

SYLLABUS
for
Choice Based Credit System
(CBCS)

On the basis of
Outcome Based Education
(OBE)

B.A. PSYCHOLOGY



PATNA WOMEN'S COLLEGE

Autonomous

PATNA UNIVERSITY

3rd Cycle NAAC Accredited at 'A' Grade with CGPA 3.58/4
"College with Potential for Excellence" (CPE) Status Accorded by UGC

Vision

Rooted in the life, vision and teachings of Jesus Christ and inspired by Mother Veronica, the foundress of the Apostolic Carmel, Patna Women's College strives to become a centre of academic excellence in higher education, social responsibility, and empowerment of women.

Mission Statement

Patna Women's College, the first college for women in Bihar, is committed to the holistic development of women so as to make an effective contribution to the creation of a better society.

To this end, we strive

- To become a center of excellence in higher education for women in an atmosphere of autonomy.
- To excel in teaching-learning, research, and consultancy.
- To provide education that promotes capacity building and holistic development of a person.
- To offer subjects for competency building and motivate/animate a workforce imbued with human values.
- To promote patriotism, communal harmony and cultural integration to maintain a free and peaceful atmosphere in the campus.
- To train the students in creative arts, social service, critical thinking, and leadership in order to make an effective contribution to the creation of a new and value-based society.
- To create women leaders and to make them agents of social change.
- To develop skill oriented and value-based courses, for the all-round development of individuals.
- To promote academic exchange and academia-industry interface.
- To form young women who are 'always wise' and who will dare to 'go ahead and conquer knowledge' through, competence, commitment, delicate conscience, and compassion.

Psychology (Honours) Details of CBCS Syllabus

Programme Outcomes:

After the completion of B.A. Honours Degree Programme, the students will be able to achieve the following outcomes:

- PO1: Professional knowledge:** Acquire profound knowledge of humanities/Arts, its concepts and principles such as literary, philosophical, sociological, political, historical, economic foundations of education etc.
- PO2: Critical and Cognitive skills:** Develop and Demonstrate the ability to insightful response and analysis of a work of art in order to participate in discussions.
- PO3: Environment and sustainability:** Understand the impact of the scientific solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- PO4: Effective Communication:** Demonstrate familiarity with and ability to analyze both verbally and in writing issues and forms of contemporary art with a clear understanding of historical precedents.
- PO5: Research and Analysis:** Demonstrate analytical skill and proficiency in a range of tools and techniques used in research in social science.
- PO6: Employability and higher Education:** Show proficiency in professional, employability and develop soft skills required for higher education and placements.
- PO7: Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the humanitarian practice.

PO8: Arts and Society: Apply humanities knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional arts practice.

PO9: Interdisciplinary Learning: Integrate academic curriculum with other co- curricular goals, such as career development, life-long learning, develop interdisciplinary learning and opportunity to extend their knowledge across all disciplines.

PO10: Nation Building: Introspect and evolve into dynamic and creative individuals capable of socially productive, constructive actions that positively impact our Nation and the World at large.

Programme Specific Outcomes:

Upon completion of these courses, the student would be able to:

PSO1: Fulfill the criteria for higher studies and professional courses such as M.A., M.Phil, Ph.D., and Psy.D.

PSO2: Compete in different competitions like UGC-NET, UPSC, BPSC and others

PSO3: Explore new research areas to contribute in theoretical and professional approach of Psychology

PSO4: Build analytical skills and potential to ensure the modification and restructuring the behaviour

PSO5: Work and contribute to the development of different areas of work, and society using the principles of psychology

PSO6: Be attentive and patient in their roles and responsibilities towards others and society

Proposed scheme for Choice Based Credit System in B.A. (Hons.) in Psychology

Department of Psychology Patna Women's College, Patna

Sem	Core Course (14)	Ability Enhancement Compulsory Course AECC (2)	Skill Enhancement Course SEC (2)	Discipline Specific Elective DSE (4)	Generic Elective GE (4)
I	PSY CC101: Introduction to psychology (P)	ENG AEC101/HIN AEC101 English/MIL Communication			PSY GE101: General psychology
	PSY CC102: Biopsychology				
II	PSY CC203: Psychology of individual differences (P)	EVS AEC 202 Environmental Science			PSY GE202: Youth, gender & identity
	PSY CC204: Statistical methods for psychological research – I				
III	PSY CC305: Psychological Research (P)		IRS SE301: (Inter-religious course)		PSY GE303: Psychology for Health and well- being
	PSY CC306: Development of psychological thought				
	PSY CC307: Social psychology				
IV	PSY CC408: Statistical methods for psychological research-II		PSY SE402: Personality development (Life skills and Soft skills)		PSY GE404: Psychology and media

	PSY CC409: Developmental Psychology PSY CC410: Applied social psychology (P)				
V	PSY CC511: Understanding psychological disorders			PSY DSE501: Positive psychology PSY DSE501: Health Psychology	
	PSY CC512: Organizational behavior (P)			PSY DSE502: Human resource management PSY DSE502: Community Psychology	
VI	PSY CC613: Understanding and dealing with psychological disorders			PSY DSE603: Cultural and indigenous psychology PSY DSE603: Psychodiagnostics	
	PSY CC614: Counseling psychology (P)			PSY DSE604: Project / Dissertation PSY DSE604: Educational Psychology	

Psychology (Honours) Details of CBCS Syllabus

Core Courses (6 credits each)

SEMESTER – I

Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Outline the subject matter of psychology
- CO2.** Summarize the process and theoretical bases of learning, motivation, emotion, memory, perception
- CO3.** Examine the concepts to develop the analytical skills
- CO4.** Demonstrate the knowledge through experiment

PSYCC101 : Introduction to Psychology PWC (Theory : 4 credits + Practical : 2 credits)		
Unit	Headings (Theory)	Hours (60)
1	Introduction: What is psychology? Perspectives on behaviour; Methods of Psychology (special emphasis on experimentation); subfields of psychology; Psychology in modern India.	9
2	(a) Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, distance and movement; Illusions.	10
	(b) Thinking and Language: Mental imagery, concepts, decision making; nature of language, language development	8
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.	15

4	(a) Memory: Models of memory: Levels of processing, Parallel Distributed Processing model, Information processing, Reconstructive nature of memory; Forgetting, Improving memory.	9
	(b) Emotions: Components, theories – (i) The James – Lange Theory; (ii) The Cannon – Bard Theory; (iii) Activation Theory – Lindsley; (iv) Schachter – Singer Theory, (v) Bharat Rasa Theory	9

Practicum: 2 practicum from PSY CC101.

Unit	Headings (Practical)	Hours (30)
1	Span of attention	15
2	Zeigarnik effect	15

Reading List:

1. Baron, R. & Misra. G. (2013). Psychology. Pearson.
2. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Ciccarelli, S. K., & White, J. N. (2016). Psychology: South Asian Edition. New Delhi: Pearson Education.
5. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
6. Kishore, Meena (2006). Experiments in Psychology, Novelty & Col.

