



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Excellence Status by the UGC

Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A+' Grade

SCHEME OF B.A. (HONS.) IN PSYCHOLOGY

THREE YEARS (SIX SEMESTERS)

The B.A. (Hons. Psychology shall be of three years duration spread over six semesters.

The scheme of courses for semesters I,II,III,IV,V, and VI for the examinations to be held in the years given as under :

Semester – I	(December 2021, 22 and 23)
Semester – II	(June 2022, 23 and 24)
Semester – III	(December 2022, 23 and 22)
Semester – IV	(June 2023, 24 and 25)
Semester – V	(December 2023, 24 and 25)
Semester – VI	(June 2024, 25 and 26)

Semester-I (July-December)

S. No.	Course Code	Course Title	Credits	Maximum Marks		
				External	Internal	Total
Compulsory Courses						
1.	P101	Introduction to Psychology	04	60	40	100
2.	P102	Developmental Psychology	04	60	40	100
3.	P103	Research Methods	04	60	40	100
4.	P104	English / MIL Communication	02	30	20	50
5.	P105	Environmental Studies	02	30	20	50
6.	GE- PSY-01	Generic Elective-1 General Psychology	04	60	40	100
TOTAL			20	300	200	500

Semester – II (January to June)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
Compulsory Courses						
1.	P201	Cognitive Psychology	04	60	40	100
2.	P202	Social Psychology	04	60	40	100
3.	P203	Stress Management	04	60	40	100
4.	P204	Biopsychology	04	60	40	100
5.	P205	MOOC (Coursera Platform)	02	-	50	50
6.	GE-PSY-02	Generic Elective-2 Psychology and Media	04	60	40	100
TOTAL			22	300	250	550

Semester – III (July-December)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
Compulsory Courses						
1.	P301	Abnormal Psychology	04	60	40	100
2.	P302	Clinical Psychology	04	60	40	100
3.	P303	Statistical Methods for Psychological Research-1	04	60	40	100
4.	P304	Psychology Practical-1	04	60	40	100
5.	GE-PSY-03	General Elective-3 Psychology for Health and Well-Being	04	60	40	100
6.	AEE-PSY-01	Ability Enhancement Elective-1 Emotional Intelligence	04	60	40	100
TOTAL			24	360	240	600

Semester – IV (January to June)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
Compulsory Courses						
1.	P401	Psychology of Personality	04	60	40	100
2.	P402	Educational Psychology	04	60	40	100
3.	P403	Statistical Methods for Psychological Research -2	04	60	40	100
4.	P404	Psychology Practical-2	04	60	40	100
5.	GE-PSY-04	General Elective-4 Psychology of Individual Differences	04	60	40	100
6.	AEE-PSY-02	Ability Enhancement Elective-2 Effective Decision Making	04	60	40	100
TOTAL			24	360	240	600

Semester – V (July-December)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
Compulsory Courses						
1.	P501	Psychometric Testing	04	60	40	100
2.	P502	Industrial and Organisational Psychology	04	60	40	100
3.	P503	Dissertation-1	04	-	100	100
4.	P504	MOOC (Coursera Platform)	02	-	50	50
5.	DSE-PSY-01	Discipline Specific Elective-1 Positive Psychology	04	60	40	100
6.	DSE-PSY-02	Discipline Specific Elective-2 Community Psychology	04	60	40	100
TOTAL			22	240	310	550

Semester – VI (January to June)

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
Compulsory Courses						
1.	P601	Forensic and Criminal Psychology	04	60	40	100
2.	P602	Counselling Psychology	04	60	40	100
3.	P603	Dissertation-2	04	100	-	100
4.	DSE-PSY-03	Discipline Specific Elective-3 Health Psychology	04	60	40	100
5.	DSE-PSY-04	Discipline Specific Elective-4 Human Resource Management	04	60	40	100
TOTAL			20	340	160	500

Semester	I	II	III	IV	V	VI	Total
Ext.	300	300	360	360	240	340	1900
Int.	200	250	240	240	310	160	1400
Total	500	550	600	600	550	500	3300
Credits	20	22	24	24	22	20	132

EVALUATION

The distribution of marks for the courses (4 Credits) is as under:

- | | |
|---|------------|
| 1. External (End-semester) Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Mid-Term Test | : 20 Marks |
| (b) ICT Bases Quiz | : 10 Mark |
| (c) Practicum (Any 2 practicum pertaining to the course preferably experiments) /Sessional Work /Practical/ Assignment /Viva Voce | : 10 Marks |

The distribution of marks for the Practical (4 Credits) is as under:

- | | |
|--|------------|
| 1. Conduct of External Practical and Viva Voce Examination | : 60 Marks |
| 2. Internal Assessment: | : 40 Marks |
| (a) Practical Notebook | : 20 Marks |
| (b) Viva-Voce | : 20 Marks |

ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 75% in Theory and 90 % in Practicum/Practicals.

NOTE FOR PAPER SETTER (4 Credits Course)

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**

- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

Note: One Credit is one hour duration for fifteen working days (periods) or 23 periods of 40 minutes duration.

B.A. (HONS.)
IN
PSYCHOLOGY
Semester-I

Course Title: INTRODUCTION TO PSYCHOLOGY

COURSE NO: P101 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

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

UNIT I

Introduction: History, Nature and Methods of psychology; fields of psychology; Psychology in modern India.

