

**ST. XAVIER'S UNIVERSITY, KOLKATA**

**SYLLABUS**

**B.A. PSYCHOLOGY**

Action Area IIIB  
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**ST. XAVIER'S UNIVERSITY, KOLKATA**

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

**CURRICULUM (Based on UGC CBCS Guidelines)**

**BASIC STRUCTURE: DISTRIBUTION OF COURSE**

	<b>Course</b>	<b>Details</b>	<b>Credits</b>
1	Core Course (CC)	14 Papers of 6 Credit Hours each (Total Credits: 14 X 6 Hours)	84
2	General Elective (GE)	4 Papers of 6 Credit Hours each (Total Credits: 4 X 6 Hours)	24
3	Ability Enhancement Compulsory Course (AECC)	2 Papers of 2 Credit Hours each (Total Credits: 2 X 2 Hours)	4
4	Skill Enhancement Course (SEC)	2 Papers of 2 Credit Hours each (Total Credits: 2 X 2 Hours)	4
5	Discipline Specific Elective Paper (DSE)	4 Papers of 6 Credit Hours each (Total Credits: 4 X 6 Hours)	24
6	Additional Compulsory Papers	2 Papers of 1 Credit Hours each (Total Credits: 2 X 1 Hours)	2
	Total Credits		142

## CURRICULUM

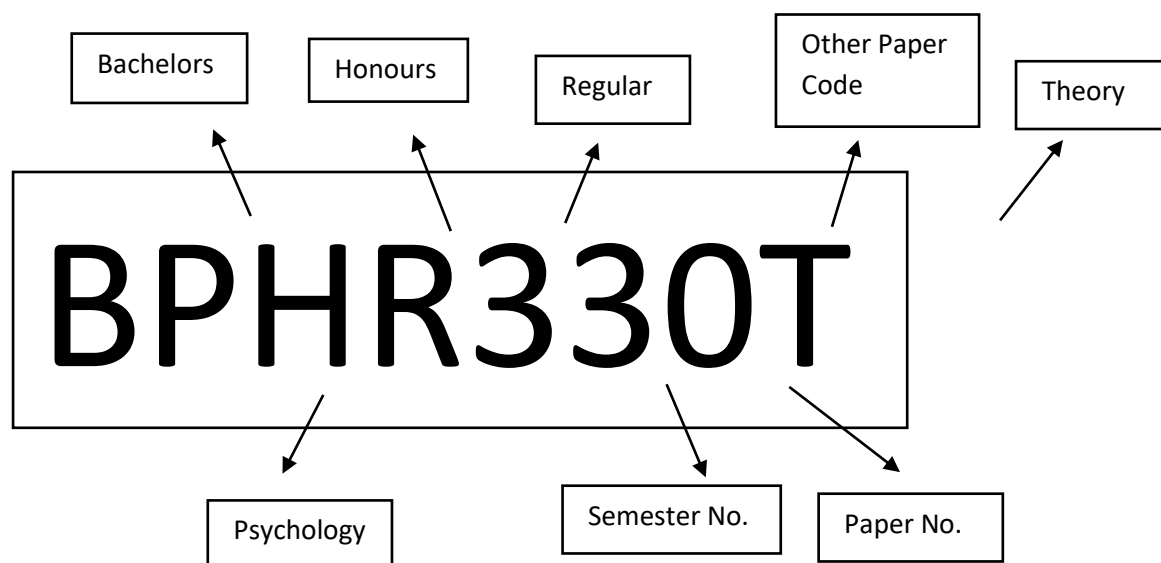
Sem	Paper Type	Course Title	Full Marks	Pass Marks	CIA Marks		End-Sem Marks	Credits
					WT	O		
I	Core Course	Introduction to Psychology	100					6
	Core Course	Foundations of Bio-Psychology	100					6
	General Elective	General Psychology	100					6
	Ability Engagement Compulsory Course	English Communication I	50					1
	Ability Engagement Compulsory Course	Environmental Studies I	50					1
	Additional Compulsory Course	Foundation Course I	50					1
<b>Total</b>			<b>450</b>					<b>21</b>
II	Core Course	Psychology of individual differences	100	40	10	5	80	6
	Core Course	Statistical Methods in Psychology	100	40	10	5	80	6
	General Elective	Youth, gender, identity	100					6
	Ability Engagement Compulsory Course	English Communication II	50					1
	Ability Engagement Compulsory	Environmental Studies II	50					1
	Additional Compulsory	Foundation Course II	50					1
<b>Total</b>			<b>450</b>					<b>21</b>
Sem	Paper Type	Course Title	Full Marks	Pass Marks	CIA Marks		End-Sem Marks	Credits
					WT	O		
III	Core Course	Development of Psychological Thought (Theory+ Tutorial)	100	40	10	5	80	6
	Core Course	Psychological Research (T+ P)	100	40	10	5	80	6
	Core Course	Social Psychology (T+ P)	100					6
	General Elective	Psychology at work	100					6

	Skill Enhancement Course	Stress management	100					2
<b>Total</b>			<b>500</b>					<b>26</b>
<b>IV</b>	Core Course	Understanding Psychological Disorder (Theory+ Practical)	100					6
	Core Course	Statistical Methods for Psychological Research -II	100					6
	Core Course	Applied Social Psychology (T+ P)	100					6
	General Elective	Psychology and Media	100					6
	Skill Enhancement Course	Personal Growth and Development	100					2
<b>Total</b>			<b>500</b>					<b>26</b>

