SYLLABUS FOR B.A. (PROGRAMME) PSYCHOLOGY

CHOICE BASED CREDIT SYSTEM (CBCS)

THREE-YEAR FULL-TIME PROGRAMME (2015)

DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF DELHI
DELHI-110007

UGC Guidelines on Adoption of Choice Based Credit System

1. 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 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 acadamia 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 instutitions 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.

2. Applicability of the Grading System

These guidelines shall apply to all undergraduate and postgraduate level degree, diploma and certificate programmes under the credit system awarded by the Central, State and Deemed to be universities in India.

3. Definitions of Key Words:

1. **Academic Year**: Two consecutive (one odd + one even) semesters constitute one academic year.
2. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
3. **Course**: Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.
4. **Credit Based Semester System (CBCS)**: Under the CBCS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
5. **Credit Point**: It is the product of grade point and number of credits for a course.
6. **Credit**: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

7. **Cumulative Grade Point Average (CGPA)**: It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

8. **Grade Point**: It is a numerical weight allotted to each letter grade on a 10-point scale.

9. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

10. **Programme**: An educational programme leading to award of a Degree, diploma or certificate.

11. **Semester Grade Point Average (SGPA)**: It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

12. **Semester**: Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

13. **Transcript or Grade Card or Certificate:** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

4. Semester System and Choice Based Credit System

The Indian Higher Education Institutions have been moving from the conventional annual system to semester system. Currently many of the institutions have already introduced the choice based credit system. The semester system accelerates the teaching-learning process and enables vertical and horizontal mobility in learning. The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning, It is desirable that the HEIs move to CBCS and implement the grading system.

5. Types of Courses: Courses in a programme may be of three kinds: Core, Elective and Foundation.

1. Core Course:-There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

2. Elective Course:-Elective course is a course which can be chosen from a pool of papers. It may be:

- Supportive to the discipline of study
- Providing an expanded scope
- Enabling an exposure to some other discipline/domain
- Nurturing student's proficiency/skill.

An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. An elective may be "Discipline centric"or may be chosen from an unrelated discipline. It may be called an "Open Elective."

3. Foundation Course:-

The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation. "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all disciplines. Elective Foundation courses are value-based and are aimed at man-making education.

6. Examination and Assessment

The HEIs are currently following various methods for examination and assessment suitable for the courses and programmes as approved by their respective statutory bodies. In assessing the performance of the students in examinations, the usual approach is to award marks based on the examinations conducted at various stages (sessional, mid-term, end-semester etc.,) in a semester. Some of the HEIs convert these marks to letter grades based on absolute or relative grading system and award the grades. There is a marked variation across the colleges and universities in the number of grades, grade points, letter grades used, which creates difficulties in comparing students across the institutions. The UGC recommends the following system to be implemented in awarding the grades and CGPA under the credit based semester system.

6.1. Letter Grades and Grade Points:

i. Two methods -relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

ii. The UGC recommends a 10-point grading system with the following letter grades as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+(Excellent)	9
A(Very Good)	8
B+(Good)	7
B(Above Average)	6
C(Average)	5
P (Pass)	4
F(Fail)	0
Ab (Absent)	0

iii. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

iv. For non credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.

v.   The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.,

vi.   The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE etc.,) of the relevant disciplines.

6.2. Fairness in Assessment:

Assessment is an integral part of system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student's performance. Thus, it becomes bounden duty of a University to ensure that it is carried out in fair manner. In this regard, UGC recommends the following system of checks and balances which would enable Universities effectively and fairly carry out the process of assessment and examination.

i.   In case of at least 50% of core courses offered in different programmes across the disciplines, the assessment of the theoretical component towards the end of the semester should be undertaken by external examiners from outside the university conducting examination, who may be appointed by the competent authority. In such courses, the question papers will be set as well as assessed by external examiners.

ii.   In case of the assessment of practical component of such core courses, the team of examiners should be constituted on 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the university conducting examination.

iii.   In case of the assessment of project reports / thesis / dissertation etc. the work should be undertaken by internal as well as external examiners.

7. Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i)   The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

SGPA $(S_i) = \sum(C_i \times G_i) / \sum C_i$

where C_i is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.

ii)   The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA $= \sum(C_i \times S_i) / \sum C_i$

where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester.

iii)   The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

8. Illustration of Computation of SGPA and CGPA and Format for Transcripts

i.   Computation of SGPA and CGPA

Illustration for **SGPA**

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade
Course 1	3	A	8	3 X 8 = 24
Course 2	4	B+	7	4 X 7 = 28
Course 3	3	B	6	3 X 6 = 18
Course 4	3	O	10	3 X 10 = 30
Course 5	3	C	5	3 X 5 = 15
Course 6	4	B	6	4 X 6 = 24
	20			139

Thus, **SGPA =139/20 =6.95**

Illustration for **CGPA**

Semester 1	Semester 2	Semester 3	Semester 4
Credit : 20	Credit : 22	Credit : 25	Credit : 26
SGPA:6.9	SGPA:7.8	SGPA: 5.6	SGPA:6.0
Semester 5	**Semester 6**		
Credit : 26	Credit : 25		
SGPA:6.3	SGPA: 8.0		

Thus, **CGPA** = $\dfrac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144}$ = **6.73**

ii)   Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

B. A. (PROG.) PSYCHOLOGY

This course aims at enriching the minds of those students who have not been able to or intend to join the Honors Courses. It aims to develop a holistic and multidimensional understanding of the topics. It attempts to approach new areas of learning, develop competencies in the students thereby opening various avenues for self-discovery, academic understanding and employment.

Pedagogy for teaching the B.A. (Prog.) Course

The teaching-learning of the programme would be organized through lectures, group discussions, experiential exercises, projects, presentations, workshops, seminars and hands on experiences. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. To this end, practicum is incorporated as an important component in most of the papers. Use of ICT and mass media and web based sources is highly recommended to make the teaching-learning process interactive and interesting.

Evaluation

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 75: 25 respectively. Along with routine examinations, classroom participations, class assignments, project work, and presentations would also be a part of the overall assessment of the students.

NOTES:
- For Core papers, and DSE Theory: 3 classes+ 1 student presentation per paper per week
- For AEEC courses: 2 theory classes +1 presentation per paper per week
- For GE papers 2 classes + 1 tutorial per paper per week per group
- Practicals: 3 practical classes per week/per group
- Tutorials: 1 tutorial per paper per week per group
- Each practical/ tutorial group will consist of 8-10 students
- 2 practicum to be done in a practical paper
- Project/dissertation: 1 class per student per week
- Evaluation through presentations/ projects/ tests
- Ability enhancement elective courses: Hands on training will be provided through skill based learning.

PROPOSED SCHEME FOR CHOICE BASED CREDIT SYSTEM IN
B.A. (PROG) PSYCHOLOGY

Semester	CORE COURSE (12)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (2)	Discipline Specific Elective DSE (4)	Generic Elective (GE) (4)
I	English/ MIL-1	(English/MIL Communication)/ Environmental Science			
	DSC-PSY-1A: Foundations of Psychology (Theory + Practical)				
	DSC-2A				
II	MIL/English-1	Environmental Science/ (English/MIL Communication)			
	DSC-PSY-1B: Introduction to Social Psychology (Theory + Tutorial)				
	DSC-2B				
III	English/ MIL-2		AEEC-1		
	DSC-PSY-1C: Understanding Psychological Distress and Well-being (Theory+ Tutorial)				
	DSC-2C				
IV	MIL/English-2		AEEC-2		
	DSC-PSY-1D: Statistical Methods and Psychological Research (Theory + Practical)				
	DSC-2D				
V			AEEC-3	DSE-1 A	GE-1
				DSE-2 A	
VI			AEEC-4	DSE-1 B	GE-2
				DSE-2 B	

