

**SYLLABUS FOR B.A. (HONS.) APPLIED 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 academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

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

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 (CBSS):** Under the CBSS, 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

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

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

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i th 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		

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

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. (HONS.) APPLIED PSYCHOLOGY

This course aims at developing an understanding of the growing discipline of psychology and promoting skill based education. An important goal is to facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of society. The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of the society, educational institutions and the workplace and inculcate the required competencies in the students to understand and respond to the same efficiently and effectively.

Pedagogy for teaching the B.A. (Hons.) Course in Applied Psychology

The teaching-learning of the programme would be organized through lectures, tutorials, experiential exercises, projects, presentations, workshops, seminars and hands on training. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Practicum is incorporated as an important component in most of the papers with hands on training in the use of various research methods such as laboratory experiments, field experiments, observation, testing, survey, interview and case study. Use of ICT and mass media and web based sources (like documentaries, videos, films etc.) is highly recommended to make the teaching-learning process interactive, interesting and fruitful.

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: 4 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: 4 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 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. (HONS) APPLIED PSYCHOLOGY

SEMESTER	CORE COURSE (14)	ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) (2)	ABILITY ENHANCEMENT ELECTIVE COURSE (AEEC)(2) (SKILL BASED)	ELECTIVE DISCIPLINE SPECIFIC DSE (4)	ELECTIVE GENERIC (GE) (4)
I	C 1 Introduction to Psychology- I (Theory + Practical) (100+100)	Environmental Science			GE-1
	C 2 Research Methodology & Data Processing in Psychology- I (Theory + Tutorial) (100)				
II	C 3 Introduction to Psychology-II (Theory + Practical) (100+100)	English Communication			GE-2
	C 4 Research Methodology & Data Processing in Psychology- II (Theory +Tutorial) (100)				
III	C 5 Applied Social Psychology- I (Theory+ Practical) (100+ 50)		AEEC-1		GE-3
	C 6 Life Span Development (Theory + Practical) (100+ 50)				
	C 7 Systems in Psychology (Theory + Tutorial) (100)				
IV	C 8 Applied Social Psychology- II (Theory + Practical) (100+ 100)		AEEC-2		GE-4
	C 9 Health Psychology (Theory + Tutorial) (100)				

	C 10 Counseling Psychology (Theory + Practical) (100)				
V	C 11 Understanding Psychological Disorders- I (Theory + Practical) (100+ 50)			DSE-1	
	C 12 Foundation of Industrial/ Organizational Psychology- II (Theory + Practical) (100+ 50)			DSE-2	
VI	C 13 Understanding Psychological Disorders- II (Theory + Practical) (100+ 50)			DSE-3	
	C 14 Foundation of Industrial/ Organizational Psychology- II (Theory + Practical) (100+ 50)			DSE-4	

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

1. Stress Management (Theory+ Practical)
2. Effective Leadership (Theory+ Practical)
3. Communication Competence (Theory+ Practical)

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

1. Understanding Psychology (Theory+ Practical)
2. Youth Psychology (Theory+ Practical)
3. Living in Media World (Theory+ Practical)
4. Psychology at Work (Theory+ Practical)
5. Project/Dissertation
6. Psychology of Peace (Theory+ Practical)

ELECTIVE GENERIC (GE) (ANY 4, 1 EACH IN SEM 1, 2, 3 AND 4)

1. Community Psychology (Theory+ Tutorial)
2. Psychology for Living (Theory+ Tutorial)
3. Diagnostic Psychology (Theory+ Tutorial)
4. Environmental Psychology ((Theory+ Tutorial)
5. Intergroup Relations (Theory+ Tutorial)

CORE COURSES

SEMESTER – 1

C 1 Introduction to Psychology- I (Theory+ Practical)

UNIT I: (a) Nature of Psychology - Definition (b) Scientific Method, Historical Development and Current Status, Psychology in India. Biological Basis – Neuron, Structure and Function of Nervous System, Application.

UNIT II: Attention & Perception - Nature, Selective and Divided Attention, Perceptual processes: laws of perceptual organizations, depth perception, constancies, factors affecting perception & Application.

UNIT III: Learning & Memory - Conditioning, Cognitive Learning, Observation learning. Memory - Models, Theories of forgetting and improving memory.

