

# **Syllabus for Undergraduate Programme Under NEP Curriculum**

## **DETAIL OF PSYCHOLOGY MAJOR** **DISCIPLINE SPECIFIC COURSES**

### **SEMESTER I**

#### **PSYDSC101T: INTRODUCTION TO PSYCHOLOGY (TOTAL CREDIT : 3,TOTAL HOURS : 45)**

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

#### **Unit 1: Introduction to Psychology (10 hours)**

Nature, Definition and Scope of Psychology; Methods of psychology (Observation, Introspection, Experiment, Field Study); Brief Concepts of the different Schools of Psychology - Structuralism and Functionalism, Behavioural, Gestalt, Psychodynamic, Cognitive.

#### **Unit 2: Sensation, Attention & Perception (15 Hours)**

- (a) **Sensation** : Nature and Attributes
- (b) **Attention** : Nature, Determinants & Types of Attention, Shift, Fluctuation and Oscillation
- (c) **Perception** : Concepts of Absolute and difference thresholds Concepts of Psychophysics - RL, DL, Weber-Fechner Law, Gestalt Views of Perception

#### **Unit 3: Principles of Learning: (10 Hours)**

- (a) Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning strategies; Learning in a digital world; Self-regulated learning;

#### **Unit 4: Memory (10 Hours)**

- (a) **Memory:** Models of memory: Atkinson & Shiffrin, Baddeley & Hitch ; Levels of processing - Craik and Lockhart, Forgetting, Improving memory.

#### **PSYDSC101P: PRACTICUMS (TOTAL CREDIT : 2,TOTAL HOURS : 60)**

1. Experiment on Attention using Software based Data Collection System

2. Experiment of the effect of spacing on memorization capacity using Nonsense Syllables.

**Readings:**

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

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

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

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

## **SEMESTER II**

### **PSYDSC202T: DEVELOPMENTAL PSYCHOLOGY (TOTAL CREDIT : 3, TOTAL HOURS : 45)**

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

#### **Unit 1: Introduction (5 Hours)**

- a) Concepts and principles of Human Development
- b) Nature and Nurture with Special reference to cultures

#### **Unit 2: Domains of Human Development I (15 Hours) (Lifespan Approach)**

- a) Prenatal development
- b) Physical development
- c) Cognitive development
- d) Language development

#### **Unit 3: Domains of Human Development II (15 Hours) (Lifespan Approach)**

- a) Development of attachment and Emotional development
- b) Moral development
- c) Social development

#### **Unit 4: Socio-Cultural Contexts for Human Development (10 Hours)**

- a) Family & Parenting Style
- b) Peers & Schooling

### **PSYDSC202P: PRACTICUMS (TOTAL CREDIT : 2, TOTAL HOURS : 60)**

1. To determine the attachment styles of an adult individual by using Attachment Style Questionnaire by Ainsworth.
2. To determine the Family environment of an adult individual by using Family Environment Scale by Moos

**Reading List:**

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

## SEMESTER III

### **PSYDSC303T: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES (TOTAL CREDIT : 3, TOTAL HOURS : 45)**

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

#### **Unit 1: Emotion and Motivation (10 Hours)**

- (a) **Emotion:** Definition and Theories : James Lange, Cannon Bard, Schachter Singer, and Lazarus
- (b) **Motivation:** Definition and Types (Intrinsic and Extrinsic), Theories - Drive Reduction Theory, Maslow, McClelland.

#### **Unit 2: Intelligence (15 Hours)**

- (a) Definition and Concept of Intelligence. Theories - **Spearman, Cattell, Guilford, Sternberg and Gardner.**
- (b) Definition and Concept of Emotional Intelligence, Models of Emotional Intelligence, Concepts of EQ

#### **Unit 3: Personality (15 Hours)**

Nature and Definition of personality; Theories on personality: **Freud** ( Topographical theory, Structural theory, Psychosexual stages ) **Rogers**’, **Eysenck**’s, **Costa and McCrae**.