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 2) (1 in Semester V and 1 in Semester VI):

DSE-PSY-1Aa: Life span development (Theory+ Practical)

DSE-PSY-1Ab: Industrial/ Organizational Psychology (Theory+ Practical)

DSE-PSY-2Ba: Counseling Psychology (Theory+ Practical)

DSE-PSY-2Bb: Project/ Dissertation (6th semester)

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (Any 4, 1 each in Semester III, IV, V and VI):

AEEC-PSY-P-01: Developing emotional competence (Theory+ Tutorial)

AEEC-PSY-P-02: Managing Stress (Theory+ Tutorial)

AEEC-PSY-P-03: Making decisions (Theory+ Tutorial)

AEEC-PSY-P-04: Psychology in education (Theory+ Tutorial)

AEEC-PSY-P-05: Managing human resources (Theory+ Tutorial)

AEEC-PSY-P-06: Applications of social psychology (Theory+ Tutorial)

ELECTIVE: GENERIC (GE) (Any 2, 1 each in Semester 5 and 6):

GE-PSY-P-01: Psychology for Living (Theory+ Tutorial)

GE-PSY-P-02: Psychology of Gender (Theory+ Tutorial)

GE-PSY-P-03: Self and Personal Growth (Theory+ Tutorial)

DSC-PSY-1A: FOUNDATIONS OF PSYCHOLOGY

Objectives: To understand the basic psychological processes and their applications in everyday life.

Unit 1: Introduction:
Psychology: as a science ,perspectives, origin and development of psychology, psychology in India, methods; experimental and case study.

Unit 2: Cognitive processes:
Perception: nature of perception, laws of perceptual organization, learning-conditioning, observational learning memory-processes, information processing model, techniques for improving memory.

Unit 3: Motivation and Emotion:
Motives: biogenic and sociogenic
Emotions: nature of emotions, key emotions

Unit 4: Personality and Intelligence:
Personality: nature and   theories
Intelligence: nature and   theories

Practicum: Two experiments to be done on any two topics from the syllabus

Readings:

Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition).Pearson Education Ltd.

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 (7th Ed.) New Delhi : Tata Mc Graw Hill.

Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham: Open University Press.

Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Minand Behaviour. McGraw-Hill Education.UK.

SEMESTER II

DSC-PSY-1 B: INTRODUCTION TO SOCIAL PSYCHOLOGY

Objective: to understand the basics of social psychology and to understand the individual in the social world.

Unit 1: Introduction:
Brief history of social psychology (special emphasis on India), Scope of social psychology, levels of social behavior, approaches towards understanding social behavior

Unit 2: Individual level processes:
Person perception: attribution-theories, biases and errors
Attitude: formation, change and resistance to change

Unit 3: Interpersonal processes:
Interpersonal attraction, prosocial behavior, aggression

Unit 4: Group dynamics:
Key aspects of groups, cooperation and conflict, group decision making.

Readings:

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

Chadha, N.K. (2012). Social Psychology. MacMillan.

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

SEMESTER-III

DSC-PSY-1C: UNDERSTANDING PSYCHOLOGICAL DISTRESS AND WELL BEING

Objective: To introduce the concepts of psychological distress and abnormality and to understand how to achieve well-being.

Unit 1: Basic Concepts:
Psychological distress, abnormality and psychological well-being

Unit 2: Theoretical perspectives:
Biological, familial, cultural, behavioral, cognitive and psychodynamic.

Unit 3: Clinical states:
Anxiety disorders-Obsessive compulsive disorder, mood disorders-Unipolar, Bipolar, and schizophrenia: Disorganized, Paranoid and Catatonic.

Unit 4: Dealing with psychological distress:
Coping strategies, personal growth and well-being

Readings:

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

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

Frude, N. (1998). Understanding abnormal psychology. Oxford: Blackwell Publishers.