UNIT II

Perception and Thinking: Perceptual processing, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, Illusions. Thinking process; nature of language, language development.

UNIT III

Learning and Motivation: Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning in a digital world; Motivation, types of motivation, motivational conflicts, Maslow's theory of motivation and Need theory of motivation.

UNIT IV

Memory and Emotions: Models of memory: Levels of processing, Parallel Distributed Processing model, and Information processing, Forgetting, Improving memory. Emotions: Components, theories of emotions

Books Recommended:

- Baron, R. & Misra, G. (2013). Psychology. Pearson.
- 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.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill

Course Title: DEVELOPMENTAL PSYCHOLOGY

COURSE NO: **P102** CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objectives:

To equip the learner with an understanding of the concept and process of human development across the lifespan. To impart an understanding of the various domains of human development.

UNIT I

HUMAN GROWTH AND DEVELOPMENT: Development- Meaning, Goals, Domains, Principles and Issues. Difference between Growth and Development. Genes and Chromosomes, The basics of Genetics, Interaction of Heredity and Environment. Prenatal development: Stages and factors influencing prenatal development.

UNIT II

THEORETICAL APPROACHES TO HUMAN DEVELOPMENT: Piaget's Cognitive Theory of Development, Vygotsky's Sociocultural Theory of Development, Erikson's Psychosocial Theory of Development, Kohlberg's Moral Development, Marcia's theory of Identity Status.

UNIT III

HUMAN DEVELOPMENT IN INFANCY, CHILDHOOD AND ADOLESCENCE
Infancy and childhood: Physical, Cognitive and Psychosocial Development. Adolescence – Physical and Cognitive Development.

UNIT IV

PSYCHOSOCIAL DEVELOPMENT: Adolescence – Self, Identity, sexuality and interpersonal relationship. Adulthood- personality development, Career, Marriage and Intimate Relationships.

Books Recommended:

- Berk, L. E. (2010). Child Development (9th ed.). New Delhi: Prentice Hall.
- Hurlock, E.B. (1981). Development Psychology: A Life-Span Approach (5th ed.). McGraw-Hill Publishing Company Limited. New Delhi

Course Title: RESEARCH METHOD-I

COURSE NO: P103 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

To educate students with the process and the methods of quantitative and qualitative psychological research tradition.

UNIT I

Basics of Research in Psychology: Psychological Research, Goals of Psychological Research; Principles of Good Research; Ethics in Psychological Research.

Research Traditions: Quantitative and Qualitative Orientations towards Research and their Steps; Comparing Qualitative and Quantitative Research Traditions; Formulating a Problem and Developing a Testable Research Question / Research Hypothesis.

UNIT II

Experimental Method: Introduction to Experimental and Quasi-experimental Methods.
Methods of Data Collection: Sampling; Probability Sampling Methods and Non Probability Sampling Methods.

UNIT III

Non Experimental Methods (I): Case Study; Observation; Surveys, Focus Group Discussion, Interviews.

UNIT IV

Non Experimental Methods (II): Psychological Testing: Standardization; Reliability, Validity and Norms of a Psychological Test; applications

Books Recommended:

- 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.). New Delhi: Pearson Education.

COMMUNICATIVE ENGLISH

Course Code : P104
Credits : 02

Total Marks : 50
External Marks : 30
Internal Marks : 20

OBJECTIVES

The Course seeks to facilitate the students to:

- *understand the aims and objectives of communication*
- *understand the role of verbal, non-verbal, formal and informal communication in our daily life*
- *reflect on different barriers to communications*
- *use monologue and dialogue in the development of listening and speaking skills*
- *write job applications business letters, notices and e-mails etc in English language*
- *use English language with confidence and without committing errors*

UNIT-1

- 1.1. Communication: Nature, importance, principles and types; Aims and objective, Elements and channels of communication
- 1.2. Language of Communication: Role of Verbal, non-verbal, formal and informal communication; Barriers to communication; strategies towards effective communication

UNIT-2

- 2.1. Listening and Speaking Skills: Meaning and importance; Development of effective listening skills, use of Monologue, dialogue, group discussion, seminars and workshops etc. in the development of listening and speaking skills
- 2.2. Reading and Understanding: Meaning and importance; Reading Comprehension; Close reading (skimming and scanning); Analysis and interpretation

UNIT-3

- 3.1. Writing for job applications, Paraphrasing, Précis writing; Official / business letters, Notices, E-mails, Documentation, Notes making in English language
- 3.2. Report writing, script writing and advertisements, poster making; Grammar – Punctuation, Articles, Correct use of tense

ACTIVITIES

- Listening to conversation, news, speeches, group discussions etc.
- Presentation on stage, delivery of speeches
- Extempore elocution

- Facing an interview, expressing condolences, making apology
- Active reading of text
- Testing of the comprehension skills after reading of the text
- Writing personal and business letters
- Writing a C.V.
- Writing reports, notices, advertisements
- Writing scripts and poster making

