

## **Bachelor of Arts (Honours) Psychology under CBCS**

### **Programme Code: Programme Outcomes**

#### **At the completion of the programme, students will attain the ability to:**

- PO1:** Get adequate knowledge and understanding of the discipline of Psychology and of its sub-fields and perspectives
- PO2:** Acquaint themselves of major concepts, theoretical perspectives and research findings in psychology
- PO3:** Acquire knowledge of psychological concepts, models and theories, and develop ability to apply this knowledge in field settings.
- PO4:** Get ready for the advanced study in psychology and related disciplines.

### **Programme Specific Outcomes**

#### **At the completion of the programme, students will attain the ability to:**

- PSO1:** Apply the theoretical principles of Psychology demonstrating an understanding of behaviours, thoughts, and feelings of the individual and the individual in group settings.
- PSO2:** Knowledge about the discipline and research methods and connect theories and principles with personal experiences in different settings
- PSO3:** Acquire practical knowledge and skills in conducting psychological experiments and tests and undertake field research on different psychological issues.
- PSO4:** Understand how psychology can be applied to solve problems facing humankind

## Course Structure

### Semester – I

S.No	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Introduction to General Psychology (Th)	CC-1 (Th)	4-1-0	4	100
2	Introduction to General Psychology (P)	CC-1 (P)	0-0-6	2	100
3	Foundation of Social Psychology (Th)	CC-2 (Th)	4-1-0	4	100
4	Foundation of Social Psychology (P)	CC-2 (P)	0-0-6	2	100
5	English Communication/MIL	AECC- 1	2-1-0	2	100
6	Generic Elective- 1 (Th)	GE- 1 (Th)	4-1-0	4	100
7	Generic Elective- 1 (P)	GE- 1 (P)	0-0-6	2	100
<b>Total Credit - 20</b>					

### Semester – II

Sl. No	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Developmental Psychology (Th)	CC-3 (Th)	4-1-0	4	100
2	Developmental Psychology (P)	CC-3 (P)	0-0-6	2	100
3	Introduction to Statistics (Th)	CC-4 (Th)	4-1-0	4	100
4	Introduction to Statistics (P)	CC-4 (P)	0-0-6	2	100
5	Environmental Science	AECC- 2	2-1-0	2	100
6	Generic Elective- 2 (Th)	GE- 2 (Th)	4-1-0	4	100
7	Generic Elective- 2 (P)	GE- 2 (P)	0-0-6	2	100
<b>Total Credit -20</b>					

### Semester – III

Sl. No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Abnormal Psychology (Th)	CC-5 (Th)	4-1-0	4	100
2	Abnormal Psychology (P)	CC-5 (P)	0-0-4	2	100
3	Educational Psychology (Th)	CC-6 (Th)	4-1-0	4	100
4	Educational Psychology (P)	CC-6 (P)	0-0-4	2	100
5	System of Psychology (Th)	CC-7 (Th)	4-1-0	4	100
6	System of Psychology (P)	CC-7 (P)	0-0-4	2	100
7	Skill Enhancement Course- 1	SEC- 1	2-1-0	2	100
8	Generic Elective- 3 (Th)	GE- 3 (Th)	4-1-0	4	100
9	Generic Elective- 3 (P)	GE- 3 (P)	0-0-4	2	100
<b>Total Credit - 26</b>					

#### Semester – IV

Sl. No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Clinical Psychology (Th)	CC-8 (Th)	4-1-0	4	100
2	Clinical Psychology (P)	CC-8 (P)	0-0-4	2	100
3	Counselling and Guidance Psychology (Th)	CC-9 (Th)	4-1-0	4	100
4	Counselling and Guidance Psychology (P)	CC-9 (P)	0-0-4	2	100
5	Cognitive Psychology (Th)	CC-10 (Th)	4-1-0	4	100
6	Cognitive Psychology (P)	CC-10 (P)	0-0-4	2	100
7	Skill Enhancement Course- 2	SEC- 2	2-1-0	2	100
8	Generic Elective- 4 (Th)	GE- 4 (Th)	4-1-0	4	100
9	Generic Elective- 4 (P)	GE- 4 (P)	0-0-4	2	100
<b>Total Credit - 26</b>					

#### Semester – V

Sl. No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Research Methodology (Th)	CC-11 (Th)	4-1-0	4	100
2	Research Methodology (P)	CC-11 (P)	0-0-4	2	100
3	Bio Psychology (Th)	CC-12 (Th)	4-1-0	4	100
4	Bio Psychology (P)	CC-12 (P)	0-0-4	2	100
5	Discipline Specific Elective- 1 (Th)	DSE- 1 (Th)	4-1-0	4	100
6	Discipline Specific Elective- 1 (P)	DSE- 1 (P)	0-0-4	2	100
7	Discipline Specific Elective- 2 (Th)	DSE- 2 (Th)	4-1-0	4	100
8	Discipline Specific Elective- 2 (P)	DSE- 2 (P)	0-0-4	2	100
<b>Total Credit - 24</b>					

#### Semester – VI

Sl. No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1	Health Psychology (Th)	CC-13 (Th)	4-1-0	4	100
2	Health Psychology (P)	CC-13 (P)	0-0-4	2	100
3	Introduction to Psychometrics (Th)	CC-14 (Th)	4-1-0	4	100
4	Introduction to Psychometrics (P)	CC-14 (P)	0-0-4	2	100
5	Discipline Specific Elective- 3 (Th)	DSE- 3 (Th)	4-1-0	4	100
6	Discipline Specific Elective- 3 (P)	DSE- 3 (P)	0-0-6	2	100
7	Discipline Specific Elective- 4 (Project/Dissertation)	DSE- 4	0-0-4	6	100
<b>Total Credit - 24</b>					

**Total Credits – 140**

**\*L/T/P: number of classes per week**

**DSE/GE may either carry 6 credit, i.e., Theory (4 credit) + Practical (2 credit) format**

**Or**

***Consolidated (6 credit) for Theory only***

### **Discipline Specific Elective Course (DSE):**

Course Name	L-T-P
1. Criminal Psychology 2. Industrial / Organizational Psychology 3. Sports Psychology 4. Field Study/Dissertation	

### **Generic Elective (GE):**

For Psychology Students		For Other Students	
Course Name	L-T-P	Course Name	L-T-P

### **Skill Enhancement courses (SEC):**

## **SEMESTER – I**

### **CC1: Introduction to General Psychology**

#### **Course Outcomes**

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

- CO1:** Get understanding about psychology, its sub- field and perspectives
- CO2:** Acquaint themselves of major concepts, theoretical perspectives and research findings in psychology
- CO3:** Develop familiarity of various psychological processes such as learning, memory, perception motivation etc.
- CO4:** Develop an insight into their own and others' behaviour and underlying mental processes.

<b>CC1: Introduction to General Psychology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> 1.1 Psychology: Definition, Nature, Scope and Sub-fields 1.2 Perspectives of Psychology - Psychodynamic, Behavioral, Cognitive, Evolutionary, Sociocultural, Humanistic and Positive Psychology 1.3 Methods: Experimental, Observation, Case study and Interview method	12
2	<b>Learning and Intelligence</b> 2.1 Learning: Meaning, Types, Theories of learning: Classical conditioning, Instrumental conditioning, Observational learning, Insight learning 2.2 Intelligence: Nature and Theories: Two-factor theory, Thurston's theory, Gardner's theory and Sternberg's Triarchic theory of intelligence 2.3 Emotional Intelligence- Meaning, Dimensions and Implications	10
3	<b>Motivation &amp; Emotion</b> 3.1 Motivation: Nature, Intrinsic and Extrinsic motivation, 3.2 Inborn and Acquired motivations 3.3 Emotion: Nature, Types, Bodily changes in emotion, 3.4 Theories of emotion - James-Lange theory, Cannon-Bard theory, Schachter – Singer theory	10
4	<b>Personality</b> 4.1 Meaning and Nature and Determinants of Personality 4.2 Theories of Personality – Freud, Allport, Social cognitive theory, Big Five Factor theory.	8
	<b>TOTAL</b>	40

#### **Reading List :**

1. Morgan, C.T., King, R.A., Weiss, J.R.; and Schopler, J. (1993). Introduction to Psychology. New York: Tata McGraw Hill.
2. Ciccarelli, S.K. & Meyer, G.E. (2007). Psychology (South Asian Edition). India: Pearson Education Inc.
3. Baron, R. A. & Misra, G. (2014). Psychology, Indian Subcontinent Edition, Pearson Education
4. Singh, A.K. Uchchatar Samanya Manovigyan. Motilal Banarsidas, Patna.
5. Suleman, M & Kumar, D. Sanamanya Manovigyaan.

