

**SYLLABUS FOR B.A. (HONS.) PSYCHOLOGY
CHOICE BASED CREDIT SYSTEM (CBCS)**

THREE-YEAR FULL-TIME PROGRAMME (2021)

With effect of academic session 2021 onwards



**DEPARTMENT OF PSYCHOLOGY
DOON UNIVERSITY
DEHRADUN, UTTARAKHAND-248001**

B. A. (HONS.) PSYCHOLOGY

The Department of Psychology, Doon University is newly established (2018) learning center for higher education, committed to lay the foundation for the overall humanistic and professional growth and development of students. The aim of this department is harness the theoretical and experimental aspect of Psychology into practical application that leads them to do innovation, make creative contribution for the betterment of Society and Nation building which is free from biases and evils.

This is a three years (six semesters) study program of 140 credits in total. The course includes theoretical and experimental aspects of Psychology. **This course will be effective from the commencing academic session 2021-22. In this course, there are 40 seats available.** Learning methodologies includes converting theoretical knowledge into practical application, Internship, Quiz, Project assignments and fieldwork, which improves the Comprehensive development of the students. The department is devoted to provide training to the students to work on advance theories and to create knowledge that will help them to deal with real world issues.

The course has been designed to develop the students for practical application of the following subject areas/fields e.g. Basic Psychological Processes, Cognitive Psychology, Biopsychology, Social Psychology, Developmental Psychology, Positive Psychology, Clinical Psychology, Organizational Developmental, Industrial Psychology, Research Methodology and Statistics. This program will help the Students for the holistic development and prepares them to aspire for higher education and to develop a bright career and make them to achieve higher-level leadership positions in the real life.

The program creates a strong research orientation and theoretical foundation in relation with advance discipline of Psychology. It enable students to take a creative, empirical and ethical approach, which can be applied, to research and development in the various fields of Psychology. This course provides an opportunity to extend the knowledge to promote overall development and growth of an individual, group and society.

Definitions of Key Words:

1. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
2. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
3. **Course:** Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

4. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
5. **Credit Point:** It is the product of grade point and number of credits for a course.
6. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
7. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
8. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
9. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters A+, A, B+, B, C, D, E and F.
10. **Program:** An educational program leading to award of a Degree.
11. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
12. **Semester:** Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.
13. **Transcript or Grade Card or Certificate:** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

Types of Courses: Courses in a program may be of three kinds: Core, Ability Enhancement Compulsory Course (AECC), Ability Enhancement Elective Course (AEEC), Elective Discipline Specific (DSE), and Elective Generic (GE)

1. Core Course:-There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

2. Elective Course:-Elective course is a course which can be chosen from a pool of papers. It may be:

Supportive to the discipline of study

Providing an expanded scope

Enabling an exposure to some other discipline/domain

Nurturing student's proficiency/skill.

An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. An elective may be "Discipline centric" or may be chosen from an unrelated discipline. It may be called an "Open Elective."

Pedagogy for teaching the B.A. (Hons) Course in Psychology

The teaching-learning of the programme would be organized through lectures, tutorials, experiential exercises, projects, presentations, workshops, seminars and hands on training. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Practicum is incorporated as an important component in most of the papers with hands on training in the use of various research methods such as laboratory experiments, field experiments, observation, testing, survey, interview and case study. Use of ICT and mass media and web based sources (like documentaries, videos, films etc.) is highly recommended to make the teaching-learning process interactive, interesting and fruitful.

Eligibility:

A 10+2 student from any discipline having 50% of marks is eligible for admission to the course. The admission to BA Psychology (Honours) program will be done through entrance exam or as per University guideline.

Class Attendance:

The minimum class attendance required for appearing in the Semester examination shall be 75% of the total classes held in the course. The Vice Chancellor may condone the shortage of attendance to the extent of 5% on the recommendation of advisor and the Dean concerned under conditions prescribed by the Academic Council for the purpose.

Student failing short of attendance in a Course shall fail in the course irrespective of the marks obtained at the end of the Semester. Conduct of Semester Examination:

The student s shall be continuously evaluated in the courses through the following examinations:

- (a) MID-TERM EXAMINATION with the weightage of 30 marks (Theory).
- (b) SEMESTER FINAL EXAMINATION with a final weightage of 50 marks (Theory) and 20 marks for internal assessment. Practical marks of 100 will be distributed as (40 marks written+ 10 marks Record Book+ 30 marks viva voce+ 20 marks internal assessment)
- (c) Internal assessment of 20 marks will be distributed by the course teachers based on class performances, class assignments, class tests, presentations.
- (d) The evaluation of Dissertation will be done by external examiner out of 80 marks + 20 marks by internal assessment.
- (e) Students missing the MID-TERM EXAMINATION of any course for reasons like serious illness (to be certified by an authorized Medical Practitioner), demise of a parent, one's own marriage, or any other reason considered valid by Academic Council may be allowed a Make-up Examination by the Vice Chancellor to be taken during the last week of the Semester just before the commencement of FINAL

SEMESTER EXAMINATION. Such an examination shall cover the course of the subject(s) completed upto Final Semester Examination.

ASSESSMENT/EVALUATION OF ACADEMIC PERFORMANCE A students performance is measured by the number of Credits that he/she satisfactorily. A minimum number of Credits and Grade Points completed are required to be obtained for the student to continue in the programme. The performance of students will be assessed at the end of each Semester and Semester Grade Points(SGPA) awarded. After completing both the Semesters the Cumulative Grade Point Average(CGPA) will be calculated. The details for evaluation and minimum credit requirement of graduation's Programmes are given below.

Evaluation and Grade Point Requirements for graduation Program

(i) The grading of student performance shall be done on a 10 point grading scale.

(ii) The instructor(s) shall examine evaluate the performance of the students in each course in a manner as prescribed by awarding the marks.

The total marks obtained in a course at the end of semester out of 100 shall be converted into grades.

Academic Performance	Grade	Points	Marks obtained
Outstanding	A+	10	90-100
Excellent	A	9	80- less than 90
Very Good	B+	8	70 – less than 80
Good	B	7	60- less than 70
Fair	C	6	50- less than 60
Pass	D	5	40- less than 50
Poor	E	3	30- less than 40
Fail	F	1	Less than 30 or attendance below 75

STUDY AND EVALUATION SCHEME B.A. (HONS.) PSYCHOLOGY

COURSE STRUCTURE

Semester	Core Course	Ability Enhancement Compulsory Course (AECC)	Ability Enhancemet Elective Course (Aecc) (2) (Skill Based)	Elective: Discipline Specific (DSE)	Elective: Generic (GE)	Total
I	2	1	0	0	1	4
II	2	1	0	0	1	4
III	3	0	1	0	1	5
IV	3	0	1	0	1	5
V	2	0	0	2	0	4
VI	2	0	0	2	0	4
TOTAL	14	2	2	4	4	26

**PROPOSED SCHEME FOR CHOICE BASED CREDIT
SYSTEM IN B.A. (HONS.) IN PSYCHOLOGY**

SEMESTER	CORE COURSE (14)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (2) (SKILL BASED)	ELECTIVE DISCIPLINE SPECIFIC DSE (4)	ELECTIVE GENERIC (GE) (4)
I	C-PSY-111 (Core) Basic Psychological Processes (Theory+ Practical)	Environmental Science			GE-1
	C-PSY-112 (Core) Statistical Methods for Psychological Research-I (Theory+ Tutorial)				
II	C-PSY-221 (Core) Biopsychology (Theory+ Tutorial)	English Communication			GE-2
	C-PSY-222 (Core) Psychology of Individual Differences (Theory+ Practical)				
III	C-PSY-331 (Core) Development of Psychological Thought (Theory+ Tutorial)		AEEC-1		GE-3
	C-PSY-332 (Core) Psychological Research (Theory+ Practical)				
	C-PSY-333 (Core) Social Psychology (Theory+ Tutorial)				
IV	C-PSY-441 (Core) Understanding Psychological Disorders (Theory+ Tutorial)		AEEC-2		GE-4
	C-PSY-442 (Core) Statistical Methods for Psychological Research-II (Theory+ Tutorial)				
	C-PSY-443 (Core) Organizational Behavior (Theory+ Practical)				
V	C-PSY-551(Core) Understanding and Dealing With Psychological Disorders (Theory+ Practical)			DSE-1	

	C-PSY-552 (Core) Developmental Psychology (Theory+ Practical)			DSE-2
VI	C-PSY-661 (Core) (Theory+ Practical) Project/Dissertation			DSE-3
	C-PSY-662 (Core) Counseling Psychology (Theory+ Practical)			DSE-4

