

**Parvatibai Chowgule College of Arts and Science
(Autonomous)**

DEPARTMENT OF PSYCHOLOGY

B.A. COURSE STRUCTURE

SEMESTER	CORE COMPULSORY		CORE ELECTIVE			
I	PSY-I.C-1 Basic Course in Psychology	PSY-I.C-2 Emotional Development				
II	PSY-II.C-3 Personality Theories	PSY-II.C-4 Basics of Counseling				
III	PSY-III.C-5 Psychopathology I (Practical Component)		PSY-III.E-1 Health Psychology	PSY-III.E-2 Child Psychology	PSY-III.E-3 Interpersonal Relationships	PSY-III.E-4 Sports Psychology
IV	PSY-IV.C-6 Psychopathology II		PSY-IV.E-5 Psychology of Adjustment	PSY-IV.E-6 Criminal Psychology	PSY-IV.E-7 Psychology of Adolescence	PSY-IV.E-8 Positive Psychology
V	PSY-V.C-7 Experimental Psychology	PSY-V.CP Project Paper	PSY-V.E-9 Cognitive Psychology	PSY-V.E-10 Statistics in Psychology	PSY-V.E-11 Environmental Psychology	PSY-V.E-12 Psychology of Adulthood
VI	PSY-VI.C-8 Psychological Testing (Practical Component)	PSY-VI.CP Project Paper	PSY-VI.E-13 Gerontology	PSY-VI.E-14 Organizational Behaviour	PSY-VI.E-15 Neuropsychology	PSY-VI.E-16 Cross Cultural Psychology
SEMESTER	INTERDISCIPLINARY COURSES					
V/VI	PSY-INT-1 Business Psychology		PSY-INT-2 Sports Psychology		PSY-INT-3 Environmental Psychology	

Parvatibai Chowgule College of Arts and Science

Autonomous

Department of Psychology

Approved Syllabi of Undergraduate

Course Title: Basic Course in Psychology

Course Code: PSY-I.C-1 (Non-experimental)

Marks: 100

Credits: 4

Duration: 60 Hours

Course Objectives:

- a) To build the foundation necessary to study Psychology.
- b) To equip with basic knowledge of behavioral aspects.

Learning Outcomes:

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

- a) The biological foundation of behavior
- b) The concepts of and processes involved in perception, motivation, memory and learning.
- c) The application of these concepts and processes in various areas.

Syllabus

Unit I: Introduction and Biological Foundation

15 Hours

- A. Psychology – past and present
- B. Contemporary perspectives and specialty areas in psychology
- C. What we know about human behavior: Some starting places
- D. Characteristics of the nervous system
- E. Divisions of the nervous system
 - a. Central Nervous System
 - b. Peripheral Nervous System
- F. Structures and functions of the brain
- G. Forebrain: Cognition, motivation, emotion and action
- H. Endocrine system and its impact on behaviour

Unit II: Motivation

15 Hours

- A. Approaches to motivation
- B. Biological motives
 - a. Hunger
 - b. Thirst
 - c. Sex

- d. Sleep
- e. Temperature regulation
- f. Pain avoidance
- C. Psychological motives
 - a. Need for achievement
 - b. Aggression
 - c. Need for Competence
 - d. Need for power
 - e. Need for affiliation
 - f. Need for novelty
- D. Application: Anger Management/ How to overcome fear

Unit III: Memory and Forgetting

15 Hours

- A. Theories of memory
 - a. Information processing
 - b. Stage theory of memory
 - c. Levels of processing
- B. Forgetting
 - a. Theories of Forgetting
- C. Application: How to improve memory

Unit IV: Learning

15 Hours

- A. Classical Conditioning
 - a. Factors in Classical Conditioning
 - b. Applications of Classical Conditioning
- B. Operant Conditioning
 - a. Edward Thorndike
 - b. B.F. Skinner and Reinforcement
 - c. Types of Reinforcers
 - d. Factors in Operant Conditioning
 - e. Applications of Operant Conditioning
- C. Cognitive Theories of Learning (Ref: Lahey)
 - a. Place Learning
 - b. Latent Learning
 - c. Insight Learning
 - d. Modeling
- D. Application: Factors influencing learning

References:

- a. Baron, R.A. (2001). Psychology (first Edition) new Delhi, Pearson Education

- b. Lahey, B.B. (2012). *Psychology: An Introduction* (11th Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.
- c. Santrock, J.W. (2005). *Psychology Essentials* (Second edition) New Delhi, Tata Mc Graw Hill Publishing Company Limited.
- d. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

Course Title: Emotional Development
Course Code: PSY-I.C-2 (Experimental – Theory)
Marks: 75
Credit: 3
Duration: 45 Hours

Course Objectives:

- a) To introduce students to the understanding of emotions of human behaviour.
- b) To help understand emotions of self and others.

Learning Outcomes:

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

- a) Understand nature of emotions
- b) Attain theoretical orientation of emotions
- c) Understand the pattern of emotional development
- d) Appreciate the concept of emotional intelligence.

Course Duration: Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

Syllabus

Unit I. Introduction to emotions

12 Hours

- A. Introduction
 - a. Meaning and definition
 - b. Different types of emotions
 - c. Expression of emotions
 - d. Biology of emotions
- B. Theories of Emotions
 - a. Cannon-Bard Theory
 - b. James-Lange Theory
 - c. Cognitive Theories

Unit II. Development of Emotions

12 Hours

Pattern of emotional development

- a. Conditions responsible for emotional development
- b. Characteristics of children's emotions
- c. Common emotional patterns
- d. Emotional dominance
- e. Emotional Balance
- f. Emotional Control

- g. Emotional Catharsis
- h. Hazards in emotional development

Unit III. Temperament and Attachment

12 Hours

- A. Temperament
 - a. Temperamental patterns
 - b. Biological basis of temperament
- B. Attachment
 - a. Patterns of attachment
 - b. How attachment is established
 - c. Influences on attachment
 - d. The role of temperament
 - e. Long-Term effects of attachment

Unit IV. Emotional Intelligence

9 Hours

- A. Domains of emotional intelligence
 - a. Can emotions be intelligent?
 - b. IQ and emotions: Pure types
 - c. Know thyself
- B. Emotional Intelligence at workplace
 - a. Managing with the heart
 - b. Criticism is job one
 - c. The worst way to motivate someone
 - d. The artful critique
 - e. Dealing with diversity
 - f. The roots of prejudice
 - g. Zero tolerance for intolerance
 - h. Organizational savvy and the group IQ

References:

- a) Goleman, D. (1995) *Emotional Intelligence – Why it can matter more than IQ*, New York, Bantam Books.
- b) Hurlock, Elizabeth. (2013). *Child Development*. 6th Ed. New Delhi: Tata McGraw Hill.
- c) Santrock, J.W. (2005). *Psychology Essentials* (Second edition) New Delhi, Tata McGraw Hill Publishing Company Limited.
- d) Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgard's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

Course Title: Emotional Development
Course Code: PSY-I.C-2 (Experimental component)
Marks: 25
Credits: 1

Syllabus:

- A. Research in Psychology (Atkinson)
 - a. Practical component
 - i. Case study analysis
 - ii. Survey
- B. Field visit and report writing (based on observation): e.g. ‘Comparative analysis of emotions of children raised in orphanages and children raised in homes’.

- C. Experiments
 - a. Motivation
 - a. Strength of motives
 - b. Level of aspiration
 - b. Memory
 - a. Recall and Recognition
 - b. Immediate memory span
 - c. Learning
 - a. Reading v/s recitation
 - b. Part v/s whole
 - d. Experiment on Judgment of emotions
 - e. Emotional Intelligence Test

References:

- a) Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune :AnmolPrakashan.
- b) Kuppaswamy, B. (1954). *Elementary Experiments in Psychology*. Madras: Geoffrey Cumberlege Oxford University Press.
- c) Mohanty, G. (1996). *Experiments in Psychology*. New Delhi: Kalyani Publishers.
- d) Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay: Allied Publishers Private Limited.
- e) Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgard's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

Course Title: Personality Theories
Course Code: PSY-II.C-3 (Non-Experimental)
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objective:

- a) To help students to develop an understanding of personality.

