

**Choice Based Credit System (CBCS)**

# UNIVERSITY OF DELHI

DEPARTMENT OF PSYCHOLOGY

UNDERGRADUATE PROGRAMME  
(Courses effective from Academic Year 2015-16)



## SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

**Disclaimer:** The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

**Undergraduate Programme Secretariat**

## **Preamble**

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

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

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

## **CHOICE BASED CREDIT SYSTEM (CBCS):**

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

### **Outline of Choice Based Credit System:**

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
  - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
  - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
  - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
  - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

**Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)**

Course	*Credits	
	Theory+ Practical	Theory + Tutorial
<b><u>I. Core Course</u></b>		
(14 Papers)	14X4= 56	14X5=70
<b>Core Course Practical / Tutorial*</b>		
(14 Papers)	14X2=28	14X1=14
<b><u>II. Elective Course</u></b>		
<b>(8 Papers)</b>		
A.1. Discipline Specific Elective	4X4=16	4X5=20
<b>(4 Papers)</b>		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
<b>(4 Papers)</b>		
B.1. Generic Elective/		
Interdisciplinary	4X4=16	4X5=20
<b>(4 Papers)</b>		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
<b>(4 Papers)</b>		
<ul style="list-style-type: none"> <li>• <b>Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6<sup>th</sup> Semester</b></li> </ul>		
<b><u>III. Ability Enhancement Courses</u></b>		
<b>1. Ability Enhancement Compulsory</b>		
<b>(2 Papers of 2 credit each)</b>	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
<b>2. Ability Enhancement Elective (Skill Based)</b>		
(Minimum 2)	2 X 2=4	2 X 2=4
<b>(2 Papers of 2 credit each)</b>		
<b>Total credit</b>	<b>140</b>	<b>140</b>
<b>Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.</b>		

\* wherever there is a practical there will be no tutorial and vice-versa

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

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

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

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

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

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

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

DSE-PSY-05: Cultural and Indigenous Psychology (Theory+ Practical)

DSE-PSY-06: Project/Dissertation (VI Semester)

DSE-PSY-07 Psychological Perspective in Education (Theory+ Practical)

DSE-PSY-08: Psychology of Disability (Theory+ Practical)

DSE-PSY-09: Psychology of Peace (Theory+ Practical)

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

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

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

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

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

GE-PSY-05: Psychology and Media (Theory+ Tutorial)

GE-PSY-06: Inter-group Relations (Theory+ Tutorial)

GE-PSY-07: Youth Psychology (Theory+ Tutorial)

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

AEEC-PSY-01: Emotional Intelligence (Theory+ Tutorial)

AEEC-PSY-02: Stress Management (Theory+ Tutorial)

AEEC-PSY-03: Effective Decision Making (Theory+ Tutorial)

AEEC-PSY-04: Educational Psychology (Theory+ Tutorial)

AEEC-PSY-05: Selection and Training (Theory+ Tutorial)

AEEC-PSY-06: Personal Growth and Development (Theory+ Tutorial)

AEEC-PSY-07: Psychological Skills in organization (Theory+ Tutorial)

## CORE COURSES

### SEMESTER-I

#### C-PSY-01: INTRODUCTION TO PSYCHOLOGY

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

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

**Practicum:**

Any 2 practicum pertaining to C-PSY-01 (Introduction to Psychology).

**Readings:**

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

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

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

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

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

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

**Unit 1:**

**Introduction:** Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement.

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

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

**Unit 2:**

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

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

**Unit 3:**

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

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

**Unit 4:**

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

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

**Reading List:**

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

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

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

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

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



## SEMESTER II

### C-PSY-03: BIOPSYCHOLOGY

#### Objectives:

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

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

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

**Unit 3: Organization of Nervous system:** CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization).

**Unit 4: Neuroendocrine system:** Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal

#### Readings:

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

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

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

### C-PSY-04: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

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

**Unit 1: Personality:** Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic and social cognitive.

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

**Unit 3: Indian approach:** Self and identity in Indian thought.

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

#### Practicum:

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

**Readings:**

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

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

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

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

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

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

**SEMESTER- III****C-PSY-05: DEVELOPMENT OF PSYCHOLOGICAL THOUGHT****Objectives:**

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

**Unit 1: Understanding Psyche:** A universal quest for understanding Consciousness Indian Perspective: Yoga and Vedant: Western Perspective /issues of content and methodology with reference to classical schools. Emergence of modern psychology: Questions from Western view; Debates : Free Will and Determinism, Empiricism and Rationality

