SIDHO-KANHO-BIRSHA UNIVERSITY

Purulia, West Bengal, India

CURRICULUM
Under Choice Based Credit System (w.e.f session 2018-2019)

BACHELOR OF SCIENCE (B.SC.) HONOURS IN PSYCHOLOGY

(with effect from 2018-2019)

Program Objectives (POs)

PO-1. To provide students with theoretical knowledge and applied skills in basic fields of psychology.

PO-2. To develop familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PO-3: To guide students to use scientific reasoning to interpret psychological phenomena.

PO-4: To assist students develop meaningful professional direction for life after graduation.

Program Outcomes (POs)

After completing program graduate students will

POs-1: Have sound knowledge base

POs-2: Be competent in application of basic techniques of psychology.

POs-3: Be competent in understanding and predicting human behavior.

Program Specific Outcomes (PSOs)

The graduates of the department will attain:

PSOs-1: A broad base of knowledge in various domains of psychology in order to prepare them for P.G courses

PSOs-2: More clarity in their professional directions and allied field with human behavioral elements.

Syllabus (CBCS)

Seme ster	Core Course (14)	Ability Enhancem ent Compulso ry Course (AECC) (2)	Ability Enhanc ement Electiv e Course (AEEC) (2) (Skill-Based)	Electi ve Discip line Specif ic Dse Cours es (4)	Elective Generic (Ge) (4)
I	**BPSYCCHC101** Introduction to Psychology (Theory+ Practical) **BPSYCCHT102** Biopsychology (Theory+ Tutorial)	**BAECCES T104** Environment al Studies (Theory+ Project)			BSOCGEHT16B **Fundamentals of Sociology** (Theory+ Tutorial)
II	**BPSYCCHC201** Psychology of Individual Differences (Theory+Practical) **BPSYCCHT202** Statistical Methods for PsychologicalResearch- I (Theory+ Tutorial)	**BAECCLET 204/ BAECCLBT 204** English Communica tion / Bengali (Theory+ Tutorial)			BSOCGEHT16C **Currents in Sociology** (Theory+ Tutorial)
III	**BPSYCCHC301** Psychological Research (Theory+ Practical) **BPSYCCHT302** Development of Psychological Thought (Theory+ Tutorial) BPSYCCHT303 **Social Psychology (Theory+ Tutorial)**		**BPSYSEH T305** Stress Manageme nt		BENVGEHT26 **Environment and Society** (Theory+ Tutorial)

IV	**BPSYCCHT401** Statistical Methods for PsychologicalResearch-II (Theory+ Tutorial)		**BPSYSEHT405** Educational Psychology		**BENVGEHT26A** Natural Hazards Management and Waste Management **(Theory+ Tutorial)**
	BPSYCCHT402 Developmental Psychology (Theory+ Tutorial)				
	BPSYCCHC403 Applied Social Psychology (Theory+Practical)				

V	**BPSYCCHC501** Understanding Psychological Disorders (Theory+Practical)			**DSE-1** (Anyone from the Specified pool)	
	BPSYCCHC502 Organizational Behavior (Theory+ Practical)			**DSE-2** (Anyone from the Specified pool)	
VI	**BPSYCCHC601** Understanding and Dealing with Psychological Disorders (Theory+Tutorial)			**DSE-3** (Anyone from the Specified pool)	
	BPSYCCHC602 Counseling Psychology (Theory+ Practical)			**DSE-4** Project/Dissertation	

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 2 IN SEMESTER V)

BPSYDSHC1: Positive Psychology (Theory+ Practical)
BPSYDSHC2: Human Resource Management (Theory+ Practical)
BPSYDSHC3: Cultural and Indigenous Psychology (Theory+ Practical)

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 2 IN SEMESTER VI)
BPSYDSHC4: Health Psychology (Theory+ Practical)
BPSYDSHC5: Community Psychology (Theory+ Practical)
BPSYDSHC6: Project/Dissertation (Compulsory)

Course Structure:

1st Semester

Course Code	Course Title	Course type	(L-P-Tu)	Credit	Marks
BPSYCCHC101	Introduction to Psychology **(Theory and Practical)**	CC-1	4- 2 – 0	6	**50**
BPSYCCHT102	Biopsychology **(Theory and Tutorial)**	CC-2	5 – 0 – 1	6	**50**
***103	Generic Electives	GE-1	5 – 0 – 1	6	**50**
BAECCEST104	Environmental Studies	AECC-1	2 – 0 – 2	4	50
		SEMESTER	**TOTAL:**	**22**	**200**

2nd Semester

Course Code	Course Title	Course type	(L-P-Tu)	Credit	Marks
BPSYCCHC201	Psychology of Individual Differences **(Theory and Practical)**	CC-3	4- 2- 0	6	**50**
BPSYCCHT202	Statistical Methods for Psychological Research-I **(Theory and Tutorial)**	CC-4	5- 0- 1	6	**50**
**203	Generic Electives	GE-2	5- 0 – 1	6	**50**
**204	English / MIL	AECC-2	2 - 0 – 0	2	50
		SEMESTER	**TOTAL:**	**20**	**200**

3rd Semester

Course Code	Course Title	Course type	(L-P-Tu)	Credit	Marks
BPSYCCHC301	Psychological Research **(Theory + Practical)**	CC-5	4- 0- 2	6	**50**

BPSYCCHT302	Development of Psychological Thought **(Theory and Tutorial)**	CC-6	5- 0- 1	6	50
BPSYCCHT303	Social Psychology **(Theory and Tutorial)**	CC-7	5- 0 – 1	6	50
**304	Generic Electives	GE-3	5 – 0 – 1	6	50
BPSYSEHT303	Stress Management	SEC-1	2 - 0 – 0	2	50
		SEMESTER	**TOTAL:**	**26**	**250**