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

- a) Define personality
- b) Assess personality
- c) Understand various theories of personality

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit I: Studying Personality

12 Hours

- a. Study of Personality
 - A. Definitions of Personality
 - B. Personality, Internet and Social Networking
- b. Ethnic and Gender Issues in Personality
- c. Assessment of Personality
 - A. Self report personality tests
 - B. Projective techniques
 - C. Clinical interviews
 - D. Behavioural assessment procedures
- d. Personality in perspective
 - A. Genetic factor
 - B. Environmental factor
 - C. Learning factor
 - D. Parental factor
 - E. Developmental factor

Unit II: Psychoanalytic approach

12 Hours

- a. Instincts

- b. Levels of personality
- c. Structure of personality
- d. Anxiety- a threat to the ego
- e. Defenses against anxiety
- f. Psychosexual stages

Unit III: Behavioural approach

12 Hours

- a. Contribution of E.L. Thorndike
 - a. Law of Effect
- b. Contribution of B.F. Skinner
 - a. Reinforcement - the basis of behaviour
 - b. Operant conditioning and the Skinner's box
 - c. Applications of Operant Conditioning

Unit IV: Humanistic Approach

12 Hours

- A. Abraham Maslow: Needs Hierarchy Theory
 - a. Personality development: The Hierarchy of Needs
 - b. The study of self actualizers
- B. Carl Rogers: Self Actualization Theory
 - a. The development of the Self in childhood
 - b. The self and the tendency toward actualization
 - c. Characteristics of fully functioning persons

Unit V: Some Additional Theories

12 Hours

- E. The social learning theory
- F. Locus of Control
- G. Learned helplessness

References:

1. Schultz, D., & Schultz, S. (2001). *Theories of Personality*. (7th Ed.). USA: Wadsworth Thomson Learning. ISBN 0-534-55107-6.
2. Ryckman, R. (2000). *Theories Of Personality*. (7th Ed.). USA: Wadsworth Thomson Learning. ISBN 0-534-34898-X.
3. Hurlock, E.B. 2008 , *Personality Development*, Tata Mc Graw-Hill Publishing Company limited.(TMH Edition). Noida, NewDelhi.
4. David, G.M and Nathan Dewall, C. (2014). *Psychology in Everyday Life*, (3rd Ed) Worth Publishers.

5. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
6. Pervin, L. (2003). *The Science Of Personality*. (2nd Ed.). New York: Oxford University Press. ISBN– 0-19-515102-X.

Course Title: Basics of Counselling
Course Code: PSY-II.C-4 (Experimental: Theory)
Marks: 75
Credits: 3
Duration: 45 Hours

Course Objectives:

- a) To help students understand the nature and significance of counselling.
- b) To help students understand basic approaches of counselling.

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

- a) The stages involved in Counselling process
- b) The role of a Counsellor
- c) The basic approaches of Counselling
- d) The basic areas of Counselling

Course Duration: Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester. Each Experimental paper shall have fifteen practicals of two hours duration i.e. one practical per week per Experimental paper over a period of fifteen weeks of a semester.

Syllabus

Unit I. Understanding Counselling as a Process **09 Hours**

- a. Definition of Counselling
- b. Outcome goals of Counselling
- c. Process Goals of Counselling
- d. Stages of Counselling process

Unit II. The Counsellor: Person and Professional **09 Hours**

- a. Personal Characteristics of Effective Counsellors
- b. Issues faced by Beginning Therapists
- c. Working with transference and countertransference
- d. Ethical Guidelines

Unit III. Guiding Principles of Counselling **09 Hours**

Building a Therapeutic Alliance

- a. Empathy, acceptance and genuineness
- b. Respectful curiosity
- c. Problem free talk

- d. Humor
- e. Self awareness
- i. Focusing on strengths, skills and resources
 - a. From distress to healing
 - b. Two sides of a story
 - c. Coping with problems

Unit IV. Two approaches to Counselling

09 Hours

- A. Person Centered approach
 - a. Key concepts
 - b. The therapeutic process
- B. Cognitive Behaviour approach
 - a. Key concepts
 - b. The therapeutic process

Unit V. Special areas of Counselling

09 Hours

- A. Counselling Families
- B. Counselling Addicts
- C. Working with suicidal adolescents
 - a. Depression and suicide
 - b. A Strengths-based approach to suicide risk.

References:

1. Rao, S.N. (1991) *Counselling and Guidance*, New Delhi, Tata McGraw Hill Publishing Company Limited.
2. Welfel, E.R. and Patterson, L.E. (2005) *The Counselling Process*, New Delhi, Cengage Learning.
3. Sharry, J. (2004) *Counselling Children, Adolescents and Families*, New Delhi, Sage Publications.
4. Gerald, C. (1996) *Theory and Practice of Counselling and Psychotherapy*, USA, Brooks/Cole Publishing Company.

Course Title: Basics of Counselling
Course Code: PSY-II.C-4 (Practical component)
Marks: 25
Credits: 1

Syllabus

- D. Taking Case History
- E. Preparing checklist for behavioural problems
- F. Field visit to a Counselling Center and report writing.
- G. Psychological Tests:
 - f. Neyman Kohlstedt Test for Intraversion Extraversion
 - g. Word Association Test
 - h. Sentence Completion
 - i. Draw a Person Test
 - j. Locus of Control
 - k. Self Concept Scale
 - l. Sports Specific Personality Test
 - m. Type A/B Behavioural Pattern Scale

References:

1. Anastasi , A. , Urbina, S.(2008). *Psychological Testing*. (7th Ed.). New Delhi: Pearson Education.
2. Cohen, J.R. , & Swerdlik, M.E.(2010). *Psychological Testing and Assessment: An Introduction to Test and Measurements*. (7th Ed.). NewYork: Mc Graw-Hill Publishing International Edition Company Ltd.
3. Dandeker, W.N. (1999). *Fundamentals in Experimental Psychology*. Pune : Anmol Prakashan.
4. Kuppuswamy, B. (1954). *Elementary Experiments in Psychology*. Madras : Geoffrey Cumberlege Oxford University Press.
5. Mohanty, G. (1996). *Experiments in Psychology*. New Delhi : Kalyani Publishers.
6. Parry, J., & Adisheshiah, W. (1997). *Experimental Psychology*. Bombay : Allied Publishers Private Limited.
7. Test Manuals.

Course Title: Psychopathology I (Practical Component)

Course Code: PSY-III.C-5

Marks: 25

Credits: 1

Duration: 15 Session of 2 hrs

No. of Practicals: 08

Practical Session: one session per week

Syllabus

A. Research in Abnormal Psychology (3 hrs each)

- a) Case Study Analysis (Mental Disorder)
- b) Survey (Mental Health)

B. Experiments (Any Six, 4 hrs each)

- a) Personality test
- b) Sentence completion test
- c) Intelligence test
- d) General health questionnaire
- e) Beck's depression inventory
- f) Vineland social maturity scale
- g) Self-acceptance scale
- h) Life satisfaction
- i) ANDI

References:

1. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
2. Salvatore V. Didato. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score a. Quizzes That Reveal the Real You*. Black Dog & Leventhal.
3. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Maladaptive Behavior*. (11th Ed.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.
4. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
5. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7th Edition. Wiley.

Course Title: Health Psychology

Course Code: PSY-III.E-1 (Non-experimental)

Marks: 100

Credits: 4

Duration: 60 Hours

Course Objectives:

- a) To understand the influence of health on psychological well-being.
- b) To understand various aspects of well-being and ill health.

Learning Outcomes:

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

- a) Gain an understanding of the importance of health and well-being.
- b) Develop an insight into their own health status.
- c) Learn how stress and other factors influence health.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one-hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus:

Unit I. Introduction to health psychology

15 Hours

- A. What is health? a. An illness/wellness continuum
- B. Definition of Health Psychology
- C. The mind-body relationship: a brief history
- D. Why is the field of health psychology needed?
- E. Current perspectives on health and illness
- F. Health and Psychology across cultures

Unit II. Health related behavior and health promotion

15 Hours

A) Health and behaviour

- a. Lifestyles, risk factors and health
- b. Interdisciplinary perspective on preventing illness
- c. Problems in promoting wellness

B) What determines people's health related behavior?

- a. General factors in health related behavior
- b. The role of beliefs and intentions
- c. The role of less rational processes

- C) Developmental, Gender and Sociocultural factors in health
- D) Methods for promoting health

Unit III. Stress

15 Hours

- A) Experiencing stress in our lives
 - a) What is stress?
 - b) Appraising events as stressful
- B) Biopsychosocial aspects of stress
 - a) Biological aspects of stress
 - b) Psychosocial aspects of stress
- C) Reducing the potential for stress
 - a) Enhancing social support
 - b) Improving one's personal control
 - c) Organizing one's world better
 - d) Exercising: links to stress and health
 - e) Preparing for stressful events
- D) Reducing stress reactions: stress management
 - a) Medication
 - b) Behavioural and cognitive methods
 - c) Massage, meditation and hypnosis

Unit IV. Improving nutrition, weight control and diet

15 Hours

- A) Nutrition
 - a) Components of food
 - b) What people eat
 - c) Nutrition and health
- B) Weight control and diet
 - a) Desirable and undesirable weights
 - b) Becoming overly fat
 - c) Dieting and treatments to lose weight
- C) Exercise
 - a) The health effects of exercise
 - b) Who gets enough exercise, who does not and why?
 - c) Promoting exercise behavior

References:

Mandatory:

1. Sarafino, P. (2012), *Health Psychology – Biopsychosocial Interactions*, New York, John Wiley and Sons, Inc. 7th edition.
2. Taylor, S.E. (2006), *Health Psychology*, New York, McGraw Hill, 6th edition.