Semester wise course title, code, distribution of credit hours and maximum marks

Semester	Course title and code	Credits			Marks
		L	T	Total	
I	C-PSY-111 Psychological processes	5	0	5	100
I	C-PSY-112 Statistical methods for Psychological research -1	4	1	5	100
I	P-PSY-113 Practical	0	0	4	100
I	CC-PSY-114 Environmental science	2	0	2	100
I	GE-PSY-115 Generic Elective(Other than psychology) - (A , B , C , D , E , F) Any 1	3	1	4	100
	Total			20	
II	C-PSY-221 Biopsychology	5	0	5	100
II	C-PSY-222 Psychology of individual differences	5	0	5	100
II	P-PSY-223 Practical	0	0	4	100
II	CC-PSY-224 English communication	2		2	100
II	GE-PSY-115 Generic Elective (A , B , C , D , E , F) Any 1	3	1	4	100
	Total			20	
III	C-PSY-331 Development of Psychology	5	0	5	100
III	C-PSY-332 Psychological Research	5	0	5	100
III	C-PSY-333 Social Psychology	5	0	5	100
III	P-PSY-334 Practical	0	0	4	100
III	AE-PSY-335 Ability Enhancement Elective course (AE-PSY-336, AE-PSY-337, AE-PSY-338) Any 1	3	1	4	100
III	GE-PSY-115 Generic Elective (A , B , C , D , E , F , G) Any 1	3	1	4	100
	Total			27	
IV	C-PSY-441 Understanding Psychological disorders	5	0	5	100
IV	C-PSY-442 Statistical methods for Psychological research-2	5	0	5	100
IV	C-PSY-443 Organizational Behavior	5	0	5	100

IV	P-PSY-444 Practical	0	0	4	100
IV	AE-PSY-445 Ability Enhancement Elective course (AE-PSY-446,AE-PSY-447,AE-PSY-448) Any 1	3	1	4	100
IV	GE-PSY-115 Generic Elective (A , B , C , D , E , F , G) Any 1	3	1	4	100
Total				27	
V	C-PSY-551 Understanding & Dealing with Psychological disorders	5	0	5	100
V	C-PSY-552 Developmental Psychology	5	0	5	100
V	P-PSY-553 Practical	5	0	5	100
V	DS-PSY-554 Elective Discipline Specific (DS-PSY-555,DS-PSY-556,DS-PSY-557,) - Any 2	4	1	5	100
		4	1	5	100
Total				25	
VI	C-PSY-661 Project/Desertation	0	0	6	100
VI	C-PSY-662 Counseling Psychology	5	0	5	100
VI	DS-PSY-663 Elective Discipline Specific (DS-PSY-664,DS-PSY-665,DS-PSY-666,DS-PSY-667)- Any 2	4	1	5	100
		4	1	5	100
Total				21	
Grant total of credits				140	3100

ELECTIVE: DISCIPLINE SPECIFIC DSE (ANY 4) (2 IN SEMESTER- V AND 2 IN SEMESTER- VI):

DS-PSY-554: Positive Psychology (Theory+ Practical)
DS-PSY-555: Human Resource Management (Theory+ Practical)
DS-PSY-556: Health Psychology (Theory+ Practical)
DS-PSY-557: Community Psychology (Theory+ Practical)
DS-PSY-663: Cultural and Indigenous Psychology (Theory+ Practical)
DS-PSY-664: Applied Social Psychology (Theory+ Practical)
DS-PSY-665: Psychological Perspective in Education (Theory+ Practical)
DS-PSY-666: Psychology of Disability (Theory+ Practical)
DS-PSY-667: Psychology of Peace (Theory+ Practical)

ELECTIVE: GENERIC (GE) (ANY 4, 1 EACH IN SEMESTER I, II, III AND IV):

GE-PSY-115 A: General Psychology (Theory+ Tutorial)
GE-PSY-115 B: Psychology for Health and Well-being (Theory+ Tutorial)
GE-PSY-115 C: Psychology at Work (Theory+ Tutorial)
GE-PSY-115 D: Inter-group Relations (Theory+ Tutorial)
GE-PSY-115 E: Foundation of Personality (Theory+ Tutorial)
GE-PSY-115 F: Emotional Intelligence (Theory+ Tutorial)

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (ANY 2; 1 IN SEMESTER III AND 1 IN SEMESTER IV):

AE-PSY-335: Application of Emotional Intelligence (Theory+ Tutorial)
AE-PSY-336: Educational Psychology (Theory+ Tutorial)

AE-PSY-337: Effective Decision Making (Theory+ Tutorial)
AE-PSY-445: Stress Management (Theory+ Tutorial)
AE-PSY-446: Selection and Training (Theory+ Tutorial)
AE-PSY-447: Personal Growth and Development (Theory+ Tutorial)
AE-PSY-448: Psychological Skills in organization (Theory+ Tutorial)

PROGRAM OUTCOMES

PO 1: Students will demonstrate conceptual knowledge in core areas of Psychology.
PO 2: Students will effectively apply their learnings to practical psychological issues. (to evaluate psychological developments and evolve alternative solutions).
PO 3: Students will demonstrate logical ability to evolve alternative solutions from dynamic psychosocial and cultural perspective.
PO 4: Students will demonstrate desirable qualities to be employable in the relevant market.
PO 5: Students will show sensitivity towards ethical, moral and social issues arising in their professional career.
PO 6: Students will exhibit commitment, teambuilding, leadership and networking skills.
PO 7: Students will exhibit lifelong learning skills essential to excel in professional context.

CORE COURSES

SEMESTER-I

C-PSY-111: Basic Psychological Processes

Objective: To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

- 1. Introduction:** What is psychology? Perspectives of behaviour; Methods of psychology; Subfields of psychology; Psychology in modern India.
- 2. Perception:** Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.
- 3. Learning and Motivation:** Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts.
- 4. Memory:** Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory.

Course Outcomes

C-PSY 111 - CO1. Understand the basic principles, methodology and fields of Psychology.

C-PSY 111 - CO2. Apply the understanding and applications of human psychological processes like memory, learning, motivation and other higher mental processes.

C-PSY 111 - CO3. Use experimental knowledge and research methods including critical analysis and its application, analysis and interpretation of data for assessment of human behavior.

C-PSY 111 - CO4. Analyse the nature and understanding of cognitive abilities of human beings like memory and implementation in everyday life.

Readings:

Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson.

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

Morgen and King (2001). *Introduction to psychology*. New Delhi: Tata McGraw-Hill.

C-PSY-112: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

Objective: To familiarize students with the use of statistical methods in psychological research and the techniques of descriptive statistics for quantitative research.

Unit 1

Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement.

Unit 2

Measurement: Nature of Psychological Measurement; Measurement Scales; Frequency; Distribution and Graphic representation of data. Measures of Central Tendency: Computation of Mean, Median and Mode and their uses.

Unit 3

Measures of Variability: Computation of Quartile and Standard Deviations; Cumulative Distribution; Percentiles; Standard Scores and their uses.

Unit 4

Correlations: Meaning and Methods, Spearman and Pearson techniques.
Standard Error of Mean: Significance of the difference between means.

Unit 5

Non parametric Tests; Chi-squares: Computation of Chi-square from simple and contingency table; Uses and properties of Chi-squares. T test

Course Outcomes

C-PSY-112-CO1: Discuss statistical methods for the social and behavioural sciences.

C-PSY-112-CO2: Apply Various Statistical tools utilized in descriptive statistics of quantitative research.

C-PSY-112-CO3: Use the concepts of central tendency and dispersion, and be able to compute related statistics.

C-PSY-112-CO4: Calculate descriptive and inferential statistics, and test hypotheses using the suitable inferential distributions and formulae.

Reading:

Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi

Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.

Gravetter, F.J. & Wallnau, L.B. (2009). *Statistics for the Behavioral Sciences* (9th Ed.). USA: Cengage Learning.

King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). USA: John Wiley & Sons.

Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.

Practicum

P-PSY-113 Practical (Based on core papers)

SEMESTER II

C-PSY-221: BIOPSYCHOLOGY

Objectives:

- ✓ To explore the biological basis of experience and behaviour.
- ✓ To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.
- ✓ To develop an appreciation of the neurobiological basis of psychological function and dysfunction.

Unit 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

Unit 2: The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transmission.

Unit 3: Organization of Nervous system: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization).