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

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

**Unit 4: Contemporary Developments:** Feminism and social constructionism.

**Readings:**

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

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

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

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

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

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

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

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

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

## **C-PSY-06: PSYCHOLOGICAL RESEARCH**

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

### **Unit 1:**

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

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

**Unit 2: Sampling:** Probability & Non probability sampling methods

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

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

### **Practicum**

Any 2 practicum based on C-PSY-06 using any of the following:

Interview

FGD

Survey

Observation

Case Study

Semi Projective Techniques

### **Reading List:**

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

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

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

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

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

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

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6<sup>th</sup> Ed.) Boston: Pearson Education.

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

## **C-PSY-07 SOCIAL PSYCHOLOGY**

### **Objectives:**

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

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

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

**Unit 3: Social interaction and Influence:** Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence

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

### **Readings:**

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

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

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

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

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

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

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

## **SEMESTER- IV**

### **C-PSY- 08 Understanding Psychological Disorders**

#### **Objectives**

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

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

**Unit 2: Clinical Picture and etiology of Disorders I:** Anxiety disorders (any 2 disorders); Somatoform disorders – Hypochondriasis and Conversion disorders

**Unit 3 : Clinical Picture of:** Mood disorders; Eating disorders; Sexual disorders: Gender Identity Disorder

**Unit 4 : Clinical Picture:** Schizophrenia; Personality Disorder (any one); Borderline Personality Disorder / Anti Social Personality Disorders; Disorders of Development (any two): Learning disorder/ Mental Retardation, ADHD/ Autism

### Readings:

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

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

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

David Barlow H. & Durand V. Mark, 7<sup>th</sup>Edition, e-book (2013) Abnormal Psychology :Cengage Learning India Edition

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

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

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

#### Unit 1:

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

#### Interpreting the Results of Hypothesis Testing

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

#### Unit 2:

##### Hypothesis Testing About the Difference between Two Dependent (Correlated) Means

The Null and Alternative Hypotheses; Determining a Formula for  $t$ ; Degrees of Freedom for Tests of No Difference between Dependent Means; Testing a Hypothesis about Two Dependent Means using the formula involving standard errors and correlation only; Assumptions When Testing a Hypothesis about the Difference between Two Dependent Means.

#### Confidence Intervals

Confidence Intervals for  $\mu_X - \mu_Y$ ; The Relation between Confidence Intervals and Hypothesis Testing; The Advantages of Confidence Intervals.

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

The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance:

Assumptions Associated with ANOVA; Variation within and between Groups; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the  $F$  Ratio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Variance only; Comparison of  $t$  and  $F$ .

**Unit 4:****Hypothesis Testing for Categorical Variables and Inference about Frequencies**

The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test.

**Nonparametric Approaches to Data**

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

**Introduction to SPSS**

Getting Started with SPSS; Uses of SPSS in Statistics and Research.

**Reading List:**

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

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

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

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

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

**C-PSY-10: APPLIED SOCIAL PSYCHOLOGY**

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

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

**Unit 2: Applying Social Psychology-I:** Environment, diversity.

**Unit 3: Applying Social Psychology-II:** work, health, legal system.

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

**Practicum:** The students will conduct two practicum based on topics in C-PSY-10.

**Readings:**

Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage. Mikkelsen, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.

