

**Course Structure of B.A. (Hons.) – Psychology  
Applicable from 2019-2022**

**DIT UNIVERSITY  
Dehradun**



**Detailed Course Structure  
of**

**B.A. (Hons.) – Psychology**

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

### Course Structure

**Year: 1<sup>st</sup>**

**Semester: I**

<b>Course Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
UC	PSY106	Introduction To Psychology	5	0	2	6
UC	PSY107	Biopsychology	5	1	0	6
GE	PSY146/147	Generic Elective I	4	1	0	5
AEC	HS103	Professional Communication	2	0	2	3
		<b>Total</b>				<b>20</b>

**Generic Elective-I**

PSY146- General Psychology
PSY147- Youth, Gender and Identity

**Year: 1<sup>st</sup>**

**Semester: II**

<b>Course Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
UC	PSY108	Psychology of Individual Differences	5	0	2	6
UC	PSY109	Statistical Methods for Psychological Research-I	5	1	0	6
GE	PSY148/149	Generic Elective II	4	1	0	5
AEC	CH201	Environmental Science	2	0	0	2
		<b>Total</b>				<b>19</b>

**Generic Elective-II**

PSY148-Psychology for Health and Well Being
PSY149-Rehabilitation Psychology

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

### Course Structure

**Year: 2<sup>nd</sup>**

**Semester: III**

<b>Course Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
UC	PSY216	Psychological Research	5	0	2	6
UC	PSY217	Development of Psychological Thought	5	1	0	6
UC	PSY218	Social Psychology	5	1	0	6
GE	PSY246/247	Generic Elective III	5	1	0	6
SEC	PSY219	Emotional Intelligence	3	0	0	3
		<b>Total</b>				<b>27</b>

**Generic Elective-III**

PSY246- Psychology of Communication
PSY247- Youth Psychology

**Year: 2<sup>nd</sup>**

**Semester: IV**

<b>Course Category</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
UC	PSY226	Statistical Methods for Psychological Research-II	5	1	0	6
UC	PSY227	Developmental Psychology	5	0	2	6
UC	PSY228	Applied Social Psychology	5	0	2	6
GE	PSY248/249	Generic Elective IV	4	1	0	5
SEC	PSY229	Stress Management	3	0	0	3
		<b>Total</b>				<b>26</b>

**Generic Elective-IV**

PSY248- Psychology at Work
PSY249- Intergroup Relations

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

### Course Structure

**Year: 3<sup>rd</sup>**

**Semester: V**

Course Category	Course Code	Course Title	L	T	P	Credit
UC	PSY306	Understanding Psychological Disorders	5	1	0	6
UC	PSY307	Organizational Behavior	5	0	2	6
DSE	PSY346/347	Discipline Specific Elective I	5	0	2	6
DSE	PSY348/349	Discipline Specific Elective II	5	0	2	6
<b>Total</b>						<b>24</b>

**Discipline Specific Elective-I**

PSY346- Positive Psychology
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PSY347- Human Resource Management
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**Discipline Specific Elective-II**

PSY348- Health Psychology
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PSY349- Community Psychology
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**Year: 3<sup>rd</sup>**

**Semester: VI**

Course Category	Course Code	Course Title	L	T	P	Credit
UC	PSY308	Understanding and Dealing with Psychological Disorder	5	0	2	6
UC	PSY309	Counseling Psychology	5	0	2	6
DSE	PSY396/397	Discipline Specific Elective III	5	0	2	6
PRJT	PSY336	Project	-	-	-	6
<b>Total</b>						<b>24</b>

**Discipline Specific Elective-III**

PSY396-Cultural and Indigenous Psychology
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PSY397-Psychological Perspective in Education
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# **Course Structure of B.A. (Hons.) – Psychology Applicable from 2019-2022**

## **Summary of the Credit**

<b>Year</b>	<b>Semester</b>	<b>Credit</b>
<b>1</b>	<b>1</b>	<b>20</b>
	<b>2</b>	<b>19</b>
<b>2</b>	<b>3</b>	<b>27</b>
	<b>4</b>	<b>26</b>
<b>3</b>	<b>5</b>	<b>24</b>
	<b>6</b>	<b>24</b>
<b>Total</b>		<b>140</b>

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY106	<b>Subject Title</b>	Introduction to Psychology						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	1 <sup>st</sup>	<b>Semester</b>	I

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

**UNIT 1: Introduction to Psychology (17 Lectures)**

Introducing Psychology: Meaning, Scope & Methods, Origin of Psychology: Western and Indian Context

**UNIT 2: Learning & Memory (15 Lectures)**

Learning: Definition & Types; Principles of Learning: Thorndike’s principles: Trial & Error, Law of practice, law of effect, law of reinforcement; Classical Conditioning, Instrumental Conditioning, Difference between classical and instrumental conditioning, Observational Learning, Insight Learning.

Memory: Definition & Components; Models of Memory: Information Processing, Working Memory, Levels of Processing, Semantic Network model; Encoding Specificity; Forgetting: Ebbinghaus and the Forgetting Curve; Reasons of Forgetting: Motivated Forgetting, How to improve memory: Mnemonics

**UNIT 3: Sensation & Perception (17 Lectures)**

Sensation: Meaning, Transduction, Sensory Threshold, Habituation & Sensory Adaptation

Perception: Meaning; Principles of Perceptual Organization: Gestalt laws of perceptual organization, Perceptual Constancies; Depth Perception; Illusion; Selective perception, Extra Sensory Perception

**UNIT 4: Motivation and Emotion (16 Lectures)**

Motivation: Definition & Classification; Approaches of Motivation: Drive-reduction, McClelland’s theory, Maslow’s theory; Emotion: Definition, Elements, Types; Wheel of Emotions; Theories: Common Sense, James-Lange, Cannon-Bard, Cognitive Arousal, Facial Feedback

### LIST OF PRACTICALS

1. Relearning – To assess saving scores with the help of Ebbinghaus’s formula
2. Free Recall - To see whether the organization of a list into categories improves the free recall.
3. Mental Set & Perception- To demonstrate the effect of mental set on perception.
4. Retroactive Interference – To demonstrate the impact of retroactive interference on learning.

**Learning Outcome:**

- The student will be able to demonstrate understanding of the major concepts, theoretical perspectives, empirical findings and historical trends in a number of core areas of psychology.
- The student will be able to demonstrate critical and creative thinking, skeptical enquiry, and the scientific approach to understand the behavior.
- The student will be able to use information in an ethical manner and solve problems related to behavior and mental processes.
- The student will be able to conduct experiments on learning, memory, perception and thinking effectively and efficiently.

# **Course Structure of B.A. (Hons.) – Psychology**

## **Applicable from 2019-2022**

### **Text book [TB]:**

- Ciccarelli, S.K., White, J.N. & Misra, G. (2018). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Baron, R. & Misra, G. (2013). Psychology. Pearson Education India

### **Reference books [RB]:**

- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
- Coon, D. & Mitterer J.O. Introduction to Psychology, Cengage Learning; 14<sup>th</sup> edition
- Morgan, King, Weisz, Scopler (2017). Introduction to Psychology, McGraw Hill Education; 7 edition
- Nolen-Hoeksema, Fredrickson, Loftus, Lutz (2015). Atkinson & Hilgard's Introduction to Psychology. Cengage Learning; 16<sup>th</sup> edition

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY107	<b>Subject Title</b>	Biopsychology						
<b>LTP</b>	5 10	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	1 <sup>st</sup>	<b>Semester</b>	I

**Course Objective:** To develop an understanding of the influence of behavior, cognition, and the environment on bodily system.