Unit 4: Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal

Course Outcomes:

C-PSY-221- CO1: Understand the nature, scope and methods of Biopsychology

C-PSY-221- CO2: Identify the divisions of the brain and nervous system and analyze their functions.

C-PSY-221- CO3: Identify and analyze the structure of neurons and how neural impulses are generated.

C-PSY-221- CO4: Analyze the function of the neuroendocrine system and discuss the impact of each on behavior

Readings:

Pinel, J. P. J. (2011). *Biopsychology*, 8th Edition. Pearson Education, New Delhi.

Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

C-PSY-222: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Objective: To develop an understanding of the concept of individual differences with the goal to promote self-reflection and understanding of self and others.

Unit 1: Personality: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic and social cognitive.

Unit 2: Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence.

Unit 3: Indian approach: Self and identity in Indian thought, the concept of swabhaava, levels of consciousness, *triguna* theory

Unit 4: Enhancing individual's potential: Self-determination theory; Enhancing cognitive potential, Self-regulation and self-enhancement; fostering creativity.

Course Outcomes

C-PSY-222-CO1: Understand the characteristics of individual differences and develop capacity to critically appraise popular psychology theories of personality.

C-PSY-222-CO2: Understand and evaluate major theoretical perspectives on personality and Intelligence

C-PSY-222-CO3: Discuss Indian perspective of Psychology and evaluate its contribution.

C-PSY-222-CO4: Understand Self determination theory and apply its principles for self-enhancement.

Readings:

Carr, A. (2011): Positive psychology. Routledge.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts .Pearson.

Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Practicum

P-PSY-223 Practical (Based on core papers)

SEMESTER- III

C-PSY-331: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

Objectives:

- ✓ This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective.
- ✓ Review the development of psychological thought and introduce the issues and debates in contemporary psychology.

Unit 1: Understanding Psyche: A universal quest for understanding Consciousness Western Perspective/issues of content and methodology with reference to classical schools. Emergence of modern psychology: Questions from Western view; Debates: Free Will and Determinism, Empiricism and Rationality

Unit 2: Positivist Orientation: Developments in Behaviourism (Watson), Neo-behaviouristic traditions (Skinner), Cognitive revolution- A Paradigm Shift)

Unit 3: Analytic Debates: Clinical Vs Phenomenological, Freudian Psychoanalysis, Analytical Psychoanalysis; Carl Jung Developments in Psychoanalysis: The shift towards social and cultural; Developments of Third Force: Humanistic and Existential

Unit 4: Contemporary Developments: Feminism and social constructionism, theory in feminism and manifestation of cultural origins, mechanisms, and effects of gender perception and expression

Course Outcomes

C-PSY-331 CO1: Understand the historical background of Psychology and contribution of early schools of Psychology.

C-PSY-331 CO2: analyze Behavioral, Neo-Behavioural and Cognitive movement in psychology.

C-PSY-331 CO3: Analyze Freudian, Neo-Freudian and Humanistic revolution in Psychology.

C-PSY-331 CO4: Understand and apply the contemporary developments in Psychology.

Readings:

Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. *Feminism and Psychology*, Vol.11(2):147-151.

Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist*,40, 266-275.

Kakar, Sudhir. (2006). Culture and Psychoanalysis : A Personal Journey. *Social Analysis*, Volume 50, Number 2, Summer 2006,pp.25-44.

King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context*. (4th Ed.). Pearson education.

Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.

Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.

St. Clair, Michael. (1999). *Object Relations and Self-Psychology: An Introduction*. Wadsworth Publishing Company.

Schultz & Schultz (1999). *A History of Modern Psychology*. Harcourt College Publishers/ Latest edition available.

Thomas, Teo. (2005). *The Critique of Psychology: From Kant to Post Colonial Theory*. Springer.

C-PSY-332: PSYCHOLOGICAL RESEARCH

Objective: To educate students with the process and the methods of quantitative and qualitative psychological research traditions.

Unit 1:

Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research, Ethics in Psychological Research.

Research Traditions :Quantitative& Qualitative orientations towards research & their steps, Comparing Qualitative& Quantitative Research Traditions, Formulating a problem & developing a testable research question / research hypothesis.

Unit 2: Variables and Sampling: Types of Variables and their control. Probability & Non probability sampling methods

Unit 3: Methods of Data Collection: Case study, Observation, Interview & Focus group discussion, Survey, Use of Secondary Data

Unit 4: Psychological testing: Characteristics of a test – standardization, reliability, validity, norms, applications & issues

Course Outcomes

C-PSY-332-CO 1: Discuss different methodological approaches and paradigms that have been used to study psychological processes.

C-PSY-332-CO 2: Understand and evaluate the process and methods of quantitative and qualitative psychological research.

C-PSY-332-CO 3: Explain types of variables and characteristics of a psychological test.

C-PSY-332-CO 4: Understand and apply various methods of data collection in psychological research.

Reading List:

Bryman, A.(2004). Quantity and Quality in Social Research.Routledge.

Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi

Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd Ed.) Oxford: Blackwell Publishers

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications* (4th Ed) Pearson Education

Kerlinger, F.N.& Lee, H.B.(1999). Foundations of Behavioural Research. Wadsworth

Murphy, K.R. & Davidshofer, C. O. (2004). *Psychological Testing: Principles & Applications* (6th Ed.) New Jersey: Prentice Hall.

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th Ed.) Boston: Pearson Education.

Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method.Philadelphia : Open University Press.

C-PSY-333: SOCIAL PSYCHOLOGY

Objectives:

- Develop an understanding of the individual in relation to the social world
- Introduce students to the realm of social influence, as to how individuals think, feel and behave in social situations.

Unit 1: Introduction: Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology

Unit 2: Understanding and evaluating the social world: Social cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change

Unit 3: Social interaction and Influence: Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence, socialization, acculturation

Unit 4: Group Dynamics and Inter-group relations: Nature of groups, Consequences of belonging (performance, decision making, cooperation and conflict), Nature of intergroup relations (prejudice, intergroup conflict, intervention techniques)

Course Outcomes

C-PSY-333-CO1: Understand the nature and scope of Social psychology.

C-PSY-333-CO2: Discuss the levels of social behaviour and understand the influences of societal variables on human behaviour.

C-PSY-333-CO3: Identify the characteristics that influence Social cognitions (i.e., attitude, prejudice) and Social Interactions (i.e., altruism, aggression, Interpersonal attraction).

C-PSY-333-CO4: Critically evaluate the contemporary areas of development in Social Psychology (i.e., applied psychological science, cross-cultural research, social cognition, and also the evolutionary approach).

Readings:

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.

Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.

Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.

Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.

Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*. New Delhi: Pearson

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.). New Delhi: Pearson

Practicum

P-PSY-334 (based on core papers)

SEMESTER- IV

C-PSY-441: Psychopathology

Objectives

The paper aims at providing an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders. This will sensitize them to information on psychopathology and dispel myths regarding it.

Unit 1: Understanding Abnormality: Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment

Unit 2: Clinical Picture and etiology of Disorders I: Anxiety disorders; Somatoform disorders – Hypochondriasis and Conversion disorders

Unit 3 : Clinical Picture of: Mood disorders; Eating disorders; Sexual disorders: Gender Identity Disorder

Unit 4 : Clinical Picture: Schizophrenia; Borderline Personality Disorder, Anti-Social Personality Disorders; Disorders of Development: Learning disorder/ Mental Retardation, ADHD, Autism

Course Outcomes

C-PSY-441-CO1: Understand the concept of Abnormality by applying the knowledge of assessment, diagnosis, classification system

C-PSY-441-CO2: Explain various Theoretical approaches on abnormal behavior as Biological, familial, cultural, behavioral, cognitive and psychodynamic

C-PSY-441-CO3: Describe the etiology of anxiety disorders, conversion disorders and Dissociative disorder.

C-PSY-441-CO4: Identify and explain the etiology and dynamics of various Developmental disorders, Substance related disorders and eating disorders.

Readings:

Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

Brewer,K. (2001). Clinical Psychology.Oxford : Heinemann Educational Publishers

Carson,R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

David Barlow H. & Durand V. Mark, 7th Edition, e-book (2013) Abnormal Psychology :Cengage Learning India Edition

Kearney, C. A. &Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi :Cengage learning

C-PSY-442: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II

Objective:

To educate students with the techniques of inferential statistics and hypothesis testing.

Unit 1:

Introduction to Inferential Statistics and Hypothesis Testing: Hypothesis Testing about the difference between Two Independent means; Null and the Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Steps for Hypothesis Testing; The Statistical Decision regarding Retention and Rejection of Null Hypothesis, Errors in Hypothesis Testing; Levels of Significance versus p -Values.

