

**B.A.(H) Psychology- 4 years with Research(1st Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY 102	Emotional Intelligence	Skill enhancement courses	2	0	0	2
2	PSY 103	Youth, gender & Identity	Allied Courses	4	0	4	6
3	PSY 104	Introduction to Psychology	Core Courses	4	0	0	4
4	PSY 105	Biopsychology	Core Courses	4	0	0	4
5	PSY 111	Psychological Assessment	Core Courses	4	0	0	4
6	ENG101	Communication Skills-I	-	1	0	0	1
7	FOL101/ FOL102	Introduction to French culture and language/ Introduction to German culture and language	FBL	1	0	0	1
8	ENV101	Environmental Studies-I	Ability Enhancement courses	2	0	0	2
9	INL107/ INL102	Punjabi language and literature I/ History & Culture of Punjab for BA	Ability Enhancement courses	1	0	0	1
<b>Total Credits</b>				<b>Min Required: 25 Semester Credits: 25</b>			

**COURSE CODE: PSY102 (EMOTIONAL INTELLIGENCE)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	<b>Teaching</b>
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	hours
<b>Unit I: Introduction</b>	<b>9</b>
Definition of Emotional Intelligence, Emotional Intelligence and its importance, Models of Emotional Intelligence, EQ competencies: self-7h awareness, self-regulation, motivation, empathy, and interpersonal skills.	
<b>Unit II: Knowing One's and Others' Emotions</b>	<b>9</b>
Levels of emotional awareness, Recognizing emotions in oneself and others, The universality of emotional expression, Perceiving emotions accurately in others	
<b>Unit III: Managing Emotions</b>	<b>9</b>
The relationship between emotions, thought and behavior, Techniques and Approaches to manage emotions	
<b>Unit IV: Applications of Emotions</b>	<b>9</b>
Workplace; Relationships; Conflict Management; Effective Leadership. Styles and theories.	

**Course Learning Outcomes:** At the end of this course, the students will be able to understand the concept of emotional intelligence and learn ways of developing it.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages
Daniel Goleman	Emotional Intelligence: Why It Can Matter More Than IQ	Bloomsbury India	2021	978-9354352805	352
Anand, P	Emotional Intelligence: Journey to Self-Positive.	The Readers Paradise.	2017	978-9385958625	115

**COURSE CODE: PSY103 (YOUTH, GENDER, & IDENTITY)**

L	T	P	Total Credits
4	0	4	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction</b>	<b>18</b>
Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context, Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes; Family: Parent-youth conflict, sibling relationships, intergenerational gap.	
<b>Unit II: Youth and Identity</b>	<b>18</b>
Concepts of Identity, (Erikson and Marcia's Work on Identity), Peer group identity: Friendships and Romantic relationships; Workplace identity and relationships; Youth culture: Influence of globalization on Youth identity and Identity crisis.	
<b>Unit III: Gender and Identity</b>	<b>18</b>

Issues of Sexuality in Youth; Gender discrimination; Body Image concerns among youth; Peer Pressure and Bullying. Substance (Alcohol) Use among Youth, Culture and Gender: Influence of globalization on Gender identity	
<b>Unit IV: Issues related to Youth, Gender and Identity</b>	<b>18</b>
Youth, Gender and violence; Enhancing work-life balance; Changing roles and women empowerment; Women Empowerment in the Indian Context, Encouraging non-gender stereotyped attitudes in youth.	

**(36 HOURS TOTAL)**

**PRACTICALS**

Based on theory following are suggestive:

1. Moral Judgment Test for Adolescents
2. Youth Problem Inventory
3. Self Esteem Scale
4. Adjustment Inventory
5. Emotional Maturity Scale

**Course Learning Outcomes:** At the end of this course, the students will be able to

- Students will be able to get exposure to the psychophysical aspects of a particular age group.
- Students will be able to analyze the influences of socialization on gender roles and their impact on personality and identity formation.
- Students will understand the ways in which social construction of gender in different cultures and socio-economic circumstances affects adolescent identities.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>Pages</b>
Papalia, Diane E - Sterns, Harvey L. - Feldman, Ruth Duskin	Adult Development and aging	McGraw Hill	2002	9780071130981	594
Rashee Singh	Issues of adolescence	Alfa	2013	9789382302698	195

**COURSE CODE: PSY104 (INTRODUCTION TO PSYCHOLOGY)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Contents/syllabus:**

	<b>Teaching hours</b>
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<b>Unit I: Introduction</b>	<b>18</b>
Nature of Psychology: Definition, Psychology as a science, History, interdisciplinary context, and methods.	
<b>Unit II: Attention</b>	<b>18</b>
Types: Selective Attention, Divided Attention, Span of Attention, Theories of Attention. <i>that subjective awareness is the brain's internal model of the process of attention</i>	
<b>Unit III: Memory</b>	<b>18</b>
Encoding, Storage and retrieval. Metaphors of Memory, Sensory, Short-term and Long-term. Working Memory	
<b>Unit IV: Thinking and Creativity</b>	<b>18</b>
Concept, types, and processes.	

**Course Learning Outcomes:** At the end of this course, the students will learn.

- Students will be able to demonstrate critical and creative thinking, skeptical enquiry, and the scientific approach to understand the behavior.
- Students will be able to demonstrate understanding of the major concepts, theoretical perspectives, empirical findings and historical trends in core areas of psychology.
- Students will be able to conduct experiments on learning, memory, perception and thinking efficiently.
- Students will be able to use information in an ethical manner and solve problems related to behavior and mental processes.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
Robert Feldman	Understanding Psychology	Mc Graw Hill	2021	1260829464	-
Passer, M.W. & Smith, R.E.	Psychology - The Science of Mind and Behavior	Tata McGraw - Hill Education	2010	9780073532127	816
Hanuman Singh	Introduction to Modern Psychology	Alfa	2006	818958216X	-
Dhar, Shravani - Rawat, Neeraj	Elements of General Psychology	Alfa	2012	9789381465400	-
Shukla, K C - Chand, Tara	General Psychology	Commonwealth	2020	8171699022	-

**COURSE CODE: PSY105 (BIOPSYCHOLOGY)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Contents/syllabus:**

	<b>Teaching hours</b>
<b>Unit I: Introduction to Biopsychology</b>	<b>18</b>
Concept, ethical issues. brain and neurotransmitters and introduction. <i>chemical messengers that carry, boost, and balance signals between neurons</i>	
<b>Unit II: Physiological Aspect</b>	<b>18</b>
Neurons, Synapses, Neurotransmitters. relationship between the mind and the body. neuropsychology, behavioural neuroscience, and cognitive neuroscience	
<b>Unit III: The nervous system</b>	<b>18</b>
Basic subdivisions- Peripheral and Centra.	
<b>Unit IV: Memory</b>	<b>18</b>
Anterograde and retrograde Amnesia, Korsakoff's Psychosis, Alzheimer disease., Biochemistry of memory. the faculty of encoding, storing, and retrieving information. <i>processes of acquiring, storing, retaining, and later retrieving information</i>	

**Course Learning Outcomes**

At the end of this course,

- students will be able to understand major anatomical structures and functions of the nervous system.
- Students will get basic knowledge about the structures of human brain, their functions and impact on human behavior.
- Students will be able to discover the Bio-psychological behavioral models to understand human behavior, including perception, learning, hunger, language, and emotions.
- Students will understand the biological mechanisms involved in psychological processes such as learning, memory, emotion, motivation, sleep, and arousal.
- Students will be able to understand the physiology of various mental abilities inculcating an applied perspective on psychopathology including disorders such as Amnesias, Korsakoff's Psychosis, Alzheimer disease, and Anorexia.
- Students will develop critical thinking to use scientific techniques for biological psychology and develop an awareness of ethical issues accompanying them.
- Students will be able to judge and realize the complex interplay of biological factors with psychological, social, and cultural in shaping human behavior.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>	<b>pages</b>
Aiken, L. R., & Groth-Marnet, G.	Psychological testing and assessment (12th Ed.	Pearson Education.	2009	552
Anastasi, A., & Urbina	Psychological testing (7th Ed.)	Prentice– Hall of India Pvt. Ltd.	(2003	656

Gregory	Psychological testing: History, principals, and applications. (6th Ed.).	Pearson Education	2014	696

**COURSE CODE: PSY111 (PSYCHOLOGICAL ASSESSMENT)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I:</b> Introduction to Psychological Assessment	<b>18</b>
Psychological assessment: Principles of assessment, Nature and purpose, Similarity and difference between test and assessment Types of assessment: Observation, Interview, scales and tests.	
<b>Unit II:</b> Psychological Testing	<b>18</b>
Definition of a test, types of test, Characteristics of a Good Test	
<b>Unit III:</b> Applications of psychological tests in various contexts	<b>18</b>
Educational, Counselling - Guidance, Clinical and Organizational	
<b>Unit IV:</b> Tests of personality	<b>18</b>
Inventories such as NEO-FFI, 16 PF, FIRO B, MMPI etc., Projective tests like Rorschach and Thematic Apperception Test (a brief introduction to both), semi-projective tests like Rotter's Incomplete Sentence Blank, Rosenzweig's Picture Frustration test	

**Course Learning Outcomes**

- Developing an understanding of the basic principles of psychological assessment and its various phases. Developing knowledge about the steps in test construction and test standardization
- Demonstrating understanding of the impact of cultural contexts on assessment
- Developing knowledge of the ethical and legal issues involved in the assessment Process.
- Acquiring knowledge to effectively evaluate the appropriateness and quality of psychological tests and their psychometric strengths and weaknesses.
- Developing knowledge about the application of tests in a variety of settings.

**Text / Reference Books:**

**COURSE CODE: ENG101 (COMMUNICATION SKILLS-I)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	PAGES
Passer, Michael - Smith, Ronald - Holt, Nigel	Psychology: the science of mind and behavior	Mcgraw Hill	2009	9780077118365	1036
Giles, Bridget	The brain and the mind: introducing psychology	Garange books	2002	9781840138023	191

	Teaching hours
<b>Unit I: Basic Concepts in Communication</b>	<b>4</b>
Definition of communication, Nature and process of communication, role and purpose of communication, types and channels of communication, communication networks/flow of communication: vertical, diagonal, horizontal, barriers to communication: physical, language, and semantic, socio-psychological, organizational, gateway to effective communication, towards communicative competence, choosing the appropriate channel and medium of communication, social communication: small talk and building rapport, barriers in communication.	
<b>Unit II: Communication Types</b>	<b>6</b>
Verbal communication: Oral Communication: Forms, Advantages & Disadvantages, Written Communication: Forms, Advantages & Disadvantages, Introduction of Communication Skills (Listening, Speaking, Reading, Writing), Nonverbal communication: functions and effective use, KOPPACT(Kinesics, Oculesics, Proxemics, Para-language, Artifacts, Chronemics, Tactilics). The implication of appropriate communication; effective ways of using social media, importance of digital literacy.	
<b>Unit III: Reading and Writing Skills</b>	<b>3</b>
Significance of reading; Reading Comprehension, gathering ideas from a given text, identify the main purpose and context of the text, evaluating the ideas, interpretation of the text, Paragraph development; essay writing.	
<b>Unit IV: Speaking and Presentation Skills</b>	<b>5</b>
Speaking skills: fluency, vocabulary, grammar, and pronunciation; effective speaking: selection of words, your voice, and non-verbal communication, functions of speaking: interaction, transaction, and performance; structuring the message; effective speaking strategies. Planning, preparation, practice, and performance; audience analysis, audio-visual aids, analyzing the non-verbal communication, methods of delivery: impromptu, extemporaneous, memorization, manuscript, and outlining.	

**Course Learning Outcomes:**

- Students will be able to understand the basic processes of communication, both verbal as well as non-verbal—nature, scope, and power of communication processes.
- Students will be able to demonstrate cultural sensitivity in communication and appreciation of cultural variations of diverse socio-cultural contexts.
- Students will be able to develop an awareness of the role of mass media in shaping public psyche, beliefs, and perceptions about social realities and build an informed and critical perspective.
- Students will be able to analyze situations and audiences to make right choices about the most effective and efficient ways to communicate and deliver messages.
- Students will be able to assess various barriers in communication and develop communicative competence thereby for effective communication.