**UNIT 1: Introduction to Biopsychology (17 Lectures)**

Biopsychology: Meaning, Definition; Nature and scope; Methods and ethics in biopsychology

**UNIT 2: Brain (15 Lectures)**

The Mechanism of Brain; The Functioning brain: Structure, and functions of neurons; neural conduction and synaptic transmission

**UNIT 3: Nervous System (17 Lectures)**

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 (16 Lectures)**

Endocrine System: Structure, functions; Abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

**Learning Outcome:**

- The student will be able to demonstrate that they are familiar with the basic concepts and theories in biopsychology.
- The student will be able to develop the basic knowledge of functioning of the nervous system as well as the basics of genetics and their impact on behavior.
- The student will be able to exhibit a neuro-scientific approach to psychological and behavioral processes.
- The student will be able to understand the physiology of various mental abilities.

**Text book [TB]:**

- Pinel, J. P. J. (2011) Biopsychology, 8th Edition. Pearson Education, New Delhi
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education

**Reference books [RB]:**

- Rozenweig, M. H. (1989). Physiological Psychology. New York: Random
- Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi: PHI.



# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY146	<b>Subject Title</b>	GENERAL PSYCHOLOGY						
<b>LTP</b>	4 1 0	<b>Credit</b>	5	<b>Subject Category</b>	GE	<b>Year</b>	1 <sup>st</sup>	<b>Semester</b>	I

**Course Objective:** This course will enable the students to demonstrate the knowledge and understanding of theory and research in the general domains of psychology.

### UNIT 1: Orientation to Psychology

**(13 Lectures)**

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

**(13 Lectures)**

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: Developmental Processes

**(13 Lectures)**

Understanding developmental processes; Cognitive Development – Piaget; Moral Development– Kohlberg, Psycho-social Development – Erikson

### UNIT 4: Applications of Psychology

**(13 Lectures)**

Application of psychology at work; Application of psychology for law and health

### Learning Outcome:

- The student will be able to demonstrate full knowledge of the field of Psychology.
- The student will be able to establish a solid foundation in theory and methodology.
- The student will be able to introduce themselves with the useful information on psychological principles.
- The student will be able to understand the application of psychology at work place and health & well-being.

### **Text book [TB]:**

- Ciccarelli, S.K., White, J.N. & Misra, G. (2018). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Baron, R. & Misra, G. (2013). Psychology. Pearson Education India

### **Reference books [RB]:**

- Feldman, S.R. (2009). Essentials of understanding psychology (7th Ed.) New Delhi: Tata Mc Graw Hill. Glassman,
- Michael, W., Passer, Smith, R.E. (2007). Psychology The science of mind and Behavior. New Delhi: Tata McGraw-Hill.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY147	<b>Subject Title</b>	YOUTH, GENDER AND IDENTITY						
<b>LTP</b>	4 1 0	<b>Credit</b>	5	<b>Subject Category</b>	GE	<b>Year</b>	1 <sup>st</sup>	<b>Semester</b>	I

**Course Objective:** To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.

### UNIT 1: Introduction

**(13 Lectures)**

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

### UNIT 2: Youth and Identity

**(13 Lectures)**

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

### UNIT 3: Gender and Identity

**(13 Lectures)**

Issues of Sexuality in Youth; Gender discrimination; Culture and Gender: Influence of globalization on Gender identity

### UNIT 4: Issues related to Youth, Gender and Identity

**(13 Lectures)**

Youth, Gender and violence; Enhancing work-life balance; Changing roles and women empowerment; Encouraging non-gender stereotyped attitudes in youth

### Learning Outcome:

- The student will be able to develop an understanding of the concepts of youth, gender and identity and their interface.
- The student will be able to get an exposure to the psychophysical aspects of a particular age-group.
- The student will be able to understand the nuances of the personality and identity.
- The student will be able to correlate the impact of age, gender and society itself.

### **Text book [TB]:**

- 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.

### **Reference books [RB]:**

- 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.
- Rew, L. (2005). Adolescent health: A multidisciplinary approach to theory, research and intervention. Sage.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	HS 103	<b>Subject Title</b>	Professional Communication						
<b>LTP</b>	2 0 2	<b>Credit</b>	3	<b>Subject Category</b>	AEC	<b>Year</b>	1 <sup>st</sup>	<b>Semester</b>	I

**Course Objective:** To develop the LSRW skills of students for effective communication.

### UNIT 1: Communication

(07 Lectures)

Communication: Meaning, Types of Communication: General & Technical Communication; Barriers to Communication, Overcoming strategies; Knowledge and adoption of Non Verbal cues of communication: Kinesics, Proxemics, Chronemics, Oculistics, Haptics, Paralinguistics

### UNIT 2: Listening and Speaking Skills

(06 Lectures)

Listening Comprehension: identifying General and Specific information, Note taking and drawing inferences; Introduction to Phonetics: Articulation of consonants and vowel sounds.

### UNIT 3: Reading Skills & Technical Writing Skills

(07 Lectures)

Reading Strategies and Vocabulary Building; Reading Comprehension, Paragraph development; Intra office Correspondence: Notice, Agenda, Minutes and Memorandum; Technical Proposal & Report

### UNIT 4: Business Correspondence

(06 Lectures)

Business Letter Writing; Job Application Letter & Resume; Interview Skills, Impression Management EQ and Its Dimensions; SWOT Analysis (Identifying Strength & Weakness)

### Learning Outcome:

- The student will be able to communicate smoothly.
- The student will be capable of writing formal documents.
- The student will be able to present themselves effectively.

### Text books [TB]:

1. Rizvi, Ashraf. Effective Technical Communication, McGraw Hill, New Delhi. 2005.
2. Raman, Meenakshi and Sangeeta Sharma, Technical Communication: Principles and Practice, 2nd Edition. New Delhi: Oxford University Press. 2011.

### Reference books [RB]:

1. Aslam, Mohammad. Introduction to English Phonetics and Phonology Cambridge.2003.
2. Ford A, Ruther. Basic Communication Skills; Pearson Education, New Delhi.2013.
3. Gupta, Ruby. Basic Technical Communication, Cambridge University Press, New Delhi.2012.
4. Kameswari, Y. Successful Career Soft Skills and Business English, BS Publications, Hyderabad.2010.
5. Tyagi, Kavita& Padma Misra. Basic Technical Communication, PHI, New Delhi. 2011.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY108	<b>Subject Title</b>	Psychology of Individual Differences						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	1 <sup>st</sup>	<b>Semester</b>	II

**Course 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

(17 Lectures)

Personality: Definition; Role of Hereditary and Environment, Theories of personality: Freud; Neo-Freudian: Horny's theory, Eric Fromm's Theory, Adler & Zung, Trait approach: Allport Theory, Cattle's Theory, Eysench' Theory

### UNIT 2: Intelligence

(15 Lectures)

Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Group differences in intelligence; Extremes of intelligence; Theories of Intelligence: Thurston' Multiple Factors Theory, Spearman's Theory

### UNIT 3: Self Identity in Indian Thought

(17 Lectures)

Self-identity – Meaning and definition; self and identity in Indian thought.

### UNIT 4: Motivation and Efficiency

(16 Lectures)

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

### LIST OF PRACTICALS

- 16 PF Personality Test
- Type A & Type B Personality Test
- Extroversion and Introversion Test

### Learning Outcome:

- The student will be able to have a critical appreciation of the fundamental nature of the key constructs, and be aware of the application of these constructs in different 'real world' settings.
- The student will be able to understand how genetic, biological, social and developmental contributions to individual differences can be studied and know the key research outcomes.
- The student will be able to have an awareness of societal implications relating to this area of study.
- The student will be aware of different theoretical perspectives, know how current views have been formed about personality development.

### Text book [TB]:

- Calvin S. Hall, Gardner Lindzey, John B. Campbell,(2011) Theories Of Personality, 4 Edition, Paperback
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

### Reference books [RB]:

- Carr, A. (2011): Positive psychology. Routledge.
- Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). Foundations of Indian Psychology, Vol 1. Pearson.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY109	<b>Subject Title</b>	Statistical Methods for Psychological Research-I						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	1 <sup>st</sup>	<b>Semester</b>	II

**Course Objective:** To understand and apply basic research methods in psychology, including research design, data analysis and interpretation.