UNIT IV: Motivation & Emotion - Approaches to Understanding, Types of Motives, Elements of Emotions; Bodily changes and Emotions; Gender, Culture & emotions, Application.

Readings:

Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.

Baraon,R.A. & Misra,G.(2014). Psychology New Delhi: Pearson Education.

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

Ciccarelli ,S. K., Meyer, G. E. & Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill

Practicum (any 2)

a) Application of Psychology in everyday life: Interactive and experiential activities with the use of videos, films, personal narration in the following: Experiencing positive/negative emotions; experiencing relevance of motivation referring to personal goals

b) Understanding and Conduction of Experiment. One experiment from each to be done from the following: Attention and Perception; Learning and Memory

C 2 Research Methodology & Data Processing in Psychology- I (Theory+ Tutorial)

UNIT I: Introduction to research process: Research Problem, Hypothesis, Types of Research, and Levels of Measurement.

UNIT II: Tools of data collection: Experimental method, Survey method (questionnaire & structured interview), Observation method, Case study method, Ex-post facto studies.

UNIT III: Characteristic of good test: Reliability, Validity, Norms.

UNIT IV: Measures of central tendency: Mean, Median & Mode
Measures of dispersion: Standard Deviation, Quartile Deviation
Derived scores: z-scores and T-scores (Calculations), Sten and Stanine
Normal distribution: Nature & Properties, finding areas when the score is known, finding the scores when the area is known
Correlation: Pearson's coefficient correlation and its significance; factors affecting correlation.

Readings:

Aron, A., Aron, E.N. & Coups, E.J. (2007). Statistics for Psychology. (4th Ed.) India: Pearson Education
N.K. Chadha (2009) Applied Psychometry. Sage Pub: New Delhi

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

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

Neuman, L. (2009). Social Research Methods: Qualitative and Quantitative Approaches, Pearson.

SEMESTER – 2

C 3 Introduction to Psychology- II (Theory+ Practical)

UNIT I: Cognition – Concepts and Categorization, Problem Solving & Decision Making, Application.

UNIT II: Intelligence – Nature, Theories, Assessment & Application.

UNIT III: Personality – Nature, Theories, Assessment & Application .

UNIT IV: Culture & Cognition: Cultural influence on Cognition, Personality & Intelligence; language & Thought.

Readings:

Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.

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

Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). Psychology: South Asian Edition. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2013). Psychology: The Science of Mind and Behaviour. New Delhi: Tata McGraw-Hill

Practicum

Tests/ Battery on any of the 3 topics from the following:
Intelligence, Personality, Thinking, Problem solving, Reasoning, Aptitude.

C 4 Research Methodology & Data Processing in Psychology- II (Theory+ Tutorial)

UNIT I: Sampling; Probability: simple random, stratified & cluster; Non- probability: accidental, quota, purposive.

UNIT II:

- (a) Qualitative research: Definition & difference from quantitative research.
- (b) Scale construction: Likert, Thurstone, Guttman & semantic differential.

UNIT III: Hypothesis testing: single & double (dependent & independent) means, Z and student's t; Type I & II errors, power of a test.

- UNIT IV:** (a) Hypothesis testing for more than two means: one way ANOVA
- (b) Introduction to nonparametric: Chi square.

Readings:

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

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

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

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

Neuman, L. (2009). Social Research Methods: Qualitative and Quantitative Approaches, Pearson.

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

SEMESTER – 3

C 5 Applied Social Psychology- I (Theory+ Practical)

UNIT I: Introduction to the field of Social Psychology & Applied Social Psychology; Definitions, historical roots, theories.

UNIT II: Social Cognition; Self in a social world; Attribution, biases, impression formation and impression management.

UNIT III: Social relationship: Nature, formation, interpersonal conflicts and managing relation referring to different types of relations.

UNIT IV: Attitude and Attitude Change.

Readings:

Aronson, E., Wilson, T.D. and Akert, R.M. (2010). Social Psychology (7th ed.) . Boston: Prentice Hall. (Indian publication)

Baron, R.A., Branscombe, N.R., Byrne, D. and Bhardwaj, G. (2010). Social Psychology (12th Edition). Delhi, Pearson.

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

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

Misra, G. (2009). Psychology in India: Social and Organisational Processes. Delhi. Pearson.

Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co. Ltd.