Unit 2:

Hypothesis Testing About the Difference between Two Dependent (Correlated) Means

The Null and Alternative Hypotheses; Determining a Formula for t ; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means.

Unit 3:

Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA)

The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Comparison of t and F .

Unit 4:

Hypothesis Testing for Categorical Variables and Inference about Frequencies: The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test.

Course Outcomes

C-PSY-442-CO1: Understand the concept of inferential statistics and hypothesis testing.

C-PSY-442-CO2: Apply techniques for testing difference between correlated and uncorrelated means.

C-PSY-442-CO3: Understand and apply the techniques for analysis of variance.

C-PSY-442-CO4: Understand the various applications of Chi-square.

Reading List:

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed). India: Prentice Hall.

Chadha, N.K. (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi

Field, A. (2009). *Discovering Statistics using SPSS* (3rd Ed). New Delhi :Sage.

King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed).USA: John Willey.

Mangal, S.K. (2012). *Statistics in Psychology & Education*.(2nd Ed). New Delhi: PHI learning Pvt. Ltd.

C-PSY-443: ORGANIZATIONAL BEHAVIOUR

Objectives:

- To develop an awareness of the concepts related to organizational behavior.
- Help the students develop connectivity between concepts and practices of organizations.

Unit 1: Introduction: Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting.

Unit 2: Individual level processes: Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation; Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign

Unit 3: Dynamics of Organizational Behavior: Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism, Emotional Intelligence

Unit 4: Leadership: Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Challenges to the leadership construct; Indian perspective on leadership

Course Outcomes

C-PSY-443- CO1: Understand the historical and theoretical foundation of Organisational Behaviour and Industrial Psychology.

C-PSY-443- CO2: Understand and evaluate the contemporary developments and challenges in Industry setting especially in Indian context.

C-PSY-443- CO3: Understand individual level processes like employee attitudes and their conceptual development.

C-PSY-443-CO4: Analyze various theories and importance of work motivation, job satisfaction and leadership at the workplace.

Readings:

Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi :Biztantra publishers.

Landy, F.J. & Conte, J.M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.

Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.

Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.

Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.

Schermerhorn, J.R. , Hunt, J.G. & Osborn, R.N. (2008). *Organizational Behavior* (10th Ed.) New Delhi: Wiley India Pvt. Ltd.

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley

Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

Practicum: P-PSY-444 Practical (Based on core papers)

SEMESTER- V

C-PSY-551: PSYCHOTHERAPEUTIC INTERVENTION

Objective:

- ✓ To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.
- ✓ Help students develop and understanding of how to deal with moderate to severe psychopathology.

Unit 1: Explanations and interventions for Mood disorders and Schizophrenia:

Application in case of mood disorders and schizophrenia

Unit 2: Insight oriented explanations and interventions: Psychoanalytic perspective – Conversion disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of crises intervention

Unit 3: Behavioural and Cognitive explanations and interventions: Application in case of phobias, panic disorder, depression, eating disorders

Unit 4: Going beyond the Individual and Singular Approaches: Family therapy and group therapies, Efforts towards integration of approaches.

Course Outcomes

C-PSY-551 CO1: Develop etiological understanding of therapeutic interventions for the various psychological disorders.

C-PSY-551 CO2: Understand techniques for dealing with moderate to severe psychopathology

C-PSY-551 CO3: Apply various individual and group Psychotherapeutic devices and be aware about the ethical issues of the field.

C-PSY-551 CO4: Analyze current trends in the clinical psychology.

Readings:

Bennett, P. (2011) Abnormal and Clinical Psychology: An introductory Textbook, McGraw Hill.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons.

Riskind, J.H., Manos, M.J. and Alloy, L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill

Objectives: To equip the learner with an understanding of the concept and process of human development across the life span To impart an understanding of the various domains of human development To inculcate sensitivity to socio-cultural context of human development

Unit 1: Introduction: Concept of Human Development; Theories, themes and research designs

Unit 2: Stages of Life Span Development: Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood, Old age

Unit 3: Domains of Human Development: Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development

Unit 4: Socio-Cultural Contexts for Human Development: Family; Peers, Media & Schooling; Human Development in the Indian context

Course Outcomes

C-PSY-552-CO1: Understand the concepts and theories of human development.

C-PSY-552-CO2: Explain domains of Human Development and by providing an overview of various western and Indian perspectives related to physical, emotional, cognitive and vocal development through-out the entire lifespan.

C-PSY-552-CO3: Analyze various stages of Life Span Development i.e Prenatal development, Birth and Infancy, Childhood, Adolescence and Adulthood.

C-PSY-552-CO4: Evaluate the influence of social and cultural factors on human development.

Reading List:

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.

Feldman, R.S.&Babu.N. (2011). *Discovering the Lifespan*. Pearson .

Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.

Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012). *Life Span Development* (13th ed.) New Delhi: McGraw Hill.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

Hurlock E. (2001). *Developmental psychology: A life span approach* (5th ed) McGraw Hill.

Practicum

P-PSY-553 Practical (Based on core papers & Discipline specific elective courses)

SEMESTER- VI

C-PSY-661: PROJECT/DISSERTATION/ INTERNSHIP

Objectives: Students should be enabled to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

Reference: Latest APA manual for dissertation.

Evaluation: Viva jointly by one internal and one external examiner.

C-PSY-662: COUNSELING PSYCHOLOGY

Objectives:

- To develop an understanding of basic concepts, processes, and techniques of Counseling.
- To acquaint the learner with the challenges of Counseling.

Unit 1: Introduction: Nature and Goals; Counselling as a profession: professional ethics; The effective counsellor: personality characteristics; Counselling status of counselling psychology in India

Unit 2: Counselling Process: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships

Unit3: Techniques of Counselling: Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation

Unit 4: Counselling Applications: Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse

Course Outcomes

C-PSY-662 - CO1: Understand the meaning, goals and process of counseling.

C-PSY-662 - CO2: Analyze various techniques and approaches of counseling used in psychology.

C-PSY-662 -CO3: Evaluate various contemporary trends and developments in the field of counseling along with Indian yogic and meditative techniques.

C-PSY-662 -CO4: Apply Counseling skills as an intervention in varied clinical setting.

Readings:

Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby.

Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.

Capuzzi,D. &Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.

Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012).Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.

Geldard, K. &Geldard, D. (2011).Counselling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage.

Gibson, R. L. & Mitchell, M. H. (2012).Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.

Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.

Hansen, J.C. (2012). Contemporary Counselling Psychology.In E. M. Altmaier and J.C. Hansen (Eds) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.

Kapur, M. (2011).Counselling Children with Psychological Problems. New Delhi, Pearson.

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson

Rao, S.N. & Sahajpal, P. (2013) Counselling and Guidance. New Delhi: Tata McGraw Hill.

Seligman, L. & Reichenberg, L.W. (2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.

Sharf, R. S. (2012). Theories of Psychotherapy & Counselling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.

Udapa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas.

ELECTIVE: DISCIPLINE SPECIFIC DSE

Any 4 from the following list (2 in Semester V and 2 in Semester VI):

DS-PSY-554: POSITIVE PSYCHOLOGY

Objective: To introduce the basic concepts of the growing approach of positive psychology and understand its applications in various domains.

Unit 1: Introduction: Positive Psychology: An Introduction, Perspectives on Positive

Psychology: Western and Eastern, Character Strengths and virtues.

Unit 2: Positive Emotional States and Processes: Happiness and Well-being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

Unit 3: Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

Unit 4: Applications: Work, education, ageing, health

Practicum: Any two practicum can be designed from the syllabus provided so as to enhance the understanding of the concepts and applications of positive psychology

Course Outcomes

DS-PSY-554-CO1: Understand the concepts of Positive psychology with Indian and Western perspectives and identify the difference between Character Strengths and virtues.

DS-PSY-554-CO2: Discuss various affective and cognitive components of positive mental state.

DS-PSY-554-CO3: Understand and relate the application of positive psychology in various real life settings

DS-PSY-554-CO4: Develop the skills and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing.

Reading List:

Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.

Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

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

DS-PSY-555: HUMAN RESOURCE MANAGEMENT

Objective: To help students understand the various processes and issues inherent in organizations related to human resources.

Unit 1: Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM

Unit 2: Human Resource Practices Job analysis; Recruitment and selection; Training; Performance evaluation

Unit 3: International human resource management (IHRM) The context of Globalization, Types of cross-national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise. Expatriate failure, Cross-cultural training.

