UNIVERSITY   OF   CALCUTTA

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Dated the 25th August, 2017

To
The Principals
of all the Undergraduate Colleges
offering B.A./B.Sc. (Honours and General) in Psychology
affiliated to the University of Calcutta

Sir/Madam,
The undersigned is to inform you that the proposed **revised semesterised draft Syllabus for Psychology (Honours and General)** Courses of Studies under **CBCS has been uploaded in the C.U. website-www.caluniv.ac.in.**

The said syllabus has been prepared by the **U.G. Board of Studies in Psychology, C.U.**, suppose to be implemented from the academic session 2018-2019

You are requested kindly to go through it and send your feedback within 13th October, 2017.

In this regard you may send your observation/ suggestion to the **Department of U.G. Councils, C.U.** or through email (u.g.councilsc.u@gmail.com), and you also may contact **Prof. Pritha Mukhopadhyay,** Department of Psychology through e-mail (**prithamukhopadhyay@gmail.com**).

Your cooperation in this regard will be highly appreciated. Kindly treat the matter as urgent.

Thanking you,

Yours faithfully,

(N.Alam)
S ecretary,

B. A. with PSYCHOLOGY

This course aims at enriching the minds of those students who have not been able to or intend to join the Honors Courses. It aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

Pedagogy for teaching the B.A. Course

The teaching-learning of the programme would be organized through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in many of the papers. Use of ICT and mass media and web based sources is highly recommended to make the teaching-learning process interactive and interesting.

Evaluation

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

NOTES:

Core papers:
Theory: 3 classes
With Practicals: 2 practicum to be done in a practical
                    paper 3 practical classes per week/per
                    group (15-25 students in each group)
DSE papers:
Theory: 3 classes
 Practicals: 2 practicum to be done in a
practical paper
                    3 practical classes per week/per group
                    Each practical group will consist of 15-25 students

AEEC papers:
 Theory: 2 classes per week

 GE Papers:
Theory: 2 classes per week
- Evaluation through tests

PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN B.A. PSYCHOLOGY

SEMES-TER	CORE COURSE (12)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (2)	DISCIPLINE SPECIFIC ELECTIVE DSE (4)	GENERIC ELECTIVE (GE) (4)
I	English/ MIL-1 DSC-PSY-1A: Foundations of Psychology (Theory + Practical) DSC-2A	(English/MIL Communication) / Environmental Science			
II	MIL/English-1 DSC-PSY-1B: Introduction To Social Psychology (Theory + Practical) DSC-2B	Environmental Science/ (English/MIL Communication)			
III	English/ MIL-2 DSC-PSY-1C: Psychological Disorders (Theory + Practical) DSC-2C		SEC-1		
IV	MIL/English-2 DSC-PSY-1D: Statistical Methods and Psychological Research (Theory + Practical) DSC-2D		SEC-2		

V			SEC-3	DSE-1 A	GE-1
VI			SEC-4		GE-2
				DSE-2 B	

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 2) (1 in sem V and 1 in Sem VI):

DSE-PSY-1Aa: Life span development (Theory+ Practical)
DSE-PSY-2Ba: Counseling Psychology (Theory+ Practical)

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (Any 4, 1 each in Sem III, IV, V and VI):

AEEC-PSY-P-01: Developing emotional competence (Theory)
AEEC-PSY-P-02: Managing Stress (Theory)
AEEC-PSY-P-03: Managing human resources (Theory)
AEEC-PSY-P-04: Applications of social psychology (Theory)

ELECTIVE: GENERIC (GE) (Any 2, 1 each in sem 5 and 6):

GE-PSY-P-01: Psychology for Living (Theory)
GE-PSY-P-02: Psychology of Gender (Theory)

CORE COURSES

SEMESTER I

DSC-PSY-1A: FOUNDATIONS OF PSYCHOLOGY

Objectives: To understand the basic psychological processes and their applications in everyday life.

Unit 1: Introduction:
Psychology: a science and a perspective, origin and development of psychology, psychology in India, methods. **(12 hours)**

Unit 2: Cognitive processes:
Perception, nature of perception, laws of perceptual organization, learning-conditioning, observational learning; memory-processes, information processing model, techniques for improving memory. **(14 hours)**

Unit 3: Motivation and Emotion:
Motives: biogenic and sociogenic
Emotions: aspects of emotions, key emotions **(12 hours)**

Unit 4: Personality and Intelligence:
Personality: nature, theories (Freud, Allport)
Intelligence: nature, theories (Spearman, Gardner)   **(12 hours)**

Practicum: Two experiments to be done on any two topics
from the *syllabus*   3 practical classes per week/per group
(15-25 students in each group)

1. Memory- Whole Vs Part Learning Method
2. Koh's Block Design Test

Readings:

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

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

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

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

SEMESTER II

DSC-PSY-1 B: INTRODUCTION TO SOCIAL PSYCHOLOGY

Objective: To understand the basics of social psychology and to understand the individual in the social world.

Unit 1: Introduction:
Brief history of social psychology (special emphasis on India), Scope of social psychology, levels of social behavior, approaches towards understanding social behaviour **(12 hours)**

Unit 2: Individual level processes:
Attitude: formation, change and resistance to change **(12 hours)**

Unit 3: Interpersonal processes:
Interpersonal attraction, prosocial behavior, aggression **(14 hours)**

Unit 4: Group dynamics:
Key aspects of groups, cooperation and conflict **(12 hours)**

Readings:

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

Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.

<u>SEMESTER-III</u>

DSC-PSY-1C: PSYCHOLOGICAL DISORDERS

Objective: To develop an understanding of the various psychological disorders and their treatment.

Unit 1: Basic Concepts: Definition and criteria of abnormality, classification, Diathesis Stress Model. **(12 hours)**

Unit 2: Theoretical perspectives:
Biological, familial, cultural, behavioral, cognitive and psychodynamic. **(14 hours)**

Unit 3: Clinical states:
Anxiety disorders-Obsessive compulsive disorder, mood disorders-Unipolar, Bipolar; schizophrenia: Disorganized, Paranoid and Catatonic. **(14 hours)**

Unit 4: Treatment of disorders:
Psychological treatment: Psychoanalytic therapy, Behaviour therapy **(10 hours)**

Readings:

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

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.

Frude, N. (1998). Understanding abnormal psychology. Oxford: Blackwell Publishers.

SEMESTER IV

DSC-PSY-1D: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH

Objective: To introduce basic statistical methods, psychological testing and qualitative methods and their uses.