BOOKS RECOMMENDED

- Ganguli, Amit (2018). English Communication. Agra: SBPD Publications.
- Garg, Manoj Kumar (2018). English Communication: Theory and practice. New Delhi: Scholar Tech. Press.
- Halder, Deb Dulal (2020). A foundational book on Laxmi Nagar, Delhi: Book Age Publishers and Distributors Communication.
- Juneja, Ratna (2007). Communication: A Pathway to success. Bhopal: Indira Publication House.
- Khanna, Puja (2018). English Communication. New Delhi: Vikas Publishing House.
- Kuhunke, Elizabeth (2012). Communication Skills for dummies. Brisbane (Australia): Marlowes Books.
- Mehta, Rajiv (2018). Speak to anyone easily New Delhi: Rupa Publications.
- Menon, Edapally R. Narayana (2017). The best English Thiruvanthapuram: Prasanthi Publishers.
- Mishra, Gauri, Kaul, Ranjana and Biswas, Brati (Eds.). (2016) Language through literature. Delhi: Primus Books.
- Mohan, C.V. Krishna (2014). Speakwell English Vijayawada: Quality Publishers
- O'Brien, Terry (2017). Perfect Communication. New Delhi: Rupa Publications.
- Pandey, Meenu, Acharya, K. Anant and Tripathi, Ankur (2017) Khanna (Punjab): Rigi Publication.
- Sanyal, Shraboni and Mukherjee, Utpal (2020). College Stret, Kalkota: Rita Publication
- Shankar, R. (2011). Communication skills in English language. New Delhi: ABD Publishers.

ENVIRONMENTAL STUDIES

Course Code : P105
Credits : 02

Total Marks : 50
External Marks : 30
Internal Marks : 20

OBJECTIVES

The Course seeks to facilitate the students to:

- *understand environmental education and its linkage with climate change*
- *appreciate the role of environmental education in promoting clean and green environment*
- *understand the importance of natural resources and the need for conservation*
- *understand the concept, structure, functions and types of ecosystem*
- *understand the concept of sustainable resources*

UNIT-1

- 1.1. Concept of Environment, Ecosystem, Biodiversity.
- 1.2. Environmental Education: Concept, Importance and Scope; Objectives and Principles of environmental education at secondary level

UNIT-2

- 2.1. Environmental Pollution: Meaning, causes, effects and control of air, water, soil and noise pollution
- 2.2. Natural Resources: Need and strategies for conservation of forests, wildlife, water, soil, air and energy. Role of Individual and local bodies in conservation of natural resources

UNIT-3

- 3.1. Ecosystem : Concept, structure, functions and types of ecosystem; Ecological pyramid
- 3.2. Sustainable Development: Meaning, aims, principles and strategies for sustainable development

BOOKS RECOMMENDED

- Agarwal, S.K. and Dubey, P.S. (2002). *Environmental controversies*. New Delhi : APH.
- Agarwal. A. et al. (Ed.) (2001) *Green politics : Global environment negotiations*. New Delhi : Centre for Science and Environment.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). *Exploring our Environment : Discovering the urban reality*. New Delhi : Orient Longman.

- Dani, H.M. (1996). *Environmental education*. Chandigarh :Panjab University Publication Bureau
- Kaur, T.N. (1999). *Environmental concerns and strategies*. New Delhi :Ashish Publication House.
- Khan, T.I. (2001). *Global biodiversity and environmental conservation – special emphasis on Asia and the Pacific*. Jaipur : Pointer Publications.
- Khanna, G.N. (1993). *Global environmental crisis and management*. New Delhi :Ashish Publishing House.
- McCormik, John (1995). *The global environmental movement*. New York : John Wiley.
- Mohanty, S.K. (1998). *Environmental and pollution law manual*. New Delhi : Universal Law Publishing Co.
- Palmer, J. and Philip, Neal (1994). *The handbook of environmental education*. London: Routledge.
- Reddy, Parshottam K.C. and Reddy, Narsimha D. (2002). *Environmental education*. Hyderabad : Neelkamal Publishers.
- Singh, R.B. and Mishra, Suresh (1996). *Environmental law in India : Issues and responses*. New Delhi : Concept Publishing Co.
- Srivastav, Pankaj and Singh, D.P. (2002). *Environmental Education*. New Delhi: Anmol Publications.
- Trivedi, P.R., Sharma, P.L. and Sudershan, K.N. (1994). *Natural environment and constitution of India*. New Delhi :Ashish Publishing House.

Course Title: GENERAL PSYCHOLOGY

(Generic Elective-1)

COURSE NO: **GE-PSY-01** CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

OBJECTIVE:

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

UNIT-I

ORIENTATION TO PSYCHOLOGY

- a) Nature, fields and applications of psychology
- b) Cognitive Processes: Learning, memory and problem solving
- d) Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives)
- e) Affective Processes: Emotion, Positive and negative emotion

UNIT-II

PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

- a) Theories of personality: Freudian psychoanalysis, type and trait ; humanistic
- b) Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner
- c) Emotional intelligence
- d) Assessment of intelligence and personality

UNIT-III

UNDERSTANDING DEVELOPMENTAL PROCESSES

- a) Cognitive Development – Piaget
- b) Moral Development – Kohlberg
- c) Psycho-social Development – Erikson

UNIT-IV

APPLICATIONS OF PSYCHOLOGY

- a) Work
- b) Law
- c) Health

Books Recommended:

- 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 Mc Graw Hill.
- Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.
- Michael, W., Passer, R.E. (2007). Psychology The science of mind and Behavior. New Delhi : Tata McGraw-Hill.

