyder, C.R.& Lopez, S.J.(2007) Positive Psychology. Sage Publications.
- Suito, C.(1999). Helping Families with Troubled Children. John Wiley & Sons.
- Wielkiewicz, R.M.(1986).Behaviour Management in the Schools. New York: Pergamon Press.

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**Paper 18 B (Optional Paper 2)**  
**Title of the Paper: Health Psychology**

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

**Course Outcome:**

- Students will be able to summarize theory and research of the field of Health Psychology and more recent contributions to the science.
- They will be able to understand interplay of psychological, biological, behavioral and social factors including mechanism and pathways in disease processes.
- Students will be able to examine one's own health- history and enact a positive proactive attitude toward healthy living for oneself

**Unit 1: Psychological Aspect of Health**

- Health & Illness: Concepts, nature and models
- Health & Psychology: Psychosomatic Medicine, Behavioural Medicine & Behavioural Health.
- Perspectives in Health Psychology : Life Course Perspectives, Social Cultural Perspectives, Bio-Psychosocial Perspective

**Unit II: Health Perceptions**

- Health Beliefs :Concepts and Models
- Health Attribution: Concept and Theories
- Methods in Health Psychology: Descriptive studies, Experimental studies and Genetic Research

**Unit III: Health & Illness: Biological Foundations**

- Nervous System: Importance and problems due to malfunctioning (Cerebral Ageing and Dementia)
- Endocrinal System : Importance and problems due to malfunctioning ( Pituitary, Adrenal and Thyroid Glands)
- Digestive System: Importance and problems due to malfunctioning (Ulcers, Colitis and Gastrointestinal Diseases)

**Unit IV: Immune System and Health**

- Immune System and Susceptibility to Diseases: Allergies, Asthma and Infection
- Immune System and Health : Concept, Relationship
- Stress and Immune System: AIDS and Cancer

**References:**

**Text Books:**

- Sarafino. E. P (2006). Health Psychology: Biopsychosocial Interactions (5<sup>th</sup>ed.) USA: John Wiley & Sons.
- Taylor, S. (2017) Health psychology (10<sup>th</sup> Edition) McGraw Hill India.

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**Suggested Reading:**

- Brannon, L. & Feist, J. (2000). Health Psychology: An Introduction to Behaviour and Health (4<sup>th</sup> ed.) U.S.A. : Wadsworth.
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**Paper 18 C (Optional Paper 3)**  
**Title of the Paper: Assessment of Personality - Mental Ability**

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

**Course Outcome:**

- To develop understanding of various personality assessment procedures
- It will enhance the understanding of practical applications of personality assessment.
- Students will able to know the significance of individual difference by learning the assessment of mental ability

**Unit I : Personality Assessment**

- History of Personality Assessment.
- Ethical Issues in Personality Assessment.
- Psychometric Tests: MMPI, EPPS.
- Psychometric Tests: MPI, NEO.

**Unit II: Indian Perspective of Personality Assessment**

- Projective tests: TAT, Rorschach Inkblot Test.
- Sentence Completion and Word Association Test.
- Assessment of Interest and Values: Strong Vocational Interest Blank,
- Allport Vernon Study of Values.
- Behavioural Assessment: Uses and Types.

**Unit III: Assessment of Mental Ability**

- Stanford Binet V-edition, Wechsler Scales-Verbal and Performance.
- Bhatia Battery and Standard Progressive Matrices.
- Assessment of Special Ability: DAT, Minnesota test of Clerical Aptitude, Career Maturity Scale.
- Achievement tests: Standardized and Teacher made Achievement tests.

**Unit IV: Quantitative and Qualitative Research**

- Basics of Research in Psychology: Nature and Goals of Psychological Research.
- Principles of good research.
- Steps/process of research.
- Difference between Qualitative and Quantitative Research.

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**TextBooks:**

- Anastasi, A.& Urbina, S.(1999).Psychological testing(7<sup>th</sup> International edition). Macmillan Co.
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- Srivastava, D.N.(2003). Manovigyanik Nirdharan. Agra: Vinod Pustak Mandir.
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## Paper 19

### Title of the Paper: Research Methods: Case study/ Survey

Credits - 04

L	T	P	Total Credit Units
04	00	00	04

**Course Outcome:** The course will aim to

- Enhance the knowledge of students about the various empirical and non-empirical methods.
- Focus on the theoretical aspects of ethical issues in planning research, steps used in research planning, development of research questions.
- Understand the difference between the quantitative and qualitative data.

#### Unit I : Research: Theory and Methods

- Psychology and Science: Empirical and Non-empirical Methods, Assumptions of Science
- Development of Research Questions
- Steps in Research Planning

#### Unit II : Practical and Ethical Issues in Planning Research

- Formulating problem: Relationships between Theory, Hypothesis and Events
- Assessing the Research Context :Variable, Sample, Etic and Emic Research Approaches
- Assessing the Ethical Issues in Planning Research, Issues of Human Rights, Labeling, Invasion of Privacy, Divided Loyalties

#### Unit III : Quantitative Research Methods

- Measurement Errors, Choices Over Levels of Measurements, The Relationship Between Level of Measurement and Statistics
- Quantitative Data Analysis : Univariate, Bivariate and Multivariate Analysis, Statistical Significance
- Role of Computer and its Application in Research.

