



HINDUSTAN
INSTITUTE OF TECHNOLOGY & SCIENCE
(DEEMED TO BE UNIVERSITY)

BACHELOR OF ARTS - PSYCHOLOGY

(Full Time Course)

Hindustan Institute of Technology & Science

Curriculum Syllabus

2016-2017

Bachelor of Arts Psychology

Programme Description

Psychology is one of the major subjects offered at the undergraduate level as part of the triple major programme. It is a three year full time course aimed at introducing students to the fundamental processes underlying human behavior and familiarize them with a few emerging fields and branches of psychology such as Developmental Psychology, Social Psychology, Abnormal Psychology, Industrial Psychology & Consumer Behaviour, Health Psychology and Positive Psychology. The course also includes two papers of Practical, Statistics and Group Research Projects.

Programme Objectives

1. To familiarize students to the field of psychology, give them the necessary exposure to develop interest in the field and thus prepare them for post-graduate programme in psychology.
2. Appreciate the different branches and emerging fields of psychology
3. To understand the fundamental processes underlying human behavior and the process of human development and change from biological and psychosocial perspective.
4. To understand the different aspects of human behavior in the social, cultural and organizational/work context and thus understanding the effects of group membership on individual behavior.
5. To understand abnormal behavior and the various components that promotes health and well being through papers such and Health psychology and Positive Psychology.
6. To introduce students to the basic aspects in experimentation and testing in psychology so that students are able to conduct simple tests and experiments, write brief reports based on the findings from the tests and experiments
7. To familiarize students with basic statistical techniques and fundamentals of research methodology. In addition students are trained for the application of the same by engaging them in simple quantitative research in small groups.

Admission Criteria:

Students who have completed 12th or equivalent in any discipline from any recognized board are eligible to enroll for the course.

PROGRAMME STRUCTURE – PSYCHOLOGY UG

Semester	Paper Code	Courses	Marks		Total	Hours/ Week	Credits
			CIA	ESE			
I	PSY 131-13	Basic Psychological Processes-I	50	50	100	5	4
II	PSY 231-13	Basic Psychological Processes-II	50	50	100	5	4
III	PSY 331-13	Life Span Development	50	50	100	5	4
IV	PSY 431-13	Basic Social Psychology	50	50	100	5	4
V	PSY 533	Abnormal Psychology	50	50	100	5	4
	PSY 534	Industrial and Consumer Psychology	50	50	100	5	4
	PSY 551-13	Practical Paper -1	50	50	100	4	3
VI	PSY 633	Positive Psychology	50	50	100	5	4
	PSY 634	Health Psychology	50	50	100	5	4
	PSY 651-13	Practical Paper -II	50	50	100	4	3
	Total		500	500	1000		38

Semester 1

Course Title	Course Code	Credit	Total Hours	Total Marks
Basic Psychological Processes-I	PSY 131-13	4	75	100

Course Description

This course is offered to the first semester undergraduate students of psychology. This course, involving the study of Basic Psychological processes, is an introductory paper that gives an understanding about the field of Psychology. This paper will provide students with an introduction to the key concepts, theories, and research methods in psychology. It focuses on various basic processes underlying human behavior.

Course Objectives and Learning Outcome

After the completion of this course students will be able:

1. To introduce and initiate the student into the world of Psychology with a brief historical sketch of the science of psychology and a glimpse into the methods used in the study of human behaviour.
2. To understand the fundamental processes underlying human behavior such as biological foundations of behaviour, processes underlying sensation, perception, cognition, memory, learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.
3. To apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

Level of knowledge:

Knowledge of the courses studied at the higher secondary level in any Discipline.

Unit I: Introduction

(15 hours)

Definition and goals of Psychology, Role of a psychologist in society, Modern perspectives- Biological, Psychodynamic, Behavioristic, Gestalt, Cognitive, Cross cultural, Humanistic and Evolutionary perspective, Brief introduction to Indian Psychology. Methods: Experimental, Observation, Survey Method, Archival method, Interview and case study.

Unit II: Biology and Behaviour

(15hours)

Neurons: Structure of neurons, neural impulse transmission-electrical and chemical, role of neurotransmitters. Nervous system: Central and peripheral nervous systems. Brain and Behaviour: Hind Brain, Mid Brain, and Forebrain- various structures and its importance, Significance of Brain Lateralization, Split brain. Endocrine Glands-Effects of hormones on behavior.(Brief mention of exocrine glands)

UNIT III: Sensory – Perceptual Processes

(15hours)

Sensation: Basic concepts and Processes in sensation. Sensory thresholds. Types of senses (an overview) - visual, auditory, gustatory, olfactory, tactile, vestibular, kinesthetic and organic senses. Sensory adaptation-advantages and disadvantages, Integration of senses, Perception: Understanding perception, Gestalt laws of organization, Different Process of perception - depth perception, constancy of perception, perception of movement.) Correlates of perception-awareness, set, motives, needs, learning and attention. Illusion .Subliminal perception. Extra sensory perception (Telepathy, Clairvoyance , Precognition, Forecasting dreams and memories of the past birth)

UNIT IV: Memory and Forgetting

(15 hours)