4thSemester

Course Code	Course Title	Course type	(L-P-Tu)	Credit	Marks
BPSYCCHT401	Statistical Methods for Psychological Research-II **(Theory and Tutorial)**	CC-8	5- 0- 1	6	50
BPSYCCHT402	Developmental Psychology **(Theory and Tutorial)**	CC-9	5 - 0 - 1	6	50
BPSYCCHC403	Applied Social Psychology **(Theory + Practical)**	CC-10	4 - 2 - 0	6	50
**404	Generic Electives	GE-4	5 – 0 – 1	6	50
BPSYSEHT405	Educational Psychology	SEC-2	2 - 0 - 0	2	50
		SEMESTER	**TOTAL:**	**26**	**250**

5th Semester

Course Code	Course Title	Course type	(L-P-Tu)	Credit	Marks
BPSYCCHC501	Understanding Psychological	CC-11	4- 2- 0	6	50

Course Code	Course Title	Course type	(L-P-Tu)	Credit	Marks
	Disorders **(Theory + Practical)**				
BPSYCCHC502	Organizational Behaviour **(Theory + Practical)**	CC-12	4 - 2 - 0	6	**50**
**503	**Any two out of three (Given below)**	DSE-1	4 - 2 - 0	6	**50**
**504		DSE-2	4 - 2 - 0	6	**50**
BPSYDSHC1:	Positive Psychology (Theory+ Practical)				
BPSYDSHC2:	Human Resource Management (Theory+ Practical)				
BPSYDSHC3:	Cultural and Indigenous Psychology (Theory+ Practical)				
		SEMESTER	**TOTAL:**	**24**	**200**

6thSemester

Course Code	Course Title	Course type	(L-P-Tu)	Credit	Marks
BPSYCCHT601	Understanding and Dealing with Psychological Disorders (Theory + Tutoriall)	CC-13	5 - 0–1	6	**50**
BPSYCCHC602	Counselling Psychology (Theory + Practical)	CC-14	4 - 2 – 0	6	**50**
**604	Any one out of Two (Given below)	DSE-3	4 - 2 – 0	6	**50**
BPSYDSHC4:	Health Psychology (Theory+ Practical)				
BPSYDSHC5:	Community Psychology (Theory+ Practical)				
BPSYDSHC6:	Project/Dissertation (Compulsory)	DSE-4	6 - 0 – 0	6	**50**
		SEMESTER	**TOTAL:**	**24**	**200**

CC-1: INTRODUCTION TO PSYCHOLOGY
Course Code: BPSYCCHC101

Course Objectives: To help students get acquainted with the nature and evolution of Psychology, and various Psychological Processes.

Course Outcomes: Upon the successful completion of this course students will be able to,
- Differentiate between the assumptions of different schools of psychology.
- Understand the psychological theories regarding motivation, emotion, learning, memory and perception.
- Identify different methods employed to the understanding of psychology.
- Distinguish between the cognitive concepts such as sensation, attention, perception.

Course Contents:

UNIT 1: INTRODUCTION TO PSYCHOLOGY: What is psychology? Behavioral schools of psychology; Methods of psychology(special emphasis on experimentation); Fields of psychology; Psychology in modernIndia.

UNIT 2: ATTENTION AND PERCEPTION: Determinants of attention. Shift, fluctuation, and oscillation in attention. Perception: Perceptual processing, Perceptual Organization (Gestalt School), Perceptual sets, Perceptual constancies, depth perception, distance, and movement; Illusions.

UNIT 3: LEARNING: Principles and applications of Classical conditioning, operant conditioning, and Observational learning; Learning strategies; Learning in a digital world; Self-regulated learning.

UNIT 4: MEMORY, EMOTION, AND MOTIVATION:
(a) Memory: Models of memory: Information processing (Atkinson & Shiffrin), Levels of processing, Parallel Distributed processing model, Forgetting - causes of forgetting (Trace decay theories, interference theories, motivated forgetting), Improving memory.

(b) Emotions and Motivation: Components, types of emotion, theories of emotion (James-Lange theory, Cannon-Bard theory and Cognitive theories) and Motivation (Maslow's need hierarchy theory and McClelland's theories of achievement motivation) Types of motivation, motivational conflicts.

PRACTICUM:
Any 2 practicaabout CC-1 (Introduction to psychology) preferably experiments.
1. Experiment on Attention – fluctuation of attention

2. Experiment on Memory – a) spaced vs. unspaced and b) whole vs. part techniques of memory

REFERENCES:
- 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.

Further Readings:
- Best, J.B. (1998, 5th Edition). Cognitive Psychology. John Wiley & Sons. ISBN-13: 978-0470002322 ISBN-10: 0470002328
- Baron, R. A.(2001). Psychology (5th Edition), Prentice-Hall of India Private Limited.
- Galloti, K. M.(2016). Cognitive Psychology. In and Out of the Laboratory (5th Edition). Sage Publication, 2016
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L.(1975). Introduction to Psychology (6th Edition). Oxford IBH Publishing
- Melvin, H. M.M., & William, A. H.(1979). Systems and Theories in Psychology. McGraw-Hill Higher Education.
- Mishra, B. K.(2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI Learning Private Limited.
- Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2001). Introduction to Psychology (7th Edition), McGraw Hill Booh Company.
- Munn, N. L., Fernald, L. D., & Fernald, P. S.(2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.
- Plotnik, R. &Kouyoumdjian, H. (2014). Introduction to Psychology (10th Edition). An Cengage Learning
- Santrock, J.W. Psychology Essentials (Second Edition), McGraw Hill Higher Education
- Solso, R. L., Maclin, H., & Maclin, M. K.(2008). Cognitive Psychology (8th Edition). Pearson Publishing House.
- Solso, R. L. (2006). Cognitive Psychology (6th Edition). Pearson Publishing House, 200

CC-2: BIOPSYCHOLOGY
COURSE CODE: BPSYCCHT102

Course Objectives: To introduce the biological bases of psychological processes to students.