Supplementary:

- a) Dimatteo, M.R. and Martin, L.R. (2002) *Health Psychology*, New Delhi, Dorling Kindersley.
- b) Kaplan Robert M., Sallis James F., Patterson Thomas L. (1993), *Health and Human Behaviour*, New York, McGraw Hill International editions.
- c) Mraks, D.F., Murray, M., Evans, B. and Estacio, E.V. (2011), *Health Psychology*, New Delhi, Sage Publications.

Course Title: Child Psychology
Course Code: PSY-III.E-2 (Non-experimental)
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

- a) To study the basic factors that influences the growth and development of children.
- b) To study various aspects of development.

Learning Outcomes:

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

- a) Gain an understanding of development from conception till late childhood.
- b) Become aware of care needed to be taken during pregnancy.
- c) Learn to evaluate the development of a child.
- d) Learn to accept differences in children.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit I. Prenatal development and birth (birth to late childhood) 12 Hours

- A. Conception
- B. Period of the zygote
- C. Period of the embryo
- D. Period of the fetus
- E. Prenatal environmental influences
 - a. Teratogens
 - b. Other maternal factors
- F. Childbirth
- G. Approaches to Childbirth
- H. Birth complications

Unit II. Cognitive development (birth to late childhood) 12 Hours

- A. Piaget's stages of Cognitive development
- B. Vygotsky's theory of Cognitive development
- C. Development of Language

Unit III. Self and Social Understanding (birth to late childhood) 12 Hours

- A. Emergence of self and development of self concept
- B. Self esteem
- C. Erikson's theory of Psychosocial development (4 stages) (Papalia)

Unit IV. The family (birth to late childhood)

12 Hours

- A. Origins and functions of the family
- B. The family as a social system
- C. Socialization within the family
- D. Family lifestyles and transition
- E. Vulnerable families

***Fertilization and Heredity should be covered through CA**

References:

Mandatory:

1. Papalia, D. Olds, S. Feldman, R. (2004) Human development, Tata McGraw Hill, 9th edition.

Supplementary:

1. Berger, K and Thompson, R. (1998) *The Developing person: Through The Life Span*, New York, Worth publishers, 4th edition.
2. Hurlock, E. (1978) *Child Development*, New Delhi, Tata McGraw Hill, 6th edition.
3. Santrock, J. (2007) *Child Development*, New Delhi, Tata McGraw Hill, 11th edition.
4. Schickendanz, J., Schickendanz D., Hansen, K. and Forsyth, P. (1993) *Understanding Children*, Mayfield Publishing Company, 2nd edition.

Course Title: Interpersonal Relationships
Course Code: PSY-III.E-3 (Non-experimental)
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

- 1) To understand the basic nature governing human relationships.
- 2) To study how interpersonal relationships affect our well-being.

Learning Outcomes: At the end of this course, students will be able to understand:

- 1) The factors that influence interpersonal relationships.
- 2) The effect of relationships on health.
- 3) The individual, social and cultural variations in relationships.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit I: Introduction to Interpersonal Relationships

14 Hours

- I. Affiliation – the basic need
- J. Types of relationships
- K. What is love?
 - A. Rubin’s model of liking and loving
 - B. Sternberg’s triangle of love
 - C. Lee’s six styles of loving
 - D. Types of love and attachment styles
- L. Theories of interpersonal attraction
 - A. Learning theory
 - B. Social exchange theory
 - C. Equity theory
 - D. Sociobiology

Unit II: Formation, maintenance and course of relationships

14 Hours

- A. Factors determining relationship formation
 - a) Proximity
 - b) Similarity
 - c) Physical attraction
 - d) Reciprocal liking
 - e) Complementarity
 - f) Competence
- B. Maintenance and course of relationships

- a) Kerckhoff and Davis' Filter theory
- b) Murstein: Stimulus-value-role model
- c) Levinger: stage theory model

Unit III: Components and effects of relationships

12 Hours

- A. Components of relationships
 - a) Self-disclosure
 - b) Rules
 - c) Power
- B. Health and happiness
 - a) Effects on physical health
 - b) Effects on mental health
 - c) Effects on happiness
 - d) Effects of loss of a relationship
 - e) Gender differences in benefits of relationships
 - f) Reasons why social support affects health and happiness
 - g) The negative effects of relationships

Unit IV: The dissolution of relationships

10 Hours

- A. Conflicts in relationships
- B. Duck's model of relationship dissolution
- C. Rusbult and Zembrodt's model of responses to relationship dissatisfaction

Unit V: Individual, social and cultural variations in Relationships

10 Hours

- A. Homosexual relationships
 - a) Similarities and differences
- B. Cross-cultural differences in heterosexual relationships
 - a) Choosing a partner
 - b) Assessing marital happiness
 - c) Types of relationships studied.

References:

Mandatory:

- 1) Dwyer, D. (2012). *Interpersonal Relationships*, London, Routledge.

Supplementary:

- 1) Baron, R. A., Byrne, D. (2008). *Social Psychology*. (10th Ed.). New Delhi: Prentice Hall of India Pvt. Ltd.

- 2) Myers, D. G. (2007). *Social Psychology*. (10th Ed.). New Delhi: Tata McGraw Hill Publishing Company Ltd.
- 3) Taylor, S.E., Peplau, L.A., & Sears, D.A. (2000). *Social Psychology*. (10th Ed.). New Jersey, U.S.A: Prentice Hall International.

Course Title: Sports Psychology

Course Code: PSY-III.E-4

Marks: 100

Credits: 4

Duration: 60 Hours

Course Objectives:

- a) To study the relation between sports and psychological characteristics.
- b) To acquire skills and knowledge about Sports Psychology and its application.

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

- a) Understand psychological issues related to sports.
- b) Apply the theoretical knowledge to respond to challenges encountered in sports and physical activity.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit I. Introduction to Sports psychology

12 Hours

- A. What is sport psychology?
- B. A brief history of sport psychology
- C. Who is a sport psychologist?
- D. Development of sport psychology
- E. Fundamental types of research in sports psychology

Unit II. Attitude to sports

12 Hours

- I. The nature of attitudes
- J. Measuring attitudes
- K. The formation of attitudes to sport
- L. Attitudes to sport and sporting behaviour
- M. Changing people's attitudes to sport

Unit III. Aggression in sports

12 Hours

- A. Defining aggression
- B. Theories of aggression
- C. Situational factors affecting aggression in sport
- D. Does sports increase or reduce aggression?
- E. The reduction of aggression
- F. Player related variables

G. Implications for sports

Unit IV. Motivation and sports

12 Hours

- A. Intrinsic and extrinsic motivation
- B. Humanistic perspectives on motivation
- C. Achievement-motivation
- D. Cognitive approaches to motivation
- E. Contemporary research on motives for sports participation
- F. Motivation and sport performance

Unit V. Coaching psychology

12 Hours

- A. Planning with the athletes
- B. Planning by the coach
- C. Making the plans work
- D. Group structure and process
- E. Contracting between coaches and athletes and athlete-to-athlete
 - a) Developing ground rules for assistance
 - b) Developing ground rules for assisting one another
- F. Conflict resolution
- G. Goal setting, planning, and evaluation
- H. Commitment and goals

References:

Mandatory:

- a) Jarvis, M. (1999). *Sport psychology*. Routledge modular psychology series, USA and Canada.
- b) Singh, Y. (2005), *Sports Psychology*, Sports publication, Delhi.

Supplementary:

- a) Burton, D., & Raedeke, T. (2008). *Coaching philosophy*. Sport psychology for coaches. Champaign, IL: Human Kinetics.
- c) Burton, D., & Raedeke, T. (2008). *Introduction to mental skills training*. Sport psychology for coaches. Champaign, IL: Human Kinetics.

Course Title: Psychopathology II
Course Code: PSY-IV.C-6 (Experimental)
Marks: 75
Credit: 03
Duration: 45 Hours

Course Description

Psychopathology is designed to build on student's understanding of psychopathology, including diagnosis and theories of etiology. This course covers most of the major psychiatric diagnoses currently in use. There will be an emphasis on increasing understanding of clinical issues and current research related to arrests in development and maladaptive behavior. Hence this specialization paper aims to create interest in the students regarding these issues by introducing them to the concept of abnormality, different types of psychological disorders and their causes, etc.