SEMESTER I

Course Outcomes: After completion of the course, the student will be able to:

- CO1.** Define biopsychology and classify its major divisions
- CO2.** Illustrate the functioning of brain and its abnormalities
- CO3.** Classify parts of nervous system, Central nervous system and peripheral nervous system and its specialized function
- CO4.** Identify different functions of endocrine glands, abnormalities

PSYCC102 : Biopsychology PWC (Theory : 5 credits + Tutorial : 1 credits)		
Unit	Headings (Theory)	Hours (75)
1	Introduction: Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.	12
2	The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transmission. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis.	12
3	(a) Organization of nervous system: CNS & PNS: structure and functions. Neuroplasticity of brain (neural degeneration, neural regeneration, and neural reorganization).	24
	(b) Hemispheric specialization	12
4	Endocrine system: structure, functions and abnormalities of major glands: thyroid, adrenal, gonads, pituitary, pancreas, and pineal.	15

Reading List:

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

2. Carlson, N. R. (2009) *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.
3. Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI.
4. Pinel, J. P. J. & Barnes, S.J. (2016). *Introduction To Biopsychology*, 9th Edition. Pearson Education, New Delhi.
5. Rozenweig, M. H. (1989). *Physiological Psychology*. New York: Random

SEMESTER II

Course Outcomes: After completion of the course, the student will be able to:

- CO1.** Describe nature of personality, its psychodynamic and humanistic perspectives
- CO2.** Develop understanding about intelligence, different approaches and its theories
- CO3.** Analyze the concept of self and identity in Indian context
- CO4.** Evaluate individual potential and enhancing self and creativity

PSYCC203 : Psychology of Individual Differences PWC (Theory : 4 credits + Practical : 2 credits)		
Unit	Headings (Theory)	Hours (60)
1	Personality: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological-humanistic, Trait and type.	15
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.	15

3	Indian approach: Self and identity in Indian thought.	15
4	Enhancing individual's potential: Motivation: Intrinsic motivation and Self-determination theory; Enhancing cognitive potential, Self regulation and self enhancement; Fostering creativity.	15

Practicum:

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

Unit	Headings (Practical)	Hours (30)
1	Raven's Progressive matrices test of intelligence	15
2	Differential personality test by A. K. Singh and A. K. Singh	15

Reading List:

1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Carr, A. (2011): Positive psychology. Routledge.
3. Ciccarelli, S. K., & White, J. N. (2016). Psychology: South Asian Edition. New Delhi: Pearson Education.
4. Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). Foundations of Indian Psychology, Vol 1. Pearson.
5. Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.
6. Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
7. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
8. Singh, A.K. (2016). Tests, Measurements and Research Methods in Behavioural Sciences, Bharti Bhawan.

SEMESTER II

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Introduce psychological research and the basic concepts
- CO2.** Measure the central tendency of analyzing data and its graphical representation
- CO3.** Demonstrate the normal probability distribution and measure the variability and z score
- CO4.** Illustrate random sampling distribution of the mean and concept of correlation

PSY CC204 : Statistical Methods for Psychological Research-I PWC (Theory : 5 credits + Tutorial : 1 credit)		
Unit	Headings (Theory)	Hours (75)
1.	Introduction: Psychological Research & Statistics; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales.	8
2.	Frequency Distributions, Percentiles, and Percentile Ranks: Organizing Qualitative Data; Constructing a grouped frequency distribution, a relative frequency distribution and a cumulative frequency distribution; Computation of Percentiles and Percentile Ranks	10
3.	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.	6
4.	Measures of Central Tendency: The Mode; The Median; The Mean; Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean; Central Tendency Measures	8

	in Normal and Skewed Distributions; The Effects of Linear Transformation on Central Tendency Measures.	
5.	Measures of Variability and Standard (z) Scores: The Range; The Interquartile and the Semi-Interquartile Range; The Average Deviation; The Variance; The Standard Deviation; Calculation of Standard Deviation from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Variability; The Effect of Linear Transformation on Variability Measures; Standard Scores (z-score); Properties of z-scores.	12
6.	The Normal Distribution: The Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding areas when the score is known; The Standard Normal Curve: Finding scores when the area is known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).	6
7.	Correlation: The Meaning of Correlation; Historical Perspective; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores; Calculating Pearson's Correlation Coefficient from Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; The Effects of Score Transformations; Cautions Concerning Correlation Coefficients.	13
8.	Random Sampling and Sampling Distributions: Random Sampling; Using a Table of Random Numbers; The Random Sampling Distribution of the Mean: An Introduction;	12

	Characteristics of the Random Sampling Distribution of the Mean; Using the Sampling Distribution of Sample Means to Determine the Probability for Different Ranges of Values of Sample Mean; Random Sampling With and Without Replacement.	15
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Reading List:

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4th Ed.) India: Pearson Education, Prentice Hall.
2. Belhekar, V. M. (2016). Statistics for Psychology Using R. New Delhi: Sage Texts.
3. Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.
4. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
5. Howell, D. (2009) Statistical methods for Psychology.
6. King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.
7. Mangal, S.K. (2012). Statistics in Psychology & Education. 2nd Edition. New Delhi: PHI learning Pvt. Ltd.
8. Mohanty, B. & Mishra, S. (2015). Statistics for Behavioural and Social Sciences. New Delhi: Sage Texts.
9. Veeraraghavan, V. & Shetgovekar, S. (2016). Text book of Parametric and Non Parametric Statistics. New Delhi: Sage Texts.

SEMESTER III

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Define and summarize the basics of research, and research traditions
- CO2.** Categorize the methods of sampling and experimental methods of data collection

CO3. Compare the various non-experimental methods

CO4. Explain psychological testing, concept and characteristics and demonstrate through practicum

PSYCC305 : Psychological Research PWC (Theory : 4 credits + Practical : 2 credits)		
Unit	Headings (Theory)	Hours (60)
1	Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research; Principles of Good Research; Ethics in Psychological Research.	10
	Research Traditions: Quantitative and Qualitative Orientations towards Research and their Steps; Formulating a Problem and Developing a Testable Research Question / Research Hypothesis.	10
2	Experimental Method: Basic Introduction to Experimental and Quasi-experimental Methods.	08
	Methods of Data Collection: Sampling; Probability Sampling Methods and Non Probability Sampling Methods.	12
3	Non Experimental Methods (I): Case Study; Observation; Surveys, focus group discussions, Interviews.	08
4	Non Experimental Methods (II): Psychological Testing: Standardization; Reliability, Validity and Norms of a Psychological Test; applications.	12

Practicum: The students are required to conduct two practicals

Unit	Headings (Practical)	Hours (30)
1	General Intelligence Test	15
2	Semi-projective test: Sentence Completion Test – L.N. Dubey and Archana Dubey	15

Reading List:

1. Kumar, R. (2015). Research Methodology. New Delhi : Sage Texts.
2. Singh, A.K. (2016). Tests, Measurements and Research Methods in Behavioural Sciences, Bharti Bhawan.
3. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi.
4. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers
5. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.
6. Miller, L.A., Lovler, R. L. & McIntire, S. A. (2013). Psychological Testing: A Practical Approach (4th Edn.). New Delhi: Sage Texts.
7. Murphy, K.R. & Davidshofer, C. O. (2004). Psychological Testing: Principles & Applications (6th Ed.) New Jersey: Prentice Hall.
8. Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.) Boston: Pearson Education.
9. Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia : Open University Press.

