

B.A. (Honours Psychology)
Department of Psychology
University of Lucknow
Lucknow

Program Outcome

The program of BA (Hons) in Psychology aims at developing an understanding of the growing discipline of psychology and promoting skill based education. It will help the student in learning the basic concepts of Psychology and their application and daily life. It will enable the students in developing skills and competencies for meeting the difficulties of life and dealing with them intellectually. It focuses on the changing nature of society with reference to personal relationships and workplace and inculcates the required competencies in students to understand and responding to them efficiently.

Program Specific Outcome

The course offers good progression where students are seeking to attain their higher studies in Psychology. This will enable the learner to become familiar with the major theories of basic psychological process, personality, sign and symptoms of abnormality, assessment of behavior and thoughts of the individual with the help of various tests and experiments. This course will also help them to learn the phenomena of social aspects about a community or society. It will enrich their knowledge about how the development of each individual takes place in different spheres of his/ her life. It will help the students in dealing with stresses of their life and have the knowledge about different perspectives of school mental health, personal health and awareness about environment. It will also improve their communication skills to be a able to be successful in various domains of life.

B.A. Honors 2017-18 onwards

Sem.	Paper Code	Paper Title	Maximum Marks		No. of Lectures / Credits	No. of self study hours for practical of assignment/ credits	No. of Practical Credits	Total Credits
			Continuous Internal Assessment	Semester examination				
Sem -I	Psy-101	Psychology: Core processes and Psychology-I	30	70	40/2.5	48/1.5		4
	Psy-102	Psychological Methods and Statistics-I	30	70	40/2.5	48/1.5		4
	Psy-103	Effective Communication-I	30	70	32/2.			2
	Psy-104	Practical, Test and Experiments	30	70			64/2	2
Sem -II	Psy-201	Psychology: Core processes and Psychology-II	30	70	40/2.5	48/1.5		4
	Psy-202	Psychological Methods and Statistics-II	30	70	40/2.5	48/1.5		4
	Psy-203	Effective Communication-II	30	70	32/2			2
	Psy-204	Practical, Test and Experiments	30	70			64/2	2
Sem -III	Psy-301	Developmental Psychology-I	30	70	40/2.5	48/1.5		4
	Psy-302	Psychology Applied to Life-I	30	70	40/2.5	48/1.5		4
	Psy-303	School Psychology Basic Concepts and Issues	30	70	40/2.5	48/1.5		4
	Psy-304	Health Psychology-I	30	70	40/2.5	48/1.5		4
	Psy-305	Effective Communication-III	30	70	32/2			2
	Psy-306	Practical, Test and Experiments	30	70			64/2	2
Sem -IV	Psy-401	Developmental Psychology-II	30	70	40/2.5	48/1.5		4
	Psy-402	Psychology Applied to Life-II	30	70	40/2.5	48/1.5		4
	Psy-403	School Mental Health	30	70	40/2.5	48/1.5		4
	Psy-404	Stress and Health-Psychological Perspective	30	70	40/2.5	48/1.5		4
	Psy-405	Effective Communication Skills IV	30	70	32/2			2

	Psy-405	Effective communication -IV	30	70	32/2			2
	Psy-406	Practical Test and Experiments	30	70			64/2	2
SE M V	Psy-501	Psychological Assessment	30	70	40/2.5	48/1.5	-	4
	Psy-502	Psychopathology Understanding Deviant Behaviour-I	30	70	40/2.5	48/1.5	-	4
	Psy-503	Psychology of Personality-I	30	70	40/2.5	48/1.5	-	4
	Psy-504	Environmental Psychology: Threats and Challenges	30	70	40/2.5	48/1.5	-	4
	Psy-505	Effective Communication -V	30	70	32/2	-	-	2
	Psy-506	Practical Test and Experiments	30	70	-	-	64/2	2
	SE M VI	Psy-601	Research Methods	30	70	40/2.5	48/1.5	-
Psy-602		Psychopathology Understanding Deviant Behaviour -	30	70	40/2.5	48/1.5	-	4
Psy-603		Psychology of Personality-II	30	70	40/2.5	48/1.5	-	4
Psy-604		Environmental Protection	30	70	40/2.5	48/1.5	-	4
Psy-605		Effective Communication -VI	30	70	32/2	-	-	2
Psy-606		Practical, Tests and Experiments	30	70	-	-	64/2	2
Psy-607		Undergraduate Projects	Report	Prese- -tation	Viva voce exam	Rep ort	Prese- -tation	Viva voce exam
			40	30	30	10	10	10

B.A. (HONOURS) SEMESTER I

Paper I (Psy 101): Psychology: Core Processes and Psychobiology I

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Total No. of Lectures: 40

Course Objective

The objective of this course is to develop interest in the science of behaviour and its applications in various areas of life and different methods of study in Psychology. Studying various laws and theories would facilitate understanding of learning behaviours, thinking, emotions and individual differences. Moreover, practical based on psychophysics would help students to relate physical and psychological world for understanding human behaviour.

Course Outcome

The course aims to enable students to acquire the knowledge about the basics of psychological concepts related to neural transmission and nervous system. Students will be able to apply these concepts in their daily life specially the circadian rhythm and biological clock. It will also give them theoretical knowledge about how their learning, cognitive processes and motivation will be modified in a positive about the history and methods used in basic research of Psychology.

Unit-I: Introduction

- Nature, Scope and Concept of Psychology: Definition and Historical Antecedents
- Methods and Approaches: Experimental, Observation, Questionnaire, Interview and Case Study
- Role of Genetic and Environmental Factors

Unit-II: Core Psychological Processes

- Sensation, Perception and Attention
- Thinking and Problem solving (Insight, Trial and Error)
- Learning- Types, Conditioning and Processes

Unit-III: Neural Transmission

- Psychobiology: Nature and Evolution
- Nerve Cells: Structure, Supporting Nerve Cells
- Nerve Impulse Transmission: Inter and Intra Neural Transmission, Non Synaptic Chemical Transmission

Unit-IV: Nervous System

- Central Nervous System
- Peripheral Nervous System: Somatic and Autonomic Nervous System
- Bodily Rhythms: Circadian Rhythms and Biological Clock

Books Recommended

- Baron, R.A. (1995). Psychology: The essential science. New York: Allyn & Bacon.
- Hilgard, E.R. & Atkinson, R. (1976). Introduction to Psychology. Harcourt Brace and World Inc.
- Levinthal, C.F. (1996). Physiological Psychology (3rd.edition). Prentice Hall of India Pvt. Ltd.
- Morgan, C.T (1961). An Introduction to Psychology, Tata McGraw and Hill.
- Singh, A.K. (2000). Uchchar Samanya Manovigyan. New Delhi: Motilal Banarsidas.

