



Proposed Scheme for BA Degree in Psychology with Majors/Minors/BA four-year degree with Honors/Research

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

Pedagogy for teaching the undergraduate courses in Psychology

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

Evaluation

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

AIMS OF BACHELOR'S DEGREE PROGRAM IN PSYCHOLOGY

The undergraduate psychology program aims at the following goals:

1. Offering learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behavior.
2. Imparting knowledge of basic psychological concepts and methods and developing ability to appreciate the challenges in field settings.
3. Help shaping cognitive, affective and behavioral abilities of students for building responsible psychology professionals and researchers.
4. Facilitating acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behavior modification, data analysis, report writing).
5. Promoting self-understanding, reflexivity and personal growth. Helping students understand the complexities of self and human relationships and how the two make each other up.
6. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
7. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
8. Developing respect for social diversity and increasing social and cultural relevance of learning.

PROGRAMME OUTCOMES (POs): -

Program outcomes (PO) for Undergraduate Programs, Courses Psychology with Multiple Entry-Exit, Internship.

PO 1 Demonstrate a detailed knowledge and understanding of selected fields of study in core disciplines in the humanities, social sciences and languages.

PO 2 Apply critical and analytical skills and methods to the identification and resolution of problems within complex changing social contexts.

PO 3 Demonstrate a general understanding of the concepts and principles of selected areas of study outside core disciplines of the humanities, social sciences and languages.

PO 4 Apply an independent approach to knowledge that uses rigorous methods of inquiry and appropriate theories.

PO 5 Articulate the relationship between diverse forms of knowledge and the social, historical and cultural contexts that produced them.

PO 6 Communicate effectively and show ability to read, write, listen to and speak in a chosen language/s with fluency.

PO 7 Act as informed and critically discerning participants within the community of scholars, as citizens and in the work force.

PO 8 Work with independence, self-reflection and creativity to meet goals and challenges in the workplace and personal life.

PROGRAMME SPECIFIC OUTCOMES (PSOs): -

PSO1 Students will be able to acquire and explore understanding of different theoretical concepts for study of human behavior.

PSO2 Students will be able to acquire understanding of main psychological processes, domains of human Developmental and theoretical understanding of various mental disorders.

PSO3 Students will be able to handle psychological tools and demonstrate ethical application of skills in psychological testing, Counselling and other helping areas.

PSO4 Students will be able to have empirical understanding of different psychological phenomena for promotion of health and well -being.

PROGRAMME STRUCTURE

	Category	SEMESTER-I						
Sl.No.			PAPER	Subject Codes	Marks	L	T	P
1	HN -1 (DMj)	Fundamentals of Psychology-I	HN-PY-101	100	3			3
2	NS-1 (Common) Multi-Disciplinary-1	Natural Science - 1	CO-NS-101	50	2			2
3	AECC- I (Common)	Communicative English	CO-AE-101	100	3			3
4	SS – 1 (IDMn-1) (Any one)	<ul style="list-style-type: none"> Accounting for Everyone Indian English Literature Democratic Awareness Psychology of Health & Wellbeing Globalization and Society 	SS-BC-101 SS-EN-101 SS-PS-101 SS-PY-101 SS-SO-101	100	3	1		4
5	Language-I (Common) Multi-Disciplinary-2	Alternative English	CO-ML-101	100	3			3
6	D&TS SEC-1	Digital Fluency	CO-TE-101	100	4			4
7	Vocational Course - 1 SEC-2	Content Development in Mass Media-I Part - A	CO-VC-101	100	3			3
TOTAL CREDITS								22
	SEMESTER II							
SL No.	Category	PAPER	Subject codes	Marks	L	T	P	Credits
1	HN-2 (DMj)	Fundamentals of Psychology-II	HN-PY-102	100	3			3
2	NS-2 (Common) Multi-Disciplinary-3	Natural Science - 2	CO-NS-102	50	2			2
3	UI (VAC-1) (Common)	Understanding India	CO-NI-102	100	4			4
4	EVS (MD -4) (Common)	Environmental Studies	CO-ES-102	100	3			3
5	Language -2 (AECC- 2) (Common)	Functional English	CO-ML-102	100	3			3
6	SS – 2 (IDMn-2) (Any one)	<ul style="list-style-type: none"> Financial Literacy World Literature Peace Study Positive Psychology Sustainable Development and Livelihoods 	SS-BC-102 SS-EN-102 SS-PS-102 SS-PY-102 SS-SO-102	100	4			4
7	VC – 2 (Vocational course) (SEC- 3)	Content Development in Mass Media-II Part - B	CO-VC-102	100	3			3
TOTAL CREDITS								22
SUB -TOTAL								44
SL NO	Category	SEMESTER-III						
		PAPER		Marks	L	T	P	Credit
1	DMj-I	Bio Psychology	PY-MJ-201	100	4			4