<b>CC1: Introduction to General Psychology (Practical)</b> <b>(Practical : 2 credit)</b>
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**Practical:-**

Based on course CC1(Th) Introduction to General Psychology, students are required to conduct any TWO experiments from the following

1. Transfer of Training.
2. Learning by Free recall
3. Learning by serial recall
4. Effect of knowledge of result on performance

## **CC2: Foundation of Social Psychology**

### **Course Outcomes**

**After the completion of the course, the student will be able to:**

**CO1:** Understanding the basic social psychological concepts, relevant methods,

**CO2:** Familiarize with different social psychological concepts in relation to real life social issues

**CO3:** Develop an understanding pertaining to social influence processes, concepts of harming and helping behaviours etc.

**CO4:** Understand the way in which social psychology diverges or converges with our own common sense understanding of the world

<b>CC2 : Foundation of Social Psychology (Th)</b> <b>(Theory : 4 credit )</b>
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<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> 1.1 Social Psychology: Definition, Nature and Scope 1.2 Methods of social psychology: Survey and Correlation methods	6
2	<b>Social Perception and Social Cognitions</b> 2.1 Social perception; Meaning, Information used in social perception (Non-verbal) 2.2 Impression formation and management 2.3 Social cognition - Social Loafing and Social Facilitation 2.4 Social influence: Conformity, Compliance and Obedience 2.5 Interpersonal attraction: Meaning and Factors of interpersonal attraction	12
3	<b>Behaviour in Groups</b> 3.1 Nature, Classification and Functions of group 3.2 Group dynamics, Group decision making 3.3 Intergroup relations: Prejudice, Sources and Reduction techniques	10
4	<b>Attitude Prosocial behaviour and Aggression</b> 4.1 Attitude: Nature, Components, Formation of attitude 4.2 Change of attitude - Balance theory, Cognitive Dissonance theory 4.3 Prosocial behaviour: Nature, Determinants 4.4 Aggression: Nature, Causes and Control	12
	<b>TOTAL</b>	40

**Reading List :**

1. Baron, R.A. & Branscombe, N.R. (2011). Social Psychology (13th Edition), Pearson Education: New Delhi.
2. Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature, Wadsworth

3. Misra, G. (1990). Applied Social Psychology in India: Sage Publications: New Delhi.
4. Myers, D.G. (2010). Exploring Social Psychology, New York: McGraw Hill.
5. Singh, A.K. Uchchatar Samaj Manovigyan. Patna: Motilal Banarsidas

<b>CC2 : Foundation of Social Psychology (Practical)</b> <b>(Practical: credits)</b>	
<b>Practical:-</b> Based on course CC2 (Th) Foundation of Social Psychology, students are required to conduct any TWO Tests from the following - 1. Attitude Measurement. 2. Social behaviour 3. Social competence 4. Self-concept / Self esteem	
<b>TOTAL</b>	

## **SEMESTER- II**

### **CC3 : Developmental Psychology**

#### **Course Outcomes**

**After the completion of the course, the student will be able to:**

- CO1:** Get the knowledge of human developmental processes along with theoretical perspectives
- CO2:** understand the concept and process of human development across the life span
- CO3:** know the various domains of human development
- CO4:** comprehend the role of biological, social, psychological, environment, physical and adjustment related factors in developmental process

<b>CC3 : Developmental Psychology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> 1.1 Concept of Human Development; Nature, Importance and Principles of development 1.2 Methods of Study: Longitudinal, Observation and Cross-sectional studies 1.3 Factors in Development: Biogenic, Psychogenic and Sociogenic.	8
2	<b>Cognitive and Language Development</b> 2.1 Cognitive development; Meaning, Theories of cognitive development: Piaget's theory, Vygotsky's theory 2.2 Language development: Meaning, Chomsky's theory, Learning theory 2.3 Moral development: Meaning, Kohlberg's theory, Piaget's theory	12
3	<b>Physical and Emotional Development</b> 3.1 Physical development – Influence of physical development of child on general behaviour. 3.2 Emotional Development – Nature of emotional behaviour, Factors affecting childhood emotionality. 3.3 Erikson's theory of Psycho-social development	12
4	<b>Social Context of Development</b> 4.1 Family, 4.2 School 4.3 Peers	8
	<b>TOTAL</b>	40

**Reading List :**

- 1 Berk, L.E. (2003). Child Development. New Delhi: Pearson Education.
- 2 Hurlock, E.B. (1975). Development Psychology (3rd ed.). New Delhi: Tata McGraw Hill.
- 3 Hurlock, E.B. (1981). Child Development (6th Ed.). McGraw Hill Co., Auckland.
- 4 Shrimali, S.S. (2005). Child Development. New Delhi, Pearson Education.
- 5 Stanrock, J.W. (2015). Child Development: An Introduction (12th Ed.), McGraw Hill Co
- 6 Srivastava, A.K. (1997). Child Development: An Indian Perspective. New Delhi.

<b>CC3 : Developmental Psychology (Practical)</b> <b>(Practical: credits)</b>	
<b>Practical:-</b> Based on course CC3(Th) Developmental Psychology, students are required to conduct any TWO Tests related to the following –	
<ol style="list-style-type: none"> <li>1. Moral development</li> <li>2. Parenting</li> <li>3. Family Environment</li> <li>4. School Environment</li> <li>5. Cognitive development</li> </ol>	
<b>TOTAL</b>	

## **CC4 : Introduction to Statistics** **Course Outcomes**

**After the completion of the course, the student will be able to:**

- CO1:** Understand the nature of psychological variables and measurement scale.
- CO2:** Comprehend the processes of describing and reporting statistical data.
- CO3:** Draw inferences and conclusions for hypothesis testing using appropriate statistical analysis
- CO4:** know basic statistical methods and their utility for empirical research.
- CO5:** Learn to use suitable statistical techniques for interpreting research findings

<b>CC4 : Introduction to Statistics (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Fundamentals of statistics</b> 1.1 Meaning and Uses of statistics in Psychology 1.2 Variables: Meaning and Types - Categorical and Continuous, 1.3 Levels of Measurement- Nominal, Ordinal, Interval, and Ratio	8
2	<b>Introduction to Descriptive Statistics</b> 2.1 Basic concept of Descriptive and Inferential statistics 2.2 Frequency distribution of data and Graphic presentation: Histogram, Polygon and Ogive 2.3 Measures of Central tendency: Calculation of Mean, Median and Mode 2.4 Measures of Variability: Calculation of Range, QD, AD, SD	12
3	<b>Correlation and t-test</b> 3.1 Correlation: Concept; Types of correlation 3.2 Calculation of Correlation: Product moment and Rank different method 3.3 Calculation of t-test: Independent group and Correlated group	12
4	<b>Chi square</b> 4.1 Chi square: Concept 4.2 Computation of Chi square: Equal chance hypothesis and Independent hypothesis	8
<b>TOTAL</b>		40

### **Reading List :**

1. Coolican, H. (2004). Research methods and Statistics in Psychology. Hoddes Arnold. London.
2. Edwards, A.L. (1985). Experimental designs in psychological research. Harper & Row. New York.
3. Garrett, H. E (2005). Statistics in psychology and Education. Paragon international Publishers.

