



# **SYLLABUS PSYCHOLOGY**

*For*

**Four-Year Undergraduate Program Offered by**

**Department of Psychology**

**Deen Dayal Upadhyay Gorakhpur University  
Gorakhpur, Uttar Pradesh**

(NAAC accredited A++)

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**Four-Year Undergraduate Program  
Course Structure and Curriculum  
PSYCHOLOGY  
Effective from Session 2024-2025**

| <b>SEMESTER-WISE TITLES OF THE COURSES IN PSYCHOLOGY SUBJECT</b> |                     |   |                |                             |
|--|---------------------|---|----------------|-----------------------------|
| <b>YEAR</b>  | <b>COURSE CODE</b>  | <b>COURSE TITLE</b>                         | <b>CREDITS</b> | <b>TOTAL TEACHING HOURS</b> |
|  | <b>SEMESTER I</b>   |   |                |                             |
| <b>First Year</b>  | PSY101F             | Fundamentals of Psychology                  | 4+0            | 60                          |
|  | PSY102F             | Lab Work                                    | 0+2            | 60                          |
|  |                     | <b>SEMESTER II</b>                          |                |                             |
|  | PSY103F             | Psychology of Individual Differences        | 4+0            | 60                          |
|  | PSY104F             | Lab Work /Psychological Testing             | 0+2            | 60                          |
|  | <b>SEMESTER III</b> |   |                |                             |
| <b>Second Year</b>   | PSY105F             | Social Psychology                           | 4+0            | 60                          |
|  | PSY106F             | Lab Work and Measurement of Social Behavior | 0+2            | 60                          |
|  |                     | <b>SEMESTER IV</b>                          |                |                             |
|  | PSY107F             | Statistics in Psychology                    | 4+0            | 60                          |
|  | PSY108F             | Lab Work                                    | 0+2            | 60                          |
|  | PSY109F             | Research Project                            | 0+3            | 60                          |
|  | <b>SEMESTER V</b>   |   |                |                             |
| <b>Third Year</b>  | PSY110F             | Psychology of Human Development             | 4+0            | 60                          |
|  | PSY111F             | Abnormal Psychology                         | 4+0            | 60                          |
|  | PSY112F             | Psychological Assessment/Testing            | 0+2            | 60                          |
|  |                     | <b>SEMESTER VI</b>                          |                |                             |
|  | PSY113F             | Personality Psychology                      | 4+0            | 60                          |
|  | PSY114F             | History and Systems of Psychology           | 4+0            | 60                          |
|  | PSY115F             | Psychological Assessment/Testing            | 0+2            | 60                          |

|  |         |  |      |     |
|--|---------|--|------|-----|
| <b>UG Honors<br/>Forth Year</b>                        |         | <b>SEMESTER VII</b>                          |      |     |
|  | PSY116F | Cognitive Psychology                         | 4+0  | 60  |
|  | PSY117F | Motivation & Emotion                         | 4+0  | 60  |
|  | PSY118F | Neurophysiological Bases of Behavior         | 4+0  | 60  |
|  | PSY119F | Research Methodology & Testing in Psychology | 4+0  | 60  |
|  | PSY120F | Lab Work                                     | 0+4  | 120 |
|  |         | <b>SEMESTER VIII</b>                         |      |     |
|  | PSY121F | Guidance & Counseling Psychology             | 4+0  | 60  |
|  | PSY122F | Clinical Psychology                          | 4+0  | 60  |
|  | PSY123F | Organizational Behavior                      | 4+0  | 60  |
|  | PSY124F | Health Psychology                            | 4+0  | 60  |
|  | PSY125F | Lab Work                                     | 0+4  | 120 |
| <b>UG Honors<br/>with<br/>Research<br/>Fourth Year</b> |         | <b>SEMESTER VII</b>                          |      |     |
|  | PSY116F | Cognitive Psychology                         | 4+0  | 60  |
|  | PSY117F | Motivation & Emotion                         | 4+0  | 60  |
|  | PSY118F | Neurophysiological Bases of Behavior         | 4+0  | 60  |
|  | PSY119F | Research Methodology & Testing in Psychology | 4+0  | 60  |
|  | PSY120F | Lab Work                                     | 0+4  | 120 |
|  |         | <b>SEMESTER VIII</b>                         |      |     |
|  | PSY126F | Qualitative Research Methods                 | 4+0  | 60  |
|  | PSY127F | Introduction to Research Designs             | 4+0  | 60  |
|  | PSY128F | Research Project                             | 0+12 | 360 |

**Skill Enhancement Course/ Vocational (SEC)**

| <b>YEAR</b> | <b>SEMESTER</b> | <b>COURSE CODE</b> | <b>COURSE TITLE</b>                            | <b>CREDIT</b> | <b>TOTAL TEACHING HOURS</b> |
|-------------|-----------------|--------------------|--|---------------|-----------------------------|
| I           | I               | PSYSEC101          | Psychology of Happiness and Well-Being         | 3+0           | 45                          |
|             | II              | PSYSEC102          | Psychology of Adjustment and Stress-Management | 3+0           | 45                          |
| II          | III             | PSYSEC103          | Life Skills                                    | 3+0           | 45                          |

**Ability Enhancement Courses/ Co-Curricular (AEC)**

| <b>YEAR</b> | <b>SEMESTER</b> | <b>COURSE CODE</b> | <b>COURSE TITLE</b>                             | <b>CREDIT</b> | <b>TOTAL TEACHING HOURS</b> |
|-------------|-----------------|--------------------|---|---------------|-----------------------------|
| I           | II              | PSYAEC101          | Emotional Intelligence                          | 2+0           | 30                          |
| II          | IV              | PSYAEC102          | Communication and Interpersonal Relation Skills | 2+0           | 30                          |

## Semester Wise Course Curricula

### Program Outcomes (After 4 Years)

When students graduate with a Psychology major, they should exhibit competence in the following areas:

**1. Knowledge Base of Psychology**

Students should possess the ability to evaluate and interpret evidence, as well as apply psychological concepts, theories, and research findings to individual, social, and cultural issues, through the application of their acquired knowledge and critical thinking abilities.

**2. Scientific Inquiry and Critical Thinking:** Fundamental concepts and abilities in interpreting behavior, studying research, and implementing research design principles should be imparted to students.

**3. Awareness of Sociocultural Diversity and Societal Inequality:** Students have to possess the capacity to comprehend the intricacy of sociocultural diversity and social inequality when investigating and analyzing psychological matters.

**4. Ethical and Social Responsibility in a Diverse World:** It is imperative that students acquaint themselves with the principles of professional ethics and initiate a process of embracing those values that will positively affect their responses to multicultural and global issues.

**5. Communication Skills:** It is expected that learners exhibit proficiency in written work as well as in interpersonal and oral communication skills.

**6. Proficiencies:** Proficient in conducting database research, adept at presenting data in diverse formats, skilled in producing written summaries, proficient in utilizing appropriate technology, and successful in communicating orally and in writing within the specific field of study.

**7. Professional Development:** Students should cultivate skills that enhance their preparedness for postgraduate or professional world.

# SEMESTER I

**COURSE TITLE: FUNDAMENTALS OF PSYCHOLOGY**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To offer the students a comprehensive understanding of Psychology
- To develop understanding of the Origins, Goals, Study and Methods in Psychology
- To teach the fundamentals of Perception, Learning, memory and forgetting.

**Course Outcomes:** After the completion of the course, the student shall be able to-

- Understand the scientific study of human behavior.
- Acquaint with the field of psychology to help in enhancing adjustment in life.
- Develop familiarity with construct such as Perception, Learning, memory and forgetting.
- Apply that knowledge to their own conduct, to their interactions with others, and to their responsibilities within culture and society.

**Unit 1: Introduction to Psychology**

Nature; Field and Methods (Experimental, Correlational and Observation)  
Approaches (Psychoanalytical, Behavioral, Humanistic and Cognitive)

**Unit 2: Attention and Perception**

Attention: Nature and Types; Selective and Sustained Attention: Nature and Determinants  
Perception: Nature, Form Perception, Figure and Ground, Principles of Perceptual Organization  
Depth perception, Illusion.  
Approaches (Gestalt, Physiological and Gibson's Ecological Approach)

**Unit 3: Learning**

Classical, Instrumental and Operant Conditioning: Experimental Procedures, Phenomena and Principles, Reinforcement  
Verbal Learning: Experimental Materials and Procedures  
Organization in Verbal Learning

**Unit 4: Memory and Forgetting**

Nature and Models of Memory (Atkinson-Shiffrin, Levels of Processing)  
Stages of Memory: Encoding, Storage and Retrieval  
Types of Memory: Sensory, Short Term and Long-Term Memory, Working Memory, Reconstructive Memory, Implicit Memory  
Theories of Forgetting- Perseveration-Consolidation, Interference Theory  
Cue-Dependent Forgetting

**Suggested Readings**

- Baron, R. & Misra, G. (2016). *Psychology* (5th edition). New Delhi: Pearson.
- Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology* (5th ed., South Asian Edition). New Delhi: Pearson Education.
- Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory* (5th ed.). New Delhi: Sage.
- Feldman, R. S. (2006). *Understanding Psychology*. India: Tata McGraw Hill.
- Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). *Introduction to Psychology* (7th ed.). New York: McGraw Hill.
- त् रपिठी ,लाल बच् चन(2019) आधु त् रन आधु त् रनक प् रायोत् रकि मनोत् रजि् जान, मोतीलाल बनारसी दास पत् रललके शन
- D. & Gross, J.J.(2011). *Psychology*. W. W. Norton & Company.
- Zimbardo, P.C. & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.
- Suggestive digital platforms web links <http://heecontent.upsdc.gov.in/Home.aspx> <http://www.apa.org>
- e-pathshala on Deen Dayal Upadhyay Gorakhpur University website



**COURSE CODE: PSY102F**

**COURSE CREDIT = 0+2**

**COURSE TITLE: LAB WORK**

**COURSE TYPE: Practical**

**Course Objectives:** The major focus of the course is-

- To create critical understanding of measurement issues, methods and techniques in psychological inquiry.
- To familiarize students with the various tools for examination.