2	DMj-II	Statistics and Psychological Research Methods-I	PY-MJ-202	100	4			4
3	DMj-III	Developmental Psychology-I	PY-MJ-203	100	4			4
4	DMj-IV	Experimental-I	PY-MJ-204	100			4	2
5	SS-3 (IDMn-3) (Any one)	<ul style="list-style-type: none"> One Act Plays: Introduction and Studies Society and Politics in Sikkim Introduction to Psychology-I Community Organisation and Practice E-Business 	SS-EN-201 SS-PS-201 SS-PY-201 SS-SO-201 SS-BC - 201	100	4			4
7	UHV (VAC-2)	Universal Human Values	CO-UHV-201	100	3			3
TOTAL CREDITS								21
SEMESTER IV								
	Category	PAPER	Subject Code	Marks	L	T	P	Credit
1	DMj-V	Statistics and Psychological Research Methods-II	PY-MJ-205	100	4			4
2	DMj-VI	Developmental Psychology -II	PY-MJ-206	100	4			4
3	DMj-VII	Social Psychology	PY-MJ-207	100	4			4
4	DMj-VIII	Practicum-II	PY-MJ-208	100			8	4
5	IDMn-4 (Any one)	<ul style="list-style-type: none"> Human Resource Management Women Writing in English Introduction to Political Theory Introduction to Psychology-II Principle of Sociology 	CO-MN-201 EN-MN-201 PS-MN-201 PY-MN-201 SO-MN-201	100	4			4
TOTAL CREDITS								20
SUB -TOTAL								41
SL NO	Category	SEMESTER-V						
		PAPER	Subject Code	Marks	L	T	P	Credit
1	DMj-IX	Understanding and dealing with Psychological Disorders	PY-MJ-301	100	4			4
2	DMj-1X	Psychodiagnostics in Psychology	PY-MJ-302	100	4			4
3	DMj-XI	Counselling Psychology	PY-MJ-303	100	4			4
4	DMj-XII	Practicum-III	PY-MJ-304	100			6	3
5	IDMn-5 (Any one)	<ul style="list-style-type: none"> Mathematics And Logical Reasoning Children Literature Human Rights Foundation of Social Psychology & Practical Classical Sociological Thinkers 	CO-MN-301 EN-MN-301 PS-MN-301 PY-MN-301 SO-MN-301	100	4			4
6	DMj-XIII	Summer Internship*	PY-MJ-351	50				2
TOTAL CREDITS								21
SL NO	Category	SEMESTER VI						
		PAPER	Subject Code	Marks	L	T	P	Credit
1	DMj-XIV	Applications of Psychology in Modern Life	PY-MJ-305	100	4			4
2	DMj-XV	Organizational Behavior	PY-MJ-306	100	4			4

3	DMj-XVI	Practicum-IV	PY-MJ-307	100			4	2
4	IDMn-6 (Any one)	<ul style="list-style-type: none"> Novels and Short stories United Nations and Global Conflicts Foundation of Organizational Psychology Equality and Inequality Personality Development and Leadership 	EN-MN-302 PSMN-302 PY-MN-302 SO-MN-302 CO-MN-302	100	4			4
5	DMj-XVII	Group Project**	PY-MJ-308	100				4
TOTAL CREDITS								18
SUB TOTAL								39
TOTAL CREDITS OF THREE YEARS								124
SEMESTER-VII								
SL.NO	Category	PAPER	Subject Code	Marks	L	T	P	Credit
1	DMj-XVIII	Health Psychology	PY-MJ-401	100				4
2	DMj-XIX	Positive Psychology	PY-MJ-402	100				4
3	DMj-XX	Community Psychology	PY-MJ-403	100				4
	DMj-XXI	Practicum-V	PY-MJ-404	100			4	2
4	Research	Research Writing	PY-RS-401	50				2
5	Research	Systematic Review of Literature	PY-RS-402	50				2
6	Research	Research Proposal	PY-RS-403	50				2
TOTAL CREDITS								20
SEMESTER VIII								
S.No.	Category	PAPER		Marks	L	T	P	Credit
1	Research Project	Dissertation (Final Phase)	PY-RP-401	100				12
2	MOOC	Open Elective/MOOC	PY-MJ-405	100				4
TOTAL CREDITS								16
SUB -TOTAL								36
TOTAL		SEM I+SEM II+SEM III+SEM IV+SEM V+SEM VI+ SEM VII+SEM VII+ SEM VIII						160
<p>*Summer Internship will be carried out in the summer break after IV Sem and will be evaluated in V semester.</p> <p>**The minor project written report will be submitted in the department followed by presentation and external viva for evaluation.</p> <p>***End semester examination will be conducted for 100 marks and converted to 50 marks.</p>								

Table- Courses offered for Interdisciplinary Minor. Psychology (H) students will opt minor from other disciplines.