B.A. (HONOURS) SEMESTER I

PAPER II (Psy 102): Psychophysical Methods and Statistics I

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each student shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course objective

It will help the students to learn quantitative aspects of psychological data. It also enables them to understand how to use the statistical concepts in minor researches. It also enhances their knowledge about how by applying the psychophysical experiments we can learn about the relationship between stimuli and response.

Course outcome

The objective of this course is to enable students to understand the uniqueness of individuals, and respect human diversity. Understanding the neurological basis of behaviour would infuse curiosity in them to achieve in depth knowledge about science of behaviour, Practicals in laboratory would inculcate a scientific temperament among students. Students will learn the capability of handling quantitative data.

Unit I: Definition and Concepts of Psychophysics

- Concept and Problems of Psychophysics
- Physical vs. Psychological Continuum
- Threshold and its types- AL, DL, TL and their applications in daily life

Unit II: Classical Methods of Psychophysics

- Method of Limits: Concept, Experiment and Daily Life Applications
- Method of Constant Stimuli: Concept, Experiment and Daily Life Applications
- Method of Average Error: Concept, Experiment and Daily Life Applications

Unit III: Fundamental Concepts of Statistics

- Statistics: Concept, Nature, Types and Usage
- Frequency Distribution: Organizing and Understanding Data with Frequency Distribution
- Percentile and Percentile Rank: Concept and Usage

Unit IV: Descriptive Statistics

- Graphical Presentation of the Data with Histogram, Frequency Polygon, Bar Diagram and Pi Chart
- Measures of Central Tendency: Mean, Median, Mode
- Measures of Variability: Quartile Deviation, Standard Deviation, Average Deviation, Range

Books Recommended:

- Garret, H. C. (1981). *Statistics in Psychology and Education*. New York: Longmans, Green & Co.
- Garret, H.C. (2003). *Manovigyan aur Shiksha mein Sankhyaki*. New Delhi: Motilal Banarasi Das.
- Guilford, J.P. (1984). *Psychometric Methods*. Tata-McGraw Hill.
- Hasnain, N. (2007). *Manovaigyanik Sankhikiyan evam Manobhautiki*.

B.A. (Hons.) SEMESTER I

Paper III (Psy 103): Effective Communication Skills I

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each student shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective: To introduce students about meaning, components, goals and misconceptions about human communication; types and models of communication.

Course Outcome: Learning about stages of interpersonal process, importance of attributions and learning about barriers of effective listening and responding skills would enable students to enhance their communication skills to be used by them in life.

Unit I – Introduction

- Meaning And Components Of Human Communication
- Principles, Goals, Importance and Misconceptions of Communication
- Activity – Warm Ups and Ice Breaking Exercises

Unit II- Types and Models of Communication

- Types of Communication - Intrapersonal, Dyadic, Small Group, Public and Mass Communication
- Models of Communication – Linear, Interactive and Transactional
- Activity – Exercises on Interaction

Unit III- Interpersonal Communication and Perception

- Stages of Interpersonal Perception Process
- Impression formation, Attribution and barriers to accurate perception
- Activity – Exercise on Impact of Verbal Cues on Perception

Unit IV- Learning Interpersonal Communication Skills

- Barriers to Effective Listening
- Improving Listening and Responding Skills
- Activity – Exercise on Positive and Negative Listening Behavior's

Books Recommended:

1. Adler, R.B. and Rodman, G.(1997). Understanding human Communication, 6th edition, Harcourt Brace college publishers
2. Beebe, S.A., Beebe, S.J. and Redmond (1996). Interpersonal Communication, Allan and Bacon.
3. Devito, J.A. (1997). Human Communications of the Basic Course. VIIIth edition, Deisow
4. Mandal, S.K. (2008). Effective Communication and Public Speaking, Jaico Book
5. Scott, B. (2008). The Skills of Communicating, Jaico Publishing House

B.A. (HONOURS) SEMESTER II

Practical Paper IV (Psy 104):

Test and Experiments

Any four practical's from the following issues will be conducted

Psychology: Core Processes and Psychobiology II: Short Term Memory/ Visual Memory/ Knowledge of Results/ Frustration/ Emotional Regulation

Psychophysical Methods and Statistics II: Rank Order/ Pair Comparison

B.A. (HONOURS) SEMESTER II

Paper I (Psy 201): Psychology: Core Processes and Psychobiology II

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective

The objective of this course is to develop interest in the science of behaviour and its applications in various areas of life. Studying various laws and theories would facilitate understanding of learning behaviours, motivations, memory, thinking, prosocial behavior, immune system emotions and individual differences. Moreover, practical based on psychophysics would help students to relate physical and psychological world for understanding human behaviour.

Course Outcome

The course aims to enable students to acquire the knowledge about the basics of psychological concepts. Students will be able to apply these concepts in their daily life. It will also give them theoretical knowledge about how their learning, cognitive processes and motivation will be modified in a positive about the history and methods used in basic research of Psychology.

Unit-I: Core Psychological Processes

- Memory: Encoding, Storage, Retrieval Process, Stage and Process Model, STM and LTM
- Motivation and Emotion: Motivation related concepts (Need, Drive and Incentive, Motivation Cycle), Emotions- Physiological Changes in Emotions
- Attitude Formation, Prejudice and Stereotype: Concepts and Consequences

Unit II: Prosocial Behaviour

- Socialization: Concept, Techniques and Effect
- Prosocial Behaviours: Obedience, Compliance
- Leadership: Concept, Types and Functions of Leader

Unit III: The Immune System

- Concept and Importance for Health
- Brain- Immune System Interaction: Concept and Studies
- Psychoneuroimmunology: Concept and Brain-Body Connection

Unit IV: Emotion- Limbic and Cortical Systems

- Early theories- James Lang, Cannon Bard
- Organization and Control of Emotional Systems
- Biochemical Influences

Books Recommended:

- Baron, R.A. and Byrne, D. (1998). Social Psychology. New Delhi: Prentice Hall
- Feldman, R.S. (1985). Social Psychology: Theories, Research and Applications. New York: McGraw Hill.
- Levinthal, C.F. (1996). Physiological Psychology (3rd.edition). Prentice Hall of India Pvt. Ltd.
- Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J (2001). Introduction to Psychology. Tata McGraw and Hill.
- Singh, A.K. (2000). Uchchar Samanya Manovigyan. New Delhi: Motilal Banarsidas.

B.A. (HONOURS) SEMESTER II

PAPER II (Psy 202): Psychophysical Methods and Statistics I

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective

The objective of this course is to develop interest in the science of behaviour and its applications in various areas of life. Studying various laws and theories would facilitate understanding of learning behaviours, motivations, thinking, emotions and individual differences. Moreover, practical based on psychophysics would help students to relate physical and psychological world for understanding human behavior with reference to psychophysical laws and signal detection theory.

