

# Syllabus

UG 3 Year

&

4 Year (Hons, & Hons with Research)

***Department of Psychology***

Indira Gandhi National Tribal University, Amarkantak, (MP)

## Course Structure of NEP (2024-25)

Prog.	Year	Semester	Course	Type	Credit	Marks
3 year Graduation Programme	1	I	Introduction to Psychology-I	Major (core)	4	100
			Fundamentals of Human Behaviour-I	Minor-1	4	100
			General Psychology	Multi-Discipline	3	75
				Ability Enhancement Course (AEC)	2	50
			Stress Management	Skill Enhancement Course (SEC)	3	75
				Value-Added Course (VAC)-1	2	50
				Value-Added Course (VAC)-2	2	50
		<b>Total</b>			<b>20</b>	<b>500</b>
		II	Introduction to Psychology-II	Major (core)	4	100
			Fundamentals of Human Behaviour-II	Minor-1	4	100
			Understanding Mental Disorders	Multi-Discipline	3	75
				Ability Enhancement Course (AEC)	2	50
			Computer Applications in Psychology	Skill Enhancement Course (SEC)	3	75
				Value-Added Course (VAC)-1	2	50
				Value-Added Course (VAC)-2	2	50
		<b>Total</b>			<b>20</b>	<b>500</b>
	2	III	Research Methods and Elementary Statistics	Major (core)	4	100
			Practical	Practical	4	100
			Educational Psychology	Minor-1	4	100
			Bhartiya Manovigyan	Multi-Discipline	3	75
				Ability Enhancement Course (AEC)	2	50
			Basics of SPSS and Data Representation	Skill Enhancement Course (SEC)	3	75
		<b>Total</b>			<b>20</b>	<b>500</b>
		IV	Life-Span Development	Major-I (core)	4	100
			Social Psychology	Major-II (Core)	4	100
			Statistics for Psychology	Major-III (Core)	4	100
			Practical	Practical	2	50
			Child Development	Minor-1	2	50
				Minor-2	2	50
				Ability Enhancement Course (AEC)	2	50
		<b>Total</b>			<b>20</b>	<b>500</b>

3 year Graduation Programme	3	V	Psychological Assessment	Major-I (core)	4	100	
			Neuro-Physiological Basis of Behaviour	Major-II (Core)	4	100	
			Industrial and Organisational Psychology	Major-III (Core)	4	100	
			Practical	Practical	2	50	
			Environmental Psychology	Minor-1	2	50	
				Minor-2	2	50	
			Fieldwork/Summer Internship	Summer Internship	2	50	
		Total				20	500
		VI	Personality	Major-I (core)	4	100	
			Basic Psychopathology	Major-II (Core)	4	100	
			Psychological Thought Development	Major-III (Core)	4	100	
			Practical	Practical	4	100	
			Skills for Guidance and Counselling	Minor-1	2	50	
			Minor-2	2	50		
	Total				20	500	
		Grand Total (3 Year BA)				120	3000

## Course Structure of NEP 2020 (2024-25)

Prog.	Year	Semester	Course	Type	Credit	Marks	
4 year BA (Honours)	4	VII	Research Methods and Experimental Designs	Core-I	4	100	
			Advanced Physiological Psychology	Core-II	4	100	
			Advanced Psychopathology	Core-III	4	100	
			Cognitive Processes	Minor-1	2	50	
				Minor-2	2	50	
			Practicals	Practicals	4	100	
		Total				20	500
		VIII	Learning and Memory Processes	Core-I	4	100	
			Non-Experimental and Correlational Methods	Core-II	4	100	
			Practical-I	Core-III	4	100	
			Practical-II	Core-IV	4	100	
			Basics of Health Psychology	Minor-1	2	50	
				Minor-2	2	50	
		Total				20	500
		Grand Total (4 Year BA with Honours)					160
4 year BA (Honours with Research)	4	VII	Research Methods and Experimental Designs	Core-I	4	100	
			Advanced Physiological Psychology	Core-II	4	100	
			Advanced Psychopathology	Core-III	4	100	
			Cognitive Processes	Minor-1	2	50	
				Minor-2	2	50	
			Practicals	Practicals	4	100	
		Total				20	500
		VIII	Non-Experimental and Correlational Methods	Major-I (core)	4	100	
			Basics of Health Psychology	Minor-1	2	50	
				Minor-2	2	50	
			Research Project/Dissertation	Research Project/Dissertation	12	300	
		Total				20	500
		Grand Total (4 Year BA with Honours with Research)					160

## **SEMESTER-I**

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### **INTRODUCTION TO PSYCHOLOGY-I**

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**Discipline Major**

**Paper Code:**

**CREDIT-04**

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#### **COURSE DESCRIPTION:**

This course provides a comprehensive introduction to the field of psychology, exploring its nature, scope, and scientific foundations. Students will delve into the fundamental processes of attention, sensation, perception, learning, memory, and forgetting.

#### **COURSE LEARNING OBJECTIVES:**

- To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life
  - Appreciation of the scope and the field of psychology
  - Developing familiarity with basic concepts related to some foundational themes of study in psychology, such as sensation, attention, learning, memory, and perception.
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#### **Unit- I**

Introduction: Nature, scope and goals of Psychology. Psychology as a science. Methods of Psychology.

#### **Unit – II**

Attention and Sensation: Attention: Nature, types and determinants of attention. Sensation: nature and influencing factors. Structure and function of the human eye and human Ear.

#### **Unit - III**

Perception: Nature and determinants of perception. Laws of perceptual organisation. Time and Depth perception. Perceptual consistency, Failure of perception: Illusion.

#### **Unit – IV**

Learning: Concept of learning. Classical conditioning, Instrumental conditioning, Schedule of Reinforcement; Cognitive and observational learning; Verbal Learning

## Unit - V

Memory and Forgetting: Memory: Nature and stages of memory, Types of memory: sensory, short-term, long-term, Reconstructive memory, Theories of memory. Forgetting: Nature and its theories. Mnemonic Techniques.

### Recommended Books:

1. Baron, R. A. (2006). *Psychology* (5th Ed.). New Delhi: Pearson Education.
2. Ciccarelli, S. K., White, J. N., & Misra, G. (2017). *Psychology*. Delhi: Pearson.
3. Coon, D., & Mitterer, G. E. (2010). *Introduction to Psychology: Gateway to mind and behaviour* (12<sup>th</sup> Ed.). New Delhi: Cengage.
4. Gerrig, R. J., & Zimbardo, P. G. (2006). *Psychology and Life* (17th Ed.). New Delhi: Pearson Education.
5. Singh, A. K. (2015). *Uchchatar Samanya Manovigyan*. Varanasi: Motilal Banarasi Das.
6. Morgan, T. C., & A. R. King (1981). *Introduction to psychology* (6th ed.). Sinagore City: McGraw-Hill.
7. त्रिपाठी, ला० ब० एवं अन्य (2001). आधुनिक प्रायोगिक मनोविज्ञान. आगरा:हरप्रसाद भार्गव.
8. सिंह, अरुण कुमार (2006). उच्चतर सामान्य मनोविज्ञान. वाराणसी : मोतीलाल बनारसी दास.

# FUNDAMENTALS OF HUMAN BEHAVIOUR - I

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**(Minor-I)**

**Paper Code:**

**CREDIT-02**

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## **COURSE DESCRIPTION:**

This course is designed for students majoring in disciplines other than psychology. The primary objective is to provide an introduction to the field of psychology, exploring its definition, goals, and scope. Students will gain an understanding of various psychological approaches, including psychodynamic, behavioural, and humanistic perspectives. The course delves into learning processes, focusing on classical and instrumental conditioning, and covers the nature, stages, and types of memory, along with the causes of forgetting.

## **COURSE LEARNING OBJECTIVES:**

- To understand the nature of the discipline “Psychology” to the students.
  - Students will be able to learn different types of approaches.
  - They will be able to understand how biology plays an important role in determining human behaviour.
  - To understand the nature of learning and memory, factors affecting learning and memory.
  - To understand the classical classification of personality types.
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## **Unit – I:**

Psychology: Definition, goals and scope; Approaches of Psychology: Psychodynamic, Behavioural and Humanistic.

## **Unit – II:**

Biological basis of behaviour: Neuron: Structure and function, Action potential and synapse. Endocrine system.

## **Unit - III**

Learning: Meaning and nature of learning; Conditioning: Classical and Instrumental.

## **Unit – IV**

Memory: Nature and stages; Types of memory: Sensory, Short-Term and Long-Term Memory. Forgetting: Nature and Causes.

## Unit - V

Personality: Nature, definition and determinants, Type and trait approach of personality.

### Recommended Books:

1. Baron, R. A. (2006). *Psychology* (5th Ed.). New Delhi: Pearson Education.
2. Ciccarelli, S. K., White, J. N., & Misra, G. (2017). *Psychology*. Delhi: Pearson.
3. Coon, D., & Mitterer, G. E. (2010). *Introduction to Psychology: Gateway to mind and behaviour* (12<sup>th</sup> Ed.). New Delhi: Cengage.
4. Gerrig, R. J., & Zimbardo, P. G. (2006). *Psychology and Life* (17th Ed.). New Delhi: Pearson Education.
5. Morgan, T. C., & A. R. King (1981). *Introduction to psychology* (6th ed.). Sinagore City: McGraw-Hill.
6. Baron, R. A., & Byrne, D. (1998). *Social psychology* (8th Ed.). New Delhi: Prentice-Hall.
7. त्रिपाठी, लाल बाल एवं अन्य (2001). आधुनिक प्रायोगिक मनोविज्ञान. आगरा:हरप्रसाद भार्गव.
8. सिंह, अरुण कुमार (2006). उच्चतर सामान्य मनोविज्ञान. वाराणसी : मोतीलाल बनारसी दास.



# STRESS MANAGEMENT

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**SEC**

**Paper Code:**

**CREDIT-02**

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## **COURSE DESCRIPTION:**

This course delves into the multifaceted nature of stress, exploring its various types, sources, responses, and impacts on individuals. It gives students a thorough understanding of stress mechanisms, effective coping strategies, and stress reduction techniques.

## **COURSE LEARNING OBJECTIVES:**

- This course is designed to enhance the skills of the students.
  - Students will understand the nature of stress, different types of stressors, and how to cope with stress using different coping strategies.
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## **Unit– I**

Stress: Concept, Definition and its types: Acute stress, episodic stress, and chronic stress, as well as their signs and symptoms.

## **Unit – II**

Sources of Stress: Psychological, Social, Environmental, Academic, Family and Workplace.

## **Unit - III**

Stress response: Fight or Flight; Impact of stress: Physiological, Psychological, and Social Impact; PTSD and Acute Stress Disorders; Social support and health.

## **Unit – IV**

Coping Mechanisms: - Appraisal-focused, Emotional-focused and Problem-focused. Resilience and Stress. Nutrition and health.

## **Unit - V**

Stress Reduction Techniques: Autogenic Training, Biofeedback, Relaxation, Yoga and Meditation.

## **Recommended Books:**

1. Singh, A. K. (2015). *Uchchatar Samanya Manovigyan*. Varanasi: Motilal Banarasi Das.
2. Acharya, Y. (2019). *Yoga and stress management*. Delhi: Fingerprint Publications.
3. Fink, J. (2016). *Stress: Concepts, Cognition, Emotion, and Behavior*. Academic Press Inc

## SEMESTER- II

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### INTRODUCTION TO PSYCHOLOGY – II

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**Discipline-Major**

**Paper Code:**

**CREDIT-04**

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#### **COURSE DESCRIPTION:**

This course provides a comprehensive overview of key psychological concepts related to motivation, emotion, cognitive processes, personality, and intelligence. Each unit delves into foundational theories and concepts, offering students a deep understanding of these crucial aspects of psychology.

#### **COURSE LEARNING OBJECTIVES:**

- Introduce students to additional basic concepts of psychology covered in the first semester.
  - Developing familiarity with basic concepts related to some foundational themes of study in psychology that help to understand and predict human behaviour such as motivation, emotions, intelligence and cognitive processes.
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#### **Unit – I:**

Motivation: Nature and concept; types of motives: Inborn and acquired. Theories of motivation: Instinct theory, Drive Reduction, Expectancy; Maslow's Needs Hierarchy Theory.

#### **Unit – II:**

Emotion: Concept of Emotion. Physiological changes during emotions. Theories of Emotion: James-Lange; Cannon-Bard; Schachter-Singer; Lazarus, cognitive Mediation Theory.

#### **Unit - III**

Cognition Processes: Problem-solving, Decision-making, Thinking and Concept Formation.

#### **Unit – IV**

Personality: Nature and Assessment; Theories of Personality: Kretchmer, Sheldon, Allport, Cattell, Big-Five Factors, Roger's Self-theory.

## Unit - V

Intelligence: Nature and defining of Intelligence; Theories of Intelligence: Spearman, Thurston, Gardner's Multiple Intelligence, Sternberg, PASS model of intelligence; Concept of IQ; Measurement of Intelligence: Stanford-Binet Test, WAIS/WISC.