Unit 1: Introduction: Scales of measurement, graphical representation of data **(10 hours)**

Unit 2: Data analysis: Measures of central tendency: Mean, median, mode (properties and computation). Standard deviation: properties and computation. Correlation: Pearson method. **(14 hours)**

Unit 3: Psychological Testing: Introduction to psychological testing, characteristics of test, Reliability, Validity, Norms, standardization, types of tests. **(16 hours)**

Unit 4: Qualitative methods: Interview. *Difference between qualitative and quantitative methods* **(10 hours)**

Practicum: Two practicum to be done: 1 psychological test + 1 practical based on unit 4. *3 practical classes per week/per group (15-25 students in each group)*

1. Personality:

   a.) Kundu Neurotic Personality Inventory (1987, Copyright) by Dr. Ramanath Kundu, Department of Psychology, University College of Science and Technology, 92, Acharya Prafulla Chandra Road. Calcutta-700009. India

2. Interview Method based practical

Readings:

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

Garrett, H.E. & Woodworth, R.S. (1987). Statistics in Psychology and Education. Mumbai: Vakils, Feffer & Simons Pvt. Ltd.

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

King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 2) (1 in sem V and 1 in Sem VI):

DSE-PSY-1Aa: LIFE SPAN DEVELOPMENT

Objectives: To understand how human life unfolds from conception to late adulthood and to understand the relationship between theory and applications within each domain of development.

1. Introduction to life-span perspective: Nature, issues and theoretical perspectives; Life-span development in the Indian context; methods. **(12 hours)**

2. Physical development: Patterns of growth from conception till late adulthood. **(8 hours)**

3. Cognitive development: Introduction, Piagetian. Cognitive changes in old age **(14 hours)**

4.Socio-emotional development: Emotional development; Moral development. **(16 hours)**

Practicum: Students have to carry out any 1 practicum based on the syllabus. *3 practical classes per week/per group (15-25 students in each group)*

1. Attachment Style:
   a.) Collins, N.L., & Read, S.J. (1990). Adult attachment, working models, and relationship quality in dating couples. Journal of Personality and Social Psychology, 58 (4), 644-663.

Readings:

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

Feldman, R.S. & Babu, N. (2011). Discovering the life-span. New-Delhi: Pearson.

Santrock, J.W. (2012). A topical approach to life-span development. New-Delhi:Tata McGraw-Hill.

DSE-PSY-2Ba: COUNSELING PSYCHOLOGY

Objective: To develop an understanding of basic concepts, processes, techniques of Counselling.

1. Introduction: Meaning and goals; Counseling process and relationship; Counselor effectiveness, Counseling in the Indian context **(10 hours)**

2.Approaches: Overview of approaches to counseling: Psychodynamic, Behavioral, Person-centered and Cognitive-behavioral **(18 hours)**

3.Techniques: *Play, Relaxation, Yoga, Meditation***(8 hours)**

4.Applications: Family Counseling; School and Career Counseling. **(14 hours)**

Practicum: Students are required to carry out any 1 practical based on the syllabus. *3 practical classes per week/per group (15-25 students in each group)*

1. **Empathy :**
a.) **Hogan, R. (1969). Development of an Empathy Scale. Journal of Consulting and Clinical Psychology, 33, 307-316**

Readings:

Gladding, S. T. (2012) Counseling: A Comprehensive Profession. (7th ed). Pearson

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

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

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED)
(Any 4, 1 each in Sem III, IV, V and VI):

AEEC-PSY-P-01: DEVELOPING EMOTIONAL COMPETENCE

Objective: To help the students learn how to understand and manage their emotions and develop emotional competencies.

Unit 1: Introduction: importance of recognizing and understanding emotions in oneself and others, importance of managing one's emotions. **(12 hours)**

Unit 2: EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills **(12 hours)**

Readings:

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

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

AEEC-PSY-P-02: MANAGING STRESS

Objective: To understand the main symptoms and sources of stress and learn ways of coping with stress.

Unit 1: Stress: Nature of stress, symptoms of stress, sources of stress, Stress and health **(12 hours)**

Unit 2: Managing stress: Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches **(12 hours)**

Readings:

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

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

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

AEEC-PSY-P-03: MANAGING HUMAN RESOURCES

Objective: To understand the main concepts related to human resource management and learn related techniques.

Unit 1: Introduction: Human resource management, Human resource development, Strategic Human Resource Management, International Human Resource Management, cross-cultural issues. **(12 hours)**

Unit 2: Human resource practices: Job analysis, Selection, training, performance evaluation. **(12 hours)**

Readings:

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

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

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

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

Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hypergraphic press

AEEC-PSY-P-04: APPLICATIONS OF SOCIAL PSYCHOLOGY

Objective: To apply the principles of social psychology to understand and deal with social issues.

Unit 1: Introduction: Importance of application of social psychological knowledge, developing interventions, impact analysis, case studies in the Indian context **(10 hours)**

Unit 2: Applications of social psychology: diversity, health, environment, population, law, work. **(14 hours)**

Readings:

Kloos, B., Hill, J., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.

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

ELECTIVE: GENERIC (GE) (Any 2: 1 each in sem 5 and 6):

GE-PSY-P-01: PSYCHOLOGY FOR LIVING

Unit 1: Introduction: What is psychology, relevance of psychology, mind-body relationship, psychological factors and physical illness, body image, lifestyle interventions. **(8 hours)**

Unit 2: Self and relationships: importance of family and peer groups in one's life, importance of emotional intelligence, role of culture. **(12 hours)**

Unit 3: Self in disintegrative experiences: anxiety, stress, depression, coping **(15 hours)**

Unit 4: Growth and actualizing self: subjective well-being, hope, optimism, resilience. (15 **hours)**

Readings:

Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, growth and behavior today. Prentice Hall.

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

GE-PSY-P-02: PSYCHOLOGY OF GENDER

Unit 1: Introduction: Conceptualization of gender roles and gender role attitudes **(14 hours)**

Unit 2: Sex related comparisons: cognitive abilities, social domains, emotion, moral development. **(8 hours)**

Unit 3: Gender: Aggression, achievement, communication, friendship, romantic relationships **(14 hours)**

Unit 4: Orientation to the concept of Lesbian Gay Bisexual Transgender Intersexed Queer. **(14 hours)**

Readings:

Helgeson, V.S. (2006). Psychology of Gender. Pearson education.

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

THREE-YEAR FULL-TIME PROGRAMME

UGC Guidelines on Adoption of Choice Based Credit System

1. Preamble

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

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

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

2. Applicability of the Grading System

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

3. Definitions of Key Words:

1. **Academic Year**: Two consecutive (one odd + one even) semesters constitute one academic year.
2. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
3. **Course**: Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.
4. **Credit Based Semester System (CBSS)**: Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
5. **Credit Point**: It is the product of grade point and number of credits for a course.
6. **Credit**: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

7. **Cumulative Grade Point Average (CGPA)**: It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
8. **Grade Point**: It is a numerical weight allotted to each letter grade on a 10-point scale.
9. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
10. **Programme**: An educational programme leading to award of a Degree, diploma or certificate.
11. **Semester Grade Point Average (SGPA)**: It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
12. **Semester**: Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.
13. **Transcript or Grade Card or Certificate:** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

4. Semester System and Choice Based Credit System

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

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

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

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

- Supportive to the discipline of study
- Providing an expanded scope
- Enabling an exposure to some other discipline/domain
- Nurturing student's proficiency/skill.