Course Objective:

- a) To create awareness about mental health problems
- b) The course will provide students with a foundation for both future clinical work and future empirical studies focused on the development of psychopathology across the lifespan.

Learning Outcome: At the completion of the course students will be able:

- a) To understand different aspects of abnormal behaviour.
- b) Understand various behavioural dysfunctions and use the same in day-to-day life.

Course Duration: Each paper in Experimental subjects shall have forty five lectures of one hour duration i.e. three lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit I: Schizophrenia and Other Psychotic Disorders 12 Hours

- A. Schizophrenia
- B. Positive Negative symptoms
- C. The Development of Schizophrenia
- D. DSM-IV-TR Subtypes of Schizophrenia and changes in DSM V
- E. Therapeutic Approaches

Unit II: Personality Disorders 12 Hours

- A. Classification of Personality Disorders
- B. Odd or Eccentric Behavior
- C. Dramatic, Emotional, or Erratic Behavior
- D. Anxious or Fearful Behavior
- E. Treatment of Personality Disorders

Unit III: Sexual Variants and Disorders**12 Hours**

- A. Changing Views of Sexual Behavior
- B. The sexual response cycle (Carson)
- C. Sexual Dysfunctions and Treatment
- D. Gender Identity Disorders
- E. The Paraphilias
- F. Psychological interventions

Unit IV: Substance-Related Disorders**09 Hours**

- A. Substance –Use Disorder
- B. Substance-Induced Disorders
- C. Alcohol-Related Disorders
- D. Other Drugs and related effects
- E. Treatment and rehabilitation

References:**Mandatory:**

1. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11thEd.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

Supplementary:

1. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
2. Davison, G.C. & Neale, J.M. (1998). *Abnormal Psychology*. (7th edi). John Wiley & sons, Inc. New York/Chichester/Weinheim/Brisbane/Singapore/Toronto.
3. Koeksema-susan Nolen. (2007). *Abnormal Psychology*. (3rd Edi) the McGraw-Hill companies, New York.
4. Comer, R.J. (2005). *Fundamentals of Abnormal psychology*. (4th edi). Worth publishers. 41 Madison Avenue.

Note: Additional articles and web resources will be provided to students as required.

Course Title: Psychopathology II
Course Code: PSY-IV.C-6 (Practical Component)
Marks: 25
Credits: 1
No. of Practical: 08
Duration: 15 Session of 2 hrs
Practical Session: one session per week

Syllabus:

- A. Research in Abnormal Psychology (3 hrs each)
 - a) Submit case report on any one type of psychopathology.
 - b) Research facts about serious mental illness from 2010

- B. Experiments (Any Six, 4 hrs each)
 - a) Word Association Test
 - b) Sexual Attitudes
 - c) Attitudes Toward Homosexuality by Mary E. Kite
 - d) Obsessive Compulsive Drinking Scale
 - e) Alcohol Use Disorders Identification Test (AUDIT) by John Saunders et al.
 - f) Yale Food Addiction Scale by Gearhardt, Corbin, Brownell, 2009
 - g) Severity of Dependence Scale (SDS) By Gossop, M., Darke et al.
 - h) The Multidimensional Measurement of the Positive Symptoms of Psychosis
 - i) Sensation-Seeking Scale by Marvin Zuckerman

References:

1. Thomas F. Oltmanns, Michele T. Martin, John M. Neale, Gerald C. Davison. (2012). *Case Studies in Abnormal Psychology*. 7th Edition. Wiley.
2. Salvatore V. Didato. (2003). *The Big Book of Personality Tests: 90 Easy-To-Score Quizzes That Reveal the Real You*. Black Dog & Leventhal.
3. Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.
4. Carson, Robert C., Butcher, James, N, Mineka, Susan and Hooley, Jill, M, (2008). *Abnormal Psychology*, Pearson Education Inc and Dorling Kindersley Publishing Inc., New Delhi, 13th Edition.
5. Sarason, I. G., & Sarason, B.R. (2013). *Abnormal Psychology: The Problem Of Maladaptive Behavior*. (11thEd.). New Delhi: Indian Reprint by Pearson Education Hall, Taj Press.

Course Title: Psychology of Adjustment
Course Code: PSY-IV.E-5 (Non-Experimental)
Marks: 100
Credit: 04
Duration: 60 Hours

Course Objectives:

- a) To understand the nature of adjustment
- b) To enable students to prepare for effective adjustment in various fields.

Learning Outcomes: At the end of this course, students will:

- a) Gain an understanding of the different perspectives of human adjustment
- b) Understand how individual family members adjust to challenges
- c) Examine how one's initial expectations of marriage influence the later course of marital adjustment
- d) Consider the relationship between a person's work and psychological adjustment

Syllabus:

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

UNIT I: The Fully Functioning Person **15 Hours**

- A. Personal adjustment from four perspectives
- B. Self and Role
- C. Decisions, Values and Conflicts
- D. The Challenges of Adjustment: A Synthesis

UNIT II: Adjustment in Family **15 Hours**

- A. What is a fully functioning family?
- B. Effective parenting
- C. The birth order and relationships with siblings
- D. Challenges of family adjustment

UNIT III: Adjustment in Marriage **15 Hours**

- A. Initial Expectations
- B. Power and Responsibility
- C. Sources of Marital Conflict
- D. Resolving Marital Conflict

UNIT IV: World of Work **15 Hours**

- A. Situation today
- B. Choosing your work
- C. Work and human needs

- D. Finding the Right Job
- E. Work and Adjustment

References:

Mandatory:

1. Belkin, S. G. & Nass, S. (1984). *Psychology of Adjustment*. Library of congress cataloging in publication data. United States of America

Supplementary:

1. Audrey, H., & Runyon, R. (1984). *Psychology of Adjustment*. Illinois: The Dorsey Press.
2. Davison, C., & Neale John M. (1990). *Abnormal Psychology*. (5thEd.). USA: John Wiley & Sons Inc.
3. Weiten, W., & Lloyd, A. M. (2003). *Psychology Applied to Modern Life: Adjustment in the 21st Century*. (8thEd.). New Delhi: Thomson Learning.

Course Title: Criminal Psychology
Course Code: PSY-IV.E-6 (Non-experimental)
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

- a) To study crime from different theoretical viewpoints.
- b) To understand ways of preventing crime and of dealing with criminals

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

- d) Understand crime from different perspectives
- e) Gain an understanding of nature of violent and sexual offending
- f) Evaluate the effectiveness of punishment
- g) Understand ways of preventing crime and rehabilitation of criminals.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus:

Unit I: Understanding Criminal Behaviour

15 Hours

- A. What is Crime?
- B. What is Criminal Psychology?
- C. The nature of explanation
 - a. Evolutionary approaches
 - b. Social-structural and cultural approaches
 - c. Developmental approaches
 - d. Psychological approaches
 - e. Biological approaches
 - f. Situational approaches

Unit II: Violent and Sexual Offending

15 Hours

- A. The nature of violent offending
- B. Community violence – male-male violence
- C. Family violence
 - a. Intimate partner violence
 - b. Violence against children
 - c. Elder abuse
- D. School violence

Unit III: Sexual offending

15 Hours

- A. Nature and extent
- B. Characteristics of sexual offenders – adult and child sex offenders

- C. Social cognitive approach to sexual offending
- D. Nature of rape and rape myths (Howitt)

Unit IV: Punishment, Rehabilitation and Prevention

15 Hours

- A. Punishment
 - a. The nature and scope of criminal justice responses to crime
 - b. The harms of punishment
 - c. Rationales for punishment
 - d. Does punishment work?
- B. Rehabilitation
 - a. Nature of rehabilitation
- C. Approaches to rehabilitation Prevention
 - a. What is crime prevention?
 - b. Social crime prevention
 - c. Situational crime prevention

References:

Mandatory:

1. Durant, R. (2013). *An Introduction to Criminal Psychology*. (2nd Ed.). Britain, British Library Publication.
2. Howitt, D. (2009). *An Introduction to Forensic and Criminal Psychology*. (3rd Ed.). England: Pearson Education Publications.