BOX – I (DMN/IDMN): SEM – IV		BOX – II (DMN/IDMN): SEM – V	
English - IDMn	Women Writing in English	English - IDMn	Children Literature
Sociology IDMn	Principle of Sociology	Sociology - IDMn	Classical Sociological Thinkers
Political Science - IDMn	Introduction to Political Theory	Political Science - IDMn	Human Rights
Psychology - IDMn	Introduction to Psychology-II+Practical	Psychology	Foundation of Social Psychology+Practical
Commerce - IDMn	Human Capital Management	Commerce	Mathematics And Logical Reasoning
BOX – III (DMN/IDMN): SEM – VI		BOX – IV (SS -1): SEM - I	
English - IDMn	Novels and Short stories	Sociology IDMn	Globalisation and Society
Sociology - IDMn	Equality and Inequality	English IDMn	Indian English Literature
Political Science - IDMn	United Nations and Global Conflicts	Political Science IDMn	Democratic Awareness
Psychology - IDMn	Foundation of Organizational Psychology	Psychology - IDMn	Psychology of Health & Wellbeing
Commerce - IDMn	Personality Development and Leadership	Commerce IDMn	Accounting for everyone
BOX – V (SS - 2): SEM - II		BOX – VI (SS - 3): SEM - III	
Sociology - IDMn	Sustainable Development and Livelihoods	English	One Act Plays: Introduction & Studies
English - IDMn	World Literature	Sociology	Community Organization and Practice
Psychology - IDMn	Positive Psychology	Political Science	Society and Politics in Sikkim
Commerce - IDMn	Financial Literacy	Psychology - IDMn	Introduction to Psychology-I
Political Science - IDMn	Peace Study	Commerce	E-Business

**SYLLABUS for BA Degree with Majors/Minors/BA four-year degree with
Honors/Research**

FIRST SEMESTER

PY-MJ-101 FUNDAMENTALS OF PSYCHOLOGY- I

Credit – 3
Internal Marks - 50
External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

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

Course Content:

UNIT 1. Introduction: What is psychology? Perspectives on behavior; Methods of psychology (special emphasis on experimentation); subfields of psychology; Psychology in modern India.

UNIT 2 (a) Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement; Illusions.

(b) Thinking and Language: mental imagery, concepts, decision making; nature of language, language development.

UNIT 3. Learning and Motivation: Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning strategies; Learning in a digital world; Self-regulated learning; Perspectives on motivation, types of motivation, motivational conflicts.

UNIT 4 Memory & Forgetting: Models of memory: Levels of processing, Parallel Distributed Processing model, Information processing, Forgetting, Improving memory. Nature, causes and theories of forgetting, mnemonics.

References:

- Baron, R. & Misra. G. (2013). Psychology. Pearson.
Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

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

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

SECOND SEMESTER

PY-MJ-102 FUNDAMENTALS OF PSYCHOLOGY-II

Credit – 3

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

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

Course Content:

IV) Motivation and Emotions: Nature and types of motives; Biological, psychological and social; Theories of Motivation; Arousal, drive reduction, incentive, needs hierarchy; Motivation and learning; Nature, expression and functions of emotions, Theories of emotion, Measurement of emotions.

III) Consciousness and Sleep: Definition of consciousness, Levels of consciousness, Altered states of consciousness-stages of sleep, sleep disorders, dreams, hypnosis, meditation, psychoactive drugs;

Unit:4 Intelligence

Definition of Intelligence - Intelligence as a process: Piaget - Structure of intelligence - Approaches of Spearman, Thurstone and Cattell - Triarchic approach - Multiple intelligences: PASS model. Relationship of intelligence with Creativity. Concept of IQ - Evolution of intelligence testing: Stanford-Binet, Wechsler scales.

Extremes of intelligence: Mental retardation and giftedness - Determiners of intelligence: heredity and environment - Emotional intelligence.

Unit:5 Personality

Definition of Personality - Self Concept of personality - Determinants of Personality.

Early approaches: Brief descriptions of ancient Indian typology (Gunas), Greek typology on humours, phrenology, somatotypes, limitations.

Psychodynamic approaches: Freud's theory. Neo Freudian Approaches: Jung, Adler, Horney.

Trait theories: Allport, Cattell, Eysenck - Humanistic perspective - The social-cognitive perspective.

References:

1. R.A. Baron, G. Misra, *Psychology (5th e)*. India: Pearson (2017).
2. S.N. Ciccarelli, J.N. White, G. Misra, *Psychology (5th e)*. India. Pearson publications (2017).
3. C.T. Morgan, R.A. King, J.R. Weiss, J. Schopler, J. *Introduction to psychology 7th ed.*). New York: McGraw Hill (1989).
4. P.Zimbardo, R.L. Johnson, M.C. Vivian, *Psychology: Core concepts (7th ed.)*. India. Pearson Education (2012).
5. M.W. Eysenck, *Psychology: An international perspective*. United Kingdom: Psychology Press Ltd.: Taylor & Francis (2004).

THIRD SEMESTER
PY-MJ-201 BIOPSYCHOLOGY

Credit – 4

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

Objectives:

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

Course Content:

Unit 1: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

Unit 2: The Functioning brain: Structure, and functions of neurons; Neural conduction and synaptic transmission.

