

B. A. (Honors) Psychology - FYUP

Department of Psychology

Faculty of Social Sciences

Jamia Millia Islamia, New Delhi

Undergraduate Curriculum (NEP)
Credit Requirements to Award Degree Under Each Category
Department of Psychology, JMI

Semester	Major (C)	Minor (MC)	Multidisciplinary (MDC)	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Value Added Course (VAC)	Summer Internship /Vocational Course/Apprenticeship	Research Project	Credits per Semester
I	C1 - Basic Processes in Psychology (4 Credits)	MC1 - Introduction to Psychology (4 Credits)	MD1 - Environment and Psychology (3 Credits)	AEC1 -	SEC1 - Stress Management (3 Credits)	VAC1 - Mental Health Care (2 Credits)	-	-	20
	C2 - Developmental Psychology (4 Credits)	-	-	-	-	-	-	-	
II	C3 - Cognitive Psychology (4 Credits)	MC2 - Foundation of Psychology (4 Credits)	MDC3 - Emotional Intelligence (3 Credits)	AEC2 -	SEC2 - Personal Growth (3 Credits)	VAC2 - Happiness and Wellbeing (2 credits)	-	-	20

[illegible]

	Credits)								
	C9 - Research Methods in Psycholog y (4 Credits)	-	-	-	-	-	-	-	
Level 6 Exit 2 (UG Diploma)									
V	C10 - Psychopat hology (4 Credits)	MC5 - Person ality and Individ ual Differe nces (4 Credits)		-	SEC3 - Commu nication Skills (3 Credits)	-	-	-	20
	C11 - Organizati onal Behavior (4 Credits)	-	-	-	-	-	-	-	
	C12 - Statistics in Psycholog y (4 Credits)	-	-	-	-	-	-	-	
VI	C13 - Test	MC6 -		-	-	-	-	-	20

	and Measurem ent (4 Credits)	Basic Resear ch Metho ds (4 Credits)							
	C14 - Biopsych ology (4 Credits)	-	-	-	-	-	-	-	
	C15 - Interpers onal and Group Processes (4 Credits)	-	-	-	-	-	-	-	
Level 7 Exit 3 (3 Year UG Degree)									124
VII	C16 - Personalit y Psycholog y (4 Credits)	MC7 - Psycho logy at Work (4 Credits)	-	-	-	-	-	-	20
	C17 - Qualitativ e Research Methods (4 Credits)	-	-	-	-	-	-	-	
	C18 - Cultural	-	-	-	-	-	-	-	

	and Indigenou s Psycholog y (4 Credits)								
	C19 - Neuropsyc hology (4 Credits)	-	-	-	-	-	-	-	
VIIIa	C20 - Critical Psycholog y (4 Credits)	MC8 - Psycho logy of Elderl y (4 Credits)	-	-	-	-	-	-	20
	C21 - Health Psycholog y (4 Credits)	-	-	-	-	-	-	-	
	C22 - Positive Psycholog y (4 Credits)	-	-	-	-	-	-	-	
	C23 - Human Resource Managem ent (4 Credits)	-	-	-	-	-	-	-	

Level 8 Exit 4 (4 Year UG Degree - Honors)									164
VIIIb	C20 (4 Credits)	MC8 (4 Credits)	-	-	-	-	-	12	20
	Exit 4 (4 Year UG Degree - Honors with Research)								164

SEMESTER I

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-101	Basic Processes in Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5 (3 +2)	100

BASIC PROCESSES IN PSYCHOLOGY

Course Objectives:

The course will give a basic understanding of the discipline of psychology. Students will get to know about the nature and scope of psychology as well as develop an understanding of some of the basic processes in psychology such as attention, perception, learning, motivation, and emotions.

Unit I: Introduction to Psychology

1. Nature and Definition of Psychology, Brief History of Psychology, Major Subfields of Psychology
2. Perspectives of Behavior: Biological, Psychoanalytic, Behavioristic, Cognitive, Humanistic, and Sociocultural Perspectives
3. Psychology as a Science, Methods of psychology: Experimental, Observation, Survey

Unit II: Attention, Perception, and Learning

1. Attention: Theories of Selective Attention (Broadbent, Triesman), Divided Attention
2. Sensation and Perception: Stages of Sensation to Perception, Top-down and Bottom-up Processing, Gestalt laws of Perceptual Organization, Perceptual Constancy, Depth Perception, Illusions, Factors influencing Perception

3. Learning: Nature and definition, Classical and Operant conditioning, Social-Cognitive perspectives of learning

Unit III: Motivation and Emotion

1. Nature and types of motivation, Instinct theory of motivation (McDougall), McClelland, Maslow, Self-determination theory
2. Nature, expression, and functions of emotions
3. Theories of emotions: James-Lange, Cannon-Bard, Schachter-Singer, Culture and Emotions (Paul Ekman)

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics **(both practicals have to be from different units)**:

1. Attention
2. Perception
3. Learning
4. Motivation
5. Emotions

Recommended Readings:

1. Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill Education
2. Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.
3. Feldman, R.S. (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw Hill
4. Eysenck, M.W. (2009). *Fundamentals of Psychology*. Slovenia: Psychology Press

5. Baron, R. A. & Misra, G. (2014). *Psychology*, Indian Subcontinent Edition, Pearson Education
6. Gerrig, R. J. & Zimbardo, P. G. (2006). *Psychology and Life*. New Delhi: Pearson Education
7. Smith, E.E, Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2014). *Atkinson and Hilgard's Introduction to Psychology*. New York: Thomson-Wadsworth

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-102	Developmental Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5	100

DEVELOPMENTAL PSYCHOLOGY

Course Objectives:

The course introduces students to the discipline of developmental psychology. Students will get acquainted with the knowledge of human developmental processes along with the theoretical perspectives to make them understand the role of biological, social, psychological, environmental, and adjustment related factors in the developmental process.

Unit I: Introduction

1. Nature and nurture of development, developmental processes and periods, Difference between growth and development
2. Methods of Study- Longitudinal, Observation, and Cross-sectional studies
3. Careers in Developmental Psychology

Unit II: An Overview of Theoretical Perspectives

1. Psychoanalytical theories: Freud's Psychosexual theory and Erikson's Psychosocial theory of development
2. Cognitive theories: Piaget's Cognitive Development theory, Vygotsky's Socio-cultural Cognitive theory, Information Processing theory
3. Ecological theory: Bronfenbrenner's Ecological theory

Unit III: Biological Beginnings

1. Evolutionary perspectives
2. Genetic foundation of development and Reproductive challenges
3. Socio-cultural contexts of development

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics **(both practicals have to be from different units)**:

1. Identifying the most important developmental processes and periods
2. Assessment of Psychosocial development
3. Understanding Socio-cultural interactions
4. Influence of environment and genetics to determine human characteristics
5. The developmental theory that best explains your development and why?

Recommended Readings

1. Santrock, J. W., Deater-Deckard, K., Lansford, J., Piercy, J., Rosati, A. (2022). *Child Development*. Toronto, ON: McGraw Hill
2. John W. Santrock. (2017). *Lifespan Development*. 13th Indian edition, McGraw-Hill Education: New York
3. Feldman, R. S. (2023). *Development across the lifespan*. 10th Indian edition, Pearson: New Delhi

4. Hurlock, J.B. (1997). *Child Development*. McGraw Hill: New Delhi

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-M-103	Introduction to Psychology (Minor)	4	75	25 (10+10+5)	4	100

INTRODUCTION TO PSYCHOLOGY

Course Objectives:

The course will introduce students to the discipline of psychology, and give an understanding of some basic concepts like perception, learning, motivation, and emotions.

Unit I: Emergence of Psychology

1. Nature and the brief history of Psychology
2. Perspectives of Behavior: Psychoanalytic, Behavioristic, Cognitive, and Humanistic
3. Methods of Psychology: Experiment, Survey, and Case study

Unit II: Sensation, Perception and Learning

1. Nature of Sensation and Perception: Principles of Perception, Perceptual Constancy, Depth Perception, Illusion
2. Definition and Theories of Attention
3. Nature of Learning, Classical and Operant conditioning, Social-cognitive perspective

Unit III: Motivation and Emotion

1. Nature and types of motivation, Instinct theory of motivation (McDougall), McClelland, Maslow

2. Nature, expression, and functions of emotions
3. Theories of Emotion: James-Lange, Cannon-Bard, and Schachter-Singer

Recommended Readings:

1. Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill Education
2. Morgan, C.T., King, R.A., Weiss, J.R.; and Schopler, J. (1993). *Introduction to Psychology*. New York: Tata McGraw Hill
3. Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.
4. Feldman, R.S. (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw Hill
5. Eysenck, M.W. (2009). *Fundamentals of Psychology*. Slovenia: Psychology Press
6. Baron, R. A. & Misra, G. (2014). *Psychology*, Indian Subcontinent Edition, Pearson Education

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-T-101	Environment and Behavior (Multidisciplinary)	3	56	19 (10+9)	3	75

ENVIRONMENT AND BEHAVIOR

Course Objectives:

The course will give an understanding of the bi-directional relationship between environment and behavior. It will also create awareness about the role of the built environment on behavior, and suggest ways of promoting pro-environmental behavior and sustainability.

Unit 1: Natural and Social Environment

1. Introduction to the relationship between Environment and Behavior
2. The influence of Environment on Behavior (Air pollution, Noise, Crowding)
3. The influence of Behavior on the Environment (Global warming, Greenhouse effect)

Unit 2: Built Environment

1. The Built Environment, Social Design
2. The Role of Built Environment on Health and Mental Health
3. Defensible Space: Defensible Space Theory and Human Behavior

Unit 3: Pro-environmental Behavior and Sustainable Development

1. Understanding Resource Dilemmas
2. Promoting Pro-environmental Behavior
3. Developing a Sustainable Future

Recommended Readings

1. Oliver, K. (2002). *Psychology in Practice: Environment*. Oxon: Hodder Education
2. Gifford R. (2012). Applying Social Psychology to the Environment, In Schneider, F. W., Gruman J. A., & Coutts, L. M. (Eds.), *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. New Delhi: SAGE Publications
3. Steg, L. & Gifford, R. (2008). Social Psychology and Environmental Problems, In Steg, L., Buunk, A. P., & Rothengatter T. (Eds.), *Applied Social Psychology: Understanding and Managing Social Problems*. Cambridge: Cambridge University Press
4. Myers, D. G. (2010). *Social Psychology*. New York: McGraw-Hill Companies
5. Goleman D. (2009). *Ecological Intelligence*. London: Penguin

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-S-101	Stress Management (Skill Enhancement Course)	3	56	19 (10+9)	3	75

STRESS MANAGEMENT

Course Objectives:

The course aims to teach learners the idea of Stress, its sources, and how stress impacts our health. Moreover, the relationship between stress with some personality factors will also be explained to the learners. How to manage stress is another important aspect students will learn. The course will include exercises and activities for students.

