

**COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY
APPLICABLE FROM 2022-2025**

**DIT UNIVERSITY
DEHRADUN**



**DETAILED COURSE STRUCTURE
OF
B.A. (HONS.) – PSYCHOLOGY**

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

COURSE STRUCTURE

Year: 1st

Semester: I

| Course Category | Course Code | Course Title | L | T | P | Credit |
|-----------------|-------------|----------------------------|---|---|---|-----------|
| UC | PSY106 | Introduction To Psychology | 5 | 0 | 2 | 6 |
| UC | PSY107 | Biopsychology | 5 | 1 | 0 | 6 |
| GE | PSY156/147 | Generic Elective I | 4 | 1 | 0 | 5 |
| AEC | HS103 | Professional Communication | 2 | 0 | 2 | 3 |
| Total | | | | | | 20 |

Year: 1st

Semester: II

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

Generic Elective-I

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| PSY156-Media Psychology |
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| PSY147-Youth, Gender and Identity |
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Generic Elective-II

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| PSY148-Psychology for Health and Well Being |
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| PSY149-Rehabilitation Psychology |
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COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

Year: 2nd

Semester: III

| Course Category | Course Code | Course Title | L | T | P | Credit |
|-----------------|-------------|--------------------------------------|---|---|---|-----------|
| UC | PSY216 | Psychological Research | 5 | 0 | 2 | 6 |
| UC | PSY217 | Development of Psychological Thought | 5 | 1 | 0 | 6 |
| UC | PSY218 | Social Psychology | 5 | 1 | 0 | 6 |
| GE | PSY246/247 | Generic Elective III | 5 | 1 | 0 | 6 |
| SEC | PSY220 | Psychology of Life-Skills-I | 3 | 0 | 0 | 3 |
| Total | | | | | | 27 |

Year: 2nd

Semester: IV

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

Generic Elective-III

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| PSY246- Psychology of Communication |
| PSY247-Youth Psychology |

Generic Elective-IV

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| PSY248-Psychology at Work |
| PSY249- Intergroup Relations |

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

Year: 3rd

Semester: V

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

Year: 3rd

Semester: VI

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

Discipline Specific Elective-I

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

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| PSY348- Health Psychology |
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| PSY349- Community Psychology |
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Discipline Specific Elective-III

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| PSY396-Cultural and Indigenous Psychology |
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| PSY397-Psychological Perspective in Education |
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COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

SUMMARY OF THE CREDIT

| Year | Semester | Credit |
|--------------|-----------------|---------------|
| 1 | 1 | 20 |
| | 2 | 19 |
| 2 | 3 | 27 |
| | 4 | 26 |
| 3 | 5 | 24 |
| | 6 | 24 |
| Total | | 140 |

CATEGORY WISE CLASSIFICATION OF THE CREDIT

| Category | Credit |
|-----------------|---------------|
| UC | 84 |
| GE | 21 |
| SEC | 6 |
| DSE | 18 |
| AEC | 5 |
| THESIS/ST/IND | 6 |

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|---------------------|---------------|----------------------|-----------------------------------|-------------------------|-----------|-------------|-----------------------|-----------------|----------|
| Subject Code | PSY106 | Subject Title | INTRODUCTION TO PSYCHOLOGY | | | | | | |
| LTP | 5 0 2 | Credit | 6 | Subject Category | UC | Year | 1st | Semester | I |

Course Description: This course provides deep understanding of important concepts in psychology. It also aims to give psycho-physiological understanding of human behavior.

Course Objective:

- i. To introduce the basic concepts of psychology with an emphasis on applications of psychology in everyday life.
- ii. To acquaint and enrich students understanding of major concepts, theoretical perspectives and research findings in psychology.
- iii. The course also enables students to develop an insight into their own and others' behavior and underlying mental processes.
- iv. To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup.

UNIT 1: Introduction to Psychology (17 Lectures)

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

UNIT 2: Learning & Memory (15 Lectures)

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

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

UNIT 3: Sensation & Perception (17 Lectures)

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

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

UNIT 4: Motivation and Emotion (16 Lectures)

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

List of Practical's

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

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Learning Outcome:

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

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY107 | Subject Title | BIOPSYCHOLOGY | | | | | | |
|--------------|--------|---------------|---------------|------------------|----|------|-----------------|----------|---|
| LTP | 5 1 0 | Credit | 6 | Subject Category | UC | Year | 1 st | Semester | I |

Course Description: Biological Psychology is the study of behavioral neuroscience. During this lecture-based course, students will be introduced to this dynamic field, which investigates the brain, its structure and function, and the ways in which the brain drives behaviors.

Course Objective:

- i. To understand basic anatomy and physiology of nervous system and brain.
- ii. To understand the role of neurotransmitters and gland in regulating human behavior.
- iii. To study changes in human brain throughout the life span.

UNIT 1: Introduction to biopsychology (17 Lectures)

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

UNIT 2: Brain (15 Lectures)

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

UNIT 3: Nervous Systems (17 Lectures)

Organization of nervous systems: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

UNIT 4: Endocrine System (16 Lectures)

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

Learning Outcome:

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

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY156 | Subject Title | MEDIA PSYCHOLOGY | | | | | | |
|--------------|--------|---------------|------------------|------------------|----|------|-----------------|----------|---|
| LTP | 4 1 0 | Credit | 5 | Subject Category | GE | Year | 1 st | Semester | I |

Course Description: Media psychology is the application of psychological theory and research to media and technology, it could be analyzing use, development, impact, or predicting trends.

Course Objective:

- i. This course will enable the students to demonstrate the knowledge and understanding of theory and research in the media psychology.
- ii. To update knowledge on Emerging Media and how social media and the Internet transform society.
- iii. Expertise to strengthen professional practices of the students with respect to mass media.

Unit 1: Understanding media

Media and user, understanding mass media, issues in media psychology, construction of reality, media and culture, media and ethics, regulation.