Basic processes- Encoding, Storage, Retrieval. Sensory storage -Iconic memory and Echoic memory. STM-Working memory, Serial position curve, Rehearsal, Chunking, LTM-Units of memory-Declarative, Procedural, Semantic, Episodic memory, Associative models-Explicit and Implicit memory, Retrieval cues, State dependent and Context dependent memory, Tip of the tongue phenomena, Flash bulb memory, Levels of processing, Constructive processes in memory, Schemas, Forgetting- Decay, Interference, Amnesia Retrieval problems, Motivated forgetting, Memory dysfunctions (Korsakoff’s Syndrome, Alzheimer’s, Senile Dementia). Improving memory-Mnemonic strategies

UNIT V: Cognitive Processes

(15 hours)

Cognition-definition. Attention: definition, Characteristics, Selective attention, Divided attention Thinking- Process of thinking, Image and thinking, Language and thought Types of Thinking- Concept formation, Reasoning, Problem solving, Decision Making, Creative thinking, Language-language elements, grammar and meaning, pragmatics.

Evaluation

CIA (CONTINUOUS INTERNAL ASSESSMENT)

CIA I – Mid Semester Examination	- Total marks 50
CIA II –Written Assignment /Individual Assignment	- Total Marks 20
Objective - To test basic understanding of concepts studied	
CIA III –Activity based Assignment /group assignment	- Total marks 20
Objective- To test the application of basic concepts studied	
CIA I + II + III	= 90 / 100 = 45 / 50
Attendance	= 5
Total	= 100 = 50

END SEMESTER

EXAMINATION Total

Marks=100=50

Question paper pattern

Section A	Brief, concepts, definitions, applications	2 marks x 10=20
Section B	Short Answers: Conceptual/Application	5 marks x 4 =20
Section C	Essay Type: Descriptive/Conceptual	15 marks x 3=45
Section D	Compulsory: Case Study (Application)	15X1=15 marks.

References

Essential Reading

Morgan,C.T, King,R.A., Weisz,J.R., and Schopler,J. (2004). *Introduction to Psychology*, 7th edition,24th reprint.New Delhi:TataMcGraw-Hill.

Feldman R.S (2011).*Understanding Psychology*, 10th edition.Delhi : Tata- McGraw Hill.

Recommended reading

Baron,R.A. *Psychology*.(1995). 3rd edition.Delhi:Prentice Hall.

Munn,N.L.,Fernald,L.D., & Fernald,P.S.(1997) *Introduction to Psychology*. Delhi: Houghton Mifflin.

Smith,E.E., Hoeksman,S,N.,Fredrickson,B.,Loftus,G.R.(2003) . *Atkinson's & Hilgard's Introduction to Psychology*.First Reprint.Delhi Thomson Wadsworth.

Weiten,W. *Psychology : Themes and variations*.4th edition.Delhi: Brooks/ Cole Publishing Co.

Semester 2

Course Title	Course Code	Credit	Total Hours	Total Marks
Basic Psychological Processes-II	PSY 231-13	4	75	100

Course Description:

This course is a continuation of the first semester PSY 131. It is offered to the second semester undergraduate students of psychology. This course, continues with the study of the fundamental processes underlying human behavior such as Learning, Motivation, Emotion, Intelligence, Personality and Altered States of Consciousness.

Course Objectives and Learning Outcome:

At the end of this course students will be able:

1. To understand further the fundamental processes underlying human behavior such as learning, motivation, emotion, individual differences, intelligence, personality and states of consciousness.
2. Apply the principles of psychology in day-to-day life for a better understanding of themselves and others.

Level of Knowledge:

Knowledge of the fundamental concepts of psychology studied in first semester psychology

UNIT I: Learning

(15 hours)

Definition. Classical conditioning-basics of conditioning, Basic processes-Extinction, Spontaneous recovery, Generalization, Discrimination, Higher order conditioning, Criticisms and significance of Classical conditioning. Operant conditioning-Thorndike's law of effect, Basics of Operant conditioning, Reinforcement- Primary, Secondary, Positive, Negative. Punishment-pros and cons. Schedules of reinforcement. Processes-Generalization, Discrimination, Chaining. Significance of operant conditioning. Cognitive learning: Latent learning, Observational learning, Insight learning.

UNIT II: Motivation and Emotion

(15 hours)

Motivation: Meaning, Approaches-Instinct, Drive reduction, Arousal, Incentive, Cognitive, Humanistic- Maslow's Need hierarchy. Types-Physiological Motivation [Hunger, Thirst, Sex, Maternal drive], Psychological motivation [Achievement, Affiliation, Power, Parenting]
Emotion: Meaning, Physiological basis of emotions. Theories-James Lange Theory, Cannon Bard Theory, Cognitive Theory. Emotional Expression-display rules, facial feedback hypothesis, facial-affect programme

Unit III: Psychology Of Individual Differences**(15 Hours)**

Concepts and nature of Individual differences. Intelligence: Theories of intelligence- factor and cognitive theories. Characteristics of Intelligence tests, Types of Intelligence tests, Determinants of Intelligence: Genetic, Environmental influences. Newer trends- Emotional Quotient, Social Quotient, Spiritual Quotient Gender Difference: Biological basis of gender difference, Sex difference in brain structure and cognitive processes, Role of hormones in gender related behaviour, Gender differences in social behaviour, Gender Differences in psychological adjustment, Factor or sources of gender differences

Unit IV : Personality**(15 Hours)**

Definition. Approaches – Psychodynamic, Humanistic, Dispositional (Type and Trait) and Social-Cognitive approach Assessment of Personality – Questionnaire, Rating Scales and Projective tests – Characteristics, Advantages and disadvantages.