DSC-PSY-1D: STATISTICAL METHODS AND PSYCHOLOGICAL RESEARCH

Objective: To introduce basic statistical methods, psychological testing and qualitative methods and their uses.

Unit 1: Introduction: Scales of measurement, graphical representation of data

Unit 2: Data analysis: Measures of central tendency: Mean, median, mode (properties and computation). Standard deviation: properties and computation. Correlation: Pearson method, properties of Normal Probability Curve (NPC).

Unit 3: Psychological Testing: Introduction to psychological testing, characteristics of test, Reliability, Validity, Norms, types of tests.

Unit 4: Qualitative methods: Interview, observation, case study

Practicum: Two practicum to be done: 1 test and one practical based on unit 4.

Readings:

Garrett, H.E. & Woodworth, R.S. (1987). Statistics in Psychology and Education.Mumbai: Vakils, Feffer & Simons Pvt. Ltd.

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

King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.

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

ELECTIVE: DISCIPLINE SPECIFIC DSE (Any 2) (1 in sem V and 1 in Sem VI):

DSE-PSY-1Aa: LIFE SPAN DEVELOPMENT

Objectives: To understand how human life unfolds from conception to late adulthood and to understand the relationship between theory and applications within each domain of development.

1. **Introduction to life-span perspective:** Nature, issues and theoretical perspectives;   methods and designs

2. **Physical development:** Patterns of growth from conception till late adulthood.

3. **Cognitive development:** Introduction, Piagetian and Vygotskian approaches; Cognitive changes in adulthood and old age; Language development.

4. **Socio-emotional development:** Emotional development; Moral development; Successful aging.

Practicum: Students have to carry out any 2 practicum based on the syllabus.

Readings:

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall. Feldman, R.S. & Babu, N. (2011). Discovering the life-span. New-Delhi: Pearson.

Santrock, J.W. (2012). A topical approach to life-span development. New-Delhi:Tata McGraw-Hill.

DSE-PSY-1Ab: INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY

Objective: To introduce the basic concepts of I/O psychology and to understand the applications of psychology at the workplace.

Unit 1: Introduction: Industry and organization; Current status of I/O psychology, I/O psychology in the Indian context.

Unit 2: Work Related Attitudes: Job satisfaction; Organizational Commitment; Organizational Citizenship Behavior.

Unit 3: Work Motivation: Theories and application; Indian perspective.

Unit 4: Leadership: Classical and Contemporary approaches to leadership; Cross-cultural leadership issues; Indian perspective on leadership

Practicum: Any two practicum based on the syllabus

Reading List:

Aamodt, M. G. (2001) Industrial Organizational Psychology. India: Cengage Learning. Chadha, N.K. (2007) Organizational Behavior. Galgotia Publishers: New Delhi.

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

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 organizational behaviour. Oxford: Oxford University Press.

DSE-PSY-1Ba: COUNSELING PSYCHOLOGY

Objective: To develop an understanding of basic concepts, processes, techniques of Counselling

1. **Introduction**: Meaning and Goals, Counselling as a Profession: professional ethics, Counsellor Effectiveness, Counselling in the Indian context.

2. **Counselling Process and Relationship.**

3. **Approaches and Techniques:** Psychodynamic, Behavioral, Person-Centered, Cognitive-Behavioral, Indian approaches: Yoga and Meditation.

4. **Application:** Family Counselling, Career Counselling, Crisis Intervention.

Practicum: Students are required to carry out any 2 practical based on the syllabus.

Readings:

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

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

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

DSE-PSY-1Bb: PROJECT/ DISSERTATION

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

Reference – Latest APA manual for dissertation.

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

ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC) (SKILL BASED) (Any 4, 1 each in Semester III, IV, V and VI):

AEEC-PSY-P-01: DEVELOPING EMOTIONAL COMPETENCE

Objective: To help the students learn how to understand and manage their emotions and develop emotional competencies.