New Delhi

4. Singh R., Shyam R & Gupta, L. (2015) Fundamental Statistics for Social Sciences. Intellectual Foundation. Happy Book Dept., Delhi Road, Model Town, Rohtak.
5. Mishra, G.C. (2018). Applications of Statistics in Psychology and Education, Kalyani Publisher, New Delhi

<b>CC4 : Introduction to Statistics (Practical)</b> <b>(Practical: credits)</b>	
<b>Practical:-</b> Based on course CC4(Th) Introduction to Statistics, students are required to carry on statistical analysis from the following by taking data given in the book's exercises or any hypothetical data.	
1. Computation of t test 2. Computation of Chi Square 3. Computation of Correlation	
<b>TOTAL</b>	

### **SEMESTER – III**

#### **CC5 : Abnormal Psychology**

##### **Course Outcomes**

**After the completion of the course, the student will be able to:**

- CO1:** Understand the concepts abnormality
- CO2:** Gain knowledge of the different theories and models of abnormal behaviour
- CO3:** Understand Stress, Phobias, Obsessive Compulsive disorders, Depression, Schizophrenia.
- CO4:** Learn about developmental disorders

<b>CC5 : Abnormal Psychology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> 1.1 Definition, Nature and Characteristics of abnormal behaviour 1.2 Difference between Normal and Abnormal behavior, 1.3 Criteria of abnormality 1.4 Causes of abnormal behaviour	10
2	<b>Models of Abnormality</b> 2.1 Biological model, 2.2 Psychodynamic model, 2.3 Behaviourist model 2.4 Cognitive model	8
3	<b>Psychological Disorders</b> 3.2 Stress- Symptoms, Types and Causes 3.3 Phobias- Symptoms, Types and Causes 3.3 Obsessive Compulsive Disorders – Clinical picture, and Causes 3.4 Depression- Clinical picture, Types and Causes 3.5 Schizophrenia- Clinical picture, Types and Causes	12
4	<b>Developmental Disorders</b> 4.1 Mental Retardation- Meaning, Types, and Causes 4.2 Autism Disorder- Meaning, Clinical picture, and Causes 4.3 Attention Deficit Hyperactive Disorder- Meaning, Clinical picture, and Causes	10
	<b>TOTAL</b>	40

##### **Reading List :**

1. Wilson, Nathan, O'leary Clark Abnormal Psychology: An Integrating Perspective. Allyn and Bacon
2. Irwin G. Sarason, Barbara R. Sarason: Abnormal Psychology: The Problem of Maladaptive Behavior, Prentice Hall.
3. Ronald J. Comer Abnormal Psychology: Princeton University, Worth Publishers, New York.
4. Lauren B. Alloy, Neil S. Jacobson, Joan Acocella Abnormal Psychology: Current Perspectives, McGraw Hill.
5. Singh A.K Aadhunik Asamaanya Manovigyan, Motilal Banarsi Das.

<b>CC5 : Abnormal Psychology(Practical)</b> <b>(Practical: credits)</b>	
<b>Practical:-</b> Based on course CC5(Th) Abnormal Psychology, students are required to conduct any TWO Tests on the following – 1. Anxiety Test 2. Depression Test 3. Mental Retardation Test 4. Autism	
<b>TOTAL</b>	

## **CC6 : Educational Psychology**

### **Course Outcomes**

**After the completion of the course, the student will be able to:**

**CO1:** Understand the on the area of educational psychology

**CO2:** Appreciate the need and importance of study of educational psychology in understanding analysing and interpreting the development of learner.

**CO3:** Get knowledge on effective teaching and classroom management

**CO4:** Comprehend the applications of psychology in the area of education

<b>CC6 : Educational Psychology(Th)</b> <b>(Theory : 4 credit )</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> 1.1 Meaning, Nature, Scope, Aims and Relevance of Educational Psychology 1.2 Perspectives of Educational Psychology: Behaviouristic, Observational learning, Cognitive and Humanistic.	8
2	<b>Individual Differences and Educational Implications</b> 2.1 Individual Differences: Meaning and Significance 2.2 Dimensions of Individual Differences – Psychological and Physical 2.3 Educational Implications of Individual Differences	10
3	<b>Effective Teaching and Classroom Management</b> 3.1 Characteristics of Effective Teachers 3.2 Teaching Methods & Issues Related to Technological Advances 3.3 Classroom Management 3.4 Creativity: Meaning, Characteristics of Creative Person, Role of School in Promoting Creativity in Children	10
4	<b>Exceptionality and Special Education</b> 4.1 Exceptional Children: Meaning and Characteristics 4.2 Importance and Need to Educate Exceptional Children 4.3 Responsibilities of Teachers Towards Learners with Special Needs 4.4 Types of Exceptional Children: Gifted, Dull, Backward and Problem child	12
	<b>TOTAL</b>	40

**Reading List :**

1. Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
2. Mangal, S.K. (2017). Essentials of Educational Psychology, PHI Leaning, Delhi
3. Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
4. Woolfolk A & Woolfolk H A (2008) Educational Psychology, Pearson, New Delhi
5. Agarwal, J.C. (2014). Essentials of Educational Psychology. Vikas Publishing House
6. Suleman, Md, Shichha Manovigyaan
7. Singh, A.K. Shichha Manovigyaan.

<b>CC6 : Educational Psychology</b> <b>(Practical: 2 credits)</b>	
<b>Practical:-</b> Based on course CC6 (Th) Educational Psychology, students are required to conduct any TWO Tests related to the following – <ol style="list-style-type: none"> <li>1. Achievement motivation</li> <li>2. Interest test</li> <li>3. Classroom climate</li> <li>4. Academic stress</li> <li>5. Curiosity</li> </ol>	
<b>TOTAL</b>	

## **CC7 : System of Psychology**

### Course Outcomes

**After the completion of the course, the student will be able to:**

**CO1:** Understand the developmental history of psychology  
**CO2:** Get knowledge on the role of Structuralist and Behaviorist school of psychology  
**CO3:** Become acquainted of the role of Freud and Neo-Freudian in the development of psychology  
**CO4:** Have adequate knowledge about the third force of psychology

<b>CC7 : System of Psychology (Th)</b> <b>(Theory : 6 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Structuralism and Functionalism</b> 1.1 Structuralism: Contribution of Wundt and Titchner 1.2 Functionalism: Contribution of Chicago and Columbia school.	10
2	<b>Behaviourism</b> 2.1 Contribution of Watson as a founder of Behaviourism 2.2 Contribution of Post-Watsonians	10
3	<b>Psychoanalysis and Gestalt Psychology</b> 3.1 Contributions of Freud as founder of Psychoanalysis 3.2 Neo-Freudians: Karen Horney, Sullivan 3.3 Contributions of Wertheimer in founding Gestalt Psychology	10
4	<b>Existentialism and Humanistic Psychology</b> 4.1 Existentialism: Rollo May 4.2 Humanistic: Rogers and Maslow	10
5	<b>Humanistic Psychology</b> 5.1 Major features of Humanistic Psychology 5.2 Contribution of Rogers and Maslow	10
6	<b>Existential Psychology</b> 6.1 Basic Tenets of Existential Psychology 6.2 Contribution of Rollo May and Medard Boss	10

	<b>TOTAL</b>	60
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**Reading List:**

1. Boring, E.G. (1969). A History of Experimental Psychology. New Delhi: Times of India Press.
2. Murphy, G. & Kovach, J.K. (1972). Historical Introduction to Modern Psychology. London: Routledge and Kegan Paul.
3. Marx, M.H. & Hillix, W.A.C. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
4. Wolman, B.B. (1979). Contemporary Theories and Systems in Psychology. Delhi: Freeman Book Co.
5. Woodworth, R.S. & Sheehan, M.R. (1970). Contemporary Schools of Psychology. London: Methuen & Co