Unit I: Stress and Stressors

1. Core concepts: Stress, Stressors
2. Environmental Stressors: Catastrophes, Major life changes, and Daily hassles
3. Psychological stressors: Cognitive appraisal, Uncertainty, and Conflict

Unit II: Stress and Health

1. The General Adaptation Syndrome
2. Stress and the Immune System
3. Stress, Coronary heart disease, and Diabetes

Unit III: Stress, Personality, and Managing Stress

1. Distress prone and Distress resistant personality patterns: Type A, Type B, Type C, Optimism, and Hardiness

2. Managing Stress: Coping (Adaptive-Maladaptive), Physical exercise, Relaxation, Meditation, and Spirituality
3. Know your stress level and manage it: Assessment and Experiential training

Recommended Readings:

1. Schafer, W. (2000). *Stress Management*. New Delhi: Cengage Learning
2. Ciccarelli, S. K., White, J. N. & Misra, G. (2023) *Psychology*. New Delhi: Pearson Publications
3. Carr, A. (2011). *Positive Psychology: The Science of Happiness and Human Strength*. London, UK: Routledge

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-V-101	Mental Health Care (Value Added Course)	2	37	13 (7+6)	2	50

MENTAL HEALTH CARE

Course Objectives:

The course will help students to understand the intricacies of mental health and mental illness. It will also develop an awareness of the different ways of mental health care (including self-care), allowing individuals to take appropriate measures to deal with mental health related difficulties.

Unit I: Understanding Mental Health and Mental Illness

1. Basic Concepts: Mental Health and Illness, Mental Health Continuum
2. Perspectives on Mental Health (Psychoanalytic, Behavioral, Cognitive, Interpersonal, Humanistic)

3. Mental Health: Issues and Challenges

Unit II: Mental Health Prevention and Care

1. Healthcare Systems: Primary, Secondary, Tertiary, Quaternary
2. The concept of Counseling and Psychotherapy, Psychological First Aid, Community Mental Health
3. Mental Health Capacity Building, Mental Health Literacy

Recommended Readings:

1. Westerhof, G. J. & Keyes, C. L. M. (2010). Mental Illness and Mental Health: The Two Continua Model Across the Lifespan. *Journal of Adult Development, 17*, 110 - 119 DOI 10.1007/s10804-009-9082-y
2. Keyes, C. L. M. (2005). Mental Illness and/or Mental Health? Investigating Axioms of the Complete State Model of Health. *Journal of Consulting and Clinical Psychology, 73* (3), 539 - 548
3. Snyder, C. R. & Lopez, S. J. (Eds.) (2002). *Handbook of Positive Psychology*. Oxford: Oxford University Press
4. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A Dimensional Approach*. Wadsworth: Cengage Learning
5. Donev, D., Kovacic L., & Laaser, U. (2013). The Role and Organization of Healthcare Systems. In: *Health: Systems - Lifestyle - Policies*
6. Sommers-Flannagan, J. & Sommers-Flannagan, R. (2004). *Counseling and Psychotherapy Theories and Practice: Skills, Strategies, and Techniques*. Hoboken: John Wiley & Sons
7. Gladding, S. T. (2018). *Counseling: A Comprehensive Profession*. New York: Pearson Education
8. Sampaio, F., Gonclaves, P., & Sequeira, C. (2022). Mental Health Literacy: It is now time to put knowledge into practice. *International Journal of Environment Research and Public Health, 19*, 7030 <https://doi.org/10.3390/ijerph19127030>

9. Kutcher, S., Wei, Y., & Coniglio, C. (2016). Mental Health Literacy: Past, Present, and Future. *The Canadian Journal of Psychiatry*, 61 (13), 154 - 158 DOI: 10.1177/0706743715616609
10. Wainberg, M. L., Scorza, P, Schultz, J. M. et al (2017). Challenges and Opportunities in Global Mental Health: A Research-to-Practice Perspective
11. Sultana, S. A. (2021). Building Capacities of Youth Positive Mental Health and Wellbeing. In: Leal Filho, W., Azul, A.M., Brandli, L., Lange Salvia, A., Özuyar, P.G., Wall, T. (eds) *Peace, Justice and Strong Institutions. Encyclopedia of the UN Sustainable Development Goals*. Springer, Cham. https://doi.org/10.1007/978-3-319-71066-2_145-1

SEMESTER II

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-151	Cognitive Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5	100

COGNITIVE PSYCHOLOGY

Course Objectives:

The course will introduce students to the discipline of cognitive psychology. Students will get to know about cognitive psychology and its emergence as a discipline as well as develop an understanding of some of the higher cognitive processes such as memory, language, reasoning, problem solving, decision making, and intelligence.

Unit I: Introduction to Cognitive Psychology

1. Definition, Brief History of Cognitive Psychology, Artificial Intelligence

2. Nature and processes of Memory, Information Processing Model of Memory (Atkinson & Shiffrin), The concept of Forgetting
3. Autobiographical Memory, Flashbulb Memory, False Memories

Unit II: Language, Thinking, and Decision Making

1. Language and Thought: Language Acquisition (Chomsky), Linguistic-relativity hypothesis
2. Reasoning and Problem Solving: Inductive and Deductive Reasoning, Steps and Barriers of Problem Solving
3. Decision Making: Individual and Group Decision Making, Heuristics

Unit III: Intelligence

1. History of Intelligence; Heredity, Environment, and Intelligence
2. Nature of Intelligence: Psychometric and Cognitive approaches
3. Theory of Multiple Intelligences (Gardner), Emotional Intelligence

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on **any two** of the following topics (**both practicals have to be from different units**):

1. Memory
2. Language and Thought
3. Problem-Solving
4. Decision Making
5. Intelligence

Recommended Readings:

1. Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill Education

2. Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.
3. Solso, R. L., MacLin, O. H., & MacLin, M. K. (2014). *Cognitive Psychology*. Harlow: Pearson Education
4. Sternberg, R. J. & Sternberg, K. (2012). *Cognitive Psychology* (6th ed.). Wadsworth, Cengage Learning
5. Matlin, M. W. (2013). *Cognition* (3rd ed.). John Wiley & Sons
6. Galloti, K. M., Fernandes, M. A., Fugelsang, J., & Stolz, J. A. (2010). *Cognitive Psychology: In and Out of the Laboratory* (1st Canadian Edition). Nelson Education Ltd
7. Morgan, C. T., King, R. A., Weiss, J. R., & Schopler, J. (1986). *Introduction to Psychology*. New York: Tata McGraw Hill

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-152	Abnormal Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5	100

ABNORMAL PSYCHOLOGY

Course Objectives:

At the end of this course, the student shall be able to understand the concept of normality in its various dimensions and the classification, symptoms, aetiology, and treatment options for various disorders.

Unit I: Introduction

1. Historical background, concept and criteria of abnormal behavior
2. Causes of abnormal behavior: Biological, Psychological, Socio-cultural
3. DSM-5TR classification of mental disorders

Unit II: Anxiety, Obsessive-Compulsive and related Disorders

1. Generalized anxiety Disorder: Symptoms, causes, and treatment
2. Obsessive-compulsive Disorder: Symptoms, causes, and treatment
3. Phobia: Symptoms, causes, and treatment

Unit III: Personality Disorders

1. Paranoid Personality Disorder: Symptoms, causes, and treatment
2. Narcissistic Personality: Symptoms, causes, and treatment
3. Dependent Personality Disorder: Symptoms, causes, and treatment

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on *any two* of the following topics (**both practicals have to be from different units**):

1. DSM
2. Anxiety
3. OCD
4. Phobia
5. Personality disorders

Recommended Readings:

1. Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (11th ed.). New York: Worth Publishers
2. Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal Psychology* (18th ed.). UK: Pearson Education Limited
3. Kring, A. M., & Johnson, S. L. (2022). *Abnormal psychology: The science and treatment of psychological disorders* (15th ed.). NJ: Wiley

4. Nevid, J. S., Rathus, S. A., & Greene, B. S. (2021). *Abnormal Psychology in a Changing World* (11th ed.). Pearson
5. Whitbourne, S. (2022). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders* (10th ed.). McGraw-Hill
6. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
7. Ray, W. J. (2020). *Abnormal Psychology* (3rd ed.). CA: Sage Publications
8. Nolen-Hoeksema, S., & Jennings, H. (2023). *Abnormal Psychology* (9th ed.). New York, NY: McGraw Hill

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
25-PSY-M-151	Foundations of Psychology (Minor)	4	75	25 (10+10+5)	5	100

FOUNDATIONS OF PSYCHOLOGY

Course Objectives:

The course gives a basic understanding of the discipline of psychology, and introduces students to the concepts of learning, memory, intelligence, problem solving, and decision making.

Unit I: Memory and Forgetting

1. Memory: Nature of memory, models of memory (Information Processing Model)
2. Autobiographical Memory, Flashbulb Memory, Memory as a Constructive Process
3. Forgetting: Nature of forgetting, Theories of forgetting: Decay, interference theory, Motivated Forgetting

Unit II: Intelligence

1. Concept and History of Intelligence; Heredity, Environment and Intelligence
2. Theories of Intelligence: Spearman's two factor theory, Gardner's theory of Multiple intelligences
3. Meaning and definition of Emotional Intelligence (EI), components of EI

Unit III: Problem Solving and Decision Making

1. Problem Solving: Steps, Strategies – Trial and error, algorithms, heuristics
2. Creativity: Nature, stages in creative thinking, barriers to creative thinking
3. Decision Making: Individual versus Group Decision Making, Heuristics

Recommended Readings:

1. Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill Education
2. Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.
3. Feldman, R.S. (2009). *Essentials of Understanding Psychology*. New Delhi: Tata McGraw Hill
4. Smith, E.E, Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G.R. (2014). *Atkinson and Hilgard's Introduction to Psychology*. New York: Thomson-Wadsworth
5. Baron, R.A. & Misra, G. (2014). *Psychology*, Indian Subcontinent Edition, 5th Edition, New Delhi: Pearson Education
6. Morgan, C.T, King, R.A., Weiss, J.R., & Schopler, J. (1993). *Introduction to psychology*, New York: Tata McGraw Hill
7. Open Textbook: Lumen Learning (2022). Introduction to Psychology. Lumen Learning <https://courses.lumenlearning.com/waymaker-psychology/>

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-T-151	Emotional Intelligence (Multidisciplinary)	3	56	19 (10+9)	3	75

EMOTIONAL INTELLIGENCE

Course Objectives:

The course aims to introduce the concept of emotional intelligence (EI) to students, and how it can be useful in important domains of our life. The course also will give students a modest understanding of different theoretical perspectives on EI. The course further makes students learn the significance of EI in self-growth, and building effective relationships.

Unit I: Fundamentals of Emotional Intelligence

1. Nature of EI, Brief history (Mayer & Salovey, and Goleman)
2. Models of EI: Ability (Mayer & Salovey) model of EI, and Trait model (Davies et al.) model
3. Mixed model of EI: Goleman

Unit II: Personal and Social Competencies:

1. Self-awareness: Identifying one's own strengths and weaknesses
2. Self-management: Managing one's positive emotions (Happiness), and negative emotions (Anger)
3. Social competencies: Empathy, Compassion, and Effective communication

Unit III: Importance of Emotional Intelligence in Various Life Domains:

1. EI in the Workplace: Leadership, Effective Teams/Groups
2. EI in Relationships: Empathy, Managing Conflicts
3. EI in Mental Health: Managing Stress and Anxiety

Recommended Readings:

1. Carr A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge
2. Bar-On, R. & Parker, J. D. A. (Eds.) (2000). *The Handbook of Emotional Intelligence*. San Francisco, California: Jossey Bros
3. Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Book
4. Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books
5. Davies, K. A., Lane, A. M., Devonport, T. J., & Scott, J.A. (2010). Validity and Reliability of a Brief Emotional Intelligence Scale (BEIS-10). *Journal of Individual Differences*, 31(4),198–208

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-S-151	Personal Growth (Skill Enhance Course)	3	56	19 (10+9)	3	75

PERSONAL GROWTH

Course Objectives:

The course will develop an understanding of the various aspects of personal growth. It will help in understanding the idea of self-concept and enhancing self-esteem. Further, it will help in understanding personal growth through cognitive-behavioral and humanistic models as well as develop self-awareness.