Course Outcomes: After completion of the course, the student shall be:
- Able to understand the nature & scope of Bio-Psychology.
- Able to understand the brain structure and related functions.
- Able to understand conduction mechanism of the nervous system functional

abnormalities in neurotransmitters.
- Familiar with the techniques to study brain.
- Familiar with different endocrine disorders.

Course Contents:
UNIT 1: INTRODUCTION TO BIOPSYCHOLOGY: Nature and scope; biological basis of behavior.

UNIT 2: THE FUNCTIONING BRAIN: Structure and functions of neurons; Neuralconduction and synaptic transmission.

UNIT 3: ORGANIZATION OF NERVOUS SYSTEMS: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization)

UNIT 4: ENDOCRINE SYSTEM: Structure, functions, and abnormalities of major glands: Thyroid, Adrenal, and Pituitary gland

REFERENCES:
- 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.

Further Readings
- Hall, J. E., & Guyton, A. C. (2011) Guyton and Hall textbook of medical physiology. Philadelphia, PA: Saunders Elsevier.
- Kalat, J.W. (2004). Biological Psychology, 8th Edition, Thompson – Wadsworth.
- Levinthal, C.F. (2005). Introduction to Physiological Psychology, 3rd Edition, Prentice - Hall of India Pvt. Ltd., New Delhi.
- Morgan, C.T. (1965). Physiological Psychology, McGraw Hill, New York.

SEMESTER-II

CC-3:PSYCHOLOGY OF INDIVIDUAL DIFFERENCES
Course Code: BPSYCCHC201

Course Objectives: To develop an understanding of the concept of individual differences to promote self-reflection and understanding of self and others.

Course Outcomes: After completing the course the students wil
- learn various approaches of personality, Self-identity, and its Indian approach

- know about traditional and modern approaches of intelligence, the interaction of cognitive and emotional intelligence, and its reflection

Course Contents:

UNIT 1: PERSONALITY: Nature of personality; Culture and personality; Perspectives on personality: Traitand type, Psychodynamic (Freud, Neo Freudian – Adler, and Erikson), and humanistic(Maslow, Rogers) approach.

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

UNIT 3: INDIAN APPROACH: Self and identity in Indian thought

UNIT 4: ENHANCING INDIVIDUAL'S POTENTIAL: Thought and language, language development; Fostering creativity. Self-regulation and self-enhancement

PRACTICUM:

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

1. Intelligence: WASI II: Wechsler Abbreviated Scale of Intelligence, Second Edition, India (WASI-II INDIA) David Wechsler, 2016, Psychological Corporation; PsychCorp.

2. Personality: **a.** Eysenck, H. J. (1985). Eysenck Personality Questionnaire-Revised
Or
b. McCrae R. R.; Costa P. T.; Martin T. A. (2005). "The NEO PI-3: A more readable revised NEO personality inventory". Journal of Personality Assessment. 84 (3): 261– 270.

REFERENCES:

- 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. NewDelhi: Pearson Education.
- Matthijs Cornelissen, GirishwarMisra 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.
- Baron, R. A. & Mishra, G. (2015). Psychology. Pearson Education Limited. ISBN-13: 9788131773444.

Further Readings:

- Aleem, S. (2012). Theories of Personality. Published by Dorling Kindersley (India) Pvt.

Ltd.
- Sinha, D., Misra, G., &Dalal, A.K. (2015, September). Psychology for India. SAGE Publications.
- The Oxford Handbook of Positive Psychology (Second Edition). Edited by Shane J. Lopez and C. R. Snyder. Oxford Library of Psychology.

CC-4: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I
Course Code: BPSYCCHT202

Course Objectives: To educate students with the process and the traditional methods of quantitative and qualitative psychological research

Course Outcomes: After completing the course the students wil learn
- The need for quantification of psychological variables in research, basics use of descriptive statistics in psychological researches,
- Understanding the concept and comparison between quantitative and qualitative research, steps, normal probability curve, methods of correlation.

Course Contents:
UNIT 1: INTRODUCTION: Role of Statistics in Psychological Research; Descriptive and Inferential Statistics;Variables; Measurement Scales.

UNIT 2: FREQUENCY DISTRIBUTIONS, PERCENTILES, AND PERCENTILE RANKS: Organizing Quantitative Data; constructing a grouped frequency distribution, arelative frequency distribution, and a cumulative frequency distribution;Computation of Percentiles and Percentile Ranks.

UNIT 3: GRAPHICAL REPRESENTATION OF DATA: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The PieChart; the Cumulative Frequency Graph; Factors Affecting the Shape of Graphs

UNIT 4: MEASURES OF CENTRAL TENDENCY AND VARIABILITY: Mean, Mode and Median; Properties and Relative Advantages and Disadvantages ofthe Mode, the Median, and the Mean; Central Tendency Measures in Normal andSkewed Distributions. Measures of Standard (z) Scores: The Range; The Interquartileand the Semi-Interquartile Range; The Average Deviation; The Variance; TheStandard Deviation; Calculation of Standard Deviation from Raw Scores andGrouped Scores; Properties and Comparison of Measures of Variability; StandardScores (z-score); Properties of z scores.