### Recommended Books:

1. Baron, R. A. (2006). *Psychology* (5th Ed.). New Delhi: Pearson Education.
2. Ciccarelli, S. K., White, J. N., & Misra, G. (2017). *Psychology*. Delhi: Pearson.
3. Coon, D., & Mitterer, G. E. (2010). *Introduction to Psychology: Gateway to mind and behaviour* (12<sup>th</sup> Ed.). New Delhi: Cengage.
4. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2017). *Introduction to Psychology* (7<sup>th</sup> Ed.). New Delhi.
5. Nolen-Hoeksema, S., Fredrikson, B. L., Loftus, G. R. & Lutz, C. (2015). *Atkinson & Hilgard's Introduction to Psychology* (16th Ed.). New Delhi: Cengage Learning.
6. Singh, A. K. (2015). *उच्चतर सामान्य मनोविज्ञान*. Varanasi: Motilal Banarasi Das.

# FUNDAMENTALS OF HUMAN BEHAVIOUR-II

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**Discipline-Minor**

**Paper Code:**

**CREDIT-02**

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## **COURSE DESCRIPTION:**

This course offers an in-depth exploration of key psychological concepts, focusing on motivation, emotion, intelligence, social behaviour, and abnormal behaviour. It is tailored for students majoring in disciplines other than psychology but wish to gain a comprehensive understanding of fundamental psychological principles and theories.

## **COURSE LEARNING OBJECTIVES:**

- Students will understand the nature of motivation and its impact on a person's behaviour.
  - Students will understand the basic principles of emotions and the bodily changes during emotional perception and expression.
  - Students will understand the variations in mental abilities among individuals and will learn key theories of intelligence to comprehend the nature of intelligence.
  - Students will understand how individuals behave in social situations and how these situations influence human behaviour.
  - Students will be introduced to the concept of abnormality and will gain an understanding of some common behavioural disorders.
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## **Unit-I**

Motivation: Nature and its types, Factors affecting motivation. Need hierarchy theory of motivation.

## **Unit –II**

Emotion: Meaning and characteristics, Physiological changes during emotions. James-Lange & Cannon-Bard Theory of Emotions.

## **Unit –III**

Intelligence: Nature and Definition; Concept of IQ; Theories of Intelligence: Spearman, Thurston, Gardner

## **Unit-IV**

Social Behaviour: Definition of Social Psychology, Types of social behaviour: Helping behaviour, Aggression, Attitude and Social influence.

## Unit –V

Abnormal behaviour: Definition and its criteria, Anxiety related disorder, Mood Disorder and Schizophrenia.

### Books Recommended:

1. Baron, R. A. (2006). *Psychology* (5th Ed.). New Delhi: Pearson Education.
2. Ciccarelli, S. K., White, J. N., & Misra, G. (2017). *Psychology*. Delhi: Pearson.
3. Coon, D., & Mitterer, G. E. (2010). *Introduction to Psychology: Gateway to mind and behaviour* (12<sup>th</sup> Ed.). New Delhi: Cengage.
4. Gerrig, R. J., & Zimbardo, P. G. (2006). *Psychology and Life* (17th Ed.). New Delhi: Pearson Education.
5. Morgan, T. C., & A. R. King (1981). *Introduction to psychology* (6th ed.). Sinagore City: McGraw-Hill.
6. Carson, R. C., Butcher, J.N., Mineka, S. (2004). *Abnormal psychology and modern life* (11<sup>th</sup>Ed.). Singapore: Pearson education.
7. त्रिपाठी, लालू एवं अन्य (2001). आधुनिक प्रायोगिक मनोविज्ञान. आगरा:हरप्रसाद भार्गव.
8. सिंह, अरुण कुमार (2006). उच्चतर सामान्य मनोविज्ञान. वाराणसी : मोतीलाल बनारसी दास.

# COMPUTER APPLICATIONS IN PSYCHOLOGY

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## Skill Enhancement Course (SEC)

**Paper Code:**

**CREDIT-02**

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### **COURSE DESCRIPTION:**

In the current scenario, learning computers and essential software is critical to work significantly in psychology, especially research activities. This course offers a comprehensive introduction to essential software tools and internet resources. It covers fundamental skills in Microsoft Office applications (Word, Excel, and PowerPoint) and introduces SPSS for data analysis, equipping students with practical skills for academic and professional use. Students will be required to provide pictorial representations of the steps and windows that appear during calculations and the output window with key indicators commonly presented in research articles during the end-semester examination. Hands-on practice sessions will be organised for each topic in the syllabus throughout the course.

### **COURSE LEARNING OBJECTIVES:**

- This course introduces students to the essential components of computers, the introduction of the internet, and how students search for different valid information from the internet.
  - Students will learn to perform basic tasks using different office software, independently create research proposals, conduct basic calculations, including statistical analysis, and prepare presentations effectively.
  - Understand the nature of SPSS, the critical software used for statistical analysis.
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### **Unit – I:**

Introduction: Concept of Hardware and software. Introduction to the Internet. Basics of searching information over the internet; introduction to Google Scholar.

### **Unit – II:**

Introduction to Microsoft Office, Basics of MS Word, formatting and page setups, Printing the job, and Working with tables in MS Word. Graphic and word art. Google Doc: an alternative to MS Word.

## **Unit - III**

Introduction to MS Excel, data formatting and entering it in sheets, basic calculations, page formatting, and graphical data representation: formulas and advanced features in Excel. Google Sheets: an alternative to Excel.

## **Unit – IV**

Introduction to MS PowerPoint: Basics of presentation; creation and addition of slides; animation and Slide designs; formatting of slides and inserting text, table, audio and video in the slide; Different printing styles of PPT. Google Slides: an alternative to PowerPoint presentations.

## **Unit - V**

SPSS: Introduction to SPSS. Data entry, creation of variables, and preparing Graphs.

### **Recommended Books:**

1. Jain, S. (2014). *Basic computer course: MS Office*. Chennai: McGraw Hill Education.
2. Goel, A. (2010). *Computer fundamentals*. New Delhi: Pearson Education.
3. Field, A. (2010). *Discovering Statistics Using IBM SPSS Statistics* (5<sup>th</sup> Ed.). SAGE
4. Meyers, L. S., Gamst, G. C., & Guarino, A. J. (2015). *Performing data analysis using IBM SPSS*. New Delhi: Wiley

## **SEMESTER-III**

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### **RESEARCH METHODS AND ELEMENTARY STATISTICS**

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**Discipline-Major**

**Paper Code:**

**CREDIT-04**

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#### **COURSE DESCRIPTION:**

This course thoroughly explores research methodologies and statistical applications in psychology. Students will gain essential skills in designing experiments, conducting various types of research, and applying statistical techniques to analyse and interpret data.

#### **COURSE LEARNING OBJECTIVES:**

- Introduce students to various research methods employed in study and research.
  - Students will gain a detailed understanding of experimental research, including conducting experiments, maximising variance, and controlling extraneous variables.
  - Gain an understanding of various experimental designs utilised in experimental research.
  - Study various descriptive techniques to analyse data distribution, including central tendency and variability measures. These techniques help in understanding the shape and characteristics of the data.
  - Learn about the nature of data, the characteristics of normal distribution, and various errors related to normal distribution.
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#### **Unit-I**

Research Methods: Nature and classification; Types of experimental research: Laboratory and Field experiment. Non-experimental research: Field studies, Observational study, Survey research, and Case study.

#### **Unit-II**

Experimental Research: Steps involved in experimentation; Problem, hypothesis and Variables: Types and control of variables.

#### **Unit-III**

Experimental design: Meaning and purpose; single group design: Pre and post-design. Between subject's designs: Randomised, matched groups and factorial design.



## **Unit-IV**

Statistics and its applications in psychology: Nature and importance of Statistics in Psychology. Frequency Distributions and Graphical Representation of Data. Measures of Central Tendency: Mean, Median, Mode; Variability: Range, Quartile Deviation and Standard Deviation.

## **Unit-V**

Normal probability curve: Properties and applications of normal probability. Errors in Normalcy.

### **Recommended Books:**

1. Breakwell, G. M., Hammon, S., Fife-Shaw, C., & Smith, J. (2006). *Research methods in psychology* (3rd Ed.). London: SAGE.
2. Haslam, S. A., & McGarty, C. (2003). *Research methods and statistics in psychology*. London: SAGE.
3. McGuigan, F. J. (1990). *Experimental psychology* (5th Ed.). New Delhi: Prentice-Hall, India.
4. Howell, D. C. (2010). *Statistical methods for psychology*. Belmont: Wadsworth.
5. Singh, A. K. (2004). *मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ*. Varanasi: Motilal Banarasi Das.

# PRACTICAL

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**Paper Code:**

**CREDIT-04**

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**COURSE DESCRIPTION:**

These topics cover various aspects of cognition, perception, learning, and assessment within psychology, each offering insights into different psychological processes and phenomena.

**COURSE LEARNING OBJECTIVES:**

- Practicum experiences will enhance students' in-depth understanding of the topic.
  - It will cultivate a deep appreciation among students for the true scientific nature of the discipline.
  - Students will experience and measure illusions, organisation in verbal learning, and explore the nature of short-term and long-term memory, problem-solving strategies, forgetting mechanisms, intelligence, attention, perception, and various other psychological constructs.
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**Any Six of the following:**

1. Muller-Lyer Illusion
2. Clustering in verbal learning
3. Serial position effect
4. Set in problem-solving
5. Forgetting
6. Intelligence test
7. Reconstructive memory
8. Sustained attention
9. Time perception
10. Cognitive mapping
11. Personality assessment

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**Minor-I****Paper Code:****CREDIT-02**

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**COURSE DESCRIPTION:**

This course offers an in-depth exploration of Educational Psychology, focusing on its nature, objectives, scope, and methods used in this field. The curriculum is designed to provide a comprehensive understanding of child development, learning processes, motivation, the integration of technology in education, and the education of special and disadvantaged children.

**COURSE LEARNING OBJECTIVES:**

- To introduce students to one of the different applied fields of psychology with an emphasis on applications of psychology in everyday life.
  - How a child grows in society and how it relates to education.
  - Effective methods of learning in the classroom and how to motivate students.
  - Types of differently abled children and their education.
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**Unit – I:**

Introduction: Nature, objective and scope of Educational Psychology; Methods of Educational Psychology: Introspection, Interview, Case-study, Rank Methods, Cross-sectional and Longitudinal.

**Unit – II:**

Development of Child: Heredity and Environment; Growth and Development, Stages of Development. Emotional and Social development and its role in Education.

**Unit-III:**

Learning and Motivation: Methods of Effective Learning: Factors affecting classroom learning Motivation: Concept and types of Motives, Functions of motivation in the learning Process, incentives and motives in Learning.

**Unit-IV:**

Technology and Programmed Learning. Meaning and Importance, Computer-assisted Instructions, Learning styles, Influencing factors of academic achievement. Guidance in Schools: types and techniques

### **Unit-V:**

Education of a special child. Types of special child, Divyang child and their characteristics, Backward Children: nature; causes, problems and educational adjustment. Disadvantaged and deprived children's psychological consequences.

### **Recommended Books:**

1. Singh, A. K. (2012). शिक्षा मनोविज्ञान, Patna: Motilal Banasasi Das
2. Woolfolk. A. (2013) Educational Psychology (13th ed.). Upper Saddle River, NJ Pearson.
3. Skinner, C. E. (1952) Educational Psychology (3rd ed.). London

## **Skill Enhancement Course (SEC)**

**Paper Code:**

**CREDIT-02**

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### **COURSE DESCRIPTION:**

This course equips students with practical skills in data analysis using SPSS, covering fundamental statistical techniques such as descriptive statistics, hypothesis testing, correlation, regression, and advanced graphical representation methods. Students will learn to use SPSS effectively for analysing and interpreting data across various research domains. Students will be required to provide pictorial representations of the steps and windows that appear during calculations and the output window with key indicators commonly presented in research articles during the end-semester examination. Hands-on practice sessions will be organised for each topic in the syllabus throughout the course.

### **COURSE LEARNING OBJECTIVES:**

- Students will learn about the nature of data and how to enter data into SPSS software.
  - Students will learn how to create various graphs and configure their settings appropriately.
  - Students will learn the steps by calculating basic statistical processes like central tendency, variability, t-test, correlation and Chi-square.
  - Students will learn the steps for calculating various basic statistical processes, such as measures of central tendency, variability, t-tests, correlation, and Chi-square tests.
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### **Unit – I:**

Introduction: Level of measurement, types of data; introduction to SPSS data window and variable window. Creating and saving the data file.

### **Unit – II**

Graphical representation of the data using Histogram, Frequency polygon, cumulative frequency polygon, Bar Diagram, Comparative bar diagram, Pie-chart and Pictorial graph; Preparation and formatting of the graph in SPSS.

### **Unit – III**

Frequency Distribution: computation using SPSS: Central tendency: Mean, Median and mode. Variability: Range and Standard Deviation; Percentage and Percentile. NPC: Kurtosis and Skewness.