SEMESTER III

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Outline the concepts antecedent to Psychology
- CO2.** Explain the Structuralism, Functionalism, and Positivist Orientation
- CO3.** Relate to the Psychoanalytic orientation, Western and Indian Perspectives
- CO4.** Associate to the Humanistic – Existential orientation

PSY CC306 : Development of Psychological Thought PWC (Theory : 5 credits + Tutorial : 1 credit)		
Unit	Headings (Theory)	Hours (75)
1	Understanding Psyche: (a) free will and determinism (b) empiricism and rationality (c) issues of consciousness and mind body relationship	8
2	(a) Early schools of psychology: Associati- onism, Structuralism and Functionalism	12
	(b) Positivist Orientation: from Behaviorism to cognition: key contributions of Watson, Tolman, Hull, and Skinner; Cognitive revolution, Information Processing Model	18
3	Psychoanalytic and Humanistic-Existential orientation Freudian Psychoanalysis, Adler, Jung, Fromm; Horney, Erik Erikson, Klein, Cultural psychoanalysis (Sudhir Kakar),	20
4	Humanistic-Existential orientation contributions of Phenomenologically oriented humanistic and existential thinkers.	17

Reading List:

1. Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.
2. Feist & Feist. Theories of Personality Mc Graw Hill Higher Education.
3. King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.
4. Kurt Pawlik, Gery D'yedewalle (2006). Psychological Concepts: An International Historical Perspective. Taylor Francis Group.
5. Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.

6. Mc Adams (2000). *The Person: An Integrated Introduction to Personality Psychology* John Wiley
7. Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
8. St. Clair, Michael. (1999). *Object Relations and Self-Psychology: An Introduction*. Wadsworth Publishing Company.
9. Schultz & Schultz (1999). *A History of Modern Psychology*. Harcourt College Publishers/ Latest edition available.
10. Wolman, B.B. (1979). *Contemporary theories & systems in psychology*. London: Freeman Book Co.

SEMESTER III

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Outline the history, assumptions and approaches to Social Psychology
- CO2.** Evaluate self and its processes
- CO3.** Analyze the processes of social interaction and influence
- CO4.** Explain the group dynamics and inter-group relations

PSY CC408 : Social Psychology PWC (Theory : 5 credits + Tutorial : 1 credit) Total – 90 Hours		
Unit	Headings (Theory)	Hours (75)
1	Psychology of the Social: The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology	20
2	Understanding and evaluating the social world: Self and its processes: Self concept, Self-esteem, and self-presentation; Social identity and its	20

	functions. Social Cognition, Social perception, Attitudes, Attitude-behavior link; Strategies for attitude change.	
3	Social interaction and Influence: Interpersonal attraction, Pro-Social Behavior, Aggression, Social influence.	20
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.	15

Reading List :

1. Baron, R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson.
2. Chadha, N.K. (2012). *Social Psychology*. MacMillan: New Delhi
3. Deaux.K & Wrightsman, L. (2001). *Social Psychology*. California: Cole Publishing
4. Kassir, S., Fein, S., & Markus, H.R. (2008). *Social psychology*. New York: Houghton Mifflin.
5. Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.
6. Myers, D.G. (2008). *Social psychology* New Delhi: Tata McGraw-Hill.
7. Singh, A. K. (2015). *Social Psychology*. New Delhi: Prentice Hall of India.
8. Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed). New Delhi: Pearson.

SEMESTER IV

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Introduce inferential statistics and testing the hypothesis about single means
- CO2.** Present the hypothesis testing about the difference between two independent means
- CO3.** Examine the hypothesis testing about the difference between two dependent means
- CO4.** Evaluate the non-parametric tests and statistical packages in Psychology

PSY CC408 : Statistical Methods for Psychological Research-II		
PWC (Theory : 5 credits + Tutorial : 1 credit) Total – 90 Hours		
Unit	Headings (Theory)	Hours (75)
1	(a) Introduction to Inferential Statistics and Hypothesis Testing about Single Means: The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about Single Means (z and t); Assumptions in Testing a Hypothesis about a Single Mean; The Null and the Alternative Hypotheses; Choice of HA: One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; Hypothesis Testing about a Single Mean – Calculation; The Statistical Decision regarding Retention and Rejection of Null Hypothesis; Estimating the Standard Error of the Mean when σ Is Unknown; The t Distribution; Characteristics of Student's Distribution of t; Computing t Using Definitional Formula Only; Levels of Significance versus p-Values.	20
	(b) Interpreting the Results of Hypothesis Testing: A Statistically Significant Difference	

	versus a Practically Important Difference; Errors in Hypothesis Testing; Power of a Test.	
2	Hypothesis Testing About the Difference Between Two Independent Means: The Null and Alternative Hypotheses; The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Determining a Formula for t; Testing the Hypothesis of No Difference between Two Independent Means; Use of a One-Tailed Test; Assumptions Associated with Inference about the Difference between Two Independent Means	20
3	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.	15
4	(a) Nonparametric Approaches to Data: Introduction to Distribution-free Nonparametric Tests; Comparison with Parametric Tests; Uses and Applications of Nonparametric Tests.	15
	(b) Introduction to SPSS: Getting Started with SPSS; Uses of SPSS in Statistics and Research.	

Reading List :

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology. (4thEd.)* India: Pearson Education, Prentice Hall.
2. Belhekar, V. M. (2016). *Statistics for Psychology Using R.* New Delhi: Sage Texts.

3. Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.
4. Coakes, S. J., Steed, L., & Ong, C. (2009). *SPSS: Analysis Without Anguish Using Version 16.0 for Windows*. Milton, QLD: Wiley Students Edition.
5. Field, A. (2017). *Discovering Statistics using SPSS (5th Ed)*. New Delhi :Sage.
6. King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th Ed). USA: John Wiley.
7. Mohanty, B. & Mishra, S. (2015). Statistics for Behavioural and Social Sciences. New Delhi: Sage Texts.
8. Siegal, S. (1956). *Nonparametric Statistics*. NY: McGraw Hill.
9. Veeraraghavan, V. & Shetgovekar, S. (2016). Text book of Parametric and Non Parametric Statistics. New Delhi: Sage Texts.