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

3. Foundation Course:-

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

6. Examination and Assessment

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

6.1. Letter Grades and Grade Points:

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

ii. The UGC recommends a 10-point grading system with the following letter grades as given below:

Table 1: Grades and Grade Points

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

iii. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

iv. For non credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.

v. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.,

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

6.2. Fairness in Assessment:

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

i.   In case of at least 50% of core courses offered in different programmes across the disciplines, the assessment of the theoretical component towards the end of the semester should be undertaken by external examiners from outside the university conducting examination, who may be appointed by the competent authority. In such courses, the question papers will be set as well as assessed by external examiners.

ii.   In case of the assessment of practical component of such core courses, the team of examiners should be constituted on 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the university conducting examination.

iii.   In case of the assessment of project reports / thesis / dissertation etc. the work should be undertaken by internal as well as external examiners.

7. Computation of SGPA and CGPA

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

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

SGPA $(S_i) = \sum(C_i \times G_i) / \sum C_i$

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

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

CGPA $= \sum(C_i \times S_i) / \sum C_i$

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

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

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

i)   Computation of SGPA and

CGPA *Illustration* for **SGPA**

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

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

Illustration for **CGPA**

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

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

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

B. A. (HONS.) PSYCHOLOGY

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

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

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

Evaluation

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

NOTES:

- For Core papers- 4 Theory classes+ 4 Practical Classes per week/ per group

- DSE Theory: 4 Theory classes+ 4 Practical Classes per week/ per group

- For AEEC courses: 2 theory classes

- For GE papers: 2 Theory classes
-
- Evaluation through tests
- Ability enhancement elective courses: Hands on training will be provided through skill based learning.

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

SEMESTER	CORE COURSE (14)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMET ELECTIVE COURSE (AEEC) (2) (SKILL BASED)	ELECTIVE DISCIPLINE SPECIFIC DSE (4)	ELECTIVE GENERIC (GE) (4)
I	**C-PSY-01** Introduction to Psychology (Theory+ Practical)	Environmental Science			GE-1
	C-PSY-02 Statistical Methods for Psychological Research-I (Theory+ Practical)				
II	**C-PSY-03** Biopsychology (Theory+ Practical)	English Communication			GE-2
	C-PSY-04 Psychology of Individual Differences (Theory+ Practical)				
III	**C-PSY-05** Development of Psychological Thought (Theory+ Practical)		AEEC-1		GE-3
	C-PSY-06 Psychological Research (Theory+ Practical)				
	C-PSY-07 Social Psychology (Theory+ Practical)				
IV	**C-PSY-08** Understanding Psychological Disorders (Theory+ Practical)		AEEC-2		GE-4
	C-PSY-09 Statistical Methods for Psychological Research-II (Theory+ Practical)				
	C-PSY-10 Applied Social Psychology (Theory+ Practical)				
V	**C-PSY-11** Understanding and Dealing With Psychological Disorders (Theory+ Practical)			DSE-1	
	C-PSY-12 Developmental Psychology (Theory+ Practical)			DSE-2	
VI	**C-PSY-13** Organizational Behavior (Theory+ Practical)			DSE-3	
	C-PSY-14 Counseling Psychology (Theory+ Practical)			DSE-4	

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

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

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

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

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

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

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

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

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

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

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

AEEC-PSY-01: Behaviour Modification (Theory)

AEEC-PSY-02: Communication (Theory)

AEEC-PSY-03: : Emotional Intelligence (Theory)

AEEC-PSY-04: Stress Management (Theory)

CORE COURSES

SEMESTER-I

C-PSY-01: INTRODUCTION TO PSYCHOLOGY

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

1. **Introduction:** What is psychology? Perspectives on behaviour; Methods of psychology; Subfields of psychology; Psychology in modern India. **(8 hours)**
2. **Perception:** Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions. **(14 hours)**
3. **Learning and Motivation:** Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts. **(16 hours)**
4. **Memory:** Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory. **(12 hours)**

Practicum:

Any 2 practicum pertaining to C-PSY-01 (Introduction to Psychology).- **(4 hours, per week per batch: 15-25 students)**

1. **Memory- a) Whole Vs Part or b) Spaced Vs Unspaced**
2. **Perception- Perceptual Reversibility**

Readings:

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

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

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

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

C-PSY-02: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I

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

Unit 1: (10 hours)
Introduction: Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement.

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

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

Unit 2: **(14 hours)**

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

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

Unit 3: **(14 hours)**

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

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

Unit 4: **(12 hours)**

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

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

Practicum:

1. **Graphical representations (Frequency Polygon, Histogram, Pie Chart, Smoothed Curve, Ogive)**

2. **Central Tendency, Variability**

3. **Skewness, Kurtosis, Normal Probability Curve- Areas and Z scores**

4. **Correlation- Pearson Product Moment**

Reading List:

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

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

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

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

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

SEMESTER II

C-PSY-03: BIOPSYCHOLOGY

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

Unit 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology. **(8 hours)**

Unit 2: The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transmission. **(14 hours)**

Unit 3: Organization of Nervous system: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. **(14 hours)**

Unit 4: Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary. **(14 hours)**

Practicum: (4 hours, per week per batch: 15-25 students)

1. On Arousal- Determination of the effect of variation of different levels of attentive task on arousal (Pneumograph).
2. On Reaction Time – Simple, Choice and Discriminative Reaction Time (Emphasis on Physiological Explanation)

Readings:

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

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

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

C-PSY-04: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

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

Unit 1: Personality: Nature of personality; Biopsychosocial foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, humanistic and social. **(10 hours)**

Unit 2: Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence. **(14 hours)**

Unit 3: Indian approach: Self and identity in Indian thought- Triguna, Buddhism, Observer Self **(10 hours)**

Unit 4: Enhancing individual's potential: Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fostering creativity. **(16 hours)**

Practicum:
Two psychological tests (one based on Intelligence and one based on personality). **(4 hours, per week per batch: 15-25 students)**

1. **Intelligence:**

   a.)WAIS IV: Technical and Interpretive Manual- David Wechsler; Psychological Corporation; PsychCorp (Firm); Publisher: San Antonio, Tex: Pearson, Copyright 2008.

   Current Version, Indian Norms. Pearson.

   ISBN : 0158980840
   OCLC Number : 855124195

   <div align="center">**OR**</div>

   b.) Terman , L. M. & Merrill, M.A. (1937). Measuring Intelligence. Boston, MA: Houghton Mifflin

2. **Personality:**

   a.) Cattell, H. E. P. (2001). The Sixteen Personality Factor (16PF) Questionnaire. In : Dorfman W. I., Hersen M. (eds). Understanding Psychological Assessment. Perspectives on Individual Differences. Springer, Boston MA.