### **Books/literature**

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
P. D. Chaturvedi and Mukesh Chaturvedi	Business Communication: Concepts, Cases and Applications	Pearson Education	2006	9788131701720	729
Meenakshi Raman and Prakash Singh	Business Communication	Oxford University Press	2012	9780198077053	640
Jeff Butterfield	Soft Skills for Everyone	Cengage Learning	2017	9789353501051	640

### **COURSE CODE: FOL101 (INTRODUCTION TO FRENCH CULTURE & LANGUAGE)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

### **Course Contents/syllabus:**

	<b>Teaching hours</b>
<b>Unit-I Introduction to French language</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Brief introduction of French and Francophone countries</li> <li>• Presenting oneself</li> <li>• Getting information about someone else</li> <li>• Greeting and taking leave</li> <li>• Asking/giving personal information</li> </ul>	
<b>Unit-II- A rendez-vous ; Visiting a place</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• Pronouncing and writing numbers in French</li> <li>• Spell and count numbers</li> <li>• Telling the time</li> <li>• Temporal expressions</li> <li>• Communicating in class</li> <li>• Fixing an hour, place for a meeting.</li> <li>• Describing a person.</li> <li>• Identifying a person, object, and place</li> <li>• Describing relation in a family</li> <li>• A specific person, object, and place</li> </ul>	
<b>Unit-III- An interview</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Description of objects, people and places</li> </ul>	

<ul style="list-style-type: none"> <li>• Nationalities</li> <li>• Speaking about one's professions.</li> <li>• Expressing Actions using regular –er ending verbs; avoir, être; reflexive verbs – usage, conjugation</li> <li>• Interview of celebrity</li> </ul>	
<b>Unit-IV- At the discotheque</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Portrait by a journalist</li> <li>• Giving a positive or negative reply</li> <li>• Asking questions</li> <li>• Discussion with a person</li> <li>• Activities in a day</li> </ul>	

**Course Learning Outcomes:** At the end of this course, the students will be able to express themselves in writing and orally in basic French. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given on their understanding of grammatical structures and the foreign accent of the language. At the end of the course, the student shall be able to :

- Understand information; Express in his own words; Paraphrase; Interpret and translate.
- Apply information in a new way in a practical context
- Analyse and break-down information to create new ideas
- Evaluate and express opinion in a given context

**Text / Reference Books:**

Author	Title	Publisher	Year	ISBN No	pages
Christine Andant, Chaterine Metton, Annabelle Nachon, Fabienne Nugue	A Propos - A1 Livre De L'Eleve, Cahier D' Exercices	Langers International Private Limited	2010	978-9380809069	-
<a href="#">Manjiri Khandekar and Roopa Luktuke</a>	Jumelage - 1 Methode De Fraincis - French	Langers International Private Limited	2020	978-9380809854	-
<a href="#">Michael Magne, Marie-Laure Lions-Olivieri</a>	Version Originale 1: Cahier d'exercices	Maison Des Langues	2010	9788484435617	80

**COURSE CODE: FOL102 (INTRODUCTION TO GERMAN CULTURE & LANGUAGE)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching hours
<b>Unit-I Introduction to German Language (Einführung)</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Introduction to German as a global language, Self-introduction and Greetings, Die Alphabeten, Phonetics: the sound of consonants and vowels, Wie buchstabieren Sie Ihren Name?</li> </ul>	
<b>Unit-II- Numbers and everyday conversation (die Zahl und Gespräche)</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• Counting in German from 1-100, Simple Calculation and verb 'kosten' - Wie viel kostet das? Plural Forms, Vocabulary: Wochentage, Monate, Jahreszeiten, Ordinal numbers and the question - Wann haben Sie</li> </ul>	

Geburtstag?	
<b>Unit-III- Regular verbs and nominative case: articles and pronouns (Regelmässige Verben und Nominativ Kasus: Artikel und Pronomen)</b>	<b>5</b>
<ul style="list-style-type: none"> <li>Introduction to all personal pronouns and conjugation of Regular verbs Detailed exercise on regular verbs. Reading a text on regular verbs. Introduction to definite. Vocabulary: Schulsachen und Getränke, Nominative case/ Articles (der, die, das) Nominative Pronouns: - Applicability of pronouns for both persons and things. Usage of nominative Personal Pronouns Introduction of nominative possessive pronouns usage of nominative possessive pronouns</li> </ul>	
<b>Unit-IV- The Family, Work-life and Professions (Familienmitglieder und Berufe) &amp; Interrogative sentences (W-Fragen)</b>	<b>4</b>
<p>The Family, Work-life and Professions (Familienmitglieder und Berufe)</p> <ul style="list-style-type: none"> <li>Vocabulary: Professions and conjugation of the verb 'sein' Introduction to simple possessive pronouns with the help of the verb 'haben' Usage of possessive pronouns. Interrogative sentences (W-Fragen) W-Fragen: who, what, where, when, which, how, how many, how much, etc. Exercises on the question pronouns</li> </ul>	

**Course Learning Outcomes:** At the end of this course,

- the students will be able to express themselves in writing and orally in basic German. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given to their understanding of grammatical structures and the foreign accent of the language.
- Understand information; Express in his own words; Paraphrase; Interpret and translate.
- Apply information in a new way in a practical context.
- Analyse and break-down information to create new ideas.

**Text / Reference Books:**

Author	Title	Publisher	Year	ISBN	pages
<a href="#">Rolf Bruseke</a>	Starten Wir A 1	Langers International Pvt Ltd (Max Hueber Verlag)	2017	978-3190160006	-
<a href="#">Giorgio Motta</a>	Wir Plus Grundkurs Deutsch für Junge Lerner Book	Ernst Kleit Verlag	2011	978-8183072120	248
Heimy Taylor, <a href="#">Werner Haas</a>	Station en Deutsch Self Study Course German Guide	Wiley	2007	978-0470165515	288

**COURSE CODE: ENV101 (ENVIRONMENTAL STUDIES-I)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
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<b>Unit-1- Multidisciplinary nature of environmental studies</b>	<b>9</b>
Multidisciplinary nature of environmental studies: Definition, scope and importance; components of environment –atmosphere, hydrosphere, lithosphere and biosphere. Concept of sustainability and sustainable development.	
<b>Unit-2-Ecosystems</b>	<b>9</b>
Ecosystem: What is an ecosystem; Structure and function of an ecosystem; Energy flow in the ecosystem; Food chains, food webs and ecological succession. Case studies of the following ecosystems: Forest ecosystem, Grassland ecosystem, Desert ecosystem Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries).	
<b>Unit-3- Natural Resources</b>	<b>9</b>
Natural resources: Land resources and land use change, land degradation, soil erosion and desertification. Deforestation: causes and impacts due to mining, dam building on the environment, forests, biodiversity, and tribal population. Water Resources-Use and over-exploitation of surface and groundwater, floods, drought, conflicts over water (international and inter-state). Heating of earth and circulation of air; air mass formation and precipitation. Energy resources- renewable and non-renewable energy sources, use of alternate energy sources, Growing energy needs, Case studies.	
<b>Unit-4- Biodiversity and its conservation</b>	<b>9</b>
Biodiversity: Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; biodiversity patterns and global biodiversity hot spots. India as a mega-biodiversity nation; endangered and endemic species of India. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; conservation of biodiversity: in-situ and ex-situ conservation of biodiversity. Ecosystem and biodiversity services: ecological, economic, social, ethical, aesthetic and information value.	

**Course Learning Outcomes:** At the end of this course, the students will be able to develop:

- Appreciate the multi-disciplinary nature of environmental science.
- Understand natural resources and evaluate limitations surrounding renewable and non-renewable resources.
- Understand the nuances of ecosystem and learn about behavior of various ecosystems.
- Learn about the types, services and threats to our biodiversity and importance of conserving it.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
William P. Cunningham, Mary Ann Cunningham	Principles of Environmental Science	McGraw-Hill	2019	9781260219715	464
Dash and Dash	Fundamentals of ecology	Tata McGraw-Hill Education	2009	978-0070083660	-
William P. Cunningham, Mary Ann Cunningham, Barbara Woodworth Saigo	Environmental Science: A global concern,	McGraw-Hill	2021	9781260363821	646
Gaston K.J. and Spicer, J. I.	Biodiversity – An Introduction 2 <sup>nd</sup> edition	Blackwell Publishing	2004	978-1-405-11857-6	208

**COURSE CODE: INL107 (PUNJABI)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
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### Course Contents/syllabus:

	Teaching hours
<b>Unit I:</b>	<b>5</b>
ਆਧੁਨਿਕਪੰਜਾਬੀਕਵਿਤਾਦਾਅਧਿਐਨ	
<b>Unit II:</b>	<b>4</b>
ਲੇਖਰਚਨਾ	
<b>Unit III:</b>	<b>5</b>
ਸੰਖੇਪਰਚਨਾ	
<b>Unit IV:</b>	<b>4</b>
ਵਿਆਕਰਨ :ਸਿੱਧਾਂਤਤੇਵਿਹਾਰ	

### Course Learning Outcomes:

- Understand modern Punjabi poetry.
- Interpret the importance of essay writing.
- Analyze the essentials of composition writing.
- Examine the impact and importance of grammar on Punjabi language.

### Text / Reference Books:

#### ਸਹਾਇਕ ਪੁਸਤਕਾਂ :

1. ਪੰਜਾਬੀ ਸੰਚਾਰ ਯੋਗਤਾ ਅਭਿਆਸ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
  2. ਅਗਨੀਹੋਤਰੀ, ਵੇਦ, ਪਰਿਚਾਇਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਦੀਪਕ ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ, 1981.
  3. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ ਅਤੇ ਹੋਰ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਭਾਗ-ਪਹਿਲਾ, ਦੂਜਾ ਤੇ ਤੀਜਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ, 1997.
  4. ਹਰਕੀਰਤ ਸਿੰਘ (ਡਾ.), ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ, 1999
  5. ਧਾਲੀਵਾਲ, ਪ੍ਰੋਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ (ਡਾ.) ਸਿਧਾਂਤਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਮਦਾਨ ਪਬਲਿਕੇਸ਼ਨਜ਼, ਪਟਿਆਲਾ, 2002.
  6. ਬਰਾੜ, ਬੂਟਾ ਸਿੰਘ (ਡਾ.), ਪੰਜਾਬੀ ਵਿਆਕਰਨ, ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ, 2008.
  7. ਜੱਸਲ ਕਵਲਜੀਤ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਦੇ ਕੁਝ ਪੱਖ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਹਾਲ ਬਾਜ਼ਾਰ, ਅੰਮ੍ਰਿਤਸਰ, 2012.
  8. ਮਨਜੀਤ ਕੌਰ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਵਰਤੋਂ ਤੇ ਬਣਤਰ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।
- ਨੋਟ:
1. ਟੈਕਸਟ ਲਈ ਹਫ਼ਤੇ ਦੇ ਛੇ ਪੀਰੀਅਡ।
  2. ਕੰਪਜੀਸ਼ਨ ਲਈ 25-30 ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਗਰੁੱਪ ਅਤੇ ਹਫ਼ਤੇ ਦੇ ਤਿੰਨ ਹੋਰ ਪੀਰੀਅਡ।
  3. ਹਫ਼ਤੇ ਦੇ 6+3= 9 ਪੀਰੀਅਡ ।

### COURSE CODE: INL102 (HISTORY AND CULTURE OF PUNJAB FOR BA)

L	T	P	Total Credits
1	0	0	1

### Course Contents/syllabus

	Teaching hours
<b>Unit I: Harappan Civilization</b>	<b>5</b>
1. Harappan Civilization: extent and town planning and socio-economic life.	
2. Life in Vedic Age: socio-economic and religious.	
3. Growth and impact of Jainism and Buddhism in Panjab.	
<b>Unit II: Mauryas and Guptas</b>	<b>4</b>
4. Society and Culture under Maurayas and Guptas.	
5. Bhakti movement: Main features; prominent saints and their contribution.	
6. Origin and development of Sufism	
<b>Unit III: Sikhism</b>	<b>4</b>
7. Evolution of Sikhism: teaching of Guru Nanak; Institutional Development- Manji, Masand, Sangat and Pangat	
8. Transformation of Sikhism: Martyrdom of Guru Arjan; New policy of Guru Hargobind, martyrdom of Guru Tegh Bahadur.	

9. Institution of Khalsa: New baptism; significance	
<b>Unit IV: Changes in Society in 18th century:</b>	<b>5</b>
10. Changes in Society in 18th century: social unrest; emergence of misls and other institutions - rakhi, gurmata, dal khalsa. 11. Society and Culture under Maharaja Ranjit Singh. 12. MAP (of undivided physical geographical map of Punjab): Major Historical Places: Harappa, Mohenjodaro, Sanghol, Ropar, Lahore, Amritsar, Kiratpur, Anandpur Sahib, Tarn Taran, Machhiwara, Goindwal, Khadur Sahib.	

**Course Learning Outcomes:**

- Understand the history of various cultures in Punjab.
- Interpret the importance of Maurayan, Gupta and Bhakti influences on Punjab
- Apply the teaching of Sikhism on the emergence of the Khalsa.
- Examine the impact of societal changes on socio-cultural and physical landscape of Punjab.

**Text / Reference Books:**

Author	Title	Publisher	Ed/year	ISBN No	pages
L.M Joshi,	History and Culture of the Punjab, Part-I	Punjabi University, Patiala	1989, 3 <sup>rd</sup>	-	354
Buddha Prakash	Glimpses of Ancient Punjab	Punjabi University, Patiala,	1983	-	-
Khushwant Singh	A History of the Sikhs, vol I: 1469-1839,	oxford University Press, Delhi	1991	-	436

**B.A.(H) Psychology- 4 years with Research(2nd Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY107	Psychology of Individual Differences	Core Courses	4	0	4	6
2	PSY 108	Statistical Methods for Psychological Research	Core Courses	6	0	0	6
3	PSY 109	Psychology of Health & Wellbeing	Allied courses	6	0	0	6
4	PSY 110	Psychology of Relationships	Skill Enhancement	2	0	0	2

			courses				
5	ENG103	Communication Skills-II	Value Added courses	1	0	0	1
6	FOL103/ FOL104	French Grammar German Grammar	FBL	1	0	0	1
7	ENV106	Environmental Studies-II	Ability Enhancement courses	2	0	0	2
8	INL108/ INL105	Punjabi language and literature 2/ History & Culture of Punjab for BA-II	Ability Enhancement courses	1	0	0	1
			<b>Total Credits</b>	<b>Min Required: 25 Semester Credits: 25</b>			

**COURSE CODE: PSY107 (PSYCHOLOGY OF INDIVIDUAL DIFFERENCES)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>4</b>	<b>0</b>	<b>4</b>	<b>6</b>

**Course Contents/syllabus:**

	<b>Teaching hours</b>
<b>Unit I: PERSONALITY</b>	<b>18</b>
Nature of Personality; Biological Foundations of Personality; Culture, Gender and Personality; Perspectives on Personality: Psychodynamic, Phenomenological-Humanistic and Social Cognitive	
<b>Unit II: Concept of Intelligence</b>	<b>18</b>
Psychometric and Cognitive Approaches to Intelligence; Gardner's Multiple Intelligences; Issues in the Measurement of Intelligence: Nature Versus Nurture Growth, Gender and Culture; Group Differences in Intelligence; Extremes of Intelligence, Intelligence and Creativity	
<b>Unit III: Motivation</b>	<b>18</b>
Nature, Types of Motivation: Biogenic and Sociogenic; Theories of Motivation, Culture and Motivation, Enhancing Motivation in Educational and Work Setting	
<b>Unit IV: Emotion</b>	<b>18</b>
Nature, Theories of Emotion, Expressions of Emotion: Universal Versus Culture Specific	

**PRACTICAL'S: (36 HOURS TOTAL)**

- Terman, L. M. & Merrill, M.A. (1937). Measuring Intelligence. Boston, MA: Houghton Mifflin
- WAIS 4
- Cattell, H. E. P. (2001). The Sixteen Personality Factor (16PF) Questionnaire. In: Dorfman W. I., Hersen M. (eds). Understanding Psychological Assessment. Perspectives on Individual Differences. Springer, Boston MA

- Temperament Scale

**Course Learning Outcomes:** At the end of this course, the students will be able to

- understand, compare and critically evaluate major theories about personality and intelligence.
- To develop an understanding of the concept of individual differences
- To acquaint the learner with the complexities of personality theories
- Understanding the various approaches to Intelligence and appreciation of the diverse frameworks
- To know the processes and principles of motivation and emotion and appreciating the diverse frameworks