SEMESTER IV

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Outline the concept of human development
- CO2.** Group the periods of life span development
- CO3.** Analyze the various domains of human development
- CO4.** Illustrate the socio-cultural contexts and their significance for human development

PSY CC409 : Developmental Psychology PWC (Theory : 5 credits + Tutorial : 1 credit) Total – 90 Hours		
Unit	Headings (Theory)	Hours (75)
1	Introduction a) Concept of Human Development b) Research designs	10

2	Periods of Life Span Development a) Prenatal development b) Birth and Infancy c) Childhood d) Adolescence e) Adulthood	15
3	Domains of Human Development a) Cognitive development: perspectives of Piaget and Vygotsky b) Language development c) Physical development d) Emotional development e) Moral development	35
4	Socio-Cultural Contexts for Human Development a) Family b) Peers, Media & Schooling c) Human Development in the Indian context	15

Reading List :

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

7. Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.
8. Berk, L.E. (2017). *Life Span Development*.

SEMESTER IV

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Relate to the nature and methodological approaches in applied social psychology
- CO2.** Determine the applications of social psychology in environment, population and diversity
- CO3.** Examine the social psychology applications in work, health and legal systems
- CO4.** Assess the process and impact of intervention programmes

PSY CC410 : Applied Social Psychology PWC (Theory : 4 credits + Practical : 2 credits)		
Unit	Headings (Theory)	Hours (75)
1	Introduction: Nature of applied Social Psychology, Social influences on behavior, Levels of analysis, Methodological approaches – Participatory Action and Learning research techniques.	15
2	Applying Social Psychology-I: Environment, population, diversity	15
3	Applying Social Psychology-II: work, health, legal system	15
4	Intervention and Evaluation: Impact analysis; Process of intervention; need for evaluation for effective programme. Case studies in Indian context.	15

Praticum: The students will conduct two practicum based on topics in PSY-CC410

Unit	Headings (Practical)	Hours (30)
1	Group conformity scale by T.S. Dhapola	15
2	Peer pressure test by Sandeep Singh and Suniel Saini	15

Reading List :

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

SEMESTER V

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Introduce the concept of abnormality and its classification
- CO2.** Acquaint students with different clinical types of anxiety, conversion and dissociative disorders
- CO3.** Provide knowledge and dynamics of developmental disorders
- CO4.** Understand substance-related and eating disorders, dynamics and etiology

PSY CC511 : Understanding Psychological Disorders PWC (Theory : 5 credits + Tutorial : 1 credit) Total – 90 hours		
Unit	Headings (Theory)	Hours (75)
1	Understanding abnormality Definition and criteria of abnormality; classification (latest edition of DSM & ICD), Clinical assessment, Diathesis Stress Model	15
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)	30
3	Developmental Disorders (clinical picture and dynamics) Intellectual disability autism, ADHD, and learning disabilities	15
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	15

Reading List :

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

4. Butcher, J. N., Hooley, J. M., Mineka, S. & Dwivedi, C. B. (2017). *Abnormal Psychology*. Sixteenth Edition. New Delhi: Pearson.
5. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi : Cengage learning.
6. Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). *Abnormal Psychology* (11th Ed.). NY: John Wiley.
7. Ray, W. (2015). *Abnormal Psychology*. New Delhi: Sage Texts

SEMESTER V

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Highlight the antecedents, and contemporary trends and challenges in Indian as well as global settings
- CO2.** Examine the employee attitudes, motivation and its application at workplace
- CO3.** Explain the dynamics of organizational behaviour at the level of organization
- CO4.** Explain the approaches in leadership, issues and challenges, and Indian perspective

PSY CC612 : Organizational Behavior PWC (Theory : 4 credits + Practical : 2 credits)		
Unit	Headings (Theory)	Hours (60)
1	Introduction a. Historical antecedents of Organizational Behaviour b. Contemporary Trends and Challenges c. Organizational Behavior: Challenges in the Indian Setting	10
2	Individual level processes a. Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour	20

	b. Work Motivation <ul style="list-style-type: none"> i Early theories: Maslow, McClelland, Two factor ii Contemporary theories: Goal setting, Equity, Expectancy iii Applications: Job Characteristics Model, Job redesign, Management by Objectives (MBO) 	
3	Dynamics of Organizational Behavior <ul style="list-style-type: none"> a. Organizational culture b. Power and Politics: Influence, empowerment, sexual harassment, organizational politics. c. Positive Organizational Behavior 	10
4	Leadership <ul style="list-style-type: none"> 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 	20

PRACTICUM: Any two practicum based on topics

Unit	Headings (Practical)	Hours (30)
1	Leadership Preference Scale – L.I. Bhusan	15
2	Achievement Motivation Scale – Vivek Bhargava	15

Reading List :

1. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
2. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.

3. Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi : Biztantra publishers.
4. Landy, F.J. & Conte, J.M. (2007) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York : Wiley Blackwell.
5. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
6. Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.
7. Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.
8. Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior(12th Ed). New Delhi: Prentice Hall of India.
9. Schermerhorn, J.R. , Hunt, J.G. & Osborn, R.N. (2008) Organizational Behavior (10th Ed.) New Delhi: Wiley India Pvt. Ltd.
10. Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley
11. Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage.

SEMESTER VI

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Understand the clinical picture of schizophrenia
- CO2.** Analyze the causal factors of mood disorders and suicide
- CO3.** Understand the Dynamics of personality and sexual disorders
- CO4.** Examine the treatment of disorders

PSY CC613 : Understanding and Dealing with Psychological Disorders PWC (Theory : 5 credits + Tutorial : 1 credit) Total – 90 hours		
Unit	Headings (Theory)	Hours (75)
1	Schizophrenia: Clinical Picture, causal factors and subtypes	10
2	Mood Disorders: Clinical Picture, causal factors and subtypes; suicide	15
3	a) Personality Disorders (Clinical Picture and Dynamics): Antisocial Personality Disorder and Borderline Personality Disorder b) Sexual Disorders (Clinical Picture): Gender Dysphoria, Paraphilia - Pedophilia, Voyeurism, Exhibitionism, Sexual Masochism, Sexual Sadism, Sexual Dysfunction.	25
4	Treatment of disorders: a) Biological treatment: Pharmacotherapy and Electroconvulsive therapy b) Psychological treatment: Psychoanalytic therapy, Behaviour therapy and Cognitive-Behaviour therapy.	25

Reading List :

1. Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
2. Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
3. Brewer,K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers
4. Carson, R.C., Butcher,J.N.,Mineka,S.& Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
5. Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning.
6. Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley.