Unit 3: Organization of nervous systems: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

Unit 4: Endocrine System: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

References:

1. J. P. J. Pinel, *Biopsychology, (8th e)*. New Delhi: Pearson Education (2011).

2. N. R. Carlson, *Foundations of physiological psychology, (6th ed.)*. New Delhi: Pearson Education (2012).
3. S. M. Breedlove, M. R. Rosenzweig, N. V. Watson, *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience (5th ed.)*. Sinauer Associates, Inc., Sunderland, Massachusetts (2007).

PY-MJ-202 STATISTICS AND PSYCHOLOGICAL RESEARCH-I

Credit – 3

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

Objective: To familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research.

Course Content:

UNIT 1: Statistics and Psychology- Psychological Research, Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics, Scales of Measurement.

UNIT 2: Normal Probability: Concept and principles, characteristics of NPC, divergence from normality, applications of normal distribution curve;

UNIT 3: Descriptive Statistics: Graphical representation of data, measures of central tendency and variability; Percentiles, percentile ranks;

UNIT 4: Inferential Statistics: Standard error of mean and other statistics, significance of difference between means (t test), One-way ANOVA; Non-Parametric Statistics- Difference between parametric and non-parametric statistics; chi Square tests and median test. Correlation: Concept and meaning of correlation, Pearson's product-moment correlation, rank-order correlation;

References:

1. H.E. Garret, R.S Woodworth, *Statistics in psychology and education*. Bombay: Vakils Feffer & Simons Ltd(2005).
2. B. Mohanty, S. Misra, *Statistics for behavioral and social sciences*. New Delhi: Sage Publications India (2016).
3. V .Veeraraghavan, S. Shetgovekar *Textbook of parametric and non-parametric statistics*. New Delhi: Sage Publications India (2016).
4. A.E.N. Aron, A.E. Coups, *Statistics for psychology, (6th ed.)*. New Delhi: Pearson Education (2006).
5. S.K. Mangal, *Statistics in psychology and education*, New Delhi: PHI (2012).
6. E.W. Minium, B.M. King, G. Bear, *Statistical reasoning in psychology and education*. New York: John Wiley (1993).

References:

American Psychological Association (2013). *Publication manual*. Washington: APA. Anastasi, A. & Urbina, S. (2004). *Psychological testing*. New Delhi: Pearson Education.

Kerlinger, F.N. & Lee, H.B. (2000). *Foundations of behavioural research*. New York: Harcourt College Publishers.

Newman W.L. (2008). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson Education.

Priya, R. (2015). *Qualitative research on illness, wellbeing and self-growth: Contemporary Indian perspective*. New Delhi: Routledge.

Smith, Jonathan, A. (2008). *Qualitative psychology: A practical guide to research methods*. London: Sage Publications.

PY-MJ-203 DEVELOPMENTAL PSYCHOLOGY-I

Credit – 4

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

Objectives:

1. To equip the learner with an understanding of the concept and process of human development across the life span
2. To impart an understanding of the various domains of human development in childhood and adolescence

Course Content:

UNIT 1: Introduction: a) Concept of Human Development b) Theories, themes and research designs; Periods of Life Span Development: a) Prenatal development b) Birth and Infancy c) **Childhood** d) **Adolescence** e) Adulthood;

UNIT 2: Domains of Human Development: (Childhood)

a) Childhood: Introduction- Characteristics of Early & Late Childhood.
b) Physical development c) Emotional development in Childhood d) Cognitive development: perspectives of Piaget and Vygotsky, Language e) Moral development f) Personality development;

UNIT 3: Domains of Human Development: (Adolescence)

Adolescence: Introduction- Characteristics of Adolescence. Development Tasks of Adolescence, Physical, Emotional, Cognitive, Social Personality development and Morality Change in Adolescence.

UNIT 4: Socio-Cultural Contexts in Childhood and Adolescence: a) Family b) Peers, Media & Schooling c) Social Behavior in Childhood, Moral development in Childhood. Hazards of Childhood. d) Sex- Role typing in Adolescence, Family Relationships in adolescence. Physical & Psychological Hazards of Adolescence. Emerging issues on child development in the Indian context- Morality and discipline, Sex-role development, Child abuse, Media impact, parenting practices in diverse family context.

Reading List:

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.
Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.
Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.
Santrock, J.W. (2012). *Life Span Development* (13th ed) New Delhi: McGraw Hill.
Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.
Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

PY-MJ-204 -PRACTICUM WORK RELATED TO TOPICS IN PSY-201, 202, 203

Credit – 2
Internal Marks - 25
External Marks – 25
Total Marks - 50
Duration of Exam. – 2 HRS

FOURTH SEMESTER

PSY 205 STATISTICS AND PSYCHOLOGICAL RESEARCH-II

Credit – 4
Internal Marks - 50
External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

Objective: To familiarize students with the psychological research and basics of statistical methods and tools used in descriptive statistics of quantitative research.