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Tomas Chamorro–Premuzic	Personality and Individual Differences	John Wiley & Sons;	2011	978-1405199278	456
Wiley-Blackwell	Handbook of Individual Differences	Blackwell Publishing Ltd	2011	9781444334388	848
Eleanor Roberson	Psychology of Individual Differences	NOVA	2015	978-1-63484-508-3	149

**COURSE CODE: PSY108 (STATISTICAL METHODS FOR PSYCHOLOGICAL RESEARCH)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Introduction</b>	<b>27</b>
Meaning of Statistics, Need for and importance of Statistics in Education and Psychology Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants. Scales of Measurement. Quantitative and Qualitative research	
<b>Unit II: Measures of Central Tendency &amp; Variability</b>	<b>27</b>
Meaning of the Measures of Central Tendency- Arithmetic Mean, Median and Mode, Properties and Comparison of Measures of Central Tendency, Computation of Median and Mode from the Curves of Frequency Distribution and when to use Mean, Median and Mode	
<b>Unit III: The Normal Probability Distribution</b>	<b>27</b>
Meaning (in terms of skewness and kurtosis), Characteristics, Properties and Applications of the normal curve and illustrations of the Applications of the Normal Curve.	
<b>Unit IV: Correlation &amp; Sampling</b>	<b>27</b>

<p>The Meaning of Correlation; Historical Perspective; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient.</p> <p>Random Sampling; Using a Table of Random Numbers; The Random Sampling Distribution of the Mean: An Introduction; Characteristics of the Random Sampling Distribution of the Mean; Using the Sampling Distribution of Sample Means to Determine the Probability for Different Ranges of Values</p>	
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**Course Learning Outcomes:** At the end of this course, student will be able to

- develop an understanding of the basics of Statistical Techniques
- Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.
- To Demonstrate ability to plan simple experiments and state its requirements. Also, to develop awareness of the critical components of experimental design and its conduction
- Developing familiarity with different kinds of measures and techniques for assessing individual differences.
- Understanding the distinctive features of selecting qualitative research methods and plan small qualitative research.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
A.Haslam and C.McGarty	<i>Research Methods and Statistics in Psychology</i>	SAGE Publications	2018	978-1526423290	520
Colin Dyer	introduction to psychological research methods	Wiley–Blackwell	1995	978-0631189299	336
<a href="#">Hugh Coolican</a>	<i>Research Methods and Statistics in Psychology-6<sup>th</sup> edition</i>	Psychology Press	2014	978-1444170115	788

**COURSE CODE: PSY109 (PSYCHOLOGY OF HEALTH & WELLBEING)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	<b>Hours</b>
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<b>Unit I: Illness, Health and Well being</b>	<b>27</b>
Continuum and Models of health and illness: Medical, Biopsychosocial, holistic health; health and well being.	
<b>Unit II: Stress and Coping</b>	<b>27</b>
Nature and sources of stress; Personal and social mediators of stress; Effects of stress on physical and mental health; Coping and stress management	
<b>Unit III: Health Management</b>	<b>27</b>
Health-enhancing behaviors: Exercise, Nutrition, meditation, Yoga; Health compromising behaviors (alcoholism, smoking, internet addiction and the like); Health Protective behaviors, Illness Management	
<b>Unit IV: Promoting Human strengths and life enhancement</b>	<b>27</b>
Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance.	

**Course Learning Outcomes:** At the end of this course, student will be able to develop an:-

- Understanding the spectrum of health and illness for better health management.
- Identifying stressors in one's life and how to manage them.
- Understanding a variety of health enhancing, health protective, and health compromising behaviors and to be able to know their application in illness management.
- Developing an understanding of human strengths and virtues, and gain insights into positive aspects of work.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	PAGES
Dr. Geetika Patnaik	Positive Psychology for Improving Mental Health and Well-being	Notion Press	2021	978-1638065128	238
Manika Ghosh	Health Psychology Concepts In Health And Well-Being	PEARSON INDIA	2015	9789332537620	468
Dr. Rajbir Singh, Dr. Radhey Shyam	Psychology of Wellbeing	Global Vision Publishing House	2019	9789389124125	455

**COURSE CODE: PSY110 (PSYCHOLOGY OF RELATIONSHIPS)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Social Psychology of Relationships</b>	<b>9</b>
Psychology of Friendship (making friends, friendship and social media; benefits and maintenance of friendships); Marriage (marriage for love versus arranged marriage; the marital ideal: characteristics of an ideal partner, factors affecting marital Happiness)	
<b>Unit II: Love</b>	<b>9</b>
Understanding love, Types of love; Theories of love (love styles; two-factor theory of love; Sternberg's triangular theory); Relationship satisfaction	
<b>Unit III: Distress in relationships</b>	<b>9</b>
Jealousy, Infidelity, Breakup, Divorce	
<b>Unit IV: Healing</b>	<b>9</b>
Understanding the dynamics of broken and flourishing relationships; Practicing positive relational attitudes like self-acceptance, gratitude, forgiveness	

**Course Learning Outcomes:**

- Increasing understanding regarding the dynamics of establishing, maintaining, and dissolving relationships
- To foster an understanding of love as a psychological construct
- Developing insights about distress in relationships (divorce, break-up, etc.) as well as the healing process
- Appreciating the importance of positive relational attitudes like self-acceptance, gratitude and forgiveness for healthy relationship

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Daniel Goleman	Emotional Intelligence: Why It Can Matter More Than IQ	Bloomsbury India	2021	978-9354352805	352
John Karter	Introducing Psychology of Relationships: A Practical Guide	Icon	2012	978-1848313590	227
<a href="#">Steve Duck</a>	Human Relationships-4 <sup>th</sup> Edition	SAGE Publications Ltd	2017	9781412929981	312

**COURSE CODE: ENG 103 (COMMUNICATION SKILLS-II)**

L	T	P	Total Credits
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1	0	0	1
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**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Basic Concepts in Communication</b>	4
Towards communicative competence; choosing the appropriate channel and medium of communication; ways to develop communication skills in the areas of Listening, Speaking, Reading, and Writing.	
<b>Unit II: Communication Types</b>	5
Nonverbal communication: detailed analysis, KOPPACT (Kinesics, Oculistics, Proxemics, Paralanguage, Artefacts, Chronemics, Tactilics).	
<b>Unit III: Communication and Technology</b>	4
Importance of digital literacy and communication on digital platforms.	
<b>Unit IV: Presentation Skills</b>	5
Planning, preparation, practice, and performance; audience analysis, audio-visual aids, analyzing the non-verbal communication, methods of delivery: impromptu, extemporaneous, memorization, manuscript, and outlining.	

**Course Learning Outcomes:**

- Students will be able to understand the basic processes of communication, both verbal as well as non-verbal—nature, scope, and power of communication processes.
- Students will be able to demonstrate cultural sensitivity in communication and appreciation of cultural variations of diverse socio-cultural contexts.
- Students will be able to develop an awareness of the role of mass media in shaping public psyche, beliefs, and perceptions about social realities and build an informed and critical perspective.
- Students will be able to analyze situations and audiences to make right choices about the most effective and efficient ways to communicate and deliver messages.
- Students will be able to assess various barriers in communication and develop communicative competence thereby for effective communication.

**Books/literature**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
P. D. Chaturvedi and Mukesh Chaturvedi	Business Communication: Concepts, Cases and Applications	Pearson Education	2006	9788131701720	729
Meenakshi Raman and Prakash Singh	Business Communication	Oxford University Press	2012	9780198077053	729
Jeff Butterfield	Soft Skills for Everyone	Cengage Learning	2017	97893510511	640

**COURSE CODE: FOL103 (FRENCH GRAMMAR)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching
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	hours
<b>Unit-I : My family and my house</b>	<b>4</b>
Descriptors/Topics <ul style="list-style-type: none"> <li>• Talk about your family members.</li> <li>• Usage of possessive adjectives</li> <li>• Describe your house/apartment.</li> <li>• Prepositions of location</li> <li>• Negation</li> </ul>	
<b>Unit-II- Lifestyle</b>	<b>5</b>
Descriptors/Topics <ul style="list-style-type: none"> <li>• Talk about your hobbies and pastimes.</li> <li>• Usage of appropriate articles: definite and contracted.</li> <li>• Talk about your daily routine.</li> <li>• Usage of pronominal verbs</li> </ul>	
<b>Unit-III- In the city</b>	<b>5</b>
Descriptors/Topics <ul style="list-style-type: none"> <li>• Filling up a simple form</li> <li>• Ask for personal information.</li> <li>• Usage of interrogative adjectives</li> <li>• Give directions about a place.</li> <li>• Ordinal numbers</li> <li>• Usage of demonstrative adjectives</li> </ul>	
<b>Unit-IV- Week-end</b>	<b>4</b>
Descriptors/Topics <ul style="list-style-type: none"> <li>• Talk about your weekend plans.</li> <li>• Usage of disjunctive pronouns</li> <li>• Usage of Near Future tense</li> <li>• Talk about weather.</li> <li>• Write a simple post card</li> </ul>	

**Course Learning Outcomes:** At the end of this course,

- the students will be able to express themselves in writing and orally in basic French. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given on their understanding of grammatical structures and the foreign accent of the language. At the end of the course, the student shall be able to:
- Understand information; Express in his own words; Paraphrase; Interpret and translate.
- Apply information in a new way in a practical context.
- Analyze and break-down information to create new ideas.
- Evaluate and express opinion in a given context.

**Text / Reference Books:**

Author	Title	Publisher	Year	ISBN No	pages
Christine Andant, Chaterine Metton, Annabelle Nachon, Fabienne Nugue	A Propos - A1 Livre De L'Eleve, Cahier D' Exercices	Langers International Private Limited	2010	978-9380809069	-
<a href="#">Manjiri Khandekar and Roopa Luktuke</a>	Jumelage - 1 Methode De Fraincais - French	Langers International Private Limited	2020	978-9380809854	-
<a href="#">Michael Magne, Marie-Laure Lions-Olivieri</a>	Version Originale 1: Cahier d'exercices	Maison Des Langues	2010	9788484435617	80

**COURSE CODE: FOL104 (GERMAN GRAMMAR)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching hours
<b>Module I: Time (Uhrzeit); People and the World: Land, Nationalität und Sprache</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Introduction of time</li> <li>• Read text related to time and teach the students the time expressions.</li> <li>• Exercises related to Time.</li> <li>• Adverbs of time and time related prepositions</li> <li>• Vocabulary: Countries, Nationalities, and their languages</li> <li>• Negation: "nicht/ kein"</li> <li>• Ja/Nein Fragen.</li> <li>• All the colors and color related vocabulary, adjectives, and opposites</li> <li>• Exercises and comprehension for the same.</li> </ul>	
<b>Module II: Irregular verbs (unregelmässige Verben)</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• Introduction to irregular verbs and their conjugation e.g., fahren, essen, lesen etc</li> <li>• Read a text related to the eating habits of Germans.</li> <li>• Vocabulary: Obst, Gemüse, Kleiderstück with usage of irregular verbs</li> <li>• Free time and hobbies</li> <li>• Food and drinks</li> </ul>	
<b>Module III: Accusative case: articles and pronouns (Akkusativ Kasus: Artikel und Pronomen)</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Introduction to the concept of object (Akkusativ)</li> <li>• Formation of sentences along with the translation and difference between nominative and accusative articles</li> <li>• Usage of accusative Definite articles</li> <li>• Usage of accusative Indefinite articles</li> </ul>	
<b>Module IV: Accusative case: possessive pronouns (Akkusativ Kasus: Possessivpronomen) Family and Relationship</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Accusative Personal Pronouns: - Revision of the nominative personal pronouns and introduction of accusative. Applicability of pronouns for both persons and things.</li> <li>• Usage of accusative Personal Pronouns</li> <li>• Introduction of accusative possessive pronouns</li> <li>• Difference between nominative and accusative possessive pronouns</li> <li>• usage of accusative possessive pronouns</li> </ul>	

**Course Learning Outcomes:** At the end of this course,

- the students will be able to express themselves in writing and orally in basic German. This course content focuses on the speech of the students in a lucid and a concurrent manner using appropriate vocabulary and pronunciation techniques. Extra stress will be given on their understanding of grammatical structures and the foreign accent of the language. At the end of the course, the student shall be able to:
- Understand information; Express in his own words; Paraphrase; Interpret and translate.
- Apply information in a new way in a practical context.
- Analyze and break-down information to create new ideas.
- Evaluate and express opinion in each context.

**Text / Reference Books:**

Author	Title	Publisher	Year	ISBN	pages
<a href="#">Rolf Bruseke</a>	Starten Wir A 1	Langers International Pvt Ltd (Max Hueber Verlag)	2017	978-3190160006	-
<a href="#">Giorgio Motta</a>	Wir Plus Grundkurs Deutsch für Junge Lerner Book	Ernst Kleit Verlag	2011	978-8183072120	248
Heimy Taylor, <a href="#">Werner Haas</a>	Station en Deutsch Self Study Course German Guide	Wiley	2007	978-0470165515	288

**COURSE CODE: ENV 106 (ENVIRONMENTAL STUDIES-II)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
<b>Unit-1- Environmental Pollution</b>	<b>9</b>
Environmental Pollution: types, Cause, effects, and controls –Air, water, soil, chemical and noise pollution. Nuclear hazard and human health risk Solid waste Management-control measures of urban and industrial waste. Pollution case studies.	
<b>Unit-2- Environmental Policies and practices</b>	<b>9</b>
Environmental Policies and practices: Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture. Environment laws: Environment Protection Act; Air (Prevention and Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act, international agreements: Montreal and Kyoto protocols and convention on biological diversity (CBD), The Chemical Weapons Convention (CWC). Natural reserves, tribal population and rights and Human-wildlife conflict in Indian context.	
<b>Unit-3- Human communities and the Environment</b>	<b>9</b>
Impacts on environment, human health, and welfare. Carbon footprint. Resettlements and rehabilitation of project affected persons, case studies. Disaster management: floods, earthquake, cyclone, and landslides. Environmental movements: Chipko, Silent valley, Bishnoi's of Rajasthan. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).	
<b>Unit-4- Field work</b>	<b>9</b>

Visit to an area to document environmental assets: river/forest/flora/fauna, etc. Visit to local polluted Site-Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystems-pond, river, Delhi Ridge, etc.	
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**Course Learning Outcomes:** At the end of this course, the students will be able to develop:

- Appreciate the multi-disciplinary nature of environmental science.
- Understand natural resources and evaluate limitations surrounding renewable and non-renewable resources.
- Understand the nuances of ecosystem and learn about behavior of various ecosystem.
- Learn about the types, services and threats to our biodiversity and importance of conserving it.