7. Plante, T.G. Contemporary Clinical Psychology John Wiley & Sons.
8. Riskind, J.H., Manos, M.J. and Alloy, L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill

SEMESTER VI

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Understand the meaning, goals and process of counselling
- CO2.** Apply the techniques of counselling from theoretical perspective
- CO3.** Correlate the applications of counselling in different fields
- CO4.** Evaluate the current trends in counselling

PSY CC614 : Counselling Psychology PWC (Theory : 4 credits + Practical : 2 credits)		
Unit	Headings (Theory)	Hours (60)
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	15
2	Techniques of Counselling a) Psychoanalytic techniques b) Humanistic approaches c) Behavioral techniques d) Cognitive techniques	15

3	Counselling Applications a) Child Counselling b) Family Counselling c) Career Counselling d) Crisis intervention: suicide, grief and sexual abuse	15
4	Contemporary Trends a) Indian approaches: yoga and meditation b) Counselling and technology c) Expressive techniques: art, music, dance.	15

PRACTICUM: Any two practicum based on topics

Unit	Headings (Practical)	Hours (30)
1	Yoga	15
2	Meditation	15

Reading List :

1. Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8thEd.) Philadelphia: Mosby
2. Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown
3. Burnard, P. (2009). *Counseling Skills Training: Book of activities*. Viva Books, New Delhi.
4. Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.
5. Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.
6. 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.
7. Geldard, K. & Geldard, D. (2011). *Counselling Children: A Practical Introduction* (3rd Ed.) New Delhi: Sage

8. Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson
9. Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.
10. Hackney, H.L. (2012). *The Professional Counselor: A process guide to helping*. Pearson
11. 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.
12. Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, Second Edition, Sage, South Asia Edition
13. 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.
14. Rao, S.N. & Sahajpal, P. (2013) *Counselling and Guidance*. New Delhi: Tata McGraw Hill.
15. Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.
16. Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning
17. Udupa, K. N. (1985). *Stress and its Management by Yoga*. Delhi: Motilal Banarsidas.

Generic Elective Papers (GE) (6 Credits Each)

Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with the intention to seek exposure is called a Generic Elective.

SEMESTER – I

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Understand about psychology, basic cognitive, conative and affective processes
- CO2.** Explore the factors of individual differences- personality and intelligence
- CO3.** Memorize the developmental processes, cognitive, moral and psycho-social development
- CO4.** Categorize the application of psychology in work, law and health

PSY GE101 : General Psychology		
PWC (Theory : 5 credits + Tutorials : 1 credit) Total – 90 Hours		
Unit	Headings (Theory)	Hours (75)
1	ORIENTATION TO PSYCHOLOGY a) Nature, fields and applications of psychology b) Cognitive Processes: Learning, memory and problem solving c) Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives) d) Affective Processes: Emotion, Positive and negative emotion	25
2	PSYCHOLOGY OF INDIVIDUAL DIFFERENCES a) Theories of personality: Freudian psychoanalysis, type and trait ; humanistic b) Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner	25

	c) Emotional intelligence d) Assessment of intelligence and personality	
3	UNDERSTANDING DEVELOPMENTAL PROCESSES a) Cognitive Development – Piaget b) Moral Development – Kohlberg c) Psycho-social Development – Erikson	20
4	APPLICATIONS OF PSYCHOLOGY a) Work b) Law c) Health	5

Reading List :

1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Ciccarelli , S. K & White, J. N. (2016). Psychology (South Asian Edition). New Delhi: Pearson
3. Feldman.S.R.(2009).Essentials of understanding psychology (7th Ed.) New Delhi : Tata Mc Graw Hill.
4. Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham:Open University Press.
5. Michael ,W., Passer, Smith,R.E.(2007). Psychology The science of mind and Behavior. New Delhi :Tata McGraw-Hill.

SEMESTER II

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Explain the concept of youth, gender identity, gender roles and multiple identities
- CO2.** Analyze the family, peer group and workplace identity in youth
- CO3.** Recognize gender discrimination, sexuality and cultural differences in youth
- CO4.** Evaluate major issues like violence, women empowerment and work-life balance related to youth

PSY GE202 : Youth, Gender and Identity		
PWC (Theory : 5 credits + Tutorial : 1 credit)		Total – 90 Hours
Unit	Headings (Theory)	Hours (75)
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	20
2	Youth and Identity (a) Family: Parent-youth conflict, sibling relationships, intergenerational gap (b) Peer group identity: Friendships and Romantic relationships. Workplace identity and relationships (d) Youth culture: Influence of globalization on Youth identity and Identity crisis	20
3	Gender and Identity (a) Issues of Sexuality in Youth (b) Gender discrimination	20

	(c) Culture and Gender: Influence of globalization on Gender identity	
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	15

Reading List :

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

SEMESTER III

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Understand the concepts and models of illness, health and well-being
- CO2.** Analyse the effect of stress on physical and mental health and ways to manage it
- CO3.** Evaluate health enhancing and protective behaviours
- CO4.** Examine the human strengths and virtues and cultivate hope and optimism

PSY CC511 : PSY GE303: Psychology for Health and Well-being PWC (Theory : 5 credits + Tutorial : 1 credit) Total – 90 hours		
Unit	Headings (Theory)	Hours (75)
1	Illness, Health and Well being Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well being.	20

2	Stress and Coping Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management	15
3	Health Management Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management	20
4	Human strengths and life enhancement Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance	20

Reading List :

1. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
2. DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson.
3. Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
4. Hick, J.W. (2005). *Fifty signs of Mental Health.A Guide to understanding mental health*. Yale University Press.
5. Snyder, C.R., & Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
6. Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

SEMESTER IV

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Understand the interface of media and psychology
- CO2.** Analyze consumer culture and identity
- CO3.** Apply the methods and processes in knowing and creating consumer needs
- CO4.** Evaluate the critical issues in media influence

PSY GE404 : Psychology and Media		
PWC (Theory : 5 credits + Tutorial : 1 credit) Total – 90 hours		
Unit	Headings (Theory)	Hours (75)
1	Interface of Media and Psychology <ul style="list-style-type: none">• Understanding the interface between media & psychology• Uses & Gratification, Fantasy v/s Reality, Cultivation Research• Social Influence and Media	20
2	Being a Consumer: Why to Consume? <ul style="list-style-type: none">• Understanding the interface between Consumer Behavior & Psychology• Consumption & Happiness: The Psychology of Consumer• Consumer Culture & Identity	15
3	Knowing & Creating Consumer Needs <ul style="list-style-type: none">• Methods of Knowing the Consumer: Quantitative & Qualitative Methods• Cognitive Processes: Attention, Perception, Learning & Memory• Affective Processes: Role of Emotions• Motivational Processes and Role of Self-Regulation• Consumer and advertising	20

4	Critical issues in Media Influence <ul style="list-style-type: none"> • Portrayal of Social Groups in Media • Effect on Children and Adolescents • Use & Abuse of Television, Internet, and Social Networking • Role of Media in Social Change 	20
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Reading List :

1. Dill, K.E. (2009). *How Fantasy becomes Reality Seeing Through Media Influence*. New York: Oxford University Press.
2. Giles, D. (2003). *Media Psychology*. New Jersey: Lawrence Erlbaum Associates Publishers.
3. Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.
4. Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.
5. Wanke, M. (Ed.). (2009). *Social Psychology of Consumer Behaviour*. NY: Taylor & Francis Group.