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

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

**SEMESTER- V****C-PSY-11: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL DISORDERS****Objective:**

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

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

Application in case of mood disorders and schizophrenia

**Unit 2: Insight oriented explanations and interventions:** 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:** Application in case of any two from phobias/panic disorder, depression/eating disorders

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

**Practicum:** Any two practicum based on topics in C-PSY-11

**Readings:**

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

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

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

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

**C-PSY-12: DEVELOPMENTAL PSYCHOLOGY**

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

**Unit 1: Introduction:** Concept of Human Development; Theories, themes and research designs

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

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

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

**Practicum:** Any two practicum based on topics in C-PSY-12

**Reading List:**

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

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

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

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

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

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

Santrock, J.W. (2012). *Life Span Development* (13<sup>th</sup> ed.) New Delhi: McGraw Hill.

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

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

## SEMESTER- VI

### C-PSY-13: ORGANIZATIONAL BEHAVIOUR

**Objectives:**

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

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

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

**Unit 3: Dynamics of Organizational Behavior:** Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism, Emotional Intelligence

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



**Practicum:** Any two practicum based on topics in C-PSY-13

**Readings:**

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

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

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

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

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

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

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

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

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

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

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

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

## C-PSY 14 COUNSLING PSYCHOLOGY

**Objectives:**

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

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

**Unit 2: Counselling Process:** Building counselling relationships; Working in a counselling relationship; Closing counselling relationships

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

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

**Practicum:** Any two practicum based on topics in C-PSY-14

**Readings:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**ELECTIVE: DISCIPLINE SPECIFIC DSE**

**Any 4 from the following list (2 in Semester V and 2 in Semester VI):**

**DSE-PSY-01: POSITIVE PSYCHOLOGY**

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

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

**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 two practicum can be designed from the syllabus provided 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.

**DSE-PSY-02: HUMAN RESOURCE MANAGEMENT**

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

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

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

**Unit 3:** International human resource management (IHRM) The context of Globalization, Types of cross-national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise. Expatriate failure, Cross-cultural training.

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

**Practicum:** Students would be required to complete 2 practicum from any of the topics discussed in DSE-PSY-02.

**Reading List:**

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

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

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

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

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

### **DSE-PSY-03: HEALTH PSYCHOLOGY**

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

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

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

**Unit 3: Health Enhancing Behaviours:** Exercise, nutrition, safety, pain, stress management

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

**Practicum:** Any 2 practicum pertaining to the syllabus.

#### **Readings:**

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

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

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

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

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

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

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

### **DSE-PSY-04: COMMUNITY PSYCHOLOGY**

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

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

**Unit 2: Core values:** 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:** 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:** community development and empowerment; case studies in Indian context.

**Practicum:** Practicum on any two of the topics covered in DSE-PSY-04

**Readings:**

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

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

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

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

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

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

**DSE-PSY-05: CULTURAL AND INDIGENOUS PSYCHOLOGY**

**Objective:** To understand the role of culture in understanding behaviour and exploring psychological insights in the Indian thought traditions.

**Unit 1: Cultural Processes:** Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences.

**Unit 2: Culture, Self and Others:** Who am I and Who are They? Culture and architecture; Representation: Person, Other People, Self and of Groups, The Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways.

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

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

**Practicum:** Students to do any 2 practicum from the above course

**Readings**

Adair, John. G.(2002) .How International is International Psychology? International Journal of Psychology,37, 160-170.

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.

Chiu, C., & Hong, Y. (2006).Social Psychology of Culture. New York: Psychology Press.

Kim,U.,Shu,K.,Yang,K.S.,&Hwang, K.K.(2006).Indigenous and Cultural Psychology: Understanding People in Context. Springer.

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.

Mathijs, Cornelissen, R.M., Misra,G.&Verma, Suneet.(2011). Foundation of Indian Psychology, Vol 1,Theories and Concepts. New Delhi: Pearson

Misra, G., & Gergen, K. J. (2002).On the place of culture in psychological science. . In G. Misra, and A. K.Mohanty (eds.), Perspectives onindigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.

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.

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.

Smith, P.B., Bond, M. H., &Kagitcibasi, C. (2006). Understanding Social Psychology across cultures: Living and working in a changing world. London: Sage.