Sem	Paper Type	Course Title	Full Marks	Pass Marks	CIA Marks		End Sem Marks	Credits
					WT	O		
<b>V</b>	Core Course	Understanding and Dealing with Psychological Disorders (T+P)	100					6
	Core Course	Developmental Psychology (T +P)	100					6
	Discipline Specific Elective Paper	Positive Psychology	100					6
	Discipline Specific Elective Paper	Human Resource Management	100					6
<b>Total</b>			<b>400</b>					<b>24</b>
Sem ester	Paper	Title	Marks					Credits
<b>VI</b>	Core Course	Organizational Behaviour (T +P)	100					6
	Core Course	Counselling Psychology	100					6
	Discipline Specific Elective Paper	Health Psychology	100					6
	Discipline Specific Elective Paper	Project/ Dissertation	100					6
<b>Total</b>			<b>400</b>					<b>24</b>
<b>Total across 6 semesters</b>			<b>2700</b>					<b>142</b>

ACRONYMS (AS APPLICABLE) T = Theory WT = Written Test P = Practical O= Others  
(seminar/ presentation/class room activity, etc.) J = Project

### PAPER CODE ILLUSTRATION



- **Program Educational Objective for B.A. in Psychology:**

- **Program Educational Outcome (PEOs)for B.A. in Psychology:**

**Course Name: Introduction to Psychology**

**Course Code:**

**Credit: 6**

**Semester: 1**

**Nature of the Course: Core Course**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

**Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Introducing Psychology	i. Concept and its definition, origin of Psychology, Psychology as a scientific discipline; ii. Key perspectives / Schools of Psychology – biological, cognitive, humanistic, psychodynamic, sociocultural; iii. Methods – natural observation, survey, case study, experimental method, correlational method; iv. Sub-fields of Psychology; v. Psychology in modern India				
<b>2</b>	Perception	i. Sensation and Perception – Perceptual organization – figure and ground, Gestalt Laws, Perceptual Set, Perceptual Constancies				

		ii. Types: Depth perception (including convergence and accommodation in cues), perception of movement and time iii. Illusions				
<b>3</b>	Learning, Memory and Forgetting	i. Trial-and-error learning, classical conditioning, operant conditioning, observational learning ii. Cognitive influences on learning iii. Encoding, storage and retrieval of information, span of memory, types of memory iv. Models of memory: Information processing, levels of processing, parallel distributed processing v. Curve of forgetting, causes of forgetting , improving memory				
<b>4</b>	Motivation	i. Definition, types of motivation, perspectives on motivation ii. Theories – concept of drive, need, incentive; Maslow’s need hierarchy, McClelland’s theory of motivation iii. Motivational conflicts				



**Suggested Readings:**

1. Baron, R. & Misra, G. (2013). Psychology. Pearson.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
3. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

**Course Name: FOUNDATION OF BIOPSYCHOLOGY****Course Code:****Credit: 6****Semester: 1****Nature of the Course: Core Course****No. of Lecture hours:****No. of Tutorial contact hours:****Course Learning Outcome: (CLO)****Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Introduction to Bio-Psychology	i. Biological foundations of behavior, cellular and genetic basis of behavior ii. Methods and ethics in biopsychology iii. Branches of biopsychology				
<b>2</b>	Neuron and Synaptic Transmission	i. Structure and function of neurons ii. Nerve impulse, receptors and effectors, synapse and synaptic transmission, neural conduction				

		iii. Neurotransmitters				
<b>3</b>	Organization of the nervous system	i. Central Nervous System – structure and function of brain and spinal cord ii. Autonomic Nervous System – structure and function iii. Peripheral Nervous System – Structure and neural control of behavior iv. Neuroplasticity of brain – neural degeneration, neural regeneration and neural reorganization; hemispheric specialization				
<b>4</b>	Endocrine system	i. Chemical regulation of endocrine glands ii. Structure, functions and abnormalities of major glands – thyroid, adrenal, gonads, pituitary, pancreas and pineal				

### Suggested Readings:

1. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
2. Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.
3. Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi:PHI.

**Course Name: GENERAL PSYCHOLOGY**

**Course Code:**

**Credit: 6**

**Semester: 1**

**Nature of the Course: General elective**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

### **Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Sensation and Perception	i. Sensation – Attributes; Sensory Receptors (eye and ear), Transduction, Sensory Thresholds, Sensory Adaptation ii. Perceptual processes- characteristics, Top down and Bottom up processing, Theories – Pattern Recognition, Feature Detection iii. Attentive Process in Perception				
<b>2</b>	Psychophysics	i. Sensory thresholds and their types ii. Weber-Fechner Law iii. Methods of psychophysics: gradation method, constant method, method of average error				
<b>3</b>	Emotion	i. Concept and nature of emotion, bodily changes due to emotion ii. Theories of emotion: James-Lange, Cannon-Bard, Schachter-Singer, Cognitive appraisal				

<b>4</b>	Thinking and Reasoning	i. Thinking process, concepts and nature ii. Factors influencing decision-making iii. Inductive and deductive reasoning; problem-solving approaches; steps in problem-solving				
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### **Suggested Readings:**

1. Morgan, C. T., Rosen, J. W., Morgan, C. T., & King, R. A. (1975). Study guide for Morgan and King Introduction to psychology: Fifth edition. New York: McGraw-Hill.
2. Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.
3. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.
4. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
5. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

**Course Name: Communicative English**

**Course Code:**

**Credit: 1**

**Semester: 1**

**Nature of the Course: Ability Enhancement Compulsory Course**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

The course aims to introduce students to knowledge, ideas, and concepts in English language-use and communication. It focuses on the technicalities of proper pronunciation, structure, and style in English-Language communication. Theories and modes of communication, as well as barriers to communication, are also covered. Different forms of communication, including various oral and written modes, are also discussed

## Course Content

Module No.	Module Name	Topic	Description	No. of Lecture Hours Allotted	Marks Allotted	Associated Course Learning Outcome (CLOs)
1		1. Theory Of Communication 2. Types and Modes Of Communication 3. Barriers to communication 4. Intra-Personal, Inter-Personal and Group Communication				
2		1. Dialogue 2. Group Discussion 3. Effective Communication / Miscommunication 4. Interview				
3		1. Close Reading 2. Comprehension 3. Summary 4. Analysis and paraphrasing interpretation				
4		1. Report Writing 2. Making Notes 3. Letter Writing 4. Public Speaking and Power Point Presentation				

### Recommended Readings :

1. Fluency In English – Part II, oxford University Press, 2006
2. Business English, Pearson, 2008
3. Orient Blackswan, Language, Literature, and creativity, 2013
4. Dr. Gauri Mishra, Dr. Ranjana Kaul and Dr. Bratati Biswas, Language through Literature (forthcoming) ed.