Course Outcome

The course aims to enable students to acquire the knowledge about the basics of psychological concepts. Students will be able to apply these concepts in their daily life. It will also give them theoretical knowledge about how their learning, cognitive processes and motivation w be modified in a positive about the history and methods used in basic research of Psychology. Students will be able to use modern psychophysical methods of pair comparison and rank order. They will be able to use parametric tests and apply normal probability curve assumptions.

Unit I: Psychophysical Laws

- Weber's Law: Concept, JND and Applications
- Fechner's Law: Concept, JNND and Applications
- Signal Detection Theory: Concept, Assumptions and Applications

Unit II: Modern Psychophysics

- Rank Order: Concept, Method and Daily Life Applications
- Pair Comparison: Concept, Method and Daily Life Applications
- Application of Psychophysics: Concept, Method and Daily Life Applications

Unit III: Parametric Statistics

- Basic concept of Inferential Statistics: Understanding Type I, Type II Errors and Null Hypothesis
- Significance of Difference between Means
- Correlation- Concept and types, Pearson Product Moment Correlation

Unit IV: Normal Distribution and Non-Parametric Statistics

- Normal Distribution- Concept of Probability, Characteristics and Applications of Normal Probability Curve, Skewness and Kurtosis
- Binomial Expansion: Concept and Applications
- Non-Parametric Tests: Chi-Square, Spearman Rank Difference Correlation

Books Recommended:

- Garret, H. C. (1981). Statistics in Psychology and Education. New York: Longmans, Green & Co.
- Garret, H.C. (2003). Manovigyan aur Shiksha mein Sankhyiki. New Delhi: Motilal Banarasi Das.
- Guilford, J.P. (1984). Psychometric Methods. Tata-McGraw Hill.
- King, B.M. & Minium, E.W. (2008). Statistical Reasoning in the Behavioural Sciences. New Delhi: Wiley India Ltd.
- Snodgrass, J. G. (1985). Human Experimental Psychology. Oxford University Press.

Paper III (Psy 203): Effective Communication Skills II

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective: To enhance the understanding of the students about verbal and nonverbal modes of communication and the gender differences in verbal and non verbal forms of communication.

Course Outcome: With the help of activities done in classrooms, the students would be able to interpret and improve non-verbal forms of communication, to corroborate it with verbal communication and to find explanations of gender differences in communication.

Unit I- Non verbal Communication

- Characteristics, Difference between Verbal and Non-verbal Communication
- Functions and Types of Non-verbal Communication
- Activity- Observation of Dyadic Interaction

Unit II- Non-verbal Communication Codes

- Non-verbal Communication codes in western and Indian cultures
- Interpreting and Improving Non-verbal Communication
- Activity- Role Play

Unit III- Verbal Communication

- Words and their functions
- Word barriers and using words to establish Supportive Relationships
- Activity- Exercise in Pairs

Unit IV-Communication Pattern and Gender

- Gender differences in verbal and Non-verbal Communication
- Explanations for Gender Differences in Communication
- Activity –Communication Skill to break Gender Stereotypes

Books Recommended:

1. Adler, R.B. and Rodman, G.(1997). Understanding human Communication, 6th edition, Harcourt Brace college publishers
2. Beebe, S.A., Beebe, S.J. and Redmond (1996). Interpersonal Communication, Allan and Bacon.
3. Devito, J.A. (1997). Human Communications of the Basic Course. VIIIth edition, Deisow
4. Mandal, S.K. (2008). Effective Communication and Public Speaking, Jaico Book
5. Scott, B. (2008). The Skills of Communicating, Jaico Publishing House

B.A. (HONOURS) SEMESTER III

Practical (Psy 204)

Test and Experiments

Any five practical's from the following issues will be conducted

Developmental Psychology I: Developmental Milestones (DST/ VSMS), Self Concept Assessment

Psychology Applied to Life I: Assessment of Well Being

School Psychology: Basic Concepts and Issues: Creativity/ IQ Assessment

Health Psychology I: Assessment of Major Life Stress Events.

B.A. (HONOURS) SEMESTER III

Paper I (Psy 301): Developmental Psychology I

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course objective

To enrich the students with various issues related to human development from the very first sign of life, the factual knowledge on the determinants of Biological, Physical, Motor, Cognitive, Language, Social, Emotional and Moral Development; different issues during adolescent and childhood phase of human development; the role of puberty affecting the behavior and thought processes of individuals.

Course outcome

Practical and experiential understanding would train student to prove their subject specific cognitive excellence at different academic and professional platforms. Exclusive and detailed theoretical information in the area of human development would also promote students to better adjust and undergo advance studies in the area of child development in future.

Unit I: Overview of concepts and perspectives

- Development: Concept, Principles, Milestones, Growth and Development, Determinan Biological, Social
- Developmental Perspectives: Psychoanalytic (Freud and Erikson), Behaviouristic (Skinner and Bandura)
- Developmental Perspectives: Cognitive (Piaget and Vygotsky), Sociobiological (Wilson), Moral (Kohlberg)

Unit II: How Life Begins: Prenatal Development

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

Unit III: Childhood Development

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

Unit IV: Development in Puberty and Adolescence

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

Books Recommended:

- Hurlock, C. (1981). Developmental Psychology. New York: McGraw Hill Book Company.
- Mishra, P.C. (1999). Aaj ka Vikasatmak Manovigyan. Agra: Sahitya Prakashan.
- Shaffer, D.R. (1985). Developmental Psychology. Brooks and Cole Publications.
- Santrock, J.W. (2002). A Topical Approach to Life Span Development. New York: McGraw Hill Book Company.

PAPER II (Psy 302): Psychology Applied to Life- I

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective

The objective of this course is to develop the understanding among individuals related to the applied part of psychological concepts related to industries, health education and social exclusion. It will help the students to learn about how to deal with and help the disadvantaged groups when in need. It would facilitate the individuals to learn about various policies, which will help them understand the initiatives taken by government and how to improve upon such initiatives.

Course Outcome

The course aims to enable students to learn how the findings of psychology are applied to the problems involving human behavior in the workplace for providing optimum solutions. This course will imparts knowledge on individual's relation to society, the processes involved therein and manner of research done. Enable students to recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and understand the dynamics of intergroup relationships, conflict, and cooperation.