UNIT 5: THE NORMAL DISTRIBUTION: The Nature and Properties of the Normal Probability Distribution; The StandardNormal 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 RealVariables; The Normal Curve as a Model for Sampling Distributions; Divergencefrom

Normality (Skewness and Kurtosis)

UNIT 6: CORRELATION: The Meaning of Correlation; Historical Perspective; The Scatter plot of BivariateDistributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree;The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient fromDeviation Scores; Calculating Pearson's Correlation Coefficient from Raw Scores;Spearman's Rank-Order Correlation Coefficient

REFERENCES:
- 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 BehavioralSciences (5th Ed.). USA: John Wiley & Sons.
- Mangal, S.K. (2012).Statistics in Psychology and Education (2nd Ed.). NewDelhi: PHI Learning Pvt. Ltd.

Further Readings:
- Anastasi, A.(1990). Psychological Testing, New York: MacMillan Co.
- Das, D. & Das, A. (2008). Statistics in Biology and Psychology. AcademicPublishers, Calcutta, (Latest edition)
- Freeman, S.F.: Theory and practice of Psychological testing. Oxford & IBHPublishing Co. Calcutta. Third Edition.
- Garrett, H.E. (1981). Statistics in Psychology and education. VakilsFeffer&Simons Ltd.
- Guilford, J.P. &Fruchter, B. (1973). Fundamental Statistics in Psychology andEducation, McGraw Hill New Delhi.
- Kaplan, R.M. &Saccuzzo D.P.: Psychological Testing Principles, Applications,and Issues, Wadsworth, Fifth Edition.
- Singh,A.K.(1988). Tests, Measurements, and Research Methods InBehaviouralSciences. Tata McGraw Hill, New Delhi.

SEMESTER-III

CC-5: PSYCHOLOGICAL RESEARCH
Course Code: BPSYCCHC301

Course Objectives: To educate students with the process and the methods of quantitative andqualitative psychological research traditions.

Course Outcomes: After completing the course the students wil learn
- basics of psychological researches, understanding the concept and comparison

between quantitative and qualitative research
- steps, formulation of research problems, experimental, non-experimental and quasi-experimental researches, sampling methods.
- practical based on psychological testing and qualitative researches.

Course Contents:

UNIT 1: BASICS OF RESEARCH IN PSYCHOLOGY: What is Psychological Research? The Goals of Psychological Research; Principles ofGood Research; Ethics in Psychological Research. Research Traditions:Quantitative and Qualitative Orientations towards Research and their Steps;Comparing Qualitative and Quantitative Research Traditions; Formulating aProblem and Developing a Testable Research Question / Research Hypothesis.

UNIT 2: EXPERIMENTAL METHOD: Introduction to Experimental and Quasi-experimental Methods. Methods of Data Collection Sampling; Probability Sampling Methods and Non Probability Sampling Methods

UNIT 3: NON EXPERIMENTAL METHODS (I): Case Study; Observation; Surveys, Focus Group Discussion, Interviews

UNIT 4: NON EXPERIMENTAL METHODS (II): Psychological Testing: Standardization; Reliability, Validity and Norms of a Psychological Test; Applications.

PRACTICUM:
Any 2 practica pertaining CC-5

1. Sentence Completion Test
Sacks, J.M & Levy, S (1950). Sentence Completion Test (SSCT). Dr. Joseph M. Sacks & other Psychologists of the New York Veterans Administrative Mental Hygiene Service.

2. Qualitative Research Methods
- Interview
- Observation
- Focus group discussion

Reading Lists:
- 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 (4 Ed.).New Delhi: Pearson Education.
- Kerlinger, F.N. & Lee, H.B.(1999). Foundations of Behavioural Research. Wadsworth th
- Murphy, K.R. &Davidshofer, C. O. (2004). Psychological Testing: Principles & Applications (6 Ed.) New Jersey: Prentice Hall.

- Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6 Ed.) Boston: Pearson Education.
- Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia : Open University Press.

Further Readings
- Anastasi, A. & Urbina S.(1996). Psychological Testing, Pearson, First Edition.
- Kothari, C.R. (1990). Research Methodology Methods and Techniques. WishwaPrakashan Calcutta, Second edition.
- McGuigan, F.J.(1990). Experimental Psychology: A Methodological Approach, Prentice Hall.
- Mohsin, S.M.(1984). Research methods in Behavioural Sciences, Orient longman, Calcutta. (Latest edition).
- Singh,A.K.(1988). Tests, Measurements and Research Methods InBehavioural Sciences. Tata McGraw Hill, New Delhi.

CC-6: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT
Course Code: BPSYCCHT302

Course 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.

Course Outcomes: After completing the course the students wil learn
- Introduction to understanding psyche – debates and issues
- Emergence of early school of psychology, positivistic orientation
- Psychoanalytic, humanistic and existential orientation
- Contemporary development – feminism and social constructionism.

Course Contents:
UNIT 1: UNDERSTANDING PSYCHE: DEBATES AND ISSUES
(a) Free will and determinism
(b) Empiricism and rationality
(c) Issues of Consciousness and Mind-Body Relationship
(*Each of these debates and issues to be dealt with from an EastWest Comparison; Eastern perspective will include Yoga & Vedantic view)

UNIT 2: (A) EARLY SCHOOLS OF PSYCHOLOGY (B) POSITIVIST ORIENTATION:
Associationism, Structuralism, and Functionalism (Brief Introduction), Frombehaviorism to cognition: Key contributions of Watson, Tolman, Hull, and Skinner;Cognitive revolution, Information Processing Model

UNIT 3: PSYCHOANALYTIC AND HUMANISTIC-EXISTENTIAL ORIENTATION:

Freudian Psychoanalysis, The turn towards 'social' – Adler, Jung, Fromm, Ego
Psychology, Object relations; Cultural psychoanalysis (Sudhir Kakar). Contributions
of Phenomenologically oriented humanistic and existential thinkers.