### UNIT 1: Introduction to Psychological Research

**(17 Lectures)**

Psychological Research & Statistics; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales; 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 2: Various Statistical Tools in Psychology

**(15 Lectures)**

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; 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.

### UNIT 3: Data Interpretation and Psychology

**(17 Lectures)**

Measures of Variability and Standard (z) Scores The Range; The Interquartile and the Semi-Interquartile Range; The Average Deviation; The Variance; The Standard Deviation; Calculation of Standard Deviation from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Variability; The Effect of Linear Transformation on Variability Measures; Standard Scores (z-score); Properties of z-scores.

The Normal Distribution The 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; The Standard Normal Curve: 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: Motivation and Efficiency

**(16 Lectures)**

Correlation The Meaning of Correlation; Historical Perspective; The Scatter plot 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; Calculating Pearson's Correlation Coefficient from 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 of Sample Mean; Random Sampling With and Without Replacement.

### Learning Outcome:

- The student will be able to have knowledge of the general principles of psychological research and the most common elementary designs.
- The student will be able to be aware of the kinds of approach that is appropriate for different research questions.
- The student will be able to have knowledge of more sophisticated research strategies and designs.
- The student will be able to have knowledge of descriptive statistics and perform the mathematical computations.

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## **Applicable from 2019-2022**

### **Text book [TB]:**

- Mangal, S.K. (2012). Statistics in Psychology & Education. 2nd Edition. New Delhi: PHI learning Pvt. Ltd.
- King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons

### **Reference books [RB]:**

- Howell, David C. (2012). Statistical Methods for Psychology
- Howell, D. (2009) Statistical methods for Psychology. Cengage Learning US
- Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY148	<b>Subject Title</b>	PSYCHOLOGY FOR HEALTH AND WELL-BEING						
<b>LTP</b>	4 1 0	<b>Credit</b>	5	<b>Subject Category</b>	GE	<b>Year</b>	1 <sup>st</sup>	<b>Semester</b>	II

**Course Objective:** To provide a critical overview of both the psychological and social aspects of human health and well-being.

**UNIT 1: Health and Wellbeing**

**(13 Lectures)**

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

**UNIT 2: Stress and Coping**

**(13 Lectures)**

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

**UNIT 3: Health Management**

**(13 Lectures)**

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

**UNIT 4: Human strengths and life enhancement**

**(13 Lectures)**

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

**Learning Outcome:**

- The student will be able to understand how psychological, behavioral, and cultural factors contribute to physical health and illness.
- The student will be able to know about psychological factors that can affect health directly, chronically occurring environmental stressors affecting the hypothalamic–pituitary– adrenal axis, cumulatively, can harm health.
- The student will be able to know that behavioral factors can also affect a person's health.
- The student will be able to know the role of community program as a preventive medicine in restoration of health and well-being.

**Text book [TB]:**

- Barrett Richard, (2016) A New Psychology of Human Well-Being: An Exploration of the Influence of Ego-Soul Dynamics on Mental and Physical Health.
- Ghosh, Manika, (2014) Health Psychology: Concepts in Health and Well-being, Pearson, New Delhi.

**Reference books [RB]:**

- Hick, J.W. (2005). Fifty Signs of Mental Health-A Guide to Understand Mental Health. Yale University Press.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY149	<b>Subject Title</b>	REHABILITATION PSYCHOLOGY						
<b>LTP</b>	4 1 0	<b>Credit</b>	5	<b>Subject Category</b>	GE	<b>Year</b>	1 <sup>st</sup>	<b>Semester</b>	II

**Course Objective:** To provide concepts and skills related to rehabilitation being an adjunct to counseling interventions.

**UNIT 1: Basic Concepts of Rehabilitation (13 Lectures)**

Definition of rehabilitation, impairment, handicap; History, philosophy and principles of rehabilitation; Disability due to psychiatric disorders

**UNIT 2: Counseling in Rehabilitation I (13 Lectures)**

Goals, objectives of rehabilitation for different problems; Stigma of mental illness, discrimination and cultural factors; Role of Self- Help Groups

**UNIT 3: Counseling in Rehabilitation II (13 Lectures)**

Assessment, planning, intervention and evaluation: Disability, family burden, coping, work performance, quality of life; Individual and Group Counseling for individuals, families; Impact of disability on the individual, family, community

**UNIT 4: Settings in Rehabilitation (13 Lectures)**

Hospital and community based rehabilitation; residential and non residential programmes; Types of settings: halfway homes, hostels, day care, sheltered workshops, therapeutic communities, vocational training units, community based programmes; Approaches in rehabilitation programmes: Therapeutic communities, Behavioural, TA, Eclectic Multi-disciplinary teams and roles

**Learning Outcome:**

- The student will understand the importance of rehabilitation methodologies in the field of mental health.
- The student will be able to understand that the mental and physical disabilities include rehabilitation as part of treatment plan that targets individuals, families and communities.
- The student will be able to understand the principles, approaches and assessment techniques of rehabilitation psychology.
- The student will be able to know the counseling interventions related to rehabilitation in the specific context of psychiatric problems.

**Text book [TB]:**

- Frank Robert G.,( 2010)Handbook of Rehabilitation Psychology, Footprint Books(Australia)
- Kennedy Paul, (2012) The Oxford Handbook of Rehabilitation Psychology, Oxford University Press.

**Reference books [RB]:**

- Stiers, William.,(2011) Sourcebook of Rehabilitation and Mental Health Practice, Blackwell Publishing Ltd.
- Kundu, C.L., (2000). Status of Disability in India-2000.Rehabilitation Council of India, New Delhi.



# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	CH201	<b>Subject Title</b>	Environmental Science						
<b>LTP</b>	2 0 0	<b>Credit</b>	2	<b>Subject Category</b>	AEC	<b>Year</b>	1 <sup>st</sup>	<b>Semester</b>	II

### OBJECTIVE

To impart basic knowledge about the environment and its allied problems and to develop an attitude of concern for the environment. Further the course structure will create the awareness about environmental problems among students and motivate the students to participate in environment protection and environment improvement programs. The course aims to develop skills to help the concerned individuals in identifying and solving environmental problems.

#### Unit 1: Basics of Environment and Natural Resources:

**04 Hrs**

Definition and Concept of Environment, Multidisciplinary nature of environmental studies. Scope and importance of environmental studies, Need for public awareness, Environmental concerns and people. Introduction and classification of natural resources. Energy Resources, Water Resources, Land Resources, Forest Resources, Food Resources, Mineral Resources, Case studies related to over exploitation of resources and their impacts. Role of an individual in conservation of natural resources, Sustainable lifestyles.

#### Unit 2: Ecosystems:

**04 Hrs**

Definition and concept of ecology, Structure and Function of an Ecosystem, Energy Flow in Ecosystems, Biogeochemical cycles (Nitrogen, Carbon, Phosphorus, Oxygen, Hydrological). Species interactions in ecosystems. Ecological succession and ecological pyramids. Characteristic features of grassland, pond, desert and forest ecosystems. Ecosystem services and conservation.

#### Unit 3: Biodiversity and its conservation:

**04 Hrs**

Introduction and types of biodiversity. Bio-geographic classification of India, Value and significance of biodiversity, Biodiversity at global, national and local levels, India: A mega-diversity nation, Biodiversity hotspots, Threats to Biodiversity: Poaching and man-wildlife conflicts, IUCN Red Data Book and endangered & endemic species of India. Biodiversity conservation strategies, Institutes and organizations.

#### Unit-4 Environmental Pollutions:

**05 Hrs**

Introduction and Definition. Causes, consequences and control measures of: Air pollution, Water pollution, Noise pollution, Nuclear pollution, Soil pollution, Thermal and Marine pollution. Solid waste management, Bio-medical waste management. Disasters and its mitigation strategies, Global warming, Climate change, Acid rain, Ozone depletion and Smog. Pollution case studies. Role of an individual in pollution prevention.

