

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

THREE-YEAR FULL-TIME PROGRAMME (2015)



**DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF DELHI
DELHI-110007**

UGC Guidelines on Adoption of Choice Based Credit System

1. Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the acadamia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

2. Applicability of the Grading System

These guidelines shall apply to all undergraduate and postgraduate level degree, diploma and certificate programmes under the credit system awarded by the Central, State and Deemed to be universities in India.

3. 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 O, A+, A, B+, B, C, P and F.
10. **Programme:** An educational programme leading to award of a Degree, diploma or certificate.
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.

4. Semester System and Choice Based Credit System

The Indian Higher Education Institutions have been moving from the conventional annual system to semester system. Currently many of the institutions have already introduced the choice based credit system. The semester system accelerates the teaching-learning process and enables vertical and horizontal mobility in learning. The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. It is desirable that the HEIs move to CBCS and implement the grading system.

5. Types of Courses: Courses in a programme may be of three kinds: Core, Elective and Foundation.

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."

3. Foundation Course:-

The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation. “Compulsory Foundation” courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all disciplines. Elective Foundation courses are value-based and are aimed at man-making education.

6. Examination and Assessment

The HEIs are currently following various methods for examination and assessment suitable for the courses and programmes as approved by their respective statutory bodies. In assessing the performance of the students in examinations, the usual approach is to award marks based on the examinations conducted at various stages (sessional, mid-term, end-semester etc.,) in a semester. Some of the HEIs convert these marks to letter grades based on absolute or relative grading system and award the grades. There is a marked variation across the colleges and universities in the number of grades, grade points, letter grades used, which creates difficulties in comparing students across the institutions. The UGC recommends the following system to be implemented in awarding the grades and CGPA under the credit based semester system.

6.1. Letter Grades and Grade Points:

- i. Two methods -relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.
- ii. The UGC recommends a 10-point grading system with the following letter grades as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A(Very Good)	8
B+(Good)	7
B(Above Average)	6
C(Average)	5
P (Pass)	4
F(Fail)	0
Ab (Absent)	0

- iii. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.
- iv. For non credit courses ‘Satisfactory’ or ‘Unsatisfactory’ shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- v. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.,

- vi. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

6.2. Fairness in Assessment:

Assessment is an integral part of system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student's performance. Thus, it becomes bounden duty of a University to ensure that it is carried out in fair manner. In this regard, UGC recommends the following system of checks and balances which would enable Universities effectively and fairly carry out the process of assessment and examination.

- i. In case of at least 50% of core courses offered in different programmes across the disciplines, the assessment of the theoretical component towards the end of the semester should be undertaken by external examiners from outside the university conducting examination, who may be appointed by the competent authority. In such courses, the question papers will be set as well as assessed by external examiners.
- ii. In case of the assessment of practical component of such core courses, the team of examiners should be constituted on 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the university conducting examination.
- iii. In case of the assessment of project reports / thesis / dissertation etc. the work should be undertaken by internal as well as external examiners.

7. Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

8. Illustration of Computation of SGPA and CGPA and Format for Transcripts

i) Computation of SGPA and CGPA

Illustration for SGPA

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade)
Course 1	3	A	8	3 X 8 = 24
Course 2	4	B+	7	4 X 7 = 28
Course 3	3	B	6	3 X 6 = 18
Course 4	3	O	10	3 X 10 = 30
Course 5	3	C	5	3 X 5 = 15
Course 6	4	B	6	4 X 6 = 24
	20			139

Thus, **SGPA = 139/20 = 6.95**

Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4
Credit : 20	Credit : 22	Credit : 25	Credit : 26
SGPA:6.9	SGPA:7.8	SGPA: 5.6	SGPA:6.0
Semester 5	Semester 6		
Credit : 26	Credit : 25		
SGPA:6.3	SGPA: 8.0		

Thus, **CGPA = $\frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144} = 6.73$**

144

- ii) Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

B. A. (HONS.) PSYCHOLOGY

This course aims at developing an understanding of the growing discipline of psychology and promoting skill based education. An important goal is to facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of society. The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of the society, educational institutions and the workplace and inculcate the required competencies in the students to understand and respond to the same efficiently and effectively.