**Course Name: ENVIRONMENTAL STUDIES**

**Course Code:**

**Credit: 1**

**Semester: 1**

**Nature of the Course: Ability Enhancement Compulsory Course**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

### **Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	<b>Introduction to Environmental Studies</b>	1. Multidisciplinary nature of Environmental Studies; 2. Scope and importance; 3. The need for Environmental Education. 4. Concept of sustainability and sustainable development.				
<b>2</b>	<b>Ecosystems</b>	1. What is Ecosystem? Structure: food chains, food webs and function of ecosystem: Energy flow in an Ecosystem: Energy flow in an Ecosystem, Nutrient cycle and ecological successions. Ecological interactions. 2. Case studies of the following Ecosystems: a) Forest Ecosystem b) Grassland Ecosystem c) Desert Ecosystem d) Aquatic Ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)				

3	<b>Biodiversity and conservation</b>	<p>1. Levels of biological diversity: Genetic, Species and Ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and Global biodiversity hot spots</p> <p>2. India as mega – biodiversity nation; Endangered and endemic species of India</p> <p>3. Threats to biodiversity: Habitat loss, poaching of Wildlife, Man –Wildlife conflicts, biological invasions: Conservation of biodiversity: In-Situ and Ex- Situ conservation of biodiversity</p> <p>4. Nature reserves, tribal populations and rights (Niyamgiri Vedanta, POSCO), and human Wildlife conflicts in Indian context (Sundarban-Human – Tiger encounters)</p> <p>5. Ecosystem and biodiversity services: Ecological, Economic, Social, Ethical, Aesthetic and Informational value</p>				
4	<b>Environmental pollution and Global Environmental issues</b>	<p>1. Environmental pollution: Types, causes, effects and controls: Air, water, soil, and noise pollution.</p> <p>2. Climate change, Global warming, Ozone layer depletion, acid rain, photo- chemical smog, and impacts on human communities and agriculture</p> <p>3. Nuclear hazards and human health risks (Chernobyl, 3-mile</p>				

		Island, Daiichi – Fukushima) 4. Solid-waste Management: Control measures of urban and industrial waste, special reference to e-waste, Biomedical waste 5. Pollution Tragedies: Love canal, Bhopal Gas, Endosulfan, Minamata and Flint water.				
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**Text Book:**

1. M. Basu, and S. Xavier, Fundamentals of Environmental Studies, Cambridge University Press, 2016
2. A. K Mitra and R. Chakraborty, Introduction to Environmental Studies, Book Syndicate, 2016
3. E. Enger and B. Smith, Environmental Science: A Study of Interrelationships, 12th edition, McGraw-Hill Higher Education; 2010
4. R. N. Basu, Environment, University of Calcutta, 2000

**Suggested Reading:**

1. R. Carson, Silent Spring, Houghton Mifflin Harcourt, 2002
2. M. Gadgil and R. Guha, This Fissured Land- An Ecological History of India, University of California Press, 1993
3. E.P Odum, H.T & J. Andrews, Fundamentals of Ecology. Philadelphia: Saunders, 1971
4. I.L. Pepper, C.P. Gerba and M.L. Brusseau, Environmental and Pollution Science, Academic Press, 2011
5. K.M. Agarwal, P.K. Sikdar and S.C. Deb, A Text book of Environment, Macmillan Publication, 2002.
6. Richard T. Wright, Environmental science: Towards a Sustainable Future, Prentice Hall, 2008



**Course Name: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES**

**Course Code:**

**Credit: 6**

**Semester: 2**

**Nature of the Course: Core Course**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

**Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Basics of Personality	a) Personality: Nature of personality; Biological foundations of personality; b) Culture, gender and personality; c) Perspectives on personality: Psychodynamic, Phenomenological-humanistic and social cognitive.				
<b>2</b>	Intelligence	a) Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; b) Emotional Intelligence, Heredity, environment and intelligence; c) Group differences in intelligence; Giftedness and Intellectual Disability.				
<b>3</b>	Indian Approach	a) Self and Identity from Indian Perspective: Nyaya, Vedanta and Buddhist views of Self. b) Components of Identity: Concept of Triguna from Sankhya perspective.				

<b>4</b>	Enhancing Individual's Potentia	a) Motivation: Intrinsic motivation, Self-determination theory; Enhancing cognitive potential, b) Self-regulation and self enhancement; c) Fostering creativity. d) Assessment of Personality (Theoretical - Rorschach Inkblot Test, TAT and MMPI) and Intelligence (BKT – Indian Adaptation, WAIS and WISC – Indian Adaptations to be used wherever available)				
<b>5</b>	Practicum	Two Psychological Tests (one based on Intelligence and one based on Personality.				