### **Unit – IV**

Computation of Hypothesis Testing in SPSS: t-test: Independence and paired sample, One-way analysis of variance.

## **Unit – V**

Computation of Correlation in SPSS: Linear relationship, Scatter plot, simple and multiple regression analysis; Chi-square test: goodness of fit and independence. Non-parametric tests.

### **Recommended Books:**

1. Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th Ed.). New Delhi: Pearson Education.
2. Gregory, R. J. (2005). *Psychological testing: History, principles, and applications* (5th Ed.). New Delhi: Pearson Education.
3. Howell, D. C. (2010). *Statistical methods for psychology*. Belmont: Wadsworth.
4. Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues*. New Delhi: Cengage.
5. Singh, A. K. (2008). *Tests, measurement research methods in behavioural sciences*. Patna: Bharti Bhawan.

## SEMESTER-IV

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### LIFE-SPAN DEVELOPMENT

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**Discipline Major-I**

**Paper Code:**

**CREDIT-04**

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#### **COURSE DESCRIPTION:**

This course provides a comprehensive overview of human development across the lifespan, emphasising key developmental stages, theories, and challenges. Students will gain insights into the physical, cognitive, emotional, and social changes from infancy through old age.

#### **COURSE LEARNING OBJECTIVES:**

- In this course, students will learn about the various developmental stages across the lifespan.
  - Students will learn how a person exhibits different characteristics at various stages of the lifespan, enabling them to understand normal behaviour and predict future behaviour based on these developmental stages.
  - Additionally, students will gain an understanding of physical, emotional, and social development throughout life.
  - They will understand significant characteristics and issues at different developmental stages a person faces.
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#### **Unit-I**

Introduction: Concepts of development, growth and maturation: Developmental stages, principals of development, theories of development: Freud, Erickson and Vygotsky.

#### **Unit-II**

Infancy: Sensory and perceptual development; language, emotional and social development.

#### **Unit-III**

Childhood: Developmental tasks, Cognitive development, Piagetian stages of cognitive development, social, emotional and moral development, Kohlberg's theory of moral development.

#### **Unit-IV**

Adolescence: Developmental tasks; physical and psychological changes; development of identity.

## Unit-V

Adulthood and old age: Developmental tasks; adjustment problems; specific issues of adulthood and old age; health and lifestyle problems in old age.

### Recommended Books:

1. Berk, L. E. (2017) (19<sup>th</sup> Ed). *Child development*. New Delhi: Pearson.
2. Bhutt, G. (1990). *Vikasatmak Manovigyan*. Delhi: Delhi University.
3. Feldman, R. S., & Babu, N. (2018). *Development Across the Life Span*, (8<sup>th</sup> edition). New Delhi: Pearson Education.
4. Santrock, J. W. (2019) (17<sup>th</sup> Ed.). *Life-span development*. New York: McGraw Hill.
5. Shaffer, D. R., & Kipp, K. (2008). *Developmental psychology: Childhood & adolescence*. Belmont: Thomson Higher Education.
6. Hurlock, E. (2017). *Developmental Psychology: A: Life-Span Approach*. New Delhi: Tata McGrawhill
7. त्रिपाठी० ला० ब०, एवं पांडेय, एस० (2009). *मानव विकास का मनोविज्ञान*. Delhi: Concept Publishers.



# SOCIAL PSYCHOLOGY

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## Discipline Major-II

**Paper Code:**

**CREDIT-04**

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### **COURSE DESCRIPTION:**

This course explores the fundamental concepts and theories of social psychology, focusing on how individuals perceive, influence, and relate to others. Students will learn about the psychological mechanisms underlying social behaviour, group dynamics, and interpersonal relationships and gain insights into the factors driving helping behaviour and aggression.

### **COURSE LEARNING OBJECTIVES:**

- Understanding the definition, scope, and importance of social psychology.
  - Students will learn about the socialisation process and structure of groups and functions.
  - Students will learn how individuals form opinions and judgments about others, as well as the process of explaining the causes of behaviour and events.
  - They will understand how a person's behaviour is influenced by social factors and how individuals behave in specific social situations.
- 

## **Unit – I**

Social Psychology: Nature and Scopes, Socialization; Agent and Mechanism, Groups; Structure and Function.

## **Unit – II**

Person-Perception: Impression formation, Social Cognition; Schema, Schematic Processing, Attribution.

## **Unit - III**

Attitude: Nature, Formation and Measurement. Interpersonal Attraction: Nature and Measurement.

## **Unit – IV**

Group Influence: Social Facilitation, Social Loafing, Polarisation and De-individuation. Social Influence: Conformity, Compliance and Obedience.

## Unit - V

Social Behaviour: Helping Behaviour; Nature and Determinants. Aggression: Nature, Provoking Factors and its Control.

### Recommended Books:

1. Alcock, J. E., Carment, D. N., Sadava, S. N., Collins, J. E., & Green, J. M. (1998). *A textbook of social psychology*. Scarborough, Canada: Prentice-Hall.
2. Aronson, E., Wilson, T. D., & Akert, R. M. (2010). *Social psychology* (7th Ed.). Upper Saddle River, NJ: Prentice-Hall.
3. Baron, R. A., & Byrne, D. (1998). *Social psychology* (8th Ed.). New Delhi: Prentice-Hall.
4. Singh A. K. (1996). आधुनिक समाज मनोविज्ञान की रूपरेखा (3rd Ed.). Varanasi: Motilal Banarasi Das.
5. Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). *Social psychology* (12th Ed.). Englewood Cliffs, NJ: Prentice-Hall.

# STATISTICS FOR PSYCHOLOGY

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## Discipline-Major-III

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

This course comprehensively explores correlation analysis, hypothesis testing, and advanced statistical methods. Students will learn to analyse relationships between variables, interpret statistical significance, and apply various tests to different data types.

### **COURSE LEARNING OBJECTIVES:**

- The students will learn about statistical data analysis, enabling them to utilise this information in the research process and draw conclusions effectively.
  - Students will learn various methods of calculating correlation, which is essential for conducting correlational studies to determine relationships between variables. They will also learn to apply these methods when variables are not continuous.
  - By learning t-tests and F-tests, students can compare means across different groups. They will also grasp fundamental concepts related to analysing outcomes, such as levels of significance and associated errors.
- 

### **Unit-I**

Correlation: Graphing correlation-the scatter diagram. A pattern of Correlation: Linear and Curvilinear; Zero, Positive, and Negative linear correlation. Correlation Coefficient: Assumptions and significance. Multiple and Partial correlation.

### **Unit-II**

Calculation of Correlation Coefficient: Product moment (Pearson's)  $r$ , Rank Difference Method ( $\rho$ ). Prediction: Introduction and calculation.

### **Unit-III**

Further Correlation methods: bi-serial correlation, point bi-serial correlation, phi-coefficient, tetrachoric correlation, and partial and multiple correlation.

### **Unit-IV**

Significance of Differences: Null Hypothesis, Level of Confidence, Type-I and Type-II errors. Significance of difference between two means: Large group and small group; related and independent samples; between two proportions and correlations.

### **Unit-V**

Analysis of Variance (ANOVA): One-Way ANOVA, Two-Way ANOVA. Chi-square test.

## **Recommended Books:**

1. Forshaw, M. (2007). *Early statistics in Psychology: A BPS guide*. Harper & Row.
2. Mangal, S. K. (2002). *Statistics in Psychology and Education*. New Delhi, Pearson.
3. Verma, J. P., Ghufraan, M. (2012). *Statistics for Psychology*. New Delhi: Tata McGraw-Hill.
4. Garrett, H. E. (2005). *Statistics in Psychology & Education*. New Delhi: Paragon International Publishers.
5. Kapil, H. K. (2014). *सांख्यिकी के मूल तत्व*. Sri Vinod Pustak Mandir.

# PRACTICAL

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## Core

**Paper Code:**

**CREDIT-02**

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### **COURSE DESCRIPTION:**

These outlines provide a structured approach to planning experimental and correlational studies, focusing on defining objectives, selecting appropriate designs, identifying variables, collecting data, analysing results, and addressing ethical considerations.

### **COURSE LEARNING OBJECTIVES:**

- The students will learn various social psychology concepts by measuring different constructs such as conformity, social facilitation, aggression, etc.
  - Students will also learn some concepts from life-span development.
  - Students will learn to formulate research problems and analyse results by planning experimental studies and applying their theoretical knowledge to practical hands-on experience. This approach applies similarly to correlational studies, allowing students to gain practical skills in research methodologies.
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Any two of the following:

1. Social conformity
2. Social facilitation
3. Interpersonal attraction
4. Assessment of aggression
5. Prosocial behaviour
6. Attitude measurement
7. Emotional Maturity
8. Planning an experimental study based on randomised group design.
9. Planning a correlation study

# CHILD DEVELOPMENT

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## Discipline-Minor-I

**Paper Code:**

**CREDIT-02**

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### **COURSE DESCRIPTION:**

This course provides a comprehensive exploration of child development from conception through adolescence. It begins with foundational growth, development, and maturation concepts, delving into the ongoing nature-nurture debate. Key development principles and genetic foundations are examined alongside prenatal development stages and related genetic abnormalities. The course integrates major developmental theories from Freud, Erikson, Piaget, and Vygotsky and covers physical, neurological, motor, and language development during infancy and childhood.

### **COURSE LEARNING OBJECTIVES:**

- Students will be able to differentiate between growth, development and maturity.
  - Learn about different principles of development.
  - Understand the factors influencing fetal development in utero and child development after birth.
  - Learn significant theories of development.
  - Explore infant and child development stages and the factors influencing them.
- 

### **Unit – I:**

Introduction: Concepts of growth, development and maturation. Nature-nurture controversy, Principles of development.

### **Unit – II:**

Prenatal development: Genetic Foundation of development: Gene, Chromosome, and its linked abnormalities. Stages of prenatal development.

### **Unit - III**

Theories of Development: Freud, Erikson, Piaget and Vygotsky.

### **Unit – IV**

Infancy: Physical development. Motor development and language development.

### **Unit - V**

Childhood: Physical, Social, Personality, and Moral Development.

### **Recommended Books:**

1. Hurlock, E. B. (2018). *Developmental psychology: A Life-Span Approach* (5<sup>th</sup>Ed). Chennai: McGraw Hill Education.
2. Santrock, J. W. (2017). *Life-span development*. New Delhi: McGraw-Hill Education.
3. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2017). *Human development* (9th Ed.). NewDelhi: McGraw Hill.
4. Feldman, R. & Babu, N. (2018). *Development Across the Life Span* (8<sup>th</sup> Ed.). New Delhi: Pearson.
5. Berk, L. (2017). *Child Development* (9<sup>th</sup> Ed.). New Delhi: Pearson Education India.

## SEMESTER-V

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### PSYCHOLOGICAL ASSESSMENT

**Discipline-Major-I**

**CREDIT 04**

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#### **COURSE DESCRIPTION:**

This course offers a comprehensive introduction to psychometrics, the science of psychological measurement. Students will learn about the development, evaluation, and application of psychological tests and measurements, focusing on reliability, validity, and assessing various psychological traits and abilities.

#### **COURSE LEARNING OBJECTIVES:**

- Understand the fundamental principles of measurement in psychology.
  - Develop skills in creating and evaluating psychological tests.
  - Gain knowledge of the basic psychometric properties of reliability and validity.
  - Assess various abilities and aptitudes using established psychological tests.
  - Explore different approaches to personality assessment and familiarise with major personality measures.
- 

#### **Unit – I:**

Measurement: Definition and levels of measurement; physical vs. psychological measurement; accidental and systematic errors in measurement.

#### **Unit – II**

Test development: Nature and types of psychological tests (verbal and non-verbal, performance and projective test, speed and power tests), characteristics of psychological tests. Test construction: Item writing and item analysis.

#### **Unit – III**

Basic psychometric properties: Reliability and validity: Concept, types and influencing factors, Norms: Meaning and types.

#### **Unit – IV**

Assessment of ability and aptitude: Basic concept and theories. Tests of intelligence and aptitude: Intelligence scales, differential aptitude test and Achievement test.



## Unit – V

Personality assessment: Approaches to personality assessment-psychometric and projective. Important measures of personality-16 PF, MMPI, NEO-FFI, Rorschach and TAT.

### Recommended Books:

1. Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th Ed.). New Delhi: Pearson Education.
2. Gregory, R. J. (2005). *Psychological testing: History, principles, and applications* (5th Ed.). New Delhi: Pearson Education.
3. Howell, D. C. (2010). *Statistical methods for psychology*. Belmont: Wadsworth.
4. Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues*. New Delhi: Cengage.
5. Singh, A. K. (2008). *Tests, measurement research methods in behavioural sciences*. Patna: Bharti Bhawan

# NEUROPHYSIOLOGICAL BASIS OF BEHAVIOUR

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## Discipline-Major-II

**Paper Code:**

**CREDIT-04**

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### **COURSE DESCRIPTION:**

This course provides an in-depth exploration of neurophysiology, focusing on the structure and function of the nervous system. Students will learn about the central and peripheral nervous systems, sensory systems, and various methods used in neurophysiological research and practice.