Practicum

Three practicum, one from each unit:

Unit 1: One practicum to be conducted based on the classic study of any social processes.

Unit II: Simulated exercises/assessment - Any one of the following:

1. Impression formation and attribution, self
2. Attitude

Unit III: Understanding Social Relations and resolving conflict using case studies and audio visual aids-(any one).

C 6 Life Span Development (Theory+ Practical)

UNIT I:

- (a) Nature and perspectives of life span development and its implication in Indian context.
- (b) Physical development: patterns of growth from infancy to late adulthood.

UNIT II:

- (a) Cognitive development: Brief introduction to cognitive development: Piagetian, Vygotskian.
- (b) Language development, Role of language in cognitive development.

UNIT III:

- (a) Socio-emotional development: Emotional development
- (b) Moral development

UNIT IV: Developmental issues in Indian context:

- (a) issues of disability,
- (b) developmental issues of adolescence,
- (c) challenges and changes in adulthood,
- (d) Aging

Readings:

Feldman, R.S. & Babu, N. (2011). Discovering the life-span. New-Delhi: Pearson.

Kakar, S. (2012) The inner world: A psychoanalytic study of childhood and society in India (4th Ed.). New Delhi. Oxford University Press

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

Shaffer, D.R. & Kipp, K. (2007). Developmental psychology: Childhood and Adolescence Indian reprint:Thomson Wadsworth

Sharma, N. & Chaudhary, N. (2009). Human development: Contexts and processes In G. Misra (ed) Psychology in India, Vol 1: Basic psychological processes and human development. India: Pearson.

Practicum

Any 3 practicum from the following list are to be done:

1. Life Review of self or an adult.
2. Assessment of cognitive or socio-emotional status with the help of standardized psychological tests.
3. Field report: The interaction between individuals and contexts (family, school, peers, culture).
4. Case study of an atypical individual.
5. Field work: some illustrative topics:
 - Assessing BMI in relation to socio-economic-status.

- Examining the issues of old age by interviewing an elderly individual.
- Evaluating quality of service in old-age homes.
- Identifying the moral challenges by noting the incidents reported over 1 week in newspapers.
- Interviewing a nursery teacher for understanding the issues encountered in taking care of children.

C 7 Systems in Psychology (Theory+ Tutorial)

UNIT I: Introduction to system of Psychology: science and history: Structuralism, Functionalism and Associationism, Classical Behaviourism (Watson and Skinner); Cognitive revolution.

UNIT II: Field Dynamic Approach: Lewin

UNIT III: Psychoanalytical and Humanistic; Freud and Maslow

UNIT IV: Indian Psychology; Samkhya, Yoga and Vedant.

Readings:

Brennan, J.F. (1991). History and systems of psychology. NJ: Prentice Hall.

Chaplin, J.P. and Krawiee, T.S. (1979). Systems and Theories in psychology. NY: Holt, Rinehart and Winston.

Leahey, T.H. (1994). A history of modern psychology. NJ: Prentice Hall.

Marx, M.H. and Hillix, W.A. (1986). Systems and theories in psychology. NY: Mc Graw Hill.

Paranjpe (1984). Theoretical Psychology; meeting of east and west.

SEMESTER – 4

C 8 Applied Social Psychology- II (Theory+ Practical)

UNIT I: Social influence on behaviour, level of analysis, Methodological Approaches, Action Research Techniques (PRA)

Unit II: Group Dynamics; formation, Structural Properties, decision making and Change; Prosocial behaviour.

UNIT III: Prejudice, conflict and peacemaking : Cultural Diversity and Challenges in India referring to Gender, Social Inequality, Religious Diversities.

UNIT IV: Applying Social Psychology and Social Problems: Intervention and Evaluation with emphasis on Environmental Problems and Poverty in India.

Readings:

Aronson, E., Wilson, T.D. and Akert, R.M. (2010). Social Psychology (7th ed.). Boston: Prentice Hall.(IND ed)

Baron, R.A., Branscombe, N.R., Byrne, D. and Bhardwaj, G.(2010). Social Psychology (12th Edition).Delhi: Pearson.

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

Forsyth, D.(2009). Group Dynamics. Wadsworth

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

Kumar,S.(2002). Methods for Community Participation. Sage

Misra, G. (2009). Psychology in India: Social and Organisational Processes. Delhi. Pearson.

Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi : Tata McGraw Hill Pub. Co. Ltd.

Schnieder.(2012). Applied Social Psychology, Sage.

Practicum

Any 2 practicum (one in lab, and one in the field) the topics suggested below:

1. Self awareness skills
2. Verbal/ non- verbal communication skills
3. Trust / caring / intimacy skills
4. Conflict management skills
5. Experiment based on socio-cognitive construct/ attitude
6. Group projects: Some illustrative topics:
 - Personal explorations, work book and reflections on friendship/ family/ work relationships
 - Gender differences in friendship
 - Factors influencing relationship satisfaction and commitment
 - Role of reciprocal liking and similarity in relationship
 - Sibling relationship
 - Case studies/Real life stories/writing/movies analysis.
 - Pro-Social Behaviour
 - Use of PRA

C 9 Health Psychology (Theory+ Tutorial)

UNIT I: Introduction: Definition, Mind-body relationship, Bio-psychosocial model of Health, Life styles and disease patterns.

UNIT II: Behaviour and Health: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour (Protective motivation theory, theory of reasoned action) and their implications.

UNIT III: Health Enhancing Behaviour: Exercise, nutrition, accident prevention, pain (meaning, measurement and management)

UNIT IV: Health and Well-being: Happiness; Life satisfaction; Resilience; Optimism and Hope.

Readings:

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

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

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

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

C 10 Counselling Psychology (Theory+ Practical)

UNIT I: Introduction to counselling psychology: Historical development; Definitions and goals; Counselling and psychotherapies (similarities and differences); Ethical considerations; Future trends.

UNIT II: Techniques of counselling psychology-I: Person centered approach; Psychodynamic approach; Indian Approach to Counselling: Yoga, Music.

UNIT III: Techniques of counselling psychology-II: Behavioural counselling; Cognitive behavioural approach: CBT, REBT

UNIT IV: Understanding counselling Process and counselling skills; Applications of counselling: School, Career, Family & Marriage.

Readings:

Belkin, G. S. (1988). Introduction to Counseling. W. C.: Brown Publishers.

Nelson, J. (1982). Theory and Practice of Counseling Psychology. New York: Holt Rinehart & Winston.

Udapa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsi Das.

Windy, D. (Ed.) (1988). Counseling in Action. New York: Sage.

Practicum

Participatory exercises/ case studies/ audio-visuals for the following

- a) Understanding of Counselling process skills specifically school, career and family.
- b) Training for counselling skills at relating stage and problem identification.
- c) Externships in reference to different counselling contexts.

SEMESTER – 5

C 11 Understanding Psychological Disorders- I (Theory+ Practical)

UNIT I: Understanding Abnormal Behavior

- a) Concept of Normalcy & Abnormal
- b) Diathesis Stress Model

UNIT II: Classification of Disorders

- a) Classification: DSM V – TR: ICD 10.
- b) Introduction to various groups of Disorders on Axis I and Axis II (only general characteristics).
- c) Overview of Treatment: Biological, Psychological.

UNIT III: Anxiety Disorders

- a) Overview of Anxiety disorders and their commonalities.
- b) GAD – Clinical picture, Causal factors.
- c) OCD – Clinical picture, Causal factors.

UNIT IV: Schizophrenia: Clinical picture, Subtypes, Causal factors.

Readings:

Alloy, L.B., Riskino, J.H. and Manos, M.I. (2006). *Abnormal Psychology; Current Perspectives*. New Delhi: Tata McGraw Hill

Barlow, D.H. & Durand, V.M. (2010). *Textbook of Abnormal Psychology*. New Delhi: Cengage Learning India Pvt. Ltd.

Carson, R.C., Butcher, J.N., Mineka, S & Hooly, J. M. (2007). *Abnormal Psychology*, 13th Ed. New Delhi: Pearson.

Keplan & Sadock (2009) *Text Book of Psychiatric*. Walter & Kluwer/ Lippincot Willams and Willikins.

Nolen-Hoeksema, S. (2010). *Abnormal Psychology*. New Delhi: Tata McGraw-Hill.

Practicum

Clinical case analysis with use of secondary data including movies (signs, symptoms, Etiology)/ Interview of cases from the above list of Units

Test any one: 16PF, MMPI, Beck Cognitive Inventory.