**Text / Reference Books:**

AUTHOR	TITLE	Publ ishe r	Year of public ation	ISBN	p a g e s
William P. Cunningham, Mary Ann Cunningham	Principles of Environmental Science	McG raw-Hill	2019	9781 2602 1971 5	4 6 4
William P. Cunningham, Mary Ann Cunningham, Barbara Woodworth Saigo	Environmental Science: A global concern,	McG raw-Hill	2021	9781 2603 6382 1	6 4 6
Gurjar B. R., Molina L.T., Ojha C.S.P. (Eds.)	Air Pollution: Health and Environmental Impacts	CRC	2010	9781 4398 0962 4	5 5 6
Elaine M.A. and Bugyi G.(Eds.)	Impact of Water Pollution on Human Health and Environmental Sustainability (Practice, Progress, and Proficiency in Sustainability)	Idea Group, U.S	2016	978-1466 6955 97	3 8 9

**COURSE CODE: INL108 (PUNJABI LANGUAGE AND LITERATURE 2)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I:</b>	<b>4.5</b>
ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਅਧਿਐਨ(ਕਥਾ ਕਹਾਣੀ)	
<b>Unit II:</b>	<b>4.5</b>
ਦਫ਼ਤਰੀ ਚਿੱਠੀ-ਪੱਤਰ	
<b>Unit III:</b>	<b>4.5</b>
ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ	
1. ਪੰਜਾਬੀ ਅਰਥ ਬੋਧ	
2. ਪੰਜਾਬੀ ਵਾਕ ਬੋਧ	
<b>Unit IV:</b>	<b>4.5</b>

ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਲਿੱਪੀ ਅਤੇ ਉਪਭਾਸ਼ਾਵਾਂ	
1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿੱਪੀ	
2. ਭਾਸ਼ਾ, ਉਪਭਾਸ਼ਾ, ਟਕਸਾਲੀ ਭਾਸ਼ਾ ਅਤੇ ਪੰਜਾਬੀ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ	

### Course Learning Outcomes:

- Understand modern Punjabi poetry.
- Interpret the importance of essay writing.
- Analyze the essentials of composition writing.
- Examine the impact and importance of grammar on Punjabi language.

### Text / Reference Books:

- ਸੁਰਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ (ਸੰਪਾ.), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ, 2015.
- ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ, ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਅਤੇ ਲੇਖ ਰਚਨਾ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ, 1999.
- ਡਾ. ਹਰਬੰਸ ਸਿੰਘ ਧੀਮਾਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਵਿਆਕਰਣ, ਸੰਗਮ ਪਬਲੀਕੇਸ਼ਨ, ਸਮਾਣਾ, 2014.
- ਡਾ. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ, ਸਿਧਾਂਤਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਮਦਾਨ ਪਬਲੀਕੇਸ਼ਨਜ਼, ਪਟਿਆਲਾ, 2002.
- ਡਾ. ਬੁਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਪੰਜਾਬੀ ਭਵਨ, ਲੁਧਿਆਣਾ, 2012.

### COURSE CODE: INL 105 (HISTORY AND CULTURE OF PUNJAB FOR BA II)

L	T	P	Total Credits
1	0	0	1

### Course Contents/syllabus

	Teaching hours
<b>Unit I:</b>	<b>4</b>
The Mauryan Empire: Social, economic, and religious life Buddhism and Jainism: Impact on Punjab with special reference to 4th Buddhist Council. The Kushans: Impact of Kanishka's rule on Punjab	
<b>Unit II:</b>	<b>4</b>
Gandhara School of Art: Salient features. The Guptas: Cultural and scientific developments. Position of Women: Under the Mauryas, the Guptas and the Vardhanas.	
<b>Unit III:</b>	<b>5</b>
Depiction of Punjab in the accounts of Chinese travellers: Fahien and Huen Tsang; Main developments in literature. Education: Significant developments; Taxila	
<b>Unit IV:</b>	<b>5</b>
Society and Culture on the eve of the Turkish invasion of Punjab.	

Punjab in the Kitab-ul-Hind of Alberuni.	
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**Course Learning Outcomes:**

- Understand the history of various cultures in Punjab.
- Interpret the importance of Maurayan, Gupta and Bhakti influences on Punjab
- Apply the teaching of Sikhism on the emergence of the Khalsa.
- Examine the impact societal changes on socio-cultural and physical landscape of Punjab.

**Text / Reference Books:**

Author	Title	Publisher	Ed/ye ar	ISBN No	pages
L.M Joshi,	History and Culture of the Punjab, Part-I	Punjabi University, Patiala	1989, 3 <sup>rd</sup>	-	354
Buddha Prakash	Glimpses of Ancient Punjab	Punjabi University, Patiala,	1983	-	-
Khushwant Singh	A History of the Sikhs, vol I: 1469-1839,	oxford University Press, Delhi	1991	-	407

**B.A.(H) Psychology- 4 years with Research(3rd Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY 201	Foundation of Developmental Psychology	Core Courses	6	0	0	6
2	PSY 202	Foundation of Counselling- I	Core Courses	6	0	0	6
3	PSY 203	Foundation of Clinical Psychology-1	Core Courses	4	0	4	6
4	PSY 204	Psychology of Work	Allied courses	6	0	0	6
		<b>Total Credits</b>			<b>Min Required: 24 Semester Credits: 24</b>		

**COURSE CODE: PSY201 (FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY)**

**Course Contents/syllabus:**

L	T	P	Total Credits
6	0	0	6

	Teaching hours
<b>Unit I: Introduction</b>	<b>27</b>
Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development. Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioral (classical and operant conditioning; social cognitive learning theory). Cognitive (Piaget, information processing approaches). Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner). Research methods: Longitudinal, cross sectional and sequential; ethics in research.	
<b>Unit II Domains of Development across life span – I</b>	<b>27</b>
Physical development (from infancy to late adulthood) Cognitive development and language development, Role of language in cognitive development	
<b>Unit III: Domains of Development across life span – II</b>	<b>27</b>
Socio-emotional development and Moral development, across life span. development of being able to: Form and sustain positive relationships. Experience, manage and express emotions.	
<b>Unit IV: Developmental issues in Indian context</b>	<b>27</b>
Issues of social relevance (gender, disability, and poverty) Developmental issues in children and adolescents Challenges of adulthood; Aging	

**COURSE LEARNING OUTCOMES:**

This program trains students in integrating the perspectives of multiple disciplines, to approach the research in human development with a critical eye, and to develop the skills that will allow them both to conduct their own research and to apply them to contemporary, real-world situations Demonstrate an understanding of the biological, psychological, social, and cultural influences of lifespan human development-

- Demonstrate an understanding of how gender, ethnicity, class, historical period, and social location relate to the life course experience.
- Critically evaluate research relevant to human development as well as popular notions of human nature.
- Use the primary literature of the field to prepare a clear, organized summary of a topic.
- Understand and work effectively with a diversity of individuals and communities.
- Apply theory and research to contemporary problems and real-world situation.
- Design and implement research, analyze data appropriately, and judge the significance of findings.

**TEXT / REFERENCE BOOKS:**

Author	Title	Publisher	Year of publication	ISBN	pages
Berk, L. E.	Child development (9th Ed.).	Prentice Hall. Feldman	2010	9332585202	800
R. S., & Babu, N.	Discovering the life-span	Pearson.	2011	8131734021	508
Kakar, S.	The inner world: A psychoanalytic study of childhood and society in India (4th Ed.).	Oxford University Press.	2012	0198077157	-
Mitchell, P., & Ziegler, F.	Fundamentals of development: The psychology of childhood	Psychology Press	2007	1848720513	248
Papalia, D. E., Olds, S. W., & Feldman, R. D	Human development (9th Ed).	Tata McGraw-Hill.	2006	0070586918	827

**COURSE CODE: PSY202 (FOUNDATION OF COUNSELLING-I)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: INTRODUCTION TO COUNSELLING</b>	<b>27</b>
Guidance- Definition, Concept- Counseling- Definition, Concept of Counseling – Evolution of Counseling in India and Abroad- Difference between Guidance and counseling Principles of Counseling-Theories of counseling-	
<b>Unit II: APPROACHES TO COUNSELLING</b>	<b>27</b>
Directive and Authoritative – Psycho analytic- Behaviorist – Humanistic – Eclectic- Stages of Counseling Types of counseling - Educational-Rehabilitation-Mental Health- Marriage and Family Workplace counseling	
<b>Unit III: PHILOSOPHICAL BASES</b>	<b>27</b>
The basic urge of life adjustment and its challenges in relation to women – Quest of happiness – Value System. Sociological Bases – The social nature of human – conservation of human energy – increasing complexity of today’s world -Educational sociology	
<b>Unit IV: PSYCHOLOGICAL BASES</b>	<b>27</b>

The phenomenon of behavior and individual differences – The nature of personalities – concept of self – self-actualization – Psychological Education for Women- Psychological determinants – Behavioral – Cognitive-Humanistic.	
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**COURSE LEARNING OUTCOMES:** After studying this Unit, you would be able to:

- Understand the significance of counselling process.
- Have basic understanding and knowledge of counselling process.
- Explain the basic stages of counselling processes.
- Comprehend the factors influencing counselling process.
- Explain the ethical issues in counselling.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Aguilera, D.C.	Crisis Intervention: Theory and Methodology (8thEd.)	Mosby	1998	9780815126042	335
Belkin, G. S.	Introduction to Counseling	Brown	1998	9780697066932	630
Capuzzi, D. & Gross, D. R.	Counselling and Psychotherapy: Theories and Interventions	Wiley	2007	9781556202717	403
Sharf, R. S	Theories of Psychotherapy and Counseling: Concepts and Cases	CENGAGE	2012	978130508732	768

**COURSE CODE: PSY203 (FOUNDATION OF CLINICAL PSYCHOLOGY-I)**

L	T	P	Total Credits
4	0	4	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Introduction</b>	<b>18</b>
Definition of Clinical Psychology, Historical development of Clinical Psychology in (with special reference to India), Ethics of the profession. Concept of Abnormal behavior. practical application of research methodologies and findings in the diagnosis.	

<b>Unit II: Clinical Assessment and Classification</b>	<b>18</b>
Clinical Assessment: Clinical Interview (emphasis on Mental Status Examination MSE and Case History Interview), Observation, Psychological testing, neuropsychological testing and interviews. Classification and Diagnosis: Classification models: DSM V (latest) and ICD (latest)	
<b>Unit III: Anxiety and Obsessive-Compulsive Disorders: Clinical Picture and Etiology</b>	<b>18</b>
Generalized Anxiety Disorder Specific Phobia and Social Anxiety Disorder (Social Phobia) Panic Disorder Obsessive-Compulsive disorder Clinical picture and etiology	
<b>Unit IV: Trauma &amp; Stressor-related, Dissociative and Personality Disorders: Clinical Picture &amp; Etiology</b>	<b>18</b>
Adjustment Disorder Post-Traumatic Stress Disorder Dissociative Identity Disorder Personality Disorders (Clusters A, B and C): Only Clinical Picture	

### **PRACTICAL'S: (36 H)**

1. Raven's test of intelligence (all forms)
2. Bhatia's battery of intelligence tests
3. Multiphasic Personality questionnaire
4. Children' apperception test
5. Thematic apperception test

**Course Learning Outcomes:** At the end of this course,

- student will be able to develop an understanding of the concepts.
- Developing a foundational knowledge of Clinical Psychology, its historical development (especially w.r.t India) and professional ethics.
- Acquiring knowledge and skills for distinguishing normal and abnormal behaviour and learn the criteria of determining abnormality.
- Developing competencies for assessing the psychological functioning of individuals through techniques such as psychological assessment, observation, and interviewing.
- Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section)
- Acquiring knowledge about anxiety disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.
- Developing sensitivity towards individual and cultural diversity and understanding its implication in clinical work especially within the Indian context.
- Understanding the essence of a reflective practitioner by engaging in reflective processes that make him or her aware of his or her strengths and vulnerabilities.

### **Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	Pages
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Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B	Abnormal Psychology	Pearson	2017	9332579407	733
Hecker, J. E., & Thorpe, G. L.	Introduction to clinical psychology	Pearson Education	2005	0205277748	624
Llewelyn, S., Murphy, D. (Eds.)	What is clinical psychology?	Oxford University Press	2014	019968149X	304
Sommers-Flanagan, J. & Sommers-Flanagan, R.	Clinical Interviewing.	Wiley	2017	1119215587	704

**COURSE CODE: PSY204 (PSYCHOLOGY OF WORK)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to I/O Psychology</b>	<b>27</b>
Introduction to I/O Psychology: Definition, Brief History, Contemporary Trends and Challenges. Issues of recruitment, selection and placement, training and development, performance measurement, workplace motivation and reward systems, quality of work life, structure of work and human factors, organizational development, and consumer behaviour.	
<b>Unit II: Work Motivation</b>	<b>27</b>
Work Motivation: Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity. Ddevelopment of an action plan designed to motivate and guide a person or group toward a goal.	
<b>Unit III: Communication in Organizations</b>	<b>27</b>
Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication. Effects of organizational <i>communication</i> on the organizational commitment, emphasizing the importance of <i>communication</i> .	
<b>Unit IV: Leadership</b>	<b>27</b>
Leadership: Early approaches to leadership and its styles, contemporary approaches to leadership. Transformational & Transactional Leadership. Importance and relevance.	