### **COURSE LEARNING OBJECTIVES:**

- Understand the basic structure and function of nerve and glial cells.
  - Learn the mechanisms of nerve impulse transmission and synaptic communication.
  - Gain a comprehensive understanding of the central and peripheral nervous systems.
  - Study the structure and function of various sensory systems.
  - Explore different methods and techniques used in neurophysiological research.
- 

### **Unit-I**

Fundamental of neurophysiology: Structure and functions of nerve cells and glial cells, nerve impulse and synaptic transmission, Neurotransmitters.

### **Unit-II**

Central nervous system: Structure and functions of the spinal cord, the hindbrain, the midbrain, and the forebrain.

### **Unit-III**

Peripheral nervous system: cranial nerves, spinal nerves, the autonomic nervous system. Endocrine system.

### **Unit-IV**

Sensory systems: the visual system, the auditory system, the olfactory system, the gustation system and the somatosensory system.

### **Unit-V**

Methods of Neurophysiology: Computer modelling, anatomical, lesion, stimulation genetic manipulations, Functional neurosurgery, electrical and magnetic signals.

### **Recommended Books:**

1. Beaumont, J. G. (2008). *Introduction to Neurophysiology*. NY: Guilford Press.
2. Carlson, N. R. (2008). *Foundations of physiological psychology*. Singapore: Pearson.
3. Kolb, b., & Whishaw, Q. (2008). *Fundamental of human Neuropsychology*. NY: Worth Publications.
4. Pinel, P. J. (2009). *Biopsychology*. Singapore: Pearson.
5. Stirling, J. (2008). *Introducing Neuropsychology*. NY: Psychology Press.

# INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY

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## Discipline-Major-III

**Paper Code:**

**CREDIT-04**

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### **COURSE DESCRIPTION:**

This course explores industrial and organisational psychology principles and practices, focusing on understanding human behaviour in workplace settings. Students will learn about the historical development, key concepts, and various applications of psychology in industrial and organisational contexts.

### **COURSE LEARNING OBJECTIVES:**

- Understand the foundational concepts and historical development of industrial psychology.
  - Explore the nature and scope of organisational behaviour.
  - Gain insight into motivation theories and their application in the workplace.
  - Learn about leadership theories and effective communication within organisations.
  - Study the dynamics of power, politics, conflict, and organisational culture.
- 

### **Unit-I**

Introduction to Industrial Psychology: Concepts of industrial psychology; Aim & Scope; Historical Development of industrial psychology. Scientific Management; The Hawthorne Studies.

### **Unit-II**

Nature and scope of organisational behaviour: Historical background, challenges and opportunities. Attitude and Job Satisfaction:

### **Unit-III**

Motivation at Work: Definition, Types, Theories of Motivation: McClelland, Herzberg, Vroom and Maslow. Accidents, safety and Fatigue: Accident proneness principles; Accident reduction; Fatigue; hours of work and production; rest, pauses and absenteeism.

### **Unit-IV**

Leadership and Communication: Trait, behaviour, contingency, contemporary theories, leadership styles and skills, roles and activities. Organisational Communication: types, barriers and issues in effective communication

### **Unit-V**

Power and politics in organisations: Bases of power, power tactics; Politics: Power in action, factors contributing to political behaviour, conflict and negotiation. Organisational culture: Nature and types, creating and maintaining culture.

**Recommended Books:**

1. Hellriegel, D., & Slown, J.W. (2004). *Organisational behaviour*. South Western: Thompson.
2. Luthans, F. (1998). *Organisational behaviour* (8th ed.). New York: McGraw Hill.
3. Riggio, R. E. (2003). *Introduction to industrial/organisational psychology* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
4. Robbins, S. (2004). *Organisational behaviour*. New York: Pearson Education.
5. Wexley, K.N. & Yukl, G.A. (1977). *Organisational behaviour and personnel psychology*. Homewood, Illinois: Irwin.

## PRACTICAL

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**Core**

**Paper Code:**

**CREDIT-02**

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### **COURSE DESCRIPTION:**

This course delves into advanced psychological assessment tools and concepts in organisational behaviour. Students will explore the administration and interpretation of key psychological tests and the impact of various psychological factors on workplace dynamics. This course includes hands-on experience with psychological assessments and practical applications in organisational settings.

### **COURSE LEARNING OBJECTIVES:**

- Gain proficiency in administering and interpreting various psychological assessment tools.
  - Understand the impact of hormonal imbalances on behaviour.
  - Explore the concepts of job satisfaction, job commitment, and intrinsic motivation.
  - Develop practical skills in presenting psychological research and findings.
- 

Any two of the following:

1. Administration of 16 PF
2. Impact of hormonal imbalance on human behaviour
3. Poster presentation
4. JMPI
5. Differential aptitude test
6. Achievement test.
7. Job satisfaction
8. Job Commitment
9. Intrinsic motivation

# ENVIRONMENTAL PSYCHOLOGY

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## Discipline-Minor

**Paper Code:**

**CREDIT-02**

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### **COURSE DESCRIPTION:**

This course comprehensively explores the interplay between humans and their environments, covering critical topics such as environmental stress, cognition, attitudes, crowding, personal space, territoriality, and sustainability. Students will gain insights into theoretical frameworks and practical applications to foster pro-environmental behaviours and sustainable living.

### **COURSE LEARNING OBJECTIVES:**

- Introduce students to one of the essential applied fields of Psychology related to environment and human behaviour.
  - Students will learn and understand the importance of the environment and its effects on human behaviour.
  - Understand the environmental stressors and attitudes towards the environment.
  - It will help students learn about crowding and its significant effects on behaviour.
  - Students will learn about the personal space between a person's interpersonal relationships and about territory.
  - Understanding current issues and challenges and how they affect human behaviour, they will understand what to learn for sustainable living behaviour that is essential for current environmental conditions.
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### **Unit-I**

Environmental Psychology: Nature and Characteristics, Classification of Environment; Theories of Environment-behaviour relationship: Arousal and Environmental load.

### **Unit –II**

Environmental Stress: Nature and Characteristics; Type of stresses: Natural disasters, Technological catastrophe, Noise and Air pollution.

### **Unit –III**

Environmental Cognition and Attitude: Environmental Cognition and cognitive mapping; Nature and characteristics of environmental attitude, acquisition of environmental attitude.

## Unit-IV

Crowding: Nature, characteristics and effects on human beings; Personal Space: nature and determinants of personal space; Territoriality: nature, types and function.

## Unit –V

Sustainable living and Environmental Education: Sustainable living: Urban life, global warming and climate change. Environmental issues, Environmental education, prompts, Role of reinforcement. Pro-environmental behaviour.

### Books Recommended:

1. Steg, L., Groot, I. M. (2019). *Environmental Psychology*. London: Wiley.
2. Cassedy, T. (1997). *Environmental Psychology: Behavior and experience in Context*. New York: Psychology Press.
3. Nagar, D. (2006). *Environmental Psychology*. New Delhi: Concept Publishers.
4. Bonnes, B., & Secchiaroli, G. (2004). *Environmental Psychology: A Psycho-social Introduction*. London: SAGE.
5. Gilford, R. (1997). *Environmental Psychology: Principles and Practice*. California: Allyn & Bacon.
6. Bell, P.A., Greene, T.C., Fisher, J.D. & Baum, A. (2001). *Environmental Psychology* (5th edition). Wadsworth Group/ Thomson Learning, 10 Davis Drive Belmont CA, U.S.A.
7. तिवारी, पी. एस. एन. (2001). आधुनिक पर्यावरणीय मनोविज्ञान. वाराणसी: मोतीलाल बनारसी दास.



# FIELDWORK/SUMMER INTERNSHIP

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## Summer Internship/ Field Visit

**Paper Code:**

**CREDIT-02**

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### **COURSE DESCRIPTION:**

The summer internship program offers students a unique opportunity to gain practical experience in applying psychological principles and techniques in real-world settings. The program bridges the gap between theoretical knowledge and practical application, enhancing students' skills and understanding of the field.

### **COURSE LEARNING OBJECTIVES:**

- Apply theoretical knowledge in real-world settings.
  - Develop practical skills in research, assessment, and therapy.
  - Gain hands-on experience in different professional environments.
  - Enhance understanding of the practical challenges and solutions in the field of psychology.
  - Develop and validate a psychological assessment tool if opting for the alternative project.
- 

During a one-month summer internship program, students should immerse themselves in practical experiences that complement their academic knowledge by actively engaging in tasks such as assisting in research, conducting assessments, and supporting therapeutic sessions. Students should prepare for the internship well in advance, ideally starting in their 5th semester. Regular feedback from supervisors should be sought to refine skills and understanding. Internships can be undertaken in institutions, hospitals, or industries to gain hands-on practice. At the beginning of the 6th semester, students must prepare and present brief learning outcomes to an evaluation committee nominated by the Head of Department. Alternatively, students can develop a psychological test during the 5th semester and collect data during the summer vacation for administration and validation. The evaluation of this work will be based on the psychometric properties of the developed tool. Highlights of the course are as follows:

**Duration:** The internship should last for one month during the summer vacation.

**Tasks:** Engage in various tasks such as:

- Assisting in research projects.
- Conducting psychological assessments.
- Supporting therapeutic sessions.
- Participating in organisational activities relevant to your field.
- Develop and validate a psychological test focusing on a specific area of interest.

**Evaluation and Presentation:**

- **Learning Outcomes:** At the beginning of the 6th semester, a student must prepare a brief report on his/her learning outcomes.
- **Presentation:** Present the findings and experiences to an evaluation committee nominated by the Head of Department.

## **SEMESTER-VI**

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### **PERSONALITY**

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**Discipline-Major-I**

**Paper Code:**

**CREDIT-04**

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#### **COURSE DESCRIPTION:**

This course explores the diverse theories and approaches to understanding personality, emphasising the factors that shape individual differences in behaviour, cognition, and emotion. Students will examine classic and contemporary perspectives on personality and methods for assessing and applying this knowledge in various contexts.

#### **COURSE LEARNING OBJECTIVES:**

- Understand the nature and determinants of personality from various theoretical perspectives.
  - Analyse and compare classic and contemporary theories of personality.
  - Gain proficiency in methods of personality assessment.
  - Apply personality theories to understand individual differences in diverse contexts such as gender, culture, and relationships.
- 

#### **Unit-I**

Personality: Nature and determinants, Perspectives of personality, Assessment of personality.

#### **Unit-II**

Psychodynamic and psychosocial approaches: Freud and Erikson; Neo-Analytic: Jung and Adler.

#### **Unit-III**

Biological aspect of personality: Genetic and personality evolutionary approach to personality; Physiological approaches to personality; Behaviouristic and social learning approaches: Skinner, Bandura and Mischel.

#### **Unit –VI**

Trait and Skill Aspects of Personality: Allport, Cattell and Eysenck's theories, BIG-FIVE Model; Humanistic and phenomenological approaches: Rogers and Kelly.

#### **Unit-V**

Application to individual difference: Male-Female Differences, Culture and Ethnic Differences, Love and Hate.

**Recommended Books:**

1. Buss D. M. & Larsen R. J. (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.
2. Corr, P. J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge: Cambridge University Press.
3. Dan P. McAdams D. P. (2008). *The Person: An Introduction to the Science of Personality Psychology*. Wiley.
4. Pervin, L. A. (2002) *Science of Personality* (2<sup>nd</sup> Ed.). USA: Oxford University Press.
5. Friedman, H. S. & Schustack, M. W. (2009) *Personality: Classic Theories and Modern Research*, 2nd edition. Pearson Education.
6. Calvin S. Hall C. S., Lindzey G. & Campbell J. B. (2007) *Theories of Personality* (4<sup>th</sup> Ed) Wiley.
7. Singh, A. K. (2015). उच्चतर सामान्य मनोविज्ञान. Varanasi: Motilal Banarasi Das.

# BASIC PSYCHOPATHOLOGY

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## Discipline-Major-II

**Paper Code:**

**CREDIT-04**

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### **COURSE DESCRIPTION:**

This course provides an in-depth exploration of psychopathology, focusing on the classification, diagnosis, and treatment of psychological disorders. Students will study various categories of disorders, including anxiety-related disorders, mood disorders, schizophrenia, personality disorders, and the therapeutic approaches used to treat them.

### **COURSE LEARNING OBJECTIVES:**

- Understand the concept of psychopathology and criteria for diagnosing psychological disorders.
  - Identify and differentiate various anxiety-related disorders, mood disorders, schizophrenia, and personality disorders.
  - Explore the causes, symptoms, and treatment options for each disorder category.
  - Gain knowledge of different psychological treatment approaches and their applications in clinical practice.
- 

## **Unit – I**

Introduction: Concept of normality and abnormality, general causes of psychopathology. Classification and diagnosis of psychopathology.

## **Unit – II**

Anxiety-related disorders: Panic, phobic and generalised anxiety. Obsessive and compulsive disorder.