UNIT 4: CONTEMPORARY DEVELOPMENTS: Feminism and social constructionism

REFERENCES:

- 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.
- Helgeson, V.S. (2006). Psychology of Gender. Pearson Education.
- 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.
- Rider, E. A. (2004, Apr). Our Voices: Psychology of Women, 2nd Edition. Wiley Publishers ISBN: 978-0-471-47879-9. Copyright 2005
- 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

CC-7: SOCIAL PSYCHOLOGY
Course Code: BPSYCCHT303

Course Objectives: Develop an understanding of the individual concerning the social world. To introduce students to the realm of social influence, as to how individuals think, feel, and behave in social situations.

Course Outcomes: After completing the course the students wil learn

- Basics of psychologyal Process in the context of social structure and its application to different social issues.

Course Contents:
UNIT 1: INTRODUCTION: The meaning of 'social'; Key assumptions and approaches to social

psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology; Areas of application: Health, Law, workplace. Social psychology and sustainable future.

UNIT 2: UNDERSTANDING AND EVALUATING THE SOCIAL WORLD: Self and its processes: Self-concept, Self-esteem, and self-presentation; Socialidentity and its functions. Social Cognition, Social perception, Attitudes, Attitude behavior link; Strategies for attitude change.

UNIT 3: SOCIAL INTERACTION AND INFLUENCE: Interpersonal attraction, Pro-Social Behavior, Aggression, Social influence.

UNIT 4: GROUP DYNAMICS AND INTER-GROUP RELATIONS: Nature of groups, Consequences of belonging - performance, decision making,Co-operation and conflict. Nature of intergroup relations-prejudice, inter-groupconflict, Intervention techniques.

REFERENCES:
- 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).SocialPsychology.New York: Houghton Miffin.
- Misra,G.(2009).Psychology in India, Vol. 4: Theoretical and MethodologicalDevelopments (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

Further Readings:
- Krech, D. & Crutchfield, R. S. Theory and Problems of Social Psychology. McGraw Hill.
- Kuppuswamy. An Introduction to Social Psychology. Media Promoters and Publishers Pvt Ltd.

SEC - 1: STRESS MANAGEMENT
Course Code: BPSYSEHT305

Course Objectives: In everyday life, we experience stress related to various situations. Students will learn the concept of stress, nature, sources, and symptoms and how they can make adjustments and manage to cope with stress with the help of various techniques based on various approaches more effectively.

Course Outcomes: After completing the course the students wil learn
- about the signs and symptoms of stress and techniques of stress management which is relevant to the daily life struggle of every individual.

Course Contents:
UNIT 1: INTRODUCTION TO STRESS: Introduction, Nature, symptoms, sources of stress: environmental, social,physiological, and psychological.

UNIT 2: STRESS AND HEALTH: Effects of stress on health, eustress

UNIT 3: MANAGING STRESS-I: Methods - yoga, meditation, relaxation techniques

UNIT 4: MANAGING STRESS-II: Problem-focused and emotion-focused approaches

REFERENCES:
- 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 Delmar Learning.

Further Readings
- Goldberger, I. &Breznitz,S.(1986). Handbook of Stress: Theoretical andClinical Aspect. The☐ Free Press Collier MacMillan Publishers. London.
- Misra, G. (Ed.) (1999). Psychological Perspectives on Stress and Health, NewDelhi, Concept.

SEMESTER-IV

CC-8: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II
Course Code: BPSYCCHT401

Course Objectives: To educates students with the techniques of inferential statistics and hypothesis testing.

Course Outcomes: After completing the course the students wil learn
- Introduction to Inferential statistics and Hypothesis testing
- Nonparametric approaches to data, Introduction to the uses of SPSS in psychological researches.

Course Contents:

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 Testingabout the difference between Two Independent means; Null and the AlternativeHypotheses; The Random Sampling Distribution of the Difference between TwoSample Means; Properties of the Sampling Distribution of the Difference betweenMeans; Choice of HA: One-Tailed and Two-Tailed Tests; Steps for HypothesisTesting; The t Distribution; Characteristics of Student's Distribution of t; Computingt Using Definitional Formula only; Assumptions Associated with Inference about theDifference between Two Independent Means; The Statistical Decision regardingRetention and Rejection of Null Hypothesis.

Interpreting the result 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 ofFreedom for Tests of No Difference between Dependent Means; Testing a Hypothesisabout Two Dependent Means using the formula involving standard errors andcorrelation only; Assumptions When Testing a Hypothesis about the Differencebetween Two Dependent Means.Confidence Intervals: Confidence Intervals for μx - μy; The Relation betweenConfidence Intervals and Hypothesis Testing; The Advantages of ConfidenceIntervals.

UNIT 3: HYPOTHESIS TESTING FOR DIFFERENCES AMONG THREE OR MORE GROUPS: ONE-WAY ANALYSIS OF VARIANCE (ANOVA) & HYPOTHESIS TESTING FOR CATEGORICAL VARIABLES AND INFERENCE ABOUT FREQUENCIES:

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 FRatio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Varianceonly; Comparison of t and F.
The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies. Assumptions of Chi-Square; Calculation and Interpretation of the Outcome of a Chi-Square Test

UNIT 4: NONPARAMETRIC APPROACHES TO DATA & INTRODUCTION TO SPSS:

Introduction to Distribution-free Nonparametric Tests; Comparison with ParametricTests; Uses and Applications of Nonparametric TestsGetting Started with SPSS; Uses of SPSS in Statistics and Research

REFERENCES:
- 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 (3 rd Ed). New Delhi :S age.
- 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.

Further Readings:
- Broota, K. D. (2017). Experimental Design in Behavioural Research, Delhi.
- Das, D. & Das, A. (Latest edition). Statistics in Biology and Psychology. Academic Publishers, Calcutta.
- Garrett, H.E. (1981). Statistics in Psychology and education. VakilsFetTer& Simons Ltd.
- Kothari, C.R. (1990). Research Methodology Methods and Techniques. WishwaPrakashan Calcutta, Second edition.