## References

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

**Course Name: STATISTICAL METHODS OF PSYCHOLOGY**

**Course Code:**

**Credit: 6**

**Semester: 2**

**Nature of the Course: Core Course**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

**Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Introduction to Statistical Methods	i. Introduction to Statistical methods ii. Relevance of Statistical methods in psychological research iii. Data visualization methods: Univariate and Bivariate methods	Introduction to Statistical Methods What is the importance of Statistics? Relevance of Statistical methods in Psychological Research Data Visualization Methods: Univariate and Bivariate methods. - Pie Chart, Bar diagram, Histogram, Ogive (cumulative, cumulative percentage frequency graph), Line graph, & Scatterplot	15	20%	1, 2
<b>2</b>	Frequency Distributions	i. Frequency Distributions, Percentiles, and Percentile Ranks ii. Organizing Quantitative Data;	What is Frequency? How to count	24	30	1, 2, 3

		Constructing a Grouped Frequency Distribution iii. Relative Frequency Distribution and a Cumulative Frequency Distribution; Computation of Percentiles and Percentile Ranks	frequencies ? – Tallying. What are Frequency Distributions? Graphs Organizing Quantitative Data – Grouped and Non-grouped Data Constructing a Grouped Frequency Distribution – creating Class Intervals, Understanding Upper and Lower Limits, Overlapping and Non-overlapping Class Intervals; graphical plotting of distribution What is Relative Frequency? Graphs: Frequency in context of other data (data set); Percentage frequency – Relative frequency distribution Cumulative Frequency; Cumulative Frequency			
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			Distribution ; Cumulative Percentage Frequency Distribution ; Ogive; Graphs Percentiles, and Percentile Ranks – Concept & computation			
3	Descriptive Statistics	<p>i. Measures of Central Tendency: The Mean; The Median; The Mode; Calculation of Mean, Median and Mode from Raw Scores and Grouped Scores</p> <p>ii. Central Tendency Measures in Normal and Skewed Distributions; Properties and Comparisons of Measures of Central Tendency</p> <p>iii. Measures of Variability: Range; Quartiles; Variance; Standard Deviation; Basic concepts and Calculation; Properties and Comparison of Measures of Variability</p>	<p>What are Descriptive Statistics? What are Inferential Statistics? Measures of Central Tendency: Concept and types - The Mean; The Median; The Mode</p> <p>Calculation of Mean, Median and Mode from Raw Scores (i.e., Ungrouped data) and Grouped Scores; Central Tendency Measures in Normal and Skewed Distributions; Properties of Mean, Median, &amp;</p>	30	30	3, 4, 5

			Mode; Comparison s of The Mean; The Median; The Mode Measures of Variability: Range; Quartiles; Variance; Standard Deviation; Basic concepts & Calculation Properties and Comparison of Measures of Variability			
<b>4</b>	Normal Probability Distribution	i. Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve ii. The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known iii. The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis); Applications of the Normal Curve.	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 Sampling Distribution	18	20	4, 5

			s; Divergence from Normality (Skewness and Kurtosis) Application s of the Normal Curve.			
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### References:

- Das, D. & Das, A. (2008). Statistics in Biology and Psychology. Academic Publishers, Calcutta, (Latest edition)
- Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.
- King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.). USA: John Wiley & Sons.

**Course Name: YOUTH, GENDER, IDENTITY**

**Course Code:**

**Credit: 6**

**Semester: 2**

**Nature of the Course: General Elective**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome:**

At the end of the course, the students will be able:

1. To understand and comprehend the cultural and contextual differences while studying gender and identity and relate them with their experiences.
2. To analyze the concepts of youth, gender orientation, and identity and their intersecting facets in the course of development, in interpersonal/ societal interactions and in context of workplace adjustment.
3. To create an appreciation of the multiple influences that mould the identity of today's youth.
4. To develop sensitivity towards youths of all genders, belonging to different ethnic and cultural background

### **Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	<b>Introduction</b>	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		<b>20</b>		<b>CO1, CO3</b>



<b>2</b>	<b>Youth and Identity</b>	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		<b>25</b>		<b>CO1, CO2, CO3</b>
<b>3</b>	<b>Gender and Identity</b>	a) Issues of Sexuality in Youth b) Gender discrimination c) Culture and Gender: Influence of globalization on Gender identity		<b>20</b>		<b>CO2, CO4</b>
<b>4</b>	<b>Issues related to Youth, Gender and Identity</b>	a) Youth, Gender and violence b) Enhancing work-life balance c) Changing roles and women empowerment; Harrassment of Women at Work d) Encouraging non-gender stereotyped attitudes in youth		<b>15</b>		<b>CO4</b>

#### References:

- 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.

**Course Name: DEVELOPMENT OF PSYCHOLOGICAL THOUGHTS**

**Course Code:**

**Credit: 6**

**Semester: 3**

**Nature of the Course: Core Course**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

After completion of this course, students will be able”

1. To understand the progression of the discipline both from the Indian as well as western perspective.
2. To provide a brief review of the different schools of thought in Psychology.
3. To examine the positivist orientation in Psychology.
4. To review the development of psychological thought and introduce the issues and debates in contemporary psychology

### **Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Understanding Psyche: Debates and Issues in view of Eastern (Yoga & Vedantic View) & Western Comparison	a) Free will and determinism b) Empiricism and rationality c) Issues of Consciousness and Mind Body Relationship		<b>10</b>		<b>CO1</b>
<b>2</b>	Early Schools & Positivist Orientation	a) Early Schools of Psychology: Associationism, Structuralism and Functionalism b) Positivist Orientation: From		<b>30</b>		<b>CO2, CO3</b>