B.A. (HONS.)
IN
PSYCHOLOGY
Semester-II

Course Title: COGNITIVE PSYCHOLOGY
COURSE NO: P201 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective: Provide Introduction to cognitive psychology, Attention and Consciousness, Memory, reasoning and Decision Making

UNIT-1 INTRODUCTION TO COGNITIVE PSYCHOLOGY

- Nature, History, and Methods in Cognitive Psychology
- Cognitive Approaches- Information-Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach
- Cognitive Neuroscience and Cognitive neuropsychology,

UNIT-2 ATTENTION & CONSCIOUSNESS

- Attention: Nature, concepts & theories
- Types of attention, Adaption and Habituation
- Consciousness: Nature, Types and Functions

UNIT-3 MEMORY PROCESS

- Nature, concept & metaphors of memory
- Eyewitness testimony
- Process and models of memory
- Memory enhancing strategies

UNIT-4 REASONING & DECISION MAKING

- Concept, types of reasoning
- Approaches in reasoning
- Concept & models in decision making

Recommended Books:

- Matlin, M.W. (2008). Cognition (7th Ed.). CA: John Wiley & Sons.
- Riegler, B. R., & Riegler, G. R. (2008). Cognitive psychology: Applying the science of the mind (2nd Ed.). New Delhi: Dorling Kindersley.
- Sternberg, R. J. (2009). Cognitive psychology (4th Ed.). Wadworth, Cengage Learning.
- Solso, R. L. (2004). Cognitive psychology (6th Ed). New Delhi: Pearson Education.
- Schiffman, H. R. (2000). Sensation and perception: An integrated approach. New York: JohnWiley.
- Hulse, S. H., Deese, J., & Egeth, H. (1975). The psychology of learning. ND: McGraw Hill

Course Title: SOCIAL PSYCHOLOGY
COURSE NO: P202 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objectives:

Develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society. Introduce students to the realm of social influence and behaviour, as to how individuals think, feel and behave in social situations.

UNIT I

Social Psychology:

Meaning, Nature and History of Social Psychology, approaches to social psychology; Relationship with sociology and anthropology; Areas of application: Health, Law, Workplace. Social psychology and sustainable future.

UNIT II

Understanding and evaluating the social world:

Self and its processes: Self concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change.

UNIT III

Social interaction and Influence:

Interpersonal attraction, Pro-Social Behaviour, Aggression, Social influence.

UNIT IV

Group Dynamics and inter-group relations:

Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations-prejudice, inter-group conflict, Intervention techniques.

Books Recommended:

- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

- Deaux. K & Wrightsman, L. (2001). *Social Psychology*. California: Cole Publishin
- Kassin,S., Fein, S., & Markus,H.R. (2008). *Social psychology*. New York: Houghton Miffin.
- Misra, G. (2009). *Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research)*. New Delhi: Pearson
- Myers, D.G. (2008). *Social psychology* New Delhi: Tata McGraw-Hill
- Taylor,S.E., Peplau,L.A. & Sears,D.O. (2006). *Social Psychology (12th Ed)*. New Delhi:Pearson

Course Title: STRESS MANAGEMENT

COURSE NO: P203 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

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, symptoms, sources of stress: environmental, social, physiological and psychological.

UNIT 2

Stress and health: effects of stress on health, eustress

UNIT 3

Managing stress-I: Methods - yoga, meditation, relaxation techniques.

UNIT 4

Managing stress-II: Problem focused and emotion focused approaches.

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

Course Title: BIOPSYCHOLOGY
COURSE NO: P204 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

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 systems: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

UNIT 4: Endocrine System: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

Readings:

1. 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.
2. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.
3. Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi: PHI.
4. Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi. 5. Rozenweig, M. H. (1989). Physiological Psychology. New York: Random

Course Title: MOOC (Coursera Platform)
COURSE NO: P205 CREDITS: 2

CORE COURSE

MAXIMUM MARKS: 50

Internal Marks: 50

MOOC

- 1. Every student of B.A. (HONS.) IN PSYCHOLOGY) shall complete a 2-credit MOOC Course relevant to the subject offered by Coursera Platform in this semester.**
- 2. Completion of MOOC shall be assessed by a presentation made by the students 25 Marks for Completion and 25 Marks for Presentation (Total 50 Marks)**

Course Title: Psychology and Media
(Generic Elective-2)

COURSE NO: **GE-PSY-02** CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

To understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms

UNIT I

Media and User: understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation.

UNIT II

Media and advertising: Developing an effective advertising programme /media promotions/campaigns for social marketing. Case studies in the Indian context.

UNIT III

Audio-Visual media (TV and movies) and Print media: Nature and their impact; Developmental issues: fantasy Vs reality, socialization, stereotyping, violence, and cybercrime. Case studies in the Indian context.

UNIT IV

Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction. Case studies in the Indian context.

Books Recommended:

- Dill, K.E. (2009). *How Fantasy becomes Reality Seeing Through Media Influence*. New York: Oxford University Press.
- Giles, D. (2003). *Media Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.
- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.
- Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.
- Wanke, M. (Ed.). (2009). *Social Psychology of Consumer Behaviour*. NY: Taylor & Francis Group.
- Kirsh, S.J. (2006). *Children Adolescents and Media Violence*. New York: Sage.
- Montgomery, K.C. (2007) *Generation Digital*. MIT Press.
- Wood, R.N. (1983). *Mass Media and Individual*. Minnesota: Woods.