## **SEMESTER – IV**

### **CC8: Clinical Psychology**

#### **Course Outcomes**

**After the completion of the course, the student will be able to:**

**CO1:** Develop an understanding of the nature and historical perspectives of Clinical Psychology

**CO2:** Gain knowledge of clinical assessment

**CO3:** Understand the activities and roles of clinical Psychologists

**CO4:** Apply the knowledge in clinical intervention

<b>CC8 : Clinical Psychology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>1.1 Meaning, Nature, Historical perspectives</li> <li>1.2 Distinction between Clinical and Abnormal psychology</li> <li>1.3 Education and Training of Clinical Psychologists</li> </ul>	8
2	<b>Role / Functions of Clinical Psychologist in different Fields</b> <ul style="list-style-type: none"> <li>2.1 Mental hospital</li> <li>2.2 Child guidance clinic</li> <li>2.3 School</li> <li>2.4 Industry</li> </ul>	10
3	<b>Clinical Assessment &amp; Techniques</b> <ul style="list-style-type: none"> <li>3.1 Nature and Purpose of clinical assessment</li> <li>3.2 Techniques: Observation; Case history; Interviews;</li> <li>3.3 Objective measures – MMPI;</li> <li>3.4 Projective Measures- Rorschach Inkblot Test,</li> </ul>	12
4	<b>Clinical Intervention</b> <ul style="list-style-type: none"> <li>4.1 Psychotherapy: Meaning and Goal</li> <li>4.2 Psychotherapeutic techniques: Freudian Psychoanalytical therapy,</li> <li>4.3 Behavior therapy, Cognitive behavior therapy and Group therapy</li> </ul>	10
	<b>TOTAL</b>	40

**Reading List :**

- 1 Hecker, J. E. & Thorpe, G.L. (2005) Introduction to Clinical Psychology: Science, Practice, and Ethics. Pearson Education, Delhi.
- 2 Korchin, S.J. (1976) Modern Clinical Psychology: Principles of Intervention in the Clinic and Community Basic Books Publishers New York.
- 3 Phares, E.J. (1981) Clinical Psychology: Concepts, Methods & Profession, Dorsey Press

4 Pomerantz, A.M. (2008). Clinical Psychology. Sage Publication: New Delhi.  
 5 Md. Sulemaan: Aadunik Naidanik Manovigyan  
 6 Singh A.K: Uchchatar Naidanik Manovigyan

**CC8 : Clinical Psychology**  
**(Practical: 2 credits)**

**Practical:-**

Based on course CC8 (Th) Clinical Psychology, students are required to conduct any TWO Tests related to the following –

1. Personality Test (Short)
2. Emotion
3. Loneliness
4. Adjustment test

**CC9 : Counselling and Guidance Psychology**

**Course Outcomes**

**After the completion of the course, the student will have to:**

**CO1:** Gain understanding of relevant concepts of counselling and guidance  
**CO2:** Develop understanding of counselling process and guidance  
**CO3:** Acquaint with the different areas of counselling and guidance  
**CO4:** Learn the counselling skills and undertake counselling and plan psychosocial interventions

**CC9 : Counselling and Guidance Psychology (Th)**  
**(Theory : 4 credit)**

Unit	Topics to be covered	No. of Lectures
1	<b>Introduction to Counselling and Guidance</b> <ul style="list-style-type: none"> <li>1.1 Counselling: Meaning and Nature, Objectives, Types of counselling</li> <li>1.2 Guidance: Meaning and Nature, Objectives, Types of guidance</li> <li>1.3 Difference between Guidance and Counselling; Counselling and Psychotherapy,</li> </ul>	10
2	<b>Counselling and Guidance Process</b> <ul style="list-style-type: none"> <li>2.1 Principles of counselling and guidance</li> <li>2.2 Process of counselling and guidance</li> <li>2.3 Factors influencing the counselling and guidance</li> <li>2.3 Barriers in counselling and guidance process</li> </ul>	12
3	<b>Areas in Counselling and Guidance</b> <ul style="list-style-type: none"> <li>3.1 Individual and Group</li> <li>3.2 Educational and Vocational</li> <li>3.3 Family</li> </ul>	10
4	<b>Counselling and Guidance as a Profession</b> <ul style="list-style-type: none"> <li>4.1 Skills for counseling and guidance</li> <li>4.2 Ethical issues in counselling and guidance.</li> </ul>	8
	<b>TOTAL</b>	40

**Reading List :**

- 1 Gibson, R.L and Mitchell M.H (2006): Introduction to counselling and guidance, 6<sup>th</sup> ed., Pearson, New Delhi.
- 2 Jones and Smith: Theories of Counselling and Psychotherapy, Sage publications
- 3 Gerald Corey: Counselling and Psychotherapy, Cengage.
- 4 Kottler, J.A., & Shepard, D.S. (2008). Counseling. Theories and Practices. New Delhi: Brooks/Cole Cengage Learning.
- 5 Rickey L. George, therase straddle Cristiane: Theories, Methods and Process of Counselling and

<b>CC9 : Counselling and Guidance Psychology (Practical)</b> <b>(Practical: 2 credits)</b>	
<b>Practical:-</b> Based on course CC9 (Th) Counselling and Guidance Psychology, students are required to conduct any TWO Tests related to the following –	
1. Interest Test 2. Aptitude Test 3. Performance Test 4. Level of Aspiration Measurement	
<b>TOTAL</b>	

## **CC10 : Cognitive Psychology**

### **Course Outcomes**

**After the completion of the course, the student will be able to:**

- CO1:** Become familiar with the area of study and its various approaches and methods
- CO2:** Understand various models and theories of domains of cognitive psychology.
- CO3:** Comprehend the concept of attention and perception and their associated concepts
- CO4:** Get acquainted with the concept of thinking, decision making and problem solving
- CO5:** Get adequate knowledge of memory and forgetting

<b>CC10 : Cognitive Psychology (Th)</b> <b>(Theory : 4 credit )</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> 1.1 Meaning and Nature of cognitive psychology; 1.2 Approaches to cognitive psychology 1.3 Methods of study- Behavioural and Physiological	8
2	<b>Attention and Perception</b> 2.1 Attention: Meaning, Types of attention, Selective attention, Factors of selective attention 2.2 Perception: Meaning, Gestalt's theory of perception, Factors of perception 2.3 Depth perception: Monocular and Binocular cues	10
3	<b>Thinking, Problem Solving and Creativity</b> 3.1 Thinking: Meaning, Nature and Tools of thinking; Convergent and Divergent thinking 3.2 Problem solving: Meaning and Strategies – Trial and error, Algorithms, Heuristics, and Insight; Barriers to problem solving 3.3 Reasoning: Meaning; Inductive and Deductive reasoning 3.4 Creativity: Nature; Stages, Factors of creativity	12
4	<b>Memory and Forgetting</b> 4.1 Memory: Meaning, Reconstructive nature of memory 4.2 Types of memory- Implicit and Explicit 4.3 Models of memory: Information processing model, Levels of processing, Parallel distributed processing 4.4 Forgetting: Meaning, Nature and Factors	10
	<b>TOTAL</b>	40

**Reading List :-**

1. Kellogg, R.T. (2012). Fundamentals of Cognitive Psychology. Lab Angles: Sage.
2. Matlin, M.W. (2008), Cognitive. New York: Wiley.
3. Sternberg, R.J. (2007). Cognitive Psychology. Delhi: Thomson
4. Morgan, C.T, King, R.A., Weiss, J.R.; and Schopler, J. (1993). Introduction to psychology, New York: Tata McGraw Hill.
5. Ciccarelli, S.K.; & Meyer, G.E. (2007). Psychology (South Asian Edition). India: Pearson Education Inc.
6. Baron, R.A. & Misra, G. (2014). Psychology, Indian Subcontinent Edition, 5th Edition, Pearson Education

<b>CC10 : Cognitive Psychology (P)</b> <b>(Practical: credits)</b>	
<b>Practical :-</b> Based on course CC10 (Th) Cognitive Psychology, students are required to conduct any TWO Experiments from the following – 1. Serial Position Effect of verbal learning 2. Muller Lyer Illusion 3. Paired Associate Learning 4. Memorizing of non-sense syllabus	
<b>TOTAL</b>	