Supplementary:

1. Hagan, F. (2011). *An Introduction to Criminology - Theories, Methods and Criminal Behavior*. (1st Ed.). Thousand Oaks, California, Sage Publications.
2. Pakes, F. (2012). *Criminal Psychology*. (2nd Ed.). Britain. British Library Publication.
3. Clifton, D. (2001). *Encyclopedia of Criminal and Deviant Behavior*. (1st Ed.) Taylor & Frances Group Publication.
4. Bartal, R. (1999). *Criminal Behavior - A Psychosocial Approach*. (5th Ed.). New Delhi: Prentice Hall Publication.
5. Routledge, H.C., & Paul, K. (1989). *Psychology and Crime - An Introduction to Criminal Psychology*. (1st Ed.). London Group

Course Title: Psychology of Adolescence
Course Code: PSY-IV.E-7 (Non-experimental)
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

- a) To study the basic factors influencing the growth and development of adolescents.
- b) To study various aspects and issues in adolescent development.

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

- a) Understand adolescence from various theoretical perspectives.
- b) Gain an understanding of development in adolescence.
- c) Become aware of various issues in adolescence.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus:

Unit I: Introduction to Psychology of Adolescence

15 Hours

- A. The Historical Perspective
 - a. Early history
 - b. The twentieth and twenty first centuries
 - c. Stereotyping of adolescents
 - d. A positive view of Adolescence
- B. The nature of development
 - a. Processes and periods
 - b. Development transitions
- C. Theories of Adolescent Development
 - a. Psychoanalytic theories
 - b. Cognitive theories
 - c. Behavioural and social cognitive theories
 - d. Ecological theory

Unit II: Physical and Cognitive Development

15 Hours

- A. Puberty
 - a. Determinants of puberty
 - b. Growth spurt
 - c. Sexual maturation
 - d. Secular trends in puberty
 - e. Psychological dimensions of puberty

- B. Cognitive development
 - a. Experience and plasticity
 - b. Social cognition
 - i. Adolescent egocentrism
 - ii. Perspective taking

Unit III: Self, Identity, Emotions and Personality

15 Hours

- A. The self
 - a. Self-understanding
 - b. Self-esteem and self-concept
- B. Identity
 - a. Erikson's ideas on identity
 - b. The four statuses of identity
 - c. Developmental changes in identity
 - d. Identity and social contexts
 - e. Identity and intimacy
- C. Emotional development
 - a. Emotions
 - b. Hormones, experience and Emotions
 - c. Emotional competence
- D. Personality development
 - a. Personality
 - b. Temperament

Unit IV: Issues in adolescence

15 Hours

- A. Physical
 - a. Early and late maturation
 - b. Nutrition Exercise and Sports
 - c. Sleep
- B. Social-emotional
 - a. Parent-adolescent conflict
 - b. Loneliness
 - c. Dating
 - d. Adolescent pregnancy
- C. Other issues
 - a. Drug and Alcohol abuse
 - b. Delinquency
 - c. Depression
 - d. Eating disorders
 - e. E-gadget addiction

References:

Mandatory:

1. Santrock, J.W. (2011) *Adolescence*, New Delhi, Tata McGraw Hill 12th Edition

Supplementary:

1. Arnett, J. J. (2013) *Adolescence and Emerging Adulthood*, New Delhi, Pearson, (5th Edition).
2. Steinberg, L. (2010). *Adolescence*, New York, McGraw Hill (9th Ed.)

Course Title: Positive Psychology
Course Code: PSY-IV.E-8 (Non-experimental)
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

- a) To understand the nature and need of happiness.
- b) To appreciate the importance of various factors related to well-being.

Learning Outcomes: At the end of this course, students will be able to understand:

- a) The importance of the study of positive psychology.
- b) The influence of positive emotions on well-being and health.
- c) The relation between resilience and well-being.
- d) The relation between money and happiness.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus:

Unit I: Positive Psychology

15 Hours

- A. Traditional Psychology
- B. Positive Psychology
- C. Positive Psychology: Assumptions, Goals, and Definitions
- D. What are Positive Emotions?
- E. Positive Emotions and Health Resources
 - a. Physical Resources
 - b. Psychological Resources
 - c. Social Resources

Unit II: Happiness

15 Hours

- A. Why a Psychology of Well-Being?
 - a. Objective versus Subjective Measures
 - b. Negative versus Positive Functioning
- B. What is Happiness? Two Traditions
 - a. Hedonic Happiness
 - b. Eudaimonic Happiness
- C. Focus on Research: Positive Affect and a Meaningful Life
- D. Subjective Well-Being: The Hedonic Basis of Happiness
 - a. Measuring Subjective Well-Being
 - b. Life Satisfaction
 - c. Positive Affect, Negative Affect, and Happiness
- E. Focus on Research: Is Your Future Revealed in Your Smile
- F. Self-Realization: The Eudaimonic Basis of Happiness
 - a. Psychological Well-Being and Positive Functioning
 - b. Need Fulfillment and Self-Determination Theory
 - c. Focus on Research: What Makes a “Good” Day?

- G. Comparing Hedonic and Eudaimonic Views of Happiness
 - a. Definition and Causes of Happiness and Well-Being
 - b. Complementarity and Interrelations

Unit III: Resilience

15 Hours

- A. What is Resilience?
 - a. Developmental Perspectives
 - b. Clinical Perspectives
- B. Resilience Research
 - a. Sources of Resilience
 - b. The Dangers of Blaming the Victim
 - c. Sources of Resilience in Children
 - d. Focus on Research: Resilience Among Disadvantaged Youth
 - e. Sources of Resilience in Adulthood and Later Life
 - f. Successful Aging
- C. Growth Through Trauma
 - a. Negative Effects of Trauma
 - b. Positive Effects of Trauma
 - c. Explanations for Growth Through Trauma
 - d. Focus on Research: In Their Own Words—Making Sense of Loss

Unit IV: Money, Happiness and Culture

15 Hours

- A. The Paradox of Affluence
- B. Well-Being across Nations
 - a. Between-Nations comparisons
 - b. Within-Nation Comparisons
- C. Understanding Money and Happiness
 - a. Focus on Research: Do Happy People Make More Money?
 - b. Focus on Research: adaptation to Extreme Events—Lottery Winners and Accident Victims
- D. The Meaning of Happiness: Relative or Universal?
- E. Culture and Well-Being
 - a. The Self in Individualistic and Collectivist Cultures
 - b. Culture and the Meaning of Happiness
 - c. The American-Individualistic Style of Happiness
 - d. The Asian-Collectivist Style of Happiness

References:

Mandatory:

1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt Ltd.
2. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive Psychology- The Scientific and Practical Explorations of Human Strengths*. (2nd Ed.). New Delhi: Sage Publications India Pvt. Ltd.

Supplementary:

1. Kumar, S., & Yadav, S. B. (2011). *Positive Psychology*. New Delhi: Global Vision Publishing House.

Course Title: Experimental Psychology
Course Code: PSY-V.C-7 (Experimental)
Marks: 75
Credits: 3
Duration: 45 Hours

Syllabus

Unit I: Designing the Experiment **9 Hours**

- A. The experimental approach
- B. Independent, Control and Dependent Variables
- C. Types of experimental research
- D. A single independent variable
- E. Two independent variables
- F. Role of randomization and control in experiments

Unit II Selecting Experimental Components **12 Hours**

- A. Selecting subjects from subject populations
- B. Selecting stimuli from stimulus populations
- C. Selecting conditions from trials or trial blocks
- D. Selecting a Statistical Test: (Sani and Todman)
 - a) The Nature of the Research Question
 - b) Type of Experimental Design
 - c) Type of Measurement Used
 - d) Deciding Whether Your Data Are Parametric or Non-Parametric
 - e) The Nature of the Specific Hypothesis to be Tested
 - f) Deciding What Test to Use

Unit III: Pitfalls in Experimentation **12 Hours**

- A. Pitfalls in designing the experiment
- B. Pitfalls in running the experiment
- C. Pitfalls in data analysis
- D. Pitfalls in interpreting the results

Unit IV: Some Classic Experiments **12 Hours**

- A. Mental Chronometry:
 - a. Donders' Subtraction Method
 - b. Issues in Using Reaction Time as a Dependent Variable
- B. Psychophysics:
 - a. Detections and discrimination
 - b. Classical (High Threshold) Theory
 - c. Signal Detection Theory
- C. Reasoning:
 - a. Deductive Reasoning
 - b. Inductive Reasoning

References:

- a) Goodwin, J., & Goodwin, K. (2012). *Research In Psychology: Methods and Design*, (7th Ed.). US: Wiley-Blackwell.
- b) Sani, F., & Todman, J. (2005). *Experimental Design and Statistics for Psychology: A First Course*. US: Wiley-Blackwell.
- c) Snodgrass, J. G., Levy-Berger, G., Haydon, M. (1985). *Human Experimental Psychology*. USA: Oxford University Press.