**Course Outcomes:** After the completion of the course, the student shall be able to-

- Conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report

**Course for Lab Work**

- Any one experiment based on Attention/Perceptual Processes
- Any one experiment based on Classical Conditioning/Operant Conditioning/Verbal Learning
- Any one experiment based on Memory
- Any one experiment based on Forgetting

# SEMESTER II

**COURSE CODE: PSY103F**

**COURSE CREDITS: 4+0**

**COURSE TITLE: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES**

**COURSE TYPE: Theory**

**Course Objective:** The major focus of the course is-

- To impart conceptual understanding of essential psychological processes that will lead the students to get advancement in the field of psychology.
- To understand the students with the nature of mental process, abilities, intelligence personality and its consequences in different situations around the individuals.
- To study the importance of people's behavior and helps people to understand how people act the way they do.

**Course Outcome:** After the completion of the course, the student shall be able to-

- Analyze the essential processes and core psychological concepts, models, theories, various perspectives,
- Apply psychological concepts in their own and in others' lives.
- Gain a clear understanding of the concepts like mental abilities, intelligence, motivation, emotion and personality of individuals.
- Develop critical analytical skills and abilities within the individual in different circumstances around them.

### **Unit 1: Motivation**

Nature & Concept (Need, Drive, Instincts); Criteria of motivated Behaviour  
Pull and Push Mechanism, Intrinsic Motivation,

Types of Motives: Biological (Hunger and Thirst), Social Motives (Achievement, Affiliation and Approval)

### **Unit 2: Emotion**

Nature and types of Emotion: Plutchik Wheel Model and Tompkins View; Two Dimensional and Broaden and Build Model

Theories of Emotion: James-Lange, Cannon-Bard and Schachter- Singer.  
Cognitive, Behavioural and Sociocultural Factors

### **Unit 3: Intelligence**

Nature; Measurement (Binet-Simon, Wechsler and Cattell's contribution)

Theories of Intelligence: Spearman, Thurston, Guilford, Sternberg, Gardner.

### **Unit 4: Personality**

Definition, Determinants and Measurement

Theories of Personality: Trait Theory (Allport and Cattell)

Psychoanalytical (Freud); Humanistic (Rogers and Maslow).

### **Suggested Readings**

- Baron, R. & Misra, G. (2016). *Psychology* (5th edition). New Delhi: Pearson.
- Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology* (5th ed., South Asian Edition). New Delhi: Pearson Education.
- Cornelissen, M., Mishra, G. & Verma, S. (2014). *Foundations of Indian Psychology*. New Delhi: Pearson Education.
- Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory* (5th ed.). New Delhi: Sage.
- Feldman, R. S. (2006). *Understanding Psychology*. India: Tata McGraw Hill.
- Morgan, C.T., King, R.A., Weiss, R.A., & Schopler, J. (2004). *Introduction to Psychology* (7th ed.). New York: McGraw Hill.
- Zimbardo, P.C. & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.
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- <http://www.apa.org>
- e-pathshala on Deen Dayal Upadhyay Gorakhpur University website

**COURSE CODE: PSY104F**

**COURSE CREDITS: 0+2**

**COURSE TITLE: Lab Work/Psychological Testing**

**COURSE TYPE: Practical**

**Course Objective:** The major focus of the course is-

- To acquaint the students with various tools for measurement of relevant dimensions of performance (Motivation, Emotion, Intelligence, Attitude, Aptitude, Interest, Personality).
- To develop the skills for administering and interpreting various tests.
- To have the recording of behavior and for the monitoring of mental and emotional states.

**Course Outcome:** After the completion of the course, the student shall be able to-

- Establish control over variables, replicability, and the ability to establish cause and effect relationships more accurately.
- Master an array of skills to carry out experiments in lab settings, design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.

### **Course for Lab Work**

- Plan, conduct and report an experiment/ Test related to Motivation
- Plan, conduct and report an experiment/ Test related to Emotion
- Administer and report any one standardized Intelligence Test
- Administer and report any one standardized Personality Test

# **SEMESTER III**

**COURSE CODE: PSY105F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: SOCIAL PSYCHOLOGY**

**COURSE TYPE: Theory**

**Course Objective:** The major focus of the course is-

- To acquaint students in understanding and applying theoretical perspectives in social psychology at a cognitive, affective and motivational level.
- To create sound basis in understanding and applying theories in social psychology in the interpersonal, group and cultural context.

**Course Outcome:** After the completion of the course, the student shall be able to:

- Understand general information, through in-class discussion and assignments, pertaining to social psychological theories and an opportunity to apply social psychological theories to their daily lives.
- Critically evaluate research to understand and explain human social behavior and relate social psychological concepts and theories

### **Unit 1: Social Psychology**

Nature; Scope

Methods of Studying Social Behavior: Experimental, Correlation, Observation.

### **Unit 2: Different Social Behaviours**

Person Perception: Nature; Organization of Information; Impression Formation; Non verbal information cues

Social Cognition: Basic assumptions: Cognitive Schema; Schematic Processing

Attitude: Nature, Formation; Measurement; Attitude Change

Attribution: Basic processes; Theories of Attribution (Correspondence Inference Theory, Causal attribution theory, Theory of Success and Failure)

Interpersonal Attraction: Antecedents conditions; Determinants; Measurement

### **Unit 3: Aggression, Helping Behavior and Prejudice**

Aggression: Nature; Frustration-Aggression Hypothesis, Social Learning Theory

Helping Behavior: Nature; Determinants

Prejudice: Nature; Sources of Prejudice; Stereotypes

### **Unit 4: Social and Group Influence Processes**

Social Influence Processes: Nature; Types- Conformity, Compliance

Groups: Nature; Structure

Group Influence Processes: Social Facilitation, Social Loafing, De-individuation

Leadership: Concept; Styles; Contingency Theory

### **Suggested Readings**

- Baron, R.A. & Branscombe, N.R. (2012). *Social Psychology*(13<sup>th</sup>ed.) New Delhi: Pearson.
- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12<sup>th</sup>ed). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J.(2013). *Social Psychology and Human Nature*. (3<sup>rd</sup>ed.). Wadsworth Pub. Co.
- Deb, Sibnath, Gireesan, A. & Prabhavalkar, P. (2019). *Social Psychology in Everyday Life*. New Delhi: Sage Publications.
- Taylor, S.E., Paplau, L.A., & Sears, D.O. (2006). *Social Psychology* (12<sup>th</sup>ed). New Delhi: Pearson Publications.
- त् रपिाठी, एल०बी० एवं सहयोगी (2001). आधु नकि सामाजकि मनोवज्ि जान I आगरा: हरप् रसाद भार् गवI
- सि ह, अरु ण कु मार (2001). सामाजकि मनोवज्ि जानI वाराणसी: मोतीलाल बनारसीदास I
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**COURSE CODE: PSY106F**

**COURSE CREDIT = 0+2**

**COURSE TITLE: LAB WORK AND MEASUREMENT OF SOCIAL BEHAVIOR**

**COURSE TYPE: Practical**

**Course Objective:** The major focus of the course is-

- To expose the students to conduct the psychological experiments for understanding social behavior
- To train the students to tests for understanding social behavior as well as psychological measurements and scientific reporting of the data.

**Course Outcome:** After the completion of the course, the student shall be able to:

- Exposed to the mixture of skills such as how to conduct a social psychological experiment for understanding social behavior as well as psychological measurements and scientific reporting of the data.

**Course for Lab Work**

- Plan, conduct and report an experiment/ Test related to Attitude/Attitude Change/Person Perception
- Plan, conduct and report an experiment/ Test related to Aggression/Helping Behavior/Attribution
- Plan, conduct and report an experiment/ Test related to Interpersonal Attraction/Any one Social Influence process
- Plan, conduct and report an experiment/ Test related to Attribution/Any one Group Influence process

# **SEMESTER IV**



**COURSE CODE: PSY107F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: STATISTICS IN PSYCHOLOGY**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To develop an understanding of various statistical techniques in terms of their assumptions, applications and limitations.
- To acquire competencies to organize and analyze data.
- To acquire elementary knowledge about computer's use in Psychology for statistical analysis.