#### **Unit 4: Indian approaches to self (5 Hours)**

Self and identity in Indian thought (**Nyaya, Vedanta, components of identity, concept of Triguna from Sankhya perspective**).

### **PSYDSC303P: PRACTICUMS (TOTAL CREDIT : 2, TOTAL HOURS : 60)**

1. Assessment of intelligence by administering Cattell’s Culture Fair Test of Intelligence
2. Assessment of personality pattern/Type of an adult individual by using NEO-5 and Mysore Triguna Scale (Data to be preserved by college through google/excel sheets)

#### **Readings:**

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

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

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

Cornelissen, R.M.M., Misra, G. & Varma, S. (2011). *Foundations of Indian Psychology, Vol 1*. Pearson.

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

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

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

## SEMESTER IV

### **PSYDSC404T: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-I (TOTAL CREDIT : 3, TOTAL HOURS : 45)**

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

#### **Unit 1: Introduction (10 Hours)**

Psychological Research & Statistics; Descriptive and Inferential Statistics; Variables and Constants; Measurement Scales.

#### **Unit 2: Measures of Central Tendency (10 Hours)**

The Mode; the Median; the Mean; Properties and Relative Advantages and Disadvantages of the Mode, the Median and the Mean.

#### **Unit 3: Measures of Variability and Standard (z) Scores (15 Hours)**

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.

#### **Unit 4: Correlation (10 Hours)**

Concept, properties and types of correlation, coefficient of correlation, factors affecting coefficient of correlation. Concepts, assumptions, computations and interpretations of product moment, rank difference.

### **PSYDSC404P: PRACTICUMS (TOTAL CREDIT : 2, TOTAL HOURS : 60)**

1. Graphical Representation of Data: Basic Procedures; The Histogram; The Frequency Polygon (including Smoothed Frequency Polygon); The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph.
2. Computations of Mean, SD, product moment coefficient of correlation, rank order correlation through SPSS software

#### **Reading List:**

Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4<sup>th</sup>Ed.) India: Pearson Education, Prentice Hall.

Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.  
Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.  
Howell, D. (2009) Statistical methods for Psychology.  
King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA:  
John Wiley & Sons.  
Mangal, S.K. (2012). Statistics in Psychology & Education. 2<sup>nd</sup> Edition. New Delhi:  
PHI learning Pvt. Ltd.

**PSYDSC505T: RESEARCH METHODOLOGY (TOTAL CREDIT : 3, TOTAL HOURS : 45)**

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

**Unit 1: Basics of Research in Psychology (15 Hours)**

- (a) Psychological Research: Concepts, Goals and Ethics of Psychological Research.
- (b) Understanding Qualitative and Quantitative Research Paradigms; Formulating a Research Problem and Hypothesis.

**Unit 2: Conducting Experiments (10 Hours)**

- (a) Experimental Method: Introduction to Experimental and Quasi-experimental Methods.
- (b) Concept and types of Sampling

**Unit 3: Non-Experimental Methods (10 Hours)**

Case Study; Observation; Surveys, Focus Group Discussion, Interviews, Psychological test

**Unit 4: Standardization of psychological tests (10 Hours)**

Concepts and types of Reliability, Validity and Norms of a Psychological Test; Applications.

**PSYDSC505P: PRACTICUMS (TOTAL CREDIT : 2, TOTAL HOURS : 60)**

1. Group data analysis obtained on NEO and Triguna
2. Computation of coefficient of reliability

**Reading List:**

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

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

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

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

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

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

**PSYDSC606T: PERSPECTIVES OF PSYCHOLOGICAL THOUGHT (TOTAL CREDIT : 3, TOTAL HOURS : 45)**

**Objectives:** This course provides a basic introduction to the development of the discipline both from the Indian as well as western perspective and reviews the development of psychological thought and introduces the issues and debates in contemporary psychology.