Unit V: Altered States of Consciousness**(15 Hours)**

Consciousness: Nature, Waking, Sleep and Daydreaming. Biological Rhythms: Circadian, Ultradian and Intradian Sleep – Stages , Dreams-Content, Links between dreams and waking , Culture and dreams. Hypnosis: Meaning, Induction and Susceptibility, Hypnotic phenomena, Stages. Meditation: Meaning, Short term and long-term effects of meditation, Transcendental meditation.

Evaluation:

1. CIA (Continuous Internal Assessment)

CIA I – Mid Semester Examination - Total marks 50

CIA II –Written Assignment - Total Marks 20

Objective: To test the understanding of basic concepts

CIA III –Activity based Assignment - Total marks 20

Objective: to test the application of basic concepts in psychology

CIA I + II + III = 90 / 100 = 45 / 50

Attendance = 5

Total = 100 = 50

2. End Semester Examination

Marks=100=50

Question paper pattern

Section A Brief, concepts, definitions, applications 2 marks x 10=20

Section B Short Answers: Conceptual/Application 5 marks x 4 =20

Section C Essay Type: Descriptive/Conceptual 15 marks x 3=45

Section D Compulsory: Case Study (Application) 15marks x 1=15

References

Essential Reading

Morgan,C.T, King,R.A., Weisz,J.R., and Schopler,J. (2004). *Introduction to Psychology*, 7th edition,24th reprint.New Delhi:TataMcGraw-Hill.

Feldman R.S (2011).*Understanding Psychology*, 10th edition.Delhi : Tata- McGraw Hill.

Recommended reading

Baron,R.A. *Psychology*.(1995). 3rd edition.Delhi:Prentice Hall.

Munn,N.L.,Fernald,L.D., & Fernald,P.S.(1997) *Introduction to Psychology*.Delhi: Houghton Mifflin.

Smith,E.E., Hoeksman,S,N.,Fredrickson,B.,Loftus,G.R.(2003) .*Atkinson's & Hilgard's Introduction to Psychology*.First Reprint.Delhi Thomson Wadsworth.

Weiten,W. *Psychology : Themes and variations*.4th edition.Delhi: Brooks/ Cole Publishing Co.

Course Title	Course Code	Credits	Total Hours	Total Marks
Lifespan Development	PSY 331-13	4	75	100

Semester 3

Course Description

Lifespan Development is a branch of Psychology that seeks to provide a general introduction to various developmental concepts across the different stages of life span, with the nature versus nurture debate as a concurrent theme. It focuses on advancing knowledge of the processes of change for individuals and groups across the life span. Topics of interest include: developmental theories, patterns of development in domains such as physical, motor, cognitive and language development. Aspects of psychosocial development are studied in the relevant cultural context.

Course Objectives and Learning Outcomes

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

1. Understand basic concepts, issues and debates in the field of developmental psychology.
2. Appreciate principal theories of lifespan development.
3. Comprehend human development as progressing through different stages.
4. Discuss development from the perspective of different domains such as physical, motor, cognitive, and psychosocial.
5. Understand the role of family, peers and community in influencing development at different stages.

Level of Knowledge

The student should have a foundational course in Basic Psychological Processes.

Unit I: Introduction

(15 hours)

Concept of human development-Introduction, meaning, stages of life span development. Aspects of human development- Physical, social, cognitive, moral. Principles of human development (Balte). Factors influencing human development-Ecological factors, hereditary factors; chromosomal abnormalities. Overview of theories of human development- Erickson, Piaget, Vygotsky, Kohlberg.

Unit II: Prenatal Development and Infancy

(15 hours) Stages of

prenatal development; Teratogens and prenatal environment Newborn appearance, reflexes, assessment and states Infancy: Physical and motor development, cognitive and language development, psychosocial development: Emotions, attachment and temperament.

Unit III: Childhood (15 hours) Early and middle childhood Physical and motor development; Cognitive development; Language development; Psychosocial development: Emotions, play, aggression and altruism.

Unit IV: Puberty and Adolescence (15 hours) Puberty: Meaning, biological changes: Sexual maturation, growth spurt, primary and secondary sexual characteristics; responses to physical change; Development of identity: Erikson and Marcia's views; Adolescent relationships: Family, Peers, Adult society.

Unit V: Adulthood (15 hours) Early Adulthood: Vocational adjustment; Foundations of intimate relationships: friendship, love, and sexuality; Marriage: Marital adjustment and conditions influencing it. Parenthood: adjustment to parenthood. Middle Adulthood: Physical development; occupational adjustment: Stable and unstable patterns, preparation for retirement. Psychosocial changes: Coping with Mid-life crisis, changes in relationships- marriage, relationship with maturing children, ageing parents, siblings, grand parenthood, friendships. Late Adulthood: Primary and secondary ageing, theories of ageing. Psychosocial aspects: models of coping, models of successful ageing, lifestyle and social issues: work retirement and leisure. Personal relationships: Relationship with adult children, siblings, great-grandparenthood. Stages and patterns of grieving.