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Comprehend psychological data and put them on appropriate scaling method.
- Getting hold of essentials of psychological testing along with various kinds of tests implemented.

### **Unit 1: Statistics and Measurement**

Historical background and Nature of Statistics, Measurement: Levels of Measurement, Population, Sample, Parameters and Estimate.

The Frequency Distribution: Test Score; Methods of Grouping Scores in Frequency Distribution, Graphical Representation of Data

Parametric and Nonparametric Statistics: Difference; Advantages and Disadvantages.

### **Unit -2: Measures of Central Tendency and Variability**

Mean, Median and Mode

Standard Deviation (SD) and Quartile Deviation

Cumulated Distributions: Graphic Method; Percentiles: Meaning and Uses

### **Unit 3: Linear Correlation**

Product Moment and Spearman's Rho: Meaning and Calculation

Partial Correlation

### **Unit 4: Significance of Mean and other Statistics**

The Significance of the Difference between Means

Standard Error of Mean, SD of the Difference between Independent and Correlated means

Critical Ratio and t test, Degree of Freedom

Hypothesis of Chance and Null Hypothesis, Type I and Type II Error

Chi- Square tests

### **Suggested Readings**

- Anastasi, A. (1950). *Psychological Testing*. Prentice Hall.
- Chaddha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage.
- Cronbach, L.J. (1960) (2nd Edition). *Essentials of Psychological Testing*. New York: Harper.
- Freeman, F.S. (1962) (3rd Edition). *Theory and practice of psychological testing*. New York: Holt, Rinehart & Winston.
- Garrett, H. E. (1966). *Statistics in Psychology and Education*. Paragon International Publishers.
- Gregory, R. J. (2014) (6th Edition). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson India Education.
- Guilford, J.P. (1936). *Psychometric Methods*. London: McGraw Hill Publishing Company.
- Kerlinger, F.N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
- लाल. जे. एन. (1999). मनोवज्ञि जान एवं शक्ति षा मे सां ख् यकि, नीलकमल प् रकाशन, गोरखपु र I
- मशि रा, बब् बन तथा त् रपिाठी, लाल बचन(1994). मनोवै ज् जानकि सां ख् यकि, हर प् रसाद भार् गव, आगरा I
- Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhavan.
- श् रीवास् तव, डी. एन.(2011). सां ख् यकि एवं मापन, आगरा :अग् रवाल पब् लकि शन् स

**COURSE CODE: PSY108F**

**COURSE CREDIT = 0+2**

**COURSE TITLE: LAB WORK**

**COURSE TYPE: Practical**

**Course Objectives:** The major focus of this course is-

- To develop an understanding of various methods of study and utilizing appropriate statistics
- To imbibe in students the aptitude for applied knowledge through lab work

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Develop proficiency to conduct experiments/ screening and assessment of psychological tools for examining different problems of psychology utilizing various statistical tests.
- Learn and execute various statistical tests with different type of research.

**Course for Lab Work**

- Plan, conduct and report an experiment utilizing independent sample  $t$  test
- Plan, conduct and report an experiment utilizing correlated  $t$  test
- Plan, conduct and report a study utilizing product moment correlation coefficient
- Plan, conduct and report an experiment utilizing chi- square test

**COURSE CODE: PSY109F**

**COURSE CREDIT = 0+3**

**COURSE TITLE: RESEARCH PROJECT**

**COURSE TYPE: Project**

**Course Objectives:** The major focus of this course is-

- To develop research skills in students
- To help the students apply the psychological concepts rooted in societal problems

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Gain understanding of planning, conduction and reporting of research
- Identify and understand various psychological tools
- Develop an understanding of various psychological methods of research

**Requirements for this Course:**

1. Student has to select a behavior or behavioral issue from a natural setting, choose an observation, survey, case study, or any other method of data collection, visit the site, collect data, analyze, report, and present.
2. It can be done individually, or a group of students (not more than 5) can work on the same psychological problem in a real-world setting, but they will submit their report individually for assessment.
3. Each individual student or student group would be assigned to a supervisor or project guide, and they would work under the supervision of the guide.
4. Each individual student or student group have to submit the project report duly signed by the supervisor or project guide for evaluation and viva voce at the end of the semester.

**NOTE:**

- *The report should be of not less than 20 pages or approximately 15000 words in typed form (MS Word, 12-point font, Times New Roman) with a cover page.*
- *In the case of field research report, it should contain the following: the research problem, objectives, methodology (including sample, measuring tools, and procedures), data analysis, results, discussion, references, appendices related to research tools and consent form of participants)*

# SEMESTER V

**COURSE CODE: PSY110F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: PSYCHOLOGY OF HUMAN DEVELOPMENT**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of this course is-

- To discover various developmental patterns and complexities throughout the life span
- To understand common developmental processes and their influences throughout the human life.
- To emphasize on overcoming the difficulties in understanding human behavior and to effectively deal with the difficulties in explaining and predicting behavior.

**Course Outcomes:** After the completion of this course, the student shall be able-

- To demonstrate the comprehensive knowledge of human development.
- To comprehend the theoretical and empirical foundation and critically evaluate the developmental information.
- To demonstrate the knowledge of basic and applied research used in the developmental study of the human.

### **Unit 1: Human Development and Growth**

Principles of Development, Methods of Studying Human Development

Prenatal Development: Stages and Hazards

Neonatal Development: Sensory and Motor Capacity

### **Unit 2: Physical, Motor and Language Development**

Physical Growth, Body Size and Proportion Puberty and Growth Spurt Development of the Nervous System

Principle and Sequence of Motor Development, Motor Skills and Handedness

Stages of Language Development

### **Unit 3: Emotional and Social Development and Social Adjustment**

Patterns of Emotional Development, Conditions Responsible For Emotional Development

Patterns of Social Development in Childhood and Adolescence, Meaning of Social Development

Importance of Early Social Experience

Role of Companion in Social Adjustment

Development of self and Identity

### **Unit 4: Cognitive and Moral Development**

Piaget's Theory of Cognitive Development, Pattern of Cognitive Development in Childhood and Adolescence

Play and Cognitive Development

The Stages of Moral Development, Kohlberg's Theory of Moral Development

### **Suggested Readings**

- Berk, L. E. (2017). *Development through Life span* (7<sup>th</sup> ed.). Allyn & Bacon: Pearson.
- Feldman, R. S. & Babu, N. (2011). *Discovering the Lifespan*. New Delhi: Pearson
- Santrock, J. W. (2011). *Child Development* (13<sup>th</sup> ed.). New Delhi: McGraw-Hill
- Craig, G. J. (1983). *Human Development* (3<sup>rd</sup> ed.). Prentice-Hall Inc. New Jersey
- त् रपिठी, एल० बी० एवं पाण्डे, एस० (2009). *मानव विकास का मनोवर्जि ज्ञान*। नई दिल्ली: लीकां से पब्लिशिंग कंपनी।

**Course Objectives:** The major focus of this course is-

- To introduce the field of abnormal psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Outline the differences between normal and abnormal behavior and learn the criteria of determining abnormality.
- Apply the knowledge of assessment, diagnosis, classification system and DSM categories, to learn to categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Summarize clinical features of symptoms, etiology and discriminate between the various mental health disorders as presented in DSM-5.

### **Unit 1: Introduction to Abnormal Psychology and Classification System**

Development of Field of Abnormal Psychology

Elements and Criteria of Psychological Abnormality

Basic Issues in Classification of Abnormal Behavior

The Advent of DSM Classification System; DSM-5; Introduction to ICD-10

### **Unit 2: Anxiety And Dissociative Disorders: Clinical Picture And Etiology**

Anxiety Disorders: Generalized Anxiety Disorder (GAD), Phobia, Obsessive-Compulsive Disorder (OCD), Panic Disorder, Post-Traumatic Stress Disorder (PTSD)

Dissociative and Somatoform Disorders

### **Unit 3: Neurodevelopmental Disorders: Clinical Picture And Etiology**

Intellectual Disabilities, Autism Spectrum Disorders

Attention-Deficit/Hyperactivity Disorder (ADHD), Specific Learning Disorders

### **Unit 4: Severe Mental Disorders**

Schizophrenia Spectrum Disorders: Types, Clinical Picture and Etiology

Schizoaffective Disorder (Bipolar Type; Depressive Type)

Depressive Disorders: Types, Clinical Picture and Etiology

Substance-Related Disorders: Nature and Types (Alcohol Abuse, Drug Abuse)