Discipline Specific Elective (DSE) (6credits each)

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).

SEMESTER – V

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Define and understand positive psychology, its perspectives, character strengths and virtues
- CO2.** Understand the positive emotional states and processes

CO3. Explain the positive cognitive states and processes

CO4. Examine the application of positive psychology in the areas of work, education, ageing and health

PSY DSE501 : Positive Psychology PWC (Theory : 4 credits + Practical : 2 credits)		
Unit	Headings (Theory)	Hours (75)
1	Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.	15
2	Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience	15
3	Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.	15
4	Applications: Work, education, ageing, health	15

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

Unit	Headings (Practical)	Hours (30)
1	Resilience Scale – Vijaya Lakshmi and Shruti Narain	15
2	Emotional Intelligence Scale – A.K. Singh and Shruti Narain	15

Reading List :

1. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.

4. 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.
5. Snyder, C.R., & Lopez, S.J. (2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
6. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

SEMESTER – V

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Understand the theoretical background of health in relation to psychology.
- CO2.** Examine the characteristics and barriers to health behaviour.
- CO3.** Explain stress and its management.
- CO4.** Assess the health management behaviours.

PSY DSE501: Health Psychology PWC (Theory : 4 credits + Practical : 2 credit) Total – 90 hours		
Unit	Topic	Hours (60)
I	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.	17
II	Behaviour and health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.	15

III	Health Enhancing Behaviours: Exercise, nutrition, safety, pain; Stress: Nature, Sources, Effects of stress on physical and mental health; Coping and stress management.	15
IV	Health and Well-being: Happiness; Life satisfaction; Resilience; Optimism and Hope.	13

Practicum: Any two practicum to be decided based on the topics above

Suggested Readings:

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

SEMESTER V

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Define and interpret the concept of HRM and HRD, its context and issues
- CO2.** Examine the human resource practices in Organizations

CO3. Present the concept and issues in International HRM

CO4. Present the concept and techniques of Organizational Development

PSY DSE502 : Human Resource Management PWC (Theory : 4 credits + Practical : 2 credits)		
Unit	Headings (Theory)	Hours (60)
1	Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM	10
2	Human Resource Practices Job analysis; Recruitment and selection; Training; Performance evaluation	10
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).	20
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).	20

PRACTICUM : Students would be required to complete 2 practicum.

Unit	Headings (Practical)	Hours (30)
1	Individualism Collectivism	15
2	Writing advertisement for Recruitment	15

Reading List :

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

2. Bhatnagar, J. & Budhwar, J.(2009). The changing face of people management in India. London: Routledge.
3. Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International human resource management: Policies and practices for multinational enterprises(3rd Ed). New York: Routledge.
4. Chadha, N.K. (2005)(3rd ed) Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.
5. DeCenzo,D.A.& Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.
6. Harzing,A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.
7. Jex, S.M. & Britt, T.W. (2008) Organizational Psychology: A Scientist- Practitioner Approach. 2nd ed. John Wiley and sons Inc. New York.
8. Luthans,F. (2010) Organizational Behaviour. 12th Edition. McGraw Hill.
9. Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hypergraphic press
10. Pareek,U. (2010) Understanding Organizational Behaviour. Oxford: Oxford University Press.
11. Robbins, S.P., Judge T.A. and Sanghi, S. (2009) Organizational Behaviour. 13th ed. Pearson Education , Inc.
12. Schultz,D. and Schultz, S.E. (2006) Psychology and Work Today. 9th ed. New Jersey, Pearson Education Inc.

SEMESTER – V

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Associate the concept, nature, principles and fields of community psychology.
- CO2.** Summarize the models of community mental health.
- CO3.** Correlate the problems in community life and interventions.
- CO4.** Review the development and empowerment of programs in India as well.

DSE 502: Community Psychology PWC (Theory : 4 credits + Practical 2 credits)		
Unit	Topic	Hours (75)
I	Introduction: Concept, nature, principles of community psychology, Fields of Community Psychology; relation with other branches of Psychology	14
II	Community mental health: Models of Community Psychology; Core values (Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation).	16
III	Problems and Interventions: Problems of community life – unemployment, alienation, aggression and violence. Community intervention: Quality of life, mental health education and awareness and promotional programs for child and maternal health, physical challenged and old age in India; Role of media.	20
IV	Interventions: Community development and empowerment; Case studies in the Indian context.	10

Practicum: Any two practicum to be decided based on the topics above

Suggested Readings:

1. Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds) (1996). Empowerment Evaluation, New Delhi : Sage Publication.
2. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
3. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
4. Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
5. Poland, B. D., Green, L.W. & Rootman, I. (2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi

SEMESTER VI

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Analyze the cultural process beyond the descriptions of cultural differences
- CO2.** Understand self and others in the realm of culture
- CO3.** Evaluate the benefits and costs of cultural competence
- CO4.** Apply psychology from an Indigenous perspective

PSY DS603 : Cultural and Indigenous Psychology PWC (Theory : 4 credits + Practical : 2 credits)		
Unit	Headings (Theory)	Hours (75)
1	Cultural Processes: Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences.	15
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.	15
3	Intercultural Contacts: Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.	15
4	Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions; self and identity; indigenization of psychology in India.	15

PRACTICUM: Students to do any 2 practicum from the above topics

Unit	Headings (Practical)	Hours (30)
1	Self Esteem Scale – S. Dhar and U. Dhar (Self concept Scale)	15
2	Self Efficacy Scale – A.K. Singh and Shruti Narain	15

Reading List :

1. Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
2. Chiu, C., & Hong, Y. (2006). Social Psychology of Culture. New York: Psychology Press.

3. 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.
4. Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. . In G.Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 421-439. New Delhi: Concept Publishing Company.
5. 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.
6. 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.
7. Smith, P.B., Bond, M. H., & Kagitcibasi, C. (2006). Understanding Social Psychology across cultures: Living and working in a changing world. London: Sage.
8. Sinha, R.B.N. (2014). Culture and Development, Janaki Prakashan.

SEMESTER VI

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Understand the process of psychological assessment.
- CO2.** Compare the classification of psychological disorders in ICD and DSM.
- CO3.** Appraise the approaches in behavioural assessment.
- CO4.** Categorize the assessment and uses of different tests.