### **DSE-PSY-06: PROJECT/ DISSERTATION / INTERNSHIP**

**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.

### **DSE-PSY-07PSYCHOLOGICAL PERSPECTIVES IN EDUCATION**

#### **Objectives:**

- To understand of the interface between education and psychology
- To appreciate the various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education
- To enable learners to deal with various problems and issues related to student diversity in a classroom

**Unit 1: Education and Psychology: An Introduction:** Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; ‘Child-centred’ and ‘progressive’ education

**Unit 2: Debates and Issues in Educational Psychology:** De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue

**Unit 3: Classroom Management & Assessment:** Issues related to Classroom Management, Discipline and Control: Behavioural objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment

**Unit 4: Inclusive Education: Dealing with Classroom Diversity:** Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labelling

**Readings:**

Bartlett, S., & Burton, D. (2012). *Introduction to education studies*. London: Sage.

Combs, A. (1979). *Myths in education: Beliefs that hinder progress and their alternatives*. London: Allyn & Bacon.

Dearden, R. (1967). The concept of play. In R. Peters, *The concept of education* (pp. 51-63). London: Routledge & Kegan Paul.

Leicester, M. (2008). *Creating an inclusive school*. London: Continuum International Publishing Group.

Long, M. (2000). *The Psychology of Education*. Sussex: Routledge.

Matthews, M. (1980). *The marxist theory of schooling: A study of epistemology and education*. Sussex: The Harvester Press.

Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, *The study of education* (pp. 133-178). London: Routledge & Kegan Paul.

Richmond, W. (1975). *Education and schooling*. London: Methuen & Co. Ltd.

Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.

Smith, M. (1977). *The underground and education: A guide to the alternative press*. London: Methuen & Co. Ltd.

Spring, J. (1975). *A primer of libertarian education*. New York: Free Life Editions.

Sutherland, M. (1988). *Theory of education*. London: Longman.

Woolfolk, A. (2013). *Educational psychology*. Delhi: Pearson.

**DSE-PSY-08 PSYCHOLOGY OF DISABILITY****Objectives:**

- The objective of the course is to provide students with an overview of the disability from the psychological perspective.
- Students will understand knowledge about disability as a social, cultural, historical and political phenomenon.
- Drawing from the four units students will be exposed to varying disability definitions, cultural meanings and representations,
- What does it mean to be “disabled”? How has this meaning changed over time in India? What factors affect a person’s experience of disability? Why should people in psychology learn about these matters?

**Unit 1: Conceptualizing Disability: An Introduction**

- a) Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique
- b) Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust
- c) Issues of language and its consequent labeling: How disability gets constructed: the power of language

**Unit 2: Making of a disabled Identity**

- a) Documenting Disability: Problems of Certification
- b) Issues Of Access : Built and Psychological, Issues of Education and Employment
- c) Family, Care & Support Structures
- d) Intimacy and Sexuality :Marriage, Companion relationships

**Unit 3: Theorizing Disability:** Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model

**Unit 4: Designing Interventions**

- a) Legislations, Psychotherapeutic approaches
- b) Appreciating heterogeneity of different disabilities
- c) Contemporary debates: euthanasia and prenatal selection

**Readings**

Chib, M. (2011). *One Little Finger*. New Delhi: Sage Publications Pvt. Ltd.

Dalal A .K &MisraGirishwar (2010). *The Core and Context of Indian Psychology Psychology and Developing Societies*, 22, (1), 121–155

Dalal, A.K. (2000a). Social attitudes and rehabilitation of people with disability: The Indian experience. *Arab Journal of Rehabilitation*, 5, 15-21.

Dalal, A.K. (2000b). Living with a Chronic Disease: Healing and Psychological Adjustment in Indian Society. *Psychology and Developing Societies*, 12: 67-82.

Dalal, A. K. (2002).Disability rehabilitation in a tradition Indian society.In M. Thomas and M. J. Thomas. (eds), Selected readings in community based rehabilitation, Series 2, *Asia Pacific Disability Rehabilitation Journal*, 1, 17-26.