### **Suggested Readings**

- American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders: DSM-5. American Psychiatric Pub.
- Barlow D. H. & Durand V. M., & Stewart, S. H. (2009). *Abnormal Psychology*. New Delhi: Cengage Learning.
- Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
- Carson, R.C., Butcher, J.N., Mineka, Z. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- Kaplan, H. J., & Sadock, B. J. (2004). Synopsis of a comprehensive textbook of psychiatry (10th Ed.). Baltimore: Williams & Wilkins.
- Sarason. I. G. & Sarason, B. R. (2006). *Abnormal Psychology*. (11th Ed). Delhi: Prentice Hall India.
- काससन, आर.सी., बु चर, जे .एन., त् रमने का, जे . एि हू ले , जे . एम् . (2016). असामान् य मनोत् रञ्जि ज्ञान . पीससन प् रकाशन .
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- Suggestive digital platforms web links <http://heecontent.upsdc.gov.in/Home.aspx>
- <http://www.apa.org>
- e-pathshala on Deen Dayal Upadhyay Gorakhpur University website

**COURSE CODE: PSY112F**

**COURSE CREDIT = 0+2**

**COURSE TITLE: PSYCHOLOGICAL ASSESSMENT/TESTING**

**COURSE TYPE: Practical**

**Course Objectives:** The major focus of this course is-

- To develop an understanding of assessment and testing
- To imbibe in students the aptitude for applied knowledge through lab work

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Develop proficiency to conduct the screening and assessment of psychological tools for examining developmental issues and disorders
- Learn and execute an in- depth investigation of a single person, group, event or community.

**Course for Lab Work**

- Administration, Scoring and Interpretation of any tool of Emotional Maturity/Social Adjustment/Motor Development
- Administration, Scoring and Interpretation of any tool to measure Moral Development/Cognitive Development/Language Development
- Administration, Scoring and Interpretation of any tool to measure Depression/PTSD
- Administration, Scoring and Interpretation of any tool to measure Anxiety/ADHD

# SEMESTER VI

**COURSE CODE: PSY113F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: PERSONALITY PSYCHOLOGY**

**COURSE TYPE: Theory**



**Course Objectives:** The major focus of the course is-

- To introduce the most influential personality theories to date.
- To develop an understanding of how theorists have viewed human personality
- To equip students with the ability to evaluate these theories and determine which ones have value and merit for further scientific inquiry.

**Course Outcomes:** After the completion of the course, the student shall be able to-

- Understand the theories of personality
- Understand the key concepts, principles of different theories of personality.
- Know the personality-related processes that explain individual behavioral variances.
- Think critically about and apply theoretical and empirical reasons for human behavior
- Apply the key personality domains and theories to gain a better understanding of one's own and others' behavior.

### **Unit 1: Determinants and Measurement of Personality**

Definitions of Personality

Determinants of Personality: Biological and Physiological; Psychological; Social; Cultural and Environmental.

Measurement of Personality: Self report Inventories and Projective Techniques

### **Unit 2: Psychodynamic Theories of Personality**

Freud's Psychoanalytic Theory

Jung's Analytic Theory.

Adler's Individual Theory

### **Unit 3: Humanistic & Trait Theories**

Abraham Maslow's Need Hierarchy Theory of Personality.

Carl Rogers's Phenomenological Theory of Personality

Gorden Allport's Trait Theory of Personality

Factor Theories of Personality: Raymond B. Cattell's and Big Five Personality Theory.

### **Unit 4: Social Learning and Contemporary Approach to Personality**

Albert Bandura's Social Learning Theory of Personality

Triguna and Panch Kosha

### **Suggested Readings**

- Boeree, G.C. (2006). *Personality Theories*. Original E-Text-Site: <http://www.ship.edu/%7Ecgboree/perscontents.html>
- Carver, C.S., & Scheier, M. F. (2017). *Perspectives on Personality* (8th ed.). New York: Pearson Education.
- Friedman, H. S., & Schustack, M. W. (2015). *Personality: Classic Theories and Modern Research* (6th ed.). Boston, MA: Pearson Education.
- Hall, C.S., Lindzey, G. & Campbell, J.B. (1998). *Theories of Personality*. Wiley & Sons.
- Schultz, D. P., & Schultz, S. E. (2017). *Theories of Personality* (11th ed.). Boston, MA: Cengage Learning.
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**COURSE CODE: PSY114F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: HISTORY AND SYSTEMS OF PSYCHOLOGY**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To provide students with a comprehensive overview of the historical progression of psychological thought, spanning from its philosophical roots to contemporary perspectives.
- To familiarize students with the major theoretical frameworks and methodologies that has shaped the discipline of psychology over time.
- To cultivate students' ability to analyze understanding of the interconnectedness between historical events, theoretical paradigms, and modern psychological practices.

**Course Outcomes:** Through this course, student should be able to:

- Identify historical roots of theories and principles in psychology.
- Appraise the contribution of different schools in emergence of psychology as a science.
- Illustrate the skills in evaluation of different psychological schools of thoughts.

### **Unit 1: The Emergence of Psychology**

Introduction to Psychology, Philosophical Roots of Psychology, Contribution of Helmholtz, Ebbinghaus, Weber and Fechner.

### **Unit 2: Structuralism and Functionalism**

Fundamental Postulates and Contributions of Structuralism (Wundt and Tichner)

Subject Matters and Contributions of Functionalism (William James and Harvey Carr), The Emergence of Psychology as a Science.

### **Unit 3: Behaviorism and Gestalt Psychology**

Basic Proposes of Behaviorism, Contributions of Behaviorism to Psychology, Elementary Postulates of Gestalt Psychology, and Contributions of Gestalt Approach to Psychology.

### **Unit 4: Psychodynamic School**

Basic Assumptions of Psychoanalysis, Contribution of Freud, Adler and Jung. Contributions of Neo Freudians.

### **Unit 5: Humanistic Psychology**

Basic Postulates of Humanistic Psychology, Contributions of Humanistic Psychology to the Emergence of Psychology, Carl Roger's Phenomenological Theory, Maslow's: Need Hierarchy Theory.

### **Suggested Readings:**

- Leahy, T. H. (2006). *History of Psychology: Main Currents in Psychological Thoughts*. New York: Pearson Education.
- Wolman, B.B. (1979). *Contemporary theories and systems in psychology*. London: Freeman Book Company.
- Chaplin, J.P., & Krawice, T.S. (1979). *Systems and theories in psychology*. New York: Holt Rinechart & Winston.
- Misra, G. (2010). *Psychology in India*. New Delhi: Pearson India

**COURSE CODE: PSY115F**

**COURSE CREDIT = 0+2**

**COURSE TITLE: PSYCHOLOGICAL ASSESSMENT/TESTING**

**COURSE TYPE: Practical**

**Course Objectives:** The major focus of this course is-

- To develop an understanding of assessment and testing of personality and neuropsychological functions
- To imbibe in students the aptitude for applied knowledge through assessment and testing

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Develop proficiency to conduct the personality assessment
- Test various neuropsychological functions

**Course for Lab Work**

- Administration, Scoring and Interpretation of any test of personality traits
- Administration, Scoring and Interpretation of any projective personality test
- Measurement / Experiment on Memory/Attention/Perception
- Measurement of Muller Lyer Illusion using Method of Average Error

# **SEMESTER VII**

**UG HONORS FOURTH YEAR**

**AND**

**UG HONORS FOURTH YEAR WITH RESEARCH**

**COURSE CODE: PSY116F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: COGNITIVE PSYCHOLOGY**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of this course is-

- To understand from a cognitive point of view, advanced theoretical, empirical, and applied knowledge of how basic mental processes work.
- To focus on how the interactions of thinking, emotion, creativity, and problem-solving abilities affect how and why you think the way you do.
- To understand internal mental processes- all of the workings inside your brain

**Course Outcomes:** After the completion of this course, the student shall be able to:

- Understanding how humans learn, remember, and process information.
- Know the cognitive approach to studying and learning strategies, maximizing their potential for long-term memory, encoding and recall.

### **Unit 1: Introduction to Cognitive Psychology**

Emergence of Cognitive Psychology, Research Methods in Cognitive Psychology (Naturalistic and Controlled Observation)

Paradigms of Cognitive Psychology (Information Processing and Connectionist Approach)

Cognitive Neuroscience: Anatomy of the Brain (Fore Brain, Mid Brain, Hindbrain),

Positron Emission Tomography (PET), Functional Magnetic Resonance Imaging (fMRI), Event-Related Potential Technique

### **Unit 2: Attention and Other Basic Processes**

Selective Attention (Filter Theory, Attenuation Theory, Late-Selection Theory) Stroop Effect,

Bottom-Up Process (Template Matching, Prototype Matching)

Top-Down Process (Perceptual Learning, Model of Word Perception)

### **Unit 3: Memory & Forgetting**

Declarative, Implicit and Explicit Memory

Models of Memory (Atkinson-Shiffrin Model, Levels of Processing Model, Tulving's Model of Memory, Parallel Distributed Processing)

Semantic Memory Models (Hierarchical Semantic Network Model, Feature Comparison Model)

Theories of Forgetting (Interference, Cue-Dependent and Two-Factor Theory)

### **Unit 4: Language & Problem Solving**

The Structure of Language: Phonology; Syntax; Semantics

Language Comprehension and Production: Speech Perception; Speech Errors in Production; Sentence Comprehension

Problem Solving: Stages, Strategies (Analogy Approach, Means-Ends Heuristic);

Factors that Influence Problem Solving.