   Print ISBN : 978-1-4613-5434-5
   Online ISBN : 978-1-4615-1185-4

Readings:

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

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

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

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

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

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

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

SEMESTER- III

C-PSY-05: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT

Objectives:

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

Unit 1: Understanding Psyche: A universal quest for understanding Consciousness Indian Perspective: Yoga and Vedant: Western Perspective. Emergence of modern psychology: Questions from Western view; Debates : Free Will and Determinism, Empiricism and Rationality. **(14 hours)**

Unit 2: Positivist Orientation: Developments in Behaviourism (Watson), Neo-behavouristic traditions (Skinner), Cognitive revolution- A Paradigm Shift) **(12 hours)**

Unit 3: Analytic Debates: Clinical Vs Phenomenological, Freudian Psychoanalysis, Analytical Psychoanalysis; Carl Jung Developments in Psychoanalysis: The shift towards social and cultural; Developments of Third Force: Humanistic and Existential **(12 hours)**

Unit 4: Contemporary Developments*: Psychology of Gender* (12 hours)

1. **Helgeson, V.S. (2006). Psychology of Gender. Pearson Education.**

2. **Rider, E. A. (2004, Apr). Our Voices: Psychology of Women, 2ⁿᵈ Edition. Wiley Publishers ISBN: 978-0-471-47879-9. Copyright 2005**

Practicum: **(4 hours, per week per batch: 15-25 students)**

1. Word Association Test-
   a.) Kiser, R.E. (1980). " Jung's Word Association Test: Response Norms and Patterns of Disturbances" . Master's Theses. Paper 3252. http://ecommons.luc.edu/luc_theses/3252

OR

b.) Word Association Test- by Dr. Girindra Sekhar Bose

2. Indian Gender Role Identity Scale-
   Basu, J. (2010). Development of The Indian Gender Role Identity Scale (IGRIS). Psychometric Properties and Application. Journal of Indian Academy of Applied Psychology, 36, 25-34.

Readings:

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

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

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

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

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

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

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

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

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

C-PSY-06: PSYCHOLOGICAL RESEARCH

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

Unit 1:
Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research, Ethics in Psychological Research.
 (12 hours)

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

Unit 2:Sampling: Probability & Non probability sampling methods **(14 hours)**

Unit 3: Methods of Data Collection: Case study, Observation, Interview & Focus group discussion, Survey, Use of Secondary Data **(12 Hours)**

Unit 4: Psychological testing: Characteristics of a test – standardization, reliability, validity, norms, applications & issues **(12 Hours)**

Practicum
Any 2 practicum based on C-PSY-06 using any of the following: **(4 hours, per week per batch: 15-25 students)**

Semi Projective Techniques-
 1. Semi Structured Interview on Coping compared with Coping Scale
 a.) Lazarus, R. & Folkman, S. (1984). Stress, appraisal and coping. New York: Springer Publishing Company.
OR

 b.) Rao, K., Subbakrishna, D.K. & Prabhu,G.C. (1989). Development of a Coping Checklist- A Preliminary Report. Indian Journal of Psychiatry, 31 (2), 128-133.

 2. Sentence Completion Test:

                a.) Exner, J.E. (1973). The self focus sentence completion : A study of egocentricity. Journal of Personality Assessment, 37, 437-455.

OR

b.) Churchill, R., & Crandall, V.J. (1955). The reliability and validity of the Rotter incomplete sentences test. Journal of Consulting Psychology, 19, 345-350.

OR

c.) **Sacks, J.M & Levy, S. (1950). Sentence Completion Test (SSCT).**

Reading List:

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

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

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

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

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

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

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

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

C-PSY-07 SOCIAL PSYCHOLOGY

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

Unit 1: Introduction: Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology. **(12 hours)**

Unit 2: Understanding and evaluating the social world: Social cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change **(12 hours)**

Unit 3: Social interaction and Influence: Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence **(12 hours)**

Unit 4: Group Dynamics and Inter-group relations: Nature of groups, Consequences of belonging (performance, decision making, cooperation and conflict), Nature of intergroup relations (prejudice, inter-group conflict, intervention techniques) **(14 hours)**

Practicum: **(4 hours, per week per batch: 15-25 students)**
1. Group Cohesiveness by Sociogram Method
2. Social Facilitation by Problem Solving-Individual and Group Situations

Readings:

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

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

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

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

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

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

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

C-PSY- 08 Understanding Psychological Disorders

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

Unit 1: Understanding Abnormality: Issues in defining Normality and Abnormality**;** Issues in diagnosis and classification; Nature of Clinical Assessment
 (10 hours)

Unit 2: Clinical Picture and etiology of Disorders I: Anxiety disorders (any 2 disorders);- **Generalized Anxiety Disorder and Obsessive Compulsive Disorder**
Somatoform disorders – Hypochondriasis and Conversion disorders **(12 hours)**

Unit 3 : Clinical Picture of: Mood disorders; Eating disorders (12 hours)

Unit 4 : Clinical Picture: Schizophrenia; Personality Disorder:
Anti Social Personality Disorder; Disorders of Development : Mental Retardation,
ADHD **(16 hours)**

Practicum: **(4 hours, per week per batch: 15-25 students)**
1. State Trait Anxiety Inventory:

   a.) Spielberger, C.D., Gorsuch, R.L., & Lushene, R.G. (1970). STAI Manual; Palo Alto. Consulting Psychologists Press.

2. Personality:
   a.) Kundu Introversion Extraversion Inventory (1976, Copyright) by Dr. Ramanath Kundu, Department of Psychology, University College of Science & Technology, 92 Acharya Prafulla Chandra Road. Calcutta-700009

Readings:

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

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

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

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

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

C-PSY-09: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II

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

Unit 1: (**14 hours**)
Introduction to Inferential Statistics and Hypothesis Testing about the Difference between Two Independent Means: The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about the difference between Two Independent means; Null and the Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Choice of H_A: One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The t Distribution; Characteristics of Student's Distribution of t; Computing t Using Definitional Formula only; Assumptions Associated with Inference about the Difference between Two Independent Means; The Statistical Decision regarding Retention and Rejection of Null Hypothesis.

Interpreting the Results of Hypothesis Testing
A Statistically Significant Difference versus a Practically Important Difference; Errors in Hypothesis Testing; Power of a Test; Levels of Significance versus p-Values.

Unit 2: (16 hours)
Hypothesis Testing About the Difference between Two Dependent (Correlated) Means
The Null and Alternative Hypotheses; Determining a Formula for *t*; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means.

Confidence Intervals
Confidence Intervals for µx - µy; The Relation between Confidence Intervals and Hypothesis Testing; The Advantages of Confidence Intervals.

Unit 3: (8 hours)
Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA).

Concept of ANOVA. Concept of t and F test and their relationship

Unit 4: (12 hours)
Hypothesis Testing for Categorical Variables and Inference about Frequencies
The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test.