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.

Evaluation

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 75: 25 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

NOTES:

- For Core papers, and DSE Theory: 4 classes+ 1 student presentation per paper per week
- For AEEC courses: 2 theory classes +1 presentation per paper per week
- For GE papers 2 classes + 1 tutorial per paper per week per group
- Practicals: 4 practical classes per week/per group
- Tutorials: 1 tutorial per paper per week per group Each practical/ tutorial group will consist of 8-10 students 2 practicum to be done in a practical paper Evaluation through presentations/ projects/ tests
- Ability enhancement elective courses: Hands on training will be provided through skill based learning.

**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-01 Introduction to Psychology (Theory+ Practical)	Environmental Science			GE-1
	C-PSY-02 Statistical Methods for Psychological Research-I (Theory+ Tutorial)				
II	C-PSY-03 Biopsychology (Theory+ Tutorial)	English Communication			GE-2
	C-PSY-04 Psychology of Individual Differences (Theory+ Practical)				
III	C-PSY-05 Development of Psychological Thought (Theory+ Tutorial)		AEEC-1		GE-3
	C-PSY-06 Psychological Research (Theory+ Practical)				
	C-PSY-07 Social Psychology (Theory+ Tutorial)				
IV	C-PSY-08 Understanding Psychological Disorders (Theory+ Tutorial)		AEEC-2		GE-4
	C-PSY-09 Statistical Methods for Psychological Research-II (Theory+ Tutorial)				
	C-PSY-10 Applied Social Psychology (Theory+ Practical)				
V	C-PSY-11 Understanding and Dealing with Psychological Disorders (Theory+ Practical)			DSE-1	
	C-PSY-12 Developmental Psychology (Theory+ Practical)			DSE-2	
VI	C-PSY-13 Organizational Behavior (Theory+ Practical)			DSE-3	
	C-PSY-14 Counseling Psychology (Theory+ Practical)			DSE-4	

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

DSE-PSY-01: Positive Psychology (Theory+ Practical)

DSE-PSY-02: Human Resource Management (Theory+ Practical)

DSE-PSY-03: Health Psychology (Theory+ Practical)

DSE-PSY-04: Community Psychology (Theory+ Practical)

DSE-PSY-05: Cultural and Indigenous Psychology (Theory+ Practical)

DSE-PSY-06: Project/Dissertation (VI Semester)

DSE-PSY-07 Psychological Perspective in Education (Theory+ Practical)

DSE-PSY-08: Psychology of Disability (Theory+ Practical)

DSE-PSY-09: Psychology of Peace (Theory+ Practical)

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

GE-PSY-01: General Psychology (Theory+ Tutorial)

GE-PSY-02: Youth, Gender and Identity (Theory+ Tutorial)

GE-PSY-03: Psychology for Health and Well-being (Theory+ Tutorial)

GE-PSY-04: Psychology at Work (Theory+ Tutorial)

GE-PSY-05: Psychology and Media (Theory+ Tutorial)

GE-PSY-06: Inter-group Relations (Theory+ Tutorial)

GE-PSY-07: Youth Psychology (Theory+ Tutorial)

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

AEEC-PSY-01: Emotional Intelligence (Theory+ Tutorial)

AEEC-PSY-02: Stress Management (Theory+ Tutorial)

AEEC-PSY-03: Effective Decision Making (Theory+ Tutorial)

AEEC-PSY-04: Educational Psychology (Theory+ Tutorial)

AEEC-PSY-05: Selection and Training (Theory+ Tutorial)

AEEC-PSY-06: Personal Growth and Development (Theory+ Tutorial)

AEEC-PSY-07: Psychological Skills in organization (Theory+ Tutorial)

CORE COURSES

SEMESTER-I

C-PSY-01: INTRODUCTION TO PSYCHOLOGY

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 on 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.