B.A. (HONS.)
IN
PSYCHOLOGY
Semester-III

Course Title: ABNORMAL PSYCHOLOGY

COURSE NO: P301 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

To understand the concept of abnormal psychology and to develop a critical awareness of the psychotherapy and disorders.

Meaning and Nature of Abnormal Behaviour: Historical background, criteria and models of abnormal behaviour, classification, diagnosis and assessment;

Overview of Psychotherapy: Therapeutic relationship, therapeutic approach- psychodynamic therapy, behaviour therapy, humanistic therapy, cognitive therapy, cognitive behavioural therapy, eclectic therapy, group therapy, indigenous and alternate therapies;

Anxiety Disorders and Obsessive-Compulsive and Related Disorders: Panic disorder, generalized anxiety disorder, phobic disorders, obsessive-compulsive disorder, body dysmorphic disorder- clinical picture, aetiology/etiology and treatment approach; Somatoform Disorders: Clinical picture, etiology and treatment approach; Mood Disorders and Suicide: Types of mood disorders: Major depressive disorder, bipolar disorder, cyclothymic disorder; Depression and Aging- etiology and treatment of mood disorders, Suicide- theoretical perspectives on suicide, suicide prevention;

Schizophrenia: Course of development, epidemiology, theoretical perspectives, treatment approaches; other schizophrenia Spectrum disorders: Brief psychotic disorder, schizophreniform disorder, delusional disorder, and schizoaffective disorder; Paranoid disorder- clinical picture, etiology and treatment approach.

Books Recommended:

- Carson R.C., Butcher J.N., Abnormal psychology (13thed.) New Delhi: Pearson Education. 2007.
- Naved, J., Rathus, S. & Greene, S.A., Abnormal psychology in a changing world (9th ed.), USA: Pearson, 2014. Ahuja N. A short text book of Psychiatry (7th ed.) New Delhi: Jaypee, 2011.
- Barlow, D.H. & Durand, V.M., Abnormal psychology: An integrative approach (6th ed.), USA: Cengage learning, 2012
- David Barlow. (2014), Clinical Handbook of Psychological Disorders, Fifth Edition: A Step-by-Step Treatment Manual, 5th Edition. The Guilford Press, p.768, [ISBN: 978-146251326].

- Comer, R. J.. (2013), Abnormal Psychology - International Edition, 8th. Palgrave Macmillan, New York, NY.
- Richard Bentall. Madness explained, Allen Lane, London, [ISBN: 0140275401].
- Robert Whitaker. Anatomy of an Epidemic, Broadway, p.416, [ISBN: 0307452425].

Course Title: CLINICAL PSYCHOLOGY

COURSE NO: **P302** CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objectives:

The paper aims at providing an overview about the concept of abnormality and the clinical picture and dynamics of various psychological disorders. This will sensitize the students to information on psychopathology and dispel myths regarding it.

Unit-I

Understanding abnormality : Definition and criteria of abnormality, classification (latest edition of DSM & ICD), Clinical Assessment, Diathesis Stress Model

Unit-II

Clinical States

- (a) Anxiety disorders – Phobias, Obsessive Compulsive Disorder, Generalized Anxiety Disorder (Clinical Picture and Dynamics of anxiety disorders)
- (b) Conversion Disorder (Clinical Picture and Dynamics)
- (c) Dissociative Identity Disorder (Clinical Picture and Dynamics)

UNIT-III

Developmental Disorders (Clinical Picture and Dynamics): Mental Retardation, Autism, ADHD, and Learning Disabilities

UNIT-IV

Substance related disorders and eating disorders:

- a) Substance-Related Disorder: Alcohol abuse and Drug abuse (clinical picture and causes)
- b) Eating disorder: Anorexia Nervosa and Bulimia Nervosa

Books Recommended:

- Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
- 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.
- Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning.
- Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley.

Course Title: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-1
COURSE NO: P303 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

To familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research.

UNIT-I

Introduction: Psychological Research & Statistics; Descriptive and Inferential Statistics; Parametric and nonparametric tests Variables and Constants; Measurement Scales, Rating scales.

UNIT-II

Frequency Distributions, Percentiles, and Percentile Ranks: Organizing Qualitative Data; Constructing a grouped frequency distribution, a relative frequency distribution and a cumulative frequency distribution; Computation of Percentiles and Percentile Ranks.

UNIT-III

Graphic Representation of Data: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph.

UNIT IV

Measures of Central Tendency: The Mode; The Median; The Mean; Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean; Central Tendency Measures in Normal and Skewed Distributions; The Effects of Linear Transformation on Central Tendency Measures.

Books Recommended:

- Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4th Ed.) India: Pearson Education, Prentice Hall.
- 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.
- Howell, D. (2009) *Statistical methods for Psychology*.
- Mangal, S.K. (2012). *Statistics in Psychology & Education*. 2nd Edition. New Delhi: PHI le

Course Title: PSYCHOLOGY PRACTICAL-1
COURSE NO: P304 CREDITS: 4

CORE COURSE	MAXIMUM MARKS: 100
External Practical and Viva Voce Examination	: 60 Marks
Internal Assessment:	: 40 Marks
(a) Practical Notebook	: 20 Marks
(b) Viva-Voce	: 20 Marks

The Students will conduct the following experiments:

1. Mental Health
2. Anxiety test
3. Mental fatigue
4. Adjustment test
5. Social conformity
6. Aptitude test
7. Intelligence test – Non-verbal
8. Emotional maturity
9. Achievement test
10. Tweezer dexterity

Course Title: Psychology for Health and Well-Being

(General Elective-3)

COURSE NO: **GE-PSY-03** CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective

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

UNIT-I

Illness, Health and Well being

Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being.