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

Introduction to SPSS
Statistical Package

Practicum: 1. Computation of t test
                    2. Computation of Chi Square
Reading List:

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

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

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

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

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

C-PSY-10: APPLIED SOCIAL PSYCHOLOGY

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

Unit 1: Introduction*:* Nature of applied Social Psychology, Social influences on behaviour, Methodological approaches – Participatory Action and Learning research techniques. **(10 hours)**

Unit 2: Applying Social Psychology-I: Environment, diversity. (Practicals below) **(14 hours)**

Unit 3: Applying Social Psychology-II: work, health, legal system. **(14 hours)**

Unit 4: Intervention and Evaluation: Process of intervention; need for evaluation for effective programmes. Case studies in Indian context. **(12 hours)**

Practicum: The students will conduct two practicum based on topics in C-PSY-10. **: (4hours, per week per batch: 15-25 students)**

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)

Readings:

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.

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

SEMESTER- V

C-PSY-11: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS

Objective:

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

Unit 1: Biological etiology-explanations and interventions for Mood disorders and Schizophrenia: Application in case of mood disorders and schizophrenia **(12 hours)**

Unit 2: Insight oriented explanations and interventions: Psychoanalytic perspective – Conversion disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of crises intervention **(12 hours)**

Unit 3: Behavioural and Cognitive explanations : Application in case of : phobias, depression. (12 hours)

Unit 4: Perspectives of Counselling: Concept, Steps, Types- Directive, Nondirective and Eclectic **(14 hours)**

Practicum: Any two practicum based on topics in C-PSY-11 **(4 hours, per week per batch: 15-25 students)**

1. General Health Questionnaire 28:

    a.) Goldberg, D.P., & Hiller, V.E. (1979). A scaled version of the General Health Questionnaire. Psychological Medicine, 9, 136-146.

    b.) Goldberg, H., & Williams, P. (1988). The user's guide to the general health questionnaire. Windsor : NFER- Nelson Publishing Co.

2.State Trait Anger Expression Inventory-

  a.) Spielberger, C. D. (1996, February). State-Trait Anger Expression Inventory. Professional Manual. Centre for Research in Behavioural Medicine and Health Psychology. University of South Florida. Tampa, Florida.

  b.) Spielberger, C. D. (1996). State-Trait Anger Expression Inventory. PAR Psychological Assessment Resources, Inc.

3. **Readings:**

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

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

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

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

C-PSY-12: DEVELOPMENTAL PSYCHOLOGY

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

Unit 1: Introduction: Concept of Human Development; themes (Cephalocaudal and Proximodistal) and research designs **(8 hours)**

Unit 2: Stages of Life Span Development: Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood **(12 hours)**

Unit 3: Domains of Human Development: Cognitive development: perspectives of Piaget and Vygotsky; Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development **(15 hours)**

Unit 4: Socio-Cultural Contexts for Human Development: Family; Peers, Media & Schooling; Human Development in the Indian context **(15 hours)**

Practicum: Any two practicum based on topics in C-PSY-12 **(4 hours, per week per batch: 15-25 students)**

1. Parent Child Relationship:
   a.) Rao, N. (1989). Manual for Parent Child Relationship Scale. National Psychological Corporation

2. Aptitude:
   a.) Differential Aptitude Test (Indian Adaptation) by Ojha, Form A. (1961, Copyright), published by Manasayan, S-524, School Block, Shakarpur, Delhi-110092.
   -by special arrangement with the Original Publisher and Copyright Owner, The Psychological Corporation, New York.

Reading List:

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

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

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

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

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

Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.
Santrock, J.W. (2012).*Life Span Development* (13th ed.) New Delhi: McGraw Hill.

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

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

SEMESTER- VI

C-PSY-13: ORGANIZATIONAL BEHAVIOUR

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

Unit 1: Introduction: Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement**;** Contemporary Trends and Challenges**;** Organizational Behavior: Challenges in the Indian Setting **(12 hours)**

Unit 2: **Individual level processes:** Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour**;** Work Motivation; Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign **(14 hours)**

Unit 3: Dynamics of Organizational Behavior: Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism. (**12 hours**)

Unit 4: **Leadership:** Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Challenges to the leadership construct; Indian perspective on leadership **(12 hours)**

Practicum: Any two practicum based on topics in C-PSY-13 **(4 hours, per week per batch: 15-25 students)**

1. Emotional Intelligence:

   a.) Hyde, A., Pete, S. & Dear, U. (2002). Manual for Emotional Intelligence Scale (EIS). Vedanta Publication. Lucknow.

2. Intrinsic Extrinsic Motivation:

   a.) Agrawal, K.G. (1988). Manual for Work Motivation Questionnaire. Agra : National Psychological Corporation.

Readings:

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

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

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

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

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

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

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

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

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

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

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley
Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

C-PSY 14 COUNSELLING PSYCHOLOGY

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

Unit 1: Introduction: Nature and Goals; Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA); The effective counsellor: personality characteristics; Counselling status of counselling psychology in India **(12 hours)**

Unit 2: Counselling Process: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships **(12 hours)**

Unit3: Techniques of Counselling: Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation**(12 hours)**

Unit 4: Counselling Applications: Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse **(14 hours)**

Practicum: Any two practicum based on topics in C-PSY-14 **(4 hours, per week per batch: 15-25 students)**

1. Interest-

    a.) Guilford, J.S. & Zimmerman, W. S. (1963, 1989,Copyright). Guilford- Zimmerman Interest Inventory. Consulting Psychologists Press Inc.3803 E. Bayshore Road. Palo Alto, CA 94303.

2. **Dysfunction Test-……….**

Readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<div align="center">

ELECTIVE: DISCIPLINE SPECIFIC DSE
Any 4 from the following list (2 in Semester V and 2 in Semester VI):

</div>

DSE-PSY-01: POSITIVE PSYCHOLOGY

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

Unit 1: Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues. **(12 hours)**

Unit 2: Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience **(14 hours)**

Unit 3: Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness. **(12 hours)**

Unit 4: Applications: Work, education, ageing, health **(12 hours)**

Practicum: Any two practicum can be designed from the syllabus provided so as to enhance the understanding of the concepts and applications of positive psychology **(4 hours, per week per batch: 15-25 students)**

1. Well being:

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

2. Resilience- Semi structured Interview-………….**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 Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.