Course Title: Cognitive Psychology
Course Code: PSY-V.E-9 (Non-experimental)
Marks: 100
Credits: 4
Duration: 60 Hours

Course Objectives:

1. To introduce students to a field of psychology that describes how we acquire, store, transform and use knowledge.
2. To help students explore mental processes.

Learning Outcomes:

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

1. How we acquire, store, transform and use knowledge.
2. The mental processes involved in perception, attention, memory and concept formation.

Course Duration:

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit I: A brief introduction to Cognitive psychology

04 Hours

- M. The cognitive revolution
- N. Paradigms of Cognitive Psychology
 - A. The information processing approach
 - B. The connectionist approach
 - C. The evolutionary approach
 - D. The ecological approach

Unit II: Perceiving objects and recognizing patterns

14 Hours

- A. Gestalt approaches to perception
- B. Bottom up processes
 - a. Template matching
 - b. Feature analysis
 - c. Prototype matching
- C. Top down processes
 - a. Perceptual learning
 - b. The word superiority effect
 - c. A connectionist model of word perception
 - d. A neuropsychological perspective on word perception
- D. Direct perception
- E. Disruptions of perception: visual agnosias

Unit III: Attention

14 Hours

- E. Selective attention
 - a. Filter theory
 - b. Attenuation theory
 - c. Late selection theory
 - d. Multimode theory
 - e. Attention, capacity and mental effort
 - f. Schema theory
- F. Neuropsychological studies of attention
 - a. Networks of visual attention
 - b. Event-related potentials and selective attention
- G. Automaticity and the effects of practice
 - a. The stroop task
 - b. Automatic versus attentional processing
 - c. Feature integration theory
 - d. Attentional capture
- H. Divided attention
 - a. Dual task performance
 - b. The attention hypothesis of automatization
 - c. The psychological refractory period
 - d. Divided attention outside the laboratory

Unit IV: Memory

14 Hours

- D. The semantic/episodic distinction
- E. Semantic memory models
 - a. The hierarchical semantic network model
 - b. The feature comparison model
 - c. Other network models
 - d. Connectionist models
- F. Schemata
 - a. script
- G. Implicit versus explicit memory
 - a. The process dissociation framework

Unit V: Concepts and categorization

14 Hours

- A. Theoretical descriptions of the nature of concepts
 - a. The classic view
 - b. The prototype view
 - c. The exemplar view

- d. The schemata view
- e. The knowledge based view
- B. Forming new concepts and classifying new instances
 - a. Concept attainment strategies
 - b. Acquiring prototypes
 - c. Implicit concept learning
 - d. Using and forming scripts
 - e. Psychological essentialism

References:

1. Galotti, K. M. (2004), *Cognitive Psychology in and out of the laboratory*, Delhi, Thomson Wadsworth (India edition) 3rd edition
2. Hunt, R. R. and Ellis H. C. (2004), *Fundamentals of Cognitive Psychology*, 7th edition, New Delhi, Tata McGraw Hill Publishing Company Ltd.
3. Matlin, M. M. (2005), *Cognition*, 6th edition USA, John Wiley & Sons, Inc.

Course Title: Statistics in Psychology

Course Code: PSY-V.E-10

Marks: 100

Credits: 04

Duration: 60 Hours

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus:

Unit I: Introduction to Statistics in Psychology **04 Hours**

- a) Meaning of Statistics
- b) Need and importance of Statistics in Education and Psychology
- c) Prerequisites for studying statistics
- d) Sample and population
- e) Probability

Unit II: The Normal Curve and Its Application **14 Hours**

- a) What is a Normal Curve?
- b) Characteristics and Properties of a Normal Curve
- c) Applications of the Normal Curve
- d) Illustration of the applications of the Normal Curve

Unit III: Measures of summarizing data **14 Hours**

- a) Mean, Median, Mode
- b) Calculations of Mean, Properties of Mean
- c) The Assumed Mean Method
- d) Standard Deviation

Unit IV: Hypothesis testing **14 Hours**

- a) A Hypothesis-Testing
- b) The Core logic of Hypothesis testing
- c) The Hypothesis- Testing process
- d) One-Tailed and Two-Tailed Hypothesis tests
- e) Decision errors
- f) Independent samples t test

Unit V: Correlation **14 Hours**

- a) The Meaning of Correlation
- b) The Product Moment Coefficient of Correlation
- c) The Rank Order Correlation of Coefficient
- d) Calculation of Product Moment and Rank Order Correlation of Coefficient

References:**Mandatory:**

- a) Aron. A, Aron.E.N, (2006) Coups E.J, *Statistics for Psychology*, Fourth Edition, Pearson's Education, New Delhi.
- b) Garrett E.H. (2008), *Statistics in Psychology and Education*. David McKay company, Inc. and Longman Group Ltd.
- c) Mangal, S.K. (2009) *Statistics in Psychology and Education*. 2nd edition, Asoke K.Ghosh, PHI Learning Private limited, New Delhi.

Supplementary:

- a) King B.M Minium E.W, (2008) *Statistical reasoning in the behavioral sciences*, 5th edition, Wiley and Sons.
- b) Mcnemar, Q. (1962), *Psychological Statistics*. 3rd ed, John Wiley and Sons, New York.
- c) Tate, M. W. (1943), *Statistics in Education*. Macmillan Co, New York.

Course Title: Environmental Psychology

Course Code: PSY-V.E-11

Marks: 100

Credits: 04

Duration: 60 Hours

Course objectives:

- a) To acquaint students with the basic concepts of Environmental Psychology
- b) To help students understand environmental influences on human behavior
- c) To encourage pro-environmental behaviour.

Learning Outcomes: At the end of the course students will:

- a) Be acquainted with the basic concepts of Environmental Psychology
- b) Understand the Environmental influences on human behavior
- c) Be able to take proactive measures to protect the environment.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit I. An introduction to Environmental Psychology

15 Hours

A) Environmental psychology

- Introduction to Environmental Psychology
 - History
 - Definitions
- Orientation
- Concepts
- Classification of Environment: Natural, Built and Types of Built Environment
- Human Environment Relationship
- Application and Future

Tewari & Mathur pages 01-23

Unit II. Theories of Environment Behaviour Relationship

15 Hours

- Arousal Theory
- Environmental Load or Overstimulation Approach
- The Adaptation Level Theory
- Ecological Theories
- The Environmental Stress Approach
- Behaviour constraint theory
- Attention Restoration Theory

Tewari & Mathur
pages 25-37

Unit III. Environmental Influences**15 Hours**

- Crowding
- Personal Space
- Territoriality

Tewari&Mathur
pages 93-111
& 133-153

Unit IV. Encouraging Pro-Environmental Behavior**15 Hours**

- Environment Psychology and Saving The Environment
- Environment and Health Behaviors

Tewari & Mathur
pages 154-162 & 191-204

References:

- a) Tewari, R. & Mathur, A. (2014). *Environmental Psychology*, Jaipur (Raj.) India Pointer Publishers,.
- b) Steg, L., Berg, A. & Groot, A. (2012). *Environmental Psychology: An Introduction*, Blackwell, The British Psychological Society.

Course Title: Psychology of Adulthood

Course Code: PSY-V.E-12

Marks: 100

Credits: 04

Duration: 60 Hours

Course objectives:

1. To acquaint students with an understanding of physical and cognitive development in adulthood – young and middle age
2. To acquaint students with an understanding of psychosocial development in adulthood – young and middle age

Learning Outcomes: At the end of the course students will:

1. Understand physical and cognitive development in adulthood – young and middle age
2. Understand psychosocial development in adulthood – young and middle age

Syllabus

Unit I. Physical and cognitive development in young adulthood 15 Hours

- a. Physical development
 - a. Health and physical condition
 - b. Sexual and reproductive issues
- b. Cognitive development
 - a. Perspective on adult cognition
 - b. Moral development

Unit II. Psychosocial development in young adulthood 15 Hours

- a. Personality development: four views
- b. Foundations of intimate relationships
- c. Nonmarital and marital lifestyles
- d. Parenthood
- e. When marriage ends

Unit III. Physical and cognitive development in middle adulthood 15 Hours

- a. Physical development
 - a. Physical changes
 - b. Health
- b. Cognitive development
 - a. Measuring cognitive abilities in middle age
 - b. Distinctiveness of adult cognition

- c. Work and education

Unit IV. Psychosocial development in middle adulthood

15 Hours

- a. Looking at the life course in middle age
- b. Change at midlife: classic theoretical approaches
- c. The self at midlife: issues and themes
- d. Changes in relationships at midlife
- e. Consensual relationships
- f. Relationships with maturing children
- g. Other kinship ties

References:

Papalia et al. (2004). *Human Development* (9th ed.). United States: Tata McGraw Hill.