PSY DSE603: Psychodiagnostics PWC (Theory : 4 credits + Practical : 2 credits)		
Unit	Topic	Hours (60)
I	General Issues in Psychological Assessment: Assessment and data collection, Processing assessment data and communicating the findings.	15
II	Standards of assessment: DSM and ICD (latest edition): Similarities and differences.	12
III	Behavioral Assessment: Traditional approaches and current views, Behavioral assessment methods, Clinical and diagnostic interviewing.	13
IV	Assessment: Clinical assessment and uses of intelligence tests, Methods of personality assessment, Neuropsychological assessment.	20

Practicum: Any two practicum to be decided based on the topics above

Suggested Readings:

1. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to Clinical Psychology. Science, Practice, and Ethics. New Delhi: Pearson Education.
2. Kaplan, H.I., & Saddock, B.J. (2000). A Comprehensive Textbook of Psychiatry. 6th Edition. Baltimore: Williams and Wilkins.
3. Phares, J.E., & Trull, T.J. (1997). Clinical Psychology. Concepts, Methods and Profession. 5th Edition. California: Brooks/Cole Publishing Co.

SEMESTER VI

COURSE OUTCOMES:

After completion of the course, the student will be able to

CO1. Devise and conduct original and ethical research

CO2. Develop an understanding of the application of psychological concepts

PSY DS604: PROJECT/ DISSERTATION (6 credits) Total – 90 hours

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.

DSE604: Psychological Perspectives in Education / Educational Psychology

Credits: 6 (5 credits theory + 1 credit tutorial)

COURSE OUTCOMES:

After completion of the course, the student will be able to

CO1. Understand of the interface between education and psychology.

CO2. Analyze the various issues and challenges that emerge with reference to the application of psychological ideas and theories in the discipline of education

CO3. Evaluate the classroom management and assessment.

CO4. Assess and deal with the classroom diversity.

PSY DSE604: Educational Psychology PWC (Theory : 5 credits + Tutorial : 1credit)		
Unit	Topic	Hours (75)
I	Education and Psychology an Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centred' and 'progressive' education.	10

II	Issues in Educational Psychology: Role of Play in Education; Role of a teacher.	10
III	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.	22
IV	Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste. Disability.	18

Suggested Readings:

1. Bartlett, S., & Burton, D. (2012). *Introduction to education studies*. London: Sage.
2. Dearden, R. (1967). The concept of play. In R. Peters, *The concept of education* (pp. 51-63). London: Routledge & Kegan Paul.
3. Leicester, M. (2008). *Creating an inclusive school*. London: Continuum International Publishing Group.
4. Long, M. (2000). *The Psychology of Education*. Sussex: Routledge.
5. Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.
6. Woolfolk, A. (2013). *Educational psychology*. Delhi: Pearson

Ability Enhancement Compulsory Courses (AECC)

“AECC” courses are the courses based upon the content that leads to Knowledge enhancement; i. English/Hindi communication, ii. Environmental Science

SEMESTER – I

By the end of the course, the students should be able to:

- CO1.** Communicate effectively using the techniques in the area of spoken as well as written communication.
- CO2.** Hone their LSRW skills within their communication.
- CO3.** Design and answer job interview questions.
- CO4.** Demonstrate the ability to craft professional messages that are clear yet courteous.

ENG AEC101 : English Communication PWC (Theory :2 credits)		
Unit	Topics to be covered	No. of hours
1	Communication (a) Definition of Communication (b) Stages of Communication (c) Barriers of Communication (d) Verbal and Non-verbal Communication (e) Skills of Communication – Listening, Reading, Writing, Speaking	5
2	Listening Skill (a) Meaning and Importance of Listening (b) Principles of Good listening	5
3	Writing Skills (a) Notice, Agenda, Minutes of the meeting (b) Report writing, Circulars (c) Writing Resume (d) Building vocabulary	15

1	Communication (a) Definition of Communication (b) Stages of Communication	5
	TOTAL	30

Reading List :

1. Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
3. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
4. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi.

SEMESTER – I

HINAECC101 – हिन्दी-व्याकरण और सम्प्रेषण

परिणाम:

1. विभिन्न प्रतियोगी परीक्षाओं के लिए तैयार करना ।
2. सम्प्रेषण-क्षमता की वृद्धि करना ।
3. कार्यालयी-पत्र लेखन की क्षमता विकसित करना ।
4. हिन्दी के व्याकरणिक एवं सैद्धांतिक स्वरूप की जानकारी हासिल करना ।

HINAECC101 हिन्दी व्याकरण और सम्प्रेषण PWC (Theory: 2 credits)		
Unit	Topics to be covered	No. of hours
1	हिन्दी व्याकरण और रचना : संज्ञा, सर्वनाम, विशेषण, क्रिया, अव्यय, उपसर्ग, प्रत्यय, समास, सन्धि, पर्यायवाची शब्द, विलोम शब्द, अनेक शब्दों के लिए एक शब्द, मुहावरे एवं लोकोक्तियाँ, पल्लवन, संक्षेपण, शब्द शुद्धि, वाक्य शुद्धि, विविध प्रकार के पत्र-लेखन	15

2	सम्प्रेषण: भाषिक सम्प्रेषण : स्वरूप और सिद्धांत, संप्रेषण की अवधारणा और महत्व, संप्रेषण की प्रक्रिया, संप्रेषण के विभिन्न मॉडल, संप्रेषण की चुनौतियाँ	05
3	सम्प्रेषण के प्रकार : मौखिक और लिखित, वैयक्तिक और सामाजिक, व्यावसायिक, भ्रामक संप्रेषण, संप्रेषण बाधाएँ और रणनीति	05
4	सम्प्रेषण के माध्यम : एकालाप, संवाद, सामूहिक चर्चा, प्रभावी संप्रेषण	05
	TOTAL	30

सहायक ग्रंथ:

1. आधुनिक हिंदी व्याकरण एवं रचना - डॉ० वासुदेव नंदन प्रसाद
2. संप्रेषण परक व्याकरण - सिद्धांत और स्वरूप-सुरेश कुमार

SEMESTER-II

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Understand multidisciplinary nature of environmental studies.
- CO2.** Understand the concept and types of natural resources and environmental pollution.
- CO3.** Evaluate the anomalies created due to haphazard population growth and its impact on environment.
- CO4.** Understand about the organizations, conventions and legislations working on mitigation of environmental issues.

EVS AEC202 : Environmental Science (2 Credits)
PWC

COURSE OUTCOMES:

After completion of the course, the student will be able to

- CO1.** Understand multidisciplinary nature of environmental studies
- CO2.** Understand the concept and types of natural resources and environmental pollution.

- CO3.** Evaluate the anomalies created due to haphazard population growth and its impact on environment.
- CO4:** Understand about the organizations, conventions and legislations working on mitigation of environmental issues.