#### Unit-5 Social Issues and Environment:

**04 Hrs**

Sustainable Development: Concept and importance, Environmental Impact Assessment (EIA), GIS, Remote sensing. Water conservation and rain water harvesting. Resettlement and rehabilitation problems, Environmental audit, eco-labeling and eco-friendly business. Environmental Legislation in India, Population explosion and its impact on environment and human health, Value Education and environmental ethics.

#### Field work:

**03 Hrs**

- Visit to a local area to document environmental asset: river/forest/grassland/hill/mountain
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
- Study of common flora and fauna.
- Study of a common ecosystem-pond, river, hill slopes, etc.

#### Course Outcome:

At the end of the course, the student will be able to:

- CO1. Demonstrate depleting nature of Environmental Resources and Ecosystem concepts.  
 CO2. Able to identify the structure and functioning of natural ecosystems.  
 CO3. Establish man-wildlife harmonious relationship.

# **Course Structure of B.A. (Hons.) – Psychology**

## **Applicable from 2019-2022**

CO4. Adapt to 3R (Reuse, Recovery, Recycle). Identify the causes and control measures related to Pollutions.

CO 5. Illustrate and analyse various Case Studies related to Environmental issues and Env. Legislation.

### **TEXT BOOKS**

1. Bharucha Erach, 2004. Textbook for Environmental Studies, University Grants Commission, New Delhi.

2. Kaushik A & Kaushik C P. 2007. Perspectives in Environmental Studies, New Age International Publ.

3. S. Deswal & A. Deswal 2015. A Basic Course in Environmental Studies. Dhanpat Rai & Co.

### **REFERENCES**

1. Miller T.G. Jr. 2002. Environmental Science, Wadsworth Publishing Co. (TB).

2. De A.K., 1996. Environmental Chemistry, Wiley Eastern Ltd.

3. Sharma, P.D. 2005. Ecology and environment, Rastogi Publication.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY216	<b>Subject Title</b>	PSYCHOLOGICAL RESEARCH						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	III

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

**UNIT 1: Foundations of Psychological Research (17 Lectures)**

Psychological Research: Definition, Goals, Paradigms & Ethics; Research traditions: Quantitative & Qualitative orientations, Differences between Qualitative & Quantitative Research Traditions, Formulating a problem & hypothesis

**UNIT 2: Sampling Techniques (15 Lectures)**

Probability sampling methods; Non probability sampling methods:

**UNIT 3: Data Collection Methods (17 Lectures)**

Case study, Observation, Interview; Focus group discussion, Survey, Use of Secondary Data

**UNIT 4: Psychological Testing (16 Lectures)**

Characteristics of a test – standardization, reliability, validity, norms, Applications & issues

**Practical:**

- Each student will conduct an empirical research and submit a project report.

**Learning Outcome:**

- Students will get acquainted with the process of psychological research.
- Students will acquire basic research skills
- Students will get to know about a variety of research perspectives
- Students will learn to conduct psychological tests

**Text book [TB]:**

- Kerlinger, F.N. (2017). Foundations of Behavioural Research (2<sup>nd</sup> Edition). New Delhi: Surjeet Publications.
- Bryman, A.(2003). Quantity and Quality in Social Research (3rd Edition). London: Routledge.
- Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6 th Ed.) Boston: Pearson Education.

**Reference books [RB]:**

- Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2 nd Ed.) Oxford: Blackwell Publishers
- Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4 th Ed.).New Delhi: Pearson Education.
- Murphy, K.R. & Davidshofer, C. O. (2004). Psychological Testing: Principles & Applications (6 th Ed.) New Jersey: Prentice Hall.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY217	<b>Subject Title</b>	DEVELOPMENT OF PSYCHOLOGICAL THOUGHT						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	III

### Course Objective:

- This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective.

### UNIT 1: Understanding Mind/Psyche

**(17 Lectures)**

Quest of Consciousness: Yoga and Vedanta; Western Perspective /issues of content and methodology with reference to classical schools. Emergence of modern psychology: Greek contributions, Debates: Free Will and Determinism, Empiricism and Rationality

### UNIT 2: Emergence of Psychology as a science

**(15 Lectures)**

Newtonian reductionism, Developments in Behaviourism (Watson), Neo-behaviouristic traditions; (Skinner), Cognitive revolution- A Paradigm Shift

### UNIT 3: Analytic Debates

**(17 Lectures)**

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

**(16 Lectures)**

Feminism and Social constructionism.

### Learning Outcome:

- Students will get familiarized about development of psychological thought in eastern and western contexts
- Students will be enabled to critically evaluate different psychological approaches
- Students will get to know about issues of psychological explanations
- Students will learn about contemporary developments in psychological thought

### Text book [TB]:

- King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4<sup>th</sup> Ed.). Pearson education.
- Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West (1<sup>st</sup> Edition). New York: Plenum Press.

### Reference books [RB]:

- Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.
- St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction (3<sup>rd</sup> Edition). Wadsworth Publishing Company.
- Schultz, D.P. & Schultz, S.E. (2016). A History of Modern Psychology. (11<sup>th</sup> Edition) Cen gage.
- Thomas, Teo. (2005). The Critique of Psychology: From Kant to Post Colonial Theory (1<sup>st</sup> Edition). Springer.
- Kakar, Sudhir. (2006). Culture and Psychoanalysis: A Personal Journey. *Social Analysis*, 50 (2), 25-44.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY218	<b>Subject Title</b>	SOCIAL PSYCHOLOGY						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	III

### Course Objective:

- To develop an understanding of the individual in relation to the social world

### UNIT 1: Introduction

**(17 Lectures)**

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

**(15 Lectures)**

Social cognition, Social perception, Attitudes: Definition, components, strategies for attitude change

### UNIT 3: Social interaction and Influence

**(17 Lectures)**

Interpersonal attraction, Pro-Social Behavior (Altruistic & Helping behavior); Aggression, Social Influence, impression management

### UNIT 4: Group Dynamics and Inter-group relations

**(16 Lectures)**

Nature of groups, Factors of group dynamics, stages of development of group, conflict and cooperation  
Nature of intergroup relations (prejudice, intergroup conflict, intervention techniques)

### Learning Outcome:

- Students will acquire knowledge of theoretical underpinnings of social psychology.
- Students will develop skills of attitude change.
- Students will get adept to deal with social situations.
- Students will be able to work in a group

### Text book [TB]:

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2015). Social Psychology (13th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2017). Social Psychology and Human Nature (3<sup>rd</sup> Edition) Wadsworth.

### Reference books [RB]:

- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2008). Social Psychology (3<sup>rd</sup> Edition). Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology (8<sup>th</sup> Edition). 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

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY246	<b>Subject Title</b>	PSYCHOLOGY OF COMMUNICATION						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	GE	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	III

**Course Objective:**

- To understand psychological nature of communication.

**UNIT 1: Introduction**

**(17 Lectures)**

Definition & Process of Interpersonal Communication, General Characteristics; Process- linear view, Transactional view, Concept of Communicative Competence and skill & Functions

**UNIT 2: Communication skills**

**(15 Lectures)**

Types of Interpersonal Communication Skills:- Verbal skills and non-Verbal Communication Skills; General Characteristics, Functions and Improvement

**UNIT 3: Barriers of communication**

**(17 Lectures)**

Psychological barriers in communication: Defensiveness, self preoccupation, motivational distortion, game play; Cultural & gender Barriers, overcoming communication barriers.