**Course Learning Outcomes:**

- Understanding the meaning and theoretical foundations of I/O Psychology
- Knowing how to apply knowledge of I/O Psychology to the real work settings.
- Demonstrate an understanding of how to apply psychological principles and research methods to improve the overall work environment, including performance, communication, professional satisfaction, and safety.
- Critically evaluate research relevant to examination of individual and group behaviour, and the overall function, within the workplace.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Greenberg, J. & Baron, R.A.	Behavior in Organizations	Dorling Kindersley	2007	97810136090192	720
Robbins, S. P. & Judge, T.A.	Essentials of Organizational Behavior	Prentice Hall of India	2008	97810134523857	400
Steve Duck	Human Relationships-4 <sup>th</sup> Edition	SAGE Publications Ltd	2017	9781412929981	312

**B.A.(H) Psychology- 4 years with Research(4th Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY-207	Foundation of Clinical Psychology-2	Core Courses	4	0	4	6
2	PSY-208	Foundation of Counseling-II	Core Courses	6	0	0	6
3	PSY-209	Introduction to Personality	Core Courses	6	0	0	6
4	PSY-210	Inter Group Relationship	Allied courses	6	0	0	6
<b>Total Credits</b>				<b>Min Required: 24 Semester Credits: 24</b>			

**COURSE CODE: PSY207 (FOUNDATION OF CLINICAL PSYCHOLOGY-2)**

L	T	P	Total Credits
4	0	4	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Bipolar, and Depressive Disorders: Clinical Picture and Etiology</b>	<b>18</b>
<ul style="list-style-type: none"><li>Bipolar-I and Bipolar-II Disorders</li><li>Major Depressive Disorder Clinical Picture and Etiology</li></ul>	
<b>Unit II: Schizophrenia:</b>	<b>18</b>
<ul style="list-style-type: none"><li>Schizophrenia Clinical Picture and Etiology</li></ul>	
<b>Unit III: Neurodevelopmental Disorders: Clinical Picture and Etiology</b>	<b>18</b>
<ul style="list-style-type: none"><li>Intellectual Disability</li><li>Autism Spectrum Disorder</li><li>Attention Deficit/Hyperactivity Disorder Clinical Picture and Etiology</li></ul>	
<b>Unit IV: Treatment of Abnormal Behaviour:</b>	<b>18</b>
<ul style="list-style-type: none"><li>Biological Approaches</li><li>Psychological Approaches: Behavioral, Cognitive, Humanistic, Psychoanalytic.</li><li>Indian Approaches: Guru-Chela relationship and Logotherapy: Vedantic Approach. Clinical Picture and Etiology</li></ul>	

**PRACTICALS: (36 HRS)**

1. MMPI-2
2. Beck Cognitive Inventories

**COURSE LEARNING OUTCOMES:** This program trains students in integrating the perspectives of multiple disciplines, to approach the research in human development with a critical eye, and to develop the skills that will allow them both to conduct their own research and to apply them to contemporary, real-world situations Demonstrate an understanding of the biological, psychological, social and cultural influences of lifespan human development-

- Demonstrate an understanding of how gender, ethnicity, class, historical period, and social location relate to the life course experience.
- Critically evaluate research relevant to human development as well as popular notions of human nature.
- Use the primary literature of the field to prepare a clear, organized summary of a topic.
- Understand and work effectively with a diversity of individuals and communities.
- Apply theory and research to contemporary problems and real-world situation.
- Design and implement research, analyze data appropriately, and judge the significance of findings.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B	Abnormal Psychology	Pearson	2017	9332579407	733
Comer, R. J.	Abnormal psychology	Worth publishers	2015	1319066941	667
Nevid, J., Rathus, S., & Greene, B.	Abnormal psychology in a changing world.	Pearson Prentice Hall.	2014	0134484924	688
Mitchell, P., & Ziegler, F.	Fundamentals of development: The psychology of childhood	Psychology Press	2007	1848720513	248
Papalia, D. E., Olds, S. W., & Feldman, R. D	Human development (9th Ed).	Tata McGraw-Hill.	2006	0070586918	827

**COURSE CODE: PSY208 (FOUNDATION OF COUNSELING - II)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: QUALITIES OF A COUNSELLOR</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Professional qualities, Personal qualities, Communication skills, Acceptance, Empathy, Problem-solving skills, Rapport-Building skills, Flexibility, Self-awareness, Multicultural Competency, Human skills, Practice Management skills– Client-centered – Counselor Centered- Relationship between Counselor and Client</li> </ul>	
<b>Unit II: Rational</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Emotive Therapy – Gestalt Therapy-Cognitive therapy- Psychoanalytic therapy- Egan Model of Counseling – Preliminary I, II, III stages of Counseling – Individual, Group Transaction Analysis/ Behavior Therapy- Transference- Counter Transference</li> </ul>	
<b>Unit III: COUNSELLING STANDARDS</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Ethical and Legal – Counselling Faculty – Certification – Selection and Training of Counsellors - Government schemes and trainings for counsellor.</li> </ul>	
<b>Unit IV : INTERPERSONAL DEVELOPMENT</b>	<b>27</b>

<ul style="list-style-type: none"> <li>• Counsellor skill development-interpersonal relationship-communication-emotional maturity- Personality development.</li> </ul>	
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**Course Learning Outcomes:** After studying this Unit, you would be able to:

- understand the significance of counselling process.
- have basic understanding and knowledge of counselling process.
- explain the basic stages of counselling processes.
- comprehend the factors influencing counselling process.
- Explain the ethical issues in counselling.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Aguilera, D.C.	Crisis Intervention: Theory and Methodology (8thEd.)	Mosby	1998	9780815126042	335
Belkin, G. S.	Introduction to Counseling	Brown	1998	9780697066932	630
Capuzzi, D. & Gross, D. R.	Counselling and Psychotherapy: Theories and Interventions	Wiley	2007	9781556202717	403
Sharf, R. S.	Theories of Psychotherapy and Counseling: Concepts and Cases	CENGAGE	2012	9781305087321	768

**COURSE CODE: PSY209 (INTRODUCTION TO PERSONALITY)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Introduction to personality</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Concept and Definition of personality</li> <li>• Role of Factors in the Development of Personality (heredity and environment)</li> <li>• Assessment of personality</li> </ul>	
<b>Unit II: Western approaches to personality – I</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Trait and Type Approaches (including Eastern Perspective such as “Tri-guna”theory)</li> <li>• Socio-cognitive Approach to Personality</li> </ul>	

<b>Unit III: Western approaches to personality – II</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Psychoanalytical Approach to Personality</li> <li>• Humanistic Approach to Personality</li> </ul>	
<b>Unit IV: Understanding self through Eastern Perspectives</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Understanding self through Mimamsa, Vedanta, Samkhya and Yoga</li> <li>• Understanding self through Sufi and Buddhist tradition</li> <li>• Understanding Self through Sri Aurobindo's Integral Yoga</li> </ul>	

**Course Learning Outcomes:** At the end of this course, student will be able to develop an understanding of the concepts.

- Knowledge of the psychological theories and research in the field of personality psychology.
- Understanding of the role of psychodynamic, trait dimension, biological, humanistic, behavioral, and cognitive approaches to personality.
- Familiarity with the research methods and ethical considerations appropriate for the study of personality psychology.
- Ability to apply course materials to assessments of their own and others' personalities.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	Pages
Carducci, B. J.	The psychology of personality: Viewpoints, research & application.	Wiley	2009	9781405136359	736
Ciccarelli, S. K., & Meyer, G. E.	Psychology	Pearson	2010	9780131839594	792
Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.)	Foundations of Indian psychology— Theories and concepts	Pearson	2011	B00AYDNY4C	330
Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.)	Handbook of Indian psychology	Foundation Books	2008	978175966025	270
Patnaik, D.	My Gita	Rupa Publications India	2015	978129137704	256

**COURSE CODE: PSY210 (INTERGROUP RELATIONS)**

L	T	P	Total Credits
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6	0	0	6
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**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Nature of intergroup relations</b>	<b>27</b>
Nature of intergroup relations: Cooperation vs. competition; Classical study of Robbers cave experiment; Realistic conflict theory. Interactions between individuals in different social group and interactions taking place between the groups themselves collectively.	
<b>Unit II: Social categorization and conflict</b>	<b>27</b>
Social categorization and conflict: Ingroup vs. outgroup; Consequences of social categorization: Cognitive biases & stereotypes, conflict, and social categorization; Minimal ingroup situation.	
<b>Unit III: Cultural aspects of intergroup relations</b>	<b>27</b>
Cultural aspects of intergroup relations: Social identity, Stereotypes: National & ethnic stereotypes cases for Indian context.	
<b>Unit IV: Resolving intergroup conflict</b>	<b>27</b>
Resolving intergroup conflict: Intergroup contact; Promoting intergroup cooperation; Conflict management strategies: Collaborating, competing, accommodating, avoiding & compromising.	

**Course Learning Outcomes:**

- Demonstrate advanced knowledge of the core domains of intergroup relation.
- Develop the intellectual skill of critical reflection when considering the diversity of theoretical and empirical perspectives that underpin the study of intergroup relations.
- Show key intellectual skills when critically evaluating theoretical and empirical literature on intergroup relations.
- Develop the skill to apply the theoretical models to real-life social contexts.
- Develop the transferable skills to communicate and evaluate analyses of intergroup relations in speech and writing.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Baron, R.A., Branscombe, N.R, Byrne,D. & Bhardwaj, G.	Social psychology	Pearson	2009	8131728714	404
Austin, W.G. & Worchel.S.	Psychology of Intergroup Relations	Nelson-Hall Publishers	1986	0830410759	369
Miller, N.& Breuer, M.B.	Intergroup Relations (Mapping Social Psychology)	Open University Press	1996	0335209890	160

**B.A.(H) Psychology- 4 years with Research(5th Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY-301	Cognitive Psychology for BA	Core Courses	4	0	4	6
2	PSY-302	Foundation of Social Psychology	Core Courses	6	0	0	6
3	PSY- 303	Human Resource Management in psychology	Specialized Elective courses	6	0	0	6
4	PSY- 304	Forensic Psychology	Specialized Elective courses	6	0	0	6
5	PSY-305	Psychology & Mental Health	Allied courses	2	0	0	2
6		Internship		0	0	0	0
<b>Total Credits</b>				<b>Min Required: 26</b>			<b>Semester Credits: 26</b>

**COURSE CODE: PSY301 (COGNITIVE PSYCHOLOGY FOR BA)**

L	T	P	Total Credits
4	0	4	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to Cognitive Psychology</b>	<b>18</b>
Nature, History, and Methods in Cognitive Psychology 1 Approaches-Experimental Cognitive Psychology, Cognitive Neuroscience and Cognitive neuropsychology. Paradigms of Cognitive Psychology: Information-Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach	

<b>Unit II: Attention &amp; Consciousness</b>	<b>18</b>
Types: Selective Attention, Divided Attention and Sustained Attention. Theories: Early and Late Selection, Capacity and Mental Effort Models. Consciousness: Nature, Types and Functions	
<b>Unit III: Memory Process</b>	<b>18</b>
Encoding, Storage and retrieval. Metaphors of Memory: Sensory, Short-term, and Long-term. Working Memory, and Mnemonics Everyday Memory: Autobiographical Memory, Eyewitness Memory and Prospective Memory	
<b>Unit IV: Reasoning and Decision Making</b>	<b>18</b>
Types of Reasoning: Inductive and Deductive. Approaches to Reasoning: Componential, Rules/Heuristics and Mental Models. Heuristics and Biases in Decision Making ('Cognitive Illusions'): Availability, Representativeness, Framing Effect and Hindsight Bias.	

### **PRACTICALS- (36H)**

- 1.Division of attention board.
- 2.cognitive ability test by Madhu Gupta and Bindiya Lakhani
- 3.long term memory and short-term memory by Beena Srivastava.
- 4.Analytical reasoning ability scale by Nilabh Tiwari.

### **COURSE LEARNING OUTCOMES:**

- Analyze and critically reflect on central experimental findings, and on core cognitive processes in areas such as perception, attention, memory, consciousness, reasoning and the extent to which human thought can be considered rational, judgement and decision-making including advantages and disadvantages of heuristic processing, problem solving, creativity, risk assessment, and how emotion influences cognitive processes.
- Apply knowledge of cognitive processes to help understand cognitive deficits in certain clinical populations, and to facilitate clinical evaluations and decisions.
- Analyze and critically reflect on current theory and research within cognitive psychology, be able to place these in a historical context, and be able to apply cognitive psychology to professional reasoning.
- Compare and contrast the theories of used in the scientific study of cognitive psychology.

### **Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>	<b>ISBN</b>	<b>pages</b>
Mark T. Keane & Michael W. Eysenck	Cognitive Psychology: A Student's Handbook	Psychology Press	2000	978-0863775512	948
Ling	Psychology Express: Cognitive Psychology	Pearson Education India	2013	978-9332517080	256

Solso	Cognitive Psychology	Pearson Education	2014	978-9332536739	532
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**COURSE CODE: PSY302 :(FOUNDATION OF SOCIAL PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Psychology of the Social</b>	<b>27</b>
The meaning of 'social'; Key assumptions and approaches to social psychology; Overview of the history of social psychology (including India); Relationship with sociology and anthropology; Areas of application: Health, Law, Workplace. Social psychology and sustainable future	
<b>Unit II: Understanding and evaluating the social world</b>	<b>27</b>
Self and its processes: Self-concept, Self-esteem, and self-presentation; Social identity and its functions. Social Cognition, Social perception, Attitudes, Attitude-behavior link; Strategies for attitude change.	
<b>Unit III: Social interaction and Influence:</b>	<b>27</b>
Interpersonal attraction, Pro-Social Behavior, Aggression, Social influence. By-stander effect, conformity, stereotype, social facilitation.	
<b>Unit IV: Group Dynamics and inter-group relations</b>	<b>27</b>
Nature of groups, Consequences of belonging - performance, decision making, cooperation and conflict. Nature of intergroup relations-prejudice, inter-group conflict, Intervention techniques.	