Unit I: Psychology and Health

- Concept of Health, Positive Health and Well-Being
- Fostering Positive Mental Health, Healthy Lifestyle and Quality of Life
- Mental Health Professionals: Functions and Training

Unit II: Psychology and Industries

- Personnel Selection: Use of Psychological Tests in Industries, Intelligence Test and Aptitude Test
- Training: Objective Paradigm Process, Need Assessment, Career Development and Strategy, Methods of Training
- Leadership: Styles, Effectiveness, Theories of Leadership

Unit III: Psychology and Education

- Psychological Principles Underlying Learning- Learning Process
- Sex Education , Value Education and Environmental protection
- Classroom process: Class Size and Compositions, Teacher Expectancy, Teacher Decision Making

Unit IV: Psychology and Social Exclusion

- Concept of Disadvantaged, Exclusion and Marginalization
- Classification and incidence of the Disadvantaged and Excluded Groups
- Government Initiatives and Policies for Addressing Social Exclusion

Books Recommended:

- Martin, P.R., Cheung, F.M., Knowles, M.C., Kyrios, M., Littlefield, L., Overmier, J.B. &Prieto, J.M.(2011). Handbook of Applied Psychology. Wiley-Blackwell
- Donaldson, S.I. (2006). Applied Psychology- New Frontiers and Rewarding Careers. Psychology Press, U.K.
- Strongman, K.T. (2006). .Applying Psychology to Everyday Life: A Beginner's Guide. John Wiley & Sons, Inc.
- Muchinsky, P.M. (2011). Psychology Applied To Work. Hypergraphic Press.

BA SEMESTER III

PAPER III (Psy 303): School Psychology- Basic Concepts and Issues

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective

To share the basic knowledge, concept, meaning and systems of schools in Indian context, to provide the contextual knowledge about important changing agent in the Indian school system, to share the information with students about mental retardation, causes and management, to enrich student about the various common psychological problems of children and adolescence

Course Outcome

School life of children is challenging and demands expertise and well orientation of different minute but important aspect. This course would fetch important information and authentic knowledge related to the school mental health and issued to the budding psychologist before working in the professional world.

Unit I: Introduction to School Psychology

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

Unit II: Schooling: Indian Scenario

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

Unit III: Understanding and addressing Intellectual Deviance

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

Unit IV: Problems of Children and Adolescence

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

Books Recommended:

- Bender, W.H. (2002). Differentiating Instructions for Students with Learning Disabilities. Corvin Press Inc.
- De Cecco, J.P. & Crawford, W. (1988). The Psychology of Learning and Instruction: Education Psychology. Prentice Hall.
- Gibson, J.T. (1976). Psychology for the Classroom. Prentice Hall.
- Gladding, S. T. (1996). Counseling. A Comprehensive Profession (3rd ed.). Englewood Cliffs, New Jersey: Prentice-Hall.
- Glover, J.A. & Bruning, R.H. (1987). Educational Psychology. Little Brown, U.S.A.

- Kapoor, M. (1997). *Mental Health in Indian Schools*. Sage Publications.
- Lermans (1998). *Parent Awareness Training*. A & W Publications.
- Maher, C.A. & Zins, J.E. (1987). *Psychoeducational Interventions in the School*. New York: Pergamon Press.
- Mayer, R.E. (1947). *Educational Psychology*. Little Brown & Co.
- Reynolds, C.R., Elliot, S.N., Gutkin, T.B. & Witt, J.C. (1984). *School Psychology: Essentials of Theory and Practice*. John Wiley & Sons.
- Snyder, C.R. & Lopez, S.J. (2007) *Positive Psychology*. Sage Publications.
- Suito, C. (1999). *Helping Families with Troubled Children*. John Wiley & Sons.
- Wielkiewicz, R.M. (1986). *Behaviour Management in the Schools*. New York: Pergamon Press.

B.A. (HONOURS) SEMESTER III

Paper IV (Psy 304): Health Psychology

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective: The objective of the paper is to develop in depth understanding about health and illness continuum, the role of beliefs in health and the behaviors that contribute to illness. The course attempts to educate students about how different biological system in body works and how immune system functions.

Course Outcome: On completion of the course students will be fully equipped with the knowledge of theories as well as practical knowledge of issues relevant to Health Psychology. They will be better aware of health hazards and the role of psychology in preventing and managing chronic health problems.

Unit 1: Psychological Aspect of Health

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

Unit II: Health Perceptions

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

Unit III: Health & Illness: Biological Foundations

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

Unit IV: Immune System and Health

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

Books Recommended:

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

Wiley & Sons.

- Straub. R.O. (2002). Health Psychology. New York: Worth Publishers.

Paper V (Psy 305): Effective Communication Skills III

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective: The objective of this course is to understand the role of language used for communicating ideas, understanding interpersonal relationships, values and dangers of self disclosure.

Course Outcome: Learning about the important aspects determining the quality of relationships, students would be empowered to improve their relationships with others and develop self awareness.

Unit I- Language and Communication

- Levels of Language, Language Units and Processes
- Effects of Context on Comprehension and Production, Bi/Multi Lingualism
- Activity- Using suitable words according to Feeling

Unit II- Understanding Interpersonal Relationships

- Characteristics, Intimacy and Distances and Interpersonal Relationship
- Relational development stages
- Activity- Quality of Relationship Questionnaire

Unit III- Self Disclosure

- Concept and reasons of Self-Disclosure, Johari Window Model
- Characteristics of Effective Self Disclosure
- Activity- Exercise on Johari Window

Unit IV- Improving interpersonal relationships

- Creating Positive Communication Climate
- Interpersonal Communication Skills for Escalating and Maintaining Relationships
- Activity- Exercise on Gratitude

Books Recommended:

1. Adler, R.B. and Rodman, G.(1997). Understanding human Communication, 6th edition, Harcourt Brace college publishers
2. Beebe, S.A., Beebe, S.J. and Redmond (1996). Interpersonal Communication, Allan and Bacon.
3. Devito, J.A. (1997). Human Communications of the Basic Course. VIIIth edition, Deisow
4. Mandal, S.K. (2008). Effective Communication and Public Speaking, Jaico Book
5. Scott, B. (2008). The Skills of Communicating, Jaico Publishing House

B.A. (HONOURS) SEMESTER IV

Practical (Psy 306)

Test and Experiments

Any five practicals from the following issues will be conducted.

Developmental Psychology II: Perceived Parenting/ Problem Checklist

Psychology Applied to Life II: Maturity.

School Mental Health: General Mental Ability Test/ Standard Progressive Matrices.

Stress and Health: Psychological Perspective: Rosenweig Picture Frustration Test/
Type A Behaviour Pattern .

B.A. (HONOURS) SEMESTER IV

Paper I (Psy 401): Developmental Psychology II

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course objective

To enrich the students with various issues related to human development from womb till tomb, the factual knowledge on the determinants of Biological, Physical, Motor, Cognitive, Language, Social, Emotional and Moral Development; different issues during adolescent and geriatric phase of human development; the role of individual differences and the knowledge about nervous system, affecting the behavior and thought processes of individuals.

Course outcome

Practical and experiential understanding would train student to prove their subject specific cognitive excellence at different academic and professional platforms. They will be able to understand the developmental hazards at various stages of life. Exclusive and detailed theoretical information in the area of human development would also promote students to better adjust and undergo advance studies in the area of child development in future.

