

## **UG-NEP- MINOR COURSE**

### **SEMESTER 1**

#### **PSYCORN101T/PSYMINN101T: Fundamentals of Psychology (TOTAL CREDIT: 3, TOTAL HOURS: 45)**

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

#### **Unit 1: Orientation to psychology (15 Hours)**

- a) Nature, fields and applications of psychology
- b) Cognitive Processes: Learning, memory and problem solving
- c) Conative Processes: Motivation, types of motives (Extrinsic and Intrinsic) d)
- Affective Processes: Emotion, Positive and negative emotion

#### **Unit 2: Psychology of Individual Differences (15 Hours)**

- a) Theories of personality: Freud (topographical model, structure of mind, psychosexual stages), Eysenck, Rogers, Costa and McCrae
- b) Theories of intelligence: Spearman's 'g' theory, Sternberg and Gardner c)
- Assessment of intelligence and personality

#### **Unit 3: Understanding Developmental Processes (15 Hours)**

- a) Cognitive Development – Piaget
- b) Moral Development—Kohlberg
- c) Psycho-social Development – Erikson

#### **PSYCORN101P/PSYMINN101P:**

#### **PRACTICUMS (Credit 2, 60 Hours)**

1. Assessment of Intelligence through Cattell's Culture Fair Test
2. Assessment of Personality through NEO-FFI

#### **Readings:**

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

New Delhi.

Ciccarelli, S.K. & Meyer, G.E. (2008). Psychology (South Asian Edition). New Delhi: Pearson  
Feldman, S.R. (2009). Essentials of understanding psychology (7<sup>th</sup> Ed.) New Delhi : Tata Mc  
Graw Hill.

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

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

## **SEMESTER 2**

### **PSYCORN202T/PSYMINN202T:**

#### **YOUTH, GENDER, AND IDENTITY (TOTAL CREDIT :**

#### **3; TOTAL HOURS : 45)**

**Objectives:** To equip the learner with an understanding of the concepts of youth, gender, and identity and their interface and to inculcate sensitivity to issues related to youth, gender, and identity within the sociocultural context.

#### **Unit 1: Introduction (15 Hours)**

- a. Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context b.
- Concepts of Gender: Sex, Gender Identity, Gender Roles, Gender Stereotypes c.
- Concepts of Identity: Self-Concept, Self-esteem, Social Identity

#### **Unit 2: Youth and Identity (15 Hours)**

- a. Family: Parent-youth conflict, sibling relationships, intergenerational gap b.
- Peer group identity: Friendships and Romantic relationships
- c. Youth culture: Influence of globalization on Youth identity identity crisis d. Youth, Gender and Violence—Encouraging non-gender-stereotyped attitudes in youth

#### **Unit 3: Gender and Identity (15 Hours)**

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

### **PSYCORN202P/PSYMINN202P:**

#### **Unit 4: PRACTICUMS (Credit 2, 60 Hours)**

1. Assessment of gender role using Indian Gender Role Identity Scale (IGRIS)
2. Assessment of achievement using Deo-Mohan Achievement Scale

### **Readings:**

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

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

## **SEMESTER 3**

### **PSYCORN303T/PSYMINN303T: PSYCHOLOGY FOR HEALTH AND WELL BEING (TOTAL CREDIT: 5; TOTAL HOURS: 60)**

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

#### **UNIT1: Illness, Health And Well Being (15 HOURS)**

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

#### **UNIT2: Stress and Coping (15 HOURS)**

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

#### **Unit 3: Health Management (15 HOURS)**

Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviors, illness management

### **PSYCORN303P/PSYMINN303P:**

#### **Unit 4: PRACTICUMS (Credit, 2; 60 HOURS)**

1. Assessment of Stress using Perceived Stress Scale (PSS)
2. Assessment of Coping Using the Coping Checklist 2 (CCL 2)

### **Readings**

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

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

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

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

Sarafino, E.P. (2002). Health psychology: Biopsychosocial interactions (4th Ed.). NY: Wiley.  
Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

## **SEMESTER 4**

### **PSYCORN404T/PSYMINN404T: PSYCHOLOGY**

#### **AT WORK (TOTAL CREDIT:3; TOTAL HOURS: 45)**

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

#### **Unit I: Introduction to I/O Psychology (15 hours)**

Definition, Brief History, Contemporary Trends and Challenges

#### **Unit II: Job Satisfaction and Work Motivation (15 hours)**

Concepts of Job satisfaction and work motivation, causes of Job Satisfaction, outcomes of Job Satisfaction, Theories of Work Motivation and Applications