#### Unit IV : Understanding Qualitative Data

- Field Study and Case Study
- Observational and Survey Research
- Narrative Analysis

#### References :

##### Text Books:

- Breakwell, G. M., Hammond, S. & Fife-Shaw, E. (Eds.) (1995). Research Methods in Psychology. Sage Publication Ltd.
- Giles, David C. (2002) Advanced Research Methods in Psychology. Routledge Publication.
- Haslam, S. Alexander & Mc Garty, C. (2003) Research Methods and Statistics in Psychology. Sage Publication.
- Katz, D. and Festinger, L. (1953). Research Methods in Behavioral Sciences. Holt, Rinehart and Winston, Inc

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- Mohsin, S.M. (1984). Research Methods in Behavioral Sciences. Orient Longman Ltd
- Shaughnessy, J.J., Zechmeister, B (1990). Research Methods in Psychology. McGraw hill Publishing Company, New Delhi

#### Suggested Reading:

- Kerlinger, F.N. (1973). Foundations of Behavioural Research (2<sup>nd</sup> edition). Holt, Rinehart and Winston.
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**Paper 20**  
**Term Paper**

**Credits - 04**

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**B.A. Semester I**  
**(Co-curricular Course)**  
**Title of the Paper: Holistic Health and Happiness**

CC - 1  
Credits - 02

L	T	P	Total Credit Units
02	00	00	02

**Course Objective:** The objective of this course is to enhance the level of understanding of the students about holistic health specifically in terms of indigenous knowledge. To help the students to understand the importance of thoughts in affecting the body and thereby the level of holistic health and happiness

**Course Outcome:** The learners will develop skills of managing health at different levels. They would become spiritually oriented not only in their own lives but also to contribute in their interpersonal relationship, society and community. They will learn the strategies of managing their negative thoughts and enhancing the level of emotional intelligence with the practice of meditation. They will understand how western knowledge of psychological concepts can be supplemented by Indian Spiritual heritage.

**Unit I- Introduction**

- Concept, Dimensions of health: Physical, Mental, Social, Spiritual, Environmental.
- Energy Wheels in body: The Seven Chakras.
- Benefits of meditation.

**Unit II- Understanding Positive Living**

- Stress : Causes, Symptoms and types of Stress.
- Management of Stress.
- Anger: management of anger

**Unit III- Excellence in life**

- Managing thoughts and emotions, Positive Thinking and its benefits.
- Emotional Intelligence (EI), Goleman's Model of EI.
- Strategies for enhancing EI.

**Unit IV-Happiness**

- Happiness in Positive Psychology, Hedonic and Eudaimonic happiness.
- The role of relationships in happiness.
- Relationship challenges at various stages of life.

**References:**

**Text Books:**

- Pradhan, M and Javed, N. (2022) Holistic Health and Happiness, Anu books.
- Cart Alarm (2004): Positive Psychology, Routledge.

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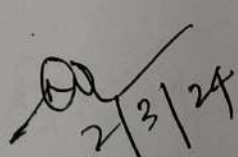
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- <https://www.happinesshypothesis.com/chapters.html>

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**B.A. Semester II**  
**(Vocational Course)**  
**Title of the Paper: Counselling and Guidance**

VC - 1  
Credits - 02

L	T	P	Total Credit Units
02	00	00	02

**Course Objectives:** The objective of the course is to facilitate students about the concept of counselling and guidance. To provide knowledge to the learner about the goals, stages, elements, skills and procedure of Counselling.

**Course Outcome:** The study of this course will facilitate the students to develop the essential qualities of a counsellor within themselves. They will be able to learn about the various foundation skills that are applied during the counselling and thereby enhance their understanding about the structure of counselling sessions

**Unit I: Introduction to Counselling**

- Counselling and Guidance: Definition, goals and essential elements of Counselling, Difference and relationship between Counselling and Guidance.
- Personal qualities of the Counsellors- Empathy, Warmth, Unconditional Positive Regard, Genuineness.
- Stages in Counselling process (Getting started, introductory talk, identifying the issue, coping with feelings) and ethical issues.

**Unit II: Foundation Skills**

- Attending- Posture, Eye contact, Facial expression, seating arrangement.
- Listening Skills- Listening to silences, interrupting silences, listening to your reactions, listening filters.
- Reflective Skills- (Restating, Paraphrasing, Summarizing) and Probing Skills- (Questioning, Responding to client's questions).

**Unit III: Group Counselling**

- Individual and Group Counselling-Similarities and Differences.
- Assumptions and Limitations of Group Counselling.
- Process of group Counselling.

**Unit IV: Special areas in Counselling**

- Counselling with Parents.
- Counselling the delinquent and reluctant clients.
- Marriage Counselling and Pre-marital Counselling.