Dalal, A. K., & Pande, N. (1999). Cultural beliefs and family care of the children with disability. *Psychology and Developing Societies*, (11), 55–75.

Dalal, A. K. (2011). Folk wisdom and traditional healing practices: Some lessons for modern psychology. In Matthijs Cornelissen, Girishwar Misra, & Suneet Varma (eds) *Foundations of Indian Psychology: Practical applications* (Vol. 2) Longman, Pearson Education, New Delhi

Ghai, A. (2015). *Rethinking Disability in India*. India: Routledge.

Ghai, A. (2010). Psychology of Disabled in G.Misra (Ed.) *Psychology in India: Advances in research*. New Delhi: Pearson education.

Ghai, A. (2006 [2003]) *(Dis)Embodied Form: Issues of Disabled Women*. New Delhi: Shakti Books.

Goodley. D & Lawthom. R. (2006). *Disability And Psychology: Critical Introductions And Reflections*. Palgrave Macmillan.

**DSE-PSY-09: PSYCHOLOGY OF PEACE****Objectives:**

- To explore concepts of peace and conflict from a psychological perspective
- Create awareness about national and international peace and conflict process and how psychology can play an important role.



**Unit 1: Introduction:**

Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.

**Unit 2: Psychological Understanding of Peace and Conflict**

Psychoanalytical - Freud, Vamik Volkan; Social-Psychological – Herbert C. Kelman, Vollhardt & Bilali, Psychocultural Interpretations – Marc Howard Ross.

**Unit 3: Building peace**

Structure, Process, Integrated framework for peace building, peace education

**Unit 4: Peace Process and Transformation**

Kashmir, North-East – Manipur, Nagaland, Assam, Pakistan, Northern Ireland- inter-community diversity network model, South Africa – truth and reconciliation model, and Israel – cross community network model, stories of peace challenge

**Practicum:** Any two practicum based on GE-PSY 09

Bose, S. (2005). *Kashmir at the Crossroads: Problems and Possibilities*, In Das, S. K. (Ed.) *Peace Process and Peace Accord*, 142-171, New Delhi: Sage.

Cheistie, D. J., Hare, A. P., & Winter, D. D. (2001). *Peace, Conflict and Violence: Peace Psychology for the 21<sup>st</sup> Century*. Englewood Cliffs, New Jersey: Prentice-Hall.

CQ Researchers (2011). *Issues in Peace and Conflict Studies*, New Delhi, Sage.

Das, S. K. (2005). *Nobody's Communique: Ethnic Accords in North-East*. In Das, S. K. (Ed.) *Peace Process and Peace Accord*, pp120-141, New Delhi: Sage.

Delahaye, P., & Krishnan, B. (2003). *Imagine Nagaland: The Courage to be Positive*, In Sampson, C., Abu-Nimer, M., et al. (Ed.) *Positive Approaches to Peacebuilding*, pp169-186, Washington, DC: Pact Publications.

Fox, M. A. (2014). *Understanding Peace: A Comprehensive Introduction*, New York, Routledge.

Freud, S. (1930). *Civilization and its Discontents*, Penguin Books Ltd.

Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). *Searching for Peace: The Road to Transcend*, London: Pluto Press.

Gurumayum, L. (2007). *The role of Manipuri Women in Crisis Management during the Extension of Ceasefire between the Government of India and NSCN (IM) without Territorial Limits*, WISCOMP Perspectives, 25.

Hasan, M. (2005). *Improving India-Pakistan Relations*, In Das, S. K. (Ed.) *Peace Process and Peace Accord*, pp 25-253, New Delhi: Sage.

Jeong, H. W. (2008). *Understanding Conflict and Conflict Analysis*. New Delhi: Sage.

Kelman, H. C. (2015). *A Social-Psychological Approach to Conflict Analysis and Resolution*, In Sandole, D. J. D., Byrne, S., et al. *Handbook of Conflict Analysis and Resolution*, South Asia: Routledge.