Unit I: Self-concept and Self-esteem

1. Self and Personality, Self Growth, Personal Growth
2. Self-concept, Factors influencing Self-concept
3. Self-esteem, Factors influencing Self-esteem, Enhancing Self-esteem

Unit II: Cognitive-Behavioral and Humanistic Models

1. Growth Mindset and Fixed Mindset
2. Self-efficacy, Self-determination
3. Self-actualization, Personal Growth Process Model

Unit III: Developing Strengths, Understanding Weaknesses

1. Self-awareness: Definition, Types of self-awareness
2. Factors Influencing Self-awareness, Consequences of Self-awareness
3. Developing Self-awareness (Tasks, Exercises)

Recommended Readings

1. Schultz, D. P. & Schultz, S. E. (2009). *Theories of Personality*. Wadsworth: Cengage Learning
2. Snyder, C. R. & Lopez, S. J. (Eds.) (2002) *Handbook of Positive Psychology*. Oxford: Oxford University Press
3. Myers, D. G. (2010). *Social Psychology*. New York: McGraw-Hill Companies
4. Duffy, K. G. & Atwater, E. (2008). *Psychology for Living: Adjustment, Growth, and Behavior Today*. New Delhi: Pearson Education
5. Dweck, C. S. (2017). *Mindset*. New York: Random House
6. Goleman, D. (2007). *Social Intelligence: The New Science of Human Relationships*. London: Arrow Books
7. Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strengths*. New York: Routledge
8. Maurer, M. M., Maurer, J., Hoff, E., & Daukentaite, D. (2023). What is the process of personal growth? Introducing the Personal Growth Process Model. *New Ideas in Psychology*, 70, 101024 <http://dx.doi.org/10.1016/j.newideapsych.2023.101024>

9. Morin, A. (2011). Self-awareness Part I: Definition, Measures, Effects, and Antecedents. *Social and Personality Psychology Compass*, 5(10), 807-823
10. Eurich, T. (2019). What Self-awareness Really Is (and How to Cultivate it) In *Self-awareness: HBR Emotional Intelligence Series*. Boston: Harvard Business Review Press
11. Fleming, S. M. (2021). *Know Thyself: The New Science of Self-awareness*. London: John Murray Publishers

SEMESTER III

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-201	Social Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5 (3 +2)	100

SOCIAL PSYCHOLOGY

Course Objectives:

The course will introduce the students to the discipline of social psychology. Students will learn the nature and scope of social psychology, indicating the role of the situation and context on behavior. Further, students will develop an understanding of social processes in shaping the self, and the social-cognitive process involved in behavior. Finally, the students will learn about attitude formation and attitude change, and the different types of beliefs.

Unit I: Introduction to Social Psychology

1. Nature, Scope, and Brief History of Social Psychology, Difference between Basic and Applied Social Psychology
2. Theoretical Perspectives: Symbolic Interactionism and Social Constructionism

3. Methods of Social Psychology: Experiments, Surveys, Ethnomethodology, Action Research

Unit II: Self and Social Cognition

1. Social Self: Self-concept, Self-awareness, and Self-esteem
2. Heuristics, Schemas, and Errors in Social Cognition
3. Theories of Attribution, Attributional Biases; Impression Formation and Impression Management

Unit III: Attitudes and Beliefs

1. Nature and Formation of Attitudes, Attitude and Behavior
2. Theories of Attitude Change (Heider, Festinger), Persuasion
3. Beliefs and Believing, Conspiracy Theories

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (**both practicals have to be from different units**):

1. Self
2. Errors in Social Cognition
3. Impression Formation
4. Attitude and Attitude Change
5. Conspiracy Theories

Recommended Readings:

1. Baumeister, R. Y. & Bushman, B. J. (2024). *Social Psychology and Human Nature*. New Delhi: Cengage Learning

2. Aronson, E., Wilson, T. D., Akert, R. M., Sommers, S. R. (2016). *Social Psychology*. Boston: Pearson Education
3. Baron, R. A. & Branscombe, N. R. (2012). *Social Psychology*. New York: Pearson Education
4. Myers, D. G. (2010). *Social Psychology*. New York: McGraw-Hill Companies
5. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology*. New Delhi: Pearson Education
6. Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.) (2012). *Applied Social Psychology: Understanding and Practicing Problems*. New Delhi: SAGE
7. Steg, L., Buunk, A. P., & Rothengatter, T. (Eds.) (2008). *Applied Social Psychology: Understanding and Managing Social Problems*. Cambridge: Cambridge University Press
8. Shermer, M. (2011). *The Believing Brain: How We Construct Beliefs and Reinforce Them As Truths*. London: Times Books
9. Van Prooijen, J. (2018). *The Psychology of Conspiracy Theories*. London: Routledge
10. Brotherton, R. (2015). *Suspicious Minds: Why We Believe Conspiracy Theories*. New York: Bloomsbury
11. Neuman, W. L. (2015). *Social Research Methods: Qualitative and Quantitative Approaches*. Noida: Pearson Education

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-202	Counseling Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

COUNSELING PSYCHOLOGY

Course Objectives:

The course will acquaint students with the counseling process, goals of counseling and the skills and techniques involved in counseling. Several major theories in counseling will be examined that focus on the nature of counseling, the client-counselor relationship, and the techniques used. Finally, counseling specific populations have been emphasized.

Unit I: Introduction to Counseling

1. Nature and meaning of counseling; outcome and process goals of counseling; ethical issues in counseling.
2. Factors that influence counseling; stages of counseling; termination and follow-up.
3. Skills of the counselor; core conditions of counseling: empathy, positive regard, genuineness and concreteness.

Unit II: Theories of Counseling

1. Psychoanalytic counseling: The nature of people; the role of the counselor; goals and techniques of counseling.
2. Person-centered counseling: View of human nature; the role of the counselor and the counseling process; goals and techniques of counseling.
3. Behavioral counseling: The nature of people; the role of the counselor and the counseling process; goals and techniques of counseling.

Unit III: Counseling Specific Populations

1. Counseling clients in crisis: Definition of crisis; events that precipitate crisis and steps in crisis intervention.
2. Counseling the aged or older adults: Old age and the needs of the aged; specific emphases and techniques for older clients; working with families of older clients.
3. Gender-based counseling: Concerns, issues and skills in counseling women; concerns, issues and skills in counseling men.

Practicum (15 marks)

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for that practical. The practicals will be conducted on ***any two*** of the following topics (**both the practicals must be from different units**).

1. Importance of ethics in counseling
2. Skills of the counselor in counseling
3. Person-centered counseling
4. Behavioral counseling
5. Crisis counseling

Recommended Readings

1. Welfel, E.R., & Patterson, L.E. (2005). *The Counseling Process. A Multi-cultural Perspective*. Cengage Learning
2. Gladding, S.T. (2014). *Counseling. A Comprehensive Profession*. Pearson Education
3. Gibson, R. L. & Mitchell, M. H. (2008). *Introduction to Counseling and Guidance*. Pearson Education
4. Corey, G (2013). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning
5. Capuzzi, D. & Gross, D.R. (2007). *Counseling and Psychotherapy: Theories and Interventions*. Pearson Education

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-M-201	Introduction to Social Psychology (Minor)	4	75	25 (10+10+5)	4	100

INTRODUCTION TO SOCIAL PSYCHOLOGY

Course Objectives

This course aims to identify patterns of individual's thoughts, feelings, and behaviors in various social settings. By integrating empirical research with practical applications, this course will provide students with valuable insights into the complexities of human behavior in social contexts.

Unit I: Introduction

1. Nature, Historical Roots, and Methods of Social Psychology
2. Theories of Social Psychology: Evolutionary, Behavioral, and Cognitive
3. Research Ethics in Social Investigation

Unit II: Attitude and Prejudice

1. Concept and Theories of Attitude: Cognitive Consistency, Cognitive Dissonance
2. Model of Persuasion Process: The communicator, the communication, and the target
3. Prejudice: Concept, Cognitive Biases of Prejudice, Techniques of Reducing Prejudice

Unit: III Interpersonal Attraction, Social Influence and Prosocial Behavior

1. Need to Belong, Bases of Interpersonal Attraction
2. Social Influence: The Classical Studies of Conformity (Sherif and Asch); Compliance: Principles and Tactics
3. Concept and Perspective of Prosocial Behavior: Sociocultural and Decision making Perspective; Prosocial behavior: theories, factors, bystander intervention model

Recommended Readings

1. Baron, R.A. & Branscombe, N.R. (2011). *Social Psychology*. Pearson Education
2. Baumeister, R. F. & Bushman, B. J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning
3. Franzoi, S.L. (2009). *Social Psychology*. New York: McGraw-Hill
4. Myers, D.G. (2010). *Social Psychology*. New York: McGraw Hill
5. Taylor, S. E., Peplau, L.A., & Sears, O. (2006). *Social Psychology*. Pearson Education

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-T-201	Community and Psychology (Multidisciplinary)	3	56	19 (10+9)	3	75

Course Objectives:

The course will give an understanding of individual behavior in the context of communities. Students will learn about the concept of community and the different types of communities. The

students will also develop an understanding of diversity, community mental health, and social change.

Unit I: Foundations

1. Linking the Individual to the Community: Persons, Contexts, and Change
2. Definition of Community, Types of Communities; Sense of Community
3. Core Values of Community and Psychology; Ecological Levels of Analysis (Bronfenbrener)

Unit II: Diversity and Community Mental Health

1. Understanding Human Diversity in Context
2. Stress and Coping: An Ecological-Contextual Model
3. Social Support, Mutual Help Groups

Unit III: Social Change

1. Empowerment and Citizen Participation
2. Community Organization Techniques
3. Elements of Effective Community Change Initiatives

Recommended Readings

1. Kloos, B., Hill, J. Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community Psychology: Linking Individuals and Communities*. New Delhi: Cengage Learning
2. Moritsugu, J., Vera, E., Wong, F. Y., Duffy, K. G. (2014). *Community Psychology*. New York: Pearson Education
3. Trickett, E. J. (2009). Community Psychology: Individuals and Interventions in Community Context. *Annual Review of Psychology*, 60, 395–419
4. McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6–23

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-A-201	Leadership (Ability Enhancement Course)	2	37	13 (7+6)	2	50

LEADERSHIP

Course Objectives:

This course is about understanding the psychological principles that underpin effective leadership, such as communication, empathy, emotional intelligence, and managing the motivation of fellow employees. The course will also help students to understand their own leadership potential and limitations.

Unit I: Introduction

1. Nature and the importance of leadership in contemporary organizations
2. Evolution of leadership theories: Great Man, Trait, Behavioral, Contingency (Fielder, Hersey, & Blanchard).

3. Contemporary theories: Transformational, Charismatic, Nurturant-Task, Authentic, and Servant leadership

Unit II: Leadership Skills

1. Emotions and Leadership: Empathy, Emotional Intelligence, and Emotion Regulation
2. Interpersonal core of leadership: Building trust and managing interpersonal conflict
3. Know your leadership style and Skills: Least preferred Co-worker (LPC) scale, Assessment of Leadership Styles (Sinha, 2008), Measure your empathy (Perth Empathy Scale), Check your EI (Davies et al., 2010), Know your conflict management style (Worksmart Conflict Management Styles Assessment, 2020, or any other measure).