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

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

DSE-PSY-02: HUMAN RESOURCE MANAGEMENT

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

Unit 1: Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM **(10 hours)**

Unit 2: Human Resource Practices Job analysis; Recruitment and selection; Training; Performance evaluation **(14 hours)**

Unit 3: International human resource management (IHRM) The context of Globalization, Role of culture in IHRM, Dimensions of Cultural difference (Hofsteade), Policies and practices in the multinational enterprise. **(16 hours)**

Unit 4: Organizational change and development: Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group). **(10 hours)**

Practicum: Students would be required to complete 2 practicum from any of the topics discussed in DSE-PSY-02. psychology **(4 hours, per week per batch: 15-25 students)**

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 Scale administered and compared with Semi-structured Interview on Entrepreneurship

   a.) Vijaya, V., & Kamalabhan, T.J. (1998). A scale to assess entrepreneurship motivation. The Journal of Entrepreneurship, VII-2

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

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

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

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

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

DSE-PSY-03: HEALTH PSYCHOLOGY

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

Unit 1: Introduction: Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health **(14 hours)**

Unit 2: Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications. **(12hours)**

Unit 3: Health Enhancing Behaviours: Exercise, nutrition, safety, pain, stress management **(12 hours)**

Unit 4: Health and Well-being: Happiness; Life satisfaction; Resilience; Optimism and Hope **(12 hours)**

Practicum: Any 2 practicum pertaining to the syllabus. **(4 hours, per week per batch: 15-25 students)**

1. Hope:

a.) Adult Hope Scale- Synder, C.R., Harris, C., Anderson, J.R., Holleran, S.A., Irving, L.M., Sigmon, S.T. et. al (1991). The will and the ways: Development and validation of an individual differences measure of hope. Journal of Personality and Social Psychology, 60, 570-585.

2. Health Behaviour- Semi Structured Interview………..**Cornell Medical Index**

Readings:

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

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

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

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

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

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

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

DSE-PSY-04: COMMUNITY PSYCHOLOGY

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

Unit 1: Introduction: Definition of community psychology; types of communities; models. **(12 hours)**

Unit 2: Core values: Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation. **(14 hours)**

Unit 3: Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context. **(12 hours)**

Unit 4: Interventions: community development and empowerment; case studies in Indian context. **(12 hours)**

Practicum: Practicum on any two of the topics covered in DSE-PSY-04 (**4 hours, per week per batch: 15-25 students)**

1. Family Environment:

   a.) Bhatia, H., & Chaddha, N.K. (1993). Manual for Family Environment Scale. Ankur Psychological Agency. Lucknow

2. Women   Empowerment   -   Semi   Structured   Interview

Readings:

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

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

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

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

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

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

ELECTIVE: GENERIC (GE)

GE-PSY-01: GENERAL PSYCHOLOGY

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

Unit 1: Orientation to Psychology: Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion **(14 hours)**

Unit 2: Psychology of Individual Differences: Theories of personality: Freudian psychoanalysis, type and trait ; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality **(16 hours)**

Unit 3: Understanding Developmental Processes: Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erikson **(12 hours)**

Unit 4: Applications of Psychology: Work; Health **(8 hours)**

Practicum- Achievement Motivation: (4 hours, per week per batch: 15-25 students)

a.) Deo, P., & Mohan, A. (1990). Deo-Mohan Achievement Motivation (n-Ach) Scale. National Psychological Corporation, 4/230 Kacheri Ghat, Agra 282004, India.

Readings:

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

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

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

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

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

GE-PSY-02: YOUTH, GENDER AND IDENTITY

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

Unit 1: Introduction
a) Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context
b) Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes
c) Concepts of Identity: Multiple identities **(15 hours)**

Unit 2: Youth and Identity
   a) Family: Parent-youth conflict, sibling relationships, intergenerational gap
   b) Peer group identity: Friendships and Romantic relationships
   c) Workplace identity and relationships

   d) Youth culture: Influence of globalization on Youth identity and Identity crisis **(15 hours)**

Unit 3: Gender and Identity
   a) Issues of Sexuality in Youth
   b) Gender discrimination

   c) Culture and Gender: Influence of globalization on Gender identity **(10 hours)**

Unit 4: Issues related to Youth, Gender and Identity

   a) Youth, Gender and violence
   b) Enhancing work-life balance
   c) Changing roles and women empowerment

   d) Encouraging non-gender stereotyped attitudes in youth **(10 hours)**

Practicum : (4 hours, per week per batch: 15-25 students)

 Family Environment :

   a.) Bhatia, H., & Chaddha, N.K. (1993). Manual for Family Environment Scale. Ankur Psychological Agency. Lucknow

Readings:

Berk, L. E. (2010).*Child Development* (9th Ed.). New Delhi: Prentice Hall.
Baron, R.A., Byrne, D. &Bhardwaj.G (2010). Social Psychology (12th Ed).New Delhi: Pearson.

GE-PSY-03: PSYCHOLOGY FOR HEALTH AND WELL-BEING

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

Unit 1: Illness, Health and Well being: Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being. **(8 hours)**

Unit 2: Stress and Coping: Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management **(15 hours)**

Unit 3: Health Management: Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management **(15 hours)**

Unit 4: Human strengths and life enhancement: Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance **(12 hours)**

Practicum- (4 hours, per week per batch: 15-25 students)
Well Being:

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

Readings:

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

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology.*New Delhi: Pearson. Forshaw, M. (2003).*Advanced Psychology: Health Psychology*. London: Hodder and Stoughton. Hick, J.W. (2005).Fifty signs of Mental Health.A Guide to understanding mental health.Yale University Press.

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

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

GE-PSY-04: PSYCHOLOGY AT WORK

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

Unit 1: Introduction to I/O Psychology: Definition, Brief History, Contemporary Trends and Challenges**(10 hours)**

Unit 2: Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity **(14 hours)**

Unit 3: Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication **(14 hours)**

Unit 4: Leadership: Early approaches to leadership, contemporary approaches to leadership-Transformational & Transactional Leadership **(12 hours)**

Practicum- (4 hours, per week per batch: 15-25 students)

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

Readings:

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

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

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

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

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

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

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

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

AEEC-PSY-01 BEHAVIOUR MODIFICATION

Objective: To understand the concept of behaviour modification and its applications.

Unit 1: Introduction- What is behaviour. What is behaviour modification. What is behaviour assessment. **(8 hours)**

Unit 2: Classical conditioning theory, basic principles, cognitive perspective and applications. Operant conditioning theory, basic principles, punishment, negative reinforcement, schedules of reinforcement, cognitive perspective and applications. **(14 hours)**

Unit 3 : Techniques- Token Economy, Contingencies, Shaping, Premack Principle**. (14 hours)**

Unit 4: Applications- School, Family, Work. Behavioural principles and procedures-a) Getting a behaviour to occur more often with positive reinforcement, b.) Developing and maintaining behaviour with conditioned reinforcement, c.) Decreasing a behaviour with extinction. Planning, applying and evaluating. **(14 hours)**

Readings:
1. Robbins, S.P., Judge, T.A., & Hasham, E.S. (2012, Copyright).Organizational Behaviour. Arab World Edition. Pearson Education Ltd. ISBN: 978-1-4082-5965-8.

2. Robbins, S.P. (2000). Organizational Behaviour: Concepts, Controversies and Applications. VII Ed. New Delhi, Prentice Hall of India.

3. Hilgard, E.R., Atkinson, R.C., and Atkinson, R.L. (1975). Introduction to Psychology, 6th Ed. Oxford IBH Publishing.

4. Luthans, F. (2005). Organizational Behaviour, 10th Edition. McGraw Hill Irwin, Boston, MA. ISBN: 0072873876 / 9780072873870.