## **Unit - III**

Mood disorder and Schizophrenia; major depressive disorder; Unipolar and bipolar disorder. Schizophrenia.

## **Unit – IV**

Personality disorders: Cluster-A, Cluster-B, Cluster-C

## **Unit - V**

Psychological treatment: Psychodynamic therapy, client-centred therapy, behavioural therapy, cognitive-behavioural therapy, and couple and family therapy.

## Recommended Books:

1. Carson, R. C., Butcher, J.N., Mineka, S. (2004). *Abnormal psychology and modern life* (11<sup>th</sup>Ed.). Singapore: Pearson education.
2. Diagnostic & Statistical Manual of Mental Disorders V (2015).
3. Kaplan, H. J., & Saddock, B. J. (2004). *Synopsis of a comprehensive textbook of psychiatry*, (9th Ed.). Baltimore: Williams & Wilkins.
4. Oltmanns, T. F., & Emery, R. E. (2006). *Abnormal psychology* (5th Ed.). Prentice Hall.
5. Sue, D., Sue, D. W., & Sue, S. (2010). *Understanding abnormal behaviour*. Belmont: Wadsworth.

# PSYCHOLOGICAL THOUGHT DEVELOPMENT

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## Discipline Major-III

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

This course offers a comprehensive exploration of the historical development of psychology, highlighting key figures, movements, and theoretical perspectives that have shaped the field. Students will examine the evolution of psychological thought from ancient times to contemporary trends, focusing on significant contributions and their impact on modern psychology.

### **COURSE LEARNING OBJECTIVES:**

- Understand the historical evolution of psychological thought from ancient times to modern psychology.
  - Analyse the contributions of key figures and movements in psychology.
  - Compare and contrast major theoretical perspectives, including psychoanalysis, behaviourism, and Gestalt psychology.
  - Examine the influence of cultural and philosophical traditions on the development of psychology in India.
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### **Unit – I**

Psychology in Greek period: Hippocrates and Aristotle; Origin of Modern Psychology: Contribution of Weber and Fechner; Contribution of Sir Francis Galton; Wundt's Systematic Psychology.

### **Unit – II**

Psychology in America: Contribution of William James; Structuralism and Functionalism.

### **Unit – III**

Psychoanalysis: Sigmund Freud as the founder of the psychoanalytic School; Neo Freudian: Contribution of Jung and Adler

### **Unit – IV**

Behaviourism: Watson's contributions towards behaviourism; Later behaviouristic: Contribution of Guthrie, Skinner and Tolman; Gestalt Psychology: Contribution of Wertheimer.

### **Unit – V**

Psychology in India: Ancient Roots: Bhagwat Geeta, Buddhism, Jainism and Yog. Recent Trends in Indian Psychology.

**Recommended Books:**

1. Wolman, B. B. (2012). *Contemporary theories and systems in psychology*. Springer Science & Business Media.
2. Singh, A. K. (2017). *The Comprehensive History of Psychology* (3rd Edition). Patna, New Delhi-Motilal Banarsidass Publishers Pvt Ltd.
3. Chaplin, J.P. & Krawiec, T.S. (1988). *Systems and Theories of Psychology*, (4th Edition), New York: Holt, Rinehart and Winston Inc.
4. Murphy, Gardner & Kovack, Joseph, K. (1972). *Historical Introduction to Modern Psychology*. Routledge & Kegan, Limited : Landon.



# PRACTICAL

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## Core

**Paper Code:**

**CREDIT-04**

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### **COURSE DESCRIPTION:**

This course will equip students with practical skills and theoretical knowledge of various psychological assessment techniques and tools.

### **COURSE LEARNING OBJECTIVES:**

- Gain proficiency in constructing graphs of the given data.
  - Understand how to measure personality using different measurement approaches.
  - Explore the concepts of cognitive abilities using its measurement.
- 

Any Four of the following:

1. Preparing a Histogram based on given data
2. Preparing a Bar Diagram based on the given data
3. Sentence completion Test
4. Neo-FFI
5. Rorschach Test
6. TAT
7. Assessment of anxiety
8. MMPI
9. Stress Assessment
10. Cognitive Mapping
11. Indian Adaptation of Intelligence test
12. Verbal Intelligence Test

# SKILLS FOR GUIDANCE AND COUNSELLING

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## Discipline-Minor-I

**Paper Code:**

**CREDIT-02**

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### **COURSE DESCRIPTION:**

This course provides a comprehensive overview of guidance and counselling, covering theoretical foundations, practical techniques, and ethical considerations in supporting and assisting individuals across various contexts. Students will gain insights into the roles of guidance counsellors and develop skills necessary for effective guidance and counselling practice.

### **COURSE LEARNING OBJECTIVES:**

- This course will introduce students to another applied field of psychology, guidance and counselling, one of the most career-focused areas in psychology.
  - Students will comprehend the societal needs and requirements of guidance and counselling programs.
  - They will learn the fundamental steps of these programs and the conditions under which particular programs are conducted.
  - Learning to measure fundamental psychological constructs such as personality, intelligence, aptitude, and interests is essential for planning guidance programs.
- 

## **Unit-I**

Guidance: Nature and scope; Areas of guidance, Implementation of the guidance program.

## **Unit-II**

Techniques of guidance: Individual vs. group; problems of guidance; evaluation of guidance services.

## **Unit-III**

Psychological basis of guidance: Intelligence test, aptitude test, Interest test, personality test.

## **Unit-IV**

Counselling: Nature and scope; Areas of counselling, Skills of counsellor, various issues in counselling.

## **Unit-V**

Counselling process; special forms of counselling; guidance and counselling for students.

## **Recommended Books:**

1. Rai, A.N., & Asthana, M. (2017). *Nirdeshan evam paramarsh: Sampratyaykshetra evam upagam*. New Delhi: Motilal Banarasidas.
2. Gladding, S. T. (2018). *Counselling*. Pearson Education.
3. Bhatnagar, A., & Gupta, N. (1999). *Guidance & Counselling: Practical* (Vol I & II). New Delhi: Vikas Publishing House.
4. Chauhan, V., & Jain., K. (2004). *Nirdeshan Evam Prammarsh*. Udaipur: Ankur Prakashan

# Syllabus

BA 4 Year (Honors)

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## SEMESTER-VII

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### RESEARCH METHODS AND EXPERIMENTAL DESIGN

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**Discipline-Major-I**

**Paper Code:**

**CREDIT-04**

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#### **COURSE DESCRIPTION:**

This Research Methodology in Psychology course provides a comprehensive exploration of scientific approaches, research design, sampling techniques, ethical considerations, and statistical methods necessary for conducting rigorous psychological research.

#### **COURSE LEARNING OBJECTIVES:**

- Gain a thorough understanding of the scientific methodology employed in psychological research, emphasising empirical evidence and theory development.
  - Develop proficiency in designing and evaluating research studies, encompassing between-group (e.g., randomised, factorial) and within-group (e.g., within-subjects) designs.
  - Formulate precise hypotheses, identify key variables (independent, dependent, moderator, mediator), and apply appropriate techniques to control variables and minimise biases.
  - Demonstrate ethical awareness by navigating and adhering to ethical guidelines in psychological research, ensuring participant welfare and research integrity. Master statistical techniques (e.g., 't' test, Chi-square test, ANOVA) for analysing data, interpreting results, and conducting post hoc analyses to elucidate research findings effectively.
- 

#### **Unit-I**

Scientific approach in psychology and theory building; Types of research: Experimental and ex-post facto; Ethical issues in psychological research.

#### **Unit-II**

Problem and hypothesis: Origin and sources; Variables: Independent and dependent variables, Moderator and mediator variables, selection and control techniques, measurement of dependent variables. Demand Characteristics: controlling techniques.

#### **Unit-III**

Sampling: Meaning, purpose and types; Factors influencing sampling decisions: Size, accessibility and cost.

## Unit-IV

Research design: Criteria of good design. Between-group designs: Randomized groups, multilevel, factorial and multifactor designs. Within group designs: Within subjects design.

## Unit-V

Statistics: Testing of hypotheses, substantive and null hypotheses. Statistical inferences: - 't' test, Chi-square test, analysis of variance, factorial ANOVA with two or more variables. Multiple comparison range tests: Tukey, Duncan, and Newman-Keuls.

## Books Recommended

1. Broota, K. D. (2015). *Experimental designs in behavioural research*. New Delhi: New Age Publication.
2. Edwards, A. L. (1968). *Experimental designs in psychological research* (3<sup>rd</sup>ed). New Delhi: Oxford and IBH.
3. Heiman, G. W. (1995). *Research methods in psychology*. Boston: Houghton Mifflin Co.
4. Kerlinger, F.N. (2017). *Foundations of behavioural research* (2<sup>nd</sup>ed) Delhi: Surjeet Publications.
5. Kopala, M., & Suzuki L.A. (1999). *Using qualitative methods in Psychology* (2<sup>nd</sup>ed). Thousand Oaks: Sage.
6. Siegel, S., & Castellon (1988). *Non-parametric statistics for the behavioural sciences* (2<sup>nd</sup> ed). New York: McGraw Hill.
7. Winer, B. J., Brown D. R., & Michels, K.M. (1991). *Statistical principles in experimental designs* (3<sup>rd</sup>ed). New York: McGraw Hill.

# ADVANCED PHYSIOLOGICAL PSYCHOLOGY

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## Discipline Major-II

Paper Code:

CREDIT-4

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### COURSE DESCRIPTION:

This course provides a foundational understanding of physiological psychology, exploring the biological basis of behaviour. Students will delve into the structure and function of the nervous and endocrine systems, along with key methods used to investigate them. The course will cover topics ranging from neurons and neurotransmission to the brain's hemispheres and their specialised roles.

### COURSE LEARNING OBJECTIVES:

- Understand the structure and functions of the brain and spinal cord.
  - Explore how different areas of the CNS contribute to behaviour and cognition.
  - Learn about invasive methods and imaging techniques used to study the brain.
  - Grasp the basics of resting membrane potential, action potential, synaptic transmission, and neuromuscular transmission and its roles in neural communication and muscle function.
  - Explore hemispheric specialisation, the corpus callosum's role, split-brain phenomena, and neuroplasticity.
  - Identify major glands and hormones and their influence on physiology, behaviour, and health.
- 

### Unit-I

Central Nervous System: Structure and functions of the Brain and Spinal cord.

### Unit-II

Methods of physiological psychology: Invasive methods; visualising the human brain; Biological and neuronal markers.

### Unit-III

Neural conduction and transmission: Resting membrane potential; Action potential; Synaptic transmission; Neuromuscular transmission.

### Unit-IV

Hemispheres of the neocortex: Role of the corpus callosum and anterior commissure; Split-brain; Hemispheric dominance; Neuroplasticity.

### Unit-V

Endocrine System: Penial, Pituitary, Thyroid, Parathyroid, Adrenal, Pancreas and Gonads.

## Books Recommended

1. Brodal P. (1992). *The central nervous system: Structure and function*. New York: Oxford University Press.
2. Carlson, N.R., Birkett, M. A. (2016). *Physiology of behaviour (12<sup>th</sup>ed.)*. London: Pearson Education Ltd..
3. Ganong, W.F.(2005). *Review of medical physiology*. Norwalk, C.T: Appleton & Lange.
4. Guyton, A. C. (2000). *Textbook of medical physiology*. Philadelphia: W.B. Saunders.
5. Kalat, J. W. (2016). *Biological psychology*. Boston: Cengage Learning.
6. Nicholls, J.G., Martin, A.R., Wallace, B.G. & Fuchs, P.A. (2000) *From neuron to brain*. Sunderland, MA: Sinauer.



# ADVANCED PSYCHOPATHOLOGY

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## Discipline Major-III

**Paper Code:**

**CREDIT-4**

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### **COURSE DESCRIPTION:**

This course explores the various mental disorders and cognitive impairments humans can experience. Students will gain insight into different classification systems used to diagnose these conditions and their causes and symptoms. The course will delve into specific categories like anxiety disorders, somatoform disorders, psychotic disorders, neurodevelopmental disorders, and cognitive impairments.

### **COURSE LEARNING OBJECTIVES:**

- Identify major classification systems for diagnosing mental disorders (e.g., DSM-5).
  - Analyse the characteristics and aetiology (causes) of various mental disorders.
  - Differentiate between different types of anxiety disorders, somatoform disorders, psychotic disorders, and neurodevelopmental disorders.
  - Learn about the symptoms and potential causes of sexual dysfunction, eating disorders, and sleep disorders.
  - Different approaches to understanding and treating cognitive impairments like dementia and amnesia.
- 

### **Unit-I**

Classification systems in psychopathology: DSM-5. Anxiety-related disorder: Phobic disorder, PTSD, Panic disorder.

### **Unit-II**

Somatoform disorders: Approaches and aetiology of somatisation, hypochondriasis, pain disorder and conversion disorder.

### **Unit-III**

Psychotic disorders: Approaches and aetiology of schizophrenia and mood disorders. Neuro-developmental disorder: ADHD, Autism spectrum disorder.