**Course Learning Outcomes:** After studying this Unit, you would be able to:

- Demonstrate the ability to articulate independently and creatively about human Social Behavior and the cultural influences that affect our behavior.
- Describe, discuss, and analyze major issues and concepts in the field of Social Psychology.
- Compare and contrast the research methodologies used in the scientific study of human Social Behavior.
- Demonstrate the ability to state the fundamental principles of Social Psychology.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
<a href="#">R. Branscombe</a> <a href="#">Nyla, A. Baron</a> <a href="#">Robert,</a>	Social Psychology	Pearson	2017	978-9332586116	592

Kapur Preeti					
Gopa Bhardwaj	Fundamentals of Social Psychology	Pearson	2011	978-8131759530	244
Peter B Smith, Ronald Fischer, Vivian L. Vignoles, Michael H. (Harris) Bond	Understanding Social Psychology Across Cultures: Living and Working in a Changing World	SAGE Publications Ltd	2013	978-1446267103	480

**COURSE CODE: PSY303 (HUMAN RESOURCE MANAGEMENT IN PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Human Resource Management</b>	<b>27</b>
Strategic and traditional HRM, HR manager proficiencies Changing role and changing environment of HRM Labor legislation in India. Understanding policies, practices, and activities concerned with the management of people in organizations.	
<b>Unit II: Person-organization Fit</b>	<b>27</b>
Job Analysis Recruitment and selection Performance management system. organizational functions and processes including staffing the organization, designing jobs	
<b>Unit III: Human Resource Development</b>	<b>27</b>
Training need analysis (competency mapping), methods of training. Learning and development Career development. understanding of managing people from psychological perspective through understanding behaviour, attitudes, motivation and wellbeing.	
<b>Unit IV: International HRM</b>	<b>27</b>
Understanding cultural and contextual differences, Context of globalization, Forms of IHRM/ Types of cross-national organizations (Domestic, International, Multinational, Global, Transnational)	

**Course Learning Outcomes:** At the end of this course, student will be able to develop an understanding of the concepts.

- To develop the understanding of the concept of human resource management and to understand its relevance in organizations.
- To develop necessary skill set for application of various HR issues.

- To analyze the strategic issues and strategies required to select and develop manpower resources.
- To integrate the knowledge of HR concepts to take correct business decisions.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	PAGES
<a href="#">Gary Dessler &amp; Biju Varrkey</a>	Human Resource Management-16 <sup>th</sup> Edition	Pearson Education	2020	978-9353942205	760
Dr. Vaman R. Naik, Shreeyash Sohani, Dr. Sonali Saha	Human Resource Management	Thakur Publication	2020	B09C67TP49	456
Decenzo D A	Human Resource Management-11 <sup>th</sup> Edition	John Wiley	2015	9788126553785	448
K Aswathappa	Human Resource Management : Text And Cases : 8th Edition	McGraw Hill Education (India) Private Limited	2017	9789352605439	858
Dipak Kumar Bhattacharya	Human Resource Planning-3 <sup>rd</sup> Edition	Excel Books	2016	978-9350620571	497
R Wayne Mondy	Human Resource Management-12 <sup>th</sup> Edition	Pearson	2010	9780132553001	456

**COURSE CODE: PSY 304 (FORENSIC PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

### Course Content/ Syllabus

	<b>Lecture Hours</b>
<b>Unit I: Introduction</b>	<b>27</b>
Defining forensic psychology History of forensic psychology The roles of the Forensic Psychologist: Clinical and Experimental	
<b>Unit II: The Psychologist in Court</b>	<b>27</b>
Expert evidence, Forensic reports Pre-trial preparation, Forensic portfolio Examination in chief, Cross Examination	
<b>Unit III: Eyewitness Testimony and False Confession</b>	<b>27</b>
The accuracy of witness evidence Eyewitness evidence in court Consequences and types of false confession	
<b>Unit IV: Profile Analysis</b>	<b>27</b>
Nature of profiling work FBI Profiling – Stage 1: Data assimilation stage. Stage 2: Crime scene classification. Stage 3: Crime scene reconstruction. Stage 4: Profile generation Statistical/Actuarial profiling	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- Students will be able to demonstrate an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.
- Students will be able to demonstrate understanding the roles of forensic psychologists and psychologists in court and demonstrating knowledge of key issues in forensic psychology including eyewitness testimony and false confession.
- Students will be able to Develop a working knowledge and understanding of the basic theory and methods of investigation used in forensic psychology with an emphasis on crime scene analysis and forensic psychological tools.
- Students will be able to Demonstrate ability to developing offender or criminal profiling.

### Text / Reference Books:

<b>AUTHOR</b>	<b>TITLE</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>Pages</b>
Ronet Bachman & Russell K. Schutt,	Fundamentals of Research in Criminology and Criminal Justice	SAGE	2008	9781412960526	432
Connor Whiteley	Forensic Psychology	CGD Publishing	2020	9781914081101	294

Navin Kumar	Criminal Psychology	Lexis Nexis; First Edition	2015	978-9351434238	240
IB Weiner	The Handbook of Forensic Psychology	John Wiley & Sons Inc; 4th edition	2012	978-1118348413	944

**COURSE CODE: PSY305 (PSYCHOLOGY & MENTAL HEALTH)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to Mental Health</b>	<b>9</b>
Concept of mental health. Issues of mental health in India and the globe: Some common conditions and their epidemiology Importance of mental health, identify mental health challenges to help reduce the stigma of mental illness	
<b>Unit II: Anxiety, Depression &amp; Suicide</b>	<b>9</b>
Anxiety: Signs and Symptoms. Depression: Signs and Symptoms, Causes. Suicide: Preventative treatment measures, becoming gatekeepers of suicide	
<b>Unit III: Intervention</b>	<b>9</b>
Recognizing the signs that someone may need support Knowing what to do and what not to do when a person reaches out for help. Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), guiding the person towards appropriate professional help.	
<b>Unit IV: Mental Health Practice &amp; Care</b>	<b>9</b>
Counseling, therapy, guidance, mentoring. Peer mentoring: concept and skills	

**Course Learning Outcomes:**

- Be able to describe the major concepts, language, and major theories of the disciplines relevant to psychology.
- Be able to critically evaluate and analyze theoretical perspectives, historical trends and empirical findings that address psychology.
- Be able to describe and apply ethical principles pertaining to all aspects of the disciplines relevant to psychology.
- Developing insights into the sense of importance of mental health and its various facets.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages

Charles R Strother	Psychology and Mental Health	Literary Licensing, LLC	2012	978-1258379438	162
Sigmund Freud	Psychopathology of Everyday Life	Fingerprint! Publishing	2021	978-9354402203	116
G Sarason Irwin and R Sarason Barbara	Abnormal Psychology the Problem of Maladaptive Behavior 11Th Edition	PEARSON INDIA	2017	9789332584846	728

**B.A.(H) Psychology- 4 years with Research(6<sup>th</sup> Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY-	Quantitative Data Analysis	Core Courses	6	0	0	6
2	PSY-	Introduction to Indian Psychological Thoughts	Core Courses	6	0	0	6
3	PSY-	Environmental Psychology	Specialized Elective courses	6	0	0	6
4	PSY-	Psychology of Health & Yoga	Specialized Elective courses	4	0	4	6
5	PSY-	Community Psychology	Allied courses	2	0	0	2
		<b>Total Credits</b>			<b>Min Required: 26 Semester Credits: 26</b>		

**COURSE CODE: PSY (QUANTITATIVE DATA ANALYSIS)**

L	T	P	Total Credits
6	0	0	6

**Course Content/ Syllabus**

	Lecture Hours
<b>Unit I : Nature of Quantitative Data and Descriptive Statistics in Psychology</b>	<b>27</b>
Levels of measurement ,Measures of central tendency: Characteristics and computation of mean, median and mode Measures of variability or dispersion: Characteristics and computation of range, semi-interquartile range, standard deviation, variance Derived scores: Standard scores (z-scores, T-scores- (meaning and calculations), percentiles scores and percentile ranks (meaning and calculations), normalized standard scores (Stens and Stanines, normalized T scores - meaning)	
<b>Unit II: Normal distribution and Correlation</b>	<b>27</b>
Normal distribution Curve (NPC): Nature, Properties and application of NPC; deviation from NPC: Skewness and kurtosis; finding areas when the score is known, finding the scores when the area is known. Correlation: Calculation of Pearson’s and Spearman coefficient, Correlation, and its significance; factors affecting correlation	
<b>Unit III: Inferential Statistics (parametric) in Psychology</b>	<b>27</b>
Hypothesis testing: Logic of hypothesis testing, Z and Student’s t test- Assumptions and computation of single & double means (dependent & independent) Type I & II errors, power of a test. (a) Hypothesis testing for more than two means: Logic of ANOVA, Sources of variance, assumptions and computation of one-way ANOVA	
<b>Unit IV: Non-parametric tests</b>	<b>27</b>
Nature and assumptions Chi-square: Assumptions and computation of Chi-square	

**Course Learning Outcomes:** At the end of this course, the students will be able.

- Students will be able to Develop skills to use quantitative techniques such as measures of central tendency, variability, and correlation.
- Students will be able to Know how to use the normal probability curve as a model in scientific theory.
- Students will be able to Grasp concepts related to hypothesis testing and developing related computational skills.
- Students will be able to Learn basic techniques of descriptive and inferential statistics (parametric as well as non-parametric)

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	Pages

Broota, K.D	Experimental Design in Behavioral Research	John Wiley & Sons	1990	978-0470216415	460
Minium, E. W., King, B. M., & Bear, G.	Statistical Reasoning in Psychology and Education	John Wiley & Sons; 3rd Edition	1993	978-0471821885	608
Mohanty, B.	Statistics for behavioral and social sciences.	SAGE	2015	978-9351501817	1036

**COURSE CODE: PSY: (INTRODUCTION TO INDIAN PSYCHOLOGICAL THOUGHTS)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Introduction</b>	<b>27</b>
Introduction to Indian psychological thought – what is psychology and what could it be: alternative perspectives; what the Indian tradition can contribute: a psychology friendly philosophy; rigorous methods of enquiry in the subjective domain; effective methods for therapy and the harmonious development of the individual and the society; Consciousness as the foundation of reality; a short historical overview of Indian thought focusing on the common thread; how different concepts of consciousness affect the relation between self, others and world and lead to different perspectives on the aim of life. Types of knowledge and how to improve our understanding – knowledge for different purposes; vidya and avidya; Sri Aurobindo’s 4 types of knowledge; stages in experiential learning; self-knowledge for its own sake, for healing, and for developing one’s potential; sources of error and how to eliminate them: higher and inner knowledge -- basic methods to arrive at them; a first look at the methods of rigorous subjective enquiry	
<b>Unit II: Self and Personality</b>	<b>27</b>
Who am I? – different Indian traditions on the self and the structure of personality; the character and location of the border between self and world; personality types; emotion and attitudes; states of consciousness and their effect on perception and quality of life; possibilities for increasing our perceptiveness; emotions as colors of perception; rasa and bhava; detachment and commitment. Individual development – various determinants of who and how we are; prenatal influences; past impressions and formations during childhood, adolescence, and adulthood; ashramas then and now; immediate and ultimate aims of development; processes involved in willed, self-chosen development. Health and healing – perspectives on suffering, growth and healing; positive and negative motivations for change; yoga-based coping techniques ranging from surface-adjustment to deep	

inner transformation.	
<b>Unit III: Self in action</b>	<b>27</b>
Self in the social context – relationships with family, friends and partners, social groups, work and the world; relationship with oneself and oneself, group membership by birth and by choice; roles and hierarchies; shifting identities; positive and negative group-derived values and judgments. Motivation, action, and agency – identifying the various dynamisms behind action; perspectives on karma, fate and free will. Can there be motiveless, egoless action?	
<b>Unit IV: Applications of Indian psychology: A first look</b>	<b>27</b>
Counselling and therapy – vipassana and mindfulness; Hathayoga-based therapies; The Gita as guide Education – Gandhi’s Nai Talim; Tagore’s system of education; Sri Aurobindo’s integral education Organizational behavior & community work – Gita-based approaches to OB	

**Course Learning Outcomes:** After studying this Unit, you would be able to:

- Initiation of the journey of self-understanding by adopting the stance of a witness and exploring self and personality from a developmental perspective.
- Understanding the notion of knowledge and ability to discriminate the various forms of knowledge in the tradition of experiential learning.
- Recognizing the various kinds of errors made during knowledge acquisition and steps to get rid of them.
- Developing insights into the sense of self and personality and their various facets including course of development, and related issues of health, suffering and healing.
- Mapping selfhood in the context of relationships, motivation, action, and agency.
- Formulating strategies to address issues in therapeutic, educational, and organizational settings from the indigenous Indian perspective.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Shashi Jain	Introduction to Psychology	Amit Books	2021	978-8127256432	-
Sandi Mann	Psychology-A complete Introduction	Teach Yourself	2016	978-1473609303	336

**Additional References**

Abhedananda, Swami (1992). True psychology. Calcutta: Ramakrishna Vedanta Math. Aurobindo, Sri (2007).

A few representative short texts by Sri Aurobindo. Pondicherry: Sri Aurobindo Centre of Consciousness Studies. [These texts can be accessed at: <http://www.saccs.org.in/texts/integralyoga-sa.php>.] Aurobindo, Sri. (2008).

The integral yoga. Pondicherry: Sri Aurobindo Ashram Trust. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014).

Foundations and applications of Indian psychology. New Delhi: Pearson. Cortright, B. (2007). Integral

psychology. Albany: State University of New York.

**COURSE CODE: PSY (ENVIRONMENTAL PSYCHOLOGY)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Emergence of environmental psychology and its growth</b>	<b>27</b>
Definition and scope. Human-environment relationship: different worldviews to understand human-environment relationship. Salient features of environmental psychology. Recent trends and future directions in environmental psychology. Indian views on human-environment relationship	
<b>Unit II: Human-environment transaction</b>	<b>27</b>
Personal space, territoriality, crowding. Indian research on crowding and personal space. Theoretical models: stimulus overload, behavioral constraint, ecological and adaptation.	
<b>Unit III: Environmental stress:</b>	<b>27</b>
M Concept and type of stress. Sources of stressors: Cataclysmic, ambient stressors, daily hassles. Pollutions: noise, air, water, chemical and their consequences.	
<b>Unit IV: Pro-environmental behavior</b>	<b>27</b>
Changing the environmental destructive mindset. Environmental education, environmental prompts, and cues. Reinforcement strategies, Environmental movements.	

**Course Learning Outcomes:** At the end of this course, student will be able to develop an understanding of the concepts.