Unit 1: Introduction: importance of recognizing and understanding emotions in oneself and others, importance of managing one's emotions.

Unit 2: EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills

Readings:

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 nd ed.)* New Delhi: Response Books.

AEEC-PSY-P-02: MANAGING STRESS

Objective: To understand the main symptoms and sources of stress and learn ways of coping with stress.

Unit 1: Stress: Nature of stress, symptoms of stress, sources of stress, Stress and health

Unit 2: Managing stress: Methods - yoga, meditation, relaxation techniques, problem focused and emotion focused approaches

Readings:

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 .

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

AEEC-PSY-P-03: MAKING DECISIONS

Objective: Students will learn various strategies through which they can make good decisions.

Unit 1: Introduction: Basic concepts of decision making, Importance of making good decisions, self-efficacy.

Unit 2: Making effective decisions: Decisions regarding career, Decision making in interpersonal context, Decision making at the workplace

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-P-04: PSYCHOLOGY IN EDUCATION

Objective: To understand how the principles of psychology can be applied to the area of education.

Unit I: Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology, Theoretical Perspectives in Educational Psychology

Unit 2: Effective Teaching and Classroom Management

  a. Characteristics of Effective Teachers

  b. Teaching Methods

  c. Classroom Management

  d. 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.

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

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

AEEC-PSY-P-05: MANAGING HUMAN RESOURCES

Objective: To understand the main concepts related to human resource management and learn related techniques.

Unit 1: Introduction: Human resource management, Human resource development, Strategic Human Resource Management, International Human Resource Management.

Unit 2: Human resource practices: Job analysis, Selection, training, performance evaluation.

Readings:

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

Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.

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

Harzing, A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.

Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hypergraphic press

AEEC-PSY-P-06: APPLICATIONS OF SOCIAL PSYCHOLOGY

Objective: To apply the principles of social psychology to understand and deal with social issues.

Unit 1: Introduction: Importance of application of social psychological knowledge, developing interventions, impact analysis, case studies in the Indian context

Unit 2: Applications of social psychology: diversity, health, environment, population, law, work.

Readings:

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

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

ELECTIVE: GENERIC (GE) (Any 2: 1 each in Semester 5 and 6):

GE-PSY-P-01: PSYCHOLOGY FOR LIVING

Unit 1: Introduction: What is psychology, relevance of psychology, psychological factors and physical illness, body image, lifestyle interventions.

Unit 2: Self and relationships: importance of family and peer groups in one's life, importance of emotional intelligence, role of culture.

Unit 3: Self in disintegrative experiences: stress and coping

Unit 4: Growth and actualizing self: subjective well-being, optimism, resilience.

Readings:

Atwater, E. & Grover, D. & Karen (1999). Psychology for living: Adjustment, growth and behavior today. Prentice Hall.

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

GE-PSY-P-02: PSYCHOLOGY OF GENDER

Unit 1: Introduction: Conceptualization and measurement of gender roles and gender role attitudes

Unit 2: Sex related comparisons: cognitive abilities, social domains, emotion, moral development, theories

Unit 3: Gender: Aggression, achievement, communication, friendship, romantic relationships

Unit 4: Sex differences in health, relationships and health, work roles and health, mental health.

Readings:

Helgeson, V.S. (2006). Psychology of Gender. Pearson education.

GE-PSY-P-03: SELF AND PERSONAL GROWTH

1. **Introduction:** Notion of Personality, perspectives, Self as an object and as a process. Bases of Self knowledge.

2. **Self from a Developmental Perspective:** Ideas of William James, M. Lewis, Mead, Cooley, Robert Kegan; Carl Rogers.

3. **Self in the Indian Thought:** contributions of Indian thought to the understanding of self.

4. **Personal Growth:** Self and Personal growth; Developing character strengths and virtues.

Readings:

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