Unit 4: Organizational change and development: Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group).

Practicum: Students would be required to complete 2 practicum from any of the topics discussed in DSE-PSY-02.

Course Outcomes

DS-PSY-555 CO1: Understand of the concept of human resource management and to understand its relevance in organizations.

DS-PSY-555 CO2: Analyse the strategic issues and strategies required to select and develop human resources.

DS-PSY-555 CO3: Appraise the concept and model of Organisational change and development.

DS-PSY-555 CO4: Evaluate the impact of globalisation and other contemporary issues in HRM

Reading List:

Aamodt, M.G. (2001) *Industrial/ Organizational Psychology*. Thompson Wadsworth, a division of Thompson learning Inc.

Bhatnagar, J. & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International human resource management: Policies and practices for multinational enterprises* (3rd Ed). New York: Routledge.

Chadha, N.K. (2005) *Human Resource Management-Issues, case studies and experiential exercises*. (3rd ed.) New Delhi: Sai Printographers.

DeCenzo, D.A. & Robbins, S.P. (2006). *Fundamentals of human resource management*. (8th Ed). NY: Wiley.

DS-PSY-556: HEALTH PSYCHOLOGY

Objective: To understand the relationship between psychological factors and physical health and learn how to enhance well-being.

Unit 1: Introduction: Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health

Unit 2: Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

Unit 3: Health Enhancing Behaviours: Exercise, nutrition, safety, pain, stress management

Unit 4: Health and Well-being: Happiness; Life satisfaction; Resilience; Optimism and Hope

Practicum: Any 2 practicum pertaining to the syllabus.

Course Outcomes

DS-PSY-556 CO1: Understand the biological, behavioural, cognitive and social determinants of health, and risk factors for health.

DS-PSY-556 CO2: Analyse characteristics and theories of health behaviour and its implication

DS-PSY-556 CO3: Understand and apply individual, group and community-based approaches to health enhancing behaviours.

DS-PSY-556 CO4: Evaluate the importance of positive psychology concepts for health

Readings:

Allen, F. (2011). *Health psychology and behaviour*. Tata McGraw Hill Edition.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK:

Kindersley. Misra, G. (1999). *Stress and Health*. New Delhi: Concept.

Routledge. Dimatteo, M. R., & Martin L. R. (2011). *Health psychology*. India: Dorling

Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.).NY: Wiley.

Snyder, C.R., Lopez S. J., &Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.

Taylor, S.E. (2006). *Health psychology*. (6th Ed.) New Delhi: Tata McGraw Hill.

DS-PSY-557: COMMUNITY PSYCHOLOGY

Objective: To learn the link between individuals and communities and deal with social issues more effectively with people's participation.

Unit 1: Introduction: Definition of community psychology; types of communities; models.

Unit 2: Core values: Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

Unit 3: Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

Unit 4: Interventions: community development and empowerment; case studies in Indian context.

Practicum: Practicum on any two of the topics covered in DS-PSY-557

Course Outcomes

DS-PSY-557-CO1: Understanding of human development and well-being within individual's community framework.

DS-PSY-557-CO2: Understand and identify core values aiding health and human development in community setting.

DS-PSY-557-CO3: Evaluate and participate in the development of effective intervention, prevention and health promotion strategies and programs for individuals, small groups, and communities.

DS-PSY-557-CO4: Apply community psychology knowledge to make interventions across diverse groups and organizations through community-based experience.

Readings:

Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., &Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967

Fetterman, D.M., Kaftarian, S.J. &Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.

McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005).An introduction to community health. United States: Jones and Bartlett Publishers.

Misra, G. (Ed).(2010) Psychology in India.Indian Council of Social Science Research.Dorling Kindersley (India) Pvt Ltd. Pearson Education.

Poland, B. D., Green, L.W. &Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

DS-PSY-663: CULTURAL AND INDIGENOUS PSYCHOLOGY

Objective: To understand the role of culture in understanding behaviour and exploring psychological insights in the Indian thought traditions.

Unit 1: Cultural Processes: Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences.

Unit 2: Culture, Self and Others: Who am I and Who are They? Culture and architecture; Representation: Person, Other People, Self and of Groups, The Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways.

Unit 3: Intercultural Contacts: Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.

Unit 4: Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India.

Practicum: Students to do any 2 practicum from the above course

Course Outcomes:

DS-PSY-663-CO1: Understand and relate the concepts relating to culture, cultural identity, cultural influence and cultural processes.

DS-PSY-663-CO2: Understand and evaluate the concept of ‘Self’ and others in different cultures.

DS-PSY-663-CO3: Analyze and evaluate the effect of cultural change, cultural competence and cultural transition on self and identity.

DS-PSY-663-CO4: Understand and evaluate the Indian perspective to psychological processes

Readings

Adair, John. G.(2002) .How International is International Psychology? *International Journal of Psychology*,37, 160-170.

Auluck, S. (2002).Self and identity.In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 374-398. New Delhi: Concept Publishing Company.

Chiu, C., & Hong, Y. (2006).*Social Psychology of Culture*. New York: Psychology Press.

Kim,U.,Shu,K.,Yang,K.S.,&Hwang, K.K.(2006).*Indigenous and Cultural Psychology: Understanding People in Context*. Springer.

Jain, U. (2002). An Indian perspective on emotions.In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 281-291. New Delhi: Concept Publishing Company.

Mathijs, Cornelissen, R.M., Misra,G.&Verma, Suneet.(2011). *Foundation of Indian Psychology, Vol 1,Theories and Concepts*. New Delhi: Pearson

Misra, G., & Gergen, K. J. (2002).On the place of culture in psychological science. . In G. Misra, and A. K.Mohanty (eds.), *Perspectives on indigenous psychology*, p. 421-439. New Delhi: Concept Publishing Company.

Rao, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), *Foundation of Indian Psychology: Theories and concepts, Vol, 1*. New Delhi: Pearson.

Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. . In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*, p. 440-457. New Delhi: Concept Publishing Company.

Smith, P.B., Bond, M. H., &Kagitcibasi, C. (2006). *Understanding Social Psychology across cultures: Living and working in a changing world*. London: Sage.

DS-PSY-664: APPLIED SOCIAL PSYCHOLOGY

Objective: To help student understand social problems and gain knowledge about intervention strategies.

Unit 1: Introduction: Nature of applied Social Psychology, Social influences on behaviour, Levels of analysis, Methodological approaches – Participatory Action and Learning research techniques.

Unit 2: Applying Social Psychology-I: Environment: Pro environmental behaviour, environmental concern and environmental issues. Diversity: acceptance and respect of human in their socioecological, historical and cultural concern.

Unit 3: Applying Social Psychology-II: Work: workplace social psychology, harassment, safety, burnout & stress management. Health: Mental and physical well-being. Legal system: criminal justice system, Jury decision, trial consultancy, expert witness and policymaking

Unit 4: Intervention and Evaluation: Process of intervention; need for evaluation for effective programmes. Case studies in Indian context.

Practicum: The students will conduct two practicum based on topics in DS-PSY-664.

Course Outcomes (CO):

DS-PSY-664-CO1: Understand the nature, scope and methods of Applied Social psychology.

DS-PSY-664-CO2: Discuss the levels of social behavior and understand the influences of societal variables on

human behavior.

DS-PSY-664-CO3: Investigate various social problems by applying the theories and concepts of applied social psychology.

DS-PSY-664-CO4: Critically examine a variety of intervention techniques dealing with issues and problems in interpersonal and societal issues

Readings:

Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). *Community psychology: Linking individuals and communities*. Wadsworth, Cengage. Mikkelsen, B. (1995). *Methods for development work and research: A guide for practioners*. New Delhi: Sage.

Schneider, F.W., Gruman, A., Coult, L .M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems*. New Delhi: Sage publications.

Smith, P.B., Bond, M.H., &Kagitcibasi, C. (2006). *Understanding social psychology across cultures*. New Delhi: Sage Publication.

DS-PSY-665: PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Objectives:

- ✓ To understand of the interface between education and psychology
- ✓ To appreciate the various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education
- ✓ To enable learners to deal with various problems and issues related to student diversity in a classroom

Unit 1: Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; ‘Child-centred’ and ‘progressive’ education

Unit 2: Debates and Issues in Educational Psychology: De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue

Unit 3: Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment

Unit 4: Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling

Course Outcomes

DS-PSY-665-CO1.Develop an understanding of the nature and fundamentals of educational psychology with several prominent theories of learning.

DS-PSY-665-CO2.Understand and apply techniques and issues pertaining to classroom management and assessment.