AEEC-PSY-02 COMMUNICATION

Objective: To understand communication and its different facets in different contexts.

Unit 1: Introduction: What is Communication. Definition, Nature, Types, Process and Functions. **(10 hours)**

Unit 2: Nonverbal Communication and Interpersonal behaviour. Gender and Cultural issues with respect to Non Verbal Communication. Functions of Non Verbal communication. Interaction of verbal and Non Verbal behaviour in conversation. Pro-social, anti-social behaviour, prejudice, conflict, intergroup behaviour. **(16 hours)**

Unit 3: Organizational Communication, Choice of Communication Channel, Persuasive Communications, Barriers to Effective Communication. **(16 hours)**

Unit 4: Applications : Family and Work. **(8 hours)**

Readings:
1. Robbins, S.P., Judge, T.A., & Hasham, E.S. (2012, Copyright).Organizational Behaviour. Arab World Edition. Pearson Education Ltd. ISBN: 978-1-4082-5965-8.

2. Robbins, S.P. (2000). Organizational Behaviour: Concepts, Controversies and Applications. VII Ed. New Delhi, Prentice Hall of India.

3. Miner, J.B.(1992). Industrial – Organizational Psychology. McGraw Hill

4. Mumby, D.K. (2001). Organizational Communication: A Critical Approach. Sage Publishing.

5.   Pennington, D.C., Gillen, K., & Hill, P. (1999). Social Psychology. Routledge.

AEEC-PSY-03: EMOTIONAL INTELLIGENCE

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

Unit 1: INTRODUCTION: Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence **(14 hours)**

Unit 2: KNOWING ONE'S AND OTHERS' EMOTIONS: Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others**(14 hours)**

Unit 3: MANAGING EMOTIONS: The relationship between emotions, thought and behaviour; Techniques to manage emotions **(14 hours)**

Unit 4: APPLICATIONS: Workplace; Relationships; Conflict Management; Effective Leadership **(8 hours)**

Readings:

Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

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

AEEC-PSY-04: STRESS MANAGEMENT

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

Unit 1: Stress: Introduction, Nature of stress, symptoms of stress **(12 hours)**

Unit 2: Various sources of stress: environmental, social, physiological and psychological **(14 hours)**

Unit 3: Stress and health: effects of stress on health, eustress **(14 hours)**

Unit 4: Managing stress: Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches. **(10 hours)**

Readings:

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

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

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

BA/ BSC

Paper – I (Module 1.1 & 1.2)

(Introduction to Psychology and Basic Psychological Processes)

Bengali Books

১) আফছারউদ্দিন, মো : সাধারণ মনোবিজ্ঞান (দ্বিতীয় মুদ্রণ), একুশে প্রিন্টার্স, ২০০৭।

২) আউয়াল, রবিউল, মো : সরকার, বশিরুল হাসান, এবং সুলতান জাহিদ উদ্দিন : মনোবিজ্ঞান পরিচিতি (প্রথম মুদ্রণ), কবির পাবলিকেশন, ২০১১

৩) ছিদ্দিকি, আবু. বক্কর : স্নাতক ও স্নাতকোত্তর মনোবিজ্ঞান (এয়োদশ সংস্করণ)। সাহিত্যকোষ, ১৯৯৪

৪) সরকার নীহাররঞ্জন : মনোবিজ্ঞান ও জীবন (ত্রয়োদশ সংস্করণ), জ্ঞানকোষ প্রকাশনী, ২০১২

৫) সাইফুল, কাজী : মনোবিজ্ঞানের ভূমিকা তত্ত্বীয় এবং ব্যবহারিক (প্রথম সংস্করণ)। অজিজিয়া বুক ডিপো, ২০০৭

৬) মিত্র ব্রিষ্ঠা, চ্যাটার্জি ঈশিতা : মনোবিজ্ঞানের প্রথম কথা। বি. বি. কুন্ডু গ্র্যান্ড সপ। জানুয়ারী, ২০১৪

৭) মডল, জগদিন্দ্র : মনোবিজ্ঞানের ইতিবৃত্ত। পশ্চিমবঙ্গ বাংলা একাডেমি। ২০১০

১) ব্যবহারিক শারীর বিজ্ঞান

ডঃ দেবনাথ যোগেন

শ্রীধর প্রকাশনী তৃতীয় সংস্করণ ২০০৮

২) শারীর বিজ্ঞান (দ্বিতীয় খন্ড)

ডঃ দেবনাথ যোগেন

শ্রীধর প্রকাশনী

পুনর্মুদ্রণ ১লা অগষ্ট ২০১০

৩) মনোবিজ্ঞান ও জীবন

অধ্যাপক সরকার নীহাররঞ্জন

ত্রয়োদশ সংস্করণ

পুণরমুদ্রণ - ডিসেম্বর/১২

জ্ঞানকোষ প্রকাশনী

৪) স্নায়ুতন্ত্র - সাধারণ মনোবিজ্ঞান

ড, আফছার উদ্দিন মোঃ

দ্বিতীয় মুদ্রণ জুলাই ২০১১

তন্ত্রলিপি

BA/ BSC

Part - II

Paper – III (Module 2.1 & 2.2)

১) পরীক্ষাগারে মনোবিজ্ঞান
প্রফেসর আহমেদ মঞ্জু ও প্রফেসর মুহম্মদ নুরুল্লাহ্।
আলেয়া বুক ডিপো, বস্তুনিষ্ঠ প্রকাশনা প্রতিষ্ঠান দ্বিতীয় সংস্করণ

২) মনোবৈজ্ঞানিক পরিমাপন ও পরিসংখ্যান
সরকার নীহাররঞ্জন
জ্ঞানকোষ প্রকাশনী, বাংলাবাজার, ঢাকা দ্বিতীয় সংস্করণ।

৩) পরীক্ষণ মনোবিজ্ঞান ও গবেষণা পদ্ধতী
ডঃ সাইফুদ্দীন কাজী ও ডঃ আহসান খান নাজমূল ।
আবীর পাবলিকেশন, বাংলাবাজার, ঢাকা, প্রথম সংস্করণ।

BA/ BSC

Part - II

Paper – IVA (Module 2.3)

১) বানু , সুলতানা : বিকাশ মনোবিজ্ঞান (১ম ও ২য় খন্ড), চয়নিকা, ২০১৩

২) রায়, সুশীল : শিক্ষা মনোবিদ্যা, সোমা প্রকাশনি, ২০১৫

৩) মন্ডল, জগদিন্দ্র : প্রতিবন্ধী ও প্রতিভাবান শিশু : বিশেষ শিক্ষাধারা। সোমা বুক এজেন্সি ২০১০ - ২০১১।

BA/ BSC

Part - III

Paper – V (Module 3.1 & 3.2)