**UNIT 4: Applications**

**(16 Lectures)**

Significance of communication skills in interpersonal relationships, communication networks  
Relevance of communication skills in media and health promotion

**Learning Outcome:**

- Students will develop understanding of psychological concepts of communication.
- Students will get to know about obstructive and facilitative aspects of communication.
- Students will be enabled to use scientifically proven communication skills.
- Students will be able to apply principles of communication

**Text book [TB]:**

- Adler, R.B & Rooman, G. (2006). *Understanding Human Communication*, 9<sup>th</sup> Ed. Oxford: Oxford University Press
- Trenholm, S. & Jensen, A. (2008). *Interpersonal Communication*, 6th Ed. New York: Oxford University Press.

**Reference books [RB]:**

- Corcoran, N. (2007). Communicating Health-Strategic for Health Promotion. *Journal of Health Communication*, 13 (3), 303-305.
- Fisher, D. (2006). *Communication in Organizations* (2<sup>nd</sup> edition). New Delhi: Jaico Publishing House.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY247	<b>Subject Title</b>	YOUTH PSYCHOLOGY						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	GE	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	III

**Course 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 (17 Lectures)**

Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

**UNIT 2: Youth development and Relationships (15 Lectures)**

Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization, Erikson's theory of personality development: identity crisis

**UNIT 3: Today's Youth: Issues and challenges (17 Lectures)**

Youth and risk behaviours; Employment and education

**UNIT 4: Developing Youth (16 Lectures)**

Positive youth development; Building resources: Hope, Optimism and Resilience

**Learning Outcome:**

- Students will get to know about concepts of youth, youth identity.
- Students will learn about the process of youth development and relationship.
- Students will learn to how a youth could develop on his own.
- Students will learn about relevance of positive virtues during young age.

**Text book [TB]:**

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

**Reference books [RB]:**

- Adler, N.J. (1997). Global Leaders: A Dialogue with future history. *Journal of International Management*, 2, 21-33.
- Chadha, N.K. (2007). Organizational Behavior (1<sup>st</sup> Edition). 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 (11<sup>th</sup> Edition). Biztantra publishers

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY219	<b>Subject Title</b>	EMOTIONAL INTELLIGENCE						
<b>LTP</b>	3 0 0	<b>Credit</b>	3	<b>Subject Category</b>	SEC	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	III

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

### UNIT 1: Introduction

**(9 Lectures)**

Definition of Emotional Intelligence; Models of Emotional Intelligence: Mayor & Sallovey’s Model, EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

### UNIT 2: Identifying one’s and other’s emotions

**(10 Lectures)**

Levels of emotional awareness; Recognizing emotions in oneself & Others; The universality of emotional expression

### UNIT 3: Management of emotions

**(10 Lectures)**

The relationship between emotions, thought and behavior; Strategies to manage emotions: empathy

### UNIT 4: Applications

**(10 Lectures)**

Workplace; Relationships; Conflict Management; Effective Leadership

### Learning Outcome:

- Students will gain understanding of different models of emotional intelligence.
- Students will develop emotional management skills.
- Students will get informed about applicability of emotional intelligence at different places.
- Students will be able to manage emotions.

### **Text book [TB]:**

- Feldman, Jeff & Mulle, Carl (2007). Put emotional intelligence to work: Equip yourself for success (1<sup>st</sup> edition). Virginea: ASTD Press.
- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.

### **Reference books [RB]:**

- Goleman, D. (1998). Working with Emotional Intelligence (1<sup>st</sup> Edition). New York: Bantam Books.
- Singh, D. (2003). Emotional intelligence at work (2<sup>nd</sup> Edition) New Delhi: Response Books



# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY226	<b>Subject Title</b>	STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	IV

**Course Objective:** To educate students with the techniques of inferential statistics and hypothesis testing.

### **UNIT 1: Introduction to Inferential Statistics and Hypothesis Testing (14 Lectures)**

The meaning of Statistical Inference and Hypothesis Testing; Interpretation of Null and the Alternative Hypotheses; Degree of Freedom; One-Tailed and Two-Tailed Tests; Type-I and Type II Error; Steps for Hypothesis Testing; The *t* Distribution; Characteristics of Student's Distribution of *t*; The Statistical Decision regarding Retention and Rejection of Null Hypothesis (Level of Significance); Parametric & Non-parametric tests.

### **UNIT 2: Hypothesis Testing I (18 Lectures)**

Assumptions Associated with Inference about the Difference between Two Independent Means; The Null and Alternative Hypotheses for independent means; Computation of 't' for independent sample; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means; The Null and Alternative Hypotheses for dependent means; Computation of 't' for dependent samples.

### **UNIT 3: Hypothesis Testing II (17 Lectures)**

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

### **UNIT 4: Hypothesis Testing III (16 Lectures)**

The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Computation of F-ratio: Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table.

#### **Learning Outcome:**

- The students will be able to analyze to advance the concept of statistics in psychology.
- The students will be able to use of inferential statistics in the field of experimental psychology.
- The students will be able to conduct empirical research in the field of psychology.
- The students will be able to write hypothesis and test them.

#### **Text book [TB]:**

- Mangal, S.K. (2012). *Statistics in Psychology & Education*. (2nd Ed). New Delhi: PHI learning Pvt. Ltd.
- Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology* (4th Ed). India: Prentice Hall.

#### **Reference books [RB]:**

- Aron, Arthur, Coups & Elliott (2010) *Statistics for The Behavioral and Social Sciences*. (5<sup>th</sup> Edition) 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.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY227	<b>Subject Title</b>	DEVELOPMENTAL PSYCHOLOGY						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	IV

### Course Objective:

To equip the learner with an understanding of the concept and process of human development across the life span.

#### **UNIT 1: Introduction to Developmental Psychology (17 Lectures)**

Concept of Human Development; Historical overview; Nature vs. Nurture Controversy in human development; Psychoanalytic Perspective (Freud and Erickson); Behaviorist perspective; Ecological Model, Indian views on human development; Research methods & Designs.

#### **UNIT 2: Genetic Foundation & Motor Development (18 Lectures)**

Genetic Development: Mechanisms of Heredity; Multiple Births- Causes and Types; Chromosomal Abnormalities- Down's Syndrome (in Detail), Turner's Klinefelter's Triple X, XXY and Fragile X; Genetic Abnormalities- PKU, Sickle Cell Anemia, Tay Sachs Disease; Motor Development: Principles of Motor Development; Sequence of Motor Development; Environmental influences on motor development.

#### **UNIT 3: Cognitive Development and Development of Language (14 Lectures)**

Cognitive Development: Perspectives of Piaget; Perspective of Vygotsky; Language Development: Components of language and its development; Theories of language development.

#### **UNIT 4: Emotional, Moral & Social Development (16 Lectures)**

Emotional Development; Moral Development: Perspective of Kohlberg; Agents of socialization: Family- Parental control, sibling relationship; School; Peer group; Media- TV, books/journals, computers.

### Practical:

- Any three practicals from the above course.

### **Learning Outcome:**

- The students will be able to construct and interpret a historical overview of developmental psychology.
- The students will be able to apply the various theories of development across domains of development.
- The students will be able to understand the process and theories of motor, cognitive, language and moral development.
- The student will be able to understand the importance of childhood events in overall personality development.

### **Text book [TB]:**

- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- Santrock, J.W. (2012). *Life Span Development* (13th ed.) New Delhi: McGraw Hill.