C 12 Foundation of Industrial/ Organizational Psychology- I (Theory+ Practical)

UNIT I: Historical Background of Industrial and Organizational Psychology; Understanding Organizational Behaviour: Defining Organizational Behaviour (OB), OB Model; the Organizational structure,; Common Organizational Designs; New Design Options

UNIT II: Individuals' Attitudes: Job Satisfaction; Organizational Commitment; Organizational Citizenship behaviour; POB, Karma Yoga

UNIT III: Selection: Principles and Techniques: Psychological Testing & Interview; Performance Appraisal.

UNIT IV: Training: Concept and model; On and off -the site training methods, Evaluation of training

Readings:

Jex, Steve M. & Britt , Thomas W (2014)*Organizational Psychology: A Scientist-Practitioner Approach*, 3rd Edition,Wiley International

Luthans, F. (2011). *Organizational behaviour:An evidence based approach*,12th Edition. McGraw Hill

Muchinsky, P.(2007). *Psychology applied to work: An introduction to Industrial and Organizational Psychology*. NC: Hypergraphic Press.

Pareek, U. & Khanna,S.(2012,Third edition). *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

Parikh, N. & Gupta, R. (2010). *Organization Behaviour*. Tata Mc.Graw Hill Education ,New Delhi

Robbins, S.P., Judge T.A. and Sanghi, S.(2009) *Essentials of Organizational Behaviour*,10th edition. Pearson Education ,India.

Schultz, D & Schultz, S (2013). *Psychology and Work Today*. Pearson Education, India

Practicum

1. Any one test from the following: FIRO- B, MBTI, Work Environment Scale, OCB Checklist, or, any other organization based scale.
2. Any one field based practical from the units above.

SEMESTER – 6

C 13 Understanding Psychological Disorders- II (Theory+ Practical)

UNIT I: Anxiety Disorders: Clinical Picture & Causal factors of:

- a) Specific Phobia
- b) Social Phobia
- c) Panic disorder with and without Agoraphobia

UNIT II: Mood Disorder – Clinical picture, Types, Causal Factors

UNIT III: Clinical picture and Causal Factors of:

- a) Conversion Disorder
- b) Anti social Personality

UNIT IV: i) Eating Disorders – Clinical picture and Causal factors; ii) gender identity disorder

Readings:

Alloy, L.B., Riskino, J.H. and Manos, M.I. (2006). Abnormal Psychology; Current Perspectives. New Delhi: Tata McGraw Hill

Barlow, D.H. & Durand, V.M. (2010). Textbook of Abnormal Psychology. New Delhi: Cengage Learning India Pvt. Ltd.

Carson, R.C., Butcher, J.N., Mineka, S & Hooly, J. M. (2007). Abnormal Psychology, 13th Ed. New Delhi: Pearson.

Nolen-Hoeksema, S. (2010). Abnormal Psychology. New Delhi: Tata McGrawHill.

Practicum

Case history (any two) and Mental State Examination

One Field Report: Concentrating on the above mention areas/ Assessment using any one objective and projective test (TAT, Rorschach test, any other)

C 14. Foundation of Industrial/ Organizational Psychology- II (Theory+ Practical)

UNIT I: Motivation: Meaning of motivation; theories of motivation (context, process, and contemporary theories)

UNIT II: Basic Approaches to Leadership: Defining Leadership, Trait Theories, Behavioural Theories, Contingency Theories, Leader-Member Exchange Theory, Transformational leadership, Transactional leadership, Authentic Leadership and challenges to leadership.

UNIT III: Stress: Causes, Effects and consequences of stress, Models: Demands-control model, Person-environment fit model; Coping mechanisms.

UNIT IV: Introduction to Human Resource Management: HRM at work, The changing Environment of HRM, The changing Role of HRM; the HR Manager's Proficiencies.

Readings:

Chadha, N.K (2002) Human Resource Management- Issues, case studies and experiential exercises. Sai Printographers, New Delhi

Dessler, G. and Varkkey, B(2011)Human Resource Management,12 edition,Pearson India.