Unit I: Human Development: Approaches and Methods

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

Unit II: Developmental Hazards in Prenatal Period

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

Unit III: Developmental Hazards of Childhood

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

Unit IV: Developmental Hazards of Puberty and Adolescence

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

Books Recommended:

- Berk, L.E. (2003). Child Development. Boston: Allyn and Bacon
- Hurlock, C. (1981). Developmental Psychology. New York: McGraw Hill Book Company
- Lal, J.N. (2001). Vikasatmak Manovigyan.

- Mishra, P.C. (1999). Aaj ka Vikasatmak Manovigyan. Agra: Sahitya Prakashan.
- Shaffer, D.R. (1985). Developmental Psychology. Brooks and Cole Publications.
- Shamrock, J.W. (1999). Life Span Development. New York: Mc Graw Hill.
- Singh, R.N. (2000). Adhunik Vikasatmak Manovigyan. Varanasi: Motilal Banarsidas Publications.

B.A. (HONOURS) SEMESTER IV

PAPER II (Psy 402): Psychology Applied to Life – II

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective

The objective of this course is to develop the understanding among individuals related to the applied part of psychological concepts related to industries, health education and social exclusion. It will help the students to learn about how to deal with and help the disadvantaged groups when in need. It would facilitate the individuals to learn about various policies, which will help them understand the initiatives taken by government and how to improve upon such initiatives.

Course Outcome

The course aims to enable students to learn how the findings of psychology are applied to the problems involving human behavior in the workplace for providing optimum solutions. This course will impart knowledge on individual's relation to society, the processes involved therein and manner of research done. Enable students to recognize the limits in generalizing psychological research to all cultural/gender/ethnic/age groups, and understand the dynamics of intergroup relationships, conflict, and cooperation.

Unit I: Psychology and Wellness

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

Unit II: Quality of Work Life

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

Unit III: Psychology and Counselling in Schools

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

Unit IV: Equity and Empowerment: The Indian Scene

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

Books Recommended:

- Martin, P.R., Cheung, F.M., Knowles, M.C., Kyrios, M., Littlefield, L., Overmier, J.B. & Prieto, J.M. (2011). Handbook of Applied Psychology. Wiley-Blackwell
- Donaldson, S.I. (2006). Applied Psychology- New Frontiers and Rewarding Careers. Psychology Press, U.K.
- Strongman, K.T. (2006). .Applying Psychology to Everyday Life: A Beginner's Guide. John Wiley & Sons, Inc.
- Muchinsky, P.M. (2011). Psychology Applied To Work. Hypergraphic Press.

B.A.(HONOURS) SEMESTER IV

PAPER III (Psy 403): School Mental Health

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective

To share the basic knowledge, concept, meaning and systems of schools in Indian context, to provide the contextual knowledge about important changing agent in the Indian school system, to share the information with students about mental retardation, causes and management, to enrich student about the various common psychological problems of children and adolescence

Course Outcome

Information included in the course gives opportunities to the student to expand their skills and interest via class discussion, group work, presentation, field work in the relevant field. Having in depth knowledge and exposure in the childhood psychological and neurological disorders, and its management will create platform to the budding psychologist to work efficiently with children, schools, NGO,s after successful completion of the course.

Unit I: Assessment in School Mental Health

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

Unit II: Behaviour Management in Schools

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

Unit III: Interventions in School Mental Health

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

Unit IV: Counselling and Education

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

Books Recommended:

- Bender, W.H. (2002). Differentiating Instructions for Students with Learning Disabilities. Corvin Press Inc.
- De Cecco, J.P. & Crawford, W. (1988). The Psychology of Learning and Instruction: Education Psychology. Prentice Hall.
- Gibson. J.T. (1976). Psychology for the Classroom. Prentice Hall.
- Gladding, S. T. (1996). Counseling. A Comprehensive Profession (3rd ed.). Englewood Cliffs,

New Jersey: Prentice-Hall.

- Glover, J.A. & Bruning, R.H. (1987). Educational Psychology. Little Brown, U.S.A..
- Kapoor, M. (1997). Mental Health in Indian Schools. Sage Publications.
- Lermans (1998). Parent Awareness Training. A & W Publications.
- Maher, C.A. & Zins, J.E. (1987). Psychoeducational Interventions in the School. New York: Pergamon Press.
- Mayer, R.E. (1947). Educational Psychology. Little Brown & Co.
- Reynolds, C.R., Elliot, S.N., Gutkin, T.B. & Witt, J.C. (1984). School Psychology. Wiley: Essentials of Theory and Practice. John Wiley & Sons.
- Snyder, C.R. & Lopez, S.J. (2007) Positive Psychology. Sage Publications.
- Suito, C. (1999). Helping Families with Troubled Children. John Wiley & Sons.
- Wielkiewicz, R.M. (1986). Behaviour Management in the Schools. New York: Pergamon Press.

B.A. (HONOURS) SEMESTER IV

PAPER IV (Psy 404): Stress and Health- Psychological Perspective

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective: The objective of the paper is to educate students regarding the nature, sources and types of stress. The course introduces students to the different models of stress and also the different coping mechanisms used by people to cope with stress. Lastly it discusses the link between stress and personality as well as performance and how management of stress should be done to promote health.

Course Outcome: On completion of this course students will have a better practical understanding of why stress occur, how it originates and how it affects people. Students will also learn about the effective coping skills to beat stress and how one can successfully manage it by lifestyle changes and gaining social support.

Unit I: Conceptualizing Stress Perspectives

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

Unit II: Stress: Models & Response System

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

Unit III: Stress and Personality

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

Unit IV: Promoting Health

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

Books Recommended:

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

Wiley & Sons.

- Straub. R.O. (2002). Health Psychology. New York: Worth Publishers.

B.A. (Hons.) SEMESTER IV

Paper V (Psy 405) : Effective Communication Skills IV

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective: The objective of this course is to understand the factor causing conflicts in relationships, cultural diversity, relating well with family and friends.

Course Outcome: Learning negotiation and conflict resolution skills will empower students to improve upon their ability to establish good interpersonal relationships with others, respect others, and develop the quality of perspective taking in relationships.