Course Content:

Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research, Ethics in Psychological Research;

Research Traditions :Quantitative and Qualitative orientations towards research and their steps, Comparing Qualitative and Quantitative Research Traditions, Formulating a problem & developing a testable research question / research hypothesis; Sampling: Probability & Non probability sampling methods; Methods of Data Collection: Case study, Observation, Interview & Focus group discussion, Survey, Use of Secondary Data; Psychological testing: Characteristics of a test – standardization, reliability, validity, norms, applications & issues.

PY-MJ-206 DEVELOPMENTAL PSYCHOLOGY –II

Credit – 4

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

Objectives:

1. To equip the learner with an understanding of the concept and process of human development across the early adulthood and old age.

Unit I: Adulthood

Adulthood: Introduction- Developmental Tasks of Early & Late Adulthood, Personal & Social Hazards of Early Adulthood Meaning, Models and stages,

Unit 2: Middle Age

Middle Age: Introduction- Characteristics of Middle Age. Developmental Tasks of Middle Age. Physical and Cognitive Development; Social and Emotional Development, Wisdom, Spirituality and Religiosity; Adjustment to Mental Changes, Adjustment to Social Changes, Vocational Adjustment in Middle Age, Family Adjustment in Early Adulthood. Hazards of Middle Age.

Unit 3: Old Age

Old Age: Introduction- Characteristics of Old Age. The aging brain and nervous system, Social and cognitive development, Problems Unique to Old Age. Physical Adjustment, Adjustment to Motor Ability, Mental Adjustment, Vocational Adjustment, Adjustment to Retirement, Coping with Family Life. Decline during aging: Intervention and training, Successful aging, Dealing with major life events and psychosocial adjustment.

Text Book(s)

1 Hurlock, E.B (1978) Child Development (6th ed.) London: McGraw Hill Book Company

2 Hurlock, E.B (1981) Developmental Psychology-A Life span Approach.(5th ed.) New Delhi: Tata McGraw Hill Publishing Company

Reference Books

1. L. Berk *Child development (8the.)*.New Delhi: Prentice Hall (2012).

2. D. Papalia, S.Olds, R. Feldman, *Human Development (9th Edition)*. New Delhi :MHI(2017).

3. B. Hopkins, *The Cambridge encyclopaedia of child development*. New York. Cambridge University Press , (2013).

4. J.W. Santrock, *Life span Development, 13th Edition*. New Delhi: McGraw Hill (2017).

PY-MJ-207 FOUNDATION OF SOCIAL PSYCHOLOGY

Credit – 4

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

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

Course Content:

Unit 1 Introduction: 1.1 Definition and nature of social psychology 1.2 Brief history of social Psychology 1.3 Methods of social psychology: Quantitative and qualitative methods 1.4 Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media

2 Social cognition and attitudes: 2.1 Social cognition and information processing: Schemas, stereotypes and cognitive strategies 2.2 Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management 2.3 Attitudes: Nature and measurement, attitude change, 2.4 Attribution: nature and applications

3 Affective processes in social context: 3.1 Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion), 3.2 Pro-social behaviour 3.3 Aggression and social violence 3.4 Interpersonal attraction

4. Group Processes and Collective behaviour:

4.1 Group: Nature and group formation 4.2 Group and performance: Social facilitation, Social loafing and social conformity 4.3 Leadership: Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader 4.4 Collective Behaviour: Crowd

References:

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

Mikkelson, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.

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

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

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

Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.

Husain, A. (2012). Social psychology. New Delhi, India: Pearson.

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

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.

PY-MJ-208 Practicum related to the topics in PSY-206 and PSY-207

Credit – 4
Internal Marks - 25
External Marks – 25
Total Marks - 50
Duration of Exam. – 2 HRS

FIFTH SEMESTER

PY-MJ-301 - Understanding and dealing with Psychological Disorders

Credit – 4
Internal Marks - 50
External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

Objectives:

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

Course Content:

UNIT 1: Understanding abnormality

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

UNIT 2: Clinical States

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

UNIT 3: Developmental Disorders (Clinical Picture and Dynamics) Mental Retardation, Autism, ADHD, and Learning Disabilities

UNIT 4: Substance related disorders and eating disorders

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

References:

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach

(4th Ed.). Wadsworth: New York.

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

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

Carson, 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.

Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). *Abnormal Psychology* (11th Ed.). NY: John Wiley.

PY-MJ-302 Psychodiagnostics in Psychology

Credit – 4

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

Objective: To understand the classification and diagnoses of psychological disorders, differential diagnostics and the employment of various psychological tests for assessment of adults and children.

UNIT – I: General Issues in Psychological Assessment

a) Assessment and data collection

b) Processing assessment data and communicating the findings

Unit II: DSM and ICD (latest edition): Similarities and differences.

UNIT – II: Behavioral Assessment

a) Traditional approaches and current views

b) Behavioral assessment methods

c) Clinical and diagnostic interviewing

UNIT – III Assessment

a) Clinical assessment and uses of intelligence tests

b) Methods of personality assessment

c) Neuropsychological assessment

Readings:

Hecker, J.E., & Thorpe, G.L. (2005). *Introduction to Clinical Psychology. Science, Practice, and Ethics*. New Delhi: Pearson Education.