- Understanding the role of psychological processes (people’s attitude, beliefs) in people’s responses to environmental problems.
- Understanding the processes related to environmental degradation and their impact on human life.
- Understanding pro-environment behavior and human-environment transaction and being able to design behavioral interventions to minimize the adverse effects of anti-environment behavior.
- Developing adequate knowledge about the promotion of environment.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	PAGES

Linda Stag	Environmental Psychology: An Introduction-2 <sup>nd</sup> Edition	Wiley–Blackwel	2018	978-0470976388	398
Dak Kopec	Environmental Psychology for Design, 2nd Edition	FairChild Books	2012	9781609011413	430

**COURSE CODE: PSY (PSYCHOLOGY OF HEALTH & YOGA)**

L	T	P	Total Credits
4	0	4	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to Health Psychology</b>	<b>18</b>
Emergence and development of the field. Concept of 'health' and Cross-cultural definitions of health (including Indian) and Biopsychosocial models. Cultural approaches to medicines (especially with respect to Traditional Indian medicine: Ayurveda)	
<b>Unit II: Stress and Coping</b>	<b>18</b>
Theories of Stress (Cannon's fight-or-flight theory, Taylor et al.'s Tend-and Befriend Theory, Selye's General Adaptation Syndrome, Lazarus' Cognitive Appraisal Model). Physiology of stress. Types of psychological stressors. Coping with stress and stress management (including biofeedback)	
<b>Unit III: Promoting Healthy Behaviors</b>	<b>18</b>
Determinants of health behaviors. Theories of health behaviors: Health Belief Model, Theory of Planned Behavior, Self-Determination Theory, Cognitive-Behavioral Approaches, Transtheoretical Model of Behavior Change, and other Current Trends. Using the mass media for health promotion	
<b>Unit IV: Health promotion through Yoga</b>	<b>18</b>
Yoga intervention for lifestyle disorders. Research evidence on the impact of yoga intervention on lifestyle disorder	

**PRACTICALS (36 HOURS)**

1. Self-actualization inventory by KN Sharma.
2. Problem solving ability test by DrJasjit Kaur, Dr Manju Gera.
3. Mental health inventory by Jagdish and AK Srivastava.
4. Psychological well-being scale by DS Sisodia and Pooja Choudhary.
5. Perceived loneliness scale (16-22 years) by Praveen Kumar Jha.

**Course Learning Outcomes:**

- Demonstrating knowledge of health psychology.
- Demonstrating adequate knowledge about issues related to stress, stress management and coping.
- Developing adequate knowledge about the promotion of healthy behavior.

- Appreciating the value of practicing Yoga in daily life through research evidence and in-depth understanding of the promotion of health benefits of Yoga.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
<a href="#">Jane Ogden</a>	Health Psychology: A textbook, 5th edition	McGrow Hill	2012	9780335243839	608
Swami Rama	YOGA AND PSYCHOTHERAPY	Himalayan Institute Press	2005	978-0893890360	305
JENNIFER NICOLE LEE	The Mind-Body Problem	Ascent Audio	2011	9781596598393	272

**COURSE CODE: PSY (COMMUNITY PSYCHOLOGY)**

L	T	P	Total Credits
2	0	0	2

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction to Community Psychology</b>	<b>9</b>
Definition of community psychology; types of communities – locality based and relational; models: ecological level analysis of community, conceptual level model.	
<b>Unit II: Core values in community psychology</b>	<b>9</b>
Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths Community functions – learning, socialization, and supportive functions.	
<b>Unit III: Communities as setting for health promotion</b>	<b>9</b>
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	
<b>Unit IV: Interventions for Community Development and Empowerment</b>	<b>9</b>
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	

**Course Learning Outcomes:**

- Understanding the role of Psychology in community development.

- Developing an appreciation of the core values that guide community psychology and facilitate community functions.
- Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies.
- Demonstrating knowledge of community psychology.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
John Moritsugu	Community Psychology	2017	Taylor & Francis Ltd	9781138462717	558
Kloos B. Hill, J Thomas, Wanderman A, Elias M.J. & Dalton J.H	Community Psychology: Linking Individuals and Communities- 3 <sup>rd</sup> Edition	2013	Cengage India	9788131521038	606

**B.A.(H) Psychology- 4 years with Research (7<sup>th</sup> Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY-	Introduction to Psychological Inquiry-I	Core Courses	6	0	0	6
2	PSY-	Systems and processes in Psychology-I	Core Courses	6	0	0	6
3	PSY-	Constructing social psychology: theoretical	Core Courses	4	0	0	4

		perspectives and applications					
4	PSY-	Sports Psychology	Specialized Elective courses	4	0	0	4
5	PSY-	Consumer psychology	Allied courses	4	0	0	4
			<b>Total Credits</b>	<b>Min Required: 24 Semester Credits: 24</b>			

**COURSE CODE: PSY (INTRODUCTION TO PSYCHOLOGICAL INQUIRY-I)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introduction: Meaning of research and it's purposes</b>	<b>27</b>
<ul style="list-style-type: none"> <li>The process and steps of scientific research; Identifying a research problem;</li> <li>Main types of research: Descriptive, Experimental, Correlational, Theoretical;</li> <li>The notion of variable and it's types: Independent, dependent and control;</li> <li>The concepts of predictor and criterion; Distinguishing positivist and non-positivist traditions of research.</li> </ul>	
<b>Unit II: Experimentation: Basic ideas</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Research design, hypothesis, theory, observation and data; Manipulation, selection and measurement. Roles and responsibilities of experimenter; Conducting experiments: Procedural requirements; Basic experimental design: Control and experimental groups; Factorial design; Threats to internal and external validity. Decisions about data analysis.</li> </ul>	
<b>Unit III: Assessing individual differences:</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Assessing individual differences: Needs to assess individual differences: Recruitment, training, clinical work; Concepts of attitude, aptitude, ability/intelligence, personality, interest; Concepts and types of Reliability, Validity and Norms; Types of measures: Rating scales, psychological tests, Interview schedule, Questionnaire, Projective measures</li> </ul>	
<b>Unit IV: Qualitative methods and report writing</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Qualitative methods: Observation, Ethnography, Interview, thematic analysis. Writing of reports for different kinds of reports: reviews, experimental reports, correlational studies, qualitative studies; Ethical and moral considerations during research , analysis and reporting.</li> </ul>	

**Course Learning Outcomes:**

- Awareness of the basic features of various types of research undertaken with human beings and understanding of the use of basic terminology used in human research.

- Demonstrate ability to plan simple experiments and state its requirements. Also, to develop awareness of the critical components of experimental design and its conduction.
- Developing familiarity with different kinds of measures and techniques for assessing individual differences.
- Understanding the distinctive features of a select qualitative research methods and plan small qualitative research.
- Understanding the important components of different types of research report and observing the precautions to maintain ethical and moral integrity of the researcher.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>	<b>ISBN</b>	<b>pages</b>
Creswell, J.W.& Chery N.Poth	Qualitative Inquiry and Research Design: Choosing Among Five Approaches.	SAGE	2017	978-1506330204	472
Neuman, L	Social Research Methods: Qualitative and Quantitative Approaches,	Pearson	2009	9780205698592	648
Aiken, L. R., & Groth-Marnet, G.	Psychological testing and assessment (12th Ed.)	Pearson	2009	978-8131728116	552
Anastasi, A., & Urbina, S.	Psychological testing (7th Ed.).	Prentice – Hall of India Pvt. Ltd.	2009	9788120323650	656
Husain, A.	Psychological testing.	Pearson Education	2012	9788131770238	288

**COURSE CODE: PSY: (SYSTEMS AND PROCESSES IN PSYCHOLOGY-I)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Development of Psychology as a discipline</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Historical roots: Structuralism, Functionalism and Associationism - An overview of structuralism - Wilhelm Wundt:</li> <li>Psychology of consciousness, its method of study, goals of psychology, the elements of experience, and feelings; Titchener's contribution to the development of psychology</li> <li>American functionalism: William James: His contribution to principles of psychology, consciousness, and emotions</li> </ul>	
<b>Unit II: Psychology in India and the world</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Psychology in India: Brief history; Present status, some classical works of psychology in India, Contributions of Indian psychologists</li> <li>Fields of psychology: Clinical, social, organizational, developmental, health, criminal, forensic, military, sport, neuropsychology, transpersonal, environmental, positive, spiritual and integral</li> <li>Current status of the discipline/ Emergence of modern psychology</li> </ul>	
<b>Unit III: Positivist Orientation in Psychology</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Developments in Behaviourism (Watson)</li> <li>Neo-behaviouristic traditions (Skinner)</li> <li>Cognitive revolution- A Paradigm Shift</li> </ul>	
<b>Unit IV: . Depth Psychology</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Freudian Psychoanalysis</li> <li>Neo Freudians and the shift towards social and cultural - Sigmund Freud and the notion of the unconscious mental processes and defence mechanisms - Carl Jung's concept of archetypes and collective unconscious; Adler's concept of social interest, Contribution of neo-Freudians</li> <li>A brief introduction to object relations approach</li> </ul>	

**Course Learning Outcomes:** After studying this Unit, you would be able to:

- Building an understanding of pre-history and history of psychology, including philosophical and general-scientific milestone events that have influenced the development of the discipline.
- Identifying and appreciating the diversity of contributions to the contemporary fields of psychology.
- Developing critical thinking skills with increased ability to articulate sound arguments and ask sophisticated questions regarding theories and principles of psychology
- Describe the key figures in the history of psychology and their major contributions and perspectives.
- Understanding the evolution of psychology as a modern scientific discipline in western thought.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Brennan, J. F	. History and systems of psychology.	Pearson	2002	978-0130481191	358

Cornelissen, R. M. M., Misra, G., & Varma, S.	Foundations of Indian psychology— Theories and concepts (Vol. 1).	Pearson	2011	B00AYDNY2Y	748
Leahey, T.H.	A History of Psychology: Main currents in psychological thought (6th Ed.).	Pearson	2005	978-0130112866	572

**COURSE CODE: PSY (CONSTRUCTING SOCIAL PSYCHOLOGY: THEORETICAL PERSPECTIVES AND APPLICATIONS)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Hours
<b>Unit I: Cognitive level of analysis</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Overview of the course objectives and structure</li> <li>• Historical context and development of social psychology theories</li> <li>• Attribution theory of motivation</li> <li>• Social information processing theory</li> <li>• Feelings as information model</li> <li>• Social cognitive theory</li> </ul>	
<b>Unit II: Motivational/affective level of analysis</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Dissonance theory</li> <li>• Self-determination theory</li> <li>• Social comparison theory</li> <li>• Aggression theory</li> <li>• Leon Festinger's cognitive dissonance theory and its origins</li> <li>• Self-perception theory and the concept of intrinsic/extrinsic motivation</li> <li>• Applications of cognitive dissonance in attitude change and behavior modification</li> </ul>	
<b>Unit III: Interpersonal level of analysis</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Need to belong theory</li> <li>• Attachment theory</li> <li>• Shared reality model</li> <li>• Interdependence theory</li> <li>• Albert Bandura's social learning theory and observational learning</li> <li>• Modeling, reinforcement, and vicarious learning in shaping behavior</li> <li>• Implications for understanding aggression, prosocial behavior, and media influence</li> </ul>	
<b>Unit IV Group and cultural level of analysis</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Justice theory</li> <li>• Minority influence theory</li> <li>• Social identity theory</li> <li>• Social dominance theory</li> <li>• Exploring the intersection of multiple social identities</li> <li>• Intersectionality's impact on social psychology research and perspectives</li> </ul>	

<ul style="list-style-type: none"> <li>Addressing social justice issues and promoting inclusive research practices</li> </ul>	
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**Course Learning Outcomes:** At the end of this course, student will be able to develop an understanding of the concepts.

- To acquaint students in understanding and applying theoretical perspectives in social psychology at a cognitive, affective and motivational level.
- To create a sound basis in understanding and applying theories in social psychology in the interpersonal, group and cultural context.
- Developing creative and evidence-based solutions to address theoretical limitations.
- Recognizing how insights from other disciplines, such as sociology, anthropology, and neuroscience, can enrich and challenge social psychology theories.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Albarracin, D., Jonson, B.T., Zanna, M.P	The Handbook of Attitudes	The Psychology Press	2014	9781410612823	840
Bunk, A. P., & Van Vugt, M.	Applying social psychology: From problems to solutions	SAGE	2013	978-1446249086	200
P. Van Lang, A. Kruglanski, & E.T. Higgins	Handbook of Theories of Social Psychology	SAGE	2011	978-0857029607	568

**COURSE CODE: PSY (SPORTS PSYCHOLOGY)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Hours
<b>Unit I:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>Sports Psychology: Definition, Nature and Scope.</li> <li>Brief history of Sports Psychology: International and Indian Perspectives Role of Sport Psychologist.</li> </ul>	

<b>Unit II:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Behavioral Principles and their applications in sports</li> <li>• Individual differences and Sports Performance</li> <li>• Motor Skills Learning.</li> <li>• Attention, Focusing and concentration.</li> </ul>	
<b>Unit III:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Anxiety, Stress and Burnout</li> <li>• Coping Strategies and Interventions.</li> <li>• Managing failure</li> </ul>	
<b>Unit IV:</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Motivation: Concepts, Models and Applications.</li> <li>• Goal Setting.</li> </ul>	

**Course Learning Outcomes:** At the end of this course, student will be able to develop an understanding of the concepts.

1. To trace the development of sports psychology as an independent discipline with its multidimensional perspective.
2. To identify the relationship of personality, motivation, and situational factors with performance on individual and team events.
3. To discuss the role of training and other psychological interventions towards performance enhancement in sports.

**Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	Pages
Cox, R.H.	Sports Psychology	New York: Palgrave Macmillan	2002	978-0078022470	576
Galluci, N.T.	Sports Psychology	New York: The Psychology Press	2008	978-1848729780	680
Lavalke, D., Krener, J., Moran, A.P., & Williams, M	Sports Psychology: Contemporary Themes.	Red Globe Press	1994	978-1403904676	-

**COURSE CODE: PSY (CONSUMER PSYCHOLOGY)**

L	T	P	Total Credits
4	0	0	4

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Introducing consumer psychology</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Historical antecedents</li> <li>• Definition and scope of consumer psychology</li> <li>• Importance of consumer behavior in marketing and business</li> <li>• Key psychological theories and models in consumer psychology</li> <li>• Understanding consumer behaviour: varied theoretical approaches</li> <li>• Methodological issues in understanding consumer behaviour</li> <li>• Consumer society in the twenty-first century</li> </ul>	
<b>Unit II: Psychological issues in consumer behaviour</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• The implicit consumer cognition</li> <li>• The nature and role of affect in consumer behaviour</li> <li>• Consumer attitudes and behaviour</li> <li>• Motivation and goals in consumption</li> <li>• Sensory perception and its impact on consumer choices</li> <li>• Selective attention and perceptual filters</li> <li>• Sensory marketing strategies</li> <li>• Psychological needs, desires, and motivations</li> <li>• Emotional appeals and branding strategies</li> <li>• Consumer decision-making influenced by emotions</li> </ul>	
<b>Unit III: The self and social in consumer behaviour</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Dynamics of relationship between brands and identity</li> <li>• How products prime social networks</li> <li>• Family consumption decision making</li> <li>• Consumer socialization</li> <li>• Influence of culture, subculture, and social class on consumer behavior</li> <li>• Reference groups, social influence, and conformity</li> <li>• Cultural nuances in global consumer behavior</li> </ul>	
<b>Unit IV: Advances in research methods</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• Online observation</li> <li>• Netnography</li> <li>• Focus group and depth interviews</li> <li>• Cross-cultural consumer psychology</li> <li>• Qualitative and quantitative methods in market research</li> <li>• Analyzing consumer insights for marketing strategies</li> <li>• Using data to predict consumer behavior</li> </ul>	

**Course Learning Outcomes:**

- Understanding the role of Psychology in community development.
- Developing an appreciation of the core values that guide community psychology and facilitate community functions.
- Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies
- Understanding how consumers perceive and interpret sensory stimuli, including visuals, sounds, and product packaging.

**Text / Reference Books:**

Author	Title	Publisher	Year of publication	ISBN	pages
Philip Graves	The Truth About Consumers and the Psychology of Shopping	Nicholas Brealey	2013	978-1857885767	240
Mittelstaedt Max	Consumer Psychology & Consumer Behaviour	Independently Published	2013	9798638402716	226
Dr Jansson-Boyd	Consumer Psychology	Open University Press	2010	978-0335229284	312
Seema Pasricha	Consumer Psychology	Deep& Deep	2007	978-8176299206	376

**B.A.(H) Psychology- 4 years with Research(8<sup>th</sup> Semester)**

Sr No	Course Code	Course Title	Course Type	Credit Units			Total Credits
				L	T	P	
1	PSY-	Introduction to Psychological Inquiry-II	Core Courses	6	0	0	6
2	PSY-	Systems and processes in Psychology-II	Core Courses	6	0	0	6
3	PSY-	Dissertation	Core Courses	6	0	0	6
4	PSY-	Social problems and intervention	Specialized Elective courses	6	0	0	6
5	PSY-	Stress Management	Allied Courses	1	0	0	1

		<b>Total Credits</b>	<b>Min Required: 25 Semester Credits: 25</b>
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**COURSE CODE: PSY (INTRODUCTION TO PSYCHOLOGICAL INQUIRY-II)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Surveys</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Doing Psychological Research: Meaning and purpose</li> <li>• Research Paradigms: Positivist, Interpretivist/constructivist, Critical, Feminist</li> <li>• Main types of research: Qualitative/Quantitative/Mixed (based on philosophical assumption), fundamental/applied (based on purpose), Descriptive, Experimental, Correlational, Theoretical (based on research problem)</li> <li>• Sampling; Probability: simple random, stratified &amp; cluster; non-probability: accidental, quota, purposive, notion of theoretical sampling in qualitative research; sampling size and sampling error</li> </ul>	
<b>Unit II: Force-field analysis and appreciative inquiry</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Characteristics of qualitative inquiry</li> <li>• Phases of a Qualitative Inquiry (including designing and sampling) and self-reflexivity</li> <li>• Approaches to qualitative Inquiry: A brief Introduction to Phenomenology, Ethnography, Narrative inquiry and Grounded Theory</li> <li>• Qualitative data analysis: Coding, thematic analysis, Computer programs for qualitative data analysis (brief introduction to computer programs such as NVivo)</li> </ul>	
<b>Unit III Research Project</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Characteristics of quantitative inquiry</li> <li>• Steps in quantitative research process (with emphasis on the notion of variable and it's types, hypothesis, research design – correlational, experimental, quasi- experimental and ex-post facto)</li> </ul>	
<b>Unit IV: Focused Group Discussion</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Survey and Experimental method</li> <li>• Interview and observation</li> <li>• Case Study and archival method</li> <li>1. Ethical and moral considerations during research, analysis and reporting</li> </ul>	

**Course Learning Outcomes:**

- To acquaint students with the applications of psychometric tools and inventories in organizations
- To acquaint the students with the tools of behavioural and organizational interventions
- To develop the skills to analyze behavioural issues in organizations.
- To gain firsthand experience through organized visit to organizations.

**Text / Reference Books:**

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION	ISBN	pages
Pareek, U. & Purhoit, S.	Training Instruments in HRD and OD (3rd ed.)	Tata McGraw Hill	2010	978-0070434332	872
Anastasi, A., & Urbina, S.	Psychological testing (7th Ed.).	Prentice – Hall of India Pvt. Ltd.	2009	9788120323650	656
Pfeiffer, J.W. & Jones, J.E.	A Handbook of structured Experiences for Human Relations Training	University Associates Inc.	1973	978-0883900413	128

**COURSE CODE: PSY: (SYSTEMS AND PROCESSES IN PSYCHOLOGY-II)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Hours
<b>Unit I: Rise of Gestalt</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Gestalt psychology: Contributions of Wertheimer, Koffka and Kohler; Gestalt principles of learning, principles of organization, principle of isomorphism and productive thinking</li> <li>Field Dynamic Approach of Kurt Lewin</li> <li>Psychology in Post school era: Trends towards the study of culture and biological processes</li> </ul>	
<b>Unit II: Rise of Third forces in Psychology and some contemporary developments</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Development of Third Force: Humanistic and Existential perspectives</li> <li>Maslow's and Rogers' contribution</li> <li>Critical perspective, Feminism, Social constructionism</li> </ul>	
<b>Unit III Indigenous Indian thought and tradition - I</b>	<b>27</b>
<ul style="list-style-type: none"> <li>Origins of psychological thought in ancient India: Muni-Yati and rsi traditions; Sruti and Smrti; Vedic, post-vedic, neo-vedic philosophies Characteristics of Indian psyche</li> <li>Nature of consciousness, mind and mental functions as understood in Samkhya: Yoga, Vedanta, Nyaya-Vaisheshika and Purva Mimasa and Uttara Mimasa (Vedanta)</li> <li>Contrasting it with Western Perspective /issues of content and methodology with reference to classical schools.</li> </ul>	

<b>Unit IV: Indigenous Indian thought and tradition-II</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Buddhist psychology: Foundations of early Buddhist psychology: Thought, mind, consciousness; Basic constructs of Buddhist psychology: Buddhist theory of unconscious mind; The Indian Buddhist conception of persons, Contemporary application in mindfulness based therapies.</li> <li>• Spiritual and transpersonal perspectives in Psychology: Sri Aurobindo's Integral Yoga Perspective</li> </ul>	

**Course Learning Outcomes:** After studying this Unit, you would be able to:

- Developing a sensibility towards diversity in theoretical orientations in psychological discourse.
- Becoming more informed about ways in which concepts in science and psychology can be understood based on indigenous knowledge systems.
- Developing an understanding of indigenous Indian thought and being able to characterize the Indian psyche.
- Demonstrating an understanding of different perspectives on the conception of person and self and consciousness.
- Building critical perspectives, issues and debates pertaining to different schools.

**Text / Reference Books:**

<b>AUTHOR</b>	<b>TITLE</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>	<b>ISBN</b>	<b>pages</b>
Brennan, J. F	. History and systems of psychology.	Pearson	2002	978-0130481191	358
Cornelissen, R. M. M., Misra, G., & Varma, S.	Foundations of Indian psychology— Theories and concepts (Vol. 1).	Pearson	2011	B00AYDNY2Y	-

**COURSE CODE: PSY (DISSERTATION)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Course Contents/syllabus:**

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

Reference – Latest APA manual for dissertation.

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

**Course Learning Outcomes:** At the end of this course, student will be able to develop an understanding of the concepts.

- the ability to design and conduct an original piece of research; to be able to make a clear link between the existing literature and the experimental hypothesis under test;
- to be aware of any ethical issues which may arise from the work;
- plan a major piece of research, and to recruit and test participants within the time limits; to succinctly report results and wherever appropriate use correct statistical procedures;
- to discuss results obtained in relation to the existing literature

**COURSE CODE: PSY (SOCIAL PROBLEMS AND INTERVENTION)**

L	T	P	Total Credits
6	0	0	6

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Major social problems in India</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• definition of social problems and the role of intervention in addressing them</li> <li>• Major sociological perspectives on social issues (e.g., conflict theory, functionalism)</li> <li>• Intersectionality and its importance in understanding complex social problems.</li> <li>• Socially disadvantaged groups: caste, tribes, minorities and welfare measures</li> <li>• Problems of women: gender inequity, violence against women, depersonalization and humanistic approach.</li> <li>• Poverty: causes, problems and strategies for alleviating poverty</li> <li>• Issues related to labour: child labour and unorganized sectors and rehabilitation measures</li> </ul>	
<b>Unit II: Physical and mental health related issues</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Mental health: models of causation and types of intervention</li> <li>• HIV/AIDS: magnitude, high risks groups, protective programmes</li> <li>• Cancer patients: pain management and palliative care</li> <li>• Suicide: risk and prevention</li> <li>• Social determinants of health and disparities in healthcare access</li> <li>• Public health interventions and policies to address health inequalities.</li> </ul>	
<b>Unit III: Child and family</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Child abuse: types of child abuse and rehabilitation programmes</li> <li>• Orphans and street children: psychosocial problems and interventions</li> <li>• Family planning and population control: fertility, contraceptive use, family planning policies</li> <li>• Marital and family problems: influence of urbanization, divorce and separation, domestic violence</li> <li>• Analysis of homelessness as a multifaceted social problem</li> <li>• Housing policies, interventions, and approaches to combat homelessness</li> </ul>	
<b>Unit IV: Special populations and environmental concerns</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• Geriatric: psychosocial and health related issues of ageing, role of psychologist</li> <li>• Disability: understanding the concept of disability and rehabilitation</li> <li>• Addiction: alcohol and drug addiction, control over use of substance, therapeutic communities.</li> <li>• Environment: personal space and crowding, stress and health</li> </ul>	

<ul style="list-style-type: none"> <li>• Examination of environmental challenges and their social implications</li> <li>• Sustainable development goals and community-based environmental interventions</li> <li>• Analysis of homelessness as a multifaceted social problem</li> <li>• Housing policies, interventions, and approaches to combat homelessness</li> </ul>	
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**Course Learning Outcomes:**

- Understanding and identification of the various psycho- social problems
- Suggest appropriate skills and interventions.
- Analyzing the causes and consequences of different social problems on both micro (individual) and macro (societal) levels.
- Understanding how social problems can lead to community disintegration and social unrest.

**Text / Reference Books:**

AUTHOR	TITLE	Publisher	Year of publication	ISBN	pages
Ahuja, R.	Social Problems in India (3 <sup>rd</sup> . ed.).	Rawat Publications	2014	978-8131606278	-
Prasad, B.K	Social Problems of India (Vol 1 & 2).	Anmol Publications	2004	9788126117741	670
Bhattacharya.S.K	Social Problems in India: Issues and Perspective	Regency Publications	2002	978-8186030004	180
Dallos, R. & McLaughlin, E.	Social Problems and The Family	SAGE	1993	978-0803988361	288

**COURSE CODE: PSY (STRESS MANAGEMENT)**

L	T	P	Total Credits
1	0	0	1

**Course Contents/syllabus:**

	Teaching hours
<b>Unit I: Understanding Stress</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Nature of stress: components, stress appraisals, characteristics of stressful events, good stress v/s bad stress.</li> <li>• Dimensions of stress: biological aspects &amp; psychosocial aspects of stress.</li> <li>• Sources of stress: within the person, family &amp; community/society.</li> <li>• Individual differences in coping with stress</li> </ul>	
<b>Unit II: Stress and Health</b>	<b>5</b>

<ul style="list-style-type: none"> <li>• Diathesis stress model</li> <li>• Burnout: meaning, Burnout Stress Syndrome, Distinct stages of burnout.</li> <li>• Stress behaviour and illness</li> <li>• Psychoneuroimmunology</li> <li>• Stress and cardiovascular disorders: hypertension, coronary heart diseases.</li> <li>• Psychophysiological disorders and stress</li> </ul>	
<b>Unit III: Managing Stress – 1</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Psychosocial modifiers of stress: Social support, Sense of personal control, Personality as resilience and vulnerability.</li> <li>• Methods: Yoga, Meditation, Relaxation techniques</li> </ul>	
<b>Unit IV: Managing Stress – 2</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Approaches to coping:</li> <li>• A) Coping patterns of limited value: giving up, striking out at others, Selfindulgence, blaming self, using defensive coping.</li> <li>• B) Constructive coping</li> <li>• : i. Appraisal focused coping: Ellis Rational Thinking, Humour as a stress reducer, Positive reinterpretation.</li> <li>• ii. Problem -focused coping: Using systematic problem solving, seeking help, using time more effectively, improving self control</li> <li>• . iii. Emotion- focused coping: Enhancing emotional awareness, releasing pent-up emotions, managing hostility and forgiving others</li> </ul>	

#### **Course Learning Outcomes:**

- Understanding the role of Psychology in community development.
- Developing an appreciation of the core values that guide community psychology and facilitate community functions.
- Developing insights with respect to health promotion programs in communities, community programme for child and maternal health, for physically challenged and elderly people in the Indian context, through case studies
- Understanding how mindfulness can help increase awareness of thoughts and emotions, promoting better emotional regulation.

#### **Text / Reference Books:**

<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Year of publication</b>	<b>ISBN</b>	<b>pages</b>
Jonathon C. Smith	Stress Management: A Comprehensive book on Techniques & Strategies	Springer Publishing Co Inc	2002	978-0826149473	280
Paul M. Lehrer	Principle & Practice of Stress Management- 3 <sup>rd</sup> Edition	Guilford Press	2007	978-1593850005	734
Dr Viswanathan Gopalan	Stress Management- An Integral Approach	GenNext Publication	2016	9789380223049	120