**SEMESTER – V****CC11 : Research Methodology****Course Outcomes****After the completion of the course, the student will be able to:**

**CO1:** Develop conceptual knowledge related to the research methodology  
**CO2:** Comprehend various steps involved in the research  
**CO3:** Demonstrate the ability to carry out research  
**CO4:** Demonstrate the ability to prepare research proposal

<b>CC11 : Research Methodology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> 1.1 Meaning and Nature, General steps of research 1.2 Types of psychological research – Basic and Applied; Qualitative and Quantitative 1.2 Variables: Meaning and Types 1.3 Research problems: Meaning, Source and Characteristics of good research problem 1.4 Research hypothesis: Meaning, Types and Characteristics of good hypothesis	10
2	<b>Sampling</b> 2.1 Concept of Population, Sample and Sampling 2.2 Probability Sampling: Meaning and Types 2.3 Non-probability: Meaning and Types	10
3	<b>Methods/ Techniques of Data Collection</b> 3.1 Questionnaire and Schedule method 3.2 Observation method 3.3 Interview method	10

	3.4 Rating method – Numerical rating scale	
4	<b>Types of Research</b> <ul style="list-style-type: none"> <li>4.1 Types of research: Concept of Experimental and Non-experimental</li> <li>4.2 Experimental research- Laboratory experiment and Field experiment</li> <li>4.3 Non-experimental research – Field studies, Ex-post facto, Correlational and Survey research</li> </ul>	10
	<b>TOTAL</b>	40

**Reading List :-**

1. Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Rinehart. New Delhi: Tata McGraw Hill.
2. McGuigan, F.J. (1968). Experiments in Psychology. Wiley.
3. Mohsin, S.M. (1984). Research Methods in Behavioral Science. Orient Longman.
4. Singh, A.K. (1997). Tests, Measurements and Research Methods in Behavioral Sciences. New Delhi: Bharati Bhawan.
5. Kothari, C. R. (1985). Research methodology: Methods and techniques. New Delhi.
6. McBurney, D. H. (2009). Research methods. (8th Ed.). Wadsworth Publishing

<b>CC11 : Research Methodology (Practical)</b> <b>(Practical: credits)</b>	
<b>Practical :-</b> Based on course CC11 (Th) Research Methodology, students are required to prepare ONE Research Proposals (short, ranging from 500 – 700 words).  The proposal will include following sub-headings – Problem, Research questions, Objectives / Hypothesis, Population and Sample, Tool of data collection (Questionnaire/ Schedule etc.) , Statistics to be used in analyzing the data etc.	
<b>TOTAL</b>	

## **CC12 : Biopsychology**

### **Course Outcomes**

**After the completion of the course, the student will be able to:**

**CO1:** Explore the biological basis of experience and behaviour.

**CO2:** Develop an appreciation of the neurobiological basis of psychological function and dysfunction.  
**CO3:** Develop an understanding of Nervous systems and its relation to behaviour and cognition  
**CO4:** Comprehend the role of endocrine systems in behaviour and cognition

<b>CC12 : Biopsychology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> 1.1 Meaning and Nature of Bio-psychology 1.2 Historical development 1.3 Related areas: Neuropsychology, Physiological psychology	8
2	<b>Neurons</b> 2.1 Neuron: Structure, Types 2.2 Electrical activities of neurons – Resting, Graded and Action potential 2.3 Synapse and Synaptic transmission 2.3 Neurotransmitters	10
3	<b>Nervous System</b> 3.1 Central nervous system: Structure and functions 3.2 Lobes and functions 3.3 Peripheral nervous system: Structure and functions 3.4 Methods of studying brain functions	12
4	<b>Endocrine Systems</b> 4.1 Functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal 4.2 Impact of Hormones upon behaviour. 4.3 Biopsychology of Emotion, Motivation and Stress	10
	<b>TOTAL</b>	40

**Reading List :**

1. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi
2. Kalat, J.W. (2012). Biological psychology. CA: Wardsworth/Thomson Learning.
3. Kolb, B. & Whinshaw, I.Q. (2013). An introduction to brain and behavior. New York: Worth Publishers.
4. Pinel, J.P.J. (2013). Biopsychology. NJ: Pearson Education Inc.
5. Singh, A.K. Neurovigyaan ke Moolatav. Motilal Banarsi Das
6. Toates, F. (2011). Biological psychology. NJ: Pearson Education Inc.

<b>CC12 : Biopsychology</b> <b>(Practical: credits)</b>		
<b>Practical :-</b>		
Based on course CC12 (Th) Bio Psychology, students are required to draw a detailed Diagram with the functions of the –		
1. Neuron 2. Central Nervous System (CNS)		
<b>TOTAL</b>		

**SEMESTER – VI**

**CC13 : Health Psychology**

**Course Outcomes**

**After the completion of the course, the student will be able to:**

- CO1:** Know the basics of health and illness from various perspectives
- CO2:** Understand the behavioral and psychological correlates of health and illness.
- CO3:** Understand the significant aspects of coping and importance of health enhancing behaviour
- CO4:** Describe behavioral factors that influence health and illness

<b>CC13 : Health Psychology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>1.1 Nature and Goals of Health Psychology</li> <li>1.2 Components of health: Physical, Social, Emotional and Cognitive aspects</li> <li>1.3 Model of health and illness: Medical and Bio-psycho-social models, Stress – Diathesis model</li> </ul>	10
2	<b>Behavior and Health</b> <ul style="list-style-type: none"> <li>2.1 Role of Behavioural factors in disease and disorders</li> <li>2.2 Models and Approaches to health behavior change – Cognitive, Behavioural and Social Engineering approaches</li> <li>2.3 Changing health habits</li> </ul>	10
3	<b>Stress and Coping</b> <ul style="list-style-type: none"> <li>3.1 Stress: Meaning and Nature, Causes, Effects of stress on Physical and Mental health</li> <li>3.2 Theories of stress - Cannon, Selye, Lazarus</li> <li>3.3 Coping strategies</li> <li>3.4 Stress management</li> </ul>	10
4	<b>Promoting Wellness and Health</b> <ul style="list-style-type: none"> <li>4.1 Promoting wellness: Primary and Secondary prevention</li> <li>4.2 Health-enhancing behaviours: Exercise, Nutrition, Yoga, Meditation</li> </ul>	10
<b>TOTAL</b>		40

**Reading List:**

1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
2. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
3. Misra, G. (1999). Stress and Health. New Delhi: Concept
4. Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill
5. Singh A K (2022). An Introduction to Health Psychology. Motilal Banarsi Das, Patna

<b>CC13 : Health Psychology (Practical)</b>
<b>(Practical: credits)</b>

**Practical :-**

Based on course CC13 (Th) Health Psychology, students are required to conduct any TWO Tests from the following –

1. Coping strategies
2. Mental Health
3. Subjective well-being

**TOTAL****CC14 : Introduction to Psychometric****Course Outcomes****After the completion of the course, the student will be able to:**

**CO1:** Get knowledge about the psychological tests, main characteristics and major types of psychological tests and assessment

**CO2:** Gain understanding of item analysis procedures in the context of psychological testing.

**CO3:** Learn to carry on the reliability and validity of psychological tests.

**CO4:** Learn various types of norms and their interpretation

**CO5:** Demonstrate the ability to develop and use psychological tests in practical life.

**CC14 : Introduction to Psychometric (Th)**  
**(Theory : 4 credit)**

<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>1.1 Meaning, Nature and Characteristics of Psychological Test</li> <li>1.2 Purpose of Psychological assessment</li> <li>1.3 Types of Psychological Test</li> <li>1.4 Ethical issues in testing</li> <li>1.5 Limitation of psychological test</li> </ul>	10
2	<b>Test Construction and Standardization</b> <ul style="list-style-type: none"> <li>2.1 General steps in psychological test construction</li> <li>2.2 Items writing: Concept and General guidelines</li> <li>2.3 Item Analysis – Meaning, Purpose, Item difficulty, Item discrimination</li> </ul>	12
3	<b>Psychometric Characteristics of Test</b> <ul style="list-style-type: none"> <li>3.1 Reliability: Concept and Types of reliability</li> <li>3.2 Validity: Concept and Types of validity</li> <li>3.3 Norms</li> </ul>	10
4	<b>Application of Psychological Testing</b> <ul style="list-style-type: none"> <li>4.1 Education</li> <li>4.2 Counselling and guidance</li> <li>4.3 Clinical setting</li> <li>4.4 Organization</li> </ul>	8
	<b>TOTAL</b>	40