Course Title: Psychological testing (Practical component)

Course Code: PSY-VI. C-8

Marks: 25

Credits: 01

No. of Practical: 8

Duration: 15 sessions of 2hours each Practical session: one session per week

Syllabus:

A) Test construction: Examining procedures mentioned in test manuals.

B) Constructing a consent form and socio demographic form

C) Psychological tests: (any six)

a) Ability testing

b) Aptitude tests

c) Projective techniques

d) Performance tests

e) Attitude test

f) Adjustment inventory

g) Social maturity scale

h) Malines intelligence test

References:

a) Anastasi. A. *Psychological testing*, 7th ed. By Pearson Education, Inc., Publishing as Prentice Hall.

b) Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications* (6th Ed.). Boston: Allyn & Bacon.

c) Cohen, R. J. & Swerdlik, M. E, *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (seventh Edition). New York: McGraw-Hill.

Course Title: Gerontology

Course Code: PSY-VI.E-13 (Non-experimental)

Marks: 100

Credits: 4

Course Objectives:

1. To raise students' awareness about the later stages of human life cycle.
2. To sensitize students toward issues of old age.

Learning Outcomes: At the end of this course, students will be able to understand:

- h) Ageing from a theoretical point of view.
- i) Various factors affecting the process of ageing.
- j) The future perspective of healthy ageing.

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit I. Imagining old age: cultural interpretation

08 Hours

- a. Social and cultural variables affecting the process of ageing
- b. Time as a relative concept
- c. Ageing across cultures
- d. Changing demography of India

Paltasingh
& Tyagi
206-222

Unit II. Theories and concepts of gerontology

12 Hours

- a) Biological theories
- b) Psychological theories
- c) Sociological theories and social gerontology
- d) Disengagement theory
- e) Activity theory
- f) Continuity theory
- g) Exchange theory
- h) Modernization theory
- i) Social theories: a critical analysis
- j) Recent development in social gerontology

Paltasingh
& Tyagi
19-33

Unit III. Issues in old age

12 Hours

- a) Physical and mental health
- b) Cognitive development
- c) Living arrangements
- d) Death and loss

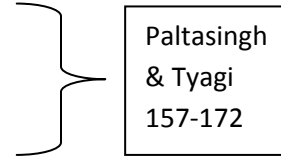
Papalia
624-640;
662-688-

- i. Confronting one's own death
- ii. Patterns of grieving

Unit IV. Prospective approach to healthy ageing

08 Hours

- a) Epidemiological transition and implications
- b) Health care and ageing
- c) The future perspective of healthy ageing



References:

Mandatory References:

Paltasingh, T. and Tyagi, R. (Eds.) (2015) *Caring for the elderly*, New Delhi, Sage Publications.
Papalia et al.(2004). *Human Development* (9th ed.). United States: Tata McGraw Hill.

Additional references:

Sharma, K.L. (Ed) (2007). *Studies in gerontology*, Jaipur, Rawat Publications.

Course Title: Organizational Behavior

Course Code: PSY-VI.E-14

Marks: 100

Credits: 04

Course Objectives:

1. To help students understand the basic concepts of organizational behavior.
2. To acquaint students with the different theories of motivation and leadership and their applications.
3. To help students understand the causes of conflicts at workplace and how to resolve them.

Learning outcomes:

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

1. The basic concepts of organizational behavior
2. The application of the various theories of motivation and leadership.
3. The nature of workplace conflicts and ways to resolve them.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus:

Unit I: Organizational Behavior and Opportunity

- a) Human Behaviour in organizations
- b) The organizational Context
- c) Change Creates Opportunities
- d) Learning about Organizational Behavior
- e) Managerial Implications: Foundations for the Future

Number of Hours: 15

Quick 4-30

Unit II: Motivation at Work

- a) Motivation at Work and Behavior
- b) Maslow's Need Hierarchy
- c) Theory X & Theory Y
- d) ERG Theory
- e) McClelland's Need Theory
- f) Herzberg's Two Factor Theory
- g) Two New Ideas in Motivation
- h) Social Exchange and Equity Theory
- i) Expectancy Theory of Motivation
- j) Managerial Implications: Many Ways to Motivate People

Number of Hours: 15

Quick 172-195

Unit III: Leadership and Followership

- a) Leadership and Management

Number of Hours: 15

- b) Early Trait Theories
- c) Behavioral Theories
- d) The leadership Grid: a Contemporary Extension
- e) Contingency Theories
- f) The Emergence of Inspirational Leadership Theories
- g) Emerging Issues in Leadership
- h) Cultural Differences in Leadership
- i) Followership
- j) Guidelines for Leadership

Quick 432-459

Unit IV: Conflict and Negotiation

Number of Hours: 15

- a) The Nature of Conflicts in Organizations
- b) Causes of Conflicts in Organization
- c) Globalization and conflict
- d) Forms of Conflict in Organizations
- e) Intrapersonal & Interpersonal Conflicts
- f) Conflict Management Strategies and Techniques
- g) Conflict Management Styles
- h) Managerial Implications: Creating a Conflict-Positive organization

Quick 474-503

References:

Mandatory:

1. James Campbell Quick, Debra L. Nelson & Preetam Khandelwal (2013), *Organizational Behaviour A South-Asian Perspective*, (7th Edition), Cengage Learning India Pvt. Ltd.; Delhi.

Supplementary:

1. John W. Newstrom (2010), *Organizational Behaviour Human Behavior at Work* (12th edition), Tata McGraw Hill Private Limited; New Delhi.
2. L.M Prasad (2011), *Organizational Behavior* (5th edition), Sultan Chand & Sons; New Delhi.
3. Stephen P. Robbins, Timothy A. Judge & Neharika Vohra (2013), *Organizational Behavior* (15th edition), Dorling Kindersley (India) Pvt. Ltd, Licensees of Pearson Education, South Asia.

Course Title: Neuropsychology

Course Code: PSY-VLE-15

Marks: 100

Credits: 04

Course objective:

1. To acquaint students with the detailed knowledge of neural conduction and transmission.
2. To provide an understanding of the neural process involved in sleep and dreams
3. To provide an understanding of lateralization of the brain.

Learning outcomes: At the end of the course students will:

1. Understand various research methods used to study structure and functions of the brain
2. Understand the process of neural conduction and transmission.
3. Become aware of processes involved in sleep and dreaming.
4. Understand differences in the right and left hemisphere of the brain.

Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit 1: The Research Methods of Biopsychology 15 Hours

1. Methods of visualizing and stimulating the living human brain.
2. Recording human psychophysiological activity
3. Invasive physiological research methods
4. Pharmacological research methods
5. Genetic engineering

Unit 2: Neural Conduction and Synaptic Transmission 15 Hours

1. The neurons resting membrane potential
2. Generation and conduction of postsynaptic potentials
3. Integration of postsynaptic potentials and generation of action potential
4. Conduction of action potential
5. Synaptic transmission: chemical transmission of signals from one neuron to another

Unit 3: Sleep, Dreaming and Circadian Rhythms 15 Hours

1. The physiological and behavioral events of sleep
2. REM sleep and dreaming

3. Why do we sleep? And why do we sleep when we do?
4. Comparative analysis of sleep
5. Circadian sleep cycles

Unit 4: Lateralization, Language, and the Split Brain

15 Hours

1. Cerebral lateralization of function: introduction
2. The split brain
3. Differences between the left and the right hemispheres
4. The cognitive neuroscience approach and dyslexia

References:

1. John P. J. Pinel (2007), Biopsychology, sixth edition, Dorling Kindersly (India) PVT. Ltd.
2. Fienberg, T. and Farah, M. (1996) Behavioural Neurology and Neuropsychology, New Delhi, Tata McGraw Hill Publication.

Course Title: Cross-cultural Psychology

Course Code: PSY-VI. E-16

Marks: 100

Credits: 04

Duration: 60 Hours

Course objective: This course provides an introduction to cross-cultural psychology. Cross-cultural psychology offers an opportunity to develop an appreciation of the interplay of individual, ethnic, and cultural contributions to personal and group growth and well-being and their role in psychotherapy and cross-cultural interactions.

Learning outcome: At the end of the course students will be able to:

1. Understand the content areas which will be assessed through your ability to communicate effectively during discussions.
2. Find similarities and Differences in behavior across cultures
3. Apply research findings across cultures

Syllabus

Unit 1: Introduction to cross-cultural psychology 15Hours

1. What is cross-cultural psychology?
2. Goals of cross-cultural psychology
3. Relationships with other disciplines
4. Ethnocentrism in psychology
5. A general framework for cross-cultural psychology

Unit 2: Cultural transmission and individual development 15Hours

1. Cultural and biological transmission
2. Early development and caretaking
3. Enculturation and socialization
4. Adolescence
5. Moral development
6. Conceptualizations of development
 - Is childhood a cultural notion?
 - Culture as context for development
7. Individualism and collectivism
8. Gender behavior and gender stereotype.