Decision Making and Reasoning: Types and Heuristics

### **Suggested Readings:**

- Galotti, K.M. (1999). *Cognitive Psychology: In and Outside Laboratory*. Mumbai: Thomson Asia.
- Matlin, M.W. (1995). *Cognition* (III ed.). Bangalore: Prism Books Pvt. Ltd.
- Snodgrass, J.G. et. al. (1985). *Human Experimental Psychology*. New York: Oxford University Press.
- Misra, G. (Eds.) (2009). *ICSSR Survey of advances in Research: Psychology in India (Volume 1): Basic Psychological Processes and Human Development*. New Delhi: Pearson Education in South Asia.

**COURSE CODE: PSY117F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: MOTIVATION AND EMOTION**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To comprehend the concept, nature, functions and various approaches of motivation and emotion.
- To understand how emotional states influence the manifestation of motivated goal-directed activities and vice versa
- To look at the motivation and emotions processes from a number of different psychological angles (biological, cognitive, developmental, social)
- To understand how to comprehend & control motivation and emotion, both intra-personally and interpersonally

**Course Outcomes:** After the completion of the course, the student shall be able to-

- Understand motivation and emotion from an empirical, scholarly perspective, rather than from an intuitive or speculative standpoint based purely on personal experience and observations.
- Acquaint with ancient and contemporary theoretical frameworks and approaches used to explore motivation and emotion.
- Analyzing the various ways in which motivational and emotional processes occur in daily life.
- Remember circumstances involving motivation and emotion, and develop behavioral predictions.

### **Unit 1: Basic Motivational concepts and Motives**

Instincts, Needs and Drives, Incentives

Biological Motives: Hunger, Thirst, Sex & Sleep, Social Motives: Achievement, Aggression and Affiliation

Extrinsic and Intrinsic Motivation

### **Unit 2: Approaches to the study of Motivation**

Psychoanalytic, Ethological, Behaviorist and Humanistic

Expectancy Value theory

Indigenous Indian Approaches

### **Unit 3: Conceptual framework of Emotion**

Basic Emotions, Physiology of Emotion

Relationship between Motivation, Emotion, Cognition & Culture

Emotion in Social Life: Emotional Competence, Emotional Maturity, Emotional Regulation

### **Unit 4: Theories of Emotion**

Ambitious Theories (Tomkins, Mandler, Izard, Frijda)

Cognitive Theories (Arnold, Schachter), Rasa Theory

Emotional Intelligence (Concept, Models, Applications)

### **Suggested Readings**

- Beck, R. C. (2003). *Motivation: Theories and Principles (5<sup>th</sup> Ed.)* (5<sup>th</sup> ed.). Boston, MA: Pearson Education.
- Cofer, C.N. & Apply, M.H. (1980). *Motivation: theory and Research*. New Delhi: Wiley Eastern Limited.
- Edwards, D.C. (1999). *Human Motivation and Emotion*. New Delhi: Sage
- Franken, R. E. (2006). *Human Motivation* (6<sup>th</sup> ed.). Belmont, CA: Wadsworth/Cengage Learning.
- Izard, C. E. (1977). *Human Emotions*: New York, Plenum Press.
- Izard, C. E., Kagan, J., & Zajonc, R. B. (Eds.). (1985). *Emotions, cognition, and behavior*. Cambridge University Press.
- Manstead, A.S.R. (Eds.) (2008). *Psychology of Emotions (Vol. I, II, III, IV)*. New Delhi: Sage Publications.
- Oatley, K., Keltner, D. Jenkins, J.M. (2006). *Understanding Emotions*: JM. Oxford, UK:
- Reeve, J.M. (2001). *Understanding Human Motivation and Emotion*. New York: John Wiley & Son.

**COURSE CODE: PSY118F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: NEUROPHYSIOLOGICAL BASES OF BEHAVIOR**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To provide a comprehensive examination of the structure and operations of the brain from a scientific perspective.
- To serve as a foundation for understanding Nervous System, sensory and motor functions, brain rhythms, and adaptability.

**Course Outcomes:** After the completion of the course, the student shall be able to-

- Gain knowledge of the fundamental principles underlying the structure and operations of the nervous system, including an understanding of how the brain is organized.
- Identify the specific areas and indicators of irregularities in advanced mental processes.
- Integrate scientific findings related to neuropsychological cognition, syndromes, and the mapping of advanced mental functions.

**Unit 1: Basic Functional unit and methods**

Neuron: Types and Structure, Glia

Nerve Impulse and its Transmission

Synapse: Properties, Temporal and Spatial Summation, EPSP and IPSP, Neurotransmitters.

Methods and Techniques to Study Brain

**Unit 2: Organization of Nervous System**

Peripheral Nervous System: Somatic and Autonomic Nervous System

Central Nervous System: Brain and Spinal Cord (Structure and Function) Organization of Cerebral cortex

Hemisphericity

**Unit 3: Neurophysiological Bases of-**

Endocrine System and Behavior

Emotions

Sleep

Attention

Memory and Language

**Unit 4: Clinical Manifestations and Neurophysiology of-**

Delirium

Dementia

Amnesia

**Suggested Readings**

- Gazzaniga, M., Ivry, R.B. & Mangun, G.R. (2012). *Cognitive Neuroscience – The Biology of the Mind*. W.W. Norton & Company.
- Kalat, J.W. (2007). *Biological Psychology*. (9<sup>th</sup> ed.).UK: Thompson & Wadsworth.
- Kolb, B. & Whishaw, Z. Q. (2003). *Fundamentals of Human Neuropsychology* (6th Edition).New York: Worth Publishers.

**COURSE CODE: PSY119F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: RESEARCH METHODOLOGY AND TESTING IN PSYCHOLOGY**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To acquaint learners with methodology of quantitative psychological research and psychological testing.
- To acquaint learners with philosophy, ethics, design, and evaluation of research in psychology.
- To enable learners to design research and statistical analysis of data.

**Course Outcome:** Through this course, student should be able to:

- The learners will be able to comprehend psychological design and can put them on appropriate scaling method.
- Students will be getting hold of essentials of psychological testing along with various kinds of tests implemented.

### **Unit 1: Research Methods**

Scientific Approach; Types of Research: Empirical; Theoretical; Descriptive; Exploratory; Cross-Sectional & Longitudinal

### **Unit 2: Psychological Research Processes**

Problem- Sources & Formulation

Hypothesis- Meaning; Criteria & Types;

Variable: Concept; Types and Control;

Sampling- Concept & Techniques.

### **Unit 3: Research Design**

Concept and Types of Variance

Experimental Designs; Nature types, Quasi-Experimental Designs; Non- Experimental Methods (Survey and Field Study); Ex-Post Facto studies.

### **Unit-4: Psychological Tests**

Meaning & Types; Steps for Construction of Psychological Tests: Item Writing; Item Analysis

Meaning and Types of Reliability,

Validity: Types and Procedures Standardization of test.

Norms: Types

### **Suggested Readings:**

- Anastasi, A. (1950). *Psychological Testing*. Prentice Hall.
- Chaddha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage.
- Freeman, F.S. (1962) (3rd Edition). *Theory and practice of psychological testing*. New York: Holt, Rinehart & Winston.
- Garrett, H.E. (1966). *Statistics in Psychology and Education*. Paragon International Publishers.
- Guilford, J.P. (1936). *Psychometric Methods*. London: McGraw Hill Publishing Company.
- Kerlinger, F.N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet Publications.
- Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhavan.
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- त् रसं ह ए. के . (2013) मनोत् रज्ि जान, समाजशास् त् र तथा त् रशक् पा मे ं सां त् रययकी, नोि ल् टी एं ड कं पनी, अशोक राजपथ, पटना 800004.
- त् रसं ह ए. के . (2004) मनोत् रज्ि जान समाजशास् त् र तथा त् रशक् पा मे ं शोध त् रत्ि रथयां , मोतीलाल बनारसी दास, त् रदल् ली, मु ं बई, चे न् नई, कोलकाता, बे ं लि रु , गिराणसी, पु णे .