Evaluation

PART 1: CIA (Continuous Internal Assessment) CIA I: Mid Semester Examination: Total marks 50

CIA II: Written/Individual Assignment: Total Marks 20
Objective: To test understanding of major issues and debates in Developmental Psychology

CIA III: Group Presentation/Activity: Total marks 20 Objective: To test application of concepts learnt in Lifespan Development.

CIA I + II + III = 90 / 100 = 45 / 50
Attendance = 5
Total = 100 = 50

PART 2: End Semester Examination

Total Marks=100/2=50

Question paper pattern

Section A	Brief, concepts, definitions, applications	2 marks x 10=20
Section B	Short Answers: Conceptual/Application	5 marks x 4 =20
Section C	Essay Type: Descriptive/Conceptual	15 marks x 3=45
Section D	Compulsory: Case Study (Application)	15 marks x 1=15 marks

References

Essential reading

Papalia,D.E. (2004). *Human Development*. 9thEdition, New Delhi: Tata McGraw Hill.

Recommended reading

Berk, L.C. (2008). *Child Development*, New Delhi: Prentice Hall of India (Pvt) Ltd.

Semester 4

Course Title	Course Code	Credits	Total Hours	Total Marks
Basic Social Psychology	PSY 431-13	4	75	100

Course Description

Social psychology is a branch of Psychology that explains how people's thoughts, feelings, and behaviours are influenced by the actual, imagined, or implied presence of others. This course introduces students to the theory and research on the social factors that influence individual and group behaviour. Prosocial behaviour, aggression, interpersonal attraction, attitudes, prejudice are among the topics covered in the course. The course will include both individual and group work to facilitate awareness, understanding and application of social psychological principles and concepts.

Course Objectives and Learning Outcome

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

1. Understand the historical and scientific origin and development of the field in the western and Indian context.
2. Describe the development of the self and the dynamics of interpersonal attraction, prosocial behaviour, aggression, prejudice, group processes and attitude formation and change in a social context.
3. Comprehend the nature of scientific methods employed to study behaviour in the social context.

Level of Knowledge

The student should have a foundational course in Basic Psychological Processes.

Unit I : Introduction

(No. of hours:11)

Definition ; History- Origin and Development, Social psychology in India ; Theories - Motivational, Learning, Cognitive, Decision making, Interdependence, Sociocultural, Evolutionary, and Mid-range theories.

Unit II : Social Perception

(No. of hours:16) Self concept

– Beginnings, Formation, Self- schemas and Multicultural perspective Self- presentation - False modesty, Self-handicapping, Impression management. Self-esteem - Development and Consequences. Perceiving persons- Attribution theories and biases, Integration, Confirmation bias

Unit III : Positive Social Relations

(No. of hours:16)

Prosocial behavior – Helping influences - Personal, Interpersonal and Situational , Receiving help. Interpersonal attraction and affiliation – Characteristics of the individual, others and situational influences.

Unit IV : Negative Social Relations

(No. of hours:16)

Perceiving groups- Stereotypes – Cognitive foundations, how stereotypes distort perceptions; why stereotypes persist ; Prejudices- Individual differences ; Types of prejudices – Sexism and Racism ; Reducing prejudice.

Aggression – Origin, Influences - Social and Situational ;Forms – Domestic violence, Sexual violence, Violence against communities(LGBT) and Terrorism; Prevention and control.

Unit V : Social Influences

(No. of hours:16)

Attitudes – Definition ;Theories – Cognitive Dissonance and Dual Processing ; Attitude and Behaviour ; Attitude change.

Group - Basic features; Group performance – Types of tasks , Brainstorming ; Group decision making – Biases in information, Group polarization , Group think.

Evaluation**1. CONTINUOUS INTERNAL ASSESSMENT(CIA) CIA I: Midsemester theory examination**

Total marks -50

CIA II: Written /Individual assignment

Total marks -20

Objective : To assess knowledge and understanding of basic concepts of individual and group behaviour – 80% ; Presentation skills – 20%

CIA III: Application oriented / Group Assignment of Social Psychology concepts –

Total Marks -20

Objective : To assess demonstration of Service learning through the application of Social Psychology concepts – 80% ; Presentation – 20%

CIA I + II+ III = 45 marks

(25+10+10) Attendance = 5

marks

Total = 50

2. End semester examination :Section A- Objectives (2 marks) - $2 \times 10 = 20$ Section B- Short Answers (5 marks) – $5 \times 7 = 35$ Section C – Essay Answers (10 marks) – $15 \times 2 = 30$ Section D – Case study (Compulsory – 15 marks) – $15 \times 1 = 15$

Total – 100 marks

References

Essential reading

Brehm, S.S. and Kassin, S.N. (1996) *Social Psychology*, 3rd edition. Boston : Houghton Mifflin Company.

Crisp, R.J. and Turner, R.N. (2007), *Essential Social Psychology*. New Delhi: Sage Publications India Pvt Ltd.

Misra, G. and Dalal, A.K. (2001). *Social Psychology in India: Evolution and Emerging trends*.

Edited by Ajit.K.Dalal and Girishwar Misra. New Directions in Indian Psychology, Volume I: Social Psychology. New Delhi: Sage Publications India Pvt.Ltd. Myers, D.G (2002) *Social Psychology*, 7th international edition. New York: McGraw Hill Companies.

Taylor, S. E, Peplau, L.A and Sears, D.O. (2006) *Social Psychology*, 12th edition. New Delhi: Pearson Prentice-Hall of India Pvt Ltd.