		Behaviorism to Cognition: Key contributions of Watson, c) Tolman, Hull, and Skinner; Cognitive revolution, Information Processing Model.				
<b>3</b>	Psychoanalytic and Humanistic-Existential Orientation	a) Freudian Psychoanalysis; The turn towards 'social' – Adler, Jung, Fromm b) Ego psychology – Erik Erikson, Object relations; Cultural psychoanalysis (Sudhir Kakar) c) Developments of Third Force: Contributions of Phenomenologically oriented humanistic and Existential thinkers.		<b>30</b>		<b>CO2, CO4</b>
<b>4</b>	Contemporary Developments	Psychology of gender: Feminism and social constructionism.		<b>10</b>		<b>CO2, CO4</b>

**Course Name: PSYCHOLOGICAL RESEARCH**

**Course Code:**

**Credit: 6**

**Semester: 3**

**Nature of the Course: Core Course**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

### **Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Introduction to	a) Introduction to Psychological Research	Introduction to Psychological Research –	16	20	1, 2

	Psychological Research	<p>b) Psychological Constructs and Research Variables; Types of Research Variables</p> <p>c) The Goals of Psychological Research; Principles of Good Research; Ethics in Psychological Research.</p>	<p>defining research Research Topic to Research Question, 12 step Research Process</p> <p>Psychological Constructs and Types of Variables in Research Goals &amp; Principles of Research What is the importance &amp; Limitations of Research Ethical Considerations in Psychological Research</p>			
2	Research Paradigms	<p>a) Research paradigms; Theoretical vs. Applied Research</p> <p>b) Quantitative vs. Qualitative research methods</p> <p>c) Formulating a Problem; Developing a Research Hypothesis.</p>	<p>Research Paradigms; Theoretical vs. Applied Research; Other research paradigms</p> <p>Quantitative vs. Qualitative Research Methods Formulating a Problem; General to specific problem Criteria and Characteristics of a research problem</p>	27	25	2, 3

			<p>Techniques and steps of defining a problem</p> <p>Qualities of a good problem statement</p> <p>Developing a Research Hypothesis</p> <p>– Concept and meaning of hypothesis</p> <p>Characteristics of hypothesis;</p> <p>Writing a good hypothesis</p> <p>Types of hypotheses</p> <p>– Null &amp; Alternative, Directional and non-directional</p> <p>Hypothesis Testing:</p> <p>Type I and Type II Errors;</p> <p>Level of Significance, One tailed &amp; two tailed tests, Rejection Region, Critical Value</p>			
3	Data Collection Techniques	<p>a) Types of data; Handling psychological data</p> <p>b) Sampling; Probability Sampling Methods and Non-Probability Sampling Methods.</p>	Types of Data – raw and scored; Quantitative & Qualitative	12	20	3, 4

		c) Random Sampling and Sampling Distributions: Random Sampling; Using a Table of Random Numbers; Basics of data analysis	Basics of Quantitative & Qualitative Data Analysis; Parametric & Non-Parametric Sampling – Population – Sample; Representative Sample Probability and Non-Probability Sampling Methods. Random Sampling and Sampling Distributions; Using a Table of Random Numbers			
4	Research Methods & Psychometric testing	a) Introduction to Experimental and Quasi-experimental Methods. b) Non-Experimental Methods: Case Study; Observation; Surveys, Focus Group Discussion, Interviews, Questionnaires, Tests and Scales c) Psychometric Testing: Standardization; Reliability, Validity and Norms of a Psychological Test; applications	Introduction to Experimental and Quasi-experimental Methods Non-Experimental Methods: Case Study; Observation ; Non-Experimental Methods: Surveys, Focus Group Discussion, Interviews	26	35	3, 4, 5

			Non- Experiment al Methods: Questionnai res, Tests and Scales Psychometr ic Testing - concept & applications Standardiza tion & Norms Reliability & Validity			
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### References:

- Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers
- Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.
- Murphy, K.R. & Davidshofer, C. O. (2004). Psychological Testing: Principles & Applications (6th Ed.) New Jersey: Prentice Hall.
- Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.) Boston: Pearson Education.
- Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia : Open University Press.

**Course Name: SOCIAL PSYCHOLOGY**

**Course Code:**

**Credit: 6**

**Semester: 3**

**Nature of the Course: Core Course**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

### Course Content

Module No.	Module Name	Topic	Description	No. of Lecture	Marks Allotted	Associated Course Learning
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				<b>Hours Allotted</b>		<b>Outcome (CLOs)</b>
<b>1</b>	Introduction to Social Psychology	a) Definition & Nature of Social Psychology b) Application of Social Psychology c) Social psychology in the Indian context d) Relationship with Sociology and Anthropology e) Methods of Social Psychology		<b>10</b>		
<b>2</b>	Understanding and evaluating the social world	a) Social Cognition-schemas, heuristics, biases in social cognition-Optimistic bias, Negativity bias, Counterfactual thinking, Magical thinking, Thought suppression b) Attribution, Theory of Correspondent inference, Kelley's theory of attribution& its biases-Correspondence bias, Self-serving bias, Actor-Observer effect c) Impression formation and management d) Attitudes – Concept, formation and functions of attitude, Strategies for attitude change		<b>24</b>		
<b>3</b>	Social interaction and Influence	a) Inter personal attraction: Internal and external Source, Close relationship. b) Pro social behavior: Motives, Bystander effect, Steps involved in Pro-social behaviour. c) Aggression: Nature, cause and control.		<b>20</b>		



		d) Social Influence – Conformity, compliance and Obedience e) Influence of Mass Media on Social Interaction				
4	Group Dynamics and Inter-Group Relations	a) Concept & Nature of Groups b) Group Dynamics; Co-operation, Conflict and Competition c) Inter group relations (prejudice, propaganda, stereotype, inter-group conflict, intervention techniques), Nature of intergroup relations; Consequences of belonging (performance, decision making, cooperation and conflict)		15		