Unit 3: Personality, emotions and language 15Hours

1. Traits across cultures
2. Self in social context
3. Conceptions of the person
4. Understanding others
5. Universality of emotions
6. Emotions as cultural state
7. Language development
8. Bilingualism

Unit 4: Health behavior

15Hours

1. Culture and health
2. Psychopathologies across cultures
3. Positive mental health
4. Cultural factors in psychotherapy
5. Cultural factors in health behavior
6. Ecology, population, and health

References:

Mandatory:

1. Berry, J.W., Poortinga, Y. H., Segall, M.H., and Dasen, P.R, *Cross- Cultural Psychology Research and Applications*, 2nd ed , published in the united states of America by Cambridge University Press, New York.
2. Kenneth D. Keith, *Cross- Cultural Psychology contemporary themes and perspectives*, SPi publisher services, Pondicherry, India.

Supplementary:

3. Berry, J. W., Dalal, A., &Pande, N. (1994). *Disability attitudes, beliefs and behaviors: Across-cultural study*. Kingston: International Centre for Community-Based Rehabilitation.
4. Berry, J.W., Poortinga, Y. H., Pandey, J., Dasen, P. R., Saraswathi, T. S. Segall, M.H., Kagitcibasi, C. (1997) *Handbook of cross cultural psychology*

Interdisciplinary courses

Course Title: Business Psychology

Course Code: PSY-INT-1

Marks: 100

Credits: 4

Duration: 60 Hours

Course objectives:

- a) To acquaint students with the basic concepts of Business Psychology

Learning Outcomes:

At the end of the course students will:

- a) Be acquainted with the basic concepts of Business Psychology

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit I: Introduction to Business psychology

15 Hours

- A. What is psychology? Major subfields of psychology.
- B. What is Business Psychology (IO)? Historical perspectives
- C. Memory: concepts and application
 - a. Stage level theory
 - b. Forgetting
 - c. Improving memory
- D. Learning: concepts and application
 - d. Conditioning Theories
 - e. Cognitive theory
- E. Ethics: Work and business

Unit II: The individual at the workplace

15 Hours

- A. Attitude formation
- B. Motivation
 - a. Need theories of motivation
 - b. culture and motivation
 - c. problems with motivation

- C. Job design: job specialization, job enlargement, job enrichment, further perspectives
- D. Communication: processes, barriers, problems, improving communication
- E. Decision making: decision cycle, negotiation
- F. Job satisfaction: emotions, causes of job satisfaction, measuring job satisfaction, organizational commitment

Unit III: Working in Groups

15 Hours

- A. Groups
 - a. Types of group
 - b. characteristics of a group
 - c. reasons for joining a group
- B. Teambuilding
 - a. Types of teams
 - b. Problems with teambuilding
 - c. Team management wheel
- C. Leadership
 - a. Leadership versus management
 - b. Contemporary trends
- D. Power and Conflict
 - a. Power tactics
 - b. Politics: causes of political behavior
 - c. Conflict: Types, sources and management

Unit IV: The organization

15 Hours

- N. Organizational culture
 - a) Types of cultures
 - b) Benefits of cultures
- O. Human resource practices
 - a) Personnel selection: job analysis, selection methods
 - b) Performance appraisal: goals, techniques, problems
 - c) Training process: needs assessment, training methods
- P. Health and work : Stress
 - a) Physiological reactions, burnout, PTSD
 - b) Stressors: within organization, within individual
 - c) Stress management techniques: cognitive strategies, social support

References:

- a) Lahey, B.B. (1998). *Psychology: An Introduction* (6th Ed.). USA: Tata Mc Graw Hill Publishing Company Limited.
- b) McKenna, E. (2002). *Business Psychology and Organisational Behaviour: A Student's Handbook* (3rd Edition). USA: Psychology Press.

- c) Smith, E.S., Nolen-Hoeksema, S., Fredrickson, B., Loftus, G.R. (2006). *Atkinson & Hilgards's Introduction to Psychology* (14th Ed.- 4th Reprint). Bangalore: Thomson Business Information India Pvt. Ltd.

Course Title: Sports Psychology

Course Code: PSY-INT-2

Marks: 100

Credits: 4

Duration: 60 Hours

Course Objectives:

- c) To study the relation between sports and psychological characteristics.
- d) To acquire skills and knowledge about Sports Psychology and its application.

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

- a) Understand psychological issues related to sports.
- b) Apply the theoretical knowledge to respond to challenges encountered in sports and physical activity.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit I. Introduction to Sports psychology

12 Hours

- F. What is sport psychology?
- G. A brief history of sport psychology
- H. Who is a sport psychologist?
- I. Development of sport psychology
- J. Fundamental types of research in sports psychology

Unit II. Attitude to sports

12 Hours

- Q. The nature of attitudes
- R. Measuring attitudes
- S. The formation of attitudes to sport
- T. Attitudes to sport and sporting behaviour
- U. Changing people's attitudes to sport

Unit III. Aggression in sports

12 Hours

- H. Defining aggression
- I. Theories of aggression
- J. Situational factors affecting aggression in sport
- K. Does sports increase or reduce aggression?
- L. The reduction of aggression
- M. Player related variables
- N. Implications for sports

Unit IV. Motivation and sports

12 Hours

- G. Intrinsic and extrinsic motivation
- H. Humanistic perspectives on motivation
- I. Achievement-motivation
- J. Cognitive approaches to motivation
- K. Contemporary research on motives for sports participation
- L. Motivation and sport performance

Unit V. Coaching psychology

12 Hours

- I. Planning with the athletes
- J. Planning by the coach
- K. Making the plans work
- L. Group structure and process
- M. Contracting between coaches and athletes and athlete-to-athlete
 - c) Developing ground rules for assistance
 - d) Developing ground rules for assisting one another
- N. Conflict resolution
- O. Goal setting, planning, and evaluation
- P. Commitment and goals

References:

Mandatory:

- d) Jarvis, M. (1999). *Sport psychology*. Routledge modular psychology series, USA and Canada.
- e) Singh, Y. (2005), *Sports Psychology*, Sports publication, Delhi.

Supplementary:

- a) Burton, D., & Raedeke, T. (2008). *Coaching philosophy*. Sport psychology for coaches. Champaign, IL: Human Kinetics.
- f) Burton, D., & Raedeke, T. (2008). *Introduction to mental skills training*. Sport psychology for coaches. Champaign, IL: Human Kinetics.

Course Title: Environmental Psychology

Course Code: PSY-INT-3

Marks: 100

Credits: 04

Duration: 60 Hours

Course objectives:

- a) To acquaint students with the basic concepts of Environmental Psychology
- b) To help students understand environmental influences on human behavior
- c) To encourage pro-environmental behaviour.

Learning Outcomes: At the end of the course students will:

- a) Be acquainted with the basic concepts of Environmental Psychology
- b) Understand the Environmental influences on human behavior
- c) Be able to take proactive measures to protect the environment.

Course Duration: Each paper in Non-Experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Syllabus

Unit I. An introduction to Environmental Psychology

15 Hours

A) Environmental psychology

- Introduction to Environmental Psychology
 - History
 - Definitions
- Orientation
- Concepts
- Classification of Environment: Natural, Built and Types of Built Environment
- Human Environment Relationship
- Application and Future

Tewari & Mathur pages 01-23

Unit II. Theories of Environment Behaviour Relationship

15 Hours

- Arousal Theory
- Environmental Load or Overstimulation Approach
- The Adaptation Level Theory
- Ecological Theories
- The Environmental Stress Approach
- Behaviour constraint theory
- Attention Restoration Theory

Tewari & Mathur
pages 25-37

Unit III. Environmental Influences**15 Hours**

- Crowding
- Personal Space
- Territoriality

Tewari&Mathur
pages 93-111
& 133-153

Unit IV. Encouraging Pro-Environmental Behavior**15 Hours**

- Environment Psychology and Saving The Environment
- Environment and Health Behaviors

Tewari & Mathur
pages 154-162 & 191-204

References:

- a) Tewari, R. & Mathur, A. (2014). *Environmental Psychology*, Jaipur (Raj.) India Pointer Publishers,.
- b) Steg, L., Berg, A. & Groot, A. (2012). *Environmental Psychology: An Introduction*, Blackwell, The British Psychological Society.