Recommended reading

Baron, Robert A. and Byrne, D. (2001) *Social Psychology* 8th Edition (Reprint). New Delhi : Prentice-Hall of India Pvt Ltd.

Baumeister, R.F. and Bushman, B.J. (2008). *Social Psychology and Human nature*. Belmont, CA: Thomson Wadsworth

Semester 5

Course Title	Course Code	Credit	Total Hours	Total Marks
Abnormal Psychology	PSY 533	4	60	100

Course Description

Abnormal psychology studies abnormal experiences of individual which surround an individual quite frequently - at our home, neighborhood, place of study/workplace, or in media reports and such others. These issues capture our interest, demand our attention and concern. Hence this specialization paper aims to create interest in the students regarding these issues by introducing them to the concept of abnormality, different types of psychological disorders and their causes, etc.

Course Objective and Learning Outcome

At the completion of the course students will be able:

1. To have knowledge of different aspects of abnormal behaviour.
2. To know the historical development of the study of abnormal behaviour, criteria and perspectives in abnormal behaviour, common classification systems, and range of disorders including anxiety disorders, mood disorders, schizophrenia, disorders generally observed at childhood and adolescence, and personality disorders.
3. Understand various behavioural dysfunctions and use the same in day-to-day life.

Level of Knowledge

Knowledge of the basic papers studied in the previous four semesters of the undergraduate course in psychology

Unit I: Introduction and Theoretical Perspective

(14 Hours)

Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM and ICD classification systems, Causes of Abnormal Behaviour – Necessary, Predisposing, Precipitating and Reinforcing Causes.

Psychoanalytic (only Freud), Behaviouristic, Cognitive - Behavioral, Humanistic, Interpersonal Perspectives (Student Effort Hours)

Unit II: Disorders of childhood and adolescence

(15 Hours) Mental

Retardation - Definition, Levels of MR, Clinical Types and Causal Factors;

Autism - Clinical Picture and Causal Factors;

Learning Disabilities - Clinical Picture and Causal Factors; Attention-Deficit/Hyperactivity Disorder - Clinical Picture and Causal Factors (Student Effort Hours).

Unit III: Anxiety and Somatoform Disorders

(13 Hours) Brief Description: Panic Disorder, Generalized Anxiety Disorder, Phobic Disorder and Obsessive Compulsive Disorder with Causal Factors.

Somatoform Disorders – Somatization Disorder, Somatoform Pain disorder, and Conversion Disorder with Symptoms and Causal Factors. Hypochondriasis (Student Effort Hours)

Unit IV: Mood disorders and Schizophrenia

(10 Hours)

Unipolar Mood Disorders: Depressions that are not Mood Disorders, Dysthymic Disorder, Major Depressive Disorder with Psychosocial Causal Factors. Bipolar Mood Disorders: Cyclothymic Disorder, Bipolar I Disorder, Bipolar II Disorder.

Schizophrenia: Meaning, Clinical Picture; Sub-types - Disorganized, Paranoid, Catatonic, Undifferentiated, and Residual.

Psychosocial Causal Factors (Student Effort Hours)

Unit V: Personality Disorders and Sexual Deviants

(8 Hours)

Introduction - Clinical Features and Brief Descriptions of Cluster A, B, and C Personality Disorders with Psychosocial Causal Factors.

Sexual and Gender Variants – The Paraphilias and Gender Identity Disorders with Causal Factors (Student Effort Hours)

Evaluation

1. CIA (Continuous Internal Assessment)

CIA I – Mid-semester Theory Paper - Total marks 50

CIA II – Written Assignment - Total Marks 20

Objective-To test the understanding of basic concepts/knowledge

CIA III – Project/Activity Based Assignment - Total marks 20

Objective-To test the application of the various concepts studied

CIA I + II + III = (50+20+20/2) 45

Attendance = 5

Total = 50

2. End Semester Examination

Total marks 100

Question Paper Pattern

Section – A: 10 Objective type questions (out of 12) of 2 marks each (2x10=20 marks)

Section – B: 4 Short notes (out of 6) of 5 marks each (5x 4 =20 marks)

Section – C: 3 Essay questions (out of 5) of 15 marks each (15x3=45 marks)

Section – D: 1 Compulsory case study of 15 marks (15x1=15 marks)

References

Essential Readings

Carson,R.C., Butcher,J.N and Mineka,S.(2004). *Abnormal psychology*. 13th Edition. New Delhi: Pearson Education.

Alloy,L.B.,Riskind,JH., and Manos,M.J.(2006). *Abnormal Psychology – Current Perspectives*. 9th Edition. New Delhi: Tata McGraw-Hill Edition.

Barlow,D.H. and Durand,M.V. (2000). *Abnormal Psychology*. 2nd Edition.
New Delhi: Thomson Publication.

Recommended Readings

Bootzin,R.B.,Acocella,J.R. and Alloy,L.B. (1993). *Abnormal Psychology– Current perspectives*.
6th Edition, International Edition, Tata Graw – Hill Inc., USA.

Sue,D.,Sue,,D and Sue.S. (1990). *Understanding Abnormal Behaviour*. 3rd Edition, Houghton
Mifflin Co.

Davidson and Neal (1996). *Abnormal psychology*. Revised 6th Edition, John Wiley Sons

World Health Organization. (2008). *ICD-10: International statistical classification of diseases
and related health problems* (10th Rev. ed.). New York, NY: Author.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders*
(4th ed., text revision). Washington, DC: Author.