Jex, Steve M. & Britt , Thomas W (2014)Organizational Psychology: A Scientist-Practitioner Approach, 3rd Edition,Wiley International

Luthans, F. (2011). Organizational behaviour:An evidence based approach,12th Edition. McGraw Hill

Pareek, U. & Khanna,S.(2012,Third edition). Understanding Organizational Behaviour. Oxford: Oxford University Press.

Parikh, N. & Gupta, R. (2010). Organization Behaviour. Tata Mc.Graw Hill Education ,New Delhi

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

Robbins, S.P., Judge T.A. and Sanghi, S.(2009) Essentials of Organizational Behaviour,10th edition. Pearson Education ,India.

Schultz, D & Schultz, S (2013). Psychology and Work Today. Pearson Education,India

Singh, K. (2013). Organizational Behaviour: Texts & Cases. India: Pearson.

Practicum

1. Simulated Exercise/ Workshop: Leadership, Motivation, Stress (any one)
2. One Field based practicum based on the above units.

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

1.Stress Management (Theory+ Practical)

UNIT I: Learning about sources of stress and its symptoms: Nature of stress- various sources of stress environmental, social, physiological and psychological; Symptoms of stress - emotional response, physiological & behavioural

UNIT II: Learning to manage stress effectively: Methods - yoga, meditation, Vipassana, relaxation techniques, clarifying problem, alternate actions, support (Problem focused) emotion focused constructive approach

Readings:

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

Practicum

Any two from the following (based on the above mentioned topics):
Simulated Exercise, Test, Case Study, Interview, Movie analysis.

2. Effective Leadership (Theory+ Practical)

UNIT I: Developing effective behavioural styles of leadership: Communication Skills; Participatory Communication; Consideration for members; Defining goals and distributing task effectively.

UNIT II: Building effective teams: Co-operation in a team; Cohesiveness, trust and interdependence

Readings:

Forsyth, D.R. (2006). Group processes. New Delhi: Cengage learning

Lussier, R. N. & Achua, C.(2007). Effective Leadership. New Delhi: Thomson South Western

Practicum

Any two from the following (based on the above mentioned topics):
Simulated Exercise, Test, Case Study, Interview, Movie analysis

3. Communication Competence (Theory + practical)

UNIT I: Communication Skills for effective presentation: Organizing skills of message and context; Presentation skills of message; Situating it to different audience, Handling question/answer.

UNIT II: Communicating skills in the interpersonal context: Engaging in meaningful conversation; Interviewing skills; Art of listening; Non-Verbal skills.

Readings:

Adler, R.B & Rodman, G. (2006) Understanding Human Communication. Oxford University Press.
Sherfield, R.M, Montgomery, R.J. & Moody, P.G. (2009) Developing soft skills, Pearson education, India.

Practicum

Any two, one each from unit I & II using simulated skill training exercise and role play.

ELECTIVE DISCIPLINE SPECIFIC DSE (Any 4) (2 in sem V and 2 in Sem VI):

1.Understanding Psychology (Theory+ Practical)

UNIT I: Introduction: What is psychology? Perspectives on behaviour; Methods of psychology (with special emphasis. on Experimentation); Major subfields of psychology; Psychology in modern India; Biological basis of human behaviour (with emphasis on brain only)

UNIT II: Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perception as hypothesis testing, Perceptual sets, Perceptual constancies, Perception of depth, distance and movement; Illusions.

UNIT III: Learning: Classical conditioning, operant conditioning, observational learning – Principles and applications; Learning strategies; Learning in a digital world; Self regulated learning; Creating a positive learning environment.

UNIT IV: Memory: Models of memory: Levels of processing, Parallel Distributed Processing model, Information processing, Reconstructive nature of memory; Forgetting, Improving memory

Readings:

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

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

Woolfolk, A., Misra, G., & Jha, A. K. (2012). Fundamentals of Educational Psychology. Pearson.

Practicum: Any 2 practicum pertaining to: Perception, learning and memory.

2. Youth Psychology (Theory+ Practical)

UNIT I: Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns and relevance of youth psychology.

UNIT II: Youth development and society: Relationship with family members, peers and friends; Romantic relationships and intergenerational relations; Youth culture: Gender, media and values.

UNIT III: Issues and challenges: Youth and risk behaviours (Drug abuse, delinquency, sexuality & suicide risk); Employment, education; Youth in transition.

UNIT IV: Youth and sustainable social well-being: Positive youth development: Responsibility, social interest and social capital.