Recommended Readings

1. Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage Publications
2. Torrence, B.S., & Connelly, S. (2019). Emotion Regulation Tendencies and Leadership Performance: An Examination of Cognitive and Behavioral Regulation Strategies. *Frontiers in Psychology*. 10:1486. doi: 10.3389/fpsyg.2019.01486.
3. Zeffane, R. (2010). Towards a two-factor theory of interpersonal trust: a focus on trust in leadership. *International Journal of Commerce and Management*. 20 (3). 246-257. DOI: <https://doi.org/10.1108/10569211011076938>
4. Brett, J. D., Becerra, R., Maybery, M. T., & Preece, D. A. (2023). The Psychometric Assessment of Empathy: Development and Validation of the Perth Empathy Scale. *Assessment*, 30(4), 1140-1156. <https://doi.org/10.1177/10731911221086987>.
5. Davies, K. A., Lane, A. M., Devonport, T. J., & Scott, J. A. (2010). Validity and reliability of a Brief Emotional Intelligence Scale (BEIS-10). *Journal of Individual Differences*, 31(4), 198–208. <https://doi.org/10.1027/1614-0001/a000028>
6. [worksmart.ConflictStyleAssessment.pdf](#).

SEMESTER IV

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-251	History of Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

HISTORY OF PSYCHOLOGY

Course Objectives:

This course will give an understanding to students about the historical perspective of the discipline of psychology. At the end of the course, students will develop an awareness of the philosophical antecedents of psychology, and the pioneers of modern psychology. The students will also learn about the classical schools of psychology. Further, the students will also develop an understanding about the theoretical and conceptual reorientations in psychology, including the cognitive and evolutionary perspectives, the phenomenological movement, and postmodernism.

Unit I: Foundations of Psychological Thought

1. Philosophical Traditions: Rationalism, Empiricism, Romanticism; Science and Psychology (Popper and Kuhn)
2. Precursors of Modern Psychology: Charles Darwin, Hermann von Helmholtz, Gustav Theodor Fechner
3. The Beginning of Modern Psychology: Wilhelm Wundt, Franz Brentano, William James; The Beginning of Modern Psychology in India

Unit II: Classical Schools and Systems of Psychology

1. Structuralism: Contributions of Edward Titchener; Functionalism: Contributions of John Dewey, James Rowland Angell, and Harvey Carr
2. Gestalt Psychology: Contributions of Max Wertheimer, Behaviorism: Contributions of John Watson
3. Psychoanalysis: Freudian Psychoanalysis

Unit III: Theoretical and Conceptual Reorientations

1. Cognitive Revolution and the Founding of Cognitive Psychology; Evolutionary Psychology
2. The Phenomenological Movement: Existential and Humanistic Psychology
3. Postmodernism: Social Constructionism, Feminist Psychology

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (**both practicals have to be from different units**):

1. Life History of a Psychologist (Historical Figures)
2. Development of any Classical School of Psychology
3. Cognitive Revolution

4. Phenomenological Movement
5. Postmodernism

Recommended Readings:

1. Hergenhahn, B. R. & Henley, T. B. (2014). *An Introduction to the History of Psychology*. Belmont: Cengage Learning
2. Shultz, D.P. & Schultz, S. E. (2008). *A History of Modern Psychology*. Belmont: Thomson Wadsworth
3. Brennan, J. F. & Houde, K. A. (2017). *History and Systems of Psychology*. Cambridge: Cambridge University Press
4. Benjafield, J. G. (2015). *A History of Psychology*. Oxford: Oxford University Press
5. Chung, M. E. & Hyland, H. E. (2012). *History and Philosophy of Psychology*. Chichester: John Wiley & Sons Ltd
6. Leahy, T. H. (2014). *A History of Psychology: From Antiquity to Modernity*. Essex: Pearson Education
7. Richards, G. & Stenner, P. (2023). *Putting Psychology in its Place: Critical Historical Perspectives*. New York: Routledge
8. Jones, D. & Elcock, J. (2001). *History and Theories of Psychology: A Critical Perspective*. London: Arnold
9. Pickren, W. E. & Rutherford, A. (2010). *A History of Modern Psychology in Context*. Hoboken: John & Wiley Sons
10. Bhushan, B. (Ed.) (2017). *Eminent Indian Psychologists: 100 Years of Psychology in India*. New Delhi: SAGE
11. Wolman, B. B. (1980). *Contemporary Theories and Systems in Psychology*. New York: Plenum Press

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks

24-PSY-C-252	Lifespan Development (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5	100
---------------------	---	---	-----------	----------------------------	----------	------------

LIFESPAN DEVELOPMENT

Course Objectives:

This course will enable students to articulate the principles of development approach. It will impart the understanding of developmental concerns during the different periods of development. It will also inculcate sensitivity to various sociocultural concerns in relation to human development.

Unit I: Infancy and Childhood

4. Physical and motor skills development
5. Cognitive Development
6. Social and moral development

Unit II: Adolescence

4. Nature and Physical Changes
5. Social and Moral development
6. Cognitive and Emotional development

Unit III: Adulthood

4. Physical and Cognitive development
5. Socioemotional development in early and middle adulthood
6. Aging Problem, Geriatric Issues

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (**both practical must be from different units**):

1. Types of parenting styles (Authoritarian, Authoritative, Indulgent, Neglectful)
4. Early motor and Verbal development during infancy and early childhood period
5. Tasks of Identity Development (Cognitive, moral and social)
6. Role of Social Media in adolescent development (Physical, Social and Cognitive domains)
7. Unique Challenges of Older Adults (e.g. coping with losing a life partner during late middle adulthood period)

Recommended Readings

1. Berk, L.E. (2011). *Child Development* (8th Ed.). New Delhi: Prentice Hall
2. Santrock, J.W. (2011). *Child Development* (11th Ed.). New Delhi: McGraw-Hill
3. Santrock, J.W. (2012). *Life Span Development* (12th Ed.). New Delhi: McGraw-Hill
4. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi
5. Hurlock, E.B. (2007). *Developmental Psychology: A Life-span Approach*. New Delhi: McGraw Hill.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-253	Research Methods in Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5	100

RESEARCH METHODS IN PSYCHOLOGY

Course Objectives:

The course aims to teach students how to plan and conduct quantitative research. The course intends to teach the students steps involved in conducting quantitative research beginning from aims/hypotheses, to choose appropriate research design, select the best data collection tools, to get the relevant sample, and finally report the research reports.

Unit I: Introduction

1. Meaning and importance of research in psychology; Reviewing literature
2. Variables: Types of variables (independent, dependent, confounding, moderating, mediating variables); Managing confounding variables
3. Aims and Hypothesis: Introduction and difficulties in formulating aims and hypotheses; Introduction to hypothetico-deductive method; Types of hypotheses (Null vs alternative), directional (causal/non-causal), and non-directional (causal/non-causal).

Unit II: Quantitative Research Design

1. Meaning and Functions of Research Design; Types of Research design (Between, Within, and Mixed)
2. True Laboratory Experiments: Introduction, Between Group Experiments; Characteristics (experimental manipulation, standardization of procedures, and random assignment to condition/order); Within subjects Experiments: Factors affecting within subjects' experiments (Fatigue/Boredom, Practice, Carryover effects) and controlling these (Counterbalancing); Social Psychology of Laboratory experiments: Placebo effect, Experimenter effect, Experimenter expectancy effect, demand characteristics; Field experiments and Laboratory experiments
3. Cross-sectional or Correlational research: Meaning and importance of cross-sectional research; Key concepts: Varying reliability of measures, the issue of third variable, restricted variation of scores; Longitudinal Studies: Panel Study and retrospective study

Unit III: Sampling, Tools of Data Collection, and Writing a Research Report

1. Sampling: Introduction, probability and non-probability sampling methods
2. Data Collection Tools: Survey, Online survey, Psychological Testing, and Interviews
3. Writing a research report in APA 7 style

Practicum (15 marks)

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for

that practical. The practicals will be conducted on **any two** of the following topics (both the practicals must be from different units).

1. Review of literature electronically on any topic, using any data base (individually/in small groups)
2. Design a research, any social issues from the newspapers/internet (of the last one week), stating the aim and hypotheses
3. Design an experiment (Lab/Field) and report how the independent variable will be manipulated
4. Design a longitudinal study based on a published research paper (Q-1 journal) in which cross-sectional design has been used
5. Critically evaluate any classical studies in Psychology (Sherief's Robber's Cave experiment, Milgram's Experiment, Darley & Latane's bystander effect, etc.) in terms of aims, hypotheses, design, sample, and reporting of the results

Recommended Readings

1. Howitt, D. & Cramer, D. (2017). *Research Methods in Psychology*. UK: Pearson Education Limited
2. Nestor, P. G. & Schutt, R. K. (2019). *Research Methods in Psychology: Investigating Human Behavior*. Sage Publications
3. Shaughnessy, J. J., Zechmeister, E.B., & Zechmeister, J.S. (2018). *Research Methods in Psychology*. New York: McGraw Hill
4. Neuman, W. L. (2015). *Social Research Methods: Qualitative and Quantitative Approaches*. Noida: Pearson Education

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-M-251	Psychology of Everyday	4	75	25 (10 + 10 + 5)	4	100

	Life (Minor)					
--	---------------------	--	--	--	--	--

PSYCHOLOGY OF EVERYDAY LIFE

Course Objectives:

This course is interdisciplinary in nature and aims to equip students from diverse academic backgrounds with essential psychological insights and practical tools for navigating contemporary life challenges.

Unit I: Mental Health

1. Understanding Psychological Disorders: Description and Classification
2. Generalized Anxiety Disorder; Phobias; Obsessive-Compulsive Disorder
3. Mood Disorders: Depression; Suicidality

Unit II: Self in a Changing World

1. Social Change: Living in a Technological World, Living With Other and Social Changes
2. The Challenge of Self-Direction: Self-Direction and Society, The Ambiguity of Personal Freedom, Taking Charge of Our Lives
3. Themes Of Personal Growth: Living With Contradictions and Uncertainty, Continuity and Change, The Experience of Personal Growth

Unit III: Taking Charge of Life

1. Mastery and Personal Control: Perceived Control, Consequences of Perceived Control
2. Resolve and Decision Making: The Process of Decision Making, Making Better Decisions
3. Decisions and Personal Growth: Identifying the Basic Decisions in Your Life, Making New Decisions

Recommended Readings

1. Duffy, K. G. & Atwater, E. (2008). *Psychology for Living: Adjustment, Growth and Behaviour Today*. Pearson Education
2. Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (11th ed.). New York: Worth Publishers
3. Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal Psychology* (18th ed.). UK: Pearson Education Limited
4. Passer, M. W. & Smith, R. E. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hill Education
5. Ciccarelli, S.K. & White, J. N. (2013). *Psychology: An Exploration*. New York: Pearson Education Inc.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-A-251	Social-Emotional Learning (Ability Enhancement Course)	2	37	13 (7 + 6)	2	50

SOCIAL-EMOTIONAL LEARNING (SEL)

Course Objectives:

This course will enable students to understand the concept of social-emotional learning and its significance. Students will learn about the role of emotional intelligence in SEL, various SEL frameworks, and the application of SEL in higher education as well as real-world settings.