**Reading List :**

1. Anastasi, A (2016). Psychological Testing, Pearson Education India
2. Chadha, N. K. (2009). Applied Psychometry. SAGE Publications India Pvt Ltd
3. R. Michael, Furr (2017). Psychometrics: An Introduction. SAGE Publications, Inc
4. Rust, J. & Golombok, S (2014). Modern Psychometrics: The Science of Psychological Assessment. Routledge
5. Singh, A.K. (1997). Test, measurements and research methods in behavioural sciences. Patna: Bharathi Bhavan Publishers and Distributors

<b>CC14 : Introduction to Psychometric (Practical)</b> <b>(Practical: 2 credits)</b>	
<b>Practical:-</b> Based on course CC14 (Th) Introduction to Psychometry, students are required develop ONE Psychological tests taking psychological variables. The test will have 15 – 20 items and will pass through reliability and validity process.	
<b>TOTAL</b>	

**Discipline Specific Elective (DSE)**

**SEMESTER – V**

**DSE1: Criminal Psychology**

**Course Outcomes**

**After the completion of the course, the student will be able to:**

- CO1: Get adequate understanding of the area of criminal behaviour
- CO2: Understand various theoretical perspectives on criminal behaviour
- CO3: Explain psychological perspectives of crimes in our society
- CO4: Familiarize themselves with the behaviour of criminals, its causes and remedies.
- CO5: Acquaint with various applications of criminal psychology.

<b>DSE1 : Criminal Psychology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> 1.1 Definition, Nature and Scope of Criminal psychology. 1.2 Theories of Crime: Psychological theories, Social theories	8
2	<b>Psychological Disorders and Criminal Behaviour</b> 2.1 Juvenile offender: Criminogenic factors in child and adult antisocial behaviour; Specific explanations of antisocial behaviour in childhood 2.2 Mental illness and Crime: Mental illness and Crime in general. 2.3 Sex offenders: Nature of rape; Theories: Feminist theory, Social learning and Evolutionary theory 2.4 Media and criminal behaviour	12
3	<b>Violent Criminal Behaviour and Drug related Crime</b> 3.1 Psychology of Aggression and Violence. 3.2 Terrorism 3.3 Drugs and Crime. 3.4 Cyber crimes – Meaning; Cyber related crime - Bullying, Harassment, Stalking	10
4	<b>Profiling, Prevention and Rehabilitation</b> 4.1 Psychological profiling and personality of criminals 4.2 Future predictions of criminal behaviour on the basis of criminal profiling.	10

	4.3 Prevention of crime 4.4 Delinquent Rehabilitation, Effective intervention for serious juvenile offenders. 4.5 Cognitive and Behavioural Rehabilitation of criminals.	
	<b>TOTAL</b>	40

**Reading List :**

1. Bachhav, Aun M. (2012). Criminal Psychology. Chandralok Prakashan, Kanpur -208021
2. Bharati, A. (2012). Studies on Criminological Psychology. G.S. Rawat for Ceber Tech Publications. New Delhi- 110 002
3. Howitt, D.(2002) (5th ed.). Introduction to Forensic and criminal psychology. England: Pearson education ltd.
4. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.

<b>DSE1 : Criminal Psychology (Practical)</b> <b>(Practical: 2 credits)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of hours</b>
	<p><b>Practical :-</b></p> <p>Based on course DSE 1 (Th) Criminal Psychology, students are required to conduct following TWO Tests—</p> <ol style="list-style-type: none"> <li>1. Guilt Quotient of your subject Using Chattopadhyay's "What is your guilt quotient?" scale or any other suitable scale</li> <li>2. Domestic Violence: To assess attitude of people towards domestic violence.</li> <li>3. Media and violence</li> <li>4. Cyber bullying</li> </ol>	
	<b>TOTAL</b>	

## **DSE2 : Industrial / Organizational Psychology**

### **Course Outcomes**

**After the completion of the course, the student will be able to:**

**CO1:** Develop an awareness of the concepts related to industrial / organizational psychology

**CO2:** Understand the work motivation and its theories

**CO3:** Comprehend the concept of work group and team and issues of conflict in organization

**CO4:** Get knowledge the leadership and communication system in the organization

**CO5:** Demonstrate the ability to develop connectivity between concepts and practices of organizations.

<b>DSE2 : Industrial / Organizational Psychology</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<p><b>Introduction</b></p> <p>1.1 Meaning and Nature, History (Classical and Neo-classical era) 1.2 Organizational behavior: Challenges in the Indian setting</p>	8
2	<p><b>Motivation and Job satisfaction</b></p> <p>2.1 Motivation: Meaning and Nature, 2.2 Theories of work motivation: Maslow, Herzberg, McClelland, Equity, &amp; Expectancy theory 2.3 Job satisfaction: Meaning, Factors and Impact</p>	10
3	<b>Group Behavior and conflict Management</b>	

	3.1 Group: Meaning, Types and Functions 3.2 Team: Meaning, Importance, Making an effective team 3.3 Conflict Management: Nature, Types of conflict, Conflict management.	12
4	<b>Leadership and Communication</b> 4.1 Leadership: Meaning; Theories – Trait theory, Behavioural theory, Transactional and Transformational Leadership model 4.2 Communication: Meaning, Process, Types, Barriers of effective communication	10
	<b>TOTAL</b>	40

**Reading List :**

1. Blum, M.L. & Naylor (1984). Industrial Psychology. Delhi: CBS Publishers
2. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
3. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
4. Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press
5. Robbins , S., Judge, T.A., & Sanghi, S. (2009). Organizational behavior(13th Ed.). New Delhi: Pearson Education.
6. Riggio, R. E. (2003) Introduction to Industrial/Organizational Psychology (4th d.). New Jersey: Prentice-Hall .

<b>DSE2 : Industrial / Organizational Psychology (Practical)</b>	
<b>(Practical: credits)</b>	
<b>Topics to be covered</b>	<b>No. of hours</b>
<b>Practical :</b> Based on course DSE II (Th) I/O Psychology, students are required to conduct any TWO Tests of / from the following– 1. Job satisfaction 2. Leadership 3. Work motivation 4. Team behaviour	
<b>TOTAL</b>	

## **SEMESTER – VI**

### **DSE3: Sport Psychology**

#### **Course Outcomes**

**After the completion of the course, the student will be able to:**

- CO1:** Develop knowledge and understanding of functions and role of sport psychologist
- CO2:** Develop understanding of various factors leading to sports performance
- CO3:** Demonstrate the ability related to various aspects of well-being of sports persons
- CO4:** Comprehend the research skills and develop professional competencies in the field