Lederach, J. P. (2004). *Building Peace: Sustainable Reconciliation in Divided Societies*, Washington, DC: United States Institute of Peace.

Ross, M. H. (2001). *Psychocultural Interpretations and Dramas: Identity Dynamics in Ethnic Conflict*. *Political Psychology*, 22 (1), 157-178.

Volkan, D. V. (1985). The Need to Have Enemies and Allies: A Developmental Approach. *Political Psychology*, 6(2), 219-247.

Vollhardt, J. K. & Bilali, R. (2008). Social Psychology Contribution to the Psychological Study of Peace. *Social Psychology*, 39 (1), 12-25.

Wallensteen, P. (2006). *Understanding Conflict Resolution: War, Peace and the Global System*, London: Sage.

Webel, C., & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. New York, Routledge.

### **ELECTIVE: GENERIC (GE)**

#### **GE-PSY-01: GENERAL PSYCHOLOGY**

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

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

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

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

**Unit 4: Applications of Psychology:** Work; Health

#### **Readings:**

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

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

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

Glassman, W.E. (2000). *Approaches to Psychology (3<sup>rd</sup> Ed.)* Buckingham: Open University Press.

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

#### **GE-PSY-02: YOUTH, GENDER AND IDENTITY**

##### **Objectives:**

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

##### **Unit 1: Introduction**

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

**Unit 2: Youth and Identity**

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

**Unit 3: Gender and Identity**

- a) Issues of Sexuality in Youth
- b) Gender discrimination
- c) Culture and Gender: Influence of globalization on Gender identity

**Unit 4: Issues related to Youth, Gender and Identity**

- a) Youth, Gender and violence
- b) Enhancing work-life balance
- c) Changing roles and women empowerment
- d) Encouraging non-gender stereotyped attitudes in youth

**Readings:**

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

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

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

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

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

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

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

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

**Readings:**

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

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

(2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton. Hick,

J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.

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

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

**GSE-PSY-04: PSYCHOLOGY AT WORK****Objectives:**

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

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

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

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

**Unit 4: Leadership:** Early approaches to leadership, contemporary approaches to leadership- Transformational & Transactional Leadership

### Readings:

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

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

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

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

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

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

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

### GE-PSY-05: PSYCHOLOGY AND MEDIA

**Objective:** To understand the effect of media on human psyche and to develop a critical awareness of the underlying psychological processes and mechanisms

**Unit 1: Interface of Media and Psychology:** Understanding the interface between media & psychology; Fantasy v/s Reality

**Unit 2: Being a Consumer: Why to Consume?:** Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity

**Unit 3: Knowing and Creating Consumer Needs:** Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda

**Unit 4: Critical issues in Media Influence:** Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change

### Readings:

Cill, J.C., Culbert, D.H., & Welsh, D. (2003) *Propaganda and Mass Persuasion: A Historical Encyclopedia*, Santa Barbara: ABC-CLIO, Inc.

Dill, K.E. (2009). *How Fantasy becomes Reality Seeing through Media Influence*. New York: Oxford University Press.

Giles, D. (2003). *Media Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.

Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.

Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.

Wanke, M. (Ed.). (2009). *Social Psychology of Consumer Behaviour*. NY: Taylor & Francis Group.

### **Audio-Visual Sources**

Documentary: 'No Logo: Brands, Globalization and Resistance' by Naomi Klein

Documentary: 'Killing Us Softly 4' by Jean Kilbourne

Documentary: 'Century of Self-Part 1: Happiness Machines' by Adam Curtis

### **GE-PSY-06: INTER-GROUP RELATIONS**

**Objective:** To understand the significance of healthy inter-group relations for the society and learn the strategies of resolving intergroup conflicts.

**Unit 1: Nature of intergroup relations:** Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

**Unit 2: Social categorization and conflict:** In-group vs. out-group; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization.

**Unit 3: Cultural aspects of intergroup relations:** Social identity, Stereotypes, case studies in the Indian context.

**Unit 4: Resolving intergroup conflict:** Intergroup contact; Promoting intergroup cooperation; Conflict management strategies.