Readings:

Brown, B. B., R. Larson, & T. S. Saraswathi. (2002).The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press.

Connidis, I. A. (2010).Family ties and aging. Sage.

Heinz, L. & Ansbacher, R.R. (1956). The individual psychology of Alfred Adler. New York: Basic Books.

Jonathan,I., Thomas, K., & Ramaswamy,S.(2002). Social capital and wellbeing in developing countries: An introduction. In Jonathan Isham, Thomas Kelly, and Sunder Ramaswamy, eds. Social capital and economic development: Well-Being in developing countries. Northampton, MA: Edward Elgar,

Rew, L. (2005). Adolescent health: A multidisciplinary approach to theory, research and intervention. Sage.

Tromosdraff,G. & Chen,X. (2012).Values, religion and culture in adolescent development. Cambridge University Press.

Practicum

Any two practicum based on the topics discussed in Youth Psychology

3. Living in Media World (Theory+ Practical)

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

UNIT II: Media and advertising: Developing an effective advertising programme /media promotions/ campaigns for social marketing. Case studies in the Indian context.

UNIT III: Audio-Visual media (TV and movies) and Print media: Nature and their impact; Developmental issues: fantasy Vs reality, socialization, stereotyping, and violence. . Case studies in the Indian context.

UNIT IV: Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction. Case studies in the Indian context.

Readings:

Barker, M., Barker, D. I., Bormann, N. F. & Neher, K. E. (2013). Social media marketing: A strategic approach. South Western Cengage learning.

Batra, R., Aaker, D. A., and Myers, J. G. (2006). Advertising management. New Delhi Dorling Kindersley (India).

Berns, R. M. (2004). Child, Family, School, Community: Socialization and support. Thomson/Wadsworth.

Giles, D. (2008). Media Psychology. Lawrence Erlbaum

Kotler , P., Keller, K. L., Koshy, A. & Jha, M. (2012). Marketing management: A South Asian perspective. Pearson

Melkote, S. R. & Steeves, H. L. (2001). Communication for development in the third world. New Delhi: Sage

Practicum

Any two practicum based on the topics discussed in Media Psychology

4. Psychology at Work (Theory+ Practical)

UNIT I: Introduction to I/O Psychology: Definition; Brief history; Contributing disciplines to the domain of I/O psychology; Contemporary trends and challenges.

UNIT II: Work Motivation: Concept of work motivation; Theories of work motivation and applications.

UNIT III: Communication in organizations: Communication process; Purposes of communication in organizations; Communication networks; Barriers to effective communication; Managing communication.

UNIT IV: Leadership: The meaning of leadership; Early approaches to leadership (trait approaches, behavioral approaches-the Michigan studies, the Ohio studies, Leadership grid), Contingency theories- Fiedler's contingency theory and contemporary theories- Transformational & Transactional leadership.

Readings:

Greenberg, J. & Baron, R.A. (2011). Behaviour in organizations. 10th Ed. India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G.(2009). Organizational behavior: Managing people & organizations (Edition). Biztantra publishers.

Robbins, S. P. & Judge, T.A. Essentials of Organizational Behavior. 9th Edition. New Delhi: Prentice Hall of India.

Robbins, S. P. & Judge, T.A. Organizational behavior. 12th Ed. New Delhi: Prentice Hall.

Practicum

Two practicum pertaining to Psychology at Work from any 2 units.

5. Project/Dissertation

- American Psychological Association (APA) style to be followed for project writing
- Format
 - Abstract – 150 words including problem, method & results.
 - Introduction – Theoretical consideration, review, present study, objectives and hypotheses.
 - Method – Design, Sample, Measures, Procedure
 - Results
 - Quantitative analysis of group data (Raw data should not be attached in Appendix)
 - Graphical representation of data wherever required.
 - Qualitative analysis wherever done should indicate the method of qualitative analysis.
 - Discussion
 - References (APA Style) & Appendix
- Project should be in Soft binding. It should be typed in 1.5 spacing on both sides of the paper. Total text should not exceed 50 pages (References & Appendices extra).
- Project should be prepared in the form of research paper to be published in a reputed scientific journal.

