

(For the students of B.Sc. Forensic Science Courses)

(Admitted from 2026-2027 onwards)

First Year

Semester: II

SOCIAL PSYCHOLOGY

Code:

(Theory)

Credit: 4

COURSE OBJECTIVES:

- To know the meaning, scope & Latest trends in Social Psychology
- To understand the role of Social Cognition
- To know the Interpersonal Attraction, Close Relationships and Helping
- To identify the nature of Attitudes and Prejudice
- To Social Influence and Groups

UNIT – I:

Introduction Definition & Meaning of Social Psychology – Scope -History of Social Psychology - Current Trends in Social Psychology

Attribution Definition of Attribution - Theories- Basic sources of Errors - Impression Formation & Impression Management

UNIT – II:

Social Cognition Definition & Meaning of Social Cognition - Person perception, Schemas, Heuristics, Attribution, Impression Formation and Management

Attitudes -Definition & Meaning of Attitude - Forming Attitude - Social learning - Direct Experiences and Genetic factors - Attitude influence on Behavior

UNIT – III:

Interpersonal Attraction Definition& Meaning of Interpersonal Attraction - Situational Influences on Attraction – Affiliation

Close relationships Definition & Meaning of Close Relationships - Building relationships – Love - Varieties of Relationships - Ending Relationships

UNIT - IV:

Prejudice Definition and Meaning of Prejudice - Origins of Prejudice - Direct Intergroup Conflict - Early Experience - Social Categorization - Cognitive Factor

Discrimination Definition and Meaning of Discrimination - Discrimination against Female - Role Expectations - Role Self confidence - Negative reaction to Female leaders

UNIT – V:

Conformity Definition and Meaning of Conformity - Factors Affecting Conformity - Cohesiveness - Group Size - Social Norms - The Bases of Conformity - Normative and Informational Conformity

Groups- Definition and Meaning of Group - Nature and Functions of Groups - Behavior in Groups - Decision making in Groups

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Attitude towards marriage, concept of love then and now, peer influence, political psychology

REFERENCES:

1. Baron, R.A. & Byrne, D. (2006). Social Psychology. New Delhi: Prentice Hall of India.
2. Feldman, R.S. (1998). Social Psychology (2ndEd). NJ: Prentice Hall, Inc.,.
3. Kuppaswamy, B. (1980). An introduction to Social Psychology. New Delhi, Media Promoters & Publishers Pvt., Ltd.
4. Myers, D.G. (2006). Social Psychology. New Delhi: Tata McGraw Hill Publishing.

COURSE OUTCOMES:

- Learn impression management understanding the trends in social psychology
- Develop ability to enrich inter-personal relationship
- To be able to form attitude towards social learning
- To be able to resolve prejudice and discrimination among the people
- Be decisive understanding the significance of conformity.

STRESS MANAGEMENT**Code:****(Theory)****Credit: 4****COURSE OBJECTIVES:**

- To understand the nature and consequences of stress
- To understand the behaviour aspects of stress
- To recognise the stressors, Adaptive and Maladaptive behaviour
- To learn stress management strategies

UNIT – I Introduction to Stress:

Nature, meaning and types of stress- Factors influencing stress - Difference between eustress and distress- Meaning of stressors- Physiological and psychological stress

UNIT – II Causes of Stress:

Frustration and conflict- Stress in colleges- Cognitive load- Personality, Interest, Attitude - Causes of stress and its remedial measures- Symptoms of stress- Stereotype thinking.

UNIT – III Behavioural aspects of Stress:

Adaptive, Deviant and Maladaptive Behaviour- Excessive sleeping, withdrawing from gatherings, preferring isolation Stressful Thinking - Problem Solving- Assertive Vs Aggressive behaviour.

UNIT – IV Stress Vs Performance:

Relationship between stress and performance - Emotional regulation – Rational thinking -Conflict resolution- Stress and Health

UNIT – V Stress Management:

Strategies of Stress Management: Challenging the stress- Self Talk (Introspection) - Coping mechanism – Frustration and Adjustment-4 A's in stress management: avoid, alter, adapt, or accept

REFERENCES:

1. Baron. L & Feist. J (2000) Health Psychology 4th edition, USA Brooks/Cole
2. Hariharan, M. and Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage. Martin, G. L. and Osborne, G. J. (1989). Psychology, Adjustment and Everyday Living. New Jersey: Prentice Hall.
3. Roy, S (2012) Managing stress, Sterling Publication

EDUCATIONAL PSYCHOLOGY

Code:

(Theory)

Credit: 4

COURSE OBJECTIVES:

- To connect psychology in the field of Education in terms of Behaviouristic, Cognitive, Constructivist & Humanistic Perspectives
- To understand the principles of Pedagogy to integrate them in education
- To develop skills to have transfer of learning
- To understand the different types of learners
- To learn the characteristics of an effective teacher for effective classroom management

UNIT - I:

Introduction to Educational Psychology: Nature, scope, concepts and principles of educational psychology- Relationship with education and psychology- Perspectives: Behaviouristic, Cognitive, Constructivist & Humanistic Perspectives.

UNIT - II:

Principles of Pedagogy: Motivation -exposition- direction of activity- criticism-inviting imitation- Pedagogical knowledge- pedagogical content knowledge

UNIT – III:

Learning process: Learner & learning process-Goals of teaching- Objectives of learning-Growth and Maturity- Readiness for Learning- Transfer of learning-Factors affect learning

UNIT – IV:

Types of Learners: Visual Learners – Aural Learners- Tactile Learners - Verbal Learners - Logical Learners -Social Learners- Solo Learners- Natural/ Nature Learners.

UNIT –V:

Teachers and Classroom Management: Characteristics of Effective Teachers- attitude- Emotional Intelligence- Mental health of teachers- Adjustment mechanism -Issues in Classroom Management

REFERENCES:

1. Jennifer L. Martin and Sarah E. Torok-Gerard (2019). *Educational Psychology: History, Practice, Research, and the Future (Essentials of Psychology and Health)*. Praeger Publishers Inc.
2. Anita Woolfolk (2020). *Educational Psychology*, Global Edition. Pearson Publication.
3. Garner Samantha (2018). *Mental Health in Education*, Taylors and Francis.
4. Jeanne Ormrod and Brett Jones (2018). *Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching* (5th Ed.), Pearson Publication.
5. Mangal S. K (2012). *Essentials of Education Psychology* (6th Ed.), Prentice Hall of India.
6. Joel Mark Witt and Antonia Dodge (2018). *Personality Hacker: Harness the Power of Your Personality Type to Transform Your Work, Relationships, and Life*, Ulysses Press.
7. Mishra, B.K. (2008). *Psychology study of human behaviour*, Prentice Hall of India.
8. Muralidhar Dash & Neena Dash (2006). *Fundamentals of Educational Psychology*, Atlantic Publication.
9. Nancy McWilliam (2011). *Psychoanalytic Diagnosis* (2nd Edition), Guilford Publication. New York.
10. [Robert E. Slavin](#) (2018). *Educational Psychology: Theory and Practice*, (12th Ed.), Pearson.
11. Daphne Hopkins (2018). *Educational and Developmental Psychology: A Strategic Approach*, Clanrye International Publication.
12. Ciccarelli Sandra K., White J. Noland and Misra Girishwar (2017). *Psychology* (5th edition). Pearson Publication.