Unit I: Conceptualization

1. Defining Social-Emotional Learning (SEL), The Need for SEL
2. SEL Frameworks: CASEL 5, Big Five-Based Frameworks, ACT's Behavioral Skills Framework, and Behavioral, Emotional, and Social Skills Model
3. The Role of Emotional Intelligence in SEL, SEL skills (Social, Practical, Emotional)

Unit II: Application

1. SEL in Higher Education
2. SEL and Teacher-Student Relationship
3. Promoting the 3 Cs of SEL: Cooperative Community, Constructive Conflict Resolution, and Civic Values

Recommended Readings

1. Kaufman, A. S. & Kaufman, A. L. (Eds.) (2022). *Essentials of Social-Emotional Learning*. Hoboken: John & Wiley Sons, Inc
2. Durlak, J. A., Domitrovitch, C. E., Weissberg, R. P., & Gullota, T. P. (Eds.) (2015). *Handbook of Social and Emotional Learning: Research and Practice*. New York: Guilford Press
3. Elias, M. J. et al. (1997). *Promoting Social and Emotional Learning: Guideline for Educators*. Alexandria: Association for Supervision and Curriculum Development
4. Burrus, J., Rikoon, S. H., & Brenneman, M. W. (Eds) (2023). *Assessing Competencies of Social and Emotional Learning: Conceptualization, Development, and Applications*. New York: Routledge
5. Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.) (2004). *Building Academic Success on Social and Emotional Learning: What Does Research Say?* New York: Teachers College Press
6. Frey, N., Fisher, D., & Smith, D. (2022). *The Social-Emotional Learning Playbook: A Guide to Student and Teacher Well-being*. London: SAGE
7. Goleman, D. (1995). *Emotional Intelligence: Why It Matters More Than IQ*. Bantam Books

SEMESTER V

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-301	Psychopathology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

PSYCHOPATHOLOGY

Course Objectives:

This course is an extension of the course of Abnormal Psychology (Semester II), where students will learn about more psychological disorders. At the end of this course, the student shall be able to understand the symptoms, aetiology, and treatment for these various disorders.

Unit I: Depressive and Bipolar Disorders

1. Major Depressive Disorder: Symptoms, causes and treatment
2. Bipolar I Disorder: Symptoms, causes and treatment
3. Persistent Depressive Disorder (Dysthymia): Symptoms, causes and treatment

Unit II: Dissociative Disorders

1. Dissociative Identity Disorder: Symptoms, causes and treatment
2. Dissociative Amnesia: Symptoms, causes and treatment
3. Depersonalization/Derealization Disorder: Symptoms, causes and treatment

Unit III: Somatic Symptom and Related Disorders

- a) Somatic Symptoms Disorder: Symptoms, causes and treatment
- b) Functional Neurological Symptom Disorder: Symptoms, causes and treatment
- c) Illness Anxiety Disorder: Symptoms, causes and treatment

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (**both practicals have to be from different units**):

1. Depression and its variations
2. Dissociative Identity Disorder
3. Dissociative Amnesia
4. Somatic Symptoms Disorder
5. Illness Anxiety Disorder

Recommended Readings:

1. Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (11th ed.). New York: Worth Publishers.
2. Hooley, J. M., Nock, M., & Butcher, J. N. (2021). *Abnormal Psychology* (18th ed.). UK: Pearson Education Limited.
3. Kring, A. M., & Johnson, S. L. (2022). *Abnormal psychology: The science and treatment of psychological disorders* (15th ed.). NJ: Wiley.

4. Nevid, J. S., Rathus, S. A., & Greene, B. S. (2021). *Abnormal Psychology in a Changing World* (11th ed.). Pearson.
5. Whitbourne, S. (2022). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders* (10th ed.). McGraw-Hill.
6. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
7. Ray, W. J. (2020). *Abnormal Psychology* (3rd ed.). CA: Sage Publications.
8. Nolen-Hoeksema, S., & Jennings, H. (2023). *Abnormal Psychology* (9th ed.). New York, NY: McGraw Hill.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-302	Organizational Behavior (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

ORGANIZATIONAL BEHAVIOR

Course Objectives:

This course introduces students to the discipline of organizational behavior. The students will get to understand macro-level organizational processes such as organizational structure and culture, as well as individual-level processes like job attitudes and work motivation. The course will also familiarize students about leadership processes in organizations and develop an understanding of the inherent use and misuse of politics in organizational settings.

Unit I: Introduction

1. Basic Nature of Organizational Behavior; Organizational Behavior vs Industrial-Organizational Psychology; Brief History; Challenges, Opportunities, and Prominent Trends in Organizational Behavior

2. Organizational Structure: Elements of Organizational Structure; Common and New Designs
3. Organizational Culture: Definition, Characteristics, and Forms

Unit II: Job Attitudes and Work Motivation

1. Definition and Components of Job Attitudes; Major Job Attitudes
2. Job Satisfaction: Nature, Causes, Consequences, Theories
3. Work Motivation: Nature; Content (Maslow, Herzberg, McClelland) and Process Theories (Goal-Setting, Equity, Expectancy)

Unit III: Leadership, Power and Politics

1. Nature and Characteristics of Leadership; Contingency Theories of Leadership
2. Charismatic and Transformational Leadership; Authentic Leadership
3. Power and Politics in Organizations

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on *any two* of the following topics (**both practicals have to be from different units**):

1. Organizational Structure
2. Organizational Culture
3. Job Attitudes
4. Work Motivation
5. Leadership

Recommended Readings

1. Greenberg, J., & Baron, R. A. (2019). *Behavior in Organizations*. Pearson Education
2. Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*. Pearson Education

3. Luthans, F. (2015). *Organizational Behavior: An Evidence-Based Approach*. McGraw-Hill Education
4. Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2025). *Psychology and Work Today*. Routledge
5. McShane, S. L., Olekalns, M., & Travaglione, T. (2018). *Organizational Behavior: Emerging Knowledge, Global Reality*. McGraw-Hill Education
6. Jex, S.M. (2010). *Organizational Psychology*. New Delhi: Wiley India
7. Millward, L. (2005). *Understanding Occupational and Organizational Psychology*. London: SAGE
8. Trenerry, B., Cheng, S., Wang, Y., Suhaila, Z. S., Lim, S. S., Lu, H. Y., & Oh, P. H. (2021). Preparing workplaces for digital transformation: An integrative review and framework of multi-level factors. *Frontiers in psychology*, 12, 620766.
9. Dvořáková, Z., & Kulachinskaya, A. (Eds.). (2023). *Digital Transformation: What is the Impact on Workers Today?*. Springer.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-303	Statistics in Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5	100

STATISTICS IN PSYCHOLOGY

Course Objectives:

The course aims to teach students both descriptive and inferential (basic) statistical techniques so that they get the familiarity and understanding of quantitative data analysis in psychology.

Unit I: Introduction

1. Descriptive and Inferential Statistics. Parametric and non-parametric statistics

2. Frequency distribution and Graphical presentation of data (Histogram, Bar Chart, Frequency polygon, and Ogive)
3. Measures of Central Tendency (Mean, Median, & Mode), and Variability (AD, Variance, SD, & Quartile Deviation).

Unit II: Correlation and Chi-square

1. Concept, types, and examining relationship between two variables with different levels of measurement (Nominal, ordinal, and interval)
2. Product Moment and Rank Order Correlations
3. Chi Square: Utility of chi-square, Goodness of Fit, and Independence hypotheses

Unit III: Inferential Statistics

1. Z-score, Nature and Characteristics of Normal Curve
2. Core logic of hypothesis testing, one tailed versus two tailed test, type 1 & type 2 errors. Level of significance, Statistical significance versus practical significance. Hypothesis testing with Means of samples.
3. Student's t-test (Dependent and Independent Groups), One Way ANOVA

Practicums (15 marks)

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for that practical. The practicals will be conducted on **any two** of the following topics (**both the practicals must be from different units**).

1. Planning and designing quantitative research (may involve descriptive and inferential statistics)
2. Graphical presentations of Data (Secondary Sources) by using any Statistical Software/s
3. Correlation as a statistical technique to analyze data by using any Statistical Software/s (individually or in small groups)
4. Using t-test as a statistical technique by using any Statistical Software (individually or in small groups)

5. Using one published research paper (Q-1 journals), make a report on how specific statistics have been used in that research paper

Recommended Readings

1. Aron, A., Coups, E. J., & Aron, E.N. (2013). *Statistics for Psychology*, New Delhi: Pearson Education
2. King, B.M., Rosopa, P.J., & Minium, E.W. (2018). *Statistical Reasoning in Behavioral Sciences*. New York: Wiley
3. Howitt, D., & Cramer, D. (2011). *Introduction to Statistics in Psychology*. England: Pearson Education Limited

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-M-301	Personality and Individual Differences (Minor)	4	75	25 (10 + 10 + 5)	4	100

PERSONALITY AND INDIVIDUAL DIFFERENCES

Course Objectives:

This course will introduce students to the fundamental concepts of personality and individual differences. It will familiarize students with major theories of personality and provide them with a theoretical understanding of the various methods used to assess personality.

Unit I: Understanding Personality and Individual Differences

1. Nature and definition of personality
2. Trait, types and temperament
3. Aspects of personality and individual differences

Unit II: Theoretical Perspectives of Personality

1. Freudian Psychoanalysis; Erikson's Psychosocial Theory of Development
2. Social-Cognitive Perspectives (Bandura, Kelly)
3. Humanistic approach (Maslow, Rogers)

Unit III: Assessment of Personality

1. Interviews and behavioural assessment
2. Personality inventories and scales
3. Projective tests

Recommended Readings

1. Schultz, D. P. & Schultz, S. E. (2017). *Theories of Personality*. Cengage Learning
2. Ciccarelli, S. K., & White, J. N. (2018). *Psychology*. Pearson Education
3. Passer, M. W. & Smith, R. E. (2015). *Psychology: The Science of Mind and Behavior*. McGraw-Hill Education

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-S-301	Communication Skills (Skill Enhancement Course)	3	56	19 (10 + 9)	3	75

COMMUNICATION SKILLS

Course Objectives:

The course will enable students to understand the process of communication, both verbal and non-verbal. Students will be acquainted with the nuances of interpersonal communication that may affect their style and skills of communication. An understanding of the dynamics of communication will help in understanding and managing conflicts in life.

Unit I: Interpersonal Communication

1. Definition and features of interpersonal communication
2. Principles of communication
3. Contexts and interpersonal communication

Unit II: Verbal and Non-verbal communication

1. Meaning, contexts and principles of verbal communication
2. Non-verbal communication: Meaning, types and principles
3. Skills for improving verbal and non-verbal communication

Unit III: Conflict Resolution

1. Interpersonal conflict: Meaning and types.
2. Orientations, responses and patterns during conflict
3. Skills in conflict resolution

Recommended Readings

1. Wood, J.T. (2010). *Interpersonal communication. Everyday encounters*. Wadsworth Cengage Learning.
2. Lane, S.D. (2010). *Interpersonal communication. Competence and contexts*. Allyn & Bacon.
3. Hargie, W., & Dickson, D. (2004). *Skilled interpersonal communication. Research, theory and practice*. Routledge.

SEMESTER VI

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-351	Test and Measurement (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

TEST AND MEASUREMENT

Course Objectives:

This course introduces students to the foundations of psychological measurement, including the nature and levels of measurement and sources of error in testing. It familiarizes students with major psychological tests as measuring tools and develops an understanding of key psychometric properties such as item analysis, reliability, and validity. The course also gives an understanding of score interpretation using norms, and addresses issues of bias and fairness in testing.

Unit I: Foundations of Psychological Measurement

1. Meaning, nature and levels of psychological measurements
2. Source of errors in psychological measurement
3. Tools of psychological measurement of (Binet, WAPIS, WISC, SPM).