Kaplan, H.I., & Saddock, B.J. (). *A Comprehensive Textbook of Psychiatry*. 6th Edition. Vol.1 & 2, Baltimore: Williams and Wilkins.

Phares, J.E., & Trull, T.J. (1997). *Clinical Psychology. Concepts, Methods and Profession*. 5th Edition. California: Brooks/Cole Publishing Co.

PY-MJ-303 Applications of Psychology in Modern Life

Credit – 4
Internal Marks - 50
External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

Objectives: To develop an understanding of application of psychological processes and study the application of psychology to social issues in modern life.

Course Contents:

1. Nature of applied psychology

- 1.1. Psychology in everyday life: Health, law, religion, child development and money (behavioural finance/economics)
- 1.2. Introduction to professional ethics

2. Applications at individual and level

- 2.1. Psychometrics and assessment of cognition, intelligence, personality and their application
- 2.2. Emotional Intelligence, positive psychology and stress management
- 2.3. Issues related to gender, marriage, divorce, addiction (drug, cell phones) and parenting
- 2.4. Application of Yogic and Buddhist psychology

3. Application at individual/ group/ organizational level

- 3.1 Introduction to sport psychology
- 3.2 Educational psychology
- 3.3 Organizational behaviour
- 3.4 Consumer behaviour

4. Psychology and its application at societal level

- 4.1 Role of psychology in societal development
- 4.2 Disaster management; traffic psychology
- 4.3 Community psychology
- 4.4 Environmental psychology & ergonomics

References:

- American Psychological Association. (2010). Publication manual of the American Psychological Association. Washington, DC: American Psychological Association.
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi, India: Pearson Education.
- Donaldson, S. I., & Berger, D. E. (2006). The rise and promise of applied psychology in the 21st Century. In S. I. Donaldson, D. E. Berger, & K.
- <http://www.psychologydiscussion.net/branch/branches-of-psychology-different-branches-of-psychology/544>
- Misra, G., & Mohanty, A. K. (2002). Perspectives on indigenous psychology. New Delhi, India: Concept.
- Misra, G., & Pandey, J. (2011). Psychology and societal development. In P. R. Martin, F. M. Cheung, M. C. Knowles, M. Kyrios, J. B. Overmier and J. M. Prieto (Eds.), IAAP handbook of applied psychology. Oxford: Wiley-Blackwell.
- Pezdek (Eds.), Applied psychology: New frontiers and rewarding careers. Mahwah, NJ: Erlbaum.
- Retrieved from <http://www.apa.org/> Branches of Psychology.

Weathington, B. L., Christopher, J. L., Cunningham, B. J., O'Leary, & Biderman, M. D. (Eds.). (2011). Applied psychology in everyday life. Newcastle upon Tyne: Cambridge Scholar Publishing.

PY-MJ-304 Practicum related to the topics in PSY-301 and PSY-302

Credit – 3

Internal Marks - 25

External Marks – 25

Total Marks - 50

Duration of Exam. – 2 HRS

Practicum:

- a) Clinical case analysis with use of secondary data including movies (signs, symptoms, Etiology)/ Interview of cases from the above list of disorders.
- b) Test any one: 16PF, MMPI-2, Beck Cognitive Inventories or any other clinically appropriate test.

SIXTH SEMESTER

PY-MJ-305 COUNSELLING PSYCHOLOGY

Credit – 4

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

Objectives:

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

Course Content:

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

Unit 2: Techniques of Counselling: a) Psychoanalytic techniques b) Humanistic approaches c) Behavioral techniques d) Cognitive techniques

Unit 3: Counselling Applications: a) Child Counselling b) Family Counselling c) Career Counselling d) Crisis intervention: suicide, grief and sexual abuse

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

Practicum: Any two practicum based on topics from above units.

References:

- Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8th Ed.) Philadelphia: Mosby
- Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown
- Burnard, P. (2009). *Counseling Skills Training: Book of activities*. Viva Books, New Delhi.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
- Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
- Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.
- Hackney, H.L. (2012). *The Professional Counselor: A process guide to helping*. Pearson
- Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds) *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, Second Edition, Sage, South Asia Edition
- Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology*. New Delhi. ICSSR/ Pearson.
- Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
- Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning

PY-MJ-306 ORGANIZATIONAL BEHAVIOUR

Credit – 4

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

Objectives:

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

Course Content:**Unit 1: Introduction**

- a. Historical antecedents of Organizational Behaviour
- b. Contemporary Trends and Challenges
- c. Organizational Behavior : Challenges in the Indian Setting

Unit 2: Individual level processes

- a. Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour
- b. Work Motivation
 - i Early theories: Maslow, McClelland, Two factor
 - ii Contemporary theories: Goal setting, Equity, Expectancy
 - iii Applications: Job Characteristics Model, Job redesign, MBO

Unit 3: Dynamics of Organizational Behavior

- a. Organizational Culture
- b. Power and Politics: Influence, empowerment, sexual harassment, organizational politics.
- c. Positive Organizational Behavior

Unit 4: Leadership

- a. Basic approaches: Trait theories, Behavioral theories, Contingency theories
- b. Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles, Challenges to the leadership construct
- c. Indian perspective

References:

- Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Boston: Cengage Learning.
- Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee, & C. Sengupta (Eds.), *Indigeneity and universality in social sciences: A south Asian response*. New Delhi: Sage Publications.
- Muchinsky, P. M., & Culbertson, S. S. (2016). *Psychology applied to work*. Summerfield, NC: Hypergraphic Press.
- Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University Press.

Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.

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

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

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

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

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

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

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

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

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

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley

Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

PY-MJ-307 Practicum related to topics in PSY-305 and PSY-306

Credit – 2

Internal Marks - 25

External Marks – 25

Total Marks -50

Duration of Exam. – 2 HRS

PY-MJ- 351 Group PROJECT/ DISSERTATION

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

Reference – Latest APA manual for dissertation.

Evaluation: Viva jointly by one internal and one external examiner.

SEVENTH SEMESTER PSY-401 HEALTH PSYCHOLOGY

Credit – 4

Internal Marks - 50

External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

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

Course Content:

UNIT 1: Introduction: Introduction to Health Psychology; components of health: social, emotional, cognitive and physical aspects; mind-body relationship; goals of health psychology, Bio-psychosocial model of health.

UNIT 2: Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

UNIT 3: Stress: Nature, Sources, Effects of stress on physical and mental health; Coping and stress management.

UNIT 4: Health Management:

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

Practicum: Any 1 practicum pertaining to the syllabus.

References:

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

PY-MJ-402: POSITIVE PSYCHOLOGY

Credit – 4
Internal Marks - 50
External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

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

Course Content:

UNIT 1: Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

UNIT 2: Positive Emotional States and Processes: Happiness and Well being, Positive Affect

and Positive Emotions, Emotional Intelligence, Resilience

UNIT 3: Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

UNIT 4: Applications: Work, education, ageing, health

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

Reading List:

Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.

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

Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.

Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.

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

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

PY-MJ- 403 COMMUNITY PSYCHOLOGY

Credit – 4

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

UNIT 1: Introduction: Definition of community psychology; types of communities; models;

UNIT 2: Core values: Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation;

UNIT 3: Health promotion: process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context;

UNIT 4: Prevention and Interventions: Primary, Secondary and tertiary Prevention, community development and empowerment; case studies in Indian context.

References:

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

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

PY-MJ-404: Practicum related to Health Psychology, Positive Psychology and Community Psychology

Credit – 2

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

Syllabus For Courses offered as Minor Electives

FIRST SEMESTER

HN-PY-101 PSYCHOLOGY OF HEALTH & WELLBEING

Total Credits – 3

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

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

Course Content:

UNIT 1: Introduction: Introduction to Health Psychology; components of health: physical, social, emotional, cognitive and spiritual aspects; mind-body relationship; goals of health psychology; Bio-psychosocial model of health.

UNIT 2: Behavior and health: Characteristics of health behavior; Barriers to health behavior; Theories of health behavior and their implications.

UNIT 3: Stress: Nature, Sources, Effects of stress on physical and mental health; Coping and stress management.

UNIT 4: Health Management:

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

References:

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

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

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

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

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

SECOND SEMESTER
HN-PY-102: POSITIVE PSYCHOLOGY

Total Credits – 3
Internal Marks - 50
External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

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

Course Content:

UNIT 1: Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

UNIT 2: Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

UNIT 3: Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

UNIT 4: Applications: Work, education, ageing, health

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

Reading List:

Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.

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

Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.

Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.

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

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

THIRD SEMESTER

PY-MN-101 INTRODUCTION TO PSYCHOLOGY- I

Total Credits – 4 (3 T+1 P)

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

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

Course Content:

UNIT 1. Introduction: What is psychology? Perspectives on behavior; Methods of psychology (special emphasis on experimentation); subfields of psychology; Psychology in modern India.

UNIT 2 (a) Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement; Illusions.

(b) Thinking and Language: mental imagery, concepts, decision making; nature of language, language development.

UNIT 3. Learning and Motivation: Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning strategies; Learning in a digital world; Self-regulated learning; Perspectives on motivation, types of motivation, motivational conflicts.

UNIT 4 Memory & Forgetting: Models of memory: Levels of processing, Parallel Distributed Processing model, Information processing, Forgetting, Improving memory. Nature, causes and theories of forgetting, mnemonics.

PSY101: PRACTICUM-I

Any 2 practicum each pertaining to the topics in the theory courses.

References:

Baron, R. & Misra. G. (2013). Psychology. Pearson.