Unit I- Bridging differences in interpersonal relationships

- Types and myths about conflict
- Conflict management styles and conflict management skills, Negotiation
- Activity-Game on negotiation

Unit II- Interpersonal communication and cultural diversity

- Cultural values, context and barriers to effective intercultural communication
- Bridging differences in background and culture
- Activity- Role play on cross cultural communication

Unit III- Relationships with family

- Understanding family communication system, a circumplex model of family system
- Improving family communication
- Activity- Group work on functions of a family

Unit IV- Relating to friends

- Friendship: Nature, reasons and types of friendship in different life stages
- Making friends, skills that help in maintaining and repair of friendships
- Activity- Wisdom stories from Panchtantra

Books Recommended:

1. Adler, R.B. and Rodman, G.(1997). Understanding human Communication, 6th edition, Harcourt Brace college publishers
2. Beebe, S.A., Beebe, S.J. and Redmond (1996). Interpersonal Communication, Allan and Bacon.
3. Devito, J.A. (1997). Human Communications of the Basic Course. VIIIth edition, Deisow
4. Mandal, S.K. (2008). Effective Communication and Public Speaking, Jaico Book
5. Scott, B. (2008). The Skills of Communicating, Jaico Publishing House

B.A. (HONOURS) SEMESTER V

Practical (Psy 406)

Test and Experiments

Any five practical's from the following issues will be conducted

Psychological Assessment: Alexander Pass Along Test/ Bender Gestalt Test/ SSCT/
EPPS/ MPI

Psychopathology: Understanding Deviant Behaviour I: ADSS/ DASS

Psychology of Personality I: Q Sort/ SRT

Environmental Psychology: Threats and Challenges: Cognitive Mapping

B.A. (HONOURS) SEMESTER V

Paper I (Psy 501): Psychological Assessment

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

COURSE OBJECTIVE

This course aims to familiarize the students with concept and need of psychological testing and assessment, distinction between assessment and testing, measurement errors ,types of assessment, different types of psychological tests , and their applications as per the requirement.

COURSE OUTCOME

On completion of the course the students will be able to critically evaluate assessment measures, to know the basics of test construction ,i.e. item writing and item analysis , test administration and standardization. They will be able to appreciate the ethical and legal issues involved in the assessment process.

Unit-I: Nature, Scales and Error of Assessment

- Assessment: Concept, Need and Types of assessment
- Types of Measurement scales
- Errors in Measurement: Examiner, Testee and Situational Variable

Unit-II: Psychological Test, Test Construction

- Psychological Test: Concept, Characteristics of Test and Types (Individual-Group, Verbal-Performance, Speed-Power Test, Culture Free-Culture Bias Test)
- Test Construction: Steps of Test Construction
- Characteristics of Standardization of Tests: Norms (Concept and Types), Reliability (Concept and Types), Validity (Concept and Types), Predictability

Unit-II: Ability Testing

- Individual Tests: Stanford Binet (Vth Edition), SPM
- Specific Individual Ability Tests: Cattell Infant Intelligence Scale, Bender Gestalt Test, Torrance Test of Creative Thinking
- Group Tests: Achievement Vs. Aptitude Test, Group Test of Mental Ability Test (Intelligence)

Unit-IV: Personality Test

- Personality Inventories: MMPI, EPPS, MPI, NEO
- Projective Tests: Rorschach, TAT, Sentence Completion and Word Association Test
- Interest Tests: Strong Vocational Blank Test, Kuder Personal Preference Record

Books Recommended:

- Anastasi, A. & Urbina, S.(1999). Psychological testing (7th International ed.), Macmillon Co.
- Anastasi, A. (1997). Psychological Testing, New York, Macmillon Co.
- Singh, A.K. (2000). Test, Measurements and Research Methods. Patna: Bharati Bhawaan (P&D)
- Srivastava, D. N. (2003). Manovigyanik Nirdharan. Agra: Vinod Pustak Mandir.

B.A. (HONOURS) SEMESTER V

Paper II (Psy 502): Psychopathology: Understanding Deviant Behaviour- I

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

COURSE OBJECTIVE

This course aims to familiarize the students with basics of Abnormal Psychology , classification of mental disorders, causes of abnormal behavior , stress, mental retardation and other personality disorders.

COURSE OUTCOME

Upon completion of the course students will be able to enhance personal and social interactions by using the knowledge of the major theories of abnormal behavior. better understand one's own and others' behavior, have a more effective understanding of stress and anxiety experienced by them in various situations. Course will be able to provide a comprehensive understanding of abnormal behaviours.

Unit I: Basics of Psychopathology

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

Unit II: Mental Health Problems: State of Art

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

Unit III: Anxiety Disorders

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

Unit IV: Stress Disorders

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

Books Recommended:

- Bhatnagar, P. (1990). Abnormal Psychology: The Inside Story, A self Assessment Quiz. Lucknow: Bharat Publications.
- Buss, A.H. (1999). Psychopathology. New York: John Wiley.
- Carson, R.C., Butcher, J.N., Mineka, S. & Hooly, J.M. (2010). Abnormal Psychology & Modern life. Pearson Education, Inc. and Dorling Kindersley Publishing Inc.
- Lamm, A. (1997). Introduction to Psychopathology. New York: Sage.
- Sarason, G.I. & Sarason, R.V. (2007). Abnormal Psychology. The Problem of Maladaptive Behavior (11th ed.). Prentice Hall Publishing Inc.

B.A. (HONOURS) SEM V

Paper III (Psy 503): Psychology of Personality I

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

COURSE OBJECTIVE

This course aims to familiarize the students with definition, approaches, determinants of Personality and Self Concept.

COURSE OUTCOME

Students in this course upon completion will be able to know various ways in which personality has been understood including trait and type approaches, genetic and constitutional determinants of personality. The course will also provide a basic understanding of Self Concept – its nature and components and types as well as Indian Perspectives on Self.

Unit I: Concept of Personality

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

Unit II: Determinants of Personality

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

Unit III: Manifestation of self in Personality

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

Unit IV: Indian Approach to Personality

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

Books Recommended:

- Frager, R. & Fadman, J. (2005). Personality and personal growth. New Delhi: Pearson.
- Hall, C.S. and Lindzey, C.T. (1985), Theories of Personality, 3rd Edition. New York: Wiley Eastern Ltd.
- Hjella, L.A. and Ziegler, D.J. (1976). Personality Theories . New York: McGraw Hill.
- Hurlock, E.S. (1976). Personality Development. New Delhi: Tata McGraw Hill.
- Kundu, C. (1977). Personality Development: A critique of Indian Studies. Vishal Publications.
- Mischel, W. (1976). Introduction to Personality. New York: Holt Rinehart and Winston.
- Pervin, L.A. (1984). Personality- Theory and Research, 4th Edition. John Willey and Sons.
- Swami Gambharin. (2014). Bhagwad Gita: with the commentary of Shankracharya. Yoga Publications Trust.

B.A. (HONOURS) SEM V

PAPER IV (PSY 504): Environmental Psychology: Threats and Challenges

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objectives

.The course gives an introduction to theory, research, and methods in the study of human perception and behaviour in the field of environmental psychology. It focuses on approaches within psychology that study information processing, judgment and appraisal processes, behaviour, and communication.

Course Outcomes

On completion of the course the student should have the following learning outcomes defined in terms of knowledge, skills and general competence: Students will be aware of the key concepts in the field of environmental psychology, major theories dealing with human-environment relations and the research methods applied to study of human-environment relations.