#### References:

- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2013). *Social Psychology and Human Nature*. Wadsworth.
- Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.
- Krech, D. & Crutchfield, R. S. *Theory and Problems of Social Psychology*. McGraw Hill.
- Kuppaswamy. *An Introduction to Social Psychology*. Media Promoters and Publishers Pvt Ltd.
- Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*. New Delhi: Pearson
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology (12th Ed.)*. New Delhi: Pearson

**Course Name: PSYCHOLOGY AT WORK**

**Course Code:**

**Credit: 6**

**Semester: 3**

**Nature of the Course: General Elective**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

**Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Introduction to I/O Psychology	a) Definition; Brief history b) Contributing disciplines of I/O Psychology c) Contemporary trends and challenges (Harassment, Diversity etc.).				
<b>2</b>	Motivation at workplace	a) Definition b) Extrinsic and Intrinsic Motivation c) Theories - Maslow, Herzberg.				
<b>3</b>	Communication Process	a) Definition; b) Means of Communication; c) Barriers in Communication; d) Managing Effective Communication				
<b>4</b>	Leadership	a) Definition; b) Traditional & Contemporary Theories- i. Early Approaches To Leadership (trait, behavioural, contingency- Fiedler); ii. Contemporary approaches to leadership- Charismatic,				

		Transformational & Transactional Leadership				
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## References

- Greenberg, J. & Baron, R.A. (2011). Behaviour in Organizations. 10th Ed. India: Dorling Kindersley
- Griffin, R.W. & Moorhead, G.(2009). Organizational Behavior: Managing people & organizations (Edition). Biztantra publishers.
- Robbins, S. P. & Judge, T.A. Essentials of Organizational Behavior.9th Edition. New Delhi: Prentice Hall of India.
- Robbins, S. P. & Judge, T.A. Organizational Behavior. 12th Ed. New Delhi: Prentice Hall.

## Further readings

- Kondalkar, V.G. (2007). Organizational behavior. New Delhi, Delhi:New Age International (P) Ltd.
- Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), Handbook of Gender and Work, (pp. 239-261). Thousand Oaks, CA, US: Sage Publications.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, 18(3), 19-31.
- Pareek, U. (2010). Understanding Organizational Behaviour. Oxford: Oxford University Press.

**Course Name: STRESS MANAGEMENT**

**Course Code:**

**Credit:**

**Semester: 3**

**Nature of the Course: Skill Enhancement Course**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

## Course Content

Module No.	Module Name	Topic	Description	No. of Lecture	Marks Allotted	Associated Course Learning
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				<b>Hours Allotted</b>		<b>Outcome (CLOs)</b>
	Stress	Introduction, Nature & Symptoms of Stress				
	Stressors Various Sources of Stress	Environmental, Social, Physiological and Psychological				
	Stress and Health	Effects of Stress on Health, Eustress				
	Managing Stress	a) Methods - Yoga, Meditation, Relaxation Techniques, b) Problem Focused and Emotion Focused Approaches in Counselling.				

### Reference

- 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.

### Further readings

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

**Course Name: UNDERSTANDING PSYCHOLOGICAL DISORDERS**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

### Course Content

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture</b>	<b>Marks Allotted</b>	<b>Associated Course Learning</b>
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				<b>Hours Allotted</b>		<b>Outcome (CLOs)</b>
<b>1</b>	Understanding Abnormality	Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment; Concept and Criteria of (ab)normality				
<b>2</b>	Clinical Picture and aetiology of Disorders I	Anxiety disorders (any 2 disorders); somatoform disorders – Hypochondriasis and Conversion disorders; Mood disorders; Eating disorders				
<b>3</b>	Clinical Picture of Neuro- degenerative Disorders	Amnesia, Dementia, Delirium; Neuro- developmental Disorders				
<b>4</b>	Clinical Picture: Personality Disorder	Sexual disorders: Gender Identity Disorder				

### References:

- 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, 7th Edition, 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

**Course Name: STATISTICAL METHODS OF PSYCHOLOGICAL RESEARCH**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

**Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Introduction to Hypothesis Testing	a) Basics of Hypothesis Testing; Formulating and testing null hypothesis b) Concepts of one-tailed and two-tailed testing; Significance level; Alpha level; Type I & II errors c) Errors in Hypothesis Testing; Power of a Test; Confidence Intervals d) Steps for Hypothesis Testing				
<b>2</b>	Correlation Statistics	a) Meaning of Correlation; Historical Perspective; Scatter plot of Bivariate Distributions				

		b) Correlation coefficient; Assumptions of correlation techniques; Concepts of multiple correlation c) Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Product Moment Correlation; Spearman's Rank-Order Correlation Coefficient				
<b>3</b>	Inferential Statistics	a) Introduction to Inferential Statistics; Concept of Normality b) Different types of t-test; Computing $t$ using definitional formula only; Assumptions associated with inference about the difference between Independent Means and Paired Means. c) Use of Statistical Softwares: Basic knowledge of SPSS				
<b>4</b>	Non-Parametric Techniques	a) Introduction to Non-parametric techniques; Comparing parametric and non-parametric techniques b) Non-parametric techniques: Chi square test – assumptions, calculation, uses; Median test, Sign Test, Mann Whitney U Test,				

		Wilcoxon Signed Rank Test				
		c) Applications of non- parametric techniques; Assumptions and challenges				

### References:

1. Gravetter, F.J. & Wallnau, L.B. (2009). Statistics for the Behavioral Sciences (9th Ed.). USA: Cengage Learning.
2. King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.). USA: John Wiley & Sons.
3. Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.
4. Das, D. & Das, A. (2008). Statistics in Biology and Psychology. Academic Publishers, Calcutta, (Latest edition)