### **Unit-IV**

Sexual dysfunction: Paraphilic Disorder, Gender dysphoria, Different sexual dysfunction. Eating disorder and Sleep disorder.

## Unit-V

Cognitive impairments: Approaches and aetiology of delirium, dementia and amnestic syndromes, dementia of the Alzheimer's type, pre-senile dementia, Pick's disease, Huntington's chorea.

### Books Recommended:

1. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology: An integrative approach* (2nd ed.). Pacific Grove: Brooks/Cole.
2. Buss. A.H. (1999). *Psychopathology*. New York: John Wiley.
3. Carson, R.C., Butcher, J.N., & Mineka, S.(2001). *Abnormal psychology in modern life* (11th ed). New York. Allyn and Bacon.
4. Davison, G.C. & Neals J.M. (1996). *Abnormal psychology* (Revised ed.). New York: John Wiley.
5. Kaplan, H.I., Saddock, B.J. & Gribb, J.A. (1994). *Synopsis of psychiatry*. New Delhi. B.I Waruly.
6. Lamm. A. (1997). *Introduction to psychopathology*. New York: Sage.
7. Sue, R., Sue., D., & Sue, S (1990). *Understanding abnormal behaviour*. Boston: Houghton Mifflin.

# COGNITIVE PROCESSES

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## Discipline Minor-I

**Paper Code:**

**CREDIT-2**

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### **COURSE DESCRIPTION:**

This course explores the fundamental processes of human cognition, focusing on attention, perception, thinking, and problem-solving. Students will learn how we select, interpret, and organise information from our environment and how we use that information to think critically and solve problems.

### **COURSE LEARNING OBJECTIVES:**

- Understand the concept and characteristics of attention and the factors influencing it.
  - Analyse the factors that influence attention and perception.
  - Students will learn the nature and functions of language in thought processes.
  - Learn about types of reasoning and explore creative thinking strategies.
  - Understand the different methods of problem-solving and factors that influence our success in tackling challenges.
- 

### **Unit-I**

Attention: Meaning and Characteristics. Selective and sustained Attention; Nature and Determinants.

### **Unit-II**

Perception: Figure-ground, Principles of perceptual organisation, Perception of time and movement.

### **Unit-III**

Cognitive and motivational factors of perception: Instruction, target identification and perceptual defence, perception without awareness.

### **Unit-IV**

Language and thought, Reasoning: Nature and types of reasoning. Creativity.

### **Unit-V**

Problem-solving: Nature and methods; influencing factors of problem-solving.

**Books Recommended:**

1. Singh, A. K. (2015). *Uchchatar Samanya Manovigyan*. Varanasi: Motilal Banarasi Das.
2. Best, J. B. (1999). *Cognitive psychology* (5<sup>th</sup>ed). Belmont, CA: Brooks/Cole.
3. Dember, W.N.& Warm, J. S. (1979). *Psychology of perception* (2<sup>nd</sup>ed). New York: Holt.
4. Howard, D.B. (1983). *Cognitive psychology*. New York: McMillan.
5. Mattlin, M.W., Farmer, T. A. (2016). *Cognition*. (9<sup>th</sup> edition). New York: Wiley.
6. Schiffman, H.R. (1996). *Sensation and perception: An integrated approach*. New York: John Wiley.
7. Kellogg, R. T. (2015). *Fundamentals of Cognitive Psychology*. (2<sup>nd</sup> Ed.). New Delhi: SAGE
8. Solso, R.L. (2014). *Cognitive psychology*. (8<sup>th</sup>ed). New Delhi: Pearson Education.
9. Galotti, K. M. (2015). *Cognitive Psychology* (5<sup>th</sup> Ed). New Delhi: SAGE.

# PRACTICAL

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**Core**

**Paper Code:**

**CREDIT-04**

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## **COURSE DESCRIPTION:**

This course aims to provide a comprehensive understanding of various topics in cognitive psychology and research methodology, focusing on sleep disorders, circadian rhythm disturbances, hormonal influences on behaviour, memory processes, attentional mechanisms, and practical skills in designing and conducting experimental studies.

## **COURSE LEARNING OBJECTIVES:**

- Explore different types of sleep disorders, levels of depression and disturbances in circadian rhythm, including their physiological and psychological implications.
  - Investigate how hormonal imbalances affect behaviour and cognitive processes, focusing on their role in mood regulation and cognitive functioning.
  - Differentiate between semantic memory (facts, concepts) and episodic memory (personal experiences), and analyse their neural correlates and cognitive processes.
  - Learn to construct interview schedules and questionnaires for collecting qualitative and quantitative data.
  - Plan and design experimental studies using one-way and two-way ANOVA designs, including hypothesis formulation, variable manipulation, and data analysis strategies.
- 

Any Six of the following:

1. Sleep disorders
2. Disturbance of circadian rhythm
3. Behavioural impact of hormonal imbalance
4. Measurement of depression
5. Semantic memory
6. Episodic memory
7. Problem-solving
8. Sustained attention: Temporal and spatial uncertainty
9. Selective attention
10. Time Perception
11. Construction of interview schedule
12. Construction of questionnaire
13. Planning experimental study: Based on one one-way ANOVA design
14. Planning experimental study: Based on a two-way ANOVA design

## SEMESTER-VIII

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# LEARNING AND MEMORY PROCESSES

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**Discipline Major-I**

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

This course delves into the fundamental principles of learning and memory in psychology, exploring classical and operant conditioning, reinforcement schedules, learning theories, memory processes, memory types, and forgetting theories. Students will examine various memory models and explore practical applications of learning and memory theories in psychological research and everyday life.

### **COURSE LEARNING OBJECTIVES:**

- Understand Classical and Operant Conditioning; explore different types of reinforcement.
  - Analyse imprinting, habituation, sensitisation, and pseudoconditioning as additional learning phenomena.
  - Explore Theories of Learning.
  - Investigate verbal learning and its experimental procedures and analyse the phenomena associated with verbal learning processes.
  - Analyse Memory Processes, Types and stages of memory and advanced theories of memory and forgetting.
- 

### **Unit-I**

Fundamentals of classical and operant conditioning: Concept, Procedure and Phenomena; Reinforcement: types and schedule. Imprinting, habituation, sensitisation and pseudoconditioning.

### **Unit-II**

Theories of learning: Thorndike, Guthrie, Tolman, Kohler and Bandura. Verbal learning: Concept, Experiment procedure and phenomena.

### **Unit-III**

Memory Process: Encoding, storage and retrieval. Models of memory: Waugh-Norman model, Atkinson-Shiffrin model and level of processing model.

### **Unit-IV**

Stages of memory: Sensory, Short-term and Long-term memory. Working memory. Procedural, episodic and semantic memory. Flashbulb, autobiographical and eye-witness memory.

## Unit-V

Forgetting: Meaning and Nature; Theories of forgetting: Decay theory, Interference theory, Stimulus encoding theory. Reconstructive memory. Memory strategies.

### Books Recommended:

1. Crowder, R. G. (2014). *Principles of Learning and Memory*. New York: Psychology Press.
2. Hintzman, D.L.(1978). *The Psychology of Learning and Memory*. San Francisco: W. H. Freeman.
3. Deese, Hulse & Egeth (1980). *The Psychology of Learning* (5th Eds.). McGraw Hill Kogakusha, Ltd. Tokyo.
4. Anderson, J. R. (1995). *Learning and memory: An integrated approach*. New York: John Wiley.
5. Baddeley, A.D. (2018). *Working memory*. Routledge Publication.
6. Baddeley, A. D, (1990). *Human memory: Theory and practice*. Boston: Allyn & Bacon.
7. Best, J. B. (1999). *Cognitive psychology* (5th Ed). Belmont, CA: Brooks/Cole.
8. Mattlin, M.W. (2013). *Cognition*(8<sup>th</sup> Ed). John Wiley & Sons.
9. Solso, R.L. (2014). *Cognitive psychology* (6th Ed). New Delhi: Pearson Education.

# NON-EXPERIMENTAL AND CORRELATIONAL METHODS

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## Discipline Major-II

**Paper Code:**

**CREDIT: 04**

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### **COURSE DESCRIPTION:**

This course covers advanced topics in research methodology and statistical analysis in psychology. It includes quasi-experimental designs, correlational designs, qualitative methods, non-parametric statistics, and an introduction to SPSS software for data analysis. Students will learn to apply these methods in psychological research to analyse and interpret data effectively.

### **COURSE LEARNING OBJECTIVES:**

- Understand Quasi-Experimental and Correlational Designs, Calculate correlation coefficient and effect size, and assess statistical power in research.
  - Apply regression analysis and multiple regression analysis to examine relationships between variables.
  - Learn how to collect qualitative data through case studies, interviews, and observations, and employ qualitative analysis techniques like discourse, grand narrative analysis, and ethnographic methods.
  - Utilise non-parametric statistical tests to analyse data that does not meet normality assumptions.
  - Learn basic proficiency in using the statistical software SPSS for data entry, manipulation, and analysis.
- 

### **Unit-I**

Quasi-experimental designs: One group designs, non-equivalent control group, and time series designs.  
Factor analysis: Techniques and implications.

### **Unit-II**

Correlational designs: Panel design, cross-sectional and longitudinal designs. Correlation coefficient, effect size, power and its significance. Regression analysis, Multiple Regression Analysis.

### **Unit-III**

Qualitative methods: Collecting qualitative data, Case study, interview, and observation method. Discourse analysis, grand narrative analysis, ethnographic methodology.



## **Unit-IV**

Non-parametric statistics: Median test, Wilcoxon test, Mann- Whitney U-test, Kolmogorov -Smirnov one and two sample tests, Kruskal- Wallis H test, Kendall's coefficient of concordance. Friedman's two-way analysis of variance.

## **Unit-V**

Introduction to SPSS.

### **Books Recommended:**

1. Breakwell, G.M., Hammond, S., & Fife-Schaw, C. (2012). *Research methods in psychology* (4<sup>th</sup> Ed.). London: Sage Publications.
2. Broota, K. D. (2015). *Experimental designs in behavioural research*. New Delhi: New Age Publication.
3. Edwards, A. L. (1968). *Experimental designs in psychological research* (3rd edition). New Delhi: Oxford and IBH.
4. Flick, U. (2002). *An introduction to qualitative research*. London: Sage Publications.
5. Kerlinger, F.N. (2015). *Foundations of behavioural research* (2nd edition). Delhi: Surjeet Publications.
6. Kopala, M. & Suzuki, L.A. (1999). *Using qualitative methods in psychology* (2nd edition). Thousand Oaks: Sage.
7. Siegel, S. & Castellon (1988). *Non-parametric statistics for the behavioural sciences* (2nd edition). New York: McGraw Hill.
8. Smith, J.A. (Ed) (2003). *Qualitative psychology: A practical guide to research methods*. London: Sage Publication.

# PSYCHOBIOLOGY

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## Discipline Major-III

**Paper Code:**

**Credit: 04**

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### **COURSE DESCRIPTION:**

This course explores diverse topics in physiological psychology, focusing on the mechanisms underlying emotion, states of consciousness, learning and memory processes, neurophysiological diseases, and the effects of psychoactive drugs on behaviour and neural function. Students will examine the intricate interplay between biological processes and psychological phenomena, preparing them to understand the complexities of human behaviour and mental health from a physiological perspective.

### **COURSE LEARNING OBJECTIVES:**

- Explore the physiological mechanisms of emotion, including somatic and visceral feedback, autonomic nervous system (ANS) involvement, endocrine system interactions, and neural correlates.
  - Investigate physiological and behavioural correlates of sleep, arousal, and alertness.
  - Identify the neural basis of learning and memory, including the locus of memory trace, synaptic changes, critical neural structures involved, and biochemical processes underlying memory formation and retention.
  - Will find out the causes and effects of neurophysiological diseases, focusing on their impact on cognitive and neurological functioning.
  - Explore characteristics and neural mechanisms of addiction associated with substances.
- 

### **Unit-I**

Emotion: Somatic and visceral feedback, ANS and emotion, endocrine and emotion, neural mechanisms of emotion. Stress and health.

### **Unit-II**

States of consciousness: Physiological and behavioural correlates of sleep, arousal and alertness; Disorders of sleep.

### **Unit-III**

Learning and memory: Locus of the memory trace, changes at the synapse in learning, neural structures involved in learning and memory; Biochemical basis of memory.

### **Unit-IV**

Neurophysiological diseases, causes of brain damage and effects.

## Unit-V

Drugs and behaviour: Principles of drug action. Characteristics of psychoactive drugs: Alcohol, barbiturates, marijuana, nicotine, caffeine, cocaine, amphetamine, opiates. Neural mechanism of addiction.

### Books recommended:

1. Bloom, F.L. & Lazeron, A. (1996). *Brain mind and behaviour*. New York: Freeman & Co.
2. Kolb, B. & Whishaw, I.Q. (1996). *Fundamentals of human neuropsychology*. New York: W.H. Freeman & Co.
3. Mana, (1999). *Biopsychology*. Boston: Allyn & Bacon.
4. Pinel P.J. (2017). *Biopsychology*. New Delhi: Pearson Education.
5. Zaidel, D. W. (1994). *Neuropsychology*. New York: Academic Press.