Semester 5

Course Title	Course Code	Credits	Total Hours	Total Marks
Industrial and Consumer Psychology	PSY 534	4	60	100

Course Description

This paper is aimed at providing the learners an overview of I/O Psychology by describing the various individual, group, and organizational behaviour at work. This paper also intends at enhancing the understanding of the learner about the world of work and related concerns. The areas covered in the paper include employee selection, placement, training, performance appraisal, motivation and leadership. The paper also intends to give an understanding about the issues related to people in organization and the workplace. The concept of consumer behaviour and the decision making process of the consumer are also introduced in this paper.

Course Objectives and Learning Outcomes

After completing the course the students will be able to:

1. Demonstrate fundamental knowledge about need and scope of I/O Psychology
2. Be aware of the brief history and various related fields of I/O Psychology
3. Learn about employee motivation, job satisfaction and leadership styles.
4. Understand the concept of organizational culture and learn the various types and functions of organizational culture
5. Comprehend the concept of Job analysis and be aware about the various methods of Job analysis.
6. Learn about the process of employee selection and understand the various methods of selection process with special emphasis on psychological testing.
7. Demonstrate knowledge about the processes of training and performance appraisal
8. Understand the meaning of consumer behaviour and the decision making process of the consumer.

Level of Knowledge

Basic knowledge of psychological concepts and principles

Evaluation

PART 1: CIA (Continuous Internal Assessment)

CIA I – Mid Semester Examination - Total marks 50

CIA II – Individual Written Assignment - Total Marks 20

Objective-To test the understanding of concepts of Industrial and Organisational Psychology

CIA III –Activity based Group Assignment - Total marks 20
Objective-To test the understanding of concepts of Consumer Psychology

CIA I + II + III = 90 / 100 = 45 / 50

Attendance = 5

Total = 100 = 50

PART 2: END SEMESTER

EXAMINATION Total

Marks=100=50

Question paper pattern

Section – A Short Answers Conceptual and application questions 2 marks x10=20

Section – B Short answers- Conceptual and application questions 5 marks x 4 =20

Section – C Essay Answer-Descriptive/Critical 15 marks x 3=45

Section – D Case Study 15 marks x 1=15

Unit I: Introduction to Industrial and Organizational Psychology BOLD (10 hours)

Definition, goals, key forces, and fundamental concepts

History of industrial psychology

Major Fields of I/O Psychology

Unit II: Individual in Workplace (14 hours)

Motivation- Definition, Types, Theory-Maslow's and Herzberg

Job satisfaction- Definition, Factors affecting Job Satisfaction, Consequences

Leadership - Definition, Leadership Styles, Approaches to Leadership, Organizational Culture-
Definition, Levels, Characteristics, Types, Functions

Unit III: Development of Human Resources (14 hours)

Job Analysis- Definition, Purpose, Types, Process, Methods, Recent Developments Recruitment
and Selection- Nature and objectives, Sources- Internal and External, Process, Definition and steps
in selection process Performance Management- Definition, Scope, Process, Tools Training and
Development- Meaning and nature, Objectives, Methods- on the job and off the job

Unit IV: Introduction to Consumer Psychology (10 hours)

Definition, Scope, Marketing concept. Market Segmentation- consumer rooted, consumption
specific, and brand experience as segmentation bases. Targeting- criteria for effective targeting;
Positioning and repositioning

Unit V: Consumer Decision Making

(12 hours)

Levels of Decision making, Views of consumer decision making, Model of consumer decision making: Input – marketing efforts, socio cultural environment. Process – psychological field, need recognition, pre-purchase search, Evaluation of alternatives Output – Purchase behaviour and post purchase evaluation.

References

Essential Reading

Schultz, D. P., & Schultz, E. S. (2008). *Psychology and Work today*. Newyork : Mac Milan publishing company.

Singh, N. (2011). *Industrial Psychology*. Delhi, India: Tata Mc Graw hill Education private limited.

Recommended Reading

Robbins, S. P. (2010). *Organizational behaviour*. Tata Mcgraw hill publications .

Schiffman, L. G., Kanuk, L. L., S, R. K., & Wisenblit, J. (2010). *Consumer behaviour*. Pearson publications.

Schultz, D. P., & Schultz, E. S. (2008). *Psychology and Work today*. Newyork : Mac Milan publishing company.

Singh, N. (2011). *Industrial Psychology*. Delhi, India: The Mcgraw hill Education private limited.

Semester 6

Course Title	Course Code	Credits	Total Hours	Total Marks
Positive Psychology	PSY 633	4	60	100

Course description

This course introduces undergraduate students a strength-based approach in understanding human behavior. Each unit is designed with personal mini experiments which have personal implications. The course brings in an understanding about the basic principles of Positive Psychology. The significance of this course lies in orienting the students in applying these principles for self regulation and personal goal setting.

Course objectives and learning outcomes:

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

1. Understand basic concepts of positive psychology and its relationship to other branches of psychology
2. Gain fundamental understanding of well-being and happiness in the context of positive psychology
3. Grasp basic cognitive states and processes in positive psychology
4. Transfer the theoretical concepts into practical setting
5. Develop an awareness of applications and implications of positive psychology concepts and theories
6. Equip himself/herself with the skill and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing

Level of Knowledge:

Knowledge about the topics studied in the various courses of the previous semesters

Unit I: Introduction (12 Hours)

Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology Activities: Personal mini experiments; Collection of life stories from magazines, websites, films etc and discussion in the class.