UNIT-II

Stress and Coping

Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

UNIT-III

Health Management

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

Unit-IV

Human strengths and life enhancement

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

Books Recommended:

- 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.
- Misra,G. (1999).*Stress and Health*. New Delhi: Concept.
- Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions (4th Ed.)*.NY: Wiley.
- 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.

Course Title: Emotional Intelligence
(Ability Enhancement Elective-1)
COURSE NO: AEE-PSY-01 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

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

Unit-I

INTRODUCTION:

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

Unit-II

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-III

MANAGING EMOTIONS

- The relationship between emotions, thought and behaviour
- Techniques to manage emotions

UNIT-IV

APPLICATIONS

- Workplace
- Relationships
- Conflict Management
- Effective Leadership

Books Recommended:

- 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 (2 nd ed.)* New Delhi: Response Books.

**B.A. (HONS.)
IN
PSYCHOLOGY**

Semester-IV

Course Title: PSYCHOLOGY OF PERSONALITY
COURSE NO: P401 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

To understand the concept of personality and its psychology.

UNIT I. Introduction:

- Concept and Basic issues of Personality.
- Approaches to the study of personality-psychoanalytic approach

Unit II Determinants of personality:

- Biological,
- Psychological and
- Socio- cultural factors

UNIT III Perspectives on personality:

- Psychodynamic, Phenomenological humanistic, Trait and type.
- Personality Development
- Personality Disorders (Clinical Picture and Dynamics): Antisocial Personality Disorder and Borderline Personality Disorder
- Theories of personality: Freudian psychoanalysis, type and trait ; humanistic

Unit IV Personality Assessment:

- Subjective and projective techniques,
- self report, personality inventories.
- Assessment of intelligence and personality

Suggested Readings:

- Barger, J.M. (2004). Personality (6th ed). USA: Wadsworth/ Thompson Learning.
- Hjelle,L.A.&Zigler, D.J.(1992). Personality theories (3rd ed). New York:McGraw-Hill, Inc.
- Mischel, W. (1976). Introduction to Personality. USA: Holt,Rnehart & Wiston.

Course Title: EDUCATIONAL PSYCHOLOGY
COURSE NO: P402 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

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

Unit-I

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-II

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-III

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

Unit-IV

Exceptionality and Special Education: Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of

Books Recommended

- Lahey R.B. Graham J. E., (2000) *An Introduction to Educational Psychology*, 6th Ed., TataMcGraw 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: Allynand Bacon.
- Woolfolk Anita (2004) *Educational Psychology*, 9th Edition, Allyn and Bacon, Boston.
- Woolfolk Anita &Woolfolk Hoy Anita (2008) *Educational Psychology*, Pearson, NewDelhi.

Course Title: Statistical Methods for Psychological Research -2
COURSE NO: P403 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

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

UNIT I

Measures of variability and standard scores: The Range; The interquartile and semi- interquartile range; The average deviation; The variance; The standard deviation, calculation of standard deviation from raw scores and grouped scores, standard scores (z-score); properties of Z-score.

UNIT II

The Normal distribution: The nature and properties of the normal probability distribution; Standard scores and normal curve; The standard normal curve, Divergence from normality (Skewness and Kurtosis).

UNIT III

Correlation: The meaning of correlation, historical perspective. The coefficient of correlation; calculating Pearson's correlation coefficient from deviation score; calculating Pearson's correlation coefficient from raw scores; Spearman's Rank-order correlation coefficient; correlation and causation.

UNIT IV

Hypothesis Testing: Meaning of statistical inference and hypothesis testing; Hypothesis testing about a single mean (z and t); Assumptions in testing a hypothesis about a single mean; The Null and the Alternative hypothesis; Choice of Ho: One tailed and two tailed tests.

Books Recommended:

- Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed). India: Prentice Hall .
- N.K. Chadha (1991) *Statistics for Behavioral and Social Sciences*. Reliance Pub.House: New Delhi

Course Title: PSYCHOLOGY PRACTICAL-2
COURSE NO: P404 CREDITS: 4

CORE COURSE	MAXIMUM MARKS: 100
External Practical and Viva Voce Examination	: 60 Marks
Internal Assessment:	: 40 Marks
(a) Practical Notebook	: 20 Marks
(b) Viva-Voce	: 20 Marks

The Students shall perform one Practical from each category as given below:

1. Psychology and social processes
 - a. Social conformity
 - b. Social perception
2. Organizational behaviour
 - a. Leadership
 - b. Job satisfaction /Work motivation
3. Psychological testing and assessment
 - a. NEO-FFI /MMPI
 - b. WAIS/WISC
4. Cognitive psychology
 - a. Memory process
 - b. Problem solving
5. Behavioural disorders
 - a. Anxiety (State, trait and free floating anxieties)
 - b. Depression
6. Psychology of Adjustment
 - a. Assessment of adjustment
 - b. Assessment of anxiety
7. Guidance and counselling
 - a. Personality assessment
 - b. Assessment of aptitude
8. Clinical Psychology
 - a. Mental status examination
 - b. Rorschach inkblot /TAT
9. Stress and coping
 - a. Assessment of stress
 - b. Assessment of coping
10. Culture and Human Behaviour
 - a. Colour /Depth perception
 - b. Perception of emotions

Course Title: Psychology of Individual Differences

(General Elective-4)

COURSE NO: **GE-PSY-04** CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

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-I

Personality: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic, Trait and type.