**DSE3 : Sport Psychology (Th)**  
**(Theory : 4 credit)**

<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>1.1 Sports Psychology: Meaning, Nature, Scope, Functions of sports psychologists</li> <li>1.2 Psychological factors affecting sport performance</li> <li>1.3 Understanding present and future trends</li> </ul>	8
2	<b>Personality and Motivation in Sports</b> <ul style="list-style-type: none"> <li>2.1 Personality and Sports: Major perspectives of personality; Personality and sports performance; Examining cognitive strategies and success.</li> <li>2.2 Motivation: Nature; Achievement motivation in sports</li> </ul>	10
3	<b>Leadership, Team and Competition</b> <ul style="list-style-type: none"> <li>3.1 Leadership and Coaching: Components of effective Leadership; Recognizing breakdowns and communication, Dealing with confrontation.</li> <li>3.2 Team cohesion: Nature; Relationship between cohesion and performance, Strategies for enhancing cohesion; Building self-confidence.</li> <li>3.3 Competition and Cooperation: Concept, Psychological techniques of enhancing competition and cooperation in sports</li> </ul>	12
4	<b>Sport and Psychological Well-being</b> <ul style="list-style-type: none"> <li>4.1 Sport and Psychological Well-being: Reducing anxiety and depression with exercise</li> <li>4.2 Relationship between stress and injury, Role of sports psychology in injury rehabilitation.</li> <li>4.3 Overtraining and Burnout: Factors leading to athlete overtraining and burnout;</li> <li>4.4 Relaxation strategies for sports: Progressive relaxation, Autogenic training, Yoga, Meditation</li> </ul>	10
	<b>TOTAL</b>	40

**Reading List :**

1. Cox, R.H. (2002). Sport Psychology: Concepts and Applications. New York; McGraw – Hill.
2. Kamlesh, M.L. (1988). Psychology in physical education and sports. Delhi : Metropolitan Book Co. Pvt. Ltd.,
3. Mohan, Jitendra. (1996) Recent Advances in sports Psychology. New Delhi: Friends publications.
4. Singh, R. (2014). Sport Psychology. New Delhi: Friends Publications.
5. Woods, R.B. (2011). Social Issues in Sport. U.S.A.: Human Kinetics.

**DSE3 : Sport Psychology (Practical)**  
**(Practical: 2 credits)**

<b>Topics to be covered</b>	<b>No. of hours</b>
<b>Practical :</b> Based on course DSE 3 (Th) Sports Psychology, students are required to conduct any TWO Tests from the following –(data to be collected from sports people) <ul style="list-style-type: none"> <li>1. Self-efficacy</li> <li>2. Resilience</li> <li>3. Team work / Team spirit</li> </ul>	
<b>TOTAL</b>	

## General Elective

### GE1 : Positive Psychology

**After the completion of the course, the student will be able to:**

**CO1:** Know the area of positive psychology and understand its basic concepts

**CO2:** Gain better understanding of assumptions, goals and themes and perspectives of positive psychology

**CO3:** Get adequate understanding of positive emotions and positive cognitive states and their value in life

**CO4:** Understand its applications in various domains

<b>GE1 : Positive Psychology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	Positive psychology: Meaning, Goals and Themes of positive psychology; Perspectives on positive psychology - Western and Eastern.	10
2	Positive emotional states: Subjective Well-being, Happiness, Positive Emotions, Resilience, Emotional Intelligence.	10
3	Positive cognitive states and Processes: Self-efficacy, Optimism, Hope, Gratitude, Mindfulness.	10
4	Applications of positive psychology: Work, Community and Mental health	10
<b>TOTAL</b>		40

#### **Reading List :**

1. Baumgartner, S.R., & Crothers, M.K. (2012). Positive Psychology. New Delhi: Pearson.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
3. Linley, P. A., & Joseph, S. (Eds.). Positive psychology in practice. Hoboken, NJ: John Wiley & Sons.
4. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
5. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
6. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

<b>GE1 : Positive Psychology (Practical)</b> <b>(Practical: credits)</b>	
<b>Topics to be covered</b>	<b>No. of hours</b>
<b>Practical :-</b> Based on course GE1 (Th) Positive Psychology, students are required to conduct any TWO Tests from the following – <ol style="list-style-type: none"><li>1. Happiness</li><li>2. Positive Mental Health</li><li>3. Gratitude</li><li>4. Mindfulness</li><li>5. Emotional Intelligence</li></ol>	
<b>TOTAL</b>	

### GE2 : Environmental Psychology

**After the completion of the course, the student will be able to:**

- CO1:** Aware of the field of environmental psychology
- CO2:** Understand the meaning and approaches of environmental psychology
- CO3:** Get understanding the effects of environment on health and behaviour
- CO4:** Demonstrate the ability to address the environmental issues from psychological perspectives.

<b>GE2 : Environmental Psychology (Th)</b> <b>(Theory : 4 credit )</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	Introduction: Nature and scope of environmental psychology; Psychological Approaches to environment- Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson); Ecological Psychology (Barker)	12
2	Effects of Environment issues on health and behaviour - Pollution, Crowding and Population explosion; effects of physical environment on health and behaviour.	10
3	Environmental problems and solutions - Psychology of environmental problems; sustainability, solution to environmental problems	10
4	Changing Behaviour to save Environment - Environmental psychology and saving the Environment - Environmental Education	8
<b>TOTAL</b>		40

**Reading List :**

1. Bell P. A., Fisher I. D., Baum A., and Greene T. C. (1990) 'Environmental Psychology, (3rd Edition), Harcourt Brace Jovanovich College Pub., U.S.A.
2. Bell, P., Greene, T., Fisher, J., & Baum, A. (2001). Environmental Psychology (5thed). NY: HarcourtBrace, Inc.
3. Gifford, R. (2007). Environmental psychology: Principles and practice. Optimal Books.
4. Winter, D. D., & Koger, S. (2004). The Psychology of Environmental Problems (2nded.). Mahwah, NJ: Lawrence Erlbaum Associates.

<b>GE2 : Environmental Psychology (Practical)</b> <b>(Practical: credits)</b>	
<b>Topics to be covered</b>	<b>No. of hours</b>
<p><b>Practical :</b> Based on course GE2 (Th) Environmental Psychology, students are required to conduct any TWO Tests from the following –</p> <ol style="list-style-type: none"> <li>1. Crowding</li> <li>2. Pro-Environmental Behaviour</li> <li>3. Environmental Attitudes</li> <li>4. Environmental Literacy</li> </ol>	
<b>TOTAL</b>	

**GE3 : Military Psychology**

**After the completion of the course, the student will be able to:**

- CO1:** Understand the military psychology and its applications
- CO2:** Get adequate knowledge of various psychological tools in the selection of military
- CO3:** Better understand the leadership process in the area of military
- CO4:** Understand and address the various mental health issues in military

<b>GE3 : Military Psychology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	Military Psychology: Nature, Scope, Application, Contemporary issues and Emerging trends.	8
2	Selection and Training of Military Personnel: Use of psychological tests in selection in the Defense Services, Assessment of Psychomotor, Spatial abilities, Interest, Aptitudes, and Personality; Training- Training needs analysis, Types and Methods of training, Evaluation and Monitoring.	12
3	Leadership in Military - Conformity, Compliance and Obedience; Maintaining Interpersonal relations, Group cohesion, Morale and Motivation.	8
4	Environmental factors and Military Health Issues: Effects of Extreme environmental conditions and Deprivation on military performance; Mental health issues in military: Depression, Alcoholism, Substance abuse, Suicide, Combat stress, Post-traumatic stress, Coping with stress.	12
<b>TOTAL</b>		40

**Reading List :**

1. Hall, R., & Mangelsdroff, D. (1991). Handbook of military psychology. John Wiley: USA.
2. Kennedy, C.H., & Zillmer, E.A. (2006). Military psychology: Clinical and operational applications. Guilford: New York, USA.
3. Ramachandran, K. (in press). Handbook of military psychology. Delhi: DIPR.
4. Reuven, G., Adavid, M., & S Dorff, A. (1991). Handbook of Military Psychology. USA, John Wiley Sons.
5. Shalit, B. (1988). The psychology of conflict and combat. Praeger: NY

<b>GE3 : Military Psychology (Practical)</b> <b>(Practical: credits)</b>	
<b>Topics to be covered</b>	<b>No. of hours</b>
<b>Practical :</b> Based on course GE 3 (Th) Military Psychology, students are required to conduct any TWO Tests from the following – 1. Suicide Ideation/ suicidal thoughts 2. Depression 3. PTSD 4. Morale	
<b>TOTAL</b>	

**GE4 : Community Psychology**

**After the completion of the course, the student will be able to:**

- CO1:** Understand the relevant concepts, issues and models of community psychology
- CO2:** Get knowledge of communities and issues and problems faced
- CO3:** Examine some of the core values of the community Psychology
- CO4:** Demonstrate the abilities to apply community level intervention and bring desirable change.