### **Readings:**

Baron, R.A., Branscombe, N.R., Byrne, D. & Bhardwaj, G. (2009) *Social psychology*. New Delhi: Pearson.

Keyton, J. (2006). *Communicating groups-building relationships in group effectiveness*. New York: Oxford University Press.

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

Zorsyth, D.R. (2009) *Group dynamics*. Broke/Cole: Wadsworth .

### **GE-PSY-07: YOUTH PSYCHOLOGY**

#### **Objective:**

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.

**Unit 1: Introduction:** Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

**Unit 2: Youth development and Relationships:** Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.

**Unit 3: Today's Youth: Issues and challenges:** Youth and risk behaviours; Employment and education

**Unit 4: Developing Youth:** Positive youth development; Building resources: Hope, Optimism and Resilience.

**Readings:**

Agochia, D. (2010). Life competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage Publication.

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

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

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. (Chapters 1 & 2).

Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge

Connidis, I. A. (2010). Family ties and aging. Sage. (Chapters 8 & 10)

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

**AECC-PSY-01: EMOTIONAL INTELLIGENCE**

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

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

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

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

**Unit 4: APPLICATIONS:** Workplace; Relationships; Conflict Management; Effective Leadership

**Readings:**

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

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

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

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

**AECC-PSY-02: STRESS MANAGEMENT**

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

**Unit 1:** Stress: Introduction, Nature of stress, symptoms of stress

**Unit 2:** Various sources of stress: environmental, social, physiological and psychological

**Unit 3:** Stress and health: effects of stress on health, eustress

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

**Readings:**

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

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

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

**AEEC-PSY-03: EFFECTIVE DECISION MAKING**

**Objective:** Students will learn various strategies which will enable them to make good decisions in life.

**Unit 1:** Introduction: What is decision making? Importance of making good decisions.

**Unit 2:** Decisions regarding career: Discovering self and creating a healthy acceptance of self; Learning to connect with self with vocational choices/career.

**Unit 3:** Decision making in interpersonal context: Learning about conflict management in interpersonal relations; negotiation in interpersonal conflict, handling difficult people and finding solutions

**Unit 4:** Decision making at the workplace: developing competencies and skills required for effective decision making

**Readings:**

Adler, R.B & Proctor, R.F (2009). *Communication Goals and Approaches*. Wadsworth cengage Learning, India

Chadha, N.K. & Bhatia, H. (2014). *Career Development-different voices, different choices*. The Readers Paradise: New Delhi.

Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). *Developing soft skills*. Pearson Education, India.

**AEEC-PSY-04: EDUCATIONAL PSYCHOLOGY**

**Objective:** To understand the applications of psychology in the area of education.

**Unit 1: Introduction to Educational Psychology:** Nature, scope & relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism

**Unit 2: Human Diversity and Education:** Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

**Unit 3: Effective Teaching and Classroom Management:** Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances; Classroom Management

**Unit 4: Exceptionality and Special Education:** Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of Teachers towards learners with Special Needs

**Readings:**

Lahey R.B. Graham J. E., (2000) *An Introduction to Educational Psychology*, 6th Ed., Tata McGraw Hill Publishers, New Delhi.

Santrock John W. (2010) *Educational Psychology*, Inwin Professional Publishers, Delhi.

Slavin, R. (2008). *Educational psychology: Theory into practice*, (9th ed.). Boston: Allyn and Bacon.

Woolfolk Anita (2004) *Educational Psychology*, 9th Edition, Allyn and Bacon, Boston.

Woolfolk Anita & Woolfolk Hoy Anita (2008) *Educational Psychology*, Pearson, New Delhi.

**AEEC-PSY-05: SELECTION & TRAINING****Objectives:**

To give an overview of the core HR practices in organizations

To impart basic psychological skills relevant for a practitioner in an organizational context.