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

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

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

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

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

FOURTH SEMESTER

PY-MN-102 INTRODUCTION OF PSYCHOLOGY-II

Total Credits – 4 (3 T+1 P)

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

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

Course Content:

I) Thinking and Reasoning: Mental image and concept formation; Types of thinking-Divergent and Convergent thinking; Reasoning- Types of reasoning, barriers to rational reasoning; Language and thought;

II) Problem solving, Decision making and Creativity: Definition, cycle, types of problems; Obstacles in problem solving, approaches to problem solving; Decision making- Factors influencing decision making; Creativity- Nature and definition, stages and process of creativity, obstacles and facilitators of creativity;

III) Consciousness and Sleep: Definition of consciousness, Levels of consciousness, Altered states of consciousness-stages of sleep, sleep disorders, dreams, hypnosis, meditation, psychoactive drugs;

IV) Motivation and Emotions: Nature and types of motives; Biological, psychological and social; Theories of Motivation; Arousal, drive reduction, incentive, needs hierarchy; Motivation and learning; Nature, expression and functions of emotions, Theories of emotion, Measurement of emotions.

PSY102: PRACTICUM-II

Any 2 practicum each pertaining to the topics in the theory courses.

References:

1. R.A. Baron, G. Misra, *Psychology (5th e)*. India: Pearson (2017).
2. S.N. Ciccarelli, J.N. White, G. Misra, *Psychology (5th e)*. India. Pearson publications (2017).
3. C.T. Morgan, R.A. King, J.R. Weiss, J. Schopler, J. *Introduction to psychology 7th ed.*). New York: McGraw Hill (1989).

4. P.Zimbardo, R.L. Johnson, M.C. Vivian, *Psychology: Core concepts (7thed.)*. India. Pearson Education (2012).
5. M.W. Eysenck, *Psychology: An international perspective*. United Kingdom: Psychology Press Ltd.: Taylor & Francis (2004).

FIFTH SEMESTER

PY-MN-207 FOUNDATION OF SOCIAL PSYCHOLOGY

Total Credits – 4 (3 T+1 P)

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

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

Course Content:

Unit 1 Introduction: 1.1 Definition and nature of social psychology 1.2 Brief history of social Psychology 1.3 Methods of social psychology: Quantitative and qualitative methods 1.4 Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media

2 Social cognition and attitudes: 2.1 Social cognition and information processing: Schemas, stereotypes and cognitive strategies 2.2 Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management 2.3 Attitudes: Nature and measurement, attitude change, 2.4 Attribution: nature and applications

3 Affective processes in social context: 3.1 Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion), 3.2 Pro-social behaviour 3.3 Aggression and social violence 3.4 Interpersonal attraction

4. Group Processes and Collective behaviour:

4.1 Group: Nature and group formation 4.2 Group and performance: Social facilitation, Social loafing and social conformity 4.3 Leadership: Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader 4.4 Collective Behaviour: Crowd

PSY207: PRACTICUM-III

Any 2 practicum each pertaining to the topics in the theory courses.

References:

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

Mikkelson, B. (1995). *Methods for development work and research: A guide for practioners*. New Delhi: Sage.

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

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

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

Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.

Husain, A. (2012). Social psychology. New Delhi, India: Pearson.

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

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.

SIXTH SEMESTER

PY-MN-306 FOUNDATION OF ORGANIZATIONAL PSYCHOLOGY

Total Credits – 4 (3 T+1 P)

Internal Marks - 50

External Marks – 50

Total Marks - 100

Duration of Exam. – 3 HRS

Objectives:

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

Course Content:

Unit 1: Introduction

- a. Historical antecedents of Organizational Behaviour
- b. Contemporary Trends and Challenges
- c. Organizational Behavior : Challenges in the Indian Setting

Unit 2: Individual level processes

- a. Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour
- b. Work Motivation
 - i Early theories: Maslow, McClelland, Two factor
 - ii Contemporary theories: Goal setting, Equity, Expectancy
 - iii Applications: Job Characteristics Model, Job redesign, MBO

Unit 3: Dynamics of Organizational Behavior

- a. Organizational Culture
- b. Power and Politics: Influence, empowerment, sexual harassment, organizational politics.
- c. Positive Organizational Behavior

Unit 4: Leadership

- a. Basic approaches: Trait theories, Behavioral theories, Contingency theories
- b. Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles, Challenges to the leadership construct
- c. Indian perspective

PSY 306: PRACTICUM-IV

Any 2 practicum each pertaining to the topics in the theory courses.

References:

- Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Boston: Cengage Learning.
- Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee, & C. Sengupta (Eds.), *Indigeneity and universality in social sciences: A south Asian response*. New Delhi: Sage Publications.
- Muchinsky, P. M., & Culbertson, S. S. (2016). *Psychology applied to work*. Summerfield, NC: Hypergraphic Press.
- Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University Press.
- Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.
- Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
- Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations (9th Ed.)*. India: Dorling Kindersley.
- Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi : Biztantra publishers.
- Landy, F.J. & Conte, J.M. (2007) *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York : Wiley Blackwell.
- Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.
- Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.
- Prakash, A. (2011). *Organizational behavior in India: An indigenous perspective*. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
- Robbins, S. P. & Judge, T.A. (2007) *Organizational Behavior(12th Ed)*. New Delhi: Prentice Hall of India.
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