DS-PSY-665-CO3. Critically evaluate contemporary issues and debates in educational psychology.

DS-PSY-665-CO4. Explore the challenges in dealing with classroom diversity and importance of inclusive education.

Readings:

Bartlett, S., & Burton, D. (2012). *Introduction to education studies*. London: Sage.

Combs, A. (1979). *Myths in education: Beliefs that hinder progress and their alternatives*. London: Allyn & Bacon.

Dearden, R. (1967). The concept of play. In R. Peters, *The concept of education* (pp. 51-63). London: Routledge & Kegan Paul.

Leicester, M. (2008). *Creating an inclusive school*. London: Continuum International Publishing Group.

Long, M. (2000). *The Psychology of Education*. Sussex: Routledge.

Matthews, M. (1980). *The marxist theory of schooling: A study of epistemology and education*. Sussex: The Harvester Press.

Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, *The study of education* (pp. 133-178). London: Routledge & Kegan Paul.

Richmond, W. (1975). *Education and schooling*. London: Methuen & Co. Ltd.

Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.

Smith, M. (1977). *The underground and education: A guide to the alternative press*. London: Methuen & Co. Ltd.

Spring, J. (1975). *A primer of libertarian education*. New York: Free Life Editions.

Sutherland, M. (1988). *Theory of education*. London: Longman.

Woolfolk, A. (2013). *Educational psychology*. Delhi: Pearson.

DS-PSY-666 PSYCHOLOGY OF DISABILITY

Objectives:

- ✓ The objective of the course is to provide students with an overview of the disability from the psychological perspective.
- ✓ Students will understand knowledge about disability as a social, cultural, historical and political phenomenon.
- ✓ Drawing from the four units students will be exposed to varying disability definitions, cultural meanings and representations,
- ✓ What does it mean to be “disabled”? How has this meaning changed over time in India? What factors affect a person’s experience of disability? Why should people in psychology learn about these matters?

Unit 1: Conceptualizing Disability: An Introduction

- a) Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique
- b) Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust
- c) Issues of language and its consequent labeling: How disability gets constructed: the power of language

Unit 2: Making of a disabled Identity

- a) Documenting Disability: Problems of Certification
- b) Issues Of Access : Built and Psychological, Issues of Education and Employment
- c) Family, Care & Support Structures
- d) Intimacy and Sexuality :Marriage, Companion relationships

Unit 3: Theorizing Disability: Charity Model; Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model

Unit 4: Designing Interventions

- a) Legislations, Psychotherapeutic approaches
- b) Appreciating heterogeneity of different disabilities
- c) Contemporary debates: euthanasia and prenatal selection

Course Outcomes

DS-PSY-666 CO1: Develop understanding of the disability from the psychological perspective.
DS-PSY-666 CO2: Analysing disability as a social, cultural, historical and political phenomenon.
DS-PSY-666 CO3: Critically appraising various disability definitions, theories, cultural meanings and representations,
DS-PSY-666 CO4: Designing interventions for disability and understanding contemporary debates and issues around disability.

Readings

Chib, M. (2011). *One Little Finger*. New Delhi: Sage Publications Pvt. Ltd.

Dalal A .K & Misra Girishwar (2010). *The Core and Context of Indian Psychology Psychology and Developing Societies*, 22, (1), 121–155

Dalal, A.K. (2000a). Social attitudes and rehabilitation of people with disability: The Indian experience. *Arab Journal of Rehabilitation*, 5, 15-21.

Dalal, A.K. (2000b). Living with a Chronic Disease: Healing and Psychological Adjustment in Indian Society. *Psychology and Developing Societies*, 12: 67-82.

Dalal, A. K. (2002). Disability rehabilitation in a tradition Indian society. In M. Thomas and M. J. Thomas. (eds), Selected readings in community based rehabilitation, Series 2, *Asia Pacific Disability Rehabilitation Journal*, 1, 17-26.

Dalal, A. K., & Pande, N. (1999). Cultural beliefs and family care of the children with disability. *Psychology and Developing Societies*, (11), 55–75.

Dalal, A. K. (2011). Folk wisdom and traditional healing practices: Some lessons for modern psychology. In Matthijs Cornelissen, Girishwar Misra, & Suneet Varma (eds) *Foundations of Indian Psychology: Practical applications* (Vol. 2) Longman, Pearson Education, New Delhi

Ghai, A. (2015). *Rethinking Disability in India*. India: Routledge.

Ghai, A. (2010). Psychology of Disabled in G.Misra (Ed.) *Psychology in India: Advances in research*. New Delhi: Pearson education.

Ghai, A. (2006 [2003]) *(Dis)Embodied Form: Issues of Disabled Women*. New Delhi: Shakti Books.

Goodley. D & Lawthom. R. (2006). *Disability And Psychology: Critical Introductions And Reflections*. Palgrave Macmillan.

DS-PSY-667: PSYCHOLOGY OF PEACE

Objectives:

- To explore concepts of peace and conflict from a psychological perspective
- Create awareness about national and international peace and conflict process and how psychology can play an important role.

Unit 1: Introduction:

Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.

Unit 2: Psychological Understanding of Peace and Conflict

Psychoanalytical - Freud, Vamik Volkan; Social-Psychological – Herbert C. Kelman, Vollhardt & Bilali, Psychocultural Interpretations – Marc Howard Ross.

Unit 3: Building peace

Structure, Process, Integrated framework for peace building, peace education

Unit 4: Peace Process and Transformation

Kashmir, North-East – Manipur, Nagaland, Assam, Pakistan, Northern Ireland- inter-community diversity network model, South Africa – truth and reconciliation model, and Israel – cross community network model, stories of peace challenge

Practicum: Any two practicum based on GE-PSY 09

Course Outcomes

DS-PSY-667 CO1: Develop understanding of peace and related concepts from the psychological perspective.

DS-PSY-667 CO2: Analysing psycholanalytical, social-psychological and psychocultural perspectives of peace.

DS-PSY-667 CO3: Critically appraising structures and processes for peace.

DS-PSY-667 CO4: Applying psychological concepts related to peace to contemporary challenges to peace.

Bose, S. (2005). *Kashmir at the Crossroads: Problems and Possibilities*, In Das, S. K. (Ed.) *Peace Process and Peace Accord*, 142-171, New Delhi: Sage.

Cheistie, D. J., Hare, A. P., & Winter, D. D. (2001). *Peace, Conflict and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall.

CQ Researchers (2011). *Issues in Peace and Conflict Studies*, New Delhi, Sage.

Das, S. K. (2005). *Nobody's Comminique: Ethnic Accords in North-East*. In Das, S. K. (Ed.) *Peace Process and Peace Accord*, pp120-141, New Delhi: Sage.

Delahaye, P., & Krishnan, B. (2003). *Imagine Nagaland: The Courage to be Positive*, In Sampson, C., Abu-Nimer, M., et al. (Ed.) *Positive Approaches to Peacebuilding*, pp169-186, Washington, DC: Pact Publications.

Fox, M. A. (2014). *Understanding Peace: A Comprehensive Introduction*, New York, Routledge.

Freud, S. (1930). *Civilization and its Discontents*, Penguin Books Ltd.

Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). *Searching for Peace: The Road to Transcend*, London: Pluto Press.

Gurumayum, L. (2007). *The role of Manipuri Women in Crisis Management during the Extension of Ceasefire between the Government of India and NSCN (IM) without Territorial Limits*, WISCOMP Perspectives, 25.

Hasan, M. (2005). *Improving India-Pakistan Relations*, In Das, S. K. (Ed.) *Peace Process and Peace Accord*, pp 25-253, New Delhi: Sage.

Jeong, H. W. (2008). *Understanding Conflict and Conflict Analysis*. New Delhi: Sage.

Kelman, H. C. (2015). *A Social-Psychological Approach to Conflict Analysis and Resolution*, In Sandole, D. J. D., Byrne, S., et al. *Handbook of Conflict Analysis and Resolution*, South Asia: Routledge.

Lederach, J. P. (2004). *Building Peace: Sustainable Reconciliation in Divided Societies*, Washington, DC: United States Institute of Peace.

Ross, M. H. (2001). *Psychocultural Interpretations and Dramas: Identity Dynamics in Ethnic Conflict*. *Political Psychology*, 22 (1), 157-178.

Volkan, D. V. (1985). The Need to Have Enemies and Allies: A Developmental Approach. *Political Psychology*, 6(2), 219-247.