<b>GE4 : Community Psychology (Th)</b> <b>(Theory : 4 credit )</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	Introduction: Meaning of community psychology; Types of communities; Perspectives; Theories – Ecological theory, Sense of community theory, Social climate theory	10
2	Understanding communities: Nature, Importance and Context of community, Human diversity; Stress and Coping strategies in community context	10
3	Community Psychology's Core values: Individual and Family wellness; Social justice; Empowerment, Liberation; Empowering communities - Collaborations, Consortia and Coalition	10
4	Prevention and Promotion: Primary, Secondary and Tertiary prevention Community development and Social change: Community and social change; Community organizing techniques; Community change initiatives.	10
<b>TOTAL</b>		40

**Reading List :**

1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities (3rded.). Wadsworth, Cengage Learning: Belmont, CA, USA.
2. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
3. Naidoo, A., Pillay, J., & Bowman, B. (2007). Community psychology. Juta and Company Ltd.
4. Orford, J. (1992). Community psychology: Theory and practice. Wiley.
5. Rappaport, J. & Seidman, E. (2000). Handbook of community psychology. Springer Science & Business Media.
6. Rudkin, J.K. (2003). Community psychology: Guiding principles and orienting concepts. Prentice Hall.

<b>GE4 : Community Psychology (Practical)</b> <b>(Practical: credits)</b>	
<b>Topics to be covered</b>	<b>No. of hours</b>
<b>Practical :</b> Based on course GE4 (Th) Community Psychology, students are required to conduct any TWO Tests from the following – 1. Social Problem 2. Social awareness 3. Social support	
<b>TOTAL</b>	

**GE5 : Geriatric Psychology**

**After the completion of the course, the student will be able to:**

- CO1:** Understand human aging processes and its psychological perspective
- CO2:** Examine the issues older people face and ways to deal with those issues
- CO3:** Demonstrate the ability to carryon assessments of aged people
- CO4:** Demonstrate the ability to provide psychological interventions

<b>GE5 : Geriatric Psychology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	Introduction: Meaning, Aging process; Psychological theories of aging	8
2	Problems with aging: Psycho-social problems in aging, Coping methods, Major common physical ailments of elderly people	10
3	Geriatric Assessment and Care: Interviewing older adults; Psychological assessment over times; Geriatric counselling - Dimensions, Process and Challenges	10
4	Interventions: Cognitive-Behaviour Therapy, Cognitive Grief therapy; Psychological interventions in non-mental health settings; Cognitive impairment: Exercise and health promotion	12
	<b>TOTAL</b>	40

**Reading List :**

1. Birren, J. E., & Schaie, K. W. (2011). Handbook of the psychology of aging (6thEd). London: Academic Press.
2. Charles, Susan T., ed. (2009). Current directions in adulthood and aging. New York: Pearson.
3. Erber, J. T. (2013). Aging and older adulthood (3rd ed). N.J.: Wiley-Blackwell.
4. Schaie, K.W., & Willis, S.L., eds. (2011). Handbook of psychology of aging (7th Ed). London: Academic Press.
5. Hersen, M., & Van Hassett, V.B. (Eds.). (2013). Handbook of clinical geropsychology. Springer Science & Business Media.
6. Lichtenberg, P.A., Mast, B.T., Carpenter, B.D., Wetherell, J.L., & American Psychological Association (2015). APA handbook of clinical geropsychology. Washington, DC: American Psychological Association.
7. Panchana, N.A., & Laidlaw, K. (2014). The Oxford handbook of clinical geropsychology

<b>GE5 : Geriatric Psychology (Practical)</b> <b>(Practical: credits)</b>	
<b>Topics to be covered</b>	<b>No. of hours</b>
<b>Practical :-</b> Based on course GE5 (Th) Geriatric Psychology, students are required to conduct any TWO Tests from the following (data should be taken from old age people)- <ul style="list-style-type: none"> <li>1. Loneliness</li> <li>2. Well-being</li> <li>3. Adjustment</li> <li>4. Depression</li> <li>5. Cognitive deterioration</li> </ul>	
<b>TOTAL</b>	

**GE6 : Youth Psychology**

**After the completion of the course, the student will be able to:**

CO1: Understand the area of Youth psychology, especially in Indian context  
 CO2: Explain dynamics of youth relationship with important stakeholders  
 CO3: Understand the various challenges faced by youth  
 CO4: Get knowledge of various factors that influence youth development

<b>GE6 : Youth Psychology (Th)</b> <b>(Theory : 4 credit)</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	Introduction: Definition, Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context	8
2	Youth development and Relationships: (a) Family: Parent-youth conflict, sibling relationships, intergenerational gap; (b). Peer group identity: Friendships and Romantic relationships; (c) Youth culture: Influence of media, values and globalization on youth identity	12
3	Issues and challenges: Youth and risk behaviours (Drug abuse, Delinquency, Sexuality); Employment and Education	10
4	Developing Youth: Positive youth development; Building resources: Hope, Optimism and Resilience; Social capital	10
<b>TOTAL</b>		40

**Reading List :**

1. Agochia, D. (2010). Life competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage Publication.
2. Baron, R.A., Byrne, D. & Bhardwaj.G (2010). Social Psychology (12th Ed). New Delhi: Pearson
3. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
4. Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press.
5. Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge

<b>GE6 : Youth Psychology (Practical)</b> <b>(Practical: 2 credits)</b>	
<b>Topics to be covered</b>	<b>No. of hours</b>
<b>Practical :-</b> Based on course GE6 (Th) Youth Psychology, students are required to conduct any TWO Tests from the following – 1. Social media usage/ addiction 2. Interpersonal relationship 3. Social capital 4. Youth adjustment	
<b>TOTAL</b>	

**GE7 : Consumer Psychology**

**After the completion of the course, the student will be able to:**

- CO1:** Understand the psychology of consumers
- CO2:** Explain how consumers make decision
- CO3:** Demonstrate the ability to carryon the research on consumers behaviour
- CO4:** Comprehend about the development and change the consumer attitude

<b>GE7 : Consumer Psychology (Th)</b> <b>(Theory : 4 credit )</b>		
<b>Unit</b>	<b>Topics to be covered</b>	<b>No. of Lectures</b>
1	Introduction to consumer psychology; Meaning, Scope and Need of study of consumer psychology; Approaches to consumer behaviour research: Quantitative research and Qualitative research	10
2	Consumer Decision Making: Process, Levels and Types consumer decision	10
3	Psychological Influence on Consumer Behaviour - Personality and Self-Concept; Motivation; Consumer Learning; Consumer Perception; Consumer Communication	10
4	Consumer Attitudes: Development and Change	10
<b>TOTAL</b>		40

**Reading List :**

1. Henry Assael: Consumer Behavior and Marketing Action, Cengage Learning
2. Leon Schiffman: Consumer Behavior, Pearson Press
3. Schiffman Kanuk and S. Ramesh Kumar: Consumer Behaviour, Pearson, Latest Edition
4. Loudon and Bitta: Consumer Behaviour, Concepts and Applications, TMH, Latest Edition
5. Peter, J.P. and Olson: Consumer Behaviour and Marketing Strategy, TMH, Latest Edition
6. Blackwell and Engel: Consumer Behavior, Cengage Publication, Indian Edition

<b>GE7 : Consumer Psychology (Practical)</b> <b>(Practical: credits)</b>	
<b>Topics to be covered</b>	<b>No. of hours</b>
<b>Practical :-</b> Based on course GE7 (Th) Consumer Psychology, students are required to conduct any TWO Tests from the following – 1. Consumer motivation 2. Purchase involvement 3. Consumer buying behaviour	
<b>TOTAL</b>	