Unit I: Introduction to Environmental Psychology

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

Unit II: Theories of Environmental Psychology

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

Unit III: Threats to Life

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

Unit IV: Hazards and Solutions

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

Books Recommended:

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

Research Progress).

3. Winter, D.D.N. and Koger, S.M. (). The Psychology of Environmental Problems: Psychology for Sustainability.
4. Tewari, P.S.N. (2000). Paryavarniy Manovigyan. Motilal Banarsi Das Publications

Paper V (PSY 505): Effective Communication Skills V

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective: The objective of this course is to help students to develop an understanding about their own self and how it may affect their communication with others in groups and teams.

Course Outcome: Learning about team building skills and self presentation skills will empower students to be effective in their communication, paving the way to achieve success in life.

Unit I- Self and Communication

- Self and Communication Styles
- Improving Self-Esteem through Inter-personal Communication
- Activity- Exercise on Mindfulness/Relaxation/Visualization

Unit II- Communication in Groups

- Nature, Goals and Types of Groups
- Cultural influences in Group Communication
- Activity- Role play

Unit III- Working in teams

- Characteristics of an Effective Team, Skills for developing an Effective Team
- Technology and Communication
- Activity- Motivational Stories / Videos

Unit IV- Presenting your message

- Type of Delivery, Guidelines for Delivery
- Speaking with Confidence
- Activity- Worksheet on Enhancing Self Confidence

Books Recommended:

1. Adler, R.B. and Rodman, G.(1997). Understanding human Communication, 6th edition, Harcourt Brace college publishers
2. Beebe, S.A., Beebe, S.J. and Redmond (1996). Interpersonal Communication, Allan and Bacon.
3. Devito, J.A. (1997). Human Communications of the Basic Course. VIIIth edition, Deisow
4. Mandal, S.K. (2008). Effective Communication and Public Speaking, Jaico Book
5. Scott, B. (2008). The Skills of Communicating, Jaico Publishing House

B.A. (HONOURS) SEMESTER VI

Practical (PSY 506)

Undergraduate Research Project

The project a nonteaching credit course shall carry 100 marks, out of which 40 marks shall be allotted to the project report, 30 marks to the presentation and 30 marks to the viva-voce examination credits 30.

B.A. (HONOURS) SEMESTER VI

Practical (PSY 606)

Test and Experiments

Any five practical's from the following issues will be conducted

Research Methods: Case Study/ Survey

Psychopathology: Understanding Deviant Behaviour II: Depression Inventory/
Adjustment Inventory

Psychology of Personality II: 16 PF/ NEO Five

Environmental Protection: Health Protection

B.A. (HONOURS) SEMESTER VI

Project work (PSY 606)

30 credits

10 credits for preparation of report

10 credits for Presentation

10 credits for Viva

B.A. (HONOURS) SEMESTER VI

Paper I (Psy 601): Research Method

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

COURSE OBJECTIVE

This course aims to familiarize the students with concept and need of psychological research and methods, practical aspects and ethics of conducting research, distinction between qualitative and quantitative research methods, steps of conducting research.

COURSE OUTCOME

On completion of the course the students will be able to plan a research with suitable methodology to be used for answering the research question. They will be able to appreciate the ethical and legal issues involved in the research process.

Unit-I: Research: Theory and Methods

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

Unit-II: Practical and Ethical Issues in Planning Research

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

Unit-III: Quantitative Research Methods

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

Unit-IV: Understanding Qualitative Data

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

Books Recommended:

- Breakwell, G. M. , Hammond, S. & Fife-Shaw, E. (Eds.) (1995). *Research Methods in Psychology*. Sage Publication Ltd.
- Giles, David C. (2002) *Advanced Research Methods in Psychology*. Routledge Publication.
- Haslam, S. Alexander & Mc Garty, C. (2003) *Research Methods and Statistics in Psychology*. Sage Publication.
- Katz, D. and Festinger, L. (1953). *Research Methods in Behavioral Sciences*. Holt, Rinehart and Winston, Inc
- Kerlinger, F.N.(1973). *Foundations of Behavioural Research* (2nd edition). Holt, Rinehart and Winston.
- Mohsin, S.M. (1984). *Research Methods in Behavioral Sciences*. Orient Longman Ltd
- Schaugneassey, J.J., Zechmeister, B (1990). *Research Methods in Psychology*. McGraw hill Publishing Company, New Delhi

B.A. (HONOURS) SEMESTER VI

Paper II (Psy 602): Psychopathology: Understanding Deviant Behaviour – II

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

COURSE OBJECTIVE

This course aims to familiarize the students with basics of Abnormal Psychology, classification of mental disorders, causes of abnormal behavior, stress, mental retardation and other personality disorders.

COURSE OUTCOME

Upon completion of the course students will be able to enhance personal and social interactions by using the knowledge of the major theories of abnormal behavior. better understand one's own and others' behavior, have a more effective understanding of stress and anxiety experienced by them in various situations. Course will be able to provide a comprehensive understanding of abnormal behaviours.

Unit I : Disorders of Mood

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

Unit II: Somatic (Somatoform) Disorders

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

Unit III: Dissociative disorder

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

Unit IV: Psychotic Disorder

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

Books Recommended:

- Bhatnagar, P. (1990) Abnormal Psychology: The Inside Story, A self-Assessment Quiz, Bharat Publications, Lucknow
- Buss, A.H. (1999). Psychopathology. New York: John Wiley.
- Carson, R.C.; Butcher, J.N. & Mineka, S. (2010). Abnormal Psychology & Modern life. Pearson Education, Inc. and Dorling Kindersley Publishing Inc.
- Lamm, A. (1997). Introduction to Psychopathology. New York: Sage.
- Sarason, G.I. and Sarason, R.V.(2007). Abnormal psychology. The Problem of maladaptive behavior, 11th edition, Prentice Hall Publishing Inc.

B.A (HONOURS) SEM VI

Paper III (Psy 603): Psychology of Personality II

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each student shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

COURSE OBJECTIVE

This course aims to familiarize the students with basics of assessment of personality and mental ability, history of personality assessment, ethical Issues in Personality Assessment as well as learn about psychometric, projective, intelligence, aptitude and achievement tests

COURSE OUTCOME

On completion of the course the students know the procedure of administration and scoring of various psychological tests including psychometric and projective tests. Students are familiarized with Indian perspective of personality assessment and various methods of assessment of Interest and Values, behavioural assessment as well as assessment of mental ability. In addition, this course will enable the students to understand the basics of Research in Psychology, its nature, process and goals to further the knowledge of personality.