Vollhardt, J. K. & Bilali, R. (2008). Social Psychology Contribution to the Psychological Study of Peace. *Social Psychology*, 39 (1), 12-25.

Wallensteen, P. (2006). *Understanding Conflict Resolution: War, Peace and the Global System*, London: Sage.

Webel, C., & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. New York, Routledge.

ELECTIVE: GENERIC (GE)

GE-PSY-115 A: GENERAL PSYCHOLOGY

Objective: Provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

Unit 1: Orientation to Psychology: Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion

Unit 2: Psychology of Individual Differences: Theories of personality: Freudian psychoanalysis, type and trait ; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality

Unit 3: Understanding Developmental Processes: Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erikson

Unit 4: Applications of Psychology: Work: workplace social psychology, harassment, safety, burnout & stress management. Health: Mental and physical well-being. Legal system: criminal justice system, Jury decision, trial consultancy, expert witness and policymaking

Course Outcomes

GE-PSY 115 A - CO1. Understand the basic principles, methodology and scope of Psychology.

GE-PSY 115 A - CO2. Apply the understanding and applications of human psychological processes like personality, intelligence and emotional intelligence.

GE-PSY 115 A - CO3. Understanding cognitive, moral and psycho-social development models..

GE-PSY 115 A - CO4. Analysing the applications of psychology.

Readings:

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli , S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Feldman.S.R.(2009).Essentials of understanding psychology (7th Ed.) New Delhi : Tata McGraw Hill.

Glassman,W.E.(2000).Approaches to Psychology(3 Ed.) Buckingham:OpenUniversity Press.

Michael ,W., Passer, Smith,R.E.(2007). Psychology The science of mind and Behavior. New Delhi :Tata McGraw-Hill.

GE-PSY-115 B: PSYCHOLOGY FOR HEALTH AND WELL-BEING

Objective: To understand the spectrum of health and illness for better health management.

Unit 1: Illness, Health and Well being: Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being.

Unit 2: Stress and Coping: Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

Unit 3: Health Management: Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management

Unit 4: Human strengths and life enhancement: Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

Course Outcomes

GE-PSY-115 B CO1: Understand the models of illness, health and well-being.

GE-PSY-115 B CO2: Analyse sources of stress and their impact.

GE-PSY-115 B CO3: Apply strategies for stress management and health management.

GE-PSY-115 B CO4: Understanding the concepts of human strength and its application.

Readings:

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson. Forshaw, M.

(2003).*Advanced Psychology: Health Psychology*. London: Hodder and Stoughton. Hick,

J.W. (2005).*Fifty signs of Mental Health.A Guide to understanding mental health*.Yale University Press.

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

GE-PSY-115 C: PSYCHOLOGY AT WORK

Objectives:

- To understand the meaning and theoretical foundations of I/O Psychology
- To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

Unit 1: Introduction to I/O Psychology: Definition, Brief History, Contemporary Trends and Challenges

Unit 2: Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity

Unit 3: Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication

Unit 4: Leadership: Early approaches to leadership, contemporary approaches to leadership- Transformational & Transactional Leadership

Course Outcomes

GE-PSY-115- CO1: Understand the historical and theoretical foundation of Industrial Psychology.

GE-PSY-115- CO2: Understand and evaluate the contemporary developments and challenges in Industry setting especially in Indian context.

GE-PSY-115- CO3: Analyze various theories and importance of work motivation, communication and leadership at the workplace.

GE-PSY-115-CO4: Apply the knowledge of employee attitudes to real life problems in industry

Readings:

Adler, N.J. (1997). Global Leaders: A Dialogue with future history. *Journal of International Management*, 2, 21-33.

Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.

Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. Biztantra publishers

Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior. 12th Edition*. New Delhi: Prentice Hall of India.

Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior*. 9th Edition. New Delhi: Prentice Hall of India

GE-PSY-115 D: INTER-GROUP RELATIONS

Objective: To understand the significance of healthy inter-group relations for the society and learn the strategies of resolving intergroup conflicts.

Unit 1: Nature of intergroup relations: Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

Unit 2: Social categorization and conflict: In-group vs. out-group; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.

Unit 3: Cultural aspects of intergroup relations: Social identity, Stereotypes, case studies in the Indian context.

Unit 4: Resolving intergroup conflict: Intergroup contact; Promoting intergroup cooperation; Conflict management strategies.

Course Outcomes:

GE-PSY-115 D-CO1: Understand and analyse the nature of inter-group relations.

GE-PSY-115 D -CO2: Understand the concepts of social categorization, conflict, social identity and cognitive biases and stereotypes.

GE-PSY-115 D -CO3: Relate the concepts to Indian context to understand the impact of cultural on inter-group relations.

GE-PSY-115 D -CO4: Analyse psychological theories relating to conflict and suggest ways to promote cooperation.

Readings:

Baron, R.A., Branscombe, N.R, Byrne, D. & Bhardwaj, G. (2009) Social psychology. New Delhi: Pearson.

Keyton, J. (2006). Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.

Smith, P.B., Bond, M.H & Kagitcibasi, C. (2006) Understanding social psychology across culture. New Delhi : Sage Publications.

Zorsyht, D.R. (2009) Group dynamics. Broke/Cole: Wadsworth .

GE-PSY-115 E: FOUNDATIONS OF PERSONALITY

Objective:

To help students understand the notion of personality, its types, the determinants of influencing personality.

Unit-1

Personality: Concept and definitions; traits, types, determinants and assessment.

Unit-2

Basics of psychoanalysis: Concept of unconscious, defenses, slips and inferiority complex.

Unit-3

Understanding self: Self concept and its components; self concept discrepancy and consequences.

Unit-4

Personality change: Behavioristic and social learning models.

Course Outcomes

GE-PSY-115 E-CO1: Understand and appraise the concept and types of theories of personality.

GE-PSY-115 E -CO2: Understand and evaluate the Psychoanalytic perspective to personality

GE-PSY-115 E -CO3: Understand and evaluate the concept of self .

GE-PSY-115 E -CO4: Understand the perspectives of Behaviourism and Social learning models and apply them to lead to personality change

Readings:

1. Cloninger, S. C. (2008). *Theories of personality: Understanding persons* (5th ed.). New York: Pearson.
2. Funder, D. C. (2010). *The personality puzzle*. New York: W. W. Norton & Company, 3. Mayer, J. D. (2007). *Readings in personality psychology* (1st ed.). New York: Pearson. 4. Phares, E. J., & Chaplin, W. F. (1997). *Introduction to personality* (4th ed.). New York: Addison-Wesley-Longman.
5. Singh, A. K. (2010). *Vyaktitva ka manovigyan*. Varanasi: Motilal banarasidas.

GE-PSY-115 F: EMOTIONAL INTELLIGENCE

Objective: To understand the concept of emotional intelligence and learn ways of developing it.

Unit 1: Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

Unit 2: Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others

Unit 3: The relationship between emotions, thought and behaviour; Techniques to manage emotions

Unit 4: APPLICATIONS: Workplace; Relationships; Conflict Management; Effective Leadership

Course Outcomes (CO)

GE-PSY-115 F CO 1: Understand the concept and contemporary models of emotional intelligence and evaluate its importance.

GE-PSY-115 F CO 2: Understand emotional awareness and compare the emotional expression in self and others

GE-PSY-115 F CO 3: Understand the relation of emotions, thought and behaviour and apply techniques to manage emotions

GE-PSY-115 F CO 4: Understand the application of emotional intelligence in real world scenarios

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. Singh, D. (2003). *Emotional intelligence at work* (2nd ed.) New Delhi: Response Books.

ABILITY ENHANCEMENT ELECTIVE COURSE (AECC) (SKILL BASED) (ANY 2 OF THE FOLLOWING: 1 IN SEM III AND 1 IN SEM IV):

AE-PSY-335: APPLICATION OF EMOTIONAL INTELLIGENCE

Objective: To understand the concept of emotional intelligence and learn ways of developing it.

Unit 1: INTRODUCTION: Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

Unit 2: KNOWING ONE'S AND OTHERS' EMOTIONS: Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others

Unit 3: MANAGING EMOTIONS: The relationship between emotions, thought and behaviour; Techniques to manage emotions: assertive style, response to conflicts, listening skills, motivations, positive attitude, self-awareness, empathy

Unit 4: APPLICATIONS: Use of self-awareness, self-regulation and social skill in workplace; Relationships; Conflict Management; Effective Leadership

Course Outcomes (CO)

AE-PSY-335 CO 1: Identify and understand different emotions in oneself and others and the concept of emotional intelligence.