# **BASICS OF HEALTH PSYCHOLOGY**

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## **Discipline Minor-I**

**Paper Code:**

**CREDIT: 02**

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### **COURSE DESCRIPTION:**

This course explores the fascinating intersection of psychology and physical health, known as Health Psychology. Students will delve into various health promotion and disease prevention approaches, examining both Western and Eastern perspectives on well-being. The course will cover key models in health psychology, analyse the Indian healthcare system, and explore strategies for changing health behaviours. Additionally, it will address common health-compromising behaviours like smoking and alcoholism while also introducing positive psychology concepts that contribute to overall health.

### **COURSE LEARNING OBJECTIVES:**

- Explore the emergence of health psychology and its applications in clinical and community settings.
  - Compare Western and Eastern perspectives on health, emphasising cultural influences on well-being.
  - Examine biomedical and biopsychosocial models of health, understanding their implications for health interventions.
  - Investigate health-enhancing behaviours such as nutrition, exercise, and yoga, emphasising their impact on physical and mental well-being.
  - Learn strategies for preventing chronic diseases like hypertension, cholesterol management, obesity, and diabetes.
  - Will find a linkage between positive psychology to health psychology.
- 

## **Unit-I**

Health Psychology: Emergence and Approaches to Health Psychology – Clinical and Community. Western and Eastern perspectives of health and well-being.

## **Unit-II**

Models of health psychology: Biomedical and Biopsychosocial Models. Health care system: Status of India, Designing health care work environment, future challenges for health care.

## **Unit-III**

Health Enhancing Behaviour: Health and behaviour. Changing health habits, Cognitive-behavioural approaches to health change. Immunisation, Nutrition, Exercise, Yoga.

## **Unit-IV**

Secondary Prevention: Controlling Hypertension, Cholesterol, obesity and Diabetes. Health Compromising Behaviour: Alcoholism, Smoking.

## **Unit-V**

Positive Psychology and Health: Happiness, Flow, Hope and Optimism. Recent trends in Health Psychology.

### **Books Recommended:**

1. Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strengths*. New York: Brunner – Routledge.
2. Dimatteo, M.R., & Martin, L.R. (2007). *Health Psychology*. New Delhi: Pearson Education.
3. Malhotra, S.M., Batra, P., & Yadava, A. (2007). *Health Psychology: Psycho-Social Perspective*. New Delhi: Common Wealth Publishers.
4. Marks, D.F., Murray, M., Evans, B., Willig, C, Woodall, C., & Sykes, C.M. (2008). *Health Psychology: Theory, Research and Practice*. New Delhi: Sage
5. Roberts, R., Towell, T., & Golding, J.F. (2001). *Foundations of Health Psychology*. New York: Palgrave.
6. Snyder, C.R., & Lopez, S.J. (2009). *Positive Psychology*. New Delhi: Sage.
7. Straub, R.O. (2007). *Health Psychology: A Biopsychosocial Approach*. New York: Worth Publishers.
8. Taylor, S.E. (2003). *Health Psychology*. New York: McGraw Hill.
9. Sanderson, C.A. (2011). *Health Psychology (2nd Ed.)*. USA: John Wiley & Sons, Inc.
10. Marks, D.F., Murray, M., Evans, B., & Estacio, E.M. (2011). *Health Psychology: Theory, Research and Practice*. New Delhi: Sage.
11. Gurung, R.A. R. (2010). *Health Psychology: A Cultural Approach*. USA: Wadsworth.

# PRACTICAL-I

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## Core Course

**Paper Code:**

**CREDIT: 4**

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### **COURSE DESCRIPTION:**

Empower students to become successful researchers through developing a research plan proposal for any psychological problem within the society/interest of area. This program equips them with the necessary knowledge and skills and provides valuable pre-doctoral experience. This process fosters critical thinking skills, allowing students to formulate hypotheses and frame a proper research design.

### **COURSE LEARNING OBJECTIVES:**

- Learn how to select a proper and valuable research problem hypothesis formulation and select a proper search design.
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Students pursuing a BA (Honours) degree are required to complete a practicum involving the development of a detailed research proposal. In this practicum, students will choose an area of interest and identify a relevant research problem. They must introduce and describe the variables involved in their chosen problem.

The proposal will include a review of existing research on the topic. Students will then outline a comprehensive research plan, detailing the hypothesis, research tools, sample, procedure, application, and study limitations. The final proposal will also include a list of references.

The research proposal, which should be between 10 to 20 pages, must be submitted before the start of the end-semester examinations. Evaluation will be based on the quality of the research proposal and performance during the viva-voce.

# PRACTICAL-II

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## Core Course

**Paper Code:**

**CREDIT: 04**

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### **COURSE DESCRIPTION:**

This course is for practical experiences about measuring various constructs from counselling, developmental psychology, health, cognition, and positive psychology.

### **COURSE LEARNING OBJECTIVES:**

- Self-report methods of measuring emotional intelligence, career-related stress, anxiety, Personality, and well-being.
  - Learn about how an interview is scheduled for counselling purposes.
  - Plan a correlational study to find any linkage between two or more variables.
  - Self-constructed methods to analyse various cognitive processes like learning and memory and its functioning.
- 

Any six of the following:

1. Measurement of emotional intelligence
2. Conducting counselling interviews.
3. Assessment of Academic/career-related stress.
4. Health belief
5. Preventive Health behaviour
6. Measurement of Anxiety
7. Measurement of Personality
8. Measurement of well-being
9. Psychological correlates of health.
10. Retroactive Inhibition
11. Reconstructive Memory
12. Paired Association learning
13. Planning a correlational study

# Syllabus

BA 4 Year (Honors with Research)



## **SEMESTER-VII**

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### **RESEARCH METHODS AND EXPERIMENTAL DESIGN**

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#### **Discipline-Major-I**

**Paper Code:**

**CREDIT-04**

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#### **COURSE DESCRIPTION:**

This Research Methodology in Psychology course provides a comprehensive exploration of scientific approaches, research design, sampling techniques, ethical considerations, and statistical methods necessary for conducting rigorous psychological research.

#### **COURSE LEARNING OBJECTIVES:**

- Gain a thorough understanding of the scientific methodology employed in psychological research, emphasising empirical evidence and theory development.
  - Develop proficiency in designing and evaluating research studies, encompassing between-group (e.g., randomised, factorial) and within-group (e.g., within-subjects) designs.
  - Formulate precise hypotheses, identify key variables (independent, dependent, moderator, mediator), and apply appropriate techniques to control variables and minimise biases.
  - Demonstrate ethical awareness by navigating and adhering to ethical guidelines in psychological research, ensuring participant welfare and research integrity. Master statistical techniques (e.g., 't' test, Chi-square test, ANOVA) for analysing data, interpreting results, and conducting post hoc analyses to elucidate research findings effectively.
- 

#### **Unit-I**

Scientific approach in psychology and theory building; Types of research: Experimental and ex-post facto; Ethical issues in psychological research.

#### **Unit-II**

Problem and hypothesis: Origin and sources; Variables: Independent and dependent variables, Moderator and mediator variables, selection and control techniques, measurement of dependent variables. Demand Characteristics: controlling techniques.

#### **Unit-III**

Sampling: Meaning, purpose and types; Factors influencing sampling decisions: Size, accessibility and cost.

## Unit-IV

Research design: Criteria of good design. Between-group designs: Randomised groups, multilevel, factorial and multifactor designs. Within group designs: Within subjects design.

## Unit-V

Statistics: Testing of hypotheses, substantive and null hypotheses. Statistical inferences: -'t' test, Chi-square test, analysis of variance, factorial ANOVA with two or more variables. Multiple comparison range tests: Tukey, Duncan, and Newman-Keuls.

## Books Recommended

1. Broota, K. D. (2015). *Experimental designs in behavioural research*. New Delhi: New Age Publication.
2. Edwards, A. L. (1968). *Experimental designs in psychological research* (3<sup>rd</sup>ed). New Delhi: Oxford and IBH.
3. Heiman, G. W. (1995). *Research methods in psychology*. Boston: Houghton Mifflin Co.
4. Kerlinger, F. N. (2017). *Foundations of behavioural research* (2<sup>nd</sup>ed) Delhi: Surjeet Publications.
5. Kopala, M., & Suzuki L. A. (1999). *Using qualitative methods in Psychology* (2<sup>nd</sup>ed). Thousand Oaks: Sage.
6. Siegel, S., & Castellon (1988). *Non-parametric statistics for the behavioural sciences* (2<sup>nd</sup> ed). New York: McGraw Hill.
7. Winer, B. J., Brown, D. R., & Michels, K. M. (1991). *Statistical principles in experimental designs* (3<sup>rd</sup>ed). New York: McGraw Hill.

# ADVANCED PHYSIOLOGICAL PSYCHOLOGY

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## Discipline Major-II

Paper Code:

CREDIT-4

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### COURSE DESCRIPTION:

This course provides a foundational understanding of physiological psychology, exploring the biological basis of behaviour. Students will delve into the structure and function of the nervous and endocrine systems, along with key methods used to investigate them. The course will cover topics ranging from neurons and neurotransmission to the brain's hemispheres and their specialised roles.

### COURSE LEARNING OBJECTIVES:

- Understand the structure and functions of the brain and spinal cord.
  - Explore how different areas of the CNS contribute to behaviour and cognition.
  - Learn about invasive methods and imaging techniques used to study the brain.
  - Grasp the basics of resting membrane potential, action potential, synaptic transmission, and neuromuscular transmission and its roles in neural communication and muscle function.
  - Explore hemispheric specialisation, the corpus callosum's role, split-brain phenomena, and neuroplasticity.
  - Identify major glands and hormones and their influence on physiology, behaviour, and health.
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### Unit-I

Central Nervous System: Structure and functions of the Brain and Spinal cord.

### Unit-II

Methods of physiological psychology: Invasive methods; visualising the human brain; Biological and neuronal markers.

### Unit-III

Neural conduction and transmission: Resting membrane potential; Action potential; Synaptic transmission; Neuromuscular transmission.

### Unit-IV

Hemispheres of the neocortex: Role of the corpus callosum and anterior commissure; Split-brain; Hemispheric dominance; Neuroplasticity.

### Unit-V

Endocrine System: Penial, Pituitary, Thyroid, Parathyroid, Adrenal, Pancreas and Gonads.

## Books Recommended

1. Brodal P. (1992). *The central nervous system: Structure and function*. New York: Oxford University Press.
2. Carlson, N. R., Birkett, M. A. (2016). *Physiology of behaviour (12<sup>th</sup>ed.)*. London: Pearson Education Ltd..
3. Ganong, W. F.(2005). *Review of medical physiology*. Norwalk, C.T: Appleton & Lange.
4. Guyton, A. C. (2000). *Textbook of medical physiology*. Philadelphia: W.B. Saunders.
5. Kalat, J. W. (2016). *Biological psychology*. Boston: Cengage Learning.
6. Nicholls, J. G., Martin, A. R., Wallace, B. G. & Fuchs, P. A. (2000) *From neuron to brain*. Sunderland, MA: Sinauer.

# ADVANCED PSYCHOPATHOLOGY

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## Discipline Major-III

**Paper Code:**

**CREDIT-4**

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### **COURSE DESCRIPTION:**

This course explores the various mental disorders and cognitive impairments humans can experience. Students will gain insight into different classification systems used to diagnose these conditions and their causes and symptoms. The course will delve into specific categories like anxiety disorders, somatoform disorders, psychotic disorders, neurodevelopmental disorders, and cognitive impairments.

### **COURSE LEARNING OBJECTIVES:**

- Identify major classification systems for diagnosing mental disorders (e.g., DSM-5).
  - Analyse the characteristics and aetiology (causes) of various mental disorders.
  - Differentiate between different types of anxiety disorders, somatoform disorders, psychotic disorders, and neurodevelopmental disorders.
  - Learn about the symptoms and potential causes of sexual dysfunction, eating disorders, and sleep disorders.
  - Different approaches to understanding and treating cognitive impairments like dementia and amnesia.
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### **Unit-I**

Classification systems in psychopathology: DSM-5. Anxiety-related disorder: Phobic disorder, PTSD, Panic disorder.

### **Unit-II**

Somatoform disorders: Approaches and aetiology of somatisation, hypochondriasis, pain disorder and conversion disorder.

### **Unit-III**

Psychotic disorders: Approaches and aetiology of schizophrenia and mood disorders. Neuro-developmental disorder: ADHD, Autism spectrum disorder.

### **Unit-IV**

Sexual dysfunction: Paraphilic Disorder, Gender dysphoria, Different sexual dysfunction. Eating disorder and Sleep disorder.

## Unit-V

Cognitive impairments: Approaches and aetiology of delirium, dementia and amnestic syndromes, dementia of the Alzheimer's type, pre-senile dementia, Pick's disease, Huntington's chorea.