Unit I: Overview of Personality

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

Unit II: Trait and Type theories

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

Unit III: Psychodynamic Theories

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

Unit IV: Humanistic and Existential Theories

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

Books Recommended:

- Arkoff, A.A. (1985). Psychology and Personal Growth.
- Burger, J.M. (1986). Personality: Theories and Research. Wordsworth Pub. Co.
- Frager, R. & Fadman, J. (2005). Personality and personal growth. New Delhi: Pearson.
- Hall, C.S. and Lindzey, C.T. (1985), Theories of Personality, 3rd Edition. New York: Wiley Eastern Ltd.
- Hjelja, L.A. and Ziegler, D.J. (1976). Personality Theories. New York: McGraw Hill.
- Hurlock, E.S. (1976). Personality Development. New Delhi: Tata McGraw Hill.
- Kundu, C. (1977). Personality Development: A critique of Indian Studies. Vishal Publications.
- Mischel, W. (1976). Introduction to Personality. New York: Holt Rinehart and Winston.
- Pervin, L.A. (1984). Personality- Theory and Research, 4th Edition. John Willey and Sons.

B.A.(HONOURS) Sem. VI

Paper IV (Psy 604) Environmental Protection

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objectives

The course focuses on environmental efforts on recovery of ecosystem, conserving biodiversity and the natural and cultural environment, good human health, efficient material cycles free from dangerous substances, sustainable use of natural resources, efficient energy use, and patterns of consumption. In the course, the students are introduced to environmental psychological approach and basic phenomena using transactional terms. Through the analyses of practical and theoretical examples they will be able to unfold complex deeper pattern of human behaviour in person-environment interaction.

Course Outcomes

On completion of the course the student should have the following learning outcomes defined in terms of knowledge, skills and general competence: Basic principles of environmental protection; Biodiversity conservation practices; Solutions for water and air pollution challenges; major opportunities for sustainability; How human development can be sustainable.

Unit I: Environmental Health and Development: Indicators and Attitudes

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

Unit II: Strategies

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

Unit III: Environmental Concerns: State of Art

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

Unit IV: Government's Initiatives

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

Books Recommended:

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

(Psychology Research Progress).

3. Winter, D.D.N. and Koger, S.M. (). The Psychology of Environmental Problems: Psychology for Sustainability.
4. Tewari, P.S.N. (2000). Paryavarniy Manovigyan. Motilal Banarsi Das Publications

Paper V (Psy 605): Effective Communication Skills VI

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective: To empower students to enhance their employability by learning the skills of persuasive communication, C.V writing and public speaking.

Course Outcome : Practicing skills of facing a job interview will enhance their level of confidence and ability to participate well in group discussion during selection process of different jobs

Unit I- Persuasive Communication

- Persuasive Speaking, Characteristics, Types and Creation of Persuasive Message
- Adapting to the Audience, Building Creativity as a Speaker
- Activity-Role play

Unit II- Effective writing

- CV/Resume Writing, Choices and use of words
- Formal letter, Memo and Report Writing
- Activity- Writing CV/resume

Unit III- Interview

- Nature and Planning of Interview
- Mock Interview, Facing Job Interview
- Activity- Mock Interview

Unit IV- Public speaking

- Role of Language Skills in Public Speaking, Learning Points
- Group Discussion: Purpose, Process and Techniques of Group Discussion
- Activity- Group Discussion on any topic in Small Groups

Books Recommended:

1. Adler, R.B. and Rodman, G.(1997). Understanding human Communication, 6th edition, Harcourt Brace college publishers
2. Beebe, S.A., Beebe, S.J. and Redmond (1996). Interpersonal Communication, Allan and Bacon.
3. Devito, J.A. (1997). Human Communications of the Basic Course. VIIIth edition, Deisow
4. Mandal, S.K. (2008). Effective Communication and Public Speaking, Jaico Book
5. Scott, B. (2008). The Skills of Communicating, Jaico Publishing House

B.A. (HONOURS) SEMESTER I (SUBSIDIARY COURSE)

Foundations of Psychology I

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures: 40

Course Objective: To impart students the basic knowledge about psychology, its definition, scope and core psychological processes. **The course outcome** will be that students develop curiosity about the subject.

Unit I: Introduction to Psychology

- Definition, Nature and Scope of Psychology
- Methods: Observation and Experiment
- Practicals

Unit II: Core Psychological Processes I

- Perceptual Processes: Sensation, Perception and Factors affecting Perception
- Learning: Concept, Types of Learning (Conditioning, Trial and Error, Insight, Imitation)
- Practicals

Unit III: Core Psychological Processes II

- Memory: Retention, Recognition, Recall, Forgetting
- Process of Memory: Long Term Memory and Short Term Memory
- Memory Improvement -Practicals

Unit IV: Core Psychological Processes III

- Motivation: Concept (Motive, Need and Drive) and Types
- Emotion: Concept, Types and Changes in Emotional Stage
- Practicals

Books Recommended:

1. Baron, R.A. (1995). Psychology: The essential science. New York: Allyn & Bacon.
2. Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J (2001). Introduction to Psychology. Tata McGraw and Hill.
3. Singh, A.K. (2000). Uchchar Samanya Manovigyan. New Delhi: Motilal Banarsidas.
4. Zimbardo, P.G. & Weber, A.L. (1997). Psychology. New York: Harper Collins College Publishers.

B.A. (HONOURS) SEMESTER II (Subsidiary Course)

Foundations of Psychology II

The paper shall carry 100 marks, out of which 30 marks shall be allotted to continuous assessment and 70 marks to Semester end Examination. Besides lectures, each students shall be required to put in three hours per week to work on allotted topic and make presentation/in the seminar.

Total No. of Lectures:40

Unit I: Intelligence

- Intelligence: Concept and different perspectives
- Emotional and Social Intelligence
- Practicals

Unit II: Core Psychological Processes I

- Personality: Concept and Types of Personality (Extrovert, Introvert, Type A Personality)
- Self Concept and Self -Esteem
- Practicals

Unit III: Social Processes

- Socialization, Attitude Formation and Change
- Prejudice and Stereotype: Concept, Formation and Change
- Practicals

Unit IV: Deviant Behaviour and Mental Health Issues

- Mental Health and Mentally Healthy Individual
- Mental Health Issues of the Youth: Anxiety, Stress, Relationships and Unsafe Choices
- Practicals

Books Recommended:

1. Baron, R.A. and Byrne, D. (1998). Social Psychology. New Delhi: Prentice Hall
2. Bhatnagar, P. (1990) Abnormal Psychology: The Inside Story, A self Assessment Quiz, Bharat Publications, Lucknow
3. Feldman, R.S. (1985). Social Psychology: Theories, Research and Applications. New York: McGraw Hill.
4. Hilgard, E.R. & Atkinson, R. (1976). Introduction to Psychology. Harcourt Bracor and World Inc.
5. Hurlock, E.S. (1976). Personality Development. New Delhi: Tata McGraw Hill.
6. Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J (2001). Introduction to Psychology. Tata McGraw and Hill.
7. Singh, A.K. (2000). Uchhtar Samanya Manovigyan. New Delhi: Motilal Banarsidas.