**COURSE CODE: PSY120F**

**COURSE CREDIT = 0+4**

**COURSE TITLE: LAB WORK**

**COURSE TYPE: Practical**

**Course Objectives:** The major focus of this course is-

- To develop an understanding of assessment and testing of cognitive and emotional functions
- To imbibe in students the aptitude for applied knowledge through assessment and testing

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Develop proficiency to assess the cognitive and emotional functions
- Conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report

**Course for Lab Work**

- Administration, Scoring and Interpretation of any test of Cognitive Function/Motivation
- Administration, Scoring and Interpretation of any tool to measure Emotion/Emotional Intelligence
- Plan, Conduct and Report an Experiment using Experimental Method
- Ascertain the Reliability of any Psychological Test using any method of Reliability and Report

# **SEMESTER VIII**

**UG HONORS ONLY**

**COURSE CODE: PSY121F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: GUIDANCE AND COUNSELLING PSYCHOLOGY**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of this course is-

- To understand academic, emotional, behavioral difficulties of children and adolescents
- To acquaint students with counselling needs in marriage, workplace and among elderly
- To highlight counselling for people with addiction issues, attempted suicide, disabilities and trauma
- To delineate the theories of career development and technological advances in counselling

**Course Outcomes:** At the end of this course, the student will be able to:

- Students will be able to understand about different guidance & counseling techniques
- Will understand to establish rapport and use various approaches in counseling with different areas where counseling can be done

**Unit 1: Guidance and Counseling**

Meaning; Goals; Types of Counseling: a Overview.

Theoretical Bases of Counseling: Psychoanalytic; Phenomenological, Cognitive-Behavioral; Indian Contribution to Counseling

**Unit 2: Counseling Processes**

Counseling Interview

Counseling Micro Skills: Attending, Paraphrasing, Encouragers, Confronting and Summarizing

**Unit 3: Counseling Techniques**

Psychoanalytic

Person-Centered

Cognitive-Behavioral (Beck and Albert Allis)

**Unit 4: Counseling in Schools and Family**

Career counseling

Family counseling, Marriage counseling

Group counseling; Counseling for Substance abuse and Child abuse

Trauma counseling

**Suggested Readings:**

- Edward, N. (2011). *Counseling Theory and Practice*. Cengage Learning.
- Gelso, C. J. & Pretz, B.R. (1995). *Counseling Psychology*. Bangalore: Prism Books Pvt. Ltd.
- Gibson, R. L. & Mitchell, M.H. (2005). *Introduction to Counseling and Guidance (6thEd.)* Pearson Education.
- Kapur, Malavika (2011). *Counseling Children with Psychological Problems*. Pearson Publications.

**COURSE CODE: PSY122F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: CLINICAL PSYCHOLOGY**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of this course is-

- To introduce the student to fundamental aspects of clinical psychology.
- To enable the students to understand the nature & the extent of skills necessary to conduct the clinical practices by profession.
- To empower the students the ability to diagnose and identify the diverse mental problems and its causes.

**Course Outcomes:** At the end of this course, the student will be able to:

- To understand the clinical psychology in general.
- Analyze and apply the assessment processes in diagnosis of behavioral issues.
- Evaluate the application of various therapeutic interventions in different settings.
- Apply the knowledge of clinical psychology to evaluate the mental status of individuals.

### **Unit 1: Introduction to Clinical Psychology**

Clinical Psychology: Nature, Perspective and Historical Background

Clinical Assessment: Nature and Purpose, Clinical Relationship, Interview,

Testing in Clinical Psychology: Projective Tests- Nature and Types (Rorschach Inkblot Test, TAT)

Self-Report Inventories- Nature & Types, Outline for a Case Study

### **Unit 2: Therapies in individual Settings- I**

Freudian Psychoanalysis: Theoretical Background & Therapeutic Techniques

Humanistic Existential Therapy (Rogers, Fritz Perls and Rolo May): Theoretical Background & Therapeutic Techniques

### **Unit 3: Therapies in individual Settings- II**

Behavior Therapy: Theoretical Background/Therapeutic Techniques

Cognitive Behavior Therapy: Theoretical Background & Therapeutic Techniques

### **Unit 4: Therapies in Group and Family Setting**

Group Therapy: Nature, Historical Background, Formation of Groups; Forms of Group Therapies:

Psychodrama, Sensitivity Training and T- groups; Transactional Analysis and Encounter Group

Family Therapy: Historical Background, Goals and Models of Family Therapy

### **Suggested Readings:**

- Bellack, A. & Hersen, M. (1980). *Introduction to Clinical Psychology*, New York: Oxford University Press.
- Gregory, R.J. (2019). *Psychological Testing*, Pearson.
- Korchin, J. (1979). *Modern Clinical Psychology*, New York: Harper Collins.
- McMullin, R.E. (2000). *The New Handbook of Cognitive Therapy Techniques*, New Norton & Company.
- Nietzel, M.T., Bernstein, D.A. & Milich, R. (1987). *Introduction to Clinical Psychology*, New Jersey: Prentice Hall.
- Semenoff, B. (1976). *Projective Techniques*, London: Wiley & Sons.
- Woleman, B.B. (1984). *Handbook of Clinical Psychology*, New York: Wiley & Sons.

**COURSE CODE: PSY123F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: ORGANIZATIONAL BEHAVIOR**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To comprehend organizational behavior principles, theories, and research.
- Have a look at how people and groups act in the social and technological context of the workplace.
- To use the ideas to build up an organization's human resources by looking at individual and group behavior, communication, conflict, and different management styles, ways to motivate people, and coordination in the workplace.

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Discuss the evolution of the field of organizational behavior and describe the micro and macro methods.
- Describe how groups function and demonstrate the abilities required to perform in groups (team building) and understand the various leadership styles and the role of leaders in decision-making.
- Explain organizational culture and characterize its components, as well as to examine the implementation of organizational change.

### **Unit 1: Organizational Behavior**

Introduction and Historical Background  
Frame Work of Organizational Behavior  
Field of Organizational Behavior

### **Unit 2: Personality, Perception and Individual Decision making**

Personality Frameworks and Other Personality Attributes: The Myers-Briggs Type Indicators, Big Five Personality Model, Core Self-Evaluations, Self-Monitoring and Proactive Personality  
Person Perception: Common Shortcuts in Judging Others  
The Link Between Perception and Individual Decision Making; Influences on Decision Making:  
Individual Differences and Organizational Constraints

### **Unit 3: Attitudes and Motivation**

Job Attitudes: Job Satisfaction, Job Involvement and Organizational Commitment  
Outcomes of Job Satisfaction: Job Performance, Organizational Citizenship Behavior  
Herzberg's Two factor theory: McClelland's Theory of Needs  
Self-Determination Theory, Self-Efficacy Theory, Expectancy Theory

### **Unit 4: Organizational Structure, Change and Culture**

Organizational Structure: Nature and Frameworks  
Approaches to Managing Organizational Change (Lewin's Three Step Model; Kotter's Eight Step Plan)  
Resistance to Change and Creating a Culture for Change  
Organizational Culture: Nature and Functions

### **Suggested Readings:**

- Hunt, J.G., Osborn, R.N. & Blen, M.U. (2010). *Organizational Behavior*, John Wiley & Sons, Inc. (11<sup>th</sup> edition).
- McShane, Steven L. & Glinow, Mary Ann Von, (2010). *Organizational Behaviour*: McGraw-Hill (5<sup>th</sup> edition)
- Robbins, S.P. Judge, T.A. & Saughi, S. (2013). *Organizational Behavior*, New Delhi: Pearson Education (15<sup>th</sup> edition).
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**COURSE CODE: PSY124F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: HEALTH PSYCHOLOGY**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To understand health psychology and the relationship between mind and body.
- To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Describe the relationships of social, biological, behavioral and cognitive variables to health.
- Find out those aspects of the social environment that influence health and illness outcomes including interactions among family members and between healthcare consumers and healthcare providers.

**Unit 1: Introduction to Health Psychology**

Concept: Health and Illness; Nature of Health Psychology; Goals of Health Psychology

Models of Health: Bio-Psychosocial Model of Health

Role of Health Psychologists

**Unit 2: Behavior and Health**

Health Enhancing Behaviors (Exercise, Weight Management, Healthy Diet, Meditation, Immunization);

Health Compromising Behaviors (Alcoholism, Smoking, Tobacco Use, Social Media Addiction)

Theories of Health Behavior: Social Cognitive Theory, Theory of Planned Behavior, Health Belief Model,

Protection – Motivation Theory, Trans – Theoretical Model of Behavior Change

Barriers to Health Behavior Change

**Unit 3: Chronic Illnesses**

Cardiovascular Diseases –Risk factors, Prevention and Management

Diabetes- Types, Health Implications, Problems in Self-Management and Intervention

Cancer- Prevalence and Types, Psychosocial Factors and Cancer; Adjusting to Cancer; Psycho

Diagnostic Intervention

Brain Stroke – Risk factors, Psychological Effects, Intervention.