Unit II: Psychometric Properties of Psychological Tests

1. Item facility index and item discriminating index
2. Forms of reliability and methods of estimating reliability
3. Forms of validity and methods of estimating validity

Unit III: Norms, Fairness of Tests, and Psychological Assessment

1. Norms: Meaning and types (Percentile and Standard Scores)
2. Biasness and fairness of the test
3. Measurement of personality (16PF and MMPI)

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics **(both practicals have to be from different units)**:

1. Estimation of Reliability Index
2. Estimation of Validity Index
3. Calculation of Percentile and Standard Scores
4. Measurement and Applications of Intelligence
5. Assessment and Application of Personality

Recommended Readings

1. Anastasi, A. & Urbana, S. (1997). *Psychological Testing*. Person Education
2. Cronback, I. J. (1970). *Essential Psychological Testing*. New York: Harper & Row
3. Murphy, K. R. & Davidshafer, C. D. (1994). *Psychological Testing: Principles and Applications*. New Jersey: Prentice Hall, Englewood Cliffs
4. Singh, A. K. (1997). *Tests, Measurement and Research Methods in Behavioural Sciences*. New Delhi: Bharat Bhawan

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-352	Biopsychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

BIOPSYCHOLOGY

Course Objectives:

This course introduces the students to the discipline of Biopsychology. The course enables a systematic examination of the biological mechanisms of behavior, including genetic influences, neural mechanisms, sensory processes, endocrine regulation, and biological rhythms.

UNIT I: Foundations of Biopsychology

1. Nature and Scope of Biopsychology; Methods of Biopsychology (Experimental Ablation, Electrical Stimulation, Neurochemical)
2. Evolutionary Perspectives of Behavior; Genetics and Behavior
3. Neuron and Neuronal Communication (Action Potential, Synaptic Transmission)

UNIT II: Biopsychological Systems and Functions

1. Nervous System and its Divisions
2. Neuroanatomical Organization of the Brain
3. Biological Basis of Sensation and Perception (Visual, Auditory, Somatosensory, and Olfactory Systems)

UNIT III: Hormones and Behavior

1. The Endocrine System: Hypothalamus, Pituitary, and other glands
2. Hunger and Eating: Theories of Hunger, and Satiety Centers
3. Sleep Stages, Circadian Cycles, and Sleep Disorders

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical's as instructed by the course teacher and submit a report for each practical. Practical's will be done on *any two* of the following topics (**both practical's have to be from different units**):

1. Genetics and Behavior
2. Central and Peripheral Nervous System
3. Specific Glands, Hormones and Related Behaviors
4. Hunger Regulation
5. Sleep Cycle

Recommended Readings

1. Pinel, J. P. J., & Barnes, S. J. (2018). *Biopsychology*. Harlow: Pearson Education
2. Carlson, N. R. (2009). *Foundations of Physiological Psychology*. New Delhi: Pearson Education
3. Kalat, J. W. (2013). *Biological Psychology*. Belmont: Wadsworth
4. Corr, P. J. (2006). *Understanding Biological Psychology*. Carlton: Blackwell Publishing

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-353	Interpersonal and Group (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5	100

INTERPERSONAL AND GROUP PROCESSES

Course Objectives:

This course is an extension of the course of Social Psychology (Semester III). The course will enable students to understand the basic interpersonal processes and get acquainted with the different aspects of group dynamics and social influence. The course will also familiarize students with aspects of intergroup relationships such as stereotypes, prejudice, and conflict. All this constitutes core issues of social psychology.

Unit I: Interpersonal Processes

1. Factors related to Interpersonal Attraction; Theories of Interpersonal Attraction
2. Motives for Prosocial Behavior, the Bystander Effect, Factors that Increase or Decrease Helping Behavior
3. Nature and Causes of Aggression

Unit II: Group Dynamics and Social Influence

1. Group and its Influences (Social Facilitation, Social Loafing), Perceived Fairness in Groups, Decision-making in Groups
2. Conformity; Minority Influence
3. Obedience; Compliance and its techniques

Unit III: Intergroup Relationships

1. Nature and Origins of Stereotyping
2. Prejudice and Discrimination, Reducing Prejudice
3. Diversity, Conflict, and Conflict Management

Practicums (15 marks)

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for that practical. The practicals will be conducted on ***any two*** of the following topics (**both the practicals must be from different units**).

1. Interpersonal Attraction
2. Prosocial Behavior
3. Conformity
4. Prejudice
5. Conflict Management

Recommended Readings

1. Baumeister, R. Y. & Bushman, B. J. (2024). *Social Psychology and Human Nature*. New Delhi: Cengage Learning
2. Aronson, E., Wilson, T. D., Akert, R. M., Sommers, S. R. (2016). *Social Psychology*. Boston: Pearson Education
3. Baron, R. A. & Branscombe, N. R. (2012). *Social Psychology*. New York: Pearson Education
4. Myers, D. G. (2010). *Social Psychology*. New York: McGraw-Hill Companies

5. Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.) (2012). *Applied Social Psychology: Understanding and Practicing Problems*. New Delhi: SAGE
6. Steg, L., Buunk, A. P., & Rothengatter, T. (Eds.) (2008). *Applied Social Psychology: Understanding and Managing Social Problems*. Cambridge: Cambridge University Press

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-M-351	Basic Research Methods (Minor)	4	75	25 (10 + 10 + 5)	4	100

BASIC RESEARCH METHODS

Course Objectives:

The course aims to teach students how to plan and conduct quantitative research. The course intends to teach the students steps involved in conducting quantitative research beginning from aims/hypotheses, to choose appropriate research design, select the best data collection tools, to get the relevant sample, and finally report the research reports.

Unit I: Introduction

1. Meaning and importance of research in Psychology. Quantitative, Qualitative, and Mixed Methods
2. Variables: Types of variables (independent, dependent, confounding, moderating, mediating variables); Managing confounding variables
3. Aims and Hypothesis: Introduction and difficulties in formulating aims and hypotheses. Introduction to hypothetico-deductive method. Types of hypotheses (Null vs alternative), directional (causal/non-causal), and non-directional (causal/non-causal).

Unit II: Quantitative Research Design

1. Meaning and Functions of Research Design. Types of Research design (Between, Within, and Mixed)
2. Laboratory experiments, Field experiments and Field Studies: Similarities and Differences
3. Cross sectional or Correlational research: Meaning and importance of cross-sectional research. Laboratory experiments Versus Correlational research

Unit III: Sampling, and Tools of Data Collection

1. Sampling: Introduction, probability and non-probability sampling methods
2. Data collection Tools: Survey, Interview Schedule and Interviews
3. Psychological Testing: Introduction, and Characteristics (Reliability and Validity)

Recommended Readings

1. Howitt, D., & Cramer, D. (2017). *Research Methods in Psychology*. UK: Pearson Education Limited
2. Nestor, P. G. & Schutt, R. K. (2019). *Research Methods in Psychology: Investigating Human Behavior*. Sage Publications
3. Shaughnessy, J.J., Zechmeister, E.B. & Zechmeister, J.S. (2018). *Research Methods in Psychology*. New York: McGraw Hill

SEMESTER VII

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-401	Personality Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

PERSONALITY PSYCHOLOGY

Course Objectives:

This course introduces students to the discipline of personality psychology. Through this course, students will understand the foundational concepts, assessment strategies, and research practices essential for understanding personality in psychology. The course will also enable familiarity with the classical and contemporary theories of personality, and develop an understanding of the application of theoretical knowledge through administration and interpretation of personality assessment tools.

Unit I: Introduction to Personality Psychology

1. Nature and Determinants of Personality
2. Approaches to Personality Assessment
3. Research Methods in Personality Psychology

Unit II: Major Approaches to Personality

1. Psychoanalytic perspective (Freud)
2. Neo-Freudian perspectives (Adler, Jung, Sullivan)
3. Humanistic approach (Maslow, Roger)

Unit III: Contemporary Perspectives on Personality

1. Trait approach (Allport, Cattell)
2. Socio-cognitive Perspective (Bandura, Kelly)
3. Biological and Cultural Approaches (Eysenck, Hofstede)

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals as per the instructions of the course instructor and submit a report for that practical. Practical will be done on **any two** of the following topics (**both practicals have to be from different units**):

1. Unconscious processes
2. Self-actualization
3. Personality traits
4. Self-efficacy
5. Culture and Personality

Recommended Readings

1. Schultz, D. P., & Schultz, S. E. (2017). *Theories of Personality*. Cengage Learning
2. Feist, J. & Feist, G. J. (2008). *Theories of Personality*. McGraw-Hill
3. Passer, M. W. & Smith, R. E. (2015). *Psychology: The Science of Mind and Behavior*. McGraw-Hill Education
4. Ciccarelli, S. K. & White, J. N. (2018). *Psychology*. Pearson Education
5. Maltby, J., Day, L., & Macaskill, A. (2010). *Personality, Individual Differences, and Intelligence*. Pearson Education

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-402	Qualitative Research Methods (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

QUALITATIVE RESEARCH METHODS

Course Objectives:

The course will introduce qualitative research to students that will acquaint them with a qualitative methodology in psychological research. Issues pertinent to qualitative research such as planning and designing a qualitative study, ethics in research, method of data generation and analysis will enable students to explore and examine their topics of interest in an insightful and in-depth manner.

Unit I: Introduction

1. Definition and characteristics of qualitative research; philosophical assumptions in qualitative research
2. Paradigms or Worldviews; Principles of Qualitative Research Design
3. Research problem, Purpose Statement; Qualitative Research Questions; Sampling

Unit II: Qualitative Research Design

1. Qualitative Strategies of Inquiry; Theory Use in Qualitative Research
2. Researcher's Role and Researcher Reflexivity; Methods of Data Collection/Generation
3. Data Analysis and Interpretation

Unit III: Qualitative Approaches

1. Case study research
2. Narrative research
3. Thematic analysis

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical's as instructed by the course teacher and submit a report for each practical. Practical's will be done on ***any two*** of the following topics (**both practical's have to be from different units**):

4. Philosophical Assumptions in Qualitative Research
5. Planning and Designing Qualitative Research
6. Strategies of Inquiry in Qualitative Research
7. Qualitative Methods of Data Collection/Generation
8. Approaches in Qualitative Research

Recommended Readings

1. Creswell, J.W. (2009). *Research design: Qualitative, Quantitative, and Mixed Methods approaches*. Sage Publications
2. Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications
3. Willig, C. (2008). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method*. Open University Press
4. Howitt, D. & Cramer, D. (2008). *Research Methods in Psychology* (2nd ed.). Prentice Hall

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-403	Cultural and Indigenous Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5	100

CULTURAL AND INDIGENOUS PSYCHOLOGY

Course Objectives:

This course gives an understanding of psychological concepts from a cultural perspective. Through this course, students will learn about the foundational concepts and frameworks of cultural psychology and indigenization. The course will also give an understanding of self, identity, cognition, emotion, and morality from a cultural perspective.

Unit I: Introduction

1. Foundational Concepts: Absolutism, Universalism, and Relativism; Approaches to Studying Culture in Psychology (Cultural, Cross-cultural, and Indigenous Psychology)
2. Theoretical Perspectives: Ecocultural Framework, Individualism-Collectivism
3. Indigenization of Psychology: Types and Levels of Indigenization, Indigenization and Universalization

Unit II: Culture, Self, and Identity

1. Self-construals, Tripartite Model of Self
2. Culture and Social Identity, Multicultural Identity
3. Culture and Gender

Unit III: Culture, Cognition, Emotion, and Morality

1. Culture and Cognition: Theoretical Approaches, Influence of Culture on Cognitive Processes

2. Culture and Emotion: Historical Perspectives, Recognition and Judgment of Emotions Across Cultures
3. Culture and Morality: Cultural Approaches to Moral Development

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on *any two* of the following topics (**both practicals have to be from different units**):

1. Indigenization
2. Culture and Self
3. Multicultural Identity
4. Culture and Cognition
5. Culture and Emotions

Recommended Readings

1. Matsumoto, D. (Ed.) (2002). *The Handbook of Culture and Psychology*. Oxford: Oxford University Press
2. Kitayama, S. & Coven, D. (Eds.) (2007). *Handbook of Cultural Psychology*. New York: Guilford Press
3. Berry, J. W., Poortinga, Y. P., & Pandey, J. (Eds.) (1997). *Handbook of Cross-cultural Psychology, Volume 1: Theory and Method*. Boston: Allyn & Bacon
4. Greenfield, P. M. (2000). Three Approaches to the Psychology of Culture: Where do they come from? Where do they go? *Asian Journal of Social Psychology*, 3, 223-240
5. Berry, J. W., Poortinga, Y. P., Segall, M. H., & Dasen, P. R. (2002). *Cross-cultural Psychology: Research and Applications*. Cambridge: Cambridge University Press
6. Keith, K. D. (Ed.) (2011). *Cross-cultural Psychology: Contemporary Themes and Perspectives*. West Sussex: John Wiley & Sons Ltd.