Unit 2: Advertisement

Media and advertising, developing an effective advertising program/ media promotion/ campaign for social marketing, case studies in the Indian context

Unit 3: Media and social issues

Audio visual media (TV and movies) and print media, nature and their impact, developmental issues, fantasy versus reality, socialization, stereotyping, and violence case studies in the Indian context

Unit 4: Technology and addiction

Interactive and emerging technologies, virtual social media, interactive media, gaming, issues of internet addiction, case studies in the Indian context

Learning Outcome:

- The student will be able to demonstrate full knowledge of the field of Media Psychology.
- The student will be able to establish a solid foundation in theory and methodology.
- The student will be able to understand the dynamics of media psychology

REFERENCES:

1. Barker, M., Barker, D. L., Bormann N F and Neher, K E (2013), Social Media Marketing: A strategic Approach, SouthwesternSenage Learning.
2. Batra, R., Aaker,D. A., and Myers, J. G. (2006).Advertising management, New Delhi, Dorling Kindersley (India).

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY147 | Subject Title | YOUTH, GENDER AND IDENTITY | | | | | | |
|--------------|--------|---------------|----------------------------|------------------|----|------|-----------------|----------|---|
| LTP | 4 1 0 | Credit | 5 | Subject Category | GE | Year | 1 st | Semester | I |

Course Description: This course is an introduction to critical studies in sexual and gender diversity and is designed to familiarized students with a myriad of classical and contemporary theories in this field.

Course Objective:

- i. To equip the learner with an understanding of the concepts of youth, gender and identity and their interface.
- ii. A better understanding of the ways in which genders perform in a variety of youth cultures and sub cultures.
- iii. Knowledge of the skills needed to examine topics of youth and gender from a sociological perspective.
- iv. To enable student to correlate the impact of age, gender and society itself.

UNIT 1: Introduction (13 Lectures)

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

UNIT 2: Youth and Identity (13 Lectures)

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

UNIT 3: Gender and Identity (13 Lectures)

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

UNIT 4: Issues related to Youth, Gender and Identity (13 Lectures)

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

Learning Outcome:

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

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

1. Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press.
2. Rew, L. (2005). Adolescent health: A multidisciplinary approach to theory, research and intervention. Sage.

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | HS103 | Subject Title | PROFESSIONAL COMMUNICATION | | | | | | |
|--------------|-------|---------------|----------------------------|------------------|-----|------|-----------------|----------|---|
| LTP | 2 0 2 | Credit | 3 | Subject Category | AEC | Year | 1 st | Semester | I |

Course Description:

This course provides adequate training for effective communication and effective organizational communication for business environment.

Course Objective:

To develop the LSRW skills of students for effective communication.

UNIT 1: Communication

(07 Lectures)

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

UNIT 2: Listening and Speaking Skills

(06 Lectures)

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

UNIT 3: Reading Skills & Technical Writing Skills

(07 Lectures)

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

UNIT 4: Business Correspondence

(06 Lectures)

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

Learning Outcome:

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

TEXT BOOKS [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY108 | Subject Title | PSYCHOLOGY OF INDIVIDUAL DIFFERENCES | | | | | | |
|--------------|--------|---------------|--------------------------------------|------------------|----|------|-----------------|----------|----|
| LTP | 5 0 2 | Credit | 6 | Subject Category | UC | Year | 1 st | Semester | II |

Course Description: The course covers the topics of personality and intelligence from the perspective of individual differences. It explores the ways in which people are the same and seek to draw general conclusions about human nature. However, other research psychologists explore the ways in which people differ and seek to describe the diversity inherent human nature.

Course Objective:

- i. To develop an understanding of the concept of individual differences.
- ii. To promote self-reflection and understanding of self and others.
- iii. To develop an understanding of motivation and techniques to foster creativity.
- iv. To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup.

UNIT 1: Personality

(17 Lectures)

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

UNIT 2: Intelligence

(15 Lectures)

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

UNIT 3: Self Identity in Indian Thought

(17 Lectures)

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

UNIT 4: Motivation and Efficiency

(16 Lectures)

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

List of Practical's

1. 16 PF Personality Test
2. Type A & Type B Personality Test
3. Extroversion and Introversion Test

Learning Outcome:

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

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TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY109 | Subject Title | STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I | | | | | | |
|--------------|--------|---------------|--|------------------|----|------|-----------------|----------|----|
| LTP | 5 1 0 | Credit | 6 | Subject Category | UC | Year | 1 st | Semester | II |

Course Description: The aim of this course is to prepare students involved in research designs and statistical methods for the social and behavioral sciences. Understand and apply basic research methods in Psychology, including research design, data analysis and interpretation.

Course Objective:

- i. To understand and apply basic statistical techniques to give the familiarity and understanding of the quantitative approach in psychology.
- ii. To understand the basic theoretical, methodological approaches and fundamental domains of research methods and statistics.
- iii. To develop knowledge of descriptive statistics and perform the mathematical computations.

UNIT 1: Introduction to Psychological Research (17 Lectures)

Psychological Research & Statistics; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales; Frequency Distributions, Percentiles, and Percentile Ranks Organizing Qualitative Data; Constructing a grouped frequency distribution, a relative frequency distribution and a cumulative frequency distribution; Computation of Percentiles and Percentile Ranks.

UNIT 2: Various Statistical Tools in Psychology (15 Lectures)

Graphic Representation of Data Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors Affecting the Shape of Graphs; Measures of Central Tendency, The Mode; The Median; The Mean; Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean; Central Tendency Measures in Normal and Skewed Distributions; The Effects of Linear Transformation on Central Tendency Measures.

UNIT 3: Data Interpretation and Psychology (17 Lectures)

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

The Normal Distribution the Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding areas when the score is known; The Standard Normal Curve: Finding scores when the area is known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).

UNIT 4: Methodology (16 Lectures)

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; Calculating Pearson's Correlation Coefficient from Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; The Effects of Score Transformations; Cautions Concerning Correlation Coefficients.

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

Learning Outcome:

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

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

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|---------------------|---------------|----------------------|---|-------------------------|-----------|-------------|-----------------------|-----------------|-----------|
| Subject Code | PSY148 | Subject Title | PSYCHOLOGY FOR HEALTH AND WELL-BEING | | | | | | |
| LTP | 4 1 0 | Credit | 5 | Subject Category | GE | Year | 1st | Semester | II |

Course Description: This course systematically addresses the issues of health, adjustment and well-being. It reviews the topics of stress and health while adding happiness and well-being theory and research to enrich our understanding of both negative and positive side of human behavior.