Practicum:

Any 2 practicum pertaining to C-PSY-01 (Introduction to Psychology).

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.

C-PSY-02: 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:

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

Frequency Distributions, Percentiles, and Percentile Ranks: Organizing Quantitative Data; Constructing a Grouped Frequency Distribution, a Relative Frequency Distribution and a Cumulative Frequency Distribution; Computation of Percentiles and Percentile Ranks.

Graphic Representation of Data: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs.

Unit 2:

Measures of Central Tendency: The Mode; The Median; The Mean; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions; Effects of Linear Transformations on Measures of Central Tendency.

Measures of Variability: The Range; The Semi-Interquartile Range; The Variance; The Standard Deviation; Calculation of Variance and Standard Deviation from Deviation Scores and Raw Scores; Properties and Comparison of Measures of Variability; Effects of Linear Transformations on Measures of Variability.

Unit 3:

Standard (z) Scores: Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, Determining a raw score from a z-score, Some Common Standard Scores, Comparison of z-scores and Percentile Ranks.

The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).

Unit 4:

Correlation: The Meaning of Correlation; Historical Perspective; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; The Effects of Score Transformations; Cautions concerning Correlation Coefficients.

Random Sampling and Sampling Distributions: Random Sampling; Using a Table of Random Numbers; The Random Sampling Distribution of the Mean: An Introduction; Characteristics of the Random Sampling Distribution of the Mean; Using the Sampling Distribution of Sample Means to Determine the Probability for Different Ranges of Values; Random Sampling With and Without Replacement.

Reading List:

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.

SEMESTER II**C-PSY-03: 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

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-04: 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.

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

Practicum:

Two psychological tests (one based on Intelligence and one based on personality).

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.

SEMESTER- III**C-PSY-05: 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 Indian Perspective: Yoga and Vedant: 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.

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-06: 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: Sampling: 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

Practicum

Any 2 practicum based on C-PSY-06 using any of the following:

Interview

FGD

Survey

Observation

Case Study

Semi Projective Techniques

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.). New Delhi: 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-07 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

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, inter-group conflict, intervention techniques)

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

SEMESTER- IV

C-PSY- 08 Understanding Psychological Disorders

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 (any 2 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; Personality Disorder (any one); Borderline Personality Disorder / Anti Social Personality Disorders; Disorders of Development (any two): Learning disorder/ Mental Retardation, ADHD/ Autism

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, 7thEdition, 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-09: 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 about the Difference between Two Independent Means: The meaning of Statistical Inference 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; Properties of the Sampling Distribution of the Difference between Means; Choice of H_A : One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The t Distribution; Characteristics of Student's Distribution of t ; Computing t Using Definitional Formula only; Assumptions Associated with Inference about the Difference between Two Independent Means; The Statistical Decision regarding Retention and Rejection of Null Hypothesis.

Interpreting the Results of Hypothesis Testing

A Statistically Significant Difference versus a Practically Important Difference; Errors in Hypothesis Testing; Power of a Test; 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.

Confidence Intervals

Confidence Intervals for $\mu_X - \mu_Y$; The Relation between Confidence Intervals and Hypothesis Testing; The Advantages of Confidence Intervals.

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; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Variance only; 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; Logic of the Chi-Square Test; 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.

Nonparametric Approaches to Data

Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests.

Introduction to SPSS

Getting Started with SPSS; Uses of SPSS in Statistics and Research.

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-10: 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, diversity.

Unit 3: Applying Social Psychology-II: work, health, legal system.

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 C-PSY-10.

Readings:

Kloos, B., Hill, J., Thomas, E., Wandersman, E., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage. Mikkelsen, B. (1995). Methods for development work and research: A guide for practitioners. 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.

SEMESTER- V**C-PSY-11: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS****Objective:**

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

Unit 1: Biological etiology-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 any two from 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.