# **Course Structure of B.A. (Hons.) – Psychology**

## **Applicable from 2019-2022**

### **Reference books [RB]:**

- Feldman, R.S.& Babu.N. (2011).*Discovering the Lifespan* (4<sup>th</sup> Edition).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* (1<sup>st</sup> Edition). Cambridge Press.
- Mitchell, P. and Ziegler, F. (2007).*Fundamentals of development: The Psychology of Childhood* (1<sup>st</sup> Edition). New York: Psychology Press.
- Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.
- Srivastava, A.K. (1997). *Child Development: An Indian Perspective* (1<sup>st</sup> Edition). New Delhi.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY228	<b>Subject Title</b>	APPLIED SOCIAL PSYCHOLOGY						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	IV

### Course Objective:

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

### UNIT 1: Introduction

(17 Lectures)

Applied Social Psychology: Nature and Scope; conformity and deviance, Levels of analysis, Methodological approaches – Participatory Action and Learning research techniques. Social Cognition: Meaning & Definition; Cognitive Strategies, Schemes, Stereotypes, attribution; Person and self-perception; Culture & social cognition

### UNIT 2: Role of Social Psychology in Workplace & Educational Setting

(15 Lectures)

Social psychology at work place; job satisfaction & I-O psychology, Social psychology & Diversity; Social psychology & Youth; Social psychology & educational problems

### UNIT 3: Role of Social Psychology in Addressing Social Problems

(17 Lectures)

Social psychology & violence: family violence; youth violence; Social psychology & addiction, crowding & mob mentality; Social psychology & legal system; Legally dangerous behavior: Major modes of crime in India, Forms of cognizable and non-cognizable offences, factors responsible for criminal behavior, Prevention and Intervention; juvenile delinquency

### UNIT 4: Role of Social Psychology in Relationships

(16 Lectures)

Understanding yourself and Your Relationships; Social Psychology and Communities; Social Psychology and Personal Health; Intervention and Evaluation: Process of intervention; need for evaluation for effective programs. Case studies in Indian context.

### Practical:

- Any three practicals from the above course.

### Learning Outcome:

- The students will be able to develop insight and analyze the contribution of social psychologists to the understanding of human society.
- The students will be able to chart the progression of theories in major areas in Social Psychology.
- The students will be able to interpret attitude formation and various methods to be used to change the attitude.
- The students will be able to apply social psychological principles.

### **Text book [TB]:**

- Schneider, F. W., Gruman, J. A., & Coutts, J. M. (2012). Applied social psychology: Understanding and addressing social and practical problems (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Gruman, GA, Schneider, FW, Coutts, LM (2016) Applied Social Psychology: Understanding and Addressing Social and Practical Problems (3<sup>rd</sup> Edition). Sage: New Delhi.

# **Course Structure of B.A. (Hons.) – Psychology**

## **Applicable from 2019-2022**

### **Reference books [RB]:**

- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding social psychology across cultures (2<sup>nd</sup> Edition). New Delhi: Sage Publication.
- Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities (3<sup>rd</sup> Edition). Wadsworth, Cengage.
- Mikkelson, B. H. (2018). Methods for development work and research: A guide for practioners (2<sup>nd</sup> Edition). New Delhi: Sage.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY248	<b>Subject Title</b>	PSYCHOLOGY AT WORK						
<b>LTP</b>	4 1 0	<b>Credit</b>	5	<b>Subject Category</b>	GE	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	III

### Course Objective:

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 (11 Lectures)

Definition, Brief History, Contemporary Trends and Challenges; Understanding organizations from psychological perspective: Classical and non-classical approach.

### UNIT 2: Individual Behavior at Workplace (15 Lectures)

Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity; Emotion: Emotional Quotient & Job Satisfaction.

### UNIT 3: Communication in Organizations (11 Lectures)

Communication process, purpose of communication in organizations, barriers to effective communication, managing communication.

### UNIT 4: Group Dynamics & Leadership (15 Lectures)

Organizational Culture- Meaning and Types, Influence of Organizational Culture on Employees; Group dynamics & Change Management; Early approaches to leadership, contemporary approaches to leadership- Transformational & Transactional Leadership.

### Learning Outcome:

- The students will be able to develop an understanding of the field of organizational psychology.
- The students will be able to analyze various psychological processes in organizations.
- The students will be able to evaluate and manage the working of organizations through various psychological processes.
- The students will acquire leadership skills.

### Text book [TB]:

- Muchinsky, P.M. (2006). Psychology Applied to Work. (8<sup>th</sup> Edition). Wadsworth Publishers.
- Robbins, S.P. & Sanghi, S. (2009). Organizational behavior (11th ed.). New Delhi: Pearson Education.

### Reference books [RB]:

- Anderson, N. (2001). Handbook of Industrial, Work & Organizational Psychology (1<sup>st</sup> Edition). Sage Publications Ltd.
- Aamodt, M.G. (1992) Industrial/Organizational Psychology (8<sup>th</sup> Edition). N Y: McGraw Hill.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY249	<b>Subject Title</b>	INTER-GROUP RELATIONS						
<b>LTP</b>	4 1 0	<b>Credit</b>	5	<b>Subject Category</b>	GE	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	IV

**Course 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 (13 Lectures)**

Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

**UNIT 2: Social categorization and conflict (13 Lectures)**

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

**UNIT 3: Cultural aspects of intergroup relations (13 Lectures)**

Social identity, Stereotypes, case studies in the Indian context.

**UNIT 4: Resolving intergroup conflict (13 Lectures)**

Intergroup contact; Promoting intergroup cooperation; Conflict management strategies.

**Learning Outcome:**

- The students will be able to describe concepts of psychology in the process of manpower training.
- The students will be able to design training & development process of an organization.
- The student will be able to apply various methods in organizational setting to resolve inter-group conflicts.
- The students will be able to resolve conflicts.

**Text book [TB]:**

- Baron, R.A., Branscombe, N.R, Byrne,D. (2016) Social psychology (14<sup>th</sup> Edition). New Delhi: Pearson.
- Keyton, J. (2006). Communicating groups-building relationships in group effectiveness (2<sup>nd</sup> Edition). New York: Oxford University Press.

**Reference books [RB]:**

- Smith, P.B., Bond, M.H., &Kagitcibasi, C. (2006). Understanding social psychology across cultures (2nd Edition). New Delhi: Sage Publication.
- Zorsyth, D.R. (2009) Group dynamics (1<sup>st</sup> Edition). Wadsworth .
- Haslam, S. A. (2002). Psychology in organization (1<sup>st</sup> Edition) Thousand Oaks: Sage Publication:

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY229	<b>Subject Title</b>	STRESS MANAGEMENT						
<b>LTP</b>	3 0 0	<b>Credit</b>	3	<b>Subject Category</b>	SEC	<b>Year</b>	2 <sup>nd</sup>	<b>Semester</b>	IV

**Course 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: Introduction** **(09 Lectures)**  
Introduction, Nature of stress, symptoms of stress, Types of Stress

**UNIT 2: Various Sources of Stress** **(10 Lectures)**  
Physiological, psychological, environmental, social

**UNIT 3: Stress and Health** **(10 Lectures)**  
Stages of stress, physiology of stress, effects of stress on health, performance, behavior and personality

**UNIT 4: Managing Stress** **(10 Lectures)**  
Healthy and unhealthy coping strategies; Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches, Defense mechanisms and its techniques

**Learning Outcome:**

- The students will be able to acquire meaningful knowledge of various aspects of stress.
- The students will be able to apply a holistic and spiritual view of psychology to deal with stressors of daily life.
- The students will be able to develop and design the social model to promote happiness.
- The students will be able to manage stress.

**Text book [TB]:**

- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength.*(1<sup>st</sup> Edition) UK: Routledge.
- Blonna, Richard (2011). *Coping with Stress in a Changing World* (5<sup>th</sup> Edition).

**Reference books [RB]:**

- DiMatteo, M.R. & Martin, L.R.(2001). *Health psychology ( 1<sup>st</sup> Edition).*New Delhi: Pearson
- Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life: Adjustment in the 21<sup>st</sup> Century* (12<sup>th</sup> Edition). Thomson Detmar Learning.
- Pestonjee, D.M. (1999). *Stress and Coping: The Indian Experience* (2<sup>nd</sup> Edition). New Delhi: Sage.



# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY306	<b>Subject Title</b>	Understanding Psychological Disorders						
<b>LTP</b>	5 1 0	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	3 <sup>rd</sup>	<b>Semester</b>	V

**Course Objective:** To provide an overview about the concept of abnormality and the clinical picture and dynamics of various psychological disorders.