UNIT-II

Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Sternberg's and Gardner's theories of intelligence; Emotional Intelligence, Heredity, environment and intelligence;

UNIT-III

Self and identity: Indian and western concept of self, cognitive and behavioural aspect of self, culture and self. Identity: concept of identity formation, Erickson and Marcia's Model of identity.

UNIT-IV

Enhancing individual's potential: Motivation: Intrinsic motivation and Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fostering creativity.

Books Recommended:

- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. PinnacleLearning, NewDelhi.
- Carr, A. (2011): Positive psychology. Routledge.

- Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
- Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). *Foundations of Indian Psychology*, Vol 1. Pearson.
- Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.
- Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). *Bridging learning*

Course Title: Effective Decision Making

(Ability Enhancement Elective-2)

COURSE NO: **AEE-PSY-02** CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Books Recommended:

- 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.

**B.A. (HONS.)
IN
PSYCHOLOGY**

Semester-V

Course Title: PSYCHOMETRIC TESTING
COURSE NO: P501 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

To understand the process of psychometric testing and its related concepts.

Unit I

- Introduction to Psychometric Testing
- Job Analysis and Competency Frameworks
- Psychometric test reliability

Unit II

- Psychometric test error & confidence
- Validity of Psychometric Tests
- Choosing the Right Test – Understanding the Test Manual

Unit III

- Psychometric Test Administration
- Scoring Psychometric Tests
- Interpreting Psychometric Test Results

Unit IV

- Psychometric Test Feedback to Candidates
- Psychometric Test Feedback to Decision-makers
- Ethical Issues in Psychometric Testing at Work

BOOKS RECOMMENDED:

- Kaplan, R.M.& Saccuzzo,D.P. (2007).psychological Testing:principles, Applications, and Issues. Australia: Thomson Wadsworth.
- Anastasi, A & Urbina, S. (1997). Psychological testing. N.D.pearson Education,
- Gregory.R.J.(2005).psychological testing: History. Principles and applications. New Delhi: Pearson Education.
- Freeman,F.S. 3rd ed. (1965).psychological testing .New Delhi oxford & IBH Publishing Co Pvt.Led.
- Cronbach,L,J5th ed. (1990). Essential of psychological testing New york: Harper Collins Publishers.
- Anastasi A.,(1988). Psychological Testing: New York:McMilla

Course Title: INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY
COURSE NO: P502 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objectives:

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

Unit-I

Introduction

- a. Historical antecedents of Organizational Behaviour
- b. Contemporary Trends and Challenges
- c. Organizational Behavior : Challenges in the Indian Setting

Unit-II

Individual level processes

- a. Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour
- b. Work Motivation
 - i Early theories: Maslow, McClelland, Two factor
 - ii Contemporary theories: Goal setting, Equity, Expectancy
 - iii Applications: Job Characteristics Model, Job redesign, MBO

Unit-III

Dynamics of Organizational Behavior

- a. Organizational Culture
- b. Power and Politics: Influence, empowerment, sexual harassment, organizational politics.
- c. Positive Organizational Behavior

Unit-IV

Leadership

- a. Basic approaches: Trait theories, Behavioral theories, Contingency theories
- b. Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles, Challenges to the leadership construct
- c. Indian perspective

Books Recommended:

- 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.
- 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.

Course Title: DISSERTATION-I
COURSE NO: P503 CREDITS: 4

CORE COURSE

MAXIMUM MARKS: 100
Internal Marks:100

The students shall undertake the following activities relating to the writing of their dissertation:

- a) Submit synopsis of the research proposal for dissertation under the guidance of the concerned supervisor.
- b) Review of related literature,
- c) Development / Selection of tools, and

The written work duly certified by the supervisor shall be submitted by the students at the end of the Semester.

The written work shall be evaluated by the Research Committee constituted for the purpose

Course Title: MOOC (Coursera Platform)
COURSE NO: P504 CREDITS: 2

CORE COURSE

MAXIMUM MARKS: 50

MOOC

- 1. Every student of B.A. (HONS.) IN PSYCHOLOGY) shall complete a 2-credit MOOC Course relevant to the subject offered by Coursera Platform in this semester.**
- 2. Completion of MOOC shall be assessed by a presentation made by the students 25 Marks for Completion and 25 Marks for Presentation (Total 50 Marks)**

Course Title: Discipline Specific Elective-1 Positive Psychology
COURSE NO: DSE-PSY-01 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

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

UNIT-I

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

UNIT-II

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

UNIT-III

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

UNIT-IV

Applications: Work, education, ageing, health

Books Recommended:

- 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.

Course Title: Community Psychology
(Discipline Specific Elective-2)

COURSE NO: **DSE-PSY-02** CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

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

UNIT-I

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

UNIT-II

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

UNIT-III

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-IV

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

Books Recommended:

- 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.