Course Objective:

- i. To provide a critical overview of social aspects of human health and well-being.
- ii. To familiarize the students with the relationship of psychological factors in health and well-being.
- iii. To make students aware and understand the link between behavior and health/illness so that they would also learn health enhancement, disease prevention, safety and rehabilitation issues.

UNIT 1: Health and Wellbeing (13 Lectures)

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

UNIT 2: Stress and Coping (13 Lectures)

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

UNIT 3: Health Management (13 Lectures)

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

UNIT 4: Human strengths and life enhancement (13 Lectures)

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance, Well-being and enhancement

Learning Outcome:

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

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY149 | Subject Title | REHABILITATION PSYCHOLOGY | | | | | | |
|--------------|--------|---------------|---------------------------|------------------|----|------|-----------------|----------|----|
| LTP | 4 1 0 | Credit | 5 | Subject Category | GE | Year | 1 st | Semester | II |

Course Description: This course aims to check the behavioral and mental health issues related to the injury or chronic condition of patients that leads to disability and promote behavior for positive adaptation to disability conditions.

Course Objective:

- i. To understand concepts of rehabilitation.
- ii. To provide skills related to rehabilitation being an adjunct to counseling interventions.
- iii. To enable students to develop program in society and community level related to rehabilitation.

UNIT 1: Basic Concepts of Rehabilitation (13 Lectures)

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

UNIT 2: Counseling in Rehabilitation I (13 Lectures)

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

UNIT 3: Counseling in Rehabilitation II (13 Lectures)

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

UNIT 4: Settings in Rehabilitation (13 Lectures)

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

Learning Outcome:

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

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | CH201 | Subject Title | ENVIRONMENTAL SCIENCE | | | | | | |
|--------------|-------|---------------|-----------------------|------------------|-----|------|-----------------|----------|----|
| LTP | 2 0 0 | Credit | 2 | Subject Category | AEC | Year | 1 st | Semester | II |

Course Description:

This course provides an understanding of global and regional natural environment and ecosystems.

Course Objective:

To develop an understanding of global and regional natural environment and its relationship with human activities.

UNIT 1: Introduction to Environment (07 Lectures)

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

UNIT 2: Ecosystem (06 Lectures)

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

UNIT 3: Biodiversity and its Conservation (05 Lectures)

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

UNIT 4: Environmental Pollution (05 Lectures)

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

UNIT 5: Social Issues and Environment (05 Lectures)

Social Issues and Environment: Sustainable Development: Concept and importance of Environmental Impact Assessment (EIA), GIS, Remote sensing. Water conservation and rain water harvesting, Resettlement and rehabilitation problems; Environmental audit, eco-labeling and eco-friendly business, Environmental Legislation in India Population explosion and its impact on environment and human health Family planning, Human rights, Women and Child Welfare, Value Education and environmental ethics.

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

Learning Outcome:

- The student will be able to analyze human impacts on the environment.
- The student will be able to identify the biological and physical components of varied ecosystems.
- The student will be able to develop a sense of community responsibility by becoming aware of scientific issues in the larger social context.
- The student will be able to develop an insight about the importance of environment for human survival.

TEXT BOOK [TB]:

1. Anil Kumar, Environmental Chemistry (2018) ISBN: 978-93-87477-24-7. New Age Publishers Edition: 9th
2. Kaushik A & Kaushik C P. 2007. Perspectives in Environmental Studies, New Age International Publishers.

REFERENCE BOOKS [RB]:

1. R N Bhargava, V Rajaram, Keith Olson, Lynn Tiede, (2016) Ecology and Environment, The Energy and Resources Institute (TERI)
2. Miller T.G., (2001) Living in the Environment, Brooks/Coleman, Thomas Learning Inc., USA

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY216 | Subject Title | PSYCHOLOGICAL RESEARCH | | | | | | |
|--------------|--------|---------------|------------------------|------------------|----|------|-----------------|----------|-----|
| LTP | 5 0 2 | Credit | 6 | Subject Category | UC | Year | 2 nd | Semester | III |

Course Description: Introduction to scientific methodologies used in psychological research. Includes experience in using a range of psychological research methods for students.

Course Objective:

- i. To provide basic understanding of research starting from selection of problems, hypothesis and selection of tools for data collection, sampling techniques and executing of the research plan.
- ii. To educate students with the process and the methods of quantitative and qualitative psychological research traditions.
- iii. To teach the students how to carry out research in a practical approach.

UNIT 1: Foundations of Psychological Research (17 Lectures)

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

UNIT 2: Sampling Techniques (15 Lectures)

Probability sampling methods; Non probability sampling methods:

UNIT 3: Data Collection Methods (17 Lectures)

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

UNIT 4: Psychological Testing (16 Lectures)

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

Practical:

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

Learning Outcome:

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

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY217 | Subject Title | DEVELOPMENT OF PSYCHOLOGICAL THOUGHT | | | | | | |
|--------------|--------|---------------|--------------------------------------|------------------|----|------|-----------------|----------|-----|
| LTP | 5 1 0 | Credit | 6 | Subject Category | UC | Year | 2 nd | Semester | III |

Course Description: This course is a study of human growth and development. Emphasis is on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

Course Objective:

- i. This course provides a basic understanding and development of the discipline both from the Indian as well as western perspective.
- ii. To explore the nature of scientific progress throughout the evolution of psychology as a discipline.
- iii. The course will be a critical analysis of the history and philosophy of the psychology.

UNIT 1: Understanding Mind/Psyche (17 Lectures)

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

UNIT 2: Emergence of Psychology as a science (15 Lectures)

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

UNIT 3: Analytic Debates (17 Lectures)

Clinical Vs Phenomenological, Freudian Psychoanalysis, Analytical; Psychoanalysis; Carl Jung Developments in Psychoanalysis: The shift towards social and cultural; Developments of Third Force: Humanistic and Existential

UNIT 4: Contemporary Developments (16 Lectures)

Feminism and Social constructionism.

Learning Outcome:

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

TEXT BOOK [TB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY218 | Subject Title | SOCIAL PSYCHOLOGY | | | | | | |
|--------------|--------|---------------|-------------------|------------------|----|------|-----------------|----------|-----|
| LTP | 5 1 0 | Credit | 6 | Subject Category | UC | Year | 2 nd | Semester | III |

Course Description: This course examines how individuals affect and are affected by others. Topics include conformity and social influence, self-perception, attitudes, aggression, prejudice, helping, attraction, group processes, and other components of social interaction.