Unit II: Positive emotions, Well-being and Happiness (12 Hours)

Positive emotions: Broaden and build theory; Cultivating positive emotions; Happiness- hedonic and Eudaimonic; Well- being: negative vs positive functions; Subjective well –being: Emotional, social and psychological well-being; Model of complete mental life Test: The positive and negative affect schedule (PANAS-X); The satisfaction with life scale (Diener et al, 1985); Practice ‘Be happy’ attitude

Unit III : Self control, Regulation and Personal goal setting (10 Hours)

The value of self control; Personal goals and self regulation; Personal goal and well-being; goals that create self regulation; everyday explanations for self control failure problems
Activity: SWOT analysis

Unit IV: Positive Cognitive States and Processes

(14 Hours)

Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; Optimism- How optimism works; variation of optimism and pessimism; Spirituality: the search for meaning(Frankl); Spirituality and well-being; Forgiveness and gratitude Test: Mental well-being assessment scale;Test: Signature strength

Unit V :Applications of Positive Psychology

(12 Hours)

Positive schooling: Components; Positive coping strategies; Gainful employment Mental health: Moving toward balanced conceptualization; Lack of a developmental perspectives. Activity: An action plan for coping Test: Brief COPE assessment scale

Evaluation

1.CIA (Continuous Internal Assessment)

CIA I – Mid semester Theory Examination- Total marks 50

CIA II – Written Assignment evaluating the knowledge based skills- Total Marks 20

Objective- to test the understanding of various basic concepts

CIA III –Project/activity based assignment evaluating the application skills- Marks 20

Objective-to test the application of the various concepts

CIA I + II + III = 45

Attendance = 5

Total = 50

2.End Semester Examination

Question paper pattern

Section – A 10 Objective type questions of 2 marks each (2x10=20 marks)

Section – B 4 Short Notes questions of 5 marks each (4 x 5 =20 marks)

Section – C 3 Essay questions (15 x 3= 45 marks)

Section _ D 1 Compulsory question (15 x 1= 15 marks)

References

Essential Readings

Snyder, C.R. & Lopez, S.J. (2002). *Handbook of positive psychology*. (eds.). New York: Oxford University Press.

Baumgardner, S.R & Crothers, M.K.(2009). *Positive Psychology*. U.P: Dorling Kindersley Pvt Ltd.

Carr, A. (2004). *Positive psychology, The science of happiness and human strengths*.New York: Routledge.

Singh, A.(2013).*Behavioral science: Achieving behavioral excellence for success*. New Delhi: Wiley India Pvt ltd.

Semester 6

Course Title	Course Code	Credits	Total Hours	Total Marks
Health Psychology	PSY 634	4	60	100

Course description

This course will introduce the students to the field of health psychology, providing an overview of the basic concepts, examining how psychological theories and research are applied to enhance health and well-being and to prevent and illness. Students will be exposed to a range of specialized topics like stress and coping, pain, chronic illness management, and health and behavior, and thereby acquire knowledge of a wide range of psychological principles and empirically validated procedures. The application of skills and core knowledge will be developed through independent study experiences

Course Objectives and Learning outcomes

At the completion of the course, students will be able to:

1. Understand and describe the models and theories that are used to explain health risk and health-enhancing behaviors
2. Understand the importance of pain, and the impact of stress on health and well being
3. Identify and analyze the chronic illness and its management
4. Gain an awareness on health compromising and health enhancing behaviors.

Level of knowledge

Knowledge about the courses studied in the previous semesters with thorough knowledge on the various basic psychological processes.

Unit I : Introduction (12 Hours) Definition; Mind-body relationship; Functions and need of health psychologists ; Bio- psychosocial model

Unit II: Stress and Coping (12 Hours)
Theories of stress (Selye and Lazarus) , Stress and health: Sources of Chronic Stress, Stress related illness(PTSD and Acute stress disorder, Digestive system disorders, Asthma, Recurrent Headaches) Psychoneuroimmunology ,Moderators of the stress experience , Coping with Stress

Unit III : Pain (12 Hours)

Psychological factors and pain, Individual differences in reactions to pain, Types of Pain, Assessment of Pain, Pain Control Techniques

Unit IV: Chronic illness and Management

Cardiovascular diseases, Cancer, AIDS (12 Hours)
Living with chronic illness, Quality of life, Emotional response to chronic illness, Rehabilitation, psychological interventions

Unit V : Health and Behavior

(12 Hours)

Health compromising behaviors: Smoking, Alcoholism and substance abuse

Health enhancing behavior: Weight control, Diet, Exercise, Yoga

Evaluation

1. CIA (Continuous Internal Assessment)

CIA I – Mid semester Theory paper - Total marks 50

CIA II – Written Assignment evaluating the knowledge based skills - Total Marks 20

Objective: to test the understanding of concepts.