CC-9: DEVELOPMENTAL PSYCHOLOGY
Course Code: BPSYCCHT402

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

Course Outcomes: After completing the course the students wil learn
- About the knowledge of principals that guide the study of development and the key issues present in the current research on human development.
- developmental problem and pathologies in future Post graduate curriculum.

Course Contents:
UNIT 1: INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY: Concept of Human Development; themes (Cephalocaudal and Proximodistal) andresearch 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; LanguageDevelopment; Emotional Development; Moral Development: PersonalityDevelopment.

UNIT 4: SOCIO-CULTURAL CONTEXTS FOR HUMAN DEVELOPMENT: Family; Peers, Media & Schooling; Human Development in the Indian context.

REFERENCES:
- 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 (13 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.

Further Readings
- Heatherington, E.B., & Parke, R.D.: Child Psychology, McGraw Hill New York, 1986.
- Hurlock, E.B.: Developmental Psychology: A Life-Span Approach. McGraw

CC-10: APPLIED SOCIAL PSYCHOLOGY
Course Code: BPSYCCHT403

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

Course Outcomes: After completing the course the students wil learn
- about the nature, methods, applying social psychology in various fields
- intervention and evaluation process with special reference to the case studies in the Indian context.

Course Contents:
UNIT 1: INTRODUCTION TO APPLIED SOCIAL PSYCHOLOGY: Nature of applied Social Psychology, Social influences on behaviour, Methodologicalapproaches – 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; the need for evaluation for effective programs. Case studiesin the Indian context.

PRACTICUM
The students will conduct two practica based on the topic of CC-10

1. Likert Scale Construction on Environment

2. Diversity to be measured in terms of Ethnic Prejudice by Bogardus's Social Distance Scale (Revision of Goode and Hatt)

3. On group cohesiveness by Sociogram Method

REFERENCES:

- Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage. Mikkelson, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.
- Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.k
- Smith, P.B., Bond, M.H., &Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication.

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SEC-2: EDUCATIONAL PSYCHOLOGY
Course Code: BPSYSEHT405

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Course Objectives:
- To understand the interface between education and psychology
- To appreciate the various issues and challenges that emerges regarding 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

Course Outcomes: After completing the course the students wil learn
- regarding nature, scope, and relevance of Educational psychology,
- variety of learning strategies, classroom achievement,
- effective teaching methods and classroom management and exceptionality and special education.

Course Contents:
UNIT 1: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY:
a. Nature, scope & relevance of Educational Psychology
b. Conceptual and Theoretical Perspectives in Educational Psychology

UNIT 2: HUMAN DIVERSITY AND EDUCATION: Differences in Cognitive Styles & Learning Strategies, Readiness for Learning &Classroom Achievement, Intelligence, Creativity & Personality

UNIT 3: EFFECTIVE TEACHING AND CLASSROOM MANAGEMENT:
a. Characteristics of Effective Teachers

b. Teaching Methods & Issues related to Technological Advances

c. Classroom Management

UNIT 4: EXCEPTIONALITY AND SPECIAL EDUCATION:

a. Conceptualizing Exceptionality: Categorization, Labelling and its educational implications

b. Responsibilities of Teachers towards learners with Special Needs

REFERENCES:

- 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 premier of libertarian education. New York: Free Life Editions.
- Sutherland, M. (1988). Thoery of education. London: Longman.
- Woolfolk, A. (2013). Educational psychology. Delhi: Pearson.

SEMESTER V
CC11: UNDERSTANDING PSYCHOLOGICAL DISORDERS
Course Code: BPSYCCHC501

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

Course Outcomes: After completing the course the students wil learn

- various criteria of abnormality
- Concepts, clinical picture, dynamics amd treatment and selected mental health disorders

Course Contents:

UNIT 1 – Understanding abnormality

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

UNIT 2 - Clinical States

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

UNIT 3: Developmental Disorders (Clinical Picture and Dynamics)

Mental Retardation, Autism, ADHD, and Learning Disabilities

UNIT 4: Substance-related disorders and eating disorders (Clinical Picture and dynamics)

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

Practicum-Any two practicum among the following-

A. Assessment of Anxiety

State-Trait Anxiety Inventory: Spielberger, C.D., Gorsuch, R.L., &Lushene, R. G. (1979). STAI Manual; Palo Alto. Consulting Psychologists Press.

Beck Anxiety Inventory: Beck, A.T., Epstein, N., Brown, G., & Steer, R.A. (1988). An inventory for measuring clinical anxiety: Psychometric properties. Journal of Consulting and Clinical Psychology, 56, 893-897

B. Clinical Assessmentwith the help of-Draw A Person Test and Word Association Test

Readings:

- 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. NewYork: 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. NewDelhi: Pearson.
- Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensionalapproach. New Delhi : Cengage learning.
- Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology(11th Ed.).NY: John Wiley.

<h1 style="text-align:center">CC-12: ORGANIZATIONAL BEHAVIOUR
Course Code: BPSYCCHC502</h1>

Course Objectives: To develop an awareness of the concepts related to organizationalbehavior. Help the students develop connectivity between concepts and practices oforganizations.