**Unit 1: Understanding Psyche: Debates and Issues (5 Hours)**

- (a) Free will and determinism
- (b) Empiricism and rationality
- (c) Issues of Consciousness and Mind Body Relationship

**Unit 2: Positivist Orientation (15 Hours)**

The journey from Behaviourism to cognition, Key contributions of **Watson, Skinner, Ellis, Beck**, Cognitive Revolutions.

**Unit 3: Psychoanalytic Orientation(15 Hours)**

Key contributions of Freud (Basic concepts of Dream theory, and Defense Mechanisms), Adler, Erikson

**Unit 4 -: Contemporary Developments (10 Hours)**

Basic concept of Feminism and social constructionism.

**PSYDSC606P: PRACTICUMS (TOTAL CREDIT : 2, TOTAL HOURS : 60)**

1. To assess the major defenses of an adult individual by using Defense Style Questionnaire (DSQ)/ Defense Mechanism Inventory (DMI)
2. To assess the level of depression of an adult individual by using Beck Depression Inventory (BDI-II)

**READINGS:**

Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3<sup>rd</sup>Edn. Blackwell Publishing.

Feist & Feist. Theories of Personality Mc Graw Hill Higher Education.

King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4<sup>th</sup> Ed.).

Pearson education.

Kurt Pawlik, Gery D'ydewalle (2006). *Psychological Concepts: An International Historical Perspective*. Taylor Francis Group.

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

Mc Adams (2000). *The Person: An Integrated Introduction to Personality Psychology* John Wiley

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

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

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

Wolman, B.B. (1979). *Contemporary theories & systems in psychology*. London: Freeman Book Co.

## **PSYDSC707T: SOCIAL PSYCHOLOGY (TOTAL CREDIT : 3, TOTAL HOURS : 45)**

**Objectives:** To develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society Introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations.

### **Unit 1: Introduction to Social Psychology (10 Hours)**

Nature, Concepts and approaches to social psychology; Relationship with sociology and anthropology; Areas of application: Health, Law, Workplace.

### **Unit 2: Self and Society (10 Hours)**

Self and its processes: Self-concept, Self-esteem; Social identity, Social Cognition, Social perception and Attitudes - Concept, Theories, and Change.

### **Unit 3: Social interaction and Influence (10 Hours)**

Interpersonal attraction, Pro-Social Behaviour, Aggression, Social influence.

### **Unit 4: Group Dynamics and inter-group relations (15 Hours)**

Nature of intergroup relations, Prejudice, inter-group conflict.

## **PSYDSC707P: PRACTICUMS (TOTAL CREDIT : 2, TOTAL HOURS : 60)**

1. To construct an attitude scale following Likert method and administer the scale to determine the attitude of an adult individual towards any selected topic. (modified by Goode and Hatt)
2. To determine prejudice towards any group by using Bogardus Social Distance Scale

### **Readings:**

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

Chadha, N.K. (2012). Social Psychology. MacMillan: New Delhi

Deaux, K & Wrightsman, L. (2001). Social Psychology. California: Cole Publishing

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

Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Developments (ICSSR survey of advances in research). New Delhi: Pearson.

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

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

## SEMESTER V

### PSYDSC808T: STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH-II (TOTAL CREDIT : 3, TOTAL HOURS : 45)

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

#### **Unit 1: Inferential Statistics (10 Hours)**

Concepts of inference, Steps and Concepts of Standard Error. Computation of z scores.

#### **Unit 2: Significance of Mean Difference (10 Hours)**

Concept, assumptions and computation of t-test/z-test (Independent & Dependent, small & large, equal & unequal)

#### **Unit 3: Other types of Correlation (15 Hours)**

Biserial, Point biserial, phi, tetrachoric, and contingency coefficient of correlation.

#### **Unit 4: Non parametric statistical tests (10 Hours)**

Chi square and Mann-Whitney U test, Wilcoxon sign rank test.