**Course Name: APPLIED SOCIAL PSYCHOLOGY**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

### **Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Foundations of Applied Social Psychology	a) Nature of applied Social Psychology, b) Social influences on behaviour, c) Levels of analysis, Methodological approaches – Participatory Action and Learning research techniques.				
<b>2</b>	Applying Social Psychology -I	a) Environment - Environmental problems and human behaviour, resource dilemmas, Strategies for Inducing Pro-Environment Behaviour b) Diversity – Cultural Diversity, Personal Diversity, Opportunities and Challenges.				
<b>3</b>	Applying Social	a) Work – individual in an organizational				

	Psychology -II	<p>context, Interpersonal processes in organization</p> <p>b) Health - Understanding health and illness behaviours, promoting health behaviour,</p> <p>c) Legal system. - The Social Psychology of a Crime, Applying Social Psychology to the Criminal Justice System</p>				
4	Intervention and Evaluation	<p>a) Process of intervention;</p> <p>b) Need for evaluation for effective programmes.</p> <p>c) Case studies in Indian context.</p>				
5	<b>Practicum</b>	<p>1. Construction of an attitude scale using Likert's method of scale construction.</p> <p>2. Diversity to be measured in terms of Ethnic Prejudice by Bogardus's Social Distance Scale (Revision of Goode and Hatt)</p>				

### References:

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

- Steg, L., & Rothengatter, T. (2008). Introduction to applied social psychology. In L. Steg, A. P. Buunk, & T. Rothengatter (Eds.), *Applied social psychology: Understanding and managing social problems* (pp. 1–27). Cambridge University Press.

**Course Name: PSYCHOLOGY & MEDIA**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

## Course Content

Module No.	Module Name	Topic	Description	No. of Lecture Hours Allotted	Marks Allotted	Associated Course Learning Outcome (CLOs)
1	Interface of Media and Psychology	Understanding the interface between media & psychology; Fantasy v/s Reality				
2	Being a Consumer	Why to Consume? Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity				
3	Knowing and Creating Consumer Needs	Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda				
4	Critical issues in Media Influence	Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change				

## References:

- Cill, J.C., Culbert, D.H., & Welsh, D. (2003) Propaganda and Mass Persuasion: A Historical Encyclopaedia, Santa Barbara: ABC-CLIO, Inc.
- Dill, K.E. (2009). How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press.
- Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.
- Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.) (2008). Handbook of Consumer Psychology. NY: Psychology Press.
- Jansson-Boyd, C. V. (2010). Consumer Psychology. England: Open University Press.
- Wanke, M. (Ed.) (2009). Social Psychology of Consumer Behaviour. NY: Taylor & Francis Group.

**Course Name: PERSONAL GROWTH & DEVELOPMENT**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

### **Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Understanding the Self	a) The self-concept and self-esteem b) Facilitating self-awareness through				

		reflective exercises, JOHARI window, personal SWOT analysis, self- awareness questionnaires/invento ries				
2	Emotional Competence	Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence				
3	Cognitive Competence	Setting and achieving goals; Effective time management; Metacognitive strategies				
4	Interpersonal Competence	a) Effective interpersonal communication(conversational skills, listening skills, reading non-verbal messages, improving communication climates) b) Intimacy and self-disclosure in close relationships c) Managing interpersonal conflicts				

**Course Name: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

**Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Biological Basis of Psychological disorders-explanations and interventions for Mood disorders and Schizophrenia	Psychological intervention in case of mood disorders and schizophrenia				
<b>2</b>	Theoretical basis of Psychological Disorders-I	Psychoanalytic perspective – Conversion disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of crises intervention				
<b>3</b>	Theoretical basis of Psychological Disorders-II	Behavioural and Cognitive explanations and interventions: Application in case of any two from phobias/panic disorder, depression/eating disorders				

4	Going beyond the Individual and Singular Approaches	Family therapy and group therapies, Efforts towards integration of approaches.				
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### References:

- 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



**Course Name: DEVELOPMENTAL PSYCHOLOGY**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

### **Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Introduction	a) Concept of Human Development b) Theories, themes and research designs c) Methods of Developmental Psychology (incl. Cross sectional and Longitudinal)				
<b>2</b>	Periods of Life Span Development	a) Prenatal development b) Birth and Infancy c) Childhood d) Adolescence e) Adulthood				
<b>3</b>	Domains of Human Development	a) Cognitive development: perspectives of Piaget and Vygotsky b) Language development c) Physical development d) Emotional development e) Moral development f) Personality development				
<b>4</b>	Socio-Cultural Contexts	a) Family				

	for Human Development	b) Peers, Media & Schooling c) Human Development in the Indian context				
<b>5</b>	<b>Practicum</b>	1. Parent Child Relationship: Rao, N. (1989). Manual for Parent Child Relationship Scale. National Psychological Corporation 2. Aptitude: Vohra, S. (1997). Davis's Battery of Differential Abilities. National Psychological Corporation 3. Vineland Social Maturity Scale – Indian Adaptation				

**Course Name: POSITIVE PSYCHOLOGY**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

### **Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Introduction	a) Positive Psychology: An Introduction, b) Perspectives on Positive Psychology: Western and Eastern,				

		c) Character Strengths and virtues.				
2	Positive Emotional States and Processes:	a) Happiness and Well being, b) Positive Affect and Positive Emotions, c) Emotional Intelligence, d) Resilience				
3	Positive Cognitive States and Processes	a) Self-efficacy, b) Optimism, c) Hope, d) Wisdom, e) Flow, f) Mindfulness.				
4	Applications	a) Work, b) Education, c) Ageing, d) Health				
5	<b>Practicum</b>	Any two practicums can be designed from the syllabus provided so as to enhance the understanding of the concepts and applications of positive psychology.				

### References:

- Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.
- Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
- Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
- Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
- Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York: Oxford University Press.