Course Objective:

- i. To develop an understanding of the individual in relation to the social world.
- ii. To understand the basic theoretical, methodological and fundamental domains used by social psychologists.
- iii. To understand the way in which social psychology diverges or converges with our own commonsense understanding of the world.

UNIT 1: Introduction (17 Lectures)

Nature and scope of social psychology; Overview of the history of social, psychology (including development in India); Relationship with sociology and anthropology

UNIT 2: Understanding and evaluating the social world (15 Lectures)

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

UNIT 3: Social interaction and Influence (17 Lectures)

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

UNIT 4: Group Dynamics and Inter-group relations (16 Lectures)

Nature of groups, Factors of group dynamics, stages of development of group, conflict and cooperation

Nature of intergroup relations (prejudice, intergroup conflict, intervention techniques)

Learning Outcome:

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

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

1. Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
2. Hogg, M.&Vaughan, G.M. (2008). Social Psychology (3rd Edition). Prentice Hall.
3. Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology (8th Edition). New York: Houghton Mifflin.
4. Misra, G. (2009). Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research). New Delhi: Pearson

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| | | | | | | | | | |
|---------------------|---------------|----------------------|------------------------------------|-------------------------|-----------|-------------|-----------------------|-----------------|------------|
| Subject Code | PSY246 | Subject Title | PSYCHOLOGY OF COMMUNICATION | | | | | | |
| LTP | 5 1 0 | Credit | 6 | Subject Category | GE | Year | 2nd | Semester | III |

Course Description: The course is a basic level course, studying mental and behavioral function of human in communication.

Course Objective:

- i. To understand basic understating of the communication and its different modes.
- ii. To understand psychological nature of communication.
- iii. To develop the knowledge and skills to become an effective communicator in personal life and work places.

UNIT 1: Introduction **(17 Lectures)**
 Definition& Process of Interpersonal Communication, General Characteristics; Process-linear view, Transactional view, Concept of Communicative Competence and skill & Functions

UNIT 2: Communication skills **(15 Lectures)**
 Types of Interpersonal Communication Skills: Verbal skills and non-Verbal Communication Skills; General Characteristics, Functions and Improvement

UNIT 3: Barriers of communication **(17 Lectures)**
 Psychological barriers in communication: Defensiveness, self-preoccupation, motivational distortion, game play; Cultural & gender Barriers, overcoming communication barriers.

UNIT 4: Applications **(16 Lectures)**
 Significance of communication skills in interpersonal relationships, communication networks
 Relevance of communication skills in media and health promotion

Learning Outcome:

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

TEXT BOOK [TB]:

1. Adler, R.B, & Rومان, G. (2006). Understanding Human Communication, 9thEd.Oxford: OxfordUniversityPress
2. Trenholm, S. & Jensen, A. (2008). Interpersonal Communication, 6th Ed. New York: Oxford University Press.

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY247 | Subject Title | YOUTH PSYCHOLOGY | | | | | | |
|--------------|--------|---------------|------------------|------------------|----|------|-----------------|----------|-----|
| LTP | 5 1 0 | Credit | 6 | Subject Category | GE | Year | 2 nd | Semester | III |

Course Description: This course specifically addresses the development, well-being, and functioning of youth.

Course Objective:

- i. To help students understand the notion of youth, youth across cultures, the factors influencing youth identity and sensitivity to issues concerning the youth of today.
- ii. Knowledge of the skills needed to examine topics of youth and gender from a sociological perspective.
- iii. To enable student to correlate the impact of age, gender and society itself.

UNIT 1: Introduction (17 Lectures)

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

UNIT 2: Youth development and Relationships (15 Lectures)

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

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

Youth and risk behaviors; Employment and education

UNIT 4: Developing Youth (16 Lectures)

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

Learning Outcome:

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

TEXT BOOK [TB]:

1. Robbins, S. P. & Judge, T.A. (2008). Essentials of Organizational Behavior.9th Edition. New Delhi: Prentice Hall of India.
2. Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), Handbook of Gender and Work, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.

REFERENCE BOOKS [RB]:

1. Adler, N.J. (1997). Global Leaders: A Dialogue with future history. Journal of International Management, 2, 21-33.
2. Chadha, N.K. (2007). Organizational Behavior (1st Edition). Galgotia Publishers: New Delhi.
3. Greenberg, J. & Baron, R. A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley
4. Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations (11th Edition). Biztantra publishers

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY220 | Subject Title | PSYCHOLOGY OF LIFE SKILLS-I | | | | | | |
|--------------|--------|---------------|-----------------------------|------------------|-----|------|----|----------|-----|
| LTP | 3 0 0 | Credit | 3 | Subject Category | SEC | Year | II | Semester | III |

Course Objective:

- This course will enable students to understand core life skills, its concept, process and practice.
- Student will be able to understand how to cope with the new demands and challenges of life.
- Student will also learn how to empower at psychosocial level. It will further enhance their well-being.
- Student will learn various social and coping skills for their personal effectiveness to grow in life.

UNIT 1: Pillars of Education and Life Skills Approaches

4 Lectures

The Four Pillars of Education and Life Skills, Life Skills: Generic, Problem Specific and Area Specific Skills, Life Skills Based Education for Wellbeing

UNIT 2: Social Skills and Negotiation Skills

8 Lectures

Self-Awareness, Effective Communication, Interpersonal Relationship, Decision Making Problem-Solving, Critical approach, Growing Up, Life Skills for Personal Effectiveness

UNIT 3: Coping Skills

4 Lectures

Coping Strategies: Coping with emotion, stress, challenges, Emotional Intelligence Life Skills work in Combination- Thinking Skills, Social Skills, and Coping Skills

Unit 4: Life Skills & Career

8 Lectures

Factors Influencing Career Choice - Career Planning: Importance, Steps - Interview: Types, Preparation, Life Skills for Effective Learning, Successful Career Planning & Life Skills Training - Implementation Models

Learning Outcomes

- After completing this course student will learn the practical approaches of life skills.
- Student will also learn various life skills such as social, coping to deal with their challenges and adapting life in efficient manner.
- They will also be able to channelize their potential to live more effectively and productively.