7. Schaller, M. & Crandall, C. S. (Eds.) (2004). *The Psychological Foundations of Culture*. London: Lawrence Erlbaum Associates
8. Squire, C. (Ed.) (2000). *Culture in Psychology*. London: Routledge
9. Valsinar, J. (Ed.) (2012). *The Oxford Handbook of Culture and Psychology*. Oxford: Oxford University Press

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-404	Neuropsychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5	100

NEUROPSYCHOLOGY

Course Objectives:

This course introduces students to the discipline of neuropsychology. Through this course, students will learn about the development of neuropsychology, the various methods used to study the brain, as well as contemporary developments. Further, students will develop an understanding of the various aspects of brain and behavior, and an understanding of brain damage, and neuroplasticity.

Unit I: Introduction

1. Nature, Scope, and History of Neuropsychology
2. Methods of Neuropsychology: Lesions, Neuropsychological Testing, Electrophysiological Methods, Brain Imaging
3. Contemporary Developments: Social Neuroscience, Neuropsychanalysis

Unit II: Brain and Behavior

1. Theoretical Foundations: Lateralization, Localization, Equipotentiality; Functions of Cortical and Subcortical Areas
2. Neuropsychology of Language and Memory
3. Neuropsychology of Emotions

Unit III: Brain Damage and Recovery

1. Definition and Types of Brain Damage
2. Neuropsychological Disorders: Aphasia, Amnesia
3. Neuroplasticity and Spontaneous Recovery

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on **any two** of the following topics (**both practicals have to be from different units**):

1. Methods of Neuropsychology
2. Structure and Function of Major Brain Areas
3. Neuropsychology of Language/Memory/Emotions
4. Brain Damage
5. Neuroplasticity

Recommended Readings

1. Pinel, J. P. J. & Barnes, S. J. (2018). *Biopsychology*. Harlow: Pearson
2. Zillmer, E. A., Spiers, M. V., & Culbertson, W. C. (2008). *Principles of Neuropsychology*. Belmont: Thomas-Wadsworth
3. Kolb, B. & Wishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology*. New York: Worth Publishers
4. Stirling, J. & Elliot, R. (2008). *Introducing Neuropsychology*. New York: Psychology Press

5. Carlson, N. R. (2005). *Foundations of Physiological Psychology*. New Delhi: Pearson Education
6. Kalat, J. W. (2013). *Biological Psychology*. Belmont: Wadsworth
7. Harmon-Jones, E. & Winkielman, P. (Eds.) (2007). *Social Neuroscience: Integrating Biological and Psychological Explanations of Social Behavior*. New York: Guilford Press

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-M-401	Psychology at Work (Minor)	4	75	25 (10 + 10 + 5)	4	100

PSYCHOLOGY AT WORK

Course Objectives:

This course will familiarize students with psychological concepts at the workplace and give an understanding of organizational behavior. The course will enable students to understand the nature and theories of job satisfaction and motivation at work. The course will also help students to develop an understanding of the meaning and perspectives of leadership at work.

Unit I: Introduction

1. Basic Nature of Organizational Behavior; Brief History; Challenges, Opportunities, and Prominent Trends in Organizational Behavior
2. Organizational Structure: Elements of Organizational Structure; Common and New Designs
3. Organizational Culture: Definition, Characteristics, and Forms

Unit II: Job Satisfaction and Work Motivation

1. Job Satisfaction: Nature, Causes, Consequences, Theories
2. Concept and nature of Motivation; Intrinsic and extrinsic motivation relevance at workplace
3. Theories of Motivation: Content (Maslow, ERG, and McClelland) and Process (Expectancy, Equity, and Goal-setting) Theories

Unit III: Leadership at Workplace

1. Meaning, and importance of leadership; Leadership skills
2. Theories of leadership: Trait, Behavioral, and Contingency approaches
3. Leadership styles: Transformational, transactional, charismatic, ethical leadership.

Recommended Readings

1. Greenberg, J., & Baron, R. A. (2019). *Behavior in Organizations*. Pearson Education
2. Luthans, F. (2015). *Organizational Behavior: An Evidence-Based Approach*. McGraw-Hill Education
3. McShane, S. L., Olekalns, M., & Travaglione, T. (2018). *Organizational Behavior: Emerging Knowledge, Global Reality*. McGraw-Hill Education
4. Miner, J. B. (2015). *Organizational Behavior I: Essential Theories of Motivation and Leadership* (2nd ed.). Routledge
5. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2017). *Fundamentals of Human Resource Management*. McGraw-Hill Education
6. Pinder, C. C. (2014). *Work Motivation in Organizational Behavior*. Psychology Press
7. Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*. Pearson Education.

SEMESTER VIIIA (UG DEGREE - HONORS)

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-451	Critical Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

CRITICAL PSYCHOLOGY

Course Objectives:

This course enables an understanding of the foundations of critical psychology and the different perspectives in critical psychology. It equips students to critically evaluate mainstream psychological theories with respect to ideological and cultural contexts. Further, the course facilitates an examination of the relationship between psychology, power, and politics.

Unit I: Foundations of Critical Psychology

1. Critical Psychology: Nature and Concepts; Critical Theory: Origins, The Frankfurt School
2. Repoliticizing the History of Psychology; Theoretical Psychology
3. Critical Pedagogy; Qualitative Inquiry and Critical Analysis

Unit II: Perspectives on Critical Psychology

1. Marxist Psychology; Liberation Psychology
2. Postcolonial Theory; Deconstruction
3. Activity Theory

Unit III: Areas of Critical Psychology

1. Critical Perspectives of Abnormality; Critical Social Psychology
2. Psychoanalysis and Critical Psychology; Critical Approaches to Power and Politics
3. The Politics of Gender; Queer Theory

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on **any two** of the following topics (**both practicals have to be from different units**):

1. Qualitative Inquiry and Critical Analysis
2. Marxist Psychology
3. Postcolonial Theory
4. Critical Perspectives of Abnormality
5. Critical Approaches to Power and Politics

Recommended Readings:

1. Fox, D. & Prilleltensky, I. (Eds.) (1997). *Critical Psychology: An Introduction*. New Delhi: SAGE Publications
2. Parker, I. (Ed.) (2015). *Handbook of Critical Psychology*. London: Routledge
3. Parker, I. (2007). Critical Psychology: What It Is and What It Is Not. *Social and Personality Compass*, 1/1, 1-15
4. Bronner, S. E. (2011). *Critical Theory: A Very Short Introduction*. Oxford: Oxford University Press
5. Gough, B. (Ed.) (2017). *The Palgrave Handbook of Critical Social Psychology*. London: Palgrave MacMillan
6. Hooks, D. (Ed.) (2014). *Critical Psychology*. Claremont: Juta and Compant Ltd.
7. Ibanez, T. & Iniguez, L. (Ed.) (1997). *Critical Social Psychology*. London: SAGE Publications
8. Tyson, L. (2006). *Critical Theory Today*. London: Routledge

Course Code	Paper Title	Credits	Theory	Internal	Weekly	Total
-------------	-------------	---------	--------	----------	--------	-------

			Marks	Marks	Hours	Marks
24-PSY-C-452	Health Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

HEALTH PSYCHOLOGY

Course Objectives:

This course introduces students to the discipline of health psychology. The course examines how psychological, behavioural, biological, and socio-cultural factors influence health, illness, help-seeking, treatment adherence, and recovery. The course equips students to understand health as more than a medical outcome by integrating models of health, health behaviour theories, culture and healing, disease-specific psychological processes, and evidence-informed intervention approaches.

Unit I: Foundations of Health Psychology

1. Definitions and scope: health; aims of health psychology; Mind-Body Relationship
2. Models of Health: Biomedical and Biopsychosocial Model
3. Process of Illness: Illness and Disease; Illness as an Expression of Emotional needs – Psychosomatic Illnesses (somatization, conversion, hypochondriasis).

Unit II: Behavior and Health - Theories and Applications

1. Characteristics of Health Behavior; Barriers and Facilitators; Risk and Protective Behaviors (prevention and health promotion)
2. Health Behavior Theories: Health Belief Model; Theory of Planned Behavior; Transtheoretical Model
3. Self-regulation and Motivation in Health: Self-determination Perspective; Adherence and Relapse Prevention

Unit III: Stress and its Implications

1. Stress and Coping: Appraisal, Coping Styles, Resilience; Measurement of Stress; Stress-management Techniques (including Eastern Perspectives)

2. Psychophysiology and Psychoneuroimmunology: Stress Pathways (endocrine/immune) and implications for illness
3. Cardiovascular disease, Diabetes/metabolic Health, Cancer (psychosocial dimensions), Asthma and Gastrointestinal disorders; HIV/AIDS and stigma/adherence

Practicum (15 marks)

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practical under the supervision of the course instructor and submit a report for that practical. The practicals will be conducted on **any two** of the following topics **(both the practicals must be from different units)**:

1. Illness as an expression of Emotional Needs
2. Models of Health
3. Health Behaviors/Health Promotion
4. Motivation and Health
5. Stress and its Implications

Recommended Readings:

1. Allen, F. (1998). *Health Psychology: Theory and Practice*. Allen & Unwin Pty Ltd.
2. Brannon, L., Updegraff, J. A., & Feist, J. (2022). *Health Psychology: An introduction to behavior and health*. Cengage Learning
3. DiMatteo, M. R. (2007). *Health psychology*. Pearson Education
4. DiMatteo, M. R. & Martin, L. R. (2025). *Health behavior, Change and Treatment Adherence: Evidence-based Guidelines for Improving Healthcare*. Oxford University Press
5. Gurung, R. A. R. (2023). *Health Psychology: Well-being in a diverse world*. SAGE
6. Marks, D. F., Murray, M. & Evans, B. (2023). *Health Psychology*. SAGE
7. Stanton, A. L. & Taylor, S. E. (2025). *Health Psychology*. McGraw Hill
8. Straub, R. O. (2023). *Health Psychology*. Worth Publishers/Macmillan Learning.

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-453	Positive Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5	100

POSITIVE PSYCHOLOGY

Course Objectives:

This course will introduce students to the key theories and mechanisms of positive psychology. Through this course, students will be able to identify and explain major theoretical frameworks and underlying mechanisms in positive psychology. The course will enable students to apply positive psychology concepts across various aspects of life.