CIA III – Project/ activity based assignment evaluating the application skills - Total marks 20

Objective: To test the application of various concepts of health psychology

CIA I + II + III = 45

Attendance = 5

Total = 50

2. End Semester

Examination

Total marks: 100

Question Paper Pattern

Section – A 10 Objective type questions of 2 marks each (2x10=20 marks)

Section – B 4 Short Notes questions of 5 marks each (4 x 5 =20 marks)

Section – C 3 Essay questions (15 x 3= 45 marks)

Section _ D 1 Compulsory question (15 x 1= 15 marks)

References

Essential Reading

Taylor, S.E. (2006) . *Health Psychology*. New Delhi : Tata Mc Graw-Hill

Sarafino, E.P. & Smith, T.W. (2012). *Health Psychology : Biopsychosocial interventions*. New Delhi : Wiley

Semester 5 & 6

Course Title	Course Code	Credits per semester	Total Hours per semester	Total Marks per semester
Practical Paper- I & II	PSY 561-13 & 651-13	3	30	100

Course Description

The coursework consists of tests and experiments related to Basic Psychology, Developmental Psychology, Social Psychology, Abnormal Psychology, Consumer Behaviour, Industrial and Organizational Psychology. The course imparts training in classic as well as contemporary tests and experiments in the field of Psychology.

Course Objectives and Learning Outcomes

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

1. Conduct experiments and administer psychological scales to a subject
2. Make interpretations and draw conclusions based on the norms given in the manual
3. Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results
4. Using simple statistical techniques for carrying out group based small quantitative research projects.

Evaluation

1. CIA-(Continuous Internal Assessment)

CIA I – Mid Semester Examination (MSE)	- 50
CIA II – Group Project work	- 20
CIA III – Record work	-20
Attendance	-10
Total Marks	= 100 (reduced to 50)

2. End Semester Practical Examination (ESE)

Duration of the exam – 3 hours

Examination pattern:

1 experiment (Conduction and discussion)	= 50 marks
1 experiment (Demonstration)	= 40 marks
Viva	=10 marks
Total Marks	= 100

(reduced to 50) CIA (50) + ESE (50) = 100 marks

Any 16 will be chosen each semester for Conduction and Discussion OR Demonstration

I. Experiments on Memory

1. Effect of cueing on recall
2. Test on working memory
3. Effect of serial position on recall
4. Chunking on recall
5. Memory Drum
6. Paired associate learning

II Experiments on Sensation

1. Mapping Retinal colour zones
2. Stroop effect
3. Two point Threshold
4. Localization of sound(Sound Cage)

III Experiments on Perception

1. Muller Lyer illusion
2. Stroop effect
3. Signal detection

IV Experiments on Cognition

1. Test on creativity
2. Strategies in problem solving

V Experiments on Learning

2. Bilateral transfer
3. Habit interference
4. Maze learning
5. Test on schedules of reinforcement
6. Test of learning curve
7. Retro achievement in Habituation

VI Tests on Personality

1. Rotter's Locus of Control Scale
2. Sentence completion test
3. Thematic apperception test/ Children's apperception test
4. Rorschach Inkblot test
5. Type A/B Behavioural Pattern Scale
6. Personal Value Questionnaire
7. Eysenck's Personality Inventory
8. 16 Personality Factor Questionnaire
9. Myers Briggs Type Indicator Scale

VII Experiments/Psychological Tests on Emotion

1. Test on emotional intelligence
2. Test on emotional maturity

VIII Experiments on Motivation

1. Achievement motivation quiz
2. Work motivation scale
3. Level of aspiration and achievement

VIII Experiments on Intelligence

1. Raven's progressive matrices
2. Bhatia test of intelligence
3. General mental ability
4. OTIS

IX Experiments on Suggestion

1. Size weight illusion

X. Experiments in Life span development

1. Children's self concept
2. Concept formation of height and size
3. Group social problem solving skills
4. Coloured progressive matrices
5. Guidance needs inventory
6. Psychological well being scale
8. Adolescent problem checklist
9. Bells adjustment inventory
10. WHO Quality of life Assessment
11. Death Anxiety scale
12. Marital Satisfaction scale
13. Family Environment scale.
14. Vineland Social Maturity Scale
15. Perceived parenting style questionnaire

XI. Experiments in Abnormal psychology

1. General health questionnaire
2. Beck's depression inventory
3. Anxiety assessment scale
4. STAXI
5. Self acceptance scale
6. Life satisfaction scale

XII Experiments in Social psychology

1. T- P Leadership questionnaire
2. Rosenberg Self esteem scale
3. Assertiveness scale
4. Social Distance Scale
5. FIRO-B(interpersonal relationship orientation)
6. Sodhi's Attitude Scale
7. Effect of competition on performance

XIII Experiments in Industrial psychology

1. David's battery of Differential Aptitude (DBDA)
2. Tweezer dexterity
3. Minnesota Rate of Manipulation test
4. Finger dexterity
5. Job Satisfaction scale
6. Steadiness scale /muscular fatigue on performance
7. Comprehensive Interest Schedule
8. Differential Aptitude Test (DAT)

XIV. Experiments on consumer psychology

1. Compulsive Buying Behaviour
2. Observation and suggestion

Statistics for Semester V

Descriptive Statistics : Group and Ungrouped data : Mean, Median, Mode

Inferential Statistics : Range, Standard Deviation , Quartile Deviation

Statistics for Semester V

Correlation : Pearson'S product moment & Rank Order Method

Chi Square Median Test Percentile

t -test - Prediction of Mean Population , t -test for Correlated and Uncorrelated groups