Course Outcomes: After completing the course the students wil learn
- concepts related to organizational behavior
- historical perspectives as well as contemporary trends

Course Contents:

UNIT 1: **Introduction**

a. Historical antecedents of Organizational Behaviour

b. Contemporary Trends and Challenges

c. Organizational Behavior : Challenges in the Indian Setting

UNIT 2: **Individual level processes**

a. Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour

b. Work Motivation

i Early theories: Maslow, McClelland, Two factor

ii Contemporary theories: Goal setting, Equity, Expectancy

iii Applications: Job Characteristics Model, Job redesign, MBO

UNIT 3: **Dynamics of Organizational Behavior**

a. Organizational Culture

b. Power and Politics: Influence, empowerment, sexual harassment, organizational politics.

c. Positive Organizational Behavior

UNIT 4: **Leadership**

a. Basic approaches: Trait theories, Behavioral theories, Contingency theories

b. Contemporary Issues: Inspirational approaches to leadership,Contemporary leadership roles, Challenges to the leadership construct

c. Indian perspective

PRACTICUM: Any two practicum among the following: (Questionnaire/Inventory will be decided later as per the future availability)

Measurement of –
- Job Satisfaction
- Occupational Stress
- Organizational commitment
- Quality of work-life

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.
- Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford
- University Press.
- Prakash, A. (2011). Organizational behavior in India: An indigenous perspective.
- 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.

DSE-PSY-01: POSITIVE PSYCHOLOGY

Course Objectives: To introduce the basic concepts of the growing approach of positive psychology andunderstand its applications in various domains.

Course Outcomes: After completing the course the students wil learn
- introduction, and both Western and Eastern perspectives, different positive emotional and cognitive states
- applications of positive psychology in various fields.

Course Contents:
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 Affectand 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 one practicum can be designed from the syllabus so as to enhance the understanding of the concepts and applications of positive psychology.

1. **Well being:**
Verma, S.K., & Verma, A. (1989). Manual for PGI general well-being measure. Lucknow: Ankur Psychological Agency.

2. **Resilience-** To construct a Semi-structured Interview and compare it with Annalakshmi's Scale.

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 RealizeYour Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
- Snyder, C.R., & Lopez,S.J.(2007). Positive psychology:The scientific and practical explorationsof human strengths. Thousand Oaks, CA: Sage.
- Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: OxfordUniversity Press.

DSE-PSY-02: HUMAN RESOURCE MANAGEMENT

Course Objectives: To help students understand the various processes and issues inherent in organizationsrelated to human resources.

Course Outcomes: After completing the course the students wil learn
- context and issues of Human Resource Management, concept of International human resource management and its various policies and practices
- models and concepts of development and change in organizations and applications of HRM.

Course Contents:
UNIT 1: Introduction to Human Resource Management (HRM):
Personnel management, 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, 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:
Organizational change: concepts, models (one model), techniques (one for individual and one forgroup), organizational development: concepts, models (one model), techniques (one forindividual and one for group).

Practicum: Students would be required to complete 1 practicum from any of the topics discussed.
1. Career Maturity:
a.) Crites, J.O. (1973a). Administration and Use Manual: Career Maturity Inventory. Monterey:McGraw- Hill
b.) Crites, J.O. (1973b). Theory and Research Handbook: Career Maturity Inventory. Monterey: McGraw- Hill

2. Entrepreneurship- Semi-structured Interview and compared with Entrepreneurship Scale
a.)Vijaya, V., &Kamalabhan, T.J. (1998). A scale to assess entrepreneurship motivation. The Journal ofEntrepreneurship, VII-2

Reading List:
- Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a divisionof 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 experientialexercises.3rd edition. New Delhi: Sai Printographers.
- DeCenzo, D.A.& Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed).NY: Wiley.
- Harzing,A-W.K. and Pennington, A. (2011). International human resource management. NewDelhi: Sage publications.
- Jex, S.M. & Britt, T.W. (2008) Organizational Psychology: A Scientist- Practitioner Approach.2nd ed. John Wiley and sons Inc. New York.
- Luthans,F. (2010) Organizational Behaviour. 12th Edition. McGraw Hill.
- Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial andOrganizational Psychology. NC :Hypergraphic press
- Pareek,U. (2010) Understanding Organizational Behaviour. Oxford: Oxford University Press.
- Robbins, S.P., Judge T.A. and Sanghi, S. (2009) Organizational Behaviour. 13th ed. PearsonEducation , Inc.
- Schlutz,D. and Schultz, S.E. (2006) Psychology and Work Today. 9th ed. New Jersey, PearsonEducation Inc.

DSE-PSY-03: CULTURAL AND INDIGENOUS PSYCHOLOGY

Course Objectives: To understand the role of culture in understanding behavior and exploring psychological insights in the Indian thought traditions.

Course Outcomes: After completing the course the students wil learn
- concept of cultural role and processes in understanding self and others,
- intercultural contacts- its nature, benefits; idea of migration, globalization etc. in Indian context.

Course Contents:
1. Cultural Processes:
Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences,methods of studying cultural psychology.

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.

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

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

Tutorial /Practicum: Students to do any 1 practicum from DSE-PSY-03

1. Semi structured interview of people from different ethnic background ongender role attitude.
2. Bogardus Social Distance Scale on Ethnic Issues

Readings:
- Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), Perspectives onindigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
- Chiu, C., & Hong, Y. (2006). Social Psychology of Culture. New York: Psychology Press.
- 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: ConceptPublishing 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. NewDelhi: Concept Publishing Company.
- Roa, 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:ConceptPublishing Company.
- Smith, P.B., Bond, M. H., &Kagitcibasi, C. (2006). Understanding Social Psychology acrosscultures: Living and working in a changing world. London: Sage.

SEMESTER VI
CC-13: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS
Course Code: BPSYCCHC601

Course Objectives: Help students develop an understanding of the clinical picture and dynamics ofpsychological disorders. To introduce the therapeutic interventions for the various psychological disorders.

Course Outcomes: After completing the course the students wil learn
- about psychological disorders like Schizophrenia, Mood disorders, Personality disorders and Sexual disorders—understanding their clinical picture, causal factors and subtypes.