### **PSYDSC808P: PRACTICUMS (TOTAL CREDIT : 2, TOTAL HOURS : 60)**

1. Computation of t test (Independent & Dependent) through **SPSS** software.
2. The Normal Distribution: The Nature and Properties of the Normal Probability Distribution; Standard Scores (z-score) 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): Concept and Calculation.

#### **Reading List:**

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

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

Coakes, S. J., Steed, L., & Ong, C. (2009). *SPSS: Analysis Without Anguish Using Version 16.0 for Windows*. Milton, QLD: Wiley Students Edition.

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

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

Siegel, S. (1956). *Nonparametric Statistics*. NY: McGraw Hill

### **PSYDSC909T: BIOPSYCHOLOGY (TOTAL CREDIT : 3, TOTAL HOURS : 45)**

#### **Objectives:**

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

#### **Unit 1: Introduction to Biopsychology (5 Hours)**

Nature, scope & Methods in Biopsychology.

#### **Unit -2: Neurons and Neurotransmitters (10 Hours)**

Structures and functions of neuron, neural conduction and synaptic transmission. Neurotransmitters: types and functions.

#### **Unit 3: Central and Peripheral Nervous System (20 Hours)**

Structures and functions of the central nervous system and peripheral nervous system. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization), hemispheric specialization.

#### **Unit 4: Endocrine System (10 Hours)**

Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary.

### **PSYDSC909P: PRACTICUMS (TOTAL CREDIT: 2, TOTAL HOURS: 60)**

1. Experiment on the effect of variations in muscular preparedness on reaction time.
2. Experiment on Interference Effect (Using STROOP test)

#### **Readings**

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.

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

Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI.

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

Rozenweig, M. H. (1989). *Physiological Psychology*. New York: Random

**PSY DS 10: UNDERSTANDING PSYCHOLOGICAL DISORDERS-I (TOTAL CREDIT : 3, TOTAL HOURS : 45)**

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

**Unit 1: Understanding Psychopathology (10 hours)**

Definition and Criteria, Classification (DSM V & ICD 11), Signs and Symptoms. [DSM to primarily follow and overview and broad classification of ICD to be given]

**Unit 2: Anxiety Disorders and Obsessive-Compulsive and Related Disorders (15 hours)**

Clinical Picture and Aetiology

**Unit 3: Somatic Symptoms and Related Disorders (10 hours)**

Clinical Picture and Aetiology

**Unit 4: Substance Related and Addictive Disorders (10 hours)**

Alcohol abuse and Drug Abuse- Clinical Picture and Aetiology

**Tutorial Class: PowerPoint or Poster presentation on above disorders (TOTAL CREDIT: 2, TOTAL HOURS: 60)**

**Readings:**

Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.

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

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

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

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

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

## **PSY DS 11: ORGANIZATIONAL BEHAVIOUR (TOTAL CREDIT : 3, TOTAL HOURS : 45)**

**Objectives:** To develop an awareness of the concepts related to organizational behavior as well as to help the students develop connectivity between concepts and practices of organizations.

### **Unit 1: Industrial and Organizational Psychology (10 HOURS)**

Historical Background of Industrial Psychology, Defining Organizational Behaviour (OB), OB Model, the Organizational Structure, Common Organizational Designs, New Design Options

### **Unit 2: Individual Behavior, Job Satisfaction and Work Motivation (10 HOURS)**

Organizational Commitment, Organizational Citizenship Behaviour, POB

Work Motivation Theories- Content Theories (Herzberg and Alderfer), Process Theories (Vroom and Adams)

Job Analysis: Recruitment and Selection- Principles and Techniques; Psychological Testing and Interview Selection: Principles and techniques, Job Satisfaction

### **Unit 3: Human Resource Practices (15 HOURS)**

Performance Appraisal- Relevance of Performance Appraisal, Performance Appraisal Methods (Graphic Rating Scales, Employee Comparison Method, Behaviour Checklists and Scales), Error and Biases, Feedback of performance appraisal information to employees.