Unit I: Introduction to Positive Psychology

1. Introduction to Positive Psychology: history, goals, and assumptions
2. Eastern and Western Perspectives on Positive Psychology; Balancing *Me* with *We*
3. Classification and Measure of Strengths and Values (VIA Classification)

Unit II: Positive emotional states and processes

1. Happiness and Well-being
2. Resilience and post traumatic growth
3. Emotional intelligence: Models and Theories

Unit III: Positive Cognitive States and Processes

1. Optimism, Flow
2. Self-regulation and self-control
3. Broaden-and-Build Theory; Cultivating Positive Emotions

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for

that practical. Practicals can be done on ***any two*** of the following topics (**both practicals have to be from different units**):

1. Character Strengths
2. Optimism
3. Resilience
4. Subjective Well-being
5. Positive Emotions

Recommended Readings

1. Baumgardner, S.R. & Crothers M.K. (2010). *Positive Psychology*. Upper Saddle River, N.J.: Prentice Hall
2. Carr, A. (2004). *Positive Psychology: The Science of Happiness and Human Strength*. UK: Routledge
3. Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press
4. Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfilment*. New York: Free Press/Simon and Schuster
5. Snyder, C.R., & Lopez, S. J. (Eds.) (2007). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Thousand Oaks, CA: SAGE
6. Joseph, S. (Ed.). (2015). *Positive Psychology in Practice: Promoting Human Flourishing in Work, Health, Education, and Everyday Life*. Wiley.
https://students.aiu.edu/submissions/profiles/resources/onlineBook/L3Y2z4_positive%20psychology%202.pdf

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-454	Human Resource Management (Major)	4 (3 Theory + 1 Practicum)	75	25 (5 + 5 + 15)	5	100

HUMAN RESOURCE MANAGEMENT

Course Objectives:

This course is an extension of the course of Organizational Behavior (Semester V). The course aims to introduce students to the basic concepts and functions of Human Resource Management and the evolution of management thought. It seeks to develop understanding of job analysis, job design, and their relevance in organizations. The course also aims to familiarize learners with recruitment, selection, and training processes, including contemporary training practices for continuous employee development.

Unit I: Introduction to Human Resource Management

1. Meaning, Characteristics, Scope, and Policy Goals of Human Resource Management
2. Objectives and Functions of Human Resource Management
3. Evolution and Schools of Management thoughts; Approaches to Management

Unit II: Job Analysis and Design

1. Job analysis: Meaning, features, and goals
2. Techniques of Data Collection for Job Analysis, Job Description, and Job Specification
3. Job Design: Meaning, components, challenges, and recent trends

Unit III: Recruitment, Selection, and Training

1. Recruitment and Selection: Definition, features, process, and steps

2. Difference between Training, Development, and Learning; On-the-job vs Off-the-job training
3. Contemporary Training Practices: Competency-based Training, e-training, Coaching and Mentoring, and Continuous Learning Culture

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on *any two* of the following topics (**both practicals have to be from different units**):

1. HR Functions
2. Job Analysis and Job Description
3. Recruitment
4. Selection
5. Training

Recommended Readings

1. Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*. London: Kogan Page
2. Cummings, T.G. & Worley, C.G. (1997). *Organizational Development and Change*. South Western College Publishing
3. Durai, P. (2012). *Human Resource Management*. Delhi: Pearson Education
4. Goldstein, I. L. & Ford, J. K. (2002). *Training in Organizations: Needs Assessment, Development, and Evaluation*. Wadsworth
5. Kondalkar, V. G. (2007). *Organizational Behaviour*. New Delhi: New Age International Pvt Ltd.
6. Monappa, A. & Saiyadain, M.S. (1993). *Personnel Management*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
7. Noe, R. A. (2020). *Employee Training and Development*. McGraw-Hill Education
8. Robbins, S.P. (1996). *Organizational behaviour*. New Delhi: Prentice Hall

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-M-451	Psychology of Elderly (Minor)	4	75	25 (10 + 10 + 5)	4	100

PSYCHOLOGY OF ELDERLY

Course Objectives:

This course aims to develop an understanding of aging and the elderly by examining age-related changes, theories of aging, mental health issues, and the role of family and society, while fostering a sensitive and informed perspective toward later life.

Unit I: Introduction

1. Definition, meaning, concept and characteristics of Elderly People
2. Myths and Stereotypes about Aging
3. Cognitive, physical, psychological, and social changes due to aging

Unit II: Theories and Psychosocial Dimensions of Aging

1. Social-role, social stratification and Ashrama Dharma theories of aging
2. Psychosocial theories of Erickson, Buhler, and Jung
3. Religiosity, Resilience, and Mental health problems of Aging

Unit III: Family, Society, and Adjustment in Old Age

1. Family and Intergenerational Relationships of Elderly People
2. Physical, psychological, social, and economic needs of elderly
3. Adjustment of Elderly in Family and Society

Recommended Readings

1. McInnis-Dittrich, K. (2009). *Social Work with Older Adults: A Biopsychosocial Approach to Assessment and Intervention*. Boston: Allyn & Bacon
2. Pachana, N. A., Laidlaw, K., & Knight, B. (2011). *Casebook of Clinical Geropsychology: International Perspectives on Practice*. Oxford: Oxford University Press
3. Knight, B. G. (2004). *Psychotherapy with Older Adults*. Thousand Oaks: SAGE
4. Laidlaw, K., Thompson, L. W., Thompson, D., & Siskin, L. (2003). *Cognitive-Behavior Therapy with Older People*. Chichester: Wiley
5. Harrigan, M., & Farmer, R. (1992). The myths and facts of aging. In R. L. Schneider & N. P. Knopf (Eds.), *Gerontological social work: Knowledge, service settings, and special populations* (pp. 29-67). Chicago, IL: Nelson Hall
6. Subramanian, S. & Surani, S. (2007). Sleep disorders in the elderly. *Geriatrics*, 62(12), 10-32
7. Kilbane, T., & Spira, M. (2010). Domestic violence or elder abuse? Why it matters for older women. *Families in Society*, 91(2), 165-170
8. Behura N. K. & R. P. Mohanthy (2005). *Ageing in Changing Social System- Their Problems*. New Delhi: Discovery Publishers House
9. Modi, I (2001). *Ageing Human Development*. New Delhi: Rawat Publications
10. Santrock, J. W. (1999). *Life Span Development*. New York. The McGraw-Hill Companies
11. Johnson, M. L (2005). *The Cambridge Handbook of Age and Ageing*. New York: Cambridge University Press

SEMESTER VIIIB (UG - HONORS WITH RESEARCH)

Course Code	Paper Title	Credits	Theory Marks	Internal Marks	Weekly Hours	Total Marks
24-PSY-C-451	Critical Psychology (Major)	4 (3 Theory + 1 Practicum)	75	25 (5+5+15)	5	100

CRITICAL PSYCHOLOGY

Course Objectives:

This course enables an understanding of the foundations of critical psychology and the different perspectives in critical psychology. It equips students to critically evaluate mainstream psychological theories with respect to ideological and cultural contexts. Further, the course facilitates an examination of the relationship between psychology, power, and politics.

Unit I: Foundations of Critical Psychology

1. Critical Psychology: Nature and Concepts; Critical Theory: Origins, The Frankfurt School
2. Repoliticizing the History of Psychology; Theoretical Psychology
3. Critical Pedagogy; Qualitative Inquiry and Critical Analysis

Unit II: Perspectives on Critical Psychology

1. Marxist Psychology; Liberation Psychology
2. Postcolonial Theory; Deconstruction
3. Activity Theory

Unit III: Areas of Critical Psychology

1. Critical Perspectives of Abnormality; Critical Social Psychology
2. Psychoanalysis and Critical Psychology; Critical Approaches to Power and Politics
3. The Politics of Gender; Queer Theory

Practicum (15 marks):

Practicum will be based on the application of the topics covered in the theory classes. Students will conduct their practicals under the supervision of the course instructor and submit a report for that practical. Practical can be done on **any two** of the following topics (**both practicals have to be from different units**):

1. Qualitative Inquiry and Critical Analysis
2. Marxist Psychology
3. Postcolonial Theory
4. Critical Perspectives of Abnormality
5. Critical Approaches to Power and Politics

Recommended Readings:

1. Fox, D. & Prilleltensky, I. (Eds.) (1997). *Critical Psychology: An Introduction*. New Delhi: SAGE Publications
2. Parker, I. (Ed.) (2015). *Handbook of Critical Psychology*. London: Routledge
3. Parker, I. (2007). Critical Psychology: What It Is and What It Is Not. *Social and Personality Compass*, 1/1, 1-15
4. Bronner, S. E. (2011). *Critical Theory: A Very Short Introduction*. Oxford: Oxford University Press
5. Gough, B. (Ed.) (2017). *The Palgrave Handbook of Critical Social Psychology*. London: Palgrave MacMillan
6. Hooks, D. (Ed.) (2014). *Critical Psychology*. Claremont: Juta and Compant Ltd.
7. Ibanez, T. & Iniguez, L. (Ed.) (1997). *Critical Social Psychology*. London: SAGE Publications
8. Tyson, L. (2006). *Critical Theory Today*. London: Routledge

Course Code	Paper Title	Credits	Theory	Internal	Weekly	Total
-------------	-------------	---------	--------	----------	--------	-------

			Marks	Marks	Hours	Marks
24-PSY-M-451	Psychology of Elderly (Minor)	4	75	25 (10 + 10 + 5)	4	100

PSYCHOLOGY OF ELDERLY

Course Objectives:

This course aims to develop an understanding of aging and the elderly by examining age-related changes, theories of aging, mental health issues, and the role of family and society, while fostering a sensitive and informed perspective toward later life.

Unit I: Introduction

1. Definition, meaning, concept and characteristics of Elderly People
2. Myths and Stereotypes about Aging
3. Cognitive, physical, psychological, and social changes due to aging

Unit II: Theories and Psychosocial Dimensions of Aging

1. Social-role, social stratification and Ashrama Dharma theories of aging
2. Psychosocial theories of Erickson, Buhler, and Jung
3. Religiosity, Resilience, and Mental health problems of Aging

Unit III: Family, Society, and Adjustment in Old Age

1. Family and Intergenerational Relationships of Elderly People
2. Physical, psychological, social, and economic needs of elderly
3. Adjustment of Elderly in Family and Society

Recommended Readings

1. McInnis-Dittrich, K. (2009). *Social Work with Older Adults: A Biopsychosocial Approach to Assessment and Intervention*. Boston: Allyn & Bacon
2. Pachana, N. A., Laidlaw, K., & Knight, B. (2011). *Casebook of Clinical Geropsychology: International Perspectives on Practice*. Oxford: Oxford University Press
3. Knight, B. G. (2004). *Psychotherapy with Older Adults*. Thousand Oaks: SAGE
4. Laidlaw, K., Thompson, L. W., Thompson, D., & Siskin, L. (2003). *Cognitive-Behavior Therapy with Older People*. Chichester: Wiley
5. Harrigan, M., & Farmer, R. (1992). The myths and facts of aging. In R. L. Schneider & N. P. Knopf (Eds.), *Gerontological social work: Knowledge, service settings, and special populations* (pp. 29-67). Chicago, IL: Nelson Hall
6. Subramanian, S. & Surani, S. (2007). Sleep disorders in the elderly. *Geriatrics*, 62(12), 10-32
7. Kilbane, T., & Spira, M. (2010). Domestic violence or elder abuse? Why it matters for older women. *Families in Society*, 91(2), 165-170
8. Behura N. K. & R. P. Mohanthy (2005). *Ageing in Changing Social System- Their Problems*. New Delhi: Discovery Publishers House
9. Modi, I (2001). *Ageing Human Development*. New Delhi: Rawat Publications
10. Santrock, J. W. (1999). *Life Span Development*. New York. The McGraw-Hill Companies
11. Johnson, M. L (2005). *The Cambridge Handbook of Age and Ageing*. New York: Cambridge University Press

	Credits
Research Project	12