**Course Name: HUMAN RESOURCE MANAGEMENT**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

**Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Introduction to Human Resource Management (HRM)	a) HRM and HRD, b) Context and Issues in HRM				
<b>2</b>	Human Resource Practices	a) Job analysis; b) Recruitment and Selection; c) Training; d) Performance evaluation				
<b>3</b>	Organizational Change and Development	a) Organizational Change: concepts, models (one model), techniques (one for individual and one for group), b) Organizational Development: concepts, models (one model), techniques (one for individual and one for group).				
<b>4</b>	International Human Resource Management (IHRM)	a) The context of Globalization, b) Role of culture in IHRM, c) Dimensions of Cultural difference (Hofstede),				

		d) Policies and Practices in the Multinational Enterprise, e) Expatriate Failure				
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## References

- 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
- Dessler, G., & Varkkey, B. (2011). Human Resource Management (12th Edition). New Delhi, India: Pearson Education.
- Jex, S.M. & Britt, T.W. (2014). Organizational Psychology: A Scientist-Practitioner Approach (3rd Edition). New York: Wiley.
- Tayeb, M. H. (2005). International Human Resource Management: A Multinational Company Perspective. New York: Oxford University Press.

## Further readings:

- Ahuja, K.A., Padhy, P., & Srivastava, G. (2018). Performance Appraisal Satisfaction and Organizational Commitment. The Indian Journal of Industrial Relations, 53(4), 675- 692.
- Banfield, P., & Kay, R. (2011). Introduction to Human Resource Management (2nd Edition). New Delhi: Oxford University Press.
- Bhatnagar, J. & Budhwar, J. (2009). The Changing Face of People Management in India. London: Routledge.
- Chadha, N.K. (2005). Human Resource Management: Issues, Case studies and Experiential Exercises. (3rd Edition) New Delhi: Sai Printographers.
- Harzing, A-W., & Pinnington, A.H. (Eds.) (2014). International Human Resource Management (4th Edition) New Delhi: Sage.
- Khandelwal, K.A. (2009). In Search of Indianness: Cultures of Multinationals. New Delhi: Kanishka Publishers.

**Course Name: ORGANIZATIONAL BEHAVIOUR**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

**Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Introduction	a) Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement b) Contemporary Trends and Challenges c) Organizational Behavior : Challenges in the Indian Setting				
<b>2</b>	Individual level processes	a) Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour b) Work Motivation: i. Early theories: Maslow, McClelland, Two-factor theory ii. Contemporary theories: Goal setting, Equity, Expectancy iii. Applications: Job Characteristics Model, Job redesign, MBO				
<b>3</b>	Dynamics of Organizational Behaviour	a) Organizational Culture b) Power and Politics: Influence, empowerment, sexual harassment,				

		organizational politics. c) Positive Organizational Behavior				
4	Leadership	a) Basic approaches: Trait theories, Behavioral theories, Contingency theories b) Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles, Challenges to the leadership construct c) Indian perspective on leadership				
5	Practicum	1. Emotional Intelligence: Hyde, A., Pete, S. & Dear, U. (2002). Manual for Emotional Intelligence Scale (EIS). Vedanta Publication. Lucknow. 2. Intrinsic Extrinsic Motivation: Agrawal, K.G. (1988). Manual for Work Motivation Questionnaire. Agra : National Psychological Corporation.				

**Course Name: COUNSELING PSYCHOLOGY**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

**Course Content**

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Introduction	a) Nature and Goals; Counselling as a profession; b) professional ethics (Latest version of American Counselling Association – ACA); c) The effective counsellor: personality characteristics; d) Counselling status of counselling psychology in India				
<b>2</b>	Counselling Process	a) Building counselling relationships; b) Working in a counselling relationship; c) Closing counselling relationships				
<b>3</b>	Techniques of Counselling	a) Psychoanalytic techniques; b) Humanistic techniques; c) Behavioral techniques d) Cognitive techniques; e) Indian techniques: Yoga and Meditation				
<b>4</b>	Counselling Applications	a) Child Counselling; b) Family Counselling; c) Career Counselling; d) Crisis Intervention: suicide, grief, and sexual abuse				



<b>5</b>	Practicum	Any two practicum based on topics given above				
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**Course Name: HEALTH PSYCHOLOGY**

**Course Code:**

**Credit:**

**Semester:**

**Nature of the Course:**

**No. of Lecture hours:**

**No. of Tutorial contact hours:**

**Course Learning Outcome: (CLO)**

### Course Content

<b>Module No.</b>	<b>Module Name</b>	<b>Topic</b>	<b>Description</b>	<b>No. of Lecture Hours Allotted</b>	<b>Marks Allotted</b>	<b>Associated Course Learning Outcome (CLOs)</b>
<b>1</b>	Health Psychology	Concept, Assumptions, Models (Biomedical and Biopsychosocial)				
<b>2</b>	Theories	Social Cognitive Theory, Theory of Planned Behavior, Health Belief model, Protection – motivation theory, Trans – theoretical model of behavior change, Self-regulatory model, latest trends.				
<b>3</b>	Health Promotion and Illness Prevention	Health and Behavior; Changing health habits; Cognitive behavioural approaches to health behavior change.				

<b>4</b>	Health Care System	Indian Scenario, Attitude of Health Professionals, Burnout in health professionals, Designing health care work environment, Future challenges for health care, Growth of Health Psychology.				
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### References:

- Ogden, J. (2012). Health Psychology. McCrawhill Foundation
- Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology (2nd Ed) Pearson Education Limited, New York.
- Sarafino, E. P. (1994). Health Psychology, Biopsychosocial interactions. John Wiley & Sons, New York. Page 4 of 12
- Taylor, S.E., (2009). Health Psychology (9th Ed). New Delhi: Tata McGraw-Hill Publishing Company Ltd.

### Paper XXX DISSERTATION