TEXT BOOK

Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), Psychology for Living Adjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi

REFERENCE BOOKS

1. Arulmani. G. and Arulmani Sonali Nag, (2005). Career Counselling: A Handbook, Tata Mc Graw Hill Publishing Co., New Delhi
2. Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu
3. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu
4. RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu
5. Stella Cottrell, (2008). The Study Skills Handbook, Palgrave Macmillan Ltd. (3rd Ed), New York

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

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

Course Description: This course will introduce students to the basic descriptive and inferential statistics used in the behavioral and social sciences. Topics will include the organization of data, measures of central tendency and variability, correlation and regression, hypothesis testing, and various parametric and nonparametric tests of significance including t-tests, ANOVA, and chi-square analysis. Students will focus on the interconnections between theory, statistical techniques, and research methods in order to identify the appropriate statistical tests to analyze data and reach objective conclusions regarding research questions in the social sciences.

Course Objective:

- i. To understand fundamental concepts in probability and statistics.
- ii. To educate students with the techniques of inferential statistics and hypothesis testing.
- iii. To enable students, maneuver mathematical probabilistic models for different problems, to analyze them and to interpret the results.

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

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

UNIT 2: Hypothesis Testing I (18 Lectures)

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

UNIT 3: Hypothesis Testing II (17 Lectures)

The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test. Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests.

UNIT 4: Hypothesis Testing III (16 Lectures)

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

Learning Outcome:

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

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TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

1. Aron, Athor, Coups & Elliott (2010) Statistics for The Behavioral and Social Sciences. (5th Edition) Reliance Pub. House: New Delhi
2. Field, A. (2009). Discovering Statistics using SPSS (3rd Ed). New Delhi: Sage.
3. King, B.M. & Minium, E.W. (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed). USA: John Willey.

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY227 | Subject Title | DEVELOPMENTAL PSYCHOLOGY | | | | | | |
|--------------|--------|---------------|--------------------------|------------------|----|------|-----------------|----------|----|
| LTP | 5 0 2 | Credit | 6 | Subject Category | UC | Year | 2 nd | Semester | IV |

Course Description: Developmental psychology is the study of an individual's social, emotional, cognitive, and biological development through his or her lifespan. The focus of this course will be from infancy to later life.

Course Objective:

- i. To equip the learner with an understanding of the concept and process of human development across the life span.
- ii. To discuss the distinctive features of a life span perspective on development.
- iii. To acquaint with the knowledge of human development processes along with theoretical perspectives.
- iv. To make students to understand the developmental concerns during different periods of development.

UNIT 1: Introduction to Developmental Psychology (17 Lectures)

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

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

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

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

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

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

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

Practical:

1. Any three practical from the above course.

Learning Outcome:

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

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TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

1. Feldman, R.S. & Babu, N. (2011). Discovering the Lifespan (4th Edition). Pearson.
2. 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 (1st Edition). Cambridge Press.
3. Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood (1st Edition). New York: Psychology Press.
4. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
5. Srivastava, A.K. (1997). Child Development: An Indian Perspective (1st Edition). New Delhi.

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY228 | Subject Title | APPLIED SOCIAL PSYCHOLOGY | | | | | | |
|--------------|--------|---------------|----------------------------------|------------------|----|------|-----------------|----------|----|
| LTP | 5 0 2 | Credit | 6 | Subject Category | UC | Year | 2 nd | Semester | IV |

Course Description: The aim of the course is to provide deepened knowledge within the social psychological area that pertains to applied social psychology. It focuses on understanding social problems and to develop interventions in order to improve conditions for individuals and different groups of individuals.

Course Objective:

- i. To help student understand social problems and gain knowledge about intervention strategies.
- ii. To apply the understanding of the subject in workplace and relationship.
- iii. To make use of theories in understanding and development of self and society.

UNIT 1: Introduction (17 Lectures)

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

UNIT 2: Role of Social Psychology in Workplace & Educational Setting (15 Lectures)

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

UNIT 3: Role of Social Psychology in Addressing Social Problems (17 Lectures)

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

UNIT 4: Role of Social Psychology in Relationships (16 Lectures)

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

Practical:

Any three practical from the above course.

Learning Outcome:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY248 | Subject Title | PSYCHOLOGY AT WORK | | | | | | |
|--------------|--------|---------------|--------------------|------------------|----|------|-----------------|----------|----|
| LTP | 4 1 0 | Credit | 5 | Subject Category | GE | Year | 2 nd | Semester | IV |

Course Description: Organizational success depends on how people and organizations function and how to change them to functions still better. Psychology of work course is based knowledge from behavioral sciences and aims to developed individuals, team, and organizations to realize their potential and consequently achieve organizational goals.

Course Objective:

- i. To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings.
- ii. To be familiar with the key elements of human motivation, emotions and attitudes.
- iii. To know the importance, process and types of communication in organization.
- iv. To analyze various group processes in organizations for effective performance.

UNIT 1: Introduction to I/O Psychology (11 Lectures)

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

UNIT 2: Individual Behavior at Workplace (15 Lectures)

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

UNIT 3: Communication in Organizations (11 Lectures)

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

UNIT 4: Group Dynamics & Leadership (15 Lectures)

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

Learning Outcome:

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

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY249 | Subject Title | INTER-GROUP RELATIONS | | | | | | |
|--------------|--------|---------------|-----------------------|------------------|----|------|-----------------|----------|----|
| LTP | 4 1 0 | Credit | 5 | Subject Category | GE | Year | 2 nd | Semester | IV |

Course Description: This course creates a setting in which students engage in open and constructive dialogue, learn about themselves and others, and explore issues concerning intergroup relations, conflict, and social justice.

Course Objective:

- i. To understand the significance of healthy inter-group relations for the society.
- ii. To learn the strategies of resolving intergroup conflicts.
- iii. To apply the understanding of the subject in real life inter personal relationships.

UNIT 1: Nature of intergroup relations (13 Lectures)

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

UNIT 2: Social categorization and conflict (13 Lectures)

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

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

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

UNIT 4: Resolving intergroup conflict (13 Lectures)

Intergroup contact; Promoting intergroup cooperation; Conflict management strategies.