Practicum: Any two practicum based on topics in C-PSY-11

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

C-PSY-12: DEVELOPMENTAL PSYCHOLOGY

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

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

Practicum: Any two practicum based on topics in C-PSY-12

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.

SEMESTER- VI

C-PSY-13: 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

Practicum: Any two practicum based on topics in C-PSY-13

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.

C-PSY 14 COUNSLING 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 (Latest version of American Counselling Association – ACA); 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

Unit 3: 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

Practicum: Any two practicum based on topics in C-PSY-14

Readings:

Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8th Ed.) 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.

Udupa, 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):

DSE-PSY-01: 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

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.

DSE-PSY-02: 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.

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.

DSE-PSY-03: 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.

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.

DSE-PSY-04: 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 DSE-PSY-04

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.

DSE-PSY-05: 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

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.

DSE-PSY-06: 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.

DSE-PSY-07PSYCHOLOGICAL 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

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.

DSE-PSY-08 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

Readings

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

Dalal A .K &MisraGirishwar (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.

DSE-PSY-09: 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

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 Communique: 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-01: 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; Health

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 (3rd Ed.)* Buckingham: Open University Press.

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

GE-PSY-02: YOUTH, GENDER AND IDENTITY

Objectives:

- To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.
- To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

Unit 1: Introduction

- a) Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
- b) Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
- c) Concepts of Identity: Multiple identities

Unit 2: Youth and Identity

- a) Family: Parent-youth conflict, sibling relationships, intergenerational gap
- b) Peer group identity: Friendships and Romantic relationships
- c) Workplace identity and relationships
- d) Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit 3: Gender and Identity

- a) Issues of Sexuality in Youth
- b) Gender discrimination
- c) Culture and Gender: Influence of globalization on Gender identity

Unit 4: Issues related to Youth, Gender and Identity

- a) Youth, Gender and violence
- b) Enhancing work-life balance
- c) Changing roles and women empowerment
- d) Encouraging non-gender stereotyped attitudes in youth

Readings:

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

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

GE-PSY-03: 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

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.

GSE-PSY-04: 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

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-05: PSYCHOLOGY AND MEDIA

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

Unit 1: Interface of Media and Psychology: Understanding the interface between media & psychology; Fantasy v/s Reality

Unit 2: Being a Consumer: Why to Consume?: Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity

Unit 3: Knowing and Creating Consumer Needs: Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda

Unit 4: Critical issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change

Readings:

Cill, J.C., Culbert, D.H., & Welsh, D. (2003) *Propaganda and Mass Persuasion: A Historical Encyclopedia*, Santa Barbara: ABC-CLIO, Inc.

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.

Audio-Visual Sources

Documentary: 'No Logo: Brands, Globalization and Resistance' by Naomi Klein

Documentary: 'Killing Us Softly 4' by Jean Kilbourne

Documentary: 'Century of Self-Part 1: Happiness Machines' by Adam Curtis

GE-PSY-06: 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.

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.

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

GE-PSY-07: YOUTH PSYCHOLOGY

Objective:

To help students understand the notion of youth, youth across cultures, the factors influencing youth identity and sensitivity to issues concerning the youth of today.

Unit 1: Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

Unit 2: Youth development and Relationships: Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.

Unit 3: Today's Youth: Issues and challenges: Youth and risk behaviours; Employment and education

Unit 4: Developing Youth: Positive youth development; Building resources: Hope, Optimism and Resilience.

Readings:

Agochia, D. (2010). Life competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage Publication.

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

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

Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Chapters 1 & 2).

Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge

Connidis, I. A. (2010). Family ties and aging. Sage. (Chapters 8 & 10)

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

AECC-PSY-01: 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

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

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.

AECC-PSY-02: 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.

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.

AEEC-PSY-03: 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

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.

AEEC-PSY-04: 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

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.

AEEC-PSY-05: 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: techniques; importance

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

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* (8th ed). 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.

AEEC-PSY-06: 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

- a) The self-concept and self-esteem
- b) 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

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

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

AEEC-PSY-07: 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

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