Course Contents:
UNIT1: Schizophrenia: Clinical Picture, causal factors and subtypes

UNIT2: Mood Disorders: Clinical Picture, causal factors and subtypes; suicide

UNIT3: a) Personality Disorders (Clinical Picture and Dynamics): Antisocial Personality Disorder and Borderline Personality Disorder
b) Sexual Disorders (Clinical Picture): Gender Identity Disorder, Paraphilia - Pedophilia, Voyeurism, Exhibitionism, Sexual Masochism, Sexual Sadism

UNIT4: Treatment of Disorders:
a) Biological treatment: Pharmacotherapy and Electroconvulsive therapy
b) Psychological treatment: Psychoanalytic therapy, Behaviour therapy and Cognitive-Behaviour therapy.

Readings:
- 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. NewYork: 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.

NewDelhi: Pearson.

- Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensionalapproach. New Delhi : Cengage learning.
- Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology(11th Ed.).NY: John Wiley.
- Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons.
- Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) Abnormal Psychology : CurrentPerspectives. McGraw Hill.

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CC-14: COUNSELLING PSYCHOLOGY
Course Code: BPSYCCHC602

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

Course Outcomes: After completing the course the students wil learn
- concepts about counseling, techniques and applications of counseling in various fields with emphasizing on modern trends.

Course Contents:
Unit 1: Introduction
a) eaning and goals
b) Counselling as a profession: training, and ethics
c) The effective counsellor: personality and self of the counsellor
d) Counselling process and relationship

Unit 2: Schools of Counselling
a) Psychoanalytic Approach
b) Humanistic Approach
c) Behavioral Approach
d) Cognitive Approach

Unit 3: Counselling Applications
a) Child Counselling
b) Family Counselling
c) Career Counselling
d) Crisis intervention: Sexual abuse

Unit 4: Contemporary Trends
a) Indian approaches: yoga and meditation
b) Counselling and technology
c) Expressive techniques: art, music, dance.

Practicum: Any two practicum based on topics in CC-14.
1. Assessment of Depression
Beck Depression Inventory

2. Project on Expressive Art Therapy (Dance Movement Therapy, Art Therapy, Music Therapy,)

Readings:
- Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8thEd.)Philadelphia: Mosby
- Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown.
- Burnard, P. (2009). Counseling Skills Training: Book of activities. Viva Books, NewDelhi.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories andInterventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) NewDelhi: 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*.NewYork: Oxford University Press.
- Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rdEd.) New Delhi: Sage.
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7thEd.) New Delhi: Pearson.
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi.Pearson.
- Hackney, H.L. (2012). The Professional Counselor: A process guide to helping. Pearson.
- Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C.
- Hansen (Eds) *The Oxford Handbook of Counselling Psychology*. New York: OxfordUniversity Press.
- Nelson-Jones, Richard. (2008). Basic Counseling Skills: A helper's manual, Second Ed.

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 2 IN SEMESTER VI)
DSE-PSY-04: HEALTH PSYCHOLOGY

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

Course Outcomes: After completing the course the students wil learn
- concept of Health psychology, components of health, relationship between mind and body
- theories and implications of health behavior, managing health and coping with stress.

Course Contents:

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

UNIT 4: Health Management:
Health-enhancing behaviors: Exercise, Nutrition, safety, managing and controlling pain. HealthProtective behaviours, Illness Management.

Practicum: Any 1 practicum pertaining to the syllabus.
A. Well beingof Elderly: WHO-Quality of LIFE
   Or Coping Scale by Lazarus

B. Assessment of psychiatric morbidity (GHQ-28)
   Or
   Life Satisfaction Scale

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

DSE-PSY-05: COMMUNITY PSYCHOLOGY

Course Objectives: To learn the link between individuals and communities and deal with social issuesmore effectively with people's participation.

Course Outcomes: After completing the course the students wil learn
- about Community Psychology, types of communities, and its models.
- Core values relating to individuals and their sense and community participation.
- Promoting health in the community setting and organizing community health programs.

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

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

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

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

Practicum: One practicum on any of the topics covered in DSE-PSY-04
A. Assementand intervention program for Community health issues:
- Diabetes
- Reproductive health of women

B. Construction of a Semi structured interview for measuring Social justice and Women empowerment
C. Health Behaviour- To construct a Semi-Structured Interview and compared it with Cornell Medical Index.

Readings:
- Banerjee, A., Banerji, R., Duflo, E., Glenneske, R., &Khenani, S. (2006). Can InformationCampaign start local participation and improve outcomes? A study of primary education in UttarPradesh, India, World Bank Policy Research, Working Paper No.3967
- Fetterman, D.M., Kaftarian, S.J. &Wandersman, A (Eds)(1996) Empowerment Evaluation, NewDelhi : Sage Publication.
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). CommunityPsychology: 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. DorlingKindersley (India) Pvt Ltd. Pearson Education.
- Ogden, J. (2012). Health Psychology (5th Ed.) Open university Press, McGraw Hill: England.
- Poland, B. D., Green, L.W. &Rootman, I.(2000) Setting for Health Promotion: Linking Theoryand Practice, Sage Publication, New Delhi.

DSE-PSY-06: PROJECT/ DISSERTATION/TERM PAPER

Course Objectives: Students should be enabled to design and conduct 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 itcan be in the form of a critical review of research and theory.

Course Outcomes:
After completing a project/dissertation students will be able to demonstrate skills in researching primary literature, critically evaluating published information, and marshaling arguments to producea structured critical assessment of a chosen topic. The learning outcome of this module will create and develop a valuable learning experience for students through their active participation and production of an extensive piece of work.

[**Reference** – Latest APA manual for dissertation.
Evaluation: Viva jointly by one internal and one external examiner.]

Readings:
- 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 McGrawHill.
- 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* (5thEd). Brooks/ Cole Cengage Learning.
- Udupa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.