**Unit 4: Health Care System: Indian Scenario**

Inequalities in Health Care Systems and Services

The Attitude of Health Professionals; Doctor-Patient Communication; Burnout in Health Professionals

Health Promotion in India

Status of Health Psychology in India

**Suggested Readings:**

- Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.). NY: Wiley.
- Taylor, S.E. (2006). Health psychology. (6th Ed.) New Delhi: Tata McGraw Hill.
- Ogden, J. (2012). Health Psychology. McCrawhill Foundation
- Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology (2nd Ed) Pearson Education Limited, New York.
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- <http://heecontent.upsdc.gov.in/Home.aspx> e-pathshala of DDUGU
- <https://youtu.be/bBCPISoSwqs>
- <http://182.18.165.51/StudyMaterialUploadHelpFile.pdf>

**COURSE CODE: PSY125F**

**COURSE CREDIT = 0+4**

**COURSE TITLE: LAB WORK**

**COURSE TYPE: Practical**

**Course Objectives:** The major focus of this course is-

- To develop an understanding of assessment and testing of health psychology
- To imbibe in students the aptitude for applied knowledge through clinical assessment

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Conduct the screening and assessment of psychological tools for examining clinical issues
- Learn and execute an in-depth investigation of a single person, group, event or community

**Course for Lab Work**

- Plan, conduct and report an experiment/ test related to health behaviors/health beliefs
- Plan, conduct and report an experiment/ test related to emotion/emotional intelligence/intrinsic motivation
- Administration, scoring and interpretation of any projective personality test
- Administer and report any one standardized test related to job satisfaction/ decision making/self-efficacy

# **SEMESTER VIII**

## **(With Research)**



**COURSE CODE: PSY126F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: QUALITATIVE RESEARCH METHODS**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To learn basic steps they need to know if they want to do qualitative research.
- To teaches them about the larger qualitative approaches and methodologies in which these methods can be used.
- To learn about how qualitative research is done and are encouraged to try out the most important methods for collecting, analyzing, and reporting qualitative data.

**Course Outcomes:** After the completion of the course, the student shall be able to-

- Come up with a research strategy that meets a study's goal in an appropriate within a consistent conceptual framework.
- Understand how question design affects the creation of survey, focus group and interview questions
- To design and evaluate semi-structured interview and focus group questions;
- To conduct (and record/transcribe) interviews and focus groups in a professional way.
- Analyze rich, complex, qualitative data using a variety of methods and orders of analysis; and evaluate the results in a realistic way.
- Report the results of qualitative research in a professional and academic way.

### **Unit 1: Qualitative Research**

Conceptual Foundations: : Positivism, Post Positivism and Post modernism: Phenomenology and Existentialism; Hermeneutics and Discursive Term  
Themes of Qualitative Inquiry  
Ethical Issues

### **Unit 2: Qualitative Research Design**

General Principle  
Choosing the Right Method  
Methods of Data Collection (Qualitative Interviewing, Focus Group, Observation, Text)  
Triangulation  
Validity in Qualitative Research

**Unit 3: Methods of Qualitative Research:** Theoretical Background, Research Questions, Data Collection, Data Analysis and Report Writing of Each of the Following-  
Interpretative Phenomenological Analysis  
Grounded Theory

**Unit 4: Methods of Qualitative Research:** Theoretical Background, Research Questions, Data Collection, Data Analysis and Report Writing of Each of the Following-  
Discourse Analysis: Discursive psychology and Foucauldian Discourse Analysis  
:Narrative Analysis, Thematic Analysis

### **Suggested Readings:**

- Patton, M. Q. (1998). *Qualitative evaluation and research methods*. (2<sup>nd</sup> ed.). SAGE Publications, inc.
- Seale, C., Gobo, G., Gubrium, J. F., & Silverman, D. (Eds.). (2003). *Qualitative research practice*. Sage.
- Smith, J.A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods* (3rd edition): Sage.
- Willig, C. (2001). *Introducing Qualitative Research in Psychology*. Open University Press.
- Willig, C. & Station-Rogers, W. (2010). *The Sage Handbook of Qualitative Research in Psychology*. Sage.

**COURSE CODE: PSY127F**

**COURSE CREDIT = 4+0**

**COURSE TITLE: INTRODUCTION TO RESEARCH DESIGNS**

**COURSE TYPE: Theory**

**COURSE OBJECTIVES:** The major focus of the course is-

- Comprehensive understanding of Research Design and Analysis of Variance to scholars
- Comprehending how various designs might be utilized in various types of research situations
- Help students think critically about the appropriate methods for designing a research proposal, collecting and analyzing data, and determining the use of basic statistics for analyzing empirical data

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Understand the concept of research and research design
- Distinguish a purpose of various research design
- Identify the overall process of designing psychological research
- Analyze ANOVA for scholarly writing

**Unit 1: Research Design:**

Meaning, Purposes and Criteria, the Concept and Types of Variance

Types of Research Design: Quasi-experimental and experimental Design; Factorial Designs, Mixed Designs, Repeated Measures Designs, Mixed Design.

**Unit 2: Correlational Non-experimental Design:**

Nature of Ex-post Facto Studies

Survey Research

Field Study

Causal Comparison Designs

**Unit 3: Analysis of Variance:**

Concept and Assumptions of Analysis of Variance.

Important Terminologies

One -Way and Two -Way Analysis of Variance (Independent sample and repeated measures)

Main Effect and Interaction Effect

Post Hoc Comparison Methods

**Suggested Readings:**

- Black, T.R. (1988). Quantitative Research Design for Social Science. Thousand Oaks: Sage.
- Broota, K.D. (1992). Experimental Designs in Behavioural Research. New Delhi: Wiley Eastern.
- Brown C.W. & Ghiselli, E.E.(1965). Scientific Methods in Psychology, McGraw- Hill,N.Y.
- Cook, T.D., & Campbell, D.T. (1979). Quasi-experimentation. Blalock, H.M. (1979): Socialstatistics. New York: McGraw Hill.
- Edwards, A.K. (1976). Experimental designs in psychological research. New York: Holt
- Heman, G.W. (1995). Research Methods in Psychology, Houghton Mifflin Company, Boston, Illinois, New Jersey.
- Newman, W.L.(1991). Social Research Methods: Qualitative and Quantitative Methods, Boston: Allyn & Bacon.
- McGuigan, F.J.(1968). Experimental Psychology – AMethodological Approach, Prentice Hall, N.J.
- Karlinger F.N.(1983). Foundations of Behavioural Research, Surjeet Publication, Delhi.
- Tripathi, L.B. (1985). Psychology Research Methods, Har Prasad Bhargav, Agra

**Course Objectives:** The major focus of this course is-

- To develop research skills in students
- To help the students utilize the psychological methods of investigation in basic/applied settings.

**Course Outcomes:** After the completion of the course, the student shall be able to:

- Gain understanding of planning, conduction and reporting of a research
- Understand the utilization of various psychological tools
- Develop an understanding of various psychological methods of research

### **Requirements for this Course:**

Every student has to select an innovative topic of research related to psychology and choose an appropriate method, design, sampling and data collection techniques according to the nature of problem. The student as per the demand of the research shall do the fieldwork, collection of data, analysis of the results, and preparation of the report. Every student would work under the supervision of a faculty allotted by the department.

### **At the end of the Semester the student should submit the report-**

- *The report should be of minimum 35 pages\20000 words in typed form (MS Word, 1.5 spaced, 12-point font, Times New Roman) with a cover page.*
- *The report shall contain the following chapters- Introduction, Review of Literature, Objectives and\or Hypothesis, Methodology (including sample, measuring tools, and procedures), Results (including data analysis, Tabulation), Discussion, Conclusion, References and Appendices.*
- *The report submitted should be in alignment with Research Ethics (Informed consent and Plagiarism) and APA guidelines.*

### **Interpretation**

- The project report should satisfy the following requirements-
  - New interpretation of factor or theories.
  - Evince the candidate capacity for critical examination.
  - The literary presentation is in a form suitable for publication.
  - The candidate have to prepare a power point presentation and a viva voice would be conducted by team of examiners (nominated by Board of Studies) based on the presentation and report.

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

**COURSE TITLE: PSYCHOLOGY OF HAPPINESS AND WELL-BEING**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To help students acquire knowledge about various aspects of happiness
- To make students able to identify correlates of happiness to promote well-being in day-to-day life.

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

- Understand the pursuits of happiness
- Have knowledge about the researches on happiness
- Apply the knowledge of measuring happiness and its correlates for the well-being in life

**Unit 1: Introduction to Psychology of Happiness**

Positive and Negative Affectivity

Types of Happiness- Eudemonic and Hedonic

Earlier Developments in the Fields of Happiness

Measures and Positive Correlates of Happiness

Traits Associated with Happiness Setting

The Global Pursuit of Happiness

**Unit 2: Psychological Correlates of Happiness**

Bliss

Quality of Life

Life Satisfaction

Experience of Flow

**Unit 3: Happiness and its Social Aspects**

Social Correlates of Happiness

Culture and Happiness

Relationships and Happiness

Sense of Belongingness for Happiness

Altruism

**Unit 4: Well-Being**

Concept: Social / Emotional Wellbeing; Subjective Wellbeing

Building Resilience and Wellbeing

**Suggested Readings:**

- Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education
- Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
- Snyder, C.R. & Lopez, S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
- Synder, C.R. & Lopez, S. (2007). Handbook of Positive Psychology. Oxford Publications.
- राय,अ. (2023). सकरात् मक मनोवज्जि ज्ञान .मोतीलाल बनारसी दास प् रकाशन .