#### **Unit III: Leadership and Communication (15 hours)**

The meaning of leadership, early approaches to leadership, and contemporary approaches to leadership Transformational and Transactional Leadership; Communication process, purpose of communication in organizations

#### **PSYCORN404P/PSYMINN404P:**

#### **PRACTICUMS (Credit 2, 60 hours)**

1. Assessment of Work Motivation through the Herzberg Work Motivation Scale.
2. Assessment of Work-Related Quality of Life through the Work-Related Quality of Life Scale (WRQOL Scale)

#### **Readings**

Adler, N.J. (1997). Global Leaders; A Dialogue with future history, Journal of

International Management, 2, 21-33.

Adler, N.J. (1997). Global Leadership: Women Leaders. Management International Review, Vol. 37, International Human Resources and Cross Cultural Management, 171-196.

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

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

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

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

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

Prentice Hall of India.

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

Kindersley **SEMESTER 5**

### **PSYCORN505T/PSYMINN505T: CLINICAL PSYCHOLOGY**

**(TOTAL CREDIT: 3; TOTAL HOURS: 45)**

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

#### **UNIT 1: Models of Psychopathology (15 Hours)**

Psychodynamic, cognitive-behavioral, and stress-diathesis models of psychopathology

**Unit 2: Anxiety disorders and obsessive-compulsive disorder (15 hours)** Overview and Clinical picture of Anxiety Disorders and Obsessive-Compulsive Disorder

#### **Unit 3: Schizophrenia and Mood Disorders (15 hours)**

Overview and Clinical picture of Schizophrenia and Mood Disorders

### **PSYCORN505P/PSYMINN505P: Practical (Credit 2; 60 hours)**

1. Assessment of state and trait anxiety through the State-Trait Anxiety Inventory (STAI).
2. Assessment of Subjective Depression through Beck Depression Inventory (BDI)

## **SEMESTER 6**

### **PSYCORN606T/PSYMINN606T: DEVELOPMENTAL PSYCHOLOGY CONTEMPORARY APPROACHES (TOTAL CREDIT: 3; TOTAL HOURS: 45)**

**Objectives:** To understand the role of culture in understanding behavior and explore psychological insights in Indian thought traditions.

#### **Unit 1: Contemporary Approaches**

Contemporary approaches to studying cognitive, language, and emotional development and concept of emotional intelligence

#### **Unit 2: Identity Development**

Development of Identity: Personality Development, Gender and Sexuality, and Development of Self.

#### **Unit 3: Developmental Disabilities**

1. Intellectual Disability
2. Learning Disability and Communication Disorders
3. Autism Spectrum Disorders
4. Attention Deficit Hyperactivity Disorder

#### **PSYCORN606P/PSYMINN606P: PRACTICUMS (Credit 2; 60 hours)**

1. To assess intellectual level of an individual through any standardized intelligence test, 2. To assess the emotional intelligence of an individual through the Wong & Law Scale of Emotional Intelligence.

#### **Readings:**

Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), Perspectives on Indigenous Psychology, p. 374–398, New Delhi: Concept Publishing Company.

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

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.

Roa, 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.

Mangal & Mangal. Emotional Intelligence: Managing Emotions to Win in Life

**SEMESTER 7**  
**SPECIAL MINOR**

**PSYSMCN704T: Stress and Psychopathology:**

**Module 1: Stress and Health Behaviour**

Nature and Sources of Stress, Types of stress, Effect of stress on physical and mental health, Stress-Related Disorders: CVD, IBS, Diabetes, Headache, Obesity, Health-promoting and health-compromising behavior, Theories of health behavior and their implications

**Module 2: Stress and Wellbeing**

Stress and Personality Factors—Type A, Type B; Hardiness, Resilience, Optimism, Hope, Self-Efficacy

**Module 3: Stress and Psychopathology**

Stress Diathesis Model,  
Clinical pictures of Acute Stress disorder, Post-Traumatic Stress Disorder;

**Module 4: Coping and Stress Management**

Types of coping mechanisms

Techniques of stress management: Systematic Desensitization, Biofeedback, Flooding. Mindfulness, Yoga, Meditation, JPMR

**PSYSMCN704P:**

**PRACTICUMS:**

1. Administer and Interpret Perceived Stress Scale by Sheldon Cohen
2. Administration and interpretation of Brief Coping Orientation to Problems Experienced Inventory (Brief-COPE)