**Unit 1:** Job analysis: techniques; importance

**Unit 2:** Employee Selection: Brief Introduction to HR and HR Cycle; Selection devices: Interview, Psychometric testing, Assessment center

**Unit 3:** Performance appraisal

Relevance of performance appraisal

Performance Appraisal Methods: Graphic Rating scales, Employee comparison methods, Behavioural checklist and scales

Feedback of performance appraisal information to employees

**Unit 4:** Training: Steps in establishing a training program; Methods and techniques of training

**Readings:**

Aamodt, M. G. (1999). *Applied Industrial/Organizational Psychology*. India: Cengage Learning.

Chadha, N.K. (2002). *Human Resource Management: Issues, Case Studies & Experiential Exercises*. New Delhi: ShriSaiPrintographers

De Cenzo and Robbins, S.P. (2006). *Fundamentals of human resource management* (8th ed). NY: Wiley.

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

Smither, R.D. (1988). *The psychology of work and human performance*. NY: Harper and Row.

**AEEC-PSY-06: PERSONAL GROWTH AND DEVELOPMENT**

**Objective:** To facilitate the process of self-discovery and the development of emotional, cognitive and interpersonal competencies for personal growth and effectiveness using the experiential learning paradigm.



**Unit 1: Understanding the Self**

- a) The self-concept and self-esteem
- b) Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories

**Unit 2: Emotional Competence:** Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence

**Unit 3: Cognitive Competence:** Setting and achieving goals; Effective time management; Metacognitive strategies

**Unit 4: Interpersonal Competence**

- a) Effective interpersonal communication (conversational skills, listening skills, reading non-verbal messages, improving communication climates)
- b) Intimacy and self-disclosure in close relationships
- c) Managing interpersonal conflicts

**Readings:**

Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in.* (14<sup>th</sup> ed.). USA: Wadsworth Cengage Learning

Haddon, P. F. (1999). *Mastering personal and interpersonal skills.* London: Thorogood

Robbins, S.P. & Hunsaker, P. L. (2008). *Training in interpersonal skills: Tips for managing people at work.* (5<sup>th</sup> ed.). New Delhi: PHI Learning

Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science*, 26, 113-125.

Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy use and instruction.* New York: Guilford Press (Chapters 9 and 10).

Weiten, W. & Lloyd, M.A. (2006). *Psychology applied to modern life: Adjustment in the 21<sup>st</sup> century.* (8<sup>th</sup> ed.). USA: Thomson Wadsworth

**AEEC-PSY-07: PSYCHOLOGICAL SKILLS IN ORGANIZATIONS****Objectives:**

- a) To gain understanding of key human relations skills demanded at the workplace
- b) To develop self-understanding, strengthen interpersonal relationships, manage stress, effective communication skills and perform as a focused leader in today's tough business environment

**Unit 1:** Self management and social awareness: Understanding self-strengths and weaknesses, Johari window, Emotional Intelligence, Stress and Coping, Time Management

**Unit 2:** Inter-personal Communication: Verbal (Oral, writing) and Non-verbal Communication at Work, Overcoming barriers to effective communication, Active Listening, Giving and Receiving Feedback

**Unit 3:** Leadership Development: Characteristics of Leadership (developing confidence, assertiveness), Effective Delegation, Problem Solving, Conflict Resolution

**Unit 4:** Team building: Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making

**Suggested activities**

Since the objective of the paper is to enhance core psychological skills required in performing effectively at the workplace, in the class on student presentations, students could be encouraged to take the following illustrative activities:

- (i) De Bono six thinking hats
- (ii) Developing awareness and interpersonal relations understanding using Johari window
- (iii) Enhancing interpersonal awareness using psychological tests like Firo-B
- (iv) How to make effective presentations
- (v) Group decision making
- (vi) Perspective taking

**Readings:**

De Bono, E. (1985). *Six Thinking Hats: An Essential Approach to Business Management*. New York: Little, Brown, & Company.

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

Hayes, J. (2002). *Interpersonal skills at work*, 2<sup>nd</sup> edition. New York: Routledge

Luft, J. & Ingham, H. (1955). The Johari window: A graphic model of interpersonal awareness. *Proceedings of the western training laboratory in group development*. Los Angeles: UCLA