মন্ডল, জগদিন্দ্র : মানসিক স্বাস্থ্যবিদ্যা, সোমা বুক এজেন্সি, ১৯৯৯

মন্ডল, জগদিন্দ্র : 'মনের কথা', দীপ প্রকাশনী ২০১৫

মন্ডল, জগদিন্দ্র ও মুখোপাধ্যায় পৃথা : মনোবৈজ্ঞানিক নির্দেশনা ও পরামর্শদান - সোমা বুক এজেন্সি, ২০১৭

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BA/ BSC

Part - III

Paper – VII (Module 3.4 & 3.5)

১) শিল্প মনোবিজ্ঞান - ডঃ খালেক আবদুল, ঢাকা বিশ্ববিদ্যালয়

২) সাংগঠনিক আচরণ সিদ্দিক রেজাউল করিম

সরকার মো: আকতারতজ্জামান

আজিজিয়া প্রকাশনী

৩) সাংগঠনিক আচরণ - অধ্যাপক জামাল নসিমূল

হোসেন আকতার

আলম মোহাম্মদ শাহ্

পারভীন শামীমা

সম্পাদনায় মো : জহিরুল ইসলাম পাটোয়ারী,

গ্রন্থ কুটির।

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
CORE COURSE	3T+3P English/ MIL-1 DSC-PSY-1A: Foundations of Psychology (Practical on Memory and Intelligence) Pages 1-2 DSC-2A	3T+3P MIL/English-1 DSC-PSY-1B: Introduction To Social Psychology (Theory + Practical) *We have to insert practical here. DU gave as Tutorial, hence we did not do anything about it* Pages 3-4 DSC-2B	3T+3P English/ MIL-2 DSC-PSY-1C: Psychological Disorders (Theory + Practical) *We have to insert practical here. DU gave as Tutorial, hence we did not do anything about it* Pages 4-5 DSC-2C	3T+3P MIL/English-2 DSC-PSY-1D: Statistical Methods Psychological Research (Practical on Personality and Interview Method) Pages 5-7 DSC-2D		
ELECTIVE COURSES					*3T+3P* *This part says 3T +3P….which one will be our 3rd t & P??*	*3T+3P* *This part says 3T +3P….which one will be our 3rd t & P??*

					DSE-1 A Life Span Development (Practical on Attachment) Page 8 GE-1 Psychology For Living *(Practical needs to be incorporated)* Page 14	DSE-2 B Counseling Psychology (Practical on Empathy) Page 9 GE-2 Psychology Of Gender *(Practical to be incorporated)* Page 15
ABILITY ENHANCEMENT LANGUAGE COURSE/ ENVIRONMENTAL SCIENCE	1T+0P (English/MIL Communication) / Environmental Science	1T+0P Environmental Science/ (English/MIL Communication)				
SKILL BASED ELECTIVES			1T+0P	1T+0P	1T+0P	1T+0P

			AEEC 1 Developing Emotional Competence Page 10	AEEC 2 Managing Stress Page 10-11	AEEC 3 Managing Human Resources Page 12	AEEC 4 Applications Of Social Psychology Page 12-13
TOTAL CREDITS	20	20	20	20	20	20

For Core Courses- 4 courses each from 3 disciplines

For Elective Courses- 2 courses each from 3 disciplines

For Ability/ Skill Enhancement Courses- Each Course has 2 credits

	Semester 1	**Semester 2**	**Semester 3**	**Semester 4**	**Semester 5**	**Semester 6**
CORE COURSES	2T + 2P	2T+2P	3T+3P	3T+3P	2T+2P	2T+2P
	C-PSY-01: INTRODUCTION TO PSYCHOLOGY (Practicals on Memory and Perception) C-PSY-02: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I (Practicals on Graphical Representations, Central Tendency, Variability, Normal Probability Curve and Correlation)	C-PSY-03: BIOPSYCHOLOGY (Practicals on Arousal and Reaction Time) C-PSY-04: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES (Practicals on Intelligence and Personality)	C-PSY-05: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT (Practicals on Word Association Test and Gender Identity) C-PSY-06: PSYCHOLOGICAL RESEARCH (Practicals on Coping and Sentence Completion) C-PSY-07 SOCIAL PSYCHOLOGY (Practicals on Group Cohesiveness and Problem Solving)	C-PSY- 08 Understanding Psychological Disorders (Practicals on Anxiety and Introversion-Extraversion) C-PSY-09: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II (Practicals on t test and chi square test) C-PSY-10: APPLIED SOCIAL PSYCHOLOGY (Practicals based on Likert's Scale Environment Goode and Hatte's revision of Bogardus's Scale)	C-PSY-11: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS (Practicals on Psychiatric Morbidity and Aggression) C-PSY-12: DEVELOPMENTAL PSYCHOLOGY (Practicals on Parent Child Relationship and Aptitude)	C-PSY-13: ORGANIZATIONAL BEHAVIOUR (Practicals on Emotional Intelligence and Intrinsic Extrinsic Motivation) C-PSY 14 COUNSELLING PSYCHOLOGY (Practicals on Interest and Cognitive Dysfunction)
	Pages 10-11	Pages 12-13	Pages 13-15	Pages 15-18	Pages 18-19	Pages 19-21

ELECTIVE COURSES GENERIC ELECTIVE	1T+1P GE-PSY-01: GENERAL PSYCHOLOGY (Practical on Achievement Motivation) Page 25	1T+1P GE-PSY-02: YOUTH, GENDER AND IDENTITY (Practical on Family Environment) Page 25&26	1T+1P GE-PSY-03: PSYCHOLOGY FOR HEALTH AND WELL-BEING (Practical on Well Being) Page 26	1T+1P GE-PSY-04: PSYCHOLOGY AT WORK (Practical on Career Maturity) Pages 26, 27		
DISCIPLINE SPECIFIC ELECTIVES					2T+2P DSE-PSY-01: POSITIVE PSYCHOLOGY (Practicals on Well being and Resilience) DSE-PSY-02: HUMAN RESOURCE MANAGEMENT (Practicals on Career Maturity and Entrepreneurship) Pages 21-23	2T+2P DSE-PSY-03: HEALTH PSYCHOLOGY (Practicals on Hope and Health Behaviour) DSE-PSY-04: COMMUNITY PSYCHOLOGY (Practicals on Family Environment and Women Empowerment) Pages 23-24

ABILITY ENHANCEMENT					
LANGUAGE COURSE/ ENVIRONMENTAL SCIENCE	1T +0P	1T+0P			
SKILL BASED ELECTIVE			1T+0P AEEC-PSY-01 BEHAVIOUR MODIFICATION (No Practical) OR AEEC-PSY-02 COMMUNICATION (No Practical) Page 27, 28, 29	1T+0P AEEC-PSY-03: EMOTIONAL INTELLIGENCE (No Practical) OR AEEC-PSY-04: STRESS MANAGEMENT Pages 29, 30		
TOTAL CREDITS	20	20	26	26	24	24

For Core Courses - Each Theory and Practical Course has 4 and 2 credits respectively

For Elective Courses - Each Theory and Practical Course has 4 and 2 credits respectively

For Ability Enhancement Courses- Each Course has 2 credits