**UNIT 1: Understanding abnormality (17 Lectures)**

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

**UNIT 2: Clinical States (16 Lectures)**

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 3: Developmental Disorders (Clinical Picture and Dynamics) (17 Lectures)**

Mental Retardation, Autism, ADHD, and Learning Disabilities

**UNIT 4: Substance related disorders and eating disorders (16 Lectures)**

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

**Learning Outcome:**

The students will acquire:

- Capability to conduct themselves in a manner that reflects the values and attitudes of clinical psychology
- Knowledge of the Science of Clinical Psychology and of research/analytic methods.
- Competence to work with persons having concerns related to developmental disorders and substance abuse.

**Text book [TB]:**

- 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.

**Reference books [RB]:**

- 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

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY307	<b>Subject Title</b>	Organizational Behavior						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	3 <sup>rd</sup>	<b>Semester</b>	V

**Course Objective:** To introduce concepts and applications of organizational behavior

**UNIT 1: Introduction (17 Lectures)**

Understanding Organization Behavior: definition, historical antecedents of organizational behavior, organizational culture and its impact on OB, OB Model, Contemporary Trends and Challenges: common organizational designs, Challenges in the Indian Setting

**UNIT 2: Introduction to job attitude & motivation (16 Lectures)**

Job satisfaction; Job involvement; Organizational Commitment; Organizational Citizenship Behavior; Psychological Contract; Work Engagement ; Work Motivation: Extrinsic Motivation o Classic Reinforcement Theories o Expectancy Model o Equity Model o Goals and Goal Setting o Problems with extrinsic incentives Intrinsic Motivation o Maslow’s Hierarchy of Needs o Job Characteristics Model; Indian perspective

**UNIT 3: Leadership (17 Lectures)**

Contemporary perspectives on leadership; Cross-cultural leadership issues; Indian perspective on leadership; Diversity issues in leadership

**UNIT 4: Positive organizational behavior (15 Lectures)**

Optimism, emotional Intelligence; self-Efficacy; work-life balance

**Practical:** Any two practical from the above course.

**Learning Outcome:** The students will be able to:

- Improve understanding of different types of organizations and their function and management
- Identify how task characteristics influence which motivational style will be effective
- Identify characteristics of effective leadership style

**Text book [TB]:**

- Pareek, Uday (2011). *UdayPareek’s Understanding organizational behavior (Third Edition)*. Oxford: Oxford University Press.
- Spector, P.E. (2016). *Industrial and Organizational Psychology: Research and Practice*. New Delhi: Wiley.

**Reference books [RB]:**

- Aamodt, M. G. (2001) *Industrial Organizational Psychology*. India: Cengage Learning
- Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.
- Muchinsky, P.(2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.
- Prakash, A. (2011). *Organizational behaviour in India: An indigenous perspective*. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY346	<b>Subject Title</b>	Positive Psychology						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	DSE I	<b>Year</b>	3 <sup>rd</sup>	<b>Semester</b>	V

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

### **UNIT 1: Introduction**

**(17 Lectures)**

Definition, goals, western and yogic perspective of positive psychology, character strengths and virtues; Relationships: with health psychology, developmental psychology, social psychology and psychology of religion

### **UNIT 2: Positive Emotional States and their theories**

**(16 Lectures)**

Positive emotional states: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience; Theoretical base of positive emotions: The broaden and build theory, relevance of positive emotional states for physical, social & psychological resources, Positive emotions and well-being: Happiness and positive behavior, positive emotions and success, resilience

### **UNIT 3: Positive Cognitive States and Processes**

**(17 Lectures)**

Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

### **UNIT 4: Interventions**

**(15 Lectures)**

Psychological approaches: Maximizing achievement, conflict resolution, gratitude, positive leadership; Yogic & Spiritual approaches: dietary regulation, postures, breathing, cognitive alteration, mindfulness, meditation

**Practical:** Any two practical from the above course.

### **Learning Outcome**

At the end of this course, the students will develop:

- Knowledge of theories of happiness and other emotions
- Skills to cultivate positive emotions.
- Measure and build positive psychological capacities in individual, workplace and educational flourishing;
- Plan, implement and assess positive psychology interventions and strategies at different settings

### **Text book [TB]:**

- Snyder (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage.
- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge

### **Reference books & other materials [RB]:**

- 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.

## **Course Structure of B.A. (Hons.) – Psychology Applicable from 2019-2022**

- Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York: Oxford University Press.
- Singh, A.P. & Misra, G. (2011). Lifestyle and Positive Health: Results of 15-day Life Style Intervention Programme among Indian School Adolescents. In S.K. Yadav and S.B. Yadav (Ed.) *Positive Psychology* (p.269-282). New Delhi: Global Vision Publishing House.
- Singh, A.P. & Misra, G. (2018). How to Facilitate Practice of Yogic Life style among School Going Adolescents? Some Psychological Learnings. *International Journal of Yoga - Philosophy, Psychology and Parapsychology*, 6(1), 4-9. doi:10.4103/ijny.ijoyppp\_27\_17

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY 347	<b>Subject Title</b>	Human Resource Management						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	DSE I	<b>Year</b>	3 <sup>rd</sup>	<b>Semester</b>	V

**Course Objective:** To make aware of basic aspects of human resource management to understand the functioning of human resource management in an organizational setting

**UNIT 1: Introduction to Human Resource Management (HRM) (17 Lectures)**

HRM and HRD, Context and issues in HRM

**UNIT 2: Human Resource Practices (16 Lectures)**

Job analysis; Recruitment and selection; Training; Performance evaluation

**UNIT 3: International human resource management (IHRM) (17 Lectures)**

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 4: Organizational change and development (15 Lectures)**

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).

**Practical:** Any two practical from the above course.

**Learning Outcome:** The students will have:

- Understanding of the basic concepts, functions and processes of human resource management
- Capacity to design and formulate various HRM processes such as Recruitment, Selection, Training, development, performance appraisals.
- Ability to evaluate the developing role of human resources in the global arena.

**Text book [TB]:**

- DeCenzo, D.A. & Robbins, S.P. (2006). *Fundamentals of human resource management*. n(8th Ed). NY: Wiley.
- Khandelwal, K.A. (2009). *In search of Indianness: Cultures of Multinationals*. New Delhi: Kanishka Publishers

**Reference books [RB]:**

- 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.
- Harzing, A-W.K. and Pennington, A. (2011). *International human resource management*. New Delhi: Sage publications.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY348	<b>Subject Title</b>	Health Psychology						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	DSE II	<b>Year</b>	3 <sup>rd</sup>	<b>Semester</b>	V

**Course Objective:** To introduce the basic concepts of Health Psychology.

**UNIT 1: Introduction** **(17 Lectures)**

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** **(16 Lectures)**

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

**UNIT 3: Stress** **(17 Lectures)**

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

**UNIT 4: Health Management** **(15 Lectures)**

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

**Practical:** Any two practical from the above course.

**Learning Outcome:** Student would be able to:

- Provide assistance in health care agencies and NGOs
- Demonstrate understanding of the biological, behavioural, cognitive and social determinants of health, the risk factors for health-compromising behaviours and strategies for their modification, across the age range from childhood to old age.
- Demonstrate advanced knowledge of individual, group and community-based approaches to the management and prevention of major identifiable health concerns and problems (both acute and chronic conditions).
- Plan and critically evaluate research in health psychology and behavioural medicine

**Text book [TB]:**

- Misra,G.(1999).*Stress and Health*. NewDelhi: Concept.
- Sarafino,E.P.(2002).*Healthpsychology:Biopsychosocialinteractions*(4<sup>th</sup> Ed.).NY: Wiley.