**COURSE CODE: PSYSEC102**

**COURSE CREDITS: 3+0**

**COURSE TITLE: PSYCHOLOGY OF ADJUSTMENT AND STRESS MANAGEMENT**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To acquaint the students with various areas of adjustment and familiarize the students with modern ways of effective adjustment.
- To recognize the signs of stress, and learn how they can make adjustments and manage to cope with stress more effectively.
- Students also may develop various skills to manage their stress and improve their quality of life.

**Course Outcomes:** After successful completion of this course students would able:

- To understand modern ways of effective adjustment in various aspects of life
- To understand the nature of stress and learn the skill to identify symptoms demonstrating stress
- To get an insight into the various environmental, social, psychological and physiological concomitants of stress
- To develop skills to reduce the impact of these factors and promote conditions that will reduce stress

### **Unit 1: Understanding Stress**

Stress: Nature, Types Sources of Stress, Symptoms (Physical and Psychological),  
Bodily Reaction to Stress  
Perspective on Stress: Physiological, Psychological and Social.

### **Unit 2: Strategies of Stress Management and Prevention**

Relaxation Techniques  
Positive Talk  
Thoughts Stopping  
Mindfulness Techniques  
Meditation and Yogic Practices

### **Unit 3: Human Adjustment**

Psychology of Adjustment  
Psychodynamic Perspectives: Freud, Jung and Adler  
Behavioral Perspectives: Pavlov, Skinner, Bandura  
Roots of Happiness  
Marital Adjustment  
Adjustment with Career and Work

### **Suggested Readings:**

- B.L. (2018). *Managing Stress: Principles and Strategies for Health and Well-Being* (9th Edition). Burlington, MA: Jones & Bartlett Learning.
- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK:
- DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson
- Eastwood, A. (1983) *Psychology of adjustment : personal growth in a changing world*. Englewood Cliffs, N.J. : Prentice-Hall
- Kottler, J. A. & Chen, D. D. (2011). *Stress management and prevention: Applications to daily life* (2nd Ed.). London and New York: Routledge.
- Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C. and Sykes, C. (2005). 2nd ed. *Health psychology: Theory, research and practice*. N.D.: Sage Pub
- Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Routledge.

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To develop understanding into the fundamentals of life skills.
- To examine the multidisciplinary impact of life skills education.
- To develop competencies to understand and handle issues of adolescent and youth.
- To gain skills to train people for crisis management, empowerment of women and corporate issues.

**Course outcomes:** After successful completion of this course, students would able:

- Experience self-awareness and develops ways to face demands and challenges of life.
- Examine the theoretical and application based perspective of life skills education.
- Develop competencies to classify different types of life skills.
- Develop understanding into techniques of education of life skills.

**Unit 1: Introduction to Life Skill Education**

Concept of Life Skills

Models of Life Skills. (WHO Model, 4 H Targeting Life Skills Model)

Theoretical Foundations of Life Skills:

Theories of Self (Looking Glass Self, Self Determination Theory)

Theories of Emotions and Coping (Psychological Stress- Lazarus, Broaden and Build Theory of Emotions- Fredrickson) Theory of Risk and Resilience (Masten, Luther, Becker)

**Unit 2: Core Life Skills**

Skills of Self-Management and Empathy

Self-Awareness (Self Concept, Self Esteem, Techniques for Enhancing Self Awareness); Empathy (Meaning and Techniques to Enhance Empathy)

Coping with Emotions (Meaning of Emotions, Coping with Negative Emotions, Cultivating Positive Emotions)

Coping with Stress (Types of Stress, Signs and Symptoms, Strategies to Manage Stress)

Communication skills (Types of Communication, Styles of Communication, Barriers in Communication, Strategies for Effective Communication)

Interpersonal Skills (Determinants, Maintaining, Sustaining and Ending a Relationship, Conflict Resolution).

Negotiation and Refusal skills (Stages of Negotiation, Enhancing Negotiation Skills, Refusal Skills)

Creative Thinking and Critical Thinking

**Unit 3: Life Skills in Contemporary Times**

Media and Life Skills Development (Influence of Media in Life Skill Development, Use of Social Media for Life Skill Development)

Life Skills for Social Inclusion, Women Empowerment.

Life Skills for Corporate Sector (Crisis Intervention, Team Building)

**Suggested Readings:**

1. Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
2. Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
3. Joshi, Kireet. 1997 Education for Character Development. Delhi: Dharma Hinduja Centre of Indic Studies.
4. Mookerji, Radha K. 1989 Ancient Indian Education. Delhi: Motilal Banarasidass Patra, Avinash. 2012.
5. Dawkins, E.R. 2016. 52 Weeks of Self Reflection — Your Guided Journal of Self Reflection. Chicago: A B Johnson Publishing
6. Ackerman, C.E. 87 Self-Reflection Questions for Introspection [+Exercises]. Retrieved 2021 from <https://positivepsychology.com/introspection-self-reflection/>

**Ability Enhancement  
Courses/  
Co-Curricular (AEC)**



**COURSE TITLE: EMOTIONAL INTELLIGENCE**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To empower students for developing adequate vocabulary for expression of emotions and thereby develop their emotional intelligence and wisdom.
- To help students learn the concept of Emotional Intelligence (EI).
- To become acquainted with the models of EI and their assessment.
- To learn ways of managing emotions and learn strategies to improve EI.
- To learn the applications of EI in various settings.

**Course Outcome:** After successful completion of this course, students would able:

- To gain knowledge about the concept of emotional intelligence.
- To explain the components of emotional competencies.
- To manage emotions and acquire different strategies to improve emotional intelligence.
- To apply emotional intelligence in different settings ranging from educational, personal to health and workplace settings.

**Unit 1: Emotional Intelligence**

Concept

Historical Background

Importance

Measurement of EI

**Unit 2: Models of emotional intelligence & competencies**

Ability

Trait

Mixed

Framework of Emotional Competencies: Self-Awareness, Self-Management, Social Awareness, and Relationship Management

**Suggested Readings:**

- Bar-On, R., & Parker, J. D. A. (Eds.) (2000). The Handbook of Emotional Intelligence. San Francisco, California: Jossey Bros.
- Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
- Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.
- Goleman, D. (2007). Emotional Intelligence, A New Vision for Educators. Amazon Books
- Salovey, P., Marc, A., Brackett, and Mayer, J. D., (Eds.). (2007). Emotional Intelligence: Key Readings on the Mayer & Salovey Model. National Professional Resources Inc.
- Singh, D. (2001). Emotional Intelligence at work. Sage Publications Inc. Response Books.

**COURSE CODE: AECPSY 102**

**COURSE CREDITS: 2+0**

**COURSE TITLE: COMMUNICATION AND INTERPERSONAL RELATION SKILLS**

**COURSE TYPE: Theory**

**Course Objectives:** The major focus of the course is-

- To gain an understanding of the nature, process and relevance of communication
- To improve one's comprehension of communication skills and cultivate effective communication skills
- To read others' body language and interpret what your own body is communicating.

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

- Increase effectiveness by carefully listening and recognizing the distinction between 'hearing' and 'listening'
- Acquire the skills necessary to listen actively and a greater understanding of their Communication.
- Develop and understand the appropriate skills and interventions needed to address various psychosocial problems.

### **Unit 1: Communication**

Meaning; Essentials of Good Communication;

Communication Barriers

Non-Verbal Communication and Body Language.

Techniques of Effective Communication: Para Verbal Communication Skills; Active Listening Skills and Empathy.

### **Unit 2: Personality development**

Concept of Personality; Trait and Types of Personality; Determinants of Personality.

Goal Setting and Time Management: Concept and Importance of Goals;

SMART (Specific, Measurable, Achievable, Realistic, Time-bound) Goals

Identifying Time Wasters

Techniques of Time Management.

### **Unit 3: Interpersonal relationships**

Types of Interpersonal Relationship; Tips to Improve Interpersonal Relationship.

Digital Etiquette: ICT; E-mail Etiquette; Online Etiquette.

Impact of Behavior-Focused Skills and Interventions,

Behavior Intervention Strategies-Antecedent and Consequence

Enhancing Skills/Interventions through Social Influence.

### **Suggested Readings:**

- Dubey, Anubhuti & Shukla, Aradhana (2023). Communication Skills and Personality Development, Anu Books International Publishers, Delhi.
- Dalal, A. & Misra, G.(2002). *New Directions in Indian Psychology* (Vol. 1). Social Psychology. New Delhi, Sage Publications.
- Petes S. J. & Francis(2011). *Soft Skills and Professional Communication*. New Delhi:Tata McGraw-Hill Education.
- Misra, G.(2011). *Oxford Handbook of Psychology*. New Delhi: Oxford Press.
- Schneider, F.W., Grumman, J.A. & Coutts, L.M.(2012). *Applied Social Psychology* (2<sup>nd</sup>Edition). Sage Publications, New Delhi.
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