Learning Outcome:

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

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY229 | Subject Title | PSYCHOLOGY OF LIFE SKILLS-II | | | | | | |
|--------------|--------|---------------|------------------------------|------------------|-----|------|----|----------|----|
| LTP | 2 0 1 | Credit | 3 | Subject Category | DSE | Year | II | Semester | IV |

Course Description: This course will develop skills required in society and an organization.

Course Objective:

- i. To develop the skill for working in organization, teams
- ii. To enable them to deal with problem solving skill in a more effective manner
- iii. To understand team dynamics & effectiveness.
- iv. To instill Moral and Social Values, Loyalty and also to learn to appreciate the rights of others.

UNIT 1: Life skills in organizational setting

Positive thinking, right attitude, attention to detail, having the big picture, learning skills, research skills, perseverance, setting goals and achieving them and helping others,

UNIT2: Morals, values and ethics

Integrity, Civic Virtue, Respect for Others, Living Peacefully. Caring, Sharing, Honesty, Courage, Valuing Time, Time management, Cooperation, Commitment, Empathy, Self-Confidence, Character, Spirituality, Avoiding Procrastination

UNIT 3: Life skills in social context

Media influence - Types of media: Print, Electronic, New Age Media - Influence of media: Issues and concerns - Life Skills and Media Literacy; Differently abled - Issues and concerns of differently abled - Life Skills for differently abled

UNIT 4: Life skills for specific problems

Peer pressure; Exploring peer relations: positive and negative peer relations - Peer conformity and statuses - Life Skills for handling negative peer pressure, Social pressure; Meaning, type of substance abuse: Tobacco, alcohol, psychoactive substance - Drug addiction, symptoms, causes and effects Life skills for preventing substance abuse

Learning Outcome:

- Critically think on a particular problem.
- Solve problems.
- Work in Group & Teams
- Aim for high sense of Social Competency
- Be an integral Human Being

TEXT BOOK [TB]:

1. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), Psychology for Living Adjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi.
2. Santrock, W.J., (2006). Adolescence, (11th Edn.), Tata Mc Graw Hill Publishing Company, New Delhi.

REFERENCE BOOKS [RB]:

1. Liddle A. Howard et al., (2006). Adolescent Substance Abuse - Research and Clinical Advances, Cambridge University Press 5.
2. Nair. A.R. (2008). Social Integration and Communal Harmony, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu
3. Arul Aram I, Nirmaldasan, (2009). Understanding New Media, Tata McGraw Hill New Delhi

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY306 | Subject Title | UNDERSTANDING PSYCHOLOGICAL DISORDERS | | | | | | |
|--------------|--------|---------------|---------------------------------------|------------------|----|------|-----------------|----------|---|
| LTP | 5 10 | Credit | 6 | Subject Category | UC | Year | 3 rd | Semester | V |

Course Description: This course is designed to give basic information about psychological disorder and treatment and help students learn to evaluate approaches to disorder and therapy.

Course Objective:

- i. To provide an overview about the concept of abnormality, its various dimensions and the classifications.
- ii. To understand etiology and symptoms of various psychological disorders.
- iii. To enable diagnose and discriminate psychological disorders.

UNIT 1: Understanding abnormality (17 Lectures)

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

UNIT 2: Clinical States (16 Lectures)

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

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

Mental Retardation, Autism, ADHD, and Learning Disabilities

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

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

Learning Outcome:

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

TEXT BOOK [TB]:

- R.C., Butcher, J.N., Mineka, S. & Hooley, J. M. (2008). Abnormal Psychology. New Delhi: Pearson.
- Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning.

REFERENCE BOOKS [RB]:

- Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.
- Bennett. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
- Brewer. (2001). Clinical Psychology. Oxford: Heinemann Educational Publishers Carson,

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY307 | Subject Title | ORGANIZATIONAL BEHAVIOR | | | | | | |
|--------------|--------|---------------|-------------------------|------------------|----|------|-----------------|----------|---|
| LTP | 502 | Credit | 6 | Subject Category | UC | Year | 3 rd | Semester | V |

Course Description: This course aims to enable the students to understand that individual's behaviour is jointly caused by personal characteristics and work setting. By the knowledge of Organizational Behaviour (OB) enterprise can have better employee productivity as well as satisfaction. Thus OB gives competitive advantage in today's complex business environment.

Course Objective:

- i. To introduce concepts and applications of behaviour in the organizational context.
- ii. To know the theories of attitude & motivation and their applicability.
- iii. Understanding different leadership style and role of leader in work setting.
- iv. To find the various positive and progressive aspects of work life.

UNIT 1: Introduction (17 Lectures)

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

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

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

UNIT 3: Leadership (17 Lectures)

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

UNIT 4: Positive organizational behavior (15 Lectures)

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

Practical: Any two practical from the above course.

Learning Outcome: The students will be able to:

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

TEXT BOOK [TB]:

1. Pareek, U. (2011). Understanding organizational behavior (Third Edition). Oxford: Oxford University Press.
2. Spector, P.E. (2016). Industrial and Organizational Psychology: Research and Practice. New Delhi: Wiley.

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY346 | Subject Title | POSITIVE PSYCHOLOGY | | | | | | |
|--------------|--------|---------------|---------------------|------------------|-------|------|-----------------|----------|---|
| LTP | 5 0 2 | Credit | 6 | Subject Category | DSE I | Year | 3 rd | Semester | V |

Course Description: The course focuses on the psychological aspects of a fulfilling and flourishing life. Topics include happiness, self-esteem, empathy, love, achievement, creativity, music, spirituality.

Course Objective:

- i. To introduce the basic concepts of the growing approach of positive psychology.
- ii. To understand how does positive psychology influence psychological state of the person.
- iii. To understand and use of various applications of the subject in various domains.

UNIT 1: Introduction (17 Lectures)

Definition, goals, western and yogic perspective of positive psychology, character strengths and virtues;

Relationships: with health psychology, developmental psychology, social psychology and psychology of religion

UNIT 2: Positive Emotional States and their theories (16 Lectures)

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

UNIT 3: Positive Cognitive States and Processes (17 Lectures)

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

UNIT 4: Interventions (15 Lectures)

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

Practical: Any two practical from the above course.