AE-PSY-335 CO 2: Develop skills to manage and control emotions in oneself and others and measure Emotional Quotient.

AE-PSY-335 CO 3: Develop emotional competencies in oneself.

AE-PSY-335 CO 4: Understand the application of emotional intelligence in real world scenarios

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.

Singh, D. (2003). *Emotional intelligence at work (2nd ed.)* New Delhi: Response Books.

AE-PSY-336: EDUCATIONAL PSYCHOLOGY

Objective: To understand the applications of psychology in the area of education.

Unit 1: Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism

Unit 2: Human Diversity and Education: Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

Unit 3: Effective Teaching and Classroom Management: Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances; Classroom Management

Unit 4: Exceptionality and Special Education: Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of Teachers towards learners with Special Needs

Course Outcomes

AE-PSY-336-CO1. Develop an understanding of the nature and fundamentals of educational psychology with several prominent theories of learning.

AE-PSY-336-CO2. Understand and apply techniques and issues pertaining to effective classroom management and assessment.

AE-PSY-336-CO3. Critically evaluate the impact of human diversity on education.

AE-PSY-336-CO4. Explore the challenges in dealing with exceptionality and importance of inclusive education.

Readings:

Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.

Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.

Slavin, R. (2008). *Educational psychology: Theory into practice*, (9th ed.). Boston: Allyn and Bacon.

Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.

Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

AE-PSY-337: EFFECTIVE DECISION MAKING

Objective: Students will learn various strategies which will enable them to make good decisions in life.

Unit 1: Introduction: What is decision making? Importance of making good decisions.

Unit 2: Decisions regarding career: Discovering self and creating a healthy acceptance of self; Learning to connect with self with vocational choices/career.

Unit 3: Decision making in interpersonal context: Learning about conflict management in interpersonal relations; negotiation in interpersonal conflict, handling difficult people and finding solutions

Unit 4: Decision making at the workplace: developing competencies and skills required for effective decision making

Course Outcomes (CO)

AE-PSY-337 CO 1: Understand the models of decision making and evaluate its importance.

AE-PSY-337 CO 2: Apply decision making models for optimizing decisions relating to self and career.

AE-PSY-337 CO 3: Apply decision making models for conflict management and negotiation in interpersonal context.

AE-PSY-337 CO 4: Understand the application of decision making in workplace.

Readings:

Adler, R.B & Proctor, R.F (2009).Communication Goals and Approaches. Wadsworth cengage Learning, India

Chadha, N.K. & Bhatia, H. (2014).Career Development-different voices, different choices. The Readers Paradise: New Delhi.

Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009).Developing soft skills. Pearson Education, India.

AE-PSY-445: STRESS MANAGEMENT

Objective: In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

Unit 1: Stress: Introduction, Nature of stress, symptoms of stress

Unit 2: Various sources of stress: environmental, social, physiological and psychological

Unit 3: Stress and health: effects of stress on health, eustress

Unit 4: Managing stress: Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches.

Course Outcomes

AE-PSY-445 CO 1: Understand and evaluate the nature and symptoms of stress.

AE-PSY-445 CO 2: Identify the sources of stress in individual and environment

AE-PSY-445 CO 3: Relate the impact of stress on health

AE-PSY-445 CO 4: Understand and apply the various techniques of stress management

Readings:

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson

Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.

AE-PSY-446: SELECTION & TRAINING

Objectives:

To give an overview of the core HR practices in organizations
To impart basic psychological skills relevant for a practitioner in an organizational context.

Unit 1: Job analysis: training needs, techniques; importance of job analysis

Unit 2: Employee Selection: Brief Introduction to HR and HR Cycle; Selection devices: Interview, Psychometric testing, Assessment center

Unit 3: Performance appraisal, Relevance of performance appraisal, Performance Appraisal Methods: Graphic Rating scales, Employee comparison methods, Behavioural checklist and scales, Feedback of performance appraisal information to employees

Unit 4: Training: Steps in establishing a training program; Methods and techniques of training

Course Outcomes (CO)

AE-PSY-446 CO 1: Understand the concept, importance and techniques of job analysis.

AE-PSY-446 CO 2: Understand the process and techniques of employee selection.

AE-PSY-446 CO 3: Apply various methods and techniques of performance appraisal.

AE-PSY-446 CO 4: Create a training module utilizing various methods and techniques.

Readings:

Aamodt, M. G. (1999). *Applied Industrial/Organizational Psychology*. India: Cengage Learning.

Chadha, N.K. (2002). *Human Resource Management: Issues, Case Studies & Experiential Exercises*. New Delhi: ShriSaiPrintographers

De Cenzo and Robbins, S.P. (2006). *Fundamentals of human resource management* (8thed). NY: Wiley.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: HypergraphicPress.

Smither, R.D. (1988). *The psychology of work and human performance*. NY: Harper and Row.

AE-PSY-447: PERSONAL GROWTH AND DEVELOPMENT

Objective: To facilitate the process of self-discovery and the development of emotional, cognitive and interpersonal competencies for personal growth and effectiveness using the experiential learning paradigm.

Unit 1: Understanding the Self

The self-concept and self-esteem, Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories

Unit 2: Emotional Competence: Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence

Unit 3: Cognitive Competence: Setting and achieving goals; Effective time management; Metacognitive strategies

Unit 4: Interpersonal Competence

Effective interpersonal communication (conversational skills, listening skills, reading non-verbal messages, improving communication climates), Intimacy and self-disclosure in close relationships, Managing interpersonal conflicts

Course Outcomes (CO)

AE-PSY-447-CO1: Develop and exhibit an appropriate sense of self.

AE-PSY-447-CO2: Inculcate the characteristics of responsible and confident social being.

AE-PSY-447-CO3: Nurture themselves as well balanced personalities with emotional intelligence and human values.

AE-PSY-447-CO4: Develop into competent global professionals and lifelong learners

Readings:

Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in.*(14th ed.). USA: Wadsworth Cengage Learning

Haddon, P. F. (1999). *Mastering personal and interpersonal skills.* London: Thorogood

Robbins, S.P. & Hunsaker, P. L. (2008).*Training in interpersonal skills:Tips for managing people at work.*(5th ed.).New Delhi: PHI Learning

Schraw, G. (1998). Promoting general metacognitive awareness.*Instructional Science*, 26,113-125.

Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy use and instruction.* New York: Guilford Press (Chapters 9 and 10).

Weiten, W. & Lloyd, M.A. (2006). *Psychology applied to modern life: Adjustment in the 21st century.*(8th ed.).USA: Thomson Wadsworth

AE-PSY-448: PSYCHOLOGICAL SKILLS IN ORGANIZATIONS

Objectives:

- a) To gain understanding of key human relations skills demanded at the workplace
- b) To develop self-understanding, strengthen interpersonal relationships, manage stress, effective communication skills and perform as a focused leader in today's tough business environment

Unit 1: Self-management and social awareness: Understanding self-strengths and weaknesses, Johari window, Emotional Intelligence, Stress and Coping, Time Management

Unit 2: Inter-personal Communication: Verbal (Oral, writing) and Non-verbal Communication at Work, Overcoming barriers to effective communication, Active Listening, Giving and Receiving Feedback

Unit 3: Leadership Development: Characteristics of Leadership (developing confidence, assertiveness), Effective Delegation, Problem Solving, Conflict Resolution

Unit 4: Team building: Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making

Suggested activities

Since the objective of the paper is to enhance core psychological skills required in performing effectively at

the workplace, in the class on student presentations, students could be encouraged to take the following illustrative activities:

- (i) De Bono six thinking hats
- (ii) Developing awareness and interpersonal relations understanding using Johari window
- (iii) Enhancing interpersonal awareness using psychological tests like Firo-B
- (iv) How to make effective presentations
- (v) Group decision making

(vi) Perspective taking

Course Outcomes (CO)

AE-PSY-448 CO 1: Understand of key human relations skills demanded at the workplace.

AE-PSY-448 CO 2: Develop self-understanding, strengthen interpersonal relationships, and effective communication skills

AE-PSY-448 CO 3: Apply techniques for stress management and social awareness.

AE-PSY-448 CO 4: Develop skills to build team and become a competent leader

Readings:

De Bono, E. (1985). *Six Thinking Hats: An Essential Approach to Business Management*. New York: Little, Brown, & Company.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley

Hayes, J. (2002). *Interpersonal skills at work*, 2nd edition. New York: Routledge

Luft, J. & Ingham, H. (1955). The Johari window: A graphic model of interpersonal awareness. *Proceedings of the western training laboratory in group development*. Los Angeles: UCLA