**B.A. (HONS.)
IN
PSYCHOLOGY**

Semester-VI

Course Title: FORENSIC AND CRIMINAL PSYCHOLOGY

COURSE NO: P601 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

UNIT-1 INTRODUCTION

- Defining concept & nature of forensic psychology
- History of forensic psychology
- The roles of the Forensic Psychologist: Clinical and Experimental

UNIT-2 PSYCHOLOGIST IN COURT

- Expert evidence & Forensic reports
- Pre-trial preparation & Forensic portfolio
- Examination in chief & Cross Examination

UNIT-3 EYEWITNESS TESTIMONY & FALSE CONFESSION

- The accuracy of witness evidence
- Eyewitness evidence in court
- Consequences and types of false confession

UNIT-4 PROFILE ANALYSIS

- Nature of profiling work, FBI Profiling
 - Stage 1: Data assimilation stage
 - Stage 2: Crime scene classification
 - Stage 3: Crime scene reconstruction
 - Stage 4: Profile generation
 - Statistical/Actuarial profiling

Books Recommended:

- David Canter, Forensic Psychology, Oxford University Press
- Alan M. Goldstein, Handbook of Psychology, Forensic Psychology, John Wiley & Sons
- Curt R. Bartol, Introduction to Forensic Psychology: Research and Application, Sage Publications (CA)
- Joshua Duntley, Evolutionary Forensic Psychology: Darwinian Foundations of Crime and Law, Oxford University Press

Course Title: COUNSELLING PSYCHOLOGY
COURSE NO: P602 CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objectives:

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

Unit-I

Introduction

- a) Meaning and goals
- b) Counselling as a profession: training, skills and ethics
- c) The effective counsellor: personality and self of the counsellor
- d) Counselling process and relationship

Unit-II

Techniques of Counselling

- a) Psychoanalytic techniques
- b) Humanistic approaches
- c) Behavioral techniques
- d) Cognitive techniques

Unit-III

Counselling Applications

- a) Child Counselling
- b) Family Counselling
- c) Career Counselling
- d) Crisis intervention: suicide, grief and sexual abuse

Unit-IV

Contemporary Trends

- a) Indian approaches: yoga and meditation
- b) Counselling and technology
- c) Expressive techniques: art, music, dance.

Books Recommended:

- 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
- Burnard, P. (2009). *Counseling Skills Training: Book of activities*. Viva Books, New Delhi.
- 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.
- Hackney, H.L. (2012). *The Professional Counselor: A process guide to helping*. 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.
- Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, Second Edition, Sage, South Asia Edition
- 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
- Udupa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

Course Title: DISSERTATION-II
COURSE NO: P603 CREDITS: 4

CORE COURSE	MAXIMUM MARKS: 100
	External Marks:100
Evaluation of Dissertation	: 75
Presentation of PPT	: 05
Viva-Voce	: 20

The students take the following activities during the Semester:

- a) Collection of data
- b) Analysis of data
- c) Report/ Thesis

Each student shall submit a hard/soft copy of the Dissertation before the end of Semester-IV. The dissertation has to be duly signed by the respective supervisor. The evaluation of the dissertation shall be done by an external examiner and the research supervisor. The evaluation of the dissertation shall be based on the quality of the research work. The viva-voce examination shall be conducted after the power point presentation of the research work done by the student.

Course Title: Health Psychology
(Discipline Specific Elective-3)
COURSE NO: **DSE-PSY-03** CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

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

UNIT-I

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-II

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

UNIT-III

Stress: Nature, Sources, Effects of stress on physical and mental health; Coping and stress management.

UNIT-IV

Health Management:

Health-enhancing behaviors: Exercise, Nutrition, safety, managing and controlling pain. Health Protective behaviours, Illness Management.

Books Recommended:

- Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
- Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley.
- Misra,G. (1999).Stress and Health. New Delhi: Concept.
- Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.
- Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

Course Title: Human Resource Management

(Discipline Specific Elective-4)

COURSE NO: **DSE-PSY-04** CREDITS: 4

CORE COURSE
External Marks: 60

MAXIMUM MARKS: 100
Internal Marks:40

Objective:

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

UNIT-I

Introduction to Human Resource Management (HRM):

Personnel management, HRM and HRD, Context and issues in HRM

UNIT-II

Human Resource Practices

Job analysis; Recruitment and selection; Training; Performance evaluation

UNIT-III

International human resource management (IHRM)

The context of Globalization, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise, Selection of international assignees; Expatriate failure, Cross-cultural training.

UNIT-IV

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).

Books Recommended:

- 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 edition. New Delhi: Sai Printographers.
- DeCenzo, D.A.& Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.
- Harzing,A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.
- Jex, S.M. & Britt, T.W. (2008) Organizational Psychology: A Scientist-Practitioner Approach. 2nd ed. John Wiley and sons Inc. New York.
- Luthans,F. (2010) Organizational Behaviour. 12th Edition. McGraw Hill.
- Muchinsky, P.M. (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.
- Robbins, S.P., Judge T.A. and Sanghi, S. (2009) Organizational Behaviour. 13th ed. Pearson Education , Inc.
- Schlutz,D. and Schultz, S.E. (2006) Psychology and Work Today. 9th ed. New Jersey, Pearson Education Inc.