### Books Recommended:

1. Barlow, D. H. & Durand, V. M. (1999). *Abnormal psychology: An integrative approach* (2nd ed.). Pacific Grove: Brooks/Cole.
2. Buss. A. H. (1999). *Psychopathology*. New York: John Wiley.
3. Carson, R. C., Butcher, J. N., & Mineka, S. (2001). *Abnormal psychology in modern life* (11th ed). New York. Allyn and Bacon.
4. Davison, G.C. & Neals J.M. (1996). *Abnormal psychology* (Revised ed.). New York: John Wiley.
5. Kaplan, H.I., Saddock, B.J. & Gribb, J.A. (1994). *Synopsis of psychiatry*. New Delhi. B.I Waruly.
6. Lamm. A. (1997). *Introduction to psychopathology*. New York: Sage.
7. Sue, R., Sue., D., & Sue, S. (1990). *Understanding abnormal behaviour*. Boston: Houghton Mifflin.

# COGNITIVE PROCESSES

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## Discipline Minor-I

Paper Code:

CREDIT-2

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### COURSE DESCRIPTION:

This course explores the fundamental processes of human cognition, focusing on attention, perception, thinking, and problem-solving. Students will learn how we select, interpret, and organise information from our environment and how we use that information to think critically and solve problems.

### COURSE LEARNING OBJECTIVES:

- Understand the concept and characteristics of attention and the factors influencing it.
  - Analyse the factors that influence attention and perception.
  - Students will learn the nature and functions of language in thought processes.
  - Learn about types of reasoning and explore creative thinking strategies.
  - Understand the different methods of problem-solving and factors that influence our success in tackling challenges.
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### Unit-I

Attention: Meaning and Characteristics. Selective and sustained Attention; Nature and Determinants.

### Unit-II

Perception: Figure-ground, Principles of perceptual organisation, Perception of time and movement.

### Unit-III

Cognitive and motivational factors of perception: Instruction, target identification and perceptual defence, perception without awareness.

### Unit-IV

Language and thought, Reasoning: Nature and types of reasoning. Creativity.

### Unit-V

Problem-solving: Nature and methods; influencing factors of problem-solving.

**Books Recommended:**

1. Singh, A. K. (2015). उच्चतर सामान्य मनोविज्ञान. Varanasi: Motilal Banarasi Das.
2. Best, J. B. (1999). *Cognitive psychology* (5<sup>th</sup>ed). Belmont, CA: Brooks/Cole.
3. Dember, W.N.& Warm, J. S. (1979). *Psychology of perception* (2<sup>nd</sup>ed). New York: Holt.
4. Howard, D.B. (1983). *Cognitive psychology*. New York: McMillan.
5. Mattlin, M.W., Farmer, T. A. (2016). *Cognition*. (9<sup>th</sup> edition). New York: Wiley.
6. Schiffman, H.R. (1996). *Sensation and perception: An integrated approach*. New York: John Wiley.
7. Kellogg, R. T. (2015). *Fundamentals of Cognitive Psychology*. (2<sup>nd</sup> Ed.). New Delhi: SAGE
8. Solso, R.L. (2014). *Cognitive psychology*. (8<sup>th</sup>ed). New Delhi: Pearson Education.
9. Galotti, K. M. (2015). *Cognitive Psychology* (5<sup>th</sup> Ed). New Delhi: SAGE.



# PRACTICAL

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**Core**

**Paper Code:**

**CREDIT-04**

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## **COURSE DESCRIPTION:**

This course aims to provide a comprehensive understanding of various topics in cognitive psychology and research methodology, focusing on sleep disorders, circadian rhythm disturbances, hormonal influences on behaviour, memory processes, attentional mechanisms, and practical skills in designing and conducting experimental studies.

## **COURSE LEARNING OBJECTIVES:**

- Explore different types of sleep disorders and disturbances in circadian rhythm, including their physiological and psychological implications.
  - Investigate how hormonal imbalances affect behaviour and cognitive processes, focusing on their role in mood regulation and cognitive functioning.
  - Differentiate between semantic memory (facts, concepts) and episodic memory (personal experiences), and analyse their neural correlates and cognitive processes.
  - Learn to construct interview schedules and questionnaires for collecting qualitative and quantitative data.
  - Plan and design experimental studies using one-way and two-way ANOVA designs, including hypothesis formulation, variable manipulation, and data analysis strategies.
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Any Six of the following:

1. Sleep disorders
2. Disturbance of circadian rhythm
3. Behavioural impact of hormonal imbalance
4. Semantic memory
5. Episodic memory
6. Problem-solving
7. Sustained attention: Temporal and spatial uncertainty
8. Selective attention
9. Construction of interview schedule
10. Construction of questionnaire
11. Planning a correlational study
12. Planning experimental study: Based on one one-way ANOVA design
13. Planning experimental study: Based on a two-way ANOVA design

## SEMESTER-VIII

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### NON-EXPERIMENTAL AND CORRELATIONAL METHODS

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#### Discipline Major-I

**Paper Code:**

**CREDIT: 04**

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#### COURSE DESCRIPTION:

This course covers advanced topics in research methodology and statistical analysis in psychology. It includes quasi-experimental designs, correlational designs, qualitative methods, non-parametric statistics, and an introduction to SPSS software for data analysis. Students will learn to apply these methods in psychological research to analyse and interpret data effectively.

#### COURSE LEARNING OBJECTIVES:

- Understand Quasi-Experimental and Correlational Designs, Calculate correlation coefficients and effect size, and assess statistical power in research.
  - Apply regression analysis and multiple regression analysis to examine relationships between variables.
  - Learn how to collect qualitative data through case studies, interviews, and observations, and employ qualitative analysis techniques like discourse, grand narrative analysis, and ethnographic methods.
  - Utilise non-parametric statistical tests to analyse data that does not meet normality assumptions.
  - Learn basic proficiency in using the statistical software SPSS for data entry, manipulation, and analysis.
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#### Unit-I

Quasi-experimental designs: One group designs, non-equivalent control group, and time series designs.  
Factor analysis: Techniques and implications.

#### Unit-II

Correlational designs: Panel design, cross-sectional and longitudinal designs. Correlation coefficient, effect size, power and its significance. Regression analysis, Multiple Regression Analysis.

#### Unit-III

Qualitative methods: Collecting qualitative data, Case study, interview, and observation method. Discourse analysis, grand narrative analysis, ethnographic methodology.

## Unit-IV

Non-parametric statistics: Median test, Wilcoxon test, Mann- Whitney U-test, Kolmogorov -Smirnov one and two sample tests, Kruskal- Wallis H test, Kendall's coefficient of concordance. Friedman's two-way analysis of variance.

## Unit-V

Introduction to SPSS.

### Books Recommended:

1. Breakwell, G.M., Hammond, S., & Fife-Schaw, C. (2012). *Research methods in psychology* (4<sup>th</sup> Ed.). London: Sage Publications.
2. Broota, K. D. (2015). *Experimental designs in behavioural research*. New Delhi: New Age Publication.
3. Edwards, A. L. (1968). *Experimental designs in psychological research* (3rd edition). New Delhi: Oxford and IBH.
4. Flick, U. (2002). *An introduction to qualitative research*. London: Sage Publications.
5. Kerlinger, F.N. (2015). *Foundations of behavioural research* (2nd edition). Delhi: Surjeet Publications.
6. Kopala, M. & Suzuki, L.A. (1999). *Using qualitative methods in psychology* (2nd edition). Thousand Oaks: Sage.
7. Siegel, S. & Castellon (1988). *Non-parametric statistics for the behavioural sciences* (2nd edition). New York: McGraw Hill.
8. Smith, J.A. (Ed) (2003). *Qualitative psychology: A practical guide to research methods*. London: Sage Publication.

# **BASICS OF HEALTH PSYCHOLOGY**

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## **Discipline Minor-I**

**Paper Code:**

**CREDIT: 02**

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### **COURSE DESCRIPTION:**

This course explores the fascinating intersection of psychology and physical health, known as Health Psychology. Students will delve into various health promotion and disease prevention approaches, examining both Western and Eastern perspectives on well-being. The course will cover key models in health psychology, analyse the Indian healthcare system, and explore strategies for changing health behaviours. Additionally, it will address common health-compromising behaviours like smoking and alcoholism while also introducing positive psychology concepts that contribute to overall health.

### **COURSE LEARNING OBJECTIVES:**

- Explore the emergence of health psychology and its applications in clinical and community settings.
  - Compare Western and Eastern perspectives on health, emphasising cultural influences on well-being.
  - Examine biomedical and biopsychosocial models of health, understanding their implications for health interventions.
  - Investigate health-enhancing behaviours such as nutrition, exercise, and yoga, emphasising their impact on physical and mental well-being.
  - Learn some strategies for preventing chronic diseases like hypertension, cholesterol management, obesity, and diabetes.
  - Will find a linkage between positive psychology to health psychology.
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## **Unit-I**

Health Psychology: Emergence and Approaches to Health Psychology – Clinical and Community. Western and Eastern perspectives of health and well-being.

## **Unit-II**

Models of health psychology: Biomedical and Biopsychosocial Models. Health care system: Status of India, Designing health care work environment, future challenges for health care.

## **Unit-III**

Health Enhancing Behaviour: Health and behaviour. Changing health habits, Cognitive-behavioural approaches to health change. Immunisation, Nutrition, Exercise, Yoga.

## **Unit-IV**

Secondary Prevention: Controlling Hypertension, Cholesterol, obesity and Diabetes. Health Compromising Behaviour: Alcoholism, Smoking.

## **Unit-V**

Positive Psychology and Health: Happiness, Flow, Hope and Optimism. Recent trends in Health Psychology.

### **Books Recommended:**

1. Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strengths*. New York: Brunner – Routledge.
2. Dimatteo, M. R., & Martin, L. R. (2007). *Health Psychology*. New Delhi: Pearson Education.
3. Malhotra, S. M., Batra, P., & Yadava, A. (2007). *Health Psychology: Psycho-Social Perspective*. New Delhi: Common Wealth Publishers.
4. Marks, D. F., Murray, M., Evans, B., Willig, C, Woodall, C., & Sykes, C. M. (2008). *Health Psychology: Theory, Research and Practice*. New Delhi: Sage
5. Roberts, R., Towell, T., & Golding, J. F. (2001). *Foundations of Health Psychology*. New York: Palgrave.
6. Snyder, C. R., & Lopez, S. J. (2009). *Positive Psychology*. New Delhi: Sage.
7. Straub, R. O. (2007). *Health Psychology: A Biopsychosocial Approach*. New York: Worth Publishers.
8. Taylor, S. E. (2003). *Health Psychology*. New York: McGraw Hill.
9. Sanderson, C. A. (2011). *Health Psychology* (2nd Ed.). USA: John Wiley & Sons, Inc.
10. Marks, D. F., Murray, M., Evans, B., & Estacio, E. M. (2011). *Health Psychology: Theory, Research and Practice*. New Delhi: Sage.
11. Gurung, R. A. R. (2010). *Health Psychology: A Cultural Approach*. USA: Wadsworth.

# RESEARCH PROJECT/ DISSERTATION

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## Research Project / Dissertation

**Paper Code:**

**CREDIT: 12**

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### **COURSE DESCRIPTION:**

Empower students to become successful researchers through developing and completing a psychological dissertation project. This program equips them with the necessary knowledge and skills and provides valuable pre-doctoral experience. Students who excel (honours with research degree) are well-prepared to transition directly into PhD programs. Additionally, the dissertation process fosters critical thinking skills, allowing students to formulate hypotheses and collect data to address their own research questions.

### **COURSE LEARNING OBJECTIVES:**

- Learn how to select a proper and valuable research problem hypothesis formulation, select a proper search design, collect data, and analyse the obtained data.
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Students opting for a dissertation in the final semester will be required to give their preference for this paper at the start of the eighth semester and submit the title along with the written consent of the supervisor in a stipulated period. Further, the candidate must submit a brief write-up of the plan proposal after admission in the fifth semester. The dissertation may involve laboratory research, fieldwork, survey research, case study or any other type of psychological research. The writing of the dissertation must follow the Publication Manual of the American Psychological Association and should be within 30 to 50 pages, including references and appendices. The dissertation evaluation will be done in 300 marks (60% marks for the dissertation thesis and 40% for viva voce).

### **Summary of key points are:**

**Dissertation Preference and Title Submission:** Students must indicate their dissertation preference at the start of the eighth semester and submit their chosen title with their supervisor's consent within a specified timeframe.

**Proposal Submission:** At the start of the fifth semester, students must submit a brief write-up of their dissertation plan proposal.

**Types of Research:** The dissertation can involve various types of psychological research, including laboratory research, fieldwork, survey research, case studies, or other methodologies.

**APA Style Guidelines:** The writing of the dissertation must adhere to the Publication Manual of the American Psychological Association (APA), ensuring consistency and professionalism in formatting, citations, references, and overall presentation.

**Length and Evaluation:** The dissertation should be between 30 to 50 pages, including references and appendices. Evaluation will be based on 300 marks, with 180 marks allocated for the dissertation thesis and 120 for the viva voce (oral examination).