Learning Outcome

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

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

TEXT BOOK [TB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

REFERENCE BOOKS & OTHER MATERIALS [RB]:

1. Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
2. 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.
3. Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York: Oxford University Press.
4. Singh, A.P. & Misra, G. (2011). Lifestyle and Positive Health: Results of 15-day Life Style Intervention Programme among Indian School Adolescents. In S.K.Yadav and S.B.Yadav (Ed.) *Positive Psychology* (p.269-282). New Delhi: Global Vision Publishing House.
5. Singh, A.P. & Misra, G. (2018). How to Facilitate Practice of Yogic Life style among School Going Adolescents? Some Psychological Learnings. *International Journal of Yoga - Philosophy, Psychology and Parapsychology*, 6(1), 4-9. doi: 10.4103/ijny.ijoyppp_27_17

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY 347 | Subject Title | HUMAN RESOURCE MANAGEMENT | | | | | | |
|--------------|---------|---------------|---------------------------|------------------|-------|------|-----------------|----------|---|
| LTP | 5 0 2 | Credit | 6 | Subject Category | DSE I | Year | 3 rd | Semester | V |

Course Description: Winner in today's competitive business environment are those who effectively manage their resources, particularly, human resource (employee) as they set the pace for mobilizing other resources. The subject matter of Human Resource Management focuses on how to manage the human beings in the organization so that the person can contribute to organizational success.

Course Objective:

- i. To introduce the basic concepts, functions and processes of human resource management.
- ii. To enable the students to perspective of HR and accordingly preparing the manpower plan of a business enterprise for and subsequent plans of actions.
- iii. Gain necessary knowledge of basic concepts, tools and techniques for improving employee performance.
- iv. To develop an understanding of the interaction pattern among labour and management for change and development

UNIT 1: Introduction to Human Resource Management (HRM) (17 Lectures)
HRM and HRD, Context and issues in HRM

UNIT 2: Human Resource Practices (16 Lectures)
Job analysis; Recruitment and selection; Training; Performance evaluation

UNIT 3: International human resource management (IHRM) (17 Lectures)
The context of Globalization, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise, Selection of international assignees; Expatriate failure, Cross-cultural training.

UNIT 4: Organizational change and development (15 Lectures)
Organizational change: concepts, models (one model), techniques (one for individual and one for group), And organizational development: concepts, models (one model), techniques (one for individual and one for group).

Practical: Any two practical from the above course.

Learning Outcome: The students will have:

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

TEXT BOOK [TB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

REFERENCE BOOKS [RB]:

1. Bhatnagar, J. & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
2. Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International human resource management: Policies and practices for multinational enterprises (3rd Ed). New York: Routledge.
3. Harzing, A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

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|---------------------|---------------|----------------------|--------------------------|-------------------------|---------------|-------------|-----------------------|-----------------|----------|
| Subject Code | PSY348 | Subject Title | HEALTH PSYCHOLOGY | | | | | | |
| LTP | 5 0 2 | Credit | 6 | Subject Category | DSE II | Year | 3rd | Semester | V |

Course Description: The course provides an introduction to the Psychological processes underlying human behavior. The students will understand the meaning and scope of Psychology. They examine its relation to other subjects from pure sciences, social sciences, arts, humanities and technology.

Course Objective:

- i. To introduce the basic concepts of Health Psychology.
- ii. To understand the effect of health on human behavior and stress and vice versa.
- iii. To learn and use techniques of health enhancement, disease prevention, safety and rehabilitation.

UNIT 1: Introduction (17 Lectures)

Introduction to Health Psychology; components of health: social, emotional, cognitive and physical aspects; mind-body relationship; goals of health psychology, Bio-psychosocial model of health.

UNIT 2: Behavior and health (16 Lectures)

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

UNIT 3: Stress (17 Lectures)

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

UNIT 4: Health Management (15 Lectures)

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

Practical: Any two practical from the above course.

Learning Outcome: Student would be able to:

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

TEXT BOOK [TB]:

1. Misra, G. (1999). Stress and Health. New Delhi: Concept.
2. Sarafino, E.P. (2002). Healthpsychology: Biopsychosocialinteractions (4thEd.). NY:Wiley.

REFERENCE BOOKS [RB]:

1. DiMatteo, M.R. and Martin, L.R. (2002). Health psychology. New Delhi: Pearson.
2. Misra, G. (1999). Stress and Health. New Delhi: Concept.
3. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.
4. Snyder, C.R., &Lopez,S.J.(2007).Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY34 | Subject Title | COMMUNITY PSYCHOLOGY | | | | | | |
|--------------|-------|---------------|----------------------|------------------|--------|------|-----------------|----------|---|
| LTP | 5 0 2 | Credit | 6 | Subject Category | DSE II | Year | 3 rd | Semester | V |

Course Description: The teaching contains central concepts, issues and work methods in community psychology. This includes change processes at the community level, locally based intervention methods, and methods for evaluation of implemented actions. Community psychology perspectives for improving mental health and mental health problems amongst adolescents at school are focused. Further focus is on community psychology methods for working with marginalized groups.

Course Objective:

- i. To introduce students to the basic values, historical influences, theories, and levels of community psychology.
- ii. To use of psychological theories in health promotion in the community.
- iii. To learn intervention techniques for community development.

UNIT 1: Introduction (17 Lectures)

Definition of community psychology; types of communities; models.

UNIT 2: Core values (16 Lectures)

Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

UNIT 3: Health promotion (17 Lectures)

Process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

UNIT 4: Interventions (15 Lectures)

Community development and empowerment; case studies in Indian context.

Learning Outcome: The student will obtain:

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

TEXT BOOK [TB]:

1. M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
2. McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.

REFERENCE BOOKS [RB]:

1. Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., &Khenani, S. (2006). Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967
2. Fetterman, D.M., Kaftarian, S.J. &Wandersman, A (Eds) (1996) Empowerment Evaluation, New Delhi: Sage Publication. Kloos B. Hill, J Thomas, Wandersman A, Elias

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

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|---------------------|---------------|----------------------|--|-------------------------|-----------|-------------|-----------------------|-----------------|-----------|
| Subject Code | PSY308 | Subject Title | UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDER | | | | | | |
| LTP | 5 0 2 | Credit | 6 | Subject Category | UC | Year | 3rd | Semester | VI |

Course Description: To introduce the etiological understanding and therapeutic interventions for the various psychological disorders. This core course will provide an understanding of psychological disorders and various interventions.