Concept and Model (Organization Level, Process Level, and Individual Level), Methods and Techniques of Training

### **Unit 4: Leadership (10 HOURS)**

Concept of leadership, Theories of leadership: Trait, Behavioral and Contingency

## **PRACTICUMS (TOTAL CREDIT : 2, TOTAL HOURS : 60)**

1. To assess organizational commitment by using Organizational Commitment Questionnaire developed by Allen & Meyer
2. To assess work life balance by using a suitable psychological test

**Readings:**

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

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

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

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

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

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

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

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

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

Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage.

## **SEMESTER VI**

### **PSY DS 12: UNDERSTANDING PSYCHOLOGICAL DISORDERS- II**

**(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: Depressive Disorders, Bipolar and Related Disorders (15 Hours)**

Clinical Picture and Aetiology of the disorders under Depressive Disorders, Bipolar and Related Disorders

#### **Unit 2: Personality Disorders (10 Hours)**

Overview of Personality Disorders and Clusters

#### **Unit 3: Schizophrenia Spectrum Disorders (15 Hours)**

Clinical Picture and Aetiology of the disorders under Schizophrenia spectrum disorder

#### **Unit 4: Reaching a diagnosis (5 Hours)**

How to reach diagnosis; Differential diagnosis; Clinical Assessment- Introduction to methods (specific for assessment and diagnostic Purpose) and diagnostic tools.

**Tutorial Class: PowerPoint or Poster presentation on above disorders (TOTAL CREDIT : 2, TOTAL HOURS : 60)**

### **PSY DS 13: PSYCHOLOGY AND MEDIA (TOTAL CREDIT : 3, TOTAL HOURS : 45)**

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

#### **UNIT I: Media and User (15 HOURS)**

understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation.

### **UNIT II: Media and Society (15 HOURS)**

Developing an effective advertising programme /media promotions/ campaigns for social marketing. Developmental issues: fantasy Vs reality, socialization, stereotyping,

### **UNIT III: Impact of Media and Addiction (15 HOURS)**

Audio-Visual media (TV and movies) and Print media, Nature and their impact; violence, and cybercrime, Virtual social media, interactive media, gaming, issues of internet addiction.

### **PRACTICUMS (TOTAL CREDIT : 2, TOTAL HOURS : 60)**

1. To assess the level of Internet addiction through Internet Addiction Test
2. Project on Sensitization and Awareness on Digital Wellbeing.

### **PSY DS 14: HEALTH & WELLBEING (TOTAL CREDIT : 3, TOTAL HOURS : 45)**

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

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

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

#### **Unit 2: Stress & health Behaviour**

Nature and sources of stress, effect of stress on physical and mental health, coping and stress management. Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.

#### **Unit 3: Positive Psychology**

Perspectives on Positive Psychology, Happiness (PERMA MODEL) and Subjective Well Being, Meaning of Life, Emotional Intelligence (Daniel Goleman), Resilience, Self Efficacy.

Optimism, Mindfulness, Character strengths and virtues, Wisdom, Hope

## **Unit 4: PRACTICUMS**

### **TO BE INCLUDED**

#### **PSY DS 15: COUNSELLING PSYCHOLOGY**

**(TOTAL CREDIT : 5, TOTAL HOURS : 60)**

Objectives:

To develop an understanding of basic concepts, processes, techniques of Counselling.

To acquaint the learner with the challenges of Counselling.

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

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

#### **Unit 2: Skills of Counselling (15 HOURS)**

Similarities and difference between counselling and psychotherapy, Counselling

Skills: Micro and Macro skills in counselling

#### **Unit 3: Contemporary Trends (15 HOURS)**

- a) Indian approaches: yoga and meditation
- b) Expressive techniques: art, music, dance.

#### **Unit 4: Counseling Applications (15 HOURS)**

- a) Child Counselling
- b) Family Counselling
- c) Career Counselling

**Tutorial Class: PowerPoint or Poster presentation on any of the above topics**