Unit	Topics to be covered	No. of hours
1	<p>(a) Multidisciplinary Nature of Environmental Studies: Definition, Scope and Importance.</p> <p>(b) Concept of Ecosystem: - Components, Elementary Idea of Major Ecosystem:</p>	7
2	<p>(a) Natural Resources : Land, Water, Forest And Mineral Resources : Introduction; Earth's Resources and Man; Renewable and Non-Renewable Resources ; Natural Resources and Associated Problems ; Non-Renewable Resources ; Renewable Resources ; Non-Renewable Energy; Renewable Energy, Conservation of Natural Resources</p> <p>(b) Biodiversity and its conservation: Hotspots and threats to Biodiversity : Biodiversity ; Definition ;Keystone Species ; Conservation of Biodiversity ; Methods For The Conservation of Wildlife ; Hot Spots ; Types of Biodiversity ; Genetic, Species and Ecosystem Diversity, Threats to Biodiversity ; Endangered And Endemic Species ; Conservation of Biodiversity: In Situ And Ex-Situ ; Wildlife Sanctuaries and National Parks of India ; The Need for An Integrated Protected Area System (IPAS) ;; Beej BachaoAndolan ; List of Biosphere Reserves in India ; Tiger Reserves in India.</p>	10
3	<p>Environmental Pollution:</p> <p>(a) Causes, Effects, and Control Measures ; Types and sources of Pollution.</p>	05

	<p>(i) Air Pollution ; Sources of air pollution and its impact on human health.</p> <p>(ii) Water Pollution and contamination: Introduction, Types and sources; Classification of Water Pollutants. Impact on human health</p> <p>(iii) Soil Pollution : Introduction: Contaminants and Degradation; Impact on human health.</p> <p>(iv) Noise Pollution: Effects of Noise Pollution on Physical Health; Permitted Noise Levels; Noise-Control Techniques. Impact on human health.</p> <p>(b) Public Awareness about Greenhouse Effects; Acid Rain; Effects; Ozone Layer Depletion, Ganga Action Plan (GAP); Chipko Movement; Chernobyl disaster; Bhopal Gas Tragedy.</p> <p>(c) Environment and Human Health: Outcome of Unhygienic Environmental Conditions</p>	
4	<p>Human Population and Environment and Important Organizations:</p> <p>(a) Population Growth, Variation Among Nations : Global Population Growth ; Population Explosion – Family Welfare Program ; Urban Poverty and The Environment ; Environment and Human Health ; Environmental Health ; Examples of Linkages ; Definition of Health Impact Assessment (HIA) by WHO ; Climate and Health ; Infectious Diseases; Water borne and water related diseases, Mitigation Strategies to control adverse health impact, Role of Information Technology in Environment and Human Health.</p> <p>(b) Important Organizations: IUCN ; WWF ; BNHS ; PETA; Important Dates and Years;</p>	08

	Some Important Environmental Conventions ; Atmospheric conventions ; Biodiversity conventions ; Land conventions ; Hazardous wastes ; Some important Acts and Notifications in India ; Environment Action Programme – India (EAP) ; Environment Protection Act ; Penalties ; Air (Prevention and Control of Pollution) Act 1981 ; Penalties ; Water (Prevention and control of Pollution) Act ; Penalties ; Wildlife Protection Act ; Penalties ; Forest Conservation Act ; Penalties ; Issues involved in enforcement of environmental legislation.	15
	TOTAL	30

Reading List :

1. Chandna R. C., 2002: *Environmental Geography*, Kalyani Publications, Ludhiana.
2. UNEP, 2007: *Global Environment Outlook: GEO4: Environment for Development*, United Nations Environment Programme
3. Odum, E. P. et al, 2005: *Fundamentals of Ecology*, Cengage Learning India.
4. Singh S., 1997: *Environmental Geography*, PrayagPustak Bhawan. Allahabad.
5. Baskar Sushmita and Baskar R. 2007 :*Environmental studies for Undergraduate Courses*, Unicorn Books, Bangalore.

Skill Enhancement Course (SEC) (2 courses)

SEMESTER – III

Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

COURSE OUTCOME

After completion of the course, the students will be able to:

- CO1.** Develop Inter-religious harmony & better understanding of other religions.
- CO2.** Interpret the different religions of the world.
- CO3.** Identify the common elements that bind different religions together.
- CO4.** Acquaint with the salient features of different religions.

PHILSEC301:Inter-Religious Studies (Value Based) (02credits)		
Unit	Topics to be covered	No. of hours
1	Nature and Need of Inter-Religious study, Scope of Comparative Religion.	05
2	Salient Features of Hinduism, Jainism and Buddhism, Salient Features of Christianity, Islam and Sikhism.	10
3	Similarities and Differences among Religions, Conflicting Truth claims of different religions and inter-religious Harmony.	10
4	Religious Tolerance, Secularism.	05
	TOTAL	30

Reading List :

- Chaudhary, C. Neeraj(1979)-“Hinduism”,B.I.Publication,New Delhi.
- Devraj,N.K., (1917)-“Hinduism and Christianity”Asian Publishing House.

- Gordh, George, -“Christian Faith and its Cultural Exoperssion”, Printed in USA.
- Hick, John, - “Philosophy of Religion”, Prentice Hall of India.
- Hopfe, M.Lewis (1983)- “Religion of the World”, Macmillan Publishing Co. Inc, New York
- Masih,Y. (1990)- “Comparitive study of Relgion”,Motilal Banarasidass.
- Sethi,S. Arijit, Pummer, Reinhard, (1979)-“Comparitive Religion”, Vikas Publishing House pvt. ltd, Delhi.
- Singh, B.N., (1994)-“Vishwa Dharma Darshan ki Samasyain”, Ratna Printing Works.
- Tiwari, Nath Kedar,(1983)-“Comparative Religion”, Motilal Banarasidass.
- Ward, CHS (1998) – ‘Early Buddhism”, Caxton Publication, Delhi.

SEMESTER IV

COURSE OUTCOMES:

The course aims to

- CO1.** Appreciate the various approaches to study personality development
- CO2.** Acquire meaningful knowledge of various aspects of life skills
- CO3.** Illustrate the Indian ideas on the development of life skills
- CO4.** Promote happiness and healthy life by enhancing life skills

PSY SE402 : Personality Development (Life Skills and Soft Skills) PWC (02 credits)		
Unit	Headings	Hours (30)
1	Life Skills (i) Time Management (ii) Anger Management	15

	(iii) Team Work (iv) Interpersonal Skills (v) Know your worth (vi) Forgiveness (vii) Proactive thinking	
2	Soft Skills (i) Listening and Communication Skills (ii) Resume Writing and Interview Skills (iii) Body Language (iv) Assertiveness (v) Leadership qualities	

Reading List :

1. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
2. DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson
3. Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning

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