Course Objective:

- To learn the basic concepts and theories of psychotherapy and understand the important skills required for practice
- To gain an understanding in using various psychotherapeutic techniques and acquaint with the challenges of practice
- To gain understanding on doing psychotherapy in the Indian context.

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

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

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

Psychoanalytic perspective –Conversion disorder, OCD, Dissociative disorder; Humanistic and Existential perspective –Application in case of crises intervention

UNIT 3: Behavioural and Cognitive explanations and interventions **(17 Lectures)**

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

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

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

Learning Outcome:

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

Practical: Any two practicum based on topics.

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY309 | Subject Title | COUNSELING PSYCHOLOGY | | | | | | |
|--------------|--------|---------------|-----------------------|------------------|----|------|-----------------|----------|----|
| LTP | 5 0 2 | Credit | 6 | Subject Category | UC | Year | 3 rd | Semester | VI |

Course Description: This course introduces students to the theory and practice of psychotherapy, marriage and family therapy, and professional clinical counseling and how theories and techniques serve clinically therapeutic interventions with couples, families, adults, children, and groups. To provide a thorough cultural and historical perspective, this course includes: counseling processes as they exist in a multicultural society; an orientation to wellness and prevention; counseling theories to assist in selection of appropriate counseling interventions; models of counseling consistent with current professional research and practice; training in multidisciplinary responses to crises, emergencies, and disasters.

Course Objective:

- i. To develop an understanding of basic concepts, processes, and techniques of Counseling.
- ii. To study several perspectives to counseling that shed light on the therapeutic nature of client-counselor relationship.
- iii. To apply counseling techniques in personal and professional life.

UNIT 1: Introduction

(17 Lectures)

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

UNIT 2: Counselling Process

(15 Lectures)

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

UNIT 3: Techniques of Counselling

(17 Lectures)

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

UNIT 4: Counselling Applications

(16 Lectures)

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

Learning Outcome:

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

Practical: Any two practicum based on topics.

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

TEXT BOOK [TB]:

1. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
2. Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.

REFERENCE BOOKS [RB]:

1. Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning.
2. 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.
3. Geldard, K. & Geldard, D. (2011). Counselling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage.
4. Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

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|---------------------|---------------|----------------------|---|-------------------------|----------------|-------------|-----------------------|-----------------|-----------|
| Subject Code | PSY396 | Subject Title | CULTURAL AND INDIGENOUS PSYCHOLOGY | | | | | | |
| LTP | 5 0 2 | Credit | 6 | Subject Category | DSE III | Year | 3rd | Semester | VI |

Course Description: The goal of this course is to introduce key concepts, theories and methods in indigenous psychology. This course will review the area of creativity, culture, psychology and science. It will focus on the following topics from an indigenous perspective: family and parent-relationship, conception of self, academic achievement and delinquency, organizational effectiveness and change, trust and political culture, and subjective well-being and quality of life.

Course Objective:

- i. To understand the role of culture in understanding behavior of self and others.
- ii. To explore psychological insights in the Indian thought traditions.
- iii. To apply the Indigenous thoughts in the assessment of behavior.

UNIT 1: Cultural Processes (17 Lectures)

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

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

Who am I and Who Are They? Culture and architecture; Representation: Person, Other People, Self and of Groups, The Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways.

UNIT 3: Intercultural Contacts (17 Lectures)

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

UNIT 4: Indigenous Psychology (16 Lectures)

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

Learning Outcome:

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

Practical: Any two practicum based on topics.

TEXT BOOK [TB]:

1. Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
2. Mathijs, Cornelissen, R, M., Misra, G.&Verma, Suneet. (2011). Foundation of Indian Psychology, Vol 1, Theories and Concepts. New Delhi: Pearson

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

REFERENCE BOOKS [RB]:

1. Jain, U. (2002). An Indian perspective on emotions. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 281-291. New Delhi: Concept Publishing Company.
2. Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.
3. Rao, K. R. (2011). Indian psychology: Implications and applications. In Cornelissen, R.M. M., Misra, G., Varma, S. (Eds.), Foundation of Indian Psychology: Theories and concepts, Vol, 1. New Delhi: Pearson.
4. Sinha, J. B. P. (2002). Towards indigenization of Psychology in India. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 440-457. New Delhi: Concept Publishing Company.

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

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|---------------------|---------------|----------------------|---|-------------------------|----------------|-------------|-----------------------|-----------------|-----------|
| Subject Code | PSY397 | Subject Title | PSYCHOLOGICAL PERSPECTIVE IN EDUCATION | | | | | | |
| LTP | 5 0 2 | Credit | 6 | Subject Category | DSE III | Year | 3rd | Semester | VI |

Course Description: The course will allow students to explore core areas of psychology specifically in relation to education, including biological, cognitive, social, and developmental psychology. It will also encourage you to consider the importance of individual differences.

Course Objective:

- i. To understand the interface between education and psychology.
- ii. To study the emerging trends of and changes in education.
- iii. To improve the classroom setting with the knowledge of individual diversity.

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

Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centered' and 'progressive' education

UNIT 2: Cognition and Learning (15 Lectures)

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

UNIT 3: Learning and Motivation (17 Lectures)

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

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

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

Learning Outcome:

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

Practical: Any two practicum based on topics.

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

TEXT BOOK [TB]:

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

REFERENCE BOOKS [RB]:

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

COURSE STRUCTURE OF B.A. (HONS.) – PSYCHOLOGY APPLICABLE FROM 2022-2025

| Subject Code | PSY336 | Subject Title | PROJECT | | | | | | |
|--------------|--------|---------------|---------|------------------|------|------|-----------------|----------|----|
| LTP | --- | Credit | 6 | Subject Category | PRJT | Year | 3 rd | Semester | VI |

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

Course Objective:

- i. Students should be enabled to design and conduct an original and ethical research.
- ii. They should be able to write a project/dissertation in the APA format.
- iii. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

Learning Outcome:

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

Suggested reading: Latest APA manual for dissertation