**Reference books [RB]:**

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

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY349	<b>Subject Title</b>	Community Psychology						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	DSE II	<b>Year</b>	3 <sup>rd</sup>	<b>Semester</b>	V

**Course Objective:** To introduce students to the basic values, historical influences, theories, and levels and methods of intervention in CP.

**UNIT 1: Introduction**

**(17 Lectures)**

Definition of community psychology; types of communities; models.

**UNIT 2: Core values**

**(16 Lectures)**

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**

**(17 Lectures)**

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**

**(15 Lectures)**

Community development and empowerment; case studies in Indian context.

**Learning Outcome:** The student will obtain:

- Advanced understanding of relevant concepts, issues and work methods in community psychology.
- Understanding of how to examine social and institutional framework conditions influence individuals, groups and organisations.
- Experience with community psychology approaches and relevant theoretical perspectives and empirical evidence can be applied to analyse, understand and solve mental health difficulties.
- Knowledge necessary to apply community psychology principles and knowledge to answer current problems.

**Text book [TB]:**

- 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.

**Reference books [RB]:**

- 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

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY308	<b>Subject Title</b>	Understanding and Dealing with Psychological Disorder						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	3 <sup>rd</sup>	<b>Semester</b>	VI

**Course Objective:** To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.

**UNIT 1: Biological etiology-explanations and interventions for Mood disorders and Schizophrenia**

Application in case of mood disorders and schizophrenia **(17 Lectures)**

**UNIT 2: Insight oriented explanations and interventions** **(15 Lectures)**

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** **(17 Lectures)**

Application in case of any two from phobias/panic disorder, depression/eating disorders

**UNIT 4: Going beyond the Individual and Singular Approaches** **(16 Lectures)**

Family therapy and group therapies, Efforts towards integration of approaches. Indian Approaches

**Learning Outcome:**

- The students will be able to acquire knowledge about various approaches of psychotherapies.
- The students will be able to understand the importance of different treatment approaches in different settings.
- The students will be able to etiology of psychological disorders.
- The students will be able to understand the difference between western and Indian approach to explain the disorders and their treatment modalities.

**Practical:**

Any two practicum based on topics.

**Text book [TB]:**

- Bennett, P. (2011) *Abnormal and Clinical Psychology: An introductory Textbook*, McGraw Hill.
- Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

**Reference books [RB]:**

- Comer, R. J. (2015). *Abnormal psychology*. New York: Worth publishers.
- *Diagnostic and Statistical Manual of Mental Disorders*. (2013). Washington, D.C.
- Nevid, J., Rathus, S., & Greene, B. (2014). *Abnormal psychology in a changing world*. Upper Saddle River, NJ: Pearson Prentice Hall.
- *The ICD-10 Classification of Mental and Behavioural Disorders*. (1992). Geneva.



# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY309	<b>Subject Title</b>	Counseling Psychology						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	UC	<b>Year</b>	3 <sup>rd</sup>	<b>Semester</b>	VI

**Course Objective:** To develop an understanding of basic concepts, processes, and techniques of Counseling.

**UNIT 1: Introduction (17 Lectures)**

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 (15 Lectures)**

Building counselling relationships; Working in a counselling relationship; Closing counselling relationships

**UNIT 3: Techniques of Counselling (17 Lectures)**

Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation

**UNIT 4: Counselling Applications (16 Lectures)**

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

**Learning Outcome:**

- The students will be able to develop a basic understanding of counselling as a profession.
- The students will be able to gain an overview of basic approaches, theories and techniques in counselling.
- The students will be able to aware about the contemporary issues and challenges in counselling.
- The students will be able to understand the nature and application of counseling in different context.

**Practical:** Any two practicum based on topics.

**Text book [TB]:**

- 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.

**Reference books [RB]:**

- 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.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY396	<b>Subject Title</b>	Cultural and Indigenous Psychology						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	DSE III	<b>Year</b>	3 <sup>rd</sup>	<b>Semester</b>	VI

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

**UNIT 1: Cultural Processes (17 Lectures)**

Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences.

**UNIT 2: Culture, Self and Others (15 Lectures)**

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 (17 Lectures)**

Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.

**UNIT 4: Indigenous Psychology (16 Lectures)**

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

**Learning Outcome:**

- The students will be able to develop a basic understanding of different cultures.
- The students will be able to gain an overview of impact of culture on personality development.
- The students will be able to aware about self and identity as per Indian mythology.
- The students will be able to understand the cultural diversity and it's management.

**Practical:** Any two practicum based on topics.

**Text book [TB]:**

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

**Reference books [RB]:**

- 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.
- 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.

# Course Structure of B.A. (Hons.) – Psychology

## Applicable from 2019-2022

<b>Subject Code</b>	PSY397	<b>Subject Title</b>	Psychological Perspective in Education						
<b>LTP</b>	5 0 2	<b>Credit</b>	6	<b>Subject Category</b>	DSE III	<b>Year</b>	3 <sup>rd</sup>	<b>Semester</b>	VI

**Course Objective:** To understand of the interface between education and psychology

**UNIT 1: Education and Psychology: An Introduction (17 Lectures)**

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

**UNIT 2: Cognition and Learning (15 Lectures)**

An overview of the key theoretical approaches: Behaviorism, Individual-Constructivism, Social-constructivism, Social learning theory. Indian perspectives: Learning through deep contemplation and purified perception, learning through silence. Mindfulness in learning.

**UNIT 3: Learning and Motivation (17 Lectures)**

Critical reflection on the folk understanding of ‘intelligence’, ‘ability’ and ‘achievement’ in contemporary India. Motivation and developmental dynamics. Creativity and Imagination, Learning Styles, Cooperative Learning. Creating an emotionally secure classroom that encourages democracy, self-expression, and self-determination.

**UNIT 4: Education in the Indian Context (16 Lectures)**

Understanding the hidden curriculum of education; learner diversity and hidden discrimination. Understanding educational stress and anxiety, bullying, parental and peer pressure. Education, consumerism and the market. Enhancing mental health and well-being of learners and teachers. Education and technology in contemporary India.

**Learning Outcome:**

- The students will be able to understand the meaning and processes of education at individual and social plains in the Indian context.
- The students will be able to demonstrate an appreciation of various theoretical perspectives on cognition and learning in educational contexts.
- The students will be able to develop insights into the facilitators of learning such as intelligence, emotion, imagination, creativity and self processes.
- The students will be able to understand the social processes within the classroom and broader societal contexts that shape student’s learning outcomes.

**Practical:** Any two practicum based on topics.

**Text book [TB]:**

- Long, M. (2000). *The Psychology of Education*. Sussex: Routledge.
- Huppes, N. (2001). *Psychic education: A workbook*. Pondicherry, India: Sri Aurobindo

**Reference books [RB]:**

- Woolfolk, A., Misra, G., &Jha, A. (2012). *Fundamentals of educational psychology*. New Delhi, India: Pearson Pub.
- Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.

## **Course Structure of B.A. (Hons.) – Psychology Applicable from 2019-2022**

<b>Subject Code</b>	PSY336	<b>Subject Title</b>	Project						
<b>LTP</b>	---	<b>Credit</b>	6	<b>Subject Category</b>	PRJT	<b>Year</b>	3 <sup>rd</sup>	<b>Semester</b>	VI

**Course Objective:** To demonstrate their understanding and ability to implement basic and applied research designs used to address psychological issues.

Students should be enabled to design and conduct an original and ethical research. They should be able to write a project/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.

### **Learning Outcome:**

- The students will be able to know the theoretical bases for statistical analyses of results from empirical studies: the logical and philosophical bases of empirical research; probability; operationalization of psychological variables.
- The students will be able to formulate research questions and hypotheses, and operationalize them. They can create a research plan adequate to the research question.
- The students will be able to advanced oral presentation skills on various topics within psychology, and can prepare a presentation in the form of a research report or conference poster.
- The students will be able to understand ethical standards for scientific research, uses them, following principles of scientific integrity.

**Suggested reading:** Latest APA manual for dissertation