**References:**

**Text Books:**

- Bernard, P. (1999). *Counselling Skills Training*. New Delhi: Viva Books Private Limited.

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- Culley, S. and Bond, T. (2006). *Integrative Counselling Skills in Action*. London: Sage Publications.
- Gelso, C.J. and Fritz, B.R. (1995). *Counselling Psychology*. Bangalore: Prism Books Pvt. Limited.
- Littrell, J.M. (1998). *Brief Counselling in Action*. New York: W.W. Norton and Company.

#### Suggested Reading:

- Manthei, R. (1997). *Counselling: The skills of finding solutions to problems*. London: Routledge
- Rao, S.N. (1981). *Counselling Psychology*. New Delhi: Tata McGraw Hill Publishing Company Limited.

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- <https://www.learningclassesonline.com/2019/09/guidance-and-counseling-in-hindi.html>
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**BA Semester III**  
**(Co-curricular Course)**  
**Title of the Paper: Self Enhancement Skills**

CC - 2  
Credits - 02

L	T	P	Total Credit Units
02	00	00	02

**Course Objective:** The objective of this course is to enhance the level of understanding of the students about their own self from Western perspective. It also aims to develop a true sense of self within the premise of Panchkosha model which exhorts infinite possibilities, having potential to enhance self-esteem and self-confidence to manage the stresses of life.

**Course Outcome:** After the completion of the course, students will learn the strategies of self-regulation to resort to a desired sense of potential self. Connecting with positive self would enhance the level of their self-esteem and develop their self-confidence to manage stresses of life. Ashtanga Yoga, the ancient Indian science, propounded by Patanjali is inclusive of many techniques for self-enhancement which will enable students to get connected with their cultural roots.

**Unit I- Self Awareness**

- Western Perspective: SWOT analysis.
- Eastern Perspective: Panchkosha.
- Self-regulation strategies.

**Unit II- Self-Esteem**

- Meaning, components and sources.
- Characteristics of high and low self esteem.
- Steps to enhance self esteem.

**Unit III- Self confidence**

- Meaning and nature of self confidence.
- Characteristics of persons with high and low self confidence.
- Steps to improve self-confidence- Role of positive thinking and self-affirmation.

**Unit IV-Stress Management**

- Concepts, types and sources of stress.
- Techniques of stress Management.
- Stress Management through Ashtanga Yoga of Patanjali.

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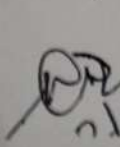
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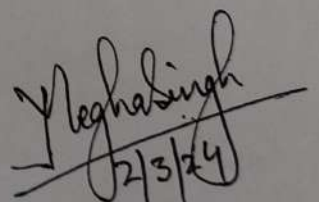
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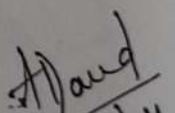
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- Abdel-Khalek, Ahmed, M. (2016). Introduction to the Psychology of Self-Esteem, Department of Psychology, University of Alexandria, Egypt. Nova Science Publishers, Inc, ISBN: 978-1-53610-294-9.
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- Atkinson & Hilgard's Psychology an Introduction. United Kingdom: Cengage Learning.
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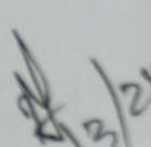
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**BA Semester IV  
(Vocational Course)**

**Title of the Paper: Enhancing Communication Skills**

VC - 2  
Credits - 02

L	T	P	Total Credit Units
02	00	00	02

**Course Objective:** The objective of this course is to enhance the level of understanding of the students about the meaning and barriers of Interpersonal and Intrapersonal communication. Such an understanding would help the learners to prepare an impressive resume, face job interview and form an effective team

**Course Outcome:** The students would develop skills of Self presentation, strategies for increasing Self-awareness and Self-esteem. An understanding about pros and cons of self-disclosure would make them more efficient in personal relationship. After completing this course students would also be more skillful in the development and repair of relationships and forming a cohesive group and effective teams.

**Unit I – Introduction**

- Meaning and Components of Human Communication.
- Principles, Goals, Importance and Misconceptions of Communication.
- Characteristics, Difference between Verbal and Non-verbal Communication.

**Unit II - Self and Communication**

- Self and Communication Styles.
- Improving Self-Esteem through Inter-personal Communication.
- Concept and reasons of Self-Disclosure, Johari Window Model.

**Unit III - Interpersonal communication**

- Relationships and its Importance and Essentials.
- Understanding family communication system, a Circumplex model of family system.
- Relational development stages, (KNAPP) model.

**Unit IV - Communication in Groups & Teams**

- Nature, Goals and Types of Groups.
- Stages of formation of Groups.
- Characteristics of an Effective Team, Skills for developing an Effective Team.

**References:**

**Books Recommended:**

- Adler, R.B. and Rodman, G. (1997). Understanding human Communication, 6th edition, Harcourt Brace college publishers

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- DeVito, J.A. (1997). Human Communication: The Basic Course. VIII edition, Longman, 2000.
- Mandal, S.K. (2008). Effective Communication and Public Speaking, Jaico Book
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