6. Psychology of Peace

UNIT I: Introduction:

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

UNIT II: Psychological Understanding of Peace and Conflict

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

UNIT III: Building peace

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

UNIT IV: Peace Process and Transformation

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

Practicum: Any two practicum based on the above mention units.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ELECTIVE GENERIC (GE) (Any 4, 1 each in sem 1, 2, 3 and 4)

1. Community Psychology (Theory+ Tutorial)

UNIT I: Introduction: Definition of community psychology; types of communities – locality based and relational; models: ecological level analysis of community, conceptual level model.

UNIT II: Core values in community psychology: a) Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths. b) Community functions – learning, socialization, and supportive functions.

UNIT III: Communities as setting for health promotion: Need and process of community organization and building for health promotion programming. Community programme for child and maternal health, for physical challenged and old age in the Indian context.

UNIT IV: Intervention for Community Development and Empowerment: Concept and practices for community development and empowerment; case studies of community intervention programs by the governmental and nongovernmental organizations in Indian context such as, rural panchayat programs, children's education, citizen right, self- help group, social accounting.

Readings:

Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967

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

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

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

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

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

2. Psychology for Living (Theory+ Tutorial)

UNIT I: Illness, health and well being: Conceptualizing illness, health and wellbeing; Models: Medical, bio-psycho-social, holistic health.

UNIT II: Stress and coping: Nature and sources of stress; Personal and social mediators of stress; Effects of stress on physical and mental health; Stress management.

UNIT III: Health management: Health-enhancing behaviors: Exercise, nutrition, meditation; Health compromising behaviours: Alcoholism and smoking; Health protective behaviours: Immunization, maintaining hygiene and pollution-free environment; Illness management.

UNIT IV: Promoting human strengths: Human strengths and virtues; Cultivating inner strengths: Hope and optimism; Gainful employment and Me/We balance.

Readings:

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

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

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

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

3. Diagnostic Psychology (Theory+ Tutorial)

UNIT I: Introduction: Definition and criteria of abnormality, brief overview of perspectives (Psychoanalytic, cognitive, behavioural, humanistic- existential, diathesis-stress model) and classification (latest edition of DSM&ICD).

UNIT II: Anxiety disorders: Generalized anxiety disorder, Obsessive-Compulsive disorder, Phobic Disorder.

UNIT III:

a) Somatoform disorder: Conversion disorder and Hypochondriasis;

b) Eating disorder: Anorexia Nervosa and Bulimia Nervosa

UNIT IV: Mood disorders: Unipolar and Bipolar Disorders and Suicide

Readings:

Carson, R. C., Butcher, J. N., Mineka, S., & Hooley, J.M. (2007). Abnormal psychology. 13th Ed. 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. Delhi: Wiley-India.

4. Environmental Psychology (Theory+ Tutorial)

UNIT I: Introduction: Nature, Concept and goals, Role and Functions of Environmental psychologists.

UNIT II: Theoretical Orientations: Social psychological perspective: Urie Bronfenbrenner ; Baker's environmental psychology

UNIT III: Spatio- physical dimensions of behaviour: Personal space, territoriality and crowding; Urban environment and stress: Noise, pollution, commuting

UNIT IV: Towards better environment: Planning, role of media, practitioners, NGO's contribution to changing behaviour to save the environment

Readings

Fisher, J.D., Bell, P.A., and Baum, A. (1984). Environmental Psychology. NY: Holt, Rinehart and Winston.

Holahan, C.J. (1982). Environmental Psychology. NY: Random House.

5 Intergroup Relations (Theory+ Tutorial)

UNIT I: Nature of intergroup relations: Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory.

UNIT II: Social categorization and conflict: Ingroup vs. outgroup; Consequences of social categorization: Cognitive biases & stereotypes, conflict and social categorization; Minimal ingroup situation.

UNIT III: Cultural aspects of intergroup relations: Social identity, Stereotypes: National & ethnic stereotypes cases for Indian context.

UNIT IV: Resolving intergroup conflict: Intergroup contact; Promoting intergroup cooperation; Conflict management strategies: Collaborating, competing, accommodating, avoiding & compromising.

Reading:

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

Austin, W.G. & Worchel.S. (1986). Psychology of Intergroup Relations. Nelson-Hall Publishers.

Miller, N.& Breuer, M.B. (1996). Intergroup Relations (Mapping Social Psychology). Open University Press.